

FOODOLOGY FEEDING

THE MEALTIME MINDSET™

COMPANION WORKBOOK

*Exercises, Reflections & Worksheets to Accompany Mealtime Mindset: How Changing Your
Mindset Changes Mealtimes*

...

by

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How to Use This Workbook

Then grab a pen... and let's get to work.

This workbook holds every exercise, reflection, and worksheet from Mealtime Mindset — all in one place, with room to actually write. It's meant to be used alongside the book, chapter by chapter, not read on its own.

A few notes before you begin:

- Keep this workbook nearby as you read. Write in it. Highlight it. Come back to it.
- These aren't busy-work exercises — they're part of the process. The parents who complete them, instead of simply reading them, are often the ones who experience the biggest transformations.
- Each chapter opens with a short recap of its Key Takeaways, followed by that chapter's activities under bolded headings — look for "Activity," "Action Steps," "Reflect," and "Mindset Challenge."
- There's no perfect way to fill this out. Skip around if you need to. Come back to pages later. Progress, not perfection.

A confident eater isn't built one bite at a time. They're built one positive mealtime at a time.

PART I

Change Your Perspective

CHAPTER ONE

It Doesn't Start With Food

This opening chapter lays the foundation for everything that follows: progress begins with mindset, not with another bite. Before you move into the hands-on work of the next few chapters, take a moment to name what brought you here.

BEFORE YOU BEGIN

What made you pick up this book? What does a peaceful mealtime look like for your family right now — even if it feels far away?

Key Takeaways — Quick Reference

- Positive mealtime experiences are the foundation for lasting feeding success.
- Progress begins with mindset — not with another bite.
- Pressure may get a bite today, but it often steals progress tomorrow.
- A strong foundation of trust, consistency, and clear mealtime agreements makes every other feeding strategy more effective.

CHAPTER TWO

When Food Stops Feeling Safe

ACTIVITY · FOOD MEMORIES WORKSHEET

Think back to one of your earliest positive food memories. Was it baking cookies with your grandmother? A favorite birthday cake? Ice cream after little league? Sunday dinner with your family?

Write it down.

Food:

Feeling:

Now think about a food memory that wasn't so positive. Maybe you became sick after eating something. Maybe you gagged. Maybe you choked. Maybe someone forced you to eat something you hated.

Write that one down too.

Food:

Feeling:

ACTIVITY · NEGATIVE FOOD EXPERIENCES WORKSHEET — FROM YOUR CHILD'S PERSPECTIVE

Every negative food experience is like a single brick — over time, bricks become a wall, and that wall becomes what we call "picky eating." Try to see it from your child's side of the table.

Describe one mealtime moment that may have felt overwhelming, scary, or unsafe to your child (a gag, a forced bite, a texture, a rushed meal, etc.):

What might your child have been trying to communicate through that moment — even if they didn't have the words for it?

ACTIVITY · THIS WEEK'S NOTICING PRACTICE

This week, notice every time your child communicates something about food. Before reacting, pause and ask yourself: "What might my child be trying to tell me?"

Day	What I noticed	What my child might be communicating

Key
Takeaways —
Quick
Reference

- Children aren't trying to be difficult — they're trying to communicate something they may not yet have the words to express.
- The first negative food experience can happen for many reasons, but what

Day	What I noticed	What my child might be communicating
matters next is the meaning your child attaches to it. - Positive and negative food experiences build over time. Every meal is a chance to strengthen trust or add another brick to the wall. - Lasting progress begins when we stop asking "How do I get my child to eat?" and start asking "What is my child trying to communicate?" - A child's relationship with food is built one experience at a time — and it can be changed.		

CHAPTER THREE

Rewriting Success

ACTIVITY · REDEFINE SUCCESS — THE 3-DINNER WIN TRACKER

For the next three dinners, don't count bites. Instead, write down five successes from each meal. Maybe your child came to the table without protesting, stayed a minute longer than yesterday, helped stir the sauce, tolerated a new food on their plate, smelled it, looked at it, stayed calm, laughed with the family, or asked a question about a food.

Dinner	5 Wins (however small)

REFLECT

At the end of three days, ask yourself: "What successes would I have completely missed before reading this chapter?"

Key Takeaways — Quick Reference

- Redefining success means noticing progress that isn't measured in bites.
- The goal isn't to pretend everything is perfect — it's to train your brain to recognize progress that's already happening.
- Small, consistent wins build the foundation for bigger change.

CHAPTER FOUR

Knowing When to Push — and When to Pause

ACTIVITY · DAILY PUSH-OR-PAUSE CHECK-IN

Before each meal this week, pause and ask yourself: "Does my child need more safety today... or are they ready for a gentle challenge?" After the meal, write one observation that helped you answer — focus on body language, emotions, and behavior rather than bites.

Day	Before: Safety or challenge?	After: What I observed

REFLECT

If you catch yourself wanting to push, pause and ask: "Am I asking my child to jump into the twelve-foot end... or are they truly ready for this next step?"

