National Early Care & Education Learning Collaboratives:
Taking Steps to Healthy Success

Learning Session 2, Revised Edition
Implementation Guide
September 2014
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# Who to Call for Help

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Primary Contact</th>
<th>Secondary Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Health and Development Technical Assistance</strong></td>
<td>Katey Swanson 202-649-4422 <a href="mailto:Katey.Swanson@nemours.org">Katey.Swanson@nemours.org</a></td>
<td>Brianna Holmes 202-649-4425 <a href="mailto:Brianna.Holmes@nemours.org">Brianna.Holmes@nemours.org</a></td>
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<tr>
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<tr>
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</tr>
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</tr>
<tr>
<td><strong>Coaching/Mentoring Providers After On-Site Sessions</strong></td>
<td>State Project Coordinator</td>
<td>Brianna Holmes 202-649-4425 <a href="mailto:Brianna.Holmes@nemours.org">Brianna.Holmes@nemours.org</a></td>
</tr>
<tr>
<td><strong>Go NAP SACC</strong></td>
<td>Daniel Schober 402-559-7388 <a href="mailto:dschober@centerfornutrition.org">dschober@centerfornutrition.org</a></td>
<td>Catherine Plumlee 402-559-6682 <a href="mailto:cplumlee@centerfornutrition.org">cplumlee@centerfornutrition.org</a></td>
</tr>
<tr>
<td><strong>Monitoring &amp; Evaluation</strong></td>
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</tr>
<tr>
<td><strong>Invoices to Nemours</strong></td>
<td>Roshelle Payes 202-649-4426 <a href="mailto:Roshelle.Payes@nemours.org">Roshelle.Payes@nemours.org</a></td>
<td>Julie Shuell 202-649-4420 <a href="mailto:Julie.Shuell@nemours.org">Julie.Shuell@nemours.org</a></td>
</tr>
<tr>
<td><strong>Let’s Move! Child Care Quiz</strong></td>
<td>Daniel Schober 402-559-7388 <a href="mailto:dschober@centerfornutrition.org">dschober@centerfornutrition.org</a></td>
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</tr>
<tr>
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<td>Julie Shuell 202-649-4420 <a href="mailto:Julie.Shuell@nemours.org">Julie.Shuell@nemours.org</a></td>
</tr>
<tr>
<td><strong>Professional Development and/or Clock Hours/CEUs for Providers</strong></td>
<td>State Project Coordinator</td>
<td>Julie Shuell 202-649-4420 <a href="mailto:Julie.Shuell@nemours.org">Julie.Shuell@nemours.org</a></td>
</tr>
<tr>
<td><strong>Provider Recruitment &amp; Retention</strong></td>
<td>State Project Coordinator</td>
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</tr>
<tr>
<td><strong>Press Releases and/or Media Requests</strong></td>
<td>State Project Coordinator</td>
<td>Roshelle Payes 202-649-4426 <a href="mailto:Roshelle.Payes@nemours.org">Roshelle.Payes@nemours.org</a></td>
</tr>
<tr>
<td><strong>State Partnerships</strong></td>
<td>Julie Shuell 202-649-4420 <a href="mailto:Julie.Shuell@nemours.org">Julie.Shuell@nemours.org</a></td>
<td>Roshelle Payes 202-649-4426 <a href="mailto:Roshelle.Payes@nemours.org">Roshelle.Payes@nemours.org</a></td>
</tr>
<tr>
<td><strong>Sub-Award Agreements with Nemours</strong></td>
<td>Roshelle Payes 202-649-4426 <a href="mailto:Roshelle.Payes@nemours.org">Roshelle.Payes@nemours.org</a></td>
<td>Julie Shuell 202-649-4420 <a href="mailto:Julie.Shuell@nemours.org">Julie.Shuell@nemours.org</a></td>
</tr>
<tr>
<td><strong>Technical Assistance Protocols/Forms/Submission</strong></td>
<td>State Project Coordinator</td>
<td>Alejandro Hughes <a href="mailto:ta@centerfornutrition.org">ta@centerfornutrition.org</a></td>
</tr>
<tr>
<td><strong>Web Based Portal (located on the Change Your Community tab of <a href="http://www.healthykidshealthyfuture.org">www.healthykidshealthyfuture.org</a>)</strong></td>
<td>Cindy Caldwell <a href="mailto:ccaldwel@nemours.org">ccaldwel@nemours.org</a></td>
<td>Roshelle Payes 202-649-4426 <a href="mailto:Roshelle.Payes@nemours.org">Roshelle.Payes@nemours.org</a></td>
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<tr>
<td><strong>FileMaker Go Technical Assistance</strong></td>
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</table>
Overview

Learning Session 2 (LS2) 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, including how to implement family-style dining and provide breastfeeding support. The session focuses on increasing knowledge and awareness of healthy practices and their impact on young children. During the session, participants are expected to increase their knowledge, awareness and motivation to work towards healthy change. Key content includes information on:

- Healthy environments;
- Healthy eating;
- Family-style dining;
- Breastfeeding support; and
- Engagement of parents.

Post-session (Action Period)

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

- Identify 1-2 areas to improve for the program’s Pilot Action Plan; and
- Create a storyboard demonstrating the area of improvement and accomplishments.

Objectives

At the end of the Learning Session, participants will:

1. Describe healthy eating best practices and assess sample menus for change opportunities in their own programs;
2. Understand the importance of role modeling and engage staff to model healthy eating and family-style dining in early care and education programs;
3. Understand the importance of providing a supportive environment for breastfeeding mothers; and
## Learning Session 2: What is Our Role In Making Healthy Changes?

