



# National Early Care & Education Learning Collaboratives:


## Taking Steps to Healthy Success

Learning Session 2



PowerPoint Notes

September 2018





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

Early Childhood Health Promotion  
and Obesity Prevention

National Early Care and Education  
Learning Collaboratives (ECELC) Project

Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (1U5 SDPO4102-01) to support states/localities in launching early care and education learning collaboratives focused on childhood obesity prevention. The views expressed in written materials or publications, or by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

**In addition to the CDC and Nemours logos, you are welcome to add your state logo(s) and unique project name to these slides.**

- Welcome programs and participants back to the Learning Session.

# Acknowledgements

A special thank you to:

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



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The ECELC is a project funded by the ***Centers for Disease Control and Prevention (CDC)*** to support early care and education (ECE) providers to promote best practices in healthy nutrition, physical activity, breastfeeding support, and screen time.

***Nemours*** is supporting this project nationally through their expertise, materials, and time throughout the implementation process.

***Gretchen Swanson Center for Nutrition*** is administering the evaluation component of this project.

**Note: Enter acknowledgments for your state partners.**



This session will focus on how providers can improve best practices for healthy eating in their program.

In the “Facilitating Change in Your Program” segment later today, participants will start the action planning process and will have an opportunity to create objectives and identify action steps for implementing best practices for healthy eating, physical activity, reducing screen time, and/or breastfeeding support. Participants will be able to build on this Action Plan throughout the project.

## Learning Session 2 Objectives

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

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





The Action Period Tasks are designed to stimulate thinking among providers and identify healthy changes that can be adapted in to the program environment. Next, providers will move in to their TA breakout groups to review the healthy changes providers identified in the LS1 Action Period Tasks.

**Note:** Split participants up in to their breakout groups with their respective Trainer. Facilitate a group discussion around the LS1 Action Period Tasks participants completed and turned in.

- Did participants learn something from completing the tasks?
- Did participants find it beneficial to have time with their program staff to discuss tasks?
- Did participants feel comfortable facilitating the Action Period in their programs?
- What are some of the challenges participants faced during the Action Period?
- Do participants have suggestions for improving the Action Period?

**Note:** Remind participants that they will be using the *Five Things Programs Do Well and Can Improve Upon Worksheet*, completed in the LS1 Action Period, to help guide participants through the action planning process. Action Plans will be discussed later today.



This segment will provide background on healthy eating guidelines that are based on the Child Care and Adult Food Program (CACFP) and the Healthy Kids, Healthy Future Best Practices. The new CACFP meal patterns were released on April 25, 2016 and are now being implemented as of October 1, 2017. Consider inviting a representative from the state agency who oversees CACFP in your state to assist with this segment of the Learning Session and provide any updates related to CACFP trainings and technical assistance. Even if a program doesn't participate in CACFP, these are best practices for feeding young children. It will also reintroduce the *ABC's of a Healthy Me* from Learning Session 1 (LS1), focusing on the "D" and "E" of the framework.

Programs will be receiving the *Nemours' Best Practices for Healthy Eating* later on in this segment. Have these ready to distribute.

**Note:** Bring in food products that can be passed around during the presentation to serve as examples. These can include:

- Bread packages;
- Cereal boxes (low and high sugar cereals);
- Juice containers (100% and non 100%);
- Canned fruit (packed in water and 100% juice and packed in syrup);
- Canned vegetables ("Low sodium" and "no salt added"); and
- Sugar sweetened beverages (Coca Cola<sup>®</sup>, Gatorade<sup>®</sup>, energy drinks, etc.).



Review the *ABC's of a Healthy Me* messaging framework.

**Note:** Remind participants that this is a handout that can be downloaded electronically.

**Active play**

- Every day, inside and outside

**Breastfeeding**

- Support and access to a private space

**Cut down on screen time**

- None for children under age 2 years
- No more than 30 minutes per week for children ages 2 years and older

**Drink milk and water**

- Offer milk at meals and make water available to quench thirst

**Eat healthy foods**

- Fruits, vegetables, whole grains, lean protein, low-fat dairy



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

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



Providers have a strong influence on the foods and beverages children consume. Children in full-day care may eat 50% or more of their meals and snacks while at child care. Therefore, it is important for providers' influence on the foods and beverages consumed to be positive. Providers can encourage healthy foods like fruits and vegetables, while also limiting children's intake of unhealthy foods such as fried foods.

Beverages in particular are a large contributor to children's consumption of "empty calories." Empty calories are calories that don't have nutritional value.

Older infants, toddlers, and preschoolers are in a period of rapid growth and development. They need to eat a variety of clean, safe, and nourishing food to meet their developmental needs.

Food preferences develop at an early age. Both the type of foods and beverages and how they are prepared are important for teaching children's taste buds to like nutritious foods.

## Considerations for Healthy Eating

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



These are important considerations for healthy eating in the classroom and at home.

The ***type and preparation*** of food is important, but age appropriate ***portion sizes*** is also key in the development of healthy eating habits.

Information regarding healthy foods should be shared with families. This will provide them with information regarding different foods that are appropriate to pack. This is important for those families that are required to bring in food from home.

Remember, children require smaller portion sizes than adults. This will be discussed in detail on a later slide.

Some children may be resistant to trying new foods. Providers can develop a weekly or monthly “healthy food activity” to introduce new foods outside of mealtime. By introducing foods outside of mealtime, and before it is introduced on the menu, they may be more willing to try it when it is introduced on the menu.

- Providers can discuss a new food through books, art activities, math and science activity, and/or a structured nutrition lesson around the healthy food item.

# Food Groups

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



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**Choose MyPlate** is the United States Department of Agriculture (USDA) Food Guidance System for Americans. This image was developed using the 2010 Dietary Guidelines for Americans and was released in June 2011. It serves as a visual guide to healthy eating. Americans may be familiar with the former visuals of MyPyramid and the Food Guide Pyramid.

**NOTE:** Some foods belong to more than one food group. For example, beans and peas are both vegetables and protein

## Background Information

- **Dietary Guidelines for Americans**

- Updated every 5 years
  - The latest version, *2015-2020 Dietary Guidelines for Americans*, was released in December 2015
- Developed for individuals age 2 and older
- Provides advice on how to maintain a healthy weight, reduce chronic disease, and maintain overall good health

- **Child and Adult Care Food Program (CACFP)**

- Used in ECE settings
- Provides guidance for meal patterns and serving sizes
- New CACFP meal patterns were released April 25, 2016
  - Now aligns with the *Dietary Guidelines for Americans*
  - As of October 1, 2017, participating programs must follow the new meal patterns



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The ***Dietary Guidelines for Americans*** are updated based on the most current evidence-based research and issued by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services (DHHS).

The newest **CACFP** guidelines now align with the ***Dietary Guidelines for Americans***. The new CACFP meal patterns were released on April 25, 2016; the majority of the changes should be fully implemented by October 1, 2017.

CACFP is a federally-funded program administered by every State. It provides nutritious meals and snacks for low-income children through ECE settings. Participating programs can reach out to their state agency overseeing CACFP or local sponsoring organizations for additional guidance on the new meal patterns and upcoming CACFP trainings. To locate state agency information, visit: <https://www.cacfp.org/resources/usda-stage-agencies/>

The federal government provides guidelines to determine income eligibility for CACFP participation based on poverty level.

## CACFP Meal Components

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

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

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CACFP frames what MyPlate calls “food groups” into “**meal components**.”

There are 5 **meal components** recognized by CACFP:

1. Milk
2. Fruits
3. Vegetables
4. Grains
5. Meat and meat alternatives

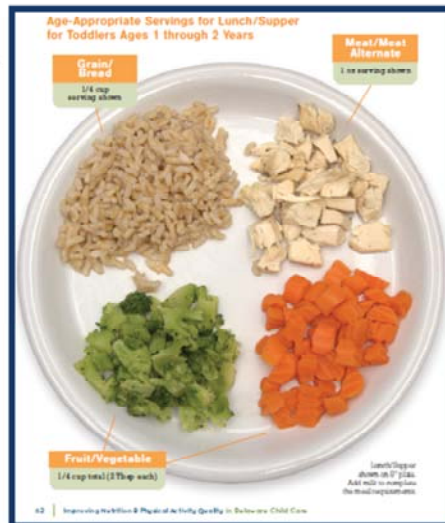
The previous version of the CACFP child and adult meal patterns contained 4 meal components as opposed to the new meal patterns which contain 5 meal components. The once combined fruit and vegetable component is now separated into one vegetable component and one fruit component in the new CACFP child and adult meal patterns.

Some foods may fall in to unexpected categories. For example, yogurt and cheese do not fall under milk rather they fall under meat and meat alternatives.

**Note:** Explain that even if participants’ programs do not participate, it’s a best practice to align meal patterns and serving sizes with **CACFP** recommendations. CACFP is a useful reference to help you plan and provide healthy meals and snacks for young children.

## CACFP Serving Sizes

- Use CACFP recommended serving for each age group
- If children are still hungry, allow them more food:
  - Encourage them to check in with their tummy (hunger cues)
  - Encourage fruits and vegetables first
- Serving sizes are a minimum, not maximum



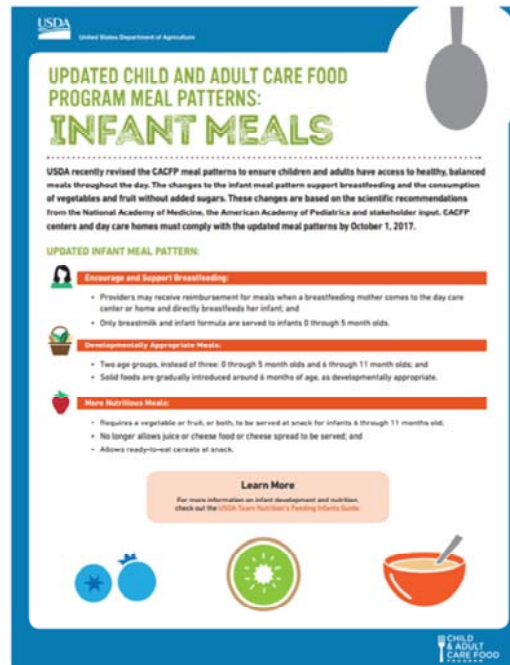
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Serving sizes are based on age groups. Participants and children should use measuring cups and spoons at mealtime to ensure the children are receiving the age appropriate serving size.

