



# National Early Care & Education Learning Collaboratives:

**Taking Steps to Healthy Success**

Learning Session 2  
Participant Handbook

September 2018



*Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a six-year Cooperative Agreement (6U58DP004102-05-02) to support states in launching ECE learning collaboratives focused on obesity prevention. Funding for these materials and learning sessions was made possible by the CDC. 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.*

## Welcome to the Collaborative

# Welcome to *Taking Steps to Healthy Success*

An Early Care and Education Learning Collaborative (ECELC) to Promote Healthy Practices

Your Name:

Program:

My Contact for Technical Assistance:

Nemours and its dedicated partners welcome you to the National Early Care and Education Learning Collaboratives (ECELC) Project! Nemours developed the model to support child care providers' efforts to help young children grow up healthy and tested it with large early care and education programs in Delaware. We are excited to see it in action in your state!

Thanks to the commitment and generous funding from the Centers for Disease Control and Prevention (CDC), we are able to work together to adapt this powerful model for healthy change to meet the unique needs of your state. We are excited to support your work to create a healthier environment in your early care and education program for your children, your families and your program staff.

A Collaborative is a community of learners that will connect you with others engaged in making healthy change. It will offer learning opportunities, increase knowledge, create networks of support, and equip you to engage your staff in the process of making healthy changes. Over one year, the Collaborative will meet five times, with technical assistance visits scheduled between sessions to provide information, an opportunity to share experiences, and a forum for raising questions.

This toolkit is your guide to making change. It contains resources, tools and information to help you make the best practice and policy decisions for your program. Video training and materials will help staff and families understand the importance of making healthy changes and give them the tools to support your work. Small group work with a Trainer, and opportunities to share challenges and successes with others going through the process of change will give you a network to rely on for support, information and ideas.

This is a working toolkit that we will add to at each session. We hope you find the Learning Session materials useful. Thank you for joining us in this exciting work to help kids grow up healthy!



## Helpful Contacts:

Project Coordinator: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

ECELC Trainer: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

ECELC Trainer: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

# Acknowledgements

Nemours gratefully acknowledges the valuable contributions of a wide variety of stakeholders committed to supporting children's health and optimal development. We thank you all for helping to make our dream a reality.

Thanks to generous funding support from the **Centers for Disease Control and Prevention (CDC)**, we are able to work collaboratively with states to adapt the model to meet their unique needs. We welcome the opportunity to collaborate and learn with leaders and providers in participating states.

On behalf of the early care and education providers who will participate in the ECELC, and the children and families they serve, we thank our partners in this effort:

**Child Care Aware® of America**

**National Initiative for Children's Healthcare Quality**

**Gretchen Swanson Center for Nutrition**

**American Academy of Pediatrics**

**National Association of Family Child Care**

**American Heart Association, Dr. Mary Story**  
(University of Minnesota)

**Dr. Dianne Ward** (University of North Carolina)

**National Resource Center for Health and Safety in Child Care and Early Education**

**American Public Human Services Association**

**Association of State & Territorial Public Health Nutrition Directors**

**United States Breastfeeding Committee**

**Zero to Three**

Special thanks to our **Delaware Child Care Collaborative participants**, who helped us develop, test and refine our original model. We learned so much from them, their children and families. Their commitment to promoting healthy eating and physical activity, their willingness to learn, their courage to change and their generosity in sharing their experiences continue to inspire us.

We are grateful to the **Delaware Institute for Excellence in Early Childhood at the University of Delaware (DIEEC)**, our partner in implementing the second cohort of the Child Care Learning Collaboratives in Delaware, for their inspired collaboration.

The contribution of **Elizabeth Walker**, who guided the first collaborative in Delaware, is beyond measure. We are grateful to Elizabeth for sharing her vision, anchoring the collaborative in science and inspiring us all to change.

We thank the following individuals and organizations who contributed their expertise, materials and time to ensure success as we worked together to develop an empowering model for quality improvement in support of children's health in child care settings:

**Child Care Exchange and Videoactive Productions:**  
Roger Neugebauer and Dan Huber

**Delaware Child and Adult Care Food Program (CACFP):** Beth Wetherbee and David Bowman

**Delaware Office of Child Care Licensing:** Patti Quinn

**I am Moving, I am Learning:** Linda Carson

**Parent Services Project**

**Sesame Workshop**

**Strengthening Families**

# Definitions

<b>Action Period</b>	Facilitation of a training session by the Leadership Team with their program staff after each in-person Learning Session to share information, support discovery learning and engage staff in a particular task: program assessment, action planning, implementation of the action plan, and/or documentation of the process.
<b>Center</b>	Refers to a physical place where a program is offered.
<b>Early Care and Education (ECE)</b>	A field, sector or industry that includes nurturing care and learning experiences for children from birth to age 5.
<b>Early Care and Education Program (ECE Program)</b>	An intervention or service that has a design, staff, a curriculum or approach and a funding source that serves children from birth to age 5.
<b>Early Care and Education Program Leadership Team (Leadership Team)</b>	Up to 3 people (e.g., owner/director, lead teacher, food service personnel) self-defined by each ECE program to attend the 5 in-person Learning Sessions and facilitate the corresponding Action Period with their program staff.
<b>Early Childhood</b>	A developmental period of time, typically birth to age 6.
<b>Facilitator</b>	Designated person or people from the Leadership Team to lead the Action Period component with their ECE program staff.
<b>Go NAP SACC</b>	Nutrition and Physical Activity Self Assessment for Child Care self-assessment for ECE settings comparing their current practices with a set of best practices.
<b>Learning Collaborative</b>	A learning community made up of approximately 20-25 ECE programs to increase their knowledge, create networks of support, and equip programs to work together to make healthy policy and practice changes aligned with Healthy Kids, Healthy Future.
<b>Learning Session</b>	Five in-person, active Learning Sessions focused on the relationship of nutrition, breastfeeding support, physical activity, and screen time to children's health also provide opportunities to build collegial relationships, develop leadership, increase collaboration, plan for and implement healthy change.
<b>Healthy Kids, Healthy Future (HKHF)</b>	Formerly known as <i>Let's Move!</i> Child Care (LMCC), Healthy Kids, Healthy Future gives early care and education providers the tools to help children get a healthy start.
<b>National Early Care and Education Learning Collaboratives Project (ECELC)</b>	Name of this project funded by the Centers for Disease Control and Prevention and managed by Nemours to support ECE programs as they improve their practices and policies for nutrition, breastfeeding support, physical activity, and screen time.
<b>Program</b>	An intervention or service that has a design, staff, curriculum or approach, and a funding source.
<b>Resources</b>	The tools, materials, and resources aligning with Healthy Kids, Healthy Future and the Preventing Childhood Obesity, 3rd Edition standards that are available to participating ECE programs as they implement the ECELC.
<b>State Implementing Partner</b>	An agency/organization subcontracted with Nemours to handle the administration of the ECELC in a particular state.
<b>State Project Coordinator (Project Coordinator/PC)</b>	Administers the ECELC and provides overall coordination of the Learning Collaborative logistics in the state, with leadership responsibility for technical support, communication efforts, recruitment and support of Trainers and participating programs.
<b>Taking Steps to Healthy Success (Curriculum)</b>	ECELC curriculum, structured around 5 in-person learning sessions for Leadership Teams and on-site Action Period sessions to engage all program staff, designed to guide Leadership Teams and their programs through the process of making healthy changes aligned with best practices.
<b>Teacher</b>	An individual responsible for the primary education of a group of children.
<b>Technical Assistance (TA)</b>	Encouragement, support, information and resources provided by the Trainer(s) to help Leadership Teams facilitate training of program staff and develop and implement action plans for healthy change.
<b>Trainer(s)</b>	Individuals responsible for implementing 5 on-site Learning Collaborative sessions and providing ongoing technical assistance to participating ECE programs.

## Learning Session 2: Materials

# Learning Session 2: Nurturing Healthy Eaters & Providing Healthy Beverages

## Overview

Learning Session 2 provides a rationale for the role early care and education (ECE) providers play in helping make healthy changes. It explains healthy eating best practices in the ECE setting. The session focuses on increasing knowledge and awareness of healthy practices and their impact on young children. During this session, participants are expected to increase their knowledge, awareness and motivation to work towards healthy change:

Key content includes:

- The importance of healthy environments to support healthy children;
- Best practices for healthy eating;
- Beginning the process of healthy change through an Action Plan;
- Developing objectives and action steps to support children and families; and
- Ways to support healthy eating through program staff, family engagement, and program policies.



## Post-session (Action Period)

Program Leadership Teams utilize the Leadership Team Guide to engage their program staff to:

- Complete the *Learning Session 2 Group Discussion Worksheet*;
- Implement steps identified in the “child” and “family” columns of the *Action Plan Worksheet*; and
- Start a storyboard documenting goals and healthy changes made throughout Learning Session 2 through Learning Session 5.
- Prepare Action Period materials to bring back to Learning Session 3:
  - Completed *Learning Session 2 Group Discussion Worksheet*; and
  - *Action Plan Worksheet*.





