



Healthy Starts

Be active - Eat well.

Implementation Guide

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Preamble

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Réseau Santé en français
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of Community Health & Epidemiology)



Association des parents
francsaskois (APF)



In motion/en mouvement National Network of
Researchers and Canadian Communities “in motion”



Saskatchewan Early
Childhood Association



Centre de formation médicale du
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Active kids
Jeunes actifs



Government of New Brunswick
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University of New Brunswick



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Saskatchewan Population Health and Evaluation
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Healthy Start Vision & Mission

Healthy Start Vision

Canadian early years children have healthy eating habits and are physically active every day.

Healthy Start Mission

To encourage and enable educators and families to integrate physical activity and healthy eating in the daily lives of young children (0 to 5 years).

Healthy Start Project Overview

Healthy Start is a bilingual initiative created by a partnership of committed individuals and organizations who strive to enhance the health of young children through daily physical activity and healthy eating.

Healthy Start is part of a national Innovation Strategy funded by the Public Health Agency of Canada called “Achieving Healthier Weights in Canada’s Communities.”

The Réseau Santé en Français de la Saskatchewan (a community-based, non-profit organization) and its partners will implement and evaluate this inclusive, evidence-based approach to promote healthy living opportunities for children in early learning settings, including childcare centres and prekindergarten programs. Some of the key elements of this project are:

- To integrate the Healthy Start / Départ Santé approach throughout Saskatchewan in early learning settings.
- To adapt and assess Healthy Start in another province. This project will be implemented and evaluated with our partners in childcare centres in New Brunswick

- To train early learning educators and teachers in best practices using evidence-based resources like LEAP™ (British Columbia), the Healthy Start Implementation Guide, as well as other resources like the Active Kids Toolkit (New Brunswick).
- Offer on-going support via our web site, web-based tools, as well as holding a supplementary training session at later points during the project.
- Inform, engage and empower educators, teachers and parents through information sessions, resources, newsletters, social media and other innovative ways, like an the end of the year “Family Fun Festival”.
- Measure the effectiveness of Healthy Start in increasing physical activity and healthy eating opportunities in the early years, led by our research team from the University of Saskatchewan and le *Centre de formation médicale du Nouveau Brunswick*.

Healthy Start Multi-Level Approach

Healthy Start was developed to increase healthy eating and physical activity opportunities in early learning settings in Saskatchewan. The project includes piloting and adapting the initiative in New Brunswick as well. We wish to continually learn and improve Healthy Start from our collaboration with our partners in Saskatchewan and in New Brunswick. Healthy Start provides resources, training and tools for directors, school principals, educators, cooks and families. For a summary of the Healthy Start multi-level and intersectoral approach, please refer to the 6 components below.

- **Healthy Start Implementation Guide:** to support increased opportunities for healthy eating and physical activity in early learning centres.
- **Training, Modeling and Monitoring:** a customized on-site training session which includes monitoring of Healthy Start in the centre, as well as a supplementary training session (1-2 hours).
- **Evidence-based Resources:** LEAP™ BC – HOP and Food Flair, for educators, including material for families.
- **Additional Resources:** Supplementary resources, from the Ministry of Education (Early Learning Branch) Play and Exploration; other resources from New Brunswick - Active Kids program; Play and Playfulness.
- **Communication, Knowledge Development and Exchange:** a communication strategy, including social media messaging and web-based resources aimed to raise awareness, to mobilize grassroots organizations, communities and parents.
- **Intersectoral partnerships:** Creative and innovative; conducive to participatory action that leads to promoting healthy weights in communities and in early learning settings.



Steps to Healthy Start

The following steps provide a snapshot of what is involved in a Healthy Start implementation.

Shared Commitment

Our Commitment:

- Free training and resources to early learning and childcare centres, pre-kindergarten classes, and family centres; and
- Ongoing support over the course of ten months.

Your commitment includes:

- Attending a Healthy Start training;
- Incorporating active play and healthy eating experiences into your daily routine and policies;
- Communicating your successes and challenges with the Healthy Start team; and
- Sharing Healthy Start with parents.

Training

During the hands on Healthy Start training, you will learn:

- about the importance of healthy eating and physical activity;
- how to easily incorporate active play in the daily routine of early years children;
- how to use and have fun with your new Healthy Start resources; and
- how to address challenges to healthy eating or physical activity in your centre.

After the training, your centre will be fully equipped and ready to work with the Healthy Start approach. We will provide you with these useful resources:

- The Healthy Start Implementation Guide
- HOP™ and Food Flair™ - LEAP manuals
- Healthy Start APE Kit (Active Play Equipment)

Healthy Start in the daily routine

Equipped with training and resources, you will be ready to make healthy eating and physical activity a part of everyday learning in your centre or classroom.

Each centre and classroom will do things a little differently; however we suggest that everyone aims for the following goals:

- Move more! Provide opportunities for 180 minutes (3 hours) of structured and unstructured physical activity per day;
- Help children develop fundamental movement skills (physical literacy) through games and activities;
- Serve a variety of nutritious and appealing meals and snacks, with an emphasis on vegetables and fruit;

- If children bring their food from home, encourage parents to provide nutritious food;
- Create or update policies and procedures to reflect your commitment to healthy living; and
- Tell us about your achievements - share your stories with us and with your parents.

You can use this Healthy Start Implementation Guide to help you achieve these goals. The Guide suggests building on your strengths and engaging staff and parents in your commitment to the health of young children. It is meant to lead directors through a process of:

- Reviewing your current healthy eating and physical activity practices;
- Setting goals for healthy changes;
- Developing an action plan; and
- Communicating with parents. This Guide also provides information on physical activity and healthy eating and suggests additional resources.

Support

During the ten month implementation, each childcare centre that has participated in the training will have access to ongoing support from the Healthy Start Team.

Healthy Start coordinators are available to help answer questions or to connect you with resource people, such as nutritionists. Contact us at:

1-855-653-7454

or email us at: info@healthystartkids.ca

Celebration

We encourage participating childcare centres and pre-kindergarten classes to celebrate and share their commitment to the health of young children. Healthy Start coordinators can help you to organise events such as a family fun day, where families are invited to try out fun activities and recipes with their children. Celebrating is a way to recognize the good work being done in the centre/classroom and to encourage healthy living at home.

Feedback

Your feedback is important to us. Each centre that participates in Healthy Start will be invited to complete a short questionnaire to help us determine what works best and to continually improve our work.

Maintaining the Momentum

Our aim is that the resources and vision of Healthy Start will be integrated into your everyday practices. Healthy Start is committed to working with participating childcare centres and pre-kindergarten classes for approximately ten months. However, any and all of the resources we provided are yours to keep and use forever.

We would also like to be in touch with you a year after the end of our active partnership to see how you have maintained or adapted elements of Healthy Start.

Even after you have finished working with the Healthy Start team, we hope that you will continue to consult our website and Facebook page and share our newsletters.

Introduction

Young children need to be physically active and eat healthy for optimal growth and development. It is also a time when they begin to develop habits that can affect them throughout their lives.

Adults responsible for the care of young children play a critical role in influencing their behaviour and young children depend on these individuals to provide them with opportunities to be physically active and to eat healthy nutritious foods.

Canada's first-ever physical activity and sedentary behaviour guidelines for the early years were released in March 2012. The guidelines, presented by the Canadian Society for Exercise Physiology (CSEP) and ParticipACTION, indicate that children four and under should move more, sit less and avoid screen time. For healthy growth and development, the Canadian Physical Activity Guidelines for the Early Years recommend:

- ***All children aged one to four should accumulate at least 180 minutes of physical activity of any intensity throughout the day***
- ***Avoid being sedentary for periods longer than 60 minutes unless sleeping***
- ***Screen time is not recommended for children under the age of two, and should be limited to less than one hour per day for children aged two to four***

About This Resource

This resource was developed to assist those responsible for the care of young children on the important role they play in incorporating physical activity and healthy eating into their daily lives. This resource could be used in a variety of environments such as childcare centres, homes, preschools and family support centres.

This resource is meant to provide you with tools that you can use to assess your current environment and to offer you ideas of what you can do to incorporate more physical activity and healthy eating into your daily routines. As you go through this resource, think of how it can be used in your environment. We know that each centre or classroom is unique, whether it be by number of staff employed, centre size or number of children in its care. Take what will work for you and feel free to adapt any of the information to suit your individual situation.

With this resource, you will:

- ✓ understand the benefits of incorporating physical activity and healthy eating for the health and well-being of the children, staff and families.
- ✓ be ready to develop a plan to assess what is currently happening, identify the gaps, develop policies/practices, implement great ideas and monitor the results.
- ✓ increase your knowledge of activities, recipes and ideas to use when planning for physical activity and healthy eating in your role as a positive influence for the children in your care.

Why invest when they are so young?



While parents/guardians are children's primary caregivers, children are also influenced by a variety of adults in a variety of settings. For example, many young children spend a great portion of their wake time in early years education and care centres. Therefore, childcare centres and educators play a critical role in providing children with opportunities to be physically active, to eat healthy foods and to learn the skills they will need to lead an active healthy lifestyle. In addition, childcare centres and workers can offer families support and strategies to promote physical activity and healthy eating at home.

Healthy Habits Start Earlier Than You Think: Start Young - Start Strong.

The "Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth" is an evidence-informed communications and advocacy piece that provides a comprehensive assessment of Canada's "state of the nation" each year on how, as a country, we are being responsible in providing physical activity opportunities for children and youth.

Each year, the Report Card communicates a "cover story" reflective of emerging research and trends

with respect to physical activity for children and youth. The 2013 Report Card focuses on the issue of "active transportation". Previous cover stories have included: active play, screen time, early years, and after-school. View Archived Report Cards:

Active Healthy Kids Report Card website:

<http://www.activehealthykids.ca/ReportCard/>

The early years (2-5 years) are a critical period for growth and development. Parents, health professionals, educators and caregivers must work together to build the foundation needed to sustain physical activity throughout life.

Whatever the setting, children under five require adequate unstructured play and time outdoors for physical, cognitive and emotional development.

According to the 2010 Active Healthy Kids Report Card, overweight and obesity in Canadians is rising.¹ Two regional reports state that the prevalence of obesity in those aged 2-5 years is between 8-11%. National data shows that 15.2% of 2- to 5-year-olds are overweight and 6.3% are obese. Therefore, this reality needs to be a priority on all of our agendas given that:

- Obesity in infancy tends to persist through the preschool years.
- Children who become obese before the age of six are likely to be obese later in childhood.
- Obese children have a 25-50% increased risk of being obese as adults.

¹ Source: The information in this section was taken from the Active Healthy Kids Canada website: www.activehealthykids.ca

SECTION 3

Are you ready? Let's *BE ACTIVE* and *EAT WELL*!

This next section will take you through the process of reviewing what is currently happening in your centre, and developing guidelines. This process will help you work towards improving the health of the children in your care.

The following resources have been adapted with permission from the Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC) program. This resource is an obesity prevention program that aims to improve the nutrition and physical activity environment, policies and practices of child care facilities.¹

Working towards being active and eating well!

1. Review Current Practices in:

- a. Nutrition*
- b. Physical Activity*
- c. Role Modeling*

2. Action Planning

3. Developing Healthy Eating and Physical Activity Guidelines

4. Getting the Word Out

5. Evaluating Your Plan

¹ <http://gonapsacc.org>



Reviewing Current Practices

A self-assessment instrument allows childcare centres to freely assess their own environment, policies and practices. It is a tool that will help suggest key areas for improvement. The self-assessment consists of both nutrition and physical activity sections*. Within each section there are multiple “key areas” each containing questions that relate to that area.

Not all areas may apply to your centre, but it is important to take the time to analyze your practices objectively and then to see where it may be practical to make changes.

The assessment tools provided in this section are generic in nature and have been modified to include Canadian standards:

- Eating well with Canada’s Food Guide
<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>
- Early Learning and Child Care Program, Saskatchewan Child Care Licensee Manual (Nutrition – Section 23.
www.education.gov.sk.ca/elcc/licenseemanual

This section provides you with a very broad assessment tool. Please use it as a general guideline to assess your centre’s current nutrition and physical activity practices. For menu planning in licenced childcare centres, please consult your province’s nutrition guidelines for the early years. In Saskatchewan, please consult the Ministry of Education’s Early Years Branch Licensee manual for child care facilities guidelines.

<http://www.education.gov.sk.ca/child-care-regs/part3-div3/23-nutrition/>

Please refer to Mealtime Mentoring, a series of information sheets for the Early Learning and Child Care sector, to support and promote the provision of healthy meals and snacks for young children.

www.education.gov.sk.ca/ELCC/Nutrition-Information-Sheets

For physical activity, please refer to Active Solutions; information sheets to build awareness of the importance of physical activity for children of all ages and to enhance children’s physical development and physical activity levels.

<http://www.education.gov.sk.ca/ELCC/physical-activity>

**This questionnaire was adapted from the Go NAP SACC Self-Assessment. Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Sommers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. www.gonapsacc.org.*

Your current healthy living habits

Assess your current healthy eating and physical activity practices

Use this assessment tool to assist you in identifying your eating and physical activity habits. Read each statement or question carefully and check the response that best fits your environment. This questionnaire is based on best practices that stem from the latest research and guidelines in the field. After completing this assessment, you will be able to see your program's strengths and areas for improvement, and use this information to plan healthy changes.

