



Let's Go Escambia!

Childcare Program

Toolkit



Let's Go Escambia!

Childcare Program Toolkit

The 5-2-1-0 Let's Go Escambia! Childcare Program challenges students, their families, and childcare program faculty and staff to adopt healthy eating and active living habits. The early childhood program is a component of *5-2-1-0 Let's Go Escambia!*, a community-based obesity prevention initiative modeled after the nationally-recognized *Let's Go!* program.





Let's Go Escambia!

Childcare Program Toolkit

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5-2-1-0 Let's Go Escambia! Programs





Let's Go Escambia!

Childcare Program Overview

IT STARTS IN EARLY CHILDHOOD

Many children in childcare settings are often there for several hours each day if not the entire day. The providers in these environments play an important role in helping children develop healthy eating and physical activity habits that will last a lifetime. Good nutrition and plenty of physical activity are essential to a young child's growth and development. The early years of childhood – from birth to age five – are a critical period for the development of these healthy behaviors that can have a lifelong impact on a child's quality of life.

WHAT WE DO

The goal of the 5-2-1-0 *Let's Go Escambia!* Childcare Program is to increase awareness and knowledge of the benefits of healthy eating and active living for children under 5 years of age. The Florida Department of Health in Escambia County uses this program to support childcare providers in raising a healthier generation of children. The program is based upon the nine 5-2-1-0 strategies listed below, and uses a 7-step process to guide childcare programs in creating an environment that supports healthy eating and physical activity for the children in their care.

STRATEGIES FOR SUCCESS

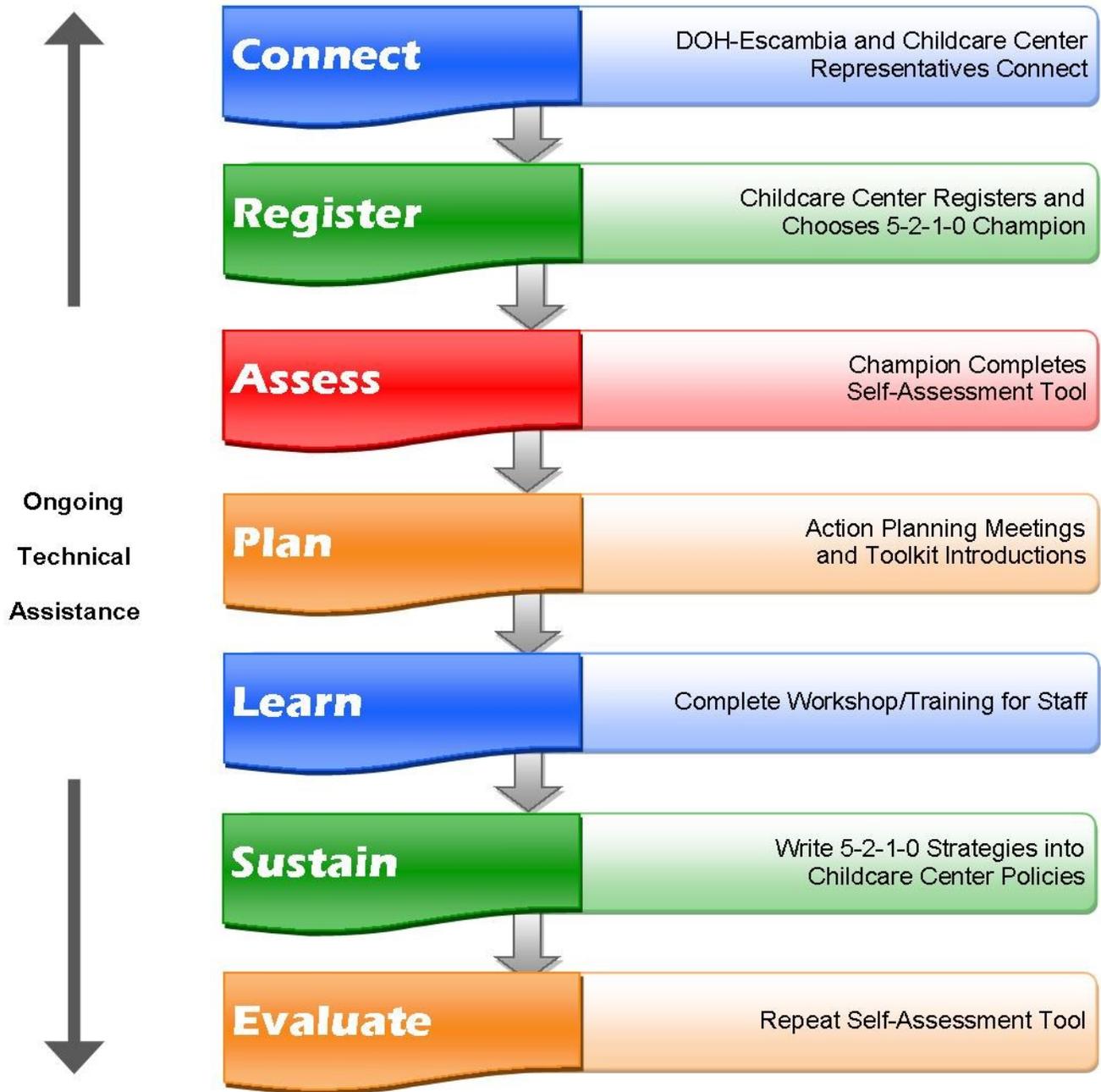
1. Only offer healthy choices for snacks and celebrations. Limit unhealthy choices.
2. Provide water or milk (skim or 1%) throughout the school day. Eliminate sugary drinks.
3. Promote non-food rewards. Prohibit the use of food as a reward.
4. Provide opportunities to get physical activity every hour.
5. Limit recreational screen time.
6. Incorporate nutrition and physical activity concepts into classroom learning activities.
7. Partner with and educate families in adopting and maintaining a lifestyle that supports healthy eating and active living.
8. Implement a staff wellness program that includes healthy eating and active living.
9. Promote breastfeeding and provide breastfeeding support for mothers and expectant mothers.



