

# Nutrition and Menu Planning for Children in the Child Care Food Program



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## **Welcome**

As a child care provider, you have an important role in children's lives by helping them learn and grow. As a Child Care Food Program provider, you help children get the nourishment and energy they *need* to learn and grow by providing healthy meals. In addition, 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 for children ages 2-5 child care centers: 1) provide healthy meals and snacks that meet the Dietary Guidelines, 2) serve meals family-style to be responsive to children's hunger and fullness cues, and 3) teach children about healthy eating and physical activity. This workshop will show how you can easily and effectively implement these "best practices" for providing healthy meals and promoting healthy eating in your child care facility.

## **Nutrition and Menu Planning for Children in the Child Care Food Program (CCFP)**

### **Agenda**

Introduction

CCFP Meal Pattern Requirements

Special Needs Meals in the CCFP

Creative Menu Planning with Child Appeal

Purchasing Food in the CCFP

Teaching Preschoolers About Healthy Eating Habits

Evaluation

# Nutrition and Menu Planning for Children in the CCFP

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# CCFP Meal Pattern Requirements for Children



## 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 <sup>1</sup> year olds:
Breakfast (3 components)	<b>Milk<sup>11</sup></b> Fluid milk	1/2 cup	3/4 cup	1 cup
	<b>Vegetables and Fruits<sup>10</sup></b> Vegetable(s) and/or fruit(s) or Full-strength vegetable or fruit juice <sup>2</sup>	1/4 cup 1/4 cup	1/2 cup 1/2 cup	1/2 cup 1/2 cup
	<b>Grains/Breads<sup>3, 10</sup></b> Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal <sup>4</sup> 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)	<b>Milk<sup>11</sup></b> Fluid milk	1/2 cup	3/4 cup	1 cup
	<b>Vegetables and Fruits<sup>8, 10</sup></b> Vegetable(s) and/or fruit(s), <b>2 or more</b>	1/4 cup total	1/2 cup total	3/4 cup total
	<b>Grains/Breads<sup>3, 10</sup></b> 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
	<b>Meat and Meat Alternates<sup>10</sup></b> Lean meat or poultry or fish <sup>5</sup> or Alternate protein products <sup>6</sup> 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 <sup>9</sup> 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.	1 pint = 2 cups
3/4 cup = 6 fl. oz.	1 quart = 2 pints = 4 cups
1 cup = 8 fl. oz.	1 gallon = 4 quarts = 16 cups

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## 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 <sup>1</sup> year olds:
<b>Snack<sup>7</sup></b> <b>(Select 2 different components)</b>	<b>Milk<sup>11</sup></b>			
	Fluid milk	1/2 cup	1/2 cup	1 cup
	<b>Vegetables and Fruits<sup>10</sup></b>			
	Vegetable(s) and/or fruit(s) or Full-strength vegetable or fruit juice <sup>2</sup>	1/2 cup 1/2 cup	1/2 cup 1/2 cup	3/4 cup 3/4 cup
	<b>Grains/Breads<sup>3, 10</sup></b>			
Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal <sup>4</sup> 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	
	<b>Meat and Meat Alternates<sup>10</sup></b>			
Lean meat or poultry or fish <sup>5</sup> or Alternate protein products <sup>6</sup> or cheese or Egg (large) or Cooked dry beans or peas or Peanut butter or soy nut butter or other nut or seed butters or Peanuts or soy nuts 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\*\***

## MENU PLANNING CHALLENGE

### How well do you know the CCFP Meal Pattern for Children and Additional Food Component Requirements?

Using the Menu Review Checklist, identify which parts of this menu DO NOT comply with the meal pattern and CCFP nutrition policies.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Breakfast</b>	Sausage Patty Hash Browns Milk	Raisin Bran Strawberry Yogurt	Life Cereal Pineapple Juice Milk	Scrambled Eggs Cinnamon Toast Orange Juice	Waffles <b>Syrup</b> Cranberry Juice Cocktail Milk
<b>Lunch/ Supper</b>	Turkey Roast Mashed Potatoes Orange Wedges Mixed Vegetables Milk	Chicken Strips (CN) Corn Muffin Tater Tots Fruit Cocktail Milk	Tuna Salad on Whole Wheat Bread Apple Wedges Apple Juice	Meatloaf Baby Green Lima Beans Lemon Cake Milk	Pizza Tossed Salad Cantaloupe Cubes Milk
<b>Snack</b>	Yogurt Boiled Egg	Banana Bread Peanut Butter	Raisin/Oatmeal Cookie Milk	Grape Juice Cucumber/Celery Sticks <b>with low-fat dressing</b>	Fruit Granola Bar Water

## Fruit and Vegetable Sources of Vitamins A and C

The following charts list fruits and vegetables that meet the requirement to serve good sources of vitamins A and C in the child meal pattern.

Items listed in the Good column provide at least 10-24% of the Recommended Dietary Allowance (RDA) for children ages 1-5.

Items listed in the Better column provide at least 25-39% of the RDA for children ages 1-5.

Items listed in the Best column provide 40% or more of the RDA for children ages 1-5.

Items with an \* appear on both the vitamin A and C charts. Be sure to serve the appropriate amounts. For example, if you use frozen, cooked broccoli, you would have to serve at least ½ cup to meet the minimum requirement for both vitamins A and C. However, if you use fresh broccoli, you would only have to serve ¼ cup.

The shaded spaces indicate that there are no easily measurable items that fit into that category.

### VITAMIN A

(Include at least twice a week)

FRUIT	GOOD (10-24% of RDA)	BETTER (25-39% of RDA)	BEST (40% or more of RDA)
Apricot*	2 medium, fresh 7 halves, dried ¼ cup, canned	½ cup, canned	
Cantaloupe*	¼ cup, fresh	½ cup, fresh	
Cherries, red sour*	½ cup, canned		
Grapefruit*	½ medium, fresh, pink or red		
Mandarin Oranges*	½ cup, canned		
Mango*	½ medium, fresh ½ cup, fresh		
Melon Balls*	½ cup, fresh or frozen		
Nectarine*	2 medium, fresh		
Papaya*	1 small, fresh ½ cup, fresh		
Plum*	½ cup, canned		
Peach	3 halves, dried		
Tangerine*	2 medium, fresh		
Watermelon*	1 cup, fresh		

## VITAMIN A

(Include at least twice a week)

<b>VEGGIE</b>	<b>GOOD</b> (10-24% of RDA)	<b>BETTER</b> (25-39% of RDA)	<b>BEST</b> (40% or more of RDA)
Broccoli*	¼ cup, fresh, cooked ½ cup, frozen, cooked		
Cabbage, Chinese (Bok Choy)	¼ cup, fresh, cooked		
Carrots*			¼ cup, all forms 4 baby carrots
Greens, Collard*			¼ cup, fresh or frozen, cooked
Greens, Mustard*		¼ cup, cooked	
Greens, Turnip*			¼ cup, fresh or frozen, cooked
Kale*			¼ cup, fresh or frozen, cooked
Mixed Vegetables*	¼ cup, frozen, cooked		¼ cup, canned, cooked
Peas, Green*	¼ cup, frozen, cooked ¾ cup, canned, cooked		
Peas & Carrots*			¼ cup, frozen or canned, cooked
Plantain*	½ medium, fresh, raw ¾ cup, fresh, cooked		
Pepper, Red*	¼ cup, fresh, raw or cooked	½ cup, fresh, raw or cooked	
Pumpkin*			¼ cup, fresh or canned
Romaine Lettuce	¼ cup, fresh, raw	½ cup, fresh, raw	
Spinach*	½ cup, fresh, raw		¼ cup, fresh, frozen or canned, cooked
Squash, Butternut* or Winter*			¼ cup, fresh or frozen, cooked
Sweet Potato*			¼ medium, fresh, cooked ¼ cup, canned
Tomato*	¾ cup, fresh, raw 6 cherry tomatoes, fresh		
Tomato Paste*	¼ cup, canned		
Tomato Puree*	¼ cup, canned		

## VITAMIN C

(Include daily)

<b>FRUIT</b>	<b>GOOD</b> (10-24% of RDA)	<b>BETTER</b> (25-39% of RDA)	<b>BEST</b> (40% or more of RDA)
Apple	½ medium, fresh	1 medium, fresh	
Apricots*	¼ cup, canned 1 medium, fresh		
Avocado	¼ cup, fresh		
Banana	¼ medium, fresh	¾ medium, fresh	
Blackberries		¼ cup, fresh	½ cup, fresh
Blueberries	¼ cup, fresh 1 cup, frozen	½ cup, fresh	
Cantaloupe*			¼ cup, fresh
Cherries, red sweet	6 cherries, fresh		
Cherries, red sour*	½ cup, canned		
Fruit Cocktail	½ cup, canned		
Grapefruit*			¼ medium, fresh ¼ cup, canned
Guava			¼ medium, fresh
Honeydew		¼ cup, fresh	
Kiwi			¼ medium, fresh
Mandarin Oranges*			¼ cup, canned
Mango*			¼ medium, fresh ¼ cup, fresh
Melon Balls *	¼ cup, frozen		¼ cup, fresh
Nectarine*		1 medium, fresh	
Orange			¼ medium, fresh ¼ cup, fresh
Papaya*			¼ cup, fresh
Peach	½ medium, fresh ½ cup, canned	1 medium, fresh	¼ cup, frozen
Pear	½ medium, fresh ¾ cup, canned	1 medium, fresh	
Pineapple	¼ cup, canned		¼ cup, fresh
Plum*	½ cup, canned or stewed	1 medium, fresh	
Raspberries		¼ cup, fresh	½ cup, fresh ¼ cup, frozen
Strawberries			¼ cup, fresh or frozen
Tangerine*			½ medium, fresh
Watermelon*	¼ cup, fresh	½ cup, fresh	1 cup, fresh

## VITAMIN C

(Include daily)

<b>VEGGIE</b>	<b>GOOD</b> (10-24% of RDA)	<b>BETTER</b> (25-39% of RDA)	<b>BEST</b> (40% or more of RDA)
Asparagus	3 spears, fresh, cooked	2 spears, canned or frozen	¼ cup, frozen
Broccoli*			¼ cup, all forms
Brussels Sprouts			¼ cup, fresh or frozen, cooked
Cabbage, all types		¼ cup, fresh, raw	¼ cup, fresh, cooked
Carrots*	½ cup, fresh, raw or cooked ¾ cup, frozen or canned 9 baby carrots		
Cauliflower			¼ cup, all forms
Celery	¾ cup, fresh, raw		
Corn	¼ cup, canned, cooked ½ cup, fresh, cooked ¾ cup, frozen, cooked		
Cucumber	¾ cup, fresh, raw		
Green Beans	¼ cup, fresh, cooked ½ cup, frozen, cooked ¾ cup, canned, cooked		
Greens, Collard*		¼ cup, fresh, cooked	¼ cup, frozen, cooked
Greens, Mustard*		¼ cup, fresh, cooked	
Greens, Turnip*		¼ cup, frozen, cooked	¼ cup, fresh, cooked
Kale*		¼ cup, frozen, cooked	¼ cup, fresh, cooked
Kohlrabi			¼ cup, cooked
Lima Beans	¼ cup, frozen		
Mixed Vegetables*	½ cup, canned or frozen, cooked		
Okra	¼ cup, frozen, cooked	¼ cup, fresh, cooked	
Peas & Carrots*	¼ cup, canned or frozen, cooked	½ cup, canned or frozen, cooked	
Peas, Green*	¼ cup, frozen ½ cup, canned		
Peas, Snow		¼ cup, frozen, cooked	¼ cup, fresh, cooked

## VITAMIN C, *continued*

(Include daily)

<b>VEGGIE</b>	<b>GOOD</b> (10-24% of RDA)	<b>BETTER</b> (25-39% of RDA)	<b>BEST</b> (40% or more of RDA)
Peppers, all colors*			¼ cup, all forms
Plantain*	¼ cup, fresh, cooked	¼ cup, fresh, raw	
Potato	¼ medium, cooked ¼ cup, mashed (from flakes)		
Pumpkin*	¼ cup, fresh or canned		
Rhubarb	½ cup, frozen, cooked		
Rutabaga		¼ cup, fresh, cooked	½ cup, fresh, cooked
Spinach*	¼ cup, fresh, cooked ½ cup, fresh, raw ¾ cup, frozen, cooked	¼ cup, canned	
Squash, Winter* or Summer	¼ cup, fresh, cooked or raw		
Squash, Butternut*	¼ cup, fresh, cooked ½ cup, frozen, cooked		½ cup, fresh, cooked
Sweet Potato*	¼ medium, cooked	½ medium, cooked	¼ cup, canned
Tomatillo	1 medium, fresh		
Tomato, Canned	¼ cup, canned or stewed		
Tomato*	¼ cup, fresh, raw		5 cherry tomatoes
Tomato Paste*		⅛ cup, canned	¼ cup, canned
Tomato Puree*		¼ cup, canned	
Turnips	¼ cup, fresh, cooked		
Yam	¼ medium, cooked	½ medium, cooked	

# Sample Cereals with 10 grams of Sugar or Less per Serving

Multi Grain Cheerios®

<b>Nutrition Facts</b>		
Serving Size 1 cup (29g)		
Servings Per Container about 12		
Servings Per 12 aproximadamente		
Amount Per Serving	MultiGrain Cheerios	with 1/2 cup skim milk
<b>Calories</b>	110	150
Calories from Fat	10	10
<b>% Daily Value**</b>		
<b>Total Fat</b> 1g*	<b>2%</b>	<b>2%</b>
Saturated Fat 0g	<b>0%</b>	<b>0%</b>
Trans Fat 0g		
Polyunsaturated Fat 0.5g		
Monounsaturated Fat 0g		
<b>Cholesterol</b> 0mg	<b>0%</b>	<b>1%</b>
<b>Sodium</b> 120mg	<b>5%</b>	<b>7%</b>
<b>Potassium</b> 140mg	<b>4%</b>	<b>10%</b>
<b>Total Carbohydrate</b> 24g	<b>8%</b>	<b>10%</b>
Dietary Fiber 3g	<b>10%</b>	<b>10%</b>
<b>Sugars</b> 6g		
Other Carbohydrate 15g		
<b>Protein</b> 2g		
Vitamin A	10%	15%
Vitamin C	10%	10%
Calcium	10%	25%
Iron	45%	45%
Vitamin D	10%	25%
Thiamin	25%	30%
Riboflavin	25%	35%
Niacin	25%	25%
Vitamin B <sub>6</sub>	25%	25%
Folic Acid	50%	50%
Vitamin B <sub>12</sub>	25%	35%
Phosphorus	8%	20%
Magnesium	4%	8%
Zinc	25%	30%

\* Amount in cereal. A serving of cereal plus skim milk provides 1g total fat, less than 5mg cholesterol, 180mg sodium, 340mg potassium, 29g total carbohydrate (12g sugars), and 7g protein.