SECTION 1: CHILD NUTRITION

FOODS SERVED				
	0 points	1 point	2 points	3 points
1. Our program offers vegetables*: <small>* For this assessment, vegetables do not include french fries, tater tots, hash browns.</small>	<input type="checkbox"/> 2 times per week or less (Half-day: 1 time per week or less)	<input type="checkbox"/> 3-4 times per week (Half-day: 2-3 times per week)	<input type="checkbox"/> 1 time per day (Half-day: 4 times per week)	<input type="checkbox"/> 2 times per day or more (Half-day: 1 time per day or more)
2. Our program offers dark green, orange, red, or deep yellow vegetables*: <small>* For this assessment, vegetables do not include french fries, tater tots, hash browns.</small>	<input type="checkbox"/> 3 times per month or less	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1 time per day or more
3. We choose vegetables and fruit prepared with little or no added fat, sugar and salt:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Every time vegetables and fruit are served
4. Our program offers fried or pre-fried potatoes:.* <small>* Fried or pre-fried potatoes include french fries, tater tots, and hash browns that are pre-fried, sold frozen, and prepared in the oven.</small>	<input type="checkbox"/> 3 times per week or more	<input type="checkbox"/> 2 times per week	<input type="checkbox"/> 1 time per week	<input type="checkbox"/> Less than 1 time per week or never
5. Our program offers fruit:.* <small>* For this assessment, fruit does not include servings of fruit juice.</small>	<input type="checkbox"/> 3 times per week or less (Half-day: 2 times per week or less)	<input type="checkbox"/> 4 times per week (Half-day: 3 times per week)	<input type="checkbox"/> 1 time per day (Half-day: 4 times per week)	<input type="checkbox"/> 2 times per day or more (Half-day: 1 time per day or more)
6. Our program offers fruit that is fresh, frozen, or canned in its own juice, not in syrup:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Every time fruit is offered
7. Our program offers fried or pre-fried meats or fish:.* <small>* Fried or pre-fried meats or fish include breaded and frozen chicken nuggets and fish sticks.</small>	<input type="checkbox"/> 3 times per week or more	<input type="checkbox"/> 2 times per week	<input type="checkbox"/> 1 time per week	<input type="checkbox"/> Less than 1 time per week or never
8. Our program offers high-fat meats:.* <small>* High-fat meats include sausage, bacon, hot dogs, bologna, and ground beef that is less than 93% lean.</small>	<input type="checkbox"/> 3 times per week or more	<input type="checkbox"/> 2 times per week	<input type="checkbox"/> 1 time per week	<input type="checkbox"/> Less than 1 time per week or never
Subtotal				

FOODS SERVED (continued)

	0 points	1 point	2 points	3 points
9. Our program offers meats and meat alternatives that are lean or low fat: * <small>* Lean or low-fat meats include skinless, baked or broiled chicken; baked or broiled fish; and ground beef or turkey that is at least 93% lean and cooked in a low-fat way. Low-fat meat alternatives include baked, poached, or boiled eggs; and dried beans.</small>	<input type="checkbox"/> 3 times per month or less	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> Every time meats or meat alternatives are served
10. Our program offers whole grain foods: * <small>* Whole grain foods include whole grain bread, whole grain crackers, oatmeal, brown rice, toasted oat cereal, and whole grain pasta. 50% of your grain offerings should be whole grain, these foods are high in fibre and other nutrients.</small>	<input type="checkbox"/> 1 time per week or less (Half-day: 3 times per month or less)	<input type="checkbox"/> 2-4 times per week (Half-day: 1 time per week)	<input type="checkbox"/> 1 time per day (Half-day: 2-4 times per week)	<input type="checkbox"/> 2 times per day or more (Half-day: 1 time per day or more)
11. Our program offers high-sugar, high-fat foods: * <small>* High-sugar, high-fat foods include cookies, cakes, doughnuts, muffins, ice cream, and pudding.</small>	<input type="checkbox"/> 1 time per day or more	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> Less than 1 time per week or never
12. Our program offers high-salt, high-fat snacks: * <small>* High-salt, high-fat snacks include chips, nachos and microwave popcorn.</small>	<input type="checkbox"/> 1 time per day or more	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> Less than 1 time per week or never
13. Children are given sweet or salty snacks outside of meal or snack times:	<input type="checkbox"/> 1 time per day or more	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> Less than 1 time per week or never
Subtotal				

BEVERAGES PROVIDED

	0 points	1 point	2 points	3 points
1. Drinking water is available:	<input type="checkbox"/> Only when children ask	<input type="checkbox"/> Only when children ask and during water breaks	<input type="checkbox"/> Only indoors, where it is always visible and freely available	<input type="checkbox"/> Indoors and outdoors, where it is always visible and freely available
2. Our program offers a 125 ml (1/2 cup) serving of unsweetened 100% juice:	<input type="checkbox"/> 2 times per day or more	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 3 times per week	<input type="checkbox"/> 2 times per week or less
3. Our program offers sugary drinks: * <small>* Sugary drinks include Kool-Aid, fruit drinks, iced tea, sports drinks, and pop.</small>	<input type="checkbox"/> 1 time per month or more	<input type="checkbox"/> Less than 1 time per month	<input type="checkbox"/> 1-2 times per year	<input type="checkbox"/> Never
4. Our program offers milk:	<input type="checkbox"/> Never	<input type="checkbox"/> 1 - 3 times per week	<input type="checkbox"/> 1 time per day	<input type="checkbox"/> 2 times per day or more
5. Our program offers flavored milk:	<input type="checkbox"/> 1 time per day or more	<input type="checkbox"/> 3-4 times per week	<input type="checkbox"/> 1-2 times per week	<input type="checkbox"/> Less than 1 time per week or never
Subtotal				

FEEDING ENVIRONMENT

	0 points	1 point	2 points	3 points
1. Meals and snacks are served to preschool children by:	<input type="checkbox"/> Meals and snacks come to classrooms pre-plated with set portions of each food	<input type="checkbox"/> Teachers portion out servings to children	<input type="checkbox"/> Children are allowed to serve some foods themselves, while other foods are pre-plated or served by teachers	<input type="checkbox"/> Children are allowed to choose and serve all foods themselves
2. Television or videos are on during meal or snack times:	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
3. When in classrooms during meal or snack times, teachers and staff eat and drink the same foods and beverages as children:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
4. Teachers enthusiastically role model* eating healthy foods served at meal and snack times: <small>* Enthusiastic role modeling is when teachers eat healthy foods in front of children and show how much they enjoy them. For example, a teacher might say, "Mmm, these peas taste yummy!"</small>	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Every meal or snack
5. Teachers and staff eat or drink unhealthy foods or beverages in front of children:	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely or never
6. Describe the posters, books, toys, and other learning materials* that your program displays to promote healthy eating: <small>* Learning materials can include books about healthy eating habits, pictures of fruits and vegetables, healthy play foods, fruit or vegetable garden areas, and bowls of fruit.</small>	<input type="checkbox"/> There are few or no materials	<input type="checkbox"/> There are some materials, but limited variety	<input type="checkbox"/> There is a large variety of materials	<input type="checkbox"/> There is a large variety of materials with new items introduced often
7. Describe the posters, books, toys, and other learning materials* that your program displays featuring unhealthy foods: <small>* Learning materials can include books or games about unhealthy foods, pictures or posters of unhealthy foods, unhealthy play foods, and bowls of candy.</small>	<input type="checkbox"/> There is a large variety of materials with new items introduced often	<input type="checkbox"/> There is a large variety of materials	<input type="checkbox"/> There are some materials, but limited variety	<input type="checkbox"/> There are few or no materials
8. Soft drinks or pop and other vending machines are located:	<input type="checkbox"/> In the entrance or front of building	<input type="checkbox"/> In public areas, but not entrances	<input type="checkbox"/> Out of sight of children and families	<input type="checkbox"/> There are no vending machines on site
Subtotal				

FEEDING PRACTICES

	0 points	1 point	2 points	3 points
1. During indoor and outdoor physically active playtime, teachers remind children to drink water:	<input type="checkbox"/> Rarely	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> At least 1 time per play period
2. Teachers introduce new or less preferred foods:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Frequently
3. When children eat less than half of a meal or snack, teachers ask them if they are full before removing their plates:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
4. When children request seconds, teachers ask them if they are still hungry before serving more food:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
5. Teachers require that children sit at the table until they finish their plates:	<input type="checkbox"/> Every meal or snack time	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely or never
Subtotal				

FEEDING PRACTICES *(continued)*

	0 points	1 point	2 points	3 points
6. Teachers use an <i>authoritative</i> feeding style:*	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Every meal or snack time
<small>* An <i>authoritative</i> feeding style strikes a balance between encouraging children to eat healthy foods and allowing children to make their own food choices without using bribes or threats. Caregivers should serve healthy food options and give children the autonomy to choose what and how much to eat.</small>				
7. Teachers use food to calm upset children or encourage appropriate behavior:	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Never
8. During meal and snack times, teachers praise and give hands-on help* to guide toddlers as they learn to feed themselves:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
<small>*Praise and hands-on help includes encouraging finger-feeding, praising children for feeding themselves, and helping children use cups or other utensils.</small>				
9. For children ages 1 year and older who are developmentally ready, beverages are offered in open, child-sized cups:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
Subtotal				

MENUS & VARIETY

	0 points	1 point	2 points	3 points
1. The length of our program's menu cycle is:	<input type="checkbox"/> 1 week or shorter	<input type="checkbox"/> 2 weeks	<input type="checkbox"/> 3 weeks or longer without seasonal change	<input type="checkbox"/> 3 weeks or longer with seasonal change
2. Weekly menus include a variety of healthy foods:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Always
Subtotal				

EDUCATION & PROFESSIONAL DEVELOPMENT

	0 points	1 point	2 points	3 points
1. Teachers incorporate planned nutrition education* into their classroom routines:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> 1 time per month	<input type="checkbox"/> 2 - 3 times per month	<input type="checkbox"/> 1 time per week or more
<small>*Planned nutrition education can include circle time lessons, story time, stations during center time, cooking activities, and gardening activities.</small>				
2. Teachers talk with children informally about healthy eating:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Each time they see an opportunity
3. Teachers and staff receive professional development on nutrition:	<input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
4. Professional development on child nutrition includes the following topics: See list and mark response accordingly.	<input type="checkbox"/> None	<input type="checkbox"/> 1 - 3 topics	<input type="checkbox"/> 4 - 5 topics	<input type="checkbox"/> 6 - 7 topics
<ul style="list-style-type: none"> • Food and beverage recommendations for children • Serving sizes for children • Importance of variety in the child diet • Creating healthy mealtime environments* • Using positive feeding practices** • Communicating with families about child nutrition • Our program's policies on child nutrition 				
<small>* In a healthy mealtime environment, children can choose what to eat from the foods offered, and teachers enthusiastically role model eating healthy foods.</small>				
<small>** Positive feeding practices include praising children for trying new foods, asking children about hunger or fullness before taking their plates away or serving seconds, and avoiding the use of food to calm children or encourage appropriate behavior.</small>				
Subtotal				

EDUCATION & PROFESSIONAL DEVELOPMENT <i>(continued)</i>				
	0 points	1 point	2 points	3 points
5. Families are offered education* on child nutrition: <small>* Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.</small>	<input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
6. Education for families on child nutrition includes the following topics: See list and mark response accordingly. <ul style="list-style-type: none"> • Food and beverage recommendations for children • Serving sizes for children • The importance of variety in the child diet • Creating healthy mealtime environments • Using positive feeding practices • Our program's policies on child nutrition 	<input type="checkbox"/> None	<input type="checkbox"/> 1 - 2 topics	<input type="checkbox"/> 3 - 4 topics	<input type="checkbox"/> 5 - 6 topics
Subtotal				

POLICY				
	0 points	1 point	2 points	3 points
1. Our written policy* on child nutrition includes the following topics: See list and mark response accordingly. <ul style="list-style-type: none"> • Foods provided • Beverages provided • Healthy mealtime environments • Teacher practices to encourage healthy eating • Not offering food to calm children or encourage appropriate behavior • Professional development on child nutrition • Education for families on child nutrition • Planned and informal nutrition education for children • Guidelines on food for holidays and celebrations • Fundraising with non-food items <small>* A written policy includes any written guidelines about your program's operations or expectations for teachers, staff, children, or families. Policies can be included in parent handbooks, staff manuals, and other documents.</small>	<input type="checkbox"/> No written policy or policy does not include these topics	<input type="checkbox"/> 1 - 4 topics	<input type="checkbox"/> 5 - 8 topics	<input type="checkbox"/> 9 - 10 topics
Subtotal				

SECTION 1: CHILD NUTRITION				
Grand Total				

Scoring:

- 0 – 44 points You may want to look at a healthy-eating makeover.
- 45 - 88 points You have a good start to healthy eating.
- 89 - 132 points Your healthy eating practices are very good. Keep it up!

SECTION 2: CHILD PHYSICAL ACTIVITY

For this self-assessment, physical activity is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. These questions relate to opportunities for both children with special needs and typically developing children.

