

Unit Goal

To increase providers' knowledge and awareness of the role they play in preventing childhood obesity, and improving the health of their own families and the children in their care

Participant Objectives

Providers will be able to:

1. Give at least one example of how overweight and obesity negatively impact children.
2. Name the five EWPH strategies for preventing childhood obesity.
3. State at least one way they can promote healthy eating with their own families and in their day care home.
4. State at least one way they can promote physical activity with their own families and in their day care home.
5. Describe how to implement at least one nutrition activity from the *DCH Provider Resource Guide* in their day care home.
6. Describe how to implement at least one movement activity from the *DCH Provider Resource Guide* in their day care home.

Workshop Outline

- Introduction (10 minutes)
- PowerPoint—*Preventing Childhood Obesity* (25 minutes)
- Facilitated Discussion—*But What Can We Do?* (20 minutes)
- Break (10 minutes)
- Demonstration—Children's Movement Activity (20 minutes)
 - *Animal Boogie*
- Demonstration—Children's Nutrition Activity (20 minutes)
 - *"Yes, Please" and "No, Thank You"*
- Closing (15 minutes)

Materials



Trainer Materials	Provider Take-Home Materials
<ol style="list-style-type: none"> 1. Computer with projector 2. PowerPoint Presentation CD 3. Flip Chart 4. Markers 5. See <i>Children's Activities</i> section of curriculum for materials list for Children's Nutrition and Movement Activities 	<ol style="list-style-type: none"> 1. <i>EWPH with Day Care Homes Flow Chart</i> 2. <i>DCH Provider Resource Guide</i> binder 3. <i>Animal Boogie</i> lesson plan 4. <i>"Yes, Please" and "No, Thank You"</i> lesson plan 5. <i>My Action Plan</i> handout 6. <i>I Tried a New Food Today!</i> handout 7. <i>Snack Smarter</i> poster 8. Unit 1 Toolkit items

What To Do Ahead Of Time

- Prepare a *DCH Provider Resource Guide* binder for each provider by inserting the following:
 - Section dividers
 - The children's nutrition activity lesson plan "Yes, Please" and "No, Thank You"
 - The children's movement activity lesson *Animal Boogie*
 - Contents that correspond with the *Food Picture Cards, School Age Activities, Recipes, and Resources* tabs.
- Providers will insert additional handouts and materials into the binder as they receive them at each group workshop.

Introduction

10 Minutes

What To Say And Do

1. Greet providers as they arrive. Once everyone is seated introduce yourself and the EWPH-DCH program.
2. Give providers any necessary information about location of bathrooms, exits, etc.
3. Provide an overview of the workshop:
 - Let providers know that today's workshop will take about 2 hours and that you'll be taking a brief break during the workshop.
 - We'll begin with a brief presentation of the challenges of childhood obesity and an overview of the EWPH-DCH project.
 - After that, we'll share some of our experiences with feeding children and keeping them active.
 - We'll finish things up by practicing one movement activity for children and one nutrition activity for children.
4. Go around the room and ask each participant to introduce themselves. Ask each provider the following questions to encourage them to share a little about themselves:
 - How long have you been providing day care? or Where is your day care home located?
 - How many children do you care for? How old are they?
 - How many children of your own do you have?
5. Distribute the prepared *Provider Resource Guide*.

PowerPoint Presentation—*Preventing Childhood Obesity*



25 Minutes

What To Say And Do

1. Once introductions are complete, use the notes provided on each PowerPoint slide to help you deliver the presentation.
2. Paraphrase the notes to make your presentation more natural.
3. Follow the instructions in bold for activities and interactions during the presentation.
4. Respond to participant questions as appropriate.



Eat Well Play Hard **with** **Day Care Homes**

This program, Eat Well Play Hard with Day Care Homes, will help you develop practical ways to create a healthy environment for yourselves, your families, and the children in your care.

UNIT 1

Healthy Kids, It's Up To Us



Today's workshop focuses on the important role family day care home providers play in keeping children healthy.

SAMPLE

Workshop 1 Outline

- Presentation – Preventing Childhood Obesity
- Discussion – But What Can We Do?
- Break
- Demonstration of Children’s Activities
 - Movement
 - Nutrition
- Closing

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Provide an overview of the workshop:

We’ll begin with a presentation looking at the problem of childhood obesity. I’ll also explain what the Eat Well Play Hard with Day Care Homes program is all about.

Then we’ll talk about the important role child care providers play in preventing obesity by having you share some of your experiences with feeding children and keeping them active.

We’ll take a brief break.

Then we’ll come back for a fun interactive demo of a movement activity and a nutrition activity that you do in your day care home.

