Culture of Wellness in Preschools

Younger. Healthier. Happier.

Resource Guide

With Support From:

The Colorado Health Foundation™

Rocky Mountain
Prevention Research Center
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Resource Guide

INTRODUCTION

Maintaining Momentum

We developed this COWP Resource Guide to support your Early Childhood Education (ECE) center in continuing to create a Culture of Wellness for children, parents and staff that will last for many years to come. Keep in mind that when we talk about parents, we are referring to parents, caregivers and family members that influence our children. The Whole Child expansion project adapted the five components of COWP in addition to promoting positive physical development through healthy eating and physical activity, also promote positive development in social, emotional and cognitive domains.

Your ECE center is off to a great start in creating a Culture of Wellness! Through your participation in COWP, you have implemented healthy eating and physical activity changes that are known to impact health now and in the future. The COWP demonstrations, recipes and activities are fresh in the minds of staff, and our job now is to give you tools to help maintain the momentum!

Planning, reinforcement and enthusiasm can help prevent busy schedules and other priorities from disrupting continued success. Healthy changes often start small and take time before becoming a habit. Building on past successes can be powerful, especially when accomplished as a team. It is important to remember that setbacks are normal, and that the key to overcoming these is to support one another in the journey to lifelong wellness.

Supporting healthy eating and physical activity habits can be simple and fun. Our Resource Guide provides recipes and activities, as well as simple talking points that will outline what to say, do and show at parent meetings and in classroom activities. Parents and staff can take it from there. Our experience is that open discussions about healthy eating and physical activity allows parents and staff to share their ideas, challenges and successes. These conversations are what cause real change and support a Culture of Wellness at your ECE center.

Planning is the Key

Setting a schedule is the key to maintaining focus on wellness and preventing busy schedules from getting in the way. Keep it simple. **This Resource Guide recommends 4 meetings over the course of a year.** You can certainly plan more activities, but 4 meetings is a great beginning goal. One meeting will be with staff and three will be with both staff and families.

The staff-only meeting will focus on your program's policies around healthy eating and physical activity. Is your ECE center implementing the policies you agreed upon last year? Do you need help thinking through the policies and how to make them work? Do you want to add policies to make your Wellness Focus even stronger? This meeting is a refresher on current policies and helps to renew the

staff commitment to making wellness an integrated part of the program for the coming year. It is recommended that the staff meeting is held **in the Spring or Summer** so that policies are reviewed shortly before the start of the new school year in the Fall, (videos 1-7) step by step process.

The parent meetings will focus on healthy eating and staying active as a family. These meetings will be informal, with a demonstration or simple snack prep activity followed by open discussion. They will take approximately 30 minutes and should be **spread throughout the year in the Fall, Winter and Spring.** The months can vary but planning ahead is important for good attendance and to make sure meetings are not postponed. **Management and staff support in advertising the meetings and encouraging individual parent participation** supports good attendance and lively discussions.

Planning what to do first can make a difference. After reviewing the COWP Resource Guide, **meet with your manager to discuss your plans**. Share a few fun activities from the Resource Guide and set a schedule. Plan a staff meeting in June, July or August. Set a date and time. Then, plan a parent meeting in September or October, another in January or February and a third parent meeting in March, April or May. These meetings can be combined with other regularly scheduled meetings or set up as stand-alone meetings. Inform staff of these dates and put them on a planning calendar.

This Resource Guide, supporting handouts and videos are available on our website.
http://cowpprogram.com/resources/

SUMMARY OF RESOURCE GUIDE

Summer Staff Meeting
Topic: Staff review wellness policies, updates, and create renewed commitment to wellness
This is a great time to prepare for the new school year by reviewing your program's policies, as well as last year's accomplishments in the area of nutrition and physical activity. This sets the stage for a renewed commitment for the coming year.

Fall Parent Meeting
Topic: Helping Children Be Good Eaters - Optional Classroom Snack Prep Activity
Start the year off strong by exploring the challenges parents face in wanting their children to eat healthy. Explore what adults can do to support children in becoming good eaters. Set expectations for the meeting and start the discussion of healthy eating and physical activity both at school and at home.

Winter Parent Meeting
Topic: Better Beverages - Optional Classroom Snack Prep Activity
Discuss why limiting sugar in our diets sets the stage for planning healthier meals and snacks. Take a look at the sugar content of everyday foods and sweetened beverages, acknowledging that they are a major source of sugar in our diets. Explore making small changes that are proven to make a difference in the health of our children and ourselves.

Spring Parent Meeting
Topic: Staying Active as a Family - Optional Classroom Snack Prep Activity
Although staying active is important all year long, the winter can be especially challenging. Planning a parent meeting that focuses on staying active as a family and highlights indoor play with inexpensive everyday items is a welcome change from too much screen time.

Preparing: Using the Resource Guide

Staff Meeting Preparation:

1. **Schedule** your staff meeting.
2. **Review your ECE center's wellness policies** before the staff meeting**.**

Parent Meeting Preparation:

1. **Schedule** your parent meetings for the year.
3. **Review the key messages** and talking points on page 4.
4. **Review the outline** and optional script.
5. **Gather materials and make copies** of handouts.
6. **Advertise** and market the meeting/workshop to ensure good attendance. Ask staff members to encourage parents to attend and remind them of the upcoming workshop.

Enjoy the time with families and fun activities!

Staff meeting to Review Wellness Policies (for schools who **have** completed the PSE Change Process with a COWP facilitator)

Background Information for Staff Member Leading Staff Meeting

What are PSE Changes?

Policy, System, and Environment (PSE) changes are best practices that have been proven to increase healthy eating and physical activity opportunities for children and adults. As part of the COWP program, your school put some of these recommendations into practice. The changes within your setting are focused on healthy eating, physical activity, cognitive development, language and literacy development, and/or social emotional development.

Where can I find my school's PSE Changes?

The changes your ECE center planned to put into practice are on a separate document which will be emailed to you, titled *Policy, System, Environment (PSE) Changes*.

For a full list of best practices, refer to pages 10-14.

If your school has **not** worked through the PSE Change Process, refer to page 9 for instructions.

For more information on the full COWP PSE Change Process, visit our website at www.cowpprogram.com and click on the Resources section.

Your Role:

The goal of this Resource Guide is to help center directors and classroom staff sustain the changes that were put into practice by your center. We recommend that you discuss these practices with all staff, using the materials provided, while planning for each school year. All staff affected by these practices should be included in the planning.

Steps to sustaining best practices:

1. Complete the *Current Assessment* on page 5. Your school's PSE changes have been emailed to you.

2. Action plan for any practices that are rated as *partially* or *not* implemented in the *Current Assessment*. Use the *Action Planning Guide* on page 7 and plan a follow-up meeting to ensure action steps have been completed.

3. Review the *Best Practice Menus* starting on page 10 to determine if your school would like to work on any additional PSE changes into practice.

Current Assessment of PSE Changes

Please take a few minutes during a staff meeting to rate the status of your PSE changes. Involve as many staff as possible in this discussion so you can understand how the change is going in many different classrooms.

Encourage staff to be open during this discussion. It is OK, and likely, that some changes are partially or not implemented. This process will help you understand what the ECE center needs to fully implement these PSE changes and have a positive impact on children and staff.

To rate the level of implementation, consider the following definitions (share these definitions during the discussion):

Not Implemented: The PSE Change is not currently being implemented at your ECE center
Partially Implemented: The PSE Change is sometimes being implemented at your ECE center (some classrooms, some days, etc.)
Fully Implemented: The PSE change is always being implemented at your ECE center (all classrooms, all days)

Change	**Extent Implemented** (not, partially, fully)	**Comments**
1.		**Successes:** **Challenges:**
2.		**Successes:** **Challenges:**
3.		**Successes:** **Challenges:**
4.		**Successes:** **Challenges:**

See following page for a sample Current Assessment

Current Assessment (example)

Please take a few minutes to rate the status of our PSE changes that your wellness team implemented. To rate the extent of implementation please consider the following definitions:

Not Implemented: The PSE Change is not currently being implemented at your ECE center
Partially Implemented: The PSE Change is sometimes being implemented at your ECE center (some classrooms, some days, etc.)
Fully Implemented: The PSE change is always being implemented at your ECE center (all classrooms, all days)

Change	Extent Implemented (not, partially, fully)	Comments
1. Classroom teachers lead children in structured physical activities daily (once in a 3-hour or less time period, twice in a 5-hour or more time period	**Partially**	**Successes:** *All classes include structured physical activities in their lesson plans.* **Challenges:** *New staff don't usually do this*
2. Meals are served family style (children serve themselves)	**Fully**	**Successes:** *All classrooms do this, starting in the twos room. They start with a very easy part of the meal, like passing around a basket of rolls.* **Challenges:**
3. Children participate in food preparation activities (ex. cutting fruits and veggies and helping serve/prepare meals)	**Not**	**Successes:** *Classes were doing this when Culture of Wellness provided the food and materials* **Challenges:** *Cost and planning*
4. Opportunities for children to read to audiences, including peers, parents, or even stuffed animals are provided daily.	**Not**	**Successes:** **Challenges:** *Not part of centers daily.*

Changes #1, #3, and #4 are* partially *or* not *implemented. The next step is to Action Plan for how to implement these changes into practice in your school.

Action Planning Guide

Use this action planning guide to plan for implementation of any PSE change that is not fully implemented in your ECE setting. You will use one page for each change. See next page for example Action Planning Guide.

List the PSE change you are planning for:

PSE Change: _____

_____

Steps	Who is responsible for completing this step?	What resources are needed? (knowledge, skills, money, time, etc.)	When does this need to be accomplished?	Notes

Action Planning Guide (example)

PSE Change: *Classroom teachers lead children in structured physical activities daily (once in a 3-hour or less time period, twice in a 5-hour or more time period*

Steps	Who is responsible for completing this step?	What resources are needed? (knowledge, skills, money, time, etc.)	When does this need to be accomplished?	Notes
Make list of structured physical activity ideas that all staff could lead	*Carla (teacher)*	*Planning time*	*7/15*	*Director will give Carla planning time this week*
Print and laminate the list of structured physical activity ideas	*Carla*	*Time*	*7/15*	
Give list of activity ideas to all teachers and post on outside door	*Erin (director)*	*Time on staff meeting agenda*	*8/5*	*Erin will give this to teachers at August staff meeting*
Discuss expectations around structured activity (ex: 2x daily, indoors or outdoors, etc.)	*Erin*	*Time on staff meeting agenda*	*8/5*	
Write the PSE change into policy handbook for staff and parent handbook	*Erin*	*Time*	*7/15*	
Check in with teachers monthly about successes and challenges (during staff meeting, email, or memo)	*Hayley (wellness champion)*	*Time on staff meeting agendas*	*Monthly*	*Hayley will review wellness practices at each staff meeting (5 minutes at the beginning of every meeting)*

How to Begin the PSE Change Process (for schools who have **not** completed the PSE Change Process with a COWP facilitator)

What are PSE Changes?

Policy, System, and Environment (PSE) changes are best practices that have been proven to increase healthy eating and physical activity opportunities for children and adults. You will work through three steps to select and implement PSE changes. These changes can be focused on healthy eating, physical activity, cognitive development, language and literacy development, and/or social emotional development.

Steps to Implement PSE Changes:

1. Rate how all PSE changes are currently being implemented in your school pages 10-14. You can use just one menu to focus on a specific area your school would like to improve (i.e. healthy eating only), or use multiple/all menus to implement various PSE changes.
2. Use the Importance and Prioritizing Changes tool to decide which changes your school will plan to implement page 15.
3. Develop action plans to outline the steps necessary to implement your selected PSE changes page 7.

For more information on the full COWP PSE Change Process, visit our website at www.cowpprogram.com and click on the Resources section.

Not	Partially	Fully	EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE CHILD-FOCUSED PHYSICAL ACTIVITY IN A PRESCHOOL SETTING
			PHYSICAL ACTIVITY
			★ indicates potential Colorado Shines alignment **+** indicates Colorado State licensing requirement
			Outdoor Play
			Classroom teachers lead children in structured physical activities daily (once in a 3-hour or less time period, twice in a 5-hour or more time period ★5.5 **+**
			A variety of portable play equipment is freely available to students at all times
			Adequate outdoor facilities for play are provided (open space and fixed equipment)
			Teachers join children in active play ★
			Children have 2-3 opportunities for outdoor play (60-90 min) per day +
			Physical Activity is not to be used as a punishment
			Physical Activity is used as a reward opportunity for students
			Outdoor playtime is not withheld for poor behavior
			Music and Movement activities are implemented daily (either in classroom or during outdoor play)
			Indoor Environment
			Children are allowed 90-120 minutes of unstructured play per day
			Short activity sessions (10-15 min) using varied movements are implemented daily
			Children are not sedentary for more than 60 minutes at a time, except when napping
			Indoor play spaces are available for active play, including running
			Physical Activity Education
			Physical activity education is provided to children using a standardized curriculum at least 1 time per week
			Screen Time
			Screen time is limited to no more than 30 minutes per week & designated for educational or physical activity purposes only +
			Screen time is not used during any snack or meal time +
			Screen time is not used as a reward
			Additional Policies and Practices
			Visible support for physical activity is provided in classrooms and common areas through use of posters, pictures, and displayed books ★ 2.2

Not	Partially	Fully	EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE CHILD-FOCUSED HEALTHY EATING IN A PRESCHOOL SETTING
			HEALTHY EATING
			★ indicates potential Colorado Shines alignment **+** indicates Colorado State licensing requirement
			Meal Time Environment
			Meals are served family style (children serve themselves)
			Staff sit with children during meal times +
			Staff create social interaction and conversation about food at snack and meal times +
			Children are provided enough time and are not rushed to eat +
			Staff eat the same food and use informal modeling to encourage children to try foods
			Children decide when they are full during meals and snacks
			Food is not used as reward or punishment +
			Staff never eat less healthy food in front of the children
			Food Served
			Snacks consisting of fruits and/or vegetables are served 2-3 hours apart
			Only whole-grain foods are served
			At least one fruit and/or vegetable is served at every meal and snack
			Less than 4 oz of 100% juice is served no more than twice a week +
			Low-sodium meals or snacks are served every day
			High fat and high sugar foods are served less than once a week or not at all
			Water is readily accessible in all indoor and outdoor environments
			Only low-fat or non-fat white milk is served for children over 2 years of age
			Nutrition Education
			Nutrition education and cooking activities are included in lesson plans at least once per month
			Childcare professionals use a nutrition education curriculum that incorporates other subjects, such as sensory development, language, science, math and dramatic play
			Nutrition lessons reflect children's culture
			Children participate in food preparation activities (ex. cutting fruits and veggies and helping serve/prepare meals)
			Child care professionals teach children about the taste, smell and texture of foods, the benefits of eating healthy foods, as well as vocabulary and language skills about food and eating
			Food Served at Events
			Special occasions, including birthdays, are celebrated with healthy food or non-food activities
			Outside food is not permitted in the classroom
			Additional Policies and Practices
			Center has a garden and serves fruits/vegetables from the garden for children to taste ★5.7
			Visible support for healthy eating is provided in classrooms and common areas through use of posters, pictures, and displayed books ★ 2.2

Not	Partially	Fully	EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE COGNITIVE DEVELOPMENT IN A PRESCHOOL SETTING
			Policy/System Changes
			Musicians are invited to the classroom on a quarterly basis so children can experience live music.
			Staff engage children's senses to learn new concepts on a daily basis.
			Staff model language that encourages children to express wonder, pose questions, and provide evidence of discoveries.
			Children learn about their community and community members through the use of books, class visitors, and field trips.
			Staff model environmental consciousness (e.g. picking up trash, recycling) and incorporate into the daily curriculum.
			Mathematics and science learning are integrated with each other and with other content domains.
			Activities that encourage thinking and reasoning about numbers and support investigations into size, quantity, properties of objects, patterns, space, and measurement are included in the curriculum.
			Children group and order materials when cleaning up.
			Staff provide daily opportunities for children to count, group, and order household objects.
			Songs are included in the curriculum that have a growing pattern.
			Staff provide children with examples of diverse music, including cultural examples and examples in their community and home.
			Staff offer different types of music rhythms, patterns, and tempos and have the children imitate these by clapping or playing musical instruments.
			Environment Changes
			The classroom or program space has clearly defined areas with distinct boundaries and pathways.
			Developmental milestone charts where adults can easily read them are posted around the classroom/ECE center.
			The classroom has an ECE center/space dedicated to children resolving conflicts such as a "peace center".
			The classroom has spaces where children can partake in solitary activities.
			The classroom has a sensory table with various bowls, cups, or other containers to encourage measurement activities.
			The classroom has a variety of outdoor natural materials (e.g., smooth stones, shells, pinecones, acorns).
			Appropriate instruments are provided (e.g., maracas, rhythm sticks, bells, tambourines) for musical experimentation.
			Books related to movement are incorporated into the curriculum and staff highlight words and images that suggest movement.
			Age-appropriate art materials are provided.

			A variety of horizontal and vertical surfaces (e.g., easels, floor, walls) and two and three-dimensional objects (e.g., boxes, clay, plastic containers) for creative expression are provided.
			Staff introduce everyday household materials and toys that can be used multiple ways.
			Visits to historical places during field trips and excursions are incorporated into the curriculum.
			Staff promote children's dramatic play by providing props and stories that will stimulate a range of roles and scenarios.

