



**Kentucky Public Health**

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# Nurturing Healthy Eaters in Early Care & Education

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## Module Handout

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## Introduction

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This module explains healthy eating best practices. The content focuses on increasing knowledge and awareness of healthy practices and their impact on young children. During this session participants are expected to increase their knowledge, awareness and motivations to work towards healthy change.

### Objectives

- Describe best practices for healthy eating
- Identify change opportunities within their program
- Identify one strategy to incorporate with families around healthy eating
- Create Action Plan to implement one change in the area of healthy eating or the nutritional environment in your program

### Activation



**Our attitudes about food and food preferences begin to develop in early childhood.** As adults and caregivers how we interact with children around food and nutrition can influence their habits and behaviors. Consider your own food story.

#### ACTIVITY: My Food Story

*As a child my favorite food was \_\_\_\_\_ and my least favorite food was \_\_\_\_\_. The smell of \_\_\_\_\_ cooking brings me back to my home.*

*The three most common items/ingredients included in most of my meals were:*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

*The first thing I learned to cook, as a child was \_\_\_\_\_. One dish(s) that was very important to my family/my home was \_\_\_\_\_.*

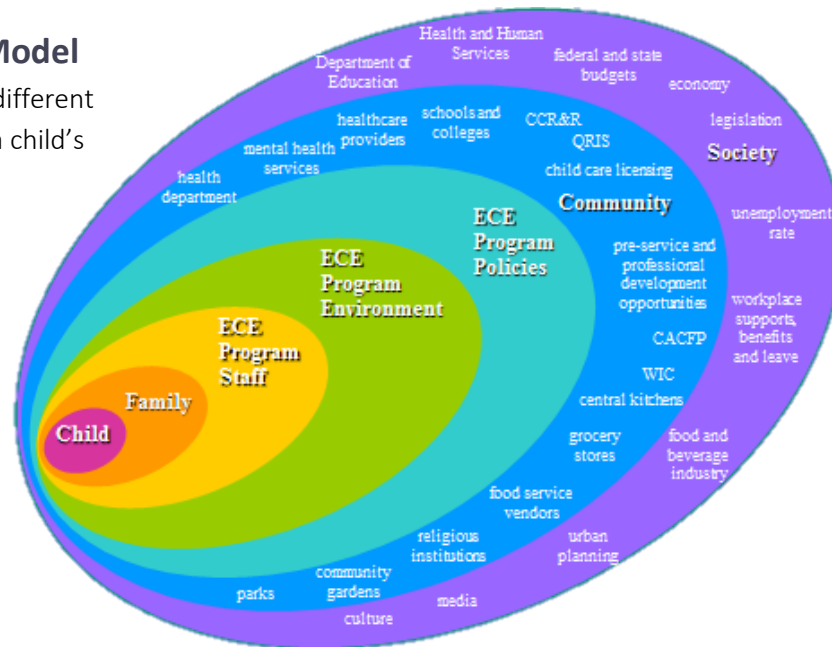
*From the Oakland Food Policy Council, Food Justice Curriculum ©2016*

## Part A: Healthy Nutritional Environments

The nutrition environment in an ECE environment consists of more than the meals and snacks served. Other components of the nutritional environment include menus, mealtime environments, role modeling, program policies and nutrition education for children, parents and staff.

### Social Ecological Model

This model depicts the different systems that influence a child's behaviors.



### Division of Responsibility of Feeding



**Children have natural ability with eating.** They eat as much as they need, they grow in the way that is right for them, and they learn to eat the food their parents and caregivers eat. Step-by-step, throughout their growing-up years, they build on their natural ability and become eating competent. Parents and caregivers let them learn and grow with eating when they follow the Division of Responsibility in Feeding.

#### Parents or ECE professionals decide:

- What food will be served
- When food will be served
- Where the food will be served

#### Children decide:

- How much food will be eaten
- Whether or not a food is eaten

The division is slightly different for infants as the parent decides what food will be served and the infant decides when, where, how much, and whether food is eaten.

*Read More:*

<http://ellynsatterinstitute.org/dor/divisionofresponsibilityinfeeding.php#sthash.L3LIOSz7.dpuf>



# Phrases that *HELP* and *HINDER*



As the caregiver, you play the biggest role in your child's eating behavior. What you say has an impact on developing healthy eating habits. Negative phrases can easily be changed into positive, helpful ones!