# Sample Agenda


## Objectives

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



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

Learning Session 2: Nurturing Healthy Eaters and Providing Healthy Beverages	
Time	Topic
8:30 – 9:00 am	Check-In
9:00 – 10:30 am	Welcome Back <b>Learning Session 1 Action Period</b> <ul style="list-style-type: none"> <li>• Technical Assistance Groups</li> </ul> <b>PPT Part A: Best Practices for Healthy Eating</b> <ul style="list-style-type: none"> <li>• <b>Early Learning Standards Physical Activity Break:</b> Drink More Water</li> <li>• <b>Activity:</b> Sugar Sweetened Beverages</li> <li>• <b>Activity:</b> Menu Analysis</li> </ul>
10:30 – 11:15 am	<b>PPT Part B: Healthy Environments</b> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> <i>How can you enhance the program environment to make it healthier?</i></li> <li>• <b>Video:</b> Role Modeling: Effective Mealtime Strategies for children</li> <li>• <b>Video:</b> <i>How do National and State Best Practice Guidelines Support Your Work to Help Children Grow up Healthy?</i></li> </ul>
11:15 – 12:00 pm	<b>PPT Part C: Healthy Recipes</b> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Recipes from <i>What's Cooking?</i> United States Department of Agriculture (USDA) Mixing Bowl Recipe Finder</li> </ul>
12:00 – 12:45 pm	<b>Networking Lunch</b>
12:45 – 1:30pm	<b>PPT Part D: Facilitating Change in Your Program</b> <ul style="list-style-type: none"> <li>• <b>Technical Assistance Groups:</b> Refer to the Learning Session 2 Participant Handbook</li> <li>• <b>Early Learning Standards Physical Activity Break:</b> refer to the <i>Salad Toss Hop</i> activity in the <i>Nutrition and Movement Activity Book</i></li> </ul>
1:30 – 2:15pm	<b>PPT Part E: Overcoming Challenges to Meeting Healthy Eating Best Practices</b> <ul style="list-style-type: none"> <li>• <b>Video:</b> Why Are Children Reluctant To Try New Foods?</li> </ul>
2:15 – 2:45 pm	<b>PPT Part F: Extending Your Learning: Staff, Families and Program Policies</b>
2:45 – 3:00 pm	Check-Out





## 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

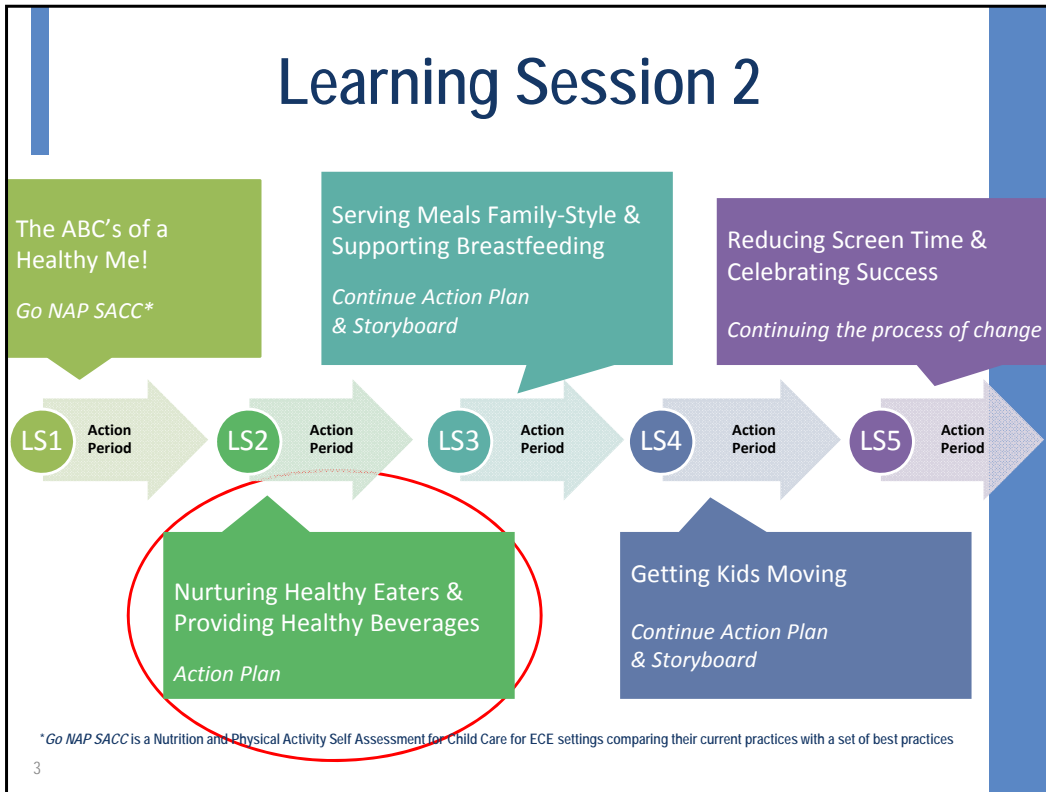
Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (1U58DP004102-01) to support states/localities in launching early care and education learning collaboratives focused on childhood obesity prevention. The views expressed in written 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





## 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.



## LS1 Action Period



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## Part A: Best Practices for Healthy Eating



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## ABC's of a Healthy Me

**A**ctive play

**B**reastfeeding

**C**ut down on screen time

**D**rink milk and water

**E**at healthy foods

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## YOU are the key to helping kids grow up healthy!

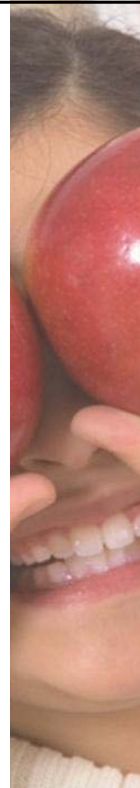
- As a provider, you have a strong influence on the foods and beverages children consume
  - Keep your influence on foods and beverages positive
  - Encourage consumption of healthy foods
- Food preferences develop early
  - Help children develop a preference for healthy foods like fruits and vegetables



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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.

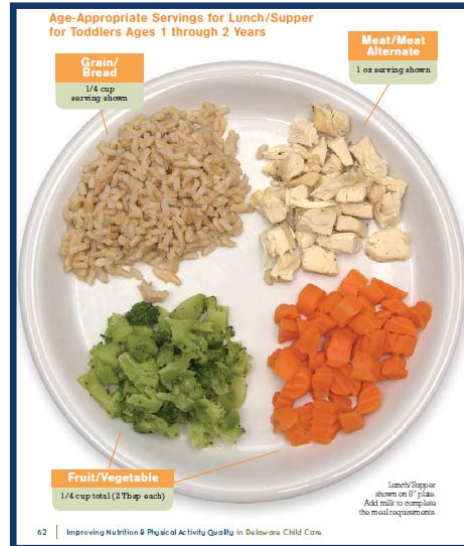
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# CACFP Serving Sizes

- 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

USDA  
United States Department of Agriculture

## UPDATED CHILD AND ADULT CARE FOOD PROGRAM MEAL PATTERNS: INFANT MEALS

USDA recently revised the CACFP meal patterns to ensure children and adults have access to healthy, balanced meals throughout the day. The changes to the infant meal patterns support breastfeeding and the consumption of vegetables and fruit without added sugars. These changes are based on the scientific recommendations from the National Academy of Medicine, the American Academy of Pediatrics and stakeholder input. CACFP centers and day care homes must comply with the updated meal patterns by October 1, 2017.

**UPDATED INFANT MEAL PATTERN:**

- Encourage and Support Breastfeeding**
  - Providers may receive reimbursement for meals when a breastfeeding mother comes to the day care center or home and directly breastfeeds her infant; and
  - Only breastmilk and infant formula are served to infants 0 through 5 month olds.
- Developmentally Appropriate Meals:**
  - Two age groups, instead of three: 0 through 5 month olds and 6 through 11 month olds; and
  - Solid foods are gradually introduced around 6 months of age, as developmentally appropriate.
- More Nutritious Meals:**
  - Requires a vegetable or fruit, or both, to be served at snack for infants 6 through 11 months old;
  - No longer allows juice or cheese food or cheese spread to be served; and
  - Allows ready-to-eat cereals at snack.

**Learn More**  
For more information on infant development and nutrition, check out the USDA Team Nutrition's Feeding Infants Booklet.

CHILD & ADULT CARE FOOD PROGRAM

# Child and Adult Meal Patterns: Ages 1-2



## Serve Tasty and Healthy Foods in the Child and Adult Care Food Program (CACFP) Sample Meals for Children Ages 1-2

**What is in a Breakfast?**  
Milk (4 fl. oz. or ½ cup)  
Vegetable, Fruit, or Both (½ cup)  
Grains (½ serving)

**Sample Breakfast**  
½ cup cereal  
½ cup milk  
½ cup fruit  
½ cup yogurt

**Grilled Cheese Sandwich**  
Make with:  
½ serving bread  
½ serving cheese  
½ serving butter and oil

**What is in a Lunch or Supper?**  
Milk (4 fl. oz. or ½ cup)  
Meat/Meat Alternative (1 oz. eq.)  
Vegetables (½ cup)  
Fruit (½ cup)  
Grains (½ serving)

**Sample Lunch/Supper**  
½ cup milk  
½ cup meat  
½ cup vegetables  
½ cup fruit

**What is in a Snack?**  
Pick 2:  
Milk (4 fl. oz. or ½ cup)  
Meat/Meat Alternative (1 oz. eq.)  
Vegetables (½ cup)  
Fruit (½ cup)  
Grains (½ serving)

**Sample Snack**  
Yogurt Dip  
Fruit with ½ cup (2 oz.) yogurt  
½ cup milk  
½ cup fruit

*Offer and make water available all day.*

Note: Serving sizes are minimums.  
Updated USDA Child and Adult Care Food Program (CACFP) meal patterns must be implemented by October 1, 2017. Learn more about the CACFP meal patterns, including information on source equivalents (oz. eq.) and serving sizes at <https://www.fns.usda.gov/cacfp>.

Food and Nutrition Service (FNS) August 2017 USDA is an equal opportunity provider. 816-KW, 812-Serve.

# Child and Adult Meal Patterns: Ages 3-5



## Serve Tasty and Healthy Foods in the Child and Adult Care Food Program (CACFP) Sample Meals for Children Ages 3-5

**What is in a Breakfast?**  
Milk (4 fl. oz. or ½ cup)  
Vegetable, Fruit, or Both (½ cup)  
Grains (½ serving)

**Sample Breakfast**  
½ serving cereal  
½ cup milk  
½ cup fruit  
½ cup yogurt

**What is in a Lunch or Supper?**  
Milk (4 fl. oz. or ½ cup)  
Meat/Meat Alternative (1½ oz. eq.)  
Vegetables (½ cup)  
Fruit (½ cup)  
Grains (½ serving)

**Sample Lunch/Supper**  
½ cup milk  
½ cup meat  
½ cup vegetables  
½ cup fruit

**What is in a Snack?**  
Pick 2:  
Milk (4 fl. oz. or ½ cup)  
Meat/Meat Alternative (1½ oz. eq.)  
Vegetables (½ cup)  
Fruit (½ cup)  
Grains (½ serving)

**Sample Snack**  
Yogurt Dip  
Fruit with ½ cup (2 oz.) yogurt  
½ cup milk  
½ cup fruit

*Offer and make water available all day.*

Note: Serving sizes are minimums.  
Updated USDA Child and Adult Care Food Program (CACFP) meal patterns must be implemented by October 1, 2017. Learn more about the CACFP meal patterns, including information on source equivalents (oz. eq.) and serving sizes at <https://www.fns.usda.gov/cacfp>.

