

Promoting Healthy Habits Right from the Start



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Welcome

As a child care provider, you play an important role in preventing early childhood obesity. More than 24 percent of children ages 2-5 in the United States are already overweight or obese, which increases their chance of developing Type 2 diabetes, high blood pressure, and symptoms of early heart disease. However, preschoolers who eat a variety of healthy foods and play actively several times every day are less likely to be overweight or obese. The Institute of Medicine (IOM) report, *Early Childhood Obesity Prevention Policies*, recommends that child care centers: 1) promote breastfeeding, 2) provide healthy meals and snacks that meet the Dietary Guidelines, 3) serve meals family-style to be responsive to children's hunger and fullness cues, and 4) teach children about healthy eating and physical activity. This workshop will focus on these "best practices" for promoting healthy eating and physical activity and will show how child care providers can easily implement these practices in their child care centers.



Promoting Healthy Habits Right from the Start

Agenda

Introduction

Creative Menu Planning with Child Appeal

10 Steps to Breastfeeding-friendly Child Care Centers

Teaching Preschoolers About Healthy Habits

Evaluation

Promoting Healthy Habits Right from the Start

Table of Contents

Pages



Introduction	5
Promoting Healthy Habits Right From the Start.....	6
Healthy, Hunger-Free Kids Act of 2010.....	7

Creative Menu Planning with Child Appeal..... 11

Child Care Food Program Meal Pattern for Children.....	12
Additional Food Component Requirements.....	14
Sweet vs. Non-Sweet Creditable Grain/Bread Foods.....	15
Menu Planning Worksheet for Children.....	16
Menu Review Checklist.....	17
Choosing Healthy Options: Vegetables, Fruits, Whole Grains, and Lean Proteins	19
ABCs of Creative Menu Planning.....	21
Introducing New Foods to Young Children in the Child Care Setting.....	23
Understanding a Child’s View of Mealtime.....	25
Happy Times with Family Style Meals.....	27
Mealtime Conversation Starters for Preschoolers.....	30
Happy Mealtimes Self-Check.....	31
NFSMI Menus for Child Care.....	32



10 Steps to Breastfeeding-friendly Child Care Centers..... 58

Promoting Healthy Habits: Breastfeeding.....	59
Ten Steps to Breastfeeding-friendly Child Care Centers Resource Kit.....	60
Infant Feeding Checklist Quiz.....	65
Sample Child Care Center Breastfeeding Policy.....	68
Is Your Center Breastfeeding Friendly?.....	69



Teaching Preschoolers About Healthy Habits..... 71

Healthy Lifestyle for Kids.....	72
Yoga for Preschoolers.....	73
Guidelines for Children’s Play and Activity.....	75
15 Simple Ways to Get Moving.....	78
Nutrition and Physical Activity Self-Assessment for Child Care.....	79
NAP SACC Self-Assessment Instruction Sheet.....	85
Farm to Table.....	87
Four Seasons of Freshness.....	88
Gardening for Child Care Providers.....	89
Seeds to Veggies.....	91
How Does Your Garden Grow?.....	94
Using Bridging Activities to Make Mealtimes Special.....	98
Kids in the Kitchen: A Recipe for Learning.....	100



Introduction



Promoting Healthy Habits Right from the Start

DIRECTIONS: Fill in the blanks for each sentence using one of the phrases below.

age-appropriate physical activity

breastfeeding

childhood obesity

Dietary Guidelines for Americans

electronic media

healthy food choices

healthy weight

more than 24 percent

move and have fun

over 12 million

1. _____ children under the age of 6 are in child care on a regular basis, many for long hours, including during mealtimes.
2. _____ of children ages 2-5 already overweight or obese.
3. The best way to have a _____ is to develop healthy habits from the beginning by providing _____ and the opportunity to _____.
4. Promoting _____ can help prevent _____.
5. The Healthy, Hunger-Free Kids Act of 2010 (HHFKA) requires reimbursable meals provided under the CCFP to meet the most recent _____.
6. The HHFKA also encourages participating child care providers to provide children with daily opportunities for _____ and limit children's use of _____.

Healthy, Hunger-Free Kids Act of 2010

The *Healthy, Hunger-Free Kids Act of 2010* is designed to provide all children with healthy food in child nutrition programs. Funding was authorized for federal child nutrition programs to increase access to healthy food for the nation's children. The goals for the *Healthy, Hunger-Free Act of 2010* are to provide children with healthier and more nutritious food options, educate children about making healthy food choices, and teach children healthy habits that can last a lifetime.

Child and Adult Care Food Program

The *Healthy, Hunger-Free Kids Act of 2010* includes several provisions for the Child and Adult Care Food Program (CACFP). The law focuses on improving the nutritional value of the foods served through the CACFP. It features provisions promoting health and wellness in child care, reducing paperwork, streamlining program requirements, and increasing access to afterschool meals.

Some highlights of health and wellness provisions for the CACFP include making water available, serving low-fat milk, updating the CACFP Meal Pattern and nutrition standards, and incorporating more physical activity. Under the proposed regulations, drinking water must be made available and easily accessible to children throughout the day. The act calls for serving low-fat (1%) or fat-free (skim) milk to children over two years old and allows for nutritionally equivalent milk substitutions for non-disabled children. The

non-dairy beverages must meet nutritional standards for fortification of calcium, protein, vitamin A, vitamin D, and other nutrients found in cow's milk. The CACFP Meal Pattern requirements and nutritional standards will be updated under this act to increase whole grains, fruits and vegetables, dairy, and lean protein foods. The act highlights increasing opportunities for adequate physical activity throughout the day.



Check out this website for other provisions.
http://www.fns.usda.gov/cnd/governance/legislation/CNR_2010.htm

Tips and Strategies for Implementation:

Water Provision



- Purchase books about water and place in the library or dramatic play section of the classroom. For example: *Water* by Frank Asch and *The Water's Journey* by Eleonore Schmid.
- Talk about water in morning circle time. Let the children know that drinking water is available. Be prepared; children will request water more frequently when first introduced.
- Place cups beside the water fountain or the sink for easy accessibility.
- When children request water, distribute straws. Children often have fun when using straws.
- Teach children about the water cycle. For example:
 - Rain or snow occurs when there is lots of water in the air and the clouds become heavy. Rain, snow, sleet, or hail comes down to fill lakes, rivers, and oceans.
 - Some water is soaked up by the ground and stored until it is needed.
 - The sun comes out and heats the water. This turns the water to vapor in the air. Plants also add water to the air.
 - When vapor in the air gets cold, it turns back into liquid to form clouds. When the clouds get heavy, the cycle starts all over again.



January 2012, continued



Milk Provision

- Purchase books about milk and place in different sections of the classroom. For example: *From Cow to Carton* by Aliki and *The Milk Makers* by Gail Gibbons.
- Serve 1% milk ice cold to children above the age of 2.
- Allow children to serve themselves. Provide child-size pitchers and plastic cups.
- Create a milk theme board. Ask children different questions pertaining to milk and post on the theme board. Take pictures of children drinking milk and display on the theme board.
- Be a role model for children and drink milk with them.
- When introducing 1% milk, serve it with well-liked foods when possible.
- Serve milk in special cups and allow children to choose their special cup.



Physical Activity

- Incorporate physical activity in the daily schedule.
- Include music and dance.
- Purchase books about physical activity and place in different sections of the classroom. For example: *Are You Ready to Play Outside* by Mo Willems.
- Sign up for Let's Move! Child Care. Website: <http://healthykidshealthyfuture.org/welcome.html>.
- Be a role model for children by participating in physical activities with the children.
- Offer one-on-one assistance, and learn how children approach and respond to physical challenges. Movement and exercise have many benefits for adults too!
- Use rhymes, chants, songs, and marches to help children learn rhythm during movement.
- With the children's help, set up an obstacle course with chairs, cones, balls, and other items. Guide children on how to move through each part of the course so children can gain an understanding of directions in space such as over, under, around, and through.
- Involve all of the children. Play games in which everyone is actively involved instead of activities where children have to take turns at participating.
- For days where outside play is not an option, provide room indoors for music and movement activities. Put mats on the floor for tumbling, yoga, and movement. Play cooperative games using hula hoops, streamers, parachutes, and beach balls.

Sources

- National Food Service Management Institute. (2009). *Creating an Active, Healthy Play Environment*. CARE Connection: Music, Movement and Play Connection. Retrieved from <http://www.nfsmi.org/documentlibraryfiles/PDF/20090827041303.pdf>.
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- United States Department of Agriculture. (2010, December). Healthy, hunger-free kids act of 2010. Retrieved from http://www.fns.usda.gov/cnd/Governance/Legislation/CNR_2010.htm.

Nutrition Highlights

National Message – USDA 2010 Dietary Guidelines Communications Message Calendar

January through April's theme is "Balancing Calories" and the selected key message is "Enjoy your food, but eat less". To obtain more information, follow the link at <http://www.cnpp.usda.gov/Publications/MyPlate/CommunicationsMessageCalendar.pdf>.

Training

NFSMI will host two free trainings – *Happy Mealtimes for Healthy Kids and Serving Safe Food in Child Care* on February 24, 2012. *Happy Mealtimes for Healthy Kids* was designed to teach child care staff best practices in feeding children. *Serving Safe Food in Child Care* is a comprehensive training designed to teach effective food safety techniques in child care. To register follow the link at <http://www.nfsmi.org/Events.aspx?id=114>.

National Conference

National Anti-Hunger Policy Conference and National CACFP Leadership Conference will be held February 26-28, 2012. The conference will be hosted at the Capital Hilton in Washington, DC. The conference brings a very diverse group of professionals together for three days of training, networking, and advocacy to end poverty in America. The conference also focuses on strengthening the quality and reach of federal nutrition programs. To register follow the link at <http://www.antihungerpolicyconference.org/registration>.



January 2012, continued

Creative Menu Planning

With Child Appeal



Child Care Food Program Meal Pattern for Children

A significant goal of the Child Care Food Program (CCFP) is to safely serve nutritious meals and snacks that meet program meal pattern requirements and are appetizing to children. To help achieve this goal, there are several policies regarding meals that child care providers must meet when participating in the CCFP.

Child care providers must ensure that each meal served to children contains, at a minimum, each of the food components in the amounts indicated for the appropriate age group as stated in the CCFP Meal Pattern for Children.

Child Meal Pattern Food Components:		Age Group and Serving Size:		
		1 and 2 year olds:	3 – 5 year olds:	6 – 12 ¹ year olds:
Breakfast (3 components)	Milk¹¹ Fluid milk	1/2 cup	3/4 cup	1 cup
	Vegetables and Fruits¹⁰ Vegetable(s) and/or fruit(s) or Full-strength vegetable or fruit juice ²	1/4 cup 1/4 cup	1/2 cup 1/2 cup	1/2 cup 1/2 cup
	Grains/Breads^{3, 10} Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal ⁴ or Cooked cereal grains or Cooked pasta or noodle products	1/2 slice 1/2 serving 1/4 cup or 1/3 oz. 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup or 1/2 oz. 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup or 1 oz. 1/2 cup 1/2 cup
Lunch/Supper (4 components – 5 items)	Milk¹¹ Fluid milk	1/2 cup	3/4 cup	1 cup
	Vegetables and Fruits^{8, 10} Vegetable(s) and/or fruit(s), 2 or more	1/4 cup total	1/2 cup total	3/4 cup total
	Grains/Breads^{3, 10} Bread or Cornbread, biscuits, rolls, muffins, etc. or Cooked pasta or noodle products or Cooked cereal grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/4 cup 1/4 cup	1 slice 1 serving 1/2 cup 1/2 cup
	Meat and Meat Alternates¹⁰ Lean meat or poultry or fish ⁵ or Alternate protein products ⁶ or cheese or Egg (large) or Cooked dry beans or peas or Peanut butter or soynut butter or other nut/seed butters or Peanuts or soynuts or tree nuts or seeds ⁹ or Yogurt, plain or flavored, unsweetened or sweetened	1 oz. 1 oz. 1 oz. 1/2 egg 1/4 cup 2 Tbsp. 1/2 oz. = 50% 4 oz. or 1/2 cup	1 1/2 oz. 1 1/2 oz. 1 1/2 oz. 3/4 egg 3/8 cup 3 Tbsp. 3/4 oz. = 50% 6 oz. or 3/4 cup	2 oz. 2 oz. 2 oz. 1 egg 1/2 cup 4 Tbsp. 1 oz. = 50% 8 oz. or 1 cup

Note: Milk must be served with each breakfast, lunch and supper meal. Between a child's first and second birthday, serving whole milk is strongly recommended. After the child's second birthday, it is required that lowfat or fat-free milk be served. To encourage adequate calcium intake, lowfat flavored milk can be served.

Conversions:

1/2 cup = 4 fl. oz.
3/4 cup = 6 fl. oz.
1 cup = 8 fl. oz.

1 pint = 2 cups
1 quart = 2 pints = 4 cups
1 gallon = 4 quarts = 16 cups

CCFP Meal Pattern for Children *(continued)*

Child Meal Pattern Food Components:		Age Group and Serving Size:		
		1 and 2 year olds:	3 – 5 year olds:	6 – 12 ¹ year olds:
Snack⁷ (Select 2 different components)	Milk¹¹			
	Fluid milk	1/2 cup	1/2 cup	1 cup
	Vegetables and Fruits¹⁰			
	Vegetable(s) and/or fruit(s) or Full-strength vegetable or fruit juice ²	1/2 cup 1/2 cup	1/2 cup 1/2 cup	3/4 cup 3/4 cup
	Grains/Breads^{3, 10}			
Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal ⁴ or Cooked cereal grains or Cooked pasta or noodle products	1/2 slice 1/2 serving 1/4 cup or 1/3 oz. 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup or 1/2 oz. 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup or 1 oz. 1/2 cup 1/2 cup	
	Meat and Meat Alternates¹⁰			
Lean meat or poultry or fish ⁵ or Alternate protein products ⁶ or cheese or Egg (large) or Cooked dry beans or peas or Peanut butter or soynut butter or other nut or seed butters or Peanuts or soynuts or tree nuts or seeds or Yogurt, plain or flavored, unsweetened or sweetened	1/2 oz. 1/2 oz. 1/2 oz. 1/2 egg 1/8 cup 1 Tbsp. 1/2 oz. 2 oz. or 1/4 cup	1/2 oz. 1/2 oz. 1/2 oz. 1/2 egg 1/8 cup 1 Tbsp. 1/2 oz. 2 oz. or 1/4 cup	1 oz. 1 oz. 1 oz. 1/2 egg 1/4 cup 2 Tbsp. 1 oz. 4 oz. or 1/2 cup	

1. Children age 12 and up may be served larger portion sizes based on the greater food needs of older boys and girls, but must be served the minimum quantities specified for children ages 6-12.
2. Vegetable or fruit juice must be full-strength, pasteurized and 100% juice. Unless orange or grapefruit juice, it must also be fortified with 100% or more of Vitamin C.
3. Bread, pasta or noodle products, and cereal grains, must be whole grain or enriched; cornbread, biscuits, rolls, muffins, etc., must be made with whole grain or enriched meal or flour; cereal must be whole grain or enriched or fortified. Prepackaged grain/bread products must have enriched flour or meal or whole grain as the first ingredient.
4. Cold dry cereal can be measured by volume (cup) or weight (ounces) whichever is less.
5. The serving size for lean meat, poultry or fish is the edible portion as served.
6. Alternate protein products must be equal to at least 80% of the protein quality of milk (casein) determined by the Protein Digestibility Corrected Amino Acid Score (PDCAAS) and must contain at least 18% protein by weight when fully hydrated or formulated.
7. At snack, select at least two different food components. Juice must not be served when milk is served as the only other component.
8. At lunch and supper, serve two or more kinds of vegetables(s) and/or fruit(s) or a combination of both. Full-strength vegetable or fruit juice must not be counted to meet more than one-half of this requirement.
9. At lunch and supper, no more than 50% of the meat/meat alternate requirement can be met with nuts or seeds. Nuts or seeds must be combined with another meat/meat alternate to fulfill the requirement. For purpose of determining combinations, 1 ounce of nuts or seeds is equal to 1 ounce of cooked lean meat, poultry, or fish.
10. Servings can be an equal amount of any combination of this component. Note: Less than 1/8 cup of fruit or vegetables is not creditable.
11. After the child's first birthday and prior to the second birthday, serving whole milk is strongly recommended. After the child's second birthday, it is required that lowfat or fat free milk be served.

Additional Food Component Requirements

Child care providers must ensure quality meals are served to children and that nutrition education is encouraged. When planning menus the following requirements must be met:

Fluid Milk:

- After the child's first birthday and prior to the second birthday, serving whole milk is strongly recommended.
- After the child's second birthday, lowfat (1%) or fat-free milk must be served.

Vegetable or fruit or juice:

- Vegetable or fruit juice must be full-strength, pasteurized, and 100% juice. Unless orange or grapefruit juice, it must also be fortified with 100% or more of Vitamin C.
- Fruit juice must not be served more than once a day.
- Fresh, frozen, or canned vegetables and/or fruits must be served at least twice a week on the breakfast menu and twice a week on the snack menu.
Please note: For those centers that claim two snacks and one meal, instead of two meals and one snack, fresh, frozen, or canned vegetables and/or fruits must be served at least twice a week *at each* snack time.
- Good vitamin A sources must be served a minimum of twice a week and must come from vegetables and fruits.
- Good vitamin C sources must be served daily and must come from vegetables and fruits or fruit juice.
- Less than 1/8 cup of vegetables and fruits may not be counted to meet the vegetable/fruit component.

Grains/breads:

- Grain/bread food must be whole grain, enriched, or made from whole grain or enriched meal or flour. Bran and germ are counted as enriched or whole-grain meals or flours. Cornmeal, corn flour, and corn grits must be designated as whole or enriched to be creditable.
- Only ready-to-eat breakfast cereals containing 10 grams of sugar or less per serving as stated on the Nutrition Facts label are allowed. Cereals with more than 10 grams of sugar per serving cannot be served as sweet grain/bread foods.
- Sweet grain/bread foods must be whole grain or made with enriched flour or meal and may be credited as a bread serving at breakfast and snack only. Prepackaged grain/bread products must have enriched flour or meal or whole grains as the first ingredient listed on the package.
- No more than two sweet grain/bread breakfast items and no more than two sweet grain/bread snack items may be served per week (not to exceed four sweet items per week). Please note: Regardless of how many different types of snacks you offer (i.e. morning snack, afternoon snack, and evening snack) – your CCFP menu must not contain more than two sweet grain/bread snack items per week.

Meat or meat alternate:

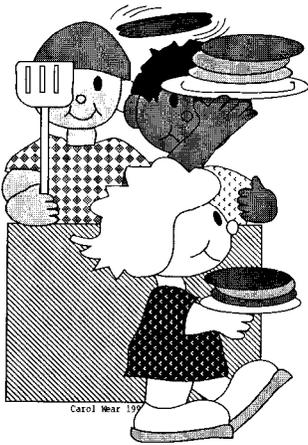
- Commercially processed combination foods (convenience entrees – frozen or canned) must have a CN label or manufacturer's analysis sheet stating the food component contribution to the meal pattern.
- A serving of cooked dry beans or peas may count as a vegetable or as a meat alternate, but not as both components in the same meal.

