National Early Care & Education Learning Collaboratives:
Taking Steps to Healthy Success
Learning Session 2
Participant Handbook
September 2018
Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a six-year Cooperative Agreement (6U58DP004102-05-02) to support states in launching ECE learning collaboratives focused on obesity prevention. Funding for these materials and learning sessions was made possible by the CDC. 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.
Taking Steps to Healthy Success

Welcome to the Collaborative

Welcome to **Taking Steps to Healthy Success**

An Early Care and Education Learning Collaborative (ECELC) to Promote Healthy Practices

Your Name:

Program:

My Contact for Technical Assistance:

Nemours and its dedicated partners welcome you to the National Early Care and Education Learning Collaboratives (ECELC) Project! Nemours developed the model to support child care providers’ efforts to help young children grow up healthy and tested it with large early care and education programs in Delaware. We are excited to see it in action in your state!

Thanks to the commitment and generous funding from the Centers for Disease Control and Prevention (CDC), we are able to work together to adapt this powerful model for healthy change to meet the unique needs of your state. We are excited to support your work to create a healthier environment in your early care and education program for your children, your families and your program staff.

A Collaborative is a community of learners that will connect you with others engaged in making healthy change. It will offer learning opportunities, increase knowledge, create networks of support, and equip you to engage your staff in the process of making healthy changes. Over one year, the Collaborative will meet five times, with technical assistance visits scheduled between sessions to provide information, an opportunity to share experiences, and a forum for raising questions.

This toolkit is your guide to making change. It contains resources, tools and information to help you make the best practice and policy decisions for your program. Video training and materials will help staff and families understand the importance of making healthy changes and give them the tools to support your work. Small group work with a Trainer, and opportunities to share challenges and successes with others going through the process of change will give you a network to rely on for support, information and ideas.

This is a working toolkit that we will add to at each session. We hope you find the Learning Session materials useful. Thank you for joining us in this exciting work to help kids grow up healthy!
Helpful Contacts:

Project Coordinator: ____________________________
  Phone: _______________________________________
  Email: _______________________________________

ECELC Trainer: _________________________________
  Phone: _______________________________________
  Email: _______________________________________

ECELC Trainer: _________________________________
  Phone: _______________________________________
  Email: _______________________________________


Acknowledgements

Nemours gratefully acknowledges the valuable contributions of a wide variety of stakeholders committed to supporting children’s health and optimal development. We thank you all for helping to make our dream a reality.

Thanks to generous funding support from the Centers for Disease Control and Prevention (CDC), we are able to work collaboratively with states to adapt the model to meet their unique needs. We welcome the opportunity to collaborate and learn with leaders and providers in participating states.

On behalf of the early care and education providers who will participate in the ECELC, and the children and families they serve, we thank our partners in this effort:

**Child Care Aware® of America**

**National Initiative for Children’s Healthcare Quality**

**Gretchen Swanson Center for Nutrition**

**American Academy of Pediatrics**

**National Association of Family Child Care**

**American Heart Association, Dr. Mary Story**
(University of Minnesota)

**Dr. Dianne Ward**
(University of North Carolina)

**National Resource Center for Health and Safety in Child Care and Early Education**

**American Public Human Services Association**

**Association of State & Territorial Public Health Nutrition Directors**

**United States Breastfeeding Committee**

**Zero to Three**

Special thanks to our Delaware Child Care Collaborative participants, who helped us develop, test and refine our original model. We learned so much from them, their children and families. Their commitment to promoting healthy eating and physical activity, their willingness to learn, their courage to change and their generosity in sharing their experiences continue to inspire us.

We are grateful to the Delaware Institute for Excellence in Early Childhood at the University of Delaware (DIEEC), our partner in implementing the second cohort of the Child Care Learning Collaboratives in Delaware, for their inspired collaboration.

The contribution of Elizabeth Walker, who guided the first collaborative in Delaware, is beyond measure. We are grateful to Elizabeth for sharing her vision, anchoring the collaborative in science and inspiring us all to change.

We thank the following individuals and organizations who contributed their expertise, materials and time to ensure success as we worked together to develop an empowering model for quality improvement in support of children’s health in child care settings:

**Child Care Exchange and Videoactive Productions:**
Roger Neugebauer and Dan Huber

**Delaware Child and Adult Care Food Program (CACFP):** Beth Wetherbee and David Bowman

**Delaware Office of Child Care Licensing:** Patti Quinn

**I am Moving, I am Learning:** Linda Carson

**Parent Services Project**

**Sesame Workshop**

**Strengthening Families**
## Definitions

| **Action Period** | Facilitation of a training session by the Leadership Team with their program staff after each in-person Learning Session to share information, support discovery learning and engage staff in a particular task: program assessment, action planning, implementation of the action plan, and/or documentation of the process. |
| **Center** | Refers to a physical place where a program is offered. |
| **Early Care and Education (ECE)** | A field, sector or industry that includes nurturing care and learning experiences for children from birth to age 5. |
| **Early Care and Education Program (ECE Program)** | An intervention or service that has a design, staff, a curriculum or approach and a funding source that serves children from birth to age 5. |
| **Early Care and Education Program Leadership Team (Leadership Team)** | Up to 3 people (e.g., owner/director, lead teacher, food service personnel) self-defined by each ECE program to attend the 5 in-person Learning Sessions and facilitate the corresponding Action Period with their program staff. |
| **Early Childhood** | A developmental period of time, typically birth to age 6. |
| **Facilitator** | Designated person or people from the Leadership Team to lead the Action Period component with their ECE program staff. |
| **Go NAP SACC** | Nutrition and Physical Activity Self Assessment for Child Care self-assessment for ECE settings comparing their current practices with a set of best practices. |
| **Learning Collaborative** | A learning community made up of approximately 20-25 ECE programs to increase their knowledge, create networks of support, and equip programs to work together to make healthy policy and practice changes aligned with Healthy Kids, Healthy Future. |
| **Learning Session** | Five in-person, active Learning Sessions focused on the relationship of nutrition, breastfeeding support, physical activity, and screen time to children's health also provide opportunities to build collegial relationships, develop leadership, increase collaboration, plan for and implement healthy change. |
| **Healthy Kids, Healthy Future (HKHF)** | Formerly known as *Let's Move! Child Care (LMCC)*, Healthy Kids, Healthy Future gives early care and education providers the tools to help children get a healthy start. |
| **National Early Care and Education Learning Collaboratives Project (ECELC)** | Name of this project funded by the Centers for Disease Control and Prevention and managed by Nemours to support ECE programs as they improve their practices and policies for nutrition, breastfeeding support, physical activity, and screen time. |
| **Program** | An intervention or service that has a design, staff, curriculum or approach, and a funding source. |
| **Resources** | The tools, materials, and resources aligning with Healthy Kids, Healthy Future and the Preventing Childhood Obesity, 3rd Edition standards that are available to participating ECE programs as they implement the ECELC. |
| **State Implementing Partner** | An agency/organization subcontracted with Nemours to handle the administration of the ECELC in a particular state. |
| **State Project Coordinator (Project Coordinator/PC)** | Administers the ECELC and provides overall coordination of the Learning Collaborative logistics in the state, with leadership responsibility for technical support, communication efforts, recruitment and support of Trainers and participating programs. |
| **Taking Steps to Healthy Success (Curriculum)** | ECELC curriculum, structured around 5 in-person learning sessions for Leadership Teams and on-site Action Period sessions to engage all program staff, designed to guide Leadership Teams and their programs through the process of making healthy changes aligned with best practices. |
| **Teacher** | An individual responsible for the primary education of a group of children. |
| **Technical Assistance (TA)** | Encouragement, support, information and resources provided by the Trainer(s) to help Leadership Teams facilitate training of program staff and develop and implement action plans for healthy change. |
| **Trainer(s)** | Individuals responsible for implementing 5 on-site Learning Collaborative sessions and providing ongoing technical assistance to participating ECE programs. |
Learning Session 2: Nurturing Healthy Eaters & Providing Healthy Beverages

