

Healthy Eating

BKC-EC-14

Participants Workbook

BASIC KNOWLEDGE

CURRICULUM

EARLY CHILDHOOD



2021

Preface

Basic Knowledge Curriculum – Early Childhood

This curriculum has been designed to give child care and early learning professionals foundational knowledge to be successful when caring for children. The information presented in the curriculum is for all professionals working in family or center-based child care and early learning programs. This basic information about concepts and skills is ideal for an entry-level staff member, but may also be beneficial for more seasoned professionals as a “refresher course.” The entire Basic Knowledge Curriculum – Early Childhood curriculum is 36 clock hours and consists of 18 sessions trainings meeting *Core Competencies for Early Childhood and Youth Development Professionals (Kansas and Missouri)* (Levels 1 and 2) and Child Development Associate Credential content areas. Participants can complete these trainings in any order. All sessions are offered by Child Care Aware® of Missouri through a local child care resource and referral agency.

For additional information about this curriculum series contact:

Child Care Aware® of Missouri 1-800-200-9017

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Basic Knowledge Curriculum – Early Childhood

Session Success

Foundational:

- Positive Interactions with Children (*BKC-EC 1*)
- Child Safety & Routine Care (*BKC-EC 2*)
- Child Abuse & Neglect-Mandated Reporter (*BKC-EC 3*)
- Safe Environments (*BKC-EC 4*)
- Guiding Children’s Behavior (*BKC-EC 5*)
- Playing with a Purpose (*BKC-EC 6*)
- Routines, Rituals & Schedules (*BKC-EC 7*)

Supporting:

- Physical Development (*BKC-EC 8*)
- Language & Communication Development (*BKC-EC 9*)
- Social & Emotional Development (*BKC-EC 10*)
- Creative Development in Children (*BKC-EC 11*)
- Cognitive Development (*BKC-EC 12*)
- Promoting Physical & Mental Health (*BKC-EC 13*)

Healthy Eating (*BKC-EC 14*)

- Group Interactions in Child Care (*BKC-EC 15*)
- Family & Community Engagement (*BKC-EC 16*)
- Promoting Cultural Awareness (*BKC-EC 17*)
- Professionalism & Leadership (*BKC-EC 18*)
- Emergency Planning (*BKC-EC 19*)



Learning Objectives

Healthy Eating

At the end of the training, participants will be able to:

***These objectives relate directly to the exit assessment.**

- 1.Explain the role of nutrition plays in promoting wellness in children.
- 2.Identify basic guidelines of nutritious meals.
- 3.List strategies to promote nutrition and healthy eating practices with families.

The training will meet the requirements of the *Core Competencies for Early Childhood and Youth Development Professionals* (Kansas and Missouri) and the Child Development Associate Credential (CDA) in the following content areas:

CDA	1. Planning a safe and healthy learning environment. 5. Managing an effective program.	
Core Competencies for Early Childhood and Youth Development Educators (Kansas and Missouri)	V. Health and Safety 5. Promoting Healthy Eating	
	Level 1	c. Promotes age-appropriate activities and interactions to support nutrition and healthy eating practices.
	Level 2	f. Accommodates diverse nutritional needs and eating practices.

Agenda

Healthy Eating

Welcome.....	10 minutes
Shared Agreements	
Review Objectives	
<i>Role of Nutrition</i>	10 minutes
Laying a strong foundation	
Influences on Healthy Eating	
<i>Nutrition</i>	40 minutes
MyPlate	
Meal Requirements	
Components of meals	
Plan a Meal	
Break.....	10 minutes
Individual Nutritional Needs	10 minutes
Introducing New Foods.....	10 minutes
Promoting Nutrition.....	20 minutes
To children	
To families	
Wrap Up	10 minutes
Action Steps	
Review Objectives	
Exit Assessment	
Session Satisfaction Surveys	
MOPD Systems Key Functions	
T.E.A.C.H. MISSOURI Scholarship	
Online On Demand Training—MO Workshop Calendar	
<i>Show Me Child Care Resources</i>	

Action Items

Use this page to record things you plan to do, Topics for further clarification and new ideas from this training.

I WANT TO REMEMBER...

ACTION STEPS:

1.

2.

Healthy Nutrition



Research show that nourishing food:

- Promotes healthy physical development
- Support emotional development
- Improves school performance

Healthy nutrition lowers a person's risks for many chronic diseases including,

- Coronary heart disease
- Stroke
- Some types of cancer
- Diabetes
- Osteoporosis

Healthy nutrition:

- Establishes habits that will last a lifetime
- Is the first line of defense against childhood diseases, which can deter from a healthy lifestyle into adulthood

A healthy lifestyle includes good nutrition in a child's early years. This can have an effect on their health and their ability to:

- Learn
- Communicate
- Think critically
- Socialize effectively
- Adapt to new environments and people

NOTES:



Just the facts

Missouri ranks **38 of 51** for childhood obesity.

12.3% children ages 2-4 participating in WIC are obese (2016)

Missouri ranks **17 of 51** for adolescent obesity.

16.3% adolescents ages 10-17 are obese (2019)

State of Childhood Obesity

According to the Centers for Disease Control, in 2019, obesity prevalence was

13.9% among 2- to 5- year-olds,

18.4% among 6-to 11-year-olds.