Proper serving sizes should be kept in mind when purchasing appropriate amounts of food for ECE programs.

**Note:** The Nemours Best Practices in Healthy Eating Guidebook provides great detail on portion sizes for children birth to 5 years old.

# Infant Meal Patterns



The handout features a blue header with the USDA logo and the title 'Infant Meal Patterns'. Below the title, it states 'UPDATED CHILD AND ADULT CARE FOOD PROGRAM MEAL PATTERNS: INFANT MEALS'. A paragraph explains that USDA revised the CACFP meal patterns to ensure children and adults have access to healthy, balanced meals throughout the day. It notes that the changes to the infant meal pattern support breastfeeding and the consumption of vegetables and fruit without added sugars, based on 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 months old.
- Developmentally Appropriate Meals:**
  - Two age groups, instead of three: 0 through 5 months old and 6 through 11 months old; 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](#).

At the bottom, there are icons for a blueberry, a kiwi slice, and a bowl of cereal. The USDA logo and 'CHILD & ADULT CARE FOOD' are in the bottom right corner.

**Note:** Have participants turn to the *Updated Infant Meal Patterns* handout in the Participant Handbook and discuss the meal patterns for feeding infants.

# Child and Adult Meal Patterns: Ages 1-2



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

**What is in a Breakfast?**  
Milk (8 oz. or 1/2 cup)  
Vegetables, Fruit, or Bread (1/2 cup)  
Grains (1/2 serving)

**Sample Breakfast**  
1/2 cup cereal  
1/2 cup milk  
1/2 cup fruit  
1/2 cup bread

**Grilled Cheese Sandwich**  
1/2 serving sandwich  
1/2 cup bread

**What is in a Lunch or Supper?**  
Milk (8 oz. or 1/2 cup)  
Vegetables (1/2 cup)  
Fruit (1/2 cup)  
Grains (1/2 serving)

**Sample Lunch/Supper**  
1/2 cup milk  
1/2 cup fruit  
1/2 cup vegetables  
1/2 cup bread

**What is in a Snack?**  
Milk (2 oz. or 1/4 cup)  
Vegetables (1/2 cup)  
Fruit (1/2 cup)  
Grains (1/2 serving)

**Sample Snack**  
1/2 cup yogurt dip  
1/2 cup fruit  
1/2 cup bread

*Note: Serving sizes are illustrative.*

*Vegetables, Fruit, and Grains in the Child and Adult Care Food Program (CACFP) meal patterns must be represented by children's 1/2 cup serving sizes. For more information on these requirements (e.g., and serving sizes) visit <https://www.fns.usda.gov/cacfp>.*

*Food and Nutrition Service  
March 2022  
CACFP is an equal opportunity  
program. We are here to help.*

**Note:** Have participants turn to the *Serve Tasty and Healthy Foods in CACFP* handout in the participant handbook and talk about what healthy meals look like for children ages 1-2.



# Child and Adult Meal Patterns: Ages 3-5



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

**What is in a Breakfast?**  
Milk (8 oz. or 1/2 cup)  
Vegetables, Fruit, or Bread (1/2 cup)  
Grains (1/2 serving)

**Sample Breakfast**

**What is in a Lunch or Supper?**  
Milk (8 oz. or 1/2 cup)  
Meat/Meat Alternative (1 1/2 oz. or 1/4 cup)  
Vegetables (1/2 cup)  
Fruit (1/2 cup)  
Grains (1/2 serving)

**Sample Lunch/Supper**

**What is in a Snack?**  
Milk (4 oz. or 1/4 cup)  
Meat/Meat Alternative (1/2 oz. or 1/8 cup)  
Vegetables (1/4 cup)  
Fruit (1/4 cup)  
Grains (1/4 serving)

**Sample Snack**

Meals having more than one component.  
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 menu requirements for ages and serving sizes at [www.fns.usda.gov/cacfp](http://www.fns.usda.gov/cacfp).

**Note:** Have participants turn to the *Serve Tasty and Healthy Foods in CACFP* handout in the participant handbook and talk about what healthy meals look like for children ages 3-5.

# Best Practices (optional, but encouraged)



## CHILD AND ADULT CARE FOOD PROGRAM: BEST PRACTICES

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

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

- Infants**
  - Support mothers who choose to breastfeed their infants by encouraging mothers to supply breastmilk for their infants while in day care and offer a quiet, private area that is comfortable and sanitary for mothers who come to the center or day care home to breastfeed.
- Vegetables and Fruit**
  - Make at least 1 of the 2 required components of a snack a vegetable or a fruit.
  - Serve a variety of fruits and choose whole fruits (fresh, canned, dried, or frozen) more often than juice.
  - Provide at least one serving each of dark green vegetables, red and orange vegetables, beans and peas (legumes), starchy vegetables, and other vegetables once per week.
- Grains**
  - Provide at least two servings of whole grain-rich grains per day.
- Meat and Meat Alternatives**
  - 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.

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**Note:** Have participants turn to the *Child and Adult Care Food Program Meal Pattern Revision: Best Practices* handout in the Participant Handbook and discuss the best practices addressed in the new CACFP rule. While these best practices are not required, providers are encouraged to implement them to create an even healthier environment in their program.

# Nemours Best Practices for Healthy Eating



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**Note:** Distribute the *Best Practices for Healthy Eating* guide. Review the guide with the participants so they are aware of the content and how to use it. Remember, distribute one per program.

**NOTE:** If you would like to distribute this during your TA visit, or before or after the Learning Session, that would also work.

- Introduce them to the different sections, including the sections for each age group and tips and tools. A lot of the content of this presentation is found in this guide.
  - 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 policies and programs
  - Family tip sheets by age group

## Serve fruits and vegetables at every meal

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



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Fruits and vegetables provide many essential nutrients, including fiber, vitamin A, vitamin C, folate, and potassium. Dark colored vegetables are particularly important because they contain more vitamins and minerals.

Introduce young children to fruits and vegetables to help them develop strong taste preferences for these healthy foods. Children might not like a new fruit or vegetable on the first try. Be patient. Offer foods on many different occasions. It can take as many as eighteen tries for a child to consider a new food to be normal!

It is always best to serve **WHOLE** fruit (in any form: fresh, dried, or canned in water) rather than juice. Similarly, for vegetables, it is best to serve unprocessed, colorful vegetables. Avoid processed white potato products such as French fries, tater tots, and hash browns.

## 100% Juice

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

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Despite all the hype you hear from juice companies, juice is generally NOT a healthy choice. In fact, children do not need to drink any juice at all!

Many beverages marketed to children just contain some juice even though they may say “100% of daily Vitamin C” on the front of the package. 100% of daily Vitamin C **does not mean** 100% juice! Always check the nutrition facts label and the ingredient list carefully to make sure a beverage is 100% juice.

Since most toddlers and preschoolers drink more than six ounces of juice every day at home, it is best practice for you not to serve any juice at all. Replacing juice with water is cost-saving too!

# Milk

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

WHOLE MILK		LOWFAT 1%		SKIM MILK	
<b>Nutrition Facts</b> Serving Size: 8 fl oz Amount Per Serving Calories 100		<b>Nutrition Facts</b> Serving Size: 8 fl oz Amount Per Serving Calories 100		<b>Nutrition Facts</b> Serving Size: 8 fl oz Amount Per Serving Calories 90	
Calories from fat 70		Calories from fat 20		Calories from fat 0	
% Daily Value*		% Daily Value*		% Daily Value*	
Total Fat	19g	Total Fat	1.5g	Total Fat	0g
	35%		3%		0%
Saturated Fat	5g	Saturated Fat	1.5g	Saturated Fat	0g
	10%		30%		0%
Trans Fat	0g	Trans Fat	0g	Trans Fat	0g
	0%		0%		0%
Cholesterol	10mg	Cholesterol	10mg	Cholesterol	5mg
	20%		20%		10%
Sodium	125mg	Sodium	125mg	Sodium	135mg
	5%		5%		5%
Total Carbohydrate	12g	Total Carbohydrate	12g	Total Carbohydrate	12g
	4%		4%		4%
Dietary Fiber	0g	Dietary Fiber	0g	Dietary Fiber	0g
	0%		0%		0%
Sugars	12g	Sugars	12g	Sugars	12g
	24%		24%		24%
Protein	8g	Protein	8g	Protein	8g
	16%		16%		16%
Vitamin A	10%	Vitamin A	10%	Vitamin A	10%
	20%		20%		20%
Vitamin C	4%	Vitamin C	4%	Vitamin C	2%
	8%		8%		4%
Calcium	30%	Calcium	30%	Calcium	30%
	60%		60%		60%

\*Percent Daily Values are based on a diet of other people's misdeeds.

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Milk is packed with nutrients like calcium and vitamin D that help children grow and build healthy bones.

Skim and 1% milk have the same amount of calcium and vitamin D as whole milk, but without the extra fats.

Unlike younger children, those over two years don't need extra fats in their milk to support their brain development; they get more than enough fats from the foods they are eating.

Children less than twelve months old should never be given cow's milk.

## Water

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



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Water keeps children hydrated best. Water makes up over half of a child's body weight and it is essential for their health. Most importantly, water helps keep a child growing appropriately and all parts of the body working properly.

To stay hydrated, water should be consumed throughout the day. Encourage children to drink water by making water visible and available both inside and outside. When water is available, children turn to it first to quench their thirst after play time. This also helps children to develop healthy drinking habits.

Water also reduces acid in the mouth that can cause cavities. Plus, when children drink water instead of beverages containing natural or added sugars, it is easier for them to stay at a healthy

## Physical Activity Break



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This video is for use in childcare, to get children excited about drinking water. Includes the hand gestures & body movements to the song

**Note:** Conduct the activity *Drink More Water*. Take this time to connect your states Early Learning Standards to this activity. Once you conduct the activity, facilitate a discussion around what common Early Learning Standards domains were addressed. Use your state's Early Learning Standards as a guide to facilitate this discussion or use the domains listed in the Implementation Guide. There may be additional domains specific to your state's Early Learning Standards, so encourage the participants to think about what else can be included.



## Don't serve fried or pre-fried foods

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



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Frying and pre-frying add a lot of unnecessary saturated fats and empty calories to foods. When children eat fried and pre-fried foods, they easily consume more fat and calories than they need in a day. An added benefit of switching out fried and pre-fried foods is that it provides an opportunity to offer children healthier alternatives, including nutrient-rich vegetables, lean proteins, and healthier fats.

