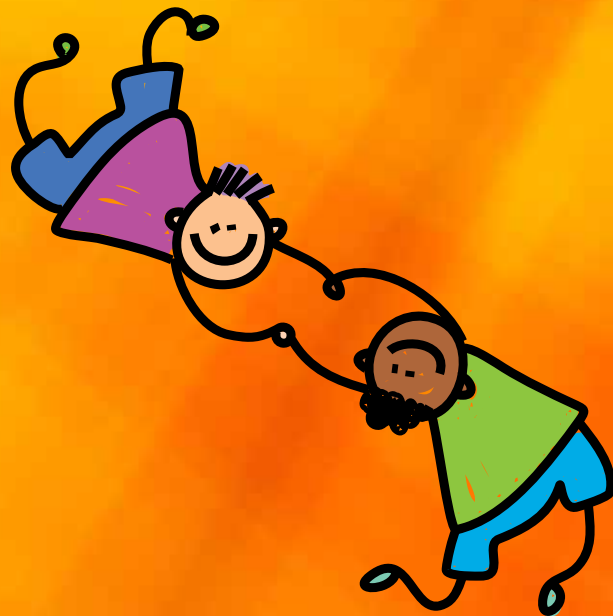


# CROSSWALK

PA'S Initiatives and *Let's Move!* Child Care



JANUARY 2012



“Emerging research and evidence-based findings link children’s eating nutritious food, engaging in daily age-appropriate physical activities, and limited screen time to maintaining a healthy weight.” (CFOC, 2010)  
In February 2010, a National initiative entitled

*Let’s Move!* was launched. The goal of *Let’s Move!* is to solve the problem of childhood obesity within a generation so that children born today will grow up healthier and better able to pursue their dreams.

Pennsylvania has a number of programs in place with resources that align to the goals of the *Let’s Move!* initiative. This document crosswalks I am Moving, I am Learning; Keystone Kids Go; the Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC); Pennsylvania Learning Standards for Early Childhood; Head Start Child Development and Early Learning Framework; Pennsylvania American Academy of Pediatrics/ECELS and Better Kid Care with the national *Lets Move!* initiative.



**RESOURCES:**

**Let’s Move Childcare**

<http://healthykidshealthyfuture.org/welcome.html>

**Keystone Kids Go!**

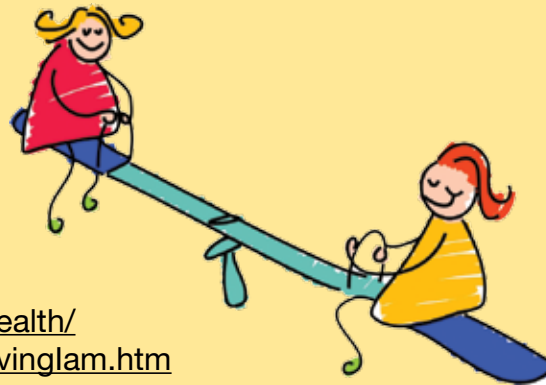
<http://panen.org/keystone-kids-go>

**I am Moving, I am Learning**

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Nutrition/Nutrition%20Program%20Staff/IMIL/IamMovingIam.htm>

**Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)**

<http://www.hpdp.unc.edu/research/current-projects/napsacc>



**ECELS**

<http://www.ecels-healthychildcarepa.org/>

**Better Kid Care**

<http://betterkidcare.psu.edu/>

**Choose My Plate**

[www.choosemyplate.gov](http://www.choosemyplate.gov)

**USDA Child Care and Adult Food Program**

[www.fns.usda.gov/cnd/care/](http://www.fns.usda.gov/cnd/care/)


**OCDEL SAS**




[www.pdesas.org/ocdel](http://www.pdesas.org/ocdel)