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

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Rice Krispies®

<b>Nutrition Facts</b>		
Serving Size 1 1/4 Cups (33g)		
Amount Per Serving	Cereal	with 1/2 cup skim milk
<b>Calories</b>	130	170
Calories from Fat	0	0
<b>% Daily Value**</b>		
<b>Total Fat</b> 0g*	<b>0%</b>	<b>0%</b>
Saturated Fat 0g	<b>0%</b>	<b>0%</b>
Trans Fat 0g		
Polyunsaturated Fat 0g		
Monounsaturated Fat 0g		
<b>Cholesterol</b> 0mg	<b>0%</b>	<b>0%</b>
<b>Sodium</b> 190mg	<b>8%</b>	<b>10%</b>
<b>Potassium</b> 30mg	<b>1%</b>	<b>7%</b>
<b>Total Carbohydrate</b> 29g	<b>10%</b>	<b>12%</b>
Dietary Fiber less than 1g	<b>1%</b>	<b>1%</b>
<b>Sugars</b> 4g		
<b>Protein</b> 2g		
Vitamin A	25%	30%
Vitamin C	25%	25%
Calcium	0%	15%
Iron	50%	50%
Vitamin D	15%	25%
Vitamin E	25%	25%
Thiamin	25%	30%
Riboflavin	25%	35%
Niacin	25%	25%
Vitamin B <sub>6</sub>	25%	25%
Folic Acid	25%	25%
Vitamin B <sub>12</sub>	25%	35%

\* Amount in cereal. One half cup of skim milk contributes an additional 40 calories, 65mg sodium, 6g total carbohydrates (6g sugars), and 4g protein.

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

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat. Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

All-Bran® Complete®  
Wheat Flakes

<b>Nutrition Facts</b>		
Serving Size 3/4 Cup (29g)		
Amount Per Serving	Cereal	with 1/2 cup skim milk
<b>Calories</b>	90	130
Calories from Fat	5	5
<b>% Daily Value**</b>		
<b>Total Fat</b> 0.5g*	<b>1%</b>	<b>1%</b>
Saturated Fat 0g	<b>0%</b>	<b>0%</b>
Trans Fat 0g		
Polyunsaturated Fat 0g		
Monounsaturated Fat 0g		
<b>Cholesterol</b> 0mg	<b>0%</b>	<b>0%</b>
<b>Sodium</b> 210mg	<b>9%</b>	<b>11%</b>
<b>Potassium</b> 150mg	<b>4%</b>	<b>10%</b>
<b>Total Carbohydrate</b> 24g	<b>8%</b>	<b>10%</b>
Dietary Fiber 5g	<b>20%</b>	<b>20%</b>
Soluble Fiber less than 1g		
Insoluble Fiber 4g		
<b>Sugars</b> 5g		
<b>Protein</b> 3g		
Vitamin A	15%	20%
Vitamin C	100%	100%
Calcium	0%	15%
Iron	100%	100%
Vitamin D	10%	25%
Vitamin E	100%	100%
Thiamin	100%	100%
Riboflavin	100%	110%
Niacin	100%	100%
Vitamin B <sub>6</sub>	100%	100%
Folic Acid	100%	100%
Vitamin B <sub>12</sub>	100%	110%
Pantothenic Acid	100%	100%
Phosphorus	15%	25%
Magnesium	10%	15%
Zinc	100%	100%

\* Amount in cereal. One half cup of skim milk contributes an additional 40 calories, 65mg sodium, 6g total carbohydrates (6g sugars), and 4g protein.

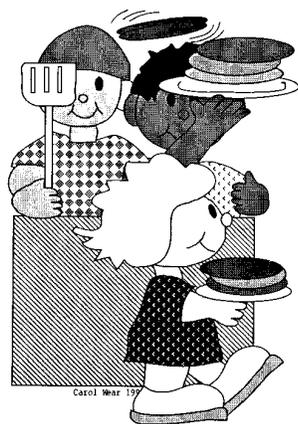
\*\* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat. Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

## 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.

## Grains/Breads Requirement for Child Care Food Program

**Refer to *A Guide to Crediting Foods* regarding criteria for determining acceptable Grains/Breads and minimum serving sizes.**

Exhibit A – Grains/Breads for the Food Based Alternatives on the Child Nutrition Programs<sup>1</sup>

<b>Group A</b>	<b>Minimum Serving Size for Group A</b>
Bread Type Coating Bread Sticks (hard) Chow Mein Noodles Crackers (saltines and snack crackers) Croutons Pretzels (hard) Stuffing (dry) note: weights apply to bread in stuffing	1 serving = 20gm or 0.7 oz. ¾ serving = 15 gm or 0.5 oz. ½ serving = 10 gm or 0.4 oz. ¼ serving = 5 gm or 0.2 oz.
<b>Group B</b>	<b>Minimum Serving Size for Group B</b>
Bagels Batter Type Coating Biscuits Breads (white, wheat, whole wheat, French, Italian) Buns (hamburger and hot dog) Crackers (graham crackers - all shapes, animal crackers) Egg Roll Skins, Won Ton Wrappers English Muffins Pita Bread (white, wheat, whole wheat) Pizza Crust Pretzels (soft) Rolls (white, wheat, whole wheat, potato) Tortillas (wheat or corn) Tortilla Chips (enriched or whole grain) Taco Shells	1 serving = 25gm or 0.9 oz. ¾ serving = 19 gm or 0.7 oz. ½ serving = 13 gm or 0.5 oz. ¼ serving = 6 gm or 0.2 oz.
<b>Group C</b>	<b>Minimum Serving Sizes for Group C</b>
Cookies <sup>2</sup> (plain) Cornbread Corn Muffins Croissants Pancakes Pie Crust (dessert pies <sup>2</sup> , fruit turnovers <sup>3</sup> , and meat/alternate pies) Waffles	1 serving = 31gm or 1.1 oz. ¾ serving = 23 gm or 0.8 oz. ½ serving = 16 gm or 0.6 oz. ¼ serving = 8 gm or 0.3 oz.

1. Some of the following foods or their accompaniments may contain more sugar, salt and/or fat than others. This should be a consideration when deciding how often to serve them.
2. Allowed only for supplements (snacks) served under the CCFP.
3. Allowed only for supplements (snacks) served under the CCFP and for breakfasts served under the CCFP.
4. Refer to program regulations for the appropriate serving size for snacks and meals served to children ages 1 through 5 in the CCFP. Breakfast cereals are traditionally served as a breakfast item but may be served in meals other than breakfast.

EXHIBIT A (continued)

<b>Group D</b>	<b>Minimum Serving Size for Group D</b>
Doughnuts <sup>3</sup> (cake and yeast raised, unfrosted) Granola Bars <sup>3</sup> (plain) Muffins/Quick Breads (all except corn) Sweet Roll <sup>3</sup> (unfrosted) Toaster Pastry <sup>3</sup> (unfrosted)	1 serving = 50 gm or 1.8 oz. ¾ serving = 38 gm or 1.3 oz. ½ serving = 25 gm or .9 oz. ¼ serving = 13 gm or 0.5 oz.
<b>Group E</b>	<b>Minimum Serving Size for Group E</b>
Cookies <sup>2</sup> (with nuts, raisins, chocolate pieces, and/or fruit purees) Doughnuts <sup>3</sup> (cake and yeast raised, frosted, or glazed) French Toast Grain Fruit Bars <sup>3</sup> Granola Bars <sup>3</sup> (with nuts, raisins, chocolate pieces, and/or fruit) Sweet Rolls <sup>3</sup> (frosted) Toaster Pastry (frosted)	1 serving = 63gm or 2.2 oz. ¾ serving = 47 gm or 1.7 oz. ½ serving = 31 gm or 1.1 oz. ¼ serving = 16 gm or 0.6 oz.
<b>Group F</b>	<b>Minimum Serving Size for Group F</b>
Cake <sup>2</sup> (plain, unfrosted) Coffee Cake <sup>3</sup>	1 serving = 75 gm or 2.7 oz. ¾ serving = 56 gm or 2.0 oz. ½ serving = 38 gm or 1.3 oz. ¼ serving = 19 gm or 0.7 oz.
<b>Group G</b>	<b>Minimum Serving Size for Group G</b>
Brownies <sup>2</sup> (plain) Cake <sup>2</sup> (all varieties, frosted)	1 serving = 115 gm or 4 oz. ¾ serving = 86 gm or 3 oz. ½ serving = 58 gm or 2 oz. ¼ serving = 29 gm or 1 oz.
<b>Group H</b>	<b>Minimum Serving Size for Group H</b>
Barley Breakfast Cereals <sup>4</sup> (cooked) Bulgur or Cracked Wheat Macaroni (all shapes) Noodles (all varieties) Pasta (all shapes) Ravioli (noodle only) Rice (enriched white or brown)	1 serving = ½ cup cooked (or 25 gm dry)
<b>Group I</b>	<b>Minimum Serving Size for Group I</b>
Ready to eat breakfast cereal <sup>4</sup> (cold, dry)	1serving = ¾ cup or 1 oz, whichever is less

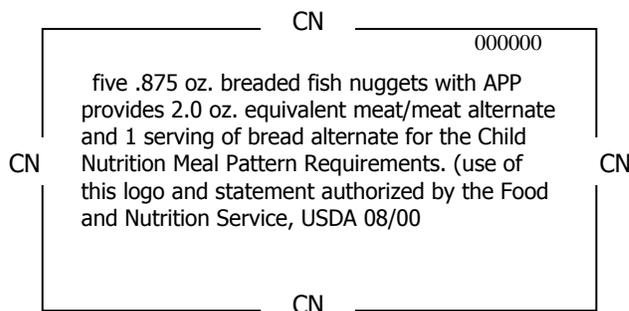
1. Some of the following foods or their accompaniments may contain more sugar, salt and/or fat than others. This should be a consideration when deciding how often to serve them.
2. Allowed only for supplements (snacks) served under the CCFP.
3. Allowed only for snacks and for breakfasts served under the CCFP.
4. Refer to program regulations for the appropriate serving size for snacks and meals served to children ages 1 through 5 in the CCFP. Breakfast cereals are traditionally served as a breakfast item but may be served in meals other than breakfast.

**Note: Only ready-to-eat breakfast cereals with 10 grams of sugar or less per serving as stated on the Nutrition Facts label on the cereal box are allowed under the CCFP.**

## Child Nutrition (CN) Labeling and Manufacturer's Analysis Sheet

Main dish combination products that are commercially processed such as ravioli, beef stew, spaghetti with meat sauce, egg rolls, pizza, chicken nuggets, fish sticks, etc. must contain a CN Label or Manufacturer's Analysis Sheet to show that the product contains sufficient quantities of meat/meat alternate, grains/breads, and/or vegetables/fruit to meet the meal pattern. Otherwise, it may not be counted towards a reimbursable meal.

### **Example of a CN Label:**



For a detailed explanation of CN Labeling visit the USDA Food and Nutrition Service (FNS) website at [www.fns.usda.gov/cnd/CNlabeling/](http://www.fns.usda.gov/cnd/CNlabeling/).

### **Manufacturer's Analysis Sheet (or Product Analysis Sheet):**

- Can be obtained by calling the 1-800 number on the packaging of the food item
- Can usually be faxed or mailed from them to you
- Will differ from food manufacturer to food manufacturer
- Must contain a statement about the amount of meat/meat alternate, grain/bread, and/or vegetable or fruit component per serving
- Must be signed by an official of the manufacturer, not a salesperson

### **If a CN Label or Manufacturer's Analysis Sheet Cannot Be Obtained:**

A processed combination food may be used if another creditable ingredient is added in sufficient quantity to meet the meal pattern.

The added ingredient must:

1. Be sufficient on its own to meet the meal pattern requirement, and
2. Be one of the ingredients already in the processed combination food or typically associated with the food being served. For example, beef chunks could be added to canned stew, ground beef could be added to spaghetti sauce, or shredded cheese could be added to pizza.

**\*For your use in determining serving sizes, a CN Label and Manufacturer Analysis Calculator is available on our website ([www.doh.state.fl.us/ccfp/](http://www.doh.state.fl.us/ccfp/)).**

The SCHWAN FOOD COMPANY™  
 1604 Superior Road  
 Marshall, MN 56258  
 507-537-8900  
 FX507-537-3046

**The SCHWAN FOOD COMPANY®**

Date: 11/24/2010  
 Supersedes: 11/13/2009

**Product Analysis for non-CN Approved Product**

**Product Name:** Tony's Ham & Cheese Stuffed Sandwich

**Product Code:** 73218

**Serving Size:** 1 pouch 4.50 oz. 128 g

Ingredients:	Weight
Varieties of Meat Used in Product	Pork
Total Weight of Uncooked Product	- oz.
Total Weight of Uncooked Meat Topping	- oz.
Weight of Raw Meat	- oz.
% Fat of Raw Meat	0.00 %
(Weight of Dry APP)	0.00 oz.
(Weight of Hydrated APP)	0.00 oz.
Weight of Raw Meat and Hydrated APP	0.00 oz.
Total Weight of Precooked Product	4.50 oz.

Weight of CN Precooked Meat: 0.0000 oz. = 0.00 oz. creditable meat/meat alternates  
 Weight of Natural Cheese: 0.0000 oz. = 0.00 oz. creditable meat/meat alternates  
 Weight of Substitute Cheese: 0.0000 oz. = 0.00 oz. creditable meat/meat alternates

Weight of grains/breads: 1.3117 oz. = 2.50 servings of creditable grains/breads  
 Weight of vegetables/fruits: 0.0000 oz. = 0 cup(s) of creditable vegetables/fruits

I certify that the above information is true and correct and the above product (ready for serving) **contains 0.0 ounce(s) of creditable meat/meat alternate and 2.5 servings of creditable grain/bread, and 0 cup creditable fruits/vegetables.** I further certify that any Alternate Protein Product (APP) used conforms to USDA-FNS regulations of child nutrition requirements. For one grains/breads serving, it must contain no less than 14.75 g (0.52 oz.) of enriched or whole-grain meal and/or, flour, bran and/ or germ.

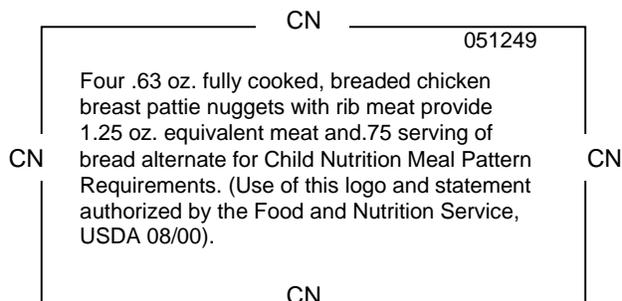
Regulatory Affairs Specialist

  
 Amanda Labat  
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## How to Do CN Label Calculations

### What are Child Nutrition (CN) Labels?

- √ Needed for commercially processed combination main dish products
- √ States the meal contribution and serving size of a product
- √ Found on the outer packaging of products purchased in bulk



Using the example above, how many nuggets would need to be served to each age group at a lunch to satisfy the meat component? Here are the steps for using the Calculator for Child Nutrition (CN) Labels and Manufacturer's Analysis Sheets on our website at:

<http://www.doh.state.fl.us/ccfp/Nutrition/Children/calculator.htm>

#### **Step 1: Fill in the serving size as stated on the CN label or manufacturer's analysis sheet.**

In the example above, the serving size is 4 nuggets

#### **Step 2: In the dropdown box under meal contribution, select the appropriate meal component, and then fill in the appropriate meal contribution.**

In this example, you can choose Meat/Meat Alternate and fill in 1.25 ounces as the meal contribution **OR** you can choose Grain/Bread and fill in .75 servings

#### **Step 3: Select the meal contribution you need by checking the Meal Pattern for Children by age group.**

In this example, for Meat/Meat Alternate, you would fill in 1 oz. for 1-2 year olds, 1.5 ounces for 3-5 year olds, and 2 ounces for 6-12 year olds if these were being served at lunch.

