

Running Header: PROMOTING HEALTHY LIFESTYLES IN EARLY CHILDHOOD EDUCATION

Studying the Importance of Promoting Healthy Lifestyles in Early Childhood Education

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PROMOTING HEALTHY LIFESTYLES IN EARLY CHILDHOOD EDUCATION

Abstract

This research paper explores the literature regarding the importance of early childhood education and then examines how incorporating experiences with healthy eating and activity habits into the early childhood curriculum could be beneficial to instilling healthy lifestyle habits. Research suggests that the increased demand for childcare programs is not solely based on parents' financial need to work, but also on an increased awareness of the psychological developmental benefits of early childhood education on the young brain. With this in mind, the research reviews ways in which early childhood education state standards have implemented healthy habits and, in particular, focuses on the practices of a well-regarded Child Care Center on a liberal arts college campus in Colorado, thereby contextualizing the literature to further understand early childhood education theories in practice.

Studying the Importance of Promoting Healthy Lifestyles in Early Childhood Education

In American society today we have a noticeable problem with our health as a whole. The percentage of obese adults and children is extremely high, and many other health problems stem from obesity (CDC). The technological stimulus now provided by things like computers, cell phones and video games has led to increasingly less physical activity. As a result, it is important to discover ways in which we can promote healthful lifestyles. Early childhood education has become a necessary and important part of our society because of both the high demand for child-care and the science that has established the benefits of educating the young brain. The connections that a young child makes through his or her experiences during these early years of education are the connections that stay with the child for a lifetime. There is a case to be made for a stronger focus on promoting healthy lifestyles during this influential period of childhood education. A review of literature regarding the history and psychology of early childhood education supports the proposition that incorporating healthy eating and activity habits into the early childhood curriculum not only helps children acquire healthy habits individually, but also promotes healthy lifestyles for society as a whole.

Review of Literature

History

Early childhood education has been in existence since the beginning of humanity. Maternal gender roles quickly developed and in almost every culture it became the woman's job to care for her own children. Child bearing, while sometimes considered the female's most important

role, has never been the female's only role. Women for centuries have had to create ways to complete their societal working tasks while simultaneously caring for their children.

Native Americans strapped newborns to cradle boards or carried them in woven slings; Colonial women placed small children in standing stools or go-gins to prevent them from falling into the fireplace. Pioneers on the Midwestern plains laid infants in wooden boxes fastened to the beams of their plows. Southern dirt farmers tethered their runabouts to pegs driven into the soil at the edge of their fields. White southern planters' wives watched African American boys and girls playing in the kitchen yard while their mothers toiled in the cotton fields. African American mothers sang white babies to sleep while their own little ones comforted themselves. Migrant laborers shaded infants in baby tents set in the midst of beet fields. Cannery workers put children to work beside them stringing beans and shelling peas. Shellfish processors sent toddlers to play on the docks, warning them not to go near the water. (Michel, 2011, pg. 34)

Surprisingly, it was not until nearly the beginning of the twentieth century that the concept of childcare reform came to be. The first nationwide organization devoted to the "approved methods of rearing children from infancy on," the National Federation of Day Nurseries (NFDN), was founded in 1898 (Michel, 2011). Unfortunately, the NFDN was too socially and politically advanced for this time period. The concept of a nursery challenged traditional views of child rearing that were still in place. Such methods of child care were not considered humane by most people.

At that time, the concept of "mother's pensions" was developing and was much more widely accepted, since it did not challenge traditional maternal gender roles. Mother's pensions were intended to provide a universal subsidy to families with dependent children, but without an adult male income. Using the model of military pensions, it was argued that a mother deserved a government pension in exchange for her service to the state through child rearing. In theory, this would allow women whose husbands were away at war the opportunity to stay home and care for

their children, rather than to be forced to work for a wage and compromise their children's care during the day (Michel, 2011).

Although mothers' pensions allowed some women to stay home with their children, they did not address the plight of extremely poor mothers who had no alternative but to work, regardless of the government compensation. As a result, some mothers were forced to resort to other alternatives to childcare, such as bringing their children into work, or worse, leaving them home alone while they worked during the night hours. Investigators from the Children's Bureau found through a series of studies that many instances of injuries, illnesses, and even fatalities resulted from situations in which infants and toddlers were either left alone or brought into hazardous workplaces (Michel, 2011). This was not enough to convince the Children's Bureau to support federal childcare, but it continued to strengthen efforts towards mother's pensions, because the Bureau was still operating under the belief that women who were earning wages in the workforce had no time for their children, and that the absence of the mother would stifle the development of the child. The term "maternal deprivation" was often used to refer to the possible negative side effects on children of placing them in group child care away from their mothers.