Not	Partially	Fully	**EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE LANGUAGE & LITERACY IN A PRESCHOOL SETTING**
			Policy/System Changes
			Opportunities for children to read to audiences, including peers, parents, or even stuffed animals are provided daily.
			Background and contextual information regarding the literature being read is provided for children/s comprehension, vocabulary building, and decoding (through field trips, experiments, videos, or guest speakers).
			Parents are involved in supporting children's reading habits at home on a daily basis.
			Children have opportunities to experience various types of literature such as stories, informational texts, and poems.
			Vocabulary is reinforced through associated puzzles, games, and art activities.
			With each weekly/monthly theme in the classroom, staff provide a small set of target vocabulary words.
			Children learn about the sounds of language through exposure to linguistic awareness games, nursery rhymes, and rhythmic activities.
			Children sign in and out daily as they arrive and depart, practicing the letters of their names.
			For group activities, English Language Learners are paired with children who have strong English language skills.
			Children are provided with prompts when they need help expressing themselves.
			Children's home language is incorporated into the classroom when possible.
			Similarities between English and the child's home language is used as a foundation for instruction.
			Children are given opportunities to write in the classroom.
			Children are provided with ongoing practice and feedback related to print skills.
			Ample time for self-directed activities is provided.
			Classroom maintains predictable routines.
			Environment Changes
			Staff use Big Books to show children printed words.

			Staff use props when books are read aloud.
			Classroom has a space designated as a "library" (or class makes frequent trips to a public library).
			The "library" space has good lighting and lively displays of books.
			Classroom has alphabet books and alphabet puzzles in which children can see and compare letters.
			Classroom has key words associated with the weekly theme printed on walls with matching pictures.
			All objects in the classroom are labeled so children associate the word with the object.
			Varying levels and varieties of reading materials are provided in the classroom.
			Books are rotated on a weekly basis and are related to the thematic study of the week.

Not	Partially	Fully	**EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE SOCIAL & EMOTIONAL DEVELOPMENT IN A PRESCHOOL SETTING**
			Policy/System
			Staff use modeling and role-playing to model manners.
			Staff model appropriate language for children to use when expressing feelings such as anger and sadness during social interactions.
			Staff model verbal descriptions of children's actions and efforts daily.
			Staff include cultural activities and materials in the classrooms.
			Children build peer relationships through active play on a daily basis.
			Staff have discussions with children about their feelings and emotions while introducing new words that describe emotions on a daily basis.
			Staff use open-ended questions to begin a discussion with individual children or groups of children.
			Environment
			Staff provide materials and activities to further learning at the child's developmental level and to foster feelings of competence.
			Staff make adaptations to the classroom environment to support individual children's needs.
			Staff provide literature, materials, and activities that help children interpret and express a wide range of feelings related to self and others with appropriate words and actions.

Prioritizing Changes

After you have rated current implementation of all potential PSE Changes, you will narrow down which PSE Changes will be implemented. Use this prioritizing tool to help.

First, you will list all changes that were rated either not implemented, or partially implemented in the table below. Then, consider the importance and feasibility of each potential PSE Change.

If a change is evidence-based, will impact children daily or very often, and will reach many or all children in the setting, it is ranked as HIGH importance. Similarly, if a change will not take too much time or money to implement, and everyone involved supports the change, it is ranked as HIGH feasibility. Use this table to rank each possible change. Then, select 2-4 highly important and highly feasible changes to implement. Your next step will be Action Planning for implementation.

Importance	**Feasibility**
Evidence-based?	Time?
How often?	Money?
How many?	Support?

PSE CHANGE	Importance (Low, Medium, High)	Feasibility (Low, Medium, High)

Culture of Wellness in Preschools
Parent Workshop Summary

STAYING ACTIVE AND SCREEN TIME	✓Staying active as a family is fun, easy, and free. ✓Children should be physically active for 1 hour or more a day. ✓Your children are more likely to be active if you are active, too. ✓Children can be more active when screen time is limited to less than 2 hours a day. ✓Taking the TV and other screens out of the bedroom limits screen time.
HELPING CHILDREN BE GOOD EATERS	✓Making mealtime fun helps children enjoy trying new foods. ✓Children eat best when they see, touch, taste and smell the food. ✓Children may need to see a new food 8-12 times before they want to try it. ✓Children eat best when they do not feel pressured to eat.
EATING TOGETHER AND EATING AT HOME	✓ Sitting and eating with children: • Builds family values, confidence, and self-esteem. • Teaches eating habits that last a lifetime. ✓ Homemade meals can be healthier than eating out and save money.
BETTER BEVERAGES	✓ Sugar provides empty calories and none of the vitamins or minerals children need to grow well. ✓ High sugar drinks take away a child's appetite for healthy foods. ✓ Low-fat milk has the same vitamins and minerals as whole milk, but without the fat. ✓ Children over the age of 2 should drink 1% or skim milk. ✓ Whole fruit is more filling and provides healthy fiber missing from juice.
EAT MORE FRUITS AND VEGETABLES AT MEALS AND SNACKS	✓ Serve fruits and vegetables at most meals and snacks to get the nutrition we need. ✓ The goal is to eat 5 or more servings of fruits and vegetables per day. ✓ Children enjoy fruits and vegetables more when they help prepare them. ✓ Introducing fruits and vegetables in different ways and adding them to favorite recipes helps children eat more fruits and vegetables.

Outline: Parent Meeting #1 Helping Children Be Good Eaters

Goal:

To provide parents/caregivers new strategies to promote healthy eating habits for their family and to understand health practices proven to have a positive impact on health.

Objectives:

Participants will:

- Discuss ways to encourage children to try new foods and develop positive experiences around food.
- Prepare and sample fruit pizza.

I. Introductions (5 minutes)

a. Introduce yourself and provide a brief overview of today's topic

II. Salad Role Play & Helping Children Be Good Eaters Discussion (10 min)

a. Ask Participants:
   - Do any of you have kids that you consider to be picky eaters or find it challenging to get your kids to eat certain foods?

b. What does it mean to help children become good eaters?

   - Eat more healthy foods.
   - Eat less unhealthy foods.
   - Eat when they are hungry and stop eating when they have had enough.
   - Enjoy a variety of foods.

c. Ask for a volunteer to participate in the salad role play skit as the 'guest'. Perform the role play.

Text in blue: core content to be covered

Text in green: optional/adapt conversation based on time/audience

Materials

- ✓ Optional: Plates, silverware, cups, napkins for serving Fruit Pizza
- ✓ Optional: Children's books on food and eating

Handouts

- ✓ Helping Children Be Good Eaters Flyer/recipe handout (for all participants)
- ✓ Print out of role play (2 copies)

Optional: Recipe Ingredients

Fruit Pizza

- ✓ Whole wheat English muffins
- ✓ Whipped cream cheese
- ✓ 3 types of fruit – in season, canned or frozen

d. What happened in the role play?
   - Ask Participants:
     - How do you think the guest felt throughout the meal with her friend?
       - Participants might say: embarrassed, pressured, uncomfortable, frustrated, etc.
     - What did the host do that made the guest feel uncomfortable, embarrassed, pressured, etc.?
     - Was there anything the host did in this situation that you might find yourself doing with your children?
   - Encourage participants to think about the difference between how we treat children and how we treat adults when it comes to eating.

- Challenge: After reflecting on the role play, offer parents an opportunity to share any possible changes they would like to make in how they handle eating with their children.

e. Why do you think some experts say that making mealtimes fun helps children try new foods and become good eaters?
   - What can we do to make mealtimes fun?

     - Sit down together.
     - Pleasant mealtime conversation.
     - Make mealtimes relaxed.
     - Involve children in activities like setting the table or helping make the meal.
       - Share the table setting visual.

f. Children eat best when they do not feel pressured to eat. Why wouldn't we want children to feel pressured when they eat?

- What do you think of this recommendation?
- Review children's books about food/eating.

  - Discuss how these books can be used to increase children's interest in food and eating without feeling pressured.

g. Have you heard that children may need to see a new food 8-12 times before they want to try it?

Materials: Salad Role Play Skit

- ✓ Plates
- ✓ Salad ingredients:
- ✓ Examples: lettuce, peppers, cheese, olives, canned beets

- What do you think of this recommendation?
- What are some simple ways we could incorporate this into our routines at home?
- Have any of you ever seen it work?

h. Children eat better when they have seen, touched, tasted and smelled the food.
   - What do you think of this recommendation?
   - What are some simple ways we could incorporate this into our routines at home?
   - Do any of you like to cook with your children?
   - Do any of you ever go to the grocery produce section or farmer's market with your children?

III. Fruit Pizza (10 min)

a. Distribute Ed Flyer handout.
b. Invite participants to wash their hands and finish cold prep of the recipe.
c. Ask: What do you think of the fruit pizza? Guide discussion around the recipe and what people liked and disliked, focusing on how it could be altered depending on availability of fruits/vegetables and how children could get involved in making the recipe.

IV. Summary (5 min)

a. Make sure each participant has the Helping Children Be Good Eaters Flyer/recipe handout and spend a few moments going over each of the points on the flyer.
b. Ask if participants would like to share any possible changes they would like to make for their families.

Parent Wellness Meeting #1

Helping Children Be Good Eaters

Optional Presenter's Script

Text in blue - core content to be covered

Text in green - optional/adapt conversation based on time

I. Introduction:

Good Morning/Afternoon/Evening.

My name is _____ and I am the Wellness Coordinator for our Early Childhood Program. You may remember that we participated in the Culture of Wellness in Preschools Program (COWP) last year. This year we will keep our Culture of Wellness focus and have three parent meetings throughout the year. We look forward to supporting each other as we make healthy changes in nutrition and physical activity throughout the year.

II. Helping Children Be Good Eaters

Today's workshop includes tips and strategies we can use to help children to be good eaters. This includes exploring some of the challenges in feeding picky eaters.

Can anyone give an example of when their child was being picky when it came to eating?

Presenter's Note: Allow time for parents to share their thoughts.

What concerns do you have about your child's eating habits?

Have you ever noticed that your children want what you have to eat or that your favorite foods become their favorite foods?

What do you think it means to help children be good eaters?

What things would you like to see your children eat more of?

Healthy foods? Like what?

Would you like them to enjoy lots of different foods?

Enjoy less of certain foods?

Junk food? Like what?

Good eaters enjoy a variety of healthy foods. Learning good eating habits can last a lifetime.

Salad Role Play Skit:

(Copies of script are in handout section)

Now I need a volunteer to help me act out a role play or skit about mealtime. All you will need to do is read a short script and play along. I ask that the rest of you be ready to share what you notice during the skit and be prepared to share your thoughts after.

We are going to pretend that I've invited a friend over for lunch.

Presenter's Note: Role play script is in handout section. Print a copy to give to the volunteer. Each person reads their part.

What was going on in this skit?

What seemed unusual?

Did you notice that the guest was criticized for forgetting the birthday? How do you think that made the guest feel?

The Hostess had already eaten. Did that seem unusual? Why?

The guest's food requests and opinions were disregarded. How do you think the guest felt?

Uncomfortable, pressured to eat, and afraid she was going to be asked to eat food she did not want.
Concerned that she might have to eat more than she wanted.

Do you think this kind of thing ever happens to children? When? Why?

Presenter's Note: Our goal is to focus discussion on making a pleasant and relaxed mealtime. Look for opportunities to emphasize these talking points:

- **Children eat best when they do not feel pressured to eat.**
- **Making mealtimes fun helps children enjoy trying new foods.**

Imagine a fun and enjoyable meal. What would that be like? What would be happening at the table?

Did you know that experts say: Making mealtimes fun helps children enjoy trying new foods• (key talking point)?

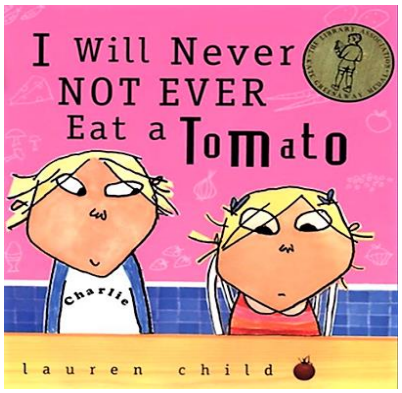
If you were to change the way you handle mealtimes to make it more enjoyable for your child, what would it look like?

Let's continue to explore what experts say we can do to help children become good eaters.

Keeping mealtimes relaxed is one of the easiest ways to make mealtime fun. Sitting together and pleasant conversation make it fun for our children and for us! Another way to add fun is to explore books about food outside of mealtimes.

Presenter's Note: show books from your ECE center that are about food or where food comes from.

An example might be: "I Will Never NOT EVER Eat a Tomato" book uses imaginative ways to describe food that makes it fun for children to try eating "rain drops from Jupiter".



Have you ever seen a fun meal help children try new food?

Examples might include:

- Calling food fun names
- Holiday celebrations
- Special times with family and friends

Another expert recommendation that relates to making mealtimes fun and enjoyable is:
Children eat best when they do not feel pressured to eat (key talking point).

What do you think of this recommendation?
Why do we coax or pressure children to eat?

We think it might help children like a new food.

We think if we insist that they take a bite they will like it.

We worry that children are not eating enough or enough of the right foods.

These are all reasons good parents get into arguments with their children around eating. Experts tell us that when we pressure children to eat it makes them like the food less. Children eat best when they feel like they are in control and can challenge themselves to try something new when they feel they are ready.

Another way to say this is that it is the adult's job to plan healthy meals and snacks for children, and it is the child's job to decide which foods to eat and how much. We decide what will be served and buy those foods, then the children decide which foods to eat and how much. It is a division of responsibility in eating.

Will anyone share a guess of how many times you think a child may need to see a new food before they want to try it?

Experts actually say at least 8-10 times or more (key talking point).

What do you think of this recommendation?

Has anyone ever seen it work?

When they were babies, how did your children react when you offered them a new food?

Stay persistent and patient! Keep offering a variety of fruits, veggies and other healthy options every day. In time, your children will probably grow to love these foods!

Another recommendation is that **children eat best when they see, touch, taste and smell the food (key talking point).**

What do you think of this recommendation?

What are some simple ways we could incorporate this into our routines at home?

What are some examples of getting children actively involved with food?

Do any of you like to cook with your children?

Do any of you ever go to the grocery produce counter or farmers market with your children?

How do your children help with meals at home? What are other ways they could help?

We can be more successful at helping children be good eaters through activities and books than we can by insisting that they eat foods at the table.

III. Optional Food Tasting or Classroom Activity:

Fruit Pizza

Let's all try a recipe you can easily have your children help make at home!

Before we start any food preparation, both here and in your home, we would like to remind you to wash your hands.

Presenter's Note: Ask parents to go to the nearest bathroom to wash their hands with running water. If this is not possible, encourage parents to use the hand sanitizer you have provided. This is a good opportunity to tell parents that children should wash their hands for the length of time it takes to sing happy birthday twice or to recite the ABCs. If anyone is ill with a cold or has a cut on their hands, we would ask them to avoid the food preparation today.

Presenter's Note: The Fruit Pizza recipe is on the Helping Children Be Good Eaters Flyer/recipe handout. Distribute the handout to all participants. Allow parents to cut up the foods and assemble the recipe.

Presenter's Note: Ask parents to review recipe ingredients and food labels to be sure food allergies and intolerances are accommodated.

What did you think of the recipe? What other fruits could you use?

Did you try anything in the recipe you had not eaten before today?

Do you think your children would enjoy it?

Children eat best when they can see, touch taste and smell the food.

What could your children do to help with the recipe?

Thank you so much for sharing your thoughts.
What is one thing you heard today that you could plan to do at home in the next week?
Thank you so much for coming today.

Handouts:

HELPING CHILDREN BE GOOD EATERS

- ✓ **Making mealtime fun helps children enjoy trying new foods.**
- ✓ **Children eat best when they see, touch, taste and smell the food.**
- ✓ **Children may need to see a new food 8-12 times before they want to try it.**
- ✓ **Children eat best when they do not feel pressured to eat.**

Fruit Pizza

Ingredients:

- 3 whole wheat English muffins cut in half
- Whipped cream cheese (8 oz.)
- ½ can pineapple rings (20 oz.)
- 2 clementine oranges or can mandarin oranges
- 1 small container blueberries

Directions: Have children rinse berries. Peel clementine orange and divide into sections. Open and drain can of pineapple. Slice English muffins in half. Spread about 1 tablespoon of cream cheese on half of an English muffin. Add fruit. **Tip:** Use your favorite fruits or what you have at home to create your own Fruit Pizza recipe!

Talk Together:

- Help your child learn **and problem solve** by:
  - ✓ Being creative or trying something new.
  - ✓ Learning to do things in a certain order.

Example:

- *I want to decorate my pizza to make it look fun! Hmmm, I wonder if I should build a flower, or maybe a smiley face? What do you think? What would you make?*
- *Should we put the cream cheese on the bread first or should we put the fruit on first? What would happen if we put the fruit on first?*

Nutrition Facts

6 servings per container
Serving size 1 pizza(162g)

Amount per serving
Calories 190

	% Daily Value*
Total Fat 7g	9%
Saturated Fat 3.5g	18%
Trans Fat 0g	
Cholesterol 20mg	7%
Sodium 260mg	11%
Total Carbohydrate 28g	10%
Dietary Fiber 1g	4%
Total Sugars 15g	
Includes 0g Added Sugars	0%
Protein 7g	
Vitamin D 0mcg	0%
Calcium 152mg	10%
Iron 1mg	6%
Potassium 275mg	6%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Fun with Movement!

