National Early Care & Education Learning Collaboratives:

Taking Steps to Healthy Success

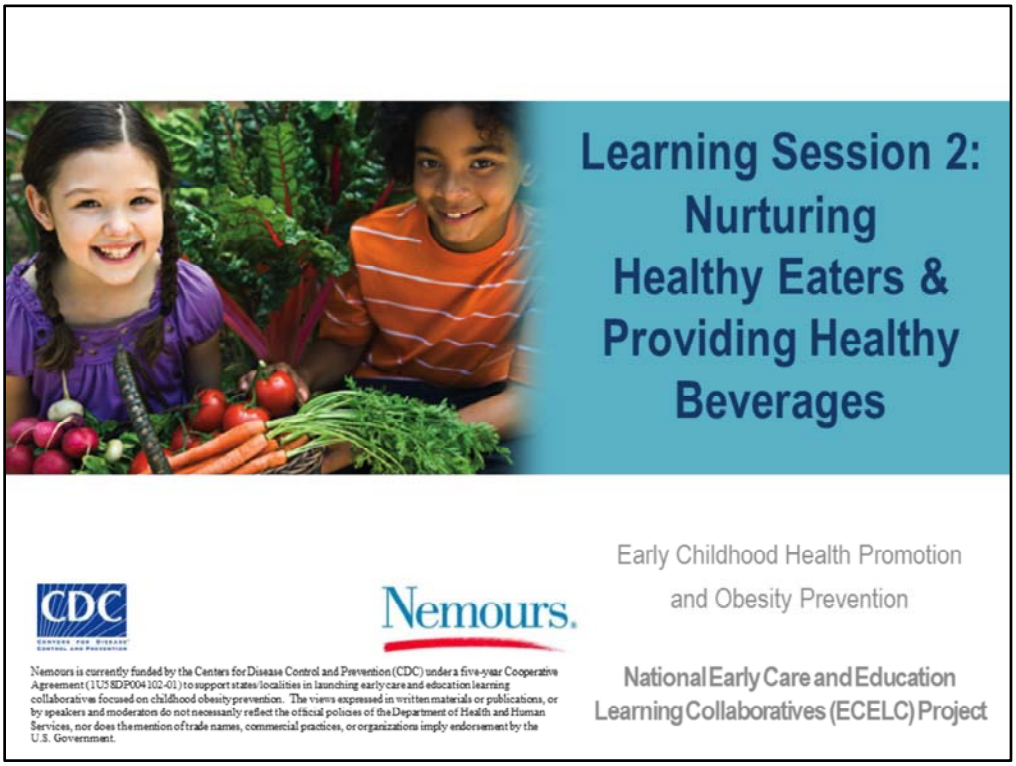
Learning Session 2

PowerPoint Notes

September 2018

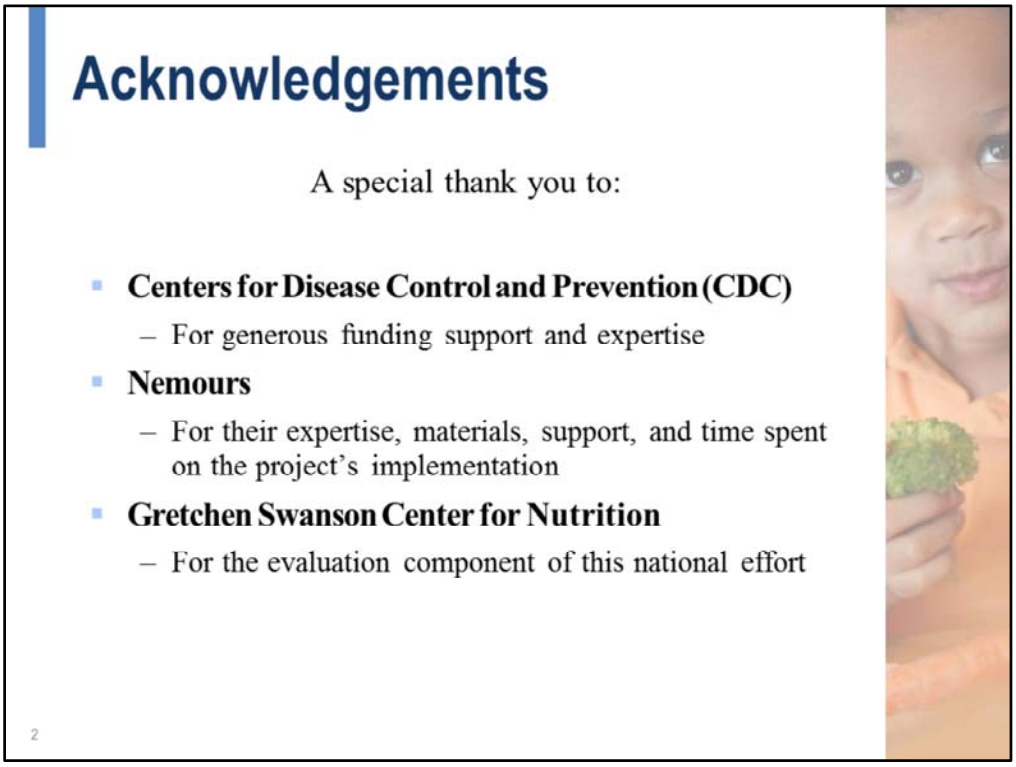
CDC Centers for Disease Control and Prevention

Nemours®



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.



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.

4

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®, Gatorade®, 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

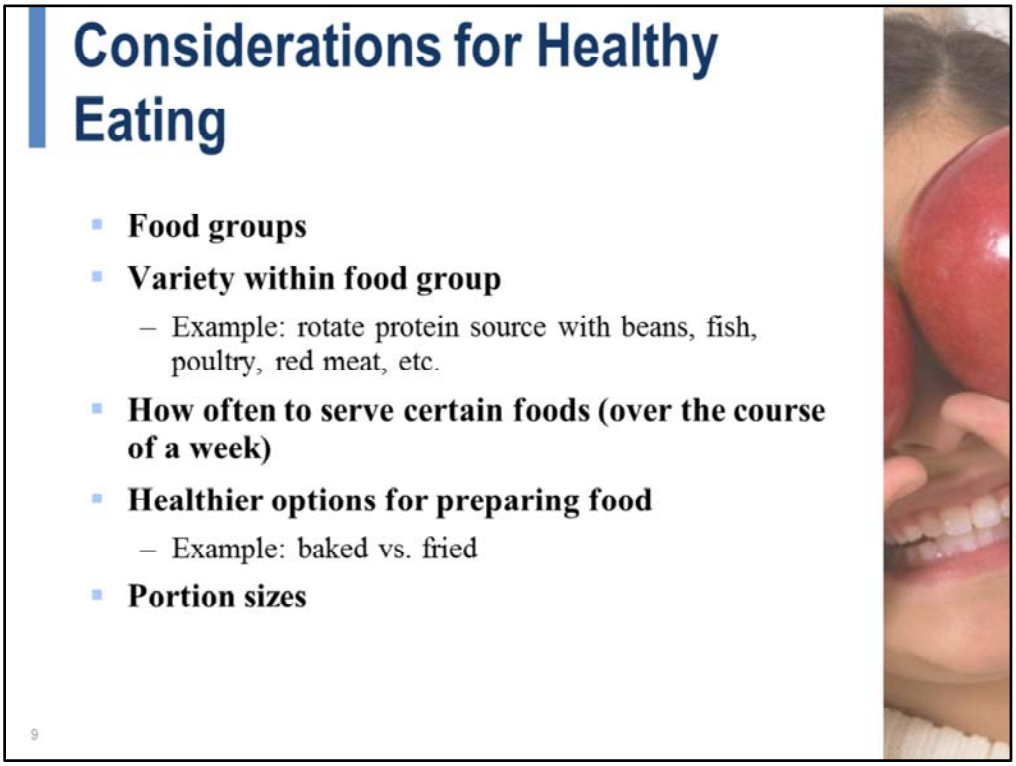
Eat healthy foods
- Fruits, vegetables, whole grains, lean protein, low-fat dairy

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.



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.

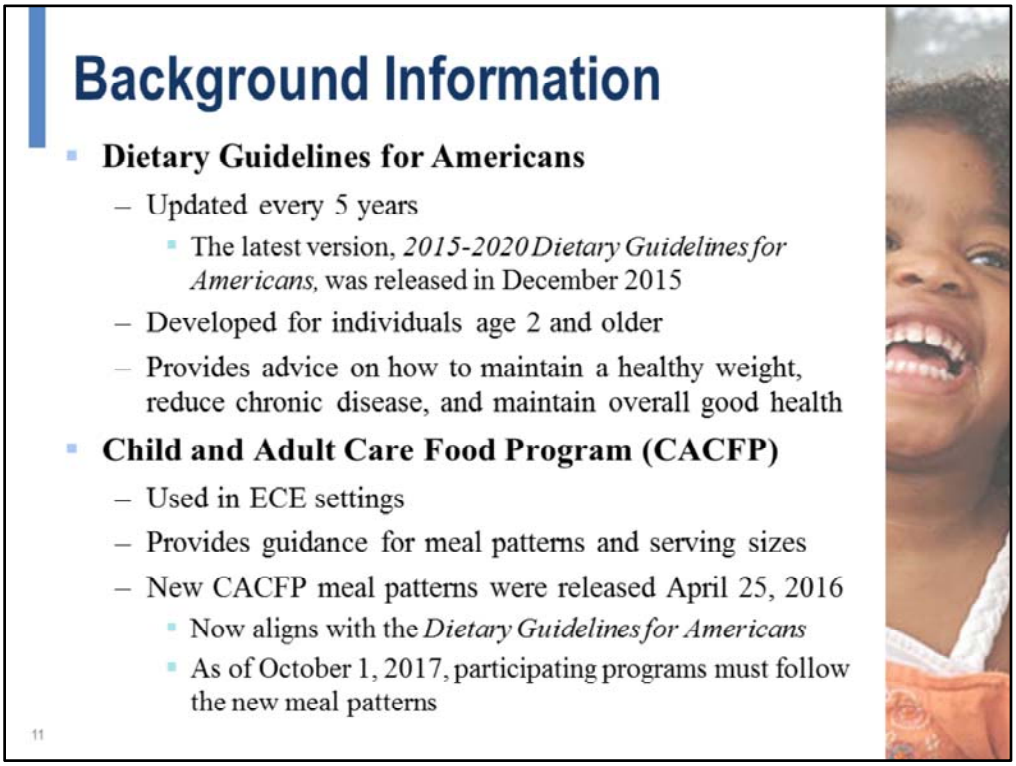
Food Groups

- 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

10

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

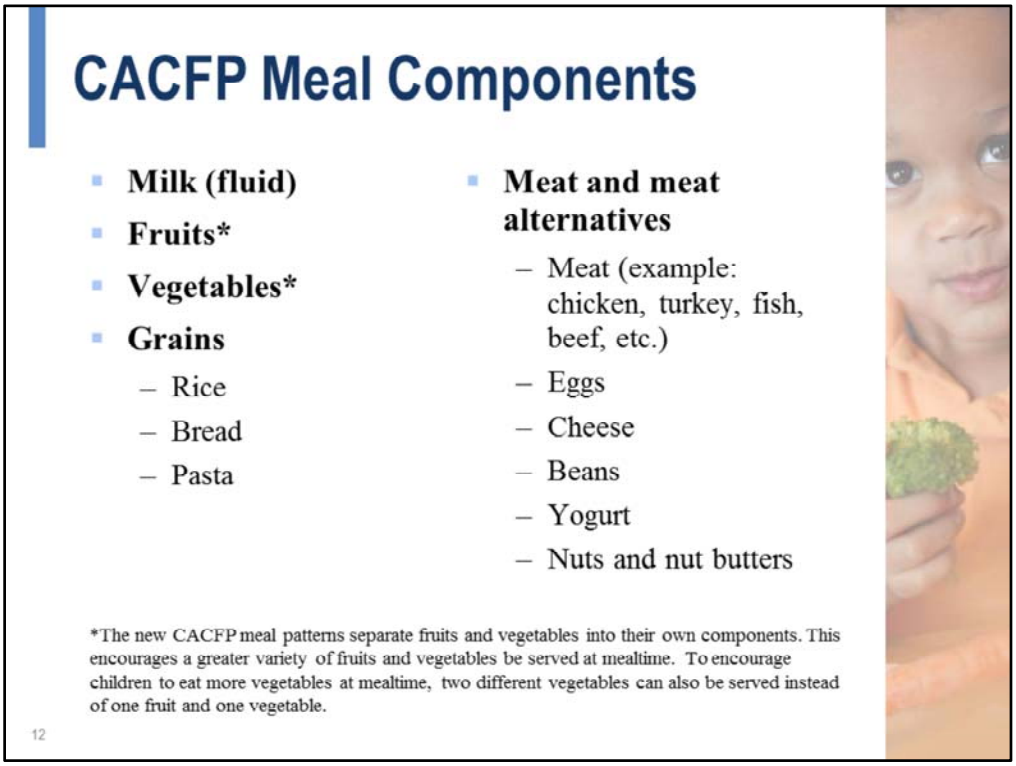


The ***Dietary Guidelines for Americans*** are updated based on the most current evidence-based research and issued by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services (DHHS).

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 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

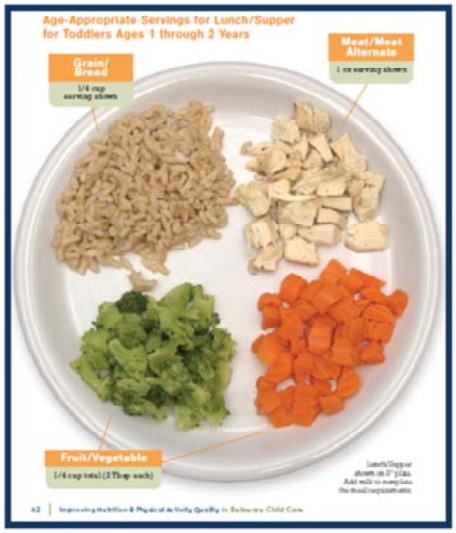
The previous version of the CACFP child and adult meal patterns contained 4 meal components as opposed to the new meal patterns which contain 5 meal components. The once combined fruit and vegetable component is now separated into one vegetable component and one fruit component in the new CACFP child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



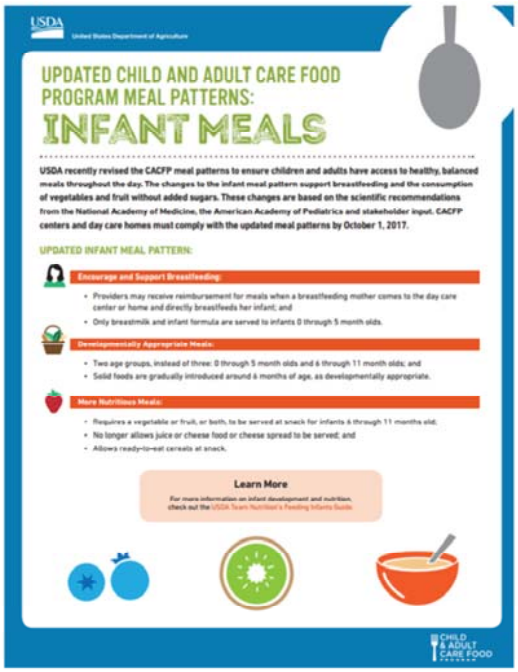
13

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.

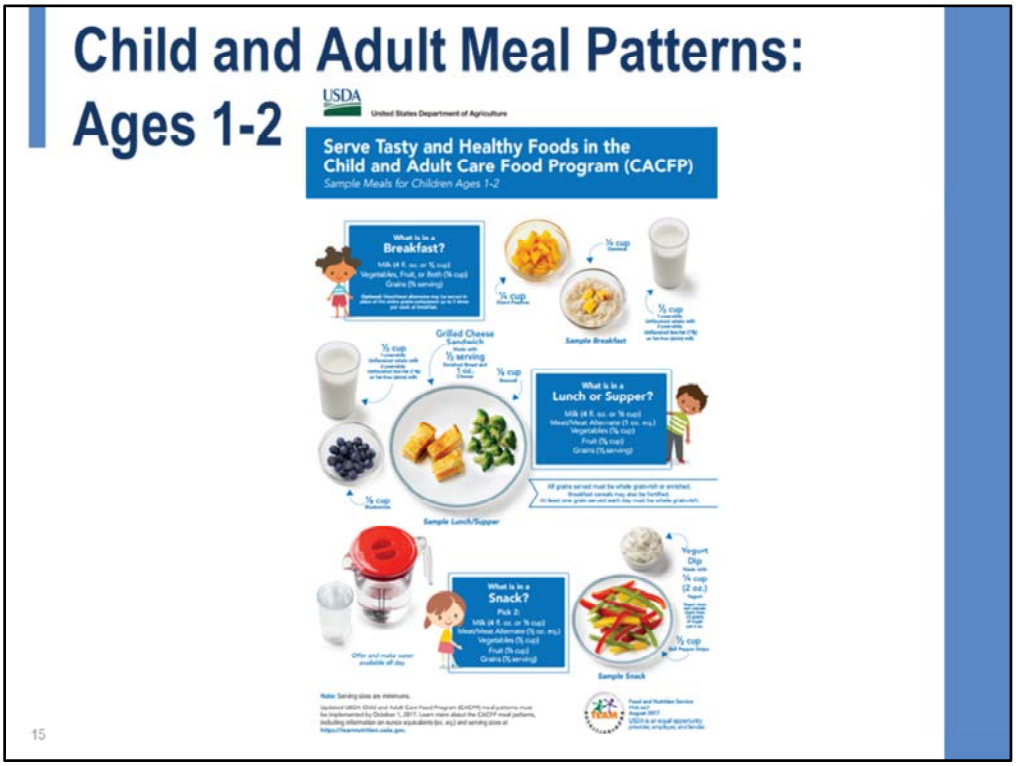
Proper serving sizes should be kept in mind when purchasing appropriate amounts of food for ECE programs.