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:00 am</td>
<td>Check-In and Evaluation: LS1 Post-Test, LS2 Pre-Test</td>
</tr>
<tr>
<td>9:00 – 10:00 am</td>
<td>Welcome Back</td>
</tr>
<tr>
<td></td>
<td><strong>PPT Part A:</strong> Healthy Environments</td>
</tr>
<tr>
<td></td>
<td>• Breakout Group: Trainers meet with their programs (LS1 Action Period)</td>
</tr>
<tr>
<td>10:00 – 11:30 am</td>
<td><strong>PPT Part B:</strong> Best Practices for Healthy Eating</td>
</tr>
<tr>
<td></td>
<td>• <strong>Activity:</strong> Sugar Sweetened Beverages</td>
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<tr>
<td></td>
<td>• <strong>Discussion:</strong> <em>Nutrition &amp; Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program</em> (page 53)</td>
</tr>
<tr>
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<td>• <strong>Activity:</strong> Test Your Knowledge</td>
</tr>
<tr>
<td></td>
<td>• <strong>Activity:</strong> Menu Analysis Activity</td>
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<td></td>
<td>• <strong>Physical Activity Break:</strong> Refer to the <em>Nutrition and Movement Activity Book</em> OR the <em>Nutrition Activity Kit</em></td>
</tr>
<tr>
<td>11:30 am – 12:15 pm</td>
<td><strong>Networking Lunch</strong></td>
</tr>
<tr>
<td>12:15 – 1:00 pm</td>
<td><strong>PPT Part C:</strong> Facilitating Change in Your Program</td>
</tr>
<tr>
<td></td>
<td>• Breakout Group: Trainers meet with their programs</td>
</tr>
<tr>
<td>1:00 – 1:45 pm</td>
<td><strong>PPT Part D:</strong> Family-Style Dining</td>
</tr>
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<td></td>
<td>• <strong>Discussion:</strong> Goal Setting</td>
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<tr>
<td></td>
<td>• <strong>Video:</strong> <em>Family-Style Dining with 2-Year Olds</em></td>
</tr>
<tr>
<td></td>
<td>• <strong>Video:</strong> <em>Starting Family-Style Dining</em></td>
</tr>
<tr>
<td></td>
<td>• <strong>Video:</strong> <em>Putting It All Together</em></td>
</tr>
<tr>
<td></td>
<td>• <strong>Video:</strong> <em>Tips for Success</em></td>
</tr>
<tr>
<td></td>
<td>• <strong>Physical Activity Break:</strong> Refer to the <em>Nutrition and Movement Activity Book</em> OR the <em>Nutrition Activity Kit</em></td>
</tr>
<tr>
<td>1:45 – 2:15 pm</td>
<td><strong>PPT Part E:</strong> Breastfeeding Support</td>
</tr>
<tr>
<td></td>
<td>• <strong>Activity:</strong> What Do You Know About Breastfeeding? True/False</td>
</tr>
<tr>
<td></td>
<td>• <strong>Video:</strong> How to Support Breastfeeding Mothers</td>
</tr>
<tr>
<td></td>
<td>• <strong>Physical Activity Break:</strong> Refer to the <em>Nutrition and Movement Activity Book</em> OR the <em>Nutrition Activity Kit</em></td>
</tr>
<tr>
<td>2:15 – 2:45 pm</td>
<td><strong>PPT Part F:</strong> Bringing It All Together</td>
</tr>
<tr>
<td>2:45 – 3:00 pm</td>
<td><strong>Evaluation:</strong> LS2 Feedback Forms</td>
</tr>
</tbody>
</table>
### LS2: Materials List

#### Check-In and Evaluation:
- LS1 Post-Test, LS2 Pre-Test
  - Check-in signs (for example A-I, J-R, S-Z)
  - Pre-filled participant sign-in sheets (name and enrollment ID)
  - Pens
  - Nametags
  - LS2 Handbooks (one per person)
  - LS1 Post-Tests
  - LS2 Pre-Tests
  - Resources for distribution:
    - *Nemours’ Best Practices for Healthy Eating*
    - *Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program*
  - Tri-fold boards for end of day distribution

#### Welcome Back
- PPT Part A: Healthy Environments
  - PPT Part A: Healthy Environments
    - TA Breakout Groups
    - Learning Session 2 Handbook
    - Learning Session 2 Implementation Guide: Trainers refer to *Morning Breakout Group Discussion Notes*

#### PPT Part B: Best Practices for Healthy Eating
- PPT Part B: Best Practices for Healthy Eating
  - Nemours’ Best Practices for Healthy Eating
  - Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program
  - Activity: Sugar Sweetened Beverages
    - Sugar packets or cubes
    - Sugar sweetened beverages (i.e. Coca Cola®, Gatorade®, Red Bull®, Capri Sun®, etc.)
  - Activity: Menu Analysis
    - Learning Session 2 Handbook: Participants refer to Menu Analysis Activity to complete
    - Learning Session 2 Implementation Guide: Trainers refer to Menu Analysis Activity Answer Key
  - Physical Activity Break: Nutrition and Movement Activity Book OR the Nutrition Activity Kit
    - Materials needed for chosen activity

#### PPT Part C: Facilitating Change in Your Program
- PPT Part C: Facilitating Change in Your Program
  - Learning Session 2 Handbook
  - Learning Session 2 Implementation Guide: Trainer refer to *Afternoon Breakout Group Discussion Notes* and *Learning Session 2: Action Period*
<table>
<thead>
<tr>
<th>LS2: Materials List (continued)</th>
</tr>
</thead>
</table>
| **PPT Part D: Family-Style Dining** | • PPT Part D: Family-Style Dining  
  – Video: *Family-Style Dining with 2 Year Olds* in PPT or on Companion USB  
  – Video: *Starting Family-Style Dining* in PPT or on Companion USB  
  – Video: *Putting It All Together* in PPT or on Companion USB  
  – Video: *Tips for Success* in PPT or on Companion USB |
| **PPT Part E: Breastfeeding Support** | • PPT Part E: Breastfeeding Support  
  – Learning Session 2 Handbook: Participants to refer to True/False Activity to complete  
  – Learning Session 2 Implementation Guide: Trainers to refer to True/False Activity Answer Key  
  – Video: *How to Support Breastfeeding Mothers* in PPT or on Companion USB |
| **PPT Part F: Bringing It All Together** | • PPT Part F: Bringing It All Together |
| **Evaluation: LS2 Feedback Forms** | • LS2 Feedback Forms |
Check-In and Evaluation: LS1 Post-Test, LS2 Pre-Test

SET UP:
Set up the night before if possible. If not, plan on setting up early the day of the training. Refer to the Materials List on Pages 5-6 for a complete list of what to set out or store for later. Set out sign-in sheets, nametags, and pens on tables near the main room entrance. In addition:

• Have tape ready for programs to display their chart papers with 5 strength areas and 5 improvement areas for their programs;
• Have LS2 Participant Handbooks ready for distribution;
• Set out materials on tables:
  – Breakout group lists with trainers and programs assigned to that group;
  – Best Practices for Healthy Eating Guide;
  – Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program;
  – Materials for the Sugar Sweetened Beverages Activity; and
  – Program name signs.
• Gather materials for physical activity breaks (see Nutrition and Movement Activity Book for ideas);
• Set up and test all technology: laptop, LCD projector, CD/DVD player (laptop may have this capability), and wireless microphone;
• Set up Show and Tell area (optional) to showcase important resources;
• Set up KWL Chart on large chart paper (optional); and
• Display raffle prices (optional).

CHECK-IN and EVALUATION:
It is recommended to begin check-in at least 30 minutes prior to LS2. As participants sign-in, do the following:

• Collect LS1 Action Period materials in envelopes labeled with program name;
• Distribute and instruct participant to complete the Learning Session 1 Post-Test before the beginning of the Learning Session;
• Distribute LS2 Pre-Test;
• Distribute LS2 Participant Handbooks; and
• Inform participants to display their large chart paper of the summary of 5 things they do well and 5 things they could improve in their program. Provide tape so participants can hang them on the walls around the main training room.

NETWORKING:
Encourage participants to look at some of the summaries of other programs and ask programs questions.

TIPS:

• 5 min before start time, begin asking participants to find their seats; and
• Collect LS1 Post-Tests and LS2 Pre-Tests before the beginning of the Learning Session.
Learning Objectives Post-Test

Learning Session 1: Why Should We Change?

Date: ________________________   Learning Session Location: ______________________________________

Now that the Learning Session 1 Action Period is complete, please answer the following questions. The responses to all questions on this page will be kept confidential. There is no right or wrong answer to any of these questions.