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## Best Practices (optional, but encouraged)



### 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 4 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.



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## Nemours Best Practices for Healthy Eating



Best Practices for Healthy Eating

Nemours.  
A Children's Health System

For Organizations Serving Children and Youth

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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.

WHOLE MILK	LOWFAT 1%	SKIM MILK																																																																																																			
 <p><b>Nutrition Facts</b> Serving Size 8 fl oz Amount Per Serving Calories 150    Calories from fat 70 % Daily Value*</p> <table border="1"> <tr><td>Total Fat</td><td>5g</td><td>13%</td></tr> <tr><td>Saturated Fat</td><td>5g</td><td>25%</td></tr> <tr><td>Trans Fat</td><td>0g</td><td></td></tr> <tr><td>Cholesterol</td><td>10mg</td><td>3%</td></tr> <tr><td>Sodium</td><td>120mg</td><td>5%</td></tr> <tr><td>Total Carbohydrate</td><td>12g</td><td>4%</td></tr> <tr><td>Dietary Fiber</td><td>0g</td><td></td></tr> <tr><td>Sugars</td><td>12g</td><td></td></tr> <tr><td>Protein</td><td>8g</td><td></td></tr> <tr><td>Vitamin A</td><td>10%</td><td>Vitamin C 4%</td></tr> <tr><td>Calcium</td><td>30%</td><td>Iron 0%</td></tr> </table> <p>*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.</p>	Total Fat	5g	13%	Saturated Fat	5g	25%	Trans Fat	0g		Cholesterol	10mg	3%	Sodium	120mg	5%	Total Carbohydrate	12g	4%	Dietary Fiber	0g		Sugars	12g		Protein	8g		Vitamin A	10%	Vitamin C 4%	Calcium	30%	Iron 0%	 <p><b>Nutrition Facts</b> Serving Size 8 fl oz Amount Per Serving Calories 100    Calories from fat 20 % Daily Value*</p> <table border="1"> <tr><td>Total Fat</td><td>1.5g</td><td>4%</td></tr> <tr><td>Saturated Fat</td><td>1.5g</td><td>8%</td></tr> <tr><td>Trans Fat</td><td>0g</td><td></td></tr> <tr><td>Cholesterol</td><td>10mg</td><td>3%</td></tr> <tr><td>Sodium</td><td>125mg</td><td>5%</td></tr> <tr><td>Total Carbohydrate</td><td>12g</td><td>4%</td></tr> <tr><td>Dietary Fiber</td><td>0g</td><td></td></tr> <tr><td>Sugars</td><td>12g</td><td></td></tr> <tr><td>Protein</td><td>8g</td><td></td></tr> <tr><td>Vitamin A</td><td>10%</td><td>Vitamin C 4%</td></tr> <tr><td>Calcium</td><td>30%</td><td>Iron 0%</td></tr> </table> <p>*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.</p>	Total Fat	1.5g	4%	Saturated Fat	1.5g	8%	Trans Fat	0g		Cholesterol	10mg	3%	Sodium	125mg	5%	Total Carbohydrate	12g	4%	Dietary Fiber	0g		Sugars	12g		Protein	8g		Vitamin A	10%	Vitamin C 4%	Calcium	30%	Iron 0%	 <p><b>Nutrition Facts</b> Serving Size 8 fl oz Amount Per Serving Calories 90    Calories from fat 0 % Daily Value*</p> <table border="1"> <tr><td>Total Fat</td><td>0g</td><td>0%</td></tr> <tr><td>Saturated Fat</td><td>0g</td><td>0%</td></tr> <tr><td>Trans Fat</td><td>0g</td><td></td></tr> <tr><td>Cholesterol</td><td>5mg</td><td>2%</td></tr> <tr><td>Sodium</td><td>135mg</td><td>6%</td></tr> <tr><td>Total Carbohydrate</td><td>12g</td><td>4%</td></tr> <tr><td>Dietary Fiber</td><td>0g</td><td></td></tr> <tr><td>Sugars</td><td>12g</td><td></td></tr> <tr><td>Protein</td><td>8g</td><td></td></tr> <tr><td>Vitamin A</td><td>10%</td><td>Vitamin C 2%</td></tr> <tr><td>Calcium</td><td>30%</td><td>Iron 0%</td></tr> </table> <p>*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.</p>	Total Fat	0g	0%	Saturated Fat	0g	0%	Trans Fat	0g		Cholesterol	5mg	2%	Sodium	135mg	6%	Total Carbohydrate	12g	4%	Dietary Fiber	0g		Sugars	12g		Protein	8g		Vitamin A	10%	Vitamin C 2%	Calcium	30%	Iron 0%
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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-fried 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



www.ahealthierwei.com

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The infographic is divided into two columns. Each item is accompanied by an image and a list of sugar equivalents. The items and their equivalents are as follows:

- ORIGINAL YACHT BONE** (16 ounces per bottle): 2.5 TEASPOONS OF SUGAR OR 2 NEWMAN-OWS PEPPERMINTS
- RED BULL** (23 ounces in a 12 OZ CAN): 4.75 TEASPOONS OF SUGAR OR 1.4 KRONE DONUTS DOUGHNUTS
- FRUIT & VEGETABLE JUICE** (16 ounces per tube): 2.5 TEASPOONS OF SUGAR OR 2.5 OREO COOKIES
- SOO** (22-24 ounces per 12 OZ CAN): 8.25 TEASPOONS OF SUGAR OR 2.5 - 3 CHOCOLATE TRUFFLE DONUTS
- FRUIT FLAVORED YOGURT** (16 ounces per container): 3 TEASPOONS OF SUGAR OR 1.5 POPSICLES
- ICE CREAM** (21 ounces per 12 OZ): 8.25 TEASPOONS OF SUGAR, 5 SERVING BEN & JERRY'S CHERRY ICE CREAM
- STANDARDIZED SUGAR BEVERAGE** (16 ounces in one bottle): 11.5 TEASPOONS OF SUGAR OR 11.5 POWDERED SUGAR DONUTETS
- MINI-SHIM PUNCH** (16 ounces in one bottle): 7.25 TEASPOONS OF SUGAR OR 2.4 POPSICLES

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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

## 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!)



Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (U59CE000402-01) 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.



# 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/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.

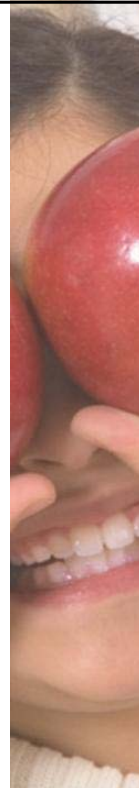
Recommended Fundraisers	Not Recommended Fundraisers
<ul style="list-style-type: none"> <li>• Physical activity events or competitions</li> <li>• Health fairs</li> <li>• Contests</li> <li>• Workshops/classes</li> <li>• Door-to-door sales of non-food items or food items meeting the best practices.</li> <li>• Web sales of non-food items or food items meeting the best practices.</li> <li>• Organization-related promotional items</li> <li>• Gift cards – to non-food related stores or for healthy food stores only</li> </ul>	<ul style="list-style-type: none"> <li>• Sales of foods high in fat, sugar and calories (e.g., candy, cookies, cookie dough, donuts/pastries, cakes, cupcakes, pizza, etc.)</li> </ul>

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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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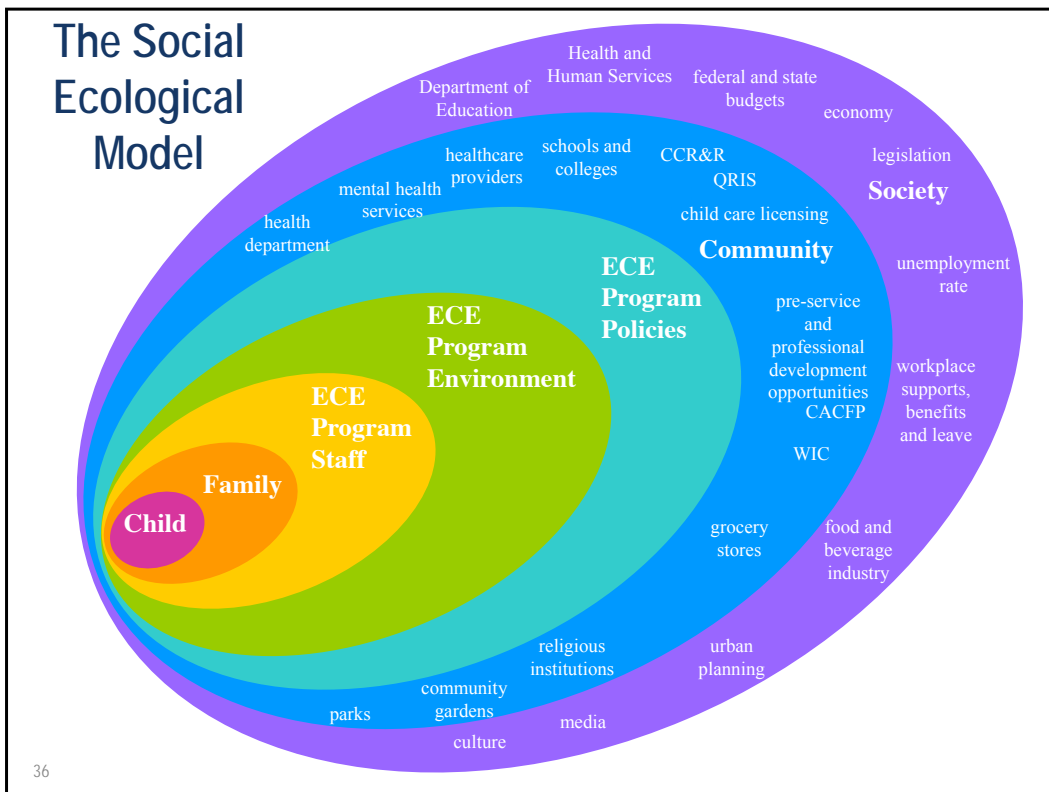
# Menu Analysis Activity

