National Early Care & Education Learning Collaboratives:

Taking Steps to Healthy Success

Learning Session 3, Revised Edition
Implementation Guide
November 2014
Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (1U58DP004102) 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.
# Table of Contents

## OVERVIEW

- Sample Agenda
- LS3: Materials List

## CONTENT IMPLEMENTATION

**Learning Session 3: Content Implementation**

- Check-In and Evaluation: LS2 Post-Test, LS3 Pre-Test
  - Learning Session 2 Objectives Post-Test
  - Learning Session 3 Objectives Pre-Test
  - TA Breakout Groups – LS2 Action Period
- Learning Session 3: Morning Breakout Group Discussion Notes
  - Presenting Storyboards
  - Learning Session 3: Morning Breakout Group Discussion Notes
- PPT Part A – Supporting Motor Development
  - Connecting the Dots Activity
  - Physical Activity Break
  - Presenting Storyboards
- PPT Part B – Facilitating Change in Your Program
  - Taking the Staff Temperature
  - TA Breakout Groups
- Learning Session 3: Afternoon Breakout Group Discussion Notes
- PPT Part C – Best Practices for Physical Activity (Preschoolers)
  - Video: *Motion Moments: Preschoolers*
  - Activity: *Sesame Street Healthy Habits for Life* “Hokey Pokey Muscles and Bones”
  - Goal Setting Activity
- PPT Part D – Best Practices for Physical Activity (Infants and Toddlers)
  - Video: *Infant Physical Activity, Feldenkrais Class by Baby Liv*
- PPT Part E – Best Practices for Screen Time
  - Video: *Screen Free Moments Promoting Healthy Habits*
  - Physical Activity Break: Go, Slow, or Whoa Activity
- PPT Part F – Bringing It All Together
  - Video: *Increased Physical Activity and Nutrition in Child Care Programs*
- Evaluation: LS3 Feedback Forms
  - Participant Feedback Form
- LS3 Action Period
- References
# 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>Child Health and Development Technical Assistance</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>
</tr>
<tr>
<td>Collaboratives – Implementation</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>Curriculum – Standard</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>
</tr>
<tr>
<td>Curriculum – Customized</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>
</tr>
<tr>
<td>Coaching/Mentoring Providers After On-Site Sessions</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>Go NAP SACC</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>Monitoring &amp; Evaluation</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>Invoices to Nemours</td>
<td>Rosshelle Payes 202-649-4426 <a href="mailto:Rosshelle.Payes@nemours.org">Rosshelle.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>Let’s Move! Child Care Quiz</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>Monthly Progress Reports to Nemours</td>
<td>Rosshelle Payes 202-649-4426 <a href="mailto:Rosshelle.Payes@nemours.org">Rosshelle.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>Professional Development and/or Clock Hours/CEUs for Providers</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>Provider Recruitment &amp; Retention</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>Press Releases and/or Media Requests</td>
<td>State Project Coordinator</td>
<td>Rosshelle Payes 202-649-4426 <a href="mailto:Rosshelle.Payes@nemours.org">Rosshelle.Payes@nemours.org</a></td>
</tr>
<tr>
<td>State Partnerships</td>
<td>Julie Shuell 202-649-4420 <a href="mailto:Julie.Shuell@nemours.org">Julie.Shuell@nemours.org</a></td>
<td>Rosshelle Payes 202-649-4426 <a href="mailto:Rosshelle.Payes@nemours.org">Rosshelle.Payes@nemours.org</a></td>
</tr>
<tr>
<td>Sub-Award Agreements with Nemours</td>
<td>Rosshelle Payes 202-649-4426 <a href="mailto:Rosshelle.Payes@nemours.org">Rosshelle.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>Technical Assistance Protocols/Forms/Submission</td>
<td>State Project Coordinator</td>
<td>Alejandro Hughes <a href="mailto:ta@centerfornutrition.org">ta@centerfornutrition.org</a></td>
</tr>
<tr>
<td>Web Based Portal (located on the Change Your Community tab of <a href="http://www.healthykidshealthyfuture.org">www.healthykidshealthyfuture.org</a>)</td>
<td>Cindy Caldwell <a href="mailto:ccaldwel@nemours.org">ccaldwel@nemours.org</a></td>
<td>Rosshelle Payes 202-649-4426 <a href="mailto:Rosshelle.Payes@nemours.org">Rosshelle.Payes@nemours.org</a></td>
</tr>
<tr>
<td>FileMaker Go Technical Assistance</td>
<td>Tom Bernard <a href="mailto:ta@centerfornutrition.org">ta@centerfornutrition.org</a></td>
<td>Alejandro Hughes <a href="mailto:ta@centerfornutrition.org">ta@centerfornutrition.org</a></td>
</tr>
</tbody>
</table>
Overview

Learning Session 3 (LS3) builds on the experiences, knowledge and action planning of the previous two Learning Sessions in order to equip Leadership Teams, in collaboration with the staff at their programs, to develop and implement Long-Term Action Plans. Leadership teams arrive at this session with their storyboards documenting their experiences with the Pilot Action Plans. The storyboards play a central role in this session: offering opportunities to share stories with colleagues, validating the accomplishments of each program, providing a context for analysis of the Pilot Action Plans, and sharing practical, program-tested ideas and practices.