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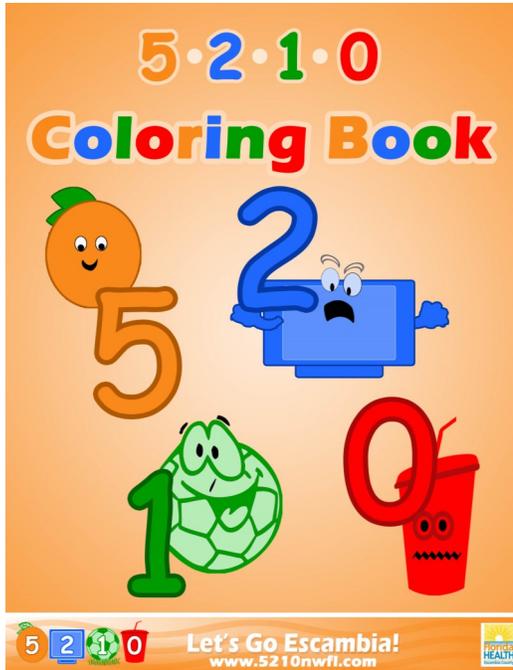
5-2-1-0 Childcare Center Adoption Process



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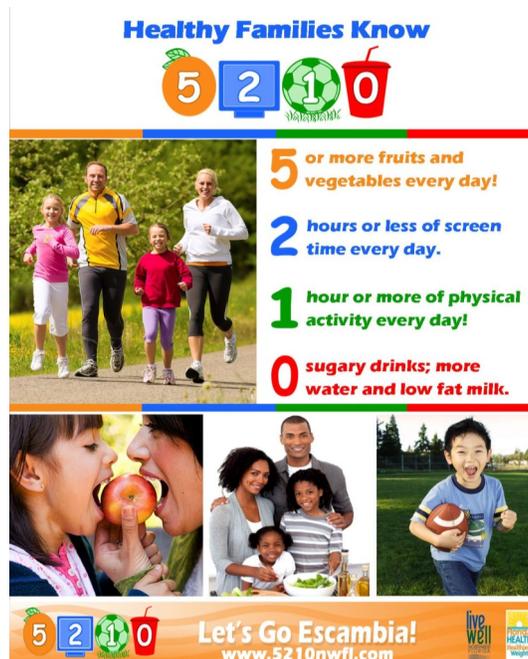
Promotional Items