Menu Analysis Activity – Sample  
Sample Weekly Menu (for Children age 2 years and older)  
ACTIVITY SHEET ONLY\*

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>BREAKFAST</b>					
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	Kix*	Donuts	Wheaties*	White Toast	Cheerios*
Meat/Meat Alternatives <small>(optional—can replace a grain at breakfast no more than 3 times per week)</small>	Yogurt	Cottage Cheese	Scrambled Egg	Cottage Cheese	Yogurt
<b>LUNCH</b>					
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	Apple Juice	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	Wheaties* Macaroni and Cheese
Meat/Meat Alternatives	Baked Turkey Breast	Hot Dog	Fish Sticks	Salad & Cheese	Baked Chicken Breast
<b>SNACK</b>					
Milk	—	—	—	—	—
Fruits	100% Apple Juice	Strawberries	Watermelon		Pineapple
Vegetables				Cucumbers	
Grains	Mini/Whole Grain Rice Cakes	—	—	Crackers	—
Meat/Meat Alternatives	—	Yogurt	Red String Cheese	—	Cottage Cheese
Beverage	Water	Water	Water	Water	Water

\*Do not expect use for claiming meals in CACFP

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## Healthy Environments

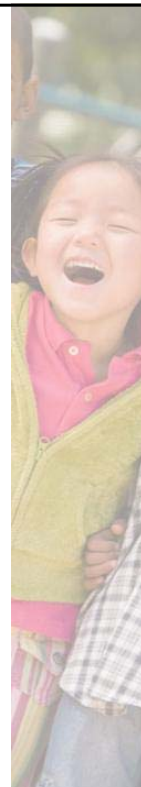
- **Eating environment**
  - Provide visuals, use materials, serve food, and role model healthy choices and eating habits
- **Classroom and outdoor environment**
  - Create a safe and open space for children to move around
- **Breastfeeding environment**
  - Provide a quiet and relaxing space for breastfeeding 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?

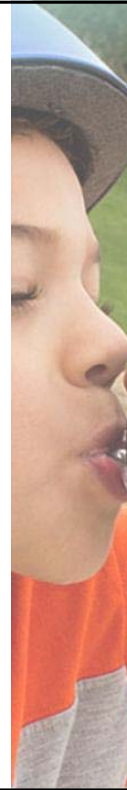
42



## 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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## Part C: Healthy Recipes



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# What's Cooking? USDA Mixing Bowl



[www.whatscooking.fns.usda.gov](http://www.whatscooking.fns.usda.gov)

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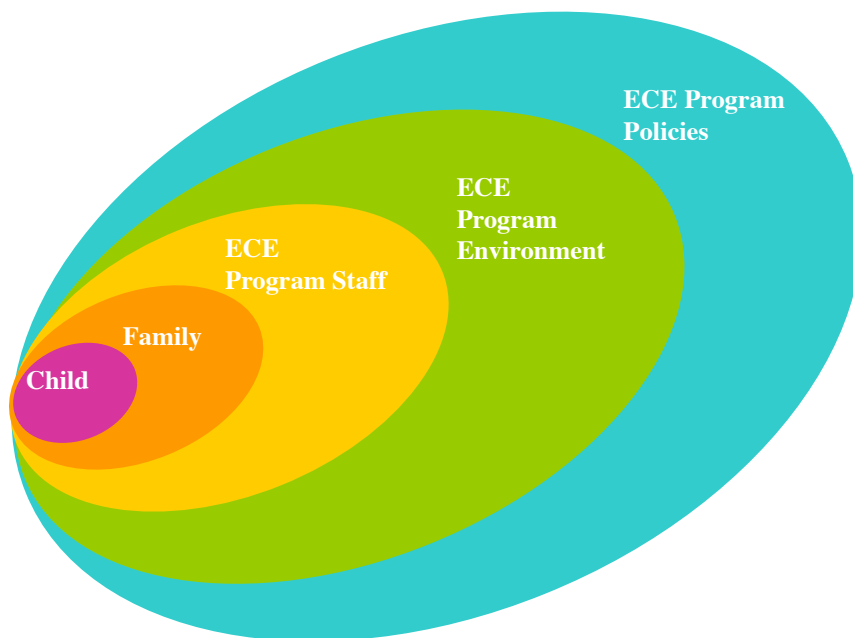
48



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

## Selecting goals and making them SMART



## 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)

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## 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)

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## 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)

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## 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)

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## 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



\*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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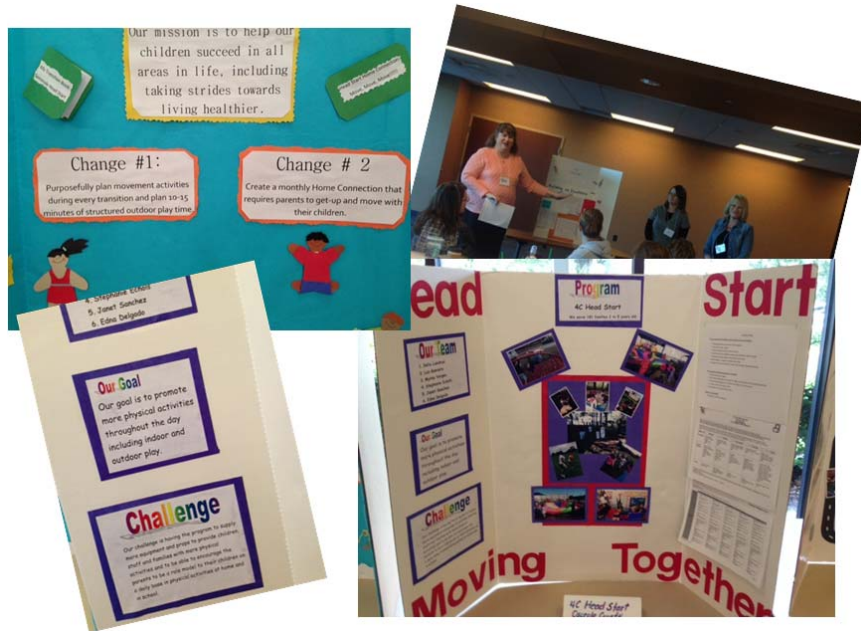
## Creating a Storyboard



- **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



65

## 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



**JOINING TOGETHER 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 experiences 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 contained 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 apertional education through a backyard garden**  
 In Los Angeles, Utah and Fresno, 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, weed the soil while investigating worms and insects, water plants, and harvest and prepare simple recipes using their garden produce. *Continued on other slide...*

# 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



## 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  $\neq$  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 Empower! Eat Challenge <a href="http://www.heart.org">www.heart.org</a>	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 words for your child to imitate.	5 Fall Friday! Begin a family tradition. Every Friday plan to prepare dinner and have family tradition together.	6 September 6th! Take a trip to your local farmer's market for seasonal foods to put in your salads.
7 Grandparents Day: Make a three-course family recipe healthier by substituting similar ingredients: low-fat instead of full-fat cheese or sour cream, natural appliance instead of oil for baking, whole wheat instead of regular flour.	8 Cut the rind off a cucumber, 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 Jan & 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 flooring 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 toddler's hand and move together.	13 Sleep on Saturday! Count the steps you and your child take from one room to another or from the house to the car. Count one hand to your baby as you carry from one spot to another.
14 Sunday Salads: Trust the family to broiled salmon for a special summertime dinner.	15 Give toddlers plastic measuring cups and a spoon. 1 year olds will help raise produce; 4 year olds can squeeze fruit juice and 3 year olds can grab cheese.	16 Tap, You're it! Tap your child and move away for them to chase you. Duck down and up for before to look for you.	17 Use your library card to check out the book, <i>7 Ways to Make Your Own Wilkins &amp; Fable Vines</i> .	18 Freeze and cut broccoli, carrots and 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. Tap by turning off the tv.
21 Hold up a potato and say "root food" and sign down. Hold up a banana say "top food" jump or reach up. Talk time with your child.	22 During bath time talk with your children about their bodies. Name body parts and talk about healthy habits.	23 Cut banana or apple into chunks. Spread with almond butter or cream cheese and roll the chunks in seed 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. Exhibit and touch the floor. Babies will watch and older children imitate you.	26 Run in place with your child and check to see if your heart speed up.	27 Pick out complete pictures of food. At the same, ask your child to help you find the food that matches the picture.
28 Bird: Nest Place a bagel in a pan with 1 drop olive oil. Crack an egg into the hole and cook. Add spinach around the hole.	29	30 Last day of the Empower! Eat 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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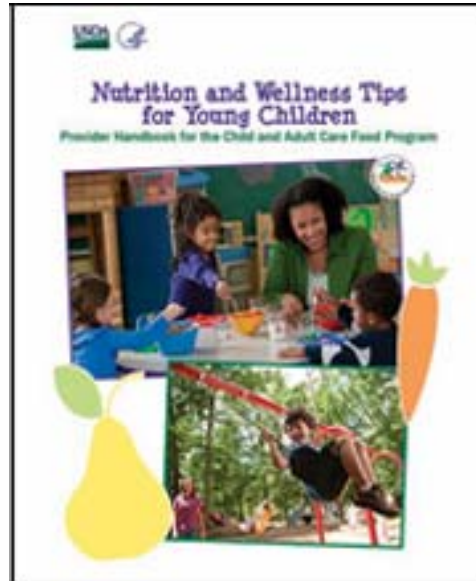
## Policies and Procedures

