

# Healthy Me!

The Preschoolers' Guide to Nutrition and Wellness

## INSTRUCTOR'S MANUAL

Time: 4 hours

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## Building the Future Through Child Nutrition

The Institute of Child Nutrition was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

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The purpose of the Institute of Child Nutrition is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

### MISSION

The mission of the Institute of Child Nutrition is to provide information and services that promote the continuous improvement of child nutrition programs.

### VISION

The vision of the Institute of Child Nutrition is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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## Background Information

*Healthy Me! The Preschoolers' Guide to Nutrition and Wellness Training* was developed to teach child care professionals how to implement healthful best practices that promote healthy growth and development in young children. The content of this training is based on the information in the USDA resource *Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program*.

Improving child nutrition is the focal point of the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). Section 221 of the HHFKA addresses nutrition and wellness goals for meals served through the Child and Adult Care Food Program. *Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program* includes recommendations, guidelines, and best practices for nutrition, active play, screen time, and wellness. This training expands on that information so that child care providers can implement best practices and policies that will improve the health and well-being of preschoolers in their care.

In addition to the Participant's Workbook and *Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program*, child care providers participating in this training will receive a *Best Practices Resource Kit* that contains the following:

- Best Practices Resource Card Sets 1, 2, and 3
  - Building a Healthy Plate
  - Creating a Safe Mealtime Environment
  - Creating an Active Play Environment
- Best Practices Supplemental Fact Sheets
- Instructor Scripts
- Parent Tip Sheets

This four-hour training is divided into six sections and will cover the following topics:

- Overview of Best Practices for Nutrition and Wellness
- Best Practices for Building a Healthy Plate
- Best Practices for Creating a Safe Mealtime Environment
- Best Practices for Creating an Active Play Environment
- Using the Best Practices Resource Cards in Child Care Programs
- Developing Wellness Policies for Child Care

## Instructor Prompts

The Instructor's Manual provides instructions on how each lesson should be presented. Prompts are as follows:

### **SAY:**

This prompt is used to tell the instructor what to say to participants.

### **ASK:**

This prompt is used when the instructor should ask the participants a question. If the question warrants feedback, it will be followed by the FEEDBACK prompt.

### **FEEDBACK:**

This prompt is used to ensure certain elements are covered in discussions.

### **DO:**

This prompt is used to explain what the instructor/participants are to do.

### **SHOW:**

This prompt is used for showing slides.

# Competencies, Knowledge, and Skills for Child Care Providers

These are the competencies, knowledge and skills that apply to this training. A full list can be found on the ICN website.

## Functional Area I: Administration

**Competency 1.5:** Maintains an on-going line of communication with staff, families, and other stakeholders.

**Knowledge:** Knows how to offer continuous and timely flow of information to and from staff and stakeholders.

**Competency 1.9:** Implements safety and sanitation procedures in child care operations.

**Knowledge:** Knows local and state regulations regarding proper food safety and sanitation requirements.

## Functional Area IV: Health and Safety

**Competency 4.1:** Understands and complies with local, state, and federal regulations and guidelines for safety and sanitation.

**Knowledge:** Knows basic health, sanitation, and safety requirements.

## Functional Area V: Nutrition and Meal Management

**Competency 5.1:** Assures appropriate implementation of meal planning, food purchasing, and meal management that meets CACFP meal patterns.

**Knowledge:** Knows how to create balanced and appealing menus featuring a variety of foods that meet CACFP requirements.

**Knowledge:** Knows which foods are considered creditable and non-creditable.

**Competency 5.2:** Established a positive dining environment to foster appropriate social interaction and promote healthy eating behaviors.

**Knowledge:** Knows fundamentals of creating a pleasant, appealing, social and safe environment for serving nutritious meals.

**Competency 5.3:** Develops procedures to collaborate with CACFP stakeholders to ensure goals for healthy eating and menu planning are met.

**Knowledge:** Knows the importance of developing/nurturing partnerships with families to assist children in developing healthy eating habits.

**Knowledge:** Know the importance of involving stakeholders in planning healthy CACFP approved meals and snacks.

**Competency 5.4:** Assures the proper interpretation and implementation of appropriate food intake for all children regardless of dietary needs.

**Knowledge:** Know how to develop, maintain, and provide CACFP meal service accommodations for children with medically documented dietary needs.

**Competency 5.5:** Develops and executes nutrition education for CACFP participants, families, stakeholders, and staff.

**Knowledge:** Knows appropriate methods for promoting nutrition education and activities.

Source: *Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations* available on the ICN website: [www.theicn.org](http://www.theicn.org)

## Training Objectives

At the end of this training, participants will be able to accomplish the following:

1. Define best practice.
2. Describe why best practices are important to implement in the child care setting.
3. Describe at least three best practices for nutrition in the child care setting.
4. Describe at least two strategies for implementing each best practice.
5. Describe at least three best practices for food safety in the child care setting.
6. Describe at least two strategies for implementing each best practice.
7. Describe at least three best practices for physical activity in the child care setting.
8. Describe at least two strategies for implementing each best practice.
9. Assess current best practices in place at your child care setting.
10. Develop an action plan for implementing best practices at your child care setting.
11. Write a wellness policy for your child care setting.
12. Describe best practices and wellness policies with other stakeholders, such as parents and community partners.

## Training Ground Rules

The following are ground rules and expectations for this training:

1. Be in the classroom at least 5 minutes before scheduled starting time.
2. Be respectful of everyone.
3. Avoid side conversations.
4. Use cameras at appropriate times.
5. Consider ALL ideas.
6. Turn your mind on and your electronic devices off.

## Preparation Checklist

**Instructions:** The following tasks are necessary for presenting this training. Assign each task to a specific person and determine the date that each task must be completed. Keep track of the progress by recording information on the tracking form and checking off tasks as they are completed.

Task	Person Responsible	Completion Date	✓
<b>Reserve equipment and gather supplies as needed for use on the day of class (6 weeks prior)</b>	Instructor		
Roster of participants			
Participant's sign-in sheets			
USDA's <i>Nutrition and Wellness Tips for Young Children Provider Handbook for the Child and Adult Care Food Program</i> (One per participant)			
Instructor's Manual			
Participant's Workbook			
Resource Card Set 1: Best Practices for Building a Healthy Plate			
Resource Card Set 2: Best Practices for Creating a Safe Mealtime Environment			
Resource Card Set 3: Best Practices for Creating a Active Play Environment			
PowerPoint			
<b>List of presentation equipment and supplies</b> <ul style="list-style-type: none"> <li>• Microphone (preferably wireless)</li> <li>• Computer to present slides</li> <li>• Projector/screen</li> </ul>			
<b>List of activity supplies</b> <ul style="list-style-type: none"> <li>• Name tags and table tents</li> <li>• Flip Chart</li> <li>• Pens, pencils, highlighters, index cards (each table)</li> </ul>			
<b>Assessments</b> <ul style="list-style-type: none"> <li>• Pre-Assessments</li> <li>• Post- Assessments</li> <li>• Pre/Post-Assessments Answer Sheet</li> </ul>			
Evaluations			



## Introduction: Lesson-at-a-Glance

Time Allowed	Topic	Activity	Materials
	<ul style="list-style-type: none"> <li>· Training Preparation</li> </ul>	<ul style="list-style-type: none"> <li>· Set-up Classroom for Training</li> <li>· Distribute Participant's Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>· Preparation Checklist</li> <li>· Participant's Workbook</li> <li>· BINGO Sheet</li> <li>· Pre-Assessment</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>· Welcome</li> <li>· Presenter Introduction</li> <li>· Purpose and Agenda</li> </ul>		<ul style="list-style-type: none"> <li>■ Participant's Workbook</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>· Participant Introductions</li> <li>· Ground Rules</li> </ul>	<ul style="list-style-type: none"> <li>· BINGO</li> </ul>	<ul style="list-style-type: none"> <li>■ BINGO sheet</li> <li>■ Participant's Workbook</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>· Pre-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>· Pre-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>■ Pre-Assessment</li> <li>■ Participant's Workbook</li> </ul>
<b>15 minutes</b>			

- Time allowed may need to be adjusted according to the group size

## Lesson Plan: Introduction

### DO:

Distribute Participant's Workbooks, BINGO sheets, and pencils or pens to participants.

**SHOW SLIDE:** *Healthy Me! The Preschoolers' Guide to Nutrition and Wellness*

### SAY:

Welcome to *Healthy Me! The Preschoolers' Guide to Nutrition and Wellness* training.

### DO:

Introduce yourself and other special guests. Be sure to state your name, title/credentials, and your experience in child care, Child and Adult Care Food Program (CACFP), and any other child nutrition programs.

Provide logistical information about the training facility, such as location of the restrooms, if the participants are unfamiliar with the building.

Provide an overview of the training ground rules. The ground rules include the following:

- Be an active participant throughout the training.
- Share your ideas with the class.
- Ask questions if you don't understand something.
- Be respectful of others in the class.
- Be on time for all sessions.
- Put your cell phone on silent or off and do not use during the training.

**SHOW SLIDE: Purpose**

**SAY:**

By participating in this training, you will learn how to implement healthful nutrition and physical activity best practices that promote healthy growth and development in preschoolers (ages 2-5).

**SHOW SLIDE: Agenda**

**SAY:**

Our agenda for today will include the following:

- Introduction
- Section 1: Overview of Best Practices for Nutrition and Wellness
- Section 2: Best Practices for Building a Healthy Plate
- Section 3: Best Practices for Creating a Safe Mealtime Environment
- Section 4: Best Practices for Creating an Active Play Environment
- Section 5: Using Best Practices Resource Cards in Child Care Programs
- Section 6: Developing Wellness Policies for Child Care

**SHOW SLIDE: Introductions - BINGO Activity**

**SAY:**

Before we begin, let's take some time to get to know each other. Each of you has a BINGO sheet in your Participant's Workbook. Move around the classroom and introduce yourself to others. Ask each other about the practices listed on the BINGO sheet. As you find people who follow one of the practices on the BINGO sheet, write their names in the squares. When you fill in five across or five down, call out BINGO!

**DO:**

Allow participants approximately 5 minutes to complete this activity.

B	I	N	G	O
Walks 30 minutes every day  _____	Uses a food thermometer when cooking hamburgers  _____	Has eaten an orange vegetable in the past 24 hours  _____	Can name three common food allergies  _____	Eats high sugar foods less than once a week  _____
Drinks 1% or skim milk (or milk alternative)  _____	Does yoga or stretching exercises daily  _____	Sings “Happy Birthday” or the “ABC’s” when washing their hands  _____	Drinks low-fat milk or water with meals and snacks  _____	Can give two tips on incorporating physical activity into children’s daily routine  _____
Can name a common choking hazard for preschoolers  _____	Thaws frozen food in the refrigerator  _____	<b>FREE SPACE</b>	Has separate cutting boards for meat and vegetables  _____	Has eaten a red fruit in the past 24 hours  _____
Has eaten a green vegetable in the past 24 hours  _____	Can name a rainy day physical activity for children  _____	Buys low-sodium canned products  _____	Doesn’t sit more than one hour at a time  _____	Keeps a thermometer in their refrigerator and freezer  _____
Can name the “danger zone” for bacteria growth on food  _____	Has eaten an orange fruit in the past 24 hours  _____	Serves meals family-style to preschoolers  _____	Eats dried beans or peas at least once a week  _____	Has exercised 30 minutes or more in the past 24 hours  _____

# BINGO

**SHOW SLIDE: *Pre-Assessment***

**SAY:**

Before I present more detail about best practices for nutrition and wellness, please turn to the pre-assessment in your Participant Workbook. The pre-assessment is designed to see what you currently know about best practices for nutrition, food safety, and physical activity for preschoolers. Write an easy-to-remember identifier at the top of the page, such as a number, word, or picture. You will use the same identifier on the post-assessment at the end of the training. You can compare the pre-assessment to the post-assessment to measure what you have learned.

