

Let's Move
Pittsburgh

letsmovepittsburgh.org



CHILD CARE

5210 
LET'S GO!
www.letsgo.org

T O O L K I T



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Dear Early Childhood Leader,

Welcome to the **5-2-1-0 Goes to Child Care Toolkit!** On behalf of Let's Move Pittsburgh, we would like to thank you for your interest in starting a 5-2-1-0 program at your early childhood center. 5-2-1-0 Goes to Child Care is part of Let's Move Pittsburgh's larger effort to lead a 5-2-1-0 initiative in Allegheny County. We are proud to join cities from more than 40 states across the country who have embraced the 5-2-1-0 message as a formula for healthy living. Let's Move Pittsburgh's 5-2-1-0 initiative is modeled after 5-2-1-0 *Let's Go!*, a nationally recognized program launched in Maine. *Let's Go!* focuses on delivering consistent messages of nutritious food choices and active lifestyles to children, families and providers in settings where our children live, learn and grow. For our local initiative, we have adopted or modified *Let's Go!*'s materials and generated new resources for you to use in your 5-2-1-0 program. We are thankful for the opportunity to partner with *Let's Go!* and work towards our shared vision of raising a healthy generation of kids. Learn more about the original *Let's Go!* by visiting **www.letsgo.org**.

The key messages of 5-2-1-0 are **5** servings of fruits and vegetables, **2** hours or less of recreational screen time, at least **1** hour of physical activity and **0** sugary drinks and more water—every day! The 5-2-1-0 Goes to Child Care is a step-by-step guide for launching, leading and evaluating your 5-2-1-0 program. Let's Move Pittsburgh will be here to support you every step of the way by providing technical assistance, connections to resources, networking opportunities with other 5-2-1-0 sites and assistance with program monitoring and evaluation.

We look forward to our partnership with you and are excited to see 5-2-1-0 flourish in your child care center! Please direct any questions or comments to Let's Move Pittsburgh at **412/622-6915** or **letsmove@phipps.conservatory.org**. For more 5-2-1-0 resources, please visit **letsmovepittsburgh.org/5210**.

In Health,

The Let's Move Pittsburgh Executive Committee

Stay connected by following us on Facebook (facebook.com/letsmovepittsburgh), Twitter ([@letsmovepgh](https://twitter.com/letsmovepgh)) and sign up for our monthly e-newsletter at letsmovepittsburgh.org.

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it's **ALL**
about healthy!



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This program is adapted from
Let's Go! www.letsgo.org

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- 5-2-1-0 Coloring Pages
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STEP ONE

ENGAGE



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

*Keep TVs/computers 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 Move Pittsburgh* to improve the policies, practices, and environments that influence healthy eating and active living at child care programs.



Let's Move Pittsburgh is affiliated with Phipps Conservatory and Botanical Gardens. This program is adapted from Let's Go! www.letsgo.org.

Let's Move Pittsburgh 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 Move Pittsburgh* Home Office.
- Free membership in a network of sites across Pittsburgh, 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 Let's Move Pittsburgh
412/622-6915
or email us at
[letsmove@phipps.
conservatory.org](mailto:letsmove@phipps.conservatory.org)



This program is adapted from
Let's Go! www.letsgo.org

5 STEP PATH TO SUCCESS

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



New Sites:

Sign up with your local partner.

Returning Sites:

You will hear from your local partner.

Program year begins July 1. 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.






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.



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Let's Go!

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.

speaking the language

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The Let's Go!

CHAMPION

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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

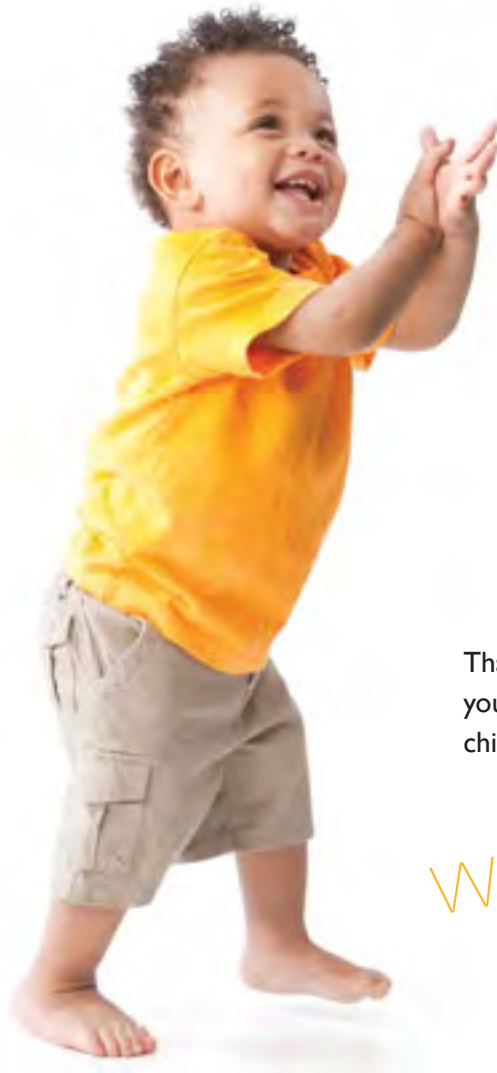
While there can only be one "official" Let's Go! Champion at each site, larger centers and Head Start programs are encouraged to gather a team to help support the champion's efforts.

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!



5210 Message

The Scientific Rationale



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 calories are controlled, may be an important aid to achieving and sustaining a healthy weight.



Watching too much television 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 two hours of screen time a day and that children under 2 not watch any TV or other screen media. The AAP recommends keeping the TV and computer out of the bedroom.



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 who are raised in families with sedentary lifestyles.



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 oz. of 100% juice per day and youth 7–18 years old consume no more than 8–12 oz. 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, and using a computer, smart phone or 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

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Download more 5-2-1-0 resources at letsmovepittsburgh.org/5210. To start a 5-2-1-0 campaign at your home or organization, please contact letsmove@phipps.conservatory.org.



Let's Move Pittsburgh is affiliated with Phipps Conservatory and Botanical Gardens. This program is adapted from Let's Go! www.letsgo.org.

Letter to Families Announcing

A NEW **PARTNERSHIP**

Date:

Dear Families:

We are pleased to announce that we have teamed up with Let's Move Pittsburgh to 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. We are adapting the Let's Go! program, which is centered around the common message of 5-2-1-0.

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

*Keep TVs/computers 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 letsmovepittsburgh.org, or contact the Let's Move Pittsburgh staff at 412/622-6915 or letsmove@phipps.conservatory.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 Pittsburgh. 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

This program is adapted from Let's Go! www.letsgo.org

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).

great ideas
go far
in an
energized
community



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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.

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

*Keep TVs/computers 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, email letsmove@phipps.conservatory.org
click on "In Your Community" to find your "Local Partner" or all the
Let's Move Pittsburgh Home Office at 412/622-6915.



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 Reddy 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?

- ☐ No
- ☐ Yes, program-wide
- ☐ Not applicable, our program never provides food or drinks for snacks
- ☐ Don't know

Does your program encourage families to limit unhealthy choices for **snacks** that are brought in from home?

Examples may include sending home a list of recommended snacks or setting program guidelines or policies.

- ☐ No
- ☐ Yes, program-wide
- ☐ Not applicable, families never send in food or drinks for snacks
- ☐ Don't know

Does your program limit unhealthy choices for **celebrations**?

- ☐ No
- ☐ Yes, program-wide
- ☐ Not applicable, our program never has food or drinks for celebrations
- ☐ Don't know

Does your program encourage families to limit unhealthy choices that are brought in from home for **celebrations**?

Examples may include sending home a celebration sign-up sheet with only healthy options or setting program guidelines or policies.

- ☐ No
- ☐ Yes, program-wide
- ☐ Not applicable, families never send in any food or drinks for celebrations
- ☐ 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?

- ☐ No
- ☐ Yes, program-wide
- ☐ Not applicable, our program never serves juice
- ☐ Don't know

Does your program limit sugary drinks?

- ☐ No
- ☐ Yes, program-wide
- ☐ Not applicable, our program never serves sugary drinks
- ☐ Don't know

Does your program promote drinking water during the day?

Examples may include holding designated water breaks or ensuring water is visible and available for self-serve.

- ☐ No
- ☐ Yes, program-wide
- ☐ 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?

- ☐ No
- ☐ Yes, program-wide
- ☐ Don't know

Does your program use physical activity as a reward?

Examples may include extra outdoor playtime or using physical activity to celebrate a special event.

- ☐ No
- ☐ Yes, program-wide
- ☐ Not applicable, we don't use rewards
- ☐ 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?

Examples may include integrating movement into curriculum, outdoor playtime, or active games.

- ☐ No
- ☐ Yes, program-wide
- ☐ Don't know

Does your program provide tummy time for infants every day?

- ☐ No
- ☐ Yes, program-wide
- ☐ Not applicable, our program does not have infants in our care
- ☐ Don't know

Does your program take away physical activity as a punishment?

For example, taking away outdoor playtime for bad behavior.

- ☐ No, our program does not take away physical activity as a punishment
- ☐ Yes, our program takes away physical activity as a punishment
- ☐ 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.

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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
- ☐ Greater Pittsburgh Community Food Bank
- ☐ Keystone Kids Go!
- ☐ Let's Move Child Care
- ☐ National Nutrition Month
- ☐ National Screen-Free Week
- ☐ United Way of Allegheny County
- ☐ 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
- ☐ 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

Does your program provide families with educational material on healthy eating and active living?

Examples may include brochures, tip sheets, or in-person educational sessions.

- ☐ No
- ☐ Yes, program-wide
- ☐ Don't know

Does your program support breastfeeding families?

Examples may include providing sufficient refrigerator and freezer space for breast milk, offering a private area for mothers to breastfeed that has a chair and an outlet, and providing staff training on safe storage and handling of breast milk.

- ☐ No
- ☐ Yes, program-wide
- ☐ 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.

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

Questions for Strategy 9

<p>Does your program have a staff wellness program?</p>	<p><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</p>
<p>Does your program provide opportunities for staff to learn about healthy eating and active living?</p> <p><i>Examples may include providing staff training or educational handouts.</i></p>	<p><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</p>
<p>Does your program staff role model healthy eating and active living behaviors for the children?</p> <p><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></p>	<p><input type="checkbox"/> No <input type="checkbox"/> Yes, program-wide <input type="checkbox"/> Don't know</p>

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

*Keep TVs/computers out of the bedroom. No screen time under the age of 2.



