

Healthy Preschoolers

A GUIDE TO WRITING NUTRITION AND
PHYSICAL ACTIVITY POLICIES & PROCEDURES





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GLOSSARY



POLICY

A plan of action; a course or method of action that has been deliberately chosen and that guides or influences future decisions (*Dodds de Wolf, Gregg, Harris & Scargill, 2000*).

PROCEDURES

A particular course of action intended to achieve a result (*Dodds de Wolf, Gregg, Harris & Scargill, 2000*).

STAKEHOLDERS

A person or group having an interest, or stake, in an undertaking (*Dodds de Wolf, Gregg, Harris & Scargill, 2000*).

STRUCTURED PHYSICAL ACTIVITY

Games and activities to help develop movement skills (*Healthy Eating and Active Living for Your 1 to 5 Year Old; Alberta Health & Wellness, 2005*).

UNSTRUCTURED PHYSICAL ACTIVITY

Supervised time for children to play actively alone or with other children (*Healthy Eating and Active Living for Your 1 to 5 Year Old; Alberta Health & Wellness, 2005*).



INTRODUCTION

YOU ARE A KEY PLAYER IN PRESCHOOLERS' HEALTH!

“As a mother of a picky eater, I know how much impact child care providers have on my son's health. My son will not eat vegetables at home, but when he is at his day home he will eat carrots, potatoes and even celery. My son's diet is more complete because a child care provider has taken the time to continually offer vegetables in her menu plan.”

Melissa Kolmel RD

Research has shown that the best time to establish healthy lifestyle habits is the first six years of a child's life. As a child care provider you have the opportunity to create a healthy environment and aid in the fight against the increase in childhood overweight rates. Unhealthy eating and physical inactivity are major contributors to children being overweight. These behaviours increase the risk of chronic diseases such as diabetes and heart disease. As a child, being overweight can also have a negative impact on his/her emotional and mental well-being.

Policies and procedures can create an environment that encourages healthy eating and physical activity. A policy is an action plan; for example, supporting

and promoting healthy eating and physical activity. A procedure is a more specific course of action intended to achieve the policy. An example of a procedure is: all parents will be encouraged to include two food groups in each child's snack.

This guide was developed with you in mind. Please follow these six easy steps to develop, maintain and evaluate policies and procedures that will encourage everyone in your organization to enjoy healthy living!

Please note: The nutrition and physical activity policies your program adopts through this process are not regulated.

POINT TO PONDER:

Every daycare, dayhome and preschool program is set up differently, be flexible with the policy steps in order to make it work for you! For example, dayhomes may choose not to form a committee.



Quick Facts

- In the past 25 years the combined overweight/obesity rate has increased from 15% to 26% (Statistics Canada, 2005).
- 22% of children in Alberta are overweight or obese (Southern Alberta & Child & Youth Health Network, 2005).
- The 2004 Canadian Community Health Survey reported that 59% of children and adolescents consumed less than five servings of fruit and vegetables per day (Statistics Canada, 2005).
- Less than 20% of children meet the Canadian Pediatric Society guidelines of two hours or less of screen time daily (Active Healthy Kids Canada, 2007).
- Less than half of Canadian kids expend enough energy required to maintain a healthy weight and to develop healthy hearts, lungs, muscles, and bones (Active Healthy Kids Canada, 2005).
- Many experts predict that today's children will be the first generation within our collective memory to have poorer health outcomes and a shorter life expectancy than their parents (Olshansky et al., 2005).



PHYSICAL ACTIVITY AND HEALTHY EATING CAN BENEFIT PRESCHOOLER'S IN YOUR PROGRAM

As the quote in the introduction indicates, adopting a physical activity and nutrition policy is your chance to improve the health of the preschoolers' in your program. Regular physical activity and healthy eating

have shown to improve preschooler's health, create a calmer environment, and increase attentiveness. Below are a few of the benefits of physical activity and healthy eating:

Physical activity and healthy eating help children do better in school.

- Children are more alert. They are better able to pay attention and concentrate.
- They have a greater desire to learn new things.
- They are better able to understand, make decisions, and solve problems.

Physical activity and healthy eating improve children's growth, development and mental health.

- Children have greater self-esteem and feel better about their body.
- They are less anxious and depressed.
- They are more eager to do well in and out of the program.
- They have more confidence.
- They can adapt to new or different situations.
- They develop stronger heart, lungs, bones, and muscles.
- They are sick less often.

Physical activity and healthy eating reduce children's risk of overweight and chronic disease.

- Children who are active and eat healthy are more likely to be active and eat well as adults.
- They maintain a healthy weight.
- They are stronger and more physically fit.
- They reduce their risk of chronic disease.

(Government of Manitoba, 2007)





POLICY PROCESS



Step

- 1 IDENTIFY A LEADER; FORM A COMMITTEE
- 2 REVIEW CURRENT PRACTICES
- 3 POLICY DEVELOPMENT
- 4 STAKEHOLDER INPUT
- 5 MAKE A PLAN
- 6 ESTABLISH EVALUATION

Step

1 IDENTIFY A LEADER; FORM A COMMITTEE

Your first step in this process will be to identify a leader. The leader will understand the issue and be able to organize and facilitate the process. This entails identifying stakeholders and forming the committee. It is important to involve all stakeholders in the process of creating and implementing a policy to ensure acceptance and continued support of the policy.