**DO:**

Allow about 5 minutes for participants to complete the Pre-Assessment.

**SHOW SLIDE: *Questions?***

**SAY:**

Are there any questions before we begin Section 1?

**DO:**

Answer participants' questions and then proceed to the next section.



## Section 1: Lesson-at-a-Glance

Time Allowed	Topic	Activity	Materials
5 minutes	<ul style="list-style-type: none"> <li>· Introduction to Lesson</li> <li>· Objectives</li> <li>· Why Child Care is Important - Statistics</li> </ul>	Notes Page	<ul style="list-style-type: none"> <li>· Participant's Workbook</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>· Overview of Best Practices - Definition, Sources</li> </ul>	Notes Page	<ul style="list-style-type: none"> <li>■ Participant's Workbook</li> </ul>
5 minutes	<ul style="list-style-type: none"> <li>· Overview of Resources</li> <li>· Summary</li> </ul>	Notes Page	<ul style="list-style-type: none"> <li>■ Participant's Workbook</li> </ul>
<b>15 minutes</b>			

- Time allowed may need to be adjusted according to the group size

## Lesson Plan: Overview of Best Practices for Nutrition and Wellness

**SHOW SLIDE:** *Section 1: Overview of Best Practices for Nutrition and Wellness*

**SAY:**

This training will begin with a brief overview of best practices for nutrition and wellness and why child care settings are so important to obesity prevention efforts. There is a page in your participant manual for taking notes as you listen to the presentation.

**SHOW SLIDE:** *Section 1 Objectives*

**SAY:**

At the end of this section of the training, you will be able to:

- Define best practice.
- Describe why best practices are important to implement in the child care setting.

**ASK:**

Can anyone tell me the definition of a best practice?

**DO:**

Allow one or more participants to answer.

**SHOW SLIDE:** *What are Best Practices?*

**SAY:**

A best practice is a standard of practice for providing a high quality service. Best practices provide superior results as compared to other techniques or methods. For example, when we eat certain healthy foods or exercise for a certain amount of time every day, we will have better health than someone who eats less healthy foods or doesn't exercise. Following nutrition and wellness best practices is an important way to provide quality care to young children.

**SHOW SLIDE:** *Why Child Care Programs?*

**SAY:**

So why are child care programs so important? The US Census states that over 12.5 million children under the age of five are in licensed child care. Many preschoolers spend an average of 33 hours per week in child care. Because children spend so many hours in child care, they may consume 50% - 75% of their daily food needs there. And the preschool years are a crucial time for establishing healthy behaviors.

**SHOW SLIDE:** *Overweight/Obesity in Preschoolers*

**SAY:**

Unfortunately, trends for overweight and obesity in preschoolers are not optimal. Among children ages 2-5 years, 27% are overweight or obese. Among low-income preschoolers, one in three are overweight or obese. Children who are overweight between ages 2-5 years are five times more likely to be overweight at 12 years of age.

### SHOW SLIDE: *What is Obesity?*

#### SAY:

Overweight and obesity are measured using the Body Mass Index (BMI), which is measured differently for children than adults. Children's height and weight are plotted on standard growth charts. For children, overweight is defined as a BMI at the 85th to 95th percentile on a standard growth chart. Obesity is defined as a BMI over 95th percentile.

### SHOW SLIDE: *Health Risks of Obesity*

#### SAY:

Just as in adults, overweight and obesity cause health problems in children. Children who are overweight or obese are more likely to develop heart disease, type 2 diabetes, musculoskeletal problems, and breathing problems. We used to see these health problems only in adults, but now more children are experiencing these health issues at younger ages. According to a study funded by the National Institutes of Health, unless aggressive efforts are made to slow rising rates of obesity, the current generation of children may be the first to have a shorter life expectancy than their parents.

### SHOW SLIDE: *Childhood Obesity Task Force*

#### SAY:

In *A Report to the President from the Childhood Obesity Task Force*, the task force stated that "Early childhood settings, including both child care centers and informal care, present a tremendous opportunity to prevent obesity by making an impact at a pivotal phase in children's lives." By establishing good health habits for nutrition and physical activity at an early age, children will be healthier, learn better, and be more likely to remain healthy as they get older.

### SHOW SLIDE: *National Policy Changes*

#### SAY:

There have been a number of policy changes on the national level to address child obesity trends. The *Healthy Hunger-Free Kids Act* was enacted in 2010 and outlines nutrition and wellness goals for meals served through the Child and Adult Care Food Program (CACFP). The Institute of Medicine released a report called *CACFP Aligning Dietary Guidance for All* in 2010, recommending that USDA implement new meal requirements that promote eating more fruits and vegetables, and whole grain-rich foods, and foods that are lower in fat, sugar, and salt. The new CACFP meal pattern was released in April 2016. CACFP centers and homes must comply with the updated meal pattern standard by October 1, 2017. The latest *Dietary Guidelines for Americans* and the new *MyPlate* food icon were also released, focusing on healthier foods for all Americans, including preschoolers.

The best practices that will be presented in this training are based on these recommendations as well as other scientific evidence of practices that promote the optimal growth and development of preschoolers.

#### ASK:

Are any of you familiar with the resource, *Caring for Our Children*?

#### DO:

Allow participants to raise their hand to answer.

### SHOW SLIDE: Sources of Best Practices

#### SAY:

*Caring for Our Children* is one resource that defines best practices for health and safety in the child care setting. It outlines over 600 standards for providing quality care to young children. Another source of best practices is The National Association of Sport and Physical Education, which sets standards for physical education that will help students become physically active. In this training, you will be learning about a set of best practices that will help your program provide the best nutrition and physical education opportunities to children in your care.

### SHOW SLIDE: Nutrition and Wellness Tips for Young Children

#### SAY:

The Healthy, Hunger-Free Kids Act of 2010 called for improvements in nutrition and wellness in the child care setting. The US Department of Agriculture and the US Department of Health and Human Services collaborated on a handbook called *Nutrition and Wellness Tips for Young Children*. This resource was designed to help providers create healthier environments in their child care program. This training is based on that resource and is included in your training materials. *Nutrition and Wellness Tips for Young Children* includes a series of tip sheets with ideas for meal planning, shopping, and food preparation; ways to serve foods safely; suggestions for active play; activities for hands-on learning; success stories from providers; and links to additional resources.

### SHOW SLIDE: Other Components

#### SAY:

As part of this training, the *Best Practices Resource Kit* contains other resources that include Best Practices Resource Cards, Supplemental Best Practices Fact Sheets, Instructor Scripts, and Parent Tip Sheets. These resources will be reviewed later in the training.

#### ASK:

Why do you think best practices are important in child care?

#### DO:

Allow one or more participants to answer.

### SHOW SLIDE: Why are Best Practices Important?

#### SAY:

The primary reason best practices are important is because they help each child develop healthy habits in their earliest years. The early childhood years are especially important to establishing a foundation of good habits for good health. As child care providers, you have a major role in helping children grow up healthy. The healthy habits you nurture will last a lifetime.

### SHOW SLIDE: Questions?

#### SAY:

Are there any questions before we begin Section 2?

#### DO:

Answer participants' questions and then proceed to the next section.

## Section 2: Lesson-at-a-Glance

Time Allowed	Topic	Activity	Materials
5 minutes	<ul style="list-style-type: none"> <li>· Introduction to Lesson</li> <li>· Objectives</li> <li>· Background</li> </ul>		<ul style="list-style-type: none"> <li>· Participant's Workbook</li> <li>· Nutrition and Wellness Tips</li> </ul>
35 minutes	<ul style="list-style-type: none"> <li>· Best Practices for Individual Food Groups</li> </ul>	<ul style="list-style-type: none"> <li>· Strategies for Implementation Pages</li> <li>· Menu Analysis Activity</li> </ul>	<ul style="list-style-type: none"> <li>· Participant's Workbook</li> <li>· Nutrition and Wellness Tips</li> <li>· Menu Analysis Worksheet</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>· Best Practices for Limiting Sodium, Fat, and Sugar</li> </ul>	<ul style="list-style-type: none"> <li>· Strategies for Implementation Pages</li> <li>· Label Reading Activity</li> </ul>	<ul style="list-style-type: none"> <li>· Participant's Workbook</li> <li>· Nutrition and Wellness Tips</li> <li>· Label Reading Worksheet</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>· Best Practices for a Healthy Mealtime Environment</li> </ul>	<ul style="list-style-type: none"> <li>· Strategies for Implementation Pages</li> <li>· Family Mealtime and Role Modeling Activity</li> </ul>	<ul style="list-style-type: none"> <li>· Participant's Workbook</li> <li>· Nutrition and Wellness Tips</li> <li>· Role Modeling Worksheet</li> <li>· Flip Chart</li> </ul>
70 minutes			

# Lesson Plan: Best Practices for Building a Healthy Plate

**SHOW SLIDE:** *Section 2: Best Practices for Building a Healthy Plate*

**SAY:**

This next section will be about best practices for building a healthy plate for preschoolers. Your Participant's Workbook has space for you to take notes on the best practices. You will also complete activities in *Nutrition and Wellness Tips for Young Children*.

**SHOW SLIDE:** *Section 2 Objectives*

**SAY:**

At the end of this section of the training, you will be able to:

- Describe at least three best practices for nutrition in the child care setting.
- Describe at least two strategies for implementing each best practice.

**SHOW SLIDE:** *Current CACFP Meal Components*

**SAY:**

If your child care program participates in the Child and Adult Care Food Program (CACFP), you are familiar with the food groups in the meal pattern. This slide summarizes the food groups for CACFP and the types of foods that can be served within each group. Until recently, there was little guidance in regard to the nutritional quality of the food that could be served in each of these groups. For example, prior to 2011, you could serve whole milk, reduced-fat, low-fat, or nonfat milk to preschoolers ages two and older.

**SHOW SLIDE:** *Background*

**SAY:**

Current CACFP guidelines for meal patterns and serving sizes are based on current nutrition information. However, the Healthy, Hunger-Free Kid Act of 2010 states that CACFP must now align with the most current *Dietary Guidelines for Americans*.

**SHOW SLIDE:** *Best Practices for Healthy Eating*

**SAY:**

Best practices for building a healthy plate provide guidance on the types of healthy foods to serve to preschoolers. As we discuss the best practices, you'll see that they will either:

- define the types of foods to serve within a food group, such as whole grains vs. refined grains;
- define the variety to serve within food group, such as colors of fruits and vegetables;
- describe how foods are prepared for better health, such as limiting fat and no deep fat frying;  
or
- describe how much and how often to serve particular foods.

As we go through the slides, you will find in your Participant Workbook the best practices and rationale for the best practices on the left-hand side of the page. On the right-hand side there is a place to take notes on implementing the best practice as we review information and activities in *Nutrition and Wellness Tips for Young Children*.

## SHOW SLIDE: *Fruits*

### SAY:

Let's start with fruits. The best practice for fruit is to:

- Serve fresh, frozen, or canned (in juice, not syrup) fruit at least two times per day or more.

This best practice emphasizes serving fruit, not fruit juice, to preschoolers. Fruits are high in fiber. Most juices contain little or no fiber. Fiber helps children feel fuller longer and promotes good digestion. In addition, drinking too much juice can cause tooth decay and diarrhea. The *Dietary Guidelines for Americans* recommend eating at least two servings of a variety of fruits every day.

## SHOW SLIDE: *Tips for Serving Fruits*

### SAY:

Since fruits are colorful and naturally sweet, they appeal to kids' tastes. They provide a quick and easy way to boost the nutritional benefits of meals and snacks for children. The section "Build a Healthy Plate With Fruits" in *Nutrition and Wellness Tips* provides some ideas on how to encourage kids to eat fruits. These tips include the following:

- Making food fun and serving a variety of colors of fruit, like a rainbow salad.
- Making fruit easy to eat by peeling or slicing ahead of time.
- Having taste tests. Your resource materials include a fact sheet on how to conduct taste tests with preschoolers.
- Providing cooking or simple food preparation activities. Your resource materials include a fact sheet on this topic as well.
- Gardening, and
- Being a good role model.

