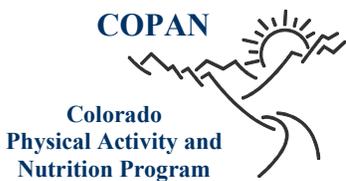


Colorado

School Site Resource Kit

Implementation Guide for the Colorado Physical Activity and Nutrition State Plan 2010



Living the Colorado Lifestyle



Colorado Department
of Public Health
and Environment

Developed by the
Colorado Physical Activity and Nutrition Program
School Site Task Force

To school personnel and concerned citizens of Colorado:

Why should schools encourage students to be physically active and improve eating habits?

Overweight and obesity have reached epidemic proportions in the United States. The percentage of young people who are overweight has more than doubled since 1970. Type 2 diabetes, once considered an adult disease, has increased dramatically in children, especially those who are overweight. Doctors are finding risk factors for heart disease in more than 60 percent of overweight children ages five to 20.

Regular physical activity and good eating habits enhance learning. A California Department of Education Study released in December 2002 showed that higher fitness levels were associated with higher scores in the Standard Achievement Test, 9th Ed., in three different grade levels of students, especially in math. Movement prepares the brain for optimal learning. When humans exercise and maintain proper nutrition, the brain stays in a good learning state. Physical activity performed on most days of the week reduces the risk of obesity and diabetes, and risk of developing heart disease and cancer, the major causes of illness and death in the United States. Physical activity also reduces feelings of depression and anxiety, and helps build and maintain healthy bones, muscles, and joints.

Along with regular physical activity, good eating habits are also important. Studies show that students from schools without an a la carte food program and with limited vending machines reported intakes that met or came near to meeting United States Department of Agriculture dietary recommendations. Students using a la carte foods and vending machines reported lower fruit and vegetable intakes and a higher percentage of calories from total and saturated fat.

The goal of the Colorado Physical Activity and Nutrition Program School Site Resource Kit is to empower school personnel to implement programs or policies that model and promote a school environment that supports the development of healthy eating patterns and an active lifestyle. Resources in this kit are intended to simplify the process of assessing, planning, and implementing nutrition and physical activity programs and policies. When considering changes in the school environment, it is important to clearly communicate those changes to school staff, parents, students, and community members for the best possible outcome.

The Colorado Physical Activity and Nutrition Program School Site Task Force and Action for Healthy Kids Team believes a healthy school nutrition and physical activity environment is essential to reducing the growing rate of obesity in Colorado's children. Action for Healthy Kids is an integrated, national-state effort that is addressing the epidemic of overweight, undernourished, and sedentary youth by focusing on changes in the school environment. The Colorado Physical Activity and Nutrition Program School Site Task Force acts as Colorado's Action for Healthy Kids Team.

We encourage you to use the resources in this kit to help Colorado children to be active and eat right in order to stay healthy.

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Table of Contents

Introduction: Lesson plan for success

Acknowledgements

Section 1: Nutrition education

Section 2: Healthy foods on campus

Section 3: Physical education

Section 4: Physical activity

References

Introduction: Lesson plan for success

Creating a lesson plan for a healthy school environment can be relatively simple with clear strategies, proven methods, and helpful resources. This resource kit will help school leaders address the alarming trends that can lead to serious health problems down the road.

Alarming trends

- ◆ Diets are not meeting recommended nutrient levels.
- ◆ Desirable physical activity levels are not being met.
- ◆ Obesity rates are increasing.
- ◆ Children are acquiring diseases which usually show up in adults later in life such as heart disease, diabetes, etc.

What are the components of a healthy school environment?

- ◆ A commitment to nutrition and physical activity
- ◆ Nutritionally balanced school meals
- ◆ Healthful food options throughout the entire school building
- ◆ Adequate time for school meals in a pleasant, clean environment
- ◆ Nutrition education
- ◆ Marketing school meals and healthy snacks
- ◆ Physical education classes
- ◆ Physical activity opportunities
- ◆ Special events involving the community, i.e., fun runs, field days, pedometer training, fitness nights, etc.
- ◆ Quality before and after school programs

How can a school make changes?

- ◆ Gain commitment from stakeholders such as administrators, teachers, parents, students, health professionals, and community members.
- ◆ Assess the needs of your school or school district using such tools as the School Health Index or Mariner Model.
- ◆ Create a school team, involving various departments, to develop an action plan to address school needs.
- ◆ Determine priorities by setting goals, objectives, and strategies.
- ◆ Work with school staff, students, and parents to implement the plan.
- ◆ Monitor progress and make necessary changes.
- ◆ Evaluate the plan.
- ◆ Institute an ongoing program to maintain a healthy environment for students and staff.

How to use the School Site Resource Kit

- ◆ This kit is divided into four sections: nutrition education, healthy foods on campus, physical education, and physical activity.
- ◆ Within each section, there are descriptions of specific action steps, including information and resources on how to implement each action step.
- ◆ Once your school team has determined priorities, goals and objectives, select specific programs or policies, to implement in your school.

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Section 1: Nutrition education

Build awareness and encourage positive role modeling among administrators, teachers, food service staff, coaches, nurses, parents, students, other school staff, and community leaders about the contribution of proper nutrition to the maintenance of lifelong healthy weight.

Action Steps:

1. Educate school staff, parents, and community leaders about the issues affecting the health of children such as obesity, eating disorders, body size acceptance, and steroid and supplement use.
2. Encourage school staff to attend professional development programs on current nutrition guidelines, best practices, and resources.
3. Train district and school food service staff on meal planning, food production, and monitoring to ensure that meals meet the Dietary Guidelines for Americans.
4. Include information on nutrition in school communications, such as monthly meal calendars, newsletters, back-to-school nights, and health fairs.
5. Work with existing school health services to establish links with professionals who can provide nutrition counseling and/or related services for families.
6. Build support for shared local/state/federal funding for school meals programs.
7. Provide students in pre-kindergarten through grade 12 with behavior-focused nutrition education, and integrate into an interactive curriculum.
8. Promote the adoption of 5 A Day in cafeteria/catering policies.
9. Incorporate the 5 A Day message into existing food and nutrition assistance programs conducted by statewide agencies (e.g., School Breakfast Program, School Lunch Program).

1 Educate school staff, parents, and community leaders about the issues affecting the health of children such as obesity, eating disorders, body size acceptance, and steroid and supplement use.

Why: Studies have found that effective nutrition and health education include intervening in the school environment, as well as in the community. Classroom education alone does not give students the skills necessary to make behavior changes related to healthful eating. Students who hear consistent health messages through different channels--at home, in school, and in the community--are more likely to adopt healthy behaviors.

Community partners can provide healthful snacks and meals and opportunities for physical activity, as well as reinforce positive health messages to children, through after school programs, community centers, Boys and Girls clubs, and YMCAs.

Family lifestyles play a large role in establishing and supporting healthful eating and physical activity behaviors. Research shows that children whose parents are more active are leaner than children whose parents are not.

How: Here are ways to educate school staff, parents, and community leaders:

- ◆ Include articles in school newsletters or community/state newspapers about the important role that parents and teachers play in student health.
- ◆ Include information on monthly or annual school meal calendars and send home to parents.
- ◆ Provide information to parents at back-to-school nights and health fairs.
- ◆ Hold staff in-service trainings on overweight, obesity, and other health related issues.
- ◆ Encourage role modeling of healthy behaviors by school staff and parents.
- ◆ Recruit nutrition/dietetic professionals to present information about issues affecting the health of children to Parent Teacher Associations, city councils, school boards, and other community groups.

Resources:

- ◆ **Action for Healthy Kids:** www.actionforhealthykids.org
- ◆ **American Dietetic Association:** www.eatright.org
- ◆ **Centers for Disease Control and Prevention/Overweight and Obesity:** www.cdc.org/nccdphp/dnpa/obesity/index.htm
- ◆ **Colorado Dietetic Association:** www.eatrightcolorado.org
- ◆ **Colorado State University Cooperative Extension:** www.ext.colostate.edu
- ◆ **Colorado PTA:** www.copta.org
- ◆ **GirlTalk:** www.livezone.com/girltalk
- ◆ **KidsHealth:** www.kidshealth.org
- ◆ **National Eating Disorders Association:** www.nationaleatingdisorders.org
- ◆ **Nutrition Explorations:** www.nutritionexplorations.org
- ◆ **Parents, the Anti-Drug:** www.theantidrug.com
- ◆ **USDA Team Nutrition:** www.fns.usda.gov/tn/
- ◆ **VERB:** www.verbnow.com

2 Encourage school staff to attend professional development programs on current nutrition guidelines, best practices, and resources.

Why: The latest nutrition and school health research provides data indicating a correlation between quality nutrition education and the selection of foods for a healthy diet. By attending professional development programs, participants can acquire current, valid research-based information on nutrition, updated and new teaching techniques, and lessons for effectively teaching skills-based nutrition using the latest Food Guide Pyramid and USDA Dietary Guidelines for Americans.

How:

- ◆ Provide incentives and seek out opportunities for educators to attend professional development trainings on nutrition education.
- ◆ Use of the Colorado Department of Education’s Nutrition and Prevention Initiatives Unit can help provide low-cost, in-service training on nutrition education.
- ◆ Request an in-service training from the Colorado Department of Education Nutrition Unit on the Nutrition Literacy Toolkit, a resource that provides a planning process and current resources for teaching skills-based nutrition education. Staff can use the planning tutorial in the interactive version of the toolkit to gain knowledge and skills on planning curriculum, and selecting current resources based on the latest Food Guide Pyramid and the USDA Dietary Guidelines for Americans.
- ◆ Request funds for professional development training as part of any health-related grant application.
- ◆ Provide opportunities for staff to attend the Rocky Mountain Center for Health Promotion and Education Trainings.
- ◆ Provide opportunities for staff to attend education sessions offered at state and national health-related association meetings.

Resources:

- ◆ **American School Food Service Association:** www.asfsa.org
- ◆ **Colorado Association of School Nurses:** www.c-a-s-n.org/
- ◆ **Colorado Department of Education Nutrition Unit:** www.cde.state.co.us/index_nutrition.htm
- ◆ **Colorado School Food Service Association:** www.csfsa.com
- ◆ **Nutrition Literacy Toolkit:**
PDF Version www.cde.state.co.us/cdenutritran/nutritoolkit.htm
Interactive Planning Version www.cde.state.co.us/nltk/
- ◆ **Rocky Mountain Center for Health Promotion and Education:** www.rmc.org

3 Train district and school food service staff on meal planning, food production, and monitoring to ensure that meals meet the Dietary Guidelines of America.

Why: The United States Department of Agriculture National School Breakfast and National School Lunch Programs consist of high quality meals that contain a variety of foods that appeal to children, meet the USDA nutrient standards, and are produced in a clean and sanitary environment.

Studies have found that students participating in the National School Lunch Program were twice as likely to consume milk or other dairy products, almost twice as likely to consume vegetables, and one and a half times as likely to consume fruit or fruit juice at lunch, compared with students who brought lunch from home. Students who did not participate in the lunch program were almost three times as likely to consume sweetened beverages, candy and other sweets, crackers, and high-sodium snack foods than were students who participated in the program. School food service staff need training on the Dietary Guidelines for Americans, USDA meal requirements and meal planning, food safety and quantity food production, and record keeping and financial accountability in order to provide healthy and affordable meals to all students.

