



First Years in the First State:

Improving Nutrition & Physical Activity Quality in Delaware Child Care

ADMINISTRATORS' GUIDE



Letter From the Secretary of Education

Dear Friends:

Delaware, like most other states, struggles with an obesity epidemic that extends to its youngest citizens. To address both obesity prevention and malnourishment issues, while promoting the health and development of all children, the Delaware Department of Education Child and Adult Care Food Program (CACFP) partnered with the Delaware Office of Child Care Licensing (OCCL) to develop higher standards for nutrition and physical activity. Currently, OCCL requires all licensed child care programs to comply with DE CACFP guidelines, whether or not they participate in the CACFP meal program. Therefore, all food served in Delaware-licensed child care, including after school programs, must meet or exceed the CACFP requirements.



While the current national CACFP requirements address basic nutritional needs, Delaware wanted to provide healthier standards that would not increase program costs. In an effort to help Delaware caregivers make healthier food options available at their programs, the Delaware CACFP and Nemours Health and Prevention Services (NHPS) collaborated to determine what menu changes would provide the most nutritional benefit. As a result, limits on fats, sugar content and fried and/or processed foods were established. These improved guidelines will ensure that all Delaware pre-school children who participate in licensed care benefit from healthier meal options. These guidelines establish Delaware as a leading state in aligning child care policies with best practices for children. This makes you a role-model for child care providers across the nation!

Child care professionals play an important role in introducing children to healthy behaviors. You provide nutritious choices and teach children about healthy eating and physical activity that contributes to lifelong skills and interest. Many programs have asked for resources to help them plan menus and access healthy, low-cost recipes. In response, this evidence-based guide was created. We believe the First Years in the First State Tool Kit will help caregivers understand the DE CACFP guidelines, adapt their current recipes to meet them, and add variety to their menus.

The Delaware Child and Adult Care Food Program appreciates the work of our child care professionals and recognizes our shared commitment to quality. We are proud to partner with you to help children develop healthy habits for life. This is an important first step towards making Delaware's children the healthiest in the nation!

Sincerely,

A handwritten signature in black ink that reads "Lillian M. Lowery". The script is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Lillian M. Lowery, Ed.D.
Secretary of Education

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Introduction

This toolkit is intended to serve as a practical, how-to guide to following DE CACFP/*Delacare* Rules for nutrition and physical activity in your child care home or center. Materials include:

- DE CACFP/*Delacare* Rules for nutrition, physical activity and screen time in child care
- A self-assessment to show your center's or home's strengths in complying with the Rules and identify areas needing improvement
- Challenges and successes of child care providers in implementing the DE CACFP/*Delacare* Rules
- 16 weeks of DE CACFP/*Delacare*-approved and CACFP-reimbursable menus
- Shopping lists and budget-saving shopping tips
- Ideas for engaging children, staff, parents and your community
- Age-appropriate physical activities and ways to include physical activity in your lesson plans
- Tips and tools for reading nutrition labels, motivating picky eaters, storing food safely and modeling healthy habits
- Lists of books, websites and local resources
- And much, much more!

While we have made a great effort to include suggestions and ideas that are possible for all homes and centers, we understand that budgets and other resources can differ greatly. If you come across a recipe that calls for an ingredient you are not able to get, or an activity that uses a piece of equipment you do not have, please feel free to substitute as you see fit. Be sure to substitute recipe ingredients with an item that is similar and fits into the same food group/category. We encourage you to use the toolkit as a flexible guide and adapt it to best fit your child care home or center.

This toolkit is the result of extensive research, collaboration and feedback from many individuals. It is a "living document." It will continue to be edited, updated and improved over time. We welcome your comments, questions and suggestions. It is YOU that this toolkit is intended to serve! If you have feedback, please contact:

**Delaware Department of Education
Community Nutrition Programs**

(302) 735-4060 nutritionguidelines@doe.k12.de.us

Before you begin reading this toolkit, please take a few moments to evaluate your center or home using the self-assessment tool. It is important to know your center's or home's strengths, as well as areas that call for improvement. This will help you determine which sections of the toolkit best address your specific needs. When you have finished marking your answers, take a look at the self-assessment benchmark provided. The shaded answers are those that align with DE CACFP/*Delacare* Rules. Compare these answers with your own and use them as a goal as you create your Action Plan. In doing so, you can track your progress toward meeting DE CACFP/*Delacare* Rules for nutrition and physical activity.

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Abbreviations & Acronyms

AAP	American Academy of Pediatrics
ADA	American Dietetic Association
CDC	Centers for Disease Control and Prevention
DE CACFP	Delaware Child and Adult Care Food Program
DOE	Delaware Department of Education
OCCL	Delaware Office of Child Care Licensing
NHPS	Nemours Health & Prevention Services
FDA	Food and Drug Administration
FNS	Food and Nutrition Service, U.S. Department of Agriculture
IOM	Institute of Medicine, National Academy of Sciences
NAEYC	National Association for the Education of Young Children
NAFCC	National Association for Family Child Care
NASPE	National Association for Sport and Physical Education
USDA	United States Department of Agriculture
WIC	Special Supplemental Nutrition Program for Women, Infants and Children

Definitions: Nutrition

Added Sugars— Sugars and syrups that are added to foods during processing or preparation. Added sugars do not include naturally occurring sugars such as those found in milk and fruits.¹

Basic Food Groups — In the USDA food intake patterns, the basic food groups are grains; fruits; vegetables; milk, yogurt and cheese; and meat, poultry, fish, dried peas and beans, eggs and nuts. In the CACFP food intake pattern, the basic food groups are grains and breads; milk; meats and meat alternates; and fruits and vegetables.¹

Cardiovascular Disease — Refers to diseases of the heart and diseases of the blood vessels (arteries, capillaries, veins) within a person's entire body, such as the brain, legs and lungs.¹

Cheese Food — A processed cheese prepared by mixing one or more cheese ingredients with one or more dairy ingredients into a homogeneous plastic mass, which reduces the amount of cheese in the finished product. It must contain at least 51% of the cheese ingredient by weight, have a moisture content less than 44%, and contain at least 23% milkfat.²

Cheese Product — A processed cheese that does not meet the maximum moisture content of 43% and/or the 47% minimum milkfat standards of processed cheese.²

Cholesterol — A sterol present in all animal tissues that when ingested by humans, turns into a soft, fatty, wax-like substance in the bloodstream. It is necessary in the production of cell membranes and some hormones, but too much cholesterol in the blood is a major risk factor for coronary heart disease (which leads to heart attack) and for stroke. There is no evidence for a dietary requirement for cholesterol.^{1, 6}

Chronic Diseases — Such as heart disease, cancer and diabetes—are the leading causes of death and disability in the United States. These diseases account for seven of every ten deaths and affect the quality of life of 90 million Americans. Although chronic diseases are among the most common and costly health problems, they are also among the most preventable. Adopting healthy behaviors such as eating nutritious foods, being physically active and avoiding tobacco use can prevent or control the devastating effects of these diseases.¹

Combination Food — A single serving of a food item that contains two or more of the required meal components (e.g., pizza, chef salad).

Dietary Fiber — Typically refers to nondigestible carbohydrates from plant foods such as legumes (e.g., peas and beans), oats, barley, some fruits and fruit juices (e.g., prunes, plums and apples), some vegetables (e.g., broccoli, carrots and celery), nuts, seeds and whole grains.¹

Discretionary Calorie Allowance — The calories remaining in a person's energy allowance after he/she has consumed adequate calories from healthful foods, (i.e., foods in low-fat or no-added-sugar forms). These “left-over” calories can be “spent” on forms of foods that are not the most nutrient dense (e.g., whole milk rather than fat-free milk) or may be additions to foods (e.g., salad dressing, sugar, butter).¹

Heart Disease — A narrowing of the small blood vessels that supply blood and oxygen to the heart (coronary arteries).¹

Monounsaturated Fatty Acids (MUFAs) — MUFAs are liquid at room temperature and are found in canola, olive and peanut oils. MUFAs lower total cholesterol, lower bad cholesterol (LDL) and also raise good cholesterol (HDL). These are healthy fats.¹

Nutrient-Dense Foods — Foods that provide substantial amounts of vitamins and minerals and relatively fewer calories.¹

Ounce Equivalent — In the grains food group, the amount of a food counted as equal to a one-ounce slice of bread; in the meat, poultry, fish, dry beans, eggs and nuts food group, the amount of food counted as equal to one ounce of cooked meat, poultry or fish.

Polyunsaturated Fatty Acids (PUFAs) — Usually liquid at room temperature. Safflower, sunflower, corn and soybean oils contain the highest amounts of PUFAs. PUFAs lower total cholesterol in the blood and lower the bad cholesterol. However, they also lower the good cholesterol. Overall, they are healthy fats.¹

Portion Size — The amount of a food consumed in one eating occasion; can consist of multiple servings.¹

Processed Cheese — Food prepared by mixing one or more cheeses, with the aid of heat, for manufacturing with an emulsifying agent. The cheese is then poured into molds to solidify into a homogeneous plastic mass and is later packaged. The final product can have a maximum moisture content of 43% and must have at least 47% milkfat.²

Processed Meat — A meat product containing at least 30% meat, where the meat has undergone processing other than boning, slicing, dicing, mincing or freezing, either as a single meat or in combination with other ingredients or additives. Processed meats have been cured, smoked, dried, canned, dehydrated and/or combined with chemicals and/or enzymes. Examples include sausage, bacon, deli meats, hot dogs, bologna, salami, pepperoni, etc.³

Saturated Fats — Solid at room temperature like butter, stick margarine, shortening and the fat in cheese and meat. Some vegetable oils (e.g., coconut and palm oil) contain mostly saturated fats. These are unhealthy fats that raise cholesterol in the blood, so use them sparingly, if at all.¹

Serving Size — A standardized amount of a food, such as a cup or an ounce, used in providing dietary guidance or in making comparisons among similar foods.¹

Sweet Grain — A grain food that customarily contains a significant proportion of calories from sugar. Includes: donuts, Danishes, cakes, cupcakes, pies, cookies, brownies, toaster pastries, commercially-prepared muffins/quick breads, sweet rolls, granola bars and grain fruit bars.

Trans Fats — Found naturally in some foods but mainly come from partially hydrogenated fats in commercially-prepared baked goods like crackers and cookies. Trans fats raise cholesterol in the blood just like saturated fat does, so try to limit or avoid them entirely. They are unhealthy fats.¹

Whole Grains — Foods made from the entire grain seed, usually called the kernel, which consists of the bran, germ and endosperm. If the kernel has been cracked, crushed or flaked, it must retain nearly the same relative proportions of bran, germ and endosperm as the original grain in order to be called whole grain.¹

Definitions: Physical Activity

Aerobic Physical Activity — In this kind of physical activity, the body's large muscles move in a rhythmic manner for a sustained period of time. Examples include brisk walking, jumping rope, running, bicycling and swimming.⁴

Bone-Strengthening/Weight-Bearing Physical Activity — This kind of activity produces a force on the bones that promotes bone growth and strength. This force is commonly produced by impact with the ground. Examples include brisk walking, jumping jacks, jumping rope, running and weight-lifting exercises. As these examples illustrate, bone-strengthening activities can also be aerobic and muscle strengthening.⁴

Moderate Physical Activity — Any activity that burns 3.5 – 7 kcal/min and raises a person's heart and breathing rate. Examples of moderate-intensity physical activity include walking briskly, mowing the lawn, dancing, swimming or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.¹

Muscle-Strengthening Physical Activity — This kind of activity causes the body's muscles to work or hold against an applied force or weight. These activities often involve objects, such as weights, that are lifted to train various muscles but can also be done using elastic bands or body weight for resistance (e.g., climbing a tree, going across the monkey bars or doing push-ups).⁴

Structured Activity — Formal, teacher-led exercises such as an obstacle course, action songs (e.g., Head, Shoulders, Knees and Toes) or active games (e.g., Duck, Duck, Goose; Red Rover).⁵

Unstructured Activity — Child-led free play such as playing on playground equipment or climbing trees.⁵

Vigorous Physical Activity — Any activity that burns more than 7 kcal/min. Vigorous physical activity should be challenging, cause sweating and allow for only a few words of conversation before needing to pause for a breath. Examples of vigorous physical activity include running, climbing, jumping, or riding a bicycle or tricycle.¹

¹ U.S. Department of Health and Human Services, U.S. Department of Agriculture. Dietary Guidelines for Americans, 2005. <http://www.health.gov/dietaryguidelines/dga2005/document/default.htm>. Accessed May 28, 2010.

² Electronic Code of Federal Regulations. Title 21, Part 133. http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&tpl=/ecfrbrowse/Title21/21cfr133_main_02.tpl. Accessed August 13, 2010.

³ Food Standards New Zealand Australia. Food Standards Guide, 2001. http://www.foodstandards.gov.au/_srcfiles/Meat_0801.pdf. Accessed June 11, 2010.

⁴ U.S. Department of Health and Human Services. Physical Activity Guidelines for Americans, 2008. <http://www.health.gov/paguidelines/pdf/paguide.pdf>. Accessed June 11, 2010.

⁵ Nemours Health and Prevention Services. Best Practices for Physical Activity: A Guide to Helping Children Grow Up Healthy, 2009.

⁶ American Heart Association. What is Cholesterol? <http://www.americanheart.org/presenter.jhtml?identifier=3046103>. Accessed June 30, 2010.

CHALLENGES & OPPORTUNITIES RELATED TO IMPLEMENTATION OF CHILD CARE NUTRITION & PHYSICAL ACTIVITY POLICIES IN DELAWARE

Executive Summary

Delaware was the first state to implement comprehensive guidelines and standards for nutrition and physical activity in child care settings. These standards were developed as part of a larger state strategy for the prevention of childhood obesity by promoting healthy eating and physical activity behaviors early in childhood. The state's standards have been implemented through both the state Child and Adult Care Food Program (CACFP) and its child care licensing body, Delaware's Office of Child Care Licensing (OCCL). They apply to child care centers as well as child care homes.

During the summer and fall of 2009, Altarum Institute undertook a focus group study with child care center directors, child care home providers,¹ and parents of children in child care centers across the state of Delaware. This study, conducted in partnership with Nemours Health & Prevention Services, and the Delaware CACFP and OCCL, was designed for two purposes. The primary purpose was to learn how child care providers and parents are responding to Delaware's comprehensive nutrition and physical activity standards for child care facilities. The secondary purpose was to understand what child care providers need to comply with nutrition and physical activity standards and develop a set of recommendations to address these needs. The focus groups were designed to answer the following questions about the implementation of Delaware's nutrition, physical activity and screen time standards for child care:

- What are providers' and parents' attitudes and perceptions of Delaware's new CACFP guidelines and child care regulations?
- What challenges do providers face as they try to comply with enhanced nutrition and physical activity standards?
- What strategies are some providers using to address the challenges?
- How are providers communicating with parents about these policies, and what help do they need in communicating the new standards to parents?
- What kinds of information, tools, training and other supports are needed to help providers implement enhanced nutrition and physical activity standards?

Overall, 83 individuals participated in these focus groups. Seven groups were conducted with child care providers from a total of 32 child care centers and 27 child care homes. Three groups were conducted with parents of children in child care centers.

The experiences of advocates, program administrators, child care providers and parents in Delaware can inform other states' efforts to address childhood obesity in early learning and care settings. This report details the findings of the provider and parent focus groups, and presents recommendations based on those findings and ongoing research into related policy and program development in Delaware and elsewhere.

¹ For the purposes of this study, the term "provider" is defined as the child care administrator or staff person responsible for the meal planning and overseeing the provision of care at the center. For child care homes, the provider is the person responsible for all aspects of the children's care, including meal quality and physical activity opportunities.

Focus Group Findings

PROVIDERS AND PARENTS GENERALLY UNDERSTAND AND EMBRACE THE GUIDELINES

The focus group findings clearly indicate that both child care providers and parents in Delaware have responded positively to the goals of the state's nutrition and physical activity standards for child care. They have also welcomed most of the content of these policies. The fact that providers and parents have embraced the overall goal of Delaware's healthy eating and physical activity guidelines is obviously critical for successful implementation of these health-promoting policies. While the rationale for the majority of the guidelines are well understood, many providers and parents still reportedly do not understand enough about the need for some of the state's nutrition guidelines. The standard on milk in particular, which requires that children over age two be served only 1% or fat-free milk, was noted as a concern among many providers and parents.

PROVIDERS ARE DEVELOPING INNOVATIVE STRATEGIES TO ADDRESS THE STANDARDS

The lengths to which child care center and home providers are going in order to come into compliance with the new policies are highly encouraging. Many providers have already taken innovative steps toward adopting new practices. Successful efforts to overcome new challenges demonstrate a children-come-first approach being taken by providers. These are detailed in the report and reflected in its recommendations.

IMPLEMENTATION CHALLENGES ARE FREQUENTLY RELATED TO LIMITED AVAILABLE RESOURCES (E.G., MONEY, TIME, RELEVANT EXPERTISE) AND STAFF MOTIVATION

Food service and food cost issues were the most frequently cited challenges for providers in complying with the nutrition standards. These included challenges in paying their food costs on a very limited budget, developing menus, incorporating variety, and cooking child-friendly meals that meet the standards. Other food service barriers cited were difficulties in modifying existing recipes and scaling up recipes that are designed to comply with the new standards, challenges in reading and interpreting food labels, and increased time now required for food shopping. Other types of challenges noted by providers were limited resources and experience in nutrition and physical activity, and a need for ideas and resources to help children try new foods and engage in increased physical activity. Providers also experienced difficulties overcoming staff and parent resistance and engaging them positively in implementation of the changes.

PROVIDERS NEED ADDITIONAL TRAINING, TOOLS AND OTHER SUPPORTS

Many providers reported that they need more help and support to fully implement the nutrition and physical activity standards. Feedback on past trainings was very positive, but providers voiced a need for expanded access to trainings for directors and staff.

They had many suggestions for the format of future trainings. Providers also expressed a desire for state and child care-sponsoring agencies to establish forums to help them obtain up-to-date resources and information, and to share information and resources with one another.

A few center providers noted that their training priorities and center-level policies are driven in part by Delaware Stars for Early Success, the state's Quality Rating and Improvement System (QRIS). Providers in several focus groups suggested that the state QRIS incorporate nutrition and physical activity standards in its ratings to give providers a stronger incentive to focus their training and practices to meet these standards.

Recommendations

CLEARLY AND CONSISTENTLY COMMUNICATE THE RATIONALE FOR NUTRITION AND PHYSICAL ACTIVITY STANDARDS IN CHILD CARE

Present and explain the rationale for the new nutrition and physical activity standards in all communications, informational materials and trainings. Clear, consistent and frequent explanations will allow providers and parents to be even more effective supporters of the policies. They will be better equipped to communicate effective messages to their colleagues, the children and parents, and perhaps more likely to support changes in the foods that they prepare and serve to children.

OFFER SUPPORTS TO HELP PROVIDERS ADDRESS THE CHALLENGES OF MEAL PLANNING, FOOD PREPARATION AND FOOD PURCHASING

The following suggested actions build on the promising strategies that providers reported during the focus groups and their recommendations for state action:

- Develop sample menus with recipes that are child-friendly, are tested with providers and can be scaled up for large child care facilities.
- Provide lists of commonly-used allowable foods.
- Create a cookbook with recipes and hints from local providers and parents.
- Build partnerships with food retailers and institutional food suppliers to educate them on the standards and encourage them to develop tools for providers such as recipes tied to shopping lists.
- Consider meal subsidies for providers where the costs for compliance are excessive.
- Offer subsidies or other incentives to local growers to lower the cost of produce, similar to the U.S. Department of Agriculture's Fresh Fruit and Vegetables program that brings fresh produce to schools.
- Work with food banks and pantries to obtain information about available food donations that meet the state's nutrition guidelines.

DEVELOP NEW AND EXPAND ON EXISTING RESOURCES TO HELP PROVIDERS EDUCATE AND ENGAGE PRESCHOOL CHILDREN IN HEALTHY EATING HABITS AND INCREASED PHYSICAL ACTIVITY

Recommended types of materials include:

- Educational displays targeted to children such as bulletin boards and posters;
- Games, songs and rhymes that staff can use to reinforce healthy habits;
- Step-by-step guides for activities to engage the children in trying new foods;
- Sample daily lesson plans that integrate indoor and outdoor physical activity opportunities;
- Sample staff-led physical activity lessons that require limited or no equipment;
- Information on sources of play equipment that are available at no or low cost; and
- Lending libraries where providers can borrow equipment to promote physical activity.

HELP PROVIDERS IMPLEMENT STRATEGIES TO SUCCESSFULLY ENGAGE STAFF AND PARENTS

State agencies and their partners, including child care-sponsoring agencies and organizations such as Nemours in Delaware, should consider developing some of the following materials and tools to assist providers in engaging these audiences:

- A step-by-step guide for organizing meetings and events for families;
- Informational materials directed to parents and guardians;
- Sample policies that centers can incorporate into parent handbooks; and
- Written materials and other resources for directors to use as part of staff in-service training.

EXPAND AND IMPROVE TRAINING AND TECHNICAL ASSISTANCE FOR CHILD CARE DIRECTORS AND STAFF

Based on their past experience, Delaware providers had many suggestions for training providers like themselves on these standards. They stressed the need for trainings that address the rationale of the guidelines and have a how-to focus. Training could reportedly be most effective if it includes hands-on guidance in group settings and opportunities for information sharing among peer providers; exchange of promising practices; and, in some cases, follow-up, one-on-one technical assistance. They also recommended offering trainings at a variety of locations and different days and times, as well as providing incentives and continuing education credits to encourage more participants to attend.

DEVELOP AND IMPLEMENT MECHANISMS FOR IMPROVED PEER-TO-PEER INFORMATION SHARING

Child care providers overwhelmingly expressed a need to share information and to learn from one another as they overcome obstacles in implementing the new standards. Recommended mechanisms to facilitate peer-to-peer exchange include newsletters and a website that provides access to free materials and opportunities for sharing of resources and strategies, and having discussions, among providers.

ALIGN STATE CHILD CARE QRIS WITH ENHANCED NUTRITION AND PHYSICAL ACTIVITY STANDARDS

Child care providers indicated that the state child care QRIS provides a positive incentive for child care centers and homes to improve their quality of care. States can consider many ways to incorporate nutrition and physical activity standards into their QRIS. For example, higher ratings in QRIS can include a requirement for centers to document teacher-led physical activity in their lesson plans and a requirement for specified amounts of staff training in nutrition and physical activity.

Conclusion

As partners across Delaware and in other parts of the country work to develop and implement nutrition and physical activity standards for child care facilities, the continued acceptance of providers and parents of these policies needs to be reinforced. Implementation plans should take into account providers' and parents' expressed needs, and the challenges child care providers in Delaware have faced/face in stretching limited resources to comply with policy changes. While the study was based in Delaware, the findings and recommendations may apply more broadly across the country as many states, communities and the federal government work toward the development and implementation of effective early obesity prevention policies for child care settings.

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For more information and a copy of the full report, please visit www.altarum.org.



Self-Assessment

Before you use the materials in this toolkit, please complete this assessment based on your center's/home's practices in the last month. When answering questions, it is important to honestly assess your child care center or home to best identify its strengths and areas that need improvement. This will allow you to set goals to improve your nutrition and physical activity environment, policies and practices. When answering the questions, keep in mind what your facility does the majority of the time, as your practices may fall into more than one category. **If applicable, be sure to involve any key staff members that may help in answering questions accurately. If you do not have staff, please reflect on your own behavior as the owner of a family child care home when responding to the questions in the "Staff" section of this assessment.**

Next, compare your answers with the self-assessment benchmark provided. Finally, create an Action Plan based on the template provided. This will allow you to set goals for improvement, create a timeline for achieving these goals and establish ways to measure your progress.

WATER				
DRINKING WATER IS	Easily visible and available for self-serve	Easily visible and available on request	Visible, but only available during designated water breaks	Not visible
AT SNACK TIME, WATER IS PROVIDED WHEN MILK OR JUICE IS NOT	Always	Sometimes	Rarely	Never
MILK				
MILK SERVED TO CHILDREN 12 THROUGH 23 MONTHS IS	Whole	2%	1%	Fat-free/skim
MILK SERVED TO CHILDREN 2 YEARS AND OLDER IS	Whole	2%	1%	Fat-free/skim
JUICE				
100% FRUIT JUICE IS SERVED TO CHILDREN	2 or more times per day	1 time or less per day	2 times per week or less on different days	Never
100% FRUIT JUICE IS SERVED TO INFANTS	1 or more times per day	1 or more times per week	1 or more times per month	Never
NON-100% JUICE (e.g., juice cocktail) IS SERVED	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never
BEVERAGES OTHER THAN MILK, WATER AND 100% FRUIT JUICE (e.g., soda, sports drinks) ARE SERVED	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never

GRAINS & BREADS				
WHOLE GRAINS ARE SERVED	2 or more times per day	1 or more times per day	2 – 4 times per week	1 time per week or less
CEREALS WITH MORE THAN 6 GRAMS OF SUGAR ARE SERVED	1 or more times per day	3 – 4 times per week	1 – 2 times per week	Never
SWEET BREADS/GRAINS (e.g., donuts, cookies, Danishes) ARE SERVED TO CHILDREN	1 or more times per day	3 – 4 times per week	Once in a 2-week cycle or less	Never
SWEET BREADS/GRAINS (e.g., donuts, cookies, Danishes) ARE SERVED TO INFANTS	1 or more times per day	3 – 4 times per week	Once in a 2-week cycle or less	Never
FRUITS & VEGETABLES				
FRIED OR PRE-FRIED AND THEN BAKED FRUITS OR VEGETABLES (e.g., French fries, hash browns, tater tots) WITH MORE THAN 35% OF CALORIES FROM FAT ARE SERVED TO CHILDREN	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never
FRIED OR PRE-FRIED AND THEN BAKED FRUITS OR VEGETABLES (e.g., French fries, hash browns, tater tots) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never
MEATS & MEAT ALTERNATES				
PROCESSED MEATS (e.g., bologna, hot dogs, sausage) ARE SERVED TO CHILDREN	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never
PROCESSED MEATS (e.g., bologna, hot dogs, sausage) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never
FRIED OR PRE-FRIED AND THEN BAKED MEATS (e.g., chicken nuggets, fish sticks) WITH MORE THAN 35% OF CALORIES FROM FAT ARE SERVED TO CHILDREN	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never
FRIED OR PRE-FRIED AND THEN BAKED MEATS (e.g., chicken nuggets, fish sticks) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never
CHEESE FOOD OR CHEESE PRODUCT IS SERVED	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never
COMBINATION FOODS				
COMBINATION FOODS (a mixture of 2 or more different meal components) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never
DESSERTS, COBBLERS, PUDDINGS AND JARRED CEREALS WITH FRUIT ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never

PHYSICAL ACTIVITY				
INFANTS SPEND MORE THAN 30 MINUTES IN CONFINING EQUIPMENT (e.g., cribs, infant seats, play pens) WHILE AWAKE	Always	Sometimes	Rarely	Never
CHILDREN GET 20 MINUTES OF PHYSICAL ACTIVITY FOR EVERY 3 HOURS THEY ARE IN CARE	Every day	3 – 4 days per week	1 – 2 days per week	Less than 1 day per week
SCREEN TIME				
CHILDREN UNDER 2 YEARS WATCH TV/DVDS	2 or more hours per day	1 – 2 hours per day	No more than 1 hour per day	Never
CHILDREN 2 YEARS AND OLDER WATCH TV/DVDS	2 or more hours per day	1 – 2 hours per day	No more than 1 hour per day	Never
CHILDREN 2 YEARS AND OLDER USE A COMPUTER	2 or more hours per day	1 – 2 hours per day	No more than 1 hour per day	Never
HOLIDAYS/CELEBRATIONS				
HOLIDAYS ARE CELEBRATED WITH FOODS THAT MEET GUIDELINES OR NON-FOOD ITEMS (e.g., stickers)	All of the time	Most of the time	Some of the time	Rarely or never
PARENTS ARE PROVIDED WITH GUIDELINES FOR HOLIDAY/ CELEBRATION FOODS	Yes		No	
STAFF				
STAFF SITS WITH CHILDREN DURING MEALS	Every day	A few times a week	A few times a month	Never
STAFF EATS THE SAME MEALS/SNACKS AS CHILDREN	Every day	A few times a week	A few times a month	Never
STAFF ENCOURAGES CHILDREN TO TRY NEW FOODS	Every day	A few times a week	A few times a month	Never
STAFF ENGAGES IN PHYSICAL ACTIVITY WITH CHILDREN	Every day	A few times a week	A few times a month	Never
STAFF HELPS CHILDREN LEARN TO RECOGNIZE HUNGER/ FULLNESS CUES	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
STAFF MODELS POSITIVE HEALTH HABITS	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
STAFF IS PROVIDED WITH TRAINING/CONTINUING EDUCATION ON NUTRITION AND/OR PHYSICAL ACTIVITY FOR CHILDREN	2 or more times per year	1 time per year	Less than 1 time per year	Rarely or never

SELF-EFFICACY/ATTITUDES				
I AM CONFIDENT IN MY ABILITY TO UPHOLD DE CACFP/DEACARE NUTRITION RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO UPHOLD DEACARE PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I UNDERSTAND DE CACFP/DEACARE NUTRITION RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I UNDERSTAND DEACARE PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO ENGAGE CHILDREN IN HEALTHY EATING AND PHYSICAL ACTIVITY.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO ENGAGE STAFF IN UPHOLDING DE CACFP/DEACARE NUTRITION AND PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO ENGAGE PARENTS IN UPHOLDING DE CACFP/DEACARE NUTRITION AND PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Self-Assessment Benchmark

An assessment representing a center that conforms 100% to DE CACFP/*Delacare* nutrition and physical activity rules is shown on the following pages. **Rules are indicated by shaded boxes.** Recommendations, or the ideal scenario, are indicated with the following symbol: †. If an answer is both **shaded** and accompanied by the “†” symbol, it means that the rule and recommendation are the same. If no response choice is marked **shaded**, then no official rule currently exists. You should use this assessment as a benchmark for the practices at your center/home, first aiming to meet the rules, and if you want to increase quality even farther, the recommendations!

