Obesity Prevention in Children from Birth to Six Years

Level 2

Participant Handouts
# K-W-L Table

<table>
<thead>
<tr>
<th>K: What I <strong>Know</strong></th>
<th>W: What I <strong>Want</strong> to know</th>
<th>L: What I have <strong>Learned</strong></th>
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CONSEQUENCES OF CHILDHOOD OBESITY

Psychosocial
- Poor self-esteem
- Depression
- Anxiety
- Eating disorders

Academic
- Impaired academic performance and school readiness

Pulmonary
- Asthma
- Sleep apnea

Cardiovascular
- High blood pressure
- High blood lipids
- High cholesterol
- High blood sugar
- Insulin resistance
- Coronary heart disease
- Stroke

Gastrointestinal
- Gallstones

Fatty liver disease
- Cirrhosis

Cancer
- Breast, ovary, uterus, cervix
- Prostate, colon, esophagus
- Pancreas, kidney

Endocrine
- Type 2 diabetes
- Polycystic ovary syndrome (girls)
- Hypogonadism (boys)

Musculoskeletal
- Stress on bones and joints
- Osteoarthritis

Components of a Healthy Child Care Environment

Provisions
- Foods + beverages served
- PA and screen time provided
- Feeding environment
- PA equipment and play space

Practices
- Feeding environment
- Teacher PA practices
- Teacher screen time practices

Policies
- Written policies
- Staff training
- Parent communication
- Child education
Supporting Healthy Eating for Young Children at Child Care

Some of this handout was adapted from information found at http://www.choosemyplate.gov/

### Infant Foods Served

<table>
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<tr>
<th>Best Practice</th>
<th>Why is this important?</th>
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| When infant cereal or formula is offered, it is always iron-rich. | • Iron-rich cereals and formulas are frequently listed as “fortified with iron”  
• Children who are formula-fed are at higher risk of being iron deficient, so feeding infants iron-rich cereals and formulas is important. |
| When mashed or pureed meats or vegetables are offered, these foods rarely or never contain added salt. | • When infants eat a lot of these foods, their diets can be higher in salt than is recommended, which can lead to a preference for high salt diet later in life and an increased risk for cardiovascular disease. |
| Baby food desserts that contain added sugar are rarely or never offered. | • Added sugars are a nutrient-poor source of calories and can contribute to a diet that is higher in calories than infants need. This puts the child at risk of gaining more weight than they should be gaining, given their length and age, and of missing out on important nutrients found in foods without added sugars. |

### Fruits and Vegetables Served

<table>
<thead>
<tr>
<th>Best Practice</th>
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<tr>
<td>Fruit (not including juice) is offered 2 times per day or more.</td>
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Vegetables (not including French fries, tater tots, hash browns, or beans) are offered 2 times per day or more.

- Fruit and vegetables are rich in a variety of essential nutrients, including dietary fiber, vitamins A and C, potassium, and folate
- Fruit and vegetables are naturally cholesterol free and low in sodium, fat, and calories
- Eating a healthy diet, including a variety of fruits and vegetables, is important to
  - lower risk of heart disease and cancer
  - maintain a healthy cholesterol level, blood pressure, weight, and dental health

Fried or pre-fried potatoes are offered less than 1 time per week or never.

- This includes French fries, tater tots, and hash browns made from scratch or baked from frozen.
- The added fat of fried potatoes can contribute to an overall diet that is higher in saturated fats than is recommended. Diets high in saturated fat can lead to unhealthy weight gain since they are often higher in overall calories and can increase risk of cardiovascular disease over time.
- White potatoes are lower in nutrients than other vegetables, which are usually the types of fried potatoes served to children.

### Meats and Meat Alternatives Served

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<th>Best Practice</th>
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<td>Fried or pre-fried meats or fish are offered less than 1 time per week or never.</td>
<td>• Meats and meat alternative are important sources of protein in the diet. Protein is essential for everyday processes in our cells and for building muscles and bones in young children. Also, protein-rich foods are</td>
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<tr>
<td>High-fat meats are offered less than 1 time per week or never.</td>
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Lean or low fat meats and meat alternatives are offered every time meats and meat alternatives are served.

important sources of iron, magnesium, zinc, B vitamins, and omega-3 fatty acids (from seafood).
- Some meats, like beef and chicken nuggets, should be avoided because they are high in saturated fat, which can raise LDL cholesterol ("bad" cholesterol) and increase risk of heart disease.

