Learning Session 2: What is Our Role in Making Healthy Changes?
Early Childhood Health Promotion and Obesity Prevention

National Early Care and Education Learning Collaboratives (ECELC) Project

Acknowledgements

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  - For the evaluation component of this national effort
Part A: Healthy Environments

The Social Ecological Model
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 into the existing curriculum

- **Home environment**
  - Use parent newsletters to encourage parents to adopt healthy habits that are taught in the classroom

Creating a Healthy Eating Environment

- **Family-style dining is considered best practice**
  - Enjoy each other at meal time
  - 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
  - Respond to hunger and feeding cues so children recognize them
  - Role model at meal time
Creating a Healthy Eating Environment

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

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?
Teaching and Activity Environment – Lesson Planning

- **Literacy:** Use books on healthy foods 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, plant vegetables in a garden)
- **Art:** Have children use their imagination and draw pictures

Physical Activity Break
Part B: Best Practices for Healthy Eating

ABC's of a Healthy Me

A - Active play
B - Breastfeeding
C - Cut down on screen time
D - Drink milk and water
E - Eat healthy foods
Considerations for Healthy Eating

- Food groups
- Healthier options within food group
  - Example: whole grains vs. refined grains; low-fat dairy vs. full-fat dairy
- Variety within food group
  - Example: rotate protein source with beans, fish, poultry, red meat, etc.
- How much (portion size)
- How often (over the course of a week)
- How it is prepared
  - Example: baked vs. fried

Background Information

- Dietary Guidelines for Americans
  - Updated every 5 years, last updated in 2010
  - 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
  - Current guidelines are based on nutrition information from 1989
    - New recommendations should be released soon and will align with the most recent Dietary Guidelines for Americans
Current CACFP Meal Components

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

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
Top 5 Reasons Why Parents Give In When Kids Ask for Sugar – Dr. Wei

1. Parental guilt
   – Saying “no” to sugary foods/beverages is important for kids’ health

2. Lack of limits
   – Sugar consumption quickly adds up throughout a day
   – Teaching kids limits can help them learn healthier eating habits

3. Lack of awareness of sugar content
   – Juices, flavored milk, pouched drinks, soda, and sports drinks contain excessive amounts of sugar

4. Overwhelming strategic marketing and advertisement
   – Read the nutrition facts label, not statements on the front of the product before buying

5. Our perception that we need to make our children “happy”
Hidden Sugars

Added sugar intake for children should be limited to 3-4 teaspoons for 4-8 year olds, and 5-8 teaspoons for 8-16 year olds, daily. However, most American children have far more than this every day, and often just in one drink!

These comparisons to solid foods will show you just how much secret candy, a.k.a. sugar, is being sucked through that straw!
CACFP Handbook

Physical Activity Break
Testing Your Knowledge

Nemours Best Practices for Healthy Eating
Test Your Knowledge

- **What type(s) of beverage should be served to infants age birth to 7 months?**
  a) Whole milk
  b) Fat-free (skim) milk
  c) 1% (low-fat) milk
  d) Breast milk or formula
  e) Both b and c

- **What type(s) of milk should be served to children 12 through 23 months of age?**
  a) Whole milk
  b) 2% (reduced-fat) milk
  c) Fat-free (skim) milk
  d) 1% (low-fat) milk
  e) Any of the above

- **What type(s) of milk should be served to children 2 years and older?**
  a) Whole milk
  b) 2% (reduced fat) milk
  c) Fat-free (skim) milk
  d) 1% (low-fat) milk
  e) Either c or d

- **Children should receive no more than 1 serving per day (4-6 ounces) of what type(s) of juice?**
  a) 100% fruit & vegetable juice
  b) Juice cocktail
  c) Juice drink
  d) Any of the above
Test Your Knowledge

- Children should never be served sugar sweetened beverages. These include:
  a) Soda
  b) Non-100% juice drinks
  c) Sports drinks
  d) Energy drinks
  e) Lemonade
  f) All of the above

