A supplement to Dimensions of Early Childhood
Volume 39, Issue 3

Dimensions Extra is produced by the SECA Staff as a supplement to Dimensions of Early Childhood. Dimensions Extra is not a refereed publication, nor does it undergo the editorial review process applied to Dimensions of Early Childhood. Dimensions Extra is not written in APA style. Please feel free to make any modifications necessary to conform to the style appropriate for your work when referencing Dimensions Extra for academic purposes.

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I am pleased to present our latest issue of *Dimensions Extra*. The purpose of this publication is to give providers in the field accessible, user-friendly materials to supplement each issue of *Dimensions of Early Childhood*, our peer-reviewed journal. Our hope is that these materials will allow directors and staff to easily use the information and implement the strategies contained in each *Dimensions* article.

With each issue of *Dimensions of Early Childhood* and *Dimensions Extra* that you read, you demonstrate your commitment to improving yourself as an early childhood professional dedicated to bettering the lives of Southern children and families. I encourage you to share the articles and resources with your colleagues and staff and to put the information to use in your program.

The Southern Early Childhood Association appreciates the work you do for young children, and we hope that our efforts to support you make that work just a little bit easier—and a lot more enjoyable—for you each and every day.

### What You’ll Find in Each *Dimensions Extra* Section

1. **Put These Ideas Into Practice!** pages formerly featured in the journal. They are meant to be copied and distributed to staff, students and anyone else who might benefit from them.
2. **Online Resources** that are approved by the authors and contain information and resources relevant to the article.
3. **Professional Books and Other Resources**, approved by the authors, that will help you delve deeper into the article topic.
4. **Children’s Literature Reviews**, when available, that recommend a children’s book and activities to to along with the article.
5. **Staff and Parent Handouts and Forms** that are approved by the authors and meant be printed and distributed (when available). Some forms are even customizable so you can put your own organization’s information on them!

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SECA serves the interests of early childhood educators concerned with child development, including university researchers and teacher educators; early childhood, kindergarten and primary-grade teachers; and early childhood program administrators and proprietors. The association has affiliates in 13 Southern states. Non-affiliate memberships are available to anyone living outside the 13 affiliate states. For information about joining SECA, contact the executive offices at P.O. Box 55930, Little Rock, AR 72215-5930, (800) 305-7322. Members receive a one-year subscription to *Dimensions of Early Childhood* and discounts on SECA publications and conference registration fees.

*Dimensions Extra* is produced and designed by Megan Sullins, SECA Assistant for Communications & Marketing.
Wondering how to use technology in a more professional manner? Follow these recommendations to make wise choices with electronic media use.

Helene Arbouet Harte

Strategies to Maintain E-Professionalism

• **PAUSE!** Think before posting comments, photographs, or videos online. Use the NAEYC Code of Ethical Conduct as a guide: http://www.naeyc.org/positionstatements/ethical_conduct

• Be proactive! Talk with friends and colleagues about posting pictures or videos of each other online. Agree on limits.

• Adjust privacy settings. Keep online profiles on social networking sites just for friends and family. Nothing online is truly private. It cannot be taken back.

• Present a professional image. Proofread and check spellings. Avoid slang. Use a professional tone and message for voicemail.

Sites to Visit

• Explore only professional sites. Look for blogs or online discussions. *Teaching Young Children* (TYC) has a “Teachers Lounge” area for discussion. http://www.naeyc.org/tyc/lounge

• Utilize the resources available on the SECA Web site to enhance professional development. Take advantage of the “Members Only” section. http://www.southernearlychildhood.org/

• Check out NAEYC Interest Forums and Online Communities at http://www.naeyc.org/community

• Participate in discussion forums on the SECA Student Facebook page.

Recommendations for Protecting Professionalism

• Consider adding a disclaimer on email messages asking others not to forward private communications.

• Avoid sending or forwarding any email message with information or images that might be an issue if accidentally forwarded.