How:

- ◆ Plan for school food service personnel to attend annual or semi-annual trainings provided by the Colorado Department of Education. Courses on all aspects of child nutrition program management are offered. Many districts require the food service director or manager attend trainings on an annual or semi-annual basis. Staff from approximately two-thirds of all Colorado school districts attend.
- ◆ Provide opportunities for school food service personnel to attend trainings offered at state and national school food service association meetings.
- ◆ Provide funding for a Colorado Department of Education NETPRO trainer to provide district or regional training to school food service personnel.

Resources:

- ◆ **American School Food Service Association:** www.asfsa.org
- ◆ **Colorado School Food Service Association:** www.csfsa.org
- ◆ **Colorado NETPRO:** www.cde.state.co.us/cdenutritran/nutrinetpro.htm
- ◆ **Colorado Department of Education Nutrition Unit:** www.cde.state.co.us/index_nutrition.htm
- ◆ **National Food Service Management Institute:** www.nfsmi.org

- ◆ **USDA Food Buying Guide for Child Nutrition Programs.**
Yield data for over 1,200 food items. Pub. #PA-1331
- ◆ **USDA Menu Planner for Healthy School Meals.**
Information on how to plan, prepare, serve, and market appealing meals. Pub. #FNS-303
- ◆ **USDA New School Lunch and Breakfast Recipes.**
A Tool Kit for Healthy School Meals: Recipes and Training Materials and USDA Quantity Recipes for School Food Service, 1995. Pub. #PA-1371
- ◆ **USDA Serving It Safe: 2nd Edition.**
Information on keeping the kitchen clean, safe, and sanitary and meals healthy. Pub. #FCS-295

4 Include information on nutrition in school communications, such as monthly meal calendars, newsletters, back-to-school nights, and health fairs.

Why: The most effective way to get children to adopt healthy eating behaviors is to provide consistent nutrition and health messages from different sources: at home, in school, and in the community. The motivation and opportunities to eat healthy food begin at home. Families play a critical role in shaping their children’s eating habits and lifestyle. Parents need accurate, consistent information and examples from school to link home activities to what their children are learning in class.

How:

- ◆ Include nutrition tips, facts, or recipes in school newsletters.
- ◆ Provide nutrition information to parents at back-to-school nights.
- ◆ Educate parents about healthful snacks they could bring to school events.
- ◆ Recruit local nutrition professionals to “sponsor” information stations and provide resources linking what the students are learning at school to activities they could do at home.
- ◆ Host nutrition related health fairs for parents, students, and staff.
- ◆ Include information on the Food Guide Pyramid, 5 A Day, or general nutrition in monthly or annual meal calendars.

Resources:

- ◆ **9Health Fair:** www.9HealthFair.org/classroom.htm
- ◆ **American Dietetic Association:** www.eatright.org
- ◆ **Colorado State University Cooperative Extension:** www.ext.colostate.edu
- ◆ **Eat Smart, Play Hard:** www.fns.usda.gov/eatsmartplayhard/
- ◆ **KidsHealth:** www.kidshealth.org
- ◆ **National Dairy Council:** www.nationaldairyCouncil.org
- ◆ **Nutrition Explorations:** www.nutritionexplorations.org
- ◆ **USDA Team Nutrition:** www.fns.usda.gov/tn/
Healthy Eating at School – 10 Steps for Parents
Nibbles for Health
The Power of Choice
USDA Team Nutrition Calendar Companion
- ◆ **Western Dairy Council:** www.wdairyCouncil.com

5 Work with existing school health services to establish links with professionals who can provide nutrition counseling and/or related services to staff.

Why: Collaboration of schools with diverse health-related community organizations creates good will in the community, and helps both schools and communities meet common health goals for school age children and their families. School children receive the help they need from experts. For example, a school nurse who wants to help overweight school children become more active may ask local recreation center staff for help. Likewise, the school food service manager, physical/health education teachers, athletic directors, and coaches all have professional contacts they may use.

How:

- ◆ Identify child nutrition and fitness needs.
- ◆ Plan strategies and organize resources to meet needs.
- ◆ Find organizations and individual experts who may want to help.
Groups/facilities in the community:
 - Nutrition/dietetic associations
 - Public health department nutrition staff
 - Fitness professional associations
 - Hospitals, nursing homes, and mental health agencies
 - City recreation and sports leaders
- ◆ Initiate a one-time or on-going activity for the school children.
- ◆ Recognize the community organization and volunteers for their contributions.

Resources:

- ◆ **American Dietetic Association:** www.eatright.org
- ◆ **Centers for Disease Control and Prevention/Coordinated School Health:** www.cdc.gov/nccdphp/dash/about/school_health.htm
- ◆ **Colorado Association for School-Based Health Care:** www.casbhc.org
- ◆ **Colorado Association of School Nurses:** www.c-a-s-n.org
- ◆ **Colorado Department of Education Nutrition Unit:** www.cde.state.co.us/index_nutrition.htm
- ◆ **Colorado Department of Public Health and Environment/Physical Activity and Nutrition Program:** www.cdphe.state.co.us/pp/copan/
- ◆ **Colorado Dietetic Association:** www.eatrightcolorado.org
- ◆ **Colorado Nutrition Education Plan:** www.cahs.colostate.edu/fshn/nep
The Colorado Nutrition Education Plan provides nutrition education resources, but does not provide one-on-one nutrition counseling.
- ◆ **Colorado School Food Service Association:** www.csfsa.org
- ◆ **Women, Infants and Children:** www.cdphe.state.co.us/ps/ns/wic/wichom/asp
- ◆ Check with local hospitals, nonprofit organizations, health departments, parks and recreation departments, and universities for additional resources.

6 Build support for local/state/federal funding for school meals programs.

Why:

- ◆ School meals are convenient for students and easy for families.
- ◆ Trained food service managers plan nutritionally balanced meals.
- ◆ School meals are less expensive than sack lunches.
- ◆ Children learn good eating habits.
- ◆ Children who eat breakfast and lunch learn better.
- ◆ Concerns about the safety of foods in non-refrigerated sack lunches are eliminated.

Research shows these positive benefits for children who eat breakfast:

- ◆ Reduced referrals for discipline
- ◆ Decreased absenteeism and tardiness
- ◆ Reduced visits to the nurse’s office
- ◆ Improved alertness and concentration in the classroom
- ◆ Improved readiness and ability to learn
- ◆ Improved nutritional intake promoting overall health

In 1994 the Healthy Meals for Americans Act was passed, requiring that school meals follow the USDA Dietary Guidelines for Americans.

- ◆ They must provide no more than 30 percent of total calories from fat.
- ◆ They must have less than 10 percent of calories from saturated fat.
- ◆ They must include at least one-third of the Recommended Daily Allowances for protein, vitamins A and C, iron, calcium, and calories.

| Nutrients & Energy Allowances | Minimum Requirements | | Optional |
|-------------------------------|----------------------|---------------|---------------|
| | Grades K-6 | Grades 7-12 | Grades K-3 |
| Calories | 664 | 825 | 633 |
| Total fat | 30% or less | 30% or less | 30% or less |
| Saturated fat | Less than 10% | Less than 10% | Less than 10% |
| RDA for protein | 10 | 16 | 9 |
| RDA for calcium (mg) | 286 | 400 | 267 |
| RDA for iron (mg) | 3.5 | 4.5 | 3.3 |
| RDA for vitamin A (RE) | 224 | 300 | 200 |
| RDA for vitamin C (mg) | 15 | 18 | 15 |

How: Ways to promote healthy school meals:

- ◆ Participate in National School Breakfast Week is in March and National School Lunch Week is in October.
- ◆ By sponsoring a school meals nutrition event, your school will involve teachers, students, food service personnel, parents, the community, and often even the media in active and entertaining nutrition education.
- ◆ Advertise healthy school meals in your take-home menu and invite parents to join their children for breakfast and/or lunch.
- ◆ Invite a chef to partner with the food service staff in planning and preparing meals.
- ◆ Educate the school principal/teachers about the link between in-classroom nutrition activities and food service.
- ◆ Decorate the cafeteria, gym, auditorium, and hallways. Use school meals promotional materials and involve food service professionals in decorating the cafeteria with table tents, place settings/mats, tablecloths, etc.

Resources:

- ◆ **Action for Healthy Kids:** www.actionforhealthykids.org
- ◆ **American School Food Service Association:** www.asfsa.org
- ◆ **Colorado School Food Service Association:** www.csfsa.com
- ◆ **USDA Food and Nutrition Service's Child Nutrition Programs:** www.fns.usda.gov/cnd/

7 Provide students in pre-kindergarten through grade 12 with behavior-focused nutrition education, and integrate into an interactive curriculum.

Why: Nutrition education provides an individual the information and skills needed for adoption of long-term, healthy eating behaviors. A United States Department of Agriculture study indicates that one's level of nutrition information and diet quality are simultaneously determined. These keys unlock the door to better diets for children and, in turn, better health, longer lives, and improved cognitive and learning abilities. Next to the family, schools are our society's primary institutions for helping children acquire lifelong habits of maintaining good health and developing self-responsibility.

How:

- ◆ Develop and implement a nutrition curriculum that teaches coordinated and sequential, essential nutrition education topics to elementary students in at least three different grade levels; to middle/junior high students in at least one required course; and to high school students in at least one required course. These essential nutrition education topics are included in the Nutrition Literacy Toolkit.

Essential nutrition education topics for elementary school:

Accepting body size differences
Balancing food intake and physical activity
Benefits of healthy eating
Eating more fruits, vegetables, whole grains, and calcium rich dairy foods
Following food safety practices
Food Guide Pyramid (upper elementary)
Making healthy food choices for meals and snacks
Using food labels

Essential for middle and high school also include:

Dietary Guidelines for Americans
Eating disorders
Healthy weight control
Understanding influences on food choices

- ◆ Use the interactive or PDF version of the Nutrition Literacy Toolkit to develop a nutrition curriculum framework for the school district, school, or classroom that addresses at a minimum:
 - Content that might be comprehensive, multiple topics such as the ones suggested above, or categorical, single topic such as body size differences
 - A set of student learner objectives
 - A sequence of lessons intended to meet the student learner outcomes or objectives
 - Identified current nutrition education curriculum and audiovisual resources that correspond with the student learner outcomes
- ◆ Use nutrition assessment tools from the Council of Chief State School Officers, State Collaborative on Assessment and Student Standards. These assessments are designed to evaluate the effectiveness of and modify nutrition curriculum, and are referenced in the Nutrition Literacy Toolkit.

- ◆ Apply for health-related grant opportunities. Funding can help develop sequential curriculum, acquire up-to-date nutrition education resources for curriculum, and provide professional development training to cafeteria and school staff, to effectively implement the curriculum.

