

To parents, childcare providers, physicians, public health professionals, and others concerned about the increased prevalence of overweight children:

**Why encourage children to be physically active and develop healthy eating habits?**

Overweight and obesity have reached epidemic proportions in the United States. The percentage of young people who are overweight has more than doubled since 1970. Type 2 diabetes, once considered an adult disease, has increased dramatically in children, especially among those who are overweight. Doctors are finding risk factors for heart disease in more than 60 percent of overweight children ages five to 20.

Regular physical activity and good eating habits enhance learning. Movement prepares the brain for optimal learning. With exercise and proper nutrition, the brain remains in a good learning state. Engaging in physical activity most days of the week reduces the risk of obesity and diabetes, and the risk of developing heart disease and cancer, which are the major causes of illness and death in the United States. Physical activity also reduces feelings of depression and anxiety, and helps build and maintain healthy bones, muscles, and joints.

Along with regular physical activity, good eating habits are also important. The Feeding Infants and Toddlers Study reveals caretakers may be overfeeding both infants and toddlers. Energy intakes greatly exceed those recommended by the Dietary Reference Intake. Excess calorie intake, coupled with increased television viewing, increased consumption of sugary drinks, and decreased ability to self-regulate intake contribute to the epidemic of overweight in children.

The goal of the Colorado Physical Activity and Nutrition Program Early Childhood Resource Kit is to empower caregivers and others to implement programs or policies that model and promote an environment that supports the development of healthy eating patterns and an active lifestyle. Resources in this kit are intended to simplify the process of assessing, planning, and implementing nutrition and physical activity programs and policies.

We encourage you to use the resources in this kit to help Colorado children become active and eat right for better health.

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## Introduction: Plan for success

Creating a plan to assist in the prevention of early childhood overweight can be relatively simple with clear strategies, proven methods, and helpful resources. This resource kit will help parents, childcare providers, preschools, public health agencies, and physicians address the alarming trends that can lead to serious health problems in future years.

### **Alarming trends**

- ◆ Diets are not meeting recommended nutrient levels and are excessive in calories.
- ◆ Children and adults are not meeting desirable physical activity levels.
- ◆ The prevalence of overweight among children is increasing.
- ◆ Children are acquiring diseases which usually develop in adulthood, such as heart disease and diabetes.

### **What are the components of a healthy environment?**

- ◆ Commitment to nutrition and physical activity.
- ◆ Nutritionally balanced meals.
- ◆ Healthful food options throughout the day.
- ◆ Adequate time for meals in a pleasant, non-distracting environment.
- ◆ Early nutrition information.
- ◆ Physical activity opportunities during the day.

### **How to make a change?**

- ◆ Gain commitment from stakeholders such as childcare directors, public health professionals, nutrition professionals, physicians, and others.
- ◆ Assess the needs of the environment.
- ◆ Create a team of individuals, involving various professionals, to develop an action plan to address needs.
- ◆ Determine priorities by setting goals, objectives, and strategies.
- ◆ Work with professionals, children, and parents to implement the plan.
- ◆ Monitor progress and make necessary changes.
- ◆ Evaluate the plan.
- ◆ Institute an ongoing program to maintain a healthy environment.

### **How to use the Early Childhood Resource Kit**

- ◆ This kit is divided into four sections: raising awareness, educational opportunities for caregivers, educational opportunities for healthcare professionals, and environment.
- ◆ Each section includes descriptions of specific action steps and information and resources for the implementation of each step.
- ◆ Once a team has determined priorities, goals, and objectives, select specific programs or policies to implement.

## Acknowledgments

The Colorado Physical Activity and Nutrition Program at the Colorado Department of Public Health and Environment would like to thank the following individuals and organizations for their time and energy in preparing the *Early Childhood Resource Kit*.

**Elizabeth Adams, Ph.D., R.D.**

Colorado State University

**Laura Bellows, M.P.H., R.D.**

Colorado State University, Colorado Nutrition Network

**Anne Bennett, M.P.H., R.D.**

Tri-County Health Department

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**Taralyn Jensen**

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**Susan Johnson, Ph.D.**

University of Colorado, Health Sciences Center

**Debi Lemke, R.D.**

Colorado Department of Public Health and Environment

**Rene Lindeen, M.S., R.D.**

City/County of Broomfield

**Tracy Miller, M.S.P.H., R.D.**

Colorado Department of Public Health and Environment

**Normie Morin-Vollieque, Ph.D., M.P.H.**

Colorado Department of Public Health and Environment

**Rachel Oys, M.P.P.**

Colorado Department of Public Health and Environment

**Paula Pierce, Ph.D., R.D.**

Nutrition Consultants

**Ryan Phelps**

Colorado Department of Public Health and Environment

**Traci Thompson, R.D.**

IMAGE+ Nutrition Consulting

**Jane Viste, M.P.H.**

United Way of Larimer County

**Jennifer Zahringer, R.D.**

Headstart

## Section 1: Raising Awareness

**Raise awareness of the benefits of healthy eating and developmentally appropriate activity in children birth to age five and their families.**

### **Action Steps:**

1. Host workshops for healthcare professionals, parents, and childcare providers defining the scope of the problem of overweight in children.
2. Coordinate a multifaceted campaign promoting nutrition and physical activity in childhood and discussing the potential consequences resulting from overweight in childhood.
3. Identify and promote existing resources and programs available for early childhood overweight prevention.
4. Encourage the development of evidence-based programs promoting physical activity and nutrition in the prevention of early childhood overweight.
5. Public health and community agencies should take the lead in increasing public awareness and action in preventing early childhood overweight.
6. Form local coalitions of health professionals, childcare providers, parents, and others to raise awareness of early childhood overweight in communities.

**Audience:** Families, childcare providers, healthcare professionals, other early childhood

## **1 Host workshops for families, healthcare professionals, and childcare providers, and other early childhood professionals defining the scope of the problem of overweight in children.**

professionals, public health agencies

**Why:** The prevalence of childhood overweight is higher than ever before. Defining the scope of the problem and raising awareness among caretakers of children will give them an understanding and motivation to make long-term, sustainable changes in their environment.

### **How:**

- ◆ Form a committee to plan and implement a workshop defining the scope of the problem.
- ◆ Understand the audience background including the knowledge level in the areas of physical activity and nutrition interventions to prevent childhood overweight.
- ◆ Ensure speakers are knowledgeable in the topic area and have excellent presentation skills. Invite speakers previously observed and respected by the planning committee to ensure speaker quality.
- ◆ Plan a day and time when the audience majority can attend. Offer the workshop at several different times, videotape the workshop for later viewing, and /or use satellite conferencing to broaden the scope of the audience.
- ◆ Promote the workshop through marketing media available such as emails, flyers, and meeting announcements.
- ◆ Develop a workshop evaluation tool or request an evaluation tool from the presenter.
- ◆ Consider sponsorship options; check with local businesses and organizations with an interest in the topic area.

### **Resources:**

Contact the following organizations to inquire about low or no-cost speakers:

- ◆ **American Cancer Society:** [www.cancer.org](http://www.cancer.org)
- ◆ **American Diabetes Association:** [www.diabetes.org](http://www.diabetes.org)
- ◆ **American Heart Association:** [www.americanheart.org](http://www.americanheart.org)
- ◆ **Colorado Beef Council:** [www.cobeef.com](http://www.cobeef.com)
- ◆ **Colorado Dietetic Association:** [www.eatrightcolorado.org](http://www.eatrightcolorado.org)
- ◆ **Colorado State University Extension:** [www.ext.colostate.edu](http://www.ext.colostate.edu)
- ◆ **Western Dairy Council:** [www.wdairyCouncil.com](http://www.wdairyCouncil.com)

Other organizations to consider for speakers:

- ◆ **Health departments**
- ◆ **Hospitals**
- ◆ **Nonprofit organizations including WIC and Extension agencies**
- ◆ **Colleges and universities**

## **2** Coordinate a multifaceted campaign promoting nutrition and physical activity in childhood and discussing the potential consequences resulting from overweight in childhood.

**Audience:** Childcare providers, pediatric/family health clinics, preschools, public health agencies

**Why:** Disseminating health information is most effective if delivered in multiple ways. By using numerous approaches, including media, messages about childhood overweight become highly visible throughout a community and among individuals, families, and groups. Research suggests that well-planned and implemented community-wide awareness campaigns using multiple approaches are effective in increasing physical activity among adults and children as well as increasing knowledge of the benefits of physical activity. However, media campaigns alone may not be effective in changing behavior or increasing physical activity.

Childhood is a developmental period during which many lifelong habits are molded and established. It makes sense to teach children early to adopt healthful habits that will carry into adulthood. In a perfect world, children would exercise regularly and eat a healthful diet. Unfortunately, children are not eating appropriately nor attaining the amount of exercise they need. Healthy eating habits in childhood are linked to optimal growth and development and the reduction of chronic disease risk, including obesity. It is well documented that as children grow older, they reduce the amount of time spent in physical activities. Children and youth who do not participate in adequate physical activity are much more likely to be sedentary as adults than children and youth who are active.

### **How:**

*Campaigns should:*

- ◆ Engage preschool-aged children in fun food tastings and physical activity.
- ◆ Educate parents about the importance of establishing proper nutritional and activity habits at an early age and the consequences of childhood overweight.
- ◆ Train caregivers, teaching staff, and agency personnel on tips for creating a positive classroom/childcare environment that fosters healthy habits.
- ◆ Encourage the entire family to set a good example by choosing an active lifestyle and eating right.

*Here are some possible ways to deliver messages about early childhood overweight prevention:*

Use a combination of approaches. Using media alone may not be effective.

- ◆ Focus the message on the intended audience (parents of young children, grandparents, childcare providers, children ages one through five, etc.).
- ◆ When using media, provide a local angle to national stories. Media include:
  - Radio health shows/interviews.
  - Television (community cable, news stations).
  - Newspapers columns, ads, inserts and letters.
- ◆ Post colorful and culturally appropriate posters/brochures.
- ◆ Inquire at community movie theatres about projecting your messages.
- ◆ Bring the message to preschools and childcare centers through:
  - Nutrition and physical activity counseling with individual parents.
  - Parent education through group meetings, education sessions, and newsletters.
- ◆ Include classroom curricula for young children on healthy eating and age-appropriate physical

activity.

- ◆ Hold or attend community health fairs and deliver the message through:
  - Free family and young child nutrition and physical activity assessments.
  - Healthy cooking demonstrations.
  - Presentations by local pediatricians, pediatric nurse practitioners, or family medicine professionals.
- ◆ Other places and ways to spread the message include:
  - Local health clubs that provide childcare.
  - Churches.
  - Community libraries.
  - Official community website.
  - Community exercise/fitness awareness days.
  - Promote family activities, e.g., no-TV day, cooking healthy day, healthy picnic day, no fast-food week, breastfeeding day/week.
  - Frequent use and high visibility of puppets or mascots associated with physical activity and good nutrition.

*Some considerations:*

- ◆ Use credible, well-used, highly visible, and culturally relevant communication channels, including those that are understandable and attractive to young children.
- ◆ Incorporate ethnic/cultural traditions that reflect your community's diversity.
- ◆ Consider socioeconomic factors that affect access to specific approaches.
- ◆ Target information to appropriate users, e.g., parents of young children, children one to five, expectant parents, babysitting classes, and grandparents.

**Resources:**

- ◆ **Activities for Children:** [www.nal.usda.gov/fnic/etext/000100.html](http://www.nal.usda.gov/fnic/etext/000100.html)
- ◆ **Canada's Physical Activity Guides for Children and Youth:** [www.hc-sc.gov.ca/hppb/paguide/child\\_youth](http://www.hc-sc.gov.ca/hppb/paguide/child_youth)
- ◆ **Food Friends:** [www.foodfriends.org](http://www.foodfriends.org)
- ◆ **New Nutrition Conversation:** [www.newconversation.org](http://www.newconversation.org)
- ◆ **Nutrition and Health for Educators:** [www.virtualteacherslounge.org](http://www.virtualteacherslounge.org)
- ◆ **Obesity Education Initiative:** [www.nhlbi.nih.gov/health/public/heart/obesity/lose\\_wt](http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt)
- ◆ **Pediatric Overweight and Obesity:** [www.aap.org/obesity](http://www.aap.org/obesity)
- ◆ **Team Nutrition:** [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)

## **3 Identify and promote existing resources and programs available for early childhood overweight prevention.**

**Audience:** Childcare providers, pediatric/family health clinics, preschools, public health agencies

**Why:** The most effective way to get children to adopt healthy behaviors is to provide consistent nutrition, physical activity, and health messages from different sources: at home, in school, and the community. The motivation and opportunities to establish healthy habits begin at home and in childcare settings. Families play a critical role in shaping their children's eating and activity habits and lifestyle. Childhood overweight prevention programs are valuable sources of accurate, consistent information about physical activity and healthy eating for families, preschool centers, childcare centers, and homes.

**How:**

- ◆ Research availability of programs in the community that include early childhood overweight prevention components.
- ◆ Include information about these programs in newsletters and other communication vehicles from the childcare center or preschool.
- ◆ Invite a guest speaker to present nutrition and physical activity information to parents at parent meetings.
- ◆ Disseminate program information to clients/patients in the office at each appointment.