TIME PROVIDED				
	0 points	1 point	2 points	3 points
<p>1. The amount of time provided to preschool children* for indoor and outdoor physical activity** each day is:</p> <p><small>* Preschool children are children ages 2-5 years.</small></p> <p><small>** Physical activity is any movement of the body that increases heart rate and breathing above what it would be if a child was sitting or resting. Examples include walking, running, crawling, climbing, jumping, and dancing.</small></p>	<input type="checkbox"/> Less than 60 minutes (Half-day: Less than 30 minutes)	<input type="checkbox"/> 60-89 minutes (Half-day: 30-44 minutes)	<input type="checkbox"/> 90-119 minutes (Half-day: 45-59 minutes)	<input type="checkbox"/> 120 minutes or more (Half-day: 60 minutes or more)
<p>2. The amount of adult-led* physical activity our program provides to preschool children each day is:</p> <p><small>* Adult-led activities and lessons can be led by teachers or outside presenters. Examples include dancing, music and movement, motor development lessons, physically active games, and tumbling or gymnastics.</small></p>	<input type="checkbox"/> Less than 30 minutes (Half-day: Less than 10 minutes)	<input type="checkbox"/> 30-44 minutes (Half-day: 10-19 minutes)	<input type="checkbox"/> 45-59 minutes (Half-day: 20-29 minutes)	<input type="checkbox"/> 60 minutes or more (Half-day: 30 minutes or more)
<p>3. Outside of nap and meal times, the longest that preschool children and toddlers are expected to remain seated at any one time is:</p>	<input type="checkbox"/> 30 minutes or more	<input type="checkbox"/> 20 - 29 minutes	<input type="checkbox"/> 15 - 19 minutes	<input type="checkbox"/> Less than 15 minutes
Subtotal				

INDOOR PLAY ENVIRONMENT				
	0 points	1 point	2 points	3 points
<p>1. Our program offers the following in the indoor play space: See list and mark response accordingly.</p> <ul style="list-style-type: none"> • Space for all activities, including jumping, running, and rolling • Separate play areas for each age group • Areas that allow play for individuals, pairs, small groups, and large groups • Full access for children with special needs 	<input type="checkbox"/> None	<input type="checkbox"/> 1 feature	<input type="checkbox"/> 2 features	<input type="checkbox"/> 3 - 4 features
<p>2. Our program has the following portable play equipment available in good condition for children to use indoors: See list and mark response accordingly.</p> <ul style="list-style-type: none"> • Jumping toys: jump ropes, jumping balls • Push-pull toys: wagons, wheelbarrows, big dump trucks • Twirling toys: ribbons, scarves, batons, hula hoops, parachute • Throwing, catching, and striking toys: balls, bean bags, noodles, rackets • Balance toys: balance beams, plastic "river stones" • Crawling or tumbling equipment: mats, portable tunnels 	<input type="checkbox"/> None	<input type="checkbox"/> 1 - 2 types	<input type="checkbox"/> 3 - 4 types	<input type="checkbox"/> 5 - 6 types
Subtotal				

INDOOR PLAY ENVIRONMENT *(continued)*

	0 points	1 point	2 points	3 points
3. Teachers offer portable play equipment to preschool children and toddlers during indoor free play time:*	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> At least a few items are always available to encourage physical activity
<small>* Indoor free play time includes free choice activities during centre time. It can also include activities in a gym, multi-purpose room, or other space that allows children to move freely.</small>				
4. Describe the posters, books, and other learning materials that your program displays to promote physical activity:	<input type="checkbox"/> There are few or no materials	<input type="checkbox"/> There are some materials with limited variety	<input type="checkbox"/> There is a large variety of materials	<input type="checkbox"/> There is a large variety of materials, with new items introduced often
Subtotal				

TEACHER PRACTICES

	0 points	1 point	2 points	3 points
1. As punishment for misbehavior, preschool children or toddlers are removed from physically active playtime for longer than 5 minutes:	<input type="checkbox"/> Always	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
2. Teachers take the following role during preschool children's physically active playtime:	<input type="checkbox"/> They supervise only	<input type="checkbox"/> They supervise and verbally encourage physical activity	<input type="checkbox"/> They supervise, verbally encourage, and sometimes join in to increase children's physical activity	<input type="checkbox"/> They supervise, verbally encourage, and often join in to increase children's physical activity
3. Teachers incorporate physical activity into classroom routines and transitions:*	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Each time they see an opportunity
<small>* Physical activity during classroom routines and transitions can include movement during circle time or story time, physical activity during center time, Simon Says, or other movement games while children wait in line.</small>				
Subtotal				

EDUCATION & PROFESSIONAL DEVELOPMENT

	0 points	1 point	2 points	3 points
1. Teachers lead planned lessons to build preschool children's and toddlers' motor skills:*	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> 1 time per month	<input type="checkbox"/> 2 - 3 times per month	<input type="checkbox"/> 1 time per week
<small>* Motor skills are physical abilities and muscle control that children develop as they grow. Motor skills for preschool children and toddlers include walking, running, skipping, jumping, throwing, catching, and kicking.</small>				
2. Teachers talk with children informally about the importance of physical activity:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Each time they see an opportunity
3. Teachers and staff receive professional development* on children's physical activity:	<input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
<small>* For this assessment, professional development on children's physical activity does not include playground safety training. Professional development can include print materials, information presented at staff meetings, and in-person or online training for contact hours or continuing education credits.</small>				
Subtotal				

EDUCATION & PROFESSIONAL DEVELOPMENT (continued)				
	0 points	1 point	2 points	3 points
<p>4. The following topics are included in professional development on children's physical activity:</p> <p>See list and mark response accordingly.</p> <ul style="list-style-type: none"> Recommended amount of daily physical activity for children Ways to encourage children's physical activity Ways to limit long periods of seated time for children Children's motor skill development Communicating with parents about how to promote children's physical activity Our program's policies on physical activity 	<input type="checkbox"/> None	<input type="checkbox"/> 1 - 2 topics	<input type="checkbox"/> 3 - 4 topics	<input type="checkbox"/> 5 - 6 topics
<p>5. Families are offered education* on children's physical activity:</p> <p>* Education can include brochures, tip sheets, links to trusted websites, and in-person educational sessions.</p>	<input type="checkbox"/> Never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
<p>6. The following topics are included in education for families on children's physical activity:</p> <p>See list and mark response accordingly.</p> <ul style="list-style-type: none"> Recommended amount of daily physical activity for children Ways to encourage children's physical activity Ways to limit long periods of seated time for children Children's motor skill development Our program's policies on physical activity 	<input type="checkbox"/> None	<input type="checkbox"/> 1 topic	<input type="checkbox"/> 2 - 3 topics	<input type="checkbox"/> 4 - 5 topics
Subtotal				

POLICY				
	0 points	1 point	2 points	3 points
<p>1. Our written policy* on physical activity includes the following topics:</p> <p>See list and mark response accordingly.</p> <ul style="list-style-type: none"> Amount of time provided each day for indoor and outdoor physical activity Limiting long periods of seated time for children Shoes and clothes that allow children and teachers to actively participate in physical activity Teacher practices that encourage physical activity Not withholding physical activity as punishment Planned and informal physical activity education Professional development on children's physical activity Education for families on children's physical activity <p>* A written policy can include any written guidelines about your program's operations or expectations for teachers, staff, children, or families. Policies can be included in parent handbooks, staff manuals, and other documents.</p>	<input type="checkbox"/> No written policy or policy does not include these topics	<input type="checkbox"/> 1 - 3 topics	<input type="checkbox"/> 4 - 6 topics	<input type="checkbox"/> 7 - 8 topics
Subtotal				

SECTION 2: CHILD PHYSICAL ACTIVITY

Grand Total				
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Scoring:

- 0 – 18 points Your physical activity habits may need a makeover.
- 19 - 36 points You have a good start to having physically active practices.
- 37 - 54 points Your physical activity practices are very good. Keep it up!

**Adapted from the Go NAP SACC Self-Assessment. Ward DS, Morris E, McWilliams C, Vaughn A, Erinosh T, Mazzuca S, Hanson P, Ammerman A, Neelon SE, Sommers JK, Ball S. (2013). Go NAP SACC: Nutrition and Physical Activity Self-Assessment for Child Care, 2nd edition. Center for Health Promotion and Disease Prevention and Department of Nutrition, University of North Carolina at Chapel Hill. www.gonapsacc.org.*

MODELING HEALTHY HABITS - ARE YOU A HEALTHY STAR?

Children pay attention to everything you do and say; it is important to be a positive role model. By witnessing healthy behaviour, children learn how important these things are and we know habits formed at an early age are more likely to stick with them as they grow older. Therefore, educators can play an important role in the development of a child's desire to be active and to eat healthily. Also, an educator's own enjoyment of physical activity and healthy eating can play an important role in reinforcing healthy behaviours. You have the wonderful opportunity to help lay a healthy foundation!

Have everyone working in your centre fill out the following questionnaire (including director, educators, cooks, assistants):

Are You A Good Role Model?

Circle each statement that best applies to you: A lot (2 points), Sometimes (1 point), or Hardly ever (0 points). Add up your score to determine your current healthy living habits. Make sure to set goals on how you can make changes to be a better role model. Just start with one or two!

I refrain from drinking pop or sweetened drinks in front of the children.

I sit at the table and eat with the children.

I am willing to try new foods in front of the children.

I bring a healthy snack for celebrations.

I make healthy eating part of everyday learning

I participate in all active playtime with the children.

I take every opportunity to incorporate physical activity into the day.

I take every opportunity to educate the children on healthy lifestyles

Total Points

A lot	Sometimes	Hardly ever
2	1	0
2	1	0
2	1	0
2	1	0
2	1	0
2	1	0
2	1	0
2	1	0

13 – 16 points: EXCELLENT ROLE MODEL!

9 – 12 points: GOOD, look for ways to improve

I am going to:

1. _____

2. _____

8 or fewer: What are some positive ways you can model physical activity and healthy eating for children?

1. _____

2. _____

"Kids are great imitators... give them something GREAT to imitate!"

-anonymous

Action Planning

Making change is never easy and transitioning from old ideas to new ideas will take a well-thought-out plan. We know that children model behaviours, so it is important that staff become role models for healthy choices.

1. Express your ideas/philosophy in a vision statement. Proudly display your vision in your centre.
2. Does your environment welcome change?
 - a. **Be the first to lead by example.**
 - b. **Set clearly defined goals.**
 - c. **Identify potential obstacles.** Early in the process, you and staff can identify obstacles that could slow down your process. This may include parental pressures, lack of space, lack of time, etc. Then, the challenge will come in identifying what everyone can do to overcome these obstacles. Section 3, page 19 has outlined some potential obstacles and suggested solutions.
 - d. **Break old habits.** Section 4 and 5 will provide you with some easy tips to ensure this does not happen.
 - e. **Provide training and support.** Within Section 6, you will find some excellent training resources.
 - f. **Celebrate successes.** Invite families to a drop-in active day; organize a Healthy Start Family Fun Day. Remember your celebrations should be healthy celebrations!

Supporting Change

Staff wellness and consistency

We need to ensure our own personal lifestyle reflects what we do. As part of your plan, ensure you strategize ways to support the staff in their own personal wellness goals.

- Integrate movement activity into staff meetings and professional development activities.
- Sponsor a staff challenge to increase physical activity.
- Recognize staff who are role modeling healthy lifestyles.
- Chart activities in the staff room. For each week, chart items such as drinking more water, number of fruits and vegetables eaten, minutes of physical activity, etc.
- Sponsor a program-wide wellness day/week.

Family partnerships

Your plan should also incorporate the families.

- Educate parents.
- Promote family events that focus on physical activity and healthy eating ie: “Family Fun Day”, Active Drop-In
- Involve families in decision making opportunities.
- Integrate movement into parent meetings.
- Develop “healthy living” take-home packs.
- Develop family commitment contracts to ensure healthy behaviours continue at home. (See Section 5 for a sample).

Community partnerships

Identify partners that could provide services to support your initiatives.

- Use the expertise of a variety of professionals in your community.
- Coordinate with existing local initiatives that promote healthy lifestyles.
- Think of ways to make your partnerships public, such as highlighting them in your newsletters.
- See “Section 6” of this manual for a list of organizations that may be of service to you.

Developing Guidelines

Revise your policies to include physical activity and healthy eating components.

- Review healthy eating and physical activity practices with your parents/parent board.
- Consider revising job descriptions to include what the physical activity and healthy eating expectations of the staff are.
- Ensure general project funding budgets include support for physical activity and healthy eating.

Now let's get started with making a plan!

Based on your assessment, you will have found that there are some areas that are working well and others that have been identified as potential areas for improvement.

You will not be able to do everything at once. The key is to start small and build steadily.

List three ways you can help the children eat or drink a greater variety of healthy foods:

1. _____
2. _____
3. _____

List three things you can do to get children moving more:

4. _____
5. _____
6. _____

Now that you have set a few goals, use the next pages to help yourself identify the steps that will get you started in developing your plan.

Here is a small example on how this chart can be filled out:

Here are a few samples of the actions that need to be taken to achieve two of the identified goals:

Goal 1: Serve high fat meats no more than 1x per week.

Goal 4: Increase structured physical activity to 60 minutes per day

Use the blank chart on the next page to start developing your own plan.

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

ACTION PLAN - FOR DIRECTOR / PRINCIPAL

FACILITY NAME

DATE

TARGET DATE FOR EVALUATION

Areas for Improvement/Specific Goals:

Self-Assessment Area	Goals	Target date for Completion	Achieved
Nutrition Area	1.		
	2.		
	3.		
Physical Activity Area	4.		
	5.		
	6.		
Additional Areas	7.		
	8.		
	9.		