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

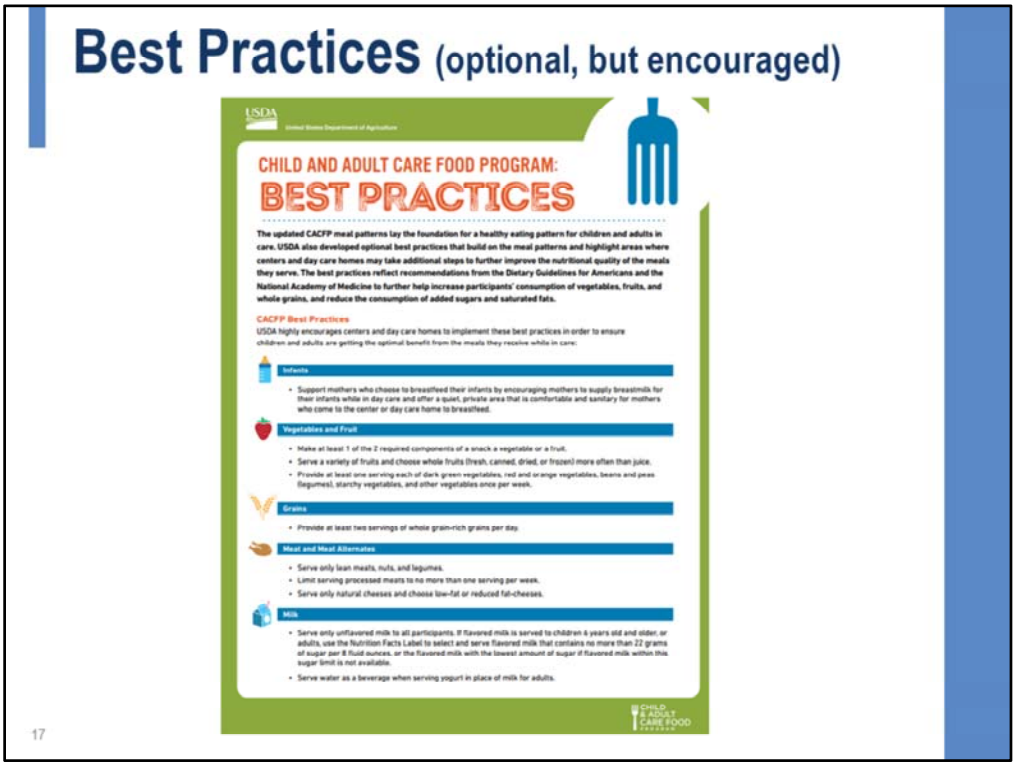


Note: Have participants turn to the *Updated Infant Meal Patterns* handout in the Participant Handbook and discuss the meal patterns for feeding infants.



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.

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.



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.

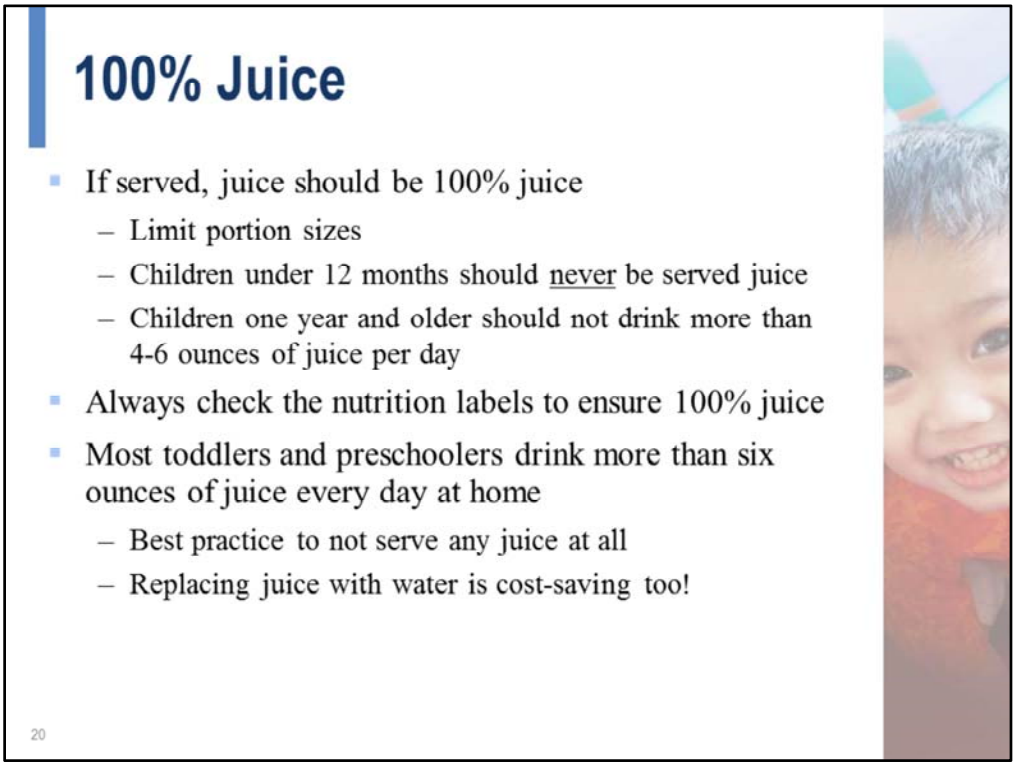
Note: Distribute the *Best Practices for Healthy Eating* guide. Review the guide with the participants so they are aware of the content and how to use it. Remember, distribute one per program.
NOTE: If you would like to distribute this during your TA visit, or before or after the Learning Session, that 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

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!

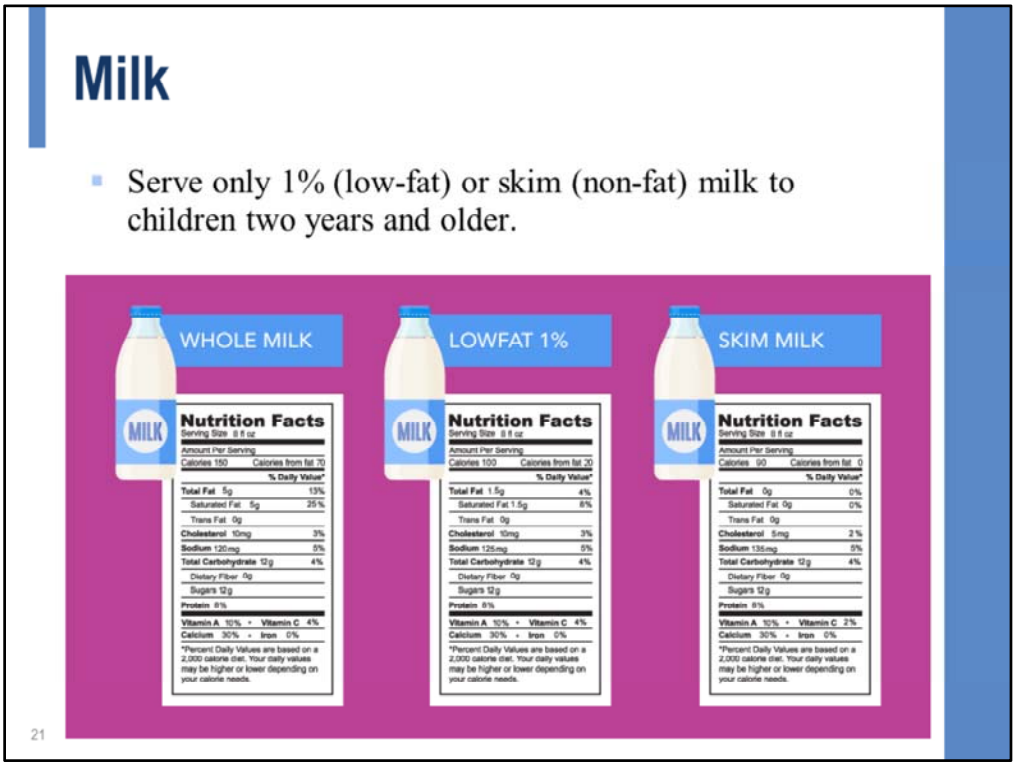
It is always best to serve WHOLE fruit (in any form: fresh, dried, or canned in water) rather than juice. Similarly, for vegetables, it is best to serve unprocessed, colorful vegetables. Avoid processed white potato products such as French fries, tater tots, and hash browns.



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!

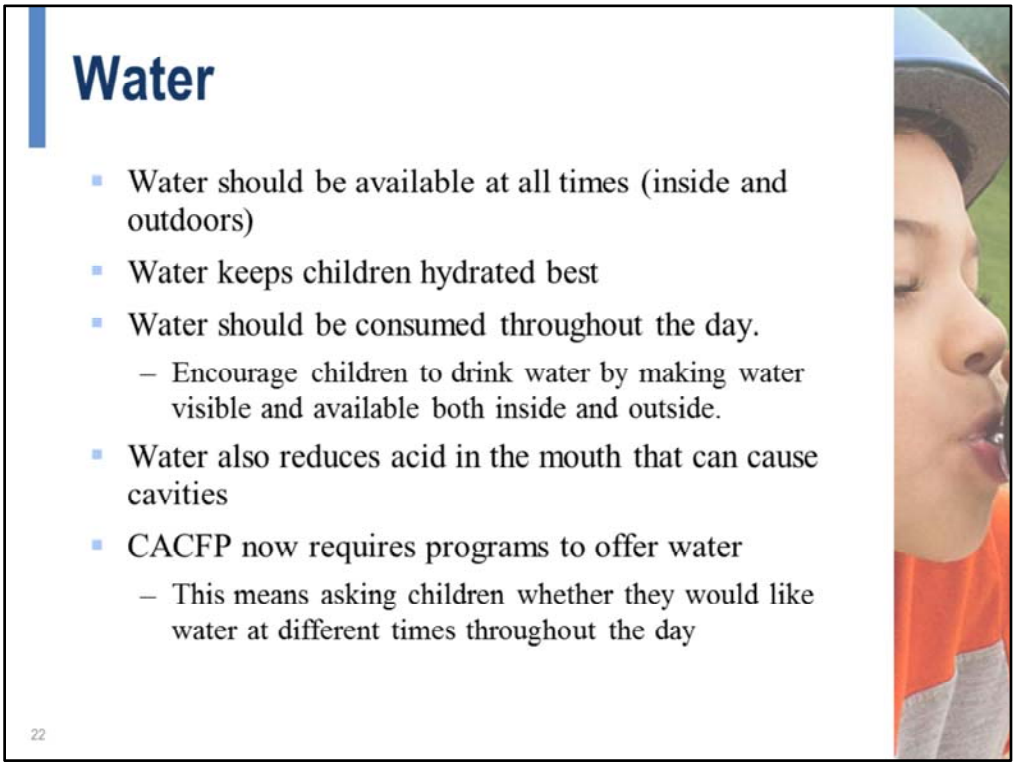


Milk is packed with nutrients like calcium and vitamin D that help children grow and build healthy bones.

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 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.

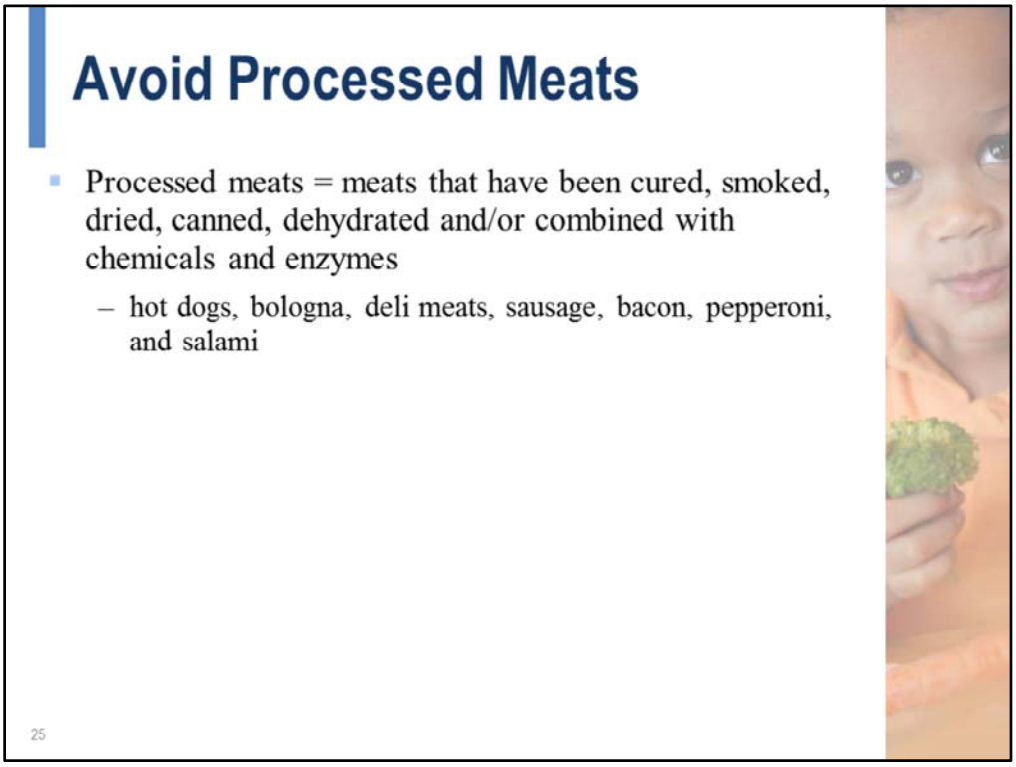
Water also reduces acid in the mouth that can cause cavities. Plus, when children drink water instead of beverages containing natural or added sugars, it is easier for them to stay at a healthy

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

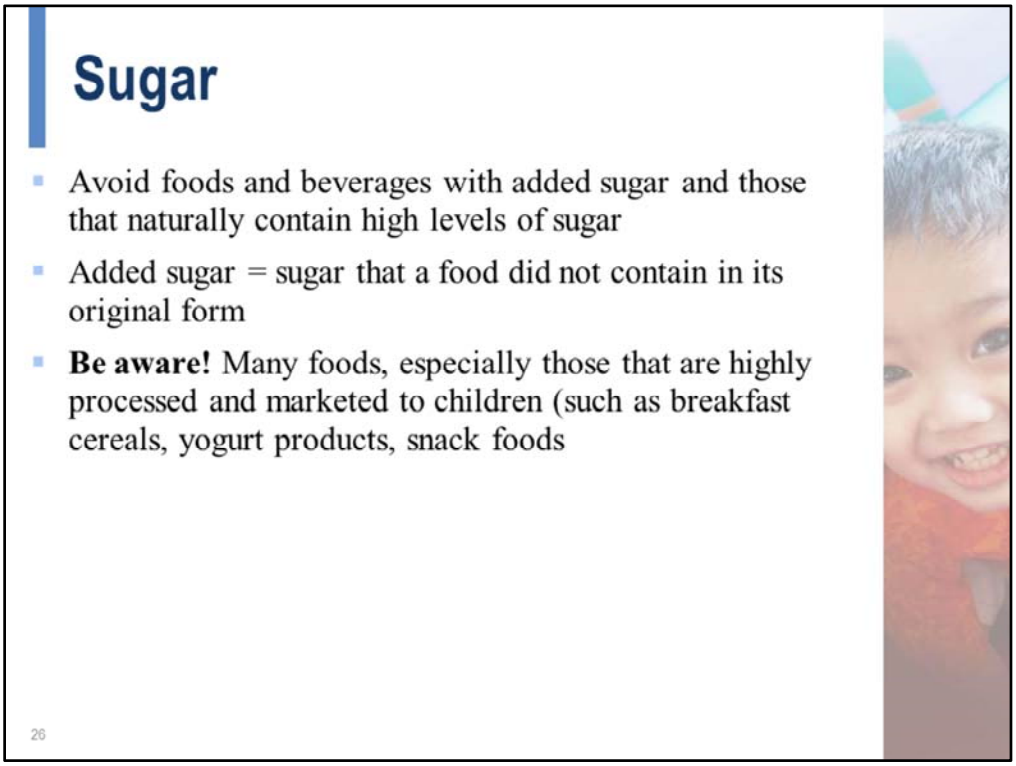
Note: Conduct the activity *Drink More Water*. Take this time to connect your states Early Learning Standards to this activity. Once you conduct the activity, facilitate a discussion around what common Early Learning Standards domains were addressed. Use your state's Early Learning Standards as a guide 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.

