

# Healthy Me!

The Preschoolers' Guide to Nutrition and Wellness

## PARTICIPANT'S WORKBOOK

Time: 4 hours

**PROJECT COORDINATOR**

Deborah K. Winans, RDN

**ACTING EXECUTIVE DIRECTOR**

Aleshia Hall-Campbell, PhD, MPH

2017





## Building the Future Through Child Nutrition

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

### PURPOSE

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

### MISSION

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

### VISION

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

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service through an agreement with Institute of Child Nutrition at The University of Mississippi. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

The University of Mississippi is an EEO/AA/TitleVI/Title IX/Section 504/ADA/ADEA Employer.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights; Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

© 2017, Institute of Child Nutrition, The University of Mississippi, School of Applied Sciences

Except as provided below, you may freely use the text and information contained in this document for non-profit or educational use with no cost to the participant for the training providing the following credit is included. These materials may not be incorporated into other websites or textbooks and may not be sold.

#### Suggested Reference Citation:

Institute of Child Nutrition. (2017). *Healthy me! The preschoolers' guide to nutrition and wellness*. University, MS: Author.

The photographs and images in this document may be owned by third parties and used by The University of Mississippi under a licensing agreement. The University cannot, therefore, grant permission to use these images.

**For more information, please contact [helpdesk@theicn.org](mailto:helpdesk@theicn.org).**

February/2017



# Table of Contents

- Background Information . . . . . 4
- Competencies, Knowledge, and Skills for Child Care Providers . . . . . 5
- Training Objectives . . . . . 6
- Training Ground Rules . . . . . 6
- BINGO. . . . . 6
- Section 1: Overview of Best Practices for Nutrition and Wellness . . . . . 9
- Section 2: Best Practices for Building a Healthy Plate . . . . . 13
- Section 3: Best Practices for Creating a Safe Mealtime Environment . . . . . 29
- Section 4: Best Practices for Creating an Active Play Environment . . . . . 39
- Section 5: Using the Best Practices Resource Cards in Child Care Programs . . . . . 47
- Section 6: Wellness Policies for Child Care . . . . . 59
- Appendix . . . . . 67
  - Answer Key. . . . . 68
  - Key Terms . . . . . 70
  - Supplemental Resources. . . . . 72
  - References . . . . . 73

## Background Information

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

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

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

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

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

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

# Competencies, Knowledge, and Skills for Child Care Providers

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

## Functional Area I: Administration

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

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

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

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

## Functional Area IV: Health and Safety

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

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

## Functional Area V: Nutrition and Meal Management

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

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

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

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

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

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

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

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

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

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

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

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

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

## Training Objectives

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

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

## Training Ground Rules

The following are ground rules and expectations for this training:

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

## BINGO

### Instructions:

Move around the classroom and introduce yourself to others. Ask each other about the practices listed on the BINGO sheet on the next page. As you find people who follow one of the practices on the BINGO sheet, write their names in the squares. When you fill in five across or five down, call out BINGO!



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

# BINGO



# Section 1: Overview of Best Practices for Nutrition and Wellness

## Section 1 Objectives

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

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

# Notes Page

## Why are child care programs important?

1. Over 12.5 million children under the age of five are in licensed child care.
2. Preschoolers spend an average of 33 hours per week in child care.
3. Children may consume 50% - 75% of daily food needs while in child care.
4. Preschool years are important to establishing healthy behaviors.

## Overweight/obesity in preschoolers

1. 27% of children ages 2-5 years are overweight or obese.
2. 1 in 3 low-income preschoolers are overweight or obese.
3. Children who are overweight between ages 2-5 years are 5 times more likely to be overweight at 12 years of age.

## What is overweight and obesity in children?

In children, overweight is a BMI at the 85<sup>th</sup> to 95<sup>th</sup> percentile and obesity is a BMI over the 95<sup>th</sup> percentile.