Get active using music! Find a space where your family can dance together. Turn on your favorite music and move your bodies! Ask your child to show you any moves they are learning at school.
Freeze Dance: Have an adult start and stop the music. Everybody freezes when the music stops.
Tip: Use items like small towels, scarves, or socks to add to the movement.

AYUDAR A QUE LOS NIÑOS COMAN BIEN Y SALUDABLE

- ✓ **Hacer que la hora de la comida sea divertida ayuda a que los niños disfruten probar comidas nuevas.**
- ✓ **Los niños comen mejor cuando ven, tocan, prueban y huelen la comida.**
- ✓ **Los niños pueden necesitar ver un alimento nuevo de 8 a 12 veces antes de querer probarlo.**
- ✓ **Los niños comen mejor cuando no se sienten presionados a comer.**

Pizza de frutas

Ingredientes:

- ✓ 3 panecillos ingleses integrales (whole wheat English muffins) a la mitad
- ✓ Queso crema batido (8 onzas)
- ✓ ½ lata de rodajas de piña (20 onzas)
- ✓ 2 naranjas o mandarinas enlatadas
- ✓ 1 cajita de arándanos o fresas

Instrucciones: Enjuague los arándanos. Pele la naranja y divídala en secciones. Abra y escurra la lata de piña. Rebane los panecillos ingleses a la mitad. Extienda aproximadamente una cucharada de queso crema sobre la mitad de un panecillo inglés. Agregue fruta. **Consejo:** ¡Use sus frutas favoritas o lo que tenga en casa para crear su propia receta de pizza de frutas!

Converse con sus hijos:

- Enséñele a su hijo **habilidades importantes de razonamiento** de la siguiente manera:
  - ✓ Ser creativo o intentar algo nuevo.
  - ✓ Aprender a hacer las cosas en cierto orden.
- *¿Deberíamos poner el queso crema en el pan primero o deberíamos poner la fruta primero? ¿Qué pasaría si ponemos la fruta primero?*
- *¡Quiero decorar mi pizza para que se vea divertida! Mmmm, me pregunto si debería hacer una flor, o tal vez una cara sonriente. ¿Qué piensas? ¿Qué harías tú?*

Nutrition Facts

6 servings per container

Serving size 1 pizza(162g)

Amount per serving

Calories 190

	% Daily Value*
Total Fat 7g	9%
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Includes 0g Added Sugars	0%
Protein 7g	
Vitamin D 0mcg	0%
Calcium 152mg	10%
Iron 1mg	6%
Potassium 275mg	6%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

¡Diversión con movimiento!

¡Manténganse activos con música! Encuentren un espacio donde puedan bailar en familia todos juntos. ¡Pongan su música favorita y pónganse a bailar! Pídale a su hijo que le muestre los movimientos que están aprendiendo en la escuela.
Congelados. Un adulto debe poner y pausar la música. Todo el mundo se congela cuando la música se detiene.
Consejo: Use objetos simples como toallas pequeñas, bufandas o calcetines para agregar movimiento al baile.

Skit: Invitation to Lunch – Role Play

Hostess: Thanks so much for coming to lunch. It's been such a long time since we have had time to see each other.

Guest: Oh, thank you. I'm happy we are getting together today. Things get so busy with the children.

Hostess: Things sure can get busy. Maybe that is why you forgot my birthday last week.

Guest: Well, oh, um… I am really sorry. I did not mean to upset you!

Hostess: Oh, no worries. It's just that everyone remembered and posted on Facebook. I was sad you forgot.

I made a salad, but I already ate. I am going to serve you.

Guest: You already ate? Well, okay. Thank you. Just a little bit for me then.

Hostess: Don't be ridiculous. It's just salad. Here you go. I love salads with lots of extras on it. Here, let me fix you a plate. (Hostess begins to pile the plate with lettuce and then adds other ingredients.)

Guest: Oh, thank you, but I don't really like lettuce or those other things.

Hostess: Oh, they are really good on this salad. Just try them. They are really good, especially with the…

Guest: Thank you but I really have never liked lettuce or these other things.

Hostess: I really think you are going to like this. I made it especially for us. Let me just finish adding all of this to your plate.

Guest: I am really not that hungry. Please just a small amount for me.

Hostess: I think you are really going to like this. Try it!

Invitación a comer-Juego de roles (actuación)

Anfitriona: Muchas gracias por venir a comer. Hace mucho tiempo que no nos habíamos visto.

Invitado: Gracias. Me da gusto que nos pudimos ver hoy, he estado muy ocupada con los niños.

Anfitriona: Si, claro, andamos muy ocupadas. Tal vez por eso se te olvidó mi cumpleaños la semana pasada.

Invitado: ¡Ay! Lo siento mucho. ¡No fue mi intención hacerte sentir mal!

Anfitriona: No hay problema, es sólo que todos se acordaron y me felicitaron en Facebook. Me puse triste porque tu no te acordaste.

No te preocupes. Preparé una ensalada muy buena. Yo ya comí, pero te voy a servir.

Invitado: ¿Ya comiste? Bueno, está bien. Gracias. Entonces sólo sírveme un poquito.

Anfitriona: No seas ridícula. Es sólo ensalada. Aquí tienes. Me encantan las ensaladas con muchos ingredientes. Déjame que te prepare un plato. (La anfitriona comienza a preparar un plato con lechuga y los otros ingredientes en la bolsa)

Invitado: Gracias, pero la verdad nunca me ha gustado la lechuga y esas cosas que están ahí.

Anfitriona: Saben muy buenas en esta ensalada. ¡Sólo pruébala! Saben muy bien especialmente con los otros ingredientes.

Invitado: Gracias, pero la verdad no me gusta.

Anfitriona: Sinceramente creo que si te va a gustar. La preparé especialmente para nosotros. Sólo déjame terminar de preparar tu plato.

Invitado: Casi no tengo hambre. No me sirvas mucha ensalada por favor.

Anfitriona: Estoy segura de que te va a gustar.

Outline: Parent Meeting #2 Better Beverages

Goal:

To encourage families to make healthy beverage choices.

Objectives:

Participants will:

a. Identify nutritional benefits of water consumption.
b. Discuss how sugar in beverages can add up to undesirable levels in our daily diets.

c. Optional: Prepare and sample the fruity milkshake. Taste infused water.

I. Introduction (5 minutes)

a. Introduce yourself and provide a brief overview of today's topic.

II. Sugar Sweetened Beverages (10 minutes)

a. Why would we be concerned about sugar in our children's diets?
   - Sugar sweetened drinks take away a child's appetite for healthy foods.
b. Sugar provides empty calories and none of the vitamins and minerals children need to grow well.
c. One teaspoon of sugar is equal to 4 grams of sugar.
d. Discuss the new food label and how it shows total and added sugars.
e. Review sugar demonstrations and discuss areas that surprise participants.
f. Emphasize that fruit soda and sports drinks are made to look healthy when they really have similar sugar to soft drinks.

Text in blue: core content to be covered

Text in green: optional/adapt conversation based on time/audience

Materials for Sugar Demo:

- ✓ Cups for sugar demos
- ✓ Sugar- enough for all demos
- ✓ Spoon for demos
- ✓ Empty bottles of:
  - 2 L Soft Drink Container
  - 1 gal Fruit Punch
  - Orange Soda
  - 20 oz Sport Drink
  - 23 oz Raspberry Tea

Materials for Optional Recipe:

- ✓ Plates, silverware, cups, napkins
- ✓ Cups
- ✓ Ziploc bags
- ✓ Scissors-to snip off end of bag-then pour into cup

Handouts

- ✓ Better Beverages Flyer/recipe handout
- ✓ Large pictures of beverages for sugar demo or use empty bolltes listed in "materials for sugar demo"

g. Discuss that large containers of fruit punch and soda contain a large amount of sugar and can be consumed quickly with no limitation on portion size.

III. Water (5 minutes)

a. Water helps your body convert food to energy and absorb nutrients.
b. Water helps remove waste from the body.
c. Drinking tap water gives you and your children fluoride which helps to prevent cavities.
d. Drink a glass of water before each meal to help digestion.

IV. Fruity Milkshake (10 minutes)

a. Distribute Better Beverages Flyer/recipe handout.

b. Invite participants to finish cold prep of recipe, asking them to wash hands beforehand. This is a good opportunity to tell parents that children should wash their hands for the length of time that it takes to sing happy birthday twice or recite the ABCs.
c. Invite participants to serve themselves a taste of the recipe. Model ideas while parents are making the recipe.
d. Ask: What do you think of the fruity milkshake? Guide discussion around the recipe and what people liked and disliked about it, focusing on how it could be changed depending on availability of fruits/vegetables and how children could help to make the recipe.

V. Summary (5 min)

a. Make sure each participant has been given the Better Beverages Flyer/recipe handout and spend a few moments going over each of the points on the flyer.
b. Ask if participants would like to share any possible changes they would like to make.

Optional: Recipe Ingredients

Fruity Milkshake

- ✓ Bananas
- ✓ Strawberries
- ✓ 1% or skim milk

Infused Water

- ✓ Water pitcher
- ✓ Choose any combination or pick your own flavors: orange/ginger/ strawberries/pineapple

Culture of Wellness in Preschools

Younger. Healthier. Happier.

Parent Wellness Meeting #2

Better Beverages

Optional Presenter's Script

Text in blue - core content to be covered

Text in green - optional/adapt conversation based on time

I. Introduction:

Presenter's Note: Play music before workshop, if possible.

Hello! My name is _____ and I am the Wellness Coordinator for our Early Childhood Program. Last year we participated in the Culture of Wellness in Preschools Program. COWP's focus was on healthy eating and increasing physical activity. This year we will keep our Culture of Wellness focus and have three parent meetings throughout the year. We look forward to supporting each other as we make healthy changes in nutrition and physical activity throughout the year.

Today's workshop includes tips and strategies to help us reduce the amount of sugar sweetened beverages in our diets.

Thank you so much for coming today. I am always impressed with the commitment our parents have to making healthy changes for themselves and their children. You being here today shows that commitment.

The more we think about making healthy changes for our families, the more likely we are to make them a habit. Parents have told us that one of the benefits of our workshops is the ongoing reminder of what we want to do for our families, which helps make it happen.

II. Better Beverage:

Today's workshop will explore how what we drink can make a difference to our health. Because there is such a wide variety of beverages, we narrowed our focus to investigate **water** and **sugar sweetened beverages**. Today's workshop will include activities to help us understand the health benefits of water, visualize sugar quantities in common beverages and an optional activity of making a fruity milkshake.

Sugar Sweetened Drinks

Presenter's Note: Make copies of the sugary beverages that are included in the handout section to use for the demonstration or collect beverage containers similar to the ones listed in the table below. Fill clear plastic cups with the amount of sugar in each product's container.

Now, let's talk about sugar sweetened beverages.

It's no surprise that a lot of drinks have sugar in them. What we are going to look at today is how to translate that into something that is meaningful to us.

Why would you say that parents should be concerned about sugar in their child's diet?

Presenter's Note: Allow participants time to share their thoughts.

That's right. We know that:

- Sugar sweetened drinks take away a child's appetite for healthy foods
- (Key talking point).
- Sugar provides calories, but not the vitamins or minerals children need to grow well (key talking point)..
- "Juice drinks" are not the same thing as 100% juice. Juice drinks are mostly sugar and flavoring and do not contain much nutrition.

Does anyone know how many grams of sugar there are in a teaspoon of sugar?

Presenter's Note: Allow participants time to share their thoughts.

It is 1 teaspoon of sugar per 4 grams. Why and how would this information be useful to us?

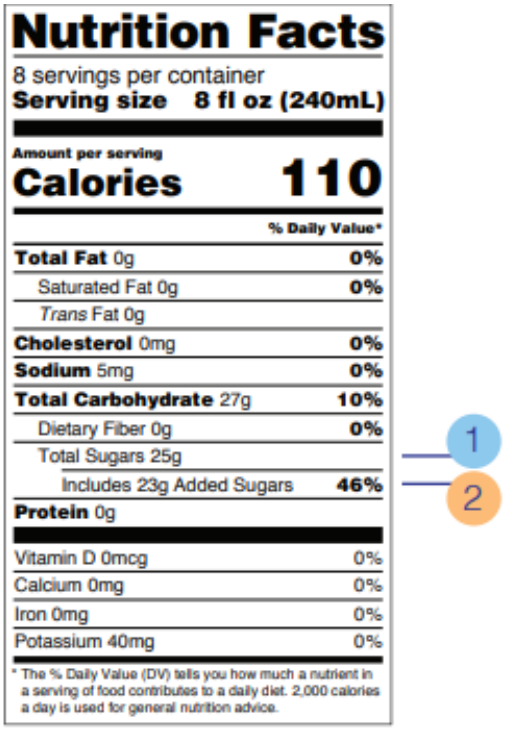
Presenter's Note: Allow participants time to share their thoughts.

The labels on food packages list the number of grams of sugar in a serving. If we divide that number by 4, it will give us the total teaspoons of sugar in a serving. We can also calculate the total teaspoons in the container.

Let's take a look at the newest version of a nutrition label that you will find on food and drink packages. Notice that **sugar** now has 2 different lines. There is a line for **total sugars** and a line for **added sugars**.

1 **Total sugars** means the amount of sugar in a product. This includes both natural and added sugars. Naturally present sugars are in many healthy beverages and food, such as milk and fruits.

2 **Added sugars** are any extra sugar that was added during the processing of that food or drink. Some examples include heavy syrup in canned fruit, sugar added to juice punch and honey or sugar added to tea drinks.



Presenter's Note: The current recommendation is to limit added sugar in our foods and beverages. Several health organizations agree that less is better.

The Nutrition Facts Label lists the total percentage of the recommended Daily Value that is contained in a serving.
Can anyone guess: What is the maximum recommended amount of sugar an adult man should eat or drink in a day?
Its 50 grams per day, based on a 2,000 calorie diet. That is LESS THAN 12 teaspoons of sugar a day for an adult man. The sugar recommendations are less for women and children. For most Americans, the main sources of added sugars are sugar-sweetened beverages, baked goods, desserts, and sweets.

Background information for the presenter:

Limit Added Sugar in the Diet

A number of reliable sources use slightly different methods to calculate goals for limiting added sugar in American Diets. Although the numbers vary slightly, all agree that less is better.

TOTAL RECOMMENDED DAILY SUGAR INTAKE				
Reliable Source	**Everyone**	**Men**	**Women**	**Children**
USDA - Daily Value	Less than 10% calories	12.5* teaspoons	9.3 teaspoons	
American Heart Association	Less than half discretionary allowance	9 teaspoons	6 teaspoons	
National Initiative for Children's Healthcare Quality (www.nichq.org)	3-2-1 almost none	Almost none	Almost none	Almost none

* 12.5 teaspoons is only 1 gram of added sugar more than 9 teaspoons, so the numbers are magnified as you convert grams to teaspoons.

Presenter's Note:

Background information for the presenter:

How do you calculate how much sugar is in a beverage?

1. Multiply the number of servings in the container by the grams of sugar per serving. This gives you the total grams of sugar in the beverage.
2. To find out how many teaspoons that is, divide this number by 4 (since 4 grams of sugar is equal to 1 teaspoon).

Example: Mandarin Soda has 2 servings per container and 29 grams of sugar per 8 oz serving: 2 x 29g = 58g of sugar in the bottle. Divide this by 4 to get the total teaspoons: 58 / 4 = 14.5 teaspoons. That's a little more than ¼ cup. If participants ask about Capri Sun, you can respond that it is very similar to the Fruit Punch example.

SUGAR DEMO MEASUREMENTS FOR ZIPLOC BAG & CUP DEMO		
Product	**Total Sugar in Beverage** Servings x sugar grams / 4 grams = total teaspoons	**Measurements for Ziploc Bags and Cups** Only use in preparing bins
Soda (2 liter)	6 x 41 = 164 / 4 = **61.5 teaspoons**	**20.5 tablespoons** (1 cup + 5 tablespoons)
Fruit Punch (1 gallon)	16 x 14 = 224 / 4 = **56 teaspoons**	**18 tablespoons** (1 cup + 2 tablespoons)
Mandarin/Orange Soda (8 oz)	2 x 29 = 58 / 4 = **14.5 teaspoons**	4.8 or **5 tablespoons**
Sports Drink (20 oz)	1 x 34 = 34 / 4 = **8.5 teaspoons**	2.8 or **3 tablespoons**
Raspberry Tea (such as Iced Tea with Raspberry Flavor - 23 oz)	3 x 22 = 66 / 4 = **16.5 teaspoons**	5.5 or **6 tablespoons**

Useful conversions: 1 cup of sugar = 48 teaspoons
1 tablespoon = 3 teaspoons

Sugar Demo Activity:

1. Ask for a volunteer (or do it as a group) to line up the beverages (or images of the beverages) from the most amount of sugar to the least amount of sugar. Make any necessary corrections. Ask: Which of these sugar demonstrations surprise you and why?
2. Take a closer look at the iced tea and its label. Ask a volunteer to quickly look at the nutrition label and say how many grams of sugar are in the beverage. Allow time to answer.
3. Explain that putting multiple servings in one bottle is an example of how marketing tries to trick consumers into thinking their product is healthy. When we think of tea, we usually think of a healthy drink. However, we must look closely to realize there are 3 servings in just ONE can, which cannot be resealed! That means we need to multiply the grams of sugar on the label by 3! It would be rare for someone to open this can and drink only 1/3 of it, then the next day another 1/3 and finish the can 3 days later! Most people would think that ONE can = ONE serving!

