

## Introduction to Miranos

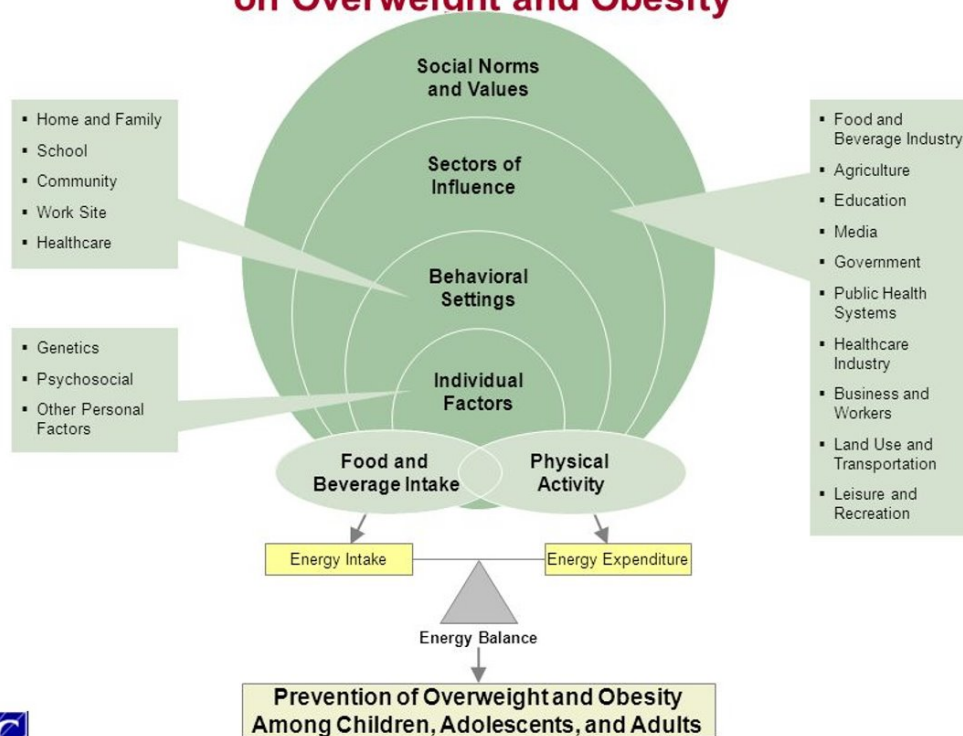
The “¡*Miranos!* Look at Us” is a childhood obesity prevention program designed for preschool children in Head Start programs. Head Start programs provide school readiness and support programs to low-income children aged birth to 5 years and their families. One in three Head Start children is overweight or obese, the CDC outlined the framework for the factors that influence overweight and obesity among children, see the diagram below. This program was initially a study conducted as a cluster randomized trial to test the efficacy of a multi-level, multi-setting early childhood obesity prevention program, for children enrolled in Head Start centers in San Antonio, Texas. The aim of the Miranos program is to address some of the components of the framework to prevent excess weight gain and promote the development of healthy habits through a center-based and home-based approach, see the [framework model](#) below.

The center-based component contains Sesame Street’s Healthy Habits for Life lessons and physical activity lessons which can easily be incorporated into daily Head Start curriculum. The home-based component contains lessons created for parents and caregivers to increase their knowledge, skills, and confidence in promoting healthy growth of their pre-school age children. The Sesame Street Healthy Habits for Life lessons were created by Sesame Street and contain fun nutrition related lessons teachers can do daily to better familiarize children with good nutrition habits, additionally Miranos research team curated a list of popular children’s books that follow the themes of the different Healthy Habits for Life lessons. Teachers can use these books to further the nutrition lesson discussions.

The Miranos team also included a children’s physical activity specialist who created all the physical activity lessons. The physical activity lessons included can be incorporated into the daily classroom lessons and can be done outside during playtime. To help the Head Start centers adopt these lessons into their curriculum, the research team developed nutrition and physical activity policies modeled after the “Model Policies for Creating a Healthy Nutrition and Physical Activity Environment in Child Care Settings” developed by Missouri Department of Health and Senior Services, Bureau of Community Food and Nutrition Assistance. These [modified policies](#) are listed below. Low-income minority children are the highest risk of being overweight and obese.