**Resources:**

- ◆ **9Health Fair:** [www.9HealthFair.org/classroom.htm](http://www.9HealthFair.org/classroom.htm)
- ◆ **Action for Healthy Kids:** [www.actionforhealthykids.org](http://www.actionforhealthykids.org)
- ◆ **Child and Adult Care Food Program:** [www.fns.usda.gov/cnd/Care/CACFP/cacfphome.htm](http://www.fns.usda.gov/cnd/Care/CACFP/cacfphome.htm)
- ◆ **Colorado Nutrition Education Plan:** [www.caahs.colostate.edu/fshn/nep](http://www.caahs.colostate.edu/fshn/nep)
- ◆ **Colorado State University Cooperative Extension:** [www.ext.colostate.edu](http://www.ext.colostate.edu)
- ◆ **Center for Disease Control, Nutrition and Physical Activity Topics:** [www.cdc.gov/nccdphp/dnpa.index.htm](http://www.cdc.gov/nccdphp/dnpa.index.htm)
- ◆ **Eat Smart, Play Hard Campaign:** [www.fns.usda.gov/eatsmartplayhard](http://www.fns.usda.gov/eatsmartplayhard)
- ◆ **Kids Walk To School:** [www.cdc.gov/nccdphp/dnpa/kidswalk](http://www.cdc.gov/nccdphp/dnpa/kidswalk)
- ◆ **Kiwanis International:** [www.kiwanis.org/resources/ycpo.asp](http://www.kiwanis.org/resources/ycpo.asp)
- ◆ **Women, Infants and Children:** [www.fns.usda.gov/wic](http://www.fns.usda.gov/wic)

**Other Resources:**

- ◆ **Local hospital programs**
- ◆ **Parenting programs**
- ◆ **Public health programs**
- ◆ **University programs**

## **4 Encourage the development of evidence-based programs promoting physical activity and nutrition in the prevention of early childhood overweight.**

**Audience:** Hospitals, public health agencies, universities

**Why:** The prevalence of childhood overweight continues to increase despite previous messages given to parents, caregivers, and professionals. Presently, evidence-based programs for early childhood overweight prevention programs are limited in the United States.

**How:**

- ◆ Develop a program focusing on early childhood overweight.
- ◆ Partner with universities, clinics, and hospitals within the community to facilitate program research in the areas of nutrition and physical activity in early childhood.
- ◆ Identify sponsors and grant opportunities to fund program research.
- ◆ Identify sites to pilot the intervention.
- ◆ Publish and disseminate the program results.

**Resources:**

- ◆ **3 A Day Program:** [www.3aday.org](http://www.3aday.org)
- ◆ **5 A Day Program:** [www.5aday.com](http://www.5aday.com)
- ◆ **Child and Adult Care Food Program:** [www.fns.usda.gov/cnd/Care/CACFP/cacphome.htm](http://www.fns.usda.gov/cnd/Care/CACFP/cacphome.htm)
- ◆ **Colorado State University Outreach:** <http://welcome.colostate.edu/index.asp?url=outreach>
- ◆ **Food Friends:** [www.foodfriends.org](http://www.foodfriends.org)
- ◆ **Healthy Eats, Happy Feet:** [www.kidsrunning.com/news/happyfeetorders.html](http://www.kidsrunning.com/news/happyfeetorders.html)
- ◆ **Obesity Education Initiative:** [www.hblbi.nih.gov/health/public/heart/obesity/lose\\_wt](http://www.hblbi.nih.gov/health/public/heart/obesity/lose_wt)
- ◆ **University of Colorado:** [www.colorado.edu](http://www.colorado.edu)

## **5 Public health and community agencies should take the lead in increasing public awareness and action in preventing early childhood overweight.**

## **6 Form local coalitions of health professionals, childcare providers, parents, and others to raise awareness of early childhood overweight in communities.**

**Audience:** Childcare providers, preschools, public health agencies

**Why:** Both the prevention and treatment of overweight and obesity and their associated health problems are important public health goals. In Colorado, the reduction of overweight among children and adolescents is one of the top ten Maternal and Child Health priorities, and local public health agencies are encouraged to take the lead in community prevention efforts.

Partnerships (coalitions) are at the core of many successful public health education efforts. Coalitions are made up of partners who share and fully understand a common goal. The expertise of its multiple individuals, social networks, and organizations can combine to strengthen overall community awareness. Forming local partnerships can be an effective way to raise awareness of how regular physical activity and healthy eating behaviors beginning in early childhood reduces the chances of becoming overweight as children and adults.

**How:** Public health or other community-based agencies should designate a staff member to coordinate the coalition-building effort. Below are suggestions for building an effective local coalition to raise awareness of the benefits of healthy eating and appropriate physical activity in early childhood:

- ◆ Choose members who represent families served including parents, grandparents, and other family care providers.
- ◆ Choose members who represent the demographic diversity of the community served.
- ◆ Choose members with an interest in early childhood including childcare providers, preschool teachers, and healthcare providers (pediatricians, family practice, pediatric nurse practitioners, childcare health consultants).
- ◆ Choose members with expertise in early childhood nutrition and physical activity, such as registered dietitians, physical therapists, and physical education specialists.
- ◆ Choose members from local organizations and agencies that focus their work on parents and children, such as public health agencies, schools, Women, Infants, and Children programs, hospitals, community health centers, and other local family centers.
- ◆ Choose members from agencies or organizations with expertise in community health education or publicity strategies such as local public health agencies, universities, public relations and marketing agencies, and media groups (newspapers and other local media).
- ◆ Choose members from “nontraditional” sources, e.g., faith-based organizations, grandparent groups, and immigrant/refugee organizations.
- ◆ Choose members who are good public speakers and can present information from the coalition to community groups.
- ◆ Choose members who will advocate and educate legislators on policies related to early childhood overweight.

- ◆ Include local government and choose members with ties to city planning, parks and recreation, health and human services, schools, and childcare.
- ◆ Include the business sector and choose members from influential workplaces that value health promotion for employees and their families.

*Before choosing members:*

- ◆ Convene a small planning group to draft a coalition mission statement for use in recruiting members.
- ◆ Perform community assessment of existing programs/coalitions that are already addressing the topic. Survey existing resources.
- ◆ Engage a leader with proven coalition-building skills.
- ◆ Determine what size membership is reasonable as well as effective.

**Resources:**

- ◆ **Building and Maintaining Effective Coalitions.**  
*Feighery, E., and Rogers, T. (1990, January). Health Promotion Resource Center: Stanford*
- ◆ **Center for Research in Disease Prevention, Stanford University School of Medicine.** <http://hprc.stanford.edu>
- ◆ **Children and Weight: What Communities Can Do:** <http://anrcatalog.ucdavis.edu>  
*University of California, Agriculture and Natural Resources (2002). Publication 3422, ISBN 1-879906600.*
- ◆ **The University of Kansas Community Toolbox:** <http://ctb.ku.edu>

**To Locate Professionals in Your Area:**

- ◆ **Physical Therapists:** [www.apta.org/speccertdirectory/selectCCSFORM.cfm](http://www.apta.org/speccertdirectory/selectCCSFORM.cfm)
- ◆ **Physical Education Specialists:** [www.aakpe.org](http://www.aakpe.org) "Directory of Specialists"
- ◆ **Registered Dietitians:** [www.eatright.org/Public/index\\_7684.cfm](http://www.eatright.org/Public/index_7684.cfm)
- ◆ **Check local hospitals and public health organizations**

## Section 1: Website resource descriptions

**3 A Day Program:** [www.3aday.org](http://www.3aday.org)

The 3 A Day website is designed to increase American's consumption of dairy products. The site offers recipes, coupons, and information on the importance of dairy products. It also provides information for health professionals.

**9Health Fair:** [www.9healthfair.org/classroom.htm](http://www.9healthfair.org/classroom.htm)

The 9Health Fair In the Classroom program is designed to heighten health awareness through student-run fairs with hands-on activities about health issues for all students – elementary through high school.

**Action for Healthy Kids:** [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

Action for Healthy Kids is an integrated, national effort to address the epidemic of overweight, undernourished, and sedentary youth, by focusing on changes in the school environment. This site includes tools and resources to support positive changes in children's nutrition and physical activity behaviors.

**Activities for Children:** [www.nal.usda.gov/fnic/etext/000100.html](http://www.nal.usda.gov/fnic/etext/000100.html)

The Food and Nutrition Information Center provides this site for kids, which includes links to health activities and information websites sponsored by various organizations. Kids can explore these sites for fun and education about health and nutrition. Website also includes links to games.

**American Diabetes Association:** [www.diabetes.org](http://www.diabetes.org)

The American Diabetes Association website offers information on diabetes, prevention, and research. It also provides a link to community events and a special link to information for parents and kids.

**American Dietetic Association (ADA):** [www.eatright.org](http://www.eatright.org)

The American Dietetic Association is an organization of registered dietitians. This site offers information on food and nutrition, as well as upcoming conferences and events. You may also access registered dietitians in your area using this site.

**American Heart Association:** [www.americanheart.org](http://www.americanheart.org)

This site offers information on nutrition and physical activity for children and adults.

**Canada's Physical Activity Guide for Children and Youth:**

[www.hc-sc.gov.ca/hppb/paguide/child\\_youth/](http://www.hc-sc.gov.ca/hppb/paguide/child_youth/)

This site provides information and physical activity ideas for children and youth.

**Center for Disease Control, Nutrition and Physical Activity Topics:**

[http://www.cdc.gov/nccdphp/dnpa/site\\_index.htm](http://www.cdc.gov/nccdphp/dnpa/site_index.htm)

This site provides an index of topics related to nutrition and physical activity.

**Center for Research in Disease Prevention, Stanford University School of Medicine**

<http://hprc.stanford.edu/resources.asp?Nutrition>

This site is a link to a variety of nutrition resources. Many resources require site membership.

**Child and Adult Care Food Program:** [www.fns.usda.gov/cnd/Care/CACFP/cacfphome.htm](http://www.fns.usda.gov/cnd/Care/CACFP/cacfphome.htm)

The CACFP is a USDA program that reimburses child care providers in various child care settings for serving nutritious meals to the children in care. This site also includes useful resources and contacts.

## Early Childhood Resource Kit

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**Children and Weight: What Communities Can Do**, University of California, Agriculture and Natural Resources, Publication 3422, ISBN 1-879906600 (2002), <http://anrcatalog.ucdavis.edu>

This tool kit is designed to respond to the increasing problem of childhood overweight by bringing people together and mobilizing local resources.

**Colorado Beef Council:** [www.cobeef.com](http://www.cobeef.com)

This site is a resource for free nutrition education materials and nutrition information. The Colorado Beef Council also offers a speaker's bureau for events. Contact information is included.

**Colorado Dietetic Association:** [www.eatrightcolorado.org](http://www.eatrightcolorado.org)

The Colorado Dietetic Association is a membership organization for dietetic professionals. This group serves the public through the promotion of optimal nutrition, health, and well-being.

**Colorado Department of Public Health and Environment /Physical Activity and Nutrition Program:** [www.cdphe.state.co.us/pp/copan/](http://www.cdphe.state.co.us/pp/copan/)

This site displays the *Colorado Physical Activity and Nutrition State Plan 2010*, which includes strategies for improving nutrition and physical activity in schools, worksites, and communities.

**Colorado Nutrition Education Plan (CO NEP):** [www.cahe.colostate.edu/fshn/nep](http://www.cahe.colostate.edu/fshn/nep)

The Colorado Nutrition Education Plan provides resources, programs, and funding for nutrition education and physical activity promotion to schools and community organizations that serve groups with limited resources.

**Colorado State University Cooperative Extension:**

[www.ext.colostate.edu](http://www.ext.colostate.edu)

This site provides information about nutrition resources and programs.

**Colorado State University Outreach:** <http://welcome.colostate.edu/index.asp?url=outreach>

Colorado State University belongs to the people and thus outreach is one of their major areas of focus. They're not just in Fort Collins – they're in living rooms, kitchens, businesses, schools, and organizations across the state, nation, and world.

**Eat Smart Play Hard Campaign:** [www.fns.usda.gov/eatsmartplayhard](http://www.fns.usda.gov/eatsmartplayhard)

Practical suggestions to motivate children and caregivers to eat healthy and play hard are provided. The campaign messages and materials are fun for children and informative for caregivers. A number of free materials are available at this site.

**Food Friends:** [www.foodfriends.org](http://www.foodfriends.org)

*Food Friends - Making New Foods Fun for Kids*, is a program designed to introduce new foods and create a positive feeding environment in an effort to increase children's willingness to try new foods. The program consists of "hands-on" nutrition activities, storybooks, and opportunities to try new foods.

**Healthy Eats, Happy Feet:** [www.kidsrunning.com/news/happyfeetorders.html](http://www.kidsrunning.com/news/happyfeetorders.html)

This site offers a sourcebook for kids and families, including easy recipes for healthy food, hundreds of suggestions for fun exercise, and a space to keep track of daily physical activities and foods eaten.

**Kids Walk To School:** [www.cdc.gov/nccdphp/dnpa/kidswalk](http://www.cdc.gov/nccdphp/dnpa/kidswalk)

To support the national goal of better health through physical activity, CDC's Nutrition and Physical Activity Program has developed KidsWalk-to-School. This is a community-based program that aims to increase opportunities for daily physical activity by encouraging children to walk to and from school in groups accompanied by adults.

**Kiwanis International:** [www.kiwanis.org/resources/ycpo.asp](http://www.kiwanis.org/resources/ycpo.asp)

Young Children are the top priority of the ongoing service program, Kiwanis International, addressing the needs of children prenatal through age five. Check with your local Kiwanis chapter for services for children which may include parenting fairs, playground improvement or construction, and educational play activities.

**National Dairy Council:** [www.nationaldairyCouncil.org](http://www.nationaldairyCouncil.org)

This site features current research on the health benefits of dairy foods and product information, food safety, nutrient information, and reproducible handout masters in the Calcium Counseling Resource link

**New Nutrition Conversation:** [www.Newconveration.org](http://www.Newconveration.org)

The goal of the new nutrition conversation program is to provide health professionals, including dietitians, nutritionists, health educators, and communicators, with ideas to communicate effectively with consumers.