Coloring Book

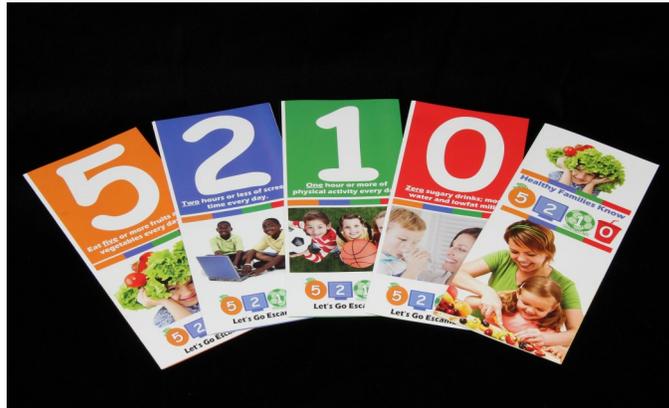


Childcare Program Poster



Healthy Families Poster

Promotional Items



Brochures



Stickers



Water Bottles



What is your Role?

Everyone has a role to play in the 5-2-1-0 Childcare Program!

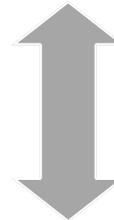
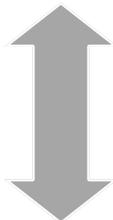
Childcare Program Role

- Implement a strong wellness policy that supports 5-2-1-0 strategies.
- Increase opportunities for physical activity and healthy eating during the school day using 5-2-1-0 strategies.



5-2-1-0 Program Role:

- Educate students of the importance of physical activity and healthy eating.
- Support faculty and staff with guidance, resources, and technical assistance.



Community Role:

- Local doctors, dentists, and other professionals share expertise with childcare programs.
- Promotes and practices 5-2-1-0 to support consistent message.



Family Role:

- Create a home environment that is supportive of 5-2-1-0 behaviors.
- Participate in community activities and school challenges.
- Role model 5-2-1-0 behaviors.



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Childcare Program

Action Plan

The 5-2-1-0 Let's Go Escambia! Childcare Program challenges students, their families, and childcare program faculty and staff to adopt healthy eating and active living habits. The early childhood program is a component of 5-2-1-0 Let's Go Escambia!, a community-based obesity prevention initiative modeled after the nationally-recognized Let's Go! program.



Notes

Action Plan

This packet is designed to help you develop a successful *5-2-1-0 Let's Go Escambia!* Action Plan for the program year. The plan will help you understand what your program is already doing in support of these strategies and where you want to focus your efforts this year.

Directions:

1. Review the 9 Strategies for Success.
2. Assess your current environment by answering the *5-2-1-0 Let's Go Escambia!* strategy questions.
3. Create your Action Plan.

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Child Care Program Name: _____

Date Completed: _____

Completed by: _____

For assistance with your *5-2-1-0 Let's Go Escambia!* Action Plan, please visit 5210nwfl.com for resources or call the *5-2-1-0 Let's Go Escambia!* Outreach Coordinator at (850) 595-6500 x 1819.



Strategies for Success

The program uses a 7-step process to guide childcare programs in creating an environment that supports healthy eating and physical activity for the children in their care. The 9 Strategies for Success are evidence-based and align with national recommendations to increase healthy eating and active living. *5-2-1-0 Let's Go Escambia!* recommends creating and implementing strong policies around these strategies. Please refer to the *5-2-1-0 Let's Go Escambia!* toolkits for ideas on how to implement each strategy.

1. Only offer healthy choices for snacks and celebrations. Limit unhealthy choices.
2. Provide water or milk (skim or 1%) throughout the school day. Eliminate sugary drinks.
3. Promote non-food rewards. Prohibit the use of food as a reward.
4. Provide opportunities to get physical activity every hour.
5. Limit recreational screen time.
6. Incorporate nutrition and physical activity concepts into classroom learning activities.
7. Partner with and educate families in adopting and maintaining a lifestyle that supports healthy eating and active living.
8. Implement a staff wellness program that includes healthy eating and active living.
9. Promote breastfeeding and provide breastfeeding support for mothers and expectant mothers.

Definitions:

Unhealthy choices include foods and drinks high in sugar and/or salt such as soda, candy, cookies, cake and chips.

Healthy choices include water, fruits and vegetables, whole grain foods, protein sources such as eggs, beans, dairy, fish and poultry and healthy fats such as nuts, seeds, and avocados.

Sugary drinks include juices (including 100% fruit juice) and sugar-sweetened drinks such as Sunny Delight, soda, sports drinks such as Gatorade, energy drinks such as Red Bull, lemonade and sweetened coffee or tea drinks such as Snapple.