****Please note that donated foods cannot be used to contribute to the meal pattern requirements****

Sweet vs. Non-Sweet Creditable Grain/Bread Foods

Sweet grain/bread foods must be made with enriched or whole grain flour and may be credited as a bread serving at breakfast and snack only. **Prepackaged grain/bread products must have enriched flour or meal or whole grains as the first ingredient listed on the package.** No more than two sweet breakfast items and no more than two sweet snack items may be served per week (not to exceed four sweet items per week). Some examples of sweet and non-sweet items are listed below:

Sweet Items	Non-Sweet Items
Brownies Cake (all varieties, frosted or unfrosted) Cereal Bars Coffee Cake Cookies (all kinds) Crackers (flavored or sugared graham crackers, iced animal crackers, sweet sandwich crackers) Doughnuts French Toast with powdered sugar and/or syrup Grain Fruit Bars Granola Bars Muffins/ Quick breads Pancakes with syrup Pie Crust (dessert pies, fruit turnovers and meat/meat alternate pies) Sweet Roll Toaster Pastry Waffles with syrup	Bagels Barley Batter type coating Biscuits Breakfast Cereals (cooked) Breads (white, wheat, whole wheat, French, Italian) Bread Sticks (hard and soft) Bread Type Coating Bulgur or Cracked Wheat Buns Chow Mein Noodles Cornbread Croissants Crackers (saltines, savory snack crackers, plain graham or plain animal crackers) Croutons Egg Roll Skins, Won Ton Wrappers English Muffins French Toast (plain) Macaroni (all shapes) Noodles (all varieties) Pancakes (plain) Pasta (all shapes) Pita Bread (white, wheat, whole wheat) Pizza Crust Pretzels Ravioli (noodle only) Rice (enriched white or brown) Rolls (white, wheat, whole wheat, potato) Stuffing (dry) Tortillas (wheat, corn) Tortilla Chips (enriched, whole grain) Taco Shells Waffles (plain)



For age appropriate serving sizes that meet the grain/bread requirement, refer to *A Guide to Crediting Foods*, Exhibit A--Grains/Breads for the Food Based Alternatives on the Child Nutrition Programs.

Please remember that accompaniments to these foods may contain more fat, sugar, or salt than others. This should be a consideration when deciding how often to serve them.

Menu Planning Worksheet for Children

For each day of the week, write down the menus for the meal served.

Name of Child Care Facility: _____ ✓ Menu Planning Age Group(s): _____ 1 & 2 _____ 3 - 5 _____ 6 - 12 _____ Week of _____ 20_____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST	Child meal pattern food components:				
	Milk				
	Vegetable/Fruit/Juice				
LUNCH	Grains/Breads				
	Milk				
	Meat/Meat Alternate				
	Vegetable or Fruit				
	Vegetable or Fruit				
	Grains/Breads				
SNACK	Select 2				
	Milk				
	Meat/Meat Alternate				
	Vegetable/Fruit/Juice				
	Grains/Breads				

Refer to Meal Pattern for Children for serving sizes when planning menus.

MENUS MUST BE POSTED AND MAINTAINED ON FILE!

Menu Review Checklist

Use this checklist to ensure that all Child Care Food Program meal requirements are met.

Breakfast:	Yes	No
<ul style="list-style-type: none"> ▪ 3 components: Fluid Milk, Vegetable or Fruit or Juice, Grains/Breads 		
<ul style="list-style-type: none"> ▪ Fresh, frozen, or canned fruits and vegetables are included at least twice a week. 		
<ul style="list-style-type: none"> ▪ No more than two sweet grain/bread breakfast items appear on the menu per week. 		
Lunch/Supper:	Yes	No
<p>4 components – 5 items: Fluid Milk, Fruit and/or Vegetable (need 2 different vegetables and/or fruits), Grains/Breads, Meat/Meat Alternate</p>		
Snack:	Yes	No
<ul style="list-style-type: none"> ▪ 2 different components: Fluid Milk, Vegetables/Fruits, Grains/Breads, Meat/Meat Alternates <p><i>Note: Juice must not be served when milk is the only other component.</i></p>		
<ul style="list-style-type: none"> ▪ Fresh, frozen, or canned fruits and vegetables are included at least twice a week. <p><i>Note: For those centers that claim two snacks and one meal instead of two meals and one snack, fresh, frozen, or canned vegetables and/or fruits must be served at least twice a week at each snack time.</i></p>		
<ul style="list-style-type: none"> ▪ No more than two sweet grain/bread snack items appear on the menu per week. <p><i>Note: Regardless of how many different types of snacks offered (i.e. morning snack, afternoon snack, and evening snack) – the CCFP menu must not contain more than two sweet grain/bread snack items per week.</i></p>		
General Menu:	Yes	No
<ul style="list-style-type: none"> ▪ Good vitamin A* sources from vegetables and/or fruits are included at least twice a week. 		
<ul style="list-style-type: none"> ▪ Good vitamin C* sources from vegetables or fruits or juice are included at least once a day. 		
<ul style="list-style-type: none"> ▪ Fruit juice does not appear on the menu more than once a day. 		
<ul style="list-style-type: none"> ▪ Only ready-to-eat breakfast cereals containing 10 grams of sugar or less per serving as stated on the Nutrition Facts label have been included on the menu. 		
<ul style="list-style-type: none"> ▪ Commercially processed combination foods must have a CN label or manufacturer’s analysis sheet stating the food component contribution 		

*Please refer to Appendix B, *Building Blocks for Fun and Healthy Meals* or the *CCFP A Guide to Crediting Foods* for good sources of vitamins A and C.

Menu Review Tips

Below are tips to assist in reviewing menus.

Breakfast:

- A meat/meat alternate is *not* required at breakfast.

Lunch/Supper:

- Combination main dish products – if purchased – must have a CN Label or Manufacturer’s Analysis sheet to show food component contribution.
- Combination main dish items – “made from scratch” – should have supporting documentation such as a recipe (preferably standardized) and/or *grocery receipts.

Please note that combination dishes (i.e., products or recipes containing foods from more than one meal component) should only be credited for no more than two meal pattern components to ensure that children do not go hungry when a combination dish is disliked or not eaten.

*Day care home providers are not required to maintain grocery receipts.

Snack:

- Cookies with fruit, nuts or chocolate pieces will need to be served in higher serving sizes to meet the grain/bread requirement. *
- Water does not appear on the menu as one of the two required components.

General Menu:

- Pre-packaged grain/bread products must have enriched flour or meal or whole grains as the first ingredient listed on the package.
- Sweet grain/bread foods may be credited as a bread serving at breakfast and snack only.
- Yogurt is a meat/meat alternate, it is not considered milk.
- A commercial fruit yogurt or fruit smoothie does not count as a fruit component.

* Please refer to Exhibit A, Groups C and E, in *A Guide to Crediting Foods*, for the correct minimum serving sizes.

Choosing Healthy Options: Vegetables, Fruits, Whole Grains, and Lean Proteins

Vary Your Vegetables

Want to add more color, crunch, and flavor to your menus? Offering a wide variety of vegetables provides a quick and easy way to make meals and snacks pop with eye appeal and nutritional benefits.

- **Offer a wide variety of colorful, appealing vegetables every day.**
 - Include servings from each of these groups over a week:
 - ✓ Dark green: like broccoli, spinach, romaine lettuce, and other dark leafy greens
 - ✓ Orange: like acorn and butternut squash, carrots, sweet potatoes, and pumpkin
 - ✓ Starchy: like corn, green peas, green lima beans, and potatoes
 - ✓ Others: like cauliflower, celery, cabbage, tomatoes, and green beans
 - Have taste tests and offer samples to encourage children to try different vegetables.

- **Prepare and serve vegetables for meals and snacks in creative ways.**
 - Serve fresh, raw vegetables with a low-fat dressing or dip as a crunchy snack.
 - Buy canned vegetables labeled “no salt added” or choose lower sodium products. Use herbs or no-salt spice mixes to boost flavor.
 - Use frozen mixed vegetables for easy-to-prepare stir-fries.
 - Add shredded carrots or zucchini into meatloaf or casseroles to boost nutrients.
 - Encourage children to try colorful, tasty seasonal vegetables by offering them in small, easy-to-eat shapes: sliced zucchini and yellow squash sticks, broccoli or cauliflower “trees”, green and red pepper rings.

Jazz Up Your Menu with Fruits

Because fruits are colorful and naturally sweet, they have built-in kid appeal. They give you a quick and easy way to boost the nutritional benefits of meals and snacks.

- **Offer a wide variety of colorful, tempting fruits every day.**
 - Choose good sources of vitamin C every day, such as oranges, grapefruit, cantaloupe, peaches, pears, and pineapple.
 - Select good sources of vitamin A at least twice a week, such as apricots, melons, plums, and mango.
 - Select fruit canned in 100 percent fruit juice or water, rather than syrup.
 - Serve fresh fruits in season to save money.

- **Prepare and serve fruits for meals and snacks in creative ways.**
 - Add canned crushed pineapple or mandarin oranges to salads or coleslaw.
 - Blend frozen fruit like peaches or berries with fat-free or low-fat milk for a fruit smoothie at breakfast or snack.
 - Use applesauce as a fat-free substitute for some of the oil when baking cookies and quick breads.
 - Cut up fruits, like fresh apples and oranges, to make them kid-friendly and easy to eat.
 - Offer baked apples, fruit cobbler, or fruit salad as a dessert treat.

Serve More Whole-Grains

Whole grains contain fiber, vitamins, minerals, and antioxidants that refined, enriched grain products don't have. They contain the entire grain kernel – the bran, germ and endosperm.

- **Know what to look for on the product ingredients list (not the product name) to identify whole grains.**
 - The word “whole” listed before a grain – whole corn, whole oat flour, whole rye flour.
 - The words “berries” and “groats” – oat groats, wheat berries, buckwheat groats.
 - Other whole grain products that do not use the word “whole” in their description are rolled oats, oatmeal, brown rice, brown rice flour, and wild rice.
 - The following are not whole grains: flour, white flour, wheat flour, all-purpose flour, unbleached flour, bromated flour, enriched bromated flour, enriched flour, enriched unbleached flour, instantized flour, self-rising flour, self-rising wheat flour, enriched self-rising flour, bread flour, cake flour, durum flour, grits, corn grits, hominy grits, farina, semolina, degerminated corn meal, enriched rice, rice flour, couscous.
- **Aim to have at least half of the grains you serve be whole grains.**
 - Substitute whole-grain products for refined-grain products. For example, serve 100% whole wheat bread for white bread or brown rice instead of white rice.
 - Introduce whole grains in popular products like pizza crust, breads, rolls, hamburger buns, and pasta.
 - Modify recipes to include more whole grains. For example, replace 1/3 to 1/2 of the flour in your favorite roll recipe with whole wheat flour.
 - Serve whole grain cereals for breakfast.
 - Add whole grains to mixed dishes, such as barley in vegetable soup or bulgur wheat in casseroles.

Lean Toward Low-Fat Proteins

Proteins can come from animals – meat, poultry, seafood, and eggs – as well as from plants – beans, peas, soy, nuts, and seeds. Include a variety each week.

- **Eat a variety of protein foods.**
 - Experiment with main dishes made with beans or peas, eggs, soy, or seafood.
 - Select leaner cuts of meat. Choose cuts with the words “round” and “loin” in the name for the leanest cuts.
 - Try grilling, broiling, roasting, or baking to avoid adding extra fats to meats. Avoid breading meat and poultry too.
 - Make healthy sandwiches from turkey slices, roast beef, canned tuna, or peanut butter, rather than deli meats which are high in fat and sodium.
- **Try serving a meatless meal at least once a week.**
 - Use pre-cooked canned beans to save time and money when preparing casseroles, stews and side dishes.
 - Combine two different types of beans, such as kidney and pinto beans, to make meatless chili more interesting.
 - Warm up winter menus by serving split pea, lentil, minestrone, or white bean soups.
 - Spruce up salads by adding garbanzo beans, red kidney beans, black beans, or a mixture of all three.
 - Puree garbanzo beans to make a great-tasting hummus dip to serve with fresh vegetables or whole wheat crackers for snack.

ABC's of Creative Menu Planning

Principle #1: Strive for balance.

Strive for balance as you select and combine foods for meals that are nourishing, appealing, and taste good.

- **Balance flavors in appealing ways.**

Too many mild flavors may make a meal too bland.

Too many spicy and strong-flavored foods may make a meal unacceptable to children.

- **Balance high-fat foods with ones that have less fat.**

Serve low-fat side dishes to balance high-fat entrees. For example, serve carrot and celery sticks with a grilled cheese sandwich.

Avoid having too many high-fat foods in the same week. For example, don't serve sausage pizza, chicken nuggets, and fish sticks all in the same week.

How would you change the following meal for better balance?

Chicken nuggets, tater tots, peaches, biscuit, and milk

Principle #2: Emphasize variety.

Serving a variety of foods is important because no one food or group of foods can give us everything we need for a healthy diet. Variety can also make menus interesting and appealing.

- **Include a wide variety of foods from day to day.**

Avoid planning the same form of food on consecutive days, such as spaghetti with meatballs on Monday and meat ravioli on Tuesday.

- **Vary the types of main courses you serve.**

For example, serve a casserole one day, a soup the next day, and maybe a main dish salad the day after that.

- **Include different forms of foods and prepare them in a variety of ways.**

If you usually serve a particular vegetable cooked, try serving it raw if it is good that way. Or try using a different recipe or seasoning.

- **Include a small amount of a new or unfamiliar food periodically.**

For example, try adding raw cauliflower or shredded red cabbage to a green salad.

What are some different ways you could serve chicken to emphasize variety?

Principle #3: Add contrast.

Strive for contrast of texture, flavor, and methods of preparation.

- **Think about the texture of foods as well as their taste and appearance.**
For example, serve toasted garlic bread and crunchy carrots sticks with spaghetti. Serve a crisp apple salad with a burrito. Pair a cold broccoli salad with a meatloaf.
- **Plan a pleasing combination of different sizes and shapes of foods.**
Within a meal, present foods with several different shapes, such as cubes, mounds, shredded bits, and strips.

How would you change the following meal for more contrast of texture and shape?

Cubed beef, diced potatoes, mixed vegetables, fruit cocktail, and milk

Principle #4: Think about color.

A good rule of thumb is to use at least two colorful foods in each menu for contrast and visual appeal.

- **Avoid using too many foods of the same color in the same meal.**
A meal with turkey, rice, cauliflower, white bread, pears, and milk would lack color contrast.
- **Remember that vegetables and fruits are great for adding natural color to side dishes as well as entrees.**
A fresh strawberry can liven up diced pears or a slice of tomato brightens up a slice of turkey.
- **Use colorful spices creatively.**
Sprinkle on a dash of cinnamon to peaches or a little paprika on potatoes for added color.
- **Use colorful foods in combination with those that have little or no color.**
For example, serve broccoli spears with whipped potatoes. Add pimento or green pepper to corn. Serve a bright red apple and green lettuce with a hamburger, baked beans, and milk.

What would you change or serve with the following to make it more colorful?

Oven-fried chicken, mashed potatoes and milk

Principle #5: Consider eye appeal.

Your children's first impressions will be how a meal looks. Make sure what you serve looks good as well as tastes good.

- **Think of the total presentation.**
As you plan for color, consider the color of the dishes, plates, or trays to be used as well as the colors of the foods.
- **Plan the way you will place the menu items on the tray or plate.**
Visualize how the food will look when served and decide on the most attractive arrangement.

Introducing New Foods to Young Children in the Child Care Setting

Children are often picky eaters during the preschool years, particularly if the food is a green leafy thing or a green round thing! Accepting and eating a wide variety of foods happens over a period of time. Introducing children to new foods, like vegetables, takes some creative menu planning and meal presentation. Here are some child-friendly tips to help introduce new foods in the child care setting.

Serve it

Take the time to present food, especially new foods, to children in an appealing way. Children are naturally attracted to anything that is fun, colorful, or imaginative, so be creative with food presentation. Everyone is familiar with “ants on a log” made with celery, peanut butter, and raisins, but you could also try a “vegetable car” made with celery for the body and tomatoes for the wheels. Here are some other ideas:

- Cut vegetables into fun shapes and arrange them in the shape of an animal or cartoon character on an open faced sandwich.
- Provide children with an assortment of raw vegetables in different colors and shapes and let them make their own edible artwork.
- Appeal to their imagination by referring to vegetables with catchy names, such as “dinosaur broccoli trees” or “X-ray vision carrots.”



Try fixing vegetables in different ways too. Children may not like plain vegetables, but they may like them prepared a different way. For example, cut firm veggies such as carrots, parsnips, sweet potatoes, or turnips into thin slices and bake them in the oven with a little olive oil. They make a tasty alternative to potato chips. Or cut them into wedges and oven bake them as a healthier alternative to French fries.

Dip it

Low-fat ranch dressing and cheese sauce are always popular choices, but try other dips and sauces as well:

- Spaghetti sauce
- Barbecue sauce
- Peanut butter
- Cream cheese
- Ketchup or mustard
- Gravy

Although some combinations of vegetables and dips might not appeal to adult taste buds, adding a dip may be just the thing to get a child to try a new veggie.

Hide it

One way to assure that picky eaters get enough vegetables in their diet is to sneak vegetables into other foods they already like. Here are some ideas to try:

- Add finely sliced or shredded vegetables to a food children like well, such as rice or mashed potatoes.
- Include chopped vegetables in casseroles, mixed dishes, or sauces. For example, add finely chopped broccoli to meat loaf or lasagna, or add tiny pieces of cauliflower to spaghetti sauce.
- Include veggies in favorite desserts and treats, such as carrot muffins or zucchini brownies.
- Try serving a favorite pizza with a small amount of a new vegetable on it.
- Include shredded vegetables in soups.

Grow it

Children take pride in something they plant, nurture, and harvest themselves, so try growing vegetables in the classroom. You can recycle containers such as yogurt cups or milk jugs as plant pots as long as a drainage hole is punched into the bottom. Let children grow easy plants such as lettuce, radishes, snow peas, cherry tomatoes, or carrots. When the vegetables are ready to harvest, they are sure to eat what they have grown themselves.

If possible, let children help prepare food also. This can be as simple as washing and tearing lettuce for a salad or stirring vegetables into a sauce. It's normal for kids to react with disgust when they see a new food on their plate. But when kids can see and touch the ingredients that go into a meal, they realize they aren't so scary to eat.

Model it

"Monkey see, monkey do." Let children see you enjoying a variety of foods, including vegetables. Children love to imitate adults, so if they see that you like Brussels sprouts, they may decide that they do too! Let them know that you think vegetables are fun to eat and taste great as well.

Keep a low-key attitude when introducing new foods. Young children may only touch or smell a new food the first time they see it, or they may put it in their mouth and then take it out. It may take a few tries before they even take a bite. They will decide in their own time if they like the food or not and are ready to take a second and third bite.

Talking about foods helps too. Make it an adventure to learn about a new vegetable by reading a story book or learning about a new culture. Talk to children about the food's color, shape, aroma, and texture. And let children know that different foods are good for them and help them grow.

Finally, don't expect children to like everything. Everyone has food likes and dislikes. The main thing is to relax and rest assured that most children grow up to be adults who like a variety of foods. Just keep mealtime a fun and interesting experience.

CARE Connection

Happy Mealtimes Grab and Go Lesson

Understanding a Child's View of Mealtime

Understanding a child's eating habits helps a parent or child care provider avoid frustration. Children are not little adults, and they don't eat like adults.

Author Ellyn Satter draws on her expertise in nutrition and psychology to help adults create a positive eating environment for children. Here are several of her tips on feeding children.*

Children naturally want to try new foods when they are offered regularly.

Tip: Present new foods along with well-liked foods to encourage children to try the new foods. Children may need to see a new food offered 6-12 times before they try it.

Children respond well to support and encouragement from adults.

Tip: Children's meals should be served in a pleasant and comfortable setting. Adults should be supportive but not demanding about what children eat.

Children want to feel in control of their eating.

Tip: Allow children to make choices from the variety of healthful foods you offer.

Children may eat different amounts of food from day to day.

