



National Early Care & Education Learning Collaboratives:

Taking Steps to Healthy Success

Learning Session 2, Family Child Care Edition

Participant Handbook

March 2016



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.

Welcome to the Collaborative

Welcome to *Taking Steps to Healthy Success*

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

Your Name:

Program:

My Contact for Technical Assistance:

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

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

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

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

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



Helpful Contacts:

Project Coordinator: _____

Phone: _____

Email: _____

ECELC Trainer: _____

Phone: _____

Email: _____

ECELC Trainer: _____

Phone: _____

Email: _____

Acknowledgements

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

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

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

Child Care Aware® of America

National Initiative for Children's Healthcare Quality

Gretchen Swanson Center for Nutrition

American Academy of Pediatrics

National Association of Family Child Care

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

Dr. Dianne Ward (University of North Carolina)

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

American Public Human Services Association

Association of State & Territorial Public Health Nutrition Directors

United States Breastfeeding Committee

Zero to Three

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

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

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

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

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

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

Delaware Office of Child Care Licensing: Patti Quinn

I am Moving, I am Learning: Linda Carson

Parent Services Project

Sesame Workshop

Strengthening Families

Definitions

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

Learning Session 2: Materials

Learning Session 2: Nurturing Healthy Eaters & Providing Healthy Beverages

Overview

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

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



Post-session (Action Period)

The FCC provider will utilize the Leadership Team Guide to:

- Complete the *Learning Session 2 Discussion Worksheet*;
- Implement steps identified in the “provider” and “environment” columns of the *Action Plan Worksheet*; and
- Begin a storyboard documenting goals and healthy changes made throughout Learning Session 2 through Learning Session 5.

Sample Agenda

Objectives

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

1. Describe best practices for healthy eating and identify at least one opportunity to make changes within their FCC program;
2. Name at least one tip to increase communication with families;
3. Begin creating an Action Plan and implement one or two changes in the area(s) of screen time, healthy eating, physical activity, and/or breastfeeding support; and
4. Begin documenting and communicating with families the process of healthy changes on a storyboard.

| Learning Session 2: Nurturing Healthy Eaters and Providing Healthy Beverages | |
|--|---|
| Time | Topic |
| 8:00 – 8:30 am | Check-In |
| 8:30 – 8:45 am | Welcome Back, Acknowledgements, Housekeeping, and Objectives Ice Breaker: <i>Smart & Tasty 1</i> by Angela Russ |
| 8:45 – 9:15 am | PPT Part A: Healthy Environments |
| 9:15 – 10:15 am | PPT Part B: Best Practices for Healthy Eating <ul style="list-style-type: none"> • Activity: Sugar Sweetened Beverages • Handout: Dr. Wei's Hidden Sugars • Resource: <i>Nutrition & Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program</i> • Resource: <i>Best Practices for Healthy Eating</i> guide • Handout: Getting Started with Farm to Preschool • Video: <i>How do National and State Best Practice Guidelines Support Your Work to Help Children Grow up Healthy?</i> |
| 10:15 – 10:30 am | Physical Activity Break – Smart & Tasty 1 – Angela Russ |
| 10:30 – 11:00 am | PPT Part C: Extending Your Learning to Staff and Families <ul style="list-style-type: none"> • Handout: <i>Create a Healthy Habits Calendar</i> • Learning Session 1 Action Period Review • Discussion: <i>How can you enhance the program environment to make it healthier?</i> |
| 11:00 – 11:45 am | Physical Activity Break – Smart & Tasty 1 – Angela Russ |
| 11:45 am – 12:00 pm | PPT Part D: Facilitating Change in Your Program <ul style="list-style-type: none"> • Handout: <i>Healthy Fundraising</i> • Handout: <i>Healthy Celebrations</i> |
| 2:45 – 3:00 pm | Evaluation, Raffle and Thank You |



Welcome Back



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Lauren Brightwell
Project Coordinator

Cait James
Bernadette Garcia-Roger
ECELC Trainers



Learning Session 2 Nurturing Healthy Eaters and Providing Healthy Beverages



Early Childhood Health Promotion
and Obesity Prevention

National Early Care and Education
Learning Collaboratives (ECELC) Project

Acknowledgements

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The Packard Foundation

- For generous funding support

Nemours

- For their expertise, materials, support and time spent on the project's implementation