• Google one’s own name: See what information comes up.
Examples of Social Media in Early Childhood
This discussion board on the website of the Frank Porter Graham Child Development Institute features early childhood professionals from across the nation discussing their use of social media to promote inclusion. Many of the strategies shared on this page can be applied to the early childhood field in general and are not strictly limited to inclusion.

How to Use Facebook for Professional Networking
By Boris Epstein for Mashable.com
http://mashable.com/2009/08/14/facebook-networking/
Learn about the more technical aspects of using Facebook for professional networking. Mashable is an independent online news site dedicated to covering digital culture, social media and technology.

Integrating Technology Into Learning
http://www.thinkport.org/ece/technology/integrating.tp
This page features a listing of social media sites and resources for early childhood professionals, as well as articles about the use of technology in general in early care and education. Thinkport is the product of an on-going partnership between Maryland Public Television (MPT) and Johns Hopkins University Center for Technology in Education (CTE).

SocialMediaGovernance.com - Policy Database
http://socialmediagovernance.com/policies.php
This database includes over 150 actual social media policies of real companies and organizations across various industries. These examples could be very helpful in drafting your organization’s own social media policy.

Multimedia

Code of Ethical Conduct: Conversations with Stephanie Feeney and Peter Pizzolongo
http://www.naeyc.org/ecp/resources/ethics
These videos feature discussions about the Code, its revisions, the importance of having a code of ethics for a profession, and the three elements of the NAECY code. At the bottom of the web page, you will also find a link to the full text of the Code.

Social Media Etiquette: Current & Future Employment Considerations
By FG2Squared and the New England College of Business and Finance
http://www.youtube.com/watch?v=dNnLMkg9R3c
This short video reviews social media etiquette do’s and don’ts for professionals. Though created for business professionals, the information and tips in this video also can apply to early childhood professionals.
Professionalism in Early Childhood Education and Care
Edited by Carmen Dalli and Mathias Urban
© 2010 by Routledge (published as a special issue in the European Early Childhood Education Research Journal)
Professionalism in the early childhood field is becoming a policy priority in many countries as the question of how to define professionalism in early education contexts remains open for debate. This book compiles the work of an international group of scholars who have sought to answer that question.

By Stephanie Feeney and Nancy K. Freeman
© National Association for the Education of Young Children
This guide will help early childhood professionals become acquainted with the NAEYC Code of Ethical Conduct and learn how to apply it in their professional lives. It addresses the tough questions that teachers face while working with children, families, and colleagues.

The Networked Teacher: How New Teachers Build Social Networks for Professional Support
By Kira J. Baker-Doyle
© 2011 by Teachers College Press
Social support networks can have a significant positive impact on new teachers, providing them with the resources, ideas, emotional support, and inspiration they need to thrive in their new careers. This book explains the theory behind social networks—both face-to-face and online—gives practical advice, and even includes a companion website with networking and collaboration tools.
Maintaining Your Professionalism Online

As an early childhood professional, you are held to a high standard with regard to your conduct outside of work. You must be particularly careful about your use of social media, which can create a lasting “digital footprint” of your personal ideas, views, and activities for all to see. Below are some do’s and don’ts of e-professionalism for educators and caregivers.

**Do**

- Double-check every email message before you hit the ‘send’ button. Are there any errors? Is it professional? Is it going only to the intended recipient(s)?
- Know what’s out there. Search your own name online and see what you—or a parent, student, or employer—can find about yourself.
- Reflect on your responsibility as a professional before posting anything online.
- Maintain the confidentiality and privacy of the children and families you serve.
- Consider the reputations of your co-workers and employers before posting anything.
- Check your privacy settings often. When some social media sites make big updates, your settings may revert to the default.
- Make informed decisions about what to share and how. Use the NAEYC Code of Ethical Conduct as a guide (http://www.naeyc.org/positionstatements/ethical_conduct).
- Add a disclaimer to your emails asking others not to forward private communications.
- Consider working with your employers and co-workers to create e-professionalism policies.

