



CHILD CARE



www.letsgo.org

TOOLKIT



WELCOME!

are **you** ready?

Thank you for taking time to review the **5-2-1-0 Goes to Child Care Toolkit!** 5-2-1-0 Goes to Child Care works with child care programs across the state to increase healthy eating and physical activity opportunities for children. The program is part of a larger project called *Let's Go!* at The Barbara Bush Children's Hospital at Maine Medical Center. To learn more about *Let's Go!*, please visit www.letsgo.org.

The program is based on the following easy-to-remember message:

5 or more fruits & vegetables
2 hours or less recreational screen time*
1 hour or more of physical activity
0 sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

This toolkit is designed to align with your *Let's Go!* work throughout the year. Each tab is designed to line up with the program's 5 Step Path to Success. Within each tab are the handouts, tools, and resources that will guide and support you through each step. Take time to become familiar with the contents of the toolkit and keep it handy! The whole toolkit is also available online for your convenience.

Our hope is that 5-2-1-0 Goes to Child Care will help support child care programs in raising and educating a healthier generation of children. Please direct any feedback, questions, or comments you may have to *Let's Go!* at 207.662.3734, or email info@letsgo.org.



www.letsgo.org

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it's **ALL**
about healthy!



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STEP ONE

ENGAGE



5-2-1-0 GOES TO **CHILD CARE**

Our goal is to help you go from where you are to wherever you want to be!

Let's Go! is a statewide initiative that helps child care programs, out-of-school programs, schools, workplaces, and healthcare practices maintain and improve upon their healthy food choices and physical activity opportunities. 5-2-1-0 Goes to Child Care is designed to be easy and efficient to weave into your busy day. We help you look at your current successes and then build upon them. We guide you in connecting all of your efforts back to your community, creating greater impact on the families you serve.

Let's Go! promotes the 5-2-1-0 message:

- 5** or more fruits & vegetables
- 2** hours or less recreational screen time*
- 1** hour or more of physical activity
- 0** sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.



5-2-1-0 Goes to Child Care follows **five easy steps** for working with *Let's Go!* to improve the policies, practices, and environments that influence healthy eating and active living at child care programs.



continued

Let's Go! helps participating child care programs to:

- Reflect on their nutrition and physical activity environment and make changes to support healthy behaviors in young children.
- Increase healthy eating in young children by serving appropriate foods and beverages, and role modeling healthy eating behaviors.
- Increase opportunities for physical activity by providing plenty of time for gross motor movement, limiting sedentary time, and role modeling active lifestyles.
- Reach out to parents to promote healthy behaviors at home.
- Promote the 5-2-1-0 message.

What will you receive?

- Personalized help to meet your program's unique nutrition and physical activity goals.
- A free toolkit loaded with resources for both your staff and your families.
- Opportunities for free training (with contact hours) for you and any staff.
- Regular e-newsletters from the Let's Go! Home Office.
- Free membership in a network of hundreds of sites across Maine, just like yours, working to improve the health of our children.

What is expected of your program?

- The commitment to set nutrition and physical activity goals and then work towards achieving them.
- The completion of the Let's Go! Survey each spring.

it's time to get started!

FOR MORE INFORMATION,
contact the Let's Go!
Home Office at
207.662.3734,
or email us at
info@letsgo.org



Increase Healthy Eating and Active Living Through Let's Go's

5 STEP PATH TO SUCCESS



New Sites:

Sign up with your local partner.

Returning Sites:

You will hear from your local partner.

Program year begins July 1st. If applicable,

(re-)assemble your team.

Assess your

environment and practices and plan for the year by completing the

Let's Go! Action Plan or by having a

conversation with your local partner.

Implement the

strategies you have chosen. Engage in one or more types of assistance as needed.

Complete the

Let's Go! Survey each spring based on the policies and practices your site has in place.

Share your

successes with other staff, children, parents, and the community.




www.letsgo.org






10

Let's Go!'s

STRATEGIES FOR SUCCESS

The 10 Strategies for Success are evidence-based and align with national recommendations to increase healthy eating and active living. Refer to your toolkit for ideas on how to implement each strategy. *Let's Go!* recommends creating and implementing strong policies around these strategies.

The Redy mascot  refers to a *Let's Go!* priority strategy.

- 1 Limit unhealthy choices for snacks and celebrations; provide healthy choices. 
- 2 Limit or eliminate sugary drinks; provide water. 
- 3 Prohibit the use of food as a reward. 
- 4 Provide opportunities to get physical activity every day. 
- 5 Limit recreational screen time. 
- 6 Participate in local, state, and national initiatives that support healthy eating and active living.
- 7 Engage community partners to help support healthy eating and active living.
- 8 Partner with and educate families in adopting and maintaining a lifestyle that supports healthy eating and active living.
- 9 Implement a staff wellness program that includes healthy eating and active living.
- 10 Collaborate with Food and Nutrition Programs to offer healthy food and beverage options.



DEFINITIONS

UNHEALTHY CHOICES include foods and drinks high in sugar and/or salt such as soda, candy, cookies, cake, and chips.

HEALTHY CHOICES include water, fruits and vegetables, whole grain foods, protein sources such as eggs, beans, dairy, fish and poultry, and healthy fats such as nuts, seeds, and avocados.

SUGARY DRINKS include juices (including 100% fruit juice), soda, sports drinks, energy drinks, lemonade, and sweetened coffee or tea drinks.

PHYSICAL ACTIVITY is any movement that increases heart rate and breathing such as running, climbing, jumping, dancing, etc.

SCREENS include TVs, computers, video games, tablets, and smartphones.

RECREATIONAL SCREEN TIME is screen time used for non-educational purposes.

CELEBRATIONS honor a special day or event.

A FOOD REWARD is a food used to encourage good behavior.

speaking the language



Let's Go! IN MAINE



Have you ever wondered:

- How does *Let's Go!* work in Maine?
- Where do all the tools and resources come from?
- Who you should reach out to with questions?

Then keep reading!



The *Let's Go!* Home Office

The *Let's Go!* Home office is located in Portland, Maine at The Barbara Bush Children's Hospital at Maine Medical Center. The role of the Home Office is to:

- Oversee all of the *Let's Go!* programs across the state.
- Establish and maintain partners across the state who can implement the *Let's Go!* model locally.
- Create and manage annual evaluation activities and a statewide marketing campaign.
- Create and manage many of the tools and resources you receive including toolkits, e-newsletters, the website, and in-person and online trainings.

Dissemination Partners and *Let's Go!* Coordinators

Dissemination Partners are organizations located across the state that are responsible for supporting *Let's Go!* Coordinators in implementing *Let's Go!* locally. *Let's Go!* Coordinators are your local contact for *Let's Go!*. Your *Let's Go!* Coordinator:

- Registers your site to participate in the 5-2-1-0 program designed for your setting.
- Works with a champion at each site to go through the *Let's Go!* 5 Step Path to Success, helping you change your site's environment and policies to support healthy behaviors.
- Is your go-to-person for connecting to healthy eating and active living resources in the community.

If you don't know who your coordinator is, find out by going to

www.letsgo.org and clicking on 'Partners' then 'Local Coordinators.'

Note: This is for Maine-based sites only. If you'd like to connect with the Home Office, please email: info@letsgo.org

Working with Schools and Child Care and Out-of-School Programs

Every participating school, child care program, and out-of-school program that signs-up to work with *Let's Go!* uses the 5 Step Path to Success and the 10 Strategies for Success to work towards making the healthy choice the easy choice for kids in their care. The great news is that sites are usually doing a lot of this work already!

To learn more about how this works, view the quick 8-minute video *How Child Care Programs, Out-of-School Programs, and Schools Work with Let's Go!* at www.letsgo.org/programs/.

The *Let's Go!*

CHAMPION



Let's Go! reaches out to site Champions regularly throughout the year to see how we can best support your efforts. Back and forth communication is expected and will help form a supportive, ongoing relationship.

What is a *Let's Go!* Champion?

Every one of the *Let's Go!* registered sites identifies a Champion to lead their site through the 5 Step Path to Success. The Champion should be someone who is at the site daily and who knows and can help influence the healthy eating and physical activity practices at the site. The importance of this role cannot be overstated—*Let's Go!* Champions are leading the way to a healthier generation of kids!

Role of the *Let's Go!* Champion in the Child Care Setting

While there can only be one “official” *Let's Go!* Champion at each site, larger centers and Head Start programs are encouraged to gather a team to help support the champion's efforts.

As a 5-2-1-0 Goes to Child Care Champion, you are leading the positive changes in your child care environment. Your role as the Champion includes:

- Signing your site up with the local *Let's Go!* Coordinator, listing yourself as the *Let's Go!* site champion, and giving your contact information.
- Reviewing the *Let's Go!* Action Plan each year with your team (if applicable) and determining what your site wants to achieve that year.
- Ensuring that parents and all staff are aware of and, if possible, included in the work.
- Being responsible for sharing the 5-2-1-0 message and *Let's Go!* resources with parents and staff.
- Reaching out to your *Let's Go!* Coordinator with any questions, challenges, or successes you come across in your efforts to increase healthy eating and physical activity.
- Completing the *Let's Go!* Survey each spring, with the assistance of your team (if applicable).

Thank you for taking on this important role. We are excited to work with you and your program to help make the healthy choice the easy choice for the children in your care.

we are here to
support you
along the way!



5-2-1-0 Message

THE SCIENTIFIC **RATIONALE****5** or more fruits and vegetables.

A diet rich in fruits and vegetables provides vitamins and minerals, important for supporting growth and development, and for optimal immune function in children. High daily intakes of fruits and vegetables among adults are associated with lower rates of chronic diseases such as heart disease, stroke, high blood pressure, diabetes, and possibly, some types of cancers. Emerging science suggests fruit and vegetable consumption may help prevent weight gain, and when total calories are controlled, may be an important aid to achieving and sustaining a healthy weight.

2 hours or less recreational screen time.*

Watching too much television (TV) and use of other screen media is associated with an increased prevalence of overweight and obesity, lower reading scores, and attention problems. The American Academy of Pediatrics (AAP) recommends no more than 2 hours of screen time a day and that children under age 2 not watch any TV or other screen media. The AAP recommends keeping the TV and computer out of the bedroom.

1 hour or more of physical activity.

Regular physical activity is essential for weight maintenance and prevention of chronic diseases such as heart disease, diabetes, colon cancer, and osteoporosis. While most school age children are quite active, physical activity sharply declines during adolescence. Children who are raised in families with active lifestyles are more likely to stay active as adults than children raised in families with sedentary lifestyles.

0 sugary drinks, more water.

Sugar-sweetened beverage consumption has increased dramatically since the 1970s; high intake among children is associated with overweight and obesity, displacement of milk consumption, and dental cavities. The AAP recommends that children 1–6 years old consume no more than 4–6 ounces of 100% juice per day and youth 7–18 years old consume no more than 8–12 ounces. Water provides a low-cost, zero-calorie beverage option and is a healthy alternative to sugary drinks.

* Screen time includes time spent watching television, playing video games, using a computer, smartphone, and tablet. Recreational screen time is screen time used for non-educational purposes.

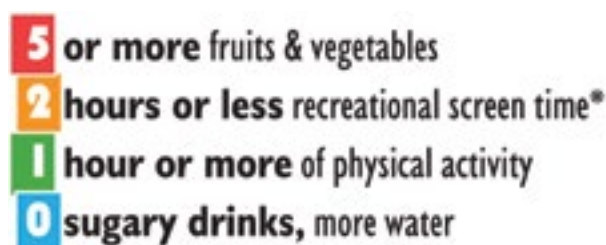
Baker S, Cochran W, Greer F, et al. The use and misuse of fruit juice in pediatrics. *Pediatrics*. 2001;107(5):1210-1213. National Association for Sport and Physical Education, Physical Activity for Children: A Statement of Guidelines for Children Ages 5-12. (2004). Position of the American Dietetic Association: Dietary Guidance for Healthy Children Ages 2-11 Years. *J. Am. Diet. Assoc.*, 2004; 104: 660-677. Strasburger VC, Hogan MJ, Mulligan DA, et al. Children, adolescents, and the media. *Pediatrics*. 2013;132(5):958-961. The Henry J. Kaiser Family Foundation, Issue Brief: The Role of Media in Childhood Obesity, February 2004. USDHHS and USDA, 2005 Dietary Guidelines Advisory Committee Report, retrieved during 12/04 from www.health.gov/dietaryguidelines Walter C. Willett, M.D. Eat, Drink and Be Healthy: The Harvard Guide to Healthy Eating, 2001, Free Press, NY Adapted from the Harvard School of Public Health Prevention Research Center, Maine Youth Overweight Collaborative (MYOC) 6/5/15

A NEW **PARTNERSHIP**

Date:

Dear Families:

We are pleased to announce that we have teamed up with *Let's Go!*, a nationally recognized program based out of The Barbara Bush Children's Hospital at Maine Medical Center. *Let's Go!* is helping create healthier environments in schools, child care and out-of-school programs, health care practices, workplaces, and communities—the places where children and their families live, learn, work, and play. *Let's Go!* is centered around the common message of 5-2-1-0.



*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

As a part of *Let's Go!*, we will be working hard to improve our nutrition and physical activity environment and adding the 5-2-1-0 behaviors into our daily activities. As part of our work, you may hear your child talking about 5-2-1-0. Don't hesitate to get involved or ask what we are working on.

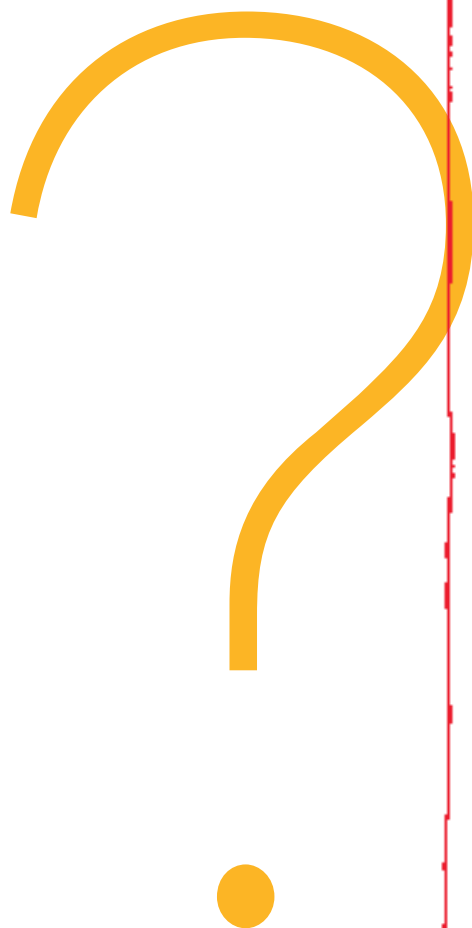
For more information about 5-2-1-0 *Let's Go!*, visit www.letsgo.org, or contact the *Let's Go!* staff at 662-3734 or info@letsgo.org.

Sincerely,

get involved
help out
ask questions



IN THE KNOW **FAQ**



1. Why is our child care program working with Let's Go!?

Let's Go! provides a framework for child care providers to create a healthier child care environment. The strategies and the 5-2-1-0 message are promoted at other *Let's Go!* child care programs, schools, out-of-school programs, and health care practices in our community and throughout Maine. Together, we can help ensure a healthy environment for children throughout the day.

2. Who does the 5-2-1-0 message apply to?

While physical activity needs can vary by age, the 5-2-1-0 message applies to everyone. It is an easy-to-remember, healthy lifestyle message which encourages increased physical activity and healthy eating.

3. Why the 5-2-1-0 message?

There is scientific rationale supporting each component of the 5-2-1-0 message. It has been used in doctors' offices in Maine since 2004 and has been used in the child care setting since 2009. The 5-2-1-0 message makes it easy to have an open discussion about ways to increase physical activity and healthy eating.

4. Is this one more thing that I have to do?

No, *Let's Go!*'s goal is to "bring you from where you are to where you want to go." To make it easy for you, we help you design an Action Plan around what you are interested in doing and have created tools and resources designed to fit easily into your daily routine. We provide personalized assistance to help you reach your unique goals, help you find the resources you need, and offer quality trainings that help you accumulate licensing contact hours.

5. How do I use the toolkit?

The toolkit is designed to align with your *Let's Go!* work throughout the year as you progress through the 5 Step Path to Success. There is a tab designated for each of the 5 Steps, and within each tab are specific handouts, tools, and resources that will guide and support you through that step. Take time to become familiar with the contents of the toolkit and keep it next to you when you are making your Action Plan for the year.

6. How important are my health behaviors to the success of this project?

Role modeling is an important part of changing behaviors among children. Besides parents, child care providers and other child care staff spend the most time with children and are an important influence in their lives. If you practice

continued

good health behaviors, the children will notice and are more likely to pick up the behaviors themselves.

7. What if one of the concepts in the toolkit contradicts our child care practices?

If at any point you feel uncomfortable with any of the ideas or concepts endorsed in the toolkit, do not proceed with that topic. There are many different strategies that you can try, so you can find one that better suits your style or practices.

8. Will discussion of the 5-2-1-0 message lead to an increase in eating disorders such as anorexia nervosa?

There is no current evidence that bringing up healthy behaviors in a positive manner leads to disordered eating. The 5-2-1-0 message is an easy way to discuss general healthy choices that apply to everyone. Its purpose is to spread healthy behaviors. Research supports the idea that interventions like 5-2-1-0 *Let's Go!* may actually help prevent eating disorders in early adolescent girls.

(Austin SB, Kim J, Wiecha J, Troped PJ, Feldman HA, Peterson KE. School-based overweight preventive intervention lowers incidence of disordered weight-control behaviors in early adolescent girls. Arch. Pediatr. Adolesc. Med. 2007;161(9):865-869).

9. Who is Redy?

Redy is the mascot for *Let's Go!* and the 5-2-1-0 message.

There is a Redy suit that can be borrowed for events—you may see him at wellness events promoting exercise and good eating habits. If you are interesting in borrowing the Redy costume for an event, reach out to your local *Let's Go!* Coordinator.



10. Can I earn licensing contact hours for participating?

Yes, you can earn licensing contact hours for completing various portions of 5-2-1-0 Goes to Child Care. The time you spend doing the following activities is eligible for licensing contact hours:

- Completing the *Let's Go!* Action Plan.
- Participating in any *Let's Go!* trainings, either online or in-person.
- Completing the *Let's Go!* Survey in the spring.

great ideas
go far
in an
energized
community

STEP TWO

ASSESS ENVIRONMENT + CREATE ACTION PLAN

ACTION PLANNING PACKET

Our goal is to help you go from where you are to wherever you want to be!

If you need assistance using the packet, you can contact your local 5-2-1-0 *Let's Go!* Coordinator for technical assistance.



Why should I use the *Let's Go!* Action Planning Packet?

- The *Let's Go!* Action Planning Packet is a tool designed to help you develop a successful *Let's Go!* Action Plan for the program year.

The packet will help you identify:

- What your program is already doing in support of the 10 Strategies for Success.
- Where you want to focus your efforts this year.
- What steps you need to take to achieve your goal(s).

When do I use the *Let's Go!* Action Planning Packet?

- At the start of every program year.
- Throughout the year to guide your work and that of other staff and/or team members.

How do I use the *Let's Go!* Action Planning Packet?

- Start with the Getting Started Checklist to be sure you have all the basics in place for the program year.
- Next, complete the questions for each strategy. This will help you see where your program currently stands on each of the 10 Strategies for Success, and will help you plan where you may want to focus your efforts for the year.
- Once you have a good idea of what you want to work on, fill out the Action Plan at the end of the packet.
- Note: For large centers and Head Start programs that have a *Let's Go!* Team, make sure you complete the packet with your team members.

What else can the *Let's Go!* Action Planning Packet be used for?

- Use it to help get others on board! You don't need to fill it out by yourself! Who else can help?
- You can use the questions for each strategy to prepare for the *Let's Go!* survey sent out in the spring. These questions are the same as the survey questions.



Let's Go!

Action Planning Packet

for Child Care Programs

Let's Go! is a nationally recognized program that promotes evidence-based strategies to increase healthy eating and active living among children through the age of 18.

- 5** or more fruits & vegetables
- 2** hours or less recreational screen time*
- 1** hour or more of physical activity
- 0** sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.



Packet Overview

This packet is designed to help you develop a successful *Let's Go!* Action Plan for the program year. The questions will help you understand what your program is already doing in support of the 10 Strategies for Success and where you may want to focus your efforts this year.

Directions:

1. Review the 10 Strategies for Success.
2. Complete the Getting Started Checklist.
3. Assess your current environment by answering the *Let's Go!* Strategy Questions.
4. Create your Action Plan.

**Remember, we are here to take you from where you are
to where you want to go!**

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Child Care Program Name: _____


Date Completed: _____






Completed by: _____

For assistance with your *Let's Go!* Action Plan, visit www.letsgo.org and if you are in Maine, click on "In Your Community" to find your "Local Partner" or call the *Let's Go!* Home Office at 207-662-3734.

10 Strategies for Success

The 10 Strategies for Success are evidence-based and align with national recommendations to increase healthy eating and active living. Please refer to the *Let's Go!* toolkit for ideas on how to implement each strategy. *Let's Go!* recommends creating and implementing strong policies around these strategies.

 The Redy mascot refers to a Let's Go! priority strategy.

-  1. **Limit unhealthy choices for snacks and celebrations; provide healthy choices.**
-  2. **Limit or eliminate sugary drinks; provide water.**
-  3. **Prohibit the use of food as a reward.**
-  4. **Provide opportunities to get physical activity every day.**
-  5. **Limit recreational screen time.**
6. **Participate in local, state and national initiatives that support healthy eating and active living.**
7. **Engage community partners to help support healthy eating and active living.**
8. **Partner with and educate families in adopting and maintaining a lifestyle that supports healthy eating and active living.**
9. **Implement a staff wellness program that includes healthy eating and active living.**
10. **Collaborate with Food and Nutrition Programs to offer healthy food and beverage options.**

Definitions:

Unhealthy choices include foods and drinks high in sugar and/or salt such as soda, candy, cookies, cake, and chips.

Healthy choices include water, fruits, vegetables, whole grain foods, protein sources such as eggs, beans, dairy, fish and poultry, and healthy fats such as nuts, seeds, and avocados.

Sugary drinks include juices (including 100% fruit juice), soda, sports drinks, energy drinks, lemonade, and sweetened coffee or tea drinks.

Physical activity is any movement that increases heart rate and breathing such as running, climbing, jumping, dancing, etc.

Screens include TVs, computers, video games, tablets, and smartphones.

Recreational screen time is screen time used for non-educational purposes.

Celebrations honor a special day or event.

A food reward is a food used to encourage good behavior.

5-2-1-0 Goes to Child Care: Getting Started Checklist

Hip hip hooray! We are so excited to have you join the team of hundreds of sites that are participating in *Let's Go!* and helping children be healthy!

Review the list and check off any of the steps you have completed. You can then work on the other steps and check them off as you go.

At the start of the year:

- ☐ We have a 5-2-1-0 toolkit and all staff know where to find it.
- ☐ We have a team of at least a few people who are helping to bring 5-2-1-0 to life in our program and who meet a couple of times a year (*applies to large centers and Head Start programs*).
- ☐ We are familiar with the 10 Strategies for Success.
- ☐ We have 5-2-1-0 posters up in key locations such as the building entrance, in hallways, on bulletin boards, and in care rooms (*reach out to your Let's Go! Coordinator if you need additional posters*).
- ☐ We have made our child care community (*where applicable: program director, teachers, support staff, program cooks, administrators, and parents*) aware of our participation in 5-2-1-0 Goes to Child Care and they know what 5-2-1-0 means.

As the year goes on:

- ☐ We send home 5-2-1-0 parent handouts.
- ☐ We encourage all staff to role model 5-2-1-0.
- ☐ We integrate the 5-2-1-0 message into our healthy eating and physical activity program activities and projects.
- ☐ We complete the *Let's Go!* survey each year to capture our progress.
- ☐ We celebrate our successes—even the small ones!

I. Limit unhealthy choices for snacks and celebrations; provide healthy choices.

Questions for Strategy I

Does your program limit unhealthy choices for snacks to less than once a week or never?	<input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Not applicable, our program never provides food or drinks for snacks <input type="checkbox"/> Don't know
Does your program encourage families to limit unhealthy choices for snacks that are brought in from home? <i>Examples may include sending home a list of recommended snacks or setting program guidelines or policies.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Not applicable, families never send in food or drinks for snacks <input type="checkbox"/> Don't know
Does your program limit unhealthy choices for celebrations ?	<input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Not applicable, our program never has food or drinks for celebrations <input type="checkbox"/> Don't know
Does your program encourage families to limit unhealthy choices that are brought in from home for celebrations ? <i>Examples may include sending home a celebration sign-up sheet with only healthy options or setting program guidelines or policies.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Not applicable, families never send in any food or drinks for celebrations <input type="checkbox"/> Don't know
Describe what your program is already doing in support of this strategy.	
Is there anything else your program would like to do for this strategy this year? If so, please describe.	

2. Limit or eliminate sugary drinks; provide water.

Questions for Strategy 2

Does your program limit 100% juice to one 4–6 ounce serving or less per day?	<input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Not applicable, our program never serves juice <input type="checkbox"/> Don't know
Does your program limit sugary drinks?	<input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Not applicable, our program never serves sugary drinks <input type="checkbox"/> Don't know
Does your program promote drinking water during the day? <i>Examples may include holding designated water breaks or ensuring water is visible and available for self-serve.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Don't know

Describe what your program is already doing in support of this strategy.

Is there anything else your program would like to do for this strategy this year? If so, please describe.

3. Prohibit the use of food as a reward.

Questions for Strategy 3

Does your program prohibit the use of food as a reward?	<input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Don't know
Does your program use physical activity as a reward? <i>Examples may include extra outdoor playtime or using physical activity to celebrate a special event.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Not applicable, we don't use rewards <input type="checkbox"/> Don't know
Describe what your program is already doing in support of this strategy.	
Is there anything else your program would like to do for this strategy this year? If so, please describe.	

4. Provide opportunities to get physical activity every day.

Questions for Strategy 4

Does your program provide opportunities for physical activity every day? <i>Examples may include integrating movement into curriculum, outdoor playtime, or active games.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Don't know
Does your program provide tummy time for infants every day?	<input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Not applicable, our program does not have infants in our care <input type="checkbox"/> Don't know
Does your program take away physical activity as a punishment? <i>For example, taking away outdoor playtime for bad behavior.</i>	<input type="checkbox"/> No, our program does not take away physical activity as a punishment <input type="checkbox"/> Yes, our program takes away physical activity as a punishment <input type="checkbox"/> Don't know
Describe what your program is already doing in support of this strategy.	
Is there anything else your program would like to do for this strategy this year? If so, please describe.	

Recommendations:

Toddlers should be allowed 60-90 minutes per eight-hour day for moderate to vigorous physical activity.
Preschoolers should be allowed 90-120 minutes per eight-hour day for moderate to vigorous physical activity.

Source: *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs*. American Academy of Pediatrics, 2011.

5. Limit recreational screen time.

Questions for Strategy 5

Does your program prohibit all screen time for children **under the age of 2**?

- ☐ No
- ☐ Yes, program-wide
- ☐ Not applicable, our program does not have screens
- ☐ Not applicable, our program does not have children under the age of 2 in our care
- ☐ Don't know

Does your program limit recreational screen time to 2 hours or less each week for children **age 2 years and older**?

- ☐ No
- ☐ Yes, program-wide
- ☐ Not applicable, our program does not have any screens
- ☐ Not applicable, our program does not have children age 2 years and older in our care
- ☐ Don't know

Describe what your program is already doing to support this strategy.

Is there anything else your program would like to do for this strategy this year? If so, please describe.

Recommendations for screen time for children age 2 years and older:

Limit recreational and educational screen time to 30 minutes or less each week for full-day programs or 15 minutes or less each week for half-day programs.

Source: *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs*. American Academy of Pediatrics, 2011.

6. Participate in local, state and national initiatives that support healthy eating and active living.

Questions for Strategy 6

Does your program participate in any local, state or national initiatives, other than *Let's Go!*, that support healthy eating and active living?

Check all that apply:

- ☐ Cooking Matters for Child Care Professionals
- ☐ Farm to Pre-school
- ☐ Let's Move Child Care
- ☐ National Nutrition Month
- ☐ National Screen-Free Week
- ☐ WinterKids
- ☐ No, our program does not participate in any initiatives
- ☐ Don't know
- ☐ Other (specify):

Describe what your program is already doing to support this strategy.

Is there anything else your program would like to do for this strategy this year? If so, please describe.

7. Engage community partners to help support healthy eating and active living.

Questions for Strategy 7

Does your program engage community partners, other than your *Let's Go!* Coordinator, to help support healthy eating and active living at your program?

