



National Early Care & Education Learning Collaboratives:

Taking Steps to Healthy Success

Learning Session 5
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 5: Overview

Learning Session 5: Reducing Screen Time & Celebrating Success

Overview

Learning Session 5 (LS5) provides a rationale for the role ECE providers play in making healthy changes through reducing screen time. It builds on the experiences, knowledge, and action planning of the previous Learning Sessions in order to equip Leadership Teams, in collaboration with the program staff to continue the process of change. Participants will share their process of change through storyboard presentations.

Key content includes information on

- Best practices and strategies for reducing screen time;
- Celebration of strengths and successes through storyboard presentations;
- Action planning and continuing the process of change;
- National, State, and Local support for ECE providers; and
- Professional development opportunities to enhance learning.

Post-session (Action Period)

Program Leadership Teams utilize their *Action Plan Worksheet* to engage their program staff to:

- Continue the action planning process; and
- Identify and act on new ways to continue to support healthy changes.

Objectives

At the end of the Learning Session, participants will:

1. Describe best practices for reducing screen time and identify change opportunities within their program;
2. Use storyboard presentations to show at least one change within their program that supported healthy eating, physical activity, screen time, and breastfeeding support;
3. Be able to identify local organizations/agencies that support early childhood providers; and
4. Be prepared to continue their Action Plan to support implementation of best practices for healthy eating, physical activity, screen time and breastfeeding support in their program.

Learning Session 5: Content Implementation

Learning Session 5: Reducing Screen Time & Celebrating Success

Sample Agenda

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

| Learning Session 5: Reducing Screen Time & Celebrating Success | |
|--|---|
| Time | Topic |
| 8:30 – 9:00 am | Check-In |
| 9:00 – 9:30 am | Welcome Back <ul style="list-style-type: none"> • Evaluation: Healthy Kids, Healthy Future Checklist Quiz |
| 9:30 – 11:00am | Presenting Storyboards |
| 11:00 – 11:45 am | PPT Part A: Best Practices for Screen Time <ul style="list-style-type: none"> • Video: <i>Select Media with Intention</i> • Activity: <i>Go, Slow, or Whoa</i> • Early Learning Standards Physical Activity Break: Refer to the <i>Beach Ball High</i> activity on page 5 in the <i>Nutrition and Movement Activity Book</i> |
| 11:45 am – 12:30 pm | Networking Lunch |
| 12:30 – 12:45 pm | PPT Part B: Overcoming Challenges to Meeting Screen Time Best Practice <ul style="list-style-type: none"> • Video: <i>Screen Free Moments: Promoting Healthy Habits</i> |
| 12:45 – 1:00 pm | PPT Part C: Extending Your Learning – Staff, Families and Program Policies |
| 1:00 – 1:30 pm | PPT Part D: Continuing the Process of Change |
| 1:30 – 2:00 pm | PPT Part E: National, State and Local Support |
| 2:00 – 2:45 pm | PPT Part F: Professional Development Activity |
| 2:45 – 3:00 pm | Check-Out |