During this session, Leadership Teams prepare to collaborate with their program staff to create and launch a Long-Term Action Plan for healthy change by:

- Learning more about the social ecological model and an aligned action planning process;
- Brainstorming ways to implement best practices for healthy eating, physical activity, screen time, and breastfeeding support;
- Exploring a wide range of resources, as well as ideas from other programs, to use as powerful strategies for change:
  - *Nemours’ Best Practices for Physical Activity* guide;
  - *Let’s Move!* Child Care website;
  - *Sesame Street Healthy Habits for Life Toolkit* (for preschoolers);
  - Physical Activity Kits (Tossing & Catching and Moving & Dancing); and
  - New ideas from the storyboards.
- Developing program-level policies to support their improved practices; and
- Leveraging their own experiences with the Pilot Action Plan, their understanding of others’ experiences, and their growing knowledge to begin.

During the large group and TA Breakout Group sessions, Trainers introduce tools that the Leadership Teams will use to engage their program staff in making change: *Leadership Team Guide*, *Learning Session 3 Group Discussion Worksheet*, *Long-Term Action Plan Worksheet*, and interactive classroom resources to engage children, staff and families such as the *Sesame Street Healthy Habits for Life Toolkit* (for preschoolers) and Physical Activity Kits. At the end of LS3, participants will:

- Understand best practice guidelines for physical activity and screen time;
- Feel more competent using the best practice guidelines to make policy and practice changes in their programs;
- Experience a connection to a wider network of colleagues who offer support, validation, opportunities for collaboration, and practical ideas for program-based change;
- Facilitate a mini-version of the Learning Session in the Action Period designed to communicate the key role of early care and education (ECE) providers in supporting movement awareness, daily physical activity and screen time reduction among children in their classrooms; and
- Be equipped and empowered to engage staff in making long-term, healthy change through collaborative action planning.
Key content includes:

- Assessment of strengths, successes, and challenges encountered during the Pilot Action Plan;
- Practical program-tested ideas, practices, and policies for making healthy change, based on participants’ storyboard presentations;
- Information and resources from the Let’s Move! Child Care website and Nemours’ Best Practices for Physical Activity guide, to inform practice and policy changes in the programs;
- Social ecological model as a basis for action planning: consideration of powerful leverage points for change and the impact on children from families, program staff, and ECE program’s policies and environment. The model supports the process of creating program-specific action plans; and
- Exploration of the Sesame Street Healthy Habits for Life Toolkit (for preschoolers) to increase knowledge, skills and awareness of specific activity ideas for including healthy eating and physical activity in the classroom.

**Post-session (Action Period)**

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

- Complete the Learning Session 3 Group Discussion Worksheet;
- Develop the Long-Term Action Plan; and
- Start documenting their process of change through a storyboard.

**Objectives**

At the end of the Learning Session, participants will:

1. Identify early learning standards for fine and gross motor development and develop two classroom activities for children ages birth-five;
2. Identify three physical activities from the Sesame Street Healthy Habits for Life toolkit to implement with preschoolers, with emphasis on moderate-to-vigorous physical activity (MVPA);
3. Be able to define and list at least five different examples of screen time;
4. Use storyboard presentations to show at least one change within their program that supported healthy eating, physical activity, screen time, and breastfeeding support; and
5. Be prepared to identify and implement goals and steps to improve programs’ best practices for healthy eating, physical activity, screen time, and breastfeeding supported through drafting a Long-Term Action Plan.
Sample Agenda