Self-Assessment Benchmark

WATER				
DRINKING WATER IS	Easily visible and available for self-serve [†]	Easily visible and available on request*	Visible, but only available during designated water breaks	Not visible
AT SNACK TIME, WATER IS PROVIDED WHEN MILK OR JUICE IS NOT	Always [†]	Sometimes	Rarely	Never
MILK				
MILK SERVED TO CHILDREN 12 THROUGH 23 MONTHS IS	Whole [†]	2%	1%	Fat-free/skim
MILK SERVED TO CHILDREN 2 YEARS AND OLDER IS	Whole	2%	1% [†]	Fat-free/skim [†]
JUICE				
100% FRUIT JUICE IS SERVED TO CHILDREN	2 or more times per day	1 time or less per day [†]	2 times per week or less on different days [†]	Never [†]
100% FRUIT JUICE IS SERVED TO INFANTS	1 or more times per day	1 or more times per week	1 or more times per month	Never [†]
NON-100% JUICE (e.g., juice cocktail) IS SERVED	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never [†]
BEVERAGES OTHER THAN MILK, WATER, AND 100% FRUIT JUICE (e.g., soda, sports drinks) ARE SERVED	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never [†]
GRAINS & BREADS				
WHOLE GRAINS ARE SERVED	2 or more times per day [†]	1 or more times per day	2 – 4 times per week	1 time per week or less
CEREALS WITH MORE THAN 6 GRAMS OF SUGAR ARE SERVED	1 or more times per day	3 – 4 times per week	1 – 2 times per week	Never [†]
SWEET BREADS/GRAINS (e.g., donuts, cookies, Danishes) ARE SERVED TO CHILDREN	1 or more times per day	3 – 4 times per week	Once in a 2-week cycle or less	Never [†]
SWEET BREADS/GRAINS (e.g., donuts, cookies, Danishes) ARE SERVED TO INFANTS	1 or more times per day	3 – 4 times per week	Once in a 2-week cycle or less	Never [†]

Shading = Regulation; † = Recommendation; * = This rule applies only to Early Care and Education & School Age Centers

FRUITS & VEGETABLES				
FRIED OR PRE-FRIED AND THEN BAKED FRUITS OR VEGETABLES (e.g., French fries, hash browns, tater tots) WITH MORE THAN 35% OF CALORIES FROM FAT ARE SERVED TO CHILDREN	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never [†]
FRIED OR PRE-FRIED AND THEN BAKED FRUITS OR VEGETABLES (e.g., French fries, hash browns, tater tots) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never [†]
MEATS & MEAT ALTERNATES				
PROCESSED MEATS (e.g., bologna, hot dogs, sausage) ARE SERVED TO CHILDREN	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never [†]
PROCESSED MEATS (e.g., bologna, hot dogs, sausage) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never [†]
FRIED OR PRE-FRIED AND THEN BAKED MEATS (e.g., chicken nuggets, fish sticks) WITH MORE THAN 35% OF CALORIES FROM FAT ARE SERVED	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never [†]
FRIED OR PRE-FRIED AND THEN BAKED MEATS (e.g., chicken nuggets, fish sticks) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never [†]
CHEESE FOOD OR CHEESE PRODUCT IS SERVED	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never [†]
COMBINATION FOODS				
COMBINATION FOODS (a mixture of 2 or more different meal components) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never [†]
DESSERTS, COBBLERS, PUDDINGS AND JARRED CEREALS WITH FRUIT ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never [†]
PHYSICAL ACTIVITY				
INFANTS SPEND MORE THAN 30 MINUTES IN CONFINING EQUIPMENT (e.g., cribs, infant seats, play pens) WHILE AWAKE	Always	Sometimes	Rarely	Never [†]
CHILDREN GET 20 MINUTES OF PHYSICAL ACTIVITY FOR EVERY 3 HOURS THEY ARE IN CARE	Every day [†]	3 – 4 days per week	1 – 2 days per week	Less than 1 day per week

SCREEN TIME				
CHILDREN UNDER 2 YEARS WATCH TV/DVDS*	2 or more hours per day	1 – 2 hours per day	No more than 1 hour per day**	Never†
CHILDREN 2 YEARS AND OLDER WATCH TV/DVDS	2 or more hours per day	1 – 2 hours per day	No more than 1 hour per day	Never†
CHILDREN 2 YEARS AND OLDER USE A COMPUTER	2 or more hours per day	1 – 2 hours per day	No more than 1 hour per day	Never†
HOLIDAYS/CELEBRATIONS				
HOLIDAYS ARE CELEBRATED WITH FOODS THAT MEET GUIDELINES OR NON-FOOD ITEMS (e.g., stickers)	All of the time†	Most of the time	Some of the time	Rarely or never
PARENTS ARE PROVIDED WITH GUIDELINES FOR HOLIDAY/ CELEBRATION FOODS	Yes†		No	
STAFF				
STAFF SITS WITH CHILDREN DURING MEALS	Every day†	A few times a week	A few times a month	Never
STAFF EATS THE SAME MEALS/SNACKS AS CHILDREN	Every day†	A few times a week	A few times a month	Never
STAFF ENCOURAGES CHILDREN TO TRY NEW FOODS	Every day†	A few times a week	A few times a month	Never
STAFF ENGAGES IN PHYSICAL ACTIVITY WITH CHILDREN	Every day†	A few times a week	A few times a month	Never
STAFF HELPS CHILDREN LEARN TO RECOGNIZE HUNGER/ FULLNESS CUES	Strongly agree†	Somewhat agree	Somewhat disagree	Strongly disagree
STAFF MODELS POSITIVE HEALTH HABITS	Strongly agree†	Somewhat agree	Somewhat disagree	Strongly disagree
STAFF IS PROVIDED WITH TRAINING/CONTINUING EDUCATION ON NUTRITION AND/OR PHYSICAL ACTIVITY FOR CHILDREN	2 times or more per year†	1 time per year	Less than 1 time per year	Rarely or never

= In Family/Large Family Child Care Homes, children under 2 years of age are permitted to watch (1) hour of TV/DVDs per day, **with parent permission.

SELF-EFFICACY/ATTITUDES				
I AM CONFIDENT IN MY ABILITY TO UPHOLD DE CACFP/DEACARE NUTRITION RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO UPHOLD DEACARE PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I UNDERSTAND DE CACFP/DEACARE NUTRITION RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I UNDERSTAND DEACARE PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO ENGAGE CHILDREN IN HEALTHY EATING AND PHYSICAL ACTIVITY.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO ENGAGE STAFF IN UPHOLDING DE CACFP/DEACARE NUTRITION AND PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO ENGAGE PARENTS IN UPHOLDING DE CACFP/DEACARE NUTRITION AND PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Action Plan Template (see next page)

Directions:

1. Using this form as a template, develop an action plan for improving your home's adherence to DE CACFP/Delacare Rules. If you work at a center, collaborate with staff to develop the plan. Identify 2 - 4 goals you wish to achieve and how you plan to do this. Consider what individuals will be involved, resources at your disposal and potential barriers. Also create a timeline for achieving these goals and ways in which you will measure your progress. Modify the form as needed.
2. Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new action plans for new phases of your quality improvement effort.

Action Plan Template

GOAL	ACTION STEPS	RESPONSIBILITY	TIMELINE	RESOURCES	POTENTIAL BARRIERS	MEASUREMENT
What are you intending to change?	What steps will you take to achieve your goal?	Who will do it?	By when? (Day/Month)	What resources will help you achieve your goal?	Who or what may prevent you from achieving your goal?	How will you measure your progress toward your goal?
EXAMPLE	To provide at least 1 serving of a whole grain product each day.	Contact food service vendor and request whole grain bread instead of white bread; provide definition of a whole grain product.	Within 60 days.		Availability of whole grain products from vendor. Children don't like whole grain bread.	Review menu cycles submitted to sponsoring organization or OCCL to ensure a whole grain product is served daily.
	Send letter home to parents requesting they send in only whole grain bread; provide definition of a whole grain product.	Classroom teachers will send letter home to parents; will also talk to parents during pick-up and drop-off.	Within 60 days.	The toolkit, i.e. sample letter to parents, information about whole grain products, etc.	Parents don't want to change how they pack children's meals.	Each week, record foods that children are bringing from home that do not meet guidelines. This number should decrease as parents understand the rule.
GOAL 1						
GOAL 2						

Delaware CACFP & Delacare Rules — Requirements vs. Recommendations

INFANTS – Birth through 11 Months of Age			
FOOD GROUP	REQUIRED by DE CACFP/ <i>Delacare</i> Rules	RATIONALE	Best Practice: HIGHLY RECOMMENDED but Not Required
JUICE	Juice is not allowed.	<ul style="list-style-type: none"> - Drinking too much juice is linked to overweight/obesity, cavities and diarrhea in children.^{1,2} - Puréed and chopped fruits and vegetables provide nutrients and fiber that may be lost in the processing of juice.^{2,3} - Juice can be easily over-consumed and can displace more nutritious beverages like breast milk or formula.² 	<ul style="list-style-type: none"> - A majority of fruits and vegetables should come from the whole fruit or vegetable, rather than juice.^{2,3} - Juice should not be served to children under 1 year of age.¹³
MEATS & MEAT ALTERNATES	Cheese products and cheese foods are not allowed. Only real cheese may be served.	<ul style="list-style-type: none"> - In general, cheese products contain more sodium than real cheese.⁴ - Sodium intake is associated with elevated blood pressure and risk for heart disease and stroke. 	- Consume full-fat cheese.
	Processed meats are not allowed.	- Processed meats are typically high in total and saturated fat and sodium.	- Limit intake of solid fats, added sugar and sodium. ¹³
	Fried or pre-fried and then baked meats are not allowed.	<ul style="list-style-type: none"> - Fried foods are high in saturated fat. - Choosing foods that are low in fat and free of added sugars helps people meet their nutrient needs without eating too many calories, sugars and fats.³ 	
FRUITS & VEGETABLES	Fried or pre-fried and then baked fruits and vegetables are not allowed.		
GRAINS & BREADS	A whole grain product must be served at least one time each day for infants 8 through 11 months. ⁷	- Whole grains are a good source of dietary fiber, several B vitamins and minerals. ³	- Consume a variety of grains daily and make at least half of the recommended grain servings whole grains. ³
	Cereals must contain no more than 6 grams of sugar per serving.	- Added sugars supply calories but few or no nutrients. ³	- Limit intake of solid fats, added sugar and sodium. ¹³
	Sweet grains (e.g., cookies, cakes, donuts, Danishes, etc.) are not allowed.		
COMBINATION FOODS	Combination foods, a mixture of 2 or more different meal components, (e.g. turkey and rice) are not allowed. Only combinations of fruits and/or vegetables are allowed.	- When foods are combined in commercially-prepared mixtures, there is no way to determine the amount of each food the mixture contains. Because a combination food may not have enough of a food component to satisfy the meal pattern requirements, they are not allowed for infants.	- Not applicable.
	Desserts, cobblers, puddings and jarred cereals with fruit are not allowed.	- Added sugars supply calories but few or no nutrients. ³	- Limit intake of solid fats, added sugar and sodium. ¹³

CHILDREN – 1 Year of Age and Older			
FOOD GROUP	REQUIRED by DE CACFP/ <i>Delacare</i> Rules	RATIONALE	Best Practice: HIGHLY RECOMMENDED but Not Required
JUICE	No more than one serving per day of 100% juice may be served to children 1 – 18 years of age.	<ul style="list-style-type: none"> - Drinking too much juice is linked to overweight/obesity, tooth decay and diarrhea in children.^{1,2} - Whole fruits and vegetables provide nutrients and fiber that may be lost in the processing of juice.³ - Juice can be easily over-consumed and can displace more nutritious beverages like fat-free or low-fat milk.² 	<ul style="list-style-type: none"> - A majority of fruits and vegetables should come from the whole fruit or vegetable, rather than juice.³ - Intake of fruit juice should be limited to 4 – 6 oz per day for children 1 – 6 years of age. For children 7 – 18 years of age, juice should be limited to 8 – 12 oz per day.² <i>These limits include juice consumed at child care and at home.</i>
	Non-100% juice (juice drink or cocktail) is not allowed. All juice must be 100% fruit or vegetable juice.	<ul style="list-style-type: none"> - Juice drinks and cocktails are high in added sugar and calories and contain very little real fruit juice. - Added sugars supply calories but few or no nutrients.³ - Foods and beverages that have added sugars and are low in nutrients are associated with poor diet quality and excess caloric intake.³ - Intake of sugary beverages has been linked to overweight/obesity⁵ and dental cavities.⁶ - For many kids, sugary drinks have taken the place of milk.⁷ This can lead to poor bone health and fractures from a lack of calcium.⁸ - Choosing foods that are low in fat and free of added sugars helps people meet their nutrient needs without eating too many calories, sugars and fats.³ 	<ul style="list-style-type: none"> - Limit intake of added sugars.³
MILK	Children 12 through 23 months of age must be served whole milk.	<ul style="list-style-type: none"> - Low-fat milk does not contain enough calories or fat for children 12 through 23 months of age.⁹ - Whole milk provides fats that are necessary for early brain and spinal cord development.⁸ 	<ul style="list-style-type: none"> - Children 12 through 23 months of age should be served whole milk.⁸
	Children 2 years of age and older must be served fat-free or 1% (low-fat) milk.	<ul style="list-style-type: none"> - Children 2 years of age and older receive adequate nutrients from consuming all food groups and do not need the extra fat and calories from whole milk. Low-fat or fat-free milk contains as much calcium as whole milk without the extra calories and saturated fat.⁹ 	<ul style="list-style-type: none"> - Children 2 years of age and older should be served fat-free or 1% (low-fat) milk.

CHILDREN			
FOOD GROUP	REQUIRED by DE CACFP/ <i>Delacare</i> Rules	RATIONALE	Best Practice: HIGHLY RECOMMENDED but Not Required
MEATS & MEAT ALTERNATES	Processed meats (e.g., hot dogs, sausage, bologna, etc.) may be served only one time every two weeks.*	<ul style="list-style-type: none"> - Processed meats are typically high in total and saturated fat and sodium.¹⁰ - Studies suggest an increased risk of colon cancer associated with long-term high consumption of red (beef, pork, lamb) or processed meats (bacon, sausage, hot dogs, ham, cold cuts).^{11, 12} - Reducing the consumption of processed meats and replacing them with more nutritious foods lower in total and saturated fat and sodium is important for a balanced diet.^{3, 9} 	<ul style="list-style-type: none"> - Limit the consumption of processed meats.⁹ - Limit intake of saturated fat, trans-fat and cholesterol.³ - Limit total fat intake to 30 – 35% of calories consumed for children 2 – 3 years of age.³ - Limit total fat intake to 25 – 35% of calories consumed for children and adolescents 4 – 18 years of age.³ - When selecting and preparing meat, poultry and beans, make choices that are lean, low-fat or fat-free.³ - Most fats should come from sources of polyunsaturated and monounsaturated fatty acids, such as fish, nuts and vegetable oils.³
	Fried or pre-fried and then baked food items are not allowed (e.g., chicken nuggets, fish sticks) unless no more than 35% of their total calories are from fat.*	<ul style="list-style-type: none"> - Fried foods are high in fat. - A healthy diet should contain no more than 35% of calories from fat and no more than 7% of calories from saturated fat.³ - Choosing foods that are low in fat and free of added sugars helps people meet their nutrient needs without eating too many calories, sugars and fats.³ 	
	Cheese products and cheese foods are not allowed. Only real cheese may be served.	<ul style="list-style-type: none"> - In general, cheese products contain more sodium than real cheese.⁴ - Sodium intake is associated with elevated blood pressure and risk for heart disease and stroke. 	<ul style="list-style-type: none"> - Consume fat-free or low-fat real cheese.³ Fat-free or low-fat foods help people meet their nutrient needs without eating too many calories, sugars, fats and salts.³
FRUITS & VEGETABLES	Fried or pre-fried and then baked fruits or vegetables (e.g., French fries, tater tots) are not allowed unless no more than 35% of their total calories are from fat.*	<ul style="list-style-type: none"> - Fried foods are high in fat. - A healthy diet should contain no more than 35% of calories from fat and no more than 7% of calories from saturated fat.³ - Choosing foods that are low in fat and free of added sugars helps people meet their nutrient needs without eating too many calories, sugars and fats.³ 	<ul style="list-style-type: none"> - Limit intake of saturated fat, trans fat and cholesterol.³ - Limit total fat intake to 30 – 35% of calories consumed for children 2 – 3 years of age.³ - Limit total fat intake to 25 – 35% of calories consumed for children and adolescents 4 – 18 years of age.³ - Most fats should come from sources of polyunsaturated and monounsaturated fatty acids, such as fish, nuts and vegetable oils.³

*It is highly recommended that these foods are not served at all. † It is highly recommended that whole grains be served whenever possible.

CHILDREN			
FOOD GROUP	REQUIRED by DE CACFP/ <i>Delacare</i> Rules	RATIONALE	Best Practice: HIGHLY RECOMMENDED but Not Required
GRAINS & BREADS	A whole grain product must be served at least one time each day. [†]	<ul style="list-style-type: none"> - Whole grains are good sources of dietary fiber, several B vitamins and minerals.³ - Children and adults should eat about 14g of fiber for every 1,000 calories consumed. Diets high in fiber have a number of beneficial effects, including lowering the risk for heart disease and preventing constipation.³ - Choosing foods that are free of added sugars helps people meet their nutrient needs without eating too many calories, sugars and fats.³ - Added sugars supply calories but few or no nutrients.³ - Discretionary calorie allowance for children 2 – 5 years of age allows for only 4 – 5 tsp of added sugars each day.³ - Limiting cereals to 6g of sugar (1.5 tsp) or fewer will help to keep added sugars low in children's diets. 	- Consume a variety of grains daily and make at least half of the recommended grain servings whole grains. ³
	Cereals must contain no more than 6 grams of sugar per serving.		- Limit intake of added sugars. ³
	Sweet grains/ baked goods (e.g., cookies, cakes, donuts, Danishes, etc.) may be served one time every two weeks for snack only (not for breakfast, lunch or supper).*		<ul style="list-style-type: none"> - Limit total fat intake to 30 – 35% of calories consumed for children 2 – 3 years of age.³ - Limit total fat intake to 25 – 35% of calories consumed for children and adolescents 4 – 18 years of age.³ - Limit intake of added sugars.³

*It is highly recommended that these foods are not served at all. † It is highly recommended that whole grains be served whenever possible.

1. Medicine Io. Report Brief: Nutrition Standards for Foods in Schools: Leading the Way Toward Healthier Youth. <http://www.iom.edu/en/Reports/2007/Nutrition-Standards-for-Foods-in-Schools-Leading-the-Way-toward-Healthier-Youth.aspx>. Accessed September, 2009.
2. American Academy of Pediatrics CoN. The Use and Misuse of Fruit Juice in Pediatrics. *PEDIATRICS*. 2001;107(5):1210-1213.
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Buying on a Budget

Shopping for healthy food can be a challenging experience, especially when trying to stick to a budget. In order to plan, shop and cook healthy meals without overspending, consider these money-saving tips:

- **Know how much you need:** Be aware of how much food, on average, is used at meals. Having an idea of how much food is needed on a given day will help to avoid overpurchasing.²
- **Check expiration dates:** When buying products, be sure to check the expiration dates. Make sure you have enough time to use or freeze the foods before they expire to avoid throwing out spoiled products.¹
- **Compare:** Look for store brand products, which generally cost less than name brands, and sales on commonly used items at local stores. Before purchasing, check to be sure these products meet the guidelines.¹
- **Buy in season:** Look for low prices on seasonal fruits and vegetables at local farmers' markets, roadside stands or locally-owned grocery stores/markets. They may require a little more work in preparing, but will still save on total food costs.²
- **Buy in bulk:** Sometimes buying in bulk from wholesale stores or vendors is the best option. Before buying in bulk, think about where the food can be stored, if it will be used before expiration and if this strategy is in fact saving you money.¹
- **Freeze:** If you have purchased more than you use for a meal or snack, don't toss it – freeze the leftover ingredients! See the “Freezing and Reheating Guide” in this section for more information.³
- **Be flexible:** If an item in a recipe does not fit your budget, a similar item that costs less may be used. For example, if a recipe says to use turkey, but chicken is on sale, use chicken instead.
- **Buy whole and dry:** Ingredients such as beans, rice, oats and nuts are less expensive when sold without added salt, sugar or fats. They stay fresh longer and can be bought in large amounts and used over time.¹
- **Look for coupons:** There are many web resources for savings, including coupon and brand websites. Look in ads and circulars for additional coupon resources to save money on commonly used items.¹
- **Use community resources:** Work with a local farmers' market, food bank or food distributor. Visit the Delaware Department of Agriculture or Delaware Food Bank websites for contact information and additional resources.

Sources:

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Effect of Guideline Changes on Food Costs

This chart compares the unit cost of select foods and beverages recommended for children one year of age and older with foods that do not meet Delaware CACFP/*Delacare* Rules. In some cases, products that meet guidelines cost more than those that do not, and in some cases they cost less. Prep time was not factored into these cost comparisons, but making products in advance or using them more than once will help to cut labor costs. These cost differences balance out — it's not more expensive to serve healthy foods if you shop smart! The prices below were taken from a Delaware grocery store on one day and will vary based on type and location of store/market and weekly sales.

Feeding children healthy foods in age-appropriate serving sizes is *comparable to or less expensive than* feeding them foods that do not meet Delaware CACFP/*Delacare* Rules.

Beverages

Fat-free or 1% (low-fat) milk are the preferred beverages for children age two and older, providing vitamins and minerals essential for health and growth. Water is also a very inexpensive and effective way to quench thirst. Sugary beverages are available at a wide range of costs, but are not a wise choice for the food dollar because they provide calories but little to no nutrition.

Do NOT Meet Guidelines		Meet Guidelines		Cost Difference
Apple juice cocktail	\$0.02/fl oz	100% apple juice	\$0.03/fl oz	+ 1¢/oz
Ruby Red grapefruit cocktail	\$0.05/fl oz	100% grapefruit juice	\$0.047/fl oz	Ø
Yoo-hoo® chocolate drink	\$0.07/fl oz	Fat-free milk	\$0.03/fl oz	- 4¢/oz

Milk

Fat-free and 1% (low-fat) milk have as much calcium and vitamin D as 2% and whole milk without the saturated fat and additional calories. ***Note:** Delaware CACFP/*Delacare* Rules require that children under the age of two be served whole milk, while those age two and older should receive fat-free or 1% (low-fat) milk.

Do NOT Meet Guidelines		Meet Guidelines		Cost Difference
Whole milk	\$0.03/fl oz	1% (low-fat) milk	\$0.03/fl oz	Ø
2% milk	\$0.03/fl oz	Fat-free milk	\$0.03/fl oz	Ø

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Fruits & Vegetables

In order to increase nutritional quality and save on cost, consider purchasing local, in-season fresh produce, frozen and canned fruits and vegetables and those that are on sale.

Do NOT Meet Guidelines		Meet Guidelines		Cost Difference
FRUITS				
Fruit snacks	\$0.46/oz	Canned fruit in own juice	\$0.07/oz	- 39¢/oz
Fruit roll-ups	\$0.60/oz	Frozen fruit	\$0.19/oz	- 41¢/oz
		Fresh bananas	\$0.99/lb or \$0.06/oz	- 54¢/oz
VEGETABLES				
French fried potatoes**	\$0.084/oz	White potatoes	\$0.06/oz	- 2¢/oz
Tater tots**	\$0.06/oz	Red potatoes	\$0.09/oz	+ 3¢/oz
		Yams	\$0.06/oz	Ø
		Frozen mixed vegetables	\$0.09/oz	+ 3¢/oz

Meats & Meat Alternates

According to the Dietary Guidelines for Americans 2010, replacing meats with beans and eggs more often increases protein in the diet and benefits health.¹ Meat, poultry, fish and beans that are prepared from scratch are consistently less expensive and more nutritious ounce for ounce than processed foods that are higher in salt and other preservatives.

Do NOT Meet Guidelines		Meet Guidelines		Cost Difference
MEATS				
Sausage	\$0.12/oz	Canned black beans	\$0.06/oz	- 6 ¢/oz
Bacon	\$0.16/oz	Ground turkey	\$0.12/oz	- 4¢/oz
Chicken nuggets**	\$0.21/oz	Boneless chicken breast	\$0.27/oz	+ 6¢/oz
Tuna canned in oil†	\$0.24/oz	Tuna canned in water	\$0.19/oz	- 5¢/oz
MEAT ALTERNATES				
Cream cheese	\$0.21/oz	Low-fat cottage cheese	\$0.09/oz	- 12¢/oz
Cheez Whiz®	\$0.29/oz	Non-fat plain yogurt	\$0.09/oz	- 20¢/oz
Velveeta®	\$0.28/oz	Real American cheese singles	\$0.29/oz	+ 1¢/oz

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1. U.S. Department of Health and Human Services, U.S. Department of Agriculture. Dietary Guidelines for Americans, 2010. <http://www.cnpp.usda.gov/DGAs2010-DGACReport.htm>. Accessed July, 2010.

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Grains & Breads

In order to increase nutritional quality and save on cost, think about buying in bulk or purchasing generic brands. Whole grains such as brown rice, barley and oats are usually easy to find in bulk, and generic whole grain cereals and breads generally taste the same as name brands. If you serve baked goods, consider baking your own using whole wheat flour as a substitute for white flour, and fruit purées (e.g., applesauce or prunes) as a substitute for sugar and oil.

Do NOT Meet Guidelines		Meet Guidelines		Cost Difference
White rice, instant†	\$0.14/oz	Brown rice, instant	\$0.14/oz	Ø
White flour	\$0.46/lb	Whole wheat flour	\$0.50/lb	+ 4¢/lb
Regular white English muffins	\$4.52/lb	Whole wheat English muffins	\$5.32/lb	+ 80¢/lb
White bagels	\$2.89/lb	Whole wheat bagels	\$2.89/lb	Ø
Fruity Cheerios®	\$0.31/oz	Cheerios®	\$0.28/oz	- 3¢/oz
		Generic toasted oats cereal	\$0.21/oz	- 10¢/oz
Frosted Flakes®	\$0.21/oz	Generic corn flakes	\$0.12/oz	- 9¢/oz
Flavored oatmeal, single-serving package	\$0.21/oz	Old-fashioned or quick oats	\$0.09/oz	- 12¢/oz

** Not allowed unless no more than 35% of calories are from fat. † Not recommended.

Delaware CACFP/Delacare Meal Pattern— Infants of All Ages

Meal Component	Birth through 3 months	4 through 7 months	8 through 11 months
BREAKFAST – Serve the following 3 components:			
1. Breast Milk or Formula	4 - 6 fl oz	4 - 8 fl oz	6 - 8 fl oz
2. Infant Cereal	None	0 - 3 Tbsp	2 - 4 Tbsp
3. Fruit or Vegetable	None	None	1 - 4 Tbsp
LUNCH or SUPPER – Serve the following 4 components:			
1. Breast Milk or Formula	4 - 6 fl oz	4 - 8 fl oz	6 - 8 fl oz
2. Infant Cereal	None	0 - 3 Tbsp	2 - 4 Tbsp
3. Fruit or Vegetable	None	0 - 3 Tbsp	1 - 4 Tbsp
4. Meat or Meat Alternate			
Lean meat, poultry, fish, egg yolk, cooked beans or peas	None	None	1 - 4 Tbsp
Cheese	None	None	1/2 - 2 oz
Cottage cheese	None	None	1 - 4 oz
SNACK – Serve the following 2 components:			
1. Breast Milk or Formula	4 - 6 fl oz	4 - 6 fl oz	2 - 4 fl oz
2. Grain or Bread			
Bread	None	None	0 - 1/2 slice
Crackers	None	None	0 - 2 crackers

Menu Planning Template—Infants of All Ages

Center Name: _____ Infant Name: _____ DOB: _____
Month of: _____ Formula Type: _____

Requirements for Infant Meal Pattern			
AGES	BREAKFAST	LUNCH OR SUPPER	SNACK
0 through 3 mos.	4 - 6 fl oz breast milk or formula	4 - 6 fl oz breast milk or formula	4 - 6 fl oz breast milk or formula
4 through 7 mos.	4 - 8 fl oz breast milk or formula 0 - 3 tbsp infant cereal	4 - 6 fl oz breast milk or formula 0 - 3 tbsp infant cereal 0 - 3 tbsp fruit and/or veg.	4 - 6 fl oz breast milk or formula
8 through 11 mos.	6 - 8 fl oz breast milk or formula AND 2 - 4 tbsp infant cereal AND 1 - 4 tbsp fruit and/or veg.	6 - 8 fl oz of breast milk or formula AND 2 - 4 tbsp infant cereal AND/OR 1 - 4 tbsp meat, poultry, meat alternates AND 1 - 4 tbsp fruit and/or veg.	2 - 4 fl oz breast milk or formula 0 - 1/2 slice bread OR 0 - 2 crackers

DATE	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	____breast milk or formula____ ____infant cereal____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____fr./veg.____
LUNCH	____breast milk or formula____ ____infant cereal____ ____&/or meat, poultry, alt.____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____&/or meat, poultry, alt.____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____&/or meat, poultry, alt.____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____&/or meat, poultry, alt.____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____&/or meat, poultry, alt.____ ____fr./veg.____
SNACK	____breast milk or formula____ ____bread or crackers____	____breast milk or formula____ ____bread or crackers____	____breast milk or formula____ ____bread or crackers____	____breast milk or formula____ ____bread or crackers____	____breast milk or formula____ ____bread or crackers____

DATE	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST	____breast milk or formula____ ____infant cereal____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____fr./veg.____
LUNCH	____breast milk or formula____ ____infant cereal____ ____&/or meat, poultry, alt.____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____&/or meat, poultry, alt.____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____&/or meat, poultry, alt.____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____&/or meat, poultry, alt.____ ____fr./veg.____	____breast milk or formula____ ____infant cereal____ ____&/or meat, poultry, alt.____ ____fr./veg.____
SNACK	____breast milk or formula____ ____bread or crackers____	____breast milk or formula____ ____bread or crackers____	____breast milk or formula____ ____bread or crackers____	____breast milk or formula____ ____bread or crackers____	____breast milk or formula____ ____bread or crackers____

Instructions: Fill in top section completely. Specify the type of food served and fill in the amount in ounces or tbsp. Cereal and formula are iron-fortified unless medical note available.

Delaware CACFP/Delacare Meal Pattern—Children

Meal Component	Ages 1 through 2	Ages 3 through 5	Ages 6 through 12
BREAKFAST – Serve all 3 components (meat/meat alternate is optional).			
1. Milk, fluid	1/2 cup	3/4 cup	1 cup
2. Fruit or Vegetable	1/4 cup	1/2 cup	1/2 cup
3. Grain or Bread			
Bread	1/2 slice	1/2 slice	1 slice
Cereal – dry	1/4 cup	1/3 cup	3/4 cup
Cereal – hot	1/4 cup	1/4 cup	1/2 cup
4. Meat or Meat Alternate (optional)			
Lean meat, poultry or fish	1/2 oz	1/2 oz	1 oz
Cheese	1/2 oz	1/2 oz	1 oz
Cottage cheese	2 Tbsp	2 Tbsp	2 Tbsp
Large egg	1/2 egg	1/2 egg	1/2 egg
Peanut butter or other nut/seed butters	1 Tbsp	1 Tbsp	2 Tbsp
Nuts or seeds	1/2 oz	1/2 oz	1 oz
Yogurt, plain or flavored	1/4 cup	1/4 cup	1/2 cup
LUNCH or SUPPER – Serve all 5 components.			
1. Milk, fluid	1/2 cup	3/4 cup	1 cup
2. Fruit or Vegetable*	1/4 cup total	1/2 cup total	3/4 cup total
3. Fruit or Vegetable*			
4. Grain or Bread			
Bread	1/2 slice	1/2 slice	1 slice
Grain or Pasta	1/4 cup	1/4 cup	1/2 cup
Cereal – dry	1/4 cup	1/3 cup	3/4 cup
Cereal – hot	1/4 cup	1/4 cup	1/2 cup
5. Meat or Meat Alternate			
Lean meat, poultry or fish	1 oz	1-1/2 oz	2 oz
Cheese	1 oz	1-1/2 oz	2 oz
Cottage cheese	1/4 cup	3/8 cup	1/2 cup
Large egg	1/2 egg	3/4 egg	1 egg
Cooked dry beans/peas	1/4 cup	3/8 cup	1/2 cup
Peanut butter or other nut/seed butters	2 Tbsp	3 Tbsp	4 Tbsp
Nuts or seeds	1/2 oz	3/4 oz	1 oz
Yogurt, plain or flavored	1/2 cup	3/4 cup	1 cup
SNACK – Select 2 of the 4 components.			
1. Milk, fluid	1/2 cup	1/2 cup	1 cup
2. Fruit or Vegetable	1/2 cup	1/2 cup	3/4 cup
3. Grain or Bread			
Bread	1/2 slice	1/2 slice	1 slice
Grain or pasta	1/4 cup	1/4 cup	1/2 cup
Cereal – dry	1/4 cup	1/3 cup	3/4 cup
Cereal – hot	1/4 cup	1/4 cup	1/2 cup
4. Meat or Meat Alternate			
Lean meat, poultry, or fish	1/2 oz	1/2 oz	1 oz
Cheese	1/2 oz	1/2 oz	1 oz
Cottage cheese	2 Tbsp	2 Tbsp	2 Tbsp
Large egg	1/2 egg	1/2 egg	1/2 egg
Cooked dry beans/peas	1/8 cup or 2 Tbsp	1/8 cup or 2 Tbsp	1/4 cup or 4 Tbsp
Peanut butter or other nut/seed butters	1 Tbsp	1 Tbsp	2 Tbsp
Nuts or seeds	1/2 oz	1/2 oz	1 oz
Yogurt, plain or flavored	1/4 cup	1/4 cup	1/2 cup

*Serve 2 or more separate and identifiable fruit/vegetable dishes

Menu Planning Template—Children

Name of Center/Home: _____ Week Beginning: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST — Serve milk, grain/bread and fruit/vegetable. Meat/meat alternate is optional.					
1. Milk	1% or fat-free milk	1% or fat-free milk	1% or fat-free milk	1% or fat-free milk	1% or fat-free milk
2. Fruit or Vegetable	_____	_____	_____	_____	_____
3. Grain or Bread	_____	_____	_____	_____	_____
4. Meat or Meat Alternate (optional)	_____	_____	_____	_____	_____
AM SNACK — Select 2 of the 4 components. Items must be from two different food categories.					
1. Milk					
2. Fruit or Vegetable	_____	_____	_____	_____	_____
3. Grain or Bread	_____	_____	_____	_____	_____
4. Meat or Meat Alternate	_____	_____	_____	_____	_____
Beverage	Water	Water	Water	Water	Water
LUNCH — Serve all 5 components.					
1. Milk	1% or fat-free milk	1% or fat-free milk	1% or fat-free milk	1% or fat-free milk	1% or fat-free milk
2. Fruit or Vegetable	_____	_____	_____	_____	_____
3. Fruit or Vegetable	_____	_____	_____	_____	_____
4. Grain or Bread	_____	_____	_____	_____	_____
5. Meat or Meat Alternate	_____	_____	_____	_____	_____
SNACK — Select 2 of the 4 components. Items must be from two different food categories.					
1. Milk					
2. Fruit or Vegetable	_____	_____	_____	_____	_____
3. Grain or Bread	_____	_____	_____	_____	_____
4. Meat or Meat Alternate	_____	_____	_____	_____	_____
Beverage	Water	Water	Water	Water	Water
SUPPER — Serve all 5 components.					
1. Milk	1% or fat-free milk	1% or fat-free milk	1% or fat-free milk	1% or fat-free milk	1% or fat-free milk
2. Fruit or Vegetable	_____	_____	_____	_____	_____
3. Fruit or Vegetable	_____	_____	_____	_____	_____
4. Grain or Bread	_____	_____	_____	_____	_____
5. Meat or Meat Alternate	_____	_____	_____	_____	_____

Milk should be whole for children 12 through 23 months; 1% or fat-free for children 2 years of age and older.
If **milk** is selected as a snack component, no juice is allowed.
Water is a healthy drink for quenching thirst and should be available at all times. Encourage children to drink water at snack, after meals or during play to quench thirst.