Share with participants if the amount of sugar in any of the drinks surprises you.

If you look carefully at the nutrition labels, you will see that there is more than one serving in these beverage cans/bottles. It can be easy for children and adults to drink a whole can or bottle, especially when there is no way to “reseal” or close a container like this iced tea can. This is why we calculate how much sugar is in the whole can.

What about the sports drink? Were you surprised that the sports drink, which is marketed as healthy, has about the same amount of sugar as the Mandarin fruit soda? And also, about the same amount as any other soda?

Presenter's Note: Allow participants time to share their thoughts.

Some of these products will market themselves as healthy drinks, like the fruit soda or sports drink, but they are really just trying to sell us a sweet, sugary drink.

Why do you think we showed the amount of sugar in these larger containers of punch and soda?

Presenter's Note: Allow participants time to share their thoughts.

Sometimes, when we see how much sugar is in these drinks, it can be easy to think that our kids don't get them often or drink much. You may want to ask yourself how long fruit punch or open soda lasts in your refrigerator. For many of us, once it is opened we drink all of it in a day or two. That means all of that sugar was consumed in just a couple of days.

We have limited most of our discussion to drinks we would buy for the family. But let's take a minute to talk about drinks we buy for ourselves. Take a wild guess: How many teaspoons of sugar are in your Vanilla Frappuccino from a coffee shop?

Presenter's Note: These examples are for discussion only.

Product	Sugar per Serving:	Notes
Caffè Vanilla Frappuccino Blended Beverage	14.7* teaspoons	*69g sugar adjusted for carbohydrates in milk and other ingredients
Energy Drink	6.7 teaspoons	27g per 8.4 oz container
Coffee Based Energy Drink	13.5 teaspoons	54g per can

I like to ask myself: How many spoons of sugar would I put in a glass of tea or on a bowl of cereal? It is always far less than the amount of sugar in these drinks!

Presenter's Note:

If you are asked how much sugar is okay, you may respond with:

- How much sugar is okay in our diets?
- High sugar drinks take away a child's appetite for healthy foods (key talking point).
- Sugar provides calories, but not the vitamins and minerals children need to grow well (key talking point).

Therefore:

- Sugary drinks and other high sugar foods should be limited to 10% or less of the calories we eat. That usually means one serving or less a day of all sweets, including sweet drinks. Children need less calories than adults, so make sure to keep the serving size of sweets and sweet drinks smaller for children.
- The American Heart Association recommends less than 9 teaspoons of sugar for men, less than 6 teaspoons for women.
- The important thing to remember is that less sugar is better.

III. Water

Optional Presenter's Note: Serve ice cold water or water infused with fruit or cucumber. Encourage participants to comment on the water. If you have served infused water at previous workshops, remind participants of the variations you have provided.

Has anyone had infused water before? Do you ever make this at home?

If we are to drink less sugar sweetened drinks, what drinks would you serve to your family?

Presenter's Note: Allow participants to respond.

Thanks for sharing your thoughts. We believe that milk is the beverage of choice at meals, and water should be served between meals.

I think this infused water with fruit, herbs or cucumber is delicious. It is fresh, light and clean tasting and feels like a real treat.

Water makes up 75% of our muscles and helps them work efficiently. It also makes up about 60-75% of our total body weight.

Some other fun facts include that:

- Water helps your body convert food to energy and absorb nutrients.
- Water helps remove waste from the body.
- Drinking tap water gives you and your children fluoride, which helps make your teeth strong and prevent tooth decay.
- Drinking a glass of water before each meal helps digestion.

So why do we have so much difficulty drinking 6-8 glasses of water per day?

How can we drink more?

Just like everything we talk about in these classes, this is about making new habits. Getting started can look like making small changes, taking steps to make the new habit easy for yourself, and then practicing the new habit over and over until it's a normal part of your everyday life.

Who has made drinking water a priority? How did you do it?

Presenters Note: Use these prompts to help generate conversation.

Here are some good suggestions I've heard on how to drink more water:

- If we carry a water bottle, we are more likely to drink water.
- My office partner used to have a bottle on her desk with marks on it. She tried to drink down to the next mark or two every couple of hours.
- Drink a little water every time you take a break.
- Drink a glass of water between each meal.
- Another friend says she always finishes her water bottle before drinking anything else in the evening.
- Here at the ECE center, we consider water the preferred drink between meals and at snack time.
- Some of us don't want our calories to come from what we drink, so water has become our go-to beverage.
- Always have infused water available in your refrigerator. Try lots of different fruit, like orange, lemon, lime, watermelon or cucumber!

Whatever your approach, water is inexpensive, healthy and delicious. Drinking water also keeps us from drinking other beverages that are less healthy.

Presenter's Note: Allow participants time to share their thoughts.

Do you think your family might benefit from drinking more water each day?

What could you do to make it easier to drink more water?

Presenter's Note: Distribute the Better Beverages Flyer/recipe handout and summarize each of the talking points.

IV. Optional Fruity Milkshake

Presenter's Note: Consider making the Fruity Milkshake at this point in the workshop, or taste test the flavored water.

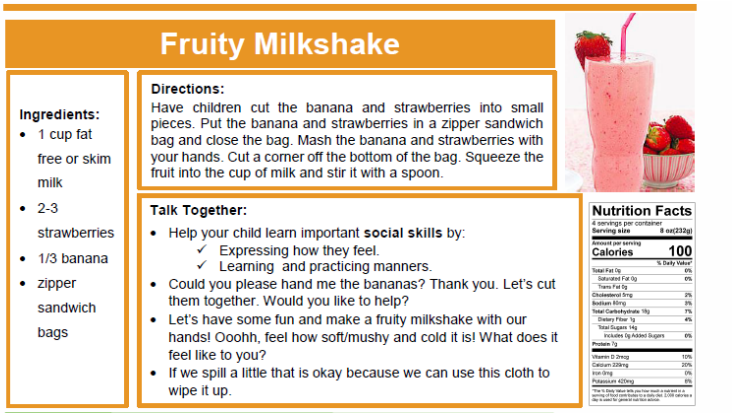
I have some ingredients here to make a Fruity Milkshake. Aside from being delicious, this can be really fun when the children help.

Before we start any food preparation, both here and in your home, we would like to remind you to wash your hands.

Presenter's Note: Ask participants to go to the nearest bathroom to wash their hands with running water. If this is not possible, encourage participants to use the hand sanitizer that you have provided.

If anyone is ill with a cold or has a cut on their hands, we would ask them to avoid the food preparation today. Thank you so much. Now let's get started.

Presenter's Note: Provide copies of the recipe and ingredients, then let the parents make their own milkshakes. You may want to demonstrate how to mash the fruit and add to the milk.



Fruity Milkshake

Ingredients:

- 1 cup fat free or skim milk
- 2-3 strawberries
- 1/3 banana
- zipper sandwich bags

Directions:

Have children cut the banana and strawberries into small pieces. Put the banana and strawberries in a zipper sandwich bag and close the bag. Mash the banana and strawberries with your hands. Cut a corner off the bottom of the bag. Squeeze the fruit into the cup of milk and stir it with a spoon.

Talk Together:

- Help your child learn important **social skills** by:
  - ✓ Expressing how they feel.
  - ✓ Learning and practicing manners.
- Could you please hand me the bananas? Thank you. Let's cut them together. Would you like to help?
- Let's have some fun and make a fruity milkshake with our hands! Ooohh, feel how soft/mushy and cold it is! What does it feel like to you?
- If we spill a little that is okay because we can use this cloth to wipe it up.

Today, we discussed that:

- **High sugar drinks take away a child's appetite for other healthy foods (key talking point).**
- **Sugar provides calories, but not the vitamins or minerals children need to grow well (key talking point).**
- Water helps convert food to energy, keeps us hydrated and helps remove waste from the body. It is healthy and delicious.

To wrap things up, who would like to share their thoughts on anything we have discussed today? What surprised you? Is there anything you plan to do differently in your shopping or that you want to talk to your families about?

That's great! What is one small change you could make that would reduce the amount of sugar you or your child drink?

Thank you so much for coming today.

Handouts:

If you do not have sugary beverage bottles to display print copies of the following pictures to use at your workshop.

BETTER BEVERAGES

- ✓ **High sugar drinks take away a child's appetite for healthy foods.**
- ✓ **Sugar provides empty calories and none of the vitamins or minerals children need to grow well.**
- ✓ **Low-fat milk has the same vitamins and minerals as whole milk, but without the fat.**
- ✓ **Children over the age of 2 should drink 1% or skim milk.**
- ✓ **Whole fruit is more filling and provides healthy fiber missing from juice.**

Fruity Milkshake

Ingredients:

- 1 cup fat free or skim milk
- 2-3 strawberries
- 1/3 banana
- zipper sandwich bags

Directions:
Have children cut the banana and strawberries into small pieces. Put the banana and strawberries in a zipper sandwich bag and close the bag. Mash the banana and strawberries with your hands. Cut a corner off the bottom of the bag. Squeeze the fruit into the cup of milk and stir it with a spoon.

Talk Together:

- Help your child become self-aware by:
  - ✓ Asking them to express how they feel.
  - ✓ Learning and practicing manners.

Examples:

- *Feel how soft/mushy and cold it is! What does it feel like to you?*
- *Could you please hand me the bananas? Thank you. Let's cut them together. How do you feel about helping me?*
- *If we spill a little that is okay because we can use this cloth to wipe it up.*

Nutrition Facts

4 servings per container
Serving size 8 oz(232g)

Amount per serving
Calories 100

	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 5mg	2%
Sodium 80mg	3%
Total Carbohydrate 18g	7%
Dietary Fiber 1g	4%
Total Sugars 14g	
Includes 0g Added Sugars	0%
Protein 7g	
Vitamin D 2mcg	10%
Calcium 229mg	20%
Iron 0mg	0%
Potassium 420mg	8%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Fun with Movement!

Bubble Game!

- Blow bubbles and have the children run and try to catch them before they pop. Blow the bubbles high and low so children have to run and jump to catch them.
- Let each child/family member take turns blowing and catching bubbles.

Tip: Challenge each person to catch bubbles with a different body part, like an elbow, foot or head!

MEJORES OPCIONES DE BEBIDAS

- ✓ **Las bebidas con alto contenido de azúcar quitan el apetito de los niños por alimentos saludables.**
- ✓ **El azúcar proporciona calorías vacías y ninguna de las vitaminas o minerales que los niños necesitan para crecer bien.**
- ✓ **La leche baja en grasa tiene las mismas vitaminas y minerales que la leche entera, pero sin la grasa.**
- ✓ **Los niños mayores de 2 años deben beber 1% o leche descremada.**
- ✓ **La fruta entera nos hace sentir llenos más rápido y proporciona la fibra saludable que los jugos no tienen.**

Malteada de fruta

Ingredientes:

- 1 taza de leche descremada o baja en grasa
- 2-3 fresas
- 1/3 de plátano
- bolsas para sándwich

Instrucciones:

Pídales a sus niños que corten el plátano y las fresas en trozos pequeños. Pongan el plátano y las fresas en una bolsa para sándwiches que se cierra herméticamente. Machaquen el plátano y las fresas con las manos. Corte la esquina de la parte de abajo de la bolsa. Vacié la fruta en la taza de leche y revuélvala con una cuchara.

Converse con sus hijos:

• Ayude a su hijo a aprender **habilidades sociales** importantes de la siguiente manera:
  - ✓ Expresando cómo se sienten.
  - ✓ Aprender y practicar modales.

• *¿Podrías pasarme los plátanos? Gracias. Vamos a cortarlos juntos. ¿Te gustaría ayudar?*

• *¡Divirtámonos y hagamos una malteada de frutas con nuestras manos! Ooohh, sientes lo suave/blanda y fría que es! ¿Cómo se siente?*

• *Si derramamos un poco, está bien porque podemos limpiarlo.*

Nutrition Facts

4 servings per container

Serving size 8 oz(232g)

Amount per serving

Calories 100

	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
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Includes 0g Added Sugars	0%
Protein 7g	
Vitamin D 2mcg	10%
Calcium 229mg	20%
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Potassium 420mg	8%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

¡Diversión con movimiento!

¡Juego de burbujas!

- Haga burbujas y pídales a sus niños que corran y traten de atraparlas antes de que exploten. Aviente burbujas hacia arriba y hacia abajo para que los niños tengan que correr y saltar para atraparlas.
- Deje que cada niño/miembro de la familia tome turnos para hacer y atrapar burbujas.

Consejo: rete a cada persona a atrapar burbujas con una parte del cuerpo diferente, como ¡un codo, un pie o la cabeza!


Fruit Punch
Made with Natural Fruit Juices
60 Calories per 8 FL OZ Serving
Natural and Artificial Fruit Flavored Juice Drink


Soda


aspberry
Iced
Tea


Mandarin
Soda

Outline: Parent Meeting #3 Staying Active as a Family

Goal:

To encourage parents to incorporate more physical activity into their family routine (Children: 60 minutes of MVPA per day) and to reduce screen time (limit 2 hours or less per day).

Objectives:

Participants will:

- Participate in one physical activity that they can try at home.
- Discuss the importance of reducing screen time and increasing physical activity.
- Optional: Prepare and sample rainbow salad.

I. Introduction (5 minutes)

d. Introduce yourself and provide a brief overview of today's topic.

e. Invite participants to participate in the "That's Me" icebreaker activity.

f. Play the "Clean the Floor" sock game.

II. Staying Active as a Family (10 min)

a. **Ask: Has anyone heard of the term Moderate to Vigorous physical activity?** Guide participants through a conversation around types of physical activity that raise the heart rate. Explain that raising the heart rate is important for staying healthy and strong.

b. **Ask: Does anyone know how much moderate to vigorous physical activity is recommended for children?** Guide a conversation around the importance of getting 60 minutes of moderate to vigorous physical activity daily. Encourage participants to think of creative ways to accomplish this goal, even if not all at once.

   If asked: Adults need at least 150-300 minutes of moderate-intensity physical activity per week and should perform muscle-strengthening exercises on 2 or more days each week.

Text in blue: core content to be covered

Text in green: optional/adapt conversation based on time/audience

Materials

- ✓ Optional: Plates, silverware, napkins for serving Rainbow Salad
- ✓ Serving bowl/spoon
- ✓ Socks for game

Handouts

- ✓ Staying Active as a Family Flyer/recipe handout (for all participants)
- ✓ Move Your Way handout (optional)

Optional: Recipe Ingredients

Rainbow Salad

- ✓ 1 small bag spinach
- ✓ 1 red pepper
- ✓ 1 yellow squash
- ✓ 1 small bag shredded carrots
- ✓ 1 bag purple grapes or shredded canned beets
- ✓ 1 small container blueberries
- ✓ Low-fat dressing

Purchase alternative ingredients based on price and seasonality.

c. **Ask: What gets in the way of accomplishing this goal? How can we adjust our schedules to increase our activity**? Allow participants time to share and come up with ways to integrate more physical activity into their family's daily routine.
d. **Ask: How much time do you and your children spend in front of screens such as computers, TV, and cellphones?** Guide conversation around screen time recommendations (less than 2 hours) and allow participants to discover that less time in front of the screen allows an opportunity for more time to be active. Ask parents if there are TVs in the bedrooms and if they would consider removing them in order to encourage more active play and less time in front of the screen.

III. Rainbow Salad (10 min)

a. Invite participants to prep recipe, asking them to wash hands beforehand. This is a good opportunity to tell parents that children should wash their hands for the length of time it takes to sing happy birthday twice or recite the ABCs.
b. Invite participants to serve themselves a taste of the recipe.
c. Ask: What do you think of the rainbow salad? Guide discussion around what people liked and disliked about the recipe, focusing on how it could be changed depending on availability of fruits and vegetables. Discuss how children could get involved in making the recipe, as well as resource management tips.

IV. Summary (5 min)

a. Make sure each participant has been given the Staying Active as a Family Flyer/recipe handout and spend a few moments going over each of the points on the flyer.
b. Ask if participants would like to share any possible changes they would like to make.

Text in blue: core content to be covered

Text in green: optional/adapt conversation based on time/audience

Parent Wellness Meeting #3

Staying Active as a Family

Optional Presenter's Script

Text in blue - core content to be covered

Text in green - optional/adapt conversation based on time

Presenter's Preparation:
Before the class begins, assess the classroom learning space.

- Place a tape line on the floor for the Switching Sides activity.
- Make sure that all participants will feel welcomed, comfortable and know where to enter, sit and talk.
- Think about how much room you will need to safely complete the physical activities. Is there an additional space that will accommodate movement?
- Where will the Rainbow Salad preparation be set up?
- Where will parents sit for discussion?
- Play music as participants enter the classroom, if possible.

I. Introduction:

Good Morning/Afternoon/Evening.
My name is _____ and I am the Wellness Coordinator for our Early Childhood Program. Last year we participated in the Culture of Wellness in Preschools Program. COWPs focus was on healthy eating and increasing physical activity. This year we will keep our Culture of Wellness focus and have three parent meetings throughout the year. We look forward to supporting each other as we make healthy changes in nutrition and physical activity throughout the year.

Today's workshop includes tips and strategies to help us stay active as a family.

