

# Best Practice

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## Environmental Policies and Procedures Related to Food and Physical Activity in Child Care Centers

**Audience: Teachers, Cooks and Administrators**

**Preparation Time**

Activity 1: 10 min  
 Activity 2: 10 min  
 Activity 3: 10 min

**Duration of Lesson**

Introduction: 5 min  
 Activity 1: 20 min  
 Activity 2: 20 min  
 Activity 3: 20 min  
 Closing: 5 min

**Handouts**

*Healthy Celebration  
 Ideas  
 Sample Food and  
 Nutrition Guidelines*

**Goal**

TNTG child care centers will establish goals for improvements in their menu, food service, mealtime environment, nutrition and physical activity programming and policies at their center.


**Participant Objectives**

Participants will:

1. Review the lessons from the training.
2. Establish goals/policies and procedures for change in the current nutrition and physical activity environment at their center.



**Points to Cover/Trainer’s Notes**

Points to Cover	Trainer’s Notes
Review the five EWPH staff lessons conducted	Review with the group the topics that were discussed at each lesson during the trainings.  The goal of the training is to improve lifelong eating and physical activity habits of children in the center.  The changes we would like to discuss focus on the areas of menu planning, food service, mealtime environment and nutrition and physical activity programming and policies.
Menu Planning  	Discuss how lessons learned influence menu planning. Review any changes that were made in the menu as a result of training.  Review menu planning principals and congratulate the group for improvements.  Will any of the foods sampled during lessons be placed on the menu? Will children have increased opportunities to practice cooking skills / making snack foods?
Food Service	Discuss how the lessons learned influence food service operations.

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Food Service (continued)	<p>If the group did not have the <i>Food Safety Savvy</i> lesson plan, do a quick review and introduce the items from the tool kit that accompany that lesson.</p> <p>Review food service operations at the center and congratulate the group on any improvements.</p>
Mealtime Environment	Review the highlights from the pre-assessment BMER and discuss with the group changes that were made in the mealtime environment.
Physical Activity Environment	If the group did not have the <i>Fitness is Fun</i> lesson plan, do a quick review and introduce the fitness items from the tool kit.
Nutrition and Physical activity programming and policies	Review any nutrition and physical activity policies that were in place before the EWP/CCS staff training.

#### Activities

- Activity 1: Change-Centered Conversation
- Activity 2: Setting Priorities for Action
- Activity 3: Resolving Outstanding Problems

#### Closing

1. Review participant objectives.
2. Elicit feedback on changes that might be helpful for the training.

#### References

- NYC Department of Health and Mental Hygiene- Summary of New Regulations on Nutrition for Group Child Care Services
- UNC Department of Nutrition – The Nutrition and Physical Activity Self-Assessment for Child Care
- NFSMI – Steps to Nutrition Success in Child Care Centers
- Building Mealtime Environments and Relationships-An Inventory for Feeding Young Children in Group Settings



## Best Practice

**Audience: Cooks, Teachers, Administrators**

**Activity 1: Change Centered Conversation**

**Preparation Time: 10 min**

**Activity Time: 20 min**

### Supplies

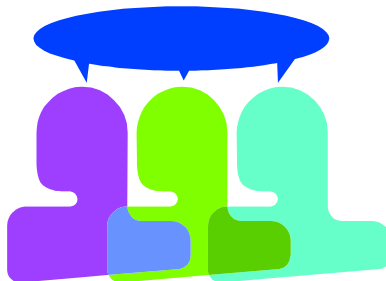
easel pad  
easel paper/post it paper  
markers

### Preparation Prior to Class

Assemble the easel and place a pad on the easel.

### Implementation

1. Have the group warm – up by naming one new concept that was meaningful for them during the TN lessons. Record these on the easel paper.  
Ask each participant about the concept that they shared. Is this something that they would like to change at the center? If not, ask the participant to name something that they would like to change.  
If there are not many responses, list some of the possibilities that came up during the training such as moving to family style mealtime or purchasing low fat dairy for use in the center.
2. Any change brings about positive and negative consequences. For the group to see both sides and determine if the pros outweigh the cons of a change, use a pro and con grid.  
Use a new easel paper and draw a grid showing:
  - The concept
  - If this did not change – list pros and cons
  - If this did change – list pros and cons
3. Continue through the concepts that have been listed. These concepts can be chunked by similarities.  
The grid will help participants consider both sides and gain information about the obstacles they will face.



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**Activity 2: Resolving Outstanding Problems**

**Preparation Time: 10 min**

**Activity Time: 20 min**

### Supplies

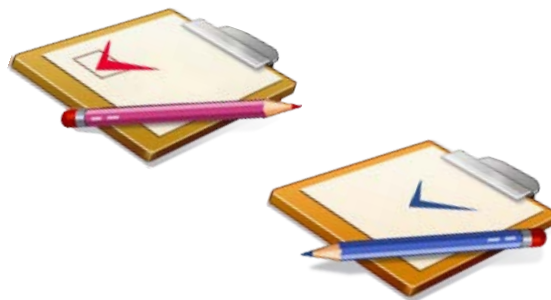
easel pad  
easel paper/post it paper  
markers

### Preparation Prior To Class

1. Before this last lesson, the trainer makes a list of some of the problems or issues that came up during the lessons.
2. Assemble the easel and place a pad on the easel.