**Don’t**

- Don’t hit the ‘reply all’ button on an email message unless you truly wish to reply to all.
- Don’t accept every friend request you receive on social networking sites. Online relationships with parents, co-workers, and students may not always be appropriate.
- Don’t ever post identifying information or photographs about a child online without permission from their parent or guardian.
- Don’t allow co-workers to post photos of you or information about you without first asking your permission.
- Don’t trust your privacy settings. They may change, or you may overlook an important setting.
- Don’t make any statement or posting that might may violate the core values of the NAEYC Code of Ethical Conduct.
- Don’t send any potentially damaging information via email that might cause a problem if accidentally forwarded.
- Don’t avoid electronic media for fear of the repercussions. When used appropriately, it can serve as a powerful communication and teaching tool.

Why Does Gender Matter? Counteracting Stereotypes With Young Children

How do young children’s experiences with gender biases affect their development and opportunities for leading successful lives? What can teachers do to counteract these stereotypes?

Olaiva E. Aina and Petronella A. Cameron

Choose unbiased classroom materials
Avoid items that are marketed to encourage single-gender use such as

- Barbie® dolls
- Hot Wheels®
- computers designed for boys
- furniture specifically designed for males or females

Critically evaluate books for gender bias

- guide children to recognize stereotypes and increase independent critical thinking about gender
- provide positive, empowered stories and images of diverse characters

Plan an unbiased curriculum
Challenge potential stereotypes by presenting non-traditional images and role models

- request speakers from children’s families
- feature unbiased books and materials
- give equal praise and encouragement to females in math and science and males in creative and language arts
- encourage play in cross-gender centers
- positively reinforce children who play with non-stereotyped toys

Inform families
Help increase family awareness about stereotypes

- demonstrate unbiased interactions and communication
- provide coaching and encouragement
- respect cultural differences
- offer information about the long-term effects of gender bias
Still Failing at Fairness: How Gender Bias Cheats Boys and Girls in Schools and What We Can Do About It
By David Sadker and Karen R. Zittleman
© 2009 by Scribner
A follow-up to Failing at Fairness: How America’s Schools Cheat Girls (Sadker & Sadker, 1995), this presents evidence showing that gender bias still exists in classrooms and suggests ways to reform the education system.

Anti-Bias Education for Young Children and Ourselves
By Louise Derman-Sparks and Julie Olsen Edwards
© 2010 by the National Association for the Education of Young Children
This book provides practical advice in confronting and removing the barriers of prejudice, misinformation, and bias, helping staff and children respect themselves, each other, and all people.
**William's Doll**
Written by Charolotte Zolotow and illustrated by William Pène du Bois. 

**Ages:** 2 through 8

William has a desire for a doll to feed, play with, and cuddle. Family members and neighbors think that William is weird because he wants a doll instead of typical masculine toys, so they give him male-related toys, such as a basketball and an electric train, to change his mind. William does play with the new items and excels in these pursuits, but he is conflicted because he still wants the doll. William’s grandmother understands that his need for a doll represents his desire to love and tend to a “baby” in the same manner as his father cares for him, and she is able to relate his need to others.

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**Curriculum Activities & Ideas**

**LANGUAGE ARTS:** Precut a generic doll shape from foam craft for each child. Provide markers for facial and body details, different colors of yarn for hair, various fabric scraps for clothing, and small embellishments for creating uniqueness. Attach the doll to a paint stirrer (you can get these free at a paint department if you ask nicely) with heavy-duty tape. Ask children to verbally describe their dolls and explain specific attributes that make the dolls special. An extension of this activity could be to divide the children into groups of two or three and allow the dolls to have a conversation; this activity would promote vocabulary, social interaction, and collaboration.

**MOVEMENT:** William’s father gave him a basketball, and William practiced playing with it. Seat children in a circle on the floor and have them roll a basketball to others. Since a basketball may be unwieldy for young children, a beach ball could be used instead.

