Better Health Begins with Daycare
October 2015
Better Health Begins with Daycare
Let’s Cook Together!

**Early Childcare Nutrition**

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**Physical Wellness**

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This Month’s Nutrition Feature
Tips for a Healthier Halloween Night

Halloween doesn’t mean handing out sweets full of empty calories! Being healthy doesn’t mean giving up all of the treats, so remember:

• **Balance.** Portion candy with other healthy alternatives such as fruits, vegetables, crackers, pretzels, low-fat milk, granola bars

• **Eat Dinner.** Remember to feed your child a well-balanced dinner prior to trick-or-treating. This will prevent candy from substituting dinner as well as prevent overeating of treats.

**Sensible Treats for Trick-or-Treaters**

• Granola Bars
• Teddy Grahams
• Fruit Leathers
• Kudos Fruit & Nut Bars
• 100% Juice Boxes
• Sugarless Gum Packs
• Frito-Lay Munchies Kid Mix
• Packs of cheese & crackers
• Chex Mix
• Chocolate-covered dried fruit
• Honey Maid Cinnamon Sticks
• Welch’s Fruit Snacks
• Rice Krispy Treats
• Animal crackers
• Nutrition bars such as NutriPals or Luna

Don’t forget.... If you do decide to hand out candy on Halloween night, be sure to make more sensible choices:

**Opt for low-fat.** Choose candy such as Peppermint Patties, Three Musketeers, and Twizzlers. These all have less fat and calories than their counterparts and still taste great.

**Size matters.** Always offer fun-size or snack-size versions of candy to decrease the calories, fat and sugar content. Kids get a sugar fix without over-doing it.

**More isn’t always better.** When handing out candy, don’t give out multiple pieces or handfuls. Give out one fun-size candy bar or treat and then hand out a healthier option, such as a mini box of raisins or a pack of sugarless gum or candy.

SOURCE: http://www.nationwidechildrens.org/tips-for-a-healthier-halloween-night
Let’s **Cook Together**

Little hands can help! Emma cut cheese in funny shapes with cookie cutters. Jackson made smiles on peanut butter sandwiches with apple slices and raisins. Thunya tore lettuce for salad. Jeffrey poured milk.

**Cooking builds self-esteem.**

Helping in the kitchen builds confidence and early skills of independence. Most kids feel proud and important when they help prepare food. Sharing in family tasks helps them feel that they belong in the family.

Children are natural kitchen helpers. They like to share simple tasks of food shopping and picking foods for meals. They enjoy preparing and serving food to the family.

**Cooking teaches.**

Kitchen tasks give your child a chance to measure, count, and see food change. That is early math and science learning. Your child can learn new words and symbols by cooking with you. Talk about the food and what you are doing. Read words on food containers together.

Small muscle skills develop, too, when your child uses his or her hands to help with kitchen tasks.

Cleanup teaches responsibility. It is part of many creative, messy things we do.

**Cooking together is fun family time.**

Kitchen time offers a special parenting chance. Cooking together creates closer bonds and lifelong memories. It is also a chance to talk and hear what your child has to share.
Let’s **Cook** Together

### Kitchen Safety Rules For Kids and Families

- Fasten hair back if it is long.
- Wear clean clothes, maybe with short sleeves.
- Start with hand and table washing.
- Taste with a clean spoon. A licked spoon goes in the sink, not back in the bowl.
- Resist nibbling cookie dough or cake batter that has raw eggs in it.
- Stay away from hot surfaces and utensils, and sharp objects. An adult needs to help.
- Work at a table, child-size surface.
- Walk slowly. Carry food and utensils with care.
- Wipe up spills.

Together, follow four food safety rules:

1. Be clean.
2. Keep raw and cooked food separate.
3. Cook food to proper temperature.
4. Refrigerate perishable food right away.

### Pick kitchen tasks that match your child’s abilities.

1. Start: stir, pour, shake, tear.
2. Then: spread, mix, and knead.
3. After that: cut, grate, and measure (with supervision).

