



Shape NC: Healthy Starts in Early Care and Education Professional Development Series

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Series Overview

The Shape NC: Healthy Starts in Early Care and Education CEU Professional Development Series is designed to provide early childhood professionals with the latest information, research, policies and best practices to address the crisis of childhood obesity and support young children in getting off to a healthy start in early care and education settings. It was designed by leading experts in the fields of health, nutrition, physical activity and environmental design and is offered through the *Shape NC: Healthy Starts for Young Children* project developed by The NC Partnership for Children, Inc. in collaboration with the North Carolina Institute for Child Development Professionals (Institute) and supported by the Blue Cross and Blue Shield of North Carolina Foundation.

This highly practical course will give early childhood professionals—both direct child care center staff and technical assistance staff—the necessary knowledge, skills, and confidence to develop quality child care environments that promote healthy practices for young children. The course contains five distinct modules that focus on the causes and consequences of child obesity and strategies to support child care programs in offering nutritious food and ample opportunity for young children to be physically active in stimulating environments. In addition, participants will have an opportunity to examine their own personal wellness and improve their ability to be effective childcare role models. Through the course, participants will receive easy access to practical resources and references and become equipped to promote healthy practices for young children in child care in their own communities. The Institute has partnered with the Shape NC project to develop this CEU series and offer up to 60 Shape NC partners and 190 new Early Educator Certification (EEC) applicants as a benefit which may be used for EEC renewal and DCDEE contact hour training requirements for facility licensing purposes. EEC provides a professional certification which recognizes all college education earned on a leveled scale, verified education documentation for use in hiring and facility licensing, and rewards and benefits (including banking and insurance options, work-life benefits, and discounts on goods and services, and more). As with most professional certifications, EEC requires ongoing learning in the form of continuing education units (CEUs), college credits or a combination of both to maintain an individual's certification.

Series Rationale

The childhood obesity epidemic in America is a national health crisis. Like much of the rest of the country, North Carolina is seeing increasing numbers of overweight and obese children. According to the National Center for Disease Control, North Carolina has the eleventh-highest rate of childhood obesity in the country. In 2010, slightly more than 30 percent of North Carolina's children under the age of five were considered either overweight or obese. These young children may face serious health problems such as diabetes, hypertension and cardiovascular disease and are likely to remain overweight into their adult years. For the first time, children today may even be on track to have a shorter lifespan than their parents.

One of the most promising areas for addressing the childhood obesity problem is through child care facilities such as child care centers, home child care providers and preschools. There are about 540,000 children in North Carolina under the age of five in some form of child care. Many of these children spend most of their waking hours in child care which presents a critical opportunity to address two primary factors that contribute to obesity: physical inactivity and unhealthy food choices.

Series Competencies





As a result of completing each of the series requirements, it is expected that participants will

1. demonstrate increase knowledge in the areas of obesity prevention, nutrition, physical activity, outdoor learning environments and personal wellness through the latest research and literature.
2. define key terminology and best practices related to obesity prevention, nutrition, physical activity, outdoor learning environments and personal wellness.
3. demonstrate an increased understanding and awareness of the role nutrition, physical activity, outdoor learning environments and personal wellness play in obesity prevention, health and child development.
4. implement best practice strategies in the area of nutrition, physical activity, outdoor learning environments and personal wellness into daily practices.
5. demonstrate increased comfort and confidence to address nutrition, physical activity, outdoor learning environments and personal wellness within the child care setting
6. demonstrate knowledge of the value of healthy weight and healthful living as part of the child care environment.