| LS5: 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 • Nametags • LS5 Participant Handbooks (one per program) |
| Welcome Back | <p>Welcome Back</p> <ul style="list-style-type: none"> • Learning Session 5 Participant Handbook • Learning Session 5 Implementation Guide • Healthy Kids, Healthy Future Checklist Quiz |
| Presenting Storyboards | <ul style="list-style-type: none"> • Presenting Storyboards <ul style="list-style-type: none"> ◦ Index cards for participant notes and ideas |
| PPT Part A: Best Practices for Screen Time | <ul style="list-style-type: none"> • PPT Part A: Best Practices for Screen Time <ul style="list-style-type: none"> – Video: <i>Select Media with Intention</i> – Activity: <i>Go, Slow, or Whoa</i> – Early Learning Standards Physical Activity Break: Refer to the <i>Beach Ball High</i> activity on page 5 in the <i>Nutrition and Movement Activity Book</i> <ul style="list-style-type: none"> ◦ Your state’s Early Learning Standards ◦ Materials needed for chosen activity: <ul style="list-style-type: none"> – 3-4 beach balls |
| PPT Part B: Overcoming Challenges to Meeting Screen Time Best Practice | <ul style="list-style-type: none"> • PPT Part B: Best Practices for Screen Time <ul style="list-style-type: none"> – Video: <i>Screen Free Moments: Promoting Healthy Habits</i> |
| PPT Part C: Extending Your Learning – Staff, Families and Program Policies | <ul style="list-style-type: none"> • PPT Part C: Extending Your Learning – Staff, Families and Program Policies |
| PPT Part D: Continuing the Process of Change | <ul style="list-style-type: none"> • PPT Part D: Continuing the Process of Change <ul style="list-style-type: none"> – Technical Assistance Groups <ul style="list-style-type: none"> ◦ Copies of the blank <i>Action Plan Worksheet</i> ◦ Learning Session 5 Participant Handbook: Participants refer to the <i>Sample Action Plan Worksheet</i> and <i>Action Plan Worksheet</i> ◦ Learning Session 5 Implementation Guide: Trainers refer to the <i>Sample Action Plan Worksheet</i> and <i>Action Plan Worksheet</i> |
| PPT Part E: National, State and Local Support | <ul style="list-style-type: none"> • PPT Part E: National, State and Local Support |
| PPT Part F: Professional Development Activity | <ul style="list-style-type: none"> • PPT Part F: Professional Development Activity |
| Check-Out | <ul style="list-style-type: none"> • National ECELC Project completion certificates |

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 6 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 5 Participant Handbooks (one per program) ready for distribution;
- Set out materials on tables or distribute throughout the Learning Session:
 - Program name signs; and
 - Materials needed (if any) for guest speaker presentations.
- Gather materials for physical activity breaks (see the *Nutrition and Movement Activity Book*);
- Set up and test all technology: laptop, LCD projector, CD/DVD player (laptop may have this capability), and wireless microphone;
- Set up KWL Chart on large chart paper (optional);
- Set up Show and Tell area (optional) to showcase important resources; and
- Display raffle prizes (optional).



CHECK-IN:

It is recommended to begin check-in at least 30 minutes prior to LS5. As participants sign-in, do the following:

- Collect LS4 Action Period materials in envelopes labeled with program name;
- Distribute LS5 Participant Handbooks (one per program).



TIPS:

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

Welcome Back (30 min.)



SET UP:

Prepare PPT: Reducing Screen Time and Celebrating Success.



ACTION:

- Welcome participants back;
- Congratulate them on completing the LS4 Action Period Tasks;
- Mention housekeeping items:
 - Bathroom location; and
 - Silencing cell phones.
- Provide an overview of the LS5 Participant Handbook and the agenda.

Healthy Kids, Healthy Future Checklist Quiz



EVALUATION:

- Distribute one Healthy Kids, Healthy Future Checklist quiz to each program;
- Explain that the Leadership Team should work together to complete the quiz; and
- Allow programs to take the next 10 minutes to complete the Healthy Kids, Healthy Future Checklist quiz.

Healthy Kids, Healthy Future Checklist Quiz

The *Healthy Kids, Healthy Future* best practices are listed on the left. Please check the box under the statement that best describes your current situation.