Resources:

- ◆ **Centers for Disease Control & Prevention/Coordinated School Health:** www.cdc.gov/nccdphp/dash/about/school_health.htm
- ◆ **Colorado Nutrition Education Plan:** www.cahs.colostate.edu/fshn/nep
- ◆ **Colorado State University Cooperative Extension:** www.ext.colostate.edu or www.cahs.colostate.edu/fshn/extension
- ◆ **Council of Chief State School Officers/SCASS Assessments:** www.ccsso.org/html
- ◆ **National Dairy Council:** www.nationaldairyCouncil.org
- ◆ **Nutrition Explorations:** www.nutritionexplorations.org
- ◆ **Nutrition Literacy Toolkit:**
PDF Version www.cde.state.co.us/cdenutritran/nutritoolkit.htm
Interactive Planning Version www.cde.state.co.us/nltk/
- ◆ **Western Dairy Council:** www.wdairyCouncil.com

8 Promote the adoption of 5 A Day in cafeteria/catering policies.**9 Incorporate the 5 A Day message into existing food and nutrition assistance programs conducted by statewide agencies, e.g., School Breakfast Program, School Lunch Program.**

Why: The current recommendation is that Americans eat five to nine servings of fruits and vegetables a day. Americans should include fruits and vegetables with a spectrum of colors: red, yellow/orange, blue/purple, white, and green, since they contain a variety of healthful antioxidants. Diets that are high in vitamins A and C, and fiber may reduce risk of chronic diseases. Fruits and vegetables are rich sources of these nutrients. A nutritious diet is related to physical well-being, growth and development, readiness to learn, and reduced risk of disease. Less than 15 percent of school children eat the recommended servings of fruit, and less than 20 percent eat the recommended servings of vegetables. Unfortunately, unhealthy eating habits tend to be established early in life and are maintained as people age.

How:

- ◆ Begin an advertising campaign to make fruits and vegetables cool to kids.
- ◆ Hang 5 A Day posters and flyers in the cafeteria and hallways.
- ◆ Include the 5 A Day logo, information, and recipes on menus or newsletters.
- ◆ Integrate 5 A Day information into curricula for nutrition, health, and other subjects.
- ◆ Hold staff development trainings on nutrition and 5 A Day.
- ◆ Involve students and parents in developing food and nutrition policies.
- ◆ Encourage teachers, students, and parents to promote healthy school meals programs.
- ◆ Make fruits and vegetables easily accessible in the school cafeteria.
- ◆ Offer fruits and vegetables at parties, back-to-school nights, and athletic events.
- ◆ Provide salads, veggies and dip, and fruits for snacks or school lunches.
- ◆ Ask that all events with concessions have fruits and vegetables included.
- ◆ Decrease the price of foods that are healthy, such as fruits and vegetables.
- ◆ Reduce or eliminate butter, oil, margarine, and animal fat added to vegetables in school meals.
- ◆ Learn about fruit and vegetable programs through Produce for Better Health Foundation, United States Department of Agriculture, and National Institutes of Health.

Resources:

- ◆ **About Produce:** www.aboutproduce.com
- ◆ **Centers for Disease Control and Prevention/5 A Day:** www.cdc.gov/nccdphp/dnpa/5aday/index.htm
- ◆ **Dole 5 A Day:** www.dole5aday.com
- ◆ **Fun For Kids! (Dole Food Company):** www.dole.com/kids/index.html
- ◆ **National Cancer Institute:** www.5aday.gov
- ◆ **National Institutes of Health:** www.nih.gov
- ◆ **Produce for Better Health Foundation:** www.5aday.org
- ◆ **United States Department of Agriculture:** www.usda.gov
- ◆ **USDA Team Nutrition:** www.fns.usda.gov/tn/Healthy/index.htm

Section 1: Website resource descriptions

9Health Fair: www.9HealthFair.org/classroom.htm

The 9Health Fair In the Classroom program is designed to heighten health awareness through student-run fairs with hands-on activities about health issues for all students – elementary through high school.

About Produce: www.aboutproduce.com

About Produce offers information on fruits and vegetables, including recipes and cooking, health and nutrition, and a section for kids. It is maintained by the Produce Marketing Association and Produce for Better Health Foundation.

Action for Healthy Kids (AFHK): www.actionforhealthykids.org

Action for Healthy Kids is an integrated, national-state effort, that is addressing the epidemic of overweight, undernourished, and sedentary youth, by focusing on changes in the school environment. This site includes tools and resources designed to help support positive changes in children’s nutrition and physical activity behaviors.

American Dietetic Association (ADA): www.eatright.org

The American Dietetic Association is an organization of registered dietitians. This site offers information on food and nutrition, as well as upcoming conferences and events. You may also access registered dietitians in your area using this site.

American School Food Service Association (ASFSA): www.asfsa.org

The American School Food Service Association wants all children to have access to healthful school meals and nutrition education. Their primary activities are: 1) providing education and training, 2) setting standards through certification and credentialing, 3) providing regulatory, legislative, industry, nutritional, and other types of information related to school nutrition, and 4) representing the nutritional interests of children.

Centers for Disease Control and Prevention (CDC)/Nutrition:

www.cdc.gov/nccdphp/dash/nutrition/guidelines/index.htm

This site has *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*. These guidelines identify the strategies most likely to be effective in promoting lifelong healthy eating to young people.

Centers for Disease Control and Prevention (CDC)/5 A Day:

www.cdc.gov/nccdphp/dnnpa/5aday/index.htm

This 5 A Day site provides information on the history of the 5 A Day for Better Health Program, data and statistics, and links to other 5 A Day sites.

Centers for Disease Control and Prevention (CDC)/Coordinated School Health:

www.cdc.gov/nccdphp/dash/about/school_health.htm

This site provides information about the coordinated school health model, which has eight interactive components.

Centers for Disease Control and Prevention (CDC)/Overweight and Obesity:

www.cdc.org/nccdphp/dnnpa/obesity/index.htm

This site provides information and statistics on obesity, as well as a *Resource Guide for Nutrition and Physical Activity Interventions to Prevent Obesity and Other Chronic Diseases*.

Colorado Association for School-Based Health Care (CASBHC): www.casbhc.org

This nonprofit organization is committed to: 1) supporting efforts to help Colorado children achieve optimal health and maximum benefit from their education, and 2) providing leadership in the proliferation and long-term financial stability of school-based health centers.

Colorado Association of School Nurses (CASN): www.c-a-s-n.org

This nonprofit organization works to advance the delivery of professional school health services to promote optimal learning in students.

Colorado Department of Education (CDE) Nutrition Unit:

www.cde.state.co.us/index_nutrition.htm

The Colorado Department of Education Nutrition Unit administers the federally funded child nutrition programs and Team Nutrition for school-age children. The Nutrition Literacy Toolkit, an extensive nutrition education K-12 planning and resource guide, is located on this site. Information, trainings, and promotions for child nutrition programs and personnel can also be found here.

Colorado Department of Public Health and Environment (CDPHE)/Physical Activity and Nutrition Program: www.cdphe.state.co.us/pp/copan/

This site has the *Colorado Physical Activity and Nutrition State Plan 2010*, which includes strategies for improving nutrition and physical activity in schools, worksites, and communities.

Colorado Dietetic Association (CDA): www.eatrightcolorado.org

The Colorado Dietetic Association is a membership organizations for dietetic professionals. This group serves the public through the promotion of optimal nutrition, health, and well-being.

Colorado NetPro: www.cde.state.co.us/cdenutritran/nutrinetpro.htm

The Colorado Department of Education Nutrition Unit network of trained professionals delivers on-site food service management trainings in school districts throughout Colorado. Course topics include: ABCs of Good Nutrition, Cost Control for School Food Service, Culinary Techniques for Healthy School Meals, Marketing for the School Food Service Professional, Modifying Recipes, Now You're Cooking, Purchasing Methods and Inventory Control, Serving It Safe, Standardizing Recipes, Target Your Market, and Transitioning from Food-Based to NuMenus (nutrient standard) Menu Planning.

Colorado Nutrition Education Plan (CO NEP): www.caahs.colostate.edu/fshn/nep

The Colorado Nutrition Education Plan provides resources, programs, and funding for nutrition education and physical activity promotion to schools and community organizations that work with audiences with limited resources.

Colorado Parent Teacher Association (PTA): www.copta.org

The Colorado Parent Teacher Association is the largest statewide volunteer organization working exclusively to improve education, health, safety, and well-being of all children and youth.

Colorado School Food Service Association (CSFSA): www.csfsa.com

Members of this association are the recognized experts who advocate for the link between nutrition, health, and education, and offers training opportunities at its annual conference and regional meetings.

Colorado State University (CSU) Cooperative Extension:

www.ext.colostate.edu or www.caahs.colostate.edu/fshn/extension

These sites provide information on nutrition resources and programs.

Council of Chief State School Officers (CCSSO): www.ccsso.org/hlth/html

This nonprofit organization of public officials leads the departments responsible for elementary and secondary education in the United States. The CCSSO works on behalf of the state agencies that serve pre-kindergarten through grade 12 students. This group worked cooperatively with the Centers for Disease Control and Prevention to develop a set of validated K-12 school health education assessments.

Dole 5 A Day: www.dole5aday.com

This site provides nutrition and 5 A Day education for students, teachers, and school food service staff.

Eat Smart, Play Hard: www.fns.usda.gov/eatsmartplayhard/

Practical suggestions to motivate children and caregivers to eat healthy and play hard are provided. The campaign messages and materials are fun for children and informative for caregivers. A number of free materials are available at this site.

Fun For Kids! (Dole Food Company): www.dole.com/kids/index.html

This site provides interactive nutrition activities and games for kids, parents, and teachers.

GirlTalk: www.livezone.com/girltalk

GirlTalk is a website designed for girls ages 9 to 14 to learn about growing up. It includes information on nutrition, physical activity, eating disorders, and healthy snacks.

KidsHealth: www.kidshealth.org

This site provides information for parents on emotions, behavior, growth and development, obesity, nutrition and fitness, and positive parenting. There is also information for kids and teens on staying healthy, nutrition, and fitness.

National Cancer Institute (NCI): www.5aday.gov

This site provides resources for pre-kindergarten through grade 12 education.

National Dairy Council: www.nationaldairycouncil.org

This site features current research on the health benefits of dairy foods plus product information, food safety, nutrient information, and reproducible handout masters in the Calcium Counseling Resource link.

National Eating Disorders Association: www.nationaleatingdisorders.org

This site has a Parents and Family Network page that provides educational literature and communication strategies about eating disorders.

National Food Service Management Institute (NFSMI): www.nfsmi.org

The National Food Service Management Institute serves anyone connected with Child Nutrition Programs: school lunch, school breakfast, summer feeding, and Child and Adult Care. They provide information and services that promote the continuous improvement of child nutrition programs.

National Institutes of Health (NIH): www.nih.gov

This site provides health information on a variety of topics including nutrition and physical activity.

Nutrition Explorations: www.nutritionexplorations.org

Rated “Among the Best” by Tufts University Nutrition Navigator, educators, parents, students, and school food service staff will discover fun and easy ways to learn about nutrition. This site includes classroom activities, reproducible handout masters, recipes, breakfast information, menu marketing ideas, and more.

Nutrition Literacy Toolkit (NLTK):PDF Version www.cde.state.co.us/cdenutritran/nutritoolkit.htmInteractive Planning Version www.cde.state.co.us/nltk/

The Nutrition Literacy Toolkit is not a curriculum, but a tool from which schools and communities can design a nutrition curriculum using a menu of effective education resources.

Parents, the Anti-Drug: www.theantidrug.com

Sponsored by the National Youth Anti-Drug Media Campaign, this site provides information on risky behaviors, and is intended to educate parents and other adults about adolescent drug prevention.

Produce for Better Health Foundation: www.5aday.org

Information and resources for teachers on the 5 A Day The Color Way campaign can be found here.

Rocky Mountain Center (RMC) for Health Promotion and Education: www.rmc.org

RMC is a private, nonprofit organization which disseminates comprehensive school health education programs and provides in-service trainings to educators, parents, and others committed to improving health. RMC also provides technical assistance and training on the national health education standards.

