



First Years in the First State:

Improving Nutrition & Physical Activity Quality in Delaware Child Care

INSTRUCTORS' GUIDE



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Introduction

The Instructors' Guide is intended to help you train child care providers on the Delaware CACFP/*Delacare* Rules for nutrition and physical activity, which are contained in the *First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care* toolkit. Materials in this guide include:

- Nine modules covering Delaware CACFP/*Delacare* Rules for nutrition, physical activity and screen time, as well as practical tips and tools for implementation in the child care center or home
- Trainer instructions and talking points for each module
- PowerPoint presentations for each module (on CD)
- Activity sheets for each module
- Tips for leading a training
- Frequently asked questions
- Sample training agendas and checklists
- Training evaluation

The *First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care* toolkit was created to assist child care providers in providing the best possible care for Delaware's children, specifically through providing high-quality nutrition and developmentally-appropriate physical activity. Giving training participants the toolkit during training is encouraged, but not required.

The *First Years in the First State* series includes:

- I. *First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care: Administrators' Guide*
- II. *First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care: Menu Planning Guide*
- III. *First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care: Shopping Cheat Sheet*
- IV. *First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care: Instructors' Guide*
- V. *First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care: Foods that Meet Delaware CACFP/*Delacare* Rules*
- VI. *First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care: Partnering with Families*

For more information about this guide or series, please contact:

**Delaware Department of Education
Community Nutrition Programs**

401 Federal Street, Suite 2
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**(302) 735-4060 or nutritionguidelines@doe.k12.de.us
www.doe.k12.de.us**

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Training on the Delaware CACFP/Delacare Rules

In the spring of 2011, nearly 1,200 child care providers received training on the Delaware CACFP/Delacare Rules and the *First Years in the First State* toolkit as a resource for improving nutrition and physical activity in their centers or homes. This training is designed to introduce resources in the toolkit as well as practical tips and strategies to assist providers in providing healthy foods and opportunities for physical activity at their child care centers/homes.

Providing the toolkit

The *First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care* toolkit is a valuable resource to help providers implement the Rules. Providing it to training participants is highly recommended, but not required. The toolkit can be downloaded at http://www.doe.k12.de.us/infosuites/students_family/nutrition/cacfp/webnotes.shtml.

Annual credit for training attendees

The Delaware CACFP/Delacare Rules training provides six (6) annual credit hours when conducted in full. In order to administer credits to attendees, a trainer must follow the steps listed below:

1. Choose a date(s) and time(s) training will be held.
2. Determine where the training will be hosted.
3. Identify the target audience and determine how many people will be invited to the training.
4. Contact the Delaware Department of Education Child Nutrition Programs at (302) 735-4060 or the Delaware Institute for Excellence in Early Childhood at (302) 831-3239.
5. Have participants sign in upon arrival and departure using the sign-in sheet in the back of this guide.
6. Turn in the sign-in sheet to the Delaware Department of Education or Delaware Institute for Excellence in Early Childhood for documentation of participant attendance.

If the training is being conducted in more than one session, participants should sign in at the beginning and end of each session. Doing so will guarantee that they receive the full six (6) credit hours for annual licensing requirements. For participants who complete only part of the sessions, credit may be given for the hours they were in attendance. For example, if hosting a two-day session where a person signed in and out only on day one, they would receive three (3) of six (6) credit hours. Please be sure to identify these individuals with a star or circle so that they receive only the credit hours they attended. Credit will only be given to individuals who complete three (3) or more credit hours of training.

Getting acquainted with the material

Before conducting a training session, it is important to become familiar with the material. Understanding the important concepts, frequently asked questions, activities and procedures of the training modules will facilitate the training process. Looking over the PowerPoint slides and rehearsing dialogue with each slide will improve flow and increase confidence when presenting.

How many trainers should conduct training?

Ideally, two trainers will participate in every session. Having two trainers allows for one person to present while the other addresses any problems with equipment, answers questions or simply takes notes during the presentation. Two presenters also allow for participants to hear from different speakers, keeping them engaged in the material being presented. However, if this is not feasible, one trainer can easily conduct the sessions. If training with two, decide who will cover each module, what to do when not presenting and whether it is ok to interject own experiences when not speaking.

Who should attend the trainings?

The Delaware CACFP/*Delacare* Rules training has been created for all licensed child care providers in Delaware. Both CACFP and non-CACFP participants are required to follow all DE CACFP/*Delacare* Rules for nutrition and the *Delacare* Rules for physical activity and screen time. Administrators, home providers, teachers, food service and any other staff can be invited to attend.

How many people should attend each training session?

Training sessions can be done with as few as five participants, but should not exceed fifty participants per session. If training a large group, consider using multiple trainers and doing breakout sessions to keep the group environment conducive to interactive learning.

Choosing a training format

There is no set format that must be used to complete this training. Sample agendas for one full-day session or two-day and three-day sessions are included in this guide. Another option is to present each module individually as a lunch-and-learn or after-work series. Any training format should cover the same material and activities in the same total amount of time. Regardless of the format chosen, the entire training takes about six (6) hours to complete.

The one full-day training session can be used for newly licensed providers, those that are new to the Delaware CACFP, teachers, administrators or food service staff to familiarize them with the Delaware CACFP/*Delacare* Rules.

The half-day training sessions can be used for a variety of purposes. The nutrition-focused training can be used as a corrective action tool for those centers or homes struggling to comply with the Rules. Any of the half-day options can be used to train teachers, administrators or other staff on the Rules and how to engage others in nutrition and physical activity. They could also be used for lunch-and-learns, staff development or orientation classes for new staff, if necessary.

When deciding on the format for your training, keep your audience's needs and schedules in mind. It is important to plan training at a central location on a public transportation route so that all providers are able to access transportation. Also, keeping the schedules of the various types of providers in mind will help boost attendance and active participation. For example, if you are planning a course for family home providers, it may be more convenient in the evening or on weekends. Many family home providers are unable to leave their homes during the workday to attend trainings. Some audiences may prefer to attend one full-day session while others may prefer to attend multiple shorter sessions. In order for providers to get the most out of the training, schedule a time when they are most likely to attend and actively participate.

Evaluation

This guide includes an evaluation that should be used if the training is being given for credit hours. The evaluation is contained in the back of the guide.

If you would like to gauge how much your participants have learned by distributing a knowledge-based survey, please call Nemours Health & Prevention Services at (302) 444-9100 for more information.

Training Objectives:

After participating in this training, providers will be able to:

- Correctly identify all DE CACFP/*Delacare* Rules related to nutrition, physical activity and screen time.
- List three ways to incorporate nutrition and physical activity into curricula and daily activities.
- List three ways to partner with families, staff or the community to support healthy eating and physical activity.
- List three educational materials and resources available to support efforts to adhere to DE CACFP/*Delacare* Rules.
- Feel familiar with the toolkit and confident in their ability to use it effectively at their center/home (if applicable).

Module Overviews and Objectives

MODULE	OVERVIEW	OBJECTIVES
MODULE 1: INTRODUCTION	Introduction of each of the presenters; background on why the Rules were created; rationale for making changes to the Rules; and a brief explanation on research and development of the toolkit.	<ul style="list-style-type: none">• Know the names of the trainers.• Understand the purpose of the toolkit and training
MODULE 2: SELF-ASSESSMENT AND ACTION PLAN ACTIVITY	Participants will compare their completed self-assessments to established benchmarks and identify areas for improvement. Using these identified areas, participants will create an action plan with attainable goals.	<ul style="list-style-type: none">• Compare own self-assessment to established benchmarks.• Create an action plan with steps to achieve two goals to improve adherence to the Delaware CACFP/<i>Delacare</i> Rules.
MODULE 3: NUTRITION REGULATIONS & RATIONALES	Explains the DE CACFP/ <i>Delacare</i> Rules for nutrition and provides rationale to improve understanding of why the Rules are in place.	<ul style="list-style-type: none">• Name the four CACFP meal components.• Be able to identify where to find the meal pattern requirements for infants and children.• Understand the DE CACFP/<i>Delacare</i> Rules and rationales.

Module Overviews and Objectives *(continued)*

MODULE	OVERVIEW	OBJECTIVES
MODULE 4: IDENTIFYING FOODS & BEVERAGES THAT MEET THE RULES	Teaches participants to easily identify foods in each meal component group that meet the DE CACFP/ <i>Delacare</i> Rules. Providers will test their understanding by completing two activities.	<ul style="list-style-type: none"> List three key locations of nutritional information on a product. Learn to use the “Shopping Cheat Sheet.” Determine if products in each meal component group meet the DE CACFP/<i>Delacare</i> Rules.
MODULE 5: MENU PLANNING	Explains how to identify food items to use when planning a menu. Participants will learn to improve a menu to better align with the Rules. Shopping and serving on a budget will also be discussed.	<ul style="list-style-type: none"> List three things that are important when creating a menu. Name three tips for shopping on a budget. List two ways to ensure children are receiving the appropriate serving size.
MODULE 6: <i>DELACARE</i> PHYSICAL ACTIVITY & SCREEN TIME RULES AND IDEAS FOR ENGAGEMENT	Explains the <i>Delacare</i> Rules for physical activity and screen time along with age- and developmentally-appropriate activities and screen time alternatives.	<ul style="list-style-type: none"> Name four physical activity Rules and rationale for each. Name age- and location-specific screen time Rules and rationale. Name age- and developmentally-appropriate ideas for physical activity and alternatives for screen time.
MODULE 7: PARTNERING WITH STAFF, FAMILIES & YOUR COMMUNITY	Teaches participants how to partner with families, center/home staff and the community to create an environment that supports healthy lifestyle choices in child care.	<ul style="list-style-type: none"> List three ways to engage families, staff and your community to support healthy eating and physical activity.
MODULE 8: ENGAGING CHILDREN	Participants will learn the importance of engaging children in healthy eating and physical activity, and how to do so effectively.	<ul style="list-style-type: none"> List two reasons why engaging children in healthy eating is important. Learn at least three ways to engage children in healthy eating. Create one activity that teaches children about healthy eating that also aligns with the Early Learning Foundations (ELFs).
MODULE 9: WRAP-UP	The wrap-up closes the training by thanking participants and clearing up any confusion or remaining questions.	<ul style="list-style-type: none"> Review highlights from the training. Answer outstanding questions.

Delaware CACFP/Delacare Rules on Nutrition & Physical Activity FULL-DAY TRAINING

This is the agenda for hosting full-day training on the Delaware CACFP/Delacare Rules for nutrition and physical activity. It is certified by the Delaware Institute for Excellence in Early Childhood as a level 1 training and is worth 6.0 hours when conducted in full.

8:30 – 8:45 AM	MODULE 1: WELCOME & INTRODUCTION
8:45 – 9:30 AM	MODULE 2: SELF-ASSESSMENT & ACTION PLANNING
9:30 – 10:15 AM	MODULE 3: DELAWARE CACFP/ DELACARE RULES ON NUTRITION
10:15 – 10:25 AM	BREAK
10:25 – 11:10 AM	MODULE 4: IDENTIFYING FOODS & BEVERAGES THAT MEET THE RULES
11:10 – 11:55 AM	MODULE 5: MENU PLANNING
11:55 AM – 12:25 PM	LUNCH
12:25 – 1:10 PM	MODULE 6: PHYSICAL ACTIVITY & SCREEN TIME
1:10 – 1:55 PM	MODULE 7: ENGAGING FAMILIES, STAFF & YOUR COMMUNITY
1:55 – 2:05 PM	BREAK
2:05 – 2:50 PM	MODULE 8: ENGAGING CHILDREN
2:50 – 3:30 PM	MODULE 9: WRAP-UP

Delaware CACFP/Delacare Rules on Nutrition & Physical Activity THREE-SESSION TRAINING

This training can also be offered as a three-part series. The agendas are listed below. Although the timing of the sessions is standardized, the time of day the training is offered may be changed based on the needs of the center(s) or home(s) being trained.

DAY 1	
6:00 – 6:15 PM	MODULE 1: WELCOME & INTRODUCTION
6:15 – 7:00 PM	MODULE 2: SELF-ASSESSMENT & ACTION PLANNING
7:00 – 7:45 PM	MODULE 3: DELAWARE CACFP/DELACARE RULES ON NUTRITION
7:45 – 8:00 PM	MODULE 9: WRAP-UP

DAY 2	
6:00 – 6:10 PM	WELCOME & INTRODUCTION
6:10 – 6:55 PM	MODULE 4: IDENTIFYING FOODS & BEVERAGES THAT MEET THE RULES
6:55 – 7:40 PM	MODULE 5: MENU CYCLES & RECIPES
7:40 – 8:25 PM	MODULE 6: PHYSICAL ACTIVITY & SCREEN TIME
8:25 – 8:30 PM	MODULE 9: WRAP-UP

DAY 3	
6:00 – 6:15 PM	WELCOME & INTRODUCTION
6:15 – 7:00 PM	MODULE 7: ENGAGING FAMILIES, STAFF & YOUR COMMUNITY
7:00 – 7:45 PM	MODULE 8: ENGAGING CHILDREN
7:45 – 8:00 PM	MODULE 9: WRAP-UP

Delaware CACFP/Delacare Rules on Nutrition & Physical Activity TWO-SESSION TRAINING

This training may also be offered in two sessions. The agendas are below. Although the timing of the sessions is standardized, the time of day the training is offered may be changed based on the needs of the center(s) or home(s) being trained.

DAY 1	
6:00 – 6:15 PM	MODULE 1: WELCOME & INTRODUCTION
6:15 – 7:00 PM	MODULE 2: SELF-ASSESSMENT & ACTION PLANNING
7:00 – 7:45 PM	MODULE 3: DELAWARE CACFP/DELACARE RULES ON NUTRITION
7:45 – 8:30 PM	MODULE 4: IDENTIFYING FOODS & BEVERAGES THAT MEET THE RULES
8:30 – 9:15 PM	MODULE 5: MENU CYCLES & RECIPES
9:15 – 9:30 PM	MODULE 9: WRAP-UP

DAY 2	
6:00 – 6:10 PM	WELCOME & INTRODUCTION
6:10 – 6:55 PM	MODULE 6: PHYSICAL ACTIVITY & SCREEN TIME
6:55 – 7:40 PM	MODULE 7: ENGAGING FAMILIES, STAFF & YOUR COMMUNITY
7:40 – 7:45 PM	BREAK
7:45 – 8:30 PM	MODULE 8: ENGAGING CHILDREN
8:30 – 9:00 PM	MODULE 9: WRAP-UP

Tips for Leading a Training

Expect that each group will be different

- Prepare your training based on the needs of your audience. Understand that different job positions may present with different problem sets or knowledge of the Rules. This may require more emphasis on some key aspects of the training and less on others.
- Some centers or homes may be more familiar with the Rules than others.
- Communicate to the audience how this training relates to their work.

Allow plenty of time for preparation

- Know the layout of the room and how to use the equipment.
- Upon arriving at the site, make sure the audiovisual equipment is working properly.
- Learn the material you are teaching. Make notes or note cards to trigger your memory in case you have difficulty on the day of the training.
- Be enthusiastic about the material!
- Use your own words and experiences.

Ask and encourage questions and participation

- Respect participants – use names if possible and listen actively.
- Lead discussion, don't direct. Let providers share their experiences.
- Use open-ended questions that can't be answered with a "yes" or "no."
- Acknowledge every answer, offer ideas or suggestions if needed.

Teach with a focus

- Providers should leave with the knowledge and skills outlined in the training objectives given in this guide and on the PowerPoint slides.
- Stick to the time schedule. Some groups may be more talkative than others in which case you may go over time, while others may be under time. Encourage as much participation as possible, but don't be afraid to summarize a provider's comments/questions and ask if s/he can see you after the presentation for further clarification. This is often necessary to stay on time.
- Keep participants engaged by looking for opportunities to ask questions or ask for first-hand experiences, challenges, advice, etc.

Be honest with the participants – you don't have to have all of the answers on hand

- If you don't know the answer to a question, tell the participants that you're not sure. Take the name and contact information of the questioner, find the answer after the training, and follow up with them once you have found it (this is critical!).
- Don't hesitate to make referrals to a person or resource you know can best answer a question.
- Be familiar with resources that could be used to find answers to frequently asked questions.
- Keep notes of frequently asked questions so that you can address them in future presentations.
- After each session, document anything that could be improved for future trainings.

Pre-Training Planning Checklist

Use the following checklists to plan your training and ensure that you are ready to teach each module.

Three Months before the Training

- Determine the best day and time to schedule training for your target audience. Consider what days of the week and times of the day are most convenient for participants and what times the audience is likely to be most engaged.
- Advertise the training to your target audience.
- Reserve a space large enough to accommodate the anticipated training participants.

One Month before the Training

- Begin preparing materials and handouts listed.
- Review PowerPoint slides. Study the information you are unfamiliar with.
- If holding a full-day training session, order food (if possible). Make sure the meal(s) you're offering participants meet the Delaware CACFP/*Delacare* Rules for nutrition.

One Week before the Training

- Confirm with providers their participation in the training.
- Confirm with the venue the date, time, space, food (where applicable) and audiovisual needs.
- Practice your presentations.
- Use the “Pre-Training Module Checklists” (see next page) to ensure that all materials and supplies are ready.

Day of the Training

- Set out name tags, markers and registration sheets.
- Confirm that audio visual (AV) equipment is working.
- Review the presentations one more time.
- Greet participants.
- Have a great workshop!

Pre-Training Module Checklists

Registration (for beginning of all trainings)

- Markers
- Name tags
- Pens
- Paper
- Sign-in/Sign-out sheet
- Directional signs to point people to the event and sign-in
- First Years* Toolkits – one for every participant if available OR one hard copy to show throughout training.

Module 1: Introduction

- LCD projector
- Laptop
- Projection screen

Module 2: Self-Assessment & Action Planning

- LCD projector
- Laptop
- Projection screen
- Self-Assessment (1 copy per participant)
- Self-Assessment Benchmark (1 copy per participant)
- Action Plan (1 copy per participant)

Module 3: Delaware CACFP & *Delacare* Nutrition Rules & Rationale

- LCD projector
- Laptop
- Projection screen

Module 4: Identifying Foods & Beverages That Meet the Rules

- LCD projector
- Laptop
- Projection screen
- Shopping Cheat Sheet (1 copy per participant)

- Empty food packages for the following (see page 64 for examples of each):
 - Approved grain (3)
 - Unapproved grain (3)
 - Approved cereal (2)
 - Unapproved cereal (2)
 - Approved juice (1)
 - Unapproved juice (1)
 - Approved pre-fried vegetable/fruit (1)
 - Unapproved pre-fried vegetable/fruit (1)
 - Approved pre-fried meat (1-2)
 - Unapproved pre-fried meat (2)
 - Approved cheese (2)
 - Unapproved cheese (2)
 - Approved meat/meat alternate (2)
 - Unapproved meat/meat alternate (processed meat) (2)
- Identifying Products Activity (1 copy per participant)
- Using the Shopping Cheat Sheet Activity (1 copy per participant)

Module 5: Menu Planning

- LCD projector
- Laptop
- Projection screen
- Menu Activity (1 copy per participant)
- Serving utensils (1 per table: measuring cups, measuring spoons, pre-measured scoops, etc.)

Module 6: Delacare Physical Activity & Screen Time Rules and Ideas for Engagement

- LCD projector
- Laptop
- Projection screen
- Action Story (1 copy per participant)

Module 7: Partnering with Staff, Families & Your Community

- LCD projector
- Laptop
- Projection screen
- Partnering Self-Assessment (1 copy per participant)

Module 8: Engaging Children in Healthy Eating

- LCD projector
- Laptop
- Projection screen
- Incorporating Nutrition & Physical Activity into Early Learning Foundations Activity (1 copy per participant)
- Early Learning Foundations Activity Strips (in envelope)

Module 9: Wrap-Up

- LCD projector
- Laptop
- Projection screen
- Evaluation (1 copy per participant)

Reading the Modules

This mock-up explains the layout, instructions and word usage within each module.

Module Number: Module Name

Total Time: The time needed to complete the entire module, including activities.

Goal: The main overarching knowledge or skill-based goal to achieve upon completion.