### Implementation

1. Ask the group to list any problems or issues that they felt were not resolved during the trainings.
2. Compare the two lists.
3. Decide how the problems can be resolved or if they need to be tabled.
4. Decide who is responsible for follow up on the problems that can be resolved at this time.



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**Activity 3: Setting priorities for action at the center**

**Preparation Time: 10 min**

**Activity Time: 20 min**

### Supplies

easel pad  
easel paper/post it paper  
markers

### Preparation Prior to Class

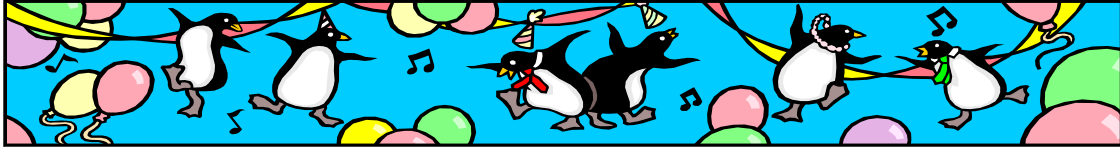
Assemble the easel and place a pad on the easel.

### Implementation

1. Follow the lesson plan to get the group into a discussion of best practice in each of the categories and to discuss how they would begin to adopt policies and procedures on each topic.
  - Menu Improvements
  - Food Service
  - Mealtime Environment
  - Physical Activity Environment
2. Start with an ice breaker: Which of the four areas above do you feel is the most important focus for your center? If the first activity was also done, refer to the pro and con grid and have the group use that information to select some areas of change.
3. Record participant responses to ice breaker question on the pad.
4. Have the group categorize the responses into short-term policies (those that could be adopted by the center within the next month) and long-term policies (those that could be adopted by the center within the next year).
5. Ask the group to vote on one short-term and one long-term policy for the center to adopt. Discuss the plan and help the participants think of a back-up plan if they find that their original plan does not seem to be working.



# Healthy Celebration Ideas



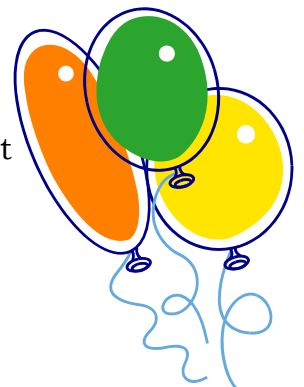
## Promoting a Healthy Child Care Environment

### Activities to celebrate the child

- Plan special party games and activities. Ask parents to provide game supplies (stickers, pencils etc) instead of food.
- Create a healthy party idea book. Ask school staff and parents to send in healthy recipes and ideas for activities, games and crafts. Compile these ideas into a book that staff and parents can use.
- Give children extra recess time instead of a class party. For birthdays, let the birthday child choose and lead an active game for everyone.
- Instead of food, ask parents to purchase a book for the classroom in the birthday child's name. Read it to the class or have the parent come in and read it to the class.
- Provide special time with the director such as taking a walk around the center at recess.
- Create a special birthday package. The birthday child wears a sash or crown and visits the director's office for a birthday surprise (pencil, sticker, card etc.)

### Healthy Food Ideas

- Sparkling water or 100% sparkling juice
- Low-fat or non-fat plain or flavored milk
- Smoothies, parfaits or sundaes using low-fat yogurt and fruit
- Fruit cups
- Fresh fruits
- Vegetable tray with low-fat dip
- Mini bagels with low-fat cream cheese
- Angel food cake, plain or topped with fruit
- Pizza with veggie toppings and low-fat mozzarella
- If parents do want to bring in cupcakes or cookies, ask that they bring in mini sizes of these items







# Sample Food and Nutrition Guidelines

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*Name of your child care*, strives to provide the best care for children. We believe that part of high quality childcare is healthy food served in a pleasant, enjoyable environment with plenty of opportunity for children to be physically active each day.

## **OUR GOALS:**



-  To ensure that children receive safe and nutritious food
-  To establish a pleasant meal time environment
-  To give children the chance to learn about food and nutrition
-  To promote active play and physical activity each day

## **WE WORK TOWARD OUR GOALS IN THREE WAYS:**

### 1. In our daily routines:

-  Food is not used as a reward or punishment
-  1% or skim milk is served to children over age two. Other low-fat dairy products are used
-  Fresh, locally grown (when possible) fruits and vegetables are served daily
-  Meals and snacks are served “family style” which means teachers sit with children and children serve themselves from common plates and pitchers
-  Our center is breast-feeding friendly
-  Children are active at least one hour each day
-  There is no screen time for children at the center

### 2. During special occasions:

-  Parents are given a list of items allowed from home to celebrate special occasions
-  Special occasions at the center will be celebrated with healthy foods or in non-food ways

### 3. In our fundraising: Fundraising supports healthy eating by selling non-food or healthy foods

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