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<th>Grains and Snacks Served</th>
<th>Best Practice</th>
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</thead>
</table>
|                          | High-fiber, whole grain foods are offered 2 times per day or more. | - Whole grain foods offer more dietary fiber and nutrients (B vitamins, iron, magnesium, and selenium) than foods made with processed, white flour.  
- Eating whole grain foods can help lower risk of heart disease and helps to maintain healthy bowels |
|                          | High-sugar, high-fat foods are offered less than 1 time per week or never. | - These unhealthy snack foods provide little nutrition to children and contribute to a diet that is higher in calories than recommended for young children.  
- Eating these unhealthy foods regularly can lead to a child developing a habit to eat these unhealthy foods as they grow older. |
|                          | High-salt, high-fat snacks are offered less than 1 time per week or never. | - While children are young, especially at child care, it is important to maintain a routine where children learn that food is eaten at regular meal and snack times, when they are hungry.  
- Unhealthy snacks eaten outside of these times can harm a child’s ability to listen to their own hunger and fullness cues and eat when they are not truly hungry. |
|                          | Children are given sweet or salty snacks outside of meal or snack times less than 1 time per week or never. | |
### Beverages Served

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<tr>
<td>Drinking water is always visible and freely available both indoors and outdoors.</td>
<td>• Water is needed to keep normal functions in the body going, like kidney functioning and temperature control, and maintains proper blood pressure and healthy skin.</td>
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<tr>
<td>A 4-6 oz. serving of 100% fruit juice is offered 2 times per week or less.</td>
<td>• Fruit juice can be a good source of nutrients found in fruit, but it does not have the fiber of whole fruit. Portion sizes should be watched since it is easy for children to drink big portions of fruit juice, which simply adds extra calories to their diet.</td>
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<tr>
<td>Sugary drinks are never offered.</td>
<td>• Sugary drinks offer little to no nutrients and contribute to consumption of extra calories and should be avoided.</td>
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<td>Fat-free or skim milk is offered to children ages 2 years and older (not including those with milk allergies).</td>
<td>• Recommendations from national organizations are for children over 2 to be served fat-free or skim milk, since the benefits of serving higher fat milk are outweighed by the added calories and fat that those types of milk have.</td>
</tr>
<tr>
<td>Flavored milk is offered to children less than 1 time per week or never.</td>
<td>• Flavored milk is high in sugar, which can offset the good nutrients in plain milk.</td>
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### Nutrition Environment and Parent Education

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<tr>
<td>The program displays a large variety of posters, books, toys, and other learning materials that promote healthy eating, with new items introduced often.</td>
<td>• Learning materials that show healthy eating can show children that these things are normal and can be part of their lives. New materials should be introduced often to keep children interested in learning about nutrition.</td>
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<tr>
<td>Teachers incorporate planned nutrition education into their classroom routines 1 time per week or more.</td>
<td>• Formal nutrition education can help children learn specifically about the foods they should eat and should avoid and why we need to eat healthy foods, just as children rely on teachers to learn about things like shapes, letters, and the world around them.</td>
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| Families are offered education on child nutrition 2 times per year or more and should include the following topics:  
  • 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  
  • Using responsive feeding techniques  
  • Not propping feeding bottles  
  • Introducing solid foods and new foods  
  • Infant development related to feeding and nutrition  
  • The program’s policies on child nutrition | • Child care is an important source of information for families, and they rely on your expertise in childhood development to guide their parenting. These topics are the most important related to feeding children ages 0-6 and should be incorporated into educational opportunities for parents and caregivers. |
| A quiet and comfortable space, other than a bathroom, is always available for mothers to breastfeed or express breast milk. | • Providing an appropriate space for breastfeeding mother to breastfeed or express their breast milk is an essential part of promoting breastfeeding. Mothers need to feel that they are comfortable in this space, and it should have an electrical outlet and a sink needed for a pump and for cleaning. |
| The space set aside for mothers to breastfeed or express breast milk offers privacy, an electrical outlet, comfortable seating, and a sink with running water in the room or nearby. | • Another part of promoting breastfeeding is having adequate storage space in refrigerators and/or freezers within the child care setting. This makes sure that all breast milk can be stored safely. |
| Enough refrigerator and/or freezer space is always available for all breastfeeding mothers to store expressed breast milk. |   |
Each day, teachers provide both a written and verbal report to families about what, when, and how much their infants eat.

