

# INSTRUCTOR'S MANUAL

CACFP Meal Pattern Requirements

# OPTIONAL BEST PRACTICES



# Optional Best Practices

CACFP Meal Pattern  
Requirements Individual Training

## Instructor's Manual



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# Institute of Child Nutrition The University of Mississippi

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## VISION

The vision of the Institute of Child Nutrition is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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# INTRODUCTION

**NOTE TO INSTRUCTOR:** This section provides background information for review by the instructor prior to presenting this training, and it will familiarize him or her with the context of the training and class logistics (e.g. class size, arrangement, and pre-training activities). This information does not include training detail or lesson plans and should only be used as a resource for administering this training.

## Background Information

The CACFP Meal Pattern Requirements training was developed based on the updated Child and Adult Care Food Program (CACFP) meal pattern requirements, published on April 25, 2016. This eight-hour training included an introduction lesson and four core-content lessons: (1) Infant Meal Pattern Requirements, (2) Child and Adult Meal Pattern Requirements, (3) Child and Adult Meal Service, and (4) Optional Best Practices.

To better meet the needs of those in the field, the CACFP Meal Pattern Requirements materials now feature the following supplemental trainings:

- *Infant Meal Pattern Requirements*
- *Child and Adult Meal Pattern Requirements*
- *Optional Best Practices*

## Training Overview and Objectives

This Optional Best Practices training features information and strategies for implementing the CACFP's optional meal pattern best practices. Through this one-hour training, participants will explore each practice, as well as tips and strategies for implementation.

At the end of this training, participants will be able to:

- identify a minimum of five CACFP best practices to further improve the nutritional quality of meals.
- list three strategies for implementing a minimum of two CACFP best practices.

## Target Audience

This training is designed specifically for individuals operating a CACFP. Target audiences may include, but are not limited to, the following program types:

- Child Care Centers
- Family Child Care Homes
- Adult Day Care Centers
- At-Risk Afterschool Programs
- Emergency Shelters



Affiliates, such as sponsoring organizations and State agencies, may also find this training useful when managing or assisting these program types.

## Training Components

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The *Optional Best Practice Training* includes four components: Instructor's Manual, Participant's Workbook, Assessments, and a PowerPoint Presentation. Each component plays an essential role in the success of administering this training and ensuring participants are equipped to implement the information upon completion of this training. Prior to administering this training, trainers should review each component.

The **Instructor's Manual** is organized to address specific learning objectives. It is important to have a thorough understanding of the content in this manual. It contains more detailed information on all the topics than any other training component. It will also assist in explaining and discussing various topics.

The following components are featured throughout this manual:

- Training-at-a-Glance
- Preparation Checklist
- Lesson Plan and Script
- Learning Objectives
- Handouts and Worksheets
- Activities and Answer Keys
- Reference Pages

The **Participant's Workbook** is a separate manual that accompanies the Instructor's Manual. It includes the following components:

- Training Introduction
- Lesson Worksheets and Handouts
- Reference Pages

The **Assessments** are separate handouts that accompany the training materials. There is a pre-assessment, post-assessment, and answer key.

The purpose of the assessments is to measure learning to determine what the participants know at the beginning of the training and then what they learned upon completing the training. As noted in the Instructor's Manual, distribute the pre-assessment at the beginning of the training and the post-assessment at the end of the training.

The **PowerPoint Presentation** is a separate file that accompanies the Instructor's Manual. The presentation serves as a visual for the participants and provides talking points for the instructor(s). The Instructor's Manual outlines when and which slide to show for administering this training.

## Instructor's Manual Training Script

When administering this training, strive to follow the script and model the program provided in this Instructor's Manual. In addition, become familiar with the meaning of the following prompts, as they are listed throughout this manual:

- **SHOW SLIDE:** This prompt indicates when to show a specific PowerPoint slide.
- **SAY:** This prompt indicates what to say to the participants.
- **DO:** This prompt explains what you and/or the participants are to do.
- **ASK:** This prompt indicates when you should ask the participants a question. If the question warrants feedback, the FEEDBACK prompt will follow the ASK prompt. If there are questions that you do not know the answers to, refer the participants to their State Agency or the Institute of Child Nutrition's Help Desk by phone at 800-321-3054 or by email at [helpdesk@theicn.org](mailto:helpdesk@theicn.org).
- **FEEDBACK:** This prompt ensures certain elements are covered in discussions, and it will state information for reviewing activities.

**NOTE TO INSTRUCTOR:** This prompt lists information for reference purposes only; avoid sharing any information noted for this prompt with the participants.

## Group Size and Classroom Arrangement

The recommended group size is 35 participants or fewer. If this training has more than 35 participants, additional trainers are needed to maintain the integrity of the training's content. This size allows for optimum knowledge and skill development. In addition, it reduces the risk of exceeding the time assigned for this training.

Ideally, the classroom should be arranged in a grouping of large, round tables with 4-5 participants at a table and chairs arranged facing the instructor. If the training consists of 12 or fewer participants, an open U-arrangement is ideal for optimal group interaction.

When setting up the training room, there are few key things to include for presenting this training. First, the training room should have the capability to provide a computer, projector, and a projector screen. Position the projection screen in a location that provides a clear view for all participants. If needed, position the speaker's podium with microphone to one side of the room and at the front of the room to allow for clear view of the participants and clear view of the projector screen(s). Lastly, include a small table to the side of the podium to provide space for the instructor's materials.