### DO:

Have participants look at the section "Build a Healthy Plate With Fruits" in *Nutrition and Wellness Tips* and make notes of what they would like to try in their own child care program to promote eating a wider variety of fruits. Allow about 3-5 minutes to complete the activity. When everyone is finished, allow several participants to share their ideas with the group.

## SHOW SLIDE: *Vegetables*

### SAY:

There are two best practices for vegetables:

- Serve fresh, frozen, or canned vegetables at least two times per day or more.
- Serve vegetables that are a variety of colors (dark green, red, orange, deep yellow) every day.

Like fruits, vegetables are also high in fiber, which helps children feel fuller longer and promotes good digestion. The best practices emphasize serving a variety of colors, because different colors of vegetables have different nutrients. These different nutrients are needed to promote children's healthy growth and development. The *Dietary Guidelines for Americans* recommend eating at least two servings of a variety of vegetables every day.

### SHOW SLIDE: *Tips for Serving Vegetables*

#### SAY:

The section “Build a Healthy Plate With Vegetables” in *Nutrition and Wellness Tips* provides some ideas on how to encourage kids to eat more vegetables. These tips include the following:

- Adding color and texture when preparing and serving vegetables.
- Making vegetables easy to eat.
- Providing cooking and easy food preparation experiences.
- Having taste tests.

It’s also important to be a good role model. When kids see you eating vegetables, they are more likely to try them. Eat vegetables and kids will too.

#### DO:

Have participants look at the section “Build a Healthy Plate With Vegetables” in *Nutrition and Wellness Tips* and make notes of what they would like to try in their own child care program to promote eating a wider variety of vegetables. Allow about 3-5 minutes to complete the activity.

#### DO:

Allow several participants to share their ideas with the group.

### SHOW SLIDE: *Dry Beans and Peas*

#### SAY:

Dry beans and peas are part of the meat and meat alternate group or the fruit/vegetable group in the CACFP meal pattern. The best practice is to serve dry beans and peas at least one time per week or more as a protein or a vegetable.

#### ASK:

How many of you serve dry beans and peas in your program?

#### DO:

Allow one or more participants to answer.

#### ASK:

What kinds of beans and peas do you serve?

#### DO:

Allow one or more participants to answer.

#### SAY:

Dry beans and peas are a low-cost and lean source of protein, vitamins, and minerals that children need for growth and development. Dry beans and peas can be served in ways children like. For example, hummus is a bean dip that many children like with vegetables.

### SHOW SLIDE: *Tips for Serving Dry Beans and Peas*

#### SAY:

The section “Build a Healthy Plate With Dry Beans and Peas” in *Nutrition and Wellness Tips* provides some ideas on how to encourage kids to eat more dry beans and peas. These tips include the following:

- Adding beans and peas to favorite foods, like pasta or tacos.
- Making it fun. For example, let children mash beans in a plastic bag to make a burrito.
- Having a taste test or a guessing game. You might want to try a new bean or pea each week for variety.
- Cooking or food preparation activities.

#### DO:

Have participants look at the section “Build a Healthy Plate With Dry Beans and Peas” in *Nutrition and Wellness Tips* and make notes of what they would like to try in their own child care program to promote eating more dry beans and peas. Allow about 3-5 minutes to complete the activity. Allow several participants to share their ideas with the group.

### SHOW SLIDE: *Protein*

#### SAY:

You may recognize protein foods as those being in the meat and meat alternate group of the CACFP. The best practice for these foods are to:

- Serve lean protein sources with minimal or no added fat, sugars, and salt. Lean protein sources include
  - lean meat (beef, veal, and/or pork)
  - skinless poultry (chicken, turkey)
  - fish
  - cooked beans and peas (legumes)
  - nuts and seeds
  - nut and seed butters
  - eggs
  - fat-free or low-fat yogurt
  - low-fat cheeses

### SHOW SLIDE: *Tips for Serving Protein*

#### SAY:

The section “Build a Healthy Plate With Protein” in *Nutrition and Wellness Tips* provides some ideas on how to encourage kids to eat lean proteins. These tips include the following:

- Making food fun. Think about some fun ways you can present protein foods.
- Giving foods creative names. You may want to have children come up with some creative names for menu items.

#### DO:

Have participants look at the section “Build a Healthy Plate With Protein” in *Nutrition and Wellness Tips* and make notes of what they would like to try in their own child care program to promote lean protein foods. Allow about 3-5 minutes to complete the activity. Allow several participants to share their ideas with the group.

### SHOW SLIDE: *Whole Grains*

#### SAY:

Grains is the next food group we are going to cover. The best practice for grains is to:

- Serve whole grains for at least half of all grains served.

Whole grains consist of the entire cereal grain kernel after inedible husk is removed. The whole kernel has three parts—the bran, the germ, and the endosperm. The bran and germ are especially nutrient-rich. Refined grains have most of the bran and/or germ removed. This removes much of the fiber and other vitamins and minerals that children need for growth and development but are not added back in with enrichment. The *Dietary Guidelines for Americans* recommend making at least half of your total grain intake be whole grains.

### SHOW SLIDE: *Don't Be Misled!*

#### SAY:

It's important to look at the ingredient list and not just the front of the package to identify whole grains. Wheat flour and wheat bread are not whole grains! The front of the package may label foods as 100% wheat, cracked wheat, multi-grain, stone ground, seven-grain, or bran. These foods are usually NOT whole grain, and in fact, may not contain any whole grain. Read the ingredient list to select products that name a whole grain ingredient first on the ingredient list, or second if water is listed first. Those products will have more whole grain than any other ingredient. Any product with “berries” (such as wheat berries, spelt berries, or buckwheat berries) or “groats” (such as wheat groats or oat groats) is also a whole grain. Other whole grain ingredients include rolled oats, oatmeal, brown rice, wild rice, bulgur, and buckwheat.

### SHOW SLIDE: Activity: Bread Ingredient Labels

#### SAY:

It's time to do an activity to see if you can identify breads that are whole grain.

#### DO:

Have participants look at the ingredient labels for various breads in their workbook and circle yes if they are whole grain and no if they are not whole grain. Allow about 2-3 minutes to complete the activity. Review the answers with the group.

#### ANSWER KEY:

Label #1 - No

Label #2 - No

Label #3 - Yes

Label #4 - Yes

Label #5 - No

### SHOW SLIDE: Tips for Serving Whole Grains

#### SAY:

The section "Build a Healthy Plate With Whole Grains" in *Nutrition and Wellness Tips* provides some ideas on how to encourage kids to eat more whole grains. These tips include the following:

- Mixing it up by using both whole grain and non-whole grain foods in recipes and meals.
- Having a taste test with whole grain foods
- Trying some fun activities. There are links to resources in your handbook.

#### DO:

Have participants look at the section "Build a Healthy Plate With Whole Grains" in *Nutrition and Wellness Tips* and make notes of what they would like to try in their own child care program to promote eating more whole grains. Allow about 3-5 minutes to complete the activity. Allow several participants to share their ideas with the group.

### SHOW SLIDE: Milk

#### SAY:

According to USDA regulations, children 2 - 5 years of age may only be served unflavored fat-free (skim) and unflavored low-fat (1%) fluid milk. If you are on the CACFP, you are already following the best practice for milk which is to:

- Serve only low-fat (1%) or fat-free milk to preschoolers ages two and older.

#### Instructor' Note:

#### SAY:

Flavored milk may be offered to children from six years of age through adults.

### SHOW SLIDE: *Tips for Serving Milk*

#### SAY:

You can follow this best practice by:

- Offering fat-free or low-fat milk at every meal.
- Offering fat-free or low-fat lactose-reduced or lactose-free milk to children who are lactose-intolerant.
- Serving a pre-approved, nutritionally equivalent nondairy milk, like soymilk, to children with milk protein allergies or if a parent requests a milk substitution.
- A medical statement from a licensed physician is needed for a non-nutritional equivalent milk product.

When we discuss food allergies and food intolerances later, we will go into more details about food substitutions for milk.

#### DO:

Have participants look at the section “Build a Healthy Plate With Milk” in *Nutrition and Wellness Tips* and answer the questions. Allow about 3-5 minutes to complete the activity. Allow several participants to share with the group their ideas about creative ways they can highlight the importance of milk.

### SHOW SLIDE: *Water*

#### SAY:

It is now a USDA CACFP regulation to make water freely accessible throughout the day and to offer water to children throughout the day. The best practice for water is to:

- Provide drinking water that is clearly visible and available for self-serve to children at all times, indoors and outdoors.

Water is necessary to keep children well hydrated and healthy, and is the preferred beverage between meals instead of sugary drinks. Water helps rinse food from teeth and reduce acid in the mouth, both of which contribute to dental cavities. Learning to prefer water over sugary beverages helps children develop a lifelong habit to maintain a healthy weight.

### SHOW SLIDE: *Tips for Serving Water*

#### SAY:

There are several ways to make water freely accessible throughout the day. If you have water fountains in your facility, then water is freely accessible if you allow children access to the water fountain whenever they are thirsty. Offer water to children throughout the day. You can also make clean, child-sized pitchers of water and single-use paper cups available in the classrooms and playgrounds, or make single-use paper cups available by sinks.

#### DO:

Have participants look at the section “Make Water Available Throughout the Day” in *Nutrition and Wellness Tips* and answer the questions. Allow about 3-5 minutes to complete the activity. Allow several participants to share their ideas with the group about how they can make water freely available at their center, both indoors and outdoors.

**SAY:**

So far you have learned about the types of foods and variety of foods to serve within food groups. The next best practices relate to how foods are prepared for better health, as well as how much and how often to serve particular foods.

**SHOW SLIDE: Sodium****SAY:**

You have probably heard that healthy foods are low in sodium. The best practice for sodium in child care is to:

- Limit serving salty foods and snacks (such as chips and crackers) to less than one time per week or never.

We learn to like salty foods at an early age, so serving foods with less salt helps children learn to like and enjoy foods with a less salty taste. This is important because eating foods containing too much sodium may raise blood pressure.

**SHOW SLIDE: Tips for Preparing and Serving Foods With Less Sodium****SAY:**

The amount of sodium in foods varies greatly by food group, as well as the specific form of the food and how it is prepared. One of the most important things you can do is to select reduced sodium, low sodium, no salt added versions of canned, packaged, and frozen foods. Offer more fresh foods, like vegetables, when they are in season and less expensive to buy.

Another important thing you can do is to limit serving highly processed meats, such as hot dogs, bologna, bacon, and sausage. In addition, limit highly processed snacks, such as chips and crackers, which are high in sodium. Doing this also cuts down on fat which we will talk about in a moment.

Finally, reduce the amount of added salt and experiment with herbs and spices for flavor. The Resource Kit has a fact sheet with some tips to help you do this.

**DO:**

Have participants take a minute to make notes of what they would like to try in their own child care program to serve foods with less salt and sodium. Allow about 3-5 minutes to complete the activity. Allow several participants to share their ideas with the group.

**SHOW SLIDE: Fat****SAY:**

The typical American diet is also high in solid fats. The best practices for limiting fat are to:

- Limit serving fried or pre-fried foods (such as French fries, fish sticks, tater tots, and hash browns) to less than one time per month or never.
- Never serve foods with hydrogenated or partially hydrogenated oils (*trans* fats).

There are several reasons to limit certain fats in the diet. Extra calories from solid fats can make children feel full before they get the nutrients they need from other foods to be healthy and can also make it hard for children to maintain a healthy weight. But one of the most important reasons to avoid solid fats is because they are high in saturated fat and sometimes *trans* fat, both of which increase blood cholesterol levels.

**ASK:**

Have any of you heard of *trans* fat before?