Module Overview and Schedule

Dates	Webinars offered every two weeks.
Module One 30 minutes	Introduction <i>The first module will provide an overview of the Shape NC: Healthy Starts In early care and Education Professional Development Series. This introduction will explain the requirements and expectations, the format of the modules and assignments, and the various instructional methods that will be used during the learning and application process.</i>
Module Two (60 minutes)*	Overview of Obesity and Obesity Prevention (Parts A & B) <i>This module addresses the obesity epidemic here in the United States. It is to provide the most current obesity statistics and how child care can help prevent children from becoming overweight at a young age.</i>
Module Three (60 minutes)*	Physical Activity & Play (Parts A & B) <i>This module will provide an overview of physical activity and play and provide the participant with definitions to key physical activity related terms and movement education vocabulary. This module will also provide information about how the participant can increase physical activity and play in the early care and education setting through best practice strategies.</i>
Module Four (60 minutes)*	Nutrition & Healthy Eating (Parts A & B) <i>This module is to help providers understand the components of a healthy diet and why we need these foods in our diet. It will help providers think about the foods they are serving and how they may make changes to their menus. Also, the module will clarify appropriate portion sizes for preschool children to providers and help them recognize appropriate servings.</i>
Module Five (60 minutes)*	Outdoor Learning Environments (Parts A & B) <i>This module will provide an overview of best design practices and will explore research, policies and practices that meet childcare regulations, children's development needs and fit within the center's educational approach. Outdoor learning environments (OLEs) can be designed to include age appropriate, stimulating settings that support structure and unstructured physical setting and healthy nutrition for young children in childcare.</i>
Module Six (60 minutes)*	Personal Wellness (Parts A & B) <i>This module is to help providers to think about themselves and motivate them to make changes in their own life. During the module, we will discuss the modifiable behaviors that impact chronic disease. Providers understand a healthy lifestyle including how to cope with stress, understand why sleep is important, a healthy diet, and why being physically active is important.</i>
Module Seven 30 minutes	Review, Summary & Evaluation <i>The final module will provide a brief summary of the Professional Development Series content. This module will also provide instruction for completing and submitting the final assessment.</i>

* A minimum of 1 assignment per learning module content is required. These assignments are in addition to time spent in completing the online module and are intended to take a minimum of 4 total hours to complete.

Series Requirements & Assessment	Requirements		Points			
	 Quizzes	5	@	80%	=	PASS
 Assignments	5	@	Completed	=	PASS	
 Reflections	5	@	Completed	=	PASS	
 Final Quiz	1	@	80%	=	PASS	

Series Requirement Descriptions

-  **Quizzes** After each learning module a link will be provided to a short electronic quiz. These quizzes will include true/false or multiple choice questions. During this quiz the participant will need to indicate which assignment(s) they have completed for that learning module and a reflection question.
- 5
 - *In order to move on to the next learning module, the participant must score a minimum of 80% on the quiz.*
 - *Quizzes will be taken using QuizEgg by clicking a link at the end of each module and using the following information:*
Username: **Password:**
-  **Assignments** At the end of the Professional Development Series, participants will have completed a minimum of 5 assignments related to the individual learning modules. A minimum of 1 assignment per learning module content is required. These assignments are intended to take a minimum of 4 hours to complete.
- In order to receive credit for the Professional Development Series, the participant must be able to show proof of completion of a minimum of 5 assignments.*
-  **Reflections** Throughout the Professional Development Series, participants will keep a log reflecting after each learning module about the things they have learned.
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-  **Final Quiz** At the end of the Professional Development Series a link will be provided to a more comprehensive exam. This exam may include any or all of the following question types: true/false, multiple-choice, multiple answer, fill -in-the-blank, short answer, or essay.
- In order to receive credit for the Professional Development Series, the participant must have an overall score of 80%.*

Series Format

- Will be delivered in seven learning modules over a 14-week period of time. Modules two through six will be one hour in length but divided into two 30-minute sections.
- Each learning module will be open and available to the participant for a two week period of time
- In order to start the next learning module the participant must complete the previous module's assessment and assignments and scored a minimum of 80% on the quiz.
- Each learning module will have the following instructional parts:
 - Review of previous content
 - Objectives
 - Resources
 - New information
 - Practice or active learning
 - Check for understanding or assessment
 - Preview of next content area
 - Overview of assignments

Series Objectives

By Module

Obesity:

- OB1. Define obesity
- OB2. Describe the problem of obesity
- OB3. Recognize the problem of obesity in children
- OB4. List the possible contributions to and consequences of being overweight as a young child
- OB5. Describe the role of the child care environment and of child care staff in helping to prevent overweight in children
- OB6. List some ways in which their child care facility can help children eat healthier and get more activity

Physical Activity

- PA1. Demonstrate knowledge of physical activity terminology and movement vocabulary
- PA2. Demonstrate knowledge of physical activity guidelines and best practice strategies
- PA3. Demonstrate an understanding of appropriate physical activity practices
- PA4. Increase comfort level for teaching children about physical activity
- PA5. Demonstrate an understanding of the importance for physical activity in children's health and development through discussion and written survey.