## What are the health risks of obesity?

- Heart disease
  - ↑ Total cholesterol
  - ↑ Serum triglycerides
  - ↑ Blood pressure
- Type 2 diabetes
- Musculoskeletal problems
- Breathing problems
- Shortened life expectancy





## Section 2: Best Practices for Building a Healthy Plate

### Section 2 Objectives

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

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











## Activity: Bread Ingredient Labels

**Instructions:** Read the ingredient label and circle yes if the bread is whole grain and no if it is not.

### Label #1: Wheat Bread

**INGREDIENTS:** wheat flour, water, high fructose corn syrup, yeast. contains 2% or less of: soybean oil, barley malt, wheat gluten, salt, calcium carbonate, sodium stearoyl lactylate, vitamin D3, vinegar, calcium sulfate, wheat starch, calcium dioxide, B vitamins (niacin, thiamin, mononitrate (B1), riboflavin (B2), folic acid), soy lecithin, soy flour, calcium propionate (to retain freshness).

YES

NO

### Label #2: Whole Grain Loaf

**INGREDIENTS:** unbleached flour (wheat flour, malted barley flour), water, sour culture, whole wheat flour, cracked wheat, dark rye flour, flax seeds, honey. contains 2% or less of: sunflower seeds, cracked barley, salt, cracked rye, cracked oats, cracked millet, cracked corn, niacin, reduced iron, thiamin, mononitrate, riboflavin, folic acid, cornmeal.

YES

NO

### Label #3: Whole Wheat Bread

**INGREDIENTS:** whole wheat flour, water, wheat gluten, high fructose corn syrup, honey, molasses, yeast. contains 2% or less of: wheat bran, soybean oil, salt, calcium sulfate, soy flour, calcium carbonate, vinegar, calcium propionate (to retain freshness).

YES

NO

### Label #4: 100% Whole Grain Bread

**INGREDIENTS:** water, 100% whole wheat flour, soy fiber, sugar, wheat gluten, yeast. contains 2% or less of: molasses, salt, calcium sulfate, calcium propionate (to retain freshness), wheat starch, palm oil, soy lecithin.

YES

NO

### Label #5: Multi-Grain Bread

**INGREDIENTS:** enriched flour (wheat flour, malted barley flour, niacin, iron, thiamin, mononitrate, riboflavin, folic acid), water, whole wheat flour, dark brown sugar, wheat bran, eight grain mix (steel cut oats, rye meal, yellow polenta, rolled barley, millet, rice bran, wheat germ, flaxseed sunflower seeds), yeast, molasses, cracked wheat, dry malt, salt, caramel color.

YES

NO















## Activity: Menu Analysis

**Instructions:** Circle foods in the following menu that do not reflect best practices and write down substitutions in the space below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	<ul style="list-style-type: none"> <li>· Sausage</li> <li>· Biscuit</li> <li>· Hash browns</li> <li>· Milk</li> </ul>	<ul style="list-style-type: none"> <li>· Cheerios</li> <li>· Grape juice</li> <li>· Milk</li> </ul>	<ul style="list-style-type: none"> <li>· Raisin bran</li> <li>· Banana</li> <li>· Milk</li> </ul>	<ul style="list-style-type: none"> <li>· Scrambled eggs</li> <li>· Cinnamon bun</li> <li>· Strawberries</li> <li>· Milk</li> </ul>	<ul style="list-style-type: none"> <li>· Waffles with syrup</li> <li>· Orange juice</li> <li>· Chocolate milk</li> </ul>
Lunch	<ul style="list-style-type: none"> <li>· Turkey roast</li> <li>· Wheat bread</li> <li>· Mashed potatoes</li> <li>· Orange wedges</li> <li>· Milk</li> </ul>	<ul style="list-style-type: none"> <li>· Chicken nuggets</li> <li>· Corn muffin</li> <li>· Tater tots</li> <li>· Fruit cocktail</li> <li>· Strawberry milk</li> </ul>	<ul style="list-style-type: none"> <li>· Tuna salad</li> <li>· Wheat bread</li> <li>· Applesauce</li> <li>· Corn</li> <li>· Milk</li> </ul>	<ul style="list-style-type: none"> <li>· Meatloaf</li> <li>· Dinner roll</li> <li>· Baby lima beans</li> <li>· Peach cobbler</li> <li>· Milk</li> </ul>	<ul style="list-style-type: none"> <li>· Cheese pizza</li> <li>· Tossed salad</li> <li>· Cantaloupe cubes</li> <li>· Milk</li> </ul>
Snack	<ul style="list-style-type: none"> <li>· Banana bread</li> <li>· Peanut butter</li> </ul>	<ul style="list-style-type: none"> <li>· Raisin/oatmeal cookie</li> <li>· Apple juice</li> </ul>	<ul style="list-style-type: none"> <li>· Fruited yogurt</li> <li>· Crackers</li> </ul>	<ul style="list-style-type: none"> <li>· Cucumber/celery sticks</li> <li>· String cheese</li> </ul>	<ul style="list-style-type: none"> <li>· Saltine crackers</li> <li>· Apple wedges</li> </ul>