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:30 – 9:00 am</strong></td>
<td>Check-In and Evaluation: LS2 Post-Test, LS3 Pre-Test</td>
</tr>
<tr>
<td><strong>9:00 – 9:30 am</strong></td>
<td>Welcome Back&lt;br&gt;PPT: Introductory slides&lt;br&gt;• Breakout Group: Trainers meet with their programs (LS2 Action Period)</td>
</tr>
<tr>
<td><strong>9:30 – 10:15 am</strong></td>
<td>Presenting Storyboards</td>
</tr>
<tr>
<td><strong>10:15 am – 11:30 am</strong></td>
<td>PPT Part A: Supporting Motor Development&lt;br&gt;• Activity: Connecting the Dots&lt;br&gt;• Physical Activity Break: Choose a physical activity from the sample activities list on slide 21 from the Physical Activity Kits or Sesame Street Healthy Habits for Life toolkit</td>
</tr>
<tr>
<td><strong>11:30 – 12:15 pm</strong></td>
<td>Networking Lunch</td>
</tr>
<tr>
<td><strong>12:15 – 12:45 pm</strong></td>
<td>Presenting Storyboards</td>
</tr>
<tr>
<td><strong>12:45 – 1:30 pm</strong></td>
<td>PPT Part B: Facilitating Change in Your Program&lt;br&gt;• Breakout Group: Trainers meet with their programs&lt;br&gt;• Activity: Taking the Staff Temperature</td>
</tr>
<tr>
<td><strong>1:30 – 2:00 pm</strong></td>
<td>PPT Part C: Best Practices for Physical Activity and Screen Time (Preschool)&lt;br&gt;• Video: Motion Moments: Preschoolers&lt;br&gt;• Physical Activity Break: Sesame Street Healthy Habits for Life “Hokey Pokey Muscles and Bones”&lt;br&gt;• Discussion/ Activity: Goal Setting</td>
</tr>
<tr>
<td><strong>2:00 – 2:15 pm</strong></td>
<td>PPT Part D: Best Practices for Physical Activity (Infants and Toddlers)&lt;br&gt;• Video: Infant Physical Activity</td>
</tr>
<tr>
<td><strong>2:15 – 2:30 pm</strong></td>
<td>PPT Part E: Best Practices for Screen Time&lt;br&gt;• Video: Screen Free Moments: Promoting Healthy Habits&lt;br&gt;• Activity: Go, Slow, or Whoa</td>
</tr>
<tr>
<td><strong>2:30 – 2:45 pm</strong></td>
<td>PPT Part F: Bringing It All Together&lt;br&gt;• Video: Increased Physical Activity &amp; Nutrition in Child Care Programs</td>
</tr>
<tr>
<td><strong>2:45 – 3:00 pm</strong></td>
<td>Evaluation: LS3 Feedback Forms</td>
</tr>
</tbody>
</table>

Part 1 - Overview
### Part 1 - Overview

<table>
<thead>
<tr>
<th>LS3: Materials List</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Check-In and Evaluation:</strong> LS2 Post-Test, LS3 Pre-Test</td>
</tr>
<tr>
<td>- Check-in signs (for example A-I, J-R, S-Z)</td>
</tr>
<tr>
<td>- Pre-filled participant sign-in sheets (name and enrollment ID)</td>
</tr>
<tr>
<td>- Pens</td>
</tr>
<tr>
<td>- Participant list</td>
</tr>
<tr>
<td>- Nametags</td>
</tr>
<tr>
<td>- LS3 Handbooks (one per person)</td>
</tr>
<tr>
<td>- LS2 Post-Tests</td>
</tr>
<tr>
<td>- LS3 Pre-Tests</td>
</tr>
<tr>
<td>- Resources for distribution:</td>
</tr>
<tr>
<td>- <em>Nemours’ Best Practices for Physical Activity</em> guide</td>
</tr>
<tr>
<td>- <em>Sesame Street Healthy Habits for Life Toolkit</em> (for preschoolers)</td>
</tr>
<tr>
<td>- <em>Tossing &amp; Catching Activity Kit</em></td>
</tr>
<tr>
<td>- <em>Moving &amp; Dancing Activity Kit</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Welcome Back</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PPT: Introductory slides</strong></td>
</tr>
<tr>
<td>- TA Morning Breakout Groups</td>
</tr>
<tr>
<td>- Learning Session 3 Participant Handbook</td>
</tr>
<tr>
<td>- Learning Session 3 Implementation Guide: Trainers refer to the <em>Morning Breakout Group Discussion Notes</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presenting Storyboards</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Presenting Storyboards</td>
</tr>
<tr>
<td>- Index cards for participant notes and ideas</td>
</tr>
<tr>
<td>- Sticky notes in four different colors</td>
</tr>
<tr>
<td>- Large chart paper or board</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PPT Part A: Supporting Motor Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PPT Part A: Supporting Motor Development</strong></td>
</tr>
<tr>
<td>- <strong>Activity:</strong> <em>Connecting the Dots</em></td>
</tr>
<tr>
<td>- Learning Session 3 Participant Handbook</td>
</tr>
<tr>
<td>- <em>Connecting the Dots Worksheet</em></td>
</tr>
<tr>
<td>- Your state’s early learning standards OR <em>Louisiana’s Birth to Five Early Learning and Development Standards</em></td>
</tr>
<tr>
<td><strong>Physical Activity Break:</strong> Refer to the activities on Slide 21</td>
</tr>
<tr>
<td>- <em>Sesame Street Healthy Habits for Life Toolkit</em></td>
</tr>
<tr>
<td>- <em>Tossing &amp; Catching Activity Kit</em></td>
</tr>
<tr>
<td>- <em>Movement &amp; Dancing Activity Kit</em></td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>TA Breakout Groups</td>
</tr>
<tr>
<td>Discussion Notes</td>
</tr>
<tr>
<td>Activity: Taking the Staff Temperature</td>
</tr>
</tbody>
</table>
Check-In and Evaluation: LS2 Post-Test, LS3 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 4-5 for a complete list of what to set out or store for later. Set out sign-in sheets, nametags, and pens on tables near the main room entrance. In addition:

- Have Learning Session 3 (LS3) Participant Handbooks ready for distribution;
- Set out materials on tables:
  - Breakout group lists with trainers and programs assigned to that group; and
  - Program name signs.
- Gather materials for physical activity breaks;
- 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 prizes (optional).

CHECK-IN and EVALUATION:
It is recommended to begin check-in at least 30 minutes prior to LS3. As participants sign-in, do the following:

- Collect LS2 Action Period materials in envelopes labeled with program name:
  - Collect Pilot Action Plans, if possible, make copies for programs to use as a resource to guide their Long-Term Action Plan.
- Distribute and instruct participants to complete the Learning Session 2 Post-Test before the beginning of the Learning Session;
- Distribute and instruct participants to complete the Learning Session 3 Pre-Test before the beginning of the Learning Session;
- Distribute LS3 Participant Handbooks (one per person); and
- Inform participants to display their storyboards in the designated area of the room.

NETWORKING:
If time permits, encourage participants to review each other’s storyboards and ask programs how their Pilot Action Plans were implemented.

TIPS:
- 5 minutes before start time, begin asking participants to find their seats; and
- Collect LS2 Post-Tests and LS3 Pre-Tests before the beginning of the Learning Session.
Learning Objectives Post-Test

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

Date: ________________________   Learning Session Location: ______________________________________

Now that the Learning Session 2 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>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>role modeling in early care and education programs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>providing a supportive environment for breastfeeding mothers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>practicing family-style dining with children in early care and education settings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>describe healthy eating best practices.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>assess sample menus for change opportunities in my program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>engage my program’s staff to model healthy eating and family-style dining.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>create a Pilot Action Plan for change.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>implement a Pilot Action Plan for healthy change.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>document the process of healthy change by creating a storyboard.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>communicate the process of healthy change by creating a storyboard.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

3.) Did you attend Learning Session 2? (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**: ___________________________
# Learning Objectives Pre-Test

## Learning Session 3: How can we continue to make 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 feel that I **have the knowledge and ability** to…

<table>
<thead>
<tr>
<th>Response</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>…identify early learning standards for fine and gross motor development for children ages birth-five.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>…develop two classroom activities based on early learning standards for fine and gross motor development for children ages birth-five.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>…identify three physical activities from the <em>Sesame Street Healthy Habits for Life</em> toolkit to implement with preschoolers, with emphasis on moderate to vigorous physical activity (MVPA).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>…list and define five different examples of screen time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>…use a storyboard presentation to show at least one change within my program that supports the best practices for healthy eating, physical activity, screen time, and/or breastfeeding support.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>…identify goals and steps to improve my program’s best practices for healthy eating, physical activity, screen time, and breastfeeding support through drafting a Long-Term Action Plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>…implement goals and steps to improve my program’s best practices for healthy eating, physical activity, screen time, and breastfeeding support through drafting a Long-Term Action Plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

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

- [ ] Lead teacher
- [ ] Food service director
- [ ] Program director
- [ ] Other: ______________________________________

3.) Program Site Name: _________________________

4.) Program City: ______________________________

5.) Program State: ______________________________

6.) Enrollment ID: ______________________________

7.) Your Birth **MONTH**: ______________________________

8.) Your Birth **DAY**: ______________________________
TA Breakout Groups – LS2 Action Period

**SET UP:**

- Split participants into their breakout groups with their respective Trainer.

**PRESENT:**

- Facilitate a group discussion around the LS2 Action Period Tasks participants completed;
- Use the *Learning Session 3: Morning Breakout Group Discussion Notes* located in this guide and on the website: www.healthykidshealthyfuture.org to facilitate discussion; and
- Remind participants that they will continue to use *Go NAP SACC* and the *Let’s Move! Child Care Quiz* to guide their Action Plans. They will build on their Pilot Action Plans for their Long-Term Action Plans, which will be discussed later today.
Learning Session 3: Morning Breakout Group Discussion Notes

Sharing Our Stories: Pilot Action Plans

1. Sharing our stories of change.
   a. What changes did you make through the Pilot Action Plans? Were these changes aligned with *Let’s Move!* Child Care goals?

   b. What were your successes?

   c. What was challenging? How did you work through these challenges?

   d. Through this process, what did your program learn about working together to make healthy changes?

   e. Based on what you learned, what do you think that your next steps might be? What else would you want to change in your program to help children grow up healthy? Remember, these changes can be made through your Long-Term Action Plan which will be discussed in more detail later today.