Let's Move Child Care Goal	I am Moving, I am Learning	Keystone Kids Go	Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)	Pennsylvania Learning Standards for Early Childhood	Head Start Child Development and Early Learning Framework	PA AAP/ECELS Tools	Better Kid Care
<p><b>GOAL 1 Physical Activity:</b></p> <p>Provide 1-2 hours of physical activity throughout the day, including outside play when possible.</p>	<p><b>Goal 1 – To increase moderate to vigorous physical activity (MVPA) within daily routines and in a variety of settings.</b> (At least 2 hours daily – including 60 minutes of adult guided physical activity and 60 minutes of active free play, accumulated in short bursts throughout the day)</p> <p><b>Goal 2 – To deliberately integrate more physical activity and quality movement experiences into all areas of learning, supporting and enhancing early brain development.</b></p> <p><b>IMIL Workshops:</b></p> <ul style="list-style-type: none"> <li>• <i>MVPA Every Day</i></li> <li>• <i>Body Language: A Movement Vocabulary For Young Children</i></li> <li>• <i>Moving with the Brain in Mind</i></li> </ul> <p><b>References:</b> <b>Active Start (NASPE Guidelines):</b> <a href="http://www.aahperd.org/naspe/standards/nationalGuidelines/ActiveStart.cfm">http://www.aahperd.org/naspe/standards/nationalGuidelines/ActiveStart.cfm</a></p> <p><b>Access I Am Moving, I Am Learning resources at the Early Childhood Learning and Knowledge Center at the Office of Head Start:</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Nutrition/Nutrition%20Program%20Staff/lamMovinglam.htm">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Nutrition/Nutrition%20Program%20Staff/lamMovinglam.htm</a></p> <p><b>Access the Summary Report about I Am Moving, I Am Learning at:</b> <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Nutrition/Nutrition%20Program%20Staff/IMIL/imil_report.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Nutrition/Nutrition%20Program%20Staff/IMIL/imil_report.pdf</a></p> <p><b>Access the US Department of Health and Human Services, Administration for Children and Families' I Am Moving, I Am Learning Implementation Evaluation Project at the Office of Planning, Research, and Evaluation (OPRE):</b> <a href="http://www.acf.hhs.gov/programs/opre/hs/eval_move_learn/index.html">http://www.acf.hhs.gov/programs/opre/hs/eval_move_learn/index.html</a></p> <p><b>Access additional I Am Moving, I Am Learning Resources at the Head Start Body Start National Center for Physical Development and Outdoor Play:</b> <a href="http://www.aahperd.org/headstartbodystart/">http://www.aahperd.org/headstartbodystart/</a></p>	<p><b>Go Active!</b></p> <p>A physical activity toolkit created to show early childhood practitioners how to increase instant, integrative, and imaginative movement in their program.</p> <p><b>Go Active!</b> toolkit can be accessed at <a href="http://www.panen.org/keystone-kids-go-active%21">http://www.panen.org/keystone-kids-go-active%21</a></p> <p><b>Go Healthy!</b></p> <p>This section is designed to show early childhood practitioners how to be the best role models they can be.</p>	<p><b>Section III: Physical Activity</b></p> <ul style="list-style-type: none"> <li>• Active Play is provided to all children.</li> <li>• Teacher-led physical activity is provided to all children.</li> <li>• Outdoor active play is provided to all children.</li> </ul>	<p><b>Standard 10.4 Physical Activity: Gross Motor Coordination</b></p> <p><b>ERS</b></p> <p>7. <i>Space for Gross Motor Play</i></p> <p>8. <i>Gross Motor Equipment</i></p> <p>29. <i>Supervision of Gross Motor Activities</i></p> <p>34. <i>Schedule</i></p> <p>35. <i>Free play</i></p> <p>36. <i>Group time</i></p>	<p><b>Physical Development and Health: Physical Health Status</b></p> <p><b>Physical Development and Health: Gross Motor Skills</b></p> <p><b>Performance Standard Active play and movement: 1304.21(a)(5)(i):</b> In center-based settings, grantee and delegate agencies must promote each child's physical development by providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills</p>	<p><b>Moving and Munching: Supporting Physical Activity and Nutrition in Early Learning Programs Self-Learning Module.