- **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



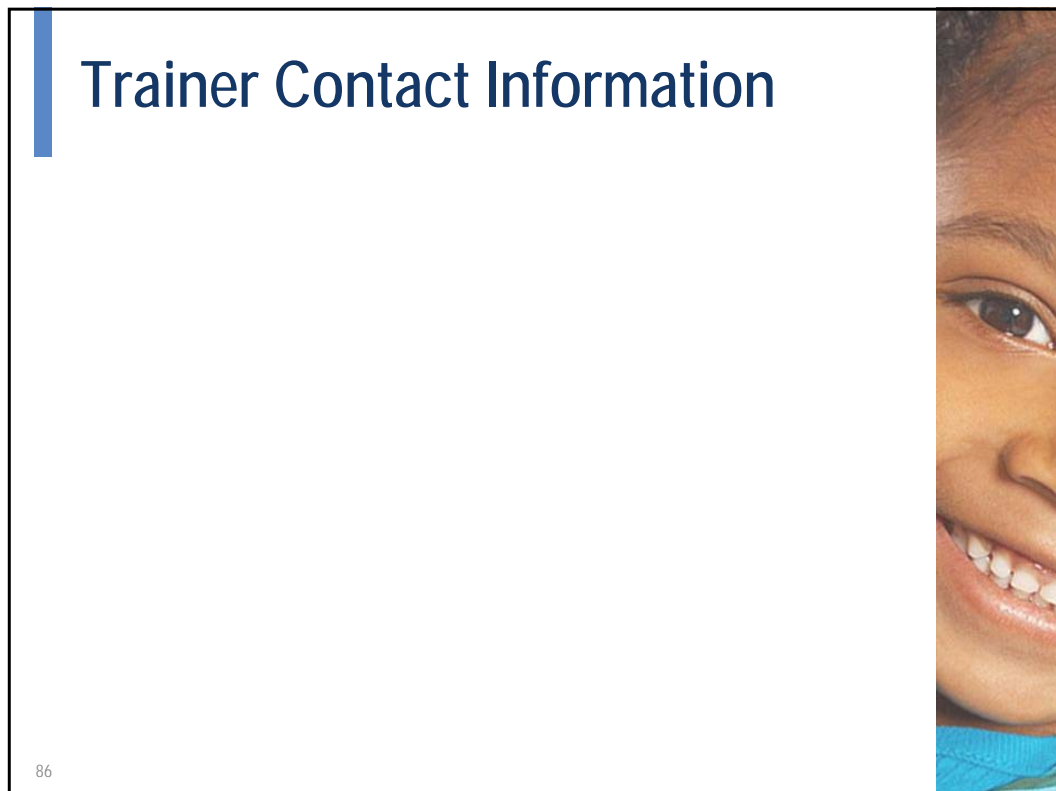
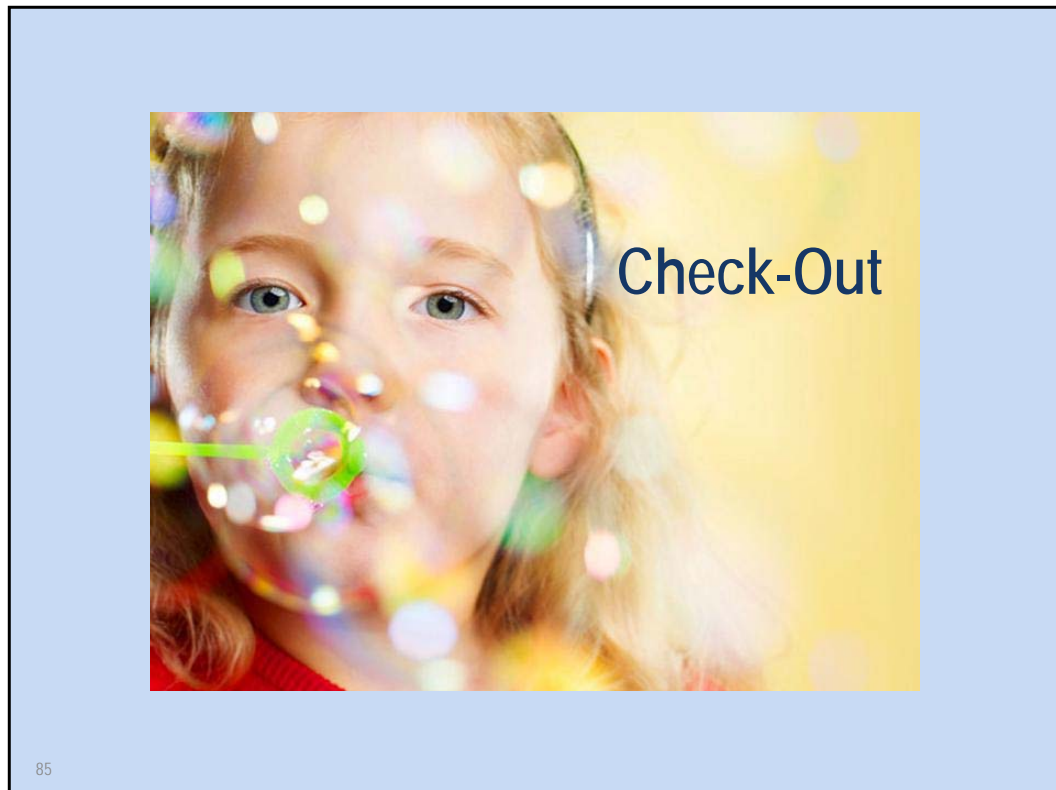
83

## Resources

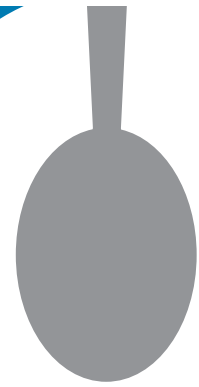
- **Healthy Kids, Healthy Future**
  - [www.healthykidshealthyfuture.org](http://www.healthykidshealthyfuture.org)
- **MyPlate for Preschoolers**
  - <http://www.choosemyplate.gov/preschoolers.html>
- **Nutrition and Wellness Tips for Young Children**
  - [www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)
- **Nemours' Best Practices for Healthy Eating**
  - [www.healthykidshealthyfuture.org](http://www.healthykidshealthyfuture.org)
- **Child and Adult Care Food Program (CACFP)**
  - [www.fns.gov/cacfp](http://www.fns.gov/cacfp)
  - To locate the State agency for CACFP, visit:  
[www.cacfp.org/resources/usda-stage-agencies/](http://www.cacfp.org/resources/usda-stage-agencies/)

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# UPDATED CHILD AND ADULT CARE FOOD PROGRAM MEAL PATTERNS: INFANT MEALS

USDA recently revised the CACFP meal patterns to ensure children and adults have access to healthy, balanced meals throughout the day. The changes to the infant meal pattern support breastfeeding and the consumption of vegetables and fruit without added sugars. These changes are based on the scientific recommendations from the National Academy of Medicine, the American Academy of Pediatrics and stakeholder input. CACFP centers and day care homes must comply with the updated meal patterns by October 1, 2017.

## UPDATED INFANT MEAL PATTERN:



### Encourage and Support Breastfeeding:

- Providers may receive reimbursement for meals when a breastfeeding mother comes to the day care center or home and directly breastfeeds her infant; and
- Only breastmilk and infant formula are served to infants 0 through 5 month olds.



### Developmentally Appropriate Meals:

- Two age groups, instead of three: 0 through 5 month olds and 6 through 11 month olds; and
- Solid foods are gradually introduced around 6 months of age, as developmentally appropriate.

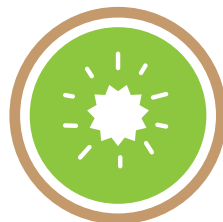
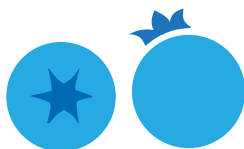


### More Nutritious Meals:

- Requires a vegetable or fruit, or both, to be served at snack for infants 6 through 11 months old;
- No longer allows juice or cheese food or cheese spread to be served; and
- Allows ready-to-eat cereals at snack.

### Learn More

For more information on infant development and nutrition, check out the [USDA Team Nutrition's Feeding Infants Guide](#).



### PREVIOUS AND UPDATED INFANT MEAL PATTERNS: LETS COMPARE


	PREVIOUS			UPDATED	
	0-3 Months	4-7 Months	8-11 MONTHS	0-5 MONTHS	6-11 MONTHS
<b>Breakfast</b>	4-6 fl oz breastmilk or formula	4-8 fl oz breastmilk or formula 0-3 tbsp infant cereal	6-8 fl oz breastmilk or formula 2-4 tbsp infant cereal 1-4 tbsp vegetable, fruit or both	4-6 fl oz breastmilk or formula	6-8 fl oz breastmilk or formula 0-4 tbsp infant cereal, meat, fish, poultry, whole eggs, cooked dry beans or peas; or 0-2 oz cheese; or 0-4 oz (volume) cottage cheese; or 0-4 oz yogurt; or a combination* 0-2 tbsp vegetable, fruit or both*
<b>Lunch or Supper</b>	4-6 fl oz breastmilk or formula	4-8 fl oz breastmilk or formula 0-3 tbsp infant cereal 0-3 tbsp vegetable, fruit or both	6-8 fl oz breastmilk or formula 2-4 tbsp infant cereal; and/or 1-4 tbsp meat, fish, poultry, egg yolk, cooked dry beans or peas; or ½ -2oz cheese; or 1-4 oz (volume) cottage cheese; or 1-4 oz (weight) cheese food or cheese spread; or a combination 1-4 tbsp vegetable, fruit or both	4-6 fl oz breastmilk or formula	6-8 fl oz breast milk or formula 0-4 tbsp infant cereal, meat, fish, poultry, whole egg, cooked dry beans or peas; or 0-2 oz cheese; or 0-4 oz (volume) cottage cheese; or 0-4 oz yogurt; or a combination* 0-2 tbsp vegetable, fruit or both*
<b>Snack</b>	4-6 fl oz breastmilk or formula	4-6 fl oz breastmilk or formula	2-4 fl oz breastmilk, formula, or fruit juice 0-½ bread slice or 0-2 crackers	4-6 fl oz breastmilk or formula	2-4 fl oz breastmilk or formula 0-½ bread slice; or 0-2 crackers; or 0-4 tbsp infant cereal or ready-to-eat cereal* 0-2 tbsp vegetable, fruit or both*