Healthy Food Substitutions

Making your menu healthier doesn't always require big changes. It can be easy! Adjusting just one or two ingredients can reduce the fat and sugar content of most meals and snacks. More importantly, many substitutions are so subtle that children won't even notice a difference! Changing the way food is prepared, like switching from frying to baking, is also an effective and simple way to cut calories and fat (see Healthy Cooking Methods on pg.42).

Use the chart below for ideas on healthy substitutions. It organizes foods into categories by CACFP food groups (which may not be how you're used to seeing foods grouped). Please note that many of the foods in the first column are not reimbursable and/or do not meet the DE CACFP/Delacare Rules. While most foods in the second column are reimbursable, some — such as those in the “Condiments” section — are not. You may even find that some healthier options are less expensive than their less healthy counterparts. Either way, switching to healthier ingredients will greatly benefit the health and well-being of the children in your care!

Instead of this...	Try this healthier option!
MILK	
Whole milk or 2% milk	Fat-free or 1% (low-fat) milk [for cooking/baking and children age two and older]
GRAINS & BREADS	
White bread	Whole grain bread, pita, roll, etc.
White rice	Brown rice
Bagel	Whole grain, mini-bagel
Flour tortilla	Corn or whole grain tortilla
Pasta	Whole grain pasta
Croissant	Whole grain roll, English muffin or mini-bagel
Sugary boxed cereal	Whole grain boxed cereal with at least 3 grams of fiber and no more than 6 grams of sugar per serving
Instant sweetened oatmeal	Plain instant oats with fruit and/or nuts
FRUITS & VEGETABLES	
Adding salt to flavor cooked vegetables	A mixture of herbs or spices like garlic powder, onion powder, oregano, basil, lemon pepper, etc.*
Creamy sauces	Lemon juice
Fruit pie	Baked fruit with raisins
Fruit canned in heavy syrup	Fruit canned in own juice; fruit canned in light syrup, drained and rinsed
Dried fruit, sweetened	Dried fruit, unsweetened
	Fresh fruit; fruit canned in own juice; fruit canned in light syrup, drained and rinsed
French fries	Oven baked potato or sweet potato wedges with skin intact

(Continued on next page)

*Foods that are not reimbursable †Foods that may only be served once every two weeks CN Foods that require a Child Nutrition label

Instead of this...	Try this healthier option!
MEATS & MEAT ALTERNATES	
Ground beef	Lean and very lean ground beef (90% lean or greater) Lean ground turkey or chicken Textured vegetable protein*
Bacon	Baked turkey, chicken or pork strips Turkey bacon † ^{CN} Spiral ham †
Sausage	Lean ground turkey 95% fat-free sausage † ^{CN} Lean turkey sausage † ^{CN} Soy sausage links or patties*
Chicken nuggets	Baked chicken breast
Fish sticks	Baked fish fillet
Cheese	Reduced-fat, part-skim, low-fat or fat-free cheese
Yogurt	Low-fat or fat-free yogurt
Ice cream	Low-fat or fat-free frozen yogurt Low-fat or fat-free ice cream* Frozen fruit juice products* or sorbet*
Cream cheese	Low-fat or fat-free cream cheese*
CONDIMENTS	
<i>*Please note that most condiments are not reimbursable</i>	
Whipped cream	Chilled, whipped evaporated skim milk* Non-dairy, fat-free or low-fat whipped topping made from polyunsaturated fat*
Mayonnaise	Fat-free or low-fat mayonnaise* Fat-free or low-fat salad dressing, whipped* Fat-free or low-fat yogurt, plain
Salad dressing	Fat-free or low-fat commercial dressings* Homemade dressing made with unsaturated oils, water and vinegar, honey or lemon juice*
Sour cream	Fat-free or low-fat sour cream* Fat-free or low-fat yogurt, plain 1/2 cup fat-free or low-fat cottage cheese blended with 1-1/2 tsp lemon juice
Vegetable dips, commercial	Hummus; low-fat or fat-free plain yogurt
SOUPS	
Cream soups, commercial	Broth-based or skim milk-based soups, commercial Fat-free or low-fat cream soups, commercial
Cream or whole milk in soups or casseroles	Puréed vegetables Evaporated skim milk*
BAKING & COOKING	
Evaporated milk	Evaporated skim milk*
Butter, margarine or oil to grease pan	Cooking spray or a tiny amount of vegetable oil rubbed in with a paper towel*
Butter or oil in baked goods	Natural applesauce for half of butter, oil or shortening
Refined, all-purpose flour	Half whole wheat flour, half all-purpose flour
Sugar	Reduce the amount by half and add spices like cinnamon, cloves, all-spice or nutmeg*
Salt	Reduce the amount by half (unless it's a baked good that requires yeast) Herbs, spices, fruit juices or salt-free seasoning mixes*

*Foods that are not reimbursable

†Foods that may only be served once every two weeks

^{CN} Foods that require a Child Nutrition label

Choosing Healthy Options in Each Food Group

Planning a menu can be hard. Trying to find foods that meet DE CACFP/*Delacare* Rules and your budget is a challenging task! Use the suggestions below to choose healthy options from each food group when planning menus:

FOOD COMPONENT	HEALTHY OPTIONS
Grains & Breads	Whole grain bread (rolls, breadsticks) Whole grain pita Whole grain mini-bagels Whole grain English muffins Whole grain pancake or waffle mix Whole grain or corn tortillas Brown rice Whole grain couscous Oatmeal Low-sugar cereal (less than 6 grams of sugar per serving) Rice cakes Whole grain crackers Graham crackers Baked tortilla or corn chips Pretzels*
Meats & Meat Alternates	Lean and very lean ground meats (80-95% lean) Lean and very lean ground chicken or turkey (80-95% lean) Lean cuts of beef, ham, lamb, pork or veal Boneless, skinless chicken and turkey Fish (e.g., salmon, trout, flounder, tilapia, tuna or cod) Canned tuna packed in water Real cheeses (e.g., cheddar, provolone, parmesan, Gouda, mozzarella, Swiss or ricotta) Low-fat real cheeses (e.g., cheddar, provolone, parmesan, Gouda, mozzarella, Swiss or ricotta) Cottage cheese (1% low-fat or fat-free) Yogurt (low-fat or fat-free, plain or flavored) Nuts and seeds* Beans Hummus Eggs
Fruits & Vegetables	Fresh – see the “Seasonal Fruits and Vegetables List” for fresh suggestions Canned fruit in 100% juice or if in syrup, drained and rinsed Canned vegetables without added salt or fat Frozen fruits and vegetables without added salt, sugar or fat Unsweetened or no sugar added applesauce Salsa
Milk	1% (low-fat) Fat-free } for children age two and older

*Choking hazard for children under four years of age

Seasonal Fruits & Vegetables

Fresh fruits and vegetables are a delicious, healthy part of meals and snacks. While most produce is available year-round, it can be expensive when it is not purchased in season. Fruits and vegetables also taste better when purchased during their natural growing season. The chart below shows which fruits and vegetables grow best in the fall, winter, spring and summer. When preparing food at your center or home, keep this list in mind and use seasonally-appropriate ingredients to save money. If a recipe calls for a vegetable that is not in season, replace it with one from this chart that is.

FALL	WINTER	SPRING	SUMMER
September, October, November	December, January, February	March, April, May	June, July, August
Apples Broccoli Brussels Sprouts Cabbage Chinese Cabbage Cauliflower Celery Root Chicory Cranberries Cucumbers Dates Eggplant Fennel Grapes Greens Lettuce: Head or Iceberg Leaf Lettuce Mushrooms Nuts Okra Mandarin Oranges Pears Chili Peppers Sweet Peppers Persimmons Pomegranates Pumpkin Quince Shallots Spinach Winter Squash Star Fruit Sweet Potatoes Turnips	Avocados Broccoli Brussels Sprouts Cabbage Chinese Cabbage Cauliflower Celery Root Chicory Dates Fennel Grapefruit Greens Lemons Wild Mushrooms Mandarin Oranges Sweet Oranges Pears Spinach Sweet Potatoes Tangerines Turnips	Asparagus Avocados Basil Beans Beets Berries Broccoli Cabbage Chinese Cabbage Cucumbers Lettuce: Head or Iceberg Mangos Okra Sweet Oranges Papayas Peas Chili Peppers Sweet Peppers Radishes Rhubarb Shallots Spinach Summer Squash Turnips	Apricots Basil Beans Beets Blackberries Blueberries Boysenberries Carrots Cherries Collards Corn Cucumbers Dates Figs Grapes Green Beans Limes Mangos Melons Nectarines Okra Peaches Pears Chili Peppers Sweet Peppers Plums Raspberries Summer Squash Tomatoes Watermelon

Source: United States Department of Agriculture (USDA). Accessed August 10, 2010 <http://healthymeals.nal.usda.gov>

Tips for Transitioning Kids to Healthier Foods

Many young children are picky eaters and prefer to eat simple, familiar foods. However, childhood is an important time that shapes food preferences and lifelong health habits. As a child care provider or staff, you have the unique opportunity to introduce children to a variety of nutritious foods to make sure they grow up strong and healthy. While you may encounter small challenges along the way, the tips below for transitioning kids to healthier foods are sure to make the task less daunting.

- Don't tell them it's different! Sometimes kids won't even notice.
- Transition foods after a summer, winter or spring break. Children are less likely to notice a difference if they've been away for a while.
- Transition to new foods or ingredients slowly and gradually. Instead of going directly from whole milk to fat-free, first serve 2% for a few weeks, then 1% (low-fat), before finally arriving at fat-free milk. You can also try mixing whole and fat-free and gradually reducing the amount of whole milk as kids adjust to the taste.
- Be sure to introduce only one new food at a time and allow kids to adjust to the change.
- Encourage kids to taste food every time it's served, but let them know that they don't have to eat a whole serving if they don't like it. They can just "try it."
- Introduce new foods in fun and creative ways. For example, freeze small batches of mixed chopped fruit in small cups or ice cube trays, add a stick, and voilà – a delicious frozen treat that kids are sure to enjoy!
- Involve children in preparing meals and snacks created from new foods they are learning about. Children are more likely to try and enjoy food that they have helped prepare.
- Teach children where the food they're eating comes from. This may be comforting for picky eaters and allows them to learn about how food is made or grown. Talk about the food with children during meal time, and encourage them to share how they like it.
- Always provide plenty of praise and encouragement when kids try new foods to reinforce this positive behavior. Praising children at the table who are trying the new food may encourage the more hesitant children as well.
- "Sneak in" healthier ingredients. For example, cauliflower can go undetected when mashed and mixed in with mashed potatoes. As kids adjust to the taste, you can serve cauliflower on its own.

Healthy Cooking Methods¹

Preparation and cooking methods make a big difference in determining the nutritional value of a recipe. Use the following easy cooking methods to make everyday dishes healthier.

1. **Baking** – Baking can be used for almost any type of food including meat, fruits and vegetables, mixed dishes (i.e. casseroles) and baked goods such as bread or pies. Place the food in a dish, either covered or uncovered, and allow the hot air from the oven to cook it.
2. **Braising** – Cooking slowly in a covered container with a small amount of liquid or water. The cooking liquid may be used for a sauce.²
3. **Broiling** – Cooking meats, poultry, seafood or vegetables by placing on a broiler rack in oven below the heat, allowing fat to drip away into a container below.
4. **Grilling** – Cooking foods over direct heat on a grill, griddle or pan. Fat can be removed as it accumulates.
5. **Microwaving** – Microwaving can be a fast and easy way to cook food if it is done correctly. Cover the food with a lid or plastic wrap. Loosen the lid or wrap so that steam can escape. Stir or rotate the food midway through cook time so that it is evenly cooked.³
6. **Poaching** – Cooking delicate foods like eggs or fish either partially or completely in liquid (such as water or broth) at temperature between 140° - 180°F.
7. **Roasting** – Cooking meat, poultry and seafood larger than single portions by dry heat, uncovered in an oven. It is a great way to use marinades, herbs and spices.
8. **Sautéing** – Sautéing is a good method for vegetables that are tender and high in moisture such as mushrooms, tomatoes and zucchini. The ingredients are cooked in a small amount of oil or margarine at a very high heat until tender.
9. **Steaming** – A great, healthy way to cook vegetables that produces little to no loss in flavor or moisture. Cut into small, even-size pieces. Fill a pot or pan with 1-2 inches of water or broth, set to medium-high heat, and wait until liquid begins to produce steam. Add the vegetables, cover and let the steam surround and cook the vegetables. Generally, vegetables are done steaming when they become slightly soft (yet still crunchy) and vibrant in color. To enhance taste, seasoning (e.g., herbs, chicken or vegetable stock) can be added to the water.
10. **Stir frying** – Cooking quickly over very high heat in a wok or skillet. Cut all ingredients the same size so that they cook evenly. With a small amount of vegetable or canola oil, keep the food in constant motion by stirring and tossing. Great for large or small batches of meat, seafood and/or vegetable (fresh, frozen or pre-cooked) combinations.

1. United States Department of Agriculture (USDA) Food and Nutrition Service. (June 2009). *USDA Recipes for Child Care*.

2. United States Department of Agriculture (USDA) Food and Nutrition Service. Accessed August 12, 2010. *Cooking A World of New Tastes*. www.fns.usda.gov/tn/Resources/worldtastes04Seg3.pdf.

3. United States Department of Agriculture (USDA). Accessed August 12, 2010. *Cooking Safely in the Microwave Oven*. Retrieved from www.fsis.usda.gov/factsheets/Cooking_Safely_in_the_Microwave.index.asp.

Product Dates: What Do They Mean?

Product dates are guides to determine a product's freshness. There are a variety of terms used to define when a food loses quality. It is important to understand the differences in these terms to ensure the health and safety of the children in your care.

“Sell By”

A product with a “sell-by” date must be sold or taken off the shelf by the date on the package. A product is still safe to use after this date, but be sure to keep in the refrigerator or freezer until ready to use. If a product has a “sell-by” date, cook or freeze within the following timeframes:

Fresh Product	Cook or Freeze Within...of “Sell-By” Date	
Poultry	1 to 2 days	
Beef, Veal, Pork and Lamb	3 to 5 days	
Ground Beef, Ground Poultry	1 to 2 days	
Eggs	3 to 5 weeks	
Processed Product	If Unopened	After Opening
Pre- Cooked Packaged Poultry†	3 to 4 days	3 to 4 days
Lunch Meat†	2 weeks	3 to 5 days
Bacon†	2 weeks	7 days
Hot Dogs†	2 weeks	7 days
Cooked Sausage†	3 to 4 days	3 to 4 days
Ham, fully cooked	7 days	Slices, 3 days; Whole, 7 days
Ham, canned, labeled “keep refrigerated”†	9 months	3 to 4 days

†These foods may only be served once every two-week cycle

“Best Before,” “Best if Used By” and “Best By”

A product with one of these terms has guaranteed quality and freshness until the printed date. It does not need to be purchased by that date and is not necessarily unsafe if the date has passed.

“Use By”

A “use-by” date tells you when a product loses its quality and freshness, and may be unsafe to eat. If a product is past its “use-by” date, throw it away to avoid any risk of illness.

Canned Foods

Do not use cans that have rusted, swollen or are severely dented! If a can is not damaged, it has a long shelf-life. High-acid foods such as tomatoes, pineapple and grapefruit can be stored for 12 -18 months. Low-acid foods such as canned meats, poultry, fish and vegetables can generally be stored from 2 - 5 years.

These guidelines are recommendations only. Use your judgment. If a product has been tampered with, or changed in color, texture or smell, discard it.

Food Product Dating. USDA Food Safety and Inspection Service. http://www.fsis.usda.gov/factsheets/food_product_dating/index.asp. Accessed August 13, 2010.

Safe Food Storage

Storing food correctly is important to ensure optimal taste and nutritional quality and avoid contamination or spoilage. When storing food, keep in mind the “use-by,” “sell-by” and “best-by” dates (discussed previously in this section). Use this table as a guide for the length of time breads, dairy products, meats, fruits and vegetables can be stored in the refrigerator or freezer. Stay organized by labeling food items with the date they go into storage, whether on the pantry shelf, in the refrigerator or the freezer. By sticking to these guidelines, you can be sure that the food you serve is both safe and delicious.

Product	Refrigerator (35-40° F)	Freezer (0° F)	Comments
BREADS, FLOURS			
Breads, baked	2 - 3 weeks	2 - 3 months	Store in refrigerator to prevent mold growth.
Flour, white or whole wheat	6 - 8 months	12 months	Keep in airtight container.
DAIRY PRODUCTS			
Cheese:			
cottage, ricotta, cream cheese	5 - 7 days 2 weeks	1 month 1 month	Freezing changes texture of soft cheeses. Becomes crumbly when frozen.
Natural, aged cheeses (cheddar, Swiss, mozzarella, etc.)	2 - 3 months	6 - 8 months	Natural cheeses can be frozen. Defrost in refrigerator; cheese will be less likely to crumble. Use soon after thawing.
Margarine	3 months	12 months	Overwrap in plastic freezer bag for frozen storage.
Milk, opened	3 - 5 days	1 - 3 months	Freezing effects milk's flavor and appearance. Best used for cooking after frozen.
Yogurt	1 month	NR	Yogurt will separate if frozen.
EGGS			
Eggs, fresh yolks or whites	4 days	12 months	To freeze, break eggs out of shell; stir until yolk is well blended with white or other yolks.
Eggs, in shell, fresh	3 weeks	NR	
FRUITS			
Apples	1 - 3 weeks	8 - 12 months*	Peel, dip in lemon juice, tray freeze; store in freezer bag.
Apricots, cranberries	1 week	8 - 12 months*	
Avocados	3 - 5 days	4 - 6 months*	
Bananas	1 - 2 days, unpeeled	4 - 6 months	
Berries, cherries	1 - 2 days	8 - 12 months*	
Grapes, peaches, pears, plums	3 - 5 days	8 - 12 months*	

NR = Not recommended
 (Continued on next page)

*Freeze all fruits in moisture- and vapor-proof containers.

P. Kendall, Colorado State University Extension. February, 2007. <http://www.ext.colostate.edu/pubs/foodnut/09310.pdf>. Accessed July 6, 2010.

(continued from previous page)

Product	Refrigerator (35-40° F)	Freezer (0° F)	Comments
FRUITS			
Canned fruits, opened	3 - 5 days	1 - 2 months	Texture will be softer after freezing. Refrigerate in glass or plastic to avoid metallic taste.
Citrus fruits	3 weeks	4 - 6 months*	Wrap cut surfaces to prevent loss of vitamin C.
Dried fruit	3 - 5 days	4 - 6 months	
Juices: canned, bottled, frozen	1 week	12 months	Transfer canned juice to glass or plastic container after opening.
Melons	1 week	8 - 12 months*	Wrap cut surfaces to prevent vitamin C loss, control odors.
MEATS & POULTRY			
Ground beef, pork, turkey, lamb	1 - 2 days	3 - 4 months	
Sausage: pork, beef, turkey	1 - 2 days	1 - 2 months	
Chicken and turkey, whole	1 - 2 days	12 months	
Chicken and turkey, pieces	1 - 2 days	9 months 6 months	
Bacon	5 - 7 days	1 month	Keep packaged meats in original package. For best quality, use within one week of “sell-by” date.
Deli meats	3 - 5 days	1 - 2 months	Storage time after vacuum-sealed package is opened. Unopened package may be kept two weeks or according to date on package.
VEGETABLES			
Asparagus	2 - 3 days	8 - 12 months†	
Beans, celery, broccoli, cauliflower, peppers	1 week	8 - 12 months†	
Corn, in husk;	1 - 2 days	8 - 12 months†	
corn without husk	1 - 2 days	NR	
Lettuce, salad greens	1 week	NR	Store in bag or lettuce keeper.
Mushrooms	1 - 2 days	8 - 12 months†	Do not wash before storage.
Onions	3 - 5 days	NR	
Tomatoes:			
Open, canned	1 - 4 days	8 -12 months†	
fresh, ripe	5 - 6 days		

NR = Not recommended

*Freeze all fruits in moisture- and vapor proof containers.

†Blanch fresh vegetables and freeze in moisture- and vapor-proof materials.

P. Kendall, Colorado State University Extension. February, 2007. <http://www.ext.colostate.edu/pubs/foodnut/09310.pdf>. Accessed July 6, 2010.

Freezing & Reheating

Making extra food to freeze for later use is a great way to save time. It is important to know the best ways to freeze and reheat foods in order to avoid loss of flavor, spoiling and bacteria growth. Use the following tips to save time and decrease waste.

Freezing Tips:

- Use fresh ingredients.
- Line pans with freezer-safe wrap. Slightly undercook foods (about three-quarters of the total time required).
- Cool dishes before freezing. Once food stops steaming, place it in the refrigerator or freezer immediately. To avoid bacteria growth, food should not be left out for longer than two hours.
- Use wraps (foil or plastic) and containers (glass or ceramic) labeled for freezing.
- Leave room for food to expand (about 1" to the top of container).
- Put foods in the coldest part of the freezer first.
- Label foods with date, name of food and last date to be used. Use the "Safe Food Storage" sheet in this section for guidance.
- Rotate! Rule of thumb: "first in, first out." Be sure to move foods so that those put in the freezer first are used first.

Freeze Well

- Cooked chicken or turkey
- Stews (except those with potatoes and cream broths)
- Cooked dry beans
- Combination dishes (cover meats in sauces)
- Bread

Do NOT Freeze Well

- Cooked eggs
- Potatoes
- Salad greens, raw tomatoes, apples and grapes
- Mayonnaise
- Milk-based sauces and gravies
- Cooked plain pasta or rice

Reheating Tips:

• Conventional Oven

- Defrost food in the refrigerator prior to reheating. Defrosting should occur 24 hours to 3 days in advance. Once food is defrosted it should stay in the refrigerator no more than 5 days.
- Preheat oven to temperature on recipe.
- When cooking a defrosted food, cook for one-third to one-half more time than time listed on recipe.
- Bake to at least 165°F.

• Microwave Oven

- Remove wrapping and place food in microwave-safe dish.
- Cover with waxed paper or glass lid.
- Use defrost setting (10-15 minutes per pound or 4 servings).
- Microwave times vary depending on settings. Check your manual to determine best cook times for foods. Start with a low time (3-5 minutes depending on size), rotate food and cook again for the same time. Cook until 165°F throughout.

Food Presentation¹

After you prepare delicious, healthy meals and snacks for children at your home or center, the next step is to serve them. Since children are notorious for being picky eaters, this can be quite an art form. As you plan meals, remember to think about the total presentation of the meal, including plates and utensils, as well as how the food itself will look. Follow the steps below for “outside the box” ideas to make sure food is appealing to young diners:

- Make sure distinct foods don’t touch on the plate. While kids may enjoy each of the different foods on the plate separately, some kids can quickly be turned off if their foods touch. Try serving meals on divided plates or family style, in bowls in the middle of the table, allowing children to serve themselves.
- While food should not be handled like a toy, it’s okay to make it fun! Kids are more willing to try new foods or polish off old favorites when they are entertained. They are also more likely to eat food that they have helped to prepare. Try these delightful tricks:
 - Use metal or plastic cookie cutters to shape pancakes or bread into stars, smiley faces or animals. This can be especially fun on holidays and birthdays.
 - Let kids design their yogurt, mashed potatoes or muffins with healthy decorations like raisins, nuts or peas. *(Be aware of choking hazards.)*
 - Serve mini-pizzas with just cheese and tomato sauce. Then, give each child small cups filled with healthy toppings (e.g., peppers, onions, mushrooms and tomatoes) and have them personalize their meal. This activity ensures that kids get pizza with toppings they enjoy and don’t push it aside because it contains something they don’t like.
 - Mix it up and put a new spin on old favorites! Bananas, for example, can be served in countless ways. Make a banana into a popsicle by simply inserting a stick into it. Then, lightly coat it with peanut butter and roll it in crushed nuts or cereal. You can also give bananas arms and legs with carrots or pretzel sticks and create a face using raisins or other dried fruits. *(Be aware of choking hazards.)*
 - Have children follow pattern cards to create their own fruit kabobs for a snack. For example, a red, yellow and green pattern can be used with strawberries, pineapple chunks and grapes.
- Make plates colorful! Eating is a sensory experience which involves not only taste, but also sight, smell and texture. Try to serve kids three distinctly-colored foods at each meal (e.g., brown rice, salmon and asparagus). Add yellow pepper slices, shredded carrots or spices (e.g., cinnamon and paprika) for an explosion of color at meals.²
- Give meals a crazy name. Instead of serving “Spaghetti and Meatballs,” make the spaghetti into a mound, top it off with some grated parmesan cheese and call it “Snowy Spaghetti Mountain.” If kids are currently reading a particular book or watching a movie, try to incorporate thematic elements. For example, if you’re reading Dr. Seuss’ “Green Eggs and Ham,” use a drop of food coloring and actually serve this mysterious meal!
- Temperature is important – meals should not be too hot or too cold. Careful planning and staff coordination should eliminate this problem.

1. USDA Team Nutrition. Fruits & Vegetables Galore: Helping Kids Eat More, 2009.

2. Menu Magic for Children: Menu Planning Guide for Child Care Homes. United States Department of Agriculture, Food and Nutrition Service. Published April 12, 2002. Accessed September 13, 2010. www.fns.usda.gov/tn/resources/menu_magic.pdf

Role Modeling¹

From earliest infancy, children learn through their interactions with parents/guardians and child care providers. Young children naturally want to do what you do. Working with children and families every day gives you a unique opportunity to influence positive health behaviors. You can do many things to help children develop healthy eating habits, and being a good role model is where it begins. Remember that children pick up on attitudes and behaviors—including eating and physical activity habits. They will learn from you which foods to eat and which to reject, so make sure your comments about the food served are positive. Mealtime is a great way to help children develop positive attitudes about healthy foods, learn appropriate mealtime behavior, and improve communication skills. Use the following tips to help you model healthy habits:

- Eat healthy foods together. Let children see you enjoying fruits, vegetables and whole grains at meals and snack time.
- Be willing to try new foods with the children. Children will be more inclined to taste an unfamiliar food if a trusted adult is eating it also. Compare experiences and talk about how the food looks, smells and tastes.
- Make positive comments about healthy eating—encourage children to taste all foods, especially new ones!
- Always praise children when they eat their fruits and vegetables or at least give them a try. Praise serves as positive reinforcement and makes it more likely that kids will repeat this behavior again in the future.
- Adopt **family-style dining**, in which all food is placed in serving bowls on the table and children are encouraged to serve themselves alone or with help from an adult. This helps children think about their own hunger and fullness cues, and learn how to make healthy choices. It's also a great time to teach children about appropriate serving sizes and encourage them to try unfamiliar foods.
- Make meals and snack time positive, cheerful and unhurried events. Children should learn to chew their food completely. Our bodies need time to realize that they've had enough to eat, and this is especially true for children's growing bodies. Modeling these behaviors and taking time to enjoy a leisurely meal teaches children the importance of mealtime and proper nutrition.
- When eating with children, make sure you're consistent in your messages by eating only what they're also allowed to eat. Children are quick to pick up when something isn't "fair," so don't create a double standard. If you eat sweets or other indulgences, do so out of children's sight.
- Seize the teachable moments during meals and snack time. Instead of watching TV while eating, engage children in conversation about healthy habits. Discuss where the foods you're eating come from and why they're good for both adults and kids.
- Allow children to observe you choosing healthy foods over less nutritious alternatives (e.g., sweets and high-fat snacks). Then tell them why you chose the apple over the cookie or brownie.

1. United States Department of Agriculture. *Set a good example—they take their lead from you.* <http://www.mypyramid.gov/preschoolers/HealthyHabits/goodexample.html>. Accessed June 22, 2010.

Tip Sheet: Healthy Eating for Infants from Birth through 3 Months

What to Feed Your Baby

- Feed your baby either breast milk or iron-fortified formula only for the first 6 months of life. Even after starting solid foods, breastfeeding and formula feeding should continue until 12 months of age. Unless breastfeeding continues, whole milk should be served after 12 months of age.
- Starting and continuing to breastfeed can be challenging. Don't give up! If you need support or have questions, call a local lactation consultant or the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) in your area. For more information on breastfeeding contact:
 - WIC toll-free at 1-800-222-2189
 - Toll-free National Women's Health Helpline at 1-800-994-9662
 - Breastfeeding Coalition of Delaware at www.delawarebreastfeeding.org
- Many infants will need to receive a daily Vitamin D supplement, which is necessary to ensure healthy bone growth and development. Ask your health care provider about the amount of Vitamin D needed for your infant.

Signs of Hunger

Babies should be fed whenever they show you they are hungry. Look for these signs:

- Rooting: a reflex in newborns that makes them turn their head toward a breast or bottle to feed
- Sucking on fingers or a fist
- Moving, licking or smacking of lips
- Fussing or crying
- Excited arm and leg movements

Signs of Fullness

It's not necessary for your baby to finish a bottle or container of food. If she shows signs that she is full and there is food left, allow her to stop eating. Look for these signs:

- Sealing lips together, decreasing sucking, spitting out or refusing the nipple, or pushing or turning away from the breast or bottle
- Milk begins to run out of the baby's mouth

Safety and Storage of Breast Milk

- It is best to defrost breast milk either in the refrigerator overnight, by running under warm water, or by setting in a container of warm water. Thawed breast milk should be used within 24 hours. Do not refreeze unused milk.
- If your baby doesn't finish the bottle of breast milk within one hour, throw out the rest. Bacteria from saliva can contaminate the milk and make your infant sick if he drinks it later.

Breast Milk Storage Guidelines	
Location of Storage	Maximum Recommended Storage Time
Room Temperature	3 - 4 hours
Refrigerator	48 - 72 hours
Freezer	6 months

Safety and Storage of Formula

- Always follow label directions carefully.
- If your baby doesn't finish the bottle of formula within 1 hour, throw out the remainder. Bacteria from saliva can contaminate the formula and make your infant sick if she drinks it later.
- To prevent waste and save time, mix a large batch of formula and divide it into bottles that you can refrigerate and use throughout the day.

Formula Storage Guidelines	
Location of Storage	Maximum Recommended Storage Time
Room Temperature	2 hours
Room Temperature, if warmed	1 hour
Refrigerator	24 hours

How Much to Feed Your Baby

Understand your role and your baby's role at mealtimes. Your job is to offer breast milk or formula at regular times; your baby's job is to decide how much to eat.

Ask your healthcare provider if you have any questions about feeding your baby.

Ages Birth through 3 Months

The Delaware Office of Child Care Licensing (OCCL) requires all child care homes and centers to serve age-appropriate sized meals that follow the below meal pattern. This rule also applies to parents/guardians who pack food for their children to bring to child care. Use the following chart and pictures as a guide for serving your child at home and for packing his/her meals.

How Much to Feed Your Baby	
If breast milk	On demand
If iron-fortified infant formula*	4 – 6 fluid ounces per feed
Daily Formula Feeding Amounts by Age*	
1 month	14 – 20 fluid ounces per day
2 months	20 – 28 fluid ounces per day
3 months	26 – 32 fluid ounces per day

* Formula intake should be adequate to support appropriate weight gain as determined by your infant's doctor.

5 oz
serving →

Reminder: Never use a microwave to heat a bottle of breast milk or formula.