If calculating for Grain/Bread, you would fill in .5 servings for 1-2 and 3-5 year olds and 1 serving for 6-12 year olds if these were being served at lunch.

#### **Step 4: Click on the "Calculate" button. The serving size you need for the product will appear in the box. Remember to round up to the nearest appropriate serving size.**

Age	Minimum Lunch Meal Pattern Requirement	Amount
1-2	1 oz	
3-5	1.5 oz	
6-12	2.0 oz	

**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
<b>BREAKFAST</b>	<b>Child meal pattern food components:</b>				
	Milk				
	Vegetable/Fruit/Juice				
<b>LUNCH</b>	Grains/Breads				
	Milk				
	Meat/Meat Alternate				
	Vegetable or Fruit				
	Vegetable or Fruit				
	Grains/Breads				
	<b>Select 2</b>				
<b>SNACK</b>	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"> <li>▪ <b>3 components:</b> Fluid Milk, Vegetable or Fruit or Juice, Grains/Breads</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Fresh, frozen, or canned fruits and vegetables are included at least twice a week.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ No more than two sweet grain/bread breakfast items appear on the menu per week.</li> </ul>		
Lunch/Supper:	Yes	No
<b>4 components – 5 items:</b> Fluid Milk, Fruit and/or Vegetable (need 2 different vegetables and/or fruits), Grains/Breads, Meat/Meat Alternate		
Snack:	Yes	No
<ul style="list-style-type: none"> <li>▪ <b>2 different components:</b> Fluid Milk, Vegetables/Fruits, Grains/Breads, Meat/Meat Alternates</li> </ul> <p><i>Note: Juice must not be served when milk is the only other component.</i></p>		
<ul style="list-style-type: none"> <li>▪ Fresh, frozen, or canned fruits and vegetables are included at least twice a week.</li> </ul> <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 <b>at each</b> snack time.</i></p>		
<ul style="list-style-type: none"> <li>▪ No more than two sweet grain/bread snack items appear on the menu per week.</li> </ul> <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"> <li>▪ Good vitamin A* sources from vegetables and/or fruits are included at least twice a week.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Good vitamin C* sources from vegetables or fruits or juice are included at least once a day.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Fruit juice does not appear on the menu more than once a day.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>		
<ul style="list-style-type: none"> <li>▪ Commercially processed combination foods must have a CN label or manufacturer's analysis sheet stating the food component contribution</li> </ul>		

\*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.

<b>Breakfast:</b>
<ul style="list-style-type: none"><li>▪ A meat/meat alternate is <i>not</i> required at breakfast.</li></ul>
<b>Lunch/Supper:</b>
<ul style="list-style-type: none"><li>▪ Combination main dish products – if purchased – must have a CN Label or Manufacturer’s Analysis sheet to show food component contribution.</li><li>▪ Combination main dish items – “made from scratch” – should have supporting documentation such as a recipe (preferably standardized) and/or *grocery receipts.</li></ul> <p>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.</p> <p>*Day care home providers are not required to maintain grocery receipts.</p>
<b>Snack:</b>
<ul style="list-style-type: none"><li>▪ Cookies with fruit, nuts or chocolate pieces will need to be served in higher serving sizes to meet the grain/bread requirement. *</li><li>▪ Water does not appear on the menu as one of the two required components.</li></ul>
<b>General Menu:</b>
<ul style="list-style-type: none"><li>▪ Pre-packaged grain/bread products must have enriched flour or meal or whole grains as the first ingredient listed on the package.</li><li>▪ Sweet grain/bread foods may be credited as a bread serving at breakfast and snack only.</li><li>▪ Yogurt is a meat/meat alternate, it is not considered milk.</li><li>▪ A commercial fruit yogurt or fruit smoothie does not count as a fruit component.</li></ul>

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

## **Food Service Documentation**

**Child care providers must have adequate documentation for each meal type served and claimed for CCFP reimbursement.**

To comply with the policy above, child care providers must maintain on file the following items:

### **Menu Planning Worksheets:**

- A Menu Planning Worksheet must be maintained on file and must be legible.
- Menus must include at least the name of the facility, dates, menu type (breakfast, lunch, snack, supper), and menu items.
- Menus must be changed to reflect any meal component substitutions that are made. These changes must be made prior to the meal service.

### **Meal Count Records:**

- Meal counts must be taken at the point of service (i.e., as the child is eating) and must be recorded on the Meal Count Record within one hour of the end of the meal service. If something other than a CCFP Meal Count Record is used to record meal counts, the recorded information must be transferred to the Meal Count Record by the end of the business day.
- Centers that have children eating in multiple classrooms may use a copy of the Meal Count Record in each classroom and then consolidate the individual classroom meal counts onto one Meal Count Record at the end of the day. Centers must keep all classroom meal counts on file to backup the consolidated Meal Count Record.

**Note: Day care home providers must record meal counts by the end of the day.**

### **Additional Documentation:**

Child care providers must maintain documentation that supports CCFP food service operating costs including:

- Receipts for food used in meals or snacks served to enrolled CCFP participants.
- Receipts for non-food supplies such as small kitchen equipment; paper or plastic goods, such as paper towels, napkins, plates, cups, utensils; and cleaning supplies which are used directly for the food service operation.
- CCFP food service labor costs for staff directly involved in the food service (meal planning, purchasing, preparation, serving, and cleanup).
- Operational program labor may also include on-site preparation of records required for the CCFP (recording the number of meals served, monthly menu plans) and supervision of children during the meal service.

Month: \_\_\_\_\_ Sample \_\_\_\_\_

Name of Center: \_\_\_\_\_ Sample \_\_\_\_\_

**CCFP MONTHLY MEAL COUNT RECORD**

Date	Meal Type: Breakfast					Meal Type: Lunch					Meal Type: Afternoon Snack				
	Infants	1-2 yrs	3-5 yrs	6-12 yrs	Daily Total	Infants	1-2 yrs	3-5 yrs	6-12 yrs	Daily Total	Infants	1-2 yrs	3-5 yrs	6-12 yrs	Daily Total
1															
2	8	19	34	0	61	8	21	34	0	63	8	20	40	21	89
3	7	22	31	0	60	7	22	32	0	61	7	20	39	21	87
4	8	18	29	0	55	8	22	31	0	61	8	20	37	20	85
5	8	22	31	0	61	8	22	33	0	63	8	21	37	20	86
6	8	21	28	0	57	8	21	31	0	60	8	20	35	19	82
7															
8															
9	7	16	35	18	76	7	17	42	18	84	7	16	46	17	86
10	6	17	28	18	69	6	18	34	16	74	6	17	47	16	86
11	7	17	44	16	84	7	18	48	20	93	7	17	48	20	92
12	7	18	34	15	74	7	20	46	17	90	7	20	46	17	90
13	6	13	44	16	79	6	15	43	18	82	6	15	42	18	81
14															
15															
16	8	17	33	0	58	8	21	34	0	63	8	20	40	20	88
17	8	18	32	0	58	8	20	35	0	63	6	20	41	20	89
18	4	19	31	0	58	8	23	35	0	66	8	20	41	18	87
19	8	19	31	0	58	8	23	35	0	66	8	22	40	19	89
20	7	17	30	0	54	7	20	35	0	62	7	18	41	19	85
21															
22															
23	8	18	30	0	56	8	22	40	0	70	8	22	47	20	97
24	6	19	28	0	53	6	22	32	0	60	6	22	36	15	79
25	7	15	26	0	48	7	17	29	0	53	7	18	35	14	74
26	4	16	25	0	49	8	17	30	0	55	8	18	35	15	76
27	8	15	28	0	51	8	18	32	0	58	6	17	37	15	77
28															
29															
30	8	19	30	0	57	8	23	33	0	64	8	23	39	15	85
31															
Monthly Totals	148	375	662	83	1268	156	422	744	89	1411	152	406	849	379	1786

# Special Needs Meals in the CCFP



## Food Precautions: Choking, Intolerances, and Allergies

Serving safe food to children participating in the Child Care Food Program is as important as serving well-balanced and appetizing meals. *Food Safety in the Child Care Food Program – Guidance for Child Care Providers* is a workbook that provides basic food safety information and resources to assist the child care provider in preventing foodborne illness at the child care site. Food safety also includes prevention of choking and being aware of food allergies when planning and serving meals to young children.

### **Choking:**

The majority of childhood choking injuries are associated with food items. Children are at risk from choking on small, round foods such as hot dogs, candies, nuts, grapes, carrots, and popcorn. Children ages 4 and under are at greatest risk of choking. Avoid giving the following foods to this high risk group (unless you plan to modify them):

<b>Avoid:</b>	<b>Unless:</b>
<ul style="list-style-type: none"> <li>• Hot dogs</li> </ul>	<ul style="list-style-type: none"> <li>• Sliced in quarters lengthwise</li> </ul>
<ul style="list-style-type: none"> <li>• Whole grapes, cherry tomatoes</li> </ul>	<ul style="list-style-type: none"> <li>• Sliced in half lengthwise</li> </ul>
<ul style="list-style-type: none"> <li>• Pretzels</li> </ul>	<ul style="list-style-type: none"> <li>• Soft, small pieces</li> </ul>
<ul style="list-style-type: none"> <li>• Large chunks of meat or cheese</li> </ul>	<ul style="list-style-type: none"> <li>• Chopped or shredded finely</li> </ul>
<ul style="list-style-type: none"> <li>• Nuts and seeds</li> </ul>	<ul style="list-style-type: none"> <li>• Chopped very fine</li> </ul>
<ul style="list-style-type: none"> <li>• Hard pieces of fruits or vegetables</li> </ul>	<ul style="list-style-type: none"> <li>• Shredded</li> </ul>
<ul style="list-style-type: none"> <li>• Peanut butter</li> </ul>	<ul style="list-style-type: none"> <li>• Spread thinly – never serve off a spoon</li> </ul>
<ul style="list-style-type: none"> <li>• Fish with bones</li> </ul>	<ul style="list-style-type: none"> <li>• Bones removed</li> </ul>
<ul style="list-style-type: none"> <li>• Hard, gooey, or sticky candies, popcorn, marshmallows, chips</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Avoid</b></li> </ul>

For more information on prevention of choking in children, visit the following websites:

- ✓ [teamnutrition.usda.gov/Resources/feedinginfants-ch9.pdf](http://teamnutrition.usda.gov/Resources/feedinginfants-ch9.pdf)
- ✓ [teamnutrition.usda.gov/Resources/appenda.pdf](http://teamnutrition.usda.gov/Resources/appenda.pdf)
- ✓ [www.choosemyplate.gov/preschoolers/food-safety/choking-hazards.html](http://www.choosemyplate.gov/preschoolers/food-safety/choking-hazards.html)
- ✓ [www.healthychildcare.org/PDF/Caregivers%20E-News1.11.pdf](http://www.healthychildcare.org/PDF/Caregivers%20E-News1.11.pdf)

## **Food Intolerance:**

A food intolerance is a reaction to food that is non-life threatening. Sometimes the symptoms can be similar to food allergies, but food intolerances are more common than food allergies.

Many food intolerances are caused by deficiencies or reactions in the digestive tract. Lactose intolerance (caused by an enzyme deficiency) and gluten intolerance (an inability to digest wheat, rye, and barley) are among the most common food intolerances. Lactose-free milk is a creditable food and can be substituted for the required fluid milk component without a signed medical statement.

## **Severe Food Allergies:**

It is estimated that one in every 20 children under the age of three has food allergies. No one knows exactly why, but it appears that more children are becoming severely allergic to certain foods. The following eight foods account for the majority of allergic reactions: milk, eggs, peanuts, tree nuts (walnuts, almonds, cashews, pistachios, pecans, etc.), wheat, soy, fish, and shellfish.

A severe allergic reaction (anaphylaxis) is sudden and potentially fatal. It affects the whole body and can include vomiting, swelling of the face and lips, difficulty breathing, coughing, sneezing and watery eyes, and skin that's bumpy, red, and itchy. Symptoms can occur within minutes to two hours after contact with the allergy-causing food. This type of food allergy is **life threatening**. Early administration of epinephrine is crucial to successfully treat anaphylactic reactions.

Here are some ways to prevent allergic reactions from occurring at your child care site:

- ✓ If a child has a **life threatening food allergy**, you must have a medical statement from a licensed physician on file (see page 35 for a recommended form). It must include the food(s) to be omitted from the diet and the choice of food that must be substituted. You are required to provide special meals to children with a life threatening food allergy.
- ✓ If a child has a **non-life threatening food allergy and/or food intolerance**, you must have a statement from a recognized medical authority that includes the food(s) to be omitted and the foods that can be substituted (see page 35 for a recommended form). You are encouraged to provide special meals to children with non-life threatening food allergies or intolerances.
- ✓ Medical statements **must** be kept on file at the child care facility where the child is served.
- ✓ Inform all child care staff of any food allergies.
- ✓ Read ingredient labels to avoid serving the allergy-causing food.
- ✓ Avoid any contact between allergy-containing foods and allergy-free foods.
- ✓ Visit the Food Allergy & Anaphylaxis Network at [www.FoodAllergy.org](http://www.FoodAllergy.org) to learn more about food allergies.

### **Food Allergy Symptoms**

**Skin** (hives, swelling, itchiness, warmth, redness, rash)

**Breathing** (wheezing, shortness of breath, throat tightness, cough, hoarse voice, trouble swallowing)

**Stomach** (nausea, pain/cramps, vomiting, diarrhea, itchy mouth/throat)

**Circulation** (pale/blue color, poor pulse, passing-out, dizzy/lightheaded, low blood pressure, shock)

**Other** (anxiety, red/itchy/watery eyes, headache, cramping)

## Special Needs Meals in the CCFP

### **For children that cannot drink \*fluid milk:**

Child care providers or parents may provide a non-dairy beverage (e.g. soy milk) that is nutritionally equivalent to the fluid milk component of the meal pattern for children with milk allergies (non-life threatening) or intolerances. For the meal to be reimbursable, the beverage must be listed on the current CCFP Approved Milk Substitution List for Children Ages 1 and Older on the web at: [http://www.doh.state.fl.us/ccfp/Nutrition/Children/milk\\_substitution\\_list.pdf](http://www.doh.state.fl.us/ccfp/Nutrition/Children/milk_substitution_list.pdf).

#### **What is required?**

- A medical statement is not required, however if provided, it must identify the medical or special dietary condition, the nutritionally equivalent milk substitute, and signature of a recognized medical authority.
- A letter from the parent/guardian requesting a nutritionally equivalent milk substitute (e.g. soy milk) is required if no medical statement is on file. The letter must state the medical or special dietary condition and whether the parent/guardian will provide the milk substitute or the center.
- If parent/guardian prefers to provide the milk substitute, it must be in the original container and labeled with the child's name.

