



National Early Care & Education Learning Collaboratives:

Taking Steps to Healthy Success

Learning Session 2
Implementation Guide

September 2018



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Definitions

Action Period	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.
Center	Refers to a physical place where a program is offered.
Early Care and Education (ECE)	A field, sector or industry that includes nurturing care and learning experiences for children from birth to age 5.
Early Care and Education Program (ECE Program)	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.
Early Care and Education Program Leadership Team (Leadership Team)	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.
Early Childhood	A developmental period of time, typically birth to age 6.
Facilitator	Designated person or people from the Leadership Team to lead the Action Period component with their ECE program staff.
Go NAP SACC	Nutrition and Physical Activity Self Assessment for Child Care self-assessment for ECE settings comparing their current practices with a set of best practices.
Learning Collaborative	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.
Learning Session	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.
Healthy Kids, Healthy Future (HKHF)	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.
National Early Care and Education Learning Collaboratives Project (ECELC)	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.
Program	An intervention or service that has a design, staff, curriculum or approach, and a funding source.
Resources	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.
State Implementing Partner	An agency/organization subcontracted with Nemours to handle the administration of the ECELC in a particular state.
State Project Coordinator (Project Coordinator/PC)	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.
Taking Steps to Healthy Success (Curriculum)	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.
Teacher	An individual responsible for the primary education of a group of children.
Technical Assistance (TA)	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.
Trainer(s)	Individuals responsible for implementing 5 on-site Learning Collaborative sessions and providing ongoing technical assistance to participating ECE programs.

Learning Session 2: Nurturing Healthy Eaters & Providing Healthy Beverages

Overview

Learning Session 2 (LS2) 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 the session, participants are expected to increase their knowledge, awareness and motivation to work towards healthy change. Key content includes information on:

- 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;
- Resources and strategies for overcoming challenges to meeting healthy eating best practices; 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 on the *Action Plan Worksheet*; and
- Collaborate with staff to start a storyboard documenting their goals and healthy changes made from LS2-LS5.

Objectives

At the end of the Learning Session, participants will:

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.

Sample Agenda

The Agenda Template can be found on the Healthy Kids, Healthy Future (HKHF) website www.healthykidshealthyfuture.org. Feel free to use this as you customize the timing and activities for each Learning Session.

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

LS2: Materials List	
Check-In and Evaluation:	<ul style="list-style-type: none"> • Check-in signs (for example A-I, J-R, S-Z) • Pre-filled participant sign-in sheets (name and enrollment ID) • Pens • Nametags • LS2 Participant Handbooks (one per program) • Resources for distribution (one per program): <ul style="list-style-type: none"> – <i>Best Practices for Healthy Eating</i> guide – <i>Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program</i> • Tri-fold boards for end of day distribution
Welcome Back	<ul style="list-style-type: none"> – Technical Assistance Groups – Learning Session 2 Participant Handbook: Participants refer to the <i>Leadership Team Guide</i> – Learning Session 2 Implementation Guide: Trainers refer to the <i>Morning Group Discussion Notes</i>
PPT Part A: Best Practices for Healthy Eating	<ul style="list-style-type: none"> • PPT Part A: Best Practices for Healthy Eating <ul style="list-style-type: none"> – Early Learning Standards Physical Activity Break: Drink More Water <ul style="list-style-type: none"> ◦ Materials needed for activity <ul style="list-style-type: none"> – Your state’s Early Learning Standards – Distribute the <i>Best Practices for Healthy Eating</i> guide – Activity: Sugar Sweetened Beverages <ul style="list-style-type: none"> ◦ Sugar packets or cubes ◦ Sugar sweetened beverages (i.e. Coca Cola®, Gatorade®, Red Bull®, Capri Sun®, etc.) – Activity: Menu Analysis <ul style="list-style-type: none"> ◦ Learning Session 2 Participant Handbook: Participants refer to the Menu Analysis Activity to complete ◦ Learning Session 2 Implementation Guide: Trainers refer to the Menu Analysis Activity Answer Key
PPT Part B: Healthy Environments	<ul style="list-style-type: none"> • PPT Part B: Healthy Environments <ul style="list-style-type: none"> – No materials needed
PPT Part C: Healthy Recipes	<ul style="list-style-type: none"> • PPT Part C: Healthy Recipes <ul style="list-style-type: none"> – Activity: Healthy Recipes <ul style="list-style-type: none"> ◦ <i>What’s Cooking?</i> United States Department of Agriculture (USDA) Mixing Bowl Recipe Finder ◦ Materials needed for chosen recipes ◦ Extension cords