**Nutrition and Health for Educators:** [www.virtualteacherslounge.org](http://www.virtualteacherslounge.org)

This site posts nutrition lesson plans and resources produced by the Dairy Council of California and other readers. Access this material by searching by keyword and grade level. Search using the keyword, "Nutrition". Interesting finds include a California-themed "Handbook of Cultural Foods" and an elementary lesson on making good food choices based on "The Very Hungry Caterpillar." Check here for links to websites, organizations and books that may be of interest to teachers.

**Obesity Education Initiative:** [www.nhlbi.nih.gov/health/public/heart/obesity/lose\\_wt/](http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt/)

Aim for a healthy weight information for patients, the public, and health professionals.

**Pediatric Overweight and Obesity:** [www.aap.org/obesity](http://www.aap.org/obesity)

This is an American Academy of Pediatrics site that includes resources, news, physician education, and advocacy information.

**Produce for Better Health Foundation:** [www.5aday.org](http://www.5aday.org)

Information and resources to promote "5 A Day the Color Way" can be found here.

**University of Colorado:** [www.colorado.edu](http://www.colorado.edu)

Contact the university to assist in planning research for early childhood nutrition interventions.

**University of Kansas Community Toolbox:** <http://ctb.ku.edu/>

The Tool Box provides over 6,000 pages of practical skill-building information on over 250 different topics. Topic sections include step-by-step instruction, examples, check-lists, and related resources.

**USDA Team Nutrition:** [www.fns.usda.gov/tn/](http://www.fns.usda.gov/tn/)

Team nutrition was designed to make implementation healthy eating policy implementation more successful. Team Nutrition offers nutrition education and physical activity promotional materials for downloading or purchase.

**Western Dairy Council:** [www.wdairyCouncil.com](http://www.wdairyCouncil.com)

Visit this site to find reproducible nutrition materials and nutrition activities.

**Women, Infants and Children:** [www.fns.usda.gov/wic](http://www.fns.usda.gov/wic)

This site provides information about the Supplemental Food Program for Women, Infants, and Children (WIC), how to apply, and benefits offered by WIC.

## Section 2: Educational opportunities for caregivers

**Provide educational opportunities that will improve parents' and other caregivers' abilities to meet recommendations for healthy eating and developmentally appropriate physical activity.**

### **Action Steps:**

1. Integrate the topics of healthy eating and physical activity into existing parenting programs and other community resources.
2. Assist families in setting goals for healthful eating and increasing physical activity.
3. Educate and update parents, childcare providers, and community leaders about issues regarding early childhood overweight and actions for prevention.
4. Encourage caregivers to attend continuing education on effective programs for nutrition and physical activity.
5. Provide and promote instruction on developmentally and culturally appropriate physical activity and nutrition.

## **1** Integrate the topics of healthy eating and physical activity into existing parenting programs and other community resources.

**Audience:** Childcare providers, community groups, hospitals/clinics, preschools, public health agencies

**Why:** Childhood is a period of development in which many lifelong habits are established. Parents and caregivers are in an excellent position to influence and shape the types of habits their children form. A January 2003 survey conducted by the American Dietetic Association Foundation regarding weight, eating habits, and physical activity revealed that children's top role models were their parents. This and other studies have illustrated that children look up to and adopt their parents' behaviors.

Parenting programs are available in a wide variety of environments: hospitals, public health departments, schools, libraries, community centers, and nonprofit and for-profit entities. It is a logical step to discuss physical activity and nutrition in these programs as they target a variety of parents. Encouraging parents and caregivers to model positive eating and physical activity behaviors will likely contribute to the prevention of childhood overweight.

### **How:**

- ◆ Locate parenting programs in your area.
- ◆ Assess programs to determine inclusion of nutrition and physical activity in the curriculum.
- ◆ Contact the area leader of parenting courses.
- ◆ Discuss the importance of primary prevention efforts in early childhood.
- ◆ Introduce a short, easy-to-follow curriculum on physical activity and nutrition in early childhood.
- ◆ Follow up with the program and be available to answer any questions or give resources.
- ◆ Evaluate the effectiveness of the new curriculum.

### *Possible topic areas:*

- ◆ Making family mealtime a priority.
- ◆ Incorporating physical activity into daily lifestyle.
- ◆ Appropriate portion sizes.
- ◆ How to feed a picky child.
- ◆ Kid-friendly healthy cooking.
- ◆ Cooking/grocery shopping on a budget.

### **Resources:**

- ◆ **365 TV-Free Activities You Can Do With Your Child.**  
*Bennett, S., and Bennett, R. (1996, March). Adams Media Corporation.*
- ◆ **Bright Futures:** [www.brightfutures.org](http://www.brightfutures.org)
- ◆ **Food Play Productions:** [www.foodplay.com](http://www.foodplay.com)
- ◆ **Healthy habits for healthy kids: A nutrition and activity guide for parents:** [www.wellpoint.com/healthy\\_parenting/index.html](http://www.wellpoint.com/healthy_parenting/index.html)
- ◆ **Nutrition for Kids:** [www.nutritionforkids.com](http://www.nutritionforkids.com)
- ◆ **Secrets for Feeding a Healthy Family**  
*Satter, E. (1999, September). Kelay Press.*

## **2 Assist families in setting goals for healthful eating and increasing physical activity.**

**Audience:** Childcare providers, pediatrician/family health clinics, preschools, public health agencies

**Why:** Setting goals and breaking them into manageable steps is an important way to motivate and encourage people to systematically work toward long-term objectives. While telling people what to do and giving them information is useful in the short-term, helping them to make healthy changes on their own through goal setting is a long-term approach. Goals help people evaluate their own progress, which empowers them to take control of their lives. Families can set measurable goals, stating exactly which changes they wish to make in eating habits and physical activity.

**How:**

*Assessment:* First, clearly identify the problem. Determine the person's/family's current level of fitness and nutrition.

*Goal identification:* Effective goals have the following characteristics:

- ◆ **Positive:** The goal states what is going to be done rather than what isn't. Use of the words "not" or "avoid" only create frustration and feelings of deprivation.
- ◆ **Specific:** Provide enough detail so there is no indecision as to what exactly should be done when the time comes to do it.
- ◆ **Measurable:** Establish concrete criteria for measuring progress toward the attainment of each established goal.
- ◆ **Attainable:** Goals must be important to the individual.
- ◆ **Realistic:** The goal must be within the person's power to achieve and not dependent on actions of others.
- ◆ **Time oriented:** Choose a time period, frequency, and length of effort.

*Examples of goals meeting the above criteria:*

- ◆ "Walk the kids to and from school at least three days per week."
- ◆ "Make a 16-ounce tub of margarine last for two weeks instead of one week."
- ◆ "Eat two servings of vegetables with dinner at least five days per week."
- ◆ "Park in the back row of the parking lot while grocery shopping every time."

*Assessing motivation:* The goal must be important to the goal-setter, not just the physician, dietitian, spouse, personal trainer, or friend. Does the individual feel the goal is reachable? Can the person visualize themselves doing the new behavior?

*Analyzing roadblocks:* Obstacles that may impede goal achievement include lack of knowledge, lack of skills, inability to take risks, fear, and lack of social support. Help the person/family to identify what barriers exist which may interfere with reaching goals and problem solve to eliminate or minimize these barriers. Finally, ask the person/family members to restate their goal and make a commitment.

*Above information summarized from Nutrition Therapy: Advanced Counseling Skills by Kathy King Helm and Bridget Klawitter, 1995, Helm Publishing.*

**Resources:**

- ◆ **American Academy of Family Physicians:** [www.aafp.org](http://www.aafp.org) search counseling
- ◆ **Brochures entitled “Helping Your Overweight Child” and “10 Tips to Healthy Eating and Physical Activity for You”:** [www.ific.org/publications/brochures](http://www.ific.org/publications/brochures)
- ◆ **Families On The Move program through the University of Colorado Health Sciences Center:** [www.uchsc.edu/nutrition/Barry/fom.htm](http://www.uchsc.edu/nutrition/Barry/fom.htm)
- ◆ **Health Professional Resources on Physical Activity and Nutrition:** [www.cdc.gov/nccdphp/dnpa/physical/health\\_professionals](http://www.cdc.gov/nccdphp/dnpa/physical/health_professionals)

## Locate a Professional for Help Setting Goals:

- ◆ **American College of Sports Medicine:** [www.acsm.org/certification/FORMS/online\\_locator.asp](http://www.acsm.org/certification/FORMS/online_locator.asp)
- ◆ **American Council on Exercise, Find an ACE Certified Professional:** [www.acefitness.org/profreg/default.aspx](http://www.acefitness.org/profreg/default.aspx)
- ◆ **American Dietetic Association; Find-A-Dietitian service:** [www.eatright.org/Public/index\\_7684.cfm](http://www.eatright.org/Public/index_7684.cfm)
- ◆ **National Strength and Conditioning Association:** [www.nasca-lift.org/trainers/locator](http://www.nasca-lift.org/trainers/locator)

## **3 Educate and update parents, childcare providers, and community leaders about issues regarding early childhood**

**Audience:** Childcare providers, preschools, public health agencies

**Why:** Parents and childcare providers are the most likely targets of interventions and prevention activities for childhood overweight as they have the most influence over the eating and physical activity habits of small children. Community leaders have the power to impact resources and laws regarding childhood overweight. Educating these groups will be important in the effort to prevent childhood overweight.

**How:**

- ◆ Use media to provide updates on issues related to childhood overweight, exercise, decreased sitting/TV/computer time, etc.
- ◆ Provide in-service education for staff members at childcare agencies.
- ◆ Hold parent education sessions at Women, Infants, and Children Program offices, childcare centers, libraries, Mothers Of Preschoolers, churches, etc.
- ◆ Hold grand rounds or other presentations for physicians on topics related to childhood overweight.

**Resources:**

- ◆ **BAM! Body and Mind:** [www.bam.gov/](http://www.bam.gov/)
- ◆ **Center for Weight and Health University of California, Berkeley:** [www.cnr.berkeley.edu/cwh/activities/child\\_weight2.shtml](http://www.cnr.berkeley.edu/cwh/activities/child_weight2.shtml)
- ◆ **How to teach nutrition to kids.**  
*Evers, C. (2003). Portland: 24 Carrot Press.*
- ◆ **Healthfinder Kids:** [www.healthfinder.gov/kids](http://www.healthfinder.gov/kids)
- ◆ **International Life Sciences Institute:** [www.ILSI.org](http://www.ILSI.org)
- ◆ **Helping your child lose weight the healthy way.**  
*Levine, J. and Bine, L. (2001). New York: Citadel Press.*
- ◆ **Obesity Education Initiative:** [www.nhlbi.nih.gov/health/public/heart/obesity/lose\\_wt](http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt)
- ◆ **Bright futures in practice: Physical activity, HRSA.**  
*Patrick, K., Spear, B., Holt, K., and Sofka, D. (2001).*
- ◆ **Bright futures in practice: Nutrition, HRSA.**  
*Story, M., Holt, K and Sofka, D. (2000).*
- ◆ **Weight Control Information Network:** [www.niddk.nih.gov/NutritionDocs.html](http://www.niddk.nih.gov/NutritionDocs.html)
- ◆ **University of Washington Center for Public Health Nutrition:** <http://depts.washington.edu/uwcphn/resources.html>
- ◆ **VERB: It's What You Do:** [www.verbnow.com](http://www.verbnow.com)

## **4 Encourage caregivers to attend continuing education on effective programs for nutrition and physical activity.**

**Audience:** Childcare center directors, family childcare home providers, public health agencies

**Why:** Research in the areas of nutrition and physical activity is constantly in progress. Updating caregivers and professionals about best practices in nutrition and physical activity allows for the most current base of knowledge and the best care for young children.

**How:**

- ◆ Research conferences and events occurring in the areas of nutrition and physical activity.
- ◆ Encourage conferences/events to provide Continuing Education Units and give recognition for attending.
- ◆ Highlight the events on staff bulletins and newsletters.
- ◆ Provide satellite conferencing for out-of-state conferences to decrease total costs.
- ◆ Provide reimbursement to caregivers to give more incentive for attending the conferences/events.
- ◆ Email information of continuing education to list serves.
- ◆ Utilize the Child and Adult Care Food Program and the Division of Childcare to offer on site training for childcare centers and homes.
- ◆ Offer correspondence courses for continuing education through Human Services.

**Resources:**

- ◆ **American Dietetic Association:** [www.eatright.org](http://www.eatright.org)
- ◆ **Colorado Association for the Education of Young Children:** [www.coloradoaeyc.org](http://www.coloradoaeyc.org)
- ◆ **JFK Partners:** [www.jfkpartners.org](http://www.jfkpartners.org)
- ◆ **Sports, play, and active recreation for kids (SPARK):** [www.sparkpe.org](http://www.sparkpe.org)
- ◆ **University of Washington Public Health Nutrition:** <http://depts.washington.edu/uwcphn/resources.html>

## **5 Provide and promote instruction on developmentally and culturally appropriate physical activity and nutrition.**

**Audience:** Childcare providers, public health agencies

**Why:** Cultural and developmental relevance is important to successfully engage and maintain interest in physical activity and nutrition strategies. It is important that children engage in activities that not only appeal to them, but also help develop skills and confidence that will encourage participation.

**How:**

- ◆ Design programs with input from individuals representing the cultural groups.
- ◆ Create/obtain and distribute culturally-appropriate educational materials to raise awareness and provide initial instruction.
- ◆ Identify conferences or workshops on culturally and developmentally appropriate teaching methods.
- ◆ Identify speakers, preferably from the cultural groups, to discuss appropriate strategies and innovative ideas.
- ◆ Distribute resources that community members could use to improve the developmental and cultural appropriateness of physical activity and nutrition interventions.