## Training Delivery Recommendations

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Prior to beginning this training, complete the following tasks:

- Welcome participants as they enter the training room.
- Distribute a Participant's Workbook to each participant.
- Ensure you have the Instructor's Manual, PowerPoint presentation, Pre- and Post-Assessments, and any other items needed for administering this training, such as supplies for each activity.
- Circulate the sign-in sheet(s), and request that participants print and sign their name to the sheet.
- Locate and distribute the table tents to the class. Ask the participants to write their name on the table tent and place it at their seat.
- Post a flip chart page on the wall with the title "Bike Rack." This chart will serve as a tool for participants to post posing questions.
- Post the following ground rules around the room using the painter's tape or any other method that works for the room where the training is being conducted:
  - Be a team player.
  - Be respectful of everyone.
  - Share ideas with the class.
  - Be on time for all sessions.
  - Stand up when your mind goes on vacation.
  - Always ask for clarification if you do not understand.
  - Turn your mind on and your electronic devices to silent or off.

## Functional Area and Competencies

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The core competencies, knowledge, and skills, represented in Functional Area #5: Nutrition and Meal Management, in the Institute of Child Nutrition's Competencies, Knowledge, and Skills for Child Care Providers in CACFP Operations, establishes the foundation for providing nutritious meals to all CACFP participants as well as creating an environment supportive to learning healthy eating behaviors. Therefore, this training focuses on the following competencies:

- Competency 5.1: Assures appropriate implementation of meal planning, food purchasing, and meal management that meets CACFP meal pattern requirements.
- Competency 5.3: Develops procedures to collaborate with CACFP stakeholders to ensure goals for healthy eating and menu planning are met.

Source: Institute of Child Nutrition. (2015). Competencies, knowledge and skills for child care providers in CACFP operations. Retrieved from <http://www.theicn.org/ResourceOverview.aspx?ID=579>

## TRAINING-AT-A-GLANCE

Time	Topic	Activity	Materials
<b>Introduction</b>			
5 minutes	<ul style="list-style-type: none"> <li>• Introduction to Best Practices</li> <li>• Lesson Objectives</li> </ul>		<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Participant's Workbook</li> <li>• Pens or Pencils</li> </ul>
<b>Objective 1:</b> Participants will be able to identify a minimum of five CACFP best practices to further improve the nutritional quality of meals.			
20 minutes	<ul style="list-style-type: none"> <li>• Infants</li> <li>• Vegetables and Fruits</li> <li>• Grains</li> <li>• Meat/Meat Alternates</li> <li>• Milk</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Establishing a Breastfeeding Friendly Environment</li> <li>• Discussion: Vegetables and Fruits Best Practices</li> <li>• Discussion: Whole Grain-Rich Foods</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Flip Chart and Markers</li> <li>• Participant's Workbook</li> <li>• Pens or Pencils</li> </ul>
<b>Objective 2:</b> Participants will be able to list three strategies for implementing a minimum of two CACFP best practices.			
15 minutes	<ul style="list-style-type: none"> <li>• Strategies for Implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: 3-2-1 Action</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Participant's Workbook</li> <li>• Pens or Pencils</li> </ul>
<b>Conclusion</b>			
20 minutes	<ul style="list-style-type: none"> <li>• Summary</li> <li>• Post-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Activity: Key Points to Remember</li> <li>• Post-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Participant's Workbook</li> <li>• Pens or Pencils</li> </ul>
<b>Total Time: 60 minutes</b>			

## PREPARATION CHECKLIST

**Instructions:** The preparation checklist lists the necessary tasks for gathering materials to present this training. Within 4 to 6 weeks of the training date, assign each task to a specific person and determine the date that each task must be completed. Keep track of the progress by placing a checkmark by each task as it is completed.

Task	Person Responsible	Completion Date	✓
<b>Gather presentation equipment and supplies</b>			
Microphone (If necessary, preferably wireless)			
Computer to Present Slides			
Projector & Projector Screen			
<b>Locate general training materials (provided by ICN)</b>			
Instructor's Manual			
Participant's Workbook (1 per participant)			
PowerPoint Presentation			
Participant's Sign-In Sheet(s)			
Ground Rules			
Training Evaluations			
Pre-Assessment and Post-Assessment			
Certificates of Completion			
<b>Locate activity materials (provided by ICN)</b>			
Sticky Note Pads (1 per 5 participants)			
Painter's Tape (1 roll)			
Pens or Pencils (1 per participant)			
Flip Charts (1-2 Charts)			
Table Tents (1 per participant)			
Calculators (1 per participant)			
Markers (1 pack per 5 participants)			

# TRAINING SCRIPT

## Lesson Plan:

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### INTRODUCTION:

**SHOW SLIDE:** Optional Best Practices

**DO:**

To begin this training, advance to the next slide.

**SHOW SLIDE:** Welcome

**SAY:**

Welcome to the Optional Best Practices training. First, thank you for providing the Institute of Child Nutrition with the opportunity to provide you with the knowledge and skills for implementing the best practices featured in the updated Child and Adult Care Food Program (CACFP) meal pattern regulations.

**DO:**

Introduce yourself and other special guests. Be sure to state your name, title/credentials, and your experience in child care, CACFP, and other child nutrition programs. Confirm participants have printed and signed their names on the sign-in sheet(s), and they have all necessary materials for this training (i.e. Participant's Workbook, pens or pencils, and activity supplies).