</b></p> <ul style="list-style-type: none"> <li>• Nemours Best Practices for Physical Activity</li> </ul> <p><b>What Adults Can Do to Reduce Childhood Obesity Workshop</b></p> <ul style="list-style-type: none"> <li>• Nemours Best Practices for Physical Activity</li> <li>• Research on physical activity in child care: <ul style="list-style-type: none"> <li>**a. Copeland, KA et al, <i>International Journal of Behavior, Nutrition and Physical Activity</i>. 2009.</li> <li>b. Pate, RR et al <i>Pediatrics</i>. Nov. 2004.</li> <li>c. Pate RR et al <i>Journal of School Health</i>. Aug 2008</li> <li>d. Finn, K et al <i>Journal of Pediatrics</i>. Jan 2002</li> </ul> </li> <li>• Children are sedentary for most (70-83%) of their time in child care, excluding nap.</li> <li>• Institute of Medicine (IOM) new research on sleep and its relationship to obesity <ol style="list-style-type: none"> <li>1. Decrease in sleep duration is a risk factor for obesity among all age groups, including infants and children less than 5 years of age.</li> </ol> </li> </ul> <p><b>Implementing New Caring for Our Children Standards to Reduce Risk of Obesity for Young Children Self-Learning Module</b></p> <ul style="list-style-type: none"> <li>• Research on physical activity in child care: <ul style="list-style-type: none"> <li>**See a, b, c from above</li> <li>d. Finn, K et al <i>Journal of Pediatrics</i>. Jan 2002</li> </ul> </li> <li>• Children are sedentary for most (70-83%) of their time in child care, excluding nap.</li> <li>• Identify barriers to physical activity in ECE programs</li> <li>• Identify strategies to improve physical activity in ECE programs.</li> </ul> <p><b>Model Child Care Health Policies (MCCHP), 2011 Nutrition and Physical Activity Policies Sample, Fill-in the Blank Physical Activity Policies address:</b></p> <ul style="list-style-type: none"> <li>• Encouragement of Physical Activity and Outdoor Play</li> <li>• Frequency and Duration of Outdoor Play</li> <li>• Equipment and Settings to Support Physical Activity</li> <li>• Clothing for Physical Activity and Weather</li> </ul>	<p><b>Distance Education Lessons</b> <a href="http://www.betterkidcare.psu.edu/page02a.html">http://www.betterkidcare.psu.edu/page02a.html</a></p> <p><b>Active Play: Fighting Obesity and Diabetes and Keeping Children Healthy</b></p> <ul style="list-style-type: none"> <li>• Learn developmentally appropriate indoor and outdoor active play activities for young children.</li> <li>• Identify eating practices (includes choosing healthy foods and beverages) which could lead to obesity.</li> </ul> <p><b>Fighting Children's Obesity Through Active Play</b></p> <ul style="list-style-type: none"> <li>• Discover the importance of active play and its relationship to obesity prevention.</li> <li>• Analyze active times each day to determine if they are meeting the recommended amount of gross motor time.</li> </ul> <p><b>Keystone Color Me Healthy</b></p> <ul style="list-style-type: none"> <li>• Teach preschoolers that healthy eating and movement are fun!</li> <li>• Promote nutritious eating habits.</li> <li>• Incorporate more physical activity into a pre-school program.</li> <li>• Addresses PA Learning Standards for Early Childhood.</li> </ul> <p><b>Music for the Non-Musical</b></p> <ul style="list-style-type: none"> <li>• Learn age appropriate music and movement experiences for each age group: infants, toddlers, and preschoolers.</li> </ul> <p><b>The Ups and Downs of Outdoor Play</b></p> <ul style="list-style-type: none"> <li>• Low cost outdoor play.</li> <li>• Keeping children safe.</li> <li>• Great activities for outdoor play.</li> </ul> <p><b>Understand and Support Children's Physical and Cognitive Development</b></p> <ul style="list-style-type: none"> <li>• Learn what to expect of children at various ages as they grow and develop.</li> <li>• Plan activities and play times that support both the physical and cognitive development of children.</li> </ul> <p><b>Articles providing research to practice information for working with young children</b> <a href="http://www.betterkidcare.psu.edu/page02j.html">http://www.betterkidcare.psu.edu/page02j.html</a> <a href="http://www.betterkidcare.psu.edu/page02k.html">http://www.betterkidcare.psu.edu/page02k.html</a></p>