"That's Me" Icebreaker:

Please gather around in a circle.

We are going to get to know each other better by playing a little game I call "That's Me!". I will make a statement like, "I like dogs!" If you agree with this statement, you will take a small step into the circle and say, "That's me!" Let's practice by stepping in and saying, "That's me!" if you really do like dogs.

Presenter's Note: Pick a few questions to ask. Adapt the questions based on the audience. Use whatever statements will help everyone get to know each other and break the ice! You can also do introductions prior to the "That's Me" activity.

There are no right or wrong answers! I will make some more statements and we will learn a little more about each other.

- like to cook
- sing loudly when I'm cleaning the house.
- have 3 or more children
- speak more than 1 language
- have eaten cow's tongue
- played a sport when I was in school
- would rather clean than watch football
- favorite season is spring
- make a shopping list when I go shopping
- dance around my house in my underwear
- learned to cook from a family member
- would rather watch a movie than read a book
- have been to a recreation center in the past 3 months

Does anyone have another question they want to ask the group?

II. Staying Active as a Family:

Presenter's Note: Make sure there is adequate space and that the floor is clear of objects that could cause tripping or sliding. Adapt each activity for the number of participants and available space.

Play the "Clean the Floor" activity to illustrate moderate to vigorous activity and movements that help children develop motor skills. Modify games based on participant needs, abilities and time.

Model and explain the activity before doing the activity together. This gives the participants visual cues as well as verbal cues and addresses different strategies for engaging adult learners.

If possible, use music during games. It will help all participants to move more.

Sock Throw/Clean the Floor:

Now we are going to play a fun activity that works well at home.

Our activity today uses everyday home objects that you may already have or that you can get for a low price.

This activity uses socks.

Presenter's Note:

- Divide an area in half by putting a line of chairs in the middle.
- Drape a sheet or brightly colored fabric over the chairs. Or, use painter's tape as a center line instead of the chairs.
- Divide the socks between the two areas and put them on the floor.
- Start with an equal number of participants on each side of the barrier.
- Throw the socks back and forth over the barrier.

The goal for each team is to get all of the socks on the other side of the barrier.
Play for about 3-5 minutes. Adapt based on time and participant engagement.

Rules: Aim below the shoulders. Keep your movements under control so you do not run into or hit anyone. Stay on your own side. Play within the space provided. Stop when I clap or when the music stops.

Presenter's Note:
Easy Modification:
Ask toddlers to stand next to the sheet and drop socks over. This strategy also works for people with limited mobility.

To help young children learn how to throw you could ask them to "Look at the target"; "Bring the sock to your ear before you throw"; "Step as you throw."

More Challenging/Skill Building:
A more challenging activity is to see how far back you can stand and still get the socks over the sheet. Stand with your side to the target. Throw as hard as you can (Adapted from Diane Craft and Craig Smith "Active Play").

Extension Activities could include:

- Ask participants to use their non-dominant hand. (Have them pay attention to how difficult it is to throw with their "other" hand. You really have to

think about what you are doing. This is also true for children when they are learning how to throw).
- Hop on one foot as you throw.
- Jump two times before you throw.

Put your hand on your heart or neck. Can you feel your heart pumping?

Has anyone heard of MVPA or Moderate to Vigorous Physical Activity? What does it mean?

Presenter's Note: Allow participants time to share their thoughts.

Moderate to Vigorous Physical activity is when we increase our heart rate or breathing because we are moving more than usual. Who feels like their heart rate is faster or that they are breathing harder than usual?

When we came into the room, most of us had been walking at a slower pace and probably did not think about our breathing or our heart rates. For many of us, this activity made us breathe a little faster and we could feel our hearts pumping afterward!

Anyone know how many minutes children should be moderately or vigorously active each day?

Presenter's Note: Allow participants time to share their thoughts.

The current recommendations are for children to be active with moderate to vigorous physical activity for a minimum of 60 minutes a day (key talking point).

What are some examples of when we see our children being moderately or vigorously active?

Presenter's Note: Allow participants time to share their thoughts.

Right! Some examples of moderate to vigorous activity might be running at the park or climbing the slide, sliding down and running back to the slide's ladder to climb it again.

We said that moderate to vigorous physical activity is when we are active enough to breathe faster or increase our heart rate. Some people call this aerobic activity. Moderate to Vigorous Physical Activity is healthy for children and adults.
Staying active as a family is fun, easy and free (key talking point).

Presenter's Note (Adapt discussion based on time): Guidance from the Second edition of the Physical Activity Guidelines for Americans from the U.S. Department of Health and Human Services (HHS) says that preschool-aged children (ages 3 through 5 years) should be active throughout the day to support their growth and development. Physical activity supports growth and development in our children and can also make us feel better, be more alert, sleep better, and reduce the risk of chronic diseases. The health benefits of physical activity start immediately after exercising, and even small amounts of activity are good for us.

The main idea behind the Guidelines is that regular physical activity over months and years produces long-term health benefits.

The key to getting and staying active is to find activities we like doing and then do them regularly. These activities become habits that we can build on to add variety.

Adults should encourage active play that includes a variety of activities.

It is important to provide children and teens opportunities and encouragement to participate in physical activities that are enjoyable and that offer variety.

The goal is an hour or more of activity a day (key talking point).

There are 3 main categories of activities. As part of their 60 minutes or more of daily physical activity, children and adolescents (ages 6-17) should include:
Aerobic: Moderate-or vigorous-intensity aerobic physical activity should account for most of the 60 minutes or more per day. Vigorous physical activity should be done at least 3 days a week.
Muscle-strengthening: At least 3 days a week. These activities can include games that involve running, jumping, playing on the playground and tug of war.
Bone-strengthening: At least 3 days a week. These activities can include running jumping and hopscotch.
The good news is that all three types of activity are included in active play like running, jumping and playing on the playground. For adults, getting in the habit of being active and possibly adding some of the activities in these categories can benefit us greatly.
For substantial health benefits, adults should do at least 150 minutes (2 hours and 30 minutes) to 300 minutes (5 hours) a week of moderate-intensity, or 75 minutes (1 hour and 15 minutes) to 150 minutes (2 hours and 30 minutes) a

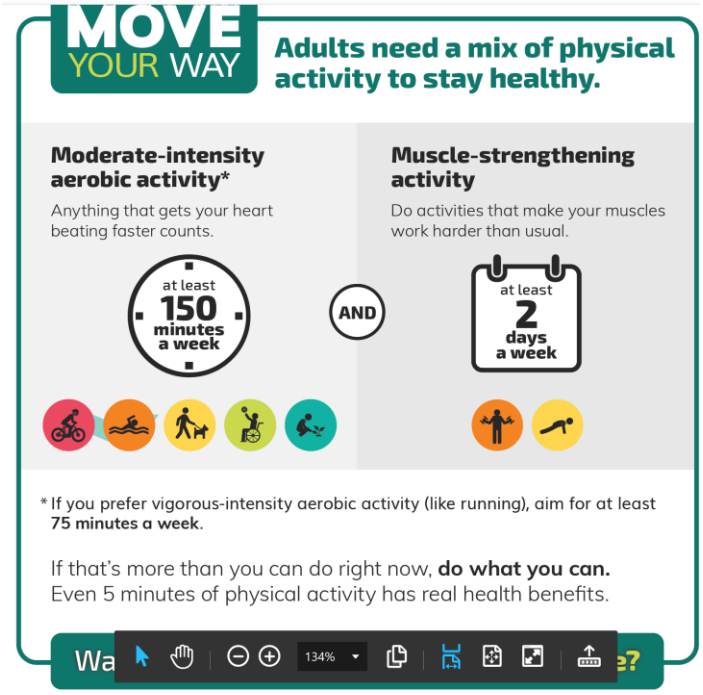
week of vigorous-intensity aerobic physical activity, or an equivalent combination of the two. Preferably, aerobic activity should be spread throughout the week. Additional health benefits are gained by engaging in physical activity beyond the minimum recommended physical activity per week.

Adults should also do muscle-strengthening activities of moderate or greater intensity that involves all major muscle groups on 2 or more days a week. These activities provide additional health benefits.

In other words, anything that gets your heart pumping and you breathing harder can bring great health benefits! Once you are in the habit of being active, add on something new that gets different muscles working harder like Zumba, Aerobic classes or weight lifting.

What physical activities do you do or could do regularly as an adult?

Presenter's Note: Refer to the examples below.



When we run after our children or, like now, when we participate in fun physical games, we are doing moderate to vigorous activity. Many of us find we are less involved with this kind of activity as we get older. We may be tired at the end of the day. For most of us, it takes a decision to regularly be active and get our heart rate up. Then we can continue to plan these activities and build new habits. We know our kids do what we do, so planning these activities will also benefit our kids.

What gets in the way of doing more?

Presenter's Note: Allow participants time to share their thoughts.

All of us are busy, and making time to be active with our children may take some planning. Especially when we are busy, it is common for children to spend too much time watching TV or playing with an electronic device, like a tablet or handheld game. We all know how easy it is to get caught up in TV programs or playing on the computer. These can be great ways to relax but they can also keep us from being active. Can you guess what the limit for screen time is?

The current recommendation is to limit TV watching and computer games to less than 2 hours a day. This helps children have time for active play (key talking point).

Sometimes children need to work on computers or educational games for homework. As adults, we can help them find a balance between computer work, using the TV or computer to relax and staying active. One of the best ways to do this is to monitor what our kids are doing, set time limits and plan fun physical activities.

Presenter's Note: Allow participants time to share their thoughts.

Why might your children enjoy the "Clean the Floor" activity? When could you try this at home? How would you make this work in your home? What would you do differently? Why do you think it's important for you (the adult) to participate in games like this with your children as much as you can?

Hopefully this game was a fun reminder that staying active as a family can be fun, easy to set up and free (key talking point) when using things you already have.

Being active can be fun! It is good for us, clears our minds, helps us sleep better, and can even help keep us from watching too much TV. It is fun to do activities with our kids, and great for them to see us staying active and engaging with them.

Being active with our kids also helps them develop physical skills that will keep them active throughout their lives. It takes planning to fit physical activity in each day, but putting in that effort will help our kids be successful.

What are some things you consider when you plan activities like the one we just did for your children?

Yes, and our teachers and staff came up with a few more:

- Can the children do the activity?
- Is it safe?
- Is there enough space for the activity?
- Have we set limits to keep children and the home safe?
- Is there a clear start and stop time?

III. Optional Rainbow Salad Activity

I brought ingredients for what we call a Rainbow Salad. You or your children will make a "rainbow" on your plates with brightly colored fruits and vegetables. We invite you to make a rainbow on your plates and to taste some delicious fruits and vegetables. Before we start any food preparation, either here or in your home, we would like to remind you to wash your hands.

Presenter's Note: Ask participants to go to the nearest bathroom to wash their hands with running water. If this is not possible, encourage participants to use the hand sanitizer you have provided. This is a good opportunity to tell parents that children should wash their hands for the length of time that it takes to sing happy birthday twice or recite the ABCs.

Presenter's Note: Have or make a rainbow shaped salad on a plate as a sample. You can choose to use less ingredients or other ingredients that are in season as long as they are healthy and colorful.

Presenter's Note: Ask participants to please review ingredients in recipes and on labels to assure food allergies and intolerances are accommodated.

Presenter's Note: If anyone is ill with a cold or has a cut on their hands, we would ask them to avoid the food preparation today.

During this activity, talking to our children about what we are doing and thinking, and then asking easy questions helps to get our children talking. The more they talk, the more it helps to develop their language skills. They learn to express themselves with words and share what they are thinking. Here are a couple of examples:

- I'm going to try all the colors! Which colors would you like to put on your plate? Would you like to do it or would you like me to help you?
- I wasn't sure if I liked carrots this way but they are crunchy and sweet. What do you think?

What do you think of our Rainbow Salad?

Presenter's Note: Allow participants time to share their thoughts.

Are there any foods that are new to you, or things you have not eaten for a while?

Presenter's Note: Allow participants time to share their thoughts.

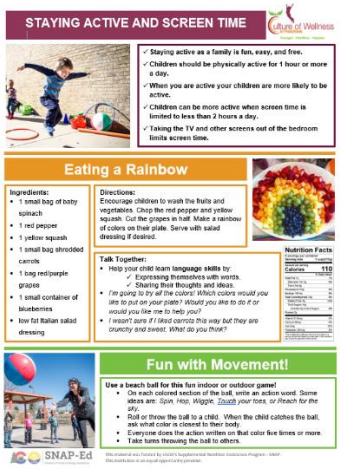
Getting the children involved is always the key to getting them to try new foods.

Presenter's Note: Talk about how to make the salad with as many fresh, in season foods as we can find but you can also make it with a mix of fresh and canned foods. Tie this discussion to resource management strategies and adapt based on time.

Resource Management tip: Here are a few ideas to help save money on food. Try planning before you shop and being careful to stick with your shopping list when at the store. It can help to plan meals around foods you know are a good price. For the rainbow salad, look for fresh foods that are on sale or a combination of fresh and canned foods that might save you money. Remember that other foods like beans, eggs and cheese are also a good choice to save money.

Summary

Presenter's Note: Distribute the Handout and summarize each of the talking points.



Our goals for physical activity and screen time are summarized on our handout. **Our goal is to stay active because staying active as a family is fun, easy, and free (key talking point).**

Have you heard this before? What are your thoughts on this statement?

Presenter's Note: Allow participants time to share their thoughts.

Children should be physically active for 1 hour or more a day (key talking point).

Are your children currently active for at least an hour a day? How could you get there? Have we done anything tonight that gave you any ideas?

Presenter's Note: Allow participants time to share their thoughts.

When you are active, your children are more likely to be active (key talking point).

How could we move in that direction?

Presenter's Note: Allow participants time to share their thoughts.

Children can be more active when screen time is limited to less than 2 hours a day (key talking point).

What do you think of this recommendation?

Presenter's Note: Allow participants time to share their thoughts.

Taking the TV and other screens out of the bedroom limits screen time (key talking point).

Would you consider removing a TV from your child's room? Would you avoid adding one to their bedroom?

Presenter's Note: Allow participants time to share their thoughts.

Thank you so much for your participation today!

Handouts:

STAYING ACTIVE AND SCREEN TIME

- ✓ **Staying active as a family is fun, easy, and free.**
- ✓ **Your children are more likely to be active if you are active, too.**
- ✓ **Children should be physically active for 1 hour or more a day.**
- ✓ **Children can be more active when screen time is limited to less than 2 hours a day.**
- ✓ **Taking the TV and other screens out of the bedroom limits screen time.**

Eating a Rainbow

Ingredients:

- 1 small bag of baby spinach
- 1 red pepper
- 1 yellow squash
- 1 small bag shredded carrots
- 1 bag red/purple grapes
- 1 small container of blueberries
- low fat Italian salad dressing

Directions:
Encourage children to help wash the fruits and vegetables. Chop the red pepper and yellow squash. Cut the grapes in half. Make a rainbow of colors on their plate. Serve with salad dressing if desired.

Talk Together:

- Help your child **communicate** by:
  - ✓ Using words to express thoughts and ideas.

Examples:

- *I'm going to try all the colors! Which colors would you like to put on your plate? How could I help you?*
- *I wasn't sure if I liked carrots this way but they are crunchy and sweet. What do you think?*

Nutrition Facts

6 servings per container
Serving size 1 cup(217g)

Amount per serving
Calories 110

	% Daily Value*
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 140mg	6%
Total Carbohydrate 24g	9%
Dietary Fiber 4g	14%
Total Sugars 16g	
Includes 0g Added Sugars	0%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 69mg	6%
Iron 2mg	10%
Potassium 301mg	6%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Fun with Movement!

Use a beach ball for this fun indoor or outdoor game!

- On each colored section of the ball, write an action word. Some ideas are: *Spin, Hop, Wiggle, Touch your toes, or Reach for the sky.*
- Roll or throw the ball to a child. When the child catches the ball, ask what color is closest to their body.
- Everyone does the action written on that color five times or more.
- Take turns throwing the ball to others.

Actividad física y tiempo enfrente de las pantallas

- **Mantenerse activo en familia es divertido, fácil y gratis.**
- **Los niños deben estar físicamente activos durante 1 hora o más al día.**
- **Cuando usted está físicamente activo, es más probable que sus hijos quieran estar más activos también.**
- **Los niños pueden estar más activos cuando el tiempo de pantalla se limita a menos de 2 horas al día.**
- **Sacar la televisión y otras pantallas de la recamara puede ayudar a limitar el tiempo en pantalla.**

Comiendo el arco iris

Ingredientes:

- 1 bolsa de espinaca (baby spinach)
- 1 pimiento rojo
- 1 calabaza amarilla
- 1 bolsa pequeña de zanahorias ralladas
- 1 bolsa de uvas rojas/moradas
- 1 cajita de arándanos
- Aderezo para ensalada italiano bajo en grasa

Instrucciones:

Anime a sus niños a lavar todas las frutas y verduras. Pique el pimiento rojo y la calabaza amarilla. Corte las uvas a la mitad. Haga un arcoíris de colores en su plato. Sirva con aderezo para ensalada si lo desea.