   NOTE: Please collect Learning Session 2 Action Period Tasks if participants 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 Tasks for this session and to answer any questions at that time.

   *Enjoy the day!*
Presenting Storyboards (45 min.)

SET UP:
Using the large chart paper or board, create a graph with the Let’s Move! Child Care (LMCC) goals listed on the bottom:
- Healthy eating;
- Healthy beverages;
- Physical activity;
- Screen time; and
- Breastfeeding support.

Have your sticky notes in 5 different colors on hand.
- Assign each color a LMCC goal (i.e. yellow is “healthy eating”);
- Participants will use the sticky notes to build a bar graph;
- After each presentation, give the Leadership Team the color sticky note that pertains to the goal(s) they reached with their Pilot Action Plan; and
- Ask the Leadership Team to write the name of their program on the sticky note(s) and place it in the column of their respective goal.

SET UP:
Choose how you would like to conduct the “Presenting Storyboards” segment of the day. There are two opportunities for participants to share their storyboards. This is the first opportunity. Storyboards may be done as a large group, small TA breakout groups, or as a “gallery walk.” Feel free to modify this segment based on the group size and the layout of the room.

PRESENT:
- Large Group
  - Allow Leadership Teams, or a representative from the Leadership Team, to present their storyboards in front of the large group;
  - This segment is approximately 45 minutes in length. Inform participants that they will have _____ minutes for each presentation, including time for questions; and
  - Provide a 1 minute warning when participant’s times are almost up.
• Small Group
  – Break participants up into their TA breakout groups;
  – Allow Leadership Teams, or a representative from the Leadership Team, to present their storyboards in front of the large group;
  – This segment is approximately 45 minutes in length. Inform participants that they will have _____ minutes for each presentation, including time for questions; and
  – Provide a 1 minute warning when participant’s times are almost up.

• Gallery Walk
  – Make sure there is enough space to display storyboards on tables throughout the room; and
  – Ask participants to walk around the room and review the storyboards.
PPT Part A – Supporting Motor Development (1 hour 15 min.)

**SET UP:**
- If your state has early learning standards/guidelines that specifically address fine and gross motor development, replace the *Louisiana’s Birth to Five Early Learning and Development Standards* with your state’s own standards.

**PRESENT:**

**Connecting the Dots Activity**

**SET UP:**
- Ask participants to turn to the *Louisiana’s Birth to Five Early Learning and Development Standards* found in the Participant Handbook.
- If you have your state’s early learning standards, distribute them at this time.

**ACTION:**
- Inform participants that you will be discussing the link between early learning standards guidelines and implementing classroom activities;
- Inform participants that the early learning standards provided are an example of what early learning standards look like. Each state has their own set of standards/guidelines but the *Louisiana’s Birth to Five Early Learning and Development Standards* may be used as a guide for this activity;
- Have participants turn to the *Connecting the Dots* activity located in their Participant Handbook;
- Have participants work in groups to develop classroom activities that follow the early learning standards/guidelines:
  - Each group should develop an activity, one for preschool and one for infants/toddlers; and
  - Each activity should support fine and gross motor development.
- Promote a discussion on the participants thoughts and feelings of this activity:
  - Ask participants if they are more aware of what early learning standards are and how they impact development; and
  - Ask participants if they feel more comfortable integrating early learning standards into their daily lesson plans.

**Physical Activity Break**

**SET UP:**
- Inform participants that you will be discussing the link between the early learning standards/guidelines and the activity you will be doing for the physical activity break.
ACTION:

- Distribute the *Sesame Street Healthy Habits for Life Toolkit*, One per Leadership Team;
- Distribute the *Tossing & Catching Activity Kit* and *Moving & Dancing Activity Kit*, one per Leadership Team;
- Inform participants that the *Sesame Street Healthy Habits for Life Toolkit* and the Activity Kits are a great resource for leading physical activities for infants through school-aged children in early childhood education programs;
- Choose an activity provided on slide 21 from the *Sesame Street Healthy Habits for Life Toolkit*, the *Tossing & Catching Activity Kit*, or the *Moving & Dancing Activity Kit*; and
- After the activity, ask participants to discuss how the chosen activity fulfilled your state specific early learning standards/guidelines or the *Louisiana’s Birth to Five Early Learning and Development Standards* and if it supported fine and gross motor development.