Tip: Allow children to decide how much to eat. Some days they will eat more than others. They know when they feel hungry and when they feel full.



Happy Mealtimes Grab and Go Lesson

Understanding a Child's View of Mealtime

Children waste food.

Tip: Too many adults are members of the clean plate club. Children naturally stop eating when they have had enough; respect their decision. Expect some waste of food with children.

Children usually will not eat food they do not want.

Tip: Adults eat food for many different reasons. Children eat food because it tastes good and because of their mood at mealtime.



Children are responsible for deciding which foods and how much they will eat at mealtime.

Tip: A division of responsibility helps to make mealtimes pleasant. Adults are responsible for providing healthful foods in a pleasant atmosphere. Children are responsible for deciding which foods and how much to eat. Adults should avoid commenting about how much a child has eaten, or the foods a child has chosen.

*Source: Satter, Ellyn. (1987). *How to Get Your Kid to Eat ... But Not Too Much*. Palo Alto: Bull Publishing.

CARE Connection

Happy Mealtimes Grab and Go Lesson

Happy Times with Family Style Meals

The Child and Adult Care Food Program (CACFP) supports family style meal service in the child care setting. Serving a meal family style means offering food in serving bowls or dishes. Milk and other beverages are served in containers. The type of container will depend on state health and sanitation requirements. Children are encouraged to serve themselves, or serve themselves with help from an adult. Family style meals are good for both children and child care providers.

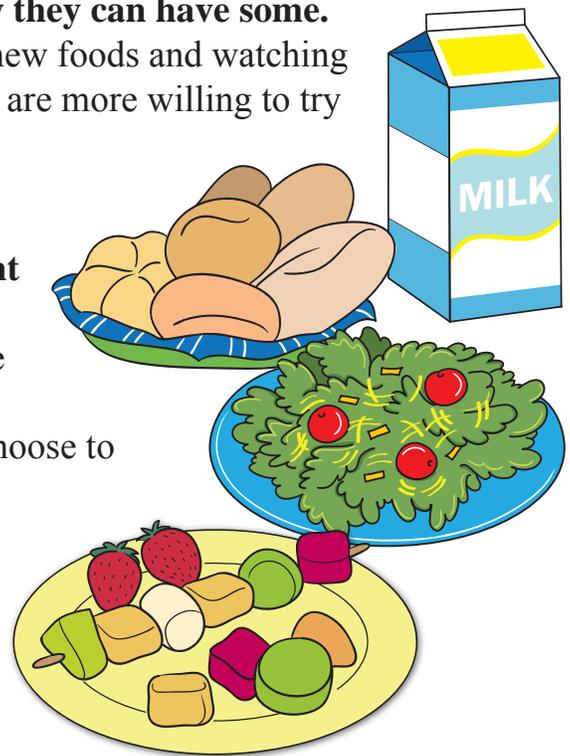
Family style meals are good for children.

Children see food that looks good, and they know they can have some.

Children are often unsure about new foods. Seeing new foods and watching others serve themselves make them interested. They are more willing to try a small serving when they see other children trying new foods.

Children can choose the amount of food they want to have on their plate.

A large portion of food can turn children off because they may feel they have to eat more than they want. When foods are served family style, children may choose to take a small portion of food, knowing that the foods will still be available if they would like a second serving. Children feel more in control to judge their hunger and fullness during the meal, aware that more food is within easy reach.



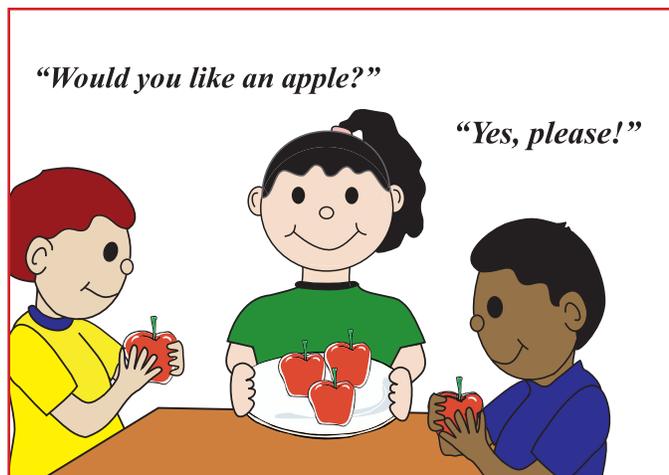
Happy Mealtimes Grab and Go Lesson Happy Times with Family Style Meals

Children practice fine motor skills and social skills during mealtime.

Serving themselves give children time to practice skills like passing, pouring, and scooping foods. Taking turns, sharing, and politely turning down foods are all a part of the table manners children learn by the caregiver's example.

Children do not see one food as more important than another.

Since all foods for the meal are on the table together, children do not see one food as better than another. Food is not used as a reward or punishment since children have all foods available to them throughout the meal.



Family style meals are good for child care providers.

Children enjoy the company of their child care provider.

Since all of the food is on the table before the meal begins, the children and the child care provider can enjoy the meal together.

Children are more relaxed.

Children are relaxed during family style meals because they do not need to decide how much they want to eat before the meal begins. Since there is food on the table throughout the meal, children can judge what they want to eat and how much.

Food and beverages are at the table.

When food and beverages are at the table, the child care provider does not need to leave children when a second serving is requested. Avoiding more trips to the kitchen helps family style meals to be relaxed.

Happy Mealtimes Grab and Go Lesson Happy Times with Family Style Meals

Children practice good table manners and pleasant mealtime conversation.

When the child care provider is able to eat with the children, the provider can model good table manners and guide children's behavior to keep mealtime pleasant.

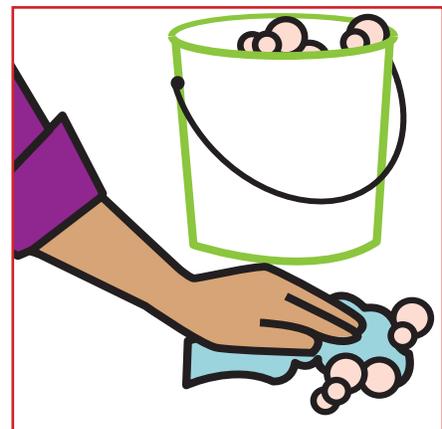
Special Note: When serving family style, all the food components of a reimbursable meal are on the table at the start of the meal service. Enough food is placed on the table to allow for the full CACFP portion size required for each child and adult to be served.

Keep It Clean—Keep It Cozy

Family Style Meals in the Child Care Setting

Family style meal service helps children feel more at home in child care. Here are several tips to help children handle foods safely, keep germs from spreading, and make mealtimes pleasant and safe.

- Clean and disinfect tables before the meal is served.
- Make sure children and adults wash their hands before the meal is served.
- Teach children to choose the piece of food they want by looking at it first.
- Remind children to take what they touch when serving themselves.
- Provide easy-to-use tongs, spoons, and scoops for serving foods.
- Teach children to pass serving bowls and dishes without putting their fingers into the bowls or touching the foods.
- Expect spills. Children are learning and accidents are normal. Keep clean-up cloths or paper towels handy and wipe up spills without a fuss.



Mealtime Conversation Starters for Preschoolers

<p>What foods on the table are crunchy? (or chewy or sweet or spicy)?</p>	<p>What do you like to do best when you are outdoors? Why?</p>
<p>If you could be any animal in the world for a day, which animal would you be? Why?</p>	<p>If you could be any kind of food, what would you be? What would be fun about being that food?</p>
<p>What is one of your favorite colors? Do you see anything that color on the table?</p>	<p>What made you smile (or laugh or giggle or feel happy) today? Why?</p>
<p>Do you like playing outdoors or indoors best? What do you like to play?</p>	<p>What kinds of foods do you like to eat best for breakfast? (or lunch or dinner or snack)</p>
<p>What foods are in your favorite meal? Why are they your favorite foods?</p>	<p>If you could have a super power, would you rather fly or be invisible? Why?</p>
<p>Who is your favorite hero? What does your hero eat to be healthy?</p>	<p>What is your favorite fruit? What is your favorite vegetable?</p>
<p>If you could create a new food, what would it be? What color would it be? What would it taste like?</p>	<p>What is your favorite outdoor game? Why?</p>
<p>If you went on a trip to Mars and could only bring three foods with you, what would you bring? Why?</p>	<p>What foods do you think make you healthy? Why?</p>

CARE Connection

Happy Mealtimes Grab and Go Lesson

Happy Mealtimes Self-Check

		Not Very Often	Most of the Time	Always
1.	I plan menus so that foods with different colors and textures are served together.			
2.	I plan menus for variety so the same foods are not served several days in the same week.			
3.	I plan meals and snack times so that the children do not go too long between eating times.			
4.	I plan a quiet activity between active play and mealtime.			
5.	I make sure children wash their hands with running water and soap before handling food.			
6.	I make sure children wash their hands with running water and soap before meals.			
7.	I let the children help with preparing foods and with setting the table whenever possible.			
8.	I serve meals family style.			
9.	I serve all foods at the same time and do not hold food or milk until other foods are eaten.			
10.	I allow the children to choose the foods they want to eat.			
11.	I allow children to decide how much they will eat.			
12.	I eat with the children at the table.			
13.	I show children good eating habits and table manners.			
14.	I encourage children to try new foods, but I do not pressure children to eat a food they do not want.			
15.	I avoid comments about how much or how little a child has eaten.			
16.	I allow children to decide when they are finished eating.			



National Food Service Management Institute
The University of Mississippi



Menus for Child Care

32

Breakfast

Lunch/Supper

Snack

Menus for Child Care

The cycle menus are designed to show how to achieve dietary variety, to use USDA Recipes for Child Care (available online at www.nfsmi.org), and to follow the recommendations of the Dietary Guidelines for Americans.

Menus meet the meal pattern requirements for 3–5 year olds. Portion sizes can be adjusted for other age groups using the meal pattern requirements available at www.fns.usda.gov/cnd/care/ProgramBasics/Meals/Meal_Patterns.htm. Readers should consider any state and/or local requirements when planning menus for children.

In some cases, additional foods are included in menus beyond meal pattern requirements to increase variety in meals. For instance, although there is no requirement to include meats or meat alternates at breakfast, a few menus include dishes such as scrambled eggs. Any time foods are included in menus *beyond* meal pattern requirements, these foods appear in red print.

For nutrient analysis purposes, fruit is canned in juice, drained unless otherwise specified. Menu planners are encouraged to serve fresh fruits and vegetables as often as possible. These menus include lowfat (1%) milk, which is appropriate for children older than 2 years of age. For toddlers between 12 months and 2 years of age serve whole milk. For infants younger than 1 year of age serve breast milk or formula.

Crediting information appears in parentheses after each item on the menu.

2010

Menus for Child Care

Week 1 Menus

Meal Pattern	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Juice or Fruit or Vegetable Grains/Breads Milk	½ cup fresh banana slices (½ cup fruit) ½ waffle (½ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup fresh plum slices (½ cup fruit) ½ whole-grain English muffin, toasted (1 slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup orange sections (½ cup fruit) ½ Drop Biscuit A-09A ² (¾ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup fresh strawberry slices (½ cup fruit) ⅓ cup whole-grain cereal variety (⅓ cup dry cereal) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup orange juice (½ cup fruit) ¼ cup cooked oatmeal with 1 Tbsp raisins ⁵ (¼ cup cooked cereal) ¾ cup 1% milk ¹ (¾ cup milk)
Lunch or Supper Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	½ cup Chicken Vegetable Soup H-11-B ² (½ oz cooked poultry, ¼ cup vegetable) ½ grilled cheese sandwich (1 oz cheese, 1 slice bread) ¼ cup Broccoli and Cauliflower Polonaise I-16 ² (¼ cup vegetable) ¾ cup 1% milk ¹ (¾ cup milk)	2 pieces Fish Nuggets D-09A ² with 3 ⅓ Tbsp Fruity Dipping Sauce C-02 ² (1 ½ oz cooked fish, ⅛ cup fruit) ¼ cup Cole Slaw E-09 ² (¼ cup vegetable) ¼ cup diced peaches (¼ cup fruit) 1 whole wheat roll (1 slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	Black bean, corn, and cheddar quesadilla on whole-grain tortilla (¼ cup cooked dry beans, ¼ cup vegetable, ½ oz cheese, 1 slice bread) ¼ cup fresh pear slices (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup spaghetti with meat sauce (1 oz cooked lean meat, ½ slice bread) ¼ cup apple slices (¼ cup fruit) ¼ cup peas and carrots (¼ cup vegetable) ½ slice garlic bread with mozzarella (½ slice bread, ½ oz cheese) ¾ cup 1% milk ¹ (¾ cup milk)	Grilled chicken pita with ¼ cup shredded lettuce (1 ½ oz cooked poultry, ¼ cup vegetable, 1 slice bread) ¼ cup baked butternut squash with cinnamon (¼ cup vegetable) ¾ cup 1% milk ¹ (¾ cup milk)

Menus for Child Care

Snack Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	½ oz string cheese (½ oz cheese) ½ cup pineapple tidbits (½ cup fruit) Water ³	1 whole-grain English muffin pizza (½ English muffin with ½ oz cheese and 2 Tbsp tomato sauce) (1 slice bread, ½ oz cheese) Water ³	½ oz pretzels and 1 Tbsp peanut butter ⁴ (½ oz grains/breads, 1 Tbsp peanut butter) Water ³	2 oz lowfat yogurt, plain (2 oz yogurt) ½ cup mixed fruit (½ cup fruit) Water ³	1 Blueberry Muffin A-03 ² (1 ¼ slices bread) ½ cup 1% milk ¹ (½ cup milk) Water ³
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¹Nutritionists recommend serving whole milk for children ages 2 and younger and lowfat milk for children older than 2 years of age.

²USDA Recipes for Child Care. Available online at www.nfsmi.org.

³Water is suggested as a beverage for all snacks even when other beverages are offered to encourage children to drink water.

⁴Sunflower butter may be substituted for peanut butter.

⁵Raisins can be a choking hazard for young children.

Menus for Child Care

Week 2 Menus

Meal Pattern	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Breakfast</u> Juice or Fruit or Vegetable Grains/Breads Milk	<p>½ cup fresh banana slices (½ cup fruit)</p> <p>¼ cup whole-grain barley cereal with 1 Tbsp raisins⁵ (¼ cup cooked cereal)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>½ cup fresh cantaloupe cubes (½ cup fruit)</p> <p>½ Cut Biscuit Using Master Mix A-09B² with 1 tsp all-fruit spread (¾ slice bread)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>½ cup mixed fruit (½ cup fruit)</p> <p>½ cup unsweetened whole-grain cereal variety (⅓ cup dry cereal)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>½ cup pear halves (½ cup fruit)</p> <p>1 Pancake A-12² (1 slice bread)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>½ cup fresh orange sections (½ cup fruit)</p> <p>½ slice cinnamon toast (½ slice bread)</p> <p>½ hard boiled egg (½ egg)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>
<u>Lunch or Supper</u> Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	<p>1 oz grilled chicken slices (1 oz cooked poultry)</p> <p>½ cup Multi-Bean Soup H-04² (½ oz cooked lean meat, ⅛ cup vegetable)</p> <p>¼ cup fresh pear slices (¼ cup fruit)</p> <p>1 Corn Muffin A-02² (¾ slice bread)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>2 Meat Balls D-28A² (2 oz cooked lean meat, ⅛ cup vegetable, ½ slice bread)</p> <p>¼ cup baked sweet potato fries (¼ cup vegetable)</p> <p>¼ cup peas and carrots (¼ cup vegetable)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>1 slice Broccoli Quiche D-08² (1 ½ oz cooked lean meat, ¼ cup vegetable, 2 slices bread)</p> <p>¼ cup grape halves (¼ cup fruit)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>½ turkey sandwich (1 ½ oz cooked poultry, 1 slice bread)</p> <p>¼ cup steamed spinach with 1 tsp parmesan cheese (¼ cup vegetable)</p> <p>1 piece Apple Crisp B-19² (¼ cup fruit)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>1 serving Chicken Ratatouille³ (2 oz cooked poultry, ½ cup vegetable)</p> <p>¼ cup diced apricots (¼ cup fruit)</p> <p>½ whole wheat roll (½ slice bread)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>

Menus for Child Care

Snack Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	½ cup apple slices with 2 oz lowfat yogurt for dipping (½ cup fruit, 2 oz yogurt) Water ⁴	½ oz string cheese (½ oz cheese) ½ cup grape juice (½ cup fruit) Water ⁴	1 pumpkin muffin (½ slice bread) ½ cup 1% milk ¹ (½ cup milk) Water ⁴	2 Tbsp hummus with ½ oz whole wheat pita wedges (½ oz meat/meat alternate, ½ oz grains) Water ⁴	½ cup pineapple rings (½ cup fruit) ½ oz whole-grain crackers (4 crackers) (½ oz grains/breads) Water ⁴
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¹ Nutritionists recommend serving whole milk for children ages 2 and younger and lowfat milk for children older than 2 years of age.

² *USDA Recipes for Child Care*. Available online at www.nfsmi.org.

³ *5 a Day Quantity Recipe Cookbook*. Available online at

www.ed.state.nh.us/education/doe/organization/programsupport/bnps/cookbook.pdf.

⁴ Water is suggested as a beverage for all snacks even when other beverages are offered to encourage children to drink water.

⁵ Raisins can be a choking hazard for young children.

Menus for Child Care

Week 3 Menus

Meal Pattern	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Juice or Fruit or Vegetable Grains/Breads Milk	½ cup orange juice (½ cup juice) ½ whole-grain mini bagel with low fat cream cheese (1 slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup pineapple rings (½ cup fruit) 1 slice whole-grain toast with 2 tsp all-fruit spread (1 slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup fresh blueberries (½ cup fruit) 1 Oatmeal Muffin Square A-16 ² (1 slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup apple slices (½ cup fruit) ½ whole-grain waffle (½ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup fresh banana slices (½ cup fruit) ½ cup unsweetened whole-grain cereal variety (⅓ cup dry cereal) ¾ cup 1% milk ¹ (¾ cup milk)
Lunch or Supper Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	⅓ cup Oven-Baked Parmesan Chicken D-05 ² (1 ½ oz cooked poultry) ¼ cup baked, peeled sweet potato (¼ cup vegetable) ¼ cup green peas (¼ cup vegetable) ½ whole wheat roll (½ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	¼ cup refried beans (1 oz cooked lean meat) ¼ cup Mexicali Corn I-15 ² (¼ cup vegetable) ¼ cup diced peaches (¼ cup fruit) Baked tortilla wedges (½ slice bread) 2 oz lowfat yogurt (2 oz yogurt) ¾ cup 1% milk ¹ (¾ cup milk)	1 piece Macaroni and Cheese D-20 ² (1 ½ oz cheese, 1 ½ slices bread) ¼ cup steamed kale with cumin (¼ cup vegetable) ¼ cup orange sections (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)	1 piece Meat Loaf D-28 ² (2 oz cooked lean meat, ⅛ cup vegetable, ½ slice bread) ¼ cup mashed potatoes (¼ cup vegetable) ¼ cup steamed broccoli and carrots (¼ cup vegetable) ¾ cup 1% milk ¹ (¾ cup milk)	2 pieces Chicken Nuggets D-09B ² (1 ½ oz cooked poultry) ¼ cup baked zucchini with 1 tsp parmesan cheese (¼ cup vegetable) ¼ cup grape halves (¼ cup fruit) 1 piece Corn Muffin Squares A-02A ² (¾ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)

Menus for Child Care

Snack Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	1 Tbsp peanut butter ³ (1 Tbsp peanut butter) ½ oz graham crackers (2 crackers) (½ oz grains/breads) Water ⁴	½ cup mixed fruit (½ cup fruit) 1 granola bar (½ oz grains/breads) Water ⁴	½ oz cheddar cheese (½ oz cheese) ½ cup lightly steamed carrots and broccoli ⁵ with 1 Tbsp Ranch dressing E-18 ² (½ cup vegetable) Water ⁴	2 oz lowfat yogurt (2 oz yogurt) ½ cup fresh orange sections (½ cup fruit) Water ⁴	1 piece Banana Bread Square A-13 ² (1 slice bread) ½ cup 1% milk ¹ (½ cup milk) Water ⁴
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² *USDA Recipes for Child Care*. Available online at www.nfsmi.org.

