Learning Session 2: Nurturing Healthy Eaters & Providing Healthy Beverages

Early Childhood Health Promotion and Obesity Prevention

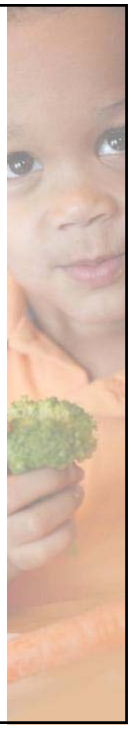
National Early Care and Education Learning Collaboratives (ECELC) Project

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.

Acknowledgements

A special thank you to:

- **Centers for Disease Control and Prevention (CDC)**
  - For generous funding support and expertise
- **Nemours**
  - For their expertise, materials, support, and time spent on the project's implementation
- **Gretchen Swanson Center for Nutrition**
  - For the evaluation component of this national effort



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Learning Session 2

The ABC's of a Healthy Me!

*Go NAP SACC**

Serving Meals Family-Style & Supporting Breastfeeding

Continue Action Plan & Storyboard

Reducing Screen Time & Celebrating Success

Continuing the process of change

LS1 Action Period LS2 Action Period LS3 Action Period LS4 Action Period LS5 Action Period

Nurturing Healthy Eaters & Providing Healthy Beverages

Action Plan

Getting Kids Moving

Continue Action Plan & Storyboard

**Go NAP SACC* is a Nutrition and Physical Activity Self Assessment for Child Care for ECE settings comparing their current practices with a set of best practices*

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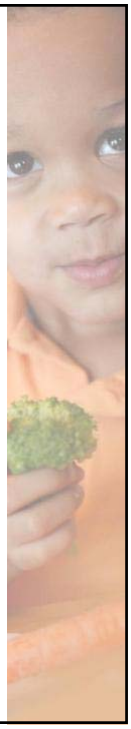
Learning Session 2 Objectives

At the end of the Learning Session, participants will be able to:

1. Describe best practices for healthy eating and identify change opportunities within their program.
2. Start creating an Action Plan to implement one or two changes in the area(s) of healthy eating, physical activity, screen time, and/or breastfeeding support.
3. Start creating a storyboard to document and communicate the process of healthy change.



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ABC's of a Healthy Me

Active play

Breastfeeding

Cut down on screen time

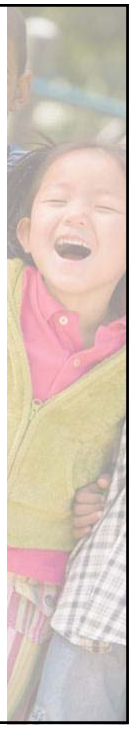
Drink milk and water

Eat healthy foods

7

YOU are the key to helping kids grow up healthy!

- As a provider, you have a strong influence on the foods and beverages children consume
  - Keep your influence on foods and beverages positive
  - Encourage consumption of healthy foods
- Food preferences develop early
  - Help children develop a preference for healthy foods like fruits and vegetables



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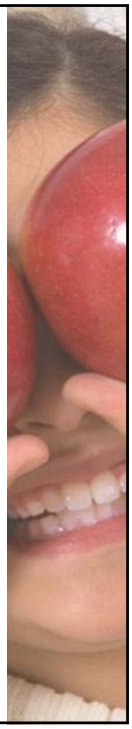
Considerations for Healthy Eating

- **Food groups**
- **Variety within food group**
  - Example: rotate protein source with beans, fish, poultry, red meat, etc.
- **How often to serve certain foods (over the course of a week)**
- **Healthier options for preparing food**
  - Example: baked vs. fried
- **Portion sizes**



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Food Groups

- All meals for toddlers and preschoolers (and adults!) should include the five food groups shown in the **ChooseMyPlate** image:
  - **Fruits** – a colorful variety of whole or bite-sized fruits is best
  - **Vegetables** – especially red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli
  - **Grains** – at least half should be whole grains
  - **Dairy** – fluid milk and foods made from milk that retain their calcium content (e.g., yogurt and most cheeses)
  - **Proteins** – choose a variety, such as beans, peas, eggs, nuts, seeds, fish, poultry, and lean meats

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Background Information

- **Dietary Guidelines for Americans**
  - Updated every 5 years
    - The latest version, *2015-2020 Dietary Guidelines for Americans*, was released in December 2015
  - 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
  - New CACFP meal patterns were released April 25, 2016
    - Now aligns with the *Dietary Guidelines for Americans*
    - As of October 1, 2017, participating programs must follow the new meal patterns

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CACFP Meal Components

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

*The new CACFP meal patterns separate fruits and vegetables into their own components. This encourages a greater variety of fruits and vegetables be served at mealtime. To encourage children to eat more vegetables at mealtime, two different vegetables can also be served instead of one fruit and one vegetable.