### Think about this!

- If your child makes a cooking mess, it is okay! Young kids do not have the same muscle coordination and skills that you do.
- Even if meals take longer to prepare, it is worth letting your child help. Kitchen time is learning time that you share together.
<table>
<thead>
<tr>
<th>Meal Pattern</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
<td>½ cup orange juice (½ cup juice)</td>
<td>½ cup pineapple rings (¼ cup fruit)</td>
<td>½ cup fresh blueberries (¼ cup fruit)</td>
<td>½ cup apple slices (¼ cup fruit)</td>
<td>½ cup fresh banana slices (¼ cup fruit)</td>
</tr>
<tr>
<td>Juice or Fruit or</td>
<td>½ whole-grain mini bagel with low fat</td>
<td>1 slice whole-grain toast with 2 tsp all-fruit spread</td>
<td>1 Oatmeal Muffin Square A-16² (1 slice bread)</td>
<td>½ whole-grain waffle (¼ slice bread)</td>
<td>½ cup unsweetened whole-grain cereal variety (¼ cup dry cereal)</td>
</tr>
<tr>
<td>Vegetable Grains/Breads</td>
<td>cream cheese (1 slice bread)</td>
<td>(1 slice bread)</td>
<td>¾ cup 1% milk¹ (⅔ cup milk)</td>
<td>¾ cup 1% milk¹ (⅔ cup milk)</td>
<td>¾ cup 1% milk¹ (⅔ cup milk)</td>
</tr>
<tr>
<td>Milk</td>
<td>¼ cup 1% milk¹ (⅔ cup milk)</td>
<td>⅔ cup 1% milk¹ (⅔ cup milk)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lunch or Supper</strong></td>
<td>½ cup Oven-Baked Parmesan Chicken D-05² (1 ½ oz cooked poultry)</td>
<td>¼ cup refried beans (1 oz cooked lean meat)</td>
<td>1 piece Macaroni and Cheese D-20² (1 ½ oz cheese, 1 ½ slices bread)</td>
<td>1 piece Meat Loaf D-28² (2 oz cooked lean meat, ⅔ cup vegetable, ⅔ slice bread)</td>
<td>2 pieces Chicken Nuggets D-09B² (1 ½ oz cooked poultry)</td>
</tr>
<tr>
<td>**Meat or Meat</td>
<td>¼ cup baked, peeled sweet potato (¼ cup vegetable)</td>
<td>¼ cup Mexicali Corn I-15² (¼ cup vegetable)</td>
<td>½ cup steamed kale with cumin (¼ cup vegetable)</td>
<td>¼ cup mashed potatoes (¼ cup vegetable)</td>
<td>¼ cup baked zucchini with 1 tsp parmesan cheese (¼ cup vegetable)</td>
</tr>
<tr>
<td>Alternate Vegetable/Fruit (2 servings of vegetable or fruit or both)</td>
<td>¼ cup green peas (¼ cup vegetable)</td>
<td>¼ cup diced peaches (¼ cup fruit)</td>
<td>¼ cup orange sections (¼ cup fruit)</td>
<td>¼ cup steamed broccoli and carrots (¼ cup vegetable)</td>
<td>¼ cup grape halves (¼ cup fruit)</td>
</tr>
<tr>
<td><strong>Grains/Breads Milk</strong></td>
<td>½ whole wheat roll (⅔ slice bread)</td>
<td>Baked tortilla wedges (⅔ slice bread)</td>
<td>¾ cup 1% milk¹ (⅔ cup milk)</td>
<td>¾ cup steamed broccoli and carrots (¼ cup vegetable)</td>
<td>1 piece Corn Muffin Squares A-02A² (⅔ slice bread)</td>
</tr>
<tr>
<td></td>
<td>¼ cup 1% milk¹ (⅔ cup milk)</td>
<td>2 oz lowfat yogurt (2 oz yogurt)</td>
<td></td>
<td>¾ cup 1% milk¹ (⅔ cup milk)</td>
<td>¾ cup 1% milk¹ (⅔ cup milk)</td>
</tr>
</tbody>
</table>

National Food Service Management Institute
The University of Mississippi
**Menus for Child Care**