United States Department of Agriculture (USDA) Food and Nutrition Service's Child Nutrition Programs: www.fns.usda.gov/cnd/

This federal program provides healthy meals and snacks, and nutrition education to children. Through the National School Lunch and School Breakfast Programs, school children have access to healthy meals. Through the Special Milk Program, school children that do not have access to other meal programs can supplement their day with a serving of milk. Through the Child and Adult Care Food Program, children in childcare settings have access to healthy meals and snacks. These programs are administered through the departments of education and health in Colorado. Through the Summer Food Service Program, children are provided healthy meals during times when schools are closed for the summer.

USDA Team Nutrition: www.fns.usda.gov/tn/

Team Nutrition was designed to help make implementation of healthy eating policies in schools more successful and has three behavior-focused strategies: 1) provide training and technical assistance to child nutrition food service professionals to enable them to prepare and serve nutritious meals that appeal to students, 2) promote nutrition curriculum and education in schools through multiple communication channels to reinforce positive messages and encourage students to make healthy food and physical activity choices, and 3) build school and community support for creating healthy school environments that are conducive to healthy eating and physical activity.

VERB: www.verbnow.com

VERB is a media campaign designed to encourage healthy movement among young people.

Western Dairy Council: www.wdairyCouncil.com

Educators and school food service professionals will find useful nutrition education and dairy related school promotion materials and information. Links to additional nutrition and education websites are also featured.

Women, Infants and Children (WIC): www.cdphe.state.co.us/ps/ns/wic/wichom/asp

This site provides information on the supplemental food and nutrition program, WIC. It discusses qualifications and services provided by the WIC program.

Section 2: Healthy foods on campus

Develop and implement policies ensuring that all foods and beverages available on school campuses, and at school events, contribute toward healthful eating patterns that are consistent with the Dietary Guidelines for Americans.

Action Steps:

1. Provide food options such as fruits, vegetables, whole grains, and dairy products that are low in fat, calories, and added sugars.
2. Implement school breakfast programs and/or consider expanding breakfast programs by offering convenient and attractive meal options.
3. Develop and implement guidelines for healthful snacks and foods provided in vending machines, school stores, and other venues within the school's control.
4. Encourage adherence to single-portion sizes as defined by the USDA Food Guide Pyramid in foods offered in the school setting and outside the cafeteria.
5. Prohibit or restrict student access to vending machines, school stores, and other venues that contain foods of minimal nutritional value.
6. Develop and implement "party" guidelines for snacks and refreshments served at school parties, celebrations, and meetings.
7. Develop and implement guidelines to address using food as a discipline or reward for students.
8. Provide an adequate amount of time for students to eat school meals.
9. Encourage recess before lunch to the extent possible.
10. Schedule lunch periods at reasonable hours around midday.
11. Plan health-promotion activities for students, parents, and staff that encourage the consumption of fruits, vegetables, and low-fat dairy products, such as cooking demonstrations, school gardens, and nutrition guest speakers.
12. Encourage nonfood fundraisers such as flowers, gift-wrap, sporting events, and family fun runs.

1 Provide food options such as fruits, vegetables, whole grains, and dairy products that are low in fat, calories, and added sugars.

Why—Healthful food options: Healthy eating habits in childhood are linked to proper growth and development, optimal learning, and the reduction of chronic disease risk. The USDA Dietary Guidelines for Americans stress the importance of variety, moderation, and balance for healthful eating. Choosing a variety of healthful foods across and within food groups provides essential vitamins and minerals, fiber, and other important nutrients, as well as improving eating patterns and increasing exposure to a wider range of nutrients. Multiple exposures to new foods increase children’s willingness to try new foods and, in turn, increase the variety of foods they like and accept.

Why—Dairy products: According to the United States Department of Agriculture, nine out of ten teen girls and seven out of ten teen boys do not meet their calcium recommendations. About two-thirds of children ages six to 11 also fall short. Most calcium is used in building bones, but calcium also plays a critical role in the proper functioning of the heart, muscles, and nerves, and maintaining blood flow. Calcium consumption is critical during adolescence because teens gain 15 percent of their adult height, 50 percent of adult weight, and 45 percent of adult skeletal mass during this period. In recent decades, children’s soft drink intake has risen dramatically, whereas milk intake has declined. Intake of soft drinks at the expense of milk may compromise children’s calcium intake and increase their risk of fracture later in life. An expert panel on optimal calcium intake, convened by the National Institutes of Health, recommends increasing consumption of calcium-rich foods, with milk and milk products as the preferred source. In spring 2003, the Colorado legislature adopted a state resolution supporting higher levels of calcium in school nutrition programs.

How:

- ◆ Form a committee to develop healthful food guidelines and policies for foods and beverages offered in all areas of the school environment.
- ◆ Offer a variety of healthful food choices within the school environment, including the cafeteria, school store, a la carte line, classrooms, and vending machines.
- ◆ Work with operators who service school vending machines to stock fresh, dried, or canned fruit, milk, yogurt, cheese, fresh sandwiches, vegetables, whole grain breads, and peanuts.
- ◆ Ensure that consistent messages and practices related to good nutrition are provided in the classroom, cafeteria, and other eating areas.
- ◆ Provide fresh salads, veggies with dips, fresh fruits with dips, and whole grain breads and crackers on salad bars, in school stores, and on the cafeteria line.
- ◆ Attractively display products for greater appeal; for instance, place fresh fruits in baskets lined with themed napkins.
- ◆ Purchase plastic single-serve bottles of milk for school stores.
- ◆ Offer milk in school vending machines. A recent national milk vending machine pilot test showed that milk vending is a hit with students.
- ◆ Hold cafeteria theme days promoting various fruits, vegetables, whole grains, and dairy products.
- ◆ Educate students about the importance of dairy foods to a healthful diet.
- ◆ Encourage consumption of dairy-rich foods and beverages to help students meet the recommended three to four daily servings.

Resources:

- ◆ **3 A Day of Dairy for Stronger Bones:** www.3aday.org
- ◆ **Dietary Guidelines for Americans:** www.health.gov/dietaryguidelines/
- ◆ **Food Guide Pyramid:** www.nal.usda.gov:8001/py/pmap.htm
- ◆ **National Dairy Council:** www.nationaldairyCouncil.org
- ◆ **Nutrition Explorations:** www.nutritionexplorations.org
- ◆ **Nutrition Literacy Toolkit:** www.cde.state.co.us/cdenutritran/nutritoolkit.htm
- ◆ **Produce for Better Health:** www.5aday.org
- ◆ **USDA Team Nutrition:** www.fns.usda.gov/tn
- ◆ **Western Dairy Council:** www.wdairyCouncil.com

2 Implement school breakfast programs and/or consider expanding breakfast programs by offering convenient and attractive meal options.

Why: Many children do not eat breakfast before going to school. Perhaps they are not hungry when they wake up early or they do not have time to eat because of the long bus ride to school, or parents may be too busy to prepare breakfast.

Research confirms that school breakfast offers many benefits including:

- ◆ Access to nutritious foods
- ◆ Increase in school attendance
- ◆ Decrease in discipline problems
- ◆ Improved readiness to learn
- ◆ Improved ability to concentrate
- ◆ Improved academic achievement

How: Consider alternatives to the traditional ways of offering school breakfast, such as grab-and-go breakfast, breakfast in the classroom or breakfast after first period. These non-traditional offerings can:

- ◆ Increase opportunities for all students to receive breakfast and morning nourishment.
- ◆ Eliminate the need for morning classroom snacks.
- ◆ Help food service staff maintain economically self-sufficient programs.
- ◆ Decrease the need for reliance on a la carte or vending revenue to supplement food service programs.
- ◆ Decrease the number of student diets supplemented with sweetened or carbonated drinks and snacks high in sugar or fat, but low in nutrients.

A school breakfast menu must consist of milk, fruit and/or vegetable, one or two servings of meat/meat alternative or one or two servings of grain/bread alternative. When implementing or expanding a school breakfast program, promote it and enlist the support of students, teachers, aides, principals, food service staff, custodians, and parents.

Resources:

- ◆ **Michigan Nutrition Network's Eat Healthy Eat Breakfast Campaign:** www.mnn.fcs.msue.msu.edu/EHEB.html
- ◆ **Nutrition Explorations:** www.nutritionexplorations.org
- ◆ **USDA School Breakfast Program:** www.fns.usda.gov/cnd/Breakfast/Default.htm
- ◆ **Western Dairy Council:** www.wdairyCouncil.com

- ◆ *Expanding Breakfast*, 2nd edition. 2002. This self-study manual and video addresses questions about implementing breakfast programs and provides guidance on making the necessary financial evaluations. The resource is available free from Western Dairy Council

For information on breakfast in the classroom, grab-and-go, breakfast after first period, or starting a USDA School Breakfast Program, contact:

Colorado Department of Education Nutrition Unit
201 East Colfax Ave., Room 209
Denver, CO 80203 303.866.6871 or 888.245.6092

3 Develop and implement guidelines for healthful snacks and foods provided in vending machines, school stores, and other venues within the school's control.

5 Prohibit or restrict student access to vending machines, school stores, and other venues that contain foods of minimal nutritional value.

Why: Schools in the National School Lunch Program are required to plan menus in accordance with the USDA Dietary Guidelines for Americans. However, vending machines, a la carte foods, and snacks do not fall under these guidelines. Items offered in vending machines, school stores, and a la carte should follow healthful snack guidelines, be sold in correct portion sizes, and supply nutrients to students without being labeled as good or bad foods. Essentially, all foods can be a part of a healthful diet, but the key is moderation.

Currently, federal regulations prohibit the sale of foods of minimal nutritional value in the food service area during meal periods. This is the only guideline regulating snacks sold outside of the school lunch program. Foods of minimal nutritional value mean foods that provides less than 5 percent of the Reference Daily Intakes (RDI) for eight specified nutrients per serving: protein, vitamin A, vitamin C, niacin, riboflavin, thiamine, calcium, and iron. Foods with minimal nutritional value include carbonated beverages, water ices, chewing gum, and certain candies such as hard candy, jellies, and gums like gumdrops or jellybeans, marshmallow candies, licorice, cotton candy, and candy-coated popcorn.

How: Form a committee to develop guidelines on foods of minimal nutritional value and their presence in school. The committee should include food service staff, students, parents, vendors, teachers, and administrators.

There are risks to implementing guidelines controlling what can and cannot be sold. Food service personnel may use a la carte sales to fund their programs. Schools often use sales from school stores for student activities and classroom supplies. Students may complain if their favorite snack is replaced. If all stakeholders help develop the guidelines, they should support them and provide less resistance when the guidelines are implemented. The committee needs to collect data throughout the process to find out how receptive people are to the change and what is or is not working.

Resources:

- ◆ **Action for Healthy Kids:** www.actionforhealthykids.org/teamtools/apitools.htm
Healthy Eating Guidelines for Schools, Healthy Foods and Healthy Finances
- ◆ **American School Food Service Association:** www.asfsa.org
- ◆ **California Center for Public Health Advocacy:**
www.publichealthadvocacy.org/school_food_standards/school_food_standards.html
Competitive Food Standards Recommendations
- ◆ **Parents Advocating School Accountability:** www.pasasf.org
Healthy Foods, Healthy Kids
- ◆ **Project Lean (California):** www.californiaprojectlean.org/
Playing the Policy Game
- ◆ **USDA Changing the Scene:** www.fns.usda.gov/tn/Healthy/changing.html

4 Encourage adherence to single-portion sizes as defined by the USDA Food Guide Pyramid in foods offered in the school setting and outside the cafeteria.