1.) I understand the importance of…

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>…increasing physical activity to promote children’s health, development, and learning while preventing childhood obesity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>…eliminating or reducing screen time to promote children’s health, development, and learning while preventing childhood obesity.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>…supporting breastfeeding to promote children’s health, development, and learning while preventing childhood obesity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>…improving nutrition to promote children’s health, development, and learning while preventing childhood obesity.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
</tbody>
</table>

2.) I feel that I have the knowledge and ability to…

<table>
<thead>
<tr>
<th>Activity</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>…empower my program staff to support staff wellness and role model healthy behaviors.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>…conduct an abridged version of LS1 with my program staff.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>…conduct a self-assessment of my program’s current policies and practices.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
</tr>
<tr>
<td>…engage my program staff to identify healthy behaviors that our program does well and areas upon which to improve.</td>
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<td>5</td>
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</tbody>
</table>

3.) Did you attend Learning Session 1? (check one):

☐ Yes    ☐ No

4.) Please provide your position (check one):

☐ Lead teacher  
☐ Food service director  
☐ Program director  
☐ Other: ____________________________

5.) Program Site Name: ____________________________

6.) Program City: ______________________________

7.) Program State: ______________________________

8.) Enrollment ID: _____________________________

9.) Your Birth MONTH: __________________________

10.) Your Birth DAY: ___________________________
Part 2: Content Implementation – Learning Session 2

Learning Objectives LS2 Pre-Test

Learning Session 2: What is Our Role in Making Healthy Changes?

Date: ________________________ Learning Session Location: ______________________________________

Please answer the following questions; the responses to all questions on this page will be kept confidential. There is no right or wrong answer to any of these questions.

1.) I understand the importance of…

<table>
<thead>
<tr>
<th>Role Modeling in Early Care and Education Programs.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Providing a Supportive Environment for Breastfeeding Mothers.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Practicing Family-Style Dining at Mealtime.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
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</table>

2.) I feel that I have the knowledge and ability to…

<table>
<thead>
<tr>
<th>Describe Healthy Eating Best Practices.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
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<thead>
<tr>
<th>Assess a Sample Menu for Change Opportunities in My Program.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Engage My Program’s Staff to Model Healthy Eating and Family-Style Dining.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
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<thead>
<tr>
<th>Create a Pilot Action Plan for Change.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Implement a Pilot Action Plan for Healthy Change.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<th>Document the Process of Healthy Change by Creating a Storyboard.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
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<tr>
<th>Communicate the Process of Healthy Change by Creating a Storyboard.</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

3.) Please provide your position (check one):

- Lead teacher
- Food service director
- Program director
- Other: ________________________________

4.) Program Site Name: _________________________

5.) Program City: ______________________________

6.) Program State: ______________________________

7.) Enrollment ID: ______________________________

8.) Your Birth MONTH: ___________________________

9.) Your Birth DAY: _____________________________
PPT Part A – Healthy Environments

SET UP:
- Prepare PPT: *What is Our Role in Making Healthy Changes? Early Childhood Health Promotion and Obesity Prevention*

ACTION:
- Welcome participants back;
- Congratulate them on completing the LS1 Action Period Tasks;
- Mention housekeeping items:
  – Bathroom location; and
  – Silencing cell phones.
- Provide an overview of the LS2 Participant Handbook and the agenda.

PRESENT:

PPT Part A: Healthy Environments

TA Breakout Groups – LS1 Action Period

SET UP:
- Split participants in to their breakout groups with their respective Trainer.

ACTION:
- Facilitate a group discussion around the LS1 Action Period Tasks participants completed;
- Use the *Learning Session 2: Morning Breakout Group Discussion Notes* on the following page to lead the discussion; and
- Remind participants that they will use the 5 areas for improvement identified by the programs. This will help guide their Action Plans discussed later today.
Learning Session 2: Morning Breakout Group Discussion Notes

How did it go? Facilitating Change in Your Program

1. How have things been going since the first Learning Session?

2. How do you feel you did in facilitating the Action Period?
   a. What went well?
   b. What was challenging?
   c. Was this a different way of working with your staff? If so, how did it go?
   d. How did your staff respond to the training? What made an impression on them?
   e. Is there anything you need help with?

3. Let’s talk about the Go NAP SACC instruments:
   a. What did you think about using Go NAP SACC?
   b. How did it work as a tool to help your staff learn about healthier environments?
   c. How did it help your program staff assess your environment as a basis for healthy change?
   d. How did it get staff engaged in sharing ideas?
   e. What were your program strengths (things you do well)?
   f. What areas would you like to improve on over time?

4. NOTE: Please give Action Period materials to your Trainer if you did not already turn it in at check-in. This breakout group will be getting together again in the afternoon to review the Action Period for this session and to answer any questions at that time.

Enjoy the day!

Physical Activity Break

**SET UP:**

- Choose a physical activity from the Nutrition and Movement Activity Book OR Nutrition Activity Kit; and
- Gather materials needed for the activity.

**ACTION:**

- Make sure everyone has enough space, and conduct the physical activity you chose from the Nutrition and Movement Activity Book OR Nutrition Activity Kit.
PPT Part B – Healthy Eating

PRESENT:
- PPT Part B: Healthy Eating; and
- Transition to the Sugar Sweetened Beverages Activity.

Sugar Sweetened Beverages Activity

ACTION:
- Conduct the sugar sweetened beverage activity:
  - Place one sugar-sweetened beverage (i.e. Coca Cola®, Gatorade®, Red Bull®, Capri Sun®, etc.) and a large handful of sugar packets or sugar cubes on each table;
  - Without having them look at the Nutrition Facts Label, ask them to estimate how many sugar packets or cubes they think are in the sugar sweetened beverage at their table;
  - Ask each group to present their sugar sweetened beverage and sugar estimate;
  - Next, have each table look at the Nutrition Facts Label to see how many grams of sugar are in the sugar sweetened beverage; and
  - Explain that 4 grams of sugar is in each sugar packet and cube, and each packet or cube is 1 teaspoon. Have them calculate how many teaspoons are in each beverage.

TIPS:
- Initially, do not allow participants to calculate the amount of sugar listed on the Nutrition Facts Label. This should simply be an estimate;
- A 20 ounce bottle of Coca Cola® has 60 grams of sugar and thus 15 teaspoons of sugar (60 grams ÷ 4 grams of sugar per teaspoon = 15 sugar packets or cubes); and
- Remind participants that their beverage may be more than one serving, and therefore their sugar content will increase accordingly.

PRESENT:
- PPT Part B: Healthy Eating (slides 25-29); and
- Transition to the Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program Discussion, Page 53.
Physical Activity Break

**SET UP:**
- Choose a physical activity from the Nutrition and Movement Activity Book OR the Nutrition Activity Kit; and
- Gather materials needed for the activity.

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

  *Note:* Remember to distribute the Nutrition Activity Kits – one per program.

Testing Your Knowledge

**ACTION:**
- Distribute the Nemours’ Best Practices for Healthy Eating.
  - Introduce participants to the different sections, specifically the comparison of current and recommended CACFP guidelines, the sections for each age group, and the tips and tools;
  - A lot of the content discussed today can be found in the Nemours’ Best Practices for Healthy Eating. This includes:
    - Rules and best practices on nutrition (organized by age and food group);
    - Rationale;
    - Recommended and non-recommended foods and beverages;
    - Serving sizes by age and food;
    - Serving size photos for different ages; and
    - Sample policies and programs.