*\*Required when infant is developmentally ready.  
All serving sizes are minimum quantities of the food components that are required to be served.*



# Serve Tasty and Healthy Foods in the Child and Adult Care Food Program (CACFP)

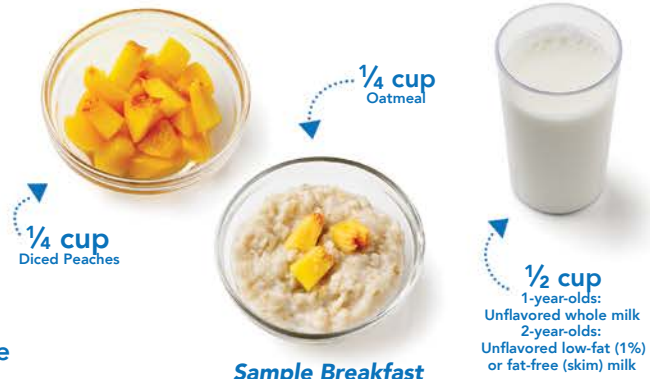
Sample Meals for Children Ages 1-2



**What is in a Breakfast?**

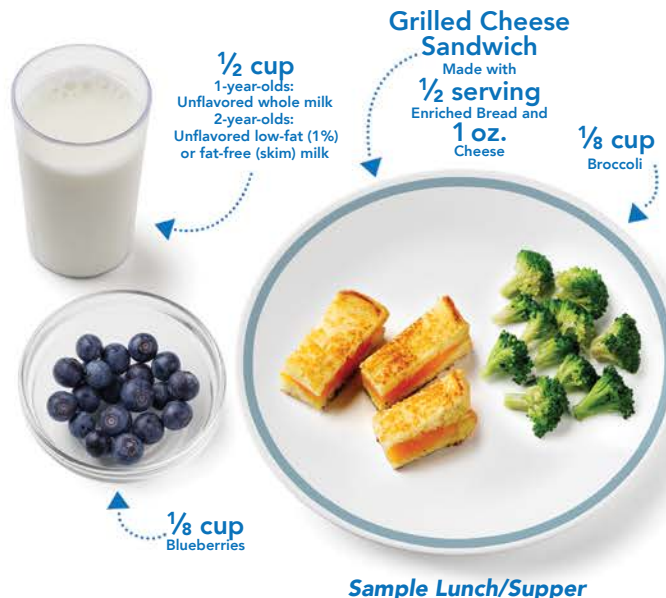
Milk (4 fl. oz. or ½ cup)  
Vegetables, Fruit, or Both (¼ cup)  
Grains (½ serving)

**Optional:** Meat/meat alternates may be served in place of the entire grains component up to 3 times per week at breakfast.



**Sample Breakfast**


- ¼ cup Diced Peaches
- ¼ cup Oatmeal
- ½ cup 1-year-olds: Unflavored whole milk  
2-year-olds: Unflavored low-fat (1%) or fat-free (skim) milk



**Grilled Cheese Sandwich**  
Made with ½ serving Enriched Bread and 1 oz. Cheese

- ½ cup 1-year-olds: Unflavored whole milk  
2-year-olds: Unflavored low-fat (1%) or fat-free (skim) milk
- 1 oz. Cheese
- ⅛ cup Broccoli
- ⅓ cup Blueberries

**Sample Lunch/Supper**



**What is in a Lunch or Supper?**

Milk (4 fl. oz. or ½ cup)  
Meat/Meat Alternate (1 oz. eq.)  
Vegetables (½ cup)  
Fruit (½ cup)  
Grains (½ serving)

All grains served must be whole grain-rich or enriched.  
Breakfast cereals may also be fortified.  
At least one grain served each day must be whole grain-rich.

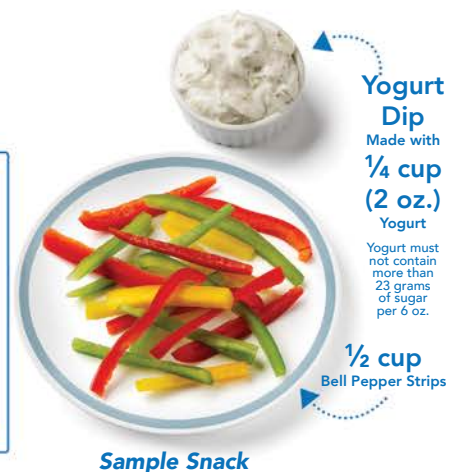


*Offer and make water available all day.*



**What is in a Snack?**

Pick 2:  
Milk (4 fl. oz. or ½ cup)  
Meat/Meat Alternate (½ oz. eq.)  
Vegetables (½ cup)  
Fruit (½ cup)  
Grains (½ serving)



**Sample Snack**

- Yogurt Dip Made with ¼ cup (2 oz.) Yogurt  
Yogurt must not contain more than 23 grams of sugar per 6 oz.
- ½ cup Bell Pepper Strips

**Note:** Serving sizes are minimums.

Updated USDA Child and Adult Care Food Program (CACFP) meal patterns must be implemented by October 1, 2017. Learn more about the CACFP meal patterns, including information on ounce equivalents (oz. eq.) and serving sizes at <https://teamnutrition.usda.gov>.



Food and Nutrition Service  
FNS-667  
August 2017  
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# Serve Tasty and Healthy Foods in the Child and Adult Care Food Program (CACFP)

## Sample Meals for Children Ages 3-5



### What is in a Breakfast?

Milk (6 fl. oz. or  $\frac{3}{4}$  cup)  
Vegetables, Fruit, or Both ( $\frac{1}{2}$  cup)  
Grains ( $\frac{1}{2}$  serving)

**Optional:** Meat/meat alternates may be served in place of the entire grains component up to 3 times per week at breakfast.

$\frac{1}{2}$  serving  
Whole Grain-Rich  
Mini Pancakes



Sample Breakfast

$\frac{1}{2}$  cup  
Sliced  
Strawberries

$\frac{3}{4}$  cup  
Unflavored  
Low-Fat (1%)  
or Fat-Free  
(Skim) Milk

$\frac{3}{4}$  cup  
Unflavored Low-Fat (1%)  
or Fat-Free (Skim) milk



1 Taco  
Made with  
 $1\frac{1}{2}$  oz.  
Lean Ground Beef,  
 $\frac{1}{4}$  cup  
Lettuce\*, and  
 $\frac{1}{8}$  cup  
Chopped Tomatoes

$\frac{1}{2}$  serving  
Enriched Flour Tortilla



Sample Lunch/Supper

$\frac{1}{4}$  cup  
Roasted Sweet  
Potatoes

A second, different vegetable may be served in place of fruit at lunch and supper. In this meal, the  $\frac{1}{4}$  cup of lettuce and  $\frac{1}{8}$  cup of tomatoes in the taco meets the vegetable component, and the  $\frac{1}{4}$  cup of sweet potatoes is used to meet the fruit component.

\*Raw leafy greens, such as lettuce, credit for half the amount served. The  $\frac{1}{4}$  cup of lettuce in the taco counts as  $\frac{1}{8}$  cup of vegetables in this meal.

### What is in a Lunch or Supper?

Milk (6 fl. oz. or  $\frac{3}{4}$  cup)  
Meat/Meat Alternate ( $1\frac{1}{2}$  oz. eq.)  
Vegetables ( $\frac{1}{4}$  cup)  
Fruit ( $\frac{1}{4}$  cup)  
Grains ( $\frac{1}{2}$  serving)



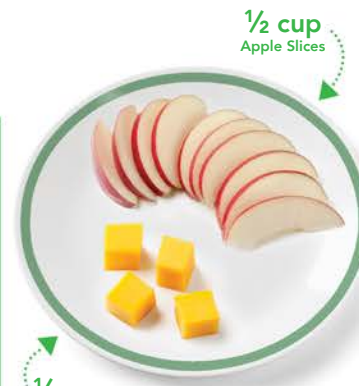
All grains served must be whole grain-rich or enriched.  
Breakfast cereals may also be fortified.  
At least one grain served each day must be whole grain-rich.

### What is in a Snack?

Pick 2:  
Milk (4 fl. oz. or  $\frac{1}{2}$  cup)  
Meat/Meat Alternate ( $\frac{1}{2}$  oz. eq.)  
Vegetables ( $\frac{1}{2}$  cup)  
Fruit ( $\frac{1}{2}$  cup)  
Grains ( $\frac{1}{2}$  serving)



Offer and make water available all day.



$\frac{1}{2}$  cup  
Apple Slices

$\frac{1}{2}$  oz.  
Cheddar Cheese

Sample Snack

**Note:** Serving sizes are minimums.

Updated USDA Child and Adult Care Food Program (CACFP) meal patterns must be implemented by October 1, 2017. Learn more about the CACFP meal patterns, including information on ounce equivalents (oz. eq.) and serving sizes at <https://teamnutrition.usda.gov>.



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# 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.

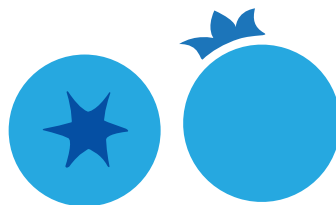
### Additional Best Practices

- Incorporate seasonal and locally produced foods into meals.
- Limit serving purchased pre-fried foods to no more than one serving per week.
- Avoid serving non-creditable foods that are sources of added sugars, such as sweet toppings (e.g., honey, jam, syrup), mix-in ingredients sold with yogurt (e.g., honey, candy, or cookie pieces), and sugar sweetened beverages (e.g., fruit drinks or sodas).
- Adult day care centers should offer and make water available to adults upon their request, throughout the day.