**SHOW SLIDE:** Purpose of the Best Practices

**SAY:**

As you may recall, the CACFP meal pattern requirements were established based on many of the recommendations from the Dietary Guidelines for Americans and the National Academy of Medicine. You can learn more about these recommendations, by referring to the **CACFP in the Last 30 Years** and the **Dietary Guidelines for Americans: Overarching Themes** handouts. However, there were other recommendations not adopted because of the risk of cost and complexity challenges. Using many of these additional recommendations, USDA established optional best practices for infants, children, and adults.

### CACFP in the Last 30 Years

Since 1968, the Child and Adult Care Food Program (CACFP) has been one of the most rewarding federally funded programs available. In fact, it serves nutritious meals and snacks to over 4 million children and nearly 120,000 adults each day as part of the care received in facilities operating this program. Not only has it provided nutritious meals, but this program has also contributed to the overall health and wellness of young children and adults. However, the nutritional needs and the eating habits of children and adults are quite different today from those when the program first started.

According to the Dietary Guidelines for Americans (DGA), the overall health status of this country has shifted from deficiencies in essential nutrients, such as a lack of vitamins A and C, to chronic diseases, such as hypertension, heart disease, type 2 diabetes, and even some forms of cancer. In addition, there has been a shift in eating habits. The DGA reports many Americans are eating diets high in added sugars, saturated fats, and sodium. In addition, about 75% of Americans' diets are low in vegetables, fruits, and dairy. Last, about one in three children are overweight or obese, which is often due to poor eating habits and lack of physical activity.

Because of these shifts, Congress called for United States Department of Agriculture to review and revise the CACFP meal pattern requirement to better align with the DGA and to address the current health status of children and adults. Following this call to action, USDA published the new nutritional standards featuring the updated meal pattern requirements on Monday, April 25, 2016.

The updated meal pattern requirements are expected to enhance the overall nutritional quality of meals and snacks served in CACFP settings. Additionally, these improvements are projected to help young children develop healthy eating habits early and safeguard the overall wellness of adult participants.

Additionally, USDA established best practices for further improving the overall health and wellness of child and adult participants. These practices were also identified by the DGA and the National Academy of Medicine; however, not adopted due to potential cost and complexity challenges for operators.

Because these are optional practices, failure to comply cannot result in a meal disallowance or a serious deficiency finding. However, USDA highly encourages all CACFP operators to implement these best practices.



**Dietary Guidelines for Americans: Overarching Themes**

- 
- 1 Follow a healthy eating pattern across the lifespan.**  
All food and beverage choices matter. Choose a healthy eating pattern at an appropriate calorie level to help achieve and maintain a healthy body weight, support nutrient adequacy, and reduce the risk of chronic disease.
  - 2 Focus on variety, nutrient density, and amount.**  
To meet nutrient needs within calorie limits, choose a variety of nutrient-dense foods across and within all food groups in recommended amounts.
  - 3 Limit calories from added sugars and saturated fats and reduce sodium intake.**  
Consume an eating pattern low in added sugars, saturated fats, and sodium. Cut back on foods and beverages higher in these components to amounts that fit within healthy eating patterns.
  - 4 Shift to healthier food and beverage choices.**  
Choose nutrient-dense foods and beverages across and within all food groups in place of less healthy choices. Consider cultural and personal preferences to make these shifts easier to accomplish and maintain.
  - 5 Support healthy eating patterns for all.**  
Everyone has a role in helping to create and support healthy eating patterns in multiple settings nationwide, from home to school to work to communities.

**SHOW SLIDE: Benefits and the Best Practices****SAY:**

As an operator, there are a number of benefits for implementing the optional best practices. In particular, this practices further improve the nutritional quality of all meals and snacks. Also, you can be instrumental in helping young children develop healthy eating habits early on or safeguarding the overall wellness of adult participants. Most importantly, implementing the optional best practices, covered in this lesson, can have a lifelong impact on those in your care.

**SHOW SLIDE: Optional, but Highly Encouraged****SAY:**

Because these are optional practices, failure to comply cannot result in a meal disallowance or a serious deficiency finding. However, USDA highly encourages all CACFP operators to implement these best practices.

**SHOW SLIDE: Objectives****SAY:**

Today, we will cover the optional best practices and some strategies for implementation. At the end of this lesson, you should be able to:

- recall a minimum of five CACFP best practices to further improve the nutritional quality of meals, and
- list three strategies for implementing a minimum of two CACFP best practices.

**SHOW SLIDE: Pre-Assessment****DO:****Pre-Assessment**

Purpose: The purpose of this Pre-Assessment is to determine what the participants currently know about the updated meal pattern requirements.

Materials Needed: Pre-Assessment and pen or pencil

Time: 10 minutes

**Instructions:**

1. **SAY:** Before we begin objective 1, let's assess what you already know by completing a Pre-Assessment. Turn to the Pre-Assessment in your Participant's Workbook. The Pre-Assessment identifies your current knowledge on the updated meal pattern requirements. Begin by placing an easy to remember, unique non-name identifier, such as a word, phrase, or symbol, at the top of each page. This identifier should not be your name, in order to keep your identification anonymous. Then, read each question carefully, and select the best answer. Make a note of your non-name identifier, as you will use it again when completing the Post-Assessment.
2. **DO:** Allow a minimum of 10 minutes for participants to complete the Pre-Assessment. Then, collect each Assessment and set them aside.

