National Early Care & Education Learning Collaboratives:
Taking Steps to Healthy Success
Learning Session 5, 4th Edition
Implementation Guide
April 2018
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## Who to Call for Help

General inquiries: ecelc@nemours.org. We respond within 2 business days.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Primary Contact</th>
<th>Secondary Contact</th>
</tr>
</thead>
</table>
| Child Health and Development Technical Assistance | Kevin Cataldo 202-649-4422  
Kevin.Cataldo@nemours.org |                            |
| Early Childhood Education Technical Assistance   | Kevin Cataldo 202-649-4422  
Kevin.Cataldo@nemours.org |                            |
| Collaboratives – Implementation                  | State Project Coordinator  
Julie Shuell 202-649-4420  
Julie.Shuell@nemours.org |                            |
| Curriculum – Standard                            | Kevin Cataldo 202-649-4422  
Kevin.Cataldo@nemours.org |                            |
| Curriculum – Customized                          | Kevin Cataldo 202-649-4422  
Kevin.Cataldo@nemours.org |                            |
| Coaching/Mentoring Providers After On-Site Sessions | State Project Coordinator  
Julie Shuell 202-649-4420  
Julie.Shuell@nemours.org |                            |
| Go NAP SACC                                      | Catherine Plumlee 402-559-6682  
cplumlee@centerfornutrition.org  
Amy Yaroch ayrroch@centerfornutrition.org |                            |
| Monitoring & Evaluation                          | Catherine Plumlee 402-559-6682  
cplumlee@centerfornutrition.org  
Amy Yaroch ayrroch@centerfornutrition.org |                            |
| Invoices to Nemours                              | Roshelle Payes 202-649-4426  
Roshelle.Payes@nemours.org  
Julie Shuell 202-649-4420  
Julie.Shuell@nemours.org |                            |
| Healthy Kids, Healthy Future Quiz                | Catherine Plumlee 402-559-6682  
cplumlee@centerfornutrition.org  
Amy Yaroch ayrroch@centerfornutrition.org |                            |
| Monthly Progress Reports to Nemours              | Roshelle Payes 202-649-4426  
Roshelle.Payes@nemours.org  
Julie Shuell 202-649-4420  
Julie.Shuell@nemours.org |                            |
| Professional Development and/or Clock Hours/CEUs for Providers | State Project Coordinator  
Julie Shuell 202-649-4420  
Julie.Shuell@nemours.org |                            |
| Provider Recruitment & Retention                 | State Project Coordinator  
Julie Shuell 202-649-4420  
Julie.Shuell@nemours.org |                            |
| Press Releases and/or Media Requests             | State Project Coordinator  
Julie Shuell 202-649-4420  
Julie.Shuell@nemours.org  
Roshelle Payes 202-649-4426  
Roshelle.Payes@nemours.org |                            |
| State Partnerships                               | Julie Shuell 202-649-4420  
Julie.Shuell@nemours.org  
Roshelle Payes 202-649-4426  
Roshelle.Payes@nemours.org |                            |
| Sub-Award Agreements with Nemours                | Roshelle Payes 202-649-4426  
Roshelle.Payes@nemours.org  
Julie Shuell 202-649-4420  
Julie.Shuell@nemours.org |                            |
| Technical Assistance Protocols/Forms/Submission  | State Project Coordinator  
Tom Bernard ta@centerfornutrition.org |                            |
| Web Based Portal (located on the Change Your Community tab of www.healthykidshealthyfuture.org) | Cindy Caldwell ccaldwel@nemours.org  
Alexandra Hyman 202-649-4425  
Alexandra.Hyman@nemours.org |                            |
| FileMaker Go Technical Assistance                | Tom Bernard ta@centerfornutrition.org  
Catherine Plumlee 402-559-6682  
cplumlee@centerfornutrition.org |                            |
Taking Steps to Healthy Success

Learning Session 5: Overview

Learning Session 5: Reducing Screen Time & Celebrating Success

Overview

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

Key content includes information on

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

Post-session (Action Period)

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

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

Objectives

At the end of the Learning Session, participants will:

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


## Learning Session 5:
Reducing Screen Time & Celebrating Success

### Sample Agenda

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:00 am</td>
<td>Check-In</td>
</tr>
<tr>
<td>9:00 – 9:30 am</td>
<td>Welcome Back</td>
</tr>
<tr>
<td></td>
<td>• <strong>Evaluation</strong>: Healthy Kids, Healthy Future Checklist Quiz</td>
</tr>
<tr>
<td>9:30 – 11:00 am</td>
<td>Presenting Storyboards</td>
</tr>
<tr>
<td>11:00 – 11:45 am</td>
<td><strong>PPT Part A</strong>: Best Practices for Screen Time</td>
</tr>
<tr>
<td></td>
<td>• <strong>Video</strong>: Select Media with Intention</td>
</tr>
<tr>
<td></td>
<td>• <strong>Activity</strong>: Go, Slow, or Whoa</td>
</tr>
<tr>
<td></td>
<td>• <strong>Early Learning Standards Physical Activity Break</strong>: Refer to the Beach Ball High activity on page 5 in the <em>Nutrition and Movement Activity Book</em></td>
</tr>
<tr>
<td>11:45 am – 12:30 pm</td>
<td><strong>Networking Lunch</strong></td>
</tr>
<tr>
<td>12:30 – 12:45 pm</td>
<td><strong>PPT Part B</strong>: Overcoming Challenges to Meeting Screen Time Best Practice</td>
</tr>
<tr>
<td></td>
<td>• <strong>Video</strong>: Screen Free Moments: Promoting Healthy Habits</td>
</tr>
<tr>
<td>12:45 – 1:00 pm</td>
<td><strong>PPT Part C</strong>: Extending Your Learning — Staff, Families and Program Policies</td>
</tr>
<tr>
<td>1:00 – 1:30 pm</td>
<td><strong>PPT Part D</strong>: Continuing the Process of Change</td>
</tr>
<tr>
<td>1:30 – 2:00 pm</td>
<td><strong>PPT Part E</strong>: National, State and Local Support</td>
</tr>
<tr>
<td>2:00 – 2:45 pm</td>
<td><strong>PPT Part F</strong>: Professional Development Activity</td>
</tr>
<tr>
<td>2:45 – 3:00 pm</td>
<td>Check-Out</td>
</tr>
</tbody>
</table>
# Part 2: Content Implementation — Learning Session 5

<table>
<thead>
<tr>
<th>LS5: Materials List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Check-In</strong></td>
</tr>
<tr>
<td>• Check-in signs (for example A-I, J-R, S-Z)</td>
</tr>
<tr>
<td>• Pre-filled participant sign-in sheets (name and enrollment ID)</td>
</tr>
<tr>
<td>• Pens</td>
</tr>
<tr>
<td>• Nametags</td>
</tr>
<tr>
<td>• LS5 Participant Handbooks (one per program)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Welcome Back</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Back</td>
</tr>
<tr>
<td>• Learning Session 5 Participant Handbook</td>
</tr>
<tr>
<td>• Learning Session 5 Implementation Guide</td>
</tr>
<tr>
<td>• Healthy Kids, Healthy Future Checklist Quiz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presenting Storyboards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presenting Storyboards</td>
</tr>
<tr>
<td>• Index cards for participant notes and ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PPT Part A: Best Practices for Screen Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• PPT Part A: Best Practices for Screen Time</td>
</tr>
<tr>
<td>• Video: <em>Select Media with Intention</em></td>
</tr>
<tr>
<td>• Activity: <em>Go, Slow, or Whoa</em></td>
</tr>
<tr>
<td>• Early Learning Standards Physical Activity Break: Refer to the <em>Beach Ball High</em> activity on page 5 in the <em>Nutrition and Movement Activity Book</em></td>
</tr>
<tr>
<td>• Your state’s Early Learning Standards</td>
</tr>
<tr>
<td>• Materials needed for chosen activity:</td>
</tr>
<tr>
<td>• 3-4 beach balls</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PPT Part B: Overcoming Challenges to Meeting Screen Time Best Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• PPT Part B: Best Practices for Screen Time</td>
</tr>
<tr>
<td>• Video: <em>Screen Free Moments: Promoting Healthy Habits</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PPT Part C: Extending Your Learning — Staff, Families and Program Policies</strong></th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PPT Part D: Continuing the Process of Change</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• PPT Part D: Continuing the Process of Change</td>
</tr>
<tr>
<td>• Technical Assistance Groups</td>
</tr>
<tr>
<td>• Copies of the blank <em>Action Plan Worksheet</em></td>
</tr>
<tr>
<td>• Learning Session 5 Participant Handbook: Participants refer to the <em>Sample Action Plan Worksheet</em> and <em>Action Plan Worksheet</em></td>
</tr>
<tr>
<td>• Learning Session 5 Implementation Guide: Trainers refer to the <em>Sample Action Plan Worksheet</em> and <em>Action Plan Worksheet</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PPT Part E: National, State and Local Support</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• PPT Part E: National, State and Local Support</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PPT Part F: Professional Development Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• PPT Part F: Professional Development Activity</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Check-Out</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• National ECELC Project completion certificates</td>
</tr>
</tbody>
</table>
Check-In (30 min.)