Series Objectives Continued

By Module

Nutrition:

- NUTR1. Describe why good nutrition is so important to young children
- NUTR2. Describe the role of child care staff in helping shape children's eating behavior
- NUTR3. Explain in detail the components of a child care environment that promotes healthy eating
- NUTR4. Provide examples of ways to increase good nutrition in child care and meet best practices
- NUTR5. Understand child portion sizes
- NUTR6. Explain the components of a child care environment that support and promote healthy eating
- NUTR7. Provide strategies to introduce new foods to children and try new foods
- NUTR8. Describe the role of child care staff in helping shape children's eating behaviors
- NUTR9. Provide examples of lessons, activities and strategies to incorporate healthy eating activities into classrooms

Outdoor Learning Environments:

- OLE1. Understand latest research findings on the influence of outdoor environments on physical activity, healthy nutrition, and child development.
- OLE2. Understand how best practice outdoor learning environments meet regulations, child development needs, and center's educational approach.
- OLE3. Learn how outdoor learning environments can support physical activity.
- OLE4. Learn how outdoor learning environments can support healthy nutrition.
- OLE5. Learn how outdoor play qualifies toward the "substantial part of the day" requirements under current regulations.
- OLE6. Identify policies that support the use of the outdoors as an extension of the classroom to promote active lifestyles.
- OLE7. Recognize weather opportunities and constraints.

Personal Wellness:

- PW1. Demonstrate knowledge of importance of stress reduction, sleep habits to their overall health.
- PW2. Understand the components of a healthy diet and why we need all types of food.
- PW3. Demonstrate the ability to identify "healthy" foods from "unhealthy" foods based on reading a nutrition label activity.
- PW4. Recognize appropriate portion sizes
- PW5. Understand physical activity recommendations and why they are important to our overall health.
- PW6. Demonstrate knowledge of caloric balance and its fundamental role in attaining/maintaining a healthy weight.
- PW7. Understand how to provide social support to other staff at the child care center.

Series Assignments

By Modules

Obesity:

- OB1. Childhood Obesity Prevention Initiatives in NC (15-30 minutes): Search online to learn more about SHAPE NC and the organizations partnering to bring you this webinar. Learn what these organizations are doing for child health in North Carolina and what resources and materials are available on their websites that could support your work.
- OB2. Communities Fighting Obesity (15-30 minutes): Take a look at some of the obesity prevention projects going on around the country. Choose a couple of videos to watch from among the winners of the Let's Move Faith & Communities "Communities on the Move" Video Challenge <http://communities.challenge.gov/>. Reflect on how your neighborhood or faith community might be able to take similar steps to the groups you learned about in the videos.
- OB3. Weight of the Nation (30 minutes): Watch a few chapters in the Part 1 film Consequences and Part 3 Children in Crisis (<http://theweightofthenation.hbo.com/films/main-films/Consequences>). The most relevant and suggested chapters to watch include: Chapter 2 (The Childhood origins of Adult Diseases) and 6 (Childhood prevalence and health impact) and Part 3 film Children in Crisis: Chapter 1 (Health consequences of Childhood Obesity). What was new or surprising to you in what you watched?
- OB4. How Is Your Child Care Program Supporting Healthy Weight? (30 minutes) Use a portion of the SHAPE NC assessment to look at how your center is promoting good nutrition and physical activity. *(Note: This assignment can be applied to all learning modules)*

Physical Activity:

- PA1. Observe children at your center throughout the day, in different settings such as classroom and outdoors, and take notes about the types of physical activity/movement they are involved in and the level of effort they are demonstrating (30 minutes).
- PA2. Conduct an internet search and find 10 websites that provide physical activity ideas for young children ages 0-5 (30 minutes).
- PA3. Create a 10 minute physical activity lesson idea for your children that include the following parts: objective of the lesson, equipment needed, management considerations, description of the activity, and a layout of the space where the activity will be conducted (45-60 minutes).
- PA4. Spend at least 15 minutes being physically activity with your children in their outdoor learning environment doing some of the following things: guiding a child's movement to help them be more successful, facilitating physical activity by starting something new, walking around and telling the children positive things about how they are moving, participate in a game or activity with the children, take a walk, etc (15-30 minutes).
- PA5. Implement at least one new structured physical activity with your class focusing on a specific motor skill and/or movement concept (15-30 minutes).