<table>
<thead>
<tr>
<th>Snack</th>
<th>1 Tbsp peanut butter[^3] (1 Tbsp peanut butter)</th>
<th>½ cup mixed fruit (½ cup fruit)</th>
<th>½ oz cheddar cheese (½ oz cheese)</th>
<th>2 oz lowfat yogurt (2 oz yogurt)</th>
<th>1 piece Banana Bread Square A-13[^2] (1 slice bread)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>½ oz graham crackers (2 crackers) (½ oz grains/breads)</td>
<td>1 granola bar (½ oz grains/breads)</td>
<td>½ cup lightly steamed carrots and broccoli[^5] with 1 Tbsp Ranch dressing E-18</td>
<td>½ cup fresh orange sections (½ cup fruit)</td>
<td>½ cup 1% milk[^1] (½ cup milk)</td>
</tr>
</tbody>
</table>

[^1] Nutritionists recommend serving whole milk for children ages 2 and younger and lowfat milk for children older than 2 years of age.


[^3] Sunflower butter may be substituted for peanut butter.

[^4] Water is suggested as a beverage for all snacks even when other beverages are offered to encourage children to drink water.

[^5] Lightly steaming carrots and broccoli may make them easier to eat for small children.
Dry Beans and Peas

A delicious combination of pizza and taco, this recipe is made with whole-grain tostada shells, refried beans, shredded cheese, and a stack of colorful veggies.
Eagle Pizza

**BYARS ELEMENTARY SCHOOL**
Byars, Oklahoma

**Our Story**

Byars Elementary School is located approximately an hour southeast of Oklahoma City. It is one of the few pre-kindergarten through 8th grade schools in the State. Byars is an old railroad town that was a thriving community in the early 1900s. The train is gone but the locomotion energy prevails as when community members teamed up with the school to pursue the recipe challenge. During the development phase, the recipe challenge team decided to name their creation after the school mascot. Taste-tested by the student body, Eagle Pizza was a winner.

Eagle Pizza will give kids the power and energy they need for a busy day. Take your meals to the top by offering Eagle Pizza, and your students will soar like an eagle when they choose this yummy main dish!

**School Team Members**

**SCHOOL NUTRITION PROFESSIONAL**
Vickie Spray

**CHEF**
Ruth Burrows, DTR

**COMMUNITY MEMBER**
Sandra Walck (past School Board Member)

**STUDENTS**
Gracie S., Braden P., Shawn M., Shawn T., and Travis W.
## Ingredients

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>25 Servings</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Weight</td>
<td>Measure</td>
</tr>
<tr>
<td>*Fresh spinach, julienne sliced</td>
<td>2 ½ oz</td>
<td>2 cups</td>
</tr>
<tr>
<td>*Fresh romaine lettuce, julienne sliced</td>
<td>4 oz</td>
<td>2 cups</td>
</tr>
<tr>
<td>Salt-free chili-lime seasoning blend OR Salt-free taco seasoning blend (See Notes Section)</td>
<td>3 Tbsp OR 3 Tbsp</td>
<td>2. Mix salt-free seasoning and beans. Set aside.</td>
</tr>
<tr>
<td>Canned low-sodium refried pinto beans, fat-free</td>
<td>3 lb 14 oz</td>
<td>1 qt 2 ¾ cups (½ No. 10 can)</td>
</tr>
<tr>
<td>*Fresh green bell peppers, diced</td>
<td>1 lb</td>
<td>3 cups</td>
</tr>
<tr>
<td>*Fresh onions, diced</td>
<td>1 lb</td>
<td>3 cups 2 Tbsp</td>
</tr>
<tr>
<td>Canned low-sodium corn, drained, rinsed</td>
<td>1 lb 11 oz</td>
<td>3 ¾ cups (½ No. 10 can)</td>
</tr>
<tr>
<td>Tostada shells (round) (0.5 oz each)</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Reduced-fat Mexican cheese blend, shredded</td>
<td>8 oz</td>
<td>2 cups</td>
</tr>
</tbody>
</table>

5. Top with ½ cup vegetable mixture. Sprinkle with 1 Tbsp cheese.
6. Place tostadas on a sheet pan (18” x 26” x 1”) lightly coated with pan release spray.
   For 25 servings, use 2 pans.
   Bake until cheese is melted:
   Conventional oven: 350 °F for about 5 minutes
   Convection oven: 350 °F for about 3 minutes
   Critical Control Point: Heat to 140 °F or higher for at least 15 seconds.
7. Critical Control Point: Hold for hot service at 135 °F or higher.