**SOCIAL STUDIES:** William’s father gave him an electric train. Discuss what a train is used for and explain that an electric train is a toy that is run with electricity. Use masking tape to create an oval “train track” on the floor. Make and decorate an engine out of foam craft and explain that the engine pulls the train cars. Precut a generic train car shape from varying colors of foam craft or heavy cardboard for each child. Provide markers and small items to be glued to each car to represent what the car is carrying. Punch a hole at the end of each completed car and explain that the train cars must be connected in order to be pulled by the engine. Give each child two pinch clothespins to clip to the bottom of the car to make it stand up. Then bend small paper clips to make an S shape to insert into the holes; this will hook the cars together. Connect the cars to the engine and manually run the train around the track on the floor. Small branches from outside can be inserted into clay to represent trees, and grass clippings or moss on the sides of the track will create a more realistic setting.

**MATH:** Make or find pictures of dolls and glue them to cardboard (or old manila folder pieces). Have the children sequence the dolls by size from largest to smallest—remember that the younger the child, the fewer the items that are needed. You could also have the children group the pictures by characteristics such as hair color.

**Ginny Esch, Ph.D.** is a professor in the Department of Educational Studies at the University of Tennessee at Martin.
The Father Who Had 10 Children
This cheerful, simple story is about a father who has 10 young children. He loves them and takes care of them all by himself, but one day he decides to take a break and sail around the world. He enjoys his first day, but when he awakens in the morning he realizes how much he misses his children. He fetches them from their grandmother and they all set sail around the world. The book is bright and upbeat, and shows a father joyfully caring for his large family, offering a very positive male role model.
Ages: 3 through 7

Curriculum Activities & Ideas

GROUP TIME: Lead a pre-book discussion about what daddies do. Write children’s responses on a chart. Expand the discussion by asking questions if needed. After reading the story, return briefly to the discussion to compare the list to what the daddy in the story does. **Be sensitive to the fact that not all families have daddies. Adapt the discussion to include granddaddies or other men who help care for children.**

MATH: Children count out 10 socks, 10 plates, and other items to use one-to-one correspondence with counting to 10. For more advanced children, model counting by 10’s using strips of paper with 10 socks or 10 plates. Children line them up and count by 10’s.

SCIENCE: Children build boats with aluminum foil, foam produce containers, and other recycled items. They test to see which ones float and which ones sink.

PRETEND PLAY: Encourage one-to-one correspondence, matching, and sorting with 10 sets of plates, cups, and utensils. Children match and set the table by color. Use inexpensive colored paper products and utensils. Encourage all children to role play as they cook, dress and rock dolls, and set the table.

MANIPULATIVES: Play sock-matching games with recycled socks that vary by color or pattern.

LITERACY: Ask children to draw and dictate or write stories about important men in their lives (family, friend, hero) and how they help or take care of children. Add books about families to put in the library area. Children can make books about their own families.

BLOCKS: Children use blocks to build boats large enough to fit a couple of children.
BE MINDFUL OF THE CLASSROOM MATERIALS THAT YOU PROVIDE.

Avoid items that promote single-gender use, such as:
- Barbie® dolls
- Hot Wheels®
- Computers designed specifically for boys.
- Furniture designed for either boys or girls.

PLAN AN UNBIASED CURRICULUM.

Challenge potential stereotypes by presenting non-traditional images and role models.
- Request speakers from children’s families.
- Feature unbiased books and materials.
- Give equal praise and encouragement to females in math and science and males in creative and language arts.
- Encourage play in cross-gender centers.
- Positively reinforce children who play with non-stereotyped toys.

INFORM FAMILIES

Help increase family awareness about stereotypes
- Demonstrate unbiased interactions and communication.
- Provide coaching and encouragement.
- Respect cultural differences without judgment or condescension.
- Offer information about the long-term effects of gender bias.

CRITICALLY EVALUATE CLASSROOM BOOKS FOR GENDER BIAS.

Reading appropriate children’s books may help foster healthy gender attitudes.
- Guide children to recognize stereotypes and increase independent critical thinking about gender.
- Provide positive, empowered stories and images of diverse characters.