<b>Let's Move Child Care Goal</b>	<b>I am Moving, I am Learning</b>	<b>Keystone Kids Go</b>	<b>Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)</b>	<b>Pennsylvania Learning Standards for Early Childhood</b>	<b>Head Start Child Development and Early Learning Framework</b>	<b>PA AAP/ECELS Tools</b>	<b>Better Kid Care</b>
<p><b>GOAL 2 Screen Time:</b></p> <p>No screen time for children under 2 years. For children age 2 and older, strive to limit screen time to no more than 30 minutes per week during child care, and work with parents and caregivers to ensure children have no more than 1-2 hours of quality screen time per day (as recommended by the American Academy of Pediatrics).</p>	<p><b>Goal 2 – To deliberately integrate more physical activity and quality movement experiences into all areas of learning, building the young brain and developing competence in fundamental motor skills.</b></p> <p><b>IMIL Workshops:</b></p> <ul style="list-style-type: none"> <li>• <i>MVPA Every Day</i></li> <li>• <i>Body Language: A Movement Vocabulary for Young Children</i></li> <li>• <i>Moving with the Brain in Mind</i></li> </ul> <p>Children should not be engaged in sedentary activities (watching television, playing video or computer games) for more than 30 minutes at a time, except while sleeping.</p> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Active Start: A Statement of Physical Activity Guidelines For Children From Birth to Five Years; National Association for Sport and Physical Education (NASPE), 2009</li> <li>• Appropriate Practices in Movement Programs for Children Ages 3-5. NASPE, 2009</li> </ul>	<p><b>Go Active!</b></p> <p>A physical activity toolkit created to show early childhood practitioners how to increase instant, integrative, and imaginative movement in their program.</p> <p><b>Go Active!</b> toolkit can be accessed at <a href="http://www.panen.org/keystone-kids-go-active%21">http://www.panen.org/keystone-kids-go-active%21</a></p>	<p><b>Section III: Physical Activity</b></p> <p>Questions on:</p> <ul style="list-style-type: none"> <li>• The amount of time children are seated.</li> <li>• The use of television and video.</li> </ul>	<p><b>ERS</b></p> <p><i>27. Use of TV, video, and/or computers</i></p>	<p><b>Physical Development and Health: Health Knowledge and Practice</b></p>	<p><b>Moving and Munching: Supporting Physical Activity and Nutrition in Early Learning Programs Self-Learning Module</b></p> <p><b>What Adults Can Do to Prevent Obesity Workshop</b></p> <ul style="list-style-type: none"> <li>• Screen Time Handout from NAPSACC</li> </ul> <p><b>Implementing New Caring for Our Children Standards to Reduce the Risk of Obesity for Young children Self-Learning Module</b></p> <ul style="list-style-type: none"> <li>• <i>Caring For Our Children</i>, 3rd edition Screen Time STD 2.2.0.3: No TV, video, DVD and computer use under age 2, 2 years and older 30 minutes per week of media time only for education/ physical activity purposes, computer use in 15 minute increments, school age children longer for homework, caregivers as role models – no TV watching during the day.</li> </ul> <p><b>Model Child Care Health Policies (MCCHP), 2011 Nutrition and Physical Activity Policies Sample, Fill-in-the Blank Policy</b> addresses CFOC STD 2.2.0.3</p>	<p><b>Articles providing research to practice information for working with young children</b></p> <p><a href="http://www.betterkidcare.psu.edu/page02j.html">http://www.betterkidcare.psu.edu/page02j.html</a></p> <ul style="list-style-type: none"> <li>• TV and Kids</li> <li>• Television in Child Care: What Do We Need to Know?</li> </ul> 