It was not until 1954 that Congress passed the child care tax deduction, which permitted low to moderate income families to deduct up to six hundred dollars for child care from their income taxes, provided those child care services were needed to permit the taxpayer to hold gainful employment (Michel, 2011). Reformers continued to demand attention to child care issues, such as supply, distribution, affordability, and most importantly, quality. Not surprisingly, this push for the availability of affordable, quality childcare, coincided with the beginnings of the feminist movement in the 1960's. A combination of child care reform activists and those who were de-

manding acceptance of less traditional gender roles helped create huge changes for young children in the United States.

As Fuller and Bridges (2007) explain in the book *Standardized Children; The Political and Cultural Struggle of Early Education*, the increasing numbers of college-educated women, coupled with the feminist movement in the 1970's, led many women to choose to have both children and careers, which required them to leave their young children in the care of other adults. As a result, children were necessarily going to have the majority of their early, daily, life experiences away from the home.

Eventually, a coalition of feminists, labor leaders, civil rights leaders and early childhood advocates worked with Congress to legislate a universal childcare policy. (Fuller & Bridges, 2007) These efforts were not immediately successful, but helped to foster a better understanding of the growing need for childcare in the United States, as society moved into the 1980's. The federal government finally stepped in with the development of the Head Start Program, which has been funding early childhood education for families below the poverty line since 1965 (Kirp, 2009). As our society entered the twenty-first century, over nine million children under the age of five, from rich or poor families, attended a formal childcare center or preschool for at least part of the day (Fuller & Bridges, 2007). As a result, the focus quickly began to change from accessibility to care in early childhood to the quality of the early childhood education.

The concern of parents now has shifted from how to be able to care for their children and work for a wage, to how to be able to provide their children with the best quality early childhood education. Today most families not only have access to childcare, but they are encouraged to have their child in some sort of educational program before kindergarten. President Obama once

said in a January of 2014 State of the Union address that “Research shows that one of the best investments we can make in a child’s life is high-quality early education.” (NPR, 2015). This emphasis on quality learning before entering traditional K-12 schools is all based upon the psychology of the child's brain. There is a lot of potential and opportunity for learning during the early stages of child development. Although this subject was discussed and researched to a certain extent earlier in our country’s history, early childhood education is now one of the most researched areas in the field of education in the United States. Since this research supports lasting benefits from well-funded early childhood education the federal government currently spends almost \$8 billion a year on preschool programs (NPR, 2015).

Psychology

One might ask why education during early childhood has become so important and apart of the political spotlight, after decades during which children became successful members of society without participating in pre-kindergarten educational programs, and with the lengthy history of fears and concerns about the negative effects of “maternal deprivation” during early childhood. The importance that is now placed on early childhood education stems from studies of the physical, social, and psychological development of young children. Over the past few decades, a much greater understanding of the neuroscience of the child’s brain has developed. At the same time that there was a boom in demand for child care, there was also an increase in research and an increased awareness about the brain and how important development of the young brain is in particular (Sousa, 2010). The question has changed from “What is the effect of early childhood education on the child’s brain?” to “What is the effect of depriving a child of these early childhood education opportunities?” The science related to the development of a child’s brain seems

to support the fact that the early childhood years are the best time for a child to acquire and develop lifestyle habits that will be ingrained for life.

Children are innately curious and driven to discover the amazingly stimulating world around them. Given a normal environment, this will happen naturally, without a lot of extra adult intervention. However, there is plenty of research proving that adult intervention can help the child to discover more in the world with his or her innate curiosity. It was actually once believed that a new born baby's brain was a blank slate that was ready to be instructed from childhood through adolescence and adulthood (Wolfe, 2010). In fact, the growth of the brain begins about three weeks into gestation, and from that point on, approximately 250,000 new cells develop every single minute. These freshly developed cells are not only shaped by an inherited genetic code, but are heavily influenced and shaped by their environment. This is called neuroplasticity, and is one of the main reasons why education during the early childhood years is extremely important. The young brain is much more malleable than an older one (Wolfe 2010). Not only is the brain growing new neurons, it is beginning to grow new dendrites in order to make connections between neurons. It is estimated that by the age of two, 40,000 new synapses form every second. This is partially due to the fact that each neuron in a child's brain contains approximately 15,000 dendrites, versus 6,000 to 10,000 in an adult brain (Kluger, 2008).