Prepared by:
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www.SouthernEarlyChildhood.org
Accessible Family Involvement in Early Childhood Programs

Family Involvement

Family involvement encompasses the participation of any family member or fictive kin in the child’s education. It occurs in and outside the school, including two-way communication that involves child learning. The activities family members are involved in:

- support the child’s learning process
- exchange information about the child’s learning
- offer opportunities to participate in school decision-making leadership
- enable families to support children as learners at home

Four components of family involvement

- Staff and Family Communication
- Family-Child Collaborations
- Teacher-Family Relationship Building
- Community Connections

Implement strategies from all four components of this framework. Implementing a variety of strategies in each component is far more likely to lead to genuine family involvement.

Strategies to increase family involvement

Staff and Family Communication
- Family center and bulletin board
- Family-teacher conferences
- Newsletters and Web site
- Program events

Family-Child Collaborations
- Family learning opportunities
- Take-home kits and games
- Academic explorations
- Children research and present information

Teacher-Family Relationship Building
- Home visits
- Parent-teacher conferences
- E-mail list serve
- Daily updates

Community Connections
- Education and information fairs
- Health and fitness resources
- Sports events that appeal to or engage young children
- Cultural events such as children’s concerts and plays
- Public library services
- Community center events
- Organizations that provide activities and services for children and their families
Online Resources

Harvard Family Research Project - Family Involvement
http://www.hfrp.org/family-involvement
HFRP helps develop and evaluate strategies to promote the well being of children, youth, families, and their communities. This website includes access to research and other resources and information about HFRP projects, including FINE—the Family Involvement Network of Educators—and the Office of Head Start National Center on Parent, Family, and Community Engagement (NCPFCE).

National Parent Teacher Association
http://www.pta.org
The National Parent Teacher Association’s mission is to “To make every child’s potential a reality by engaging and empowering families and communities to advocate for all children.” On the National PTA website, you will find information about PTA programs, public policy, conferences and events, and ways to get involved with PTA.

The SEDL National Center for Family and Community Connections with Schools
http://www.sedl.org/connections
The National Center for Family and Community Connections with Schools at the Southwest Educational Development Laboratory provides research-based information and resources that help connect schools, families, and communities. The website includes toolkits, a literature database, a webinar and forum archive, research syntheses, and briefs and handouts.

Family Involvement Inside and Outside the Classroom
A national conference call hosted by Pre-K Now
http://preknow.org/advocate/confcalls/familiesandprek.cfm
In this October 2007 conference call, Alicia Narvaez of the Virtual Pre-K Initiative and Bev Raimondo with the Commonwealth Institute for Parent Leadership present research-based methods for increasing family involvement and keeping family members involved over time.

Multimedia

Bridging the Disconnect Between Educational Leaders and Diverse Families
On BAM Radio Network

Parent Involvement: The School Connection, September 2008
By Wake County Public School System
On WakeCountySchools’ YouTube Channel
Beyond the Bake Sale: The Essential Guide to Family-School Partnerships
By Anne T. Johnson, Vivian Johnson, Karen L. Mapp, and Don Davies
© 2007 by New Press
This updated version of the successful 1986 title published by the National Committee for Citizens in Education gives advice on how to build strong collaborative relationships with families. While showing what family-school partnership look like and how they can raise student achievement, the book addresses complex issues such as trust and diversity in the classroom.

Menu for Successful Parent and Family Involvement
By Paul Wirtz and Bev Schumacher
Getting parents involved in an early childhood program takes creativity, great ideas and strategies that make it easy for parents to become involved. Explore successful experiences in working with families and get help to develop a “menu” of activities and strategies that will work for you.

School, Family, and Community Partnerships: Preparing Educators and Improving Schools
By Joyce L. Epstein
© 2010 by Westview Press
Designed for use in teacher education courses, this book applies current research to prepare teachers and administrators with a solid base of information on partnerships.