Physical activity is any movement that increases heart rate and breathing; for example, running, climbing, jumping, dancing, etc.

Screens include TVs, computers, video games, tablets and smart phones.

Recreational screen time is screen time used for non-educational purposes.

Celebrations honor a special day or event.

A food reward is a food used to encourage good behavior.



Program Self-Assessment

<p>Do you limit unhealthy choices for celebrations?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you encourage families to limit unhealthy choices that are brought in from home for school celebrations?</p> <p><i>Examples may include sending home a celebrations sign-up sheet with only healthy options or setting classroom guidelines or policies.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you encourage families to limit unhealthy choices for snacks that are brought in from home?</p> <p><i>Examples may include sending home a list of recommended snacks or setting classroom guidelines or policies.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you promote drinking water during the school day?</p> <p><i>Examples may include allowing students to carry water bottles, ensuring water fountains are in good working order, or holding water breaks.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you encourage families to limit or eliminate sugary drinks brought in from home?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you prohibit the use of food as a reward?</p> 	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know

<p>Do you use physical activity as a reward?</p> <p><i>Examples may include having open free gym time instead of a pizza party or providing an extra 5 minutes of recess as a reward.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you provide opportunities to get physical fitness during every school day (not including recess)?</p> <p><i>Examples may include integrating movement into daily lessons, outdoor playtime, or active games.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you provide tummy time for infants every day?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you incorporate nutrition and /or physical activity concepts/ examples in your daily lessons?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you take away physical activity as a punishment?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you use physical activity as a punishment?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know



<p>Do you prohibit all screen time for children under the age of 2?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you limit recreational screen time to 2 hours or less each week for children age 2 and older?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you support families in limiting screen time?</p> <p><i>Examples may include hosting family activity nights, providing Screen-Free play bags, or hosting Screen-Free challenges.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you have a staff wellness program?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Does your staff role model healthy eating and active living behaviors for the children?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know
<p>Do you provide families with educational material on healthy eating and active living?</p>  <p>Let's Go Escambia!</p>	<ul style="list-style-type: none"> <input type="checkbox"/> No <input type="checkbox"/> Not yet, we're still in the planning stage <input type="checkbox"/> Yes, some of the time (less than 50%) <input type="checkbox"/> Yes, most of the time (at least 50%) <input type="checkbox"/> Yes, always (100%) <input type="checkbox"/> Don't know

Do you engage community partners, other than 5-2-1-0 Let's Go Escambia!, to help support healthy eating and active living at your center?

Check all that apply:

- College student volunteers
- Cooperative Extension
- Farmers
- Healthy Maine Partnership staff
- Librarians
- Local businesses
- SNAP-Ed nutrition educators
- No, our program does not work with any community partners
- Don't know
- Other (specify): _____

Do you participate in any local, state or national initiatives, other than 5-2-1-0 Let's Go Escambia!, that support healthy eating and active living?

Check all that apply:

- Cooking Matters for Child Care Professionals
- Farm to Pre-School
- Let's Move Child Care
- National Nutrition Month
- National Screen-Free Week
- Safe Routes to School
- WinterKids
- No, our program does not participate in any initiatives
- Don't know
- Other (specify): _____

Do you support breastfeeding families?

Examples may include providing sufficient refrigerator and freezer space for breast milk, offering a private area for mothers to breastfeed that has a chair and an outlet, and providing staff training on safe storage and handling of breast milk.

- No
- Not yet, we're still in the planning stage
- Yes, some of the time (less than 50%)
- Yes, most of the time (at least 50%)
- Yes, always (100%)
- Don't know

Do you have a written policy in place that promotes breastfeeding and supports breastfeeding women?

- No
- Not yet, we're still in the planning stage
- Yes, some of the time (less than 50%)
- Yes, most of the time (at least 50%)
- Yes, always (100%)
- Don't know



Example Action Plan

Look back through the strategies on the assessment tool and choose 1 to 3 strategies that you would like to focus on this year.

1. Provide opportunities for physical activity every hour.
2. Partner with and educate families in adopting and maintaining a lifestyle that supports healthy eating and active living.
3. Only offer healthy choices for snacks and celebrations. Limit unhealthy choices.