The Obesity Epidemic

- Over 69% of U.S. adults overweight or obese
- Obesity second only to smoking as leading preventable cause of death
- 352,000 – 459,000 deaths per year

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We're putting so much emphasis on good health with young children because we have an epidemic of obesity in this country.

The numbers are startling.

69% of the adult US population are overweight or obese. That's more than two-thirds of the population (1).

Overweight and obesity are on the verge of surpassing tobacco as the #1 preventable cause of death (2).

Between 310,000 and 500,000 deaths per year can be blamed on overweight/obesity and physical inactivity combined (2).

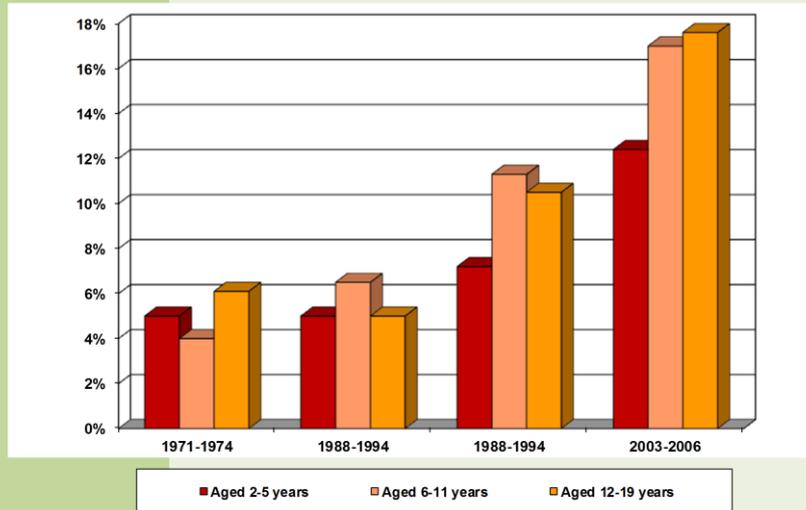
The obesity epidemic is harming the health of millions of Americans and resulting in billions of additional dollars in health care costs. Rising rates of obesity over the past few decades are one the major factors behind the skyrocketing health care costs in the United States.

Sources:

1. Ogden CL, Carroll MD, Kit BK, Flegal KM. Prevalence of obesity in the United States, 2009–2010. NCHS data brief, no 82. Hyattsville, MD: National Center for Health Statistics. 2012.

2. Danaei G, Ding EL, Mozaffarian D, et al. The preventable causes of death in the United States: comparative risk assessment of dietary, lifestyle, and metabolic risk factors. PLoSMed. 2009; 6:e1000058.

Obese Children In U.S.



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Our children aren't immune to this epidemic.

This graph shows obesity rates among children aged 2 – 19 years according to the National Health and Nutrition Examination Survey.

Over the past 30 years, obesity rates have risen among all age groups of U.S. children and adolescents.

The red bar represents preschoolers. The number of **obese preschoolers** has more than doubled, rising from 5% to more than 12%.

Prevalence of Obesity Among U.S. Children and Adolescents (Aged 2 –19 Years);
<http://www.cdc.gov/obesity/childhood/prevalence.html>

New York State

Almost 1/3 of preschool children are overweight or obese.



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What about New York State?

New York State has the 18th highest rate of overweight youths ages 10 to 17.

In 2008, almost one-third (32%) of low-income preschool (aged 2-5 years) children in New York State were overweight or obese, and almost 15% were obese.

Overweight is now the most common pediatric health problem in the United States.

Source:

Polhamus B, Dalenius K, Mackentosh H, Smith B, Grummer-Strawn L. *Pediatric Nutrition Surveillance 2008 Report*. Atlanta: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention: 2009.

Alarming National Trends

- 70% of obese children have at least one risk factor for heart disease.
- Childhood obesity-related medical costs total \$14.1 billion.

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70% of obese children have at least one risk factor for heart disease, such as high blood pressure or high cholesterol, in *childhood* – not just when they become adults.

Childhood obesity-related medical costs total \$14.1 billion.

Source:

F as in Fat: How Obesity Threatens America's Future. Washington, DC: Trust for America's Health and the Robert Wood Johnson Foundation, 2012.

Carryover Into Adulthood

Obese children are:

- ✿ more likely to become obese adults
- ✿ more than twice as likely to die before the age of 55 than normal weight children

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You may be saying to yourselves, “Won’t kids just outgrow their baby fat?”

Studies have shown that children who are overweight are much more likely to be obese as adults, and the likelihood that they will be obese adults is greater the earlier children become overweight.