## Phrases that *HINDER*

### INSTEAD OF ...

*Eat that for me.*

*If you do not eat one more bite, I will be mad.*

Phrases like these teach your child to eat for your approval and love. This can lead your child to have unhealthy behaviors, attitudes, and beliefs about food and about themselves.

### INSTEAD OF ...

*You're such a big girl; you finished all your peas.*

*Jenny, look at your sister. She ate all of her bananas.*

*You have to take one more bite before you leave the table.*

Phrases like these teach your child to ignore fullness. It is better for kids to stop eating when full or satisfied than when all of the food has been eaten.

### INSTEAD OF ...

*See, that didn't taste so bad, did it?*

This implies to your child that he or she was wrong to refuse the food. This can lead to unhealthy attitudes about food or self.

### INSTEAD OF ...

*No dessert until you eat your vegetables.*

*Stop crying and I will give you a cookie.*

Offering some foods, like dessert, in reward for finishing others, like vegetables, makes some foods seem better than others. Getting a food treat when upset teaches your child to eat to feel better. This can lead to overeating.

## Phrases that *HELP*

### TRY ...

*This is kiwi fruit; it's sweet like a strawberry.*

*These radishes are very crunchy!*

Phrases like these help to point out the sensory qualities of food. They encourage your child to try new foods.

### TRY ...

*Is your stomach telling you that you're full?*

*Is your stomach still making its hungry growling noise?*

*Has your tummy had enough?*

Phrases like these help your child to recognize when he or she is full. This can prevent overeating.

### TRY ...

*Do you like that?*

*Which one is your favorite?*

*Everybody likes different foods, don't they?*

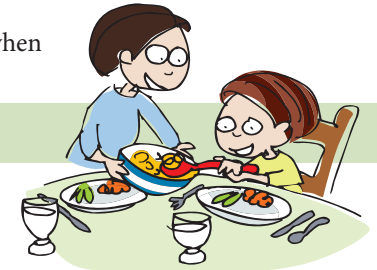
Phrases like these make your child feel like he or she is making the choices. It also shifts the focus toward the taste of food rather than who was right.

### TRY ...

*We can try these vegetables again another time. Next time would you like to try them raw instead of cooked?*

*I am sorry you are sad. Come here and let me give you a big hug.*

Reward your child with attention and kind words. Comfort him or her with hugs and talks. Show love by spending time and having fun together.



### **ACTIVITY: Phrases That Help and Hinder**

*Using the handout from the previous page, identify one of the helping phrases that you will add to your mealtime conversations with children. List it here:*

*Try it out at your next meal or snack! What were your results? What would you do differently next time?*

### **Nutrition Education for Young Children**



**Lesson plans can include nutrition education.** Subjects can include: reading books that introduce healthy foods and model healthy eating habits (literacy), counting fruits and vegetables or sorting foods by color or shape (math), or exploring healthy foods through the senses and gardening activities (science).

Supplemental curriculum focused on nutrition can help support teachers in providing nutrition education to children. The first two curricula on the below are available for purchase. The last two on the list below can be downloaded or ordered at no cost on the website listed.

- **Learning About Nutrition through Activities** - <http://lananutrition.com/>
- **Color Me Healthy** - <http://www.colormehealthy.com/>
- **Eat, Play Grow** - <http://www.nhlbi.nih.gov/health/educational/wecan/tools-resources/eatplaygrow.htm>
- **Grow It, Try It, Like It!** - <http://www.fns.usda.gov/tn/grow-it-try-it-it>

### **ACTIVITY: Supplemental Curriculum**

*Visit the Grow It, Try It, Like it! Website listed above. Click on one of the books listed and explore activities in the kit. Identify one activity you could use in your classroom. Briefly describe the activity here:*

# Healthy Celebrations



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

## General Tips

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



## Suggestions for Healthy Celebration Foods

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



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



## Suggestions for Healthy Foods for Celebrations:

### 8 - 12 Months

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

### 1 - 6 Years

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

### 6 - 12 years

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

## Healthy Ways to Celebrate:

- Allow children to help plan activities and a healthy menu to complement the celebration.
- Serve healthy foods that are the holiday's traditional colors. For example, serve cantaloupe, pumpernickel bread and low-fat cheddar cheese balls at a Halloween party, or vanilla yogurt with blueberries for Hanukkah.
- Decorate using fun holiday centerpieces made out of fruits and vegetables.
- Pass out party favors that promote physical activity (e.g., jump ropes, balls or Frisbees®).
- Plan parties at locations that encourage physical activity, such as a local park, pool or playground.
- Honor the birthday boy or girl with treats other than food, such as allowing them to choose a game or special activity or letting them wear a special crown, sash or badge on their birthday.
- Let children choose a favorite book to read to the class or a favorite physical activity.
- Take a field trip or walk to a fun new destination.
- Host a treasure hunt around the early care and education program, playground or neighborhood.