NOTES:



Influences on Healthy Eating: Society



- Fast-paced lifestyles
- Sedentary lifestyles
- Processed food
- Poverty/Low Income



Influences on Healthy Eating: Culture



- Ethnicity
- Social
- Geographic background



Good Nutrition Practices

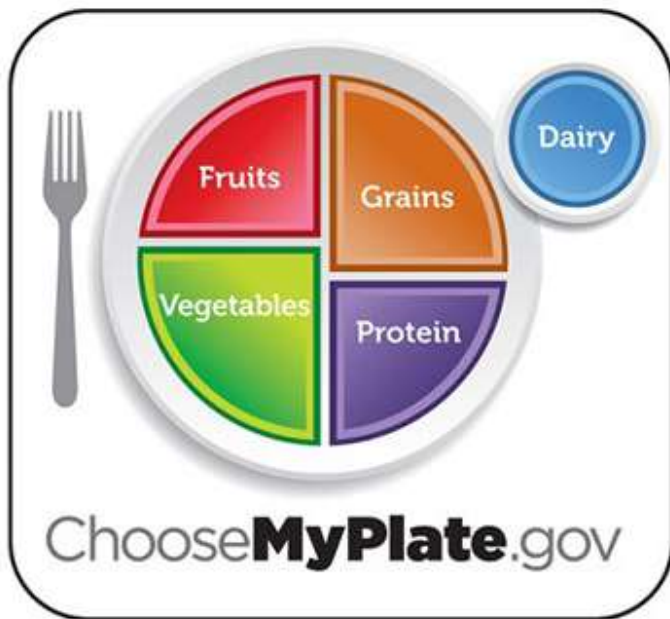
What good nutrition practices does your program do well?

Where could your program improve?



NOTES:





Why is it important for educators to understand the guidelines for good nutrition?

- To ensure nutritious meals and snacks for children
- To educate children about nutrition as it naturally occurs
- To provide families with information on nutrition


- The USDA food plate is the foundation that many programs for nutrition including child care licensing regulations and the child and adult care food program (CACFP).
- The child and adult food program is a program that reimburses child care and early learning programs who serve meals and/or snacks to children.
- The program ensures that all children are given the opportunity for healthy and nutritious foods.
- You can locate additional information by visiting www.fns.usda.gov/cacfp/child-and-adult-care-food-program or asking your resource and referral agency.
- **ChooseMyPlate.gov** has a great interactive tool providing individualized meal plans and exercise plans.
- Educational resources for children and families.
- Learning activities to implement with children that focus on healthy foods, such as:
 - Planning a picnic with children
 - Cooking and baking with children
 - Preparing snacks together
 - setting up a grocery store in the dramatic play area

Resources



Serve Tasty and Healthy Foods in the Child and Adult Care Food Program (CACFP)

Sample Meals for Children Ages 1-2



What is in a Breakfast?

Milk (4 fl. oz. or ½ cup)
Vegetables, Fruit, or Both (¼ cup)
Grains (½ serving)

Optional: Meat/meat alternates may be served in place of the entire grains component up to 3 times per week at breakfast.



Sample Breakfast

- ¼ cup Diced Peaches
- ¼ cup Oatmeal
- ½ cup Milk
 - 1-year-olds: Unflavored whole milk
 - 2-year-olds: Unflavored low-fat (1%) or fat-free (skim) milk



Sample Lunch/Supper

Grilled Cheese Sandwich
Made with ½ serving Enriched Bread and 1 oz. Cheese

- ½ cup Milk
 - 1-year-olds: Unflavored whole milk
 - 2-year-olds: Unflavored low-fat (1%) or fat-free (skim) milk
- ⅛ cup Broccoli
- ⅛ cup Blueberries



What is in a Lunch or Supper?

Milk (4 fl. oz. or ½ cup)
Meat/Meat Alternate (1 oz. eq.)
Vegetables (½ cup)
Fruit (⅛ cup)
Grains (½ serving)

All grains served must be whole grain-rich or enriched.
Breakfast cereals may also be fortified.
At least one grain served each day must be whole grain-rich.



Offer and make water available all day.

What is in a Snack?

Pick 2:

- Milk (4 fl. oz. or ½ cup)
- Meat/Meat Alternate (½ oz. eq.)
- Vegetables (½ cup)
- Fruit (⅛ cup)
- Grains (½ serving)



Sample Snack

- Yogurt Dip
 - Made with ¼ cup (2 oz.) Yogurt
 - Yogurt must not contain more than 23 grams of sugar per 6 oz.
- ½ cup Bell Pepper Strips

Note: Serving sizes are minimums.

Updated USDA Child and Adult Care Food Program (CACFP) meal patterns must be implemented by October 1, 2017. Learn more about the CACFP meal patterns, including information on ounce equivalents (oz. eq.) and serving sizes at <https://teamnutrition.usda.gov>.



Food and Nutrition Service
FNS-667
August 2017
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Serve Tasty and Healthy Foods in the Child and Adult Care Food Program (CACFP)

Sample Meals for Children Ages 3-5



What is in a Breakfast?

Milk (6 fl. oz. or $\frac{3}{4}$ cup)
Vegetables, Fruit, or Both ($\frac{1}{2}$ cup)
Grains ($\frac{1}{2}$ serving)

Optional: Meat/meat alternates may be served in place of the entire grains component up to 3 times per week at breakfast.