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!



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.



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®, Gatorade®, Red Bull®, Capri Sun®, etc.) and a large handful of sugar packets or sugar cubes on each table;
- **Without having them look at the Nutrition Facts Label**, ask 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® has 60 grams of sugar and thus 15 teaspoons of sugar (60 grams ÷ 4 grams of sugar per teaspoon = 15 sugar packets or cubes).

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.

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

30

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

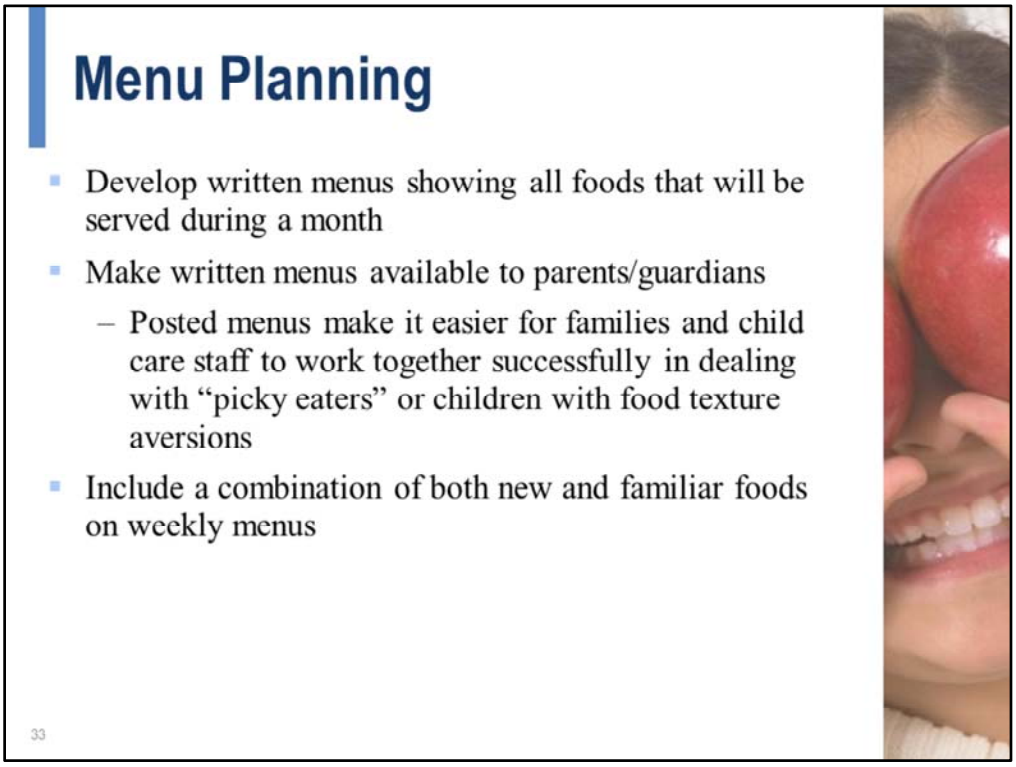
31

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

Healthy Fundraising

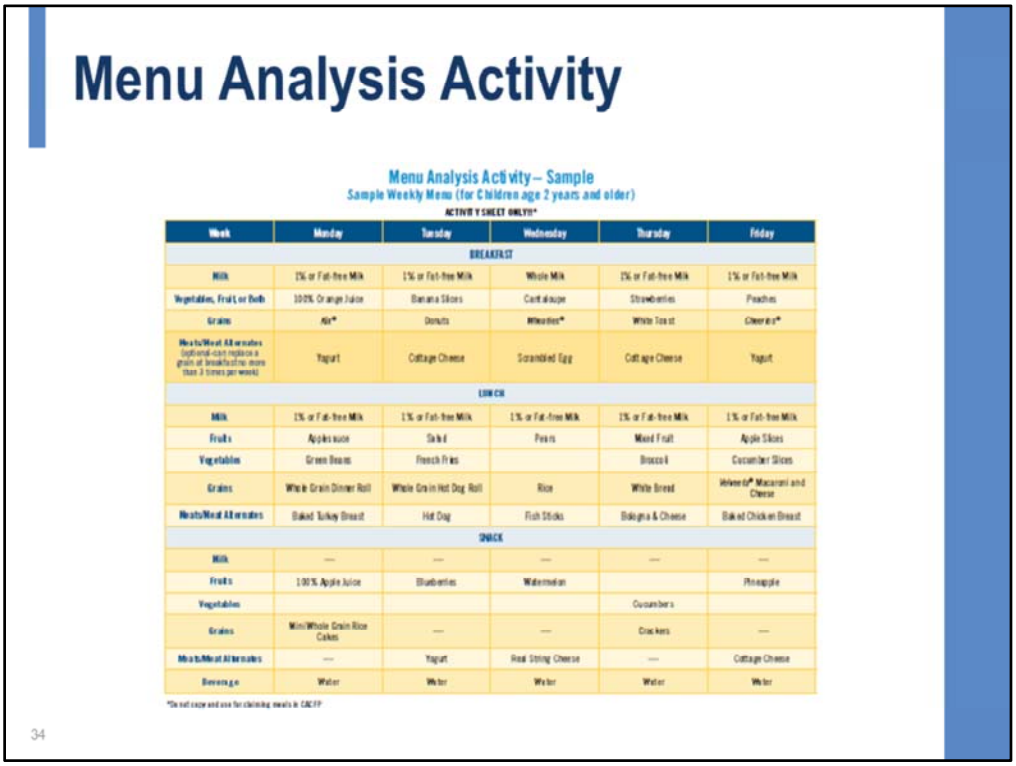
32

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



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



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.

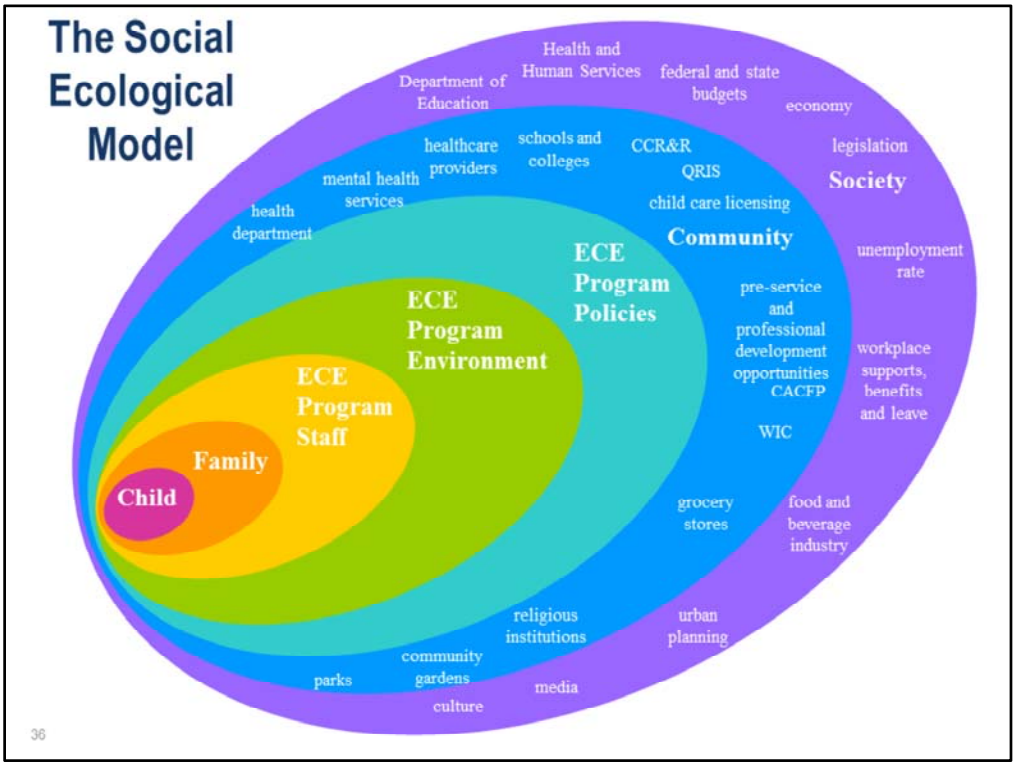
The answers can be found in the Implementation Guide. Review answers aloud with the group.

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.

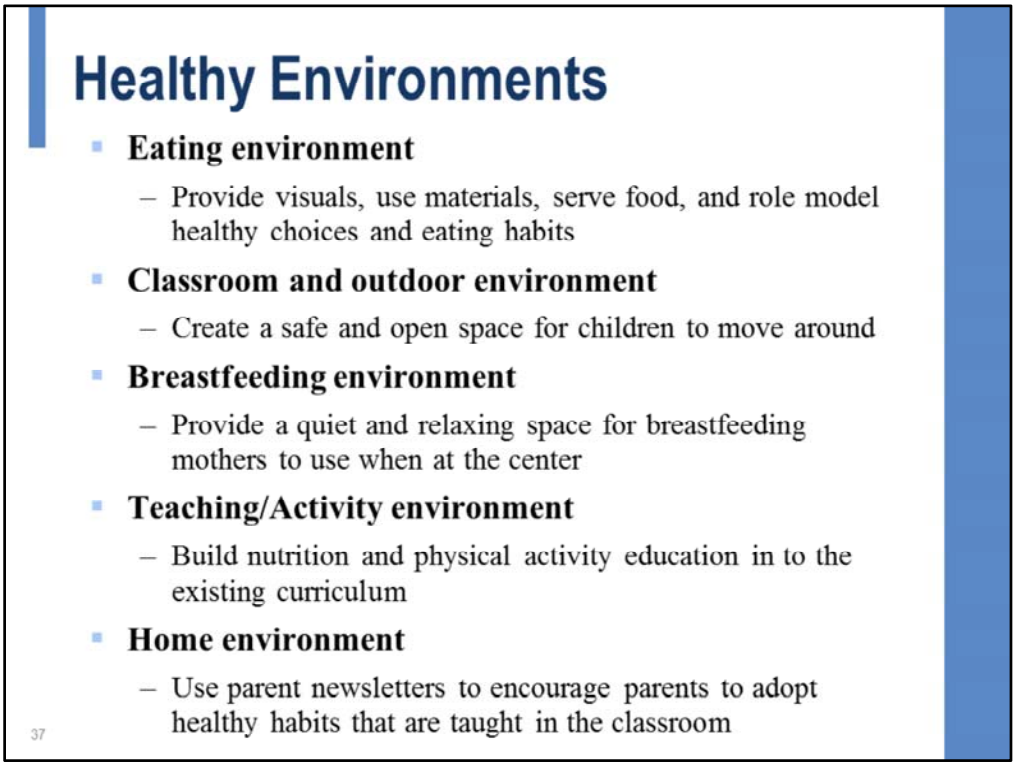
Notice the position of *ECE Program Staff*:

- 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

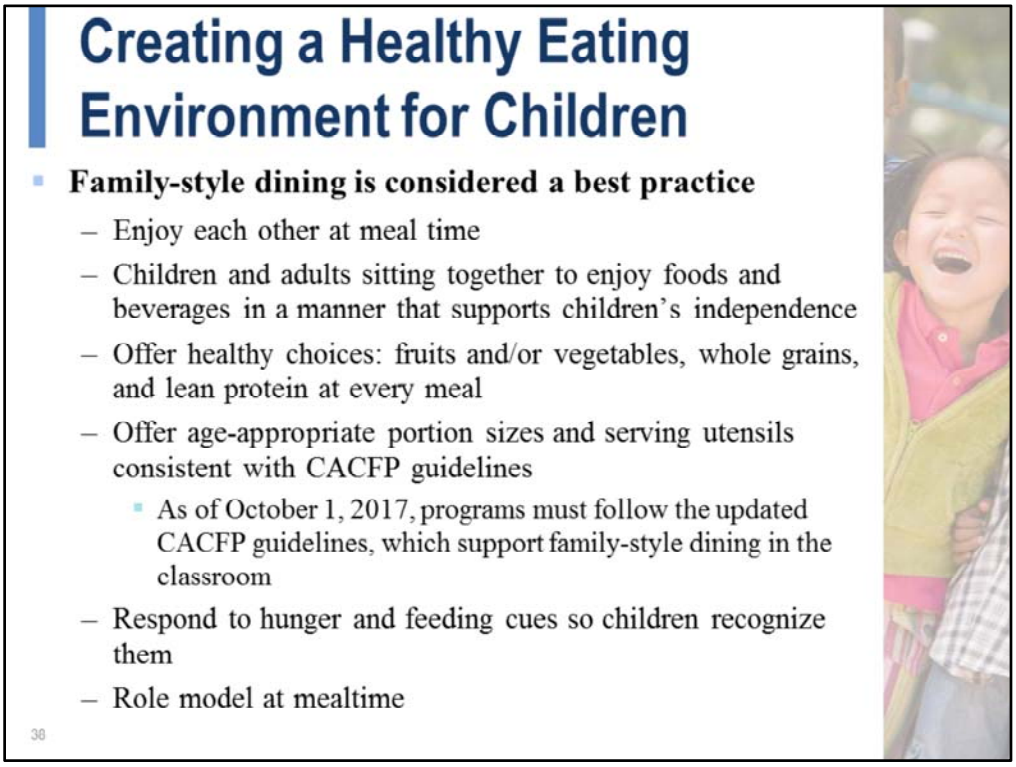
- **National**: Healthy Kids, Healthy FutureCaring for our Children, National Association for the Education of Young Children (NAEYC), Child and Adult Care Food Program (CACFP) etc;
- **State**: Licensing, Quality Rating and Improvement System (QRIS), Early Learning Standards or Guidelines, state CACFP 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.



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.



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, w`1hat 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:

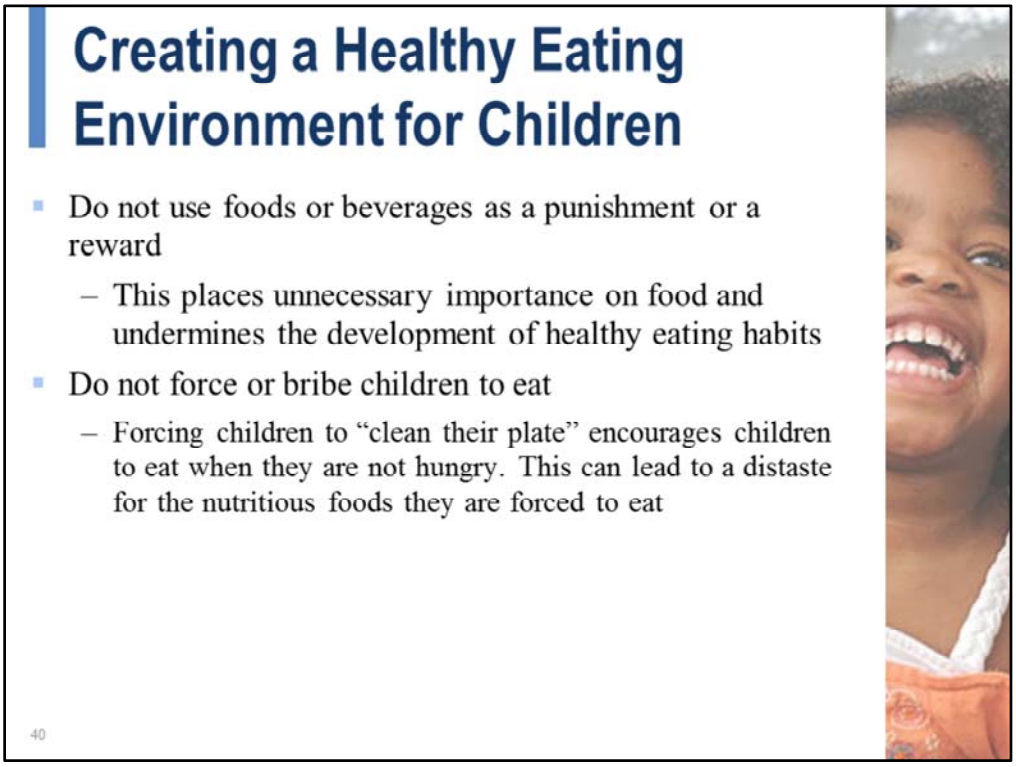
- Make foods fun;
- Offer a variety of new foods;
- Encourage children to taste and choose foods they want; and
- Encourage children to discuss the texture, color, size, shape of the food.