Goal # -

Actions to reach goal	Persons involved	Target date for Completion	Achieved

Goal # -

Actions to reach goal	Persons involved	Target date for Completion	Achieved

Goal # -

Actions to reach goal	Persons involved	Target date for Completion	Achieved

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

OVERCOMING CHALLENGES

In order to reach your goal, it is a good idea to work with staff to identify potential challenges you may face and possible solutions in overcoming the challenges. Here are a few examples:

Challenges to healthy eating:	Tips to help increase or improve healthy eating in your current practice:
Fresh fruit and vegetables may be too expensive to purchase.	<ul style="list-style-type: none"> • Frozen and canned fruits and vegetables are a simple alternative to fresh. • Buy fresh fruits when they are in season or when on sale. • Consider starting a community garden or planting different vegetables in the centre or classroom to teach children about where food comes from.
Staff are reluctant to serve foods that they think children won't like.	<ul style="list-style-type: none"> • There are many ways to encourage children to explore new tastes and textures. Connecting the kitchen to the classroom is one of the best ways to help children get comfortable with new foods. For instance, staff can teach about pineapple on a day when it's on the menu for lunch. • Tasting parties in the classroom help children get comfortable with new foods before they are served as part of the menu. • Children can also be enticed to eat fruit and vegetables by serving them with a healthy dip for a snack or by introducing new items one at a time, so children will not be overwhelmed.
Highly processed meats are inexpensive to purchase.	<ul style="list-style-type: none"> • Purchase larger quantities of lean meats such as beef and fish. • Roast, bake or grill the meat and freeze in smaller quantities. • Consider other meats and alternatives, like eggs, peanut butter or pea butter, tofu, nuts, dried beans, peas and lentils. Dried beans are one of the least expensive meat and alternative foods available.
Children do not like whole grain and whole wheat foods.	<ul style="list-style-type: none"> • It may be a challenge to introduce whole grain alternatives to children who are used to eating only enriched flour grains. Staff can introduce these foods gradually, by mixing half white pasta with half whole wheat pasta, or substituting the whole grain version of favourite crackers. • Staff can serve foods that children already enjoy such as unsweetened oatmeal and lower sugar whole grain cereals.
Children may not be used to drinking water or may not like it.	<ul style="list-style-type: none"> • Find creative ways to make water easily accessible to children. Try child-height water coolers or keep pitchers of ice water and small paper cups in classrooms. • Make drinking water fun for children by giving them their own cups, bottles or straws to use. Help them keep track of how much water their drinking with charts or graphs.

Challenges to healthy eating:	Tips to help increase or improve healthy eating in your current practice:
Staff are concerned that the children may dislike and refuse to eat new food items.	<ul style="list-style-type: none"> • Add a few new foods to each cycle so that children have repeated exposure to new foods. • Introduce only one new food at any one meal. Try to serve at least one known favourite at each meal so no one goes hungry. • Introduce new foods through a fun activity with children, such as a medieval feast or mexican fiesta, or work them into classroom activities.
Staff may be resistant to trying ethnic foods, which discourages children from trying them.	<ul style="list-style-type: none"> • Encourage staff to get involved by sponsoring an ethnic recipe contest. • Include foods of ethnic significance to staff members. • Choose a country or ethnicity and have a celebration including regional food, music and fun activities.
Parents may feel like they should have to bring in store-bought foods for celebrations and feel it is not a celebration without the traditional cakes and candies.	<ul style="list-style-type: none"> • Give parents ideas for quick and nutritious foods that can be easily purchased and are suitable for birthdays and other celebrations (i.e. already sliced fruit or vegetable trays, mini muffins, etc). • Encourage non-food treats, like bubbles and party hats. Be careful to use a tone that is matter-of-fact rather than judgmental to avoid offending parents. • Encourage parents to think about their child's favourite things, other than foods, that can be included in the celebration. This might include a favourite song, book, or game. Offer to include these special things when planning activities for a child's birthday. • Often, the biggest treat of all is for the parent to make a brief visit to the centre/school to help celebrate the birthday.
The most visible and popular methods of fundraising involve candy or cookie dough and switching may mean a loss in revenue.	<ul style="list-style-type: none"> • The fundraising industry has changed over the years. They now offer lots of different alternatives to candy and food. • Take advantage of the holiday season, and sell items that people need for the holiday, like wrapping paper or holiday cards or plants around spring for Easter or Mother's day. • Suggest that the facility form a sub-committee of parents and staff who are interested in healthy alternatives. Many organizations and schools are beginning to look for good ideas for raising money without selling unhealthy foods. One creative idea is to have a "skills auction" where parents offer to trade their skills in exchange for a donation to the centre.

Challenges to physical activity:	Tips to help change current practice:
The staff may think that 180 minutes of active playtime isn't feasible.	<ul style="list-style-type: none"> • Review the daily schedule to see where and how active time can be added. If there is no schedule, encourage staff to create one. • The 180 minutes of physical activity time doesn't have to be obtained all at once. Include 2-3 blocks of active playtime across the day both inside and outside.
The staff may believe that parents favour more time spent on reading, math or other academic activities.	<ul style="list-style-type: none"> • Provide information to parents about the importance of physical activity for children's physical, mental and emotional health. • Incorporate active learning into daily lesson plans, allowing children to learn through movement.
The staff may not be comfortable in leading structured physical activity and may think that they themselves are unhealthy.	<ul style="list-style-type: none"> • Staff can add activities into their daily lesson plans. Many appropriate lesson plans and activities are available on the internet or in books (see "Resources"). • Hold a training session for staff to help each other become more comfortable and to learn age-appropriate activities. • Remind the staff that being active with the children can help create a healthier lifestyle for themselves. The staff don't have to be experts to model physical activity and to encourage children to be more active.
Staff may feel that they don't know what to do when children are engaged in active play, other than supervise the play area.	<ul style="list-style-type: none"> • Staff can support children's physical activity by asking questions ("How does it feel to ride your Big Wheel around the playground?"); by offering encouragement ("Way to go! That was a great jump!") or just through smiles and laughter during their active time.
Staff may not accept this new responsibility.	<ul style="list-style-type: none"> • Promote physical activity among the staff. Establish a facility-wide "competition" among staff using pedometers (step counters). Whoever can walk the most steps at the child care facility over a week period wins a prize.
Outdoor space is available but has never been adapted for use by the children or may not be suitable for outdoor play.	<ul style="list-style-type: none"> • Work with the facility to redefine their outdoor space. If outdoor space is being used for adjacent parking, work with the facility to relocate cars to neighbourhood areas and reclaim this area. Sand and mulch will have to replace the hard surface. • Find alternative spaces for active play, such as neighbouring elementary schools or parks.

Challenges to physical activity:	Tips to help change current practice:
Active playtime is not considered to be a critical educational period.	<ul style="list-style-type: none"> • Provide information and education to staff about the importance of regular physical activity for children's physical, mental and emotional development. • Work with parents to help them understand the importance of physical activity for young children. Share your discipline model so that it can be used both at your centre and at home.
It is often easier to control children with seated activities, like story telling or table toys, than with activities that involve movement.	<ul style="list-style-type: none"> • Set reasonable expectations for children's behaviour while active. Setting expectations will help with class control. • Use hand or verbal signals to signal children to maintain control. • Go over the daily schedule with the facility staff and discuss the sedentary periods. Make sure long transitions are removed or shortened with added activities.
Television use has become customary at the facility, with the television turned on during the early morning drop-off and during pick up. Children enjoy watching television.	<ul style="list-style-type: none"> • Encourage staff to develop other alternatives that can provide an educational distraction for the children during drop-off and/or pick-up times, such as music for dancing or the use of special toys. • Children enjoy lots of different activities other than television. Planning a special activity can help take the place of sitting in front of the television, which should be limited. Create a lesson that discusses limiting television usage and encourage children to turn the television off at home.
The facility does not have a variety of play equipment.	<ul style="list-style-type: none"> • Encourage staff to inventory portable play equipment, looking at the variety available. Recommend equipment such as: balls of varied sizes and material (from rubber balls that are very large and can only be pushed around, to smaller foam ones that can be held in one hand and thrown), hoops (they can be used to roll, toss, or "hula"), wheeled toys and wagons. Another piece of portable play equipment that is popular is a parachute, which is a great teaching tool as well.
Staff complain that it is too much of a hassle to get all of the equipment out on a regular basis.	<ul style="list-style-type: none"> • Use this opportunity to teach children how to be responsible. Have the children get the toys they would like to play with out and make the children clean up before going back inside. • Have a clean, kid-friendly space that allows children to freely access all portable equipment and easily put it back in its place.

Developing Healthy Eating and Physical Activity Guidelines

Why develop guidelines?

Childcare settings can promote healthy lifestyles for children by creating an environment that encourages healthy eating, physical activity and, most importantly, decreases sedentary behaviour. Written guidelines on physical activity and healthy eating tell parents and staff that this is an important issue and helps build their support. It also informs the decisions and choices you make every day.

Find out what provincial and governmental policies and guidelines govern nutrition and physical activity standards for licensed child care centres. If the province has not outlined specific guidelines for early learning environments, it is important for you to develop your own. The following pages provide examples of Healthy Eating and Physical Activity guidelines that you can modify and adopt for your centre/classroom. When the guidelines have been adopted, share them with staff and parents and post the guidelines in a visible area.

How do you write guidelines?

- Guidelines need to reflect your organization's mission and goals;
- They are clear and concise; and
- Meet current standards that have been set for physical activity and healthy eating.

How do you implement a guideline?

Writing a guideline is easy. The difficult task is ensuring the guideline is upheld. **Your primary goal is to gain commitment from all the people it will affect.**

These could include the following:

Parent Board/Committee – What does the parent board/committee think about the direction? Do they have any ideas or concerns? In the end, the guidelines will be approved by this group.

Staff – Receiving input from staff will help ensure a smooth implementation. What are their concerns or potential barriers? Do they have the necessary skills and abilities to carry out the guidelines?

Parents – Are parents behind the plan?

Community Groups – Are there organizations that can support your guidelines (i.e. provide expertise, etc.)?

The following pages provide examples of Healthy Eating and Physical Activity guidelines that you can modify for your centre/classroom. Post the guidelines in a visible area.

HEALTHY EATING GUIDELINES FOR OUR CENTRE/CLASSROOM

In an effort to provide the healthiest environment possible for the children in our facility, we have adopted the following practices. The administration and staff thank the parents for their support in promoting the health of our children.

Nutrition:

Vegetables and Fruit

- ☐ We offer vegetables and/or fruit to children at least 4 times a day.
- ☐ We offer only fruit canned in its own juice (no syrups), fresh, or frozen.
- ☐ We offer only vegetables steamed, boiled, roasted, or lightly stir-fried with little added fat.

Meats, Fats, and Grains

- ☐ We offer lean meats and alternatives prepared with little or no added fat or salt.
- ☐ We offer meals prepared in-house with little to no packaging (avoiding processed foods).
- ☐ We offer beans, lentils or other meat alternatives.
- ☐ We offer high fibre, whole grain foods at least 2 times per day.
- ☐ We offer sweets or salty foods less than once a week or never.

Beverages

- ☐ We make drinking water freely available both indoors and outdoors so children can serve themselves.
- ☐ We rarely offer sweetened drinks. If juice is offered, it will be 100% unsweetened and offered no more than 3 times per week.
- ☐ We offer milk twice a day.
- ☐ We do not have pop or other vending machines on site.

Menus and Variety

- ☐ Our menus include healthy items from a variety of cultures.
- ☐ Our menus include a combination of new and familiar foods.

Feeding Practices

- ☐ Our staff help children determine if they are full before removing their plate.
- ☐ Our staff help children determine if they are still hungry before serving additional food.
- ☐ Our staff gently and positively encourage children to try a new or less favourite food.
- ☐ We do not use food to encourage positive behaviour.
- ☐ We provide and enforce written guidelines for healthier food brought in and served for holidays and celebrations (see below).
- ☐ We celebrate holidays with mostly healthy foods or non-food treats.
- ☐ Our fundraising efforts consist of selling non-food items only.

Supporting Healthy Eating

- ☐ Our staff join children at the table for meal times.
- ☐ We always serve meals family style.
- ☐ Our staff always consume the same food and drink as the children.
- ☐ We provide visible support for good nutrition in 3- to 5-year-old's classrooms and common areas through use of posters, pictures and displayed books.
- ☐ Our staff often talk informally with the children about trying and enjoying healthy foods.

Nutrition Education for Staff, Children, and Parents

- ☐ We provide training opportunities for staff on nutrition.
- ☐ We take the opportunity to educate the children on healthy eating.
- ☐ We provide nutrition education to parents at least twice per year.

We are committed to having fun while learning through active play and healthy eating!
We're growing happier, healthier kids!

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

PHYSICAL ACTIVITY GUIDELINES FOR OUR CENTRE/CLASSROOM

In an effort to provide the healthiest environment possible for the children in our facility, we have adopted the following practices. The administration and staff thank the parents for their support in promoting the health of our children.

Physical Activity:

Active Play and Inactive Time

- ☐ We provide at least 60 minutes of structured, developmentally appropriate active playtime to all children each day.
- ☐ We provide at least 60 minutes and up to several hours of daily, unstructured active play time.
- ☐ We provide opportunities for outdoor play 2 or more times per day, weather permitting.
- ☐ We ensure that children are rarely seated for periods of more than 60 minutes at a time except when sleeping.
- ☐ We do not withhold active playtime for children who misbehave.

Play Environment

- ☐ We provide fixed play equipment (tunnels, climbing and balancing equipment) that is extensive and varied for all children.
- ☐ We provide enough diverse, portable play equipment (wheeled toys, balls, hoops, ribbons) for children to use at the same time.
- ☐ We make outdoor portable play equipment freely available to all children all of the time.
- ☐ Outdoor play space includes an open, grassy area and a track/path for wheeled toys.
- ☐ Indoor play space is available for all activities, including running, when weather does not permit outdoor play.

Supporting Physical Activity

- ☐ We teach children the skills they need to be competent, confident movers (fundamental movement skills).
- ☐ Our staff encourage children to be active and join children in active play.
- ☐ We provide visible support for physical activity in classrooms and common areas through use of posters, pictures and displayed books.

Physical Activity Education

- ☐ We provide training opportunities for staff on physical activity.
- ☐ We provide physical activity education to parents at least twice a year.