<p><b>Let's Move Child Care Goal</b></p>	<p><b>I am Moving, I am Learning</b></p>	<p><b>Keystone Kids Go</b></p>	<p><b>Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)</b></p>	<p><b>Pennsylvania Learning Standards for Early Childhood</b></p>	<p><b>Head Start Child Development and Early Learning Framework</b></p>	<p><b>PA AAP/ECELS Tools</b></p> 	<p><b>Better Kid Care</b></p> 
<p><b>GOAL 3 Food:</b></p> <p>Serve fruits or vegetables at every meal, eat meals family-style whenever possible, and don't serve fried foods.</p>	<p><b>Goal 3: Promote healthy food choices every day.</b></p> <p><b>IMIL Workshop: Nutrition Building Blocks:</b></p> <ul style="list-style-type: none"> <li>Describe research-based information to guide adults' and children's nutrition practices</li> <li>Demonstrate the impact of good nutrition on other learning areas</li> <li>Identify new strategies and activities for improving nutrition choices within early learning classrooms and in homes</li> </ul> <p><b>Resources:</b> <b>Choosy Kids, LLC: Be Choosy, Be Nourished® Nutrition Messages:</b></p> <ul style="list-style-type: none"> <li>Crave Your F.A.V. (fruits &amp; veggies)</li> <li>Fruits and Vegetables are the Healthiest Foods</li> <li>Eat a Rainbow</li> <li>Fresh is Best</li> <li>Balancing Act</li> <li>Food for Thought</li> <li>Cook with Kids</li> <li>Choosy® Snacks</li> <li>Size Up Your Snacks!</li> <li>I Spy Something Healthy!</li> <li>Smart Snacking</li> <li>Make Time to Be Healthy</li> <li>Together is Better</li> <li>Happy Talk = Happy Tummies!</li> <li>Turn Off to Tune In!</li> </ul> <p>Access Choosy Kids® at: <a href="http://www.choosykids.com">www.choosykids.com</a></p> 	<p><b>Go Colorful!</b></p> <p>The Go Colorful! component of Keystone Kids Go! is also known as Keystone Color Me Healthy (KCMH). KCMH is based on the original Color Me Healthy program developed in North Carolina. KCMH provides early childhood practitioners with resources and materials to teach preschoolers that healthy eating and movement are fun!</p> <p><b>Go Healthy!</b></p> <p>This section is designed to show early childhood practitioners how to be the best role models they can be.</p>	<p><b>Section 1: Nutrition (N1) Fruits and Vegetables</b></p> <ul style="list-style-type: none"> <li>Fruit is offered.</li> <li>Vegetables (not including French fries, tater tots, hash browns or dried beans) are offered.</li> <li>Cooked vegetables are not prepared with added meat fat, margarine or butter.</li> </ul> <p><b>Section 1: Nutrition (N2) Meats, Fats, and Grains</b></p> <ul style="list-style-type: none"> <li>Fried or pre-fried potatoes are rarely offered.</li> <li>Fried or pre-fried meats are rarely offered.</li> <li>High fat meats are rarely offered.</li> <li>Beans or lean meats are offered.</li> <li>High fiber, whole grain foods are offered.</li> <li>Sweet or salty foods are rarely offered.</li> </ul> <p><b>Section 1: Nutrition (N7) Supporting Healthy Eating</b></p> <ul style="list-style-type: none"> <li>Staff join children at the table for meals</li> <li>Meals are served family style.</li> <li>Staff consumes same food and drinks as the children.