

BEING ACTIVE AT CHILD CARE

from the ACTIVE ME, HEALTHY ME series

PRE-TEST

Directions: Select true (T) or false (F) for each of the following statements.

- | | | |
|--|---|---|
| 1. Childhood obesity is declining in the United States. | T | F |
| 2. Floor time for an infant is important for developing healthy activity habits later on in life. | T | F |
| 3. Variety is one of the corner stones of good nutrition for children. | T | F |
| 4. When it is raining outside it is acceptable for children to watch videos because it is difficult to arrange safe space for indoor activities. | T | F |
| 5. Child care providers can help children adopt a physically active lifestyle early in life, which will help to ensure later participation in physical activity. | T | F |
| 6. Involving children in food preparation is dangerous and should always be avoided. | T | F |
| 7. Children should have a variety of activities that develop large and fine motor skills available through out their day. | T | F |
| 8. It is important for child care providers to organize and participate in outside play activities with children. | T | F |
| 9. It is more beneficial for children to engage in fine motor skill activities such as drawing, working on puzzles, and building blocks, than watching TV. | T | F |
| 10. It is not the job of child care providers to inform parents about the health benefits of daily activity for children. | T | F |

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POST-TEST

Directions: Choose T (true) or F (false).

- | | | |
|---|---|---|
| 1. Childhood obesity is on the rise in the United States. | T | F |
| 2. The American Pediatrics Association recommends that TV, video, and computer time should be limited to less than two hours a day (regardless of the weather) for children over two. | T | F |
| 3. Involving children in food preparation is dangerous and should always be avoided. | T | F |
| 4. Genetics plays more of a role than lifestyle in the onset of childhood obesity. | T | F |
| 5. If healthy food is served, children should be coerced into eating a little bit of everything. | T | F |

Directions: Select the best word or phrase below to complete each question.

- | | | |
|--|-------|---------------------|
| • family meals | • BMI | • physical activity |
| • flexibility, strength, and endurance | | • chronic disease |

6. Diabetes, hypertension, heart disease, and cancer are all examples of _____, and are associated with overweight, obesity, and lifestyle factors.
7. Childhood obesity is determined clinically by _____, which is a measure of weight, relative to height, and compared to established growth grids for children age 2-18.
8. Children who are part of _____ tend to eat healthier foods and make better food choices.
9. _____ involves moving large muscles and using energy.
10. Movement for at least 30 minutes a day helps minimize risk for chronic disease, contributes to weight management, and develops _____.
11. Short Answer

Directions: On the back of this sheet, or on separate piece of paper, briefly describe how to create an active friendly environment for children that is safe.

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DISCUSSION QUESTIONS AND ANSWERS

1. Childhood obesity and overweight is increasing in the United States.

Over the past 20 years the rate of childhood obesity has more than doubled. An estimated 13-14 % of children age 6-19 are overweight. A recent study showed that since 1973 children weigh 5 pounds more today and more kids are obese. (Nichlas T. American Journal of Epidemiology 2001; 153:969-977.) Obesity in adolescence is associated with increased risk of diabetes and hypertension. Obesity and overweight in adulthood is associated with all chronic diseases, musculosclatal disease and sleep apnea, including diabetes, heart disease, and cancer.

2. Through role modeling and facilitation, parents and caregivers have an important role in helping children develop healthy lifestyle habits and appreciate all kinds of activity.

Parents and caregivers who maintain a healthy attitude toward eating and physical activity pass that attitude onto their children. Passing on healthy activity habits that children adopt as part of a lifestyle can help decrease the risk of developing chronic disease as an adolescent and adult. In general, the more physically active a person is, the longer a person can expect to live.