*Networking Lunch (45 min.)*
Presenting Storyboards (30 min.)

**SET UP:**
Continue to use the large chart paper or board containing the graph with the *Let’s Move! Child Care (LMCC)* goals listed on the bottom:

- Healthy eating;
- Healthy beverages;
- Physical activity;
- Screen time; and
- Breastfeeding support.

**ACTION:**
- After each presentation, give the Leadership Team the color sticky note that pertains to the goal(s) they reached with their Pilot Action Plan; and
- Ask the Leadership Team to write the name of their program on the sticky note(s) and place it in the column of their respective goal.

**ACTION:**
Review the bar graph made out of the sticky notes, and congratulate participants on their hard work and the progress made in their programs with their Pilot Action Plan.

**SET UP:**
Choose how you would like to conduct the “Presenting Storyboards” segment of the day. This is the second opportunity for participants to share their storyboards. Storyboards may be done as a large group, small TA breakout groups, or as a “gallery walk.” Feel free to modify this segment based on the group size and the layout of the room.

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

• **Gallery Walk**
  - Make sure there is enough space to display storyboards on tables throughout the room; and
  - Ask participants to walk around the room and review the storyboards.
PPT Part B – Facilitating Change in Your Program (45 min.)

PRESENT:

- **PPT Part B**: Facilitating Change in Your Program. Use the notes view of the PPT to guide your discussion.
- Discuss the Action Period and explain:
  - Participants will facilitate a mini-version of today’s Learning Session with their program staff to:
    - Complete the *Learning Session 3 Group Discussion Worksheet*;
    - Using the five areas of improvement identified from the *Go NAP SACC* results and the Pilot Action Plan, identify one or two areas to work on for the program’s Long-Term Action Plan; and
    - Collaborate with program staff to start a storyboard demonstrating the change(s) the program has made between LS3 through LS5.

ACTION:

- Conduct the *Taking the Staff Temperature* Activity with the large group or within the TA Breakout Groups (see the following page for detailed instructions):
  - Inform participants that the *Taking Staff Temperature* activity is one of the “protocols” developed by the University of Florida and the Early Learning Coalition of Miami-Dade/Monroe to help create an environment for collaboration and effective adult learning.
  - The *Taking the Staff Temperature* activity is not mandatory for program’s LS3 Action Period, but may be used to encourage staff engagement and provide program staff an opportunity to get to know each other.
- If the Leadership Team uses this with program staff during the LS3 Action Period, they may consider using questions specific to the Action Period.
Taking the Staff Temperature

*Developed by the Vision Committee at the Facing History School, New York City, Spring 2008.*

**Purpose**
This protocol is designed to give staff members voice and allow those voices to be heard. Participants should know ahead of time that there will be a discussion about current frustrations and concerns.

**Getting Started**
1. Review process with the whole group.
2. Review existing norms or generate norms for this session. (Tip: Community Agreements may be a good starting point if there are no existing norms.)
3. Split into groups of 4-6 and identify one facilitator for each group.

**Rounds of Statements**
1. There are six rounds of statements for participants to complete. Any participant can pass at any time.
   Before each round, participants take a minute to write down their ideas. There is no discussion so that participants can focus on listening to each other and sitting with what they have heard.
2. The group facilitator should take notes to document the work of the group, and should participate in all rounds.

**Statements**
- Round 1: In my classroom, I feel good about …
- Round 2: In my classroom something that does not feel good is …
- Round 3: My greatest frustrations at the school are …
- Round 4: I feel most supported by/when …
- Round 5: I do not feel supported by/when …
- Round 6: Questions we need to discuss/address are …

**Reflection in Groups**
Facilitator asks, “Does anyone want to react to or reflect on what you’ve just heard?”

**Debrief the Process in Groups**
Facilitator asks, “How did this process feel for you?”

**Whole Group Reflection and Debrief**
Facilitators ask if anyone wants to share a reflection or reaction. Then ask if anyone has comments or concerns on the process.
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 *Learning Session 3: Afternoon Breakout Group Discussion Notes* located in this guide or on 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 3 Participant Handbook.

**ACTION:**
- Welcome participants to the breakout group;
- Using the *Learning Session 3: Afternoon Breakout Group Discussion Notes* on the following page, discuss:
  - How to complete the Action Period Tasks for LS3;
  - What materials participants should bring back to LS4; and
  - Any questions participants may have.
- Remind participants that two tri-fold boards were distributed in LS2. Programs should use the second board for their Long-Term Action Plans.
Learning Session 3: Afternoon Breakout Group Discussion Notes

Facilitating Change In Your Program

1. Let’s talk about what the Action Period Tasks that you will do with your program staff.

The key materials that you will need are:
- Leadership Team Guide in the Participant Handbook with step by step instructions for the training;
  - Learning Session 3 Group Discussion Worksheet
  - Long-Term Action Plan Worksheet
- Sesame Street Healthy Habits for Life Toolkit; and
- Copies of your state’s early learning standards/guidelines and/or the Louisiana’s Birth to Five Early Learning and Development Standards in the Participant Handbook.