Date Completed: _____

| Best Practices | Yes, fully meeting this best practice | Making progress on meeting this best practice | Ready to get started on meeting this best practice | Unable to work on meeting this best practice right now |
|--|---------------------------------------|---|--|--|
| Answer if you serve TODDLERS or PRESCHOOLERS | | | | |
| Drinking water is visible and available inside and outside for self-serve | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 100% fruit juice is limited to no more than 4-6 oz. per day per child and parents are encouraged to support this limit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sugary drinks, including fruit drinks, sports drinks, sweet tea, and soda, are never offered | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Children 2 years and older are served only 1% or skim/non-fat milk (unless otherwise directed by the child's health provider) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fruit (not juice) and/or a vegetable is served to toddlers and preschoolers at every meal (French fries, tater tots, and hash browns don't count as vegetables) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| French fries, tater tots, hash browns, potato chips, or other fried or pre-fried potatoes are offered to toddlers and preschoolers no more than once a month (Baked fries are okay) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Chicken nuggets, fish sticks, and other fried or pre-fried forms of frozen and breaded meats or fish are offered to toddlers and preschoolers no more than once a month | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Answer if you serve PRESCHOOLERS | | | | |
| All meals to preschoolers are served family style so that children are encouraged to serve themselves with limited help | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Best Practices | Yes, fully meeting this best practice | Making progress on meeting this best practice | Ready to get started on meeting this best practice | Unable to work on meeting this best practice right now |
|---|---------------------------------------|---|--|--|
| Answer if you serve PRESCHOOLERS <i>(continued)</i> | | | | |
| Preschoolers, including children with special needs, are provided with 120 minutes or more of active play time every day, both indoor and outdoor (for half-day programs, 60 minutes or more is provided for active play every day) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| We strive to limit total screen time (e.g., TV and DVD viewing, computer use) to no more than 30 minutes for preschoolers at child care per week or never, and we work with parents/ caregivers to ensure that children have no more than 1-2 hours per day (for half-day programs, we strive to limit total screen time to no more than 15 minutes per week or never) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parents of preschoolers are provided screen time reduction and/or media literacy education such as special programs, newsletters, or information sheets, 2 or more times per year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Answer if you serve TODDLERS | | | | |
| Toddlers, including children with special needs, are provided with 60-90 minutes or more of active play time every day, both indoor and outdoor (for half-day programs, 30 minutes or more is provided for active play every day) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Answer if you serve INFANTS or TODDLERS | | | | |
| Screen time for toddlers and infants is limited to no more than 3-4 times per year or is never allowed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Answer if you serve INFANTS | | | | |
| Breastfeeding mothers are provided access to a private room for breastfeeding or pumping, other than a bathroom, with appropriate seating and privacy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Short supervised periods of tummy time are provided for all infants, including those with special needs several times each day | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Presenting Storyboards (1 hr. 30 min.)



SET UP:

- Choose how you would like to conduct the “Presenting Storyboards” segment of the day. It may be done as a large group, small technical assistance groups, or as a “gallery walk.” Feel free to modify this segment based on the group size and the layout of the room.



PRESENT:

- Large Group:
 - Allow Leadership Teams, or a representative from the Leadership team, to present their storyboards in front of the large group;
 - This segment is approximately 1 hour and 30 minutes in length. Inform participants that they will have _____ minutes for each presentation, including time for questions; and
 - Provide a 1 minute warning when participant’s times are almost up.
- Small Group:
 - Break participants up into their technical assistance groups;
 - Allow the Leadership Teams, or a representative from the Leadership Team, to present their storyboards in front of the technical assistance groups;
 - This segment is approximately 1 hour and 30 minutes in length. Inform participants that they will have _____ minutes for each presentation, including time for questions; and
 - Provide a one-minute warning when participant’s times are almost up.
- Gallery Walks
 - Make sure there is enough space to display storyboards on tables throughout the room; and
 - Ask participants to walk around the room and review the storyboards.

PPT Part A – Best Practices for Screen Time (45 min.)



PRESENT:

- PPT Part A: Best Practices for Screen Time.

Physical Activity Break



SET UP:

- Set up the physical activity of your choosing 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 chose from the *Nutrition and Movement Activity Book*.



PRESENT:

- PPT Part A: Best Practices for Screen Time.

Video: *Select Media With Intention*



PLAY:

- *Select Media With Intention*

Note: The PPT contains a prompt to play the *Select Media With Intention* video. Click on the picture (hyperlink) to start the video.



PRESENT:

- PPT Part A: Best Practices for Screen Time.

Go, Slow, or Whoa Activity



ACTION:

- Ask participants to stand up, and inform them that the *Go, Slow, or Whoa* activity is a review of best practices for physical activity and screen time for infants, toddlers, and preschoolers; and
- Inform participants that you will read a statement and if the participant thinks it is:
 - **Recommended**, they will **RUN** in place;
 - **Limit**, they will **MARCH** in place; and
 - **Not recommended**, they will **STAND** in place.
- Read the following statements without saying the answer. Give participants enough time to react to whether or not they think the statement is recommended, limit, or not recommended.