It is around the age of two that frequently used neural connections begin to strengthen and the infrequently used connections are lost. As children age, it is important that they strengthen certain connections and that they be encouraged to frequent as many connections as possible. The word "connection" comes up quite often in discussions of the early years of brain development.

Some of the true pioneers of early childhood education research, such as John Dewey, Lev Vygotsky, and Jean Piaget, as well as Friedrich Froebel and Maria Montessori, developed various theories about why and how these neural connections are made during the influential early years of development. However, a common theme runs through their various theories. Vygotsky and Froebel emphasize the importance of social interaction and play in the early stages of development (Leong et. al., 2000). Piaget stressed the importance of a child having hands-on interaction with the natural environment, exploration and the opportunity to experiment through trial and error. He believed that the preschool aged child was in the “preoperational stage of development” meaning that the preschooler has developed his own system of symbols to represent objects in the real world and that when learning something new can only try to understand it by assimilating it, or associating it with things that it already knows through experience (Leong et. al., 2000). Dewey emphasizes the interrelationship between education and life, promoting learning by doing and experiencing (Leong et. al., 2000). Montessori developed an educational program that has an emphasis on cultivating a warm and comfortable environment for independent and active learning (Leong et. al., 2000).

Each of these researchers in early childhood education believes that at the core the best way to strengthen the connection in early childhood education is to teach children through experience. Hands-on activity is critical; young children do not like to learn through passive input and instruction. In fact, often times they literally cannot learn through passive input at this stage of their brain development (Wolfe, 2009). Experience is the best way to strengthen the neural connections that form memories and habits that follow the child into adulthood. John Dewey once said, “Education is not preparation for life. Education is life itself” (Leong et. al., 2000).

Each of these researchers also strongly believes in the powerful role of the teacher in early childhood education. The teacher is believed to be more than a transmitter of knowledge but an essential observer and guide to helping the young children build their own knowledge by providing them with experiences. Especially in the case of children whom lack a role model in the household, the preschool teacher can sometimes replace and become as equally stimulating and influential as a parent. These developmentally crucial and valuable experiences in certain cases can only be provided by the child care instructor. These experiential lessons help to create the synapses that form lifelong healthy habits.

Healthy Habits

As more and more children have begun to participate in early childhood education programs, it has become increasingly obvious that healthy habits related to nutrition and activities are an essential foundation to learning. It is important for each child to develop lifestyle habits that promote the child's good health, as well as the health of the community. Hopefully, healthy habits learned at an early age will follow the child throughout his or her life. It is consistently found in research that preschool aged children from low income families have the hardest time developing these healthy life habits because of their lack of resources to live healthfully. These resources could be defined as financial resources but also as adult role models who exemplify healthful behaviors to mimic. The focus of my thesis is the importance of promoting healthful habits in early childhood education, during these influential years of brain development, and why this is an important factor in bringing about positive societal health improvements especially regarding the recent increase in societal obesity.

There are many increasing health concerns in the United States, including the increasing problem of obesity in not only adults, but also in children. In 2009–2010, 35.7% of U.S. adults were obese and 16.9% of U.S. children and adolescents were obese (CDC). Even for preschool-aged children, the prevalence of obesity has more than doubled in the past 30 years (CCOR, 2006). According to the Mayo Clinic, the leading causes of obesity are unhealthy diet and eating habits and inactivity. If the brain is the most malleable and can make the most neurological connections that last a lifetime during the pre-school years, then the importance of teaching healthy life skills in early childcare centers and preschools should be quite obvious.

Research shows that the preschool years are a critical period for the development of food preferences and lifelong eating habits. Not only does research show an overall decline in healthy food choices in children but also an overall decline in children physical activity (Goran, 2001). Because children become increasingly responsive to external cues regarding food, such as television commercials that use popular cartoons to promote sugary cereals, their decisions about what and how much to eat are influenced by a multitude of environmental messages around them. By the age of 5, most children have lost their innate ability to eat primarily in response to hunger (Rolls, Engle, & Birch, 2000) and have learned to prefer calorie-rich foods that are high in sugar and fats and that have been traditionally used as rewards or for providing comfort in American society. Some adults make attempts to provide healthy foods, such as fruits and vegetables, to their children, but their methods can be equally problematic. If the healthy foods are offered in a negative or coercive manner, such as by forcing children to finish the healthy foods in order to be rewarded with an unhealthy dessert, or requiring them to be eaten before the child is allowed to leave the dinner table, children will find the healthy foods to be less appealing.