Why: A serving is a standard amount of food for which nutritionists have measured quantities of nutrients and number of calories. A portion is the amount of food served or eaten. A portion may be less than, equal to, or more than, a standard serving. Food supply estimates indicate that Americans' average daily caloric consumption in 2000 was 12 percent, or roughly 300 calories higher than in 1985. Eating away from home and larger portion sizes may be contributors to the additional calories being consumed. The Food Guide Pyramid can provide information on the number and size of servings a person needs each day from each food group for a healthy diet.

How:

- ◆ Determine an appropriate food or snack portion by using portion size information in the Food Guide Pyramid and tailor it to individual needs.

EXAMPLE: The recommended daily number of servings from the bread, cereal, rice, and pasta group is six to 11. Children ages two to six, women, and some older adults should select the lower amount, or six servings. Older children, teen girls, active women, and most men should consume nine servings. Teen boys and active men would need the full 11 servings.

- ◆ Next, look at the serving size. One slice of bread, about one cup of ready-to-eat cereal, and one-half cup of cooked cereal, rice, or pasta usually count as one serving size.

EXAMPLE: A teen girl may have cooked cereal and two pieces of toast for breakfast (three servings). School lunch may include pasta and a large dinner roll (three to four more servings). For a snack, she may eat an individual bag of whole grain crackers (two more servings).

- ◆ By keeping the main and side dishes of school meals and foods in vending machines each a single serving, children will be less likely to overeat and more likely to consume a variety of foods to help meet their overall daily nutrient requirements.

EXAMPLE: The teen girl mentioned above is already at her recommended level of servings and has not eaten dinner yet. If the roll served at lunch and the whole grain crackers in the vending machine were each standard serving sizes, she would still have two servings left to eat at dinner.

This list shows some typical food portions that are larger than one Food Guide Pyramid serving:

| Food | Sample portion you receive | Compared to Pyramid serving size | Approximate Pyramid servings in the sample portion |
|---|---------------------------------------|--------------------------------------|--|
| Bagel | 1 bagel 4½" in diameter (4 ounces) | ½ bagel 3" in diameter (1 ounce) | 4 |
| Muffin | 1 muffin 3½" in diameter (4 ounces) | 1 muffin 2½" in diameter (1½ ounces) | 3 |
| Pancakes | 4 pancakes 5" in diameter (10 ounces) | 1 pancake 4" in diameter (1½ ounces) | 6 |
| Popcorn | 16 cups (movie theatre, medium) | 2 cups | 8 |
| Hamburger bun | 1 bun | ½ bun | 2 |
| Rice | 1 cup (cooked) | ½ cup (cooked) | 2 |
| Baked potato | 1 large (7 ounces) | 1 small (2¼ ounces) | 3 |
| Fried chicken | 3 pieces (7 to 8 ounces) | 2 to 3 ounces | 3 |
| Ham or roast beef in deli sandwich | 5 ounces | 2 to 3 ounces | 2 |

Resources:

- ◆ **Center for Nutrition Policy and Promotion:** www.usda.gov/cnpp/Pubs/Brochures/index.html#content
- ◆ **Food Guide Pyramid and Food Guide Pyramid for Young Children:** www.usda.gov/cnpp/pyramid.html and www.usda.gov/cnpp/KidsPyra
- ◆ **Healthfinder®:** www.healthfinder.gov
- ◆ **USDA Team Nutrition:** www.fns.usda.gov/tn/Healthy/index.htm
- ◆ **Portion Sizes and School Age Children: Trends, Effects, Solutions.** This kit provides a planned approach to addressing the issue of portion sizes in schools. The kit includes a Power Point presentation and supporting materials on information such as, portion sizes, policy consideration, portion distortion, bigger may not be better, just say no to super size, and many more.

6 Develop and implement “party” guidelines for snacks and refreshments served at school parties, celebrations, and meetings.

Why: Foods offered at parties should add to the fun, not become the main focus. Schools are responsible for helping students learn about good nutrition and healthy lifestyles. Students learn these lessons not only from teachers and textbooks, but also from their school experiences such as school breakfast and lunch meals, snacks, treats, and foods at parties.

How:

- ◆ Consider offering nutritious breakfasts made by parents or the teacher, instead of cookies, candies, and soda.
- ◆ Plan party themes and activities, as well as refreshments for a school party.
- ◆ Combine student birthday parties into one monthly event that incorporates activities, as well as refreshments.
- ◆ Set guidelines for portions of foods to be offered at school parties.
- ◆ Adopt policies that will ensure foods served at school parties are safe to eat.
- ◆ Consider ethnic and medical food restrictions when providing party refreshments.

Resources:

- ◆ **USDA Team Nutrition:** www.fns.usda.gov/tn/
USDA Team Nutrition Calendar Companion
- ◆ The following resources were developed by the Nutrition Education and Training Programs and Team Nutrition, Office of Child Nutrition, West Virginia Department of Education.
Let's Party: Party Ideas for School and Home, 1993.
Let's Celebrate!: A resource for classrooms and cafeterias featuring eight cultural regions, learning activities, party ideas, and recipes.
Let's Play! Combining learning, nutrition, fun, and physical activity for children, this unique resource for educators, parents, caregivers, and role models features 12 play themes. It includes more than 75 games and play activities suitable for the classroom, large and small areas, and settings inside or outside. Fun snack ideas and recipes are provided.

For purchasing, contact:
Cedar Lakes Conference Center
Ripley, WV 25271
1.800.982.5627 or 304.372.7874
<http://wvde.state.wv.us/ctrc/index.html>

7 Develop and implement guidelines to address using food as a discipline or reward for students.

Why: The Centers for Disease Control and Prevention recommends that schools never use food to reward or punish. The American Dietetic Association also recommends that school meals be served in an environment which encourages their acceptance and which avoids the use of food contingencies. Schools should discourage teachers from using food for disciplining or rewarding students. Some teachers give low-nutritive foods, such as candy, as a reward for good behavior, and punish misbehaving students by denying a low-nutritive treat.

Current research suggests that the message children receive when told, “If you eat your vegetables, you will receive dessert,” is that vegetables are bad, and dessert is good. Hence, children only learn to dislike vegetables, while reinforcing their preference for low nutritive foods. Presenting a food as a reward, both sweet and non-sweet, significantly enhances the preference for that food.

How: The Centers for Disease Control and Prevention encourages the use of verbal praise or token gifts to reinforce healthy eating and physical activity with early and later elementary age children. Other incentives, such as a fun game, extra recess, or special reading time can be used. Provide social support for middle and high school students’ making healthy changes in eating and physical activity through class discussions and small-group exercises.

Ways to encourage healthy eating in schools include:

- ◆ Making healthy foods available
- ◆ Involving parents in the food choices
- ◆ Positive role modeling for healthy eating
- ◆ Providing cues, through posters and marketing-style incentives, that encourage students to make healthy choices about eating and physical activity.

Resources:

- ◆ **Action for Healthy Kids:** www.actionforhealthykids.org
- ◆ **Centers for Disease Control and Prevention:**
www.cdc.gov/nccdphp/dash/nutrition/guidelines/index.htm
Guidelines for School Health Programs to Promote Lifelong Healthy Eating

8 Provide an adequate amount of time for students to eat school meals.

Why: Students who have adequate time to eat consume more foods from a variety of food groups and have increased milk consumption.

How: Review and revise school policies as needed for school meal periods to maximize time for consuming the complete meal and allow for normal social interactions. Some observations to include in the review are:

- ◆ Number of students released at one time to the cafeteria
- ◆ Policies and procedures regarding appropriate student behavior that allow for socialization and adequate time to consume the meal
- ◆ Assistance for elementary students with difficult-to-serve menu items
- ◆ Evaluation of waiting time in the serving line, particularly at middle and high school levels
- ◆ Consider recess before lunch and breakfast after first period

The National Association of State Boards of Education's *Fit, Healthy, and Ready to Learn School Health Policy Guide* recommends students be given at least 20 minutes to eat after sitting down for lunch and 10 minutes to eat breakfast after sitting down. These recommendations can be used as guidelines to establish nutrition integrity policies in your school. Nutrition integrity means a level of performance that assures all foods and beverages available in schools are consistent with the USDA Dietary Guidelines for Americans, and when combined with nutrition education, physical activity, and a healthy school environment, contributes to enhanced learning and the development of lifelong, healthy eating habits.

Resources:

- ◆ **American School Food Service Association:** www.asfsa.org
- ◆ **Colorado School Food Service Association:** www.csfsa.org
- ◆ **Centers for Disease Control and Prevention:** www.cdc.gov/nccdphp/dash/nutrition/guidelines/index.htm
- ◆ **National Association of State Boards of Education:** www.nasbe.org
- ◆ **National Food Service Management Institute:** www.nfsmi.org
Measuring and Evaluating the Adequacy of the School Lunch Period, Insight Issue No. 12, 1999. This resource provides the framework and tools for conducting a simple evaluation of your school or school district's meal service.
- ◆ **USDA Changing the Scene:** www.fns.usda.gov/tn/healthy/changing.html

9**Schedule lunch periods at reasonable hours around midday.**

Why: Food service personnel report that lunches scheduled too early increase plate waste. Lunches served too late in the day with an early school start can contribute to decreased student attention span, decreased student time on task, and increased student discipline problems. Ideally, lunch is served as close to midday as possible.

How:

- ◆ Serve lunch as close to midday as possible. USDA regulations require that lunch be served between the hours of 10AM and 2PM.
- ◆ Explore scheduling alternatives that would allow lunch to be served at midday.
- ◆ Stagger the release of classes to reduce time in the serving line and make optimal use of the cafeteria eating space.
- ◆ Coordinate lunch schedules with breakfast schedules. If students have a later school breakfast, schedule lunch accordingly.
- ◆ Coordinate scheduling of lunch periods with all school staff, including school food service, classroom staff, and other school personnel involved with lunch.
- ◆ Offer breakfast in the classroom if lunches have to be staggered over a long period of time due to lack of seating space in the cafeteria. This would decrease the length of time between meals in the school day.

Resources:

- ◆ **American School Food Service Association:** www.asfsa.org
- ◆ **Colorado Department of Education Nutrition Unit:** www.cde.state.co.us/index_nutrition.htm
- ◆ **USDA Changing the Scene:** www.fns.usda.gov/tn/healthy/changing.html
- ◆ Compare and use schedules from other school districts when working to improve access to lunch.

10 Encourage recess before lunch to the extent possible.

Why:

Benefits of recess before lunch:

- ◆ Fewer classroom discipline problems--children are full and settled when they return to class after eating
- ◆ Better classroom performance--children pay more attention when they are not hungry
- ◆ Students are better hydrated--children have re-hydrated during lunch after their play period
- ◆ Better lunchroom behavior--children are focused on lunch instead of physical activity
- ◆ Greater nutrient consumption--children eat a more balanced diet
- ◆ Increased milk consumption--children receive needed calcium and fluids in milk
- ◆ Less plate waste--children eat more because they are not in a hurry to get to the playground

How:

- ◆ Take care of lunch money prior to recess.
- ◆ Let children deposit coats, hats, and gloves in classroom before going to lunch.
- ◆ Develop hand-washing regimen after recess, a good healthy habit.
- ◆ Provide adequate lunchroom supervision.
- ◆ Allow at least 20 minutes for children to eat after sitting down.