Check all that apply:

- ☐ College student volunteers
- ☐ Cooperative Extension
- ☐ Farmers
- ☐ Healthy Maine Partnership staff
- ☐ Librarians
- ☐ Local businesses
- ☐ SNAP-Ed nutrition educators
- ☐ No, our program does not work with any community partners
- ☐ Don't know
- ☐ Other (specify):

Describe what your program is already doing to support this strategy.

Is there anything else your program would like to do for this strategy this year? If so, please describe.

8. Partner with and educate families in adopting and maintaining a lifestyle that supports healthy eating and active living.

Questions for Strategy 8

[illegible]

9. Implement a staff wellness program that includes healthy eating and active living.

Questions for Strategy 9

Does your program have a staff wellness program?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable, I am the only staff member <input type="checkbox"/> Don't know
Does your program provide opportunities for staff to learn about healthy eating and active living? <i>Examples may include providing staff training or educational handouts.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Not applicable, I am the only staff member <input type="checkbox"/> Don't know
Does your program staff role model healthy eating and active living behaviors for the children? <i>Examples may include staff participating in active time, eating and drinking only healthy foods in front of children, practicing healthy staff celebrations and meetings, or using breaks to get physical activity.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Don't know

Describe what your program is already doing to support this strategy.

Is there anything else your program would like to do for this strategy this year? If so, please describe.

10. Collaborate with Food and Nutrition Programs to offer healthy food and beverage options.

Questions for Strategy 10

Does your program follow either the Child and Adult Care Food Program (CACFP) meal and snack patterns, or the MyPlate model, or the Harvard School of Public Health Healthy Eating Plate, to offer healthy food and beverage options?

- ☐ No
- ☐ Yes, program-wide
- ☐ Not applicable, our program does not serve food
- ☐ Don't know

Describe what your program is already doing to support this strategy.

Is there anything else your program would like to do for this strategy this year? If so, please describe.

EXAMPLE Action Plan

Look back through the 10 strategies and choose 1 to 3 strategies that you would like to focus on this year. List them here:

1. Partner with and educate families in adopting and maintaining a lifestyle that supports healthy eating and active living.
2. Prohibit the use of food as a reward.
3. Limit unhealthy choices for snacks and celebrations; provide healthy choices.

Write one goal for each strategy that you selected above.

Goal 1. Provide families with education on nutrition and physical activity two or more times per year.

Goal 2. Prohibit all staff from using food to encourage good behavior by the end of the summer.

Goal 3. Encourage families to limit unhealthy choices sent in for celebrations.

What steps do you need to take to achieve your goals? List the tasks below:

	What are the tasks for Goal 1?	Who will complete task?	By when?
1a	Add a 5-2-1-0 section to the monthly newsletter that highlights healthy activities children have been doing as part of the program day.	Kim (Teacher)	August 1
1b	Go through the toolkit and choose the handouts that we want to send home (one for each month).	Sally (Director)	July 15
1c	Assign a handout to each month; include a link to/copy of the handout of the month with the newsletter.	Kim	August 1
	What are the tasks for Goal 2?	Who will complete task?	By when?
2a	Coordinate meeting with all staff to discuss barriers and strategies for prohibiting the use of food as a reward.	Sally	August 1
2b	Create a list of alternative ways to encourage good behavior and distribute to all staff.	Kim & Sally	September 2
2c	Implement a policy that prohibits the use of food as a reward; communicate to all staff and families.	Sally	September 15
2d	Discuss any challenges at the monthly staff meeting, brainstorm solutions.	Sally & Staff	October 1, Ongoing
	What are the tasks for Goal 3?	Who will complete task?	By when?
3a	Send home the "Healthy Food for Celebrations" letter from the toolkit to families.	Kim	September 1
3b	Use the "Healthy Party Sign-Up Sheet" from the toolkit for all celebrations where food is to be served.	All Staff	September 1, Ongoing

Remember to let people know about your efforts and to promote 5-2-1-0 throughout the community.

Refer to your Let's Go! Action Plan regularly to make it happen.

Your Let's Go! partners are here to help you. Let's keep in touch!

Let's Go! Action Plan

Look back through the 10 strategies and choose 1 to 3 strategies that you would like to focus on this year. List them here:

1. _____
2. _____
3. _____

Write one goal for each strategy that you selected above.

Goal 1. _____

Goal 2. _____

Goal 3. _____

What steps do you need to take to achieve your goals? List the tasks below:

	What are the tasks for Goal 1?	Who will complete task?	By when?
1a			
1b			
1c			
1d			
	What are the tasks for Goal 2?	Who will complete task?	By when?
2a			
2b			
2c			
2d			
	What are the tasks for Goal 3?	Who will complete task?	By when?
3a			
3b			
3c			
3d			

Remember to let people know about your efforts and to promote 5-2-1-0 throughout the community.

Refer to your *Let's Go!* Action plan regularly to make it happen.

Your *Let's Go!* partners are here to help you. Let's keep in touch!

5 or more fruits & vegetables
2 hours or less recreational screen time*
1 hour or more of physical activity
0 sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.



STEP THREE

IMPLEMENT ACTION PLAN

IMPLEMENT ACTION PLAN!



This section, Implement Action Plan, is filled with ideas on exactly HOW you can put your 5-2-1-0 Let's Go! efforts into action! You'll notice that the pages in this section are organized by the 10 Strategies for Success, so you can turn right to the strategy (or strategies!) you will be focusing on this year. Within each strategy tab you will find the following pages:

WHY PAGES – Each strategy has one WHY page explaining the science behind the strategy, and why it is important.

HOW PAGES – Each strategy also has a HOW page with a list of specific and ready-to-use ideas for how to implement the strategy. Several of the ideas on the HOW page also have supporting pages you will find later in that section.

SUPPORTING PAGES – These pages provide more details on some of the ideas listed on the HOW page. Some can be used as parent handouts, and some are great for sharing with staff.

As an example, here is how ABC Child Care may use this section:

EXAMPLE: ABC Child Care is preparing their Action Plan for the year, so they turn to the 'Step 3: Implement Action Plan' tab to find ideas and resources that will support them. One of the strategies they are working on in their Action Plan is "Strategy #3: Prohibit the use of food as a reward." So, they do the following within this section:

1. They turn to the sub tab, Strategy # 3, and immediately find the **WHY** document that gives them the science behind why the strategy is important.
2. Energized by the knowledge of why Strategy # 3 is important, they turn to the next page, which is the **HOW** page—a list of ideas on how to implement Strategy #3.
3. They choose a few ideas from the **HOW** page to add to their Action Plan. They notice that two of the ideas they selected have supporting pages and look for these documents in the following pages.
4. They get some ideas from the supporting pages and add them as tasks on their Action Plan. Now, having all the ideas and supporting documents they need to implement Strategy # 3, they confidently go forth and implement Strategy # 3 as part of their Action Plan.
5. ABC Child Care ends up completing all the goals on their Action Plan earlier than expected. So, mid-year, they come back to the 'Step 3: Implement Action Plan' Tab for more ideas on how to expand their efforts.

STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY ONE

Limit Unhealthy Choices for Snacks and Celebrations;
Provide Healthy Choices

STRATEGY I: Limit Unhealthy Choices for Snacks and Celebrations; Provide Healthy Choices

why does this matter?

Snacks can be good or bad for kids' diets, depending on the choices we offer. Limiting unhealthy choices and providing healthy snacks can improve students' behavior, focus, attention span, academic achievement, and attendance. Too much junk food and an unhealthy diet decreases academic performance.¹⁻⁴

Snacks are a bigger part of kids' diets than in the past. More snacking and unhealthy snack foods (e.g., potato chips, cookies, and candy) are major factors linked with childhood obesity. When the foods are healthier, snacking can be linked to reduced obesity.^{5,6}

Classroom celebrations can happen a lot and most foods served are usually high in sugar, fat, and calories.⁷ Limiting unhealthy choices and having healthy celebrations will support what kids are learning in the classroom about healthy behaviors.

Serving healthy snacks to kids:

- Provides good nutrition.
- Supports lifelong healthy eating habits.
- Helps reduce the risk of developing long-lasting health conditions.^{8,9}

References

1. Florence MD, Asbridge M, Veugelers PJ. Diet quality and academic performance. *J. Sch. Health.* 2008;78(4):209-215.
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3. MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research.* 2008;69(3):141-144.
4. Kleinman RE, Hall S, Green H, et al. Diet, breakfast, and academic performance in children. *Ann. Nutr. Metab.* 2002;46(0 1):24.
5. Vansink B, Shimizu M, Brumberg A. Association of nutrient-dense snack combinations with calories and vegetable intake. *Pediatrics.* 2013;131(1):22-29.
6. Piernas C, Popkin BM. Trends in snacking among US children. *Health Aff. (Millwood).* 2010;29(3):398-404.
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8. Jago R, Baranowski T, Baranowski JC. Fruit and vegetable availability: a micro environmental mediating variable? *Public Health Nutr.* 2007;10(07):681-689.
9. Bray GA. Medical consequences of obesity. *J. Clin. Endocrinol. Metab.* 2004;89(6):2583-2589.

STRATEGY I: Limit Unhealthy Choices for Snacks and Celebrations; Provide Healthy Choices

how to implement

Here are many ideas for how to limit unhealthy choices and provide healthy ones. Pick and choose the ones that work best for your program!

Bolded items mean there is a supporting handout in this section!

HEALTHY CHOICES

include water, fruits and vegetables, whole grain foods, protein sources such as eggs, beans, dairy, fish and poultry, and healthy fats such as nuts, seeds, and avocados.

UNHEALTHY CHOICES

include foods and drinks high in sugar and/or salt such as soda, candy, cookies, cake, and chips.



Limit unhealthy choices:

- Don't serve unhealthy choices more than 1 time per week.
- Use the **Ideas for Healthy Snacks** handout.
- Use the **Quick Snacks for Healthy Kids** handout.
- Send home **Healthy Snack Ideas – Letter to Families**.

Host healthy celebrations:

- Use the **Ideas for Healthy Foods for Celebrations** handout.
- Send home **Healthy Foods for Celebrations – Letter to Families**.
- Use the **Healthy Party Sign-Up Sheet**.
- **Present fruits and vegetables in fun, creative ways.**
- Use the **Ideas for Non-Food Celebrations** handout.
- Send home **Non-Food Celebrations – Letter to Families**.

Involve children in activities that promote healthy eating:

- Start a garden at your program and review **Tried and True Advice for Starting a Garden**.
- Conduct taste tests of healthy foods by using the **Mystery Vegetable or Fruit Activity**.
- Get **Kids in the Kitchen**.
- Practice **Family-Style Meals**.

Learn how to find, select, and serve healthy foods and share this knowledge with families using the handouts:

- **Eat at Least Five Fruits and Vegetables a Day**
- **Healthy Shopping On a Budget**
- **Understanding Food Labels**
- **Maine Seasonal Food Guide**
- **Breakfast Is Best**
- **A Meal is a Family Affair**
- **Fruits and Vegetables, All Year Long!**
- **What's A Healthy Portion?**
- **Tips for a Healthier Diet**
- **Handling a 'Choosy' Eater**
- **Phrases that HELP and HINDER**
- **Practicing the Division of Responsibility When Feeding Children**



Set a program policy that limits unhealthy choices for snacks and celebrations.

- Refer to the **Let's Go! Recognition Program** packet in the 'Step 5: Celebrate' Tab for help with this.

IDEAS FOR HEALTHY SNACKS

Boost overall nutrition with healthy snacks. Keep the energy going all day long!

Popular vegetables that can be served raw with healthy dips, spreads, and salad dressings include:

- Broccoli trees
- Baby carrots
- Celery sticks – add some nut butter and raisins...ants on a log
- Cucumber coins
- Peppers – red, green or yellow
- Snap peas
- Snow peas
- String beans
- Grape or cherry tomatoes
- Zucchini slices

Mix it up by serving fresh fruit as a salad or kabobs!

Fruit is naturally sweet and most kids love it. Choosing fresh fruit guarantees you're getting no added sugar:

- Apples
- Apricots
- Bananas
- Blackberries
- Blueberries
- Cantaloupe
- Cherries
- Clementines
- Grapefruit
- Grapes – red, green, or purple
- Honeydew melon
- Kiwifruit
- Mandarin Oranges
- Nectarines
- Oranges
- Peaches
- Pears
- Pineapple
- Plums
- Raspberries
- Strawberries
- Tangerines

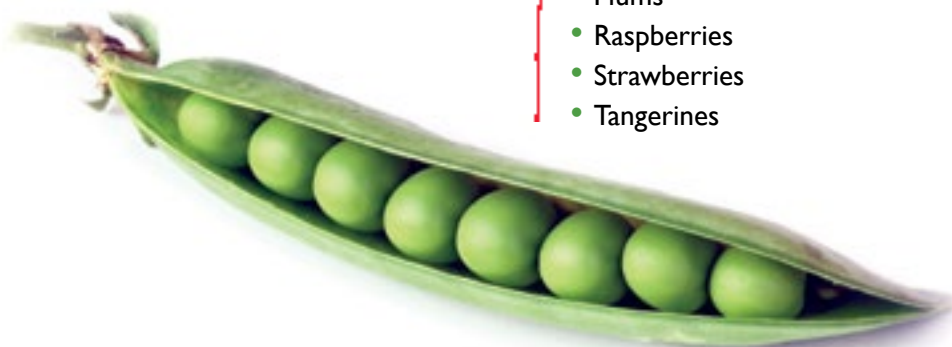
Bean dips, guacamole, hummus, salsa, and nut butters are all great for dipping or spreading!

Some other popular fruit forms among the kiddos:

- Applesauce (unsweetened)
- Canned fruit (in 100% juice or water)
- Dried fruit – try raisins, apricots, apples, cranberries, and fruit leathers with little or no added sugar
- Frozen fruit (check the label to be sure there is just fruit and no added sugar in the bag)

It's a good idea to balance out snacks by serving foods from different food groups. So during your next snack time serve a fruit or vegetable **WITH** one of these foods:

- Whole wheat English muffins, pita, or tortillas
- Breakfast cereals – choose whole grain, low-sugar options like Cheerios, Grape-Nuts, Raisin Bran or Mini-Wheats
- Whole grain crackers like Triscuits or Wheat Thins
- Popcorn
- Baked tortilla chips
- Nuts or nut butter
- Unsweetened yogurt
- Cheese cubes
- Cottage cheese



QUICK

SNACKS

for Healthy Kids

The kids are hungry and your time is limited. Try some of these quick snacks for healthy kids that require little prep time!



- **Veggies and Dip:** Baby carrots, cucumber slices, red pepper slices, broccoli, cherry tomatoes, snap peas, or celery sticks served with hummus, salad dressing, or other dip.
- **Vegetable Sticks with Spread:** Celery or carrot sticks topped with nut butter or cream cheese (add some raisins to make 'ants on a log'!)
- **Snack Kabobs:** Veggie or fruit chunks skewered onto thin pretzel sticks.
- **Sweet Potato Fries:** Baked sweet potato wedges, tossed lightly with olive oil and salt.
- **Cottage Cheese or Yogurt with Fruit and/or Granola:** Try using fresh grapes, frozen berries, or canned peaches or pineapple.
- **Mini Bagel with Spread:** Try cream cheese, nut butter, or hummus.
- **Apple Treats:** Sprinkle apple chunks with cinnamon and/or raisins or granola, then mix in some nut butter.
- **Chips and Salsa:** Use whole grain baked pita chips or baked tortilla chips. Also try out bean dip instead.
- **Taco Roll-Up:** Small whole wheat tortilla rolled with cheese, beans and salsa.
- **Turkey Roll-Up:** Turkey slice rolled up with cheese.
- **Mini Pizzas:** Top pita bread or half of a whole wheat English muffin with tomato sauce, cheese, and chopped vegetables and toast until cheese is melted.

continued



even QUICKER SNACKS for Healthy Kids

For even quicker snacks, try one of these!

- **Whole Fruit:** Grapes, apples, bananas, etc.
- **Fruit Salad:** Store-bought fresh fruit, unsweetened canned fruit, or snack cup.
- **Frozen Fruit:** Berries, mango, you can even freeze grapes.
- **Dried Fruit:** Look for unsweetened varieties and keep it to a handful.
- **Apple Sauce:** Unsweetened.
- **Nuts:** Such as almonds, walnuts, cashews, or mixed nuts; keep it to a handful.
- **Cheese:** One string cheese or 2 slices of cheese.
- **Granola/Fruit Bar:** Look for whole grain bars that are low in sugar.
- **Cereal:** Choose whole grain cereals like Cheerios, Multigrain Chex, and Shredded Wheat.
- **Trail Mix:** Made with nuts, seeds, granola, and/or dried fruit; keep it to a handful.
- **Popcorn:** 2-3 cups popped.
- **Fruit Smoothies:** Store-bought or homemade with fresh or frozen fruit and milk or yogurt.
- **Pretzels:** A handful served with a spoonful of hummus or nut butter.

Let's not forget about beverages.

Reach for some of the suggestions below the next time you provide beverages!

- **Water**
- **Milk**
- **Seltzer water** with a splash of 100% fruit juice

Try making yummy infused water

Just add fruit (think berries, melons, citrus fruit, kiwi, etc.) and/or vegetables (like cucumber, celery or carrot), and/or fresh herb leaves (like thyme, mint, cilantro, or parsley). Mix and match and let it sit a few hours in the fridge to let the flavors infuse.

HEALTHY SNACK IDEAS

healthy
snacks
help
kids
grow!

Dear Families,

As a part of our efforts towards health and wellness, we encourage you to provide healthy snacks each day. Children need healthy snacks to help them grow, develop, and be ready to learn. We want your children to be the healthiest they can be!

Here are some healthy snack ideas to fuel your kiddos:

- **Turkey Roll-Up:** Sliced turkey rolled up with cheese
- **Snack Kabobs:** Veggie or fruit chunks skewered onto thin pretzel sticks
- **Ants on a Log:** Celery filled with nut butter or hummus and topped with raisins
- **Cottage Cheese or Yogurt with Fruit and/or Granola:**
Try using fresh grapes, frozen berries, or canned peaches or pineapple
- **Crackers with Nut Butter or Hummus**
- **String Cheese**
- **Veggies and Dip**

Our efforts are supported by *Let's Go!*, a program at The Barbara Bush Children's Hospital at Maine Medical Center. *Let's Go!* works where children and families live, learn, work, and play to help make the healthy choice the easy choice. *Let's Go!* encourages families to adopt the 5-2-1-0 message:

5 or more fruits & vegetables
2 hours or less recreational screen time*
1 hour or more of physical activity
0 sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

For more information about *Let's Go!*, visit www.letsgo.org. Thank you for joining us in our commitment to healthy kids!

Sincerely,



Ideas for

HEALTHY FOOD FOR CELEBRATIONS



If you are going to have food at your celebrations, make it count with a healthy choice!

Try some of these foods at the next celebration.



- **Fruit and Cheese Kabobs:** Put grapes, melons, cheese cubes, and berries onto a wooden kabob stick.
- **Make Your Own Trail Mix:** Provide bags of granola or whole grain dry cereal, dried fruit, and nuts for students to make their own trail mix.
- **Fruit Smoothies:** Show up at snack time with a blender, frozen fruit, and yogurt. (Be sure to make arrangements with the program first!)
- **Yogurt Parfaits:** Layer granola, fruit, and yogurt in plastic cups. Provide on a tray covered with plastic wrap or let the kids make their own.
- **Assorted Fruit Platter:** Arrange chunks and slices of fruit on a tray; to make it even more fun, use a hollowed out watermelon half.
- **Veggie and Dip Platter:** Baby carrots, cucumber slices, red pepper slices, broccoli, cherry tomatoes, snap peas, or celery sticks served with hummus, salad dressing, or other dip.
- **Vegetable Sticks with Spread:** Celery or carrot sticks with nut butter or cream cheese. Top with raisins for an old favorite – ants on a log!
- **Snack Kabobs:** Veggie or fruit chunks skewered onto thin pretzel sticks.
- **Sweet Potato Fries:** Baked sweet potato wedges, tossed lightly with olive oil and salt.
- **Cottage Cheese or Yogurt with Fruit and/or Granola:** Try using fresh grapes, frozen berries, or canned peaches or pineapple.
- **Apple Treats:** Sprinkle apple chunks with cinnamon and/or raisins or granola, then mix in some nut butter.
- **Chips and Salsa:** Use whole grain baked pita chips or baked tortilla chips. For something new, try bean dip instead of salsa.
- **Taco Roll-up:** Small whole wheat tortilla rolled with cheese, beans and salsa.
- **Turkey Roll-up:** Turkey slice rolled up with cheese.
- **Mini Pizzas:** Top pita bread or half of a whole wheat English muffin with tomato sauce, cheese, and chopped vegetables and toast until cheese is melted.
- **Mini Bagel with Spread:** Try cream cheese, nut butter, or hummus.

Letter to Families

HEALTHY FOODS FOR
CELEBRATIONS

Dear Families,

We love to celebrate! Birthday parties and holiday celebrations provide a perfect opportunity to role model how fun and healthy eating go hand-in-hand! As a part of our efforts towards health and wellness, our program is committed to hosting healthy celebrations.

If you choose to send in food for a celebration, let's make it count with healthy choices! Fun, tasty options include:

- **Fruit and Cheese Kabobs:** Put grapes, melons, cheese cubes, and berries onto a wooden kabob stick.
- **Make Your Own Trail Mix:** Provide bags of granola or whole grain dry cereal, dried fruit, and nuts for students to make their own trail mix.
- **Fruit Smoothies:** Show up at snack time with a blender, frozen fruit, and yogurt! (Be sure to make arrangements with us first.)
- **Yogurt Parfaits:** Layer granola, fruit, and yogurt in plastic cups. Send in on a tray covered with plastic wrap; OR send in the ingredients, cups and spoons and let the kids make their own parfaits.
- **Vegetable or Fruit Platters with Dip.**

Our efforts are supported by *Let's Go!*, a program at The Barbara Bush Children's Hospital at Maine Medical Center. *Let's Go!* works where children and families live, learn, work, and play to help make the healthy choice the easy choice. *Let's Go!* encourages families to adopt the 5-2-1-0 message:

5 or more fruits & vegetables
2 hours or less recreational screen time*
1 hour or more of physical activity
0 sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

For more information about *Let's Go!*, visit www.letsgo.org. Thank you for joining us in our commitment to healthy kids!

Sincerely,

fun +
healthy
go hand
in hand!



Sign-up Sheet for a HEALTHY PARTY



We're having a party to celebrate _____!

Date: _____ Time: _____ Number of Students: _____

Please sign up for one of the choices below to indicate what you will bring. There are options for food, drinks, paper goods, or even a game or craft!

A healthy fruit item *for example fruit kabobs, fruit salad, orange smiles, cut fruit, dried fruit, fruit smoothie:*

Name: _____ Item: _____

Name: _____ Item: _____

A healthy vegetable item *for example veggie platter with dressing or hummus, veggie kabobs, single veggie like carrot sticks or colorful pepper slices:*

Name: _____ Item: _____

Name: _____ Item: _____

A whole grain item *for example whole grain pretzels with mustard dip, mini whole grain bagels with cream cheese or hummus, whole grain tortilla chips with salsa, whole grain pasta salad, mini sandwiches on whole grain bread:*

Name: _____ Item: _____

Name: _____ Item: _____

A healthy protein item *for example yogurt, cottage cheese, string cheese, black bean salad, hummus with crackers, roasted chickpeas, pumpkin seeds:*

Name: _____ Item: _____

Name: _____ Item: _____

A healthy drink *Please choose from plain water, seltzer water, water infused with fruit, milk, or milk alternatives such as soy, rice, or almond milk:*

Name: _____ Item: _____

Name: _____ Item: _____

Paper Plates: _____ **Cups:** _____ **Napkins:** _____

A craft that you will lead the class in:

Name: _____ Craft: _____

A game that you will lead the class in:

Name: _____ Game: _____

Thank you for helping us make our parties healthier and more fun!

Presenting Fruits and Vegetables in

FUN, CREATIVE WAYS

Kids are more likely to eat fruits and vegetables when you present them in fun, creative ways.

the sky is the limit!



www.letsgo.org

Photos courtesy of Lots of Tots Child Care in Princeton, PenBay YMCA in Rockport, Maine and The Playroom Child Care Center in Warren, Maine.

NON-FOOD CELEBRATIONS

We know that celebrations are often associated with cupcakes and cakes, but it's important to show children that they can have fun, feel special, and celebrate without all the sugar. Non-food celebrations can be some of the most fun and popular ways to honor a special event. Try some of these fun-filled ideas the next time you want to celebrate!

For the Birthday Child:

- Let the birthday child be the first to do each activity for the day.
- Create a birthday library where each child's parent donates a book to the program library on their child's birthday. Read the book aloud in honor of the child's birthday.
- Allow the birthday child to be the program assistant for the day to help with special tasks, such as making deliveries around the site.
- Create a "Celebrate Me" book. Have teachers or peers write stories or poems and draw pictures to describe what is special about the birthday child.
- Create a special birthday package. The birthday child wears a sash and crown, sits in a special chair, and receives a special birthday surprise like a sticker, birthday card, coloring book, etc. If applicable, have the child visit the director's office to receive their gift.

For Other Celebrations:

- Use games or crafts, asking parents to bring in supplies for the game or project. If possible, it's extra special to invite parents to the class to lead the activity.
- Ask parents to send in small items for a class trading event, such as pencils, stickers, or erasers.
- Have a dance party.
- Provide extra play time.
- Bring in guest story readers.
- Have a special show and tell.
- Have a themed scavenger hunt around the site.
- Stock a treasure chest for each child to choose something from. Ask parents to send in items or small trinkets to fill the chest.
- Eat lunch outside.
- Set up an obstacle course.



NON-FOOD CELEBRATIONS

party
healthy

Dear Families,

We love to celebrate! Birthday parties and holidays provide a perfect opportunity to role model how to celebrate with activity and play! As a part of our efforts towards health and wellness, our program is committed to hosting non-food celebrations.

We know it's important to honor a child on their birthday. Please do not send in a sugary treat for your child's birthday. Let's celebrate their special day in a different way. Ideas to consider:

- **Dance Party:** Send in your child's favorite music and we'll lead the class in a fun, active dance party in honor of your child.
- **Birthday Library:** Donate your child's favorite book to the classroom library. We'll read it together and all the children can sign (or stamp) it.
- **Games or Crafts:** Arrange with us in advance to bring in a game or craft to be completed in honor of your child.

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Sincerely,



STARTING A GARDEN

At the end of the day, gardens succeed because people are committed, and the garden is integrated into the day as much as possible.

One of the most important questions we can help our children answer is, **“Where does our food come from?”** Perhaps the best tool to help us explore this topic is a garden. Due to rising popularity, we have more and more knowledge about what works. Here are some tips to help make your garden adventure a success.

Form a Team

- Don't do this alone; get a team together that might include staff, parents, kids, etc.
- Designate someone as the garden coordinator to keep things moving forward. This position can rotate among team members.

Plan Your Garden

- Dream! Explore your location—think about parking lots, roof tops, lawns, and classrooms. Remember, you can grow food anywhere!
- Draw pictures; come up with a master plan. If you are planning a major garden, you may want to get a professional landscape architect or permaculture designer to help you with this process. Your local Cooperative Extension office can help with free workshops and materials.
- Build a budget. Consider contacting local businesses to ask how they might support your garden--they may be excited to provide supplies or cash. Or search the web for grant opportunities (e.g., www.kidsgardening.org).
- If your budget is small, start small, maybe with just a few container gardens. Never lose sight of the big picture, but you have to start somewhere!
- Things you will absolutely want to have are:
 - Good soil (get it tested if you are going to grow in the ground).
 - At least six hours of sunlight.
 - A water source.
 - A tool shed.
- Plan for summer maintenance! Schedule team members and/or recruit others like parents, teachers, and student volunteers for different maintenance tasks. Make friends with a farmer to consult with as problems arise.

Enjoy Your Garden!

- Use your harvested food. Use it for snacks, send it home with children, or donate to pantries.
- Incorporate activities that are integrated into the program day (e.g., let kids pull weeds during outdoor time.)
- Above all else, have fun!



Content contributed by Adam Burk, Program Coordinator for Sustainable Community Health, Communities Putting Prevention to Work, PROP-People's Regional Opportunity Program. He holds a master's in education for sustainability from Goddard College.

Fun Activity

MYSTERY VEGETABLE OR FRUIT

Sometimes it can be a challenge to motivate children to try new foods.

Making it fun and exciting can make all the difference. Try out this fun activity with the children the next time you want to introduce a new fruit or vegetable.

guess
again!

PREPARATION TIME: 10 min.

