

## RETHINKING NUTRITION EVALUATION PLAN

WORKSHOP 1: YUMMY CARROTS STICKS! HOW CHILDREN LEARN TO LIKE NUTRITIOUS FOODS			
Objectives	Measureable Outcome	Linked Learning Activities	Evaluation Plan
Participants will increase their knowledge of healthy mealtime and diet habits and will practice skills to utilize this knowledge with <ul style="list-style-type: none"> <li>• Children (i.e. help children make healthy food choices while avoiding power struggles) &amp;</li> <li>• Families.</li> </ul>	Participants will name one or more new strategies they plan to use to encourage children to try new foods.	Reverse Solution Exercise: Participants will brainstorm things they could do if they wanted to create picky eaters (children with food aversions), and will reverse this list to see what advise if gives on helping children try new foods.	An end-of-session questionnaire will collect descriptive answers to two questions: (1) From today's workshop, is there anything you plan to do differently to encourage children to try new foods? (2) As a result of today's workshop, are there any other changes to your program's mealtimes you would like to make?
	Participants will communicate their classroom's (or their center's) mealtime and diet practices / standards with their parent population.	Participants will be asked to make a list of their child care setting's mealtime and food habits and expectations (I.e., Do children need to wash their hands before eating? Sit at a table together? Try certain foods?). Then participants will be write a letter or handout to communicate this list with parents and families OR create a poster to communicate this list with classroom volunteers and/or visitors.	Poster or letter created in learning activity will be collected. After the workshop, they will be copied or scanned. The original will be mailed to participants and the copy saved for evaluation. A possible follow-up question would be to ask if they mailed or posted their letter to families.

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<b>WORKSHOP 2: WHAT'S FOR SNACK? NUTRITION TO SUPPORT HEALTHY GROWTH</b>			
<b>Objectives</b>	<b>Measureable Outcome</b>	<b>Linked Learning Activities</b>	<b>Evaluation Plan</b>
Participants will learn why early nutrition is so important: this is the age at which lifelong health habits are first established, and early obesity predicts lifelong health outcomes.	Unmeasured.	Presentation and discussion.	Unmeasured.
Participants will learn to read ingredient labels, well enough to identify healthy, nutritious meals: meals that maximize fresh fruits, vegetables, and whole grains, and that minimize added sugars, fats, and salt.	Participants will identify whole grains and added sugars in common snack foods.	Participants will practice identifying added sugars, fats, salt, and whole grains in actual product labels from children's snack foods.	The increase in ability to identify added sugars and whole grains in ingredient labels will be measured with a pretest and posttest conducted at the start and end of the workshop.
	Participants will identify one or more strategies for reducing added sugars, and/or increasing whole grains in a common snack food..	Participants will identify ways to make healthier the recipe for a common snack food.	The increase in ability to modify a snack recipe, to make it healthier, will be measured with a pretest and posttest conducted at the start and end of the workshop.

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<b>WORKSHOP 3: CUPCAKES FOR LUNCH: CREATING A FOOD &amp; NUTRITION POLICY FOR YOUR EARLY CARE &amp; EDUCATION PROGRAM</b>			
<b>Objectives</b>	<b>Measureable Outcome</b>	<b>Linked Learning Activities</b>	<b>Evaluation Plan</b>
Participants will have increased knowledge about how and why early childhood programs develop nutrition policies.	Participants will be able to list reasons an early childhood program should develop nutrition policies.	Participants will begin to list all the values and concerns that should be included in a program's comprehensive nutrition policy.	An end-of-session questionnaire will ask about intention of each program to create a written food and nutrition policy
	Participants will write one part of a nutrition policy for their program.	In order to learn the process of generating policy from a value or concern, participants will work in small groups to translate a nutrition/food value into a brief and clear policy statement.	An end-of-session questionnaire will ask for one example of a nutrition value of the participant's ECE program, and a demonstration of how that value could be written as a policy.
Participants will practice communicating a nutrition policy with a variety of potential stakeholders (i.e., parent, community member, volunteer, non-English speaker, administrator, child).	Participants will demonstrate how to communicate and justify their program policy to stakeholders.	Participants will be given a scenario in which a childcare center's food/nutrition policy is challenged (i.e., family wants to bring in sugary birthday treats). In small groups, participants will practice a 4-part response that clarifies the stakeholder's concern and the program's policy, and leads to either understanding of the policy or a plan to revise it.	On the end-of-session questionnaire, participants will indicate their degree of confidence in addressing a parent's challenge to the program's food and nutrition policy.

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WORKSHOP 4: COUNT, READ, SHARE: THE MEAL TABLE AS A LEARNING CENTER			
Objectives	Measureable Outcomes	Linked Learning Activities	Evaluation Plan
<p>Participants will learn how meal and snack times can be used as a very effective learning center, for both intellectual and social-emotional development.</p>	<p>1. Each participant will make a list of ways they can use mealtimes to promote children’s social and intellectual development.</p> <p>2. Each participant will choose one way they plan to use mealtimes, in the coming week, to promote children’s social or intellectual development.</p>	<p>Small groups will brainstorm ways to use mealtimes to promote social development (problem solving, impulse control, planning, OR practical life skills). Later, small groups will brainstorm ways to use mealtimes to promote intellectual development (language, math, OR science). During reports by the small groups, each participant will be asked to listen and keep their own list of good ideas they might like to try in their classrooms.</p> <p>At the end of the workshop, participants will be asked to look over their lists (see above) and tell the group the one mealtime learning activity they plan to try out in the coming week (a public commitment to an action).</p>	<p>An end-of-session questionnaire will ask participants to list the ideas they wish to remember and try in their program.</p> <p>The end-of-session questionnaire also asks participants to describe if there is one idea they intend to try out in the coming week (separately for social and intellectual development). (This will produce an estimate of the percentage of participants who plan a specific activity in the coming week, and the activities planned.)</p>