Appendix A       EAT Food Frequency Questionnaire
Food Frequency Questionnaire

Instructions for completing the questionnaire:

• This questionnaire is about the foods and drinks your toddler has had in the last 4 weeks. That is since (date 4 weeks ago): .................................................................

• Each food should only be reported once – so, custard and fruit for pudding should be entered as custard, and fruit – not under puddings.

• Whenever you see a * next to a word, we have given you some more information at the bottom of the page to help you answer the question.
Instructions (continued)

This questionnaire asks you about the **foods and drinks** your toddler has had to eat and drink in the **past 4 weeks**. It will ask you how **often** he has eaten certain foods and also the **amount** of food he had.

For each food we need to know **3 things**:

- **A** = **How often** you offer the food
- **B** = **Average amount** offered each time
- **C** = **Amount actually eaten** (that is not left on his plate, dropped on the floor, in his hair ...)

**An example:**

Billy doesn’t like buns or crumpets but **every day** Billy’s Mum offers him a **whole slice** of bread. He usually **eats half a slice** so his Mum would fill out the table like this:

<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. White bread, buns (not iced), crumpets</td>
<td>Tick box if not offered this month OR → Tick box if offered less than once a week this month OR → Tick the box for the number of times offered a week this month OR →</td>
<td>If more than once a day – how many times a day – this month</td>
<td>Number of toaster slices*</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offered 7 days a week (A)</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Remember to check the note at the bottom of the page whenever you see one of these *
In this questionnaire we are using a new way of measuring food – the size of the palm of your toddler’s hand. We will use the photocopy from the measurement session to work out how big her palm is.

When we ask you to use the size of your toddler’s palm to measure the amount she has eaten, we mean the size of her actual palm itself – not the amount she can hold in her palm.

To work out how big your child’s palm is, please imagine a block (1) that is as wide and long as your child’s palm not counting her fingers (2), and as thick as her palm (3).

Your toddler may sometimes be fed by a relative, friend or someone else. If you know the type of food and approximate amount she has eaten at these times please include them.

If you have any questions at all – or would like someone to talk you through the questionnaire – please call us.
Baby and toddler foods

1. Did your toddler eat any baby food or toddler food from a jar, tin or packet in the last 4 weeks?
   - No [please go to Question 15 on the breads and crackers page]
   - Yes

If so, please complete the table below for each baby or toddler food your child has been offered in the last 4 weeks.

<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food and Drink items</td>
<td>Tick box if not offered this month</td>
<td>Tick box if offered less than once a week this month</td>
<td>Tick the box for the number of times offered a week this month</td>
</tr>
<tr>
<td>“Little Kids” cheesy ravioli</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
<tr>
<td>Other “Little Kids” meals</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
<tr>
<td>Other toddler meals</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
<tr>
<td>“Simply create” meat pouches</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
</tbody>
</table>

* Please write down the number for the size of jar or can your toddler had:
  1 = Stage 1 (Blue) “from 4-6 months” = Small size (110g)
  2 = Stage 2 (Yellow or red) “from 7 months” = Medium size (110-170g)
  3 = Stage 3 (Green) “from 8-9 months” = Large size (170-210g)
  4 = Stage 4 (Orange) “from 1 year” = Toddlers/ Growing kids (200-220g)
<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>Tick box if not offered this month</th>
<th>Tick box if offered less than once a week this month</th>
<th>Tick the box for the number of times offered a week this month</th>
<th>If more than once a day – how many times a day this month</th>
<th>Number for size of jar or can or write &quot;palm&quot;</th>
<th>Average number of jars, cans or palms given on each occasion</th>
<th>Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. * Baby rice, baby muesli (e.g. Farex) from packet</td>
<td>0 less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
<td>? a day</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>7. ** Vegetable based meals</td>
<td>0 less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
<td>? a day</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>8. ** Meat based meals</td>
<td>0 less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
<td>? a day</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>9. Pasta or rice based savoury meals</td>
<td>0 less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
<td>? a day</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>10. Rice or other cereal based desserts</td>
<td>0 less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
<td>? a day</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>11. Custard or other milk based desserts</td>
<td>0 less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
<td>? a day</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>12. Fruit puree</td>
<td>0 less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
<td>? a day</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>13. Fruit based desserts</td>
<td>0 less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
<td>? a day</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
<tr>
<td>14. Junior fruit drink</td>
<td>0 less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
<td>? a day</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
</tr>
</tbody>
</table>

* Baby rice or muesli from a jar are entered as "Rice or other cereal based desserts" (i.e. #10 above) [this is because it doesn’t have iron added to it]

** Meal-in-one infant foods, for instance “pasta, vegetables and beef” that have both vegetables and meat are included in Vegetable based meals (i.e.,#7 above)
### Bread and crackers

<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Tick box if not offered this month</strong></td>
<td><strong>Tick box if offered less than once a week this month</strong></td>
<td><strong>Tick the box for the number of times offered a week this month</strong></td>
</tr>
<tr>
<td></td>
<td>OR →</td>
<td>OR →</td>
<td>OR →</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. White bread, buns (not iced), crumpets</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
<tr>
<td>16. Wholemeal or wholegrain bread, buns</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
<tr>
<td>17. Crackers (wheat, rice or corn-based)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
<tr>
<td>18. Rice cakes, rice wheels, crispbreads</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
</tbody>
</table>

* 1 sandwich slice = ¾ toaster slices  
** 1 snax = 1 cracker  
*** 1 rice cake = 17 rice wheels  

For example: 2 cream crackers = 2 x 1½ crackers  

** 1 cream cracker = ½ crackers  
** 1 rice cracker = ½ cracker  
*** 1 baby rice cake = 3 rice wheels  
*** 1 mini corn cake = 3 rice wheels  
*** 1 crispbread = 9 rice wheels  
*** 1 cruskit = 9 rice wheels  

For example: 2 sandwich slices = 2 x ¾ toaster slices, so you write 2 x ¾ in the amount column (B).  

NB: Rice wheel = tiny kid’s size rice cake (~ 50c coin in diameter)  
Rice cracker = small round disc shaped, hard crunchy texture  
Rice cake = puffed rice cracker the size of a large cookie (~ a large rice wheel)
<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tick box if not offered this month</td>
<td>Tick box if offered less than once a week this month</td>
<td>Tick the box for the number of times offered a week this month</td>
</tr>
<tr>
<td>19. Weet-bix, fruity-bix etc.</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>20. Porridge** (not instant porridge in sachets)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>21. Cornflakes, rice bubbles</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>22. Other breakfast cereals</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>23. What is the name of the main “other breakfast cereal”?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 1 fruity-bix = ¼ weet-bix

For example: 2 fruity-bix = 2 x ¼ weet-bix, so you write 2 x ¼ in the amount column (B).

** If porridge is made with milk then record porridge here and milk in the milk section
## Rice and pasta

### Food and Drink items

<table>
<thead>
<tr>
<th>Item</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>24. Rice</strong></td>
<td><strong>Tick box if not offered this month</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tick box if offered less than once a week this month</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Tick the box for the number of times offered a week this month</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td>Number of palms</td>
<td>Number of palms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of palms</td>
<td>Number of palms</td>
</tr>
<tr>
<td><strong>25. Instant noodles</strong></td>
<td></td>
<td>Number of medium cans*</td>
<td>Number of medium cans*</td>
</tr>
<tr>
<td><strong>26. Canned spaghetti</strong></td>
<td></td>
<td>Number of medium cans*</td>
<td>Number of medium cans*</td>
</tr>
<tr>
<td><strong>27. Other pasta</strong></td>
<td></td>
<td>Number of medium cans*</td>
<td>Number of medium cans*</td>
</tr>
</tbody>
</table>

* Small can = ¾ medium can
Large can = 2 medium cans

** For example: 2 small cans = 2 x ¾ medium cans, so you write 2 x ¾ in the amount column (B).

** Pasta amount refers to the amount of pasta – not sauce or other ingredients (i.e. lasagne would be 1/3rd pasta (#27), 1/3rd white sauce (#77), 1/6th pasta sauce (#51), 1/6th mince (#34))
# Meat, chicken, fish, eggs, beans

<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tick box if not offered this month</td>
<td>Tick box if offered less than once a week this month</td>
<td>Tick the box for the number of times offered a week this month</td>
</tr>
<tr>
<td>28. Chicken nuggets or shapes, fish fingers or shapes, battered or crumbed fish</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>29. Other chicken</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>30. Other fish</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>31. Sausages, saveloys, hot dogs (including vegetarian)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>32. Ham, bacon, luncheon</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>33. Meat pies and sausage rolls</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>34. Mince &amp; patties</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>35. Other meat (beef, lamb, pork, mutton)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

* 1 cheerio = ¼ sausage

For example: 2 cheerios = 2 x ¼ sausages, so you write 2 x ¼ in the amount column (B)
<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Eggs</td>
<td>Tick box if not offered this month</td>
<td>Tick box if offered less than once a week this month</td>
<td>Tick the box for the number of times offered a week this month</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>37. Canned beans (including baked beans)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>38. Hummus (chickpea dip)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>
## Vegetables

39a. How often has your toddler had vegetables in the past month:

- [ ] Never
- [ ] 1-3 per month
- [ ] ____ times a week
- [ ] ____ times a day

39b. When you think about one of these occasions how many different vegetables would you offer? ____

<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tick box if not offered this month</td>
<td>Tick box if offered less than once a week this month</td>
<td>If more than once a day – how many times a day this month</td>
</tr>
<tr>
<td>OR ➔</td>
<td>OR ➔</td>
<td>OR ➔</td>
<td>Number of palms</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
<td>Number of palms</td>
</tr>
</tbody>
</table>

| 40. Potato and kumara (boiled, baked, microwaved, mashed) | 0 | less than 1 a week | 1 2 3 4 5 6 7 | ? a day | Number of palms | . | Number of palms |
| 41. Hot chips, potato shapes, roast potato or kumara | 0 | less than 1 a week | 1 2 3 4 5 6 7 | ? a day | Number of palms | . | Number of palms |
| 42. Frozen mixed vegetables* | 0 | less than 1 a week | 1 2 3 4 5 6 7 | ? a day | Number of palms | . | Number of palms |

* Frozen mixed vegetables refers to the carrot-pea-corn type mixed vegetables – please record stir fry vegetables as separate vegetables
<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tick box if not offered this month</td>
<td>Tick box if offered less than once a week this month</td>
<td>If more than once a day — how many times a day — this month</td>
</tr>
<tr>
<td></td>
<td>OR →</td>
<td>OR →</td>
<td>OR →</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8</td>
<td>Number of palms</td>
<td>.</td>
</tr>
<tr>
<td>43. Carrot</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>44. Pumpkin</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>45. Green peas</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>46. Sweet corn</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>47. Broccoli and cauliflower</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>48. Green leafy vegetables (silver beet, cabbage etc)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>49. Salad greens (e.g. lettuce, cucumber)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>50. Raw tomato</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>51. Cooked tomato (pasta sauce, canned tomato)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>52. Other vegetables</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>
A friendly reminder

You’re halfway there! Thank you for the time and effort you are putting into filling out this questionnaire — we really appreciate it.

