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Turn-Key: Preventing Obesity and Promoting Wellness in Early Childhood Settings

MODULE 4

Lesson Eleven – Family-Style Dining

- 1) Family-style dining includes all of the following EXCEPT:
 - a) Opportunities to model healthy food choices, portion sizes, and great conversations.
 - b) Adult caregivers moving around the table to serve children one by one and to bring extra servings.
 - c) Food placed in serving bowls on the table.
 - d) Children serving themselves independently or with minimal help from an adult.

- 2) Choose the INCORRECT guideline related to family-style dining:
 - a) Consistency is critical in successful family dining so children practice self-help skills.
 - b) If there are numerous spills during the introduction of family-style dining, stop for a while and revisit the practice again later in the year when children are older.
 - c) Children learn life skills, such as serving themselves and should be allowed to capably do it independently.
 - d) Family-style dining includes setting up the table prior to eating and cleaning up afterward.

- 3) Full participation meals look different with different age groups because:
 - a) Toddlers will be too messy if they pour their own milk.
 - b) Infants have individual needs so they should be separated during feedings.
 - c) Mixed-age dining conflicts with continuity of care.
 - d) Mixed-age dining allows meals to mimic what occurs naturally in families.

- 4) All but one of the following are listed as reasons to read and make Stone Soup at your center:
 - a) Children acclimated to family-style dining really appreciate and celebrate special meals prepared together.
 - b) Stone Soup is a folktale based on collaboration and sharing with meaningful messages.
 - c) It is not recommended that families bring food items from home to share in the making of soup because of hygiene issues.
 - d) Children can help prepare the vegetables for Stone Soup by chopping and cutting them with plastic knives.

- 5) Select the statement that is not discussed as part of planning for successful family dining:
- a) Have the support of the whole program.
 - b) Provide serving and eating utensils appropriate for children's age and abilities.
 - c) Have enough food and serving bowls so that all tables can be served at once.
 - d) To keep the mealtime on schedule, set the table before the children arrive.

MODULE 4

Lesson Twelve – The People's Garden

- 1) Choose the CORRECT statement related to growing with children:
- a) Growing plants from seeds with children takes too long, so always start with seedlings.
 - b) Be sure everything you grow in your garden is consumed at your center, not sent home.
 - c) Gardening with children is labor-intensive work for young children.
 - d) Children's innate curiosity, sense of wonder, and excitement related to gardening are all good reasons to try it at your center.
- 2) Choose the INCORRECT statement related to the People's Garden:
- a) Maintenance of the garden, such as watering, requires additional staff to be hired.
 - b) Wood mulch reduced the amount of maintenance and weeding required at the People's Garden at the Cornell Bright Horizons Center.
 - c) The People's Garden initiative was started to help families come together to support and get excited about gardening.
 - d) The Garden was an ideal place for parents to pick up their children at the end of the day.
- 3) Choose the recommendation from this list that was NOT included in Finding What Works:
- a) Start small so you learn how to care for a few plants at a time.
 - b) Use your gardening curriculum to guide children, rather than following their interests to get the most learning from your outdoor experiences.
 - c) Incorporate tastings and cooking into gardening experiences.
 - d) Encourage children to draw and write about what they see in the garden.
- 4) Early childhood gardening experiences instill values that will last a lifetime. Which statement was NOT discussed in the video?
- a) This creates a generation that will support and give back to their community.
 - b) They will value sustainability.
 - c) They will understand the importance of making healthy choices.
 - d) They will all become gardeners as adults.

- 5) According to the video, valuing healthy choices includes:
- a) Eating fresh fruits and vegetables and being physically active outdoors.
 - b) Bringing a different food for children to eat every week.
 - c) Changing your outdoor space to include a large garden plot.
 - d) Home visits to teach parents how to garden.

MODULE 4

Lesson Thirteen – Healthy Pizza Field Trip

- 1) Choose the INCORRECT statement related to the Healthy Pizza Field Trip:
- a) Prepare and plan in advance to get the most out of your field trip.
 - b) Consider what your children are interested in and their developmental levels when planning a field trip.
 - c) A successful field trip plan eliminates the need for teachers to be flexible or adapt on the day of the trip.
 - d) Teachers connected field trips to ongoing gardening activities to enhance children's excitement.
- 2) The Healthy Pizza Field Trip was valuable for the following reasons:
- a) Eating the healthy vegetables and food was so different from their typical daily eating habits.
 - b) Using vegetables that they had never seen before, rather than ones they were familiar with, made the children excited to put them on their pizzas.
 - c) Seeing peers reject some vegetables motivates other children to boldly try them.
 - d) For young children, each aspect of a field trip is a learning experience because it often includes new opportunities and environments.
- 3) Choose the INCORRECT answer. It is important for teachers to revisit a field trip experience afterward because:
- a) It builds on the momentum and reinforces learning.
 - b) It extends learning, allowing children to apply what they learned on the trip.
 - c) Oftentimes only a few children were actively involved during the trip, so afterward the rest of the group can at least have a similar experience.
 - d) Big concepts like healthy eating are learned best when they are presented and experienced in a variety of ways over time.
- 4) After the field trip the children engaged in all of these follow-up activities except:
- a) Making Pizza, a math activity.
 - b) Graphing their favorite vegetable they liked when they ate their pizza.
 - c) Reading books about vegetables.
 - d) Each child answered questions posed by their teacher to test their retention of key points made during the field trip.

- 5) The teachers at Bright Horizons shared the following final thoughts EXCEPT:
- Look for ways to incorporate many academic areas into the interest topic that the children are learning about.
 - Follow up over time and in different ways.
 - It is best to introduce new things through books and discussion.
 - Bring excitement and passion to your everyday teaching.

MODULE 4

Lesson Fourteen – We’re All Special

- 1) Choose the INCORRECT statement related to ‘kind words’:
- The goal of helping children to recognize differences in others is to reshape children so groups are more alike.
 - Stories can be used to demonstrate that our body is the framework, but it is what is inside that matters most.
 - Helping children focus on people’s internal qualities builds on their natural instincts.
 - Being okay with the differences in people is the foundation of tolerance.
- 2) Some ways to help children know that we are all special include all of the following EXCEPT:
- Sending home questionnaires to parents asking them to share about their child’s special interests and talents.
 - Providing opportunities for children to share about themselves in front of a group.
 - Helping children to recognize and tell their friends a quality they appreciate.
 - Reviewing this unit efficiently, early in the year, because children intuitively know kind words to use and that we are all special.
- 3) Choose the CORRECT statement:
- It is recommended that teachers focus on skills that children struggle with to build their self-confidence.
 - Children are not generally motivated to succeed so teachers should try to instill that value.
 - Children are born with a can-do attitude and educators can continue to foster it.
 - Praising children frequently is the most effective way to build self-esteem.
- 4) An activity that gives each child a chance to be up in front of their group talking about their interests and what makes them special is:
- Confidence building and helps each child realize their self-worth.
 - Time consuming, so start early in the year.
 - Embarrassing to children.
 - A great form of assessment.

- 5) The I Can Do It example does all of the following EXCEPT:
- a) The teacher can model more specific ways to talk kindly about one another.
 - b) Allows for repetition over time to help children take in information and internalize it.
 - c) Cautions teachers in giving children a false sense of empowerment.
 - d) Gives children practice and experience in using kind words.