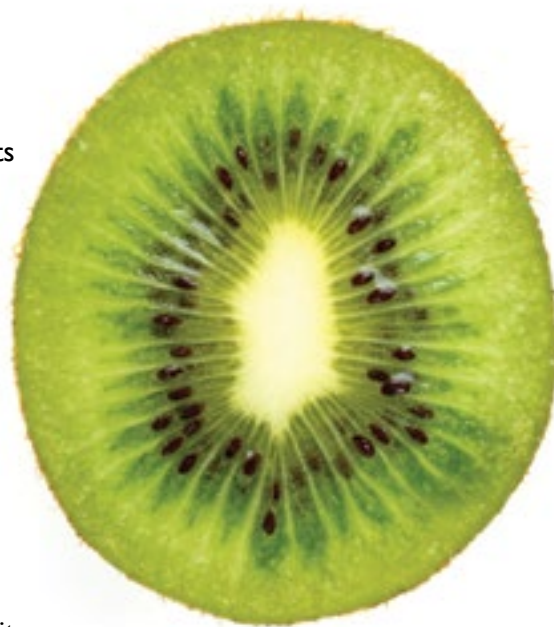
ACTIVITY TIME: 20 min.

Ingredients:

- 6 whole fresh vegetables or fruits
- 3 for the mystery bag
- 3 (of the same) to be prepared and served for taste testing

Supplies:

- 3 paper lunch bags
- Cutting board or sleeve
- Knife
- Utensils
- Bowls or plates
- Napkins
- Pictures of the vegetables or fruit

**Preparation Prior to Class:**

1. Choose the vegetables or fruits that will be in the mystery bags and set aside the additional vegetables or fruits for serving later.
2. Wash, peel (if necessary), and cut each additional mystery vegetable or fruit into enough bite-sized pieces for each child to have 1 to 2 pieces. Place each type of prepared vegetable or fruit in a serving bowl or plate. Refrigerate until the end of class when the mystery vegetables or fruits have been revealed.
3. Place one uncut fresh vegetable or fruit into each paper lunch bag.
4. Set up teaching area to display each picture of the mystery vegetables or fruits where all of the children can see them.

With the Children:

1. Ask the children to wash their hands.
2. Show the children the pictures of the vegetables or fruits, and explain that there is one of them in each mystery bag.
3. Explain that they will feel the vegetable or fruit in the bag without looking at it and try to match it to one of the pictures.
4. Take the first mystery bag around to the children, and let each child reach in and touch the vegetable or fruit inside. Ask them to look away when they reach in so they do not see the vegetable or fruit. Ask them to describe how the vegetable or fruit feels (smooth, rough, hard, soft, etc.). *continued*

5. Then, ask the children to match the vegetable or fruit they felt with one of the pictures.
6. Take the vegetable or fruit out and show them if they guessed correctly or not.
7. Repeat steps 3 to 5 for each of the mystery bags.
8. Then, cut the mystery vegetable or fruit, and discuss how the vegetable or fruit looks on the inside compared to the outside.
9. Bring out the bowls of bite-sized samples, and let the children choose which vegetables or fruits they would like to try. Allow each child to spoon desired vegetables or fruits into their bowls or plates.

IMPORTANT: Never force a child to either take or taste a fruit or vegetable if they don't want to. Encourage them to do what they are willing – look, smell, touch, and/or taste.

10. Give each child a utensil and napkin, and encourage them to taste their vegetables or fruits.
11. Ask them to describe how it tastes, tell you whether they like the taste, and if they would eat the vegetable or fruit at home.

That's it! A simple, yet fun and engaging activity to get the children to try more vegetables or fruits!

try new things!



Children usually love to help out in the kitchen. Even young children can assist with many different tasks. One of the best parts about cooking with children is that they are more likely to try foods they have helped prepare. The next time you are preparing a healthy meal, involve the kids by letting them help in the following ways.

Two-year-olds can help with:

- **Cleaning** vegetables and fruits
- **Dipping** foods
- **Washing and ripping** lettuce and other greens
- **Tearing** bread into smaller pieces
- **Delivering** shatterproof tableware to the table

Three-year-olds can help with:

- **Spreading** butters, jams, or other spreads onto foods
- **Pouring** liquids into batter (you measure first)
- **Mixing** batter, dips, or other dry and wet ingredients together
- **Washing** fruits and vegetables
- **Hollowing** out vegetables seeds or pits
- **Kneading** dough
- **Serving** foods
- **Layering** fruit and yogurt in parfaits
- **Placing** things in the trash, either after cooking or after a meal

Four- and five-year-olds can help with:

- **Peeling** certain vegetables and fruits, like onions or bananas
 - **Mashing** soft fruits and vegetables
 - **Washing** fruits and vegetables
 - **Cutting** soft foods with a plastic knife (e.g. soft fruits and vegetables)
 - **Using** cookie cutters
 - **Squeezing** oranges, lemons, and limes to make juices
 - **Cracking** open, breaking and pouring eggs
 - **Beating** eggs with an egg beater
 - **Measuring** dry ingredients
 - **Wiping** up the cooking area
 - **Setting** the table
 - **Clearing** the table after a meal and delivering the dishes to the sink or dishwasher
- continued



Even little ones can spend time in the kitchen while you are preparing food.

Have an extra set of bowls and cooking utensils for infants and young toddlers to play with while you cook. Talk about what you are doing to teach them new vocabulary and allow them to smell and taste foods as appropriate.

Here are a few cooking activities to get you started:

- **Veggies and Fruit with Different Dips or Sauces** – Allow children to cut fruits and vegetables when possible and mix their own dips.
- **Layered Yogurt and Fruit Parfaits** – Allow children to create their own parfaits by layering the yogurt and fruit.
- **Garden “Roll-Ups”** – Use lettuce or tortillas as your wrap, and fill with the child’s choice of vegetables, sauces, herbs, etc.
- **Cucumber, Bell Pepper, or Summer Squash “Boats”** – Allow the children to hollow out their own vegetable and fill with cream cheese, herbs, other vegetables, etc. If you have access to an oven, you can take this recipe to another level and fill hollowed vegetables with rice, beans, cheese, etc. and bake at 375 degrees for 10-15 minutes or until tender. Make sure each child’s boat is identifiable as their own.
- **Fruit and Veggie Insects** – Make apple lady bugs by cutting a red apple in half, then sticking raisin “spots” on using cream cheese as the “glue.” Make cucumber caterpillars by slicing a cucumber in half lengthwise, then decorate with finely chopped vegetables, using dip or cream cheese as “glue.”



bon
appetit!

FAMILY STYLE MEALS

Having children sit together and serve themselves often leads to choosier eaters being more likely to accept and try new foods!

Child care providers have an opportunity to influence children's eating behaviors by not only the types of foods they offer but also how they offer it. By serving family style meals a provider can create a supportive, encouraging, and healthy mealtime environment that exposes children to healthy foods and helps them learn to enjoy them.

What are Family Style Meals?

In this style of dining, food is placed on the table in serving bowls and children are encouraged to serve themselves (some children may need help from an adult). Caregivers sit at the table and eat with the children to help model proper mealtime manners.

Why does this matter?

Family style meals help children develop a number of skills and abilities including:

- Motor skills
- Language
- Self-esteem
- Social skills
- Table manners
- Independence



Tips for successful Family Style Meals:

- Use child-sized everything if you can – table, chairs, serving bowls and spoons, plates, and utensils.
- Let children help from start to finish. This includes preparing the food, setting the table, serving themselves and clean-up.
- Encourage (but never force) children to take a little of everything. Help them understand what an appropriate serving size is (e.g., 1 scoop, 2 scoops, etc.).
- Talk about the taste, smell, look, and feel of food. Family style meals are a great time to teach new vocabulary and help children learn to appreciate and savor their food.
- It's okay to start small! Maybe start serving food this way at a snack, or begin with one component like letting children set the table.

To learn more about Family Style Meals, check out The Table Project at <http://www.cditeam.org/table/> and click on 'Family Style Dining.'

5

EAT AT LEAST FRUITS + VEGETABLES EVERY DAY



REDDY'S RULES

Try it!

- Try fruits and veggies different ways and try at least a couple of bites each time. It can take 7 to 10 tries before you like a new food, so be open to trying again and again. It may become your new favorite!
- Many fruits and veggies taste great with a dip or dressing. Try salad dressing, yogurt, nut butter, or hummus.
- Make a fruit smoothie with yogurt.

Mix it!

- Add veggies to foods you already make, like pasta, soups, casseroles, pizza, rice, etc.
- Add fruit to your cereal, pancakes, or other breakfast foods.

Slice it!

- Keep washed and chopped veggies and fruits in the fridge so they are ready to grab and eat.
- Most people prefer crunchy foods over mushy ones. Enjoy vegetables fresh or lightly steamed, and avoid overcooking.

Did you know?

A diet rich in fruits and vegetables provides vitamins, minerals, and phytonutrients, important for supporting growth and development, and for optimal immune function.

What is a serving?

Kids

- Size of the palm of their hand

Adults

- A whole fruit the size of a tennis ball
- 1/2 cup of chopped fruit or veggies
- 1 cup of raw, leafy greens
- 1/4 cup of dried fruits



www.letsgo.org



HEALTHY SHOPPING ON A BUDGET

Healthy shopping on a budget takes planning!
Planning helps you **SAVE TIME, MONEY, and EAT HEALTHIER.**

- **Make a list and stick to it.** Lists help you avoid impulse buys that are usually unhealthy and expensive.
- **Shop mostly the perimeter of the store.** Spend most of your grocery budget on natural foods found around the outside of the store like fruits, vegetables, dairy, and protein foods that are good for your body. Limit your shopping in the middle aisles to staples like pasta, canned tuna, and nut butter, avoiding other expensive processed, and often unhealthy, packaged foods.
- **Shop when you are NOT hungry or stressed.** People who shop when hungry or stressed tend to not only buy MORE food, but also unhealthier food.
- **Compare unit prices. Bigger is not always better!** Use the unit price to compare similar products and make sure you're getting the best deal. The unit price is the cost per a standard unit (like ounce or pound) and is usually found on a sticker on the shelf beneath the product.
- **Weigh the cost of convenience.** If food tends to rot in your fridge before you prepare it, then you could actually save money by purchasing fresh fruits and veggies that have been washed and chopped for you.
- **Try frozen and canned.** Canned and frozen produce keeps for a long time and may be cheaper per serving than fresh. For frozen, make sure you look for items with no added sauces or sugar. For canned, choose fruit canned in 100% juice and vegetables that are labeled either "low sodium" or "no added salt."
- **Use store flyers to plan your menu.** Save money by planning your menu around fruits, vegetables and other items that are on sale each week. Save time by already knowing what you are going to make for dinner each night.
- **Try store brands.** Store brands on average are cheaper by about 26% to 28% and their quality usually at least meets, and often surpasses, that of name brand products.
- **Shop in season.** Buying fruits and vegetables in season generally means your food not only tastes better, but is more nutritious and affordable.
- **Buy in bulk when foods are on sale.** Frozen and canned produce, and some fresh items like apples and carrots, will last a long time. If you have the storage space, stock up on the foods you eat regularly when they are on sale to save some money.



UNDERSTANDING FOOD LABELS

For more information visit
<http://www.fda.gov/>
and search
“Food Labeling”

What can I use the Nutrition Facts label for?

- Getting a general idea about how healthy a food is.
- Figuring out what counts as one serving and how many calories are in each serving.
- Comparing two similar products to choose the healthiest option.

Watch out for these common misconceptions:

- Assuming “sugar-free” or “fat-free” means a product is low calorie or healthy; it’s not true!
- Buying something because it says “organic,” “natural,” “multigrain,” or has some other “healthy” claim. These statements do not necessarily mean a product is good for you.
- Assuming that a package or bottle is only one serving. Many beverage bottles and packages of chips, cookies, and candy are actually 2 or 3 servings!

1 START HERE

Start by checking what counts as one serving size and how many servings there are per package.

2 CHECK CALORIES

How many calories would you eat if you ate a whole package?
Multiply the number of “servings per container” by the “calories.”

3 Know Your Fats and Reduce Your Sodium

Aim to eat only small amounts of saturated fat and cholesterol. Keep *trans* fat to 0. Limit your sodium by choosing foods with less sodium.

4 GET ENOUGH OF THESE NUTRIENTS

Aim to get enough fiber, vitamins, and minerals.

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value*	
Total Fat 12g	10%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 6g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

QUICK GUIDE TO % DAILY VALUE

5% or less is Low,
20% or more is High.
Use the % Daily Value to compare similar foods and choose the healthiest option.

A Guide to **MAINE** **SEASONAL** **FOOD**

When you buy fruits and vegetables that are in season they are freshest and you save money.

Buying from local farms also means supporting your local farmers and their ability to produce nutritious, fresh food. This page lists what produce is available locally depending on the time of year.

January to April

Apples, Dry Beans, Beets, Cabbage, Carrots, Celeriac, Leeks, Onions, Parsnip, Potatoes, Rutabaga, Sweet Potatoes, Turnip, Winter Squash, Garlic

May to June

Rhubarb, Asparagus, Radishes, Salad Turnips, Scallions, Peas, Fiddleheads, Chives, Parsley, Greens

July to August

Berries (Strawberries, Raspberries, Blueberries, Blackberries), Plums, Peaches, Earliest Apples, Melons, Beets, Broccoli, Cabbage, Carrots, Cauliflower, Celery, Cucumbers, Eggplant, Fennel, Green Beans, Greens, Leeks, Onions, Scallions, Shallots, Peas, Peppers, Potatoes, Radishes, Salad Turnips, Summer Squash, Zucchini, Tomatoes, Garlic Scapes and Garlic Bulbs

September to October

Apples, Pears, Cranberries, Melons, Raspberries, Broccoli, Broccoli Raab, Brussel Sprouts, Cabbage, Cauliflower, Kohlrabi, Celeriac, Celery, Sweet Corn, Cucumbers, Fennel, Greens, Leeks, Onions, Scallions, Shallots, Beets, Carrots, Parsnips, Potatoes, Rutabaga, Sweet Potato, Turnips, Radishes, Salad Turnips, Green Beans, Shell Beans, Soy Beans (edamame), Summer Squash, Zucchini, Eggplant, Peppers, Tomatillos, Tomatoes, Winter Squash, Pie Pumpkins, Garlic.



continued

A Guide to **MAINE** **SEASONAL** **FOOD**



November to December

By this time of year, most local produce is coming from cold storage although you may be able to find some fresh green- house-grown products at your winter farmer's market. Apples, Pears, Dry Beans, Beets, Brussel Sprouts, Cabbage, Carrots, Celeriac, Late season greens (like kale and spinach), Kohlrabi, Leeks, Onions, Parsnips, Potatoes, Radishes, Rutabaga, Sweet Potatoes, Turnips, Winter Squash, Garlic.

Maine-produced foods that are in season all year long:

FRUIT: Blueberries and Apples

VEGETABLES: Potatoes, Carrots, Beets and Beet Greens, Garlic, Salad and Braising Greens, Tomatoes, Winter Squash, Cabbage, Onions

DAIRY: Milk and Cheese

PROTEIN: Eggs, Ground Meat, Seafood, Dry Beans

GRAINS: Wheat

Where to find local food through the winter:

Winter Farmers Market, Winter CSA (Community Supported Agriculture), Natural Food Store, Local Food Coop

To find local food near you visit www.mofga.org and click on "Resources" then "Find Local Foods"

For general information on local, seasonal, organic eating in Maine, visit www.mofga.org or call (207) 568-4142.

A Healthy Start

BREAKFAST IS BEST

**Keep it simple,
but keep it delicious!**
You may like:

- Oatmeal with cinnamon, applesauce, and a glass of milk
- A waffle or pancake with blueberries
- An English muffin with a slice of ham, egg, and cheese
- A raisin bran muffin, a banana, and a glass of milk.

**Choose whole grains
most of the time!**

Why eat breakfast every day?

- It will give you the energy you need to start your day. It is “fuel” for the body!
- It can help you focus on work or school!
- It can help you feel and act your best!
- It can help keep you healthy!

Try a variety of healthy foods! Find the ones YOU like!

Not hungry in the morning? Start small...try:

- A cup of yogurt (plain – add your own fruit).
- A piece of fruit such as a banana, orange, or apple.
- A bowl of cereal with milk.
- A slice of toast with nut butter and a glass of milk.
- Half of a toasted English muffin with a slice of cheese.
- Trail mix of raisins, nuts, and cereal.

boost your **energy**
and **brain power!**



A MEAL IS A FAMILY AFFAIR

In such a busy world, mealtimes often revolve around our lifestyles. As a result of this, we miss meals or eat foods that are not the best for our bodies. **Did you know experts have found that kids who eat regularly with their families are more likely to eat fruits, vegetables, and whole grains?** So, no matter how busy life may seem, it's important to make family meals a priority.



To get started, try some of these ideas:

- Choose a time when everyone can enjoy at least one meal together—it may be breakfast, lunch, or dinner.
- As the parent, you should decide what time meals are served and what the food choices are. Your children can then decide what and how much to eat of what's offered.
- Include your children in preparing the meal.
- Gather around the table for a meal and turn the TV and mobile devices off.
- Make the meal pleasant by keeping the conversation positive.
- Limit eating and drinking unhealthy snacks between meals.
- Role model the habits you want your children to develop.



together
energy



FRUITS AND VEGETABLES ALL YEAR LONG!

5

Eat at least five fruits and vegetables a day!

There's no reason not to have fruits and vegetables year-round. Here's why frozen or canned produce is a good choice:

For Health:

- They're just as good for you as fresh fruit and vegetables – their nutrients are preserved in the canning and freezing process.
 - Choose fruit packed in their natural juice, not in syrup.
 - Choose canned vegetables that are salt-free. You can season to taste. If you have only have salted canned vegetables, rinse in water before preparing.

For Savings:

- They cost less than fresh fruit and vegetables.

For Convenience:

- They're always in season.
- You'll have lots of choices.
- They're easily stored.
- They're already washed and cut—ready for your favorite recipe!

Add Frozen and Canned Vegetables to:

- Chili
- Soups or stews
- Stir-fry
- Pasta sauce
- Casseroles

Use canned black beans, corn, peppers, and onions to spice up a Mexican dish. Add chick peas or kidney beans to any salad.

Add Frozen and Canned Fruits to:

- Smoothies
- Yogurt parfaits
- Plain yogurt
- Fruit salad
- Cereal
- Stir-fry (pineapple)

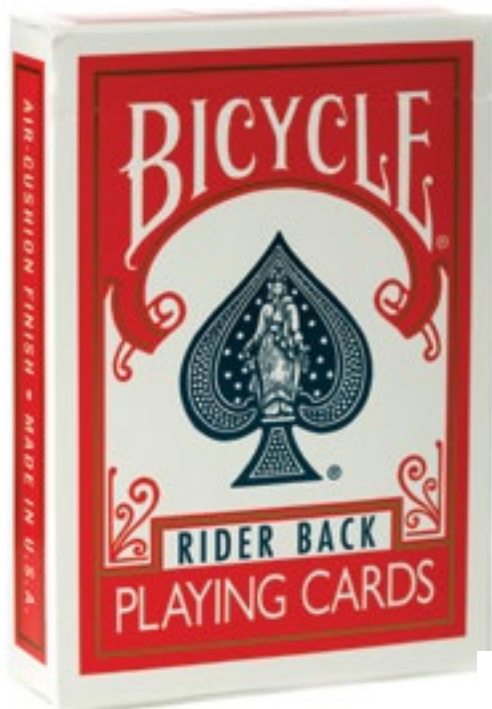
Or simply use as a side dish!

soooooo cool!



WHAT IS A HEALTHY PORTION?

Food portions are larger than ever these days—usually much more than we need. Choose your starting portion size by relating food to everyday items.



A serving of meat, fish, or poultry is equal to a deck of cards.



A serving of fruit or vegetables is about the size of a tennis ball.



A serving of nut butter or salad dressing is about the size of a ping-pong ball.



For toddlers, the right portion size is the size of the palm of their hand.

continued

Use these tips to help keep your portions right-sized.

- Start with one portion of each food on your plate. If you are still hungry, you can always get more.
- Use the MyPlate model to create a balanced plate. Fill half of your plate with veggies (and/or fruit), $\frac{1}{4}$ with protein, and $\frac{1}{4}$ with starch, preferably a whole grain.
- Check the serving size on packaged foods for guidance on portion size.
- Eat your food while sitting down and using a plate or bowl. Avoid eating directly out of packages.
- Eat regularly throughout the day; this helps keep you from getting too hungry.
- Serve food on smaller plates.
- Serve meals from the stove. This can help you avoid eating more when you are no longer hungry.
- At restaurants, ask for a lunch-size portion, split your meal, or box up half to take home.
- Skip the “clean plate” club. Instead, start with smaller portions, savor your food, and eat until you are satisfied.
- Role model the behaviors that you want your children to develop.



no
more
clean
plate
club!

TIPS FOR A HEALTHIER DIET

Healthier foods are generally more “nutrient-dense.” This means they provide tons of vitamins and minerals along with the calories they contain.

These foods are nutrient-dense and easy to include in your diet:

- Frozen fruits and vegetables
- Canned beans (rinse and drain well)
- Fresh fruit in season
- Whole grains in bulk
- Store brand whole-grain breakfast cereals

By choosing nutrient-dense foods like these, you can make sure your child’s calories count:

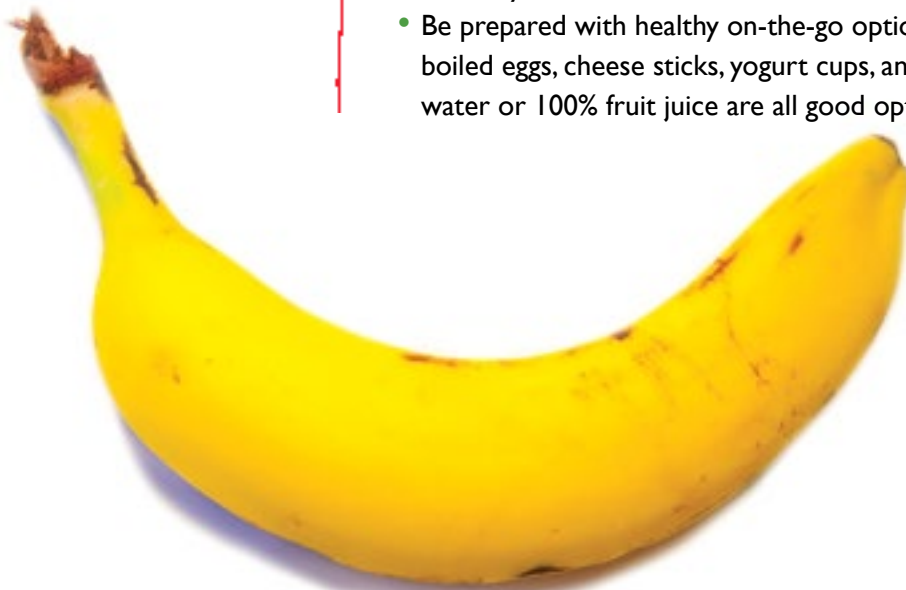
- Vibrant, deeply-colored fruits and vegetables
 - Lean meat, skinless poultry, fish, eggs, beans, and nuts
- TIP:** The leanest cuts of meat end in “loin” or “round”
- Fiber-rich whole grain foods
 - Milk, cheese, and yogurt

Tips to Help Your Family Have a Healthier Diet:

Are you looking to help everyone in your family eat healthier? Here are some ideas for how to successfully introduce new foods and improve the quality of your family’s diet.

- Offer new foods over and over again. It can take many exposures to a food before a child is willing to try it.
- Offer less familiar foods alongside your child’s favorite foods to increase the chances they’ll try it.
- Mix more nutritious foods into less nutritious ones. For example, mix whole grain cereal into your child’s favorite cereal, plain yogurt into sugar-sweetened yogurt, and whole grain flour into your pancake mix.
- Make your own versions of favorite foods (e.g. pizza with whole wheat dough and veggies on top, baked ‘French fries’ tossed in olive oil and salt).
- Let the kids help you cook! They are more likely to try something they helped make.
- Have fresh veggies available for kids to snack on while they wait for dinner to be ready.
- Be prepared with healthy on-the-go options: whole or dried fruit, nuts, hard boiled eggs, cheese sticks, yogurt cups, and single-serve fruit cups canned in water or 100% fruit juice are all good options.

Adapted from The Fittest Food by Nutrition Works, LLC © 2008



Handling a

“CHOOSY” EATER

Often, choosy eating is a sign your child is growing up and becoming more independent.

What seems “choosy” may just be your child’s first steps in learning to make decisions. Learn how to handle eating challenges and avoid conflict so meals don’t become a tug-o-war of control.

If you are concerned about your child’s weight or eating habits, consult your pediatrician.



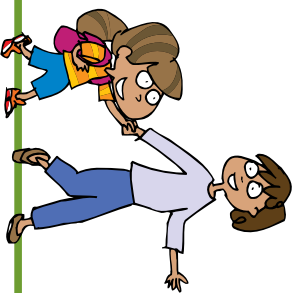
What do you do if your child refuses a whole meal because something they don’t like touched their plate? Or if they refuse to eat anything other than fruit and two days ago would only eat peanut butter sandwiches? Or maybe your child is not showing any interest in food at all!

These behaviors are not uncommon. Here are ten tips for handling a “choosy” eater to make meal times more pleasant again:

1. **Treat food jags casually.** A food jag is when a child eats only a certain food for a period of time. They usually do not last long.
2. **Look at what a child eats over several days,** instead of over one day or per meal. Most kids are eating more variety than you think.
3. **Trust your child’s appetite.** Forcing a child to eat more than they want can cause conflict and lead to overeating.
4. **Set reasonable time limits for the start and end of a meal** and then quietly remove the plate.
5. **Stay positive** and avoid criticizing or calling any child a “picky eater.” Children believe what we say!
6. **Serve food plain and respect the “no foods touching” rule** if that’s important to your child. This will pass in time.
7. **Avoid being a short-order cook** by making and offering the same food for the whole family. Aim for at least one food everyone will eat.
8. **Substitute a similar food** if a child does not like a certain food. For example, instead of squash, offer sweet potatoes.
9. **Provide just two or three choices,** not a huge array of food. Then let your child decide. Keep in mind your child may choose nothing and that is okay!
10. **Focus on your child’s positive eating behavior,** not on the food.



Adapted from “Nibbles for Health” Nutrition Newsletter for Parents of Young Children, USDA Food and Nutrition Service.



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.

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.

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 growing noise?

Has your tummy had enough?

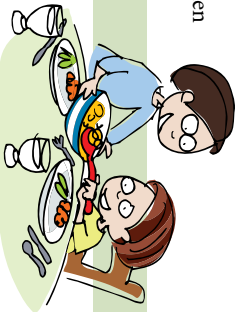
Phrases like these help your child to recognize when he or she is full. This can prevent overeating.

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.

TRY ...

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.

How to Practice the

DIVISION OF RESPONSIBILITY

When Feeding Children

The Division of Responsibility varies slightly depending on the age and ability of a child.

A crucial part of parents' and caregivers' job around mealtime is trusting children to determine *how much and whether* to eat from what is offered. Children are born with a natural ability to eat. As adults do their jobs with feeding, children do their jobs with eating. Because of this, we encourage child care providers to practice Ellyn Satter's Division of Responsibility when feeding children.

When parents and caregivers follow this Division of Responsibility in feeding, children build on this natural ability and become eating competent. This leads to them eating the appropriate amount of food and growing in the way that is right for them.

For Infants

- The caregiver is responsible for *what* is offered.
- The child is responsible for *how much* they eat from what is offered (and everything else).

For Babies Making the Transition to Family Food

- The caregiver is still responsible for *what* is offered, and is becoming responsible for *when* and *where* the child is fed.
- The child is still responsible for *how much and whether* to eat the foods offered by the caregiver.

For Toddlers through Adolescents

- The caregiver is responsible for *what, when, and where* the food is offered.
- The child is responsible for *how much and whether* to eat from what is offered.

Content adapted from Ellyn Satter's Division of Responsibility in Feeding at <http://www.ellynsatterinstitute.org/>. Visit this website for more about eating and feeding and for Ellyn Satter's books, videos, and other resources. For the evidence behind this model, read "The Satter Feeding Dynamics Model" under "Who We Are" on the website.



STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY TWO

Limit or Eliminate Sugary Drinks; Provide Water

STRATEGY 2: Limit or Eliminate Sugary Drinks; Provide Water

why does this matter?

Limiting sugary drinks is a key way to promote healthy eating and prevent excess weight gain in kids.¹ Research shows that sugary drinks contribute to childhood obesity.²

Sugary drinks provide a lot of calories very quickly. This is a problem because it's easy to drink more than your body needs before your body has a chance to signal that it is full. Also, sugary drinks are usually additions to your regular diet, adding calories that your body does not need.³

A 12-ounce serving of soda has the equivalent of 10 teaspoons of sugar.³ One serving of soda per day could lead to a 15 pound weight gain in one year.⁴ Each additional daily serving of soda increases a child's risk of obesity by 60%.⁵

Water provides a low-cost, zero-calorie beverage option and is a healthy alternative to sugary drinks. Drinking water is linked to a number of health benefits. It can improve kids' readiness to learn and is the best first choice for hydration before, during, and after most exercise routines.^{6,7}

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STRATEGY 2: Limit or Eliminate Sugary Drinks; Provide Water

how to implement

Out with the sugary drinks and in with fresh, cool, hydrating water! Here are some ways you can limit sugary drinks and provide water instead.