For each food we need to know 3 things:

A = How often you offer the food
B = Average amount offered each time
C = Amount actually eaten (that is not left on his plate, dropped on the floor, in his hair …)

When we ask you to use the size of your toddler’s palm to measure the amount she has eaten, we mean the size of her actual palm itself — not the amount she can hold in her palm.

If you have any questions at all — or would like someone to talk you through the questionnaire — please call us.
Fruit

53a. How often has your toddler had fruit in the past month:

- Never
- 1-3 per month
- _____ times a week
- _____ times a day

53b. When you think about one of these occasions how many different fruits would you offer? _____

<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tick box if not offered this month</td>
<td>Tick box if offered less than once a week this month</td>
<td>Tick the box for the number of times offered a week this month</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

54. Canned fruit

0 less than 1 a week

1 2 3 4 5 6 7

<table>
<thead>
<tr>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of palms</td>
<td>Number of palms</td>
</tr>
</tbody>
</table>

55. Banana

0 less than 1 a week

1 2 3 4 5 6 7

<table>
<thead>
<tr>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of bananas*</td>
<td>Number of bananas*</td>
</tr>
</tbody>
</table>

56. Apples

0 less than 1 a week

1 2 3 4 5 6 7

<table>
<thead>
<tr>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of apples</td>
<td>Number of apples</td>
</tr>
</tbody>
</table>

57. Pears

0 less than 1 a week

1 2 3 4 5 6 7

<table>
<thead>
<tr>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of pears</td>
<td>Number of pears</td>
</tr>
</tbody>
</table>

* 1 bobby banana = ½ banana

For example: 2 bobby bananas = 2 x ½ bananas, so you write 2 x ½ in the amount column (B).
<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tick box if not offered this month</td>
<td>Tick box if offered less than once a week this month</td>
<td>If more than once a day – how many times a day – this month</td>
</tr>
<tr>
<td></td>
<td>OR →</td>
<td>OR →</td>
<td>OR →</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>58. Oranges, mandarins etc</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
<tr>
<td>59. Kiwifruit</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
<tr>
<td>60. Grapes</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
<tr>
<td>61. Berries (fresh or frozen)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
<tr>
<td>62. Dried fruit</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
<tr>
<td>63. Avocado</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
<tr>
<td>64. Other fruit</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1</td>
</tr>
</tbody>
</table>

* 1 mandarin = ½ orange
1 orange segment = 1/10 orange
1 mandarin segment = 1/20 orange

For example: **2 mandarin segments = 2 x 1/20 orange**, so you write **2 x 1/20** in the amount column (B).
# Dairy and dairy products

<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tick</strong> box if not offered this month</td>
<td><strong>Tick</strong> box if offered less than once a week this month</td>
<td><strong>Tick</strong> the box for the number of times offered a week this month</td>
<td>How much would be given each time?</td>
</tr>
<tr>
<td></td>
<td>OR →</td>
<td>OR →</td>
<td>Number of cups*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number of cups*</td>
</tr>
<tr>
<td>65. Low-fat cows milk (green, lite blue, yellow-top) as a drink</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>66. Low-fat cows milk on cereal or other food (not custard or sauces)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>67. Cows milk (blue, silver-top) as a drink</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>68. Cows milk on cereal or other food (not custard or sauces)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>69. “Toddler milk”**</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>70. Infant formula</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>71. Breastmilk</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7</td>
</tr>
</tbody>
</table>

* 1 cup = 250mls [i.e. to the top of an “Arcoroc” mug]

** “Toddler milk” is a fortified milk powder made for toddlers – the cans often have the number “3” on them (e.g. Heinz Nurture Toddler 3)
# Food and Drink items

<table>
<thead>
<tr>
<th>Item</th>
<th>Tick box if not offered this month</th>
<th>Tick box if offered less than once a week this month</th>
<th>Tick the box for the number of times offered a week this month</th>
<th>If more than once a day – how many times a day this month</th>
<th>How much would be given each time?</th>
<th>Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food and Drink items</strong></td>
<td>OR →</td>
<td>OR →</td>
<td>OR →</td>
<td>B = Average amount</td>
<td>C = Amount eaten</td>
<td></td>
</tr>
<tr>
<td>72. Other milk as a drink</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
<td>Number of cups*</td>
<td>Number of cups*</td>
<td></td>
</tr>
<tr>
<td>73. Cheese (including in recipes)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
<td>Number of palms</td>
<td>Number of palms</td>
<td></td>
</tr>
<tr>
<td>74. Yoghurt, dairy food</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
<td>Number of small pottles**</td>
<td>Number of small pottles**</td>
<td></td>
</tr>
<tr>
<td>75. Custard and other milk puddings</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
<td>Number of palms</td>
<td>Number of palms</td>
<td></td>
</tr>
<tr>
<td>76. Ice cream</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
<td>Number of palms</td>
<td>Number of palms</td>
<td></td>
</tr>
<tr>
<td>77. White sauce</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
<td>Number of palms</td>
<td>Number of palms</td>
<td></td>
</tr>
<tr>
<td>78. Butter</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
<td>Number of “buttered” palms</td>
<td>Number of “buttered” palms</td>
<td></td>
</tr>
<tr>
<td>79. Margarine</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
<td>Number of “buttered” palms</td>
<td>Number of “buttered” palms</td>
<td></td>
</tr>
</tbody>
</table>

* 1 cup = 250mls [i.e. to the top of an “Arcoroc” mug]

** Small pottle (140g) = “Blues Clues” size
Medium pottle (250g) = 2 small pottles (140g)
Tiny pottle (80g) = ½ small pottle

For example: 2 tiny pottles = 2 × ½ small pottles, so you write 2 × ½ in the amount column (B).
## Cakes, biscuits and snacks

<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cakes, biscuits and snacks</strong></td>
<td>Tick box if not offered this month</td>
<td>Tick box if offered less than once a week this month</td>
<td>If more than once a day – how many times a day – this month</td>
</tr>
<tr>
<td><strong>Food and Drink items</strong></td>
<td>OR →</td>
<td>OR →</td>
<td>OR →</td>
</tr>
<tr>
<td>80. Biscuits – coated (with chocolate, icing, yoghurt)</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
</tr>
<tr>
<td>81. Biscuits – other</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
</tr>
<tr>
<td>82. Cakes, muffins, scones, slices</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
</tr>
<tr>
<td>83. Croissant, sweet buns, iced buns, pastries</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
</tr>
<tr>
<td>84. Fruit bread, currant buns</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
</tr>
<tr>
<td>85. Puddings not yet described</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
</tr>
<tr>
<td>86. Chocolate, lollies</td>
<td>0</td>
<td>less than 1 a week</td>
<td>1 2 3 4 5 6 7 ? a day</td>
</tr>
</tbody>
</table>

* 1 square of chocolate = 2½ lollies
1 fun/treat size bar = 9 lollies
1 M&M/Smartie = ½ lolly

*For example: 2 squares of chocolate = 2 x 2½ lollies, so you write 2 x 2½ in the amount column (B).*
### Food and Drink items

<table>
<thead>
<tr>
<th><strong>A = How often</strong></th>
<th><strong>B = Average amount</strong></th>
<th><strong>C = Amount eaten</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tick box if not offered this month</td>
<td>Tick box for the number of times offered a week this month</td>
<td>How much would be given each time?</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Food and Drink items</strong></th>
<th><strong>A = How often</strong></th>
<th><strong>B = Average amount</strong></th>
<th><strong>C = Amount eaten</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>Number of packets*</td>
</tr>
<tr>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>Number of medium bars**</td>
</tr>
</tbody>
</table>

**1 packet = 40g**

1 crisp = 1/20 packet
1 corn chip = 1/20 packet
1 kiddy “multipack” packet = ½ packet

**1 puffed rice bar (22g) = ½ medium bar**

1 “Little Kids” bar (15g) = ½ medium bar
Fruit sticks, Milkees (20g) = ½ medium bar

**For example: 2 crisps = 2 x 1/20 packets, so you write 2 x 1/20 in the amount column (B).**
## Drinks

<table>
<thead>
<tr>
<th>Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tick box if not offered this month</td>
<td>Tick box if offered less than once a week this month</td>
<td>Tick the box for the number of times offered a week this month</td>
</tr>
<tr>
<td>90. Fruit juice (“Fresh up”, “Just Juice”, freshly squeezed)</td>
<td>0</td>
<td>less than 1 a week</td>
<td></td>
</tr>
<tr>
<td>91. Fruit drinks, Ribena, cordial, sachets</td>
<td>0</td>
<td>less than 1 a week</td>
<td></td>
</tr>
<tr>
<td>92. Fizzy drinks (lemonade, coke)**</td>
<td>0</td>
<td>less than 1 a week</td>
<td></td>
</tr>
<tr>
<td>93. Flavoured milk (Milo, Quik, drinking chocolate, Up-and-go)</td>
<td>0</td>
<td>less than 1 a week</td>
<td></td>
</tr>
<tr>
<td>94. Water as a drink</td>
<td>0</td>
<td>less than 1 a week</td>
<td></td>
</tr>
</tbody>
</table>

* 1 cup = 250mls [i.e. to the top of an “Arcoroc” mug]

** Low calorie or diet versions – please record with regular drink (e.g. record Diet Coke as Coke)
### Other foods and drinks

95. Is there anything else your toddler has had to eat or drink 4 or more times (that is about once a week or more) in the past 4 weeks that we have not already included?

- [ ] No [please go to Question 99]
- [ ] Yes

<table>
<thead>
<tr>
<th>Brand/Description of Food and Drink items</th>
<th>A = How often</th>
<th>B = Average amount</th>
<th>C = Amount eaten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tick the box for the number of times offered a week this month</td>
<td>If more than once a day – how many times a day – this month</td>
<td>How much would be given each time?</td>
</tr>
<tr>
<td></td>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>Number of palms</td>
</tr>
<tr>
<td>96.</td>
<td>1 2 3 4 5 6 7</td>
<td>? a day</td>
<td>. Number of palms</td>
</tr>
<tr>
<td>97.</td>
<td>1 2 3 4 5 6 7</td>
<td>? a day</td>
<td>. Number of palms</td>
</tr>
<tr>
<td>98.</td>
<td>1 2 3 4 5 6 7</td>
<td>? a day</td>
<td>. Number of palms</td>
</tr>
</tbody>
</table>
Other carers

99. On average over the past 4 weeks, how many meals per week were given to your baby by someone other than yourself?

_____ Meals

If more than 0 then:

100. How many of the meals given by others have you been able to include in the questionnaire?

☐ None
☐ Some
☐ Most
☐ All

How long did it take you to fill out this questionnaire? minutes: ________________

Thank you

We really appreciate the time and effort you have put into completing this questionnaire
Comments

Is there anything else you would like to tell us so that we have a better idea of your toddler’s foods and drinks over the last month?
Dr A-L Heath  
Department of Human Nutrition  
Division of Sciences  

2 August 2011  

Dear Dr Heath  

I am again writing to you concerning your proposal entitled "Validation of a food frequency questionnaire to determine food and nutrient intake in toddlers aged 12 to 24 months", Ethics Committee reference number 11/122.  