It can be hard to tell if a food is fried or pre-fried, because products don't have to be labeled. If a package says that a food is “crunchy,” “crispy,” “battered,” or “breaded,” there is a good chance that it might be fried or pre-fried!

## Avoid Processed Meats

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



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Processed meats are often high in fat and include large amounts of other ingredients and additives that do not have nutritional value. Some processed meats contain as little as 30% meat.

## Sugar

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

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Food producers add both artificial sugar (such as high fructose corn syrup) and natural sugar (such as honey, agave, and maple syrup) to their products to make them sweeter. Remember, if a natural sugar is added to a product, it still counts as ADDED sugar.

Young children should not consume very much added sugar. They should also NOT consume a lot of foods that are naturally high in sugars. Within all of the basic food groups, items can vary greatly in terms of how much sugar they contain naturally.

For example, a half cup of pineapple chunks has 18 grams of sugar, compared to 6 grams in a half cup of apple chunks. When you choose foods within food groups, plan to serve more foods that are lower in sugar. That way you will help shape children's taste preferences to enjoy things that are not sweet.



**Note:** Conduct the sugar sweetened beverage activity.

- Place one sugar sweetened beverage (i.e. Coca Cola<sup>®</sup>, Gatorade<sup>®</sup>, Red Bull<sup>®</sup>, Capri Sun<sup>®</sup>, etc.) and a large handful of sugar packets or sugar cubes on each table;
- Without having them look at the Nutrition Facts Label**, ask them to estimate how many sugar packets or cubes they think are in the sugar sweetened beverage at their table;
- Once everyone has decided how much sugar they think is in the beverage, go around the room and ask each group how much they thought was in it;
- Now have each table look at the Nutrition Facts Label to see how many grams of sugar are in the sugar sweetened beverage;
- 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;
  - For example: A 20 ounce bottle of Coca Cola<sup>®</sup> has 60 grams of sugar and thus 15 teaspoons of sugar (60 grams ÷ 4 grams of sugar per teaspoon = 15 sugar packets or cubes).

# 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

27 GRAMS OF SUGAR

6.75 TEASPOONS

OR

1 FUDGE BROWNIE

**CRUZE SODA**  
one 8 oz bottle

24 GRAMS OF SUGAR

4 TEASPOONS

OR

5 THIN MINT  
ONE SCOUT COOKIES

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**COKE**  
one 12 oz can

39 GRAMS OF SUGAR

9.75 TEASPOONS

OR

1.5 SCOOPS OF  
BASIN VANILLA ICE CREAM

**COKE**  
one 16 oz bottle

65 GRAMS OF SUGAR

12.25 TEASPOONS

OR

2.5 SCOOPS OF  
BASIN VANILLA ICE CREAM

**LEMON LIME**  
one 16 oz bottle

57 GRAMS OF SUGAR

14.75 TEASPOONS

OR

2.5 CUPCAKES

**VITAMIN WATER**  
one 16 oz bottle

32 GRAMS OF SUGAR

8.25 TEASPOONS

OR

1.4 Oreo COOKIES

Dr. Wei is a Pediatric Otolaryngologist (an ear, nose, and throat specialist for children) located in the Nemours Hospital in Orlando, Florida. She strongly believes that medicine and surgery for children should be a last resort, and that many medical issues can be resolved through healthy diet and lifestyle changes.

**Note:** Have participants turn to the *Hidden Sugars* handouts in the Participant Handbook and encourage them to share these with program staff, parents and families.

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**Note:** Have participants turn to the *Hidden Sugars* handouts in the Participant Handbook and encourage them to share these with program staff, parents and families.

## Healthy Celebrations

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



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For “lunch box” programs that do not provide children with meals, a policy is critical for ensuring that young children’s nutritional needs are met and that they are protected from over-consuming things that are harmful to their health

# Healthy Celebrations

## Healthy Celebrations



Holidays and celebrations are exciting and special moments in children's lives! ECE programs can support healthy habits by celebrating events in a healthy way. As children grow, they begin to learn the significance of celebrations and holidays. The earlier children learn to celebrate in a healthy way, the easier it is to convince them that healthy celebrations can be fun. Older children may be more skeptical of changes to celebrations, so make changes slowly and explain to them why celebrating in a healthy way is important. Here are some suggestions to help plan a fun and healthy celebration:

### General Tips

- Celebrate holidays in ways that don't focus on food: sing songs, play games or do an art project.
- Encourage children to help you make a special, healthy treat.
- Think of healthy alternatives to traditional party foods, such as fruit kebabs, 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 gift bag 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 kebabs (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 stack-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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Nemours.

**Note:** Have participants turn to the *Healthy Celebrations* handout in the Participant Handbook or inform participants that it can be downloaded electronically.



# Healthy Fundraising

## Healthy Fundraising



Fundraising is a necessary activity for many early care and education providers to help support quality programming. Most organizations are accustomed to selling food, mostly unhealthy food, to raise money, but there are many other healthy, easy, fun and profitable options to choose from. If your program participates in fundraising, choose to support healthy choices by selling non-food items or foods that meet best practices.

### 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/season, 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 practices.

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

Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a Cooperative Agreement (2U49CE000422-01) to support child health in learning early care and education learning collaborations focused on childhood obesity prevention. The views expressed in written materials or presentations on the website and materials do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.



**Note:** Have participants turn to the *Healthy Fundraising* handout in the Participant Handbook or inform participants that it can be downloaded electronically.

## Menu Planning

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

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A monthly menu cycle helps create balanced and varied menus, and assists with planning purchase orders and work schedules. Addition of seasonal food items may help to reduce costs and can be used to link the menu to classroom nutrition education activities.

Children are more likely to try something new if it is offered in conjunction with something familiar. There are many free menu planning resources available from USDA

# Menu Analysis Activity

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

ACTIVITY SHEET ONLY\*

Week	Monday	Tuesday	Wednesday	Thursday	Friday
<b>BREAKFAST</b>					
Milk	1% or Fat-free Milk	1% or Fat-free Milk	Whole Milk	1% or Fat-free Milk	1% or Fat-free Milk
Vegetables, Fruit, or Dairy	100% Orange Juice	Banana Slices	Cust-Apple	Strawberries	Peaches
Grains	Hot*	Doritos	Waffles**	White Toast	Cheerios**
Meat/Meat Alternatives <small>(optional - can replace a grain at breakfast no more than 3 times per week)</small>	Yogurt	Cottage Cheese	Scrambled Egg	Cottage Cheese	Yogurt
<b>LUNCH</b>					
Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk
Fruit	Apple Slices	Orbit	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	Wheat* Macaroni and Cheese
Meat/Meat Alternatives	Baked Turkey Breast	Hot Dog	Fish Sticks	Sloppy & Cheese	Baked Chicken Breast
<b>DINNER</b>					
Milk	---	---	---	---	---
Fruit	100% Apple Juice	Blueberries	Watermelon		Pineapple
Vegetables				Cucumbers	
Grains	Mini/Whole Grain Rice Cakes	---	---	Crackers	---
Meat/Meat Alternatives	---	Yogurt	Real String Cheese	---	Cottage Cheese
Beverage	Water	Water	Water	Water	Water

\*Not recommended for children meals in CACFP

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**Note:** Have participants turn to the *Healthy Eating Menu Activity* sheet in the Participant Handbook.

- Allow participants to work together as a table to find the food items that can be replaced with healthier options; and
- Encourage participants to discuss the healthier food options that can be used instead.

The answers can be found in the Implementation Guide. Review answers aloud with the group.

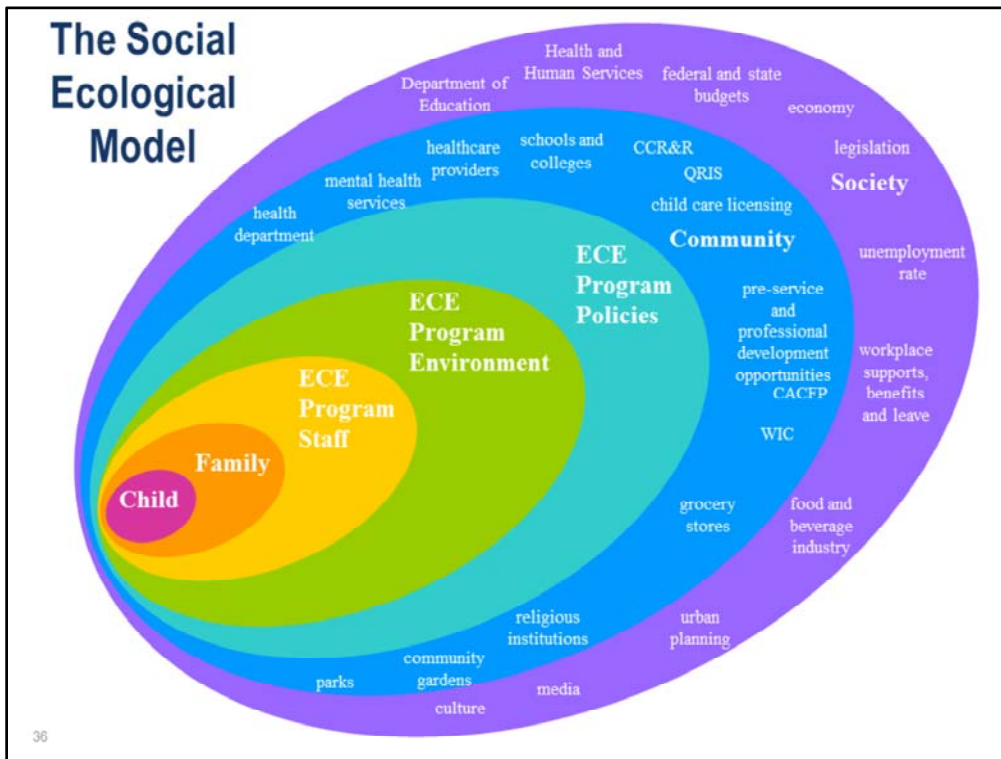
The menu analysis activity might be a good activity to submit to families. Not only does it challenge their thinking but gives them ideas of healthy foods to pack for lunch.



Environment is not just the observable environment. It includes the relationships around the child, and the non observable (i.e. policies) environment that supports children and families. The non observable environment is just as important as the observable one.

Early care and education (ECE) providers have the power to influence the observable and non observable components of the environment to help children grow up healthy. The physical environment, such as indoor and outdoor space, can be adjusted to be more conducive to increased physical activity and healthy eating.