The rise of overweight children in the US may well be correlated to the increased number of hours they spend watching TV, or playing computer games. Studies show that babies watch close to an hour of TV a day and children watch an average of 27 hours of TV a week, or close to 4 hours a day. The American Academy of Pediatrics, recommends no TV/video watching for toddlers under 2, and limiting TV to less than two hours a day for all other ages. Even though more than half of all children over 6 have a TV in their bedroom, doctors are advising to remove them to the family room. Inactive time should be exceeded by active time for toddlers and preschoolers. Consider quiet activities other than videos, TV, or computer time, that allow children to play alone or with others, i.e., puzzles, drawing, building blocks, dress-up box, board or card games.

3. Floor time for an infant is important for strengthening muscles and supporting cognitive development.

Helping babies be active early in life increases the chances that they will learn to move skillfully. They will maximize their potential for both fine and gross motor skill development as they continue to grow. Encouraging early movement by putting infants on the floor helps them reach for toys and objects, helps strengthen neck and back muscles, and allows them the chance to discover their world. When adults interact with them on the floor they feel safe and motivated to explore their surroundings. Ideas for floor time activities with infants and older babies include: place brightly colored, easy to grasp toys at least the size of a baby's fist in front of infant to encourage reaching and grasping; wave a favorite toy just out of reach to support rolling over; roll squeezable balls gently toward and away from baby to encourage scooting and forward movement.



(Continued)

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DISCUSSION QUESTIONS AND ANSWERS *(continued)*

4. Activities for children should be balanced to help support and develop a wide range of skills: motor, social, and cognitive.

Bouncing, throwing, and chasing balls with toddlers will help to develop hand-eye coordination, as well as strengthen gross motor skills. Climbing, running, and jumping, develops coordination, flexibility, and strengthens a child's self esteem as they achieve new levels of accomplishment. While cutting with scissors, gluing objects together, drawing, and building helps to encourage the development of fine motor skills. Learning to take turns on play equipment, and while playing with blocks and small manipulatives, helps to encourage both fine and gross motor skills while teaching social skills as well. Through out the day, a variety of structured activities (team play, outdoor games, Simon-Says, dancing, and activities utilizing gross motor skills) and unstructured activities, (playground play, building with various objects, working with puzzles, arts and crafts, and activities utilizing fine motor skills) provide opportunities for a wide range of skill support and development.

5. Eating with the children and serving meals family style encourages children to make their own food choices and helps them to stay in touch with their internal cues for hunger and satiety (fullness).

There are many long-term benefits to eating together as a family either in the home or in the child care setting. When adults are present at the table they are able to teach children how to eat safely and avoid choking in practical ways by showing them how to take small bites, chew food before talking, and stay seated while eating. Many studies in child care centers and in the home show that children eat what adults eat. Adults can be role models to healthy eating by taking appropriate serving sizes, eating a variety of foods on the table, and encouraging children to try new foods through discussion and explanation.

Other studies suggest that children's food intake improves when they are allowed to serve themselves and take how much, and which foods, they want without interference from adults. Adults should be a participating presence during meal time, but should abide by the division of responsibility and let children decide what and how much food they take from a table full of healthy choices. When food is passed around the table, from person to person, children can best regulate their own food intake; hence, learn how much they want to eat depending on how hungry they are. Hunger is the best sauce for good eating. Feeling satisfied and full (satiety) is the best way to stop eating. Staying in touch with these important internal cues may help to maintain healthy eating patterns and contribute to sustaining a healthy weight for a lifetime.

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IN THE KITCHEN WITH KIDS (Children Can Help, Learn, and Grow)

Young children learn by doing. Play and activities can involve all the senses. Involving children in food preparation encourages cooperation among children and results in a feeling of accomplishment. Using food in projects and activities sparks interest in a new food and gives opportunities for extending learning into the kitchen and dining areas. Food experiences allow other ways for adults to role model and help children establish and strengthen healthy lifestyle habits.

Whether a child is helping with a recipe or creating food art, some safety guidelines are important to follow when children handle food for consumption.

Safety in the Kitchen

Food Safety:

- Wash hands with soap and warm water before and after preparing and working with food.
- Do not leave cold or hot foods at room temperature for more than one hour.
- Practice "Take the one you touch" when children handle any food items.
- Provide child size utensils and mixing bowls.
- Work in clear, clean areas. (Use 1/4 teaspoon of bleach to 1 quart of water to sanitize food prep surfaces prior to use.)

