



Opportunities for Policy, Systems, & Environmental Changes in Early Childhood Settings

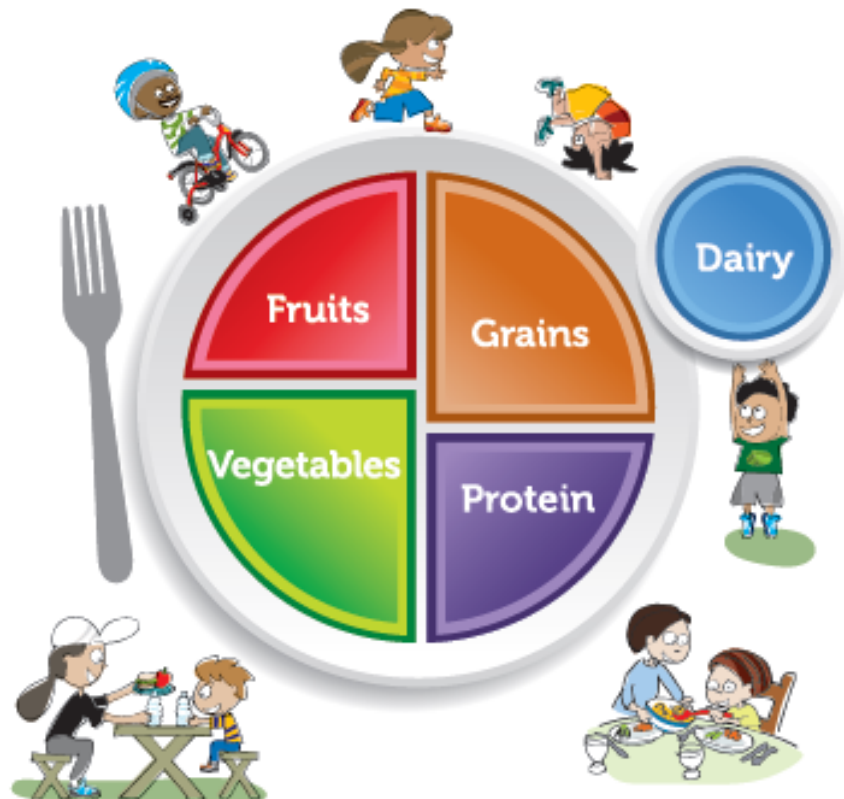
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A vision for their future...



Healthy Eating

for **Preschoolers**



Choose **MyPlate.gov**



U.S. Department of Agriculture
Food and Nutrition Service

Get your child on the path to healthy eating.



Focus on the meal and each other.

Your child learns by watching you. Children are likely to copy your table manners, your likes and dislikes, and your willingness to try new foods.

Offer a variety of healthy foods.

Let your child choose how much to eat. Children are more likely to enjoy a food when eating it is their own choice.

Be patient with your child.

Sometimes new foods take time. Give children a taste at first and be patient with them. Offer new foods many times.

Let your children serve themselves.

Teach your children to take small amounts at first. Let them know they can get more if they are still hungry.

Cook together.

Eat together.

Talk together.

Make meal time family time.



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Healthy Eating for preschoolers

Daily Food Plan



Use this Plan as a general guide.

- These food plans are based on average needs. Do not be concerned if your child does not eat the exact amounts suggested. Your child may need more or less than average. For example, food needs increase during growth spurts.
- Children's appetites vary from day to day. Some days they may eat less than these amounts; other days they may want more. Offer these amounts and let your child decide how much to eat.

| Food group | 2 year olds | 3 year olds | 4 and 5 year olds | What counts as: |
|--|-------------|--------------|-------------------|--|
| Fruits | 1 cup | 1 - 1½ cups | 1 - 1½ cups | ¼ cup of fruit? ½ cup mashed, sliced, or chopped fruit ½ cup 100% fruit juice ½ medium banana 4-5 large strawberries |
| Vegetables | 1 cup | 1½ cups | 1½ - 2 cups | ¼ cup of veggies? ½ cup mashed, sliced, or chopped vegetables 1 cup raw leafy greens ½ cup vegetable juice 1 small ear of corn |
| Grains Make half your grains whole | 3 ounces | 4 - 5 ounces | 4 - 5 ounces | 1 ounce of grains? 1 slice bread 1 cup ready-to-eat cereal flakes ½ cup cooked rice or pasta 1 tortilla (6" across) |
| Protein Foods | 2 ounces | 3 - 4 ounces | 3 - 5 ounces | 1 ounce of protein foods? 1 ounce cooked meat, poultry, or seafood 1 egg 1 Tablespoon peanut butter ¼ cup cooked beans or peas (kidney, pinto, lentils) |
| Dairy Choose low-fat or fat-free | 2 cups | 2 cups | 2½ cups | ¼ cup of dairy? ½ cup milk 4 ounces yogurt ¾ ounce cheese 1 string cheese |