Converse con sus hijos:

- Ayude a su hijo a aprender **habilidades del lenguaje** de la siguiente manera:
  - ✓ Expresarse con palabras
  - ✓ Compartir sus pensamientos e ideas
- *¡Voy a probar todos los colores! ¿Qué colores te gustaría poner en tu plato? ¿Te gustaría hacerlo tú o te gustaría que te ayude?*
- *No estaba seguro si me gustaban las zanahorias de esta manera, pero son crujientes y dulces. ¿Qué piensas tú?*

Nutrition Facts

6 servings per container
Serving size 1 cup(217g)

Amount per serving
Calories 110

	% Daily Value*
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 140mg	6%
Total Carbohydrate 24g	9%
Dietary Fiber 4g	14%
Total Sugars 16g	
Includes 0g Added Sugars	0%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 69mg	6%
Iron 2mg	10%
Potassium 301mg	6%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

¡Diversión con movimiento!

¡Use una pelota de playa para este divertido juego que se puede hacer dentro y fuera de casa!

- Escriba una acción en cada sección/color de la pelota. Algunas ideas son: Girar, saltar, menearse, tocarse los dedos de los pies o alcanzar el cielo.
- Ruede o lance la pelota a su niño. Cuando el niño atrape la pelota, pregúntele qué color está frente a él/ella.
- Todos los demás hacen la acción escrita en ese color cinco o más veces.
- Tomen turnos lanzándose la pelota.

ADULTS

MOVE YOUR WAY℠

What's your move?

You know you need physical activity to stay healthy.
But did you know it can help you feel better right away?

Boost your mood

Sharpen your focus

Reduce your stress

Improve your sleep

So get more active — and start feeling better today.

How much activity do I need?

Moderate-intensity aerobic activity

Anything that gets your heart beating faster counts.

at least **150 minutes a week**

AND

Muscle-strengthening activity

Do activities that make your muscles work harder than usual.

at least **2 days a week**

Tight on time this week? **Start with just 5 minutes.** It all adds up!

Or get the same benefits in half the time. If you step it up to **vigorous-intensity** aerobic activity, aim for at least **75 minutes** a week.

Is it moderate or vigorous? Use the "talk test" to find out.

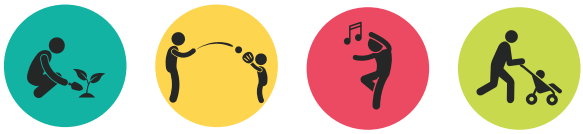
When you're being active, just try talking:

- If you're breathing hard but can still have a conversation easily, it's **moderate-intensity activity**
- If you can only say a few words before you have to take a breath, it's **vigorous-intensity activity**

What counts?

Whatever gets you moving!

Even things you have to do anyway



Even things that don't feel like exercise

You can get more active.

No matter who you are, where you live, on your own, or together.
You can find a way that works for you.

And over time, physical activity can help you live a longer, healthier life.

- ✓ Lower your risk of diseases like type 2 diabetes and some cancers
- ✓ Control your blood pressure
- ✓ Stay at a healthy weight

So take the first step. Get a little more active each day. **Move your way.**

Find tips to get moving and build a weekly activity plan.
health.gov/MoveYourWay/Activity-Planner

Handouts for all Workshops:

Current Assessment of PSE Changes

Please take a few minutes during a staff meeting to rate the status of your PSE changes. Involve as many staff as possible in this discussion so you can understand how the change is going in many different classrooms.

Encourage staff to be open during this discussion. It is OK, and likely, that some changes are partially or not implemented. This process will help you understand what the ECE center needs to fully implement these PSE changes and have a positive impact on children and staff.

To rate the level of implementation, consider the following definitions (share these definitions during the discussion):

Not Implemented: The PSE Change is not currently being implemented at your ECE center
Partially Implemented: The PSE Change is sometimes being implemented at your ECE center (some classrooms, some days, etc.)
Fully Implemented: The PSE change is always being implemented at your ECE center (all classrooms, all days)

Change	**Extent Implemented** (not, partially, fully)	**Comments**
1.		**Successes:** **Challenges:**
2.		**Successes:** **Challenges:**
3.		**Successes:** **Challenges:**
4.		**Successes:** **Challenges:**

See following page for a sample Current Assessment

Action Planning Guide

Use this action planning guide to plan for implementation of any PSE change that is not fully implemented in your ECE setting. You will use one page for each change. See next page for example Action Planning Guide.

List the PSE change you are planning for:

PSE Change: _____

_____

Steps	Who is responsible for completing this step?	What resources are needed? (knowledge, skills, money, time, etc.)	When does this need to be accomplished?	Notes

Best Practice Menus With Rating Scale

Not	Partially	Fully	EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE CHILD-FOCUSED PHYSICAL ACTIVITY IN A PRESCHOOL SETTING
			PHYSICAL ACTIVITY
			★ indicates potential Colorado Shines alignment **+** indicates Colorado State licensing requirement
			Outdoor Play
			Classroom teachers lead children in structured physical activities daily (once in a 3-hour or less time period, twice in a 5-hour or more time period ★5.5 **+**
			A variety of portable play equipment is freely available to students at all times
			Adequate outdoor facilities for play are provided (open space and fixed equipment)
			Teachers join children in active play ★
			Children have 2-3 opportunities for outdoor play (60-90 min) per day +
			Physical Activity is not to be used as a punishment
			Physical Activity is used as a reward opportunity for students
			Outdoor playtime is not withheld for poor behavior
			Music and Movement activities are implemented daily (either in classroom or during outdoor play)
			Indoor Environment
			Children are allowed 90-120 minutes of unstructured play per day
			Short activity sessions (10-15 min) using varied movements are implemented daily
			Children are not sedentary for more than 60 minutes at a time, except when napping
			Indoor play spaces are available for active play, including running
			Physical Activity Education
			Physical activity education is provided to children using a standardized curriculum at least 1 time per week
			Screen Time
			Screen time is limited to no more than 30 minutes per week & designated for educational or physical activity purposes only +
			Screen time is not used during any snack or meal time +
			Screen time is not used as a reward
			Additional Policies and Practices
			Visible support for physical activity is provided in classrooms and common areas through use of posters, pictures, and displayed books ★ 2.2

Not	Partially	Fully	EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE CHILD-FOCUSED HEALTHY EATING IN A PRESCHOOL SETTING
			HEALTHY EATING
			★ indicates potential Colorado Shines alignment **+** indicates Colorado State licensing requirement
			Meal Time Environment
			Meals are served family style (children serve themselves)
			Staff sit with children during meal times +
			Staff create social interaction and conversation about food at snack and meal times +
			Children are provided enough time and are not rushed to eat +
			Staff eat the same food and use informal modeling to encourage children to try foods
			Children decide when they are full during meals and snacks
			Food is not used as reward or punishment +
			Staff never eat less healthy food in front of the children
			Food Served
			Snacks consisting of fruits and/or vegetables are served 2-3 hours apart
			Only whole-grain foods are served
			At least one fruit and/or vegetable is served at every meal and snack
			Less than 4 oz of 100% juice is served no more than twice a week +
			Low-sodium meals or snacks are served every day
			High fat and high sugar foods are served less than once a week or not at all
			Water is readily accessible in all indoor and outdoor environments
			Only low-fat or non-fat white milk is served for children over 2 years of age
			Nutrition Education
			Nutrition education and cooking activities are included in lesson plans at least once per month
			Childcare professionals use a nutrition education curriculum that incorporates other subjects, such as sensory development, language, science, math and dramatic play
			Nutrition lessons reflect children's culture
			Children participate in food preparation activities (ex. cutting fruits and veggies and helping serve/prepare meals)
			Child care professionals teach children about the taste, smell and texture of foods, the benefits of eating healthy foods, as well as vocabulary and language skills about food and eating
			Food Served at Events
			Special occasions, including birthdays, are celebrated with healthy food or non-food activities
			Outside food is not permitted in the classroom
			Additional Policies and Practices
			Center has a garden and serves fruits/vegetables from the garden for children to taste ★5.7
			Visible support for healthy eating is provided in classrooms and common areas through use of posters, pictures, and displayed books ★ 2.2

Not	Partially	Fully	EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE COGNITIVE DEVELOPMENT IN A PRESCHOOL SETTING
			Policy/System Changes
			Musicians are invited to the classroom on a quarterly basis so children can experience live music.
			Staff engage children's senses to learn new concepts on a daily basis.
			Staff model language that encourages children to express wonder, pose questions, and provide evidence of discoveries.
			Children learn about their community and community members through the use of books, class visitors, and field trips.
			Staff model environmental consciousness (e.g. picking up trash, recycling) and incorporate into the daily curriculum.
			Mathematics and science learning are integrated with each other and with other content domains.
			Activities that encourage thinking and reasoning about numbers and support investigations into size, quantity, properties of objects, patterns, space, and measurement are included in the curriculum.
			Children group and order materials when cleaning up.
			Staff provide daily opportunities for children to count, group, and order household objects.
			Songs are included in the curriculum that have a growing pattern.
			Staff provide children with examples of diverse music, including cultural examples and examples in their community and home.
			Staff offer different types of music rhythms, patterns, and tempos and have the children imitate these by clapping or playing musical instruments.
			Environment Changes
			The classroom or program space has clearly defined areas with distinct boundaries and pathways.
			Developmental milestone charts where adults can easily read them are posted around the classroom/ECE center.
			The classroom has an ECE center/space dedicated to children resolving conflicts such as a "peace center".
			The classroom has spaces where children can partake in solitary activities.
			The classroom has a sensory table with various bowls, cups, or other containers to encourage measurement activities.
			The classroom has a variety of outdoor natural materials (e.g., smooth stones, shells, pinecones, acorns).
			Appropriate instruments are provided (e.g., maracas, rhythm sticks, bells, tambourines) for musical experimentation.
			Books related to movement are incorporated into the curriculum and staff highlight words and images that suggest movement.
			Age-appropriate art materials are provided.

			A variety of horizontal and vertical surfaces (e.g., easels, floor, walls) and two and three-dimensional objects (e.g., boxes, clay, plastic containers) for creative expression are provided.
			Staff introduce everyday household materials and toys that can be used multiple ways.
			Visits to historical places during field trips and excursions are incorporated into the curriculum.
			Staff promote children's dramatic play by providing props and stories that will stimulate a range of roles and scenarios.

Not	Partially	Fully	**EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE LANGUAGE & LITERACY IN A PRESCHOOL SETTING**
			Policy/System Changes
			Opportunities for children to read to audiences, including peers, parents, or even stuffed animals are provided daily.
			Background and contextual information regarding the literature being read is provided for children/s comprehension, vocabulary building, and decoding (through field trips, experiments, videos, or guest speakers).
			Parents are involved in supporting children's reading habits at home on a daily basis.
			Children have opportunities to experience various types of literature such as stories, informational texts, and poems.
			Vocabulary is reinforced through associated puzzles, games, and art activities.
			With each weekly/monthly theme in the classroom, staff provide a small set of target vocabulary words.
			Children learn about the sounds of language through exposure to linguistic awareness games, nursery rhymes, and rhythmic activities.
			Children sign in and out daily as they arrive and depart, practicing the letters of their names.
			For group activities, English Language Learners are paired with children who have strong English language skills.
			Children are provided with prompts when they need help expressing themselves.
			Children's home language is incorporated into the classroom when possible.
			Similarities between English and the child's home language is used as a foundation for instruction.
			Children are given opportunities to write in the classroom.
			Children are provided with ongoing practice and feedback related to print skills.
			Ample time for self-directed activities is provided.
			Classroom maintains predictable routines.
			Environment Changes
			Staff use Big Books to show children printed words.

			Staff use props when books are read aloud.
			Classroom has a space designated as a "library" (or class makes frequent trips to a public library).
			The "library" space has good lighting and lively displays of books.
			Classroom has alphabet books and alphabet puzzles in which children can see and compare letters.
			Classroom has key words associated with the weekly theme printed on walls with matching pictures.
			All objects in the classroom are labeled so children associate the word with the object.
			Varying levels and varieties of reading materials are provided in the classroom.
			Books are rotated on a weekly basis and are related to the thematic study of the week.

Not	Partially	Fully	**EVIDENCE-BASED POLICY, SYSTEM, AND ENVIRONMENT CHANGES THAT INCREASE SOCIAL & EMOTIONAL DEVELOPMENT IN A PRESCHOOL SETTING**
			Policy/System
			Staff use modeling and role-playing to model manners.
			Staff model appropriate language for children to use when expressing feelings such as anger and sadness during social interactions.
			Staff model verbal descriptions of children's actions and efforts daily.
			Staff include cultural activities and materials in the classrooms.
			Children build peer relationships through active play on a daily basis.
			Staff have discussions with children about their feelings and emotions while introducing new words that describe emotions on a daily basis.
			Staff use open-ended questions to begin a discussion with individual children or groups of children.
			Environment
			Staff provide materials and activities to further learning at the child's developmental level and to foster feelings of competence.
			Staff make adaptations to the classroom environment to support individual children's needs.
			Staff provide literature, materials, and activities that help children interpret and express a wide range of feelings related to self and others with appropriate words and actions.

Prioritizing Changes

After you have rated current implementation of all potential PSE Changes, you will narrow down which PSE Changes will be implemented. Use this prioritizing tool to help.

First, you will list all changes that were rated either not implemented, or partially implemented in the table below. Then, consider the importance and feasibility of each potential PSE Change.

If a change is evidence-based, will impact children daily or very often, and will reach many or all children in the setting, it is ranked as HIGH importance. Similarly, if a change will not take too much time or money to implement, and everyone involved supports the change, it is ranked as HIGH feasibility. Use this table to rank each possible change. Then, select 2-4 highly important and highly feasible changes to implement. Your next step will be Action Planning for implementation.

Importance	**Feasibility**
Evidence-based?	Time?
How often?	Money?
How many?	Support?

PSE CHANGE	Importance (Low, Medium, High)	Feasibility (Low, Medium, High)

HELPING CHILDREN BE GOOD EATERS

- ✓ **Making mealtime fun helps children enjoy trying new foods.**
- ✓ **Children eat best when they see, touch, taste and smell the food.**
- ✓ **Children may need to see a new food 8-12 times before they want to try it.**
- ✓ **Children eat best when they do not feel pressured to eat.**

Fruit Pizza

Ingredients:

- 3 whole wheat English muffins cut in half
- Whipped cream cheese (8 ounces)
- ½ can pineapple rings (20 ounces)
- 2 clementine oranges or can mandarin oranges
- 1 small container blueberries

Directions: Have children rinse berries. Peel clementine orange and divide into sections. Open and drain can of pineapple. Slice English muffins in half. Spread about 1 tablespoon of cream cheese on half of an English muffin. Add fruit.
Tip: Use your favorite fruits or what you have at home to create your own Fruit Pizza recipe!

Talk Together:

- Help your child learn **and problem solve** by:
  - ✓ Being creative or trying something new.
  - ✓ Learning to do things in a certain order.

Example:

- *I want to decorate my pizza to make it look fun! Hmmm, I wonder if I should build a flower, or maybe a smiley face? What do you think? What would you make?*
- *Should we put the cream cheese on the bread first or should we put the fruit on first? What would happen if we put the fruit on first?*

Nutrition Facts

6 servings per container
Serving size 1 pizza(162g)

Amount per serving
Calories 190

	% Daily Value*
Total Fat 7g	9%
Saturated Fat 3.5g	18%
Trans Fat 0g	
Cholesterol 20mg	7%
Sodium 260mg	11%
Total Carbohydrate 28g	10%
Dietary Fiber 1g	4%
Total Sugars 15g	
Includes 0g Added Sugars	0%
Protein 7g	
Vitamin D 0mcg	0%
Calcium 152mg	10%
Iron 1mg	6%
Potassium 275mg	6%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Fun with Movement!

Get active using music! Find a space where your family can dance together. Turn on your favorite music and move your bodies! Ask your child to show you any moves they are learning at school.
Freeze Dance. Have an adult start and stop the music. Everybody freezes when the music stops.
Tip: Use items like small towels, scarves, or socks to add to the movement.

AYUDAR A QUE LOS NIÑOS COMAN BIEN Y SALUDABLE

- ✓ **Hacer que la hora de la comida sea divertida ayuda a que los niños disfruten probar comidas nuevas.**
- ✓ **Los niños comen mejor cuando ven, tocan, prueban y huelen la comida.**
- ✓ **Los niños pueden necesitar ver un alimento nuevo de 8 a 12 veces antes de querer probarlo.**
- ✓ **Los niños comen mejor cuando no se sienten presionados a comer.**

Pizza de frutas

Ingredientes:

- ✓ 3 panecillos ingleses integrales (whole wheat English muffins) a la mitad
- ✓ Queso crema batido (8 onzas)
- ✓ ½ lata de rodajas de piña (20 onzas)
- ✓ 2 naranjas o mandarinas enlatadas
- ✓ 1 cajita de arándanos o fresas

Instrucciones: Enjuague los arándanos. Pele la naranja y divídala en secciones. Abra y escurra la lata de piña. Rebane los panecillos ingleses a la mitad. Extienda aproximadamente una cucharada de queso crema sobre la mitad de un panecillo inglés. Agregue fruta. **Consejo:** ¡Use sus frutas favoritas o lo que tenga en casa para crear su propia receta de pizza de frutas!