Thank you for sending to me confirmation of the change of title from 26 to 24 months, and for evidence of Maori consultation.  

On the basis of this response, I am pleased to confirm that the proposal now has full ethical approval to proceed.  

Approval is for up to three years. If this project has not been completed within three years from the date of this letter, re-approval must be requested. If the nature, consent, location, procedures or personnel of your approved application change, please advise me in writing.  

Yours sincerely,  

[Signature]  

Mr Gary Witte  
Manager, Academic Committees  
Tel: 479 8256  
Email: gary.witte@otago.ac.nz  

c.c. Emeritus Professor L J Holloway  
Head  
Department of Human Nutrition
Appendix C  Māori Consultation
12/07/2011 - 83
Tuesday, 12 July 2011

Dr Heath
Human Nutrition
Dunedin

Tēnā koe Dr Heath

Title: Validation of a food frequency questionnaire to determine food and nutrient intake in toddlers aged 12-24 months.

The Ngāi Tahu Research Consultation Committee (The Committee) met on Tuesday, 12 July 2011 to discuss your research proposition.

By way of introduction, this response from the Committee is provided as part of the Memorandum of Understanding between Te Rūnanga o Ngāi Tahu and the University. In the statement of principles of the memorandum, it states "Ngāi Tahu acknowledges that the consultation process outlined in this policy provides no power of veto by Ngāi Tahu to research undertaken at the University of Otago". As such, this response is not "approval" or "mandate" for the research, rather it is a mandated response from a Ngāi Tahu appointed committee. This process is part of a number of requirements for researchers to undertake and does not cover other issues relating to ethics, including methodology; they are separate requirements with other committees, for example the Human Ethics Committee, etc.

Within the context of the Policy for Research Consultation with Māori, the Committee base consultation on that defined by Justice McGechan:

"Consultation does not mean negotiation or agreement. It means: setting out a proposal not fully decided upon; adequately informing a party about relevant information upon which the proposal is based; listening to what the others have to say with an open mind (in that there is room to be persuaded against the proposal); undertaking that task in a genuine and not cosmetic manner. Reaching a decision that may or may not alter the original proposal."

The Committee considers the research to be of importance to Māori health.

As this study involves human participants, the Committee strongly encourage that ethnicity data be collected as part of the research project. That is the questions on self-identified ethnicity and descent, these questions are contained in the 2006 census.

its own website, http://www.hauora.maori.nz/. These publications provide information on a range of Māori health issues and will assist in ensuring your research has an appropriate Māori health focus.

The Committee suggests dissemination of the research findings to Māori health organisations regarding this study.

We wish you every success in your research and the Committee also requests a copy of the research findings.

This letter of suggestion, recommendation and advice is current for an 18 month period from Tuesday, 12 July 2011 to 12 January 2013.

The recommendations and suggestions above are provided on your proposal submitted through the consultation website process. These recommendations and suggestions do not necessarily relate to ethical issues with the research, including methodology. Other committees may also provide feedback in these areas.

Nāhaku noa, nā

Mark Brunton
Kaitakawaenga Rangahau Māori
Facilitator Research Māori
Research Division
Te Whare Wānanga o Otago
Ph: +64 3 479 8738
email: mark.brunton@otago.ac.nz
Web: www.otago.ac.nz
Appendix D  Advertising Protocol
P1. Advertising Protocol

Objectives

1. Identify locations for recruitment advertising that mothers of 12-24 month old children are likely to see
2. Gain permission to advertise in these locations
3. Distribute posters and emails, and place advertisements in newspapers and newsletters
4. Arrange meetings in person with mothers’ and parenting groups

Steps – Before

- print posters
- cut tabs

Equipment required

- posters
- blue tack
- drawing pins
- cellotape
- Advertising Tracking sheet

Equipment required when meeting with parent groups and preschools

- appointment diary
- posters
- consent forms and information sheets
- pens
- sheet to record:
  - name of parent and child
  - contact details (phone number, cell phone number, address, email)
  - time arranged for first visits
  - best time to call to confirm visit
Steps - During

a) Advertising in local newspapers

Advertisements are to run in:

The Star organized via;

Ryan Helliwell
Advertising Coordinator
Extn: 8463
ryan.helliwell@otago.ac.nz

The Snowfed
letterbox@snowfed.co.nz
03 302-8437 extn 3

The Rakaia News
info@rakaia.co.nz
03 3035163

b) Putting up posters in public spaces

Permission is to be obtained, and posters are to be distributed to the following public spaces:

- City Libraries – Dunedin City, Mosgiel, Port Chalmers, Ashburton, Methven
- Plunket (Go to http://www.plunket.org.nz/plunket-near-you/?region=Otago&district=Dunedin+City&suburb=&service= for a list of local Plunket rooms)
- Otago University – notice boards, women’s room, baby change rooms, libraries, email to all staff, crèche
- Notice boards of local cafes and take-away stores
- Local supermarket and dairy notice boards (Centre City: New World, Countdown, Pac N’ Save; Gardens: New World; Roslyn: New World, Fresh Choice; Andersons Bay: Woolworths; Caversham: Four Square; St Clair: Four Square; Port Chalmers: New World; Green Island: Moyle; Mornington: Countdown; Methven: Supervalue, Four square; Ashburton: Countdown, New World).
- Local GP practices go to http://2cu.co.nz/listings/find/Medical%20Centre/General%20Practitioners?
To ask for permission

In person:

Hi, I’m Emily Watson, I’m a masters student at the University of Otago. I’m studying the eating patterns of 12-24 month-old children, and I need to recruit 100 parents to take part in the study.

Would it be possible to put a recruitment poster in/on (name specific locations of place)?

Thank you.

By email (from EAT study email address):

To Whom It May Concern (or Dear name if known):

I am a nutritionist doing my master’s degree through the University of Otago. I’m studying the eating patterns of 12-24 month-old children, and I need to recruit 100 parents to take part in the study.

I am hoping it would be possible to put up recruitment posters (see attached) in (name specific locations) of your (practice, mall, library etc). I would very much appreciate it if you could let me know whether this would be acceptable, and whether you have any rules about poster placement that I should follow.

Thank you for your time - it is much appreciated. Please do not hesitate to contact me by email or phone if you have any questions.

Kind regards,

Emily Watson

(03) 479 8454
Approaching local parenting and mothers’ groups

Local parenting and mothers’ groups are to be approached by phone call or email:

**Phone call:**

*Hi, my name is Emily Watson and I’m doing my masters degree through the University of Otago. I’m looking into ways to measure the eating patterns of 12-24 month old children. I need to recruit 100 parents of 12-24 month old children to take part in the study.*

*I was wondering if it would be possible for me to meet with (your coffee group / parenting group) to let them know about the research I’m doing, and to see if anyone would be interested in taking part in the study? We will be giving parents an expert analysis of their child’s diet as a thank-you for taking part.*

*(If yes, arrange a time and place to meet with group, and book into my diary. Also provide person with my phone number and email address in case times change.)*

*Thank you for your help.*

**Email:**

*To (name),*

*I am a nutritionist doing my master’s degree with the University of Otago. I’m looking into ways to measure the eating patterns of 12-24 month old children. This research will be used in future to examine the relationship between food intake, growth, and health in New Zealand children. I need to recruit 100 parents of 12-24 month old children to take part in the study.*

*I was wondering if it would be possible for me to meet with (your coffee group / parenting group) to let them know a bit about the research I’m doing, and to see if anyone would be interested in taking part in the study?*

*If so, is there a time and place that would suit the group for me to meet up with them?*

*We will be giving parents an expert analysis of their child’s diet as a thank-you for taking part.*

*Any help you are able to give me with this would be very much appreciated. Please don’t hesitate to contact me with any queries.*

*Thank you for your time.*

*Kind regards,*

*Emily Watson*

*(03) 479 8454*
a) Approaching local preschools


Email:

Dear (name),

I am a nutritionist doing my master’s degree with the University of Otago. I am looking into ways to measure the eating patterns of 12-24 month old children. This research will be used in future to examine the relationship between food intake, growth, weight gain and health in New Zealand children. Currently I’m recruiting parents of 12-24 month old children to take part in the study.

I was wondering if you have a newsletter that I would be able to put an advertisement in to let parents enrolled with your centre know about the study?

If this isn’t possible, I was wondering if you would be able to either: forward an email on my behalf, explaining the study in more detail to parents who are enrolled with your centre, or consider letting me leave some pamphlets with you to distribute to parents, to see if they would be interested in participating in the study?

We will be giving parents an expert analysis of their child’s diet as a thank-you for taking part.

Please don’t hesitate to contact me if you have any queries, or if you have any suggestions.

Thank you for your time, it is very much appreciated.

Kind regards,

Emily Watson

(03) 4798454

Follow-up phone call: if emails haven’t been replied to after 3 days, ring the preschool to see if they got my email enquiry, and if there is any way I may be able to contact parents through them.
Steps - After

Complete Advertising tracking sheet I (posters)
- person giving permission
- number of posters put up and where
- date put up, date to check/replace

Complete Advertising tracking sheet II (emails/phone call recruitment)
- person emailed/called/visited
- contact details
- date contact made, date of next attempt (if contact unable to be made)
- type of contact made
- outcome
- date and venue of meeting
- comments
What does your toddler eat?

Food is really important to toddlers’ health – but until now it has been very difficult to find out what toddlers eat.

What would be involved?

• 2 appointments with a nutritionist to fill in a questionnaire on what your child eats
• Filling out a record of what your 12-24 month old eats on 5 days (over a month)

In return...

• You can go in the draw for an iPod Touch
• You will get an expert analysis of your toddler’s diet

If you are interested or would like further information please contact:
EAT Study – Emily Watson
eatstudy.dunedin@otago.ac.nz
Tel 479 8454
Appendix F  Nutrient Analysis Outline
Day Date Month Year

Dear Name,

Thank you very much for participating in the EAT Study; please find enclosed your child’s nutrient results. We apologise for the delay in getting these results back to you; we were hoping to use a new program to analyse the diets but this has been delayed. We felt uncomfortable about asking participants to wait any longer so have taken a different approach that has enabled us to undertake the analysis now. The dietary recommendations are set for 1-3 year olds and so should be quite relevant to your child’s diet providing they have not had any major changes to their consumption of the foods listed on the following page.

*Adequate intake – above the RDI*

The results of the analysis of your child’s food diary suggest that they are eating a well-balanced diet, with all of the nutrients we analysed fitting within the recommended ranges. This is an excellent outcome.