Overview

Learning Session 2 provides a rationale for the role early care and education (ECE) providers play in helping make healthy changes. It explains healthy eating best practices in the ECE setting. The session focuses on increasing knowledge and awareness of healthy practices and their impact on young children. During this session, participants are expected to increase their knowledge, awareness and motivation to work towards healthy change:

Key content includes:

- The importance of healthy environments to support healthy children;
- Best practices for healthy eating;
- Beginning the process of healthy change through an Action Plan;
- Developing objectives and action steps to support children and families; and
- Ways to support healthy eating through program staff, family engagement, and program policies.

Post-session (Action Period)

Program Leadership Teams utilize the Leadership Team Guide to engage their program staff to:

- Complete the Learning Session 2 Group Discussion Worksheet;
- Implement steps identified in the “child” and “family” columns of the Action Plan Worksheet; and
- Start a storyboard documenting goals and healthy changes made throughout Learning Session 2 through Learning Session 5.
- Prepare Action Period materials to bring back to Learning Session 3:
  - Completed Learning Session 2 Group Discussion Worksheet; and
  - Action Plan Worksheet.
## Sample Agenda

### Objectives

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

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

<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 – 10:30 am</td>
<td>Welcome Back&lt;br&gt;<strong>Learning Session 1 Action Period</strong>&lt;br&gt;- Technical Assistance Groups&lt;br&gt;- <strong>PPT Part A:</strong> Best Practices for Healthy Eating&lt;br&gt;- <strong>Early Learning Standards Physical Activity Break:</strong> Drink More Water&lt;br&gt;- <strong>Activity:</strong> Sugar Sweetened Beverages&lt;br&gt;- <strong>Activity:</strong> Menu Analysis</td>
</tr>
<tr>
<td>10:30 – 11:15 am</td>
<td><strong>PPT Part B:</strong> Healthy Environments&lt;br&gt;- <strong>Discussion:</strong> How can you enhance the program environment to make it healthier?&lt;br&gt;- <strong>Video:</strong> Role Modeling: Effective Mealtime Strategies for children&lt;br&gt;- <strong>Video:</strong> How do National and State Best Practice Guidelines Support Your Work to Help Children Grow up Healthy?</td>
</tr>
<tr>
<td>11:15 – 12:00 pm</td>
<td><strong>PPT Part C:</strong> Healthy Recipes&lt;br&gt;- <strong>Activity:</strong> Recipes from <em>What’s Cooking?</em> United States Department of Agriculture (USDA) Mixing Bowl Recipe Finder</td>
</tr>
<tr>
<td>12:00 – 12:45 pm</td>
<td>Networking Lunch</td>
</tr>
<tr>
<td>12:45 – 1:30 pm</td>
<td><strong>PPT Part D:</strong> Facilitating Change in Your Program&lt;br&gt;- Technical Assistance Groups: Refer to the Learning Session 2 Participant Handbook&lt;br&gt;- <strong>Early Learning Standards Physical Activity Break:</strong> refer to the <em>Salad Toss Hop</em> activity in the <em>Nutrition and Movement Activity Book</em></td>
</tr>
<tr>
<td>1:30 – 2:15 pm</td>
<td><strong>PPT Part E:</strong> Overcoming Challenges to Meeting Healthy Eating Best Practices&lt;br&gt;- <strong>Video:</strong> Why Are Children Reluctant To Try New Foods?</td>
</tr>
<tr>
<td>2:15 – 2:45 pm</td>
<td><strong>PPT Part F:</strong> Extending Your Learning: Staff, Families and Program Policies</td>
</tr>
<tr>
<td>2:45 – 3:00 pm</td>
<td>Check-Out</td>
</tr>
</tbody>
</table>
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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 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.
Part A: Best Practices for Healthy Eating
YOU are the key to helping kids grow up healthy!

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

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

### 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
Background Information

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

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

CACFP Meal Components

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

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

Infant Meal Patterns
Child and Adult Meal Patterns:
Ages 1-2

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

Child and Adult Meal Patterns:
Ages 3-5

Serve Tasty and Healthy Foods in the Child and Adult Care Food Program (CACFP)
Sample Meals for Children Ages 3-5
Best Practices (optional, but encouraged)

CHILD AND ADULT CARE FOOD PROGRAM:
BEST PRACTICES

The national CACFP model provides the foundation for a healthy eating pattern for children and adults in care. USDA also developed optional food practices that build on the model patterns and highlight areas where centers and day care homes may take additional steps to further improve the nutritional quality of the meals they serve. The best practices reflect recommendations from the Dietary Guidelines for Americans and the 2015-2020 Dietary Guidelines for Americans and the 2015-2020 Dietary Guidelines for Americans. They promote the consumption of fruits and vegetables, nuts and seeds, lean meats, and whole grains, and reduce the consumption of added sugars and saturated fats.

CACFP Best Practices

USDA highly urges care programs and day care homes to implement these best practices in order to ensure children and adults are getting the optimal benefits from the meals they receive while in care.

Nutrition and Food Safety
- Provide food and meals that are fresh and appealing to children.
- Serve a variety of fruits and vegetables, whole grains, lean meats, and low-fat dairy products, as well as lean meats and poultry.
- Serve a variety of fresh salads and other high-fiber vegetables, such as broccoli, carrots, and celery.

Portion Sizes
- Serve no more than one serving of fruits and vegetables per day.
- Serve no more than one serving of whole grains per day.
- Serve no more than one serving of lean meats and poultry per day.
- Serve no more than one serving of dairy products per day.

Nemours Best Practices for Healthy Eating

Best Practices for Healthy Eating

For Newborns and Infants
- Provide a variety of fruits, vegetables, and lean meats.
- Serve no more than one serving of whole grains per day.

For Toddlers
- Serve no more than one serving of fruits and vegetables per day.
- Serve no more than one serving of whole grains per day.
- Serve no more than one serving of lean meats and poultry per day.
- Serve no more than one serving of dairy products per day.

For Older Children
- Serve no more than one serving of fruits and vegetables per day.
- Serve no more than one serving of whole grains per day.
- Serve no more than one serving of lean meats and poultry per day.
- Serve no more than one serving of dairy products per day.

For Adults
- Serve no more than one serving of fruits and vegetables per day.
- Serve no more than one serving of whole grains per day.
- Serve no more than one serving of lean meats and poultry per day.
- Serve no more than one serving of dairy products per day.
Serve fruits and vegetables at every meal

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

100% Juice

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

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

Water

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

DRINK MORE WATER

Don’t serve fried or pre-fried foods

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

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

Sugar

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

Hidden Sugars

www.ahealthierwei.com
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
Healthy Celebrations

Healthy Celebrations

Holidays and celebrations are one of the most special moments in childhood. While the fun of parties and holidays often includes food, these celebrations can also be opportunities to incorporate healthy living principles. By providing healthy foods and activities, children can learn to make choices that support their health and well-being.

