



National Early Care & Education Learning Collaboratives:

Taking Steps to Healthy Success

Learning Session 3
Implementation Guide

September 2018



Nemours®

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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 3: Overview

Learning Session 3: Serving Meals Family-Style and Supporting Breastfeeding

Overview

Learning Session 3 provides a rationale for the role early care and education (ECE) providers play in helping make healthy changes. It explains family-style dining and breastfeeding 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 information on:

- Best practices for family-style dining;
- Ways to support breastfeeding families in your program;
- Continuing the process of healthy change through an Action Plan;
- Resources and strategies for overcoming challenges to meeting family style dining best practices and supporting breastfeeding;
- Developing action steps to support program staff and the program environment; and
- Ways to support family-style dining and breastfeeding 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 3 Group Discussion Worksheet*;
- Implement steps identified in the “program staff” and “program environment” columns of the *Action Plan Worksheet*; and
- Collaborate with staff to continue documenting healthy changes made from Learning Session 2 to Learning Session 5 on their storyboard.

Objectives

At the end of the Learning Session, participants will:

1. Describe best practices for family-style dining and breastfeeding support and identify change opportunities within their program;
2. Have the information to continue the Action Plan and develop action steps for program staff and program environment; and
3. Continue to document and communicate the process of healthy changes through their storyboard.

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 3: Serving Meals Family-Style and Supporting Breastfeeding	
Time	Topic
8:30 – 9:00 am	Check-In
9:00 – 9:45 am	Welcome Back Learning Session 2 Action Period <ul style="list-style-type: none"> • Technical Assistance Groups • Activity: Bar Graph Sharing: refer to the PPT or Implementation Guide
9:45 – 11:15 am	PPT Part A: Family-Style Dining <ul style="list-style-type: none"> • Video: <i>Family-Style Dining with 2 Year Olds</i> • Discussion: <i>Are You Ready for Family-Style Dining?</i> • Video: <i>Tips for Success</i> • Early Learning Standards Physical Activity Break: refer to the <i>Mystery Food Box</i> activity on page 42 in the <i>Sesame Street Healthy Habits for Life</i> toolkit
11:15 am – 12:00 pm	PPT Part B: Breastfeeding Support <ul style="list-style-type: none"> • Activity: <i>What Do You Know About Breastfeeding?</i> True/False • Video: <i>Is Your Baby Hungry or Full? Responsive Feeding Explained</i> • Video: <i>How to Support Breastfeeding Mothers</i>
12:00 – 12:45 pm	Networking Lunch
12:45 – 1:30 pm	PPT Part C: Overcoming Challenges to Meeting Family Style Dining Best Practices & Supporting Breastfeeding <ul style="list-style-type: none"> • Video: <i>Tips for Dealing with Messes</i> • Video: <i>Putting It All Together</i>
1:30 – 2:15pm	PPT Part D: Facilitating Change in Your Program <ul style="list-style-type: none"> • Technical Assistance Groups: refer to the <i>Sample Action Plan Worksheet</i> • Physical Activity Break: refer to the <i>Nutrition and Movement Activity Book</i>
2:15 – 2:45 pm	PPT Part E: Extending Your Learning: Staff, Families and Program Policies
2:45 – 3:00 pm	Check-Out