**DO:**

Allow participants to raise their hands.

**SHOW SLIDE: *What are Trans Fats?*****SAY:**

*Trans* fats are formed when oils are hydrogenated or partially hydrogenated into solid fats. Shortening is a common hydrogenated fat that contains *trans* fat. *Trans* fats are listed on the Nutrition Facts label if the product contains .5 grams or more of *trans* fat. However, a product can show 0 *trans* fat on the Nutrition Facts label and still have it in low amounts below .5 grams. It is important to read the ingredient label to make sure the product does not have ingredients that add these low amounts of *trans* fats. Look for shortening, hydrogenated oil, or partially hydrogenated oil on the ingredients list. These are all sources of *trans* fats.

**SHOW SLIDE: *Tips for Preparing and Serving Foods With Less Fat*****SAY:**

There are many things you can do to reduce fat in the diet. One of the simplest ways is to make substitutions. The section “Build a Healthy Plate With Options Low in Solid Fats” in *Nutrition and Wellness Tips* has a list of food substitutions to lower fat in menus. You can also make substitutions in recipes to lower the fat content. One of the best substitutions is to use unsweetened applesauce in place of butter or margarine when preparing baked goods. Trimming away all of the visible fat from meat and poultry before cooking is another easy method to reduce the amount of solid fat in the diet. Instead of adding margarine or butter to foods like vegetables, experiment with herbs and spices to boost the flavor without adding extra fat.

**SHOW SLIDE: *Added Sugar*****SAY:**

Sugar is found naturally in fruits, milk, yogurt, and cheese. The majority of sugar in the American diet, however, is from added sugars. The best practices for limiting sugar are to:

- Limit serving high-sugar foods (such as cookies, cakes, doughnuts, muffins, ice cream, and pudding) to less than one time per week or never.
- Serve cereals that contain 6 grams of sugar per serving or less.

Added sugars in foods provide extra calories with no nutrients, making it hard for children to maintain a healthy weight. In addition, sugars in foods increase the risk for dental cavities.

**SHOW SLIDE: *Tips for Preparing and Serving Foods With Less Added Sugar*****SAY:**

One of the best ways to limit foods and beverages with added sugars is to make substitutions. The section “Build a Healthy Plate With Fewer Added Sugars” in *Nutrition and Wellness Tips* has a list of food substitutions to lower sugar in menus. Use the Nutrition Facts label and read the ingredient lists to compare sugar in foods and select those that are lower in sugar. Another practice that will reduce sugar and help save money is to limit or eliminate fruit juice. Most children get fruit juice at home, so it’s better to serve whole fruits in the child care setting for added vitamins, minerals, and fiber. A better beverage between meals and at snacks when milk is not served is water.

## SHOW SLIDE: Activity: Label Reading

### SAY:

The Nutrition Facts label and product ingredient list are your helpful guides when buying foods with less sodium, fat, and sugar. We skipped some pages in *Nutrition and Wellness Tips for Young Children* regarding labels that we are going to now review as a group. Let's start with the activity in the section "Build a Healthy Plate With Less Salt and Sodium". The label on the activity page has the sodium information highlighted, with the number of grams per serving as well as a % Daily Value. The percent (%) Daily Value tells you if there is a small amount of a nutrient if it is 5% or below, or a lot of a nutrient if it is 20% or more. For sodium, we want to choose foods that have a low % Daily Value.

Let's answer the questions on the activity page as a group.

### DO:

Read the questions on the activity page in the section "Build a Healthy Plate With Less Salt and Sodium" and have participants call out the answers. Provide any clarification needed.

### ANSWER KEY:

What is the serving size for this food? **1 cup**

What is the % Daily Value of sodium in this food? **5%**

Does this food contribute a high or low amount of sodium? **Low**

How do you know if this food contributes high or low amounts of sodium? **By reading the Nutrition Facts label and looking at the % Daily Value.**

### SAY:

Let's look at the label on the activity page in the section "Build a Healthy Plate With Options Low in Solid Fats". This Nutrition Facts label highlights the amount of Total Fat, Saturated Fat, and *Trans* Fat. The amounts for each are given in grams per serving. There is a % Daily Value for Total Fat and Saturated Fat, but not for *Trans* Fat as the recommended level is none. The percent (%) Daily Value tells you if there is a small amount of a nutrient if it is 5% or below, or a lot of a nutrient if it is 20% or more. For saturated fats, we want to choose foods that are low.

Let's answer the questions on the activity page in the section "Build a Healthy Plate With Options Low in Solid Fats" as a group.

### DO:

Read the questions on the activity page in the section "Build a Healthy Plate With Options Low in Solid Fats" and have participants call out the answers. Provide any clarification needed.

### ANSWER KEY:

What is the serving size for this food? **1 cup**

What is the % Daily Value of saturated fat in this food? **15%**

Does this food contribute a high or low amount of saturated fat? **Provides a moderate amount; 20% would be considered high**

How many grams of *trans* fat are in this food? **0 g; would need to read the ingredient list to make sure it was really none**

Does this food contribute a high or low amount of *trans* fat? **Don't know without the ingredient list; no amount of *trans* fat is healthy**

How do you know if this food contributes high or low amounts of saturated fat and *trans* fat? **By reading the Nutrition Facts label; looking at % Daily Value for saturated fat; look at number of grams and the ingredient list for *trans* fat**

**SAY:**

Let's look at the label on the activity page in the section "Build a Healthy Plate With Fewer Added Sugars". This label shows where you can find information about the amount of total sugar in a food.

**ASK:**

If this label was for a breakfast cereal, would it meet the best practice guideline?

**FEEDBACK:**

Yes, because it has only 6 grams of sugar.

**SAY:**

The Nutrition Facts label only shows the amount of sugar in a particular food and doesn't let you know whether it is naturally-occurring sugar or added sugar. You'll need to read the ingredient list for that information. The section "Build a Healthy Plate With Options Low in Sugar" provides you with more information on words to look for in the ingredient list that indicate added sugar.

**SHOW SLIDE: *Activity: Menu Analysis*****SAY:**

It's time to do an activity to see how you can put some of these best practices for the food groups into a menu.

**DO:**

Have participants work with one or more partners at their table to look at the sample menu in their Participant's Manual. Circle foods in the menu that do not reflect best practices and write down substitutions in the space provided. The substitutions should reflect the best practices they just learned. Allow about 5-10 minutes to complete the activity and then discuss the activity with the entire group. If time is an issue, each group can be assigned a different day of the week to analyze.

**ANSWER KEY:**

There is no one right answer for substitutions, but here are some suggestions:

**Monday:**

- Replace sausage with a lower fat protein
- Replace biscuit with a whole grain
- Replace hash browns with a fruit or vegetable that isn't fried
- Make sure wheat bread is 100% whole wheat
- Replace banana bread with a grain that has less sugar and fat

**Tuesday:**

- Replace grape juice with a whole fruit
- Replace chicken nuggets with a lower fat protein
- Make sure corn muffin is made with 100% whole corn meal
- Replace tater tots with a vegetable that is not pre-fried
- Replace strawberry milk with plain milk for less sugar
- Replace cookie with a grain that is lower in fat and sugar
- Replace apple juice with a whole fruit

**Wednesday:**

- Replace raisin bran with a cereal that has 6 grams or less of sugar
- Make sure wheat bread is 100% whole wheat
- Make sure applesauce does not have added sugar or serve a whole fruit
- Replace fruited yogurt with plain yogurt and add own fruit for less sugar
- Replace crackers with a grain product with less salt and fat

**Thursday:**

- Replace cinnamon bun with a grain with less fat and sugar
- Replace dinner roll with 100% whole grain roll
- Replace peach cobbler with plain peaches for less sugar

**Friday:**

- Replace syrup on waffles with sliced fruit or yogurt as a topping
- Replace orange juice with a whole fruit
- Replace chocolate milk with plain milk for less sugar
- Add vegetables to pizza for more variety
- Replace crackers with a grain product with less salt and fat

### **SHOW SLIDE:** *Healthy Mealtime Environment*

#### **SAY:**

There are several additional best practices for nutrition that aren't covered in the USDA handbook, and they have to do with creating a healthy mealtime environment. The best practices for creating a healthy mealtime environment are to:

- Serve meals to preschoolers family-style and allow children to serve themselves.
- Provide appropriate child-sized tables and chairs when serving meals and snacks.
- Provide appropriate child-sized plates, spoons, and serving bowls and utensils when serving meals and snacks.
- Encourage teachers and staff to eat the same foods as preschoolers during meals and snacks to role model eating healthy foods.

#### **ASK:**

How many of you serve meals family-style in your child care program?

#### **DO:**

Allow one or more participants to answer.

### **SHOW SLIDE:** *Family-Style Meal Service*

#### **SAY:**

Family-style meal service is when:

- children serve themselves
- adults sit and eat with children
- children help set table and clear dishes
- children and adults enjoy social interaction
- the physical environment is comfortable and age appropriate

### **SHOW SLIDE:** *Role Modeling*

#### **SAY:**

One of the great benefits of family-style meal service is that child care providers can serve as role models for children. When children see adults joining them at the table and enjoying the same foods, they are more likely to eat healthy foods. Staff can indirectly encourage children to try new foods by eating and talking about enjoying healthy foods. Help children recognize their hunger and satiety cues by not making them eat anything they don't want to. Staff can also teach children about good nutrition and physical activity as part of the daily learning environment by reading books and having activities around healthy foods. Child care staff can also provide information to parents to help them support healthy habits at home. Your Resource Kit has Parent Fact Sheets to help you do this.

### **SHOW SLIDE:** *Activity: Family Mealtime and Role Modeling*

#### **SAY:**

Now you will work in some small groups to discuss family-style meals and role modeling. What advice would you give a new child care provider? There are some questions in your workbook. Discuss the questions and write down your suggestions.

## DO:

Divide the group into small groups of 4-5 people, depending upon the size of the group. Allow about 10 minutes for discussion of the questions. Depending upon the time available for this section, you may want to have some open discussion with the group as a whole.

## FEEDBACK:

### (Use *Flip Chart*)

Here are some possible answers to the questions if discussed as a group:

1. How to make it easier for children to serve themselves, including pouring liquids.
  - Use child-sized serving platters and bowls.
  - Have several platters and bowls on the table.
  - Have child-sized serving utensils or use alternatives, such as a mug with a handle for scooping foods.
  - Use small child-sized pitchers and fill them only half-full.
2. How to serve family-style meals in a safe and sanitary way.
  - Clean and disinfect tables before the meal is served.
  - Make sure everyone washes their hands before mealtime.
  - Teach children not to touch the foods with their bare hands.
  - Teach children not to touch food on other children's plates.
  - Teach children how to cough or sneeze into their elbow, not their hands.
  - Make sure platters and serving bowls are not too hot to handle.
3. How to make sure all children get enough to eat but do not overeat.
  - Teach children about portion sizes during other lessons during the day.
  - Use scoops that measure an appropriate serving size.
  - Have enough food on the table for each child to get at least one portion.
  - Make sure children know they can have seconds if they are still hungry.
4. How to make family-style meals a pleasant experience for everyone at the table.
  - Teach children how to wait their turn to serve themselves.
  - Teach children basic table manners and how to say please and thank you.
  - Lead the children in pleasant mealtime conversation.
  - Expect spills to happen and help children clean them up without a fuss.
5. What adults should and should not do when meals are served family-style.
  - Do eat all of the same foods as the children.
  - Do talk about the various foods and what they do for health.
  - Do talk about cues for hunger and fullness.
  - Don't force a child to eat a food they don't like or want.
  - Don't expect children to clean their plates.
6. How to make sure the experience goes smoothly the first time family-style meals are served.
  - Have children practice a family-style meal during playtime to practice passing bowls, putting food on their plates, etc.
  - Talk to the children about good mealtime manners.
  - Serve snacks family-style first for practice, then breakfast, then lunch and/or suppers.

