

Improving Fruit & Vegetable Consumption

How to get your site to serve a fruit or vegetable every day

Use the following questions and the corresponding “action steps” to identify new ways to overcome fruit and vegetable consumption challenges. The **ALL** symbols are tips and suggestions for everyone, no matter how you answer the question. Items in bolded caps with the word “**SEE**” in front refer to OSNAP resources to help you meet your goals.

Questions

Action Steps

Do you/your program decide what snacks to serve?

- NO** → Speak with whoever has control over ordering/food service decisions. See about increasing the frequency the fruits and vegetables are served. **SEE: WORKING WITH SCHOOL FOOD SERVICE**
- YES** → Ensure that a fruit or vegetable is listed for each day (fresh, frozen, dried and canned are all options.) see: sample menus
- YES** → Ask for feedback on which fruits and veggies the kids like and don't like so that you can cater to their preferences. **SEE: FOOD & FUN UNITS 1 & 7**
- ALL** → If your program continues through the summer and has outdoor space, consider starting a garden so that kids can help grow their own fruits and veggies!

Do you have enough storage space for fresh produce?

- NO** → Serve canned, dried or frozen fruits and vegetables for cheaper, space-saving alternatives.
- YES** → Make sure the menu is matched to your delivery/shipping schedule so that fruits and veggies don't go bad.
- ALL** → Many fruits (oranges, apples and bananas for example) are fine at room temperature.

Do children eat the fruits and vegetables you currently serve?

- NO** → Keep trying! It can take a while for kids to like new foods. Create a “Produce Passport” where kids collect stamps or stickers for each new food they try. Offer a healthy reward (more play time, a chance to design the menu for the day, etc.) once they collect a certain number. **SEE: PRODUCE PASSPORT**
- NO** → Offer taste tests to understand kids' preferences and identify new snacks. **SEE: FOOD & FUN UNITS 1 & 7**
- NO** → Cut and peel fruits and veggies to make eating easier—bite-size pieces often go fast!
- YES** → Involve the children in preparing their own snacks. **SEE: FOOD & FUN UNITS 1 & 7**

Do staff model healthy eating behaviors?

- NO** → Implement policies that limit staff from bringing in outside food and drink. **SEE: FAST MAP TO IMPROVING STAFF ENGAGEMENT, HEALTHY STAFF/HEALTHY KIDS TIP SHEET**
- YES** → Encourage staff to sit and eat healthy foods with kids at snack. **SEE: SNACKS - A BRIDGE**

Does your budget limit your ability to serve fruits and vegetables?

- NO** → Make sure that a fruit and/or vegetable is on the menu every; try to order favorite fruits and vegetables that you know your kids will eat. **SEE: SAMPLE MENUS**
- YES** → Serve tap water instead of juices; use the money saved to purchase fruits & veggies.
- YES** → Look into affordable frozen, canned—and even fresh—options. **SEE: SNACK SENSE**

Do you have a policy about serving a fruit or vegetable every day?

- NO** → Create a policy stating your program will serve a fruit or vegetable every day. Communicate this policy to staff and families, and put the policy in appropriate places, like family and staff handbooks. **SEE: POLICY WRITING GUIDE, SAMPLE LETTERS**
- YES** → Make sure that you communicate your policy to families. **SEE: SAMPLE LETTERS**

Improving Moderate Physical Activity (PA)

How to provide all children with at least 30 minutes of moderate to vigorous physical activity every day, including outdoor activity when possible

Use the following questions and the corresponding "Action Steps" to identify new ways to improve physical activity. The **ALL** symbols are tips and suggestions for everyone, no matter how you answer the question. Items in bolded caps with the word "SEE" in front refer to OSNAP resources to help you meet your goals.

Questions

Action Steps

Are there at least 30 minutes of physical activity scheduled into each day?