*OR, Probably an adequate intake – between the RDI and EAR (breastfed)*

The results of the analysis of your child’s food diary suggest that they are eating a well-balanced diet with most of the nutrients fitting within the recommended ranges. Your child’s *[nutrient]* intake was slightly low, but this is likely to be due to our inability to include breast milk in the analysis. Breastmilk is a very good source of many nutrients so it is likely that your child would be meeting all the recommendations if it was possible to include the nutrients they are getting from breastmilk.

*OR, Probably an adequate intake – between the RDI and EAR (not breastfed)*

The results of the analysis of your child’s food diary suggest that they are eating a well-balanced diet with most of the nutrients fitting within the recommended ranges. Your child’s *[nutrient]* intake was slightly low, but may not be a problem as these recommendations are set to cover everybody, and some people need less than others. If you are worried, try offering more foods rich in *[nutrient]* as described on the bottom of page 2 or please feel free to contact me on 0800 853 456.
OR, Low intake – below the EAR (breastfed)

The results of the analysis of your child’s food diary suggest that they are eating a diet that may be a bit low in [nutrient]. Breastmilk is a very good source of many nutrients so it will be adding some extra [nutrient] to their diet that could not be included in the analysis, but we would suggest you offer more foods rich in [nutrient] suggested at the bottom of the next page as well. If you are worried, feel free to get in contact with me on 0800 853 456. I have also included a brochure on iron which I thought may be of interest to you. – If iron is the nutrient

OR, Low intake – below the EAR (Not breastfed)

The results of the analysis of your child’s food diary suggest that they are eating a diet that may be a bit low in [nutrient]. We would suggest you try and offer more foods rich in [nutrient], as described at the bottom of the next page. If you are worried, feel free to get in contact with me on 0800 853 456. I have also included a brochure on iron which I thought may be of interest to you. – If iron is the nutrient

We have now finished recruiting participants into the study and anticipate holding the draw for the iPod touch in the beginning of July. We will contact you then if you are one of the two winners. We do appreciate you helping us with the study – our apologies for taking so long to get back to you.

Kind regards,

Emily, Virginia and the rest of the EAT study team
## Nutrient Analysis

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Estimated Average Requirement</th>
<th>Recommended Dietary Intake</th>
<th>Your toddler’s average daily intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein</td>
<td>12 grams</td>
<td>14 grams</td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>360 mg</td>
<td>500 mg</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>4 mg</td>
<td>9 mg</td>
<td></td>
</tr>
<tr>
<td>Zinc</td>
<td>2.5 mg</td>
<td>3 mg</td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td>25 mg</td>
<td>35 mg</td>
<td></td>
</tr>
</tbody>
</table>

### What can this nutrient analysis tell me?

This nutrient analysis shows your child’s average intake of nutrients over the 5 days you kept the food diary. From this you can see how likely it is that they are getting enough of each nutrient. Please note – if your child has a low intake of a nutrient this does not necessarily mean they are deficient in that nutrient. The only way to diagnose a nutrient deficiency is from tests such as blood tests.

**What is the “Recommended Dietary Intake?”**

The Recommended Dietary Intake (you may have seen it called “RDI” on food packets) is the daily intake of a nutrient that will meet the needs of almost every child aged to 1-3 years. If your child has a nutrient intake that is the same as, or higher than the RDI it is very likely they are getting enough of that nutrient.

**What is the “Estimated Average Requirement?”**

The Estimated Average Requirement or EAR is the daily intake of a nutrient that will meet the needs of half of all 1-3 year old children. If your child has nutrient intakes that are the same as or above the EAR, there is still a good chance they are getting enough of the nutrients they need.

**What does it mean if my child has a nutrient intake below the RDI?**

If your child has a nutrient intake below the RDI but above the EAR, there is still a good chance they are getting enough of that nutrient. If you’re concerned you could try offering more foods that contain the nutrient or nutrients you’re worried about. See page two of this sheet for some ideas.
What does it mean if my child has a nutrient intake below the EAR?
If your child has a nutrient intake below the EAR, then it’s possible they may not be getting enough of that nutrient. See the bottom of this sheet for some ideas about what foods to offer to boost their intake of the nutrient or nutrients you’re concerned about.

How accurate is this nutrient analysis?
The accuracy of this nutrient analysis depends on how accurate and detailed the food diary was. There are also other factors that can affect the accuracy of the nutrient analysis, for example if your child was unwell and had a decreased appetite while you were keeping the food diary, their nutrient intake may actually be higher than this analysis has shown.

Breast milk was also unable to be included in the analysis. This means that if your child is breastfed, their nutrient intakes are likely to be higher than stated.

There’s also a chance that the 5 days of recording weren’t representative of what your child usually eats – for example if on the 5 days you were recording your child didn’t eat any of a particular food that they usually eat then the analysis may not be an accurate reflection of their nutrient intake.

Good sources of protein are:

- Meat, chicken, fish, eggs, milk, cheese, yoghurt, beans (e.g. baked beans), lentils and tofu

Good sources of calcium are:

- Breastmilk, cow’s milk, yoghurt, custard, cheese, calcium-fortified soymilk and calcium-fortified soy yoghurt

Good sources of iron are:

- Beef, lamb, other meats, chicken, fish, shellfish, eggs, beans (e.g. baked beans), lentils, tofu and breakfast cereals
- Eating vitamin C containing foods (see list below) at the same time as iron-containing foods increases iron absorption

Good sources of zinc are:

- Beef, lamb, other meats, chicken, fish, shellfish, eggs, cheese, milk and other dairy, beans (e.g. baked beans), lentils and tofu

Good sources of vitamin C are:

- Fruit such as oranges and mandarins, kiwifruit, berries, apples, bananas, pineapple and colourful vegetables such as tomatoes, capsicum (for example “red pepper”), broccoli, cauliflower, cabbage and kumara
Appendix G

Recruitment Protocol
P2. Recruitment Protocol

Objectives

1. Respond to expressions of interest as they arise
2. Distribute information and consent forms within one week of first contact.
3. Make first appointment

Steps - Before

Equipment required

- Tracking sheets
- Participant sheet open on computer
- Diary

Check EAT Dunedin email account three times a day Monday to Wednesday, and every hour Thursday and Friday.

Username – eatdun
Password - eatdun

Check EAT Dunedin phone line three times a day Monday to Wednesday, and every hour Thursday and Friday.

On campus

- Dial 3000
- Enter the mailbox number (8454) and then press #
- Enter the password (4548) and then press #

Off campus

- Dial 471- 6001
- Enter the mailbox number (8454) and then press #
- Enter the password (4548), and then press #
(press 2 to play message, 76 to delete message)

Steps - During

Responding to email enquiries:

Dear (name),

Thank you for your interest in taking part in the EAT study.

Attached is an information sheet and consent form with further details about the study and what is involved.
Can you please email me your phone number, and I will give you a phone call to confirm whether you would like to take part, and if so, to check your eligibility and arrange a time to meet.

If you would like a hard copy of the attached documents, please also reply with your postal address.

Please don’t hesitate to contact me if you have any questions.

Kind regards,

Emily Watson
(03) 479 8454

Responding to a phone message:

Hi I’m Emily Watson calling from the EAT Study. Thank-you for your phone call, is now a good time for you to talk?

If NO – what would be a good time for me to call back?
If YES – would you like me to explain some more about the study?

I’m doing The EAT study as part of my master’s degree. I’m testing a questionnaire that will be used to measure what toddlers eat, to see how well it works. Once we have tested the questionnaire it will be used in future research to examine food intake, growth, and health in NZ children.

At our first meeting I ask you to fill out a questionnaire about what [child’s name] has eaten over the past month, and ask some brief questions about you and your family. I also measure [child’s name] length, weight and palm size.

This visit will take about one hour and a half at the most.

I also leave a set of scales and a food diary for you, and ask you to weigh and record what [child’s name] eats for five days over of the next month. At the end of the month I make a second visit to collect the food record, and to get you to fill in the questionnaire about what [child’s name] has eaten over the past month for a second time.

This second visit should take about one hour.

Does that all sound alright with you?

If YES - can I ask you a few questions to check you are eligible to take part?

- what is your child’s name?
- when is [child’s name] birth date?
- was [child’s name] born premature?
- is [child’s name] affected by any health condition that would affect feeding and/or growth?

If YES – thank-you for your interest but you will be unable to participate
If NO – you are eligible to take part

• Ask if have any questions
• Ask if want to participate

If YES – make appointment for first visit
Ask if would prefer information sheet and consent form via email or post

If MAYBE – send information and consent forms and follow-up with a phone call

• Collect email, postal address, cell phone number
• Thank them for their interest

Steps - After

After email reply
Record on participant tracking sheet next to appropriate ID number

- Parent and child’s name
- Parent’s relationship to child
- Email address and phone number
- Date of reply

After phone reply
Record on participant tracking sheet next to appropriate ID number

- parent and child’s name
- date, time and outcome of attempt at making contact – allow three attempts
- participate (Yes/No/Maybe)
- appointment for visit 1
- date information and consent form sent
- date to follow up if maybe
- email address, postal address
- eligibility
- Print sheet of sticker labels of all reminders/appointments to put in diary
Appendix H  Information Letter, Information Sheet, and Consent Form
Dear Participant,

Thank you very much for agreeing to take part in the Eating Assessment of Toddlers (EAT) Study.

Please find enclosed in this envelope:
- Information Sheet
- Consent Form

Please read the information sheet carefully before signing the consent form. I will contact you within the next few days to make an appointment if you wish to take part in this study. (OR) I look forward to seeing you at [Place] on the [Day Date Month].

If you have any questions, please do not hesitate to contact me.

Kind regards,

Emily Watson
Department of Human Nutrition
(03) 479 8454
eatstudy.dunedin@otago.ac.nz
Validation of a food frequency questionnaire to determine food and nutrient intake in toddlers aged 12 to 24 months

Diet is an important aspect of everyone’s health and is just as vital during infancy as it is later in life. Diet can have long-term consequences, with the foods eaten during infancy potentially affecting health in adulthood. It is therefore very important that we are able to measure the diet of toddlers. To do this we usually ask parents to record everything that their child eats in a food diary, which can be complicated. However, we have developed a new questionnaire called a food frequency questionnaire which will allow us to collect this data more easily. This new questionnaire uses your child’s palm size as an indicator of the amount of food that they eat. We are doing this project to see if this new questionnaire will give accurate results compared to those from the food diary.

Who are we looking for?
We are looking for parents of children aged 12-24 months who live in either Dunedin, Mid Canterbury or Wellington.

What will I need to do?
If you would like to take part in our study, we will visit you in your home and begin by asking you a few questions about your family. As part of the study we will then measure your child’s length and weight and take a photocopy of your child’s palm. You will then complete the food questionnaire which asks about the types of food your child has eaten in the past four weeks. This should take approximately 1 hour and a half.

At this same visit we will provide you with a diary and a set of scales and show you how to use them. With the use of these, we ask that you weigh and record every food and drink item your child consumes over five non-consecutive days, over the next month. One of these days should include a weekend day.