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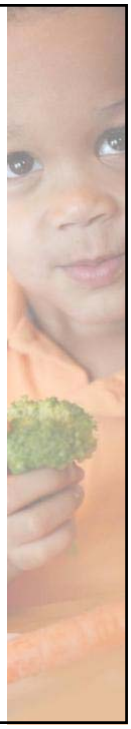

CACFP Serving Sizes

- **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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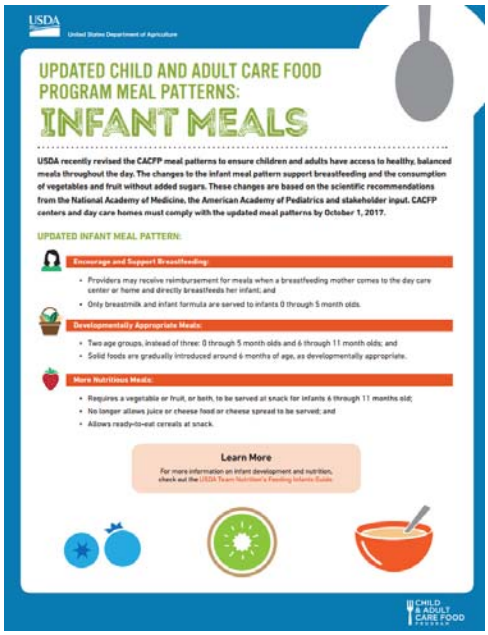
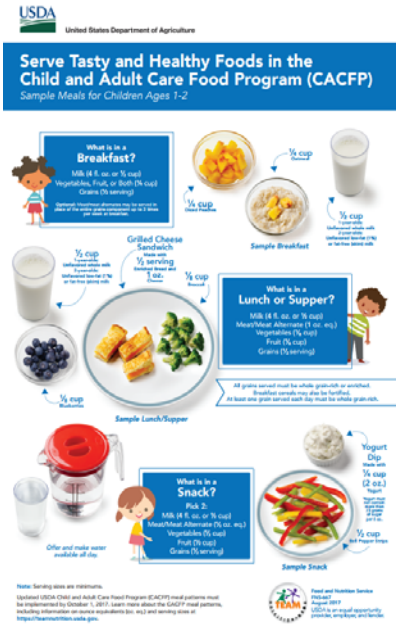
Infant Meal Patterns



Child and Adult Meal Patterns: Ages 1-2



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Child and Adult Meal Patterns: Ages 3-5

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Best Practices (optional, but encouraged)

USDA
United States Department of Agriculture

CHILD AND ADULT CARE FOOD PROGRAM:
BEST PRACTICES

The updated CACFP meal patterns lay the foundation for a healthy eating pattern for children and adults in care. USDA also developed optional best practices that build on the meal patterns and highlight areas where centers and day care homes may take additional steps to further improve the nutritional quality of the meals they serve. The best practices reflect recommendations from the Dietary Guidelines for Americans and the National Academy of Medicine to further help increase participants' consumption of vegetables, fruits, and whole grains, and reduce the consumption of added sugars and saturated fats.

CACFP Best Practices

USDA highly encourages centers and day care homes to implement these best practices in order to ensure children and adults are getting the optimal benefit from the meals they receive while in care:

Infants

- Support mothers who choose to breastfeed their infants by encouraging mothers to supply breastmilk for their infants while in day care and offer a quiet, private area that is comfortable and sanitary for mothers who come to the center or day care home to breastfeed.

Vegetables and Fruit

- Make at least 1 of the 2 required components of a snack a vegetable or a fruit.
- Serve a variety of fruits and choose whole fruits (fresh, canned, dried, or frozen) more often than juice.
- Provide at least one serving each of dark green vegetables, red and orange vegetables, beans and peas (legumes), starchy vegetables, and other vegetables once per week.

Grains

- Provide at least two servings of whole grain-rich grains per day.

Meat and Meat Alternates

- Serve only lean meats, nuts, and legumes.
- Limit serving processed meats to no more than one serving per week.
- Serve only natural cheeses and choose low-fat or reduced fat cheeses.

Milk

- Serve only unflavored milk to all participants. If flavored milk is served to children 6 years old and older, or adults, use the Nutrition Facts Label to select and serve flavored milk that contains no more than 22 grams of sugar per 8 fluid ounces, or the flavored milk with the lowest amount of sugar if flavored milk within this sugar limit is not available.
- Serve water as a beverage when serving yogurt in place of milk for adults.

CHILD & ADULT CARE FOOD PROGRAM

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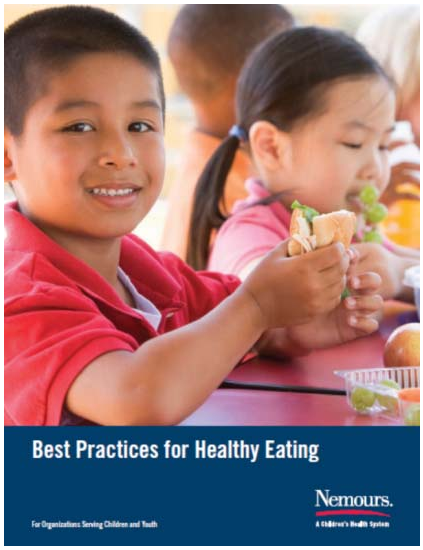
Nemours Best Practices for Healthy Eating



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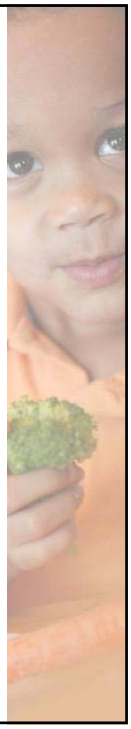
Serve fruits and vegetables at every meal

- Most children do not eat the recommended amount of fruits and vegetables each day
- Fruits and vegetables provide many essential nutrients
- Introduce fruits and vegetables early and often
  - It may take up to 18 tries for a child to consider a new food to be "normal"
- Serve WHOLE fruits and colorful vegetables



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100% Juice

- If served, juice should be 100% juice
  - Limit portion sizes
  - Children under 12 months should never be served juice
  - Children one year and older should not drink more than 4-6 ounces of juice per day
- Always check the nutrition labels to ensure 100% juice
- Most toddlers and preschoolers drink more than six ounces of juice every day at home
  - Best practice to not serve any juice at all
  - Replacing juice with water is cost-saving too!