**NOTE TO INSTRUCTOR:** If the Institute of Child Nutrition (ICN) provides this training, collect the Pre-Assessments and return them along with the evaluations to ICN.

**ASK:**

Are there any questions before we begin the first lesson?

**DO:**

Answer any questions and then, move to the first lesson.

**OBJECTIVE 1: Participants will be able to recall at least one strategy for implementing each best practice****SHOW SLIDE: Infants****SAY:**

As we learned in Lesson 1, breastfeeding is the ideal source of nutrients for infants because it provides the essential nutrients needed for healthy growth and development. As a best practice, child care providers are encouraged to support mothers who choose to breastfeed their infants by:

- encouraging mothers to supply breastmilk while their infant(s) are in child care; and
- providing a quiet, private area, that is comfortable, safe, and sanitary for mothers to breastfeed at the facility.

**SHOW SLIDE: Strategies for Implementation****SAY:**

There are several ways to encourage and support mothers who wish to breastfeed their infants. Some examples might include:

- developing a breastfeeding policy that shows your commitment to encouraging breastfeeding in your child care setting;
- discussing with parents or guardians your commitment to infants and their growth and development as it relates to breastmilk; and
- sharing information about other places in the community that can answer questions and concerns about breastfeeding.

**SHOW SLIDE: Establishing a Breastfeeding Area****SAY:**

When establishing an area for mothers who wish to breastfeed their infants, there are a essential key items to include:

- a private area with a door, wall, or curtain;
- appropriate signage identifying the breastfeeding space;
- comfortable chair and small table;
- access to running water and soap; and
- electrical outlets.

**SHOW SLIDE: Activity: Establishing a Breastfeeding Friendly Environment****DO:****(Workbook Activity): Establishing a Breastfeeding Friendly Environment**

**Purpose:** The purpose of this activity is to identify methods for supporting parents who choose to breastfeed in the child care setting.

**Materials Needed:** Breastfeeding Friendly Child Care Environments handout, flip chart, markers, and pen or pencil

**Time:** 10-15 minutes

**Instructions:**

1. **SAY:** In addition to identifying a location and selecting the items, there are a number of things you can do to establish a breastfeeding friendly environment. Turn to the **Breastfeeding Friendly Environments** handout in your Participant's Workbook. Looking at the handout, there are 10 things you can do to ensure your environment is safe, supportive, and friendly to mothers who wish to breastfeed. This list may be followed in a specific order or adopted over time.

For this activity, we are going to identify some ways you might approach implementing each of the items listed on this checklist. In groups of 3-5 participants, brainstorm ideas for implementing only three of the 10 steps. Once you are finished, list your ideas on a flip chart paper.

2. **DO:** Allow 5-10 minutes for participants to complete the activity. Then, ask each group to share their ideas for their three steps. After each group has shared, refer them to the link at the bottom of the handout for additional tips and strategies for establishing breastfeeding friendly environments.

**FEEDBACK:** There are no right or wrong answers for this activity. Participants should simply share ideas and strategies for establishing breastfeeding friendly environments in their child care setting.

### Handout: Breastfeeding Friendly Environments

Establishing a breastfeeding friendly environment is one of the most essential ways to show your commitment to infants and their healthy growth and development. Although there are a number of ways to complete this rewarding task, keep these tips and strategies in mind as you move forward.

#### Essential Items for Breastfeeding Area

The basic items for establishing a breastfeeding area may include:

- A private area with a door, wall, or curtain
- Appropriate signage identifying the breastfeeding space
- Comfortable chair and small table
- Access to running water and soap
- Electrical outlets

Establishing a breastfeeding friendly environment is one of the most essential ways to show your commitment to infants and their healthy growth and development. Although there are a number of ways to complete this rewarding task, keep these tips and strategies in mind as you move forward.

#### Essential Items for Breastfeeding Area

The basic items for establishing a breastfeeding area may include:

- A private area with a door, wall, or curtain
- Appropriate signage identifying the area as a breastfeeding space
- Comfortable chair and small table
- Access to running water and soap
- Electrical outlets

#### Establishing Breastfeeding Area Checklist

- ☐ Designate an individual or group to be responsible for development and implementation of the 10 Steps.
- ☐ Establish a supportive breastfeeding policy and require that all staff are aware of and follow the policy.
- ☐ Establish a supportive worksite policy for staff members who are breastfeeding.
- ☐ Train all staff so that they are able to carry out breastfeeding promotion and support activities.
- ☐ Create a culturally appropriate breastfeeding friendly environment.
- ☐ Inform expectant and new families and visitors about your breastfeeding friendly policies.
- ☐ Provide appropriate learning activities for children to learn about breastfeeding.
- ☐ Provide a comfortable place for mothers to breastfeed or pump their milk in privacy, if desired. Educate families and staff that a mother may breastfeed her child wherever they have a legal right to be.
- ☐ Establish and maintain connections with your local breastfeeding coalition or other community resources.
- ☐ Maintain an updated resource file of community breastfeeding services and resources in an accessible area for families.

For additional tips and strategies, refer to the Wisconsin Department of Health Services, *10 Steps to Breastfeeding Friendly Child Care Centers Resource Kit*, the original source of this document, at <https://www.dhs.wisconsin.gov/publications/p0/p00022.pdf>.