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### ACTIVITY: Healthy Celebrations

Using the document on the previous page, identify one healthy way to celebrate that you will incorporate into your next classroom party. Write it here:

### Healthy Nutritional Environments – Goal Setting



Incorporating improvements in your program’s nutritional environment requires goal setting.

Goal setting is the process of identifying what you want to achieve and the steps required to be successful. Select one improvement discussed during part A that you would like to implement. Complete the highlighted box below to identify steps, challenges and barriers to your goal. A sample goal is provided.

#### ACTIVITY: Goal Setting

*My improvement:*

*How will I do this?*

*What will this look like?*

*Who will this impact and who may be a source of support?*

*When will I implement my improvement?*

*Where will your improvement happen? Is it realistic? Why or why not?*

**Example improvement:** In my classroom we will offer a taste testing of a new food one time per month

**How will I do this?**

I will work with our cook and arrange a specific item to be prepared in the kitchen.

**What will this look like?**

I will request a different fruit or and vegetable prepared in different ways. I will incorporate this into my lesson plans.

**Who will this impact and who may be a source of support?**

This will expose children to new foods and help parents see the variety of foods children will eat. My director, our cook and our academic coordinator will support me.

**When will I implement my improvement?**

I will start in the upcoming month.

**Where will your improvement happen?**

Our taste testing will take place in our classrooms at the tables where we have our meals and snacks.



## Part B: Best Practices for Healthy Eating

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The Child and Adult Care Food Program (CACFP) partners with childcare centers, head starts, family daycare homes to provide healthy meals for the youngest Kentuckians. The CACFP contributes to the wellness, healthy growth, and development of young children by providing institutions monetary reimbursement for serving healthy meals.

The CACFP provides guidance for meal patterns and serving sizes. Meal patterns consider meal components, variety of food within a food group, portion size, frequency, and preparation.

*Read More:*

<http://education.ky.gov/federal/SCN/Pages/CACFPHomepage.aspx> [or call 502-564-5625]



**Serving Sizes are the minimum amount of a meal component that must be offered.** If children are still hungry, allow them more food. Encourage them to check in with their tummy and encourage fruits and vegetables first.

### **ACTIVITY: CACFP Daily Meal Pattern Guidelines**

Use Nemours Healthy Eating Guide, p. 18 -[https://d3knp61p33sjvn.cloudfront.net/media-resources/ECELC/C5/LS2/Nemours Best Practices for Healthy Eating Guide COMPLETE.pdf](https://d3knp61p33sjvn.cloudfront.net/media-resources/ECELC/C5/LS2/Nemours_Best_Practices_for_Healthy_Eating_Guide_COMPLETE.pdf)

*By looking at the CACFP daily meal pattern guidelines, find the column of the age group you care. What is the serving size for fruits and vegetables at lunch for your age group?*

## Meal Components

### Fruits & Vegetables (Nemours Best Practices for Healthy Eating p. 24)

#### Recommended

- A variety of fruits and/or vegetables\* should be offered at every meal
- Fresh or frozen fruit\*
- Fresh or frozen vegetables\*
- Canned fruits (in 100% juice or water)
- Canned vegetables, no- or low-sodium
- Dried fruits and vegetables for children four and older

*\*For children under four, cut into bite-size pieces and/or cook to prevent choking*

#### Limit

- 100% fruit and/or vegetable juices to no more than one age-appropriate serving per day. Juice may be eliminated entirely if desired.
- Added fat, sugar, or salt

#### Not Recommended

- Dried fruit or vegetables for children under four (choking hazard)
- Fruit-based drinks with added sugars (i.e. juice drinks or cocktails, punch, etc.)
- Fried or pre-fried vegetables or fruits (e.g. French fries, tater tots)

\*Provide at least one serving each of dark green vegetables (e.g., spinach, kale, chard, collard greens, broccoli, etc.), red and orange vegetables (e.g., carrots, squash, red/yellow/orange bell peppers, sweet potatoes/yams, etc.), and other vegetables (e.g., green beans, beets, corn, etc.) once per week.