LS2: Materials List (continued)	
PPT Part D: Facilitating Change in Your Program	<ul style="list-style-type: none"> • PPT Part D: Facilitating Change in Your Program <ul style="list-style-type: none"> – Learning Session 2 Participant Handbook: Participants refer to the <i>Leadership Team Guide</i> <ul style="list-style-type: none"> ◦ Learning Session 2 Implementation Guide: Trainer refer to the “Objectives,” “Child” and “Family” columns on the <i>Action Plan Worksheet</i> – Early Learning Standards Physical Activity Break: Trainers refer to the <i>Salad Toss Hop</i> activity on page 23 in the <i>Nutrition and Movement Activity Book</i> <ul style="list-style-type: none"> ◦ Materials needed for chosen activity <ul style="list-style-type: none"> – Your state’s Early Learning Standards – Plastic fruits/ vegetables – Masking Tape
PPT Part E: Overcoming Challenges to Meeting Healthy Eating Best Practices	<ul style="list-style-type: none"> • PPT Part E: Overcoming Challenges to Meeting Healthy Eating Best Practices <ul style="list-style-type: none"> – –No materials needed
PPT Part F: Extending Your Learning: Staff, Families, and Program Policies	<ul style="list-style-type: none"> • PPT Part F: Extending Your Learning: Staff, Families, and Program Policies <ul style="list-style-type: none"> – Distribute the <i>Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program</i>
Check-Out	Check-Out

Learning Session 2: Content Implementation

Check-In



SET UP:

Set up the night before if possible. If not, plan on setting up early the day of the training. Refer to the Materials List on page 7 for a complete list of what to set out or store for later. Set out sign-in sheets, nametags, and pens on tables near the main room entrance. In addition:

- Have tape ready for programs to display their chart papers with 5 strength areas and 5 improvement areas for their programs;
- Have Learning Session 2 Participant Handbooks (one per program) ready for distribution;
- Set out materials on tables or distribute throughout the Learning Session:
 - *Best Practices for Healthy Eating* guide;
 - *Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program*;
 - Materials for the Sugar Sweetened Beverages Activity;
 - Materials for the Healthy Recipes segment; and
 - Program name signs.
- Gather materials for physical activity breaks (see *Nutrition and Movement Activity Book* for ideas);
- Set up and test all technology: laptop, LCD projector, CD/DVD player (laptop may have this capability), and wireless microphone;
- Set up Show and Tell area (optional) to showcase important resources;
- Set up KWL Chart on large chart paper (optional); and
- Display raffle prizes (optional).



CHECK-IN

It is recommended to begin check-in at least 30 minutes prior to LS2. As participants sign-in, do the following:

- Collect LS1 Action Period materials in envelopes labeled with the program name;
- Distribute LS2 Participant Handbooks (one per program); and
- Inform participants to display their large chart paper of the summary of five strengths and five improvement areas in their program. Provide tape so participants can hang them on the walls around the main training room.



NETWORKING:

Encourage participants to look at some of the summaries of other programs and ask programs questions.



TIPS:

- Five minutes before start time, begin asking participants to find their seats.

Technical Assistance Groups – LS1 Action Period



ACTION:

- Welcome participants back;
- Congratulate them on completing the LS1 Action Period Tasks;
- Mention housekeeping items:
 - Bathroom location; and
 - Silencing cell phones.
- Provide an overview of the LS2 Participant Handbook and the agenda.



ACTION:

- Facilitate a group discussion around the LS1 Action Period Tasks participants completed;
- Use the *Learning Session 2: Morning Group Discussion Notes* on the following page to lead the discussion; and
- Inform participants that they will use the five improvement areas identified by the programs to help guide their Action Plans discussed later today.

Learning Session 2: Morning Group Discussion Notes

How did it go? Facilitating Change in Your Program

1. How have things been going since the first Learning Session?
2. How do you feel you did in facilitating the Action Period?
 - a. What went well?
 - b. What was challenging?
 - c. Was this a different way of working with your staff? If so, how did it go?
 - d. How did your staff respond to the training? What made an impression on them?
 - e. Is there anything you need help with?
3. Let's talk about the *Go NAP SACC* instruments:
 - a. What did you think about using *Go NAP SACC*?
 - b. How did it work as a tool to help your staff learn about healthier environments?
 - c. How did it help your program staff assess your environment as a basis for healthy change?
 - d. How did it get staff engaged in sharing ideas?
 - e. What were your **program strengths** (things you do well)?
 - f. What were your improvement areas (things you would like to improve on)?
4. **NOTE:** Collect Action Period Tasks if participants did not already turn them in at check-in.