Converse con sus hijos:

- Enséñele a su hijo **habilidades importantes de razonamiento** de la siguiente manera:
  - ✓ Ser creativo o intentar algo nuevo.
  - ✓ Aprender a hacer las cosas en cierto orden.
- *¿Deberíamos poner el queso crema en el pan primero o deberíamos poner la fruta primero? ¿Qué pasaría si ponemos la fruta primero?*
- *¡Quiero decorar mi pizza para que se vea divertida! Mmmm, me pregunto si debería hacer una flor, o tal vez una cara sonriente. ¿Qué piensas? ¿Qué harías tú?*

Nutrition Facts

6 servings per container

Serving size 1 pizza(162g)

Amount per serving

Calories 190

	% Daily Value*
Total Fat 7g	9%
Saturated Fat 3.5g	18%
Trans Fat 0g	
Cholesterol 20mg	7%
Sodium 260mg	11%
Total Carbohydrate 28g	10%
Dietary Fiber 1g	4%
Total Sugars 15g	
Includes 0g Added Sugars	0%
Protein 7g	
Vitamin D 0mcg	0%
Calcium 152mg	10%
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Potassium 275mg	6%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

¡Diversión con movimiento!

¡Manténganse activos con música! Encuentren un espacio donde puedan bailar en familia todos juntos. ¡Pongan su música favorita y pónganse a bailar! Pídale a su hijo que le muestre los movimientos que están aprendiendo en la escuela.
Congelados. Un adulto debe poner y pausar la música. Todo el mundo se congela cuando la música se detiene.
Consejo: Use objetos simples como toallas pequeñas, bufandas o calcetines para agregar movimiento al baile.

Skit: Invitation to Lunch – Role Play

Hostess: Thanks so much for coming to lunch. It's been such a long time since we have had time to see each other.

Guest: Oh, thank you. I'm happy we are getting together today. Things get so busy with the children.

Hostess: Things sure can get busy. Maybe that is why you forgot my birthday last week.

Guest: Well, oh, um… I am really sorry. I did not mean to upset you!

Hostess: Oh, no worries. It's just that everyone remembered and posted on Facebook. I was sad you forgot.

I made a salad, but I already ate. I am going to serve you.

Guest: You already ate? Well, okay. Thank you. Just a little bit for me then.

Hostess: Don't be ridiculous. It's just salad. Here you go. I love salads with lots of extras on it. Here, let me fix you a plate. (Hostess begins to pile the plate with lettuce and then adds other ingredients.)

Guest: Oh, thank you, but I don't really like lettuce or those other things.

Hostess: Oh, they are really good on this salad. Just try them. They are really good, especially with the…

Guest: Thank you but I really have never liked lettuce or these other things.

Hostess: I really think you are going to like this. I made it especially for us. Let me just finish adding all of this to your plate.

Guest: I am really not that hungry. Please just a small amount for me.

Hostess: I think you are really going to like this. Try it!

Invitación a comer-Juego de roles (actuación)

Anfitriona: Muchas gracias por venir a comer. Hace mucho tiempo que no nos habíamos visto.

Invitado: Gracias. Me da gusto que nos pudimos ver hoy, he estado muy ocupada con los niños.

Anfitriona: Si, claro, andamos muy ocupadas. Tal vez por eso se te olvidó mi cumpleaños la semana pasada.

Invitado: ¡Ay! Lo siento mucho. ¡No fue mi intención hacerte sentir mal!

Anfitriona: No hay problema, es sólo que todos se acordaron y me felicitaron en Facebook. Me puse triste porque tu no te acordaste.

No te preocupes. Preparé una ensalada muy buena. Yo ya comí, pero te voy a servir.

Invitado: ¿Ya comiste? Bueno, está bien. Gracias. Entonces sólo sírveme un poquito.

Anfitriona: No seas ridícula. Es sólo ensalada. Aquí tienes. Me encantan las ensaladas con muchos ingredientes. Déjame que te prepare un plato. (La anfitriona comienza a preparar un plato con lechuga y los otros ingredientes en la bolsa)

Invitado: Gracias, pero la verdad nunca me ha gustado la lechuga y esas cosas que están ahí.

Anfitriona: Saben muy buenas en esta ensalada. ¡Sólo pruébala! Saben muy bien especialmente con los otros ingredientes.

Invitado: Gracias, pero la verdad no me gusta.

Anfitriona: Sinceramente creo que si te va a gustar. La preparé especialmente para nosotros. Sólo déjame terminar de preparar tu plato.

Invitado: Casi no tengo hambre. No me sirvas mucha ensalada por favor.

Anfitriona: Estoy segura de que te va a gustar.


Fruit Punch
Made with Natural Fruit Juices
60 Calories per 8 FL OZ Serving
Natural and Artificial Fruit Flavored Juice Drink


Soda


aspberry
Iced
Tea


Mandarin
Soda

BETTER BEVERAGES

- ✓ **High sugar drinks take away a child's appetite for healthy foods.**
- ✓ **Sugar provides empty calories and none of the vitamins or minerals children need to grow well.**
- ✓ **Low-fat milk has the same vitamins and minerals as whole milk, but without the fat.**
- ✓ **Children over the age of 2 should drink 1% or skim milk.**
- ✓ **Whole fruit is more filling and provides healthy fiber missing from juice.**

Fruity Milkshake

Ingredients:

- 1 cup fat free or skim milk
- 2-3 strawberries
- 1/3 banana
- zipper sandwich bags

Directions:
Have children cut the banana and strawberries into small pieces. Put the banana and strawberries in a zipper sandwich bag and close the bag. Mash the banana and strawberries with your hands. Cut a corner off the bottom of the bag. Squeeze the fruit into the cup of milk and stir it with a spoon.

Talk Together:

- Help your child become self-aware by:
  - ✓ Asking them to express how they feel.
  - ✓ Learning and practicing manners.

Examples:

- *Feel how soft/mushy and cold it is! What does it feel like to you?*
- *Could you please hand me the bananas? Thank you. Let's cut them together. How do you feel about helping me?*
- *If we spill a little that is okay because we can use this cloth to wipe it up.*

Nutrition Facts

4 servings per container
Serving size 8 oz(232g)

Amount per serving
Calories 100

	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 5mg	2%
Sodium 80mg	3%
Total Carbohydrate 18g	7%
Dietary Fiber 1g	4%
Total Sugars 14g	
Includes 0g Added Sugars	0%
Protein 7g	
Vitamin D 2mcg	10%
Calcium 229mg	20%
Iron 0mg	0%
Potassium 420mg	8%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Fun with Movement!

Bubble Game!

- Blow bubbles and have the children run and try to catch them before they pop. Blow the bubbles high and low so children have to run and jump to catch them.
- Let each child/family member take turns blowing and catching bubbles.

Tip: Challenge each person to catch bubbles with a different body part, like an elbow, foot or head!

MEJORES OPCIONES DE BEBIDAS

Culture of Wellness in Preschools
Younger. Healthier. Happier.

- ✓ **Las bebidas con alto contenido de azúcar quitan el apetito de los niños por alimentos saludables.**
- ✓ **El azúcar proporciona calorías vacías y ninguna de las vitaminas o minerales que los niños necesitan para crecer bien.**
- ✓ **La leche baja en grasa tiene las mismas vitaminas y minerales que la leche entera, pero sin la grasa.**
- ✓ **Los niños mayores de 2 años deben beber 1% o leche descremada.**
- ✓ **La fruta entera nos hace sentir llenos más rápido y proporciona la fibra saludable que los jugos no tienen.**

Malteada de fruta

Ingredientes:

- 1 taza de leche descremada o baja en grasa
- 2-3 fresas
- 1/3 de plátano
- bolsas para sándwich

Instrucciones:
Pídales a sus niños que corten el plátano y las fresas en trozos pequeños. Pongan el plátano y las fresas en una bolsa para sándwiches que se cierra herméticamente. Machaquen el plátano y las fresas con las manos. Corte la esquina de la parte de abajo de la bolsa. Vacié la fruta en la taza de leche y revuélvala con una cuchara.

Converse con sus hijos:
• Ayude a su hijo a aprender **habilidades sociales** importantes de la siguiente manera:
  - ✓ Expresando cómo se sienten.
  - ✓ Aprender y practicar modales.

• *¿Podrías pasarme los plátanos? Gracias. Vamos a cortarlos juntos. ¿Te gustaría ayudar?*
• *¡Divirtámonos y hagamos una malteada de frutas con nuestras manos! Ooohh, sientes lo suave/blanda y fría que es! ¿Cómo se siente?*
• *Si derramamos un poco, está bien porque podemos limpiarlo.*

Nutrition Facts

4 servings per container	
Serving size	**8 oz(232g)**
Amount per serving	
Calories	**100**
	% Daily Value*
Total Fat 0g	**0%**
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 5mg	**2%**
Sodium 80mg	**3%**
Total Carbohydrate 18g	**7%**
Dietary Fiber 1g	4%
Total Sugars 14g	
Includes 0g Added Sugars	0%
Protein 7g	
Vitamin D 2mcg	10%
Calcium 229mg	20%
Iron 0mg	0%
Potassium 420mg	8%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

¡Diversión con movimiento!

¡Juego de burbujas!

- Haga burbujas y pídales a sus niños que corran y traten de atraparlas antes de que exploten. Aviente burbujas hacia arriba y hacia abajo para que los niños tengan que correr y saltar para atraparlas.
- Deje que cada niño/miembro de la familia tome turnos para hacer y atrapar burbujas.

Consejo: rete a cada persona a atrapar burbujas con una parte del cuerpo diferente, como ¡un codo, un pie o la cabeza!

STAYING ACTIVE AND SCREEN TIME

Culture of Wellness in Preschools
Younger. Healthier. Happier.

- ✓ **Staying active as a family is fun, easy, and free.**
- ✓ **Your children are more likely to be active if you are active, too.**
- ✓ **Children should be physically active for 1 hour or more a day.**
- ✓ **Children can be more active when screen time is limited to less than 2 hours a day.**
- ✓ **Taking the TV and other screens out of the bedroom limits screen time.**

Eating a Rainbow

Ingredients:

- 1 small bag of baby spinach
- 1 red pepper
- 1 yellow squash
- 1 small bag shredded carrots
- 1 bag red/purple grapes
- 1 small container of blueberries
- low fat Italian salad dressing

Directions:
Encourage children to help wash the fruits and vegetables. Chop the red pepper and yellow squash. Cut the grapes in half. Make a rainbow of colors on their plate. Serve with salad dressing if desired.

Talk Together:

- Help your child **communicate** by:
  - ✓ Using words to express thoughts and ideas.

Examples:

- *I'm going to try all the colors! Which colors would you like to put on your plate? How could I help you?*
- *I wasn't sure if I liked carrots this way but they are crunchy and sweet. What do you think?*

Nutrition Facts

6 servings per container
Serving size 1 cup(217g)

Amount per serving	
Calories	**110**
	% Daily Value*
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 140mg	6%
Total Carbohydrate 24g	9%
Dietary Fiber 4g	14%
Total Sugars 16g	
Includes 0g Added Sugars	0%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 69mg	6%
Iron 2mg	10%
Potassium 301mg	6%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Fun with Movement!

Use a beach ball for this fun indoor or outdoor game!

- On each colored section of the ball, write an action word. Some ideas are: *Spin, Hop, Wiggle, Touch your toes, or Reach for the sky.*
- Roll or throw the ball to a child. When the child catches the ball, ask what color is closest to their body.
- Everyone does the action written on that color five times or more.
- Take turns throwing the ball to others.

Actividad física y tiempo enfrente de las pantallas

Culture of Wellness in Preschools
Younger. Healthier. Happier.

- **Mantenerse activo en familia es divertido, fácil y gratis.**
- **Los niños deben estar físicamente activos durante 1 hora o más al día.**
- **Cuando usted está físicamente activo, es más probable que sus hijos quieran estar más activos también.**
- **Los niños pueden estar más activos cuando el tiempo de pantalla se limita a menos de 2 horas al día.**
- **Sacar la televisión y otras pantallas de la recamara puede ayudar a limitar el tiempo en pantalla.**

Comiendo el arco iris

Ingredientes:

- 1 bolsa de espinaca (baby spinach)
- 1 pimiento rojo
- 1 calabaza amarilla
- 1 bolsa pequeña de zanahorias ralladas
- 1 bolsa de uvas rojas/moradas
- 1 cajita de arándanos
- Aderezo para ensalada italiano bajo en grasa

Instrucciones:

Anime a sus niños a lavar todas las frutas y verduras. Pique el pimiento rojo y la calabaza amarilla. Corte las uvas a la mitad. Haga un arcoíris de colores en su plato. Sirva con aderezo para ensalada si lo desea.

Converse con sus hijos:

- Ayude a su hijo a aprender **habilidades del lenguaje** de la siguiente manera:
  - ✓ Expresarse con palabras
  - ✓ Compartir sus pensamientos e ideas
- *¡Voy a probar todos los colores! ¿Qué colores te gustaría poner en tu plato? ¿Te gustaría hacerlo tú o te gustaría que te ayude?*
- *No estaba seguro si me gustaban las zanahorias de esta manera, pero son crujientes y dulces. ¿Qué piensas tú?*

Nutrition Facts

6 servings per container
Serving size 1 cup(217g)

Amount per serving
Calories 110

	% Daily Value*
Total Fat 1g	1%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 140mg	6%
Total Carbohydrate 24g	9%
Dietary Fiber 4g	14%
Total Sugars 16g	
Includes 0g Added Sugars	0%
Protein 2g	
Vitamin D 0mcg	0%
Calcium 69mg	6%
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Potassium 301mg	6%

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¡Diversión con movimiento!

¡Use una pelota de playa para este divertido juego que se puede hacer dentro y fuera de casa!

- Escriba una acción en cada sección/color de la pelota. Algunas ideas son: Girar, saltar, menearse, tocarse los dedos de los pies o alcanzar el cielo.
- Ruede o lance la pelota a su niño. Cuando el niño atrape la pelota, pregúntele qué color está frente a él/ella.
- Todos los demás hacen la acción escrita en ese color cinco o más veces.
- Tomen turnos lanzándose la pelota.

ADULTS

MOVE YOUR WAY℠

What's your move?

You know you need physical activity to stay healthy.
But did you know it can help you feel better right away?

Boost your mood

Sharpen your focus

Reduce your stress

Improve your sleep

So get more active — and start feeling better today.

How much activity do I need?

Moderate-intensity aerobic activity

Anything that gets your heart beating faster counts.

at least **150** minutes a week

AND

Muscle-strengthening activity

Do activities that make your muscles work harder than usual.

at least **2** days a week

Tight on time this week? **Start with just 5 minutes.** It all adds up!

Or get the same benefits in half the time. If you step it up to **vigorous-intensity** aerobic activity, aim for at least **75 minutes** a week.

Is it moderate or vigorous? Use the "talk test" to find out.

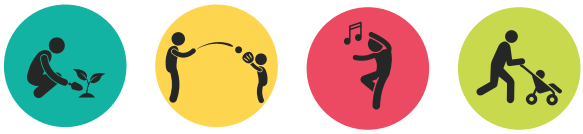
When you're being active, just try talking:

- If you're breathing hard but can still have a conversation easily, it's **moderate-intensity activity**
- If you can only say a few words before you have to take a breath, it's **vigorous-intensity activity**

What counts?

Whatever gets you moving!

Even things you have to do anyway



Even things that don't feel like exercise

You can get more active.

No matter who you are, where you live, on your own, or together.
You can find a way that works for you.

And over time, physical activity can help you live a longer, healthier life.

- ✓ Lower your risk of diseases like type 2 diabetes and some cancers
- ✓ Control your blood pressure
- ✓ Stay at a healthy weight

So take the first step. Get a little more active each day. **Move your way.**

Find tips to get moving and build a weekly activity plan.
health.gov/MoveYourWay/Activity-Planner

Culture of Wellness Classroom Nutrition Activities and the Child and Adult Care Food Program (CACFP) June, 2020

Background on Child and Adult Care Food Program (CACFP) Participation:

What is CACFP?

The CACFP is a USDA meal reimbursement and nutrition education program offered through the Colorado Department of Public Health and Environment (CDPHE).

How can a center participate in the food program?

Centers can participate in the CACFP if they are licensed and a non-profit center or if the for-profit center cares for more than 25% low income children (of enrollment or license capacity).

The site must complete an application process and be approved by CDPHE. The application process determines if the center is financially viable and capable of administering the program. CDPHE consultants are very helpful and they expect the center to complete and submit the documentation and paperwork. Because this is a meal reimbursement program, the center is financially responsible for using funds appropriately and is liable to pay the funds back if it is determined that the funds were not used appropriately (i.e. following all federal and state requirements). The participation requirements are outlined in the Centers Manual on the CDPHE CACFP web site and in the Colorado Healthy Eating Application & Reimbursement System (CHEARS) application (https://drive.google.com/file/d/1LpvPR0nC5oI6Rw3d_pmC_6z7Zjv-2Eul/view and https://www.colorado.gov/pacific/sites/default/files/PF_CACFP_CHEARS-User-Manual.pdf). Staff members from the CDPHE CACFP are available to assist you.

Successful participation in the CACFP requires the director and a staff member learn the program requirements, monitor the daily operations and keep the required paperwork in electronic and paper files.

The meal reimbursement is intended to offset food expenses and is not intended to be a full reimbursement for all food, labor and equipment costs.