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The grain ingredients used in this recipe must meet the Food and Nutrition Service whole grain-rich criteria.
### Ingredients

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>25 Servings</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Fresh carrots, shredded</em></td>
<td>12 oz</td>
<td>Weight measure: 3 ⅓ cups</td>
</tr>
<tr>
<td>Low-sodium salsa, mild</td>
<td>12 oz</td>
<td>8. Top each tostada with:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Tbsp spinach/lettuce mixture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Tbsp carrots</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Tbsp salsa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Tbsp sour cream</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Serving suggestion: serve toppings in individual soufflé cups</td>
</tr>
<tr>
<td>Fat-free sour cream</td>
<td>12 oz</td>
<td>9. Serve one tostada pizza.</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The grain ingredients used in this recipe must meet the Food and Nutrition Service whole grain-rich criteria.
This Month’s Physical Wellness Feature
### OCTOBER

#### Get Moving Today!

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kick off the new month by practicing your kicking skills. Kick – chase – kick again.</td>
<td>Fold a towel or newspaper and put in on the floor. Pretend it is a puddle that you are going to leap over. Each time you leap over it make it a little bit bigger.</td>
<td>Find a starting spot outside/inside and choose different places to go. Count how many steps it takes to get to each spot. Which is the farthest?</td>
<td>Create a movement sequence – hop, twist, reach – and then do it together. Say the words as you do the motions.</td>
<td>Jumping obstacle course: Line up pillows across the floor and try to jump from one to another without touching the floor.</td>
<td>Pretend to be airplanes. Start out on the floor, pushing yourself up and down with your arms to start your engine. Next stand up, with arms out as wings, fly all over the place.</td>
<td>Feel your heart. Walk for five minutes, feel your heart again. Is it beating faster? Why?</td>
</tr>
<tr>
<td>Clean up! Spread out a bunch of small items in a room. Crab walk to each item, put the item on your tummy, crab walk the item to a new spot.</td>
<td>Use recycled newspapers and crunch up pieces, making paper balls. Practice throwing the balls into a box. Throw from different distances and angles.</td>
<td>Using the paper balls from yesterday practice self tossing and catching. Can you clap between catches?</td>
<td>Turn your favorite music on and make up a sequence of dance moves. Share them with someone!</td>
<td>Using a pool noodle create a jumping challenge. Place the noodle on the floor and jump over it. Next move the noodle slightly off the floor and jump over it.</td>
<td>Roll up a pair of socks. Try to balance the socks on different parts of your body as you move throughout space. Try to move around, over and under things.</td>
<td>“At the Zoo”. Take turns naming an animal. Try moving around just as that animal would.</td>
</tr>
<tr>
<td>Go for a color walk outside. As you walk keep track of the different colors you see and then when you return home draw a picture using those colors.</td>
<td>Outdoor dramatic play: Fly like birds – high and low and fast and slow. Pretend to fly south for the winter and return in the spring!</td>
<td>Go on a rock hunt and sort the rocks you find by size or color.</td>
<td>Read nature-related books and go outside to look for wildlife, like birds, bugs and squirrels. Nature is all around – no matter where you live!</td>
<td>Play I Spy! Go outside and take turns saying, “I spy something ____” and then together run to that object.</td>
<td>Pick up some sticks around the yard, line them up and jump over them.</td>
<td></td>
</tr>
<tr>
<td>Musical Freeze: Have someone turn the music on and off. When it is on you must dance and move, but when it is off you must balance and freeze.</td>
<td>Galloping Fun: Find something around the house that could be your horse (broom, hockey stick, wrapping paper tube). Go for a horse ride as you walk, run, and gallop.</td>
<td>Pathway locomotion challenge! Choose a start and finish. Choose a way to move (walk, run, skip, robot etc.). Choose a pathway – either straight, curvy or zigzag.</td>
<td>Pretend to be a cloud as your float around outside. Change your shape as you move through space.</td>
<td>Turn on some music and make up some new moves. Try to move high, low, big and small.</td>
<td>Transportation Travels! Take turns naming a different type of transportation and then pretend to move that way. Such as a train, bike, car, etc.</td>
<td></td>
</tr>
<tr>
<td>Get outside again! Go on “an around” walk. Walk around your house, walk around a light pole, walk around a leaf on the ground...</td>
<td>Practice your ball rolling skills, by rolling a ball into a box set on its side or rolling a ball to knock over obstacles.</td>
<td>Run and Touch: Have someone identify a part of your body and a number – now, run and touch that many items using that body part (i.e. touch eight things with your elbow).</td>
<td>Take a break and stretch, reach and bend as you take big breaths.</td>
<td>Connect to someone else and try moving together in different ways. How long can you stay connected?</td>
<td>Stretch as big as you can. Curl up as small as you can. Now explode back to being as big as you can</td>
<td></td>
</tr>
<tr>
<td>Do the Twist! Sit or stand on a t-shirt and twist away.</td>
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<td></td>
<td></td>
<td>Go back and do your favorite activity from this month!</td>
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</tr>
</tbody>
</table>