### Substitutions:

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

## Notes Page

### Best Practices: Healthy Mealtimes

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

### Why is this a best practice?

- Serving meals family-style allows children to choose the amount of food they want on their plate according to their hunger.
- Children see all foods as important when they are placed on the table at one time.
- Children are more willing to try new foods when they see other children eating them.
- Children learn and practice fine motor skills and social skills when they serve themselves.
- Children learn about healthy eating and table manners from adult role models eating with them.

## Activity: Family Mealtime and Role Modeling

**Instructions:** Discuss the following topics in a small group and write down your suggestions.

**Scenario:** A new child care provider is interested in serving meals family-style at her center and has requested some advice and tips. What advice would you give the provider in regards to the following?

1. How can you make it easier for children to serve themselves, including pouring liquids?

---

---

---

2. How can you serve family-style meals in a safe and sanitary way?

---

---

---

3. How can you make sure all children get enough to eat but do not overeat?

---

---

---

4. How can you make family-style meals a pleasant experience for everyone at the table?

---

---

---

5. What are some things adults should and should not do when meals are served family-style?

---

---

---

6. How can you make sure the experience goes smoothly the first time family-style meals are served?

---

---

---



## **Section 3:**

# **Best Practices for Creating a Safe Mealtime Environment**

### **Section 3 Objectives**

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

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























## **Section 4:**

# **Best Practices for Creating an Active Play Environment**

### **Section 3 Objectives**

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

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

















## Section 5: Using the Best Practices Resource Cards in Child Care Programs

### Section 5 Objectives

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

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

## Best Practices Assessment

**Instructions:** Read each assessment item and select the answer that best represents your child care program. There are no right or wrong answers. After you complete the assessment, you can review your answers and determine your program's strengths as well as areas for improvement. This assessment can be repeated over time to measure progress and to continue making improvements.

### Best Practices for Building a Healthy Plate

1.1.1 My program serves fresh, frozen, or canned (in juice, not syrup) fruit:

1	2	3	4
1-2 times/week	3-4 times/week	1 time/day	2 times/day

1.2.1 My program serves fresh, frozen, or canned vegetables:

1	2	3	4
1-2 times/week	3-4 times/week	1 time/day	2 times/day

1.2.2 My program serves vegetables that are a variety of colors (dark green, red, orange, deep yellow):

1	2	3	4
Less than 1 time/week	1-2 times/week	3-4 times/week	1 or more times/day

1.3.1 My program serves dry beans and peas:

1	2	3	4
Rarely or never	1 time/month	2-3 times/month	1 or more times/week

1.4.1 My program serves lean protein sources\* with minimal or no added fat, sugars, and salt:

1	2	3	4
Less than 1 time/week	1-2 times/week	3-4 times/week	Every time protein foods are served

\* Lean protein sources include lean meat (beef, veal, and/or pork), skinless poultry (chicken, turkey), fish, cooked beans and peas (legumes), nuts and seeds, nut and seed butters, eggs, fat-free or low-fat yogurt and cheeses.

1.5.1 My program serves whole grains:

1	2	3	4
1-2 times/week	3-4 times/week	1 time/day	2 times/day

1.6.1 My program serves low-fat (1%) or fat-free milk to preschoolers ages two and older:

1	2	3	4
Less than 1 time/week	1-2 times/week	3-4 times/week	Every time milk is served

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

No	Yes
----	-----

1.8.1 My program limits serving salty foods and snacks (such as chips and crackers) to:

1	2	3	4
1 or more times/day	3-4 times/week	1-2 times/week	Less than 1 time/week or never

1.9.1 My program limits serving fried or pre-fried foods (such as French fries, fish sticks, tater tots, and hash browns) to:

1	2	3	4
2 or more times/week	1 time/week	2-3 times/month	Less than 1 time/month or never

1.9.2 My program limits serving foods with hydrogenated or partially hydrogenated oils (*trans* fats) to:

1	2	3	4
1 or more times/day	3-4 times/week	1-2 times/week	Never

1.10.1 My program limits serving high-sugar foods (such as cookies, cakes, doughnuts, muffins, ice cream, and pudding) to:

1	2	3	4
1 or more times/day	3-4 times/week	1-2 times/week	Less than 1 time/ week or never

1.10.2 My program serves cereals that contain 6 grams of sugar per serving or less:

1	2	3	4
Rarely or never when cereals are served	Sometimes when cereals are served	Usually when cereals are served	Every time cereals are served

1.11.1 My program serves meals to preschoolers family-style and allows children to serve themselves.

No	Yes
----	-----

1.11.2 My program provides appropriate child-sized tables and chairs when serving meals and snacks.

No	Yes
----	-----

1.11.3 My program provides appropriate child-sized plates, spoons, and serving bowls and utensils when serving meals and snacks.

No	Yes
----	-----

1.11.4 My program encourages teachers and staff to eat the same foods as preschoolers during meals and snacks to role model eating healthy foods.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

## Best Practices for Creating a Safe Mealtime Environment

- 2.1.1 My program does not serve foods that pose a high risk for choking\* to children under four years of age unless the shape, size, and/or texture is changed before serving.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

\* These include foods that are round, tube-shaped, small (as wide around as a nickel), hard, thick and sticky, smooth, slippery, or easily molded to the airway.

- 2.1.2 My program has a written care plan, signed by the child's doctor or licensed medical authority, for all children with known food allergies.

No	Yes
----	-----

- 2.2.2 My program provides food allergy training, including information about preventing exposure to common food allergens, recognizing the symptoms of allergic reactions, and responding to allergic reactions, for all child care providers.

No	Yes
----	-----

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

No	Yes
----	-----

- 2.4.1 All children and staff wash hands with warm, soapy water, scrubbing for at least twenty seconds, before and after preparing, serving, handling, and eating food.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

2.5.1 My program prepares foods using clean and sanitized cutting boards, dishes, utensils, and countertops.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

2.5.2 My program rinses fruits and vegetables under clean running water just before peeling, eating, cutting, or cooking.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

2.5.3 My program washes tops of canned goods under clean running water before opening.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

2.6.1 My program separates ready-to-eat foods from raw meat, poultry, and seafood or foods that might contain harmful germs during each step of food handling (buying, storing, and preparing).

1	2	3	4
Rarely or never	Sometimes	Usually	Always

2.6.2 My program uses separate cutting boards for fresh produce and for raw meat, poultry, and seafood.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

2.6.3 My program uses separate plates and utensils for raw and cooked foods.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

2.7.1 My program cooks foods to a safe and recommended internal temperature as measured by a food thermometer.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

2.7.2 My program reheats all leftovers to a minimum internal temperature of 165 °F as measured by a food thermometer and held for 15 seconds.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

2.8.1 My program keeps hot foods at a temperature of 140 °F or above and cold foods at a temperature of 40 °F or below.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

2.8.2 My program keeps the refrigerator at 40 °F or below as measured by a refrigerator thermometer.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

2.8.3 My program keeps the freezer at 0 °F or below as measured by a freezer thermometer.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

2.9.1 My program never leaves perishable foods out of the refrigerator for more than a total of 2 hours (includes purchasing, preparing, and serving).

1	2	3	4
Rarely or never	Sometimes	Usually	Always



## Best Practices for Creating an Active Play Environment

- 3.1.1 My program provides active play time (both indoors and outdoors) for all preschoolers, including children with special needs:

1	2	3	4
Less than 30 minutes/day	30-59 minutes/day	60-89 minutes/day	90-120 minutes/day or more

- 3.2.1 My program provides structured (teacher-led) active play for all preschoolers, including those with special needs:

1	2	3	4
Less than 30 minutes/day	30-44 minutes/day	45-59 minutes/day	60 minutes/day or more

- 3.3.1 My program provides unstructured active play for all preschoolers, including those with special needs:

1	2	3	4
Less than 30 minutes/day	30-44 minutes/day	45-59 minutes/day	60 minutes/day or more

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

No	Yes
----	-----

- 3.5.1 My program provides outdoor active play for all preschoolers, including those with special needs:

1	2	3	4
Less than 30 minutes/day	30-44 minutes/day	45-59 minutes/day	60 minutes/day or more

3.5.2 My program provides access to outdoor areas and a wide variety of both fixed and portable play equipment that meet or exceed recommended safety standards for performing large-muscle activities.

