



Learning Session 2: What is Our Role in Making Healthy Changes?

Early Childhood Health Promotion
and Obesity Prevention

National Early Care and Education
Learning Collaboratives (ECELC)
Project



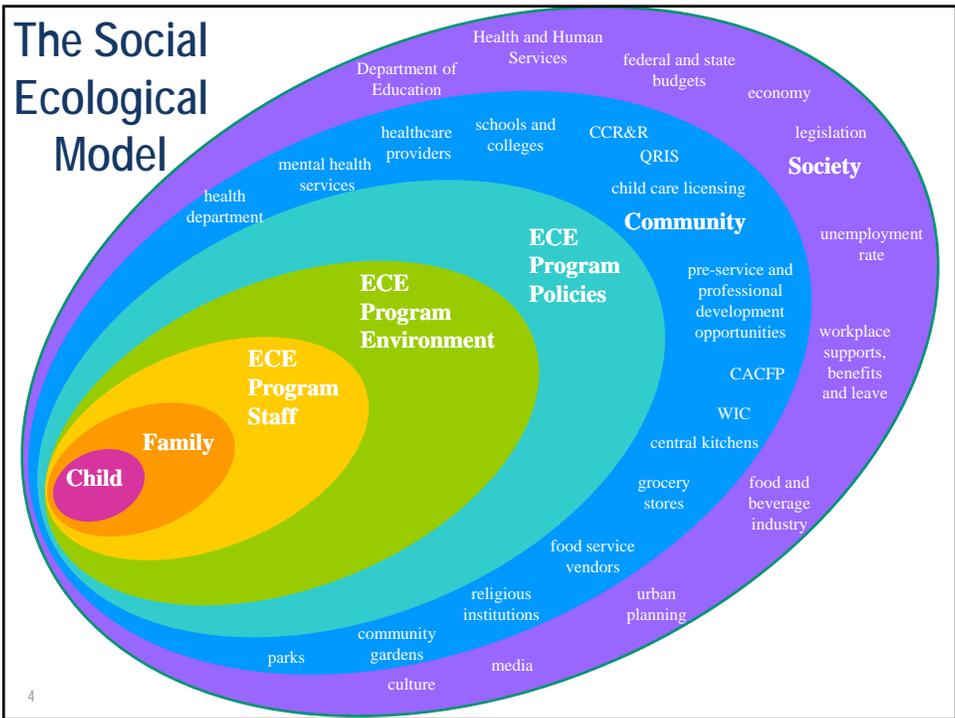
Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (1U58DP004102-01) to support states/localities in launching early care and education learning collaboratives focused on childhood obesity prevention. The views expressed in written materials or publications, or by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

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- **Gretchen Swanson Center for Nutrition**
 - For the evaluation component of this national effort





Healthy Environments

- **Eating environment**
 - Provide visuals, use materials, serve food, and role model healthy choices and eating habits
- **Classroom and outdoor environment**
 - Create a safe and open space for children to move around
- **Breastfeeding environment**
 - Provide a quiet and relaxing space for breastfeeding mothers to use when at the center
- **Teaching/Activity environment**
 - Build nutrition and physical activity education in to the existing curriculum
- **Home environment**
 - Use parent newsletters to encourage parents to adopt healthy habits that are taught in the classroom

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Creating a Healthy Eating Environment

- **Family-style dining is considered best practice**
 - Enjoy each other at meal time
 - Offer healthy choices: fruits and/or vegetables, whole grains, and lean protein at every meal
 - Offer age-appropriate portion sizes and serving utensils consistent with CACFP guidelines
 - Respond to hunger and feeding cues so children recognize them
 - Role model at meal time



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Creating a Healthy Eating Environment

Infants:

- Support breastfeeding moms with access to a private space to feed or pump
- Encourage and support the feeding of expressed breast milk
- Gently introduce solid foods, in collaboration with family, around 6 months of age
- Feed infants on demand rather than on a fixed schedule so they learn to eat when they are hungry



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Division of Responsibility in Feeding

- **Who is responsible, the *child* or the provider?**
 1. Who decides **what** food will be served?
 2. Who decides **when** food will be served?
 3. Who decides **where** the food will be served?
 4. Who decides **how much** food will be eaten?
 5. Who decides **whether** or not a food is eaten?