$\frac{1}{2}$ serving
Whole Grain-Rich
Mini Pancakes



Sample Breakfast



$\frac{3}{4}$ cup
Unflavored
Low-Fat (1%)
or Fat-Free
(Skim) Milk

$\frac{1}{2}$ cup
Sliced
Strawberries

$\frac{3}{4}$ cup
Unflavored Low-Fat (1%)
or Fat-Free (Skim) milk



1 Taco
Made with
1 $\frac{1}{2}$ oz.
Lean Ground Beef,
 $\frac{1}{4}$ cup
Lettuce*, and
 $\frac{1}{8}$ cup
Chopped Tomatoes

$\frac{1}{2}$ serving
Enriched Flour Tortilla



$\frac{1}{4}$ cup
Roasted Sweet
Potatoes

Sample Lunch/Supper

A second, different vegetable may be served in place of fruit at lunch and supper. In this meal, the $\frac{1}{4}$ cup of lettuce and $\frac{1}{8}$ cup of tomatoes in the taco meets the vegetable component, and the $\frac{1}{4}$ cup of sweet potatoes is used to meet the fruit component.

*Raw leafy greens, such as lettuce, credit for half the amount served. The $\frac{1}{4}$ cup of lettuce in the taco counts as $\frac{1}{8}$ cup of vegetables in this meal.

What is in a Lunch or Supper?

Milk (6 fl. oz. or $\frac{3}{4}$ cup)
Meat/Meat Alternate (1 $\frac{1}{2}$ oz. eq.)
Vegetables ($\frac{1}{4}$ cup)
Fruit ($\frac{1}{4}$ cup)
Grains ($\frac{1}{4}$ serving)



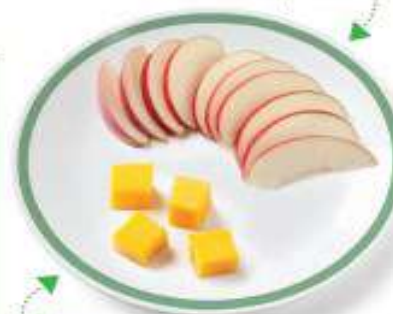
All grains served must be whole grain-rich or enriched.
Breakfast cereals may also be fortified.
At least one grain served each day must be whole grain-rich.

What is in a Snack?

Pick 2:
Milk (4 fl. oz. or $\frac{1}{2}$ cup)
Meat/Meat Alternate ($\frac{1}{2}$ oz. eq.)
Vegetables ($\frac{1}{2}$ cup)
Fruit ($\frac{1}{2}$ cup)
Grains ($\frac{1}{2}$ serving)



$\frac{1}{2}$ cup
Apple Slices



$\frac{1}{2}$ oz.
Cheddar Cheese

Sample Snack

Offer and make water available all day.

Note: Serving sizes are minimums.

Updated USDA Child and Adult Care Food Program (CACFP) meal patterns must be implemented by October 1, 2017. Learn more about the CACFP meal patterns, including information on ounce equivalents (oz. eq.) and serving sizes at <https://teammnutrition.usda.gov>.



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Dairy

- Many children ages 2 to 3 years, and most children 4 years and older, do not consume enough milk and dairy products.
- Milk and dairy products:
 - Provide children with nutrients such as protein, calcium, vitamin D, and potassium.
 - Help build strong bones, teeth, and muscles in growing children.
 - Increase the chance that children will drink milk when they are older.



Examples of Dairy

- Milk
- Cheese
- Yogurt
- Pudding (made with milk)
- Calcium-fortified soymilk



Yogurt must contain no more than 23 grams of sugar per 6 ounces



When serving milk:

- Unflavored whole milk must be served to 1 year old;
- Unflavored low-fat or fat-free milk must be served to children 2 through 5 years old
- Non-dairy milk substitutes that are nutritionally equivalent to milk may be served in place of milk to children or adults with medical or special dietary needs

Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program Build a Healthy Plate With Dairy & Protein • <http://www.teamnutrition.usda.gov/library.html>

NOTES:



Protein



Examples of Protein

- Fish and seafood (salmon, tuna, trout, tilapia or shrimp)
- Beef, pork, lamb (Lean cuts)
- Chicken or Turkey
- Nuts (almonds, peanuts, walnuts)
- Sunflower Seeds
- Eggs
- Yogurt
- Cheese
- Tofu
- Dry Beans and Peas

Tips for Choosing Protein

- Fish and seafood (fresh, frozen, or canned) are good choices for meal time.
 - Try salmon, tuna, trout, and tilapia prepared in different ways: baked, grilled, or in sandwiches or tacos.
- Poultry, like chicken or turkey, can be served grilled, roasted, or in pastas or burritos.
- Look for lean cuts of meat, including beef, pork, and lamb.
- Choose the leanest ground meats possible (including beef, pork, chicken, and turkey)
- Preferably meats labeled “90% lean” or higher.