Nutrition:

- NUTR1. Classroom Healthy Eating Messages (20 minutes): Turn your classroom into a healthy classroom by sending a positive message about healthy eating using a poster, books, toys, activities, or anything visual. Try the Myplate website for ordering and downloading free materials to get you started. <http://www.choosemyplate.gov/print-materials-ordering.html>
- NUTR2. Integrate Nutrition (60 minutes): Choose a lesson or activity that you like to do with your class and think about how you could incorporate nutrition themes into this activity. Try it out with your class, then, reflect on how it went. What did you learn from this experience that could guide you the next time you integrate nutrition themes into a lesson? (Ex. Fall theme, try a recipe made with pumpkin)
- NUTR3. Encourage Healthy Eating Behaviors (60 minutes): Choose one of the strategies covered in the module for encouraging children's healthy eating. Make it your goal to try this strategy for a week. Before you begin, think about what might make it difficult to add this into your routine, and what you'll need to do to prepare for success. After the week is over, reflect back on how it went, if it's something you could keep doing, and overall what kind of impact you think you can make with your class by trying out the strategies recommended in the module.
- NUTR4. Try Family Style Dining (60 minutes): Think about how you can begin to implement family style dining in your classroom. Start small with snacks or maybe just serving 1 item at lunch such as pouring milk using a child size pitcher. Give it a try and see what worked well what didn't. Make appropriate changes and try again. Maybe you can encourage other teachers in your program to give it a try.

Outdoor Learning Environments:

- OLE1. Using the best practices provided on naturalizing OLEs, conduct a review of your own child care center, and identify up to three ways to add natural elements to your OLE. (60 minutes)
- OLE2. Identify one new activity that you will develop and/or try out to support physical activity and nutrition using natural elements. Describe the role of the teacher, and how children will be encouraged to participate (30 minutes).
- OLE3. Review your own child care center policies regarding outdoor play and the outdoor environments (60 minutes). What policies currently support outdoor play and what could be added?
- OLE4. Considering the resources provided in this section, how would you encourage parents to become more supportive of outdoor play in naturalized OLEs (30 minutes)?
- OLE5. What activities can children do outside when the weather is hot, cold, or rainy? Share one activity that you have tried or will try in the future to encourage children to be active outside in all kinds of weather? How will these activities be incorporated into daily schedules (30 minutes)?

Personal Wellness:

- PW1. Energy Balance (15 minutes): Look up the number of calories in your favorite meal or snack item from a fast food restaurant (all nutrition information is posted on restaurants' websites). Then see how long you would have to do your favorite type of activity or activities to burn the calories. Look up the number of calories burned when doing a couple of your favorite activities (using a phone app or an online tool/chart like <http://www.webmd.com/diet/healthtool-fitness-calorie-counter>). Determine how much time it would take doing these activities to use the calories contained in the food you chose. What surprised as you were doing this activity?
- PW2. MyPlate (30 minutes): Take a photo of a plate containing a healthy meal that follows the MyPlate recommendations for variety.

**Series
Assignments
Continued**

By Modules

- PW3. New Physical Activity (15-60 minutes): Try a new type of physical activity that you are interested in, but have never tried. It could be a class, a sport, or just a couple new exercises you pick out of a book or online. What did you like and dislike? Would you try it again?
- PW4. New Recipe (60-120 minutes): Think about one of your favorite meals to make that is high in added sugar, added salt, or fat. Search online and think about how you could change the recipe- what alternative ingredients could you substitute to lower the sugar, salt or fat? Make the new recipe and see what it's like. If it's good maybe you can add it into your routine, if not, look into some other substitutions or similar recipes that might be a healthier version.
- PW5. Tracking Nutrition and Physical Activity (120 minutes): For the next week, keep a food and physical activity diary, logging what you eat throughout the day and what kinds of activities you do. Use a phone app, the MyPlate SuperTracker <https://www.choosemyplate.gov/SuperTracker/default.aspx> or pencil and paper (we can provide a template) to track the calories you eat each day. Use the WebMD activity tracker to log calories burned (<http://www.webmd.com/diet/healthtool-fitness-calorie-counter>). At the end of the week, take a look at your diary and reflect on how you did with the nutrition or physical activity goal you set during the module. Did you have a good energy balance everyday or at least for the entire week? Look broadly over the week at what successes and challenges you had- congratulate yourself on your successes and note your challenges as they could turn into future goals!
- PW6. Weight of the Nation (30 minutes): Watch a few chapters in the Part 2 film: Choices. The most relevant and suggested chapters to watch include: Chapter 4 (Energy Balance), 5 (Why is it so hard to lose weight?), 7 (What are the facts and myths about exercise?) and 8 (What can I do at work to improve my health?). Did anything surprise you and did you learn anything new? Think about the messages that really stuck with you and try to make one new small behavior change (Ex. drink an extra glass of water each day and eliminate one other drink).

