



# National Early Care & Education Learning Collaboratives:

## Taking Steps to Healthy Success

Learning Session 3, Family Child Care Edition

Participant Handbook

April 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**

**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

<b>Action Period</b>	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.
<b>Center</b>	Refers to a physical place where a program is offered.
<b>Early Care and Education (ECE)</b>	A field, sector or industry that includes nurturing care and learning experiences for children from birth to age 5.
<b>Early Care and Education Program (ECE Program)</b>	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.
<b>Early Care and Education Program Leadership Team (Leadership Team)</b>	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.
<b>Early Childhood</b>	A developmental period of time, typically birth to age 6.
<b>Facilitator</b>	Designated person or people from the Leadership Team to lead the Action Period component with their ECE program staff.
<b>Family Child Care(FCC)</b>	An intervention or service that is provided in a caregiver's home that typically serves children birth to school-age.
<b>Family Child Care Home</b>	Refers to a physical place where a FCC program is offered.
<b>Family Child Care Provider (FCC Provider)</b>	A caregiver that provides childcare services in their home.
<b>Nutrition and Physical Activity Self- Assessment for Child Care (Go NAP SACC)</b>	A self-assessment instrument for early care and education programs comparing their current practices with a set of best practices.
<b>Nutrition and Physical Activity Self-Assessment for Family Child Care (Go NAP SACC)</b>	A self-assessment instrument for family child care homes comparing their current practices with a set of best practices.
<b>Learning Collaborative</b>	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.
<b>Learning Session</b>	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.
<b>Let's Move! Child Care (LMCC)</b>	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.
<b>National Early Care and Education Learning Collaboratives Project (ECELC)</b>	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.
<b>Program</b>	An intervention or service that has a design, staff, curriculum or approach, and a funding source.
<b>Resources</b>	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.
<b>State Implementing Partner</b>	An agency/organization subcontracted with Nemours to handle the administration of the ECELC in a particular state.
<b>State Project Coordinator (Project Coordinator/PC)</b>	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.
<b>Taking Steps to Healthy Success (Curriculum)</b>	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.
<b>Teacher</b>	An individual responsible for the primary education of a group of children.
<b>Technical Assistance (TA)</b>	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.
<b>Trainer(s)</b>	Individuals responsible for implementing 5 on-site Learning Collaborative sessions and providing ongoing technical assistance to participating ECE programs.

## Learning Session 3: Materials

# Learning Session 3: Getting Kids Moving

## Overview

Learning Session 3(LS3) provides a rationale for the role Family Child Care (FCC) providers play in making changes through physical activity for infant, toddler, and preschool children. It explains physical activity best practices in FCC settings. During this session, participants are expected to increase their knowledge, awareness and motivation to work towards healthy change. Key content includes:

- Best practices for physical activity for infant, toddler, and preschool children;
- Continuing the process of healthy change through an Action Plan;
- Developing objectives and action steps to support children and families; and
- Ways to support physical activity through family engagement.



## Post-session (Action Period)

The FCC provider will utilize the *Leadership Team Guide* to:

- Complete the *Learning Session 3 Discussion Worksheet*;
- Implement steps identified in the “child” and “family” columns of the *Action Plan Worksheet*; and
- Continue their 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 physical activity with infants, toddlers, and preschoolers;
2. Define structured and unstructured play, and moderate to vigorous physical activity (MVPA) to identify strategies that support motor development ;
3. Provide resources to identify opportunities for increasing intentional physical activity among children and their families; and
4. Continue documenting and communicating with families the process of healthy change focusing on “child” and “family.”

Learning Session 2: Nurturing Healthy Eaters and Providing Healthy Beverages	
Time	Topic
8:00 – 8:30 am	Check-In
8:30 – 8:45 am	<b>Welcome Back, Acknowledgements, Housekeeping and Objectives</b> <ul style="list-style-type: none"> <li>• Icebreaker: Balloon Fun</li> </ul>
8:45 – 9:15 am	<b>PPT Part A: Supporting Motor Development</b>
9:15 – 9:45 am	<b>PPT Part B: Best Practices for Physical Activity for Infants and toddlers</b> <ul style="list-style-type: none"> <li>• <b>Video:</b> <i>Feldenkrais by Baby Liv</i></li> </ul>
9:45 – 10:00 am	<b>Physical Activity Break – Scarves and Fluff Ball Fun</b>
10:00 – 10:30 am	<b>PPT Part C: Best Practices for Physical Activity for Preschoolers</b> <ul style="list-style-type: none"> <li>• <b>Handout:</b> <i>Head Start Body Start Calendar</i></li> <li>• <b>Handout:</b> <i>Homemade Equipment</i> by Patricia Kimbrell</li> <li>• <b>Resource:</b> Best Practices for Physical Activity Guide</li> <li>• <b>Video:</b> <i>Motion Moments: Preschoolers</i></li> </ul>
10:30 – 10:45 am	<b>Physical Activity Break – Beach Ball Play</b>
10:45 – 11:00 am	<b>PPT Part D: Extending Your Learning to Staff and Families</b> <ul style="list-style-type: none"> <li>• <b>Handout:</b> <i>10 Tips for Becoming More Active as a Family</i></li> <li>• LS2 Action Period Review</li> </ul>
11:00 – 11:45 am	<b>PPT Part E: Facilitating Change in Your Program</b> <ul style="list-style-type: none"> <li>• LS3 Action Period</li> </ul>
11:45 am – 12:00 pm	<b>Evaluation, Raffle and Thank You</b>






# Welcome Back

Lauren Brightwell  
Project Coordinator

ECELC Trainers  
Cait James  
Bernadette Garcia-Roger



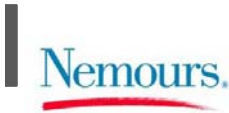

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# Learning Session 3 Getting Kids Moving

Early Childhood Health Promotion  
and Obesity Prevention

National Early Care and Education  
Learning Collaboratives  
(ECELC) Project



## Acknowledgements

### A special thank you to

#### **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

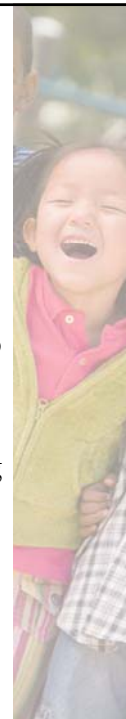
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## Objectives: Learning Session 3

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

1. Describe the best practices for physical activity for infants, toddlers and preschoolers;
2. Define structured and unstructured play, and moderate to vigorous physical activity (MVPA) to identify strategies that support motor development;
3. Provide resources to identify opportunities for increasing intentional physical activity among children and their families; and
4. Continue documenting and communicating with families the process of healthy change focusing on “child” and “family” on a storyboard.