**Resources:**

- ◆ **Action for Healthy Kids:** [www.actionforhealthykids.org](http://www.actionforhealthykids.org)
- ◆ **American Dietetic Association:** [www.eatright.org](http://www.eatright.org)
- ◆ **Cultural and Ethnic Food and Nutrition Education materials:** [www.nal.usda.gov/fnic/pubs/bibs/gen/ethnic.html](http://www.nal.usda.gov/fnic/pubs/bibs/gen/ethnic.html)
- ◆ **Kids Health:** [www.kidshealth.org](http://www.kidshealth.org)
- ◆ **PE Central:** [www.pecentral.org](http://www.pecentral.org)
- ◆ **Rocky Mountain Center for Health Promotion and Education:** [www.rmc.org](http://www.rmc.org)
- ◆ **Su Familia:** The National Hispanic Family Health Hotline: (866) 783-2645
- ◆ **Take 10!:** [www.take10.net](http://www.take10.net)
- ◆ **The National Alliance for Hispanic Health:** [www.hispanichealth.org](http://www.hispanichealth.org)
- ◆ **Verb:** [www.cdc.gov/youthcampaign](http://www.cdc.gov/youthcampaign)

## Section 2: Website resource descriptions

**Action for Healthy Kids:** [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

Action for Healthy Kids is an integrated, national effort to address the epidemic of overweight, undernourished, and sedentary youth, by focusing on changes in the school environment. This site includes tools and resources to support positive changes in children's nutrition and physical activity behaviors.

**American Dietetic Association:** [www.eatright.org](http://www.eatright.org)

The ADA is an organization of registered dietitians. The website offers information on food and nutrition as well as upcoming conferences and events. You may access registered dietitians in your area using this site.

**BAM! Body and Mind:** [www.bam.gov/](http://www.bam.gov/)

BAM!, developed by the Centers for Disease Control and Prevention is a program designed to answer kids' questions on health issues and recommend ways to make their bodies and minds healthier, stronger, and safer. BAM! Also provides educational and fun interactive activities to support health and science curricula.

**Bright Futures:** [www.brightfutures.org](http://www.brightfutures.org)

Bright Futures is a national health promotion initiative dedicated to the principle that every child deserves to be healthy and that optimal health involves a trusting relationship between the health professional, the child, the family, and the community as partners in health practice.

**Brochures entitled, "Helping Your Overweight Child" and "10 Tips to Healthy Eating and Physical Activity for You":** [www.ific.org/publications/brochures](http://www.ific.org/publications/brochures)

Visit this site to download publications useful for parent and family education.

**Children and Weight: What Communities Can Do,** University of California, Agriculture and Natural Resources, Publication 3422, ISBN 1-879906600 (2002), <http://anrcatalog.ucdavis.edu>

This tool kit is designed to respond to the increasing problem of childhood overweight by bringing people together and mobilizing local resources.

**Colorado Association for the Education of the Young Child:**

[www.coloradoaeyc.org](http://www.coloradoaeyc.org)

This site provides information on upcoming conferences and other information for members.

**Cultural and Ethnic Food and Nutrition Education Materials:**

[www.nal.usda.gov/fnic/pubs/bibs/gen/ethnic.html](http://www.nal.usda.gov/fnic/pubs/bibs/gen/ethnic.html)

This Food and Nutrition Information Center (FNIC) Topic Page provides information about the ethnic or cultural food guide pyramid.

**Families On the Move Program:** [www.uchsc.edu/nutrition/Barry/fom.htm](http://www.uchsc.edu/nutrition/Barry/fom.htm)

The Center for Human Nutrition developed a simple program to increase physical activity using step counters. The plan, *Colorado on the Move*<sup>TM</sup>, incorporates a behavior change (i.e. more walking) into the daily routine of people in Colorado. The aim of this program, *Colorado on the Move*<sup>TM</sup>, is to increase walking by increments of 2000 steps/day in the Colorado population in an effort to promote walking as a fun and healthy activity. *Families on the Move*<sup>TM</sup> utilizes the established program and expands it to include and promote family involvement in physical activity.

**Food Play Productions:** [www.foodplay.com](http://www.foodplay.com)

An Emmy Award-winning nutrition and health theater and video organization presents the best in touring live theater shows for school assemblies, conferences, and special events. Also, create fun-filled video kits, curricula, media campaigns, and hands-on resources to help parents and educators make nutrition and health come alive for kids.

**Healthfinder Kids:** [www.healthfinder.gov/kids](http://www.healthfinder.gov/kids)

A website for kids that includes games, contests, and information.

**Health Professional Resources on Physical Activity and Nutrition:**

[www.cdc.gov/nccdphp/dnpa/physical/health\\_professionals](http://www.cdc.gov/nccdphp/dnpa/physical/health_professionals)

This website for health professionals discusses ideas for promotion of physical activity and nutrition, data/statistics, and events.

**Healthy Habits for healthy kids: A nutrition and activity guide for parents:**

[www.wellpoint.com/healthy\\_parenting/index.html](http://www.wellpoint.com/healthy_parenting/index.html)

A nutrition and activity guide for parents with mealtime tips, goal setting, and activity ideas.

**International Life Sciences Institute:** [www.ILSI.org](http://www.ILSI.org)

This site contains publications pertaining to obesity and nutrition.

**JFK Partners:** [www.jfkpartners.org](http://www.jfkpartners.org)

The JFK partners website includes information on upcoming conferences and events as well as publications in encompassing many aspects of health.

**Kids Health:** [www.kidshealth.org](http://www.kidshealth.org)

Kids Health site provides parents and kids with information on a variety of health topics written for parents or for kids. Games and recipes are also included.

**Nutrition for Kids:** [www.nutritionforkids.com](http://www.nutritionforkids.com)

This site contains nutrition books and materials that may be purchased.

**Obesity Education Initiative:** [www.nhlbi.nih.gov/health/public/heart/obesity/lose\\_wt](http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt)

Aim for a healthy weight information for patients, the public, and health professionals.

**PE Central:** [www.pecentral.org](http://www.pecentral.org)

This site offers sample physical education lesson plans and resources.

**Rocky Mountain Center (RMC) for Health Promotion and Education:** [www.rmc.org](http://www.rmc.org)

RMC is a private, nonprofit organization which disseminates comprehensive school health education programs and provides in-service trainings to educators, parents, and others committed to improving health. RMC also provides technical assistance and training on the national health education standards.

**SPARKPE:** [www.sparkpe.org](http://www.sparkpe.org)

SPARK is a nonprofit organization founded at San Diego State University. The program focuses on improving the mental and physical health of children and adolescents by providing research-proven curricula, training, and follow-up support to schools and organizations worldwide.

**Take 10!:** [www.take10.net](http://www.take10.net)

Take 10! is a health promotion campaign designed to reduce sedentary behavior and promote multiple short periods (10 minutes) of physical activity in the classroom, while simultaneously reinforcing academic objectives based on national standards.

**The National Alliance for Hispanic Health:** [www.hispanichealth.org](http://www.hispanichealth.org)

The National Alliance for Hispanic Health (the Alliance) is the Nation's oldest and largest network of Hispanic health and human services providers. Alliance members deliver quality services to over 12 million persons annually.

**University of Washington Center of Public Health and Nutrition:**

<http://depts.washington.edu/uwcphn/resources.html>

This section contains a variety of nutrition, physical activity, and obesity resources, including assessment tools, national data and trends, food and nutrition policy and legislation, innovative programs, and key reports and recommendations.

**Verb: It's What You Do:** [www.verbnow.com](http://www.verbnow.com)

VERB is a media campaign designed to encourage healthy movement among young people.

**Weight Control Information Network:** [www.niddk.nih.gov/health/nutrit/win.htm](http://www.niddk.nih.gov/health/nutrit/win.htm)

The Weight-control Information Network (WIN) is a national information service of the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), National Institutes of Health (NIH). WIN was established in 1994 to provide health professionals and consumers with science-based information on obesity, weight control, and nutrition.

**WIC Works:** [www.nal.usda.gov/wicworks/](http://www.nal.usda.gov/wicworks/)

This site contains information on a variety of health issues. WIC Works also includes state developed materials and an online discussion forum.

## Section 3: Educational opportunities for healthcare professionals

**Provide education opportunities and resources in nutrition and physical activity for healthcare professionals.**

### **Action Steps:**

1. Identify and promote a curriculum for physicians that focuses on counseling parents in a concise, effective way about overweight in children.
2. Encourage healthcare professionals to attend professional development programs on current guidelines, evidence-based programs, and resources in the prevention of early childhood overweight.
3. Establish a referral base of registered dietitians, physicians, counselors, and certified exercise specialists that specialize in early childhood for healthcare providers.
4. Encourage healthcare providers to act as physical activity and nutrition role models for young children and parents.
5. Address early childhood overweight in medical, nursing, nutrition, and physician assistant education programs.

## **1 Identify and promote a curriculum for physicians that focuses on counseling parents in a concise, effective way about overweight in children.**

**Audience:** Hospitals, pediatrician/family health clinics, public health agencies

**Why:** Physicians play an important role in the health of American children. Professional respectability and frequent interaction with children aligns them to educate and influence parents about the concerns of childhood overweight. With appropriate and effective techniques, physicians can work to prevent childhood overweight by counseling on healthy eating habits and regular physical activity. In addition, they can actively participate in the treatment of childhood overweight. If physicians are provided with concise counseling techniques and information, success at preventing and treating this widespread Epidemic can be achieved.

**How:**

- ◆ Search for and promote a curriculum that discusses the following:
  - Educates physicians about the problem of overweight in childhood and the role physicians can play in prevention.
  - Educates physicians about existing resources.
  - Educates physicians on the process of motivational interviewing.
- ◆ Offer/encourage continuing education and professional conferences through hospitals that focus on counseling overweight children.
- ◆ Create, or obtain, and distribute effective handouts regarding nutrition and physical activity for physicians to distribute to parents.

**Resources:**

- ◆ **American Academy of Pediatrics:** [www.aap.org](http://www.aap.org)
- ◆ **Bright Futures:** [www.brightfutures.org](http://www.brightfutures.org)
- ◆ **Childhood and Adolescent Overweight: The Health Professional's Guide to Identification, Treatment and Prevention.**  
*(2003). American Dietetic Association.*
- ◆ **Childhood Obesity: Prevention and Treatment.**  
*Parizkova, J. and Hills, A. (2000). CRC Press.*
- ◆ **Children and Weight – What Health Professionals Can Do:**  
<http://anrcatalog.ucdavis.edu/merchant.ihtml?id=349&step=2>
- ◆ **Health for a Lifetime: A Reference Manual for Primary Care:**  
[www.clocc.net/ResourceGuide\\_CLOCC.pdf](http://www.clocc.net/ResourceGuide_CLOCC.pdf)
- ◆ **Health Professionals Resources for Physical Activity and Nutrition:**  
[www.cdc.gov/nccdphp/dnpa/physical/health-professionals](http://www.cdc.gov/nccdphp/dnpa/physical/health-professionals)
- ◆ **University of California, Berkeley:**  
<http://nature.berkeley.edu/cwh/resources/childrenandweight.shtml>
- ◆ **University of Washington public health nutrition:**  
<http://depts.washington.edu/uwcphn/resources.html>
- ◆ **Wellpoint Healthy Parenting Initiative:** [www.wellpoint.com](http://www.wellpoint.com)

## **2 Encourage healthcare professionals to attend professional development programs on current guidelines, evidence-based programs, and resources in the prevention of early childhood overweight.**

**Audience:** Pediatrician/family health clinics, public health agencies

**Why:** Healthcare professionals are responsible for providing sound recommendations to parents and caregivers regarding the health of children. Maintaining knowledge about current guidelines, evidence-based programs, and resources in childhood overweight prevention will strengthen the leadership of healthcare providers in battling this epidemic.

**How:**

- ◆ Survey target health professional groups to identify educational needs.
- ◆ Market professional development programs through mailings, electronic communications, and flyer distribution.
- ◆ Provide continuing education credits for major healthcare accreditation associations as incentives for attending.
- ◆ Identify qualified experts in the field to serve as presenters at professional education programs.
- ◆ Obtain sponsorships to take part in funding the programs to keep costs for attending reasonable.
- ◆ Arrange for satellite conference and web-based presentation of programs to reach health professionals in other locations.

**Resources:**

Contact the following organizations to inquire about low or no-cost speakers:

- ◆ **American Cancer Society:** [www.cancer.org](http://www.cancer.org)
- ◆ **American Diabetes Association:** [www.diabetes.org](http://www.diabetes.org)
- ◆ **American Heart Association:** [www.americanheart.org](http://www.americanheart.org)
- ◆ **Colorado Dietetic Association:** [www.eatrightcolorado.org](http://www.eatrightcolorado.org)
- ◆ **Colorado State University Extension:** [www.ext.colostate.edu](http://www.ext.colostate.edu)
- ◆ **University of Colorado Health Sciences Center:** [www.uchsc.edu](http://www.uchsc.edu)

Other organizations to consider for speakers:

- ◆ **Health Departments**
- ◆ **Hospitals**
- ◆ **Non-profit organizations**

Target Health Care Professionals:

- ◆ **Dietitians:** [www.eatright.org](http://www.eatright.org)
- ◆ **Nurses**
- ◆ **Nurse Practitioners**
- ◆ **Physician Assistants**
- ◆ **Physicians**

### **3 Establish a referral base of registered dietitians, physicians, counselors, and physical trainers that specialize in early childhood for healthcare providers.**

**Audience:** Public health professionals

**Why:** A team approach for childhood overweight treatment and prevention is an effective way to address this multi-causal problem. A referral base of registered dietitians, physicians, counselors, and certified exercise specialists who specialize in early childhood would be a valuable resource for healthcare providers.