Tip Sheet: Healthy Eating for Infants Ages 4 through 7 Months

Breast Milk and Formula

- Feed your baby either breast milk or iron-fortified formula only for the first 6 months of life. Even after starting solid foods, breastfeeding and formula feeding should continue until 12 months of age. Unless breastfeeding continues, whole milk should be served after 12 months of age.
- Starting and continuing to breastfeed can be challenging. Don't give up! If you need support or have questions, call a local lactation consultant or the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) in your area. For more information on breastfeeding contact:
 - WIC toll-free at 1-800-222-2189
 - Toll-free National Women's Health Helpline at 1-800-994-9662
 - Breastfeeding Coalition of Delaware at www.delawarebreastfeeding.org
- Many infants will need to receive a daily Vitamin D supplement, which is necessary to ensure healthy bone growth and development. Ask your health care provider about the amount of Vitamin D needed for your infant.

Solid Foods

- Around 6 months your baby will begin to show signs that he is ready for solid foods. Signs include:
 - Absence of tongue thrust reflex
 - Good neck and head control
 - Increased demand for breast milk or formula that continues for a few days
- Offer single-ingredient foods first and wait 2–3 days between each new food. This makes it easier to identify the offending food if he experiences a bad reaction (i.e., allergy).
- Introduce iron-fortified rice cereal first, followed by iron-fortified oat or barley cereal.
- Offer different fruits and vegetables. They should be:
 - Puréed, mashed or strained to prevent choking
 - Served plain without added fat, sugar, honey or salt
- It may take multiple tries (5–20) before your baby accepts a new food. Don't get discouraged!

Choking Hazards

Do not feed children younger than four years of age round, firm food unless it is chopped completely.

The following foods are choking hazards:

- Nuts and seeds
- Large chunks of cheese or meat (e.g., hot dogs)
- Whole grapes, chunks of hard fruit (e.g., apples) and raw vegetables
- Peanut butter
- Ice cubes
- Raisins
- Popcorn
- Hard, gooey, or sticky candy, chewing gum

***NEVER** leave an infant unattended while she/he is eating.

Signs of Hunger

Babies should be fed whenever they show you they are hungry. Look for these signs:

- Rooting: a reflex in newborns that makes them turn their head toward a breast or bottle to feed
- Sucking on fingers or a fist
- Moving, licking or smacking of lips
- Fussing or crying
- Excited arm and leg movements

Signs of Fullness

It's not necessary for your baby to finish a bottle or container of food. If she shows signs that she is full and there is food left, allow her to stop eating. When making a meal, offer the correct amount of food for her age and offer more only if she is still hungry and engaged in eating. Look for these signs of fullness:

- Sealing lips together, decreasing sucking, spitting out or refusing the nipple, or pushing or turning away from the breast or bottle
- Milk begins to run out of the baby's mouth

How Much to Feed Your Baby

Understand your role and your baby's role at mealtimes. Your job is to offer breast milk or formula at regular times; your baby's job is to decide how much to eat.

Safety and Storage of Breast Milk

- It is best to defrost breast milk either in the refrigerator overnight, by running under warm water, or by setting in a container of warm water. Thawed breast milk should be used within 24 hours. Do not refreeze unused milk.
- If your baby doesn't finish the bottle of breast milk within one hour, throw out the rest. Bacteria from saliva can contaminate the milk and make your infant sick if he drinks it later.

Safety and Storage of Formula

- Always follow label directions carefully.
- If your baby doesn't finish the bottle of formula within 1 hour, throw out the remainder. Bacteria from saliva can contaminate the formula and make your infant sick if she drinks it later.
- To prevent waste and save time, mix a large batch of formula and divide it into bottles that you can refrigerate and use throughout the day.

Breast Milk Storage Guidelines	
Location of Storage	Maximum Recommended Storage Time
Room Temperature	3 - 4 hours
Refrigerator	48 - 72 hours
Freezer	6 months

Formula Storage Guidelines	
Location of Storage	Maximum Recommended Storage Time
Room Temperature	2 hours
Room Temperature, if warmed	1 hour
Refrigerator	24 hours

Ask your healthcare provider if you have any questions about feeding your baby.

Ages 4 through 7 Months

The Delaware Office of Child Care Licensing (OCCL) requires all child care homes and centers to serve age-appropriate meal sizes that follow the below meal pattern. This rule also applies to parents/guardians who pack food for their children to bring to child care. Use the following charts and pictures as a guide for serving your child at home and for packing his/her meals.

	BREAKFAST	LUNCH/SUPPER	SNACK
	Serve both components	Serve all 3 components	
1. Breast Milk or Formula	4 – 8 fl oz	4 – 8 fl oz	4 – 6 fl oz
2. Fruit or Vegetable	None	0 – 3 Tbsp	None
3. Grain or Bread			
Infant Cereal	0 – 3 Tbsp	0 – 3 Tbsp	None
Bread	None	None	None
Crackers	None	None	None

Reminder: Never use a microwave to heat a bottle of breast milk or formula.

How Much to Feed Your Baby	
If breast milk	On demand
If iron-fortified infant formula*	4 – 8 fluid ounces per feed
Water with no added sweeteners	If desired, small amounts can be given after breast milk or iron-fortified formula
Daily Formula Feeding Amounts by Age*	
4 through 7 months	26 – 32 fluid ounces per day

* Formula intake should be adequate to support appropriate weight gain as determined by the infant’s doctor.



Age-Appropriate Servings for Lunch/Supper – Infants Ages 4 through 7 Months

Grain/Bread

Infant Cereal – 1.5 Tbsp
serving shown

Fruit/Vegetable

1.5 Tbsp serving
shown, puréed

Lunch/Supper
shown on 8" plate.
Add breast milk
or formula to complete
the meal requirements.

Tip Sheet: Healthy Eating for Infants Ages 8 through 11 Months

Breast Milk and Formula

- Feed your baby either breast milk or iron-fortified formula only for the first 6 months of life. Even after starting solid foods, breastfeeding and formula feeding should continue until 12 months of age. Unless breastfeeding continues, whole milk should be served after 12 months of age.
- Starting and continuing to breastfeed can be challenging. Don't give up! If you need support or have questions, call a local lactation consultant or the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) in your area. For more information on breastfeeding contact:
 - WIC toll-free at 1-800-222-2189
 - Toll-free National Women's Health Helpline at 1-800-994-9662
 - Breastfeeding Coalition of Delaware at www.delawarebreastfeeding.org
- Many infants will need to receive a daily Vitamin D supplement, which is necessary to ensure healthy bone growth and development. Ask your health care provider about the amount of Vitamin D needed for your infant.

Solid Foods

- Encourage your baby to begin feeding herself simple finger foods during meals and snacks (e.g., small pieces of banana; cooked, cut carrots; soft cheese, etc.).
- Offer single-ingredient foods first and wait 2 – 3 days between each new food. This makes it easier to identify the offending food if she experiences a bad reaction (i.e., allergy).
- It may take multiple tries (5 – 20) before your baby accepts a new food. Don't get discouraged!
- If she seems interested, begin using a cup (i.e., "sippy" cup) around eight months of age.
 - Start with water (with no added sweeteners)
- Offer different fruits and vegetables. They should be:
 - Cooked and/or cut into bite-size pieces to prevent choking
 - Served plain without added fat, sugar, honey or salt
- You can also introduce:
 - Iron-fortified infant cereal
 - Lean beef, veal, and/or pork*
 - Skinless chicken and/or turkey*
 - Cooked beans and peas

* For children under age four, meats, beans and peas should be soft, puréed, ground, mashed or finely chopped to prevent choking.

Choking Hazards

Do not feed children younger than four years of age round, firm food unless it is chopped completely.

The following foods are choking hazards:

- Nuts and seeds
- Large chunks of cheese or meat (e.g., hot dogs)
- Whole grapes, chunks of hard fruit (e.g., apples) and raw vegetables
- Peanut butter
- Ice cubes
- Raisins
- Popcorn
- Hard, gooey, or sticky candy, chewing gum

* **NEVER** leave an infant unattended while she/he is eating.

Signs of Hunger

Babies should be fed whenever they show you they are hungry. Look for these signs:

- Rooting: a reflex in newborns that makes them turn their head toward a breast or bottle to feed
- Sucking on fingers or a fist
- Moving, licking or smacking of lips
- Fussing or crying
- Excited arm and leg movements

Signs of Fullness

It's not necessary for your baby to finish a bottle or container of food. If he shows signs that he is full and there is food left, allow him to stop eating. When making a meal, offer the correct amount of food for his age and offer more only if he is still hungry and engaged in eating. Look for these signs of fullness:

- Sealing lips together, decreasing sucking, spitting out or refusing the nipple, or pushing or turning away from the breast or bottle
- Milk begins to run out of the baby's mouth

How Much to Feed Your Baby

Understand your role and your baby's role at mealtimes. Your job is to offer breast milk or formula at regular times; your baby's job is to decide how much to eat.

Safety and Storage of Breast Milk

- It is best to defrost breast milk either in the refrigerator overnight, by running under warm water, or by setting in a container of warm water. Thawed breast milk should be used within 24 hours. Do not refreeze unused milk.
- If your baby doesn't finish the bottle of breast milk within one hour, throw out the rest. Bacteria from saliva can contaminate the milk and make your infant sick if he drinks it later.

Safety and Storage of Formula

- Always follow label directions carefully.
- If your baby doesn't finish the bottle of formula within 1 hour, throw out the remainder. Bacteria from saliva can contaminate the formula and make your infant sick if she drinks it later.
- To prevent waste and save time, mix a large batch of formula and divide it into bottles that you can refrigerate and use throughout the day.

Breast Milk Storage Guidelines	
Location of Storage	Maximum Recommended Storage Time
Room Temperature	3 - 4 hours
Refrigerator	48 -72 hours
Freezer	6 months

Formula Storage Guidelines	
Location of Storage	Maximum Recommended Storage Time
Room Temperature	2 hours
Room Temperature, if warmed	1 hour
Refrigerator	24 hours

Ask your healthcare provider if you have any questions about feeding your baby.

	BREAKFAST	LUNCH/SUPPER	SNACK
	Serve all 3 components	Serve all 4 components	Serve both components
1. Breast Milk or Formula	6 – 8 fluid oz	6 – 8 fluid oz	2 – 4 fluid oz
2. Fruit or Vegetable	1 – 4 Tbsp	1 – 4 Tbsp	None
3. Grain or Bread			
Infant Cereal	2 – 4 Tbsp	2 – 4 Tbsp	None
Bread	None	None	0 – 1/2 slice
Crackers	None	None	0 – 2 crackers
4. Meat or Meat Alternate (protein source)			
Lean meat, poultry/fish, egg yolk, cooked beans or peas	None	1 – 4 Tbsp	None
Cheese	None	1/2 – 2 oz	None
Cottage cheese	None	1 – 4 oz	None

Ages 8 through 11 Months The Delaware Office of Child Care Licensing (OCCL) requires all child care homes and centers to serve age-appropriate meal sizes that follow the meal pattern above. This rule also applies to parents/guardians who pack food for their children to bring to child care. Use the charts above and pictures as a guide for serving your child at home and for packing his/her meals.

How Much to Feed Your Baby	
If breast milk	On demand
If iron-fortified infant formula*	6 – 8 fluid oz per feed
Water with no added sweeteners	If desired, small amounts can be given after breast milk or iron-fortified formula
Daily Formula Feeding Amounts by Age*	
8 through 11 months	26 – 32 fluid oz per day

* Formula intake should be adequate to support appropriate weight gain as determined by the infant's doctor.



Reminder: Never use a microwave to heat a bottle of breast milk or formula.



Age-Appropriate Servings for Lunch/Supper for Ages 8 through 11 Months

Grain/Bread

Infant Cereal –
3 Tbsp serving shown

Meat/Meat Alternate

2 Tbsp serving shown – puréed,
mashed or finely chopped

Fruit/Vegetable

2 Tbsp serving shown –
puréed, mashed or finely
chopped

Lunch/Supper
shown on 8" plate.
Add breast milk
or formula to complete
the meal requirements.

Tip Sheet: Healthy Eating for Toddlers Ages 1 through 2 Years

Developing Healthy Eating Habits

- Start with age-appropriate servings, as listed in the chart on the next page.
- Teach her to eat slowly. Ask if she is still hungry before allowing her to serve herself more food. Taking the time to decide if she is hungry or full will help her pay attention to important cues from her body.
- Avoid requiring your child to clean his plate. Help him learn to eat based on how hungry he is, not on how much food is still on his plate.
- Understand your role and your child's. Your job is to offer a variety of healthy foods at regular meal times; her job is to decide what and how much to eat.
- Be a positive role model. Sit with your child and let him observe you eat a healthy, balanced diet. Serve yourself appropriate portions and try "new" foods. Explain what you are doing.
- Pay attention to your toddler's hunger cues. She may not say that she is full, but may start playing, become distracted, shake her head "no," close her mouth or refuse to finish the food on her plate.
- Complaints of being hungry, especially when a child has just eaten, may be due to other triggers such as boredom, TV advertising or seeing another person eating.
- Given healthy servings, most toddlers sense when they are full and will stop eating if you let them. The amount of food a toddler eats may change from day to day, but a healthy child will generally consume just the right amount of food to nourish his body.

Trying New Foods

It is natural for your toddler to be cautious with new foods. It may take 5 – 20 tries before he will come to like it. Minimize the struggles of introducing new foods by:

- Alternating bites between a new food and a food your child is familiar with and likes.
- Encouraging children to try new foods. Begin by putting a very small portion on your child's plate (e.g., two peas). However, do not force her to finish more than she wants.
- Avoiding rewarding good behavior or a clean plate with food. Especially avoid forcing a child to finish the "healthy foods" to get dessert or sweets—this can make the healthy food seem like punishment and cause him to eat when he is full.

Ages 1 through 2 Years

The Delaware Office of Child Care Licensing (OCCL) requires all child care homes and centers to serve age-appropriate meal sizes that follow the meal pattern at right. This rule also applies to parents/guardians who pack food for their children to bring to child care. Use the following charts and pictures as a guide for serving your child at home and for packing his/her meals.

Ask your healthcare provider if you have any questions about feeding your toddler.

	BREAKFAST	LUNCH/SUPPER	SNACK
	Serve first 3 components	Serve all 4 components	Select 2 of the 4 components
1. Milk, fluid (Age 1, whole; Age 2, fat-free or 1% low-fat)	1/2 cup	1/2 cup	1/2 cup
2. Fruit or Vegetable	1/4 cup	Serve 2 or more separate fruit / vegetable dishes: 1/4 cup total (2 Tbsp each)	1/2 cup
3. Grain or Bread			
Bread	1/2 slice	1/2 slice	1/2 slice
Grain or Pasta	—	1/4 cup	1/4 cup
Cereal – Dry	1/4 cup	1/4 cup	1/4 cup
Cereal – Hot	1/4 cup	1/4 cup	1/4 cup
4. Meat or Meat Alternate (protein source)			
Lean meat, poultry/fish	1/2 oz	1 oz	1/2 oz
Cheese	1/2 oz	1 oz	1/2 oz
Cottage cheese	2 Tbsp	1/4 cup	2 Tbsp
Large egg	1/2 egg	1/2 egg	1/2 egg
Cooked dry beans/peas	—	1/4 cup	2 Tbsp
Peanut butter/other nut/seed butters	1 Tbsp	2 Tbsp	1 Tbsp
Nuts or seeds	1/2 oz	1/2 oz	1/2 oz
Yogurt, plain or flavored	1/4 cup	1/2 cup	1/4 cup

Choking Hazards

Do not feed children younger than four years of age round, firm food unless it is chopped completely.

The following foods are choking hazards:

- Nuts and seeds
- Large chunks of cheese or meat (e.g., hot dogs)
- Whole grapes, chunks of hard fruit (e.g., apples) and raw vegetables
- Peanut butter
- Ice cubes
- Raisins
- Popcorn
- Hard, gooey, or sticky candy, chewing gum

***NEVER** leave a young child unattended while she/he is eating.

Age-Appropriate Drink Servings for Toddlers Ages 1 through 2 Years



Milk

4 oz (1/2 cup) serving shown
in a 9 oz cup:

- Whole milk for age 1
- Fat-free or 1% (low-fat)
for age 2



Juice

4 oz (1/2 cup) serving shown
in a 9 oz cup – 100% juice

Age-Appropriate Servings for Lunch/Supper for Toddlers Ages 1 through 2 Years

Grain/ Bread

1/4 cup
serving shown

Meat/Meat Alternate

1 oz serving shown



Fruit/Vegetable

1/4 cup total (2 Tbsp each)

Lunch/Supper
shown on 8" plate.
Add milk to complete
the meal requirements.

Tip Sheet: Healthy Eating for Preschoolers Ages 3 through 5 Years

Encouraging Healthy Eating Habits

- Start with age-appropriate servings, as listed in the chart on the next page.
- Teach him to eat slowly. Ask if he is still hungry before allowing him to serve himself more food. Taking the time to decide if he is hungry or full will help him pay attention to important cues from his body.
- Avoid requiring your child to clean her plate. Help her learn to eat based on how hungry she is, not on how much food is still on her plate.
- Understand your role and your child's. Your job is to offer a variety of healthy foods at regular meal times; his job is to decide what and how much to eat.
- Be a positive role model. Sit with your child and let her observe you eat a healthy, balanced diet. Serve yourself appropriate portions and try "new" foods. Eat when you are hungry and stop when you are full, even if there is food left on your plate. Talk about what you are doing.
- Pay attention to your preschooler's cues. He may not say that he is full, but may show it by starting to play, becoming distracted, shaking his head "no," pushing food around on his plate or simply refusing to eat.
- Complaints of being hungry, especially when a child has just eaten, may be due to other triggers such as boredom, TV advertising or seeing another person eating.
- Given healthy servings, most children can sense when they are full and will stop eating if you let them. The amount of food a preschooler eats may change from day to day, but a healthy child will generally consume just the right amount of food to nourish her body.

Trying New Foods

It is natural for preschoolers to be cautious about trying new foods; but remember that by and large, they should eat what the rest of the family is eating. If you are eating and enjoying a variety of healthy foods, they won't want to be left out.

- When offering a new food, feed a familiar food with the new one, alternating bites between each.
- Some children are less likely than others to try new things. It may take her 5 – 20 times of trying a new food before she will like it. Don't give up!
- Encourage your child to try new foods – at least one bite. Begin by putting a small amount on his plate (e.g., two peas). However, do not force him to finish more than he feels comfortable eating.
- Model trying new foods. Try a new fruit or vegetable and talk about how it looks, smells and tastes.
- Avoid rewarding good behavior or a clean plate with foods of any kind. Especially avoid forcing your child to finish the "healthy foods" to get dessert or sweets – this can make the healthy food seem like punishment and force her to eat when she is full.
- Offer desserts rarely so he does not expect one at every meal.

Ages 3 through 5 Years

The Delaware Office of Child Care Licensing (OCCL) requires all child care homes and centers to serve age-appropriate meal sizes that follow the meal pattern at right. This rule also applies to parents/guardians who pack food for their children to bring to child care. Use the following charts and pictures as a guide for serving your child at home and for packing his/her meals.

Ask your healthcare provider if you have any questions about feeding your child.

	BREAKFAST	LUNCH/SUPPER	SNACK
	Serve first 3 components	Serve all 4 components	Select 2 of the 4 components
1. Milk, fluid (Fat-free or 1% low-fat)	3/4 cup	3/4 cup	1/2 cup
2. Fruit or Vegetable	1/2 cup	Serve 2 or more separate fruit / vegetable dishes: 1/2 cup total (1/4 cup for each)	1/2 cup
3. Grain or Bread			
Bread	1/2 slice	1/2 slice	1/2 slice
Grain or Pasta	—	1/4 cup	1/4 cup
Cereal – Dry	1/3 cup	1/3 cup	1/3 cup
Cereal – Hot	1/4 cup	1/4 cup	1/4 cup
4. Meat or Meat Alternate (protein source)			
Lean meat, poultry/fish	1/2 oz	1 1/2 oz	1/2 oz
Cheese	1/2 oz	1 1/2 oz	1/2 oz
Cottage cheese	2 Tbsp	3/8 cup (1/4 cup + 2 Tbsp)	2 Tbsp
Large egg	1/2 egg	3/4 egg	1/2 egg
Cooked dry beans/peas	—	3/8 cup (1/4 cup + 2 Tbsp)	2 Tbsp
Peanut butter/other nut/seed butters	1 Tbsp	3 Tbsp	1 Tbsp
Nuts or seeds	1/2 oz	3/4 oz	1/2 oz
Yogurt, plain or flavored	1/4 cup	3/4 cup	1/4 cup

Choking Hazards

Do not feed children younger than four years of age round, firm food unless it is chopped completely.

The following foods are choking hazards:

- Nuts and seeds
- Large chunks of cheese or meat (e.g., hot dogs)
- Whole grapes, chunks of hard fruit (e.g., apples) and raw vegetables
- Peanut butter
- Ice cubes
- Raisins
- Popcorn
- Hard, gooey, or sticky candy, chewing gum

***NEVER** leave a young child unattended while she/he is eating.

Age-Appropriate Drink Servings for Preschoolers Ages 3 through 5 Years



Milk

6 oz (3/4 cup) serving shown
in a 9 oz cup:

- Fat-free or 1% (low-fat)
milk



Juice

4 oz (1/2 cup) serving
in a 9 oz cup – 100% juice

Age-Appropriate Servings for Lunch/Supper for Preschoolers Ages 3 through 5 Years

Grain/Bread

1/4 cup serving shown

Meat/Meat Alternate

1-1/2 oz
serving shown

Fruit/Vegetable

1/2 cup total
(1/4 cup each)

Lunch/Supper
shown on 8" plate.
Add milk to complete
the meal requirements.

Tip Sheet: Healthy Eating for Children Ages 6 through 12 Years

Encouraging Healthy Eating Habits

- Start with age-appropriate servings, as listed on the chart below.
- Teach him to eat slowly. Ask if he is still hungry before allowing him to serve himself more food. Taking the time to decide if he is hungry will help him pay attention to important cues from his body.
- Create a positive eating environment by making meal times relaxed, fun and free of power struggles.
- Avoid requiring your child to clean her plate. Help her learn to eat based on how hungry she is, not by how much food is still on her plate.
- Understand your role and your child's. Your job is to offer a variety of healthy foods at regular meal times; his job is to decide what and how much to eat.
- Be a positive role model. Sit with your child and let her observe you eating a healthy, balanced diet. Serve yourself appropriate portions and try "new" foods. Eat when you are hungry and stop when you are full, even if there is food left on your plate. Talk about what you are doing.
- Complaints of being hungry, especially when a child has just eaten, may be due to other triggers such as boredom, TV advertising, or seeing another person eating.
- Discourage eating meals in front of the TV or computer. Eating during screen time is a distraction and can keep a child from noticing he is full. This may cause him to eat more than he normally would.
- When offering a new food, feed a familiar food with the new one, alternating bites between each.
- Avoid rewarding good behavior or a clean plate with foods of any kind. Especially avoid forcing her to finish the "healthy foods" to get dessert or sweets – this can make the healthy food seem like punishment and cause her to eat when she is full.
- Offer desserts rarely so he does not expect one at every meal.

Ages 6 through 12 Years

The Delaware Office of Child Care Licensing (OCCCL) requires all child care homes and centers to serve age-appropriate meal sizes that follow the meal pattern at right. This rule also applies to parents/guardians who pack food for their children to bring to child care. Use the following chart and pictures as a guide for serving your child at home and for packing his/her meals.

	BREAKFAST	LUNCH/SUPPER	SNACK
	Serve first 3 components	Serve all 4 components	Select 2 of the 4 components
1. Milk, fluid (Fat-free or 1% low-fat)	1 cup	1 cup	1 cup
2. Fruit or Vegetable	1/2 cup	Serve 2 or more separate fruit / vegetable dishes: 3/4 cup total (1/4 cup + 2 Tbsp each)	3/4 cup
3. Grain or Bread			
Bread	1 slice	1 slice	1 slice
Grain or Pasta	—	1/2 cup	1/2 cup
Cereal – Dry	3/4 cup	3/4 cup	3/4 cup
Cereal – Hot	1/2 cup	1/2 cup	1/2 cup
4. Meat or Meat Alternate (protein source)			
Lean meat, poultry/fish	1 oz	2 oz	1 oz
Cheese	1 oz	2 oz	1 oz
Cottage cheese	2 Tbsp	1/2 cup	2 Tbsp
Large egg	1/2 egg	1 egg	1/2 egg
Cooked dry beans/peas	—	1/2 cup	1/4 cup
Peanut butter/other nut/seed butters	2 Tbsp	4 Tbsp	2 Tbsp
Nuts or seeds	1 oz	1 oz	1 oz
Yogurt, plain or flavored	1/2 cup	1 cup	1/2 cup

Age-Appropriate Drink Servings for Children Ages 6 through 12 Years



Milk

8 oz (1 cup) serving shown
in a 9 oz cup:

- Fat-free or 1% (low-fat)
milk



Juice

6 oz (3/4 cup) serving
in a 9 oz cup – 100% juice

Age-Appropriate Servings for Lunch/Supper for Children Ages 6 through 12 Years

Grain/Bread

1/2 cup serving shown

Meat/Meat Alternate

2 oz serving
shown

Fruit/Vegetable

3/4 cup total
(1/4 cup + 2 Tbsp each)

Lunch/Supper
shown on 8" plate.
Add milk to complete
the meal requirements.

Partnering with Staff to Support Healthy Eating & Physical Activity

Child care professionals play a key role in the healthy development of children, both as teachers and as role models. When staff members take an active role in promoting the health, nutrition and physical activity of the children in their care, they are encouraging the healthy development that is the foundation for exploration and learning across all domains. Encourage your staff to work together to make your program even better, but remember that change is hard! Try one or two small improvements at a time so staff can see that change can be fun and easy and that a few small steps can make a big difference. Stay positive and praise each victory along the way! Here are some ideas on staff engagement:

Communication: Create a collaborative environment. Ask questions. Seek suggestions. What's working and what isn't?

- Include regular time during staff meetings where staff can discuss successes, obstacles and potential solutions.
- Host a “Town Meeting” and invite all staff, families and administrators to discuss ideas or challenges and solutions.
- Provide a suggestion box for staff who may not be comfortable speaking up in a meeting. Require that comments are constructive and include a suggested solution if a problem is noted.
- Distribute a weekly update about center happenings to all staff.

Get Involved with Menu Planning and Recipes: Creativity, new opinions and new ideas are key!

- Have staff prepare and taste-test some recipes on the menu so they are more confident in offering new foods, will enjoy them along with the children during meal time and know how to prepare them at home.
- Host a potluck where staff can sample and exchange healthy recipes and share cultural favorites with healthy adjustments.
- Engage staff in planning and implementing workshops, events or dinners to share their expertise in healthy eating with families.

Free and Existing Resources: Interactive and educational activities are great for kids to bring home to their families.

- Tell staff about existing handouts, lesson plans and activities that promote health. See the “Engaging Children” and “Resources” sections of this toolkit for ideas. Also, have staff share resources they use and like with each other.
- Involve staff in researching articles and tip sheets on areas of concern or interest to themselves or families.
- Encourage staff to write articles for your newsletter to share healthy activities and ideas from the classroom with families.

Continuing Education: Find opportunities for trainings on topics that will keep staff up-to-date.

- Make trainings fun! Host one outside on a nice evening, with child care and food provided.
- Ask staff what knowledge, resources and support they need to understand and get excited about healthy changes at your child care center or home. Hold trainings to respond to their needs or refer them to helpful resources.
- Enroll in the T.E.A.C.H. program which provides support and funding for staff to earn an Associates or Bachelors degree. See “Networking and Learning Opportunities for Child Care Providers” in the Resources section for more information.
- Have staff create workshops to share best practices with the rest of the staff.

Appreciation and Incentives: Motivate your staff so they are their happiest and most productive at work.

- Provide healthy incentives such as food, child care, a half-day of vacation time, a preferred parking spot or a free gym trial for exceeding expectations.
- Show staff you appreciate their work by hosting a session of interest to them – make sure to ask what they want (e.g., stress management, cooking, dance, self-defense, group fitness).
- Say “Thank you!” Sometimes a simple “thanks” is all a person needs to feel appreciated. Private praise is great, and public praise is even better!
- Write notes of appreciation.
- Give staff the opportunity to recognize the good work of their colleagues. This increases the number of people being recognized and supports staff unity and appreciation of one another’s efforts.
- Ask your staff what they need in order to be more effective. Then, follow through!

Advocacy and Empowerment: Encourage staff to take an active role in shaping the future of your child care center or home!

- Form a Staff Nutrition Advisory Council that reviews the menu two or three times a year, gives feedback and recommends new healthy recipes or modifications to old favorites. Do the same to promote physical activity at your center or home.
- Delegate creation or management of a resource center for families and staff to a group of interested staff members.
- Involve staff in strategic planning.
- Get staff involved in assessing your child care center’s or home’s policies and practices supporting child health using the Self-Assessment and Action Plan in the beginning of this toolkit. Decide as a group what needs to be improved and where to start. Create a plan, make the change, come together to discuss how it went and make improvements as needed.

Partnering with Families

In order for children to grow up healthy, it's important they adopt healthy habits at child care, school, home and in their community. Families are children's first and most important teachers. Repetition of healthy behaviors in multiple contexts helps those behaviors “stick” as children grow older. Because you build relationships with families over time, you are in the position of being able to engage them as partners to support healthy habits.

This section provides tips and ideas on engaging families as partners, learning more about the hopes they have for their children and getting their support for the positive changes you're making at your center or home. You can do this by utilizing their skills and opinions in the same way you do with your staff. Listening and exchanging ideas in a respectful way can help families understand that you're working *together* to help their children grow up healthy! Here are some ideas for educating and engaging families:

Constant Communication:

- Provide information in your family handbook on the importance of a strong partnership, why you value their involvement and what you can do to work together. Be sure to address nutrition policies and how to work together to adhere to them. A sample letter is provided for you in this section.
- Distribute weekly, monthly or quarterly newsletters to update families on special events, positive changes at your center or home and the subject matter their children are learning.
- Invite families to give suggestions and ask questions in any way that works for them: by e-mail, conversation at the end of the day, a comment/suggestion box or at regular “Family Feedback” meetings.
- Listen and respond to ideas and concerns in a timely manner.
- Use electronic methods such as a website, e-mail list serves, blogging or Facebook® so families can give and receive information in a quick and convenient way.
- Create a family committee, such as a PTA or Family Nutrition Board. Give them a voice in menu planning, ask for healthy recipe contributions, and get their suggestions on how to best communicate with and engage other families.

- Bulletin boards are a great activity for kids, but they can also provide families with useful information and tips, as well as updates on center activities, menus and family events.
- Seek out local newspapers or magazines to increase community awareness of your work to help children develop a healthy lifestyle.
- Encourage staff to share information and photographs of children's activities with families via e-mail or face-to-face conversations at the end of the day.
- Encourage staff to develop strong relationships with families through interactions at the beginning and/or end of the day.

Promote Family, Staff and Community Unity:

- Involve families in strategic planning.
- Extend an open invitation to families to visit their child's classroom whenever they like.
- Encourage families to form a community by volunteering or attending cooking, self- defense or fitness classes together! These groups can provide opportunities for families to both interact socially and support one another in the daily challenges of parenting.

- Host a potluck where families bring a favorite healthy dish along with the recipe. Combine and distribute the recipes in a “Family Recipe Book.”
- Organize a craft night. Present creative ideas that families can use for gardening or cooking.
- Invite families to a cooking class. Teach them ways to make foods healthy, tasty and fun!
- Invite families to join you on a walk around your community. Focus on exploring nearby places where families can be active together like parks, playgrounds and walking paths.
- Invite families to a luncheon where they get to eat the same meal as the kids in your child care center or home. Use this as an opportunity to educate families on healthy choices.
- Encourage families to come to a “Culture and Hobby Day” where they can speak about their culture, religion or hobbies that involve food, physical activity and/or health.
- Have an “Adventure Week,” where pick-up or drop-off is at a community location like a park or library to show families local resources they can visit with children.
- Work with local farmers to teach families the basics on how to start their own garden.
- Include families in relevant training: health, safety, healthy eating/physical activity, social-emotional development, etc.
- Ask families how they would like to get involved – you may discover valuable resources and advocates in the family members of the children at your center or home!

- Encourage families to show their skills and interests through workshops for adults or classroom activities for children.
- Create a family committee to identify and address continuous quality improvement targets.
- Welcome families to participate in all center or home events.

Suggestions for Family Activities at Home:

- Have kids pack a family member’s lunch. Parents/guardians may be surprised by what children choose!
- Create a scavenger hunt around the house or neighborhood: Can you find three things that make it easy to be healthy and three things that make it hard?
- Prepare healthy snacks and meals as a family. See the “Engaging Children” section for ideas on preparation tasks that include children in the process.
- Conduct simple science experiments that involve food and are edible.
- Have the whole family log each person’s daily physical activity.
- Encourage family field trips to a local orchard, park, museum or farm and link these suggestions to activities that kids have done in child care.
- Refer to the “Resources” page at the end of this section for existing handouts and ideas!