Objectives: The specific take-home messages for providers upon completion of the module. They are specific ways to achieve the overarching goal.

I. Discussion (time):

This is where the PowerPoint slides are listed and discussed. The dialogue for the presentation of the module begins here. Total time for the discussion is listed in parenthesis. If the discussion is interrupted by an activity, the module will list "Discussion: Part 1" and later "Discussion: Part 2."

Title of slide (slide number)

The title of the slide corresponds with the title in the PowerPoint presentation. The slide number in parenthesis is the number in the presentation order.

II. Activity (time)

Activities to reinforce important concepts and skills are included in most modules. Activity handouts are included at the end of each module, and should be copied and distributed to each participant during training. Answer sheets are also included so that each trainer can ensure s/he is providing the correct answer. Activities should be conducted where indicated in the training modules. The total time allotted for each activity and discussion is listed in parenthesis. Directives for how to introduce, explain and review the activity are listed in [brackets] where necessary.

Handouts

- Any activity sheets that would need to be copied for participants.

Additional Materials

- Materials other than the PowerPoint and handouts needed to successfully complete the module.

TIP or FAQ

Tip and FAQ boxes are used for any points that should be emphasized, frequently asked questions that can be addressed during presentation of a slide or variations that could be made depending on resources.

Guide to Terms Used in the Modules

SAY: This information covers the important points to be discussed by the trainer while the slide is being shown. All information to be covered is listed in bulleted form, but how it is presented is up to the individual trainer.

ASK: Sometimes audience feedback will be solicited. Whether it is a knowledge-check question, a discussion or simply a question to gauge understanding, the goal is to have the audience participate in the presentation. If there is a correct answer to the question, that answer will be given in [brackets] on the line below the question.

[Instructions...]: Brackets are used where there are instructions or notes to assist the presenter in conducting an activity, taking a specific action or facilitating a discussion. For example, instructions to read right from the slide, point and give directions for an activity is listed in brackets. Where **[READ slide]** is listed, the presenter should read directly from the slide.

Flexibility versus Fidelity

Flexibility

The format in which this training is delivered is flexible. There is a full-day training agenda provided, as well as agendas for hosting the training broken into two or three sessions. The training may be delivered in one whole day, three two-hour sessions, six one-hour sessions, or other formats depending on the needs of the audience.

The bulleted points under the word **SAY** indicate the important information to be discussed while the slide is being shown. All the information to be covered is there, but how it is presented can be determined by each individual presenter. As you become more familiar with the material and have more experience in training, you may want to add ideas that are offered in different groups or find that you need to emphasize some points more than others.

Fidelity

Although there is some flexibility in the presentation style of the information, the Power Points should not be changed and should be presented as they are. The Delaware CACFP/*Delacare* Rules for nutrition and physical activity must be read verbatim. This is to avoid any confusion and to ensure all participants are receiving the Rules in their entirety. No interpretations or additions should be made to the Rules at any time.

If you have questions about a Rule, please contact one of the following organizations for clarification:

**Delaware Department
of Education Community
Nutrition Programs**
(302) 735-4060

**Delaware Office of
Child Care Licensing**
1-800-822-2236

**Nemours Health &
Prevention Services**
(302) 444-9100

Frequently Asked Questions

Listed below are answers to frequently asked questions from the first cohort of trainings in early 2011. They are categorized by topic. The questions may vary slightly, but you may discover that they come up often and in different sessions as you move through trainings. Keep this sheet handy for quick responses whenever you are faced with these questions.

General

- Length of menu cycles
 - 2 weeks = 14 days for those centers/homes open 7 days per week; 10 days for those open 5 days per week
- Processed foods: There's only a Rule for processed meats. No rules exist for any other types of processed foods (e.g., waffles, pancakes, crackers, etc.).
- Serving family style: Children may serve themselves all foods and beverages, but they should be given appropriate sized cups and serving utensils and encouraged to serve the appropriate amount based on age.
 - Children should start with the appropriate serving size for their age. If they show they are full by pushing away the plate or playing with their food, allow them to stop eating. If they ask for seconds, they should be given a second age-appropriate serving.

Special Diets

- The special diets form (for medical and religious restrictions) is needed for those children who cannot have certain components of the meal pattern based on medical needs. If a center/home is claiming the meal for CACFP, the allowable substituted food must be purchased by the center/home. This form must be signed by a medical professional in order for the substitution to be allowable and creditable.
- If a child cannot have a food component based on parental preference, it is up to the center/home to determine whether or not they wish to accommodate these requests. If a center/home is going to claim the meal for reimbursement, they must supply a creditable substitution (e.g., if a child cannot have red meat, beans can be substituted for the meat/meat alternate component, but must be provided by the center/home). If the center/home does not wish to provide an alternative food at the parent's request, they can choose to have the parents bring in the substituted item, but cannot then be reimbursed for it.
- Religious exemptions: If a child cannot have certain foods based on religious reasons, the meal must contain all of the required components for reimbursement. If a child cannot have one of the meal components based on religious beliefs, the center/home should contact the sponsoring organization or the Delaware Department of Education to determine if the exception can be made.

Meat and Meat Alternates

- Yogurt
 - Yogurt is not a creditable meal item for infants.
 - Yogurt cannot be used as a milk replacement for children.
- Tofu
 - Tofu and tempeh are not creditable items in the meal pattern.
- Nuts, beans, seeds, peanut butter
 - If any of the above is served, it is recommended that a second meat or meat alternate is served to ensure meal pattern amounts are fulfilled and proper crediting is received for the meal.
- Beans and dried peas
 - Pinto beans, kidney beans, lentils, black-eyed peas, black beans and soybeans may qualify as a fruit/vegetable or a meat/meat alternate, but not both at the same meal.
- Processed meats
 - Because chicken nuggets, fish sticks and other fried or pre-fried and then baked meats have their own rule around percentage of calories from fat, they do not also need to follow the processed meat rule.
- Meatballs: All meatballs are creditable. There are no restrictions/regulations on them and they are not considered processed.

Fruits/Vegetables

- Apple and Eve Fruitables
 - Not a creditable food item; they are not 100% juice.
- Two separate and identifiable fruits and vegetables
 - The 2 fruits/vegetables that must be served at lunch can be either 2 fruits or 2 vegetables, or a combination of both.
- Mixing water and juice
 - When reconstituting juice from concentrate, be sure to follow the directions to ensure one serving is full-strength 100% juice.

Grains/Breads

- Animal crackers and graham crackers
 - These products are not considered sweet grains.
 - The Delaware CACFP needed to establish clear guidelines, so all foods labeled crackers fall into the “cracker” crediting component.
 - Choose plain animal/graham crackers, not those with frosting.
- Whole grains
 - Wheat bran is not a whole grain.
 - “Stone-ground” describes only the process in which the grain was ground. The term “whole” must still be present for it to be a whole grain, i.e., “stone-ground whole wheat flour.”
- Cereals
 - Sugar amount is based on the nutrition facts label even if that is not the amount that will be served to children.
- Sweet grains
 - These items include: cookies, cakes, brownies, donuts, Danishes, toaster pastries (e.g., Pop-Tarts[®]), Rice Krispies[®] treats, cupcakes, muffins and quick/sweet breads (store-bought) and sweet rolls (cinnamon buns/rolls, honey buns)
 - Boxed mixes (e.g., Duncan Hines[®], Betty Crocker[®], Sara Lee[®], Pillsbury[®], etc.) are considered sweet grains.
 - Muffins and quick breads made from scratch are allowed for breakfast and are not considered sweet grains. To be considered made from scratch, a recipe must be provided documenting no pre-made mixes were used.
 - If providers are making these items from scratch, they should be encouraged to make substitutions where available. For example, use applesauce instead of oil or decrease the amount of sugar used.

Milk

- Soy milk: creditable if medical documentation is on file stating a child may not have cow’s milk, and if the center/home is providing the soy milk.
- Milk and cereal
 - Milk must be served as a beverage for lunch and supper.
 - For breakfast and snack, it may be served as a beverage or over cereal. It should be measured appropriately before pouring to be sure each serving of cereal and milk contains the appropriate amount based on age group.

Module One: Delaware CACFP/Delacare Rules Training Introduction

Total Time: 15 minutes

Goal: Familiarize providers with the training, the *First Years in the First State* Toolkit and the reasons for its creation.

Objectives:

- Know the names of the trainers.
- Understand the purpose of the toolkit and training.

Handouts

- None

Additional Materials

- *First Years* Toolkit – Administrators’ Guide
- *First Years* Toolkit – Menu Planning Guide

I. Discussion (15 minutes)

Delaware CACFP and Delacare Rules Training (slide 1, title slide)

SAY:

- My name is [insert name] and I work for [insert organization].
- I want to welcome you all to today’s training on the Delaware CACFP/Delacare Rules for nutrition and physical activity.
- Our goal today is to provide you with information and resources to help implement healthy eating and physical activity in your daily routine, and to create an environment which lends itself to healthier children.

Trainers (slide 2)

SAY:

- As I stated before my name is [insert name] and I work for [insert organization].
- Today, I also have a/some fellow trainer(s) who you will hear from throughout the day.
- [Introduce fellow trainers.]

Housekeeping (slide 3)

SAY:

- Before we get started, I want to review some housekeeping items.
- The restrooms are located [give directions as to where they are].
- Please silence your cell phones. Ringing can be distracting to the presenters as well as to your fellow attendees.
- [Discuss additional housekeeping items, if applicable (e.g., location of coat rack, mention of refreshments, etc.).]

Acronyms and Definitions (slide 4)

SAY:

- Throughout the day, you will be hearing some acronyms that you may or may not be familiar with. In order to ensure that we all have the same understanding of what they stand for, let’s take a few minutes to go over what each one means.

[READ acronyms and definitions.]

Acronyms and definitions (slide 5)

[READ slide.]

SAY:

- These acronyms and definitions are also contained in the *First Years – Administrators' Guide* on pages 6 through 9 for reference.

Background (slide 6)

SAY:

- Childhood overweight and obesity continue to be major health issues in Delaware. According to the 2008 Delaware Survey of Children's Health, the prevalence of obesity in children increased from 40% to 46% across Delaware's three counties and the City of Wilmington.
- Nationwide, approximately 21% of children ages 2 through 5 are overweight or obese. That's about 1 in 5 children who are already at a health disadvantage before they're even in school.

Among Preschoolers in 2008 (slide 7)

[READ first two bullets.]

SAY:

- Sugar sweetened beverages include sodas, sports drinks, juice drinks and cocktails.

[READ third bullet.]

SAY:

- This includes foods and beverages such as sodas, cakes, cookies, breakfast pastries, potato chips, etc.
- These food and beverage choices are high in fat and sugar and are replacing healthier options that provide the best nutrition for children's growth and development.

(Slide 8)

[READ third bullet.]

SAY:

- If children learn proper health habits during early childhood (birth through 5), they are more likely to maintain these habits throughout middle and late childhood.
- Child care providers and families are a child's first teachers. This creates opportunities for providers and families to partner in developing children's healthy habits. That's why child care providers like you have a powerful role in shaping children's health!

(Slide 9)

SAY:

- As a result of the obesity epidemic in Delaware and the idea that child care is an ideal environment for development of healthy habits, Delaware created stricter rules for child care nutrition and physical activity. These rules were created for both CACFP and non-CACFP participants.
- They are known as the Delaware CACFP/*Delacare* Rules.

- These Rules go above the federal CACFP guidelines and are among the most comprehensive in the nation. Because of this, Delaware has become a model state for providing children with optimal nutrition and physical activity while in child care.
- Your hard work to implement these Rules has created healthier environments and habits, and has had a major impact on helping children grow up healthy!
- Child care providers are truly valued partners of the Delaware Department of Education and the Office of Child Care Licensing. The work that you do changes the lives of children and families everyday, and we are proud to work with you to make Delaware’s children healthier.

Delaware CACFP/Delacare Rules (slide 10)

[READ third bullet.]

Creation of the Toolkit (slide 11)

SAY:

- As part of a collaboration between the Department of Education and Nemours Health & Prevention Services, a toolkit was created to assist child care providers in the implementation of these nutrition and physical activity Rules.
- The toolkit, *First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care* was developed based on suggestions from:

[READ organizations from slide.]

Toolkit Content (slide 12)

SAY:

- The toolkit is made up of three pieces: the Administrators’ Guide, the Menu Planning Guide and the Shopping Cheat Sheet, which we will learn about a little later.

[Give a few examples of what is contained in each of the guides.]

Training Format (slide 13)

[Review the agenda. Remind them of training duration and review what topics will be covered.]

SAY:

- Please feel free to ask questions at any time during sessions. We are here to make sure that you feel comfortable with the Delaware CACFP/Delacare Rules – if anything seems confusing or unclear, please don’t hesitate to ask! We welcome your participation and the open exchange of experiences and ideas that will help you to make positive changes at your child care home or center.

Module Two: Self-Assessment & Action Plan

Time: 45 minutes

Goal: Determine where providers currently stand in implementing the Delaware CACFP/*Delacare* Rules for nutrition and physical activity in their centers and homes.

Objectives:

- Compare participants' "Self-Assessments" to established benchmarks.
- Create an action plan toward achieving two goals for improving nutrition and physical activity in their home or center.

Handouts

- Self-Assessment
- Self-Assessment Benchmark
- Action Plan Template

Additional Materials

- *First Years Toolkit – Administrators' Guide*

I. Activity 1 (15 minutes)

[Introduce yourself (if you haven't already done so).]

Self-Assessment and Action Plan Activity (slide 1, title slide)

SAY:

- In order to help you identify the strengths and areas that need improvement in your child care center or home, we are going to do a self-assessment activity. This will allow you to identify what you are currently doing in terms of the nutrition and physical activity practices in your home or center. It can be used to see where you are excelling in creating healthy environments and identify those areas where you can improve.
- You all have a "Self-Assessment" in your [folder, packet, table, etc.]. It looks like this. [Hold it up so the audience can see what you are talking about.] Let's all look at it together.
- You will see there are sections for each of the meal components, physical activity and screen time practices, staff behaviors, center/home policies and self-efficacy. In the interest of time, I would like for you to focus on completing as much of the meal component, physical activity and screen time questions as you can.
- Read each question and choose the answer that best describes the practices in your center or home over the past month.
- Be sure to answer the questions honestly. This is not a test. It is simply to help you identify where you may be able to make changes based on the information you are receiving today.
- When answering the questions, keep in mind what your facility does the majority of the time, as your practices may fall into more than one category.
- We will take about 15 minutes to complete the beginning sections of the Self-Assessment. If you have any questions, feel free to raise your hand and one of us will come around to assist you.

[Remind participants when they have 5 minutes left. After about 15 minutes, instruct participants to stop where they are. Bring the group back together and begin the presentation. Instruct participants to take out the "Self-Assessment Benchmark" handout because you will be discussing this part next.]

II. Discussion (5 minutes)

Part 1: How to use the Benchmark (slide 2)

SAY:

- Looking at your “Self-Assessment Benchmark,” the shaded boxes are Delaware CACFP/*Delacare* Rules that align with each question.
- The cross symbol is the ideal scenario or “best practice.” This represents the best possible action to achieve the highest quality nutrition and physical activity in your center or home.
- If a box is both shaded and has a cross, the rule and the best practice are the same.
- If no box is shaded for a question, there is not currently a rule or best practice on the item.
- Let’s go over a few examples for practice.

Example — Meat and Meat Alternates (slide 3)

SAY:

- If you look three lines down on the second page, you will see the Meat and Meat Alternate section.
- The first line reads “Processed meats (e.g., bologna, hot dogs, sausage) are served to children.”
- You will see that “once in a two-week cycle or less” is shaded. This is the Delaware CACFP/*Delacare* Rule.
- “Never” has the cross symbol next to it. This is the best practice.
- You may want to aim for the Rule of serving them once in a two-week cycle first. Once you achieve this, you should try to accomplish the best practice (never). The best practice is what supports optimal health for children.
- Any questions on this example?
- Let’s try a different one.

Another Example (slide 4)

SAY:

- The last statement in the Meat and Meat Alternate section reads “Cheese food or cheese product is served...”
- In this example, “never” is both shaded and has the cross symbol.
- This means the rule and the best practice are the same. According to the Rules, cheese foods and cheese products cannot and should not be served.
- In other words, if you have achieved the rule, you have also achieved the best practice in this area.

Final Example (slide 5)

SAY:

- Now let’s look at an example from the holidays/celebrations section on page three.
- The second question reads “Parents are provided with guidelines for healthy holiday/celebration foods.”
- No box appears shaded for this example because there is no rule around this practice.

- However, “yes” has a cross next to it indicating a best practice. Ideally, centers or homes will provide parents with guidelines for holiday/celebration foods as a way to align all foods with the DE CACFP/*Delacare* Rules.
- Are there any questions about how to use the “Self-Assessment Benchmark?”

III. Activity 2 (10 minutes)

Part 2: Compare Your Self-Assessment with Benchmark (slide 6)

SAY:

- Now, it is time to compare your “Self-Assessment” answers to those on the benchmark.

[READ slide.]

SAY:

- We will take about 10 minutes to do this. It is ok if you don’t complete the whole thing. Again, feel free to raise your hand with any questions you have.

[Give participants 10 minutes to complete this activity. Give a two-minute warning for time.]

IV. Activity 3 (15 minutes)

Part 3: Creating Your Action Plan (slide 7)

SAY:

- Look at your “Self-Assessment.” Are there specific questions/areas where you did not meet or exceed the Rules or best practices?
- Take a minute to find two questions/areas that you would most like to work on and circle them. These are going to become the basis for your goals.

[Give participants 10 minutes to choose these areas.]

- Goals should be S.M.A.R.T. This means they should be specific, measurable, achievable, realistic and timely. Let’s look at some examples of goals which meet these criteria.

Goal Setting (slide 8)

SAY:

- Listed here are three examples of goals that meet the S.M.A.R.T. criteria and are geared toward the Delaware CACFP/*Delacare* Rules.
- When creating your own goals, try to word them so that you will be meeting the Rules by achieving them. For example, serving one whole grain product five days per week is the Rule, so achieving this goal would mean I am complying with the Rules.

Action Planning (slide 9)

SAY:

- Now that you have decided on the focus of your goals, let’s take a look at how to achieve them.
- Please take out your “Action Plan Template.”

[Hold it up so they can see what it looks like.]

[READ over the example so they can see how to fill in the blocks.]

SAY:

- Now it's your turn. Fill in boxes one and two in column one with your S.M.A.R.T. goals.
- If you have time, you can begin to fill in the other boxes with the steps you will take to achieve these goals.

[After 5 minutes, instruct the group to stop where they are. Remind them that they can finish filling in the boxes or add to them when they return to their home or center.]

SAY:

- When you return to your center or home, finish filling in the remaining boxes. This will allow you to think through how you will achieve your goal by using resources you have and deciding on any challenges you may encounter in the process. Identifying resources and challenges beforehand will make it easier to be successful in reaching your goals.
- There is also a blank “Self-Assessment” and “Action Plan” in the *First Years Toolkit – Administrators’ Guide*. You can use this to set new goals as you achieve the ones you wrote out today, and see how well your center or home is improving!

Next Steps (slide 10)

[READ slide]

Self-Assessment

Completing the following Self-Assessment honestly and comparing it to the Benchmark provided will help you better understand what you are currently doing in your home or center and identify areas to work on. Creating an Action Plan allows you to set goals for improvement, create a timeline for achieving these goals and establish ways to measure your progress. Achieving the goals on your Action Plan will create a healthier environment for the children in your center to grow and develop.