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Milk

- Serve only 1% (low-fat) or skim (non-fat) milk to children two years and older.

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Water

- Water should be available at all times (inside and outdoors)
- Water keeps children hydrated best
- Water should be consumed throughout the day.
  - Encourage children to drink water by making water visible and available both inside and outside.
- Water also reduces acid in the mouth that can cause cavities
- CACFP now requires programs to offer water
  - This means asking children whether they would like water at different times throughout the day

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Physical Activity Break

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Don't serve fried or pre-fried foods

- "Fried" = food that you or your vendor cook by covering or submerging it in oil, shortening, lard, or other animal fat
- "Pre-fried" = food that you or your vendor buy already fried, even if you finish cooking it in the microwave or in the oven.
- French fries, tater tots, hash browns, chicken nuggets, and fish sticks are the most commonly served fried and pre-friend foods in ECE

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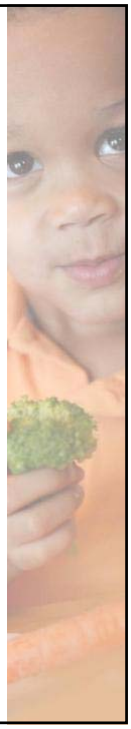
Avoid Processed Meats

- Processed meats = meats that have been cured, smoked, dried, canned, dehydrated and/or combined with chemicals and enzymes
  - hot dogs, bologna, deli meats, sausage, bacon, pepperoni, and salami



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Sugar

- Avoid foods and beverages with added sugar and those that naturally contain high levels of sugar
- Added sugar = sugar that a food did not contain in its original form
- **Be aware!** Many foods, especially those that are highly processed and marketed to children (such as breakfast cereals, yogurt products, snack foods

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Hidden Sugars

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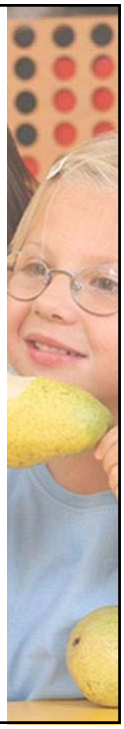
Healthy Celebrations

- Have policies for foods and beverages sent from home, including for celebrations and holidays
- Meals and snacks sent from home are often too high in sugar, fat, and salt
- A policy that sets clear nutrition expectations and suggestions for food brought from home lets parents know gently but firmly that your program is committed to maintaining a healthy environment



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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 piñata 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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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/weather, 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
• 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	• 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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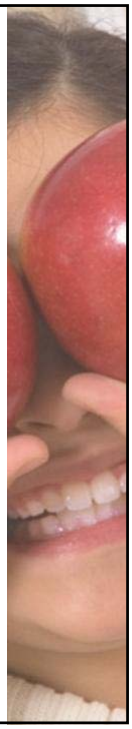
Menu Planning

- Develop written menus showing all foods that will be served during a month
- Make written menus available to parents/guardians
  - Posted menus make it easier for families and child care staff to work together successfully in dealing with "picky eaters" or children with food texture aversions
- Include a combination of both new and familiar foods on weekly menus



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Menu Analysis Activity

Menu Analysis Activity – Sample

Sample Weekly Menu (for Children age 2 years and older)

ACTIVITY SHEET ONLY!!*

Week	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST					
Milk	1% or Fat-free Milk	1% or Fat-free Milk	Whole Milk	1% or Fat-free Milk	1% or Fat-free Milk
Vegetables, Fruit, or Both	100% Orange Juice	Banana Slices	Cantaloupe	Strawberries	Peaches
Grains	Rice*	Donuts	Wheaties*	White Toast	Cheerios*
Meats/Meat Alternates (optional-can replace a grain at breakfast no more than 3 times per week)	Yogurt	Cottage Cheese	Scrambled Egg	Cottage Cheese	Yogurt
LUNCH					
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
Fruits	Applesauce	Salad	Pears	Mixed Fruit	Apple Slices
Vegetables	Green Beans	French Fries		Broccoli	Cucumber Slices
Grains	Whole Grain Dinner Roll	Whole Grain Hot Dog Roll	Rice	White Bread	Whole Grain* Macaroni and Cheese
Meats/Meat Alternates	Baked Turkey Breast	Hot Dog	Fish Sticks	Bologna & Cheese	Baked Chicken Breast
SNACK					
Milk	—	—	—	—	—
Fruits	100% Apple Juice	Blueberries	Watermelon		Pineapple
Vegetables				Cucumbers	
Grains	Mini Whole Grain Rice Cakes	—	—	Crackers	—
Meats/Meat Alternates	—	Yogurt	Real String Cheese	—	Cottage Cheese
Beverage	Water	Water	Water	Water	Water