- **Who is responsible, the *infant* or the provider?**
 6. Who decides **what** food will be served?
 7. Who decides **when**, **where**, **how much**, and **whether** food is eaten?



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Teaching and Activity Environment – Lesson Planning

- **Literacy:** Use books on healthy foods that introduce healthy foods and model healthy eating habits
- **Math:** Count fruits and vegetables, sort foods by color or shape
- **Science:** Explore healthy food through senses (i.e. watch the growth of a potato, plant vegetables in a garden)
- **Art:** Have children use their imagination and draw pictures



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Physical Activity Break



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Part B:
Best
Practices
for Healthy
Eating

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ABC's of a **H**ealthy **M**e

Active play

Breastfeeding

Cut down on screen time

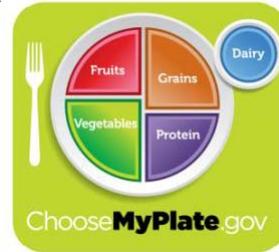
Drink milk and water

Eat healthy foods

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Considerations for Healthy Eating

- **Food groups**
- **Healthier options within food group**
 - Example: whole grains vs. refined grains; low-fat dairy vs. full-fat dairy
- **Variety within food group**
 - Example: rotate protein source with beans, fish, poultry, red meat, etc.
- **How much (portion size)**
- **How often (over the course of a week)**
- **How it is prepared**
 - Example: baked vs. fried



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Background Information

- **Dietary Guidelines for Americans**
 - Updated every 5 years, last updated in 2010
 - Developed for individuals age 2 and older
 - Provides advice on how to maintain a healthy weight, reduce chronic disease, and maintain overall good health
- **Child and Adult Care Food Program (CACFP)**
 - Used in ECE settings
 - Provides guidance for meal patterns and serving sizes
 - Current guidelines are based on nutrition information from 1989
 - New recommendations should be released soon and will align with the most recent Dietary Guidelines for Americans



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Current CACFP Meal Components

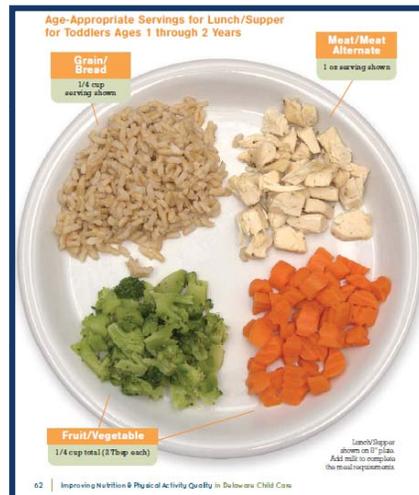
- **Milk (fluid)**
- **Fruits and vegetables**
- **Breads and grains**
 - Rice
 - Bread
 - Pasta
- **Meat and meat alternatives**
 - Meat (example: chicken, turkey, fish, beef, etc.)
 - Eggs
 - Cheese
 - Beans
 - Yogurt
 - Nuts and nut butters



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Serving Sizes

- **Use CACFP recommended serving for each age group**
- **If children are still hungry, allow them more food:**
 - Encourage them to check in with their tummy (hunger cues)
 - Encourage fruits and vegetables first
- **Serving sizes are a minimum, not maximum**



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Top 5 Reasons Why Parents Give In When Kids Ask for Sugar – Dr. Wei

1. Parental guilt

- Saying “no” to sugary foods/beverages is important for kids’ health

2. Lack of limits

- Sugar consumption quickly adds up throughout a day
- Teaching kids limits can help them learn healthier eating habits

3. Lack of awareness of sugar content

- Juices, flavored milk, pouched drinks, soda, and sports drinks contain excessive amounts of sugar

4. Overwhelming strategic marketing and advertisement

- Read the nutrition facts label, *not* statements on the front of the product before buying

5. Our perception that we need to make our children “happy”

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Hidden Sugars

HOW MUCH CANDY IS YOUR CHILD DRINKING?

Added sugar intake for children should be limited to 3-4 teaspoons for 4-8 year olds, and 5-8 teaspoons for 8-16 year olds, daily. However, most American children have far more than this every day, and often just in one drink!