Nearly 80% of overweight adolescents become obese adults.

Obese children are more than twice as likely to die before the age of 55 than normal weight children.

Source:

F as in Fat: How Obesity Threatens America’s Future. Washington, DC: Trust for America’s Health and the Robert Wood Johnson Foundation, 2012.

Obese Adult

- Diabetes
- Heart Disease
- Cancer
- Limited Mobility
- Arthritis



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Obese adults are likely to develop an array of obesity-related ailments, including diabetes, heart disease, and some forms of cancer.

In addition, they can experience limited mobility and debilitating arthritis.

These diseases are often connected to diet and lifestyle.

Source:

F as in Fat: How Obesity Threatens America's Future. Washington, DC: Trust for America's Health and the Robert Wood Johnson Foundation, 2012.

Obesity Can

- ✿ Reduce quality of life
- ✿ Shorten the lifespan
- ✿ Begin in childhood
- ✿ **Be prevented!**
 - Increased physical activity
 - Good nutrition

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Obesity can reduce the quality of life and shorten lifespan.

It can begin in childhood, where attitudes about eating and exercise are developed.

The good news is that there are many factors that contribute to overweight and obesity that we can control – like what we eat and how physically active we are.

Why Are People Overweight?

- ✿ Factors outside our control
 - Genetics, underlying medical conditions
- ✿ Factors within our control
 - Nutrition
 - Physical Activity

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Genetics, environment, and psychological factors are very important. Overweight and obesity can be caused by some underlying disorders such as thyroid disease (hypothyroidism) but the most common cause is lifestyle.

The obesity problem has two basic issues: too much food and too little activity.

Over the past thirty years, American adults and children have increased the number of calories they eat.

Children also tend to spend more time in sedentary activities like watching television and playing video games than they do being active.

These lifestyle habits have resulted in a national problem that keeps growing. But fortunately, these behaviors can be changed. We can replace unhealthy habits with healthy habits. And very young children can develop healthy habits right from the start!

Source:

F as in Fat: How Obesity Threatens America's Future. Washington, DC: Trust for America's Health and the Robert Wood Johnson Foundation, 2010.

What Can We Do?



We must **prevent** obesity,
not treat obesity.

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By starting early, we can prevent obesity, so that today's children never have to deal with the problems obesity causes.

What YOU Do Matters

- 🍎 You provide a home away from home
- 🍎 You are a role model
- 🍎 You care

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As child care providers you have the power to influence not only your own families, but the children in your care and their families as well. You are important members of your community and someone to whom parents turn to for advice. How we care for our children is going to help determine their futures.

As child care providers, you have one of the most important jobs in the world. What you do really matters. You provide a home away from home for every child in your care. Some things may be out of your control, but there is a lot you can do to make the environment in your day care home one that can help each child grow up to be as happy and healthy as she can be. Each child needs to learn to make his or her own choices when it comes to food and active play, but you can make sure that within your day care home, any choice a child makes will be a healthy one.

You are an important role model - not just for the children you care for, but for their parents and families as well. You're a respected member of the community as a child care provider and for many parents, especially younger ones, you are a source of information for how to raise kids right.

You care about what happens to kids, and you have a great opportunity to help them grow up healthy and prevent them from becoming just one more statistic.

The Eat Well Play Hard Program that we'll be starting today will give you the information, guidance and tools to feed children with confidence and help them experience physical activity in fun ways.

Eat Well Play Hard Strategies



Increase consumption of

- 🍎 vegetables and fruits
- 🍎 low-fat (1%) or fat-free milk, and low-fat dairy products for children over 2 years old

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This program is based on five Eat Well Play Hard Strategies for keeping kids healthy.

Number 1 – Increase the amount of fruits and vegetables that kids eat.

Number 2 – Increase the amount of low-fat and non-fat milk that kids drink and the amount of low-fat dairy foods, like low-fat yogurt, cheese and cottage cheese, that kids eat.

Eat Well Play Hard Strategies



- 🍏 Increase developmentally appropriate physical activity.
- 🍏 Reduce TV and other recreational screen time.
- 🍏 Increase initiation and duration of exclusive breastfeeding.

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Number 3 – Get kids moving with physical activities that help them develop skills that are right for their age.

Number 4 – Limit TV, computer and other screen time for kids. While they're in your care, they can be "screen free."

Number 5 – Provide support so that moms can breastfeed their babies.

This program will show you how these strategies fit into your unique day care and family situation.