*Do not copy and use for claiming meals in CACFP

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Part B:
Healthy
Environments
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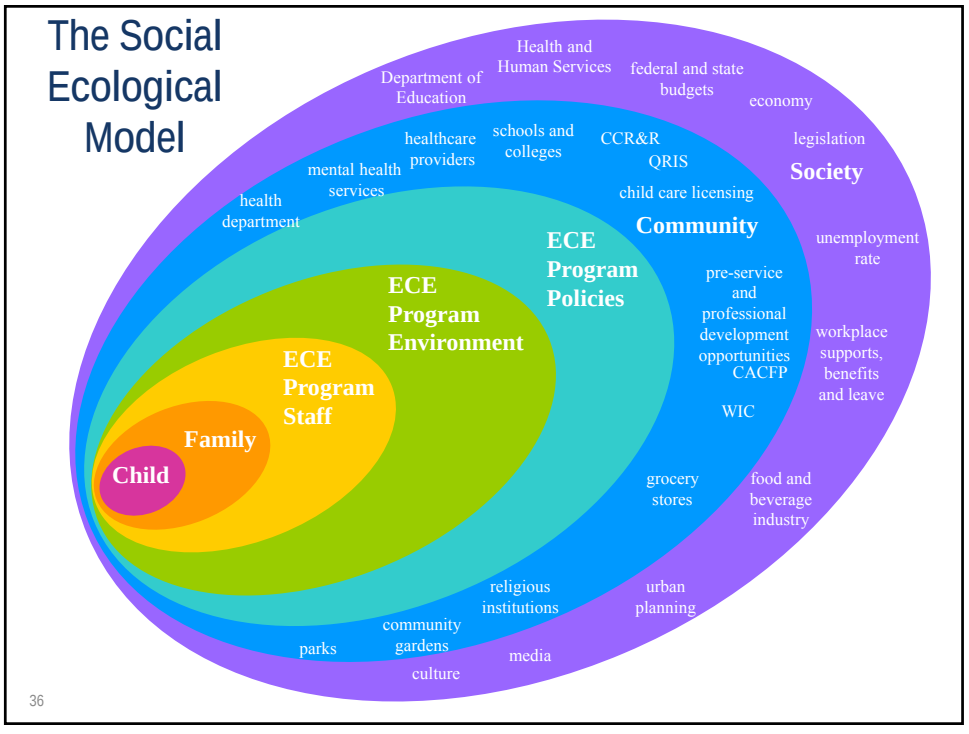
The Social Ecological Model
Health and Human Services
Department of Education
federal and state budgets
economy
legislation
Society
healthcare providers
schools and colleges
CCR&R
QRIS
mental health services
health department
child care licensing
Community
ECE Program Policies
unemployment rate
pre-service and professional development opportunities
CACFP
ECE Program Environment
workplace supports, benefits and leave
ECE Program Staff
WIC
Family
Child
grocery stores
food and beverage industry
religious institutions
urban planning
community gardens
parks
media
culture
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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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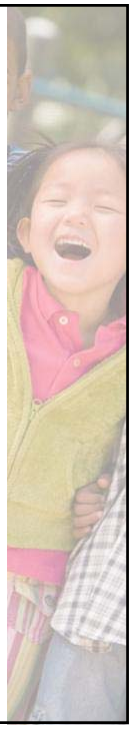
Creating a Healthy Eating Environment for Children

- **Family-style dining is considered a best practice**
  - Enjoy each other at meal time
  - Children and adults sitting together to enjoy foods and beverages in a manner that supports children's independence
  - 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
    - As of October 1, 2017, programs must follow the updated CACFP guidelines, which support family-style dining in the classroom
  - Respond to hunger and feeding cues so children recognize them
  - Role model at mealtime



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Healthy Environments

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Creating a Healthy Eating Environment for Children

- Do not use foods or beverages as a punishment or a reward
  - This places unnecessary importance on food and undermines the development of healthy eating habits
- Do not force or bribe children to eat
  - Forcing children to "clean their plate" encourages children to eat when they are not hungry. This can lead to a distaste for the nutritious foods they are forced to eat

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Creating a Healthy Eating Environment for 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
- If participating in CACFP and following the new infant meal patterns, the program will now be reimbursed if:
  - The mother directly breastfeeds her infant at the program
  - The provider offers the mother's expressed breast milk or infant formula to the infant

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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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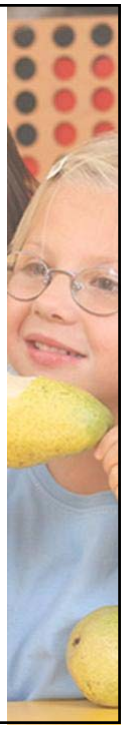

Nutrition Education for Children and Staff

- Use evidence-based resources for structured lessons focused on healthy foods and eating habits
- Introduce and encourage healthy foods through routine classroom and daily activities
  - **Literacy:** Use books 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, or plant vegetables in a garden).
  - **Art:** Children use their imaginations and draw pictures using fruits and vegetables. Use pieces of fruit to make edible sculptures, funny faces, and animals.
  - **Pretend play:** Have plenty of healthy pretend foods available for play in your housekeeping area.

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Discussion:

How can you enhance the program environment to make it healthier?

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How Do National and State Best Practice Guidelines Support Your Work to Help Children Grow Up Healthy?