*\*Please note the following fluid milks do not require a parent or medical statement: Cow or goat milk; breastmilk; UHT (Ultra High Temperature); acidified; cultured; lactose-free or lactose-reduced; organic milk.*

### **For children with other special dietary conditions:**

Child care providers are encouraged but not required to provide food component substitutions for individual children who do not have a disability, but who are medically certified as having a special medical or dietary need. Examples of medical or special dietary conditions may include food allergies (non-life threatening) and food intolerances such as wheat, fish, milk proteins and eggs. Reading food labels for allergen warnings and ingredients is very important. Meals must meet the meal pattern requirements or provide the substitutions or modifications to the meal patterns as specified on the medical statement to be reimbursable.

#### **What is required?**

A medical statement is required and must include:

- Identification of the medical or special dietary condition that restricts the child's diet.
- Food(s) to be omitted and the food(s) to be substituted.
- Signature of a recognized medical authority (such as: physician, physician's assistant, nurse practitioner, registered dietitian).

**For children with disabilities:**

Child care providers are required to provide food component substitutions for individual children who have a disability. A disability means any person who has a documented physical or mental impairment which substantially limits one or more major life activities. Examples of disabilities may include: orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; muscular dystrophy; multiple sclerosis; cancer; heart disease; metabolic diseases, such as diabetes or phenylketonuria (PKU); and food anaphylaxis (life threatening food allergy). Reading food labels for life threatening food allergen warnings and ingredients is vital. Meals must provide the substitutions or modifications to the meal patterns as specified on the medical statement to be reimbursable.

**What is required?**

A medical statement is required and must include:

- Child's disability and how it restricts the diet.
- Major life activity(s) affected by the disability.
- Food(s) to be omitted and the food(s) to be substituted.
- Description of any required textural modification(s).
- Signature of a licensed physician.

**For food substitutions related to religious preference or vegetarianism:**

No medical statement is needed; a note from the parent/guardian should be on file. Meals with substitutions that meet all food component requirements of the meal pattern are reimbursable. For example, the child care provider can substitute meat alternates for a child who does not eat meat. Contact the state office for assistance if an entire food component is eliminated from a meal, such as an instance where milk cannot be served with a meal containing meat.

## **Florida Child Care Food Program Creditable Milks and Approved Milk Substitutions for Children Ages 1 and Older**

For children ages 1 and older, CCFP regulations require that each child's breakfast, lunch, and supper must include fluid milk to be eligible for reimbursement. Fluid milk may also be served as one of the two components of a snack.

Creditable milks include breastmilk, as well as pasteurized fluid types of unflavored or flavored cow or goat milk, UHT (Ultra High Temperature) milk, acidified or cultured milk, lactose-free or lactose-reduced milk, or organic milk.

The Healthy, Hunger-Free Kids Act of 2010 allows the substitution of non-dairy beverages that are nutritionally equivalent to fluid milk for those children with special dietary conditions, other than a disability, who cannot drink any of the creditable milks above. These non-dairy beverages must meet specific nutritional standards for the fortification of protein, calcium, vitamin A, vitamin D, magnesium, phosphorus, potassium, riboflavin, and vitamin B<sub>12</sub> (see question #11). The listed soy-based beverages below meet these nutritional standards for non-dairy beverages. If a child care provider has any question about these or other non-dairy beverages, please contact the State office at 850-243-4323 for assistance.

- 8<sup>th</sup> Continent Soymilk Original
- 8<sup>th</sup> Continent Soymilk Vanilla
- Pacific Ultra Soy Plain
- Pacific Ultra Soy Vanilla
- Sunrich Naturals All Natural Soymilk Plain
- Sunrich Naturals All Natural Soymilk Vanilla

### **QUESTIONS AND ANSWERS**

**1. Is a child care provider required to provide a non-dairy milk substitute if it is not related to a medical disability?**

No. It is at the child care provider's discretion to provide a non-dairy milk substitute if it is not related to a medical disability.

**2. Will child care providers receive additional meal reimbursements if they provide a non-dairy milk substitution?**

No. All non-dairy milk substitutions are at the expense of the child care provider and/or the child's parent or guardian.

**3. If a parent provides a creditable non-dairy milk substitute, can the child care provider serve it and still receive reimbursement?**

Yes. If a parent provides a non-dairy milk substitute that meets the nutritional standards as outlined in 7 CFR 210.10(m)(3) and that has been approved by the State agency, the child care provider may serve the non-dairy milk substitute and still claim reimbursement for the meal.

**4. If a parent can request a non-dairy milk substitute that is equivalent to cow's milk, can the parent also request that their child be served whole or reduced-fat (2%) milk?**

No. The Act requires that milk served to children in the Child Care Food Program be aligned with the most recent version of the Dietary Guidelines for Americans. The 2010 Dietary Guidelines for Americans recommends that persons two years of age and older consume low-fat (1%) or fat-free (skim) milk. Therefore, any request for higher fat milk must be made through a medical statement, be related to a medical disability, and prescribed by a licensed physician.

**5. What if the parent agrees to provide the non-dairy substitute, but brings in one that does not meet the USDA's nutritional standards; can the child care provider serve it and still receive reimbursement?**

No. Child care providers should inform parents about the types of creditable non-dairy milk substitutes. If a non-dairy milk substitute is served that does not meet the nutritional standards outlined in 7 CFR 210.10(m)(3), then the meal is not reimbursable.

**6. If a center purchases and serves a non-creditable soy or rice milk to a child in place of milk at meals, upon written request of the parents, would the center be allowed to charge the cost of the soy/rice milk as an operational cost?**

No. FNS Instruction 796-2, Exhibit B considers the cost of foods or meals that do not meet CCFP specifications as unallowable costs. The center is encouraged to see if the parent would consider one of the soy milks on the State's approved list so that the meals could be reimbursed.

**7. When submitting menus for review, do child care providers need to document the type of milk that they serve?**

No. Child care providers are not required to document the type of milk served on their menus. However, it is the responsibility of the State or sponsor, as applicable, to ensure that the correct type of milk is being served when conducting reviews.

**8. What type of milk may one-year-old children be served?**

The milk requirements for children one year of age remain unchanged at this time. It is strongly recommended that children 12 through 23 months of age be served whole milk only.

**9. If one-year-old and two-year-old children sit together for the same meal, must they be served different types of milk?**

Yes. Children two years of age and older must be served low-fat (1%) or fat-free (skim) milk and it is recommended that children one year of age be served whole milk. Child care providers must ensure that children of various ages seated at the same meal receive the appropriate type of milk.

**10. What happens if a child care provider serves reduced-fat (2%) or whole milk on or after October 1, 2011?**

Effective October 1, 2011, meals served to participants two years of age and older that include reduced-fat (2%) or whole milk are not reimbursable and must be disallowed. In addition, the child care provider should submit a corrective action plan and the State agency or sponsor should follow-up to ensure that it has been successfully implemented.

**11. What are the criteria that the USDA Food and Nutrition Service uses to determine whether a beverage is nutritionally equivalent to milk?**

Non-dairy beverages must meet the following specific nutritional standards for the fortification of protein, calcium, vitamin A, vitamin D, magnesium, phosphorus, potassium, riboflavin, and vitamin B<sub>12</sub> to be considered nutritionally equivalent to milk.

<b>Nutrient</b>	<b>Requirement Per Cup</b>	<b>% of Reference Daily Intakes</b>
Protein	8 grams	
Calcium	276 mg	About 28% 1000 mg x .28 = 280 mg
Vitamin A	500 IU	10% 5000 IU x .10 = 500 IU
Vitamin D	100 IU	25% 400 IU x .25 = 100 IU
Magnesium	24 mg	6% 400 mg x .06 = 24 mg
Phosphorus	222 mg	About 22% 1000 mg x .22 = 220 mg
Potassium	349 mg	
Riboflavin	.44 mg	About 26% 1.7 mg x .26% = .44 mg
Vitamin B <sub>12</sub>	1.1mcg	About 18% 6 mcg x .18 = 1.08 mcg

**12. Where can I buy the approved non-dairy milk substitutes in my area of the state?**

Each of the companies listed has information regarding product availability on their websites:

- [www.8thcontinent.com/product-finder/](http://www.8thcontinent.com/product-finder/)
- [www.pacificfoods.com/retail-stores](http://www.pacificfoods.com/retail-stores)
- [www.sunrich.com/where-to-buy.html](http://www.sunrich.com/where-to-buy.html)



Child Care Food Program
Medical Statement for Children with Disabilities
and Special Dietary Conditions

Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name and Address of Child Care Center: \_\_\_\_\_

Dear Parent/Guardian and Recognized Medical Authority:

This child care center participates in the Child Care Food Program (CCFP) and must serve meals and snacks meeting the CCFP requirements. Food substitutions must be made for children with a physical or mental disability when supported by a physician's statement. Food substitutions may also be made for children with special dietary conditions (unrelated to a disability) when supported by a statement signed by a physician, physician's assistant, nurse practitioner (ARNP), or registered dietitian. When supported by this documentation, the meal is not required to meet the meal pattern. Please return this completed form to the child care center. If you have any questions, please contact me at \_\_\_\_\_.

Child Care Center Phone Number

Sincerely: \_\_\_\_\_

Child Care Center Director

A recognized medical authority must complete the following information.

1. Does the child identified above have a disability? A disability is defined as a physical or mental impairment which substantially limits one or more major life activities.

[ ] Yes

If yes:

a. State and describe the disability. \_\_\_\_\_

b. How does the disability restrict the diet? \_\_\_\_\_

c. What major life activity is affected? \_\_\_\_\_

[ ] No

If no:

Identify the medical condition (unrelated to a disability) that restricts the child's diet.

2. List any food(s) to be omitted from the child's diet.

3. List any food(s) to be substituted.

4. Describe any textural modification required.

Signature of Physician or Recognized Medical Authority
(For a disability, a physician must sign)

Date

Printed Name

Phone Number

## Special Needs Meals Scenarios

Please read the following scenarios and choose the best answer.

1. A parent tells you that her 2 year old does not tolerate cow's milk and wants you to offer something else. What can you do?
  - a. Offer lactose-free milk in place of cow's milk
  - b. Offer an approved soy milk in place of the cow's milk
  - c. Offer almond milk as it tastes better than soy
  
2. A parent tells you his 14 month old is allergic to citrus. How can you accommodate this child?
  - a. Require the parent to bring all the child's meals
  - b. Offer bananas in place of oranges
  - c. Ask the parent to have the Medical Statement filled out by a recognized medical authority stating what the special dietary condition is, which foods need to be omitted, and what to substitute in its place
  
3. A newly-enrolled child is diabetic. What documentation needs to be on file in order to accommodate this child and claim his meals?
  - a. Nothing
  - b. A doctor's note stating the child is diabetic
  - c. A Medical Statement filled out by a licensed physician stating what the disability is, which foods need to be omitted, and what to substitute in its place
  
4. A child tells you that they don't eat pork because of their religion. Can you accommodate this child?
  - a. Yes
  - b. No

## **Tips for Feeding a Vegetarian on the Child Care Food Program (CCFP)**

Vegetarian meals and snacks for children can meet the CCFP Meal Pattern requirements with some planning. The CCFP does not require centers to accommodate vegetarian diets as they are rarely prescribed for medical reasons related to disabilities. However, by making substitutions to the regular menu where necessary, vegetarian children can be accommodated within the CCFP Meal Pattern requirements. The more foods that are excluded from the vegetarian diet, the more substitutions are required.

### **Types of Vegetarian Diets**

Most vegetarian diets will fall into one of the following categories:

- Semi-vegetarian (sometimes called “flexitarian”) is the least restrictive. Semi-vegetarians eat mostly a plant-based diet, along with milk, milk products, eggs, and occasionally small amounts of chicken and/or fish.
- Lacto-ovo-vegetarians eat a plant-based diet, along with milk, milk products, and eggs. Legumes (dry beans, peas, and lentils), soy products, nuts, and seeds are eaten for protein instead of animal sources.
- Lacto-vegetarians include milk and milk products in their diet, as well as all plant-based foods.
- Ovo-vegetarians include eggs in their diet, as well as all plant-based foods.
- Vegan is the most restrictive of all vegetarian diets and includes only plant-based foods.

### **General Guidelines for Meeting CCFP Meal Pattern Requirements**

All types of vegetarians will eat foods from the Vegetable/Fruit component and the Grain/Bread component. Only the Fluid Milk component and Meat/Meat Alternate component may need adjustment for vegetarian meals.

For vegetarian children who do not drink milk, CCFP now allows non-dairy beverages that are nutritionally equivalent to fluid milk to be served, with a note from the child’s parent or guardian or medical provider. See the **Approved Milk Substitution List for Children Ages 1 and Older** on the CCFP website ([www.doh.state.fl.us/ccfp/](http://www.doh.state.fl.us/ccfp/)) for more information.

Although meat, poultry, and fish are omitted from most vegetarian diets, legumes (cooked dry beans, peas, and lentils), certain soy products, nuts and their butters, and seeds may be substituted to meet the meat/meat alternate requirement in the CCFP meal pattern. In addition, many vegetarian children will also eat cheese, eggs, and yogurt.

Nuts and seeds may fulfill no more than one-half of the meat/meat alternate requirement for lunch/supper. You also should be aware of potential food intolerances or allergies with some children. In such circumstances, you should make appropriate accommodations under the medical substitution requirement. Also, children under four years of age are at high risk of choking. Nuts and seeds should be ground or finely chopped in meal preparation and nut/seed butters should be spread thinly.

Alternate protein products (APP) are processed from soy or other vegetable protein sources. APP may be used alone or in combination with other food ingredients to fulfill the meat/meat alternate component. All APP require CN labels or manufacturer’s analysis sheets to document that they have the proper protein levels by weight and digestibility. Tofu, seitan, tempeh, and soy-based cheeses are not creditable.

## **Menu Planning for Vegetarian Meals**

**Breakfasts** are the easiest to plan for vegetarian diets since only three components are required: Fluid Milk, Vegetable/Fruit, and Grain/Bread. No substitutions are necessary except for those children who do not drink milk. Refer to the **Approved Milk Substitution List for Children Ages 1 and Older** on the CCFP website ([www.doh.state.fl.us/ccfp/](http://www.doh.state.fl.us/ccfp/)) for more information.

**Snacks** are also fairly easy to plan for vegetarian diets since only two of the four components (Fluid Milk, Vegetable/Fruit, Grain/Bread, and Meat/Meat Alternate) are required to be served. For those snacks that include the Meat/Meat Alternate component, there are plenty of options that don't include meat. Refer to the section below on **Snack Ideas for Vegetarians** for suggestions.