Parent Letter: Feeding Infants in Child Care

Dear Parent/Guardian,

Greetings from your child care provider, the Department of Education (DOE) and the Office of Child Care Licensing (OCCL)! You are receiving this letter because your infant is enrolled in a Delaware-licensed child care facility. All child care facilities in Delaware are required to follow nutrition guidelines which help to ensure that all children get the nutrition they need to grow up healthy.

We are working hard to ensure that children are receiving only the healthiest meals and snacks, and know you want this for your child, too. You can support this mission by carefully choosing the foods you pack for your infant. All foods eaten at child care homes and centers must follow the nutrition guidelines listed below, even if they are brought from home.

Infants – Birth through 11 months

- Juice is not allowed.
- Cheese products and cheese foods are not allowed. Only real cheese may be served.
- Processed meats (e.g., hot dogs, sausage, bologna, etc.) are not allowed.
- Fried or pre-fried and then baked meats (e.g., chicken nuggets, fish sticks) are not allowed.
- Fried or pre-fried and then baked fruits and vegetables (e.g., French fries) are not allowed.
- Cereals must contain no more than 6 grams of sugar per serving.
- A whole grain product must be served at least one time each day for infants from 8 through 11 months of age.
- Sweet grains/baked goods (e.g., cookies, cakes, donuts, Danishes, etc.) are not allowed.
- Combination foods, a mixture of 2 or more different meal components, (e.g., turkey and rice) are not allowed. Only combinations of fruits and/or vegetables are allowed.
- Desserts, cobblers, puddings and jarred cereals with fruit are not allowed.

We know — it's a lot to think about! To make it easier to meet the guidelines when packing your infant's meals and snacks, we have provided a chart with the amounts and types of food needed for each meal/snack on the next page.

Early childhood is a critical time to teach healthy behaviors, and we are proud to partner with you to make sure that Delaware's children, including yours, grow up healthy! If you have any questions, please contact your child care provider.

Your partners in good health,

DIRECTOR NAME,
CENTER NAME



David Bowman,
Department of Education



Patricia Quinn,
Office of Child Care Licensing

Delaware CACFP/Delacare Meal Pattern— Infants of All Ages

Meal Component	Birth through 3 months	4 through 7 months	8 through 11 months
BREAKFAST – Serve the following 3 components where listed:			
1. Breast Milk or Formula	4 - 6 fl oz	4 - 8 fl oz	6 - 8 fl oz
2. Infant Cereal	None	0 - 3 Tbsp	2 - 4 Tbsp
3. Fruit or Vegetable	None	None	1 - 4 Tbsp
LUNCH or SUPPER – Serve the following 4 components where listed:			
1. Breast Milk or Formula	4 - 6 fl oz	4 - 8 fl oz	6 - 8 fl oz
2. Infant Cereal	None	0 - 3 Tbsp	2 - 4 Tbsp
3. Fruit or Vegetable	None	0 - 3 Tbsp	1 - 4 Tbsp
4. Meat or Meat Alternate			
Lean meat, poultry, fish, egg yolk, cooked beans or peas	None	None	1 - 4 Tbsp
Cheese	None	None	1/2 - 2 oz
Cottage cheese	None	None	1 - 4 oz
SNACK – Serve the following 2 components where listed:			
1. Breast Milk or Formula	4 - 6 fl oz	4 - 6 fl oz	2 - 4 fl oz
2. Grain or Bread			
Bread	None	None	0 - 1/2 slice
Crackers	None	None	0 - 2 crackers

Medical & Religious/Cultural Food Restrictions—Infants

Infant's Name: _____

Infant's Date of Birth: _____ Infant's Age: _____

Parent/Guardian's Name (*please print*): _____

Parent/Guardian Phone Number: (Home) _____

(Work) _____ (Cell) _____

Today's Date: _____ Special Diet Effective Through: _____

In order to make substitutions for foods required in the CACFP/*Delacare* infant meal pattern, the following information must be provided by a licensed medical professional. The medical professional must note, in writing, a list of the foods acceptable as substitutions.

Please check the statement below which describes your infant's dietary restriction and list the foods that may be substituted.

_____ No iron-fortified formula. Please check the desired substitution.

☐ Non iron-fortified formula

☐ Other: _____

_____ No iron-fortified infant cereal.

Please list cereals or foods which may be substituted: _____

_____ Other restriction (*please print*): _____

Please list foods which may be substituted: _____

Medical Professional Name (*please print*): _____

Medical Professional Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Parent Letter: Feeding Children in Child Care

Dear Parent/Guardian,

Greetings from your child care provider, the Department of Education (DOE) and the Office of Child Care Licensing (OCCL)! You are receiving this letter because your child is enrolled in a Delaware-licensed child care facility. All child care facilities in Delaware are required to follow nutrition guidelines which help to ensure that all children get the nutrition they need to grow up healthy.

We are working hard to ensure that children are receiving only the healthiest meals and snacks, and know you want this for your child, too! You can support this mission by carefully choosing the foods you pack for your child. All foods eaten at child care homes and centers must follow the nutrition guidelines listed below, even if they are brought from home.

Children – One year of age and older

- No more than one serving per day of 100% juice may be served to children (1 – 18 years).
- Non-100% juice (i.e. juice drink or cocktail) is not allowed. All juice must be 100% fruit/vegetable juice.
- Children 12 through 23 months of age must be served whole milk.
- Children 24 months of age and older must be served fat-free or 1% (low-fat) milk.
- Processed meats (e.g., hot dogs, sausage, bologna, etc.) may be served only one time every two weeks.
- Fried or pre-fried and then baked meats (e.g., chicken nuggets, fish sticks) are not allowed unless no more than 35% of their total calories come from fat.
- Cheese products and cheese foods are not allowed. Only real cheese may be served.
- Fried or pre-fried and then baked fruits or vegetables (e.g., French fries, tater tots) are not allowed unless no more than 35% of their total calories come from fat.
- A whole grain product must be served at least one time each day. The food label for whole grain products lists a whole grain (e.g., wheat, oats, barley, brown rice and rye) as the first ingredient. Whole grains are strongly encouraged for all meals and snacks.
- Cereals must contain no more than 6 grams of sugar per serving.
- Sweet grains/baked goods (e.g., cookies, cakes, donuts, Danishes, etc.) may be served one time every two weeks for snack only (not for breakfast, lunch or dinner).

We know — it's a lot to think about! To make it easier to meet the guidelines listed above when packing your child's meals and snacks, we have provided a chart with the amounts and types of food needed for each meal on the next page.

Early childhood is a critical time to teach healthy behaviors, and we are proud to partner with you to make sure that Delaware's children, including yours, grow up healthy! If you have any questions, please contact your child care provider.

Your partners in good health,



David Bowman,
Department of Education



Patricia Quinn,
Office of Child Care Licensing

DIRECTOR NAME,
CENTER NAME

Delaware CACFP/Delacare Meal Pattern—Children

Meal Component	Ages 1 through 2	Ages 3 through 5	Ages 6 through 12
BREAKFAST – Serve all 3 components (meat/meat alternate is optional).			
1. Milk, fluid	1/2 cup	3/4 cup	1 cup
2. Fruit or Vegetable	1/4 cup	1/2 cup	1/2 cup
3. Grain or Bread			
Bread	1/2 slice	1/2 slice	1 slice
Cereal – dry	1/4 cup	1/3 cup	3/4 cup
Cereal – hot	1/4 cup	1/4 cup	1/2 cup
4. Meat or Meat Alternate (optional)			
Lean meat, poultry or fish	1/2 oz	1/2 oz	1 oz
Cheese	1/2 oz	1/2 oz	1 oz
Cottage cheese	2 Tbsp	2 Tbsp	2 Tbsp
Large egg	1/2 egg	1/2 egg	1/2 egg
Peanut butter or other nut/seed butters	1 Tbsp	1 Tbsp	2 Tbsp
Nuts or seeds	1/2 oz	1/2 oz	1 oz
Yogurt, plain or flavored	1/4 cup	1/4 cup	1/2 cup
LUNCH or SUPPER – Serve all 5 components.			
1. Milk, fluid	1/2 cup	3/4 cup	1 cup
2. Fruit or Vegetable*	1/4 cup total	1/2 cup total	3/4 cup total
3. Fruit or Vegetable*			
4. Grain or Bread			
Bread	1/2 slice	1/2 slice	1 slice
Grain or Pasta	1/4 cup	1/4 cup	1/2 cup
Cereal – dry	1/4 cup	1/3 cup	3/4 cup
Cereal – hot	1/4 cup	1/4 cup	1/2 cup
5. Meat or Meat Alternate			
Lean meat, poultry or fish	1 oz	1-1/2 oz	2 oz
Cheese	1 oz	1-1/2 oz	2 oz
Cottage cheese	1/4 cup	3/8 cup	1/2 cup
Large egg	1/2 egg	3/4 egg	1 egg
Cooked dry beans/peas	1/4 cup	3/8 cup	1/2 cup
Peanut butter or other nut/seed butters	2 Tbsp	3 Tbsp	4 Tbsp
Nuts or seeds	1/2 oz	3/4 oz	1 oz
Yogurt, plain or flavored	1/2 cup	3/4 cup	1 cup
SNACK – Select 2 of the 4 components.			
1. Milk, fluid	1/2 cup	1/2 cup	1 cup
2. Fruit or Vegetable	1/2 cup	1/2 cup	3/4 cup
3. Grain or Bread			
Bread	1/2 slice	1/2 slice	1 slice
Grain or pasta	1/4 cup	1/4 cup	1/2 cup
Cereal – dry	1/4 cup	1/3 cup	3/4 cup
Cereal – hot	1/4 cup	1/4 cup	1/2 cup
4. Meat or Meat Alternate			
Lean meat, poultry, or fish	1/2 oz	1/2 oz	1 oz
Cheese	1/2 oz	1/2 oz	1 oz
Cottage cheese	2 Tbsp	2 Tbsp	2 Tbsp
Large egg	1/2 egg	1/2 egg	1/2 egg
Cooked dry beans/peas	1/8 cup or 2 Tbsp	1/8 cup or 2 Tbsp	1/4 cup or 4 Tbsp
Peanut butter or other nut/seed butters	1 Tbsp	1 Tbsp	2 Tbsp
Nuts or seeds	1/2 oz	1/2 oz	1 oz
Yogurt, plain or flavored	1/4 cup	1/4 cup	1/2 cup

*Serve 2 or more separate and identifiable fruit/vegetable dishes

Medical & Religious/Cultural Food Restrictions — Children & Adults

Participant's Name: _____

Participant's Date of Birth: _____ Participant's Age: _____

Emergency Contact Information:

Name: _____ Relation to Participant: _____

(Home) _____ (Work) _____ (Cell) _____

1. Food Allergy(ies) ☐ Yes ☐ No

Please check all that apply: ☐ wheat ☐ peanuts ☐ tree nut ☐ milk ☐ fish ☐ eggs

☐ shellfish ☐ soy ☐ other (please list): _____

Please list recommended substitutions for foods listed above: _____

Must this food(s) be avoided in all forms and/or even in small amounts? _____

Please describe the participant's typical allergic reaction: _____

What actions should we take in the case of an allergic reaction? _____

2. Dietary Restrictions (including those for medical, religious, cultural or other reasons) ☐ Yes ☐ No

If yes, what is the nature of the restriction? ☐ Medical ☐ Religious/Cultural

If yes, please list the restricted foods: _____

Please list substitutions for foods listed above: _____

Must this food be avoided in all forms and/or even in small amounts? _____

Medical Professional Name (please print): _____

Medical Professional Signature: _____ Date: _____

Parent/Guardian Signature (child care only): _____ Date: _____

Dear Parent(s)/Guardian(s),

To support your child in making healthy eating choices, we are teaching him/her about where food comes from, how it is prepared, and encouraging him/her to try new foods.

Today your child:

☐ Learned something new about a food. It was: _____

☐ Participated in preparing food for a meal or snack by: _____

☐ Tasted a new food. It was: _____

You can reinforce these lessons at home by asking your child what he/she learned and how you can make healthy choices as a family; letting him/her help in meal preparation and pick out new fruits and vegetables to try as a family. Remember it may take anywhere from 5 to 20 tries of one food before your child decides to eat it! Encourage your child to participate in meal planning and preparation to help him/her develop healthy habits that will last a lifetime.

You child care provider, _____

Dear Parent(s)/Guardian(s),

All child care providers must follow certain rules related to the food we serve, even if it is sent from home. Because the _____ you provided does not meet the rule checked below, it was not served and we are sending it home with your child/infant.

- ☐ Only 100% fruit juice may be served. It may only be served once a day and only to children 2 years and older. Infants may not be served juice.
- ☐ Children ages 12 through 23 months must be served whole milk; children ages 2 years and older must be served 1% (low-fat) or fat-free milk.
- ☐ Cereals may contain no more than 6 grams of sugar per serving.
- ☐ A whole grain must be served at least once per day.
- ☐ Only real cheese may be served; no cheese food or cheese product.
- ☐ Processed meats (e.g., hot dogs, bologna) may only be served once every 2 weeks to children. They may not be served to infants.
- ☐ Fried or pre-fried and then baked meats/meat alternates and fruits/vegetables (e.g., chicken fingers, fish sticks, French fries, tater tots) may not be served unless no more than 35% of their total calories are from fat. They may not be served to infants at all.
- ☐ Combination foods such as infant dinners (e.g., turkey and rice), desserts, puddings, cobblers and jarred cereals with fruit may not be served to infants.

In the future, please do not include this/these item(s) in your child's meal or snack for child care. Please let me know if you have questions about foods that meet the rules. Thank you!

Your Child Care Provider, _____

Partnering with Your Community

Communities play an important part in supporting children in eating healthy foods and maintaining an active lifestyle. In order for children to make healthy choices, they have to have access to places where they can eat healthy foods and run and play. Community members and businesses can model positive behaviors and practices, and support your efforts financially or through access to other resources. Children are heavily influenced by the communities they live in, so demonstrating that it's easy to make healthy choices in their neighborhood is important in creating and maintaining lifelong good habits.

Ideas for Partnering with Your Community:

- Participate in a community garden.
- Work with local parks, recreation centers and museums to negotiate reduced admission and special offerings for child care centers or homes.
- Bring in members of the community as special guests to talk about and engage children in healthy eating and physical activity. Consider athletes, coaches, chefs and restaurateurs.
- Have families participate in a local one-mile fun run, walk or bike. Encourage families to walk with kids ages four and older and to put their smallest members in a stroller or carrying pack. You can organize your own race for parents, friends and the community at large using ideas from the USDA Team Nutrition resource listed at the end of this section.
- Hold a *Food Guide Pyramid Food Drive* and donate items to a local food bank. Hold a sneaker drive and donate shoes collected.
- Organize a soccer, volleyball or kickball tournament with other child care centers or homes, or community centers.
- Attend special community events (such as those organized by The Latin American Community Center or Chinese Community Center) to learn how other cultures stay physically active through dancing, sports, etc.
- Work with parents and community organizations to revive local parks, athletic fields and courts to create safe places for children and families to play.
- Collaborate with your local school on a “Safe Routes to School” project. State funding is available to make neighborhood streets and sidewalks safe for walking and biking.
- Work with community organizations to clean up an abandoned lot and create a small park. Increasing green space in cities, even in small places, decreases stress and depression in those who see, visit or live in the area. Small neighborhood parks are also great places for family activities, quiet reading spots and community gardens.
- Start a farmers’ market or invite an existing market to visit your community one day a week.
- Talk to neighborhood restaurant owners about offering healthier choices on their menus, for kids and for adults.
- Raise support for a grocery store to open in your neighborhood, or for your local corner stores to carry fresh produce, whole grain products and other healthy options.

Resources for Partnering with Staff, Families & Your Community

Staff & Families

- **Parent/caregiver education sessions:**

- *Food for Thought: Eating Well on a Budget* is a bilingual multimedia program designed to help support families who have children between the ages of 2 and 8 and are coping with uncertain or limited access to affordable and nutritious food. Created by Sesame Workshop.
<http://www.sesamestreet.org/parents/food>

- **Handouts and newsletters:**

- <http://www.mypyramid.gov/>
- <http://www.nutritionexplorations.org/educators/classroom-connections-handouts.asp>
- <http://foodandhealth.com/handout.php>
- California Childcare Health Program parent tip sheets:
<http://www.ucsfchildcarehealth.org/html/pandr/factsheetsmain.htm>

- **Ways to involve staff and parents/guardians in nutrition and physical activity of preschoolers:**

- No Child Left Inside: <http://ncli.delawaregreenways.org>
- Samples of family physical activity logs:
<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/activity-log.pdf>
- MyPyramid kitchen activities for kids:
<http://www.mypyramid.gov/preschoolers/HealthyHabits/PickyEaters/kitchenactivities.html>
- MyPyramid behavioral milestones for healthy habits
<http://www.mypyramid.gov/preschoolers/HealthyHabits/Milestones.pdf>
- Interactive nutrition tools and tips for parents and health educators to use in promoting healthy living for the whole family: <http://www.nourishinteractive.com/>

- **Classroom ideas:**

- Bulletin board ideas: http://healthymeals.nal.usda.gov/nal_display/index.php?info_center=14&tax_level=2&tax_subject=526&level3_id=0&level4_id=0&level5_id=0&topic_id=2107&&placement_default=0
- Fun science experiments about nutrition: <http://tlc.howstuffworks.com/family/science-projects-for-kids-nutrition-and-health.htm>
- Nutrition calendar for year-round ideas on food and activities:
<http://www.fns.usda.gov/tn/Resources/Calendar/index.htm>

- **Food service:**

- National Food Service Management Institute: <http://www.nfsmi.org/Default.aspx>

- **Other resource sites:**

- Healthy Child Care America: A program of the American Academy of Pediatrics which works to improve the early education, health and safety of children in out of home child care.
www.healthychildcare.org
 - The USDA Team Nutrition *Resource Library*: **<http://teamnutrition.usda.gov/library.html>**
 - *Family Resources* provided by the USDA: **http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=3&tax_subject=257&topic_id=1353&level3_id=5799&level4_id=0&level5_id=0&placement_default=0**
 - *Family Guide to Healthy Eating*: **<http://www.nutritionexplorations.org/parents/main.asp>**
 - Reading is Fundamental: **<http://www.rif.org/us/index.htm>**
- See handout titled “Networking and Learning Opportunities” in the “Resources” section for information about engaging staff through professional development and social support.

Community

- **Delaware community events:**

- Local races (walking/running): **<http://www.races2run.com/>**
- Events and activities at Delaware State Parks: **<http://www.destateparks.com/>**

- **Ideas for community events/projects:**

- Delaware Department of Transportation (DelDOT) “Safe Routes to School” project:
http://www.deldot.gov/information/community_programs_and_services/srts/
- USDA Team Nutrition resource guide for events and activities that involve the whole community: **<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/activity-log.pdf>**
- Delaware Nature Society Field Trip programs:
http://www.delawarenaturesociety.org/pub_groups.html
- Sustainable clean-up and redevelopment projects:
<http://www.epa.gov/reg3hwmd/bf-lr/sustainablereuse.htm>
- Community/school gardens:
<http://www.dhhs.nh.gov/dphs/nhp/documents/communityschoolgardens.pdf>
- How to bring a grocery store to your community: **http://www.policylink.org/site/c.lkIXLbMNJrE/b.5137411/k.C510/Develop_New_Stores.htm#4**

- **Delaware community resources:**

- Delaware Food Bank: **<http://www.fbd.org/>**
- Delaware Department of Agriculture: **<http://dda.delaware.gov/>**

Delacare Physical Activity Rules for Early Care & Education and School-Age Centers

Indoor Space

220. Licensee shall ensure that interior space designated for use by children is available to children when the Center is in operation and is arranged to allow each child adequate space for free movement and active play.

Outdoor Space

205. A licensee shall ensure that the outdoor play area is situated next to or within close proximity to the Center and available to the children.
- A. The play area shall be accessible by a safe route.
212. A licensee shall ensure that the outdoor play area has equipment for vigorous play and large muscle activity with attention to the needs of the diversity of children served and their abilities to participate and is free of hazards.
214. A licensee shall ensure that the outdoor play area has a shaded rest area for children.
267. A licensee shall be aware of extreme weather conditions such as air quality or wind chill factor that could affect the well being or health of children and limit outside play time when such extreme weather conditions exist.

Program Goals & Planning

378. Licensee shall ensure that adaptations and accommodations be made in activities, adult-child interactions, teaching strategies, and materials or equipment when needed to support the positive development of all children including those with disabilities.
382. Licensee shall ensure that each child, according to his or her ability, is provided the opportunity for a **minimum** of twenty (20) minutes of moderate to vigorous physical activity indoors and/or outdoors, for every three (3) hours the child is in attendance between the hours of 7:00 a.m. to 7:00 p.m.

Programs for Infants

394. Licensee shall ensure that staff interacts with infants, providing the following opportunities throughout the day:

- C. Limiting time spent, while awake, in any confining equipment such as a crib, infant seat, swing, high chair or play pen to less than one-half (1/2) hour immediately after which opportunities for freedom of movement in a sanitary area protected from foot traffic are provided;
- I. Providing space and equipment to support infants' developing physical skills such as rolling over, sitting, scooting, crawling and standing; and
- J. Providing materials and encouragement for infants' beginning pretend play alone, with other children and with staff.

Programs for Toddlers

396. Licensee shall ensure that staff interacts with toddlers at their eye-level, and whenever appropriate, sitting on the floor with the toddlers, providing the following opportunities throughout the day:

- D. Encouraging children to play with one another with adult help;
- E. Providing materials and encouragement for pretend play alone and with other children and adults; and
- G. Providing opportunities for children to walk, run, climb, stack, balance, scribble, draw and develop fine and large motor skills.

Programs for Preschool-Age Children

397. Licensee shall ensure that staff interacts with preschool-age children at their eye-level, and whenever appropriate, sitting on the floor with the children, providing the following opportunities throughout the day:

- F. Supporting the development of social competence through play and cooperative work with other children;
- G. Providing materials and encouragement for more extended and complex pretend play alone and with other children and staff;
- I. Providing opportunities for children to walk, run, climb, stack, balance, scribble, draw, write and refine fine and large motor skills; and
- L. Supporting children's development of independence and mastery of skills.

Care of School-Age Children

399. Licensee shall ensure that the outdoor play area for school-age children is physically separated or used at separate times from that provided for children younger than school-age.

Equipment

401. Licensee shall provide developmentally-appropriate equipment and materials for a variety of indoor and outdoor activities. Materials and equipment shall promote a variety of experiences that support children's social, emotional, language/literacy, intellectual and physical development.
402. Licensee shall ensure that materials and equipment be available in a quantity to allow all children to benefit from their use and to allow a range of choices with, at least, duplicates of the most popular materials.
403. Licensee shall ensure that for infants and toddlers under eighteen (18) months, the following supplies and/or equipment in each of the following categories are provided in quantities as described in Rule #402:
 - A. Sensory supplies and equipment: crib mobiles, teething toys, busy boxes, baby mirrors, rattles, melody chimes, squeeze toys or other comparable supplies or equipment;
 - C. Manipulative supplies and equipment: squeeze and grip toys, boxes, sorting and stacking toys, three (3) or four (4) piece wooden inlay puzzles, puzzle blocks, simple threading toys, mobile pull toys, balls or other comparable supplies or equipment; and
 - E. Large muscle supplies and equipment: low climbers, slides, riding/rocking toys, foam or soft plastic balls, gym mats, play tunnels or other comparable supplies and equipment.
404. Licensee shall ensure that for children over eighteen (18) months, the following supplies and/or equipment in each of the following categories are provided in quantities as described in Rule #402:
 - C. Manipulative supplies and equipment: puzzles, pegs and pegboards, lacing boards, building toys, stencils, dominoes, pounding bench, lotto games or other comparable supplies and equipment; and
 - D. Large muscle equipment: rocking boat, wheel toys, climbers, slides, balance beam, barrels and/or large cartons, parachute, balls and beanbags, outdoor play equipment, gym mats or other comparable supplies and equipment.
405. Licensee shall ensure that toys, play equipment and other equipment used by the children are of sturdy and safe construction and free from hazards such as causing entrapment, and having rough edges, sharp corners, pinch and crush points, splinters, exposed bolts, small loose pieces and are free from recall.

Delacare Physical Activity Rules for Family Child Care Homes

Note: All regulations apply to both family child care homes *and* large family child care homes, unless otherwise noted. Section numbers corresponding to family child care home regulations are listed first, followed by those corresponding to large family child care home regulations.

Program Goals & Planning

- 294/351. Licensee shall ensure that each child, according to his or her ability, is provided the opportunity for a minimum of twenty (20) minutes of moderate to vigorous physical activity indoors and outdoors, for every three (3) hours the child is in attendance between the hours of 7:00 a.m. to 7:00 p.m.
- 298/352. Licensee shall ensure that children have periods of outside play each day depending upon weather conditions permitting (see Rule #225).
- 299/353. Licensee shall ensure that in the case of prolonged periods of inclement or extreme (hot or cold) weather conditions, opportunities for alternative indoor space for active physical play is provided for the children.
- 294/348. Licensee shall ensure that adaptations and accommodations are made by staff members in activities and materials as needed to support the positive development of all children including those with disabilities.

Programs for Infants

- 301/357. Licensee shall ensure that staff members interact with infants providing the following opportunities throughout the day:
 - C. Limiting time spent, while awake, in any confining equipment such as a crib, infant seat, swing, high chair or play pen to less than one-half (1/2) hour immediately after which opportunities for freedom of movement are given in a sanitary area protected from foot traffic;
 - I. Providing space and equipment to support infants' developing physical skills such as rolling over, sitting, scooting, crawling and standing; and
 - J. Providing materials and encouragement for infants' beginning pretend play alone, with other children and adults.

Programs for Toddlers

- 302/358. Licensee shall ensure that staff members interact with toddlers at their eye level, and whenever appropriate, sitting on the floor with toddlers, providing the following opportunities throughout the day:
- D. Encouraging children to play with one another with adult help;
 - E. Providing materials and encouragement for pretend play alone and with other children and adults;
 - G. Providing opportunities for children to walk, run, climb, stack, balance, scribble, draw, and develop fine and large motor skills; and
 - J. Supporting toddlers' development of independence and mastery of feeding, dressing and other skills.

Programs for Preschool-Age Children

- 303/359. Licensee shall ensure that staff members interact with preschool-age and older children at their eye level, and whenever appropriate, sitting on the floor with the children, providing the following opportunities throughout the day:
- F. Supporting the development of social competence through play and cooperative work with other children;
 - G. Providing materials and encouragement for more extended and complex pretend play alone and with other children and staff;
 - I. Providing opportunities for children to walk, run, climb, stack, balance, scribble, draw, write, and refine fine and large motor skills; and
 - L. Supporting children's development of independence and mastery of skills.

Programs for School-Age Children

- 304/360. Licensee shall ensure that staff members interact with school-age children and also provide the following daily opportunities when school-age children are in attendance during out of school time:
- A. Active physical play time and/or outdoor activities. If weather conditions do not permit outdoor play, children shall be given opportunities for active physical play indoors.

Equipment

- 307/363. Licensee shall ensure staff members provide developmentally-appropriate equipment and materials for a variety of indoor and outdoor activities. Materials and equipment shall promote a variety of experiences that support children's social, emotional, language/literacy, intellectual and physical development.
- 308/364. Licensee shall ensure that materials and equipment are available in a quantity to allow all children to benefit from their use and to allow a range of choices with, at least, duplicates of the most popular materials.
- 309/365. Licensee shall ensure that toys, play equipment and other equipment used by the children are of sturdy and safe construction and free from hazards such as causing entrapment, and having rough edges, sharp corners, pinch and crush points, splinters, exposed bolts, small loose pieces and are free from recall.

Outdoor Space (*Exclusively for family child care homes)

- 213. Licensee shall provide opportunities for vigorous play and large muscle activity with attention to the diverse needs of the children served and their abilities to participate either on the premises of the Family Child Care Home or within safe walking distance of the Family Child Care Home.

Outdoor Space (*Exclusively for large family child care homes)

- 265. Licensee shall provide opportunities for vigorous play and large muscle activity with attention to the diverse needs of the children served and their abilities to participate either on the premises or within a safe walking distance of the Large Family Child Care Home.

Office of Child Care Licensing Division of Family Services, Department of Services for Children, Youth and their Families, State of Delaware, "Delaware Rules for Family Child Care Homes," January 2009.

Office of Child Care Licensing Division of Family Services, Department of Services for Children, Youth and their Families, State of Delaware, "Delaware Rules for Large Family Child Care Homes," January 2009.

Age-Based Physical Activity Recommendations¹

The following information covers best practices for physical activity to support healthy child development at different ages. Not all of these recommendations are covered by *Delacare* Rules. After your child care center or home meets *Delacare* Rules, use these recommendations to improve the quality of physical activity offered by your center or home.

Infants (Birth through 11 months)

- Tummy time at least 2 – 3 times per day for short periods of time or as tolerated
- Daily planned physical activities that safely support developmental milestones (e.g., head and neck support, rolling, floor sitting, kicking, crawling, reaching and grasping for objects)
- Supervised free play in open and safe places
- Daily outdoor time in a safe setting supervised by an adult
- Large, open, safe play surfaces
- Developmentally-appropriate toys and equipment to promote movement and physical activity
 - Rattles; mobiles; balls; unbreakable mirrors; solid furniture to use for pulling-up, standing and cruising

Toddlers (1 through 2 years)

- At least 30 minutes of daily structured activity, accumulated throughout the day
- At least 60 minutes and up to several hours of unstructured physical activity every day, accumulated throughout the day
- Daily outdoor time in a safe setting supervised by an adult
- Free space
- Developmentally-appropriate toys and equipment to encourage physical activity
 - Objects to roll, throw and kick (e.g., bean bags and large, soft balls)
 - Push toys (e.g., shopping carts, lawn mowers or doll carriages)
 - Wagons to fill with objects and pull, riding toys, low climbers
- Participation in activities that are age-appropriate, fun and varied

Preschoolers (3 through 5 years)

- At least 60 minutes of daily structured activity, accumulated throughout the day
- At least 60 minutes and up to several hours of unstructured physical activity every day, accumulated throughout the day
- Daily outdoor time in a safe setting supervised by an adult
- Free space
- Developmentally-appropriate toys and equipment to encourage physical activity
 - Tricycle or other riding toys, balls, bean bags and hoops
- Hopscotch
- Access to climbing equipment (backyard or playground)
- Participation in activities that are age-appropriate, fun and varied

School-Aged (6 years and up)

- At least 60 minutes of daily physical activity, accumulated throughout the day
- Aerobic as well as age-appropriate muscle- and bone-strengthening activities
 - Aerobic activities should be either moderate or vigorous in intensity. Vigorous physical activity should be done at least three days a week.
 - Muscle- and bone-strengthening activities should be part of the 60 minutes or more of physical activity at least three days a week
- Daily outdoor time
- Participation in activities that are age-appropriate, fun and varied

For additional information on activities that should be limited, as well as those not recommended, please refer to “Best Practices for Physical Activity: A Guide to Help Children Grow up Healthy” (NHPS, 2009).

¹ Nemours Health & Prevention Services (2009). “Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy.” <http://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/paguidelines.pdf>. Accessed June 23, 2010.