**SHOW SLIDE: Questions?**

**SAY:**

Are there any questions before we begin Section 3? Please take a moment to write down any ideas that you want to remember when you return to your child care facility in your Participant's Workbook.

**DO:**

Answer participants' questions and then proceed to the next section.

## Section 3: Lesson-at-a-Glance

Time Allowed	Topic	Activity	Materials
10 minutes	<ul style="list-style-type: none"> <li>· Introduction to Lesson</li> <li>· Choking</li> <li>· Allergies</li> <li>· Food Intolerances</li> </ul>	<ul style="list-style-type: none"> <li>· Strategies for Implementation Pages</li> </ul>	<ul style="list-style-type: none"> <li>■ Participant's Workbook</li> <li>■ Nutrition and Wellness Tips</li> <li>■ Supplemental Best Practices Fact Sheets for Food Safety</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>· Handwashing</li> <li>· Clean, Separate, Cook, Chill</li> </ul>	<ul style="list-style-type: none"> <li>· Strategies for Implementation Pages</li> </ul>	<ul style="list-style-type: none"> <li>■ Participant's Workbook</li> <li>■ Supplemental Best Practices Fact Sheets for Food Safety</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>· Food Safety Summary</li> <li>· Questions</li> </ul>	<ul style="list-style-type: none"> <li>· Food Safety Activity</li> </ul>	<ul style="list-style-type: none"> <li>· Nutrition and Wellness Tips</li> </ul>
<b>40 minutes</b>			

- Time allowed may need to be adjusted according to the group size

## Lesson Plan: Best Practices for Creating a Safe Mealtime Environment

**SHOW SLIDE:** *Section 3: Best Practices for Creating a Safe Mealtime Environment*

### **SAY:**

Food safety is highly important in the child care setting, as young children are particularly vulnerable to foodborne illnesses. Section 3 of this training addresses best practices for creating a safe mealtime environment for preschoolers. Your Participant's Workbook has pages for you to take notes. *Nutrition and Wellness Tips for Young Children* has tips on food safety throughout as well as in the section called "Practice the Basics of Food Safety to Prevent Foodborne Illness", but there are also some *Supplemental Best Practices Fact Sheets* in your Healthy Me! Resource Kit that provide more information.

### **DO:**

Refer participants to the *Supplemental Best Practices Fact Sheets* in the Healthy Me! Resource Kit that pertain to food safety:

- Common Questions About Food Allergies
- Managing Food Allergies in Child Care Centers
- Handwashing
- Activities for Children - Learning About Handwashing
- Cleaning and Sanitizing
- Selecting an Appropriate Sanitizer or Disinfectant
- Preventing Cross Contamination during Food Preparation
- Preventing Cross Contamination during Food Storage
- Cooking Foods
- Cooking Safely in the Microwave Oven
- Using Food Thermometers
- Calibrating Thermometers
- Using Refrigerator and Freezer Thermometers
- Thawing Foods
- Storing Foods

**SHOW SLIDE:** *Section 3 Objectives*

### **SAY:**

At the end of this section of the training, you will be able to:

- Describe at least three best practices for food safety in the child care setting.
- Describe at least two strategies for implementing each best practice.

Most states have regulations that dictate food safety practices in child care, so you may find as we go through this section you are already following these best practices as they are mandated by law.

## SHOW SLIDE: Choking

### SAY:

Children under the age of four are at the greatest risk for choking. Almost 90 percent of children who die from choking are under the age of 4. Therefore, the best practice to help prevent choking is:

- Do not serve foods that pose a high risk for choking to children under four years of age unless the shape, size, and/or texture is changed before serving. These include foods that are round, tube-shaped, small (as wide around as a nickel), hard, thick and sticky, smooth, slippery, or easily molded to the airway.

As you can tell from this list, almost all foods can be a choking hazard for young children. They are still learning how to chew properly and sometimes they swallow things whole. However, foods can be modified so they don't pose a choking hazard. The section "Supplement A: Practice Choking Prevention" in *Nutrition and Wellness Tips for Young Children* has some great tips for modifying foods. In addition to preparing foods properly, it's important to make sure children are calm and not distracted while eating. Actively supervise and observe children while they are eating. Be aware of signs that they might be choking.

### ASK:

Are there any specific things you do in your program to modify foods for preschoolers so they are less likely to choke?

### DO:

Allow one or more participants to answer and point out some of the principles in the handbook, such as

- Cook foods until soft enough to easily pierce with a fork.
- Cut soft food into thin slices or small pieces not larger than one-half inch.
- Remove all bones from fish, chicken, and meat before cooking.
- Grind up meat, chicken, and other tough foods.
- Cook foods, such as carrots or celery, until slightly soft. Then cut into sticks.
- Mash or puree food until it is soft.
- Remove seeds and hard pits from fruit.
- Cut grapes, cherries, berries, or melon balls in half lengthwise, and then cut into smaller pieces.
- Grate or thinly slice cheeses,
- Chop peanuts, nuts and seeds finely or grind before adding to prepared food.
- Spread peanut butter, nut butter or seed butter thinly on crackers.
- Avoid serving foods that are as wide around as a nickel.

### SAY:

Look at the list of foods that can cause choking in the section "Supplement A: Practice Choking Prevention" in *Nutrition and Wellness Tips for Young Children*. Make some notes in your workbook of how you can modify these foods on your menu so they don't pose a choking hazard.

### **SHOW SLIDE:** *Food Allergies*

#### **SAY:**

Child care providers need to be aware of food allergies. A food allergy occurs when the body's immune system reacts to a protein in a food. Symptoms of a food allergy can develop within a few minutes to a few hours after eating a food. Food allergies can even occur the first time a food is eaten if a child has been previously exposed to the allergenic protein found in the food. Allergic reactions can run the gamut from mild to life-threatening, so the best practices for handling food allergies are to:

- Obtain a written care plan, signed by the child's doctor or licensed medical authority, for all children with known food allergies.
- Provide food allergy training, including information about preventing exposure to common food allergens, recognizing the symptoms of allergic reactions, and responding to allergic reactions, for all child care providers.

### **SHOW SLIDE:** *Eight Common Food Allergens*

#### **SAY:**

There are more than 170 foods that can cause a food allergy. However, eight foods, and ingredients made from them, are responsible for 90% of all food allergies. They are:

- milk
- eggs
- peanuts
- tree nuts (for example walnuts, almonds, cashews, pistachios, and pecans)
- wheat
- soy
- fish
- crustacean shellfish (for example shrimp, lobster, and crab)

## SHOW SLIDE: *Food Allergy Symptoms*

### SAY:

Symptoms of an allergic reaction to food can be either mild or severe. Some of the symptoms may include the following:

- itching in the mouth and throat
- skin rashes
- cramps, nausea, diarrhea, and/or vomiting
- swelling of the tongue or throat
- breathing difficulties
- drop in blood pressure
- loss of consciousness
- anaphylaxis

Anaphylaxis is a severe allergic reaction that happens quickly and may cause death. A child having an anaphylactic reaction needs to get epinephrine immediately. Child care centers can now have epinephrine auto-injectors available for any child that has an allergic reaction and goes into anaphylactic shock. It's very important for all staff who work in your child care facility to have training about food allergies and know how to respond, including how to use an epinephrine auto-injector.

### DO:

Point out the two fact sheets from the Healthy Me! Resource Card Set 2 that have more information about food allergies: *Common Questions About Food Allergies* and *Managing Food Allergies in Child Care Centers*.

## SHOW SLIDE: *Food Intolerances*

### SAY:

Some children may have other reactions or sensitivities to food that are not allergies. These are known as food intolerances and are due to an inability to properly digest a food. Two of the most common food intolerances are lactose intolerance, which is an inability to digest lactose (the sugar in milk), and gluten intolerance, which is an inability to digest gluten (the protein in some grains such as wheat, barley, and rye). It is important to know that gluten intolerance is not the same as, nor as serious as celiac disease. Food intolerances are usually temporary, and they are not life threatening.

The best practice for handling food intolerance is to:

- Obtain a written care plan, signed by the child's licensed medical authority, for all children with food intolerances.

The Institute of Child Nutrition (ICN) has a wealth of information on their website about food allergies and intolerances, and those resources are listed in the back of your workbook.

### SHOW SLIDE: *Cross Contamination*

#### SAY:

Other food safety topics that are important for all children and adults are how to keep food safe when purchasing, storing, preparing, and serving foods. One of the most common causes of foodborne illness is cross contamination, which can occur in several ways. Cross contamination is the transfer of bacteria or viruses from hands to food, food to food, or equipment and food contact surfaces to food.

### SHOW SLIDE: *Cross Contact*

#### SAY:

Cross Contact is when an allergen is accidentally transferred from a food with the allergen to a food or surface without the allergen.

### SHOW SLIDE: *Handwashing*

#### SAY:

Let's discuss cross contamination from hands to food first. Everything that touches food should be clean, starting with clean hands. The best practice for hand washing is to:

- Wash hands with warm, soapy water, scrubbing for at least twenty seconds, before and after preparing, serving, handling, and eating food.

#### ASK:

How many of you conduct handwashing activities with the children in your child care program?

#### DO:

Allow participants to raise their hands.

#### ASK:

What kinds of activities do you do?

#### DO:

Allow one or more participants to answer. Point out the two fact sheets from the Healthy Me! Resource Card Set 2 that have more information about handwashing: *Handwashing* and *Activities for Children - Learning About Handwashing*.

## SHOW SLIDE: *Clean*

### SAY:

Another way cross contamination occurs is from equipment and food contact surfaces to food. The best practices for keeping equipment and food contact surfaces clean are to:

- Prepare foods using clean and sanitized cutting boards, dishes, utensils, and countertops.
- Rinse fruits and vegetables under clean running water just before peeling, eating, cutting, or cooking.
- Wash tops of canned goods under clean running water before opening.

As you can see, you want to keep food and everything that touches food clean. However, never rinse or wash raw fish, seafood, meat, or poultry. Bacteria in these raw juices can splash and spread to other foods and surfaces.

### DO:

Point out the two fact sheets from the Healthy Me! Resource Card Set 2 that have more information about clean: *Cleaning and Sanitizing* and *Selecting an Appropriate Sanitizer or Disinfectant*.

## SHOW SLIDE: *Separate*

### SAY:

Finally, cross contamination can occur when raw foods contaminate ready-to-eat foods. Foods that are ready-to-eat need to be kept separate from foods that are raw at every stage of food handling. The best practices for keeping foods separate are to:

- Separate ready-to-eat foods from raw meat, poultry, and seafood or foods that might contain harmful germs during each step of food handling (buying, storing, and preparing).
- Use separate cutting boards for fresh produce and for raw meat, poultry, and seafood.
- Use separate plates and utensils for raw and cooked foods.

Foods that are ready-to-eat are never cooked, so it's highly important to keep them away from other foods that may have harmful bacteria. It's important to think about the principle of separate at every stage of food handling, starting at the grocery store and continuing through storage and food preparation. Having color coded cutting boards and other utensils can help in this regard, such as green cutting boards and knife handles for vegetables and red cutting boards and knife handles for meat.

### DO:

Point out the two fact sheets from the Healthy Me! Resource Card Set that have more information about separate: *Preventing Cross Contamination during Food Preparation* and *Preventing Cross Contamination during Food Storage*.

## SHOW SLIDE: Cook

### SAY:

Besides keeping foods clean and separate, it's especially important to cook foods to the proper internal temperature. The appropriate temperature for cooking foods is based on temperatures that will kill bacteria associated with that specific food. The best practices for cooking foods are to:

- Cook foods to a safe and recommended internal temperature as measured by a food thermometer.
- Reheat all leftovers to a minimum internal temperature of 165 °F as measured by a food thermometer and held for 15 seconds.

## SHOW SLIDE: Key Internal Cooking Temperatures

### SAY:

There are four internal key temperatures in child care.