### Resources

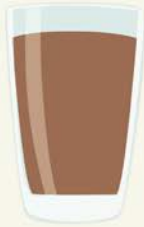
Find useful tips and strategies to help you incorporate the best practices into your every day meal service:

- **Nutrition and Wellness Tips for Young Children:** Child care providers can use these tips to incorporate key recommendations and best practices into their menus and daily schedules.
- **Feeding Infants:** This guide presents information on infant development, nutrition for infants, breastfeeding and formula feeding, feeding solid foods, sanitary food preparation, safe food handling, and much more!
- **Healthy Meals Resource System:** CACFP centers and day care homes will find more menu planning tools, recipe ideas, and additional tips and ideas to help implement the updated meal patterns and best practices, such as hosting taste tests to help introduce and get children excited about new foods and menus.
- **Team Nutrition Resource Library:** Visit the Team Nutrition Resource Library for free nutrition education materials to further reinforce and complement the nutrition messages taught by serving healthful foods.
- **MyPlate:** Resources found on the MyPlate website can help CACFP centers and day care homes identify healthier options to ensure menu choices contain the most nutrients children need to grow.
- **ICN Education and Training Resources:** The Institute of Child Nutrition’s resources provide education and training opportunities to help provide nutritious meals in CACFP homes and day care settings.



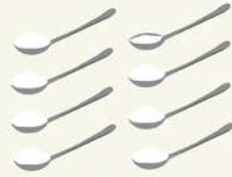
# Dr. Wei Hidden Sugars

**CHOCOLATE MILK**  
ONE 8 OZ GLASS



25 - 29 GRAMS OF SUGAR

7.25 TEASPOONS



OR

1 SNICKERS BAR



**JUICE**  
ONE 8 OZ GLASS  
100% APPLE JUICE



27 GRAMS OF SUGAR

6.75 TEASPOONS



OR

1 FUDGE BROWNIE



**CAPRI SUN**  
ONE 6 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  
BASKIN ROBBINS ICE CREAM



**COKE**  
ONE 20 OZ BOTTLE



65 GRAMS OF SUGAR

12.25 TEASPOONS



OR

2.6 SCOOPS OF  
BASKIN ROBBINS ICE CREAM



**MINUTE MATE**  
ONE 20 OZ BOTTLE



67 GRAMS OF SUGAR

16.75 TEASPOONS



OR

2.5 CUPCAKES



**VITAMIN WATER**  
ONE 20 OZ BOTTLE



33 GRAMS OF SUGAR

8.25 TEASPOONS



OR

9.4 OREO COOKIES



# Dr. Wei Hidden Sugars (continued)

**DANIMALS YOGURT DRINK**

2.5 TEASPOONS OF SUGAR

OR

2 NEWMAN-OS

10 GRAMS PER BOTTLE

**GO-GURT YOGURT TUBE**

2.5 TEASPOONS OF SUGAR

OR

2.5 OREO COOKIES

10 GRAMS PER TUBE

**YOGABY ORGANIC YOGURT**

3 TEASPOONS OF SUGAR

OR

1.5 POPSICLES

12 GRAMS PER CONTAINER

**STARBUCKS FRAPPUCINO DRINK**

11.5 TEASPOONS OF SUGAR

OR

11.5 POWDERED SUGAR DONETTES

46 GRAMS IN ONE BOTTLE

**RED BULL ENERGY DRINK**

6.75 TEASPOONS OF SUGAR

OR

1.6 KREME DONUTS

27 GRAMS IN 8 OZ CAN

**SODA**

8.25 - 9.75 TEASPOONS OF SUGAR

OR

2.5 - 3 CHOCOLATE FROSTED DONUTS

33-39 GRAMS PER 12 OZ CAN

**EDYORANGE**

5.25 TEASPOONS OF SUGAR

OR

1 SERVING BEN & JERRYS CHERRY GARCIA ICE CREAM

21 GRAMS PER 12 OZ

**HAWAIIAN PUNCH**

7.25 TEASPOONS OF SUGAR

OR

3.6 POPSICLES

29 GRAMS IN 8 OZ CLASS

# 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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## Suggestions for Healthy Foods for Celebrations:

### 8 - 12 Months

- Pureed or soft fruits and vegetables cut into ¼ inch cubes
- Whole grain crackers
- Shredded or cubed ¼ inch natural cheese
- Plain yogurt (made with whole milk)
- Water, formula or breast milk

### 1 - 6 Years

- Fresh, frozen or canned fruits and vegetables cut into small pieces
- Whole grain crackers
- Low-fat cheese cubes or string cheese
- Low-fat or fat-free yogurt
- Water or milk (following age recommendations)

### 6 - 12 years

- Fresh, frozen or canned fruits and vegetables
- Whole grain crackers
- Cheese cubes or string cheese
- Low-fat or fat-free yogurt
- Water, 1% (low-fat) or fat-free milk, 100% juice

## Healthy Ways to Celebrate:

- Allow children to help plan activities and a healthy menu to complement the celebration.
- Serve healthy foods that are the holiday's traditional colors. For example, serve cantaloupe, pumpernickel bread and low-fat cheddar cheese balls at a Halloween party, or vanilla yogurt with blueberries for Hanukkah.
- 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.
- Honor the birthday boy or girl with treats other than food, such as allowing them to choose a game or special activity or letting them wear a special crown, sash or badge on their birthday.
- 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 early care and education program, playground or neighborhood.



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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
<ul style="list-style-type: none"> <li>• Physical activity events or competitions</li> <li>• Health fairs</li> <li>• Contests</li> <li>• Workshops/classes</li> <li>• Door-to-door sales of non-food items or food items meeting the best practices.</li> <li>• Web sales of non-food items or food items meeting the best practices.</li> <li>• Organization – related promotional items</li> <li>• Gift cards – to non-food related stores or for healthy food stores only</li> </ul>	<ul style="list-style-type: none"> <li>• Sales of foods high in fat, sugar and calories (e.g., candy, cookies, cookie dough, donuts/pastries, cakes, cupcakes, pizza, etc.)</li> </ul>

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## Fundraising Ideas<sup>1</sup>

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

### 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](http://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/>

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

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## Menu Analysis Activity – Sample Sample Weekly Menu (for Children age 2 years and older)

### ACTIVITY SHEET ONLY!\*

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

\*Do not copy and use for claiming meals in CACFP





Credit: Growing Gardens

# 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 Shaunte 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....*

## WHY FARM TO SCHOOL?

### KIDS WIN

Farm to school (inclusive of farm to early care and education) provides all kids access to nutritious, high quality, local food so they are ready to learn and grow. Farm to school activities enhance classroom education through hands-on learning related to food, health, agriculture and nutrition.

### FARMERS WIN

Farm to school can offer new financial opportunities for farmers, fishers, ranchers, food processors and food manufacturers by opening the doors to an institutional market worth billions of dollars.

### COMMUNITIES WIN

Buying from local producers and processors reduces the carbon footprint of food transportation while stimulating the local economy. Educational activities such as school gardens and composting programs help to create a healthy environment around the school community.

The National Farm to School Network has more resources on this topic and others, as well as contact information for people in your state and region who are working on farm to school and farm to early care and education programs. Visit [farmtoschool.org](http://farmtoschool.org) for more information and to join our network.

- Identify curricula, activities or books related to gardens, preparing and eating healthy, local foods or learning about where food comes from and how it grows.
- Plan a local foods meal, snack, day, or event.
- Reach out to a local nursery or hardware store for donations or other support for starting an edible garden.
- Plan a farm or farmers market field trip, a farmer visit to the classroom or host a tasting of local produce.

**4 Learn from others.** If you are running into an obstacle, it is likely that there is someone who has run into it before! Some places to connect and learn from others include:

- The **National Farm to School Network** website. Find resources and contact information for people in your state and region who are working on farm to school and farm to early care and education. Sign up for our e-newsletter to receive regular communication about news, resources and opportunities.
- The **farm to preschool** website ([farmtopreschool.org](http://farmtopreschool.org)). Find information and case studies specific to early care and education settings.
- Your county or state's **Child Care Resource and Referral agency**. These agencies can provide resources and ways to learn about and connect with other early care and education programs and sites that are implementing farm to early care and education activities. Find your local agencies at [www.usa.childcareaware.org](http://www.usa.childcareaware.org).
- The **Child and Adult Care Food Program (CACFP)** staff in your state. Learn how CACFP can help you make local food more economical and can free up resources for other farm to early care and education activities. CACFP state agency contacts can be found at [www.fns.usda.gov/cacfp](http://www.fns.usda.gov/cacfp).

**5 Promote farm to early care and education in your community.** Ideas include sharing information and recipes in parent newsletters, posting garden or field trip photos to a website or on social media, or inviting local media to your activities.

## K-12 schools versus early care and education settings

A few important distinctions between school districts and early care and education settings:

**Local foods procurement:** Early care and education programs tend to purchase at smaller volumes and generally do not offer a la carte choices or multiple meal options. Small purchasing volumes can be a good fit for small farmers who may not have enough volume to work with an entire school district.

**Class size:** Early care and education programs tend to have smaller numbers of children, and their schedules can vary (child care might be for only a few hours, or it could be a full day). Smaller groups of children provide greater flexibility, while shorter days can limit some activities.

**Curriculum:** Common Core is the standard for K-12, while experiential education is highly encouraged in early care and education settings. This is a great fit with many farm to early care and education activities such as gardening, cooking and taste tests.

**Parental involvement:** parental involvement tends to be strong during the early childhood years, which can be a huge asset for farm to early care and education programming.

### FARM TO EARLY CARE AND EDUCATION IN ACTION

#### Oregon Child Development Coalition works directly with local farmers to procure food for meals

Early care centers have proven to be an ideal market for La Esperanza Farm, an incubator farm for local organic and sustainable Latino farmers in Forest Grove, Oregon. Working closely with the Oregon Child Development Coalition's USDA Food Services Specialist, Head Start centers now receive deliveries of local produce for meals, nourishing both children and their community.





