Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a Five-year Cooperative Agreement (U58DP004102-01) to support states/localities in launching early care and education learning collaboratives focused on childhood obesity prevention. The views expressed in written materials or publications, or by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

Learning Session 1:
The ABC’s of a Healthy Me

Early Childhood Health Promotion
and Obesity Prevention

National Early Care and Education
Learning Collaboratives (ECELC) Project

Acknowledgements

A special thank you to:

- **Centers for Disease Control and Prevention (CDC)**
  - For generous funding support and expertise

- **Nemours**
  - For their expertise, materials, support, and time spent on the project’s implementation

- **Gretchen Swanson Center for Nutrition**
  - For the evaluation component of this national effort
Learning Session 1 Objectives

At the end of the Learning Session, participants will:

1. Identify at least two examples of changes in our society or environment that have contributed to childhood obesity over the years.
2. Identify at least two benefits of implementing best practices for nutrition, physical activity, screen time, and breastfeeding support.
3. Name at least two practices for creating a family-friendly environment.
4. Complete at least four Go NAP SACC instruments to assess program policies and practices.

Part A: The ECELC Project
Nemours National ECELC

Early Care and Education Learning Collaboratives (ECELC)

- Community of learners for childhood obesity prevention
  - Network of shared ideas and mutual support
  - Resources for healthy practice and policy changes
  - Research on best ways to implement best practices
Early Care and Education Learning Collaboratives (ECELC)

- Aligned with national best practice guidelines from:
  - Healthy Kids, Healthy Future
  - Preventing Childhood Obesity in Early Care and Education Programs (2nd Edition)
  - Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC)
- Focus on quality ECE, and children’s health as the foundation for life-long success
- Obesity prevention in the context of health promotion and wellness made possible by the power of ECE providers

How are ECE Providers Powerful?

- Unique position to impact children and their families
- Influence on knowledge, attitudes and healthy habits
- Opportunities to create healthy environments
- Families look to providers as a resource
- We know you make a difference!
Leadership Team Model

ECE Programs

Self-Defined Leadership Team

Owner/Director

Lead Teacher

Foodservice Personnel

Learning Session 1

The ABC’s of a Healthy Me!
Go NAP SACC*

Serving Meals Family-Style & Supporting Breastfeeding
Continue Action Plan

Reducing Screen Time & Celebrating Success
Continuing the process of change

Nurturing Healthy Eaters & Providing Healthy Beverages
Action Plan

Getting Kids Moving
Continue Action Plan & Storyboard

*Go NAP SACC is a Nutrition and Physical Activity Self Assessment for Child Care for ECE settings comparing their current practices with a set of best practices.
Complete HKHF Quiz

As a Leadership Team, complete the 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 start on meeting this best practice</th>
<th>Unable to work on meeting this best practice right now</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer if you serve T fluors or PRESCHOOLERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
</tbody>
</table>
Part B: Healthy Development

The Obesity Epidemic’s Impact

- Overweight and obesity increased rapidly in a short period of time among children, youth and adults in the U.S.

- The upcoming video will show how adult obesity rates changed in the U.S. since 1989
Video Module 1

The National Early Care and Education Learning Collaboratives Project:
VIDEO TO ACCOMPANY LS1

Nemours is currently funded by the CDC under a five-year Cooperative Agreement (U58DP0H0525) to support states in launching ECE learning collaboratives focused on obesity prevention. The views expressed in written materials or publications by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

Video Module 1
Take Away Messages

23% of children are overweight or obese in the U.S. (NHANES, 2011-2012)

Some children are at a higher risk for obesity. American Indian and Alaska Native children typically have the highest rates, followed by Hispanic children.

Children who are overweight between ages 2-5 years are 5 times as likely to be overweight or obese as adults.

1 in 8 preschool aged children is obese.
State Childhood Overweight/Obesity Rates

- 2014: Percent of WIC children aged 2 to 4 years who have obesity

Long-Term Impact of Obesity

- Health problems in children formerly seen only in adults:
  - Heart disease
    - High blood pressure (hypertension)
    - High cholesterol
  - Type 2 diabetes
  - Hip and joint problems

- Serious long-term risks:
  - Increased risk of developing co-morbid conditions
  - Negative impact on mental health
  - Shortened life expectancy
Discussion:

What Has Contributed to Childhood Obesity Over the Past Thirty Years?