These comparisons to solid foods will show you just how much secret candy, a.k.a sugar, is being sucked through that straw!

www.ahealthierwei.com

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CHOCOLATE MILK
ONE 8 OZ GLASS



25 - 29 GRAMS OF SUGAR

7.25 TEASPOONS

OR

1 SNICKERS BAR



JUICE
ONE 8 OZ GLASS



27 GRAMS OF SUGAR

6.75 TEASPOONS

OR

1 FUDGE BROWNIE



CAPRI-SUN
ONE 4 OZ POUCH



16 GRAMS OF SUGAR

4 TEASPOONS

OR

5 THIN MINT GIRL SCOUT COOKIES



COKE
ONE 12 OZ CAN



39 GRAMS OF SUGAR

9.75 TEASPOONS

OR

1.5 SCOOPS OF BAKED BROWNIE ICE CREAM



COKE
ONE 16 OZ BOTTLE



45 GRAMS OF SUGAR

12.25 TEASPOONS

OR

2.6 SCOOPS OF BAKED BROWNIE ICE CREAM



100% SO BEVERAGE



47 GRAMS OF SUGAR

14.75 TEASPOONS

OR

2.5 CUPCAKES



VITAMIN WATER
ONE 16 OZ BOTTLE



33 GRAMS OF SUGAR

8.25 TEASPOONS

OR

9.4 OREO COOKIES



REMMONDS
FRUIT FLAVORED



14 GRAMS OF SUGAR

3.5 TEASPOONS OF SUGAR

OR

2 NEWMAN-OS



REMMONDS
MILK FLAVORED



18 GRAMS OF SUGAR

4.5 TEASPOONS OF SUGAR

OR

2.5 OREO COOKIES



REMMONDS
SWEETENED



18 GRAMS OF SUGAR

4.5 TEASPOONS OF SUGAR

OR

1.5 POPSICLES



STANLEY
FRUIT FLAVORED



44 GRAMS OF SUGAR

11.5 TEASPOONS OF SUGAR

OR

11.5 POWDERED SUGAR DONUTETS



RED BULL



27 GRAMS OF SUGAR

6.75 TEASPOONS OF SUGAR

OR

2.6 KREME DONUTS



SOBEY



23 GRAMS OF SUGAR

5.75 TEASPOONS OF SUGAR

OR

2.5 - 3 CHOCOLATE FROSTED DONUTS



SPRINGER



21 GRAMS OF SUGAR

5.25 TEASPOONS OF SUGAR

OR

1 BURNING SUN & JERRY'S COBBLE ORIGIN ICE CREAM



SUNSHINE
FRUIT FLAVORED



27 GRAMS OF SUGAR

6.75 TEASPOONS OF SUGAR

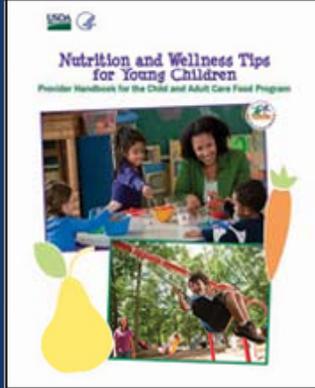
OR

2.6 POPSICLES



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CACFP Handbook



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Physical Activity Break



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Testing
Your
Knowledge

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Nemours Best Practices for Healthy Eating



Best Practices for Healthy Eating

Nemours.
For Organizations Serving Children and Youth
A CHILDREN'S HEALTH SYSTEM

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Test Your Knowledge

- **What type(s) of beverage should be served to infants age birth to 7 months?**
 - a) Whole milk
 - b) Fat-free (skim) milk
 - c) 1% (low-fat) milk
 - d) Breast milk or formula
 - e) Both b and c
- **What type(s) of milk should be served to children 12 through 23 months of age?**
 - a) Whole milk
 - b) 2% (reduced-fat) milk
 - c) Fat-free (skim) milk
 - d) 1% (low-fat) milk
 - e) Any of the above

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Test Your Knowledge

- **What type(s) of milk should be served to children 2 years and older?**
 - a) Whole milk
 - b) 2% (reduced fat) milk
 - c) Fat-free (skim) milk
 - d) 1% (low-fat) milk
 - e) Either c or d
- **Children should receive no more than 1 serving per day (4-6 ounces) of what type(s) of juice?**
 - a) 100% fruit & vegetable juice
 - b) Juice cocktail
 - c) Juice drink
 - d) Any of the above