Introduction:

- Syllabus
- Glossary

Obesity:

Reports:

- Robert Wood Johnson Foundation. (2010). F as in Fat: How Obesity Threatens America's Future 2010. Trust for America's Health: Washington DC. Retrieved from <http://healthyamericans.org/reports/obesity2010/Obesity2010Report.pdf>

Webpages:

- Obesity Society. What is Obesity? Retrieved from <http://www.obesity.org/resources-for/what-is-obesity.htm>
- CDC: Healthy Weight its not a diet it's a lifestyle! <http://www.cdc.gov/healthyweight/assessing/bmi/>
- Center for Disease Control. Overweight and Obesity, U.S. Obesity Trends. Retrieved from <http://www.cdc.gov/obesity/data/trends.html>
- Center for Disease Control. What is PedNSS? http://www.cdc.gov/pednss/what_is/pednss/index.htm
- The Weight of the Nation <http://theweightofthenation.hbo.com/>

Physical Activity & Play:

- Glossary of Movement Terms (included within Series Glossary)

Books:

- Sanders, S (2002). Active for Life: Developmentally appropriate movement programs for young children.
- Clements, R & Schneider, S (2006). Movement-Based Learning: Academic concepts and physical activity for ages three through eight.
- Craft, D (2008). Active Play Books: Fun physical activities for young children.
- National Association for Sport and Physical Education (2009). Appropriate Practices In Movement Programs For Children Ages 3 – 5 (3rd Ed.). Washington, DC: AAHPERD.
- *Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5, 2nd Ed.* (2009).
- McCall, R. M. & Craft, D. H. (2000). Moving with a purpose, Developing programs for preschoolers of all abilities. Champaign, Ill.: Human Kinetics.
- McCall, R.M. & Craft, D. H (2004). Purposeful play: Early childhood movement activities on a budget. Champaign, Ill.: Human Kinetics.

**Series
Resources**

By Modules

- Bredekamp, S. (Ed.). (1997). *Developmentally appropriate practice in early childhood programs serving children from birth through Age 8* (2nd Ed.). Washington, D.C.: National Association for the Education of Young Children.
- Graham, G., Holt/Hale, S.A. & Parker, M. (2007). *Children moving: A reflective approach to teaching physical education* (7th Ed.). McGraw Hill.
- Haywood, K.M. & Getchell, N. (2009). *Life span motor development* (5th Ed.). Champaign, Ill.: Human Kinetics.
- Pica, R. (1991). *Special themes for moving & learning*. Champaign, Ill.: Human Kinetics.
- Pica, R. (2001). *Wiggle, giggle & shake: 200 ways to move and learn*. Beltsville, Md.: Gryphon House Inc.
- Pica, R. (2003). *Experiences in movement: Birth to age 8* (3rd Ed.). Clifton Park, N.Y.: Thompson-Delmar Learning.

Webpages:

- www.beactivekids.org
- www.pecentral.com
- <http://www.aahperd.org/headstartbodystart/>
- <http://www.movingandlearning.com/>
- <http://www.choosykids.com>

Nutrition & Healthy Foods:

Documents:

- United States Department of Agriculture, Child and Adult Care Food Program. Nutrition Guidance for Child Care Homes Making Nutrition Count for Children.
- U.S. Department of Agriculture and U.S. Department of Health and Human Services. Dietary Guidelines for Americans, 2010. 7th Edition, Washington, DC: U.S. Government Printing Office, December 2010.
- What's in Season? Fruits and Vegetable Availability in NC.
- Daily Servings Sizes for Children and Adolescents. Adapted from "Serving Sizes for Children & Adolescents" Children's Medical Services. Child Health & Disability Prevention Program Nutrition Subcommittee - August 2000