We are committed to having fun while learning through active play and healthy eating!
We're growing happier, healthier kids!

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

HEALTHY GUIDELINES FOR CELEBRATIONS

Healthy Guidelines for Celebrations

Please help us encourage life long healthy habits among our children.

We encourage parents to join us for their child's birthday or other special occasion and to bring food to help celebrate. Please select or prepare healthier food options that your child enjoys. Suggestions include:

- ☐ Favorite fruits
- ☐ Lower fat baked goods (ex. mini muffins)
- ☐ Favorite dishes that aren't necessarily desserts
- ☐ Foods with special family or cultural significance
- ☐ Healthy foods in fun shapes

Also, consider celebrating with favourite stories, music, games or activities. Often, the most important thing to your child is that you took the time to help plan something special. Please talk with the director if you have questions or need ideas.

We are committed to having fun while learning through active play and healthy eating!
We're growing happier, healthier kids!

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

Getting the Word Out

As part of ensuring the guidelines are implemented on a daily basis, it is important to have them visible in a key area for parents and staff to see. It can be as simple as adding your goals to a poster (see sample provided on the next page).

Healthy Stars

Staff and parents can be your best resource in assisting with getting the word out. Recruit a parent or staff member who can champion your healthy eating and physical activity goals. These individuals tend to embrace a healthy active lifestyle, so it will not take much convincing.

Healthy Stars are people who are committed to helping others lead active healthy lifestyles. They use their power and enthusiasm to motivate others. They can be a great resource for you in helping to carry out your plan.



We are Moving Towards Excellence in...

Being Active and Improving Our Nutrition

Our goals are:

1. _____
2. _____
3. _____
4. _____



Evaluating Your Plan

How are things going? Were you able to accomplish the goals you have set? A good evaluation plan does not need to be extensive or formal or put additional burdens on staff that are involved in the process. This is an ongoing process and should be reviewed as your guidelines are updated and as changes continue to be made.

Steps to consider:

- Periodically assess how well the guideline is being managed and implemented.
- Update or amend the policy or practice as you work through it.
- Log your weekly physical activity and healthy eating. This will show your progress and involve both the children and staff. Parents will also see your efforts! See samples in this section.
- Talk with staff and parents to assess their satisfaction with the new policies or practices. See the sample parent survey in his section.

Enlarge this chart and log your weekly activities. Place it in an area that is visible to the children, staff and parents.



Our Physical Activity for the Week!

We are working towards 180 minutes per day¹

Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL

1. 180 minutes a day: Active Healthy Kids guidelines for 0-4 year olds. 60 minutes a day for children 5 years and older

Enlarge this chart and log your weekly activities. Place it in an area that is visible to the children, staff and parents.
Choose your number of servings based on Canada's Food Guide:

(<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>)



Our Healthy Eating for the Week!

*We are eating Well with
Canada's Food Guide*



	Monday	Tuesday	Wednesday	Thursday	Friday
Vegetables and Fruit (4-5 servings)					
Grain Products (3-4 servings)					
Milk and Alternatives (2 servings)					
Meat and Alternatives (1 serving)					

Tools That Make Promoting Healthy Eating Easy

Toddlers and preschoolers should eat the same foods as adults but in smaller amounts. Meals and snacks should include foods from each of the four food groups in Canada's Food Guide. That will help the children get the energy and nutrients they need to grow, develop and be active.

The amount of food preschoolers need depends on their age, body size, activity level, growth rate and appetite.

How much should be served?

Young children should be served small nutritious meals and snacks each day. Canada's Food Guide helps you plan sensible amounts of foods a child may eat for a day. There may be a wide variation in the amount of a food different children eat at a meal or for a snack. Appetites change from day to day.

- serve small amounts of food
- plan for second helpings
- let the child's appetite be the guide

How do I use the food guide servings?

The Canada's Food Guide serving size may not be the same amount you offer each child at one sitting. A child may eat one-half to a full size serving or more as listed on Canada's Food Guide at one meal or snack. Over the day, children should consume the suggested number of servings. As a child gets older, the child will eat more at one time.

For example, 250 ml (1 cup) of milk is a serving in Canada's Food Guide. If a child drinks 125 ml (1/2 cup) at one time, that counts as a half serving; if a child drinks 500 ml (2 cups), at one time, that counts as 2 servings. (reference: <http://www.education.gov.sk.ca/ELCC/Nutrition-Information-Sheets> "Canada's

Food Guide - a focus on children (July 2008)"

The food guide servings should not be used to limit a hungry child from eating or to force a child to eat more.

Remember:

Excitement is contagious: If you are excited to try the new healthy snack and taste it first with enthusiasm, the children will follow suit!

Just a taste: Encourage everyone to try a "taste," but never force or embarrass a child into eating a new food. Offering foods and allowing a child to make the decision to try a food supports the trust model that is important in the feeding relationship.

Set them up for success: Don't offer other foods during "healthy snack time." This allows the children an opportunity to really participate during healthy snack time and open their minds to the experience.

Children with food preferences: It is normal to have food preferences. It is common for new foods to be rejected by toddlers and young children. The more times children are exposed to a new food, the more likely they are to accept it. If a food is rejected, continue to offer it again and again at other times¹.

Make snack time healthy and educational:

When you are introducing a new food item, spend some time during the day talking about the food's colours and shapes and where it comes from.

Preferences are patterns: Don't let your own tastes dictate what you serve the children. Our experience is that they will eat almost anything that is presented to them in a positive light.

¹ <http://www.education.gov.sk.ca/ELCC/Nutrition-Information-Sheets> "Children with food preferences", September 2008

BOOKS THAT PROMOTE HEALTHY EATING

Books that focus on healthy eating will help continue your message on healthy lifestyles. For example if you are focusing on a particular food that day such as a cucumber, read a story about cucumbers, have it as a healthy snack and then document the experience. Here are a few book selections to choose from:

- *One Cool Watermelon*, Hannah Tofts
- *I Will Never Not Ever Eat a Tomato*, Lauren Child
- *Cool as a Cucumber*, Sally Smallwood
- *Sweet as a Strawberry*, Sally Smallwood
- *Eating the Alphabet*, Lois Ehlert
- *Growing Vegetable Soup*, Lois Ehlert
- *Maisy Goes Shopping*, Lucy Cousins

SIMPLE TOOLS

The following pages will provide you with some simple tools to make healthy eating easy!

1. Tracking your healthy eating is one way to ensure it remains a priority in your day. Make a copy of "Eating Well With Canada's Food Guide" (Page 37) and send it home for parents to participate. Remember to use the tracking tool found on page 34, "Our Healthy Eating for the Week".
2. There are many existing documents that you can use to help explain to parents the importance of focusing on healthy eating. The Government of

Saskatchewan's website's "Nutrition Information Sheets – Mealtime Mentoring" provides you with numerous newsletters on various topics such as "Menu Planning" and "Encouraging a Competent Eater." www.education.gov.sk.ca/ELCC/Nutrition-Information-Sheets




































3. If you produce your own newsletter, insert regular sections on healthy eating. This may include information on what you are currently doing or helpful tips they can use at home as a family. You may use information from other newsletters, just remember to credit the original source.

Be sure to check out the following resources:

- CHEP Good Food Inc's Nutrition Program Menus and Recipes for Children's Nutrition Program for 20, 60 and 120 servings. http://www.canadainmotion.ca/healthy_start/



EATING WELL WITH CANADA'S FOOD GUIDE

<i>Colour in the star each time you make a healthy choice.</i>	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Vegetables & Fruits 4-5 servings							
Grain Products 3-4 servings							
Milk & Alternatives 2 servings							
Meat & Alternatives 1 serving							
Don't forget to be active!							

For more information about portion sizes and food options, check out Canada's Food Guide for children 1-5 years old
www.health.gov.sk.ca/canadas-guide-children

MENU PLANNING FORM FOR CHILD CARE FACILITIES

PROVIDER /CENTRE	DATE				
	Monday	Tuesday	Wednesday	Thursday	Friday
BREAKFAST <i>Servings from 3 food groups are offered.</i> <ul style="list-style-type: none"> • Vegetables and fruit • Grain products • Milk and alternatives • Meat and alternatives 					
MORNING SNACK <i>Serving of vegetables or fruit plus 1 other food group is offered.</i> <ul style="list-style-type: none"> • Vegetables and fruit • Grain products • Milk and alternatives • Meat and alternatives 					
LUNCH <i>Servings from all 4 food groups are offered.</i> <ul style="list-style-type: none"> • Vegetables and fruit • Grain products • Milk and alternatives • Meat and alternatives 					
AFTERNOON SNACK <i>Serving of vegetables or fruit plus 1 other food group is offered.</i> <ul style="list-style-type: none"> • Vegetables and fruit • Grain products • Milk and alternatives • Meat and alternatives 					
SUPPER <i>Servings from all 4 food groups are offered.</i> <ul style="list-style-type: none"> • Vegetables and fruit • Grain products • Milk and alternatives • Meat and alternatives 					
					Offer milk at least twice a day. If juice is offered: <ul style="list-style-type: none"> • it is 100% unsweetened juice • it is offered no more than 3 times per week. • Offer water for thirst. Foods to limit, if offered: <ul style="list-style-type: none"> • appear on the menu no more than a total of 3 times per week. • are in addition to the recommended food groups. <i>Canada's Food Guide recommends limiting foods and beverages high in calories, fat, sugar or salt such as cakes and pastries, chocolate and candies, cookies, and granola bars, and doughnuts, ice cream and frozen desserts, French fries, potato chips, nachos and other salty snacks, fruit flavoured drinks, soft drinks and sweetened hot or cold drinks.</i>



Mealtime Mentoring

Encouraging Whole Grains and Water

Two commonly asked questions: How do whole grains fit in a healthy menu? How much water should children drink?

Whole Grains

How often should I serve whole grains?

Canada's Food Guide suggests that you choose at least half of your grain products as whole grain.

You can do this by:

- choosing whole grain bread products such as whole grain bagels, tortillas, bannock, pitas and rolls,
- serving oatmeal and other whole grain cereals for breakfast,
- using whole grain pasta for spaghetti, lasagne, and as soup noodles,
- serving brown rice and couscous, trying bulgur and barley as a side dish, in soup or as a salad, and
- using brown rice or mix half and half brown and white rice.

What is the difference between whole grain, multigrain and refined grains?

Whole grain products contain the entire grain kernel. This includes the bran, the germ and the endosperm.



Refined grains such as white rice and white flour have the germ and bran removed. This removes fibre, vitamins and minerals.

Multigrain products may contain a variety of different grains, but the grains may not be whole grain.

How do you know it is whole grain?

Make sure the words “whole grain” are listed in the main ingredients. Whole grains include whole grain whole wheat, whole grain corn, whole oats/oatmeal, whole rye, bulgur, whole grain barley, brown rice, wild rice, triticale, popcorn and quinoa.

Whole wheat bread and cereal may be whole grain. But, some whole wheat products have part of the wheat's germ removed so the product does not spoil quickly. If this is removed, they would no longer be whole grain. These are still healthy choices that provide the fibre which is removed from refined white breads and cereals. Some whole wheat cereals and breads may look white because they are made with wheat that has white-coloured bran.

**Many products say they are enriched.
What does this mean?**

Enriched products have some of the nutrients that were lost in processing added back to them. This makes them more nutritious. Some examples are enriched breads, cereals and pastas. They have iron, folic acid and B vitamins added. In Canada, whole wheat flour and whole grain flour are not enriched with folic acid.

How can I serve whole grains easily?

Healthy eating doesn't have to be complicated. Remember that sandwiches are a nutritious meal choice which can give you whole grains. Try a variety of fillings and breads.

How does a sandwich help provide a balanced lunch?

The following sandwich meals provide all 4 food groups:

- A whole grain bread + peanut butter + banana with a glass of milk.
- A whole grain wrap + ham + grated cheese served with carrot sticks.
- A whole grain bagel + tuna salad served with a broccoli-raisin salad + milk.
- A whole grain pita + shaved beef + melted cheese served with sliced tomatoes.
- A whole wheat English muffin + over-easy egg + cheese slice served with a bowl of fruit cocktail.
- A whole grain bread + chicken or tuna salad served with raw vegetables and dip and milk.

- A grilled whole grain bread + cheese served with sliced meat and apple wedges.
- Whole grain bannock + cheese served with chili.

Water

How much water should children drink?



There is no specific amount of water that a child should drink. Offer water regularly throughout the day, including with meals and snacks. Also offer water when it is warm outside and before, during and after play. This will help children learn to enjoy plain water.

Children get some water from other beverages and the foods they eat. For example milk, vegetables, fruit, soups, and stews all contain water. But in order for children to get what they need, water needs to be offered several times throughout the day. Let the children decide how much or if they drink the water you provide.



*Helping you provide healthy food and a positive eating environment
in early learning and child care settings.*

Tools That Make Promoting Physical Activity Easy

Even though it is recommended that children receive up to 180 minutes of physical activity per day, it is important to know that it can be accumulated throughout the day. Remember: children were made to move and need to be active for several hours a day. Sedentary behaviour (sitting) should not exceed 60 minutes at a time (excluding naps and mealtime).

We know that physical activity is essential for healthy child development during the critical first six years of life, and is especially important during the first three years since brain growth is extremely rapid, and learning creates more brain cell connections than in later years (Gruhn, 2002).

Unstructured versus Structured Physical Activity

Unstructured physical activity involves free choice on the part of the children and is typically best experienced outdoors where the children can run and jump and expend energy. During playtime, adults can and should interact naturally and informally with the children, offering guidance and suggestions to extend the children's play. It is recommended that children engage in at least 60 minutes and up to several hours of unstructured physical activity daily.