- Fried or pre-fried foods should be served:
  a) Once a month or never
  b) Once every two weeks
  c) Once a week
  d) Daily

Test Your Knowledge

- What is the best type of cheese to serve?
  a) Real cheese
  b) Cheese food
  c) Cheese product
  d) Low-fat or fat-free real cheese

- Cereals should contain no more than ___ grams of sugar per serving.
  a) 5
  b) 6
  c) 8
  d) 10
Test Your Knowledge

- **How often should whole grains be served?**
  - a) Once per day
  - b) Twice per day
  - c) Half of grains should be whole grains
  - d) All grains should be whole grain

- **Drinking water should be:**
  - a) Visible
  - b) Available for self-serve
  - c) Outside and inside
  - d) All of the above

Test Your Knowledge

- **Programs can serve fruits & vegetables that are:**
  - a) Fresh
  - b) Frozen
  - c) Canned
  - d) All of the above

- **Fruits & vegetables should *always* be prepared with added:**
  - a) Meat fat (lard)
  - b) Butter or margarine
  - c) Salt or sugar
  - d) None of the above
Physical Activity Break

Lunch
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 Action Tasks related to making healthy change
  - Use the five areas of improvement identified from the Go NAP SACC results to create your Pilot Action Plan

- **Trainers provide technical assistance (TA)**

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LS2 Action Period

- Identify 1-2 areas to improve for the program’s Pilot Action Plan
- Create a storyboard demonstrating what area the program improved and how it was accomplished
- Bring all Action Period materials back to LS3
  - *Pilot Action Plan: Planning for Healthy Change Worksheet*
  - Storyboard
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)

Part D: Family-Style Dining
Discussion:

Are you ready for family-style dining?

Family-Style Dining

Family-Style Dining with 2 Year Olds
Starting Family-Style Dining

Characteristics of Family-Style Dining

- Children help set the table
- Child-size tables, utensils, and serving dishes are utilized
- Food is passed in small containers
- Beverages are served in small pitchers
- Children serve themselves
- Adults sit at the table with children and role model by eating the same foods
- Children engage in conversation
Tools for Family-Style Dining

- Plastic wide lip bowls and platters
- Measuring cups or short handled hard plastic serving spoons
- Age and developmentally appropriate:
  - Cups
  - Small pitchers
  - Plates
  - Spoons
  - Plastic tongs
- Cleanup supplies

Child Size Equipment

- Developmentally appropriate equipment allows children to:
  - Develop and enhance fine motor skills to grasp, hold, and manipulate small objects and tools
  - Improve hand-eye coordination skills
Provider’s Role in Family-Style Dining

- Display appropriate dining manners
- Make each moment a teachable moment
  - Help expand children’s language skills
- Educate and integrate
  - Educate children on the various foods and proper ways to eat and serve
  - Integrate the information learned into your every day activities

Feeding Phrases

- Phrases that hinder:
  - “You have to eat that.”
  - “Do not leave the table until everything is finished.”
  - “Carli, look at Maria. She ate all of her bananas and you did not.”
  - “You may not have seconds, we don’t have enough to give them to everyone.”
  - “I’m going to tell your mom you weren’t a good eater today at school.”
Feeding Phrases

- **Phrases that help:**
  - “These radishes are crunchy!” What other vegetable is crunchy?
  - “This is a kiwi. It is sweet. What fruits do you like that are sweet?”
  - “What should you do when your stomach is full from eating?”
  - “Thank you for trying a new vegetable its ok that you did not like it.”