Grains:

- Hurley, J & Liebman, B. True Loaves: Finding the Best Sliced Bread. Nutrition Action Newsletter. 2008.
- Whole Grains: The Inside Story. Nutrition Action Newsletter. 2006.
- U R What U Eat. Handout created by WE CAN!, Department of Health and Human Services, and National Institutes of Health.
- Food and Nutrition Fun for Preschoolers 2009. Food and Nutrition Information Center.
- Laurel Branen and Janice Fletcher. Make a Vision and It Will Become Reality. College of Agriculture University of Idaho.
- Laurel Branen and Janice Fletcher. Food Safety Worksheet. College of Agriculture University of Idaho http://www.cals.uidaho.edu/feeding/fortrainers/handouts/pdf/FS1_Food_Safety_Worksheet.pdf

Articles:

- Janice Fletcher, EdD and Laurel Branen, PhD, RD, LD. Helping Young Children Learn to Serve themselves in Group Settings. University of Idaho College of Agricultural and Life Sciences.
- Janice Fletcher, EdD, Laurel Branen, PhD, RD, LD, Elizabeth Price, MS, and Sara Collyer Matthews, MS. Building Mealtime Environments and Relationships: an inventory for feeding young children in group settings. University of Idaho College of Agricultural and Life Sciences.
- Handouts around Nutrition for Providers especially around mealtimes http://www.cals.uidaho.edu/feeding/fortrainers/handouts_theme.html

Videos:

- Feeding young Children in Group Settings Video Vignettes http://www.cals.uidaho.edu/feeding/fortrainers/vignettes_theme.html

Outdoor Learning Environments:

Natural Learning Initiative (NLI)

- The Natural Learning Initiative Green Desk Postings (www.naturalearning.org/greendesk)
- The Natural Learning Initiative Information Sheets (<http://naturalearning.org/InfoSheets>)
 - Affordable Settings and Elements_InfoSheet.pdf
 - Benefits of Connecting Children with Nature_InfoSheet.pdf
 - Plants in OLE_InfoSheet.pdf
 - Top Ten Activity Settings_InfoSheet.pdf
 - Rainbarrel_InfoSheet.pdf
 - Vine Teepee_Info Sheet.pdf
 - Designing Pathways_InfoSheet.pdf
 - Installing Stepping Stones_Information Sheet.pdf

Curriculum Resources

- ***Growing Up Wild.*** Council for Environmental Education. Houston, TX
- ***Project Learning Tree: Environmental Experiences for Early Childhood Ages 3-6.*** American Forest Foundation.
- ***The Creative Curriculum for Preschool.*** Trister Dodge, D.; Colker, L. and Heroman C. 2002
- ***Natural Wonders: A Guide to Early Childhood for Environmental Educators.*** Oltman, M (ed) 2002.

References and Training Materials

- American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. 2011. *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs.* 3rd Edition. Elk Grove Village, IL: American Academy of Pediatrics; Washington, DC: American Public Health Association.
- American Forest Foundation. *Project Learning Tree: Environmental Experiences for Early Childhood Ages 3-6.* <http://www.plt.org/environmental-experiences-for-early-childhood-ages-3-6>
- CDC. *Go Out and Play! Kit: A resource to help early educators monitor development through play.* http://www.cdc.gov/ncehd/actearly/pdf/ccp_pdfs/GOP_kit.pdf
- Council for Environmental Education. Houston, TX. *Growing Up Wild.* <http://www.projectwild.org/growingupwild.htm>
- Head Start Resource Center. 2010. *The Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old.* Office of Head Start, Administration for Children and Families, U.S. Department of Health and Human Services
- Oltman, M (ed). 2002. *Natural Wonders: A Guide to Early Childhood for Environmental Educators.* Minnesota: Early childhood Environmental Education Consortium.
- Trister Dodge, D.; Colker, L. and Heroman C. 2002. *The Creative Curriculum for Preschool.* Washington, DC: Teaching Strategies, Inc.