Gretchen Swanson Center for Nutrition

- For the evaluation component of this national effort

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Housekeeping



Restrooms
Breaks
Cell Phones
Raffle Tickets

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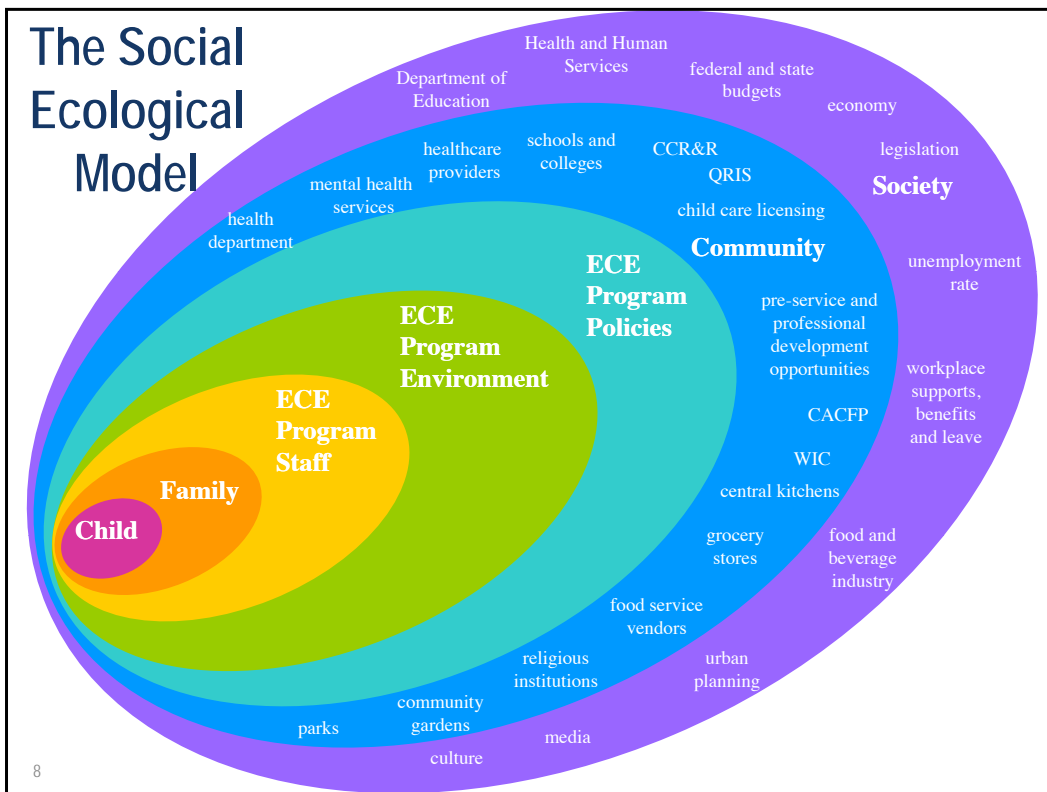
Objectives: Learning Session 2

At the end of the Learning Session, providers will be able to:

1. Describe best practices for healthy eating and identify at least one opportunity to make changes within their FCC program.
2. Name at least one tip to increase communication with families.
3. Begin creating an Action Plan implementing one or two changes in the area(s) of screen time, healthy eating, physical activity and/or breastfeeding support.
4. Begin documenting and communicating with families the process of healthy changes on a storyboard.



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Healthy Environments

Eating

- Provide books, posters and toys reminding children of healthy food choices
- Role model healthy choices and eating habits

Breastfeeding

- Provide a quiet and relaxing space for breastfeeding mothers

Classroom Learning Activities

- Build nutrition education and physical activity into existing curriculum

Outdoor and Indoor

- Create a safe and open space for children to move

Home

- Use parent newsletters to encourage families to adopt healthy habits that are taught in the FCC program

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Create a Healthy Eating Environment

When feeding young children

- Offer healthy choices: fruits and vegetables, whole grains and lean protein at every meal
- Model appropriate social behaviors and conversation during meals and snacks.
- Offer age-appropriate portion sizes consistent with CACFP guidelines
- Respond to hunger and feeding cues so children recognize them

Infants

- Encourage and support breastfeeding moms with access to a private space to feed or pump
- Feed infants on demand rather than on a fixed schedule so they learn to eat when they are hungry

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Division of Responsibility in Feeding

Who is responsible, the *child* or the FCC provider?

1. Who decides **what** food will be served?
2. Who decides **when** food will be served?
3. Who decides **where** the food will be served?
4. Who decides **how much** food will be eaten?
5. Who decides **whether** or not a food is eaten?

Who is responsible, the *infant* or the FCC provider?

6. Who decides **what** food will be served?
7. Who decides **when, where, how much** and **whether** food is eaten?

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Create a Healthy Learning Environment

Art, Music and Cooking

- Draw; Dance; Cook the veggies from the garden.

Physical Activity and Creative Play

- Structured Play: Move through the Farmer's Garden

Literacy

- Use books that introduce healthy foods and model healthy eating habits

Math

- Count fruits and vegetables, sort by color or shape

Science

- Explore healthy food through senses (i.e. watch the growth of a potato, plant herbs and veggies in a garden)

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Considerations for Healthy Eating

Healthier options within food groups

- Example: whole grains vs. refined grains; low-fat dairy vs. full-fat dairy

Variety within food group

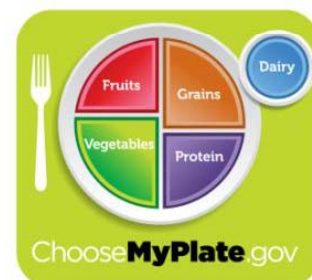
- Example: rotate protein source with beans, fish, poultry, red meat, etc.

How much (portion size)

How often (over the course of a week)

How it is prepared

- Example: baked vs. fried



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Background Information

Dietary Guidelines for Americans

- Updated every 5 years
- Developed for individuals age 2 and older
- Provides advice on how to maintain a healthy weight, reduce chronic disease and maintain overall good health

Child and Adult Care Food Program (CACFP)

- Used in Family Child Care settings
- Provides guidance for meal patterns and serving sizes
- Current guidelines are based on nutrition information from 1989
 - New recommendations are currently being reviewed and should be released soon. They will align with the Dietary Guidelines for Americans.

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Sugar Sweetened Beverages Activity