The non observable environment such as program policies, relationships, responsiveness of ECE providers, and role modeling, are also vital to creating a healthy environment.



**The Social Ecological Model** demonstrates the many systems that can influence a child. As shown through this graphic, each color represents a different system that ultimately has an impact on the child shown in pink. The orange “Family” ring, yellow “ECE Program Staff” ring, and the green “ECE Program Environment” ring are closest to the pink “Child” ring and therefore have the greatest influence.

**Notice the position of ECE Program Staff:**

- Closest and strongest influence on the child, other than the child’s family;
- Opportunity to impact families who have life-long influence on children;
- Access to important community resources;
- Amazing possibilities for enriching early care and education environment to impact children and model for families; and
- Assist in children achieving developmental milestones.

**Program Policies:** rules, regulations, guidelines, recommendations

- National:** Healthy Kids, Healthy FutureCaring for our Children, National Association for the Education of Young Children (NAEYC), Child and Adult Care Food Program (CACFP) etc;
- State:** Licensing, Quality Rating and Improvement System (QRIS), Early Learning Standards or Guidelines, state CACFP rules that may exceed federal CACFP; and
- Center-based** policies make the larger national and state policies real and lasting. Center policies may exceed local, state or national policies to create a healthier environment for children.

For the “Facilitating Change in Your Program” segment of the day, we will use the five areas of improvement identified from the participants’ NAP SACC results to start creating objectives, and action steps for the child and family.

## Healthy Environments

- **Eating environment**
  - Provide visuals, use materials, serve food, and role model healthy choices and eating habits
- **Classroom and outdoor environment**
  - Create a safe and open space for children to move around
- **Breastfeeding environment**
  - Provide a quiet and relaxing space for breastfeeding mothers to use when at the center
- **Teaching/Activity environment**
  - Build nutrition and physical activity education in to the existing curriculum
- **Home environment**
  - Use parent newsletters to encourage parents to adopt healthy habits that are taught in the classroom

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This slide provides an overview of the different environments within an ECE program that can be impacted by healthy change.

More detail about creating healthy environments is provided in the “Healthy Eating” and “Breastfeeding Support” segments of today’s Learning Session.

## Creating a Healthy Eating Environment for Children

- **Family-style dining is considered a best practice**
  - Enjoy each other at meal time
  - Children and adults sitting together to enjoy foods and beverages in a manner that supports children’s independence
  - Offer healthy choices: fruits and/or vegetables, whole grains, and lean protein at every meal
  - Offer age-appropriate portion sizes and serving utensils consistent with CACFP guidelines
    - As of October 1, 2017, programs must follow the updated CACFP guidelines, which support family-style dining in the classroom
  - Respond to hunger and feeding cues so children recognize them
  - Role model at mealtime



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### **Family-style dining is considered a best practice**

#### **•Enjoy each other at mealtime**

Engage babies and children using words, songs, and play so that they see meals and food as fun and enjoyable

Engage older children with questions and discussion (what do you like about carrots?)

Talk about the day so far, what you have done and how you are giving your body energy with the good food

Encourage children to try new foods and reward them when they do

Providers can influence the eating environment to make it a positive experience and encourage healthy eating habits. Providers can:

- Make foods fun;
- Offer a variety of new foods;
- Encourage children to taste and choose foods they want; and
- Encourage children to discuss the texture, color, size, shape of the food.

The context in which foods are presented is a key factor in the development of eating behaviors.

Programs participating in the Child and Adult Care Food Program (CACFP) can contact their state agency that oversees CACFP or their local sponsoring organization for additional guidance on the new meal patterns. The new CACFP guidelines and meal patterns were released on April 25, 2016 and must be implemented by October 1, 2017. To locate state agency information, visit: <https://www.cacfp.org/resources/usda-stage-agencies/>

The following presentation, “Healthy Eating” will go in to greater detail of what a healthy eating environment entails, and why it is important.

# Healthy Environments



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Watch this video discussing Role Modeling: Effective Mealtime Strategies for children.



## Creating a Healthy Eating Environment for Children

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



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Using “treat” foods and beverages as a reward, or withholding them as a punishment, places unnecessary importance on food and undermines the development of healthy eating habits. Rewarding children with food encourages them to eat when they are not hungry and to overeat foods that are high in sugar, fat, and empty calories. It also leads children to make a connection between unhealthy foods and certain moods, and that can lead to emotion based

Children may need a lot of encouragement to try a new or less favorite food. It can be tempting to try to bribe or even force them to take just one bite. However, forcing children to “clean their plate” also encourages children to eat when they are not hungry. This can lead to a distaste for the nutritious foods they are forced to eat. overeating.

## Creating a Healthy Eating Environment for Infants

- Support breastfeeding moms with access to a private space to feed or pump
- Encourage and support the feeding of expressed breast milk
- Gently introduce solid foods, in collaboration with family, around 6 months of age
- Feed infants on demand rather than on a fixed schedule so they learn to eat when they are hungry
- If participating in CACFP and following the new infant meal patterns, the program will now be reimbursed if:
  - The mother directly breastfeeds her infant at the program
  - The provider offers the mother's expressed breast milk or infant formula to the infant

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Improving the physical space can also create a healthy eating and supportive environment for infants and breastfeeding mothers.

- A privacy barrier could be placed in a space designated for breastfeeding. A door, curtain, room divider, or large furniture could serve as the barrier.
- Appropriate seating could be offered, including a rocking chair or sofa.
- Other items to consider include: electric outlets for breastfeeding pumps and a small table for pump or bottle supplies.

Breastfeeding and infant feeding will be discussed in greater detail later today.

## Division of Responsibility in Feeding

- **Who is responsible, the *child* or the provider?**
  1. Who decides **what** food will be served?
  2. Who decides **when** food will be served?
  3. Who decides **where** the food will be served?
  4. Who decides **how much** food will be eaten?
  5. Who decides **whether** or not a food is eaten?
  
- **Who is responsible, the *infant* or the provider?**
  6. Who decides **what** food will be served?
  7. Who decides **when**, **where**, **how much**, and **whether** food is eaten?



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These are Ellyn Satter's division of responsibilities for feeding. Satter is a registered dietitian, therapist, and guru in child nutrition and eating behaviors.

Satter suggests that parents or providers should provide structure, support and opportunities at meal time, while children should choose how much and whether to eat from what the parents or providers have provided.

These are the answers to questions posed on the slide:

1. Provider/Parent
2. Provider/Parent
3. Provider/Parent
4. Child
5. Child
6. Provider/Parent
7. Infant

The provider or parent is responsible for the *what*, *when*, and *where*; the child is responsible for the *how much* and *whether*.

## Nutrition Education for Children and Staff

- Use evidence-based resources for structured lessons focused on healthy foods and eating habits
- Introduce and encourage healthy foods through routine classroom and daily activities
  - **Literacy:** Use books that introduce healthy foods and model healthy eating habits.
  - **Math:** Count fruits and vegetables, sort foods by color or shape.
  - **Science:** Explore healthy food through senses (i.e., watch the growth of a potato, or plant vegetables in a garden).
  - **Art:** Children use their imaginations and draw pictures using fruits and vegetables. Use pieces of fruit to make edible sculptures, funny faces, and animals.
  - **Pretend play:** Have plenty of healthy pretend foods available for play in your housekeeping area.

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Creating a healthy environment does not have to revolve around meal times, it can also be woven in throughout daily lesson plans.

Through lesson planning children develop a stronger sense of independence. Lessons should circle around more independent activities, so that children can be expressive as well as independent.

Resources provided in this Collaborative, such as the *Nutrition* activity kit, *Moving & Dancing* activity Kit, *Tossing & Catching* activity kit, *Sesame Street Healthy Habits for Life Toolkit*, and *Dr. Craft's Active Play!* book, can assist participants in intentionally planning for physical activity and healthy eating activities.

## Discussion:

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

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Goal setting is an important piece of the Learning Collaborative, specifically throughout the development of the Action Plan. The Action Plan will be discussed in great detail later today.

The goal setting activities used here and in Learning Session 3 will focus on the “how,” “what,” “who,” “when,” and “where” of the desired change.

**Note:** Facilitate the following goal setting activity:

- Have participants think of how they can start or improve their program environment to make it healthier; and
- Have participants write down their goal and the steps needed to reach it.
  - Have participants include the challenges and barriers they may face during the implementation of these changes.
- For example: 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 25<sup>th</sup> (**When**).

This shows who, where, what, when and how (the main questions a goal should address).

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



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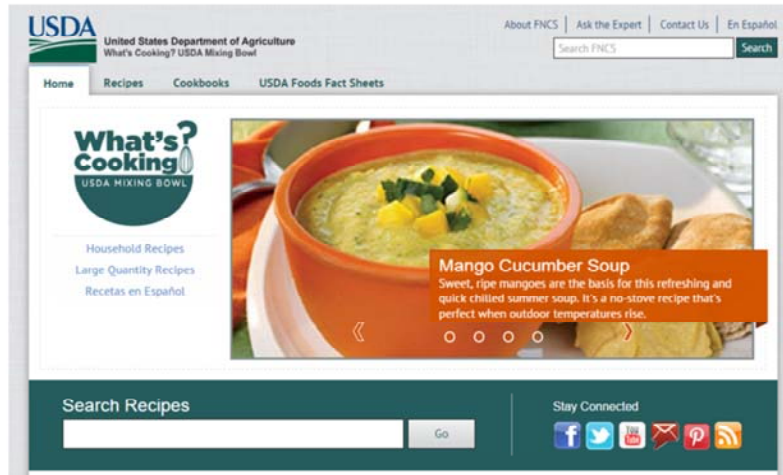
Click on the photo (hyperlink) to start the video.



**Note:** Choose 2 recipes from the *What's Cooking? USDA Mixing Bowl* website (<http://www.whatscooking.fns.usda.gov/>)

- Shop and prepare the ingredients prior to the Learning Session;
- At the Learning Session, designate different areas throughout the room as recipe stations;
- Set up each recipe station with recipe cards, ingredients, kitchen equipment, and materials;
- Split participants into small groups; and
- Ask participants to make their recipe.