**PRESENT:**

Menu Analysis Activity

**PRESENT:**
- PPT Part B: Best Practices for Healthy Eating; and
- Transition to the Menu Analysis Activity.

**ACTION:**
- Conduct the Menu Analysis Activity;
- Inform participants that the Healthy Eating Menu Activity Sheet is in their Participant Handbook;
- Allow participants to work together as a table to identify foods that can be replaced with healthier food options; and
  - Encourage the participants to discuss which healthier food options can replace these.
- The answers can be found in the Implementation Guide. Review the answers aloud with the group.
Part 2: Content Implementation – Learning Session 2

PRESENT:

ACTION:
- Inform participants that the *Farm to Preschool* handout can be found in the Participant Handbook as well as the password protected area of the LMCC website (www.healthykidshealthyfuture.org);
- This handout is a great resource for starting farm to preschool in ECE programs;
  - Farm to Preschool connects ECE programs to local food producers to help programs serve locally-grown, healthy foods to young children;
  and
- This may provide participants with creative ways of incorporating fresh fruits and vegetables in to their program’s menu.

Physical Activity Break

SET UP:
- Choose a physical activity from the *Nutrition and Movement Activity Book* OR the *Nutrition Activity Kit*; and
- Gather materials needed for the activity.

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

Networking Lunch (45 min.)
### Healthy Eating Menu Activity – Sample
### Sample Weekly Menu (for Children)

**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>Fruits/Vegetables</td>
<td>Orange Juice</td>
<td>Banana Slices</td>
<td>Cantaloupe</td>
<td>Strawberries</td>
<td>Peaches</td>
</tr>
<tr>
<td>Grains/Breads</td>
<td>Kix®</td>
<td>Donuts</td>
<td>Wheaties®</td>
<td>White Toast</td>
<td>Cheerios®</td>
</tr>
<tr>
<td>Meats/Meat Alternates (optional)</td>
<td>Yogurt</td>
<td>Cottage Cheese</td>
<td>Scrambled Egg</td>
<td>Cottage Cheese</td>
<td>Yogurt</td>
</tr>
<tr>
<td><strong>LUNCH</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>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
</tr>
<tr>
<td>Fruits/Vegetables (serve 2)</td>
<td>Applesauce</td>
<td>Salad</td>
<td>Pears</td>
<td>Mixed Fruit</td>
<td>Apple Slices</td>
</tr>
<tr>
<td></td>
<td>Green Beans</td>
<td>French Fries</td>
<td>Broccoli</td>
<td>Broccoli</td>
<td>Cucumber slices</td>
</tr>
<tr>
<td>Grains/Breads</td>
<td>Whole Grain Dinner Roll</td>
<td>Whole Grain Hot Dog Roll</td>
<td>Rice</td>
<td>White Bread</td>
<td>Velveeta® Macaroni and Cheese</td>
</tr>
<tr>
<td>Meats/Meat Alternates</td>
<td>Baked Turkey Breast</td>
<td>Hot Dog</td>
<td>Fish Sticks</td>
<td>Bologna &amp; Cheese</td>
<td>Baked Chicken Breast</td>
</tr>
<tr>
<td><strong>SNACK</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Milk</td>
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</tr>
<tr>
<td>Fruits/Vegetables</td>
<td>Apple Juice</td>
<td>Blueberries</td>
<td>Watermelon</td>
<td>Cucumbers</td>
<td>Pineapple</td>
</tr>
<tr>
<td>Grains/Breads</td>
<td>Mini Whole Grain Rice Cakes</td>
<td>—</td>
<td>—</td>
<td>Crackers</td>
<td>—</td>
</tr>
<tr>
<td>Meats/Meat Alternates</td>
<td>—</td>
<td>Yogurt</td>
<td>Real String Cheese</td>
<td>—</td>
<td>Cottage Cheese</td>
</tr>
<tr>
<td>Beverage</td>
<td>Water</td>
<td>Water</td>
<td>Water</td>
<td>Water</td>
<td>Water</td>
</tr>
</tbody>
</table>

*Do not copy and use for claiming meals in CACFP*
### Healthy Eating Menu Activity – Answer Key

#### Sample Weekly Menu (for Children)

**Activity Sheet Only!!**

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
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<td></td>
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<td></td>
</tr>
<tr>
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<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
</tr>
<tr>
<td>Fruits/Vegetables</td>
<td>Orange Juice (juice served twice this day; change at least one to a whole fruit)</td>
<td>Banana Slices</td>
<td>Cantaloupe</td>
<td>Strawberries</td>
<td>Peaches</td>
</tr>
<tr>
<td>Grains/Breads</td>
<td>Kix®</td>
<td>Donuts (high fat and sugar; replace with low-fat &amp; low-sugar whole grain)</td>
<td>Wheaties®</td>
<td>White Toast (no whole grains served on this day; replace some with whole grain)</td>
<td>Cheerios®</td>
</tr>
<tr>
<td>Meats/Meat Alternates (optional)</td>
<td>Yogurt</td>
<td>Cottage Cheese</td>
<td>Scrambled Egg</td>
<td>Cottage Cheese</td>
<td>Yogurt</td>
</tr>
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<td>1% or Fat-free Milk</td>
<td>1% or Fat-free Milk</td>
</tr>
<tr>
<td>Fruits/Vegetables (serve 2)</td>
<td>Applesauce</td>
<td>French Fries (Choose a low-fat vegetable to replace fries)</td>
<td>Pears (serve an additional fruit or veg; preferably veg)</td>
<td>Mixed Fruit</td>
<td>Apple Slices Cucumber slices</td>
</tr>
<tr>
<td>Grains/Breads</td>
<td>Whole Grain Dinner Roll</td>
<td>Whole Grain Hot Dog Roll</td>
<td>Rice</td>
<td>White Bread (no whole grains served on this day; replace some with whole grain)</td>
<td>Velveeta® Macaroni and Cheese (replace with low-fat real cheese; could use whole grain macaroni)</td>
</tr>
<tr>
<td>Meats/Meat Alternates</td>
<td>Baked Turkey Breast</td>
<td>Hot Dog (serve processed meat rarely; replace with sliced turkey breast or other unprocessed option)</td>
<td>Fish Sticks (serve fried or prefried foods rarely; replace with unbreaded fish filets or other unprocessed option)</td>
<td>Bologna &amp; Cheese (serve processed meat rarely; replace with sliced turkey breast or other unprocessed option)</td>
<td>Baked Chicken Breast</td>
</tr>
<tr>
<td><strong>SNACK</strong></td>
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</tbody>
</table>

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FARM TO PRESCHOOL IN ACTION
Many programs exist across the country—here are two examples:

In-home providers create farm to preschool through a backyard garden
In Los Angeles, Ethan and Friends Family Child Care owner Shaunte Taylor has transformed her modest inner-city backyard to include raised beds, a compost bin, multiple fruit trees, and a chicken coop. Now, children plant seeds, amend the soil while investigating worms and insects, water plants, and harvest and prepare simple recipes using their garden produce.