The Committee should include the childcare or preschool supervisor, and representation from parents, funding agencies, licensing agencies, board members, and front line staff. Other stakeholders, for example, healthcare professionals, active living specialists, food suppliers, and/or interested community members should be welcome to join as well. The knowledge and expertise of committee members will help to create a policy that works best for your program.

GETTING STARTED:

- Invite stakeholders to participate in the committee (*see Appendix I: Example letter of invitation*).
- Prepare a brief overview to present to stakeholders at the first meeting
 - * Present sections of this manual including:
 - *Physical Activity and Nutrition can Benefit the Preschoolers' in Your Program*
 - *Quick Facts*
- Have the stakeholders complete the Stakeholder Interest Survey (*see Appendix II*). This will help to determine the level of interest and commitment for moving forward.
- Establish membership, clear roles, responsibilities, and expectations for committee members and ensure all members are encouraged to communicate their ideas and suggestions.
- Establish realistic timeframes for the development of your policy.



POLICY PROCESS

Step

2 REVIEW CURRENT PRACTICES

Reviewing your current nutrition and physical activity practices will provide the basis for policy development. This will identify where you are succeeding, where improvement is required, and what gaps exist.

Use the checklist below to rate your childcare or preschool program's current nutrition and physical activity practices. Use a checkmark (✓) to indicate the items you practice and an (✗) to indicate the items that you do not.

NUTRITION CHECKLIST

To promote healthy eating we:

HEALTHY EATING GUIDELINES:

- ☐ Ensure all snacks include healthy foods from at least two of the four food groups.
- ☐ Ensure all meals include healthy foods from at least three of the four food groups.
- ☐ Ensure all serving sizes are in accordance with the Healthy Eating and Activity Living for your 1 – 5 year old (HEAL) booklet.
- ☐ Ensure water is available at all times.
- ☐ Serve/encourage milk at meal or snack times.
- ☐ Serve/encourage whole grains (E.G.: brown rice, whole wheat pasta, oatmeal, and whole grain bread).
- ☐ Serve/encourage grain products that are low in fat, sugar and salt (*see Appendix III: Reading Nutrition Labels*).
- ☐ Serve/encourage one dark green and one orange fruit or vegetable each day (*see Appendix IV: Examples of Green and Orange Fruit and Vegetables*).
- ☐ Serve/encourage vegetables and fruit prepared with little or no added fat, sugar and salt.
- ☐ Serve/encourage meat alternatives such as beans, lentils, and tofu once a week.
- ☐ Serve/encourage baked or canned fish once a week (*see page 13 in the HEAL booklet for safe choices*).
- ☐ Serve/encourage lean meats and alternatives prepared with little or no added fats or salt once a day.
- ☐ Limit packaged foods that contain trans-fats.
- ☐ Avoid offering snacks of sticky, sweet foods such as dried fruit and raisins (*see Appendix V: Nutrition Recommendations for Dental Health*).
- ☐ Limit foods from the “foods to serve least often” list on page 7 of the HEAL booklet to one serving per week.
- ☐ Avoid foods from the “foods to serve least often” list on page 7 of the HEAL booklet for fundraising (E.G.: chocolate bars and cookie dough).
- ☐ Other: _____

EATING ENVIRONMENT:

- ☐ Give children 20 – 30 minutes to enjoy meals and snacks.
- ☐ Provide snacks and meals in a designated area where children can sit and eat without distraction.
- ☐ Always have at least one adult or staff member sit and eat with the children at snack and meal time.
- ☐ Allow two to three hours between the end of snack time and the beginning of meal time.
- ☐ Other: _____

HEALTHY EATING EDUCATION:

- ☐ Have all staff model healthy eating habits by eating in accordance with Canada's Food Guide.
- ☐ Teach the children about healthy nutrition daily (*see Appendix VI: Fun Ideas for Teaching Preschoolers about Nutrition*).
- ☐ Include children in snack and meal preparation.
- ☐ Offer opportunities for families to provide input with menu planning.
- ☐ Have a community professional visit each month to talk about healthy lifestyles.
- ☐ Grow a vegetable garden or visit a community garden.
- ☐ Other: _____

HEALTHY EATING PROMOTION:

- ☐ Serve healthy food and drink choices at all special events (*see Canada's Food Guide*).
- ☐ Avoid using food (nutritious or otherwise) as a reward.
- ☐ Other: _____



POLICY PROCESS

Step

2 REVIEW CURRENT PRACTICES

PHYSICAL ACTIVITY CHECKLIST

To promote physical activity we:

PHYSICAL ACTIVITY GUIDELINES:

- ☐ Include half of the recommended daily structured physical activity in our programming (*see page 14 in the HEAL booklet*).
- ☐ Include half of the recommended daily unstructured physical activity in our programming (*see page 14 in the HEAL booklet*).
- ☐ Spend 30 minutes or more per day outside (weather permitting).
- ☐ Ensure endurance, flexibility and strength are incorporated into physical activity each day.
- ☐ Other: _____

PHYSICAL ACTIVITY EDUCATION:

- ☐ Teach children about physical activity and make it fun (*see Appendix VII: Fun Ideas for Teaching Preschoolers about physical activity*).
- ☐ Educate parents about the daily physical activity recommendations.
- ☐ Include information in newsletters to encourage families to be active.
- ☐ Inform parents about local recreation opportunities.
- ☐ Other: _____