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Hidden Sugars

CHOCOLATE MILK
16.8 FL OZ BOTTLE

9.25 TEASPOONS

OR

1 SNICKERS BAR

25 - 29 GRAMS OF SUGAR

WATER
800 ML 6.5 FL OZ GLASS

6.75 TEASPOONS

OR

1 FUDGE BROWNIE

27 GRAMS OF SUGAR

CAPIPI-SUN
16.8 FL OZ BOTTLE

4 TEASPOONS

OR

5 THIN MINT GIRL SCOUT COOKIES

34 GRAMS OF SUGAR

COKE
12 FL OZ CAN

9.75 TEASPOONS

OR

1.5 SCOOPS OF BAKERS BORDERS ICE CREAM

39 GRAMS OF SUGAR

COKE
16.9 FL OZ BOTTLE

12.25 TEASPOONS

OR

2.4 SCOOPS OF BAKERS BORDERS ICE CREAM

65 GRAMS OF SUGAR

WATER
16.9 FL OZ BOTTLE

14.75 TEASPOONS

OR

2.5 CUPCAKES

67 GRAMS OF SUGAR

VITAMIN WATER
16.9 FL OZ BOTTLE

8.25 TEASPOONS

OR

9.8 OREO COOKIES

33 GRAMS OF SUGAR

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www.ahealthierwei.com

DOMINIQUE YOGURT DRINK

3.5 TEASPOONS OF SUGAR

OR

2 NEWMAN-OS

30 GRAMS PER BOTTLE

WATER

3.5 TEASPOONS OF SUGAR

OR

2.5 OREO COOKIES

30 GRAMS PER BOTTLE

FRUIT SMOOTHIE

3 TEASPOONS OF SUGAR

OR

1.5 POPSICLES

30 GRAMS PER CONTAINER

COFFEEHOUSE FRAPPE BLEND

11.5 TEASPOONS OF SUGAR

OR

11.5 POWDERED SUGAR DONNETTES

66 GRAMS IN 16.9 FL OZ BOTTLE

RED BULL

6.75 TEASPOONS OF SUGAR

OR

1.4 KISSE DONUTS

27 GRAMS IN 8.3 FL OZ CAN

WATER

2.25 - 3.75 TEASPOONS OF SUGAR

OR

2.5 - 3 CHOCOLATE FROSTED DONUTS

30-39 GRAMS PER 12 FL OZ CAN

WATER

8.25 TEASPOONS OF SUGAR

OR

1 DEERING DEN 1 JERRY'S CHERRY CHOCOLAT ICE CREAM

31 GRAMS PER 12 FL OZ

NEWMAN PRUNE

7.25 TEASPOONS OF SUGAR

OR

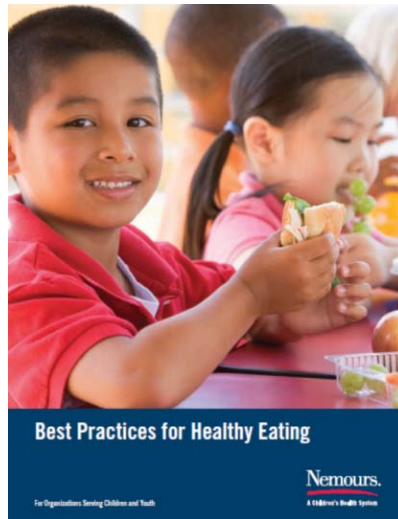
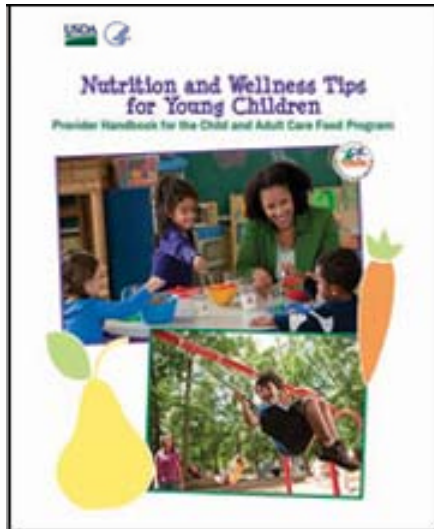
2.4 POPSICLES

27 GRAMS IN 8.3 FL OZ GLASS

www.ahealthierwei.com

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CACFP Handbook and Best Practices for Healthy Eating



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Farm to Preschool



Stay Informed

Join our membership:
www.farmtoschool.org
 Twitter
 @FarmtoSchool
 Facebook
<https://on.fb.me/nfm12a>



FORGING NEW AND COMMITTED
 The National Farm to School Network operates from the desire to support community-based food systems, strengthen family farms, and improve child health. Forged in part by the W.K. Kellogg Foundation, the Network coordinates, promotes and expands the Farm to School movement at the state, regional and national levels. The Network is a project of the Ticker Center.

What is farm to preschool?

Farm to preschool is a natural extension of the farm to school model, and works to connect early care and education settings (preschools, Head Start, center-based programs in E & C school districts, and family child care programs) to local food producers with the objectives of serving locally-grown, healthy foods to young children, improving child nutrition, and providing related educational opportunities.

Getting started

Farm to preschool offers multiple strategies to improve the health of children and communities. This list provides some easy first steps to develop a thriving farm to preschool program in your community:

- 1 Assess where you are and where you'd like to be. Are your goals contained on:
 - Purchasing local foods to be served in meals or snacks?
 - Establishing a garden?
 - Implementing other forms to preschool activities (field trips to farms or farmers' markets, cooking lessons, etc.)?
 - Engaging families in local food access and education?
 - All of the above?

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, Ghem and Garcia's family Child Care owner Shawna Taylor has transformed her modest two-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...

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

- 3 Establish one or two attainable goals to get started. Some ideas include:
 - Create a planning team that includes potential collaborators such as parents and teachers.
 - Identify fresh or meal items that you would like to transition to local.
 - Find a farmer, farmer's market, grocery store, or wholesaler to connect you to local foods. Ask your local Cooperative Extension (<http://www.cornut.usda.gov/extension/>) for help making these connections!
 - Plan a local foods meal, snack, day, or event.
 - Reach out to a local nursery or hardware store for donations or other support for starting an edible garden.

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How Do National and State Best Practice Guidelines Support Your Work to Help Children Grow Up Healthy?