LS3: Materials List	
Check-In	<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 • Participant list • Nametags • LS3 Participant Handbooks (one per program) • Resources for distribution (one per program): <ul style="list-style-type: none"> – <i>Sesame Street Healthy Habits for Life</i> toolkit (for preschoolers)
Welcome Back Learning Session 2 Action Period	<p>Learning Session 2 Action Period</p> <ul style="list-style-type: none"> • Technical Assistance Group <ul style="list-style-type: none"> – Learning Session 3 Implementation Guide: Trainers refer to the Bar Graph Sharing Activity <ul style="list-style-type: none"> • Large chart paper or board • Sticky notes in 5 different colors
PPT Part A: Family-Style Dining	<p>PPT Part A: Family-Style Dining</p> <ul style="list-style-type: none"> • Video: <i>Family-Style Dining With Two Year Olds</i> in PPT • Video: <i>Tips for Success</i> in PPT • Early Learning Standards Physical Activity Break: Trainers refer to the <i>Mystery Food Box</i> activity on page 42 in the <i>Sesame Street Healthy Habits for Life</i> toolkit <ul style="list-style-type: none"> – Distribute the <i>Sesame Street Healthy Habits for Life</i> toolkit (one per program) <ul style="list-style-type: none"> • Your state's Early Learning Standards • Assortment of real or plastic fruits, vegetables and whole grains • Empty cardboard box with a hole cut out • Scissors
PPT Part B: Breastfeeding Support	<p>PPT Part B: Breastfeeding Support</p> <ul style="list-style-type: none"> • Video: <i>Is Your Baby Hungry or Full? Responsive Feeding Explained</i> in the PPT • Video: <i>How to Support Breastfeeding Mothers</i> in the PPT
PPT Part C: Overcoming Challenges to Meeting Family Style Dining Best Practices & Supporting Breastfeeding	<p>PPT Part C: Overcoming Challenges to Meeting Family Style Dining Best Practices & Supporting Breastfeeding</p> <ul style="list-style-type: none"> • Video: <i>Tips for Dealing with Messes</i> in PPT • Video: <i>Putting it All Together</i> in PPT
PPT Part D: Facilitating Change in Your Program	<p>PPT Part D: Facilitating Change in Your Program</p> <ul style="list-style-type: none"> • Learning Session 3 Participant Handbook: Participants refer to the <i>Leadership Team Guide</i> • Learning Session 3 Implementation Guide: Trainers refer to the “program staff” and “program environment” columns on the <i>Action Plan Worksheet</i>
PPT Part E: Extending Your Learning: Staff, Families, and Program Policies	<p>PPT Part E: Extending Your Learning: Staff, Families, and Program Policies</p>
Check-Out	<p>Check-Out</p>



Learning Session 3: Content Implementation

Check-In (30 min.)

**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 5 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 Learning Session 3 Participant Handbooks (one per program) ready for distribution;
- Set out materials on tables or distribute throughout the Learning Session:
 - Program name signs; and
 - *Sesame Street Healthy Habits for Life* toolkit.
- 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 LS3. As participants sign-in, do the following:

- Collect LS2 Action Period materials in envelopes labeled with the program name; and
- Distribute LS3 Participant Handbooks (one per program).

**TIPS:**

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

Technical Assistance Groups – LS2 Action Period (45 min.)

Bar Graph Sharing Activity



SET UP:

- Prepare PPT: Serving Meals Family-Style and Supporting Breastfeeding.



ACTION:

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



PRESENT:

- First five slides of “PPT: Serving Meals Family-Style and Supporting Breastfeeding.”



ACTION:

- Facilitate a group discussion around the “Child” and “Family” columns completed on the *Action Plan Worksheet* in Learning Session 2.
- Using large chart paper or board, create a graph with the Healthy Kids, Healthy Future (HKHF) goals listed on the bottom:
 - Healthy eating;
 - Healthy beverages;
 - Physical activity;
 - Screen time; and
 - Breastfeeding support.
- Have your sticky notes in 5 different colors on hand.
 - Assign each color a HKHF goal (i.e. yellow is “healthy eating”);
 - Participants will use the sticky notes to build a bar graph;
 - Have participants share the goal(s) they have chosen and the successes;
 - Give the Leadership Teams the color sticky note that pertains to the goal(s) they have reached so far; and
 - Ask the Leadership Team to write the name of their program on the sticky note(s) and place it in the column of their respective goal.