### Grains (Nemours Best Practices for Healthy Eating p. 25)

#### Recommended

- Make at least half of grain servings whole grains\*
- Grain foods that have more than 3 grams of fiber per serving, as labeled
- Foods should have zero grams of *trans* fat

#### Limit

- Added fat, sugar or salt

#### Not Recommended

- Cereals or grains with more than 6 grams of sugar per serving, as labeled
- Sweet grains (cakes, cupcakes, donuts, Danishes, cinnamon rolls, toaster pastries, granola bars, cookies, commercially-prepared muffins, etc.)

\*To determine if a product is a whole grain, look on the ingredients list. A whole grain should be the first ingredient listed, or the first ingredient after water. Examples of whole grains include: whole grain pasta, whole grain bread, whole grain cereal, brown rice, oatmeal, bulgur, quinoa.

### Meats and Meat Alternatives (Nemours Best Practices for Healthy Eating p. 26)

#### Recommended

- Lean meats (beef, veal, and/or pork)
- Skinless poultry (chicken, turkey)
- Fish
- Alternate protein product (tofu)
- Cooked beans and peas (legumes)
- Nut butters
- Eggs
- Yogurt with no more than 23 grams of sugar per 6 ounces
- Fat-free or reduced-fat cheese
- Fat-free or low-fat cottage cheese
- Meats and meat alternates should be cut into bite-size pieces to prevent choking
- Foods should have zero grams of *trans* fat

#### Limit

- Added fat, sugar or salt

#### Not Recommended

- Fried foods
- Pre-fried baked foods such as chicken nuggets and fish sticks
- Processed meats, such as hot dogs, bologna, bacon and sausage
- Chicken or turkey with the skin
- Shark, swordfish, king mackerel, tile fish, albacore tuna (high in mercury)
- Processed cheese food or cheese product
- Nuts and seeds (choking hazard for children under four)\*
- Yogurt with more than 23 grams of sugar per 6 ounces

\*If using nuts and seeds for children under four, serve them ground or finely chopped in a prepared food.

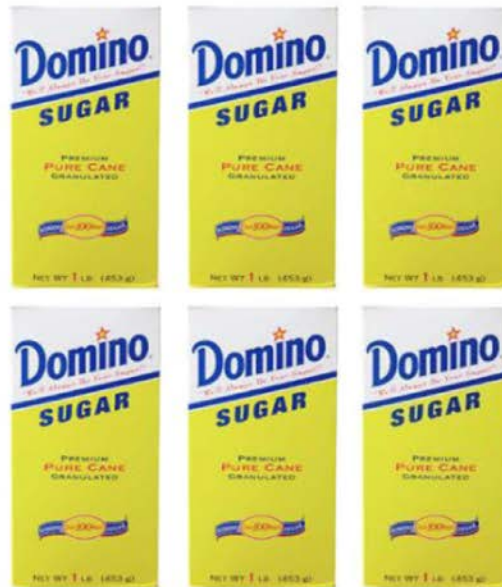
## ACTIVITY: Finding Resources

Visit the Kentucky Child Care Health Consultation: <http://www.kentuckycchc.org>. Under the resources tab, scroll down to nutrition and identify one resource relating to fruits and vegetables and list the resource here:

### Sugar Sweetened Beverages



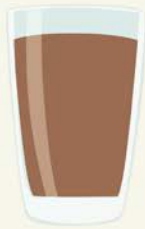
A best practice in child nutrition is limiting consumption of sugar sweetened beverages. Sugar sweetened beverages are high in calories and low in nutrients. These beverages contribute to tooth decay in young children. The next pages of your handout contain images that depict the amounts of sugar in drinks and common snack foods.