What steps do you need to achieve your goals? List the tasks below:

	What are the tasks for Strategy 1?	Who will complete task?	By when?
1a	Work with childcare program director to give staff permission and encouragement to provide physical activity breaks throughout the day.	Sally (Director)	July 7, 2015
1b	Provide classroom teachers with activity options, 5-2-1-0 Let's Go Escambia! Toolkit.	Bill	August 1, 2015
1c	Recognize teachers who provide the most physical activity; recognition will be through intercom announcements or school celebrations.	Sally	May 22, 2016
	What are the tasks for Strategy 2?	Who will complete task?	By when?
2a	Go through 5-2-1-0 Let's Go Escambia! Toolkit and choose the handouts that we want to send home.	Sally	August 1, 2015
2b	Send the handouts home once a month.	Classroom Teachers	September 2, 2015 ongoing
2c	Add a 5-2-1-0 section to the monthly newsletter that highlights healthy activities children have been doing as part of the program day. Include a link to a different Toolkit handout each month.	Sally	September 15, 2015 ongoing
	What are the tasks for Strategy 3?	Who will complete task?	By when?
3a	Develop a letter to send home to families that provides suggestions for healthy snacks and celebration options.	Bill	September 1, 2015
3b	Gather feedback from the staff and revise letter, if necessary.	Sally	September 15, 2015
3c	Send the letter home.	Classroom Teachers	September 20, 2015



Action Plan

Look back through the strategies on the assessment tool and choose 1 to 3 strategies that you would like to focus on this year. List them here:

What steps do you need to take to achieve your goals? List the tasks below:

	What are the tasks for Strategy 1?	Who will complete the task?	By when?
1a			
1b			
1c			
1d			
	What are the tasks for Strategy 2?	Who will complete the tasks?	By when?
2a			
2b			
2c			
2d			
	What are the tasks for Strategy 3?	Who will complete the tasks?	By when?
3a			
3b			
3c			
3d			



Celebrating Success

Hip hip hooray! We are so excited to have you join the team of *5-2-1-0 Let's Go Escambia!* childcare centers helping students be healthy and ready to learn!

Review the list and check off any of the steps you have completed. You can then work on the other steps and check them off as you go.

- We have a 5-2-1-0 toolkit and all staff know where to find it.
- We have a team of at least a few people who are helping to bring 5-2-1-0 to life in our center and who meet a couple of times a year. (*This may be your wellness team.*)
- We are familiar with the 5-2-1-0 Strategies for Success.
- We have 5-2-1-0 posters up in key locations such as the building entrance, in hallways, on bulletin boards, and in care rooms.
- We have made our child care community aware of our participation in the *5-2-1-0 Let's Go Escambia!* program and they know what 5-2-1-0 means.
- We send home 5-2-1-0 parent handouts.
- We encourage all staff to role model 5-2-1-0.
- We integrate 5-2-1-0 in our healthy eating and physical activity curriculum and projects.
- We complete the *5-2-1-0 Let's Go Escambia!* survey each year to capture our progress.
- We celebrate our successes—even the small ones!

- 5** or more fruits & vegetables every day!
- 2** hours or less of screen time every day.
- 1** hour or more of physical activity every day!
- 0** sugary drinks; more water and lowfat milk.

Remember to let people know about your efforts and to promote 5-2-1-0 throughout the community. Refer to your 5-2-1-0 *Let's Go Escambia!* Action Plan regularly to make it happen. Your 5-2-1-0 *Let's Go Escambia!* partners are here to help you. Let's keep in touch!



The banner features the 5-2-1-0 logo on the left, where the number 5 is inside an orange circle with a leaf, 2 is inside a blue square with a computer monitor, 1 is inside a green circle with a soccer ball, and 0 is inside a red cup with a straw. To the right of the logo, the text "Let's Go Escambia!" is written in a large, white, sans-serif font, with the website address "www.5210nwfl.com" below it in a smaller white font. On the far right of the banner are two logos: "live well NORTHWEST FLORIDA" and "Florida HEALTH Healthiest Weight".

5-2-1-0 Let's Go Escambia!

Parent Survey



Fruits and Vegetables:

How many **times per day** does your child eat fruits?

- 1-2 3-4 5 or more not every day

How many **times per day** does your child eat vegetables?

- 1-2 3-4 5 or more not every day

Screen Time:

About how many **hours per day** does your child watch TV, play video games, or spend on the computer?