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Physical Activity Break



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Part C Extending Your Learning to Staff and Families

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Bringing It Home

Guide families by sharing lists of foods that present a variety of whole grains, fruits, vegetables, lean protein and low fat dairy

Use MyPlate to help families categorize foods and prepare meals with a variety of nutrients

When serving new foods in FCC, encourage families to do the same

- Discuss the taste, smell and texture of the food
- Offer a new food multiple times in a month so children become familiar

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Healthy Eating at Home

The American Academy of Pediatrics recommends that families can support healthier eating habits by:

- Encouraging children to eat five or more servings of fruits and vegetables each day
- Having healthy foods and beverages readily available and in plain sight on the kitchen table or counter or on the front of the shelf in the refrigerator
- Buying fewer sugar-sweetened beverages, high-calorie snacks and sweets
- Purchasing food for celebrations close to the event and storing the food immediately afterwards to avoid foodborne illnesses
- Having high-calorie foods less visible – wrapped in foil rather than clear wrap and placed in the back of the fridge or pantry

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Partnering with Families

Get to know families and share expectations:

- Communicate nutrition policies when children enroll and regularly throughout the year to avoid conflict and confusion
- Provide written menus and ask for feedback
- Work together on feeding plan for children with allergies
- Accommodate vegetarian, vegan, religious and cultural diets
- Provide nutrition education for families throughout the year in addition to using teachable moments
- When introducing new foods at meals, encourage families to add that food to their home menus as well for consistency and exposure

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Create a Healthy Habits Calendar



SEPTEMBER, 2014 *Healthy Way to Grow* Calendar

Childhood Obesity Awareness



| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|--|---|---|--|--|--|
| | 1 Labor Day - Take the AHA EmpowerMENT Challenge! www.heart.org | 2 Ask your center director about <i>Healthy Way to Grow!</i> | 3 Walking Wednesdays Take the first step. Start walking! Why? It's easy, it works and it pays! | 4 Think of all the foods that begin with the letter "S" (strawberries, spinach, squash, . . .) Pronounce the "s" round and words for your child to imitate. | 5 Fit Friday Begin a family tradition. Every Friday plan to prepare dinner and have family mealtimes together. | 6 September Salad Take a trip to your local farmer's market for seasonal foods to put in your salads. |
| 7 Grandparents Day Make a favorite family recipe healthier by substituting similar ingredients: low-fat instead of full-fat cheese or sour cream, natural applesauce instead of oil for baking, whole wheat instead of regular pasta. | 8 Cut the rind off a seedless watermelon and chop into chunks. Mash or blend until smooth for a cool, refreshing drink. | 9 Plan a family outing to the library. Check out "The Berenstain Bears and Too Much TV" by Stan & Jan Berenstain. Turn off your tv and read the book together! | 10 End of Summer Before the days get much shorter, take a walk with your child before or after dinner. | 11 Encourage families to drink water by favoring with lemon, lime, or orange slices. | 12 Rainbow Run - When you go outside, encourage your preschooler to move by saying, "When I say a color of the rainbow, run and touch something of that color." Take your toddler's hand and move together. | 13 Steps on Saturday! Count the steps you and your child take from one room to another or from the house to the car. Count out loud to your baby as you carry from one spot to another. |
| 14 Sunday Saloon Treat the family to fried salmon for a special nutritious dinner. | 15 Give toddlers plastic measuring cups and a spoon; 3 year olds will help rinse produce; 4 year olds can squeeze fruit juice and 5 year olds can grate cheese. | 16 Tag - You're it! Tag your child and move away for them to chase you. Duck down and up for babies to look for you. | 17 Use your library card to check out the book, <i>I Fear Flitting</i> by Sue Williams & Julie Vivas. | 18 Rinse and cut broccoli, macchini, red peppers, celery and carrots into different shapes to create faces on a paper plate. | 19 Have children pack a family member's lunch. You may be surprised by what children choose. Talk about whether or not each of the items is a healthy choice. | 20 Nickelodeon, a children's television network for Worldwide Day of Play is going off the air for three hours in order to encourage kids to go outside and play. Join by turning off the tv. |
| 21 Hold up a potato and say "root food" and squat down. Hold up a lemon-say "top food". Jump or reach up. Take turns with your child. | 22 During bath time talk with your children about their bodies. Name body parts and talk about healthy habits. | 23 Cut banana or apple into chunks. Spread with almond butter or cream cheese and roll the chunks in cereal for a healthy snack! | 24 Hold your child's hand and walk at their pace, swinging your arms. | 25 First thing in the morning take a deep breath and stretch your arms up high. Exhale and touch the floor. Babies will watch and older children imitate you. | 26 Run in place with your child and check to feel your heart speed up. | 27 Cut out magazine pictures of food. At the store, ask your child to help you find the food that matches the picture. |
| 28 Birds Nest Place a bagel in a pan with 1 tsp. olive oil. Crack an egg into the hole and cook. Add spinach around the sides. | 29 | 30 Last day of the EmpowerMENT Challenge! How did you do? | | | | |

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Eight Tips for Communicating with Families

1. Take time to develop lasting relationships with families
2. Focus on your shared interest in the well-being of the child in your care
3. Be proactive with information
4. Try to understand and focus on the family's perspective
5. In a difficult situation, take time to reflect and talk it through with a colleague before responding
6. Use respectful communication and listening skills
7. Give families the benefit of the doubt
8. Remember that families can be strong partners in helping children grow up healthy and ready to learn



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Resources

Let's Move! Child Care

- www.healthykidshealthyfuture.org

MyPlate for Preschoolers

- <http://www.choosemyplate.gov/preschoolers.html>

Nutrition and Wellness Tips for Young Children

- www.teamnutrition.usda.gov

Nemours' Best Practices for Healthy Eating

- www.healthykidshealthyfuture.org

Child and Adult Care Food Program (CACFP)

- www.fns.gov/cacfp

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Review LS1 Action Period



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How can you enhance your program environment to make it healthier?