Changes in Our Society and Environment

More Calories In
- Higher caloric foods
- Larger portion sizes
- Consumption of soda & sweetened beverages
- More meals away from home
- Growth of food industry and advertising

Less Calories Out
- Less physical activity
- Lack of walkable communities
- Automobile travel
- Perception of safety in communities
- Watching more TV and using devices
- More labor assisting devices in the workplace
Our Food Environment:
Sugar, Salt, and Fat

Activity:
What’s that slogan?
What’s that slogan?

I’m lovin’ it.

What’s that slogan?

Think outside the bun.
What’s that slogan?

Have it your way!

What’s that slogan?

Finger-lickin’ good.
What is Healthy Development?

- Healthy development is the capability of children, with appropriate support, to:
  - Develop and realize their potential
  - Satisfy their needs
  - Interact successfully with their physical and social environments
- Multidimensional and cross-domain
- Influenced by responsive relationships, safe and engaging environments to explore, good nutrition
- Foundation for success in learning and life
Foundations of Healthy Development

- Safe, Supportive Environments
- Appropriate Nutrition & Health Behaviors
- Stable, Responsive Relationships

What are Early Learning Standards (ELS)?

- State specific standards or guidelines that assist in developing appropriate learning and highlight several domains of child development
- Foundations for school readiness
- Provider and parent resource to identify common developmental domains
Commonly Used Developmental Domains in Early Learning Standards

- **Health and Physical Development**
  - Body awareness and control, large and small muscle development

- **Social and Emotional Development**
  - Self concept, identity, social competence and emotional expression

- **Approaches to Learning**
  - Play, learning styles, risk-taking, engagement and reflection

- **Language and Communication Development**
  - Listening comprehension, verbal and nonverbal communication, early reading and written expressions

- **Cognitive Development**
  - Exploration, inquiry, concepts, critical thinking and shared language

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Early Learning Standards

Physical Activity Break
Part C:
ABC’s of a Healthy Me!

ABC’s of a Healthy Me
ABC’s of a Healthy Me

ABC’s of a Healthy Me

A - Active play
- Every day, inside and out

B - Breastfeeding
- Support and access to a private space

C - Cut down on screen time
- None for children under age 2
- No more than 30 minutes a week for children ages 2 years and older

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

E - Eat healthy foods
- Fruits, vegetables, whole grains, lean meats and proteins, low-fat dairy

Testing Your Knowledge
Active Play, Every Day

1. In terms of indoor and outdoor play, all are correct except:
   a) Active play *outdoors* 2-3 times per day
   b) Opportunities to practice age-appropriate motor and movement skills
   c) Structured play is the only type of acceptable play
   d) Engage in moderate to vigorous physical activity (MVPA)

2. Preschoolers should enjoy at least ______ minutes of active play per day.

3. Toddlers should enjoy at least ___ - ___ minutes of active play per day.

4. Infants should enjoy “tummy time” every day for ___ - ___ minute periods, with longer periods as enjoyed.

Benefits of Active Play

- Supports exploration, development and learning
- Helps maintain a healthy weight and avoid excessive weight gain
- Builds and maintains healthy bones and muscles
- Increases strength, coordination and fitness
- Lowers risk of chronic disease
- Improves self-esteem
- Lowers stress
Breastfeeding Support

1. American Academy of Pediatrics recommends:
   - Exclusive breastfeeding for the first ___ months of life
   - Continued breastfeeding for ___ year(s) or longer

2. ECE programs provide important support by providing:
   a) A private, quiet, comfortable place to breastfeed or pump
   b) Encouragement
   c) Information on breastfeeding
   d) All of the above

Benefits of Breastfeeding

- Breast milk is the best source of nutrition for infants
- Provides developmental benefits
- Encourages maternal-infant bonding
- Improves child and maternal health
  - Child:
    - Reduces risk for a variety of infections
    - Reduces risk for developing several chronic conditions later in life
  - Mother:
    - Faster rate of returning to pre-pregnancy weight
    - Decreased risk of breast and ovarian cancer
Cut Down on Screen Time

1. Screen time includes all of the following, except:
   a) TV, DVDs, videos
   b) Computer time
   c) Smart phone, tablets
   d) Music and movement

2. No screen time for children under age ___ years

3. Limit or eliminate screen time for children ages 2 years and older
   – No more than ___ minutes per week in ECE setting
   – No more than ___ hours per day from all sources

Benefits of Cutting Down on Screen Time

- Increases time for physical activity
- Decreases exposure to food and beverage advertisements
- Decreases snacking and consumption of high caloric foods
Drink Water or Milk