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STEP THREE

IMPLEMENT ACTION PLAN



Welcome to Step 3

IMPLEMENT ACTION PLAN!



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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 First Street School may use this section:

EXAMPLE: First Street School 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. First Street School 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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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.



This program is adapted from Let's Go!
www.lets-go.org

Limit unhealthy choices:

- Don't serve unhealthy choices more than 1 time per week.
- Use the **Ideas for Healthy Snacks** 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**
- **Pittsburgh 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 cooked and mashed:

- Broccoli trees
- Carrots
- Peppers – red, green or yellow
- Snap peas
- Snow peas
- String beans
- Sweet potatoes
- Zucchini slices

Fruit is naturally sweet and most kids love it. Choosing fresh fruit guarantees you're getting no added sugar. Be sure to remove pits, seeds and serve in slices:

- Apples
- Apricots
- Bananas
- Cantaloupe
- Clementines
- Grapefruit
- Honeydew melon
- Kiwifruit
- Mandarin Oranges
- Nectarines
- Oranges
- Peaches
- Pears
- Pineapple
- Plums
- Tangerines

Some other popular fruit forms among the kiddos:

- Applesauce (unsweetened)
- Canned fruit (in 100% juice or water) sliced

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 Raisin Bran or Mini-Wheats
- Whole grain crackers or teething crackers
- Unsweetened yogurt
- Cheese slices
- Cottage cheese



Letter to Families

HEALTHY SNACK IDEAS

healthy
snacks
help
kids
grow!

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This program is adapted from
Let's Go! www.letsgo.org

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
- **Cottage Cheese or Yogurt with Fruit:**
Try using bananas, or canned peaches or pineapple
- **Crackers**
- **String Cheese**
- **Diced Veggies and Dip**

Our efforts are supported by Let's Move Pittsburgh, a program of Phipps Conservatory and Botanical Gardens that works where children and families live, learn, work, and play to help make the healthy choice the easy choice. Let's Move Pittsburgh encourages families to adopt the 5-2-1-0 message:

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

*Keep TVs/computers out of the bedroom. No screen time under the age of 2.

For more information about Let's Move Pittsburgh, visit letsmovepittsburgh.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 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 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:** Cooked carrots, cucumber slices, cooked red pepper slices, cooked broccoli, or cooked snap peas served with hummus, or yogurt dip.
- **Sweet Potato Fries:** Baked sweet potato wedges, tossed lightly with olive oil and salt.
- **Cottage Cheese or Yogurt with Fruit:** Try using fresh bananas, or canned peaches or pineapple.
- **Apple Treats:** Sprinkle apple chunks with cinnamon.
- **Tortillas and Salsa:** Use soft tortillas. For something new, try pureed bean dip instead of salsa.
- **Taco Roll-up:** Small whole wheat tortilla rolled with cheese, pureed beans and salsa.
- **Turkey Roll-up:** Turkey slice rolled up with cheese.



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This program is adapted from
Let's Go! www.letsgo.org

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:

- **Turkey Roll-ups:** Sliced turkey rolled up with cheese.
- **Cottage Cheese or Yogurt with Fruit:** Try using bananas, or canned peaches or pineapple.
- **Crackers**
- **String Cheese**
- **Cooked Vegetables with Dip**

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Sincerely,

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 orange smiles, cut fruit, fruit smoothie:*

Name: _____ Item: _____

Name: _____ Item: _____

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

Name: _____ Item: _____

Name: _____ Item: _____

A whole grain item *for example mini whole grain bagels with cream cheese or hummus, whole grain tortillas 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:*

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!



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Pittsburgh



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 classroom activity for the day.
- Create a birthday library where each child's parent donates a book to the classroom library on their child's birthday. Make it the book of the week to be read aloud in honor of the child's birthday.
- Allow the birthday child to be the class assistant for the day to help with special tasks, such as making deliveries around the child care center or leading the line.
- 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. For example, the birthday child could wear a sash and crown, sit in a special chair, and receive a special birthday surprise like a sticker, birthday card, coloring book, etc. Consider having the child visit the principal'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.
- Donate a plant or packet of seeds that the class could plant and grow together.
- Ask parents to send in small items for a class trading event, such as pencils, stickers, or erasers.
- Have a dance party.
- Provide extra recess or activity time.
- Bring in guest story readers.
- Have a special show and tell.
- Have a themed scavenger hunt around the school.
- 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, we are committed to hosting non-food celebrations.

We know it's important to honor a 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 their birthday.
- **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.

Our efforts are supported by Let's Move Pittsburgh, a program of Phipps Conservatory and Botanical Gardens that works where children and families live, learn, work, and play to help make the healthy choice the easy choice. Let's Move Pittsburgh encourages families to adopt the 5-2-1-0 message:

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

*Keep TVs/computers out of the bedroom. No screen time under the age of 2.

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This program is adapted from
Let's Go! www.letsgo.org

For more information about Let's Move Pittsburgh, visit letsmovepittsburgh.org. Thank you for joining us in our commitment to healthy kids!

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.



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This program is adapted from
Let's Go! www.lets.go.org

One of the most important questions we can help our kids 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’s working in gardens across the country and Pittsburgh. 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 teachers, staff, parents, students, 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 outdoor space—think about parking lots, roof tops, lawns, and classrooms. Remember, you can grow food anywhere!
- Make friends with your facilities director and crew! They’re the ones who can tell you the best locations, ensure water access, and help order supplies.
- 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, or integrate garden maintenance into summer school programs. Make friends with a farmer to consult with as problems arise.

Enjoy your garden!

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

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.

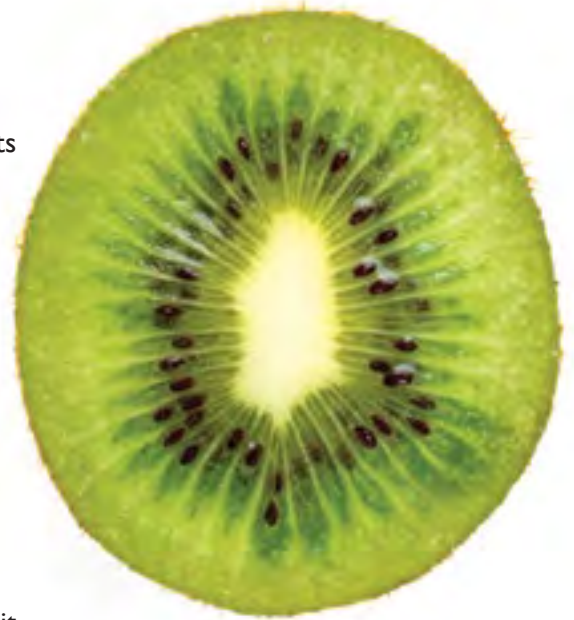
ACTIVITY TIME: 20 min.

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!



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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



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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!

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5

EAT AT LEAST FRUITS + VEGETABLES EVERY DAY

REDY'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

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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
- Social skills
- Language
- Table manners
- Self-esteem
- 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.

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To learn more about Family Style Meals, check out The Table Project at <http://www.cditeam.org/table/> and click on 'Family Style Dining,' and 10,000 Tables at 10000tables.org

Healthy Shopping on a Budget



5 or more
fruits &
vegetables
every day

PLAN AHEAD: On the weekend, plan three – four healthy dinners for the upcoming week. Make extra that can be eaten as leftovers on busy nights.

USE WHAT YOU HAVE: Search your pantry, fridge and freezer and take note of what's on hand.

MAKE A LIST: Make a list of what you need and stick to it.

LOOK FOR SALES: Use store flyers to plan your menu around what fruits and vegetables are on sale.

TRY CANNED OR FROZEN PRODUCE: Canned or frozen fruits and vegetables keep for a long time and may be less expensive per serving than fresh. Look for items made with no added sauces or sugar, or that are labeled either "low sodium," "no salt added" or "in 100% juice."

SHOP IN SEASON: Buying fruits and vegetables in season generally means your food not only tastes better but also costs less. Check out your local farmers' market or look for farm stands in your community. Use *Edible Allegheny's* Farmers' Market Guide to find a market near you.

GO GENERIC: Store brands on average are up to 28 percent cheaper and their quality is usually the same or better than name brand products.

BUY IN BULK: Buy in bulk when foods are on sale. Frozen and canned fruits and vegetables and some fresh items (like carrots and apples) will last a long time. If you have storage space, save money by stocking up on the foods you eat more often.

SHOP THE PERIMETER: Spend most of your grocery budget on foods around the outside of the store, like fruits, vegetables, low-fat dairy and lean protein. Limit your shopping in the middle aisles to staples like whole wheat pasta, rice, canned tuna and almond or peanut butter.

COMPARE UNIT PRICES: Use the unit price to compare similar products. This will help make sure you are getting the best deal. The unit price is the cost per a standard unit (often in ounces or pounds) and is usually found on a sticker on the shelf beneath the item. For example, a unit price may read as "\$0.16 per oz."

DON'T SHOP HUNGRY: People who shop when they are hungry or stressed not only tend to buy more food but also buy more unhealthy items.



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Download more 5-2-1-0 resources at letsmovepittsburgh.org/5210. To start a 5-2-1-0 campaign at your home or organization, please contact letsmove@phipps.conservatory.org.