PHYSICAL ACTIVITY PROMOTION:

- ☐ Ensure physical activity is co-operative and non-competitive in nature.
- ☐ Ensure all physical activities are developmentally appropriate (*see pages 18–19 in HEAL booklet for ideas*).
- ☐ Follow safety recommendations for all equipment and activities.
- ☐ Limit screen time (E.G.: television, computer, video games) to 60 minutes or less per day.
- ☐ Walk to field trip locations instead of driving (weather and safe routes permitting).
- ☐ Incorporate physical activity into meetings, special events and fundraisers.
- ☐ Other: _____

NUMBER OF CHECKMARKS:



Based on the number of checkmarks your program has, you fit into one of the categories below.



How did you rate?

0 - 10 Checkmarks - Getting Started

If your childcare or preschool program had a total of 0-10 checkmarks, strive to include more of the procedures from the checklist to achieve a Bronze Standard policy.

11 - 22 Checkmarks - Bronze

If your childcare or preschool program had a total of 11-22 checkmarks, you have already attained a bronze standard policy – be sure these practices are formalized in your policy and procedures! Implement some of the procedures that you had marked with an “x” to progress to a Silver Standard policy! Keep up the good work!

23 - 34 Checkmarks - Silver

If your childcare or preschool program had a total of 23-34 checkmarks, you have already attained a silver standard policy – be sure these practices are formalized in your policy and procedures. Good job! You are now ready to strive for a Gold Standard policy.

35 - 42 Checkmarks - Gold

If your childcare or preschool program had a total of 35-42 checkmarks, you have already attained a Gold standard policy – be sure these practices are formalized in your policy and procedures! Excellent work! To maintain the Gold Standard it is recommended to evaluate your practices on a regular basis.

POINT TO PONDER:

As you are striving toward your next policy standard, try to balance the procedures you choose to implement between nutrition and physical activity.



POLICY PROCESS

Step

3 POLICY DEVELOPMENT

This step will help you identify your policy priorities. A policy is “a plan of action; a course or method of action that has been deliberately chosen and that guides or influences future decision” (Dodds, Gregg, Harris, & Scargill, 2000). Work through the questions below to identify what direction you would like your program to take for the future.

Decide on three guidelines from the checklist you marked with an (X) that you feel would **most** improve your program (you can choose more than three if you like).

1. _____
2. _____
3. _____

EXAMPLE - PEAS IN A POD DAYCARE

KEY GUIDELINES TO IMPLEMENT:

1. Offer opportunities for families to provide input into menu planning.
2. Inform parents about local recreation opportunities.
3. Incorporate physical activity into meetings, special events and fundraisers.

Discuss why you chose these guidelines. What are the values underlying each of your choices?

EXAMPLE - PEAS IN A POD DAYCARE

VALUES:

1. **GUIDELINE:** Offer opportunities for families to provide input into menu planning.
VALUE: We want to ensure that parents are supportive of the policy, educated and engaged in the process.
2. **GUIDELINE:** Inform parents about local recreation opportunities.
VALUE: We would like dedication to healthy lifestyles continued into other parts of the children's lives, as this will have the greatest impact.
3. **GUIDELINE:** Incorporate physical activity into meetings, special events and fundraisers
VALUE: Role modeling in every aspect of life is essential in encouraging children to adopt healthy lifestyle habits.

The values you have listed will be incorporated into your policy statement(s). You may choose to include all of your values in one general policy statement, or you may choose to write a few different policy statements.

EXAMPLE - PEAS IN A POD DAYCARE

POLICY STATEMENTS

Peas in a Pod Daycare engages parents in developing a healthy environment for the children attending our program.

Peas in a Pod Daycare educates and supports parents in teaching their children healthy living habits throughout all aspects of their lives.

Peas in a Pod Daycare require our staff and encourage parents to role model healthy living habits for the children who attend our program.

If you would like to have just one policy statement, it could look something like this:

Peas in a Pod Daycare is dedicated to promoting healthy eating and physical activity through: supporting, educating, and engaging parents in developing a healthy living environment and role modeling healthy behaviours for the children who attend our program.

Once you have developed a draft policy statement proceed to Step 4: Stakeholder Input, where you will receive feedback on your proposed policy statement.





POLICY PROCESS

Step

4 STAKEHOLDER INPUT

Although you should already have representation on your committee from all the stakeholder groups, it is important to provide an opportunity for those stakeholders not on the committee to provide input. This is important because the policy will impact them and they will help determine the success of policy implementation.

REMINDER:

Stakeholders may include: parents, funding agencies, food suppliers, licensing agencies, board members, and staff. Depending on your situation you may have other stakeholders than those listed above.

There are many ways to get stakeholder input. Here are a few examples:

- Surveys/ Questionnaires
- One on one discussions
- Focus groups

The approach you choose is going to depend on how easily you can bring everyone together, how much time you have available, and what you are most comfortable with. A focus group is one of the most efficient and effective approaches (*see Appendix VIII: Example Focus Group Agenda and Appendix IX: Group Facilitation Tips*).

If well facilitated, a focus group can create constructive discussion and ideas that may not arise when feedback is provided individually. It also has greater opportunity to end in group consensus that may be harder to reach when dealing with individual feedback.