Bolded items mean there is a supporting handout

● in this section!

SUGARY DRINKS

include juices (including 100% fruit juice), soda, sports drinks, energy drinks, lemonade, and sweetened coffee or tea drinks.

Limit or eliminate sugary drinks:

- Do not provide sugary drinks.
- 100% fruit juice to no more than one 4-6 oz. serving per day or do not serve at all.

Promote drinking water at your program:

- Hold water breaks throughout the program day.
- **Set up a self-serve water station.**
- Post the **Let's Go! Water Posters** (see the front pocket of your toolkit for ready-to-post copies!).
- **Make water more appealing.**

Ask families to limit sugary drinks sent in from home:

- Send home the **Limit Sugary Drinks Sent in from Home – Letter to Families.**

Role model drinking healthy beverages:

- Only drink water.
- Put any beverage that isn't water in an unmarked opaque container.

Learn about the benefits of less sugary drinks and share this knowledge with families using these handouts:

- **Limit or eliminate sugary drinks; provide water.**
- **What Should Young Children Drink?**
- **Water is Fuel for Your Body**
- **Is Juice a Healthy Choice or An Occasional Treat?**
- **Make Your Own Sugar Bottle Display**

Set a program policy that limits or eliminates sugary drinks.

- Refer to the **Let's Go! Recognition Program** packet in the 'Step 5: Celebrate' Tab for help with this.

SELF-SERVE WATER STATION

Water is
the **best**
thirst
quencher



To ensure the children in your care are getting plenty of water, encourage them to drink it by making it freely available. One way to do that is to set-up a self-serve water station so that children can get a drink without having to ask.

Here are some tips to guide you in setting up a self-serve water station.

- **Create a designated spot to keep pitchers or jugs of cool water and cups at all times.** Make sure they are refilled when needed and within reach of the kids.
- **Set-up an insulated water dispenser outdoors for use during outdoor play.** This may be the best option for keeping the water at a drinkable temperature.
- **Provide each child with their own unique mug to keep at the program.** This makes it easy to identify each child's mug and they are easy to clean and refill.
- **Provide each child with their own water bottle to keep at the program.** This may be the best option to avoid spills but can be cost prohibitive. You may want to consider asking parents to provide a water bottle for their child that can be kept at the program.
- **Contact your local Let's Go! Coordinator.** They may be able to assist you in either obtaining supplies or funding for supplies to ensure water is freely available.

Regardless of whether or not you have success in setting up a self-serve water station, be sure to schedule water breaks into every program day. This is an easy, purposeful way to make hydrating with water a regular part of the day.

WATER MORE APPEALING

Use one or all of these tips to make water more enticing to children:

- Stock the fridge with jugs or pitchers of tap water so there is always some freshly chilled water available.
- Use ice cubes to ensure water is nice and cold. Make it more fun by using fun-shaped ice cube molds, they make everything from animals to shapes to numbers and letters.
- Infuse a bit of fun flavor by adding lemon and orange, melon and mint, cucumber, or frozen berries to your water. Engage the children by letting them come up with ideas for the next flavor infusion.
- Offer flavored (unsweetened) seltzer water in place of “still” water as it has additional flavor and fizz! The sound, look, and way it feels can be appealing to kids.



- Decorate (or ask the children to decorate) personalized water bottles to keep at your program. You can cover the decoration with a clear sealant so they can be hand washed without impacting the design.
- Keep silly straws on hand as a special treat to use when drinking water.
- Use unique containers, such as mason jars, as glasses. Check out Amazon, Job Lots, or even hardware stores for them.

Cheers to
drinking water!

Letter to Families

LIMIT SUGARY DRINKS SENT IN FROM HOME

Dear Families,

As part of our efforts towards health and wellness, we encourage you to limit sugary drinks sent in with your child each day. We want your children to be the healthiest they can be!

Here are some tips to limit sugary drinks and make water more appealing:

- **Flavor your child's water with fresh squeezed fruit.** Try traditional lemon, lime, or orange wedges or experiment with things like melon, berries, and kiwi.
- **Make water more fun** with crazy straws and unique drinking containers or by serving flavored, unsweetened seltzer water.
- **Serve whole fruit instead of juice.** If you do provide juice, choose only 100% juice and limit to only 4-6 ounces per day for children 1 to 6 years old.

Our efforts are supported by *Let's Go!*, a program at The Barbara Bush Children's Hospital at Maine Medical Center. *Let's Go!* works where children and families live, learn, work, and play to help make the healthy choice the easy choice. *Let's Go!* encourages families to adopt the 5-2-1-0 message:

5 or more fruits & vegetables
2 hours or less recreational screen time*
1 hour or more of physical activity
0 sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

For more information about *Let's Go!*, visit www.letsgo.org. Thank you for joining us in our commitment to healthy kids!

Sincerely,



Water is
the **best**
thirst
quencher

0

SUGARY DRINKS...

DRINK WATER!



Put limits on juice!

- Juice products labeled “-ade,” “drink,” or “punch” often contain 5% juice or less. Sometimes, the only difference between these “juices” and soda is that they have added Vitamin C.
- Always try to choose whole fruits over juice.
- Suggest a glass of water or milk instead of juice.
- If you choose to serve juice:
 - Buy 100% juice.
 - Each day, juice should be limited to:
 - 4-6 ounces for children 1-6 years old.
 - 8-12 ounces for children 7-18 years old.
 - No juice for children 6 months and under.

Did you know?

Soda has no nutritional value and is high in sugar. Just 9 ounces of soda has up to 150 empty calories. Many sodas also contain caffeine, which kids don't need.



Water!

Keep It Handy, Keep It Cold:

- Keep bottled water or a water bottle on hand.
- Fill a pitcher of water and keep it in the fridge.

Liven It Up, Make It Fruity:

- Add fresh lemon, lime, or orange wedges to water for some natural flavor.
- Try mixing seltzer with a splash of juice.

Be a Role Model:

- Drink water when you're thirsty.
- Replace soda with water, instead of other sugar-sweetened beverages, such as juice or sports drinks.

Water is fuel for your body:

- Between 70-80% of our body is made up of water.
- When you exercise, you sweat, and when you sweat, you LOSE water— it is important to replace the water you lose when you sweat.
- Water is the #1 thirst quencher!



What Should YOUNG CHILDREN

DRINK



The best drinks for young children—and for kids of all ages—are water and milk.

- Water is essential for good health and is the best thirst quencher.
- Milk is loaded with important nutrients, especially calcium, which is vital to proper development of teeth and bones.
 - Children between 1 and 2 years old should be drinking whole milk and/or breast milk.
 - Preschoolers can consume 2-3 cups of milk (or other dairy, or dairy alternative products like fortified soy or almond milk) every day.
- Even 100% juice has a significant amount of sugar, so limit to no more than one serving (about 4-6 ounces) of 100% juice a day.
- Kids may be less likely to drink enough water and milk if soda and other sugar-sweetened beverages are available.

What You Can Do:

- Promote water and milk as the drinks of choice.
- Offer milk or milk alternatives at all meals, and water between meals.
- For flavored milk, limit the added sugar by flavoring it yourself versus buying premixed versions. Note: Flavored milk should only be an occasional treat, if served at all.
- Use the drink chart below to talk with your kids about how much sugar is in some common drinks.
- Bring water or milk instead of sugar-sweetened drinks to celebrations.
- Be a role model by drinking water or milk.

DRINK	SIZE	SUGAR
Water	8 oz.	0
Milk	8 oz.	11 grams
100% Orange Juice	8 oz.	22 grams
Juice Drink (10% fruit juice)	8 oz.	38 grams
Powdered Drink Mix (with added sugar)	8 oz.	24 grams
Soda	8 oz.	27 grams

WATER IS FUEL for Your Body

**“In a game,
when my
players get
thirsty, water
gets the call.”**

Arnie Beyeler, Manager,
Portland Sea Dogs

Ever wonder why you need water? Like food, water acts like fuel in your body and helps your body run. To keep your body running smoothly, drink plenty of water throughout the day.

Kids who eat healthy, drink enough water, and sleep well at night will have more energy for all their sports and activities!

- Between 70-80% of your body is made up of water.
- Water is the # 1 thirst quencher.

Give Your Body Water When You Need More Fuel!

When you exercise, you sweat, and when you sweat, you LOSE water and minerals. It's important to replace the water you lose when you sweat by drinking water. You can replace the minerals by eating a piece of fruit such as a banana. It's uncommon for kids to reach a level of activity where they require sports drinks. Most often the best choice is water and a light snack.

Energy drinks should never be used to replace water during exercise. Most energy drinks, like Red Bull and SuperStar, contain CAFFEINE. Caffeine causes the body to lose water and can sometimes cause anxiety, headaches, stomachaches, and sleep problems.

Energy drinks and many sports drinks contain HIGH amounts of sugar and calories. The extra sugar and calories may add to weight gain and tooth decay.



Stay hydrated!
It's cool.

Do You Think That JUICE IS A HEALTHY CHOICE OR AN OCCASIONAL TREAT?

Juice is best as an occasional treat.

Here's why...

- Juice contains similar amounts of sugar as soda.
- Fruit juice offers no health benefits for infants younger than 6 months.
- For infants older than 6 months and children, fruit juice offers no health benefits over whole fruit.
- Fruit juice is NOT appropriate in treating dehydration or diarrhea.
- Too much juice may lead to obesity, diarrhea, gas, malnutrition, and tooth decay.
- Calcium-fortified juices do provide calcium, but lack other nutrients present in breast milk, formula, or cow's milk.

Recommendations:

- Offer and encourage children to eat whole fruit instead of juice. They will get all the great fiber of the whole fruit and feel fuller than with drinking juice.
- If you decide to give your child juice:
 - It is recommended that you do not introduce it until your infant is at least twelve months old.
 - Choose 100% juice instead of fruit "drinks," which most likely contain added sweeteners and flavors.
 - Younger children aged 1 to 6 years should be limited to only 4-6 ounces of 100% juice a day, if any at all.
 - Older children should be limited to 8-12 ounces of 100% juice a day, if any at all.
 - Serve juice in open cups, not bottles or "sippy" cups that allow children to consume easily throughout the day.

Adapted from the American Academy of Pediatrics Committee on Nutrition.

Check out how much sugar is in some popular (and marketed towards children) juice and juice drinks:

BEVERAGE	SUGAR GRAMS PER SERVING	TSP. OF SUGAR PER SERVING
Sunny D Baja Orange Drink	43g	10
Capri Sun Red Berry Drink	25g	6
Apple & Eve Bert & Ernie Berry 100% Juice	13g	3
Earth's Best Strawberry Pear 100% Juice	11g	2.5
Water	0g	0

eat your
fruit
instead of
drinking it.
it's better
for you.



Directions to Make Your Own

SUGAR BOTTLE DISPLAY

Making a sugar bottle display is a great activity.

This powerful visual is one of the best ways to show just how much sugar is in some popular drinks—you'll be surprised. This is a tool that can be used to help kids and staff to make smart drink choices.

**Supplies:**

- Bottles of common sugary drinks – refer to the table on the next page for suggestions.
- Bag of white sugar
- Teaspoons
- Funnels

Directions:

1. Empty, wash, and completely dry bottles. Be careful not to damage the labels as you want to keep them on the bottles.

TIP: Give the bottles at least 24 hours to dry.

2. Find the Nutrition Facts on the bottle label.

3. Take note of serving size (many bottles contain two or more servings – something to think about!)

TIP: Make sure to pay attention to the information listed per bottle.

4. Record how many grams of sugar are in a bottle. continued

5. Figure out how many teaspoons of sugar are in each bottle by dividing the grams of sugar by 4.2 (the number of grams of sugar in a teaspoon).

For example:

- Serving size 1 bottle
- Grams of sugar per bottle: 48g
- Teaspoons of sugar per bottle: 48 divided by 4.2 \approx 11

The amount of sugar to put into this bottle is 11 teaspoons.

6. Put funnel into mouth of bottle and pour in the sugar. Replace cap. Screw on tight!
7. Make a chart like the one below that matches the drinks you chose.
TIP: *Laminate the chart to ensure it lasts a long time.*
8. Display the chart in your building so kids and staff can see how much sugar is in some of their favorite drinks. Place the bottles filled with sugar in front of the chart.
9. Other ideas:
- Take a photo of your display and use along with chart and other handouts to make a bulletin board.
 - Make a game out of it by having people guess how many teaspoons of sugar are in their favorite drinks and give the winners a 5-2-1-0 approved prize.
 - Have a poster contest around limiting sugar-sweetened beverages.

DRINK	SIZE	CALORIES	SUGAR GRAMS	SUGAR TSP.
Coca-Cola® Classic	20 oz	240 cal	65 g	15
Dunkin' Donuts Strawberry Fruit Coolata®	16 oz <i>sml</i>	230 cal	57 g	14
Sprite®	20 oz	240 cal	64 g	15
Monster Energy® Drink	16 oz	200 cal	54 g	13
Arizona® Green Tea & Honey	20 oz	175 cal	43 g	10
Minute Maid® 100% Apple Juice	15.2 oz	210cal	49 g	11
Glaceau Vitamin Water®	20 oz	120 cal	32 g	8
Gatorade Thirst Quencher®	20 oz	133 cal	35 g	8
Starbucks® Bottled Coffee Frappuccino®	9.5 oz	200 cal	32 g	8
Water	Any size	0 cal	0g	0

STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY THREE

Prohibit the Use of Food as a Reward

STRATEGY 3: Prohibit the Use of Food as a Reward

why does this matter

Rewarding kids with food, even healthy foods, encourages kids to eat outside of meal and snack times, when they may not be hungry, and can lead to poor eating habits.^{1,2}

Using food, such as candy, cookies, doughnuts, sugary drinks, and pizza, as a reward for good behavior and academic performance is a common practice with kids and **puts them at risk for excess weight gain and obesity**.^{3,4}

Encouraging kids to eat healthy foods, but at the same time rewarding good behavior with unhealthy foods, **sends a mixed message and confuses kids**.¹

Foods that are used as rewards are typically high in sugar, fat, and salt with little nutritional value, and can play a role in establishing kids' preferences for unhealthy foods.^{1,2}

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STRATEGY 3: Prohibit the Use of Food as a Reward

how to implement

Rewarding kids with food, even healthy foods, encourages kids to eat when they may not be hungry and can lead to poor eating habits. Here are some ways to ensure food is never used as a reward at your program and what you can do instead.

Bolded items mean there is a supporting handout in this section!

FOOD REWARD

is a food used to encourage good behavior.

Find Alternatives to Using Food as a Reward:

- Use Non-Food Rewards.
- Use Physical Activity as a Reward.

Learn about the harm of using food as a reward and non-food alternatives and share this knowledge with families and staff using these handouts:

- Food Rewards Add Up
- What the Experts Say about Food Rewards
- Non-Food Rewards at Home

Set a program policy that prohibits the use of food as a reward.

(Refer to the **Let's Go! Recognition Program** packet in the 'Step 5: Celebrate' Tab for help with this.)



Use

NON-FOOD REWARDS

To support your efforts, develop guidelines that prohibit the use of food as a reward.

Low Cost Rewards

- Awards or medals
- Bubbles
- Crayons
- Finger puppets
- Ribbons
- Rubber balls
- Slinkys
- Spinning tops
- Yo-yos

Alternatives to Food as a Reward

No Cost Rewards

- Verbal praise that is specific (e.g., “You did a great job, John. I’m so proud of you for sharing your toys with the other kids today.”)
- Share a special item or talent with the class.
- Be “Super Kid of the Day,” or “Star of the Day.”
- Sit in a special seat during snack time or lunch.
- Be recognized in a newsletter or on a bulletin board.
- Be given an important responsibility.
- Receive a compliment from the other kids in the child care.
- Receive a positive note from the director or have one sent home for parents to see.
- Get a signed t-shirt, Frisbee, or ball.
- Lead group activities such as Simon Says.
- Receive coupons with special privileges.
- Attend a reading party (children bring blankets to sit on and read favorite books).
- Read a favorite poem
- Share favorite picture of family member or friend
- Play a favorite game or puzzle.
- Eat lunch outdoors or have a picnic.
- Eat lunch with the director or a favorite provider.
- Dance to favorite music.
- Schedule a field trip.
- Read the children’s favorite book.
- Allow extra or longer play time.
- Offer extra outdoor activities.
- Hold a monthly indoor or outdoor physical activity event to celebrate accomplishments or birthdays.
- Make a list of fun, non-food rewards with the children and post it where everyone can see it. Let the children choose a non-food reward from the list when appropriate.

Benefits of providing non-food rewards:

- Creates an environment that fosters healthy eating and supports the 5-2-1-0 message.
- Allows the opportunity for more frequent rewards.
- Adds to fitness if physical activity is used as reward.

Be sure to avoid giving extra time in front of a TV or computer as a reward!

FOOD REWARDS **ADD UP**

$$\begin{array}{r}
 61 \\
 230 \\
 200 \\
 100 \\
 160 \\
 +220 \\
 \hline
 971 \\
 \text{calories} \\
 \text{(yikes!)}
 \end{array}$$



Often times we think that “little treats” don’t add up; however, one of our own staff members here at *Let’s Go!* shared what her 6 year old daughter ate in one day, just from food rewards. Check it out, you’ll be amazed!

FOOD REWARD # 1

Sally arrives at pre-school and shortly after receives **Skittles** to practice adding and subtracting. She gets to eat them all when she is done.

Small snack pack of Skittles = 61 calories

FOOD REWARD # 2

Sally’s classmate Ben is turning 6! Sally gets a **cupcake** (right before lunch) to help Ben celebrate!

Cupcake = 230 calories

FOOD REWARD # 3

After pre-school, Sally goes to Grandma’s house. Mom provided a healthy snack for after school, but Grandma offers Sally treats instead because she is excited to spend the afternoon with her (**a milkshake, juice box, and cookies!**).

Small milkshake = 200 calories

Juice box = 100 calories

Cookies = 160 calories

FOOD REWARD # 4

Sally gets picked up by her dad from Grandma’s house and on the way home is given a **candy bar** for being so well-behaved at Grandma’s.

Candy bar = 220 calories

Throughout the day, Sally took in **971 calories** just in food rewards! That’s over half of the calories she needs in a day, and doesn’t even include her three meals. These treats are full of “empty calories” and offer little nutrition.

Wondering what you can do to help prevent this?

- Work with children to learn what, besides food, makes them feel rewarded – an extra 5 minutes of playtime? Picking out a book to be read? Listening to music? Then, provide these rewards instead of food.
- A word of praise or a high five is a great way to reward a child.
- Talk to your provider about setting policy about not using food as a reward.
- Use physical activity as a reward!
- Occasional treats are okay, but they should be just that – occasional, and not a reward but a treat!

What Experts

SAY ABOUT **FOOD REWARDS****American Academy of Pediatrics:**

Food should be used as nourishment, not as a reward or punishment. In the long run, food rewards or bribes usually create more problems than they solve.

American Academy of Family Physicians:

Food should not be used for non-nutritive purposes such as comfort or reward. Do not provide food for comfort or as a reward.

Academy of Nutrition and Dietetics:

Do not use food as a reward. When children are rewarded with sweets or snack food, they may decide that these foods are better or more valuable than healthier foods.

American Academy of Child and Adolescent Psychiatry:

Do not use food as a reward.

American Psychological Association:

Avoid using food as a reward for good behavior. Making unhealthy food a reward for good deeds promotes the idea that healthy food isn't as appealing as junk food or something to look forward to.

Let's Go!:

Prohibit the use of food as a reward.

Yale Medical Group:

Using food as a reward or as a punishment can undermine the healthy eating habits that you're trying to teach your children. Giving sweets, chips, or soda as a reward, often leads to children overeating foods that are high in sugar, fat, and empty calories. Worse, it interferes with kids' natural ability to regulate their eating, and it encourages them to eat when they're not hungry to reward themselves.

listen up!



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Adapted from: Fedewa, A., Courtney, A. The Use of Food as a Reward in Classrooms: The Disadvantages and the Alternatives. 2014.

NON-FOOD REWARDS AT HOME

How can you celebrate a job well done without using food treats?

Here are some ideas:

- Make a list of fun, non-food rewards that don't cost much and post it where the whole family can see it. Allow your child to choose something from the list when appropriate.
- Have a separate list of special and inexpensive rewards for those really big achievements.
- Give certificates or ribbons for healthy behaviors.
- Allow your child to have a few friends over after school to play sports.
- Invite a few of your child's friends to a sleepover.
- Have a family game night.
- Keep a box of special toys or art supplies that can only be used on special occasions.
- Go to a sports game.
- Camp out in the back yard.
- Allow the use of electronics that support physical activity, like Dance Dance Revolution.
- Choose toys and games that promote physical activity like jump ropes, balls, or Skip-Its.

Food as a reward:

- Contributes to poor health.
- Encourages over-consumption of unhealthy foods.
- Contributes to poor eating habits.
- Increases preferences for sweets.

Be sure to avoid giving extra time in front of the TV or computer as a reward!

Words of appreciation can go a long way. Children love to hear "You did a great job" or "I appreciate your help."



STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY FOUR

Provide Opportunities to Get Physical Activity Every Day

STRATEGY 4: Provide Opportunities to Get Physical Activity Every Day

why does this matter?

Active kids tend to be healthier kids, and healthier kids are better learners.

Regular physical activity reduces feelings of anxiety, stress, and depression, and increases self-esteem.^{1,2}

Kids who are physically active on a daily basis are less likely to be overweight or obese. They are also less likely to develop risk factors for chronic diseases and several types of cancer.¹⁻³

Students who are physically active tend to have better grades, school attendance, and classroom behaviors.⁴⁻⁸

Students spend most of their time in the classroom, making it a practical location for adding opportunities for physical activity. Brief classroom physical activity breaks (5-10 minutes) can improve attention, concentration, on-task behavior, and test scores.⁴⁻⁸

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STRATEGY 4: Provide Opportunities to Get Physical Activity Every Day

how to implement

Physical activity has immediate and long-term benefits for everyone, both young and old. Yet, children don't always get enough physical activity each day. Here are some ideas for adding physical activity to your day!

Bolded items mean there is a supporting handout in this section!

Provide Physical Activity Every Day:

- Provide infants supervised tummy time at least 2-3 times each day.
- Aside from eating and napping, limit sedentary activities to no more than 15 minutes at a time.
- Take children outside to play every day.
- Have staff participate in movement activities and free play with the children.
- Use movement in learning; see **Movement in Learning Resources**.
- Use **Quick Physical Activity Breaks**.
- Use the **5-2-1-0 Grab and Go Activity Ring** that comes with your toolkit.
- Do not take away physical activity as a punishment.
- **Use Physical Activity as a Reward**.
- **Create a Dedicated Activity Space** at your program.
- Borrow and use a **StoryWalk™**.

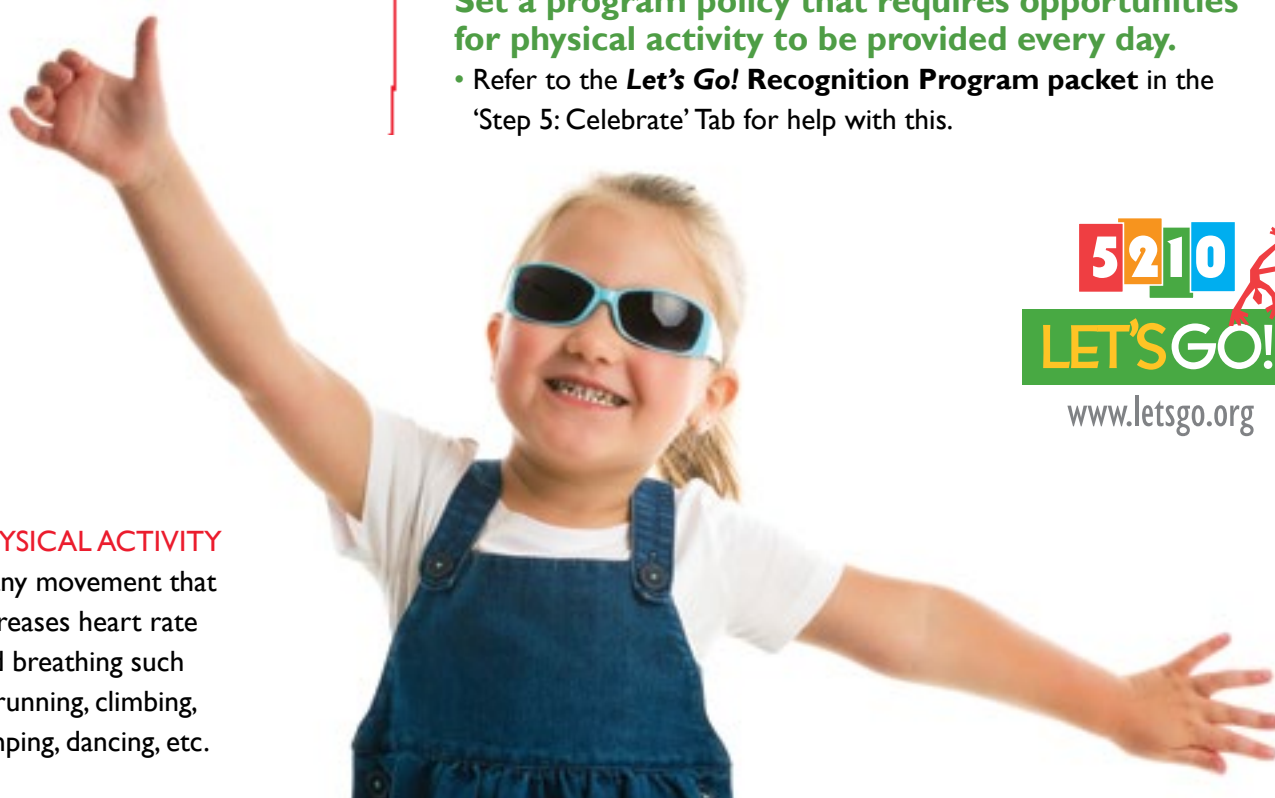
Learn how to include physical activity in every day and share this knowledge with families using these handouts:

- **Get One Hour or More of Physical Activity Every Day**
- **Make Physical Play Part of Every Day!**
- **Take It Outside**

Set a program policy that requires opportunities for physical activity to be provided every day.

- Refer to the **Let's Go! Recognition Program** packet in the 'Step 5: Celebrate' Tab for help with this.

PHYSICAL ACTIVITY is any movement that increases heart rate and breathing such as running, climbing, jumping, dancing, etc.



Where to Find

MOVEMENT IN
LEARNING RESOURCES

**You can also contact
your local *Let's Go!*
Coordinator for
guidance!**

Like adults, kids need to stay active throughout the day. Children who move feel less stressed, sleep better at night, gain more focus, are more ready to learn, and develop healthy bones, muscles, and joints.

One way to make sure that the children in your care are getting enough movement throughout the day is to incorporate movement into learning.

Below is a list of suggested resources that address movement in learning. Check them out and get moving!

Movement in Learning Resources:

- **Diane Craft's Active Play Manual**
<http://activeplaybooks.com/book-and-dvd-set/>
- **WinterKids: Guide to Active Learning, Preschool Edition**
<http://www.winterkids.org/teachers-and-schools/goal/>
- **Sesame Street's Healthy Habits for Life Resource Kit**
http://www.sesamestreet.org/cms_services/services?action=download&uid=77960fa1-69ad-47c9-a54d-e98b95863ffa
- **Growing Up WILD: Exploring Nature with Young Children**
<http://www.projectwild.org/GrowingUpWILD.htm>
- **Let's Go!'s Activity Ring**
Contact your local LG! Coordinator to order
Or, visit <http://www.letsgotoolkits.com/supplies.php?e=1>
to order your own
- **StoryWalk™**
<http://www.kellogghubbard.org/storywalk>



PHYSICAL ACTIVITY BREAKS

let's take
a break!

There are several ways to incorporate these ideas into the day. You could:

- Use them throughout the day as a quick and easy physical activity break.
- Put a few together for an indoor activity.
- Combine them all for use at a health fair or field day.

The following activity breaks come from Kerry Cartwright, first grade teacher at Young Elementary School in Saco. They are great for all ages.



High Knee Run/March: Run or march in place, lifting your knees in front of you as high as you can.

Hula Hoop: Around your waist. Do the best you can and have fun! Keep moving your hips! Hula hoop twirling builds abdominal strength. Twirling two hula hoops (one on each arm) builds hand-eye coordination.

Tree Pose: Balance on one foot. Place your other foot on the inside of your balanced leg. Your knee should be pointing to the side and your heel pointing up your leg. It is okay to leave your toes on the ground if you need to. Bring your hands together in front of you or overhead. Change legs after a count of 30.

Wood Chopper: Stand with your feet hip distance apart. Squat down with arms extended in front of you with a ball between your hands or just bring your hands together in a fist. As you lower in a squat bring the ball towards the ground. As you rise up, bring the ball over your head. Keep your eyes looking straight ahead the entire time.