1. Which beverage should be visible and accessible for self-serve, inside and outside?

2. Choose milk for meals
   - _____ milk for ages 12-24 months
   - _____ or ____ milk for ages 2 years and older

3. Limit or eliminate fruit juice
   - ___ -___ ounces per day (between home and ECE setting)
   - If offered, serve only _____ juice

Benefits of Drinking Water and Milk

- Do not contribute to childhood obesity
- Do not contain added sugars
- Do not contribute to dental cavities
- Milk provides calcium, protein, and vitamin A & D (if fortified)
Eat Healthy Foods

1. Serve _____ and/or ______ at every meal and snack
2. Serve fried/pre-fried foods only ___ time per month or ____
3. Make _____ of grains whole grains
4. Choose low-fat dairy (____ or ____)
5. Choose ___ meats and protein
6. Providing meals “_______” is considered best practice

Benefits of Eating Healthy Foods

- Fruits and vegetables provide vitamins and minerals that are essential for a child’s growth
- Low-fat dairy contains calcium and protein to help build strong bones and muscles
- Whole grains, fruits, and vegetables contain fiber to help:
  - Increase fullness
  - Maintain a healthy weight
  - Decrease risk for developing chronic conditions
- Eating healthy foods at a young age helps children develop life-long healthy habits
Partnering with Families to Support Healthy Habits

- Teach parents to learn and follow the ABCs of a Healthy Me!
  - Spruce up your parent bulletin boards to include flyers on healthy habits
    - Ask parents to share how they prepare healthy foods at home
  - Send home weekly or monthly newsletters that include healthy recipes
  - Send home information regarding screen time
- Invite parents to participate in meal time on site

You are the Key to Helping Kids Grow Up Healthy!

The healthy habits you model and teach will last a lifetime!

Have fun being active with your children!

Remember: We are here to help you and the program’s families on your journey!
Preventing Childhood Obesity

ABC’s of a Healthy Me! Idea Exchange
Part D: Facilitating Change in Your Program
Video *Making Health Easier: Healthy Changes Start in Preschool*

Learning Session 1

- The ABC’s of a Healthy Me!  
  *Go NAP SACC*
- Serving Meals Family-Style & Supporting Breastfeeding  
  Continue Action Plan & Storyboard
- Nurturing Healthy Eaters & Providing Healthy Beverages  
  Action Plan
- Reducing Screen Time & Celebrating Success  
  Continuing the process of change
- Getting Kids Moving  
  Continue Action Plan & Storyboard

*Go NAP SACC is a Nutrition and Physical Activity Self Assessment for Child Care for ECE settings comparing their current practices with a set of best practices*
Facilitating Change in Your Program: LS1 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 identify program strengths and areas for improvement
  - Program will complete action tasks related to making healthy change
- Trainers provide technical assistance (TA)

Go NAP SACC

- Go *NAP SACC* is a tool used to:
  - Assess programs’ strengths and improvement needs in the areas of:
    - Child nutrition
    - Infant feeding & breastfeeding
    - Infant & child physical activity
    - Outdoor play & learning
    - Screen time
  - Identify improvement areas programs would like to focus on throughout the Collaborative
  - Develop an Action Plan (LS2) around the findings
LS1 Action Period

- The Leadership Team will:
  - Set up a time to train program staff
  - Guide program staff through completing *Video Module 1 Group Discussion Worksheet*
  - Show *Video Module 1*
  - Collaborate with the program director to complete at least four *Go NAP SACC* instruments
  - Facilitate a discussion on five strengths and five improvement areas
  - Bring all Action Period materials back to LS2

Technical Assistance Groups

Question & Answer
Part E: Staff Wellness

What is Wellness?

- Conscious, self-directed and evolving process
- Multi-dimensional and holistic
- Positive and affirming
- Requires awareness and directed, thoughtful attention
Benefits of Staff Wellness Efforts

- Helps staff identify opportunities to improve their health
- Enhances productivity
- Reduces absences, illness and health care costs
- Shifts focus from treatment to prevention
- Increases loyalty & retention
- Creates role models for children and one another

Worksite Wellness

- ECE programs can improve staff wellness by:
  - Participating in community walks and/or runs
  - Promoting a stairwell climbing or ‘steps’ competition
  - Offering flexible lunch periods for individual or “buddy” walks
  - Purchasing fitness DVDs that employees can sign out
  - Encouraging staff to share healthy recipes
  - Providing information about packing healthy lunches
  - Posting information and posters about healthy eating in the break room or staff bulletin board
    - Find and print free materials from www.myplate.gov
  - Having water readily available
Stress Reduction

What is job stress?