Structured physical activity is organized and planned. It involves specific activities in which children are expected to achieve certain results. This makes structured physical activity more challenging to incorporate into the curriculum than unstructured movement. It is recommended that 60 minutes of structured physical activity be implemented daily.

What is Physical Literacy?

Just as it is important to learn your "ABC's" it is important that children learn from an early age to "run, jump and throw." This may seem simple and natural, but it is not. Children are lacking the foundational movement skills (e.g., running, throwing) that are required to take part in and enjoy physical activity for a lifetime (Weiss & Ferrer-Caja, 2002). Physical literacy means developing skills in agility, balance, coordination and speed, being able to move comfortably in different environments such as on the ground or in the water, and mastering specific skills such as throwing and catching a ball, riding a bike and skating.

Canada Sport For Life provides these examples:

- Encourage the child to run – not just in a straight line, but with stops and starts and changes in direction. Tag and chasing games are excellent.
- Play catching games – use a wide range of soft objects and balls of different sizes. Start with catching a large ball with two hands, and progress towards smaller balls and eventually one handed catching. Remember – Balls that don't bounce too much are great for learning, as are beanbags.
- Play games that make different body shapes – flip upside down and right-side up. Pretend to slither like a snake or roll like a rolling pin on the floor or down a small, grassy slope.
- Play throwing games – start with soft objects that the child can hold easily in his or her hand. Try to get the child to throw at a target or to throw as hard as they can. Get them to use both their left and right hands when they throw.

- For quiet times, or when in small spaces, play balancing games. Stand on one foot and then the other – try balancing on different body parts, and try walking along painted or taped lines on the ground.
- Jump and make shapes in the air or jump to see how high or how far the child can go. Make imaginary “rivers” out of blankets or skipping ropes on the floor and get the child to jump from one bank to the other. Try jumping from one foot or from both feet. Make sure the child bends at the knees when they land. This encourages the use of the large muscles (quadriceps) and is important in loading the bones! (See or refer to LEAP.)
- Introduce children to water activities and learn-to-swim programs. Get them on skates or on skis and out on the ice or snow so that they learn to slide.
- Ride a tricycle or a bike, with or without training wheels, to develop dynamic balance.

It is important to keep things simple. In this next section, there are many ideas that you can use to ensure physical activity becomes part of your everyday routine.

- Physical activity should always be fun at this age, and not something they are required to do.
- Take movement breaks throughout the day. It is simple to stop every 30 minutes to “hop like a bunny” or “walk and stretch to the stars.”
- Before nap time, try gentle stretching. This promotes both relaxation and flexibility
- Incorporate structured physical activity into your transition times.
- Post one or two activities on the wall to help remind you to be active.

Limit Screen Time

There may be an assumption that physical activity occurs naturally at a young age and doesn't require attention. But what we are finding is that young children spend too much time sitting and not enough time moving!

The latest Canadian data indicates that children who watch more than 2 hours of screen time (TV, computer, video games) per day have double the incidence of excess weight and obesity when compared to children who watch less than 1 hour per day. Screen time takes the place of essential physical activity. In addition

children eat while they watch and often will eat what they watch, that is, what they see advertised. Most food and beverage ads on children's programs are for high calorie, low nutrition content foods.

- The National Longitudinal Survey of Children and Youth (NLSCY) indicates that in childcare centre settings, 89% of children's time is spent being sedentary.
- In 1971, the average age at which children began to watch TV was 4 years; today, it is 5 months.
- More than 90% of kids begin watching TV before the age of two, despite recommendations that screen time should be zero for children under 2, and limited to 1 hour for kids 2-5.
- 27% of those aged 2-3 and 22% of those aged 4-5 are watching more than 2 hours of TV per day.

Encourage children to choose physical activity over TV and computers.

- Talk to children about ways to have fun being physically active.
- Give children positive experiences with physical activity.
- Offer plenty of opportunities for active play.
- Send home the parent handout, “Ten Ways to Move More and Watch Less.” (Page 44)
- Integrate physical activity into lessons and stories.

BOOKS THAT PROMOTE PHYSICAL ACTIVITY

One way to assist in reinforcing healthy behaviours is to provide books that focus on physical activity. Select books to read that show the characters being physically active. Have the children do motions with the actions in the story. For example, when *Curious George* rides his bike, have the children stand up and cycle with their hands. When *Froggy* learns to swim, have them use their arms to swim, too. When reading stories and rhymes about jumping, get the children to jump in place along with the story. Here are a few suggestions:

- *Curious George Rides a Bike*, H. A. Rey
- *Froggy Learns to Swim*, Jonathan London
- *Good Sports: Rhymes about Running, Jumping, Throwing, and More*, Jack Prelutsky

- *Hop Jump*, Ellen Stoll Walsh Children's books about limiting screen time
- *The Big Comfy Couch Potato*, Time-Life for Children and Cheryl Wagner
- *The Berenstain Bears and Too Much TV*, Stan and Jan Berenstain
- *Get up and Go!*, Nancy L. Carlson
- *From Head to Toe*, Eric Carle
- *Walking Through the Jungle*, Debbie Harter, Scholastic Inc.
- *We All Went On Safari*, Laurie Krebs Scholastic Inc.
- *Stop Drop and Roll*, Margery Cuyler Scholastic Inc.
- *Jump, Kangaroo, Jump!*, Stuart J. Murphy
- *Monkey See, Monkey Do*, Marc Gave
- *Monster Musical Chairs*, Stuart J. Murphy
- *One, Two, Skip a Few!*, Roberta Arenson

SIMPLE TOOLS

Provided below are some simple tools that you can use:

1. Tracking your physical activity is one way to ensure it remains a priority in your day. Make a copy of "Being Active is FUN!" (Page 44) and send it home for the entire family to participate in. Remember to use the tracking tool found on page 33, "Our Physical Activity for the Week."
2. Create excitement and commitment with a health eating and physical activity pact. Encourage children to document their favourite activity and healthy food on "I Love to Play and Try New Healthy Food!" to send home with parents. (Page 45)
3. Limit screen time by posting "Ten Ways to Move More and Watch Less" in a visible area or make copies to send home with parents. (Page 46)
4. Newsletters are an easy way to provide information to parents. (Page 47-51)
 - There are many existing documents that you can use to help explain to parents the importance of focusing on physical activity and healthy eating. There are two examples provided in this section (Active Solutions & Active Start). Visit their web sites to find additional newsletters.

- If you produce your own newsletter, insert regular sections on physical activity. This may include information on what you are currently doing or helpful tips they can use at home as a family. You may use information from other newsletters, just remember to credit the original source. See the sample "Benefits of Physical Activity for Early Years (0-5 years)" (Page 51). Also, articles can include information about fun physical activity opportunities going on at the centre and include comments from children about their favourite ways to be active.

5. Create a "Year-at-a-glance." Put together an annual schedule of activities in which you will be participating. Coordinate with what is currently happening in your community. Even if you cannot actually participate at the event, you can use the information within your centre. Or promote the event on site and encourage families to participate on their own.

Develop an event schedule at the beginning of September. Try to do something every month, and you can tie into activities that currently exist (i.e. February Family *in motion* day). This will help reinforce your message at home. (Page 52)

6. Plan Your Day. This will help you ensure physical activity and healthy eating are planned into your day along with the other activities you provide such as story time and singing. (Page 53)





























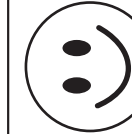
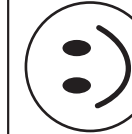


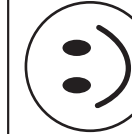
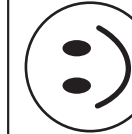
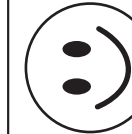







Remember, it is important keep parents informed. Along with newsletters, post pictures of the children being active and eating healthy!

Be sure to check out the Best Start Resources for Physical Activity and the Early Years. It includes an extensive list of:

- Books and Manual
- Videos and CDs
- Organizations and Resources

http://www.beststart.org/resources/hlthy_chld_dev/pdf/Resources_2011_English_Final.pdf

BEING ACTIVE IS FUN! – TRACK THE MINUTES YOU ARE ACTIVE EACH DAY

Colour in the happy face every time you are active.	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
15 minutes							
15 minutes							
15 minutes							
15 minutes							
15 minutes							
BONUS minutes I was active!							



Bouge - mange bien
Be active, eat well.

I LOVE TO PLAY AND TRY NEW HEALTHY FOOD!

Ask each child to draw their favourite activity and healthy food.

MY FAVOURITE ACTIVE GAME IS:

This is me _____

MY FAVOURITE HEALTHY FOOD IS:

This is me _____

Ten Ways to Move More and Watch Less

Limit your screen time. This includes TV, computer and video games.

1. Eat together as a family without the TV.
2. Make a plan on how much screen time you will have for the week. Post a chart that is visible to the entire family.
3. Start a “physical activity jar.” Every time you want to turn on the TV or computer pull an activity from the jar instead.
4. Have a screen-free night and play a game, go for a family swim or learn a new healthy recipe.
5. Pick only your favourite TV shows (1 or 2 per week) and watch as a family.
6. Learn a new activity every week: Find a new biking trail; try a scavenger hunt.
7. Take the TVs out of the bedrooms.
8. Make your holidays active!
9. Be positive about healthy living.
10. Take the initiative - be an active role model!



Active Solutions

Benefits of Physical Activity



Daily physical activity is a great way to have fun with the children you care about ...it's good for you too!

Physical activity involves moving the body and includes a wide range of activities such as active play, dance, exercise and sports. When children are physically active their heart rate and breathing increases which benefits children socially and emotionally, physically, intellectually and spiritually.

Only 13% of children in Saskatchewan are physically active enough for health benefits.

Parents, caregivers and educators must work together to ensure the children they care about are physically active in order to reap the benefits.



Physical benefits:

- Builds healthy, strong muscles
- Improves cardio-respiratory fitness
- Maintains healthy body weight



Intellectual benefits:

- Improves the power of knowing, reasoning, understanding and wellbeing
- Improves competence in thinking, language and learning
- Enhances creativity and imagination

Social and emotional benefits:

- Provides opportunities for children to learn different aspects of the social world such as cooperation and sharing
- Develops positive lifelong attitudes toward physical activity
- Encourages healthy family engagement
- Reduces anxiety and stress
- Increases self esteem
- Provides opportunities for developing friendships

Benefits of Physical Activity

Ensure the children you care about reap the benefits of physical activity:

- Access available resources to incorporate physical activity into the experiences you provide to children.
- Participate in workshops that help to foster physically active approaches to learn and play.
- Offer a minimum of 90 minutes of daily active play time, indoors and outdoors, unstructured and structured.
- Look for ways to create spaces that allow children to be more physically active. Include access to a playground, an outdoor space with toys and equipment, and an indoor space that is open to movement. Include developmentally and age appropriate toys, equipment and dance music.
- Encourage parents to be active with their children. Visit www.Jumpin.ca for more ideas for encouraging parents to be active with their children. Or download these tip sheets: www.beststart.org/haveaballtogether/resources/resource_cards.pdf
- Be sure the environment is safe when physical activity is taking place indoors or out.
- Make physical activity part of the daily routine, just like lunch and nap time.



The importance of being a role model for physical activity:

- If children see adult role models being active and enjoying active play, they will begin to develop a positive association with physical activity.
- Research indicates that a caregivers own physical activity levels, enjoyment of physical activity, and beliefs about their ability to facilitate physical activity plays an important role in modeling and reinforcing children's physical activity levels.

Spiritual benefits:

- Enhances sense of accomplishment
- Encourages feelings of success
- Observes beauty in what they see, hear, and do in their surroundings

SUPPORTING LINKS:

- Active Start – Physical Activity Guidelines for Children Birth to Five Years of Age: www.naeyc.org/files/yc/file/200605/NASPEGuidelinesBTJ.pdf
- Active Healthy Kids Canada: www.activehealthykids.ca
- Saskatchewan In Motion: www.saskatchewaninmotion.ca

www.education.gov.sk.ca



Ministry of
Education

Active Start

The importance of physical activity in the first six years of life

Why Active Play is so Important

Making sure that children are active

Young children need regular, vigorous, physical activity (active play) to develop and grow properly. This vigorous activity helps bones and muscles become stronger. Active play also builds important connections in the brain, and between the brain and children's muscles. These brain connections help children when they start school and begin to play more organized games with other children.

As life can be hectic and society relies on technology more and more, it can be difficult to integrate physical activity within daily routines. However, it is critically important for children to have a physically active lifestyle for life-long health, and physical and emotional wellbeing.

Key Ideas:

Children should not go longer than 60 minutes without physical activity unless they are asleep.

Many short activities throughout the day are ideal for children.

Let children explore their play space and play equipment in a safe environment.

When children develop good habits of being physically active, along with developing good eating habits, they have an excellent chance of living long and healthy lives.

If children do not develop good habits of physical activity when they are young, they increase their risk of being overweight or obese later in life. Obesity is linked to an increased risk of health problems including diabetes, stroke, and heart disease. Obesity is



also linked to mental health problems. To develop good habits, children should be physically active every day.

What is meant by physical activity?

Physical activity means taking part in active play and games that use the large muscles of the body - games and


play where children crawl, walk, run, jump, kick and throw. Whole-body play of almost any kind, especially outdoor play, provides the movement that children need. Play that uses the hands and fingers is important in developing fine-motor skills and should also be encouraged.

Active play is also important for children with a disability, who are sometimes sheltered from the rough and tumble of childhood games. Some activities may have to be modified to ensure children's safety and to help them have success.

Active play is vigorous enough if children are breathing faster and deeper, start to sweat and get warm, can feel their heart beat faster, or have redness in their cheeks.