# What's Cooking? USDA Mixing Bowl



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

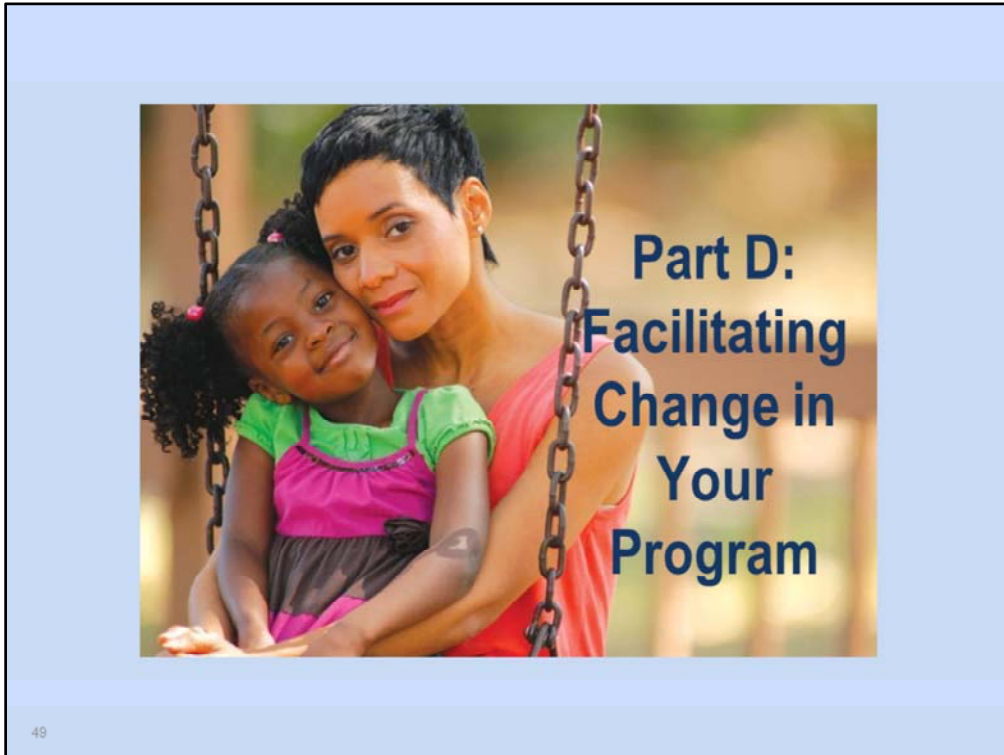
47

Click the picture (hyperlink) to show participants how they can filter their recipe search by:

- Number of servings needed (household, large quantity, etc.);
- Course (i.e. appetizer, beverages, breakfast, main dishes, snacks, etc.);
- Cuisine (i.e. American, Asian, Latin American/Hispanic, Mediterranean, etc.);
- Meal Components (i.e. fruits, vegetables, grains, meat/meat alternate, etc.);
- Audience (i.e. child care center, home based child care, school food service); and,
- Desired amount of calories, saturated fat, and sodium per serving.

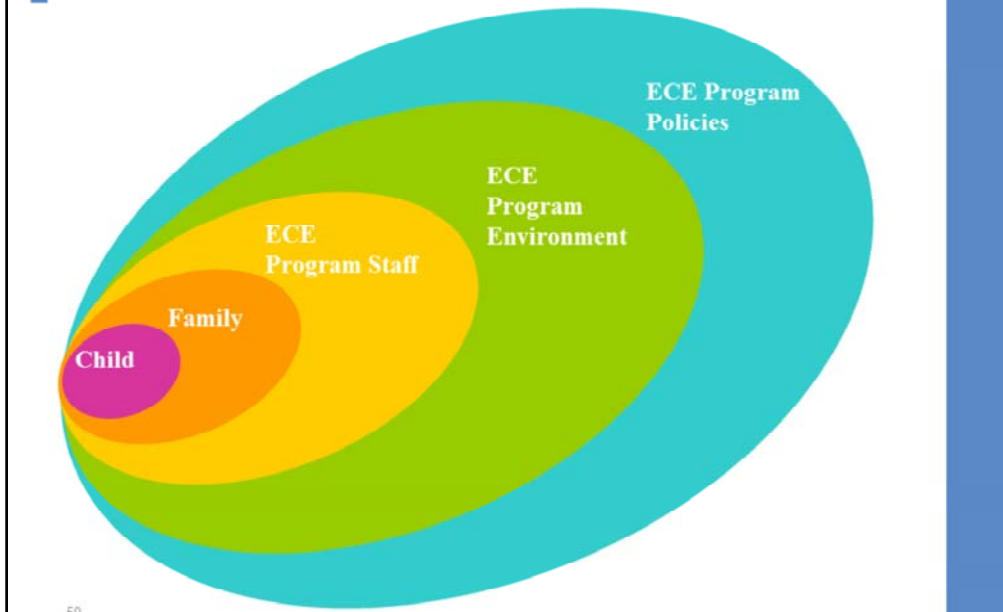






**Note:** Explain to participants that making healthy changes is a process. Areas of improvement are identified and then steps should be taken to continue to make changes to the program. Ask participants to pull out their five areas of improvement identified from their NAP SACC results. This segment will be used to start identifying action steps needed to create change in the inner most rings of the social ecological model including the child and family.

## The Social Ecological Model



**This model displays the impact of relationships and environment on the individual, or the child at the center.** For example, providers have a big influence on families, and families influence providers as well. The ecosystems closest to the child have the greatest impact. To make a difference, focus on the child at the center and also on the other environments around the child.

For the “Facilitating Change in Your Program” segment of the day, we will use the five areas of improvement identified from their NAP SACC results to start creating objectives, and action steps for the child and family.

**Note:** Have participants turn to the *Action Plan Worksheet* located in the Participant Handbook as you use the following slides to explain the Action Plan and the steps that need to be taken to create change in their programs.

## Action Plan Worksheet



Start Date: January 2018

ECE Program Name:

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

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

Now that you have completed your NAP SACC and the five strengths and improvements worksheet, you are ready for the next step: Action Planning!

**Note:** Have participants turn to the sample Action Plan in the Participant Handbook.

It includes action steps for program staff that are directed at all levels of the social-ecological model. Healthy changes made across all of these levels will lead to the best outcomes for children in your care. The following slides will walk you through Action Planning. Action planning includes action steps for program staff that are directed at all levels of the social-ecological model.

Things to note about the sample “Action Plan Worksheet”:

- Each action step has a designated person from the program responsible for ensuring the successful completion of that step.
- Each step also has a time-frame for completion.
- Within each column, steps are listed chronologically.
- Across the columns, action steps have been staggered to reflect the timeline (i.e., the sugar shock display must be created before it can be displayed in the lobby).

## Selecting goals and making them SMART



**S** pecific  
**M** easurable  
**A** ttainable/Achievable  
**R** elevant  
**T** ime bound

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The first step in developing an action plan is to decide on a goal or set of goals to achieve. Base the goal you choose on areas of improvement identified through your self-assessment and completion of the *Five Strengths and Five Areas of Improvement Worksheet*. You may notice several areas you could select to make healthy changes, but recognize that you will not be able to work on all of them at once. Start small with something that you can improve easily, then celebrate and build on your successes.

In the sample Action Plan, the goal is: “Revise the menu over a three month period to align with best practices for fruits, vegetables, whole grains, and elimination of fried foods.” When writing goals for your action plan, be sure to use the “SMART” goals framework. The image shows what “SMART” stands for.

## Child

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

### Child

Model curiosity and enjoyment of healthy foods during all meals and snacks (Ongoing, Program Staff)

Discuss new menu changes with the children and how they help them grow up strong and healthy! (February, Program Staff)

Develop taste tests and graph the results of the classroom preferences for new foods (February, Teachers)

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**Note:** Review each action step outlined in the “Child” column. Point out the dates that were assigned and the person held responsible to help guide the program in moving along with the actions steps.

- Remind participants that this is simply a sample. The dates and people who are assigned will depend on the participants’ program and how they would like to roll out their Action Plan.
- The completed sample Action Plan can be found in the Participant Handbook as a guide as they draft their own goals, objectives, and action steps.

# Family

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

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

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**Note:** Review each action step outlined in the “Family” column. Point out the dates that were assigned and the person held responsible to help guide the program in moving along with the actions steps.

- Remind participants that this is simply a sample. The dates and people who are assigned will depend on the participants’ program and how they would like to roll out their Action Plan.
- The completed sample Action Plan can be found in the Participant Handbook as a guide as they draft their own goals, objectives, and action steps.

## Program Staff

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

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

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**Note:** Review each action step outlined in the “Program Staff” column. Point out the dates that were assigned and the person held responsible to help guide the program in moving along with the actions steps.

- Remind participants that this is simply a sample. The dates and people who are assigned will depend on the participants’ program and how they would like to roll out their Action Plan.
- The completed sample Action Plan can be found in the Participant Handbook as a guide as they draft their own goals, objectives, and action steps.



## Program Environment

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

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

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**Note:** Review each action step outlined in the “Program Environment” column. Point out the dates that were assigned and the person held responsible to help guide the program in moving along with the actions steps.

- Remind participants that this is simply a sample. The dates and people who are assigned will depend on the participants’ program and how they would like to roll out their Action Plan.
- The completed sample Action Plan can be found in the Participant Handbook as a guide as they draft their own goals, objectives, and action steps.

## Program Policies

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

### Program Policies

Include healthy eating as a required topic at family orientation (January, Program Director)

Menus will align with LMCC goals for fruits, vegetables, whole grains, and fried foods (February and ongoing, Program Director and Cook)

Include healthy eating policy and rationale in family and staff handbooks (March, Program Director)

Create a healthy celebrations policy (March, Program Director)

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**Note:** Review each action step outlined in the “Program Policies” column. Point out the dates that were assigned and the person held responsible to help guide the program in moving along with the actions steps.

- Remind participants that this is simply a sample. The dates and people who are assigned will depend on the participants’ program and how they would like to roll out their Action Plan.
- The completed sample Action Plan can be found in the Participant Handbook as a guide as they draft their own goals, objectives, and action steps.

## Your Action Plan



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

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**Note:** It might be helpful to participants to have them refer back to the *Five Strengths and Five Areas of Improvement Worksheet* completed in the LS1 Action Period.

The following slides contain sample goals for healthy eating, healthy beverages, physical activity, reduced screen time, and breastfeeding support. It also gives an example of an objective and the action steps needed for both the program policies and program environment column of the worksheet.

## Sample Goals



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

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This slide provides sample goals healthy eating and healthy beverages to get program's thinking about how to develop their action plans.