Continued on other side....
WHY FARM TO PRESCHOOL?

HEALTH: Children & Families Win
One in five children in the U.S. is overweight or obese before entering kindergarten, and only 2 percent of children get the recommended serving of fruits and vegetables each day. Farm to preschool programs can increase children’s and families’ preferences for and consumption of fruits and vegetables.

AGRICULTURE: Farmers Win
Farm to preschool supports farming families by increasing market opportunities for small or mid-sized farmers, fishers, ranchers, food processors, and food manufacturers.

ECONOMY: Communities Win
Farm to preschool programs develop meaningful community relationships among early care settings, families, and local farmers. Money spent on local food stays within the local economy.

4

Learn from others. If you are running into an obstacle, it is likely that there is someone out there who has run into it before! Some places to connect and learn from others include:
- The farm to preschool website (www.farmpopreschool.org). Find information and case studies that are specific to early care settings, and sign up for an e-newsletter to receive regular communication about news and resources.
- The National Farm to School Network (www.farmtoschool.org). Find abundant resources and contact information for people in your state and region who are working on farm to school and farm to preschool.
- Your county or state’s Child Care Resource and Referral agency. Many of these agencies can provide ways to learn about and connect with other early care programs that are implementing farm to preschool activities. Find local agencies at usa.childcareaware.org
- Child and Adult Care Food Program (CACFP) staff in your state. Learn how CACFP can help you make local food more economical and free up resources for other farm to preschool activities. CACFP state agency contacts can be found at www.fns.usda.gov/cnd/contacts/state-directory.htm

5

Promote farm to preschool in your community. Ideas include sharing information and recipes in parent newsletters, posting garden or field trip photos to a web or social media site, or inviting local media to your activities.

School districts versus early care settings
There are a few important distinctions between school districts and early care settings:
- Local foods procurement: Preschools and family child care programs tend to purchase at smaller volume 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: Preschools and family child care 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 up to half or full days). 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 preschool. This is a great fit with many farm to preschool activities such as gardening, cooking, and taste tests.
- Parental involvement: parental involvement tends to be strong during the preschool years, which can be a huge asset for farm to preschool programming.

The National Farm to School Network has compiled abundant resources on this topic and others along with contact information for people in your state and region who are working on farm to school programs. Find more information and join our network: www.farmtoschool.org
PPT Part C – Facilitating Change in Your Program

PRESENT:
- PPT Part C: Facilitating Change in Your Program. Use the notes view of the PPT to guide your discussion.
- Discuss the Action Period and explain that participants will facilitate a mini-version of today’s Learning Session with their program staff.

TA Breakout Groups

ACTION:
- Divide participants into their breakout groups based on their assigned Trainer. If space is available, move a group to another room to provide a more intimate sharing space;
- Use the Afternoon Breakout Group Discussion Notes for Learning Session 2 located in this guide and in the password protected area of the website: www.healthykidshealthyfuture.org to facilitate discussion; and
- Instruct participants to follow along with the discussion using the Action Period checklist and Leadership Team Guide in the Learning Session 2 Participant Handbook.

ACTION:
- Welcome participants to the breakout group;
- Using the Afternoon Breakout Group Discussion Notes for Learning Session 2 on the following page, discuss:
  – How to complete the Action Period for LS2;
  – What materials participants should bring back to LS2; and
  – Any questions participants may have.
- Distribute 2 tri-fold boards to each Leadership Team. One will be used for the Pilot Action Plan for the Action Period after this session and one will be used for the Long-Term Action Plan after Learning Session 3.

End in time for everyone to be back in the main training room by 12:45 pm
Learning Session 2: Afternoon Breakout Group Discussion Notes

Facilitating Change in Your Program

Ask participants to turn to the Leadership Team Guide in the back of the Participant Handbook and follow along.

1. How are you feeling about today’s Learning Session? We covered a lot of information and resources!
   a. What did you learn that was surprising or helpful or exciting?
   b. What do you still want to learn more about?

2. Let’s talk about your power as a role model to support healthy change, health awareness and healthy habits in your children.
   a. What examples of positive and negative role modeling by some of the teachers in the video clips do you think might have an impact on the teachers in your program?

3. Let’s talk about the process of healthy change; an ongoing cycle – a lot like the cycle of planning that you may already do when planning activities for the children in your program.
   You have already started this cycle when you completed your Let’s Move! Child Care Quiz and Go NAP SACC. These tools give you a way to look at health practices in your program.
   By engaging your staff in the Action Period materials, you will work together to study the assessment results and use what you learn to plan and implement specific changes in your program to make it healthier! You will try out changes to see if they work, reflect on what actually happened and then decide next steps for action.
   a. Are there any questions regarding this process?

4. Let’s Discuss the “Action Period.” All of the materials that you will need are in your Participant Handbook. We will have some time for questions and sharing ideas at the end. Together, let’s look at the Action Tasks step-by-step:
   • Task 1: Create a Pilot Action Plan with your program staff to try out the process of healthy change.
     – The Pilot Action Plan form can be found in the Leadership Team Guide section in the Learning Session 2 Participant Handbook;
     – Using the five things your program can improve, identified in LS1 Action Period, choose 1-2 areas you would like to change and create your Pilot Action Plan using the Pilot Action Plan: Planning for Healthy Change Worksheet;
     – Complete the Pilot Action Plan: Planning for Healthy Change Worksheet and bring to Learning Session 3.
   • Task 2: Create a storyboard to share your story of healthy change with colleagues, staff, children, and families.
     – Your program will use a tri-fold board to create your storyboard and, to document and communicate the implementation of the Pilot 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.

Note: Remind participants to bring their storyboards to Learning Session 3 to share their progress.

5. Here is a list of what to bring back to Learning Session 3:
  • Completed Pilot Action Plan; and
  • Storyboard with your story of change.

6. What questions do you still have?

Thank you for your work to help children grow up healthy!
Fears and Hopes Protocol

Developed in the field by educators.

Purpose
One purpose is simply to help people learn some things about each other. The deeper purpose, however, is to establish a norm of ownership by the group of every individual’s expectations and concerns: to get these into the open, and to begin addressing them together.

Details
Time for this protocol can vary from 5 to 25 minutes, depending on the size of the group and the range of their concerns. If the group is particularly large, the facilitator asks tables groups to work together and then report out. The only supplies needed are individual writing materials, newsprint and markers.

Steps
1. Introduction. The facilitator asks participants to write down briefly for themselves their greatest fear for this meeting/ workshop/ retreat/ class: “If this were the worst meeting (class) you have ever attended, what will happen or not happen? (Adapt it to make it age appropriate)” Then they write their greatest hope: “If this is the best meeting (class) you have ever attended, what will be its outcomes (what would I learn)?”

2. Pair-Share. If time permits, the facilitator asks participants to share their hopes and fears with a partner.

3. Listing. Participants call out fears and hopes as the facilitators lists them on separate pieces of newsprint.

4. Debriefing. The facilitator prompts, “Did you notice anything surprising or otherwise interesting while doing this activity? What was the impact on you or others of expressing negative thoughts? Would you use this activity in your school (at home)? In your classroom? Why? Why not?”