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.

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



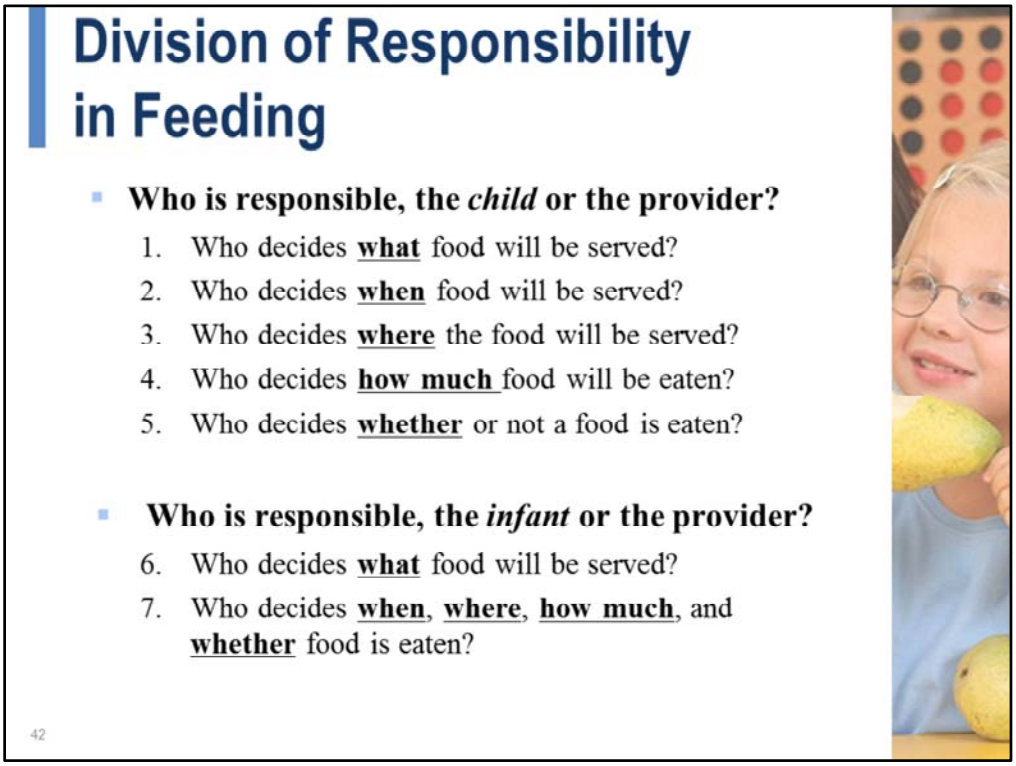
Using "treat" foods and beverages as a reward, or withholding them as a punishment, places unnecessary importance on food and undermines the development of healthy eating habits. Rewarding children with food encourages them to eat when they are not hungry and to overeat foods that are high in sugar, 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.

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.



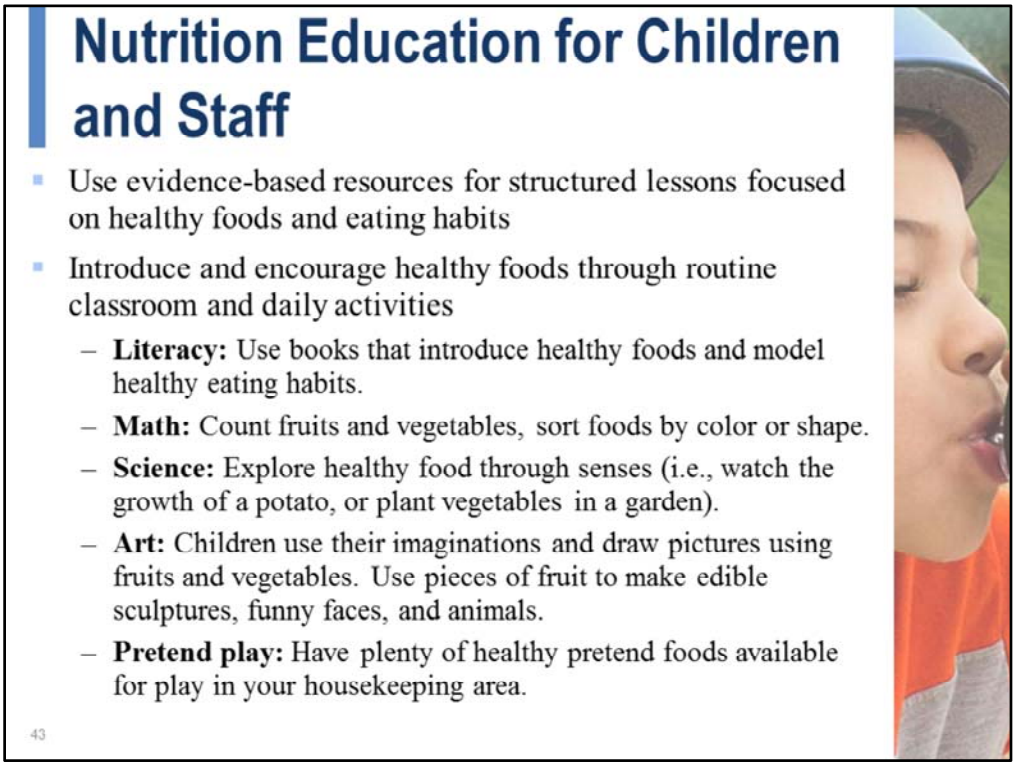
These are Ellyn Satter's division of responsibilities for feeding. Satter is a registered dietitian, therapist, and guru in child nutrition and eating behaviors.

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

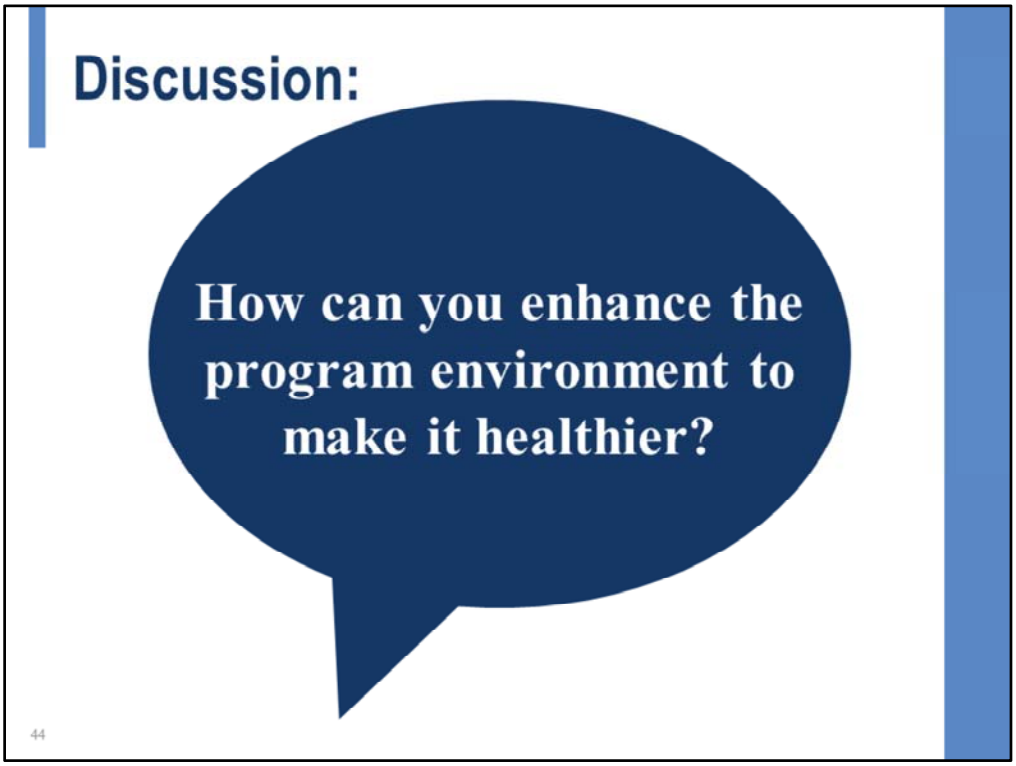
The provider or parent is responsible for the *what, when*, and *where*; the child is responsible for the *how much* and *whether*.



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.



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 25th **(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?

45

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/)

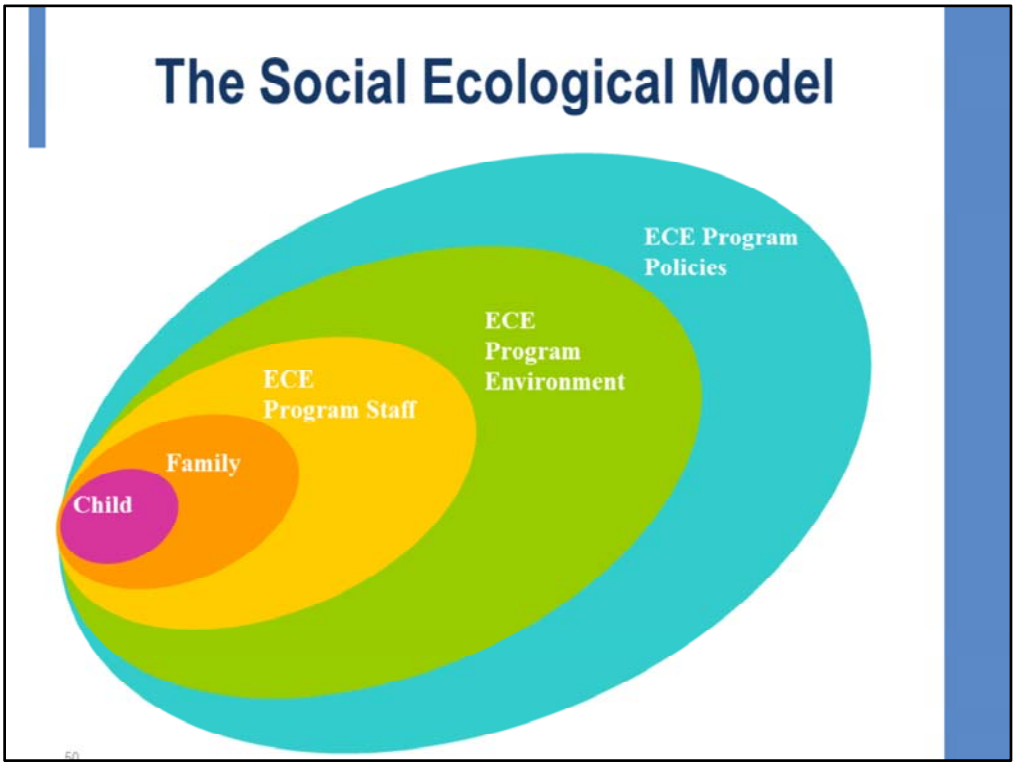
- Shop and prepare the ingredients prior to the Learning Session;
- At the Learning Session, designate different areas throughout the room as recipe stations;
- Set up each recipe station with recipe cards, ingredients, kitchen equipment, and materials;
- Split participants into small groups; and
- Ask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

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.

48

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.



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
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)	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)	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)	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)	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)

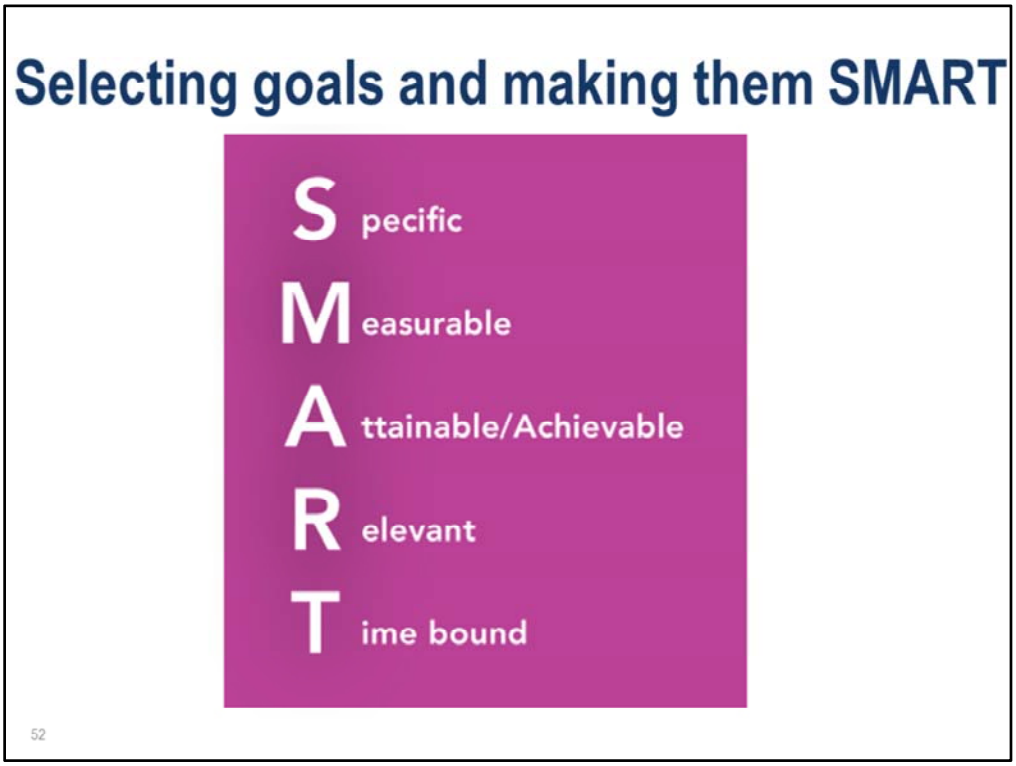
Now that you have completed your NAP SACC and the five strengths and improvements worksheet, you are ready for the next step: Action Planning!

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.

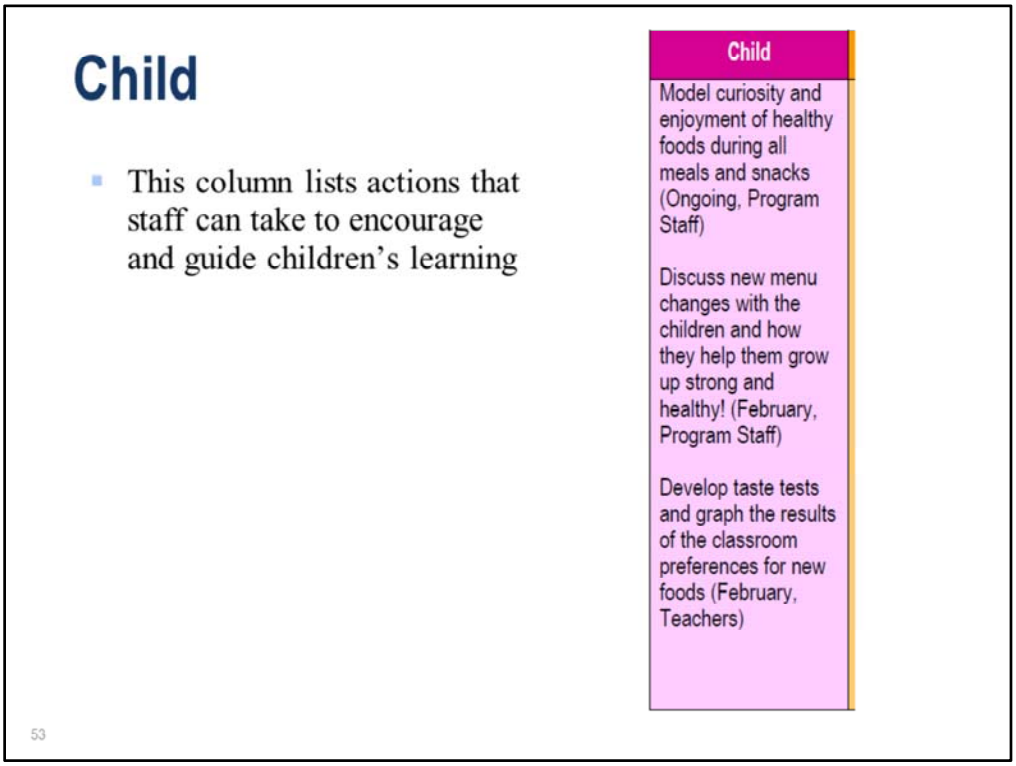
Things to note about the sample "Action Plan Worksheet":

- 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).