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Physical Activity Break



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Part D Facilitating Change in Your Program

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Action Plan



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

Goals and action steps should include best practices and policies from at least one of the following areas:

- Healthy eating
- Healthy beverages
- Physical activity
- Screen time
- Breastfeeding support

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

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Sample Goals



Children eat *healthy food* in the program:

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

Children drink only *healthy beverages* in our program:

- Make water accessible to children throughout the day, inside and outside
- Serve only nonfat milk to children 2 years and older for all meals
- Stop serving juice and sugar sweetened beverages and encourage families to do the same

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Sample Goals



Infants and children have more opportunities to engage in daily *physical activity*

- Infants experience supervised tummy time daily
- Preschoolers experience at least 120 minutes per day for and toddlers 60-90 minutes per day

Children do not experience *passive screen time*

- Remove televisions from program area
- Create an environment that encourages physical activity using proper equipment, music and structured physical activity

***Breastfeeding* mothers and babies are supported**

- Develop policies and practices to encourage and support breastfeeding moms and babies
- Create a private space to breastfeed or pump

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Action Plan

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Facilitating Change in Your Program: LS2 Action Period



Facilitated by FCC Provider (if necessary)

- Training for FCC program staff
 - Mini-version of Learning Session 2

Opportunity to:

- Complete the *Learning Session 2 Worksheet*
- Identify the 1-2 areas your Action Plan will focus on
- Implement the Action Steps for Provider and Environment
- Begin a storyboard documenting healthy changes

Technical Assistance (TA)

- Assist in the development of an Action Plan
- Assist in the implementation of action steps for Provider and Environment

40

Creating a Storyboard

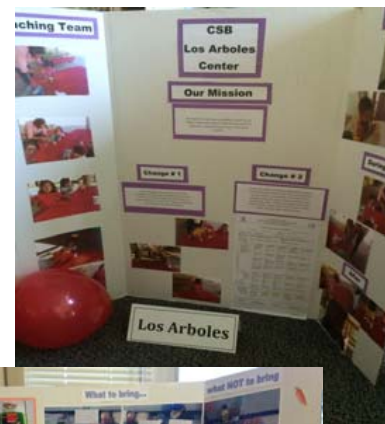


Programs will express their story of change by:

- Describing what change(s) were made and how they did it
- Sharing who was involved in the process
- Explaining accomplishments and challenges faced
- Sharing photos of the implementation process
- Describing how participants reacted to the change(s)
- Outlining any program policies that were updated as a result
- Explaining the next steps they will take to sustain the change(s)

41

Sample Storyboards



42

Trainer Contact Information

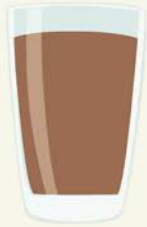
Project Coordinator: Lauren Brightwell
Phone: (925) 265-6492
Email: lauren.brightwell@cocokids.org

ECELC Trainer: Cait James
Phone: (415) 990-2468
Email: caitjam@gmail.com

ECELC Trainer: Bernadette Garcia-Roger
Phone: (510) 604-8138
Email: bgroger@comcast.net

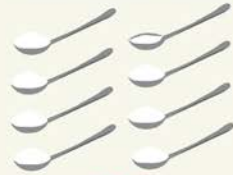
Dr. Wei Hidden Sugars

CHOCOLATE MILK
ONE 8 OZ GLASS



25 - 29 GRAMS OF SUGAR

7.25 TEASPOONS



OR

1 SNICKERS BAR

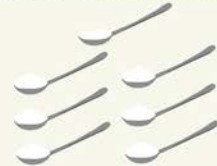


JUICE
ONE 8 OZ GLASS
100% APPLE JUICE



27 GRAMS OF SUGAR

6.75 TEASPOONS



OR

1 FUDGE BROWNIE



CAPRI SUN
ONE 6 OZ POUCH



16 GRAMS OF SUGAR

4 TEASPOONS



OR

5 THIN MINT
GIRL SCOUT COOKIES



COKE
ONE 12 OZ CAN



39 GRAMS OF SUGAR

9.75 TEASPOONS



OR

1.5 SCOOPS OF
BASKIN ROBBINS ICE CREAM



COKE
ONE 20 OZ BOTTLE



65 GRAMS OF SUGAR

12.25 TEASPOONS



OR

2.6 SCOOPS OF
BASKIN ROBBINS ICE CREAM



MINUTE MATE
ONE 20 OZ BOTTLE



67 GRAMS OF SUGAR

16.75 TEASPOONS



OR

2.5 CUPCAKES



VITAMIN WATER
ONE 20 OZ BOTTLE



33 GRAMS OF SUGAR

8.25 TEASPOONS



OR

9.4 OREO COOKIES



Dr. Wei Hidden Sugars (continued)

DANIMALS YOGURT DRINK

2.5 TEASPOONS OF SUGAR



OR

2 NEWMAN-OS



10 GRAMS PER BOTTLE

GO-GURT YOGURT TUBE

2.5 TEASPOONS OF SUGAR



OR

2.5 OREO COOKIES



10 GRAMS PER TUBE

YOBABY ORGANIC YOGURT

3 TEASPOONS OF SUGAR



OR

1.5 POPSICLES



12 GRAMS PER CONTAINER

STARBUCKS FRAPPUCINO DRINK

11.5 TEASPOONS OF SUGAR



OR


11.5 POWDERED SUGAR DONETTES



46 GRAMS IN ONE BOTTLE


RED BULL

6.75 TEASPOONS OF SUGAR



OR


1.6 KREME DONUTS



27 GRAMS IN 8 OZ CAN


SOBA

8.25 - 9.75 TEASPOONS OF SUGAR



OR

2.5 - 3 CHOCOLATE FROSTED DONUTS



33-39 GRAMS PER 12 OZ CAN

EDYBORNE

5.25 TEASPOONS OF SUGAR



OR


1 SERVING BEN & JERRYS CHERRY GARCIA ICE CREAM



21 GRAMS PER 12 OZ


HAWAIIAN PUNCH

7.25 TEASPOONS OF SUGAR



OR

3.6 POPSICLES



29 GRAMS IN 8 OZ CLASS



Shawn Linehan

GETTING STARTED WITH FARM TO PRESCHOOL

Stay Informed

Join our membership:
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Facebook
<http://on.fb.me/nfsnf2s>



NOURISHING KIDS AND COMMUNITIES

The National Farm to School Network sprouted from the desire to support community-based food systems, strengthen family farms, and improve child health. Funded in part by the W.K. Kellogg Foundation, the Network coordinates, promotes and expands the Farm to School movement at the state, regional and national levels. The Network is a project of the Tides Center.