Chair Pose: Feet together. Legs together. Keeping your knees together, sit back like you are sitting in a chair. Hold that position as long as you can. Relax when you need to, and then try again.

Skate in Place: Pretend to ice skate in place as you hop side to side, bringing your heel behind you as high as you can. Swing your arms side to side. You can do this without hopping by stepping side to side.

Agility Ladder: Place a ladder on the ground. Run through the ladder without stepping on the bars. Pick your knees up high! Run through the ladder and then jog around to the other end to do it again.

Squeeze the Ball: Place a ball between your hands, elbows pointing out to the side. Squeeze your palms in towards the ball. Feel your arms working hard!

Jump Rope: You can pretend to jump rope or use a real jump rope. Keep moving! Jumping rope builds endurance and is recommended for both children and adults. It can be done individually or in a group setting.

Hands to Knee: Extend your arms overhead. Lock your thumbs together. Lift one knee up as you pull your arms down to touch that knee. Arms go back overhead as that foot goes back down to the ground. Lift the other knee as you pull your arms down to touch the knee. Stand nice and tall to help your abdominal muscles get strong!

Use

PHYSICAL ACTIVITY AS A REWARD



Let's help kids understand that movement can be fun!

Using physical activity instead of a food reward:

- Helps kids get their 1 hour a day!
- Makes physical activity fun!
- Won't limit how many rewards you can give, as they just add up to more activity for kids!

So next time you want to reward kids, think about how you could make it physically active. Here are some ideas to get you started:

- A 'walk and talk' with a special person.
- Dancing to favorite music.
- Extra outdoor time.
- Setting up an obstacle course.
- Special access to particular toys or games that promote movement like a bike or jump rope.
- A monthly physical activity event to celebrate accomplishments.

Create a

DEDICATED **ACTIVITY SPACE**

If you need additional funding to get your activity space started, consider these ideas:

- Host a healthy fundraiser.
- Ask parents for donations (may be either supplies or funding).
- Look for grant opportunities – reach out to your *Let's Go! Coordinator* for ideas!

The concept of an activity room or an activity corner has been successfully implemented as a way to reward good behavior and incorporate physical activity into the day. Follow the steps below to create your own activity space.

- **Identify a room or corner of a room** that can be used as the activity space (work with your director or administrator, if applicable). The space can be fairly small, but should be big enough to accommodate a small group of 3-4 children.
- **Set up the space** by laying down foam floor mats or a carpet with yoga mats.
- **Stock the space** with games and activities that can be used for physical activity.
- **Make the activity space part of your daily routine.**
- **Allow staff to give children** a “coupon” for 10 minutes in the activity space as a reward for good behavior.
- **Let children use the space to “get their wiggles out.”**

twister • jump ropes • yoga balls • yoga cards • tents •
scarves • bean bags • hula hoops • floor spots • tunnels

have fun
and get the
wiggles out!



THE STORYWALK™ PROJECT

For other questions, such as “How do I make my own StoryWalk™?” or “How much does it cost to make a StoryWalk™?”, please contact the creator Anne Ferguson at 802.223.7035.



What is a StoryWalk™?

A StoryWalk™ combines physical activity with literacy.

It's an innovative way to get people of all ages out walking while reading children's picture books. Pages of a book are transformed into signs that are then laid out on a trail inviting families, children, caregivers, teachers, and others to follow the path of pages.

Where can I use a StoryWalk™?

A StoryWalk™ can easily be set up on playgrounds, walking paths, hiking trails, or fields. Our signs are windproof and waterproof and can be placed at different heights for various age levels.

How might my organization borrow a StoryWalk™?

In the Portland, Maine area: For information on borrowing the *Let's Go! StoryWalk™ Scoot!* by Maine author/illustrator Cathryn Falwell, contact either Jackie Rogers at 207.541.6952, email jrogers@portlandmaine.gov, or Amanda Hutchins at 207.874.8618, email ahutchins@portlandmaine.gov.

In the Rockport, Maine area: For information on borrowing the *Let's Go! StoryWalk™ Down to the Sea with Mr. Magee* by Maine author/illustrator Chris Van Dusen, contact Adrienne Gallant at 207.596.8951, email agallant@penbayhealthcare.org.

Snow Day! To borrow *Snow Day!* by author Patricia Lakin and illustrator Scott Nash, please contact Marion Doyle directly through the WinterKids Program at mdoyle@winterkids.org.



GET AT LEAST HOUR OF PHYSICAL ACTIVITY EVERY DAY

Move an hour every day!

Physical Activity Can Be Free and Fun!

- Take a walk with your family
- Play with your pet
- Play tag
- Take a bike ride
(remember to wear your helmet)
- Turn on music and dance
- Jump rope
- Play Frisbee
- Take the stairs
- Park the car at the end of the parking lot
- Make snow angels

Make Physical Activity Easier.

- Make gradual changes to increase your level of physical activity.
- Track the level of your physical activity using a pedometer, fitness band, or online tracker.
- Choose toys and games that promote physical activity (e.g. balls, hula hoops, jump ropes, scarves).
- Do physical activities together with friends or family.
- Turn off the TV and computer and keep them out of the bedroom.
- Limit recreational screen time (e.g. TVs, computers, video games, etc.).
- Encourage lifelong physical activity by incorporating it into your routine.
- Keep physical activity fun! You'll be more likely to do it.



Did you know?

One hour of moderate physical activity means:

- Doing activities where you breathe hard, like fast walking, hiking, or dancing.

20 minutes of vigorous physical activity means:

- Doing activities where you sweat, like running, aerobics, or basketball.

Physical activity...

- Makes you feel good.
- Makes your heart happy.
- Makes you stronger.
- Makes you flexible.

Be a Role Model.

- Schedule active family play time daily.

MAKE **PHYSICAL PLAY** PART OF **EVERY DAY!**

Children need **LOTS** of time to move their bodies! Movement helps children develop their motor skills, which are important to all other areas of development—language, cognition, social, emotional, and adaptive skills. Children need encouragement, instruction, and opportunity to develop their motor skills; help support this by practicing the following.



Be intentional about teaching your kids how to move.

Movement skills don't always naturally develop. Try purposefully including the following active movements in your play time with your children:

UPTO 1 YEAR OLD – Stretching, patting, grasping, releasing, creeping, crawling

1 TO 2 YEARS OLD – Clapping, grabbing, squeezing, pressing, stamping, pushing, pulling, jumping

2 TO 3 YEARS OLD – Twisting, balancing, waddling, climbing, marching, rolling, sliding, turning

3 TO 4 YEARS OLD – Hopping, tossing, galloping, jumping, slithering, darting, bouncing, trudging

4 TO 5 YEARS OLD – Tumbling, running, galloping, prancing, skipping, throwing, catching, tip-toeing, bending, stretching, collapsing, sneaking, balancing, trotting, kicking, batting

Choose toys that promote movement.

Depending on the age of your child, there are different toys to consider.

UPTO 1 YEAR OLD – Floor mirrors, crib gyms, snap lock beads, push and pull toys, low climbing platforms

1 TO 2 YEARS OLD – Activity tables, bean bags, tunnels, large balls, ride on toys (no pedals)

2 TO 3 YEARS OLD – Wagon/wheelbarrow, spinning seat, hopper balls, rocking horse

3 TO 4 YEARS OLD – Foam flying disks, soft baseball and bat, adult-like push toy (lawnmower, vacuum, etc.), double blade ice skates, ribbon wands

4 TO 5 YEARS OLD – Climbing ropes, kite, jump rope, Velcro catching mitt, junior size sports equipment (soccer ball, football, batting tee, etc.)

Make your family time active by:

- Scheduling active family play into your routine.
- Playing active games together (Twister, red light/green light, Simon says, charades, tag).
- Acting out favorite stories.
- Going on a walk or hike together.
- Setting up an obstacle course in the house or garage.
- Dancing to music.



TAKE IT OUTSIDE

With so much technology, it can be hard to pull ourselves away from indoor attractions like computers, TVs, and video games. As a result, we miss out on the exciting and beautiful world of nature that is right outside the door. Spending time in nature, either alone or with our families, has positive outcomes for everyone.

Did you know that experts have found that kids who have greater contact with nature are happier, healthier, smarter, more creative, more optimistic, more focused, and more self-confident? Families also have stronger bonds and get along better if they participate in activities outside. Getting outside can even help prevent diabetes, behavioral disorders, and depression. So, no matter how tempting staying inside may be, making time for nature is really important!

Tips to get involved:

- Make a list of nature activities that your kids want to do and then use those activities as rewards.
- Encourage kids to go outside with you while you do yard work.
- Help kids plant a garden that they can take care of.
- Check out books on local animals, like birds, and help your kids explore them.
- Get other friends and families involved in your nature outings – the more, the merrier!

Here are some fun, family-friendly outdoor activities you can try:

- Go apple or berry picking
- Jump in puddles
- Go stargazing and pick out your favorite constellations
- Plant a vegetable garden
- Go for a hike or nature walk
- Collect seashells on the beach
- Follow animal tracks
- Sleep in the backyard
- Go sledding
- Go fishing



STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY FIVE

Limit Recreational Screen Time

STRATEGY 5: Limit Recreational Screen Time

why does this matter?

Limiting screen time can help prevent childhood obesity.¹

Young children who spend less time watching TV tend to do better in school, have a healthier diet, and are more physically active when they are older.²

Too much screen time puts kids at risk for lower reading scores, attention problems, and problems learning.³⁻⁶

Screen time includes time spent watching TV, playing video games, using a computer, and using mobile devices such as smartphones and tablets.

As new screen technologies become popular, they don't replace the old ones. For example, video games and tablets have not replaced television time—they have actually added to the amount of time kids spend with screens.⁷

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STRATEGY 5: Limit Recreational Screen Time

how to implement

Today's children are getting far too much screen time when compared to recommended limits. Here are several ways you can help children limit their recreational screen time. Pick and choose what works best for your program!

Bolded items mean there is a supporting handout in this section!

SCREENS

include TVs, computers, video games, tablets, and smartphones.

RECREATIONAL SCREEN TIME

is screen time used for non-educational purposes.

Be smart about screen time:

- Prohibit screen time for children under the age of 2.
- For children 2 and older, aim to use screen time for educational purposes only.
- If you allow recreational screen time for children aged 2 and older, limit it to 2 hours or less each week.
- Use physical activity to replace screen time. Get some ideas from the **Pause to Play** handout.
- Remove the television from the care room(s). If you can't remove it, cover it up with room dividers or a fabric barrier.
- Use a timer to cue children when their screen time is up.
- Use audio books or soft music for rest time instead of television.
- Identify screen-free alternatives with the kids' help using the **My Favorite Things to Do Instead of Watching TV** worksheet.
- Create **Take Home Activity Bags** to replace screen time.

Learn about the importance of limiting recreational screen time and how to do it and share this knowledge with families using these handouts:

- **Limit Recreational Screen Time to Two Hours or Less**
- **Promote Healthy Viewing Habits**
- **Unplugged!**
- **Screen Time and the Very Young**
- **National Screen-Free Week**
- **Tips for Reading to Young Children**

Set a program policy that limits recreational screen time.

- Refer to the **Let's Go! Recognition Program packet** in the 'Step 5: Celebrate' Tab for help with this.



unplugged
can be fun!



Change
the Channel
PAUSE

TO PLAY

Kids are getting way too much screen time these days – up to 7 hours a day in some cases. Much of the time kids are spending in front of screens is time kids USED to spend being active. Let's switch this back around and replace screen time with physical activity!

Here are some ideas to get you started:

- Turn on music and have a dance party.
- Set up an obstacle course.
- Allow extra outdoor time.
- Do age-appropriate exercise videos.
- Do a scavenger hunt.
- Play active games like: Red Light Green Light, Freeze Dance, Hopscotch, Tag, Simon Says, Twister

bring
back
silly!



My Favorite Things to Do

INSTEAD OF **WATCHING TV**



let's
unplug
together!



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Name: _____

Life is more fun when you join in!

What do you like to do that helps your mind and body grow strong?

Here are some ideas to get you going:

puzzles • reading • dancing • singing •
hopsotch • building towers • playing
dress-up • jumping • rolling down hills •
walking • riding a bike • playing catch •
helping in the kitchen • flying kites

This image shows a blank sheet of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

ACTIVITY BAGS

what's in
your bag?



**Looking for a way to help families unplug from screens?
Try creating Take Home Activity Bags!**

1. **Create Take Home Activity Bags or Boxes.** Fill a bag or box with new and different activities for kids and families to do at home as an alternative to screen time. Include special items that kids don't have access to every day. You want to provide desirable items that the kids want!

2. **Advertise to families.** Let families know that kids may "check out" an Activity Bag for the evening as an alternative to screen time. Consider adding the sentence below to parent newsletters.

"Attention Families! We now provide Take Home Activity Bags available to check out overnight for a fun alternative to screen time! If you'd like to have a screen-free evening, contact ____."

3. **Develop a check-out system.** Who will be responsible for the bags? How long will parents be allowed to borrow them for? How will you handle any lost or broken items?

4. **Keep the bags updated.** Use fun and exciting toys and activities!

floor puzzles • board games • activity
dice • snow block makers • directions
and supplies for special arts and crafts
• jump ropes • animal tracks book •



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2

LIMIT RECREATIONAL SCREEN TIME HOURS OR LESS EVERY DAY

Keep TV/Computer out of bedroom. No screen time under the age of 2.

Life is a lot more fun when you join in!

Try These Activities Instead of Watching TV.

- Ride a bike.
- Go on a nature hike.
- Put together a puzzle.
- Turn on music and dance.
- Read a book or magazine.
- Spend time catching up with your family.
- Take your kids to the park or beach.
- Play board games.
- Walk, run, or jog.
- Start a journal.
- Play ball (basketball, catch, soccer, etc.).
- Go to the library.
- Explore free activities in your community.
- Rollerblade.
- Play charades.
- Go play in the snow (e.g. sled, ski, snowshoe, build a snowman or fort).

Tame the TV and Computer!

Set Limits and Provide Alternatives.

- Set some basic rules, such as no TV or computer before homework or chores are done.
- Do not watch TV during mealtime.
- Use a timer. When the bell rings, it's time to turn off the TV.
- Eliminate TV time during the week.
- Set family guidelines for age-appropriate shows.
- Make a list of fun activities to do instead of being in front of a screen.
- Keep books, magazines, and board games in the family room.

Healthy Screen Time Means:

- No TV/computer in the room where the child sleeps.
- No TV/computer under the age of 2.
- One hour of educational TV/computer time between ages 2 and 5.
- After the age of 5, two hours or less per day.

Did you know?

- Screen time includes time spent on TVs, computers, gaming consoles/handhelds, tablets, and smartphones. It's important to limit the use of ALL screens.
- Watching TV is associated with more snacking and increased obesity.
- Too much TV has been linked to lower reading scores and attention problems.

PROMOTE **HEALTHY VIEWING** HABITS

How much screen time is too much?

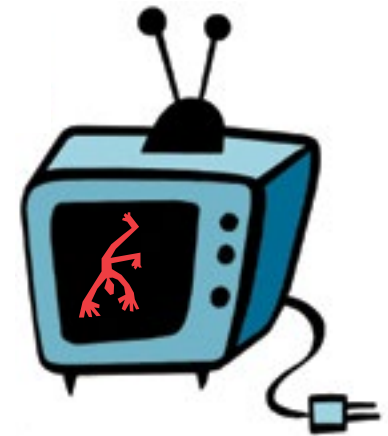
The American Academy of Pediatrics (AAP) recommends that kids under 2 years old not have ANY SCREEN TIME and that those older than 2 have no more than 1-2 hours a day of quality programming.

Why is this important?

The first two years of life are considered a critical time for brain development. TV and other electronic devices can get in the way of exploring, playing, and interacting with parents and others, which encourages learning and healthy physical and social development.

Here are some tips you can use to help your child develop positive screen time habits:

- Keep screens out of your child's bedroom.
- Turn off TV and put away handheld devices during meal time.
- Treat screen time as a privilege to be earned — not a right.
- Establish and enforce family viewing rules, like allowing screen time only after chores and homework are complete.
- Make a list of fun activities to do instead of being in front of a screen. Keep books, magazines, and board games easily available.



What counts as a screen time?

Screen time means any time spent using TVs, computers, video games, tablets, and/or smart phones.



UNPLUGGED!

Life is a lot more fun when you join in!



Interesting Facts About TV

- Screen time can be habit-forming: the more time children engage with screens, the harder time they have turning them off as they become older children.
- Over 50% of advertisements accompanying children's TV shows are about foods, and up to 98% of these promote foods that are high in fat, sugar, and/or sodium.
- Reducing screen time can help prevent childhood obesity.
- Children who spend less time watching television in early years tend to do better in school, have a healthier diet, be more physically active, and be better able to engage in schoolwork in later elementary school.
- Limiting exposure to television during the first 4 years of life may decrease children's interest in it in later years.

Adapted from Campaign for a Commercial-Free Childhood

Check these out!

- Center on Media and Child Health: www.cmch.tv
- Campaign for a Commercial-Free Childhood: www.commercialfreechildhood.org

Try some of these “unplugged” activities instead of watching TV.

- Take a walk
- Ride a bike
- Go on a nature hike
- Put together a jigsaw puzzle
- Go camping (even if it's just in the backyard)
- Go to a school sporting event
- Play a board game
- Read a book
- Play outside
- Turn on the music and dance
- Start a journal



SCREEN TIME AND THE VERY YOUNG

Do yourself and your young children a favor—create an electronics-free bedroom and role model by reducing your own recreational screen time.

The American Academy of Pediatrics recommends NO screen time for children under 2 years of age. Listed below are some of the effects that excessive screen time (over two hours a day) can have on the very young.

Excessive Screen Time

- Can be habit-forming. The more time a young child is engaged with screens, the harder time they have turning them off as older children.
- Is linked to irregular sleep patterns and delayed language acquisition for children under 3.
- Is associated with problems later in childhood, including lower math and school achievement, reduced physical activity, social challenges, and increased BMI.
- Means less time involved in creative play and constructive problem solving.

Reduced Screen Time

- May lead to decreased interest in screen time when children are older.
- Can help prevent childhood obesity by allowing more time for physical activity and less exposure to television advertising for unhealthy foods targeted at children.
- Is related to doing better in school, having a healthier diet, being more physically active, and being better able to engage in school work.
- Can start now! Limiting exposure before age 6 greatly reduces some of the risks of excessive screen time.

Source: Campaign for a Commercial-Free Childhood.



Participate in

NATIONAL SCREEN-FREE WEEK

Visit

www.screenfree.org
for more information
and great resources.

Screen-Free Week (formerly TV Turn-Off Week) is the annual national celebration where children, families, schools, and communities turn off TVs, video games, computers, and hand-held devices, and turn on life. Instead of relying on screens for entertainment, play, read, daydream, explore nature, and spend time with family and friends. This event is presented by the Campaign for a Commercial Free Childhood, and endorsed by many organizations, including the American Public Health Association, the National Head Start Association, KaBOOM!, the National Coalition for Promoting Physical Activity, and the US Play Coalition.

Life is a lot more fun when you join in!

Get ready for national Screen-Free Week by planning fun ways for you and your community to resist turning on that screen!

Here are some ideas to start with:

- Organize a group walk.
- Hold a bike parade.
- Plan a nature hike or scavenger hunt.
- Invite families to participate in a field day.
- Host a game night – have everyone bring their favorite game or puzzle to share.
- Hold regular story times.
- Organize a family dance.



TIPS FOR **READING** TO YOUNG CHILDREN

Reading to your child at least 20 minutes a day is very important, even with infants.



Concepts like stories, numbers, colors, shapes, and many more come to life when you read to your child and spend time together looking at the book. Reading to your child naturally helps bonding and closeness while helping a growing brain develop.

Here are some tips to help make reading to your young child a joy for everyone involved!

- For squirmy kids, use your own words instead of reading the text. It's okay to forget the plot for now and just talk about the pictures. Point to objects as you talk about them.
- Put life into the reading with your voice. Give different voices to different characters. Make the sounds of the animals pictured.
- Move your fingers across the page to show that movement is taking place.
- Each time you read a book, talk about the same things using the same words. Children love repetition and enjoy it when they know what you're going to say next.
- Encourage participation in the story (e.g., pointing at objects, repeating words after you, or adding sound effects).



Even if you don't feel like reading, remember, many requests for book-time are merely indications that your child wants to sit and cuddle.

- Talk about the pictures; don't stay on one page too long. Don't even expect to finish the book!
- Start with "easy-to-read," bright, simple picture books.
- Use the book the way you want to use it. For instance: you don't have to teach numbers to a one-year-old with a counting book. Just talk about the pictures, instead. You don't have to read what the book says. If the story includes a particular event or emotion you'd rather not present, make up your own version.

Reading together is a great substitute for screen time.



www.lets-go.org

STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY SIX

Participate in Local, State and National Initiatives
that Support Healthy Eating and Active Living



STRATEGY 6: Participate in Local, State, and National Initiatives that Support Healthy Eating and Active Living

why does this matter?

Other initiatives may **share new information, tools, and resources** that will support your efforts and increase the potential to create change.¹⁻³

Valuable relationships can be formed through collaboration with other initiatives that will help promote culture change across the community.¹⁻³

Coordinating with other initiatives to support healthy eating and active living will help to **improve the commitment and sustainability of local efforts.**¹⁻³

References

1. Keener D, Goodman K, Lowry A, Zaro S, Khan LK. Recommended community strategies and measurements to prevent obesity in the United States: Implementation and measurement guide. *Centers for Disease Control and Prevention*. 2009.
2. Organization WH. Population-based prevention strategies for childhood obesity: report of a WHO forum and technical meeting, Geneva, 15-17 December 2009. 2010.
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STRATEGY 6: Participate in Local, State and National Initiatives that Support Healthy Eating and Active Living

how to implement

Bring fresh ideas and resources to your *Let's Go!* work when you participate in other initiatives that support healthy behaviors.

Bolded items mean there is a supporting handout in this section!

Get involved with one of these excellent initiatives:

- Farm to Preschool www.farmtopreschool.org
- WinterKids Preschool GOAL www.winterkids.org
- Cooking Matters for Child Care Professionals class www.gsfb.org/how-we-help/programs/cooking-matters-maine
- Let's Move Child Care www.healthykidshealthyfuture.org

Use national healthy observations

- Use **Healthy Dates to Celebrate** to enhance your curriculum.

here **there** and
everywhere!



Put These on Your Calendar

HEALTHY DATES TO Celebrate



who
doesn't
like to
celebrate!

The chart below shows some of the special days, weeks, and months of the year for celebrating health. Choose the special occasions you would like to celebrate with the kids. By adding these healthy dates into your schedule, you'll enhance your curriculum, support healthy eating, and promote physical activity all at the same time!

MONTH	SPECIAL DAYS, WEEKS, AND MONTHS
September	Fruits and Veggies – More Matters www.fruitsandveggiesmorematters.org Family Health and Fitness Day USA www.fitnessday.com
October	Health Literacy Month www.healthliteracy.com International Walk to School Month www.iwalktoschool.org
Week 2	National School Lunch Week www.schoolnutrition.org
November	Take a Hike Day (17th) National Parfait Day (25th)
December	National Hand Washing Awareness Month www.henrythehand.com
January	National Fiber Focus Month Oatmeal Month http://wholegrainscouncil.org/
Week 4	Healthy Weight Week http://www.healthyweight.net/hwww.htm
February	National Sweet Potato Month American Heart Month www.heart.org
March	National Nutrition Month www.eatright.org
Week 2	National School Breakfast Week www.schoolnutrition.org
April	National Garden Month www.nationalgardenmonth.org
Week 4	National-Screen-Free Week www.screenfree.org
May	National Strawberry Month National Physical Fitness and Sports Month http://www.foh.hhs.gov/dbdmarketing/npfsm.html National Bike Month www.bikeleague.org
1st Wed	All Children Exercise Simultaneously (ACES) www.lensaunders.com/aces
June	National Fresh Fruit and Vegetable Month
August	Watermelon Day (3rd)

For more special monthly observations, go to:

<http://healthymeals.nal.usda.gov/features-month-1>

<http://snap.nal.usda.gov/nutrition-through-seasons/holiday-observances>

<http://food.unl.edu/fnh/january>



STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY SEVEN

Engage Community Partners to Help Support
Healthy Eating and Active Living

STRATEGY 7: Engage Community Partners to Help Support Healthy Eating and Active Living

why does this matter

Positive change is more likely to occur when community partners are part of a program's development and implementation.¹

Engaging community partners and building coalitions can help to coordinate and align efforts and leverage resources in the community to support healthy eating and active living.²

Community engagement can help build trust, find new resources and allies, create better communication, and improve overall health outcomes as successful projects evolve into lasting collaborations.¹



References

1. Centers for Disease Control and Prevention. *Principles of community engagement: Second edition*. CDC/ATSDR Committee on Community Engagement. 2011.

2. Koplan JP, Liverman CT, Kraak VI. Preventing childhood obesity: health in the balance: executive summary. *J. Am. Diet. Assoc.* 2005;105(1):131-138.

STRATEGY 7: Engage Community Partners to Help Support Healthy Eating and Active Living

how to implement

Community partners can add expertise and extra hands to your *Let's Go!* efforts. Think about how you might include one of the community partners below in your plan for the year.

● **Bolded** items mean there is a supporting handout in this section!

Engage community partners:

- Ask SNAP educators to provides nutrition education.
- Ask health professionals such as your local pediatrician or nutritionist to come share their expertise.
- Ask master gardeners to help with your program garden.
- Work with local college students to lead a healthy activity.
- Partner with your local food bank to do a healthy food drive using the **Please Give Nutritiously** handout.
- Take a tour of a local farm to learn how fruits and vegetables are grown.
- Seek funding using the **Sample Language for Requesting Support from Local Businesses**.
- Ask your librarian to read a book (or books) from **Let's Go!'s Suggested Book List for Child Care Programs** (found in the 'Additional Resources' Section of the toolkit).



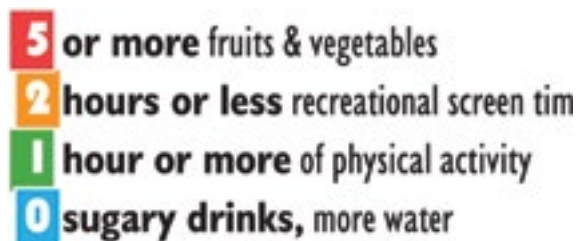
Sample Language for Requesting

SUPPORT FROM LOCAL BUSINESSES

Keys to a successful letter:

- **Be specific!**
Determine what you would like funds for and ask for it specifically.
- **Consider listing a specific amount.**
- **Consider asking for a product as opposed to money.** Food stores may rather donate healthy snacks instead of money.

Our child care program is participating in a healthy lifestyle program called *Let's Go!*. *Let's Go!* promotes the following message:



*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

Through *Let's Go!*, we are working hard to create environments, policies, and practices at our child care program that promote and support healthy lifestyles.

I am writing to request your support in our efforts. While *Let's Go!* can be implemented at no cost, additional funding allows for enhanced implementation of the program. With additional funding, we could contribute to sustainable change by _____. The total cost is estimated at: \$_____. A donation of any amount is greatly appreciated.

Engaging community leaders is one of our goals as a part of the *Let's Go!* program. Support from local businesses will enhance our community as a whole. Thank you for considering our request and please contact me at _____ with any questions.

Sincerely,

Examples to fill in the blank with:

- ...purchasing physical activity equipment that would be used as a reward for good behavior.
- ...being able to provide fresh fruits and vegetables as a snack once a month.
- ...supporting a staff wellness development program to all our staff.
- ...improving the food environment by purchasing salad bars, new equipment, etc.
- ...purchasing pedometers for a walking program.





Please Give Nutritiously

Shelter, soup kitchens, and food banks depend on your generous food donations. Your local Healthy Maine Partnership hopes you give from the heart and for the heart—food that is nutritious and healthy. Here are a few suggestions:

- Whole Wheat Pasta
- Unsalted Nuts & Seeds
- Fruit Canned in Fruit Juice
- Low-sodium Soups, Sauces, & Canned Vegetables
- Canned Beans
- Whole Grain Cereals
- Dried Fruit

Donations can be delivered to:

Pantry: _____

Address: _____

Between the hours of: _____

Contact: _____

Thank you for whatever you can give!



Shopping List

Here is a sample shopping list for your food pantry donations. Take one through the store with you as a reminder of some positive donation items. Check off the items that you find.

- ☒ Thank you for your donations.
- ☐ Beans: black, kidney, navy, garbanzo
- ☐ Whole grains: rice, oats, bran, quinoa
- ☐ Canned fish (packed in water—no added salt)
- ☐ Fruit, canned (packed in juice), peaches, pears, applesauce
- ☐ Nuts and seeds: almonds, walnuts, peanuts
- ☐ Pasta: whole wheat or whole grain
- ☐ Rice: brown, if possible
- ☐ Soup, canned (low sodium): lentil, minestrone, chicken and rice, chili
- ☐ Vegetables, canned: tomatoes, corn, string beans

STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY EIGHT

Partner with and Educate Families in Adopting
and Maintaining a Lifestyle that Supports Healthy Eating and Active Living

STRATEGY 8: Partner with and Educate Families in Adopting and Maintaining a Lifestyle that Supports Healthy Eating and Active Living

why does this matter?