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Test Your Knowledge

- **Children should never be served sugar sweetened beverages. These include:**
 - a) Soda
 - b) Non-100% juice drinks
 - c) Sports drinks
 - d) Energy drinks
 - e) Lemonade
 - f) All of the above
- **Fried or pre-fried foods should be served:**
 - a) Once a month or never
 - b) Once every two weeks
 - c) Once a week
 - d) Daily



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Test Your Knowledge

- **What is the best type of cheese to serve?**
 - a) Real cheese
 - b) Cheese food
 - c) Cheese product
 - d) Low-fat or fat-free real cheese
- **Cereals should contain no more than ___ grams of sugar per serving.**
 - a) 5
 - b) 6
 - c) 8
 - d) 10



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Test Your Knowledge

- **How often should whole grains be served?**
 - a) Once per day
 - b) Twice per day
 - c) Half of grains should be whole grains
 - d) All grains should be whole grain
- **Drinking water should be:**
 - a) Visible
 - b) Available for self-serve
 - c) Outside and inside
 - d) All of the above



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Test Your Knowledge

- **Programs can serve fruits & vegetables that are:**
 - a) Fresh
 - b) Frozen
 - c) Canned
 - d) All of the above
- **Fruits & vegetables should *always* be prepared with added:**
 - a) Meat fat (lard)
 - b) Butter or margarine
 - c) Salt or sugar
 - d) None of the above



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Physical Activity Break



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Facilitating Change in Your Program: LS2 Action Period



- **Facilitated by the program Leadership Team**
 - Training for program staff
 - Mini-version of the Learning Session that the Leadership Team attended

- **Opportunity to:**
 - Complete Action Tasks related to making healthy change
 - Use the five areas of improvement identified from the *Go NAP SACC* results to create your Pilot Action Plan

- **Trainers provide technical assistance (TA)**

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LS2 Action Period



- Identify 1-2 areas to improve for the program's Pilot Action Plan
- Create a storyboard demonstrating what area the program improved and how it was accomplished
- Bring all Action Period materials back to LS3
 - *Pilot Action Plan: Planning for Healthy Change Worksheet*
 - Storyboard

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Creating a Storyboard



- **Programs will express their story of change by:**
 - Describing what change(s) were made and how they did it
 - Sharing who was involved in the process
 - Explaining accomplishments and challenges faced
 - Sharing photos of the implementation process
 - Describing how participants reacted to the change(s)
 - Outlining any program policies that were updated as a result
 - Explaining the next steps they will take to sustain the change(s)

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Discussion:

Are you ready for family-style dining?

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Family-Style Dining



Family-Style Dining with 2 Year Olds

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Starting Family-Style Dining



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Characteristics of Family-Style Dining

- Children help set the table
- Child-size tables, utensils, and serving dishes are utilized
- Food is passed in small containers
- Beverages are served in small pitchers
- Children serve themselves
- Adults sit at the table with children and role model by eating the same foods
- Children engage in conversation



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Tools for Family-Style Dining

- **Plastic wide lip bowls and platters**
- **Measuring cups or short handled hard plastic serving spoons**
- **Age and developmentally appropriate:**
 - Cups
 - Small pitchers
 - Plates
 - Spoons
 - Plastic tongs
- **Cleanup supplies**



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Child Size Equipment

- **Developmentally appropriate equipment allows children to:**
 - Develop and enhance fine motor skills to grasp, hold, and manipulate small objects and tools
 - Improve hand-eye coordination skills



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Provider's Role in Family-Style Dining

- **Display appropriate dining manners**
- **Make each moment a teachable moment**
 - Help expand children's language skills
- **Educate and integrate**
 - Educate children on the various foods and proper ways to eat and serve
 - Integrate the information learned into your every day activities



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Feeding Phrases

- **Phrases that hinder:**
 - “You have to eat that.”
 - “Do not leave the table until everything is finished.”
 - “Carli, look at Maria. She ate all of her bananas and you did not.”
 - “You may not have seconds, we don't have enough to give them to everyone.”
 - “I'm going to tell your mom you weren't a good eater today at school.”