Meat Alternates

- Offer unsalted, chopped, or finely ground nuts and seeds (including almonds, mixed nuts, peanuts, walnuts, sunflower seeds), and peanut and sunflower seed butters spread thinly.
- Prepare and serve eggs in different ways. Try hard-boiled egg slices, scrambled eggs, or deviled eggs (prepared with low-fat mayo or mustard).
 - Make sure the egg whites and yolks are cooked thoroughly to avoid foodborne illness.
- Cooked, canned, or frozen dry beans and peas are all great options. Vary the choices for dry beans and peas.
- Yogurt and cheese can be credited as a meat alternate.
 - Offer yogurt labeled fat-free or low-fat (1%).
- When selecting cheese, choose low-fat or reduced-fat versions.
 - Cheese must not include the words “processed cheese product” on the label
- Tofu counts as a meat alternate
- Meat and meat alternates may be served in place of the grain component at breakfast a maximum of three times per week

Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program Build a Healthy Plate With Dairy & Protein • <http://www.teamnutrition.usda.gov/library.html>

Fruits and Vegetables

PW page 6



Fruits

- Fresh, frozen, canned, and dried fruits can be served.
 - Served canned fruit that is in 100% fruit juice
- Introduce kids to the whole rainbow of fruit choices.
- Each fruit has its own unique flavor and nutrients.
- Providing different choices each day helps children get the nutrition they need.
 - Limit fruit juice. Serve only one ½-cup (4 oz) serving of 100% juice, once per day.
 - While 100% fruit juice can be part of a healthy diet, it does not contain the dietary fiber found in other forms of fruit.
 - Include good sources of potassium, such as bananas, dried plums, cantaloupe, honeydew melon, nectarines, raspberries, and orange juice.



Vegetables

- Fresh, frozen, or canned vegetables can be served
 - Watch sodium content in canned vegetables.
- Each vegetable contains different amounts of nutrients and fiber, so vary the vegetables you serve.
- Providing different choices each day helps children get the nutrition they need.
- Brighten children's plates often with dark-green, red, and orange vegetables.
- Incorporate a variety of dry beans and peas into the meal.
 - Offer white bean dips or mashed black bean burritos



Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program Build a Healthy Plate With Fruits, Vegetables and Whole Grains • <http://www.teamnutrition.usda.gov/library.html>

NOTES:



Grains

- Any food made from wheat, rice oats, cornmeal, barley or cereal grain
- Grains are divided into two groups: Whole Grains and Refined Grains
- Whole grains haven't had their bran and germ removed by milling.
- Refined grains are milled, a process that strips both bran and germ, many nutrients, including fiber.



Examples of Whole Grains

- Whole Wheat Flour
- Whole Wheat Bread
- Brown Rice
- Popcorn



Examples of Refined Grains

- White flour
- De-germed cornmeal
- White Bread
- White Rice



Grain Information

- Whenever possible, whole-grain versions of these grain products should be offered.
- Most children 2 years and older do not consume enough whole grains or other foods rich in dietary fiber. Provide children with a variety of whole grains during the week.
- The Dietary Guidelines for Americans recommends making at least half your grains whole grains.
- One serving of grains per day must be whole grain-rich
- Grain-based desserts do not count toward the grain component
- Breakfast cereals must contain no more than 6 grams of sugar per dry ounce

Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program Build a Healthy Plate With Fruits, Vegetables and Whole Grains • <http://www.teamnutrition.usda.gov/library.html>

NOTES:



Fats, Fiber, Salt and Sugar

- Infants and children under the age of two years need greater amount of fat in their diets for healthy growth and development of their brains and bodies.
- The brain is primarily made up of fat.
- Infants need the fat in breast milk or full-strength formula to provide this fat needed to produce brain cells.
- Formula or breast milk should be served until approximately twelve (12) months of age, with whole milk served until two years.
- After two years most children's diets switch to the less fat of 2% milk.
- Children should be offered milk for breakfast, lunch and dinner.
- For AM and PM snacks milk can be chosen in place of the other food groups



- Child-sized servings of fresh vegetables, fruits, whole grains, and dried beans and peas provide enough natural fiber for children.
- Children can obtain enough daily servings of fiber within the servings of fruits, vegetables and grain products in the meal patterns.
- Note that some high-fiber foods can cause an upset stomach or diarrhea in young children, i.e. sunflower seeds and pumpkin seeds.

- Children quickly become accustomed to salty foods.
- Children who are given foods with no added salt do not miss it.
- The body does need sodium, but it is present naturally in some vegetables, milk and meats.
- Children who grow up in homes where spices are used in the food preparation will adapt to those flavors and tolerate those tastes in the foods they eat.



Hidden Sugars

How much sugar?



How many teaspoons?

Your Guess: _____

Correct answer: _____



How many teaspoons?

Your Guess: _____

Correct answer: _____



How many teaspoons?