**Lunch/Suppers** require the most planning for vegetarian diets since all four components are required: Fluid Milk, Vegetable/Fruit (2 different items), Grain/Bread, and Meat/Meat Alternate. However, the **USDA Recipes for Child Care** ([teamnutrition.usda.gov/Resources/childcare\\_recipes.html](http://teamnutrition.usda.gov/Resources/childcare_recipes.html)) offer over 25 vegetarian recipes that can be used for main dish items for lunch/supper to meet the CCFP Meal Pattern Requirements. Refer to the section below on **Vegetarian Lunch/Supper Cycle Menus** for 6 weeks of menu ideas using the **USDA Recipes for Child Care**.

### **Snack Ideas for Vegetarians**

There are many ways to incorporate meat alternatives into snacks for vegetarian children. The following provide a few snack ideas with child appeal to get started. The portion sizes indicated below are for children ages 3-5. Adjust portion sizes according to the CCFP Meal Pattern requirements for children who are younger or older.

#### **2 oz lowfat yogurt** served with:

Any type of grain/bread, such as ½ oz graham crackers (2 crackers) or sprinkled with ⅓ cup oat cereal  
Any type of fruit, such as ½ cup diced apricots; or make a fruit kebob with ¼ cup sliced strawberries and ¼ cup grapes cut in half; or make a parfait by layering with ½ cup mixed fruit and 1 Tablespoon of granola

#### **¾ cup Yogurt Fruit Dip (USDA Recipe G-04)** served with:

Any type of cut fresh fruit, such as ½ cup fresh apple slices or ½ cup fresh banana slices

#### **½ oz cheddar cheese** served with:

Any type of grain/bread, such as ½ toasted mini bagel; or ½ oz whole wheat crackers (4 crackers); or melted on ½ whole wheat pita pocket  
Any type of vegetable, such as ½ cup lightly steamed carrots and broccoli or ½ cup carrot and celery sticks  
Any type of fruit, such as ½ cup apple slices or ½ cup pear slices

#### **½ oz mozzarella cheese** served with:

Any type of grain bread, such as melted onto ½ toasted English muffin with 2 Tablespoons of tomato sauce for a mini-pizza

#### **1 oz lowfat cottage cheese** served with:

Any type of grain/bread, such as ½ oz graham crackers (2 crackers) or ½ oz whole wheat crackers (4 crackers)  
Any type of fruit, such as ½ cup pineapple tidbits or ½ cup of diced peaches

#### **1 Tbsp peanut butter** served with:

Any type of grain/bread, such as ½ slice whole wheat bread or ½ oz pretzels for dipping  
Any type of fruit/vegetable, such as ½ cup apple slices; or ½ cup celery sticks; or spread on a banana half and sprinkled with 1 Tablespoon of granola

#### **½ hard boiled egg** served with:

Any type of grain/bread, such as ½ slice toasted whole wheat bread or ½ toasted bagel  
Any type of fruit, such as ½ cup fresh orange sections or ½ cup Carrot-Raisin Salad (USDA Recipe E-05)

#### **¼ cup pureed black beans** served with:

Any type of grain/bread, such as ½ oz toasted whole wheat pita bread or spread on ½ oz toasted tortilla triangles with 2 Tablespoons salsa

## Vegetarian Lunch/Supper Cycle Menus

Refer to Child Care Food Program Meal Pattern for Children when planning portion sizes for different age groups (portion sizes for main dishes below are for 3-5 year olds.) Recipe name and numbers in bold refer to recipes in the USDA Recipes for Child Care, available on the web at: [http://teamnutrition.usda.gov/Resources/childcare\\_recipes.html](http://teamnutrition.usda.gov/Resources/childcare_recipes.html).

\* The Spanish Broccoli Frittata Recipe J-8 is available at: [http://www.doh.state.fl.us/ccfp/Nutrition/Children/fruit\\_veggie\\_quantity\\_cookbook.pdf](http://www.doh.state.fl.us/ccfp/Nutrition/Children/fruit_veggie_quantity_cookbook.pdf).

<b>Week One</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	2 pieces <b>Cheese Ribbon Sandwich F-05</b> (1 oz meat alternate, 1 bread) Peas and carrots Fresh apples slices with lowfat yogurt Milk	1 slice <b>Spanish Quiche D-08A</b> (1½ oz meat alternate, ¼ cup vegetable, 2 bread) Steamed broccoli Tropical fruit salad Milk	1 Black Bean Mini Pizza on ½ wholegrain English muffin (made with ¼ cup black beans and 1 oz cheese) Shredded lettuce and chopped tomatoes Orange sections Milk	1 piece <b>Macaroni and Cheese D-20</b> (1½ oz meat alternate, 1½ bread) Steamed spinach Pear slices Milk	½ cup <b>Pasta Toss with Vegetables D-14</b> (¾ oz meat alternate, ¼ cup vegetable, ½ bread) Whole wheat roll Apricot halves with lowfat yogurt Milk
<b>Week Two</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	½ cup <b>Bean Soup H-08</b> topped with ½ oz shredded cheddar cheese (1½ oz meat alternate, ½ cup vegetable) Whole grain crackers Diced peaches Milk	½ <b>Banana-Peanut Butter Sandwich F-03A</b> (1 oz meat alternate, ⅙ cup fruit, 1 bread) Steamed carrots Strawberries with lowfat yogurt Milk	¼ cup <b>Refried Beans I-13</b> (1 oz meat alternate) Baked tortilla wedges <b>Mexicali Corn I-15</b> Pear slices with cheese Milk	1 piece <b>Pizza with Cheese Topping D-23A</b> (1½ oz meat alternate, ¼ cup vegetable, 1½ bread) Steamed broccoli Pineapple wedges Milk	1 piece <b>Spanish Broccoli Frittata J-8*</b> (1 oz meat alternate, ½ cup vegetable) Whole wheat toast Apple slices with <b>Peanut Butter Dip G-01</b> Milk
<b>Week Three</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	Black Bean Quesadilla (made with ½ tortilla, ¼ cup black beans, and 1 oz cheddar cheese) Corn Fruit Salad Milk	1 slice <b>Broccoli Quiche D-08</b> (1½ oz meat alternate, ¼ cup vegetable, 2 bread) Mixed Greens Salad Grape halves Milk	½ <b>Toasted Cheese and Tomato Sandwich F-09</b> (1 oz meat alternate, ⅙ cup vegetable, 1 bread) Mixed vegetables Fresh plum Milk	1 piece <b>Baked Scrambled Eggs D-15</b> (2 oz. meat alternate) Whole wheat pita wedges Steamed spinach Peaches with yogurt Milk	1/2 cup <b>Lentil Soup H-07</b> topped with ½ oz. cheese (1 oz meat alternate, ¼ cup vegetable) Cornbread Green beans Baked apple with cinnamon Milk

Week Four	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>¾ cup <b>Vegetable Chili D-26</b> (2 oz meat alternate, ¾ cup vegetable, ¼ bread)</p> <p><b>Corn Muffin Square A-02A</b> Fresh pears Milk</p>	<p>2 pieces <b>Mexican Pizza D-13</b> (1½ oz meat alternate, ½ cup vegetable, ½ bread) Whole wheat crackers Green salad with 1 Tbsp lowfat salad dressing Milk</p>	<p>½ Peanut Butter and Jam Sandwich on whole wheat bread (made with 1 Tbsp peanut butter) Peas and carrots Apple slices with cheese Milk</p>	<p>½ cup <b>Broccoli Cheese Soup H-05</b> (¾ oz meat alternate, ¼ cup vegetable) Whole wheat pita bread with 3 Tbsp hummus Peach slices Milk</p>	<p><b>1 Bean Burrito D-21A</b> (2 oz meat alternate, ¼ cup vegetable, 1 bread) Celery sticks Tropical fruit salad Milk</p>
Week Five	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>1 <b>English Muffin Pizza</b> (made with ½ whole-grain English muffin, 1 oz mozzarella cheese, and 2 Tbsp tomato sauce)</p> <p><b>Three Bean Salad E-04</b> Mixed berries with yogurt Milk</p>	<p>½ cup <b>Split Pea Soup H-02</b> topped with ½ oz shredded mozzarella cheese (1½ oz meat alternate, ½ cup vegetable, ¼ bread) Wheat crackers Steamed carrots Grape halves Milk</p>	<p><b>2 Bean Tacos D-24A</b> (2 oz meat alternate, ½ cup vegetable, 1 bread) Plantains Fresh orange slices Milk</p>	<p><b>1 Toasted Cheese Sandwich F-13</b> (2 oz meat alternate, 2 bread) Green beans Fruit salad Milk</p>	<p><b>1 piece Vegetable Frittata D-01</b> (1½ oz meat alternate, ¼ cup vegetable) Whole wheat roll Banana slices Milk</p>
Week Six	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>½ cup <b>Multi-Bean Soup H-04</b> (½ oz meat alternate, ½ cup vegetable) Whole wheat roll Apple slices with <b>Peanut Butter Dip G-01</b> Milk</p>	<p><b>Cheese Quesadilla</b> (made with 1 tortilla and 2 oz cheddar cheese) Black beans Corn Orange sections Milk</p>	<p><b>1 piece Vegetable Lasagna D-27</b> (1½ oz meat alternate, ½ cup vegetable, ¾ bread) Whole grain crackers Mixed fruit Milk</p>	<p><b>1 piece Corn Pudding I-11</b> (½ oz meat alternate, ¼ cup vegetable, ¼ slice bread) Pinto beans Brown rice Pineapple slices Milk</p>	<p><b>1 Egg Salad Sandwich F-10</b> (2 oz meat alternate, 2 bread) <b>Stir-Fry Vegetables I-10</b> Grape halves Milk</p>

# Planning and Serving Healthy Meals

## With Child Appeal



# 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.

# 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

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## **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?**

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### **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, fish crackers, mixed vegetables, fruit cocktail, and milk

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### **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?**

Turkey slices on white bread, mashed potatoes, sliced pears, and milk

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### **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.

## **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.

## CREATIVE MENU PLANNING CHALLENGE

Apply the principles of balance, variety, contrast, color, and eye appeal to improve at least one meal on the following menu.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Breakfast</b>	Sausage Patty Biscuit Hash Browns Milk	Cheerios Strawberries Milk	Life Cereal Pineapple Juice Milk	Scrambled Eggs Cinnamon Toast Orange Juice Milk	Waffles <b>Syrup</b> Banana Milk
<b>Lunch/ Supper</b>	Turkey Roast Bread Mashed Potatoes Orange Wedges Mixed Vegetables Milk	Chicken Strips (CN) Corn Muffin Tater Tots Fruit Cocktail Milk	Tuna Salad on Whole Wheat Bread Apple Wedges Corn Milk	Meatloaf Dinner Roll Baby Green Lima Beans Peaches Milk	Cheese Pizza Tossed Salad Cantaloupe Cubes Milk
<b>Snack</b>	Yogurt Crackers	Banana Bread Peanut Butter	Raisin/Oatmeal Cookie Milk	Cucumber/Celery Sticks <b>with low-fat dressing</b> String Cheese	Saltine Crackers Apple Wedges

## Using Cycle Menus to Control Food Costs

Using cycle menus in child care has many advantages. Cycle menus save time and allow menu planners to offer a variety of menu selections. Cycle menus can control food costs in a number of ways.

A cycle menu is a series of menus that is repeated over a specific period of time, such as 4 weeks. The menu is different each day during the cycle. At the end of the cycle, the menu is repeated.

### **Cycle menus save time and labor costs.**

- Cycle menus save time in gathering information, planning menus, developing specifications, and costing.
- Purchasing procedures are standardized and take less time.
- A standard grocery list for a cycle menu helps prevent extra trips to the store, saving you time and gas.
- As menu items are repeated, staff members become more familiar with the recipes and more efficient in producing them.
- The time you save by using cycle menus can be used for nutrition education and training.

### **Cycle menus can help control food costs.**

- It is easier to project the right amount of product to purchase when you have previous production records for menus.
- Cycle menus make it easier to buy regularly used items in bulk.
- Cycle menus can take advantage of seasonal foods.



### **Cycle menus reduce storage costs.**

- Since cycle menus help project the right amount of product to purchase, they help keep stock at appropriate levels.

### **Cycle menus reduce food waste.**

- As menus are prepared repeatedly, it is easier to project how much of each menu item you will need to make.

# Mealtime Memo FOR CHILD CARE

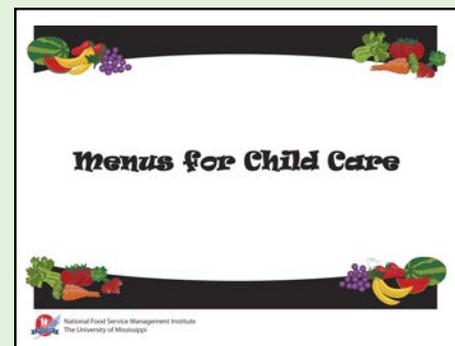
## Steps to Planning Cycle Menus

1. Gather menu planning resources, such as recipes and the Child and Adult Care Food Program (CACFP) Meal Pattern requirements.
2. Decide on the length of the cycle. The cycle menu should be at least 3 weeks to promote variety.
3. Plan the main dishes first.
  - Try to include a different main dish for each day of the cycle.
  - Vary the meat/meat alternate from day to day. For example, serve Vegetable Beef Soup on Monday, Fish Nuggets on Tuesday, and Chicken and Rice on Wednesday.
4. Add foods to go with the main dish. Check the CACFP Meal Pattern requirements to be sure all requirements have been met.
5. Plan breakfast and snack menus.
6. Remember basic meal planning guidelines.
  - Include a variety of foods.
  - Include familiar foods as well as foods that may be new to children.
  - Include different shapes, colors, textures, and temperatures of food.
  - Balance higher-cost and lower-cost foods throughout the week.
  - Use familiar recipes and try some new recipes.
7. Remember that cycle menus can be flexible to allow variations for holidays, seasonal fruits and vegetables, special items, and the use of unexpected leftovers.

***Menus for Child Care* is a new resource available at [www.nfsmi.org](http://www.nfsmi.org) that provides four sets of four-week cycle menus for child care. These menus can be adapted to meet the needs of your child care.**

When using *Menus for Child Care*, consider the following tips:

1. Identify recipes you have tried in the past. *USDA Recipes for Child Care* are featured on the menus.
2. Choose one of the cycle menus to try first.
3. Consider any changes that may be needed to meet the needs of your child care. For example, think about which fresh fruits and vegetables you may purchase in a given season and make substitutions.
4. As you try the first four-week cycle menu, note any changes that you would make next time you prepare each meal.