## Part A Supporting Motor Development



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## Motor Development

### **Gross motor: Involves large muscles in the arms and legs**

- Infants and Toddlers
  - Holds head up, sits and stands with and without support, reaches with one hand, crawls, stands, walks
- Preschoolers: Fundamental gross motor skills
  - Locomotor skills: Walk, run, jump, gallop, hop, leap and skip
  - Object control skills: Rolling underhand, tossing underhand, bouncing, catching, striking, throwing overhand and kicking

### **Fine motor: Involves small muscles in the hands, feet, fingers and toes**

- Infants and Toddlers
  - Grasps a toy, claps hands, drops blocks into a container, picks up a toy, tears paper, holds a crayon
- Preschoolers
  - Makes adjustments of tools in hands while writing, cutting and painting, puts socks on correctly with heel in place, puts on jacket



## Motor Development

### Influenced by interactions with peers and adults

- Learned through provider-directed activities, practice and mastery of skills
- Learned through peer observations and interactions

### Supported by the environment

- Adequate indoor and outdoor space
- Age appropriate equipment
- Integration into the curriculum
- Promotion of motor development skill building with families



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## Developmental Delays and Screenings

### Developmental milestones

- Includes playing, learning, speaking, behaving and moving

### Developmental delay

- When a child does not reach developmental milestones at the same time as other children

### Developmental screenings

- Doctors and nurses are used to identify whether children are learning basic skills at the time they should

### Identify developmental delays early

- To assist families with receiving additional support



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## Early Intervention Programs

**Designed to address the educational and developmental needs of very young children with disabilities and those experiencing developmental delays**

**Provides free developmental evaluations of children under age three**

**Helps families find special educational services**

Contra Costa Child Care Council  
The Inclusion Project  
925-676-5442 ext. 3113

<https://www.cocokids.org/learning-institute/inclusion-project/>

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Part B  
Best Practices  
Physical Activity  
for  
Infants  
and  
Toddlers

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## Promoting Motor Development in Infants

### Gross motor skills

- Encourage physical activity (i.e. “tummy time”)
- Place toys just out of reach of infant to encourage movement towards the toys
- Provide open space(s) for infants to explore
- Move the infant gently by rolling, swaying or bouncing

### Fine motor skills

- Prop infants up with pillows allowing for exploration of objects with support
- Play hand and finger games with the infant
- Encourage the infant to grasp your finger
- Provide different size toys (i.e. puzzles, blocks, balls, etc)

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## Best Practices for Infants

### Tummy time

- Every day for 3-5 minute periods
- Increase length as infant shows enjoyment



### Strategies for promoting tummy time

- Encourage the infant to reach for you or a toy by placing yourself or a toy just out of reach
- Place toys in a circle around the baby to encourage reaching for different points around the circle
- Lie on your back and place the infant on your chest. The infant will lift his/her head and push up to see your face

### Outdoors 2-3 times per day, as tolerated

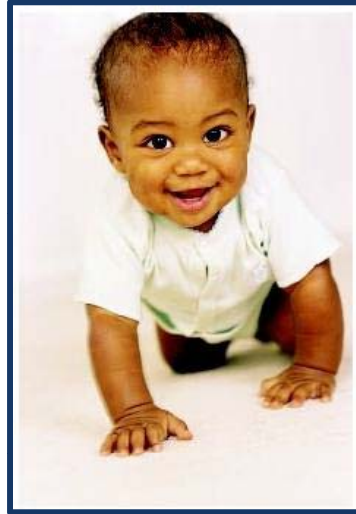
- Time for gross motor development

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## Infants

**Limit use of restricting equipment to no more than 15 minutes**

- High chairs (unless eating)
- Car seats
- Strollers



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## Indoor and Outdoor Activities for Infants

### **Touch Tour**

- Introduce infants to senses (soft and hard objects, squishy items, cool and warm water)

### **String Along**

- Tie small objects to a thick piece of yarn and have infants practice grabbing and moving the toys while holding onto the yarn

### **Pile small boxes up**

- Have infants knock them down

### **Texture Crawl**

- Have infants crawl across various textures (rubber mat, carpet, scarves, bubble wrap and velvet) This can be used as an indoor or outdoor activity

### **Peek-a-Boo**

[www.life.familyeducation.com](http://www.life.familyeducation.com)



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## Infant Physical Activity



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## Best Practices for Toddlers

- At least 60-90 minutes of active play per day**
- Opportunities for “breathless” (MVPA) play**
- Structured and unstructured activity**
- Outdoors for at least 60-90 minutes per day**



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## Exploratory Activities for Toddlers

**Toddlers seek independence, but need safe spaces to explore**

**Play experiences to support optimal motor development**

- Ball handling
- Balance
- Manipulation
- Space awareness
- Obstacles
- Wheeled toys
- Pretend play or dramatic play
- Rhythm



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## Indoor and Outdoor Activities for Toddlers

**Follow the Leader**

**Jingle Toes**

- Tie small bells around the toddlers ankles and sing songs while they stomp across the floor

**Beanbag Toss**

**Cardboard Train**

- Have toddlers push cardboard boxes together like a train

**Ribbon Dancing**

- Have toddlers hold onto ribbons while dancing to music

**Jumping**

- Have toddlers jump on soft mats, pillows and other soft objects

[www.life.familyeducation.com](http://www.life.familyeducation.com)