Enjoy the day!

PPT Part A – Best Practices for Healthy Eating (1 hr. 30 min.)



SET UP:

- Prepare PPT: *Nurturing Healthy Eaters & Providing Healthy Beverages*.



PRESENT:

PPT Part A: Best Practices for Healthy Eating.

Note: On April 25, 2016, the United States Department of Agriculture released new Child and Adult Care Food Program (CACFP) meal patterns. The changes to the CACFP meal patterns are mentioned throughout this segment and handouts containing information on the infant and child and adult meal patterns as well as CACFP best practices are included.

Consider reaching out to your CACFP State agency representatives to assist with this segment of the Learning Session. Offer them the opportunity to expand on the CACFP information in the presentation or invite them to be a guest speaker during lunch. CACFP State agency representatives and CACFP sponsoring organizations are a great resource for providers who are currently participating in CACFP and need to make updates based on the new meal patterns and for those programs who are eligible to participate.

To locate your CACFP State agency, please visit: <https://www.cacfp.org/resources/usda-stage-agencies>



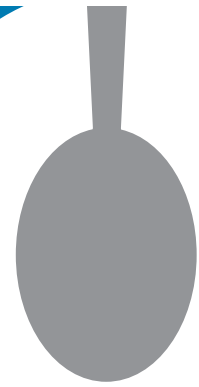
ACTION:

- Distribute the Best Practices for Healthy Eating guide—one per program:
 - Introduce participants to the different sections, specifically the Child and Adult Care Food Program (CACFP) meal patterns, the sections for each age group, and the tips and tools;
 - A lot of the content discussed today can be found in the Best Practices for Healthy Eating guide.

This includes:

- Rules and best practices on nutrition (organized by age and food group);
- Rationale;
- Recommended and non-recommended foods and beverages;
- Serving sizes by age and food;
- Serving size photos for different ages;
- Sample program policies; and
- Family tip sheets.

Note: The United States Department of Agriculture released new CACFP meal patterns on April 25, 2016. Participating ECE programs must now be in compliance with these changes.



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.

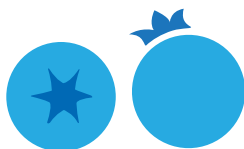


More Nutritious Meals:

- 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
Breakfast	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*
Lunch or Supper	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*
Snack	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)

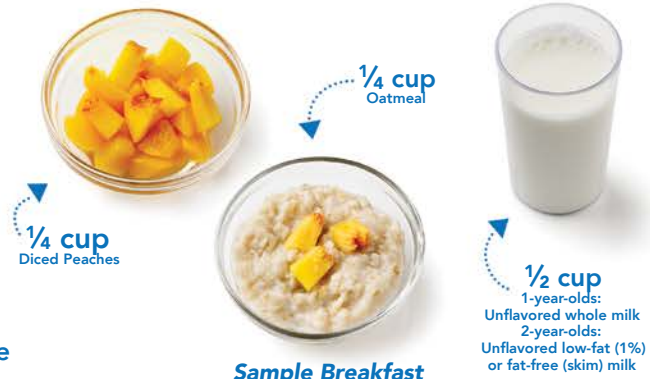
Sample Meals for Children Ages 1-2



What is in a Breakfast?

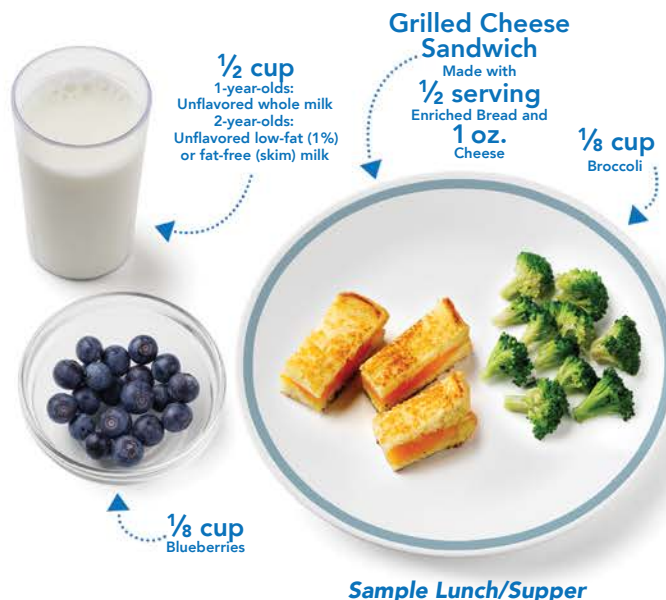
Milk (4 fl. oz. or ½ cup)
Vegetables, Fruit, or Both (¼ cup)
Grains (½ serving)

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 Oatmeal
- ¼ cup Diced Peaches
- 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.