**Action Plan Worksheet**

Start Date: \_\_\_\_\_

ECE Program Name: \_\_\_\_\_

Goal: \_\_\_\_\_



Child	Family	Program Staff	Program Environment	Program Policies

**Note:** Have participants turn to the blank *Action Plan Worksheet* in the Participant Handbook, and begin to draft a goal, objectives/steps, and action steps needed for the **child and family**. They should only complete these first TWO columns of this worksheet during this Learning Session.

- Inform participants that one plan should reflect one goal. If there is more than one goal (i.e. healthy eating and physical activity) then two worksheets should be completed (one for healthy eating and one for physical activity).

Remember: The example shared here is just an example to get participants started. Participants do not have to use a goal for healthy eating. Goals can be around any of the areas introduced in LS1 including:

- Healthy eating and beverages;
- Physical activity;
- Screen time; and/or
- Breastfeeding support

Additional Sample Action Plans can be found on the [healthykidshealthyfuture.org](https://healthykidshealthyfuture.org) website: <https://healthykidshealthyfuture.org/about-ecelc/national-project/resources/> under *Sample Action Plans*

## Technical Assistance Groups

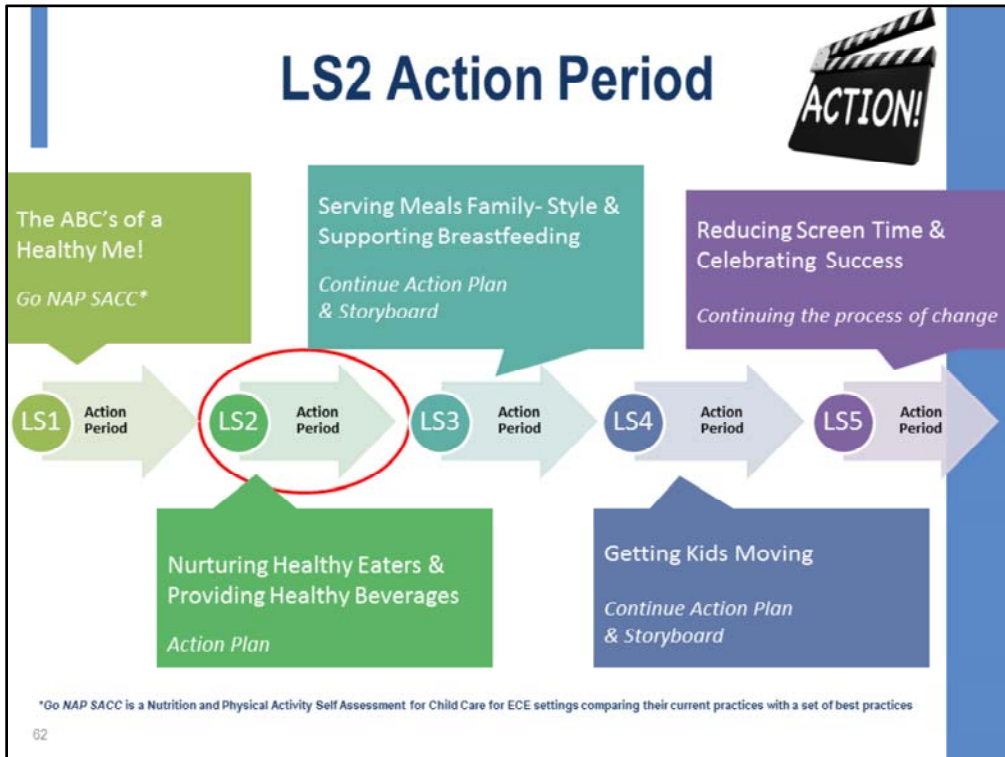


**Action Plan**

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**Note:** Work as a large group or divide participants into two groups based on their assigned trainers.

Using the 5 things the ECE program identified that they can improve upon, have participants identify a goal. Then ask participants to complete the “Child”, and “Family”, columns of the *Action Plan Worksheet*. As participants complete the column, discuss the importance of family engagement during the action planning process. Encourage participants to think about how the steps they are developing can be continued after the project is complete.



**Note:** Have participants turn to the *Leadership Team Guide* in the back of the Participant Handbook.

## Facilitating Change in Your Program: LS2 Action Period



- **Facilitated by the program Leadership Team**
  - Training for program staff
  - Mini-version of the Learning Session that the Leadership Team attended
- **Opportunity to:**
  - Complete the *Learning Session 2 Group Discussion Worksheet*
  - Implement the action steps for the children and family identified for the 1-2 areas programs would like to improve upon
  - Collaborate with program staff to start a storyboard demonstrating what area(s) the program improved
- **Trainers provide technical assistance (TA)**

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Trainers will call, email, and conduct site visits to support programs in completing Action Tasks.

While the storyboard will be started during the LS2 Action Period, it should be built on throughout all Action Periods as action steps are identified and implemented for each column of the *Action Plan Worksheet*. Programs will have an opportunity to share their final storyboard at LS5. A description and example of a storyboard is shown on the following slides.



## Creating a Storyboard



- **Programs will express their story of change by:**
  - Describing what change(s) were made and how they did it
  - Sharing who was involved in the process
  - Explaining accomplishments and challenges faced
  - Sharing photos of the implementation process
  - Describing how participants reacted to the change(s)
  - Outlining any program policies that were updated as a result
  - Explaining the next steps they will take to sustain the change(s)

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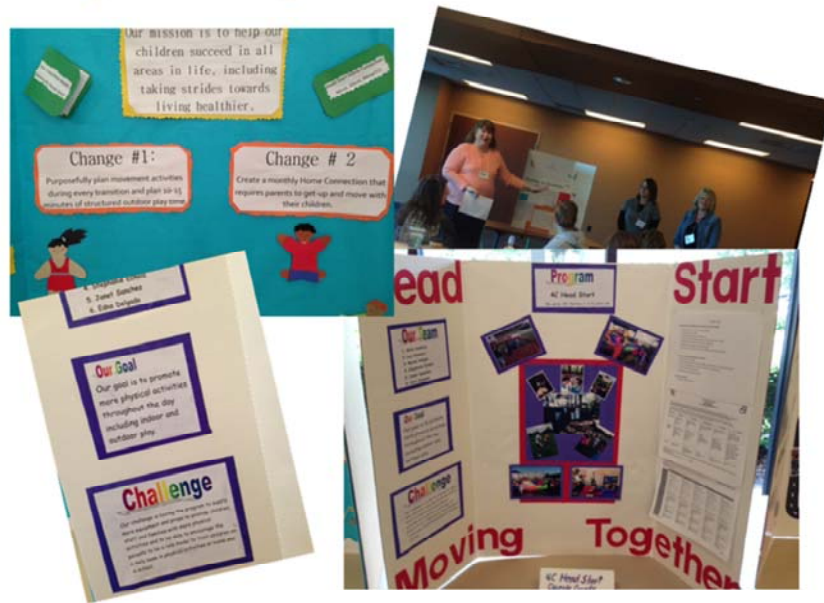
**Note:** Distribute the tri-fold boards – 1 per Leadership Team.

Programs will implement the 1-2 change(s) identified on their Action Plan. Programs will create their storyboard based on their observations of the implementation process between LS2 and LS5. Programs may choose to use a variety of ways to express their 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.

Participants will continue to build their storyboards between LS2 and LS5 and will bring their storyboards back to LS5 to present the change(s) they have made within their program.

## Sample Storyboards



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Participants will continue to build their storyboards between LS2 and LS5 and will bring their storyboards back to LS5 to present the change(s) they have made within their program.

# Early Learning Standards Physical Activity Break



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**Note:** Use the *Nutrition and Movement Activity Book* to conduct the activity on page 23, *Salad Toss Hop*. Take this time to connect your state's Early Learning Standards to this activity. Once you conduct the activity, facilitate a discussion around what common Early Learning Standards domains were addressed. Use your state's Early Learning Standards as a guide to facilitate this discussion or use the domains listed in the Implementation Guide. There may be additional domains specific to your state's Early Learning Standards, so encourage the participants to think about what else can be included.

## Part E: Overcoming Challenges to Meeting Healthy Eating Best Practices



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In this section, we will present challenges and solutions to meeting the healthy eating best practices and present a variety of FREE resources that are available to you. Have participants turn to the Handout *Overcoming Challenges to Meeting Healthy Eating Best Practices* in their participant handbooks to follow along with Part E.

**NOTE:** There are many solutions presented for each of the challenges. You do not need to discuss ALL of the potential challenges. Use this time to highlight key solutions and connect participants to resources listed on this handout. You can also refer back to these resources during your TA visits.

## Challenge: Child Preferences

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



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Children can be picky eaters! They often refuse to try fruits, vegetables, other new foods, or foods prepared in new ways. You don't want food to go to waste, so you serve foods you know children will like and eat with minimal fuss. There are many free resources to address these problems. Knowing your programs, choose 1 to highlight to help children try new foods. The others can be shared at TA sessions depending on topics chosen for Action Plans.

**Solution #1: Help children become familiar with new foods.** Possible ways to do this include:

- Have books, posters, and toys that remind children of healthy foods.
- Introduce new foods outside of mealtime first, as part of a fun activity.
- Introduce new foods one at a time to avoid overwhelming children, and praise them for trying it.
- Serve new foods alongside foods that children already know and like.
- Serve new foods repeatedly so that children have many chances to become familiar with, and try, them.

Resource: Try some of these healthy and tasty recipes in Delaware's "Improving Nutrition & Physical Activity Quality Menu Planning Guide."

Resource: USDA Nibbles for Health – Handling a "choosy" eater [https://fns-prod.azureedge.net/sites/default/files/Nibbles\\_Newsletter\\_13.pdf](https://fns-prod.azureedge.net/sites/default/files/Nibbles_Newsletter_13.pdf)

**Solution #2: Make new foods fun and appealing**

- Serve food in fun ways. For example, use raisins to make a smiley face in oatmeal.
- Make it a game. Challenge children to try fruits and vegetables of different colors.
- Make it fun. Host tasting parties for new foods where children can use stickers to give feedback on how well they liked a food.
- Schedule them at the end of the day so that parents can take part as well.
- Use healthy dips when serving fruits and vegetables and non-fried alternatives (baked chicken nuggets, baked sweet potato fingers). Most children love to dip!
- Make fruit and vegetable smoothies. Add dark green veggies like spinach and kale to make it a fun green color.
- Don't force. Children are more likely to try new foods when it is their own choice to do so.

Resource: Read *The Two-Bite Club*, a storybook (available in English and Spanish) from the USDA, with children to prepare them for taste tests. Or, share it at a family event to encourage family members to introduce new foods to children.