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## Physical Activity Break



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## Part C Best Practices Physical Activity for Preschoolers



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## Best Practices for Preschoolers

**At least 120 minutes of active play per day**

**Opportunities for “breathless” (MVPA) play**

**Structured and unstructured**

**Outdoors for at least 60-90 minutes per day**

**Equipment should be visible and accessible to children**



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## Structured and Unstructured Physical Activity

**Structured physical activity is teacher-led, engaging, developmentally appropriate and with a specific purpose**

- Daily planned physical activity should support age-appropriate motor development with a purpose
- Activities should involve all children with minimal or no waiting

**Unstructured physical activity is child-led free play**

- Activities should encourage children’s individual abilities and interests
- Providers should be engaged and provide support and prompts to encourage active play (sportscaster)

**Moderate to vigorous physical activity (MVPA)**

- “Breathless” physical activity using large muscle groups

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## Equipment

### Age and developmentally appropriate

- Ideally one per child



### Sturdy and safe

- Sensory equipment: mobiles, teething toys, baby mirrors, etc.
- Manipulative equipment: grip toys, stacking toys, puzzles, peg boards, etc.
- Large muscle equipment: riding/rocking toys, gym mats, balance beams, slides, etc.

### Portable play equipment

- Indoors and outdoors
- Balls, scarves, bean bags, wagons, etc.



### Appropriate adult supervision

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## Daily Outdoor Play

**Helps children to be more physically active**

**Exposes children to sunlight for Vitamin D and fresh air**

**Reduces stress**

**Improves attention, memory and problem solving skills**



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## Weather

### Significant health risk

- Wind chill at or below -15°F
- Heat index at or above 90°F

### Protect children from the sun, especially 10am-2pm

- Use sunscreen

### Ask families to send appropriate clothing for children to play outside in any weather

- Hats, coats, gloves, raingear, sunscreen
- If possible, keep an extra supply at your program



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## FCC Provider Role Modeling

### Dress for movement

### Lead structured activities at least twice per day

### Participate during active play

- Role model
- If you have physical limitations, be a sportscaster
- Get your own physical activity to meet adult recommendations for physical activity

### Provide prompts and encouragement

- During structured and unstructured play

### Support activities that are appropriate and safe



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# Head Start Body Start Activity Calendar

## MARCH

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Start the month off with a game of follow the leader. Move around your house in different ways as someone copies your movements.	"Crab Exercise". Move around, under, and over a chair; sit down and stand up using a chair; turn on music and wiggle & stretch while sitting in a chair.	Loud and soft – first walk on your tip toes trying to be really quiet, then stomping using your whole foot trying to be really loud.	Tear newspaper into long strips – crumch them up into balls – throw the balls into a basket – Rip-Crunch-Throw.	Be a superhero! Think about all of your favorite superheroes and then spend some time moving just like they would.	Ask someone to go for a walk with you and as you walk, make up a little song about moving and having fun together.	Take a few minutes today to lie on the floor and stretch your body from head to toe. Take some deep breaths and relax as you reach and then relax.
Using paper plates as pretend stones, make an indoor nature trail through your house. Walk through the nature trail by only stepping onto the make believe stones.	Make a pile of paper balls by crumching recycled paper. For one minute throw these balls all over the playing space – making a blizzard of balls. Collect them and do it again.	Using the balls from yesterday put them in a pile. Crab walk with one ball at a time on your tummy, carry it across the room. Move all the balls to a new pile.	Get outside and pick up trash in your yard.	Take a "sping it here" walk. Swing your arms as you walk quickly. Notice all the signs of spring!	How many different ways can you carry a sock as you move around the house?	Crawling is a great way to work on the muscles in your arms. Try to crawl around your home for a few minutes – take a break and do it again.
Turn on some music and take turns choosing a way to move.	Leaping! Put pillows on the floor and practice your leaping skills. Push off of your back leg and reach with your front leg.	Work on your locomotor skills – go outside and practice walking, running, galloping, hopping, jumping and hopping.	Pickup marbles with your fingers and toes. Lie on the floor and blow the marbles across the floor.	Put a wagon around outside as you pick up sticks. Create and obstacle course with the things you find.	Make it backwards day. Move from room to room backwards. Try to high and low, fast and slow.	Make a trail of paper plates through your home and pretend that you can only walk on the plates or you will fall in the water.
Get outside today and play "I Spy". Each time one of you says, "I spy," you have to all walk, run or gallop to that object.	Animal Action Fun! One person says the name of an animal, and the other person has to move around the house like that animal would.	Using a scarf or handkerchief, practice your walking and catch skills. Watch the scarf with your eyes and move your body so the scarf can land in your hands.	Have an adult write your name really big on a sheet of paper, and then put your body into the shapes of each letter. Can you do this standing up? Can you do this lying on the floor?	Make up a nonsense word. How make up a movement to go with that word.	Twins – for 2-5 minutes pretend as if you are connected to someone else and the two of you have to move exactly the same way.	Go on a walk through your home. Each time you get to a new object you have to change the way you are moving.
Pretend to have a beach party. Turn on some beach music and dance. Pretend to surf and swim as you work your body.	Pretend your arms or foot or elbow or nose is a crayon and draw a big picture of a rainbow in your home.	Put a sock puppet on your hand and have it crawl high, low, fast, slow, carry and straggle.	Pretend to be a balloon – first without air, then being blown up, then floating around the room, and then being popped!	Work on your tossing and catching skills with someone. Toss it right to their hand!	Balance on two body parts. How about three parts or four or even five body parts?	Repeat your favorite activity from earlier!