**How:**

- ◆ Identify the needs of children and families pertaining to childhood overweight.
- ◆ Identify qualified nutrition and physical activity professionals with expertise in these areas. Make sure specialists are certified with American College of Sports Medicine, American Council on Exercise, or the American Dietetic Association.
- ◆ Identify willing professionals to serve as a resource.
  - State and National Dietetic Associations.
  - Hospitals and Medical Offices.
  - Private Practice Professionals.
  - Recreation and Sports Centers.
  - State and Local Government Health Agencies.
- ◆ Recognize and reward participating professionals.

**Resources:**

- ◆ **American College of Sports Medicine:** [www.acsm.org](http://www.acsm.org)
- ◆ **American Council on Exercise:** [www.acefitness.org](http://www.acefitness.org)
- ◆ **American Dietetic Association:** [www.eatright.org](http://www.eatright.org)

## **4 Encourage healthcare professionals to act as physical activity and nutrition role models for young children and parents.**

**Audience:** Healthcare professionals

**Why:** Healthcare professionals are gatekeepers when it comes to children's health and wellness. In this position, healthcare professionals can be positive role models for healthy lifestyle behaviors among young children and their parents, especially in the area of nutrition and physical activity. In the midst of an epidemic of overweight children, healthcare professionals can have a unique impact. A recent study at the University of Toledo, Ohio, demonstrated that 83 percent of pediatricians felt obligated to counsel parents of obese children regarding the health risks of obesity; 67 percent felt normal weight is important to the health of children; and 59 percent believed they should be role models by maintaining their normal weight.

**How:**

- ◆ Teach and instruct parents and their overweight children on the health risks associated to overweight and obesity. This demonstrates genuine care and concern for the future of the child physically, emotionally and socially.
- ◆ Refer children to a qualified nutritional professional (e.g., registered dietitian who specializes in pediatric overweight) when the problem is beyond their medical expertise. Referrals communicate a willingness to be a team member in finding appropriate solutions for the child or family at risk.
- ◆ Provide insightful, personal examples as well as from clinical experience that may impact patient behavior in a positive way. Personal stories and illustrations build trust and confidence in the practitioner's message about healthy lifestyles.
- ◆ Become an advocate for children within the community to improve opportunities for nutritional health and physical activity. By becoming involved at the community level, the healthcare professional demonstrates personal interest in the child's overall health and a willingness to be a leader in promoting healthy lifestyles. As an advocate, the healthcare professional can help the community adopt safe physical activities in school, childcare, and neighborhood environments; push for local food policies that promote balanced nutrition for children; and/or be active in testing prevention strategies for overweight children and their families.

**Resources:**

- ◆ **Healthy Steps for Young Children:** [www.healthysteps.org](http://www.healthysteps.org)
- ◆ **Early Childhood: Launching Healthy Futures, Maternal Child Health Bureau:** (888) 434-3624
- ◆ **Boston Medical Center Department of Pediatrics offers training on developmentally-oriented, family-centered pediatric care:** (617) 414-7424
- ◆ **Dr. T. Berry's Touchpoints Center:** (617) 355-8058

## **5 Address early childhood overweight in medical, nursing, nutrition, and physician assistant education programs.**

**Audience:** Medical/allied health schools, public health agencies

**Why:** The rise in the prevalence of childhood overweight is leading to increased incidence of premature disease among young children and increased risk of disease later in life. Health professionals are often the first to raise awareness among family members about the health of their children. To ensure their competence in this area, prevention strategies and evidence-based treatment programs are essential curriculum topics in medical, nursing, nutrition, and physician assistant programs.

**How:**

- ◆ Obtain information from education programs about existing curricula to assess the need for expanding education about childhood overweight prevention.
- ◆ Complete a review of the literature to present facts about the extent of the problem and public health importance. Present these facts to program directors to encourage the inclusion of these important topics in their education programs.
- ◆ Provide a listing of resources for use in developing childhood overweight prevention curriculum.
- ◆ Recognize educational institutions for their efforts in childhood overweight education.

**Resources:**

- ◆ **American Academy of Pediatrics:** [www.aap.org](http://www.aap.org)
- ◆ **American Dietetic Association:** [www.eatright.org](http://www.eatright.org)
- ◆ **Centers for Disease Control and Prevention** [www.cdc.gov](http://www.cdc.gov)
- ◆ **National Health and Nutrition Examination Survey:**  
[www.cdc.gov/nchs/nhanes.htm](http://www.cdc.gov/nchs/nhanes.htm)
- ◆ **Pediatric Nutrition Surveillance System (CDC):** [www.cdc.gov/scientific.htm](http://www.cdc.gov/scientific.htm)
- ◆ **Resource Kit: Children and Weight, What Health Professionals Can Do:**  
<http://nature.berkeley.edu/cwh/resources/childrenandweight.shtml>

## Section 3: Website resource descriptions

**American Academy of Pediatrics:** [www.aap.org](http://www.aap.org)

The American Academy of Pediatrics website includes resources, news, physician education, and advocacy information.

**American Cancer Society:** [www.cancer.org](http://www.cancer.org)

Contact the ACS for information on low or no-cost speakers.

**American Diabetes Association:** [www.diabetes.org](http://www.diabetes.org)

The American Diabetes Association website offers information about diabetes, diabetes prevention, and research. It also provides a link to community events and a special link to information for parents and kids.

**American Dietetic Association:** [www.eatright.org](http://www.eatright.org)

The ADA is an organization of registered dietitians. The website offers information on food and nutrition as well as upcoming conferences and events. You may access registered dietitians in your area using this site.

**American Heart Association:** [www.americanheart.org](http://www.americanheart.org)

This site offers information on nutrition and physical activity for children and adults.

**Boston Medical Center Department of Pediatrics:** 617.414.7424

This site offers training on developmentally-oriented, family-centered pediatric care.

**Bright Futures:** [www.brightfutures.org](http://www.brightfutures.org)

Bright Futures is a national health promotion initiative dedicated to the principle that every child deserves to be healthy and that optimal health involves a trusting relationship between the health professional, the child, the family, and the community as partners in health practice.

**Centers for Disease Control and Prevention:** [www.cdc.gov](http://www.cdc.gov)

This site displays the latest information on a variety of newsworthy health topics.

**Children and Weight—What Health Professionals Can Do:**

[www.anrcatalog.ucdavis.edu/merchant.ihtml?id=349&step=2](http://www.anrcatalog.ucdavis.edu/merchant.ihtml?id=349&step=2)

This toolkit, developed by the University of California, Cooperative Extension was developed to provide in-service training for health professionals and others interested in learning more about children and weight. The kit assumes readers have background in health and medical science.

**Colorado Dietetic Association:** [www.eatrightcolorado.org](http://www.eatrightcolorado.org)

The Colorado Dietetic Association is a membership organization for dietetic professionals. This group serves the public through the promotion of optimal nutrition, health, and well-being.

**Colorado State University Extension:** [www.ext.colostate.edu](http://www.ext.colostate.edu)

This site provides information about nutrition resources and programs.

**Dr. T Berry's Touchpoints Center:** 617.355.8058

Touchpoints is a model for preventive care that focuses upon the relationship between providers and parents. Dr. Brazelton believes that establishing, maintaining and valuing this relationship is the basis of preventive care and helps strengthen families.

**Early Childhood: Launching Healthy Futures, Maternal Child Health Bureau:**  
888.434.3624

Healthy Steps is one of several initiatives promoting a vision of pediatric care that is family centered and focused on child development. Bright Futures, a project of the federal Maternal and Child Health Bureau, is also promoting "a developmental approach to health supervision."

**Health for a Lifetime: A Reference Manual for Primary Care:**

[www.clocc.net/ResourceGuide\\_CLOCC.pdf](http://www.clocc.net/ResourceGuide_CLOCC.pdf)

*Health for a Lifetime* is a reference manual for primary care providers for the prevention and management of childhood overweight. The manual includes protocols, tools, recommended commercially available products, and internet resources.

**Health Professionals Resources for Physical Activity and Nutrition:**

[www.cdc.gov/nccdphp/dnpa/physical/health-professionals/](http://www.cdc.gov/nccdphp/dnpa/physical/health-professionals/)

This website for health professionals discusses ideas for promotion of physical activity and nutrition, data/statistics and events.

**Healthy Steps for Young Children:** [www.healthysteps.org](http://www.healthysteps.org)

Healthy Steps for Young Children is a nationwide initiative that emphasizes a close relationship between health care professionals and parents in addressing the physical, emotional, and intellectual growth and development of children from birth to age three.

**National Health and Nutrition Examination Survey:** [www.cdc.gov/nchs.nhanes.htm](http://www.cdc.gov/nchs.nhanes.htm)

The National Health and Nutrition Examination Survey is a population-based survey designed to collect information on health and nutrition characteristics of the U.S. household population.

**Pediatric Nutrition Surveillance System:** [www.cdc.gov/scientific.htm](http://www.cdc.gov/scientific.htm)

The Pediatric Nutrition Surveillance System (PedNSS) provides a framework for tabulating and interpreting state-specific information about the nutritional characteristics of low-income children.

**University of Washington public health nutrition:**

<http://depts.washington.edu/uwcphn/resources.html>

This section contains a variety of nutrition, physical activity and obesity resources. Assessment tools, national data and trends, food and nutrition policy and legislation, innovative programs and key reports and recommendations.

**University of Colorado Health Sciences Center:** [www.uchsc.edu](http://www.uchsc.edu)

Locate a health professional through this website and view a variety of information on various health topics.

**Wellpoint Healthy Parenting Initiative:** [www.wellpoint.com](http://www.wellpoint.com)

Wellpoint provides a nutrition and activity guide for parents with mealtime tips, goal setting, and activity ideas.

## Section 4: Environment

**Promote an environment that encourages healthy eating and active lifestyles as the norm rather than the exception.**

**Action Steps:**

1. Develop, advocate for, and implement policies ensuring the availability of food options in childcare settings that are low in fat and added sugars, such as fruits, vegetables, whole grains, and low fat dairy products (for children over two years of age).
2. Follow the Dietary Guidelines for Americans focusing on variety, moderation, and balance when planning snacks and meals.
3. Encourage appropriate serving sizes of foods, as defined by the USDA Food Guide Pyramid, in childcare settings.
4. Involve children in meal planning, grocery shopping, and food preparation.
5. Limit television viewing and video and computer games, while promoting family activities such as active games, sports, or recreational activities.
6. Encourage parents and caregivers to walk with children for recreation and transportation.
7. Encourage families and caregivers to take advantage of food assistance programs that offer nutrition education and balanced food choices.
8. Provide age-appropriate and culturally sensitive instruction in physical activity and nutrition to help children develop the knowledge, attitudes, skills, and behaviors to adopt, maintain, and enjoy a healthy lifestyle.
9. Promote awareness of the link between healthy eating and exercise and improved school-readiness skills.
10. Encourage public health agencies, childcare providers, recreation programs, and other community partners to work collaboratively toward the prevention of early childhood overweight.
11. Advocate for the livable communities concept where recreation and walking opportunities are plentiful and easily accessible throughout the community.

# **1** Develop, advocate for, and implement policies ensuring the availability of food options in childcare settings that are low in fat and added sugars, such as fruits, vegetables, whole grains, and low fat dairy products (for children over two years of age).

**Audience:** Childcare providers, preschools, public health agencies

**Why:** Healthy food choices in childhood are linked to proper growth and development, optimal learning, and the reduction of chronic disease risk. Choosing a variety of healthful foods provides essential vitamins, minerals, fiber, and other important nutrients. Multiple exposures to new foods increase children’s willingness to try new foods and, in turn, increase the variety of foods liked and accepted.

Current licensing policies do not specifically address nutrition for children. Policy 7.702.65 Food and Nutrition states: “Children who are at the center for more than four hours, day or evening, must be offered a meal that meets at least one-third of the child’s daily nutritional needs. The size of servings must be suitable for the child’s age and appetite, and sufficient time must be allowed so that meals are unhurried.”

**How:**

- ◆ Identify best practices in childcare with regards to nutrition and physical activity.
- ◆ Form a committee to develop healthful food guidelines for childcare settings.
- ◆ Speak with the administrator about making a change, and explain the benefits of the change for the childcare facility and the children.
- ◆ Ensure that consistent messages and practices related to good nutrition are provided in the classroom, cafeteria, and other eating areas.
- ◆ Contact regulatory agencies and advocate for policies promoting physical activity and nutrition.

**Resources:**

- ◆ **3 A Day for Stronger Bones:** [www.3aday.org](http://www.3aday.org)
- ◆ **5 A Day Program for Better Health:** [www.5aday.org](http://www.5aday.org)
- ◆ **Child Nutrition Program, Inc.:** [www.cnpinc.org](http://www.cnpinc.org)
- ◆ **Dietary Guidelines for Americans:** [www.health.gov/dietaryguidelines](http://www.health.gov/dietaryguidelines)
- ◆ **Food Guide Pyramid for Young Children:** [www.usda.gov/cnpp/kidsPyra](http://www.usda.gov/cnpp/kidsPyra)
- ◆ **Healthy Childcare America:** [www.healthychildcare.org/nutrition.cfm](http://www.healthychildcare.org/nutrition.cfm)
- ◆ **Team Nutrition:** [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)

## **2** Follow the Dietary Guidelines for Americans focusing on variety, moderation, and balance when planning snacks and meals.

**Audience:** Childcare providers, preschools

**Why:** Healthy eating habits in childhood are linked to proper growth and development, optimal learning, and the reduction of chronic disease risk. The USDA Dietary Guidelines for Americans stress the importance of variety, moderation, and balance for healthful eating. Choosing a variety of healthful foods across and within food groups provides essential vitamins, minerals, fiber, and other important nutrients as well as improved eating patterns. Multiple exposures to a wide variety of foods increase children's willingness to try new foods and, in turn, increase the variety of foods they like and accept.