No	Yes
----	-----

3.6.1 Staff members lead and participate in active play during times devoted to physical activity for preschoolers.

1	2	3	4
Rarely or never	Sometimes	Usually	Always

3.6.2 Preschoolers are not sedentary (sitting), except while napping:

1	2	3	4
For more than 60 minutes at a time	For no more than 46-60 minutes at a time	For no more than 31-45 minutes at a time	For no more than 30 minutes at a time

3.6.3 Active play time is not withheld as punishment when children misbehave.

No	Yes
----	-----

**Activity: Best Practice Action Plan**

**Instructions:** Review the Best Practices Assessment. Select one practice that you want to improve. Find and review the *Best Practices Resource Card* for that practice. Using the resource card and your notes from each best practice, decide on 2 to 4 strategies you will use to improve that practice. Determine what additional information you need to help you implement the practice. Write your answers below.

Select a practice to improve.

---

---

---

Review the resource card and determine strategies for implementation.

---

---

---

---

---

---

---

What other information do you need for implementation?

---

---

---

---

---

---

---



## Section 6: Wellness Policies for Child Care

### Section 1 Objectives

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

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

## Notes Page

**Instructions:** Fill in the blanks as you follow the presentation.

What is a wellness policy?

---

---

---

---

---

Why are written wellness policies important?

---

---

---

---

---

What are the benefits to having written wellness policies?

---

---

---

---

---















## Appendix

Answer Key . . . . .	68
Key Terms . . . . .	70
Supplemental Resources . . . . .	72
References . . . . .	73

## Bread Label Activity Answer Key

Label #1 - No  
Label #2 - No  
Label #3 - Yes  
Label #4 - Yes  
Label #5 - No

## Menu Analysis Activity Answer Key

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

### Monday:

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

### Tuesday:

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

### Wednesday:

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

### Thursday:

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

### Friday:

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

## Key Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

## Supplemental Resources

Institute of Child Nutrition. (n.d.). *Food allergy resources*. University, MS: Author. Retrieved from [www.theicn.org/ResourceOverview.aspx?ID=428](http://www.theicn.org/ResourceOverview.aspx?ID=428)

Institute of Child Nutrition. (2009). *More than mud pies: A nutrition curriculum guide for preschool children* (5th ed). University, MS: Author. Retrieved from [theicn.org/documentlibraryfiles/PDF/20120910010154.pdf](http://theicn.org/documentlibraryfiles/PDF/20120910010154.pdf)

Institute of Child Nutrition. (2009). *Serving safe food in child care - Webinars*. University, MS: Author. Retrieved from [www.theicn.org/ResourceOverview.aspx?ID=305](http://www.theicn.org/ResourceOverview.aspx?ID=305)

New York State Department of Health. (n.d.). *Eat well play hard in child care centers*. Retrieved from <https://www.health.ny.gov/prevention/nutrition/cacfp/ewphccs.htm>

U.S. Department of Agriculture (2013). *Grow it, try It, like It! Nutrition education kit featuring MyPlate*. Washington, D.C. Retrieved from [www.fns.usda.gov/tn/grow-it-try-it-it](http://www.fns.usda.gov/tn/grow-it-try-it-it)

U.S. Department of Agriculture. (n.d.). *Physical activity: Young children*. Retrieved from [healthymeals.nal.usda.gov/resource-library/physical-activity/physical-activity-young-children](http://healthymeals.nal.usda.gov/resource-library/physical-activity/physical-activity-young-children)

U.S. Department of Agriculture. (n.d.). *Preschool/child care garden resources*. Washington, D.C. Retrieved from [healthymeals.nal.usda.gov/resource-library/school-and-preschool-gardens/preschool-child-care-garden-resources](http://healthymeals.nal.usda.gov/resource-library/school-and-preschool-gardens/preschool-child-care-garden-resources)