A child drinking 4 oz. of apple juice during daily snack time at child care will consume 2880 grams of sugar in 1 year. *That's 6 pounds of sugar.*

# Dr. Wei Hidden Sugars

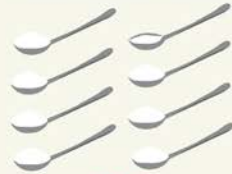
**CHOCOLATE MILK**  
ONE 8 OZ GLASS



25 - 29 GRAMS OF SUGAR



7.25 TEASPOONS



OR

1 SNICKERS BAR



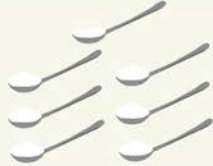
**JUICE**  
ONE 8 OZ GLASS  
100% APPLE JUICE



27 GRAMS OF SUGAR



6.75 TEASPOONS



OR

1 FUDGE BROWNIE



**CAPRI SUN**  
ONE 6 OZ POUCH



16 GRAMS OF SUGAR



4 TEASPOONS



OR

5 THIN MINT  
GIRL SCOUT COOKIES



**COKE**  
ONE 12 OZ CAN



39 GRAMS OF SUGAR



9.75 TEASPOONS



OR

1.5 SCOOPS OF  
BASKIN ROBBINS ICE CREAM



**COKE**  
ONE 20 OZ BOTTLE



65 GRAMS OF SUGAR

12.25 TEASPOONS



OR

2.6 SCOOPS OF  
BASKIN ROBBINS ICE CREAM



**MINUTE MATE**  
ONE 20 OZ BOTTLE



67 GRAMS OF SUGAR

16.75 TEASPOONS



OR

2.5 CUPCAKES



**VITAMIN WATER**  
ONE 20 OZ BOTTLE



33 GRAMS OF SUGAR

8.25 TEASPOONS



OR

9.4 OREO COOKIES



# Dr. Wei Hidden Sugars (continued)

**DANIMALS YOGURT DRINK**

2.5 TEASPOONS OF SUGAR



OR

2 NEWMAN-OS



10 GRAMS PER BOTTLE

**GO-GURT YOGURT TUBE**

2.5 TEASPOONS OF SUGAR



OR


2.5 OREO COOKIES



10 GRAMS PER TUBE


**YOGABY ORGANIC YOGURT**

3 TEASPOONS OF SUGAR



OR

1.5 POPSICLES



12 GRAMS PER CONTAINER

**STARBUCKS FRAPPUCINO DRINK**

11.5 TEASPOONS OF SUGAR



OR


11.5 POWDERED SUGAR DONETTES



46 GRAMS IN ONE BOTTLE


**RED BULL**

6.75 TEASPOONS OF SUGAR



OR

1.6 KREME DONUTS



27 GRAMS IN 8 OZ CAN

**SOBA**

8.25 - 9.75 TEASPOONS OF SUGAR



OR

2.5 - 3 CHOCOLATE FROSTED DONUTS



33-39 GRAMS PER 12 OZ CAN

**LOTORANGE**

5.25 TEASPOONS OF SUGAR



OR

1 SERVING BEN & JERRYS CHERRY GARCIA ICE CREAM



21 GRAMS PER 12 OZ

**HAWAIIAN PUNCH**

7.25 TEASPOONS OF SUGAR



OR

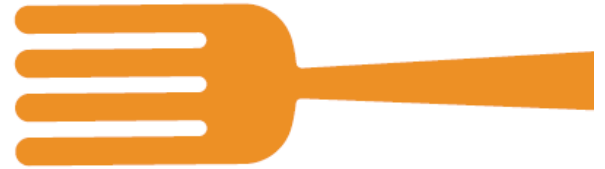
3.6 POPSICLES



29 GRAMS IN 8 OZ CLASS

# Child and Adult Care Food Program Meal Pattern Revision:

## Best Practices



The new CACFP meal patterns lay the foundation for a healthy eating pattern for children and adults in care. USDA also developed [optional best practices](#) that build on the meal patterns and highlight areas where centers and day care homes [may take additional steps to further improve the nutritional quality of the meals they serve](#). The best practices reflect recommendations from the Dietary Guidelines for Americans and the National Academy of Medicine to further help increase participants' consumption of vegetables, fruits, and whole grains, and reduce the consumption of added sugars and saturated fats.





### CACFP Best Practices

USDA highly encourages centers and day care homes to implement these best practices in order to ensure children and adults are getting the optimal benefit from the meals they receive while in care:


#### Infants

- \* Support mothers who choose to breastfeed their infants by encouraging mothers to supply breastmilk for their infants while in day care and offer a quiet, private area that is comfortable and sanitary for mothers who come to the center or day care home to breastfeed.

#### Vegetables and Fruit

- \* Make at least 1 of the 2 required components of a snack a vegetable or a fruit. 
- \* Serve a variety of fruits and choose whole fruits (fresh, canned, dried, or frozen) more often than juice.
- \* Provide at least one serving each of dark green vegetables, red and orange vegetables, beans and peas (legumes), starchy vegetables, and other vegetables once per week. 