**How:**

- ◆ Offer a wide variety of healthy food choices.
- ◆ Ensure that consistent messages and practices related to good nutrition are provided in various environments.
- ◆ Provide fresh salads, vegetables and fruit with dips, and whole grain breads and bread products in daily meals.
- ◆ Hold theme days promoting various fruits, vegetables, whole grains, and dairy products.

### **Dietary Guidelines for Americans**

#### **Aim for fitness**

- ◆ Aim for a healthy weight.
- ◆ Be physically active each day.

#### **Build a healthy base**

- ◆ Let the Pyramid guide your food choices.
- ◆ Choose a variety of grains daily, especially whole grains.
- ◆ Choose a variety of fruits and vegetables daily.
- ◆ Keep food safe to eat.

#### **Choose sensibly**

- ◆ Choose a diet that is low in saturated fat and cholesterol and moderate in total fat.
- ◆ Choose beverages and foods to moderate your intake of sugars.
- ◆ Choose and prepare foods with less salt.
- ◆ If you drink alcoholic beverages, do so in moderation.

**Resources:**

- ◆ **Dietary Guidelines for Americans:** [www.health.gov/dietaryguidelines](http://www.health.gov/dietaryguidelines)
- ◆ **Food Guide Pyramid:** [www.nal.usda.gov:8001/py/pmap.htm](http://www.nal.usda.gov:8001/py/pmap.htm)
- ◆ **Nutrition Literacy Tool Kit:** [www.cde.state.co.us/cdenutritran/nutritoolkit.htm](http://www.cde.state.co.us/cdenutritran/nutritoolkit.htm)
- ◆ **"Get on the Grain Train" and "Fabulous Fruits, Versatile Vegetables":** [www.usda.gov/cnpp/Pubs/Brochures/index.html](http://www.usda.gov/cnpp/Pubs/Brochures/index.html)

### **3 Encourage appropriate serving sizes of foods in childcare settings, as defined by the USDA Food Guide Pyramid**

**Audience:** Childcare providers, preschools, public health agencies

**Why:** A serving is a standard amount of food for which nutritionists have measured quantities of nutrients and number of calories. A portion is the amount of food served or eaten. A portion may be less than, equal to, or more than, a standard serving. Food supply estimates indicate that Americans' average daily caloric consumption in the year 2000 was 12 percent, or roughly 300 calories, higher than in 1985. Eating away from home and larger portion sizes may contribute to the additional consumption of calories. The Food Guide Pyramid can provide information about the number and size of servings children need each day from each food group for a healthy diet.

**How:**

- ◆ Determine an appropriate food or snack portion by using portion size information in the Food Guide Pyramid and tailor it to individual needs. Support a child's ability to self-regulate food intake.
- ◆ Children less than two years of age eat one tablespoon of each food served per year of age.
- ◆ Children ages two to six years:

Grains	Fruits	Vegetables	Meat	Dairy	Fats/Sweets
6 servings	2 servings	3 servings	2 servings	2 servings	In moderation
1 slice bread	1 piece fruit	1/2 cup chopped raw	2-3 ounces	1 cup milk or yogurt	
1/2 cup cooked rice, pasta, or cereal	6 oz juice: maximum of 1 time daily	1 cup raw leafy greens	1/2 cup cooked beans	2 ounces cheese	

**Resources:**

- ◆ **American Dietetic Association:**  
[www.eatright.org/Public/NutritionInformation/92\\_11797.cfm](http://www.eatright.org/Public/NutritionInformation/92_11797.cfm)
- ◆ **United States Department of Agriculture:**  
[www.usda.gov/cnpp/KidsPyra/PyrBook.pdf](http://www.usda.gov/cnpp/KidsPyra/PyrBook.pdf)

## **4** Involve children in meal planning, grocery shopping, and food preparation.

**Audience:** Childcare providers, parents, preschools, public health agencies

**Why:** Encouraging children to participate in the choice and preparation of foods gives a sense of control over the foods eaten. Trying new foods can be fun when children are given the chance to “play” with their food. Children can be exposed to a greater variety of foods and learn how they are prepared, thus increasing the chances they will taste and enjoy a wide variety of nutritious fruits and vegetables and other foods.

**How:** Allow children to choose foods within reasonable parameters.

*At the grocery store:*

- ◆ Allow children to choose their favorite colors of fruits and vegetables in the grocery store’s produce section.
- ◆ Allow children to choose a new shape of pasta.
- ◆ Ask your local grocery store for a tour.

*In the kitchen:*

- ◆ Allow children to help prepare breakfast foods for a nutritious dinner such as scrambled eggs, omelets, and pancakes.
- ◆ Use cookie cutters to stamp out fun shapes with slices of cheese and lunchmeat.
- ◆ Ask older children to prepare vegetables to keep ready in the refrigerator for quick snacks through the week.
- ◆ Explore traditional family recipes and re-create favorites from the past.
- ◆ Make “veggie people” by spreading low-fat cream cheese on a tortilla and then making faces with fresh veggies and fruits.
- ◆ Make homemade Popsicles with 100 percent fruit juice and small paper cups.
- ◆ Make fruit smoothies with low-fat yogurt and fresh or frozen fruit.
- ◆ Provide a taco bar where the children build their own tacos using fresh tomatoes, lettuce, and cheese.
- ◆ Incorporate English, math, and science skills into food preparation.

**Resources:**

- ◆ **American Heart Association:** [www.americanheart.org](http://www.americanheart.org)
- ◆ **Low-cost nutritious recipes:** [http://ucce.ucdavis.edu/counties/cemonterey/EFNEP122/Low-cost nutritious recipes.htm](http://ucce.ucdavis.edu/counties/cemonterey/EFNEP122/Low-cost%20nutritious%20recipes.htm).
- ◆ **Kids a Cookin:** [www.kidsacookin.ksu.edu/parents.asp](http://www.kidsacookin.ksu.edu/parents.asp)
- ◆ **Moms Kitchen:** [www.moms-kitchen.com/kids\\_cook.htm](http://www.moms-kitchen.com/kids_cook.htm)

## **5 Limit television viewing and video and computer games, while promoting family activities such as active games, sports, or recreational activities.**

**Audience:** Childcare providers, parents, preschools

**Why:** The American Academy of Pediatrics, Committee on Public Education set the following guideline: “Limit children’s total media time (with entertainment media) to no more than one to two hours of quality programming per day.” Families play a critical role in shaping a child’s physical activity experiences. Opportunities and motivation to be physically active begin in the home. Studies suggest that adolescents are more likely to be active if their parents or siblings are active; if their parents support participation in physical activities; and if there is access to convenient play spaces, sports equipment, and transportation to sports and recreation programs.

**How:** Parents and guardians can establish guidelines for the amount of video and computer games played and television watched per day. To fill the extra time, activities including games, sports, and other recreation should be promoted by taking the children to places or events that allow activity.

*What parents and guardians can do:*

- ◆ Encourage children to be active on a regular basis.
- ◆ Be role models by participating in physical activity themselves and communicating positive and consistent messages that physical activity is valuable and enjoyable, and that daily physical activity is a priority.
- ◆ Plan and participate in family activities that include physical activity.
- ◆ Facilitate children’s participation in school and community physical activity and sports programs.
- ◆ Advocate for quality community physical activity programs.
- ◆ Set time limits on screen time including television, computer games, and videogames.
- ◆ Ask about the television habits of childcare providers prior to enrolling children in childcare. Continuously evaluate the chosen provider to be sure healthy habits are practiced.

*What childcare providers and communities can do:*

- ◆ Assign physical activity-related homework to students that must be done with families.
- ◆ Bring in an expert in physical activity or nutrition to discuss activities for kids and parents.
- ◆ Provide flyers designed for parents that contain information and strategies for promoting physical activity within the family.
- ◆ Involve parents in booster clubs and provide advice on how to help their children stay active and fit.
- ◆ Utilize media campaigns that include messages targeting parents and guardians to promote physical activity among youth.
- ◆ Physicians, nurses, and others who provide health services to young people should assess their physical activity patterns, counsel them about physical activity, and refer them to appropriate physical activity programs.
- ◆ Encourage parents to be role models for children, plan physical activities that involve the whole family, and discuss with their children the value of physical activity.
- ◆ Encourage childcare providers not to use television or video.
- ◆ Encourage childcare providers to include physical activity as part of their curriculum.

**Resources**

- ◆ **365 TV Free Activities You Can Do With Your Child and 365 Outdoor Activities You Can Do With Your Child.**

*Bennett, S. and Bennett, R. (2002) Adams Media Corp.*

- ◆ **American Heart Association:** [www.americanheart.com](http://www.americanheart.com)
- ◆ **Bright Futures in Practice: Physical Activity:** [www.brightfutures.org/physicalactivity/about.htm](http://www.brightfutures.org/physicalactivity/about.htm)
- ◆ **Colorado Parks and Recreation Association:** [www.cpra-web.org](http://www.cpra-web.org)
- ◆ **YMCA:** [www.denverymca.org](http://www.denverymca.org) or [www.ymca.net](http://www.ymca.net)

## **6 Encourage parents and caregivers to walk with children for recreation and transportation.**

**Audience:** Childcare providers, parents, physicians, public health professionals

**Why:** Role modeling active living is an effective way to teach young children to enjoy physical activities and incorporate them into daily life. Walking is an activity which requires few special skills that all members of the family or group can participate in. Walking with children for leisure recreation and as a method of transportation are simple and realistic ways to promote physical activity among young children to reduce the risk of becoming overweight.

**How:**

- ◆ Designate a week or day focusing on walking to various destinations such as school, the park, the store, or a special event.
- ◆ Plan a family fun walk to support a charitable cause.
- ◆ Encourage families to walk when possible when the destination is less than a mile from home.
- ◆ Encourage families to walk rather than use the stroller at child-friendly environments.
- ◆ Plan a walk-a-thon to raise money for a charitable cause.
- ◆ Distribute information about local activities or fundraisers that involve walking events.
- ◆ Introduce the use of pedometers to parents and caregivers.
- ◆ Work with community leaders to ensure the availability of safe places to walk in the community.
- ◆ Invite a law enforcement officer to speak to parents and caregivers about walking and traffic safety.
- ◆ Set up a walking challenge between families.

**Resources:**

- ◆ **America on the Move:** [www.americaonthemove.org](http://www.americaonthemove.org)
- ◆ **Colorado Walks:** [www.coloradowalks.org](http://www.coloradowalks.org)
- ◆ **Families on the Move:** [www.uchsc.edu/nutrition/Barry/fom.htm](http://www.uchsc.edu/nutrition/Barry/fom.htm)
- ◆ **Helping your Child: Tips for Parents-NIDDK, NIH, Weight Control Information Network:** [www.niddk.nih.gov/health/nutrit/pubs/parenttips/tipsforparnts.htm](http://www.niddk.nih.gov/health/nutrit/pubs/parenttips/tipsforparnts.htm)
- ◆ **National Center for Bicycling and Walking:** [www.bikewalk.org](http://www.bikewalk.org)
- ◆ **National Park Service:** [www.ncrc.nps.gov/rtca/rtca-ofh.htm](http://www.ncrc.nps.gov/rtca/rtca-ofh.htm)
- ◆ **Presidents Council on Physical Fitness & Sports, Research Digest:** [www.fitness.gov](http://www.fitness.gov)
- ◆ **Safe Kids Campaign:** [www.safekids.org](http://www.safekids.org)
- ◆ **Sports, Play and Active Recreation for Kids:** [www.sparkpe.org/index.jsp](http://www.sparkpe.org/index.jsp)
- ◆ **Walk to School Colorado:** [www.dot.state.co.us/BikePed/Walktoschool.htm](http://www.dot.state.co.us/BikePed/Walktoschool.htm)  
[www.walktoschool-usa.org/woc2003/seeresource.hsrl?st=co](http://www.walktoschool-usa.org/woc2003/seeresource.hsrl?st=co)

## **7 Encourage families and caregivers to take advantage of food assistance programs that offer nutrition education and balanced food choices.**

**Audience:** Childcare providers, physicians, preschools, public health professionals

**Why:** Many children spend the majority of their day in the care of someone other than a parent or family member. Often, caregivers serve the majority of meals and snacks children eat each day. Some providers do so with limited financial resources or knowledge about balanced food choices. If children are eating most meals away from home, it is important to maximize the quality of the foods offered. Programs such as the USDA's Child and Adult Care Food Program offer monthly reimbursement to licensed providers to enhance the quality of the meals they serve. This program also provides nutrition education, useful materials, and assistance in meeting program requirements. Caregivers who have opportunities to enhance their knowledge of nutrition and healthy eating behaviors will be better equipped to use that information in safe, age-appropriate, and nutritious food preparation and service. Caregivers can be great resources to parents who are looking for help with their food budgets and ways to improve the quality of the meals they serve their families.

Many families also have limited financial resources and knowledge about good nutrition. Food assistance programs such as the United States Department of Agriculture's special supplemental nutrition program for Women, Infants, and Children (WIC) and the Food Stamp Program are available to enable families to purchase nutritious foods, learn about healthy food choices, and obtain referrals for important health resources. Providing information about these programs through multiple avenues is important, as many families may not be aware of their existence.

### **How:**

- ◆ Network with agencies that license child care homes and centers to disseminate information on food assistance programs.
- ◆ Attend child care association meetings, which typically meet monthly, to present information on the eligibility requirements and benefits of various programs. Generally, nutrition education classes or food demonstrations taught by qualified individuals are welcome at these meetings, as members are required to have ongoing training to maintain their licenses.
- ◆ Provide informational brochures about family food assistance programs and their benefits to physicians' offices and child care providers. Encourage them to disseminate this information to the parents served.