Parents and caregivers:

- Create an environment for kids that encourages either active or inactive lifestyles.
- Make the choices about what types of foods and meals the family eats.
- Model eating and physical activity behaviors.^{1,2}

Partnerships with families can ensure that kids receive consistent messages about healthy behaviors. Families can then engage, guide, and motivate kids to eat healthy foods and be active.³

Kids pick up attitudes and behaviors about eating and physical activity from parents and caregivers.^{1,2}

Parents and caregivers must be involved in promoting healthy lifestyles in order to achieve long-lasting behavior change.¹

References

1. Story M, Kaphingst K, French S. The role of schools in obesity prevention. *Future Child*. 2006;16(1):109-142.
2. Kraak VA, Liverman CT, Koplan JP. *Preventing Childhood Obesity: Health in the Balance*. National Academies Press; 2005.
3. Centers for Disease Control and Prevention. School health guidelines to promote healthy eating and physical activity. *MMWR. Recommendations and reports: Morbidity and mortality weekly report. Recommendations and reports/Centers for Disease Control*. 2011;60(RR-5):1.

STRATEGY 8: Partner with and Educate Families in Adopting and Maintaining a Lifestyle that Supports Healthy Eating and Active Living

how to implement

Partnerships with families promote consistent messaging about healthy lifestyles and can influence the home environment. Here are some ways to bring families into the fold!

Bolded items mean there

● is a supporting handout!



talk
it up!



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Partner with Families:

- Send home the **Letter to Families Announcing a New Partnership** (found in the 'Step 1: Sign-Up or Re-Engage' tab of the toolkit).
- Ask parents to be a part of your *Let's Go!* team.
- Send home the *Let's Go!* "Message to Families" once you are implementing all 5 priority strategies. (Refer to the **Let's Go! Recognition Program packet** in the 'Step 5: Celebrate and Recognize' Tab for a copy of the Message to Families. There is also a modifiable version available online at www.letsgo.org/toolkits/ec-toolkits).
- Invite families to participate in healthy eating and active living activities at your program.
- Utilize the skills of parents (e.g. nutritionist, carpenter, artist, etc.) to support your 5-2-1-0 efforts.
- Use bulletin boards and wall space to promote 5-2-1-0 messages.
- Create a 5-2-1-0 *Let's Go!* section of your program newsletter.
- Host family wellness events such as:
 - Educational sessions
 - Family cooking classes
- Support breastfeeding mothers in reaching their breastfeeding goals. (Refer to the **Breastfeeding Support Tab** for specific materials to help with this).
- Send home parent handouts such as **5-2-1-0 Every Day**

There are lots of parent handouts to share!
Choose the ones you want to send home, and then go to that section to find them:

STRATEGY 1: Limit unhealthy choices for snacks and celebrations; provide healthy choices.

- Ideas for Healthy Snacks
- Quick Snacks for Healthy Kids
- Healthy Snack Ideas – Letter to Families
- Healthy Foods for Celebrations – Letter to Families
- Non-Food Celebrations – Letter to Families
- Kids in the Kitchen
- Eat at Least Five Fruits and Vegetables a Day
- Healthy Shopping On a Budget
- Understanding Food Labels
- Maine Seasonal Food Guide
- Breakfast Is Best
- A Meal is a Family Affair
- Fruits and Vegetables, All Year Long!
- What's A Healthy Portion? continued

STRATEGY 8: Partner with and Educate Families in Adopting and Maintaining a Lifestyle that Supports Healthy Eating and Active Living

continued

how to implement

Partnerships with families promote consistent messaging about healthy lifestyles and can influence the home environment. Here are some ways to bring families into the fold!

Bolded items mean there is a supporting handout!

- Tips for a Healthier Diet
- Handling a 'Choosy' Eater • Phrases that **HELP** and **HINDER**
- Practicing the Division of Responsibility When Feeding Children

STRATEGY 2: Limit or eliminate sugary drinks; provide water.

- Limit Sugary Drinks Sent in from Home – Letter to Families
- Limit or eliminate sugary drinks; provide water.
- What Should Young Children Drink?
- Water is Fuel for Your Body
- Is Juice a Healthy Choice or An Occasional Treat?

STRATEGY 3: Prohibit the use of food as a reward.

- Food Rewards Add Up
- What the Experts Say about Food Rewards
- Non-Food Rewards at Home

STRATEGY 4: Provide opportunities to get physical activity every day.

- Get One Hour or More of Physical Activity Every Day
- Make Physical Play Part of Every Day!
- Take It Outside

STRATEGY 5: Limit recreational screen time.

- Limit Recreational Screen Time to Two Hours or Less
- Promote Healthy Viewing Habits
- Unplugged!
- Screen Time and the Very Young
- National Screen-Free Week
- Tips for Reading to Young Children

make healthy the
buzz word!



5-2-1-0 EVERY DAY!

Follow the 5-2-1-0 message to a healthier you!



- Aim to eat a wide variety of brightly colored fruits and vegetables.
- Fill half of your plate with fruits and/or vegetables.
- Frozen and canned are just as nutritious as fresh.
- Try new fruits and vegetables to discover what you like!



- Keep TV and computer out of the bedroom.
- No screen time under the age of 2.
- Turn off screens during meal time.
- Plan ahead for your screen time instead of just turning it on.



- Take a family walk.
- Turn on the music and dance.
- Use the stairs.
- Choose activities that you enjoy!



- Keep sugary drinks out of the grocery cart.
- Drink water when you are thirsty. It's the #1 thirst quencher!
- Keep a water bottle on hand and fill it up throughout the day.
- Put limits on 100% juice.

For more ideas visit www.letsgo.org

STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY NINE

Implement a Staff Wellness Program
that Includes Healthy Eating and Active Living

STRATEGY 9: Implement a Staff Wellness Program that Includes Healthy Eating and Active Living

why does this matter?

Staff who practice **healthy eating and active living** are great role models for kids.^{1,2}

A staff wellness program can strengthen the healthy eating and active living message that kids are already receiving.

A staff wellness program can encourage staff to **value nutrition and physical activity more highly**, and can increase their commitment to adopting and creating a healthy environment for the children in their care.^{1,3}

Staff becomes **more comfortable talking** about nutrition and physical activity, and they are more likely to serve healthy options for snacks, at celebrations, and at staff meetings.¹⁻⁴

References

1. Story M, Kaphingst K, French S. The role of schools in obesity prevention. *Future Child*. 2006;16(1):109-142.
2. Centers for Disease Control and Prevention. School health guidelines to promote healthy eating and physical activity. *MMWR Recommendations and reports: Morbidity and mortality weekly report. Recommendations and reports/Centers for Disease Control*. 2011;60(RR-5):1.
3. Crawford PB, Gosliner W, Strode P, et al. Walking the talk: Fit WIC wellness programs improve self-efficacy in pediatric obesity prevention counseling. *Am. J. Public Health*. 2004;94(9):1480-1485.
4. Gosliner WA, James P, Yancey AK, Ritchie L, Studer N, Crawford PB. Impact of a worksite wellness program on the nutrition and physical activity environment of child care centers. *American Journal of Health Promotion*. 2010;24(3):186-189.

STRATEGY 9: Implement a Staff Wellness Program that Includes Healthy Eating and Active Living

how to implement

Staff who practice healthy eating and active living are great role models for kids. Help keep staff healthy by using the following tips.

Bolded items mean there is a supporting handout in this section!

Encourage Staff Wellness:

- Follow the **Healthy Food and Beverage Guidelines for Meetings and Occasions**.
- Incorporate movement breaks into meetings using the **Active Meeting Guidelines**.
- **Provide and Promote Safe Walking Routes**.
- Remove junk food from staff areas.
- Use walking meetings.
- **Be a Healthy Role Model** for the children.
- Provide opportunities for staff to learn about healthy eating and active living.

See the **Healthy Workplaces Toolkit** at <http://www.letsgo.org/toolkits/healthy-workplaces/> for more information on how to:

- Increase healthy eating at work
- Increase movement at work
- Support healthy families



ACTIVE MEETING GUIDELINES



Movement during a meeting – standing, stretching or participating in a movement break – increases meeting participation and attention span, which can mean a more productive meeting. *Let's Go!* encourages movement in all meetings. Everyone will benefit from increased movement, no matter how brief. To increase movement during your meetings, follow these basic guidelines.

Guidelines for Meeting Leaders:

- At the beginning of every meeting **let participants know it's okay to stand up** and move during the meeting or to ask for a movement break.
- Provide **one to two movement breaks each hour** (self-directed or structured).
- **Include breaks on the agenda.**
- Always allow for participants to opt out of the activity.
- Movement breaks may be self-directed, led by the meeting facilitator, or video routines may be viewed on a website. Resources for each are in the *Let's Go!* Healthy Workplace toolkit and at www.letsgo.org.

Keep it going!

- When the energy is waning, ask everyone to stand up, take a deep breath, lift their arms over their head to reach to the ceiling, lower their arms and sit back down.
- If your discussion stalls, take a two-minute stretch break.
- Movement breaks can be as quick as two minutes, so no matter how long your meeting is, you can fit one into the agenda!



Guidelines for Meeting Participants:

- Movement is always optional.
- **Feel free to stand up in the back of the room.**
- Move only in ways you feel comfortable.
- Assess space and clearance to avoid injury.
- Individuals with acute or chronic conditions, or other concerns about their health, should check with their provider before beginning any new physical activity.



Healthy Food and Beverage Guidelines for

MEETINGS AND CELEBRATIONS

Hosting a meeting or celebration?**Thinking about providing food and beverages?**

Follow these guidelines to promote healthy, nourished employees!

Guidelines:

WATER – Provide pitchers with cold, fresh water and cups, or bottled water.

MEALTIMES – Food doesn't need to be provided at every meeting, especially at meetings less than one hour.

- Notify meeting attendees ahead of time if food will be provided.
- If possible, avoid holding meetings during lunch. Lunch may be the best time for employees to get movement into their workday.

MEETING TIME	CONSIDER PROVIDING	ALWAYS PROVIDE
7 a.m. - 8 a.m.	Light Breakfast, Coffees, Teas	Water
9 a.m. - 11:30 a.m.	Healthy Snacks	Water
11 a.m. - 12:30 a.m.	Light Lunch	Water
12 p.m. - 4 p.m.	Healthy Snacks	Water

Healthy Beverages:

Provide fresh cold water, milk, coffee, tea, or 100% juice. Soda is not a healthy option.

A Healthy Breakfast includes:

- Fruit (whole or cut up).
- Whole grains such as whole grain bagels, muffins, granola or oatmeal. You must specifically request whole grain bagels or muffins from your caterer. Ask for 'mini' versions.
- Protein – eggs (hard boiled or egg sandwich if it's a grab and go breakfast), peanut butter for bagels, yogurt, smoothies made with yogurt or protein powder, or protein bars.

A Healthy Lunch includes:

- Fruit (whole or cut up).
- Vegetables (salad, crudité, soup, hot or cold vegetable sides).
- Whole grains such as sandwich bread, couscous, tabouli, quinoa, crackers. You must specifically request whole grain items from your caterer.
- Entrées – Sandwiches (e.g. turkey, chicken, hummus, portabella mushroom), entrée salads (e.g. chicken caesar salad, chef salad), vegetable pizza with cheese on whole grain crust.

A Healthy Snack may be:

Trail mix, pretzels, baked chips, veggie platter, fruit (whole or cut up), peanut butter and whole-grain crackers, yogurt, or popcorn.

Healthy Food Tips:

- Serve whole grains, fruits, and vegetables whenever possible.
- Serve small portions – cut items in half or quarters.
- Dessert doesn't have to be heavy – fresh fruit, fruit crisp, or small cookies are excellent choices. No dessert is also an option!
- Include a vegetarian option at all meals.
- Identify food items with signage.
- Serve salad dressing on the side.

think twice
before
providing food



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Provide and Promote

SAFE WALKING ROUTES

Make it easier for employees to fit more movement into their day by providing and promoting walking routes at or near the workplace.

Find Safe Areas to Walk

Safe areas could include non-congested indoor hallways, around the edges of the employee parking lot, a nearby town park or walking path, or sidewalks through a nearby neighborhood.

Get Approval

Remember to check with the building owner or property management before installing signage or marking distances.

Measure Distance of Walking Routes (optional)

For routes on your organization's property, mark or post distances. Use an app such as Walk Watch or RunKeeper or ask to borrow a measuring wheel from your local recreation department or police department.



Promote Walking Options

Install signage along paths to direct walkers and show them the distance they have walked. Provide laminated walking maps in conference rooms so meeting attendees know where they can take a walk during a movement break. Recruit champions (including department and senior management and wellness committee members) to lead by example by taking walks and leading walking meetings. (See **Active Meeting Guidelines**.)

Provide Time for Walks

Allow and encourage staff to take walking breaks.

get
moving!



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Be a

HEALTHY Role Model

What You Do Makes a Difference!

Research shows that kids learn by watching those around them. They learn about eating habits, attitudes toward food, how they should feel about their bodies, and how to be physically active (or inactive).

As an important adult in a child's life, there are things you can do to help them learn healthy habits. Even small changes will make a big difference to the kids around you!

Be a Healthy Role Model By:

- Eating healthy foods.
- Limiting use of handheld devices.
- Participating in physical activity with the kids.
- Drinking water.
- Putting any beverage that isn't water in an unmarked opaque container.

children are
watching you!



STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY TEN

Collaborate with Food and Nutrition Programs
to Offer Healthy Food and Beverage Options

STRATEGY 10: Collaborate with Food and Nutrition Programs to Offer Healthy Food and Beverage Options

why does this matter?

Food and nutrition programs are essential partners in the mission to promote healthy eating.

Collaboration with food and nutrition programs **provides guidance and expertise** around nutritious meals and snacks.¹⁻³

Food and nutrition programs can reinforce positive nutrition messages by hosting educational food activities such as Eat Your Way through the Rainbow, March through the ABCs, taste testing, and kitchen tours.¹⁻³

Collaboration can help incorporate nutrition education into the curriculum.¹⁻³

References

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2. O'toole TP, Anderson S, Miller C, Guthrie J. Nutrition services and foods and beverages available at school: results from the School Health Policies and Programs Study 2006. *J. Sch. Health*. 2007;77(8):500-521.
3. USDA Food and Nutrition Service. Child and Adult Care Food Program (CACFP). <http://www.fns.usda.gov/cacfp/nutrition-and-nutrition-education>. Accessed April 22, 2015.

STRATEGY 10: Collaborate with Food and Nutrition Programs to Offer Healthy Food and Beverage Options

how to implement

Working to increase healthy eating? Don't go it alone! Bring other programs or meal patterns into the mix. Here are some ideas to consider.

Bolded items mean there is a supporting document in this section!

Follow a healthy meal and snack pattern.

Recommended patterns include:

- **Child and Adult Care Food Program (CACFP)**
- **MyPlate**
- **Harvard School of Public Health Healthy Eating Plate**



The Child and Adult Care Food Program (CACFP)

Can Help You Feed Healthy Meals to Children!



What is CACFP?

The Child and Adult Care Food Program offers child care providers the tools to provide healthy meals and nutrition education to children in their care.

Providers receive financial reimbursement for healthy meals (defined by the USDA) served to children.

This program is funded by the United States Department of Agriculture (USDA).

What are the benefits?

State and local sponsoring agencies support care providers in a variety of ways. Examples include:

- Reimbursement for nutritious meals
- On-site support, information, and training
- Suggestions for healthy meals and snacks and physical activity

Who can qualify?

CACFP is available through the State agency for:

- Nonprofit Child Care Centers
- Some eligible For-Profit Centers
- At-Risk Afterschool Care Centers
- Outside School Hours Care Centers
- Adult Day Care Centers
- Emergency Shelters

CACFP is available through local sponsors to Licensed Day Care Homes and some Legal Unlicensed Homes.

(Please see back of flyer)

What is expected of providers?

- Help children develop life-long healthy eating habits
- Serve nutritious meals as defined by the USDA
- Provide a safe and healthy environment for children in your care.
- Meet State or home-sponsor enrollment and record keeping requirements.
- Comply with Staff/child ratios as defined by DHHS Licensing.

Learn more about CACFP

Maine's CACFP website:

www.maine.gov/dhhs/ocfs/ec/occhs/foodpgm.htm

USDA website:

<http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program>

A Federally funded children nutrition program through the USDA Food and Nutrition Services (FNS); State administered through Maine Department of Health and Human Service (DHHS).



2 Anthony Ave,
11 State House Station
Augusta, Maine 04333-0011
Phone: 207-624-7909
Fax: 207-287-6156
TTY: Dial 711 (Maine Relay)

**The Child and Adult Care Food Program (CACFP)
can help you pay for the cost of nutritious meals and snacks
for children in your care.**

How to enroll in the Child and Adult Care Food Program:

DHHS works with a variety of programs across the state to make CACFP work. To enroll in CACFP, contact one of the sponsoring agencies in your community listed below.

Androscoggin

Androscoggin Head Start & Child Care
207-795-4046

Catholic Charities Maine
207-786-0925 or 1-800-784-0157

Community Concepts, Inc
207-739-6615

Family Focus
207-386-1662

Western Maine Community Action
(Livermore Falls Area)
1-800-645-9636 or 207-645-3764

Aroostook

Aroostook County Action Program
207-764-3721

Horizons Unlimited, Inc.
207-764-6659

Cumberland

Catholic Charities Maine
207-786-0925 or 1-800-784-0157

Child Care Services of York County
207-324-0735

Family Focus
207-386-1662

Midcoast Maine Community Action
207-442-7963

Franklin

Catholic Charities Maine
207-786-0925 or 1-800-784-0157

Community Concepts, Inc
207-739-6615

Western Maine Community Action
1-800-645-9636 or 207-645-3764

Hancock

Child and Family Opportunities
1-800-834-4378 or 207-667-2995

Kennebec

Catholic Charities Maine
207-786-0925 or 1-800-784-0157

So Kennebec Child Development Corp.
207-582-3110

Knox

Catholic Charities Maine
207-786-0925 or 1-800-784-0157

Penquis
207-973-3506

So Kennebec Child Development Corp.
207-582-3110

Lincoln

Catholic Charities Maine
207-786-0925 or 1-800-784-0157

Family Focus
207-386-1662

Midcoast Maine Community Action
207-442-7963

Penquis
207-973-3506

So Kennebec Child Development Corp.
207-582-3110

Oxford

Catholic Charities Maine
207-786-0925 or 1-800-784-0157

Community Concepts, Inc
207-739-6615

Penobscot

Catholic Charities Maine
207-786-0925 or 1-800-784-0157

Child and Family Opportunities
1-800-834-4378 or 207-667-2995

Penquis
207-973-3506

Piscataquis

Catholic Charities Maine
207-786-0925 or 1-800-784-0157

Penquis
207-973-3506

Sagadahoc

Catholic Charities Maine
207-786-0925 or 1-800-784-0157

Family Focus
207-386-1662

Midcoast Maine Community Action
207-442-7963

Somerset

Catholic Charities Maine
207-786-0925 or 1-800-784-0157

Penquis
207-973-3506

So Kennebec Child Development Corp.
207-582-3110

Waldo

Catholic Charities Maine
207-786-0925 or 1-800-784-0157

Child and Family Opportunities
1-800-834-4378 or 207-667-2995

Penquis
207-973-3506

So Kennebec Child Development Corp.
207-582-3110

Waldo County CAP
207-338-6809

Washington

Child and Family Opportunities
1-800-834-4378 or 207-667-2995

York

Catholic Charities Maine
207-786-0925 or 1-800-784-0157

Child Care Services of York County
207-324-0735

Office of Child and Family Services

2 Anthony Ave,
11 State House Station
Augusta, Maine 04333-0011

Phone: 207-624-7909
Fax: 207-287-6156
TTY: 1-800-606-0215

USDA is an equal opportunity provider and employer.

MYPLATE

For more information about MyPlate and other healthy tips, visit www.ChooseMyPlate.gov

Try using the MyPlate meal pattern as a guide for creating healthy, balanced meals and snacks—whether served on a plate or packed in a lunch box.

- Make at least half your grains whole grains
- Vary your veggies
- Focus on fruit
- Get your calcium-rich foods
- Go lean with protein



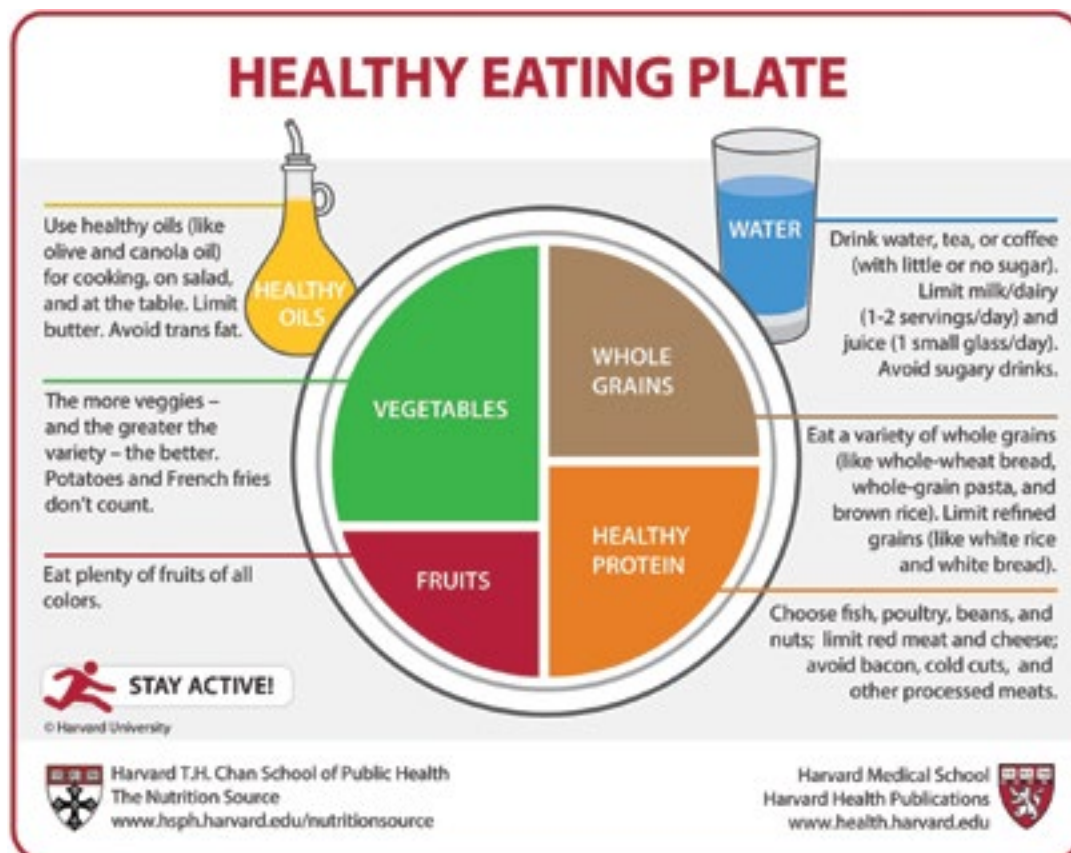
a **colorful** plate
is a **nutritious** plate!

HEALTHY EATING PLATE

For more information about The Healthy Eating Plate visit <http://www.hsph.harvard.edu/nutrition-source>.

Try using The Healthy Eating Plate as a guide for creating healthy, balanced meals and snacks—whether served on a plate or packed in a lunch box.

- Make most of your meal vegetables and fruits – $\frac{1}{2}$ of your plate
- Go for whole grains – $\frac{1}{4}$ of your plate
- Don't skip the protein – $\frac{1}{4}$ of your plate
- Healthy plant oils – in moderation
- Drink water, coffee, or tea
- Stay active



Copyright © 2011, Harvard University. For more information about The Healthy Eating Plate, please see The Nutrition Source, Department of Nutrition, Harvard School of Public Health, www.thenutritionsource.org, and Harvard Health Publications, www.health.harvard.edu.

STEP THREE

IMPLEMENT ACTION PLAN

BREASTFEEDING

how to support breastfeeding families

Child care providers play a critical role in helping mothers achieve their breastfeeding goals. Take some time to closely review the strategies and documents in this section to understand how you can best support mom and baby in successfully breastfeeding.

Bolded items mean there is a supporting handout in this section!

- Implement the practices outlined in **Are You Interested in Becoming a More Breastfeeding-friendly Child Care?**
- Understand the benefits of breastfeeding for mother, child, and your child care program using **The Basics of Breastfeeding Support.**
- Let families know your child care program supports breastfeeding by posting the **Breastfeeding Welcome Here** sign.
- Understand how to best care for breastfed babies using the **Caregiver's Guide to the Breastfed Baby.**
- Ensure quality and safety of breastmilk by posting and sharing with families **Safely Storing Breast Milk.**
- Create a policy that supports breastfeeding moms using the **Sample Breastfeeding Policy for Child Care Programs.**

Feeding a breastfed baby is very different than feeding a formula-fed baby. Be sure and read **The Caregiver's Guide to the Breastfed Baby** to learn more.

Are You Interested in Becoming a More

BREASTFEEDING-FRIENDLY CHILD CARE?

If so, then **Let's Go!** encourages you to focus on:

- Providing mothers' pumped breast milk to their babies.
- Accommodating mothers who want to nurse.
- Supporting mothers' decisions around infant feeding.



Here is how to do this:

Create a Breastfeeding-Friendly Environment:

- Provide a designated area for mothers to breastfeed (other than a bathroom) that is private and sanitary. All you need is:
 - A relaxing chair,
 - A small table for her pump and bottle supplies,
 - An electrical outlet (for electric breast pumps), and
 - A privacy barrier (a door, curtain, or room divider).

TIP: If you're short on space, consider converting an unused corner or closet into a breastfeeding/pumping station that's clean, private, and comfortable.

- Dedicate some refrigerator and freezer space for storage of expressed breast milk.
- Have learning and play materials available for children that normalize breastfeeding. Check out the "Let's Go! Suggested Book List" in the 'Resources' tab for book suggestions. *continued*



Did you know?

The State of Maine law also supports having a designated area for employees to breastfeed. Your designated area could be used by both mothers of children in your care as well as employees who are nursing! The Maine law says:

- Employers must make a reasonable effort to provide a private place other than a bathroom for mothers to breastfeed or express their milk up to 3 years after birth.
- Employers are to offer flexible breaks to pump or nurse; if the amount of break time exceeds lunch and two 15 minute breaks then the break time may be negotiated between employer and employee.

- Post, regularly update, and use a feeding and health plan that is filled out by a parent/guardian and/or healthcare provider.
- Display culturally appropriate breastfeeding support materials. Consider these:
 - **Your Guide to Breastfeeding.** A magazine-like booklet with a variety of tips and information for the nursing room. Download and print for free at US DHHS Office of Women's Health: <http://www.womenshealth.gov/publications/our-publications/breastfeeding-guide/index.html>
 - **101 Reasons to Breastfeed Your Child.** Download and print for free at www.notmilk.com/101.html

Provide Breastfeeding Education:

- Offer an annual training to providers on age-appropriate infant feeding practices (such as safe storage and handling of human milk) and on promoting and supporting breastfeeding (including exclusive breastfeeding).
 - View the online training module on supporting breastfeeding on the Early Childhood Trainings Page at www.lets-go.org/online-trainings.
 - Reach out to your local hospital's Lactation Consultants, and your local WIC and La Leche League offices for training opportunities. Don't forget to ask your *Let's Go!* Coordinator for help!
- Instruct breastfeeding families on how to properly label and store human milk for use in the child care facility.
 - Share the **Safely Storing Breast Milk** handout found in this tab of your toolkit with breastfeeding families.

Implement a Breastfeeding-Friendly Policy:

- Implement a written and explicit policy for promoting and supporting breastfeeding families. Share the policy with expectant mothers, families with infants, and visitors.
 - See the **Sample Breastfeeding-Friendly Policy** language in this tab of your toolkit.

More information and resources:

- **Whenever, Wherever! Campaign:** A Maine initiative to promote acceptance of breastfeeding in public spaces and increase workplace support for nursing moms: www.weallbenefit.org.
- **www.KellyMom.com**
Evidence-based breastfeeding and pumping information including many free handouts; also has an active Facebook page where moms can connect.
- **Reach out to your *Let's Go!* Coordinator.**

Adapted from resources compiled by the 2012 Maine Breastfeeding Stakeholder Workgroup

Are You Interested in Becoming a More Breastfeeding-Friendly Child Care?



BREASTFEEDING SUPPORT

The American Academy of Pediatrics recommends 6 months of exclusive breastfeeding and a diet consisting primarily of breast milk until at least age one.