**Solution #3: Connect the Kitchen to the Classroom**

- Incorporate nutrition lessons into other activities like circle time, story time, or center time.
- Teach children about where fruits and vegetables come from using a free nutrition education curriculum.
- Promote a new fruit or vegetable of the month.
- Consider planting container gardens where children can see food growing and that can be used for taste testing.

Resources: *Growing Minds: Farm to Preschool Toolkit*; *Grow It, Try It, Like It!*; *How's it Growing*; *Food for Thought*; *Harvest of the Month*; *Harvest for Healthy Kids*; *Got Dirt? Gardening Initiative*

# Why are children reluctant to try new foods?

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



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**Note:** Learn more about why children do not like to try new foods and strategies for providing positive encouragement in this video

## Challenge: Cost

- You need to provide meals and snacks on a budget, but fresh fruits/vegetables and healthier, non-fried meat options can be costly
- Solution #1: Be a savvy shopper
- Solution #2: Prevent food waste
- Solution #3: Get involved with a community garden to grow your own fruits and vegetables
- Solution #4: Create partnerships with community farmers and organizations

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You need to provide meals and snacks on a budget. Fresh fruits/vegetables and healthier, non-fried meat options are just too costly.

### **SOLUTION 1: Be a savvy shopper**

- Buy fresh fruits and vegetables that are in season and cost less.
- Visit local farmers' stands and fish markets to get the freshest food and best deals.
- Buy in bulk. When you find a good deal, purchase more and freeze the extra for later use. Investigate wholesale grocery clubs in your area, that offer special promotions where you buy larger quantities and save money.
- Buy frozen or canned fruits and vegetables. These are nutritious but less costly. Look for fruits packed in water or 100% juice and vegetables with no added salt or sugar.

Resource:

### **SOLUTION 2 = Prevent food waste**

- Introduce new foods outside of mealtime, as part of fun activities.
- Add them to your menu after at least some children have accepted them.
- If children serve themselves, use serving utensils that make it difficult for children to serve more than the recommended portion size.
- If you or another adult serves the children, make sure you are serving no more than the recommended portion size.
- Teach children how to tell if they are hungry or full and check in with them to make sure they are still hungry when they ask for more.

Resource: Check out interactive lessons and games such as "Tummy Talks" from Cooperative Extension.

### **SOLUTION 3 = Get involved with a community garden to grow your own fruits and vegetables**

- Gather ideas about where to plant a garden and what to grow.

Resource: Check out the step-by-step guide provided by Wisconsin's "Got Dirt? Gardening Initiative."

### **SOLUTION 4 = Create partnerships with community farmers and organizations**

- Be innovative in your shopping.
- Try coordinating farm-to-child-care food distribution. Work out partnerships with other providers to get access to affordable fresh fruits and vegetables. There may already be partnerships forming in your area.

Resource: "Don't think it's possible to build community partnership? Check out the video "A Critical Head Start for Pre-Schoolers: Eating Healthy Foods" that tells the success story of a Head Start program from Portland, Oregon

# Farm to Early Care and Education



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**Note:** Have participants turn to the *Getting Started with Farm to Early Care and Education* handout in the Participant Handbook or inform participants that it can be downloaded electronically.

This handout is a great resource for starting farm to preschool 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. For programs participating in the Child and Adult Care Food Program (CACFP), CACFP funds can be used to start an on-site edible garden. CACFP funds can be used to purchase items such as seeds, fertilizer, watering cans, rakes, and more as long as the produce grown in the garden will be used as part of the reimbursable meal and for nutrition education activities.

This may provide participants with creative ways of incorporating fresh fruits and vegetables in to their program's menu.

There are many additional Farm2ECE resources available for providers who are interested. These include:

1. A Roadmap for Farm to Early Care and Education: *A guide to understanding farm to school opportunities in early care and education settings*  
[http://www.farmtoschool.org/Resources/Roadmap\\_FarmtoECE.pdf](http://www.farmtoschool.org/Resources/Roadmap_FarmtoECE.pdf)
2. LOCAL FOOD FOR LITTLE EATERS: *A Purchasing Toolbox for the Child & Adult Care Food Program*  
<http://foodsystems.msu.edu/resources/local-food-for-little-eaters>
3. Farm to Child Care Curriculum Package  
[https://www.iatp.org/sites/default/files/2014\\_07\\_16\\_F2CC\\_Curriculum\\_f.pdf](https://www.iatp.org/sites/default/files/2014_07_16_F2CC_Curriculum_f.pdf)



## Challenge: Storage and Preparation Demands

- Fresh fruits/vegetables need to be stored until they are used. Whole fruits/vegetables also must be peeled, chopped, and cooked, and that requires time you don't have
- Solution #1: Maximize your storage capacity
- Solution #2: Maximize your efficiency in food preparation
- Solution #3: Use cycling menu plans



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

### **SOLUTION 1 = Maximize your storage capacity**

- Pre-cut fruits and vegetables, then store in containers to make better use of your refrigerator space.
- Once cut, fruits, vegetables, meats, and fish can also be stored in the freezer.

### **SOLUTION 2 = Maximize your efficiency in food preparation**

- Assemble ingredients and equipment at the cooking work-station before meal preparation begins.
- Arrange ingredients in order that they will be used.

### **SOLUTION 3 = Use cycling menu plans**

- Create a series of healthy menus that lay out meals and snacks for four to six weeks. After you run through these menus, start back at the beginning. This creates familiarity with recipes and more efficiency in preparation.
- A menu plan ensures only one trip to the grocery store is needed, instead of multiple runs for last minute items. Also, consider how tomorrow's meals might get a head start the day before

Resource: Need some help coming up with menus?

ACD Menu planning guide with sample menus and resources designed to help programs participating in CACFP plan and serve healthy meals <http://www.acdkids.org/pdf/ACD%20Menu%20Planning%20Guide.pdf>

Recipes 4 Healthy Kids Cookbook for homes <https://fns-prod.azureedge.net/sites/default/files/tn/cookbook-homes.pdf>

Recipes 4 Healthy Kids Cookbook for child care centers **ADD RESOURCE LINK**

Fall menu <http://www.providerschoice.com/TwistandSprout/pdfs/Autumn%20Cycle%20Menu.pdf>

Winter menu <http://www.providerschoice.com/TwistandSprout/pdfs/Winter%20Cycle%20Menu.pdf>

Spring menu <http://www.providerschoice.com/TwistandSprout/pdfs/Spring%20Cycle%20Menu.pdf>

Summer menu <http://www.providerschoice.com/TwistandSprout/pdfs/Summer%20Cycle%20Menu.pdf>

## Challenge: Unhealthy Recipes

- Hundreds of recipes claim to be healthy, and you don't have time to find good options for your program
- Solution #1: Start with recipes from a few, trusted sources
- Solution #2: Be creative in your seasonings
- Solution #3: Go raw for fruits and vegetables

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You've been using the same trusted recipes for years—recipes that cook with margarine, butter, sugar, or salt. Hundreds of recipes claim to be healthy, and you don't have time to find good options for your program.

### **SOLUTION 1 = Start with recipes from a few, trusted sources**

- Take advantage of existing recipes created specifically for child care programs.  
Resource: These recipes help you offer more fruits and vegetables and foods prepared in a healthy way: USDA's "Recipes for Healthy Kids: Cookbook for Child Care Centers," <https://fns-prod.azureedge.net/sites/default/files/R4HKchildcare.pdf> or their "Recipes for Healthy Kids: Cookbook for Homes" <https://whatscooking.fns.usda.gov/sites/default/files/featuredlinks/cookbook-homes.pdf>

### **SOLUTION 2 = Be creative in your seasonings**

- Many people are used to seasoning food with margarine, butter, sugar, or salt. In fact, they are in the habit of preparing food that way.
- However, herbs and spices add flavor, and offer great alternatives that both adults and children will enjoy. The recipes in the USDA cookbooks offer many great examples of good flavor matches.

### **SOLUTION 3 = Go raw for fruits and vegetables**

- Fruits are naturally sweet and full of juice, which makes added salt, fat, and sugar unnecessary.
- Cut fruit into small pieces and enjoy fresh or with various healthy dips.

Resource: Plan for children to make their own salad with the Junior Salad Bar Activity



## Healthy Weight

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



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**Weight should not be discussed with children** - focus on healthy behaviors like eating and physical activity.

A **healthy weight means you are not overweight or obese.**

There is still a great deal of stigma related to overweight. **Weight is a concern because of health, not appearance.**

A **healthy weight** does not necessarily mean that you have a large amount of muscle and small amount of fat. Improving healthy behaviors can lead to better weight management.

Focus on **small**, achievable **changes** that will make you feel better.

# Healthy Weight

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



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Weight is a factor of something called energy balance.

Energy balance means that the energy a person takes in through food equals the energy one expends through everyday actions and physical activity.

•**Energy in equals energy out.**

Everyone has a different caloric requirement, which is based on age, sex, height, weight and activity level.

•A tool from [www.choosemyplate.gov](http://www.choosemyplate.gov) can be used to find calorie requirements.