Regardless of the approach you choose to take, consider these questions:

- Do the stakeholders understand the reasons for and benefits of a Nutrition and Physical Activity Policy? If not, more education may be necessary prior to moving forward.
- Overall, are the stakeholders supportive of implementing a Nutrition and Physical Activity Policy?
- What are some of the challenges that the stakeholders foresee regarding policy implementation? How can you account for these challenges?
- What strengths and resources are identified that would help make implementation a success?

After gathering feedback, compile it into a report that will be easy to use in Step Five: Make a Plan.





POLICY PROCESS

Step

5 MAKE A PLAN

To implement a policy you need a plan, which is made up of procedures. A procedure is “a particular course of action intended to achieve a result” (Dodds, Gregg, Harris, & Scargill, 2000). The guidelines in the checklist in Step 2: Review Current Practices and the ones that you chose in Step 3: Policy Development can be used as procedures. You may change the wording of these procedures to better fit your needs. You can also add your own procedures as you see fit.

The guidelines that you chose in Step 3 are a great start. Review the checklist in Step 2 again (keeping in mind your policy statement); mark off any other guidelines that reflect the values your policy is based on and that will help you be successful.

REMINDER:

Do not forget to include your current practices in your procedures. If these practices do not fit with your newly written policy statements, you may want to add to the policy statement or create another one to capture these practices.

To help decide what procedures would be most realistic and appropriate for your policy and program, you have to think about the challenges you may be faced with in implementing the procedures.

These are a few examples of factors that will be important to consider when deciding what procedures to use to support your policy:

- *Parent readiness/support* • *Staff readiness/support* •
- *Accessibility of food* • *Cost* • *Time* •
- *Community Resources* •



EXAMPLE - PEAS IN A POD DAYCARE

OFFER OPPORTUNITIES FOR FAMILIES TO PROVIDE INPUT INTO MENU PLANNING

For each procedure you would like to implement, use the chart below to make sure the procedure is realistic and appropriate.

FACTOR	CHALLENGE	SOLUTION
A) Parents	May not be able to meet during business hours	Have an evening meeting once a month Send a feedback form home with children
B) Staff responsible for preparing the meals or snacks	Could take longer to prepare May have more ideas to add to meal plan	Include staff responsible for preparing the meals/snacks in the meeting Share with parents the timeframe allotted for food preparation
C) Budget	May increase the cost of the food provided	Share with parents the budget they have to work with Buy in bulk

FACTOR	CHALLENGE	SOLUTION
A)		
B)		
C)		

(See Appendix X: Adopting New Procedures Worksheet for a blank chart)

POINT TO PONDER:

Gradually introduce new changes to give everyone affected time to adapt to the changes.



POLICY PROCESS

Step

5 MAKE A PLAN

Below is an example of how a policy statement and procedures may look when complete. Your policy and procedures may be a different length depending on which standard level you are working on. You may have

EXAMPLE POLICY STATEMENT AND PROCEDURES

A **SILVER STANDARD** Policy Statement and Procedures may look something like this:

PEAS IN A POD DAYCARE is dedicated to promoting healthy eating and physical activity through: supporting; educating; and engaging parents in developing a healthy living environment; and role modeling healthy behavior for the children who attend our program.

HEALTHY EATING GUIDELINES:

- Ensure all snacks include healthy foods from at least two of the four food groups.
- Ensure all meals include healthy foods from at least three of the four food groups.
- Ensure all serving sizes be in accordance with the HEAL booklet.
- Ensure water is available at all times.
- Serve/encourage milk at meal or snack times.
- Serve/encourage whole grains (E.G.: brown rice, whole wheat pasta, oatmeal, and whole grain bread).
- Serve/encourage vegetables and fruit prepared with little or no added fat, sugar and salt.
- Limit packaged foods that contain trans-fats.
- Avoid offering snacks of sticky, sweet foods such as dried fruit and raisins.

EATING ENVIRONMENT GUIDELINES:

- Give children 20 – 30 minutes to enjoy meals and snacks.
- Provide snacks and meals in a designated area where children can sit and eat without distraction.
- Always have at least one adult or staff member sit and eat with the children at snack and meal time.

HEALTHY EATING EDUCATION GUIDELINES:

- Have all staff model healthy eating habits by eating in accordance with Canada's Guide to Healthy Eating.
- Teach the children about healthy nutrition daily.
- Include children in snack and meal preparation.
- Offer opportunities for families to provide input with menu planning.

a standard format for policies and procedures that you need to follow. Therefore, your policy and procedures do not HAVE to be formatted this way.

HEALTHY EATING PROMOTION GUIDELINES:

- Serve healthy food and drink choices at all special events.
- Avoid using food (nutritious or otherwise) as a reward.

PHYSICAL ACTIVITY GUIDELINES:

- Include half of the recommended daily structured physical activity in our programming.
- Include half of the recommended daily unstructured physical activity in our programming
- Spend 30 minutes or more per day outside (weather permitting).
- Ensure endurance, flexibility and strength based activities are incorporated into physical activity each day.

PHYSICAL ACTIVITY EDUCATION:

- Teach children about physical activity and make it fun
- Include information in newsletters to encourage families to be active.
- Inform parents about local recreation opportunities.