WATER				
DRINKING WATER IS	Easily visible and available for self-serve	Easily visible and available on request	Visible, but only available during designated water breaks	Not visible
AT SNACK TIME, WATER IS PROVIDED WHEN MILK OR JUICE IS NOT	Always	Sometimes	Rarely	Never
MILK				
MILK SERVED TO CHILDREN 12 THROUGH 23 MONTHS IS	Whole	2%	1%	Fat-free/skim
MILK SERVED TO CHILDREN 2 YEARS AND OLDER IS	Whole	2%	1%	Fat-free/skim
JUICE				
100% FRUIT JUICE IS SERVED TO CHILDREN	2 or more times per day	1 time or less per day	2 times per week or less on different days	Never
100% FRUIT JUICE IS SERVED TO INFANTS	1 or more times per day	1 or more times per week	1 or more times per month	Never
NON-100% JUICE (e.g., juice cocktail) IS SERVED	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never
BEVERAGES OTHER THAN MILK, WATER AND 100% FRUIT JUICE (e.g., soda, sports drinks) ARE SERVED	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never

GRAINS & BREADS				
WHOLE GRAINS ARE SERVED	2 or more times per day	1 or more times per day	2 – 4 times per week	1 time per week or less
CEREALS WITH MORE THAN 6 GRAMS OF SUGAR ARE SERVED	1 or more times per day	3 – 4 times per week	1 – 2 times per week	Never
SWEET BREADS/GRAINS (e.g., donuts, cookies, Danishes) ARE SERVED TO CHILDREN	1 or more times per day	3 – 4 times per week	Once in a 2-week cycle or less	Never
SWEET BREADS/GRAINS (e.g., donuts, cookies, Danishes) ARE SERVED TO INFANTS	1 or more times per day	3 – 4 times per week	Once in a 2-week cycle or less	Never
FRUITS & VEGETABLES				
FRIED OR PRE-FRIED AND THEN BAKED FRUITS OR VEGETABLES (e.g., French fries, hash browns, tater tots) WITH MORE THAN 35% OF CALORIES FROM FAT ARE SERVED TO CHILDREN	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never
FRIED OR PRE-FRIED AND THEN BAKED FRUITS OR VEGETABLES (e.g., French fries, hash browns, tater tots) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never
MEATS & MEAT ALTERNATES				
PROCESSED MEATS (e.g., bologna, hot dogs, sausage) ARE SERVED TO CHILDREN	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never
PROCESSED MEATS (e.g., bologna, hot dogs, sausage) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never
FRIED OR PRE-FRIED AND THEN BAKED MEATS (e.g., chicken nuggets, fish sticks) WITH MORE THAN 35% OF CALORIES FROM FAT ARE SERVED TO CHILDREN	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never
FRIED OR PRE-FRIED AND THEN BAKED MEATS (e.g., chicken nuggets, fish sticks) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never
CHEESE FOOD OR CHEESE PRODUCT IS SERVED	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never
COMBINATION FOODS				
COMBINATION FOODS (a mixture of 2 or more different meal components) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never
DESSERTS, COBBLERS, PUDDINGS AND JARRED CEREALS WITH FRUIT ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never

PHYSICAL ACTIVITY				
INFANTS SPEND MORE THAN 30 MINUTES IN CONFINING EQUIPMENT (e.g., cribs, infant seats, play pens) WHILE AWAKE	Always	Sometimes	Rarely	Never
CHILDREN GET 20 MINUTES OF PHYSICAL ACTIVITY FOR EVERY 3 HOURS THEY ARE IN CARE	Every day	3 – 4 days per week	1 – 2 days per week	Less than 1 day per week
SCREEN TIME				
CHILDREN UNDER 2 YEARS WATCH TV/DVDS	2 or more hours per day	1 – 2 hours per day	No more than 1 hour per day	Never
CHILDREN 2 YEARS AND OLDER WATCH TV/DVDS	2 or more hours per day	1 – 2 hours per day	No more than 1 hour per day	Never
CHILDREN 2 YEARS AND OLDER USE A COMPUTER	2 or more hours per day	1 – 2 hours per day	No more than 1 hour per day	Never
HOLIDAYS/CELEBRATIONS				
HOLIDAYS ARE CELEBRATED WITH FOODS THAT MEET GUIDELINES OR NON-FOOD ITEMS (e.g., stickers)	All of the time	Most of the time	Some of the time	Rarely or never
PARENTS ARE PROVIDED WITH GUIDELINES FOR HOLIDAY/ CELEBRATION FOODS	Yes		No	
STAFF				
STAFF SITS WITH CHILDREN DURING MEALS	Every day	A few times a week	A few times a month	Never
STAFF EATS THE SAME MEALS/SNACKS AS CHILDREN	Every day	A few times a week	A few times a month	Never
STAFF ENCOURAGES CHILDREN TO TRY NEW FOODS	Every day	A few times a week	A few times a month	Never
STAFF ENGAGES IN PHYSICAL ACTIVITY WITH CHILDREN	Every day	A few times a week	A few times a month	Never
STAFF HELPS CHILDREN LEARN TO RECOGNIZE HUNGER/ FULLNESS CUES	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
STAFF MODELS POSITIVE HEALTH HABITS	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
STAFF IS PROVIDED WITH TRAINING/CONTINUING EDUCATION ON NUTRITION AND/OR PHYSICAL ACTIVITY FOR CHILDREN	2 or more times per year	1 time per year	Less than 1 time per year	Rarely or never

SELF-EFFICACY/ATTITUDES

I AM CONFIDENT IN MY ABILITY TO UPHOLD DE CACFP/ <i>DELACARE</i> NUTRITION RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO UPHOLD <i>DELACARE</i> PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I UNDERSTAND DE CACFP/ <i>DELACARE</i> NUTRITION RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I UNDERSTAND <i>DELACARE</i> PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO ENGAGE CHILDREN IN HEALTHY EATING AND PHYSICAL ACTIVITY.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO ENGAGE STAFF IN UPHOLDING DE CACFP/ <i>DELACARE</i> NUTRITION AND PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO ENGAGE PARENTS IN UPHOLDING DE CACFP/ <i>DELACARE</i> NUTRITION AND PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Self-Assessment Benchmark

An assessment representing a center that conforms 100% to DE CACFP/*Delacare* nutrition and physical activity Rules is shown on the following pages. **Rules are indicated by shaded boxes.** Recommendations, or best practices are indicated with the following symbol: †. If an answer is both **shaded** and accompanied by the “†” symbol, it means that the Rule and recommendation are the same. If no response choice is marked **shaded**, then no official Rule currently exists. You should use this assessment as a benchmark for the practices at your center/home, first aiming to meet the Rules, and if you want to increase quality even farther, the recommendations!

WATER				
DRINKING WATER IS	Easily visible and available for self-serve†	Easily visible and available on request*	Visible, but only available during designated water breaks	Not visible
AT SNACK TIME, WATER IS PROVIDED WHEN MILK OR JUICE IS NOT	Always†	Sometimes	Rarely	Never
MILK				
MILK SERVED TO CHILDREN 12 THROUGH 23 MONTHS IS	Whole†	2%	1%	Fat-free/skim
MILK SERVED TO CHILDREN 2 YEARS AND OLDER IS	Whole	2%	1%†	Fat-free/skim†
JUICE				
100% FRUIT JUICE IS SERVED TO CHILDREN	2 or more times per day	1 time or less per day†	2 times per week or less on different days†	Never†
100% FRUIT JUICE IS SERVED TO INFANTS	1 or more times per day	1 or more times per week	1 or more times per month	Never†
NON-100% JUICE (e.g., juice cocktail) IS SERVED	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never†
BEVERAGES OTHER THAN MILK, WATER AND 100% FRUIT JUICE (e.g., soda, sports drinks) ARE SERVED	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never†

Shading = Rule; † = Recommendation; * = This rule applies only to Early Care and Education & School Age Centers

GRAINS & BREADS				
WHOLE GRAINS ARE SERVED	2 or more times per day†	1 or more times per day	2 – 4 times per week	1 time per week or less
CEREALS WITH MORE THAN 6 GRAMS OF SUGAR ARE SERVED	1 or more times per day	3 – 4 times per week	1 – 2 times per week	Never†
SWEET BREADS/GRAINS (e.g., donuts, cookies, Danishes) ARE SERVED TO CHILDREN	1 or more times per day	3 – 4 times per week	Once in a 2-week cycle or less	Never†
SWEET BREADS/GRAINS (e.g., donuts, cookies, Danishes) ARE SERVED TO INFANTS	1 or more times per day	3 – 4 times per week	Once in a 2-week cycle or less	Never†
FRUITS & VEGETABLES				
FRIED OR PRE-FRIED AND THEN BAKED FRUITS OR VEGETABLES (e.g., French fries, hash browns, tater tots) WITH MORE THAN 35% OF CALORIES FROM FAT ARE SERVED TO CHILDREN	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never†
FRIED OR PRE-FRIED AND THEN BAKED FRUITS OR VEGETABLES (e.g., French fries, hash browns, tater tots) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never†
MEATS & MEAT ALTERNATES				
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PROCESSED MEATS (e.g., bologna, hot dogs, sausage) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Once in a 2-week cycle or less	Never†
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CHEESE FOOD OR CHEESE PRODUCT IS SERVED	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never†
COMBINATION FOODS				
COMBINATION FOODS (a mixture of 2 or more different meal components) ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never†
DESSERTS, COBLERS, PUDDINGS AND JARRED CEREALS WITH FRUIT ARE SERVED TO INFANTS	1 or more times per week	Less than 1 time per week	Less than 1 time per month	Never†
PHYSICAL ACTIVITY				
INFANTS SPEND MORE THAN 30 MINUTES IN CONFINING EQUIPMENT (e.g., cribs, infant seats, play pens) WHILE AWAKE	Always	Sometimes	Rarely	Never†
CHILDREN GET 20 MINUTES OF PHYSICAL ACTIVITY FOR EVERY 3 HOURS THEY ARE IN CARE	Every day†	3 – 4 days per week	1 – 2 days per week	Less than 1 day per week

Shading = Rule; † = Recommendation; * = This rule applies only to Early Care and Education & School Age Centers

SCREEN TIME				
CHILDREN UNDER 2 YEARS WATCH TV/DVDS*	2 or more hours per day	1 – 2 hours per day	No more than 1 hour per day**	Never†
CHILDREN 2 YEARS AND OLDER WATCH TV/DVDS	2 or more hours per day	1 – 2 hours per day	No more than 1 hour per day	Never†
CHILDREN 2 YEARS AND OLDER USE A COMPUTER	2 or more hours per day	1 – 2 hours per day	No more than 1 hour per day	Never†
HOLIDAYS/CELEBRATIONS				
HOLIDAYS ARE CELEBRATED WITH FOODS THAT MEET GUIDELINES OR NON-FOOD ITEMS (e.g., stickers)	All of the time†	Most of the time	Some of the time	Rarely or never
PARENTS ARE PROVIDED WITH GUIDELINES FOR HOLIDAY/ CELEBRATION FOODS	Yes†		No	
STAFF				
STAFF SITS WITH CHILDREN DURING MEALS	Every day†	A few times a week	A few times a month	Never
STAFF EATS THE SAME MEALS/SNACKS AS CHILDREN	Every day†	A few times a week	A few times a month	Never
STAFF ENCOURAGES CHILDREN TO TRY NEW FOODS	Every day†	A few times a week	A few times a month	Never
STAFF ENGAGES IN PHYSICAL ACTIVITY WITH CHILDREN	Every day†	A few times a week	A few times a month	Never
STAFF HELPS CHILDREN LEARN TO RECOGNIZE HUNGER/ FULLNESS CUES	Strongly agree†	Somewhat agree	Somewhat disagree	Strongly disagree
STAFF MODELS POSITIVE HEALTH HABITS	Strongly agree†	Somewhat agree	Somewhat disagree	Strongly disagree
STAFF IS PROVIDED WITH TRAINING/CONTINUING EDUCATION ON NUTRITION AND/OR PHYSICAL ACTIVITY FOR CHILDREN	2 times or more per year†	1 time per year	Less than 1 time per year	Rarely or never

Shading = Rule; † = Recommendation; * = This rule applies only to Early Care and Education & School Age Centers

** = In Family/Large Family Child Care Homes, children under 2 years of age are permitted to watch (1) hour of TV/DVDs per day, with parent permission.

SELF-EFFICACY/ATTITUDES

I AM CONFIDENT IN MY ABILITY TO UPHOLD DE CACFP/DELACARE NUTRITION RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO UPHOLD DELACARE PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I UNDERSTAND DE CACFP/ DELACARE NUTRITION RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I UNDERSTAND DELACARE PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO ENGAGE CHILDREN IN HEALTHY EATING AND PHYSICAL ACTIVITY.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO ENGAGE STAFF IN UPHOLDING DE CACFP/DELACARE NUTRITION AND PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I AM CONFIDENT IN MY ABILITY TO ENGAGE PARENTS IN UPHOLDING DE CACFP/DELACARE NUTRITION AND PHYSICAL ACTIVITY RULES.	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree

Shading = Rule; † = Recommendation; * = This rule applies only to Early Care and Education & School Age Centers

Action Plan Template

Directions:

- Using this form as a template, develop an action plan for improving your center or home's adherence to DE CACFP/Delacare Rules. Identify two goals you wish to achieve and how you plan to do this.
- Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new action plans for new phases of your quality improvement effort.

GOAL	ACTION STEPS	RESPONSIBILITY	TIMELINE	RESOURCES	POTENTIAL BARRIERS	MEASUREMENT
EXAMPLE	<p>What steps will you take to achieve your goal?</p> <p>Contact food service vendor and request whole grain bread instead of white bread; provide definition of a whole grain product.</p> <p>Send letter home to parents requesting they send in only whole grain bread; provide definition of a whole grain product.</p>	<p>Who will do it?</p> <p>Center director will contact vendor.</p> <p>Classroom teachers will send letter home to parents; will also talk to parents during pick-up and drop-off.</p>	<p>By when? (Day/Month)</p> <p>Within 60 days.</p> <p>Within 60 days.</p>	<p>What resources will help you achieve your goal?</p> <p>The toolkit, i.e. sample letter to parents, information about whole grain products, etc.</p>	<p>Who or what may prevent you from achieving your goal?</p> <p>Availability of whole grain products from vendor.</p> <p>Children don't like whole grain bread.</p> <p>Parents don't want to change how they pack children's meals.</p>	<p>How will you measure your progress toward your goal?</p> <p>Review menu cycles submitted to sponsoring organization or OCCLI to ensure a whole grain product is served daily.</p> <p>Each week, record foods that children are bringing from home that do not meet guidelines. This number should decrease as parents understand the Rule.</p>
GOAL 1						
GOAL 2						

Adapted from: Healthy Lifestyle Initiative, University of Missouri-Extension. <http://extension.missouri.edu/healthylife/Action%20Plan%20Template2.doc>

Module Three: Delaware CACFP & *Delacare* Nutrition Rules and Rationales

Time: 45 minutes

Goal: To understand the Delaware CACFP/*Delacare* Nutrition Rules and rationales

Objectives:

- List the 4 CACFP meal components
- Review and be able to locate in the toolkit the meal pattern requirements for infants and children
- Understand the DE CACFP/*Delacare* Nutrition Rules and rationales

Handouts

- None

Additional Materials

- *First Years Toolkit – Administrators' Guide*

I. Introduction (10 minutes)

Delaware CACFP/*Delacare* Nutrition Rules and Rationales (slide 1, title slide)

[Introduce yourself (if you have not already done so).]

ASK:

- *How many groups/individuals participate in the CACFP?*
- *How many providers are from centers?*
- *How many providers are from family child care homes?*

SAY:

- All Delaware-licensed child care providers (family home or center) MUST abide by the Delaware CACFP/*Delacare* Rules, regardless of their participation in the food program.
- The Rules in this presentation are current as of January 2011 and approved by State agencies. All CACFP sponsors and sponsoring organizations have been trained on these Rules and continue to maintain open lines of communication with the Department of Education (DOE) to ensure that the Rules are being interpreted and enforced consistently. This training, the *First Years in the First State* toolkit, and *Foods That Meet Delaware CACFP/*Delacare* Rules* are now the sole sources of information regarding the DE CACFP/*Delacare* Rules on nutrition.
- *First Years in the First State: Improving Nutrition & Physical Activity Quality in Delaware Child Care* is now available for free download on the DOE website, USDA Team Nutrition and on the website of Nemours Health & Prevention Services. You can find it most easily by Googling the title.
- As I'm moving through this presentation, please write down any questions you have and hold them until the end. We will have a few minutes for questions and answers when I am finished with the presentation.

Learning Objectives (slide 2)

[READ slide.]

CACFP Overview (slide 3)

SAY:

- CACFP stands for Child and Adult Care Food Program. This program is administered by the U.S. Department of Agriculture and the Department of Education.
- Participation in the program qualifies child care providers to receive reimbursement for approved meals and snacks served to children.
- There are 4 meal components in CACFP. They are:

[READ slide and give examples where appropriate.]

EXAMPLES:

- Milk: fluid milk only, not all dairy products
- Breads & Grains: pasta, crackers, rice, bread, infant cereal
- Fruits & Vegetables: fresh, canned or frozen fruits/vegetables, juice
- Meats & Meat Alternates: meat, fish, eggs, cheese, beans, yogurt, nuts and nut butters.]

Delaware CACFP/Delacare Meal Pattern for Infants (slide 4)

SAY:

- The term “infant” refers to anyone from birth through 11 months. Starting at age 1, the term “child” is used.

[Go over meal pattern chart i.e., READ what must be served to infants in each age group.]

- Infants birth through 3 months may only receive breast milk or formula – nothing else.
- Certain solid foods (e.g., infant cereal, fruits and vegetables) may be introduced beginning at 4 – 6 months of age. It is important to discuss the introduction of solid foods with an infant’s parent(s)/guardian(s) prior to or at this time.
- Meat & Meat Alternates and Grains & Breads other than cereal may be introduced beginning at 8 months of age. Again, it is important to engage parents/guardians in conversation about the introduction of this meal component to their infant’s diet.

Delaware CACFP/Delacare Meal Pattern for Children (slide 5)

SAY:

- The following are the meal components that child care providers are required to serve at each meal:

[READ slide.]

SAY:

- The Meat & Meat Alternate component is optional (but recommended) for breakfast. Providers may serve foods from this group (e.g., yogurt or cottage cheese), but they will not be reimbursed.
- For lunch/supper, the Fruits & Vegetables component must consist of 2 separate and identifiable fruits/vegetables. In other words, the required serving of the Fruits & Vegetables component cannot consist of only 1 fruit/vegetable. For example:

- DE CACFP Rules dictate that a child age 3 – 5 years must be served ½ cup of fruit/vegetable for lunch/supper. A provider cannot serve ½ cup of green beans. Rather, he/she must serve ¼ cup of green beans and ¼ cup of some other fruit/vegetable (e.g., broccoli or apple sauce).
- Note: The ½ cup required fruit/vegetable serving does not need to be split exactly into ¼ cup of one fruit/vegetable and ¼ cup of another. It just cannot be 100% one fruit/vegetable.
- Serve 2 out of 4 meal components listed for snack.
- If not serving juice or milk at snack, water must be provided so children have a beverage.

II. Regulations and Rationales (35 minutes)

Slide 6

SAY:

- The next few slides will go over the DE CACFP/*Delacare* Rules and the rationales behind them. In other words, you will learn what foods can and cannot be served and why.

[Remind participants to please hold questions until the end of the presentation.]

Milk — Infants (slide 7)

[READ slide.]

SAY:

- Infants' systems cannot digest cow's milk and they need additional nutrients not found in cow's milk.

Milk — Children (slide 8)

[READ slide.]

SAY:

- Both 1% (low-fat) and fat-free (skim) are acceptable for children age 2 and older. However, fat-free (skim) milk is a better option because it contains less fat and fewer calories.

Rationale — Milk (slide 9)

[READ slide.]

SAY:

- If a child is lactose-intolerant and a note from a medical professional is supplied, an alternative milk product (e.g., soy milk) may be substituted for cow's milk. Providers will be reimbursed if a note is on file and the alternative is provided by the childcare facility.

Juice — Infants (slide 10)

[READ slide.]

Juice — Children (slide 11)

[READ slide.]

SAY:

- The juice bottle/box must explicitly say "100% juice." Providers should avoid words like "drink," "punch" or "cocktail" when shopping for juice, unless, for example, the bottle says "100% juice fruit punch."

TIP

Reassure participants that they will learn how to identify juice that meets DE CACFP/*Delacare* Rules in a later session.

- Juice from concentrate IS allowed, as long as it is made using the appropriate amount of water as indicated by the directions. This is to ensure that it is in fact full-strength 100% juice per serving when reconstituted.