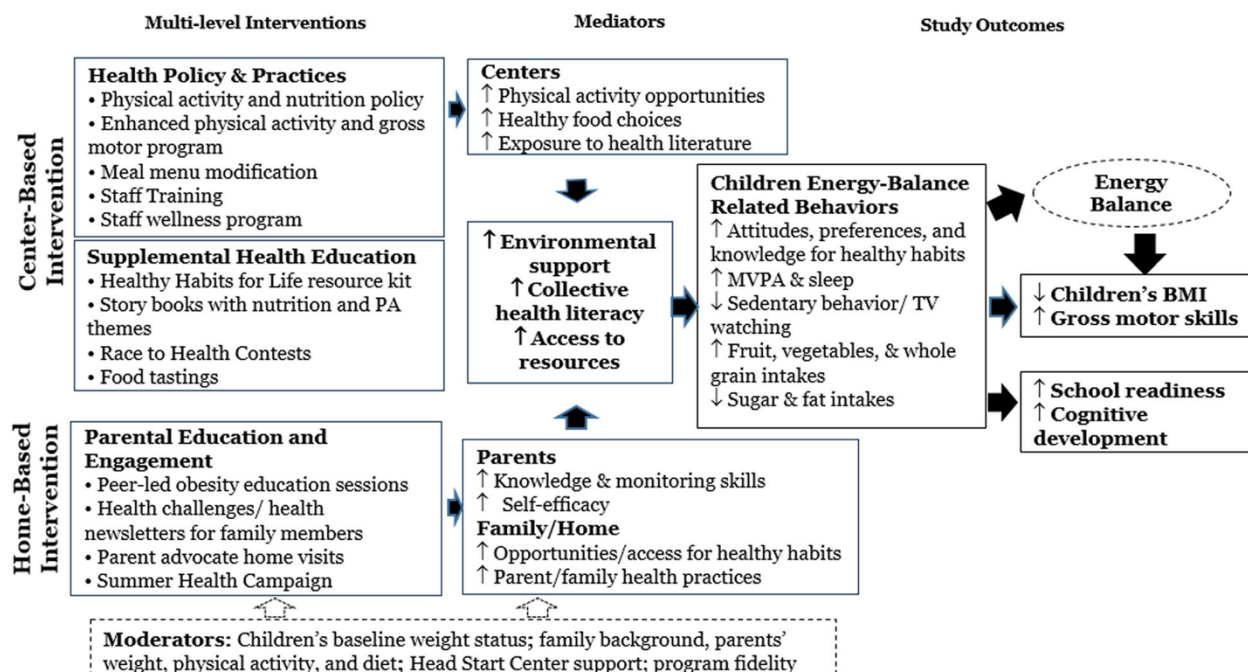


# An Ecological Framework for Organizing Influences on Overweight and Obesity



Adapted from: Koplan JP, Liverman CT, Kraak VI, editors. Preventing childhood obesity: health in the balance. Washington, DC: Institute of Medicine, National Academies Press; 2005.

## ¡Miranos! Intervention conceptual model



### Physical Activity and Nutrition Policies for Head Start Centers

#### Assigned to *Miranos!* Intervention Contrition

The policies related to physical activity, sedentary behavior and nutrition assure the development of healthy habits and overall wellbeing of children while they are in care with Head Start. This set of policies will be used by the facility and staff in making decisions and choices in day-to-day practices in Head Start Centers that can provide a healthier environment for children in care.

The policies are modeled based on “Model Policies for Creating a Healthy Nutrition and Physical Activity Environment in Child Care Settings” developed by Missouri Department of Health and Senior Services, Bureau of Community Food and Nutrition Assistance.