Resources:

- ◆ **Action for Healthy Kids:** www.actionforhealthykids.org
- ◆ **Colorado Department of Education Nutrition Unit:** www.cde.state.co.us/index_nutrition.htm
- ◆ **"Play First, Then Eat!":** cnn.k12.ar.us/index.htm
- ◆ **Waste in School Nutrition:** <http://ers.usda.gov/publications/efan02009/efan02009.pdf>--Plate
This report recommends recess before lunch as a strategy for reducing plate waste and increasing consumption of nutritious foods in elementary schools.
- ◆ **Reverse Order:** <http://member.asfsa.org/sfnarchives/0308/reverse.asp>
School Foodservice and Nutrition, August 2003. This article cites research on recess before lunch and gives current examples of implementation by school districts.

11 Plan health-promotion activities for students, parents, and staff that encourage the consumption of fruits, vegetables, and low-fat dairy products, such as cooking demonstrations, school gardens, and nutrition guest speakers.

Why: School personnel should serve as role models for students by eating healthful foods and engaging in other healthy behaviors.

A report from the 2002 USDA Fruit and Vegetable Produce pilot program stated that teacher participation was critical in promoting fruits and vegetables. Teachers modeled healthy choices by eating the foods in front of the children, monitoring or directing the distribution of the foods, and initiating general discussions about hygiene and manners when eating pilot foods. Throughout the report, teachers and other school staff were cited as central to the promotion and modeling that contributed to the success of the school fruit and vegetable pilot project.

How: Here are some ideas for health promotion activities.

- ◆ Offer lunch-and-learn information sessions at staggered times to accommodate all staff and student schedules.
- ◆ Host a nutrition education workshop or class.
- ◆ Offer cooking demonstrations or classes.
- ◆ Do a 5 A Day or Healthy Eating Challenge.
- ◆ Provide preventive health screenings for employees, i.e., blood pressure, blood cholesterol, body fat, and diabetes.
- ◆ Arrange a health fair.
- ◆ Create school gardens.
- ◆ Send out newsletters with health promotion information.
- ◆ Provide brochures on healthful eating, menu planning, label reading, etc.
- ◆ Start a video lending library on nutrition topics.
- ◆ Recognize National Health Observances such as National Nutrition Month in March or National 5 A Day Month in September.

Resources:

- ◆ **American Dietetic Association:** www.eatright.org
- ◆ **American Heart Association:** (Slim for Life and Cooking for Life) 303.369.5433
- ◆ **Cherry Creek Nutrition:** (Nutrition seminars & programs) 303.355.3800
- ◆ **Colorado State University Cooperative Extension:** www.ext.colostate.edu
- ◆ **Denver Urban Gardens:** www.dug.org
- ◆ **Edible Schoolyard:** www.edibleschoolyard.org/howto.html
- ◆ **Healthfinder®:** www.healthfinder.gov
- ◆ **Interactive Healthy Eating Index 20-Day Challenge:** www.usda.gov/cnpp
- ◆ **Kids Gardening:** www.kidsgardening.com/
- ◆ **Produce for Better Health:** www.5aday.org
- ◆ **National Health Observances:** www.healthfinder.gov/library/nho/nho.asp
- ◆ **USDA Fruit and Vegetable Pilot Program:** www.ers.usda.gov/publications/efan03006/efan03006.pdf
- ◆ **Western Dairy Council:** www.wdairyCouncil.com

12 Encourage nonfood fundraisers such as flowers, gift-wrap, sporting events, and family fun runs.

Why: Selling low-nutrient foods for fundraising increases the opportunity for their consumption and sends an inconsistent message about the value of these foods.

A school environment that supports healthy eating and activity patterns must involve a cooperative effort among schools, parents, student organizations, and community leaders. They must value, model, and promote products and activities that are consistent with this message in the classroom, cafeteria, and during school activities and fundraisers.

How: Instead of selling low-nutrient food to raise funds, consider other options like:

- ◆ Flowers
- ◆ Greeting cards
- ◆ Gold C or other entertainment books
- ◆ Clothing or other items with school logos
- ◆ Gift-wrap
- ◆ Seasonal items such as pumpkins, wreaths, or singing-grams
- ◆ Family fun runs
- ◆ Chili cook-off
- ◆ Dance-a-thons
- ◆ Golf tournaments
- ◆ Fitness or recreation expo
- ◆ American Heart Association Jump Rope for Heart or Hoops for Heart programs

Resources:

- ◆ **Action for Healthy Kids:** www.actionforhealthykids.org
Creative Financing & Fun Fundraising
- ◆ **American Heart Association:** www.americanheart.org
- ◆ **No Junk Food:** www.nojunkfood.org/fundraising
- ◆ **USDA Team Nutrition:** www.fns.usda.gov/tn/
Twenty ways to raise funds without candy

Section 2: Website resource descriptions

9Health Fair: www.9HealthFair.org/classroom.htm

The 9Health Fair In the Classroom program is designed to heighten health awareness through student-run fairs with hands-on activities about relevant health issues for all students – elementary through high school.

Action for Healthy Kids (AFHK): www.actionforhealthykids.org

Action for Healthy Kids (AFHK) is an integrated, national-state effort that is addressing the epidemic of overweight, undernourished, and sedentary youth by focusing on changes in the school environment. The website includes tools and resources designed to help support positive changes in children's nutrition and physical activity behaviors.

American Dietetic Association (ADA): www.eatright.org

The ADA is an organization of registered dietitians. The website offers information on food and nutrition as well as upcoming conferences and events. You may also access registered dietitians in your area using this site.

American Heart Association (AHA): www.americanheart.org

This site provides information on nutrition and physical activity for children and adults.

American School Food Service Association (ASFSA): www.asfsa.org

ASFSA wants all children to have access to healthful school meals and nutrition education.

Center for Nutrition Policy and Promotion:

www.usda.gov/cnpp/Pubs/Brochures/index.html#content

The center works to improve the health and well being of Americans by developing and promoting dietary guidance linking scientific research to the nutrition needs of consumers. Downloadable brochures on nutrition are available.

Centers for Disease Control and Prevention (CDC)/Nutrition:

www.cdc.gov/nccdphp/dash/nutrition/guidelines/index.htm

This site has *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*. These guidelines identify the strategies most likely to be effective in promoting lifelong healthy eating to young people.

Cherry Creek Nutrition: 303.355.3800

This organization provides nutrition seminars and programs.

Colorado Department of Education Nutrition Unit:

www.cde.state.co.us/index_nutrition.htm

The CDE Nutrition Unit administers the Colorado public school federally funded child nutrition programs and Team Nutrition for school-age children. The Nutrition Literacy Toolkit, an extensive nutrition education K-12 planning and resource guide is located on the CDE website. Information, trainings, and promotions for child nutrition programs and personnel can be found on this site.

Colorado State University (CSU) Cooperative Extension:

www.ext.colostate.edu or www.caahs.colostate.edu/fshn/extension

These sites provide information on nutrition resources and programs.

Dietary Guidelines for Americans: www.health.gov/dietaryguidelines/

The Guidelines provide advice for people two years of age and older about how good dietary habits can promote health and reduce risk for major chronic diseases.

Food Guide Pyramid and Food Guide Pyramid for Young Children:

www.usda.gov/cnpp/pyramid.html and www.usda.gov/cnpp/KidsPyra

The Food Guide Pyramid translates nutritional recommendations into the kinds and amounts of food to eat each day.

Healthfinder[®]: www.healthfinder.gov

Healthfinder[®] was developed by the United States Department of Health and Human Services with other federal agencies. The site is a key resource for finding the best government and nonprofit health and human services information on the internet. Access the calendar of health observances, compute body mass index, and complete personal health check-up quizzes on this site. National Health Observances are days, weeks or months devoted to promoting particular health concerns.

Interactive Healthy Eating Index (IHEI): www.usda.gov/cnpp

IHEI is an online dietary assessment tool that includes nutrition messages and links to nutrient information. After providing a day's worth of dietary information, you will receive a "score" on the overall quality of your diet for that day. This tool reviews the types and amounts of food you ate as compared to those recommended by the Food Guide Pyramid. It also tells you how much total fat, saturated fat, cholesterol, and sodium you have in your diet.

Michigan Nutrition Network's Eat Healthy Eat Breakfast Campaign:

www.mnn.fcs.msue.msu.edu/EHEB.html

This campaign promotes increasing breakfast eating among kids ages 11-15. It also targets parents with messages to empower moms/caregivers to have their kids eat breakfast by providing timesaving ideas and recipes for grab-and-go breakfast items.

National Association of State Boards of Education: www.nasbe.org

NASBE has developed an array of landmark policy guides on a variety of issues concerning children, youth, and school health that have helped inform the development of education policies across the country.

National Dairy Council: www.nationaldairyCouncil.org

Features current research on the health benefits of dairy foods plus product information, food safety, nutrient information, and more. Find reproducible handout masters in the Calcium Counseling Resource link.

Nutrition Explorations: www.nutritionexplorations.org

Rated "Among the Best" by Tufts University Nutrition Navigator, educators, parents, students, and school food service staff will discover fun and easy ways to learn about nutrition. This site includes classroom activities, reproducible masters, recipes, breakfast information, menu marketing ideas, and more.

Nutrition Literacy Toolkit (NLTK):

PDF Version www.cde.state.co.us/cdenutritran/nutritoolkit.htm

Interactive Planning Version www.cde.state.co.us/nltk/

The Nutrition Literacy Toolkit is not a curriculum, but a tool from which schools and communities can design a curriculum using a menu of effective nutrition education resources.

“Play First, Then Eat!”: <http://cnn.k12.ar.us/index.htm>

“Play First, Then Eat!” is a program for elementary schools in which students participate in recess activities before lunch. This program has been shown to reduce food waste and increase milk consumption by students. In addition, it has been shown to enhance student achievement and reduce classroom discipline.

Produce for Better Health: www.5aday.org

This site contains information and resources for teachers on the 5 A Day The Color Way campaign.

U.S. Department of Agriculture (USDA) Food and Nutrition Service’s Child Nutrition Programs: www.fns.usda.gov/cnd/

This federal program provides healthy, nutritious meals, snacks, and nutrition education to children. Through the National School Lunch and School Breakfast Programs, school children have access to healthy meals. Through the Special Milk Program, school children that do not have access to other meal programs can supplement their day with a serving of milk. Through the Child and Adult Care Food Program (CACFP), children in childcare settings have access to healthy meals and snacks. These programs are administered through the departments of education and health in Colorado. Through the Summer Food Service Program, children are provided healthy meals during those times when schools are closed for the summer.

USDA Team Nutrition: www.fns.usda.gov/tn/

Team Nutrition was designed to help make implementation of healthy eating policies in schools more successful and has three behavior-focused strategies: 1) provide training and technical assistance to child nutrition food service professionals to enable them to prepare and serve nutritious meals that appeal to students, 2) promote nutrition curriculum and education in schools through multiple communication channels to reinforce positive messages and encourage students to make healthy food and physical activity choices as part of a healthy lifestyle, and 3) build school and community support for creating healthy school environments that are conducive to healthy eating and physical activity.

“The Power of Choice”: www.fns.usda.gov/tn/Resources/power_of_choice.html

The Power of Choice is intended for after-school program leaders working with young adolescents. The publication contains ten interactive sessions based on four posters. Each session focuses on essential health skill-based outcomes for developing healthful eating and regular physical activity.