</li> </ul>	<p><b>Standard 10.1 – 3 Health and Safe Practices</b></p> <hr/> <p><b>ERS</b></p> <p><i>10. Meals / Snacks</i></p>	<p><b>Physical Development and Health: Health Knowledge and Practice</b></p> <p><b>Performance Standard Nutrition: 1304.23(b) (vi):</b> For 3- to 5-year-olds in center-based settings or other Head Start group experiences, foods served must be high in nutrients and low in fat, sugar, and salt;</p> <p><b>1304.23 (c) (4):</b> All toddlers and preschool children and assigned classroom staff, including volunteers, eat together family style and share the same menu to the extent possible;</p>	<p><b>What Adults Can Do to Reduce Childhood Obesity Workshop</b></p> <ul style="list-style-type: none"> <li>Whole fruits encouraged</li> <li>Caregiver role modeling of healthy eating</li> <li>Serve small portions</li> <li>My Plate messages that include: Family style eating, Set a good example, Keep Portions small, Nix the Clean Plate mindset, Positive eating environment, and Remember, they won't starve.</li> </ul> <p><b>Implementing <i>New Caring for Our Children</i> Standards to Reduce Risk of Obesity for Young Children Self-learning Module</b></p> <ul style="list-style-type: none"> <li>CFOC Nutrition STDs that include whole fruits encouraged, small portions, provider role modeling and other</li> </ul> <p><b>Model Child Care Health Policies (MCCHP), 2011 Nutrition and Physical Activity Policies Sample, Fill-in-the-Black Policy</b> addresses</p> <ul style="list-style-type: none"> <li>Fruits and vegetables</li> <li>Meat and meat alternatives</li> <li>Staff roles, modeling and monitoring hunger cues and fullness</li> </ul>	<p><b>Distance Education Lessons</b> <a href="http://www.betterkidcare.psu.edu/page02a.html">http://www.betterkidcare.psu.edu/page02a.html</a></p> <p><b>Active Play: Fighting Obesity and Diabetes and Keeping Children Healthy</b></p> <ul style="list-style-type: none"> <li>Learn developmentally appropriate indoor and outdoor active play activities for young children.</li> <li>Identify eating practices (includes choosing healthy foods and beverages) which could lead to obesity.</li> </ul> <p><b>Eating Times: The Ups and Downs</b></p> <ul style="list-style-type: none"> <li>Portion sizes for young children.</li> <li>Importance of family-style meals and pleasant conversations during eating times.</li> <li>Meal planning with foods from all food groups.</li> <li>Healthy beverages (choosing low fat milk, emphasis on water, limited juices and sugary drinks).</li> </ul> <p><b>Keystone Color Me Healthy</b></p> <ul style="list-style-type: none"> <li>Teach preschoolers that healthy eating and movement are fun!</li> <li>Promote nutritious eating habits.</li> <li>Incorporate more physical activity into a preschool program.</li> <li>Addresses PA Learning Standards for Early Childhood.</li> </ul> <p><b>Obese Kids: They are What They Eat</b></p> <ul style="list-style-type: none"> <li>Plan meals and snacks with foods from all food groups.</li> <li>Choose high fiber, low sugar foods to serve to children.</li> <li>Determine and analyze qualities of healthful meals.</li> <li>Choose healthful beverages.</li> <li>Support breastfeeding mothers.</li> </ul> <p><b>Snack Time: It's More than Juice and Crackers</b></p> <ul style="list-style-type: none"> <li>Plan for healthful snacks and beverages that complement foods served throughout the day.</li> <li>Develop and plan educational snack-related activities.</li> </ul> <p><b>Super Snacks</b></p> <ul style="list-style-type: none"> <li>Importance of snacks for active young children.</li> <li>Make healthful food and beverage choices for snacks.</li> <li>Make healthful snacks cost effective.</li> </ul> <p><b>Articles providing research to practice information for working with young children</b> <a href="http://www.betterkidcare.psu.edu/page02m.html">http://www.betterkidcare.psu.edu/page02m.html</a></p>