<b>Model Policy #1:</b> New fruits and vegetables will be introduced through structured food tastings. Non-food rewards will be given for student participation.		
<b>Rationale:</b> Children may require up to 15 exposures to new foods prior to acceptance. Introducing new fruits and vegetables through structured food tastings increases exposure to new foods and may encourage acceptance and consumption.		
<b>Tips for Changing current practice:</b>	<b>Tips for getting support from parents</b>	<b>Tips for getting support from kids:</b>
<ul style="list-style-type: none"> <li>• Incorporate food tastings in the afternoon snack.</li> <li>• Incorporate a fun lesson and activity with the food tasting to maintain a positive learning and eating environment.</li> <li>• Emphasize the importance of eating the new food to their health and daily activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Send the food tasting recipe and fun facts home to the parents so they can try the new foods at home with the children.</li> <li>• Parents can model food behaviors by trying the new food themselves.</li> <li>• Children will wear a sticker home informing the parents about the food tasting.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage the children to smell, touch, and taste the new food.</li> <li>• Create a fun activity so the children participate in the food tasting.</li> <li>• Children will receive a sticker for smelling, touching, or tasting the food.</li> </ul>

**Model Policy #2:** Children will never be forced to eat or try new foods. The children will decide how much to eat at every meal and snack.

**Rationale:** Children need to learn to identify cues for hunger and fullness. Allowing them to decide how much to eat and whether they eat will help them learn hunger and fullness cues. If children are forced to eat, this may lead to overeating and unhealthy eating patterns which may contribute to excess weight later in life.

<b>Tips for Changing current practice:</b>	<b>Tips for getting support from parents</b>	<b>Tips for getting support from kids:</b>
<ul style="list-style-type: none"><li>• Educate staff on the importance of not forcing children to eat and how their eating habits may change daily.</li><li>• Train staff to talk to the children about hunger and fullness before offering seconds.</li><li>• Serve age-appropriate servings.</li><li>• Serve meals family style and allow children to serve themselves.</li><li>• Let the children decide what foods they will serve themselves.</li></ul>	<ul style="list-style-type: none"><li>• Educate parents on age appropriate feeding strategies to minimize overeating.</li><li>• Parents can observe family style meal service at the center for an example.</li></ul>	<ul style="list-style-type: none"><li>• Teach children about listening to their body about hunger and fullness.</li><li>• Let children serve themselves and decide what and how much they will eat.</li></ul>

**Model Policy #3:** Food will not be given as a reward or taken away as punishment.

**Rationale:** Using foods as a reward or punishment put an unnecessary positive or negative connotation on food. This may encourage or discourage consumption of food and alter the child's ability to listen to their hunger and fullness cues. Special emphasis on using sugary, high fat foods as rewards or punishment may lead to future over consumption and potential excessive weight.

**Tips for Changing  
current practice:**

- Use non-food options as a reward:
  - Praise
  - Special privileges
  - Trips to the treasure chest filled with non-food items
  - Picking a book at story time
  - Points system to earn a bigger prize

**Tips for getting support  
from parents**

- Educate parents on the potential negative outcomes of using food as a reward or punishment.
- Share the center's non-food item reward system

**Tips for getting support  
from kids:**

- Use social rewards like attention, praise, responsibility, and thanks

**Model Policy #4:** Staff members will sit at the table with children during meals and snacks.

**Rationale:** Children learn many habits, including eating habits, by modeling individuals in authority. Staff members eating the same food and sitting at the table can provide an opportunity to model healthy behaviors and encourage food consumption, in addition to teaching the children about healthy foods and manners.

<b>Tips for Changing current practice:</b>	<b>Tips for getting support from parents</b>	<b>Tips for getting support from kids:</b>
<ul style="list-style-type: none"><li>• Serve meals family style so they will enjoy the meal with the children</li><li>• Education staff on the importance of sitting with the children at meal time and how to create a positive eating environment</li><li>• Obtain staff input on menus</li><li>• Do not schedule staff breaks during mealtime</li></ul>	<ul style="list-style-type: none"><li>• Education parents on modeling in establishing healthy eating behaviors</li><li>• Invite parents to eat with children at the center</li><li>• Provide information on family style meals</li></ul>	<ul style="list-style-type: none"><li>• n/a</li></ul>

**Model Policy #5:** Staff members will model healthy behavior by consuming the same food and drinks as the children and will not consume other foods and drinks in front of the children.