What is farm to preschool?

Farm to preschool is a natural extension of the farm to school model, and works to connect early care and education settings (preschools, Head Start, center-based, programs in K-12 school districts, and family child care programs) to local food producers with the objectives of serving locally-grown, healthy foods to young children, improving child nutrition, and providing related educational opportunities.

Getting started

Farm to preschool offers multiple strategies to improve the health of children and communities. This list provides some easy first steps to develop a lasting farm to preschool program in your community:

- 1 Assess where you are and where you'd like to be.**
Are your goals centered on:
 - Purchasing local foods to be served in meals or snacks?
 - Establishing a garden?
 - Implementing other farm to preschool activities (field trips to farms or farmers' markets, cooking lessons, etc.)?
 - Engaging families in local food access and education?
 - All of the above?
- 2 Form a team and collaborate:** Teachers and administrators, parents, Child Care Resource and Referral staff, local farmers, community organizations, and even local colleges/universities can play important roles in establishing a sustainable farm to preschool program.
- 3 Establish one or two attainable goals to get started.** Some ideas include:
 - Create a planning team that includes potential collaborators such as parents and teachers.
 - Identify snack or meal items that you would like to transition to local.
 - Find a farmer, farmers' market, grocery store, or wholesaler to connect you to local foods. Ask your local Cooperative Extension (<http://www.csrees.usda.gov/Extension/>) for help making these connections!
 - Plan a local foods meal, snack, day, or event.
 - Reach out to a local nursery or hardware store for donations or other support for starting an edible garden.

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.

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

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.farmtopreschool.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

FARM TO PRESCHOOL IN ACTION

Oregon Child Development Coalition works directly with local farmers to procure food for meals

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



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.



A JOINT PROGRAM OF



SEPTEMBER, 2014 *Healthy Way to Grow* Calendar



Childhood Obesity Awareness Month

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|--|---|---|---|---|---|
| <p>7 Grandparents Day Make a favorite family recipe healthier by substituting similar ingredients: low-fat instead of full-fat cheese or sour cream, natural applesauce instead of oil for baking, whole wheat instead of regular pasta.</p> <p>14 Sunday Salmon Treat the family to broiled salmon for a special nutritious dinner.</p> <p>21 Hold up a potato and say "root food" and squat down. Hold up a lemon- say "top food". Jump or reach up. Take turns with your child.</p> <p>28 Birds Nest Place a bagel in a pan with 1 tbspn. olive oil. Crack an egg into the hole and cook. Add spinach around the sides.</p> | <p>1 Labor Day - Take the AHA EmpowerMENT Challenge! www.heart.org</p> <p>8 Cut the rind off a seedless watermelon and chop into chunks. Mash or blend until smooth for a cool, refreshing drink.</p> <p>15 Give toddlers plastic measuring cups and a spoon; 3 year olds will help rinse produce; 4 year olds can squeeze fruit juice and 5 year olds can grate cheese.</p> <p>22 During bath time talk with your children about their bodies. Name body parts and talk about healthy habits.</p> <p>29</p> | <p>2 Ask your center director about <i>Healthy Way to Grow!</i></p> <p>9 Plan a family outing to the library. Check out "The Berenstain Bears and Too Much TV" by Stan & Jan Berenstain. Turn off your tv and read the book together!</p> <p>16 Tag- You're it! Tag your child and move away for them to chase you. Duck down and up for babies to look for you.</p> <p>23. Cut banana or apple into chunks. Spread with almond butter or cream cheese and roll the chunks in cereal for a healthy snack!</p> <p>30 Last day of the EmpowerMENT Challenge! How did you do?</p> | <p>3 Walking Wednesdays Take the first step. Start walking! Why? It's easy, it works and it pays!</p> <p>10 End of Summer Before the days get much shorter, take a walk with your child before or after dinner</p> <p>17 Use your library card to check out the book, <i>I Went Walking</i> by Sue Williams & Julie Vivas.</p> <p>24 Hold your child's hand and walk at their pace, swinging your arms.</p> | <p>4 Think of all the foods that begin with the letter 'S' (strawberries, spinach, squash, . . .) Pronounce the 's' sound and words for your child to imitate.</p> <p>11 Encourage families to drink water by flavoring with lemon lime, or orange slices.</p> <p>18 Rinse and cut broccoli, zucchini, red peppers, celery and carrots into different shapes to create faces on a paper plate.</p> <p>25 First thing in the morning take a deep breath and stretch your arms up high. Exhale and touch the floor. Babies will watch and older children imitate you.</p> | <p>5 Fit Friday Begin a family tradition. Every Friday plan to prepare dinner and have family mealtime together.</p> <p>12 Rainbow Run- When you go outside, encourage your preschooler to move by saying, "When I say a color of the rainbow, run and touch something of that color." Take your toddlers hand and move together.</p> <p>19 Have children pack a family member's lunch. You may be surprised by what children choose. Talk about whether or not each of the items is a healthy choice.</p> <p>26 Run in place with your child and check to feel your heart speed up</p> | <p>6 September Salad Take a trip to your local farmer's market for seasonal foods to put in your salads.</p> <p>13 Steps on Saturday! Count the steps you and your child take from one room to another or from the house to the car. Count out loud to your baby as you carry from one spot to another.</p> <p>20 Nickelodeon, a children's television network for Worldwide Day of Play is going off the air for three hours in order to encourage kids to go outside and play. Join by turning off the tv.</p> <p>27 Cut out magazine pictures of food. At the store, ask your child to help you find the food that matches the picture.</p> |