**SHOW SLIDE: Vegetables and Fruits****SAY:**

The next set of best practices focus on vegetables and fruits. As we previously discussed, most Americans do not consume enough vegetables and fruits. Therefore, these best practices promote increasing the total amount of vegetables and fruits served in both child and adult care settings. More specifically, CACFP operators are encouraged to:

- serve a vegetable or fruit at snack;
- serve a variety of fruits and choose whole fruits, such as those that are fresh, canned, frozen, or dried more often than juice; and
- provide at least one serving each of dark green vegetables, red and orange vegetables, beans, peas, and lentils, starchy vegetables, and other vegetables once per week. For your reference, there is a **Vegetables Subgroups** handout in your Participant's Workbook.

Handout: Vegetables Subgroups			
Dark Green Vegetables		Starchy Vegetables	
<ul style="list-style-type: none"> <li>• Beet Greens</li> <li>• Bok Choy</li> <li>• Broccoli</li> <li>• Chicory</li> <li>• Collard Greens</li> <li>• Dark Green Leafy Lettuce</li> <li>• Kale</li> </ul>	<ul style="list-style-type: none"> <li>• Mustard Greens</li> <li>• Parsley</li> <li>• Romaine Lettuce</li> <li>• Spinach</li> <li>• Swiss Chard</li> <li>• Turnip Greens</li> <li>• Watercress</li> </ul>	<ul style="list-style-type: none"> <li>• Cassava (Yucca)</li> <li>• Corn</li> <li>• Fresh Cowpeas, Field Peas, or Black-Eyed Peas (Not Dry)</li> <li>• Green Peas</li> <li>• Lima Beans</li> </ul>	<ul style="list-style-type: none"> <li>• Jicama (Yam Bean)</li> <li>• Parsnips</li> <li>• Pigeon Peas</li> <li>• Plantains</li> <li>• Potato Products, White</li> <li>• Yautia (Tannier)</li> </ul>
Red/Orange Vegetables		Beans, Peas and Lentils	
<ul style="list-style-type: none"> <li>• Acorn Squash</li> <li>• Butternut Squash</li> <li>• Carrots</li> <li>• Cherry Peppers</li> <li>• Hubbard Squash</li> </ul>	<ul style="list-style-type: none"> <li>• Pimentos</li> <li>• Pumpkin</li> <li>• Red/Orange Peppers</li> <li>• Sweet Potatoes</li> <li>• Tomatoes</li> </ul>	<ul style="list-style-type: none"> <li>• Beans, Black, Kidney, Navy, Pink, Pinto, Red, White</li> <li>• Black-Eyed Peas</li> <li>• Mature, Dry</li> <li>• Edamame</li> <li>• Garbanzo Beans, Chickpeas</li> </ul>	<ul style="list-style-type: none"> <li>• Great Northern Beans</li> <li>• Green Peas, Dry</li> <li>• Lentils</li> <li>• Lima Beans, Dry</li> <li>• Soy Beans, Mature, Dry</li> <li>• Split Peas</li> </ul>
Other Vegetables			
<ul style="list-style-type: none"> <li>• Asparagus</li> <li>• Avocado</li> <li>• Bamboo Shoots</li> <li>• Bean, Green or Wax</li> <li>• Bean Sprouts</li> <li>• Beets</li> <li>• Bell or Chili Peppers</li> </ul>	<ul style="list-style-type: none"> <li>• Brussels Sprouts</li> <li>• Cabbage</li> <li>• Cactus (Nopales)</li> <li>• Cauliflower</li> <li>• Celery</li> <li>• Chayote (Mirliton)</li> <li>• Chinese Snow Peas</li> </ul>	<ul style="list-style-type: none"> <li>• Cucumbers</li> <li>• Eggplant</li> <li>• Green Onions</li> <li>• Iceberg (Head) Lettuce</li> <li>• Kohlrabi</li> <li>• Mushrooms</li> <li>• Okra</li> <li>• Onions</li> </ul>	<ul style="list-style-type: none"> <li>• Radishes</li> <li>• Rutabagas</li> <li>• Seaweed</li> <li>• Sugar Snap Peas</li> <li>• Tomatillos</li> <li>• Turnips</li> <li>• Zucchini</li> </ul>

**SHOW SLIDE: Discussion: Vegetables and Fruits Best Practices****DO:****(Large Group Discussion): Vegetables and Fruits Best Practices****Instructions:**

1. **ASK:** The best practices noted for vegetables and fruits expand on the meal pattern requirements. How might you incorporate one or more of these best practices into your program?
2. **DO:** Allow participants to respond. Refer participants to the **Discussion Highlights: Vegetables and Fruits Best Practices** worksheet in their Participant's Workbook to list any key points noted during the discussion. Then, move on to the next slide.

**FEEDBACK:** There are no right or wrong answers for this activity. However, some potential responses might include those noted in the following **Answer Key: Vegetables and Fruits Best Practices**.

**Answer Key: Vegetables and Fruits Best Practices**

**Instructions:** Use the space below to list any key points noted during the group discussion.

- Incorporate more vegetables from each subgroup.
- Purchase vegetables and fruits in season.
- Choose a variety of different types of vegetables and fruits, such as frozen, fresh, dried, etc.

**SHOW SLIDE: Grains****SAY:**

Similar to vegetables and fruits, the *Dietary Guidelines for Americans* found that most Americans do not consume enough whole grains in their diet. As we previously discussed, whole grains are a great source of iron, B vitamins, and dietary fiber. In order to promote consumption of more whole grains, this best practice recommends providing at least two servings of whole grain-rich grains per day.