**Rationale:** Children learn many habits, including eating habits, by modeling individuals in authority. Staff members eating the same food and sitting at the table can provide an opportunity to model healthy behaviors and encourage food consumption, in addition to teaching the children about healthy foods and manners.

<b>Tips for Changing current practice:</b>	<b>Tips for getting support from parents</b>	<b>Tips for getting support from kids:</b>
<ul style="list-style-type: none"><li>• Serve meals family style so they will enjoy the meal with the children</li><li>• Education staff on the importance of sitting with the children at meal time and how to create a positive eating environment</li><li>• Obtain staff input on menus</li><li>• Do not schedule staff breaks during mealtime</li></ul>	<ul style="list-style-type: none"><li>• Education parents on modeling in establishing healthy eating behaviors</li><li>• Invite parents to eat with children at the center</li><li>• Provide information on family style meals</li></ul>	<ul style="list-style-type: none"><li>• n/a</li></ul>



**Model Policy #6:** Meals will be served family style.

**Rationale:** Family style meals service provides an opportunity for model provided from staff and the opportunity for the children to learn serving skills and manners as well as gain independence. It also allows children to choose their own food and serving sizes, which reduced the pressure of overeating or eating foods they do not want.

**Tips for Changing  
current practice:**

- Assigned children jobs during meals time (setting, clearing tables, etc)
- Use child-sized dishes and utensils.
- Children can help clean up spills and messes with help and without scolding
- Limit to 8 children per table

**Tips for getting support  
from parents**

- Invite parents to meals times with children at the center
- Educate parents on modeling and family style meals and encourage participation at home

**Tips for getting support  
from kids:**

- Practice passing, pouring, and serving to increase skills and confidence
- Provide praise to increase confidence
- Children can talk about their favorite foods and beverages

**Model Policy #7:** Teachers will incorporate the Healthy Habits for Life (HHL) into current curriculum and deliver lessons to children.

**Rationale:** Health Habits for Life, developed by Sesame Street, is a physical activity and nutrition curriculum geared towards children aged 2-5. The goal of HHL is to improve the health and wellbeing of children and their caregivers and to develop life-long health habits.

<b>Tips for Changing current practice:</b>	<b>Tips for getting support from parents</b>	<b>Tips for getting support from kids:</b>
<ul style="list-style-type: none"><li>• HHL can be used to fulfill required learning domains</li><li>• HHL can be delivered during already scheduled lesson times</li><li>• HHL materials and lessons are prepared and developed and require very little prep time</li></ul>	<ul style="list-style-type: none"><li>• Send home newsletter emphasizing what the children have learned in HHL</li><li>• Invite parents to view HHL lessons</li></ul>	<ul style="list-style-type: none"><li>• n/a</li></ul>

**Model Policy #8:** Staff will have the opportunity to participate in a free staff wellness program.

**Rationale:** A structured staff wellness program will allow the staff to focus on improving their health by improving physical activity and nutrition habits. The staff wellness program will correspond with similar health topics as the children so they may model healthy behavior.

<b>Tips for Changing current practice:</b>	<b>Tips for getting support from parents</b>	<b>Tips for getting support from kids:</b>
<ul style="list-style-type: none"><li>• Allow computer time for access to the online staff wellness program during work hours (nap time and after school)</li><li>• End of the year celebration event will be allowed by management</li></ul>	<ul style="list-style-type: none"><li>• n/a</li></ul>	<ul style="list-style-type: none"><li>• n/a</li></ul>

**Model Policy #9:** Healthy contests coordinated with the Healthy Habits for Life curriculum and staff wellness program will encourage children and staff to participate in healthy behaviors. Non-food rewards will be given for student and staff participation.