140 °F	Ready-to-eat foods taken from a commercially processed, hermetically sealed package; vegetables (frozen or canned); precooked ham (to reheat)
145 °F	Fresh beef, veal, or lamb
160 °F	Ground meats, such as hamburger, ground pork, or sausage; egg dishes; pork; fresh (uncooked) ham
165 °F	Poultry, stuffing, stuffed meats, stuffed pasta, casseroles, leftovers

For all of these foods, you would measure the internal temperature by using a clean, sanitized, and calibrated food thermometer. Cook hot foods to the proper temperature and serve them as soon as they are cool enough for children to eat safely (within 30 minutes).

### DO:

Point out the fact sheets from the Healthy Me! Resource Card Set 2 that have more information about cooking: *Cooking Foods*, *Cooking Safely in the Microwave Oven*, *Using Food Thermometers*, and *Calibrating Thermometers*.

## SHOW SLIDE: Safe Food Temperatures

### SAY:

It is important to keep foods out of what is called the temperature danger zone. For child care programs, the temperature danger zone is between 40 °F and 140 °F. Between these two temperatures, bacteria can multiply rapidly. One bacteria can double in about 20 minutes. When foods are left out at these temperatures for 2 hours or more, bacteria can reach dangerous levels that cause foodborne illness. The best practices for safe food temperatures are to:

- Keep hot foods at a temperature of 140 °F or above and cold foods at a temperature of 40 °F or below.
- Keep the refrigerator at 40 °F or below as measured by a refrigerator thermometer.
- Keep the freezer at 0 °F or below as measured by a freezer thermometer.

Install properly calibrated refrigerator thermometers in all refrigerators and freezer thermometers in all freezers. Monitor them and record temperatures on a refrigerator temperature log sheet on a regular schedule to assure that foods will be refrigerated at the proper temperature.

## SHOW SLIDE: *Chill*

### SAY:

A related best practice is to:

- Never leave perishable foods out of the refrigerator for more than a total of 2 hours (includes purchasing, preparing, and serving).

Serve cold foods as soon as you take them out of the refrigerator or keep them cool until you serve them.

### ASK:

Can anyone tell me the proper way to thaw foods?

### DO:

Allow one or more participants to answer.

### FEEDBACK:

Thaw frozen foods using one of the following methods:

- Placing them on the bottom shelf of the refrigerator to thaw overnight
- Placing them in an airtight bag or container under cold, running tap water.
- Using the defrost option on the microwave only if the food will be cooked immediately.

### DO:

Point out the three fact sheets from the Healthy Me! Resource Card Set 2 that have more information about safe food temperatures and chill: *Using Refrigerator and Freezer Thermometers, Thawing Foods, and Storing Foods.*

## SHOW SLIDE: *Activity: Food Safety Case Study*

### SAY:

Let's see if you can apply these best practices for food safety. There is a case study on the section "Practice the Basics of Food Safety to Prevent Foodborne Illness" in *Nutrition and Wellness Tips for Young Children*. Please work in small groups and find the food safety mistakes and then write down the action steps that should have been taken to make food safe. You'll have about 10 minutes for this activity.

### DO:

Divide the class into small groups of 3-4 people. Allow about 10 minutes for discussion in their groups and another 10 minutes for discussion as an entire class. The answer key for this activity is in the section "Practice the Basics of Food Safety to Prevent Foodborne Illness" in *Nutrition and Wellness Tips for Young Children*.

## SHOW SLIDE: *Questions?*

### SAY:

Are there any questions before we begin Section 4? Please take a moment to jot down any ideas that you want to remember when you return to your child care facility in your Participant's Workbook.

### DO:

Answer participants' questions and then proceed to the next section.



## Section 4: Lesson-at-a-Glance

Time Allowed	Topic	Activity	Materials
10 minutes	<ul style="list-style-type: none"> <li>· Introduction to Lesson</li> </ul>	<ul style="list-style-type: none"> <li>· Let's Move!</li> </ul>	<ul style="list-style-type: none"> <li>■ Participant's Workbook</li> <li>■ Nutrition and Wellness Tips</li> </ul>
10 minutes	<ul style="list-style-type: none"> <li>· Best Practices for Active Play</li> </ul>	<ul style="list-style-type: none"> <li>· Strategies for Implementation Pages</li> <li>· Active Play Page</li> <li>· Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>■ Participant's Workbook</li> <li>■ Nutrition and Wellness Tips</li> </ul>
20 minutes	<ul style="list-style-type: none"> <li>· Active Play Case Study</li> <li>· Questions</li> </ul>	<ul style="list-style-type: none"> <li>· Active Play Case Study</li> </ul>	<ul style="list-style-type: none"> <li>· Participant's Workbook</li> </ul>
<b>40 minutes</b>			

- Time allowed may need to be adjusted according to the group size

## Lesson Plan: Best Practices for Creating an Active Play Environment

**SHOW SLIDE:** *Section 4: Best Practices for Creating an Active Play Environment*

**SAY:**

Section 4 of the training covers best practices for creating an active play environment. You will need your Participant's Workbook and *Nutrition and Wellness Tips for Young Children* for this section of the training.

**SHOW SLIDE:** *Section 4 Objectives*

**SAY:**

At the end of this section of the training, you will be able to:

- Describe at least three best practices for physical activity in the child care setting.
- Describe at least two strategies for implementing each best practice.

**SHOW SLIDE:** *Let's Move!*

**SAY:**

This would be a great time for us to take a break and move our bodies!

**DO:**

Choose an activity for participants to do in 1-2 minutes, such as:

- Walking quickly to another table to meet someone new then walk quickly to your original table.
- Directing some simple stretches.
- Engaging them in an activity they might do with preschoolers, such as hopping like a bunny, tip-toeing like a mouse, waddling like a duck, etc.
- Using a favorite quick activity that you like to facilitate.

**SHOW SLIDE:** *Are Preschoolers Moving Enough?*

**SAY:**

If you work with preschoolers, you may think they are pretty active and that you don't really have to worry that they are getting enough physical activity. However, studies show young children are not as active as we think. Preschoolers typically spend only about 20-25 minutes per day in moderate to vigorous activity. Breathless play is another way of saying moderate-to-vigorous physical activity. Children breathe harder and their hearts beat faster during this kind of play, and that's okay. In contrast, over 50% of time during a preschool day is sedentary. Research shows physical activity levels within child care centers are typically very low, and levels of sedentary behavior are typically high.

## SHOW SLIDE: *Benefits of Physical Activity*

### SAY:

Moderate to vigorous levels of physical activity, or active play, helps children:

- Exercise their hearts, lungs, arms, and legs.
- Develop motor skills, such as running, skipping, kicking, jumping, hopping, catching, and throwing, which develops strong muscles and bones.
- Learn better.
- Be happy and feel good about themselves.
- Maintain a healthy body weight.
- Be less likely to develop chronic diseases like type 2 diabetes.

When children are engaged in active play and they are participating in new physical challenges and situations, their brains and bodies are making new pathways and learning to work together smoothly. Children who are active tend to have fewer behavioral and disciplinary problems, do better in school, and have longer attention spans in class.

## SHOW SLIDE: *Incorporating Active Play*

### SAY:

One of the first best practices for creating an active play environment is to:

- Provide active play time (both indoors and outdoors) for 90 to 120 minutes per 8-hour day for all preschoolers ages two to five, including children with special needs.

This may sound like a lot of play time, but it does not need to occur at a single session. Ten to twenty minute intervals of physical activity spread throughout the day is desirable so that preschoolers aren't sitting for more than 30 minutes at a time. A good rule of thumb is to provide opportunities for light, moderate, and vigorous physical activity for at least 10 minutes or more per hour throughout the day.

Take a look at some of the suggestions in the section “Provide Opportunities for Active Play Every Day” in *Nutrition and Wellness Tips for Young Children*. Take a couple minutes to see if there are any ideas you would like to try in your child care program. Or if you have some of your own ideas, you can write them in your workbook.

### DO:

Allow participants about 4-5 minutes to review the activity page in the section “Provide Opportunities for Active Play Every Day” in *Nutrition and Wellness Tips for Young Children*. Have them place check marks by the ideas they want to try or write down ideas of their own. Ask participants to share their ideas with the group.

## **SHOW SLIDE:** *Structured Active Play*

### **SAY:**

Within the total amount of active play within the day, some of it should be structured, or teacher-led activities. Structured (teacher-led) active play tends to be more vigorous and get children moving at higher levels of intensity. The best practice for structured play is to:

- Provide structured (teacher-led) active play two or more times per day, for a total of 60 minutes or more, for all preschoolers ages two to five, including those with special needs.

These activities can be either indoors, such as dancing to music, or outdoors, such as moving like different sorts of animals (hop like a bunny, walk like a crab, swim like a fish, etc.)

### **DO:**

Divide the room in half and have participants brainstorm ideas for teacher-led active play, with one side coming up with indoor teacher-led activities and the other side coming up with ideas for outdoor teacher-led activities. Allow about 5-7 minutes for discussion. Ask each group to share their ideas with the entire class.

### **FEEDBACK:**

Some indoor ideas may include the following:

- Acting out a story as it is read.
- Dancing to music or playing a musical game.
- Playing games, such as hide and seek, follow the leader, or Simon says.
- Encouraging kids to move like different animals during transitions from one activity or room to another, etc.

Some outdoor ideas may include the following:

- Games, such as hopscotch, freeze tag, relay races, or obstacle courses.
- Simple ball games where the ball is rolled, passed, or kicked to each other.
- Guided play with inexpensive props (yarn balls, simple bean bags, paper plate paddles, scoops made from milk cartons).

## **SHOW SLIDE:** *Unstructured Active Play*

### **SAY:**

In addition to structured play, it's just as important for children to have unstructured active play, or child-led free play. The best practice for free play is to:

- Provide unstructured active play for a total of 60 minutes or more, for all preschoolers ages two to five, including those with special needs.

Through unstructured active play, children learn to explore their environment, be creative, and use their imagination. To encourage active free play, you'll need a variety of indoor and outdoor portable play equipment that is freely available to children, as well as enough space for children to play. Child care staff should be present to supervise and engage with the children to provide gentle prompts and encouragement, when appropriate, to stay physically active.

### **DO:**

Have participants break into the same groups as the last activity. Have participants brainstorm ideas for encouraging child-led active play, with one side coming up with indoor activities and the other side coming up with ideas for outdoor activities. You may wish to reverse sides from the last activity (i.e. if one side did outdoor activities last time, they do indoor activities this time.) Allow about 5-7 minutes for discussion. Ask each group to share their ideas with the entire class.

### **FEEDBACK:**

Some indoor ideas may include the following:

- Setting up specific areas indoors where there is plenty of space for children to jump, skip, gallop, use push-and-pull toys, and throw soft objects.
- Recycling household materials, such as empty boxes, ice cream containers, plastic milk jugs, yarn balls, cardboard cylinders and other materials to be used for active play.

Some outdoor ideas may include:

- Providing a variety of portable play, such as balls, pool noodles, paddles, plastic bats, and hula hoops that are readily accessible outdoors.

## **SHOW SLIDE:** *Indoor Active Play*

### **SAY:**

Some of both the structured and unstructured active play time will be indoors. For indoor active play, the best practice is to:

- Provide access to indoor areas with a wide variety of portable play equipment that meets or exceeds recommended safety standards for performing large-muscle activities.

Always check the indoor play area and equipment to make sure it is safe. Be particularly aware of small items children can stick in their mouths and choke on.

## SHOW SLIDE: *Outdoor Active Play*

### SAY:

It's also important to provide daily outdoor time for physical activity every day as weather permits. The best practices for outdoor active play are to:

- Provide outdoor active play at least two or more times per day, for a total of 60 minutes or more, for all preschoolers ages two to five, including those with special needs.
- Provide access to outdoor areas and a wide variety of both fixed and portable play equipment that meet or exceed recommended safety standards for performing large-muscle activities.