³ Sunflower butter may be substituted for peanut butter.

⁴ Water is suggested as a beverage for all snacks even when other beverages are offered to encourage children to drink water.

⁵ Lightly steaming carrots and broccoli may make them easier to eat for small children.

Menus for Child Care

Week 4 Menus

Meal Pattern	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Juice or Fruit or Vegetable Grains/Breads Milk	½ cup mixed fruit (½ cup fruit) ⅓ cup unsweetened whole-grain cereal variety (⅓ cup dry cereal) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup orange sections (½ cup fruit) ½ slice cheddar cheese toast (½ slice bread, ½ oz cheese) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup fresh kiwi slices (½ cup fruit) 1 Cut Biscuit A-09 ² (¾ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup sliced fresh strawberries (½ cup fruit) 1 French toast stick (¾ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup fresh banana (½ cup fruit) ¼ cup cooked grits (¼ cup cooked cereal) ¾ cup 1% milk ¹ (¾ cup milk)
Lunch or Supper Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	1 ½ oz roasted turkey (1 ½ oz cooked lean meat) ¼ cup steamed spinach (¼ cup vegetable) ¼ cup red grape halves (¼ cup fruit) ¼ cup quinoa (¼ cup cooked grains) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup Bean Soup H-08 ² (1 oz cooked lean meat, ⅛ cup cooked vegetable) ¼ cup green beans (¼ cup vegetable) ¼ cup pineapple tidbits (¼ cup fruit) English muffin half with melted cheese (1 slice bread, ½ oz cheese) ¾ cup 1% milk ¹ (¾ cup milk)	½ peanut butter ³ and jam sandwich on whole wheat bread (1 Tbsp peanut butter, 1 slice bread) 4 oz lowfat yogurt (4 oz yogurt) ¼ cup peas and carrots (¼ cup vegetable) ¼ cup diced apricots (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)	1 ½ oz pork chop (1 ½ oz cooked lean meat) ¼ cup Baked Sweet Potatoes and Apples I-08 ² (¼ cup vegetable and fruit) ¼ cup fresh pear slices (¼ cup fruit) ½ whole wheat roll (½ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	1 ½ oz hamburger patty half on ½ whole-grain bun (1 ½ oz cooked lean meat, ½ slice bread) ¼ cup shredded lettuce and tomato slice (¼ cup vegetable) ¼ cup apple slices (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)

Menus for Child Care

Snack Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	1 piece Muffin Squares A-11 ² (1 slice bread) ½ cup 1% milk ¹ (½ cup milk) Water ³	1 piece Nachos G-03 ² (½ oz cheese, ¼ slice bread) ½ cup apple slices (½ cup fruit) Water ³	½ oz graham crackers (2 grains/breads) ½ cup 1% milk ¹ (½ cup milk) Water ³	1 serving Go Bananas Orange Dip ⁴ (2 oz yogurt, ½ cup fruit) Water ³	½ oz cheddar cheese (½ oz cheese) ½ oz wheat crackers (4 crackers) (½ oz grains/breads) Water ³
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³ Water is suggested as a beverage for all snacks even when other beverages are offered to encourage children to drink water.

⁴ *5 a Day Quantity Recipe Cookbook*. Available online at www.ed.state.nh.us/education/doe/organization/programsupport/bnps/cookbook.pdf.

⁵ Sunflower butter may be substituted for peanut butter.

Menus for Child Care

Week 5 Menus

Meal Pattern	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Juice or Fruit or Vegetable Grains/Breads Milk	½ cup orange sections (½ cup fruit) ½ slice cheese toast (½ slice bread, ½ oz cheddar cheese) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup fresh banana slices (½ cup fruit) 1 Oven-Baked Whole Wheat Pancake A-06A ² (½ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup diced peaches (½ cup fruit) ⅓ cup whole-grain cereal variety (⅓ cup dry cereal) ¾ cup 1% milk ¹ (¾ cup milk)	¼ cup grape juice (¼ cup juice) ½ serving Golden Apple Oatmeal ³ (¼ cup cooked cereal, ¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup pineapple tidbits (½ cup fruit) ½ Cut Biscuit A-09 ² (¾ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)
Lunch or Supper Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	½ cup Lentil Soup H-07 ² served over ¼ cup brown rice (½ oz cooked lean meat, ¼ cup vegetable, ½ slice bread) 4 oz lowfat yogurt (4 oz yogurt) ¼ cup fresh apple slices (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)	1 ½ oz oven-baked chicken (1 ½ oz cooked poultry) ¼ cup broccoli (¼ cup vegetable) ¼ cup mixed fruit (¼ cup fruit) 1 Corn Muffin A-02 ² (¾ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	1 Tuna Salad Sandwich F-11 ² on whole wheat bread (2 oz cooked fish, ⅛ cup vegetable, ⅛ cup slices bread) ¼ cup peas and carrots (¼ cup vegetable) ¼ cup banana slices (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)	1 serving Tiny Meat Loaves D-04C ² (2 oz cooked lean meat, ⅛ cup vegetable, ½ slice bread) ¼ cup stir-fried zucchini with 1 tsp parmesan cheese (¼ cup vegetable) ¼ cup fresh pear slices (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup Pasta Toss with Vegetables D-14 ² (¾ oz cheese, ¼ cup vegetable, ½ slice bread) ¾ oz roasted turkey (¾ oz cooked poultry) ¼ cup apricot halves (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)

Menus for Child Care

Snack Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	Ants on a log (½ cup celery sticks with 1 Tbsp peanut butter ⁴ and 1 Tbsp raisins ⁶) (½ cup vegetable, 1 Tbsp peanut butter) Water ⁵	1 Blueberry Muffin A-03 ² (1 slice bread) ½ cup 1% milk ¹ (½ cup milk) Water ⁵	1 portion Strawberry Yogurt Shake ³ (½ cup fruit, 2 oz yogurt) Water ⁵	½ turkey sandwich (½ oz cooked poultry, 1 slice bread) Water ⁵	½ oz cottage cheese (½ oz cheese) ½ cup grapes halves (½ cup fruit) Water ⁵
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³ *5 a Day Quantity Recipe Cookbook*. Available online at www.ed.state.nh.us/education/doe/organization/programsupport/bnps/cookbook.pdf.

⁴ Sunflower butter may be substituted for peanut butter.

⁵ Water is suggested as a beverage for all snacks even when other beverages are offered to encourage children to drink water.

⁶ Raisins can be a choking hazard to young children.

Menus for Child Care

Week 6 Menus

Meal Pattern	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Juice or Fruit or Vegetable Grains/Breads Milk	½ cup fresh strawberry slices (½ cup fruit) ¼ Cream of Wheat® (¼ cup cooked cereal) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup fresh banana slices (½ cup fruit) ½ waffle (½ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup orange juice (½ cup fruit) ½ Drop Biscuit A-09A ² (¾ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup peach halves (½ cup fruit) ½ cup unsweetened whole-grain cereal variety (⅓ cup dry cereal) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup fresh apple slices (½ cup fruit) ½ slice French toast (1 slice bread) ¾ cup 1% milk ¹ (¾ cup milk)
Lunch or Supper Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	Cheese quesadilla (1 oz cheddar cheese, ½ slice bread) ¼ cup black beans (½ oz cooked lean meat) ¼ cup corn (¼ cup vegetable) ¼ cup pineapple tidbits (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)	1 piece Pizza with Ground Beef Topping D-23 ² (1 ½ oz cooked lean meat, ⅛ cup of vegetable, 1 ½ slices bread) ¼ cup shredded lettuce with 1 Tbsp Ranch Dressing E-18 ² (¼ cup vegetable) ¼ cup grape halves (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)	½ peanut butter ³ and jam sandwich on whole wheat bread (1 Tbsp peanut butter, 1 slice bread) 4 oz lowfat yogurt (4 oz yogurt) ¼ cup apple slices (¼ cup fruit) ¼ cup peas and carrots (¼ cup vegetable) ¾ cup 1% milk ¹ (¾ cup milk)	1 piece Vegetable Lasagna D-27 ² (1 ½ oz cheese, ½ cup vegetable, ¾ slice bread) ¼ cup mixed fruit (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)	1 ½ oz roasted chicken (1 ½ oz cooked poultry) 1 serving Orange Couscous Salad ⁴ (½ cup vegetable, 1 slice bread) ¾ cup 1% milk ¹ (¾ cup milk)

Menus for Child Care

Snack Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	½ hard boiled egg (½ egg) ½ oz graham crackers (2 crackers) (½ oz grains/breads) Water ⁵	2 oz lowfat yogurt sprinkled with ⅓ cup Cheerios® (2 oz yogurt, ⅓ cup dry cereal) Water ⁵	½ oz mozzarella cheese (½ oz cheese) ½ oz wheat crackers (4 crackers) (½ oz grains/breads) Water ⁵	1 piece Whole Wheat Muffin Square A-11 A ² (1 slice bread) ½ cup 1% milk ¹ (½ cup milk) Water ⁵	½ oz cheddar cheese cubes (½ oz cheese) ½ cup grape halves (½ cup fruit) Water ⁵
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Menus for Child Care

Week 7 Menus

Meal Pattern	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Juice or Fruit or Vegetable Grains/Breads Milk	½ cup mixed fruit (½ cup fruit) 1 Oatmeal Muffin Square A-16 ² (1 slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup diced peaches (½ cup fruit) ⅓ cup unsweetened whole-grain cereal variety (⅓ cup dry cereal) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup fresh bananas (½ cup fruit) 1 Oven-Baked Pancake A-06 ² (1 slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup fresh plum slices (½ cup fruit) ½ slice whole wheat toast with 1 tsp all-fruit spread (½ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup pineapple tidbits (½ cup juice) ½ whole-grain English muffin (1 slice bread) ¾ cup 1% milk ¹ (¾ cup milk)
Lunch or Supper Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	1 ½ oz roasted chicken (1 ½ oz cooked poultry) ¼ cup whole kernel corn (¼ cup vegetable) ¼ cup green beans (¼ cup vegetable) 1 piece Corn Muffin Squares A-02A ² (¾ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	2 pieces Fish Nuggets D-09A ² (1 ½ oz cooked fish) ¼ cup baked sweet potato (¼ cup vegetable) ¼ cup apple slices (¼ cup fruit) ½ whole wheat roll (½ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	2 Bean Tacos D-24A ² (2 oz cooked lean meat, ½ cup vegetable, 1 slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	1 ½ oz baked ham (1 ½ oz cooked lean meat) ½ serving Pasta Primavera ³ (¼ cup vegetable, 1 slice bread) ¼ cup apricot halves (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)	1 Sloppy Joe F-12 ² (2 oz cooked lean meat, ¼ cup vegetable, 2 slices bread) ¼ cup Cole Slaw E-09 ² (¼ cup vegetable) ¾ cup 1% milk ¹ (¾ cup milk)

Menus for Child Care

Snack Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	½ whole wheat pita pocket with ½ oz melted cheddar cheese (1 slice bread, ½ oz cheese) Water ⁴	1 piece Peach Muffin Squares A-16A ² (1 ¼ slices bread) ½ cup 1% milk ¹ (½ cup milk) Water ⁴	½ English muffin pizza with ½ oz mozzarella cheese and 1 Tbsp tomato sauce (1 slice bread, ½ oz cheese) Water ⁴	½ cup banana slices dipped in 1 Tbsp peanut butter ⁵ and sprinkled with 2 Tbsp granola (½ cup fruit, 1 Tbsp peanut butter) Water ⁴	2 oz lowfat yogurt (2 oz yogurt) 1 fruit kebob with ¼ cup grape halves and ¼ cup apple cubes (½ cup fruit) Water ⁴
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⁵ Sunflower butter may be substituted for peanut butter.

Menus for Child Care

Week 8 Menus

Meal Pattern	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Juice or Fruit or Vegetable Grains/Breads Milk	½ cup orange sections (½ cup fruit) ½ Cut Biscuit A-09 ¹ (¾ slice bread) ¾ cup 1% milk ² (¾ cup milk)	½ cup fresh banana slices (½ cup fruit) 1 Muffin Square A-11 ¹ (1 slice bread) ¾ cup 1% milk ² (¾ cup milk)	½ cup grape halves (½ cup fruit) ½ slice toast with 1 tsp all-fruit spread (½ slice bread) ¾ cup 1% milk ² (¾ cup milk)	½ cup pears (½ cup fruit) ¼ cup oatmeal with (¼ cup cooked cereal) ¾ cup 1% milk ² (¾ cup milk)	½ cup mixed fruit (½ cup fruit) ⅓ cup unsweetened whole-grain cereal variety (⅓ cup dry cereal) ¾ cup 1% milk ² (¾ cup milk)
Lunch or Supper Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	¾ cup Beef and Spaghetti Casserole D-03 ¹ (1 ½ oz cooked lean meat, ¼ cup vegetable, ½ slice bread) ¼ cup pineapple tidbits (¼ cup fruit) ¾ cup 1% milk ² (¾ cup milk)	4 Tbsp hummus with ½ oz whole wheat pita wedges (1 oz meat/meat alternate, ½ oz grains) ¼ cup Stir-Fry Vegetables I-10 ¹ (¼ cup vegetables) ¼ cup peaches (¼ cup fruit) 2 oz yogurt (2 oz yogurt) ¾ cup 1% milk ² (¾ cup milk)	1 Chicken Burrito D-30 ¹ (2 oz cooked lean meat, ¼ cup vegetable, 1 slice bread) ¼ cup apple slices (¼ cup fruit) ¾ cup 1% milk ² (¾ cup milk)	1 ½ oz hamburger patty half on ½ whole-grain bun (1 ½ oz cooked lean meat, ½ slice bread) ¼ cup shredded lettuce and tomato slice (¼ cup vegetable) ¼ cup apricot halves (¼ cup fruit) ¾ cup 1% milk ² (¾ cup milk)	1 ½ oz roasted chicken (1 ½ oz cooked poultry) 1 cup Bean and Barley Soup ³ (½ cup vegetable) 1 piece Corn Muffin Squares A-02A ¹ (¾ slice bread) ¾ cup 1% milk ² (¾ cup milk)

Menus for Child Care

Snack Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	½ oz cheddar cheese (½ oz cheese) ½ oz graham crackers (2 crackers) (½ oz grains/breads) Water ⁴	½ oz string cheese (½ oz cheese) ½ cup carrot sticks and broccoli trees ⁵ with 1 Tbsp Ranch Dressing E-18 ¹ (½ cup vegetable) Water ⁴	1 Banana Muffin A-04 ¹ (1 slice bread) ½ cup 1% milk ² (½ cup milk) Water ⁴	Yogurt parfait with 2 oz lowfat yogurt, ½ cup strawberries and blueberries, and 1 Tbsp granola (2 oz yogurt, ½ cup fruit) Water ⁴	¼ cup pureed black beans with ½ oz toasted whole wheat pita bread (½ slice bread) Water ⁴
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Menus for Child Care

Week 9 Menus

Meal Pattern	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Juice or Fruit or Vegetable Grains/Breads Milk	<p>½ cup fresh orange sections (½ cup fruit)</p> <p>½ Cut Biscuit Using Master Mix (A-15) A-09B² with 1 tsp all-fruit spread (¾ slice bread)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>1 serving Fruit on a Raft³ (Waffles with Apples) (1 slice bread, ½ cup fruit)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>½ cup diced fresh strawberries (½ cup fruit)</p> <p>¼ cup Cream of Wheat[®] (¼ cup cooked cereal)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>½ cup fresh banana slices (½ cup fruit)</p> <p>⅓ cup whole-grain cereal variety (⅓ cup dry cereal)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>½ cup peaches (½ cup fruit)</p> <p>1 pumpkin muffin (½ slice bread)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>
Lunch or Supper Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	<p>1 Bean Burrito D-21A² (2 oz cooked lean meat, ¼ cup vegetable, 1 slice bread)</p> <p>¼ cup carrot sticks (¼ cup vegetable)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>½ cup Broccoli Cheese Soup H-05² (¾ oz cheese, ¼ cup vegetable)</p> <p>¼ cup fresh pear slices (¼ cup fruit)</p> <p>½ oz whole wheat pita bread with 3 Tbsp hummus (½ slice bread, 3 Tbsp beans)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>1 Egg Salad Sandwich² F-10 (2 oz cooked lean meat, 2 slices bread)</p> <p>½ serving Roasted Butternut Squash³ (¼ cup vegetable)</p> <p>¼ cup grape halves (¼ cup fruit)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>1 piece Spanish Zucchini Frittata³ (1 oz cooked lean meat, ½ cup vegetable)</p> <p>¼ cup brown rice (¼ cup grains)</p> <p>2 oz lowfat yogurt (2 oz yogurt)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>	<p>1 black bean mini pizza on whole-grain English muffin half (¼ cup beans, ½ oz cheese, ½ slice bread)</p> <p>¼ cup shredded lettuce and carrots (¼ cup vegetable)</p> <p>¼ cup fresh apple slices (¼ cup fruit)</p> <p>¾ cup 1% milk¹ (¾ cup milk)</p>

Menus for Child Care

Snack Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	1 Tbsp peanut butter ⁴ with ½ oz wheat crackers (4 crackers) (1 Tbsp peanut butter, ½ oz grains/breads) Water ⁵	2 oz lowfat yogurt (2 oz yogurt) ½ cup diced apricots (½ cup fruit) Water ⁵	½ oz cheddar cheese (½ oz cheese) ½ oz graham crackers (2 crackers) (½ oz grains/breads) Water ⁵	1 piece Banana Bread Squares A-13 ² (1 slice bread) ½ cup 1% milk ¹ (½ cup milk) Water ⁵	½ hard boiled egg (½ egg) ½ cup fresh orange sections (½ cup fruit) Water ⁵
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Menus for Child Care

Week 10 Menus

Meal Pattern	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Juice or Fruit or Vegetable Grains/Breads Milk	½ cup grape juice (½ cup fruit) 1 Peach Muffin Square A-16A ¹ (1 slice bread) ¾ cup 1% milk ² (¾ cup milk)	½ cup peaches (½ cup fruit) ¼ cup oatmeal (¼ cup cooked cereal) ¾ cup 1% milk ² (¾ cup milk)	½ cup apricot halves (½ cup fruit) ½ whole-grain English muffin with 1 tsp all-fruit spread (1 slice bread) ¾ cup 1% milk ² (¾ cup milk)	½ cup fresh banana slices (½ cup fruit) 1 Oven-Baked Whole Wheat Pancake A-06A ¹ (1 slice bread) ¾ cup 1% milk ² (¾ cup milk)	½ cup fresh orange sections (½ cup fruit) ½ cup unsweetened whole-grain cereal variety (⅓ cup dry cereal) ¾ cup 1% milk ² (¾ cup milk)
Lunch or Supper Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	½ cup Split Pea Soup H-02 ¹ with ¼ slice toast (1 oz cooked lean meat, ⅛ cup vegetable, ¼ slice bread) ½ oz mozzarella cheese (½ oz cheese) ¼ cup cooked carrot (¼ cup vegetable) ¼ cup fresh apple slices (¼ cup fruit) ¼ oz wheat crackers (2 crackers) (¼ oz grains/breads) ¾ cup 1% milk ² (¾ cup milk)	1 piece Macaroni and Cheese D-20 ¹ (1 ½ oz cooked lean meat, 1 ½ slices bread) ¼ cup steamed broccoli (¼ cup vegetable) ¼ cup pineapple tidbits (¼ cup fruit) ¾ cup 1% milk ² (¾ cup milk)	1 piece Vegetable Frittata D-01 ¹ (1 ½ oz cooked lean meat, ¼ cup vegetable) ½ whole wheat roll (½ slice bread) ¼ cup mixed fruit (¼ cup fruit) ¾ cup 1% milk ² (¾ cup milk)	Banana-Peanut Butter Sandwich F-03A ^{1,3} (1 oz cooked lean meat, ⅛ cup fruit, 1 slice bread) 2 oz lowfat yogurt with ⅛ cup diced peaches (2 oz yogurt, ⅛ cup fruit) ¼ cup peas and carrots (¼ cup vegetable) ¾ cup 1% milk ² (¾ cup milk)	¾ cup Vegetable Chili D-26 ¹ (2 oz cooked lean meat, ⅜ cup vegetable, ¼ slice bread) 1 piece Corn Muffin Square A-02A ¹ (¾ slice bread) ¼ cup fresh pears (¼ cup fruit) ¾ cup 1% milk ² (¾ cup milk)