As parents, caregivers, and educators, it is important to do what is best for children, and this means making sure that they have enough of the right kinds of physical activity. So what activities should children be doing, and how much should they do?

Funded by the Interprovincial Sport and Recreation Council.

	For more information check out:	www.canadiansportforlife.ca	www.pch.gc.ca/progs/sc/index-eng.cfm
		www.phcanada.ca	www.phac-aspc.gc.ca
		www.caringforkids.cps.ca	www.cich.ca/Publications_childdevelopment.html
		www.healthycanadians.gc.ca	

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How much physical activity¹?

Canada has not yet developed formal physical activity recommendations for children under the age of 6. While we don't yet have a strong enough evidence base for how much and what type of physical activity is best for young children, children should be physically active for a short time during every hour they are awake. Children do much better with lots of short bursts of high-energy activity, since short activities help keep kids happy and prevent boredom. The following guidelines are taken from the Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth (2010).

For Infants (up to one year): Daily activity is important, so provide toys and simple objects that encourage infants to move and do things for themselves.

Toddlers (1-3 years): At least 30 minutes of adult-organized activity daily and from 60 minutes to several hours per day of unstructured physical activity is recommended - especially outside activity, like playing in the park. Toddlers should not be inactive for longer than 60 minutes, except when sleeping.

Preschoolers (3-5 years): At least 60 minutes of structured physical activity every day, and from 60 minutes to several hours of daily unstructured physical activity is recommended. Outside activities and play are especially important. Preschoolers should not be inactive for longer than 60 minutes, except when sleeping.

Reducing screen time is also important

Screen time is the amount of time children spend watching television, movies, or DVDs, as well as the time they spend playing computer or electronic games.

Children up to 2 years of age should not spend any time watching television (or any other screen time), and children from ages 3 to 5 should be limited to no more than 1 to 2 hours of screen time each day.

At what age should physical activity start?

As soon as possible! Encourage children to roll over and crawl by putting favorite toys or stuffed animals at the edge of their reach. Don't put it too far away and let them play with it when they've reached it!

It is important to remember to provide a safe, stimulating, and interesting environment in which children can physically explore their world.

Kinds of activities

There are lots of good activities that will help children develop, and details can be found in the companion "one-pagers" about good physical activities for children. There are separate documents for

children in the first year of life, for children from one to three, and for children aged three to six.

Children need to learn many different types of activities which can be broken down into the following broad categories:

Body control skills - like balance, moving the arms and legs in rhythmic ways to songs and music, as well as developing coordination.

Locomotor skills - like crawling, walking, running, skipping jumping, leaping, rolling - and other ways to get from one place to another.

Sending and receiving skills - like rolling a ball, throwing, catching, kicking and hitting things with a bat or stick.

Children should also play in different environments, so they learn to be active indoors and outside, on ice, in the snow, and in water. Always keep in mind that children learn best when they can play in a safe, stimulating and interesting environment, and have good adult role models.

What is meant by....

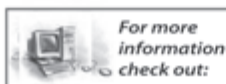
Physical activity and active play: Both terms mean much the same thing. People who work in early childhood education usually use the term active play, while people in health, recreation and sport often use the term physical activity. Both mean moving about and using all of the large muscles in the body.

Structured play: Means children's play in which an adult has input. The adult often controls where the play takes place, initiates the play, controls what toys or equipment the children have available, and intervenes or participates in the play.

Unstructured play: This is play that is initiated by and controlled by the children themselves. It may be under adult supervision, but the role of the adult is to maintain safety and provide any needed support.

¹ Guidelines for physical activity taken from: Active Healthy Kids Canada. *Healthy Habits Start Earlier Than You Think. The Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth*. 2010; Toronto, ON. pp 7.

Funded by the Interprovincial Sport and Recreation Council.



For more
information
check out:

www.canadiansportforlife.ca www.pch.gc.ca/progs/sc/index-eng.cfm
www.phec.ca www.phac-aspc.gc.ca
www.caringforkids.cps.ca www.cich.ca/Publications_childdevelopment.html
www.healthycanadians.gc.ca

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BENEFITS OF PHYSICAL ACTIVITY FOR EARLY YEARS (0-5 YEARS)

SAMPLE INFORMATION FOR YOUR NEWSLETTER

“Because of the increasing rates of obesity, unhealthy eating habits, and physical inactivity, we may see the first generation that will be less healthy and have a shorter life expectancy than their parents.” -United States Surgeon General

Why Target the Early Years?

- The value of the levels of physical activity during a lifespan is being recognized. As such, the early years are the ideal time to begin the development of the skills, knowledge, and attitudes that lead to active and healthy lifestyles.
- Children today are 40% less active than they were 30 years ago.
- Excess weight and obesity are becoming more common among children 0-5.
- Research representing two separate regions in Canada estimated the prevalence of obesity among 2- to 5-year-old children at 11% and 8%.
- Type 2 diabetes was known as “adult-onset” diabetes; however, it is now increasingly serious among children, particularly among Aboriginal youth.
- Children who have an active mother are two times as likely to be active, those with an active father are 3.5 times more likely to be active, and those with both parents active are 6 times more likely to be engaged in physical activity.

How Much Physical Activity is Enough?

The Physical Activity and Sedentary Behaviour Guidelines for the Early Years (ages 0-4 years), presented by the Canadian Society for Exercise Physiology (CSEP) and ParticipACTION, are Canada's first systematic evidence-based physical activity guidelines and the world's first standalone sedentary behaviour guidelines for this age group.

For healthy growth and development, the Canadian Physical Activity Guidelines for the Early Years recommend:

- Children under the age of one should be physically active several times daily – particularly through interactive, floor-based play. This should include

supervised indoor and outdoor experiences such as tummy time, reaching and grasping, pushing and pulling and crawling.

- Children aged one to four should accumulate at least 180 minutes of physical activity at any intensity spread throughout the day. This should include a variety of activities in different environments where children can develop movement skills, such as climbing stairs, playing outside and exploring the environment, brisk walking, running or dancing.
- By age five, children should progress towards at least 60 minutes of energetic play, such as hopping, skipping and bike riding.

Minimizing sedentary behaviour during waking hours is just as important as being physically active. Sedentary behaviours are characterized by little physical movement and low energy expenditure and include sitting or reclining for long periods of time.

For healthy growth and development, the Canadian Sedentary Behaviour Guidelines for the Early Years recommend:

- Caregivers should limit prolonged sitting. Furthermore, sitting or reclining in a stroller, high chair or car seat, watching television or playing with non-active electronic devices like computers, video games or phones are all sedentary behaviours that should be avoided.
- Screen time is not recommended for children under the age of two.
- Screen time should be limited to less than one hour per day for children aged two to four.

YEAR AT A GLANCE

Month	Day	Event	Focus	Family involvement
January				
February		Family <i>In Motion</i> Day www.saskatchewaninmotion.ca	Physical Activity	
March		Nutrition Month www.dietitians.ca	Healthy Eating	
April		National Turn Off the TV Month	Physical Activity Healthy Eating	Participate in the one week challenge
May				
June		Recreation month	Physical Activity	Participate as a family or join a local activity
July				
August				
September				
October		Fall... <i>In Motion</i> www.in-motion.ca World Food Day	Healthy Eating Physical Activity	Participate in the "Stay Active" Challenge
November		November 20 - International Day of the Child	Celebrate with active fun	Invite parents
December				

PLANNING YOUR DAY / DATE:

A large, empty speech bubble shape with a solid black outline, intended for planning activities.

Let's Be Active!

Let's Sing!

A large, empty speech bubble shape with a dotted black outline, intended for planning activities.A large, empty speech bubble shape with a solid black outline, intended for planning activities.

Let's Read!

Let's Eat Well!

A large, empty speech bubble shape with a dashed black outline, intended for planning activities.

SECTION 6

Resources

Recommended Resource



LEAP BC™ is a set of resources that promotes healthy child development and was created by 2010 Legacies Now, with support from the Province of British Columbia. LEAP BC™ integrates Literacy, Education, Activity and Play, and is designed for families, caregivers, and early learning practitioners who engage with young children. In June 2011, 2010 Legacies Now transferred management of LEAP BC™ to Decoda Literacy Solutions where it will continue to benefit communities as a legacy of the 2010 Winter Games.

<http://decoda.ca/children-families/leap-bc/>

HOP™ – The Hop Early Learning Practitioners Resource is a handbook for community services providers and other professionals who work with families with children ages three to five years. It provides guidelines for using LEAP BC™ resources with young children in early learning settings, as well as background information on healthy child development.

Food Flair™ – The Food Flair Early Learning Practitioners Resource was created by nutritionists and has been adapted for use by early learning practitioners and caregivers. It contains information about nutrition, healthy eating and food-related topics, along with recipes and fun activities to do with children, and ideas and information sheets to share with families.

Move™ – integrates physical activity, early language development and healthy eating for infants and toddlers, from birth to 3 years of age.

Talk™ – a series of illustrated cards with activities encouraging early literacy and language development in infants and toddlers. These activities are designed for families, caregivers or early learning practitioners to enjoy with children from birth to 5 years.

Early results from a study conducted for Healthy Start with the University of Saskatchewan, College of Kinesiology and Department of Community Health and Epidemiology in 2011 found that educators and parents reported that children really enjoyed doing LEAP activities. Educators found LEAP was helpful for increasing the healthy eating and physical activity opportunities that they provided for children. Cooks at the childcare centres involved in the study also found that the Food Flair™ resource was easy to use and gave them new ideas for making healthy meals and snacks.

Key Concepts of LEAP

The LEAP BC™ resources integrate the key concepts of physical activity, literacy and healthy eating into simple and enjoyable play activities. Engaging in this type of play encourages healthy attitudes, habits and skills that can last a lifetime.

PHYSICAL ACTIVITY

1. Participate with the children
2. Provide for active play every day
3. Encourage vigorous play
4. Help children develop movement skills
5. Build physical activity into the day
6. Use physical activity to support learning and social development
7. Promote creativity and self-esteem

LITERACY

1. Support play and activity with talk and other forms of communication
2. Expose children to varied vocabulary
3. Play with, and emphasize the sounds of the language
4. Promote pretend play
5. Provide opportunities to count, sort, classify, and predict
6. Invite children to draw, paint, write and record
7. Model your own pleasure with language and activity
8. Honour the children's home languages

HEALTHY EATING

1. Offer a variety of healthy foods
2. Offer snacks and meals at the same times each day
3. Let children's hunger and fullness cues guide you
4. Have water readily available
5. Join the children at the table and model healthy eating
6. Familiarize children with foods that might be new to them
7. Help the children develop food skills: selecting, preparing, and serving
8. Make healthy eating part of everyday learning

The next couple pages provide a sample of LEAP BC™ activity cards, which are free to download on the LEAP website. <http://decoda.ca/children-families/leap-bc/>



This is a physical development activity
for children ages 1 to 5

Bubble chase

Let's play and talk together

- ❖ Blow some bubbles and invite your child to chase them.
- ❖ Invite your child to pop the bubbles using different actions, e.g. clapping hands, a karate chop.
- ❖ Try to catch the bubbles using different body parts, e.g. knees, elbows, fingers.
- ❖ Try to catch some bubbles without breaking them.



A good read-together book



Pop! A Book About Bubbles
by Kimberly Brubaker Bradley

You will need some bubble soap and a bubble wand or a pipe cleaner shaped into a wand.

This activity is good for developing spatial awareness, eye-hand coordination, and using words to describe shape, size, colour and movement.

Hints for success

- ❖ Talk about the bubbles as you play. Use words to describe how they move, e.g., high, low, fast, slow, floating.
- ❖ Take turns being the bubble blower and the bubble chaser.

Here comes a
really big bubble!

Can you catch that
one before it pops?

Ways to say it



LEAP BC™ is a set of resources for healthy child development which includes Hop, Move, Talk and Food Flair.
www.2010LegaciesNow.com/LEAP_BC/



This is a physical development activity
for children ages 1 to 5

More ideas for Bubble chase

Try this way

- ❖ Sing **Pop Goes the Weasel** as you play.
- ❖ Do an experiment to see how the bubbles change when you blow different ways, e.g. hard, soft, steadily, in puffs. Encourage the children to talk about what they see and try to explain what happens.
- ❖ Read the book **Pop! A Book about Bubbles** to learn more ways to play with bubbles.



Let's make—Bubble recipe

What you need:

- 2.5 L (10 cups) of water
- 250 ml (1 cup) of soap detergent
- 30 ml (2 tablespoons) glycerine (from the pharmacy)

How to:

1. Put water in a pail or bucket and add the detergent and glycerine.
2. Stir slowly to avoid bubbling.
3. For best results let the mixture sit overnight.

Let's make—Bubble wands

- For a yogurt lid bubble wand, you will need a plastic lid, a thumb tack and a wooden chopstick. Cut the centre out of the plastic lid and tack it to the wooden chopstick.
- For a fly swatter bubble wand, you will need a plastic fly swatter. Dip the fly swatter into a plate of bubble mix and wave it around for lots of tiny bubbles.
- For a pipe cleaner bubble wand, you will need a pipe cleaner. Shape it into a circle, with an end to hold on to.

Pop Goes the Weasel

All around the cobbler's bench
The monkey chased the weasel.
The monkey thought 'twas all in fun—
Pop! Goes the weasel.

Johnny has the whooping cough,
Mary has the measles.
That's the way the money goes—
Pop! Goes the weasel.

A penny for a spool of thread
A penny for a needle.
That's the way the money goes—
Pop! Goes the weasel.

All around the mulberry bush,
The monkey chased the weasel.
That's the way the money goes—
Pop! Goes the weasel.