Healthy Fundraising



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.

| Recommended Fundraisers | Not Recommended Fundraisers |
|--|--|
| <ul style="list-style-type: none">• Physical activity events or competitions• Health fairs• Contests• Workshops/classes• Door-to-door sales of non-food items or food items meeting the best practices.• Web sales of non-food items or food items meeting the best practices.• Organization – related promotional items• Gift cards – to non-food related stores or for healthy food stores only | <ul style="list-style-type: none">• Sales of foods high in fat, sugar and calories (e.g., candy, cookies, cookie dough, donuts/pastries, cakes, cupcakes, pizza, etc.) |

Nemours is currently funded by the Centers for Disease Control and Prevention (CDC) under a five-year Cooperative Agreement (1U58DP004102-01) to support states/localities in launching early care and education learning collaboratives focused on childhood obesity prevention. The views expressed in written materials or publications, or by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services, nor does the mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.



Fundraising Ideas¹

| Things to Do | Things to Sell |
|--|---|
| <ul style="list-style-type: none"> • Auction • Walk-a-thon, bike-a-thon, or skate-a-thon • Family golf tournament or basketball game • Magic show • Talent show • Workshop/class • Raffle • Art contest • Car wash • Gift wrapping event • Carnival/fair (healthy items only) • Spelling bee • Treasure hunt • Recycle-a-thon • Family portraits • Community dance • Read-a-thon • Game show • Job swap • Penny drive • Book fair | <ul style="list-style-type: none"> • Balloons • Flowers/plants/seeds/bulbs • Bath accessories • Candles • Sports equipment • Cookbooks • Coupon books • Books/calendars • Reusable grocery bags (ChicoBag) • Magazine subscriptions • Your time/energy • Gift wrap/boxes/bags • Stationary/cards • Seats at sporting events • Tupperware • Healthy foods – bottled water, fruit, spices |

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
- **Association for International Cancer Research**: Ways to raise money using activities. <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/>.

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/>

¹ Healthy Fundraising. <http://www.nojunkfood.org>. Accessed August 11, 2010.

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Healthy Celebrations



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

General Tips

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



Suggestions for Healthy Celebration Foods

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



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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.



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Learning Session 2: Action Period

Learning Session 2: Nurturing Healthy Eaters & Providing Healthy Beverages

Leadership Team Guide

Name: _____

Program: _____

Learning Session 2 Action Period:

Complete before Learning Session 3 (LS3):

- Begin to implement changes in the areas of “provider” and “environment.”
- Use the *Building Relationships with Families* handout to complete the *Learning Session 2 Discussion Worksheet*.
- Begin a storyboard to document and communicate healthy changes in your program
- Bring the following items back to Learning Session 3:
 - *Learning Session 2 Discussion Worksheet*
 - *Action Plan Worksheet*

Setting the Stage

Supplies:

- *Action Plan Worksheet*;
- Summary of five strengths / five improvement areas from LS1 Action Period;
- *Building Relationships with Families* handout;
- *Learning Session 2 Discussion Worksheet*;
- Pens or pencils for writing.

Environment

Tips for creating a supportive and fun environment for making change:

- Be organized. Bring all needed materials and plan ahead
- When applicable share ideas with staff and families be open to suggestions. During discussions, encourage staff and families to participate, listen carefully to their ideas, record them and be willing to share your ideas too; and
- Have fun! Make this a time to brainstorm and build your program to make it healthier and better.

Engaging staff in discussion

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

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

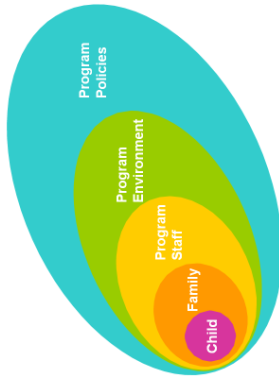
Task 1: Action Plan

What is Our Role in Making Healthy Changes?

The Action Plan and next steps:

- Based on your ideas and five improvement areas identified in the Learning Session 1 Action Period, create an Action Plan;
- Using the *Action Plan Worksheet*, decide on 1-2 areas you want to work on;
- Complete the “provider” and “environment” columns on the *Action Plan Worksheet*. Use the sample *Action Plan Worksheet* on the following page as a guide; and
- Work to implement changes in the areas of “provider” and “environment.”

Action Plan Worksheet



Start Date:

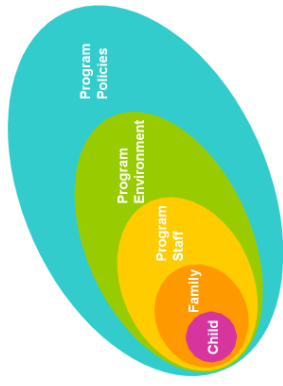
Provider Name:

Goal:

| Objectives / Steps | Provider | Environment | Child | Family | Program Policies |
|--|--|--|---|--|---|
| <p><u>Sample:</u> Revise menus over a three month period to align with the best practices for fruits, vegetables, whole grains and elimination of fried foods.</p> | <p>Share family ideas for healthy foods to be included in new menus.</p> <p>Take photos of children enjoying healthy foods and share with families.</p> <p>Learn about best practices through training sessions.</p> | <p>Develop a display in the home to share information, resources, and healthy recipes.</p> <p>Create and hang documentation of children engages in healthy eating or nutrition activities.</p> <p>Develop a system for purchasing, storing, and monitoring food.</p> | <p>Discuss menu changes and new foods with the children and how they help them grow up strong and healthy.</p> <p>Model curiosity and enjoyment of healthy foods during all snacks and meals.</p> <p>Develop “taste tests” and graph the results of children’s preferences for new foods.</p> | <p>Work with families to develop an exciting “taste test” event during pick up for children and families to try them and vote on new menu items.</p> <p>Ask families for healthy food recipes to be included on the new menus.</p> <p>Schedule events to promote healthy eating.</p> | <p>Include Healthy Eating as a required topic when enrolling new families.</p> <p>Develop new menus to align with the LMCC goals for fruits, vegetables, whole grains, and fried foods.</p> <p>Include healthy eating policy and rationale in family handbooks.</p> |
| Who is responsible? | Self and Children | Self, Children and Families | Self | Self | Self |
| Date | June 1 st | July 1 st | June 1 st | August 1 st | September 1 st |

Model adapted from: Bronfenbrenner. U. *The Ecology of Human Development*. Cambridge, MA: Harvard University Press: 1979.

Action Plan Worksheet



Start Date:

Provider Name:

Goal:

| Objectives / Steps | Provider | Environment | Child | Family | Program Policies |
|---|--|--|---|---|--|
| <p>Sample: Revise menus over a three month period to align with the best practices for fruits, vegetables, whole grains and elimination of fried foods.</p> <p>Who is responsible?</p> <p>Date</p> | <p>Share family ideas for healthy foods to be included in new menus.</p> <p>Self and Children</p> <p>June 1st</p> | <p>Develop a display in the home to share information, resources, and healthy recipes.</p> <p>Self, Children and Families</p> <p>July 1st</p> | <p>Discuss menu changes and new foods with the children and how they help them grow up strong and healthy.</p> <p>Self</p> <p>June 1st</p> | <p>Work with families to develop an exciting “taste test” event during pick up for children and families to try them and vote on new menu items.</p> <p>Self</p> <p>August 1st</p> | <p>Include Healthy Eating as a required topic when enrolling new families.</p> <p>Self</p> <p>September 1st</p> |

Model adapted from: Bronfenbrenner. U. *The Ecology of Human Development*. Cambridge, MA: Harvard University Press: 1979.

Task 2: Learning Session 2 Group Discussion Worksheet

Building Relationships with Families Handout

- Review the best practices listed on the *Building Relationships with Families* handout found on the following page; and
- Complete the *Learning Session 2 Discussion Worksheet*.

Building Relationships with Families through Healthy Eating

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

Building Relationships with Families

Review the best practices for building relationship with families listed below. Consider your own experiences with each practice, and complete the *Learning Session 2 Discussion Worksheet* on the following page.

BEST PRACTICES

Provider nurtures relationships with the families they care for.

Provider learns family preferences regarding how they wish to be addressed.

Provider introduces family members in the program to one another.

Provider acknowledges contributions and help given by families.

COMMUNICATION

Families are asked how they prefer to be contacted (phone, email, letter, etc.).

Notices directed at family members are respectful and polite.

Families have access to any reports and material kept on file about their child or family.

Verbal and written communications are offered in additional languages for families who do not speak English. Provider works to accommodate different communication styles and abilities.

Conversations between families and provider happen with all families, not just the ones provider is comfortable with.

Provider connects with families on an emotional level.

HANDLING HARD ISSUES

A safe, emotional climate that recognizes cultural and sociological diversity exists and supports adults to question, make mistakes and learn from one another.

A policy exists for addressing provider-family disagreements.

Discretion is used about when and where children and their families are discussed.

When problems arise, families and providers avoid criticizing one another in front of the children.

Provider views family concerns or complaints as a positive reflection of family self-advocacy. Families feel comfortable sharing concerns without fear of negative repercussions.

Provider is sensitive to identifying cultural conflicts in child-rearing and gets support in learning to resolve and manage them.

WORKING AS PARTNERS

Provider asks families about their concerns, interests and goals for their children. Families share information about the individual development of their own child/children.

The roles and responsibilities of the provider, including the responsibility to work in respectful partnership with families, are included in orientations.

Provider and families participate in training and workshops together.

Adapted with permission from Participants' Manual: Stronger Together: Family Support and Early Childhood (San Rafael, California: Parent Services Project, Inc.), 2006.

Learning Session 2 Group Discussion Worksheet

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

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

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

Task 3: Starting Your Storyboard

Telling Your Story of Change

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

- Create a **storyboard to share your story of healthy change** with colleagues, staff, children and families.
 - Your FCC program will use a tri-fold storyboard to document and communicate the implementation of the Action Plan and the process of change in your program.
 - Create your storyboard by:
 - Describing what change(s) were made and how you did it;
 - Sharing who was involved in the process;
 - Explaining accomplishments and challenges faced;
 - Sharing photos of the implementation process;
 - Describing how staff, children, and families reacted to the change(s);
 - Outlining any program policies that were updated as a result; and
 - Explaining the next steps you will take to sustain the change(s).
 - You 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 staff, families and children;
 - Assessments, observations and reflections;
 - Documents including lesson plans or menus that demonstrate changes; and/or
 - Children’s artwork that describe the healthy changes in the program.
 - Display the boards in your program as you are working on them so that children, families and staff can see and learn what is going on through your efforts to make your program healthier.

Bring the storyboards to Learning Session 5!



Nemours National Office of Policy & Prevention
1201 15th Street NW, Ste. 210
Washington, DC 20005
202.457.1440 • 202.649.4418
www.healthykidshealthyfuture.org