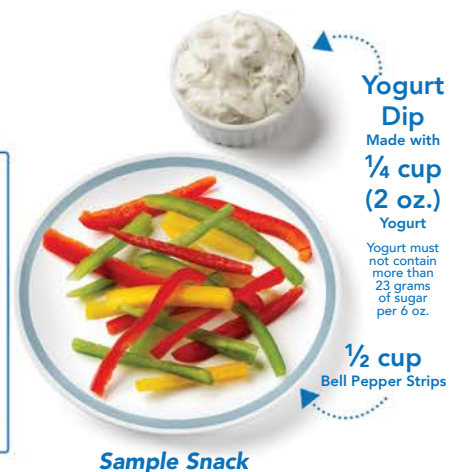


Offer and make water available all day.



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>.



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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)



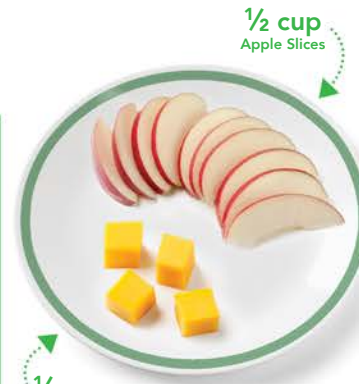
All grains served must be whole grain-rich or enriched.
Breakfast cereals may also be fortified.
At least one grain served each day must be whole grain-rich.

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.

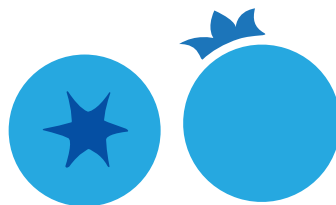
Additional Best Practices

- 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.



Early Learning Standards Physical Activity Break

Video: *Drink More Water*



PLAY:

Drink More Water

Note: The PPT contains a prompt to play the Drink More Water video.



SET UP:

Watch the Drink More Video which demonstrates the hand gestures and movements that accompany the video.

- Have your state’s Early Learning Standards available during and at the end of the activity to facilitate a discussion.



ACTION:

- Make sure everyone has enough space, watch the video and have participants follow along as Andy Z demonstrates the hand gestures that accompany the video.
- After the activity, facilitate a discussion around the common domains of your state’s Early Learning Standards addressed in the video; and
- Encourage the participants to use your state’s Early Learning Standards as a guide.
- Common domains addressed in the activity include:

Health and Physical Development:

- **Large Muscle Development** – children increase their large muscle control and coordination through hand gestures and movements, like running in place.

Language and Communication Development

- **Listening Comprehension** – children practice listening comprehension by following one and two-step directions. Younger children may need directions repeated more than once.
- **Verbal Communication** – facilitating a discussion around drinking water increases their language. Additionally, sounding out the letters and sounds enhances language skills.
- **Nonverbal Communication** – using nonverbal actions to model the appropriate way to complete the activity assists in understanding the directions given.

Note: There may be additional domains and standards addressed in this activity. Feel free to customize the answers to align with your state’s Early Learning Standards.

Sugar Sweetened Beverages Activity



ACTION:

- Conduct the Sugar Sweetened Beverages Activity:
 - Place one sugar-sweetened beverage (i.e. Coca Cola®, Gatorade®, Red Bull®, Capri Sun®, etc.) and a large handful of sugar packets or sugar cubes on each table;
 - Without having them look at the Nutrition Facts Label, ask participants to estimate how many sugar packets or cubes they think are in the sugar sweetened beverage at their table;
 - Ask each group to present their sugar sweetened beverage and sugar estimate;
 - Next, have each table look at the Nutrition Facts Label to see how many grams of sugar are in the sugar sweetened beverage; and
 - Explain that 4 grams of sugar is in each sugar packet and cube, and each packet or cube is 1 teaspoon. Have them calculate how many teaspoons are in each beverage.

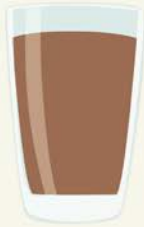


TIPS:

- Initially, do not allow participants to calculate the amount of sugar listed on the Nutrition Facts Label. This should simply be an estimate;
- A 20 ounce bottle of Coca Cola® has 60 grams of sugar and thus 15 teaspoons of sugar (60 grams ÷ 4 grams of sugar per teaspoon = 15 sugar packets or cubes); and
- Remind participants that their beverage may be more than one serving, and therefore their sugar content will increase accordingly.