Studies show this provides decreased incidence of:

- Ear infection
- Allergies
- Celiac disease
- Childhood leukemia
- Sudden infant death syndrome
- Respiratory infection Eczema
- Type I diabetes
- Childhood lymphoma
- Necrotizing enterocolitis
- Asthma
- Inflammatory bowel
- Type II diabetes
- Obesity

- Recent national survey shows that while 75% of mothers initiate breastfeeding, only 13% meet these recommendations. Breastfeeding rates were the lowest in non-Hispanic black mothers and low-income families.
- Mothers experience benefits, too – with lower incidence of postpartum depression, type II diabetes, rheumatoid arthritis, high blood pressure, high cholesterol, heart disease, and breast and ovarian cancer.¹
- If mothers were supported in meeting these recommendations, there would be a national savings of \$13 billion per year.²
- Breastfed babies are easier to provide care for. Your children will be sick less often with a greater defense against contagious, fatal, and chronic disease. They are less likely to spit up, have constipation and diarrhea issues, and have less dirty diapers with less odor.
- Your childcare service will be more marketable and will perform better in nutrition and health assessments.³

Business Case for Breastfeeding

The benefits of breastfeeding don't stop with mother and child. Helping your employer to better understand the advantages to supporting nursing mothers can help ease the transition back to work and increase the likelihood of success for meeting breastfeeding goals. It can also save them \$3 for every \$1 invested.^{1,8,16,19}

- Two simple actions have been found to be extremely cost-effective for worksites with nursing mothers:
 - Providing dedicated space for nursing mothers (as small as 4'x5')
 - Providing worksite lactation support

continued

- Breastfeeding parents are less likely to miss work due to child illness.
“One-day absences to care for sick children occur more than twice as often for mothers of formula feeding infants.”^{16,20}
- Breastfeeding support in the workplace means lower healthcare costs.
“One study found that for every 1,000 babies not breastfed, there were 2,033 extra physician visits, 212 extra hospitalization days, and 609 extra prescriptions for three illnesses alone – ear, respiratory, and gastrointestinal infection.”^{16,21}

“The Insurance company CIGNA conducted a 2-year study of 343 employees who participated in their lactation support program, and found that the program resulted in an annual savings of \$240,000 in health care expenses, 62 percent fewer prescriptions, and \$60,000 savings in reduced absenteeism rates.”^{16,22}
- Lower turnover rates, higher productivity and a greater loyalty.
“Being able to keep experienced employees after childbirth means lowering or eliminating the costs a company otherwise would incur to hire temporary staff or to recruit, hire, and train replacement staff, both of which involve additional lost revenue.”¹⁶

“83 percent of employees were more positive about the company as a result of the program, and 67 percent intended to make it their long-term employer.”^{16,23}

Handout taken from the “2013 Midcoast Public Health CTG Breastfeeding resource toolkit for early childcare and education centers.”

Copies can be obtained from the HRSA Information Center (1-888-ASK-HRSA)

FOR DETAILS:

<http://www.womenshealth.gov/breastfeeding/government-in-action/business-case-for-breastfeeding/>

FOR MORE INFORMATION:

<http://www.usbreastfeeding.org/Portals/0/Publications/Workplace-2002-USBC.pdf>





Breastfeeding Welcome Here



www.letsgo.org

There may be times when, for a variety of reasons, nursing mothers need or want to leave their nursing baby with a caregiver.

This may be a 'once only' event, or a regular daily arrangement.

The information is intended as a guide for the caregiver of a breastfed baby, so she/he can better understand how to care for the baby and the expressed breast milk (EBM) left for the baby's use.

The AAP (American Academy of Pediatrics) recommends that for optimal nutrition, babies be exclusively breastfed for at least the first six months. This means no supplemental water, formula, or solid foods. Always check with the baby's mother before offering ANY food other than her breastmilk.

HUMAN MILK does not look like formula or cow's milk. It may be a different color or consistency, and it is normal for it to be bluish, greenish, or even brownish in color.

FROZEN MILK, or milk expressed during the early days of nursing (which still contains colostrum) may look yellowish.

- Because human milk is not homogenized, it will naturally separate into layers of milk and cream. This is normal, and does not mean the milk is spoiled. If the milk separates, heat and swirl it gently to mix.
- Several batches of EBM (expressed breast milk) pumped at different times may be mixed and/or stored together to make enough for one feeding. A mother's EBM should only be used for her baby. Milk from different mothers should not be pooled.
- Because a baby digests and uses human milk so completely, less breast milk than formula may be needed at a feeding. There is no way to predict exactly how much milk a baby will need at each feeding, but you will soon learn how much milk the baby usually takes. In exclusively breastfed babies, milk intake increases quickly during the first few weeks of life, then stays about the same between one and six months – though it is likely to periodically increase during growth spurts. During the first six months, most babies will take in about the same amount of milk: around 25 ounces in 24 hours. It's a good idea to have some 12 ounce portions available for snack feedings.
- At some point after 6 months, depending in how much of his nourishment comes from solid foods and how often he nurses, the baby's milk intake will gradually decline as his nutrient intake from other sources increases. The 'average baby' will 'usually' take between 24 ounces, but this varies greatly from baby to baby. Remember, these are only guidelines and don't apply to each unique little person.
- As a rule of thumb, babies under 3 months will usually take between 24 ounces, and babies over 3 months will take from 46 ounces. *continued*

- Until you get a feel for how much the baby will consistently take at each feeding, offer small amounts of EBM at a time. If the baby is not very hungry, you will not then have to waste large quantities of milk. If he needs more, prepare another smaller amount.
- You should be aware that a breastfed baby may not be on the same feeding schedule as a formula fed baby. Breast milk is digested quickly, and the baby may need to feed more frequently. Also, many nursing babies are used to nursing for comfort as well as nutrition, and may need extra cuddling and rocking, especially at nap time. Be flexible, and as you spend time with the baby you will get to know his own unique schedule, and you will be able to comfort him in your own way.
- Breastfed baby's bowel movements are looser than formula fed infants, and may be more frequent (especially in the early weeks). It is not unusual for a newborn nursing baby to have a loose stool every time he feeds, but this is not diarrhea (unless accompanied by fever, lethargy, vomiting, or other symptoms of illness). In breastfed babies older than 6 weeks, it is not unusual for babies to go several days without stooling. In a totally breastfed infant, this is not considered constipation. Constipation consists of hard, dry stools that are painful to pass. An older nursing baby may not stool every day, but the stool will be loose and plentiful when he does pass it. Totally breastfed baby's stools are usually mustard yellow and seedy, but may also be yellow green or brownish. They are much milder smelling than a formula fed baby's stools.

Thawing and Heating

- To thaw frozen EBM, it is best to leave it in the refrigerator for about 12 hours. If you need to thaw it quickly, hold the container of milk under cool running water, and gradually add warmer water until the milk is thawed and heated to room temperature, gently swirling to mix in the fat.
- To heat refrigerated EBM, put the container of milk in a pan of warm (not hot) water just until the chill is off. Many babies don't mind if the milk is cold, and serving it right out of the refrigerator is not harmful. Run the nipple under warm water, though, as most babies don't like the feel of a cold nipple.
- NEVER thaw or heat EBM in a microwave. This can destroy valuable nutrients, and can also create dangerous 'hot spots' that can burn the baby's mouth, even though the bottle may feel cool to the touch. For the same reasons, do not boil or overheat EBM.
- Use thawed EBM within 24 hours.
- EBM that has been refrigerated but not frozen will keep for up to 8 days in a refrigerator. Human milk that is properly stored is not spoiled, unless it smells sour or tastes bad.

Encouraging Baby to Feed

Many breastfed babies are reluctant to take a bottle at first. A hard rubber nipple feels and tastes very different from soft skin. Babies may refuse to take a bottle from their mother since they associate her with nursing, but will take it more readily from a caregiver, especially if the mother is not in the room. Most babies adjust more easily if they get to know their caregiver gradually, so it may be helpful to try a program of visits and short stays (that include a feeding time) before baby is left for longer periods.

continued

Tips to Get the Baby to Take a Bottle

- Offer the bottle before the baby gets frantically hungry.
- Offer the bottle in a position other than the traditional cradle hold – many babies associate this position with nursing. It sometimes works well to sit the baby in an infant seat or prop him on your knees while offering the bottle.
- Wrap the baby in a piece of the mother's clothing while offering the bottle.
- Tickle the baby's mouth gently with the bottle nipple and let him draw it in himself, rather than pushing it in. Run warm water over the nipple before offering it.
- Try different types of nipples to find a shape and flow rate that the baby will accept.
- Try moving rhythmically – rocking, walking, or swaying from side to side while offering the bottle.

If the baby will absolutely not take the bottle, he can be fed EBM by other methods, such as cup, spoon, syringe, or dropper. With a little time and patience, he will usually learn to accept the bottle.

When the Mother Will Be Returning Soon

If the baby becomes unsettled, try rocking and talking to him rather than feeding him. Offer a pacifier if he is used to using it, and the mother approves. When the mother returns, she will probably want to feed him as soon as possible for practical reasons – her own comfort, closeness with her baby, and to stimulate her milk supply. If you can't get him settled, offer a small amount of EBM. If no milk is available, offer a small amount of boiled water. The mother should be consulted before any other liquids are offered to her baby. If the baby is old enough to eat solid foods, you may be able to offer something that has been tolerated previously. Always check this with the mother first.

Your Relationship With the Baby's Mother

You can be an enormous help to the baby's mother in supporting her efforts to provide breast milk for her baby. Mothers choose to provide EBM for their infants when they have to be separated from them because they want the very best for their babies. Making the decision to leave breast milk rather than formula, and to continue the nursing relationship even after returning to work or school requires a great deal of commitment on the mother's part. Your encouragement and support can make all the difference, especially if the mother arranges to come to your home or day care center to feed her baby.

There are times when a baby may go through periods of appetite increase. These "growth spurts" often occur at about 3 weeks, 6 weeks, 3 months, and 6 months. If you let the mother know, she will then try to express more milk. Sometimes it takes a few days for her supply to catch up. If the mother knows you support her efforts to provide breast milk for her baby, you will be contributing in a very positive way to helping her continue to nurse.

Remember: Breastmilk is the perfect food for babies!

SAFELY STORING BREAST MILK

FRESHLY EXPRESSED MILK	TEMPERATURE	STORAGE TIME	COMMENTS
Room Temperature	Up to 77° F or 25° C	6-8 hours	Containers should be covered and kept as cool as possible; covering the container with a cool towel may keep milk cooler.
Insulated cooler/icepacks	5-39° F or 4°C	24 hours	Keep ice packs in contact with milk containers at all times, limit opening cooler bag.
REFRIGERATED MILK	TEMPERATURE	STORAGE TIME	COMMENTS
Refrigerator (fresh milk)	39° F or 4°C	5 days	Store milk in the back of the main body of the refrigerator.
FROZEN MILK	TEMPERATURE	STORAGE TIME	COMMENTS
Freezer compartment inside the refrigerator	5° F or -15°C	2 weeks	Store milk towards the back of the freezer, where temperature is most constant. Milk stored for longer durations in the ranges listed is safe, but some of the lipids in the milk undergo degradation resulting in lower quality.
Freezer compartment of a refrigerator (separate doors)	0° F or -18°C	3-6 months	
Chest or upright deep freezer	-4° F or -20°C	6-12 months	

Safely Preparing and Storing Expressed Breast Milk:

- Wash hands before expressing or handling breast milk.
- Store milk in clean containers, such as screw cap bottles, hard plastic cups with tight caps, or heavy-duty bags that lift directly into nursery bottles. Avoid using ordinary plastic storage bags or formula bottle bags, as these could easily leak or spill.
- Clearly label the breast milk container with the child's name and date
- Do not add fresh milk to already frozen milk within a storage container.
- Do not save milk from a used bottle for use at another feeding.

A Helpful Tip To avoid waste and for easier thawing and warming, store milk in 1-4 ounce portions!

Thawing Breast Milk

- Thaw breast milk by transferring it to the refrigerator for thawing or by swirling in the bag or bottle in a bowl of warm water.
- Avoid using the microwave oven to thaw or heat bottles of breast milk
 - Bottles may explode if left in the microwave too long.
 - Excess heat can destroy the nutrient quality of the expressed milk.
 - Microwaving can create “hotspots” that burn the child's tongue.

Reference: CDC. Proper Handling and Storage of Human Milk. www.cdc.gov/breastfeeding/recommendations/handling_breastmilk.htm. Updated March 4, 2010. Accessed July 11, 2013.



SAMPLE BREASTFEEDING POLICY



Because breastfeeding has been shown to be the ideal form of infant nutrition, providing a multitude of health benefits to both infant and mother, and because breastfeeding mothers need ongoing support from child care providers to provide their milk for their babies, (*name of the program*) adheres to the following policy.

- **Breastfeeding mothers shall be provided a private and sanitary place to breastfeed or express their milk.** This area provides (list amenities you are able to provide; e.g. an electrical outlet, comfortable chair, nearby access to running water, etc.).
- **Refrigerator/Freezer space will be made available for storage of expressed breast milk.** Mothers should provide their own containers, clearly labeled with the name and date. (*Name of the program*) will follow guidelines from the American Academy of Pediatrics and Centers for Disease Control in ensuring that breast milk is properly treated to avoid waste.
- **Sensitivity will be shown to breastfeeding mothers and their babies** by providing mothers opportunities to breastfeed their baby and holding off giving a bottle to babies, if possible, when mom is due to arrive at the child care program. Artificial baby milks (formula) and solid foods will not be provided without first checking with the mother. Babies will be held closely when feeding and bottles will never be propped.
- **The program owner/director and all employees shall be trained in proper storage and handling of human milk.**
- **This policy will be communicated with all employees, expectant mothers, families, and visitors.** (*Name of the program*) will include information about being breastfeeding-friendly in the information packet provided to prospective families.



Breastfeeding employees of this child care program shall be offered the same provisions as mothers of enrolled children. Employees will be provided flexible breaks to accommodate breastfeeding or milk expression. The time allowed would not exceed the normal time allowed for lunch and breaks. For time above and beyond normal lunch and breaks, sick/annual leave must be used, or the employee can come in a little earlier or leave a little late to make up the time.

STEP FOUR

COMPLETE SURVEY



www.letsgo.org

We Want to Hear From You

THE *LET'S GO!* SURVEY

**Remember,
the survey needs
to be completed
every year!**

We know you are busy,
so we keep the survey
as short and quick as
possible.

We thank you in
advance for filling it out
on behalf of your site
each year.

Every year, *Let's Go!* surveys our registered sites to measure progress on the *Let's Go! 10 Strategies for Success*. In the spring, you will receive an invitation to complete the survey online. If you have limited access to a computer, paper surveys are available by request from your *Let's Go!* Coordinator.

**The survey is important in many ways.
By completing the survey,**

- You are fulfilling your commitment to *Let's Go!* – thank you!
- Your site becomes eligible for recognition as a *Let's Go!* Site of Distinction.
- Your answers help inform new materials and trainings.
- You paint the picture of how sites like yours across the state support healthy eating and active living.
- You help build evidence to support *Let's Go!*, which in turn helps us secure funding so we can continue to expand and innovate.

Tips for Survey Success:

- Review your Action Planning Packet. The questions on the survey are the same as the questions in the packet!
- Talk with your team members to be sure you are aware of everything going on at your site around healthy eating and active living.
- If you don't know the answer to a question, ask others at your site.



EVALUATION FRAMEWORK

Let's Go! includes a comprehensive evaluation plan to track program performance and measure impact.

Let's Go!'s theory of change is based on a social ecological framework of behavior change—that people's behaviors are influenced by many factors including family, friends, local surroundings, built environment, and community.

In order to bring about behavior change, the supporting environments and policies must be changed to make it easier for people in those environments to make the healthy choice.



The following evaluation activities provide evidence of progress and help inform decision making at Let's Go!:

1. Implementation of Program Strategies

Let's Go! surveys sites and relies on self-reported information to track the implementation of Let's Go!'s environmental and policy strategies for increasing healthy eating and active living.

- Child care programs, schools, and out-of-school programs are measured on their implementation of Let's Go!'s 10 Strategies for Success.

This is where you come in!

Please be sure to complete the Let's Go! Survey every spring!

- Healthcare practices are measured on their adherence to Let's Go!'s clinical approaches for the prevention, assessment, and treatment of childhood obesity.
- School cafeterias are measured on their implementation of Smarter Lunchrooms strategies that make the healthy choice the easy choice for all students.

2. Changes in Awareness

Let's Go! creates awareness of the program and the 5-2-1-0 messages with annual media campaigns that have included radio commercials, Maine Public Broadcasting Network TV spots, bus ads, Facebook, and Twitter. Let's Go! monitors parent awareness by adding a few questions to a local market research firm's statewide telephone survey.

3. Changes in Behaviors

Let's Go! uses the Maine Integrated Youth Health Survey (MIYHS) data to track changes in each of the 5-2-1-0 behaviors among Maine students. The MIYHS is administered in odd-numbered years, beginning in 2009, by the Maine Department of Health and Human Services and the Maine Department of Education. Its purpose is to quantify the health of kindergarten and grade 3 students through parent interviews, and the health-related behaviors and attitudes of 5th through 12th graders by direct student survey.

4. Changes in Weight Status

Let's Go! uses two sources to track the prevalence of overweight and obesity:

- MIYHS data are used to track the prevalence of overweight and obesity among students in kindergarten and grades 3, 5, and 7-12. Data for grades 7-12 are based on self-reported heights and weights.
- Healthcare patient data are used to track the prevalence of overweight and obesity for children and adolescents aged 2-19. Data are based on measured heights and weights.

STEP FIVE

CELEBRATE

Celebrate

ALL OF YOUR SUCCESSES

Remember, even small steps are a step in the right direction. Just talking with someone about the 5-2-1-0 message and what you are doing in your program is something to celebrate!

How many successes can you recognize and celebrate this year?

At Let's Go!, we believe in celebrating every step you take, big or small, towards increased healthy eating and active living. Significant change is usually the result of many smaller changes. There is no need to wait until a goal is fully achieved before recognizing and celebrating progress.

Maybe you haven't been able to fully eliminate food rewards, but you have made the switch from using sweets as a reward to using healthy foods. What should you do? Recognize and celebrate your progress, and then keep on going!

Maybe you haven't been able to put limits on juice, but you have been able to completely eliminate other sugary drinks, even during special celebrations. What should you do? Celebrate your progress, and then keep on going!

Let's Go! has a formal recognition program that is outlined in the Recognition Packet, but we know it takes a lot of work to even make it to the Bronze level. We think your site is awesome regardless of formal recognition, so keep up the great work!



Let's Go!

Recognition Packet

for Child Care Programs

Let's Go! is a nationally recognized program that promotes evidence-based strategies to increase healthy eating and active living among children through the age of 18.

- 5** or more fruits & vegetables
- 2** hours or less recreational screen time*
- 1** hour or more of physical activity
- 0** sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.



Let's Go! Recognition Program

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Let's Go! Recognition Program for Schools, Child Care Programs, and Out-of-School Programs

The *Let's Go!* Recognition Program celebrates child care programs, schools, and out-of-school programs that have made improvements in their environments related to healthy eating and physical activity.

The *Let's Go!* Recognition Program is designed to:

- Celebrate successful changes that make the healthy choice the easy choice.
- Provide consistent, statewide standards for being a *Let's Go!* Recognized Site.
- Move sites towards lasting change.

Each recognition level has a theme:

BRONZE = Implementation

The Bronze Level is all about making changes in your daily practices and environment. This is done by implementing the 5 priority strategies.

- This is the first step to supporting healthy behaviors.
- This makes it easy and natural for children to make healthy choices.

SILVER = Communication

The Silver Level is about communicating with families. As you change your daily practices and environment, it is important to make families aware of the changes. When you bring families into the conversation:

- It allows them to be advocates.
- It encourages them to role model the same practices at home.
- It increases accountability.

GOLD = Policy

The Gold Level is about putting the changes you have made into policy. This helps to ensure that your environment remains a healthy place through the years, as new children enter your care and existing staff move on. Setting a clear program policy around practices that support healthy behaviors can help you:

- Make sure all staff and parents understand the expectations around health and wellness.
- Provide a set of consistent guidelines for staff to refer to.
- Ensure children are provided a healthy environment.

Tip: *Keep parents in the loop! As you make changes to practices, environments, and policies, make sure to communicate them clearly to parents.*

Let's Go! Recognition Program

Key Points

Regardless of recognition status, all *Let's Go!* registered sites are taking part in a community-wide movement to increase healthy eating and physical activity for children. Each site should be celebrating their successes!

Quick Notes:

- Recognition is determined on a yearly basis.
- Sites must complete the Let's Go! Survey each spring to be eligible for recognition.
- Prepare for the survey by reviewing the strategy questions in the Let's Go! Action Planning Packet with other staff at your site. The strategy questions are very similar to the questions in the survey.
- Completion of the Let's Go! Survey allows Let's Go! to monitor statewide improvements in healthy eating and physical activity environments for children. Thank you in advance for taking the survey!

Recognized sites are publicly acknowledged on www.letsgo.org
Sites also receive a framed Let's Go! Certificate of Recognition.



Let's Go! Recognition Program Levels

Let's Go! recognizes three levels of change for child care programs, schools, and out-of-school programs. Each level must be completed entirely to reach the next level.

<p>Bronze</p> <p>Implementation</p>	<p>A site implements all five <i>Let's Go!</i> priority strategies:</p> <ol style="list-style-type: none"> 1. Limit unhealthy choices for snacks and celebrations; provide healthy choices. 2. Limit or eliminate sugary drinks; provide water. 3. Prohibit the use of food as a reward. 4. Provide opportunities to get physical activity every day. 5. Limit recreational screen time.
<p>Silver</p> <p>Communication</p>	<p>Achievement of Bronze, PLUS:</p> <p>A site communicates with families about 5-2-1-0 and the five <i>Let's Go!</i> strategies in each of the following three ways:</p> <ol style="list-style-type: none"> 1. Display 5-2-1-0 posters. 2. Send home the "Message to Families." 3. Use the "Message to Families" in one additional way.
<p>Gold</p> <p>Policy</p>	<p>Achievement of Silver, PLUS:</p> <p>SCHOOLS:</p> <p>A school has a staff member on their district wellness committee OR has adopted the five <i>Let's Go!</i> priority strategies into policy.</p> <p>CHILD CARE and OUT-OF-SCHOOL PROGRAMS:</p> <p>A child care/out-of-school program has adopted the five <i>Let's Go!</i> priority strategies into policy using the policy agenda or policy checklist.</p>

Bronze Level - Implementation

To achieve BRONZE level recognition, a program must be implementing all five *Let's Go!* priority strategies program-wide. Programs will be asked to verify this each year in the *Let's Go!* Survey.

Quick Notes:

- To prepare to take the survey, the *Let's Go! Champion* should review the strategy questions in the *Let's Go! Action Planning Packet* with other program staff to ensure accurate responses.
- *Let's Go!* priority strategies that are implemented program-wide will be counted towards recognition.
- If a priority strategy is not being implemented program-wide, the program is not yet ready for Bronze level recognition—but keep up the great work!

Let's Go! Priority Strategies

1. Limit unhealthy choices for snacks and celebrations; provide healthy choices.
2. Limit or eliminate sugary drinks; provide water.
3. Prohibit the use of food as a reward.
4. Provide opportunities to get physical activity every day.
5. Limit recreational screen time.

Silver Level - Communication

To achieve SILVER level recognition, a program must meet the requirements for Bronze AND must communicate with families about its commitment to 5-2-1-0 and the five *Let's Go!* priority strategies in each of the following three ways:

1. Display 5-2-1-0 posters.
2. Send home the "Message to Families" (provided on page 8) to the families of all children.
3. Use the "Message to Families" in one additional way. For example:
 - Upload the "Message to Families" to your website and post a link to it on your Facebook page.
 - Have copies of the "Message to Families" available in the program entrance/lobby.
 - Display the "Message to Families" on a bulletin board.

You will be asked to verify on the *Let's Go!* Survey that you have completed these three tasks.

Quick Notes:

- *Locations to display 5-2-1-0 posters may include the program entrance/lobby and care spaces and classrooms. You can get free posters from your Let's Go! Coordinator!*
- *You may customize portions of the "Message to Families" by using the modifiable version available online.*
- *Send the "Message to Families" home however you typically communicate with families, either by hard copy or email.*

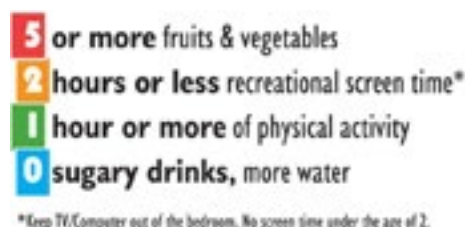
If you need assistance with any of these steps, contact your *Let's Go!* Coordinator or the *Let's Go!* Home Office at 207-662-3734. We are here to help!

Healthy Eating and Physical Activity at Our Program Message to Families

Date:

Dear:

Our program believes that all children deserve the opportunity to be healthy and successful. Healthy eating and physical activity are required for proper development, and improve concentration, memory, and mood, helping children become better learners. We are pleased to share with you that our program supports the 5-2-1-0 Every Day message, which states the following:



To further support healthy children, staff, and families, we participate in *Let's Go! 5-2-1-0 Goes to Child Care*. As part of this program, we promote and follow the *Let's Go!* five healthy strategies below, which support the 5-2-1-0 behaviors:

1. We limit unhealthy choices for snacks and celebrations and provide healthy choices instead.
2. We limit sugary drinks.
3. We do not reward children with food.
4. We provide opportunities for children to get physical activity every day.
5. We limit recreational screen time.

These strategies and the 5-2-1-0 message are promoted at other *Let's Go!* child care programs, schools, out-of-school programs, and health care practices in our community and throughout Maine. Together, we can help ensure a healthy environment for children throughout the day.

If you have any questions please don't hesitate to contact us. If you would like more information about *Let's Go!*, visit www.letsgo.org. Thank you for your support in helping us create a healthier place for our children to grow!

Sincerely,

Gold Level - Policy

To achieve GOLD level recognition, a program must achieve the requirements for BOTH Bronze and Silver AND complete one of the options below.

Option A:

The program adopts the Policy Addendum (on page 10) into their policy.

The *Let's Go!* Champion dates and initials the Policy Addendum and submits it upon request.

OR

Option B:

The program writes or edits their policy to clearly support the five *Let's Go!* priority strategies by following the *Let's Go!* Policy Checklist (on page 11).

The *Let's Go!* Champion submits the program policy with the completed *Let's Go!* Policy Checklist upon request.

Quick Notes:

- You may customize portions of the Policy Addendum by using the modifiable version available online.

If you need assistance with any of these steps, contact your *Let's Go!* Coordinator or the *Let's Go!* Home Office at 207-662-3734. We are here to help!

Healthy Eating and Physical Activity at Our Program Policy Addendum

Our program is committed to helping raise a healthier generation of children.

The staff at _____

has made it our policy to follow the five *Let's Go!* priority strategies for
healthy eating and physical activity.

1. We limit unhealthy choices * for snacks and celebrations.
2. We limit sugary drinks.**
3. We prohibit the use of food as a reward.
4. We provide opportunities for physical activity every day.
5. We limit recreational screen time.

* Unhealthy choices include foods and drinks high in sugar and/or salt such as soda, candy, cookies, cake, and chips.

** Sugary drinks include juices (including 100% fruit juice), soda, sports drinks, energy drinks, lemonade, and sweetened coffee or tea drinks.

This Addendum was adopted into policy on this date: _____

Initials of Let's Go! Champion: _____

Let's Go! Policy Checklist

If a site chooses to reach GOLD by editing their policy to clearly support the five *Let's Go!* priority strategies, this checklist must be completed and submitted with the updated policy.

Check off each box after verifying your policy meets the guidelines.

NAME OF SITE:

NAME OF CHAMPION:

EMAIL:

- ☐ The policy is included with this completed checklist (required).

Strategy 1: Limit unhealthy choices for snacks and celebrations; provide healthy choices.

- ☐ Policy shows unhealthy choices provided by the site for snacks and celebrations are limited.
- Policy does not have to show that the site limits unhealthy choices sent from home.
 - Policy does not have to show that the site provides healthy options.
 - There is no strict definition of "limit;" it is set by the site.
 - Unhealthy choices include food and drinks high in sugar and/or salt such as soda, candy, cookies, cake, and chips.
 - Healthy choices include water, fruits, vegetables, whole grain foods, protein sources such as eggs, beans, dairy, fish, and poultry, and healthy fats such as nuts, seeds, and avocados.

Strategy 2: Limit or eliminate sugary drinks; provide water.

- ☐ Policy shows the site limits sugary drinks.
- Policy does not have to show that sugary drinks sent from home are limited.
 - Policy does not have to show that the site provides drinking water.
 - Sugary drinks include juices (including 100% fruit juice), soda, sports drinks, energy drinks, lemonade, and sweetened coffee or tea drinks.