The goal in early childhood education should be to foster healthy eating behaviors by using positive approach, rather than a negative or punitive one. This helps young children develop lifelong habits that can actually decrease the risk of obesity in our society. Instilling healthy nutrition concepts at a young age can influence a lifetime of food choices and promote a balanced diet.

Early childhood educators have the opportunity to improve children's food choices because they get to interact with children every single day (Birch & Fisher 1998). Sullivan and Birch (1994) found that it takes 5 to 10 exposures to a new food for preschool children to become comfortable and familiar with its taste and texture. When children have repeated opportunities to taste a particular food, they often change their food reaction from rejection to acceptance. It is through the multiple exposures to new foods that children overcome their innate food neophobia or fear of new foods (Kalich, Bauer, & Deirdre, 2009).

Traditionally, the main focus of efforts to instill healthy eating behaviors was on the importance of meeting young children's nutritional requirements. Now it is known that in early childhood education there should be a focus not just on meeting a child's nutritional requirements, but also on developing healthy eating habits and encouraging engagement in physical activity. It may seem extreme to be discussing exercise for such a young age group, but there are many developmental benefits to practicing fine and gross motor movements each and every day. For example, playing with blocks helps preschoolers develop the muscles in their fingers and wrists, and bigger movement activities such as "Simon Says" help to develop muscles in their legs, torso, and arms. This is important to the development of the young healthy body and inactivity is proving to show developmental delays in children (Adesman, 2013).

The research concerning the importance of learning healthy eating habits and engaging in physical activity during the early childhood years has not gone unnoticed. In fact, several intervention programs have been created to help promote healthy eating behaviors and increased physical activity in preschools in America. For example, one intervention program for establishing healthy food choices for young children is called the “Early Sprouts” program (Kalich, Bauer & Deirdre, 2009). This program implements gardening into the preschool curriculum. Children begin by planting seeds, followed by watering and weeding them, and after months of anticipation they get to watch the plants grow into edible vegetables. There is a lot of sensory exploration in this intervention program, as well as actual hands-on cooking to help the children understand what the vegetables are and how they can be eaten. This is just one example of an actual program designed to benefit the healthy food decisions of young children in early childcare centers and preschools.

There are also several intervention programs regarding the physical activity levels in early childhood education. For example, Project SKIP (Successful Kinesthetic Instruction for Preschoolers) is a motor skill program for children considered at risk for developmental delays and/or educational failure (Goodway & Robinson, 2006). This program has found a way to infuse regular activity into early childhood classrooms and has witnessed significant improvement in fundamental motor skills that prepare children for a life full of successful physical activity and exercise. Payne and Isaacs (2005) list some of these fundamental motor skills, including locomotor skills; walk, run, jump, hop, gallop, skip and object control skills; overarm throw, two-handed catch, striking, ball bouncing, kicking, punting. It is explained that it is a common misconception

that children innately learn each of these fundamental skills and that developmentally, they can easily fall behind by being inactive at this young age.

Discussion

For the purpose of contextualizing this review of literature regarding early childhood education and its importance in promoting healthful lifestyles, I made observations and conducted interviews at a well-regarded Children's Center at a small liberal arts college campus in Colorado. I discovered that the Children's Center has some choices as to *how* they go about promoting healthful lifestyles, they really do not have a choice as to *whether or not* to promote healthful lifestyles in the context of the research of this paper. The Children's Center is actually required by the State of Colorado to implement the healthy habit practices discussed here.

The State of Colorado, through the Rules Regulating Child Care Centers that are issued by the Division of Child Care, Colorado Department of Human Services, does an incredible job of ensuring that each of the health and nutrition requirements previously discussed are addressed in Colorado's child care centers. In this book of regulations there are numerous rules that the Children's Center must abide by, in order to function legally as a childcare center in Colorado. Some of the regulations ensure healthful eating habits as previously discussed, and an entire section is dedicated to food and nutrition; another entire section of the Colorado Rules Regulating Child Care Centers is dedicated to activities. (Appendix 1)

A variety of other notable regulations throughout the booklet acknowledge the importance of healthy lifestyles and incorporate the "learning by doing" theories of early childhood education discussed in the literature. The Colorado regulations are not just friendly suggestions,

but a legal requirement imposed on all child care centers in the state. Each childcare center is checked on by the state for compliance with regulations every few years. All centers are subject to random spot checks, to ensure that they are performing each of the requirements accurately. These regulations have been put in place because our society does recognize the importance of ensuring safe and healthy childcare. Establishment and enforcement of these standards by the state enables adults to better trust child care systems that are often run and funded by government agencies.