We will come to your home again one month later to collect the scales and food diary. We will also ask you to repeat the same food questionnaire you did at the beginning of the month.

Who will have access to the information?
We will ask you some personal information including your name, phone number and address so that we can contact you to arrange a time to visit you to fill in the questionnaire. This information will not be published.

We will also collect your age, and your child’s birth date and ethnicity so that we are able to describe our study participants as a whole. All personal information will be kept private with only the researchers able to access it for the intended purpose of the study. The group results may be published but no one will be individually identified, with all personal information destroyed at the end of the study. The University research policy requires that we keep the raw data related to the results of the study for five years, after which it will also be destroyed.
Can I change my mind?
If you change your mind and no longer want to take part in our study, you may withdraw at any time, with no disadvantage to either yourself or your child.

Do I get anything?
We will provide you with an expert analysis of your child’s results. Everyone who completes our study can go into a draw to win an iPod touch.

What if I have a question?
If you have any questions, either now or in the future, please feel free to contact either:

Emily Watson
Department of Human Nutrition
Email eatstudy.dunedin@otago.ac.nz
Answer phone (03) 479 8454

Virginia Mills
Department of Human Nutrition
Email eatstudy.wellington@otago.ac.nz
Answer phone 0800 852456

Dr Anne-Louise Heath, Dr Paula Skidmore or Assoc Prof Rachael Taylor
Department of Human Nutrition
Phone (03) 479 7960

This study has been approved by the University of Otago Human Ethics Committee. If you have any concerns about the ethical conduct of the research you may contact the Committee through the Human Ethics Committee Administrator (ph (03) 479 8256). Any issues you raise will be treated in confidence and investigated and you will be informed of the outcome.
EAT: Eating Assessment in Toddlers aged 12 to 24 months

CONSENT FORM FOR PARTICIPANTS

I have read the Information Sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:-

1. My participation in the project is entirely voluntary;

2. I am free to withdraw from the project at any time without any disadvantage;

3. Personal identifying information (names, address, phone number) will be destroyed at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for at least five years;

4. This project involves weighing and recording my child’s food intake for five days. This project also involves two visits with a nutritionist who will ask questions about my child’s food intake, and measure my child’s palm size, height and weight.

5. I will be entered into a draw to win an iPod Touch;

6. The results of the project may be published and will be available in the University of Otago Library (Dunedin, New Zealand) but every attempt will be made to preserve my anonymity.

I agree to take part in this project.

................................................................. ...........................................
(Signature of participant) (Date)

This study has been approved by the University of Otago Human Ethics Committee. If you have any concerns about the ethical conduct of the research you may contact the Committee through the Human Ethics Committee Administrator (ph 03 479 8256). Any issues you raise will be treated in confidence and investigated and you will be informed of the outcome.
Appendix I  First Visit Protocol
P3. First Visit Protocol

Objectives

1. To obtain consent to participate, and collect consent forms
2. To have demographic questionnaire filled out by participant
3. To administer FFQ to participant for first time
4. To measure palm size, length and weight of the participants child
5. To explain to participant how to complete the food diary
6. To leave food record, scales and batteries with participant
7. To arrange a time to come back for second FFQ administration

Equipment required

- P3b Anthropometry protocol and equipment stated
- Information and consent forms
- Demographic questionnaire
- FFQ
- Diary for making appointments
- Blank food record
- Diet record plan
- Plate, two food items
- Dietary scales and batteries
- Scanner to measure palm size
- Calibrated skin fold calipers
- Calibrated scales
- Calibrated length board
- Pens
- Ruler

Steps - Before

- Text participant the day before to confirm time of home visit
- Ensure you are familiar and comfortable with this protocol
- Ensure you are familiar and comfortable with how to complete FFQ
- Record ID number on FFQ and diet record
- Record dates for diet record to be completed according to diet record plan
Steps - During

1. Introductions
   - Introduce yourself
   - Thank participant for taking the time to meet today
   - Check they have read and understood the information sheet (show them one). Ask if they have any questions about it.

   - If asked to explain the study, explain the aim of the study and what the research will be used for:
     - This study is being done to see how well a questionnaire to measure toddler’s food intake works. We’re going to compare results from the questionnaire, to results from the food record we’re asking you to keep, to see how well they compare.
     - If it works well, the questionnaire will be used in future research that looks at the relationship between what NZ toddlers eat, and their growth, weight gain and health.

   - Ask if happy to sign consent form [do not proceed without signed consent form. If do not want to sign, thank them and leave]

   - Briefly explain what will happen today:
     - I’ll ask you to fill out this brief questionnaire
     - I’ll take a scan of your child’s palm – this will help us interpret the food questionnaire. I’ll also measure your child’s weight and length.
     - Then I will ask you questions about what foods and how much of them you think your child has eaten over the past month
     - After this is completed, I’ll show you how to use this set of scales and food diary (show diary) to record what your child eats for five days this month

2. Demographic Questionnaire
   - Give parent demographic questionnaire to fill out. Collect questionnaire and put away in file.

3. Palm size, length and weight
   - Refer to protocol 3b Anthropometry

4. Administering Food Frequency Questionnaire
   - Explain that I will ask the questions and fill it in
   - Explain that there are no right or wrong answers
   - Complete the FFQ according to the instructions preceding the FFQ
5. Teach participant to use Food Diary and Scales

Show participant the food diary

Get the scales out, show them where the batteries are, and how to use the scales. Let them know the batteries may go flat, so they may need to change them. Show them how to change batteries if they do go flat.

Explain:

- The instructions in the food diary
- Demonstrate with the food items; sequential recording and leftovers.
- To fill in the record for 5 days over the next month. These are the days written on the front of the diet record.
- How to contact me with any questions while filling in the record

Finally, that while I realize it may take some time to record what your child eats, it is very important that we get a picture of their normal eating patterns, so please don’t change what your child would normally eat because of it, and please record everything your child eats on the days you’re recording – even if they only have a bite or sip of a food or drink – record it.

6. Any Question?

7. Wrap Up

I would like to arrange a time in one month to meet up with you again, to collect the food diary, and to ask you to complete the questionnaire we went through today for a second time. Do you know a day and time that would be suitable for you then, or would you like me to ring you closer to the time?

(If they know a time and day, write collection date on their food record for them, and record time, date, name and address in my appointment diary.
If not, then record a reminder to contact them in diary at the time of their 5th reminder, and also on the participant tracking sheet)

Thank parent for their time today – their participation is extremely helpful to this valuable research, and is very much appreciated.

Leave contact details with parent in case they have further questions
Steps - After

- Filing – FFQ and demographic questionnaire
- record reminder dates in diary according to diet record plan
- record next appointment date and reminder
- replenish suitcase for next visit
Appendix J  Second Visit Protocol
P5. Second Visit Protocol

Objectives

1. To administer FFQ to participant for second time
2. To collect food record and scales from participant
3. To check answers in food record

Equipment required

- Pens
- FFQ
- Participant file

Steps - Before

- Ensure you are familiar and comfortable with this protocol
- Ensure you are familiar and comfortable with how to complete FFQ

Steps - During

1. Introductions

- Introduce yourself
- Thank participant for taking the time to meet today
- Briefly explain what will happen today:
  - First I will fill out the questionnaire again by asking you questions about what foods and how much of them you think your child has eaten over the past month
  - After this is completed, I’ll go through the food diary with you to ensure everything is OK and collect the scales from you

2. Administering Food Frequency Questionnaire

- Explain that I will ask the questions and fill it in
- Explain that there are no right or wrong answers
- Complete the FFQ according to the instructions preceding the FFQ
3. Check Food Diary

Ask to see the food diary and scales. Check to see all columns have been filled in correctly. If anything is missing or difficult to understand ask for clarification.

4. Wrap Up

Thank parent for their time today – their participation is extremely helpful to this valuable research, and is very much appreciated.

Explain individual results will be posted at the end of the study.

---

Steps - After

Filing – FFQ, Food diary, participant file
Appendix K          Demographic Questionnaire
Eating Assessment in Toddlers aged 12 to 24 months

Please complete the following questionnaire about yourself, and your child participating in this study

1. What is your sex?  Male / Female  (please circle)

2. How are you related to the child in this study?  _____________

3. What is your date of birth?  __________  Day/month/year

4. How many children do you have?  __________

5. To which ethnic group(s) do you belong to?  Please tick all the boxes that apply

- NZ European
- Maori
- Samoan
- Tongan
- Cook Island Maori
- Niuean
- Chinese
- Indian

If other, please state:  ________________

6. If Maori, please provide your tribal affiliations  ________________
7. What is your child’s date of birth? ___________ Day/month/year

8. What is your child’s sex?: Male / Female (please circle)

9. Which ethnic group(s) does your child belong to?
   - [ ] NZ European
   - [ ] Maori
   - [ ] Samoan
   - [ ] Tongan
   - [ ] Cook Island Maori
   - [ ] Niuean
   - [ ] Chinese
   - [ ] Indian

If other, please state: _______________

10. If Maori, please provide your tribal affiliations for your child
    ______________________

11. Is your child descended from Maori (that is do they have a Maori birth parent, grandparent or great-grandparent etc)?
    Yes / No / Don’t know (please circle)

Thank you!
Interviewer administered Questions

1. What is the child’s birth weight? ____________

2. What is the child’s birth length? ____________

3. How many weeks pregnant were you when this child was born?

____________
Appendix L  Anthropometric Protocol
P3b. Anthropometry Protocol

Objectives

1. To undertake anthropometric measurements (weight and length of 12 -24 month old children
2. To undertake hand measurements of the child (thickness and scanning)
3. Record measurements immediately in the data sheet
4. Enter the measurements on computer

Equipment required

P3b Anthropometry Protocol (this protocol)

Anthropometric data sheet

Participant file; List of parent’s name, toddler’s name, address and ID number

Portable scanner

Scales

Equipment bag:

- Anthropometer
- Length mat
- Hand sanitiser
- Pencil (for recording results on data sheet)
- Eraser
- Nappies (pre-weighed)
- Wipes
- Sanitary sheets
- Bag (to keep rubbish in one place and ensure it is taken away at end of visit)

Measuring equipment

- All measuring equipment must be highly accurate, precise, sturdy and portable
- Scales and length mat should be calibrated daily;
  - Length mat should be calibrated using calibration pole daily (75 mm)
  - Scales should be calibrated using laptop daily (weight: 2.1kg)
- Seca alpha weighing scale: portable electronic scale that has taring capability and calibrated to 0.1 kg.
- Rolla meter 100cm
- Anthropometer
Steps - Before

1. Confirm that all supplies needed for the measurements are with you
2. Information should be entered on data sheet including:
   - Date, names (child and mother), ID number, toddler’s sex

Remember

- Measurements should be taken and recorded twice
- It is important to follow the same technique and protocol during successive measurements
- Any measurements falling outside the maximum allowed differences should be repeated and entered in designated boxes on the data sheet
- Data should be entered on the sheet using a pencil
- Immediately record the measurements after it is read, it helps to have your pencil and data sheet near you
- Record the measurement directly onto the data sheet. The more times the measurement is copied, the more chances of error there are

Steps – During

General Guidelines for Measuring and Recording

1. Always tell the participant what you are going to do before you do it. Explain what you are doing and why.
2. Always watch children carefully at all times because they can move quickly and easily fall.
3. Explain to the parent that information will only be used for this study. We can give them a copy of the measurements if they wish.
4. Confidentiality of information must be assured
5. Confidence and poise is important for reassuring both the parents and child, and includes maintaining eye contact and talking to the child in a calm reassuring voice.