- Harmful physical and emotional responses
- Short-term and long-term
  - Short term: headaches, sleep problems, upset stomach, short temper, job dissatisfaction, low morale, etc.
  - Long-term: cardiovascular disease, musculoskeletal disorders, mental health problems (depression & burnout), workplace injury, etc.
- Not the same as being challenged

Low-Cost Worksite Wellness Tips

101 Low-cost ideas for worksite wellness

The following ideas for worksite wellness can be implemented with minimal resources. Many of these ideas have been tested in your employees at a cost of little or no cost. They can be adapted to suit your needs and budget.

Physical activity:
1. Encourage employees to walk to a specific location during their lunch break.
2. Participate in community events or activities that support your organization.
3. Provide on-site health screenings and education on workplace wellness.
4. Encourage employees to take a walking or biking break during the day.
5. Offer flexible work arrangements or breaks to encourage individual, group, or “happy” wellness.
6. Offer incentives for employees who participate in physical activity, such as fitness classes or team challenges.
7. Establish a company walking or biking club to encourage regular physical activity.
8. Support employees interested in participating in sports leagues or events.
9. Encourage employees to participate in community events or activities related to physical activity.
10. Start a running, cycling, or biking club on the balance.

In the workplace:
11. Encourage employees to engage in active breaks, such as stretching and yoga.
12. Provide stress management workshops, such as mindfulness and meditation.
13. Encourage employees to participate in relaxation and stress-reduction activities.
14. Start a yoga, meditation, or mindfulness club.
15. Encourage employees to engage in health and wellness activities, such as exercise and nutrition classes.

In the community:
16. Encourage employees to volunteer for community service, such as disaster relief and environmental projects.
17. Encourage employees to participate in local events, such as festivals and parades.
18. Encourage employees to engage in community service, such as volunteering at local organizations.
19. Encourage employees to participate in community events, such as local festivals.
20. Encourage employees to participate in community events, such as local festivals.

References:
21. Ask employees to complete a healthy foods.
22. Ask employees to complete a healthy foods.
23. Ask employees to complete a healthy foods.
24. Ask employees to complete a healthy foods.
25. Ask employees to complete a healthy foods.
26. Ask employees to complete a healthy foods.
27. Ask employees to complete a healthy foods.
28. Ask employees to complete a healthy foods.
29. Ask employees to complete a healthy foods.
Discussion:

What other activities can you do to improve your own health?

Stress Reduction

- Characteristics of low-stress organizations:
  - An organizational culture that values the individual worker
  - Recognition of employees for good work performance
  - Opportunities for career development
  - Management actions that align with organizational values

- Stress management techniques

- Organizational support + stress management = healthy workplace
You are a Role Model!

- Children learn through interactions
- Young children want to do what you do
- Working with families gives you a unique opportunity

Role Modeling Handout

10 tips for setting good examples

1. Set a good example:
   - Eat a healthy diet, and model good eating habits for your child.
   - Make healthy choices yourself, and encourage your child to do the same.

2. Be a healthy role model for children:
   - Focus on your own eating habits, and try to make healthy choices every day.
   - Show your child that eating healthy is important, and that it’s something you do together.

3. Offer healthy foods:
   - Provide a balanced diet that includes fruits, vegetables, lean protein, and whole grains.
   - Avoid foods that are high in sugar, fat, and sodium in favor of healthier alternatives.

4. Make healthy choices:
   - Choose foods that are rich in vitamins and minerals, and limit foods that are high in calories.
   - Encourage your child to make healthy choices, even when they’re away from home.

5. Eat with your child:
   - Eat meals with your child, and discuss the importance of making healthy choices.
   - Teach your child about the benefits of eating healthy foods, and how they can make informed decisions about their diet.

6. Take care of yourself:
   - Eat a healthy diet, and model good eating habits for your child.
   - Make healthy choices yourself, and encourage your child to do the same.

7. Be a positive role model:
   - Set an example for your child by eating healthy foods, and by avoiding foods that are high in sugar, fat, and sodium.
   - Encourage your child to make healthy choices, even when they’re away from home.

8. Make healthy choices:
   - Choose foods that are rich in vitamins and minerals, and limit foods that are high in calories.
   - Encourage your child to make healthy choices, even when they’re away from home.

9. Eat with your child:
   - Eat meals with your child, and discuss the importance of making healthy choices.
   - Teach your child about the benefits of eating healthy foods, and how they can make informed decisions about their diet.