Key Takeaways — Quick Reference

- Knowing when to push and when to pause is one of the most important skills a feeding parent can build.
- Focus on your child's body language, emotions, and behavior — not just bite count.
- Readiness looks different for every child, and it can shift meal to meal.

PART II

Change Your Home

CHAPTER FIVE

The Mealtime Agreements

Creating Safety Through Structure

These four agreements are the foundation of everything at Foodology. Before you dive into each one individually over the next four chapters, use this page as your family's overview. You'll come back to fill in your own version of each agreement as you go.

OUR FOUR MEALTIME AGREEMENTS

Agreement	Our Family's Commitment
#1 — Mealtimes Happen at the Table	
#2 — Meals Have a Beginning and an End	
#3 — Everyone Has a Job	
#4 — We Speak Respectfully About Food	

Simple doesn't mean easy. You don't need to master all four overnight.

Mealtimes Happen at the Table

Decide where your family's mealtime space will be.

Look at your child's seating. Are their hips, knees, and feet supported? If not, make one adjustment before your next meal.

Check	Hips supported	Knees at ~90°	Feet supported	Adjustment made

[illegible]

Day	Practiced eating in mealtime space?	Stayed at the table?	Notes

REFLECT

Before your next meal, look around your mealtime space and ask: "Does this space communicate that mealtimes matter?"

Key Takeaways — Quick Reference

- Mealtimes happen in one predictable place.
- Food stays at the table because it's the safest place to eat.
- Our bodies stay at the table so our brains can focus on the meal.
- Comfort matters — proper seating and foot support help children stay engaged.
- Parents model mealtime agreements too.
- Consistency — not perfection — is what builds family routines.

CHAPTER SEVEN

Meals Have a Beginning and an End

Mealtime Agreement #2

ACTIVITY · BUILD YOUR MEAL & SNACK SCHEDULE

Create a simple meal and snack schedule that works for your family — most young children do best with predictable opportunities to eat every 2–3 hours.

Meal / Snack	Time	Notes

ACTIVITY · INTEROCEPTION DETECTIVE

This week, become an Interoception Detective. Write down three ways your child communicates hunger besides saying "I'm hungry."

1.
2.
3.

Key Takeaways — Quick Reference

- Meals have a beginning and an end.
- Most young children do best with predictable opportunities to eat every 2–3 hours throughout the day.
- Grazing makes it harder for children to experience hunger and learn what it feels like.

- Hunger isn't something to fear — it's one of the body's most important ways of communicating.
- Your job isn't to create hunger. Your job is to protect your child's opportunity to experience it naturally.
- Every child experiences hunger differently. Stay curious about your child's unique signals.

CHAPTER EIGHT

Everyone Has a Job

Mealtime Agreement #3

ACTIVITY · OUR JOBS (FRIDGE-READY)

Write down your job and your child's job. Put the list on your refrigerator this week as a reminder.

My Job (the Parent's Job)	My Child's Job

ACTIVITY · SAFE-FOOD MEAL PLANNER

Plan each meal this week with at least one safe food your child already eats comfortably.

Day	Meal	Safe Food Included

REFLECT

Notice your own feelings this week. If your child doesn't eat, what comes up for you — fear, guilt, frustration? Simply noticing your reaction is the first step toward changing it.

Key Takeaways — Quick Reference

- Parents and children each have an important job at mealtimes.
- Parents decide what, when, and where food is offered. Children decide whether and how much they eat.
- Every meal should include at least one safe food.
- You are not a short-order cook, but you are a thoughtful meal planner.
- Sometimes what looks like behavior is actually biology — gut health, constipation, bloating, and discomfort all influence appetite.
- Trusting your child's body helps them learn to trust it too.
- Flexibility grows when children know another opportunity to eat is always coming.

CHAPTER NINE

We Speak Respectfully About Food

Mealtime Agreement #4

ACTIVITY · DESCRIBE IT WITH THE FIVE SENSES

Practice using the five senses to describe food during one meal each day this week — instead of "gross," try "wet," "cold," "strong," or "bumpy."

Day	Food	How we described it (look / smell / touch / taste / sound)

ACTIVITY · INTRODUCE THE WORD "YET"

Every time your child says "I don't like it," respond with: "You don't like it... yet. You're still learning about it." Track it here.

Day	What they said	How I responded with "yet"

SELF-CHECK · MY OWN LANGUAGE

Pay attention to your own language this week. Replace emotional words like "gross" or "disgusting" with objective descriptions.

A word I caught myself using this week, and what I replaced it with:

Key Takeaways — Quick Reference

- We speak respectfully about food — even foods we choose not to eat.
- Words shape beliefs, and beliefs shape identity.
- Describing food keeps curiosity alive. Judging food shuts curiosity down.
- Every food can be described using the five senses.
- We can't solve "gross," but we can solve "wet," "cold," "strong," or "bumpy."
- Learning about food is a process, not a one-time event.
- "Yet" reminds children that they are still learning.

PART III

Change Yourself

CHAPTER TEN

Why Are We Talking About You?