2. Update your team on what happened at Learning Session 3.

3. Let’s discuss the “Action Period.” Most of the materials that you will need are in your Participant Handbook. Other materials, listed above, are items you will need in addition to the Handbook. We will have some time for questions and sharing ideas at the end. Together, let’s look at the Action Tasks in the Leadership Team Guide in the Participant Handbook:

- **Task 1:** Explore the Sesame Street Healthy Habits for Life Toolkit.
  - Introduce the toolkit, pointing out that the resource is bi-lingual: Spanish on one side and English on the other;
  - Distribute your state’s early learning standards/guidelines and/or Louisiana Birth to Five Early Learning and Development Standards;
  - As done in the Learning Session, conduct the Sesame Street Healthy Habits for Life “Hokey Pokey Muscles and Bones” activity with your program staff; and
  - As a group, complete the Learning Session 3 Group Discussion Worksheet.

- **Task 2:** Create a Long-Term Action Plan with your program staff to continue the process of healthy change;
  - The Long-Term Action Plan Worksheet can be found in the Leadership Team Guide section in the Participant Handbook.
  - Review your Pilot Action Plan and the five things to improve that your program identified during the Learning Session 1 Action Period, and choose 1-2 areas you would like to change to create your Long-Term Action Plan using the Long-Term Action Plan Worksheet.
  - Complete the Long-Term Action Plan Worksheet and bring to Learning Session 4.
  - Inform participants that if they choose to do more than one goal, they should complete more than one Long-Term Action Plan Worksheet. For example, if a program chooses to improve their policies and practices around healthy eating and physical activity then they should complete one worksheet for their healthy eating goal and one for their physical activity goal.

- **Task 3:** Start the creation of your storyboard to share your program’s story of continued healthy
change(s) with colleagues, staff, children, and families.

– Your program will use the other blank tri-fold board to document and communicate the implementation of the Long-Term Action Plan and the process of continued 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: Inform participants to work on these for the next few months and to bring their storyboards to Learning Session 5 (not Learning Session 4) to share their progress with other participants within the Collaborative.

4. Here is a list of what to bring back to Learning Session 4:
  • Learning Session 3 Group Discussion Worksheet in a sealed envelope, labeled with your program name and contact information; and
  • Completed Long-Term Action Plan Worksheet.

5. What questions do you still have?

Thank you for your work to help children grow up healthy!
PPT Part C – Best Practices for Physical Activity (Preschoolers) (30 min.)

**SET UP:**
- Distribute the Nemours’ Best Practices for Physical Activity guide, one per Leadership Team.

**PRESENT:**
- PPT Part C: Best Practices for Physical Activity (Preschoolers).

**ACTION:**
- Inform participants that much of the information covered in this segment comes from the Nemours’ Best Practices for Physical Activity guide. This is a great reference to use in the program, which includes:
  - Why physical activity is important;
  - Practical advice for intentional planning of physical activity;
  - Recommendations by age group;
  - Practical ways to support the recommendations;
  - Sample policies;
  - Tip sheets for families; and
  - List of tools for use in the classroom.

**PLAY:**
- Video: Motion Moments: Preschoolers
  
  *Note:* The slide contains a prompt to play the Motion Moment: Preschoolers video. Click on the hyperlink to play the video. The video can also be found on the Companion USB.
Activity: *Sesame Street Healthy Habits for Life “Hokey Pokey Muscles and Bones”*

**ACTION:**
- Inform participants that the *Sesame Street Healthy Habits for Life Toolkit* is a multi-media resource kit for preschool classrooms. The toolkit includes:
  - Bilingual (English and Spanish) format;
  - Games and information to build healthy habits;
  - Activities designed to reach preschool children most at risk or in under served communities; and
  - Ideas for newsletters and activities to engage families.
- Ask participants to turn to page 22 in the *Sesame Street Healthy Habits for Life Toolkit*;
- Conduct the “Hokey Pokey Muscles and Bones” activity; and
- Transition to the goal setting activity.