Rationale — Juice (slide 12)

[READ first 3 bullets on slide.]

SAY:

- Juice may displace healthier beverages like milk and water as kids become accustomed to the sweet taste of juice.

[READ fourth bullet.]

SAY:

- The most nutritious parts of fruits and vegetables are their skin. The skin is often discarded when fruits/vegetables are processed to make juice. However, when fruits and vegetables are consumed whole, the nutrient-rich skin (containing fiber, vitamins and minerals) is generally left on.

Fruits & Vegetables — Infants (slide 13)

[READ slide.]

SAY:

- This Rule applies to any fruit or vegetable that at one point has been fried. It doesn't matter if the provider himself/herself doesn't fry it before serving. If at any point in time the product was fried, it cannot be served. Virtually all store-bought French fries, tater tots and hash browns were fried during production; and therefore, cannot be served to infants.

Fruits & Vegetables — Children (slide 14)

[READ slide.]

SAY:

- You will receive a quick guide (“Shopping Cheat Sheet”) for calculating 35% of calories from fat in a later session.

Rationale — Fruits & Vegetables (slide 15)

[READ slide.]

SAY:

- For example, let's compare the nutrition of a baked potato to that of French fries.

Slide 16

[READ nutrition facts for ½ cup of baked potato. Then, READ nutrition facts for ½ cup of Ore-Ida® French fries.]

SAY:

- French fries have three times greater the amount of calories and significantly more fat, saturated fat and sodium than the baked potato.
- In addition to being significantly lower in calories, fat and sodium, the baked potato also provides essential vitamins and minerals.

Grains & Breads — Infants (slide 17)

[READ first 2 Rules.]

SAY:

- The whole grain Rule only applies if the infant 8 months or older has already been introduced to bread or crackers. Only if the infant is already eating these products does 1 serving of these foods have to be whole grain. If the infant is still only consuming breast milk/formula and infant cereal, a daily serving of whole grains is not required.

[READ Rule on sweet grains and the definition.]

SAY:

- I'll go over a list of sweet grains in a minute.

Grains & Breads — Children (slide 18)

[READ slide.]

SAY:

- Now, let's discuss some examples of sweet grains.

“Sweet Grains” (slide 19)

SAY:

- This is a comprehensive list of all foods that are considered sweet grains.
- Remember, these items cannot be served to infants and may only be served to children once every 2 weeks for snack only.

[READ list.]

[Give examples of each type of sweet grain where possible (e.g., Toaster pastries like Toaster Strudels® or Pop Tarts®).]

Rationales — Grains & Breads (slide 20)

[READ slide.]

SAY:

- An example of a fried grain is a donut.

ASK:

- *How many calories do you think are in one glazed donut?*

Slide 21

[READ nutrition facts on slide.]

SAY:

- A 160lb person would have to walk at a brisk pace (4 mph) for 45 minutes to burn 260 calories (Source: InternetFitness.com).
- A donut supplies a lot of calories and none of the nutrients needed for healthy growth in children and adults. We should strive to get our daily caloric intake from nutrient-rich foods like fruits and vegetables, lean meats, whole grains and low-fat dairy.

FAQ

Muffin mixes (e.g., Betty Crocker®, Duncan Hines®, etc.) are also considered “commercially-prepared” muffins, and count as sweet grains.

Meats & Meat Alternates — Infants (slide 22)

[READ first Rule.]

SAY:

- A processed meat is basically any meat that has been altered from its natural form during processing (e.g., smoked, cured, canned, dehydrated, etc.).

[READ second Rule.]

SAY:

- This Rule applies to any meat or meat alternate that at one point has been fried. It doesn't matter if the provider himself/herself doesn't fry it before serving. If at any point in time the product was fried, it cannot be served. Virtually all store-bought chicken nuggets, chicken fingers and fish sticks were fried during production; and therefore, cannot be served to infants.

TIP

Reassure participants that they will learn more about what counts as a processed meat in a later session.

Meats & Meat Alternates — Children (slide 23)

[READ slide.]

Cheese (slide 24)

[READ first Rule.]

SAY:

- The words cheese “food” and cheese “product” must be avoided when shopping for cheese that meets Delaware CACFP/*Delacare* Rules.

TIP

Remind participants that distinguishing between real cheeses and cheese foods/products will be discussed in more detail in a later session.

Rationale — Meats & Meat Alternates (slide 25)

[READ slide.]

Combination Foods — Infants (slide 26)

[READ first Rule.]

SAY:

- A “combination food” is a single serving of a food item that contains two or more of the required meal components; for example: Gerber® Sweet Potatoes & Turkey baby food. Sweet potatoes and turkey are 2 different meal components – Fruits & Vegetables and Meats & Meat Alternates. This applies to almost all jarred infant dinners.
- Only combinations of fruits/vegetables are allowed (because this would not be considered a combination food according to the definition of the term). For example, peas and carrots or squash and applesauce may be served.

[READ remainder of slide.]

Rationale: Combination Foods (slide 27)

[READ slide.]

SAY:

- For example: The ingredients in Gerber Sweet Potatoes & Turkey are listed as “sweet potatoes, water, ground turkey and ascorbic acid.” The consumer does not know how much sweet potato and how much turkey are in one serving. You cannot know if each serving provides each meal component in the proper amounts outlined by the meal pattern. This is why they are not allowed.

- If you want to measure out individual foods in the amounts required by the meal pattern and mix them together yourself, you may do this because you can ensure that the required amount for each meal component is met.

Water (slide 28)

[READ Rule.]

SAY:

- While this Rule is only written into the *Delacare* Rules for child care centers, all child care homes and centers are strongly encouraged to make drinking water readily available to children upon their request.

Knowledge Check (slides 29 – 42)

SAY:

- I've now gone over all of the Delaware CACFP/*Delacare* Rules on nutrition. To make sure that everyone understands the Rules, we're going to do a quick quiz as a group known as a "Knowledge Check." The "Knowledge Check" will work like this:
 - A question will appear on the screen. Take a few seconds to read the question to yourself.
 - Then, the response choices will appear. Again, take a few seconds to read the response choices to yourself.
 - Once you have read both the question and the response choices, you may call out your answer.
 - I will then put up the correct answer and clarify if necessary.

[Begin knowledge check. If a question causes confusion in the form of many contradictory responses being called out, review the Rule. Make sure that everyone is clear on the Rule before moving onto the next question.]

Questions or Comments (slide 43)

ASK:

- *Does anyone have questions on the nutrition Rules?*

SAY:

- This concludes the Delaware CACFP/*Delacare* Nutrition Rules & Rationales module. Thank you very much for your attention.
- Remember, the Rules can be found in various places if you forget or need to reference them:
 - *First Years* Administrators' Guide: Pg. 25 – 28
 - *First Years* Menu Planning Guide: Pg. 4
 - Delaware Department of Education's website (under "Resources for Quality CACFP Operations")

Module Four: Identifying Foods & Beverages that Meet the Rules

Time: 45 minutes

Goal: To determine if foods and beverages meet the DE CACFP/*Delacare* nutrition Rules.

Objectives:

- List three key locations of nutritional information on a product
- Learn to use the “Shopping Cheat Sheet”
- Determine if products in each meal component group meet the DE CACFP/*Delacare* Rules

Handouts

- Shopping Cheat Sheet Activity
- Identifying Products that Meet the DE CACFP/*Delacare* Rules Activity

Additional Materials

- Shopping Cheat Sheet (front & back)

Preparation

- Product Samples: Place product samples on tables by food group (i.e., one table gets cheese, one table get cereals, etc.)

I. Discussion: Part 1 (10 minutes)

[Introduce yourself (if you haven’t already done so).]

Identifying Foods and Beverages that Meet the Rules (Slide 1)

SAY:

- In this session, we’re going to discuss how to identify foods and beverages that meet the DE CACFP/*Delacare* Rules for nutrition.
- This can be hard, but we’re going to go over tips and tools to make it quick and easy while shopping.

Learning Objectives (slide 2)

[READ slide.]

Identifying Healthy Products (Slide 3)

SAY:

- There’s a lot of information on food packaging we can use to determine if a product meets the Rules.

ASK:

- *Who can give me an example of one place you would look on a product package to help you decide if it meets the Rules?*

[Take responses, then show answers on slide.]

SAY:

- Nutrition Facts labels and ingredients lists will help you to decide on a number of different products.
- Sometimes, all you need to look at is the front label.
- We’re going to discuss when to use each of these pieces of information, based on what type of product you’re looking at.

The Nutrition Facts Label (Slide 4)

SAY:

- Let's start with the Nutrition Facts label. You've all seen these before. They're required to be on most packaged foods.
- The Nutrition Facts label is usually found on the side or back of a product.
- It can read either horizontally or vertically and contains information on serving size, the number of servings in one package or container, and the nutrients contained in the product like fat, carbohydrates and protein. [Point to where each is found on the label as you talk about them.]
- The nutrients listed are for ONE serving of the product. This is important because packages usually contain multiple servings. Keep this in mind if you're going to eat or drink a whole container, like a bottle of soda.

Cereals (Slide 5)

SAY:

- There are a few types of products for which you will need to use the Nutrition Facts label to determine whether or not they meet the Rules.
- We'll start with cereal, because it's one of the easiest products to decide on.
- For cereal, the only thing we need to look for is sugar.
- Sugars provide excess calories but little or no nutrition. This means sugars provide energy, but no nutrients for growing children.
- Excess calories cannot be used by the body so they are stored as fat, which leads to weight gain. These are the reasons the Rules limit sugar.
- Remember, the Rule for cereals is that they can have no more than 6 grams of sugar per serving as listed on the Nutrition Facts label.
- On a Nutrition Facts label, this is the number we need to look at – grams of sugar. [Point to area on label with yellow box.] This cereal has 18 grams of sugar per serving.

TIP

The 6 grams of sugar or less Rule is always determined by the grams of sugar contained in one serving of cereal, as listed on the Nutrition Facts label. It doesn't matter if this serving is larger than the serving children would receive. This is for enforcement purposes.

ASK:

- *Does it meet the Rules?*

[Answer: No, must be 6 grams or less.]

Cereals (Slide 6)

SAY:

- Let's try another example.

ASK:

- *How many grams of sugar does this cereal have?*

[Answer: 10 grams. Show answer on slide.]

SAY:

- Great. You see that right here. Sugar, 10 grams. [Point to area on label]

ASK:

- *Does this cereal meet the Rules?*

[Answer: No. Must be 6 grams or less. Show answer on slide.]

- *If we find a cereal that meets the Rules for sugar, what's one other thing we might want to look for?*

[Answer: Whether or not it counts as a whole grain. Show answer on slide.]

SAY:

- Some of the cereals that meet the Rules for sugar also count as whole grains.
- You can easily check off your whole grain for the day by making sure your low-sugar cereal is also a whole grain.
- We'll talk about how to identify whole grains in a few minutes.

Fried/Pre-fried Products (Slide 7)

SAY:

- Another kind of product we need to use a Nutrition Facts label for is fried or pre-fried and then baked meats and fried or pre-fried and then baked fruits and vegetables.
- Some examples of these include fish sticks, chicken nuggets, French fries, tater tots and fried apples.
- For these products, we are limiting the amount of calories children are receiving from unhealthy fats which lead to weight gain and other health problems.
- The Rule for fried and pre-fried foods is that they can contain no more than 35% of their total calories from fat if being served to children. You may not serve them to infants.
- It's difficult to figure out if fried/pre-fried products meet the Rules because you have to do a calculation.

ASK:

- *How many people have done calculations in the grocery store aisle for these kinds of products?*

[Wait for raised hands.]

Two Options for Fried/Pre-fried (Slide 8)

SAY:

- Trying to determine the percentage of calories from fat can be difficult and time consuming.
- I'm going to show you two ways to do this.
- First, you can use the calculator on your phone and these two numbers: calories from fat and total calories. [Point them out on the top label of the slide, inside the yellow box.]
- Divide calories from fat by total calories. That number needs to be 0.35 or less to meet the Rules.
- Or, instead of calculating...use the "Shopping Cheat Sheet"!
- Take out your "Shopping Cheat Sheet" and look at the side with the small green and brown table. It looks like this. [Hold up "Cheat Sheet" and point to table they will use.]
- We've created a tool that you can use in the grocery store so that you don't have to do any calculations. We've done them all for you.

Using the Shopping Cheat Sheet (Slide 9)

SAY:

- It's easy to use the "Cheat Sheet" to find fried/pre-fried products that meet the Rules.
- Look at the chart on the front of the "Cheat Sheet". It has two columns.
- The first column has calories listed by tens... 100, 110, 120, and so on. The second column tells you how many grams of fat a product can have to meet the Rules, based on the number of calories it contains.
- So, a product that has 100 calories must have less than 4 grams of fat to meet the Rules. A product that has 110 calories can have less than or equal to 4 grams of fat.

ASK:

- *Does everyone understand that?*

SAY:

- Great. Let's pretend we're in a grocery store and we've got a box of fish sticks, and we want to know if they meet the Rules.
- We're going to pretend that this label on the slide is the Nutrition Facts label on the box of fish sticks [Point to the label on this slide]. We're going to use this and our "Cheat Sheet."
- You will use two numbers from your Nutrition Facts label: total calories and grams of fat. You see these here. [Point to slide, inside the yellow box.]
- On the Nutrition Facts label of our fish sticks, look at the total calories per serving. [Point to this on the slide.]
- Then, match the number of calories on the label with the appropriate row for calories on the "Shopping Cheat Sheet."
- If your product's calories match a row on the "Cheat Sheet" exactly, you're going to use that row. For example, if your product has 220 calories, you're going to use the line for 220 calories.
- If your product has a number that's not an even "10," you're ALWAYS going to round DOWN. For example, our fish sticks have 102 calories, so we're going to round down to 100.

ASK:

- *Thinking about that, what row on the Cheat Sheet would we use if we have a product with 150 calories?*

[Answer: 150]

- *And what row would we use if we have a product with 227 calories?*

[Answer: 220]

- *Good. Does everyone understand that?*

SAY:

- Let's continue with our example.
- Our fish sticks have 102 calories per serving. [Point to this on the label on the slide.]
- We're going to round 102 down to 100 and use that row on the "Cheat Sheet." Place your finger on the row for 100 on your "Cheat Sheet."
- Drag your finger across the chart, and the next number is the number of grams of fat the product is allowed to have and still meet the Rules.

- This says a product must have less than 4 grams of fat to meet the Rules.
- Now we're going to compare what the "Cheat Sheet" says it can have with the total fat grams the product actually has, which is 1.5 grams. You see that number here.

[Point to total fat grams on the slide.]

ASK:

- *Is 1.5 less than 4?*

[Answer: Yes.]

- *So does this product meet the Rules?*

[Answer: Yes.]

II. Activity 1: Using Nutrition Facts Labels and the Shopping Cheat Sheet to Meet DE CACFP/Delacare Rules (10 minutes)

Shopping Cheat Sheet Activity (Slide 10)

SAY:

- Now we're going to practice using the "Shopping Cheat Sheet" to make sure you're all comfortable with it.
- Take out your Activity Sheet called "Using Nutrition Labels and the Shopping Cheat Sheet to Meet Delaware CACFP/Delacare Rules." It should be labeled "Module 4 – Activity 1" at the top and it looks like this. [Hold up the activity sheet.]
- You're going to use the label for fish sticks on the activity sheet [point to it] and the chart on the "Shopping Cheat Sheet" [point to it] to answer the questions on the page.
- If you have questions, raise your hand, and I'll come around to help you.

[Give participants 5 minutes to answer the questions.]

[Go over the answers. See "Module 4 – Activity 1 Answer Key."]

SAY:

- Nice job! Hopefully the "Cheat Sheet" will make it a lot easier to find fried and pre-fried products that meet the Rules.

III. Discussion: Part 2 (10 minutes)

Shopping Cheat Sheet – Back (Slide 11)

SAY:

- I went over how to use the front of the "Shopping Cheat Sheet." On the back is a lot of other useful information.
- You'll find reminders on definitions of whole grains, cheese, sweet grains and processed meats, which we will discuss in a few minutes, as well as how to read a Nutrition Facts label.
- Again, the "Shopping Cheat Sheet" was developed so that you can take it to the grocery store with you. You can fold it in half and stick it in your purse, make notes on it, or do whatever helps you to remember how to identify healthy products that meet the Rules.

Ingredients List (Slide 12)

SAY:

- We discussed when to use a Nutrition Facts label and now we're going to discuss when you need to use an ingredients list to determine if a product meets the Rules.
- The ingredients list is part of the nutrition information on a package.
- It's located near the Nutrition Facts label and by the manufacturer's information.
- It lists the ingredients present in the product by weight, with those that weigh the most listed first.
- The ingredients list also contains any allergen information through a bolded statement at the bottom: "This product contains..." or "This product was processed on machines which also process..."
- It can help you identify whole grains, which I'll explain in a minute.
- It can also give you more information if you want to know what's in a product.

Whole Grains (Slide 13)

SAY:

- To review, Delaware CACFP/*Delacare* Rules state that a whole grain product must be served at least one time each day.
- It may be served at breakfast, lunch, snack or supper, so this gives you a lot of opportunities to serve it.
- Whole grains are healthier than refined grains, so I encourage you to serve them as often as possible. But you only have to serve them once each day.

Identifying Whole Grains (Slide 14)

SAY:

- Identifying whole grains can be challenging.

ASK:

- *How many of you have seen breads, crackers and pastas in the grocery store covered in phrases like "made with whole grain" or "contains 5 grams of whole grains"?*

[Participants raise hands.]

- *Does that mean these products count as a whole grain?*

[Answer: No.]

- *If we're going to use the front label of a product to tell if it's a whole grain and not look at anything else, what does the front label have to say?*

[Answer: 100% whole grain or 100% whole wheat]

SAY:

- Right. If you only look at the front label, a product must say 100% whole grain or 100% whole wheat. If it doesn't say that, you have to look at the ingredients list to tell whether or not it counts as a whole grain.
- When you look at the ingredients list, what are you looking for? A whole grain as the first ingredient or the second ingredient following water (as the first).

- For example, you might see “Ingredients: whole wheat flour” or “Ingredients: water, whole wheat flour.” Either of those is okay.
- Some examples of whole grains include whole wheat flour, whole rye, whole barley and whole grain corn. Most products need to have “whole” listed in front of them in an ingredients list to be sure they are whole grain products. Exceptions to this rule are oatmeal, rolled oats, brown rice and wild rice, which are also whole grains.

ASK:

- *What about enriched flour – is it a whole grain?*

[Answer: No. Enriched flour is the main ingredient in a lot of refined or “white” grain products and is not a whole grain.]

- *How about wheat flour?*

[Answer: No. Wheat flour just means that it’s flour ground from wheat. For it to count as a whole grain, it must say “whole wheat flour.”]

SAY:

- Remember, on the back of your “Shopping Cheat Sheet” is a list of commonly used whole grains. It’s not an all-inclusive list, but has many whole grains that are used regularly. This should help you to identify them in a grocery store.

ASK:

- *Any questions on whole grains?*

Processed Meats (Slide 15)

SAY:

- Now we’re going to tackle processed meats.
- Let’s review the Rules: Children may be served processed meats one time every two weeks and infants may not be served processed meats at all.
- By federal regulation, processed meats only have to contain 30% meat. That’s not much and makes you wonder what the other 70% of a product is!
- These products are usually higher in fat and sodium which are not recommended in large amounts for children, and can lead to weight gain and other health problems.
- These meats have undergone processing other than boning, slicing, dicing, mincing or freezing such as curing, smoking, drying, canning, dehydrating or combining with preservatives or chemicals.
- Some examples of processed meats are deli meats, hot dogs, sausages (of any kind), bacon, salami, bologna and pepperoni.
- Processed meats are a very tricky food to categorize. There is no easy definition, so I’d encourage you to become familiar with the list of examples on the back of your “Shopping Cheat Sheet.”