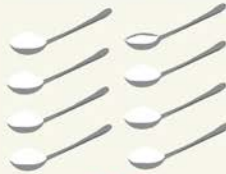
Dr. Wei Hidden Sugars

CHOCOLATE MILK
ONE 8 OZ GLASS



25 - 29 GRAMS OF SUGAR

7.25 TEASPOONS



OR

1 SNICKERS BAR

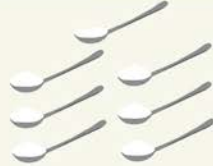


JUICE
ONE 8 OZ GLASS
100% APPLE JUICE



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 GUAT ENERGY 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

6.75 TEASPOONS OF SUGAR



OR


1.6 KREME DONUTS



27 GRAMS IN 8 OZ CAN

SOCKA

8.25 - 9.75 TEASPOONS OF SUGAR



OR

2.5 - 3 CHOCOLATE FROSTED DONUTS



33-39 GRAMS PER 12 OZ CAN

GATORADE

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 8OZ GLASS

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

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Fundraising Ideas¹

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

Helpful Websites:

- **Center for Science in the Public Interest (CSPI)** *Sweet Deals: School Fundraising Can Be Healthy and Profitable*: Offers alternatives, myths, and realities of using foods for fundraising. www.cspinet.org/schoolfundraising.pdf
- **Association for International Cancer Research**: Ways to raise money using activities. <http://www.aicr.org.uk/ideas.stm>:
- **Cash Savings Cards**: Credit cards with the organization’s logo on the front and 12-15 local merchants who provide discounts for use on the back. <http://www.cashsavingscard.com/>.

Chico Bags: Reusable bags in all shapes and sizes available to be sold by organizations as a way to raise money and increase awareness about the importance of “going green”. <http://www.chicobag.com/>

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

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Menu Analysis Activity



PRESENT:

- PPT Part A: Best Practices for Healthy Eating; and
- Transition to the Menu Analysis Activity.



ACTION:

- Conduct the Menu Analysis Activity;
 - Inform participants that the Healthy Eating Menu Activity Sheet is in their Participant Handbook;
 - Allow participants to work together as a table to identify foods that can be replaced with healthier food options; and
 - Encourage the participants to discuss which healthier food options can replace these.
- The answers can be found in this guide. Review the answers aloud with the group.

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

ACTIVITY SHEET ONLY!!*

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

*Do not copy and use for claiming meals in CACFP

Healthy Eating Menu Activity – Answer Key

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

ACTIVITY SHEET ONLY!!*

Week	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST					
Milk	1% or Fat-free Milk	1% or Fat-free Milk	Whole Milk (replace with 1% or fat-free)	1% or Fat-free Milk	1% or Fat-free Milk
Vegetables, Fruit or Both	100% Orange Juice (juice served twice this day; change at least one to a whole fruit)	Banana Slices	Cantaloupe	Strawberries	Peaches
Grains	<i>Kix</i> [®]	Donuts (high fat and sugar; replace with low-fat & low-sugar whole grain)	<i>Wheaties</i> [®]	White Toast (no whole grains served on this day; replace some with whole grain)	<i>Cheerios</i> [®]
Meats/Meat Alternates (optional - can replace a grain at breakfast no more than 3 times per week)	Yogurt	Cottage Cheese	Scrambled Egg	Cottage Cheese	Yogurt
LUNCH					
Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk
Fruits	Applesauce	Salad	Pears	Mixed Fruit	Apple Slices
Vegetables	Green Beans	French Fries (Choose a low-fat vegetable to replace fries)	Serve a vegetable	Broccoli	Cucumber Slices
Grains	Whole Grain Dinner Roll	Whole Grain Hot Dog Roll	Rice	White Bread (no whole grains served on this day; replace some with whole grain)	<i>Velveeta</i> [®] Macaroni and Cheese (replace with low-fat real cheese; could use whole grain macaroni)
Meats/Meat Alternates	Baked Turkey Breast	Hot Dog (serve processed meat rarely; replace with sliced turkey breast or other unprocessed option)	Fish Sticks (serve fried or prefried foods rarely; replace with unbreaded fish filets or other unprocessed option)	Bologna & Cheese (serve processed meat rarely; replace with sliced turkey breast or other unprocessed option)	Baked Chicken Breast
SNACK					
Milk	—	—	—	—	—
Fruits	100% Apple Juice (juice served twice this day; change at least one to a whole fruit)	Blueberries	Watermelon	—	Pineapple
Vegetables	—	—	—	Cucumbers	—
Grains	Mini Whole Grain Rice Cakes	—	—	Crackers	—
Meats/Meat Alternates	—	Yogurt	Real String Cheese	—	Cottage Cheese
Beverage	Water	Water	Water	Water	Water

*Do not copy and use for claiming meals in CACFP

PPT Part B – Healthy Environments (45 min.)