Carry out measurements in the order of:

1. Child’s right hand thickness 1
2. Hand scan – check
3. Child’s right hand thickness 2
4. Ask the parent to undress the child to a singlet and one of our nappies
5. Child’s length 1
6. Child’s weight 1
7. Child’s length 2
8. Child’s weight 2
9. Check the differences between the measurements 1 and 2 are acceptable. If not, then repeat measurement a third time now.
10. Ask the parent to redress the child
The maximum allowable differences between the two measurements are:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Maximum allowable difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight</td>
<td>0.1 kg</td>
</tr>
<tr>
<td>Length</td>
<td>0.7 cm</td>
</tr>
<tr>
<td>Hand Thickness</td>
<td>2mm</td>
</tr>
</tbody>
</table>

**Weight**

Place the scale on a flat, hard, even surface. Be sure there is adequate light to read measurement.

1. Explain to the participant the procedure for weighing
2. Ask the mother to remove all the child’s clothes so only a singlet is worn and put on a dry nappy (of known weight (30g))
3. Turn on the scales
4. Ask the mother to stand on the scales
5. Tare the scales
6. Then give the child to the mother and ask to stand still until the child’s weight is recorded
7. Immediately record the measurement to the nearest 0.1 kg.

**Length**

Explain to the mother the procedure for measuring length, the mother will be required to help with measuring and to soothe and comfort the child.

1. Place the length board on a flat hard and stable surface
2. Cover the length board with a thin cloth or soft paper for hygiene and for the child’s comfort
3. Ask the mother to remove hair ornaments, and lay the child on his/her back against the fixed headboard, compressing the hair
4. Quickly position the head so that the crown touches the head board. An *imaginary vertical line from the ear canal to the lower border of the eye socket is perpendicular to the board (Frankfort Plane)*. The child’s eyes should be looking straight up. Ask the mother to move behind the headboard and hold the head in this position
5. Stand on the side of the length board where you can see the measuring tape and move the footboard.
6. Check the child lies straight along the board and does not change position. Shoulders should touch the board, and the spine should not be arched. The arms rest against the sides of the trunk.
7. Hold the child’s legs down with one hand and move the footboard with the other. Apply gentle pressure to the knees to straighten the legs as far as they can go
without causing injury (minimum pressure). If both legs cannot be held in position, measure with one leg in position.

8. While holding the knees, pull the footboard against the child’s feet. The soles of the feet should be flat against the footboard, toes pointing upwards.

9. Immediately record the child’s length in cm to the last completed 0.1cm.

**Hand Size**

1) Measuring hand thickness: measure the thickness of the hand in the middle of the palm (usually the deepest part of the palm) with the palm facing upwards (ie the base plate of the anthropometer on the back of the hand). Take two measurements and if the difference between them is > 2mm, take a third one.

2) Hand scanning: put the right hand of the child on the scanner with hand naturally opened, wrist extended and the third finger close to the cm tape.

3) Make sure the scanner is connected to the laptop. Scan then to be taken.

4) Save the scanned copy on the specific file. The scan will be analysed using a special program to record the length and width of the hand.

5) Palm length will be measured as the distance from the middle of the wrist crease (the deepest one) to the middle of the base of third digit.

6) Hand width will be the maximum width across the metacarpal-phalangeal joints II and V.
Steps – After

- Refer to Protocol 2. First Visit
- Transfer recorded measurements from paper onto computer
- Get a paper copy of the hand, write the child’s name, ID code and date on the copy and place in the participant file
Please read through these pages before starting your food diary

We would like you to please:

• Write down **everything** your toddler eats and drinks, when s/he eats it. Please don’t rely on your memory at the end of the day.
• Write down any supplements you give your toddler.
• Weigh your toddler’s food and drink using the scales provided.

On these days:

1. ........................................
2. ........................................
3. ........................................
4. ........................................
5. ........................................

Please try not to change what you give your toddler just because you are keeping a diary!

Thank you very much for your help and co-operation
## How to Fill Out Your Diet Record:

- **Record the amount and description of **ALL foods and drinks consumed** — all meals and all snacks.

- **Begin each new day on its labelled page**, (for example, Day 1) and please fill in all the information at the top of the page (the date, day of the week and the questions about your toddler’s health).

- Use a **new line for each food or drink**. (You can use more than one line for a food or drink, but please start each new food or drink on a separate line).

- Also please remember to **include any additions to foods**, (for example, tomato sauce, salad dressing, gravy).

## How to Fill Out Each Column

<table>
<thead>
<tr>
<th>Where</th>
<th>Time of day</th>
<th>Name, Brand and Cooking Method of Food or Drink</th>
<th>Weight of Plate or Mug</th>
<th>Weight of Food or Drink + Plate or Mug</th>
<th>Weight of Leftover + Plate or Mug</th>
<th>Amount Eaten</th>
</tr>
</thead>
</table>
| Please write down **where your toddler ate each meal, snack or drink.** | Please write down the **time** your toddler had something to eat or drink, including **am or pm.** | **Name:** Describe the food or drink.  
**Brand:** Name the brand.  
**Cooking method:** If the food was cooked write down how it was cooked (roasted, steamed, fried).  
If the food was **coated** in something or you added things like sauce or butter please record this.  
If a **recipe** was used to make a dish please write “see recipe” and write out the recipe on the page labelled “Recipes” | 1) **Weigh an empty plate or mug** using the scales provided.  
2) Write down the weight. | 1) Place the first food or drink on the plate/mug on the scales.  
2) Write down the weight.  
3) If you add several foods to the same plate you will need to write down the **weight of each food** as you add it. | 1) After your toddler has eaten their meal place the **same plate or mug with all the leftovers** on the scales and write down the total weight of the food or drink and the plate or mug.  
2) Estimate how much of each food was left over (for example, 1 tablespoon mince, half the potato).  
“**Leftovers**” are **everything** that your toddler didn’t eat so please try and scrape everything your toddler didn’t eat back on to the plate and weigh. | Office Use |
### Day 1
**Date:** 9 March 2011  
**Day of week:** Thursday

<table>
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<tr>
<th>Where</th>
<th>Time of day</th>
<th>Name, brand and cooking method of food or drink</th>
<th>Weight of plate or mug</th>
<th>Weight of food or drink + plate or mug</th>
<th>Weight of leftover + plate or mug</th>
<th>Amount eaten</th>
</tr>
</thead>
</table>
| **Home**       | 7:30am      | Breastfeed 15 minutes  
1 slice white bread toast slice, Tip Top, toasted  
Butter, Mainland salted  
Marmite, Sanitarium | 115g          | 135g  
140g  
142g | 127g          | Office Use |
| **At Café with Gran** | 10am        | Fruit cake  
Bobby banana  
Water  
Breastfeed 10 minutes | 2 match boxes  
small  
2 sips from my glass | If you don’t have your scales with you please estimate the amount. |
| **McDonald’s** | 12pm        | Medium fries 45g (from supplementary page)  
McDonalds size small lemonade | 1/8 leftover  
1/3 leftover | Please weigh the total amount of food left over + weight of plate or mug. |
| **Home**       | 3pm         | Breastfeed 20 minutes |  |  |  | |
| **Home**       | 6pm         | Home-made mince (see recipe),  
Potato, boiled  
Butter  
Peas, frozen, boiled  
Fruit juice, Just Juice, Orange and mango | 115g  
42g | 145g  
195g  
197g  
211g  
210g | 44g          |  |
| **Home**       | 8pm         | Breastfeed 10 minutes | Please write down if you have toast or sandwich slice bread.  
If you are having fruit and don’t have your scales you can write down whether it is a small, medium or large piece of fruit.  
If you are using a sippy cup or bottle remember to take the top off before you weigh the leftovers. |

Please write down if you have toast or sandwich slice bread.

If you are having fruit and don’t have your scales you can write down whether it is a small, medium or large piece of fruit.

Please weigh the total amount of food left over + weight of plate or mug.

Then of the total amount that is left over please tell us how much there is of each food (for example, half the mince, half the potato, no peas).
Example

Recipes — Day 1

Please write down:

1. Name of the recipe(s) (ie. the name you used in the diary)
2. Amount of each ingredient (for example, 3 medium carrots, 500g lean beef mince etc)
3. Any water added.
4. The proportion of the whole recipe that your child was served in the diary (For example, write “Home-made mince” in the “name, brand and cooking method of food or drink” column, and “one tenth (1/10)” in the “weight of food or drink” column).

Name of recipe: Home-made mince

300g standard beef mince (browned in 1 tablespoon olive oil)
50g onion, diced
60g carrot, diced
1 clove garlic, minced
60g beef stock (Campbells)
30g tomato sauce (Watties)
60g diced potatoes
40g diced kumara
40g frozen mixed vegetables (Watties)
60g water
5g white flour

Cooking method: Mince was stewed in a small pot with lid on.

One tenth (1/10) of the recipe was served to my child at dinner.

Please remember to record the amount served to your child in the “weight of food or drink” column in the diary (i.e. 1/10).
Important things to remember

We are NOT looking for a “healthy” diet. We need to know what toddlers actually eat.

• Always record food eaten at the time it is eaten.
• Please give us as much information as possible about the food.
• Estimate foods if you can’t weigh them.
• Record all leftovers.

Remember all information that you give us is strictly confidential.

How to estimate amounts of food when you can’t weigh them

Please record an estimated amount in the “weight of food or drink” column.

• HOUSEHOLD MEASURES – Household measures like cups, tablespoons and teaspoons can be useful. Please tell us whether it was a heaped or level amount.

• WEIGHTS MARKED ON PACKAGES – Use the weight marked on canned or packet foods e.g., half a 220g can of baked beans, one 60g pottle of yoghurt.

• RULER – Foods such as cheese, cakes and meat can be measured using the ruler provided on the supplementary page, e.g. slice of luncheon sausage 8cm x 4cm x 1mm (remember to give length, width and depth!).

• CIRCLES – Round foods such as biscuits and muffins can be measured using the circles provided on the supplementary page, e.g. one muffin 6cm circle x 7cm high (height estimated using the ruler).

• BREAD – Tell us the number and the size of the slices e.g., sandwich, medium, or toast slice.

• FRUIT – Tell us whether the piece of fruit is small, medium or large. Alternatively you could use the circles for round fruit such as mandarins.