Your Guess: _____

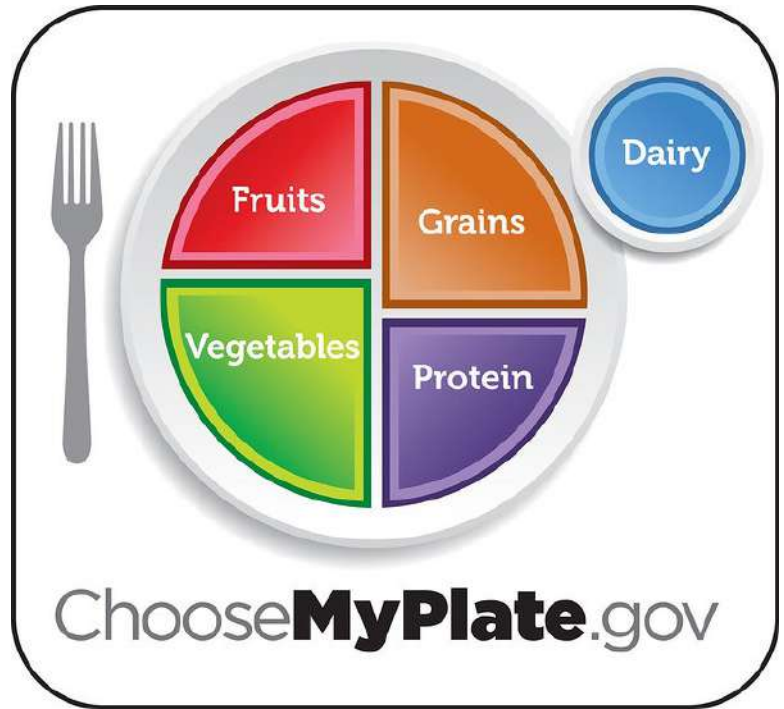
Correct answer: _____

NOTES:



Meal Planning

- Plan a meal for the group of children you currently work with.
- Put the name of the food in the area and include the measurement of each food.
Example: Strawberries 1/4 cup



Meal Plan #1

Age of children: _____

Fruits

Vegetables

Grains

Protein

Dairy

Meal Plan #2

Age of children: _____

Fruits

Vegetables

Grains

Protein

Dairy

Meeting Special Diet Needs

Children may have special dietary needs, such as:

- Food allergies
- Cultural and religious preferences
- Vegetarian diets



Educators, center directors, and parents need to work together in order to ensure that children with special dietary needs receive appropriate foods.

- Planning to accommodate for the child's needs begins before enrollment in the program.
- The program director should ask the family about food needs and family eating patterns before enrolling their child.
- Decide whether or not the program can provide the foods that meet the child's special dietary needs before agreeing to enroll that child in the child care program.
- If the program cannot provide foods to meet the child's needs:
 - ask the parents to provide meals and snacks that meet their child's needs
 - refer the family to another child care program that can better accommodate their child's special diet.

eXtension Alliance for Better Child Care. (2015, September 08). *Accommodating Special Diets in Child Care*. Retrieved from Extension: <http://articles.extension.org/pages/25787/accommodating-special-diets-in-child-care>

Introducing New Foods

We want to expose children to new foods.
Variety is critical to developing healthy eating habits

It takes about
15-20 times to
introduce a new food
before a child will
accept it.

New foods will be accepted more readily if you follow these guidelines:

- Introduce only one new food at a time.
- Serve the new food with familiar foods.
- Serve only small amounts of the new food.
- Introduce new foods only when children are hungry.
- Talk about the new foods only when children are hungry.



- Talk about the new food, its tastes, color, and texture.
- Let children see you eating and enjoying new food.
- Encourage children to taste the new food. If they reject it, accept the refusal and try again in a few weeks. As foods become more familiar, they are more readily accepted.

NOTES:








Voting Sheet

Date _____

Classroom _____

(name of food item)

I Like This A lot 	It's OK 	I Don't Like This Yet 

Teachers,

Make a separate voting sheet for each food different food tasted. Have children put a sticker in one column to show if they like the food or they don't like it yet.

Resources: Food Banks

915 Douglas Street,
St. Joseph MO 64505
Phone: (816) 364-3663
Fax: (816) 364-6404
info@ourcommunityfoodbank.org

2101 Vandiver Dr.
Columbia, MO 65202
Phone: (573) 474-1020
Toll free: (800) 746-3663
Fax: (573) 474-9932

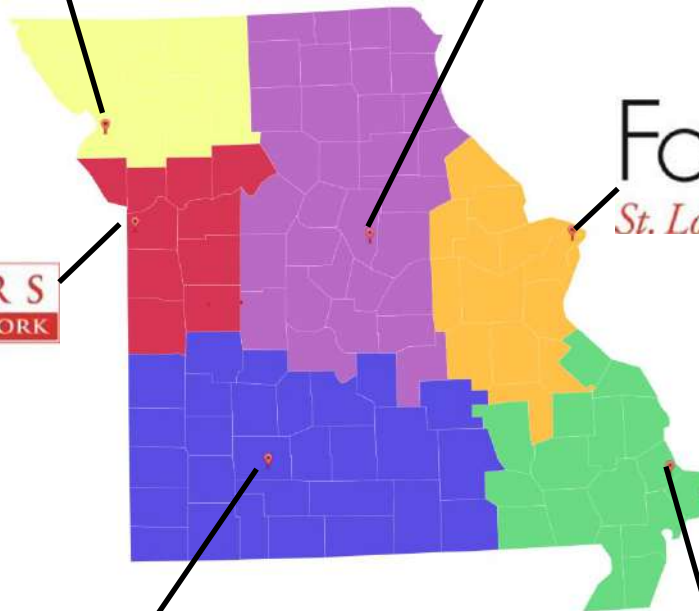


3801 Topping Avenue
Kansas City, MO 64129
Phone: (816) 929-3000
Fax: (816) 929-3123



O'Reilly Center for Hunger Relief
2810 N. Cedarbrook Ave.
Springfield, MO 65803

(417) 865-3411
(417) 865-0504



70 Corporate Woods Drive
Bridgeton, MO 63044
Phone: (314) 292-6262
Fax: (314) 292-6266



600 State Highway H
Sikeston, MO 63801
(573) 471-1818
(855) 703-FOOD(3663)
info@semofoodbank.org

Supporting Nutrition and Healthy Eating Practices with Children and Families



American
Heart
Association®

Cooking with Children

<https://www.heart.org/en/healthy-living/healthy-eating/cooking-skills/meal-planning/kids-help-cook>