<b>Meal Pattern</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<u>Breakfast</u> Vegetable or Fruit or Juice Grains/Breads Milk	Banana slices Waffle 1% milk	Fresh plum slices Whole-grain English muffin, toasted 1% milk	Orange sections Drop Biscuit A-09A <sup>2</sup> 1% milk	Fresh strawberry slices Whole-grain cereal 1% milk	Orange juice Oatmeal with raisins 1% milk
<u>Lunch or Supper</u> Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	Chicken Vegetable Soup H-11-B <sup>2</sup> Grilled cheese sandwich Broccoli and Cauliflower Polonaise I-16 <sup>2</sup> 1% milk	Fish Nuggets D- 09A <sup>2</sup> with Fruity Dipping Sauce C- 02 <sup>2</sup> Cole Slaw E-09 <sup>2</sup> Diced peaches 1 whole wheat roll 1% milk	Black bean, corn, and cheddar quesadilla on whole-grain tortilla Fresh pear slices Mexican rice 1% milk	Spaghetti with meat sauce Apple slices Peas and carrots Garlic bread with mozzarella cheese 1% milk	Grilled chicken pita with shredded lettuce Baked butternut squash with cinnamon Grape halves 1% milk
<u>Snack</u> Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	String cheese Pineapple tidbits	Whole-grain English muffin pizza 1% milk	Pretzels Peanut butter	Lowfat yogurt, plain Mixed fruit	Blueberry Muffin A-03 <sup>2</sup> 1% milk

<b>Meal Pattern</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<u>Breakfast</u> Vegetable or Fruit or Juice Grains/Breads Milk	Fresh banana slices Whole-grain barley cereal with raisins 1% milk	Cantaloupe cubes Biscuit (Using Master Mix A-09B <sup>2</sup> ) 1% milk	Mixed fruit Whole-grain cereal variety 1% milk	Pear halves Pancake A-12 <sup>2</sup> 1% milk	Orange sections Cinnamon toast ½ hard boiled egg 1% milk
<u>Lunch or Supper</u> Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	Grilled chicken slices Multi-Bean Soup H-04 <sup>2</sup> Fresh pear slices Corn Muffin A-02 <sup>2</sup> 1% milk	Meat Balls D-28A <sup>2</sup> Baked sweet potato fries Peas and carrots Italian bread 1% milk	Broccoli Quiche D-08 <sup>2</sup> Grape halves Mixed greens salad 1% milk	Turkey sandwich Steamed spinach Apple Crisp B-19 <sup>2</sup> 1% milk	Chicken Ratatouille Diced apricots Whole wheat roll 1% milk
<u>Snack</u> Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	Apple slices Lowfat yogurt	String cheese Grape juice	Pumpkin muffin 1% milk	Hummus Whole wheat pita	Pineapple rings Whole-grain crackers

<b>Meal Pattern</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<u>Breakfast</u> Vegetable or Fruit or Juice Grains/Breads Milk	Orange juice Whole-grain bagel with low fat cream cheese 1 % milk	Pineapple rings 1 slice whole-grain toast 1% milk	Blueberries Oatmeal Muffin Square A-16 <sup>2</sup> 1% milk	Apple slices Whole grain waffle 1% milk	Banana slices Whole grain cereal 1% milk
<u>Lunch or Supper</u> Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	Oven-Baked Parmesan Chicken D-05 <sup>2</sup> Baked sweet potato Green peas Whole wheat roll 1% milk	Refried beans Mexicali Corn I-15 <sup>2</sup> Diced peaches Baked tortilla wedges Lowfat yogurt 1% milk	Macaroni and cheese D-20 <sup>2</sup> Steamed kale with cumin Orange sections 1% milk	Meat Loaf D-28 <sup>2</sup> Mashed potatoes Steamed broccoli and carrots 1% milk	Chicken Nuggets D-09B <sup>2</sup> Baked zucchini with parmesan cheese Grape halves Corn Muffin Squares A-02A <sup>2</sup> 1 % milk
<u>Snack</u> Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	Peanut butter Plain graham crackers	Mixed fruit Granola bar	Cheddar cheese Lightly steamed carrots and broccoli Ranch dressing E-18 <sup>2</sup>	Lowfat yogurt Orange sections	Banana Bread Square A-13 <sup>2</sup> 1% milk

<b>Meal Pattern</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Breakfast</b> Vegetable or Fruit or Juice Grains/Breads Milk	Mixed fruit Whole grain cereal 1% milk	Orange sections Cheese toast 1% milk	Kiwi slices Biscuit A-09 <sup>2</sup> 1% milk	Strawberries French toast 1% milk	Banana Grits 1% milk
<b>Lunch or Supper</b> Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	Roasted turkey Steamed spinach Red Grape halves Quinoa 1% milk	Bean Soup H-08 <sup>2</sup> Green beans Pineapple tidbits English muffin half with melted cheese 1% milk	Peanut butter and jam sandwich on whole wheat bread Lowfat yogurt Peas and carrots Diced apricots 1% milk	Pork chop Baked Sweet Potatoes and Apples I-08 Fresh pear slices Whole wheat roll 1% milk	Hamburger on whole wheat roll Shredded lettuce and tomato slices Apple slices 1% milk
<b>Snack</b> Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	Muffin Squares A-11 <sup>2</sup> 1% milk	Nachos G-03 <sup>2</sup> Apple slices	Plain graham crackers 1% milk	Go Bananas Orange Dip (¼ cup orange slices dipped in 2 oz yogurt blended with ¼ cup banana)	Cheddar cheese Whole-grain crackers

<b>Meal Pattern</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<u>Breakfast</u> Vegetable or Fruit or Juice Grains/Breads Milk	Orange sections Cheese toast 1% milk	Banana slices 1 Oven-Baked Whole Wheat Pancake A-06A <sup>2</sup> 1% milk	Diced peaches Whole grain cereal 1% milk	Grape juice Golden Apple Oatmeal 1% milk	Pineapple tidbits Biscuit A-09 <sup>2</sup> 1% milk
<u>Lunch or Supper</u> Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	½ cup Lentil Soup H-07 <sup>2</sup> served over Brown rice 4 oz lowfat yogurt Apple slices 1% milk	Oven-baked chicken Broccoli Mixed fruit Corn Muffin A-02 <sup>2</sup> 1% milk	Tuna Salad sandwich F-11 <sup>2</sup> on whole wheat bread Peas and carrots Banana slices 1% milk	Tiny Meat Loaves D-04C <sup>2</sup> Stir-fried zucchini with 1 tsp parmesan cheese Fresh pear slices 1% milk	Pasta Toss with Vegetables D-14 <sup>2</sup> Roasted turkey Apricot halves 1% milk
<u>Snack</u> 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 and 1 Tbsp raisins)	Blueberry Muffin A-03 <sup>2</sup> 1% milk	Strawberry Yogurt Shake (½ cup fruit, 2 oz yogurt)	½ turkey sandwich 1% milk	Cottage cheese Grape halves

<b>Meal Pattern</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Breakfast</b> Vegetable or Fruit or Juice Grains/Breads Milk	Fresh strawberry slices Cream of Wheat® 1% milk	Fresh banana slices Waffle 1% milk	Orange juice Drop Biscuit A-09A <sup>2</sup> 1% milk	Peach halves Unsweetened whole-grain cereal 1% milk	Fresh apple slices French toast 1% milk
<b>Lunch or <u>Supper</u></b> Meat or Meat Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both) Grains/Breads Milk	Cheese quesadilla Black beans Corn Pineapple tidbits 1% milk	Pizza with Ground Beef Topping D-23 <sup>2</sup> Shredded lettuce with Ranch Dressing E-18 <sup>2</sup> Grape halves 1% milk	Peanut butter and jam sandwich on whole wheat bread 4 oz lowfat yogurt apple slices Peas and carrots 1% milk	Vegetable Lasagna D-27 <sup>2</sup> Mixed fruit Whole wheat roll 1% milk	Roasted chicken Orange Couscous Salad Green Beans 1% milk
<b>Snack</b> Select two of the following: Meat or Meat Alternate Vegetable or Fruit or Juice Grains/Breads Milk	Hard boiled egg Graham crackers	2 oz lowfat yogurt sprinkled with 1/3 cup Cheerios®	Mozzarella cheese Wheat crackers	Whole Wheat Muffin Square A-11A <sup>2</sup> 1% milk	Cheddar cheese cubes Grape halves

## 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.

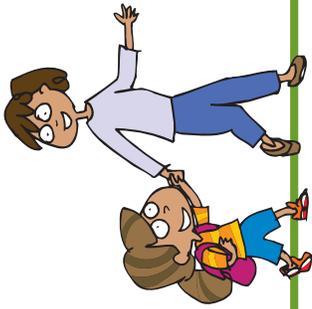
Keep a low-key attitude when introducing new foods. Young children may only touch or smell a new food the first time they see it, or they may put it in their mouth and then take it out. It may take a few tries before they even take a bite. They will decide in their own time if they like the food or not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



# Phrases that **HELP** and **HINDER**



As the caregiver, you play the biggest role in your child's eating behavior. What you say has an impact on developing healthy eating habits. Negative phrases can easily be changed into positive, helpful ones!

## Phrases that **HINDER**

### INSTEAD OF ...

*Eat that for me.*

*If you do not eat one more bite, I will be mad.*

Phrases like these teach your child to eat for your approval and love. This can lead your child to have unhealthy behaviors, attitudes, and beliefs about food and about themselves.

### INSTEAD OF ...

*You're such a big girl; you finished all your peas.*

*Jenny, look at your sister. She ate all of her bananas.*

*You have to take one more bite before you leave the table.*

Phrases like these teach your child to ignore fullness. It is better for kids to stop eating when full or satisfied than when all of the food has been eaten.

### INSTEAD OF ...

*See, that didn't taste so bad, did it?*

This implies to your child that he or she was wrong to refuse the food. This can lead to unhealthy attitudes about food or self.

## Phrases that **HELP**

### TRY ...

*This is kiwi fruit; it's sweet like a strawberry.*

*These radishes are very crunchy!*

Phrases like these help to point out the sensory qualities of food. They encourage your child to try new foods.

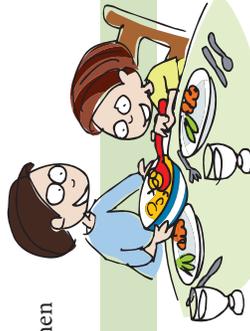
### TRY ...

*Is your stomach telling you that you're full?*

*Is your stomach still making its hungry growling noise?*

*Has your tummy had enough?*

Phrases like these help your child to recognize when he or she is full. This can prevent overeating.



### TRY ...

*Do you like that?*

*Which one is your favorite?*

*Everybody likes different foods, don't they?*

Phrases like these make your child feel like he or she is making the choices. It also shifts the focus toward the taste of food rather than who was right.

### INSTEAD OF ...

*No dessert until you eat your vegetables.*

*Stop crying and I will give you a cookie.*

Offering some foods, like dessert, in reward for finishing others, like vegetables, makes some foods seem better than others. Getting a food treat when upset teaches your child to eat to feel better. This can lead to overeating.

*We can try these vegetables again another time. Next time would you like to try them raw instead of cooked?*

*I am sorry you are sad. Come here and let me give you a big hug.*

Reward your child with attention and kind words. Comfort him or her with hugs and talks. Show love by spending time and having fun together.

# 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.

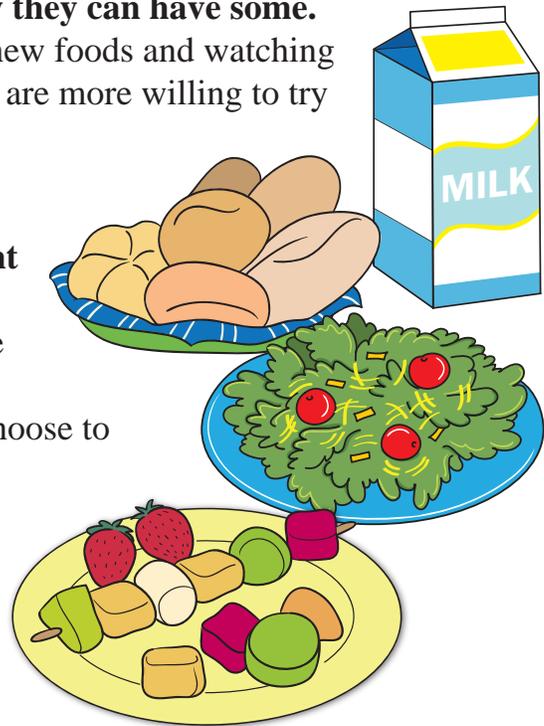
### Family style meals are good for children.

#### **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.



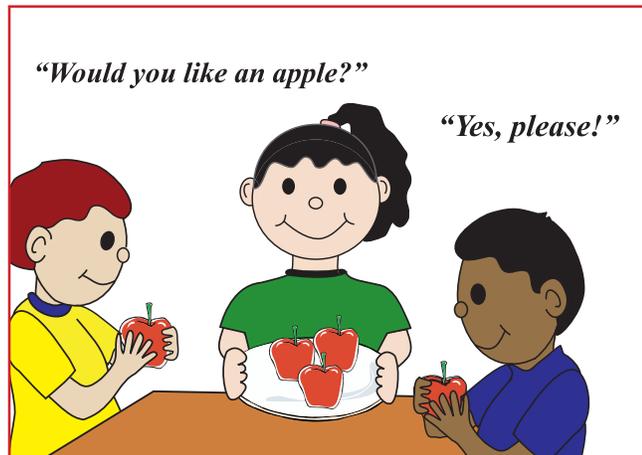
## Happy Mealtimes Grab and Go Lesson Happy Times with Family Style Meals

### **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.

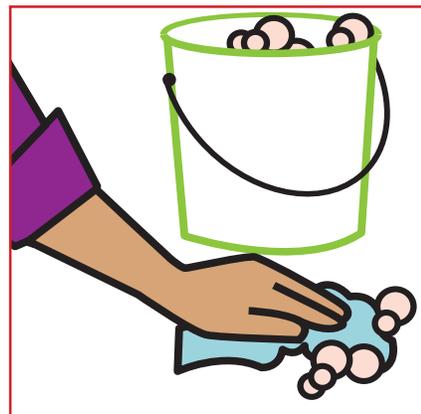
**Special Note:** When serving family style, all the food components of a reimbursable meal are on the table at the start of the meal service. Enough food is placed on the table to allow for the full CACFP portion size required for each child and adult to be served.

### 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.



## **Family-Style Meals Discussion Notes**

A new child care provider is interested in serving meals family-style at her center and has asked for some advice and tips. What advice would you give the provider in regards to the following?

1. Tips for making it easier for children to serve themselves
2. Tips for making it easier for children to pour liquids for themselves
3. Tips for making it easier for children to pass serving bowls and platters at the table
4. Tips for making cleaning up spills and messes easier

5. Tips for serving family-style meals in a safe and sanitary way
  
  
  
  
  
  
  
  
  
  
6. Tips for making family-style meals a pleasant experience for everyone at the table
  
  
  
  
  
  
  
  
  
  
7. Tips for making sure all children get enough to eat but do not overeat
  
  
  
  
  
  
  
  
  
  
8. Tips for what adults should and should not do when meals are served family-style
  
  
  
  
  
  
  
  
  
  
9. Tips for making sure that the first time family-style meals are served, the experience goes smoothly

## Mealtime Conversation Starters for Preschoolers

<p>What foods on the table are crunchy? (<b>or</b> chewy <b>or</b> sweet <b>or</b> 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 (<b>or</b> laugh <b>or</b> giggle <b>or</b> 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? (<b>or</b> lunch <b>or</b> dinner <b>or</b> 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.			

# Purchasing Food in the CCFP



## Creditable Foods

USDA reimburses child care centers, family day care home sponsors, afterschool snack programs, and homeless shelters participating in the Child Care Food Program (CCFP) for the *meals* served to enrolled eligible children, not for individual foods. A meal is reimbursable if it contains creditable foods in the amounts outlined in the CCFP meal patterns.