- NO** → Speak to whoever makes the schedule to see if at least 30 minutes can be scheduled for all groups of children every day. **SEE: SAMPLE SCHEDULE**
- NO** → Divide the PA time into smaller blocks. For example, do two 15-minute PA periods, or even shorter blocks during homework time. Be sure that you make time for transitions so students get the full 30 minutes of being active. **SEE: ENERGIZERS, BALANCING PRIORITIES TIP SHEET**
- YES** → Make sure a schedule including 30 minutes of PA every day is posted. **SEE: SAMPLE SCHEDULE**
- YES** → Train staff on making active and efficient transitions from one activity (e.g. snack) to the next (e.g. outdoor free play).
- ALL** → Seek out community partners with special skills to lead activity classes like hip-hop and kickboxing. This can give staff a break and get kids excited about something new!

Do all children participate?

- NO** → Make sure that the schedule gives every group of children 30 minutes of PA every day. **SEE: SAMPLE SCHEDULE**
- YES** → Use the Food & Fun Afterschool curriculum to teach healthy behaviors through physically active lessons.
- ALL** → Offer structured play with PA stations that kids can choose from. Allowing kids to make their own choices can spur participation. **SEE: EXAMPLE - FOOD & FUN UNIT 10 OBSTACLE COURSE**
- ALL** → Prohibit withholding of gym or other active play time as a form of punishment. Come up with alternative consequences for children who misbehave. **SEE: ALTERNATIVE SOLUTIONS TO WITHHOLDING RECESS**
- ALL** → Avoid elimination games (like dodge ball and Simon says) which may discourage kids from participating and limit the amount of PA everyone gets. **SEE: PLAYWORKS**

Do you have outdoor space for physical activity?

- NO** → Consult a map for green space that may be nearby. Find a park. Take a walk or jog around the block or campus. **SEE: JOINT USE OF DISTRICT AND CITY RECREATION FACILITIES**
- YES** → Offer PA at the start of your program, before it gets too dark or cold. **SEE: SAMPLE SCHEDULE**

Do you have indoor space for physical activity?

- NO** → Convert cafeteria or classroom areas into space for PA. Develop relationships with school administration or anyone else that may be able to provide additional space. **SEE: JOINT USE AGREEMENT: OPENING INDOOR AND OUTDOOR SCHOOL FACILITIES FOR USE DURING NON-SCHOOL HOURS**
- YES** → Make sure that you continue to have guaranteed access by signing an MOU or Joint Use Agreement with others who use the space. **SEE: JOINT USE AGREEMENT: OPENING INDOOR AND OUTDOOR SCHOOL FACILITIES FOR USE DURING NON-SCHOOL HOURS**
- ALL** → There are a lot of exercises that take up minimal space; even a classroom can become a dance or aerobics studio. **SEE: ENERGIZERS - CLASSROOM-BASED PHYSICAL ACTIVITIES**

Do staff join in the activities with children?

- NO** → Teach staff about their importance as role models. **SEE: STAFF ENGAGEMENT TIP SHEET**
- YES** → Formalize this great practice by creating a policy that outlines your expectations for how staff with participate in PA. **SEE: POLICY WRITING GUIDE**

Do you have a policy about offering 30 minutes of PA every day to all children?

- NO** → Create a policy stating that all children should receive 30 minutes of moderate to vigorous PA every day. Communicate this policy to staff and families, and put the policy in appropriate places, like handbooks. **SEE: POLICY WRITING GUIDE, SAMPLE LETTERS**
- YES** → Make sure that your policies are communicated to families and staff. **SEE: SAMPLE LETTERS**

Improving Vigorous Physical Activity (PA)

How to provide all children with at least 20 minutes of vigorous physical activity at least three times a week

Use the following questions and the corresponding “action steps” to identify new ways to improve vigorous physical activity. The **ALL** symbols are tips and suggestions for everyone, no matter how you answer the question. Items in bolded caps with the word “**SEE**” in front refer to OSNAP resources to help you meet your goals.

Questions

Action Steps

Are there at least 20 minutes of physical activity scheduled into each day?

NO

→ Speak to whoever designs the schedule to see if at least 20 minutes can be scheduled three times a week for all groups of children. **SEE: SAMPLE SCHEDULE**

NO

→ Divide the PA time into smaller blocks. For example, do two 10-minute activity bursts that get kids breathing hard. **SEE: ENERGIZERS - CLASSROOM-BASED PHYSICAL ACTIVITIES**

YES

→ Modify current favorite games to include more running, jumping or other high-intensity actions. **SEE: PHYSICAL ACTIVITY TIP SHEET**

YES

→ Make sure the schedule that includes 20 minutes of PA is posted.