U.S. Department of Agriculture. (n.d.). *Wellness policy resources for child care*. Washington, D.C. Retrieved from [healthymeals.nal.usda.gov/local-wellness-policy-resources/wellness-policy-resources-child-care](http://healthymeals.nal.usda.gov/local-wellness-policy-resources/wellness-policy-resources-child-care)

White House; Department of Health and Human Services; National Association of Child Care Resource and Referral Agencies; Nemours Foundation; University of North Carolina. (n.d.). *Let's move! child care - physical activities*. Retrieved from [www.healthykidshealthyfuture.org/content/hkhf/home/activities.html](http://www.healthykidshealthyfuture.org/content/hkhf/home/activities.html)

## References

- American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition.* Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.
- Australian Government Department of Health and Ageing. (2009). *Active play everyday - indoor and outdoor active play.* Retrieved from [health.act.gov.au/c/health?a=dlglobres&globres=1264819712](http://health.act.gov.au/c/health?a=dlglobres&globres=1264819712)
- Centers for Disease Control and Prevention. (2013). *Voluntary guidelines for managing food allergies in schools and early care and education programs.* Washington, DC: US Department of Health and Human Services. Retrieved from [www.cdc.gov/healthyyouth/foodallergies/pdf/13\\_243135\\_A\\_Food\\_Allergy\\_Web\\_508.pdf](http://www.cdc.gov/healthyyouth/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf)
- Connecticut State Department of Education. (2010). *Action guide for child care nutrition and physical activity policies: Best practices for creating a healthy child care environment.* Retrieved from [www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/CCAG\\_ActionGuide.pdf](http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/CCAG_ActionGuide.pdf)
- Food Allergy Research and Education. (n.d.). *Food allergy facts and statistics for the U.S.* Retrieved from [www.foodallergy.org/document.doc?id=194](http://www.foodallergy.org/document.doc?id=194)
- Institute of Child Nutrition. (2009). *Culinary techniques for healthy school meals* (2nd ed). University, MS: Author. Retrieved from [www.theicn.org/documentlibraryfiles/PDF/20100210102351.pdf](http://www.theicn.org/documentlibraryfiles/PDF/20100210102351.pdf)
- Institute of Child Nutrition. (2014). *Food purchasing for child care participant's workbook.* University, MS: Author. Retrieved from [www.theicn.org/documentlibraryfiles/PDF/20140430105631.pdf](http://www.theicn.org/documentlibraryfiles/PDF/20140430105631.pdf)
- Institute of Child Nutrition. (2013). *Food safety fact sheets.* University, MS: Author. Retrieved from [theicn-web01.theicn.olemiss.edu/ResourceOverview.aspx?ID=109](http://theicn-web01.theicn.olemiss.edu/ResourceOverview.aspx?ID=109)
- Institute of Medicine. (2011). *Early childhood obesity prevention policies: Goals, recommendations, and potential actions.* Retrieved from [www.iom.edu/~media/Files/Report%20Files/2011/Early-Childhood-Obesity-Prevention-Policies/Young%20Child%20Obesity%202011%20Recommendations.pdf](http://www.iom.edu/~media/Files/Report%20Files/2011/Early-Childhood-Obesity-Prevention-Policies/Young%20Child%20Obesity%202011%20Recommendations.pdf)
- National Association for Sport and Physical Education. (2009). *Active start: A statement of physical activity guidelines for children from birth to age 5, 2nd edition.* Sewickley, PA: American Alliance for Health, Physical Education, Recreation, and Dance.
- National Association of Child Care Resource and Referral Agencies. (2011). *Non-competitive and active games for preschoolers.* Retrieved from [healthykidshealthyfuture.org/content/dam/hkhf/filebox/naccrra/newnaccrra/noncomgames.pdf](http://healthykidshealthyfuture.org/content/dam/hkhf/filebox/naccrra/newnaccrra/noncomgames.pdf)
- National Resource Center for Health and Safety in Child Care and Early Education. (2012). *Preventing childhood obesity in early care and education programs* (2nd ed). Retrieved from [nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf)