Menus for Child Care

Snack Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	Smoothie prepared with 2 oz lowfat yogurt, ½ cup strawberries, and ¼ cup milk ² (2 oz yogurt, ½ cup fruit) Water ⁴	Bean quesadilla with 2 Tbsp salsa (½ slice bread, 2 Tbsp beans) Water ⁴	½ oz cheddar cheese (½ oz cheese) ½ oz wheat crackers (4 crackers) (½ oz grains/breads) Water ⁴	4 Tbsp Bean Dip G-02 ¹ (2 Tbsp beans) ½ oz tortilla triangles, toasted (½ slice bread) Water ⁴	½ piece Blueberry Muffin Squares A-16B ¹ (½ slice bread) ½ cup 1% milk ² (½ cup milk) Water ⁴
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Menus for Child Care

Week 11 Menus

Meal Pattern	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	½ cup mixed fruit (½ cup fruit)	½ cup diced peaches (½ cup fruit)	Fruity Breakfast Parfait ² (¼ cup yogurt, ½ cup fruit)	½ cup pineapple tidbits (½ cup fruit)	½ cup fresh bananas (½ cup fruit)
Juice or Fruit or Vegetable	⅓ cup unsweetened whole-grain cereal	½ slice French toast (½ slice bread)	½ Banana Muffin	½ Drop Biscuit	½ slice whole wheat toast with 1 tsp all-fruit spread
Grains/Breads	variety (⅓ cup dry cereal)	¾ cup 1% milk ¹ (¾ cup milk)	A-04 ³ (1 slice bread)	A-09A ³ (¾ slice bread)	(½ slice bread)
Milk	¾ cup 1% milk ¹ (¾ cup milk)	¾ cup 1% milk ¹ (¾ cup milk)	¾ cup 1% milk ¹ (¾ cup milk)	¾ cup 1% milk ¹ (¾ cup milk)	¾ cup 1% milk ¹ (¾ cup milk)
<u>Lunch or Supper</u>					
Meat or Meat Alternate	1 piece Oven-Baked Fish D-09 ³ (1 ½ oz cooked fish)	Pita sandwich with 1 oz roasted chicken, ½ oz cheddar cheese, and ¼ cup shredded lettuce	1 piece Mexican Meat Loaf D-04B ³ (1 ½ oz cooked lean meat, ⅛ cup vegetable, ½ slice bread)	2 pieces Chicken Nuggets D-09B ³ (1 ½ oz cooked poultry)	1 muffin half Tuna Melt F-01 ³ (1 ½ oz cooked lean meat, 1 slice bread)
Vegetable/Fruit (2 servings of vegetable or fruit or both)	Pudding B-07 ³ (¼ cup vegetable)	(1 ½ oz cooked lean meat, ¼ cup vegetable, 1 slice bread)	⅛ cup vegetable, ½ slice bread)	potato fries (¼ cup vegetable)	¼ cup steamed spinach with 1 tsp parmesan cheese
Grains/Breads	¼ cup apple slices (¼ cup fruit)	lean meat, ¼ cup vegetable, 1 slice bread)	corn (¼ cup vegetable)	½ cup Vegetable Soup H-11 ³ (¼ cup vegetable)	(¼ cup vegetable)
Milk	1 Corn Muffin	¼ cup fresh pear slices (¼ cup fruit)	¾ cup green beans (¼ cup vegetable)	½ whole wheat roll (½ slice bread)	¼ cup mixed fruit (¼ cup fruit)
	A-02 ³ (¾ slice bread)	¾ cup 1% milk ¹ (¾ cup milk)	¾ cup 1% milk ¹ (¾ cup milk)	¾ cup 1% milk ¹ (¾ cup milk)	¾ cup 1% milk ¹ (¾ cup milk)

Menus for Child Care

Snack Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	½ oz pretzels with 1 Tbsp peanut butter ⁴ for dipping (½ oz grains/breads, 1 Tbsp peanut butter) Water ⁵	½ turkey sandwich (½ oz cooked poultry, 1 slice bread) Water ⁵	¾ cup Yogurt Fruit Dip G-04 ³ (½ oz cooked lean meat, ¼ cup fruit) ¼ cup apple juice (¼ cup fruit) Water ⁵	1 piece Whole Wheat Muffin Square A-11A ³ (1 slice bread) ½ oz string cheese (½ cheese) Water ⁵	½ cup fresh orange sections (½ cup fruit) 1 granola bar (½ oz grains/breads) Water ⁵
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¹ Nutritionists recommend serving whole milk for children ages 2 and younger and lowfat milk for children older than 2 years of age.
² *5 a Day Quantity Recipe Cookbook*. Available online at www.ed.state.nh.us/education/doe/organization/programsupport/bnps/cookbook.pdf.

³ *USDA Recipes for Child Care*. Available online at www.nfsmi.org.

⁴ Sunflower butter may be substituted for peanut butter.

⁵ Water is suggested as a beverage for all snacks even when other beverages are offered to encourage children to drink water.

Menus for Child Care

Week 12 Menus

Meal Pattern	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast Juice or Fruit or Vegetable Grains/Breads Milk	½ cup fresh strawberries (½ cup fruit) ¼ cup oatmeal (¼ cup cooked cereal) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup mixed fruit (½ cup fruit) ⅓ cup unsweetened whole-grain cereal variety (⅓ cup dry cereal) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup pears (½ cup fruit) 1 Oven-Baked Pancake A-06 ² (1 slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup fresh banana slices (½ cup fruit) ½ slice whole wheat toast with 1 tsp all-fruit spread (½ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	½ cup fresh apple slices (½ cup fruit) 1 Baked Whole Wheat Doughnut A-07 ² (1 ¼ slice bread) ¾ cup 1% milk ¹ (¾ cup milk)
Lunch or Supper Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	½ grilled cheese sandwich (1 oz cheese, 1 slice bread) ⅓ cup black beans (⅛ cup beans) ½ cup grape halves (½ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)	1 serving Taco Salad E-13 ² (2 oz cooked lean meat, ¾ cup vegetable, 1 slice bread) ¾ cup 1% milk ¹ (¾ cup milk)	1 piece Pizza with Cheese Topping D-23A ² (1 ½ oz cheese, ⅓ cup vegetable, 1 ½ slices bread) ¼ cup fresh pear slices (¼ cup fruit) ¼ cup shredded lettuce and carrots (¼ cup vegetable) ¾ cup 1% milk ¹ (¾ cup milk)	1 piece Chicken Pot Pie D-11 ² (1 ½ oz cooked lean meat, ¼ cup vegetable, 1 ¾ slice bread) ¼ cup pineapple tidbits (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)	1 Tortilla Roll-Up F-07 ² (1 ½ oz cooked lean meat, 1 slice bread) ¼ cup steamed broccoli and cauliflower (¼ cup vegetable) ⅓ cup Waldorf Fruit Salad E-14 ² (¼ cup fruit) ¾ cup 1% milk ¹ (¾ cup milk)

Menus for Child Care

Snack Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	½ whole-grain English muffin with ½ oz melted cheddar cheese (1 slice bread, ½ oz cheese) Water ³	2 oz lowfat yogurt (2 oz yogurt) ½ cup fresh orange sections (½ cup fruit) Water ³	½ cup broccoli florets and carrot sticks ⁴ with Ranch Dressing E-18 ² (½ cup vegetable) ½ oz wheat crackers (4 crackers) (½ oz grains/breads) Water ³	1 Blueberry Muffin A-03 ² (1 ¼ slices bread) ½ cup 1% milk ¹ (½ cup milk) Water ³	½ cup apricot halves (½ cup fruit) ½ oz graham crackers (2 crackers) (½ oz grains/breads) Water ³
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¹ Nutritionists recommend serving whole milk for children ages 2 and younger and lowfat milk for children older than 2 years of age.

² *USDA Recipes for Child Care*. Available online at www.nfsmi.org.

³ Water is suggested as a beverage for all snacks even when other beverages are offered to encourage children to drink water.

⁴ Lightly steaming broccoli may make it easier to eat for small children.

10 Steps to Breastfeeding-friendly Child Care Centers



Promoting Healthy Habits: Breastfeeding

DIRECTIONS: Fill in the blanks for each sentence using one of the phrases below.

one million

overweight or obese

breast milk

Affordable Care Act

type 2 diabetes

intelligence (IQ)

arthritis

1. _____ is the best food for babies because it supports optimal growth and development for infants and offers lifelong health advantages.
2. Infants who are not breastfed are at a higher risk of being _____.
3. According to the World Health Organization, a lack of exclusive breastfeeding during the first six months of life contributes to over _____ avoidable child deaths in the world each year.
4. Breastfed babies have a decreased risk of developing both type I and _____, ear infections, and asthma, and generally score higher on _____ tests.
5. Mothers who breastfeed have a decreased prevalence of hypertension, high cholesterol, breast and ovarian cancer, and _____.
6. The Federal _____ of 2010 requires that employers provide reasonable break time for nursing mothers to express their breast milk.



Excerpts from:

**Ten Steps to Breastfeeding friendly Child Care Centers
RESOURCE KIT**

Step 1: Designate an individual or group who is responsible for development and implementation of the 10 steps.

Planning is needed to develop and implement the components of a Breastfeeding Friendly Child Care Center program. The following activities offer a manageable process:

Gain support from management and staff

The key to the success of the program is support from all levels of management as well as commitment from staff members. Beginning with key child care managers, provide both verbal and written information on the goals and benefits of this program to the agency and community. The United States Breastfeeding Committee's "Breastfeeding and Child Care" document, www.usbreastfeeding.org/Portals/0/Publications/Child-Care-2002-USBC.pdf provides information to initiate a conversation with key child care center personnel. Use staff meeting time to present the program's concepts and solicit both ideas and volunteers for a planning workgroup.

Assemble a team

The number in the team or workgroup will depend on the size of the child care center and the scope of the program activities. This group could be a subcommittee of an existing wellness team or health promotion committee. It is best if the team includes both management and direct care staff members. Team members can be charged with the responsibility for plans to develop, implement and sustain steps 2-10 within the child care center.

Designate a coordinator

Although the team or workgroup can share the responsibilities of the program, having one enthusiastic, goal-oriented person coordinating efforts increases the likelihood that the program will be well managed and implemented. It is important that a portion of the coordinator's time be dedicated to the program and that those responsibilities are reflected in the person's job description and work plan.

Team meetings

People working on the 10 steps will need to regularly meet and link to community resources (e.g., public health departments, lactation consultants, breastfeeding coalitions and breastfeeding support groups).

Step 1 continued:

Planning is key for a quality program

Once the energetic and enthusiastic team is identified, take time to plan the program components before implementation. Start with the Self-Appraisal Questionnaire (www.dhs.wisconsin.gov/publications/P0/P00232.pdf) to identify components that need work. Plan for sustainability to avoid the team / workgroup being overworked and ensure a long-term commitment for the child care center to increase the likelihood for the program's success. Make sure the plans are geared to meet the needs of the families served and the child care center's employees.

Action Plan

Child care centers can develop an action plan to document program components identified from the Self-Appraisal Tool. An action plan provides written guidance toward implementing specific measures in becoming a breastfeeding friendly child care center.

Step 2: Establish a supportive breastfeeding policy and require all staff be aware of and follow the policy.

A breastfeeding policy is designed to assist child care providers in supporting breastfeeding mothers and infants and in protecting the health of breastfed infants. A breastfeeding friendly child care center policy will address a certain standard of care:

- Mothers will be welcome to breastfeed in the center;
- Families will receive accurate information about breastfeeding, and;
- Child care center staff are trained to provide breastfeeding information and support to help mothers continue to breastfeed when they return to work or school.

Step 3: Establish a supportive worksite policy for staff members who are breastfeeding.

A supportive work environment can have a positive influence on breastfeeding mothers as they return to work. It can be an informal support system for breastfeeding mothers. Women need access to supportive individuals and safe environments to breastfeed comfortably in common places where mothers and children go — in work and child care settings. Supporting breastfeeding employees by reducing worksite barriers will relieve stress. Many women choose not to breastfeed or to discontinue breastfeeding because of workplace constraints. Women who do not breastfeed after returning to work miss more work time caring for sick children and their family health care costs are greater. Women whose breastfeeding is supported at work are happier, more productive and less likely to resign.

Step 4: Train all staff so that they are able to carry out breastfeeding promotion and support activities.

All staff are oriented to the breastfeeding policy and appropriately trained within six months of hire.

- Employees identify and promote the location of the room where mothers can breastfeed or express their milk.
- Staff demonstrates safe storage and handling of human milk. Breastmilk is properly labeled. Gloves are not required when handling human milk. Go to www.bfmed.org/Media/Files/Protocols/Protocol%208%20-%20English%20revised%202010.pdf for detailed information.
- Breastfeeding is promoted and encouraged whenever the mother is at the child care center.
- Infant care plans are designed to avoid large feedings prior to mothers scheduled arrival.
- All employees are encouraged to attend a class or continuing education session on breastfeeding once a year to keep current on supportive techniques.

Step 4 *continued*:

Hints to Bottle-Feeding the Breastfed Baby

- Breast milk is digested quickly and easily. Thus breastfed babies usually eat more frequently than formula fed babies. Timing of feedings may range between 1-1/2 to 3 hours. Feed breastfed babies when their cues indicate hunger, not on a time schedule. Early hunger cues include mouth movements, rooting, sucking on hands, and restlessness. Note crying is a late hunger cue.
- Feed the baby in a way that mimics breastfeeding. Hold the baby in an upright position, and never put a baby to bed with a bottle. Switch holding the baby from your right arm to your left arm midway through a feeding. This provides equal eye stimulation and facial muscle development, helps pace feedings, and keeps the baby from developing a preference for one side.
- Let the baby control the start of the feeding. Stroke the baby's lips with the nipple to illicit a rooting response and a wide-open mouth. Allow the infant to gape widely for the bottle nipple (rather than pushing it in). Allow the baby to "accept" or draw in the nipple.
- Feed slowly. Liquid flows out faster out of bottling equipment. Sucking on a bottle nipple may need to be paced. Pause frequently during feedings to burp, switch sides, or talk to the baby, and avoid holding the bottle in a vertical position. Rapid feedings can lead to overfeeding, which puts the mother's milk supply at risk and can cause discomfort in the baby. Infants need time to recognize that they are full.
- Stop feeding when the baby is ready. Do not force a baby to finish "just the last bit" of a bottle. If the baby is drowsing off and releasing the bottle nipple before the bottle is empty, the baby is done. Don't reawaken the baby to take more. If bottles are often left unfinished, ask the mother to send milk in smaller amounts.
- Breastfed babies sometimes eat smaller amounts at each feeding than babies who are formula fed. The amount of milk consumed may or may not increase with the age of the baby. A breastfed baby often consumes higher quantities when at the breast at other times within the 24 hours.

Verbalize and Initiate support

Staff that have responsibility for care of infants and children provide breastfeeding information and support to help mothers continue breastfeeding when working or going to school.

- Recognize that mothers may have strong feelings about continuing to breastfeed when they are separated from their babies. Providing breastfeeding support may increase their confidence in you as their child care provider.
- Put mothers in touch with other mothers who have successfully combined breastfeeding and working or going to school.
- Encourage mothers to breastfeed onsite when baby is dropped off or picked up, as well as during the day if mother can leave work site.
- Share written and web based resources about successfully combining breastfeeding and returning to work or school with the mother.

Infant Care Plans

Staff work with family members to develop babies' individual breastfeeding support plans and regularly update their plans.

- Ensure that the mother clarifies what she wants you to do if her baby is hungry and she is late, or her supply of expressed breast milk is gone.
- Encourage nursing mothers to come and breastfeed and/or express milk comfortably and at their convenience.

Provide Information on Introduction of Baby Foods

Staff promote exclusive breastfeeding until babies are about six months old with continued breastfeeding to one year and beyond.

- Educate the mother that the only food her baby needs for the first six months of life is breast milk.
- Infant formula and solid foods will not be provided at the center unless prescribed by the infant's medical provider.

Step 5: Create a culturally appropriate breastfeeding friendly environment.

Child care centers can create a culturally appropriate breastfeeding friendly environment by:

- Mentioning breastfeeding first in all written and verbal communication when educating families regarding infant feeding.
- Limiting the visibility of infant formula and related materials.
- Storing supplies of baby bottles and infant formula out of view of families.
- Excluding the use of materials with pictures of baby bottles or those supplied by infant formula manufacturers.
- Displaying posters and pictures of racially and ethnically diverse breastfeeding families.
- Using culturally diverse breastfeeding educational materials (see Steps 7 and 10).
- Monitoring child care center staff interactions with families regarding infant feeding decisions and breastfeeding support. Provide additional staff training as needed.

Step 6: Inform expectant and new families and visitors about your center's breastfeeding friendly policies.

One of the most-often-cited barriers to breastfeeding reported by mothers is embarrassment and perceived lack of a supportive environment. A clear message that the child care setting sees breastfeeding as the normal and accepted way to feed babies and that efforts are made to provide a comfortable and welcoming environment for breastfeeding is an important message for all families, children, staff and visitors who use the facility.

- 1) Include information on the Center's supportive breastfeeding policies in informational handouts for prospective families.
- 2) Point out supports for breastfeeding, such as a comfortable chair for nursing, refrigerator space for storing milk and a listing of local breastfeeding resources, when giving tours of the facility.
- 3) Have available information on local (city, county and state) laws protecting the rights of mothers to breastfeed in public. Inform staff about how to deal with questions or concerns raised by visitors or others who may object to seeing a mother breastfeed. (See Step 8)
- 4) Consider posting "Breastfeeding is welcome here" messages or posters. The international breastfeeding icon can be downloaded from the website at www.mothering.com/sections/action_alerts/iconcontest/icon-winner.html.

Step 7: Stimulate participatory learning experiences with the children, related to breastfeeding.

Exposing children to breastfeeding women is an important way to teach about natural infant feeding. Provide appropriate learning activities for children to learn about breastfeeding, including how mammals provide species-specific milk for their young.

Step 8: Provide a comfortable place for mothers to breastfeed or pump their milk in privacy, if desired.