EWPH Program

- 🍎 5 group workshops
- 🍎 5 in-home lessons with providers and children



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This program includes:

- 5 group workshops – starting with today’s workshop,
- 5 in-home lessons with you and the children at your day care home,



Distribute an *EWPH with Day Care Homes Flow Chart* to each provider and go over the basic structure of the program.

This chart shows the structure of our program.

Each group workshop will cover a different topic and will last about two hours. At the group workshops, we'll practice one nutrition activity and one movement activity that you can lead with the children in your day care.

In addition, you'll receive a Provider Resource Guide binder where you can keep the children's activity plans and other resources you'll receive during the program. Today and at each group workshop, you'll also get a Toolkit with materials to help you teach children good eating habits and keep them moving.

After each group workshop, we'll schedule a date and time for me to come to your day care to lead a nutrition and movement activity with the children and to give you personalized training to help you achieve goals for your day care.

To get parents more involved, we can help you develop strategies for communicating with the parents of children in your care.

Five Units



- 🍏 Healthy Kids, It's Up to Us
- 🍏 Wellness 101 for Everyone
- 🍏 Happy, Healthy Mealtimes
- 🍏 Fitness is Fun
- 🍏 Let's Talk About Promising Practices

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We'll cover a different topic at each group workshop. In today's workshop, *Healthy Kids, It's Up to Us*, we've been talking about the problem of childhood obesity and how we can help prevent it.

For *Wellness 101 for Everyone*, you'll learn the basics of a healthy lifestyle for you and the children you care for.

Happy, Healthy Mealtimes will help you plan healthy meals and snacks and make mealtimes a happy learning experience for children.

Fitness Is Fun will show you how to get kids up and moving in a way that promotes their development.

And finally, *Let's Talk About Promising Practices* is about putting together nutrition and physical activity policies and communicating with parents and families of the children you care for.

YOU Can Make A Difference In Children's Lives



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Children model their lives after what they have seen, particularly behaviors that they have seen repeatedly performed by significant adults.

For children in your family day care home, that's YOU.



Help Families Put It together!

- 🍎 Create a healthy child care environment
- 🍎 Educate children and parents about healthy foods and being active

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Some of you may have concerns about what happens to the children in your care when they go home.

You can do your part by letting families know about what you do at your family day care home to help their children eat healthy and stay active.

This program will provide you with handouts that you can offer to parents to help them make healthy choices too! And we'll give you tips so you feel confident communicating with parents.

What An Opportunity!!

Introducing healthy habits to young children is like standing in front of a blank canvas with a palette full of colors.



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And what an opportunity!

As significant adults in children's lives, we have a real chance to make a difference.

(Read slide aloud.)

What kind of a picture do you want to paint?



Transition to the facilitated group discussion:

“Now that we’ve learned about the challenges facing us because of childhood obesity, let’s talk about what we can do to help keep children healthy. I’m hoping we can share ideas and learn from each other.”

Facilitated Group Discussion



20 Minutes

But What Can We Do?

Key Messages for Providers

- Childhood obesity is a real and serious problem.
- Day care home providers can do a lot to help children grow up healthy.
 - Introduce children to new healthy foods
 - Serve a wide variety of fruits and vegetables
 - Encourage children to play actively indoors and out

Open

- *How do you feel when you hear news reports about the “childhood obesity epidemic”?*
or
- *What have you heard others say about the problem of childhood obesity?*

Share

- Tell us about changes you’ve made to help your family or the children in your day care eat healthier.
- Tell us about what you’ve done to help your family or children in your day care be physically active.
- What are some of the challenges you’ve faced when trying to serve healthy foods to the children in your care or your family (fruits, vegetables, non-fat or low-fat dairy)?
 - How did you overcome these challenges?
 - Has anyone else managed to overcome these challenges?
- What are some of the challenges you’ve faced when trying to get children moving and physically active?
 - How did you overcome these challenges?
 - Has anyone else managed to overcome challenges like these?
- Tell us about a time when you were successful in getting a child to try a new food.
 - What happened?
 - How did you do it?
- How would you feel if you knew that your day care helped a child develop a lifelong love of fruits and vegetables?
 - Do you think this is possible?
- How would you feel if you knew that your day care helped a child develop a lifelong love of physical activity?
 - Do you think this is possible?

Act

- What will you do until the next workshop to help the children in your care grow up healthy?
- What will you do until the next workshop to help keep your family healthy?

Give *My Action Plan* handout



- Have providers select or write their own goals on the *My Action Plan* handout. Let them know that you will revisit these goals at the next group workshop.



Animal Boogie

Key Messages for Providers

- Children can be active even indoors.
- Leading physical activities can be easy if you have a plan.
- Water is great to drink when thirsty.