Young children who spend a lot of time watching TV or playing video and computer games are less likely to be physically active in later childhood. They are also likely to eat foods that are less healthy, such as soft drinks and fried foods as well as more snacks, and may be more likely to become overweight. In many child care settings, children spend 1 to 3 hours watching TV each day. You can make a difference by limiting or eliminating screen time and providing children with other fun activities.

How much total screen time* should children be allowed every day, both at child care and at home?

► No screen time (TV/video/DVD) for children under the age of 2.

► No more than 1 to 2 hours per day of high-quality programming for children over the age of 2.

How much screen time should children be allowed while in child care?

Since many children get too much screen time at home, it’s important that they are not exposed to very much screen time while in your care.

<table>
<thead>
<tr>
<th>Children under the age of 2</th>
<th>No screen time, including TV/video/DVD viewing or computer use.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children over 2 years old</td>
<td>Only 30 minutes total of screen time per week.</td>
</tr>
<tr>
<td></td>
<td>No more than 15-minute increments of computer use.</td>
</tr>
<tr>
<td>All Ages</td>
<td>No screen time during meals or snack time.</td>
</tr>
</tbody>
</table>

Special Notes:

● Parents and families should be informed if screen media are used in child care programs.

● Screen time should only be for educational or physical activity programs.

● All screen time should have no commercials or advertising.

* Screen time includes TV and DVD viewing, video games, recreational computer use, internet surfing, and other electronic devices.
Limit Screen Time

Why do we need to limit screen time use?

Limiting screen time can help children maintain a healthy weight as they grow. Screen time can take away from activities that help brain development, imagination, and social skills, such as talking, playing, singing, and reading.

It is important to limit TV and DVD time because:

- Having the TV on can disturb children’s sleep and play, even if it is on in the background.
- TV and some DVDs include advertisements for unhealthy foods. Young children cannot tell the difference between programs and advertisements.

It is important to limit video game* playing because:

- The more time children spend playing video games, the more likely they are to have difficulty concentrating in school.
- Many video games contain violence.
- We know from research that, at least for boys, the more time they spend playing video games and watching TV, the less active they are.
- Even video games requiring children to be active while playing the game (called exergames) should be limited. Children might not reach a high level of physical activity when playing these games.

It is important to limit recreational computer use, even for educational games, because:

- Many Web sites promote less healthy foods.
- Many Web sites include on-screen computer or video games.
- Computer games can impair children’s sleep at night, possibly causing them to spend less time in deep sleep. Sleep is important for children’s health and development.

TIP: Limit screen time by removing the TV or other equipment from the areas where children spend time, or keep it out of sight by covering it with a cloth. This keeps children from expecting screen time and helps them focus on developing relationships and social skills while they learn.
Limit Screen Time

How can I put this information into practice in my child care program?

Replace screen time with creative activities children can do on their own while you are accomplishing other tasks.

Which of these fun ideas will you try next week? Mark your choices.