Educate families and staff that a mother may breastfeed her child wherever they have a legal right to be. Providing a welcoming breastfeeding friendly atmosphere in a child care center encourages mothers to continue breastfeeding after returning to work or school. Mothers may prefer a quiet, private, clean space with a comfortable chair to breastfeed. At times, they may wish to breastfeed in the presence of others. A private space for safe expression of breast milk is also advisable. A breast pumping area provides mothers the opportunity to pump at the center. Labeled expressed mother's milk can be left at the center for feedings when mother is not available to breastfeed. Employees can also use this pumping area. A toilet stall in a restroom is not suitable as a lactation space.

Step 9: Establish and maintain connections with local breastfeeding coalition or community breastfeeding resources.

Explore how your agency can support breastfeeding promotional campaigns within your community. Join breastfeeding advocacy groups, coalitions, councils or networks. Share with other businesses your employee and client policies to extend breastfeeding duration of working mothers. Support legislation, fund raising projects and health fairs to further breastfeeding education of the general public.

Step 10: Maintain an updated resource file of community breastfeeding services and resources kept in an accessible area for families.

A breastfeeding information resource file can be a great asset to a lactating mother. Stock this file with contact names and numbers of local breastfeeding professionals and breastfeeding peer support groups, pamphlets and a phone. A computer with Internet access and posted website resources is also an option. Child care center employees can direct families to this information and also have personal access.

Selected resources:

Children's books that can be used as part of learning experiences that normalize breastfeeding. Books are available at libraries, bookstores or order from the web:

Mama's Milk by Michael Elsohn Ross. Illustrations by Ashley Wolff. Tricycle Press, 2007. Beautiful illustrations of 17 different mammals nursing as well as human mothers and babies from three different ethnic groups accompany a simple, rhyming text. The final pages give some facts about nursing. Includes cosleeping, nursing in the park, carrying baby in a sling. (ages 2 - 5)

Mama, Daddy, Baby and Me by Lisa Gewing. Illustrated by Donna Larimer. Spirit Press, 1989. The very simple, rhymed text and appealing illustrations show a family welcoming a new baby, told from the toddler sibling's point of view. One picture of the mother and baby nursing. (ages 2 - 4)

Websites:

La Leche League International: www.lalecheleague.org

The Business Case for Breastfeeding. Steps for Creating a Breastfeeding Friendly Worksites: Bottom Line Benefits [Kit], U.S. Department of Health and Human Services, <http://ask.hrsa.gov> or call 1.888.ASK.HRSA

Excerpted from Ten Steps to Breastfeeding Friendly Child Care Centers Resource Kit, Wisconsin Department of Health Services, Wisconsin Nutrition, Physical Activity and Obesity Prevention Program. Website: www.dhs.wisconsin.gov/health/physicalactivity/



Let's Move! Child Care

Infant Feeding at Child Care Checklist Quiz

Recommendations for Preschoolers, Infants and Toddlers

06.01.11

Recommendations for Breastfeeding at Child Care:

1) The child care facility supports breastfeeding

Breastfeeding Environment				
A. A designated area for mothers to breastfeed their infants, other than a bathroom, is:	<input type="checkbox"/> Not available	<input type="checkbox"/> Only available upon request	<input type="checkbox"/> Always available, has appropriate seating, but lacks either privacy or an electrical outlet	<input type="checkbox"/> Always available, has appropriate seating, provides complete privacy, and has an electrical outlet
B. Culturally appropriate breastfeeding support materials (e.g., pictures, posters brochures, pamphlets), not including those produced or supplied by commercial entities and/or manufacturers of infant formula, are:	<input type="checkbox"/> Not displayed	<input type="checkbox"/> Displayed, but are limited	<input type="checkbox"/> Displayed and include multiple types of materials	<input type="checkbox"/> Displayed in several areas of the facility and include pictures, posters, brochures, pamphlets, and other resources
C. For breastfeeding mothers needing to store expressed milk, the facility provides:	<input type="checkbox"/> No refrigerator or freezer space	<input type="checkbox"/> Limited refrigerator and freezer space, but it is not consistently available	<input type="checkbox"/> Sufficient refrigerator and freezer space that is available most of the time	<input type="checkbox"/> Sufficient refrigerator and freezer space that is always available
D. Learning and play materials for children which normalize breastfeeding (e.g., books that contain pictures of breastfeeding, baby dolls that are nursing), include:	<input type="checkbox"/> No toys and books portraying breastfeeding are available	<input type="checkbox"/> A few toys and books portraying breastfeeding	<input type="checkbox"/> Toys and books portraying breastfeeding in most classrooms	<input type="checkbox"/> Toys and books portraying breastfeeding in all classrooms
E. A feeding plan filled out by a parent/guardian and/or healthcare provider is:	<input type="checkbox"/> Posted	<input type="checkbox"/> Posted, but not updated regularly	<input type="checkbox"/> Posted and updated regularly	<input type="checkbox"/> Posted, updated regularly updated, and is used to provide a daily report to parents
F. As part of the feeding plan, support for breastfeeding is:	<input type="checkbox"/> Not explicitly included	<input type="checkbox"/> Sometimes included, but relies on the provider to add additional information to standard form	<input type="checkbox"/> Usually included, and part of the standard form to be filled in by parents	<input type="checkbox"/> Always included, and covers age-appropriate introduction of solid food, feeding in response to baby's cues, and inviting the mother to come to the facility to nurse

Education				
A. Training on age-appropriate infant feeding practices, including safe storage/handling of human milk, is offered to providers:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Only as a part of new staff orientation	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 or more times per year
B. Training on promoting and supporting breastfeeding, including, exclusive breastfeeding, is offered to providers:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Only as a part of new staff orientation	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 or more times per year
C. Breastfeeding families are instructed on how to properly label and store human milk for use in the child care facility:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Informally, but not in writing	<input type="checkbox"/> In writing	<input type="checkbox"/> In writing, and providers check to make sure all milk provided are properly labeled
Policy				
A. At our child care facility, a written and explicit policy for promoting and supporting breastfeeding families:	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Is generally followed but is not written	<input type="checkbox"/> Is written, generally followed, and sometimes shared with parents	<input type="checkbox"/> Is written, available, followed, and always shared with parents
B. The facility's breastfeeding-friendly policy is communicated to expectant mothers, families with infants, and visitors:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes, if asked	<input type="checkbox"/> Usually	<input type="checkbox"/> Always

The Let's Move! Child Care Checklist Quiz is based on the Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) program. Quiz development was led by Dr. Dianne S. Ward, with the assistance of her research team, including Temitope Erinosh, Christina McWilliams, Amber Vaughn, Chris Ford, and Phil Hanson; and in consultation with the Centers for Disease Control and Prevention and expert reviewers, including (in alphabetical order) the Carolina Global Breast Feeding Institute, Marsha Dowda, Sybille Kranz, Sara Switzer, Stewart Trost, and Heather Wasser.

Sample Child Care Center Breastfeeding Policy

The *ABC Child Care Center* is committed to providing a breastfeeding friendly environment for our enrolled children and staff. The *ABC Child Care Center* subscribes to the following policy:

Breastfeeding mothers shall be provided a place to breastfeed or express their milk.

Breastfeeding mothers, including employees, shall be provided a private and sanitary place (other than a bathroom) to breastfeed their babies or express milk. This area has an electric outlet, comfortable chair, and nearby access to running water. Mothers are also welcome to breastfeed in front of others if they wish.

A refrigerator will be made available for storage of expressed breast milk.

Breastfeeding mothers and employees may store their expressed breast milk in the center refrigerator. Mothers should provide their own containers, clearly labeled with name and date.

Sensitivity will be shown to breastfeeding mothers and their babies.

The center is committed to providing ongoing support to breastfeeding mothers, including providing an opportunity to breastfeed their baby in the morning and evening, and holding off giving a bottle, if possible, when mom is due to arrive. Infant formula and solid foods will not be provided unless requested by the mother. Babies will be held closely when feeding.

Staff shall be trained in handling breast milk.

All center staff will be trained in the proper storage and handling of breast milk, as well as ways to support breastfeeding mothers. The center will follow human milk storage guidelines from the American Academy of Pediatrics and Centers for Disease Control and Prevention to avoid waste and prevent food borne illness.

Breastfeeding employees shall be provided flexible breaks to accommodate breastfeeding or milk expression.

Breastfeeding employees shall be provided a flexible schedule for breastfeeding or pumping to provide breast milk for their children. The time allowed would not exceed the normal time allowed to other employees for lunch and breaks. For time above and beyond normal lunch and breaks, sick/annual leave may be used, or the employee can come in earlier or leave later to make up the time.

Breastfeeding promotion information will be displayed.

The center will provide information on breastfeeding, including the names of area resources should questions or problems arise. In addition, positive promotion of breastfeeding will be on display in the center.

Is Your Center Breastfeeding Friendly?

A center that is Breastfeeding Friendly:

- Provides an atmosphere that welcomes and promotes breastfeeding as a normal method of feeding infants
- Helps mothers continue to breastfeed when they return to work or school
- Makes breastfeeding resources available to parents
- Feeds infants on cue and coordinates feeding times with parent's schedule
- Trains staff so they are able to support breastfeeding parents
- Has a written breastfeeding policy

If you think your center is Breastfeeding Friendly, complete the following information and the self-assessment on the back. Mail this completed form and a copy of your breastfeeding policy to the address below. Centers that answer "Yes" to all six standards and whose policy supports breastfeeding will be designated as a Breastfeeding Friendly Child Care Center. Centers will be awarded a certificate and window cling to display at the center. The certificate expires after 2 years and you will need to complete another self-assessment at that time.

If your center is not ready to apply yet and you would like more information on becoming a Breastfeeding Friendly Child Care Center, contact us at the address below.

CCFP Authorization Number: _____

Center Name: _____

Sponsor Name (if applicable): _____

Center Address: _____

City: _____ State: _____ Zip: _____

Number of infants (under 12 months of age) currently in care: _____

Contact Information:

Krista Schoen
Florida Department of Health
Bureau of Childcare Food Programs
4052 Bald Cypress Way, Bin A-17
Tallahassee, FL 32399
Phone: 850-245-4323 FAX: 850-414-1622



Breastfeeding Friendly Self-Assessment

1. *Our center provides an atmosphere that welcomes and promotes breastfeeding.* Yes___ No___

The center encourages mothers to visit and breastfeed during the day, if their schedules permit. Center employees are also encouraged to breastfeed their infants in care. There are breastfeeding posters on display and learning/play materials that promote breastfeeding (e.g. books that contain pictures of babies or animals nursing).

2. *Our center helps mothers continue to breastfeed their babies when they return to work or school.* Yes___ No___

Parents are told about the center's policies and services regarding breastfeeding. The center's information packet for new families includes information on breastfeeding that is not provided by or produced by formula companies. There is a quiet comfortable place that mothers can feed their babies or express breast milk.

3. *Our center has accurate written materials on breastfeeding topics available for all parents.* Yes___ No___

Staff is familiar with written materials and available community resources (support groups, La Leche League, lactation consultants, and local WIC agency) and refers moms as appropriate.

4. *Our center feeds infants on cue and coordinates feeding times with the mother's normal schedule.* Yes___ No___

Breastfed babies do not receive food or drink (other than breast milk) unless indicated. Parents are asked what they want the center to do if mom will be late and their baby is hungry or the supply of breast milk is gone.

5. *Our center trains all center staff so they are able to support breastfeeding.* Yes___ No___

Center staff convey a positive attitude that moms can return to work and continue to breastfeed and that the center can help them. Staff is trained about the benefits and normalcy of breastfeeding; the preparation, storage, and feeding of breast milk; and resources available for staff and parents.

6. *Our center has a written policy that reflects the center's commitment to breastfeeding.* Yes___ No___

Staff is familiar with the policy and it is available so that staff can refer to it.

Enclosed is a copy of our center's Breastfeeding Policy.

Name of Center Director: _____ Signature: _____

Phone: _____ E-mail: _____

Teaching Preschoolers About Healthy Habits



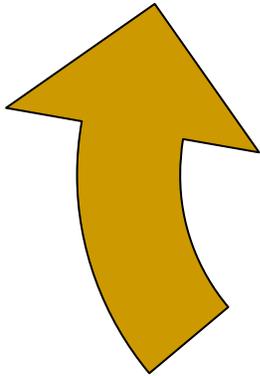
Healthy Lifestyle for Kids



**Turn Off the TV
& Get Active!**

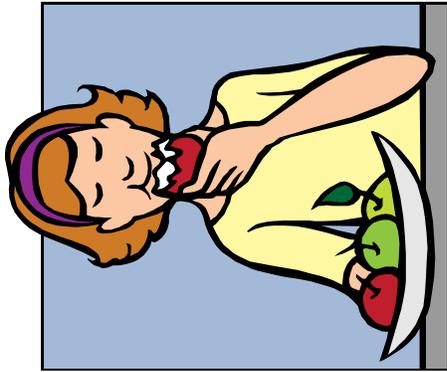
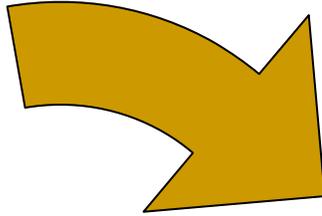


**Be Physically
Active Every
Day!**



**Healthy
Lifestyle**

**Eat Healthy
&
Drink More
Water!**



Yoga for Preschoolers



The health advantages of yoga have been widely accepted for both physical and emotional well-being. The 5,000-year old practice is commonly directed toward adults, but more than ever child and preschool yoga programs are cropping up. Yoga allows children to move better, relax more, and even sleep better. Yoga also fosters a more positive body image and strengthens the immune system.

Additionally, yoga is definitely exercise for the body! It works the muscles and stretches limbs. Unlike other physical activities that require rough and tumble interaction, yoga is relatively safe and gentle. Letting young children use animal and nature sounds that correspond to poses makes it even more fun. They can bark in dog pose, hiss in cat pose, and even slither into cobra pose.

Sun Salutation:





Resources:

Books/Card Decks:

Yoga 4 Classrooms Card Deck

Learn With Yoga ABC Yoga Cards for Kids

The Kids' Yoga Deck: 50 Poses and Games

DVDs:

YogaKids: available at www.Gaiam.com (producer) or popular websites

Yoga by the Dozen - Kid's / Children Yoga (available at popular websites)

Websites:

Lazy Lizards Yoga: www.lazylizardsyoga.com/poses.html

Yoga 4 Classrooms: www.yoga4classrooms.com/activity-card-deck

Gaiam: www.gaiam.com

These resources are being provided as a convenience and for informational purposes only; they do not constitute an endorsement or an approval by the Florida Department of Health of any of the products, services or opinions of the corporation or organization or individual. The Florida Department of Health bears no responsibility for the accuracy, legality, or content of these resources.



MUSIC, MOVEMENT, AND PLAY CONNECTION

Guidelines for Childhood Play and Activity

Physical Play Environment

Young children do best when they have ample opportunities for fitness throughout the day. A variety of play and movement activities will help children develop gross motor skills, balance, coordination, and social skills. Children also gain health benefits such as proper bone development, a healthy heart, strong muscles, improved flexibility, and achievement of a healthy weight.

The following recommendations for activity are adapted from guidelines issued by the National Association for Sport and Physical Education (NASPE).



Infants birth to 12 months

- Allow babies to interact with parents and/or caregivers in daily physical activities that explore their environment.
- Place infants in safe settings that do not restrict movement.
- Engage infants in activities that promote development of movement skills.

Toddlers ages 12 to 36 months

- Toddlers should accumulate at least 30 minutes of structured physical activity each day.
 - Aim for at least 60 minutes of unstructured activity each day.
 - Keep toddlers moving. They should not be sedentary for more than 60 minutes except during sleep.





- Encourage toddlers to develop basic movement skills such as running, jumping, throwing, and kicking.

Preschoolers ages 3 to 5 years

- Preschoolers should accumulate at least 60 minutes or more of structured physical activity each day.
- Aim for 60 minutes to several hours of unstructured physical activity each day.
- Preschoolers should not be sedentary for more than 60 minutes except during sleep.
- Preschoolers should develop competence in basic movement skills.

Children ages 5 to 12

- School-aged children should accumulate 60 minutes to several hours of physical activity on most days of the week. Activities should include moderate and vigorous physical activity with the majority of the time being spent in activity that is intermittent in nature.
- Children should participate in several bouts of physical activity lasting 15 minutes or more each day.
- Encourage activities that develop competence in areas designed to achieve optimal health, wellness, fitness, and performance benefits.
- Avoid being sedentary for more than 2 hours at a time unless sleeping.

Sources

National Association for Sport and Physical Education (NASPE). (2002). *Active Start: A Statement of Physical Activity Guidelines for Children Birth to Five Years*. Retrieved August, 2008, from www.aahperd.org

National Association for Sport and Physical Education (NASPE). (2004). *Physical Activity for Children: A Statement of Guidelines for Children Ages 5-12*. Retrieved August, 2008, from www.aahperd.org



Fitting in Fitness Each Day

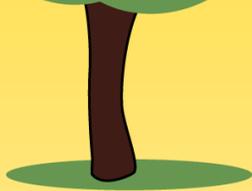
Fitness for children should focus on fun! The ideas below will help you to incorporate movement and play into your daily child care routine. For more on this topic, see *Creating an Active, Healthy Play Environment*.

- Walk and talk with the children as much as possible. Explore the world around you with walking field trips.
- Provide safe indoor and outdoor areas for the child to perform large muscle physical activities, including balancing and rolling.
- Use music to encourage skills such as walking, running, and jumping, in different directions, at different speeds, and at different levels.
- Use scarves, rolled socks, and foam balls to encourage skills such as catching, throwing, and kicking.
- Use music and verbal prompts to encourage slow stretching.
- Encourage creativity by encouraging children to make up their own activities, games, and dances.

Going Further

- Books to Read
 - ◆ Dow, C. (2006). *Dance, turn, hop, learn! : Enriching movement activities for preschoolers*. Redleaf Press.
 - ◆ Pica, R. (2006). *Great games for young children: Over 100 games to develop self-confidence, problem-solving skills, and cooperation*. Gryphon House.
 - ◆ McCall, R., & Craft, D. (2004). *Purposeful play: Early childhood movement activities on a budget*. Human Kinetics.
- The following article provides more detail on the NASPE guidelines:
<http://eclkc.ohs.acf.hhs.gov>

TAKE IT OUTSIDE! WEEK



Use these simple 15 outdoor activities to get your children moving. The activities listed only require you, your child, and your imagination.

Did You Know?

Physical activity for young children is an important component of early brain development and learning.

When adults model and teach the importance of physical activity, young children are more likely to adopt a lifetime of healthful practices and behaviors.

15 Simple Ways to Get Moving

1. Spread paper plates on the ground. Pretend they are rocks in a stream. Get from one side to the other without stepping in the stream.
2. Work on moving in different ways- go outside and practice walking, running, galloping, skipping, jumping and hopping.
3. Time to march! Pretend to have your favorite instrument and march as you play. Can someone guess what instrument you are playing? Bring real instruments outside and march in a band with friends.
4. Rainbow Run- talk about the colors of the rainbow as you name colors, run & touch 3 things that are that color.
5. Go for a walk- breath in the air as you swing your arms and hold your head high.
6. Take a walk; first go in straight lines, then curvy lines, and then try walking backwards.
7. Get outside and practice running. When you are running work on pumping your arms front and back and moving in a straight line.
8. Set up an obstacle course using things to jump over, go around, and even under. See how fast you can do it.
9. Find an open space and work on rolling in different ways...long, straight body and a curled up small body. Rolling down a hill is fun!
10. Blow bubbles outdoors. Chase and catch the bubble before it pops.
11. Pretend you are at a zoo. Identify an animal- move and sound like that animal.
12. Pretend to be a growing flower. First you are a tiny seed in the ground and then grow into a big flower.
13. Pretend to be a balloon – first without air, being blown up, floating around, and then being popped.
14. Motions of the weather- use your body to pretend to be different types of weather. Rain, wind, thunder, snow...get creative.
15. Pretend to move like different foods- melt like a popsicle or pop like popcorn.