Facilitation Tips
The facilitator should list all fears and hopes exactly as expressed, without editing, comment, or judgment. One should not be afraid of the worst fears. A meeting always goes better once these are expressed. The facilitator can also participate by listing his or her own fears and hopes. After the list of fears and hopes are complete, the group should be encouraged to ponder them. If some things seem to need modification, the facilitator should say so in the interest of transparency, and make the modifications. If some of the hopes seem to require a common effort to realize, or if some of the fears require a special effort to avoid, the facilitator should say what he or she thinks these are, and solicit ideas for generating such efforts. It is easy to move from here into norm-setting: “In order to reach our hoped-for-outcomes while making sure we deal with our fears, what norms will we need?”
Variation

One variation that cuts down on time is to use picture or picture postcards that have fairly ambiguous meaning, and to ask participants to introduce themselves and tell how the images they have picked (randomly) express their hopes and fears for the meeting. In this variation, the facilitator listens carefully and makes notes while participants speak, so as to able to capture expressed hopes and fears for the group’s reflection.
Part 2: Content Implementation – Learning Session 2

PPT Part D – Family-Style Dining

SET UP:
• Make sure you have internet access or have the Companion USB on hand to play the videos.

PRESENT:
• PPT Part D: Family-Style Dining.

Goal Setting Activity

ACTION:
• Facilitate a large group discussion using the goal setting activity, “Are you ready for family-style dining?”;
• Inform participants that small questions like the one above can transfer to achievable goals;
• Use the following example to help guide the discussion:
  – A program may already be practicing family-style dining, but would like to encourage greater participation amongst the children. The participant should then answer the “how,” “what,” “who,” “when,” and “where” within the goal setting process.
    • How can he or she encourage the children to properly use mealtime utensils?
    • What types of child size equipment is needed to be successful?
    • Who will this affect and who may be a source of support?
    • When will the program start the implementation process and will gradual steps be taken to reach the overall goal?
    • Where will family-style dining take place?
    – Reflect: Is this a realistic and achievable goal?”

PLAY:
• Family-Style Dining with 2 Year Olds in PPT Part D: Family-Style Dining.
  Note: The PPT contains a prompt to play the Family-Style Dining with 2 Year Olds video. If you do not have internet access, the video can be found on the Companion USB.

PLAY:
• Starting Family-Style Dining in PPT Part D: Family-Style Dining.
  Note: The PPT contains a prompt to play the Starting Family-Style Dining video. If you do not have internet access, the video can be found on the Companion USB.

ACTION:
• Facilitate a large group discussion around the videos and encourage participants to share what tips they could adopt to successfully implement family-style dining in their programs.
PRESENT:

• PPT Part D: Family-Style Dining.

PLAY:

• Putting It All Together in PPT Part D: Family-Style Dining.
  
  Note: The PPT contains a prompt to play the Putting It All Together video. If you do not have internet access, the video can be found on the Companion USB.

PRESENT:

• PPT Part D: Family-Style Dining.

PLAY:

• Tips for Success in PPT Part D: Family-Style Dining.
  
  Note: The PPT contains a prompt to play the Starting Family-Style Dining video. If you do not have internet access, the video can be found on the Companion USB.

ACTION:

• Facilitate a large group discussion around the video and encourage participants to share what tips they could adopt to successfully implement family-style dining in their programs; and
• Have participants turn to the Mealtime Routine Sample Handout in the Participant Handbook. Inform participants that it can be downloaded electronically.
  – Encourage participants to print this document for their program staff as they promote healthy changes in their programs.

Physical Activity Break

SET UP:

• Choose a physical activity from the Nutrition and Movement Activity Book or the Nutrition Activity Kit; and
• Gather materials needed for the activity.

ACTION:

• Make sure everyone has enough space, and conduct the physical activity you chose from the Nutrition and Movement Activity Book or the Nutrition Activity Kit.
Mealtime Routine Sample
1. Call for helpers - children with daily jobs.
2. Transition activity – song.
4. Children sit at the table as food is placed.
5. Teachers sit and eat with children.
7. Transition – children choose quiet books or puzzles as others finish eating.

Family Style Mealtime Checklist

Mealtime Routine
☐ Teachers’ routine allows for food to be prepared and ready at the designated mealtime.

Appropriate size bowls and serving utensils
☐ Food is served in bowls of appropriate size that children can lift and pass.
☐ Serving bowls are made of materials that do not conduct heat and are not too hot to pass.
☐ Small size scoops, one-piece plastic tongs, and short-handled hard plastic serving spoons are used.

Mealtime expectations to review with children
☐ We eat together at the table.
☐ We all come to the table at the same time.
☐ We wait until everyone is ready before we begin.
☐ We serve ourselves and pass food to each other.
☐ We use inside voices.

Passing food practices for children
☐ Pass with both hands.
☐ Keep food over the table when passing it.
☐ Hold the bowl by the sides (to keep fingers out of food).

Family Style Practice Activities

Serving utensils practice (small group activity or set up a learning center in classroom)
☐ Practice with scoops, tongs, and short-handled hard plastic serving spoons.

Pouring practice (set up water table or learning center in classroom)
☐ Pretend practice.
☐ Practice with dry liquid such as sand or beans.
☐ Practice with water and pouring into child-size cups.

Cleanup practice (dramatic play or a small group activity)
☐ Pretend cleanup with sponge or cloth.
☐ Pretend floor cleanup with mini-mop or cloth.
☐ Practice cleanup of table and floor with water.

PPT Part E – Breastfeeding Support

SET UP:
- Make sure you have internet access or have the Companion USB on hand to play the videos.

PRESENT:
- PPT Part E: Breastfeeding Support; and
- Transition to the What Do I Know About Breastfeeding? True/False Activity.

ACTION:
- Conduct the What Do I Know About Breastfeeding? True/False Activity:
  - Instruct participants to turn to the Learning Session 2: What Do I Know About Breastfeeding? True/False Activity page in the Participant Handbooks;
  - Allow 5-10 minutes for the participants to complete the activity on their own; and
  - Review the answers to the activity.
  
  Note: All of the answers to the What Do I Know About Breastfeeding? True/False Activity are “True.”

PRESENT:
- PPT Part E: Breastfeeding Support.

ACTION:
- Inform Participants that the Ten Steps for Breastfeeding-Friendly Child Care Centers and the CDC Breastfeeding and Early Care and Education: Increasing Support for Breastfeeding Families handouts can be found in their Participant Handbook.”

PLAY:
- How to Support Breastfeeding Mothers in PPT Part D: Breastfeeding Support.
  
  Note: The PPT contains a prompt to play the How to Support Breastfeeding Mothers video. If you do not have internet access, the video can be found on the Companion USB.

Physical Activity Break

SET UP:
- Choose a physical activity from the Nutrition and Movement Activity Book or the Nutrition Activity Kit; and
- Gather materials needed for the activity.

ACTION:
- Make sure everyone has enough space, and conduct the physical activity you chose from the Nutrition and Movement Activity Book or the Nutrition Activity Kit.
What Do You Know About Breastfeeding?