Creditable Foods: are those foods that may be counted toward meeting the meal pattern requirements for a reimbursable meal. Foods are determined to be creditable based upon the following factors: (1) nutrient content; (2) customary function in a meal; (3) compliance with regulations governing the Child Care Food Program (in quantity requirements and/or by definition); (4) compliance with FDA's Standards of Identity; (5) compliance with USDA's standards for meat and meat products; and (6) compliance with administrative policy decisions on the crediting of popular foods.

Non-Creditable Foods: are those foods that do not count toward meeting meal pattern requirements because they do not meet the above criteria. Nevertheless, non-creditable foods often supply additional nutrients and calories that help meet the energy and nutritional needs of participants. For example, serving protein-rich foods (such as eggs) at breakfast is not required, but it contributes additional nutrients, improves the acceptability of meals, and satisfies appetites.

The USDA publication, *The Food Buying Guide (FBG) for Child Nutrition Programs*, is the principal tool with which to determine the contribution that foods make toward the child meal pattern requirements, regardless of whether foods are produced on-site or are purchased commercially. The USDA publication, *Feeding Infants: A Guide for Use in the Child Nutrition Programs*, provides guidance for feeding infants and meeting the infant meal pattern requirements.

*A Guide to Crediting Foods* is a supplementary resource prepared to provide additional information on creditable foods for both infants and children in child care centers, outside school hours care centers, and family day care homes. The lists of creditable and non-creditable foods in this resource are not all-inclusive. This resource includes commonly served foods, foods about which we have received inquiries, and foods noted as being credited incorrectly.

# Understanding Food Labels

## Nutrition Facts Labels

The Nutrition Facts label is a guide that can be used in purchasing healthy foods. It is required on almost all packaged foods. The Nutrition Facts label can be used to see if a food is a good source of a nutrient or to compare similar foods. It can be used, for example, to find which kind of breakfast cereal contains 10 grams of sugar or less, or which milk has the least fat.

### Cheddar Cheese Crackers

Nutrition Facts	
Serving Size 1 ounce (28g) (about 4 crackers)	
Servings Per Container 15	
Amount Per Serving	
<b>Calories</b> 134	Calories from Fat 52
	% Daily Value
<b>Total Fat</b> 6g	9%
Saturated Fat 2g	9%
<i>Trans</i> Fat 0g	
<b>Cholesterol</b> 1mg	0%
<b>Sodium</b> 392mg	16%
<b>Total Carbohydrate</b> 17g	6%
Dietary Fiber 1g	2%
Sugars 1g	
<b>Protein</b> 3g	
Vitamin A	0%
Vitamin C	0%
Calcium	7%
Iron	4%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	
	Calories: 2,000    2,500
Total Fat	Less than 65g    80g
Sat Fat	Less than 20g    25g
Cholesterol	Less than 300mg    300mg
Sodium	Less than 2,400mg    2,400mg
Total Carbohydrate	300g    375g
Dietary Fiber	25g    30g

### Check label for:

- **Standardized serving sizes** make it easier to compare products
- **Number of servings**
- **Calories per serving**
- Includes information on the amount per serving of total fat, saturated fat, cholesterol, sodium, dietary fiber and other nutrients that are of major health concern
  - ✓ Manufacturers are required to provide information on certain nutrients
  - ✓ Mandatory items are in bold
  - ✓ Items (voluntary and mandatory) are listed in a specific order reflecting priority of current dietary recommendations
- **Limit Fat, Cholesterol, and Sodium**  
 A word about *Trans* Fat: It is fat that is made when liquid oils are made into solid fats (hydrogenation) like shortening and hard margarine. It behaves like saturated fat by raising LDL cholesterol which increases the risk of coronary heart disease. As of January 1, 2006, food manufacturers are required to list the amount of *trans* fat on all their products.
- **Get enough of Fiber, Vitamin A, Vitamin C, Calcium, and Iron**
- **When possible, use the Percent Daily Value (DV): 5% DV or less is low, 20% DV or more is high**

A note about daily values: % Daily Value shows how a food fits into the overall daily diet. It is a quick way to tell if a food is high ( $\geq 20\%$ ) or low ( $\leq 5\%$ ) in a nutrient. The percentage is based on daily requirements for a 2,000 calorie diet. Some values are maximums, as with fat (65 grams or less). Others are minimums, as with carbohydrates (300 grams or more).

## **Other important components of food labels**

- Ingredients – listed in descending order by weight

**Ingredients:** Enriched flour (wheat, flour, niacin, reduced iron, thiamin mononitrate (vitamin B1), riboflavin (vitamin B2), folic acid), partially hydrogenated soybean and/or cottonseed oil, whey, sugar, cheddar cheese (milk, cheese cultures, salt, enzymes), contains two percent or less of salt, cornstarch, leavening (baking soda, sodium acid pyrophosphate, monocalcium phosphate), buttermilk, disodium phosphate, yellow #6, red pepper, annatto extract for color, sodium sulfite, soy lecithin.

**CONTAINS WHEAT, MILK AND SOY  
INGREDIENTS.**

- Allergens – as of January 1, 2006 labels must include any ingredients that contain protein derived from the eight major allergenic foods (milk, eggs, fish, crustacean shellfish, tree nuts, peanuts, wheat, or soybeans). These eight foods account for 90% of all documented food allergic reactions.
- Open Dating (clearly visible by all)
  - ✓ "Sell by date" – last day product should be sold or used by retailer
  - ✓ "Expiration date" or "use by date" – last day product should be eaten
  - ✓ "Freshness" date – may be used on items with short shelf life, such as bakery products
  - ✓ "Pack date" – the day product was packaged
- Code dating – used for products with long shelf life such as canned or packaged goods
- Universal Product Code (UPC) – specific for each product, provides retailer data
- Religious symbols – for people of the Jewish faith
- Legal symbols – trademark and copyright
- Meat Safety Label – outlines food safety tips for raw and partially cooked meat and poultry
- Inspection and grading symbols for wholesomeness and quality grades
- Nutrient content claims - uniform definitions for terms such as:
  - ✓ Calorie-free – fewer than 5 calories per serving
  - ✓ Sugar-free – less than ½ gram of sugars per serving
  - ✓ Fat-free – less than ½ gram of fat per serving
  - ✓ Low-fat – 3 grams or less fat per serving
  - ✓ Low-saturated fat – 1 grams or less per serving
  - ✓ Low-sodium – 140 mg or less per serving
  - ✓ Very low sodium – 35 mg or less per serving
  - ✓ Low-cholesterol – 20 mg or less and 2 grams or less saturated fat per serving
  - ✓ Low-calorie – 40 calories or less per serving
  - ✓ Reduced – 25 percent less of the nutrient than the regular version
  - ✓ Light – 1/3 fewer calories or half the fat of the regular version
  - ✓ High, Rich In, or Excellent Source – contains 20% or more of the Daily Value (DV)
  - ✓ Good Source of – contains 10-19% of the Daily Value (DV)
- Health claims – provides information on the potential for certain foods as part of an overall healthy diet to reduce the risk of certain diseases

## Creditable Foods Activity Notes

- **Cereal Bars**

Creditable:            Yes            No

Why or why not:

If creditable, serving size is:

- **Cheddar Cheese Baked Crackers**

Creditable:            Yes            No

Why or why not:

If creditable, serving size is:

- **Chewy Granola Bars**

Creditable:            Yes            No

Why or why not:

If creditable, serving size is:

- **Corn Muffin Mix #1**

Creditable:            Yes            No

Why or why not:

If creditable, serving size is:

- **Corn Muffin Mix #2**

Creditable:            Yes            No

Why or why not:

If creditable, serving size is:

- **Corn Puffs Cereal**

Creditable:            Yes            No

Why or why not:

If creditable, serving size is:

- **Multigrain Snack Chips**

Creditable:            Yes            No

Why or why not:

If creditable, serving size is:

- **Pasteurized Prepared Cheese Product**

Creditable:            Yes            No

Why or why not:

If creditable, serving size is:

- **Pasteurized Process Cheese Food**

Creditable:            Yes            No

Why or why not:

If creditable, serving size is:

- **Pizza with Pepperoni**

Creditable:            Yes            No

Why or why not:

If creditable, serving size is:

- **Raisin Bran**

Creditable:            Yes            No

Why or why not:

If creditable, serving size is:

- **Spaghetti**

Creditable:            Yes            No

Why or why not:

If creditable, serving size is:

- **Whole Grain Spaghetti**

Creditable:            Yes            No

Why or why not:

If creditable, serving size is:

## Convenience or home cooked? Factors to consider

A family day care home provider has a few decisions to make when planning menus. One of those decisions is if and how many convenience foods to use. There are pros and cons to using convenience foods in Child and Adult Care Food Program (CACFP) menus.

### Here are a few of the pros and cons to consider:

#### Pros for convenience foods

- Consistent product
- Consistent yield, unless package size changes
- Easy to prepare

#### Cons for convenience foods

- May not meet CACFP meal pattern or component requirements
- Requires time to determine if food meets requirements
- May require additions to meet CACFP requirements that add to the cost or time to prepare
- Often high in fat, sodium, or added sugars
- Often low in dietary fiber

The cons for convenience foods may outweigh the pros. This is especially true if meal reimbursement is denied due to a convenience food that does not meet requirements.

The nutrition needs of children may be better met when foods are prepared from scratch. This allows a provider to use recipes with lower fat ingredients, seasonings other than salt, and whole grain flours for more fiber.



# Mealtime Memo FOR CHILD CARE

## **Costly Convenience**

Sometimes a convenience food that seems like a good value may have hidden costs. An example is pizza crust.

Consider this scenario.

The local grocery store has a 16-ounce frozen sausage pizza on sale for \$3.00 each. The ingredient panel shows the crust is made from enriched wheat flour. The provider uses the tools in the Grains/Breads section of the *Food Buying Guide for Child Nutrition Programs* (access this resource online at <http://teammnutrition.usda.gov/Resources/foodbuyingguide.html>). She determines that  $\frac{1}{2}$  of a pizza will provide one serving of grain/bread component (Group B). At \$3.00 for one pizza, a grain serving costs \$.25 each.

The provider determines that the product does not meet program requirements for meat/meat alternate. She chooses to add more cheese to the pizza to assure the requirement is met.

The result is that the children receive an entrée that is higher in fat and sodium. The provider can use other convenience foods as an option for crust.

## **Easy options for pizza crust**

Frozen bread dough is packaged in 16-ounce loaves or individual rolls. Follow package directions to thaw. Use the loaf-size dough for a large pizza or roll-size for mini pizzas. Look for whole wheat options. A 16-ounce loaf of frozen dough provides 16 servings; at \$1.00 a loaf, each serving of grain/bread costs \$.06.



### **Frozen Pizza**

A 16-ounce pizza at \$3.00 is \$3.00 a pound.



### **Frozen Bread Dough**

A loaf of frozen bread dough at \$1.00 is \$1.00 per pound.

Pizza is more than 3 times the price of bread dough for crust, because in our example the pizza provided 12 servings and the bread dough provided 16.

# *Mealtime Memo* FOR CHILD CARE

Whole wheat English muffin halves are a quick and easy option. Split muffins into halves, top with sauce and cheese, and bake in the oven.

Flour tortillas make fast work of crust. Look for whole wheat or interesting flavors.

Make a rice or pasta crust. Here is an easy recipe:

- 3 cups of cooked brown rice or whole grain spaghetti noodles
- One egg
- 4 ounces of shredded part skim mozzarella cheese (about 1 cup).

Combine the ingredients and mix thoroughly. Spread on a 12-inch pizza pan or divide between two 9-inch pie plates that have been sprayed with non-stick coating. Press the rice or noodles into the pan or plate to form the crust. Bake the crust in a 450 °F oven for about 20 minutes until set. Top with sauce and pizza toppings. Return to oven for about 10 minutes to heat pizza thoroughly.

Note: Three cups of cooked rice or pasta is equal to six servings of grain/breads (Group H, ½ cup per serving).

All of these crust options provide an easy way to assure the program requirements are met. Best of all, they make quick work in the kitchen and provide a healthy choice for children.

Shopping tip: Use the unit price sticker to compare the price per pound of different crust options. For products listed in price per ounce, multiply by 16 to find the price per pound.

## Standardized Recipes

Understanding and using standardized recipes is cost effective and assures children will receive correct amounts of food. *Building Blocks for Fun and Healthy Meals* defines a standardized recipe as one that has been tried, adapted, and retried several times – and has been found to produce the same good results and yield every time as long as:

- ✓ the exact procedures are followed
- ✓ the same type of equipment is used
- ✓ the ingredients are the same quality and in the same quantities

A standardized recipe should include:

- ✓ Yield – the number of servings and serving size
- ✓ Ingredients – all the foods necessary to prepare the recipe, including the form (such as fresh, frozen, or canned), packing medium (such as canned in juice or light syrup), and fat content (such as 20% fat ground beef)
- ✓ Correct measures, weights, and/or pack size
- ✓ Step-by-step instructions on how to prepare

The benefits of using standardized recipes include consistent food quality, predictable yield, consistent nutrient content, efficient food purchasing, food cost control, and confidence in food preparation.

For more information on standardized recipes, refer to the following resources:

- *Child Care Recipes – Food for Health and Fun*, USDA, Food and Nutrition Service. Updated. Available at: [teamnutrition.usda.gov/Resources/childcare\\_recipes.html](http://teamnutrition.usda.gov/Resources/childcare_recipes.html)
- *The Florida Child Care Food Program Cookbook*, Florida Department of Health, Bureau of Childcare Food Programs. Available at: [www.doh.state.fl.us/ccfp/](http://www.doh.state.fl.us/ccfp/)
- *Building Blocks for Fun and Healthy Meals*, USDA, Food and Nutrition Service. Spring 2000. Available at: [teamnutrition.usda.gov/Resources/buildingblocks.html](http://teamnutrition.usda.gov/Resources/buildingblocks.html)
- *Measuring Success with Standardized Recipes*, USDA, Food and Nutrition Service. 2002. Available at: [www.nfsmi.org/documentlibraryfiles/PDF/20090506091901.pdf](http://www.nfsmi.org/documentlibraryfiles/PDF/20090506091901.pdf)

## Recipe Adjustment

### Recipe Adjustment:

Use the steps below to increase or decrease the number of portions a recipe will make:

1. Determine the total yield of the original recipe.

$$\frac{\text{original number of portions}}{\text{original number of portions}} \times \frac{\text{original portion size}}{\text{original portion size}} = \frac{\text{original yield}}{\text{original yield}}$$

2. Determine the total new yield.

$$\frac{\text{desired number of portions}}{\text{desired number of portions}} \times \frac{\text{desired portion size}}{\text{desired portion size}} = \frac{\text{total new yield}}{\text{total new yield}}$$

3. Determine the "multiplying factor."

$$\frac{\text{new yield}}{\text{new yield}} \div \frac{\text{original yield}}{\text{original yield}} = \frac{\text{multiplying factor}}{\text{multiplying factor}}$$

4. Determine the new quantity of each ingredient. (Repeat this step for each ingredient.)

$$\frac{\text{original quantity of ingredient}}{\text{original quantity of ingredient}} \times \frac{\text{multiplying factor}}{\text{multiplying factor}} = \frac{\text{new quantity}}{\text{new quantity}}$$

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Using the Chic Penne Recipe ([www.teamnutrition.usda.gov/Resources/r4hk\\_childcare.html](http://www.teamnutrition.usda.gov/Resources/r4hk_childcare.html)), and the recipe adjustment chart below, increase the number of portions from 25 to 35 for the "menu item" – chicken.