Personal Wellness:

Chronic Disease

- CDC Chronic Disease: <http://www.cdc.gov/chronicdisease/overview/index.htm>
- Fact Sheets on Chronic Disease: http://www.who.int/topics/chronic_diseases/factsheets/en/index.html

Stress

- Melinda Smith, M.A. & Robert Segal, M.A. Stress Management How to Reduce, prevent, and Cope with Stress. Last updated: July 2011 http://helpguide.org/mental/stress_management_relief_coping.htm
- Coping with Stress: http://www.cdc.gov/violenceprevention/pub/coping_with_stress_tips.html
- Stress: <http://www.webmd.com/balance/stress-management/stress-management-topic-overview>

Sleep

- Melinda Smith, M.A., Lawrence Robinson, and Robert Segal, M.A. How Much Sleep Do You Need? **Sleep Cycles & Stages, Lack for Sleep, and Getting the Hours You Need.** Last updated: October 2011. <http://helpguide.org/life/sleeping.htm>
- US Department of Health and Human Services, National Institutes of Health, and National Heart, Blood, and Lung Institute. Originally printed November 2005. Revised August 2011. YOUR GUIDE TO Healthy Sleep. Healthy Guide to Sleep. (NIH 11-5271). http://www.nhlbi.nih.gov/health/public/sleep/healthy_sleep.pdf

Nutrition:

- U.S. Department of Agriculture and U.S. Department of Health and Human Services. Dietary Guidelines for Americans, 2010. 7th Edition, Washington, DC: U.S. Government Printing Office, December 2010.
- Liebman, Bonnie. 10 Common Food Goofs. Nutrition Action Health Letter, April 2011. http://www.cspinet.org/nah/pdfs/feature_us_april11.pdf
- Liebman, Bonnie. Big Fat Lies: The Truth about Atkins Diet. Nutrition Action Health Letter, Nov 2002.

**Series
Resources
Continued**

By Modules

- http://www.cspinet.org/nah/11_02/bigfatlies.pdf
- Carbohydrates 101: <http://www.foodandhealth.com/CHO101.pdf>
- USDA Dietary ChooseMyPlate: <http://www.choosemyplate.gov/index.html>
- Nutrient Dense Foods: <http://www.choosemyplate.gov/STEPS/nutrientdensefoodchoices.pdf>
- Good Fat/Bad Fat: <http://www.mayoclinic.com/health/fat/NU00262/NSECTIONGROUP=2>
- Choosing Healthy Fats: GOOD FATS, BAD FATS, AND THE POWER OF OMEGA-3 FATS: http://www.helpguide.org/life/healthy_diet_fats.htm

Physical Activity:

- Physical Activity and Health: The Benefits of Physical Activity: <http://www.cdc.gov/physicalactivity/everyone/health/index.html>
- Balance Food and Activity: <http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/healthy-weight-basics/balance.htm>
- Activity Types: http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA_Intensity_table_2_1.pdf

Summary & Assessment:

- Notes from all modules

**Instructors
Bios**

Nilda Cosco is the Education Specialist for the Natural Learning Initiative and a Research Associate Professor, College of Design, NC State University. Dr. Cosco holds a degree in Educational Psychology, Universidad del Salvador, Buenos Aires, Argentina and a Ph.D. in Landscape Architecture, School of Landscape Architecture, Heriot-Watt University / Edinburgh College of Art, Scotland. Her primary research interest is the impact of outdoor environments on child and family health outcomes such as healthy nutrition, active lifestyles, attention functioning, and overall wellbeing, particularly as they relate to natural components of the built environment. She is also involved in direct intervention and pre/post evaluation of outdoor improvement programs in childcare centers. In January 2000, Dr. Cosco co-founded with Professor Robin Moore the Natural Learning Initiative at the College of Design, NC State University.

Meredith Dolan is the program Manager for Be Active Kids and has over eight years of experience in the prevention and treatment of childhood obesity in research, clinical and public health settings. She is a registered dietitian with a Bachelor of Science in Public Health Nutrition from the University of North Carolina at Chapel Hill and a Master of Science in Nutritional Sciences from Rutgers University in New Jersey.

Pat Hansen is the Project Manager for Shape NC funded by Blue Cross/Blue Shield of North Carolina Foundation and has over 20 years experience in the human services field with a focus in public health. She is a Registered Nurse with a Masters in Public Health from University of North Carolina at Chapel Hill. Pat has worked at the Department of Public Health and Early Intervention in both Delaware and North Carolina and has experience in program administration and evaluation of local and statewide Smart Start programs.

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