ALL

→ Play outside as often as possible—free play outdoors is a great way to get kids moving vigorously.

ALL

→ Make sure that your staff knows what it means to be “vigorously active”—kids should be breathing hard and sweating. Running, jumping (e.g., jumping rope or jumping jacks), and dancing all gets hearts pumping fast! **SEE: PHYSICAL ACTIVITY TIP SHEET, FOOD & FUN UNIT 9**

ALL

→ Seek out community partners with special skills to lead activity classes like hip-hop and kickboxing. This can give staff a break and get kids excited about something new!

Do all children participate?

NO

→ Make sure that the schedule gives every group of children 20 minutes of vigorous PA at least three times a week. **SEE: SAMPLE SCHEDULE**

NO

→ Offer structured physical activity stations that kids can choose from. **SEE: FOOD & FUN UNIT 9**

YES

→ Use the Food & Fun Afterschool curriculum to teach healthy behaviors through physically active lessons. **SEE: FOOD & FUN**

ALL

→ Offer structured play with PA stations that kids can choose from. Allowing kids to make their own choices can spur participation. **SEE: EXAMPLE - FOOD & FUN UNIT 10 OBSTACLE COURSE**

ALL

→ Prohibit withholding of gym or other active play time as a form of punishment. Come up with alternative consequences for children who misbehave. **SEE: ALTERNATIVE SOLUTIONS TO WITHHOLDING RECESS**

ALL

→ Avoid elimination games (like dodge ball and Simon says) which may discourage kids from participating and limit the amount of PA everyone gets.

Do you have a policy about offering 20 minutes of vigorous PA to all children at least three times a week?

NO

→ Create a policy stating that all children should receive 20 minutes of vigorous PA at least three times a week. Communicate this policy to staff and families, and put the policy in appropriate places, like handbooks. **SEE: POLICY WRITING GUIDE, SAMPLE LETTERS**

YES

→ Make sure that your policies are communicated to families and staff. **SEE: SAMLE LETTERS**

Reducing Screentime

How to eliminate commercially broadcast TV and movies and limit computer and digital device time to homework or instructional-only

Use the following questions and the corresponding “action steps” to identify new ways to identify new ways to reduce TV, video game and computer use. The **ALL** symbols are tips and suggestions for everyone, no matter how you answer the question. Items in bolded caps with the word “**SEE**” in front refer to OSNAP resources to help you meet your goals.

Questions

Action Steps

Do you ever allow kids to use computers for non-educational purposes like surfing the internet?

- NO** → Make sure that staff keep enforcing this policy. Include language in the staff handbook. **SEE: POLICY WRITING GUIDE**
- YES** → If you allow kids to use the computers/internet for recreation, substitute in other activities like art, music, outdoor playtime, reading, games, etc. Remove any non-academic computer time from the schedule. **SEE: FOOD & FUN, SAMPLE SCHEDULE**
- ALL** → Work to schedule more active time—whether it’s taking a walk, having a dance class, or trying a new game. Visit www.primaryschool.au/health.php for suggestions.

Do you ever schedule time to watch TV or movies?

- NO** → Formalize this practice by creating a policy, and make sure that staff are aware of the policy and accountable for enforcing the no TV/movies practice. **SEE: POLICY WRITING GUIDE**
- YES** → Remove TV/movie time from the schedule and replace it with other activities. **SEE: FOOD & FUN, SAMPLE SCHEDULE**

Is the TV used as a rainy day back-up or special treat on Fridays?

- NO** → Formalize this practice by creating a policy, and make sure that staff are aware of the policy and accountable for enforcing the no TV/movies practice. **SEE: POLICY WRITING GUIDE**
- YES** → Be creative with alternative fun indoor activities like freeze dance, creating an obstacle course, or doing an arts and crafts project. Work with kids to create a list of “rainy day” activities that staff can use as a back-up plan.

Do you allow video games?