**Rationale:** Healthy contests can encourage, and reward healthy behavior change in both children and staff.

<b>Tips for Changing current practice:</b>	<b>Tips for getting support from parents</b>	<b>Tips for getting support from kids:</b>
<ul style="list-style-type: none"><li>• Healthy contests for staff and children will align with staff wellness program and HHL curriculum</li><li>• Healthy contests for children will be simple and easy for all to participate.</li></ul>	<ul style="list-style-type: none"><li>• Parents will receive information on the contests occurring at the center and will be encouraged to try these contests at home.</li><li>• Children will bring home ribbons for contest participation</li></ul>	<ul style="list-style-type: none"><li>• Stickers and ribbons will be given as a reward for participation</li></ul>

**Model Policy #10:** The center will have guidelines for foods or nonfood items brought into the facility and served for holidays and celebrations.

**Rationale:** A center-wide policy sends an important message to staff, parents, and children that healthy behaviors are a priority and the standard. These standards are models of healthy behavior and can help encourage behavior change.

<b>Tips for Changing current practice:</b>	<b>Tips for getting support from parents</b>	<b>Tips for getting support from kids:</b>
<ul style="list-style-type: none"><li>• Guidelines and food ideas will be provided for all staff.</li><li>• The center will serve approved celebration food at all events</li><li>• Healthy celebration recipe ideas will be given to staff.</li></ul>	<ul style="list-style-type: none"><li>• Center policy will be given to parents at the beginning of each school year.</li><li>• General guidelines and food ideas will be provided for all parents prior to each holiday and celebration as a reminder.</li><li>• </li></ul>	<ul style="list-style-type: none"><li>• Center staff will emphasize policy with children when discussing center celebrations.</li><li>• Children can develop a list of healthy foods they would like to enjoy at holidays and celebration.</li><li>• Children can help plan the snack or food for the holiday or celebration.</li></ul>

**Model Policy #11:** Holidays will be celebrated with mostly healthy foods and nonfood treats.

**Rationale:** A center-wide policy sends an important message to staff, parents, and children that healthy behaviors are a priority and the standard. These standards are models of healthy behavior and can help encourage behavior change.

<b>Tips for Changing current practice:</b>	<b>Tips for getting support from parents</b>	<b>Tips for getting support from kids:</b>
<ul style="list-style-type: none"> <li>Guidelines and food ideas will be provided for all staff.</li> <li>The center will serve approved celebration food at all events</li> <li>Healthy celebration recipe ideas will be given to staff.</li> </ul>	<ul style="list-style-type: none"> <li>Center policy will be given to parents at the beginning of each school year.</li> <li>General guidelines and food ideas will be provided for all parents prior to each holiday and celebration as a reminder.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Center staff will emphasize policy with children when discussing center celebrations.</li> <li>Children can develop a list of healthy foods they would like to enjoy at holidays and celebration.</li> <li>Children can help plan the snack or food for the holiday or celebration.</li> </ul>

<b>Model Policy 1: Children will have at least of 90 minutes of structured and unstructured playtime each school day.</b>		
<b>Rationale</b> Rationale: children should engage in 90-120 minutes of physical activities each day to develop physically, mentally/cognitively, emotionally, and socially. It is critically children have structured time for learning gross motor skills as well as free play for enjoying outdoor and moving freely.		
<b>Tips for changing current support practice:</b>	<b>Tips for getting support from parents:</b>	<b>Tips for getting from kids:</b>
<ul style="list-style-type: none"> <li>○ Create a daily schedule that provides opportunities for 90 minutes of physical activities.</li> <li>○ Include two to three blocks of active playtime across the day.</li> <li>○ Include both inside and outside play.</li> <li>○ Use active learning activities in daily lesson plans, allowing for children to learn through movement.</li> <li>○ Use Miranos! Activity Cards and games that include a number of fun activities mixing learning and active playtime.</li> </ul>	<ul style="list-style-type: none"> <li>○ Give parents information about the importance of physical activity for children's physical, mental and emotional health.</li> <li>○ Talk to parents about the activities children do during the day.</li> <li>○ Encourage parents to spend time enjoying active play with their kids at home.</li> <li>○ Send home ideas for family physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Play with children.</li> <li>○ Make physical activity fun through active play.</li> <li>○ Have reasonable expectations. Challenge children; don't scare them.</li> <li>○ Encourage cooperation, not competition.</li> </ul>