Diverse Partnerships for Student Success
By Larry E. Decker, Virginia A. Decker, and Pamela M. Brown
© 2006 by R&L Education
Diverse Partnerships for Student Success provides educators with strategies to successfully create partnerships in a socioeconomically and culturally diverse society. It offers researched-based information, concrete ideas, and a collection of internet sites that will help educators and administrators create long-lasting, comprehensive partnership systems.
Family Pictures / Cuadros de Familia

Fourteen family vignettes are illustrated with detailed folk art paintings. Each illustration has one or two paragraphs, presented in English and Spanish, that tell the story in simple, direct language. Drawing on Mexican-American culture, the stories are appropriate for young children of any culture. Settings include a fair, grandparents’ house, a birthday party, and a beach; and activities include preparing meals and everyday and holiday activities. The words and illustrations leave space for young children to enter the storyline and to spark a memory of a similar event in their own family. The openness of the words and art allow for inclusiveness for all the children to share their own family life experiences.

Ages: pre-K through third grade

Teaching concepts: culture, family

Curriculum Activities & Ideas

ART: Suggest that children and their family members draw pictures about their family events and memories. Then, create scrapbooks with family photographs and drawings. Include written versions of the children’s stories, either written by the child or dictated to an adult. Share the results and encourage open-ended questions and discussions about the activities that all families do.

PRETEND PLAY: In the pretend play center, provide an assortment of props and clothing and encourage children to reenact family events.

MATH: Practice counting by having children count the number of members in their families. Explore measurements by making birthday cakes from scratch. Plan a classroom get together and ask children to plan and count refreshments. Invite families to join in on the fun!

Jacqueline Gramann, Ed. M., is a free-lance writer in Texas with teaching and research background in early childhood education and family literacy.
For Parents

We’re all in this together!

Being an active partner in your child’s education can greatly increase achievement. Here are some things you can do to become more involved:

COMMUNICATE WITH STAFF

Do you feel there is enough communication between you and your child’s school? Do you

- Look at the classroom bulletin board?
- Attend parent-teacher conferences?
- Read the school newsletter and/or website?
- Attend program events, such as plays and celebrations?

If communication is a struggle for you, perhaps due to time limitations, or if you feel that your child’s school isn’t doing enough to communicate with you, speak with your child’s teacher or caregiver to find out how to open up the lines of communication.

COLLABORATE WITH YOUR CHILD

Working with your child to extend learning into the home life can have a great impact on academic success. Always try to make time for

- Family learning opportunities that build on classroom learning experiences.
- Take-home kits and games sent home by your child’s teacher that you can complete with your child.
- Academic explorations of early reading, writing, or math. Read a book together or measure ingredients for a recipe.
- Projects that allow your child to research information with or interview family members.

BUILD RELATIONSHIPS

The key to building a beneficial relationship between your family and your child’s teacher or caregiver is communication. Look for

- Home visits that let you visit with your child’s teacher or caregiver in your “comfort zone.”
- Parent-teacher conferences where you and your child’s teacher can get to know one another and form a bond of mutual trust.
- Emails from your child’s teacher that keep you connected. The more you know about your child’s care and education, the easier it will be to build that trusting relationship.
- Daily updates. Spend a minute or so at drop-off or pick-up time chatting about your child’s day.

CONNECT WITH THE COMMUNITY

You’re not alone! You are surrounded by a community that also wants to see your child learn and succeed. Helpful resources and activities include

- Education and information fairs.
- Health and fitness resources.
- Sports events that appeal to your child.
- Cultural events, such as children’s concerts and plays.
- Public library services, such as story time.
- Community center events or classes.
- Organizations that provide activities and services for children and families, such as your local YMCA.


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Put These Ideas Into Practice!

Prepare Healthy Foods With Toddlers

Set the stage early for children to choose nutritious foods. When toddlers—and preschoolers—safely prepare healthy snacks, they also learn math, science, literacy, socialization, and small-motor skills.

Satomi Izumi-Taylor and Cheryl Rike

Any Allergies? Dietary Restrictions?
Before engaging in authentic cooking activities with children, identify any food allergies and family beliefs about food.