PHYSICAL ACTIVITY PROMOTION GUIDELINES:

- Ensure physical activity is co-operative and non-competitive in nature.
- Ensure all physical activities are developmentally appropriate.
- Follow safety recommendations for all equipment and activities.
- Limit screen time (E.G.: television, computer, video games) to 60 minutes or less per day.
- Incorporate physical activity into meetings, special events and fundraisers.



POLICY PROCESS

Step

6 ESTABLISH EVALUATION

Evaluation is a continuous process which allows you to measure your successes. A strong evaluation plan consists of feedback and ongoing monitoring. In the beginning it is important to revisit the policy and procedures regularly. This will ensure that they are all being followed.

To evaluate your implementation plan you may want to create a document similar to the checklist. However, only include the procedures that you have committed to in your policy (*see Appendix XI: Example Evaluation Checklist*). Rate yourself with Always (A), Sometimes (S), or Never (N). The procedures that you rate as “sometimes” or “never” need to be revisited.

After completing the checklist, individually revisit each procedure that did **not** get rated as “always”. Determine why the procedure is not being implemented successfully and then brainstorm solutions. These solutions could include any of the following:

- Contributing more resources.
- Educating staff or parents more about the policy and procedures.
- Being more conscious of the procedures when meal planning, special event planning, fundraising, etc.
- Changing the procedure to accommodate more realistic expectations.

Evaluate your checklist at least once a year. In the first year of implementation you may want to review your evaluation more frequently.

Should you need to make a procedure change here is an example (*see Appendix XII: Procedure Change Worksheet*):



PROCEDURE CHANGE WORKSHEET

Original Procedure	Serve one dark green and one orange vegetable or fruit each day.
Challenge	Only one meal is served at peas in a pod daycare a day. It is difficult to fit both a dark green and orange vegetable and fruit into this one meal.
Amended Procedure	Serve one dark green or one orange vegetable or fruit each day.



APPENDIX I

EXAMPLE LETTER OF INVITATION

[INSERT DATE]

[INSERT NAME OF STAKEHOLDER]

[INSERT ADDRESS OF STAKEHOLDER]

(INCLUDE POSTAL CODE)

Dear [INSERT NAME OF STAKEHOLDER]:

The preschool years are a critical period for the development of lifelong habits. Currently one in four children in Alberta is classified as overweight. Children who are overweight are more likely to be overweight as adults and have an increased risk of developing chronic diseases, such as, heart disease and diabetes. Therefore, it is important to help our children achieve a healthy start.

The [INSERT NAME OF YOUR ORGANIZATION] would like to invite you to take part in the process of creating a policy for our organization to ensure that the children in our community do have the best chance for a healthy start. We welcome your input in creating a policy for nutrition and physical activity that will benefit children, parents and caregivers.

We welcome you to attend our first meeting at [INSERT LOCATION] on [INSERT DATE] at [INSERT TIME] and look forward to hearing your ideas. If you have any questions or comments and to confirm your attendance please contact [INSERT NAME] at [INSERT PHONE NUMBER].

Sincerely,

[INSERT NAME OF SENDER]



APPENDIX II

STAKEHOLDER INTEREST SURVEY

POINTS TO CONSIDER:

- Be clear about the purpose of the survey
- Provide the definitions for Policy and Procedures (*see the Glossary on page 3*)
- Determine the number of surveys that can be realistically distributed and compiled
- Only survey the target group
- Keep the survey simple as parents and caregivers are often pressed for time
- Survey participants are more likely to return the survey if they receive it from someone they know
- Provide participants with a self-addressed, stamped envelope

[INSERT ORGANIZATION NAME]: Stakeholder Feedback Survey

[INSERT DATE]

Please take time to fill in the survey below to help us improve the quality of care for children at the [INSERT ORGANIZATION NAME]. *Please note: This survey is anonymous.*

- | | |
|--|--|
| <ul style="list-style-type: none"> • Are you satisfied with the current physical activity programming at the [INSERT ORGANIZATION NAME]?
 <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure • Do you think that the children have adequate opportunities to participate in physical activity?
 <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure • Would you like to have policies and procedures for physical activity?
 <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure • Do you think physical activity policies would ensure the children participate in the appropriate amount and type of physical activity?
 <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure • Are there specific changes/policies that you would like to see implemented?
 <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure • If you answered 'Yes' to Question 5 can you please provide more information on changes/policies you would like to see?
 <hr/><hr/><hr/><hr/> • Are you satisfied with the current food and nutrition practices at [INSERT ORGANIZATION NAME]?
 <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure • Do you think that the children have adequate access to healthy, nutritious foods?
 <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure | <ul style="list-style-type: none"> • Would you like to have policies and procedures for healthy eating?
 <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure • Do you think food and nutrition policies would help ensure the children consume mostly healthy, nutritious foods?
 <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure • Are there specific changes/policies that you would like to see implemented?
 <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Unsure • If you answered 'Yes' to Question 5 can you please provide more information those changes/policies?
 <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> <p>Additional Comments:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|--|--|

Thank you for your time and consideration in filling out this survey.



APPENDIX III

READING NUTRITION LABELS

KEY MESSAGES TO REMEMBER:

- Look for the Nutrition Facts:
They are easy to find, and easy to read.
- Use the nutrition facts, the list of ingredients and nutrition claims to make informed food choices.
- ★ Nutrition facts are based on the serving size - compare this amount to the amount you eat.
- ★★ Use % Daily Value to see if a food has a lot or a little of a nutrient.