ACTION:

- Review the bar graph made out of the sticky notes, and congratulate participants on their hard work and the progress made in their programs with their Action Plan.
- This is an opportunity for participants to share the healthy changes they are making throughout the Learning Sessions.

PPT Part A – Family-Style Dining (1 hour 30 min.)



SET UP:

- Make sure you have internet access.



PRESENT:

- PPT Part A: Family-Style Dining.

Video: *Family-Style Dining with 2 Year Olds*



PLAY:

Family-Style Dining with 2 Year Olds

Note: The PPT contains a prompt to play the Family-Style Dining with 2 Year Olds video. Click on the picture (hyperlink) to start the video.



PRESENT:

- PPT Part A: Family-Style Dining.

Goal Setting Activity



ACTION:

- Facilitate a large group discussion using the goal setting activity, “Are you ready for family-style dining?”;
- Inform participants that small questions like the one above can transfer to achievable goals; and
- Use the following example to help guide the discussion:
 - A program may already be practicing family-style dining, but would like to encourage greater participation amongst the children. The participant should then answer the “how,” “what,” “who,” “when,” and “where” within the goal setting process.
 - How can he or she encourage the children to properly use mealtime utensils?
 - What types of child size equipment is needed to be successful?
 - 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 family-style dining take place?
 - Reflect: Is this a realistic and achievable goal?
- Ask for volunteers to share their desired change and the action steps needed to achieve it.

Note: The goal setting activity should be used to continue to prepare programs for drafting action steps for their Action Plan.

Video: *Tips for Success*



PLAY:

Tips for Success

Note: The PPT contains a prompt to play the *Tips for Success* video. Click on the picture (hyperlink) to start the video. If you do not have internet access, the video can be found on the Companion USB.



ACTION:

- Facilitate a large group discussion around the video and encourage participants to share what tips they could adopt to successfully implement family-style dining in their programs; and
- Have participants turn to the *Mealtime Routine Sample Handout* in the Participant Handbook.
- Inform participants that this document can be found on the Healthy Kids, Healthy Future website (www.healthykidshealthyfuture.org).
 - Encourage participants to print this document to share with their program staff and families as they promote healthy changes in their programs.



Family-Style Mealtime Routine

Mealtime Routine Sample

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

Family-Style Mealtime Checklist

Mealtime Routine

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

Appropriate size bowls and serving utensils

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

Mealtime expectations to review with children

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

Passing food practices for children

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

Family-Style Practice Activities

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

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

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

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

Cleanup practice (dramatic play or a small group activity)

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

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

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Early Learning Standards Physical Activity Break



SET UP:

- Conduct the *Mystery Food Box* activity on page 42 in the *Sesame Street Healthy Habits for Life* toolkit;
- 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:

- Distribute the *Sesame Street Healthy Habits for Life* toolkit;
- Make sure everyone has enough space, and conduct the *Mystery Food Box* activity on page 42 in the *Sesame Street Healthy Habits for Life* toolkit;
- After the activity, facilitate a discussion around the common Early Learning Standard domains addressed in the activity; and
- Encourage the participants to use their state's Early Learning Standards as a guide.
- Some common domains addressed in the activity include:

Approaches to Learning:

- **Play** – children explore various fruits and vegetables in a fun interactive way
- **Learning Styles** – children problem-solve to gain information about what fruits and vegetables they discover. Children use their past experiences to identify fruit/vegetables in the box.

Cognitive Development:

- **Exploration** – children have the opportunity to explore new fruits and vegetables that they may not normally have been exposed to.
- **Inquiry** – asking questions about the size, texture and color allows children to formulate an understanding of characteristics of the fruits/vegetables.
- **Critical Thinking** – discussing the health benefits of the foods allows children to connect the activity to real world experiences.

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 B – Breastfeeding Support (45 min.)



SET UP:

- Make sure you have internet access.



PRESENT:

- PPT Part B: Breastfeeding Support; and
- Transition to the *What Do You Know About Breastfeeding?* True/False Activity.