For additional ideas for adding whole grain-rich foods to your menus, checkout the **Tips for Incorporating Whole Grain-Rich Foods** handout in your Participant's Workbook.

**Handout: Tips for Incorporating Whole Grain-Rich Grains**

- Sandwich (on whole wheat bread, pita, sandwich bun, or roll)
- Corn Bread (made with whole wheat cornmeal)
- Kangaroo Pocket (veggies and fillings in a whole wheat pita pocket)
- Veggie Roll-Up (veggies wrapped in a whole wheat tortilla with hummus)
- Burrito or Quesadilla (using a whole wheat flour or whole corn tortilla)
- Stir-Fry (with brown rice)
- Hot Pasta Meal (using whole wheat noodles)
- Pasta Salad (using whole wheat pasta)
- Mexican Brown Rice Salad
- Casserole (with wild rice)
- Soup, Chili, or Stew (with whole wheat macaroni or barley)
- Snack (featuring whole wheat crackers and cheese)
- Side Dish (featuring quinoa or whole wheat dinner roll)
- Breakfast (featuring oatmeal or whole grain ready-to-eat breakfast cereals, such as whole grain cereal flakes or muesli)
- Vegetarian Meal (featuring beans and brown rice)
- One Pot Meal (featuring barley, veggies, and beans or meat in a slow cooker)

*Adapted Source: USDA. (2013). Nutrition and wellness tips: Build a healthy plate with whole grains. Retrieved from <http://bit.ly/2kYAavG>.*

**SHOW SLIDE: Meat/Meat Alternates****SAY:**

As we previously mentioned, meat/meat alternates are great sources of protein and many other essential nutrients such as vitamins B and E, calcium, and magnesium. They are also good sources of zinc and iron. However, eating too many processed meats and high-fat proteins increases the risk of obesity and other health issues. Therefore, USDA encourages all CACFP sites to serve only lean meats, nuts, and legumes.

**SHOW SLIDE: Processed Meats****SAY:**

When serving meats, limit serving processed meats to no more than one serving per week. A processed meat is any meat preserved by smoking, curing or salting, or with the addition of chemical preservatives. Processed meat includes salami, bologna and other luncheon meats, hot dogs, pepperoni, and bacon.

**SHOW SLIDE: Cheese****SAY:**

When serving cheeses, serve only natural cheeses and choose low-fat or reduced-fat cheeses. Some examples might include low-fat cottage cheese, reduced-fat string cheese, or reduced-fat cheddar cheese. Make sure that the label does not list “imitation cheese” or “cheese product” because these foods cannot count toward a reimbursable meal.

You can find additional information on the **Tips for Offering More Nutritious Proteins** handout in your Participant's Workbook.

### Handout: Tips for Offering More Nutritious Proteins

#### Go lean with protein

- The leanest beef cuts include round steaks and roasts (eye of round, top round, bottom round, round tip), top loin, top sirloin, and chuck shoulder and arm roasts.
- The leanest pork choices include pork loin, tenderloin, center loin, and ham.
- Choose lean ground beef. To be considered lean, the product has to be at least 90% lean with 10% fat.
- Buy skinless chicken parts, or take off the skin before cooking.
- Boneless skinless chicken breasts and turkey cutlets are the leanest poultry choices.
- Choose lean turkey, roast beef, or ham for sandwiches instead of luncheon/deli meats with more fat, such as regular bologna or salami.

#### Vary your protein choices

- Choose seafood at least twice a week as the meat/meat alternate in a meal. Look for seafood rich in omega-3 fatty acids, such as salmon, trout, and herring. Some examples of seafood options might include one of the following:
  - Salmon steak or filet
  - Salmon loaf
  - Grilled or baked trout
  - Canned tuna
- Choose beans, peas, and lentils or tofu as a main dish or part of a meal often. Some common examples might include the following foods:
  - Chili with kidney or pinto beans
  - Stir-fried tofu
  - Split pea, lentil, minestrone, or white bean soups
  - Baked beans
  - Black bean enchiladas
  - Garbanzo or kidney beans on a chef's salad
  - Rice and beans
  - Falafel sandwiches on pita bread
  - Veggie burgers
  - Hummus (chickpeas spread) on pita bread
- Choose unsalted nuts as a snack, on salads, or in main dishes. Some examples might include the following options:
  - Adding slivered almonds to steamed vegetables;
  - Adding toasted peanuts or cashews to a vegetable stir-fry instead of meat; and
  - Adding walnuts or pecans to a green salad instead of cheese or meat.

*Adapted Source: USDA. (2013). Nutrition and wellness tips: Build a healthy plate with protein. Retrieved from <http://bit.ly/2kYAavG>.*

**SHOW SLIDE: Milk****SAY:**

Milk is a critical component of the CACFP meal pattern requirements because it provides children with vital nutrients for growth and wellness, such as protein, calcium, vitamin D, and potassium. Flavored milk, however, contains added sugars. The Dietary Guidelines for Americans found that added sugar consumption is particularly high in children, and recommend that all Americans reduce their consumption of added sugars. Therefore, USDA encourages all CACFP participants to serve only unflavored milk for all age groups.

**SHOW SLIDE: Milk (cont.)****SAY:**

However, if flavored milk is served to children 6 years old and older, or adults, serve milk that contains no more than 22 grams of sugar per 8 fluid ounces. To determine if the flavored milk meets this optional standard, you would do a similar calculation as you do for yogurt and breakfast cereals. You can find the basic steps for determining if the flavored milk meets sugar limit on the **Flavored Milk – Does it Meet the Best Practice?** handout in your Participant's Workbook.