With the nutrition information on food labels you will be able to:

- Compare products more easily
- Determine the nutritional value of foods
- Better manage special diets
- Increase or decrease your intake of a particular nutrient

Ingredient List

- Ingredients in the food are listed by weight from most to least. If the first 3 ingredients are Fat, Salt or Sugar, the product may not be a nutritious choice.
- The ingredient list is a source of information for people with allergies or for people who avoid certain ingredients based on their beliefs.

Nutrition Facts	
Per 125 ml (87 g)	
Amount	% Daily Value
Calories 80	
Fat 0.5 g	1 %
Saturated 0 g	
+ Trans 0 g	0 %
Cholesterol 0 mg	
Sodium 0 mg	0 %
Carbohydrate 18 g	6 %
Fibre 2 g	8 %
Sugars 2 g	
Protein 3 g	
Vitamin A 2 %	Vitamin C 10 %
Calcium 0 %	Iron 2 %

NUTRITION CLAIMS

A nutrition claim is a statement that describes the amount of a nutrient in a food. Nutrition claims are usually visible on the food packages and can help us make more informed choices about the foods we buy. Here are some examples of common nutrition claims:

Common Nutrition Claim	What It Means
Low in fat	3g of fat or less per serving
Very high in source fiber	6g of fibre or more per serving
Low in salt	140mg of sodium per serving
Source of vitamin C	Food contains 5% or more of the Recommended Daily Intake for vitamin C

(Canada Inspection Agency, 2003)

For more specific information on label reading visit Health Canada's website at:
http://www.hc-sc.gc.ca/fn-an/label-etiquet/index_e.html



APPENDIX IV

EXAMPLES OF GREEN AND ORANGE FRUIT AND VEGETABLES



DARK GREEN VEGETABLES INCLUDE:

Arugula • Asparagus • Broccoli • Brussel Sprouts
Collards • Fresh Parsley • Green Peas
Mustard Greens • Romaine Lettuce • Spinach

Note: Dark green vegetables are rich in folate, an important B vitamin

ORANGE VEGETABLES INCLUDE:

Carrots • Sweet potatoes • Pumpkins • Orange-coloured squash

The following orange fruit may be substituted for the above mentioned vegetables as they are also rich in beta-carotene:

Apricots • Cantaloupe • Mango • Papaya

Note: Orange vegetables are rich in Vitamin A



APPENDIX V

NUTRITION RECOMMENDATIONS FOR DENTAL HEALTH

Diet and nutrition play an integral part in oral health and tooth decay. Dental decay is one of the most common chronic diseases world wide. Fortunately, it is also a highly preventable disease. The main factors that contribute to this issue are the frequency of sugar intake, drinking fluoridated water and oral hygiene.

- The higher the sugar content in foods, the greater risk of cavities.
- Although the nutrient value in chocolate milk is the same as white milk, chocolate milk has added sugar which increases your child's risk of dental decay.
- Sticky foods adhere to the teeth surfaces and increase risk of cavities. Children should be encouraged to brush after sweet snacks. E.G.: Fruit snacks, licorice, chewy candies.
- Although raisins are considered a healthy snack, they can cause a higher incidence of tooth decay because of their sticky properties and can adhere to the tooth surfaces for a prolonged period of time.
- Certain cheeses such as Cheddar, Swiss, Blue, Monterey and some processed cheeses can be beneficial in helping to prevent tooth decay. They help to neutralize the acids in our mouth especially after the consumption of sweet foods.
- Fluoride, a mineral in most tap water, is the best known cavity protector. Children should be encouraged to drink tap water instead of bottled water which does not contain fluoride. Fluoride is also important to ensure a healthy start to the developing adult teeth.





APPENDIX VI

FUN IDEAS FOR TEACHING PRESCHOOLERS ABOUT NUTRITION

- Involve the children in meal preparation.
- Make eating fun! Create food faces out of fruits and vegetables or use cookie cutters to make sandwiches into interesting shapes.
- Incorporate ethnic foods into your meal planning when teaching children about the world we live in. Continued exposure to new foods helps to create a well-rounded diet.
- Talk about the food you are eating—where it comes from, what time of year it grows, what it feels like, the colour and texture. Discuss which food group each part of the snack or meal comes from.
- Take fieldtrips to local farms, orchards, restaurants or supermarkets. Have the children choose their Halloween pumpkin from the patch or pick berries for a summer treat.
- Together pack a picnic! Plan the menu together which includes at least three of the four food groups.
- Make a food collage- Draw or create the Canada's Guide to Healthy Eating rainbow and have the children cut out magazine pictures and stick them to the appropriate part of the rainbow.
- Replace the unhealthy plastic foods that usually come with kitchen play sets with healthier choices.
- Make nutrition bingo cards using pictures of common food items. Have the children colour in the pictures and then play bingo with the completed cards.
- Discuss how healthy foods help you grow and provide energy and unhealthy foods just provide energy.