ACTION:

- Conduct the *What Do You Know About Breastfeeding?* True/False Activity:
 - Instruct participants to turn to the Learning Session 3: *What Do You Know About Breastfeeding?* True/ False Activity page in the Participant Handbook;
 - Allow 5-10 minutes for the participants to complete the activity on their own; and
 - Review the answers to the activity.

Note: All of the answers to the *What Do You Know About Breastfeeding?* True/False Activity are “True.”



PRESENT:

- PPT Part B: Breastfeeding Support.

Video: *Is Your Baby Hungry or Full? Responsive Feeding Explained*



PLAY:

Is Your Baby Hungry or Full? Responsive Feeding Explained.

Note: The PPT contains a prompt to play the *Is Your Baby Hungry or Full? Responsive Feeding Explained* video. Click on the picture (hyperlink) to start the video.

Video: *How to Support Breastfeeding Mothers*



PLAY:

How to Support Breastfeeding Mothers.

Note: The PPT contains a prompt to play the *How to Support Breastfeeding Mothers* video. Click on the picture (hyperlink) to start the video.

Networking Lunch (45 min.)

What Do You Know About Breastfeeding?

True/False Activity

Circle the answer you believe is correct.

Over 75% of women start out breastfeeding.	True	False
Feeding a baby formula instead of mother’s milk increases the chances that the baby will get sick.	True	False
If a child is not breastfed, he is more likely to get ear infections.	True	False
If a child is not breastfed, she is more likely to get diarrhea.	True	False
If a child is not breastfed, he is more likely to die of SIDS (Sudden Infant Death Syndrome).	True	False
If a child is not breastfed, she is more likely to become overweight.	True	False
Infant formula is missing many of the components in human milk.	True	False
The longer a mother breastfeeds, the better it is for her health.	True	False
Babies should never be given cereal in a bottle.	True	False
Human milk is not a hazardous substance.	True	False
Babies should breastfeed for at least one year.	True	False
Babies should be exclusively breastfed (no other foods or liquids) for about the first six months of life.	True	False
No matter the mother’s diet, a mother’s milk is the best and healthiest food for her baby.	True	False
Babies should not be fed on a strict schedule.	True	False
Breast milk is reimbursed through the CACFP (Child and Adult Care Food Program).	True	False

Note: All of the answers are “True.”

Ten Steps to Breastfeeding-Friendly Child Care

The following Ten Steps describe ways that child care centers can provide optimal support for breastfeeding families. Below each step are specific actions to support that step.

Step 1. Make a commitment to the importance of breastfeeding, especially exclusive breastfeeding, and share this commitment with fellow staff.

- 1.1 Our center has a written policy for promoting and supporting breastfeeding, and it is regularly communicated to our staff and families.
- 1.2 Staff evaluations document a review of breastfeeding support activities.
- 1.3 Our center's breastfeeding support is part of our discussion with all potential families.

Step 2. Train all staff in the skills to support and promote optimal infant and young child feeding.

- 2.1 All staff at our center receive training on age-appropriate infant feeding practices, including proper storage and handling of human milk.
- 2.2 All staff at our center receive training on recognizing infant hunger cues and feeding in response to these cues.
- 2.3 All staff at our center receive training on the risks and benefits of different infant feeding options.
- 2.4 All staff at our center receive training in breastfeeding protection, promotion, and support, including support of exclusive breastfeeding.

Step 3. Inform women and families about the importance of breastfeeding.

- 3.1 We provide all our families with our written policy for promoting and supporting breastfeeding.
- 3.2 Culturally appropriate educational materials on breastfeeding, and on the risks and benefits of different feeding options are displayed in several areas.
- 3.3 Culturally appropriate educational materials on breastfeeding, and on the risks and benefits of different infant feeding options are actively distributed to the families we serve.

Step 4. Provide learning and play opportunities which normalize breastfeeding for children.