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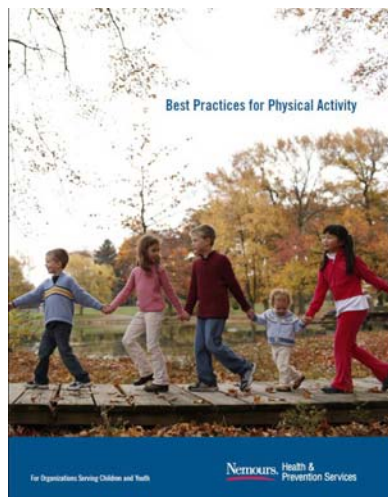
# Homemade Equipment

Homemade Equipment  
Patricia A. Kimbrell, M.A.  
San Diego State University

Item	New Equipment	Comments
Sponges Homebases	Puffballs	Cut into strips, gather 10-12 strips, use zip ties to secure... or leave sponge whole, use to identify personal space, practice locomotor skills or use in obstacle course.
Yarn	Yarn balls	Wrap 200 times around a cd cover, remove, secure w/zip tie and cut ends. Use for game that require lightweight balls.
Party Streamers/Ribbons	Wands	Secure streamer paper to 12" dowel w/ staple. Make one for each hand if possible. Develops laterality, explore, experiment and dance to music
Gallon jugs (plastic)	Scoops	Cut off bottoms, secure w/secure tape. Play with tennis balls/koosh balls/small balls
Newspaper	Ball play	Squish into a ball shape, secure w/tape. Play games like "clean your room" if desired. Practice tossing and catching or throwing over something
Film containers	Shakers	Fill w/small beans or dried pasta, secure top if needed. Shake like maracas, play with music
Large tumblers	Scoops	Play with tennis balls/ping pong balls, koosh balls/yarn balls, etc.
Lids or foamiex or placemats	Polyspots or homebases	To define personal space for children. Increase safety awareness, practice locomotor skills
Tongue depressors	Manipulative	Used to push different objects around: balloons, balls (yarn, sponge, fluff, etc)
Balloons	Balloons	7" or larger, inflate one per child + extras. Latex warning! Pick up popped pieces, choking hazard
Sidewalk chalk	Locomotor review	Design shapes/pathways, etc. to practice locomotor skills
Beach balls	Ball play	Inflate balls for tossing, throwing, catching, kicking and striking play
Stuffed animals or beaney babies	Ball play	Use for practice of hand-eye coordination: tossing, throwing and catching
Old Paint Brushes	Design maker	Using old paintbrushes and some water, create shapes/pathways, etc. On sidewalks or driveways to jump over/in/go around, etc.
Other items: crayons, cottonballs, stuffed animals	Relay races or obstacle course	Utilizing objects generally found around the home, play relays or different types (use siblings for more fun) or create an obstacle course from any of the above items or use household items (i.e. chairs to climb to jump over, boxes to crawl into/out of, etc.) under/over/between tables to go under, pillows to jump over, etc.

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## Best Practices for Physical Activity



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## Motion Moments: Preschoolers



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## Indoor and Outdoor Activities for Preschoolers

**Eric Carle – *From Head to Toe***

**Angela Russ – *Smart & Tasty 1***

- Farmer’s Market
- Shake, Mix, Pound, Roll

**Nutrition Kit Activities**

- Locomotor Skill Review

**Movement Kit Activities**

- Balloon and Fluff ball Fun
- Scarf and Beach Ball Play
- Movement Cube



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## Physical Activity Break



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## Part D Extending your Learning to Staff and Families

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## Personal Wellness and Physical Activity

**Doesn't have to be hard, stressful or boring!**

### **Recommendations for adults**

- 2 hours + 30 (150 minutes) a week of moderate-intensity
- 1 hour + 15 minutes (75 minutes) a week of vigorous-intensity aerobic physical activity
- Muscle strengthening exercises at least 2x/week

**Episodes should last at least 10 minutes**

**Develop goals and a plan to engage in physical activity**

- Begin by taking a walk every day for 30 minutes



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## Health and Physical Development at Home

### Encourage families to

- Sing, move, dance and bike with their children
- Play games that involve all five senses
- Show enjoyment when walking, climbing, running and jumping
- Take children to the doctor and dentist for regular check-ups and immunizations
- Promote healthy eating behaviors, good hygiene and basic safety practices



37

## Engaging Families

**Partner with families to support children's health and physical development**

**Ask families for ideas that would help children grow up healthy**

**Share resources in family newsletters, bulletin boards and when the children are picked up and dropped off**



38

# 10 Tips for Becoming More Active as a Family

**10 tips** be an active family

**10 tips** for becoming more active as a family

Physical activity is important for children and adults of all ages. Being active as a family can benefit everyone. Adults need 2½ hours a week of physical activity, and children need 60 minutes a day. Follow these tips to add more activity to your family's busy schedule.

- 1 set specific activity times**  
Determine time slots throughout the week when the whole family is available. Devote a few of these times to physical activity. Try doing something active after dinner or begin the weekend with a Saturday morning walk.
- 2 plan ahead and track your progress**  
Write your activity plans on a family calendar. Let the kids help in planning the activities. Allow them to check it off after completing each activity.
- 3 include work around the house**  
Involve the kids in yard work and other active chores around the house. Have them help you with raking, weeding, planting, or vacuuming.
- 4 use what is available**  
Plan activities that require little or no equipment or facilities. Examples include walking, jogging, jumping rope, playing tag, and dancing. Find out what programs your community recreation center offers for free or minimal charge.
- 5 build new skills**  
Enroll the kids in classes they might enjoy such as gymnastics, dance, or tennis. Help them practice. This will keep things fun and interesting, and introduce new skills!
- 6 plan for all weather conditions**  
Choose some activities that do not depend on the weather conditions. Try mat walking, indoor swimming, or active video games. Enjoy outdoor activities as a bonus whenever the weather is nice.
- 7 turn off the TV**  
Set a rule that no one can spend longer than 2 hours per day playing video games, watching TV, and using the computer (except for school work). Instead of a TV show, play an active family game, dance to favorite music, or go for a walk.
- 8 start small**  
Begin by introducing one new family activity and add more when you feel everyone is ready. Take the dog for a longer walk, play another ball game, or go to an additional exercise class.
- 9 include other families**  
Invite others to join your family activities. This is a great way for you and your kids to spend time with friends while being physically active. Plan parties with active games such as bowling or an obstacle course, sign up for family programs at the YMCA, or join a recreational club.
- 10 treat the family with fun physical activity**  
When it is time to celebrate as a family, do something active as an reward. Plan a trip to the zoo, park, or lake to treat the family.