Developmentally-Appropriate Physical Activity Ideas

Infants¹

Keeping infants and toddlers in strollers, play pens or car/infant seats for extended periods of time may delay development such as rolling over, crawling and walking. It is important to support infants in being physically active from the start! Parents and caregivers must provide opportunities and encouragement for the development of these movement skills. Recommendations include:

- Playing baby games (e.g., “peek-a-boo” and “patty-cake”)
- Holding, rocking or carrying the infant to new environments
- Placing infant on his stomach and encouraging him to move actively on a clean or blanketed floor; also known as “tummy time”
 - Placing a rattle or favorite toy just out of his reach
 - Changing the position of the object to increase mobility and range of motion
- Providing a variety of safe play objects that cannot be swallowed, are lightweight for handling and grasping, have no sharp edges or points, are brightly colored, vary in texture and are non-toxic
- Designating a safe space for playing, rolling and other large muscle activities
- Ensuring close supervision in an open environment for the exploration and development of movement skills (e.g., rolling over, sitting up, crawling, creeping and standing)
- Interacting with the infant as long as he is attentive to playful activity—use facial, verbal and nonverbal expressions to motivate the infant’s physical participation

Toddlers¹

Toddlers will use their new walking skills to energetically explore the world around them, revealing new movement possibilities and increased opportunity for learning. Basic movement skills (e.g., running, jumping, throwing and kicking) will develop and emerge as children try them and gain experience. It is important for parents/guardians and child care providers to create environments that support these movements by:

- Emphasizing skills (e.g., throwing, catching, kicking and striking objects) when developmentally-appropriate
- Engaging in activities that encourage the toddler to support her body weight with her hands as she begins to develop upper body strength
- Providing objects for structured activity to enhance movement and social skills
 - Child-size equipment, musical instruments, active follow-along songs and basic rhythms, chase games

- Creating opportunities to experiment with unstructured activity experiences
 - Places to crawl under and around, grasping large balls and inflatable toys, digging and building in sandboxes
- Providing objects that promote strength, balance, flexibility and endurance
 - Riding toys; push and pull toys; toys to balance on, climb up on, jump safely down from to ground level
- Designating a safe space indoors and outdoors for active play
- Offering encouragement and child-size toys and equipment to maintain interest and help the toddler learn new movement skills

Preschoolers¹

Preschoolers are mastering skills such as running, jumping and throwing. They develop confidence in their abilities over time when they have opportunities to follow their interests and learn and practice new skills. Preschool children are often very social and imaginative; they love games, dancing, riding tricycles and creating obstacle courses to move through. Use these tips to be active with your preschoolers:

- Offer a wide range of opportunities for physical activity as well as some basic equipment:
 - Different kinds of balls and bean bags
 - Old boxes or tunnels to crawl through
 - Tricycle or other riding toys
 - Access to climbing equipment at a playground
 - Push-pull toys like wagons, doll buggies or lawn mower
- Have a “Movement Parade” – march around the room or outside and call out different things that kids can do like twirl, leap, hop, jump, etc.
- Play simple singing games that involve movement: “Hokey-Pokey,” “Head, Shoulders, Knees and Toes” or “If You’re Happy and You Know It!”
- Incorporate running games such as “Tag,” “Red Light-Green Light” or “Freeze Tag”
- Parents can involve the entire family in household tasks such as setting the table, sorting laundry, folding clothes, putting away toys, cleaning the house, packing for a trip, tending the garden, etc.

School-Age Children²

School-age children need a variety of intensity levels of physical activity to meet their daily needs. Moderate levels of physical activity are at intensities faster than a slow walk, but still allow children to talk easily.² Vigorous levels of physical activity are at intensities like a fast walk, jog or run that get children “breathless” or breathing deeper and faster than during typical activities. Children who are “breathless” are exercising their heart and lungs along with muscles in their arms and legs! Use the examples below to help you choose appropriate activities for school-age children:

- Play games that incorporate music, imitation and simple directions where children are the leaders
- Play games that incorporate strength, coordination and confidence; finding hidden objects, relay races, obstacle courses, variety of “tag” games, tug-of-war
- Provide safe objects to throw, kick and catch
- Provide free space, toys and equipment, for example:
 - Climbers
 - Monkey bars
 - Yoga mats
 - Balls
 - Balance beams
 - Rocking boats
 - Hopscotch
 - Hoops
- Encourage children to adapt or invent their own games

1. Nemours Health and Prevention Services (2009). “Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy” <http://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/paguidelines.pdf>. Accessed June 23, 2010.

2. American College of Sports Medicine, American Heart Association. Physical activity and public health guidelines. http://www.acsm.org/AM/Template.cfm?Section=Home_20Page&TEMPLATE=/CM/HTMLDisplay.cfm&CONTENTID=7764. Accessed July 2009.

3. US Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Nutrition and Physical Activity. *Promoting Physical Activity: A Guide for Community Action*. 1999.

Incorporating Physical Activity throughout the Day

There are many ways to incorporate physical activity throughout the day at your child care center or home. The good news is that the recommended daily amount of physical activity does not have to be performed all at once! It can be broken down in smaller sections of time (e.g., ten-minute intervals) as it fits into your schedule. Also, children can be active in structured or unstructured ways — indoors, outdoors, alone, or in groups with friends or family.

- **Structured activity** is adult-led and includes daily planned activity that supports age-appropriate motor skill development.
- **Unstructured activity** is child-led free play and includes activities that encourage children's individual abilities and interests and allows them to explore their environment.¹

Both structured activity and free play contribute to a child's development. A child learns many fundamental skills as she plays including problem-solving, motor-skills building, sharing, and overcoming physical and mental challenges. Free play also develops a child's creativity and imagination and encourages her to interact with the world around her. A playground is a great way to support outdoor free play and should include many of the following:

- A riding toy area
- A ball area
- A lifting/pulling area
- A building/work/project area
- Garden boxes
- Opportunities for hauling things
- An open space for creative, active play
- A space for music, sound or creative movement
- Loose parts for building (e.g., boxes, sawhorses and boards)
- A raised pile of mulch, sand or dirt for climbing and digging
- Earth forms such as little grassy hills and small fields
- Elements from the natural world (e.g., stumps, logs and rocks)²

Your Role as a Child Care Provider

As a child care provider, you play a key role in children's lives, helping them learn and grow. Your role includes stimulating children's physical, emotional, intellectual and social growth. You help them explore individual interests, develop talents and extend their learning through hands-on projects. Additionally, you support children's independence, self-esteem and positive interactions with others. You also play an important role in helping to develop positive attitudes and behaviors toward physical activity. And your role doesn't stop there—be sure to move along with the children! Your active participation is important in motivating children and providing a model for the enjoyment of physical activity. It is also important to encourage every child to participate in and enjoy all activities regardless of their skills.³

1. Nemours Health & Prevention Services (2009). "Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy."

2. National Association for Sport and Physical Education (NASPE), 2009. Active Start: A Statement of Physical Activity Guidelines for Children from Birth to Age 5, 2nd edition.

3. Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2010-11 Edition*, Child Care Workers. <http://www.bls.gov/oco/ocos170.htm>. Accessed June 15, 2010.

Limited Space Activities

Inclement weather can put a damper on kids' activity, but it shouldn't stop them from getting their daily physical activity. There are many activities children can do inside to get their bodies moving that they are sure to enjoy! Try some of these great options:

- Read a story and act out the action words
- Go on a scavenger hunt
- Build a house or fort (i.e. using loose parts: tables, chairs, blankets, blocks, etc.)
- Move around the room like zoo, farm, or wild animals
- Dance to different types of music
- Free play
- Follow an obstacle course (e.g., move over, under, around objects)
- Play simple games:
 - "Hide and Seek"
 - "Follow the Leader"
 - "Simon Says"
 - "Hokey Pokey"
 - "Duck, Duck, Goose"

Kids don't need expensive equipment or a large amount of space to be active indoors! Here is a list of inexpensive equipment that can be used within a limited indoor space:

- CD player
- Bubbles
- Hula hoops
- Jump ropes
- Bean bags
- Balls (foam, soft, blow-up)
- Hopping ball
- Blocks
- Balloons (choking hazard for young children; small balloon fragments after popping)
- Parachute
- Hopscotch/yoga mats
- Low balance beams

You can even take a "fit" field trip! Indoor play/activity venues are great places for kids to be active, have fun and get rid of some extra energy. Try one of the following venues on the next rainy day:

- Indoor pool or water park
- Kids gym/fun center
- Child-friendly museums (e.g., Delaware Children's Museum and the Delaware Museum of Natural History)

Delacare Screen Time Rules

EARLY CARE & EDUCATION/SCHOOL-AGE CENTERS			
	UNDER 24 MONTHS	24 MONTHS AND OLDER	ADDITIONAL RESTRICTIONS
TV, DVD, VIDEO CASSETTE VIEWING	Prohibited	Not permitted without written permission from parent/guardian	Limited to programs that are age-appropriate, fun and educational
		Limited to 1 hour per child/group of children	
COMPUTER USE	Prohibited	Not permitted without written permission from parent/guardian	Limited to programs, games and websites that are age-appropriate and educational
		Limited to 1 hour per child/group of children	Must be supervised by a staff member
			Protection guaranteed from exposure to inappropriate websites (e.g., those that are sexually-explicit, violent, or use inappropriate language)

FAMILY & LARGE FAMILY CHILD CARE HOMES			
	UNDER 24 MONTHS	24 MONTHS AND OLDER	ADDITIONAL RESTRICTIONS
TV, DVD, VIDEO CASSETTE VIEWING	Not permitted without written permission from parent/guardian	Not permitted without written permission from parent/guardian	Limited to programs that are age-appropriate, fun and educational
	Limited to 1 hour per child/group of children	Limited to 1 hour per child/group of children	
COMPUTER USE	Prohibited	Not permitted without written permission from parent/guardian	Limited to programs, games and websites that are age-appropriate and educational
		Limited to 1 hour per child/group of children	Must be supervised by a staff member
			Protection guaranteed from exposure to inappropriate websites (e.g., those that are sexually-explicit, violent, or use inappropriate language)

Screen Time Alternatives

Providing quality care for mixed age groups can be a difficult task. Frequently, younger children are taking a nap while older children are awake and eager to play. At various times throughout the day, parents may arrive to pick-up or drop-off their children, potentially disrupting scheduled activities. During situations such as these, television or the computer are often used to occupy children.

While it is challenging to avoid computers and television altogether, excessive screen time is associated with language delay, obesity, attention problems and even aggression in preschoolers, depending upon content. Screen time use may also take time away from more beneficial activities that promote healthy development such as reading, singing songs, interacting socially with other children and engaging in physical activity.¹

Use the following activities and ideas to serve as fun, easy alternatives to screen time:

- Designate an area of the home or center as a cozy, reading corner with couches, pillows or bean bags chairs. During nap time, older children can go to this area and curl up with a book, puzzle or activity page. Even though older children may not need a full-length nap, they may welcome the opportunity to rest and unwind during a slow part of the day.
- During times when parents typically arrive to pick-up or drop-off their children, designate an additional staff member (if applicable) or an older child to lead an activity. This activity should be safe and appropriate for children of all ages. Examples include:
 - Reading books aloud
 - Singing songs
 - Playing “Simon Says,” “I Spy,” “20 Questions” or other simple games
 - Doing easy craft projects such as coloring or making greeting cards for upcoming holidays or birthdays
 - Acting out a story or playing charades
 - Building a fort out of pillows, blankets, cardboard boxes, etc.
 - Playing board games, puzzles, cards, blocks or other floor games
 - Having children share a special story or memory with the group
 - Playing with objects or instruments during “Music time”
 - Having “joke time” where kids can share their favorite jokes
 - Building an indoor obstacle course with blocks, hula hoops and bean bags

1. Seattle Children's (2009). Press release: Daycare may double TV time for young children, study finds. Accessed August 4, 2010. <http://www.seattlechildrens.org/media/press-releases/TV-and-day-care.aspx>

2. National Association for Sport and Physical Education (NASPE), 2009. Active Start: A Statement of Physical Activity Guidelines for Children from Birth to Age 5, 2nd edition.

3. Public Health Seattle & King's County. (2006). *Reduce TV Toolkit*. Retrieved from www.metrokc.gov/health/reduceTV

Resources for Supporting Physical Activity

The following are programs and tools designed to increase physical activity and promote other healthy habits in children. For additional information, please visit their websites.

Choosy Kids

Choosy Kids, developed by Linda Carson, offers I Am Moving, I Am Learning (IMIL) materials developed for Head Start to a wider audience. The program includes information for families and teachers, games and activity CDs to keep children moving, learning and making healthy choices. <http://www.choosykids.com/CK2/>

Color Me Healthy

A program developed to reach children ages four and five with fun, interactive learning opportunities on physical activity and healthy eating.

<http://www.colormehealthy.com/professional/index.html>

Coordinated Approach to Child Health (CATCH®) Early Childhood Program

Modeled after the original coordinated school health program, this program is designed to nurture a love for physical activity, provide an introduction to classroom-based gardening and nutrition, and encourage healthy eating in children ages 3 through 5.

<http://www.catchinfo.org/pdf/cec%20flier.pdf>

Eat Well Play Hard in Child Care Settings (EWPHCCS)

An intervention that provides nutrition and physical activity education to preschool children, their parents and child care staff. The curriculum focuses on improving the nutrition and physical activity behaviors of preschool children and their parents/caregivers and influencing food and activity practices in child care settings. Materials developed by the New York State Department of Health.

<http://www.health.state.ny.us/prevention/nutrition/cacfp/ewphccs.htm>

Follow My Lead: Developmentally Appropriate Physical Activities for Young Children

Published by the University of Nevada Cooperative Extension (2005).

<http://www.unce.unr.edu/publications/files/cy/2005/cm0513.pdf>

I am Moving, I am Learning (IMIL)

IMIL is a proactive approach for addressing childhood obesity in Head Start children. Launched in 2005, this program seeks to increase moderate to vigorous physical activity, improve the quality of movement activities intentionally planned and facilitated by adults, and promote healthy food choices.

<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Nutrition/Nutrition%20Program%20Staff/IMIL/IamMovingIam.htm>

MODEL Health! Promoting Nutrition and Physical Activity in Children

This program, developed by the Maryland State Department of Education, includes a kit of supplementary lessons on nutrition and physical activity intended as a teacher resource in the early childhood classroom and most appropriate for use with children 3 – 5 years of age. The kit enables the child care provider to teach an entire lesson over the span of a few days or choose one or two activities from a lesson to enhance the daily plan; lessons are flexible and designed to be tailored to the needs of the children in your care.

<http://healthymeals.nal.usda.gov/hsmrs/Maryland/MODELHealth.pdf>

Sesame Street: Healthy Habits for Life

A 100-page guide — available in English and Spanish — with resources to help you incorporate healthy physical activity and nutrition habits into your everyday life. Features poems, songs, posters, activities, family newsletters and more!

<http://www.sesameworkshop.org/initiatives/health/healthyhabits/>

Best Practices for Physical Activity: A Guide to Help Children Grow Up Healthy

Developed by Nemours Health & Prevention Services, this guide presents a comprehensive overview of physical activity recommendations for children and youth, as well as useful terms defined, frequently asked questions, tip sheets, handouts, and creative ideas for engaging children and their families in physical activity.

<http://www.nemours.org/service/preventive/nhps/resource/publication.html>

Sports Play & Active Recreation for Kids (SPARK)

A research-based organization that disseminates evidence-based Physical Education, After-School, Early Childhood, and Coordinated School Health programs to teachers and recreation leaders serving Pre K through 12th grade students. Each program provides a coordinated package of highly-active curriculum, on-site staff development, extensive follow-up support, and expert selected, content-matched equipment. Developed by the San Diego State University Research Foundation. <http://www.sparkpe.org/>

Early Care and Education Wellness Resource Toolbox

Published by the Wisconsin Department of Health Services.

<http://www.dhs.wisconsin.gov/health/physicalactivity/Sites/Community/Childcare/index.htm>

Click on “Complete Resource Kit.”

National Center of Physical Activity and Disability (NCPAD)

A resource center focused on physical activity and disability. NCPAD encourages people with disabilities to become physically active. <http://www.ncpad.org>

Books

- Sanders, Stephen, W. (2002). Active for Life: Developmentally Appropriate Movement Programs for Young Children. Human Kinetics Publishers.
- Craft, D., & Smith, C. (2008). Active Play: Fun Physical Activities for Young Children.
- Pica, R. (2004). Experiences in Movement: Birth to Age 8. Wadsworth Publishing.
- Torbert, M., & Schneider, L. (1993). Follow Me Too: A Handbook of Movement Activities for Three- to Five-Year-Olds. Addison-Wesley.

Integrating Nutrition & Physical Activity into Your Curricula

Nutrition and physical activity can be tied into all aspects of the pre-school curriculum. Active, hands-on lessons not only promote healthy habits, but they can also improve attention spans, engage preschoolers in learning and increase understanding of key concepts. Listed below are suggestions for fun and engaging activities promoting healthy behaviors that align with the Delaware Early Learning Foundations (ELFs) and can be incorporated into any pre-school curriculum.¹

Emotional and Social Development

- **Scavenger Hunt:** Send teams of children on a nutrition and physical activity scavenger hunt. Help children look for items using directive words such as above and behind. You can also ask children to complete exercises such as hopping/skipping or to mold a healthy food out of clay.
- **“A Salad for One, Please”²:** Assign each child to be a salad ingredient and have children stand in a circle to create the “salad bowl.” Tell children to jump into the middle of the bowl and follow directions when their vegetable is called (e.g., jumping carrots). When a few of the children are in the middle, ask the “bowl” to stir the salad before starting over.
- **Show and Tell Salad:** Ask children to bring in a favorite fruit to share at group time. Have children tell the class about the fruit they brought and why they like it. Then, cut up the various fruits and make a delicious fruit salad.
- **Active Group Time:** Make group time (circle time) an active time by including simple action songs and circle games such as “Hokey Pokey,” “Head, Shoulders, Knees and Toes” or “Farmer in the Dell.”

Approaches to Learning

- **Snack Station:** Have children prepare their own snacks using picture recipe cards. For example, show a picture of one slice of cheese, two crackers and three carrot sticks.
- **“Old MacDonald Had a Farm”²:** Sing the song “Old MacDonald” but replace each animal with a fruit or vegetable and each animal sound with “yum.” Each child can take a turn using his/her favorite fruit or vegetable.
- **Five Senses:** Have children close their eyes and guess mystery fruits or vegetables. Ask the children to describe the mystery fruit or vegetable using their other four senses: “It smells like...it tastes like...it sounds like (when biting)...it feels like...”
- **Safari Trip:** Take children on an imaginary safari around the classroom or playground. Call out instructions of different actions they need to do while taking the safari (e.g., crawl under a log, jump across a stream). You can also allow each child to call out instructions for the class to follow.
- **Follow the Leader:** Begin by having children follow a teacher around the classroom while following instructions such as “raise your arms” and “hop on one foot.” After a minute, say “freeze.” Allow another child to lead the class for 30 seconds and repeat the game until everyone has had a chance to be the leader.

- **Chef of the Day:** Have children help with meal/snack prep. Each day, allow a different child to help you or a staff member (if applicable) prepare a meal or snack. He can be a “special helper” and wear an apron and chef’s hat. The “helper” should also explain to the other children what he prepared, why it’s tasty and what makes it good for them.

Language and Literacy

- **Stone Soup:** Read the story *Stone Soup* as a class. The next day, have each child bring in a bag of his/her favorite vegetable that can be used to make a big pot of soup for the class.
- **Book List:** See the attached list of children’s books that encourage healthy behaviors. If appropriate, have the children act out the story as it is read to them.
- **Activity Alphabet²:** Ask children to use their creativity to imitate animals, people or objects corresponding to the alphabet. For example, “D” is for “dog.” Ask children to show you how a dog acts.
- **Make Your Own Book:** Work with children to make books that show readers their favorite ways to stay healthy and strong.

Physical Development and Health

- **Fitness Tag:** Similar to a traditional tag game, have the children go to a special area when they are tagged. Before they return to the game, they must complete a certain activity (e.g., 10 jumping jacks) while calling out a fruit or vegetable during each repetition. Add variation by telling the children to hop, crawl or skip instead of run during the game.
- **Marching:** Have children march to different types of music while paying special attention to space (e.g., marching in circles), time (e.g., marching for 20 seconds) and speed (e.g., marching fast and slow).
- **Freeze Dance:** Play fun music for children to dance to. Right before turning the music off, shout out a pose that the kids need to freeze in, such as making the letter “T” with their body or standing on one foot.
- **Serving Sizes:** Demonstrate serving sizes to children using measuring cups and teach them how to serve themselves. Then talk to them about how to identify hunger and fullness cues. At lunch and snack time, children can use their understanding of serving sizes and hunger and fullness cues to decide if they would like more or less food.
- **Field Day:** Have a field day with activities such as a 3-legged race, sack race, tug of war and relay race. Check out the link to the “Food and Field Olympics” guide at the end of this section for more ideas.

Math

- **Beach Ball High³:** Count the number of times the class can pass a beach ball without it hitting the ground.
- **Oat Snack Numbers⁴:** Give each child a small cup of a healthy, whole grain cereal (e.g., *Cheerios*[®]). Encourage children to count out pieces before eating.
- **Sorting Foods:** Use either plastic models or real fruits and vegetables for children to sort by size, length and color. As a group, have children count the number of objects in different categories and compare the weights of foods.

- **Apples:** Start the lesson by asking children to help you wash red, green and yellow apples. Slice the apples and have each child taste one slice of every color. Then, ask the class which they preferred and graph everyone's preferences on a large poster (e.g., as a pie chart). Talk with the children about the graph. Ask them which apple is the class's favorite. How do they know?

Science

- **Plant a Personal Garden:** Help each child grow a personal vegetable plant (e.g., green beans) and take care of it daily. Children are more likely to try a vegetable that they grew on their own. Discuss how plants need proper nutrition to grow, just like the human body.
- **Water Station:** Provide a water station where children can practice pouring water into containers of various sizes. As a class, talk about the importance of drinking water to quench their thirst during the day instead of sugary drinks, such as soda and sports drinks. Help them sense if their bodies are thirsty.

Creative Expression

- **Funny Fruit Faces:** Use an assortment of fruits of different shapes and colors to design paper plate fruit faces. As a group, identify the shape and color of all fruits used.
- **Food Pyramid Poster:** Have each child cut pictures of food out of a magazine. Next, help the class sort the pictures by food group and glue the foods into the correct places on a big food pyramid poster.
- **Creative Learning:** Encourage children to express their idea about healthy eating and physical activity through paint, clay, sculptures, collages, plays, songs or stories they create.
- **Bodies in Motion:** Provide large paper for children to trace their bodies in active positions. Paint the active children and mount them together on the wall.

My Family, My Community, My World

- **“Let’s Walk: Ideas for Making Walking Fun!”:** Guide children through walks around the center or home and have them look for special objects related to their interests (e.g., colors, shapes, vehicles, workmen, flowers, trees, rocks, animals, clean-the-environment, etc.). You might want to take along clipboards for the children to record or draw what they observe on the walk.
- **Foods of the World:** As an “at-home” assignment, ask each child to talk with his/her parent(s) about where the family came from. Each week, have a child and his/her family share a little about the family’s culture and a favorite healthy food that can be eaten during snack time.
- **Pick Fruits and Vegetables:** Visit an orchard or farm and allow children to pick fruits and vegetables. Take these fruits/veggies back to your center or home and show children what wonderful meals/snacks can be made out of the foods they picked.
- **Take a Tour:** Tour a dairy farm, supermarket, farmer’s market or factory that produces healthy foods. Provide hands-on activities at these locations like a scavenger hunt or milking a cow.

Other Ideas for Encouraging Healthy Eating and Physical Activity

- **Use a sticker chart to reward children for trying new foods when they're served.**
- **Use a sticker chart to reward kids for participating in physical activity each day.**
- **Take kids outside!** Spend some of the time in structured activity and some of the time in free play.
- **Allow kids to take turns coming up with physical activity.** One child becomes the leader and encourages other kids to participate.
- **Let children help with menu planning by giving them choices.** For example, "You can have two of the following: peas, carrots, applesauce or pears." Allow kids to choose individually or vote. Encourage discussion during this process about why they chose certain options and why it's important to eat a variety of fruits and veggies.
- **Provide coloring books, stickers, activity books and activity pages depicting healthy eating and physical activity.** (See "Resources" page in this section for links.) Have kids choose a new physical activity to try at your center or at home.
- **Display posters depicting kids exercising and being active in a variety of ways or create one using photographs of the children at your center/home.** Discuss the many kinds of physical activity and favorites for each child.
- **Allow older children (ages 5+) to safely explore the internet for short periods of time and play educational games.** Examples include: MyPyramid's "Blast Off," Nemours' "Explore the Food Guide Pyramid" and the CDC's "Picnic Pickup," "Dining Decisions" and "Analyze My Plate."

For a list of existing resources promoting nutrition and physical activity see "Resources for Engaging Children" in this section.

1. Delaware Early Learning Foundations for School Success, Delaware Department of Education.
http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/files/Early%20Learning%20Foundations%20Revised.pdf. Accessed July 12, 2010.
2. Color Me Healthy Toolkit, North Carolina State Cooperative Extension
3. MA Dept. of Education, Nutrition Programs and Food Services, HPRC and OCCS. H.E.A.L.T.H.Y Kids: Healthy Kids Move and Healthy Kids Move Beyond Munchies.
4. North Dakota Department of Public Instruction. Team Nutrition Fruits and Vegetables Lessons for Preschool Children.
http://healthymeals.nal.usda.gov/nal_display/index.php?info_center=14&tax_level=2&tax_subject=552&level3_id=0&level4_id=0&level5_id=0&topic_id=2304&placement_default=0. Accessed on June 17, 2010.

Engaging Children in the Kitchen

Involving children in preparing meals is an easy way to encourage their growing independence and help them get excited about trying new foods! Children are more likely to try a new or unusual food if they helped prepare it. They will also take pride in their culinary skills and may encourage others to taste what they have made. See the list below for suggestions on age-appropriate activities.^{1,2}

2 Year Olds

- Rinsing vegetables and fruits
- Tearing lettuce or greens
- Snapping green beans
- Making “faces” out of pieces of vegetables and fruit
- Handing items to adults to put away (e.g., after grocery shopping)
- Throwing waste in the trash
- Wiping off tables, chairs and counters

3 Year Olds – All of the 2-year-old activities plus:

- Adding ingredients
- Stirring
- Scooping or mashing potatoes
- Spreading peanut butter or other spreads
- Kneading or shaping dough
- Helping assemble foods (e.g., pizza)
- Naming and counting foods

4 Year Olds – All of the 2- and 3-year-old activities plus:

- Peeling eggs and some fruits and vegetables (e.g., oranges and bananas)
- Setting the table
- Measuring dry ingredients
- Helping make sandwiches and salads
- Mashing soft fruits, vegetables and beans

5 Year Olds – All of the 2-, 3- and 4-year-old activities plus:

- Measuring liquids
- Cutting soft fruits with a plastic knife
- Cracking eggs
- Using an egg beater
- Reading recipes out loud

1. United States Department of Agriculture, Mypyramid.gov.
<http://www.mypyramid.gov/preschoolers/HealthyHabits/PickyEaters/kitchenactivities.html>. Accessed June 9, 2010.

2. United States Department of Agriculture and Nutrition Service. *Maximizing the message: Helping moms and kids make healthier food choices*.
<http://www.fns.usda.gov/fns/corenutritionmessages/Files/Guidebook.pdf#xml=http://65.216.150.153/textis/search/pdfhi.txt?query=role+modeling&pr=FNS&prox=page&rorder=500&rprox=500&rdfreq=500&rwfreq=500&rlead=500&rdepth=0&sufs=0&order=r&cq=&id=4bc8cea611>. Accessed June 9, 2010.

Learning Outside of the Classroom

Learning doesn't always have to take place in a classroom! Below are Delaware resources that can be used to supplement your lessons.

Museums

New Castle County:

Delaware Museum for Natural History

4840 Kennett Pike, PO Box 3937

Wilmington, Delaware 19807

(302) 658-9111 www.delmnh.org

Exhibits include Dinosaur Gallery, Hall of Birds, Hall of Mammals, Animal Adaptations and Mile-long Nature Loop.

Delaware Children's Museum

550 Justison Street, Wilmington, Delaware 19801

(302) 654-2340 www.delawarechildrensmuseum.org

Exhibits include *The Power of Me*, *Stratosphere*, *EConnect*, *Bank on It*, *Training Wheels*, *Art Studio* and *Structures*.

Brandywine Zoo

1001 North Park Drive, Brandywine Park

Wilmington, Delaware 19802

(302) 571-7747 www.brandywinezoo.org

Exhibits include 150 different animals including various mammals, birds, reptiles and amphibians.

Ashland Nature Center

3511 Barley Mill Road

Hockessin, Delaware 19707-9393

(302) 239-2334

<http://www.delawarenaturesociety.org/ashland.html>

Features four self-guiding nature trails, Butterfly House (June – Sept.) and programs for ages 18 months – 18 years, adults and families.

Winterthur Museum and Country Estates

Route 52 (5105 Kennett Pike)

Winterthur, Delaware 19735

(302) 888-4600 <http://www.winterthur.org>

Features a children's garden, hands-on activities about early life in America, and educational events year-round.

Kent County:

Delaware Agricultural Museum and Village

866 North DuPont Highway, Dover, Delaware 19901

(302) 734-1618 www.agriculturalmuseum.org

Exhibits include main exhibit hall featuring the agricultural history of the state, Loockerman Landing Village depicting life in a rural farming village in 1890s.

Delaware Archeology Museum

316 S. Governors Avenue, Dover, Delaware 19901

(302) 739-4266

http://history.delaware.gov/museums/dam/dam_main.shtml

Explore human history, as well as state history, through archeological findings.

Sussex County:

Discover Sea Shipwreck Museum

708 Ocean Highway, Fenwick Island, Delaware 19944

(302) 539-9366 www.discoversea.com

Exhibits include Maritime heritage, recovered and shipwreck artifacts.

Abbott's Mill Nature Center

15411 Abbotts Pond Road

Milford, Delaware 19963-3549

(302) 422-0847

<http://www.delawarenaturesociety.org/abbotts.html>

This diverse nature preserve supports a variety of forested, field and wetland habitats. Hiking trails, boardwalks and teaching stations provide unique education opportunities.

Delaware State Parks

Contact information and program offerings for the parks listed below can be found by searching <http://www.destateparks.com/>.

New Castle County:

- **Alapocas Run – Wilmington**
 - Amenities: Trails, Can-do playground, rock climbing wall, picnic area
- **Bellevue – Wilmington**
 - Amenities: Horse trails, playground, hiking, art center, tennis center
- **Brandywine Creek – Wilmington**
 - Amenities: Bike trails, canoe launch, hiking, fishing
- **Fort Delaware – Delaware City**
 - Amenities: Historic site, nature trail, accessible by ferry only
- **Fort DuPont – Delaware City**
 - Amenities: Boat ramp, historic site, trails
- **Fox Point – Wilmington**
 - Amenities: Paved trails, playground, volleyball
- **Lums Pond – Bear**
 - Amenities: Boating, camping, playground, trails

• White Clay Creek – Newark

- Amenities: Biking, hiking, playground, trails

Kent County:

• First State Heritage Park – Dover

- Amenities: Museums, Delaware public archives, Legislative Hall, Old State House, Woodburn and Hall House

• Killens Pond – Felton

- Amenities: Baseball fields, boat ramp and rentals, water park, playground

Sussex County:

• Cape Henlopen – Lewes

- Amenities: Beaches, boat rentals, seaside nature center, fishing pier, nature trails

• Delaware Seashore – Rehoboth Beach

- Amenities: Beaches, boat launch, playground, camping, nature trails

• Fenwick Island – Rehoboth Beach

- Amenities: Beaches, boat rentals, horse trails, kayak rentals, trails

• Holts Landing – Millville

- Amenities: Crabbing, fishing, trails

• Trap Pond – Laurel

- Amenities: Athletic fields, biking trails, camping, playgrounds, boating

Orchards/Farms/Farmers' Markets

New Castle County:

- **Coverdale Farm** – 543 Way Road
Greenville, DE 19807, (302) 239-2334
- **Highland Orchards** – 1431 Foulk Road
Wilmington, DE 19803, (302) 478-4042
- **Ramsey's Farm** – 330 Ramsey Road
Wilmington, DE 19803, (302) 477-1499
- **Willey Farm** – Route 13, Townsend, DE
19734, (302) 378-8441

Kent County:

- **Bobola Farm and Florist** – 5268
Forrest Avenue, Dover, DE 19904
(302) 492-3367
- **Fifer Orchards** – 1919 Allabands Mill
Road, Wyoming, DE, (302) 697-2141
- **Lister Acres** – 5417 Milford Harrington
Highway, Harrington, DE 19952
(302) 398-9277
- **Wicked R Western** – 2621 Sandy
Bend Road, Wyoming, DE 19934
(302) 492-3327

Sussex County:

- **Bennett Orchards** – 30993 Armory Road
Frankford, DE 19945, (302) 732-3358
- **Good For You Organic Farm** – 28841
Lewes-Georgetown Highway, Lewes, DE
19958, (302) 684-8330
- **Johnson's Country Market** – 36258 Zion
Church Road, Selbyville, DE 19975
(302) 436-FARM

Maryland (just over the state line):

- **Milburn Orchards** – 1495 Appleton Road
Elkton, MD 21921, (410) 398-1349

Other Statewide Programs

Local running races: www.races2run.com

Look for races that feature one-mile fun runs for kids prior to the start of the regular race.

Grocery store tours:

Many grocery stores welcome young students to tour the store to learn more about where their food comes from. Check with your local store to see if a tour is available.

Delaware State Fair – Harrington:

The state fair is held for a week in July each summer and features a variety of attractions including concerts, rides, competitive exhibits and a children's day. Admission is free for children ages nine and under.