What You Need

- *Animal Boogie* lesson plan
- CD Player
- Animal Boogie book and CD
- Tape or carpet squares to define a “personal space” for each provider
- Pitcher of water as a beverage

What To Say And Do

- Explain to providers that children can be active even indoors and that with some organization and planning, they can build in short, adult-led activities during the day.
 - Before beginning an activity, make sure water is available to children during and after the activity.
 - Move hard furniture and breakables out of the way.
- Invite the providers to select a “personal space” for themselves and stand in it. Explain:
 - They can use carpet squares or masking tape to make a personal space for each child in their care.
 - Each child's personal space should be far enough apart that the child can move his/her arms without hitting furniture or another object or another child.
- Have the providers spread out their arms to make sure they aren't too close to another provider.
- Ask providers if any of them use a personal space for the children in their care. Invite them to share how they use the personal space. Talk with providers how a personal space can be used:
 - Have the children sit in their personal space while they listen to instructions for an activity.
 - Children can stand in their personal space when doing dancing or mimicking activities (such as Simon Says).

- Once the activity is over, have children sit back down in their space to drink some water and talk about the activity.
- Explain to providers that music is also a great tool to let children know when an activity begins and ends. Playing the music signals to start moving, and turning the music off signals to stop moving.
- **Animal Boogie:** Complete the *Animal Boogie* lesson with providers. Explain that you are going to do the lesson as you would with the children.
- Read the story to the providers first. Pause on each page while you read the Animal Boogie to the providers. Have the providers try to guess what creature is doing the movement described before you turn the page to show the answer.
- Ask providers to do each movement described. If they aren't sure what to do, demonstrate the movement for them and have them follow along. Keep the mood fun and light.
- After reading the story, play selection 2 on the CD and have the providers move along with the song as you all dance the Animal Boogie.
- When you're done dancing, have the providers sit down in their chairs and offer them water. Explain that the children will easily want to dance the Animal Boogie twice. When the children are done dancing, they should sit in their personal space and talk about the activity. Say to the children:
 - How do you feel?
 - Put your hand on your heart. Can you feel your heart beating?
 - Doesn't it feel good to dance?
 - Doesn't this water taste great? Water is great to drink when thirsty.
- Tell providers that having a routine with children makes moving between activities easier. Turning off the music, having the children sit down in their personal space, and giving them water to drink are all signals to the children that movement time has ended.

Demonstration—Children's Nutrition Activity

20 Minutes

"Yes, Please" and "No, Thank You"

Key Messages for Providers

- Use taste tests to introduce new foods to children in care.
- Teach children how to politely accept or refuse foods in order to encourage acceptance of a variety of foods by all children in care.

What You Need

- *"Yes, Please" and "No, Thank You"* lesson plan
- Food for sampling; fruits or vegetable are good choices
- Serving utensils, napkins, cups for providers
- *I Tried a New Food Today!* handout
- Follow proper food handling techniques and prepare food for sampling.
- Refrigerate a pitcher of water as the beverage.

What To Say And Do

- Ask the providers if they've ever had a child in care say something negative about a food that was served. Allow providers to share their experiences.
- Ask providers to describe how these negative comments affected the other children. Point out that one child's negative comments can often make other children reluctant to eat a food.
- Explain to providers that taste tests are a great way to introduce new foods to children and to teach children about food, and that you are going to go over some keys to successful taste tests.
- ***"Yes, Please" and "No, Thank You"***: Have providers turn to the *"Yes, Please" and "No, Thank You"* lesson in their Resource Guide.
- Pass out napkins and water to providers.
- Go over the guidelines for politely tasting food from the *"Yes, Please" and "No, Thank You"* lesson plan. Engage providers in discussion of these guidelines and how these benefit children.
 - If you would like to taste a food, say, "Yes, please."
 - If you do not want to taste a food, say, "No, thank you."
 - Take the first piece of food you touch. Don't touch food that other children will take.
 - You may touch and smell your food before you bite it.
 - If you bite the food and don't like it, quietly take it out of your mouth and put it in your napkin. Throw out your napkin in the trash can.

- Be kind. Don't make faces or say unpleasant things about food. Someone else may like it and you may hurt their feelings.
- Offer the plate of food to taste test to each provider. As you do so, demonstrate how you would gently coach children in politely accepting and refusing new food. When everyone has their first serving, try the food with the providers.
- As providers taste the food, reinforce the following concepts:
 - Encourage but don't force children to try foods
 - Ask children questions about the food they are trying. What does it taste like? Is it sweet? Is it smooth? Is it crunchy?
 - Praise children's polite behavior, but don't praise children for liking food.
- Be sure to offer providers seconds, and let them know they can offer children seconds, too.
- Hand out the *I Tried a New Food Today!* and have providers put it in their *Provider Resource Guide*. Let providers know they can use this sheet with many activities when the child tries a new food. Have the child draw a picture of the food they tried. The provider can write in the name of the food. Have the children take the sheets home to their families. 
- Have providers help with clean up and let them know that having children help with clean-up is a good learning experience too.