ACTION STEPS

Commit to doing every exercise in Part III — even the ones that feel uncomfortable. What's one thing that might make you want to skip an exercise, and how will you push through it anyway?

Before reading the next chapter, ask yourself: "If this journey changes me just as much as it changes my child... what kind of parent do I hope to become?" Write your answer down. At the end of this book, come back and read it again.

Key Takeaways — Quick Reference

- It's not just the child who needs to change — it's the parent.
- Your child may be one of your greatest teachers.
- You are not the problem.
- You are the secret weapon that takes everything to the next level.

CHAPTER ELEVEN

Training Your Brain

BEFORE YOU READ · NOTICE THE WHISPERS

Look around the room you're sitting in and count how many blue things you can find. Now close your eyes — how many red things were in the room? Most people have no idea, not because there weren't any, but because their brain wasn't looking for them. Your child's feeding journey works the same way.

What has your brain been "looking for" lately at mealtimes — evidence that nothing is working, or evidence of progress?

ACTIVITY · FLIP THE THOUGHT

Column One — write down every negative thought you catch yourself thinking. Don't censor yourself.

Column Two — now rewrite each thought. Not with toxic positivity. With possibility.

Instead of...	Try...

Column Three — find three things you're grateful for. Not because everything is wonderful, but because gratitude teaches your brain to notice what's already going well.

1.
2.

3.

ACTIVITY • THE FUTURE GRATITUDE EXERCISE

Write a date one year from today. At the top of the page write: "I am so grateful that..." Then write statements as though they've already happened — for each one, ask yourself why it matters.

One year from today:

I am so grateful that...	...because

MINDSET CHALLENGE #2 • THE SEVEN-DAY RESET

For the next seven days, every night, write down three wins, three things you're grateful for, and one negative thought you flipped. It'll take less than five minutes.

Day	3 Wins	3 Grateful For	1 Thought I Flipped

Day	3 Wins	3 Grateful For	1 Thought I Flipped

**Key
Takeaways
— Quick
Reference**

- Your brain finds what you tell it to find.
- Progress doesn't always shout. Most of the time, it whispers.
- The stories we tell ourselves matter — and we can rewrite them.
- Gratitude isn't pretending everything is perfect; it's refusing to let the hard moments be the only moments you see.

CHAPTER TWELVE

Releasing Guilt and Self-Blame

BEFORE YOU READ · WHAT DO I BLAME MYSELF FOR?

At the top of a blank page, write: "What do I blame myself for?" Don't overthink it. Just write. No one else will read it.

MINDSET CHALLENGE #3 · THE SELF-COMPASSION REWRITE

Go back to the list above. Next to each statement, write: "At the time, I made the best decision I could with the knowledge, energy, and resources I had."

Then write one more sentence at the bottom: "Today I know more. And because I know more, I can choose differently moving forward."

Key Takeaways — Quick Reference

- Almost every parent experiences guilt at some point during their feeding journey.
- Every decision you made was based on the knowledge, energy, and resources you had at the time.
- Guilt keeps your attention on the past. Growth happens in the present.
- Speak to yourself with the same compassion you'd offer another parent.
- You didn't cause your child's feeding challenges — but you are playing a powerful role in helping them move forward.

CHAPTER THIRTEEN

Practicing Patience and Trust

Growing the Roots You Can't See

BEFORE YOU READ · HOW WILL YOU KNOW THIS IS WORKING?

Before you turn the page, answer one simple question: "How will you know this program is working?" Don't overthink it — just write the first answer that comes to mind. Then circle the word that appears in almost every answer.

MINDSET CHALLENGE #4 · REWRITE THE FINISH LINE

Go back to the goal you wrote above. Now rewrite it — instead of the finish line, write the skills your child needs to build to get there.

Instead of...	Try...

Keep this new version somewhere you'll see it often. Let it become the way you measure progress moving forward.

Key Takeaways — Quick Reference

- Patience isn't passive — it's choosing to show up consistently with calm confidence.
- Progress is not measured by bites. It's measured by learning.
- The most important growth often happens before you can see it.
- Children need strong roots before they can grow.
- Trust the process, even when the progress feels quiet.

CHAPTER FOURTEEN

You're Part of the Story

BEFORE YOU READ • TWO QUESTIONS

If your feeding journey were a book... what would the title be?

Who is the main character?

MINDSET CHALLENGE #5 • WRITE THE ENDING

Imagine it's one year from now. Someone asks, "Tell me the story of your feeding journey." How does it end? Not "what foods does your child eat" — tell me the story. Who did your child become? Who did you become? How did your relationship change? What did this experience teach your family? Write it in the past tense, as though you've already lived it.

The Final Chapter

You're not reading the last chapter of your story. You're still writing it.

Key Takeaways — Quick Reference

- You are not just a bystander in this journey — you're part of the story.
- Children and parents grow together; neither journey happens in isolation.
- The story isn't over. There's always another chapter to write.

You Made It Here

Come back to these pages often. Re-read what you wrote in Chapter Ten. Notice how far you've come.

The greatest transformation often isn't your child's. It's yours.

Foodology Feeding · Making Food Fun