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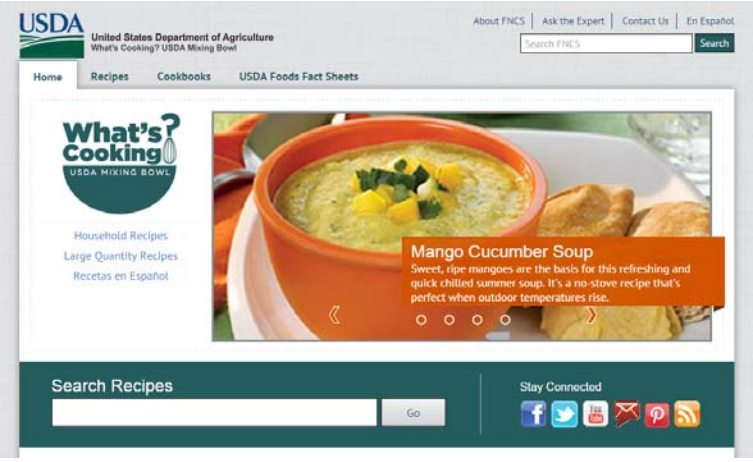
What's Cooking?
USDA Mixing Bowl



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Part D: Facilitating Change in Your Program

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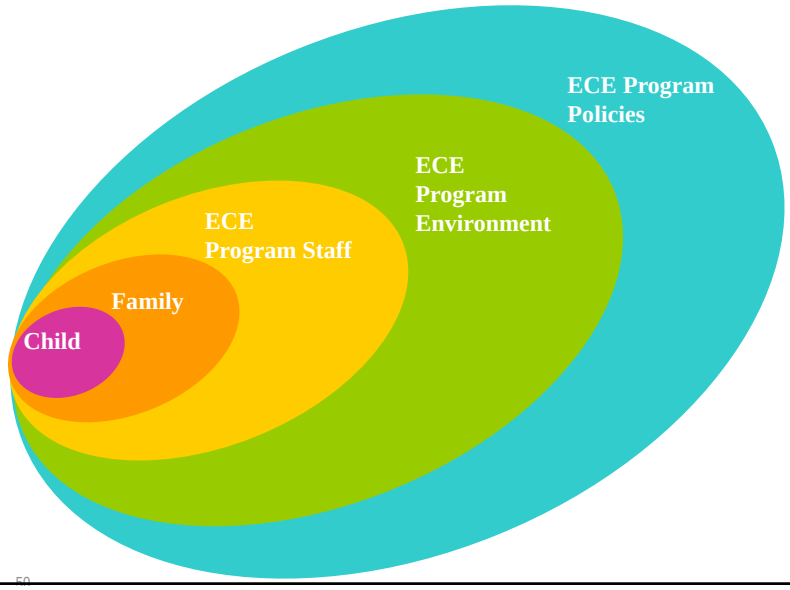
The Social Ecological Model



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Action Plan Worksheet

Start Date: January 2018

ECE Program Name:

Goal: Revise the menu over a three month period to align with best practices for fruits, vegetables, whole grains, and elimination of fried foods.

Child	Family	Program Staff	Program Environment	Program Policies
Model curiosity and enjoyment of healthy foods during all meals and snacks (Ongoing, Program Staff) Discuss new menu changes with the children and how they help them grow up strong and healthy! (February, Program Staff) Develop taste tests and graph the results of the classroom preferences for new foods (February, Teachers)	Ask families for healthy food recipes to be included on the new menus (February, Teachers and Director) Work with families to develop an exciting taste test event for children, families, and staff to try and then vote on new menu items (February, Teachers and Program Director) Schedule quarterly events focused on healthy foods (Ongoing, Teachers)	Learn about best practices through training sessions (January, Program Director and Cook) Involve staff in DVD viewing and discussion about the importance of role modeling healthy eating (January, Program Director) See if families' healthy recipe ideas can be incorporated into menu (February, Program Director and Cook) Take photos of children enjoying healthy food and share with families (Ongoing, Teachers)	Develop display in lobby to share information, resources, and healthy recipes (January, Program Director) Post menus in lobby (Ongoing, Program Director) Develop systems for ordering, storing, and monitoring food (March, Program Director and Cook) Create and hang documentation of children engaged in healthy eating or nutrition activities (Ongoing, Teachers)	Include healthy eating as a required topic at family orientation (January, Program Director) Menus will align with LMCC goals for fruits, vegetables, whole grains, and fried foods (February and ongoing, Program Director and Cook) Include healthy eating policy and rationale in family and staff handbooks (March, Program Director) Create a healthy celebrations policy (March, Program Director)

Selecting goals and making them SMART

S pecific

M easurable

A ttainable/Achievable

R elevant

T ime bound

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Child

- This column lists actions that staff can take to encourage and guide children's learning

Child
Model curiosity and enjoyment of healthy foods during all meals and snacks (Ongoing, Program Staff) Discuss new menu changes with the children and how they help them grow up strong and healthy! (February, Program Staff) Develop taste tests and graph the results of the classroom preferences for new foods (February, Teachers)

53

Family

- This column outlines ways that staff can support families in understanding the reason for healthy changes within the program

Family
Ask families for healthy food recipes to be included on the new menus (February, Teachers and Director) Work with families to develop an exciting taste test event for children, families, and staff to try and then vote on new menu items (February, Teachers and Program Director) Schedule quarterly events focused on healthy foods (Ongoing, Teachers)

54

Program Staff

- This column details activities for staff that increase children's learning and family support, plus their own knowledge of healthy changes

Program Staff
Learn about best practices through training sessions (January, Program Director and Cook) Involve staff in DVD viewing and discussion about the importance of role modeling healthy eating (January, Program Director) See if families' healthy recipe ideas can be incorporated into menu (February, Program Director and Cook) Take photos of children enjoying healthy food and share with families (Ongoing, Teachers)

55

Program Environment

- This column lists projects that will help move the program towards meeting the goal and completing action steps