What To Say And Do

1. Let the providers know that they can schedule their in-the-home-training session before they leave today's workshop. If they don't schedule immediately, they can either call you to schedule or you will call them.
 2. Explain the agenda for the follow-up in-the-home training.
 - You and the provider will talk about the goals she's set for herself and her day care. You will provide mentoring and resources to help the provider achieve her goals.
 - Emphasize that this visit is NOT an inspection or evaluation. It's an opportunity for the provider to get individual attention and support based on her own action plan.
 - Let the provider know the visit will take approximately one hour, but you are more than happy to spend more time based on the provider's needs and wishes.
 - You'll come prepared to lead one children's nutrition activity and one children's movement activity. You will bring all supplies necessary. The provider may participate in the children's activities at any level she chooses.
 - Encourage the provider to try children's activities that were demonstrated in the workshop at their day care home.
 - Give the providers the *Snack Smart* poster. Ask providers to think of a spot where they might hang it in their day care home. Let them know the poster is a good way to start a conversation with families about what they are teaching children at mealtimes. 
 3. Distribute Unit 1 toolkit items. Describe each item and how it can be used.
 4. Thank providers.
-

EWPH WITH DAY CARE HOMES FLOW CHART



Workshop 1
Healthy Kids,
It's Up to Us



In-the-Home
Lesson 1



Workshop 2
Wellness 101
For Everyone



In-the-Home
Lesson 2



Workshop 3
Happy, Healthy
Mealtimes



In-the-Home
Lesson 3



Workshop 4
Fitness Is
Fun



In-the-Home
Lesson 4



Workshop 5
Let's Talk About
Promising Practices

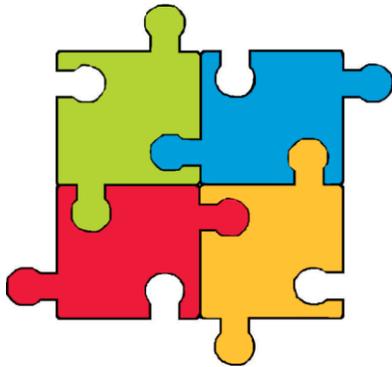


In-the-Home
Lesson 5



5 Lesson Extenders

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My Action Plan

Choose what you will do this week!

To help keep children in my day care healthy, I'm going to:

- add 1 new fruit or vegetable to the menu.
- serve vegetables at snack ____ time(s).
- replace refined grains with whole grains ____ time(s).
- lead a movement activity with children ____ time(s).
- provide no more than ____ minutes of screen time(s).
- create my own goal! _____

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Tried a New Food Today!

SAMPLE



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What To Do Ahead Of Time

- Make copies of the Unit 1 *Home Page*.
- Secure any materials necessary for the children’s activities.
- Make a copy for each child of the *I Tried a New Food Today!* take-home sheet.
- Secure a CD player and select music CD for the Movement Activity.

Provider Goals

- Feel more confident in her ability to conduct children’s nutrition and movement activities successfully on her own.
- Feel more confident in her ability to make positive changes to her day care environment.
- Use posters, newsletters and children’s take-home sheets to communicate with children’s families.

What To Say And Do

Home Page Review:

- Give the provider copies of the Unit 1 *Home Page* for her to distribute to families.

Movement Activity:

- Conduct one of the activities suggested for Unit 1 in the *Movement Activities Index*. All of these activities should be conducted using music.
- Communicate **key messages** to the provider:
 - Use the music as a cue to start and stop the activity.
 - If indoors, use a “personal space” for each child.
 - Have the children, sit, drink water, and talk about the activity at the end.

Nutrition Activity:

- Conduct one of the activities suggested for Unit 1 in the *Nutrition Activities Index*. All of these activities feature a food tasting.
- Communicate **key messages** to the provider:
 - Make sure the children wash their hands. 
 - Invite the provider to offer the food being sampled to each child. Encourage her to coach the children on how to politely accept and refuse food.
 - Sample the food with the children.
 - Invite the provider to sample the food with the children.
- End the activity by having each child draw a picture of a food they tried on the *I Tried a New Food Today!* take-home sheet. Reinforce with the provider that sending these sheets home with the children is a great way to communicate with the children’s families.