1. Determine the total yield of the original recipe.

$$\frac{25}{\text{original number of portions}} \times \frac{1.5 \text{ cup}}{\text{original portion size}} = \frac{\text{original yield}}{\text{original yield}}$$

2. Determine the total new yield.

$$\frac{35}{\text{desired number of portions}} \times \frac{1.5 \text{ cup}}{\text{desired portion size}} = \frac{\text{total new yield}}{\text{total new yield}}$$

3. Determine the "multiplying factor."

$$\frac{\text{new yield}}{\text{new yield}} \div \frac{\text{original yield}}{\text{original yield}} = \frac{\text{multiplying factor}}{\text{multiplying factor}}$$

4. Determine the new quantity for frozen, cooked chicken.

$$\frac{1 \text{ lb.}}{\text{original quantity of ingredient}} \times \frac{\text{multiplying factor}}{\text{multiplying factor}} = \frac{\text{new quantity}}{\text{new quantity}}$$

Note: Repeat this step for each ingredient.

## How to Use the Food Buying Guide

The **Food Buying Guide (FBG) for Child Nutrition Programs** is the main tool for determining how much of a particular food item will be needed to feed the number of children in your center. The FBG is available on the CCFP website at [www.doh.state.fl.us/ccfp/](http://www.doh.state.fl.us/ccfp/). A CD copy of the Food Buying Guide for Child Nutrition Programs is included as a bonus CD in the revised USDA Recipes for Child Care publication which may be ordered from Team Nutrition (see Appendix, Websites and Resources of Interest).

The foods in the guide are listed as individual food items. They are arranged alphabetically within the appropriate food component from the CCFP Meal Pattern. If you are not sure of a food's component group, the complete index at the end of the guide will direct you to the correct page.

Using a six-column format, the yield data tables provide the following information:

1. Food As Purchased, AP	2. Purchase Unit	3. Servings per Purchase Unit, EP	4. Serving Size per Meal Contribution	5. Purchase Units for 100 Servings	6. Additional Information
--------------------------	------------------	-----------------------------------	---------------------------------------	------------------------------------	---------------------------

- Column 1, **Food As Purchased**, lists individual foods alphabetically by source (for example, ground beef is listed under BEEF along with roast, steaks, etc.).
- Column 2, **Purchase Unit**, shows how the food is packaged for purchasing (usually by pound or by can size).
- Column 3, **Servings per Purchase Unit**, shows the number of servings (1 ounce, ¼ cup, etc.) that the purchase unit will provide.
- Column 4, **Serving Size per Meal Contribution**, describes the serving size and meal component contribution.
- Column 5, **Purchase Units for 100 Servings**, shows the number of purchase units needed for 100 servings.
- Column 6, **Additional Information**, provides other information to help calculate the amount of food you need to purchase and/or prepare.

To assist child care facilities with determining the proper amounts of foods to purchase, Team Nutrition and the National Food Service Management Institute have created the Food Buying Guide Calculator for Child Nutrition Programs at: <http://fbg.nfsmi.org/>. Short, self-tutorial videos are available on the site to assist you in learning how to use the calculator.

# Sample Menu Using Food Buying Guide Calculator

## Lunch Menu

Hamburger patty (made from scratch)

Brown rice

Broccoli

Peaches

Milk

You'll be serving 5 1-2 year olds, 15 3-5 year olds, 5 6-12 year olds, and 5 role-modeling adults. Use the Food Buying Guide Calculator at <http://fbg.nfsmi.org/> to determine how much food to buy.

### Hamburger Patty

1. From home page, click on Meat/Meat Alternates.
2. Select Beef and Beef Products from the Food Categories drop-down menu.
3. Scroll down to Beef, ground, fresh or frozen and click on the type of beef you plan to buy. For this example, we will use no more than 15% fat.
4. You now need to select a serving size. For 1-2 year olds, you will need a 1 oz. portion for lunch. Select 1 oz. from the drop-down box under Serving Size.
5. You are serving 5 1-2 year olds, so type in 5 in the box under Number of Servings.
6. Click on the Add to List button.
7. Your Shopping List will show that you will need to purchase ½ pound of fresh or frozen ground beef with no more than 15% fat to serve 5 1-2 year olds at your facility.
8. You still need to determine the amount to purchase for the 3-5 year-olds, 6-12 year olds, and adults. Click on Add More Items.
9. Repeat steps 1-3 listed above.
10. For 3-5 year olds, you will need a 1.5 oz portion for lunch. Select 1-1/2 oz. from the drop-down box under Serving Size.
11. You are serving 15 3-5 year olds, so type in 15 in the box under Number of Servings.
12. Click on the Add to List button.
13. Your Shopping List will now show that you will need to purchase 2 pounds of fresh or frozen ground beef with no more than 15% fat to serve 15 3-5 year olds at your facility.

14. You still need to determine the amount to purchase for the 6-12 year olds and adults. Click on `Add More Items`.
15. Repeat steps 1-3 listed above.
16. For 6-12 year olds, you will need a 2 oz portion for lunch. Select `2 oz.` from the drop-down box under `Serving Size`.
17. You are serving 5 6-12 year olds, but let's assume for ease of food preparation that the 5 adults are eating the same serving size, so type in `10` in the box under `Number of Servings`.
18. Click on the `Add to List` button.
19. Your `Shopping List` will now show that you will need to purchase 1.75 pounds of fresh or frozen ground beef with no more than 15% fat to serve 5 6-12 year olds and 5 adults at your facility.
20. You can now either click on `Add More Items` if you want all of the foods for this meal on one shopping list or you may `Print List` or `Email List` if you want to have a shopping list for just ground beef.
21. Note: You will need to manually add the ground beef amounts together when you do your actual shopping. In this example, you would add .5 plus 2 plus 1.75 to come up with a total of 4.25 pounds of ground beef to purchase.

Repeat the steps above for each of the other items on the menu – brown rice, broccoli, peaches, and milk.

# Teaching Preschoolers About Healthy Eating Habits



# CARE Connection

## Happy Mealtimes Grab and Go Lesson

### Using Bridging Activities to Make Mealtimes Special

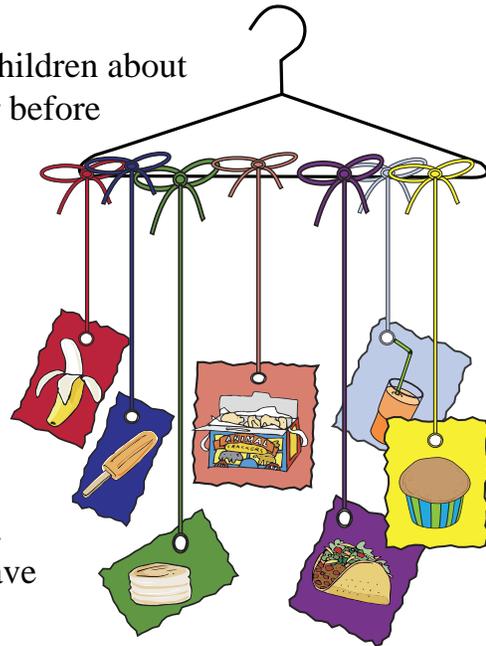
Children need time to calm down after active play and get ready to sit at the table and eat. Transitional activities and projects relating to food, nutrition, and good eating help the children get ready for meals.

#### 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

## Happy Mealtimes Grab and Go Lesson

### Using Bridging Activities to Make Mealtimes Special

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.**

**Bureau of Child Care Food Programs, Florida Department of Health**  
[www.doh.state.fl.us/ccfp/](http://www.doh.state.fl.us/ccfp/)

## 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*



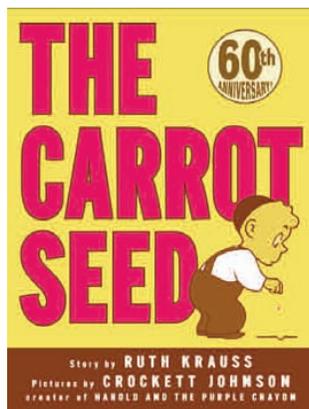
**Bureau of Child Care Food Programs, Florida Department of Health**  
[www.doh.state.fl.us/ccfp/](http://www.doh.state.fl.us/ccfp/)



## 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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# Mealtime Memo

National Food Service Management Institute  
The University of Mississippi



## for Child Care

No. 4, 2009

## 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!



# Mealtime Memo FOR CHILD CARE

## 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](http://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](http://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-15<sup>1</sup>

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.



<sup>1</sup>USDA Recipes for Child Care. Available online at [www.nfsmi.org](http://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.

# *Mealttime Memo* FOR CHILD CARE



## 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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Subscribe to *Mealttime Memo for Child Care* online at [www.nfsmi.org](http://www.nfsmi.org) and receive the link to download the newsletter via e-mail each month!!



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For more information, contact NFSMI at 800-321-3054 or [www.nfsmi.org](http://www.nfsmi.org).

# Frequently Asked Questions



## Frequently Asked Questions

**1. Can I serve water as the beverage at snack time?**

Yes, water can and should be offered as a beverage in addition to the required two snack components. Children need to be offered water throughout the day.

**2. Are meals served to children 12 months and older reimbursable if they contain breastmilk?**

Yes. Mothers who wish to continue providing breastmilk for their children older than 12 months of age can do so without having to submit a medical statement. Breastmilk is a substitute for cow's milk in the meal pattern for children.

**3. Are meals served to children 12 months and older reimbursable if they contain infant formula?**

Yes, for a period of one month, when a child is weaning from infant formula to whole cow's milk (i.e., transitioning), meals that contain infant formula may be reimbursable. When a child is weaned from formula (or breastmilk) to cow's milk, it is a common practice to provide the infant with both foods at the same meal service, to gradually ease the infant to accepting some of the new food. However, unlike breastmilk, infant formula is not an alternative type of milk, which can be substituted to meet the fluid milk requirement for the CCFP meal pattern for children over the age of one year. Thus, for a child 13 months of age and older, a statement from a recognized medical authority is needed for a meal containing infant formula to be eligible for reimbursement.

**4. Is a vegetarian diet OK for kids?**

A well-planned vegetarian diet can supply all the nutrients that children need for their growth and energy needs. However, those who follow a vegan diet that excludes all meats, poultry, fish, eggs, and dairy foods need to be especially cautious about consuming good sources of vitamins B<sub>12</sub> and D. Eating foods with enough calcium, iron, and zinc also needs special attention. Whole grain foods, fortified cereals and soy milk, and green, leafy vegetables are very important foods for vegans.

**5. What is the difference between healthy versus unhealthy fat?**

Fat supplies the body with energy, and helps the body absorb certain nutrients such as vitamins A, D, E, and K. Saturated fats can increase cholesterol, risk of heart and other chronic diseases, as well as some cancers. Monounsaturated and polyunsaturated fats are the good fats that are beneficial to heart health and reduce the risk of heart disease. *Trans* fat is most commonly known as hydrogenated or partially hydrogenated oils. *Trans* fat functions in the body the same way as saturated fats. Food manufacturers use it to extend the shelf life of food.

# Resources



## **Websites and Resources of Interest**

1. **Building Blocks for Fun and Healthy Meals** (2000), USDA, Food and Nutrition Service.  
[www.fns.usda.gov/tn/Resources/buildingblocks.html](http://www.fns.usda.gov/tn/Resources/buildingblocks.html)
2. **Culinary Techniques for Healthy School Meals** (2009), National Food Service Management Institute.  
[www.nfsmi.org/ResourceOverview.aspx?ID=266](http://www.nfsmi.org/ResourceOverview.aspx?ID=266)
3. **Florida Department of Health-Child Care Food Program-Infant and Child Nutrition**  
[www.doh.state.fl.us/CCFP/Nutrition/nutrition.htm](http://www.doh.state.fl.us/CCFP/Nutrition/nutrition.htm)
4. **Food Buying Guide Calculator for Child Nutrition Programs** (2010), USDA, Food and Nutrition Service and National Food Service Management Institute.  
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5. **Food Buying Guide for Child Nutrition Programs** (2008), USDA, Food and Nutrition Service  
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## **Other References and Resources**

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# Appendix



## 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](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**

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# Behavioral Milestones

The preschool years are an important time for developing healthy habits for life. From the ages of 2 to 5, children grow and develop in ways that affect behavior in all areas, including eating. The timing of these milestones may vary with each child.



## 2 Years

- Can use a spoon and drink from a cup
- Can be easily distracted
- Growth slows and appetite drops
- Develops likes and dislikes
- Can be very messy
- May suddenly refuse certain foods

## 3 Years

- Makes simple either/or food choices, such as a choice of apple or orange slices
- Pours liquid with some spills
- Comfortable using fork and spoon
- Can follow simple requests such as "Please use your napkin."
- Starts to request favorite foods
- Likes to imitate cooking
- May suddenly refuse certain foods

## 4 Years

- Influenced by TV, media, and peers
- May dislike many mixed dishes
- Rarely spills with spoon or cup
- Knows what table manners are expected
- Can be easily sidetracked
- May suddenly refuse certain foods

## 5 Years

- Has fewer demands
- Will usually accept the food that's available
- Dresses and eats with minor supervision





# 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

<b>A.</b> 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>B.</b> Fruit is offered canned <b>in own juice</b> (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
<b>C.</b> 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
<b>D.</b> 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
<b>E.</b> 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

<b>A.</b> 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>B.</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
<b>C.</b> 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.

<b>C.</b> 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
<b>(N5) Feeding Practices</b>				
<b>A.</b> 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>B.</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
<b>C.</b> 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
<b>D.</b> 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
<b>(N6) Foods Offered Outside of Regular Meals and Snacks</b>				
<b>A.</b> 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>B.</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
<b>C.</b> 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
<b>(N7) Supporting Healthy Eating</b>				
<b>A.</b> 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>B.</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
<b>C.</b> 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.

<b>D.</b> 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
<b>E.</b> 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
<b>F.</b> 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**

<b>A.</b> 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>B.</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
<b>C.</b> 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**

<b>A.</b> 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**

<b>A.</b> 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>B.</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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<b>C.</b> 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
<b>D.</b> 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
<b>E.</b> 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
<b>F.</b> 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**

<b>A.</b> 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>B.</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
<b>C.</b> 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
<b>D.</b> 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
<b>E.</b> 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](http://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.



State of North Carolina • Michael F. Easley, Governor | Department of Health and Human Services • Carmen Hooker Odom, Secretary  
 • Division of Public Health • NC Healthy Weight Initiative  
 Department of Nutrition • UNC Schools of Public Health and Medicine | UNC Center for Health Promotion and Disease Prevention



# 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.

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## 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.



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