Nutrition and Physical Activity Self-Assessment for Child Care

Your Name: _____ Date: _____

Child Care Facility Name: _____

Please read each statement or question carefully and check the response that best fits your child care facility. Refer to the instruction sheet for clarification of question, examples, and definitions.

SECTION I: NUTRITION

(N1) Fruits and Vegetables

A. Fruit (not juice) is offered:	<input type="checkbox"/> 3 times per week or less	<input type="checkbox"/> 4 times per week	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 2 or more times per day
B. Fruit is offered canned in own juice (no syrups), fresh, or frozen:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
C. Vegetables (not including French fries, tater tots, hash browns, or dried beans) are offered:	<input type="checkbox"/> 2 times per week or less	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 2 or more times per day
D. Vegetables, other than potatoes, corn, and green beans, are offered:	<input type="checkbox"/> Less than 1 time per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1 or more times per day
E. Cooked vegetables are prepared with added meat fat, margarine or butter:	<input type="checkbox"/> All of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Rarely or never

(N2) Meats, Fats, and Grains

A. Fried or pre-fried potatoes (French fries, tater tots, hash browns) are offered:	<input type="checkbox"/> 3 or more times per week	<input type="checkbox"/> 2 times per week	<input type="checkbox"/> 1 time per week	<input type="checkbox"/> Less than once a week or never
B. Fried or pre-fried (frozen and breaded) meats (chicken nuggets) or fish (fish sticks) are offered:	<input type="checkbox"/> 3 or more times per week	<input type="checkbox"/> 2 times per week	<input type="checkbox"/> 1 time per week	<input type="checkbox"/> Less than once a week or never
C. High fat meats (sausage, bacon, hot dogs, bologna, ground beef) are offered:	<input type="checkbox"/> 3 or more times per week	<input type="checkbox"/> 2 times per week	<input type="checkbox"/> 1 time per week	<input type="checkbox"/> Less than once a week or never

Ammerman, AS, Benjamin, SE, Sommers, JK, Ward, DS. 2004. The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) environmental self-assessment instrument. Division of Public Health, NC DHHS, Raleigh, NC, and the Center for Health Promotion and Disease Prevention, University of North Carolina at Chapel Hill. Revised May 2007.

D. Beans or lean meats (baked or broiled chicken, turkey, or fish) are offered:	<input type="checkbox"/> Less than 1 time per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1 or more times per day
E. High fiber, whole grain foods (whole wheat bread, oatmeal, brown rice, Cheerios®, etc) are offered:	<input type="checkbox"/> 1 time per week or less	<input type="checkbox"/> 2-4 times per week	<input type="checkbox"/> 1 times per day	<input type="checkbox"/> 2 or more times per day
F. Sweets or salty foods (cookies, cakes, muffins, chips, etc) are offered:	<input type="checkbox"/> 1 or more times per day	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> Less than once a week or never

(N3) Beverages

A. Drinking water outside is:	<input type="checkbox"/> Not visible	<input type="checkbox"/> Visible, but only available during designated water breaks	<input type="checkbox"/> Easily visible and available on request	<input type="checkbox"/> Easily visible and available for self-serve
B. Drinking water inside is:	<input type="checkbox"/> Not visible	<input type="checkbox"/> Visible, but only available during designated water breaks	<input type="checkbox"/> Easily visible and available on request	<input type="checkbox"/> Easily visible and available for self-serve
C. <u>100%</u> fruit juice is offered:	<input type="checkbox"/> 2 or more times per day	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 2 times per week or less
D. Sugary drinks (Kool-Aid™, sports drinks, sweet tea, punches, soda) other than 100% juice are offered:	<input type="checkbox"/> 1 or more times per week	<input type="checkbox"/> Less than 1 time per week	<input type="checkbox"/> Less than 1 time per month	<input type="checkbox"/> Rarely or never
E. Milk served to children ages 2 years and older is usually:	<input type="checkbox"/> Whole or regular	<input type="checkbox"/> 2% reduced fat	<input type="checkbox"/> 1% low-fat	<input type="checkbox"/> Skim or non-fat
F. Soda and other vending machines are located:	<input type="checkbox"/> In entrance or front of building	<input type="checkbox"/> In public areas, but not entrance	<input type="checkbox"/> Out of sight of parents and children	<input type="checkbox"/> No vending machines on site

(N4) Menus and Variety

A. Menus used are:	<input type="checkbox"/> 1-week cycle	<input type="checkbox"/> 2-week cycle	<input type="checkbox"/> 3-week cycle or more without seasonal change	<input type="checkbox"/> 3-week cycle or more with seasonal change
B. Weekly menus include a combination of both new and familiar foods:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time

Ammerman, AS, Benjamin, SE, Sommers, JK, Ward, DS. 2004. The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) environmental self-assessment instrument. Division of Public Health, NC DHHS, Raleigh, NC, and the Center for Health Promotion and Disease Prevention, University of North Carolina at Chapel Hill. Revised May 2007.

C. Weekly menus include foods from a variety of cultures:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
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(N5) Feeding Practices

A. When children eat less than half of a meal or snack, the staff help determine if they are full before removing the plate:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
B. When children request seconds, staff help determine if they are still hungry before serving additional food:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
C. Children are encouraged by staff to try a new or less favorite food:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
D. Food is used to encourage positive behavior:	<input type="checkbox"/> All of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Rarely or never

(N6) Foods Offered Outside of Regular Meals and Snacks

A. Guidelines provided to parents for food brought in for holidays or celebrations are:	<input type="checkbox"/> Not available	<input type="checkbox"/> Loose guidelines with healthier options encouraged	<input type="checkbox"/> Written guidelines for healthier options that are not always enforced	<input type="checkbox"/> Written guidelines for healthier options that are usually enforced
B. Holidays are celebrated with mostly healthy foods or with non-food treats like stickers:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
C. Fundraising consists of selling only non-food items (like wrapping paper, coupon books or magazines):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time

(N7) Supporting Healthy Eating

A. Staff join children at the table for meals:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
B. Meals are served family style (children serve themselves with limited help):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
C. Staff consume the same food and drinks as the children:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time

Ammerman, AS, Benjamin, SE, Sommers, JK, Ward, DS. 2004. The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) environmental self-assessment instrument. Division of Public Health, NC DHHS, Raleigh, NC, and the Center for Health Promotion and Disease Prevention, University of North Carolina at Chapel Hill. Revised May 2007.

D. Staff eat or drink less healthy foods (especially sweets, soda and fast food) in front of the children:	<input type="checkbox"/> All of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Rarely or never
E. Staff talk informally with children about trying and enjoying healthy foods:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Some of the time	<input type="checkbox"/> Most of the time	<input type="checkbox"/> All of the time
F. Support for good nutrition is visibly displayed in 2 to 5 year old classrooms and common areas by:	<input type="checkbox"/> No posters, pictures, or books about healthy food displayed	<input type="checkbox"/> A few posters, pictures, or books about healthy food displayed in a few rooms	<input type="checkbox"/> Posters, pictures, or books about healthy food displayed in most rooms	<input type="checkbox"/> Posters, pictures, or books about healthy food displayed in every room

(N8) Nutrition Education for Staff, Children, and Parents

A. Training opportunities on nutrition (other than food safety and food program guidelines) are provided for staff:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
B. Nutrition education is provided for children through a standardized curriculum:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> 1 time per month	<input type="checkbox"/> 2-3 times per month	<input type="checkbox"/> 1 time per week or more
C. Nutrition education opportunities are offered to parents (workshops, activities and take home materials):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more

(N9) Nutrition Policy

A. A written policy on nutrition and food service that covers most of the above topics:	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Exists informally, but is not written or followed	<input type="checkbox"/> Is written, but not always followed	<input type="checkbox"/> Is written, available and followed
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SECTION II: PHYSICAL ACTIVITY

(PA1) Active Play and Inactive Time

A. Active play time is provided to all children:	<input type="checkbox"/> 45 minutes or less each day	<input type="checkbox"/> 46-90 minutes each day	<input type="checkbox"/> 91-120 minutes each day	<input type="checkbox"/> More than 120 minutes each day
B. Teacher-led physical activity is provided to all children:	<input type="checkbox"/> 1 time per week or less	<input type="checkbox"/> 2-4 times per week	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 2 or more times per day

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C. Outdoor active play is provided for all children:	<input type="checkbox"/> 1 time per week or less	<input type="checkbox"/> 2-4 times per week	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 2 or more times per day
D. Active play time is withheld for children who misbehave:	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never	<input type="checkbox"/> Never and we provide more active play time for good behavior
E. Children are seated (excluding naps and meals) more than 30 minutes at a time:	<input type="checkbox"/> 1 or more times per day	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> Less than once a week or never
F. Television and video use consists of the:	<input type="checkbox"/> TV turned on for 5 or more hours per week	<input type="checkbox"/> TV turned on for 3-4 hours per week	<input type="checkbox"/> TV turned on 2 hours per week or less	<input type="checkbox"/> TV used rarely or never

(PA2) Play Environment

A. Fixed play equipment (tunnels, balancing equipment, climbing equipment, overhead ladders) is:	<input type="checkbox"/> Unavailable at our site	<input type="checkbox"/> Only one type of equipment is available	<input type="checkbox"/> Different equipment available that suits most children	<input type="checkbox"/> Wide variety of equipment available and accommodates needs of all children
B. Portable play equipment (wheel toys, balls, hoops, ribbons) consists of:	<input type="checkbox"/> Little variety and children must take turns	<input type="checkbox"/> Some variety but children must take turns	<input type="checkbox"/> Good variety but children must take turns	<input type="checkbox"/> Lots of variety for children to use at the same time
C. Outdoor portable play equipment is:	<input type="checkbox"/> Available during special times only	<input type="checkbox"/> Located out of child sight and reach, staff must access	<input type="checkbox"/> Available on request	<input type="checkbox"/> Freely available by children at all times
D. Outdoor play space includes:	<input type="checkbox"/> No open running spaces or track/path for wheeled toys	<input type="checkbox"/> Very limited open running space, no track/path for wheeled toys	<input type="checkbox"/> Plenty of open running space, no track/path for wheeled toys	<input type="checkbox"/> Plenty of open running spaces and a track/path for wheeled toys
E. Indoor play space is available:	<input type="checkbox"/> For quiet play only	<input type="checkbox"/> For very limited movement (jumping and rolling)	<input type="checkbox"/> For some active play (jumping, rolling and skipping)	<input type="checkbox"/> For all activities, including running

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(PA3) Supporting Physical Activity

A. During active play time staff:	<input type="checkbox"/> Supervise play only (mostly sit or stand)	<input type="checkbox"/> Sometimes encourage children to be active	<input type="checkbox"/> Sometimes encourage children to be active and join children in active play	<input type="checkbox"/> Often encourage children to be active and join children in active play
B. Support for physical activity is visibly displayed in 2 to 5 year old classrooms and common areas by:	<input type="checkbox"/> No posters, pictures, or books about physical activity displayed	<input type="checkbox"/> A few posters, pictures, or books about physical activity displayed in a few rooms	<input type="checkbox"/> Posters, pictures, or books about physical activity are displayed in most rooms	<input type="checkbox"/> Posters, pictures, or books about physical activity are displayed in every room

(PA4) Physical Activity Education for Staff, Children, and Parents

A. Training opportunities are provided for staff in physical activity (not including playground safety):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
B. Physical activity education (motor-skill development) is provided for children through a standardized curriculum:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> 1 time per month	<input type="checkbox"/> 2-3 times per month	<input type="checkbox"/> 1 time per week or more
C. Physical activity education is offered to parents (workshops, activities and take home materials):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more

(PA5) Physical Activity Policy

A. A written policy on physical activity that covers most of the above topics:	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Exists informally, but is not written or followed	<input type="checkbox"/> Is written, but not always followed	<input type="checkbox"/> Is written, available and followed
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For more information about this self-assessment instrument and the NAP SACC project, please visit www.napsacc.org.

Please use the following citation when referencing this instrument: Ammerman, AS, Benjamin, SE, Sommers, JK, Ward, DS. 2004. The Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) environmental self-assessment instrument. Division of Public Health, NC DHHS, Raleigh, NC, and the Center for Health Promotion and Disease Prevention, University of North Carolina at Chapel Hill. Revised May 2007.





NAP SACC Self-Assessment Instruction Sheet

Purpose: To guide providers through the NAP SACC self-assessment by clarifying questions and providing a term glossary.

General Instructions: When completing this instrument, it is important to honestly assess your facility's environment so that your NAP SACC consultant can help you set and meet goals to improve the nutrition and physical activity environment, policies and practices. When answering the questions, keep in mind what your facility does a majority of the time as your practices may fall into more than one category. Be sure to involve any key staff members that may help in answering questions.

Section 1: Nutrition

- Fruit includes all fruits, applesauce, and dried fruit. This does not include 100% fruit juice.
- Vegetables include all vegetables and potatoes, unless they are fried. This does not include beans like pinto and baked beans.
- Weekly menus that include a combination of both new and familiar foods refers to offering new foods at the center by cooking a familiar food in a new way or offering a new kind of food all together alongside familiar foods you know the children enjoy.
- Cultural foods are foods from different countries that may not be familiar to the children. This may include, but not limited to: Chinese, Vietnamese, Mediterranean, Spanish, Caribbean, Polish, or French, etc.
- Determination of hunger and fullness when children request seconds or eat less than half of a meal refers to the ability of staff to help children listen to their body before throwing away food or requesting seconds. "Are you full? or Are you still hungry?" are **NOT** hunger/fullness prompts by staff, but prompting the children to listen and feel their bellies are.
- Staff nutrition education and training may include general information related to infant, toddler, or preschooler nutrition, introduction to a new nutrition curriculum, healthy meal/menu planning, etc. This does not include training on food program guidelines or food safety/sanitation.
- Nutrition education for parents refers to things such as workshops, activities, take home materials, and health fairs that provide families with information on healthy eating or cooking.
- A written policy on nutrition and food service that covers most of the above topics refers to a policy that focuses on serving healthy foods and mentions the NAP SACC key areas including:
 - *Fruits and Vegetables*
 - *Meat, Fats, & Grains*
 - *Beverages*
 - *Menus and Variety*
 - *Feeding Practices*
 - *Foods Offered outside of Regular Meals and Snacks*
 - *Supporting Healthy Eating*
 - *Nutrition Education for Staff, Children, and Parents*

Section 2: Physical Activity

- Active play time is described as indoor or outdoor play time, which allows children to be able to run, skip, hop, jump, etc. This type of play time does not have any limitations.
- Teacher-led physical activity refers to an activity that is led by the teacher, promotes active movements and is designed so all young children are **active participants**.
- Withholding active play time for misbehavior is defined as making a child sit inside or outside for an extended period of time or shortening active play time for the entire class. It is not defined by short time-outs.
- Staff physical activity education and training includes education on specific areas related to physical activity such as ways to reduce sedentary time while at child care, ways to increase movement throughout the day, what are developmentally appropriate gross motor activities, etc.
- Physical activity education for children should include motor skill development.
- A written policy on physical activity that covers most of the above topics refers to a policy that focuses on increasing physical activity at child care and mentions the NAP SACC key areas including:
 - Active Play and Inactive Time
 - Play Environment
 - Supporting Physical Activity
 - Physical activity Education for Staff, children, and Parents
 - Physical Activity Policy

Term Glossary

Canned in juice: Canned without additional sugars such as light and heavy syrups.

Prefried: Often frozen chicken nuggets, fish sticks, French fries and tator tots were fried before processing. Even if you bake these items before serving they have extra fat due to frying.

Cycle menu: This means that the same foods are used over again during the next cycle. For example if you are using a 1-week cycle snack menu that means that the children receive the same thing for snack every Monday.

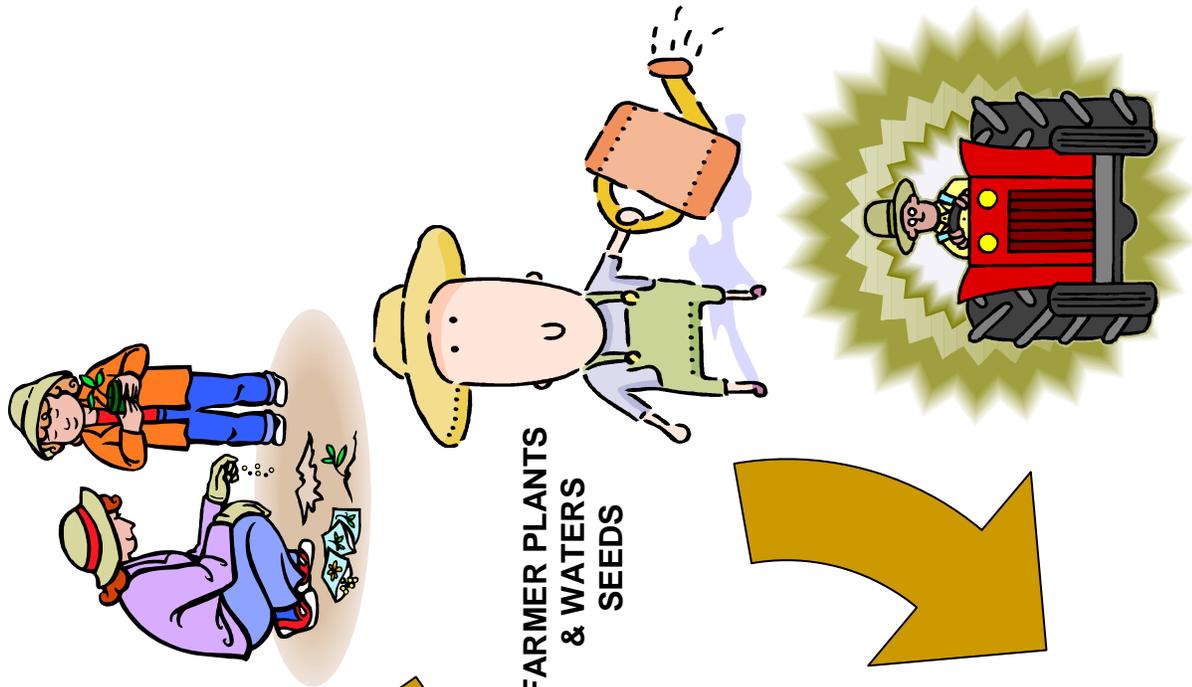
Celebrations: These include all events hosted by the facility, for example birthdays, holiday parties (Halloween, Valentines's Day, etc), Family Fun Day, etc.

Fundraising: Anything that is done to raise money for the facility or for the children.

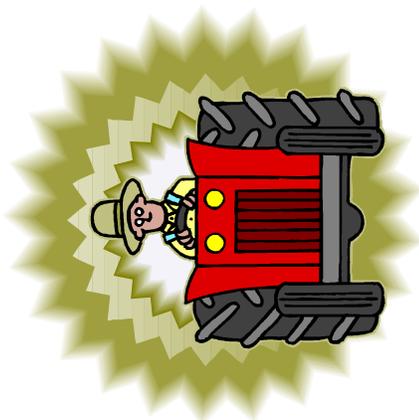
Family style eating: Food is placed in bowls on the table and children are allowed to serve themselves.

Informal education: Discussion with the children by teachers that is not part of a formal lesson. This may include talk about that day's lunch and how it is good for the body or talk on the playground about how running builds strong muscles.

Standardized curriculum: This can be a pre-existing curriculum such as Color Me Healthy or I Moving I Am Learning or it can be lessons put together by the teacher. Formal nutrition and physical activity education would be part of the lesson plan.