#### Grains


- \* Provide at least two servings of whole grain-rich grains per day. 

#### Meat and Meat Alternates

- \* Serve only lean meats, nuts, and legumes.
- \* Limit serving processed meats to no more than one serving per week.
- \* Serve only natural cheeses and choose low-fat or reduced fat-cheeses.

See the reverse side for **Additional Best Practices and Resources.**

#### Milk

- \* Serve only unflavored milk to all participants. If flavored milk is served to children 6 years old and older, or adults, use the Nutrition Facts Label to select and serve flavored milk that contains no more than 22 grams of sugar per 8 fluid ounces, or the flavored milk with the lowest amount of sugar if flavored milk within this sugar limit is not available. 
- \* Serve water as a beverage when serving yogurt in place of milk for adults.

## CACFP Best Practices Continued



### Additional Best Practices

- \* Incorporate seasonal and locally produced foods into meals.
- \* Limit serving purchased pre-fried foods to no more than one serving per week.
- \* Avoid serving non-creditable foods that are sources of added sugars, such as sweet toppings (e.g., honey, jam, syrup), mix-in ingredients sold with yogurt (e.g., honey, candy, or cookie pieces), and sugar sweetened beverages (e.g., fruit drinks or sodas).
- \* Adult day care centers should offer and make water available to adults upon their request, throughout the day.



## Resources

Find useful tips and strategies to help you incorporate the best practices into your every day meal service:

**Nutrition and Wellness Tips for Young Children** (<http://www.fns.usda.gov/tn/nutrition-and-wellness-tips-young-children-provider-handbook-child-and-adult-care-food-program>)

Child care providers can use these tips to incorporate key recommendations and best practices into their menus and daily schedules.

**Feeding Infants** (<http://www.fns.usda.gov/tn/feeding-infants-guide-use-child-nutrition-programs>)

This guide presents information on infant development, nutrition for infants, breastfeeding and formula feeding, feeding solid foods, sanitary food preparation, safe food handling, and much more!

**Healthy Meals Resource System** (<https://healthymeals.nal.usda.gov/>)

CACFP centers and day care homes will find more menu planning tools, recipe ideas, and additional tips and ideas to help implement the new meal patterns and best practices, such as hosting taste tests to help introduce and get children excited about new foods and menus.

**Team Nutrition Resource Library** (<http://www.fns.usda.gov/tn/resource-library>)

Visit the Team Nutrition Resource Library for free nutrition education materials to further reinforce and complement the nutrition messages taught by serving healthful foods.

**MyPlate** (<http://www.choosemyplate.gov/>)

Resources found on the MyPlate website can help CACFP centers and day care homes identify healthier options to ensure menu choices contain the most nutrients children need to grow.

**ICN Education and Training Resources** (<http://nfsmi.org/Templates/TemplateDivision.aspx?qs=cEIEPTc=>)

The Institute of Child Nutrition’s resources provide education and training opportunities to help provide nutritious meals in CACFP homes and day care settings.

### Snack Menu Analysis Activity

Using the information discussed, circle components of the menu you might adjust to align with best practices.

Monday	Tuesday	Wednesday	Thursday	Friday
Gold Fish	Apple slices	Graham Crackers	Wheat Crackers	Pretzels
Apple Juice	Mozzarella Cheese stick	Chocolate Milk	Hummus	Apple Juice
	Water		Water	

Best practices include the following:

- 100% fruit juice is served no more than 1 x per day or eliminated
- 1 of the 2 required components of a snack is a vegetable or a fruit (juice does not count as a fruit)
- Serve only unflavored milk.

List what you would substitute for each of your circled snack components.



## Part C: Resources to Support Healthy Eating in Early Care and Education



### Nemours Best Practices for Healthy Eating

This resource has general guidance, sample policies, family tip sheets and menu planning supports.

[https://d3knp61p33sjvn.cloudfront.net/media-resources/ECELC/C5/LS2/Nemours Best Practices for Healthy Eating Guide COMPLETE.pdf](https://d3knp61p33sjvn.cloudfront.net/media-resources/ECELC/C5/LS2/Nemours%20Best%20Practices%20for%20Healthy%20Eating%20Guide%20COMPLETE.pdf)



### The United States Department of Agriculture Website

This site to support programs in finding recipes for small or large groups and has a variety of free cookbooks to download.