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Feeding Phrases

- **Phrases that help:**
 - “These radishes are crunchy!” What other vegetable is crunchy?
 - “This is a kiwi. It is sweet. What fruits do you like that are sweet?”
 - “What should you do when your stomach is full from eating?”
 - “Thank you for trying a new vegetable its ok that you did not like it.”

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CACFP Supports Family-Style Dining

- **Have all food on the table at the beginning of the meal**
- **Have enough food available to meet meal pattern requirements for all children**
 - Try measuring cups to help children serve appropriate portions
 - Have enough for seconds
 - Expect spilled food as children learn to serve themselves
 - Children must be offered all foods at the table
 - An adult should sit with the children to facilitate and model

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Family-Style Dining

- “Lunch box” kids can practice family-style dining for at least one meal component at mealtime
 - Program staff and parents can bring in whole produce
 - The fruit or vegetable should be cut up right before mealtime, and not outside of the facility
 - The cut up produce can be passed around and children serve themselves with child size utensils
- Encourage children to drink the provided beverage at mealtime
 - Children can serve themselves using child size pitchers
- Include children during set up and clean up of meals
- Healthy treats can be served family-style during classroom celebrations



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Add to Exploratory Centers

- Housekeeping: Child sized utensils for pretend play
- Water Tables: Cups, spoons, bowls and pitchers available for use
- Outdoor: Practice using forks and spoon to scoop in the garden or sand



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Housekeeping Center

- **Housekeeping is the most common exploratory center that children engage in pretend play**
- **Children naturally demonstrate family-style dining in this area**
- **Make this area family friendly**
 - Use household items such as healthy food containers from families to promote diversity and parent participation



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Family-Style Dining at Home

- **Encourage families to practice family-style dining at home**
- **You can promote family-style dining by:**
 - Offering special days that parents can participate in eating family-style (Mother's/Father's Day Breakfast, Back to School Night, etc.)
 - Sending home easy/quick recipes that allow less time for cooking and more time for eating together at the table.
 - Taking photos of children eating family-style at the program and send home a conversation starter for 'table talk'.



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Mealtime Routine Sample Handout



Mealtime Routine Sample

1. Call for helpers - children with daily jobs.
2. Transition activity - song.
3. Bathroom and hand wash break.
4. Children sit at the table as food is placed.
5. Teachers sit and eat with children.
6. Children and teachers dispose of plates.
7. Transition - children choose quiet books or puzzles as others finish eating.

Family Style Mealtime Checklist

Mealtime Routine

- Teachers' routine allows for food to be prepared and ready at the designated mealtime.

Appropriate size bowls and serving utensils

- Food is served in bowls of appropriate size that children can lift and pass.
- Serving bowls are made of materials that do not conduct heat and are not too hot to pass.
- Small size scoops, one-piece plastic tongs, and short-handled hard plastic serving spoons are used.

Family Style Practice Activities

Serving utensils practice (small group activity or set up a learning center in classroom)

- Practice with scoops, tongs, and short-handled hard plastic serving spoons.

Pouring practice (set up water table or learning center in classroom)

- Pretend practice.
- Practice with dry liquid such as sand or beans.
- Practice with water and pouring into child-size cups.

Cleanup practice (dramatic play or a small group activity)

- Pretend cleanup with sponge or cloth.
- Pretend floor cleanup with mini-mop or cloth.
- Practice cleanup of table and floor with water.

Mealtime expectations to review with children

- We eat together at the table.
- We all come to the table at the same time.
- We wait until everyone is ready before we begin.
- We serve ourselves and pass food to each other.
- We use inside voices.

Passing food practices for children

- Pass with both hands.
- Keep food over the table when passing it.
- Hold the bowl by the sides (to keep fingers out food).

National Food Service Management Institute. (2011). Happy mealtimes for healthy kids. University, MI: Author.