Some foods are easy for your child to choke on while eating. Skip hard, small, whole foods, such as popcorn, nuts, seeds, and hard candy. Cut up foods such as hot dogs, grapes, and raw carrots into pieces smaller than the size of your child's throat—about the size of a nickel.

There are many ways to divide the Daily Food Plan into meals and snacks. View the "Meal and Snack Patterns and Ideas" to see how these amounts might look on your preschooler's plate at www.choosemyplate.gov/preschoolers.html.



What does Physical Activity look like in ECE settings?

- **Structured PA (teacher-led)**
- **Unstructured PA (free play)**
- **Playing Outdoors**
- **Moderate to Vigorous Physical Activity (MVPA)**
- **Teacher Encouragement**
- **Play Space Environments**



Healthy Tips for Active Play



Why is active play important?

Active play helps your child learn healthy habits. There are many health benefits of active play, such as:

- Active children are less likely to weigh too much.
- Keeping your child active now helps lower the chance of developing chronic diseases like Type 2 diabetes.
- Activities, like running and jumping rope, help your child learn movement skills to develop muscles and strong bones.
- Active play can also help the mind develop. Playing “pretend” lets kids be creative.
- Active children are more likely to be happy and feel good about themselves. Children feel proud after learning how to bounce a ball or ride a bike.



Your child loves to move!

Encourage your child to play actively several times each day. Active play for children can happen in short bursts of time and can be led by you or your child. Active play can include playing on the playground, playing tag with friends, or throwing a ball.



Do you wonder if your child is active enough?

| | | |
|---|-----|----|
| My child plays outside several times a day or inside where he or she is free to move. | Yes | No |
| I make sure my child's TV and screen time is less than 2 hours a day. | Yes | No |
| I make sure my child is actively moving for at least 60 minutes a day. | Yes | No |
| When actively playing, my child breathes quickly or sweats. | Yes | No |

If you can usually answer yes to these statements, your child is probably getting enough active play.



How can you raise an active child?

- **Make active play fun for the whole family.** Let your child help plan the fun.
- **Focus on fun, not performance.** All children like to play. They will win when they move, have fun, and are active daily.
- **Set limits on TV and computer time.** Limit TV and other screen time to less than 2 hours a day, as advised by many doctors. Try reading during inactive time rather than watching TV.
- **Be active yourself.** Active parents tend to raise active children. You influence your child's behavior, attitudes, and future habits. Be more active and limit your own time watching TV. Set the example by using safety gear, like bike helmets.



As children grow, they may be ready for new activities.

By **age 2**, they can run, walk, gallop, jump, and swim with adult help.

By **age 3**, they can hop, climb, ride a tricycle or bicycle with training wheels and a safety helmet, and catch, throw, bounce, and kick a ball.

By **age 4**, they can skip, swim, and complete an obstacle course.

There are many activities you can do with your child.

Here are some ideas of how to be active with your child.
Write down your own ideas, too!

Indoor play

- Act out a story
- Turn up the music and dance
- Walk inside a shopping mall
- Play games, such as duck-duck-goose, hide and seek, follow the leader, Simon says

Your family ideas: _____

Outdoor play

- Family walks after dinner
- Play catch
- Take a nature hike
- Games in the yard or park
- Kick a ball

Your family ideas: _____



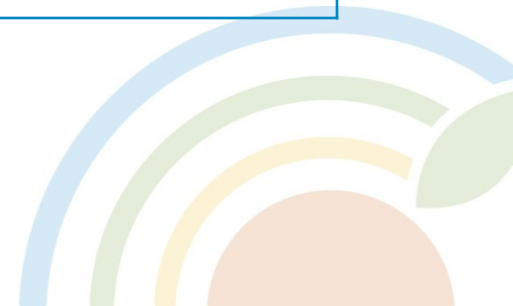
For more great tips on these
and other subjects, go to:
ChooseMyPlate.gov/preschoolers/