In the case that you are unable to find flavored milk with no more than 22 grams of sugar per 8 fluid ounces, choose the flavored milk with the lowest amount of sugar.

### Handout: Flavored Milk – Does it Meet the Best Practice?

**Best Practice:** Serve only unflavored milk to all participants. If flavored milk is served to children 6 years old and older, or adults, serve flavored milk that contains no more than 22 grams of sugar per 8 fluid ounces.

**Steps for Calculating Total Sugars:**

- **Step 1:** Find the Nutrition Facts Label on the package.
- **Step 2:** Look at the Serving Size on the milk.
- **Step 3:** Find the amount for Sugars.
- **Step 4:** Divide the Sugars number by the Serving Size number.

$$\frac{(\text{Sugars})}{(\text{Serving Size})} = \text{Total Sugar}$$

- **Step 5:** If the answer (Total Sugar number) is 2.75 or less, the milk is within the optional sugar limit.

If you are unable to find flavored milk with no more than 22 grams of sugar per 8 fluid ounces, choose the flavored milk with the lowest amount of sugar.

**SHOW SLIDE: Water****SAY:**

Additionally, when serving yogurt in place of milk to adults, serve water as the beverage. It is important to note, water must be made available to children at all times.

**SHOW SLIDE: Additional Best Practices****SAY:**

Lastly, the updated meal pattern requirements feature additional best practices that promote the consumption of nutritious meals as a whole.

- Incorporate seasonal and locally produced foods into meals. This practice provides the opportunity to increase menu variety that allows children and adults to try new foods and may help in managing food costs.
- Limit serving purchased, pre-fried foods to no more than one serving per week. Pre-fried foods can contribute large amounts of calories and saturated fat to a meal. Limiting pre-fried foods to once per week, will help balance the nutritional needs of both children and adults.

**SHOW SLIDE: Additional Best Practices (cont.)****SAY:**

- Avoid serving non-creditable foods that are sources of added sugars, such as sweet toppings (e.g., honey, jam, syrup), mix-in ingredients sold with yogurt (e.g., honey, candy, or cookie pieces), and sugar-sweetened beverages (e.g., fruit drinks or sodas). These foods do not add nutritional value, increase added sugar consumption, and may encourage a taste preference for sweet foods.
- In adult day care centers, offer and make water available to adults upon their request throughout the day. Only child care centers and homes are required to offer and make water available. As a result, this best practice encourages adult day care centers to do the same.

**OBJECTIVE 2: Participants will be able to list three strategies for implementing a minimum of two CACFP best practices.**

**SHOW SLIDE: Best Practices Action Plan****SAY:**

As we have discussed, the best practices are designed to build on the meal pattern requirements. Although they are not required, implementing the best practices shows your commitment to going the extra mile to ensure those in your care are provided nutritious meals. Fortunately, implementing the best practices can be made easy when you establish a plan and put it into action.

**SHOW SLIDE: Activity: 3-2-1 Action****DO:****(Workbook Activity): 3-2-1 Action**

Purpose: The purpose of this activity is to identify strategies for implementing the best practices in CACFP settings.

Materials Needed: Handouts: CACFP Meal Pattern Requirements: Optional Best Practices, Best Practice, 3-2-1 Action worksheet and pen or pencil

Time: 10 minutes



**Instructions:**

1. **SAY:** Turn to the **CACFP Meal Pattern Requirements: Optional Best Practices** handout and the **3-2-1 Action** worksheet in your Participant's Workbook. Begin by thinking about your program and the best practices covered in this lesson. What are three actions you can take to implement a minimum of two best practices, within one year from today? List those two best practices, the three actions you are planning to take to implement the best practice and then, the date you wish to have accomplished this plan. For ideas, refer to the handouts mentioned in this lesson.
2. **DO:** Allow 5 minutes for participants to complete this assignment. Then, ask participants to share a minimum of one action they are planning to take. If it is a large class and/or you are limited on time, request that a few participants share with the group.

**Handout: CACFP Meal Pattern Requirements: Optional Best Practices****Infants**

- Support mothers who choose to breastfeed their infants by encouraging them to supply breastmilk for their infants while in child care and offering a quiet, private area that is comfortable and sanitary for mothers who come to the center or family child care home to breastfeed.

**Vegetables and Fruits**

- Make at least one of the two required components of snack a vegetable or a fruit.
- Serve a variety of fruits, and choose whole fruits (fresh, canned, frozen, or dried) more often than juice.
- Provide at least one serving each of dark green vegetables, red and orange vegetables, beans and peas (legumes), starchy vegetables, and other vegetables once per week.

**Grains**

- Provide at least two servings of whole grain-rich grains per day.

**Meat/Meat Alternates**

- Serve only lean meats, nuts, and legumes.
- Limit serving processed meats to no more than one serving per week.
- Serve only natural cheeses and choose low-fat or reduced-fat varieties.

**Milk**

- Serve only unflavored milk to all participants. If flavored milk is served to children 6 years old and older, or adults, use the Nutrition Facts Label to select and serve flavored milk that contains no more than 22 grams of sugar per 8 fluid ounces, or the flavored milk with the lowest amount of sugar if flavored milk within this sugar limit is not available.
- Serve water as a beverage when serving yogurt in place of milk for adults.