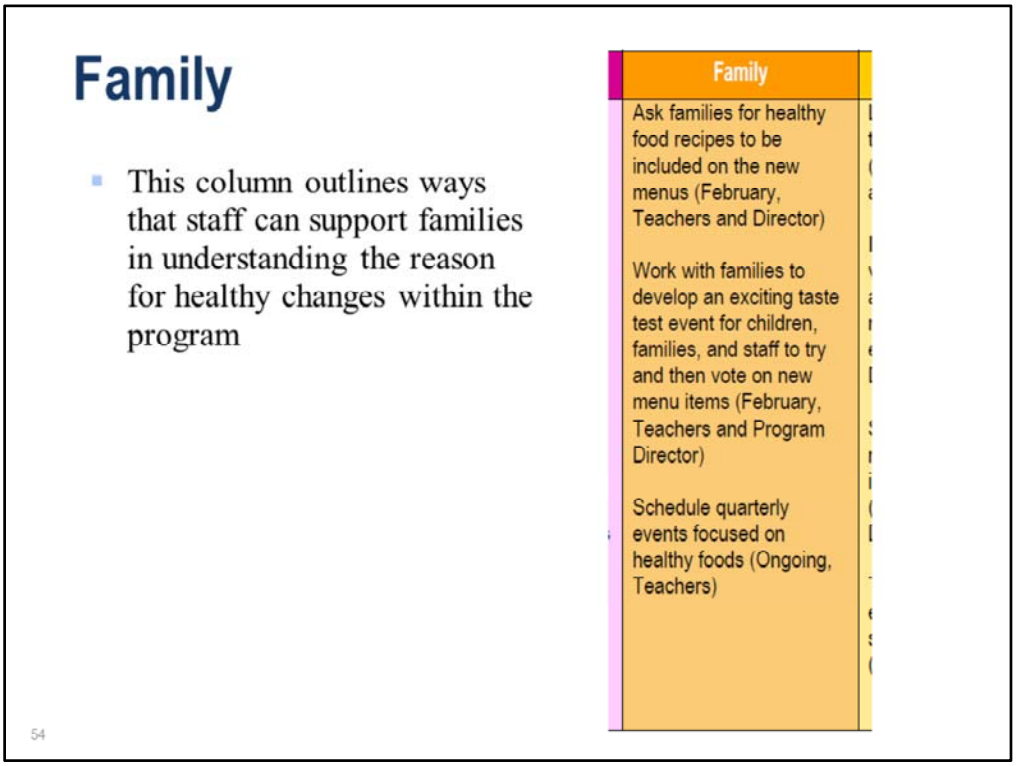
The first step in developing an action plan is to decide on a goal or set of goals to achieve. Base the goal you choose on areas of improvement identified through your self-assessment and completion of the *Five Strengths and Five Areas of Improvement* Worksheet. You may notice several areas you could 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.



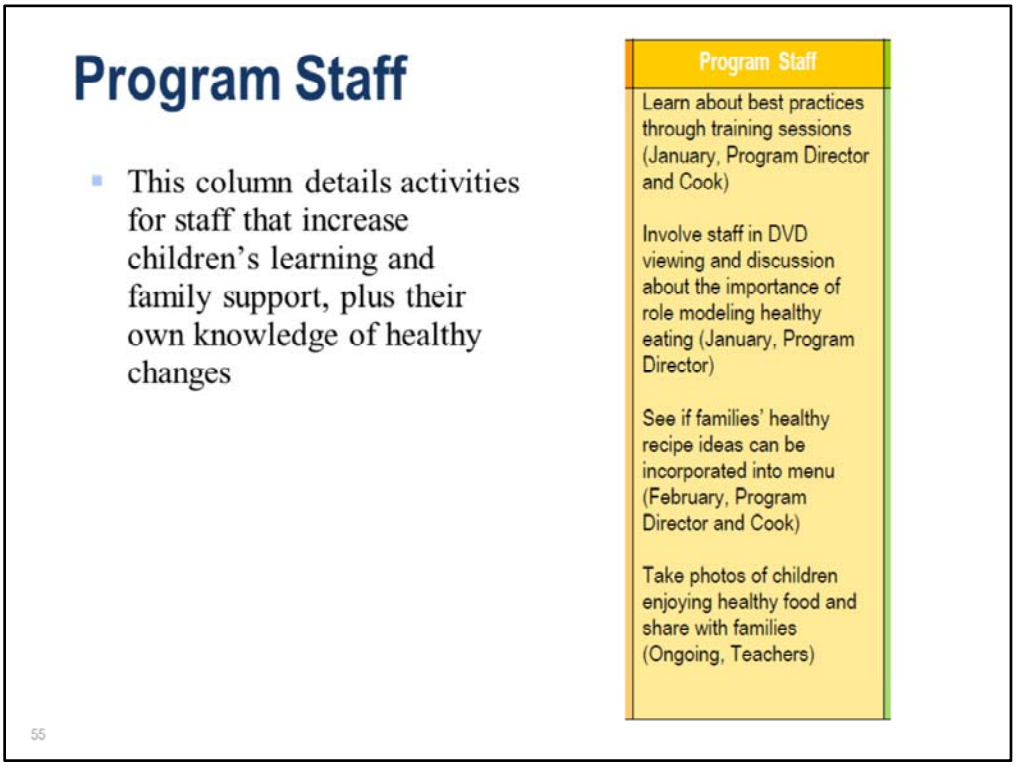
Note: Review each action step outlined in the "Child" column. Point out the dates that were assigned and the person held responsible to help guide the program in moving along with the actions steps.

- 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.



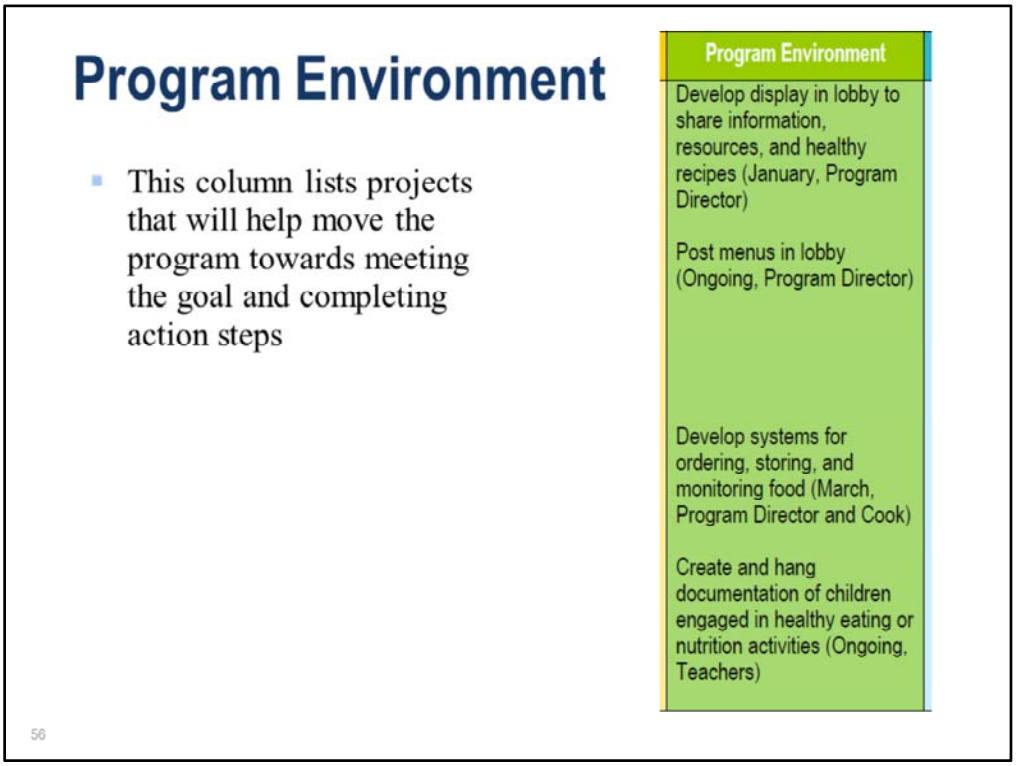
Note: Review each action step outlined in the "Family" column. Point out the dates that were assigned and the person held responsible to help guide the program in moving along with the actions steps.

- 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.



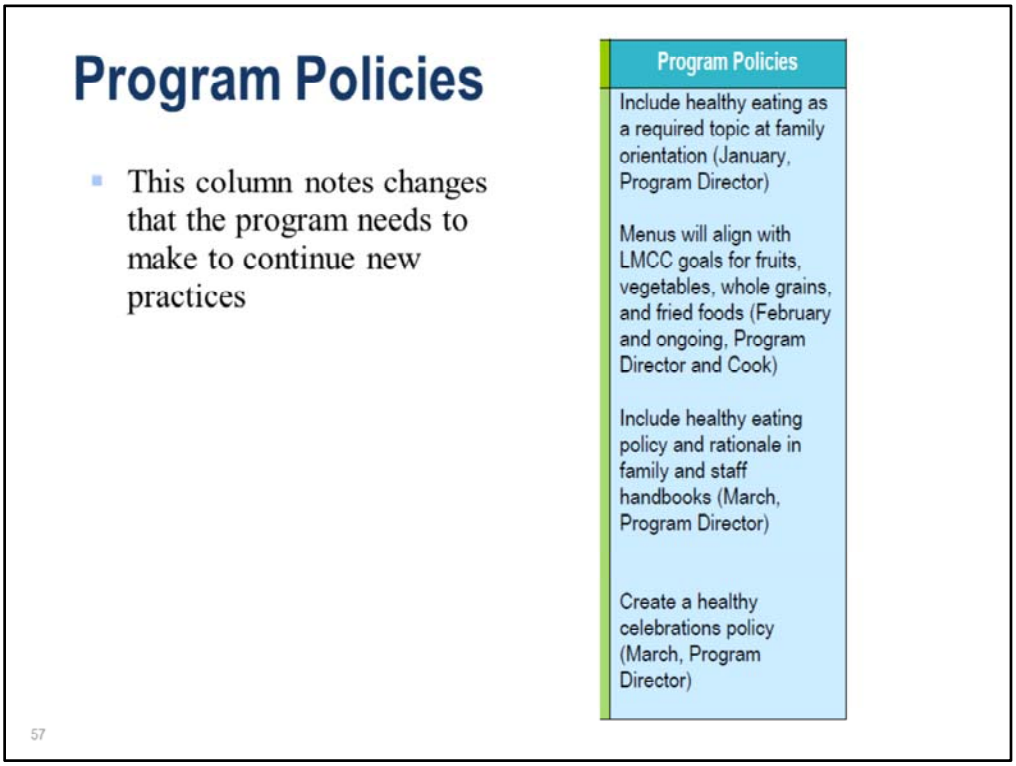
Note: Review each action step outlined in the "Program Staff" column. Point out the dates that were assigned and the person held responsible to help guide the program in moving along with the actions steps.

- 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.



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.

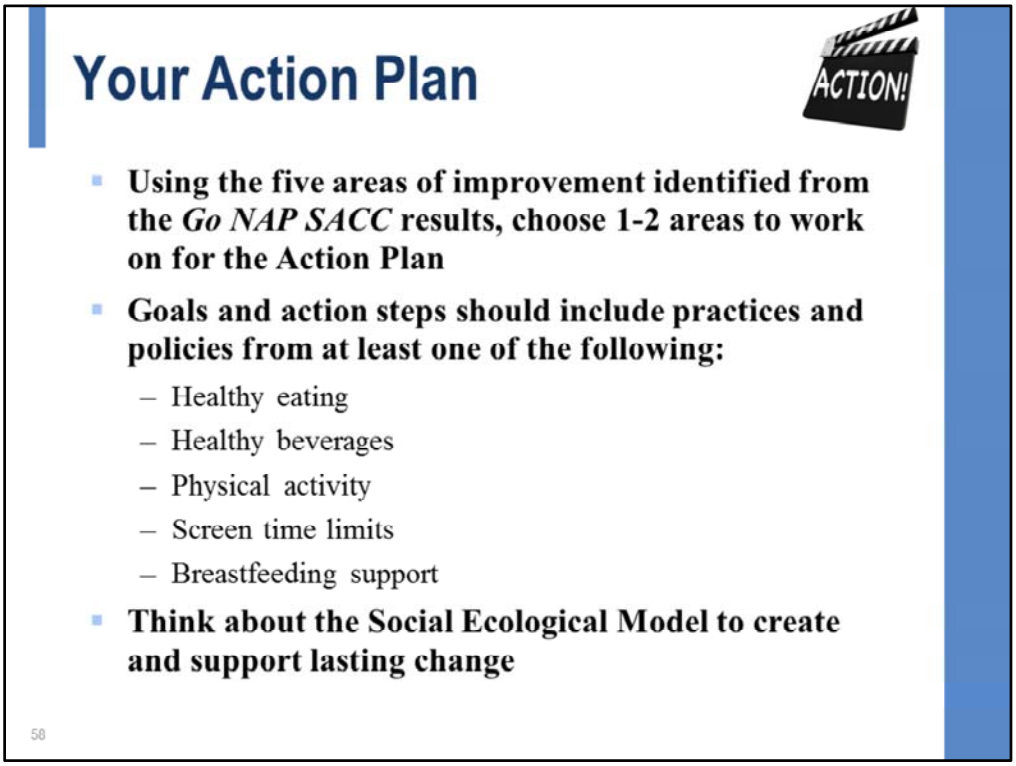
- Remind participants that this is simply a sample. The dates and people who are assigned will depend on the participants' program and how they would like to roll out their Action Plan.
- The completed sample Action Plan can be found in the Participant Handbook as a guide as they draft their own goals,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



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.

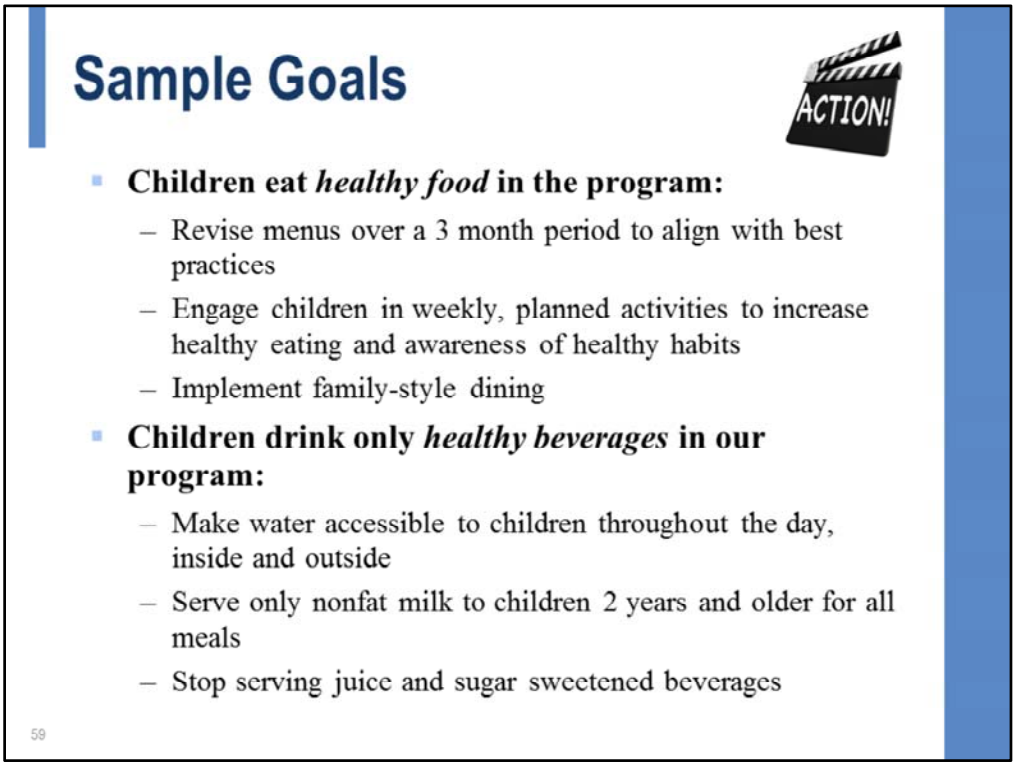
•Remind participants that this is simply a sample. The dates and people who are assigned will depend on the participants' program and how they would like to roll out their Action Plan.

•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.