<b>Model Policy 2: Children will participate in outdoor active play two times or more each school day.</b>		
<b>Rationale</b> Children should engage in 90-120 minutes of physical activities each day to develop physically, mentally/cognitively, emotionally, and socially. Offering outdoor playtime is an effective way to encourage children in physical activities.		
<b>Tips for changing current support practice:</b>	<b>Tips for getting support from parents:</b>	<b>Tips for getting from kids:</b>
<ul style="list-style-type: none"> <li>○ Include two to three blocks of active playtime across the day.</li> <li>○ Include both inside and outside play.</li> <li>○ Use active learning activities in daily lesson plans, allowing for children to learn through movement.</li> <li>○ Use Miranos! Activity Cards and games that include a number of fun activities mixing learning and active playtime.</li> <li>○ Listen to music and get the classroom moving.</li> <li>○ Use Go Noodles as transition activities.</li> </ul>	<ul style="list-style-type: none"> <li>○ Give parents information about the importance of physical activity for physical, social and mental health.</li> <li>○ Invite parents to visit and join in organized activity sessions.</li> </ul>	<ul style="list-style-type: none"> <li>○ Pick one child each week to share an active play idea.</li> <li>○ Give children a special prop, like a sock ball, and have them create a game with it. See how many ideas they come up with.</li> <li>○ Do structured activities in small doses, such as two 15-minute activities.</li> <li>○ Focus on process and technique over outcome.</li> <li>○ Repeat activities so children can practice their new skills.</li> </ul>





**Model Policy 3: Children will participate in morning outdoor play (structured activity 15 min and free play 15 min) each school day.**

**Rationale**

Time spent outdoors benefits children in many ways. It is known that the more time children spend outdoors, the more physical activity they get. Being outside gives children more space to move around on their own and to play with other children, leading to both physical and social development. Most conditions are safe for children to be outside, so there are opportunities for outdoor active play almost every day.

**Tips for changing current support practice:**

- Use Miranos! activity cards for structured activities
- Start with structured activities; use the second part for free play
- Encourage staff to be flexible to adjust usual outdoor time if needed.
- Set reasonable expectations for children's behavior during activities. Use hand or verbal signals to tell children to maintain control during active play.
- Have a training for staff to show them how to use activity in classroom lesson plans.

**Tips for getting support from parents:**

- Tell parents about your policy for outdoor play and weather conditions.
- Encourage parents to provide proper clothing for weather conditions.

**Tips for getting from kids:**

<b>Model Policy 4: Children will participate in active learning classroom activities during center time, transition, and breaks (30 min) each school day.</b>		
<b>Rationale</b> <p>The classroom activities can shape behaviors related to physical activity and improve cognitive abilities. Therefore, it is important that children's environments support physical activity.</p>		
<b>Tips for changing current support practice:</b>	<b>Tips for getting support from parents:</b>	<b>Tips for getting from kids:</b>
<ul style="list-style-type: none"> <li>○ Educate staff on the importance of physical activity for children's physical, cognitive, mental and emotional development.</li> <li>○ Use active learning in daily lesson plans, allowing for children to learn through movement.</li> <li>○ Check daily schedules to ensure staff include enough activity time. Ask staff for ideas to shorten inactive times.</li> <li>○ Activity breaks every 15 minutes, such as Go Noodle, Music CDs, and teacher-led activities.</li> <li>○ Learning center activities, such as the activity dice and mats.</li> <li>○ Use movement music and GoNoodle get children active during transition time.</li> </ul>		



**Model Policy 5: Children will participate in afternoon outdoor play  
(structured activity 15 min and free play 15 min) each**

**Rationale**

Children learn through interacting with their environment. Outside play will improve their social abilities, benefit cognitive development, and improve their gross motor skills.