Children's Booklist

Fruits & Vegetables			ISBN#
Yum-Yum Baby! <i>Wood, A.J.</i>	Board Book	Age 9 mo–2 yr	1592238033
Rhyming text describes which meals of the day a baby is hungry for, while labeled illustrations introduce related words, such as banana, cup and peas.			
Sweet as a Strawberry <i>Smallwood, Sally</i>	Paperback	Age 9 mo–2 yr	1840894199
A mixture of art, photography and large, clear type introduces children to the correlation between textures, tastes and appearances of fruits and vegetables. Each book displays a clear photograph of the food against a dramatic painted background. Upon opening the full-page foldout of the fruit or vegetable, kids can distinguish which are hot and spicy, cool and smooth, or sweet and juicy.			
Grandpa's Garden Lunch <i>Caseley, Judith</i>	Hardcover	Age 9 mo–3 yr	0688088171
After helping Grandpa in the garden, Sarah and her grandparents enjoy a lunch made from home-grown vegetables.			
Happy Healthy Monsters Eat Your Colors (Sesame Street) <i>Albee, Sarah</i>	Board Book	Age 9 mo–3 yr	0794410057
Join Elmo and his buddies as they have lunch and teach kids about the importance of eating a variety of healthy “all-the-time foods” like fruits and vegetables every day, while limiting less nutritious “sometimes food” snacks. Kids can help their favorite Sesame Street friends make healthy choices by placing the 10 reversible board food disks onto each character's lunch tray.			
The Carrot Seed <i>Krauss, Ruth</i>	Board Book	Age 1-2	0694004928
A young boy plants and cares for a carrot seed that everyone says will not grow, but he lovingly tends to his seed and he eventually grows a large carrot.			
Lunch <i>Flemming, Denise</i>	Paperback	Age 1-4	0805046461
One hungry mouse peeks out of his hole and sniffs...LUNCH! Children can guess what fruit or vegetable comes next as the voracious rodent munches his way through yellow corn, green peas, orange carrots and the rest of the colors.			
Fruits and Vegetables / Frutas y Vegetales <i>Rosa-Mendoza, Gladys</i>	Board Book	Age 1-6	1931398100
Introduces children to fruits and vegetables through beautiful illustrations. Bi-lingual.			
Growing Vegetable Soup <i>Ehlert, Lois</i>	Board Book	Age 2-4	0152061762
Together, a father and child share the joys of planting, watering and watching seeds grow. And once their harvest of tomatoes, potatoes, cabbage and corn is ready, they'll cook it up into the best soup ever!			
Orange Pear Apple Bear <i>Gravett, Emily</i>	Hardcover	Age 2-4	1416939997
Explores concepts of color, shape and food using only five simple words as a bear juggles and plays.			

Fruits & Vegetables (continued)			ISBN#
The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear <i>Wood, Don</i>	Board Book	Age 2-4	0859536599
Little Mouse worries that the big, hungry bear will take his freshly picked, ripe, red strawberry.			
Eating the Alphabet <i>Ehlert, Lois</i>	Board Book	Age 2-5	015201036X
An alphabetical tour of the world of fruits and vegetables, from apricot and artichoke to yam and zucchini.			
Market Day <i>Ehlert, Lois</i>	Paperback	Age 2-6	0152168206
On market day, a farm family experiences all the fun and excitement of going to and from the farmers' market.			
A Story about Raisins <i>Adler, Karen</i>	Hardcover	Age 3 and Up	0967977231
Covers the history of how raisins were discovered and how they are produced. The book emphasizes nutrition and even has simple recipes for children to make. A CD is included which contains three songs and a narration of the story.			
Food For Thought <i>Freyman, Saxton & Elffers, Joost</i>	Paperback	Age 3-6	0439110181
Shapes: Is that a carrot or a triangle? Colors: Watch for peppers in every range of the rainbow. Numbers: A zero-to-ten zoo! ABCs: A full produce section of sculptures acts out the alphabet. And Opposites: You've never seen Up/Down and Big/Little like this before!			
Oliver's Fruit Salad <i>French, Vivian</i>	Hardcover	Age 3-6	0531300870
Although he loves to help Grandpa pick fresh fruit, Oliver will not eat any until one day Mom prepares something very special in a big glass bowl.			
Oliver's Vegetables <i>French, Vivian</i>	Hardcover	Age 3-6	0531094626
While visiting his grandfather, who has a wonderful garden, Oliver learns to eat vegetables other than potatoes.			
An Island in Soup <i>Levert, Mireille</i>	Paperback	Age 3-6	0888995059
Staring at the fish soup he doesn't want to eat, Victor imagines that he is on an island of overgrown celery where he conquers a fierce pepper dragon only to be barraged by a wealth of terrifying ingredients. Soon Victor unexpectedly discovers that the dreaded fish soup is quite delicious.			

Screen Time			ISBN#
Fix-It <i>McPhail, David</i>	Paperback	Age 2 - 5	0140547525
Emma wants to watch television one morning, but the set won't work. How her parents try to fix it—and how Emma finds consolation in a book instead. Even when the television is fixed, Emma is too busy reading her book to watch it.			
Mouse TV <i>Novak, Matt</i>	Paperback	Age 3-6	0531070999
What to watch on TV is always a dilemma in the Mouse family—everybody wants to watch something different. When the TV breaks, the mice are thrown into a tailspin wherein they discover the joys of new-found games and exploring, dancing and dressing up, even bedtime stories. And best of all, there are no commercials!			
Berenstain Bears & Too Much TV <i>Berenstain, Stan & Jan</i>	Paperback	Age 4-7	0808531689
When Mama Bear decides her family spends too much time in front of the TV, she bans it for a week. Then the Bear family finds other ways to have fun and keep busy, so they watch less when TV is allowed again—and they don't even miss it. <i>*Available in Spanish (Los Osos Berenstain y Demasiada Televisión)</i>			
Berenstain Bears & The Trouble with Commercials <i>Berenstain, Stan & Jan</i>	Paperback	Age 4-7	0060573872
Brother and Sister Bear are not greedy children, but all the toys and candy on TV look so great! Mama Bear has to find a way to teach her cubs that they can't believe everything they see... before that pile of unused toys gets any bigger.			
The Best Way to Play <i>Cosby, Bill</i>	Paperback	Age 4-8	0590956175
Little Bill and his friends, avid fans of the television show "Space Explorers," clamor to get the video game version, but they find that they have more fun using their imagination while playing outside.			
Mama Rex and T—Turn off the TV <i>Vail, Rachel</i>	Paperback	Age 4-8	0613951042
It's a rainy Saturday morning and T plans to watch TV all day long. Then suddenly, lightning flashes, thunder crashes and the room goes dark. The apartment has no power, and that means no TV for T! Now T's day will be dull, dull, dull—or so he thinks. Mama Rex has a plan to fill T's no-TV morning with rainy-day adventures. What will Mama Rex and T do to lighten up their day in the dark?			
Library Lil <i>Williams, Suzanne</i>	Paperback	Age 4-8	0140568379
A formidable librarian makes readers not only out of the once-resistant residents of her small town, but out of a tough-talking, television-watching motorcycle gang as well.			
When the TV Broke <i>Ziefert, Harriet</i>	Paperback	Age 4-8	0140365400
When the television breaks, Jeffrey is forced to find fun and imaginative ways to entertain himself.			
Aunt Chip and the Great Triple Creek Dam Affair <i>Polacco, Patricia</i>	Hardcover	Age 4-9	0399229434
Aunt Chip saves the town of Triple Creek, where everyone has forgotten how to read because of the invasion of television.			

Physical Activity			ISBN#	
Row, Row, Row Your Boat	<i>Kubler, Annie</i>	Board Book	Age 9 mo –2 yr	0859536580
In this traditional nursery rhyme, a group of babies and their toy animal friends row merrily down the stream.				
On the Go!	<i>Stockham, Jess</i>	Board Book	Age 9 mo –2 yr	1846430496
Animals move by stretching, jumping and climbing, and readers can flip the page to see babies doing the same action.				
Head, Shoulders, Knees and Toes	<i>Kubler, Anne</i>	Hardcover	Age 9 mo –2 yr	0859537284
An illustrated version of the song which identifies parts of the body.				
Eyes, Nose, Fingers, and Toes	<i>Hindley, Judy</i>	Board Book	Age 9 mo –2 yr	0763623830
A group of toddlers demonstrate all the fun things that they can do with their eyes, ears, mouths, hands, legs, feet — and everything in between.				
Wiggle Waggle	<i>London, Jonathan</i>	Board Book	Age 9 mo –2 yr	0152165886
Describes how various animals walk, from the wiggle-waggle of a duck to the boing, boing, boing of a kangaroo to the bumble roll, bumble roll of a bear.				
Bear About Town	<i>Blackstone, Stella</i>	Board Book	Age 1-3	1841483737
The big, friendly bear goes on his daily walk through his neighborhood, meeting the people who live and work nearby.				
Feet are Not for Kicking	<i>Verdick, Elizabeth</i>	Board Book	Age 1-3	1575421585
Helps little ones learn to use their feet for fun, not in anger or frustration. It also includes tips for parents and caregivers on how to help toddlers be sweet with their feet.				
I Went Walking	<i>Williams, Sue</i>	Board Book	Age 1-3	0152056262
During the course of a walk, a young boy identifies animals of different colors.				
Skippyjon Jones Shape Up	<i>Schachner, Judy</i>	Board Book	Age 1-3	0525479579
Skippyjon Jones, a Siamese cat who thinks he is a Chihuahua dog, exercises using objects of different shapes.				
Curious George Rides a Bike	<i>Rey, H.A.</i>	Paperback	Age 1-4	0395174449
George helps a little boy with his paper route and gets into all sorts of trouble.				
Come Play with Elmo!	<i>Allen, Constance</i>	Board Book	Age 1-4	0794407781
All the friends on Sesame Street know that exercise is a great way to keep their bodies healthy! This fun board book features four fun novelties that show exercise can — and should — be fun. Kids can make the wheel turn on Elmo's big wheel, slide a ball across the page, move Zoe's arms, and help them all play tag. Simple exercise tips throughout help kids apply what they've learned in their own lives.				

Physical Activity (continued)

ISBN#

From Head to Toe *Carle, Eric*

Hardcover

Age 1-4

0064435962

An interactive story that invites kids to imitate animal movements. Watching giraffes bend their necks or monkeys wave their arms is fun, but nothing could be better than joining in. From their heads down to their toes, kids will be wriggling, jiggling and giggling as they try to keep up with these animals! **Available in Spanish (De la Cabeza a los Pies)*

Move! *Jenkins, Steve*

Hardcover

Age 1-4

061864637X

Animals move! Follow them as they swing, dance, float, leap and slide from page to page, then learn why these animals move the way they do. *Move!* is a playful introduction to motion in the animal kingdom that invites young readers to guess some of the unusual ways that animals get around.

The Barnyard Dance *Boynton, Sandra*

Board Book

Age 2-4

1563054426

Everybody sing along—because it's time to do-si-do in the barnyard with a high-spirited animal crew! Features lively rhyming text and a die-cut cover that reveals the wacky characters inside. Guaranteed to get kids and adults stomping their feet.

Get Moving with Grover *Tabby, Abigail*

Hardcover

Age 2-4

0375830464

Grover and Elmo show young readers that being fit can be fun, encouraging exercises involving jumping over, running around and dancing around the book itself.

Jumping Day *Esbensen, Barbara Juster*

Paperback

Age 2-4

1563978539

The pleasures of jumping, running, skipping and hopping are celebrated as a little girl starts her day, goes to school and comes home to play.

Doing the Animal Bop *Ormerod, Jan*

Paperback

Age 2-4

0764178997

Various animals dance to the animal bop, including ostriches, elephants and monkeys; includes read-along compact disc.

I'm as Quick as a Cricket *Wood, Audrey*

Board Book

Age 2-4

0859536645

A young boy describes himself as loud as a lion, quiet as a clam, tough as a rhino and gentle as a lamb.

Duck on a Bike *Shannon, David*

Hardcover

Age 2-4

0439050235

A duck decides to ride a bike and soon influences all the other animals on the farm to ride bikes too.

Froggy Learns to Swim *London, Jonathan*

Paperback

Age 3-6

0140553126

Froggy is afraid of the water until his mother, along with his flippers, snorkel and mask help him learn to swim.

General Healthy Eating			ISBN#	
Baby Sign for Mealtime	<i>Acredolo, Linda</i>	Board Book	Age 6 mo–1 yr	0060090731
Through baby signing that parents can teach to their children, youngsters can communicate when they want more, when something is too hot, or even to let everyone know the food is all gone!				
Bread Bread Bread	<i>Morris, Ann</i>	Paperback	Age 6 mo–5 yr	688063349
What kind of bread do you eat? A bagel? A tortilla? A baguette? All over the world, wherever there are human beings, someone is eating bread. Ann Morris' simple text and Ken Heyman's dazzling full-color photographs reveal for young readers how people eat — and how people live — the world over.				
My Food / Mi Comida	<i>Emberley, Rebecca</i>	Hardcover	Age 9 mo–2 yr	0316177189
Labeled illustrations introduce various familiar foods and their names in English and Spanish.				
Eat	<i>Intrater, Roberta Grobel</i>	Board Book	Age 9 mo–2 yr	0439420067
A group of babies enjoys some favorite foods — along with making a big mess on their faces when they eat.				
Tucking In!	<i>Stockham, Jess</i>	Board Book	Age 9 mo–2 yr	1846430461
Animals and young children enjoy the same types of food, including oats, oranges and fish, in a book with pictures hidden beneath the flaps.				
Baby Food	<i>Miller, Margaret</i>	Board Book	Age 1-2	0689831900
Hey, baby! Look at these babies having fun with food!				
Crunch Munch	<i>London, Jonathan</i>	Board Book	Age 1-3	0152166009
Shows how different animals eat, from the nibble bibble of the chipmunk to the zap! zap! zap! of the frog, and reveals the tasty morsels that each animal loves, from the yummy ants for the aardvark to the green leaves for the giraffe.				
My Very First Book of Food	<i>Carle, Eric</i>	Board Book	Age 1-3	0399247475
A split-page board book provides a simple introduction to the foods animals eat as preschoolers are challenged to match up the image of the food with the animal presented.				
Let's Eat / Vamos A Comer	<i>Benjamin, Alan</i>	Board Book	Age 1-4	0671769278
Featuring simple, colorful illustrations of fruits and vegetables, simple meals, and familiar kitchen utensils, this bi-lingual book introduces words in English and Spanish. From cup (taza) to ice cream (helado) and carrot (zanahoria), young children will have fun using these words during every meal. <i>*Bi-lingual</i>				
Very Hungry Caterpillar, The	<i>Carle, Eric</i>	Board Book	Age 1-4	0399226907
Follows the progress of a hungry little caterpillar as he eats his way through a varied and very large quantity of food until, full at last, he forms a cocoon around himself and goes to sleep. Die-cut pages illustrate what the caterpillar ate on successive days. <i>*Available in Spanish (La Oruga Muy Hambrienta)</i>				

General Healthy Eating (continued)

ISBN#

World Snacks: Chaat and Sweets *Sanger, Amy Wilson*

Board Book

Age 2-4

1582461937

Through the author's trademark collage art, introduces toddlers to the Indian finger foods known as chaat, including phel puri, tandoori chicken and sweet coconut cham-cham.

World Snacks: First Book of Sushi *Sanger, Amy Wilson*

Board Book

Age 2-4

1582460507

Illustrations and rhyming text introduce a variety of Japanese foods.

World Snacks: Hola Jalapeno *Sanger, Amy Wilson*

Board Book

Age 2-4

1582460728

Illustrations and rhyming text, sprinkled with some Spanish words, introduce a variety of Mexican foods.

World Snacks: Let's Nosh *Sanger, Amy Wilson*

Board Book

Age 2-4

1582460817

Illustrations and rhyming text introduce a variety of Jewish foods, from gefilte fish to challah bread, chicken soup to matzoh.

World Snacks: Mangia! Mangia! *Sanger, Amy Wilson*

Board Book

Age 2-4

1582461449

The sixth book in the World Snacks series pays tribute to dishes from the Italian table, from hearty minestrone and risotto to sweet, cool gelato.

World Snacks: Yum Yum Dim Sum *Sanger, Amy Wilson*

Board Book

Age 2-4

1582461082

Easy-to-read rhyming text introduce children to the varied Chinese foods called dim sum, meaning a little bit of heart.

When I'm Hungry *Howard, Jane*

Hardcover

Age 2-4

0525449833

A child imagines eating like a variety of animals, catching food or eating it off the trees, but decides that using a plate and glass is best.

Vegetable Friends *Lawlor, Tony & Kociemba, Bruce*

Hardcover

Age 2-5

0965300358

Learning about vegetables and how good they are to eat will be fun when you spend some time with the Vegetable Friends. The Vegetable Friends characters come to life in this delightful series of nursery rhymes that entertain and educate children about vegetables. This book combines fun and imagination while providing educational content.

Grover's Guide to Good Eating *Kleinberg, Naomi*

Hardcover

Age 3-6

037584063X

Little ones can join their host Grover and his assistant Elmo in the Good Eats Café where they will learn all about good nutrition and healthy eating!

Fast Food *Freyman, Saxton & Elffers, Joost*

Hardcover

Age 3-6

043911019X

Kids everywhere will thrill over the array of transportation methods on display, from enormous rockets and grand ocean liners to the simplest mechanism of all: your feet.

Resources for Engaging Children

Resource Libraries:

- Team Nutrition Resource Library:
http://healthymeals.nal.usda.gov/schoolmeals/Resource_Cafe/Resource_Search.php
- SNAP-Ed Connection Resource Library
http://snap.nal.usda.gov/nal_display/index.php?info_center=15&tax_level=2&tax_subject=261&topic_id=1243

Lessons for Preschoolers:

- **Color Me Healthy**, kit available for a fee; free PDF documents and other resources available online www.colormehealthy.com
- **I am Moving, I am Learning**, implemented through Head Start <http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Nutrition/Nutrition%20Program%20Staff/IMIL/IamMovingIam.htm>
- **Kids Health in the Classroom**, free download http://kidshealth.org/kid/index.jsp?tracking=K_Home
- **Healthy Habits for Life**, free download <http://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/sesamestreet.pdf>
- **Nutrition Expeditions**, free download
<https://www.schoolmarketaccess.com/enrollment/NutritionExpedition/choosestate.php>
- **Grow It, Try It, Like It!**, free download <http://teamnutrition.usda.gov/Resources/growit.html>
- **Music & Movement: Nutrition in Action**, kit available for a fee
http://healthymeals.nal.usda.gov/schoolmeals/Resource_Cafe/Resource_Details.php?ID=1794
- **MODEL Health! Promoting Nutrition & Physical Activity in Children**, free download
<http://healthymeals.nal.usda.gov/hsmrs/Maryland/MODELHealth.pdf>
- **Physical Activities and Healthy Snacks**, free download
Setting the Stage, Nutrition and Physical Activity Lessons for Early Childhood Settings, free download
Setting the Stage: Nutrition and Physical Activity Lessons for Child Development Homes, free download
http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=431:team-nutrition-learning-tools&catid=440:nutrition-program-learning-tools&Itemid=446
- **Team Nutrition Fruit & Vegetable Lessons for Preschool**, free download
http://healthymeals.nal.usda.gov/nal_display/index.php?info_center=14&tax_level=2&tax_subject=552&level3_id=0&level4_id=0&level5_id=0&topic_id=2304&&placement_default=0
- **Power Panther Preschool Implementation Guide**, free download
http://healthymeals.nal.usda.gov/nal_display/index.php?info_center=14&tax_level=2&tax_subject=552&level3_id=0&level4_id=0&level5_id=0&topic_id=2193&&placement_default=0
- **Animal Trackers**, kit available for a fee <http://www.healthy-start.com/preschool-teaching-aids/animal-trackers.html>
- **5 a Day the Preschool Way**, free download
http://healthymeals.nal.usda.gov/nal_display/index.php?info_center=14&tax_level=2&tax_subject=552&level3_id=0&level4_id=0&level5_id=0&topic_id=2153&&placement_default=0
- **Choosy Kids**, free downloads; products and activities available for fee <http://www.choosykids.com/CK2/>
- **Preschoolrock.com**, free activity suggestions <http://nutrition.preschoolrock.com/>
- **Got Dirt?**, free download http://www.dhs.wisconsin.gov/health/physicalactivity/pdf_files/GotDirt_09.pdf
- **Early Sprouts**, book available for a fee <http://www.earllysprouts.org/index.htm>

Introduction to *Connections to Learning*

As an early care and education professional, you know the important role you play in getting young children off to a good start. During their time in child care, young children develop habits, behaviors, skills and attitudes that will follow them into school-age, adolescence and beyond. This toolkit has focused largely on proper nutrition and physical activity in the child care setting—two critical contributors to children's physical health and well-being. Health, however, is a multi-dimensional concept. In addition to tending to children's physical needs for healthy food and adequate physical activity, it is also important to consider their social, emotional and behavioral health and how these four dimensions interface to ensure that children thrive at home, in school and in their communities.

With this need in mind, the Delaware Department of Education has developed a framework called *Connections to Learning*. The vision of this coordinated, holistic approach is to promote safe, caring and healthy learning environments that maximize student and child growth and development through education and the participation of the family and community at large. As you read on about this framework, you will likely realize that you already incorporate many *Connections to Learning* principles in your child care setting. We encourage you to continue this trend of focusing on the influences that support the positive development of the whole child. Formally stated, *Connections to Learning* incorporates three domains:

- 1) Health, nutrition and physical activity**
- 2) Social and emotional health**
- 3) School climate**

Embedded within these sub-domains are three additional concepts:

- a) Diversity**
- b) Character development**
- c) Family and community collaboration**



Connections to Learning aims to integrate these areas by addressing the social, emotional, environmental, behavioral and physical needs of the whole child in a collaborative and coordinated way. As a child care provider or staff member, you are an important partner in bringing this framework to life in your child care setting.

Health, nutrition and physical activity

Making proper nutrition and regular physical activity a priority at your child care center or home is important because good health, proper nutrition and physical activity are associated with academic achievement. Physical activity, in particular, has been linked to enhanced concentration skills and classroom behavior. This, in turn, leads to improved grades, standardized test scores and reading comprehension.¹ Poor nutrition, on the other hand, negatively impacts children's ability to perform well in school leading to shortened attention spans, irritability, fatigue and difficulty concentrating. Children who suffer from poor nutrition during the brain's most formative years score much lower on tests of vocabulary, reading comprehension, arithmetic and general knowledge² In order to support the health, physical activity and nutrition components of *Connections to Learning*, you can:

- Follow Delaware CACFP/*Delacare* child nutrition and physical activity rules
- Incorporate nutrition and physical activity into lessons, field trips, activities, classroom decorations and other program elements at your center or home
- Model healthy behavior and encourage your staff (if applicable) to do so as well
- Engage children in conversations about the role that healthy eating and physical activity play in their development and ability to learn
- Provide opportunities for your staff (if applicable) to learn more about healthy eating and physical activity through professional development

Social and emotional health

Social health refers to a child's ability to create and maintain healthy and appropriate relationships with others. Emotional health can be defined as a child's ability to recognize and manage emotions. Both begin to develop during infancy through interactions with parents and caregivers and continue to evolve throughout the lifespan. Getting along with others, following directions, identifying and regulating one's emotions and behaviors, properly resolving conflict, and engaging in social conversation and cooperative play are all ways that children demonstrate social and behavioral health. Children's emotional and social skills are very important to foster, as they serve as a foundation of academic achievement in the first few years of school. Numerous research studies have shown that young children cannot learn to read if they have problems that distract them from education activities, problems following directions, problems getting along with others and controlling negative emotions, and problems that interfere with relationships with peers, teachers and parents³ As a child care provider or staff member, the environments you create and the interactions you have with children help them develop positive social and emotional skills. To ensure opportunities for children to develop these skills you can⁴:

1. Robert Wood Johnson Foundation (2010). Study Finds Link Between Physical Activity and Academic Performance. Accessed July 21, 2010. <http://www.rwjf.org/childhoodobesity/digest.jsp?id=10129>

2. Action for Healthy Kids (2004). The Role of Sound Nutrition and Physical Activity in Academic Achievement. Accessed July 21, 2010. http://www.californiahealthykids.org/articles/NPA_3.pdf

3. Zins, J., Bloodworth, M., Weissberg, R., & Walberg, H. (2004). The Scientific Base linking social and emotional learning to school success. In J. Zins, R. Weissberg, M. Wang, & H.J. Walberg (Eds.), *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* (pp. 1-22). New York: Teachers Press, Columbia University.

4. Center on the Social and Emotional Foundations for Early Learning (2005). *Using Environmental Strategies to Promote Positive Social Interactions*.

- Make sure children with good social skills are grouped with those with emerging social skills.
- Adhere to a consistent schedule and proper classroom management techniques.
- Ensure that children with emerging social skills remain engaged and do not withdraw from the group frequently.
- Keep toys and materials novel and interesting (e.g., by rotating toys).
- Provide toys that encourage interaction among children (e.g., rocking boat, giant floor puzzle, mural painting); remove those toys made for individual use.
- Give positive attention and reinforcement to children who are playing together.
- Teach conflict resolution and encourage children to resolve disputes among themselves, rather than by seeking a mediator in you or other staff member(s).
- Be clear about behaviors that are unacceptable and consistent in how you treat offenses; help children understand classroom/center expectations.
- Listen to children and encourage them to voice their feelings.
- Express warmth and affection.

Climate

The climate that you create in your child care center or home should be a welcoming, social and inclusive learning environment. It should be positive and foster acceptance and care for every child. Centers/homes should be safe and comfortable, allowing children to focus all their attention on learning new skills and ways of interacting with others. Finally, discipline should serve as a learning opportunity and positive strategies should replace punitive measures. To enhance the emotional climate of your child care center or home:

- Use Positive Behavior Support (PBS) or a similar approach that focuses on replacing challenging behaviors with positive social skills.
- Make your center/home warm and inviting using children's artwork, activity corners, soft materials, bright colors and sunlight, etc.
- Include all staff (if applicable) in professional development on bullying and diversity.
- Participate in trainings and inspections related to facility and environmental safety.
- Encourage children to share their feelings about attending your center/home.
- Recognize and respect diversity in all its forms (e.g., racial, cultural, religious, learning styles, etc.).

- Create a mealtime environment that allows children to nourish their bodies without distractions and develop healthy habits^{5,6}:
 - Provide adequate space for children to pass, serve, pour and eat; provide adequate space for children and adults to move around the table and eating area without interfering with others.
 - Minimize distracting sights and sounds (e.g., television, teachers preparing activities in same area where food is being served).
 - Focus exclusively on the meal or snack at hand; remove toys and other items from eating surfaces.
 - Ensure that eating areas are tidy and sanitary.
 - Encourage children to eat slowly and explore the meal with all of their senses; supporting positive child-led conversations about the foods served.
 - Develop a predictable, consistent mealtime or snack routine (e.g., children eat at same time each day, wash their hands and sit at their assigned seat at the table).
 - Children should **always** be seated at a table when eating a meal or snack! Furniture should be child-size or modified (e.g., with booster seats) to allow children to reach food and drinks comfortably and **safely**; proper eating utensils should be provided and children encouraged to learn how to use them.

Diversity, character development, and family & community collaboration

As stated previously, there are three additional components embedded in the *Connections to Learning* model. They are diversity, character development, and family and community collaboration. Diversity enhances children's lives and learning environments, while character development establishes a system of values and beliefs that will guide children's future decisions and conduct. Family and community collaboration; however, may be the most powerful factor shaping children's development and potential for success. Families and communities are essential participants in all aspects of a child's life, and children need opportunities and supports outside of early care and education to apply newly-acquired skills and knowledge. As a child care provider/staff, you can:

- Welcome and solicit feedback and suggestions from families.
- Get to know families; communicate frequently and via channels that are individualized and convenient (e.g., letters home, face-to-face interactions, phone calls, e-mail, etc.).
- Encourage family participation – family members can help plan activities and events, share a meal at the center with their child, sit on a Family Advisory Board or come in to share a special skill.
- Foster interaction between families (e.g., a book or toy lending party).
- Make referrals for emotional/behavioral and parenting support if you see families struggling.
- Create opportunities for families to learn new skills (e.g., classes on cooking, dealing with temper tantrums, stress management, etc.).

5. University of Idaho College of Agricultural and Life Sciences (2005). Building Mealtime Environments and Relationships: An Inventory of Feeding Young Children in Group Settings. Accessed August 2, 2010. <http://www.cals.uidaho.edu/feeding/pdfs/BMER.pdf>

6. National Food Service Management Institute, University of Mississippi (2004). Mealtime Memo for Child Care: Happy Mealtimes for Happy Kids. Accessed August 2, 2010. <http://www.baltimorehealth.org/info/CAFCPHappyMealtimes.pdf>

- Distribute weekly, monthly or quarterly newsletters to update families on special events, positive changes at your center or home and the subject matter that children are learning.
- Partner with local parks, recreation centers and museums to negotiate reduced admission and special offerings for child care organizations.
- Work with families and community organizations to revive local parks, athletic fields and courts to create safe places for children and families to play.
- Attend community events as part of center/home activities and actively participate (e.g., occupying a stand at a local fair or activities night, making a float for a parade, participating in a neighborhood clean-up, etc.).
- **For more information on collaborating with families and communities, please see the “Partnering with Staff, Families & Your Community” section of this toolkit.**

By fostering healthy bodies, minds, social interactions and learning environments, you are acting as a *Connections to Learning* ambassador. In everything you do at your center/home, it is important to consider the needs of the whole child and how you can contribute to his/her healthy development. By being mindful of the three core concepts of *Connections to Learning* and the embedded concepts of diversity, character development, and family and community collaboration, you can ensure that children enter school ready to learn and interact positively with others. To help you accomplish this mission, a number of informative and supportive handouts and websites are included.

- Center on the Social and Emotional Foundation for Early Learning: <http://www.vanderbilt.edu/csefel/>
- Technical Assistance Center on Social Emotional Intervention: www.challengingbehavior.org
- Positive Behavioral Support: <http://www.pbis.org/>
- Preventing bullying: <http://www.stopbullyingnow.hrsa.gov/kids/>
- Character education: <http://www.character.org/> and <http://www.goodcharacter.com/>
- Parent Information Center of Delaware: <http://www.picofdel.org/>
- Resources for child care providers: <http://www.extension.org/child%20care>
- National Food Service Management Institute (including information and resources on CACFP, videos, posters and more): <http://www.nfsmi.org/>
- Information on healthy eating and physical activity: <http://www.actionforhealthykids.org> and <http://www.cdc.gov/HealthyYouth/>

Expressing Warmth & Affection to Children

Expressing warmth and affection to children is important for a number of reasons:

- It shows children that teachers and other caregivers like them, enjoy being with them, are having fun with them, and are pleased with their efforts and accomplishments.
- It reassures and comforts children and contributes to secure relationships between children and adults.
- It provides models of positive, gentle behavior and is linked with children's ability to interact with peers.
- It leads to teachers' enjoyment of the warmth and affection of children.

Remember

- Expressions of warmth and affection are most effective in the context of an ongoing positive relationship between a child and caregiver.
- Warmth and affection can be expressed in so many different ways including smiles, laughter, voice tone, words of endearment ("I missed you," "little one"), encouragement, and many types of physical contact (a quick pat on the head, a special handshake, gentle stroking, hugging).
- It is critical to express warmth and affection to children in ways that are sensitive to their individual preferences, family and cultural background, temperament, disabilities and possible history of abuse. Some children may prefer very brief rather than lengthy touch, for example.
- Classrooms that are well organized and predictable set the stage for individualized, warm interactions with children.
- Children who are the most challenging are often those who need warmth and affection the most.

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Using Environmental Strategies to Promote Positive Social Interactions

Preplan for environmental changes and adaptations that can be made

- Planning can involve looking at several aspects of the classroom including:
 - Activities that are open and available for children
 - Classroom materials that are available
 - Composition of small groups at centers and other activities in the classroom

Examine your group composition

- Make sure children with good social skills are grouped with children with poor social skills.
- Keep children with low social skills from isolating themselves by using novel and interesting materials and encouraging children with good social skills to interact with them.

Limit the number of centers available

- If you have 10 centers available during center time and 14 children in your class, there is a good chance that only 1 or 2 children will be in a center at a time, reducing the opportunities for social interactions. Increase the likelihood of positive social interactions by limiting the number of open centers to increase the number of children at each center.
- Make sure there are enough choices for children during play time. If children are bored and not engaged, they are more likely to exhibit problem behaviors.

Keep toys and materials novel and interesting

- Rotating toys is an excellent and cost-effective means of maintaining the “newness” and novelty of materials. Simply shelving materials so they are not available for a few weeks and reintroducing them to the classroom can make them appear brand new and greatly increase the children’s interest in them.