Help Your Child Snack Smart

Your child has a small stomach. So he or she probably eats less at meals than you do. Smart snacks can help your child eat and drink enough during the day. In fact, most children do best when they eat four to six times a day.

Tips for Successful Snacking

- **Choose from the food groups for snacks.** Think of snacks as mini-meals that help provide nutrients your child needs to grow, play, and learn.
- **Time snacks carefully** – 2 to 3 hours before meals. That way your child will be hungry for lunch or supper.
- **Offer snacks to satisfy hunger.** Skip the urge to offer a snack to quiet tears, calm your child, or reward behavior. That can lead to overeating later in life.
- **Offer water as a drink with snacks** or fat-free or low-fat milk.
- **Snack wisely yourself!** Do you snack when you feel stressed or bored – or just when you feel hungry? What foods do you snack on? Remember, your child learns snack habits by watching you. Be a great role model!

Adapted from [Nibbles for Health](#)

Snack Mix

Yield: 4 cups

Serves: 8 adults

Ingredients

- 1 cup toasted oat cereal
- 1 cup wheat square cereal
- 1 cup reduced-fat cheese crackers
- 1 cup fun-shaped mini pretzels

Steps

1. **Pour cereals, crackers and pretzels into a medium bowl.**
2. **Stir.**
3. **Enjoy!**

Note: You may put this snack into small plastic bags to carry when traveling.

Have your child help you do the bold steps.



Snacks for Your Child and You

Use the list below to create tummy filling snacks for your child and you. Have these foods alone or pair them up. Remember to keep snacks small. If your child is still hungry, he or she can ask for more. Let your child decide what is enough.

➔ Raw, cut-up vegetables

😊 Your child's favorites: _____



➔ Low-fat yogurt

😊 Your child's favorites: _____



➔ Whole-grain cold cereal

😊 Your child's favorites: _____

➔ Sliced fruit

😊 Your child's favorites: _____



➔ Whole-wheat crackers

😊 Your child's favorites: _____

➔ Fat-free or low-fat milk

➔ Fat-free or low-fat cottage cheese



Parenting Tip:

Sometimes kids say they are hungry when they really want attention. Take a little time with your child—talk or do something fun. Your child will let you know if he or she is really hungry.

Home Page

Coma bien y juegue con ganas en las guarderías
Boletín informativo para la familia

Ayúdele a su hijo a elegir refrigerios saludables

El estómago de su hijo es pequeño. Por lo tanto, es probable que coma menos que usted durante las comidas. Los refrigerios saludables pueden ayudarle a su hijo a comer y beber lo suficiente durante el día. De hecho, la mayoría de los niños tienen un mejor rendimiento cuando comen entre cuatro y seis veces por día.

Consejos para elegir buenos refrigerios

- **Elija los refrigerios de los grupos de alimentos.** Considere los refrigerios como minicomidas que ayudan a aportar los nutrientes que su hijo necesita para crecer, jugar y aprender.
- **Elija los horarios de los refrigerios con prudencia, de 2 a 3 horas antes de las comidas.** De esa manera, su hijo tendrá hambre a la hora del almuerzo o de la cena.
- **Ofrezca refrigerios para satisfacer el hambre.** Evite el impulso de ofrecer un refrigerio para que su hijo deje de llorar, se calme o premiarlo porque se portó bien. Eso puede hacer que coma en exceso más adelante en la vida.
- **Ofrezca agua como bebida en los refrigerios** o leche descremada o semidescremada.
- **¡Elija bien sus refrigerios!** ¿Toma sus refrigerios cuando se siente estresada o aburrida o sólo cuando tiene hambre? ¿Qué alimentos toma de refrigerio? Recuerde, su hijo aprende los hábitos para elegir refrigerios mirándola. ¡Sea un buen ejemplo a seguir!

Adaptado de [Nibbles for Health](#)

Mezcla de bocadillos

Rendimiento: 4 tazas

Porciones: 8

Ingredientes

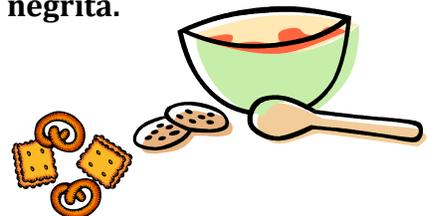
- 1 taza de cereal de avena tostada
- 1 taza de cereal de trigo en cuadraditos
- 1 taza de galletas de queso con contenido graso reducido
- 1 taza de mini pretzels con formas divertidas

Pasos

1. **Vierta los cereales, las galletas y los pretzels en un bol mediano.**
2. **Revuelva.**
3. **¡Buen provecho!**

Nota: Usted puede colocar este bocadillo en bolsas de plástico para llevar.