- Communication with parents is important to make sure that an infant is eating properly to maintain growth, especially from child care providers feeding children much of what they eat in a day.

### Teacher Practices

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<td>Television or videos are never on during meal or snack times.</td>
<td>- Having a TV on during a meal can distract children from their fullness and hunger cues, and children are more likely to overeat if they are eating in front of a television.</td>
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<tr>
<td>When in classrooms during meal and snack times, teachers and staff always eat and drink the same foods and beverages as children.</td>
<td>- Eating and drinking the same foods and beverages is a form of role modeling, which helps children learn healthy eating behaviors by watching you as a child care provider eat meals and snacks.</td>
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<tr>
<td>Teachers enthusiastically role model eating healthy foods served at every meal and snack time.</td>
<td>- Not only is eating the same foods and drinking the same beverages important, but teachers should also help children learn what foods are good for them by enthusiastically eating these foods. This can include saying something as simple as “yum!” while eating vegetables.</td>
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<tr>
<td>Teachers and staff rarely or never eat or drink unhealthy foods or beverages in front of children.</td>
<td>- Eating or drinking unhealthy foods in front of children teaches them that it is okay to eat these foods. While okay every now and then, this should be limited to make sure children focus on eating the healthiest foods and avoiding unhealthy food.</td>
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<tr>
<td>Teachers rarely or never require that children sit at the table until they clean their plates.</td>
<td>- Requiring a child to sit at a table and finish his or her plate overrides a child’s ability to listen to their fullness cues. This can cause a child to overeat and consume more calories than they need to in a day.</td>
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# Physical Activity vs. Exercise

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<th><strong>Physical Activity</strong></th>
<th><strong>Exercise</strong></th>
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<td>Bodily movement via skeletal muscles</td>
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<td>Results in energy expenditure</td>
<td>Results in energy expenditure</td>
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<td>Energy expenditure varies continuously from low to high</td>
<td>Very positively correlated with physical fitness</td>
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<tr>
<td>Positively correlated with physical fitness</td>
<td>Planned, structured and repetitive bodily movement</td>
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<td>An objective is to improve or maintain physical fitness components</td>
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Physical Activity Recommendations at Child Care

Infants 0 to 12 months

- **Outdoor occasions**: Infants should be taken outside at least 2 times per day. Providers can lay out blankets in the grass with toys for infants to play with and roll around on or go for a buggy ride around the center grounds.

- **Outdoor time**: There is no specific amount of time recommended that infants need to stay outside just that they get outside 2 times per day.

- **Tummy time (indoor/outdoor time)**: In addition to going outside, child care providers should provide tummy time to infants 4 times per day or more.
  - Tummy time is supervised time when an infant is awake and alert, lying on her/his belly. Opportunities for tummy time should last as long as possible to help infants learn to enjoy it and build their strength. For infants who are not used to it, each period of tummy time can start at 1-2 minutes and these periods may last 5-10 minutes for infants who are comfortable on their tummies. These occasions can be indoors or outdoors.

Toddlers (13 to 24 months)

- **Total indoor and outdoor time**: Toddlers should be provided with at least 90 minutes of indoor and outdoor physical activity during a full day at child care.

- **Outdoor time**: Toddlers should be provided with at least 60 minutes of outdoor playtime each day

- **Outdoor occasions**: Toddlers should be taken outside 3 or more times per day. Outdoor playtime includes any time that children are outdoors playing and learning. Children may be very physically active or do less energetic activities during this time.

Preschoolers (2 to 5 year olds)

- **Total activity (indoor and outdoor) time**: Preschoolers should be provided with at least 120 minutes of indoor and outdoor physical activity each day during full day at child care.