In practice, this Children's Center is truly one of the best and provides a variety of childcare services. They have infant, toddler, preschool, and after school classrooms. Their preschool groups specifically are divided into two classrooms, one for the 30 month to 4 year old age group, and one for the 3.5 to 6 year olds. Many of the directors at the Children's Center were trained by Head Start, and under the same pedagogy that is experiential. They believe in the concept of "discover to learn," reflected in the review of psychological literature. They practice a variety of curriculums, including natural environment curriculums, emergent curriculums, social emotional curriculums, constructivist inspired curriculums, Reggio Emilia inspired curriculums, and direct instruction curriculums.

The Children's Center advises that its students stay in their program from the time they are babies all the way through completion of the program. The Center has seen the most success with students who have remained throughout the program in making the brain connections and forming healthy habits that last into adulthood. The Children's Center staff believes that starting childcare before the age of three is especially helpful to creating participating members of their small community, and they admit that it is sometimes difficult to bring children into the program

after the age of three, because the children are not accustomed to the behavioral norms of this specific childcare community. This aligns with the research regarding the synapses that begin to develop at the age of two.

While every childcare center in the State of Colorado is governed by the same regulations and standards, each childcare center performs differently. In regard to promoting healthy eating habits and activities, this Children's Center especially excels. They very accurately follow the childcare regulations of the state and provide meals that supply *at least* one third of the child's daily nutritional needs, if not more. They receive all of their fruits and vegetables from the liberal arts college campus dining hall, which provides only organic produce. They do not allow children to bring meals or snacks from home, so they do not have to deal with the issue of supplementing snacks or meals that do not meet state regulations.

An interesting feature of meals provided at the Children's Center is that they are served "family style," meaning that the meal is served in large dishes on a common table, and persons attending the meal serve their own individual portions. This helps to address the state regulation that the director must facilitate the meal, and also encourages the children to try new foods and engage in mealtime conversation with the group. At the same time, it implements the educational concepts of learning by doing and engaging in social interaction. The Children's Center also follows the state regulation that food should not be withheld as a punishment or used as a reward for good behavior. (However, they did admit to rewarding children going through potty training with a single M&M after a successful trip to the bathroom, a small reward that they believe to be harmless.)

Not only does the this Child Care Center do an outstanding job of promoting healthy eating habits, but it also does an incredible job of promoting healthy activity habits. Every single day the children engage in gross motor movements. These can involve a variety of activities, always weather-permitting, but there is ample space both inside and outside the center for daily running, jumping, hopping, dancing, sports, and other activities that use movement. The provision of opportunities for regular physical activity in child care centers is also the subject of state regulations, but the Children's Center does a very good job of being creative and keeping the children engaged in activities. Every Wednesday there is a group walk, and there is also weekly soccer, if weather permits. The directors at the College Children's Center are aware of the many psychological benefits of daily gross motor movement during the early stages of child development and look forward to the daily movement activities.

Overall, my observations and interviews at the Children's Center reaffirmed the principles that are emphasized in the early childhood education literature reviewed here. It is encouraging that state regulations appear to have adopted those principles and made them a requirement for Colorado's child care centers. The Children's Center seems to be successfully implementing healthy lifestyle habits for eating and physical activity by engaging the children in these activities in a positive way and helping them become participating members of this small learning community.

It is important to ask what it is about this Child Care Center that makes it successful. Why is it able to so easily and successfully implement each of these researched issues regarding health that also are implemented by the state of Colorado? To answer this complex question it is important to understand the connection between funding and successful implementation of quali-

ty preschool practices. This Child Care Center is fortunate enough to have the funding to be able to provide its children with educated instructors, adequate facilities to meet the state regulated space requirements, and the resources to ensure that there is nutritional food provided and adequate learning supplies. This Children's Center is not funded by the Head Start program or affiliated with the government at all. It is funded by a private institution, a liberal arts college.