FARMER PLANTS & WATERS SEEDS



FARMER HARVESTS CROP & TAKES TO MARKET & THEN GROCERY STORE

Farm to Table



CROP GOES FROM GROCERY STORE TO HOME & PLACED ON TABLE





Four Seasons of FRESHNESS

Florida Produce Availability *at a glance*

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
AVOCADOS	■	■	■			■	■	■	■	■	■	■
BLUEBERRIES				■	■	■						
CABBAGE	■	■	■	■	■	■					■	■
CANTALOUPE			■	■	■	■	■					
CARAMBOLA	■	■	■					■	■	■	■	■
CARROTS	■	■	■	■	■	■					■	■
CAULIFLOWER	■	■	■	■	■						■	■
CELERY	■	■	■	■	■	■					■	■
CHINESE CABBAGE	■	■	■	■	■	■					■	■
CUCUMBERS	■	■	■	■	■	■				■	■	■
EGGPLANT	■	■	■	■	■	■			■	■	■	■
GRAPEFRUIT	■	■	■	■	■	■			■	■	■	■
GREEN BEANS	■	■	■	■	■	■	■	■	■	■	■	■
GREEN PEPPERS	■	■	■	■	■	■	■			■	■	■
LETTUCE	■	■	■	■	■	■					■	■
MANGOES					■	■	■	■	■			
ORANGES	■	■	■	■	■	■				■	■	■
RADISHES	■	■	■	■	■	■				■	■	■
SQUASH	■	■	■	■	■	■			■	■	■	■
STRAWBERRIES	■	■	■	■	■	■				■	■	■
SWEET CORN	■	■	■	■	■	■		■	■	■	■	■
TANGERINES	■	■	■	■	■	■			■	■	■	■
TOMATOES	■	■	■	■	■	■			■	■	■	■
WATERMELON				■	■	■	■				■	■

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Florida Department of Agriculture and Consumer Services • Charles H. Bronson, Commissioner

Gardening for Child Care Providers

Gardens give children a chance to try fresh fruits and vegetables and learn where food comes from. Kids who learn to love gardening at an early age grow into adults with a passion for plants and respect for the environment.

Gardens allow children:

- To be active and engaged in learning
- To build on prior learning and experiences with their environment
- To develop a relationship with nature
- To explore at their own pace

Gardens can be as small as a container garden in a window or as large as a school habitat. If you are new to gardening with preschoolers, start small and then expand as your confidence and experience increases.



Tips for container gardening

- ✓ Get enough containers with drainage holes for each child. Suitable containers can be: milk cartons or jugs; paper, plastic or Styrofoam cups; egg cartons; yogurt cups; coffee cans; flour or sugar sacks.
- ✓ Fill each container with high-quality, well-drained potting soil.
- ✓ Add plant seeds. Sweet peas grow fast, smell nice, and are a good choice for a first gardening experience.
- ✓ Cover seeds lightly with more potting soil. Water.
- ✓ Place containers near a window to get enough light.
- ✓ Make sure the containers do not dry out by watering regularly.
- ✓ If you choose to grow climbing plants like tomatoes or cucumbers, provide support as the vines grow. Paint stirrers make good stakes.

Tips for outdoor gardens

- ✓ Involve kids in all stages that are reasonable for their age. Work in small groups of 2 or 3 so each child is engaged and actively involved. Hands-on activities like collecting, touching, tasting, and smelling help them learn through discovery.
- ✓ Spend time preparing the soil. Most garden work can be completed with a child-sized trowel if the soil is well-prepared.
- ✓ Practice sun safety. Make sure kids use sunscreen, wear a hat, and have plenty of water to drink.
- ✓ Teach kids proper gardening behavior. They should not eat anything before asking an adult.
- ✓ Don't use pesticides or other chemicals in the garden. Be sure to check about chemicals in potting soil or seeds.
- ✓ Plant for immediate and delayed gratification. Plant both seeds and potted plants.
- ✓ Don't worry about the garden's appearance. Children will still learn from the experience and think the garden is beautiful.



Easy food plants to grow in preschool/daycare settings:

- ✓ Lettuce
- ✓ Radishes
- ✓ Snow peas
- ✓ Cherry tomatoes
- ✓ Carrots
- ✓ Potatoes
- ✓ Bush beans
- ✓ Pumpkins

Other garden ideas:

- ✓ For scent, try lemon balm, rosemary, or mint.
- ✓ Plant some edible flowers, like pansies, nasturtiums, or sunflowers
- ✓ Try planting theme gardens such as:
 - Pizza garden – tomatoes, onions, green peppers, basil, oregano
 - Stone soup garden – onions, carrots, peppers, parsnips, beans, potatoes, corn
 - Bean teepees – bamboo poles, bean or sweet pea vine

Helpful Resources

- ✓ Growing a Green Generation: A curriculum of gardening activities for preschool and kindergarten children
<http://horticulture.unh.edu/ggg.html>
- ✓ Preschool Books by Theme: Gardening with Preschoolers
<http://books.preschoolrock.com/index.php/preschool-books-by-theme/gardening-with-preschoolers-2>
- ✓ Kidsgardening.org
<http://Kidsgardening.org/>

*"Getting dirty is an integral part
of growing up..."*

Anonymous



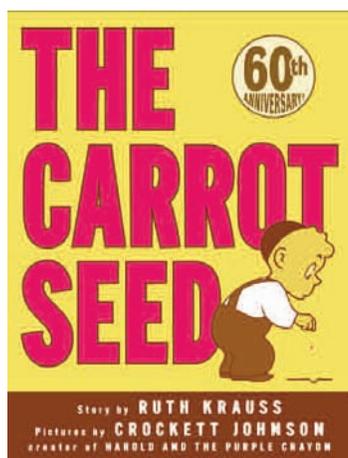


CRAFT CONNECTION

Seeds to Veggies

Lesson Overview

Children will learn that many of the foods we eat come from plants. They will listen to the classic story *The Carrot Seed* and then participate in a simple planting activity where they grow a radish from seed and decorate their plant container. To reinforce lesson concepts, the children will be served radish slices and carrot strips at snack time.



Key Concepts

- Many foods come from plants. Examples are vegetables, fruits, beans, herbs, and grains.
 - Plants need soil, sunlight, and water to grow.
 - We can grow some of our food in a garden.

Materials Needed

To teach the lesson:

- Book: Krauss, R., & Johnson, C. (2004). *The Carrot Seed (60th Anniversary Edition)*. HarperTrophy.

For the craft activity:

- Peat pellets* (one per child)
- Clear, 9 ounce plastic cups (one per child)
- Warm water
- Radish seeds
- Stickers and/or colored tape to decorate the plant container; masking tape
- Optional: Carrot seeds to plant outdoors

For the snack:

- Thinly sliced radishes and thinly cut carrot strips for tasting
- Reduced fat ranch dressing
- String cheese

*Available at most garden centers



Lesson Background

Simple gardening activities are a great way to educate children about where food comes from. Studies show that children who participate in fruit, vegetable, and herb gardening are more likely to try these foods.

If you already have a garden, allow children to help with garden tasks such as planting, weeding, watering, and harvesting. If you do not have space for a garden, an easy way to start is by using containers that you can place on your patio or deck.

Teach the Lesson

- Ask the children where does the food you eat come from? Allow children to share their ideas.
- Explain that many of the foods we eat come from plants that farmers grow. Offer examples such as specific vegetables, fruits, herbs, and grains.
- Read the book *The Carrot Seed*. Ask the children if they have ever planted seeds before. Did it take a long time for the seeds to sprout?
- Introduce the craft activity. Explain that the children will plant a radish seed, care for it, and observe it as it sprouts and grows.
- Before planting, children can decorate their plastic cups with stickers or pieces of colored tape. Place a small piece of masking tape with the child's name on the cup.
- Place peat pellet, hole side up, in the clear plastic cup. Add about 2 inches of warm water to the cup to hydrate the pellets. The pellets will grow to a height of about 2 inches. Children will enjoy watching their planting pots “grow.”
- Once the pots are hydrated, place 2–3 radish seeds in the small hole. Gently squeeze the sides of the pot until the seeds are covered with soil.
- Set the pots in a sunny window, south-facing is the best.
- Water the pots from the bottom only. Do this by adding water to the cup. Add a little water at a time, until it is all soaked up and the pots are damp.
- Check on the pots daily. Water as needed but don't over soak the pots.
- It normally takes just 3–5 days for the radish sprouts to appear. Ask the children if they know which part of the plant will eventually become a radish (the root).





- Be sure to send the child's radish plant home at the end of the week. Encourage parents to place the entire peat pot in the home garden or an outside container filled with planting soil.
- Optional: With the children, plant carrot seeds in an outdoor garden space. Carrots normally take 2 weeks or more to germinate so this is a good exercise in patience (a lesson presented in the book, *The Carrot Seed*.)
- To reinforce lesson concepts, serve radish slices and carrot strips at snack time.

Snack Time

- Clean and sanitize the table where the children will eat snack. Make sure all children wash hands with warm water and soap for at least 20 seconds.
- Offer the children a snack tray with radish slices, thinly cut carrot strips and reduced fat ranch dressing for dipping.
- To ensure the snack is reimbursable, serve with string cheese.

CACFP Food Components

Offer at least 1/2 cup total of radish slices and carrot strips for children ages 3–5 and 3/4 cup for children ages 6–12. Offering 1/2 ounce of string cheese (1 ounce for ages 6–12) will result in a reimbursable snack.

Going Further

Children:

- Books to Read
 - ◆ Ayres, K. (2007). *Up, down, and around*. Candlewick Press.
 - ◆ Cherry, L. (2003). *How groundhog's garden grew*. Blue Sky Press.
 - ◆ Ehlert, L. (1990). *Growing vegetable soup*. Voyager Books.

Leader:

- For more information on gardening with children, check out the following web sites:
 - ◆ My First Garden, located at <http://www.urbanext.uiuc.edu/firstgarden/index.html>
 - ◆ Kids Gardening, located at <http://www.kidsgardening.org>

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How Does Your Garden Grow?

Having fresh nutritious foods at hand is just one of many reasons to have a garden. The process of planting, watching over, and harvesting a garden provides daily opportunities for young children to learn valuable lessons, enjoy physical activity, and reap the fruits and vegetables of their labor. Many education activities, such as art, reading, and math skills, can be part of a garden project.

Tips from the Experts on Successful Gardening with Young Children

Start small - with a salad bowl garden.

If you (or one of your center's staff) are an experienced gardener, you have an idea of what size garden will work in your situation. If you are new to gardening, start small in just a couple of containers or a few square feet in the yard. Pick easy-to-grow plants for salads: a variety of leaf lettuces, some radishes, a cherry tomato plant, and some fragrant herbs, like basil, dill, or parsley. Window boxes and recycled plastic containers, like well-cleaned milk or detergent bottles with tops cut off, work especially well.

Choose child-sized tools.

Young children do best with tools that fit easily into their hands. Get child-sized hoes, rakes, and shovels at a nursery or garden center. Try to find strong, genuine looking tools so that children feel like real gardeners. Can't afford new tools? Large kitchen spoons and spatulas, perhaps from a yard sale, work great in containers.

Be prepared for less-than-perfect plantings.

It's important for children to feel like the garden is really theirs, so be willing to put up with crooked rows and mixed-up plants. They can also get attached to their weeds and want to care for them right along with the vegetables and flowers. Many children also love to play in dirt, so set aside a small area for digging, even after the planting is complete. Remember, your garden doesn't need to look perfect to produce perfectly delicious produce or to provide children with wonderful outdoor learning experiences and physical activity!



Help for Great Gardens

Starting an outdoor garden can feel like a major project. Fortunately, most communities offer plenty of green thumbs to help get your garden growing. Volunteers could help with every aspect of your garden.

The right volunteers can help with picking the best site (plenty of sun), checking soil safety (old paint chips have contaminated some soils with lead), and preparing for planting. Some sites may need added compost or sand for proper soil consistency. Here are a few sources for your volunteer pool.

- **Parents or grandparents of children**

Extended families may have the gardening expertise you need and they may be available throughout the growing season.

- **Extension programs**

County Extension agents (through state universities) are a wonderfully reliable source of gardening information and materials. Your state and county extension services have extensive web sites on gardening.

- **Master gardeners**

These trained volunteers have specific information to help novice gardeners succeed with local growing conditions. For a national map of master gardener programs, go to www.ahs.org/master_gardeners.

- **Local garden clubs**

The mission of these clubs often includes a commitment to youth and school gardens. Check this list of state and local garden club sites to see if there is one in your area www.gardenclub.org



More Garden Fun

Use your garden in other activities. Here are just a few ways that teachers and children can have fun in and out of the garden.



- **Art projects**

The possibilities are endless. Children can draw pictures of the plants, produce, and flowers as they grow. They can also decorate fencing, wooden beds, and containers around plants or create stepping-stone paths between plantings.

- **Field trips**

You can expand children's gardening horizons with trips to local farms, farmer's markets, community gardens, and even the flower beds in local parks.

- **Reading about gardens**

There are dozens of garden-related books for children from the classics, such as *The Very Hungry Caterpillar* by Eric Carle to the brand new like *Too Many Zucchini for Zachary Beany* by Tina Dozauer-Ray.

- **Theme gardens**

Whether you are planting flowers or vegetables, you can have a theme for your garden. Consider a butterfly garden with attractive flowers and rocks for resting or a pizza garden featuring tomatoes, garlic, basil, peppers, and onions.

Eating Your Garden Harvest

Many nutrition experts recommend gardening as one of the best ways to get children to taste and enjoy fresh produce, especially unfamiliar vegetables. “I grew it myself” is often a real incentive for small children to try something new.

Remember, it can take a while for children to feel comfortable enough with a new food to bite into it. Research shows that it can take 6 to 12 exposures to a new food before children want to eat it. This is actually why gardening works so well. Children get familiar with a food on the vine and are not as surprised when it turns up on their plates.

Recipe to Try

Dip for Fresh Vegetables E-15¹

Lowfat plain yogurt	½ cup
Reduced calorie salad dressing	1 ¼ cups
OR	
Lowfat mayonnaise	
Instant nonfat dry milk reconstituted	¼ cup
Dried parsley	1 Tbsp
Granulated garlic	¾ tsp
Onion powder	¾ tsp
Salt	¾ tsp
Ground black or white pepper	¼ tsp



Combine all ingredients. Blend well. Cover. Refrigerate until ready to serve. For best results, refrigerate overnight to develop flavor.

Number of Servings: 16
Serving size: 1 oz ladle (2 tablespoons)

Note:

You could substitute garden-fresh parsley, garlic, and onions for the dried items in the recipe.

¹USDA Recipes for Child Care. Available online at www.nfsmi.org.

This tasty dip is lower in calories, fat, and sodium than most commercial dips, and it has more nutrients because it is made with lowfat yogurt and nonfat dry milk. Children will enjoy dipping vegetables from the garden and the store into this creamy dip.



Young Children's Books on Gardening and Growing Food

- *The Carrot Seed* by Ruth Krauss
- *Carlos and the Cornfield* (also *Carlos y la Milpa de Maiz*) by Jan Romero Stevens
- *Garden of Happiness* by Erika Tamar
- *Growing Vegetable Soup* by Lois Ehlert
- *Harriet and the Garden* by Nancy Carlson
- *One Small Square Backyard* by Donald M. Silver
- *Planting a Rainbow* by Lois Ehlert
- *Stone Soup* by Marcia Brown

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Happy Mealtimes Grab and Go Lesson

Using Bridging Activities to Make Mealtimes Special

Children need time to calm down after active play and get ready to sit at the table and eat. Transitional activities and projects relating to food, nutrition, and good eating help the children get ready for meals.

Arts and Crafts About Good Eating

Use these fun arts and crafts activities to teach children about foods. The activities can be planned for the hour before lunch or snack is served to bridge the time between active play and mealtime.

Munching Mobile

Save magazines with beautiful food pictures. Allow children to cut or tear pictures of foods they like from the magazine with adult supervision. Help children tape or paste pictures onto cardboard. Hang the food pictures from a coat hanger to make a Munching Mobile. Plan meals around favorite foods the children have picked.



Story Time

Visit your local library to find books with a food growing or eating theme. Look for *The Very Hungry Caterpillar* by Eric Carle, *Cooking Up a Story* by Carol Elaine Catron and Barbra Catron Parks, or some old favorites like *Goldilocks and the Three Bears*, or *Peter Rabbit*. Read a story to give children a quiet transitional time from active play to mealtime, followed by a meal

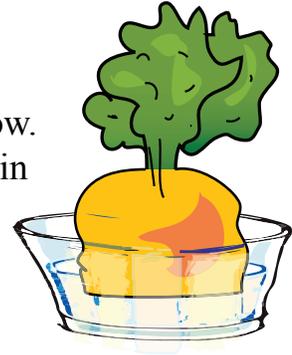
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featuring a food from the story.

The Glory of Gardening

Teach children where foods come from and how food plants grow. Learning about growing food is a great way to increase interest in food and eating. Gardens can be as big as an outdoor plot or as simple as sprouting seeds in a plastic bag. Try a few of these special projects.



- Sprout carrot tops in a shallow dish of water.
- Place a damp paper towel in a plastic bag. Add a few lima bean seeds and have the children watch them sprout.
- Plan a potted-plant garden outside or on a windowsill. Ask a local gardener for advice on container-hardy vegetables like tomatoes, green peppers, and herbs that the children can watch grow and then eat.

Fun with Foods

Preparing foods is a special treat for children. Plan activities that allow children to help with food preparation.

Tasty Toast

Allow children to use cookie cutters to cut special shapes out of toast. Decorate the cut shapes with lowfat toppings like apple butter, jam, and cooked, dried fruits.

Cereal Sundae

Have available a variety of cereals, cut fresh fruits, and lowfat yogurt. Encourage children to be creative and artistic as they arrange their cereal sundae in a bowl or small plastic cup.

Special Note: Enough food should be placed on the table to allow for the full Child and Adult Care Food Program (CACFP) portion size required for each child to be served.

Kids in the Kitchen: A Recipe for Learning

Young children can help in the kitchen. By helping in the kitchen, children learn lifelong skills. Listed here are some appropriate tasks for young children. Remember that children develop at their own rate. Plan tasks that your child is able to do.

Always remember to wash hands with warm water and soap before and after handling food!

2- and 3-year olds

Wash fruits and vegetables
Clean table tops with a sponge
Tear lettuce
Put bread in the toaster
Place things in the trash

3- and 4-year olds

Open packages
Knead and shape dough
Pat refrigerator biscuits into crust
Pour milk, juice, and water into sturdy glasses
Make sandwiches
Toss salads with wooden spoon or clean hands
Beat eggs with a fork or whisk in a large bowl
Wrap foil around potatoes for baking
Mash potatoes

Children learn best when they are busy and interested in what they are doing. When kids have the opportunity to help in the kitchen, they develop a sense of pride. They also learn:

- √ Reading skills – as recipes are read, followed, and prepared
- √ Math skills – through counting, measuring, and following step-by-step directions
- √ Science skills – as food changes during cooking, and they learn about hot and cold, dissolving, melting, and freezing
- √ Thinking skills – as they compare and make relationships in food preparation. For example, they learn about proportion when they double the ingredients in a recipe and get double the cookies!
- √ Social skills – as children work together, take turns, and solve problems. They also learn about other cultures as they prepare foods from various cultural groups.
- √ Health skills – as they see what goes into the food they eat and learn to make better decisions about nutrition

5-year olds

Measure and mix ingredients
Make cakes and cookies using baking mixes
Use a hand mixer with close supervision
Grate cheese or carrots
Set and clear the table
Load the dishwasher



Cook together. Eat together. Talk together. Make mealtime a family time.



...building healthy habits for life

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