Physical Safety:

- Adults should always be present when food is being prepared.
- Children should be seated when working, and walk in and out of the food prep area.
- Use a cutting board to chop foods.
- Adults should closely supervise knife use and operate all appliances.
- Appliances should be unplugged when not in use.
- Clean up spills immediately. Have paper towels close at hand.
- Use a pot holder when handling hot foods.
- Model for children safe kitchen habits, i.e., holding hot pads, proper knife use, wiping up spills, avoid hand to mouth contact.
- Organize the area used for food preparation and activities, and the foods for preparation prior to children entering the food area.
- Provide adequate work space for each child.
- Provide only age appropriate foods.

Never serve the following foods to children:

- Unpasteurized milk, dairy products, or fruit juice.
- Raw or undercooked meat, poultry, fish, eggs.

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SNACKS CHILDREN CAN HELP PREPARE

Flour Tortilla Roll-up (Wagon Wheels)

Spread whipped cream cheese on a whole wheat flour tortilla.

Add filling: grated cheese, lettuce or basil leaves, and sliced tomato, slices of red pepper.

Roll the tortilla up and slice into 1" pieces. Arrange in a circle on a plate.

Refrigerate until ready to serve.

Vegetable Chips and Dip

Green and yellow zucchini, cucumber, jicama chips.

Slice vegetables at a diagonal about 1/4" thick so they can be used as crackers.

Arrange on a platter.

Serve with Ranch or buttermilk dressing for dipping. (Instead of bottled dressing, buy the envelopes and add low-fat buttermilk and yogurt instead of mayonnaise.) Refrigerate until ready to serve.



Ants on a Log

Cut cleaned celery stalks into thirds.

Spread cream cheese into each piece.

Add raisins or dried cranberries to make the ants.

Arrange on a plate.



Trees in a Blanket

From refrigerator ready-made crescent rolls, roll each section out onto a cutting board.

Wash broccoli flowerets and cut into small pieces.

Grate cheddar cheese and mix with the broccoli pieces.

Add a tablespoon of cheese and broccoli to each rolled out crescent roll.

Roll them up and place on a cookie sheet. Follow directions for baking rolls.

Refrigerate until ready to serve. Reheat until warm if possible.

Fruit Kabobs

Prepare a yogurt dressing by stirring cinnamon and nutmeg into vanilla yogurt.

Wash and cut up an assortment of fruit, such as melon, watermelon (make melon balls!) mangoes, and nectarines.

Arrange on a large platter with grapes, berries, and pineapple chunks

Supply a package of thin or medium thick straws.

When ready to serve give each child a straw and a paper plate. Encourage each child to select the fruit they want to skewer onto the straws using a tong or fork to pick up the fruit. Serve with the yogurt dressing.

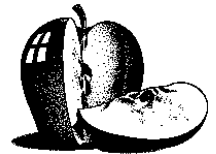


Moose Lips

Cut washed, red apples into thin slices and soak in orange juice for 5-10 minutes.

Spread 1/2 of the slices with peanut butter and arrange on a platter.

Top each with a few small marshmallows, then top with another apple slice. Refrigerate until ready to serve.



Bagel Face Sandwiches

Use mini bagels that have been halved. Spread each halve with cream cheese

Place assorted vegetables and fruits (shredded lettuce, thinly sliced red peppers, sliced strawberries, sliced carrots, halved cherry tomatoes, slivered cucumbers) on plates. Let children create a face on top of the cream cheese from the assorted fruits and vegetables.



Fishing For Goldfish

Use mini pretzel sticks as the fishing rod. Place several teaspoons of cream cheese on individual plates with goldfish crackers. Children dip the pretzel into the cream cheese and then try to "catch" the goldfish.