Cheese (Slide 16)

SAY:

- Let's move on to cheese. Cheese is a relatively easy product to identify.
- We know the Rule: Only real cheese may be served to both infants and children – no cheese food or cheese product. Let's talk about the difference.
- Real or natural cheese is made from real milk. This includes soft or hard cheeses; ripened or unripened. Some examples are Swiss, Gouda, provolone, parmesan and cheddar.
- "Processed" is not the word you want to worry about. The term "processed" just means that a cheese is a mixture of one or more cheeses. American cheese, for example, is usually a mixture of Colby and Cheddar real cheeses and other ingredients (e.g., milk and whey protein). It is what follows the word "processed" that determines whether or not a cheese may be served.
- Processed cheese product is a mixture of one or more cheeses with excess liquid added for longer shelf-life. For example: *Cheez Wiz*[®] and *Velveeta*[®].
- Processed cheese food is a mixture of cheese and other dairy ingredients, that reduce the amount of real cheese in the product.
- So the two on the top are allowed: real or natural cheese and processed cheese. The two on the bottom are not: cheese food and cheese product.
- As I mentioned, it's easy to identify whether or not a cheese meets the Rules. The only thing you have to look at is the front label.
- The easiest way to do this is to look for words after the word cheese, like you see with "cheese FOOD" and "cheese PRODUCT."
- Federal regulations require manufacturers to label products that are not real cheese, so the words "cheese food" or "cheese product" will always be on the front label. Keep in mind that they want you to think it's real, so these words will likely be very small.
- Remember, if you see a word after the word "cheese," it's not allowed.

TIP

Some types of American cheese are processed but still "real," therefore, they are acceptable. Other types are cheese food or cheese product. You must look at the labels for American cheeses carefully to ensure that they're real cheese.

ASK:

- *Does everyone understand this?*

How to Identify Real Cheese (Slide 17)

SAY:

- Again, front labels reading "real or natural cheese" or "processed cheese" are allowed.
- Reduced-fat (2%) and low-fat versions of real cheese are allowed and encouraged, but not required.
- Labels with "cheese food" or "cheese product" are not allowed.
- If buying deli cheese, ask the deli attendant to check the label to be sure that it's real.

IV. Activity 2: Identifying Products that Meet the Rules (20 minutes)

Activity: Identifying Products that Meet the Rules (Slide 18)

SAY:

- We've gone over the majority of the products you'll be using in your program.
- Now you're going to get a chance to practice deciding whether certain products meet the Rules.
- Take out your activity sheet labeled "Identifying Products that Meet the Delaware CACFP/*Delacare* Rules." It says "Module 4 – Activity 2" at the top.
- On each of your tables are a few product packages. Work as a group to answer **ONLY** the questions for the products at your table. Leave the rest blank. So, if your table has juice bottles on it, only answer the questions under the juice heading.
- When you're finished, we're going to review the answers as a group, so select one person from your table to report out for your group.

[Walk around and tell each table which questions they should fill out based on the products on their table.]

[Give 5 – 10 minutes for participants to answer the questions. Give a two-minute warning so participants can come to a stopping place and be ready to discuss when they reconvene as a group.]

[Review answers with the group using the "MODULE 4 – Activity 2 Answer Key".]

Summary (Slide 19)

SAY:

- We've gone over how and when to use Nutrition Facts labels, front labels and ingredients lists to tell which products meet the Rules. Let's review.

[READ slide]

ASK:

- *Are there any questions?*

SAY:

- Thank you for your participation!

Using Nutrition Labels and the Shopping Cheat Sheet to Meet DE CACFP/Delacare Rules

Instructions: Answer the following questions using the Nutrition Facts label below and the Shopping Cheat Sheet.

- For what types of products do you need to use the Shopping Cheat Sheet? *(check all that apply)*

<input type="checkbox"/> Cheese	<input type="checkbox"/> Grains and breads
<input type="checkbox"/> Cereals	<input type="checkbox"/> Sweet grains
<input type="checkbox"/> Processed meats	<input type="checkbox"/> Milk
<input type="checkbox"/> Fried or pre-fried meats	
<input type="checkbox"/> Fried or pre-fried fruits and vegetables	
- How many calories per serving are in these fish sticks? _____
- Which calorie row will you use on the Shopping Cheat Sheet?

- How many fat grams does the Cheat Sheet say this product can have based on its calories? _____
- How many fat grams does this product have? _____
- Does this item meet DE CACFP/Delacare Rules?
 Yes No

Fish Sticks Label

Nutrition Facts

Serving size: 6 Sticks (95g)
Servings Per Container about 8

Amount Per Serving		% Daily Value*	
Calories	220	Cal. from Fat	90
Total Fat	10g		15%
Saturated Fat	2.5g		13%
Trans Fat	0 g		
Polyunsaturated Fat	6g		
Monounsaturated Fat	2g		
Cholesterol	35mg		12%
Sodium	420mg		18%
Total Carbohydrate	20g		7%
Dietary Fiber	less than 1g		0%
Sugars	less than 1g		
Protein	11g		22%
Vitamin A	0%	Vitamin C	0%
Calcium	0%	Iron	2%

*Percent Daily Values is based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 Carbohydrate 4 Protein 4

Use your Shopping Cheat Sheet to avoid doing calculations in the grocery store!

Using Nutrition Labels and the Shopping Cheat Sheet to Meet DE CACFP/Delacare Rules

Instructions: Answer the following questions using the Nutrition Facts label below and the Shopping Cheat Sheet.

- For what types of products do you need to use the Shopping Cheat Sheet? (*check all that apply*)

<input type="checkbox"/> Cheese	<input type="checkbox"/> Grains and breads
<input type="checkbox"/> Cereals	<input type="checkbox"/> Sweet grains
<input type="checkbox"/> Processed meats	<input type="checkbox"/> Milk
<input checked="" type="checkbox"/> Fried or pre-fried meats	
<input checked="" type="checkbox"/> Fried or pre-fried fruits and vegetables	
- How many calories per serving are in these fish sticks? 220
- Which calorie row will you use on the Shopping Cheat Sheet?
220
- How many fat grams does the Cheat Sheet say this product can have based on its calories? Less than 9
- How many fat grams does this product have? 10
- Does this item meet DE CACFP/Delacare Rules?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
------------------------------	--

Fish Sticks Label

Nutrition Facts

Serving size: 6 Sticks (95g)
Servings Per Container about 8

Amount Per Serving	
Calories 220	Cal. from Fat 90
% Daily Value*	
Total Fat 10g	15%
Saturated Fat 2.5g	13%
Trans Fat 0g	
Polyunsaturated Fat 6g	
Monounsaturated Fat 2g	
Cholesterol 35mg	12%
Sodium 420mg	18%
Total Carbohydrate 20g	7%
Dietary Fiber less than 1g	0%
Sugars less than 1g	
Protein 11g	22%
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 2%

*Percent Daily Values is based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

		Calories	2,000	2,500
Total Fat	Less than	65g	80g	
Sat Fat	Less than	20g	25g	
Cholesterol	Less than	300mg	300mg	
Sodium	Less than	2400mg	2400mg	
Total Carbohydrate		300g	375g	
Dietary Fiber		25g	30g	

Calories per gram:
Fat 9 Carbohydrate 4 Protein 4

Identifying Products that Meet DE CACFP/Delacare Rules

Instructions: Use the product packages on your table to answer the following questions. Answer only those questions that apply to the type of product you have on your table.

Grains/Breads/Crackers

1. How often must a whole grain be served, according to DE CACFP/Delacare Rules?

2. What age groups does the whole grain Rule apply to?

3. Which products on your table count as a whole grain? _____

4. What information on the packaging did you use to determine this?

Cereals

5. How many grams of sugar can a cereal have, according to DE CACFP/Delacare Rules?

6. Which cereals on your table meet the Rule for sugar? _____

a) What information on the packaging did you use to determine this?

7. Of the cereals that meet the sugar Rule, which also count as a whole grain?

a) What information on the packaging did you use to determine this?

Processed Meats

8. How often can processed meats be served, according to DE CACFP/Delacare Rules?

a) To infants? _____

b) To children? _____

9. Which products on your table count as processed meats? _____

10. How did you determine this? _____

Fried/Pre-fried then Baked Meats

- 11. What is the Rule on fried or pre-fried and then baked meats?
 - a) For infants? _____
 - b) For children? _____
- 12. Which products on your table meet this Rule for children? _____

- 13. What information did you use to determine this? _____

Fried/Pre-fried then Baked Fruits & Vegetables

- 14. What is the Rule on fried or pre-fried and then baked meats?
 - a) For infants? _____
 - b) For children? _____
- 15. Which products on your table meet this Rule for children? _____

- 16. What information did you use to determine this? _____

Cheeses

- 17. What kinds of cheese can be served, according to DE CACFP/*Delacare* Rules? _____

- 18. Which products on your table meet this Rule? _____

- 19. What information on the packaging did you use to determine this? _____

Juice

- 20. How much and how often can juice be served, according to DE CACFP/*Delacare* Rules?
 - a) For infants? _____
 - b) For children? _____
- 21. What other Rule applies to juice? _____
- 22. Which products on your table meet the Rules? _____
- 23. What information on the packaging did you use to determine this? _____

* NOTE: The products on this answer sheet are examples of ones that may be used in this activity. Please feel free to use other products you may be aware of that do and do not meet the Rules.

Grains/Breads/Crackers

1. How often must a whole grain be served, according to DE CACFP/Delacare Rules?
At least once per day
2. What age groups does the whole grain Rule apply to?
Infants 8 months and older and children.
3. Which products on your table count as a whole grain? *NOTE: This is an example. Change these answers based on the products you've chosen.* **Crackers/Pasta:** Yes – Grains First Crackers; No – ACME Snacker Crackers Wheat; Yes – Barilla Whole Grain Penne; No – Barilla Plus Penne. **Breads/bagels:** Yes – Pepperidge Farm 15 Grain; Yes – Pepp. Farm 100% whole wheat; No – Shoprite Hot Dog Rolls; No – Pepp. Farm Mini Bagels
4. What information on the packaging did you use to determine this?
Front label and/or Ingredients List

Cereals

5. How many grams of sugar can a cereal have, according to DE CACFP/Delacare Rules?
No more than 6 grams
6. Which cereals on your table meet the Rule for sugar?
Yes – Special K® (2g); No – Oatmeal Squares (10g); Yes – Cheerios® (1g); Yes – Kix® (3g)
 - a) What information on the packaging did you use to determine this?
Nutrition Facts Label
7. Of the cereals that meet the sugar Rule, which also count as a whole grain?
Cheerios® and Kix®
 - a) What information on the packaging did you use to determine this?
Ingredients List

Processed Meats

8. How often can processed meats be served, according to DE CACFP/Delacare Rules?
 - a) To infants? Never
 - b) To children? One time every two weeks
9. Which products on your table count as processed meats?
Yes – Hillshire Smoked Ham; Yes – Jimmy Dean Turkey Sausage
10. How did you determine this? Front label, knowledge of processed meats list, Shopping Cheat Sheet list of processed meats

Fried/Pre-fried then Baked Meats

11. What is the Rule on fried or pre-fried and then baked meats?
 a) For infants? Not allowed.
 b) For children? Not allowed unless no more than 35% of total calories are from fat.
12. Which products on your table meet this Rule for children? Yes – Mrs. Paul's Healthy Selects Crunchy Fish Sticks; No – ACME Crunch Fish Sticks, Perdue Chicken Breast Nuggets
13. What information did you use to determine this? Nutrition Facts Label and Shopping Cheat Sheet chart

Fried/Pre-fried then Baked Fruits & Vegetables

14. What is the Rule on fried or pre-fried and then baked meats?
 a) For infants? Not allowed.
 b) For children? Not allowed unless no more than 35% of total calories are from fat.
15. Which products on your table meet this Rule for children?
Yes – ACME Steak Fries; No – ACME Potato Rounds
16. What information did you use to determine this?
Nutrition Facts Label and Shopping Cheat Sheet chart

Cheeses

17. What kinds of cheese can be served, according to DE CACFP/Delacare Rules?
Real cheese only. No cheese product or cheese food.
18. Which products on your table meet this Rule? Yes – KRAFT cheese strings, KRAFT Mozzarella cheese; No – Velveeta (cheese product); ACME Swiss singles (cheese food)
19. What information on the packaging did you use to determine this?
Front label

Juice

20. How much and how often can juice be served, according to DE CACFP/Delacare Rules?
 a) For infants? Not allowed.
 b) For children? No more than one serving per day for children 1 – 18 years of age.
21. What other Rule applies to juice? Only 100% juice may be served. Non-100% juice (juice drink or cocktail) is not allowed.
22. Which products on your table meet the Rules? Yes – Acme 100% juice punch; No – Apple Drink (10% juice)
23. What information on the packaging did you use to determine this? Front label

First Years in the First State:

Improving Nutrition & Physical Activity Quality in Delaware Child Care

Shopping Cheat Sheet

The Shopping Cheat Sheet is a tool designed to help you determine which fried or pre-fried and then baked meats, fruits and vegetables meet the Delaware CACFP/*Delacare* Rules. The Rules state that these items can contain no more than 35% of their calories from total fat. While designed for fried/pre-fried items, the Shopping Cheat Sheet can be used to choose healthier options in any of the meal component groups.

Instructions: Use two numbers from the Nutrition Facts label of the product you're checking: calories and total fat.

1. On the Nutrition Facts label of the product, look at the calories.
2. Match the number of calories on the label with the number in the calories column of the Shopping Cheat Sheet chart to the right.
 - If the same number exists, use that row
 - If not, always round down! For example, if the calorie amount on the label is 108, use the row for 100.
3. Look at the total fat grams the cheat sheet allows for this calorie amount.
4. Compare this to the number of fat grams on the product's Nutrition Facts label.
5. If the number on the label meets the number of fat grams listed on the chart, the product meets Delaware CACFP/*Delacare* Rules. If not, the item does not meet the Rules.

CALORIES	TOTAL FAT GRAMS (g)
100	less than 4
110	less than or equal to 4
120	less than 5
130	less than or equal to 5
140	less than or equal to 5
150	less than 6
160	less than or equal to 6
170	less than 7
180	less than or equal to 7
190	less than or equal to 7
200	less than 8
210	less than or equal to 8
220	less than 9
230	less than or equal to 9
240	less than or equal to 9
250	less than 10
260	less than or equal to 10
270	less than 11
280	less than or equal to 11
290	less than or equal to 11
300	less than 12

Total fat = gram equivalent of 35% of calories

Using Product Labeling to Meet Delaware CACFP/Delacare Rules

A whole grain must be served at least once per day. Use the ingredients list to determine if a product is a whole grain. For a product to count, a whole grain must be listed as the first ingredient or the first ingredient after water. Terms for whole grains include: whole grain wheat, cracked wheat or crushed wheat, whole wheat flour, stone ground whole wheat flour, whole wheat pastry flour, bulgur (cracked wheat), whole bulgur, whole grain bulgur, whole white wheat, whole white wheat flour, whole oats, oatmeal or rolled oats, whole oat flour, whole barley, whole grain barley, whole corn, whole corn flour, whole grain corn flour, whole grain cornmeal, whole cornmeal, whole grain grits, brown rice, brown rice flour, wild rice, wild rice flour, whole rye.

Sweet grains may be served only once in a two-week cycle.

A sweet grain is a grain food that customarily contains a significant proportion of calories from sugar. Sweet grains include donuts, Danishes, cakes, cupcakes, pies, cookies, brownies, toaster pastries, commercially-prepared muffins/quick breads, sweet rolls, granola bars and grain fruit bars.

Calories per Serving
Check the calories to determine which row to use on the Shopping Cheat Sheet.

Total Fat
Compare total fat grams to Shopping Cheat Sheet, based on the correct row for total calories.

Sugars
Cereals should have no more than 6g of sugar per serving.

Nutrition Facts
Serving size: 1 cup
Servings Per Container: 16

Amount Per Serving		Calories from Fat 27	
Calories 131			
		% Daily Value*	
Total Fat	3g		4%
Saturated Fat	1g		4%
Trans Fat	0g		
Cholesterol	49mg		15%
Sodium	184mg		8%
Total Carbohydrate	7g		2%
Dietary Fiber	3g		10%
Sugars	2g		
Protein	19g		
Vitamin A	8%	Vitamin C	20%
Calcium	10%	Iron	15%

*Percent Daily Value is based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 Carbohydrate 4 Protein 4

Processed meats may only be served once in a two-week cycle.

Any meats that have been cured, smoked, dried, canned, dehydrated and/or combined with chemicals are considered processed. These include sausage, bacon, deli meats, hot dogs, bologna, salami, pepperoni, etc.

Real cheese must be used and ranges from fresh or unripened (ricotta and cottage) to ripened which includes soft to very hard (Parmesan, Romano, Cheddar, Swiss, Gouda and Muenster). Real cheese may be labeled “natural cheese.”

Cheese products and cheese foods may not be served.

You can identify these products by the words “cheese product” or “cheese food” on the front label.

Only 100% juice may be served. Use the front label or the ingredients list to determine if a juice meets the Rules. They will be labeled “100% juice.”

Fried/Pre-fried Meats, Fruits or Vegetables can contain no more than 35% of calories from total fat. Use the Nutrition Facts label and your Shopping Cheat Sheet to determine if a product meets the Rules.

Cereals must have 6 grams of sugar or less. Use the Nutrition Facts Label to determine if a cereal meets the Rules.

Module Five: Making Menus

Time: 45 minutes

Goal: To learn how to develop and read menus based on Delaware CACFP/*Delacare* Rules.

Objectives:

- List three things that are important when creating a menu.
- Name three tips for shopping on a budget.
- List two ways to ensure children are receiving the appropriate serving size.

I. Discussion: Part 1 (15 minutes):

Making Menus (slide 1, title slide):

[Introduce yourself (if you haven't already done so).]

SAY:

- In this session, we will be learning how to create a menu based on the Delaware CACFP/*Delacare* Rules.

ASK:

- *How many people have difficulty making a menu that meets all the Rules and uses foods children like?*

SAY:

- Making a menu can be challenging.
- There are many things to remember when choosing foods that align with the Rules and are acceptable to children who may be picky eaters by nature.
- This session will give you tips and ideas on making a menu based on the Rules and staying within a budget.

Learning Objectives (slide 2)

SAY:

- By the end of this session, you should be able to:
[READ slide]

Handouts

- Menu Activity

Additional Materials

- *First Years* Toolkit – Menu Planning Book
- Measuring cups and spoons (1 per table)

Preparation

- Place one measuring cup and/or spoon on each table

Where to Start (slide 3)

SAY:

- All menus should be developed using a menu planning template either for infants or children. The Delaware Department of Education has these templates online. If your sponsor or center uses a different approved template, you may use those instead.
- This is the blank slate you should use to plan a well balanced menu for children.
- It lists all the meal components needed to qualify for reimbursement and credit.

TIP

Emphasize that it's ok if they use another approved template. This one is administered by the DOE and lists all the items they should be serving.

Menu Planning Tips (slide 4):

SAY:

- Now that we have a starting point, we are going to discuss how to go about choosing items that fit the Rules, are healthy options for children and fit into the meal pattern. Some tips for creating a menu include making sure foods meet the Rules, are varied throughout the week and are cost-effective.
- Certain foods can only be served to children one time every two weeks.

ASK:

- *What foods are these?*

[Answer: processed meats and sweet grains, for snack only]

SAY:

- Other foods can only be served if a certain percentage of calories come from fat.

ASK:

- *Which foods does this apply to?*

[Answer: fried and pre-fried and then baked fruits, vegetables and meats].

- *What percentage of calories from fat are they allowed to have?*

[Answer: 35% or less].

SAY:

- There are also products which are not allowed at all. These are the list of items gone over earlier for infants (juice, fried and pre-fried then baked foods, etc.). Also, cheese foods and cheese products for children.

ASK:

- *How many people have heard of “eat your colors” or “eat the rainbow”?*

SAY:

- This is to promote eating different colored fruits and vegetables which is important because each group of colors contains different vitamins and minerals needed for growth, development, and repair for children and adults alike.
- It's also important to consume a variety of foods from the other food component groups. For example, choose whole grain pitas, tortillas, crackers, brown rice, cereal, etc. from the grains/breads group.