Program Environment
Develop display in lobby to share information, resources, and healthy recipes (January, Program Director) Post menus in lobby (Ongoing, Program Director) Develop systems for ordering, storing, and monitoring food (March, Program Director and Cook) Create and hang documentation of children engaged in healthy eating or nutrition activities (Ongoing, Teachers)

56

Program Policies

- This column notes changes that the program needs to make to continue new practices

Program Policies
Include healthy eating as a required topic at family orientation (January, Program Director)
Menus will align with LMCC goals for fruits, vegetables, whole grains, and fried foods (February and ongoing, Program Director and Cook)
Include healthy eating policy and rationale in family and staff handbooks (March, Program Director)
Create a healthy celebrations policy (March, Program Director)

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Your Action Plan

- **Using the five areas of improvement identified from the *Go NAP SACC* results, choose 1-2 areas to work on for the Action Plan**
- **Goals and action steps should include practices and policies from at least one of the following:**
  - Healthy eating
  - Healthy beverages
  - Physical activity
  - Screen time limits
  - Breastfeeding support
- **Think about the Social Ecological Model to create and support lasting change**

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Sample Goals

- **Children eat *healthy food* in the program:**
  - Revise menus over a 3 month period to align with best practices
  - Engage children in weekly, planned activities to increase healthy eating and awareness of healthy habits
  - Implement family-style dining
- **Children drink only *healthy beverages* in our program:**
  - Make water accessible to children throughout the day, inside and outside
  - Serve only nonfat milk to children 2 years and older for all meals
  - Stop serving juice and sugar sweetened beverages

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Action Plan Worksheet

Start Date:

ECE Program Name:

Goal:

Child	Family	Program Staff	Program Environment	Program Policies

Technical Assistance Groups

Action Plan

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LS2 Action Period

The ABC's of a Healthy Me!

*Go NAP SACC**

Serving Meals Family- Style & Supporting Breastfeeding

Continue Action Plan & Storyboard

Reducing Screen Time & Celebrating Success

Continuing the process of change

LS1 Action Period → LS2 Action Period → LS3 Action Period → LS4 Action Period → LS5 Action Period

Nurturing Healthy Eaters & Providing Healthy Beverages

Action Plan

Getting Kids Moving

Continue Action Plan & Storyboard

**Go NAP SACC* is a Nutrition and Physical Activity Self Assessment for Child Care for ECE settings comparing their current practices with a set of best practices*

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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 the *Learning Session 2 Group Discussion Worksheet*
  - Implement the action steps for the children and family identified for the 1-2 areas programs would like to improve upon
  - Collaborate with program staff to start a storyboard demonstrating what area(s) the program improved
- **Trainers provide technical assistance (TA)**

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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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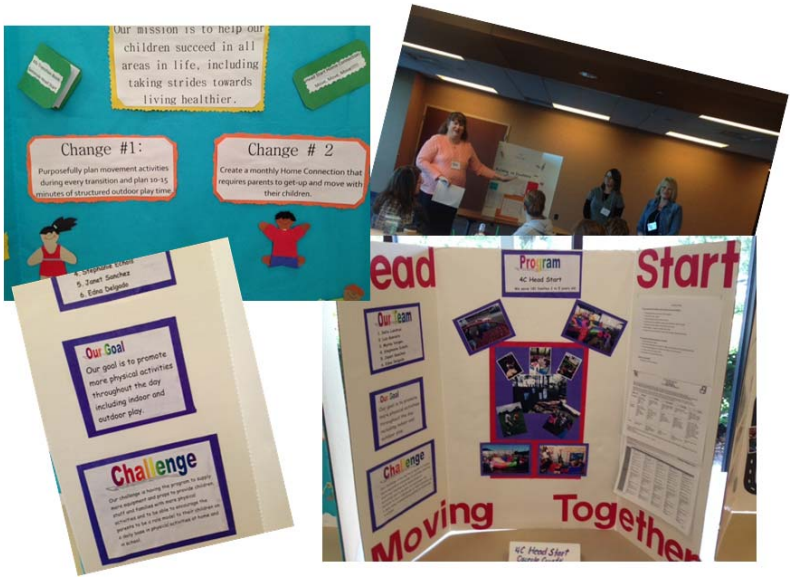
Sample Storyboards



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Early Learning Standards Physical Activity Break

66

Part E: Overcoming Challenges to Meeting Healthy Eating Best Practices

67

Challenge: Child Preferences

- Children can be picky eaters!
  - They often refuse to try fruits, vegetables, other new foods, or foods prepared in new ways
- Solution #1: Help children become familiar with new foods
- Solution #2: Make new foods fun and appealing
- Solution #3: Connect the kitchen to the classroom

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Why are children reluctant to try new foods?

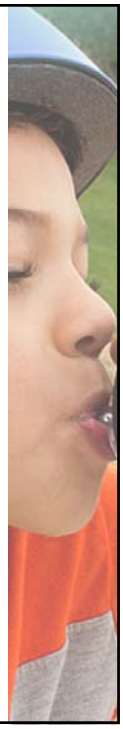
Why Are Children Reluctant To Try New Foods - Comments From Susan Johnson

69

Challenge: Cost

- You need to provide meals and snacks on a budget, but fresh fruits/vegetables and healthier, non-fried meat options can be costly

- Solution #1: Be a savvy shopper
- Solution #2: Prevent food waste
- Solution #3: Get involved with a community garden to grow your own fruits and vegetables
- Solution #4: Create partnerships with community farmers and organizations



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Farm to Early Care and Education

GETTING STARTED WITH
FARM TO EARLY CARE AND EDUCATION

Stay Informed

Join our network:
FarmtoSchool.org

Twitter
@FarmtoSchool

Facebook
National Farm to School Network

Instagram
@FarmtoSchool

NATIONAL FARM to SCHOOL NETWORK

GROWING STRONGER TOGETHER
The National Farm to School Network is an information, advocacy and networking hub for communities working to bring local food sourcing and food and agriculture education into school systems and early and education settings.