PRESENT:

- PPT Part B: Healthy Environments

Video: *Role Modeling Healthy Eating: Effective Mealtime Strategies*



PLAY:

Role Modeling Healthy Eating: Effective Mealtime Strategies

Note: The PPT contains a prompt to play the *Role Modeling Healthy Eating: Effective Mealtime Strategies* video. Click on the picture (hyperlink) to start the video.

Goal Setting Activity

- Facilitate a large group discussion using the goal setting activity, “How can you enhance the program environment to make it healthier?”
- Inform participants that small questions like the one above can transfer to achievable goals;
- Use the following example to help guide the discussion:
 - A program may want to offer a taste testing of a new food once per month. The participant should then answer the “how,” “what,” “who,” “when,” and “where” within the goal setting process.
 - How can he or she purchase the food?
 - What type of food will the program offer during the taste tests?
 - Who will this affect and who may be a source of support?
 - When will the program start the implementation process and will gradual steps be taken to reach the overall goal?
 - Where will the taste testing take place each month?
 - Reflect: Is this a realistic and achievable goal?
- Ask for volunteers to share their desired change and the steps needed to achieve it.
- Goals do NOT have to be extensive, and actually smaller goals are appropriate because they are more realistic. Build in their current experiences with their goals.
 - Ex: The **program director** will connect with a **local farmer** (**How**) to request **fresh produce** (**What**) for monthly taste testings for the **children** (**Who**). The tastings will take place at the lunch tables in each classroom (**Where**), and will occur on the last Friday of every month beginning September 25th (**When**).

Video: *How do National and State best practice guidelines support your work to help children grow up healthy?*



PLAY:

How do National and State best practice guidelines support your work to help children grow up healthy?

Note: The PPT contains a prompt to play the *How do National and State best practice guidelines support your work to help children grow up healthy?* video. Click on the picture (hyperlink) to start the video.

PPT Part C – Healthy Recipes (45 min.)



SET UP:

- The *What's Cooking?* USDA Mixing Bowl Recipe Finder can be found on the USDA “What’s Cooking?” website (www.whatscookingfns.usda.gov);
- Choose 1-2 recipes from the USDA Mixing Bowl website; and
- Shop and prepare the ingredients prior to the Learning Session



ACTION:

- Designate different areas of the room as recipe stations;
- Set up recipe stations with cards, ingredients and materials;
- Split participants up into groups; and
- Using the recipe cards, ask participants to make their assigned recipe.

Networking Lunch (45 min.)

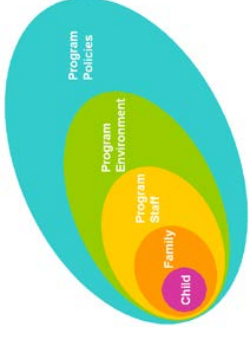
PPT Part D – Facilitating Change in Your Program (45 min.)



PRESENT:

- **PPT Part D:** Facilitating Change in Your Program.
- Discuss the Action Period and explain that participants will facilitate a mini-version of today's Learning Session with their program staff; and
- Discuss that the participants will complete their Action Plan by:
 - Establishing S.M.A.R.T goals;
 - Connecting their objectives to the children in their program by identifying action steps needed to facilitate change; and
 - Connecting their objectives to families in their program by identifying action steps needed to facilitate change.

Action Plan Worksheet

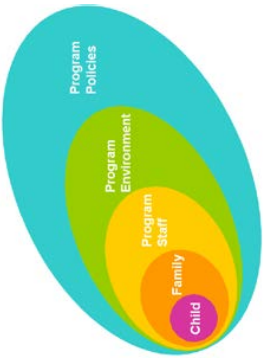


Start Date: January 2018

ECE Program Name:

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

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



Action Plan Worksheet

Start Date:

ECE Program Name:

Goal:

Child	Family	Program Staff	Program Environment	Program Policies

Technical Assistance Groups



ACTION:

- Use the *Afternoon Group Discussion Notes* located in this guide to facilitate discussion; and
- Instruct participants to follow along with the discussion using the Action Period checklist and *Leadership Team Guide* in the Learning Session 2 Participant Handbook.