Outside play areas should be enclosed with a fence or natural barrier, be well-maintained, and have any safety hazards removed. Check to see that sidewalks and stairways are clear of concrete cracks or missing pieces and grassy areas are free of debris. Swing sets and playground equipment should be free of rust, splinters, and sharp edges. Parts on swing sets or other outdoor equipment should be securely fastened. The surface beneath the swing set or playground needs to be soft enough to absorb the shock of a fall, so there needs to be cushioning material like soft sand, mulch, wood chips, or approved rubber surfacing mats there.

### ASK:

Are there any other safety issues you usually check for?

### DO:

Allow several participants answer to answer.

## SHOW SLIDE: *Encouraging Active Play*

### SAY:

Just as with meals, staff should model good habits in regard to physical activity. Best practices for this area are:

- Staff members lead and participate in active play during times devoted to physical activity for preschoolers.
- Preschoolers are not sedentary (sitting) for more than 30 minutes at a time, except while napping.
- Active play time is not withheld as punishment when children misbehave.

Adults who lead and enjoy physical activity along with preschoolers show that being active isn't something you just have to do – it's fun!

The section "Encourage Active Play and Participate with Children" in *Nutrition and Wellness Tips for Young Children* has some tips for encouraging active play. Take a couple minutes to see if there are any ideas you would like to try in your child care program. Or, if you have some of your own ideas, you can write them in your Participant's Workbook.

### DO:

Allow participants about 2 minutes to review the activity page in the section "Encourage Active Play and Participate with Children" in *Nutrition and Wellness Tips for Young Children* have them place check marks by the ideas they want to try or write down ideas of their own.

### FEEDBACK:

Ask several participants to share their ideas with the group.

**SHOW SLIDE:** *Include Children with Special Needs*

**SAY:**

Many of you may have children who have disabilities or special needs in your child care program. They should be included in active play throughout the day. Each child is different, so each disability will require different modifications. The child's parents and professionals who work with the child can provide needed information and guidance. Gather as much information as you can about the child and the disability from the child's parents and other professionals to learn about typical modifications that can be made. Many of the adaptations that you make will often be simple and may benefit the other children in your child care program, too. Keep your primary focus on each child's strengths and abilities as you make adjustments.

**ASK:**

Do any of you have any children with disabilities in your program?

**DO:**

Allow one or more participants answer.

**ASK:**

What sorts of things did you do to include them in active play with the other children?

**DO:**

Allow one or more participants to answer.

**SHOW SLIDE:** *Dress Children Appropriately*

**SAY:**

Since the best practice is to have children to play outdoors at least 60 minutes per day or more, you'll want to work with parents so that children come dressed appropriately for the weather. The weather does not need to be perfect for children to play outdoors – as long as the weather doesn't pose a hazard, children can play when it's raining, snowing, or cold. If it's lightly raining, but not lightning, children need to be prepared with rain boots and a raincoat (with a hood or rain hat). If it's snowing or cold, as long as temperatures are not so low as to cause a health hazard, children can play outdoors with snow boots and jackets, hats, and mittens or gloves. According to the publication *Caring for Our Children*, child care providers should check the National Weather Service website to determine if there are any Wind Chill Advisories in the area. A Wind Chill Advisory is issued when wind chill temperatures are potentially dangerous. Child care providers should also check the National Weather Service website in hot weather to determine if the heat index is at a dangerous level. When it is sunny, ask parents to bring sunscreen – they should apply it at home before drop-off and you'll need to reapply during the day with their permission. Check with your State agency to determine if there are any state regulations that need to be followed with regard to sunscreen for children. And remember to have water available any time children play outdoors.

### **SHOW SLIDE: Activity: Active Play Case Study**

#### **SAY:**

Now you will work in some small groups to discuss a case study in your workbook. Please read the scenario in your groups. Write down your recommendations for how to include more active play at the center.

#### **DO:**

Divide the group into small groups of 4-5 people, depending upon the size of the group. Allow about 10 minutes for discussion of the questions. Depending upon the time available for this section, you may want to have some open discussion with the group as a whole.

#### **FEEDBACK:**

There is no one right answer for providing guidance for this scenario, but here are some suggestions for possible solutions:

- Purchase more portable outdoor play equipment, such as hula hoops, flying discs, basketball hoops, pool noodles, paddles, plastic bats, etc.
- Purchase or recycle home materials that can be used for portable indoor play equipment, such as scarves, plastic milk jugs, empty boxes, ice cream containers, cardboard cylinders, etc.
- Provide some training to staff on how to lead simple, structured physical activities with the children, both indoors and outdoors. These can be simple games such as “Simon Says” or “Follow the Leader” or things like acting out a story or dancing to music.
- Look at the day’s schedule for the children and find some ways to incorporate more outdoor play and indoor play so there is at least 60 minutes per day of each. This can be broken down into 10-15 minute bursts throughout the day.

### **SHOW SLIDE: Physical Activity Curricula**

#### **SAY:**

We have discussed the basics of best practices for active play for preschoolers, but you may be looking for more ideas. Two resources that can help you are the USDA Physical Activity: Young Children website and the Let’s Move! Child Care website. These are listed in the back of your workbook under Additional Resources and can provide you with a wealth of ideas.

### **SHOW SLIDE: Questions?**

#### **SAY:**

Are there any questions before we begin Section 5? Please take a moment to jot down any ideas that you want to remember when you return to your child care facility in your Participant’s Workbook.

#### **DO:**

Answer participants’ questions and then proceed to the next section.

## Section 5: Lesson-at-a-Glance

Time Allowed	Topic	Activity	Materials
15 minutes	<ul style="list-style-type: none"> <li>· Introduction to Lesson</li> <li>· Objectives</li> <li>· Best Practices Assessment</li> <li>· Evaluating the Assessment</li> </ul>	<ul style="list-style-type: none"> <li>· Best Practices Assessment</li> </ul>	<ul style="list-style-type: none"> <li>· Participant's Workbook</li> <li>· Best Practices Assessment</li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>· Using the Best Practices Resource Cards</li> <li>· Developing a Best Practices Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>· Best Practices Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>■ Participant's Workbook</li> <li>■ Best Practices Resource Cards</li> <li>■ Best Practices Action Plan Worksheet</li> </ul>
<b>30 minutes</b>			

- Time allowed may need to be adjusted according to the group size

# Lesson Plan: Using the Best Practices Resource Cards in Child Care Programs

**SHOW SLIDE:** *Section 5: Using the Best Practices Resource Cards in Child Care Programs*

**SAY:**

This next section of the training will cover how to implement the best practices that you have just learned about and how to use the *Best Practices Resource Cards*.

**SHOW SLIDE:** *Section 5 Objectives*

**SAY:**

At the end of this section of the training, you will be able to:

- Assess current best practices in place at your child care setting.
- Develop an action plan for implementing best practices at your child care setting.

**SHOW SLIDE:** *Activity: Best Practice Assessment*

**SAY:**

The first step before implementing any changes in your child care program is to conduct a needs assessment. You need to measure your current practices and figure out what you are doing well, as well as what areas you need to improve.

There is an assessment of all of the best practices in your Participant's Workbook. You will have about 10-15 minutes to go through the assessment and write down your answers about your child care program as it exists right now. There are no right or wrong answers on this assessment. This is simply a snapshot of your program and current practices.

**DO:**

Allow about 10-15 minutes to complete the assessment. It may be helpful to circulate around the room to answer any questions that might arise about the assessment.

## SHOW SLIDE: *Evaluating the Assessment*

### SAY:

Once you have completed the assessment, ask yourself two questions:

- What do you currently do well?
- What are some key areas for improvement?

Take a look at the assessment you just completed. If you are following a particular best practice all the time, the answer you circled will be a “4” in the far right-hand column or will be a “yes” if it was a yes/no answer. Give yourself a pat on the back! These are areas in which your program is currently excelling and following best practices. You should congratulate yourself on these areas in which you are doing the best to ensure the health of children in your care.

If you have a “3” for some of the items, you may need to make only a few small adjustments and then you will be following the best practices in these areas also. Often these are great areas to begin implementing best practices and developing new policies because the changes will not be that great. If you feel you may have some resistance to change at your facility, whether it be from staff, children, or parents, these areas may be a great place to start and to gain support.

If you have a “2”, “1”, or “No” answer to any items, these are areas that will need the most work. You may wish to improve these areas over a period of time.

## SHOW SLIDE: *Improving Best Practices*

### SAY:

Improving practices at your facility is a multi-step effort. The steps you will follow are to:

- Select a practice to improve,
- Review the *Best Practices Resource Card* for that practice,
- Determine which strategies you will use for implementation,
- Gather any additional information you may need to help you implement the practice,
- Develop and implement an action plan, and then
- Evaluate your progress.

### DO:

Refer participants to the *Best Practices Resource Cards* in the Healthy Me! Resource Kit.

## SHOW SLIDE: *Best Practices Resource Cards*

### SAY:

There are three sets of *Best Practices Resource Cards* – a set for nutrition, one for food safety, and one for physical activity. All of the resource cards have the same format and include the following:

- One or more best practices.
- Why is this a best practice? This provides you information on the rationale for each best practice. This is evidence-based information from the *Dietary Guidelines for Americans*, the Institute of Medicine, and other authorities.
- Strategies for implementation. This provides you with some ideas on how you might go about implementing the best practice.

By reviewing the resource card for any best practice you want to implement, you will know the reasons why it is important to implement plus concrete actions you can take.

If you need any additional information, refer to the *Nutrition and Wellness Tips for Children*, as well as the *Supplemental Best Practices Fact Sheets*. These resources will help you develop and implement an action plan for improving practices at your facility.

## SHOW SLIDE: *Activity: Best Practice Action Plan*

### SAY:

Please take about 5 minutes to go through the first four steps for improving best practices. Review the *Best Practices Assessment* and select one practice that you want to improve. Find and review the *Best Practices Resource Card* for that practice. Using the resource card and your notes from each best practice, decide on 2-4 strategies you will use to improve that practice. The final step is to determine what additional information you need to help you implement the practice. There is a worksheet in your Participant's Workbook where you can write your answers.

### DO:

Allow about 5 minutes for participants to complete the worksheet. If more than one person is attending the training from a facility, they can work together or separately. It may be helpful to circulate around the room to answer any questions that might arise.

### FEEDBACK:

Depending upon the amount of time available, have 1-3 participants share their action plan(s). Provide any clarification or help necessary so participants have a good idea on how they will use this process at their facility.

## SHOW SLIDE: *Final Steps*

### SAY:

Once you select one or more best practices to improve and develop your action plan, the next steps are to:

- implement the action plan, and
- evaluate progress.

In the next section of this training, we will discuss implementing the action plan and developing policies, as well as the need to monitor and evaluate your progress on a regular basis.

**SHOW SLIDE: Questions?**

**SAY:**

Are there any questions before we begin Section 6?

**DO:**

Answer participants' questions and then proceed to the next section.



## Section 6: Lesson-at-a-Glance

Time Allowed	Topic	Activity	Materials
15 minutes	<ul style="list-style-type: none"> <li>· Introduction to Lesson</li> <li>· Objectives</li> <li>· Developing Written Wellness Policies</li> </ul>	<ul style="list-style-type: none"> <li>· Notes Pages</li> <li>· Create a Wellness Policy</li> </ul>	<ul style="list-style-type: none"> <li>· Participant's Workbook</li> <li>· <i>Nutrition and Wellness Tips for Young Children</i></li> </ul>
15 minutes	<ul style="list-style-type: none"> <li>· Using the Resource Toolkit</li> <li>· Post-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>· Notes Pages</li> <li>· Next Step Worksheet</li> <li>· Post-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>■ Participant's Workbook</li> <li>■ Resource Toolkit:               <ul style="list-style-type: none"> <li>○ Supplemental Best Practices Fact Sheets</li> <li>○ Instructor Scripts</li> <li>○ Activities for Children</li> <li>○ Parent Fact Sheets</li> </ul> </li> </ul>
<b>30 minutes</b>			

- Time allowed may need to be adjusted according to the group size

# Lesson Plan: Developing Wellness Policies for Child Care

**SHOW SLIDE:** *Section 6: Developing Wellness Policies for Child Care*

## **SAY:**

In the final section of this training, you will learn how to develop wellness policies for your child care center. By developing wellness policies and putting them in writing, you begin to make best practices a sustainable and permanent part of your child care program. In this section, we'll review the resources in the Healthy Me! Resource Kit that will help you implement the best practices – Instructor Scripts, Parent Fact Sheets, and Supplemental Best Practices Fact Sheets. You'll also need the *Nutrition and Wellness Tips for Young Children*.