<p><b>Let's Move Child Care Goal</b></p>	<p><b>I am Moving, I am Learning</b></p>	<p><b>Keystone Kids Go</b></p>	<p><b>Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)</b></p>	<p><b>Pennsylvania Learning Standards for Early Childhood</b></p>	<p><b>Head Start Child Development and Early Learning Framework</b></p>	<p><b>PA AAP/ECELS Tools</b></p>	<p><b>Better Kid Care</b></p>
<p><b>GOAL 4 Beverages:</b></p> <p>Provide access to water during meals and throughout the day, and don't serve sugar-sweetened drinks. For children age 2 and older, serve low-fat (1%) or non-fat milk, and no more than one 4- to 6-ounce serving of 100% juice per day.</p>	<p><b>Goal 3: Promote healthy food choices every day.</b></p> <p><b>IMIL Workshop: Nutrition Building Blocks:</b></p> <p><b>Resources: Choosy Kids, LLC: Be Choosy, Be Nourished® Nutrition Messages:</b></p> <ul style="list-style-type: none"> <li>• Drink Less Sugar</li> <li>• Less is Better</li> <li>• Water Your Kids!</li> <li>• WOW your Water</li> <li>• You're the Boss!</li> <li>• Label Before Table</li> <li>• Balancing Act</li> </ul> <p>Access Choosy Kids® at: <a href="http://www.choosykids.com">www.choosykids.com</a></p> 	<p><b>Go Colorful!</b></p> <p>The Go Colorful! component of Keystone Kids Go! is also known as Keystone Color Me Healthy (KCMH). KCMH is based on the original Color Me Healthy program developed in North Carolina. KCMH provides early childhood practitioners with resources and materials to teach preschoolers that healthy eating and movement are fun!</p> <p><b>Go Healthy!</b></p> <p>This section is designed to show early childhood practitioners how to be the best role models they can be.</p>	<p><b>Section 1: Nutrition (N3) Beverages</b></p> <ul style="list-style-type: none"> <li>• Drinking water is both outside and inside.</li> <li>• 100% fruit juice is offered.</li> <li>• Sugary drinks are rarely or never offered.</li> <li>• Milk served to children ages 2 years and older is low fat (1%) or non-fat.</li> </ul> 	<p><b>Standard 10.1 – 3 Health and Safe Practices</b></p> <p><b>ERS</b></p> <p><i>10. Meals / Snacks</i></p>	<p><b>Physical Development and Health: Knowledge and Practice</b></p>	<p><b>Moving and Munching: Supporting Physical Activity and Nutrition in Early Learning Program Self-learning Module</b></p> <ul style="list-style-type: none"> <li>• Nemours Best Practice for Healthy Eating: no more than 4 oz of juice, fat free or 1% milk, no sugary drinks</li> </ul> <p><b>What Adults Can Do to Reduce Childhood Obesity Workshop</b></p> <ul style="list-style-type: none"> <li>• CFOC STD 4.2.0.7 No fruit juice for children under 12 months</li> <li>• 4 – 6 oz of juice for 1 – 6 year olds</li> <li>• Water available throughout the day</li> <li>• Nemours Best Practice for Healthy Eating: no more than 4 oz of juice, fat free or 1% milk, no sugary drinks</li> </ul> <p><b>Implementing New <i>Caring for Our Children</i> Standards to Reduce Risk of Obesity for Young Children Self-Learning Module</b></p> <ul style="list-style-type: none"> <li>• CFOC STD 4.2.0.7 No fruit juice for children under 12 months</li> <li>• 4 – 6 oz of juice for 1 – 6 year olds</li> <li>• Water available throughout the day</li> </ul> <p><b>Model Child Care Health Policies (MCCHP), 2011 Nutrition and Physical Activity Policies Sample, Fill-in-the Blank Policy Addresses Beverages</b></p> <ul style="list-style-type: none"> <li>• Water, Milk, Juice as per CFOC STD's as stated above</li> </ul>	<p><b>Distance Education Lessons</b> <a href="http://www.betterkidcare.psu.edu/page02a.html">http://www.betterkidcare.psu.edu/page02a.html</a></p> <p><b>Active Play: Fighting Obesity and Diabetes and Keeping Children Healthy</b></p> <ul style="list-style-type: none"> <li>• Learn developmentally appropriate indoor and outdoor active play activities for young children.</li> <li>• Identify eating practices (includes choosing healthy foods and beverages) which could lead to obesity.</li> </ul> <p><b>Eating Times: The Ups and Downs</b></p> <ul style="list-style-type: none"> <li>• Portion sizes for young children.</li> <li>• Importance of family-style meals and pleasant conversations during eating times.</li> <li>• Meal planning with foods from all food groups.</li> <li>• Healthy beverages (choosing low fat milk, emphasis on water, limited juices and sugary drinks).</li> </ul> <p><b>Keystone Color Me Healthy</b></p> <ul style="list-style-type: none"> <li>• Teach preschoolers that healthy eating and movement are fun!</li> <li>• Promote nutritious eating habits.</li> <li>• Incorporate more physical activity into a preschool program.</li> <li>• Addresses PA Learning Standards for Early Childhood.</li> </ul> <p><b>Obese Kids: They are What They Eat</b></p> <ul style="list-style-type: none"> <li>• Plan meals and snacks with foods from all food groups.</li> <li>• Choose high fiber, low sugar foods to serve to children.</li> <li>• Determine and analyze qualities of healthful meals.</li> <li>• Choose healthful beverages.</li> <li>• Support breastfeeding mothers.</li> </ul> <p><b>Snack Time: It's More than Juice and Crackers</b></p> <ul style="list-style-type: none"> <li>• Plan for healthful snacks and beverages that complement foods served throughout the day.</li> <li>• Develop and plan educational snack-related activities.</li> </ul> <p><b>Super Snacks</b></p> <ul style="list-style-type: none"> <li>• Importance of snacks for active young children.</li> <li>• Make healthful food and beverage choices for snacks.</li> <li>• Make healthful snacks cost effective.</li> </ul> <p><b>Articles providing research to practice information for working with young children</b> <a href="http://www.betterkidcare.psu.edu/page02j.html">http://www.betterkidcare.psu.edu/page02j.html</a></p>