- 1-2 3-4 5 or more not every day

Physical Activity:

About how many **minutes per day** does your child get brisk physical activity; such as running, jumping, or playing at the park?

- 0-15 16-30 31-60 more than 60 not every day

Beverages:

How many **times per day** does your child drink water?

- 1-2 3-4 5 or more not every day

How many **times per day** does your child drink milk?

- 1-2 3-4 5 or more not every day

What kind of milk?

- skim 1% 2% whole/vitamin D soy or other

How many **times per day** does your child drink 100 % fruit juice?

- 1-2 3-4 5 or more not every day

How many **times per day** does your child drink other drinks such as soda, sweet tea, Kool-Aid, Capri Sun or Sports drinks?

- 1-2 3-4 5 or more not every day

Childcare Center _____

FOR OFFICE USE ONLY: Survey Number _____



Childcare Program
5-2-1-0 Introductory Lesson

Nutrition Constructs	This lesson is designed to introduce children ages 3-5 to the <i>5-2-1-0 Let's Go Escambia!</i> program, create a positive relationship, and begin teaching them about healthy behaviors.
Early Learning Standards	Approaches to Learning Cognitive Development and General Knowledge Social and Emotional Development Language and Communication Physical Development
Supplies Needed	<u>The Two Bite Club</u> by: The USDA Food and Nutrition Service; Health EdCo Faux Food Models: Carrots, Grapes, Whole Wheat Bread Slice, Cheese, Milk, Beans or Egg model; Sesame Street "Energy Dance" Food Cards; "Wiggles, Jiggles, and Giggles" CD; Snack: Mangoes
Time Required	35-40 minutes
Before the Lesson	Prepare snack. Explain to the students that you are here from the Health Department. Tell them you are here to teach them about health and nutrition.
Lesson	<ol style="list-style-type: none"> 1. Explain 5-2-1-0 to the students and give a brief overview of the eight sessions. 2. Encourage students to get up and dance to "Physical Fun" from the Wiggles CD. The song includes many directional phrases involving movement, therefore students must pay attention. 3. After the dance, have students gather in the circle or group to ensure book is visible to everyone. 4. Read "Two Bite Club" book and engage students in the story by asking questions along the way and having them raise two fingers each time they hear the number "two." 5. Each time a new food group is introduced in the story, pull out a corresponding faux food model and explain the importance of each of the five food groups. 6. After the story, tell the students that they will now use all of the foods for energy in the Energy Dance Game. Pass out the Energy Dance Food Cards, giving each student five cards. 7. Explain that you will play "Physical Fun" again, but this time instead of performing the movements from the song, students will dance in place while the music is playing and pretend to be tired as the volume is turned down. 8. Let them know that once they have lost their energy, they must hurry and "eat" in order to get more energy to dance once the music is turned up. 9. Have students return to their assigned seats. 10. Give each student a squirt of hand sanitizer and a prepared snack. 11. Explain the importance of trying new foods and the nutrients in their snack. <p>*Send home: Parent Update – Lesson One (5-2-1-0 Kickoff)</p> <p>*May use any other book that pertains to healthy snacking or fruits and vegetables. To shorten lesson, skip reading the book and only play the game while discussing healthy snacking. If mangoes are not in season, try another fruit that students may not have tried before. Contact your 5-2-1-0 representative for other options.</p>

Parent Update



This month...

The Florida Department of Health in Escambia County has come to your childcare center! Over the next year, your children will learn all about *5-2-1-0 Let's Go Escambia!* This program aims to help our community achieve a healthy weight and better overall health. Each number stands for a healthy habit associated with achieving and maintaining a healthy weight.

5 or more fruits & vegetables every day!

2 hours or less of screen time every day.

1 hour or more of physical activity every day!

0 sugary drinks; more water and lowfat milk.

We will sing, dance and play games to help your child begin healthy habits early. Kids who start eating right and being active when they're young will grow up stronger and have fewer health problems as an adult than kids who don't. You can help them with that by being a healthy example!