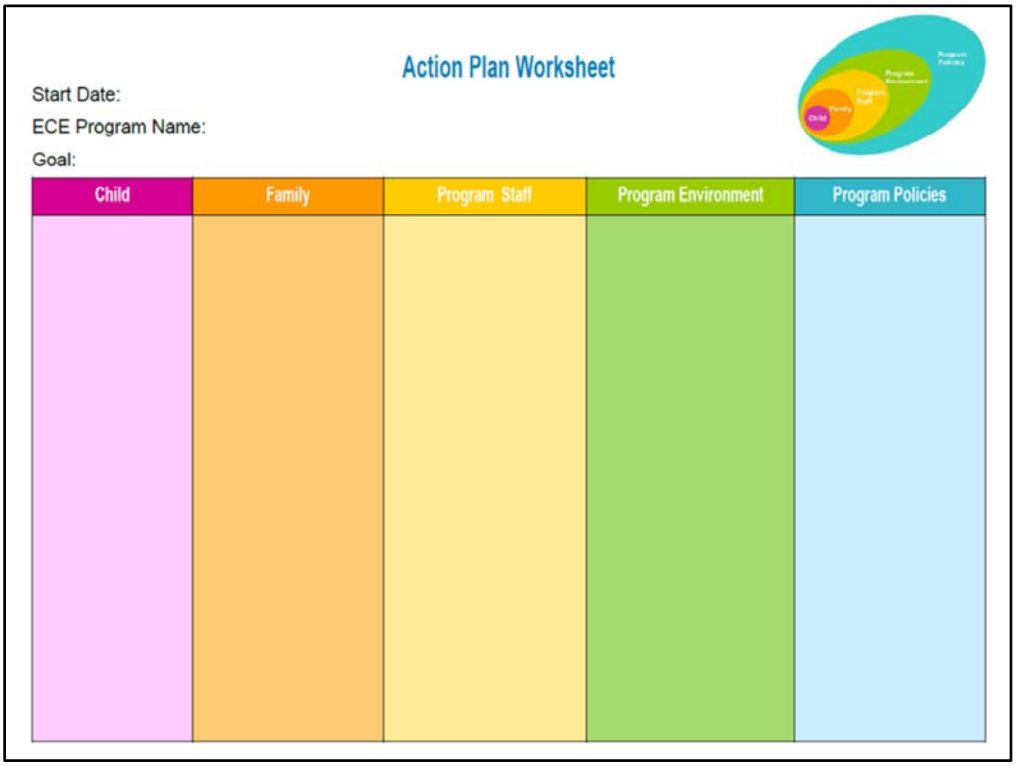


Note: It might be helpful to participants to have them refer back to the *Five Strengths and Five Areas of Improvement Worksheet* completed in the LS1 Action Period.

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.



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



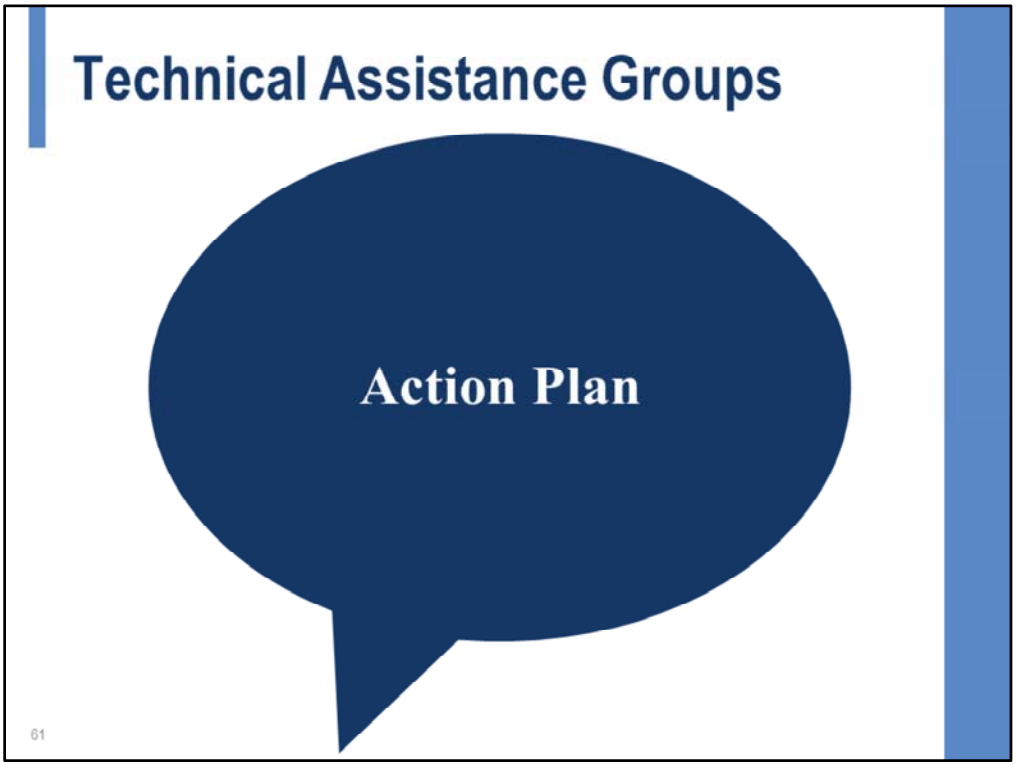
Note: Have participants turn to the blank *Action Plan Worksheet* in the Participant Handbook, and begin to draft a goal, objectives/steps, and action steps needed for the **child and family**. They should only complete these first TWO columns of this worksheet during this Learning Session.

- 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:

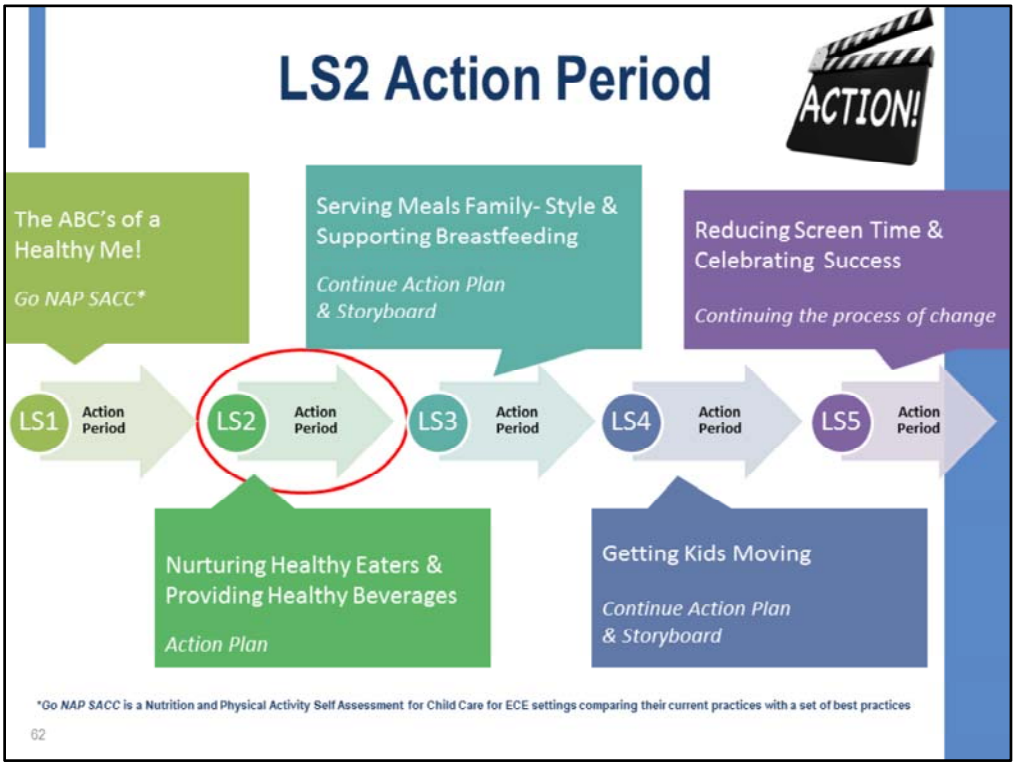
- Healthy eating and beverages;
- Physical activity;
- Screen time; and/or
- Breastfeeding support

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



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

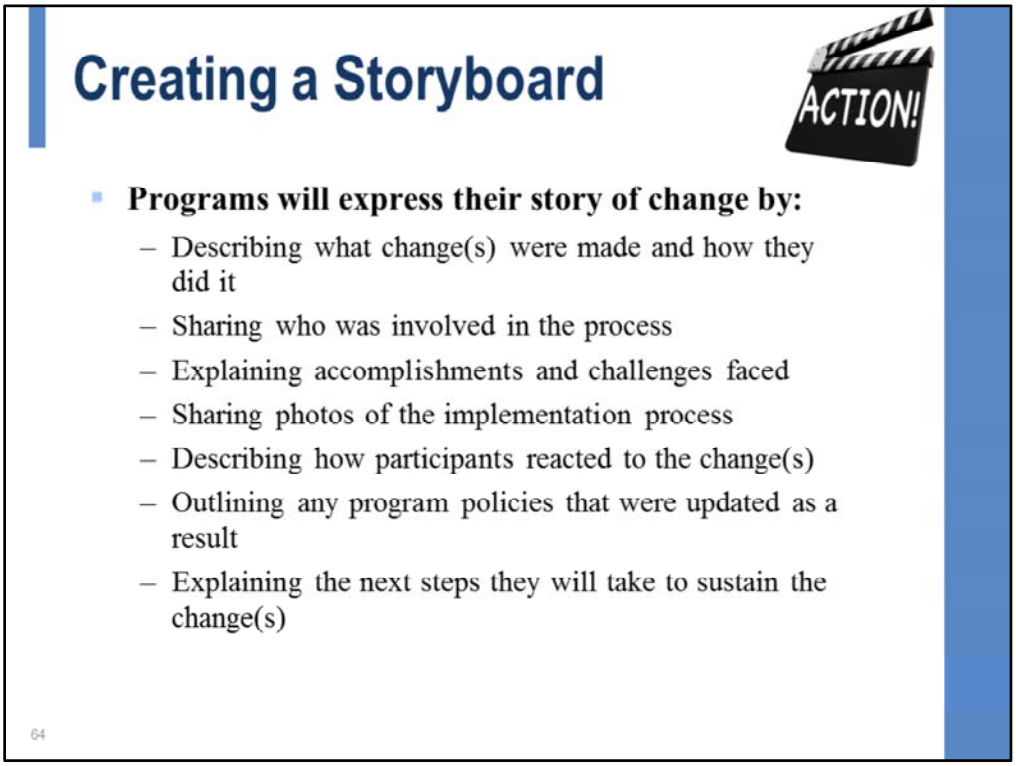
Using the 5 things the ECE program identified that they can improve upon, have participants identify a goal. Then ask participants to complete the "Child", and "Family", columns of the *Action Plan Worksheet*. As participants complete the column, discuss the importance of family engagement during the 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.

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.

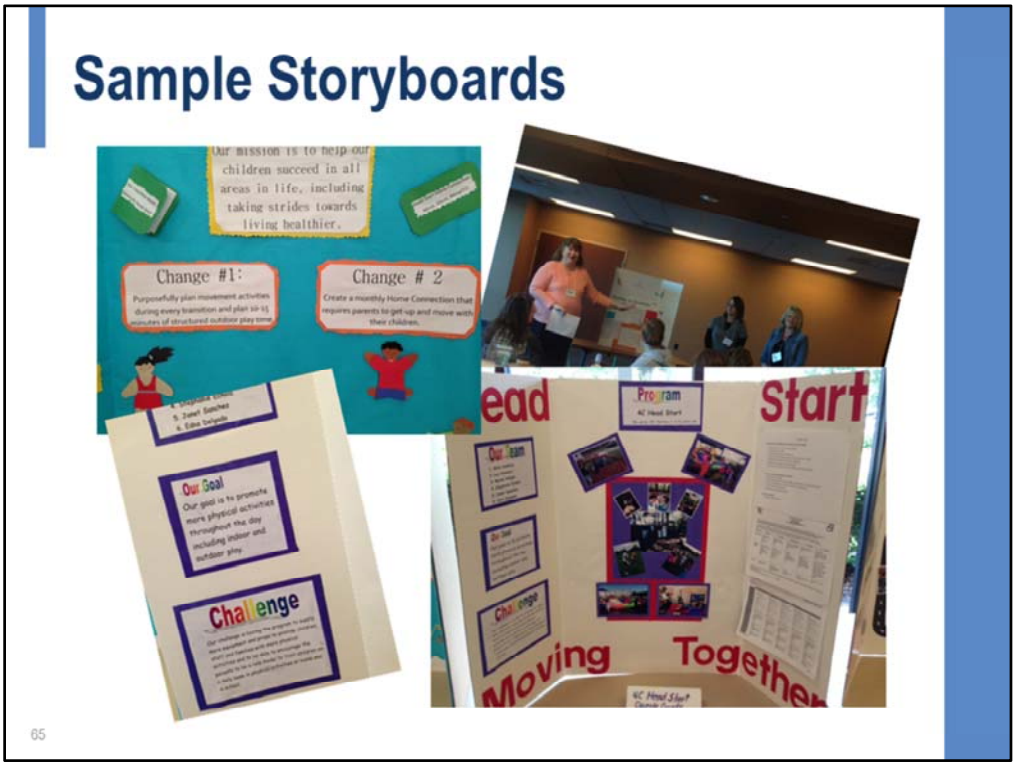


Note: Distribute the tri-fold boards – 1 per Leadership Team.

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:

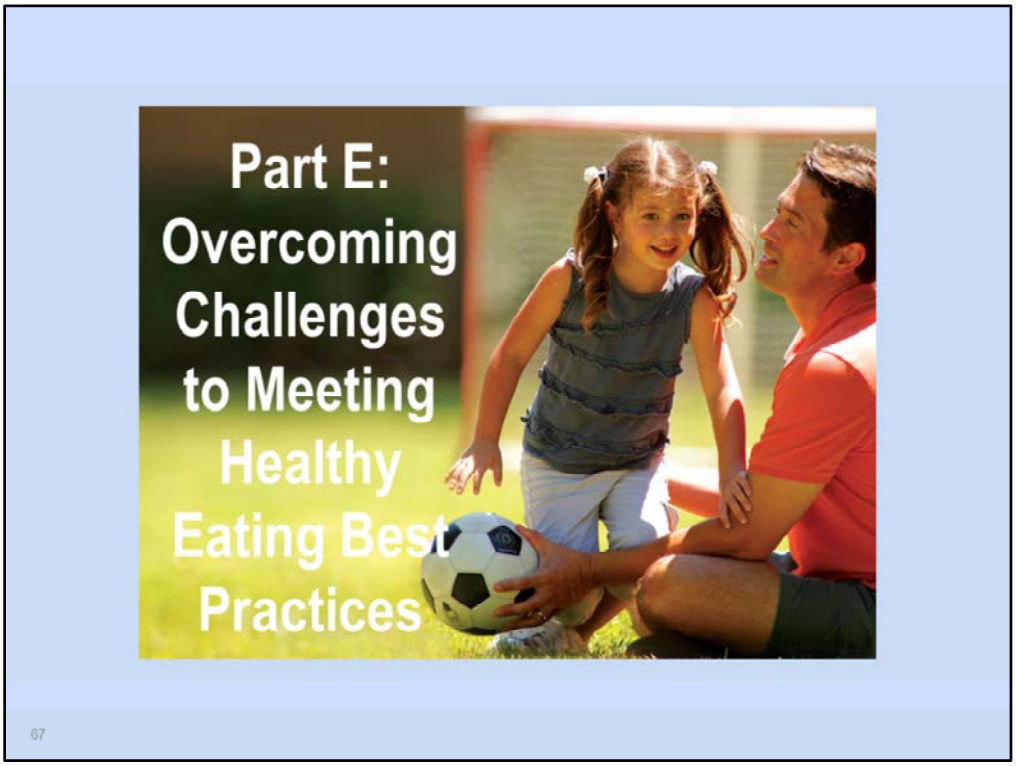
- Photos of the process including before, during and after the change(s);
- Anecdotes from teachers, families, children, and support staff;
- Assessments, observations and reflections;
- Documents including lesson plans or menus that demonstrate changes; and/or
- Children's art work that describe the 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.