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RESOURCES (BOOKS, CURRICULUM, WEB SITES)

Children's books that encourage active exploration:

The Little Red Hen, Paul Galadone, Clarion, 1973.

The Carrot Seed, Ruth Kraus, Harper Colins, 1989.

Eric Plants a Garden, Jean Hudlow, Albert Whitman&co.1971.

Wombat Stew, Marcia Vaugn, Silver Burdett, 1986.

Stone Soup, Ann McGovern, Scholastic Inc., 1986.

The Berenstain Bears and Too Much Junk Food, Stan and Jan Berenstain, Random House, 1985.

Cookbooks:

• *Pretend Soup and Other Recipes: A Cookbook for Preschoolers and Up*, Mollie Katzen, Ann Henderson, Tricycle Press / April 1994.

• *Connecticut Cooks for Kids (A Collection of Recipes from Childcare Providers Throughout Connecticut)* Ellen Shanley, Colleen Thompson, Susan Fiore, Karen Ritchie (Illustrator), Library Binding, University of Connecticut, Nutrition Education & Training Pr., October 1996.

Food Activity/Nutrition Education Curriculum

• *Do Carrots Help You See Better? A Guide to Food and Nutrition in Early Childhood Programs*, Julie Appleton, Nadine McCrea, Carla Patterson.

Helps children learn about food through play, stories, and games. Gives child care providers background information about the relationship between child development & growth and food & nutrition. Includes excellent parent handouts.

• *Nutrition Activities for Preschoolers*, Debbie Cryer, Adele Richardson Ray, Thelma Harms, Dale Seymour Publications, Parskppany, New Jersey, 1996. Includes reproducible handouts for training and parents.

• *Alphabet Snacks*, Elizabeth McKinnon, Totline Books, 2002. Twenty-five ideas for snacks, presented in alphabetical order intended to help children explore the letter sounds of foods they prepare and eat.

Childrens' Nutrition, Feeding, and Physical Activity On-line Resources

Guidelines for Safe Environments

Feeding Young Children in Group Settings

• <http://www.aee.uidaho.edu/feeding>

A great site for parent/child care provider staff, teachers. Excellent ideas, activities, and guidelines for trainings. Can also find numerous on-line resources and books. Sample of Resources from Feeding Young Children In Group Settings:

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RESOURCES (BOOKS, CURRICULUM, WEB SITES) *(continued)*

Infant Nutrition

Special issues in feeding infants, i.e., allergies, intolerances etc.

- <http://www.aap.org/policy/>

Month by month feeding plan for baby's first year

- <http://www.healthtouch.com/bin/EContent>

National Network for Child Care, Adult Diets Don't Work for Babies

- <http://www.nncc.org/Nutrition/adult.diet.html>

Starting Solids

- <http://ificinfo.health.org/brochure/startsol.htm>

Toddler Nutrition

ADA Feeding Infants and Toddlers Under Two Years

- <http://www.eatright.org/nfs/nfs58.html>

Experts: Nutritionist: Babies and toddlers: Moving to Foods/Juice

- <http://www.parentsplace.com/exp/nutritionist/foodjuice/>

Preschool Nutrition

ABC's of Feeding Preschoolers

- <http://www.ext.vt.edu/pubs/preschoolnutr/348-009/348-009.html>

Nutrition For The Preschool Child

- <http://www.nncc.org/Nutrition/nutrition.pres.html>

ADA Tip of the Day: Preschoolers Vs. Mom Who Knows Best?