What is farm to early care and education?

Farm to early care and education is a set of strategies and activities that offer increased access to healthy, local foods, gardening opportunities and food based activities to enhance the quality of educational experience in all types of early care and education settings (e.g., preschools, child care centers, family child care homes, Head Start/Early Head Start, programs in K-12 school districts). In addition to promoting health, wellness and high quality educational opportunities, farm to early care and education also expands healthy food access, encourages family and community engagement, provides additional market opportunities for farmers and supports thriving communities.

Getting started

Farm to early care and education offers multiple strategies to improve the health of children, increase the quality of educational experiences and promote valuable family engagement opportunities. This list provides easy first steps to develop a lasting initiative in your community:

1. **Assess where you are and where you'd like to be.** Are your goals centered on:
   - Purchasing healthy, local foods to be served in meals or snacks?
   - Establishing a garden or offering gardening experiences?
   - Enhancing the learning environment with other food and agriculture related activities (e.g., field trips to farms or farmers markets, cooking lessons, etc.)?
   - Engaging families in local food access and education?
   - All of the above?
2. **Form a team and collaborate.** Teachers and administrators, parents, Child Care Resource and Referral staff, local farmers, community organizations, and even local colleges/universities can play important roles in establishing a sustainable farm to early care and education program.
3. **Establish one or two attainable goals to get started.** Some ideas include:
   - Identify snack or meal items that you would like to transition to local.
   - Find a farmer, farmers market, grocery store or wholesaler to connect you to local foods. Search LocalHarvest (localharvest.org) or reach out to your National Farm to School Network State Lead for help making these connections!

FARM TO EARLY CARE AND EDUCATION IN ACTION

Many programs exist across the country—here are two examples:

In-home providers offer experiential education through a backyard garden
In Los Angeles, Ethan and Friends Family Child Care owner Shaunta Taylor has transformed her modest inner-city backyard to include raised beds, a compost bin, multiple fruit trees, and a chicken coop. Now, children plant seeds, amend the soil while investigating worms and insects, water plants, and harvest and prepare simple recipes using their garden produce.

Continued on other side. ...

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Challenge: Storage and Preparation Demands

- Fresh fruits/vegetables need to be stored until they are used. Whole fruits/vegetables also must be peeled, chopped, and cooked, and that requires time you don't have

- Solution #1: Maximize your storage capacity
- Solution #2: Maximize your efficiency in food preparation
- Solution #3: Use cycling menu plans

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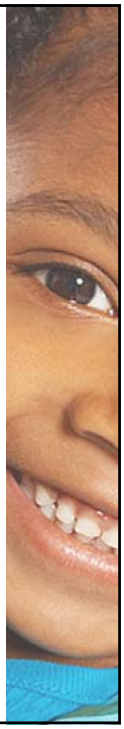
Challenge: Unhealthy Recipes

- Hundreds of recipes claim to be healthy, and you don't have time to find good options for your program

- Solution #1: Start with recipes from a few, trusted sources
- Solution #2: Be creative in your seasonings
- Solution #3: Go raw for fruits and vegetables



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Part F: Extending Your Learning - Staff, Families and Program Policies

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Healthy Weight

- Healthy weight means you are not overweight or obese
- Weight is a concern because of health, not appearance
- Healthy weight ≠ health
- Small changes can make you feel great!
- Remember, weight should not be discussed with children

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Healthy Weight

- **To maintain weight, energy in = energy out**
- **Energy (calories) in**
  - Find your calorie goal
  - Increase *awareness*!
  - Increase fruits and veggies
  - Reduce portion sizes
  - Eat a nutrient dense breakfast
- **Energy (calories) out**
  - Increase physical activity
  - Limit inactivity (screen time, sitting, etc.)

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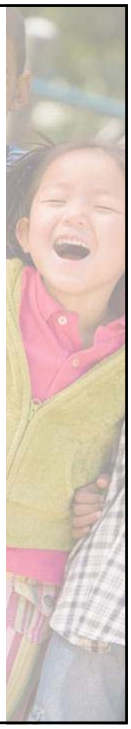
Staff Involvement & Environment

- 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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Create a Healthy Habits Calendar