TAKEAWAY FOODS

The supplementary page provided has photographs of commonly eaten takeaway foods. Please write down the weight from the photograph that best describes the amount of food your toddler was served and write it in the “Weight of food or drink” column. Your toddler might not have exactly the amount in the photos so feel free to tell us if she had “two x 40g pizza”.

**Day 1**

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</table>

**Date:** 9 March 2011  
**Day of week:** Thursday

**Is your child unwell?** YES / NO

**If unwell, did this influence your child's appetite?**

- No
- Yes – decreased appetite
- Yes – increased appetite

**Office use**
### Day 1 continued

<table>
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## Day 1 continued

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Office use
Supplement Use — Day 1

(a) Did your child take any supplements (e.g., multi-vitamin, etc.) today?

   No ☐  (please go to Day 2, page 11)
   Yes ☐

(b) **If yes,** please record the following:

   Type of supplement (e.g., cod liver oil):

   Brand name (e.g., Smith’s):

   Amount (number of mls, drops, tablets, capsules, etc.) taken (e.g., 5mls):

   (c) **If yes,** does the supplement contain iron? (check the label)

   No ☐
   Yes ☐

**If yes,** please record the type of iron (e.g., ferrous fumerate, ferrous sulphate and anything else with the words “iron”, “ferric” or “ferrous”) and amount of iron per tablet (e.g., 10mg, etc.):

   Type of iron (e.g., ferrous sulphate):

   Amount per dose (e.g., 7mg in 5ml):
Recipes — Day 1

Please write down:

1. Name of the recipe(s)
2. Amount of each ingredient (for example, 3 medium carrots, 500g lean beef mince, 1 onion, etc)
3. Record the amount of water added.
4. The proportion of the whole recipe that your child was served in the diary (For example, write “Home-made mince” in the “name, brand and cooking method of food or drink” column, and “one tenth (1/10)” in the “weight of food or drink” column).
**Day 2**  

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<th>Where</th>
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**Date:** 9 March 2011  
**Day of week:** Thursday  

**Is your child unwell?**  

- **YES / NO**  

**If unwell, did this influence your child’s appetite?**  

- **No**  

- **Yes – decreased appetite**  

- **Yes – increased appetite**
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Office use
### Day 2 continued

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<th>Name, brand and cooking method of food or drink</th>
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</table>
Supplement Use – Day 2

(a) Did your child take any supplements (e.g., multi-vitamin, etc.) today?

No ☐ (please go to Day 3, page 16)
Yes ☐

(b) If yes, please record the following:

Type of supplement (e.g., cod liver oil): ____________________________
Brand name (e.g., Smith’s): ____________________________
Amount (number of mls, drops, tablets, capsules, etc.) taken (e.g., 5mls): ____________________________

(c) If yes, does the supplement contain iron? (check the label)

No ☐
Yes ☐

If yes, please record the type of iron (e.g., ferrous fumerate, ferrous sulphate and anything else with the words “iron”, “ferric” or “ferrous”) and amount of iron per tablet (e.g., 10mg, etc.):

Type of iron (e.g., ferrous sulphate): ____________________________ Amount per dose (e.g., 7mg in 5ml): ____________________________

THE INTERVIEWER WILL HELP YOU FILL IN THIS PAGE IF YOU ARE NOT SURE - please keep the bottle or packet
Recipes — Day 2

Please write down:

1. Name of the recipe(s)
2. Amount of each ingredient (for example, 3 medium carrots, 500g lean beef mince, 1 onion, etc)
3. Record the amount of water added.
4. The proportion of the whole recipe that your child was served in the diary (For example, write “Home-made mince” in the “name, brand and cooking method of food or drink” column, and “one tenth (1/10)” in the “weight of food or drink” column).
Day 3

Date: 9 March 2011

Day of week: Thursday

Is your child unwell? YES / NO

If unwell, did this influence your child’s appetite? No

Yes – decreased appetite Yes – increased appetite

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Supplement Use — Day 3

(a) Did your child take any supplements (e.g., multi-vitamin, etc.) today?
   No □  (please go to Day 4, page 21)
   Yes □

(b) If yes, please record the following:
   Type of supplement (e.g., cod liver oil):
   Brand name (e.g., Smith’s):
   Amount (number of mls, drops, tablets, capsules, etc.) taken (e.g., 5mls):

(c) If yes, does the supplement contain iron? (check the label)
   No □
   Yes □

If yes, please record the type of iron (e.g., ferrous fumarate, ferrous sulphate and anything else with the words “iron”, “ferric” or “ferrous”) and amount of iron per tablet (e.g., 10mg, etc.):

Type of iron (e.g., ferrous sulphate): Amount per dose (e.g., 7mg in 5ml):

THE INTERVIEWER WILL HELP YOU FILL IN THIS PAGE IF YOU ARE NOT SURE - please keep the bottle or packet
Recipes — Day 3

Please write down:

1. Name of the recipe(s)
2. Amount of each ingredient (for example, 3 medium carrots, 500g lean beef mince, 1 onion, etc)
3. Record the amount of water added.
4. The proportion of the whole recipe that your child was served in the diary (For example, write “Home-made mince” in the “name, brand and cooking method of food or drink” column, and “one tenth (1/10)” in the “weight of food or drink” column).
Day 4  Date:  Day of week:  Is your child unwell?  YES / NO
If unwell, did this influence your child’s appetite?  No
Yes – decreased appetite  Yes – increased appetite

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Office use
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Day 4 continued
## Day 4 continued

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</table>
Supplement Use — Day 4

(a) Did your child take any supplements (e.g., multi-vitamin, etc.) today?

No  □   (please go to Day 5, page 26)
Yes □

(b) If yes, please record the following:

Type of supplement (e.g., cod liver oil): ________________________________
Brand name (e.g., Smith’s): ________________________________
Amount (number of mls, drops, tablets, capsules, etc.) taken (e.g., 5mls): ________________________________

(c) If yes, does the supplement contain iron? (check the label)

No  □
Yes □

If yes, please record the type of iron (e.g., ferrous fumerate, ferrous sulphate and anything else with the words “iron”, “ferric” or “ferrous”) and amount of iron per tablet (e.g., 10mg, etc.):

Type of iron (e.g., ferrous sulphate): ________________________________
Amount per dose (e.g., 7mg in 5ml): ________________________________

THE INTERVIEWER WILL HELP YOU FILL IN THIS PAGE IF YOU ARE NOT SURE - please keep the bottle or packet
Recipes — Day 4

Please write down:

1. Name of the recipe(s)
2. Amount of each ingredient (for example, 3 medium carrots, 500g lean beef mince, 1 onion, etc)
3. Record the amount of water added.
4. The proportion of the whole recipe that your child was served in the diary (For example, write “Home-made mince” in the “name, brand and cooking method of food or drink” column, and “one tenth (1/10)” in the “weight of food or drink” column).
Day 5

Date: 9 March 2011
Day of week: Thursday
Is your child unwell? YES / NO

If unwell, did this influence your child’s appetite? Yes – decreased appetite Yes – increased appetite

<table>
<thead>
<tr>
<th>Where</th>
<th>Time of day</th>
<th>Name, brand and cooking method of food or drink</th>
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<th>Weight of food or drink + plate or mug</th>
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## Day 5 continued

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<th>Name, brand and cooking method of food or drink</th>
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Supplement Use – Day 5

(a) Did your child take any supplements (e.g., multi-vitamin, etc.) today?
   - No  
   - Yes  

(b) If yes, please record the following:
   - Type of supplement (e.g., cod liver oil):
   - Brand name (e.g., Smith’s):
   - Amount (number of mls, drops, tablets, capsules, etc.) taken (e.g., 5mls):

(c) If yes, does the supplement contain iron? (check the label)
   - No  
   - Yes  

If yes, please record the type of iron (e.g., ferrous fumerate, ferrous sulphate and anything else with the words “iron”, “ferric” or “ferrous”) and amount of iron per tablet (e.g., 10mg, etc.):

   - Type of iron (e.g., ferrous sulphate):
   - Amount per dose (e.g., 7mg in 5ml):

THE INTERVIEWER WILL HELP YOU FILL IN THIS PAGE IF YOU ARE NOT SURE - please keep the bottle or packet
Recipes — Day 5

Please write down:

1. Name of the recipe(s)
2. Amount of each ingredient (for example, 3 medium carrots, 500g lean beef mince, 1 onion, etc)
3. Record the amount of water added.
4. The proportion of the whole recipe that your child was served in the diary (For example, write “Home-made mince” in the “name, brand and cooking method of food or drink” column, and “one tenth (1/10)” in the “weight of food or drink” column).
Thank you!

Remember if you have any questions please contact us. You can email or call our answer-phone and we’ll get back to you.
Appendix N

Instructions for Scales
Instructions for using scales (SALTER Electronic)

*Please weigh EVERYTHING in grams using the scales we have provided*

**Step 1: Turn on the scales**
1. Place scales on a stable, flat work surface away from the microwave
2. Press the ON ZERO button once (quite firmly) in the centre
3. A ‘0’ with a ‘g’ (above the zero) should appear on the display
4. If a ‘0’ with an ‘oz’ appears on the display, please push the ‘KG LB’ button to convert to ‘g’

**Step 2: Weigh the empty plate or bowl**
Place bowl or plate on the platform. Read the weight and record it in the column labelled ‘Weight of plate or mug’

**Step 3: Weigh the plate or bowl with food (before eating)**
1. Add the first food to the plate or bowl. Read the weight and record it in the column labelled ‘Weight of food or drink + plate or mug’ in your food diary
2. Add the next food to the plate or bowl. Read the weight and record it in the column labelled ‘Weight of food or drink + plate or mug’ in your food diary
3. Repeat as needed do not zero the scales in between weighing foods

**Step 4: Weight the plate or bowl with leftover food (after eating)**
1. Place the bowl or plate with the food leftovers on the platform
2. Read the weight and record it in the column labelled ‘Weight of leftover + plate or mug’ on your food diary
3. Estimate the proportion of each food that was leftover (e.g. ⅓ baked beans, ¼ slice of bread)

**Step 5: Turn off the scales**
Press the ‘OFF’ button once to switch it off (scales will turn off automatically if left for 3 minutes)
Changing the batteries

- If a picture of a battery appears on the display it means the battery is low and needs to be replaced
- Remove the back cover
- Take out battery box and remove inner box
- Place two batteries on top of each other with the terminal on top
- Place boxes into original position and close back cover

Note

- ‘Err’ means you have put too much weight on the scales – try a lighter plate. These scales cannot be used with any plate, bowl or container that weight more than approximately 2 kg
- If a picture of a **battery** appears on the display it means the battery is low and needs replacing (see above)
- Clean scales with a slightly **damp cloth** – please **DO NOT** immerse in water or use chemical/abrasive cleaning agents
- Please clean scales **immediately** after a spill
- Don’t use the scales next to your **microwave** – this will interfere with the display
- The scales will automatically **switch-off** after 1 minute if the display has been showing ‘0’ continuously or after 3 minutes if one reading has been displayed continuously for that time

If you have any questions please leave a message and we will get back to you

*Eat Study*

**Dunedin or Mid Canterbury**
Phone 479 8454 or 3028013
Email eatstudy.dunedin@otago.ac.nz

**Wellington**
Phone 0800 852456
Email eatstudy.wellington@otago.ac.nz
# P4. Reminder Protocol

## Objectives

1. **Confirmation phone call prior to first visit**
2. **Check-up phone call to be made at end of first day of diet record to check how it went and to answer any questions**
3. **Text reminders/email to be sent the morning before each day of the five assigned diet record days**
4. **Phone call to be made day before 5th diet record day**

### 1) Text confirming first visit

Text every participant the day before the first visit

- confirm time
- confirm address

### 2) Phone call at end of day one of the food diary

Phone every participant the evening of their first day of recording the diet record.