USDA United States Department of Agriculture  
Go to [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov)  
00 (Nutrient No. 28) Sept 2013 Center for Nutrition Policy and Promotion

# Go Smart Website

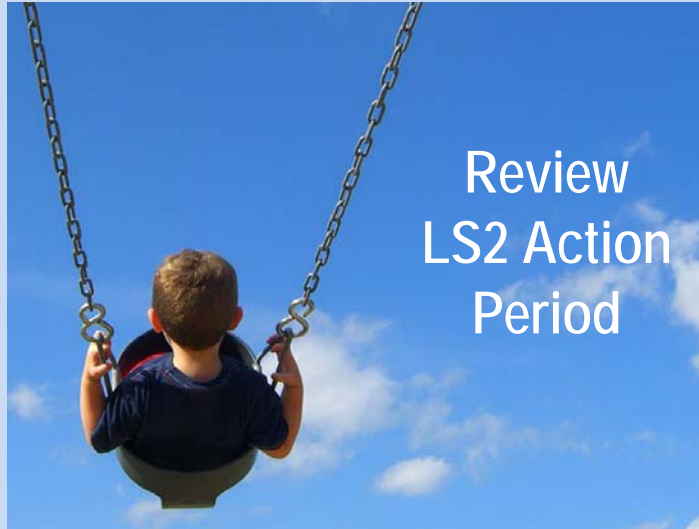
Physical activities for children birth to five

For providers and families

Developed by Nike in partnership with the National Head Start Association

[www.gosmart.nhsa.org](http://www.gosmart.nhsa.org)





Review  
LS2 Action  
Period

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Part E  
Facilitating  
Change in Your  
Program

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# Sample Action Plan Worksheet

## Action Plan Worksheet

Start Date: April 15, 2016

Provider Name:



Goal: Increase the consumption of fruits and vegetables. Activity: Cooking

Objectives / Steps	Provider	Environment	Child	Family	Program Policies
Increase the knowledge and consumption of fresh fruit and vegetables by implementing weekly cooking activities into curriculum.	*Identify recipes for weekly cooking activities Example: Healthy Soup *Identify books that support cooking activities and to begin discussion of healthy food choices and why	*Identify appropriate supplies needed for cooking activities.	*Introduce project to children by reading an appropriate book promoting healthy foods *Discuss the importance of hand washing.	*Invite parents to volunteer during weekly cooking activities.	*Develop a healthy eating policy to include: *Age appropriate cooking activities added to curriculum weekly and menu monthly.
Who is responsible?	Self and Children	Self, Children and Families	Self	Self	Self
Date	April 1 <sup>st</sup>	May 1 <sup>st</sup>	June 1 <sup>st</sup>	August 1 <sup>st</sup>	September 1 <sup>st</sup>
	*Take photos of cooking activities and post on bulletin board *Send recipes home with children	*Update bulletin board to inform families about upcoming weekly cooking activities in the classroom. *Share book choices on healthy eating with families (allow books to be borrowed)	*Allow children to do the digging, pouring, cutting and mixing during cooking activities. *Allow children to set the tables for a family style meal.	*Share with families cooking activities done in classroom via newsletter. *Ask Families to share their favorite recipes.	*A healthy celebrations policy. *A healthy fundraising policy.
Who is responsible?	Self	Self	Self and Children	Self, children and Families	Self
Date	April 30 <sup>th</sup>	May 15 <sup>th</sup>	June 5 <sup>th</sup>	August 31 <sup>st</sup>	October 1 <sup>st</sup>

Adapted from: Department of Health and Human Services, U.S. Dept. of Health and Human Services, 2013.

# Action Plan



## Facilitating Change in Your Program: LS3 Action Period

### Facilitated by FCC Provider (if necessary)

- Training for program staff
  - Mini-version of Learning Session 3



### Opportunity to:

- Complete the *Learning Session 3 Worksheet*
- Implement Action Steps for Child and Family
- Continue creating your storyboard documenting healthy changes

### Technical Assistance (TA)

- Assist in the implementation of Action Steps for Child and Family

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## Creating a Storyboard

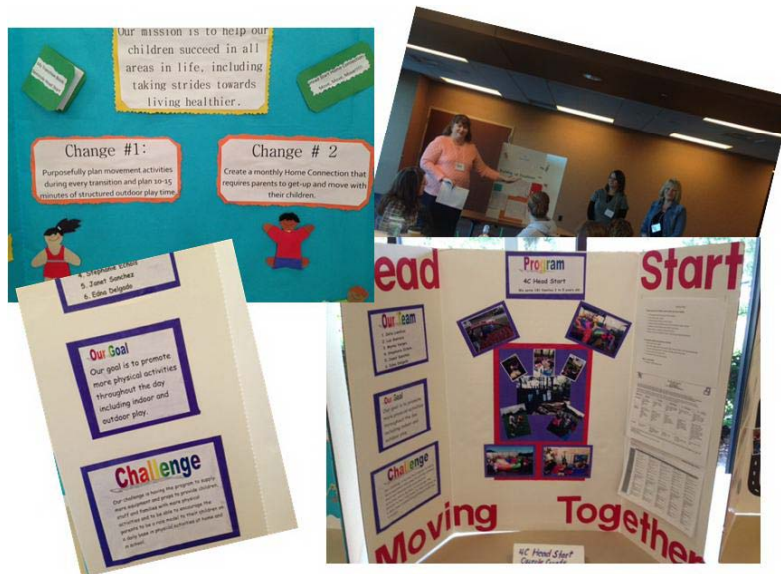
### Programs will express their story of change by:

- 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)