SEPTEMBER, 2014 *Healthy Way to Grow* Calendar

Childhood Obesity Awareness Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Labor Day - Take the **AHA EmpowerMEnt Challenge**!www.heart.org	2 Ask your center director about *Healthy Way to Grow!*	3 **Walking Wednesdays** Take the first step. Start walking! Why? It's easy, it works and it pays!	4 Think of all the foods that begin with the letter "S" (strawberries, spinach, squash. . .) Pronounce the "s" sound and work the your child to imitate	5 **It! Friday** Begin a family tradition. Every Friday plan to prepare dinner and have family mealtime together.	**6 September Salad** Take a trip to your local farmer's market for seasonal foods to put in your salads.
7 Grandparent's Day Make a favorite family recipe healthier by substituting similar ingredients: low-fat instead of full-fat cheese or sour cream, natural applesauce instead of oil for baking, whole wheat instead of regular pasta.	8 Cut the rind off a seedless watermelon and chop into chunks. Mash or blend until smooth for a cool, refreshing drink	9 Plan a family outing to the library Check out "The Berenstain Bears and Too Much TV" by Stan & Jan Berenstain. Turn off your tv and read the book together!	10 **End of Summer** Before the days get much shorter, take a walk with your child before or after dinner	11 Encourage families to drink water by flavoring with lemon lime, or orange slices.	12 **Rainbow Run-** When you go outside, encourage your preschooler to move by saying, "When I say a color of the rainbow, run and touch something of that color." Take your toddlers hand and move together.	13 **Steps on Saturday!** Count the steps you and your child take from one room to another or from the house to the car. Count out loud to your baby as you carry from one spot to another.
14 Sunday Salmon Treat the family to broiled salmon for a special nutritious dinner.	15 Give toddlers plastic measuring cups and a spoon; 3 year olds will help rinse produce; 4 year olds can squeeze fruit juice and 5 year olds can grate cheese.	**16 Tag. You're it!** Tag your child and move away for them to chase you. Duck down and up for babies to look for you.	17 Use your library card to check out the book, *I Were Waiting* by Sue Williams & Julie Vivas.	18 Rinse and cut broccoli, zucchini red peppers, celery and carrots into different shapes to create faces on a paper plate.	19 Have children pack a family member's lunch. You may be surprised by what children choose. Talk about whether or not each of the items is a healthy choice.	20 Nickelodeon, a children's television network for **Worldwide Day of Play** is going off the air for three hours in order to encourage kids to go outside and play. Join by turning off the tv.
21 Hold up a potato and say "root food" and squat down. Hold up a lemon, say "top food". Jump or reach up. Take turns with your child.	22 During bath time talk with your children about their bodies. Name body parts and talk about healthy habits.	23 Cut bananas or apple into chunks. Spread with almond butter or cream cheese and roll the chunks in cereal for a healthy snack!	24 Hold your child's hand and walk at their pace, swinging your arms.	25 First thing in the morning take a deep breath and stretch your arms up high. Exhale and touch the floor. Babies will watch and older children imitate you.	26 Run in place with your child and check to feel your heart speed up	27 Cut out magazine pictures of food. At the store, ask your child to help you find the food that matches the picture.
28 Birds Nest Place a bagel in a pan with 1 tbspn. olive oil. Crack an egg into the hole and cook. Add spinach around the sides.	29	**30** Last day of the EmpowerMEnt Challenge! How did you do?				

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Bringing It Home

- 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 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 Eating at Home

- **The American Academy of Pediatrics recommends that families can support healthier eating habits by:**
  - Buying fewer sugar-sweetened beverages, high-calorie snacks and sweets
  - Purchasing food for celebrations close to the event, and storing the food immediately afterwards to avoid foodborne illnesses
  - Healthy foods and beverages should be readily available and in plain sight on the kitchen table or counter, or in the front of the shelf in the refrigerator
  - High-calorie foods should be less visible – wrapped in foil rather than clear wrap, and placed in the back of the fridge or pantry
  - Encourage children to eat five or more servings of fruits and vegetables each day

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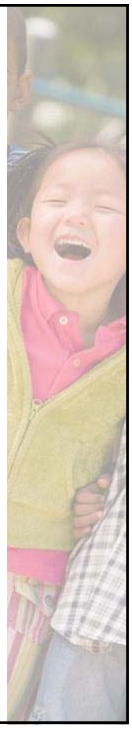

Partnering with Families

- **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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Policies and Procedures

- **Annual and on-going staff training**
- **Food and nutrition services**
  - Use a Nutritionist/Registered Dietitian to develop written menus
  - Written plan for requirements of:
    - Foods served
    - Allergy considerations
    - Staff interaction with children during meals
    - Staff foods aligning with rules
- **Nutrition education for parents**
- **Nutrition education for children integrated in to the classroom curriculum**

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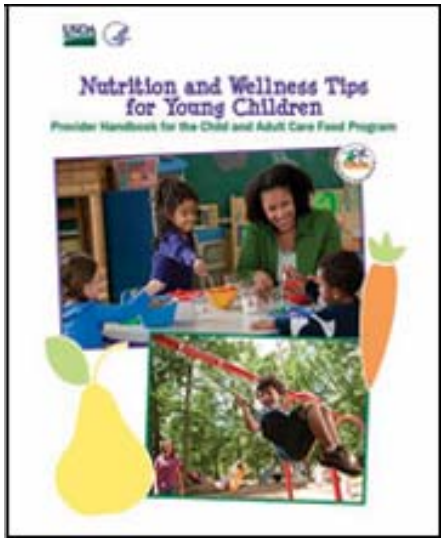
CACFP Handbook



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Resources

- **Healthy Kids, Healthy Future**
  - www.healthykidshealthyfuture.org
- **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
  - To locate the State agency for CACFP, visit: www.cacfp.org/resources/usda-stage-agencies/

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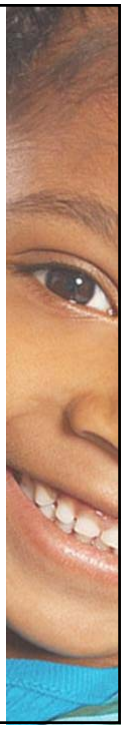
Trainer Contact Information



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