“Changing the Scene”: www.fns.usda.gov/tn/Resources/changing.html

Changing the Scene - Improving the School Nutrition Environment is a tool kit that addresses the entire school nutrition environment from a commitment to nutrition and physical activity, pleasant eating experiences, quality school meals, other healthy food options, nutrition education and marketing the issue to the public. This kit can help local people take action to improve their school's nutrition environment.

Western Dairy Council: www.wdairyCouncil.com

For more information on milk vending or for a free Calcium Teaching Tools kit, check out this site.

Section 3: Physical education

Provide age-appropriate and culturally sensitive instruction in physical education classes to help students develop the knowledge, attitudes, skills, and behaviors needed to adopt, maintain, and enjoy a physically active lifestyle.

Action Steps:

1. Educate students about the health benefits of physical activity by integrating it into other subject areas and curriculum.
2. Encourage school staff to seek out and attend professional development programs on current physical activity standards and assessments, best practices, and resources.
3. Integrate health-related physical fitness assessment into the curriculum as an evaluation tool.
4. Recommend state and local policy to require daily physical education from grades pre-kindergarten through 12.
5. Require periods of physical education that total a minimum of 150 minutes per week (elementary school) and 225 minutes per week (middle and high school).
6. Devote the majority of physical education class time to moderate or vigorous physical activity.
7. Encourage lifestyle activity in physical education classes to ensure that students meet district standards.
8. Discourage the use of physical activity as punishment.
9. Assure safe and adequate equipment, facilities, and resources for the full implementation of physical education classes in a pre-kindergarten through 12th grade curriculum.
10. Hire licensed physical education teachers, or provide opportunities for personnel to acquire the recommended training or certification.
11. Encourage and support coaches to get appropriate training and/or certification similar to or exceeding that recommended by the Colorado High School Activities Association.

1 Educate students about the health benefits of physical activity by integrating it into other subject areas and curriculum.

Why: Incorporating physical activity education into the core subject curriculum makes learning more fun for students and keeps them awake and interested.

How: Ideas for incorporating physical activity into other curricula:

- ◆ Math: Calculate calories expended per mile when using a pedometer to count steps.
- ◆ Nutrition: Learn nutritional facts while logging calories consumed vs. calories burned each day.
- ◆ English: Have fun while learning about punctuation by using kinesthetic movements, i.e., stomp represents a period, shrugged shoulders equals a question mark, etc. The teacher reads appropriate sentences, while students act them out.
- ◆ Language: Have a spelling bee using physical activity words.
- ◆ Geography: Survey and create maps of walking routes to and from school.

Resources:

- ◆ **Action Based Learning:** www.actionbasedlearning.com
- ◆ **American Heart Association:** www.americanheart.org/
- ◆ **BAM:** www.bam.gov
- ◆ **CDC Teacher Brochure:** www.cdc.gov/HealthyYouth/PhysicalActivity
- ◆ **PE Central:** www.pecentral.org

2 Encourage school staff to seek out and attend professional development programs on current physical activity standards and assessments, best practices, and resources.

Why: The latest research indicates a correlation between quality physical education and higher academic scores, fitness levels, and overall health. School staff can get the latest research and learn about current trends, unique teaching strategies, and proper techniques for teaching physical education skills and exercises with or without equipment by attending professional development programs.

How: Physical education and/or health teachers are encouraged to attend the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, the Colorado Association for Health, Physical Education, Recreation, and Dance as well as other related conferences and workshops.

Resources:

- ◆ **American Alliance for Health, Physical Education, Recreation and Dance:**
www.aahperd.org
- ◆ **Colorado Association for Health, Physical Education, Recreation and Dance:**
www.coahperd.org
- ◆ **National Association for Sport and Physical Education:**
www.aahperd.org/naspe

3 Integrate health-related physical fitness assessment into the curriculum as an evaluation tool.

Why: Health-related physical fitness testing is important for teaching students how to assess their fitness levels, set goals for improvement, and monitor progress in reaching their goals.

Two of the *Colorado Model Content Standards for Physical Education* are:

1. Students demonstrate competent skills in a variety of physical activities and sports.
Sample benchmark for fourth grade: hand dribble and foot dribble a ball while traveling within a group.
2. Students demonstrate competency in physical fitness.
Sample benchmark for fifth grade: participate in vigorous activity for a sustained period of time while maintaining target heart rate.

How: Health-related physical fitness testing should be integrated into the curriculum as an instructional tool. Tests should be appropriate to students' developmental levels and physical abilities. School staff should keep the fitness test results confidential, but make them available only to students and their parents or guardians.

Since health-related physical fitness is influenced by factors beyond the control of students and teachers, test results should not be used to determine course grades or to assess the performance of individual teachers.

Resources:

- ◆ **FITNESSGRAM®/ACTIVITYGRAM – The Cooper Institute for Aerobics Research:**
www.cooperinst.org/ftgmain.asp or www.fitnessgram.net
- ◆ **PE Central:** www.pecentral.org/assessment/assessmentresearch.html
- ◆ **PHYSICAL BEST – American Alliance for Health, Physical Education, Recreation and Dance:**
www.americanfitness.net/Physical_Best/ or www.humankinetics.com
- ◆ **President's Council on Physical Fitness and Sports:**
fitness.gov/challenge/challenge.html

4 Recommend state and local policy to require daily physical education from grades pre-kindergarten through 12.

Why: Physical education and health education classes give students the knowledge, motivation, and skills they need to participate in physical activity. A sound policy on physical education emphasizes that it is essential in preparing every student for adult life. The physical education program should be consistent with national standards and should foster habits of lifelong, enjoyable physical activity. Physical education needs to be offered every day to adequately address the necessary instructional components and provide opportunities for adequate practice and health-enhancing physical activity.

Colorado school districts have local control and can make policies and decisions for their own schools. Therefore, the state legislature cannot mandate daily, quality physical education.

Due to budget cuts and pressures to perform on state Colorado Student Assessment Program tests, physical education teachers and classes have been reduced or eliminated to allow for more classroom time and special pullout programs focusing on academics.

How:

- ◆ Contact local school districts to support daily, quality physical education.
- ◆ Use or revise this sample policy: Every student in each grade, pre-kindergarten through 12th, shall participate in daily physical education for the entire school year, including students with special needs and those in alternative education programs. Students in the elementary grades shall participate in physical education for at least 150 minutes during each school week, and students in middle schools and high schools shall participate for at least 225 minutes per week.
- ◆ Provide enough equipment for each student.
- ◆ Break up instruction into smaller segments with time to practice in between.
- ◆ Keep ratios of one class per teacher and only one class in the gym at a time with a small gym or two classes at a time with two teachers in a larger gym.
- ◆ Contact legislators to discuss ways to support physical education at the state level.
- ◆ Renovate and build gyms, swimming pools, tennis courts, etc., to accommodate the volume of students using them on a daily basis.
- ◆ Hire only licensed, qualified PE teachers who provide skills progression, age-appropriate activities and games, knowledge, and practice time for students.

Resources:

- ◆ **American Alliance for Health, Physical Education, Recreation and Dance:** www.aahperd.org
Moving Into the Future: National PE Standards: A Guide to Content and Assessment
- ◆ **Colorado Department of Education:** www.cde.state.co.us/
- ◆ **National Association of State Boards of Education:** www.nasbe.org/healthyschools/fithealthy.mqi
- ◆ **P.E.4Life:** www.pe4life.org
- ◆ **SPARK PE:** www.sparkpe.org

- ◆ Contact your local county clerk's office to get information on legislators.

5 Require periods of physical education that total a minimum of 150 minutes per week (elementary school) and 225 minutes per week (middle and high school).

Why: Quality physical education on a daily basis allows students to maintain high fitness levels. Students are guided through age-appropriate skill development and given ample practice time to improve. More time is available for the individual to set goals and work to achieve those goals in a positive, safe environment.

How: According to the National Association for Sport and Physical Education, a high quality physical education program includes the following components: opportunity to learn, meaningful content, and appropriate instruction. For the opportunity to learn component, the recommendation is instructional periods totaling 150 minutes per week (elementary) and 225 minutes per week (middle and secondary school). To meet this recommendation, schools should plan for daily, quality physical education for 30 minutes per day at the elementary level and 45 minutes per day at the middle and high school levels.

Resources:

- ◆ **American Alliance for Health, Physical Education, Recreation and Dance:** www.aahperd.org
Moving Into the Future: National PE Standards: A Guide to Content and Assessment
- ◆ **Colorado Department of Education:** www.cde.state.co.us/
- ◆ **National Association for Sport and Physical Education:** www.aahperd.org/naspe/template.cfm
- ◆ **National Association of State Boards of Education:** www.nasbe.org/healthyschools/fithealthy.mgi
- ◆ **P.E.4Life:** www.pe4life.org
- ◆ **PE:** www.sparkpe.org

6 Devote the majority of physical education class time to moderate or vigorous physical activity.

Why: Not all physical education classes devote enough class time to physical activity, with considerable amounts of time spent on administrative tasks and waiting for a turn in an activity.

How: Studies have found that improved curriculum and teacher professional development can substantially increase the time students spend on moderate to vigorous physical activity, and that the target of 50 percent of time spent in activity is feasible. Being active for at least half of the physical education class would provide a substantial portion of the overall physical activity time recommended for children and adolescents.

Resources:

- ◆ **American Alliance for Health, Physical Education, Recreation and Dance:** www.aahperd.org
Moving Into the Future: National PE Standards: A Guide to Content and Assessment
- ◆ **Colorado Department of Education:** www.cde.state.co.us/
- ◆ **National Association of State Boards of Education:** www.nasbe.org/healthyschools/fithealthy.mqi
- ◆ **P.E.4Life:** www.pe4life.org
- ◆ **SPARK PE:** www.sparkpe.org

7 Encourage lifestyle activity in physical education classes to ensure that students meet district standards.

Why: The goal is to help children understand that physical activity should be a part of their daily lives from an early age and not just in physical education class. By incorporating lifestyle activity into children's physical education classes, children will learn methods of remaining active throughout the day in and out of school. In addition, children will be taught the positive, healthy impacts of active behaviors.

How: Quality physical education programs teach children a variety of skills and knowledge. Sport curriculum models are exciting for children and give them a taste for being active. Many students then progress to club and recreational teams, college-level teams, and even adult leagues. Movement concepts and skill themes help all students, not just the athletically gifted, gain a wider range of skills, including skills for sports, to achieve success. Student success in movement proficiency leads them to value physical activity as adults.

Resources:

◆ **American Alliance for Health, Physical Education, Recreation and Dance:**

www.aahperd.org

Children Moving: A Reflective Approach to Teaching PE, 5th Ed. Graham, Holt/Hale, Parker, 2001.

◆ **Centers for Disease Control and Prevention/Physical Activity:**

www.cdc.gov/nccdphp/dash/physicalactivity/guidelines/index.htm

Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People

8 Discourage the use of physical activity as punishment.

Why: Teachers, coaches, and other school and community personnel should not force participation in or withhold opportunities for physical activity as punishment. When adults use physical activity as a punishment, young people may react negatively to physical activity in the future.

How: Teachers and coaches should never punish students for poor behavior choices by requiring physical activity, such as doing push-ups or running laps.