General Tips
- Celebrate holidays in ways that don’t involve food. Dance, sing songs, play games or do an art project.
- Encourage children to help plan and prepare special, healthy foods. Allow children to choose their own foods, but make sure they are still nutritious. Consider having a healthy food altar.
- Help children understand the importance of nutrition and healthy choices. Discuss what foods are good for your body.
- Provide healthy snack options such as fruits, vegetables, and whole-grain crackers. Avoid junk food and sugary drinks.
- Make sure children have enough physical activity to balance their diets.
- Make sure children have enough physical activity to balance their diets.

Suggestions for Healthy Celebration Foods
- Local seasonal fruits or fruits from other countries, in a healthy way
- Local seasonal fruits or fruits from other countries, in a healthy way
- Local seasonal fruits or fruits from other countries, in a healthy way
- Local seasonal fruits or fruits from other countries, in a healthy way

Healthy Fundraising

Fundraising is a necessary activity for many early care and education providers to help support quality programming. Most organizations are in the business of raising funds, not necessarily fundraising. In order to ensure that fundraising activities are healthy, fun and provide an opportunity to choose from a variety of options, it is important to consider the following:

Why not junk food sales or raffles?
- Community involvement, trust, and transparency are essential to promote and support healthy behaviors. While you may think children enjoy the benefits of junk food sales, and may even enjoy eating unhealthy foods, overconsumption of these foods can contribute to childhood obesity and other chronic health conditions.

What are some examples of healthy fundraising activities?
- Raffles for healthy foods or healthy food-related prizes
- Auctions where healthy food is the focus
- Bake sales featuring healthy snacks
- Health fairs

Recommended Fundraising Activities
- Physical activity events or competitions
- Health fairs
- Concerts
- Seasonal fairs or fairs where the proceeds benefit a local charity
- Healthy food sales or festivals
- Healthy food or health fairs or festivals
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Not Recommended Fundraising Activities
- Sale of junk food items, such as candy, chips, or soda

Nemours is currently funded by the United States Department of Education, Office of Special Education and Rehabilitative Services (OSERS). The Nemours Early Learning Center is part of the Nemours Children’s Health System, which is owned by Nemours. The Nemours Children’s Health System is a not-for-profit organization that provides comprehensive, world-class care to children and families in the Delaware Valley and across the country.
Menu Planning

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

Menu Analysis Activity
Part B: 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 for Children

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

Creating a Healthy Eating Environment for Children

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

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

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?
Nutrition Education for Children and Staff

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

Discussion:

How can you enhance the program environment to make it healthier?
How Do National and State Best Practice Guidelines Support Your Work to Help Children Grow Up Healthy?

Part C: Healthy Recipes
What’s Cooking? USDA Mixing Bowl

www.whatscooking.fns.usda.gov

Lunch
Part D: Facilitating Change in Your Program

The Social Ecological Model

- Child
- Family
- ECE Program Staff
- ECE Program Environment
- ECE Program Policies
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.

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

Selecting goals and making them SMART

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

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

<table>
<thead>
<tr>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model curiosity and enjoyment of healthy foods during all meals and snacks (Ongoing, Program Staff)</td>
</tr>
<tr>
<td>Discuss new menu changes with the children and how they help them grow up strong and healthy! (February, Program Staff)</td>
</tr>
<tr>
<td>Develop taste tests and graph the results of the classroom preferences for new foods (February, Teachers)</td>
</tr>
</tbody>
</table>

### Family

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

<table>
<thead>
<tr>
<th>Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask families for healthy food recipes to be included on the new menus (February, Teachers and Director)</td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Schedule quarterly events focused on healthy foods (Ongoing, Teachers)</td>
</tr>
</tbody>
</table>
### Program Staff

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

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

### Program Environment

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

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

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

<table>
<thead>
<tr>
<th>Program Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include healthy eating as a required topic at family orientation (January, Program Director)</td>
</tr>
<tr>
<td>Menus will align with LMCC goals for fruits, vegetables, whole grains, and fried foods (February and ongoing, Program Director and Cook)</td>
</tr>
<tr>
<td>Include healthy eating policy and rationale in family and staff handbooks (March, Program Director)</td>
</tr>
<tr>
<td>Create a healthy celebrations policy (March, Program Director)</td>
</tr>
</tbody>
</table>

Your Action Plan

- Using the five areas of improvement identified from the Go NAP SACC results, choose 1-2 areas to work on for the Action Plan

- Goals and action steps should include practices and policies from at least one of the following:
  - Healthy eating
  - Healthy beverages
  - Physical activity
  - Screen time limits
  - Breastfeeding support

- Think about the Social Ecological Model to create and support lasting change
Sample Goals

- **Children eat healthy food in the program:**
  - Revise menus over a 3 month period to align with best practices
  - Engage children in weekly, planned activities to increase healthy eating and awareness of healthy habits
  - Implement family-style dining

- **Children drink only healthy beverages in our program:**
  - Make water accessible to children throughout the day, inside and outside
  - Serve only nonfat milk to children 2 years and older for all meals
  - Stop serving juice and sugar sweetened beverages
Technical Assistance Groups

Action Plan

LS2 Action Period

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

Serving Meals Family-Style & Supporting Breastfeeding
Continue Action Plan & Storyboard

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
Facilitating Change in Your Program: LS2 Action Period

- Facilitated by the program Leadership Team
  - Training for program staff
  - Mini-version of the Learning Session that the Leadership Team attended

- Opportunity to:
  - Complete the *Learning Session 2 Group Discussion Worksheet*
  - Implement the action steps for the children and family identified for the 1-2 areas programs would like to improve upon
  - Collaborate with program staff to start a storyboard demonstrating what area(s) the program improved

- Trainers provide technical assistance (TA)

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)
Sample Storyboards

Early Learning Standards
Physical Activity Break
Part E: Overcoming Challenges to Meeting Healthy Eating Best Practices

Challenge: Child Preferences

- Children can be picky eaters!
  - They often refuse to try fruits, vegetables, other new foods, or foods prepared in new ways

- Solution #1: Help children become familiar with new foods
- Solution #2: Make new foods fun and appealing
- Solution #3: Connect the kitchen to the classroom
Why are children reluctant to try new foods?

Challenge: Cost

- You need to provide meals and snacks on a budget, but fresh fruits/vegetables and healthier, non-fried meat options can be costly

- Solution #1: Be a savvy shopper
- Solution #2: Prevent food waste
- Solution #3: Get involved with a community garden to grow your own fruits and vegetables
- Solution #4: Create partnerships with community farmers and organizations
Challenge: Storage and Preparation Demands

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

- Solution #1: Maximize your storage capacity
- Solution #2: Maximize your efficiency in food preparation
- Solution #3: Use cycling menu plans
Challenge: Unhealthy Recipes

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

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

To maintain weight, energy in = energy out

- **Energy (calories) in**
  - Find your calorie goal
  - Increase *awareness*!
  - Increase fruits and veggies
  - Reduce portion sizes
  - Eat a nutrient dense breakfast

- **Energy (calories) out**
  - Increase physical activity
  - Limit inactivity (screen time, sitting, etc.)
Staff Involvement & Environment

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

Create a Healthy Habits Calendar
Bringing It Home

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

Healthy Eating at Home

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

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

Policies and Procedures

- Annual and on-going staff training

- Food and nutrition services
  - Use a Nutritionist/Registered Dietitian to develop written menus
  - Written plan for requirements of:
    - Foods served
    - Allergy considerations
    - Staff interaction with children during meals
    - Staff foods aligning with rules

- Nutrition education for parents

- Nutrition education for children integrated in to the classroom curriculum
Resources

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

Trainer Contact Information
UPDATED CHILD AND ADULT CARE FOOD PROGRAM MEAL PATTERNS:

INFANT MEALS

USDA recently revised the CACFP meal patterns to ensure children and adults have access to healthy, balanced meals throughout the day. The changes to the infant meal pattern support breastfeeding and the consumption of vegetables and fruit without added sugars. These changes are based on the scientific recommendations from the National Academy of Medicine, the American Academy of Pediatrics and stakeholder input. CACFP centers and day care homes must comply with the updated meal patterns by October 1, 2017.