- NO** → Formalize this practice by creating a policy, and make sure that staff are aware of the policy and accountable for enforcing the no video games policy. **SEE: POLICY WRITING GUIDE**
- YES** → Make sure that only active games—ones that get kids moving quickly and breathing more rapidly—are available.

Do you allow digital devices to be used for anything other than instructional use (e.g., texting, games internet)?

- NO** → Make sure that families and staff are aware of the policy and that staff enforce the policy. **SEE: POLICY WRITING GUIDE**
- YES** → Create a policy that prohibits the use of digital devices for non-instructional activities. Communicate this policy to children, families and staff. **SEE: POLICY WRITING GUIDE**

Do you have a policy about screen time being only used for instructional purposes?

- NO** → Create a policy that prohibits the use of TVs and movies, and limits the use of computers and other digital devices to instructional activities. Communicate this policy to staff and families, and put the policy in appropriate places, like family and staff handbooks. **SEE: POLICY WRITING GUIDE, SAMPLE LETTERS**
- YES** → Make sure that families and staff are aware of the policy and that staff enforce the policy. **SEE: SAMPLE LETTERS**

Eliminating Sugar Drinks from Snacks Served

How to stop serving sugary drinks to children during your program

Use the following questions and the corresponding “action steps” to identify new ways to improve healthy beverages. The **ALL** symbols are tips and suggestions for everyone, no matter how you answer the question. Items in bolded caps with the word “**SEE**” in front refer to OSNAP resources to help you meet your goals.

Questions

Action Steps

Do you and your staff know how to identify sugary drinks?

- NO** → You can check the ingredient lists for words like: sugar, corn syrup, high fructose corn syrup, fruit juice concentrate, evaporated cane juice, malt syrup, sucrose, dextrose, fructose and corn sweetener.
- YES** → OSNAP considers even 100% juice over 4oz. in size to be a sugary drink.
- ALL** → Fruit drinks, fruit cocktails, fruitades (lemonades, etc), fruit punches, energy drinks, sodas, vitamin waters, sports drinks, sweetened iced teas and flavored milks all have added sugar. **SEE: FOOD & FUN UNIT 3**

Does your program spend money to provide sugary beverages?

- NO** → If you don’t purchase beverages, serve tap water every day. **SEE: SAMPLE MENUS**
- YES** → See whether there is flexibility about what’s ordered. Stop buying beverages like juice, and use the money saved to purchase healthier foods like fresh fruit. Serve tap water every day. **SEE: SNACK SENSE, SAMPLE MENUS**

Does another organization (like School Food Service or a food bank) provide your program with sugary drinks?

- NO** → Serve tap water every day. **SEE: SAMPLE MENUS**
- YES** → Talk with the person in charge of ordering beverages to see if there is flexibility. Ask whether they can stop buying beverages like juice, and use the money saved to purchase healthier foods like fresh fruit. Serve water every day. **SEE: ADVOCATING FOR HEALTHY SNACKS, WATER TIP SHEET**
- ALL** → Add water to your daily menu. **SEE: SAMPLE MENUS**

Do you serve juice?

- NO** → Put healthy beverages, like water, on the official menu. **SEE: SAMPLE MENUS**
- YES** → Limit the size (to no more than 4oz) and frequency of 100% juice served. Do not serve anything that is not 100% juice (e.g., juice cocktails). Instead, serve water with a whole fruit or vegetable as much as possible.

Are sodas and other sugary drinks are served by partners or used at parties and celebrations?

- NO** → Communicate your policy against serving sugary drinks to your program partners. Suggest other incentives that could be used. **SEE: PARTNER PROGRAM LETTER, HEALTHY CELEBRATIONS**
- YES** → Create a policy stating that no sugary drinks can be served at your program, and communicate this to your program partners. **SEE: PARTNER PROGRAM LETTER, HEALTHY CELEBRATIONS**
- ALL** → For festive drinks, let kids make their own juice spritzers and soda using seltzer water, 100% fruit juice, lemon and lime slices, etc. **SEE: FOOD & FUN UNIT 10**

Do you have a policy about what beverages your program will provide for children?