- 4.1 We provide toys and books that illustrate nursing animals and babies, for children of all ages.
- 4.2 We discuss interactions between mothers and babies with children of all ages, including how they feed.

Step 5. Ensure that all breastfeeding families we serve are able to store and label milk properly for child care center use.

- 5.1 We provide sufficient refrigerator and freezer space to accommodate all of our breastfeeding families' storage needs.
- 5.2 We instruct all breastfeeding families on the proper way to store and label human milk for child care center use, and all milk at our center is properly labeled.
- 5.3 We discuss with all families how expressed milk will be handled at our child care center.

Step 6. Provide a breastfeeding-friendly environment.

- 6.1 We actively invite breastfeeding mothers to come to the center to nurse their babies while under our care.
- 6.2 There is a clean and comfortable place in our center, other than a bathroom, for mothers to sit and nurse their babies, or pump (express) milk if desired.
- 6.3 Our center displays posters and distributes materials, including photos reflecting the families we serve, that show our support of breastfeeding and demonstrate best practices.

Step 7. Support breastfeeding employees.

- 7.1 Breastfeeding employees are given appropriate breaks so that they may express milk and/or nurse their babies as needed.
- 7.2 The center provides a clean, comfortable, private place for employees to pump/express milk and/or nurse their babies as needed.

Step 8. Ensure that each infant has a feeding plan that supports best feeding practices.

- 8.1 We develop a written feeding plan with each new family at our center, which is accessible and regularly updated.
- 8.2 Breastfeeding support is explicitly included in all feeding plans, as part of the standard form.
- 8.3 We respond to infants' hunger cues rather than feeding on a schedule, and we encourage mothers to feed this way at home.
- 8.4 We encourage mothers to introduce solid foods at a developmentally appropriate time.

Step 9. Contact and coordinate with local skilled breastfeeding support and actively refer.

- 9.1 Our center has a list of community breastfeeding resources to be used for referral.
- 9.2 Our center regularly refers families to community breastfeeding resources.
- 9.3 Our center tracks community referrals and follows up with families as needed.

Step 10. Continue updating and learning about protection, promotion, and support of breastfeeding.

- 10.1 Our center has up-to-date materials on hand that include information on breastfeeding and human milk feeding.
- 10.2 Each staff member receives at least one hour per year of continuing education on human milk feeding and breastfeeding support.
- 10.3 Our center provides a resource list, for our staff, of local lactation consultants and community providers who can answer breastfeeding and human milk feeding questions.



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PPT Part C – Overcoming Challenges to Meeting Family Style Dining Best Practices & Supporting Breastfeeding (45 min.)



PRESENT:

- PPT Part C: Overcoming Challenges to Meeting Family Style Dining Best Practices & Supporting Breastfeeding

Video: *Tips for Dealing with Messes*



PLAY:

Tips for Dealing with Messes

Note: The PPT contains a prompt to play the *Tips for Dealing with Messes* video. Click on the picture (hyperlink) to start the video.

Video: *Putting It All Together*



PLAY:

Putting It All Together

Note: The PPT contains a prompt to play the *Putting It All Together* video. Click on the picture (hyperlink) to start the video.

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 participants will continue to complete their Action Plan by:
 - Connecting their objectives to the program staff in their program by identifying action steps needed to facilitate change; and
 - Connecting their objectives to the program environment by identifying action steps needed to facilitate change.

Technical Assistance Groups



SET UP:

- Use the *Action Plan Worksheet* 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 3 Participant Handbook.



ACTION:

- Welcome participants back to the group;
- Using the *Action Plan Worksheet* on the following page, discuss:
 - How to implement changes in the areas of program staff and program environment;
 - How to document and communicate these healthy changes on their storyboards; and
 - Any questions they may have.
- Have participants use this time to complete the “program staff” and “program environment” columns on their *Action Plan Worksheet*.