- Nemours Health and Prevention Services. (2008). *Best practices for healthy eating: A guide to help children grow up healthy*. Retrieved from [www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/heguide.pdf](http://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/heguide.pdf)
- Nemours Health and Prevention Services. (2008). *Best practices for physical activity: For organizations serving children and youth - A guide to help children grow up healthy*. Retrieved from [www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/paguide2010.pdf](http://www.nemours.org/content/dam/nemours/www/filebox/service/preventive/nhps/paguide2010.pdf)
- New South Wales Government. (2009). *I move we move, the physical activity handbook - Preschoolers* (1st ed). Retrieved from [www.goodforkids.nsw.gov.au/sitefiles/GoodForKids/documents/Children's%20Services/Final%20Ovesion%20I%20Move%20We%20Move\\_%20OPA%20Preschoolers.pdf](http://www.goodforkids.nsw.gov.au/sitefiles/GoodForKids/documents/Children's%20Services/Final%20Ovesion%20I%20Move%20We%20Move_%20OPA%20Preschoolers.pdf)
- Partnership for a Healthier America. (n.d.). *Let's move child care providers*. Retrieved from [www.letsmove.gov/child-care-providers](http://www.letsmove.gov/child-care-providers)
- The National Training Institute for Child Care Health Consultants. (2012). *Making food healthy and safe for children: How to meet the caring for our children: National health and safety performance standards; Guidelines for early care and education programs* (2nd ed). Retrieved from [nti.unc.edu/course\\_files/curriculum/nutrition/making\\_food\\_healthy\\_and\\_safe.pdf](http://nti.unc.edu/course_files/curriculum/nutrition/making_food_healthy_and_safe.pdf)
- The Nemours Foundation. (n.d.). *Let's move child care - What to play*. Retrieved from <https://healthykidshealthyfuture.org/home/activities/what.html>
- The Nemours Foundation. (2012). *Nemours child care wellness policy workbook: Creating an environment for preschoolers to develop healthy habits for life*. Retrieved from [www.nemours.org/content/dam/nemours/wwwv2/filebox/service/healthy-living/growuphealthy/Child%20Care%20Wellness%20Policy%20Workbook.pdf](http://www.nemours.org/content/dam/nemours/wwwv2/filebox/service/healthy-living/growuphealthy/Child%20Care%20Wellness%20Policy%20Workbook.pdf)
- U.S. Department of Agriculture and U.S. Department of Health and Human Services. (2010). *Dietary guidelines for Americans, 2010* (7th ed). Washington, DC: U.S. Government Printing Office. Retrieved from [www.health.gov/dietaryguidelines/dga2010/DietaryGuidelines2010.pdf](http://www.health.gov/dietaryguidelines/dga2010/DietaryGuidelines2010.pdf)
- U.S. Department of Agriculture and U.S. Department of Health and Human Services. (2013). *Nutrition and wellness tips for young children: provider handbook for the Child and Adult Care Food Program*. Alexandria, VA: U.S. USDA Food and Nutrition Service.
- U.S. Department of Agriculture (2013). *Grow it, try It, like It! Nutrition education kit featuring MyPlate*. Washington, D.C. Retrieved from [www.fns.usda.gov/tn/grow-it-try-it-it](http://www.fns.usda.gov/tn/grow-it-try-it-it)
- Whole Grains Council. (n.d.) *Cooking and eating whole grains*. Retrieved from [wholegrainscouncil.org/files/CookingWholeGrains.pdf](http://wholegrainscouncil.org/files/CookingWholeGrains.pdf)
- Wisconsin Department of Public Instruction. (n.d.). *Active early: A Wisconsin guide for improving childhood physical activity*. Retrieved from [www.dhs.wisconsin.gov/publications/PO/POO280.pdf](http://www.dhs.wisconsin.gov/publications/PO/POO280.pdf)
- Wisconsin Department of Public Instruction. (n.d.). *Healthy bites: A Wisconsin guide for improving childhood nutrition*. Retrieved from [fns.dpi.wi.gov/files/fns/pdf/healthy\\_bites.pdf](http://fns.dpi.wi.gov/files/fns/pdf/healthy_bites.pdf)





**800-321-3054**  
[www.theicn.org](http://www.theicn.org)

©2017 The Institute of Child Nutrition  
The University of Mississippi