- **Play music:** Have children make up their own dances. Add wide ribbons and beach balls for more movement.
- **Provide toys for children to stack:** Nesting cups or building blocks can be fun for young children.
- **Organize puzzle time:** Have easy puzzles children can do alone or in pairs.
- **Draw, color, create a sculpture, or use play dough:** Choose a topic of the day and have children draw or create the first thing that comes to mind when they hear the topic. Do easy craft projects, such as coloring or making greeting cards for upcoming holidays or birthdays.
- **Provide a sack of special activities:** Put together a bag or box containing activities that children don’t normally do. This will keep the children busy during times you need to do other tasks.

**Other ideas:**

Practice good role modeling. Participate in activities with them. Limit cell phone and computer use when children are busy with other activities.

Which of these creative activity ideas will you try with children next week? Mark your choices.

- **Conduct a “pretend play” activity:** Cut out shapes in a variety of colors. Have children make a pretend place that each shape represents. Travel from place to place by putting the shapes in various spots both indoors and outdoors.
- **Read:** Read books and point to pictures. Have children make up their own stories. Children can take imaginary journeys to different places, such as the jungle, ocean, or moon.
- **Encourage extra outdoor play:** Set up a safe obstacle course for children to balance, climb, jump, and hop. Visit [http://www.headstartbodystart.org](http://www.headstartbodystart.org) for additional ideas for outdoor play and active play using pool noodles, beach balls, and hula hoops.
- **Act out stories or skits:** Hand out a variety of costume pieces and have children dress up.
- **Involves children in part of the meal and snack preparation, as well as clean-up time.**
- **Encourage children to be active:** Do not allow hand-held video games during active play times.
- **See the Active Play tip sheets** on pages 63 and 67 for more ideas.

**Other ideas:**
Los niños pequeños que pasan mucho tiempo viendo televisión o jugando videojuegos o en la computadora son menos propensos a estar físicamente activos, posteriormente en su infancia. También son propensos a comer alimentos menos saludables, tales como los refrescos y las frituras, así también como más meriendas, y pueden ser más propensos a tener sobrepeso. En muchos entornos de cuidado infantil, los niños pasan de 1 a 3 horas viendo televisión diariamente. Usted puede hacer una diferencia al limitar o eliminar el tiempo frente a la pantalla y proporcionando a los niños otras actividades divertidas.

¿Cuánto tiempo se le debe permitir a los niños para ver televisión, jugar videojuegos, usar la computadora, navegar por Internet y otros dispositivos electrónicos al centro de cuidado infantil como en el hogar?

- Nada de tiempo frente a la pantalla (TV, video, reproductor de video) para los niños menores de 2 años.
- No más de 1 a 2 horas por día de programación de alta calidad para los niños mayores de 2 años.

¿Cuánto tiempo se le debe permitir frente a la pantalla a los niños mientras están en el centro de cuidado infantil?

- Niños menores de 2 años: Nada de tiempo frente a la pantalla, incluyendo ver televisión/videos/reproductor de video o el uso de la computadora.
- Niños mayores de 2 años: Solo 30 minutos en total de tiempo frente a la pantalla por semana. Incrementos de uso de la computadora de no más de 15 min.
- Todas las edades: Nada de tiempo frente a la pantalla durante las comidas y meriendas.

Notas especiales:
- Los padres y las familias deben ser informados si se emplean medios de comunicación con pantalla en los programas de cuidado infantil.
- El tiempo frente a la pantalla debe ser únicamente para los programas educativos o de actividad física.
- Todo el tiempo frente a la pantalla debe ser sin comerciales o anuncios.
¿Por qué debo limitar el tiempo frente a la pantalla?

Limitar el tiempo frente a la pantalla puede ayudar a los niños a mantener un peso saludable durante su crecimiento. El tiempo frente a la pantalla puede apartarlos de las actividades que ayudan al desarrollo del cerebro, a la imaginación y a las habilidades sociales, tales como hablar, jugar, cantar y leer.

► Es importante limitar el tiempo frente al televisor o al reproductor de video porque:
  ● Tener la televisión encendida puede perturbar el sueño y el juego de los niños, aun si está sonando en el fondo.
  ● La televisión y algunos DVD incluyen anuncios de alimentos no saludables. Los niños pequeños no pueden ver la diferencia entre los programas y los anuncios.