### **Resources:**

- ◆ **Colorado Association of Family Child care:** [www.coloradochildcare.com](http://www.coloradochildcare.com)
- ◆ **Colorado Nutrition Education Plan:** [www.caahs.colostate.edu/fshn/nep](http://www.caahs.colostate.edu/fshn/nep)
- ◆ **Head Start:** [www.region8headstart.org](http://www.region8headstart.org)
- ◆ **Share our Strength:** [www.strength.org](http://www.strength.org)
- ◆ **Food Stamp Program:** [www.fns.usda.gov/fsp](http://www.fns.usda.gov/fsp)
- ◆ **United States Department of Agriculture – USDA:** [www.fns.usda.gov/fns](http://www.fns.usda.gov/fns)
- ◆ **Women, Infants, and Children:** [www.fns.usda.gov/WIC](http://www.fns.usda.gov/WIC)

### **Food Distribution Programs:**

- ◆ **Commodity Supplemental Food Program:** [www.fns.usda.gov/fdd/programs/esfp](http://www.fns.usda.gov/fdd/programs/esfp)
- ◆ **Child Nutrition Programs:** [www.fns.usda.gov/fdd/programs/fdpir](http://www.fns.usda.gov/fdd/programs/fdpir)

- ◆ **The Emergency Food Assistance Program:** [www.fl-ag.com/food/tefap.htm](http://www.fl-ag.com/food/tefap.htm)

**Child Nutrition Programs:**

- ◆ **Child and Adult Care Food Program:** [www.fns.usda.gov/cnd/care/CACFP/cacfphome.htm](http://www.fns.usda.gov/cnd/care/CACFP/cacfphome.htm)
- ◆ **Second Harvest:** [www.secondharvest.org](http://www.secondharvest.org)
- ◆ **Special Milk Program:** [www.fns.usda.gov/cnd/milk](http://www.fns.usda.gov/cnd/milk)
- ◆ **Summer Food Service Program:** [www.fns.usda.gov/cnd/summer](http://www.fns.usda.gov/cnd/summer)

## **8 Provide age-appropriate and culturally sensitive instruction in physical activity and nutrition that help children develop the knowledge, attitudes, skills, and behaviors to adopt, maintain, and enjoy a healthy lifestyle.**

**Audience:** Childcare providers, parents, preschools, public health professionals

**Why:** Early childhood is a time for exploration and learning about the surrounding world. Just as children are learning the ABC's, they are learning about food choices and physical activities they enjoy. For instruction to be successful and appealing, it must complement developmental stages and cultural differences so children are engaged, experience enjoyment, and maintain their interest and enthusiasm.

Today, many young children spend a large amount of time away from the home. Nutrition education and physical activity are important components of any curriculum in childcare and preschool settings that can positively shape children's attitudes and build courage to explore new foods and activities for a healthy lifestyle. Caregivers and teachers in childcare and preschool settings play important roles in encouraging the development of healthy behaviors.

### **How:**

Ideas to incorporate age appropriate nutrition education and physical activity into childcare and preschool settings:

#### *At mealtime:*

- ◆ Expose children to a wide variety of foods.
- ◆ Teach children about a healthy diet and colors by allowing them to enjoy a variety of fruits and vegetables daily.
- ◆ Encourage children to use the five senses to explore foods at mealtime.
- ◆ Model healthy eating behaviors and attitudes by eating with children, choosing a wide variety of foods, and serving appropriate portions.
- ◆ Allow children to choose what and how much to eat of what is offered to them.
- ◆ Provide a positive mealtime environment.
- ◆ Limit distractions, including television, during mealtimes.
- ◆ Avoid describing foods as “good” or “bad.”
- ◆ Allow children 8-12 exposures to a new food before deciding if the child dislikes the food.
- ◆ Allow children to serve themselves if developmentally appropriate.
- ◆ Encourage family-style meal service.
- ◆ Expose children to a wide variety of developmentally appropriate physical activities including games and sports.
- ◆ Model active lifestyle behaviors by joining children in physical activities and expressing enjoyment of them.

#### *Formal activities:*

- ◆ Provide sensory activities to explore new or unusual foods.
- ◆ Plan activities involving sorting or classifying foods into groups with similar characteristics.
- ◆ Engage children in activities to explore the role of food in the body and in health.
- ◆ Involve children in food preparation activities.
- ◆ Teach children where food comes from and how it is prepared.
- ◆ Teach children about food choices of other cultures.
- ◆ Provide opportunities for organized, developmentally appropriate games and sports as well as

time for unstructured physical play.

- ◆ Engage children in gardening activities where foods (fruits and vegetables) are grown.
- ◆ Provide training to childcare providers and coaches to learn appropriate skill training.
- ◆ Invite parents to participate in physical activities with their children that are facilitated by trained staff.

**Resources:**

- ◆ **Child and Adult Care Food Program:**  
[www.fns.usda.gov/cnd/care/CACFP/cacphome.htm](http://www.fns.usda.gov/cnd/care/CACFP/cacphome.htm)
- ◆ **Food Friends-Making New Food Fun For Kids:** [www.foodfriends.org](http://www.foodfriends.org)
- ◆ **National Association for Sport and Physical Education:**  
[www.aahperd.org](http://www.aahperd.org)
- ◆ **National Center for Chronic Disease Prevention and Health Promotion:**  
[www.cdc.gov](http://www.cdc.gov)
- ◆ **PE Central:** [www.pecentral.org](http://www.pecentral.org)
- ◆ **Supplemental Food Program for Women, Infants, and Children:**  
[www.fns.usda.gov/WIC](http://www.fns.usda.gov/WIC)
- ◆ **Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity:** [www.surgeongeneral.gov/topics/obesity/calltoaction/fact\\_vision.htm](http://www.surgeongeneral.gov/topics/obesity/calltoaction/fact_vision.htm)
- ◆ **USDA Team Nutrition:** [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)

## **9 Promote awareness of the link between healthy eating and exercise to improved school-readiness skills.**

**Audience:** Childcare providers, community partners, preschools, public health programs, recreation programs, healthcare professionals

**Why:** Good nutrition provides the energy and nutrients essential to sustain life and promote physical, social, and cognitive development. A critical link exists between nutrition and learning. Tufts University’s Center on Hunger, Poverty, and Nutrition Policy suggests, “inadequate nutrition harms the cognitive development of children in ways that may produce lasting damage.”

Meeting nutritional requirements throughout childhood is essential to full intellectual development. Research suggests that poor nutrition impacts children’s behavior, performance, and overall cognitive development. Children require sufficient energy and essential nutrients each day to concentrate on and accomplish learning tasks. Even mild malnutrition and short-term hunger are barriers to learning. Early childhood is the prime time to teach children about food and nutrition. A child’s day-to-day experiences with food and eating affect the way they think and feel about nutrition, and greatly impact the development of eating habits. Children do not necessarily select nutritionally adequate diets on their own. However, by continually providing young children with positive food experiences, programs can help children begin to develop an awareness of good nutrition and healthy eating habits for a lifetime.

### **How:**

- ◆ Provide nutrition education coupled with practical skill development.
- ◆ Involve parents in take-home learning activities and nutrition education, to empower them to advocate for policy change.
- ◆ Support research on nutrition and its link with school-readiness skills development.
- ◆ Seek social support from the media, policy-makers, and the community.
- ◆ Ask local media to write supportive editorials to promote healthy eating.
- ◆ Partner with others in the community to offer informational meetings and mailings for parents.
- ◆ Publicize community and Internet sources of information.
- ◆ Involve nutrition professionals in school committees.

### **Resources:**

- ◆ **Child and Adult Care Food Program:**  
[www.fns.usda.gov/cnd/care/CACFP/cacphome.htm](http://www.fns.usda.gov/cnd/care/CACFP/cacphome.htm)
- ◆ **Colorado Dietetic Association:** [www.eatrightcolorado.org](http://www.eatrightcolorado.org)
- ◆ **Food Friends:** [www.foodfriends.org](http://www.foodfriends.org)
- ◆ **Making the Connection: Health and student Achievement—PowerPoint:**  
[www.state.ia.us/educate/ecese/cfcs/hpi/doc/iaa.pdf](http://www.state.ia.us/educate/ecese/cfcs/hpi/doc/iaa.pdf)

### **Other Resources:**

- ◆ **Local newspapers**
- ◆ **Local television**
- ◆ **Radio stations**

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## **10 Encourage public health agencies, childcare providers, recreation programs, and other community partners to work collaboratively toward the prevention of early childhood overweight.**

**Audience:** Childcare providers, community partners, preschools, public health programs, recreation programs.

**Why:** Collaborations between organizations offer a comprehensive approach to addressing issues. The strength of messages and services increases with the alliance of multiple resources within a community. Community collaboration demonstrates that the issue is a priority to which the community is committed.

**How:**

- ◆ Facilitate connections between community groups and agencies.
- ◆ Seek out other groups and organizations that are working toward the same or similar goals.
- ◆ Combine resources and efforts.

**Resources:**

- ◆ **Action for Healthy Kids:** [www.edcenter.info/AFHK/whatsworking/profile.php?programid=164](http://www.edcenter.info/AFHK/whatsworking/profile.php?programid=164)
- ◆ **California Agriculture, University of California:** <http://californiaagriculture.ucop.edu/0301JFM/outreach.html>
- ◆ **Colorado Physical Activity and Nutrition Program:** [www.cdphe.state.co.us/pp/COPAN/COPAN.html](http://www.cdphe.state.co.us/pp/COPAN/COPAN.html)
- ◆ **National Coalition for Promoting Physical Activity:** [www.ncppa.org](http://www.ncppa.org)
- ◆ **National Center for Bicycling and Walking:** [www.bikewalk.org](http://www.bikewalk.org)
- ◆ **University of California Agricultural and Natural Resources News and Information Outreach:** <http://news.ucanr.org>
- ◆ **Women, Infants, and Children:** [www.fns.usda.gov/WIC](http://www.fns.usda.gov/WIC)

## **11 Advocate for the Active Community Environments where recreation and walking opportunities are plentiful and easily accessible throughout the community.**

**Audience:** Public health agencies, special interest groups

**Why:** In healthy communities, walking and bicycling are normal parts of daily life. The Centers for Disease Control and Prevention calls these places *Active Community Environments*. They recognize that providing for active living through community design is a health issue. Furthermore, people are more likely to include physical activity in their daily routine if safe and convenient facilities are near their homes, offices, and community destinations.

**How:**

- ◆ Form a coalition that includes public health agencies, city planners, and architectural designers.
- ◆ Obtain information about other coalitions and endeavors to help plan livable communities.
- ◆ Assemble a campaign to address the public and legislators regarding the benefits of livable communities.
- ◆ Develop Active Community Environments communities by assessing, modifying, and improving community planning and design.
- ◆ Utilize walkability and bikeability audits to assess issues which impede safe walking and biking.
- ◆ Partner with community leaders, such as city planners or town councils, to develop a plan to address walkability and bikeability audit outcomes.
- ◆ Promote safe routes to school programs (e.g., Walking School Bus, Bike Trains).
- ◆ Adopt sidewalk improvement programs that address lighting and crosswalks.
- ◆ Revitalize downtown and town centers as pedestrian and bicycle-friendly areas (e.g., pedestrian malls).
- ◆ Adopt policies that require developers to provide sidewalks, bike lanes, bike parking, shoulders, and off-street trails.
- ◆ Implement community traffic calming programs to slow down motor vehicles (e.g., medians, raised crosswalks, landscaping).
- ◆ Raise funds for sidewalk, bike lane, shoulders, and off-street trail construction.

**Resources:**

- ◆ **AIA California Council, The American Institute of Architects:** [www.aiacc.org/advocacy/livable.html](http://www.aiacc.org/advocacy/livable.html)
- ◆ **Citizens for Livable Communities:** <http://news.orclc.org/links.php>
- ◆ **Local Government Commission:** [www.lgc.org/people/health.html](http://www.lgc.org/people/health.html)
- ◆ **National Center for Chronic Disease Prevention and Health Promotion:** [www.cdc.gov/nccdphp/dnpa/pahand.htm](http://www.cdc.gov/nccdphp/dnpa/pahand.htm)
- ◆ **Pedestrian and Bicycle Information Center:** [www.pedbikeinfo.org](http://www.pedbikeinfo.org)
- ◆ **National Center for Bicycling and Walking:** [www.bikewalk.org](http://www.bikewalk.org)

**Coalition partners:**

- ◆ **Decision makers/City & County executives**
- ◆ **Business leaders**
- ◆ **City/County transportation engineers, planners**

- ◆ **Metropolitan planning personnel**
- ◆ **Health professionals/EMS personnel**
- ◆ **Law enforcement professionals**
- ◆ **School/PTA representatives**
- ◆ **Builders/Developers**
- ◆ **Youth groups/Recreation organizations**
- ◆ **Local safety coalitions**
- ◆ **Agencies/Organizations representing older adults, children, families, & people with disabilities**
- ◆ **Citizens interested in a walkable and bikeable community**

## Section 4: Website resource descriptions

**3 A Day:** [www.3aday.org](http://www.3aday.org)

The 3 A Day website is designed to increase American's consumption of dairy products. The site offers recipes, coupons, and information on the importance of dairy products. It also provides information for health professionals.

**Action for Healthy Kids:** [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

Action for Healthy Kids is an integrated, national effort to address the epidemic of overweight, undernourished, and sedentary youth, by focusing on changes in the school environment. This site includes tools and resources to support positive changes in children's nutrition and physical activity behaviors.