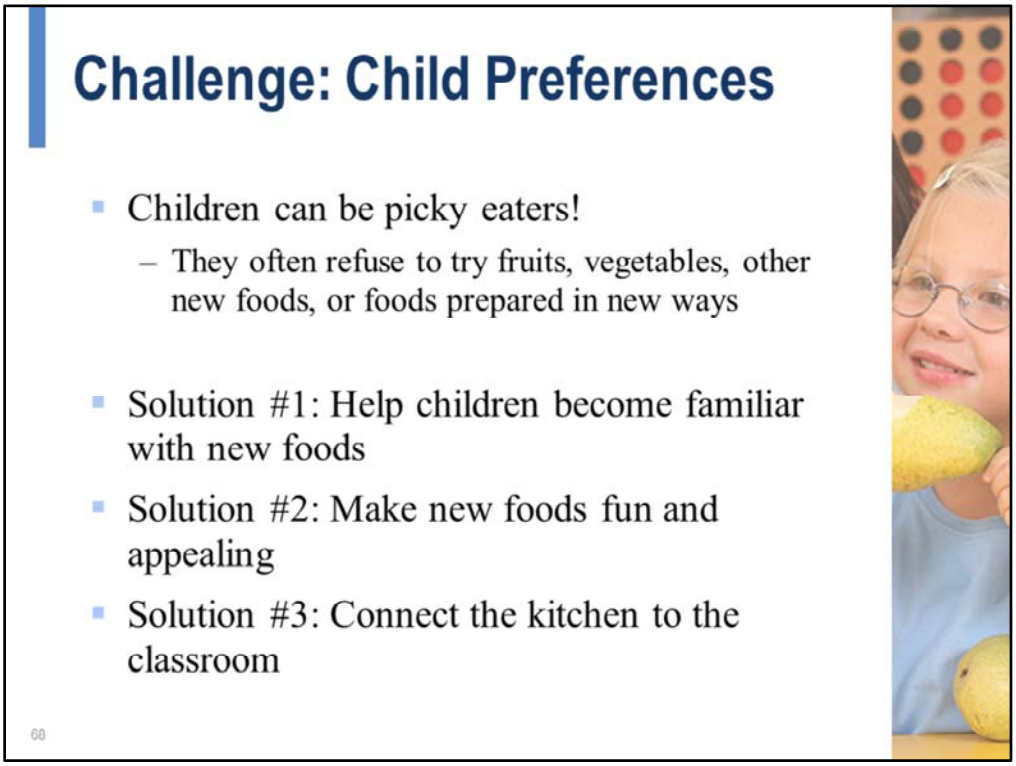
Participants will continue to build their storyboards between LS2 and LS5 and will bring their storyboards back to LS5 to present the change(s) they have made within their program.

Note: Use the *Nutrition and Movement Activity Book* to conduct the activity on page 23, *Salad Toss Hop*. 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.



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.



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

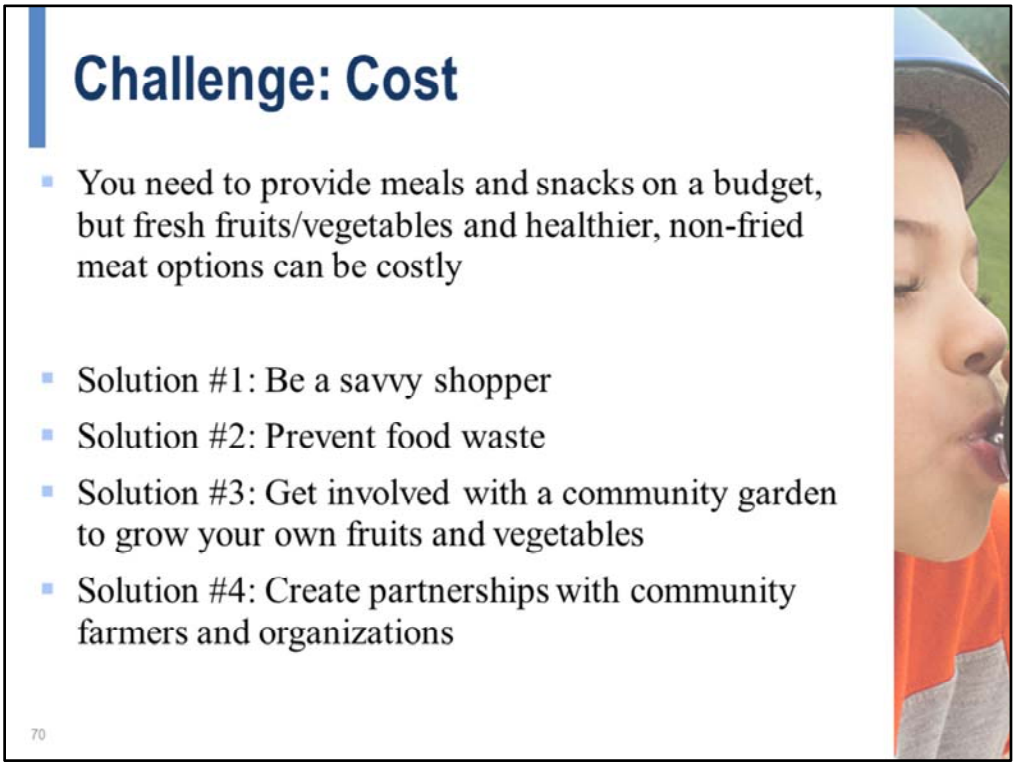
Solution #2: Make new foods fun and appealing
- Serve food in fun ways. For example, use raisins to make a smiley face in oatmeal.
- Make it a game. Challenge children to try fruits and vegetables of different colors.
- Make it fun. Host tasting parties for new foods where children can use stickers to 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

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



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.

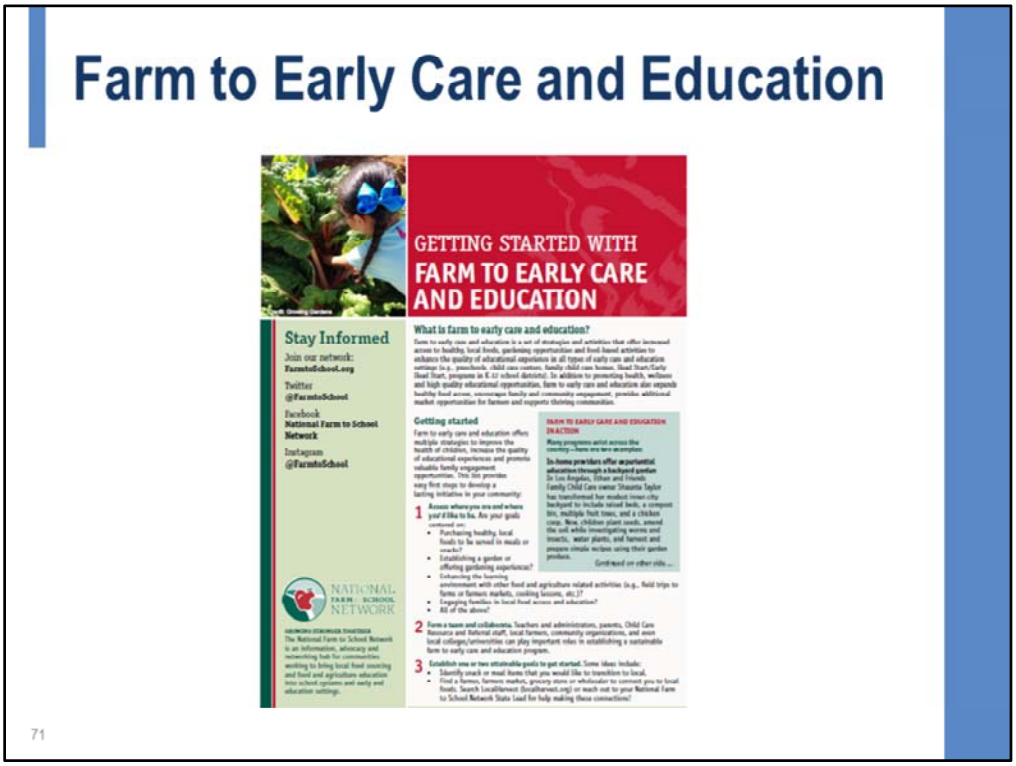
Resource: Check out interactive lessons and games such as "Tummy Talks" from Cooperative Extension.

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



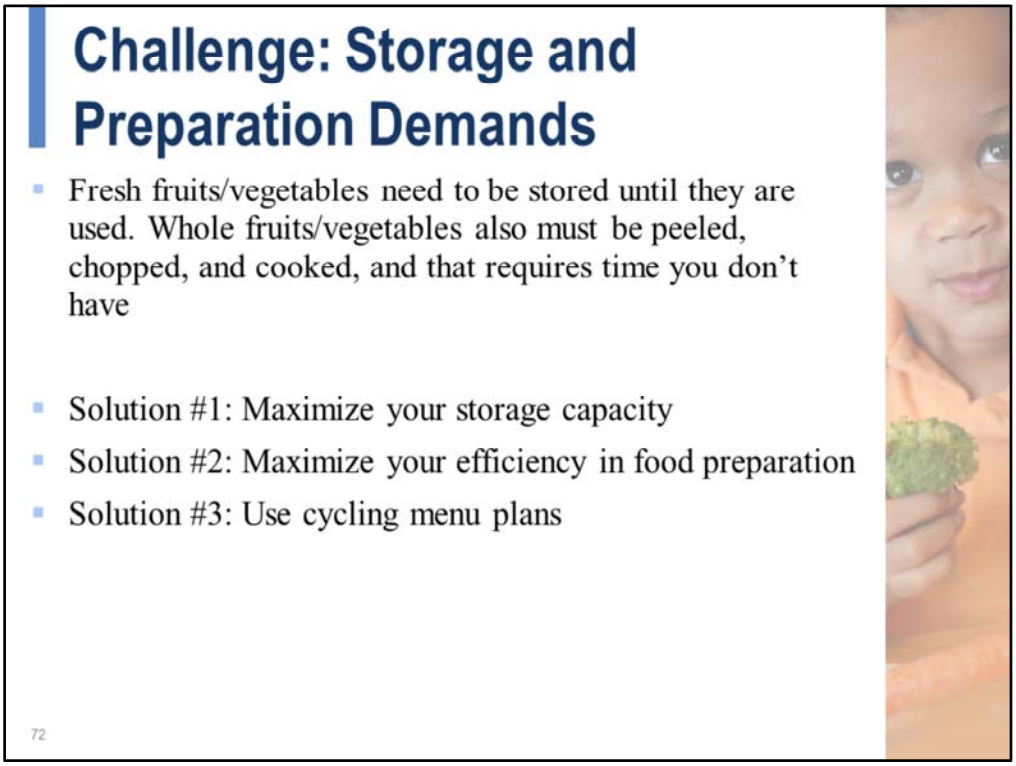
Note: Have participants turn to the *Getting Started with Farm to Early Care and Education* handout in the Participant Handbook or inform participants that it can be downloaded electronically.

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
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



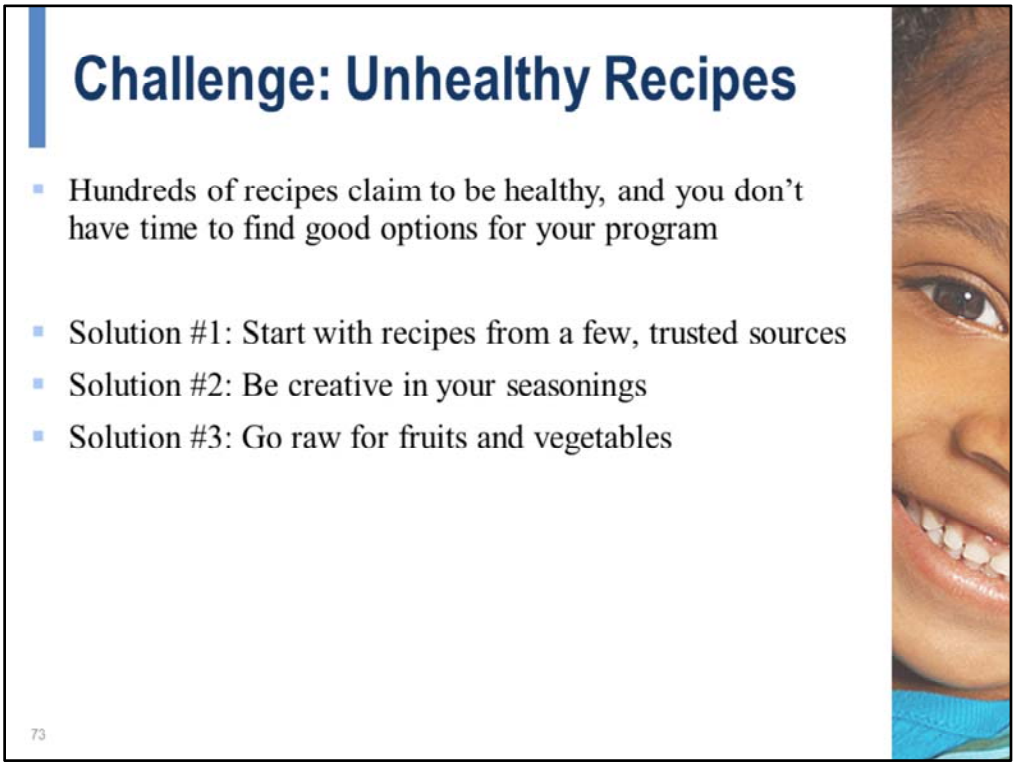
Fresh fruits/vegetables need to be stored until they are used. Whole fruits/vegetables also must be peeled, chopped, and cooked, and that requires time you don't have.

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



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


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

74

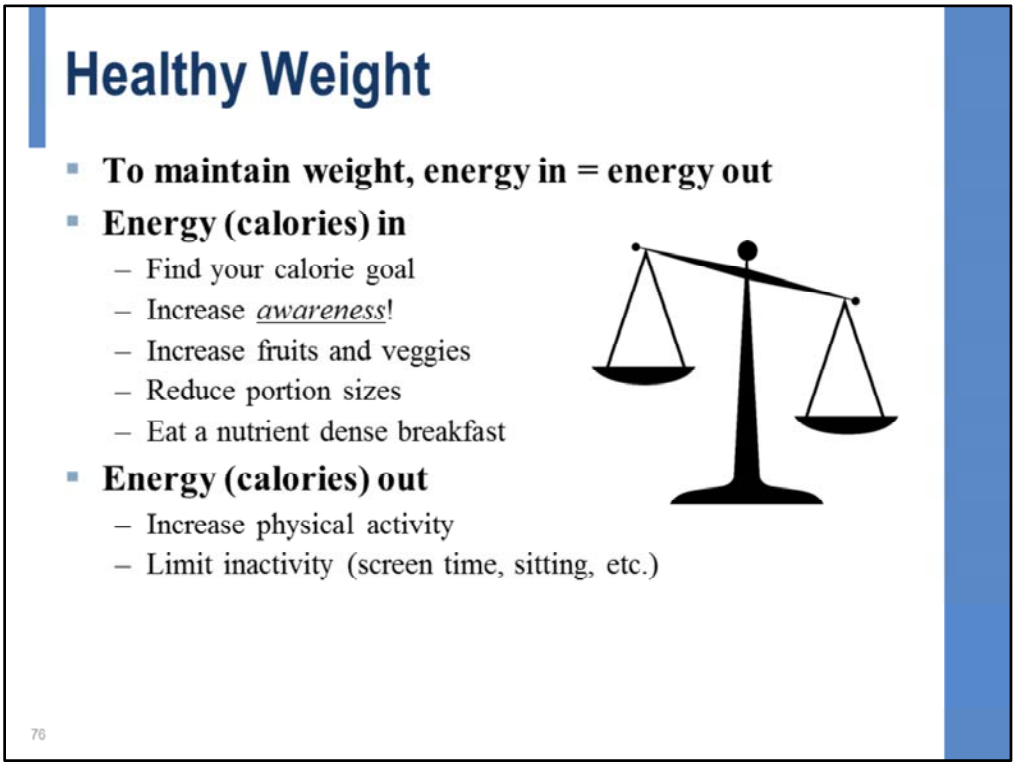
Weight should <u>not</u> be discussed with children - focus on healthy behaviors like eating and physical activity.

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, <u>not</u> 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.



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* 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

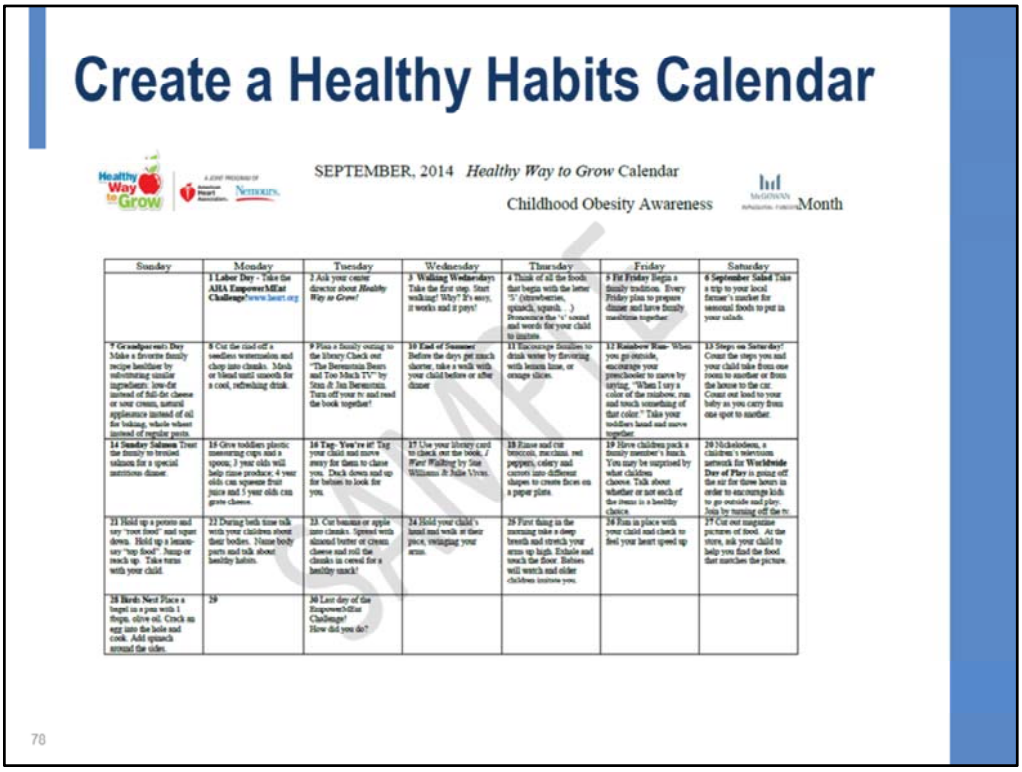
Energy out comes from regular daily activities, plus any additional physical activity.