UPDATED INFANT MEAL PATTERN:

**Encourage and Support Breastfeeding:**

- Providers may receive reimbursement for meals when a breastfeeding mother comes to the day care center or home and directly breastfeeds her infant; and
- Only breastmilk and infant formula are served to infants 0 through 5 month olds.

**Developmentally Appropriate Meals:**

- Two age groups, instead of three: 0 through 5 month olds and 6 through 11 month olds; and
- Solid foods are gradually introduced around 6 months of age, as developmentally appropriate.

**More Nutritious Meals:**

- Requires a vegetable or fruit, or both, to be served at snack for infants 6 through 11 months old;
- No longer allows juice or cheese food or cheese spread to be served; and
- Allows ready-to-eat cereals at snack.

Learn More

For more information on infant development and nutrition, check out the USDA Team Nutrition’s Feeding Infants Guide.
<table>
<thead>
<tr>
<th></th>
<th>PREVIOUS</th>
<th>UPDATED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-3 Months</td>
<td>4-7 Months</td>
</tr>
<tr>
<td>Breakfast</td>
<td>4-6 fl oz breastmilk or formula</td>
<td>4-8 fl oz breastmilk or formula</td>
</tr>
<tr>
<td></td>
<td>0-3 tbsp infant cereal</td>
<td>2-4 tbsp infant cereal</td>
</tr>
<tr>
<td>Lunch or Supper</td>
<td>4-6 fl oz breastmilk or formula</td>
<td>4-8 fl oz breastmilk or formula</td>
</tr>
<tr>
<td></td>
<td>0-3 tbsp infant cereal</td>
<td>0-3 tbsp vegetable, fruit or both</td>
</tr>
<tr>
<td>Snack</td>
<td>4-6 fl oz breastmilk or formula</td>
<td>4-6 fl oz breastmilk or formula</td>
</tr>
<tr>
<td></td>
<td>0-½ bread slice or 0-2 crackers</td>
<td>0-½ bread slice; or 0-2 crackers; or 0-4 tbsp infant cereal or ready-to-eat cereal*</td>
</tr>
</tbody>
</table>

*Required when infant is developmentally ready.
All serving sizes are minimum quantities of the food components that are required to be served.
Serve Tasty and Healthy Foods in the Child and Adult Care Food Program (CACFP)

Sample Meals for Children Ages 1-2

What is in a Breakfast?
- Milk (4 fl. oz. or ½ cup)
- Vegetables, Fruit, or Both (¼ cup)
- Grains (½ serving)

Optional: Meat/meat alternates may be served in place of the entire grains component up to 3 times per week at breakfast.

Sample Breakfast
- ¼ cup Oatmeal
- ¼ cup Diced Peaches
- ½ cup Grilled Cheese Sandwich
  Made with ½ serving Enriched Bread and 1 oz. Cheese

Grilled Cheese Sandwich
- ½ cup 1-year-olds: Unflavored whole milk
- ½ cup 2-year-olds: Unflavored low-fat (1%) or fat-free (skim) milk

What is in a Lunch or Supper?
- Milk (4 fl. oz. or ½ cup)
- Meat/Meat Alternate (1 oz. eq.)
- Vegetables (¼ cup)
- Fruit (¼ cup)
- Grains (½ serving)

Sample Lunch/Supper
- ½ cup Blueberries
- ½ cup Grilled Cheese Sandwich
- ½ cup Bell Pepper Strips

What is in a Snack?
Pick 2:
- Milk (4 fl. oz. or ½ cup)
- Meat/Meat Alternate (½ oz. eq.)
- Vegetables (½ cup)
- Fruit (½ cup)
- Grains (½ serving)

Sample Snack
- Yogurt Dip
  Made with ¼ cup (2 oz.) Yogurt
  Yogurt must not contain more than 23 grams of sugar per 6 oz.

Note: Serving sizes are minimums.

Updated USDA Child and Adult Care Food Program (CACFP) meal patterns must be implemented by October 1, 2017. Learn more about the CACFP meal patterns, including information on ounce equivalents (oz. eq.) and serving sizes at https://teamnutrition.usda.gov.
Serve Tasty and Healthy Foods in the Child and Adult Care Food Program (CACFP)
Sample Meals for Children Ages 3-5

What is in a Breakfast?
Milk (6 fl. oz. or ¾ cup)
Vegetables, Fruit, or Both (¼ cup)
Grains (¼ serving)
Optional: Meat/meat alternates may be served in place of the entire grains component up to 3 times per week at breakfast.

Sample Breakfast
½ serving
Whole Grain-Rich Mini Pancakes
¼ cup
Unflavored Low-Fat (1%) or Fat-Free (Skim) milk
1 Taco
Made with
1½ oz.
Lean Ground Beef,
¼ cup
Lettuce*, and
¼ cup
Chopped Tomatoes
½ serving
Enriched Flour Tortilla
¼ cup
Roasted Sweet Potatoes

What is in a Lunch or Supper?
Milk (6 fl. oz. or ¾ cup)
Meat/Meat Alternate (1½ oz. eq.)
Vegetables (¼ cup)
Fruit (¼ cup)
Grains (¼ serving)

Sample Lunch/Supper
½ cup
Unflavored Low-Fat (1%) or Fat-Free (Skim) Milk
¼ cup
Roasted Sweet Potatoes
½ serving
Enriched Flour Tortilla
½ cup
Sliced Strawberries
½ cup
Apple Slices

What is in a Snack?
Pick 2:
Milk (4 fl. oz. or ½ cup)
Meat/Meat Alternate (½ oz. eq.)
Vegetables (½ cup)
Fruit (½ cup)
Grains (½ serving)

Sample Snack
½ oz.
Cheddar Cheese

Note: Serving sizes are minimums.
Updated USDA Child and Adult Care Food Program (CACFP) meal patterns must be implemented by October 1, 2017. Learn more about the CACFP meal patterns, including information on ounce equivalents (oz. eq.) and serving sizes at https://teamnutrition.usda.gov.
CHILD AND ADULT CARE FOOD PROGRAM: BEST PRACTICES

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

CACFP Best Practices

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

**Infants**

- Support mothers who choose to breastfeed their infants by encouraging mothers to supply breastmilk for their infants while in day care and offer a quiet, private area that is comfortable and sanitary for mothers who come to the center or day care home to breastfeed.