- Changing the time of day a food is served (e.g., at snack versus at lunch) and how a food is served (i.e., changing the way it is cooked and presented on the plate) is important when introducing new foods. For example, if a child tries raw carrots and does not like them try slicing them into coins and baking them to change the look and texture but not the nutrition.
- Remember, it takes children *and* adults anywhere from 5 - 20 tries to decide whether or not they like a food. So you may find that you have to try over and over for a child to decide whether or not they like certain foods. Just trying one bite counts as one try, so encourage at least one bite every time!

Menu Planning Tips Cont'd (slide 5)

SAY:

- Don't let cost be a barrier to buying healthy foods. Healthy foods are sometimes more expensive, sometimes less expensive, and sometimes the same as unhealthy foods.
- This is why it's important to shop smart.
- Be aware of sale items and look to incorporate those into your menu as well as fruits and vegetables that are in season.
- Plan to use leftovers throughout the week. If serving baked chicken breast on Monday for lunch, serve chicken soup or chicken tacos on Wednesday or Thursday for lunch or make chicken salad and serve a little with crackers for an afternoon snack.
- Try to make healthy substitutions where you can to better align with the recommendations.
- For example, if you are already making homemade macaroni and cheese, try using whole wheat pasta or low-fat cheese for a healthier option.
- In order to keep using the foods kids love, look for ways to modify favorites to make them healthier. For example, you can make your own chicken nuggets by using cereal for the coating on chicken breast and baking them, macaroni and cheese with low-fat cheese and baked potato wedges for children to dip like French fries.

Menu Planning Tips Cont'd (slide 6)

SAY:

- Fresh fruits and vegetables are generally less expensive when they are in season. Sometimes when bought fresh they can be less expensive than canned and frozen. You can save money by buying fresh when fruits/vegetables are in season and canned and frozen for out of season.
- Use cooking methods such as grilling, broiling, baking, etc., to change the texture and presentation of foods without changing the nutrition.
- Look for recipes that use food in more attractive ways, and kids will be more likely to eat it. Also, use recipes that allow leftovers to be combined to make a new dish.

TIP

If you have internet access, show providers how to get to the toolkit on the DOE website.

First Years Menu Planning Guide (slide 7)

SAY:

- To make it easier for you to plan a menu in child care, a Menu Planning Guide was created as part of the *First Years Toolkit*.
- To find it online, go to the Delaware Department of Education website on the CACFP page, or Google the title.

- The guide is sectioned by season.
- Each season contains four approved menus based on the Rules.
- In addition to menus, 120 pre-approved recipes are included. There is a recipe index in the front so that you can find the ones you wish to use.
- Each recipe contains a Nutrition Facts label that lists serving sizes needed to fulfill the meal components for a 3- to 5-year-old.
- One serving yields the meal components which have a shaded box. The non-shaded boxes are what would still need to be served to complete the meal or snack, based on the DE CACFP/*Delacare* Rules meal pattern.
- There are also shopping lists that include all the ingredients needed if the menus are followed as they are, including the recipes.

II. Activity (15 minutes)

Menu Activity (slide 8)

SAY:

- Now that we've discussed planning a menu to align with the Rules, we're going to do an activity to help you analyze a menu.
- There is a sheet [in your folder, packet, or on your table] that looks like this and is labeled "Menu Activity" with "Module 5 – Activity Sheet" in the right hand corner. [Hold up paper showing menu].
- This is a menu completed for a 3- to 5-year-old preschooler in child care.
- Determine which item(s) on each day do not meet the Rules. Circle these items and write above them how you would change them to meet the Rules. For example, if potato chips were served on Monday, I would circle them and write potato wedges, baked potato, etc.
- For those items that may only be served if they meet certain criteria, place a star next to them.

ASK:

- *Are there any questions?*

[If more clarification is needed, walk through Monday with them. SAY: For example, if we look at Monday, is there anything that doesn't fit the Rules listed here? ... Correct, juice is served twice. So, I would circle one of the juice servings, let's say orange juice, and replace it with orange slices. Go through each day. When you find an item that doesn't meet the Rules, fix it like we just did. Are there any questions?]

SAY:

- You may work with your group/table to answer the questions.
- We will discuss the answers in about 10 minutes.

[Give a warning approximately 2 minutes before ending the activity. Say it is ok if they are not finished, but to find a good stopping point and you will be discussing it as a group. After 10 minutes, ask them to stop where they are. If they aren't finished, it's ok. The answers are circled on the "Menu Activity Answer Key." An explanation of why certain foods are not allowed is on "Menu Activity Answer Key." Go over the answers provided on the answer key by asking the group to call out the answer, or call on individuals. Clarify any questions or confusion on the Rules and food items that are and are not allowed.]

FAQ

The Rules state no cheese food or cheese product may be served. These are not to be served at all, even if you are not claiming them for reimbursement, because they do not fit into any of the listed meal components.

III. Discussion: Part 2 (15 minutes)

SAY:

- Now that we have reviewed how to choose items that fit into the meal pattern and how to make a menu, we will discuss how to shop for items on a budget.

Buying on a Budget (slide 9)

SAY:

- Shopping on a budget can be done with the right tricks.
- The grocery store can be a very overwhelming place, with aisles and aisles of products, weekly specials, new promotions and marketing. There are ways to help you maneuver the grocery store without straying from a strict budget.
- Listed here are some ways to make sure to stick to a budget when shopping for food items.
- Making a list and sticking to it ensures you are not tempted by sales on food and “new food displays.” Writing a list can help you buy only the foods you need in the quantities you will use.
- Comparing prices before you go and while you are at the store will help you buy products that meet your needs and budget.
- Use weekly circulars to look for things on sale and coupons. These are also available online for various markets and brands.
- Generic brands are generally less expensive. Children won’t know the difference if they never see the packaging. Make sure the generic brands still meet the Rules.
- Things that can be bought in bulk and will last a longer time on the shelf are products like cereal, rice, beans, pasta, etc.
- Look for farmers’ markets and local food brands to cut costs on fresh produce.
- Storing foods at the proper temperature will ensure they stay fresh for as long as possible.
- Storing foods properly to avoid freezer burn and reheating them to the correct temperature ensures there is no bacteria growth and food is still safe to enjoy.

Serving Sizes for Budgeting (slide 10):

SAY:

- Using age-appropriate serving sizes will help avoid excess waste and teach children to identify when they are hungry and full. In being able to identify when they are hungry and full, children will learn how to avoid overeating throughout the lifespan.
- Children should be served the age-appropriate serving size as outlined by the meal pattern. These serving amounts ensure children consume enough nutrients for their age, without receiving excess fat and calories.
- When serving a new food, start with the smallest serving as listed on the meal pattern and introduce it in combination with a familiar food. For example, if serving peas for the first time, serve with carrots or something the children have tried and enjoy. Make sure when looking at the amount to serve, you are using the meal pattern and not the serving size listed on the package.
- The example here is a label for cereal. The serving size on the package is 1 cup which is much larger than the serving for a 3- to 5-year-old as listed on the meal pattern (1/3 cup).

Ideas for Serving (slide 11)

SAY:

- Using pre-measured scoops or measuring cups to ensure children are being served appropriate amounts takes out the guesswork on whether or not they are receiving enough.
- As you can see by the scoops and cups on your tables, some of the serving sizes do not look very big, but are the starting point for young children. Starting with these amounts will allow them to receive the nutrients they need without overeating and gauge whether they are hungry or full. For example, who has 1/4 cup on their table? Please hold it up for everyone to see. This is one of two servings of fruits/vegetables for a 3- to 5-year-old.
- Allow children to serve themselves using pre-measured utensils like measuring cups or measuring spoons. This teaches them to take only what they need and fosters their independence.
- Allow children to ask for seconds, but encourage them to think about whether or not they are still hungry. Avoid putting more on their plate if they haven't asked for seconds. If they do ask, make sure they are receiving another age-appropriate serving.

Summary (slide 12):

[READ slide]

ASK:

- *Are there any questions?*

Menu Activity

MODULE 5 – ACTIVITY SHEET

This menu is for a child care center serving 3- to 5-year-olds. For each day, circle the menu item(s) that would need to be changed in order to meet the Delaware CACFP/Delacare Rules and meal pattern. Place a star next to the items that could only be served under special conditions. Discuss with your table how you would change these items to better meet the Rules.

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	BREAKFAST (must serve all 3 components)				
Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk
Fruits/Vegetables	Orange Juice	Banana Slices	Cantaloupe	Strawberries	Peaches
Grains/Breads	Kix®	Donuts	Oatmeal	White Toast	Cheerios®
	LUNCH (must serve all 5 components)				
Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk
Fruits/Vegetables	Carrot Sticks	Honeydew Melon	—	Cauliflower	Apple Slices
Fruits/Vegetables	Green Beans	Sweet Potatoes	Pears	Broccoli	Cucumber slices
Grains/Breads	Whole Grain Dinner Roll	Whole Grain Hot Dog Roll	Rice	White Bread	Velveeta® Macaroni and Cheese
Meats/Meat Alternates	Baked Turkey Breast	Hot Dog	Fish Sticks	Bologna	Baked Chicken Breast
	SNACK (choose 2 of 4 components)				
Milk	—	—	—	—	—
Fruits/Vegetables	Apple Juice	Blueberries	Watermelon	Cucumbers	Pineapple
Grains/Breads	Mini Whole Grain Rice Cakes	—	—	Crackers	—
Meats/Meat Alternates	—	Yogurt	String Cheese	—	Cottage Cheese
Beverage	Water	Water	Water	Water	Water

Menu Activity

MODULE 5 – ACTIVITY ANSWER KEY

This menu is for a child care center serving 3- to 5-year-olds. For each day, circle the menu item(s) that would need to be changed in order to meet the Delaware CACFP/Delacare Rules and meal pattern. Place a star next to the items that could only be served under special conditions. Discuss with your table how you would change these items to better meet the Rules.

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	BREAKFAST (must serve all 3 components)				
Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk
Fruits/Vegetables	Orange Juice	Banana Slices	Cantaloupe	Strawberries	Peaches
Grains/Breads	Kix®	Donuts	Oatmeal	White Toast	Cheerios®
	LUNCH (must serve all 5 components)				
Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk	1% or Fat-free Milk
Fruits/Vegetables	Carrot Sticks	Honeydew Melon	—	Cauliflower	Apple Slices
Fruits/Vegetables	Green Beans	Sweet Potatoes	Pears	Broccoli	Cucumber slices
Grains/Breads	Whole Grain Dinner Roll	Whole Grain Hot Dog Roll	Rice	White Bread	Velveeta® Macaroni and Cheese
Meats/Meat Alternates	Baked Turkey Breast	Hot Dog	Fish Sticks	Bologna	Baked Chicken Breast
	SNACK (choose 2 of 4 components)				
Milk	—	—	—	—	—
Fruits/Vegetables	Apple Juice	Blueberries	Watermelon	Cucumbers	Pineapple
Grains/Breads	Mini Whole Grain Rice Cakes	—	—	Crackers	—
Meats/Meat Alternates	—	Yogurt	String Cheese	—	Cottage Cheese
Beverage	Water	Water	Water	Water	Water

Menu Activity

Monday: Two juice servings are listed. The Rule states only one serving of juice per day per child. Change one serving (or both) to fresh, canned or frozen fruit or vegetable options.

Tuesday: Donuts cannot be served for breakfast. They are a sweet grain and may only be served one time every two weeks for snack only. Serve waffles, pancakes, cereal, toast, etc. instead.

Wednesday: Only one serving of fruit/vegetable served at lunch. Must add another fruit/vegetable to complete the meal pattern. (Any fruit/vegetable not already listed would be fine.)

Thursday: No whole grain is provided. Any of the circled options could be changed to a whole grain to align with the Rules. If the crackers had been whole wheat, it is important to note that on the menu (i.e. “whole wheat saltine crackers”). Being as explicit as possible will ensure credit is received where credit is due.

Friday: *Velveeta*[®] is a cheese food and may never be served. Homemade macaroni and cheese using real cheese could be served or simply serve noodles as a side.

***Items:**

- Hot dog and bologna are both processed meats and can only be served one time every two weeks. Replace one or both with eggs, beans, fish, etc., from the meat/meat alternate category.
- Fish sticks may only be served if less than 35% of calories are from fat. The best way to know is to put the brand name or “homemade” in front of these. It is important to write “homemade” in front of any items made from a recipe and provide the recipe when necessary.

Module Six: *Delacare* Rules for Physical Activity and Screen Time & Ideas for Engagement

Time: 45 minutes

Goal: To learn the *Delacare* Rules for physical activity and screen time and ideas for engaging children.

Objectives:

- Name four physical activity Rules and rationale for each.
- Name four age- and location-specific screen time Rules and rationale.
- List four age- and developmentally-appropriate ideas for physical activity and alternatives for screen time.

Handouts

- Action Story

Additional Materials

- *First Years* Toolkit – Administrators’ Guide

I. Discussion (40 minutes)

Delacare Rules for Physical Activity and Screen Time & Ideas for Engagement (slide 1)

[Introduce yourself (if you haven’t already done so).]

SAY:

- During this session you will learn the *Delacare* Rules for physical activity and screen time and ideas for engaging children.
- Just a reminder that ALL licensed child care centers and homes **MUST** abide by these Rules.

Learning Objectives (slide 2)

[READ slide.]

Physical Activity Rule #1 (slide 3)

[READ slide.]

SAY:

- Moderate intensity physical activities raise a person’s heart and breathing rate. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity. Examples include: brisk walking, dancing, swimming or bicycling on level terrain.
- Vigorous intensity physical activity should be challenging, cause sweating and allow for only a few words of conversation before needing to pause for a breath. Examples include: running, climbing or jumping.
- Moderate-to-vigorous intensity physical activities fall in a range between the two. Examples include: hopping and jogging.

Rationale #1 (slide 4)

SAY:

- We know that daily physical activity is important for many reasons.

[READ 4 – 5 bullets on slide.]

Physical Activity Rule #2 (slide 5)

[READ slide.]

Rationale #2 (slide 6)

[READ slide.]

SAY:

- “Tummy time” is when an infant is placed on his belly so that he has to lift his head to look around.

Physical Activity Rule #3 (slide 7)

[READ slide.]

Rationale #3 (slide 8)

[READ slide.]

Physical Activity Rule #4 (slide 9)

[READ slide.]

SAY:

- Examples of sensory equipment include: crib mobiles, teething toys, baby mirrors, etc.
- Examples of manipulative equipment include: grip toys, stacking toys, puzzles, peg boards, etc.
- Examples of large muscle equipment include: riding/rocking toys, gym mats, balance beams, slides, etc.

Rationale #4 (slide 10)

[READ slide.]

SAY:

- Gross motor skills involve large muscle groups like your legs, back and arms; while fine motor skills involve small muscle groups like those in your fingers.

Delacare Rules for Screen Time in Early Care & Education/School-Age Centers (slide 11)

[READ slide.]

SAY:

- Here are the *Delacare* Rules for screen time.
- Screen time includes TV, DVD, computer and video game use.
- You will notice that the Rules for screen time are separated into two groups: Rules for early care and education/school-age centers and Rules for family and large family homes.
- This is a chart for centers only.

- The Rules for centers are: Children under 24 months are prohibited from watching TV/DVD and using a computer at any time while in care. Children age two and older are limited to watching no more than one hour of educational and age-appropriate TV/DVD and must have written parent permission. In addition, they are also limited to no more than one hour of computer time and must have written parent permission for this, also.

Delacare Rules for Screen Time in Family & Large Family Care Homes (slide 12)

SAY:

- You will notice that in the home child care setting, children under 24 months are allowed to watch TV/DVD for no more than one hour and must have written parent permission. They are prohibited from using the computer.
- Children age two and older have the same Rules to follow in the home child care setting as in centers: They are limited to no more than one hour of educational and age-appropriate TV/DVD and no more than one hour of computer use. They must have written parent permission for both.
- The reason the Rules differ in child care homes is due to the presence of a varied age group of children and the challenge of available space to separate children into different groups by age where screen time is allowed in one and not the other.
- Just because children are allowed to watch up to an hour of TV/DVD and play for up to an hour on the computer doesn't mean that it is required or even recommended – less is better! If you offer screen time, use it strategically during transitional times of the day (e.g., drop-off and pick-up, while preparing a meal or snack, etc.).

Additional Regulations (slide 13)

SAY:

- You will see that both TV/DVD and computer use must be limited to age-appropriate, fun and educational games and programs. Children must be supervised by a staff member during computer use and protected from exposure to inappropriate websites.

Screen Time Rationale (slide 14)

[READ first three lines of slide]

SAY:

- Research has shown that for infants and children ages 8–16 months, every hour of viewing baby DVD/videos was associated with 6–8 fewer words learned compared to those that did not watch them.
- Research has also shown that more hours of viewing a screen at three years old was associated with decreased cognitive test scores at age six.

Remember, Children Learn Best (slide 15)

SAY:

- Children learn best through interaction with their environment and the people around them.

Knowledge Check (slides 16 – 22)

SAY:

- Now we're going to see how much you've learned! Are you ready for your "Knowledge Check"? Shout out the answer after I read the question.

[READ each slide and then show the answer.]

Definitions (slide 23)

SAY:

- Now that we've reviewed the physical activity and screen time Rules, let's talk about different types of physical activity and ideas for engaging children.
- First, let's review a couple definitions: structured physical activity is generally planned as part of the day's curriculum or activities. It is adult-led and has a distinct beginning and end. Structured physical activity is designed with age-appropriate motor skill development in mind. Examples include: obstacle course, action songs and active games.
- Unstructured physical activity is also known as child-led free play – children come up with the activity and create their own rules. This type of play allows children to freely explore their environment, develop the ability to cooperate and negotiate with others and think creatively.

Age-Based Physical Activity Recommendations (slide 24)

SAY:

- There are a number of age-based physical activity recommendations listed on pages 91 – 92 in the *First Years Toolkit – Administrators' Guide*, but I will highlight a few here.
- Infants need “tummy time” 2 – 3 times a day or more often as tolerated.
- Toddlers and children ages 1 – 5 years need a combination of both structured and unstructured physical activity throughout the day.
- Toddlers need at least 30 minutes of structured activity and 60 minutes of unstructured activity. Children ages 3 – 5 years need at least 60 minutes of structured and 60 minutes of unstructured activities. Examples of structured activities include: active follow-along songs such as “Hokey Pokey” and “Head, Shoulders, Knees and Toes” and chase games such as “Red Light-Green Light” and “Tag.”
- Children ages 6 – 12 years need at least 60 minutes of moderate-to-vigorous physical activity accumulated throughout the day, which also includes muscle and bone-strengthening exercises. Examples include push-ups, sit-ups, lifting weights and climbing stairs.
- All children also need daily outdoor time which can be used for structured and unstructured physical activity.
- Remember that physical activity can be broken up into smaller increments of time, like 10 minute blocks throughout the day. You don't have to complete the whole time requirement at once.

Age- and Developmentally-Appropriate Physical Activity Ideas (slide 25)

ASK:

- *Can anyone name a developmentally-appropriate activity for an infant?*

[Listen to participants' ideas.]

[Repeat what they say and offer positive feedback for speaking.]

[READ examples from infant side of slide.]

- *Can anyone name a developmentally-appropriate activity for a toddler?*

[Listen to participants' ideas.]

[Repeat what they say and offer positive feedback for speaking.]

[READ examples from toddler side of slide.]

SAY:

- You can find more developmentally-appropriate physical activity ideas for infants and toddlers on pages 93 – 94 in the *First Years Toolkit – Administrators’ Guide*.

Age- and Developmentally-Appropriate Physical Activity Ideas (slide 26)

SAY:

- Let’s look at appropriate physical activities for preschool and school-age children.

ASK:

- *Can anyone name a developmentally-appropriate activity for a child in preschool?*

[Listen to participants’ ideas.]

[Repeat what they say and offer positive feedback for speaking.]

[READ examples from preschool side of slide.]

- *Can anyone name a developmentally-appropriate activity for a school-age child?*

[Listen to participants’ ideas.]

[Repeat what they say and offer positive feedback for speaking.]

[READ examples from school-age side of slide.]

SAY:

- You can find more developmentally-appropriate physical activity ideas for preschool and school-age children on pages 94 – 95 in the *First Years Toolkit – Administrators’ Guide*.