APPENDIX VII

FUN IDEAS FOR TEACHING PRESCHOOLERS ABOUT PHYSICAL ACTIVITY

ENDURANCE ACTIVITIES: *Activities which get your heart beating faster and help strengthen your heart and lungs.*

- Relate the benefits of being active to your preschoolers. When you have finished doing activities like running or flying kites, talk to your preschoolers about how these types of activities get your heart beating faster and make your heart and lungs stronger. Explain that endurance activities will help them to play longer and harder without getting tired.
- Prior to beginning the activity, have circle time with the preschoolers. Allow them to talk about how they feel prior to the activity by asking them questions such as; does your heart feel like it is beating fast? Do you feel hot? Are you breathing fast?
- After completing the activity have circle time again. Allow them to compare how they feel now to how they felt before the activity by asking similar questions such as are you breathing faster? Help your preschoolers to feel the difference by reminding them of how they felt before the activity. Doing this will help them to understand when and how they get their heart and lungs working harder.
- Use games to teach preschoolers about the benefits and types of endurance activities. For example, create a relay activity. Take two boxes and place them at two different sides of a room/field opposite each other. Fill one box with items such as a cut out of a big heart, soccer ball, skipping rope, etc. Have the preschoolers run/walk to the box filled with items. Tell them to pick one item and run/walk to the other box which is empty. Next, have them place the item in the empty box. Continue process until each preschooler has had at least one turn. After the relay is finished talk to the preschoolers about all the items in the box. *Remember to allow each preschooler time to look at each item. Games such as this are good for endurance and learning.
- Allow time for preschoolers to use their imagination during these activities. For example play some music and allow them to dance around the room; or have preschoolers line up and mimic animal walks as they move from one side of the room to the other.





APPENDIX VII: CONTINUED

FUN IDEAS FOR TEACHING PRESCHOOLERS ABOUT PHYSICAL ACTIVITY

FLEXIBILITY: *Movements which allow your muscles and joints to be able to stretch in different directions reducing the chances of you becoming injured.*

- Incorporate flexibility activities into each day. These types of activities help preschoolers to become aware of their body parts.
- For these activities have preschoolers scrunch, stretch, or turn one body part at a time. For example, have them lie on the floor, next have them scrunch their toes, hold and release; turn their head from side to side; pull in their tummy, hold, release. Repeat with as many different body parts as you wish.
- Have preschoolers take turns with picking body parts to stretch. They'll love taking the lead.
- Make stretching playful by using funny examples such as stretch your back like a cat or stretch your arms like a monkey. Allow preschoolers the chance to use their imagination and stretch how they think the animal/ person/ thing would.

STRENGTH EXERCISES: *Movements such as lifting, pulling, and pushing which allow your muscles to build strength.*

- Explain to preschoolers the importance of developing strong muscles and bones.
- Try to incorporate motor skill development and balance into these activities. Examples of fun activities would include; bean bag toss, parachute games, or rocking chair (sitting on your bum with your arms wrapped around your legs and rocking back and forth).
- When doing such activities talk about the muscle areas which are being used. For example, "You are using your arm muscles when you throw the bean bag"; then ask the group to feel their arm muscles?





APPENDIX VIII

EXAMPLE FOCUS GROUP AGENDA

** Be sure to provide healthy snack and drink choices! **

** Suggested timing may have to be adjusted depending on the size of your group. **

- Introductions (10 minutes)
- Background information (10 minutes)
 - a. Why a Nutrition and Physical Activity policy is important
(refer to policy guide introduction)
 - b. How this process was initiated
 - c. What has been completed to date
 - d. Purpose of this meeting – what you want to achieve.
- Distribute the proposed policy statement
(10 minutes)
- Initial questions, thoughts, comments
(10 minutes)
- If the policy statement is agreed upon, use remainder time during the meeting to determine how the policy can be achieved and discuss possible procedures.
- Conclusion, thank-yous, means to provide additional feedback, and how the feedback is going to be used
(5 minutes)





APPENDIX IX

GROUP FACILITATION TIPS

- Create a welcoming environment where people will feel comfortable sharing.
- Ensure opportunities for everyone to express their opinions.
- Set some ground rules that will encourage a productive and respectful meeting.
- Have two facilitators, one to take notes on a flipchart and the other to facilitate the discussion.
- Keep the discussion on topic and try not to let anyone dominate the discussion.
- If debate starts, ensure the debate revolves around the issue and does not get personal.
- Provide the small groups with flipchart paper and markers to record their discussion.
- Have each small group assign a recorder and a speaker before they begin their discussion.
- During small group discussion the facilitators should circulate between the groups to answer questions and keep discussions flowing.
- Stick to the agenda; make sure that the discussions remain on time. If necessary and desired, you can plan another meeting to have further discussion.
- Listen actively; ensure that you understand the message. Clarify by asking questions or restating points in your own words and asking if that is what is meant.
- The recorder should write word for word if possible, if a summary is required, ask the person who shared the idea if it is the summary is correct.

At the end of each feedback opportunity, summarize the different opinions and link it to the next step.