**Vegetables and Fruit**

- Make at least 1 of the 2 required components of a snack a vegetable or a fruit.
- Serve a variety of fruits and choose whole fruits (fresh, canned, dried, or frozen) more often than juice.
- Provide at least one serving each of dark green vegetables, red and orange vegetables, beans and peas (legumes), starchy vegetables, and other vegetables once per week.

**Grains**

- Provide at least two servings of whole grain-rich grains per day.

**Meat and Meat Alternates**

- Serve only lean meats, nuts, and legumes.
- Limit serving processed meats to no more than one serving per week.
- Serve only natural cheeses and choose low-fat or reduced fat-cheeses.

**Milk**

- Serve only unflavored milk to all participants. If flavored milk is served to children 6 years old and older, or adults, use the Nutrition Facts Label to select and serve flavored milk that contains no more than 22 grams of sugar per 8 fluid ounces, or the flavored milk with the lowest amount of sugar if flavored milk within this sugar limit is not available.
- Serve water as a beverage when serving yogurt in place of milk for adults.
Additional Best Practices

- Incorporate seasonal and locally produced foods into meals.
- Limit serving purchased pre-fried foods to no more than one serving per week.
- Avoid serving non-creditable foods that are sources of added sugars, such as sweet toppings (e.g., honey, jam, syrup), mix-in ingredients sold with yogurt (e.g., honey, candy, or cookie pieces), and sugar sweetened beverages (e.g., fruit drinks or sodas).
- Adult day care centers should offer and make water available to adults upon their request, throughout the day.

Resources

Find useful tips and strategies to help you incorporate the best practices into your every day meal service:

- Nutrition and Wellness Tips for Young Children: Child care providers can use these tips to incorporate key recommendations and best practices into their menus and daily schedules.

- Feeding Infants: This guide presents information on infant development, nutrition for infants, breastfeeding and formula feeding, feeding solid foods, sanitary food preparation, safe food handling, and much more!

- Healthy Meals Resource System: CACFP centers and day care homes will find more menu planning tools, recipe ideas, and additional tips and ideas to help implement the updated meal patterns and best practices, such as hosting taste tests to help introduce and get children excited about new foods and menus.

- Team Nutrition Resource Library: Visit the Team Nutrition Resource Library for free nutrition education materials to further reinforce and complement the nutrition messages taught by serving healthful foods.

- MyPlate: Resources found on the MyPlate website can help CACFP centers and day care homes identify healthier options to ensure menu choices contain the most nutrients children need to grow.

- ICN Education and Training Resources: The Institute of Child Nutrition’s resources provide education and training opportunities to help provide nutritious meals in CACFP homes and day care settings.


Questions? Contact your State or Regional Office.

USDA is an equal opportunity employer and provider.
Dr. Wei Hidden Sugars

CHOCOLATE MILK
ONE 8 OZ GLASS
7.25 TEASPOONS
OR
1 SNICKERS BAR

25 - 29 GRAMS OF SUGAR

APPLE JUICE
ONE 8 OZ GLASS
6.75 TEASPOONS
OR
1 FUDGE BROWNIE

27 GRAMS OF SUGAR

CAPRI SUN
ONE 6 OZ POUCH
4 TEASPOONS
OR
5 THIN MINT
GIRL SCOUT COOKIES

16 GRAMS OF SUGAR

COKE
ONE 12 OZ CAN
9.75 TEASPOONS
OR
1.5 SCOOPS OF
BASKIN ROBBINS ICE CREAM

39 GRAMS OF SUGAR

COKE
ONE 20 OZ BOTTLE
12.25 TEASPOONS
OR
2.6 SCOOPS OF
BASKIN ROBBINS ICE CREAM

65 GRAMS OF SUGAR

MIKES MILLERS
ONE 20 OZ BOTTLE
16.75 TEASPOONS
OR
2.5 CUPCAKES

67 GRAMS OF SUGAR

VITAMIN WATER
ONE 20 OZ BOTTLE
8.25 TEASPOONS
OR
9.0 OREO COOKIES

33 GRAMS OF SUGAR

www.ahealthierwei.com
Healthy Celebrations

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

**General Tips**
- Celebrate holidays in ways that don’t focus on food: sing songs, play games or do an art project.
- Encourage children to help you make a special, healthy treat.
- Think of healthy alternatives to traditional party foods such as fruit kebabs, pita pizza or mini muffins instead of a large cake. If you feel strongly about having a traditional treat, make healthy substitutions (e.g., substitute unsweetened applesauce for oil in cakes, cupcakes, breads and muffins).
- If you provide favors for birthdays or small gifts for holidays, try small age-appropriate toys like stickers, crayons, modeling dough or trading cards instead of sweets.
- Make a piñata for the class and fill it with small favors (e.g., crayons, stickers, temporary tattoos, scarves or small, age-appropriate small favors) instead of candy.

**Suggestions for Healthy Celebration Foods**
- Fruit smoothies (blend ice, fresh or frozen fruit, fat-free yogurt, and fat-free milk)
- Birthday kabobs (use a straw instead of a sharp stick) with any kind of fruit
- Small low-fat oatmeal cookies or whole grain fig cookies
- Prepare one of the children’s favorite dishes (in a healthy way) and serve snack-size portions for the class.
- 100% fruit juice freezer pops
- Fruit pizzas using whole grain tortillas topped with low-fat whipped cream and fruit
- Make ice cream cone cakes. Fill ice cream cones with pudding (made with fat-free milk) and decorate with sprinkles.
- Make-your-own pizzas using whole grain English muffins and veggie toppings.
- Mini cupcakes or muffins (decreasing portion size is good, too!)

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.
Suggestions for Healthy Foods for Celebrations:

<table>
<thead>
<tr>
<th>8 - 12 Months</th>
<th>1 - 6 Years</th>
<th>6 - 12 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pureed or soft fruits and vegetables cut into ¼ inch cubes</td>
<td>• Fresh, frozen or canned fruits and vegetables cut into small pieces</td>
<td>• Fresh, frozen or canned fruits and vegetables</td>
</tr>
<tr>
<td>• Whole grain crackers</td>
<td>• Whole grain crackers</td>
<td>• Whole grain crackers</td>
</tr>
<tr>
<td>• Shredded or cubed ¼ inch natural cheese</td>
<td>• Low-fat cheese cubes or string cheese</td>
<td>• Cheese cubes or string cheese</td>
</tr>
<tr>
<td>• Plain yogurt (made with whole milk)</td>
<td>• Low-fat or fat-free yogurt</td>
<td>• Low-fat or fat-free yogurt</td>
</tr>
<tr>
<td>• Water, formula or breast milk</td>
<td>• Water or milk (following age recommendations)</td>
<td>• Water, 1% (low-fat) or fat-free milk, 100% juice</td>
</tr>
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<td></td>
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</tbody>
</table>

Healthy Ways to Celebrate:

- Allow children to help plan activities and a healthy menu to complement the celebration.
- Serve healthy foods that are the holiday’s traditional colors. For example, serve cantaloupe, pumpernickel bread and low-fat cheddar cheese balls at a Halloween party, or vanilla yogurt with blueberries for Hanukkah.
- Decorate using fun holiday centerpieces made out of fruits and vegetables.
- Pass out party favors that promote physical activity (e.g., jump ropes, balls or Frisbees®).
- Plan parties at locations that encourage physical activity, such as a local park, pool or playground.
- Honor the birthday boy or girl with treats other than food, such as allowing them to choose a game or special activity or letting them wear a special crown, sash or badge on their birthday.
- Let children choose a favorite book to read to the class or a favorite physical activity.
- Take a field trip or walk to a fun new destination.
- Host a treasure hunt around the early care and education program, playground or neighborhood.