Physical Activity Break



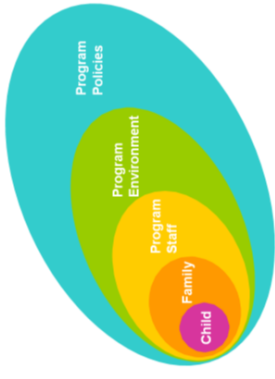
SET UP:

- Choose a physical activity from the *Nutrition and Movement Activity Book*; and
- Gather materials needed for the activity.



ACTION:

- Make sure everyone has enough space, and conduct the physical activity you choose from the *Nutrition and Movement Activity Book*.



Action Plan Worksheet

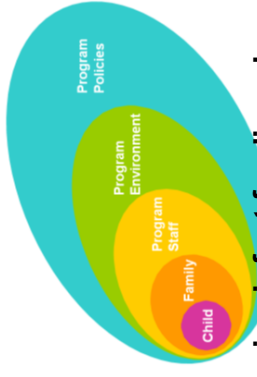
Start Date: August

ECE Program Name: ABC Childcare

Goal: Introduce and Implement Family-Style Dining by October

Child	Family	Program Staff	Program Environment	Program Policies
<p>Practice family-style dining techniques and skills during center and free times (Ongoing beginning August, Teachers)</p> <p>Encourage through activities and books to promote healthy nutrition and family-style dining in the classrooms to continue practicing techniques in preparation for family-style dining (Ongoing beginning September, Teachers)</p> <p>Encourage through play in developing conversations and language skills, social/emotional skills, and fine/gross motor skills (Ongoing beginning September, Teachers)</p> <p>Practice set-up/clearing the tables and serve food and beverages at meal times (Ongoing beginning September, Teachers)</p> <p>Implement family-style dining fully with children (Ongoing beginning October, Director, Teachers, and Staff)</p>	<p>Host a family meeting to introduce the benefits of family-style dining (September Director and Staff).</p> <p>Include family-style dining information and benefits in the programs monthly newsletter (Ongoing beginning September, Director).</p> <p>Encourage parents to practice family-style dining at home with children (Ongoing beginning September, Director and Staff).</p>	<p>Educate teachers and Cook during staff meetings on family-style dining (Ongoing beginning August, Director)</p> <p>Provide on-going resources and education to prepare staff in the implementation of family-style dining in the program (Ongoing beginning September, Director and Cook)</p>	<p>Add pictures to the bulletin board of children in various stages of pretend play and real play practicing family-style dining techniques (On-going beginning August, Teachers)</p> <p>Post information and tips on family-style dining on the parent bulletin board (On-going beginning August, Director and Teachers)</p> <p>Purchase family-style dining materials for the program to include books, resources, materials for each classroom (September, Director)</p> <p>Fully implement family-style dining into the program (Ongoing beginning October, going, Director, Cook, and Teachers)</p>	<p>Research policies on family-style dining (August, Director)</p> <p>Prepare for parent meeting to introduce family-style dining into the program (August, Director, Teachers, Cook)</p> <p>Prepare materials, webinars, and resources for staff meetings in preparation of implementing family-style dining into the program (Ongoing beginning August, Director and Cook)</p> <p>Develop written policy on family-style dining to be included in program policies, staff and family handbooks (October, Director)</p>

Action Plan Worksheet



Start Date: November
ECE Program Name: ABC Child Care Center
Goal: ABC Children’s Academy will improve the breastfeeding environment in our program by developing infant feeding plans and creating a private breastfeeding space.