Why prepare food with toddlers? Children …

• enjoy cooking
• gain a sense of accomplishment
• experience pleasure in tasting different food from different cultures
• use their five senses
• naturally develop their own sense of good nutrition
• are involved in a creative experience with others
• develop physical, logico-mathematical, and social knowledge

Food Preparation Skills for Young Children

• handwashing
• generate grocery lists
• shop
• make choices
• follow picture recipes
• wash
• measure
• stir
• sprinkle
• tear

• scoop
• cut (with plastic dinnerware)
• pour
• toss
• roll
• spread
• wrap
• mash
• serve

Guidelines for Food Preparation With Toddlers

• Write recipes on large paper. Use pictures and numerals as well as words.
• Incorporate local produce, traditional foods, and new tastes.
• Wash hands.
• Choose safe tools.
• Read and point out each step in the recipe.
• Make sure children are fully engaged.
• To avoid choking hazards, chop hard or slippery foods into tiny pieces before offering them to children.
• Do not serve raisins, popcorn, nuts, seeds, raw carrots or celery, or other gummy or hard foods to children younger than age 4. Insist that children sit while they eat.
• Describe each item as it is added.
• Closely supervise toddlers as they work.
Resources for Prepare Healthy Foods With Toddlers

**Online Resources**

**American Academy of Pediatrics**  
http://www.aap.org

The American Academy of Pediatrics is an organization of 60,000 pediatricians committed to the attainment of optimal physical, mental, and social health and well-being for all infants, children, adolescents, and young adults. The AAP website contains a wealth of information and resources about a wide variety of issues related to children’s health and well being.

**American Dietetic Association**  
www.eatright.org

As the world’s largest organization of food and nutrition professionals, the ADA is a great source for trustworthy, science-based food and nutrition information.

**Children’s Defense Fund**  
www.childrensdefense.org

The Children’s Defense Fund (CDF) is a non-profit child advocacy organization that works to ensure a level playing field for all children. The Child Nutrition portion of the website contains information about child nutrition programs, reauthorization of those programs, and childhood obesity.

**Children’s Nutrition Research Center (CNRC)**  
www.bcm.edu/cnrc

CNRC is a cooperative venture between Baylor College of Medicine, Texas Children’s Hospital, and the U.S. Department of Agriculture/Agricultural Research Service. The site contains information about ongoing CNRC nutrition studies, health topics, and nutrition resource materials.

**Comprehensive Health Education Foundation (C.H.E.F.®)**  
http://chef.org

C.H.E.F.® is a nonprofit organization that provides resources, connections, and support to the people who are most affected by health inequities so they can live healthier lives and build healthier communities. On this website, you can find information about the Healthy Communities Partnership, a renewed call-to-action to build upon existing efforts to make healthy choices easy when it comes to tobacco use, nutrition, and physical activity.

**Healthy Childcare America**  
www.healthychildcare.org

The HCCA program is a collaborative effort of health professionals and child care providers working to improve the early education and health and safety of children in out-of-home child care.

**Healthy from the Start: How Feeding Nurtures Your Young Child’s Body, Heart and Mind**  
Published by Zero to Three  
www.zerotothree.org/nutrition

This booklet offers parents information on how feeding skills unfold over the first three years, explores how feeding is much more than about food—it is a chance to bond with children and nurture their social-emotional skills—and provides strategies for dealing with “picky eaters” as well.

**Multimedia**

**Engaging Young Kids in Healthy Eating**  
SECA Radio Segment on BAM! Radio Network  
http://www.southernearlychildhood.org/radio.php

**Engaging Young Kids in Healthy Eating**

Chef and Father Greg Johnson, has been cooking professionally for 20 years. He is a graduate of the California Culinary Academy and has worked in some of the finest restaurants in Los Angeles, San Francisco, Hawaii, Miami and Seattle. Presently, as the co-founder of Create Change Studios, Greg is inspiring families to come back to the table with fun DVD videos and websites www.chefandfather.com.
**Preventing Childhood Obesity: Helping Preschool Children Become Healthy and Fit**

By Dianne Lawler-Prince and Jim L. Stillwell

© 2008 by the Southern Early Childhood Association

What can families and teachers do to guide young children to enjoy eating healthy foods and keeping physically fit? This book offers exercises and integrated learning experiences to keep children moving. Early Childhood professionals will enjoy the fun rhythmic activities, yummy recipes, tips for making small equipment, and many more resources.