- NO** → Create a policy stating your program will not provide sugary drinks to children, which includes 100% juice over 4oz. Communicate this policy to staff and families, and put the policy in appropriate places, like family and staff handbooks. **SEE: POLICY WRITING GUIDE, SAMPLE LETTERS**
- YES** → Make sure that you communicate your policy to families. **SEE: SAMPLE LETTERS, FOOD & FUN UNIT 10 FAMILY RESOURCES**

Eliminating Trans Fats

How to offer meals and snacks with no trans fats

Use the following questions and the corresponding “action steps” to identify new ways to overcome challenges related to eliminating trans fats.

The **ALL** symbols are tips and suggestions for everyone, no matter how you answer the question. Items in bolded caps with the word “**SEE**” in front refer to OSNAP resources to help you meet your goals.

Questions

Action Steps

Do you and your staff know how to identify trans fats?

NO

The best way to identify foods with trans fats is to read the list of ingredients. If you see the words “partially hydrogenated” then that product contains trans fat! **SEE: FOOD & FUN UNIT 4**

YES

Make sure that even products labeled “trans fat free” or that list 0g of trans fats in the nutrition information panel actually are free of partially hydrogenated oils by checking the ingredient list. **SEE: FOOD & FUN UNIT 4**

Do you and your program decide which snacks to serve?

NO

Speak with whoever has control over ordering/food service decisions. Present your ideas for trans fat-free snacks and offer suggestions that you’d like to see served. **SEE: ADVOCATING FOR HEALTHY SNACKS**

YES

Eliminate any foods with “partially hydrogenated vegetable oil” or “shortening” listed in the ingredients list. **SEE: FOOD & FUN UNIT 4**

Do kids eat snacks without trans fats?

NO

Conduct taste tests to understand kids’ preferences and identify new foods that they will eat. **SEE: FOOD & FUN UNIT 4**

YES

Include kids in food preparation; they are more likely to be excited when they make the food themselves!

At celebrations, do you allow foods like cakes and cookies which might have trans fat?

NO

Make this practice an official policy, and be sure to communicate with families about your policy and other ideas for alternative ways to celebrate. **SEE: HEALTHY CELEBRATIONS**

YES

Ban cookies and cakes from celebrations. Consider healthier foods and alternative ways to celebrate and reward children. **SEE: HEALTHY CELEBRATIONS**

Do you have a policy about foods with trans fat?

NO

Create a policy stating your program will not serve products with trans fats. Communicate this policy to staff and families, and put the policy in appropriate places, like family and staff handbooks. **SEE: POLICY WRITING GUIDE, SAMPLE LETTERS**

YES

Make sure that you communicate your policy to families. **SEE: SAMPLE LETTERS**

Improving Water Consumption

How to offer water as a drink every day at snack/meals

Use the following questions and the corresponding “Action Steps” to identify new ways to overcome water consumption challenges. The **ALL** symbols are tips and suggestions for everyone, no matter how you answer the question. Items in bolded caps with the word “**SEE**” in front refer to OSNAP resources to help you meet your goals.

Questions

Action Steps

Do you have an available source of tap water (fit for drinking)?

- NO** → Buy a large cooler and cups to make water available at snacks and meals. Make sure a staff member, custodian, or food service worker is tasked the duty of keeping the cooler full and clean everyday.
- YES** → Keep a full pitcher of water and cups available where children eat. **SEE: WATER SANITATION GUIDE**
- ALL** → Take a cooler or jug with you when you go to a park or playground.
- ALL** → Allow kids to carry their own refillable water bottles that they can drink from.
- ALL** → If you’re not sure whether your water is safe, have it tested or check out the EPA’s drinking water reports for your area. <http://water.epa.gov/drink/local/>
- ALL** → Try serving pitchers with ice cold water and fruit slices, mint sprigs or a splash of 100% fruit juice to make the water extra refreshing. **SEE: FOOD & FUN UNIT 10**

Are drinking fountains available to children throughout the day?