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## Sample Storyboards



## What's Next?

### Learning Session 4: Serving Meals Family Style and Supporting Breastfeeding

#### Participants will bring

- *Action Plan Worksheet – Child & Family*
- *Learning Session 3 Worksheet*



## Wrap Up: Questions, Evaluation and Raffle

# THANK YOU



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## Trainer Contact Information

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



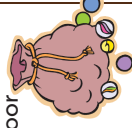



ECELC Trainer: Bernadette Garcia-Roger  
 Phone: (510) 604-8138  
 Email: [bgroger@comcast.net](mailto:bgroger@comcast.net)

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# MARCH

## Get Moving Today!

## ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Start the month off with a game of follow the leader. Move around your house in different ways as someone copies your movements.</p>	<p>"Chair Exercise". Move around, under, and over a chair; sit down and stand up using a chair; turn on music and wiggle &amp; stretch while sitting in a chair.</p>	<p>Loud and soft – first walk on your tip toes trying to be really quiet, then stomp using your whole foot trying to be really loud.</p>	<p>Tear newspaper into long strips – crunch them up into balls – throw the balls into a basket – Rip-Crunch-Throw.</p>	<p>Be a superhero! Think about all of your favorite superhero's and then spend some time moving just like they would.</p>	<p>Ask someone to go for a walk with you and as you walk, make up a little song about moving and having fun together.</p>	<p>Take a few minutes today to lie on the floor and stretch your body from head to toe. Take some deep breaths and relax as you reach and then relax.</p>
<p>Using paper plates as pretend stones; make an indoor nature trail through your house. Walk through the nature trail by only stepping onto the make believe stones.</p>	<p>Make a pile of paper balls by crunching recycled paper. For one minute throw these balls all over the playing space – making a blizzard of balls. Collect them and do it again.</p>	<p>Using the balls from yesterday put them in a pile. Crab walk with one ball at a time on your tummy, carry it across the room. Move all the balls to a new pile.</p>	<p>Get outside and pick up trash in your yard.</p>	<p>Take a "spring is here" walk. Swing your arms as you walk quickly. Notice all the signs of spring!</p> 	<p>How many different ways can you carry a sock as your move around the house?</p>	<p>Crawling is a great way to work on the muscles in your arms. Try to crawl around your home for a few minutes – take a break and do it again.</p>
<p>Turn on some music and take turns choosing a way to move.</p> 	<p>Leaping! Put pillows on the floor and practice your leaping skills. Push off of your back leg and reach with your front leg.</p>	<p>Work on your locomotor skills – go outside and practice walking, running, galloping, skipping, jumping and hopping.</p>	<p>Pickup marbles with your fingers and toes. Lie on the floor and blow the marbles across the floor</p> 	<p>Pull a wagon around outside as you pick up sticks. Create an obstacle course with the things you find.</p>	<p>Make it backwards day. Move from room to room backwards. Try to high and low, fast and slow.</p>	<p>Make a trail of paper plates through your home and pretend that you can only walk on the plates or you will fall in the water.</p>
<p>Get outside today and play "I Spy". Each time one of you says, "I spy", you have to all walk, run or gallop to that object.</p>	<p>Animal Action Fun! One person says the name of an animal and the other person has to move around the house like that animal would.</p>	<p>Using a scarf or handkerchief, practice your self-toss and catch skills. Watch the scarf with your eyes and move your body so the scarf can land in your hands.</p>	<p>Have an adult write your name really big on a sheet of paper, and then put your body into the shapes of each letter. Can you do this standing up? Can you do this laying on the floor?</p>	<p>Make up a nonsense word. Now make up a movement to go with that word.</p>	<p>Twins – for 2-5 minutes pretend as if you are connected to someone else and the two of you have to move exactly the same way.</p>	<p>Go on a walk through your home. Each time you get to a new space you have to change the way you are moving.</p>
<p>Pretend to have a beach party. Turn on some beach music and dance. Pretend to surf and swim as you work your body.</p> 	<p>Pretend your arms or foot or elbow or nose is a crayon and draw a big picture of a rainbow in your home.</p>	<p>Put a sock puppet on your hand and have it travel high, low, fast, slow, curvy and straight.</p>	<p>Pretend to be a balloon – first without air, then being blow up, then floating around the room, and then being popped!</p>	<p>Work on your tossing and catching skills with someone. Toss it right to their hands.</p> 	<p>Balance on two body parts. How about three parts or four or ever five body parts?</p>	<p>Repeat your favorite activity this month!</p> 

**Homemade Equipment**

Patricia A. Kimbrell, M.A.

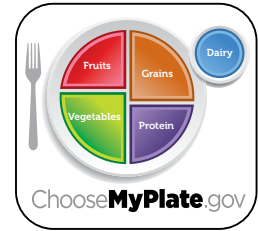
San Diego State University

<b>Item</b>	<b>New Equipment</b>	<b>Comments</b>
Sponges Homebases	Puffballs	Cut into strips, gather 10-12 strips, use zip ties to secure... or leave sponge whole, use to identify personal space, practice locomotor skills or use in obstacle course.
Yarn	Yarn balls	Wrap 200 times around a cd cover, remove, secure w/zip tie and cut ends. Use for game that require lightweight balls.
Party Streamers/Ribbons	Wands	Secure streamer paper to 12" dowel w/ staple. Make one for each hand if possible. Develops laterality, explore, experiment and dance to music
Gallon jugs (plastic)	Scoops	Cut off bottoms, secure w/secure tape. Play with tennis balls/koosh balls/small balls
Newspaper	Ball play	Squish into a ball shape, secure w/tape. Play games like "clean your room" if desired. Practice tossing and catching or throwing over something
Film containers	Shakers	Fill w/small beans or dried pasta, secure top if needed. Shake like maracas, play with music
Large tumblers	Scoops	Play with tennis balls/ping pong balls, koosh balls/yarn balls, etc.
Lids or foamies or placemats	Polyspots or homebases	To define personal space for children. Increase safety awareness, practice locomotor skills
Tongue depressors	Manipulative	Used to push different objects around: balloons, balls (yarn, sponge, fluff, etc)
Balloons	Balloons	7" or larger, inflate one per child + extras. Latex warning! Pick up popped pieces, choking hazard!
Sidewalk chalk	Locomotor review	Design shapes/pathways, etc. to practice locomotor skills
Beach balls	Ball play	Inflate balls for tossing, throwing, catching, kicking and striking play
Stuffed animals or beany babies	Ball play	Use for practice of hand-eye coordination: tossing, throwing and catching
Old Paint Brushes	Design maker	Using old paintbrushes and some water, create shapes/pathways, etc. On sidewalks or driveways to jump over/in/go around, etc.
Other items; crayons, cottonballs, stuffed animals	Relay races or obstacle course	Utilizing objects generally found around the home, play relays or different types (use siblings for more fun!) or create an obstacle course from any of the above items or use household items (i.e. chairs to climb to jump over, boxes to crawl into/out of, etc.) under/over/between tables to go under, pillows to jump over, etc.