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

**Why are junk food sales not recommended?**
Early care and education providers and staff have a responsibility to promote and support healthy behaviors. While you may teach children about the benefits of healthy eating, and serve nutritious meals and snacks, using unhealthy foods as fundraising items sends a confusing message and makes it harder for children and families to make healthy choices.

**Will we make any money if we sell only non-food items?**
Many factors will affect the profitability of your fundraiser and should be considered when deciding on the best items to sell or events to organize. Some of these include: cost of product, community involvement, time of year/weather, and the amount of effort required by the staff, families and children at your program. Many organizations throughout the county have moved toward “healthy” fundraising options and have maintained positive profit margins.

**Sample Policy Statements:**
While creating program policies on fundraising isn’t always required, policies do help staff and parents understand the importance of a “rule.” Consider these sample policies:

1. Our program chooses fundraising activities that promote non-food items and/or physical activity and does not participate in fundraisers that involve unhealthy foods or beverages.
2. If our program has fundraising activities that involve food and/or beverages, we permit only foods that meet best practice.

<table>
<thead>
<tr>
<th>Recommended Fundraisers</th>
<th>Not Recommended Fundraisers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical activity events or competitions</td>
<td>• Sales of foods high in fat, sugar and calories (e.g., candy, cookies, cookie dough, donuts/pastries, cakes, cupcakes, pizza, etc.)</td>
</tr>
<tr>
<td>• Health fairs</td>
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</tr>
<tr>
<td>• Contests</td>
<td></td>
</tr>
<tr>
<td>• Workshops/classes</td>
<td></td>
</tr>
<tr>
<td>• Door-to-door sales of non-food items or food items meeting the best practices.</td>
<td></td>
</tr>
<tr>
<td>• Web sales of non-food items or food items meeting the best practices.</td>
<td></td>
</tr>
<tr>
<td>• Organization – related promotional items</td>
<td></td>
</tr>
<tr>
<td>• Gift cards – to non-food related stores or for healthy food stores only</td>
<td></td>
</tr>
</tbody>
</table>

Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (1U58DP004102-01) 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.
### Fundraising Ideas

<table>
<thead>
<tr>
<th>Things to Do</th>
<th>Things to Sell</th>
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</thead>
<tbody>
<tr>
<td>Auction</td>
<td>Balloons</td>
</tr>
<tr>
<td>Walk-a-thon, bike-a-thon, or skate-a-thon</td>
<td>Flowers/plants/seeds/bulbs</td>
</tr>
<tr>
<td>Family golf tournament or basketball game</td>
<td>Bath accessories</td>
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<tr>
<td>Magic show</td>
<td>Candles</td>
</tr>
<tr>
<td>Talent show</td>
<td>Sports equipment</td>
</tr>
<tr>
<td>Workshop/class</td>
<td>Cookbooks</td>
</tr>
<tr>
<td>Raffle</td>
<td>Coupon books</td>
</tr>
<tr>
<td>Art contest</td>
<td>Books/calendars</td>
</tr>
<tr>
<td>Car wash</td>
<td>Reusable grocery bags (ChicoBag)</td>
</tr>
<tr>
<td>Gift wrapping event</td>
<td>Magazine subscriptions</td>
</tr>
<tr>
<td>Carnival/fair (healthy items only)</td>
<td>Your time/energy</td>
</tr>
<tr>
<td>Spelling bee</td>
<td>Gift wrap/boxes/bags</td>
</tr>
<tr>
<td>Treasure hunt</td>
<td>Stationary/cards</td>
</tr>
<tr>
<td>Recycle-a-thon</td>
<td>Seats at sporting events</td>
</tr>
<tr>
<td>Family portraits</td>
<td>Tupperware</td>
</tr>
<tr>
<td>Community dance</td>
<td>Healthy foods – bottled water, fruit, spices</td>
</tr>
<tr>
<td>Read-a-thon</td>
<td></td>
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<tr>
<td>Game show</td>
<td></td>
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<tr>
<td>Job swap</td>
<td></td>
</tr>
<tr>
<td>Penny drive</td>
<td></td>
</tr>
<tr>
<td>Book fair</td>
<td></td>
</tr>
</tbody>
</table>

### Helpful Websites:
- **Center for Science in the Public Interest (CSPI)**: *Sweet Deals: School Fundraising Can Be Healthy and Profitable*: Offers alternatives, myths, and realities of using foods for fundraising. [www.cspinet.org/schoolfundraising.pdf](http://www.cspinet.org/schoolfundraising.pdf)
- **Association for International Cancer Research**: Ways to raise money using activities. [http://www.aicr.org.uk/Ideas.stm](http://www.aicr.org.uk/Ideas.stm)
- **Cash Savings Cards**: Credit cards with the organization’s logo on the front and 12-15 local merchants who provide discounts for use on the back. [http://www.cashsavingscard.com](http://www.cashsavingscard.com/).
- **Chico Bags**: Reusable bags in all shapes and sizes available to be sold by organizations as a way to raise money and increase awareness about the importance of “going green”. [http://www.chicobag.com](http://www.chicobag.com/)

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

**ACTIVITY SHEET ONLY!!**

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BREAKFAST</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
<td>Whole Milk</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
</tr>
<tr>
<td>Vegetables, Fruit, or Both</td>
<td>100% Orange Juice</td>
<td>Banana Slices</td>
<td>Cantaloupe</td>
<td>Strawberries</td>
<td>Peaches</td>
</tr>
<tr>
<td>Grains</td>
<td>Kix®</td>
<td>Donuts</td>
<td>Wheaties®</td>
<td>White Toast</td>
<td>Cheerios®</td>
</tr>
<tr>
<td>Meats/Meat Alternates (optional-can replace a grain at breakfast no more than 3 times per week)</td>
<td>Yogurt</td>
<td>Cottage Cheese</td>
<td>Scrambled Egg</td>
<td>Cottage Cheese</td>
<td>Yogurt</td>
</tr>
</tbody>
</table>

| **LUNCH** | | | | | |
| Milk | 1% or Fat-free Milk | 1% or Fat-free Milk | 1% or Fat-free Milk | 1% or Fat-free Milk | 1% or Fat-free Milk |
| Fruits | Applesauce | Salad | Pears | Mixed Fruit | Apple Slices |
| Vegetables | Green Beans | French Fries | Broccoli | Cucumber Slices |  |
| Grains | Whole Grain Dinner Roll | Whole Grain Hot Dog Roll | Rice | White Bread | Velveeta® Macaroni and Cheese |
| Meats/Meat Alternates | Baked Turkey Breast | Hot Dog | Fish Sticks | Bologna & Cheese | Baked Chicken Breast |

| **SNACK** | | | | | |
| Milk | — | — | — | — | — |
| Fruits | 100% Apple Juice | Blueberries | Watermelon | — | Pineapple |
| Vegetables | — | — | — | Cucumbers | — |
| Grains | Mini Whole Grain Rice Cakes | — | — | Crackers | — |
| Meats/Meat Alternates | — | Yogurt | Real String Cheese | — | Cottage Cheese |
| Beverage | Water | Water | Water | Water | Water |

*Do not copy and use for claiming meals in CACFP
GETTING STARTED WITH FARM TO EARLY CARE AND EDUCATION

What is farm to early care and education?
Farm to early care and education is a set of strategies and activities that offer increased access to healthy, local foods, gardening opportunities and food-based activities to enhance the quality of educational experience in all types of early care and education settings (e.g., preschools, child care centers, family child care homes, Head Start/Early Head Start, programs in K-12 school districts). In addition to promoting health, wellness and high quality educational opportunities, farm to early care and education also expands healthy food access, encourages family and community engagement, provides additional market opportunities for farmers and supports thriving communities.