CACFP Supports Family-Style Dining

- **Have all food on the table at the beginning of the meal**
- **Have enough food available to meet meal pattern requirements for all children**
  - Try measuring cups to help children serve appropriate portions
  - Have enough for seconds
  - Expect spilled food as children learn to serve themselves
  - Children must be offered all foods at the table
  - An adult should sit with the children to facilitate and model
Family-Style Dining

- “Lunch box” kids can practice family-style dining for at least one meal component at mealtime
  - Program staff and parents can bring in whole produce
    - The fruit or vegetable should be cut up right before mealtime, and not outside of the facility
    - The cut up produce can be passed around and children serve themselves with child size utensils
- Encourage children to drink the provided beverage at mealtime
  - Children can serve themselves using child size pitchers
- Include children during set up and clean up of meals
- Healthy treats can be served family-style during classroom celebrations

Add to Exploratory Centers

- Housekeeping: Child sized utensils for pretend play
- Water Tables: Cups, spoons, bowls and pitchers available for use
- Outdoor: Practice using forks and spoon to scoop in the garden or sand
Housekeeping Center

- Housekeeping is the most common exploratory center that children engage in pretend play
- Children naturally demonstrate family-style dining in this area
- Make this area family friendly
  - Use household items such as healthy food containers from families to promote diversity and parent participation

Family-Style Dining at Home

- Encourage families to practice family-style dining at home
- You can promote family-style dining by:
  - Offering special days that parents can participate in eating family-style (Mother’s/Father’s Day Breakfast, Back to School Night, etc.)
  - Sending home easy/quick recipes that allow less time for cooking and more time for eating together at the table.
  - Taking photos of children eating family-style at the program and send home a conversation starter for ‘table talk’.
Mealtime Routine Sample Handout

Mealtime Routine Sample
1. GI issues
2. Transition to dinner
3. Seclusion and hand wash break
4. Children sit at the table and wash hands

Mealtime Routine Checklist

Mealtime Routine
- Use one set of utensils for all children.
- Children and teachers display of unruly behavior
- Transition — children choose quiet tasks or puzzle as others finish eating.

Family Style Mealtime Checklist

Appropriate controls on serving utensils
- Read and serve in rounds of appropriate children's utensils
- Serve food as needed. Do not leave food on children's trays or plates
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Family Style Practice Activities

Serving utensils practice (small group activity or set up a learning center in classroom) Practice with serve, consume, and clean individual trays/serving plates

Pouring practice (set up water tables or learning centers in classroom) Practice with single or multiple children

Cleaning practice (individual or small group activity) Practice with small water activities

Physical Activity Break

Physical Activity Break

Physical Activity Break

Physical Activity Break
Feeding Best Practices for Children

- Serve meals family-style
- Encourage self-feeding
- Eat when seated at a table
- Use appropriate serving sizes
  - Serve more only if the child is still hungry
  - Children will eat what they need
- Engage children in mealtime prep and cleanup
- Serve familiar and new foods
- Encourage children to try new foods, don’t force
- Do not use food as punishment or reward
- Integrate nutrition experiences for children into program activities
Partnering with Families

- 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

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
Partnering with Families

- 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 of 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

Healthy Fundraising

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<th>Recommended Fundraisers</th>
<th>Not Recommended Fundraisers</th>
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<td>Contests</td>
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<td>Gift cards</td>
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Sample Policy Statement:

When selecting a policy to implement, staff should consider the potential impact of the policy on students and the community. The policy should be reviewed by the school’s principal, district administrator, and the school board to ensure that it is consistent with the school’s mission and values.

Nemours is committed to providing a safe and healthy environment for all children and their families. Our mission is to improve the health of children and families by providing comprehensive care, education, and research.

7/6/2015
Healthy Celebrations

Celebrate in a way that promotes healthy habits and introduces children to new healthy foods. Include a variety of fruits and vegetables, limit sweetened beverages, and offer low-fat milk and cheese. Consider the portion size of foods served and the types of activities planned. Provide beverages and snacks that support healthy choices.

Tips

- Choose healthy foods that don’t have too much sugar, salt, or fats.
- Encourage children to help make a special healthy treat.
- Include whole grains, like whole wheat bread and pasta, in your treats.
- Plan some time for physical activity during your celebration.
- Include children in the planning and preparation of the celebration.
- Keep the celebration fun and exciting for all ages.

Resources

- MyPlate for Preschoolers
  - [http://www.choosemyplate.gov/preschoolers.html](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)
Questions?

LS2 Feedback Forms