This leads to researchers questioning the value of quantity over quality in regards to early childhood education. Twenty nine percent of the nation's 4-year-olds were in state funded preschool in 2014, which doesn't include all of the children enrolled in federally funded Head Start preschool programs (NPR, 2015). That is more children enrolled in preschool who could not afford private preschool than ever before. But what does this mean in terms of quality and implementing healthful lifestyles as discussed in the review of literature? It does not mean much. In Texas for example, 52 percent of all 4-year-olds are enrolled in state funded preschool but meet only two of the ten quality benchmarks of one report. Florida has 80 percent of all 4-year-olds enrolled in state funded preschool, yet only meets three of those benchmarks. It can be assumed that without the funding of the private liberal arts college, the researched Child Care Center could not as easily fulfill each of the state regulations.

Summary

This review of literature regarding early childhood education, combined with my on-site observations and interviews conducted at the at a well-regarded Children's Center at a small liberal arts college campus in Colorado, supports the importance of instilling healthy habits at a very early age through positive experiences with nutrition and physical activity. The standards

for nutrition and mealtime and the standards for activity and playtime that are imposed by the State of Colorado on early childhood education centers reflect the fact that our society now recognizes the importance of promoting healthy lifestyle habits in children during the most influential years of their brain development. The success in implementing state standards and experiential methods of learning at this Children's Center further demonstrates how helping children to acquire healthy habits at a very early age contributes to the formation of a healthy living community. The final finding of this research includes that the success of this Children's Center does not ensure the same success for most federally funded child care programs. Without the private funding of the liberal arts school, it would be more difficult for it to successfully fulfill each state requirement regarding healthy living and instill healthy habits in each of its students. Therefore, it is important to raise public awareness of the need for more government funding for childcare centers, so that more of the children now enrolled in early childhood education programs provided by the government will have the same opportunities as those at the Children's Center to acquire healthy lifestyle habits at an early age.

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Appendix 1 – Excerpts from State of Colorado Regulations for Childcare Centers

7.702.65 Food and Nutrition

A. Meals & Snacks

1. Meals and nutritious snacks must be served at suitable intervals. Children who are at the center for more than 4 hours, day or evening, must be offered a meal that meets at least one-third of the child's daily nutritional needs.
2. The size of servings must be suitable for the child's age and appetite, and sufficient time must be allowed so that meals are unhurried.
3. In centers that do not regularly provide a meal, if a child brings a meal from home that does not appear to meet one-third of the child's daily nutritional needs, the center must have foods available to supplement that meal.
4. Staff members must sit with the children and encourage them to try a variety of food served. During meals, children should be encouraged to engage in conversation and to express their independence.
5. All food prepared by the center must be from sources approved by the local health department or the State Department of Public Health and Environment. All food must be prepared, served, and stored in such a manner as to be clean, wholesome, free from spoilage, and safe for human consumption. Home-canned vegetables, fruits, and meats cannot be served.

6. Meal menus must be planned at least 1 week in advance, dated, and posted in a place visible to parents. After use, menus must be filed and retained for 3 months. Records must be available for periodic review and evaluation.

Below is the Mayo Clinic's description of daily nutritional needs for children.

Ages 2 to 3: Daily guidelines for girls and boys

Calories: 1,000-1,400, depending on growth and activity level

Protein: 2-4 ounces

Fruits: 1-1.5 cups

Vegetables: 1-1.5 cups

Grains: 3-5 ounces

Dairy: 2-2.5 cups

Ages 4 to 8: Daily guidelines for girls

Calories: 1,200-1,800, depending on growth and activity level

Protein: 3-5 ounces

Fruits: 1-1.5 cups

Vegetables: 1.5-2.5 cups

Grains: 4-6 ounces

Dairy: 2.5-3 cups

Ages 4 to 8: Daily guidelines for boys

Calories: 1,200-2,000, depending on growth and activity level

Protein: 3-5.5 ounces

Fruits: 1-2 cups

Vegetables: 1.5-2.5 cups

Grains: 4-6 ounces

Dairy: 2.5-3 cups

7.702.68 Activities

A. Activity Schedules

1. The center must carry out a planned program suitable to the needs of the children. This program must be described in writing and be available for review when requested by the department or by parents or guardians of children in care.
2. The program must include outdoor play each day except when the severity of weather, including temperature extremes, makes it a health hazard or when a child must remain indoors due to health reasons.
3. If the center takes children on routine short excursions, such activities and locations must be posted at the center.

4. If a child participates in activities away from the facility, the center must obtain the parent or guardian's written permission for the child to participate in the activity at a specific location and day. Staff ratios found at Section 7.702.55 must be maintained.
5. Television viewing, including videos, should not be permitted without the approval of a child's parents, who must be advised of the center's policy regarding television and video viewing.

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