True/False Activity

Circle the answer you believe is correct.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 75% of women start out breastfeeding.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>Feeding a baby formula instead of mother’s milk increases the chances that the baby will get sick.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>If a child is not breastfed, he is more likely to get ear infections.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>If a child is not breastfed, she is more likely to get diarrhea.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>If a child is not breastfed, he is more likely to die of SIDS (Sudden Infant Death Syndrome).</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>If a child is not breastfed, she is more likely to become overweight.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>Infant formula is missing many of the components in human milk.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>The longer a mother breastfeeds, the better it is for her health.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>Babies should never be given cereal in a bottle.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>Human milk is not a hazardous substance.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>Babies should breastfeed for at least one year.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>Babies should be exclusively breastfed (no other foods or liquids) for about the first six months of life.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>No matter the mother’s diet, a mother’s milk is the best and healthiest food for her baby.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>Babies should not be fed on a strict schedule.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>Breast milk is reimbursed through the CACFP (Child and Adult Care Food Program).</td>
<td>True</td>
<td>False</td>
</tr>
</tbody>
</table>

Note: All of the answers are “true.”
Ten Steps for Breastfeeding-Friendly Child Care Centers

The following ten steps describe ways that child care centers can provide optimal support for breastfeeding families. Below each step are specific actions to support that step.

**Step 1. Make a commitment to the importance of breastfeeding, especially exclusive breastfeeding, and share this commitment with fellow staff**
1.1 Our center has a written policy for promoting and supporting breastfeeding.
1.2 Staff evaluations document a review of breastfeeding support activities.
1.3 Our center has educational materials for our parents on the risks and benefits of different infant feeding choices.
1.4 Our center’s breastfeeding support is part of discussion with all potential clients.

**Step 2. Train all staff to promote optimal infant and young child feeding in families we serve.**
2.1 All new staff at our center receives training on the risks and benefits of different infant feeding choices.
2.2 All new staff at our center receives training in breastfeeding promotion, including support of exclusive breastfeeding.

**Step 3. Inform women and families about the importance of breastfeeding**
3.1 At our center, we provide families with our written policy for promoting and supporting breastfeeding.
3.2 At our center, we explain to families how we (a) develop a sustainable feeding plan, (b) provide a comfortable place in our center for mothers to sit and nurse their babies or pump/express milk, and (c) store and label milk for child care center use.

**Step 4. Train all staff in skills necessary to handle, store and feed mother’s milk properly.**
4.1 All staff receive at least one hour of training in proper handling and feeding of mother’s milk.
4.2 All staff are trained to recognize infant hunger cues.

**Step 5. Ensure that all clients are able to properly store and label milk for child care center use**
5.1 We have a written policy on the proper way to label human milk, and we share this policy with all parents.
5.2 All milk at our center is properly labeled.

**Step 6. Provide a breastfeeding friendly environment.**
6.1 We provide all mothers with written materials inviting them to come to the center and nurse their babies while under our care.
6.2 There is a comfortable place in our center for mothers to sit and nurse their babies, or pump (express) milk if necessary.

**Step 7. Display posters and provide brochures for new moms and parents of breastfeeding babies that demonstrate that your child care supports breastfeeding and that illustrate best practices.**
7.1 Our center displays posters with information about breastfeeding, with photos appropriate for the families we serve.
7.2 At our center, we provide appropriate brochures or other educational materials about breastfeeding for our families.
7.3 At our center, we provide families with materials about the importance of exclusive breastfeeding.

**Step 8. Develop a sustainable feeding plan with each family.**
8.1 We develop a written feeding plan with each new family at our center.
8.2 Our written materials encourage breastfeeding mothers to nurse on demand when with their baby.
8.3 Our written materials encourage mothers to respond to feeding cues rather than feeding on a schedule.
8.4 We discuss with all families how expressed milk will be handled at our child care center.

**Step 9. Contact and coordinate with local skilled breastfeeding support and actively refer.**
9.1 Our center has a list of community breastfeeding resources to be used for referral.
9.2 Our center regularly refers families to community breastfeeding resources.
9.3 Our center tracks community referrals and follows up with families as needed.
9.4 Our center provides a resource list for our staff of local lactation consultants and community providers that can answer breastfeeding and human milk feeding questions.

**Step 10. Continue updates and learning about protection, promotion, and support of breastfeeding.**
10.1 Our center has up-to-date materials on hand that include information on breastfeeding and human milk feeding.
10.2 Each staff member receives at least one hour per year of continuing education on human milk feeding and breastfeeding support.

A project of Carolina Global Breastfeeding Institute
http://sph.unc.edu/breastfeeding
Breastfeeding helps protect children against obesity, among other important health benefits. The American Academy of Pediatrics recommends exclusive breastfeeding for about the first six months and continued breastfeeding for at least the first year as foods are introduced. Unfortunately, in 2009 only 47% of mothers breastfed at six months and 26% at 12 months of age.

One factor affecting breastfeeding duration is that many mothers are away from their children during the day and may not receive the support they need to continue breastfeeding. In 2007, 60% of women with children under age 3 were in the labor force. As a result, many children are cared for by persons other than their parents.

Early care and education (ECE) providers and teachers influence the lives and health of the families they serve and have an important role in supporting breastfeeding mothers. ECE programs, centers and family homes alike can support breastfeeding mothers by ensuring that staff members are well-trained to meet national recommendations for supporting breastfeeding mothers. Support may include allowing mothers to breastfeed at the facility, feeding a mother’s pumped breast milk to her baby, thawing and preparing bottles of pumped milk as needed and keeping extra breast milk in a freezer in case they run out.

As of December 2011, only 6 states’ licensing regulations contained language that meets national recommendations for encouraging and supporting breastfeeding and the feeding of breast milk (AZ, CA, DE, MS, NC, VT).

**Examples of state efforts to increase support for breastfeeding women in ECE environments:**

**Arizona’s Empower Pack Program** is a resource for ECE providers to help children to make healthy choices related to nutrition, physical activity, and tobacco. The program includes a self-assessment, a sample breastfeeding policy, and a video on how to support and work with breastfeeding mothers (http://azdhs.gov/empowerpack/).

**The Mississippi Department of Health WIC program** has developed a training curriculum for ECE providers entitled *How to Support a Breastfeeding Mother: A Guide for the Childcare Center*. The curriculum...
incorporates guidelines for providers on how to support breastfeeding mothers as well as guidelines for the storage and handling of expressed milk (http://www.dshs.state.tx.us/wichd/bf/childcare.shtm).

The Utah Department of Health’s Nutrition, Physical Activity and Nutrition Program provides an online TOP Star Training, comprised of six workshops about preventing childhood overweight. This training is approved for professional development credit: 5 hours of Licensing Credit, and Career Ladder Credit in Health and Safety for child care providers in the state. Training Module 6, How to Support a Breastfeeding Mother: A Guide for Childcare Providers, provides ECE directors and staff accurate information and resources so they can best support breastfeeding mothers whose babies are in their care.

The New York State Department of Health’s Child and Adult Care Food Program (CACFP) recognizes ECE centers and family day care homes that participate in CACFP and support breastfeeding families with Breastfeeding Friendly certificates. A website provides ECE centers and family day care homes with self-assessment to apply for this designation, and lists the breastfeeding friendly centers and homes: (http://www.health.ny.gov/prevention/nutrition/cacfp/breastfeedingspon.htm).