APPENDIX X

ADOPTING NEW PROCEDURES WORKSHEET

PROCEDURE:		
FACTOR	CHALLENGE	SOLUTION
A)		
B)		
C)		

PROCEDURE:		
FACTOR	CHALLENGE	SOLUTION
A)		
B)		
C)		

PROCEDURE:		
FACTOR	CHALLENGE	SOLUTION
A)		
B)		
C)		

PROCEDURE:		
FACTOR	CHALLENGE	SOLUTION
A)		
B)		
C)		



APPENDIX XI

EXAMPLE EVALUATION CHECKLIST

(based on the example policy and procedures in Step5)

Set up a document similar to this with the procedures that you have chosen for your policy. Rate each procedure according to the scale below, based on how often your childcare or preschool program abides by each procedure:

(N) – NEVER

(S) – SOMETIMES

(A) – ALWAYS

NUTRITION CHECKLIST

To promote healthy eating for children we:

HEALTHY EATING GUIDELINES:

- ☐ Ensure all snacks include healthy foods from at least two of the four food groups.
- ☐ Ensure all meals include healthy foods from at least three of the four food groups.
- ☐ Ensure all serving sizes be in accordance with the HEAL booklet.
- ☐ Ensure water is available at all times.
- ☐ Serve/encourage milk at meal or snack times.
- ☐ Serve/encourage whole grains (E.G.: brown rice, whole wheat pasta, oatmeal, and whole grain bread).
- ☐ Serve/encourage grain products that are low in fat, sugar and salt
- ☐ Serve/encourage one dark green and one orange fruit or vegetable each day.
- ☐ Serve/encourage vegetables and fruit prepared with little or no added fat, sugar and salt.
- ☐ Serve/encourage meat alternatives such as beans, lentils, and tofu once a week.
- ☐ Serve/encourage baked or canned fish once a week.
- ☐ Serve/encourage lean meats and alternatives prepared with little or no added fats or salt once a day.
- ☐ Limit packaged foods that contain trans-fats.
- ☐ Avoid offering snacks of sticky, sweet foods such as dried fruit and raisins.
- ☐ Limit foods from the “foods to serve least often” list on page 7 of the HEAL booklet to one serving per week.
- ☐ Avoid foods from the “foods to serve least often” list on page 7 of the HEAL booklet for fundraising (E.G.: chocolate bars and cookie dough).
- Other: _____
- ☐ _____
- ☐ _____

EATING ENVIRONMENT:

- ☐ Give children 20 – 30 minutes to enjoy meals and snacks.
- ☐ Provide snacks and meals in a designated area where children can sit and eat without distraction.
- ☐ Always have at least one adult or staff member sit and eat with the children at snack and meal time.
- ☐ Allow two to three hours between the end of snack time and the beginning of meal time.
- Other: _____
- ☐ _____
- ☐ _____

HEALTHY EATING EDUCATION:

- ☐ Have all staff model healthy eating habits by eating in accordance with Canada’s Guide to Healthy Eating.
- ☐ Teach the children about healthy nutrition daily.
- ☐ Include children in snack and meal preparation.
- ☐ Offer opportunities for families to provide input with menu planning.
- ☐ Have a community professional visit each month to talk about healthy lifestyles.
- ☐ Grow a vegetable garden or visit a community garden.
- Other: _____
- ☐ _____
- ☐ _____

HEALTHY EATING PROMOTION:

- ☐ Serve healthy food and drink choices at all special events.
- ☐ Avoid using food (nutritious or otherwise) as a reward.
- Other: _____
- ☐ _____
- ☐ _____



APPENDIX XI: CONTINUED

EXAMPLE EVALUATION CHECKLIST

(based on the example policy and procedures in Step 5)

Set up a document similar to this with the procedures that you have chosen for your policy. Rate each procedure according to the scale below, based on how often your childcare or preschool program abides by each procedure:

(N) – NEVER

(S) – SOMETIMES

(A) – ALWAYS

PHYSICAL ACTIVITY CHECKLIST

To promote physical activity for children we:

PHYSICAL ACTIVITY GUIDELINES:

- ☐ Include half of the recommended daily structured physical activity in our programming.
- ☐ Include half of the recommended daily unstructured physical activity in our programming.
- ☐ Spend 30 minutes or more per day outside (weather permitting).
- ☐ Ensure endurance, flexibility and strength are incorporated into physical activity each day.
- Other: _____
- ☐ _____
- ☐ _____

PHYSICAL ACTIVITY EDUCATION:

- ☐ Teach children about physical activity and make it fun.
- ☐ Educate parents about the daily physical activity recommendations.
- ☐ Include information in newsletters to encourage families to be active.
- ☐ Inform parents about local recreation opportunities.
- Other: _____
- ☐ _____
- ☐ _____

PHYSICAL ACTIVITY PROMOTION:

- ☐ Ensure physical activity is co-operative and non-competitive in nature.
- ☐ Ensure all physical activities are developmentally appropriate.
- ☐ Follow safety recommendations for all equipment and activities.
- ☐ Limit screen time (E.G.: television, computer, video games) to 60 minutes or less per day.
- ☐ Walk to field trip locations instead of driving (weather and safe routes permitting).
- ☐ Incorporate physical activity into meetings, special events and fundraisers.
- Other: _____
- ☐ _____
- ☐ _____



APPENDIX XII

PROCEDURE CHANGE WORKSHEET

PROCEDURE CHANGE WORKSHEET	
Original Procedure	
Challenge	
Amended Procedure	

PROCEDURE CHANGE WORKSHEET	
Original Procedure	
Challenge	
Amended Procedure	

PROCEDURE CHANGE WORKSHEET	
Original Procedure	
Challenge	
Amended Procedure	

PROCEDURE CHANGE WORKSHEET	
Original Procedure	
Challenge	
Amended Procedure	



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