

# Aligning with the ECERS

This document is intended to help child care providers implement the ChildcareAlive! Curriculum and Best Practices while also addressing the Early Childhood Environment Rating Scale (ECERS).

The following info is organized by 4 ChildcareAlive! Activities:

- Nutrition Education/Cooking Activities
- Serving Healthy Foods
- Adult-Led Active Play
- Written Policies

Subscale items are italicized and highlighted in gray, and specific items are in the left column. Corresponding examples of ChildcareAlive! Curriculum activities and corresponding indicators are listed in the right column.

<b>Nutrition Education/Cooking Activities</b>	
<b><i>Language-Reasoning</i></b>	
Books and pictures	(7.2) Reading nutrition, farming, gardening, or other books related to healthy eating
Encouraging children to communicate	(5.1) Group participates in sensory exploration of a new food, describing how it looks, feels, and tastes
Using language to develop reasoning skills	(7.1) Discussing steps taken during cooking and tasting activities
Informal use of language	(7.2) Asking children “How does it taste?” after a cooking or tasting activity
<b><i>Activities</i></b>	
Nature/science	(7.1) Leading simple cooking activities and taste testing on a frequent and regular basis
<b><i>Program Structure</i></b>	
Group time	(5.1, 7.2) Leading planned nutrition education and cooking activities within small groups of children
<b>Serving Healthy Foods</b>	
<b><i>Personal Care Routines</i></b>	
Meals/snacks	(3.2, 5.1, 5.2, 7.1, 7.2, 7.3) Children are served healthy foods and encouraged to serve themselves and have conversations with others during family-style dining
Health practices	(5.2) Providers, Teachers, and other Caregivers model healthy eating during meals and/or during cooking and tasting activities

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<b>Adult-Led Active Play</b>	
<b>Space and Furnishings</b>	
Space for gross motor play	(5.1) Using space indoors for gross motor play when outdoor play is not possible or safe
Gross motor equipment	(7.2) Use various gross motor equipment to encourage emerging fundamental movement skills through active play
<b>Language-Reasoning</b>	
Books and Pictures	(7.2) Reading books to promote movement
Encouraging children to communicate	(5.1) Speaking with children while leading active play, such as asking children “What have you seen in a parade? How fast is your heart beating?”
Using language to develop reasoning skills	(5.2) Talking with children about why they feel different after being active (heart beats fast, thirsty, etc), and what they should do when feeling this way (i.e, drink water).
<b>Activities</b>	
Music and Movement	(3.2, 3.3) Using songs in various adult-led physical activity, such as Join the Parade, Paint Your Bubble, etc.
<b>Interaction</b>	
Supervision of gross motor activities	(5.3, 7.1) Building fundamental movement skills through adult-led active play, especially encouraging children to vary their activity by kicking or throwing a ball near or far, or to jog fast or slow, etc.
<b>Program Structure</b>	
Schedule	(5.2) Occasionally leading teacher/adult-led active play
Group Time	(5.1) Leading quick, short active games for small groups of preschool-age children
<b>Written Policies</b>	
<b>Parents and Staff</b>	
Provisions for parents	(5.2) Parents made aware of nutrition, breastfeeding support, and active play practices through written policies in a parent handbook