Child	Family	Program Staff	Program Environment	Program Policies
<p>Feed infants based on infant feeding plan and using responsive feeding cues (Ongoing beginning November, Teachers and Staff).</p>	<p>Work with families to create individual feeding plans for each infant (Ongoing, beginning November, Teachers).</p> <p>Invite families to attend training on breastfeeding support (Ongoing beginning mid-November, Director and Staff).</p> <p>Identify and gather brochures for community breastfeeding support ie: La Leche League (November, Director).</p> <p>Maintain on-going communication with families regarding infant feeding needs and cues (Ongoing beginning November, Teachers).</p>	<p>Collect sample infant feeding plans and choose a template to use with families (November, Director and Staff)</p> <p>Learn about best practices in breastfeeding support and attend training (Ongoing beginning early November, Director and Staff).</p> <p>Teachers to help set-up the bulletin board for parent information regarding breastfeeding (Ongoing beginning November, Director and Staff).</p> <p>Teachers to display posters and books in classrooms ordered regarding breastfeeding support (Ongoing beginning November, Staff).</p> <p>Staff to help with set-up of private breastfeeding space with new equipment (early December, Director and Staff).</p>	<p>Identify a private, clean, comfortable place for mother’s to breastfeed or express their milk (October, Director).</p> <p>Purchase all equipment needed: refrigerator for storage of breastmilk, bottles/bags, labels, comfortable chair, etc. (end of November, Director).</p> <p>Purchase posters, books, handouts for both children and families regarding breastfeeding support to be displayed in the program (November, Director).</p> <p>Display on parent bulletin board breastfeeding support information (Ongoing beginning November, Director and Staff).</p> <p>Create the nursing room with all items purchased for breastfeeding mothers to use while at the program (early December, Director and Staff).</p>	<p>Research sample breastfeeding support practices in preparation of trainings to staff and families (October, Director).</p> <p>Provide breastfeeding support training for all staff (November, Director).</p> <p>Offer breastfeeding support sessions twice a year for families (Ongoing beginning November, Director and Staff).</p> <p>Apply to the State for becoming a breastfeeding friendly facility (January, Director).</p> <p>Implement program policy on breastfeeding support and include in staff and parent handbooks (January, Director).</p>

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



PRESENT:

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



ACTION:

- Discuss with participants the importance of family-style dining and breastfeeding support through:
 - Staff wellness;
 - Family engagement; and
 - Program policies.
- Inform participants that all documents can be downloaded electronically from the Healthy Kids, Healthy Future website (www.healthykidshealthyfuture.org).

Breastfeeding and Early Care and Education

Increasing support for breastfeeding families



Early care and education providers can influence mothers' breastfeeding continuation. The more breastfeeding support a mother receives from her ECE provider the greater the likelihood she will continue to breastfeed.

Obesity rates among children aged 2 to 5 years approximately doubled between 1976–1980 and 2009–2010. With an estimated 12.1% of children aged 2 to 5 years already obese, prevention efforts must target our youngest children.

Breastfeeding helps protect children against obesity, among other important health benefits. The American Academy of Pediatrics recommends exclusive breastfeeding for about the first six months and continued breastfeeding for at least the first year as foods are introduced. Unfortunately, in 2009 only 47% of mothers breastfed at six months and 26% at 12 months of age.

One factor affecting breastfeeding duration is that many mothers are away from their children during the day and may not receive the support they need to continue breastfeeding. In 2007, 60% of women with children under age 3 were in the labor force. As a result, many children are cared for by persons other than their parents.

Early care and education (ECE) providers and teachers influence the lives and health of the families they serve and have an important role in supporting breastfeeding mothers. ECE programs, centers and family homes alike can support breastfeeding mothers by ensuring that staff members are well-trained to meet national recommendations for supporting breastfeeding mothers. Support may include allowing mothers to breastfeed at the facility, feeding a mother's pumped breast milk to her baby, thawing and preparing bottles of pumped milk as needed and keeping extra breast milk in a freezer in case they run out.

As of December 2011, only 6 states' licensing regulations contained language that meets national recommendations for encouraging and supporting breastfeeding and the feeding of breast milk (AZ, CA, DE, MS, NC, VT).