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**The Cooking Book: Fostering Young Children’s Learning and Delight**

By Laura J. Colker

© 2005 by the National Association for the Education of Young Children

Learn how to cook healthy and delicious foods with young children with this book, which includes “recipes-for-one,” small group recipes, and art and science recipes.

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**Growing Up Healthy: Fat, Cholesterol, and More**

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Growing Up Healthy: Fat, Cholesterol, and More provides sensible eating guidelines for children two- to six-years-old. This brochure, sold in packs of 50, is ideal for distributing to parents of children in your program.

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**Health, Safety, and Nutrition for the Young Child (6th edition)**

By Lynn R. Marotz, Marie Z. Cross, and Jeanettia M. Rush

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This text emphasizes the critical relationship that exists among health, safety, and nutrition and the important role teachers and parents play in helping children establish healthy lifestyles. Special attention is given to designing educational programs for children and parents that reflect and reinforce key health, safety, and nutrition topics.
For Parents

Making Healthy Snacks with Your Toddler

Invite your toddler into the kitchen to help prepare these healthy, delicious snacks.

### Hungry Caterpillar Fruit Parfaits

**Ingredients and Materials**
- Yogurt (low fat or Greek, preferably)
- Whole-grain, unsweetened cereal
- Fresh or dried fruits
- Cups
- Spoons

**Directions**
1. Stir Yogurt.
2. Cut up fresh fruit with a plastic knife or wide craft stick.
3. Crush cereal if needed.
4. Spoon alternating layers of yogurt, cereal, and fruit into cups.

### Brown Square, Brown Square, What Do You See?

**Ingredients and Materials**
- Graham Crackers
- Sugar-free chocolate pudding
- Bananas
- Wide craft sticks
- Small plates

**Directions**
2. Break a graham cracker in half to form squares.
3. Spread pudding on crackers.
4. Cut circular slices from the banana and place slices on crackers.
5. Ask children to repeat “Brown Square, Brown Square, what do you see?” and describe what they see before enjoying their treat.

### Ice Cream Social

**Ingredients and Materials (for each person)**
- 1/2 cup milk
- 1/4 cup half and half
- 1 teaspoon sugar
- 1 zip lock sandwich bag
- 1 gallon-size zip lock bag
- 2 cups ice
- 1 teaspoon coarse salt
- Measuring cups and spoons

**Directions**
1. Measure and place milk, half and half, and sugar in the smaller plastic bag. Seal carefully.
2. Place small bag inside the large bag. Add ice and salt.
3. Seal the bag carefully.
4. Shake the bags until the mixture freezes. Suggestion: Protect hands with mittens or clean socks if the bags seem too cold to handle.

### Carrot & Raisin Salad

**Ingredients and Materials**
- Carrots
- Low-fat yogurt (or low-fat sour cream, mayonnaise, or Greek yogurt)
- Raisins
- Mixing bowl and spoon
- Cups
- Spoons

**Directions**
1. Wash and grate carrots. (The adult will grate them.)
2. Spoon out and mix carrots, raisins, and yogurt.
3. Spoon mixture into individual cups.

### Let’s Wrap-a-Wrap

**Ingredients and Materials**
- Whole-grain wraps
- Low-fat meat slices, such as ham, turkey, or roast beef
- Sliced cheeses
- Lettuce
- Mayonnaise or salad dressing
- Plastic Dinnerware
- Plates

**Directions**
1. With the help of your child, place all ingredients and utensils within easy reach.
2. Select meat(s) and cheese(s) and place on wrap.
3. Spread on sauce.
4. Creatively wrap-a-wrap and enjoy!

### For Parents

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