**American Dietetic Association:** [www.eatright.org/](http://www.eatright.org/)

The ADA is an organization of registered dietitians. The website offers information on food and nutrition as well as upcoming conferences and events. You may access registered dietitians in your area using this site.

**American Heart Association:** [www.americanheart.org](http://www.americanheart.org)

This site offers information on nutrition and physical activity for children and adults.

**America On the Move:** [www.americaonthemove.org](http://www.americaonthemove.org)

America On the Move is a national initiative dedicated to help individuals and communities across our nation make positive changes to improve health and quality of life. By focusing on individuals and communities, AOM strives to support healthy eating and active living habits in our society.

**Building Blocks for Fun and Healthy Meals, A Menu Planner for the Child and Adult Care Food Program:** [www.fns.usda.gov/tn/Resources/blocksintro.pdf](http://www.fns.usda.gov/tn/Resources/blocksintro.pdf)

"Building Blocks for Fun and Healthy Meals, A Menu Planner for the Child and Adult Care Food Program" is a guide to planning healthy meals in childcare.

**Bright Futures in Practice: Physical Activity:**

[www.brightfutures.org/physicalactivity/about.htm](http://www.brightfutures.org/physicalactivity/about.htm)

This resource provides developmental guidelines on physical activity for the periods of infancy through adolescence. The guide provides current information on screening, assessment, and counseling to promote physical activity and to meet the needs of health professionals, families, and communities.

**Brochures entitled, "Get on the Grain Train" and "Fabulous Fruits, Versatile Vegetables":** [www.usda.gov/cnpp/Pubs/Brochures/index.html](http://www.usda.gov/cnpp/Pubs/Brochures/index.html)

Visit this site to order or download educational brochures about nutrition and health for distribution to target audiences.

**California Agriculture, University of California:**

<http://californiaagriculture.ucop.edu/0301JFM/outreach.html>

This site displays peer-reviewed research and news from the Department of Agriculture. "Healthier lifestyles key to solving childhood obesity epidemic".

**Child and Adult Care Food Program:**

[www.fns.usda.gov/cnd/Care/CACFP/cacphome.htm](http://www.fns.usda.gov/cnd/Care/CACFP/cacphome.htm)

The CACFP is a USDA program that reimburses child care providers in various child care settings for serving nutritious meals to the children in care. This site also includes useful resources and contacts.

**Citizens for Livable Communities:** <http://news.orcl.org/links.php>

Citizens for Livable Communities is an Oregon non-profit corporation representing a coalition of member organizations and individuals united in the common cause for enhancing quality of life and livability through progressive economic, social, and environmental activism.

**Colorado Association of Family Child Care:** [www.coloradochildcare.com](http://www.coloradochildcare.com)

This site was developed to assist parents in finding a quality child care environment for their child, to aid child care providers with the means of improving the quality of their business (through education, business aides, and field updates), and to offer employers a resource to share with their employees.

**Colorado Dietetic Association:** [www.eatrightcolorado.org](http://www.eatrightcolorado.org)

The Colorado Dietetic Association is a membership organization for dietetic professionals. This group serves the public through the promotion of optimal nutrition, health, and well-being.

**Colorado Nutrition Education Plan:** [www.caahs.colostate.edu/fshn/nep](http://www.caahs.colostate.edu/fshn/nep)

The Colorado Nutrition Education Plan provides resources, programs, and funding for nutrition education and physical activity promotion to schools and community organizations that serve groups with limited resources.

**Colorado Parks and Recreation Association:** [www.cpra-web.org](http://www.cpra-web.org)

This site provides a listing of CPRA events in the state of Colorado.

**Colorado Physical Activity and Nutrition Program:**

[www.cdphe.state.co.us/pp/COPAN/COPAN.html](http://www.cdphe.state.co.us/pp/COPAN/COPAN.html)

This site includes the *Colorado Physical Activity and Nutrition State Plan 2010*, which includes strategies for improving nutrition and physical activity in schools, worksites, and communities.

**Colorado Walks:** [www.coloradowalks.org](http://www.coloradowalks.org)

This site provides information about walking events, beginning a walking school bus, and making neighborhood improvements.

**Commodity Supplemental Food Program:** [www.fns.usda.gov/fdd/programs/csfp/](http://www.fns.usda.gov/fdd/programs/csfp/)

CSFP works to improve the health of low-income pregnant and breastfeeding women, other new mothers up to one year postpartum, infants, children up to age six, and elderly people at least 60 years of age by supplementing their diets with nutritious USDA commodity foods. The program provides food and administrative funds to States to supplement the diets of these groups.

**Healthy Child Care America:** [www.healthychildcare.org/nutrition.cfm](http://www.healthychildcare.org/nutrition.cfm)

This site provides resources to learn more about promoting nutrition in child care.

**Helping your Child: Tips for Parents-NIDDK, NIH, Weight control Information Network:** [www.nidk.nih.gov/health/nutrit/pubs/parentips/tipsforparents.htm](http://www.nidk.nih.gov/health/nutrit/pubs/parentips/tipsforparents.htm)

This site provides information to parents on how to feed a child a healthful diet.

**Dietary Guidelines for Americans:**

[www.health.gov/dietaryguidelines/dga2000/document/frontcover.htm](http://www.health.gov/dietaryguidelines/dga2000/document/frontcover.htm)

This site provides reproducible copies of the Dietary Guidelines for Americans.

**Families on the Move:** [www.uchsc.edu/nutrition/Barry/fom.htm](http://www.uchsc.edu/nutrition/Barry/fom.htm)

The Center for Human Nutrition developed a simple program to increase physical activity using step counters. The plan, *Colorado on the Move™*, incorporates a behavior change (i.e. more walking) into the daily routine of people in Colorado. The aim of this program, *Colorado on the Move™*, is to increase walking by increments of 2000 steps/day in the Colorado population in an effort to promote walking as a fun and healthy activity. *Families on the Move™* utilizes the established program and expands it to include and promote family involvement in physical activity.

**Food Friends:** [www.foodfriends.org](http://www.foodfriends.org)

*Food Friends - Making New Foods Fun for Kids*, is a program designed to introduce new foods and create a positive feeding environment in an effort to increase children's willingness to try new foods. The program consists of "hands-on" nutrition activities, storybooks, and many opportunities to try new foods.

**Food Guide Pyramid for Young Children:**

[www.usda.gov/cnpp/KidsPyra/KIDPYRbw.pdf](http://www.usda.gov/cnpp/KidsPyra/KIDPYRbw.pdf)

This site provides reproducible copies of the Food Guide Pyramid for Young Children.

**Food Stamp Program:** [www.fns.usda.gov/fsp](http://www.fns.usda.gov/fsp)

The Food Stamp Program serves as the first line of defense against hunger. It enables low-income families to buy nutritious food with coupons and Electronic Benefits Transfer (EBT) cards. Food stamp recipients spend their benefits to buy eligible food in authorized retail food stores.

**Kids a Cookin:** [www.kidsacookin.ksu.edu/parents.asp](http://www.kidsacookin.ksu.edu/parents.asp)

This site discusses the importance of cooking with your children and provides ideas on recipes and developmentally appropriate tasks.

**Local Government Commission:** [www.lgc.org/people/health.html](http://www.lgc.org/people/health.html)

LGC is a non-profit organization working to promote livable communities.

**Low-cost nutritious recipes:** <http://ucce.ucdavis.edu/counties/cemonterey/>

This site provides low-cost, nutritious recipes to families.

**Making the Connection: Health and student Achievement—PowerPoint:**

[www.state.ia.us/educate/ecese/cfcs/hpi/doc/iaa.pdf](http://www.state.ia.us/educate/ecese/cfcs/hpi/doc/iaa.pdf)

This site provides a PowerPoint presentation that can be used to demonstrate the link between nutrition and student achievement.

**Moms Kitchen:** [www.moms-kitchen.com/kids\\_cook.htm](http://www.moms-kitchen.com/kids_cook.htm)

Visit this site to find recipes that can be made by children with some adult supervision.

**National Association for Sport and Physical Education:** [www.aahperd.org](http://www.aahperd.org)

This site provides information on programs and events, professional development, issues and action, and available publications.

**National Center for Bicycling and Walking:** [www.bikewalk.org](http://www.bikewalk.org)

This site describes how to create neighborhoods and communities where people walk and bicycle for transportation and leisure. Ideas expand beyond sidewalks, bike lanes, and trails.

**National Center for Chronic Disease Prevention and Health Promotion:**

[www.cdc.gov/nccdphp/dnpa/pahand.htm](http://www.cdc.gov/nccdphp/dnpa/pahand.htm)

The book, “Promoting Physical Activity—A Guide For Community Action” is a step by step guide to community wide behavior change.

**National Coalition for Promoting Physical Activity:** [www.ncppa.org](http://www.ncppa.org)

This site provides information, resources, and event information for promoting physical activity.

**National Park Service:** [www.nps.gov/](http://www.nps.gov/)

This site provides information on finding a park to visit, preserving parks and communities, conservation, and education for children.

**Nutrition Literacy Toolkit:** [www.cde.state.co.us/cdenutritran/nutritoolkit.htm](http://www.cde.state.co.us/cdenutritran/nutritoolkit.htm)

The Nutrition Literacy Toolkit is not a curriculum, but a tool from which schools and communities can design a nutrition curriculum using a menu of effective education resources.

**PE Central:** [www.pecentral.org/](http://www.pecentral.org/)

This site is for health and physical education teachers. It offers sample lesson plans, resources, and assessment information.

**Pedestrian and Bicycle Information Center:** [www.pedbikeinfo.org](http://www.pedbikeinfo.org)

The PBIC is a clearinghouse for information about health and safety, engineering, advocacy, education, enforcement, access, and mobility.

**Presidents Council on Physical Fitness & Sports, Research Digest:** [www.fitness.gov](http://www.fitness.gov)

Information on physical activity, how to be active, and activities for kids as well as events and promotions can be found on this site.

**Produce for Better Health:** [www.5aday.org](http://www.5aday.org)

This site provides information and resources to promote 5 A Day The Color Way.

**Safe Kids Campaign:** [www.safekids.org](http://www.safekids.org)

This site provides information about how to keep kids safe, including safe activities, product recalls, and tips.

**Second Harvest:** [www.secondharvest.org](http://www.secondharvest.org)

The mission of America's Second Harvest is to create a hunger-free America. Second harvest distributes food and grocery products through a nationwide network of certified affiliates, increase public awareness of domestic hunger, and advocate for policies that benefit America's hungry.

**Share Our Strength:** [www.strength.org](http://www.strength.org)

Share Our Strength mobilizes individuals and industries to lend their talents to fundraising and awareness for the fight against hunger and poverty. The site discusses numerous events to support the cause to eliminate hunger.

**Special Milk Program:** [www.fns.usda.gov/cnd/milk](http://www.fns.usda.gov/cnd/milk)

The Special Milk Program (SMP) provides milk to children in schools and childcare institutions who do not participate in other Federal meal service programs. The program reimburses schools for the milk they serve.

**Sports, Play, and Active Recreation for Kids (SPARK):** [www.sparkpe.org/index.jsp](http://www.sparkpe.org/index.jsp)

SPARK is a nonprofit organization founded at San Diego State University. The program focuses on improving the mental and physical health of children and adolescents by providing research-proven curricula, training, and follow-up support to schools and organizations worldwide.

**Summer Food Service Program:** [www.fns.usda.gov/cnd/summer](http://www.fns.usda.gov/cnd/summer)

The Summer Food Service Program was created to ensure that children in lower-income areas could continue to receive nutritious meals during long school vacations, when they do not have access to school lunch or breakfast.

**Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity:** [www.surgeongeneral.gov/topics/obesity/calltoaction/fact\\_vision.htm](http://www.surgeongeneral.gov/topics/obesity/calltoaction/fact_vision.htm)

At this site, the Surgeon General identifies the 15 activities as national priorities for immediate action. Individuals, families, communities, schools, worksites, health care, media, industry, organizations, and government must determine their role and take action to prevent and decrease overweight and obesity.

**Team Nutrition:** [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn)

Team nutrition was designed to make healthy eating policy implementation more successful. Team Nutrition offers nutrition education materials for download or purchase.

**The Emergency Food Assistance Program:** [www.fl-ag.com/food/tefap.htm](http://www.fl-ag.com/food/tefap.htm)

The Emergency Food Assistance Program (TEFAP) is a federal program, which provides food assistance to low-income families through the distribution of food available through the United States Department of Agriculture (USDA). TEFAP is a supplemental food assistance program that is designed to work in combination with other assistance programs in efforts to maximize and target limited food and funding resources. USDA administers the program at the federal level and the Department of Health and Family Services (DHFS) at the state level.

**United States Department of Agriculture:** [www.usda.gov/cnpp/KidsPyra/PyrBook.pdf](http://www.usda.gov/cnpp/KidsPyra/PyrBook.pdf)

This site provides tips for using the food guide pyramid for young children.

**Walk to School Colorado:** [www.dot.state.co.us/BikePed/Walktoschool.htm](http://www.dot.state.co.us/BikePed/Walktoschool.htm)

[www.walktoschool-usa.org/woc2003/seeresource.hsqli?st=co](http://www.walktoschool-usa.org/woc2003/seeresource.hsqli?st=co)

Walk to School Colorado is a vision that communities create pedestrian and bicycle friendly neighborhoods where it is safe for all children to walk or bicycle to school.

**Women, Infants, and Children:** [www.fns.usda.gov/WIC](http://www.fns.usda.gov/WIC)

This site provides information about the Supplemental Food Program for Women, Infants, and Children (WIC). It discusses qualifications and services provided by the WIC program.

**YMCA:** [www.denverymca.org](http://www.denverymca.org) or [www.ymca.net](http://www.ymca.net)

This site provides information on physical activity programs for children.