**Equipment**

- Participant file sheet
- Check participant and child’s name
- Check preference for email or text reminder

**Phone call**

Hi, this is Emily Watson calling from the EAT study at the University of Otago.

I am calling to ask how things went today recording [child’s name] food and drinks today. Did you have any problems today? Is there anything I can help you with?

Just to check that your recording everything correctly, could you please read out to me what you recorded for [child’s name] lunch?

- Provide feedback if required on detail of foods recorded
- Thank them for completing day
- Remind next day is [x] and I’ll send you a text the day before
3) Text reminder before day two, three and four of food diary

Text every participant in the morning the day before the 2\textsuperscript{nd}, 3\textsuperscript{rd} and 4\textsuperscript{th} days of the diet record.

**Steps – before**
Every morning check diary for text reminders. Send out before midday and cross off in diary.

**Text**
Hi [Name], tomorrow is your [2\textsuperscript{nd} / 3\textsuperscript{rd} / 4\textsuperscript{th}] day of the food diary. Please record all foods and drinks [child’s name] eats tomorrow. Thank-you very much, Emily from EAT

4) Phone call day before day 5 of Diet Record

**Phone call**

Hi, this is Emily Watson calling from the EAT study.

- Ask how collection of the diet record days went
- Remind of day five tomorrow
- Ask when free to do the second food questionnaire and collect scales and diet record OR confirm if appointment already organised

**Steps – After**

Filing – participant file

Write in diary date/time for second appointment if not already there, highlight once confirmed
Takeaway Foods Estimation Guide

- Hawaiian Pizza: 50 g, 40 g, 92 g
- Fries: 70 g, 45 g, 23 g
- Chips: 70 g, 45 g, 23 g
- Battered Fish: 97 g
Appendix Q  Secondary Carers Form
EAT Food Record – Away from Home

Dear [Name],

You are involved in a study looking at the best way to measure what toddlers eat. We would really appreciate it if you could please record what they eat today while in your care.

We would like you to:

- Record the amount and description of **ALL foods and drinks** s/he eats or drinks today (including water) – at the time they are consumed
- Please weigh and record the amount offered and the amount left over

When weighing the foods and drinks:

**Weigh the empty plate or bowl** – record the weight in the column labelled “Weight of plate or mug” in the food diary

**Weigh the plate or bowl with food** (before eating)
1. Add the first food to the plate or bowl. Read the weight and record it in the column labelled “Weight of food or drink + plate or mug” in the food diary
2. Add the next food to the plate or bowl. Read the weight and record it in the column labelled “Weight of food or drink + plate or mug” in the food diary
3. Repeat as needed, do not zero the scales in between weighing foods

**Weigh the plate or bowl with leftover food** (after eating)
1. Place the bowl or plate with the food leftovers on the scales
2. Read the weight and record it in the column labelled “Weight of leftover + plate or mug” in the food diary
3. Estimate the proportion of each food that was leftover (e.g., ½ baked beans, ¼ slice bread)

If you are unable to weigh any of the foods please estimate the amount of food or drink eaten. You can use household measures (eg cups or spoons), or sizes of packets (eg 140g yoghurt pottle, 15g “Little Kids” bar).

If any foods eaten are recipes, please attach a copy of the recipe to this sheet, including the number of portions the recipe makes.

Here’s an example of how to fill out the food diary:

<table>
<thead>
<tr>
<th>Where</th>
<th>Time of day</th>
<th>Name, brand and cooking method of food or drink</th>
<th>Weight of plate or mug</th>
<th>Weight of food or drink + plate or mug</th>
<th>Weight of leftover + plate or mug</th>
<th>Amount eaten</th>
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<tbody>
<tr>
<td>Centre</td>
<td>10 am</td>
<td>Granny Smith apple</td>
<td>115g</td>
<td>175g</td>
<td>165g – only apple leftover</td>
<td>Office use</td>
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<tr>
<td></td>
<td></td>
<td>Banana</td>
<td>42g</td>
<td>205g</td>
<td>144g</td>
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<td></td>
<td></td>
<td>Raro fruit drink (not sugar-free)</td>
<td></td>
<td>210g</td>
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<td></td>
<td>12 noon</td>
<td>Lasagne made at Centre – recipe attached makes 35 portions Watties frozen peas – boiled</td>
<td>115g</td>
<td>1 portion</td>
<td>⅔ of portion</td>
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<td></td>
<td></td>
<td></td>
<td>125g</td>
<td></td>
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<td></td>
<td>1.30pm</td>
<td>“Little Kids” bar</td>
<td>115g</td>
<td>130g</td>
<td>117g</td>
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Date__________________
Recipes

Please record the full recipe and the number of portions it makes. Please also record how many of these portions s/he ate e.g. ½ a portion or 2 portions" in the “weight of food or drink + plate or mug” column

Thank you very much!

If you have any questions, please call us on 479 8454
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<th>Name:</th>
<th>Date:</th>
<th>Day of week:</th>
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Office use
Appendix R  Food Frequency Questionnaire Entry Protocol
**FFQ Entry Protocol**

**Objectives**

1. Enter the FFQs into Lime survey
2. Double enter FFQs to ensure accuracy
3. Compare double entries of FFQ and fix discrepancies

**Entry**


Log in: Username: ossls Password: osslsossls

Click on the green cog to begin a new survey. Enter the relevant token ie EATXXXX for first administration FFQs, or 2NDEATXXXX for second administration FFQs.

When entering the EAT ID during the first entry enter an ‘A’ at the end for first administrations (eg EATXXXXA) and for second administrations ‘C’ (eg EATXXxC).

**Missing information**

If the ‘stage’ is missing from the infant foods section (but all other columns are completed), enter:

- Stage 1 – Questions 11,12
- Stage 2 – Questions 6,10,11,13,14
- Stage 3 – Questions 5,7-9
- Stage 4 – Questions 2-4

If an entire line is missing enter a zero value
If only one column is completed ie frequency but no amount eaten, enter a zero value.

**Options not available on Lime Survey**

For example, a participant has recorded a frequency of 2.5 times per week with 3 palms offered and 2 palms eaten, however only whole numbers are available for the frequencies

a. Use the closest available lower frequency ie ‘2’.

b. The portion size then needs to be increased to counteract the lowered frequency. The total offered over the week would be 2.5 * 3 = 7.5, therefore the adjusted portion size offered is 7.5/2 = **3.75** and then the amount eaten is 3.75 * (2/3) = **2.475**.
Combining multiple foods into one line

For example combining foods in the ‘Other’ section with foods in previous questions

Example:

Pasta is eaten 4 times a week (4 palms offered, 4 palms eaten), couscous 3 times a week (3 palms offered, 2.5 eaten) and noodles 2 times a week (5 palms offered, 2 eaten).

Frequency will be 7 times a week

Palms offered over entire week:

Pasta: 4*4 = 16  Couscous: 3*3 = 9  Noodles: 2*5 = 10
35 palms (16+9+10) are offered over one week, therefore 5 palms (37/7) each day.

Palms eaten over entire week:

Pasta: 4*4 = 16  Couscous: 3*2.5 = 7.5  Noodles: 2*2 = 4
27.5 palms are offered over one week, therefore 3.9 palms per day eaten.

Combining foods measured in different units

For example naan bread eaten twice a week, (2 palms offered, 2 palms eaten), and white bread eaten once a week (1 slice of bread offered and eaten).

Frequency = 3 times a week

Density of naan bread = 1.160  Palm area = 50 (look at palm volume file)
Palm area (50) * density (1.160) * palms offered (2) * frequency offered (2) = 232g eaten per week.

232g + (one slice of bread (28.7g) * frequency offered (1)) = 260.7g total eaten over the week.

1 slice of white bread = 28.7g (according to the units file)

260.7g/28.7g = 9.08 slices of bread eaten over the week.

Therefore 9.08/3 (frequency eaten over week) = 3 slices of bread offered and eaten each time.

Combining foods with very different densities

Popcorn has a density much lower than sweet corn and therefore the palm size needs to be adjusted before combining.

For example, 3 palms of popcorn are offered, all eaten, twice a week. Sweet corn is offered once a week, 1 palm offered and all eaten.
Density of popcorn = 0.06, Palm area = 50
Palm area (50) * density of popcorn (0.06) * palms offered (3) * frequency offered (2) = 18g eaten per week

Density of sweet corn = 0.7
Palm area (50) * density of sweet corn (0.7) * palms offered (1) * frequency offered (1) = 35g eaten per week

Frequency = 3 times per week

Total eaten per week = 53g

53/3 = 17.6g eaten at one time.

One palm of sweet corn, 50*0.7 = 35g, therefore 17.6/53 = 0.5 palms offered and eaten at one time.

**Double Entry**

All FFQs need to be entered twice to ensure there have been no mistakes made during the entry process.

When entering the EAT ID during the double entry enter a ‘B’ at the end for first administrations (eg EATXXXXB) and for second administrations ‘D’ (eg EATXXXD).

The double entry is the second half of the questionnaire. The surveys can be accessed by logging on to the wellington study email (Otago staff email), using login name and password ‘eatwlg’. If you click on the link sent by Lime Survey it will open the survey to the last page entered.

If a frequency was entered in the first entry as ‘never’, it will not show up in the second entry. If this is incorrect, you need to go back to the first entry and change it there. You can do this by pressing the ‘back’ button at the bottom of the page until you reach the question.

An alternative way can be to log into Lime Survey, click on the icon of a blue folder with a magnifying glass ‘View saved but not submitted responses’. Find the correct survey in the list, and click on the pencil ‘edit survey’

This will come up with all the questions and responses in the survey where you will be able to scroll down to the question and correct the mistake.

To save the edit, scroll to the bottom of the page to ‘update entry’.
Comparing the two entries of the FFQ

Once all the FFQs have been entered twice, export the results using the Lime Survey export protocol, and using the ‘LimeSurveydiff’ file, check for any discrepancies.

Highlight any cells that are not equal to zero.

On the ‘Lime1-Corrected’ file, correct all the highlighted cells.