# 10 tips

Nutrition  
Education Series

# be an active family



## 10 tips for becoming more active as a family

**Physical activity is important for children and adults of all ages.** Being active as a family can benefit everyone. Adults need 2½ hours a week of physical activity, and children need 60 minutes a day. Follow these tips to add more activity to your family's busy schedule.

### 1 set specific activity times

Determine time slots throughout the week when the whole family is available. Devote a few of these times to physical activity. Try doing something active after dinner or begin the weekend with a Saturday morning walk.



### 2 plan ahead and track your progress

Write your activity plans on a family calendar. Let the kids help in planning the activities. Allow them to check it off after completing each activity.

### 3 include work around the house

Involve the kids in yard work and other active chores around the house. Have them help you with raking, weeding, planting, or vacuuming.



### 4 use what is available

Plan activities that require little or no equipment or facilities. Examples include walking, jogging, jumping rope, playing tag, and dancing. Find out what programs your community recreation center offers for free or minimal charge.

### 5 build new skills

Enroll the kids in classes they might enjoy such as gymnastics, dance, or tennis. Help them practice. This will keep things fun and interesting, and introduce new skills!

### 6 plan for all weather conditions

Choose some activities that do not depend on the weather conditions. Try mall walking, indoor swimming, or active video games. Enjoy outdoor activities as a bonus whenever the weather is nice.

### 7 turn off the TV

Set a rule that no one can spend longer than 2 hours per day playing video games, watching TV, and using the computer (except for school work). Instead of a TV show, play an active family game, dance to favorite music, or go for a walk.

### 8 start small

Begin by introducing one new family activity and add more when you feel everyone is ready. Take the dog for a longer walk, play another ball game, or go to an additional exercise class.



### 9 include other families

Invite others to join your family activities. This is a great way for you and your kids to spend time with friends while being physically active. Plan parties with active games such as bowling or an obstacle course, sign up for family programs at the YMCA, or join a recreational club.



### 10 treat the family with fun physical activity

When it is time to celebrate as a family, do something active as a reward. Plan a trip to the zoo, park, or lake to treat the family.

# Learning Session 3: Getting Kids Moving

Provider Name: \_\_\_\_\_

## Learning Session 3 Action Period:

Complete before Learning Session 4 (LS4):

- Begin to implement changes in the areas of “child” and “family.”
- Continue to work on your storyboard to document and communicate healthy changes being made in your program
- Bring the following items back to Learning Session 4:
  - *Learning Session 3 Discussion Worksheet*
  - *Action Plan Worksheet*

## Setting the Stage

Supplies:

- *Action Plan Worksheet;*
- *Learning Session 3 Discussion Worksheet;*
- Pens or pencils for writing; and

## 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 and families in discussion

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

- Encourage staff and 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?



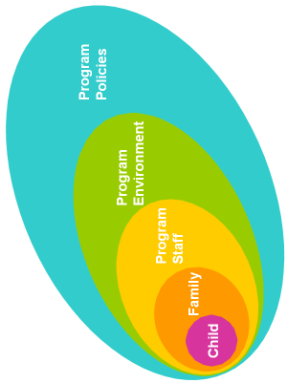
# Task 1: Action Plan

## What is Your Role in Making Healthy Changes?

Continue the Action Plan and next steps:

- Complete the “child” and “family” columns on the *Action Plan Worksheet*. Use the sample *Action Plan Worksheet* on the following page as a guide; and
- Work to implement changes in the areas of “child” and “family.”

# Action Plan Worksheet



Start Date:

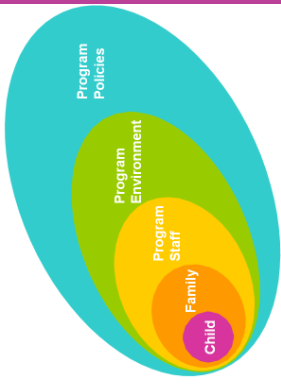
Provider Name:

Goal: Increase the consumption of fruits and vegetables.

Objectives / Steps	Provider	Environment	Child	Family	Program Policies
Increase the knowledge and consumption of fruits and vegetables through cooking activities.	Identify recipes for weekly cooking activities. Identify books that support cooking activities and discuss healthy food choices. Develop a bulletin board to display photos of cooking activities. Find new recipes to use with the children and families.	Gather appropriate supplies and equipment needed for cooking activities. Update bulletin board with weekly cooking activities. Place books on healthy eating around the home for children and families to read independently. Add plastic fruits and vegetables as toys for children to play with.	Introduce the project to the children by reading an appropriate book promoting healthy foods. Discuss the importance of hand washing and cooking preparation. Allow children to do the dipping, pouring, cutting, and mixing during cooking activities. Allow children to set the table for family-style dining meals.	Have weekly cooking activities and invite families to volunteer. Develop a newsletter to share with families the cooking activities done during the day. Ask families to share their favorite recipes.	Develop a healthy eating policy that informs parents about cooking activities being included into the curriculum. Develop a healthy celebrations policy. Develop a healthy fundraising policy.
Who is responsible?	Self	Self	Self and Children	Self, Children and Families	Self
Date	April 30 <sup>th</sup>	May 15 <sup>th</sup>	June 5 <sup>th</sup>	August 31 <sup>st</sup>	October 1 <sup>st</sup>

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

# Action Plan Worksheet



Start Date:

Provider Name:

Goal: Increase the consumption of fruits and vegetables. .