**Additional Best Practices**

- Incorporate seasonal and locally produced foods into meals.
- Limit serving purchased pre-fried foods to no more than one serving per week.
- Avoid serving non-creditable foods that are sources of added sugars, such as sweet toppings (e.g., honey, jam, syrup), mix-in ingredients sold with yogurt (e.g., honey, candy or cookie pieces), and sugar-sweetened beverages (e.g., fruit drinks or sodas).
- In adult day care centers, offer and make water available to adults upon their request throughout the day.

*Adapted Source: USDA, (2016). Child and Adult Care Food Program: Best Practices. Retrieved from <http://bit.ly/2lylarF>.*

**Worksheet: 3-2-1 Action**

**Instructions:** Think about your program and the best practices covered in this lesson. What are three actions you can take to implement a minimum of two best practices, within one year from today? List those two best practices, the three actions you are planning to take to implement the best practice, and the date you wish to accomplish this plan.

**Best Practice:** \_\_\_\_\_

Action 1:

Action 2:

Action 3:

**Best Practice:** \_\_\_\_\_

Action 1:

Action 2:

Action 3:

Completion Date: \_\_\_\_\_

**CONCLUSION:**

**SHOW SLIDE:** [Lesson Review](#)

**SAY:**

Throughout this lesson, we reviewed the optional best practices for the CACFP meal pattern requirements, and explored strategies to further improve the meals served to those in your care. Lastly, we established an action plan for implementing the best practices.

**ASK:**

At this time, are there any questions before we move to the last activity in this lesson?

**DO:**

Answer any questions and then, begin the next activity.

**NOTE TO INSTRUCTOR:** If there are questions that you are unable to answer, refer the participant(s) to their State agency or to the ICN Help Desk.

**SHOW SLIDE: Activity: Key Points to Remember****DO:****(Workbook Activity): Key Points to Remember**

**Purpose:** The purpose of this activity is to reflect on the information covered in this lesson and to list any key points needed for later use.

**Materials Needed:** Key Points to Remember worksheet and pen or pencil

**Time:** 5 minutes

**Instructions:**

1. **SAY:** Turn to the **Key Points to Remember** worksheet in your Participant's Workbook. Take a few minutes to think about the information covered in this lesson. List some key points you wish to remember for when you return to your facility.
2. **DO:** Allow about 2-3 minutes for participants to complete this activity and then, ask volunteers to share their responses. After everyone has finished, ask if there are any questions and then, complete this lesson.

**Worksheet: Key Points to Remember**

**Instructions:** Think about the information covered in this lesson. List some key points you wish to remember for when you return to your facility.

**Key Point 1:** *The best practices are optional, but highly recommended for all CACFP operators.*

**Key Point 2:** *Create a quiet, private, comfortable, and sanitary area for mothers who wish to breastfeed in the child care center or home.*

**Key Point 3:** *Limit serving purchased pre-fried foods to no more than one serving per week.*

**Key Point 4:** *Serve only unflavored milk to all participants.*

**SHOW SLIDE: Post-Assessment****DO:****Post-Assessment**

Purpose: The purpose of the Post-Assessment is to determine what the participants learned throughout the training.

Materials Needed: Post-Assessment, Training Evaluation, and pen or pencil

Time: 10 minutes

**Instructions:**

1. **DO:** Distribute the **Post-Assessment** and the **Training Evaluation**.
2. **SAY:** The Post-Assessment is designed to assess what you have learned during this training. Begin by placing the non-name identifier, used for your Pre-Assessment, at the top of the page. Then, complete the Post-Assessment by reading each question carefully and selecting the best answer. Upon completion, please complete the training evaluation.
3. **DO:** Allow a minimum of 10 minutes for participants to complete the Post-Assessment. Collect the Post-Assessments and the training evaluation. Then, dismiss the training.

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## Key Terms

Key Terms	Definition
Dietary Guidelines for Americans	The nation's trusted resource for evidence-based nutrition recommendations. This resource provides policy makers and professionals with the information they need to help the public make informed choices about their diets at home, school, work, and within their communities.
Expressed milk	Milk that is produced and expelled from the breast, bottled, and served to the infant.
Family style meal service	A type of meal service that allows children and adults to serve themselves from common platters of food with assistance of supervising adults.
Grain-based desserts	Grain-based desserts are those items in USDA's <i>Food Buying Guide for Child Nutrition Programs</i> that are denoted as desserts with superscripts 3 and 4. This definition of grain-based desserts includes cakes, cookies, sweet piecrusts, fruit turnovers, doughnuts, cereal, breakfast, and granola bars, toaster pastries, sweet rolls, sweet crackers, and brownies.
Meal components	Food categories that make up a reimbursable meal, including fluid milk, vegetables, fruits, grains, and meat/meat alternates.
Meal pattern	A specific template with meal components and minimum serving sizes for different age groups that must be followed in order for the meal to be reimbursed. The template is customized for breakfast, lunch, supper, and snacks.
Offer Versus Serve (OVS)	OVS is a concept that applies to menu planning and the menu service. OVS allows participants to decline some of the food offered in a reimbursable breakfast, lunch or supper. OVS is not allowed for snacks and can only be used in at-risk afterschool programs and adult day care centers.
Reimbursable meal	Meals that meet all applicable meal pattern requirements.
Whole grain-rich	Foods that contain 100% whole grains, or at least 50% whole grains and any remaining grains are enriched.



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