Traditional



Decoda



LEAP BC™ is a set of resources for healthy child development which includes Hop, Move, Talk and Food Flair.
www.leapbc.decoda.ca

Let's make! Sunomono salad

Food Flair recipes are a unique way to explore new and healthy foods with your toddler or preschooler. Learning to cook helps children take pride in what they make and encourages them to try new foods. These activities help families reconnect food and fun, so enjoy the experience of preparing food together!

Recipe for Sunomono salad

What you need:

1	Cucumber	1
$\frac{1}{2}$ cup	Vinegar	125 mL
$\frac{1}{2}$ cup	Honey* or sugar	60 mL
1 tbsp.	Soy sauce	15 mL
1 cup	Cooked rice noodles	250 mL

* Do not serve honey to children under 12 months.

How to:

1. Wash a cucumber and slice it as thin as possible. Do not peel.
2. In a small bowl, mix vinegar, honey or sugar and soy sauce.
3. Add cucumber slices.
4. Let mixture sit for 10 minutes to mix the flavours. Stir frequently.
5. Put some cooked rice noodles into small serving bowls.
6. Add some cucumber mixture to each bowl.

You will need the foods listed in the recipe, a bowl for mixing, a spoon for stirring and some small bowls for serving.



Hints for success

- ❖ Toddlers can put the cucumber slices into the vinegar mixture.
- ❖ Younger preschoolers can mix the vinegar mixture.
- ❖ Older preschoolers can also help measure the vinegar, sugar and soy sauce and stir the cucumbers.
- ❖ Encourage children to taste some raw cucumber as you are making the salad.

Did you know that many pickles are made from cucumbers?

What are some other ways to eat cucumbers?

Ways to say it

More ideas for Sunomono salad

Try this way

- ❖ Explain that sunomono salad is a favourite recipe in Japan. Talk about other Japanese foods that your child might enjoy, such as sushi or miso soup.
- ❖ To eat in a traditional Japanese manner, remove your shoes and sit on flat pillows or mats at a low table.
- ❖ Try using chopsticks!



Activity links

Read the book *My Mom Loves Me More Than Sushi* by Filomena Gomes with your child.

Use this recipe card with other Food Flair activity cards:

- Eating around the world—Chopsticks
- Eating around the world—Tasting passports

Safety tips

- Help children wash their hands before cooking or eating.
- Always supervise your child around sharp kitchen utensils and hot surfaces.
- Refrigerate or discard leftovers right away to prevent spoilage.

Recommended Resource

Active Kids



Active Kids is a provincial program based in New Brunswick which aims to promote physical activity in the daily lives of children and their families. The program provides resources and training sessions for anyone involved in the care of children aged 0 to 5.

Since 2013 Healthy Start has collaborated with Active Kids, promoting and integrating the Active Kids Toolkit and Training Program in our work in both Saskatchewan and New Brunswick. For more information on the Active Kids resources, please contact your Healthy Start Coordinator.

Branch of the Department of Healthy and Inclusive Communities.

The aim of this program is to increase the opportunities for daily, quality physical activity for young children and the adults around them. There are toolkits and training workshops designed specifically to meet the needs of the parents, caregivers and other adults that want to enhance the physical activity experiences of young children.

Children develop coordination, appropriate motor skills, social skills, leadership, imagination and confidence through the physical activity experiences that are woven into their entire day. When one or more parents or a caring adult is engaged in activity, a child is much more likely to participate. This is why families, caregivers and others who work with children play such an important role in helping New Brunswick take positive steps to becoming more physically active and well. For more information, please contact:

activekids-jeunesactifs@gym.nb.ca

ACTIVE KIDS Vision

Create a program that is fun, safe, easily deliverable, and offers a complete “wholesome” physical development program.

ACTIVE KIDS Mission

To create tangible changes in the day to day lifestyle habits of New Brunswick families with the focus on the health of our young children.

Description:

Active Kids is delivered by the New Brunswick Gymnastics Association in partnership with the Wellness

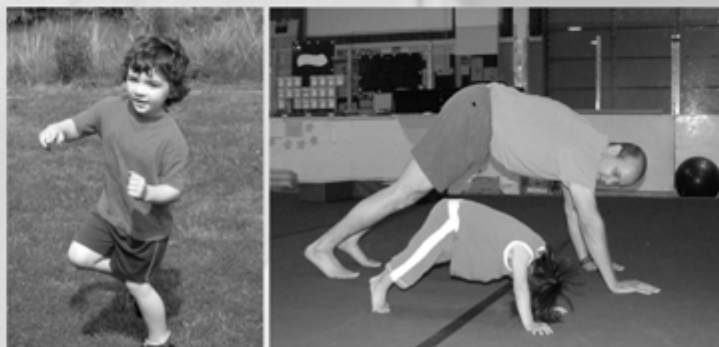
Fun All Around

3 years - 5 years

At this age, as their independence and hunger for knowledge grows greater by the day, children need the opportunity to explore their environment through both structured and non-structured play. Encourage your child to move through their world and talk about the things you can see and do...you'll both be learning more about yourselves and everything around you.

Some considerations:

1. Jumping is an important stage of development at this time. Therefore, encourage your child to do lots of jumping. Be sure to teach them the motorcycle landing first!
2. Children at this age may sometimes be very easily distracted. Be sure the activities are varied and simple.
3. At this age, children become fiercely independent. Let them make decisions and have some control over their environment.
4. Throwing and catching skills are improving at these ages, so encourage various activities using these skills.



FOUNDATIONS FOR ALL

New Brunswick Gymnastics Association
1991 Route 112, Upper Coverdale, NB E1J 1Z1
(506) 384-6242 nbga@gym.nb.ca <http://www.gym.nb.ca>



FOUNDATIONS FOR ALL

Active Explorers #6

3 years - 5 years

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity		Bean Bags
Activity #1	Springs	Ribbons
Activity #2	Parachute	Bean Bags and Parachute
Activity #3	Parachute	Parachute
Closing Activity		Music CD

OPENING ACTIVITY

Bean Bag Relay



In groups fitting class size, have one person from each team carry a bean bag on top of head towards wall and back. First team to give everyone a turn wins



LET'S GET MOVING!



BIG arm circles all the way around. Clap your hands **BIG** and **WIDE**. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't flyaway!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). -"Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll")

ACTIVITY #1

SPRINGS



Using all six ribbons, place three on the floor and three held up a foot off the ground in an alternating fashion (the ribbons will be held up by volunteers). Have each person do a straight jump over a ribbon and then crawl like a snake under a lifted ribbon. After going over and under all ribbons, change places with someone holding a ribbon till everyone gets a turn. Change the jumps they do over. "Ok everyone, now were going to do star jumps over and then, we have to crawl under with our feet first." "Now let's do tuck jumps over and crawl under the ribbon rolling sideways like a log".

ACTIVITY #2

Using the small parachute, have everyone squatting down holding on to the parachute while keeping it on the floor. Have all the bean bags on the parachute. Raise up the parachute quickly then pull it down fast ("BLAST OFF!!!") and watch the bean bags "pop" off.

Once all bean bags are popped off, have everyone squat down "Now when I say go, we're going to let go of the parachute and go get all the bean bags and put them back on the parachute and grab on to the same handle of the parachute we have before..... GO".

ACTIVITY #3

Using the small parachute again, have everyone standing up and holding on to the parachute. "Alright, let's lift the parachute way above our heads and say hello to everyone... And pull the parachute down".

"Ok now where going to lift the parachute way up high and I'm going to call out two people's names and those two people have to go under the parachute and trade places. So if we lift the parachute up and I call (so and so), then they have to go under the parachute and switch places."

Make sure everyone gets a turn



—→ "FREE" EXPLORATION TIME (5 minutes) ←—

CLOSING ACTIVITY

The Hokey Pokey



Activity can be done listening to a recording or sung aloud by everyone

FOUNDATIONS FOR ALL

New Brunswick Gymnastics Association
1991 Route 112, Upper Coverdale, NB E1J 1Z1
(506) 384-6242 nbga@gym.nb.ca <http://www.gym.nb.ca>



ADDITIONAL RESOURCES

Key: PA – Physical Activity HE – Healthy Eating L – Literacy

Organization	Resource	
Active Healthy Kids Canada www.activehealthykids.ca	A trusted source for “powering the movement to get kids moving”	PA
Active Solutions http://www.education.gov.sk.ca/ELCC/physical-activity	In recognition of the importance of active living for healthy growth and development in young children, the Saskatchewan Ministry of Education implemented the Early Learning and Child Care Physical Activity Initiative in February 2010.	PA
Active Start – Ages 0-6 http://canadiansportforlife.ca/ltad-stages/active-start	From ages 0-6 years, children need to be introduced to relatively unstructured play that incorporates a variety of body movements. An early active start enhances development of brain function, coordination, social skills, gross motor skills, emotions, leadership, and imagination.	PA
Best Start www.beststart.org	Best Start is a key program of Health Nexus (formerly OPC) and is funded by the Government of Ontario. Best Start provides a great newsletter regarding physical activity and the early years. www.beststart.org/resources/hlthy_chld_dev/pdf/Research_2011_Eng_Final.pdf	PA/HE
Canada’s Food Guide http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php	Canada’s Food Guide For Healthy Eating identifies Child Size Servings for 1-5 years	HE
Centre of Excellence for Early Childhood Development (CEECD) http://www.excellence-jeunesenfants.ca/home.asp?lang=EN	The mandate of the CEECD is to foster the dissemination of scientific knowledge on the development of young children with an emphasis, but not exclusively, on the social and emotional development and on the services and policies that influence this development.	PA/HE/L
Color Me Healthy www.colormehealthy.com	The Color Me Healthy Kit has everything from recipes, songs, tools for parents and professionals	HE
Cru-Cru’s Fantastic Healthy Feast www.msss.gouv.qc.ca/nutrition/cru-cru/en/home.php	For a children’s party, a birthday or simply for fun, why not present vegetables and fruits in an attractive way?	HE
Dietitians of Canada www.dietitians.ca/Your-Health/Nutrition-A-Z/Children.aspx?categoryID=12	It’s important to promote good eating habits in children from a young age.	HE
Eat Right Ontario http://www.eatrightontario.ca/en/default.aspx	EatRight Ontario provides advice on daily food choices that will help you live well and stay healthy. This service provides easy-to-use nutrition information from Registered Dietitians to make healthier food choices easier for you.	HE
Healthy Habits for Life http://classroom.kidshealth.org	This kit is a great resource that helps you incorporate healthy physical activity and nutrition habits into your everyday routines. This resource has three sections: Get Moving, Food & Drink to Grow On, and Every Day Is a Healthy Day. Each section contains group poems and songs, posters, activities and reproducibles, and family newsletters. The familiar Sesame Street characters will help you achieve your goals by keeping your students’ interest and attention as they learn! http://classroom.kidshealth.org/index.jsp?Grade=cc&Section=hhlfl	PA/ HE
LEAP BC www.decoda.ca/children-families/leap-bc/	LEAP BC is a set of resources for families, caregivers and early learning practitioners, integrating Literacy, Education, Activity and Play.	PA/ HE/L

Organization	Resource	
New Brunswick Early Years Play and Playfulness Guidelines http://www.gnb.ca/0000/ECHDPE/curriculum-e.asp	The Play and Playfulness Guidelines are part of the New Brunswick Curriculum Framework for Early Learning and Child Care. Children experience open and flexible environments where playful exploration, problem solving and creativity are encouraged and purposefully planned.	PA/HE/L
New Brunswick Gymnastics Association/ Foundations for All http://www2.gnb.ca/content/gnb/en/departments/dhlc/sport/content/toolkit.html	The Active Kids Toolkit Program in New Brunswick is a training and resource opportunity for all who work with, or care for young children 0 to 5 years. The program is delivered by the New Brunswick Gymnastics Association in association with the Wellness Branch of the New Brunswick Department of Healthy and Inclusive Communities.	PA
Nutrition and Physical Activity Self-Assessment for Childcare (NAP SACC) www.gonapsacc.org	NAP SACC was created in 2002 by a team of child obesity researchers at UNC Chapel Hill in association with colleagues in the Nutrition Services branch at the North Carolina Division of Public Health. Ward DS, Morris E, McWilliams C, Vaughn A, Erinosho T, Mazzuca S, Hanson P, Ammerman, A, Neelon SE, Sommers JK, Ball S. (2013). Prevention and Department of Nutrition, University of North Carolina at Chapel Hill.	PA/HE
Play and Exploration: Early Learning Program Guide www.education.gov.sk.ca/Default.aspx?DN=c711842e-23aa-4e82-b33d-4a530f8d4b2f&l=English	The Early Learning Program Guide is an important part of Saskatchewan's early childhood development initiatives. The Guide affirms the importance of high quality learning experiences for all Saskatchewan children during their preschool years – three to five years of age.	PA/HE/L
The Canadian Association for Young Children www.cayc.ca/	The CAYC is the only national association specifically concerned with the well being of children, birth through age nine – at home, in preschool settings and at school.	

Support Organizations

Organization	Resource	
Canadian Paediatric Society http://www.cps.ca/en/about-apropos	The Canadian Paediatric Society is the national association of paediatricians, committed to working together to advance the health of children and youth by nurturing excellence in health care, advocacy, education, research and support of its membership.	
Saskatchewan Early Childhood Association http://saskcare.ca/	The Saskatchewan Early Childhood Association, SECA, is a non-profit, membership-based organization dedicated to the support of high quality early childhood care, development and education.	
The Canadian Association for Young Children www.cayc.ca/	The CAYC is the only national association specifically concerned with the well being of children, birth through age nine – at home, in preschool settings and at school.	