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UNDERSTANDING FOOD LABELS

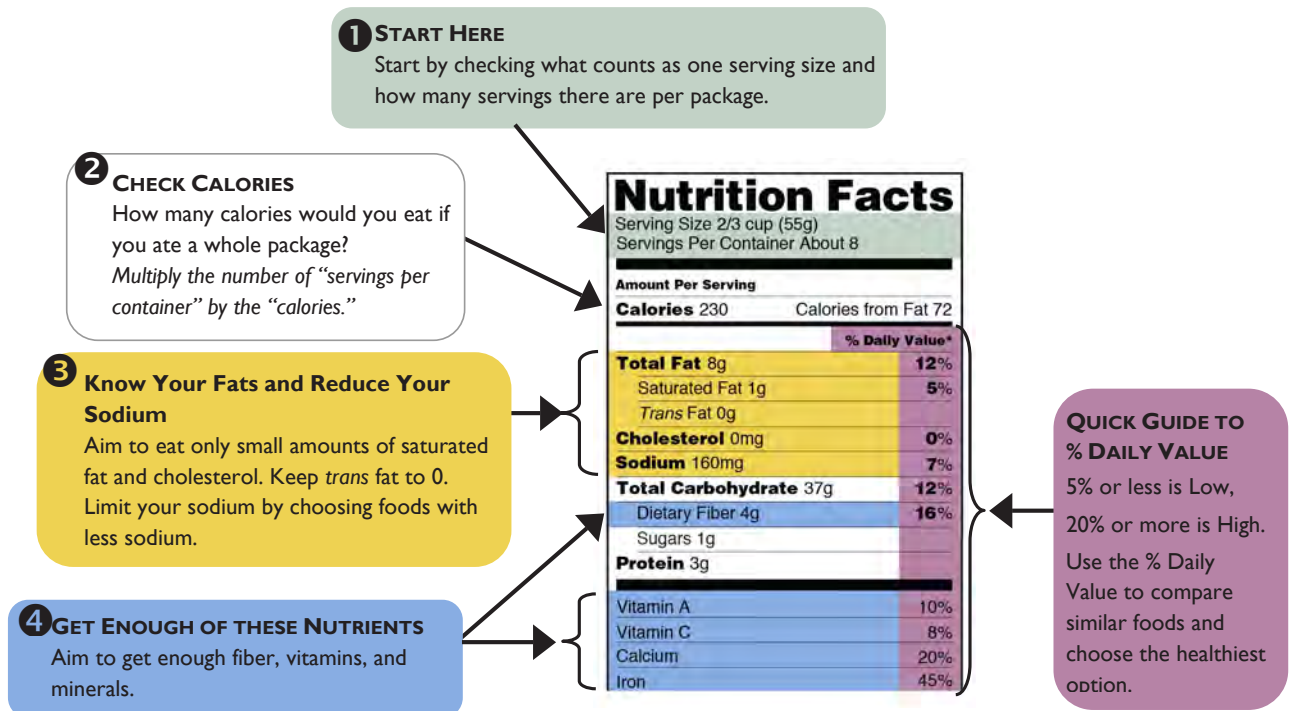
For more information visit <http://www.fda.gov/and search> "Food Labeling"

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!



Seasonal Food in Pittsburgh

5 or more
fruits &
vegetables
every day

Use this simple guide to purchase fruits and vegetables while they are in season!

JANUARY

apples
celery
lettuce
mushrooms
potatoes
turnips

FEBRUARY

apples
celery
lettuce
mushrooms
potatoes
turnips

MARCH

apples
lettuce
mushrooms
potatoes

APRIL

apples
asparagus
lettuce
mushrooms
potatoes
spinach
tomatoes

MAY

apples	spinach
asparagus	tomatoes
cabbage	
lettuce	
mushrooms	
onions	
peas	
radishes	

JUNE

apples	lettuce
asparagus	mushrooms
beets	onions
broccoli	peas
cabbage	radishes
cauliflower	summer squash
celery	strawberries
sweet cherries	tomatoes

JULY

apples	tart cherries	radishes
lima beans	sweet cherries	raspberries
snap beans	cucumbers	summer squash
beets	sweet corn	tomatoes
broccoli	eggplant	watermelon
cabbage	lettuce	
cantaloupe	mushrooms	
carrots	onions	
cauliflower	peaches	
celery	peppers	

AUGUST

apples	peaches
lima beans	pears
snap beans	peppers
beets	plums
blackberries	potatoes
blueberries	radishes
cabbage	raspberries
cantaloupe	summer squash
carrots	sweet potatoes
celery	tomatoes
cucumbers	turnips
sweet corn	watermelon
eggplant	
lettuce	
mushrooms	
nectarines	
onions	

SEPTEMBER

apples	nectarines
lima beans	onions
snap beans	peaches
beets	pears
blueberries	peppers
broccoli	plums
cabbage	potatoes
cantaloupe	pumpkins
carrots	raspberries
cauliflower	spinach
celery	summer squash
cucumbers	winter squash
sweet corn	sweet potatoes
eggplant	tomatoes
grapes	turnips
lettuce	watermelon
mushrooms	

OCTOBER

apples	lettuce
lima beans	mushrooms
snap beans	pears
beets	peppers
broccoli	potatoes
cabbage	pumpkins
carrots	spinach
cauliflower	summer squash
celery	winter squash
sweet corn	tomatoes
eggplant	turnips

NOVEMBER

apples
beets
broccoli
cabbage
carrots
cauliflower
celery
lettuce
mushrooms
potatoes
pumpkins
winter squash
tomatoes
turnips

DECEMBER

apples
beets
cabbage
carrots
celery
lettuce
mushrooms
potatoes
pumpkins
winter squash
tomatoes
turnips

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!**

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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 and a glass of milk.
- Half of a toasted English muffin with a slice of cheese.

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

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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

Add Frozen and Canned Fruits to:

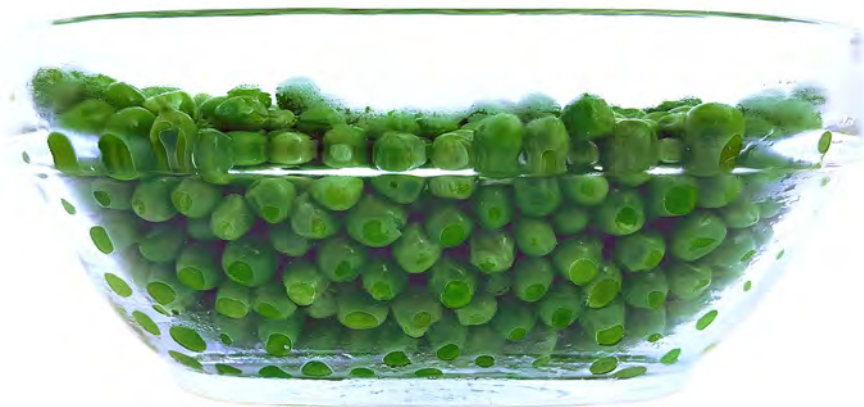
- Smoothies
- Yogurt parfaits
- Plain yogurt
- Fruit salad
- Cereal
- Stir-fry (pineapple)

Or simply use as a side dish!

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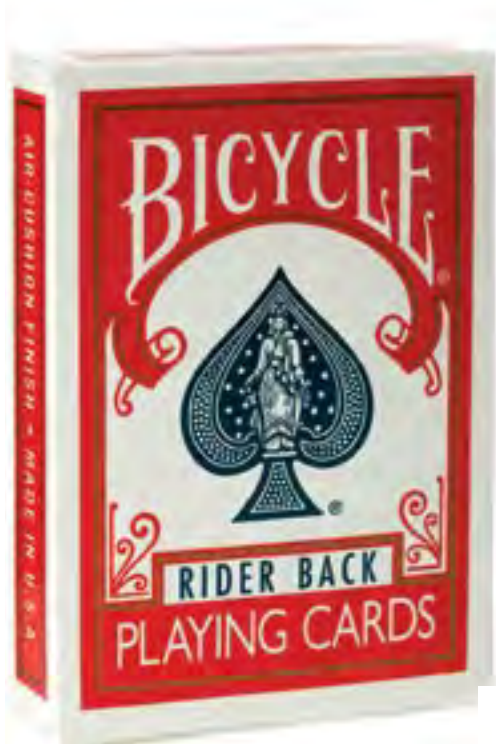
This program is adapted
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SOOOOOO cool!



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.

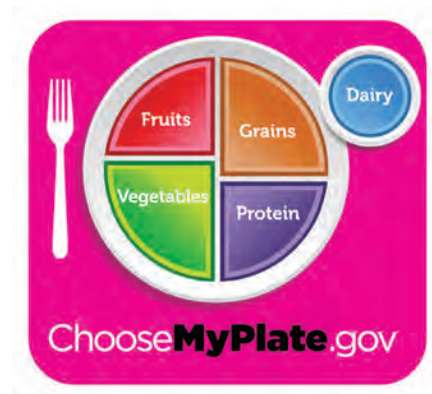


For toddlers, the right portion size is the size of the palm of their hand.

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!**

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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, pureed (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: hard boiled eggs, cheese sticks, yogurt cups, and single-serve fruit cups canned in water or 100% fruit juice are all good options.

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This program is adapted
from Let's Go! www.lets-go.org



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.

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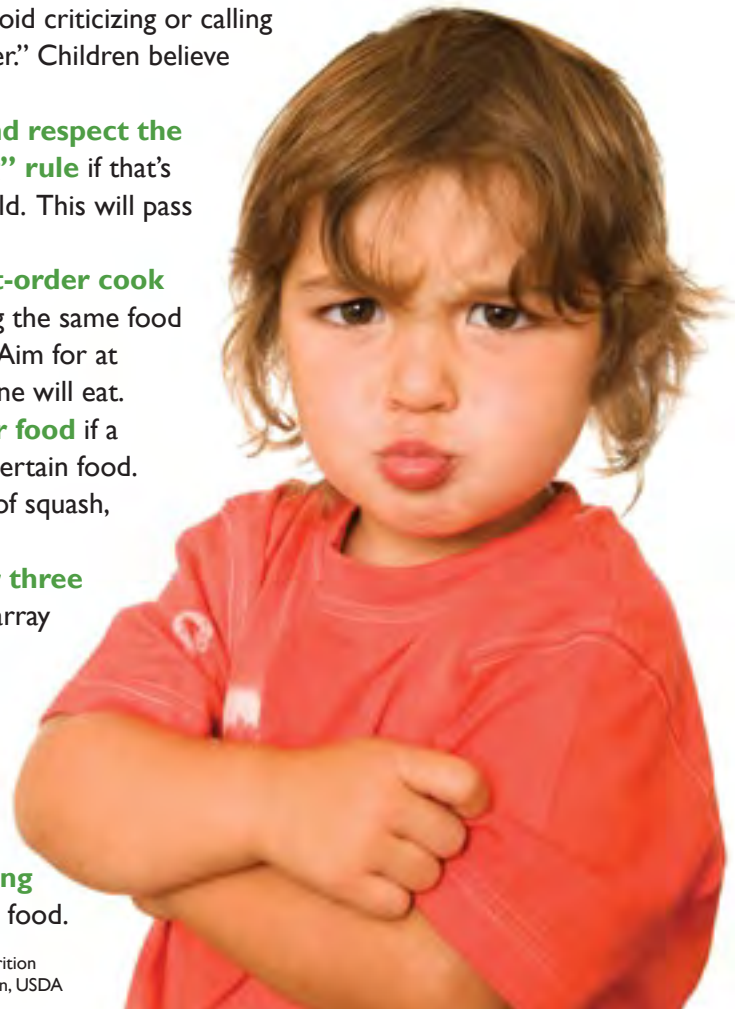
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What do you do if your child refuses a whole meal because something they don’t like touched their plate? Or if they refuse to eat anything other than fruit and two days ago would only eat peanut butter sandwiches? Or maybe your child is not showing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

5 or more
fruits &
vegetables
every day

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 change into positive, helpful ones!