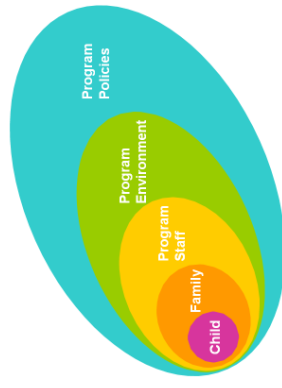
Objectives / Steps			Child	Family	
<p>Increase the knowledge and consumption of fresh fruit and vegetables by implementing weekly cooking activities into the curriculum.</p>			<p>Introduce the project to the children by reading an appropriate book promoting healthy foods.</p> <p>Discuss the importance of hand washing and cooking preparation.</p> <p>Allow children to do the dipping, pouring, cutting and mixing during cooking activities.</p> <p>Allow children to set the table for family-style dining meals.</p>	<p>Have weekly cooking activities and invite families to volunteer.</p> <p>Develop a newsletter to share with families the cooking activities done during the day.</p> <p>Ask families to share their favorite recipes.</p>	
<p>Who is responsible?</p>			<p>Self and Children</p>	<p>Self , Children, and Families</p>	
<p>Date</p>			<p>June 5<sup>st</sup></p>	<p>August 31<sup>st</sup></p>	

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

**Action Plan Worksheet**

	Who is responsible?	Date

# Action Plan Worksheet



Start Date:

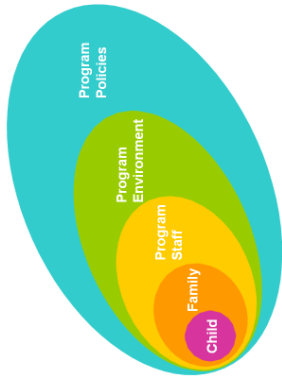
Provider Name:

Goal: Increase the consumption of fruits and vegetables.

Objectives / Steps	Provider	Environment	Child	Family	Program Policies
Increase the knowledge and consumption of fruits and vegetables through the development of a garden and activities.	<p>Create a budget to determine the costs needed to build the garden. Identify other resources to support the purchasing of materials.</p> <p>Develop activities that introduce gardening to the children.</p> <p>Use the Farm to Preschool website to learn more about how to garden with children.</p>	<p>Gather the supplies needed to build the garden.</p> <p>Develop a communication board to share the new garden initiative with families.</p> <p>Display documentation of children engaging in gardening activities.</p>	<p>Work with the children to identify an area to create their garden.</p> <p>Create a job chart for the children to take turns caring for and harvesting their fruits and vegetables.</p> <p>Work with the children to create a chart to track the growth of the fruits and vegetables.</p> <p>Have "taste tests" with the children to try the fruits and vegetables grown in their garden.</p>	<p>Ask families to come in and help build the garden and bring in seeds to plant.</p> <p>Take and share photos of the children caring for the garden.</p> <p>Ask families to share recipes that use some of the fruits and vegetables grown in the garden.</p> <p>Host a Harvest Celebration for families to come in and cook with the children using the fruits and vegetables from the garden.</p>	<p>Develop a healthy fundraising policy that includes providing support for the development of a garden.</p> <p>Include a healthy eating policy and rationale to review when enrolling new families.</p>
Who is responsible?	Self	Self	Self and Children	Self , Children and Families	Self
Date	April 30 <sup>th</sup>	May 15 <sup>th</sup>	June 5 <sup>th</sup>	August 31 <sup>st</sup>	October 1 <sup>st</sup>

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

# Action Plan Worksheet



Start Date:

Provider Name:

Goal: Increase the consumption of fruits and vegetables.

Objectives / Steps			Child	Family	
<p>Increase the consumption of fruits and vegetables through the development of a garden and activities.</p>			<p>Work with children to identify an area to create their garden.</p> <p>Create a job chart for the children to take turns caring for and harvesting the fruits and vegetables.</p> <p>Work with children to create a chart to track the growth of the fruits and vegetables.</p> <p>Have “taste tests” with the children to try the fruits and vegetables grown in their garden.</p>	<p>Ask families to come in and help build the garden and bring in seeds to plant.</p> <p>Take and share photos of the children caring for the garden.</p> <p>Ask families to share recipes that use some of the fruits and vegetables grown in the garden.</p> <p>Host a Harvest Celebration for families to come in and cook with the children using the fruits and vegetables from the garden.</p>	
<p>Who is responsible?</p>			<p>Self and Children</p>	<p>Self, Children and Families</p>	
<p>Date</p>			<p>June 5<sup>th</sup></p>	<p>August 31<sup>st</sup></p>	

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

# Action Plan Worksheet

	Who is responsible?	Date





# Task 2: Learning Session 3 Discussion Worksheet

## *Head Start Body Start Activity Calendar*

- Use your Learning Session 3 Participant Handbook to complete the *Learning Session 3 Discussion Worksheet*;
- Select one activity from the Head Start Body Start Activity Calendar to try with the children in your care; and
- Reflecting on the activity, complete the questions on the following page.



# Learning Session 3 Discussion Worksheet

1. List three ways the activity created fine or gross motor movement opportunities.

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2. Based on the age groups you are providing care to, how could you modify this activity to make it appropriate for the children in your care? What materials would you need?

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3. Is there a way that this activity can be incorporated into your daily routine with the children?

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4. How could you involve families in this activity?

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# Task 3: Continuing 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. Remember, the storyboard should reflect the changes being made from the goals selected on your *Action Plan Worksheet*.

- Continue a **storyboard to share your story of healthy change** with colleagues, staff, children and families.
  - Continue 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 home 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](http://www.healthykidshealthyfuture.org)