<https://www.choosemyplate.gov/families>

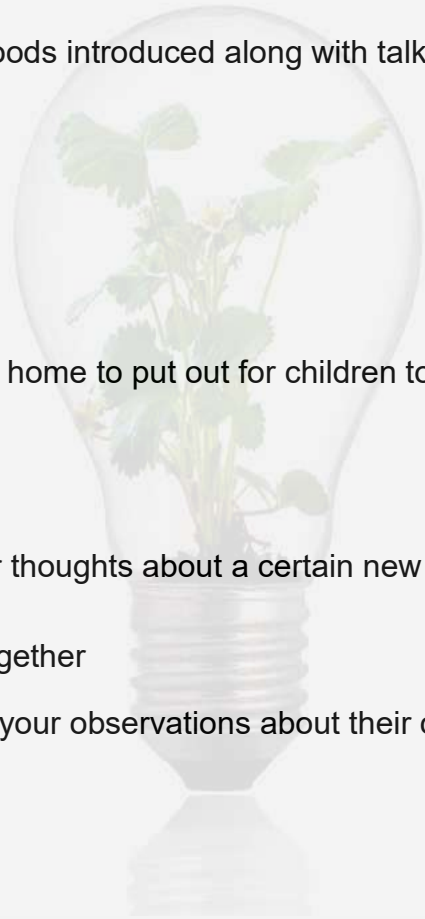


<https://health.mo.gov/living/families/>

<https://health.mo.gov/living/wellness/nutrition/farmtopreschool/posters.php>

Ideas for Family Engagement

- Send home the menu weekly to families and highlight new foods introduced along with talking points for families
 - Have family information nights:
 - Nutrition—MyPlate
 - Cooking with children
 - Introducing new foods
 - Farm to Table
 - Fruit or Vegetable Basket
 - Children can bring in a fruit or vegetable that they have at home to put out for children to use during dramatic play
 - Nutrition Book Bag:
 - Book about nutrition
 - Recipe
 - Note for families to journal, writing their favorite recipes or thoughts about a certain new food
 - Community Garden:
 - Provide a space for the children and families to garden together
 - Talk with families at drop off and pick up about nutrition and your observations about their child
- OTHER IDEAS:





Parent Partnership Plan

Goal:

Concepts:

Information for Newsletter, Website, OR Text blast

Items to put in sign in area:

Talking points with families:

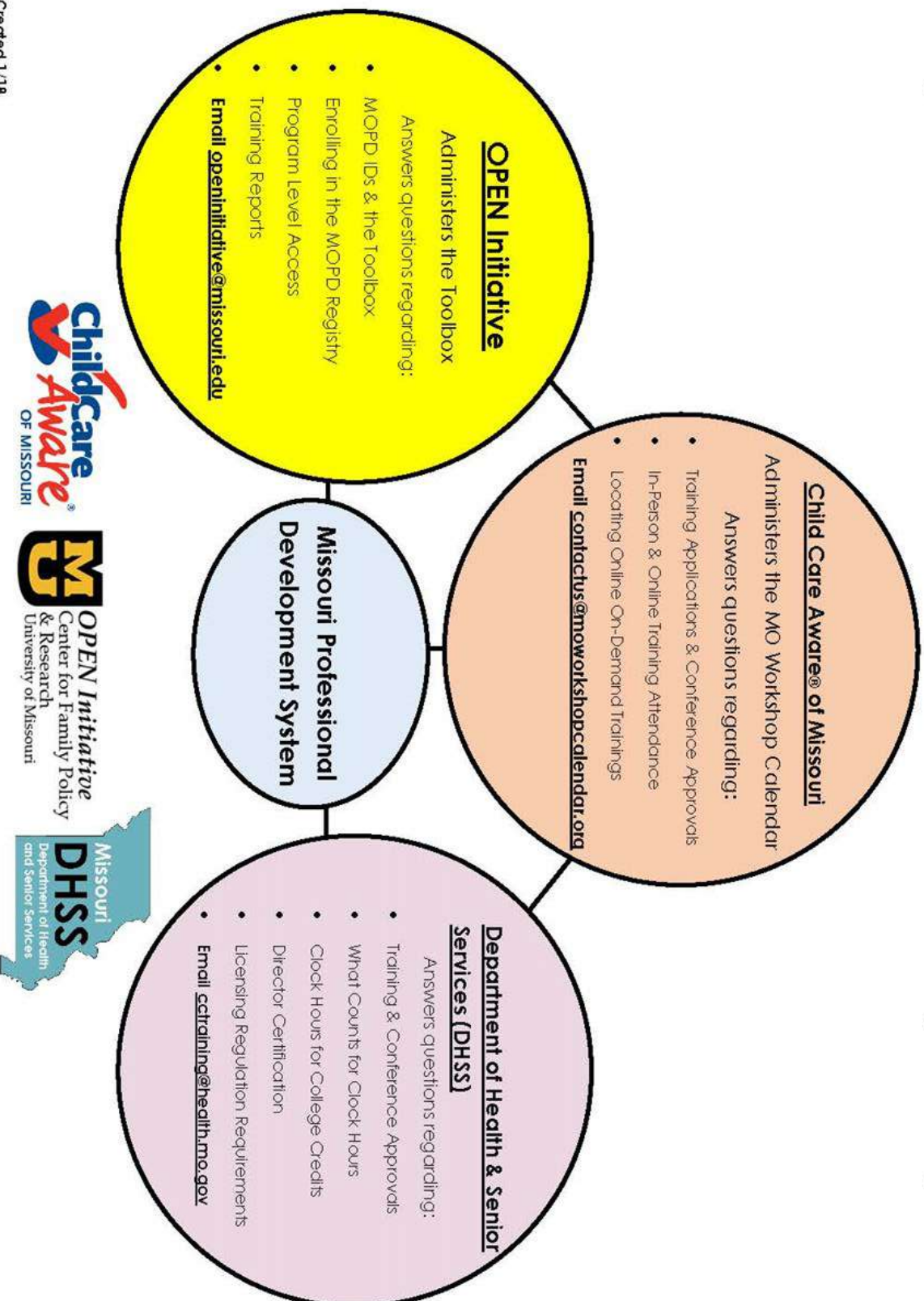
Elements families could contribute to room to enhance concepts:

Family Night Activity:

Resources: <https://snaped.fns.usda.gov/nutrition-education/myplate-my-family>
<https://www.fns.usda.gov/cacfp/child-and-adult-care-food-program>
http://thefoodtrust.org/uploads/media_items/the-preschool-initiative.original.pdf

Resources

Key Functions of the Missouri Professional Development System



Credited 1/18



Questions?
Contact
Child Care Aware® of Missouri
dori@mo.childcareaware.org
or 314-535-1458 x611

SHOW ME CHILD CARE RESOURCES

Search Welcome Lauri! Select Language

Engaging Families In the Classroom Saving Money Successful Program Management

HOME / ENGAGING FAMILIES

ENGAGING FAMILIES

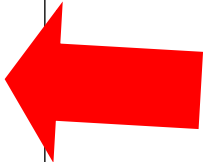
Building Strong Relationships

Communication is a great start to establishing and maintaining a strong relationship between ECE providers and the families they serve.

The resources and tools in this section provide guidance and knowledge to educate staff and families about child development, general health concerns, nutrition and fitness, and much more.

In this Section

<h4>ADMIN TOOLS</h4> <p>Explore a multitude of tools, templates, guides, and other resources to support administrative operations including: creating a community bulletin board, cultural responsiveness, family handbooks, surveys, family/teacher conferences, IEP resources, transitions and much, much more.</p>	<h4>CHILD DEVELOPMENT</h4> <p>As a natural part of development, children experience typical milestones – such as mastery of age appropriate skills and abilities; and challenges – such as biting, nightmares, toilet training, or other developmental challenges. These resources from respected experts in the field are helpful for parents can be used as a discussion starter or to answer a question or concern.</p>	<h4>EDUCATION</h4> <p>Apps and resources for families looking to integrate technology into their parenting support systems as well as helping their child develop a love for reading.</p>
<h4>ENVIRONMENT</h4> <p>Caring for our environment and creating a healthy home starts with awareness geared to protecting our environment and its natural resources. Fact sheets, toolkits, and other resources will help families (and you!) create a healthier home environment and implement easy practices to save water.</p>	<h4>GENERAL HEALTH</h4> <p>Child health is a number one focus for families and programs. Spread the word about how to reduce germs both in the classroom and at home with these resources on topics ranging from immunization and flu to measles and oral health to hand hygiene and more.</p>	<h4>NUTRITION & FITNESS</h4> <p>Healthy bodies start with physical activity, limiting TV and screen time, and helping families with practical tip sheets on making nutritious food choices. These resources will provide eye-opening tools to help prevent obesity.</p>



Resources

T.E.A.C.H. MISSOURI Scholarship

Want to continue your education?



- Support college credits towards early childhood AA/AAS or BA/BS
- Statewide scholarship available to directors, teachers and assistants in *licensed* child care programs
- Partnership between the scholarship recipient, sponsoring employer and T.E.A.C.H. MISSOURI with each paying a portion of tuition and books
- Applications accepted year round
- Visit our website www.teach-missouri.org to learn more and access an application



Missouri's most trusted child care resource.

1-866-892-3228

mo.childcareaware.org

- Our referral service uses a database containing Missouri child care programs.
- Families are able to access the database and search for programs near them or contact a resource specialist to assist them in their search.
- All information in the database is self-reported by programs.
- We encourage families to ask questions about the child care programs in order to find a program that best suits the needs of their children.
- Update your Program Information Form (PIF) at least annually or when changes occur.



CDA SCHOLARSHIP
PROJECT

GET YOUR CDA CREDENTIAL!