Early Learning Standards Physical Activity Break



SET UP:

- Conduct the *Beach Ball High* activity on page 5 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 *Beach Ball High* activity from 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 tossing the ball.
- **Hand/Eye Coordination** is enhanced as children move their body to get under and make contact with the ball to hit it to another individual.

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.

Networking Lunch (45 minutes)

Go, Slow, or Whoa Activity

| Statement | Answer |
|--|---|
| Infants—Time in confining equipment | Limit (Ask—limit to how long? 15 min) |
| Toddlers & Preschoolers—Daily opportunities for moderate to vigorous physical activity | Recommended |
| Children under two—screen time | Not recommended |
| Toddlers—Physical activity every day | Recommended (Ask—how long? 60-90 min) |
| Toddlers & Preschoolers—Outdoors for 60-90 minutes each day | Recommended |
| Children over two—screen time in ECE settings | Limit (Ask—limit to what? 30 min/week in ECE) or Not Recommended (Ok to completely eliminate, too.) |
| Infants—Tummy time several times each day | Recommended |
| Toddlers & Preschoolers—Structured and unstructured physical activity | Recommended |
| Annual training for caregivers on physical activity | Recommended |
| Caregivers sitting and talking with each other while children are playing | Not recommended |
| All ages—Outdoors 2-3 times a day | Recommended |
| Caregivers role modeling that physical activity is fun | Recommended |
| Asking families to bring in clothing their children can be active in | Recommended |
| Children over two—screen time across all settings | Limit (Ask—limit to what? 1-2 hours a day total across all environments) |
| Infants—spending all of their outside time in a stroller | Not recommended |
| Preschoolers—Physical activity every day | Recommended (Ask—how long? 120 min or more) |
| Creating written policies to support good practice | Recommended |

PPT Part B – Overcoming Challenges and Solutions to Meeting Screen Time Best Practices (15 min.)



PRESENT:

- PPT Part B: Overcoming Challenges and Solutions to Meeting Screen Time Best Practices

Video: *Screen Free Moments: Promoting Healthy Habits*



PLAY:

- *Screen Free Moments: Promoting Healthy Habits*

Note: The PPT contains a prompt to play the *Screen Free Moments: Promoting Healthy Habits* video. Click on the picture (hyperlink) to start the video.

PPT Part C – Extending Your Learning – Staff, Families and Program Policies (15 min.)



PRESENT:

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

PPT Part D – Continuing the Process of Change (30 min.)



PRESENT:

- PPT Part D: Continuing the Process of Change



ACTION:

- Have participants review their completed Action Plans and identify any action steps that have not been completed and explain that the change process takes time. Use the following questions to facilitate the discussion:
 - Did the participants learn something from completing the Action Plan?
 - What were some of the challenges the participants faced while completing the Action Plan?
 - Were there any action steps that they were not able to complete? Which ones and why?
 - Were all individuals who were responsible for each task able to complete it?

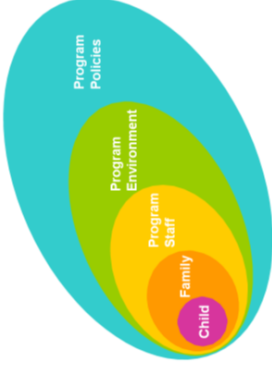
Technical Assistance Groups



ACTION:

- Divide participants up into their technical assistance groups;
- Have participants turn to the blank *Action Plan Worksheet* in the Learning Session 5 Participant Handbook and complete the first three columns;
- Explain that this is an opportunity to set another goal based on the 5 improvement areas identified in Learning Session 1;
 - If all improvement areas have been completed, have participants use the post *Go NAP SACC* results to develop an Action Plan.
 - Distribute additional copies of the *Action Plan Worksheet* if participants would like to draft a plan for multiple goals.
- Discuss the Action Period:
 - Participants will continue to identify action steps for their Action Plan and work towards reaching their new goals.
 - Encourage participants to continue to use the goal-setting process to successfully meet their future goals.