A JOINT PROGRAM OF



# SEPTEMBER, 2014 *Healthy Way to Grow* Calendar



## Childhood Obesity Awareness Month

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>7 Grandparents Day</b> 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.</p> <p><b>14 Sunday Salmon</b> Treat the family to broiled salmon for a special nutritious dinner.</p> <p><b>21</b> 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.</p> <p><b>28 Birds Nest</b> Place a bagel in a pan with 1 tbspn. olive oil. Crack an egg into the hole and cook. Add spinach around the sides.</p>	<p><b>1 Labor Day</b> - Take the <b>AHA EmpowerMENT Challenge!</b><a href="http://www.heart.org">www.heart.org</a></p> <p><b>8</b> Cut the rind off a seedless watermelon and chop into chunks. Mash or blend until smooth for a cool, refreshing drink.</p> <p><b>15</b> 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.</p> <p><b>22</b> During bath time talk with your children about their bodies. Name body parts and talk about healthy habits.</p> <p><b>29</b></p>	<p><b>2</b> Ask your center director about <i>Healthy Way to Grow!</i></p> <p><b>9</b> Plan a family outing to the library. Check out "The Berenstain Bears and Too Much TV" by Stan &amp; Jan Berenstain. Turn off your tv and read the book together!</p> <p><b>16 Tag- You're it!</b> Tag your child and move away for them to chase you. Duck down and up for babies to look for you.</p> <p><b>23.</b> Cut banana or apple into chunks. Spread with almond butter or cream cheese and roll the chunks in cereal for a healthy snack!</p> <p><b>30</b> Last day of the EmpowerMENT Challenge! How did you do?</p>	<p><b>3 Walking Wednesdays</b> Take the first step. Start walking! Why? It's easy, it works and it pays!</p> <p><b>10 End of Summer</b> Before the days get much shorter, take a walk with your child before or after dinner</p> <p><b>17</b> Use your library card to check out the book, <i>I Went Walking</i> by Sue Williams &amp; Julie Vivas.</p> <p><b>24</b> Hold your child's hand and walk at their pace, swinging your arms.</p>	<p><b>4</b> Think of all the foods that begin with the letter 'S' (strawberries, spinach, squash. . .) Pronounce the 's' sound and words for your child to imitate.</p> <p><b>11</b> Encourage families to drink water by flavoring with lemon lime, or orange slices.</p> <p><b>18</b> Rinse and cut broccoli, zucchini, red peppers, celery and carrots into different shapes to create faces on a paper plate.</p> <p><b>25</b> 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.</p>	<p><b>5 Fit Friday</b> Begin a family tradition. Every Friday plan to prepare dinner and have family mealtime together.</p> <p><b>12 Rainbow Run-</b> 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.</p> <p><b>19</b> 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.</p> <p><b>26</b> Run in place with your child and check to feel your heart speed up</p>	<p><b>6 September Salad</b> Take a trip to your local farmer's market for seasonal foods to put in your salads.</p> <p><b>13 Steps on Saturday!</b> 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.</p> <p><b>20</b> Nickelodeon, a children's television network for <b>Worldwide Day of Play</b> is going off the air for three hours in order to encourage kids to go outside and play. Join by turning off the tv.</p> <p><b>27</b> Cut out magazine pictures of food. At the store, ask your child to help you find the food that matches the picture.</p>





## Learning Session 2: Action Period

# Learning Session 2: Nurturing Healthy Eaters & Providing Healthy Beverages

## Leadership Team Guide

Name: \_\_\_\_\_

Program: \_\_\_\_\_

### Learning Session 2 Action Period:

Complete before Learning Session 3 (LS3):

- Come together as a whole program to implement changes in the areas of “child” and “family.”
- Use the *Building Relationships with Families* handout to complete the *Learning Session 2 Group Discussion Worksheet*.
- Collaborate with staff to start a storyboard to document and communicate healthy changes in your program
- Bring the following items back to Learning Session 3:
  - *Learning Session 2 Group Discussion Worksheet*
  - *Action Plan Worksheet*

## Setting the Stage

### Supplies:

- *Action Plan Worksheet*;
- Summary of five strengths / five improvement areas from LS1 Action Period;
- *Building Relationships with Families* handout;
- *Learning Session 2 Group Discussion Worksheet*;
- Pens or pencils for writing; and
- Reward for participation (optional).

## Environment

Tips for facilitators to create a supportive and fun environment for learning with your staff:

- Be organized. Bring all needed materials and plan ahead so you can ensure everyone in your program will get the most out of this experience;
- Be engaging. Smile, look people in the eyes, and be positive while helping them to learn;
- Share ideas and be open to suggestions. During discussions, encourage staff to participate, listen carefully to their ideas, record them on chart paper and be willing to share your ideas too; and
- Have fun! Make this a time to brainstorm, build your team and learn how to work together to make your program healthier and better.

## Engaging staff in discussion

To help engage staff in discussion, try these discussion prompts and ideas:

- Encourage staff to take the lead on sharing their ideas;
- Validate their ideas by recording them on chart paper, responding positively, or offering rewards; and
- Try to use open-ended questions to encourage conversation:
  - How can we use what we discussed to create change in our program?
  - How could we further engage children and families in our program?
  - What would you like to learn more about?

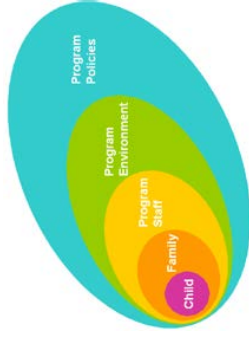
# Task 1: Action Plan

## What is Our Role in Making Healthy Changes?

### Introduce the Action Plan and next steps:

- Based on staff's feedback, ideas and five improvement areas the program identified in the Learning Session Action Period, program staff will work together to create an Action Plan;
- Using the *Action Plan Worksheet*, decide together on 1-2 areas you want to work on;
- Complete the “child” and “family” columns on the *Action Plan Worksheet*. Use the sample *Action Plan Worksheet* on the following page as a guide; and
- Work with program staff to implement changes in the areas of “child” and “family.”

# Action Plan Worksheet



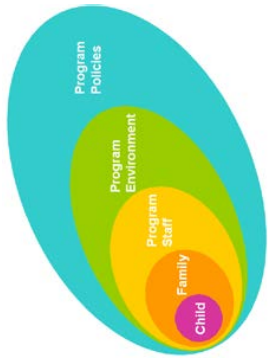
Start Date: January 2018

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

# Action Plan Worksheet



Start Date:

ECE Program Name:

Goal:

Child	
Family	
Program Staff	
Program Environment	
Program Policies	



# Task 2: Learning Session 2 Group Discussion Worksheet

Remind staff about *Taking Steps to Healthy Success* and give them an update on your program's progress at Learning Session 2. Let them know that their involvement is the key to making healthy changes! Tell them that you will continue to work together to implement healthy changes in the program.

## Building Relationships with Families Handout

- With your program staff, review the best practices listed on the *Building Relationships with Families* handout found on the following page; and
- Complete the *Learning Session 2 Group Discussion Worksheet*.

## Building Relationships with Families through Healthy Eating

- As you communicate healthy eating strategies get to know your families and shared expectations. Families can support your established healthy eating practices at home;
- Communicate your nutrition policies during enrollment and throughout the year. This provides parents with an understanding of what is going on in the child's program;
- Accommodate varying diets and eating practices. This builds relationships with families because they feel as though they are accepted and their practices are being taken into consideration; and
- Inform parents about new foods being introduced to the children during the day. This will give them a sense of foods their children may like.

# Building Relationships with Families

Review the best practices for building relationship with families listed below. Encourage program staff to share their thoughts and experiences with each practice, and complete the *Learning Session 2 Group Discussion Worksheet* on the following page.

## BEST PRACTICES

Staff introduce themselves and nurture their relationships with families.

Staff learn family preferences regarding how they wish to be addressed.

Staff introduce family members to one another.

Staff acknowledges contributions and help given by families.

## COMMUNICATION

Families are asked how they prefer to be contacted (phone, email, letter, etc.).

Notices directed at family members are respectful and polite.

Parents have access to any reports and material kept on file about their child or family.

Verbal and written communications are offered in the language of families who do not speak English. Staff work to accommodate different communication styles and abilities.

Conversations between families and staff happen with all families, not just the ones staff are comfortable with.

Staff connect with families on an emotional level.

## HANDLING HARD ISSUES

A safe, emotional climate that recognizes cultural and sociological diversity exists and supports adults to question, make mistakes and learn from one another.

A policy exists for addressing parent-teacher disagreements.

Discretion is used about when and where children and their families are discussed.

When problems arise, families and teachers avoid criticizing one another in front of the children.

Staff view family concerns or complaints as a positive reflection of parent self-advocacy. Families feel comfortable sharing concerns without fear of negative repercussions.

Staff are sensitive to identifying cultural conflicts in child-rearing and get support in learning to resolve and manage them.

## WORKING AS PARTNERS

Teachers ask families about their concerns, interests and goals for their children. Families share information about the individual development of their own child/children.

The roles and responsibilities of staff, including the responsibility to work in respectful partnership with families, are included in job descriptions and in orientations.

Staff and families participate in training and workshops together.

Adapted with permission from Participants' Manual: Stronger Together: Family Support and Early Childhood (San Rafael, California: Parent Services Project, Inc.), 2006.



# Learning Session 2 Group Discussion Worksheet

1. As you begin working on your Action Plan, which two (2) best practices for building relationships with families do you feel are most important in order for your program to make healthy changes?

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2. What challenges might you face when implementing healthy eating best practices and building relationships with families?

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3. What resources do you need in order to be successful with implementing these best practices?

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# Task 3: Starting Your Storyboard

## Telling Your Story of Change

As you go through the process of making healthy changes it is important to document your successes you are making. Each Learning Session will prepare you to complete a storyboard for Learning Session 5. This storyboard will reflect the changes that you are making from the goals selected on your *Action Plan Worksheet*.

- Create a **storyboard to share your story of healthy change** with colleagues, staff, children, and families.
  - Your program will use a tri-fold storyboard to document and communicate the implementation of the Action Plan and the process of change in your program.
  - Create your storyboard 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; and
    - Explaining the next steps they will take to sustain the change(s).
  - Your program can choose a variety of ways to express your story of change. This includes:
    - Photos of the process including before, during and after the change(s);
    - Anecdotes from teachers, families, children, and support staff;
    - Assessments, observations and reflections;
    - Documents including lesson plans or menus that demonstrate changes; and/or
    - Children’s art work that describe the healthy changes in the program.
  - Display the boards in your program as you are working on them so that children, families and staff can see and learn what is going on through your efforts to make your program healthier.

**Bring the storyboards to Learning Session 5!**





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