Get Paid \$380 | No Assessment Fee | Advance Your Career



Do you work in a licensed or
license-exempt child care program?



Do you work in a child care program
that accepts DSS subsidy?



Do you work a minimum of
20 hours per week?



Have you worked in the same child
care program for at least 3 months?

If you answered **YES** to these questions, enroll in the CDA Scholarship Project at www.cdасcholarshipmo.org. Space is limited.

Don't delay...sign up **TODAY!**

Funded by the State of Missouri - Children's Division

Appendix

Appendix 1



United States Department of Agriculture

CHILD MEAL PATTERN

Breakfast				
(Select all three components for a reimbursable meal)				
Food Components and Food Items ¹	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ² <small>(at-risk afterschool programs and emergency shelters)</small>
Fluid Milk³	4 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces
Vegetables, fruits, or portions of both⁴	¼ cup	½ cup	¾ cup	¾ cup
Grains (oz eq)^{5,6,7}				
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ serving	½ serving	1 serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal ⁸ , cereal grain, and/or pasta	¾ cup	¾ cup	¾ cup	¾ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) ^{8,9}				
Flakes or rounds	¾ cup	¾ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	¾ cup	¾ cup	¾ cup	¾ cup

¹ Must serve all three components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool participants.

² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.

⁴ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁵ At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.

⁶ Meat and meat alternates may be used to meet the entire grains requirement a maximum of three times a week. One ounce of meat and meat alternates is equal to one ounce equivalent of grains.

⁷ Beginning October 1, 2019, ounce equivalents are used to determine the quantity of creditable grains.

⁸ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

⁹ Beginning October 1, 2019, the minimum serving size specified in this section for ready-to-eat breakfast cereals must be served. Until October 1, 2019, the minimum serving size for any type of ready-to-eat breakfast cereals is ¾ cup for children ages 1-2; 1/3 cup for children ages 3-5; and ¾ cup for children ages 6-12.

Appendix 1

CHILD MEAL PATTERN

Lunch and Supper				
(Select all five components for a reimbursable meal)				
Food Components and Food Items ¹	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ² <small>(at-risk afterschool programs and emergency shelters)</small>
Fluid Milk³	4 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces
Meat/meat alternates				
Lean meat, poultry, or fish	1 ounce	1 ½ ounce	2 ounces	2 ounces
Tofu, soy product, or alternate protein products ⁴	1 ounce	1 ½ ounce	2 ounces	2 ounces
Cheese	1 ounce	1 ½ ounce	2 ounces	2 ounces
Large egg	½	¾	1	1
Cooked dry beans or peas	¼ cup	⅓ cup	½ cup	½ cup
Peanut butter or soy nut butter or other nut or seed butters	2 tbsp	3 tbsp	4 tbsp	4 tbsp
Yogurt, plain or flavored unsweetened or sweetened ⁵	4 ounces or ½ cup	6 ounces or ¾ cup	8 ounces or 1 cup	8 ounces or 1 cup
The following may be used to meet no more than 50% of the requirement: Peanuts, soy nuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternates (1 ounces of nuts/seeds = 1 ounce of cooked lean meat, poultry, or fish)	½ ounce = 50%	¾ ounce = 50%	1 ounce = 50%	1 ounce = 50%
Vegetables⁶	½ cup	¼ cup	½ cup	½ cup
Fruits^{6,7}	½ cup	¼ cup	½ cup	¼ cup
Grains (oz eq)^{8,9}				
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ serving	½ serving	1 serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal ¹⁰ , cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	¼ cup

Must serve all five components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool participants.

Appendix 1

CHILD MEAL PATTERN

Snack				
(Select two of the five components for a reimbursable snack)				
Food Components and Food Items ¹	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ² <small>(at-risk afterschool programs and emergency shelters)</small>
Fluid Milk³	4 fluid ounces	4 fluid ounces	8 fluid ounces	8 fluid ounces
Meat/meat alternates				
Lean meat, poultry, or fish	½ ounce	½ ounce	1 ounce	1 ounce
Tofu, soy product, or alternate protein products ⁴	½ ounce	½ ounce	1 ounce	1 ounce
Cheese	½ ounce	½ ounce	1 ounce	1 ounce
Large egg	½	½	½	½
Cooked dry beans or peas	⅓ cup	⅓ cup	¼ cup	¼ cup
Peanut butter or soy nut butter or other nut or seed butters	1 tbsp	1 tbsp	2 tbsp	2 tbsp
Yogurt, plain or flavored unsweetened or sweetened ⁵	2 ounces or ¼ cup	2 ounces or ¼ cup	4 ounces or ½ cup	4 ounces or ½ cup
Peanuts, soy nuts, tree nuts, or seeds	½ ounce	½ ounce	1 ounce	1 ounce
Vegetables⁶	½ cup	½ cup	¾ cup	¾ cup
Fruits⁶	½ cup	½ cup	¾ cup	¾ cup
Grains (oz eq)^{7,8}				
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ serving	½ serving	1 serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal ⁹ , cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) ^{9,10}				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	½ cup	⅓ cup	¼ cup	¼ cup

¹ Select two of the five components for a reimbursable snack. Only one of the two components may be a beverage.

² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.

⁴ Alternate protein products must meet the requirements in Appendix A to Part 226.