PHRASES THAT HINDER

"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.

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

"Joey, look at your sister. She ate all of her bananas."

"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.

"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.

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

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

PHRASES THAT HELP

"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.

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

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

"Has your tummy had enough?"

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

"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.

"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 the food, rather than who was right.

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Download more 5-2-1-0 resources at letsmovepittsburgh.org/5210. To start a 5-2-1-0 campaign at your home or organization, please contact letsmove@phipps.conservatory.org.



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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.



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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.**
- **Make Water Fun!**

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:

- **Healthy Hydration**
- **Best Drinks for Young Children**
- **Water as Fuel**
- **Enlightening Facts About Juice**
- **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.



This program is adapted
from Let's Go! www.letsgo.org

Setting Up a

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.



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Make

WATER FUN!

refreshing
water!



Water cooler water slide

- Funnel the water from the cooler spout through a toy like Marble Run or a custom made slide. Clean the Marble Run before use.
- Keep tubes in half-pipe form so kids can watch the water flow. Add water wheels, doors, bells, etc., for excitement.
- Make sure the slide pieces are water tight. When kids want water have them place their cup at the end of the slide to capture the water.
- Have an involved parent help with the construction, if needed.

Add non-caffeinated herbal tea

- In addition to fruits like lemon, cucumber, berries, and melons, herbal teas can make delicious flavored water. Herbal teas are commonly non-caffeinated and have lots of flavor. Popular non-caffeinated choices are mint, chamomile, and lavender. Keep a batch chilled in the fridge, ready-to-drink!

Silly animal poster

- Have kids bring in a silly picture of their favorite animal drinking water. As a class, make a poster and hang it by the water cooler.
- During water breaks have kids pick an animal that they want to be while drinking water.

Whimsical bubbler

- Give bubblers imaginative, leading names. Reference books, art, nature, etc. For example:
 - Poseidon's Pool (from Greek mythology)
 - Fountain of Tivoli
 - Pittsburgh Fountain of Life
 - Fountain of Fair Fortune (Harry Potter reference)
 - Big Lizard's Underwater Swimming Hole
- Decorate with indoor plants and holiday lights.

Content developed by Christine Adamowicz
of Let's Go! Healthy Androscoggin

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Letter to Families

LIMIT SUGARY DRINKS SENT IN FROM HOME

Dear Families,

As part of our efforts towards supporting healthy, ready-to-learn students, we encourage students and families to limit sugary drinks brought in from home. Water is the best thirst quencher. We want your kids to be the healthiest they can be!

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

- **Flavor water with fresh squeezed fruit.** Try traditional lemon, lime, or orange wedges or experiment with things like melon, berries, and kiwi.
- **Try flavored, unsweetened seltzer water.** It's fizzy and tastes good so is a great substitute for soda.
- **Choose whole fruit instead of juice.** If you do provide juice, choose only 100% juice and keep the servings small.
 - No more than 4-6 ounces per day for children age 6 years and younger.
 - No more than 8-12 ounces per day for children age 7 years and older.

Our efforts are supported by Let's Move Pittsburgh, a program of Phipps Conservatory and Botanical Gardens that works where children and families live, learn, work, and play to help make the healthy choice the easy choice. Let's Move Pittsburgh encourages families to adopt the 5-2-1-0 message:

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

*Keep TVs/computers out of the bedroom. No screen time under the age of 2.

For more information about Let's Move Pittsburgh, visit letsmovepittsburgh.org. Thank you for joining us in our commitment to healthy kids!

Sincerely,

Water is
the **best**
thirst
quencher

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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.

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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!



Healthy Hydration

Promote healthy habits by encouraging kids to consume more water and low-fat milk (or dairy substitute), plus limit or eliminate sugary drinks.

0 sugary
drinks and more
water every day

LIMIT JUICE

- Avoid products labeled “-ade,” “drink” or “punch” as they often contain 5% juice or less.
- Always choose whole fruits over juice.
- Buy only 100 percent juice.
- Daily juice intake should be limited to 4 – 6 oz. for kids ages 1 – 6 and 8 – 12 oz. for youth 7 – 18.
- No juice should be consumed by children under 6 months of age.
- Make changes slowly by adding water to your child’s juice.
- Suggest a glass of water or low-fat milk (or dairy substitute) instead of juice.
- Try mixing seltzer with a small amount of juice.

BE WATER WISE

- Keep bottled water on hand.
- Add flavor to water with fresh citrus slices.
- Keep a pitcher of water in the fridge.
- Water is the number one thirst-quencher, so always offer it as a first choice when kids are thirsty.
- Replace soda and other sugary drinks with water, cutting back slowly until they are completely eliminated.
- Remember: When kids exercise, they sweat, and when they sweat, they lose water and minerals. It is important, then, to replace the water that is lost.
- Energy drinks are NOT sports drinks and should never replace water during exercise. Water is the number one fuel for our bodies.



MAKE THE MOST OF MILK

- Children ages 2 – 3 should consume two 8-oz. glasses of low-fat milk (or dairy substitute) per day.
- Children ages 4 – 8 should drink two-and-a-half 8-oz. glasses of low-fat milk (or dairy substitute) per day.
- Kids ages 9 or older should consume three 8-oz. glasses of low-fat milk (or dairy substitute) per day.

Just 9 ounces of soda has 110 – 115 empty calories and it contains caffeine that kids don't need!

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Download more 5-2-1-0 resources at letsmovepittsburgh.org/5210. To start a 5-2-1-0 campaign at your home or organization, please contact letsmove@phipps.conservatory.org.



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Best Drinks for Young Children

0 sugary
drinks and more
water every day

The best drinks for kids of all ages are milk and water!

RULES OF THUMB

- Children between 1 – 2 years should be drinking whole milk and/or breast milk.
- Preschoolers should consume two cups of low-fat or nonfat milk (or equivalent dairy products) every day.
- Try to avoid premixed chocolate or strawberry drinks, which often contain considerably more calories, sugar and fat than milk you flavor yourself.
- Limit juice, which has a significant amount of sugar, to no more than one serving (4 – 6 oz.) of 100% juice a day.
- Kids may be less likely to drink enough milk if sugar-sweetened beverages are available.



WHAT PARENTS CAN DO

- Promote water and low-fat milk as the drinks of choice.
- Provide low-fat milk, skim milk and other milk alternatives in place of whole milk.
- Use the drink comparison chart (below) to demonstrate how much sugar is in a variety of drinks.
- Provide water and low-fat milk instead of sugar-sweetened drinks at celebrations.
- Be a role model by drinking water or milk.
- Visit a local dairy farm.

DRINK	SIZE	CALORIES	SUGAR
Water	8 oz.	0	0 g
Low-fat milk	8 oz.	100	11 g
100% orange juice	8 oz.	110	22 g
Juice Drink (10 % fruit juice)	8 oz.	150	38 g
Powdered drink mix (with sugar added)	8 oz.	90	24 g
Soda	8 oz.	100	27 g

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Water as Fuel

Like food, water acts like fuel and helps your body function. To keep your body running smoothly, drink plenty of water throughout the day.

0 sugary
drinks and more
water every day

FUEL YOUR BODY WITH WATER!

When you exercise, you sweat and you lose water and minerals.

It is important to replace this water. Kids who are very active for longer than 60 minutes may need to replace water and minerals using sports drinks, like Gatorade and Powerade, especially when it's hot and humid.

Energy drinks are NOT sport drinks and should never be used to replace water during exercise.

Most energy drinks, like Red Bull and SuperStar, contain caffeine, which causes the body to lose water. Too much caffeine can also cause anxiety, headaches, stomach aches and sleep problems.

Energy drinks contain high amounts of sugar and calories.

This could lead to weight gain and tooth decay.

GET ENERGIZED!

- Water is the most important nutrient for active people.
- Between 70 – 80 percent of a child's body is made up of water.
- Water is the number one thirst quencher!

DID YOU KNOW?

- Being thirsty is a sign that you are already dehydrated.
- Your ability to concentrate is related to how well you are hydrated.
- Thirst can also be mistaken for hunger, so by staying hydrated, you are less likely to consume excess calories.
- Try drinking a glass of water to satisfy a growling stomach. If you're still hungry after the water, feel free to reach for a healthy snack!
- Modeling is an effective strategy for any age group. Choosing water over sugary drinks in the workplace as well as at home will encourage others around you to lead a healthy lifestyle.

Children who eat healthy, drink enough water and sleep well will have plenty of energy for all of their sports and activities.

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Download more 5-2-1-0 resources at letsmovepittsburgh.org/5210. To start a 5-2-1-0 campaign at your home or organization, please contact letsmove@phippsconservatory.org.



Enlightening Facts About Juice

0 sugary
drinks and more
water every day

ACCORDING TO THE AMERICAN ACADEMY OF PEDIATRICS:

- Fruit juice offers no nutritional benefits for infants younger than 6 months.
- Fruit juice offers no nutritional benefits over whole fruit.
- Fruit “drinks” are not nutritionally equivalent to fruit “juice” (see below).
- Fruit juice is NOT appropriate in treating dehydration or diarrhea.
- Excessive juice consumption may be associated with malnutrition, diarrhea, flatulence, abdominal distention and tooth decay.
- Calcium-fortified juices do provide calcium, but lack other nutrients present in breast milk, formulas or cow’s milk.

RECOMMENDATIONS:

- Do not introduce juice until your infant is 12 months old.
- Serve juice in open cups, so children cannot consume juice easily throughout the day.
- Offer and encourage children to eat whole fruit instead of juice.
- Serve only pasteurized juices.
- Choose 100 percent juice instead of fruit “drinks,” which, most likely contain added sweeteners and flavors.
- Younger children ages 1 – 6 years should have only 4 – 6 ounces of juice a day, if any at all.
- Older children should be limited to 8 – 12 ounces of juice a day, if any at all.

RULE OF THUMB:

You are better off giving
your children fruit instead
of fruit juice.

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

BEVERAGE	SUGAR GRAMS PER SERVING	TEASPOONS OF SUGAR*
Sunny D® Baja Orange Drink	43g	10 ¼
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 ⅔
Water	0g	0

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.

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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 sml	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 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.

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Instead of food rewards:

- 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 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

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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**

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

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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."



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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!



This program is adapted from Let's Go!
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PHYSICAL ACTIVITY is any movement that increases heart rate and breathing such as running, climbing, jumping, dancing, etc.

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 Up!**
- **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.