**Goal Setting Activity**

**PRESENT:**
- PPT Part C: Best Practices for Physical Activity (Preschoolers).

**ACTION:**
- Facilitate a large group discussion using the goal setting activity question, “How could you incorporate the ‘Hokey Pokey Muscles and Bones’ activity into your daily schedule?”
- Remind participants that small questions like the one above can transfer to achievable goals; and
- Use the following examples to help guide the discussion:
  - A participant may want to use this activity during their morning meeting or circle time. The participant should then answer the “how,” “what,” “who,” “when,” and “where” within the goal setting process
    - **How** can the activity be used? Can it be adapted to coincide with things the children are currently learning?
    - **What** is the activity?
    - **Who** will participate?
    - **When** will the activity take place (e.g. At the beginning of the morning meeting or at the end)?
    - **Where** will he or she conduct the activity (e.g. On the rug, spread out throughout the room, etc.)?
  - Reflect: Is this a realistic and achievable goal?
- Ask for volunteers to share their ideas and the steps needed to achieve it.
PPT Part D – Best Practices for Physical Activity (Infants and Toddlers) (15 min.)

**PRESENT:**
- PPT Part D: Best Practices for Physical Activity (Infants and Toddlers).

**PLAY:**
- Video: *Infant Physical Activity, Feldenkrais Class by Baby Liv*

  **Note:** The slide contains a prompt to play *Infant Physical Activity, Feldenkrais Class by Baby Liv* video. If you do not have internet access, the video can be found on the Companion USB.
PPT Part E – Best Practices for Screen Time (15 min.)

PRESENT:


PLAY:

- Video: Screen Free Moments: Promoting Healthy Habits

Note: The slide contains a prompt to play Screen Free Moments: Promoting Healthy Habits video. If you do not have internet access, the video can be found on the Companion USB.

Go, Slow, or Whoa Activity

ACTION:

- Ask participants to stand up, and inform them that the “Go, Slow, or Whoa Activity” is a review of best practices for physical activity and screen time for infants, toddlers, and preschoolers; and
- Inform participants that you will read a statement and if the participant thinks it is:
  - Recommended, they will RUN in place;
  - Limit, they will MARCH in place; and
  - Not recommended, participants will STAND in place.
- Read the statements on the following page without saying the answer and whether or not the statement is recommended, limited, or not recommend.
## Go, Slow, or Whoa Activity

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

PRESENT:
• PPT Part F: Bringing It All Together.

ACTION:
• Have participants turn to the 10 Tips for Becoming More Active as a Family handout in their Participant Handbook; and
• Encourage participants to share this resource with their families in their program.

PLAY:
• Video: Increased Physical Activity and Nutrition in Child Care Programs

Note: The powerpoint contains a prompt to play Increased Physical Activity & Nutrition in Child Care Programs video. If you do not have internet access, the video can be found on the Companion USB.
Evaluation: LS3 Feedback Forms

SET UP:

- Distribute the Feedback Forms for LS3;
- 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;
  - Complete the Learning Session 3 Group Discussion Worksheet;
  - Using the five areas of improvement identified from the Go NAP SACC results and the Pilot Action Plan, identify one or two areas to work on for the program’s Long-Term Action Plan;
  - Collaborate with program staff to start a storyboard demonstrating the change(s) the program has made between LS3 through LS5;
  - Place staff worksheet in an envelope with your program name, enrollment ID number, and contact information clearly written; and
  - Work on their Long-Term Action Plan Worksheet.

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; and
- 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.
Participant Feedback Form

Learning Session 3: How can we continue to make 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 use the materials and activities from today’s training to help my staff more effectively engage children and their families in activities that build healthy habits for life.
   □ Yes    □ No

7. I feel confident that I can use today’s materials, information about best practices, and ideas from storyboards to involve staff to develop our Long-Term Action Plan for healthy change.
   □ Yes    □ No

8. Anything else you would like us to know?

9. Program Site Name: ________________________ 12. Enrollment ID: ________________________
LS3 Action Period

Leadership Teams Should:

- Set up a time for training program staff with support from the Leadership Team Guide in the LS3 Participant Handbook;
- Come together as a whole program and using the results from the Pilot Action Plan and five areas of improvement identified in the LS1 Action Period, identify 1-2 areas to work on in completing the Long-Term Action Plan;
- Complete the Long-Term Action Plan Worksheet; and
- Start developing a storyboard.
- Bring back to Learning Session 4:
  - Learning Session 3 Group Discussion Worksheet in an envelope with your program name, enrollment ID number, and contact information clearly written; and
  - Long-Term Action Plan Worksheet.

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: Document your TA visits on the TA Form on the iPad and submit to Gretchen Swanson Center for Nutrition; 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 Leadership Team Guide in the LS3 Participant Handbook and make sure they understand it;
- Walk through the Long-Term Action Plan Worksheet in the LS3 Leadership Team Guide 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 LS4:
  - Remind participants to make a copy of the Learning Session 3 Group Discussion Worksheet and the Long-Term Action Plan Worksheet to keep for their records since these will be turned in at the Learning Session; 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


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)


47. Louisiana Department of Education.(2013). Louisiana’s Birth to Five Early Learning and Development Standards.