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

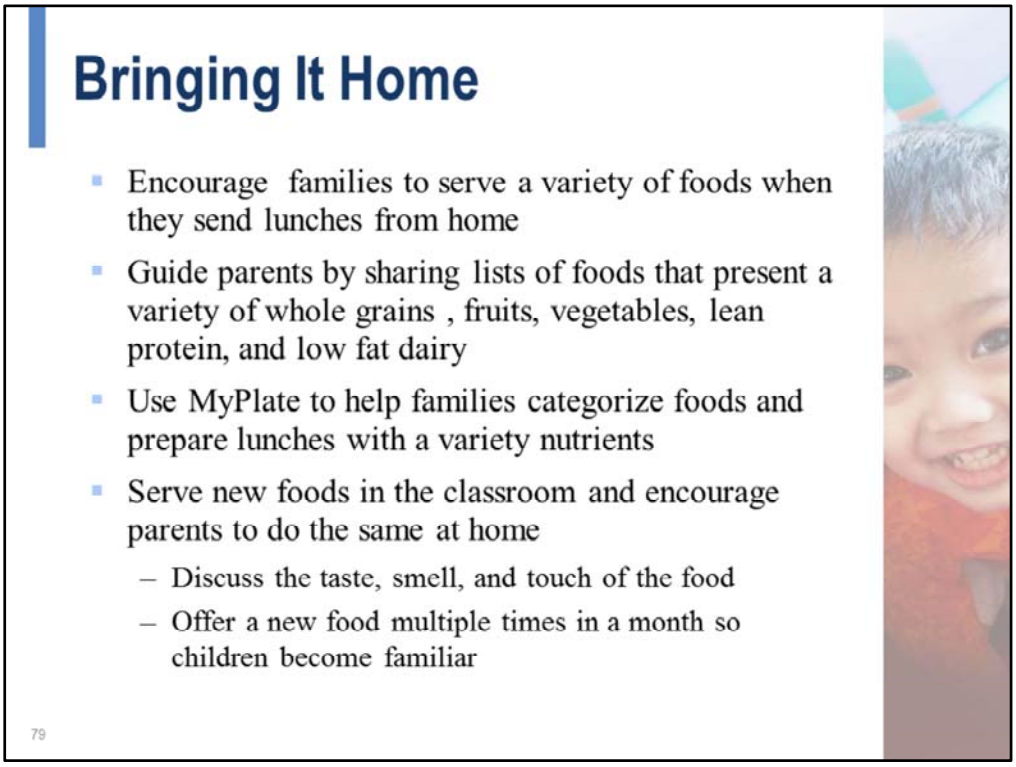
77



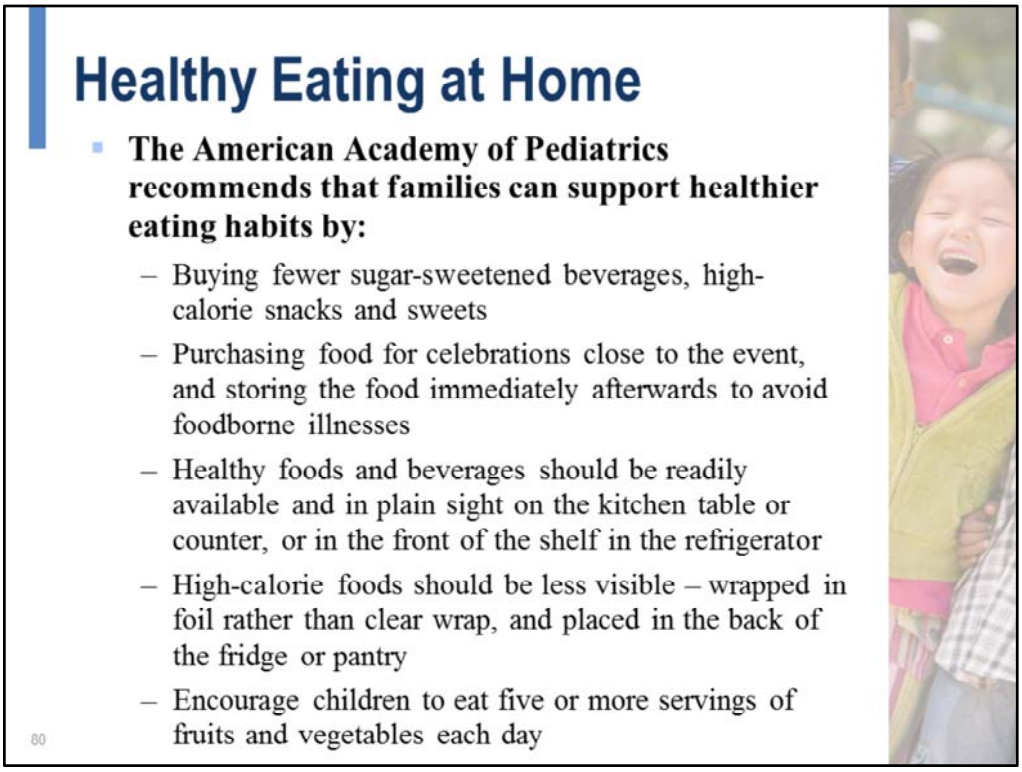
Note: Have participants turn to the *Healthy Way to Grow Calendar* in the Participant Handbook. Explain that this is an example of a calendar that can be developed by ECE programs and can be used in the classroom, but can also be sent home to families.

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.



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.



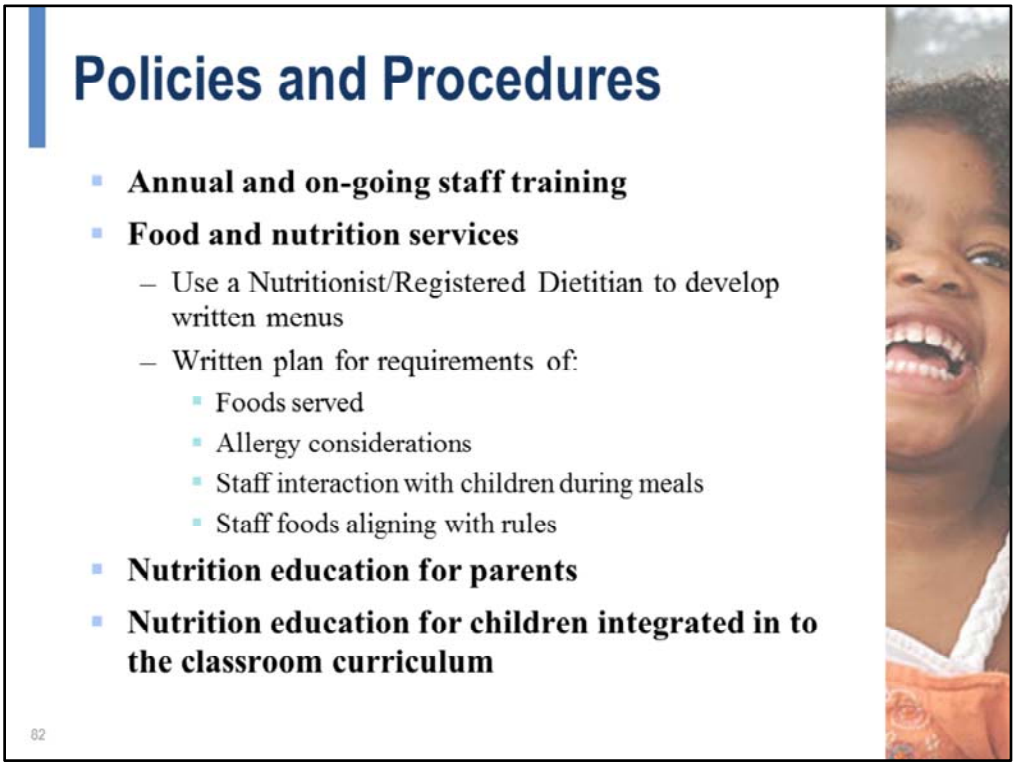
Programs can share these strategies recommended by the American Academy of Pediatrics (AAP) with parents and families to encourage healthier eating habits at home.

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

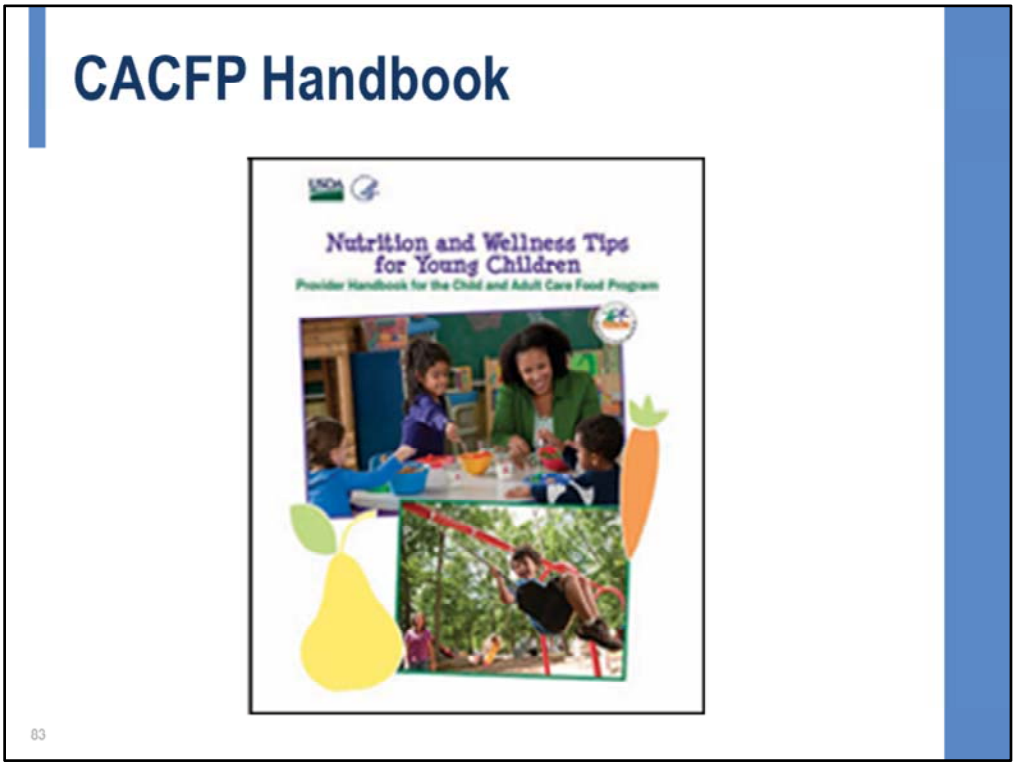
81



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:

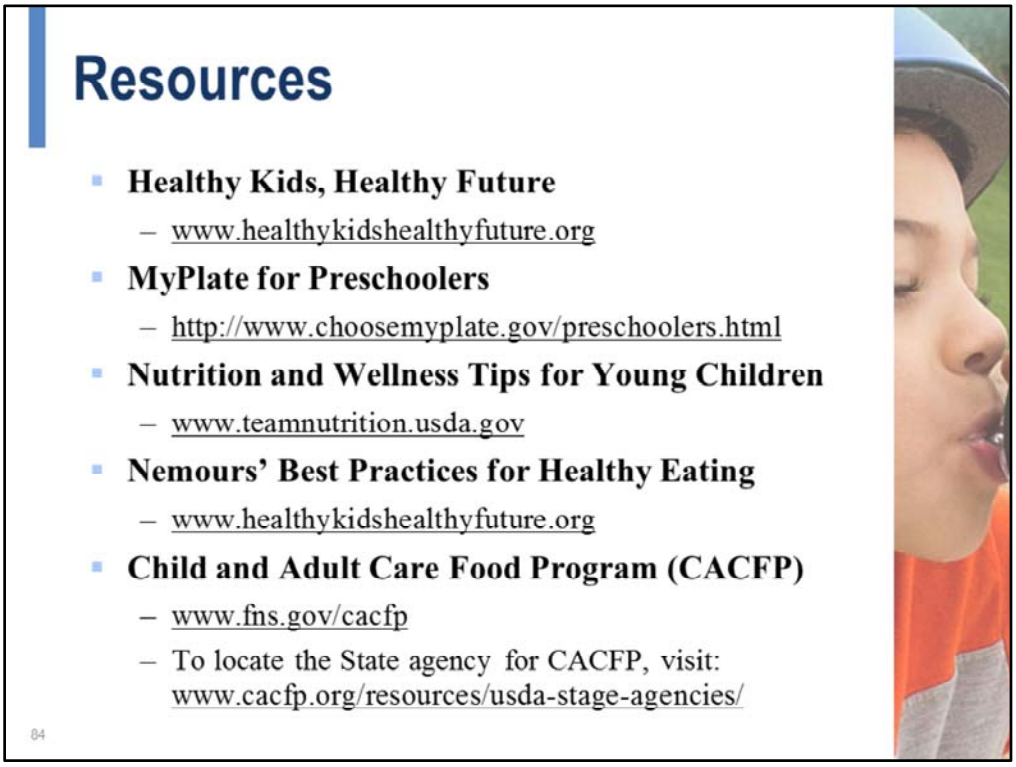
- Child Care Aware;
- QRIS monitors;
- Licensing Office;
- Cooperative Extension Service;
- CACFP Sponsoring Agency;
- YMCA; and/or
- WIC

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



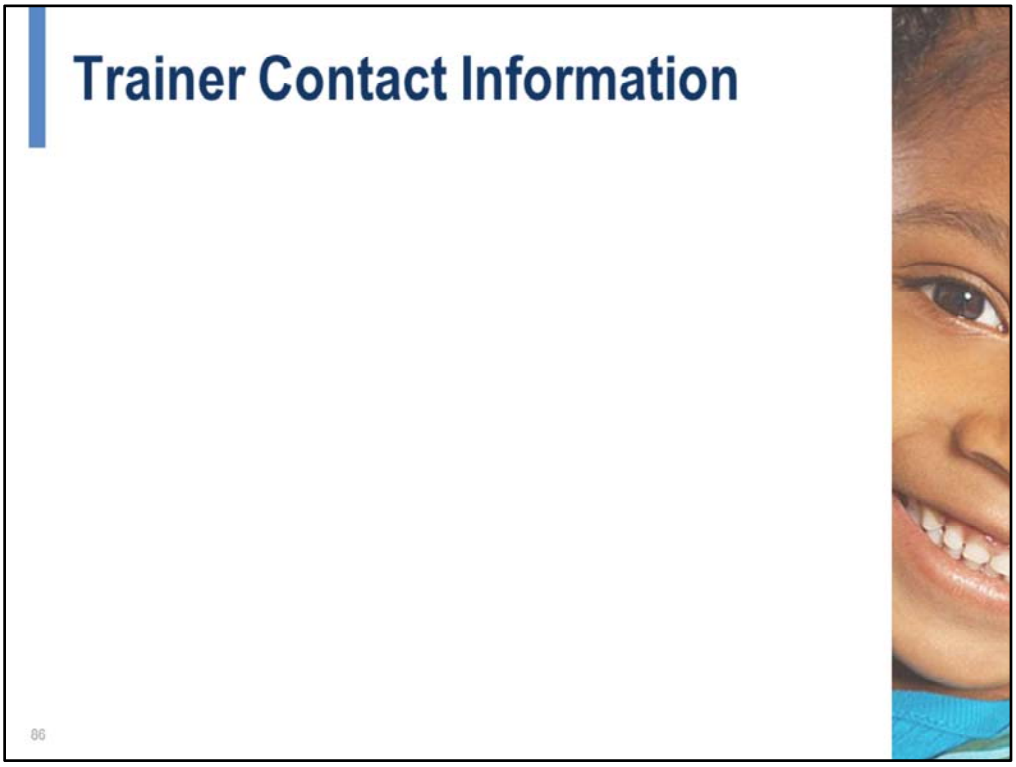
This *Nutrition and Wellness Tips for Young Children, Provider Handbook for the Child and Adult Care Food Program* not only provides information and tip sheets on nutrition and physical activity for young children, but also has activities providers can use to think through how they can use the information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



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.



Insert your contact information.