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>



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Quick Physical Activity Breaks

1 hour
or more
of physical
activity
every day

Try these in the classroom, at recess, a health fair, or a field day.

HIGH KNEES RUN/MARCH: Run or march in place, lifting your knees in front of you as high as you can.

HULA HOOP: Hula hoop around your waist. Do the best you can and have fun! Hula hooping builds abdominal strength. Twirling two hula hoops builds hand-eye coordination.

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 straight ahead.

CHAIR POSE: Bring your feet and 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 or step from side to side, bringing your heel behind you as high as you can. Swing your arms from side to side.

AGILITY LADDER: Form a line at one end of the ladder. Run through the ladder without stepping on the bars. Pick your knees up high! Run up the ladder and then jog around to the end of the class line.

JUMP THE HURDLES: Form a line at a cone. The first person begins by stepping/jumping over the hurdles. When the student before you gets to the third hurdle, the next person begins. Keep the line moving!

SQUEEZE THE BALL: Place a ball between your hands with your elbows pointing out to the side. Squeeze your palms in towards the ball. Feel your arms working hard!

JUMP ROPE: You can pretend or use a real jump rope. Keep moving! Jumping rope builds endurance and can be done individually or in a group setting.

HANDS TO KNEES: 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 tall to keep your abdominal muscles strong!

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Download more 5-2-1-0 resources at letsmovepittsburgh.org/5210. To start a 5-2-1-0 campaign at your home or organization, please contact letsmove@phipps.conservatory.org.



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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.

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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!



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FAQ

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.



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This program is adapted
from Let's Go! www.letsgo.org

The StoryWalk™ Project was created by Anne Ferguson of Montpelier, VT and developed in collaboration with the Vermont Bicycle & Pedestrian Coalition and the Kellogg Hubbard Library.

Get Up!

Get one hour or more of physical activity every day

1 hour
or more
of physical
activity
every day

LET PHYSICAL ACTIVITY 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
- Make snow angels

DID YOU KNOW?

Moderate physical activity:

- Activities that make you breathe hard
- Examples: hiking, dancing
- Aim for one hour a day.

Vigorous physical activity:

- Activities that make you sweat
- Examples: running, aerobics, basketball
- Aim for 20 minutes a day.

PHYSICAL ACTIVITY

- Makes you feel good
- Helps you keep a healthy weight
- Makes your heart happy
- Makes you stronger
- Makes you flexible

MOVE FOR AN HOUR EVERY DAY

Encourage at least an hour of daily physical activity for kids **and** adults!

MAKE PHYSICAL ACTIVITY EASIER

- Make gradual changes to increase your physical activity.
- Incorporate physical activity into your daily routines.
- Try tracking the level of your physical activity using a pedometer.
- Turn off the TV and computer and keep them out of the bedroom.
 - Limit recreational computer time.
- Choose toys and games that promote physical activity.
 - Keep physical activity fun!

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Download more 5-2-1-0 resources at letsmovepittsburgh.org/5210. To start a 5-2-1-0 campaign at your home or organization, please contact letsmove@phipps.conservatory.org.



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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.



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Adapted from the New Hampshire Department of Health and Human Services Physical Play Every Day! pamphlets.

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 our door. Spending time in nature alone and with our families has positive outcomes for everyone.

**1 hour
or more
of physical
activity
every day**

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 KIDS INVOLVED:

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

FUN, FAMILY-FRIENDLY OUTDOOR ACTIVITIES:

- Go apple or berry picking.
- Follow animal tracks.
- Go sledding.
- Camp in the backyard.
- Go stargazing and pick out your favorite constellations.
- Plant a vegetable garden.
- Go for a hike or nature walk.
- Build a fort with branches and leaves.

RESOURCES

- Children and Nature Network | <http://www.childrenandnature.org/>
- Bike PGH | <http://bikepgh.org/campaigns/commuter-bike-maps/handheld-bike-map/>
- Pittsburgh | <https://getfitpgh.com/incredible-run-routes-in-pittsburgh-map-of-each-route/>
- Pittsburgh Parks Conservancy | <https://www.pittsburghparks.org/mypghparks>

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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:

- **Turn on the Fun**
- **Healthy Viewing Habits**
- **Unplug!**
- **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!

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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.

bring
back
silly!

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In school kids often get extra screen time when there is indoor recess. Let's switch this back around and replace screen time with physical activity!

Here are a few ideas to ensure that instead of screen time during indoor recess kids are getting physical activity:

- Turn on music and have a dance party.
- Set up an obstacle course.
- Do age-appropriate exercise videos.
- Do a scavenger hunt.
- Use the gym to play active games like: Red Light Green Light, Freeze Dance, Hopscotch, Tag, Simon Says, Twister.
- Play Balloon Volleyball: Blow up some balloons. Break into two teams and sit on the floor facing each other. The object of the game is to not let the "volleyball" touch the ground.
- Use the *Motor Breaks and Games for Elementary Schools* booklet that came with your toolkit.



INSTEAD OF **WATCHING TV**



Life is more fun when you join in!

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

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

[illegible]

The logo for the 5210 Let's Go! campaign. It features the numbers 5, 2, 1, and 0 in red, orange, green, and blue boxes respectively, arranged in a row. Below them is a green banner with the text "LET'S GO!" in white and yellow. A red silhouette of a person is shown in a dynamic, jumping pose to the right of the numbers.

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Take Home

ACTIVITY BAGS

what's in
your bag?



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**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 your students like but don't have access to every day. You want to provide desirable items that the students want!
2. **Advertise to families.** Let families know that students may "check out" an Activity Bag for the evening as an alternative to screen time. Consider adding the sentence below to parent communications.

"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? The school nurse? The librarian? Front office staff? 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 • story books • activity dice • snow block makers • directions and supplies for special arts and crafts • jump ropes • animal tracks book •



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Turn on the Fun

Life is lots more fun when you join in! Watching TV is associated with more snacking and increased obesity. Too much TV has been linked to lower reading scores and attention problems. Screen time includes TV, computer, Playstation and Gameboy. All are important to limit.

2 hours
or less
recreational
screen time
every day

TAME THE TV AND COMPUTER

- Set limits — know how much TV your child is watching.
- Set some basic rules, such as no TV or computer before homework is done.
- Do not watch TV during meal time.
- Use a timer. When the bell rings, it's time to turn off the TV.
- Eliminate TV time during the week.

HEALTHY SCREEN TIME

- No TV/computer under the age of 2
- No TV/computer in children's bedrooms
- One hour of educational TV/computer time between ages 2 and 5
- After the age of 5, two hours or less

PLAN VIEWING IN ADVANCE

- Keep books, magazines and board games in the family room.
- Make a list of fun activities to do instead of being in front of a screen.
- Set family guidelines for age-appropriate shows.

TRY THESE ACTIVITIES INSTEAD OF WATCHING TV:

- Ride a bike
- Go on a nature hike
- Complete a puzzle
- Turn on music and dance
- Read a book or magazine
- Spend time catching up with your family
- Go to the park
- Play board games or charades
- Play ball (basketball, catch, soccer, etc.)
- Visit the Homewood or Hazelwood Early Learning Hub
- Visit your local branch of the Carnegie Library of Pittsburgh
- Visit Phipps Conservatory and Botanical Gardens
- Visit the Children's Museum of Pittsburgh
- Visit the National Aviary
- Visit the Carnegie Museum of Art
- Visit the Carnegie Museum of Natural History
- Visit Assemble Pittsburgh
- Visit the Carnegie Science Center
- Visit the Heinz History Center
- Visit downtown Pittsburgh's Cultural District
- Rollerblade
- Sled, ski or snowshoe
- Walk, run or jog
- Start a journal

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Download more 5-2-1-0 resources at letsmovepittsburgh.org/5210. To start a 5-2-1-0 campaign at your home or organization, please contact letsmove@phipps.conservatory.org.



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Healthy Viewing Habits

2 hours
or less
recreational
screen time
every day

The American Academy of Pediatrics recommends that kids under 2 years of age not watch any TV and that those older than 2 watch no more than one to two hours a day of quality programming. Here are some tips you can use to help your child develop positive TV and computer habits.

HELPFUL TIPS

- Keep TVs, DVD players, video games and computers out of your child's bedroom.
- Turn off the TV during meals.
- Treat TV as a privilege to be earned by completing homework or chores, and establish and enforce family TV-viewing rules.
- Encourage kids to engage in alternative activities.
- Make books, magazines and board games readily available.



DID YOU KNOW?

- According to the Kaiser Family Foundation, two-thirds of infants and toddlers watch a screen an average of two hours a day. Kids under 6 watch an average of two hours of screen media a day.

The first two years of life are critical for brain development, and electronic media can get in the way of exploring, playing and parent-child interactions that promote positive growth.

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Unplug!

Life is a lot more fun when you join in!



2 hours
or less
recreational
screen time
every day

TRY THESE ACTIVITIES INSTEAD OF WATCHING TV:

- Take a walk.
- Ride a bike.
- Go for a hike.
- Build a puzzle.
- Go camping.
- Go to a sporting event.
- Play a board game.
- Read a book.
- Play outside.
- Dance to music.
- Start a journal.
- Jump rope or skip.
- Help make dinner.
- Strike a yoga pose.
- Go bowling.

HELPFUL WEBSITES:

www.turnoffyourtv.com

www.screentime.org

www.cmch.tv

INTERESTING FACTS:

- **38.5:** Minutes per week that parents meaningfully converse with their children.
- **1,680:** Minutes per week that the average child watches television.
- **20,000:** Number of 30-second commercials seen in a year by an average child.
- **50%:** Percentage of children ages 6–17 who have TVs in their bedrooms.
- **70%:** Percentage of childcare centers that use TVs during a typical day.
- **900:** Hours per year that the average American youth spends in school.
- **1,500:** Hours per year that the average American youth watches television.
- **66%:** Percentage of Americans who regularly watch television while eating dinner.

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Screen Time and the Very Young

2 hours
or less
recreational
screen time
every day

The American Academy of Pediatrics recommends NO screen time for children under 2 years of age. Excessive screen time (over two hours a day) can put young children at risk for some of the effects listed below.

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).
- takes time away from meaningful interactions with parents, family members and caretakers.
- can be associated with problems in later childhood, including lower math and school achievement, reduced physical activity, social issues and increased weight.
- has been associated with increased early childhood aggression.
- simply put, means less time involved in creative play — the foundation of learning, constructive problem solving, and creativity.

REDUCED SCREEN TIME...