- NO** → Keep a full pitcher of water and cups available at child level throughout the day. **SEE: WATER SANITATION GUIDE**
- NO** → Buy a large cooler to make water readily available at snacks and meals. Make sure a staff member, custodian, or food service worker is tasked the duty of keeping the cooler full and clean everyday.
- YES** → Make sure staff encourage kids to use the drinking fountain—especially during physical activity.
- YES** → Allow kids to bring refillable water bottles or provide cups so they can use the water fountain to fill up and have water at snacks and meals.

Does your program spend money to purchase beverages?

- NO** → If you don’t purchase beverages, serve tap water every day. **SEE: SAMPLE MENUS**
- YES** → See whether there is flexibility about what’s ordered. Stop buying beverages like juice, and use the money saved to purchase healthier foods like fresh fruit. Serve tap water every day. **SEE: SNACK SENSE, SAMPLE MENUS**
- ALL** → Add water to your daily menu. **SEE: SAMPLE MENUS**

Does another organization (like School Food Service or a food bank) provide your program with beverages?

- NO** → Serve tap water every day. **SEE: SAMPLE MENUS**
- YES** → Talk with the person in charge of ordering beverages to see if there is flexibility. Ask whether they can stop buying beverages like juice, and use the money saved to purchase healthier foods like fresh fruit. Serve water every day. **SEE: WORKING WITH SCHOOL FOOD SERVICE**
- ALL** → Add water to your daily menu. **SEE: SAMPLE MENUS**

Do you have a policy about serving water during snack/meals?

- NO** → Create a policy stating your program will provide water as a beverage during all snacks/meals. Communicate this policy to staff and families, and put the policy in appropriate places, like family and staff handbooks. **SEE: POLICY WRITING GUIDE, SAMPLE LETTERS**
- YES** → Make sure that you communicate your policy to families. **SEE: SAMPLE LETTERS**

Promoting Whole Grains

How to offer more whole grains every day

Use the following questions and the corresponding “action steps” to identify new ways to overcome challenges related to whole grain consumption.

The **ALL** symbols are tips and suggestions for everyone, no matter how you answer the question. Items in bolded caps with the word “**SEE**” in front refer to OSNAP resources to help you meet your goals.

Questions

Action Steps

Do you and your staff know how to identify whole grain products?

NO

Whole grains are foods that contain a whole grain as the first ingredient on the label. Examples of whole grains are whole wheat, whole corn, barley, oats and rye. **SEE: WHOLE GRAIN SNACK FOODS**

YES

To find the healthiest whole grain choices, do some simple math by looking at the nutrition facts label: divide the total grams of carbohydrates by the grams of fiber, and if the number you get is less than 10, you have a healthy choice. **SEE: WHOLE GRAIN SNACK FOODS**

Do you and your program decide which snacks to serve?

NO

Speak to whoever is in charge of ordering food and request whole grain products. It may help to provide resources on the benefits of whole grain products and comparably priced snacks. **SEE: ADVOCATING FOR HEALTHY SNACKS, WHOLE GRAIN SNACK FOODS**

YES

Switch to purchasing foods made with whole grains like wheat, oats, barley and brown rice. **SEE: WHOLE GRAIN SNACK FOODS**

Do kids eat the whole grain snacks you serve?

NO

Conduct taste tests to understand kids’ preferences and identify new offerings. **SEE: FOOD & FUN UNIT 5**

YES

Include kids in food preparation; they are more likely to be excited when they make the food themselves. **SEE: FOOD & FUN UNIT 5 RECIPE IDEAS**

Do budget restrictions limit your ability to serve whole grain snacks?

NO

Make sure that you put any healthy changes in writing on the menu. **SEE: SAMPLE MENUS**

YES

Look at your current menu to see where you can save money by cutting down on less healthy foods and drinks (like desserts and juice). Look for comparably priced healthier options. **SEE: SNACK SENSE, SAMPLE MENUS**

Do you have a policy about serving whole grains?

NO

Create a policy stating that your program will serve whole grain products when serving grains. Communicate this policy to staff and families, and put the policy in appropriate places, like family and staff handbooks. **SEE: POLICY WRITING GUIDE, SAMPLE LETTERS**

YES

Make sure that you communicate your policy to families. **SEE: SAMPLE LETTERS**