Examples of state efforts to increase support for breastfeeding women in ECE environments:

Arizona's Empower Pack Program is a resource for ECE providers to help children to make healthy choices related to nutrition, physical activity, and tobacco. The program includes a self-assessment, a sample breastfeeding policy, and a video on how to support and work with breastfeeding mothers (<http://azdhs.gov/empowerpack/>).

The Mississippi Department of Health WIC program has developed a training curriculum for ECE providers entitled *How to Support a Breastfeeding Mother: A Guide for the Childcare Center*. The curriculum

incorporates guidelines for providers on how to support breastfeeding mothers as well as guidelines for the storage and handling of expressed milk (<http://www.dshs.state.tx.us/wichd/bf/childcare.shtml>).

The Utah Department of Health's Nutrition, Physical Activity and Nutrition Program provides an online TOP Star Training, comprised of six workshops about preventing childhood overweight. This training is approved for professional development credit: 5 hours of Licensing Credit, and Career Ladder Credit in Health and Safety for child care providers in the state. Training Module 6, *How to Support a Breastfeeding Mother: A Guide for Childcare Providers*, provides ECE directors and staff accurate information and resources so they can best support breastfeeding mothers whose babies are in their care.

The New York State Department of Health's Child and Adult Care Food Program (CACFP) recognizes ECE centers and family day care homes that participate in CACFP and support breastfeeding families with Breastfeeding Friendly certificates. A website provides ECE centers and family day care homes with self-assessment to apply for this designation, and lists the breastfeeding friendly centers and homes: (<http://www.health.ny.gov/prevention/nutrition/cacfp/breastfeedingspon.htm>).

The Wake County Breastfeeding-Friendly Child Care Initiative (BFCC) supports breastfeeding in ECE centers serving low-income families through collaboration between the Carolina Global Breastfeeding Institute and the Wake County Child Care Health Consultants and Wake County SmartStart. Activities include identifying the knowledge, attitudes, and practices that support breastfeeding among ECE center staff, mandatory trainings for ECE providers, and a toolkit that includes tools and materials for both providers and breastfeeding families (<http://cgbi.sph.unc.edu/take-action/toolkits/259>).

The **Wisconsin Department of Health Services** developed the **Ten Steps to Breastfeeding Friendly Child Care Centers**, a resource kit to help ECE centers and family homes promote breastfeeding and ensure that they support mothers to be able to breastfeed. <http://www.dhs.wisconsin.gov/publications/P0/P00022.pdf>

Find out more at **Let's Move! Child Care**
<http://healthykidshealthyfuture.com/>



Setting and enforcing ECE standards is the responsibility of individual states and territories, although some local jurisdictions can set standards. The 3rd edition of *Caring for our Children: National Health and Safety Performance Standards*, the gold standard for ECE, provides recommendations on how childcare providers can support breastfeeding families.

References to non-federal organizations are provided solely as a service to the audience. These references do not constitute an endorsement of these organizations or their programs and policies by CDC or the Federal Government, and none should be inferred.

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;
 - Begin implementing changes in their program in the areas of program staff and program environment;
 - Using the *Sesame Street Healthy Habits for Life* toolkit, complete the *Learning Session 3 Group Discussion Worksheet*; and
 - Continue to document and communicate the process of change.
- Bring back to LS4
 - *Learning Session 3 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.
- 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.

LS3 Action Period

Leadership Teams Should:

- Set up a time for training program staff with support from the *Leadership Team Guide*;
- Come together as a program to review the “program staff” and “program environment” columns on the *Action Plan Worksheet* to begin implementing changes in the program;
- Complete the *Learning Session 3 Group Discussion Worksheet*; and
- Collaborate with staff to continue to communicate and document healthy changes made in the areas of healthy eating, physical activity, breastfeeding support, and/or screen time.
- Bring back to Learning Session 4:
 - *Learning Session 3 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 visits;
 - 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 3;
- Review items they need to bring back to LS4; 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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