10. Be a positive role model:
    - Set an example for your child by eating healthy foods, and by avoiding foods that are high in sugar, fat, and sodium.
    - Encourage your child to make healthy choices, even when they’re away from home.
Stress Management Tips

Free Phone Applications

- **My Fitness Pal**
  - Tracks food intake and physical activity
    - Suggests recommended daily calories for body size

- **BodBot**
  - Creates personalized workouts based on exercise equipment that is available

- **Cozi**
  - Sharing place for families to add and organize grocery shopping lists

- **Fooducate**
  - Scans food item’s bar code and compares it to similar food items to help users make informed, healthier choices
Questions?

“The part can never be well unless the whole is well.” - Plato

Physical Activity Break
Part F: Principles of Family Support

What is Family Support?

- An approach to strengthening and empowering families and communities so they are able to foster the development of:
  - Children
  - Youth
  - Adult family members

- A shift in the way services are provided to focus on the whole family, not just the child enrolled in care
Elements of Family Engagement

- In order to effectively engage families, providers should practice:
  - Family support principles
    - A philosophy and approach of collaboration with families to increase participation in the program and to build trust
  - Parent involvement practices
    - Program design features and activities that enhance the program staff/family relationships so the center becomes a place where families feel comfortable leaving their children

- Integration of these elements can enhance the learning environment to support child development

Family Engagement Practices

- Integrate culture and community - incorporate role models of all cultural, ethnic and economical backgrounds
- Provide a welcoming environment - post welcoming signage and have staff greet families near the entrance
- Strive for program-family partnerships - include families in decisions related to both their child’s education and the program as a whole
- Make a commitment to outreach - model educational activities families can do to support learning
- Provide family resources and referrals - provide resources and/or referrals to families in preventative health and family services
- Set and reinforce program standards - set clear program standards and ongoing professional development opportunities
Strengthening Families™ Framework

- Strengthening Families is an approach to increase families' strengths and enhance child development. It focuses on engaging families, programs and communities using five key protective factors.
- The Strengthening Families Initiative focuses on four ideas:
  - Building protective and promoting factors not just reducing the risk
  - An approach - not a model or curriculum
  - A changed relationship with parents
  - Alignment of practice with developmental science

Reference: http://www.cssp.org/reform/strengtheningfamilies

Strengthening Families™ Framework: Key Protective Factors

Protective Factors are conditions or attributes of individuals, families, communities that eliminate risk.

1. **Parental resilience** – hope, optimism, self-confidence, ability to manage negative emotion and problem solving
2. **Social connections** – multiple friendships and supportive relationships, feeling respected and appreciated,
3. **Knowledge of parenting and child development** – nurturing parenting behavior, appropriate developmental expectations and positive discipline techniques
4. **Concrete support in time of need** – seeking support when needed, adequate financial security
5. **Social and emotional competence** – encouraging and reinforcing social skills, warm and consistent responses that foster a secure relationship with the child
Please note: The Strengthening Families Framework slides (slide 77 and 78) may be deleted from the presentation IF the state does not utilize this framework.
Alexandra Hyman, 9/13/2017
Bringing Families Together: Building Community Video

Creating a Family-Friendly Environment

- Awareness and integration of the different cultures represented in the community can also facilitate a family-friendly environment
  - Place posters of various cultures and family types so children feel comfortable in the program
  - Encourage parent participation throughout the program:
    - Have parents bring in cultural items from home to keep at the program (food boxes, clothing, etc.)
    - Share recipes used in the class as a cooking activity
    - Host a multicultural day
Creating a Family-Friendly Environment Activity

Creating a Family-Friendly Climate

1. Description of the program: Describe the program and its overall goals.
2. Goals: List the goals of the program.
3. Objectives: List the specific objectives of the program.
4. Methods: Describe the methods used to achieve the objectives.
5. Evaluation: Describe the evaluation process.
6. Resources: List the resources needed for the program.
7. Conclusion: Summarize the key points.

Part G: Additional Support

Image of a child on a swing set, indicating the focus on family-friendly environments and support.
National State and Local Leaders Support

- Supplemental Nutritional Assistance Program Education (SNAP-Ed)
- Expanded Food and Nutrition Education Program (EFNEP)
- Women, Infants and Children (WIC)
- Child and Adult Care Food Program (CACFP)
- Quality Rating and Improvement System (QRIS)
- Child Care Aware of America
- Child Care Licensing Regulations
- Early Intervention Programs
- YMCA

Healthy Kids, Healthy Future Website

www.healthykidshealthyfuture.org
Check-Out

Trainer Contact Information