► Es importante limitar el tiempo en que juegan videojuegos porque:
  ● Cuanto más tiempo pasen los niños jugando a videojuegos, más propensos serán de tener dificultades para concentrarse en la escuela.
  ● Muchos videojuegos contienen violencia.
  ● Mediante estudios se ha comprobado que, al menos con los varones, cuanto más tiempo pasen jugando a videojuegos y viendo televisión, menos activos son.
  ● Incluso los videojuegos que requieren que los niños sean activos mientras están jugando (llamados juegos de ejercicio) deben ser limitados. Es posible que los niños no alcancen un alto nivel de actividad física durante estos juegos.

► Es importante limitar el tiempo de uso recreacional de la computadora, incluso con los juegos educativos, porque:
  ● Muchos sitios web promueven alimentos menos saludables.
  ● Muchos sitios web incluyen videojuegos y juegos en la computadora en la pantalla.
  ● Los juegos de computadora pueden perjudicar el sueño de los niños por la noche, posiblemente ocasionando que tengan un sueño profundo por menos tiempo. Dormir es importante para la salud y el desarrollo de los niños.

CONSEJO: Limite el tiempo frente a la pantalla, eliminando el televisor u otro equipo de las áreas donde los niños pasan tiempo, o manténgalo fuera de vista tapándolo con un mantel. Esto evita que los niños esperen tiempo frente a la pantalla y los ayuda a concentrarse en desarrollar relaciones y habilidades sociales durante su aprendizaje.
**Actividades**

¿Cómo puedo poner en práctica esta información en mis programas de cuidado infantil?

Sustituya el tiempo frente a la pantalla con actividades creativas que los niños puedan hacer solos mientras usted realiza otras tareas.

¿Cuál de estas divertidas ideas probará la próxima semana? Marque sus opciones.

- **Ponga música:** Haga que los niños inventen sus propios bailes. Agregue cintas anchas y balones de playa para que haya más movimiento.
- **Proporcione juguetes para que los niños apilen:** Las tazas con encastre o los bloques para armar pueden ser divertidos para los niños pequeños.
- **Organice crucigramas:** Proporcione crucigramas fáciles que los niños puedan hacer solos o en pareja.
- **Dibuje, coloreé, cree una escultura o use masilla:** Elija un tema del día y haga que los niños dibujen o creen la primera cosa que les venga a la mente cuando escuchen el tema. Realice proyectos de arte que sean fáciles, tales como colorear o hacer tarjetas de felicitación para los próximos feriados o cumpleaños.
- **Proporcione un saco de actividades especiales:** Prepare un bolso o una caja con actividades que los niños no realicen normalmente. Estos los mantendrá ocupados cuando necesiten realizar otras tareas.
- **Otras ideas:**

Practique ser un buen modelo a seguir. Participe en actividades con ellos. Limite el tiempo de uso de celulares y computadoras cuando los niños estén ocupados con otras actividades.

¿Cuál de estas ideas de actividades creativas probará con los niños la próxima semana? Marque sus opciones.

- **Realice una actividad de “juego fingido”:** Corte formas en diversos colores. Haga que los niños inventen un lugar que cada figure represente. Viaje de un lugar a otro colocando las formas en varios sitios tanto en interiores como exteriores.
- **Lea:** Lea libros y señale las imágenes. Haga que los niños inventen sus propias historias. Los niños pueden hacer viajes imaginarios a diferentes lugares, tales como la jungla, el océano o la luna.
- **Motive más juegos al aire libre:** Prepare un trayecto de obstáculos seguro en donde los niños deban balancearse, escalar, saltar y brincar.
- **Actúe historias o parodias:** Entregue diversos disfraces y haga que los niños los usen.
- **Involucre a los niños en una parte de la preparación de las comidas y meriendas, así también como en la limpieza.**
- **Motive a los niños a ser más activos:** No permita videojuegos portátiles durante las horas de juego activo.
- **Vea la hoja de consejos sobre Juego activo en las páginas 63 y 67 para obtener más ideas.**
- **Otras ideas:**