**Tips for changing current  
support practice:**

- Use Miranos! activity cards for structured activities
- Set reasonable expectations for children's behavior during activities. Use hand or verbal signals to tell children to maintain control during active play.
- Start with structured activities; use the second part for free play
- Most weather conditions are fine for children to be outdoors. Weather conditions that pose a risk to children's health and safety include:
  - Check the safety of the environment before the activity starts
  - Tell children the play area boundaries
  - Check the dressing is appropriate for the activity
  - Wind-chill at or below 15°F, Heat index at or above 90°F
  - Air quality defined as a threat by local health authorities or through ozone (smog) alerts

**Tips for getting support  
from parents:**

- Help parents understand the importance of physical activity for young children.
- Encourage parents to limit inactive time at home.
- Invite parents to visit and join in active class sessions.

**Tips for getting  
from kids:**

- Talk with children about how they feel when being active.



<b>Model Policy 6: Screen time for entertainment at the center will be limited to</b>		
<b>Rationale</b> <p>Television and videos for entertainment work against the important educational activities that occur during care. According to the American Academy of Pediatrics, television viewing for preschool age children should be limited to one to two hours a day. Childcare provides a stimulating environment that is more enriching than television viewing. Recent research has associated television viewing with being or becoming overweight. Supporting television viewing, especially for extended periods, may send mixed messages to children that this behavior is okay.</p>		
<b>Tips for changing current support practice:</b>	<b>Tips for getting support from parents:</b>	<b>Tips for getting from kids:</b>
<ul style="list-style-type: none"> <li>○ Reduce the number of televisions in the facility.</li> <li>○ Review class schedules. Allow television use only for educational purposes, such as part of a specific lesson or viewing Healthy Habits for Life video.</li> </ul>		

<b>Model Policy 7: Children's sitting time will be &lt;15 min in any setting</b>		
<b>Rationale</b> <p>Children need opportunities to leave their seats and explore the space around them. The longer children sit, the less focused they become. Activities that call for children to sit for long periods of time promote an inactive lifestyle. If children are inactive for long periods of time, they can be at risk for problems associated with overweight, even if active during other parts of the day.</p>		
<b>Tips for changing current support practice:</b>	<b>Tips for getting support from parents:</b>	<b>Tips for getting from kids:</b>
<ul style="list-style-type: none"> <li>Brain breaks need to be scheduled every 15 minutes. Brain breaks include Go Noodle, Activity Dice, Music CDs and videos.</li> </ul>		<ul style="list-style-type: none"> <li>Let children choosing music and videos</li> </ul>

<b>Model Policy 8:</b> Each child will have a piece of play equipment during structured play.		
<b>Rationale</b> Having a piece of play equipment for each child increases participation and facilitates learning of new movement skills.		
<b>Tips for changing current support practice:</b>	<b>Tips for getting support from parents:</b>	<b>Tips for getting from kids:</b>
<ul style="list-style-type: none"> <li>○ Bring out all play equipment for the activity before starting the period</li> <li>○ Ask all children to do the same activity as the same time.</li> </ul>		<ul style="list-style-type: none"> <li>○</li> </ul>

<b>Model Policy 9:</b> A variety of portable play equipment will be available for children to use at the same time during free play.		
<b>Rationale</b> Portable play equipment can increase children's participation in physical activity.		
<b>Tips for changing current support practice:</b>	<b>Tips for getting support from parents:</b>	<b>Tips for getting from kids:</b>
<ul style="list-style-type: none"> <li>○ Bring out all portable play equipment before starting the period</li> <li>○ Make sure portable equipment are safe and in good working condition</li> </ul>		<ul style="list-style-type: none"> <li>○</li> </ul>

**Model Policy 10: Head Start teachers and teaching aids will lead and participate in physical activity with children.**

**Rationale**

Children learn by watching what adults, especially teachers, do. Teachers can shape children's attitudes toward physical activity. Children will see that staff enjoy being physically active, will believe physical activity is important and will learn and remember movements better. When teachers express joy during physical activity, it motivates children to participate in the same activity, as well as form positive associations with physical activity.