Haga participar a su hijo en la preparación de los pasos que aparecen en letra negrita.



Los refrigerios para su hijo y para usted

Use la siguiente lista para armar refrigerios que llenen la pancita. Tenga estos alimentos solos o combínelos. Trate de tener refrigerios pequeños. Si su hijo sigue con hambre, puede pedir más. Deje que su hijo decida lo que es suficiente.

➔ Vegetales crudos cortados

😊 Los favoritos de su hijo: _____



➔ Yogur descremado

😊 Los favoritos de su hijo: _____



➔ Cereales integrales fríos

😊 Los favoritos de su hijo: _____



➔ Fruta cortada en rodajas

😊 Las favoritas de su hijo: _____

➔ Galletas integrales

😊 Las favoritas de su hijo: _____



➔ Leche descremada o con 1% de grasa

➔ Requesón descremado o con 1% de grasa

Consejos sobre crianza:

A veces los niños dicen que tienen hambre cuando lo que quieren en realidad es atención. Dedíquele un poco de tiempo a su hijo: háblele o haga algo divertido con él. Su hijo le hará saber si realmente tiene hambre.

De acuerdo con la Ley Federal y las regulaciones del Departamento de Agricultura de los Estados Unidos (USDA, por sus siglas en inglés), a esta institución se le prohíbe discriminar por razones de raza, color, nacionalidad, sexo, edad o incapacidad. Para presentar una demanda por discriminación, escriba a: USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, o llame a la línea gratuita (866) 632-9992 (inglés). Los individuos con discapacidad auditiva o del habla pueden comunicarse con el USDA a través del Servicio Federal de Relevos al (800) 877-8339; o (800) 845-6136 (español). El USDA es un proveedor y empleador que ofrece igualdad de oportunidades.



Snack smart

Choose healthy snacks like fruits, vegetables,
low-fat cheese, and whole-grain crackers.

For more information go to health.ny.gov/prevention/nutrition/cacfp/ewphccs.htm.
USDA is an equal opportunity provider and employer.



Sea
inteligente
al elegir refrigerios

Elija refrigerios saludables, como frutas, verduras, queso con bajo contenido graso y galletas integrales.

Para más información visite health.ny.gov/prevention/nutrition/cacfp/ewphccs.htm.

1-41

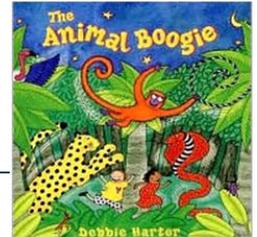
El Departamento de Agricultura de Estados Unidos es un suministrador y empleador que ofrece igualdad de oportunidades.

Where

Indoors

What You Need

- CD Player
- Animal Boogie book and CD
- carpet square or masking tape to set up a personal space for each child



What To Do

1. Set up a personal space for each child.
2. Have each child stand in their personal space while you read them Animal Boogie.
3. Ask the children to guess which animal is doing each movement before you turn the page to show them the answer.
4. Show the children how to do each movement – or have them show you - and have them practice each one.
5. When you finish reading the story, tell the children, “Now we’re all going to dance the Animal Boogie while we listen to it!”
6. Play selection 2 on the CD and dance the Animal Boogie.
7. Play the song again and dance some more!
8. Turn off the music and have the children sit in their personal space.
9. Offer the children water to drink and talk about how it feels to be active.

What Children Will Learn

- What it feels like to be active
- Following directions

Adapted from EWPHCCS Curriculum

Nutrition Activity

“Yes, Please” and “No, Thank You” —Tasting New Foods

What You Need

- 2 or 3 foods for children to taste test

What To Do

1. Help the children wash their hands. 
2. Explain how polite tasters taste their food:
 - If you would like to taste a food, say, “Yes, please.”
 - If you do not want to taste a food, say, “No, thank you.”
 - Take the first piece of food that you touch. Don’t touch food that other children will take.
 - You may touch and smell your food before you bite it.
 - If you bite the food and don’t like it, quietly take it out of your mouth and put it in your napkin. Throw out your napkin in the trash can.
 - Be kind. Don’t make faces or say unpleasant things about food. Someone else may like it and you may hurt their feelings.
3. Offer the children food to taste. Let the children serve themselves as much as they are able. Encourage children to try food but don’t force them.

What Children Will Learn

- How to politely accept or refuse foods
 - All foods, even their favorites, were once new to them
-