Action Plan Worksheet



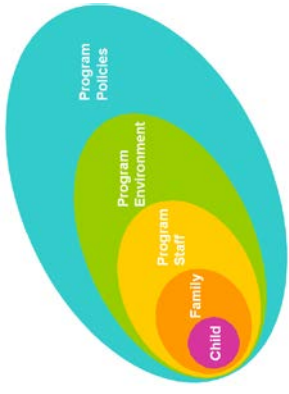
Start Date: January

ECE Program Name: ABC Child Care Center

Goal: Limit screen time in our program and adopt a new screen time policy.

| Child | Family | Program Staff | Program Environment | Program Policies |
|--|---|--|--|---|
| <p>Children under 2 years receive no screen time in the classrooms (Ongoing beginning January, Teachers).</p> <p>Children ages 2 years and older are limited to no more than 30 minutes per week in the classroom (Ongoing beginning January, Teachers).</p> <p>Screen time is used for educational or physical activity purposes only in the classroom (Ongoing beginning February, Teachers).</p> <p>Screen time is interactive and playful, supports creativity, exploration, pretend play, active and outdoor activities (Ongoing beginning February, Teachers).</p> | <p>Provide tip sheets to families regarding screen time (February, Program Director, Staff, Teachers).</p> <p>Create informational bulletin board with tips, suggestions, pictures of alternative activities for children other than screen time (February, Program Director, Staff, Teachers).</p> <p>Plan a "free screen night" parent/caregiver activity (March, Program Director, Staff, Teachers).</p> <p>Provide updated parent handbook to parents with new screen time policy (March, Program Director, Staff, Teachers).</p> | <p>Attend staff meeting to learn about screen time best practices (January, Program Staff & Teachers).</p> <p>Begin using monthly screen time log to keep track of screen time in each classroom (February, Teachers)</p> <p>Interactive screen time will be planned ahead. Teachers will set learning goals, preview material, and help children to make connections to learning (February, Teachers)</p> | <p>Remove and store televisions in classrooms out of sight of the children (January, Teachers, Program Staff).</p> <p>Include cameras, phones, radios, etc. in exploratory centers for children to explore, learn, and enhance fine motor skills (January – February, Teachers).</p> | <p>Research screen time best practices and prepare for staff meeting (January, Program Director).</p> <p>Conduct staff training on screen time best practices (January, Program Director).</p> <p>Develop a monthly screen time log to keep track of screen time for each classroom (February, Program Director)</p> <p>Research screen time policies for ECE programs (February – March, Program Director).</p> <p>Write screen time policy for the program and include the updates in staff and parent handbooks (March, Program Director).</p> |

Action Plan Worksheet



Start Date:

ECE Program Name:

Goal:

| Child | Family | Program Staff | Program Environment | Program Policies |
|-------|--------|---------------|---------------------|------------------|
| | | | | |

PPT Part E – National, State and Local Support (30 min.)



SET UP:

- Invite representatives from national, state and local organizations to present.



ACTION:

- Allow national, state and local representatives to present and provide additional materials and resources to the participants; and
- If representatives are not available, review the slides in the presentation.

PPT Part F – Professional Development Activity (45 min.)



SET UP:

- Invite a guest speaker to provide a professional development activity for your participants.
 - Example: Invite Master Gardeners from the Cooperative Extension Service to present on the services they offer in the community. Have them conduct an activity on how to start a container garden.

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;
- Assign one person to highlight (or otherwise record) the program name on a list after all documents and nametags are collected and take-away items are picked up; and
- Have the National Early Care and Education Learning Collaboratives completion certificates ready for distribution.



ACTION:

- Remind everyone about next steps. When they get back to their programs, they should continue to develop and implement the action steps they drafted on their Action Plan during the Learning Session.



ACTION:

- Thank participants for being a part of the Learning Collaborative;
- Request that participants do the following before leaving today:
 - Drop their nametag in the container on the check-in table; and
 - Collect their National Early Care and Education Learning Collaboratives completion certificate.
- 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.

REFERENCES FOR: *Taking Steps to Healthy Success: An Early Care and Education Learning Collaborative to Promote Healthy Practices and Prevent Obesity*

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