Use toys and materials with high social value

- Replace toys and materials made for individual use (e.g., Sit and Spin, small puzzles, painting easels) with toys and materials made for cooperative use (e.g., rocking boat, giant floor puzzles, mural painting) to help increase the opportunities for positive social interactions.

Give positive attention and reinforcement to children who are playing together

- Give specific positive feedback to children who are playing nicely together and engaging in positive social interactions (e.g., “You two are doing a great job building that zoo together!”).

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Fostering Emotional Literacy in Young Children: Labeling Emotions

Points to Remember

- Children who have a strong foundation in emotional literacy are healthier, have more friends, are less impulsive, remain more focused and demonstrate greater academic achievement.
- The development of feeling words is considered to be of critical importance in a child's emotional development because it makes it possible for children to better understand their emotional experiences.
- The ability to name feelings allows children to discuss and reflect with others about their personal experiences of the world.
- The larger a child's emotional vocabulary, the finer discriminations he or she can make between feelings and the better he or she can communicate with others about his or her emotions and possible problems.
- While several underlying processes contribute to a child's ability to understand and regulate his emotions, parents and caregivers can make a meaningful difference by emphasizing emotions throughout daily routines.

Things to Do

- Label your own feelings throughout the day in front of children.
- Observe children and label their feelings as they experience them.
- Talk about feelings displayed by characters in children's books, on television or in videos.
- Allow children to feel a range of emotions, but teach them healthy ways to express them.
- Play games and sing songs involving feelings, such as "If you're happy and you know it."
- Reinforce children's efforts to express their feelings in healthy ways.

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Building Positive Teacher-Child Relationships

Positive teacher-child relationships are important because:

- They influence a child's emotional, cognitive and social development.
- They help children develop secure relationships with other adults.
- They help children develop good peer relationships.
- They help reduce the frequency of behavior problems (e.g., tantrums).
- They help children develop positive self-esteem.
- They can result in higher rates of child engagement.

When interacting with young children, remember to:

- Engage in one-to-one, face-to-face interactions.
- Get on the child's level for face-to-face interactions.
- Use a pleasant, calm voice and simple language while making eye contact.
- Provide warm, responsive physical contact.
- Follow the child's lead and interest during play.
- Help children understand classroom expectations.
- Redirect children when they engage in challenging behavior.
- Listen to children and encourage them to listen to others.
- Acknowledge children for their accomplishments and effort.

Positive teacher-child relationships include:

- Consideration of the individual needs and interaction styles of young children.
- Consideration of the children's and families' cultural, linguistic and ethnic backgrounds.

For more information on *Connections to Learning*, please contact the Delaware Department of Education or visit <http://www.doe.k12.de.us/dess/ctl/default.shtml>.

Myth Busters

With so much information about nutrition and physical activity out there, it's easy to get confused! To help you untangle fact from fiction, we've compiled a list of the most puzzling questions and given straight-forward answers to set the record straight. We hope this helps you understand the intent and scope of the DE CACFP/*Delacare* Rules and how to most easily adopt them in your child care center or home. Keep this information in mind as you make decisions on menu planning, shopping and food preparation. Also, feel free to educate parents and staff by adding this information to newsletters, presentations or bulletin boards around your facility.

Buying and Storing Myths

Do I Have to Buy Organic?

According to the U.S. Department of Agriculture, there is insufficient research on whether organically-grown food contains more or better nutrients than conventionally-grown food.¹ Therefore, when it comes to providing food for the children at your center or home, it is not necessary to buy organic. Instead, focus on conventionally-produced items that are fresh, locally-grown and free of bruises, cracks or dents.

Fresh, Frozen or Canned Fruits & Vegetables – Which is the Best Choice?

All are good! There are many ways to purchase and store fruits and vegetables, and none is considered “the best.” Frozen, canned and dried fruits or vegetables can be as nutritious as fresh produce. In some cases, when produce is frozen right after it's harvested, it can have more nutrients than when fresh. Frozen and canned options can also be cheaper than fresh fruits and vegetables. When you do choose frozen, canned or dried products, choose those without added sugars, sauces or seasonings. Buy canned fruit that is packed in its own juice, or if purchasing fruit packed in syrup, choose light syrup and be sure to drain and rinse to remove added sugars. Purchase canned vegetables that are low in sodium or say “no salt added.” Avoid cans with dents, bumps or holes to be sure that your food will be safe from bacteria that could be harmful to children.⁷

Fortified vs. Enriched vs. Whole Grain

When buying food items, consider the terms on the packaging. You may see words such as “fortified” or “enriched” on foods like dairy, cereals and juices. Any foods that are fortified have had vitamins and minerals added to them to increase their nutritional value. Foods that are enriched have been stripped of nutrients during the refining process.² Nutrients are then added in smaller amounts after the refining process. Often, these terms are used to mislead consumers, so be sure to check the nutrition label for high levels of sugar and fat. Stick to bread, cereal and flour labeled “100% whole grain” or “100% whole wheat,” which are minimally processed and naturally filled with vitamins, minerals and fiber.

Health Claims

While grocery shopping you may see products that have health claims such as “reduces cholesterol,” “calcium builds strong bones” or “may reduce the risk of some cancers.” The FDA allows companies to put these claims on their products, which link the effect of a certain food to a health condition, a disease or a function of the body.² Don't rely on these claims when purchasing products! Look at the nutrition label to get a better idea of the nutrients in the food and compare its fat and sugar content with DE CACFP/Delacare Rules.

Expiration Dates: “Use by” vs. “Sell by”

When buying, storing and using food products it is very important to look at the dates on the product, whether it be the “use-by” date or the “sell-by” date. A “use-by” date is the latest recommended date to use the product before it loses quality.³ The “sell-by” date tells the store or vendor how long to display the product for sale. You should only buy the product before this date. By sticking to these dates, you can be sure that the food is safe to eat. This is important for all foods, especially meat, dairy products and food that is canned or frozen. It is often easy to tell if food is safe to eat simply based on how it smells, looks and/or feels. Refer to the “Safe Food Storage” sheet in the “Tools” section for specific recommendations.

Nutrient Myths

All Fat is Bad

Not all fat is bad! In fact, some fats are healthy and required by your body to function properly. All humans need to eat fats to survive, but most of us are eating unhealthy fats rather than the good ones. Polyunsaturated fats and monounsaturated fats are good to eat and should be included in the daily diet.¹ They are found in foods such as nuts and fish. However, trans fats and saturated fats, which lead to overweight and other health problems, should be limited. These fats are found in animal products (e.g., bacon and sausage), fried foods (e.g., French fries and mozzarella sticks) and commercially-packaged foods (e.g., chips, pork rinds and many desserts).¹ Parents and caregivers need to make sure children are eating the right kinds of fats for brain and nervous system development. Use MyPyramid.gov to determine how much fat should be included in a child's diet.² DE CACFP/Delacare Rules require that no more than 35% of a food's calories come from fat for fried and pre-fried then baked meats, fruits and vegetables.

I've Heard Carbs Cause Weight Gain – Should We Be Limiting Them?

Carbohydrates are a key part of a healthy diet and are the main source of energy for the body. They can be divided into two categories: simple and complex carbohydrates.⁵ Complex carbohydrates are healthy options since they are digested slowly and release energy over time; examples include whole grains and vegetables. Simple carbohydrates,

found in table sugar, high fructose corn syrup, and other sugars that are added to foods and beverages should be limited since they provide little nutritional value. Frequently, foods with added sugar are high in calories but lack other important nutrients. To keep children's diets healthy, make sure they eat plenty of fruits, vegetables and whole grains, but limit foods and drinks with added sugar.

Vitamin Supplements

Taking a daily multivitamin does not replace a healthy, balanced diet. It is important to get nutrients from food, rather than pills or other supplements. Fruits and vegetables contain nutrients, such as fiber, that aren't included in multivitamins. If children are given vitamins, make sure they don't exceed the Dietary Reference Intake (DRI) for the child's age and that the bottle is kept out of reach.⁴

Feeding Kids Juice, Diet Soft Drinks and Sugar-Sweetened Beverages

Water and fat-free or 1% (low-fat) milk are the best drink options for children. Soda, sports drinks (e.g., Gatorade®), sweet teas and powdered drink mixes (e.g., Kool Aid®) usually have added sugars which can greatly increase a child's caloric intake. This can lead to overweight, obesity and tooth decay. Drinking four ounces of 100% juice per day can count as a serving of fruit or vegetable. However, fruit juice should be limited to one serving per day because it is high in fructose — a naturally occurring sugar in fruit. Other juice products, such as juice cocktails and drinks, contain added sugars and should be avoided. Regular soda should not be served, since it is also high in calories and added sugar. Although there is no evidence that artificial sweeteners in diet drinks cause harm to children, they should also be limited so they don't take the place of healthier drinks, such as water and milk.⁴ Water is most effective for quenching thirst and should be available to children at all times. It represents a "second-best" choice for children during meals and snacks, after fat-free or 1% (low-fat) milk.

Other Myths

Children Should Finish All of the Food on Their Plate

Forcing a child to "clean his plate" is **never recommended**. Doing so encourages children to ignore their own hunger cues and feelings of fullness. Children will naturally eat until they are full and stop when they are no longer hungry. Forcing a child to eat more than he wants can lead to overweight. It is best to offer children small, age-appropriate servings to start and allow them to ask for more if they are still hungry. This helps to reduce overeating and wasting of food.

Child Care Providers are Responsible for Making Sure Children Eat Enough

No, you're not! Child care providers are responsible for providing healthy options during meal and snack times. Children are responsible for deciding what and how much to eat. Caregivers can help a child make smart choices by offering healthy foods, encouraging children to try new foods, and teaching children how to recognize their own hunger and fullness cues. Children's bodies are designed to eat when they need to and will consume more on some days and less on others. Don't worry whether or not they're getting "enough" to eat. Many children are actually overfed, but you can change this by supporting their decisions on what and how much to eat.⁶

If Children Don't Like a Food the First Time, They Will Never Like It

Taste buds develop over the course of a lifetime, so it is important to keep introducing children to healthy foods. Although children may not like a food the first time they try it, after several times they may acquire a taste for it. Provide multiple opportunities for a child to try a new, healthy food to increase the chances that he will enjoy it. It may take 5 – 20 tries for a child to determine whether he likes the food or not. Remember not to force a child to try something new, but to let him discover the food on his own, praise his exploration of new foods and let him see you eating healthy foods happily.⁴

Exercise Should Occur During One Time Period in the Day

The National Association for Sport and Physical Education (NASPE) recommends that toddlers engage in at least 30 minutes of structured physical activity and at least 60 minutes — and up to several hours — per day of unstructured physical activity. Preschoolers should engage in 60 minutes of structured physical activity and at least 60 minutes — and up to several hours — per day of unstructured physical activity.⁸ This can take place at one time or be divided up throughout the day in blocks of ten minutes or more. This is a great approach to physical activity for young children with short attention spans and can be used with other learning areas and during transition times. Physical activity doesn't have to take place in the form of structured activities like sports, but can come from activities such as playing on a playground or building a snowman. Try to add variety to children's physical activity routines by offering a range of activities throughout the week and encouraging different types of play.⁹

¹ Alternative Farming Systems Information Center. "Should I Purchase Organic Foods?" U.S. Department of Agriculture. <http://www.nal.usda.gov/afsic/pubs/faq/BuyOrganicFoodsIntro.shtml>. Accessed July 1, 2010.

² Planning Healthy Meals. Connecticut State Department of Education. http://www.sde.ct.gov/sde/LIB/sde/pdf/deps/nutrition/CACFP/Healthy_Meals.pdf. Accessed June 15, 2010.

³ Food Labeling and Food Product Dating. Food Safety and Inspection Service. http://www.fsis.usda.gov/factsheets/food_product_dating/index.asp. Accessed June 15, 2010.

⁴ Serrano E, Parra D, Nickols-Richardson S. Healthy Eating For Children Ages 2 Through 5 Years Old: A Guide for Parents and Childcare Providers; <http://pubs.ext.vt.edu/348/348-150/348-150.html>. Accessed June 16, 2010. Last updated May 1, 2009.

⁵ 3 Biggest Kid Nutrition Myths. <http://www.parenting.com/article/Baby/Recipes--Nutrition-For-Children/3-Biggest-Kid-Nutrition-Myths>. Accessed June 16, 2010.

⁶ Oickle D. Common Myths of Children's Nutrition. <http://www.healthunit.org/nutrition/lifecycle/toddler/commonmyths.htm>. Accessed June 16, 2010.

⁷ Fruits and Veggies More Matters. About The Buzz: Frozen and Canned Fruits and Vegetables vs. Fresh. http://www.fruitsandveggiesmorematters.org/?page_id_4173. Accessed July 1, 2010.

⁸ National Association for Sport and Physical Education. Standards and Position Statement. http://www.aahperd.org/naspe/standards_nationalGuidelines/ActiveStart.cfm. Accessed July 2, 2010.

⁹ Nemours. Best Practices for Physical Activity, 2009. <http://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/paguidelines.pdf>. Accessed July 1, 2010.

Delaware Farmers' Markets

Bethany Beach Farmers' Market

Location: PNC Bank (parking lot) @ Garfield Pkwy & PA Ave.; Bethany Beach, Delaware 19930

Days & Hours of Operation: Sundays 8 a.m. - Noon;
May - September

Phone: (302) 537-5243

Website: www.bethanybeachfarmersmarket.com/

Carousel Park Farmers' Market

Location: Carousel Park Equestrian Center
3700 Limestone Road, Wilmington, Delaware 19808

Days & Hours of Operation: Fridays 2 p.m. - 6 p.m.;
June - September

Phone: (302) 239-5182

Co-op Farmers' Market

Location: Newark Natural Foods Co-Op
280 East Main Street, Newark, Delaware 19711

Days & Hours of Operation: Sundays 10 a.m. - 2 p.m.;
May - November

Phone: (302) 368-5894

Delaware State University Farmers' Market

Location: DSU Administration Bldg. (parking lot)
Dover, Delaware 19901

Days & Hours of Operation: Saturdays 10 a.m. - 2 p.m.;
May - September

Phone: (302) 857-7392

Fenwick Island Farmers' Market

Location: Coastal Hwy. & E. Essex St. (vacant lot)
Fenwick Island, Delaware 19944

Days & Hours of Operation: Mondays & Fridays
8 a.m. - Noon; June - September

Phone: (302) 436-5589

Website: www.fenwickislandfarmersmarket.com/

Georgetown Farmers' Market

Location: Sports at the Beach
22518 Lewes Georgetown Highway (Route 9)
Georgetown, Delaware 19947

Days & Hours of Operation: Fridays 3 p.m. - 6 p.m.;
May - September

Phone: (302) 249-7878

Legislative Mall Farmers' Market

Location: Legislative Avenue, Dover, Delaware 19901

Days & Hours of Operation: Wednesdays 10 a.m.-1 p.m.;
June - August

Phone: (302) 744-1011

Historic Lewes Farmers' Market

#1: Lewes Historical Society Complex
110 Shipcarpenter Street
Lewes, Delaware 19958

#2: Richard A. Shields Elementary School (parking lot):
910 Shields Avenue

Lewes, Delaware 19958

Days & Hours of Operation: Saturdays 8 a.m. - Noon;
May - October

Phone: (302) 644-1436

Website: www.historiclewesfarmersmarket.org/

Downtown Milford Farmers' Market

Location: North Walnut Street at Riverwalk Park
Milford, Delaware 19963

Days & Hours of Operation: Saturdays 9 a.m. - 1 p.m.;
May - October

Phone: (302) 839-1180

Website:

www.downtownmilford.org/farmers_market_vendors.html

Rehoboth Beach Farmers' Market

Location: Grove Park, Rehoboth Beach, Delaware 19971

Days & Hours of Operation: Tuesdays Noon - 4 p.m.;
May - October

Phone: (302) 249-7878

Website: www.rbfarmersmarket.com/

Western Sussex Farmers' Market

Location: Western Sussex Boys & Girls Club
(parking lot), 310 Virginia Avenue
Seaford, Delaware 19973

Days & Hours of Operation: Saturdays 8:30 a.m. - Noon;
July - August

Phone: (302) 629-2686

Wilmington Farmers' Market at Rodney Square

Location: Rodney Square, East 9th & 11th Streets
Wilmington, Delaware 19899

Days & Hours of Operation: Wednesdays 10 a.m.-2 p.m.;
May - October

Phone: (302) 425-0196

Website: www.downtownvisions.org/farmers-market

Wilmington Hospital Campus Farmers' Market

Sponsored by Christiana Care

Location: Wilmington Hospital
501 W. 14th Street, Wilmington, Delaware 19801

Days & Hours of Operation: Mondays & Thursdays
10 a.m. - 2 p.m.; June - August

Phone: (302) 428-6524

This list was accurate as of August 14, 2010.

Healthy Celebrations Guide

Holidays and celebrations are exciting and special moments in children's lives! Child care providers and families can start children's health habits off right by celebrating events in a healthy way. As children grow, they begin to learn the significance of celebrations and holidays. You can support this by teaching them that holidays are about more than food! The earlier children learn to celebrate in a healthy way, the easier it is to convince them that healthy celebrations can be fun. Older children may be more skeptical of changes to celebrations, so make changes slowly and explain to them why celebrating in a healthy way is important. Here are some suggestions for providers, staff and families on planning a fun and healthy celebration.

General Tips for Child Care Providers and Staff

- For general classroom celebrations, create a sign-up sheet that includes only approved and healthy foods. Parents can sign up for specific contributions.
- Distribute your holiday and celebration policy prior to each event as a reminder.
- Celebrate in new ways, such as with a pajama party or “read-a-thon.”
- Limit sugar consumption by allowing only one sweet treat with other healthier options, if you allow one at all.
- Provide recipes for healthy versions of favorite foods.

Suggestions for Healthy Celebration Foods

- Fruit smoothies (blend fresh or frozen fruit, fat-free yogurt and fat-free milk)
- Birthday kabobs (use a straw instead of a sharp stick) with any kind of fruit
- Mini-cupcakes or mini-muffins (decreasing portion size is good, too!)
- Small oatmeal cookies or whole grain fig cookies
- Prepare your child’s favorite dish (in a healthy way) and bring snack-size portions for the class
- 100% fruit juice freezer pops
- Fruit pizzas using whole grain tortillas topped with low-fat whipped cream and fruit
- Make ice cream cone cakes: fill ice cream cones with pudding (made with fat-free milk) and decorate with sprinkles
- Make-your-own pizzas using whole grain English muffins and veggie toppings

Sample Policies for Healthy Celebrations

Program and staff: At [*name of center of home*], we support healthy nutrition for children during celebrations by:

- Offering healthy snacks (e.g., fruits, vegetables, smoothies, pretzels, yogurt) instead of high-fat and high-sugar snacks (e.g., cupcakes, cake, candy, soda).
- Celebrating birthdays and holidays with creative activities that promote learning and physical activity (e.g., scavenger hunts, arts and crafts projects, trips to local playground or park, etc.) instead of with food.
- Honoring children on their birthdays with special privileges (e.g., being teacher's helper, choosing activities, extra recess, etc.) instead of with food.

Families: Providing good nutrition for your child, even on special occasions, is a partnership. At [*name of center or home*], we ask for your support by:

- Ensuring that any foods you bring in are in compliance with DE CACFP/*Delacare* Rules.
- Acceptable foods include fruits, vegetables, 100% fruit juice, whole grain crackers and cheese, pretzels, low-fat pudding, trail mix, low-fat mini muffins, and other healthy options.
- Non-acceptable foods include cupcakes, brownies, cookies, donuts, chips, pizza, candy, soda, sports drinks, etc.

Suggestions for Celebration Foods That Meet DE CACFP/Delacare Rules:

8 THROUGH 11 MONTHS	1 THROUGH 5 YEARS	6 THROUGH 12 YEARS
<ul style="list-style-type: none"> • Puréed or soft fruits and vegetables cut into 1/4” cubes • Whole grain crackers • Shredded or cubed 1/4” natural cheese • Water, formula or breast milk 	<ul style="list-style-type: none"> • Fresh, frozen or canned fruits and vegetables cut into small pieces • Whole grain or graham crackers • Cheese cubes or string cheese • Low-fat or fat-free yogurt • Water or milk (following age recommendations) 	<ul style="list-style-type: none"> • Fresh, frozen or canned fruits and vegetables • Whole grain or graham crackers • Low-fat cheese cubes or string cheese • Low-fat or fat-free yogurt • Water, 1% (low-fat) or fat-free milk, 100% juice

Ideas for Healthy Celebrations

- Make activities, not food, the main focus of the party
- Allow children to help plan activities and a healthy menu to complement the celebration
- Serve healthy foods that are the holiday’s traditional colors (e.g., serve cantaloupe, pumpernickel bread and low-fat cheddar cheese balls at a Halloween party)
- Decorate using fun holiday centerpieces made out of fruits and vegetables
- Pass out party favors that promote physical activity (e.g., jump ropes, balls or Frisbees®)
- Plan parties at locations that encourage physical activity such as a local park, pool or playground
- Plan one monthly birthday party to celebrate all the birthdays in a month instead of holding a separate celebration for each child
- Honor the birthday boy or girl with treats other than food, such as allowing them to choose or lead a game at playtime or letting them wear a special crown, sash or badge on their birthday
- Allow children to bring in items from home to share with the class on their birthdays or have children bring in something to share related to a holiday
- Let children choose a favorite book to read to the class or a favorite physical activity
- Take a field trip or walk to a fun new destination
- Host a treasure hunt around the center, playground or neighborhood

Healthy Fundraising Guide

Fundraising is a necessary activity for many child care centers and homes to help support quality programming. Most organizations are accustomed to selling unhealthy food to raise money. But there are many other healthy, easy, fun and profitable options to choose from! If your center or home participates in fundraising, choose to support healthy choices by selling non-food items or foods that meet the DE CACFP/*Delacare* Rules.

Why are junk food sales not recommended?

Child care providers and staff have a responsibility to promote and support healthy behaviors. While you may teach children about the benefits of healthy eating, and serve nutritious meals and snacks, using unhealthy foods as fundraising items sends a confusing message and makes it harder for children and families to make healthy choices.

Will we make any money if we sell only non-food items?

Many factors will affect the profitability of your fundraiser and should be considered when deciding on the best items to sell or events to organize. Some of these include: cost of product, community involvement, time of year/weather, and the amount of effort required by the staff, families and children at your center or home. Many organizations throughout the country have moved toward “healthy” fundraising options and have maintained positive profit margins.

Sample Policy Statements:

While creating center-level policies on fundraising isn’t always required, they do help staff and parents understand the importance of a “rule.” Consider these sample policies:

1. Our center/home chooses fundraising activities that promote non-food items and/or physical activity. We do not participate in fundraisers that involve unhealthy foods or beverages.
2. If our center/home has fundraising activities that involve food and/or beverages, we permit only foods that meet DE CACFP/*Delacare* Rules.

RECOMMENDED FUNDRAISERS	NOT RECOMMENDED FUNDRAISERS
<ul style="list-style-type: none">• Physical activity events or competitions• Health fairs• Contests• Workshops/classes• Door-to-door sales of non-food items or food items meeting the DE CACFP/<i>Delacare</i> Rules• Web sales of non-food items or food items meeting the DE CACFP/<i>Delacare</i> Rules• Organization-related promotional items• Gift cards to non-food related stores	<ul style="list-style-type: none">• Sales of foods high in fat, sugar and calories (e.g., candy, cookies, cookie dough, donuts/pastries, cakes, cupcakes, pizza, etc.)

Fundraising Ideas¹

THINGS TO DO	THINGS TO SELL
<ul style="list-style-type: none"> • Auction • Walk-a-thon, bike-a-thon or skate-a-thon • Family golf tournament or basketball game • Magic show • Talent show • Workshop/class • Raffle • Art contest • Car wash • Gift wrapping event • Carnival/fair (healthy items only) • Spelling bee • Treasure hunt • Recycle-a-thon • Family portraits • Community dance • Read-a-thon • Game show • Job swap • Penny drive 	<ul style="list-style-type: none"> • Balloons • Flowers/plants/seeds/bulbs • Bath accessories • Candles • Sports equipment • Cookbooks • Coupon books • Books/calendars • Reusable grocery bags • Magazine subscriptions • Your time/energy • Gift wrap/boxes/bags • Stationery/cards • Seats at sporting events • Tupperware • Healthy foods – bottled water, fruit, spices • Hats/jewelry/accessories • Christmas ornaments/holiday decorations • Mugs • Customized apparel

¹ Healthy Fundraising. <http://www.nojunkfood.org>. Accessed August 11, 2010.

Helpful Websites

- **Center for Science in the Public Interest (CSPI)** *Sweet Deals: School Fundraising Can Be Healthy and Profitable*: Offers alternatives, myths and realities of using foods for fundraising. www.cspinet.org/schoolfundraising.pdf
- **Association for International Cancer Research**: Ways to raise money using activities. <http://www.aicr.org.uk/Ideas.stm>
- **Cash Savings Cards**: Credit cards with the organization's logo on the front and 12–15 local merchants who provide discounts for use on the back. <http://www.cashsavingscard.com/>
- **Chico Bags**: Reusable bags in all shapes and sizes available to be sold by organizations as a way to raise money and increase awareness about the importance of “going green.” <http://www.chicobag.com/>

Websites for Healthy Recipes

American Dietetic Association: <http://www.eatright.org/Public/content.aspx?id=206>

American Institute for Cancer Research:
http://www.aicr.org/site/PageServer?pagename_reduce_diet_recipes_test_kitchen

Children's Hospital of Philadelphia:
<http://www.chop.edu/service/healthy-weight-program/cookbook-of-healthy-recipes.html>

Cooking Light: <http://www.cookinglight.com/>

Eating Well: http://www.eatingwell.com/recipes_menus/collections/healthy_eating_kids

Epicurious: <http://www.epicurious.com/recipesmenus/>

Food Network: <http://www.foodnetwork.com/healthy-eating/index.html>

Fruits & Veggies More Matters: http://www.fruitsandveggiesmorematters.org/?page_id=10

Healthy Recipes for Kids: <http://www.healthy-recipes-for-kids.com/>

HHS.gov Small Steps: <http://www.smallstep.gov/eb/recipes.html>

iVillage: <http://www.ivillage.com/food>

KidsHealth from Nemours: <http://kidshealth.org/kid/recipes/index.html>

Mayo Clinic: <http://www.mayoclinic.com/health/healthy-recipes/recipeindex>

National Heart, Lung and Blood Institute:
http://www.nhlbi.nih.gov/health/public/heart/other/ktb_recipebk/ktb_recipebk.pdf

Parenting: <http://www.parenting.com/recipes/>

Recipe Finder: <http://healthymeals.nal.usda.gov/schoolmeals/Recipes/recipefinder.php>

Spark People: <http://www.sparkrecipes.com/>

Spatula: <http://www.spatulatta.com/>

The Taste Buddies: http://www.thetastebuddies.org/?location_id=212

U.S. Department of Health and Human Services:
<http://www.health.gov/dietaryguidelines/dga2005/healthieryou/html/recipes.html>

USDA Recipes and Menu Planning:
http://healthymeals.nal.usda.gov/nal_display/index.php?info_center=14&tax_level=2&tax_subject=230&topic_id=1191

WebMD: <http://www.webmd.com/food-recipes/guide/health-cooking-recipes>

Posters Promoting Nutrition & Physical Activity

Posters are great for providing information and decorating a classroom or household! Check out these websites for posters that educate children on nutrition.

Free Posters

The USDA Resource Library has more than 80 websites and companies that have posters about nutrition:
http://healthymeals.nal.usda.gov/schoolmeals/Resource_Cafe/Resource_SetSearch.php?Audience=&Form at=&TN=0&State=&PubDate=&Language=&KW=Posters&Sortby=PubDate

The USDA's Team Nutrition has some great free posters, click on the PDF files for the samples.
http://snap.nal.usda.gov/foodstamp/resource_finder_details.php?id=63

Infinite Wellness Solutions provides free informational posters as well as motivational quotes.
<http://www.infinitemwellnessolutions.com/esposters.html>

The Nutrition Education Store provides free posters and resources for conferences or meetings.
<http://www.nutritioneducationstore.com/pages/poster.html>

The University of Nebraska Lincoln provides free posters with information on nutrition, food safety and even hand washing. <http://lancaster.unl.edu/food/resources.shtml#nutrition>

MyPyramid provides free posters that are organized by age group.
http://www.mypyramid.gov/tips_resources/printmaterials.html

Nutrition Explorations has great free posters for elementary-aged students.
<http://www.nutritionexplorations.org/catalog/elementary.asp>

Posters for Purchase

Learning Zone Express has a section of posters about nutrition for early childhood.
<http://www.learningzonexpress.com/search.php?runsearch=true&subject=1040&audience=6&mediatype=2&x=48&y=31>

All Posters has over 60 nutrition-related posters for sale.
http://www.allposters.com/-st/Nutrition-Posters_c79654_.htm

The Nutrition Education store has over 65 posters about topics like basic nutrition, physical activity, and fruits and vegetables.
<http://www.nutritioneducationstore.com/catalog/Posters-1-1.html>

Kaplan Toys has posters that come in packages of four or more, and are great educational tools.
<http://www.kaplantoy.com/store/trans/productDetailForm.asp?CatID=0%7C0%7C0&PID=88804>

Café Press has posters with funny yet educational messages. <http://www.cafepress.com/+Nutrition+posters>

Healthychild.net provides great mini-posters and parent information about keeping children healthy. <http://www.healthychild.net/hiponhealth.html>

Networking & Learning Opportunities for Child Care Providers & Staff

General information for child care providers is available on the Delaware Office of Child Care Licensing (OCCL) website (http://kids.delaware.gov/occl/occl_providers.shtml). This site includes information on training opportunities and professional development, center rules and regulations, position qualification process for staff, resource centers, professional organizations, support groups and more. This handout provides additional resources and information sources of interest to child care providers.

Food Service

- **National Food Service Management Institute:**
Visit <http://www.nfsmi.org/Default.aspx>

Training

- A training calendar/newsletter titled *Provider Pursuits*, which outlines training opportunities and resources for professional development, is published four times a year. *Provider Pursuits* is mailed to all licensed providers statewide. Please call the Delaware Institute for Excellence in Early Childhood at (302) 831-3239 to receive the latest issue of *Provider Pursuits*.
- **The Delaware Institute for Excellence in Early Childhood (DIEEC)** at the University of Delaware provides resources and information (including training opportunities) for those who care for, who care about, and who teach children and support their families. All professional development is also conducted through the Delaware Institute for Excellence in Early Childhood: <http://www.dieec.udel.edu/>.
- **Additional training resources:**
 - The **T.E.A.C.H. Early Childhood® Project** provides scholarships for individuals who wish to become a Child Development Associate (CDA) and for coursework leading toward an Associate Degree in Early Childhood. For more information, please visit the **Delaware Association for the Education of Young Children** website: <http://www.daeyc.org/teach.html>
 - **Training for Early Care and Education (TECE):**
http://www.doe.k12.de.us/infosuites/students_family/delfirst/files/TECE%20Desc.pdf
 - **The Center of Excellence for Training & Research Translation** at the University of North Carolina, Nutrition & Physical Activity Self-Assessment in Child Care (NAP SACC) Online Training Module: <http://www.center-trt.org/index.cfm?fa=webtraining.napsacc>

Professional Organizations and Support Groups

- **National Association for the Education of Young Children (NAEYC):**
Visit <http://www.naeyc.org/>
- **Delaware Association for the Education of Young Children (DAEYC):**
Visit www.daeyc.org or e-mail info.daeyc@comcast.net
- **Nursery-Kindergarten Association of Delaware (NKAD):**
Visit <http://www.nkad.org/> or e-mail membership@nkad.org
- For more information on professional organizations and support groups, please visit the “Provider” section of the Children & Families First website:
<http://www.familyandworkplace.org/providers/provider.welcome.asp> or call (302) 479-1676.

Grants, Funding Sources and Additional Resources

- **Child Care Capacity-Building Grants:**
Contact Evelyn Keating, (302) 831-6522 or Martha Buell, (302) 831-6032.
- **Delaware Technical & Community College Child Development Center:**
Seashore Hwy, Georgetown, DE 19947, (302) 855-1649
- **University of Delaware Cooperative Extension resources for child care providers including research, key agencies and advocacy:**
<http://ag.udel.edu/extension/fam/professionalresources/index.htm>.

For county-specific information on workshops and classes, please visit:

- New Castle County: <http://ag.udel.edu/extension/ncc/nccindex.php>
- Kent: <http://ag.udel.edu/extension/kent/index.php>
- Sussex: <http://ag.udel.edu/rec/>

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