Physical Activity Break





Bringing It
All
Together

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Feeding Best Practices for Children

- **Serve meals family-style**
- **Encourage self-feeding**
- **Eat when seated at a table**
- **Use appropriate serving sizes**
 - Serve more only if the child is still hungry
 - Children will eat what they need
- **Engage children in mealtime prep and cleanup**
- **Serve familiar and new foods**
- **Encourage children to try new foods, don't force**
- **Do not use food as punishment or reward**
- **Integrate nutrition experiences for children in to program activities**



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Partnering with Families

- Have books, posters and toys that remind children of healthy foods
- Teach about eating and enjoying healthy foods
- Sit, eat, and engage with children during meals
- Eat the same food and drinks children are eating
- Talk about trying and enjoying new foods
- Eat only healthy foods and drinks in front of children
- Make food and eating a topic of conversation with parents at pick up and drop off



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Partnering with Families

- **Get to know families and shared expectations:**
 - Communicate nutrition policies when children enroll and regularly throughout the year to avoid conflict and confusion
 - Provide written menus and ask for feedback
 - Work together on feeding plan for each child
 - Also, care plans for children with allergies
 - Accommodate vegetarian, vegan, religious, and cultural diets
 - Provide nutrition education for families throughout the school year in addition to using teachable moments
 - When introducing new foods at meals, make sure parents know and encourage them to add that food to their home menus as well for consistency and exposure



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Partnering with Families

- Encourage families to serve a variety of foods when they send lunches from home
- Guide parents by sharing lists of foods that present a variety of whole grains, fruits, vegetables, lean protein, and low fat dairy
- Use MyPlate to help families categorize foods and prepare lunches with a variety of nutrients
- Serve new foods in the classroom and encourage parents to do the same at home
 - Discuss the taste, smell, and touch of the food
 - Offer a new food multiple times in a month so children become familiar



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Healthy Fundraising



Healthy Fundraising

Fundraising is a necessary activity for many early care and education providers to help support quality programming. Most organizations are accustomed to selling food, mostly unhealthy food, to raise money. But there are many other healthy, easy, fun and profitable options to choose from! If your program participates in fundraising, choose to support healthy choices by selling non-food items or foods that meet best practice.

Why are junk food sales not recommended?

Early care and education 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/season, and the amount of effort required by the staff, families and children at your program. Many organizations throughout the county have moved toward "healthy" fundraising options and have maintained positive profit margins.

Sample Policy Statements:

While creating program policies on fundraising isn't always required, policies do help staff and parents understand the importance of a "rule." Consider these sample policies:

1. Our program chooses fundraising activities that promote non-food items and/or physical activity and does not participate in fundraisers that involve unhealthy foods or beverages.
2. If our program has fundraising activities that involve food and/or beverages, we permit only foods that meet best practice.

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 best practices. • Web sales of non-food items or food items meeting the best practices. • Organization-related promotional items • Gift cards – to non-food related stores or for healthy food stores only 	<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.)

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Healthy Celebrations

Healthy Celebrations



Holidays and celebrations are exciting and special moments in children's lives! ECE programs can support healthy habits by celebrating events in a healthy way. As children grow, they begin to learn the significance of celebrations and holidays. 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 to help plan a fun and healthy celebration.

General Tips

- Celebrate holidays in ways that don't focus on food: sing songs, play games or do an art project.
- Encourage children to help you make a special, healthy treat.
- Think of healthy alternatives to traditional party foods such as fruit kebabs, pita pizza or mini muffins instead of a large cake. If you feel strongly about having a traditional treat, make healthy substitutions (e.g., substitute unsweetened applesauce for oil in cakes, cupcakes, breads and muffins).
- If you provide favors for birthdays or small gifts for holidays, try small age-appropriate toys like stickers, crayons, modeling dough or trading cards instead of sweets.
- Make a pita for the class and fill it with small favors (e.g., crayons, stickers, temporary tattoos, scarves or small, age-appropriate small favors) instead of candy.



Suggestions for Healthy Celebration Foods

- Fruit smoothies (blend ice, 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
- Small low-fat oatmeal cookies or whole grain fig cookies
- Prepare one of the children's favorite dishes (in a healthy way) and serve 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.
- Mini cupcakes or muffins (decreasing portion size is good, too!)



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Resources

- **MyPlate for Preschoolers**
 - <http://www.choosemyplate.gov/preschoolers.html>
- **Nutrition and Wellness Tips for Young Children**
 - www.teamnutrition.usda.gov
- **Nemours' Best Practices for Healthy Eating**
 - www.healthykidshealthyfuture.org
- **Child and Adult Care Food Program (CACFP)**
 - www.fns.gov/cacfp





Questions?

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LS2
Feedback
Forms

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