**Tips for changing current support practice:**

**Tips for getting support from parents:**

**Tips for getting from kids:**

- Give staff information about how physical activity helps children develop social, cognitive and motor skills, and provides health benefits.
- Provide training to staff to increase their comfort with leading physical activities.
- Remind staff that they do not have to be experts to model and encourage children's activity.
- Promote activity among the staff with a facility-wide challenge using step counters or amount of physical activity.



<b>Model Policy 11:</b> Play area will be safe for children to play.		
<b>Rationale</b> Maintaining play safety allows children to be more active and reduces injuries.		
<b>Tips for changing current support practice:</b>	<b>Tips for getting support from parents:</b>	<b>Tips for getting from kids:</b>
<ul style="list-style-type: none"> <li>○ Inspect play area before starting the class and remove hazardous items</li> <li>○ Inspect play equipment regularly</li> <li>○ Do not use broken play equipment</li> </ul>		<ul style="list-style-type: none"> <li>○</li> </ul>



**Model Policy 12:** Head Start staff will encourage children to engage in active play without pressure.

**Rationale**

Children learn by watching what adults, especially teachers, do. Teachers can shape children's attitudes toward physical activity. Children will see that staff enjoy being physically active, will believe physical activity is important and will learn and remember movements better. When teachers express joy during physical activity, it motivates children to participate in the same activity, as well as form positive associations with physical activity.

**Tips for changing current support practice:**

- Give staff information about how physical activity helps children develop social, cognitive and motor skills, and provides health benefits.
- Provide training to staff to increase their comfort with leading physical activities.
- Remind staff that they do not have to be experts to model and encourage children's activity.
- Promote activity among the staff with a facility-wide challenge using step counters or amount of physical activity.

**Tips for getting support from parents:**

- Talk with parents about ways to be good physical activity role models for children.
- Share positive comments with parents about active play seen during the day.
- Share ideas for games and activities that parents can use at home.

**Tips for getting from kids:**

- Ask children questions (How does it feel to run around?) about activities.
- Offer encouragement, such as, —Way to go!!!; -That was a great throw!!!; or through smiles and laughter during active time.

<b>Model Policy 13:</b> Head Start staff will not withhold playtime as punishment for children's misbehaviors		
<b>Rationale</b> Limiting a child's active playtime as punishment supports inactivity and could lead to long-term negative attitudes or feelings toward active play. Limiting physical activity may only worsen behavior rather than allow the children to use pent-up energy.		
<b>Tips for changing current support practice:</b>	<b>Tips for getting support from parents:</b>	<b>Tips for getting from kids:</b>
<ul style="list-style-type: none"> <li>○ Encourage good behavior through positive reinforcements.</li> <li>○ Use some type of -time-outll period that is not associated with loss of active playtime.</li> <li>○ Educate staff on the importance of physical activity for children's physical, mental and emotional development.</li> </ul>	<ul style="list-style-type: none"> <li>○ Encourage parents to post pictures at home.</li> <li>○ Give parents the artwork their child created that supports physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>○ Discuss the posters or artwork with children.</li> </ul>

<b>Model Policy 14: All Head Start center staff will complete a mandatory, paid training on obesity prevention, physical activity and nutrition.</b>		
<b>Rationale</b> <p>Staff involved in direct care should be educated about the importance of physical activity. They also need to be trained on ways to mix a variety of fun physical activity sessions into their daily lesson plans and group activities. Such training can increase staff's comfort level in leading and participating in physical activities. Training may lead staff to become more involved in both leading and participating in physical activities with the children, which will benefit their own lives too.</p>		
<b>Tips for changing current support practice:</b>	<b>Tips for getting support from parents:</b>	<b>Tips for getting from kids:</b>
<ul style="list-style-type: none"> <li>○ Explain the importance of training to staff.</li> <li>○ Encourage all staff to participate in trainings.</li> <li>○ Find ways to integrate physical activity training in other in-service training.</li> <li>○ Offer internet access for staff to complete the training.</li> </ul>		