- may lead to decreased interest in it as older children.
- can help prevent childhood obesity by allowing time for more physical activity and less exposure to television advertising for unhealthy foods targeted at children.
- allows for performing better in school, having a healthier diet, being more physically active and having the opportunity to better engage in school as older children.
- can start now! Limiting exposure before age 6 greatly reduces the risks of excessive screen time.

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

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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.

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Reading to Young Children

2 hours
or less
recreational
screen time
every day

TIPS TO MAKE READING FUN:

- If your child tends to squirm, try replacing text with your own words and point to the objects on the page as they are described.
- Use a new voice for each character and make the sounds of any 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 thing using the same words. Children love repetition and enjoy it when you say something that they expect you to say.
- Encourage your child to participate in the story by pointing at objects, repeating words or adding sound effects.
- Talk about the pictures and don't stay on a page too long. Don't expect to finish!
- Start with bright, simple picture books. Kids often need to be taught to appreciate more beautiful, artistic books. Introduce these among your child's go-to favorites.
- When your child is about 12 – 18 months old, teach him or her to turn pages.
- If your child requires you to zip through the pages to stay interested, don't bother with the plot and focus on the images.
- If the story includes a particular event, emotion or concept that you would rather not present, make up your own version or just talk about the pictures instead.



Reading to your child for 20 minutes a day will deepen bonds while promoting brain development.

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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.
3. Davis MM, Gance-Cleveland B, Hassink S, Johnson R, Paradis G, Resnicow K. Recommendations for prevention of childhood obesity. *Pediatrics*. 2007;120(Supplement 4):S229-S253.

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!

here **there** and
everywhere!

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Get involved with one of these excellent initiatives:

- Farm to Preschool www.farmtopreschool.org
- Keystone Kids Go! www.panen.org/keystone-kids-go
- 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.



Photo © Giant Eagle

Put These on Your Calendar

HEALTHY DATES TO CELEBRATE



who
doesn't
like to
celebrate!

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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/hww.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 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.
3. Davis MM, Gance-Cleveland B, Hassink S, Johnson R, Paradis G, Resnicow K. Recommendations for prevention of childhood obesity. *Pediatrics*. 2007;120(Supplement 4):S229-S253.

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 provide 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).

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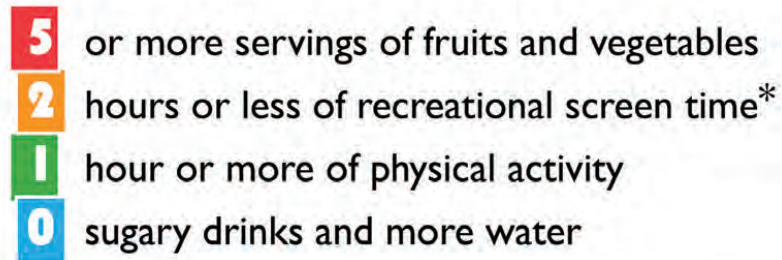
Sample Language for Requesting

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 TVs/computers 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.

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Please Give Nutritiously

Shelter, soup kitchens, and food banks depend on your generous food donations. We hope that 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: _____

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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



www.letsgo.org

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
- 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
- Pittsburgh 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!



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- **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**
- **Healthy Hydration**
- **Best Drinks for Young Children**
- **Water as Fuel**
- **Enlightening Facts About Juice**

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 Up!**
- **Make Physical Play Part of Every Day!**
- **Take It Outside**

STRATEGY 5: Limit recreational screen time.

- **Turn on the Fun**
- **Healthy Viewing Habits**
- **Unplug!**
- **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

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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**.
- Open school facilities before and after school for physical activity, especially in the winter.
- Remove junk food from staff areas.
- Use walking meetings.
- **Be a Healthy Role Model**.
- 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



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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.



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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), salads (e.g. chicken caesar salad, chef salad), vegetable pizza with low-fat 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:

- Eat healthy foods.
- Participate in classroom motor breaks and games with the students.
- Use your free time to get physical activity.
- Drink water.
- Put any beverage that isn't water in an unmarked opaque container.

children are
watching you!



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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

1. Ritchie LD, Boyle M, Chandran K, et al. Participation in the Child and Adult Care Food Program is associated with more nutritious foods and beverages in child care. *Childhood Obesity*. 2012;8(3):224-229.
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**



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Who Administers CACFP in Pennsylvania?

If you are interested in participating to ensure that children in your care have access to CACFP meals, you may contact our office at the e-mail and telephone number listed below. Our staff will be happy to provide you with additional information.

1-800-331-0129
RA-CACFP@PA.GOV

The CACFP is administered by:



The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the basis of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the **USDA Program Discrimination Complaint Form**, found online at http://www.aphis.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9922 to request the form. You may also write a letter containing all of the information requested in the form and send it to the USDA Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442, or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 877-8337 (TDD/VOIP). (Spanish)

USDA is an equal opportunity provider and employer.

What kind of financial assistance is available?

Under the CACFP, providers earn reimbursement for every complete meal served. Providers receive reimbursement based on meals multiplied by their determined rates.

Rates are determined by the income of the provider's geographic location; first by school data, then census, and finally by provider household income. The Home Sponsor will work with you to determine your reimbursement Tier.

The reimbursement rates for July 2013 through June 2014 are provided below:

Reimbursement Rates	Tier 1	Tier 2
Breakfast	\$1.28	\$0.47
Lunch/Supper	\$2.40	\$1.45
Snack	\$.71	\$.19

For more information about the **Child and Adult Care Food Program**, you can visit the USDA's website at:

www.fns.usda.gov



Pennsylvania Child And Adult Care Food Program

Relative/Neighbor Provider



PA Department of Education
Bureau of Budget and Fiscal Management
Division of Food and Nutrition
333 Market Street, 4th Floor
Harrisburg, Pennsylvania 17126-0333
www.education.state.pa.us
1-800-331-0129

- Health Standards
- Safety Standards
- Training
- Monitoring
- Affordable Day Care
- Nutritional Guidelines

CACFP provides reimbursement for meals and snacks served to children receiving non-residential day care in private homes that are licensed, registered, or approved to subsidized relative/neighbor child care.

As a *Relative/Neighbor provider* approved through your Child Care Information Services (CCIS) you are eligible to participate in the CACFP in Pennsylvania.

Child and Adult Care Food Program



- Children in low-income areas have nutritious meals.
- Parents know their children have access to food that follows current nutrition guidelines.
- Provider receive Federal assistance to provide meals to children in their care.

About CACFP

CACFP provides higher levels of reimbursement to providers in low-income areas, and to providers and children most in need. The reimbursements make the cost of day care more affordable for many lower income families.

Health and safety standards, training, and monitoring make CACFP an important component of quality child care, especially in family day care homes.

Applying to Participate

1. If you are an approved relative/neighbor child care provider and are caring for a child receiving subsidized child care, contact one of the CACFP Home Sponsors. The Directory is available at the Child Nutrition Program Electronic Application and Reimbursement System (PEARS) Website at: www.pears.ed.state.pa.us
2. Select and contact a CACFP Home Sponsor of your choice.
3. The Sponsor's staff will have you sign an agreement to participate, and provide training and paperwork.

Select "New Sponsor Application Packet," then "CACFP" and select the "Home Sponsor Directory."

What meals are eligible for reimbursement?

Provider may claim reimbursement for up to two meals and one snack, or two snacks and one meal per child daily, and are based on your approved hours of care. Only complete meals served to children while in care may be claimed.

Your own children's meals may be eligible for reimbursement during approved hours of care if other children are also in attendance for the meal service. Your Home Sponsor will assist you with this process.



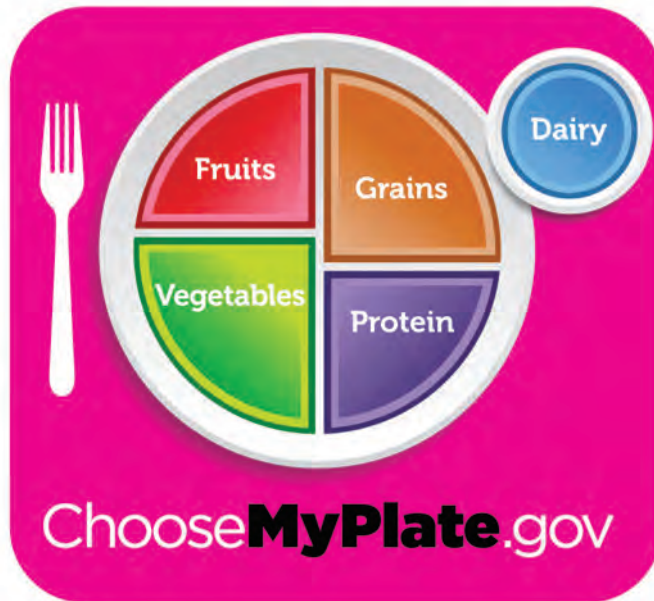
A Helpful Guide

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



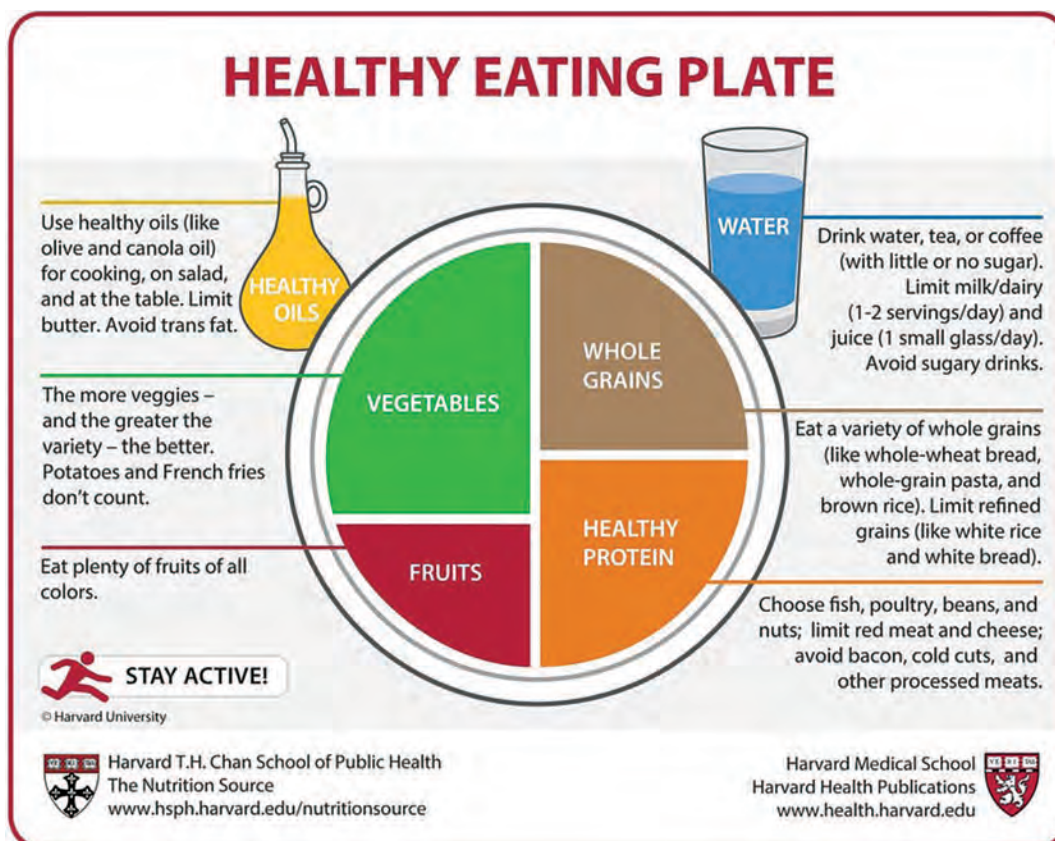
a **colorful** plate
is a **nutritious** plate!