Getting started
Farm to early care and education offers multiple strategies to improve the health of children, increase the quality of educational experiences and promote valuable family engagement opportunities. This list provides easy first steps to develop a lasting initiative in your community:

1. Assess where you are and where you’d like to be. Are your goals centered on:
   - Purchasing healthy, local foods to be served in meals or snacks?
   - Establishing a garden or offering gardening experiences?
   - Enhancing the learning environment with other food and agriculture related activities (e.g., field trips to farms or farmers markets, cooking lessons, etc.)?
   - Engaging families in local food access and education?
   - All of the above?

2. Form a team and collaborate. Teachers and administrators, parents, Child Care Resource and Referral staff, local farmers, community organizations, and even local colleges/universities can play important roles in establishing a sustainable farm to early care and education program.

3. Establish one or two attainable goals to get started. Some ideas include:
   - Identify snack or meal items that you would like to transition to local.
   - Find a farmer, farmers market, grocery store or wholesaler to connect you to local foods. Search LocalHarvest (localharvest.org) or reach out to your National Farm to School Network State Lead for help making these connections!
WHY FARM TO SCHOOL?

KIDS WIN
Farm to school (inclusive of farm to early care and education) provides all kids access to nutritious, high quality, local food so they are ready to learn and grow. Farm to school activities enhance classroom education through hands-on learning related to food, health, agriculture and nutrition.

FARMERS WIN
Farm to school can offer new financial opportunities for farmers, fishers, ranchers, food processors and food manufacturers by opening the doors to an institutional market worth billions of dollars.

COMMUNITIES WIN
Buying from local producers and processors reduces the carbon footprint of food transportation while stimulating the local economy. Educational activities such as school gardens and composting programs help to create a healthy environment around the school community.

The National Farm to School Network has more resources on this topic and others, as well as contact information for people in your state and region who are working on farm to school and farm to early care and education programs. Visit farmtoschool.org for more information and to join our network.

FARM TO EARLY CARE AND EDUCATION IN ACTION

Oregon Child Development Coalition works directly with local farmers to procure food for meals
Early care centers have proven to be an ideal market for La Esperanza Farm, an incubator farm for local organic and sustainable Latino farmers in Forest Grove, Oregon. Working closely with the Oregon Child Development Coalition’s USDA Food Services Specialist, Head Start centers now receive deliveries of local produce for meals, nourishing both children and their community.

K-12 schools versus early care and education settings
A few important distinctions between school districts and early care and education settings:

Local foods procurement: Early care and education programs tend to purchase at smaller volumes and generally do not offer a la carte choices or multiple meal options. Small purchasing volumes can be a good fit for small farmers who may not have enough volume to work with an entire school district.

Class size: Early care and education programs tend to have smaller numbers of children, and their schedules can vary (child care might be for only a few hours, or it could be a full day). Smaller groups of children provide greater flexibility, while shorter days can limit some activities.

Curriculum: Common Core is the standard for K-12, while experiential education is highly encouraged in early care and education settings. This is a great fit with many farm to early care and education activities such as gardening, cooking and taste tests.

Parental involvement: parental involvement tends to be strong during the early childhood years, which can be a huge asset for farm to early care and education programming.
**Healthy Way to Grow Calendar**

**Childhood Obesity Awareness Month**

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Labor Day - Take the AHA EmpowerMEnt Challenge! <a href="http://www.heart.org">www.heart.org</a></td>
<td>2 Ask your center director about Healthy Way to Grow!</td>
<td>3 Walking Wednesdays - Take the first step. Start walking! Why? It's easy, it works and it pays!</td>
<td>4 Think of all the foods that begin with the letter 'S' (strawberries, spinach, squash...). Pronounce the 's' sound and words for your child to imitate.</td>
<td>5 Fit Friday - Begin a family tradition. Every Friday plan to prepare dinner and have family mealtime together.</td>
<td>6 September Salad - Take a trip to your local farmer’s market for seasonal foods to put in your salads.</td>
<td></td>
</tr>
</tbody>
</table>

**7 Grandparents Day**
Make a favorite family recipe healthier by substituting similar ingredients: low-fat instead of full-fat cheese or sour cream, natural applesauce instead of oil for baking, whole wheat instead of regular pasta.

| 8 Cut the rind off a seedless watermelon and chop into chunks. Mash or blend until smooth for a cool, refreshing drink. | 9 Plan a family outing to the library. Check out “The Berenstain Bears and Too Much TV” by Stan & Jan Berenstain. Turn off your tv and read the book together! | 10 End of Summer - Before the days get much shorter, take a walk with your child before or after dinner | 11 Encourage families to drink water by flavoring with lemon lime, or orange slices. | 12 Rainbow Run - When you go outside, encourage your preschooler to move by saying, “When I say a color of the rainbow, run and touch something of that color.” Take your toddlers hand and move together. | 13 Steps on Saturday! - Count the steps you and your child take from one spot to another. |

**14 Sunday Salmon**
Treat the family to broiled salmon for a special nutritious dinner.

| 15 Give toddlers plastic measuring cups and a spoon; 3 year olds will help rinse produce; 4 year olds can squeeze fruit juice and 5 year olds can grate cheese. | 16 Tag - You're it! Tag your child and move away for them to chase you. Duck down and up for babies to look for you. | 17 Use your library card to check out the book, I Went Walking by Sue Williams & Julie Vivas. | 18 Rinse and cut broccoli, zucchini, red peppers, celery and carrots into different shapes to create faces on a paper plate. | 19 Have children pack a family member’s lunch. You may be surprised by what children choose. Talk about whether or not each of the items is a healthy choice. | 20 Nickelodeon, a children’s television network for Worldwide Day of Play is going off the air for three hours in order to encourage kids to go outside and play. Join by tuning off the tv. |

**21 Hold up a potato and say “root food” and squat down. Hold up a lemon-say “top food.” Jump or reach up. Take turns with your child.**

| 22 During bath time talk with your children about their bodies. Name body parts and talk about healthy habits. | 23 Cut banana or apple into chunks. Spread with almond butter or cream cheese and roll the chunks in cereal for a healthy snack! | 24 Hold your child’s hand and walk at their pace, swining your arms. | 25 First thing in the morning take a deep breath and stretch your arms up high. Exhale and touch the floor. Babies will watch and older children imitate you. | 26 Run in place with your child and check to feel your heart speed up | 27 Cut out magazine pictures of food. At the store, ask your child to help you find the food that matches the picture. |

**28 Birds Nest**
Place a bagel in a pan with 1 tbspn. olive oil. Crack an egg into the hole and cook. Add spinach around the sides.

| 29 | 30 Last day of the EmpowerMEnt Challenge! - How did you do? |
Learning Session 2: Action Period

Learning Session 2: Nurturing Healthy Eaters & Providing Healthy Beverages

Leadership Team Guide

Name: ____________________________

Program: __________________________

Learning Session 2 Action Period:

Complete before Learning Session 3 (LS3):

☐ Come together as a whole program to implement changes in the areas of “child” and “family.”
☐ Use the Building Relationships with Families handout to complete the Learning Session 2 Group Discussion Worksheet.
☐ Collaborate with staff to start a storyboard to document and communicate healthy changes in your program.
☐ Bring the following items back to Learning Session 3:
  – Learning Session 2 Group Discussion Worksheet
  – Action Plan Worksheet

Setting the Stage

Supplies:

• Action Plan Worksheet;
• Summary of five strengths / five improvement areas from LS1 Action Period;
• Building Relationships with Families handout;
• Learning Session 2 Group Discussion Worksheet;
• Pens or pencils for writing; and
• Reward for participation (optional).
Environment
Tips for facilitators to create a supportive and fun environment for learning with your staff:

- Be organized. Bring all needed materials and plan ahead so you can ensure everyone in your program will get the most out of this experience;
- Be engaging. Smile, look people in the eyes, and be positive while helping them to learn;
- Share ideas and be open to suggestions. During discussions, encourage staff to participate, listen carefully to their ideas, record them on chart paper and be willing to share your ideas too; and
- Have fun! Make this a time to brainstorm, build your team and learn how to work together to make your program healthier and better.

Engaging staff in discussion

To help engage staff in discussion, try these discussion prompts and ideas:

- Encourage staff to take the lead on sharing their ideas;
- Validate their ideas by recording them on chart paper, responding positively, or offering rewards; and
- Try to use open-ended questions to encourage conversation:
  - How can we use what we discussed to create change in our program?
  - How could we further engage children and families in our program?
  - What would you like to learn more about?
Task 1: Action Plan

What is Our Role in Making Healthy Changes?

Introduce the Action Plan and next steps:

- Based on staff’s feedback, ideas and five improvement areas the program identified in the Learning Session Action Period, program staff will work together to create an Action Plan;
- Using the Action Plan Worksheet, decide together on 1-2 areas you want to work on;
- Complete the “child” and “family” columns on the Action Plan Worksheet. Use the sample Action Plan Worksheet on the following page as a guide; and
- Work with program staff to implement changes in the areas of “child” and “family.”
**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.

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

*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)*  
*Create documentation of children engaged in healthy eating or nutrition activities (Ongoing, Teachers)*
<table>
<thead>
<tr>
<th>Start Date:</th>
<th>ECE Program Name:</th>
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<table>
<thead>
<tr>
<th>Goal:</th>
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<table>
<thead>
<tr>
<th>Program Policies</th>
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<table>
<thead>
<tr>
<th>Program Environment</th>
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<table>
<thead>
<tr>
<th>Program Staff</th>
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<table>
<thead>
<tr>
<th>Family</th>
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<table>
<thead>
<tr>
<th>Child</th>
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</table>
Task 2: Learning Session 2 Group Discussion Worksheet

Remind staff about *Taking Steps to Healthy Success* and give them an update on your program’s progress at Learning Session 2. Let them know that their involvement is the key to making healthy changes! Tell them that you will continue to work together to implement healthy changes in the program.

**Building Relationships with Families Handout**

- With your program staff, review the best practices listed on the *Building Relationships with Families* handout found on the following page; and
- Complete the *Learning Session 2 Group Discussion Worksheet*.

**Building Relationships with Families through Healthy Eating**

- As you communicate healthy eating strategies get to know your families and shared expectations. Families can support your established healthy eating practices at home;
- Communicate your nutrition policies during enrollment and throughout the year. This provides parents with an understanding of what is going on in the child’s program;
- Accommodate varying diets and eating practices. This builds relationships with families because they feel as though they are accepted and their practices are being taken into consideration; and
- Inform parents about new foods being introduced to the children during the day. This will give them a sense of foods their children may like.
Learning Session 2: Action Period

Building Relationships with Families

Review the best practices for building relationship with families listed below. Encourage program staff to share their thoughts and experiences with each practice, and complete the Learning Session 2 Group Discussion Worksheet on the following page.

<table>
<thead>
<tr>
<th>BEST PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff introduce themselves and nurture their relationships with families.</td>
</tr>
<tr>
<td>Staff learn family preferences regarding how they wish to be addressed.</td>
</tr>
<tr>
<td>Staff introduce family members to one another.</td>
</tr>
<tr>
<td>Staff acknowledges contributions and help given by families.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families are asked how they prefer to be contacted (phone, email, letter, etc.).</td>
</tr>
<tr>
<td>Notices directed at family members are respectful and polite.</td>
</tr>
<tr>
<td>Parents have access to any reports and material kept on file about their child or family.</td>
</tr>
<tr>
<td>Verbal and written communications are offered in the language of families who do not speak English. Staff work to accommodate different communication styles and abilities.</td>
</tr>
<tr>
<td>Conversations between families and staff happen with all families, not just the ones staff are comfortable with.</td>
</tr>
<tr>
<td>Staff connect with families on an emotional level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HANDLING HARD ISSUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A safe, emotional climate that recognizes cultural and sociological diversity exists and supports adults to question, make mistakes and learn from one another.</td>
</tr>
<tr>
<td>A policy exists for addressing parent-teacher disagreements.</td>
</tr>
<tr>
<td>Discretion is used about when and where children and their families are discussed.</td>
</tr>
<tr>
<td>When problems arise, families and teachers avoid criticizing one another in front of the children.</td>
</tr>
<tr>
<td>Staff view family concerns or complaints as a positive reflection of parent self-advocacy. Families feel comfortable sharing concerns without fear of negative repercussions.</td>
</tr>
<tr>
<td>Staff are sensitive to identifying cultural conflicts in child-rearing and get support in learning to resolve and manage them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORKING AS PARTNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers ask families about their concerns, interests and goals for their children. Families share information about the individual development of their own child/children.</td>
</tr>
<tr>
<td>The roles and responsibilities of staff, including the responsibility to work in respectful partnership with families, are included in job descriptions and in orientations.</td>
</tr>
<tr>
<td>Staff and families participate in training and workshops together.</td>
</tr>
</tbody>
</table>

Adapted with permission from Participants’ Manual: Stronger Together: Family Support and Early Childhood (San Rafael, California: Parent Services Project, Inc.), 2006.
Learning Session 2 Group Discussion Worksheet

1. As you begin working on your Action Plan, which two (2) best practices for building relationships with families do you feel are most important in order for your program to make healthy changes?

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

2. What challenges might you face when implementing healthy eating best practices and building relationships with families?

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

3. What resources do you need in order to be successful with implementing these best practices?

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________
Task 3: Starting Your Storyboard

Telling Your Story of Change

As you go through the process of making healthy changes it is important to document your successes you are making. Each Learning Session will prepare you to complete a storyboard for Learning Session 5. This storyboard will reflect the changes that you are making from the goals selected on your Action Plan Worksheet.

- Create a storyboard to share your story of healthy change with colleagues, staff, children, and families.
  - Your program will use a tri-fold storyboard to document and communicate the implementation of the Action Plan and the process of change in your program.
  - Create your storyboard 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; and
    - Explaining the next steps they will take to sustain the change(s).
  - Your program can choose a variety of ways to express your 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.
  - Display the boards in your program as you are working on them so that children, families and staff can see and learn what is going on through your efforts to make your program healthier.

Bring the storyboards to Learning Session 5!