- <http://www.eatright.org/erm/erm111798.html>

Feeding Guidelines for Children

Click on "Parent Information", Click on "The Feeding Relationship"

- http://www.zerotothree.org/parent.html?load=parent_intro.html

Promoting Pleasant Meals and Snacks

- <http://www.foodsafety.ufl.edu/consumer/sd/sd025.htm>

Experts: Nutritionist: Feeding Guidelines

- <http://www.parentsplace.com>

National Network for Child Care, Good Times at Mealtime

- <http://www.nncc.org/Series/good.time.meal.html>

USDA/ARS Children's Nutrition Research Center at Baylor College of Medicine, Great site addressing many issues in children's nutrition and health, including childhood obesity and determining BMI

- <http://www.bcm.tmc.edu/cnrc/factsanswers.html>

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RESOURCES (BOOKS, CURRICULUM, WEB SITES) *(continued)*

Fruits and Vegetables

Dole 5 A Day - Nutrition Education for Kids, Teachers, and Parents

- <http://www.dole5aday.com/>

Fruits and Vegetables: Eating Your Way to 5 A Day

- http://www.pueblo.gsa.gov/cic_text/food/eating5-aday

Healthy Habits

USDA/ARS Children's Nutrition Research Center at Baylor College of Medicine, Eat right establishing good nutritional habits

- <http://www.bcm.tmc.edu/cnrc/eatright.htm>

Helping Children Eat Right- Questions and Answers

- <http://ificinfo.health.org/insight/helping.htm>

National Network for Child Care, Family Nutrition Guide To Promote Healthy Habits and Promoting Good Food Habits

- <http://www.nncc.org/Nutrition/fam.nutr.gd.html>

Welcome to TV Turnoff Network

- www.tvturnoff.org

Recipes

Family: Cooking/Recipes

- <http://www.parentsplace.com/family/recipes/>

NNCC Recipes for Kids

- <http://www.nncc.org/Nutrition/recipe.kid.html>

Tiny Tummies Good Food for Growing Families Newsletter

- <http://www.TinyTummies.com>

Physical Activity for Kids

Dole 5-A-Day site

- <http://www.dole5aday.com/>

Fun with Food

- <http://www.funwithfood.com/>

Kidshealth

- <http://www.kidshealth.org/kid/>

Nutrition for Kids

- <http://nutritionforkids.com/>

Pearbear Healthy Kids

- <http://www.usapears.com/pbnw-kids.html>

Smart Kids Health Zone

- <http://www.kidfood.org/>

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PHYSICAL ACTIVITIES FOR INFANTS, TODDLERS, AND PRESCHOOLERS

Activities for Infants

Objective: To promote exploration of the environment. Provides opportunities for interaction between infant and caregiver.

Guidelines:

◆ Place infant in safe area for "tummy time." Lay child on stomach on a clean 5-by-7 foot blanket to encourage lifting of head. Place clean, easy to grasp, squeezable toys in front of the infant to encourage reaching and grasping.

◆ Dangle or roll age-appropriate toys gently in front of the child. Softly tell the infant what you are doing and explain what the object is.

◆ Facilitate movement skills, and rolling over, by placing objects close but not within reach of the child as they show abilities to scoot forward.

◆ Alternate objects to encourage exploration of varied shapes, colors, and sizes. Play peek-a-boo and pat-a-cake and alternate floor time with rocking and holding the child.



Activities for Toddlers

Objective: To promote development of movement skills through structured activities and on-going play that will provide building blocks for future, more complex movement.

Guidelines:

◆ Provide at least 30 minutes of structured activity per day which uses large muscles:

◆ Dancing to music promotes body awareness and balance.

◆ Climbing stairs or slide ladders while holding adult's hand develops leg muscles and coordination.

◆ Bouncing, throwing, and chasing balls helps develop hand-eye coordination.

◆ Play "twister" and bridge" type games where the child goes underneath, over, and around the adult while in various positions.

◆ Play "Simon Says" and sing songs that teach about body parts and encourage stretching and jumping.

◆ Try to provide outdoor activities and play time often so children get used to being outside in all kinds of weather.

◆ Engage in unstructured physical activity through play, and other movement, to develop fine motor skills and avoid sedentary time for more than one hour except when sleeping.

◆ Provide interactive board books, building blocks, and large pieced puzzles. Read in between activities.

◆ Engage children in painting large pictures outside or on the floor, which use the entire arm in addition to hands.