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**Childcare Program
Farm to Fork Lesson**

Nutrition Constructs	This lesson is designed to express the importance of eating locally grown fruits and vegetables and shopping at the Farmer's Market. The lesson will also refresh their memory on the importance of eating a variety of fruits and vegetables.
Early Learning Standards	Approaches to Learning Cognitive Development and General Knowledge Language and Communication Physical Development
Supplies Needed	Pictures of foods with seeds (tomatoes, cucumbers, and whole wheat or whole grain bread slice); Organ Andy or Annie; "Farmer's Market Fresh" OR "Gimme Five" OrganWise Guys DVD; Sesame Street "Food for Thought—My Super Foods" activity sheet; Snack: Cucumbers
Time Required	35-40 minutes
Before the Lesson	Prepare snack. Go over the four 5-2-1-0 core behaviors and explain what they will learn from this lesson. Ask students if they are aware of what a farmer's market is and explain.
Lesson	<ol style="list-style-type: none"> 1. Have students gather in a circle or group so that everyone can see your seeds display. 2. Let the students tell you what each of the foods are. 3. Highlight some of the nutrients in each of the food items and have students repeat the names of those nutrients. 4. Talk about the seeds and how these food items grow. 5. Pass out the Sesame Street activity sheet and have students draw their favorite healthy meal (Should consist of a fruit and a vegetable). 6. Have students say "Hi!" to Organ Andy or Annie and test their knowledge of the OrganWise Guys. 7. Give each student a squirt of hand sanitizer and a prepared snack, which should be a fruit or vegetable with seeds. 8. Play "Farmer's Market Fresh" or "Gimme Five" OrganWise Guys DVD. 9. Let the students do the OrganWise Guys DVD exercise. <p>*Send home: Parent Update – Lesson Seven (Farm to Fork)</p> <p>*If cucumbers are not an option, try another fruit or "vegetable" with seeds. Contact your 5-2-1-0 representative for other options.</p>

Parent Update



This month...



Hi! I'm Windy the lungs and your kids watched me set up a stand and sell fresh produce!

We talked about the importance of eating fresh fruits and vegetables. It's important to know where your food comes from so can you feel confident and safe feeding it to your children. Eating foods that are in season builds your child's connection to their food as well. We talked about how foods grow from tiny little seeds. Seeds can be seen in things like tomatoes, cucumbers, and whole-wheat bread! For our nutritious snack, we tried cucumbers. Cucumbers are generally available all year round, contain fiber, vitamins and minerals, they keep you hydrated and are refreshing on a hot summer day.

Food grown locally is wholesome and delicious. Buying fruits and vegetables fresh from a farmers market supports your community and is better for the environment. When you buy produce straight from the farmer, you know you'll be eating it within days of when it was picked, it wasn't flown from across the world, burning fuel in planes and trucks to get to the store, and it's not in plastic or Styrofoam packaging that does not decompose. Locally grown food is good for the community, the environment, and YOU!



Farmers Markets in the Area:

Palafox Market

Martin Luther King Plaza on Palafox Street

Saturday 9:00 am—2:00 pm

Open Year-Round

Pensacola Growers' Retail Farmers Market

4905 North Palafox Street

Tuesday, Thursday, and Saturday 7:00 am—Noon

Open May through July

The Market at Saint Monica's

699 South Highway 95-A

Cantonment, FL

Saturday 8:00 am—1:00 pm

May through October



SPRING

Banana, Asparagus, Cantaloupe,
Peas, Green Beans

SUMMER

Peach, Watermelon, Cucumber,
Tomatoes, Eggplant, Berries

FALL

Grapes, Peach, Pear, Broccoli,
Spinach

WINTER

Berries, Peach, Watermelon,
Beet, Winter Squash



Let's Go Escambia!
www.5210nwfl.com



List of Resources

- *5-2-1-0 Let's Go Escambia!*
Corey Santorelli, CHES
Outreach Coordinator
Corey.Santorelli@flhealth.gov
850-595-6500 Ext. 1819
www.5210nwfl.com
- *5-2-1-0 Let's Go! Maine*
www.letsgo.org
www.letsgo.org/programs/early-childhood/
- USDA Choose MyPlate
www.choosemyplate.gov
- Fruits and Veggies More Matters
www.fruitsandveggiesmorematters.org
- OrganWise Guys
www.organwiseguys.com
- Nasco Nutrition Teaching Aids
www.enasco.org
- Sesame Street Workshop
www.sesameworkshop.org/healthyhabits
- Robert Wood Johnson Foundation Kids on the Move
http://www.afterschoolalliance.org/mwg-internal/de5fs23hu73ds/progress?id=kib_Mr0f-eVu7VE7vOIm10fR6xQAj8f-SIIpOr4H9Jo



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