**SET UP:**

Set up the night before if possible. If not, plan on setting up early the day of the training. Refer to the Materials List on page 6 for a complete list of what to set out or store for later. Set out sign-in sheets, nametags, and pens on tables near the main room entrance. In addition:

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

**CHECK-IN:**

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

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

**TIPS:**

- Five minutes before start time, begin asking participants to find their seats.
Welcome Back (30 min.)

SET UP:
Prepare PPT: Reducing Screen Time and Celebrating Success.

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

Healthy Kids, Healthy Future Checklist Quiz

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

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

**Date Completed:______________________________**

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

**Answer if you serve PRESCHOOLERS**

- **All meals to preschoolers are served family style so that children are encouraged to serve themselves with limited help**
  - ✗
  - ☑
  - ☑
  - ☑
### Part 2: Content Implementation – Learning Session 5

#### Best Practices

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

SET UP:

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

PRESENT:

- Large Group:
  - Allow Leadership Teams, or a representative from the Leadership team, to present their storyboards in front of the large group;
  - This segment is approximately 1 hour and 30 minutes in length. Inform participants that they will have ___________ minutes for each presentation, including time for questions; and
  - Provide a 1 minute warning when participant’s times are almost up.

- Small Group:
  - Break participants up into their technical assistance groups;
  - Allow the Leadership Teams, or a representative from the Leadership Team, to present their storyboards in front of the technical assistance groups;
  - This segment is approximately 1 hour and 30 minutes in length. Inform participants that they will have ___________ minutes for each presentation, including time for questions; and
  - Provide a one-minute warning when participant’s times are almost up.

- Gallery Walks
  - Make sure there is enough space to display storyboards on tables throughout the room; and
  - Ask participants to walk around the room and review the storyboards.
PPT Part A – Best Practices for Screen Time (45 min.)

Physical Activity Break

Set Up:
- Set up the physical activity of your choosing from the Nutrition and Movement Activity Book; and
- Gather materials needed for the activity.

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

Video: Select Media With Intention

Play:
- Select Media With Intention

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

Go, Slow, or Whoa Activity

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

**SET UP:**
- Conduct the *Beach Ball High* activity on page 5 in the *Nutrition and Movement Activity Book*;
- Gather materials needed for the activity; and
- Have your state’s Early Learning Standards available during and at the end of the activity to facilitate a discussion.

**ACTION:**
- Make sure everyone has enough space, and conduct the *Beach Ball High* activity from the *Nutrition and Movement Activity Book*;
- After the activity, facilitate a discussion around the common domains of your state’s Early Learning Standards addressed in the activity; and
- Encourage the participants to use your state’s Early Learning Standards as a guide.
- Common domains addressed in the activity include:
  - **Health and Physical Development:**
    - *Large Muscle Development* – children increase their large muscle control and coordination through tossing the ball.
    - *Hand/Eye Coordination* is enhanced as children move their body to get under and make contact with the ball to hit it to another individual.

*Note:* There may be additional domains and standards addressed in this activity. Feel free to customize the answers to align with your state’s Early Learning Standards.

*Networking Lunch (45 minutes)*
## Go, Slow, or Whoa Activity

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

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

Video: Screen Free Moments: Promoting Healthy Habits

PLAY:
- Screen Free Moments: Promoting Healthy Habits

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

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

PRESENT:

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

PRESENT:
- PPT Part D: Continuing the Process of Change

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

**ACTION:**

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

**Start Date:** January  
**ECE Program Name:** ABC Child Care Center  
**Goal:** Limit screen time in our program and adopt a new screen time policy.

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

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

SET UP:

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

ACTION:

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

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

SET UP:

• Invite a guest speaker to provide a professional development activity for your participants.
  – Example: Invite Master Gardeners from the Cooperative Extension Service to present on the services they offer in the community. Have them conduct an activity on how to start a container garden.
Check-Out (15 min.)

**SET UP:**
- Set up any take-away materials assembly line style on the check-in tables;
- Provide a container for participants to drop off nametags;
- Assign one person to highlight (or otherwise record) the program name on a list after all documents and nametags are collected and take-away items are picked up; and
- Have the National Early Care and Education Learning Collaboratives completion certificates ready for distribution.

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

**ACTION:**
- Thank participants for being a part of the Learning Collaborative;
- Request that participants do the following before leaving today:
  - Drop their nametag in the container on the check-in table; and
  - Collect their National Early Care and Education Learning Collaboratives completion certificate.
- Set aside 15 minutes to sit down with your co-trainer(s) and volunteers to discuss and record first thoughts about what went well and what could be improved.
REFERENCES FOR: Taking Steps to Healthy Success: An Early Care and Education Learning Collaborative to Promote Healthy Practices and Prevent Obesity


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


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


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