The Wake County Breastfeeding-Friendly Child Care Initiative (BFCC) supports breastfeeding in ECE centers serving low-income families through collaboration between the Carolina Global Breastfeeding Institute and the Wake County Child Care Health Consultants and Wake County SmartStart. Activities include identifying the knowledge, attitudes, and practices that support breastfeeding among ECE center staff, mandatory trainings for ECE providers, and a toolkit that includes tools and materials for both providers and breastfeeding families (http://cgbi.sph.unc.edu/take-action/toolkits/259).

The Wisconsin Department of Health Services developed the Ten Steps to Breastfeeding Friendly Child Care Centers, a resource kit to help ECE centers and family homes promote breastfeeding and ensure that they support mothers to be able to breastfeed. http://www.dhs.wisconsin.gov/publications/P0/P00022.pdf

Find out more at Let’s Move! Child Care
http://healthykidshealthyfuture.com/

Setting and enforcing ECE standards is the responsibility of individual states and territories, although some local jurisdictions can set standards. The 3rd edition of Caring for our Children: National Health and Safety Performance Standards, the gold standard for ECE, provides recommendations on how childcare providers can support breastfeeding families.

References to non-federal organizations are provided solely as a service to the audience. These references do not constitute an endorsement of these organizations or their programs and policies by CDC or the Federal Government, and none should be inferred.
PPT Part F – Bringing It All Together

**PRESENT:**

- PPT Part F: Bringing It All Together.

**ACTION:**

- Inform participants that the *Healthy Fundraising* and *Healthy Celebrations* handouts are in the Learning Session 2 Participant Handbook and can be downloaded electronically;
  - Encourage participants to download and print the handouts to distribute to families within their program.
  and
- Review the resources slide and use the links to show participants where the resources can be found;
  - If you do not have internet access, consider downloading the resources to your USB prior to the Learning Session.
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></td>
</tr>
<tr>
<td>• Health fairs</td>
<td></td>
</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>
<tr>
<td>• Sales of foods high in fat, sugar and calories (e.g., candy, cookies, cookie dough, donuts/pastries, cakes, cupcakes, pizza, etc.)</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 (1US8DP004102-01) 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>
</tr>
</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>
</tr>
<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>
</tr>
<tr>
<td>• Game show</td>
<td></td>
</tr>
<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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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!)

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Suggestions for Healthy Foods for Celebrations:

**8 - 12 Months**
- Pureed or soft fruits and vegetables cut into ¼ inch cubes
- Whole grain crackers
- Shredded or cubed ¼ inch natural cheese
- Plain yogurt (made with whole milk)
- Water, formula or breast milk

**1 - 6 Years**
- Fresh, frozen or canned fruits and vegetables cut into small pieces
- Whole grain crackers
- Low-fat cheese cubes or string cheese
- Low-fat or fat-free yogurt
- Water or milk (following age recommendations)

**6 - 12 years**
- Fresh, frozen or canned fruits and vegetables
- Whole grain crackers
- Cheese cubes or string cheese
- Low-fat or fat-free yogurt
- Water, 1% (low-fat) or fat-free milk, 100% juice

**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.
Evaluation: LS2 Feedback Forms

SET UP:
- Distribute the Feedback Forms for LS2;
- Set up any take-away materials assembly line style on the check-in tables;
- Provide a container for participants to drop off nametags;
- Provide a space or box to collect completed Feedback Forms; and
- Assign one person to highlight (or otherwise record) program name on a list after Feedback Forms and nametags are collected and take-away items are picked up.

ACTION:
- Remind everyone about next steps. When they get back to their programs, they need to:
  - Facilitate a mini-version of today’s Learning Session with their program staff to:
    - Complete a Pilot Action Plan by using the 5 areas for improvement identified during the LS1 Action Period; and
    - Create a storyboard demonstrating the change(s) the program has made between LS2 and LS3.
  - Bring back to LS3:
    - *Pilot Action Plan: Planning for Healthy Change Worksheet* in an envelope with your program name, enrollment ID number, and contact information clearly written; and
    - Storyboard.

ACTION:
- Thank participants for being a part of the Learning Collaborative;
- Ask participants to complete the Feedback Forms and assure them that the forms are reviewed and their suggestions are used to make future changes to the Collaborative;
- Request that participants do the following before leaving today:
  - Drop their nametag in the container on the check-in table; and
  - Turn in their Feedback Form.
- Remind participants that the next Learning Session will be held on date:_________________________; and
- Set aside 15 minutes to sit down with your co-trainer(s) and volunteers to discuss and record first thoughts about what went well and what could be improved for future sessions. You may also want to schedule a longer meeting at a later date.
Participant LS2 Feedback Form

Learning Session 2: What is Our Role in Making Healthy Changes?

Date: ________________________ Learning Session Location: ______________________________________

Please answer the following questions. There is no right or wrong answer to any of these questions.

1. What I liked best about this session...

2. What improvements could be made?

3. A light bulb went on in my brain when...

4. As an early childhood leader, my greatest challenge at the moment is...

5. I still want to know more about...

6. I feel confident that I can share information with my staff to help them understand, implement, and role model best practices for healthy eating, family-style dining and breastfeeding support in our program.
   ☐ Yes ☐ No

7. I feel confident that I can use the materials from today's training to develop our Pilot Action Plan for healthy change in our program.
   ☐ Yes ☐ No

8. Anything else you would like us to know?

9. Program Site Name: _________________________

10. Program City: ____________________________

11. Program State: ___________________________

12. Enrollment ID: __________________________

13. Your Birth MONTH: ______________________

14. Your Birth DAY: _________________________
LS2 Action Period

Leadership Teams Should:

- Set up a time for training program staff with support from the Leadership Team Guide;
- Come together as a whole program and review the five improvement areas identified in LS1 Action Period and choose 1-2 to work on in completing the Pilot Action Plan;
- Pilot Action Plan: Planning for Healthy Change Worksheet; and
- Create a storyboard.
- Bring back to Learning Session 3:
  - Pilot Action Plan: Planning for Healthy Change Worksheet in an envelope with your program name, enrollment ID number, and contact information clearly written; and
  - Storyboard.

Technical Assistance

- Call programs to set up a convenient time to visit. Try to set up the visit for as soon after the Learning Session as you can, so that you can support them as they prepare to facilitate the Action Period training and ensure they set a date;
- When you set up the site visit;
- REMEMBER to document your TA visits; and
- Ask if there is anything that they especially want to focus on or have questions about.

During the visit:

- Ask what they thought about the Learning Session;
- Discuss logistics of the Action Period training that they will facilitate with staff. Offer your assistance for this training. Ask about their plan for the training session and work together to ensure that they have what they need in order to be successful;
- Walk through the Pilot Action Plan: Planning for Healthy Change Worksheet in the LS2 Action Period section and help them understand how to use it and how to help their program staff use it;
- Review items they need to bring back to LS3; and
- Ask if there is anything else they would like to talk about. Encourage them to reach out to you at any time. Be sure they have your contact information.
REFERENCES FOR: Taking Steps to Healthy Success: An Early Care and Education Learning Collaborative to Promote Healthy Practices and Prevent Obesity


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


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