A few ways to keep your caloric intake at an appropriate level are to:

- Find caloric goal**
- Increase awareness** of foods that are healthy versus unhealthy
- Increase intake of fruits and vegetables**
- Reduce portion sizes**
- Eat a breakfast** that contains many vitamins and minerals

**Energy out** comes from regular daily activities, plus any additional physical activity.

**Limiting the amount of time you are inactive**, like sitting, watching TV, etc. also helps create energy balance.

## Staff Involvement & Environment

- Have books, posters, and toys that remind children of healthy foods
- Teach about eating and enjoying healthy foods
- Sit, eat, and engage with children during meals
- Eat the same food and drinks children are eating
- Talk about trying and enjoying new foods
- Eat only healthy foods and drinks in front of children
- Make food and eating a topic of conversation with parents at pick up and drop off



# Create a Healthy Habits Calendar



SEPTEMBER, 2014 *Healthy Way to Grow* Calendar

Childhood Obesity Awareness



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	<b>1 Labor Day</b> - Take the <b>ARIA ExposureMeal Challenge</b> <a href="http://www.heart.org">www.heart.org</a>	<b>2 Ask your owner</b> - Exercise your <b>Healthy Way to Grow!</b>	<b>3 Walking Wednesdays</b> - Take the first step, then walking! Why? It's easy, it works and it pays!	<b>4 Think of all the books</b> that begin with the letter "S" (strawberries, spinach, spinach...) - Remember the "s" sound and write for your child to listen.	<b>5 Fat Friday</b> - Begin a family tradition. Every Friday plan to prepare dinner and have family members together.	<b>6 September Salad</b> - Take a trip to your local farmer's market for seasonal foods to put in your salad.
<b>7 Exchange new toys</b> - Make a favorite family recipe healthier by substituting similar ingredients: low-fat instead of full-fat cheese or use chunk, baked applesauce instead of oil for baking, whole wheat instead of regular pasta.	<b>8 Cut the cord</b> - Cut a sweater, watermelon and chop into chunks. Mash or blend until smooth for a cool, refreshing drink.	<b>9 Plan a family outing</b> to the library. Check out "The Berenstain Bears and Too Much TV" by Gene & Jan Berenstain. Turn off your tv and read the book together!	<b>10 End of Summer</b> - Before the days get much shorter, take a walk with your child before or after dinner.	<b>11 Encourage children</b> to drink water by drawing with lemon juice, or orange slices.	<b>12 Rainbow Run</b> - When you go outside, encourage your preschooler to move by saying, "When I say a color of the rainbow, run and touch something of that color!" Take your toddlers hand and move together.	<b>13 Steps on Saturday?</b> - Count the steps you and your child take from one room to another or from the house to the car. Count out loud to your baby as you carry from one spot to another.
<b>14 Sunday Salads</b> - Treat the family to treated salads for a special nutritious dinner.	<b>15 Grow toddlers</b> - plastic measuring cups and a spoon. 1 year olds will help make produce. 4 year olds can squeeze their juice and 5 year olds can grate cheese.	<b>16 Tap, You're in!</b> Tap your child and move away for 30 seconds to 1 minute. Deck down and up for 30 seconds to look for you.	<b>17 Use your library card</b> to check out the book, <i>Flour</i> by Rose Williams & Julie Vivian.	<b>18 Eat and cut</b> - broccoli, cauliflower, and peppers, celery and carrots into different shapes to create faces on a paper plate.	<b>19 Have children</b> 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.	<b>20 Nickelsdown</b> , a children's workout network. In Worldwide Day of Play is going off the air for 24 hours in order to encourage kids to go outside and play. Join by turning off the tv.
<b>21 Hold up a potato</b> and say "one foot" and repeat down. Hold up a lettuce say "two feet", jump or reach up. Take turns with your child.	<b>22 During bath time</b> talk with your children about their bodies. Name body parts and talk about healthy habits.	<b>23 Cut banana</b> or apple into chunks. Spread with almond butter or cream cheese and roll the chunks in cereal for a healthy snack!	<b>24 Hold your child's</b> hand and walk at their pace, swinging your arms.	<b>25 First thing in the morning</b> take a deep breath and stretch your arms up high. Exhale and touch the floor. Before will walk and older children imitate you.	<b>26 Put in place</b> with your child and check to feel your heart speed up.	<b>27 Cut out</b> magazine pictures of food. At the store, ask your child to help you find the food that matches the pictures.
<b>28 Birds Nest</b> - Place a bowl on a plate with 1 drop, olive oil. Crack an egg into the bowl and cook. Add spinach around the sides.	<b>29</b>	<b>30 Last day of the ExposureMeal Challenge!</b> How did you do?!				

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**Note:** Have participants turn to the *Healthy Way to Grow Calendar* in the Participant Handbook. Explain that this is an example of a calendar that can be developed by ECE programs and can be used in the classroom, but can also be sent home to families.

If ECE programs serve meals and send home weekly or monthly food menus, they may also think about adding their own nutrition and/or physical activity tips calendar to the other side of the menu to get families to think about making gradual healthy lifestyle changes.

Learning Session 4 introduces the Head Start Body Start year long calendar that provides physical activities to use in the classroom and at home.

## Bringing It Home

- Encourage families to serve a variety of foods when they send lunches from home
- Guide parents by sharing lists of foods that present a variety of whole grains , fruits, vegetables, lean protein, and low fat dairy
- Use MyPlate to help families categorize foods and prepare lunches with a variety nutrients
- Serve new foods in the classroom and encourage parents to do the same at home
  - Discuss the taste, smell, and touch of the food
  - Offer a new food multiple times in a month so children become familiar

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The MyPlate image could be used at lunch time to allow children to see if they have all food groups represented in their lunch. This can be done with the meals served at lunch and with meals being brought in from home.



## Healthy Eating at Home

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

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Programs can share these strategies recommended by the American Academy of Pediatrics (AAP) with parents and families to encourage healthier eating habits at home.

For more information on these AAP recommendations, please visit:  
<https://www.aap.org/en-us/about-the-aap/aap-press-room/Pages/AAP-Updates-Recommendations-on-Obesity-Prevention-It's-Never-Too-Early-to-Begin-Living-a-Healthy-Lifestyle.aspx#sthash.gWboQSge.dpuf>

## Partnering with Families

- **Get to know families and shared expectations:**
  - Communicate nutrition policies when children enroll and regularly throughout the year to avoid conflict and confusion
  - Provide written menus and ask for feedback
  - Work together on feeding plan for each child
    - Also, care plans for children with allergies
  - Accommodate vegetarian, vegan, religious, and cultural diets
  - Provide nutrition education for families throughout the school year in addition to using teachable moments
  - When introducing new foods at meals, make sure parents know and encourage them to add that food to their home menus as well for consistency and exposure



## Policies and Procedures

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

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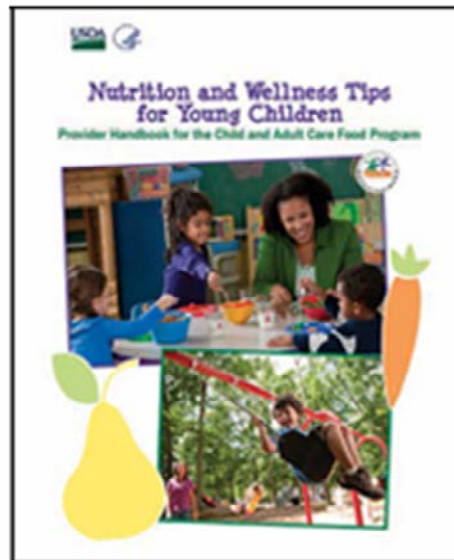


Providers should implement continuity within the training. Discovering new trainings that staff can participate in is important because it allows staff to be aware of changing guidelines and policies and provides professional development. Trainings or workshops may be offered by:

- Child Care Aware;
- QRIS monitors;
- Licensing Office;
- Cooperative Extension Service;
- CACFP Sponsoring Agency;
- YMCA; and/or
- WIC

Staff should be able to implement ongoing training into their curriculum and daily programming.

# CACFP Handbook



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This *Nutrition and Wellness Tips for Young Children, Provider Handbook for the Child and Adult Care Food Program* not only provides information and tip sheets on nutrition and physical activity for young children, but also has activities providers can use to think through how they can use the information provided in the handbook.

**Note:** Distribute the *Nutrition and Wellness Tips for Young Children, Provider Handbook for the Child and Adult Care Food Program*. One per program.

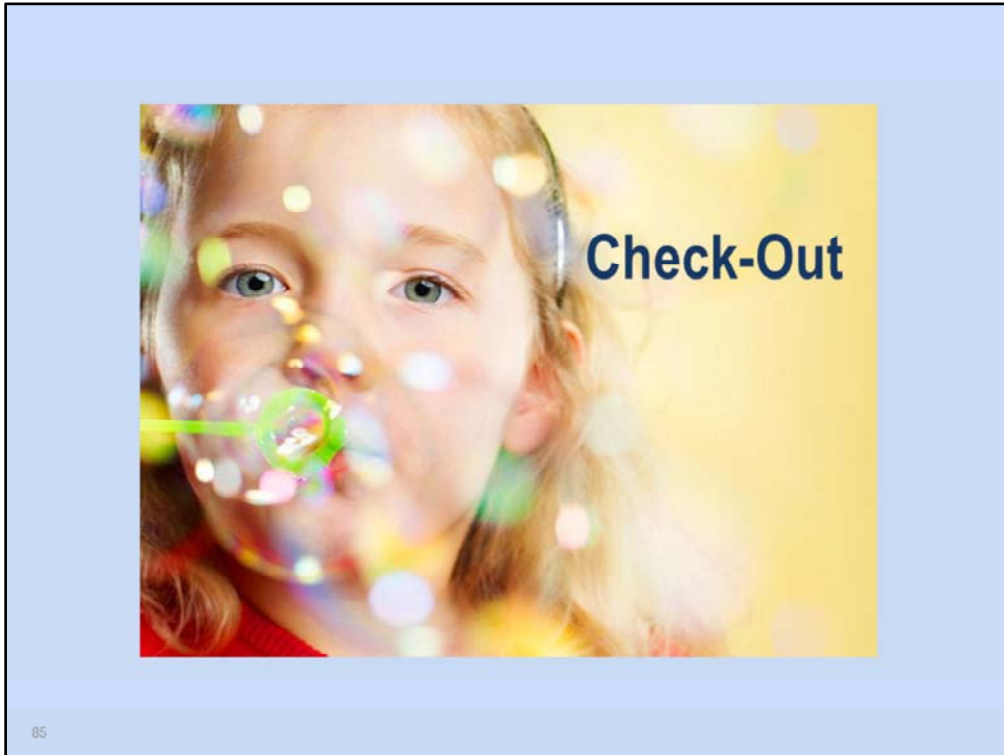
## Resources

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

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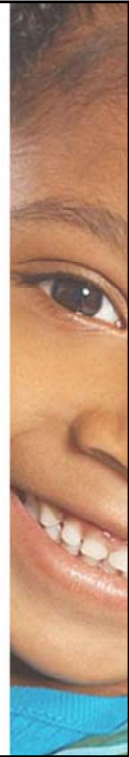


**NOTE:** These are just a sampling of resources. Be sure to also have participants look at the challenges and solutions handouts to find resources shared earlier in the presentation and tie these into your TA visits to connect with Action Planning.



**Note:** Use this time as an opportunity to reflect with the participants on today's Learning Session. If time permits, have participants provide feedback on how the session went. Inform participants that the trainers will follow-up with them to prepare for Technical Assistance visits. Remind participants to complete their Action Period Tasks and the materials to bring back to Learning Session 3.

## Trainer Contact Information



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**Insert your contact information.**