<b>Let's Move Child Care Goal</b>	<b>I am Moving, I am Learning</b>	<b>Keystone Kids Go</b>	<b>Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC)</b>	<b>Pennsylvania Learning Standards for Early Childhood</b>	<b>Head Start Child Development and Early Learning Framework</b>	<b>PA AAP/ECELS Tools</b>	<b>Better Kid Care</b>
<p><b>GOAL 5 Infant Feeding:</b></p> <p>For mothers who want to continue breastfeeding, provide their milk to their infants and welcome them to breastfeed during the child care day. Support all new parents' decisions about infant feeding.</p>	<p><b>Goal 3: Promote healthy food choices every day.</b></p> <p><b>Resources:</b> Access "<b>Little Voices for Healthy Choices</b>" at the Early Head Start National Resource Center at Zero To Three:   <a href="http://www.ehsnrc.org/Activities/littlevoices.htm">http://www.ehsnrc.org/Activities/littlevoices.htm</a>  and  <a href="http://www.ehsnrc.org">www.ehsnrc.org</a></p>			<p><b>Standard 20.1 Connections: Shared Understanding of Family and School Values, Philosophies and Cultures</b></p>	<p><b>Physical Development and Health: Health Knowledge and Practice</b></p> <p><b>Performance Standard Breastfeeding: 1304.40(c) (3):</b> Grantee and delegate agencies must provide information on the benefits of breast feeding to all pregnant and nursing mothers. For those who choose to breast feed in center-based programs, arrangements must be provided as necessary.</p>	<p><b>Breastfeeding Friendly Child Care Self-Learning Module addresses:</b> Module adapted from Wisconsin Partnership for Activity and Nutrition includes a facility assessment of existing practices and policies to support breastfeeding including, policy development, staff training, culturally appropriate breastfeeding environment, providing comfortable breastfeeding area, storage and handling of breast milk.</p> <p><b>What Adults Can Do to Reduce Childhood Obesity Workshop</b></p> <ul style="list-style-type: none"> <li>• Encourage breastfeeding per CFOC STD 4.3.1.1, 4.3.1.2, 4.3.1.3:</li> <li>• Provide comfortable, private area for breastfeeding</li> <li>• Training for staff to support and advocate for breastfeeding</li> <li>• Policies and procedures on handling and feeding human milk</li> </ul> <p><b>Implementing <i>New Caring for Our Children</i> Standards to Reduce Risk of Obesity for Young children Self-Learning Module</b></p> <ul style="list-style-type: none"> <li>• Encourage breastfeeding per CFOC STD 4.3.1.1, 4.3.1.2, 4.3.1.3:</li> <li>• Provide comfortable, private area for breastfeeding</li> <li>• Training for staff to support and advocate for breastfeeding</li> <li>• Policies and procedures on handling and feeding human milk</li> </ul> <p><b>Model Child Care Health Policies (MCCHP), 2011 Nutrition and Physical Activity Policies Sample, Fill-in-the-Blank Policy addresses:</b></p> <ul style="list-style-type: none"> <li>• Breastfeeding per CFOC STD 4.3.1.1, 4.3.1.2, 4.3.11.3</li> </ul>	<p><b>Distance Education Lessons</b> <a href="http://www.betterkidcare.psu.edu/page02a.html">http://www.betterkidcare.psu.edu/page02a.html</a></p> <p><b>Obese Kids: They are What They Eat</b></p> <ul style="list-style-type: none"> <li>• Plan meals and snacks with foods from all food groups.</li> <li>• Choose high fiber, low sugar foods to serve to children.</li> <li>• Determine and analyze qualities of healthful meals.</li> <li>• Choose healthful beverages.</li> <li>• Support breastfeeding mothers.</li> </ul> <p><b>Articles providing research to practice information for working with young children</b> <a href="http://www.betterkidcare.psu.edu/page02j.html">http://www.betterkidcare.psu.edu/page02j.html</a></p> <ul style="list-style-type: none"> <li>• Be a Caregiver Who Supports the Breastfeeding Mother</li> <li>• Support Breastfeeding in your Home childcare</li> <li>• Preparing and Storing Breast Milk in your Home Childcare Program</li> </ul>