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

BREASTFEEDING SUPPORT

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 Patient Protection and Affordable Care Act of 2010 (ACA) requires employers that provide reasonable break time to encourage mothers to achieve their breastfeeding goals:

Reasonable Break Time for Nursing Mothers

Section 4207 of the ACA requires employers with 50 or more employees to provide reasonable break time and a private, non-bathroom space for nursing mothers to express breast milk during the workday for up to one year after the child's birth. The new requirements became effective when the ACA was signed into law on March 23, 2010. The current law only applies to non-exempt employees in jobs that are covered by the overtime provisions of the Fair Labor Standards Act (FLSA).

This program is adapted from
Let's Go! www.lets-go.org

- 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.letsgo.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.



Adapted from resources compiled by the 2012 Maine Breastfeeding Stakeholder Workgroup

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

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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}



**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>

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

The Basics of Breastfeeding Support

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Breastfeeding Welcome Here



BREASTFED BABY

By Anne Smith, IBCCC

www.breastfeedingbasics.com

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.

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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



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.

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www.lets-go.org



Let's Go!

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 Move Pittsburgh 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 Move Pittsburgh creates awareness of the program and the 5-2-1-0 messages with annual media campaigns that have included blogs, TV spots, Facebook, and Twitter. Let's Move Pittsburgh monitors parent awareness by adding a few questions to a local market research firm's survey.

3. Changes in behaviors

Let's Move Pittsburgh uses a survey to track site changes in each of the 5-2-1-0 behaviors among students at 5-2-1-0 sites. The purpose is to quantify the health of children and the health-related behaviors and attitudes of youth by direct youth survey.



This program is adapted from
Let's Go! www.letsgo.org

STEP FIVE

CELEBRATE



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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!



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www.letsgo.org

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

*Keep TVs/computers 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 improvements in healthy eating and physical activity environments for children. Thank you in advance for taking the survey!

Recognized sites are publicly acknowledged on letsmovepittsburgh.org

Sites also receive a framed Let's Move Pittsburgh Certificate of Recognition.

Let's Go! Recognition Program Levels

Let's Go! recognizes three levels of change for schools, child care programs, 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 addendum or policy checklist.</p>

Bronze Level - Implementation

To achieve BRONZE level recognition, a school must be implementing all five *Let's Go!* priority strategies with most staff or school-wide. Schools 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 his or her school team to ensure accurate responses.
- *Let's Go!* priority strategies that are implemented by most staff or school-wide will count towards recognition.
- If a priority strategy is not being implemented by most staff or school-wide, the school 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 school 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 school 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 front entrance/lobby, classrooms, the cafeteria, and the library. 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 Coordinator or the Let's Move Pittsburgh Home Office at 412/622-6915. We are here to help!

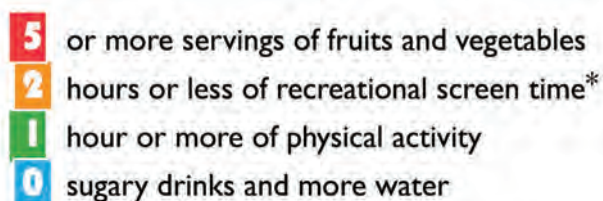
Healthy Eating and Physical Activity at Our School

A Message to Families

Date:

Dear:

Our school believes that all children deserve the opportunity to be healthy and successful. Healthy eating and physical activity improve concentration, memory, and mood, helping students become better learners. We are pleased to share with you that our school supports the 5-2-1-0 Every Day message, which states the following:



*Keep TVs/computers out of the bedroom. No screen time under the age of 2.

To further support healthy students, staff, and families, we partner with Let's Move Pittsburgh and participate in *Let's Go! 5-2-1-0 Goes to School*. 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!* schools, child care programs, out-of-school programs, and health care practices in our community and throughout Pittsburgh. Together, we can help ensure a healthy environment for kids throughout the day.

If you have any questions please don't hesitate to contact us. If you would like more information about Let's Move Pittsburgh, visit letsmovepittsburgh.org. Thank you for your support in helping us create a healthier place for our students to learn!

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 from Let's Move Pittsburgh.*

If you need assistance with any of these steps, contact your Coordinator or the Let's Move Pittsburgh Home Office at 412/622-6915. 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 servings of fruits and vegetables
- 2** hours or less of recreational screen time*
- 1** hour or more of physical activity
- 0** sugary drinks and more water

*Keep TVs/computers out of the bedroom. No screen time under the age of 2.

Let's Move
Pittsburgh



www.letsgo.org

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 5-2-1-0 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.



Let's Move
Pittsburgh



www.letsgotoolkits.com

Keep Them Thinking

5-2-1-0 TRIVIA, FACTS AND QUESTIONS OF THE DAY

Let's Move
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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:

1. **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!
2. **Name 3 fruits that you could have at breakfast.**
3. **Name 5 vegetables that you could bring for lunch.**
4. **How many commercials do think you watch every year?**
A: The average child watches 20,000 commercials each year.
5. **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.
6. **What is the #1 thirst quencher?** A: Water
7. **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!**
8. **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!**
9. **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:

1. **Most Americans eat about 20 teaspoons of sugar each day.**
2. **True or False: Americans spend more money on fast food than on movies, books, magazines, newspapers, videos, and recorded music—combined.** A: True
3. **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.**
4. **How many teaspoons of sugar are in a 20oz bottle of mountain dew?** A: 18 tsp
5. **Did you know that since the 1970s, the standard dinner plate has increased from 10½ inches to 12½ inches in diameter?**
6. **Did you know that in 1969, 50% of kids walked to school each day compared to the 10% that walked to school in 2001?**
7. **A serving of fruit for a kid is the size of the palm of their hand.**
8. **How much of a child's body is made up of water?** A: 70-80%
9. **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

Let's Move
Pittsburgh

Listen to the Original 5-2-1-0 Song online at 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!



Written by Kindergarten teachers at Eight Corners Elementary School in Scarborough, Maine. Heidi Gosselin, Andrea White, Erica Keay, Jessica Deans, and Karen Littlefield

Let's Move
Pittsburgh



Child Care Suggested

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.

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 breast-feeding 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.

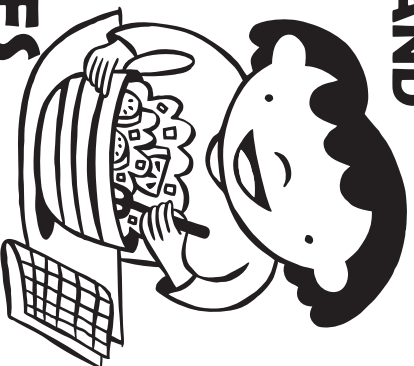
EAT

5



FRUITS

AND



VEGGIES

Let's Move
Pittsburgh



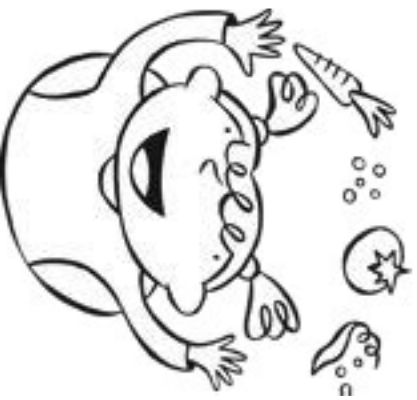
EVERY DAY!

5210

Let's Go!

www.letsgo.org

What I like about FRUITS and VEGETABLES:





**HOURS
OR LESS**



RECREATIONAL SCREEN TIME

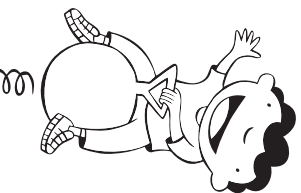


**SPEND MORE
TIME OUTSIDE
EVERY DAY!**



www.lets-go.org

Let's Move
Pittsburgh



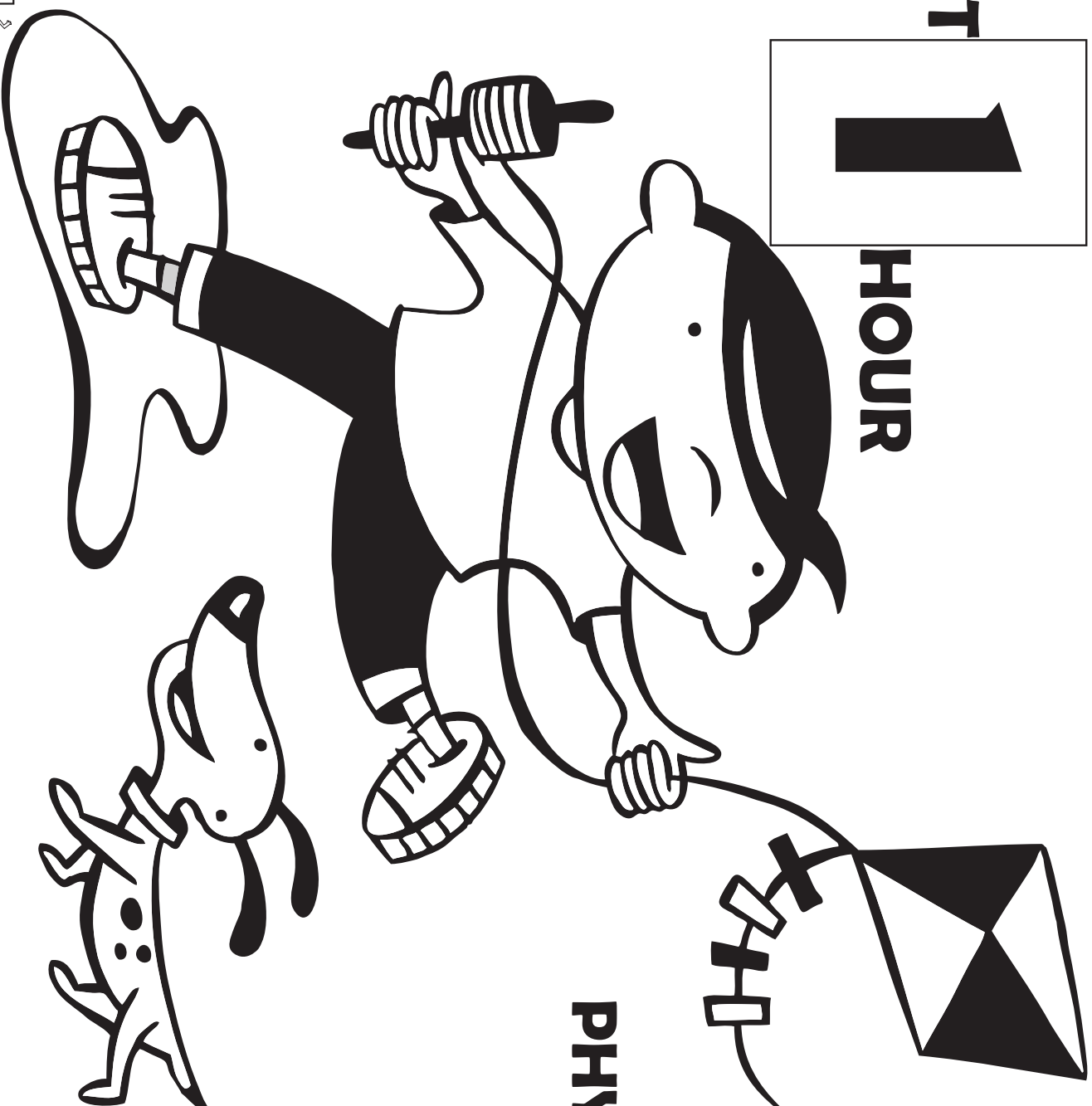
What I do INSTEAD of TV:



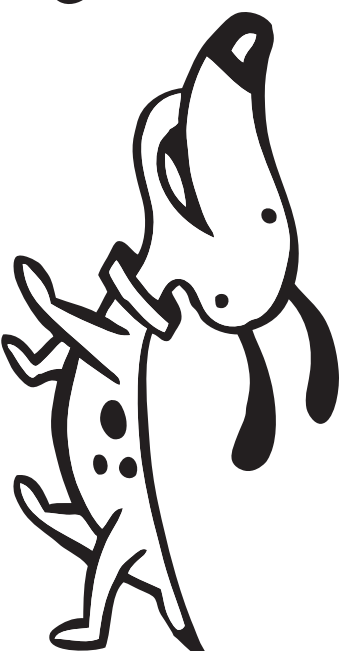
GET

1

HOUR



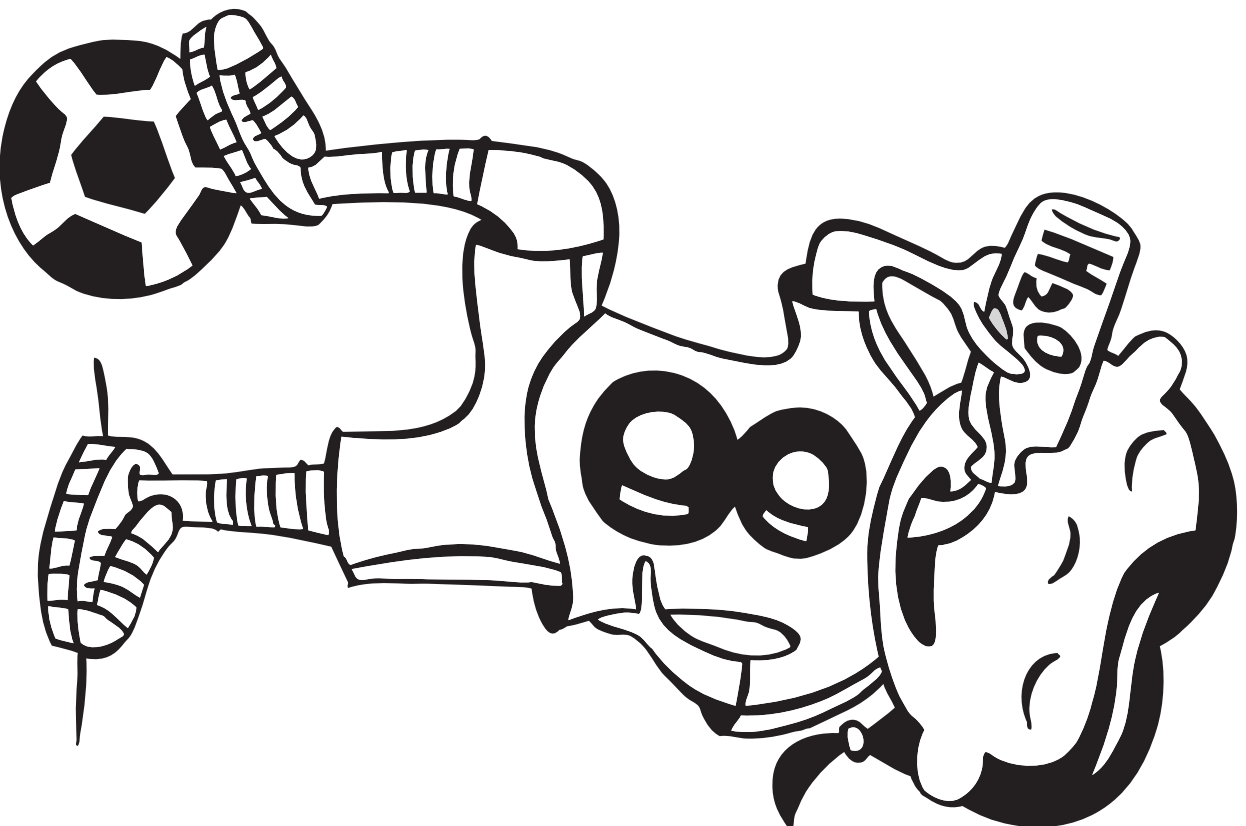
**OF
PHYSICAL
ACTIVITY**



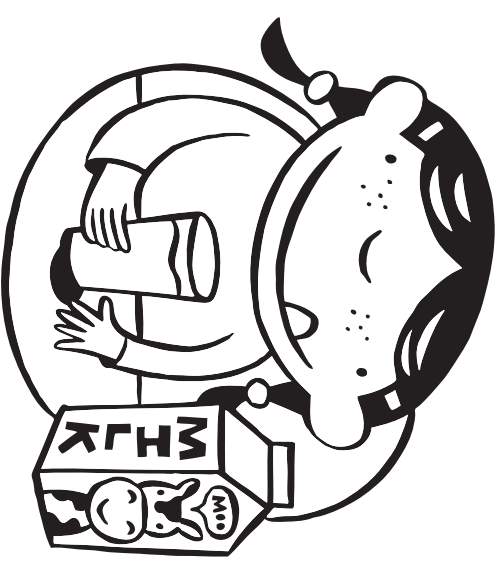
EVERY DAY!

What I like to do OUTSIDE:

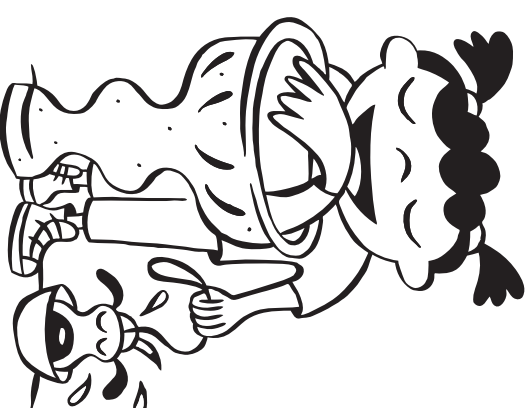




**SUGARY
DRINKS**

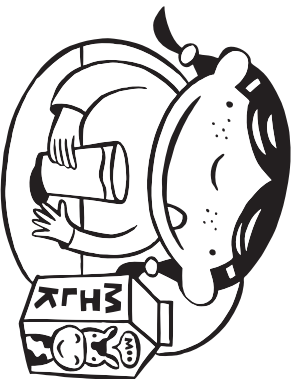


**MORE
WATER**



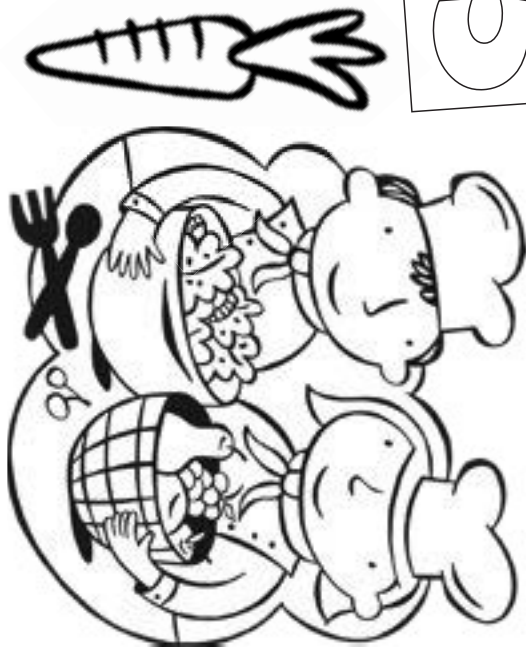
EVERY DAY!

Where I can find fresh, cool water:



5

or more fruits and vegetables!



1

hour or more of physical activity!

How many of the activities listed can you find in the puzzle below?

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 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

- BASKETBALL
- BIKE
- DANCING
- GARDENING
- HIKING
- JUMPING
- JUMPROPE
- PLAY
- RECESS
- REDY
- RUNNING
- SKIING
- SLEDDING
- SNEAKERS
- SNOWSHOES
- SOCCER
- SWIM
- TAG
- WALKING
- 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!

2

hours or less recreational screen time!

Circle the activities that make your body strong!

5 2 1 0
Every Day!

0

sugary drinks, more water!



W A T E R