◆ Allow children to help with food preparation either in the kitchen or in sanitized play areas. Help children skewer fruit onto straws, mix and stir, and make simple shapes out of dough. *(Continued)*

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PHYSICAL ACTIVITIES FOR INFANTS, TODDLERS, AND PRESCHOOLERS *(continued)*

Activities for Preschoolers

Objectives: To practice movement skills in a variety of activities and settings. Provide positive reinforcement to help ensure that children develop gross and fine motor skills before entering school.

Guidelines:

- ◆ Provide 30-60 minutes of structured physical activity that reinforces the use of large and fine motor skills.
- ◆ Climbing on play equipment, mounds of dirt or sand, or grassy hills and running as part of a game provides vigorous activity and supports endurance.
- ◆ Walking on a straight line or a wide sidewalk curb with an adult promotes balance.
- ◆ Hopping on one foot, and then two feet, and then one foot again supports balance and strengthens leg muscles.
- ◆ Lay out objects to create a maze, or suggest running around a series of trees mastering turns and large muscle coordination.
- ◆ Avoid competitive games that can leave preschoolers frustrated and later block their interest in sports. Preschoolers lack the social and cognitive development for organized team sports.
- ◆ Provide opportunities for quiet play and unstructured activities so no more than 60 minutes a day is sedentary time (in front of a video or TV).
- ◆ Age-appropriate puzzles, books, building blocks and other small manipulatives should be within the child's reach. Encourage children to clean up after using toys by making clean-up a game or by singing a song.
- ◆ Set aside large in-door play and arts and craft areas, which allow children to spread out and contributes to their exploration.
- ◆ Drawing, cutting, pasting, and copying activities, as well as, board and card games, facilitate fine motor skill development and contribute to problem solving.
- ◆ Help children learn how to serve themselves during meals and snacks to further develop eye-hand coordination, enhance communication skills, and instill a sense of autonomy.
- ◆ Allow children in the kitchen (under supervision) to help measure ingredients; wash and cut fruits and vegetables; stir, mix, and ladle batter into muffin tins; grate cheese, layer lasagna, and flatten pizza dough.
- ◆ Help children make a garden from start to finish: dig the ground, fill with compost, plan the garden, buy seeds, plant seeds, water daily, thin, weed and pick the vegetables. Make a garden pizza or salad with garden ingredients.



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FEEDING YOUNG CHILDREN IN GROUP SETTINGS

The Division of Responsibility in Feeding Young Children

When children decide what and how much food they eat, they stay in touch with their internal regulators. When children eat according to their own cues, they eat when they are hungry and stop when they are full, and hence, tend to eat just the right amount of food they need for healthy growth and development.

Parents and Caregivers are Responsible For:

What Foods are offered

- Choose and serve healthy foods most often.
- Provide balance and variety during meals and snacks.

When the Food is Offered

- Offer a variety of snacks in between meals so children eat not more than every 2 hours and not less than every 3 ½ hours.
- Avoid allowing children to graze all day.

Where the Food is Offered

- Provide an eating space where children can comfortably sit while eating.

Children are Responsible for:

What Foods They Eat

- When introducing a new food, serve at least one other well excepted food.
- Avoid pitting foods against each other.

How Much They Eat

- Encourage children to eat by sitting and eating with them.
- Role model serving sizes, table manners, and etiquette.
- Consider family style dining where children pass the food around the table.

Whether They Eat at All

- Establish an eating schedule and stick to it.
- Remind children food will be offered again at the next snack or meal time.
- Never force, and avoid bribing a child to eat.

Considerations When Serving Family-Style:

Family style means passing food around the table and puts the responsibility of feeding children into practice.

■ Establish a Mealtime Routine:

Wash hands, children help set the table, minimize waiting once children are seated, provide child sized utensils and serving dishes, each child has enough space to eat.

■ Sit down and Eat with the Children:

Supervise serving, and role model a child sized serving size, assure children more food is available, teach "take what you think you will eat," practice "take the one you touch," talk with children while eating.