



Healthy Practices for Preschools to Prevent Childhood Obesity

Free Webinar 6/23/2016

The **Culture of Wellness in Preschools (COWP)** is a collaborative intervention aimed at promoting a “culture of wellness” in preschools throughout Colorado. This project includes the implementation of five components aimed at increasing daily healthy eating and physical activity for preschool students, staff, and their families.

Making Policy, System, and Environment (PSE) Evidence-Based Best Practice Changes in ECE Centers
 Assess, Identify, Make it Happen for Preschools (AIM-P) is a strategic planning process that utilizes key strategies to facilitate the implementation of center-based PSE changes known to increase student and staff opportunities for healthy eating (HE) and physical activity (PA) during the school day.

KEY STRATEGIES

Strengths and Areas of Improvement	Prioritizing Change	Planning for Change
<ul style="list-style-type: none"> • Facilitate a brainstorm with staff about strengths and areas of improvement related to HE/PA opportunities at their center. • Discuss the internal and external factors that influence HE/PA at their center. 	<ul style="list-style-type: none"> • Rate changes on importance and feasibility using a scale of Low, Medium, and High • Importance – How much of a difference will this change make in children’s HE/PA during the school day? Is this change a best practice? How many children will this change impact on a daily basis? • Feasibility – What are barriers related to external costs and resources? What would it take to overcome these barriers? 	<ul style="list-style-type: none"> • Establish ‘to-do’ steps for effective implementation of each HE/PA change • Important considerations: <ol style="list-style-type: none"> 1. Multiple steps are sometimes needed to accomplish a change 2. Evaluate internal & External Resources 3. Set timelines 4. Identify who is responsible for completion of each step

Motivational Interviewing Techniques

Motivational Interview is a communication technique for improving a person’s motivation to make change

Key Skills:

- Use of open-ended questions
- Reflective Listening
- Affirmations
- Summaries

Lessons Learned

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| <ul style="list-style-type: none"> • Recruitment • Importance of Relationships • Encourage focus on healthy eating and physical activity changes that are rated high feasibility and high importance | <ul style="list-style-type: none"> • Ensure director or someone with decision making power is on board with changes • Important to set timelines and short term goals • Long Term sustainability |
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For more Information or questions please contact: Dr. Jini Puma, Jini.Puma@ucdenver.edu or Charlotte Farewell at Charlotte.Farewell@ucdenver.edu

EVIDENCE-BASED POLICY AND ENVIRONMENT CHANGES THAT INCORPORATE CHILD HEALTHY EATING AND PHYSICAL ACTIVITY IN A PRESCHOOL SETTING

PHYSICAL ACTIVITY	HEALTHY EATING
Outdoor Play	Meal Time Environment
Classroom teachers lead children in structured physical activities daily. (Once in a three hour or less time period, twice in a 5 hour or more time period)*	Meals are served family style (where children serve themselves)
A variety of portable play equipment is freely available to students at all times	Staff sit with children and eat the same food
Adequate outdoor facilities for play are provided (open space and fixed equipment)	Staff create social interaction and conversation about food and use enthusiastic modeling of food at meals
Teachers join children in active play*	Children are provided enough time and are not rushed to eat
Children have 2-3 opportunities for outdoor play (60-90 min) per day	Children are not forced to try all foods served; Staff use informal modeling to encourage children to try foods
Physical Activity is not to be used as a punishment	Food is not used as reward or punishment
Physical Activity is used as a reward opportunity for students	Food Served
Outdoor playtime is not withheld for poor behavior	Snacks consisting of fruits and/or vegetables are served 2-3 hours apart
Music and Movement activities are implemented daily (either in classroom or	Children are offered food 10 or more times before deciding if they like it
Indoor Environment	A variety of fruits and vegetables are served over the course of each week
Children are allowed 90-120 minutes of unstructured play per day	Less than 4 oz of 100% juice is served twice in a week
Short activity sessions (10-15 min) using varied movements are implemented	Center does not serve high fat, high sugar and high salt foods for meals or
Children are not sedentary for more than 60 minutes at a time except when napping	Nutritious meat and meat alternates that contain less total fat, saturated fat and sodium than processed meats like bologna, hot dogs, sausage and bacon
Physical Activity Education	Water is readily accessible during all indoor and outdoor environments
Physical activity education is provided to children by using a standardized curriculum at least ≥1 time per week*	Low fat or non fat dairy is only served
Screen Time Best Practices	Nutrition Education
Screen time is limited to no more than 30 minutes per week & designated for educational or physical activity purposes only	Nutrition education and cooking activities are included in lesson plans at least once/month
Families are provided information encouraging them to limit screen time to less than 2 hours per day	Child Care professionals use a nutrition education curriculum that incorporates other subjects, such as sensory development, language, science, math and
Screen time will not be used during any snack or meal time	Nutrition lessons reflect children's culture
Screen time is not used as a reward	Children participate in food preparation activities (ex. cutting fruits and veggies and helping serve/prepare meals)
Additional Policies and Practices	Child care professionals teach children about the taste, smell and texture of foods, the benefits of eating healthy foods, as well as vocabulary and language
Visible support for physical activity is provided in classrooms and common areas through use of posters, pictures, and displayed books	Food Served at Events
Parents are given guidelines regarding clothing that permits easy and safe movement for their children	Special occasions including birthdays are celebrated with healthy food or non food activities
Parents are provided with written, planned physical activity opportunities before, during and after school	Outside food in the classroom is not permitted
	All food and beverages served at events (either inside or outside of the classroom) meet the nutrition standards of the child care program (ex. serve
	Additional Policies and Practices
	Center has a garden and serves fruits/vegetables from the garden for children to taste*
	A written menu is developed at least one month in advance showing all foods to be served and is distributed to parents/guardians
For more information, please contact Charlotte Farewell at	Visible support for healthy eating is provided in classrooms and common areas through use of posters, pictures, and displayed books
charlotte.farewell@ucdenver.edu or 609-937-4241	A wellness committee is established with parent participation*

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