Break



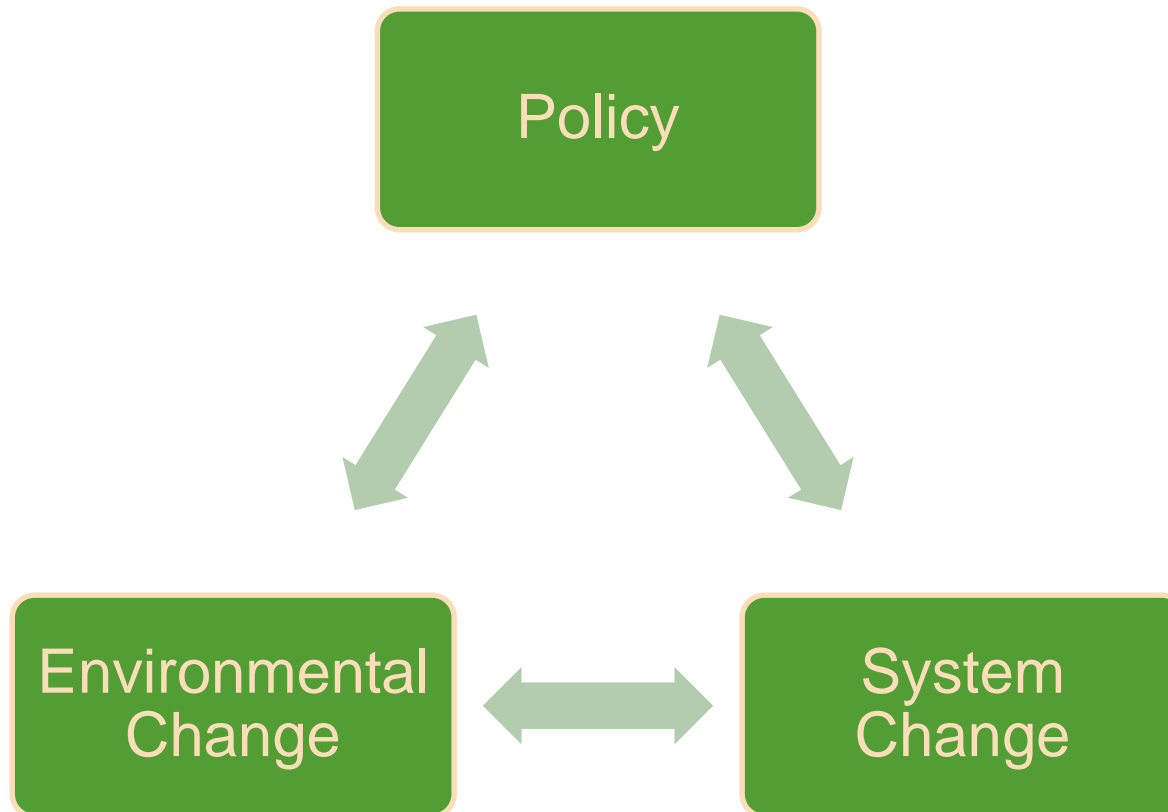
What is PSE?

| | |
|-----------------------------|--|
| Policy | Creating or changing a written statement of an organizational position, decision, or course of action. Made in public, non-profit, and business sectors. |
| System Change | Unwritten, ongoing, organizational decisions or changes that result in new activities reaching large proportions of people. Alter how the organization conducts business |
| Environmental Change | Changes to the built/physical, economic, social, normative, or message environments that are visual/observable. |



Which Goes First?

Does it Matter?



Real Life Example

Pick one behavior in your personal life that you would like to change



What are your barriers?

**What needs to change in order to
make this happen?**

=

**System
Change**



Does the environment impact the behavior you want to change?

Can the environment be changed?

How?