- **Outdoor time**: Preschoolers should be provided with at least 90 minutes of outdoor playtime each day and like toddlers,

- **Outdoor occasions**: Preschoolers should be taken outside 3 or more times per day.

- **Adult-led activity time**: As part of the 120 minutes, 60 minutes should be adult led physical activity.
  - Adult-led activities and lessons can be led by teachers or outside providers. Examples include dancing, music and movement, motor development lessons, physically active games, and tumbling. The total amount of time may include multiple short activities added up over the course of the day.
From day one, children are eager and determined to understand how the world works. They do this through play, using all the “tools” they have at their disposal.

Watch your child at play, and you will see the kind of concentration, passion, and creative excitement that artists and scientists bring to their projects.

An 8-week-old learns about communication and the joy of close relationships as he smiles, coos, and gurgles when his dad talks with him. A 15-month-old uses her body and mind to learn about up and down, high and low, and how strong and competent she is on a trip with grandma to the playground. A 3-year-old playing pretend develops her own ideas, uses her imagination, and builds friendships.

Playing with your child is not only fun, it’s one of the most important ways you can nurture her development. There are no rules when it comes to play. And you don’t need fancy toys. In fact, you are your child’s favorite toy.

Every child is unique. Your child may have special skills or special needs. Follow your child’s lead. She’ll let you know what interests her. When she sees the pleasure and delight you take in her discoveries, she’ll want to play more and more. Play will benefit you, too. Being spontaneous and having fun can relieve stress and create positive memories for both you and your child. And when your child is engaged and having fun, she is learning. Play is truly the work of childhood.
What You Can Do:

**Safety First**
Remember, your little explorer will need you to keep his play areas safe. Make sure toys don’t have parts that fit all the way in his mouth. Get down on his level to see what he can reach. This is especially important as he learns to move. It will mean far fewer “no’s,” which makes everyone happier.

**Watch and Wait**
See what your child is trying to do. Provide just enough support for him to achieve his goal or take the next step towards a new goal. You might bring an object your newborn is staring at closer so he can explore it with his hands. Or, you may encourage your toddler to try a different space where the puzzle piece might fit when he is getting frustrated.

**Follow the Leader**
Some children love lots of bells and whistles; others find a lot of noise overwhelming and prefer to explore with their eyes. Some crave lots of movement, rolling, crawling, or jumping. Others are most interested in using their hands to figure out how a toy or object works. Follow her lead, and you’ll discover what kinds of activities are right for her.
Playtime for Babies

Back and forth
Coo and talk to your baby. You can imitate her sounds and wait for her to respond. Encourage her to copy you, too. Show her that pushing the button makes the toy dog bark or how she can turn the pages of a book.

Peek-a-Boo
Try hiding behind your hands, a diaper, or a onesie as you dress your baby. Early on, he may show his pleasure simply by paying close attention. Then he may smile, kick his legs, and make sounds. By 9 months, he may pull your hands away from your face to “find” you.

Sing and Dance
Listen to different kinds of music and dance in different ways to see what your baby likes best. Sing a favorite song that has been passed down through your family. Don’t worry about the sound of your voice — he loves to hear you.

Play Ball
Offer a ball with different colors and textures. Let your baby explore it with all her senses. Encourage her to see what else she can do with it. This will eventually help her learn to roll it, drop it in a box, and take it out again.

Q: My neighbor’s baby loves his mobile. He kicks his arms and legs and squeals with delight. I got the same mobile for my baby, and he hates it. He turns his head away and cries every time I turn it on. What does this mean?

A: Children have different levels of tolerance. While some can handle lots of sound and movement all at once, others find that overwhelming. It sounds like your baby is telling you that this mobile is more than he can handle. Try just letting him look at it without turning on the music. When he seems to be calm and enjoying that, try gently moving it so he can see it turn. If he likes it, you can try adding the music. Slowly and sensitively introducing him to more stimulation can help him build greater tolerance over time.

To download the entire booklet, click on the following link:

Available in English and Spanish
To download the entire calendar year click on either of these links:

http://www.healthychildcare.org/PDF/LetsMove%20CalendarENGLCalendarFULL.pdf

http://www.pochs.org/hsdocs/Cal_eng.pdf

Available in English and Spanish