ACTION:

- Welcome participants to the group;
- Using the *Afternoon Group Discussion Notes* on the following page, discuss:
 - How to begin the Action Plan using the five improvement areas identified in LS1;
 - How to write S.M.A.R.T. goals to create objectives;
 - How to implement changes in the areas of “child” and “family”; and
 - Answer any questions participants may have.
- Distribute a tri-fold board to each Leadership Team. The tri-fold board will be used to document and communicate healthy changes throughout the Learning Sessions.

Learning Session 2: Afternoon Group Discussion Notes

Facilitating Change in Your Program

Ask participants to turn to the Leadership Team Guide in the back of the Participant Handbook and follow along.

1. How are you feeling about today's Learning Session? We covered a lot of information so far!
 - a. What have you learned that was surprising or helpful or exciting?
 - b. What do you still want to learn more about?

2. Let's talk about how to begin your Action Plan. You have used your *Go NAP SACC* results to identify your five improvement areas and the goals you wish to achieve. Now we will use this to create SMART goals as a guide to develop your objectives.
 - a. Specific – What specifically do you want to accomplish? (Ex. I would like to add more fruits and vegetables to our program menus.)
 - b. Measureable – How will you know when you reach your goal? (Ex. The menus will contain at least one fruit and one vegetable per day.)
 - c. Attainable – How can you achieve this goal? (Ex. I will work with our Farm to Early Care and Education program or local farmers to purchase fruits and vegetables for our program.)
 - d. Realistic – Is this something that you can do right now with the resources you have? (Ex. I will use the CCR&R to assist in locating the local Cooperative Extension program to assist me in finding a local farm.)
 - e. Time bound – What is your deadline? When do you want to complete this goal? (Ex. I would like all the program menus changed by June 30th.)

3. Let's talk about the process of creating healthy change; an ongoing cycle –you have received an *Action Plan Worksheet*. There are a total of five change columns. How can you implement change in the following areas:
 - a. Children in your program; and
 - b. Families in your program.

4. Let's discuss the Action Period. All of the materials that you will need are in the *Leadership Team Guide* of the Participant Handbook. We will have some time for questions and sharing ideas at the end. Together, let's look at the Action Tasks step-by-step:
 - **Task 1:** Review your Action Plan with your program staff.
 - Discuss the five improvement areas, identified in LS1 Action Period, and the 1-2 goals you selected from your Action Plan to work on.
 - Discuss ways to implement change in your program based on the action steps listed in the “child,” and “family” columns of the *Action Plan Worksheet*.
 - **Task 2:** Start a storyboard to document and communicate your story of healthy change with colleagues, staff, children, and families.
 - Your program will use a tri-fold board to create your 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.

Note: Remind participants to bring their storyboards to Learning Session 5 to share their progress.

5. Here is a list of what to bring back to Learning Session 3:

- *Action Plan Worksheet;*
- Implement changes in the areas of child and family; and
- *Learning Session 2 Group Discussion Worksheet.*

6. What questions do you still have?

Thank you for your work to help children grow up healthy!

Early Learning Standards Physical Activity Break



SET UP:

Conduct the *Salad Toss Hop* activity on page 23 in the *Nutrition and Movement Activity Book*

- Gather materials needed for the activity; and
- Have your state’s Early Learning Standards available during and at the end of the activity to facilitate a discussion.



ACTION:

- Make sure everyone has enough space, and conduct the *Salad Toss Hop* activity from page 23 in the *Nutrition and Movement Activity Book*;
- After the activity, facilitate a discussion around the common domains of your state’s Early Learning Standards addressed in the activity; and
- Encourage the participants to use your state’s Early Learning Standards as a guide.
- Common domains addressed in the activity include:

Health and Physical Development:

- **Large Muscle Development** – children increase their large muscle control and coordination through jumping, throwing and stopping. Increasing the amount of fruits and vegetables throughout the activity can increase the opportunity for breathless play. Infants can increase their gross motor skills through movement around the circle. Encourage infants to crawl on the tape in a circle.

Language and Communication Development

- **Listening Comprehension** – children practice listening comprehension by following one and two-step directions. Younger children may need directions repeated more than once.
- **Verbal Communication** – facilitating a discussion around identifying the foods and their observations increases their language. Additionally, sounding out the letters and sounds enhances language skills.
- **Nonverbal Communication** – using nonverbal actions to model the appropriate way to complete the activity assists in understanding the directions given.