Ideas for Engaging Children in Physical Activity (slide 27)

SAY:

- There are many ways to engage children in physical activity. A few examples are listed on the screen.

[READ slide.]

ASK:

- *What are a few other ways you engage children in physical activity?*

[Listen to participants’ ideas.]

[Offer feedback if necessary.]

SAY:

- Role modeling is extremely important when it comes to engaging children in almost anything.
- Show the children that you are excited to participate in a “fun” activity. This will help increase their motivation to participate in the activity.
- Even if you’re not entirely comfortable being active, be engaged with the children and do the movements you are able to with them.

Limited Space Activities (slide 28)

SAY:

- There are a few times when going outside for physical activity is not an option (e.g., inclement weather, broken equipment), but this should not prevent the children from getting their much needed daily activity.

ASK:

- *What are some examples of limited space activities that can also serve as screen time alternatives?*

SAY:

- Here are a few other examples.

[READ 4 – 5 bullets on slide.]

SAY:

- Additional ideas for limited space activities and screen time alternatives can be found on page 97 in the *First Years Toolkit – Administrators’ Guide*.

Resources for Supporting Physical Activity (slide 29)

SAY:

- This slide highlights some tools and programs designed to increase physical activity and promote other healthy behaviors in children. Some of these resources are free, while others have a cost associated with them.

[READ resources on slide.]

[Be familiar with each of the resources to answer potential questions from participants.]

SAY:

- Additional information on each of these resources is found on pages 100 – 102 in the *First Years Toolkit – Administrators’ Guide*.

Resources for Supporting Nutrition and Physical Activity (slide 30)

SAY:

- The websites for USDA’s Team Nutrition, Let’s Move Childcare, National Association for Sports and Physical Activity, Nemours and The National Center on Physical Activity and Disability all provide wonderful resources for both nutrition and physical activity.
- These resources are listed on pages 83–84 and 102 in the *First Years Toolkit – Administrators’ Guide*.

Questions / Comments? (slide 31)

ASK:

- *Are there any questions or comments?*

[Address any questions or comments at this time.]

II. Activity (5 minutes)

Activity Time! (slide 32) – [Optional]

[If you have enough time, use this activity as a way to conclude the session.]

SAY:

- In conclusion, we are going to do an activity to get you up and out of your seat!
- Everyone stand up and push in your chair. We are going to do an activity called an “Action Story.”
- I am going to read the action story, and as I read, you all will act out the action words.
- For example, when I say march, you’re going to march [act out marching].

[READ story and act out the action words as you read. The providers will follow your lead.]

[Have providers sit back down when the story is finished.]

SAY:

- This activity can be done with any story for either adults at a staff meeting or with preschool children. You can choose a children’s story you already have in your center or home or the children can create their own action story by filling in the blanks of a story you give them with action words.
- This is a fun way to incorporate physical activity into the day. This activity can be made more or less elaborate depending on the use of props and/or costumes.
- That’s the end of our session. Thank you for participating!

Action Story

John and Linda were **TAKING A WALK** one spring afternoon, when they decided to plant a garden for their mother for Mother's Day. When their mother heard the good news, she **JUMPED** up and down and **CLAPPED** her hands.

John **RAN** down to the store to buy the seeds, while Linda **HOPPED** over to the tool shed to get a shovel and a rake. Linda **RAKED** an area and then **DUG** five holes. John **MARCHED** home from the store and did **FIVE TOE TOUCHES** (count out loud) to put the seeds in the holes. Linda **RAKED** the dirt back to cover the seeds. John did **FIVE SHOULDER SHRUGS** (count out loud) while carrying a bucket of water for the newly planted seeds. John and Linda's mother **RAN** out to see what her children had done. She did **FIVE FORWARD ARM CIRCLES** (count out loud) with excitement over her newly planted garden! Every morning John and Linda **RAN** out to their garden to help their seeds grow healthy and tall. They **SQUATTED** down to pull weeds and did **SHOULDER SHRUGS** while carrying water for their plants. After many weeks, their garden was full of bright and healthy fruits and vegetables! John **HOPPED** out to the garden with a large basket to collect the fruits and vegetables that had grown. Linda **STOOD ON HER TOES** to reach the fruits on the trees and John **SQUATTED** down to pick the vegetables. They **CARRIED** their baskets inside and enjoyed their fruits and vegetables for dinner! At the end of the summer, John and Linda's mother **WALKED** out to their garden and thanked them for the wonderful gift of fruits and vegetables. John and Linda **STRETCHED** their arms to the sky and **CLAPPED** their hands for a job well done!

Module Seven: Partnering with Staff, Families and Your Community

Time: 45 minutes

Goal: To learn how to partner with families, center/home staff and the community to create an environment that supports healthy lifestyle choices in child care.

Handouts

- Engagement Self-Assessment

Additional Materials

- *First Years Toolkit – Administrators’ Guide*

Objectives:

- List three ways to partner with staff, families and your community to support healthy eating and physical activity.

I. Discussion (25 minutes)

Partnering with Staff, Families and Your Community (slide 1, title slide):

[Introduce yourself (if you haven’t already done so).]

SAY:

- In this session, we will be discussing ways to partner with others who interact with children on a daily basis and are influential in shaping their health behaviors.
- Partnering with staff, families and your community is an important step in developing healthy habits.
- Sometimes getting others on board to make changes can be the most difficult step toward success.
- We will be discussing tips on how to partner with staff, families and your community to create healthier environments for children to grow and thrive.

Learning Objective (slide 2):

SAY:

- By the end of this session, you will be able to:

[Read slide.]

Partnering with Staff (slide 3):

SAY:

- In this first section we are going to discuss how to partner with staff.
- It is important to note that we are using the term “staff” here, but if you are a classroom teacher, foodservice personnel, etc., you can look at this as how to partner with colleagues in your center or home.
- For child care homes, you may want to view these ideas as ways to partner with other home child care providers.

Why Partner with Staff (slide 4):

SAY:

- Building a team environment is extremely important. Teachers play a large part in shaping classroom behaviors and have a large influence on the choices children make.
- All staff members are role models. Children look to them and mimic the behaviors they are doing.
- They set the tone for the center and home environment. Staff members who are actively engaged with the children create a happy, healthy environment.
- Teaching children to make healthy choices fosters healthy development by teaching them to be independent and develop life skills at an early age.
- Staff members also have the opportunity to engage in new experiences with the children. Knowing someone else is experiencing the unknown with them may make the children more likely to try.

Role Modeling (slide 5):

SAY:

- All adults are role models to the children they encounter.
- There are many ways to role model healthy behaviors.
- If children see adults being enthusiastic and trying new foods, they are more likely to try them as well.
- Having a positive attitude toward healthy eating and physical activity is essential to encourage children's participation.
- All staff can develop a healthy mealtime environment by talking about new foods – how they look, feel, taste, smell, etc. Doing so will encourage children to try new foods by easing the anxiety of the unfamiliar.
- Family style dining teaches children to try new foods, engage in conversation, adopt healthy habits and listen to their hunger cues.

Division of Responsibility Staff v. Child (slide 6)

SAY:

- Division of responsibility means that an adult's job is to provide a child with the appropriate amount of healthy food based on age and a child's job is to decide how much to eat.
- Children will eat different amounts from day to day, but over the course of a week they will eat the amount they need to grow. It's normal for their appetites to fluctuate.
- Teach children to recognize their own hunger and fullness cues as a way to self-regulate.
- Looking for common signs of hunger and fullness can help you avoid overfeeding children. This will, in turn, lead to less overeating by children who feel they need to finish everything on their plate.
- Infants' hunger cues are rooting or putting their fists in their mouths.
- Slowed or distracted eating signifies fullness.
- Signs children are full may include pushing the plate away or playing with their food. If this occurs, do not force children to finish the food on their plate. Doing so teaches them to ignore their hunger and fullness cues. Ask if they are finished with their meal and instruct them to continue with the after-lunch routine (cleaning up their place, reading a book, talking with friends, or whatever the specific routine at the center or home may be).

- Again, family style dining allows the children to regulate how much they serve themselves.
- Serving the correct amounts based on age is important to ensure children are not receiving more than they need.
- Allow enough time for children to eat their food. Encourage them to chew before swallowing, not to talk or play while they are eating, and to eat slowly. This way, they can identify when they are full. When children eat too fast, they tend to eat a larger amount of food before they realize they're full.

FAQ

Family style dining is allowed in child care. Children should be encouraged to take the amount needed for their age by using pre-measured scoops or serving utensils.

Partnering with Staff (slide 7)

SAY:

- Communication is important in creating a collaborative environment. Keep staff updated through meetings, e-mails, newsletters or other communication channels. Encourage them to provide feedback or ask questions whenever necessary.
- Allowing staff to participate in menu planning encourages creativity and allows for new ideas. You can have a potluck as a staff meeting, a recipe exchange or a taste-testing party to engage staff in the menu planning process.
- Ask staff what type of educational opportunities they would like to have in order to improve their nutrition and physical activity knowledge.
- Look for free resources and educational opportunities for skill development as well as ways to improve classroom resources.
- Motivation is the key to productivity. Provide healthy incentives to encourage behaviors. Things like a healthy lunch, parking spot, gym trial, etc. will show staff that you appreciate their efforts. And don't forget to say "thank you!"
- Start an advisory group at your center. Allow feedback and open dialogue to voice successes and challenges. Working to develop solutions and improvements will allow the center to grow over time and create a collaborative environment.

Discussion (slide 8)

SAY:

- You may have other ideas on how to partner with staff than what has been discussed here.

ASK:

- *What are some ways that you partner with staff to promote healthy nutrition and physical activity?*
- *For those of you who see an opportunity to change the way you communicate with staff, what are some ways you could partner with them?*

[If limited response, **ASK** if these ideas seem feasible in participants' home or center. For those that do not have staff, do they think it is an option to partner with other child care providers to shop, take field trips, role model, etc., as a way to engage one another?]

Partnering with Families (slide 9)

ASK:

- *Would anyone like to share why they think it is important to partner with families?*

[Take a few answers. If limited answers, **ASK** if anyone would like to share challenges they encounter that prevent them from being able to partner with families. Take one or two answers before moving into the presentation.]

SAY:

- Next, we will be discussing the importance of partnering with the families of the children in your care. This can be one of the most difficult, yet crucial, tasks to accomplish. Engaging families in the healthy eating and physical activity efforts being made at child care can help parents understand and support the Rules you follow and reinforce healthy habits at home.

Partnering with Families (slide 10)

SAY:

- Partnering with families is essential in developing healthy habits.
- Families are children’s first teachers and influence behaviors with every interaction.
- Partnering with families will enhance the relationships between child care and home. Behaviors are more likely to “stick” and be repeated as children grow older if they are similar in multiple environments. Doing so also keeps consistency in children’s daily routines.
- Family relationships can provide valuable resources such as volunteers when needed, new ideas for recipes, games, etc. Parents may also have skills required in the center/home (e.g., if a parent is an electrician and you need some electrical work done, a positive relationship may encourage him/her to lend a hand).
- Lastly, parents are your clients. Fostering solid relationships will make it more likely they keep their children at your center and encourage them to recommend your services to others.

Partnering with Families (slide 11)

SAY:

- You are in a unique position because the relationships you build with families can engage them as partners in developing healthy behaviors in children.
- Keeping parents/guardians informed ensures that they have the knowledge and skills to reinforce healthy behaviors at home.
- There are many ways to communicate with parents about the nutrition and physical activity efforts occurring in your center or home.
- Some ideas are listed here:

[READ slide.]

Ideas for Partnering with Families (slide 12)

SAY:

- Communication is the first step in keeping parents up-to-date on healthy eating and physical activity. We already discussed ways to communicate and now we will talk about the type of information to share.
- Asking questions about what is going on with the family shows interest and involvement with their child. Ask things like, “Are there behaviors you are working on at home that you would like us to look for in child care?” “What are your hopes for your child in this classroom?” “What type of communication would you like to receive about your child’s day in child care and how would you like to receive it?”
- If you see a potential problem (e.g., behavior, health), use your professional expertise and connections to make the appropriate referral (if necessary).

- Encourage parents to be actively involved in your center/home. Form a parent advisory group to offer feedback on what is going well in the center/home and how things could be improved. Ask for volunteers from families to come in for special days, to read to children, to share information about their career, etc.
- Ease interaction between families by organizing family activity nights, potlucks, blogs, social networking pages, etc. Many parents or guardians have questions, comments and suggestions around children's behaviors. Giving them an opportunity to communicate with one another will enhance the sense of inclusion and community at your home or center.

Discussion (slide 13)

ASK:

- *We have talked about the importance of communicating and partnering with parents, guardians and families. What communication techniques have you found to be particularly effective and what type of information do you share with your families?*

[Take a few answers. **ASK** if they are from a home or a center, as you might find some ideas that are more helpful for one or the other.]

- *If you are not currently communicating with families or feel that you could improve your means of communication, what are some ways that you could achieve this?*

[Again, take a few answers. If no one is responding, **ASK** if they think there is any information they have learned today that they believe may be helpful to pass along to families.]

Partnering with Your Community (slide 14)

SAY:

- We have discussed how to partner with staff and families, and now we are going to move on to partnering with the community as a way to ensure that children can eat healthy and be physically active in their own communities.

Why Partner with Your Community? (slide 15)

SAY:

- A community plays an important role in developing children's healthy habits. In order to make healthy choices, they need access to healthy foods and safe spaces for physical activity. It is also important for children to know who in their community helps to keep them healthy.
- Community members can donate their time and skills to teach children about safety (police officers, firefighters), healthy behaviors (dentists, doctors, chefs, etc.), and places in their community (zoos, parks, hospitals, etc.).
- Community members and businesses can also donate financial resources and time to develop a community that is a healthy place to grow up.

Partnering with Your Community (slide 16)

SAY:

- There are many ways to involve your community in the healthy eating and physical activity efforts occurring in child care.
- Some of these activities are as follows:

[READ slide.]

Discussion (slide 17)

ASK:

- *Does anyone have other ideas for engaging the community in your efforts to improve physical activity and healthy eating?*

[If limited responses, ASK if they can think of places in their neighborhood where children can be active, learn about healthy foods or the people in their community who work to help them be healthy.]

Toolkit Resources (slides 18 and 19)

SAY:

- There are sections in the *First Years Toolkit – Administrators’ Guide* entitled “Partnerships” and “Feeding” which contain the information we just discussed.
- The “Parent Tip Sheets” show age-appropriate serving sizes for foods and beverages and give information on feeding children at specified ages. (pp.49 – 69)
- There are two letters directed to parents regarding feeding infants and children in child care. They are signed by the Department of Education and the Office of Child Care Licensing and are intended to help communicate the rationale for the Rules and policies. (pp.75 and 78)
- The “Medical & Religious/Cultural Food Restrictions” form must be filled out in order to make any substitutions in the meal pattern for children with special dietary needs. (pp.77 and 80)
- “Trying New Foods/Foods Sent Home” is a template to communicate with parents about new foods their children are trying or learning about. It also has a space for foods that are being sent home because they do not comply with regulations. (p. 81)

[READ slide for remaining toolkit resources.]

TIP

You can also show the sections on the computer screen if internet access is available.

II. Activity (18 minutes)

Self-Assessment Activity (slide 20)

[Instruct participants to take out the “Engagement Self-Assessment” Activity Sheet.]

SAY:

- This assessment was created to help you gauge how you are partnering with children, staff, families and your community to support healthy habits.
- Read each statement and check “yes” or “no” based on the activities you have been participating in over time. For each “no,” or practices to improve upon, think about next steps you can take.
- We will take about 10 minutes to complete the activity and then we will discuss.

[After 10 minutes, bring the group back together and discuss some of the ideas they have to partner with families, staff and their community. Engage them in sharing the steps they are going to take to accomplish these goals. Remind them to make small changes first and build to larger ones.]

Summary (slide 21)

[READ slide.]

Engagement Self-Assessment

MODULE 7 – ACTIVITY SHEET

PRACTICE	YES (describe how)	NO	ACTION STEPS FOR IMPROVEMENT	PERSON RESPONSIBLE	DUE DATE
CHILDREN					
Children are involved in menu planning, meal preparation and/or serving themselves food.					
Children are given opportunities to engage in unstructured physical activity throughout the day.					
FAMILIES					
Families are informed of all Rules regarding nutrition and physical activity.					
Families are given suggestions to support nutrition and physical activity at home.					
Families are given monthly opportunities to be involved in center/home activities.					
Families are engaged in planning and improving center/home activities.					
COMMUNITIES					
My center/home has worked with a community partner to support nutrition or physical activity in the past six months.					
STAFF <i>(Skip if not applicable)</i>					
Staff is encouraged to provide suggestions for improving nutrition and physical activity at your center/home.					
Staff is made aware of free and existing resources to supplement lesson plans.					

Module Eight: Engaging Children in Healthy Eating*

*Refer to Module Six for ways to engage children in physical activity.

Time: 45 minutes

Goal: To understand the importance of engaging children in healthy eating and to learn how to do so effectively.

Objectives:

- List two reasons why engaging children in healthy eating is important.
- Learn at least three ways to engage children in healthy eating.
- Create one activity that teaches children about healthy eating that also aligns with the Early Learning Foundations (ELFs).

Handouts

- Incorporating Nutrition into the Early Learning Foundations Activity

Additional Materials

- *First Years Toolkit – Administrators’ Guide*
- ELF activity strips

I. Discussion (30 minutes)

Engaging Children in Healthy Eating (title slide):

[Introduce yourself (if you haven’t already done so)].

SAY:

- In this session, you will be learning about the importance of engaging children in healthy eating and how to do so successfully.
- Engaging children is very important. Without the children’s cooperation and enthusiasm, it is challenging to implement the nutrition Rules.
- Just knowing the Rules is the first step, but knowing how to get children excited about healthy eating will help you succeed.

The Importance of Engaging Children in Healthy Eating and Physical Activity (slide 2):

ASK:

- *How many people have difficulties motivating kids to eat healthy foods?*

SAY:

- It can be difficult to motivate kids to make healthy choices and try new foods.
- Early childhood is a critical time for instilling healthy habits. The first five years of a child’s life are extremely formative – kids pick up a tremendous amount of information, attitudes, beliefs, habits and behaviors during this time. As child care providers, you spend many hours with these kids. You play a very important role in ensuring that kids develop healthy habits from an early age – this is a big responsibility!
- It is important to teach children healthy habits starting at an early age because changing habits is much harder as a child ages.

ASK:

- *How many of you have tried to change a health behavior in adulthood (e.g., quit smoking, exercise more, eat more fruits and vegetables)? It's hard isn't it?*

SAY:

- Old habits die hard, so it is very beneficial for kids not to adopt unhealthy habits in the first place.
- Telling kids that fruits and vegetables are good for them is often not enough – you must show them that fruits and vegetables are delicious and fun, and get them excited about eating healthy foods. This means modeling positive behavior and establishing healthy habits as a way of life, not just something they have to do while in child care.

Learning Objectives (slide 3)

[READ slide.]

But How Do You Do It? (slide 4)

SAY:

- So now we've established that engaging children in healthy eating is very important. But, how do you do it?
- Children can be picky eaters, which creates challenges at mealtime. With this in mind, we've put together a number of simple, practical ways to overcome some of the barriers that you might be facing at your child care facility.
- We hope that these ideas will be useful to you and that you'll share some of the things that have worked for you in the past.
- If you have questions or comments throughout this presentation, please speak up, and as a group we may be able to come up with some creative solutions.

#1 Create Healthy, Positive Mealtime Environments (slide 5)

SAY:

- One of the easiest ways to make sure that kids are engaged in eating a healthy meal is to create a positive mealtime environment that is calm and organized. Some ways to do this are to:

[READ slide.]