=

**Environmental
Change**



**How will you make sure the
changes you made will
continue?**

=

Policy



PSE Allowability

Notice Words like:
Encourage
Support
Improve

| Setting | Strategies and Interventions |
|------------|---|
| Child Care | <p><u>Nutrition Strategies:</u></p> <ul style="list-style-type: none"> • Develop, implement, and evaluate food and beverage policies for child care settings that meet the United States Department of Agriculture (USDA), Centers for Disease Control and Prevention (CDC), Let's Move! Child Care (LMCC), or American Academy of Pediatrics (AAP) standards • Encourage child care center and student participation in Federal food and nutrition assistance programs (CACFP, WIC, and SNAP) • Support breastfeeding in child care • Improve capacity of child care providers and food service staff in nutrition education and healthy meal planning and food preparation • Develop, implement, and evaluate child care gardens • Start and expand Farm to Child Care programs • Promote access to drinking water • Establish strong child care wellness and education programs and policies consistent with LMCC • Support development of wellness councils • Provide parent education through the setting • Encourage parent engagement and involvement in menu planning, field trips, and classroom activities that support and encourage healthy eating <p><u>Physical Activity Strategies:</u></p> <ul style="list-style-type: none"> • Develop, implement, and evaluate physical activity policies and environments that meet USDA, CDC, LMCC, or AAP standards • Limit screen time • Develop, implement, and evaluate active transport programs • Establish strong child care wellness educational programs and policies consistent with LMCC • Improve capacity of child care providers to provide children with opportunities for physical activity throughout the day, including outside play when possible • Support development of child care wellness councils • Provide parent education through the child care setting • Encourage partnerships with community organizations (YMCAs, Boys and Girls Clubs) to bring more structured and unstructured physical activities into the environment • Organize family activity days or celebrations that encourage physical activity • Support child care providers to become more active through staff wellness policies and activities |

Getting Started

Determine partnering organization(s)

- State Preschools
- Head Start
- Privately owned Preschools
- Family Child Care
- First 5 Children and Families Commissions
- Universities



Self Assessment

Conduct assessment with child care staff

NAPSACC Assessments include:

- Child Nutrition
- Infant & Child Physical Activity
- Outdoor Play & Learning
- Screen Time
- Breastfeeding & Infant Feeding



<http://gonapsacc.org/>



Goal Setting & Action Planning

Create SMART goals based on self assessment findings:

Specific

Measurable

Achievable

Relevant

Timely



Sample Action Plan

| Self-Assessment Area | Goals | Target date for completion |
|---|---|-----------------------------------|
| Nutrition Area: <i>Meats, Fats, and Grains (N2)</i> | <ol style="list-style-type: none"><i>1. Serve high fat meats no more than 1x each week.</i><i>2. Serve beans 1x each week.</i><i>3. Serve a high fiber whole grain food 1x each day.</i> | May 1, 2007 |
| Physical Activity Area: <i>Play Environment (PA2)</i> | <ol style="list-style-type: none"><i>4. Increase the amount of portable play equipment so that most children can use items at the same time.</i><i>5. Store outdoor play equipment in child accessible tubs and make all toys available at all times.</i><i>6. Create an indoor play space so that children have an area to be active during inclement weather.</i> | June 30, 2007 |



Technical Assistance and Consultation

- **Review self-assessment and action plan with child care staff**
- **Provide training**
- **Provide resources to support the action plan**
- **Make recommendations to improve eating and activity environments**
- **Check in regularly to assess progress and develop plans for continuous positive changes**



Create a Wellness Policy

Nutrition section should address:

- **Fruits and Vegetables**
- **Meats, Fats and Grains**
- **Beverages**
- **Menus and Variety**
- **Feeding Practices**
- **Foods Offered Outside of Regular Meals and Snacks**
- **Supporting Healthy Eating**
- **Nutrition Education for Staff, Children, and Parents**



Create a Wellness Policy

Physical activity section should address:

- Active Play and Inactive Time
- Play Environment
- Supporting Physical Activity
- Physical Activity Education



Group Activity- Step 1

1. Break into groups
2. Complete the assigned section of the NAPSACC assessment
3. Determine areas for improvement
4. What systems need to change to make improvements?



Group Activity- Step 2

1. **Create action plan and goals**
2. **What NEOP approved resources can you use to create change?**
3. **Review the sample policy and find the wording that supports the change.**
4. **Create new wording if need be.**



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