Note: There may be additional domains and standards addressed in this activity. Feel free to customize the answers to align with your state’s Early Learning Standards.

PPT Part E – Overcoming Challenges to Meeting Healthy Eating Best Practices (45 min.)



PRESENT:

- PPT Part E: Overcoming Challenges to Meeting Healthy Eating Best Practices.

Video: *Why Are Children Reluctant To Try New Foods?*



PLAY:

Why Are Children Reluctant To Try New Foods?

Note: The PPT contains a prompt to play the *Why Are Children Reluctant To Try New Foods?* video. Click on the picture (hyperlink) to start the video.



ACTION:

- Inform participants that the *Farm to Early Care and Education* handout can be found in the Participant Handbook as well as the Healthy Kids, Healthy Future (HKHF) website (www.healthykidshealthyfuture.org);
- This handout is a great resource for starting Farm to Early Care and Education in ECE programs;
 - Farm to Early Care and Education connects ECE programs to local food producers to help programs serve locally-grown, healthy foods to young children; and
- This may provide participants with creative ways of incorporating fresh fruits and vegetables in to their program's menu.



Credit: Growing Gardens

GETTING STARTED WITH FARM TO EARLY CARE AND EDUCATION

Stay Informed

Join our network:
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**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 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). 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.
- 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.

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.



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.

PPT Part F – Extending Your Learning: Staff, Families, and Program Policies (30 min.)



PRESENT:

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



ACTION:

- Discuss with participants the importance of healthy eating through:
 - Staff Wellness;
 - Family engagement; and
 - Program policies.
- Inform participants that all documents can be downloaded electronically from the Healthy Kids, Healthy Future (HKHF) website (www.healthykids.healthyfuture.org).

Note: Remember to distribute the *Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program* – one per program.

Childhood Obesity Awareness Month

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

Check-Out (15 min.)



SET UP:

- Set up any take-away materials assembly line style on the check-in tables;
- Provide a container for participants to drop off nametags; and
- Assign one person to highlight (or otherwise record) program name on a list after nametags are collected and take-away items are picked up.



ACTION:

- Remind everyone about next steps. When they get back to their programs, they need to:
 - Facilitate a mini-version of today’s Learning Session with their program staff to:
 - Begin implementing changes in their program in the areas of child and family;
 - Complete the *Learning Session 2 Group Discussion Worksheet*; and
 - Start a storyboard to document and communicate the process of change.
 - Bring back to LS3:
 - *Learning Session 2 Group Discussion Worksheet*; and
 - *Action Plan Worksheet*.



ACTION:

- Thank participants for being a part of the Learning Collaborative; and
- Request that participants drop their nametag in the container on the check-in table before leaving.



ACTION:

- Remind participants that the next Learning Session will be held on **date:** _____; and
- Set aside 15 minutes to sit down with your co-trainer(s) and volunteers to discuss and record first thoughts about what went well and what could be improved for future sessions. You may also want to schedule a longer meeting at a later date.

LS2 Action Period

Leadership Teams Should:

- Set up a time for training program staff with support from the *Leadership Team Guide*;
- Come together as a whole program and review the “child” and “family” columns on the *Action Plan Worksheet* to begin implementing changes in the program;
- Complete the *Learning Session 2 Group Discussion Worksheet*; and
- Collaborate with staff to start a storyboard to communicate and document healthy changes made in the areas of healthy eating, physical activity, breastfeeding support, and screen time.
- Bring back to Learning Session 3:
 - *Learning Session 2 Group Discussion Worksheet*; and
 - *Action Plan Worksheet*.

Technical Assistance

- Call programs to set up a convenient time to visit. Try to set up the visit for as soon after the Learning Session as you can, so that you can support them as they prepare to facilitate the Action Period training and ensure they set a date;
- When you set up the site visit;
- REMEMBER to document your Technical Assistance visits; and
- Ask if there is anything that they especially want to focus on or have questions about.

During the visit:

- Ask what they thought about the Learning Session;
- Discuss logistics of the Action Period training that they will facilitate with staff. Offer your assistance for this training. Ask about their plan for the training session and work together to ensure that they have what they need in order to be successful;
- Walk through the *Action Plan Worksheet* in the *Leadership Team Guide* in the Participant Handbook and help the program director and/or Leadership Team understand how to implement the action steps they developed during Learning Session 2;
- Review items they need to bring back to LS3; and
- Ask if there is anything else they would like to talk about. Encourage them to reach out to you at any time. Be sure they have your contact information.

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