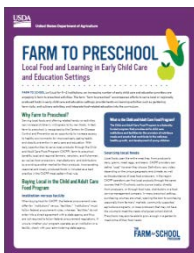
[www.whatscooking.fns.usda.gov](http://www.whatscooking.fns.usda.gov)



### The Kentucky Proud Produce Guide

This supports programs in finding in season produce grown in Kentucky.

[http://www.kyagr.com/marketing/documents/kyp\\_produceavailabilityguide.pdf](http://www.kyagr.com/marketing/documents/kyp_produceavailabilityguide.pdf)



### Farm to Preschool

This handout from USDA is a resource available to support you in beginning to work with a farm in getting produce for your program.

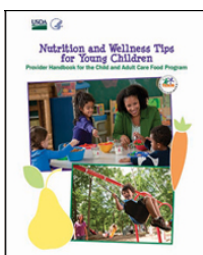
[http://www.fns.usda.gov/sites/default/files/f2s/FactSheet Farm to Preschool.pdf](http://www.fns.usda.gov/sites/default/files/f2s/FactSheet_Farm_to_Preschool.pdf)



### The Two Bite Club

This educational storybook, available in English and in Spanish, was developed to introduce MyPlate to young children. Free to download.

<http://www.fns.usda.gov/tn/two-bite-club>



### Nutrition and Wellness Tips for Young Children, Provider Handbook

This handbook not only provides information and tip sheets on nutrition and physical activity for young children, but also has activities providers can use to think through how they can use the information provided in the handbook. This is free to download.

<http://www.fns.usda.gov/tn/nutrition-wellness-tips-young-children>



### **Nutrition and Physical Activity Self-Assessment**

Known as Go NAP SACC is a tool for centers, school based programs, head start programs and family child care homes to assess their nutritional environments. Two tools are available: one focused on breast and infant feeding and another on child nutrition. These are free to download.

<https://gonapsacc.org/resources/nap-sacc-materials>



### **Choose MY PLATE.gov**

A website dedicated to supporting incorporating my plate into your program. Multiple resources designed for use with preschoolers and their parents as well as ideas and success stories.

<https://www.choosemyplate.gov/preschoolers-resources>



### **Let's Move Child Care!**

LMCC encourages and supports child care and early education providers to make positive changes in their programs in order to work toward a healthier future for children. LMCC offers childhood obesity prevention resources and tools to assist child care and preschool providers.

<https://healthykidshealthyfuture.org/>

## Part D: Partnering with Families

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Resources from the 5-2-1-0 toolkit can support you in sharing nutritional information with families. There are resources to download including monthly calendars, activity rings and fruit and vegetable logs. There are also items to order including free classroom posters, brochures and stickers.



More Information: <http://chfs.ky.gov/dph/mch/hp/5210/>

### **ACTIVITY: Tools for Family Engagement**

*List one strategy your program uses to share information with families about nutrition.  
Example: We send home nutrition tips in our monthly newsletter.*

*Visit the website <http://chfs.ky.gov/dph/mch/hp/5210> and identify one tool you can use with families to support their knowledge of sugar sweetened beverages.*

## Summary

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### **Policies**

Sample Nutrition policies are available in the Nemours Best Practices for Healthy Eating booklet and the Kentucky Child Care Health Consultation website ([www.kentuckycchc.org](http://www.kentuckycchc.org)). These samples can be adapted to meet your programs mission and goals.

### **Action Planning and SMART Goals**

Action Plans are tools to help you document your goals and establish steps and strategies to help you accomplish your goal. As you develop steps consider SMART steps.

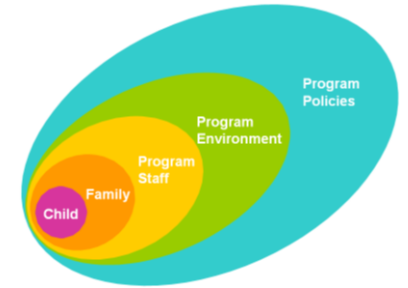
- Specific – What specifically do you want to accomplish?
- Measurable – How will you know when you reach your goal? (Ex. The menus will contain at least two fruits and two vegetables per day.)
- Attainable – How can you achieve this goal?
- Realistic – Is this something that you can do right now with the resources you have?
- Time bound – What is your deadline?

# Action Plan Worksheet

Start Date:

ECE Program Name:

Goal:



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

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