Snapshot of participation requirements:

- Purchase foods that meet the meal pattern and portion size requirements (via site or caterer)
- Keep food receipts and/or catering receipts to document that requirements are met
- Plan and follow menus that meet the meal pattern and portion size requirements

- Keep daily records of the names of participants offered the meal and Sign In/Out Sheets
- Follow food safety and preparation requirements
- Serve food within the pre-approved snack and mealtime ranges
- Serve all foods at the same time

Current Reimbursement Rates:

Background: Centers are reimbursed at one of three reimbursement rates: Free (the lowest income families), Reduced, and Paid (families whose income is above the "Reduced" guidelines). Family Household Income guidelines are provided below. Income applications must be collected, reviewed and maintained by the center for three years and four months. Errors in income applications can be a costly error for the center since paying at the incorrect reimbursement rate can mean needing to return funds to CDPHE.

Colorado is a Cash-in-Lieu state, so they use the Cash-in-Lieu figures in the table below. Cash-in-Lieu means Colorado has chosen to receive the higher "Cash-in-lieu" reimbursement rate at lunch and supper instead of receiving Commodity Supplemental Foods at CACFP participating centers.

Rates are effective from **July 1, 2019 through June 30, 2020** and are as follows:

	BREAKFAST	LUNCH/SUPPER		SNACK
		Cash-in-lieu	Regular	
FREE	$ 1.84	$ 3.6475	$ 3.41	$ 0.94
REDUCED	$ 1.54	$ 3.2475	$ 3.01	$ 0.47
PAID	$ 0.31	$ 0.5575	$ 0.32	$ 0.08

Please contact the CACFP office at 303-692-2330 with any questions.

Household Income Eligibility Guidelines Effective July 1, 2019- June 30, 2020

Household Size	Free				Reduced			
	Yearly	Monthly	Biweekly*	Weekly	Yearly	Monthly	Biweekly*	Weekly
1	$ 16,237	1,354	625	313	23,107	1,926	889	445
2	$ 21,983	1,832	846	423	31,284	2,607	1,204	602
3	$ 27,729	2,311	1,067	534	39,461	3,289	1,518	759
4	$ 33,475	2,790	1,288	644	47,638	3,970	1,833	917
5	$ 39,221	3,269	1,509	755	55,815	4,652	2,147	1,074
6	$ 44,967	3,748	1,730	865	63,992	5,333	2,462	1,231
7	$ 50,713	4,227	1,951	976	72,169	6,015	2,776	1,388
8	$ 56,459	4,705	2,172	1,086	80,346	6,696	3,091	1,546
For each additional family member add:	$ +5,746	+479	+221	+111	+8,177	+682	+315	+158

Some thoughts on how CACFP Reimbursement could be used to sustain COWP classroom lessons:

The CACFP reimbursement could be used to partially reimburse the center for food costs incurred by the COWP classroom lessons.

If the COWP lesson is used for a snack, the servings sizes for the lesson will need to be increased from a taste to a full portion. Reimbursement for snack requires that two different food groups are served, so using the corn and bean salsa as an example, a half cup of salsa would need to be served with a cracker, tortilla or other bread alternative. The maximum reimbursement for snack is 94 cents (in 2020) per child served.

If the COWP lesson is served as part of a creditable lunch it would need to be served with the full lunch (all components: Milk, bread/bread alternate, meat/meat alternate, fruit and vegetable need to be served at the same time). It could be prepared in the morning and served as part of lunch. The maximum reimbursement for lunch is $3.64 (in 2020).

New meal pattern listed below:

Child Meal Patterns

Child & Adult Care Food Program

Breakfast (Select all three components for a reimbursable meal)				
Food Components and Food Items	**Ages 1-2**	**Ages 3-5**	**Ages 6-12**	**Ages 13-18** (At-risk afterschool programs and emergency shelters)
Fluid Milk	4 ounces	6 ounces	8 ounces	8 ounces
Vegetables, fruits, or portions of both	¼ cup	½ cup	½ cup	½ cup
Grains*				
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ serving	½ serving	1 serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal, cereal grain and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold)				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	⅛ cup	⅛ cup	¼ cup	¼ cup
Grains substituted with a meat/meat alternate* (May be used to meet the entire grain requirement a maximum of three times per week.	½ ounce	½ ounce	1 ounce	1 ounce
Lunch and Supper (Select all five components for a reimbursable meal)				
Food Components and Food Items	**Ages 1-2**	**Ages 3-5**	**Ages 6-12**	**Ages 13-18**
Fluid Milk	4 ounces	6 ounces	8 ounces	8 ounces
Meat/meat alternates				
Lean meat, poultry, or fish	1 ounce	1 ½ ounce	2 ounces	2 ounces
Tofu, soy product, or alternate protein products	1 ounce	1 ½ ounce	2 ounces	2 ounces
Cheese	1 ounce	1 ½ ounce	2 ounces	2 ounces
Large egg	½	¾	1	1
Cooked dry beans or peas	¼ cup	⅜ cup	½ cup	½ cup
Peanut/soy/nut or seed butters	2 TBSP	3 TBSP	4TBSP	4 TBSP
Yogurt, plain or flavored unsweetened or sweetened	4 ounces/ ½ cup	6 ounces/ ¾ cup	8 ounces/ 1 cup	8 ounces/ 1 cup

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Revised August 2017

Child Meal Patterns

Child & Adult Care Food Program

The following may be used to meet no more than 50% of the requirement: Peanuts, soy nuts, tree nuts, or seeds as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternates	½ ounce= 50%	¾ ounce = 50%	1 ounce = 50%	1 ounce = 50%
Vegetables	⅛ cup	¼ cup	½ cup	½ cup
Fruits	⅛ cup	¼ cup	¼ cup	¼ cup
Grains				
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ serving	½ serving	1 serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal, cereal grain and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Snack (Select two of the five components for a reimbursable snack)				
Food Components and Food Items	**Ages 1-2**	**Ages 3-5**	**Ages 6-12**	**Ages 13-18**
Fluid Milk	4 ounces	4 ounces	8 ounces	8 ounces
Meat/meat alternates				
Lean meat, poultry, or fish	½ ounce	½ ounce	1 ounce	1 ounce
Tofu, soy product, or alternate protein products	½ ounce	½ ounce	1 ounce	1 ounce
Cheese	½ ounce	½ ounce	1 ounce	1 ounce
Large egg	½	½	½	½
Cooked dry beans or peas	⅛ cup	⅛ cup	¼ cup	¼ cup
Peanut/soy/nut or seed butters	1 TBSP	1 TBSP	2 TSBP	2 TSBP
Yogurt, plain or flavored unsweetened or sweetened	2 ounces or ¼ cup	2 ounces or	4 ounces or ½ cup	4 ounces or ½ cup
Peanuts, soy nuts, tree nuts or seeds	½ ounce	½ ounce	1 ounce	1 ounce
Vegetables	½ cup	½ cup	¾ cup	¾ cup
Fruits	½ cup	½ cup	¾ cup	¾ cup
Grains				
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ serving	½ serving	1 serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal, cereal grain and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold)				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	⅛ cup	⅛ cup	¼ cup	¼ cup

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Revised August 2017

Classroom Nutrition Lessons as of 2/2020

Lesson: Today I Ate a Rainbow or Rainbow Salad

Foods Needed:

- Baby arugula or spinach
- Red bell pepper
- Shredded carrots
- Yellow squash
- Blueberries
- Low-fat Italian salad dressing

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	**No additional foods if:** ½ c spinach, pepper, carrot, squash/child ½ c blueberries or mixed fruit/child	Vegetable Fruit	Snack: $ 0.94
Lunch	**Add:** 6 oz 1% or Skim Milk/child Bread or Bread Alternative (such as whole wheat English Muffin) 1.5 oz Meat or Meat Alternative (such as cheese)/child	Milk Bread/Bread Alternate Meat/Meat Alternate	Lunch: $ 3.64
	Assure: ¼ c spinach, bell pepper, carrot or other vegetable/child ¼ c berries or other fruit/child All foods served at the same time.	Vegetable Fruit	

Lesson: Fruit Pizza

Foods Needed:

- Clementine oranges (seasonal)
- Blueberries
- Whipped cream cheese
- Pineapple tidbits
- Whole Wheat English Muffins (1/2 per student)

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	**No additional foods if:** ½ c mixed fruit/child ½ English Muffin/child	Fruit Bread Alternate	Snack: $ 0.94
Lunch	**Add:** 6 oz 1% or Skim Milk/child ¼ c Vegetable such as green beans/ child 1.5 oz Meat or Meat Alternate such as tuna or chicken or cheese/child	Milk Bread/Bread Alternate Meat/Meat Alternate	Lunch: $ 3.64
	Assure: ¼ c mixed fruit/child 1 English Muffin/child All foods served at the same time.	Vegetable Fruit	

Lesson: Fruity Milkshake

Foods Needed:

- Bananas
- Strawberries
- 1% or Skim Milk

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	**No additional foods if:** ½ c mixed fruit/child 6 oz 1% or Skim Milk/child	Fruit Milk	Snack: $ 0.94
Lunch	**Add:** ¼ c Vegetable such as green beans/child 1.5 oz Meat or Meat Alternate such as tuna or chicken or cheese/child Bread or Bread Alternate such as whole wheat bread	Vegetable Meat/Meat Alternate Bread/Bread Alternate	Lunch: $ 3.64
	Assure: ¼ c mixed fruit/child 6 oz 1% or Skim Milk/child All foods served at the same time.	Vegetable Fruit	

Additional Classroom Nutrition Education Activities from COWP:

Lesson: A Star in the Apple

Foods Needed:

- 3 types of Apples (Red, Yellow, Green)

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	½ apple/child **Add**: 4 crackers/child	Fruit Bread Alternate	Snack: $ 0.94
Lunch	**Add:** 6 oz 1% or Skim Milk/child 1.5 oz tuna/child ¼ c celery/child ¼ c apple/child 4 crackers/child All foods served at the same time	Meat/Meat Alternate Vegetable Fruit Bread Alternate	Lunch: $ 3.64

Lesson: Families

Foods Needed:

- Cucumbers
- Tomatoes
- 2 pkg. chicken flavored couscous 5-7 oz.
- 2 cups **hot** tap water

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	**No additional foods if:** ½ c mixed vegetables/child ½ c couscous/child	Vegetable Bread Alternate	Snack: $ 0.94
Lunch	**Add:** 6 oz 1% or Skim Milk/child 1.5 oz Meat or Meat Alternative (diced chicken)/child ¼ c fruit/child	Milk Meat/Meat Alternate Fruit	Lunch: $ 3.64
	Assure: ¼ c mixed vegetable/child ½ c couscous/child All foods served at the same time.	Vegetable Bread Alternate	

Lesson: Friendship Fruit Parfait

Foods Needed:

- Strawberries
- Pineapples
- Blueberries
- Low fat vanilla yogurt

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	**No additional foods if:** ½ c mixed fruit/child 2 oz Yogurt/child	Fruit Meat Alternate	Snack: $ 0.94
Lunch	**Add:** 6 oz 1% or Skim Milk/child ¼ c Vegetable such as green beans/child 1 whole wheat bread	Milk Vegetable Bread/Bread Alternate	Lunch: $ 3.64
	Assure: ¼ c mixed fruit/child 6 oz Yogurt/child All foods served at the same time.	Fruit Meat Alternate	

Lesson: Germs

Foods Needed:

- Seasonal Fruit

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	1/2 c mixed fruit/child **Add:** ½ c vegetable/child	Fruit Vegetable	Snack: $ 0.94
Lunch	**Add:** 6 oz 1% or Skim Milk/child ¼ c Vegetable such as green beans/child 1.5 oz Meat or Meat Alternate such as tuna or chicken or cheese/child Bread or Bread Alternate such as whole wheat bread	Milk Vegetable Bread/Bread Alternate	Lunch: $ 3.64
	Assure: Assure: ¼ c mixed fruit/child All foods served at the same time.	Fruit Bread/Bread Alternate	

Lesson: Graphing Fruit

Foods Needed:

- Oranges
- Kiwi
- Sliced pears
- Black berries
- Raspberries

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	½ c mixed fruit/child **Add**: ½ c vegetable/child	Fruit Vegetable	Snack: $ 0.94
Lunch	**Add:** 6 oz 1% or Skim Milk/child ¼ c Vegetable such as green beans 1.5 oz Meat or Meat Alternate such as tuna or chicken or cheese/child Bread or Bread Alternate such as whole wheat bread	Milk Vegetable Meat/Meat Alternate	Lunch: $ 3.64
	Assure: ¼ c mixed fruit/child All foods served at the same time.	Bread/Bread Alternate Fruit	

Lesson: Graphing Vegetables

Foods Needed:

- Radishes
- Broccoli crowns
- Snap peas
- Yellow bell peppers

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	½ c mixed vegetable/child **Add**: ½ c Fruit/child	Vegetable Fruit	Snack: $ 0.94
Lunch	**Add:** 6 oz 1% or Skim Milk/child ¼ c Fruit 1.5 oz Meat or Meat Alternate such as tuna or chicken or cheese/child Bread or Bread Alternate such as whole wheat bread	Milk Fruit Meat/Meat Alternate	Lunch: $ 3.64
	Assure: ¼ c mixed vegetable/child All foods served at the same time.	Bread/Bread Alternate Vegetable	

Lesson: Healthy Teeth

Foods Needed:

- Canned carrots
- Snap peas
- Yellow peppers

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	½ c mixed vegetable/child **Add**: ½ c Fruit	Vegetable Fruit	Snack: $ 0.94
Lunch	**Add:** 6 oz 1% or Skim Milk/child ¼ c Fruit/child 1.5 oz Meat or Meat Alternate such as tuna or chicken or cheese/child Bread or Bread Alternate such as whole wheat bread	Milk Fruit Meat/Meat Alternate	Lunch: $ 3.64
	Assure: ¼ c mixed vegetable/child All foods served at the same time.	Bread/Bread Alternate Vegetable	

Lesson: Manners

Foods Needed:

- Limes
- Red bell pepper
- Yellow squash
- Zucchini
- Corn
- Black beans
- Hot sauce

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	½ c mixed vegetables/child **Add**: ½ whole wheat Tortilla/child	Vegetable Bread Alternate	Snack: $ 0.94
Lunch	**Add:** 6 oz 1% or Skim Milk/child 1.5 oz Meat or Meat Alternate such as tuna or chicken or ½ whole wheat Tortilla/child cheese/child ¼ c fruit/child	Milk Meat/Meat Alternate	Lunch: $ 3.64
	Assure: ¼ c mixed vegetable/child All foods served at the same time.	Bread/Bread Alternate Fruit Vegetable	

Lesson: Five Senses

Foods Needed:

- Apples
- Oranges
- Blueberries
- Kiwis

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	½ c mixed fruit/child Add: ½ c vegetable	Fruit Vegetable	Snack: $ 0.94
Lunch	**Add:** 6 oz 1% or Skim Milk/child 1/4 c Vegetable such as green beans/child 1.5 oz Meat or Meat Alternate such as tuna or chicken or cheese/child Bread or Bread Alternate such as whole wheat bread	Milk Vegetable Meat/Meat Alternate	Lunch: $ 3.64
	Assure: ¼ c mixed fruit/child All foods served at the same time.	Bread/Bread Alternate Fruit	

Lesson: Pumpkin Circle

Foods Needed:

- Canned Pure Pumpkin
- Vanilla low-fat yogurt
- Graham crackers

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	**No additional foods if:** 2 oz yogurt/child ½ serving of graham crackers (2 crackers/13 g)/child	Meat Alternate Bread Alternate	Snack: $ 0.94
Lunch	**Add:** 6 oz Skim or 1% Milk/child ¼ c Vegetable such as green beans/child ¼ c mixed fruit/child	Milk Vegetable Fruit	Lunch: $ 3.64
	Assure: 6 oz yogurt/child Serving of graham crackers (4 crackers/25 grams)/child All foods served at the same time.	Meat Alternate Bread Alternate	

Lesson: Tortilla Factory

Foods Needed:

- Limes
- Tomatoes
- Green bell peppers
- Corn
- Mango
- White corn tortillas (1/2 per student)
- Hot sauce

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	**No additional foods if:** ½ c mixed vegetable/child ½ Tortilla/child	Vegetable Bread Alternate	Snack: $ 0.94
Lunch	**Add:** 6 oz 1% or Skim Milk /child ¼ c Fruit 1.5 oz Meat or Meat Alternate such as tuna or chicken or cheese/child	Milk Fruit Meat/Meat Alternate	Lunch: $ 3.64
	Assure: ¼ c mixed vegetable/child ½ tortilla/child All foods served at the same time.	Vegetable Bread Alternate	

Lesson: Vegetable Bug

Foods Needed:

- 4 Cucumbers
- 1 Bag shredded carrots
- 1 Bag baby spinach (pre-washed)
- 2 Pints cherry or grape tomatoes
- 1 can (4 oz.) chopped olives
- Low-fat ranch dressing

Additional Foods Needed for the 3-5 year old		Credit As	Reimbursement At Free Rate (in 2020)
Snack	½ c mixed vegetable/child (Note: olives are not creditable on the Food Program) **Add**: ½ c Fruit/child	Vegetable Fruit	Snack: $ 0.94
Lunch	**Add:** 6 oz 1% or Skim Milk/child ¼ c Fruit 1.5 oz Meat or Meat Alternate such as tuna or chicken or cheese Bread or Bread Alternate such as whole wheat bread	Milk Fruit Meat/Meat Alternate	Lunch: $ 3.64
	Assure: ¼ c mixed vegetable/child (Note: olives are not creditable on the Food Program) All foods served at the same time	Bread/Bread Alternate Vegetable	