SAY:

- Kids thrive when they have a consistent routine and know what to expect from their day. Much like adults, they are comforted by knowing what time they will eat and where. Especially when introducing a new food, a reliable mealtime routine can provide the structure which allows kids to feel safe enough to try a new food. You should make an effort to keep mealtime fairly consistent for the children in your care. This might mean:
 - Eating at the same time each day
 - Washing hands before and after a meal
 - Assigning a seat to each child
 - Assigning simple pre/post-meal duties to each child age 2+
 - Singing a song or saying a blessing before the meal
 - Or integrating other activities into your mealtime routine that you find children benefit from and enjoy

- At mealtime, children should focus exclusively on the food they are eating and the mealtime conversation at the table. This means that tables on which food is served should be free from toys, arts and craft supplies, and other items.
- The TV should never be on during mealtime, and background music should be calm and kept very soft. Children will always direct their attention to the most interesting thing in the room – you want this to be the food you’re serving and not what is on TV. If children are distracted, they are likely to ignore their hunger cues and eat mindlessly, leading to over- or under-eating.
- Children should be encouraged to experience the meal with all of their senses (sight, smell, sound, etc.) and engage in conversation with teachers and their peers about the food they are consuming as well as related topics about the day.

ASK:

- *What is a suitable amount of time to give the average preschool-age child for a meal?*

[Answer: 20–30 minutes is a suitable time frame for a normally-developing child to eat a meal. If given longer than 30 minutes, children are likely to become sidetracked.]

SAY:

- Children AND staff should have enough room at the table to pass food around, reach for things, and use utensils without feeling cramped for space, etc.
- As with adults, children need to perceive a meal as attractive in order to want to eat it. Children can be especially critical when confronted with new and unfamiliar foods.

SPECIAL NOTE

Children with developmental delays or nutritional issues may need additional time to finish a meal.

Food Presentation (slides 6 and 7)

SAY:

- The following are some ideas for presenting food in a manner that is attractive to kids.

[READ slide.]

[Show pictures of sample food presentation on slide 7.]

(slide 8)

SAY:

- Here are some more ideas for engaging kids in healthy eating.

[READ slide.]

ASK:

- *Does anyone here use the “family-style” approach to mealtime at their child care facility? Can you tell me what that looks like?*

SAY:

- “Family-style” is when everyone sits down at the table together to eat a meal. Food is put in bowls or on plates in the center of the table and children/adults can serve themselves. This approach is beneficial because:
 - It encourages conversation.
 - Children develop motor skills by serving themselves.
 - Children are the ones that put the food on their plates, not the teacher. As a result, kids take ownership of the food and eat the food that’s available.

- Children should always be seated at a table during meals and snacks. They should sit at child-size tables or at normal-sized tables with booster seats. Children should be seated comfortably with their bottoms on the chair – not sitting on their feet or ankles for additional height. When seated, children’s hips, knees and ankles should be at 90° with their feet resting on the floor or other solid support.
- Children should be given eating utensils that align with their development and abilities. This might mean that some children are using sippy cups, while others have graduated to regular cups or glasses. Children should be continually challenged and encouraged to be independent at mealtime.
- Children should have access to water during snack and mealtime in the event that they finish their milk/juice and are still thirsty.

SPECIAL NOTE

Be sure to put pre-measured serving utensils in serving dishes to monitor how much children are eating! Children should be closely supervised when serving themselves and those who are sick should not be allowed to serve themselves from communal dishes due to the risk of spreading germs to others.

Slide 9 (Example)

SAY:

- This is an example of a positive mealtime environment.

[Allow time for participants to analyze picture.]

ASK:

- *What makes this an ideal mealtime environment?*

[Answer: Teacher sitting with children; table is free of toys and other non-food items; children are seated at appropriately-sized tables and chairs; etc.]

Slide 10 (Example)

SAY:

- This is an example of a negative mealtime environment.

[Allow time for participants to analyze picture.]

ASK:

- *What makes this a less than ideal mealtime environment?*

[Answers: Child is not at table; child doesn’t have plate; child has toy in hand; child is lying on his back = choking hazard; child is too big for bouncy seat; etc.]

SAY:

- It is important for all children to learn proper behavior around snack and mealtimes. Even if the child is just having an impromptu snack, he needs to wash his hands, sit at the table, use a plate, etc. It is never too early to educate children on proper behaviors and gently correct inappropriate conduct such as that captured in this photograph.

Motivating Picky Eaters (slide 11)

ASK:

- *How many of you have struggled with or are currently struggling with a child who is a picky eater?*

SAY:

- Motivating young children to eat a variety of healthy foods can be a struggle for parents and child care providers alike. Let's take a look at some simple suggestions to overcoming picky eating.

[READ slide.]

SAY:

- Getting kids to try and actually like a new food takes a lot of patience and creativity. For example, if you serve scrambled eggs for breakfast and a child does not like them, try them again a few days later for lunch. You can also try to prepare eggs differently – fried, hard-boiled or in egg salad. It's also a good idea to serve a new food after a holiday or other break. When kids return to child care after a few days off, everything is new, so kids are less likely to notice when you serve an unfamiliar food.
- Getting children accustomed to new foods takes time, so a gradual approach is more likely to work than one that happens overnight. For example, kids will probably notice if you switch from whole milk to fat-free from one day to the next. However, if you first switch to 1% (low-fat) and then to fat-free, kids are less likely to notice and complain.
- The “two-bite” policy encourages children to take at least two small bites of a new food. Once kids have had two bites, they can decide whether they like it or not. If they decide that they don't like it, they can say “no, thank you” and should not be pressured to continue eating.
- There are many ways to subtly include healthy ingredients into foods that kids already like. For example, many kids do not like the texture of cooked vegetables. A great way to get around this aversion is to blend vegetables into a tomato sauce served over spaghetti. Cauliflower is also easy to mix into mashed potatoes. While this is not a permanent solution, it allows kids to slowly grow accustomed to the taste of certain foods.
- Remember – Your job as a child care provider is to provide healthy meals that align with the DE CACFP/*Delacare* Rules. The child's job is to make the decision of whether or not to eat.
- Parent involvement is essential in engaging children who are picky eaters – you should periodically sit down with parents and discuss what the child is eating and any issues you have observed. Together, you and the child's parent(s) can come up with the best plan for getting the child to eat a healthy diet that provides all the necessary nutrients for healthy growth and development.
- Don't forget – positive reinforcement goes a long way! If a child tries a new food, reward him/her with praise, a note home to parents(s)/guardian(s), a sticker or other small prize, his/her name or photo displayed on a bulletin board or a special song.

ASK:

- *Does anyone have other ideas on ways to motivate picky eaters? Would anyone like to share a success story or a particularly challenging case?*

[Encourage idea sharing and discussion for no more than five minutes. If participants get stuck on negative experiences, prompt discussion of what they learned in this training that can be tried.]

Modeling Positive Behavior (slide 12)

SAY:

- Another important element for engaging children in healthy eating is modeling positive behaviors regarding your food choices. The children in your care spend a significant portion of their day with you and look to you for guidance. You play a very important role in teaching children positive behaviors and habits through the way you act, the decisions you make and the things that you say. To be a positive role model for children as they develop attitudes and behaviors related to healthy food choices you should:

[READ slide.]

#2 Involve Children (slide 13 and 14)

SAY:

- A great way to engage kids in healthy eating is to get them involved with food and mealtime in a variety of ways. Involving children in meal preparation helps teach fine motor and life skills. It encourages independence and motivates kids to take ownership of the meal. Children as young as age two can be involved in meal preparation. They can:

[READ slide 13.]

SAY:

- It's important to remember that children should never be in the kitchen while meals are being cooked due to the dangers associated with hot stovetops/ovens, sharp knives and other potentially dangerous items. When involving kids in meal preparation, always be sure to supervise them closely and intervene when necessary. Children who appear to be sick should not assist in meal preparation. Even children who are well should always wash their hands prior to handling food and wear gloves if possible.
- You can also involve kids in decision making or in hands-on activities. Many children are tactile or kinesthetic learners, meaning they learn by touching or doing rather than seeing or hearing. Getting these children involved through hands-on activities is a great way to teach healthy habits to these types of learners.

[Read slide 14.]

SAY:

- Even young children enjoy the opportunity to make decisions. When possible, ask the children for their input (e.g., what vegetable to prepare, what plates to use, whether to have a picnic outside or eat indoors, etc.).
- Allowing kids to “get their hands dirty” while planting a garden is a great learning experience. Kids learn where food comes from and how a seed grows in the ground. This is a wonderful teachable moment that provides children with a greater understanding of their environment and the world around them and also teaches life skills.

#3 Communicate! (slide 15)

SAY:

- Talking to kids is very important in instilling healthy attitudes and behaviors. You and/or your staff should:

[Read slide.]

SAY:

- Kids should learn to “listen” to their bodies and pick up on hunger and fullness cues. They should learn to eat when they are hungry and stop eating when they feel full. Before a meal, it’s always good to ask kids how hungry they are and pay attention to how their bellies are feeling throughout the meal. Kids should be actively engaged in mealtime and not eating mindlessly.
- Many children do not know where their food comes from. During mealtime, and especially when introducing new foods, make a little lesson out of what kids are eating. Explain to them where and how fruits and vegetables grow, where milk comes from, and how bread is made from wheat and other whole grains.
- Encourage kids to talk among each other about their eating experience. Especially when trying a new food, ask kids to tell you and their peers how it looks, smells, tastes, feels, etc. This teaches new vocabulary and expression.
- Encourage kids to motivate each other and compliment their peers when they try a new food or make a healthy choice. Even at a young age, peer influence is stronger than you may think!
- Again – always be sure to praise children, both one-on-one and publically.

#4 Incorporate Health Everywhere (slide 16)

SAY:

- It’s easy to incorporate health into many of the activities and lessons that you teach throughout the day. Using fruits, vegetables and other healthy ingredients, you can teach shapes, colors, math, science, art and other important topics and developmental areas.
- You can use bananas, kiwis, carrots and strawberries to teach the colors yellow, brown, green, orange and red. You can also use fruits and vegetables as visual aides to teach descriptive words such as round, oblong, sphere, etc.
- Use fruits, veggies, crackers or other food items to teach simple mathematic concepts such as addition and subtraction (If you have five apples and you take one away, how many are left?)
- Doing a taste test is a great way to expand children’s vocabularies. Have each child try a little bite of a lemon or lime and teach them the words “sour” and “tart.” Fruits and vegetables provide wonderful opportunities to use words like “sticky,” “crunchy,” “prickly” and more.
- There are many children’s books about healthy eating – visit your local library and check some out for the kids at your child care center or home.
- On occasion, use ingredients like pasta or rice to make jewelry or musical instruments (i.e., maracas or “shakers”). Kids can also trace food to make pictures or use pieces of food as stamps. Be careful not to use food for play too often – children should learn that food is a commodity that should not be wasted.
- There is so much to learn about food. Take kids on a supermarket tour, let them pick fruit at a local orchard or take them to a farm and let them milk a cow.

II. Activity (15 minutes)

SAY:

- Up to this point, you’ve learned about fun and creative ways to motivate kids to make healthy choices and engage even picky eaters in trying new foods. Healthy habits are not only good for children’s physical development, but lessons and activities about healthy habits can also teach essential developmental skills. Let’s take a look at the Early Learning Foundations (ELFs) and how learning about healthy eating fits in.

Overview of the Early Learning Foundations (slides 17 – 19)

ASK:

- *Can anyone explain to the group what the Early Learning Foundations are?*

SAY:

- The ELFs are a curriculum guide for daily and monthly planning that are linked to the skills that children are expected to develop for success in kindergarten and beyond.
- They help early childhood professionals plan meaningful activities that are developmentally-appropriate, educational, and challenge children to progress and attain important skills.
- There are eight domains for preschoolers and four for infants/toddlers.

[Read ELFs on slide 19 – those with asterisks also apply to infants/toddlers.]

Activity (slide 20)

SAY:

- Your handout, “Incorporating Nutrition into the Early Learning Foundations,” summarizes the eight Preschool ELF domains. You will use this handout for the activity to follow.
- You are going to work in groups to put together an activity that teaches children about nutrition and that also aligns with age-appropriate skill expectations outlined in the Preschool ELFs.

[Go to each table with an envelope containing ELF activity strips. Have a representative from each table pick two pieces of paper from the envelope. Each piece of paper will have written on it an item that can be found in most child care facilities (e.g., measuring cups, books, play kitchen, dry ingredients like pasta or beans, etc.)]

SAY:

- Using the materials you selected from the envelope, work together with the people at your table to create an activity that engages children in learning about nutrition.
- Your activity should be designed with preschoolers in mind.
- As you put together your activity, pay special attention to the ELF handout and be sure that the activity aligns with at least one Preschool ELF domain.
- You do not have to use both items selected from the envelope. You can feel free to add materials if necessary (e.g., if given crayons and pieces of fake fruit, you may add construction paper so the kids can trace the fruit onto the paper using the crayons).
- After 5 – 10 minutes, please select one person to present your table’s activity to the group.

SAY:

- At this point I’d like one representative from each group to share their table’s activity with the group. Please stand up and tell us:
 - Your name
 - What materials you picked from the envelope
 - What activity you came up with
 - And which ELF domains the activity aligns with

[Collect the strips of paper and return them to envelope.]

SAY:

- Thank you for sharing your wonderful ideas!
- As you can see, it is very easy to create meaningful activities that teach kids about healthy habits using inexpensive, basic materials that most child care facilities already have on hand. In addition, these types of activities are a very simple way to teach children skills (social interaction, creative expression, math, science, etc.) that they will need to succeed in kindergarten and beyond.
- This concludes the presentation. Thank you for your attention. I hope that you walk away with a better understanding of how important it is to engage children in healthy eating and teach them healthy habits from an early age. I also hope that you will use some of the ideas and suggestions presented by myself and your fellow participants at your child care center or home going forward.

Incorporating Nutrition into the Early Learning Foundations (ELFs)

Using the materials given to your group, create an activity for the preschool-age children at your center or daycare home. As you create your activity, make an effort to align it with three ELFs. Briefly describe your activity, then indicate which ELFs it corresponds with and why. Finally, share your ideas with the group!

DOMAIN	DESCRIPTION
Emotional and Social Development	Supporting the development of social and emotional skills through understanding of self concept, self regulation, relationships and cooperation.
Approaches to Learning	Creating a learning environment that supports individual children’s learning differences while encouraging children to take initiatives, try new things, show persistence and problem solve.
Language and Literacy	Fostering the development of language skills, including receptive and expressive communication, emergent reading and emergent writing.
Math	Encouraging children’s critical thinking skills through open-ended questions to develop concept knowledge in number and operations, geometry and spatial relationships, patterns, measurement and data analysis.
Science	Promoting children’s sense of wonder, curiosity and development of scientific knowledge and reasoning skills through making observations, asking questions, drawing conclusions and using tools to extend their investigations.
Creative Expression	Fostering creativity through music, movement and dance, visual arts and dramatic play.
My Family, My Community, My World	Cultivating an understanding of culture, history, geography, government, communities and economics to prepare them for success in their community as well as in a multi-cultural world.
Physical Development and Health	Continuing development of fine and gross motor skills and healthy behaviors to provide a foundation for lifelong well being and successful exploration of the other domains of early learning.

ELF Activity Strips

Instructions: Photocopy this page and cut into strips. Place strips in an envelope and use for the Early Learning Foundations Activity.

Book about healthy eating (e.g., *Alphabet Soup*, *Growing Vegetable Soup*, *A Story About Raisins*)

Dry ingredients (e.g., beans, rice, pasta)

Measuring cups and/or spoons

Play kitchen

Pieces of fruit (real or fake; whole or in pieces)

Crayons, colored pencils, paint, chalk

CD player

Magazines

Gardening supplies
(e.g., seeds, watering can, shovels)

Module Nine: Wrap-Up & Questions

Time: 15 – 30 minutes

Goal: To review important highlights from the training and answer any additional questions.

Objectives:

- Review highlights from the training.
- Answer outstanding questions from the training.
- Complete the evaluation.

Handouts

- Evaluation

Additional Materials

- Modifications to PowerPoint

Preparation

- Distribute evaluation on tables (where applicable)

I. Discussion (5 minutes)

Resources Overview and Training Highlights (slide 1, title slide)

SAY:

- We have covered a lot of information today that can help you implement the Delaware CACFP/*Delacare* Rules in your child care center or home!

Training Highlights (slide 2)

[Review the “take-home” points from the day. Summarize each presentation given in one or two sentences. Modify the “Training Highlights” slide to cover your key points based on which training modules were covered.]

Toolkit (slide 3)

SAY:

- Remember, the *First Years* toolkit is a valuable resource to use when planning menus or physical activity for children, conveying this information to your staff, or checking on the Rules related to nutrition, physical activity or screen time.
- It should be the go-to resource to answer your questions.
- You can find it on the Delaware Department of Education website, Let’s Move! Child Care website or by Googling the title.

Healthy Kids Collection (slide 4)

SAY:

- Another resource available to you is the *Healthy Kids Collection*, sponsored by Nemours. It’s a library collection that offers child care providers resources to improve nutrition and physical activity in child care.
- The collection includes curricula, books, music CDs and more.
- You can find it at four libraries in Delaware: Brandywine, Bear, Dover and Lewes.
- If one of these isn’t your local library, you can order materials to be delivered to your local library. Ask your librarian how to do so.
- Collection materials can be checked out in the same way library books can, borrowed for a period of two weeks, and then returned.

Questions (slide 5)

ASK:

- *Are there any outstanding questions I can answer before you leave?*

[Remind participants of the evaluation. Ask participants to turn it in to you before they leave.]

SAY:

- We are finished. Thank you for coming today and for actively participating in the training!

Notes:

As applicable, cover the following points when closing out each session:

- If they come across any other questions when they return to their center or home, encourage them to call their CACFP sponsoring organizations, the Department of Education Nutrition Services or Office of Child Care Licensing for clarification.
- Remind them of the date, time and location of the next session.
- State that you and your fellow trainers will be available for a time period post-training to answer any further questions after they dismiss.

After training, remain available for 10–15 minutes for any outstanding questions. Be sure to check all of the rooms, tables, and areas used in the venue to clean up all materials and make sure nothing was left behind by participants.

If annual licensing hours are being given to child care providers, pass appropriate documentation on to the Delaware Department of Education or the Delaware Institute for Excellence in Early Childhood.

It is also important to sit down with your co-trainers and talk about things that went well and what could be improved for future sessions. Remember, practice makes perfect! There may be things that didn't go as planned, but being able to identify opportunities for improvement will help you to host successful trainings that support child care providers in making positive change!

Delaware CACFP/Delacare Rules on Nutrition, Physical Activity & Screen Time

Training Evaluation

1. Where do you work? *(Check all that apply)*
 - Family Child Care
 - Early Child Care Center/Preschool
 - School-age center
 - Other _____

2. Are you employed by a school district?
 - Yes
 - No

3. Which of the following is closest to describing your main role?
 - Administrator
 - Teacher/assistant teacher/intern
 - Owner of family child care
 - Foodservice staff
 - Other: _____

4. What age group(s) do you work with in your current role? *(Check all that apply)*
 - Infant (Birth through 11 months)
 - Toddler (1 – 3 years)
 - Preschool (3 – 5 years)
 - School-age (6 – 12 years)
 - School-age (13 – 18 years)

5. What do you think of this professional development experience? *(Place a check in the box that indicates your answer.)*

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
The times and days scheduled were appropriate to meet my needs.				
The information was easy to understand.				
The materials were helpful.				
The amount of time was just right.				
The room was comfortable.				
I learned new ideas/skills that will help me to work with children.				

6. What do you think of the instructor(s)?

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
The instructor presented the information in a variety of ways such as discussion, activities and handouts.				
The instructor was respectful of everyone.				
The instructor was organized.				
The instructor helped me see how to improve nutrition and physical activity in my center or home.				

7. In order to use these skills/ideas in your work, will you need:

	YES	NO	MAYBE
More training or advice?			
More supplies or materials?			
More time to prepare?			
Permission from your supervisor?			
Other <i>(please specify)</i> _____ _____			

8. For my professional development plan in the next 18 months, I would like professional development in the following areas...

	YES	NO	MAYBE
Professional behavior and practices			
Observation and assessment			
Helping children grow and learn			
Providing healthy, balanced meals and snacks			
Working with families			
Providing for children's health and safety			
Creating supportive spaces and planning high-quality activities			
Developing children's healthy emotions and social skills			
Building and managing an effective, high-quality program			
Other (please specify) _____ _____			

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