**SHOW SLIDE:** *Section 6 Objectives*

## **SAY:**

At the end of this section, you will be able to:

- Write a wellness policy for your child care setting.
- Describe best practices and wellness policies with other stakeholders, such as parents and community partners.

**SHOW SLIDE:** *What is a Wellness Policy?*

## **SAY:**

A wellness policy is a written statement about specific nutrition and health best practices that are implemented at your child care setting.

**SHOW SLIDE:** *Why are Written Wellness Policies Important?*

## **SAY:**

Wellness policies are important for several reasons. For one, written policies set clear and consistent standards for best practices throughout the child care program. They help guide day-to-day decision making and actions. Written wellness policies help communicate and emphasize the importance of healthy practices to child care staff, children, parents, and community. In addition, when written policies are consistently enforced, they help child care staff model and teach healthy habits to preschoolers.

**SHOW SLIDE:** *Why are Written Policies Important?*

## **SAY:**

When you put all of these reasons together, written policies help establish and then sustain best practices that support healthy behaviors.

**SHOW SLIDE:** *Benefits of Written Wellness Policies*

## **SAY:**

Overall, writing and adopting nutrition and physical activity policies shows that you care about the health of children in your care and are dedicated to creating a healthy environment.

## SHOW SLIDE: *Tips for Creating Wellness Policies*

### SAY:

- When you write wellness policies for your child care setting, you want to write policies that meet the needs of your facility. In the previous section of this training, you identified several areas where you excel at best practices, as well as a few areas to improve. Both of these areas are great areas to begin writing wellness policies.
- It's helpful to get input from staff and parents so that they have a stake in making sure the policies are implemented, followed, and supported. By putting wellness policies in writing, you can make parents aware of policies when they enroll their children so that there are no surprises.
- Provide training to staff about policies and how to implement them. Once they know the reasons behind the policies, and especially if they've been involved in developing the policies, the more successful you will be in implementing best practices.
- You may want to assign specific staff members to monitor policies. Routine monitoring helps the program check on how well policies are being managed and supported.
- Finally, it is important to assess and review policies on a regular basis to update them and to make sure they still make sense. Evaluation can include how satisfied children, families and staff are with the policies and provide information to make needed changes.

## SHOW SLIDE: *Sample Wellness Policy*

### SAY:

In the section “Promote Active Play Through Written Policies and Practices” in *Nutrition and Wellness Tips for Young Children*, there is a sample policy for outdoor play and appropriate clothing and footwear for active play. This slide shows a simplified version. It states that preschoolers in this particular child care center will play outdoors when weather conditions permit, get 90 to 120 minutes of physical activity every day, and that they will participate in both structured and unstructured play activities. The example in *Nutrition and Wellness Tips for Young Children* goes into more detail and lets families know that they should dress their children appropriately for active outdoor play.

## SHOW SLIDE: *Components of a Wellness Policy*

### SAY:

All child care programs can write simple policy statements to improve their nutrition and physical activity practices. A policy statement will communicate to child care staff who, what, when, where, and how. When the policy statement on the previous slide is analyzed, it contains these five components:

- Who: Preschoolers at the child care center
- What: Will get physical activity for 90 to 120 minutes
- When: Every day (when weather permits)
- Where: Outdoors
- How: Through structured and unstructured play activities

### **SHOW SLIDE:** *Activity: Create a Wellness Policy*

#### **SAY:**

Take a few minutes now to create your own written wellness policy. Please get into the same groups you were in for the last activity of creating a best practice action plan. Use the same best practice and create a written wellness policy around that best practice. The wellness policy should describe what will take place at the child care setting to ensure a healthy practice. Consider the components of who, what, when, where, and how. Write the policy in the space provided in your workbook.

#### **DO:**

Allow about 5 minutes for participants to complete the worksheet. It may be helpful to circulate around the room to answer any questions that might arise. Depending upon the amount of time available, have 1-3 participants share what they wrote on their worksheets. Provide any clarification or help necessary so participants have a good idea on how they can write wellness policies when they return home.

### **SHOW SLIDE:** *Potential Barriers*

#### **SAY:**

You may encounter one or more barriers as you develop and implement new best practices. For example, if you are implementing more outdoor physical activity, you may find you don't have enough staff for supervision, or staff may not have the skills or knowledge to lead children in structured activities. Another example could be that healthier meals may cost more or certain foods are not available. Or you may get resistance from parents if you try to implement a policy, for example, of not allowing any sweet treats from home.

#### **ASK:**

Can you think of other potential barriers to implementing best practices?

#### **DO:**

Allow one or more participants to answer.

### **SHOW SLIDE:** *Using the Resource Toolkit*

#### **SAY:**

Your Resource Toolkit may provide you with some help and tips to overcome some of these barriers. One section of the toolkit also includes Supplemental Best Practices Fact Sheets for nutrition, food safety, and physical activity. These provide helpful tips and more information to help you implement the best practices.

Another section of the toolkit includes instructor scripts. The instructor scripts will help you introduce specific best practices to your staff, understand the benefits of that best practice, and get their input on how to implement the best practice at your child care setting. By using these lesson plans, you can gain more support for wellness policies at your facility.

The toolkit also includes activities for children - easy food preparation, instructions on how to conduct taste tests, handwashing activities, and gardening. These are all activities mentioned earlier in the training to teach preschoolers about healthy habits.

Finally, there is a series of parent fact sheets on nutrition, food safety, and physical activity to help introduce healthy practices to parents and simple things they can do at home to continue supporting healthy habits at home.

### **SHOW SLIDE:** *Tips for Informing Staff*

#### **SAY:**

Here are some of the things you can do to help implementation of wellness policies in your child care go smoothly. When working with staff, be sure to involve them in developing and implementing the policies. The instructor scripts are designed to help with that process. Provide staff with copies of policies so everyone is informed. Provide ongoing staff training so that they know both the benefits of the policies as well as what they need to do to implement the policies. Be sure to involve them in any ongoing evaluation and review of wellness policies.

### **SHOW SLIDE:** *Tips for Educating Children*

#### **SAY:**

We've discussed today many ways of educating children about healthy behaviors. Think about health whenever your budget allows you to purchase new books, posters, or toys. Teach children about healthy behaviors throughout the curriculum. Set a good example by modeling healthy eating and physical activity. Talk with the children about enjoyment of these healthy behaviors. Children learn best by example.

### **SHOW SLIDE:** *Tips for Reaching Parents*

#### **SAY:**

Gain parental support by providing them with copies of the policies when they enroll their children. You can also provide them written menus and talk with them about how you accommodate special needs. Provide parents with helpful tips about how they can support healthy behaviors at home. Provide them with fact sheets or newsletters from time to time. Try to involve parents in educational activities with their preschoolers around health.

### **SHOW SLIDE:** *Tips for Involving the Community*

#### **SAY:**

Don't forget that there are potential partnerships within the community that can help you implement best practices and wellness policies. These community partners can include businesses, health-care organizations, educational institutions, health departments, and others. Think about organizations that can help you:

- provide workshops for staff and families,
- assist with implementing a school or community garden,
- do a health fair and provide health screenings,
- organize community walks or family game days, and
- assist with research opportunities to show the benefits of healthy practices.

### **SHOW SLIDE:** *Next Steps*

#### **SAY:**

Please take a few minutes to write down some ideas in your Participant Workbook of things you can do to help implement best practices at your facility.

### **SHOW SLIDE:** *Questions?*

#### **ASK:**

Are there any questions?

#### **DO:**

Answer participants' questions and then proceed to the next slide.

### **SHOW SLIDE:** *Post-Assessment*

#### **SAY:**

Before you leave, please complete the Post-Assessment. Remember to put the same identifier at the top of the assessment that you used on the Pre-Assessment at the beginning of the workshop.

#### **DO:**

After participants have completed the assessment, thank them for attending the training.



## Appendix

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## Key Terms

**Active Play:** Any activity that uses large muscles and increases heart rate and breathing above what it would be if a child was sitting. Examples are walking, running, crawling, climbing, jumping, and dancing.

**Added Sugar:** Sugar ingredients that are added to foods during processing or preparation; does not include naturally-occurring sugars found in milk and fruits.

**Allergen:** A protein in food that triggers an immune response in a person who has an allergy.

**Anaphylaxis:** A severe allergic reaction that can cause death.

**CACFP:** The Child and Adult Care Food program (CACFP) is a U.S. Department of Agriculture-funded child nutrition program that provides reimbursement for meals and snacks served in participating child care centers, family child care homes, outside-school-hours programs, Head Start sites, and adult day care centers.

**Celiac Disease:** An auto-immune disease in which gluten causes damage to the intestines.

**Cross Contact:** When an allergen is accidentally transferred from a food with the allergen to a food or surface without the allergen.

**Cross Contamination:** The transfer of harmful substances or disease-causing microorganisms to food by hands, food, equipment, or surfaces.

**Danger Zone:** The temperature zone between 40°F and 140°F in which bacteria multiply rapidly.

**Family-Style Meals:** Meals at which tables are set with plates and utensils and food is passed in small containers from which the children serve themselves. Beverages are served in small pitchers so children can pour beverages themselves.

**Food Allergy:** An abnormal immune response that occurs when the body reacts to a certain food as if it is a harmful substance.

**Food Intolerance:** A reaction to food that does not involve the immune system.

**Foodborne Illness:** An illness that is carried or transmitted to people by a food or beverage.

**Hydrogenated Oils:** Oils that have been processed to turn them into solid fats, resulting in harmful *trans* fats that increase blood cholesterol. Typically found in commercially-prepared baked goods like crackers and cookies.

**ICN:** The Institute of Child Nutrition is the national center for USDA's child nutrition programs. It provides education, research, and resources in support of the child nutrition programs.

**Lactose Intolerance:** A common food intolerance that results in the inability to properly digest the sugar in milk.

**Legumes:** A term used for dried beans and peas.

**MyPlate:** A USDA graphic used as a tool to provide basic nutrition guidance.

**Obesity:** In children, it is defined as a Body Mass Index (BMI) at or above the 95th percentile for children of the same age and gender.

**Overweight:** In children, it is defined as a Body Mass Index (BMI) at or above the 85th percentile and lower than the 95th percentile for children of the same age and gender.

**Partially Hydrogenated Oils:** Oils that have been processed to turn them into solid fats, resulting in harmful *trans* fats that increase blood cholesterol. Typically found in commercially-prepared baked goods like crackers and cookies.

**Structured Physical Activity:** Activity that is led by an adult caregiver.

**Trans fats:** The type of fat that occurs when oils are hydrogenated or partially hydrogenated to turn them into solid fats. *Trans* fats increase blood cholesterol levels.

**Unstructured Physical Activity:** Activity that is led by children and also is known as free play.

**Wellness Policy:** A written document that creates the framework for healthy environments by using goals and action steps.

**Whole Grains:** Grain products that contain the entire grain kernel (the bran, germ, and endosperm).

**USDA:** The United States Department of Agriculture is the Federal agency that administers the child nutrition programs, including the Child and Adult Care Food Program.

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