Strategy 3: Prohibit the use of food as a reward.

- ☐ Policy shows that using food as a reward is not allowed at the site.

Strategy 4: Provide opportunities to get physical activity every day.

- ☐ Policy shows that children are given opportunities for physical activity every day.

Strategy 5: Limit recreational screen time.

- ☐ Policy shows that recreational screen time is limited.
- "Recreational screen time" includes the use of computers, tablets, phones, and other electronic devices with screens for non-educational purposes.

- 5** or more fruits & vegetables
- 2** hours or less recreational screen time*
- 1** hour or more of physical activity
- 0** sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.



RESOURCES

Visit

THE *LET'S GO!* ONLINE STORE

Take some time
to visit the *Let's Go!*
Online Store.

Let's Go! has partnered with local companies to offer you 5-2-I-0 tools, resources, and promotional materials at a great price. You can purchase the following branded items with just a few clicks:

- Toolkits
- Posters
- Brochures
- Activity Rings
- Stickers
- Bracelets
- Water Bottles
- School Policy Guide

Give students stickers instead of food rewards, provide water bottles for use at your child care program, refer to the activity ring during your out-of-school program, and offer role modeling brochures to parents.



www.letsgotoolkits.com



5-2-1-0 TRIVIA, FACTS AND QUESTIONS OF THE DAY

Use these trivia, facts, and daily questions to start a fun conversation about healthy behaviors. Try posting them on your bulletin board, Facebook page, or in a newsletter sent home to parents. Bring them up with the children during circle time or meal time.



For Young Kids:

- What does 5-2-1-0 stand for?**
A: 5 or more fruits and vegetables, 2 hours or less of recreational screen time, 1 hour or more of physical activity, 0 sugary drinks; more water!
- Name 3 fruits that you could have at breakfast.**
- Name 5 vegetables that you could bring for lunch.**
- How many commercials do think you watch every year?**
A: The average child watches 20,000 commercials each year.
- Name 3 activities you can do inside that don't involve a screen.**
Build a fort, play dress up, dance to your favorite music, etc.
- What is the #1 thirst quencher?** A: Water
- Frogs do not need to drink water because they absorb the water through their skin. You, however, are not a frog and need to drink plenty of water every day!
- Raisins are made from grapes that have dried in the sun for two to three weeks. ¼ cup of raisins in your lunch can count as one of your 5-a-day!
- What color are carrots? Did you know that they also come in purple, red, black, and white? Ask your parents to take you to the local farmer's market and find them!

For Older Kids:

- Most Americans eat about 20 teaspoons of sugar each day.
- True or False: Americans spend more money on fast food than on movies, books, magazines, newspapers, videos, and recorded music—combined.** A: True
- According to a study from the Trust for America's Health and the Robert Wood Johnson Foundation, the number of fast food restaurant outlets in the United States increased from 30,000 in 1970 to 220,000 in 2001, and fast food spending has increased from \$6 billion to \$110 billion over the last three decades.
- How many teaspoons of sugar are in a 20oz bottle of mountain dew?** A: 18 tsp
- Did you know that since the 1970s, the standard dinner plate has increased from 10½ inches to 12½ inches in diameter?
- Did you know that in 1969, 50% of kids walked to school each day compared to the 10% that walked to school in 2001?
- A serving of fruit for a kid is the size of the palm of their hand.
- How much of a child's body is made up of water?** A: 70-80%
- Try this Physical Activity Break today! Run or March in place, lifting your knees in front of you as high as you can. Pump your arms. Count to 30!

SING

Original Version of the
5-2-1-0 SONG

5 – 2 – 1 and 0

That's a funny way to count you say.

5 – 2 – 1 and 0

Well that's the way to stay healthy today.

5 fruits and vegetables everyday

Make your mind and body strong.

Like carrots or broccoli or apples or bananas

Or green beans that grow long.

5 – 2 – 1 and 0

That's a funny way to count you say.

5 – 2 – 1 and 0

But that's the way to stay healthy today.

And TV and video games, we know that they are fun

But just keep it under 2 hours

And let your imagination run ...

With.... 5 – 2 – 1 and 0

That's a funny way to count you say.

But 5 – 2 – 1 and 0

That's the way to stay healthy today.

And run and jump and play outside

For at least 1 hour

And when you're thirsty, leave the soda behind

But grab an ice cold milk or a water that's fine...

And remember.... 5 – 2 – 1 and 0

Well that's a funny way to count you say.

But 5 – 2 – 1 and 0

Well that's the way to stay healthy today.

That's the way to stay healthy today!



Lyrics and Music
By Sara Yasner



Listen to the Original 5-2-1-0 Song [online at www.letsgo.org](http://www.letsgo.org).

SING

5-2-1-0 Version of

IF YOU'RE **HAPPY**
AND YOU KNOW IT

Sing to the tune of "If You're Happy and You Know it..."

If you're healthy and you know it

Go for 5!

5 fruits and veggies each day will help you thrive!

They give you energy to Go!

And vitamins to grow.

If you're healthy and you know it

Go for 5!

If you're healthy and you know it

Go for 2!

Less than two hours of TV is good for you!

Play Station and X-box won't help you be a Red Sox!

If you're healthy and you know it

Go for 2!

If you're healthy and you know it

Go for 1!

1 hour of exercise is each day is really fun!

Walking, running, jumping, biking,

Playing ball and going hiking,

If you're healthy and you know it

Go for 1!

If you're healthy and you know it

Go for 0!

No sugary drinks will make you a hero!

You know that you ought to

Drink milk and lots of water

If you're healthy and you know it

Go for 0!



www.lets-go.org

Written by Kindergarten teachers at Eight Corners Elementary School in Scarborough, Maine. Heidi Gosselin, Andrea White, Erica Keay, Jessica Deans, and Karen Littlefield



BOOK LIST



Healthy Eating:

My Food/Mi Comida

by Rebecca Emberley

Labeled illustrations introduce various familiar foods and their names in English and Spanish.

Tucking In! (Just Like Me!)

by Jess Stockham

Animals and young children enjoy the same types of foods, including oats, oranges, and fish, in a book with pictures hidden beneath the flaps.

Yum-Yum, Baby! by Beth Harwood

Rhyming text describes which meals of the day a baby is hungry for, while labeled illustrations introduce related words, such as banana, cup, and peas.

The Carrot Seed by Ruth Krauss

A young boy plants and cares for a carrot seed that everyone says will not grow, but he lovingly tends to his seed, and he eventually grows a large carrot.

Lunch by Denise Fleming

A sturdy board-book format follows a hungry little mouse as he munches his way through a variety of colorful fruits and vegetables.

My Very First Book of Food by Eric Carle

A split-page board book provides a simple introduction to the foods animals eat as preschoolers are challenged to match up the image of the food with the animal presented.

Growing Vegetable Soup by Lois Ehlert

A father and child grow vegetables and then make them into a soup.

Orange Pear Apple Bear

by Emily Gravett

Explores concepts of color, shape, and food using only five simple words, as a bear juggles and plays.

Eating the Alphabet by Lois Ehlert

alphabetical tour of the world of fruits and vegetables, from apricot and artichoke, to yam and zucchini.

An Island in the Soup by Mireille Levert

Staring at the fish soup he doesn't want to eat, Victor imagines that he is on an island of overgrown celery where he conquers a fierce pepper dragon only to be barraged by a wealth of terrifying ingredients, and soon Victor unexpectedly discovers that the dreaded fish soup is quite delicious.

Good for Me and You by Mercer Mayer

Little Critter learns that a healthy lifestyle includes a balanced diet and exercise.

Muncha! Muncha! Muncha! by Candace Fleming

After planting the garden he has dreamed of for years, Mr. McGreely tries to find a way to keep some persistent bunnies from eating all his vegetables.

An Orange in January by Dianna Hutts Aston

An orange begins its life as a blossom where bees feast on the nectar, and reaches the end of its journey, bursting with the seasons inside it, in the hands of a child.

I Will Never Not Ever Eat a Tomato

by Lauren Child

Fussy eater Lola makes it perfectly clear that she will not eat anything she doesn't want until her brother shows her that carrots are really orange twiglets from Jupiter and mashed potatoes are actually Mount Fuji cloud fluff.

continued

Physical Activity:

Wiggle Waggle by Jonathan London

Describes how various animals walk, from the wiggle waggle of a duck to the boing, boing, boing of a kangaroo to the bumble roll of a bear.

On the Go! by Jess Stockham

Animals move by stretching, jumping, and climbing, and readers can flip the page to see babies doing the same action.

From Head to Toe by Eric Carle

Encourages the reader to exercise by following the movements of various animals.

Get Moving with Grover by Abigail Tabby

Grover and Elmo show young readers that being fit can be fun, encouraging exercises involving jumping over, running around, and dancing around the book itself.

I Went Walking by Sue Williams

During the course of a walk, a young boy identifies animals of different colors and soon has a trail of animals following him.

Froggy Learns to Swim by Jonathan London

Froggy is afraid of the water until his mother, along with his flippers, snorkel, and mask, help him learn to swim.

Hop Jump by Ellen Stoll Walsh

Bored with just hopping and jumping, a frog discovers dancing.

Animal Exercises by Mandy Ross

A collection of poems describes how familiar animals keep in shape.

The Busy Body Book by Lizzy Rockwell

Exploring all the many moves, twists, and turns a human body can do, this book is designed to encourage kids to move around, use their bodies, and learn the importance of staying actively fit.

Duck on a Bike by David Shannon

A duck decides to ride a bike and soon influences all the other animals on the farm to ride bikes too.

great reads!

Doing the Animal Bop by Jan Ormerod

Various animals dance to the animal bop, including ostriches, elephants, and monkeys; includes read-along compact disc.

Breastfeeding:

We Like to Nurse by Chia Martin

This book celebrates the wonder of breastfeeding in humans and animals.

Mama's Milk by Michael Elsohn Ross

This book displays humans and animals breastfeeding in their natural habitats, celebrating the warm and loving bond between mammal mamas and their babies.

This Milk Tastes Good! A Breastfeeding Nursery Rhyme by Chenniah Patrick

An amusing tale that celebrates the joy of breastfeeding, highlighting that breast milk is nutritional and tasty.

Best Milk by Kate Carothers

This book helps explain and normalize breastfeeding talking about how animals nurse and how breastfeeding can happen anywhere.

Only the Cat Saw by Ashley Wolff

Pictures show the natural wonders, including the baby nursing at night, which go unnoticed by a busy young family—except by their observant cat.

Happy Birth Day! by Robie H. Harris

A mother tells her child about its first day of life from the moment of birth through the end of the birth day including breathing, nursing, and sleeping.

Content adapted from Nemours.org/growuphealthy and the 2013 Midcoast Public Health CTG Breastfeeding Resource Toolkit for Early Childcare and Education Centers.



www.lets-go.org

Child Care Suggested Book List

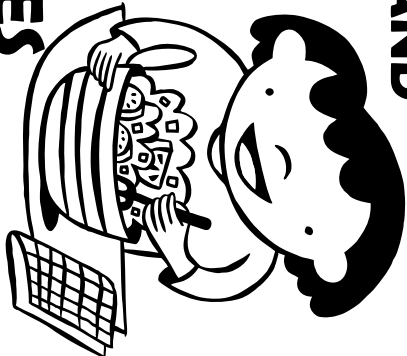
EAT

5

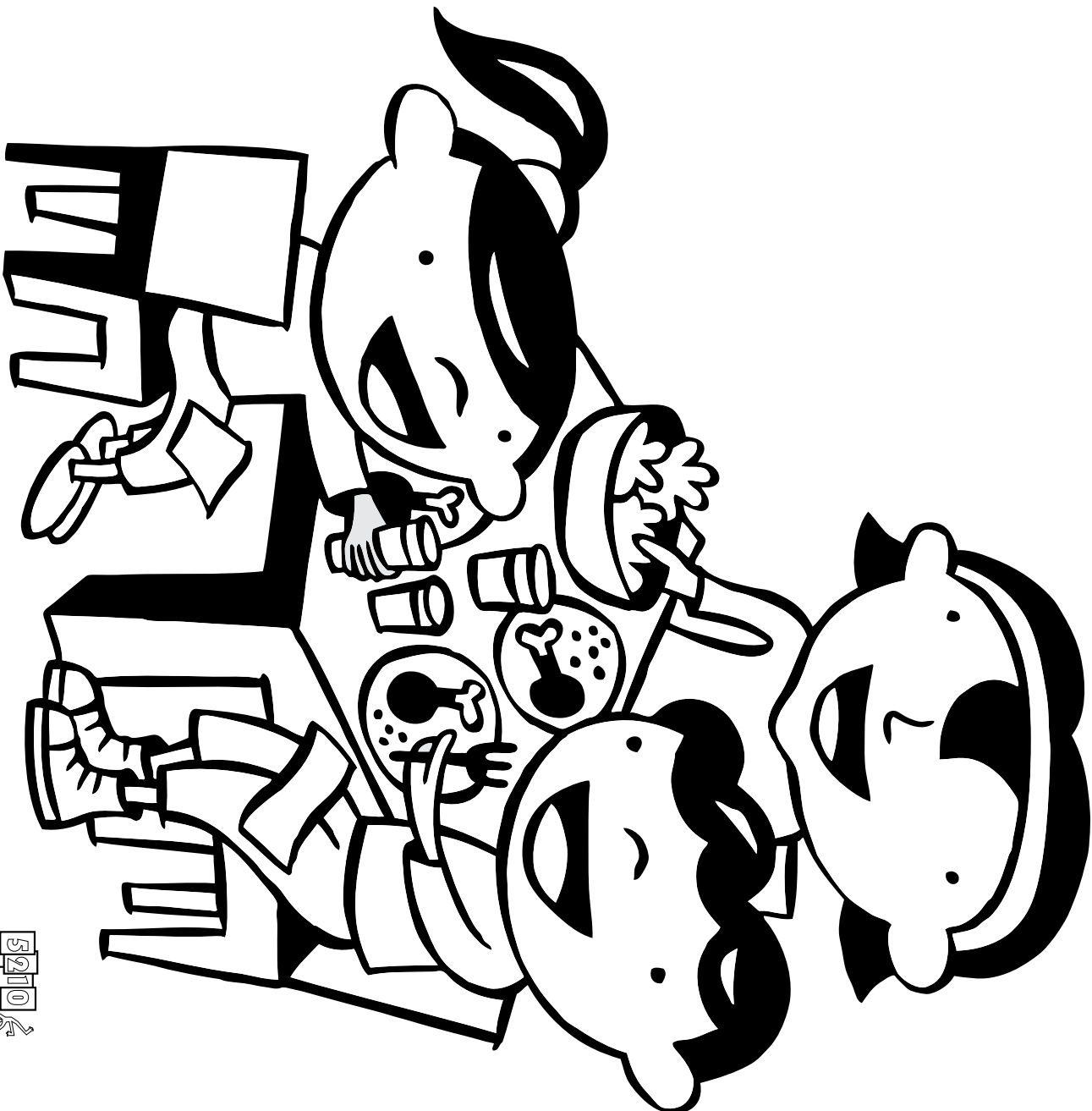


FRUITS

AND



VEGGIES



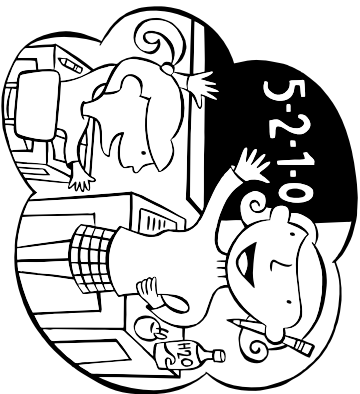
EVERY DAY!

What I like about FRUITS and VEGETABLES:



2

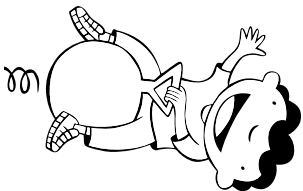
**HOURS
OR LESS**



RECREATIONAL SCREEN TIME



**SPEND MORE
TIME OUTSIDE
EVERY DAY!**



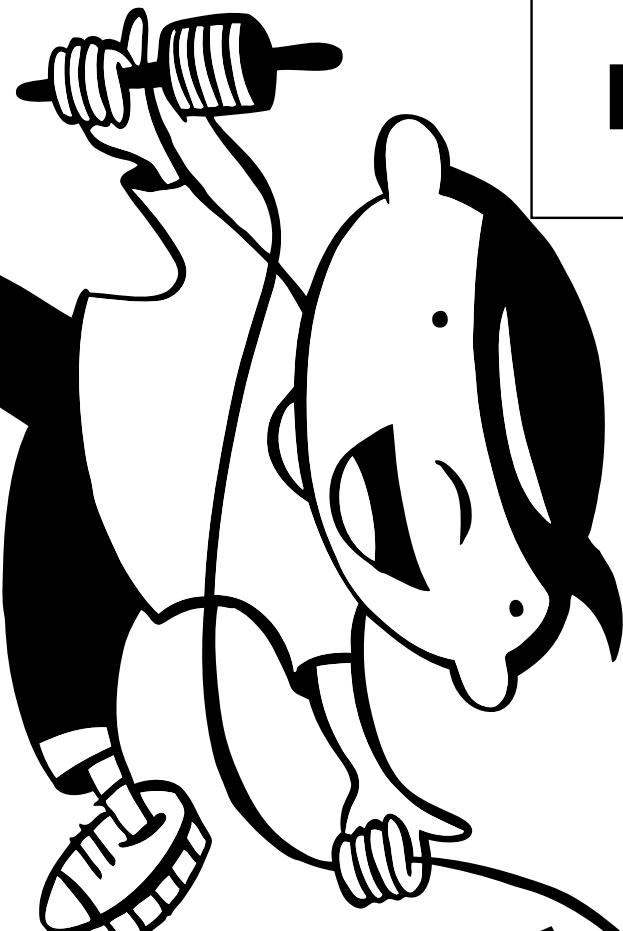

What I do **INSTEAD** of TV:



GET

1

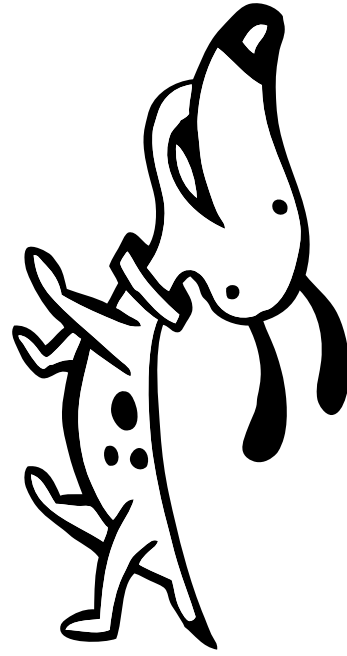

HOUR

OF

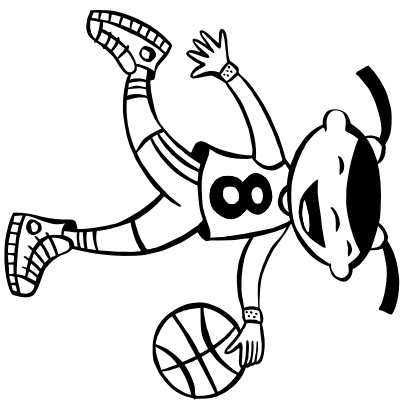
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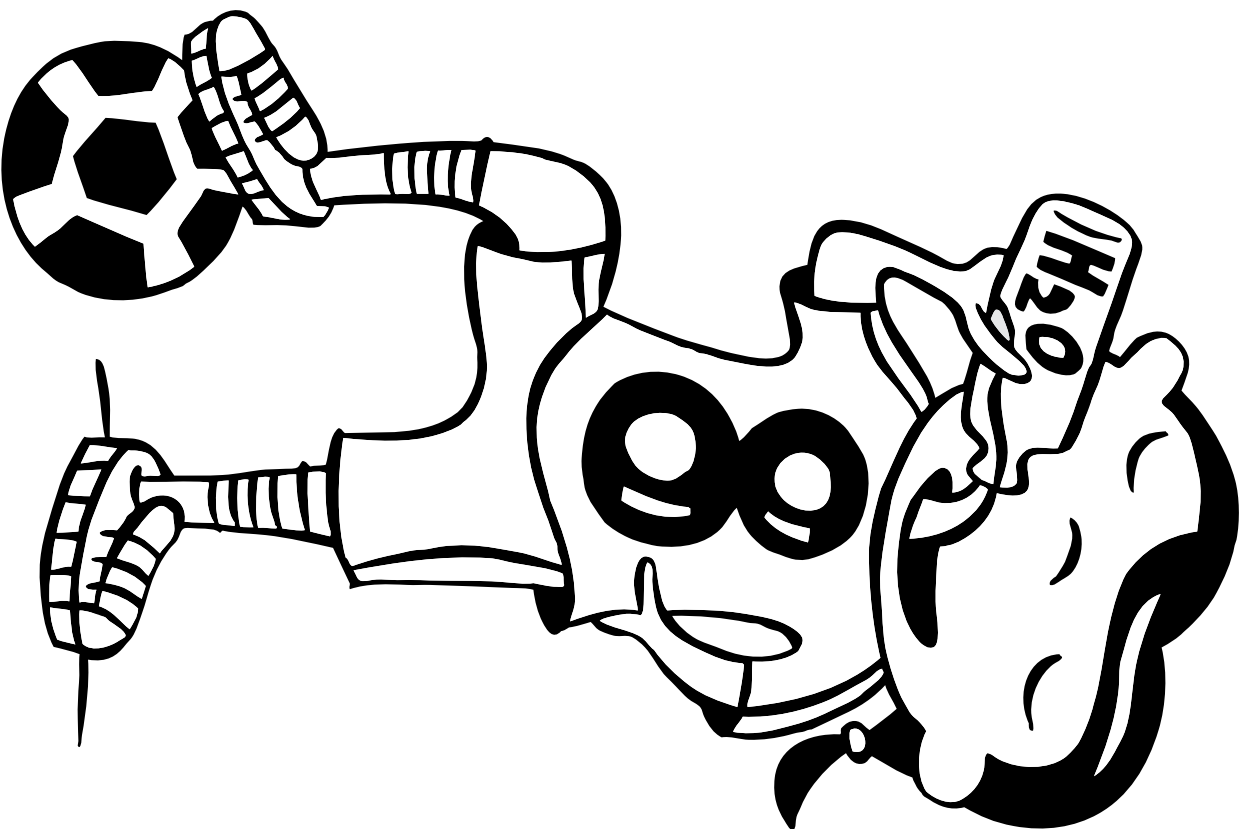
ACTIVITY

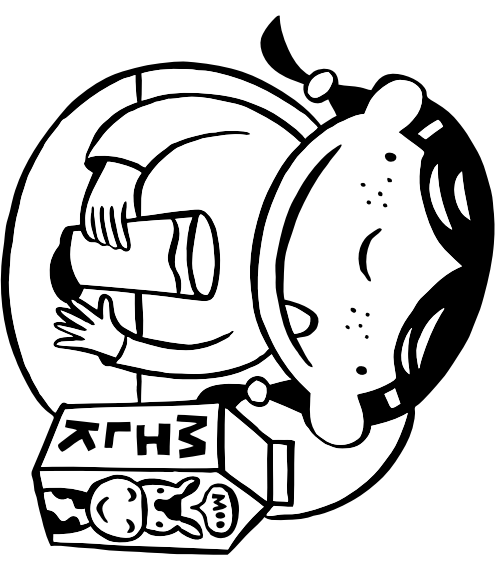
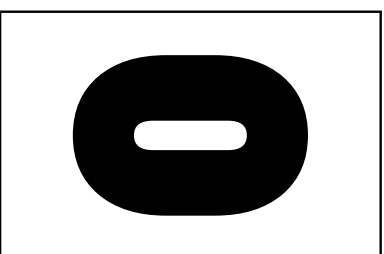
EVERY DAY!

What I like to do OUTSIDE:

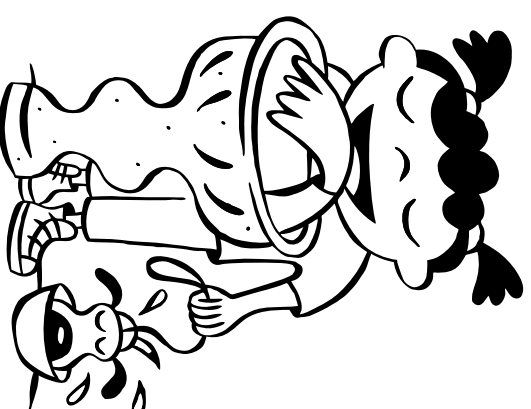




**SUGARY
DRINKS**

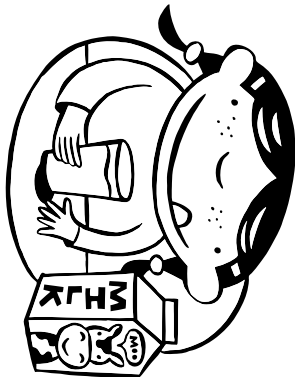


**MORE
WATER**



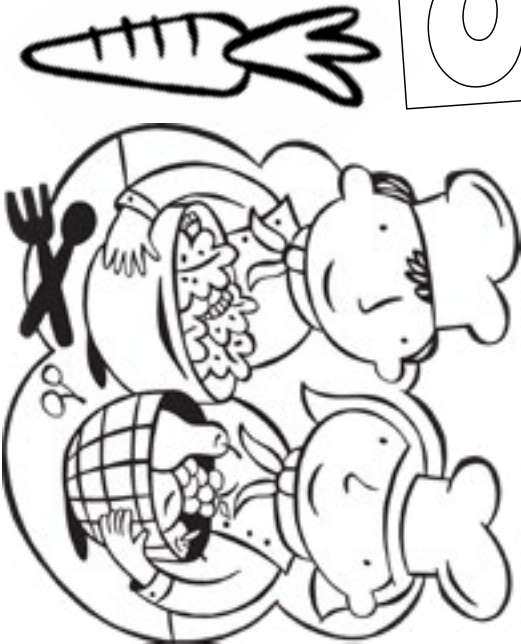
EVERY DAY!

Where I can find fresh, cool water:



5

or more fruits and vegetables!



1

hour or more of physical activity!

- BASKETBALL
- BIKE
- DANCING
- GARDENING
- HIKING
- JUMPING
- JUMPROPE
- PLAY
- RECESS
- REDY
- RUNNING
- SKIING
- SLEDGING
- SNEAKERS
- SNOWSHOES
- SOCCER
- SWIM
- TAG
- WALKING
- WATER

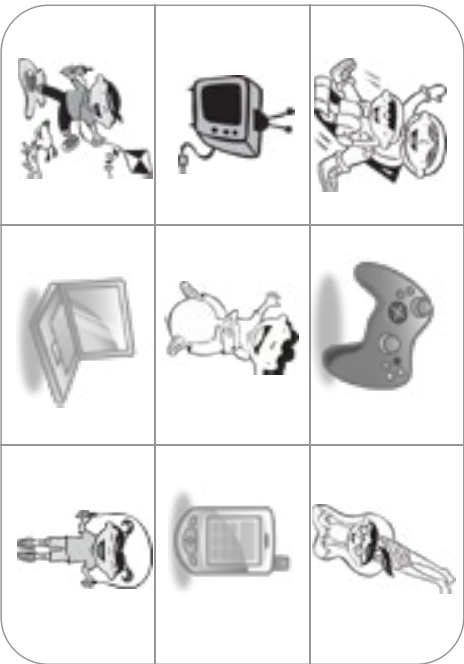
C F G J B X S V B D Q R A R Y Y P G Y O L R G M S
Y N W U N P R G A G N I N E D R A G N G U N H I W
I B I Y R W E Q S Z W N C C I Q Y V N I I J F N I
O J A B M H K L K H G S F C J H Y I M D I R G S M
R S X U L N A M E P U Q B O Z Q K E D H P K N C S
D C Q E U C E W T A Z I V S D I A E P U G O S Q J
F R O G K W N P B J K P W Z H H L W C O W R M K A
Y A L P A Q S F A E K P R L P S E U I S R L E G X
W F L R T L T L Z Z P X U U F M D H X A P C D G
A Q A N U Q N F L Q R W R S N N H A O W P Q V M I Y
L E G H I B C G L K P S I V C N E X R H N Q C U Q
K U E Q R Z Q E N N E J X O C S I P T E S J Y F J
I A S J P C B Z H J U M P I N G R N S S E C E R M
N J I G W C V B V G G G N G J Y I W G J W Y B Z R
G W A T E R S E I Y Q G V P P F M K W N N X D W D

How many of the activities listed can you find in the puzzle below?

2

hours or less recreational screen time!

Circle the activities that make your body strong!



5210
Every Day!

0

sugary drinks, more water!



WATER



Redy is Let's Go!'s mascot and shares the 5-2-1-0 message. Redy's favorite foods are apples, blueberries, and green peppers. He loves doing cartwheels, and is also very good at jumping rope and playing Frisbee. He likes to cool down with clear, refreshing water after a long day of play!