Resources:

- ◆ **Centers for Disease Control and Prevention:**
www.cdc.gov/nccdphp/dash/physicalactivity/guidelines/index.htm
Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People
- ◆ **National Association of State Boards of Education:**
www.nasbe.org/healthyschools/fithealthy.mqi

9 Assure safe and adequate equipment, facilities, and resources for the full implementation of physical education classes in a pre-kindergarten through 12th grade curriculum.

Why: Approximately 10-25 percent of all unintentional childhood injuries occur in schools. These injuries usually occur on the playground, in physical education class, or near the school bus area. It is important for schools to provide safe areas for physical activity and education, to reduce the chances of injury.

How: Here are ways to keep children safe and free from injury at school.

- ◆ Ensure that physical education teachers are certified in sports first aid and cardiopulmonary resuscitation (CPR).
- ◆ Choose age-appropriate sports and structured activities so that younger children are not playing with older children.
- ◆ Regularly communicate and enforce rules about safe practices and behaviors.
- ◆ Keep a first aid kit and ice on hand during physical education class.
- ◆ Ensure that children are wearing appropriate footwear.
- ◆ Lead children in warm up, stretching, and cool down activities as appropriate.
- ◆ Provide protective gear, such as shin guards and facemasks for certain sports.
- ◆ Inspect equipment regularly to ensure condition and proper fit.
- ◆ Regularly inspect playground equipment and report any rusted areas or damaged equipment
- ◆ Ensure that children remove hood and neck drawstrings, as well as necklaces, before engaging in activity to prevent injury.

Resources:

- ◆ **American Alliance for Physical Education, Recreation, and Dance:** www.aahperd.org/index.html
- ◆ **National Program for Playground Safety:** www.uni.edu/playground/
- ◆ **National Association for Sports and Physical Education:** www.aahperd.org/naspe
- ◆ **National Youth Sports Safety Foundation, Inc:** www.nyssf.org/wframeset.html
- ◆ **U.S. Consumer Product Safety Commission:** www.cpsc.gov

10 Hire licensed physical education teachers, or provide opportunities for personnel to acquire the recommended training or certification.

Why: Studies have found that well-prepared physical education specialists teach longer and higher quality lessons. The knowledge and instructional skills of physical education teachers differs from those of other teachers. Physical education teachers must know about motor development, exercise physiology, and motivating behavior change, as well as how to select and lead activities appropriate to the age and developmental level of their students.

How: Physical education teachers are required to go through the same certification as classroom teachers. Refer to the Colorado Department of Education website for educator licensing information.

Resources:

- ◆ **Centers for Disease Control and Prevention/Division of Adolescent and School Health:** www.cdc.gov/nccdphp/dash/physicalactivity/guidelines/index.htm
Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People
- ◆ **Colorado Department of Education:** www.cde.state.co.us/index_license.htm
- ◆ **National Association of State Boards of Education:**
www.nasbe.org/healthyschools/fithealthy.mqi
- ◆ **National Association for Sports and Physical Education:**
www.aahperd.org/naspe
- ◆ **SPARK PE:** www.sparkpe.org

11 Encourage and support coaches to get appropriate training and/or certification similar to or exceeding that recommended by the Colorado High School Activities Association.

Why: Coaches of interscholastic athletics are expected to nurture winning teams, and teach rules, skills, and tactics. Without training in coaching principles, sport first aid, and the knowledge of how to effectively teach basic sport skills, the result can sometimes be incompetent teaching of players, use of improper physical training techniques, disorganized practices, psychological abuse, and malpractice in injury treatment.

How:

In Colorado, the Colorado High School Activities Association is the establishing agency for coaching education requirements. Refer to the National Federation of State High School Associations website for information on Colorado's requirements.

At a minimum, a coach should know and be aware of the competencies in the following areas from the National Standards for Athletic Coaches:

- ◆ Injury: prevention, care and management
- ◆ Risk management
- ◆ Growth, development, and learning
- ◆ Training, conditioning, and nutrition
- ◆ Social/psychological aspects of coaching
- ◆ Skills, tactics, and strategies
- ◆ Teaching and administration
- ◆ Professional preparation

Resources:

- ◆ **Centers for Disease Control and Prevention/Physical Activity:** www.cdc.gov/nccdphp/dash/physicalactivity/guidelines/index.htm
Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People
- ◆ **Colorado High School Activities Association:** www.chsaa.org
- ◆ **National Association of State Boards of Education:** www.nasbe.org/healthyschools/fithealthy.mqi
- ◆ **National Association for Sports and Physical Education:** www.aahperd.org/naspe
- ◆ **National Federation of State High School Associations (NFHS):** www.nfhs.org
Colorado coaching education requirements

Section 3: Website resource descriptions

Action Based Learning: www.actionbasedlearning.com

Former physical education teacher, Jean Blaydes-Madigan, has compiled current brain research and as a result has developed integrated activities for the classroom.

Action for Healthy Kids: www.actionforhealthykids.org

Action for Healthy Kids (AFHK) is an integrated, national-state effort that is addressing the epidemic of overweight, undernourished, and sedentary youth by focusing on changes in the school environment. The website includes tools and resources designed to help support positive changes in children's nutrition and physical activity behaviors.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD): www.aahperd.org

AAHPERD is the largest organization of professionals supporting those involved in physical education, leisure, fitness, dance, and health promotion, and all specialties related to achieving a healthy lifestyle. The Association provides members with a comprehensive array of resources, support, and programs to help practitioners improve their skills and further the health and well-being of the general public.

American Heart Association: www.americanheart.org/

HeartPower!: This resource for teachers, parents, and students consists of information on nutrition, tobacco, and physical activity for ages preschool through 8th grade. Curriculum includes activities, general information, short stories and poems, workshops and investigations, and more.

Hoops for Heart and Jump Rope for Heart: These program promote the value of physical activity to school age children.

BAM: www.bam.gov

BAM! is a Centers for Disease Control and Prevention program designed to answer kids' questions on health issues and recommend ways to make their bodies and minds healthier, stronger, and safer. BAM! also provides educational and fun interactive activities to support health and science curricula.

Centers for Disease Control and Prevention (CDC)/Physical Activity:

www.cdc.gov/nccdphp/dash/physicalactivity/guidelines/index.htm

Review the *Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People* at this site.

Centers for Disease Control and Prevention (CDC) Teacher Brochure:

www.cdc.gov/HealthyYouth/PhysicalActivity or 1.888.231.6405

Colorado Association for Health, Physical Education, Recreation and Dance (CAHPERD): www.coahperd.org

The Association offers professional development, leadership opportunities, and advocacy for educators and college students.

Colorado Department of Education: www.cde.state.co.us/

Look at the *Colorado State Model Content Standards Physical Education* on this site.

Colorado Governor's Council for Physical Fitness: www.colorado-fitness.org

Shape Up Across Colorado is a free physical activity program for school age children.

Colorado High School Activities Association: www.chsaa.org

The Association is the governing body for interscholastic athletics and activities in Colorado.

FITNESSGRAM®/ACTIVITYGRAM- The Cooper Institute for Aerobics Research:

www.cooperinst.org/ftgmain.asp or www.fitnessgram.net

FITNESSGRAM®/ACTIVITYGRAM was developed to increase parental awareness of children's fitness levels. It is an easy way for physical education teachers to record and report the results of physical fitness assessments.

Human Kinetics: www.humankinetics.com

Human Kinetics produces textbooks, consumer books, software, videos, journals, and distance education courses, for teachers, coaches, researchers, sport participants, and fitness enthusiasts.

National Association for Sport and Physical Education (NASPE):

www.aahperd.org/naspe/template.cfm

The Association has published national standards for physical education, and is currently compiling data to develop assessment tools and scoring to support the standards. Position papers are available on:

- *What Constitutes a Quality Physical Education Program?*
- *Guidelines for Facilities, Equipment, and Instructional Materials in Elementary School Physical Education 2001*

National Association of State Boards of Education (NASBE):

www.nasbe.org/healthyschools/fithealthy.mgi

See the *Fit, Healthy and Ready to Learn: A School Health Policy Guide* at this site.

PE Central: www.pecentral.org

This site is for health and physical education teachers. It offers sample lesson plans and resources plus assessment information.

P.E.4LIFE: www.pe4life.com

P.E.4LIFE is a nonprofit, advocacy organization dedicated to the delivery of health, fitness, and sports activities to all students every day in school.

PHYSICAL BEST – American Alliance for Health, Physical Education, Recreation and Dance: www.americanfitness.net/Physical_Best/ or www.humankinetics.com

PHYSICAL BEST is a complete educational program for teaching health-related fitness concepts.

Learning activities include areas of health-related fitness: aerobic capacity, body composition, muscle strength, endurance, and flexibility.

President's Council on Physical Fitness and Sports (PCPFS):

fitness.gov/challenge/challenge.html

Read about the President's Challenge Physical Activity and Fitness Awards Program. This program uses three award areas – Active Lifestyle, Physical Fitness, and Health Fitness – to motivate kids by allowing them a chance to earn presidential recognition for their active lifestyles.

SPARK PE: www.sparkpe.org

SPARK is a nonprofit organization founded at San Diego State University. The program focuses on improving the mental and physical health of children and adolescents by providing research-proven curricula, training, and follow-up support to schools and organizations worldwide.

Section 4: Physical activity

Provide opportunities for physical activity that help students develop the knowledge, attitudes, skills, and behaviors needed to adopt, maintain, and enjoy a physically active lifestyle.

Action Steps:

1. Provide daily recess for elementary school students, featuring time for unstructured, but supervised play.
2. Encourage fun, pleasant, and safe after-school programs that include physical activity.
3. Encourage the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside school hours.
4. Work cooperatively with city parks and recreation programs to provide physical activity opportunities, such as midnight basketball, soccer tournaments, or recreation center sleep-ins.
5. Promote walking or bicycling to and from school using such programs as the Walking School Bus and Bike Train.
6. Plan health-promotion activities and incentives for students, parents, and staff that encourage regular physical activity, such as speakers, recreational demonstrations, and walking clubs.
7. Provide and encourage participation in school athletics, intramural programs, and physical activity clubs.
8. Include information on physical activity through school communications, such as monthly calendars, back-to-school nights, health fairs, etc.
9. Work with school boards to increase physical activity opportunities for students.

1 Provide daily recess for elementary school students, featuring time for unstructured, but supervised play.

Why: In addition to providing time for physical activity, recess is valued for social and cognitive benefits. Recess offers students one of the few opportunities during the school day to interact and develop social skills, such as negotiating, decision-making, and cooperating, with minimal adult interference. Studies have found that students who do not participate in recess become fidgety and less able to concentrate on tasks, and the longer children sit in classrooms without a recess break, the less attentive they are.

How: The Council on Physical Education for Children made the following recommendations.

- ◆ Recess should not replace physical education.
- ◆ Schools should develop schedules that provide for supervised, daily recess in pre-kindergarten through grades five or six.
- ◆ Recess should not be viewed as a reward, but a necessary educational support component for all children.
- ◆ Students should not be denied recess as a punishment, or to make up school work.
- ◆ Schools should provide the facilities, equipment, and supervision necessary to ensure that recess is productive, safe, and enjoyable.
- ◆ Physical education teachers and classroom teachers should teach children positive skills for self-responsibility during recess.
- ◆ Adults should intervene when a child's physical or emotional safety is an issue.

Resources:

- ◆ **Action for Healthy Kids:** www.actionforhealthykids.org
- ◆ **National Association for Sport and Physical Education:**
www.aahperd.org/naspe/template.cfm
Recess in Elementary Schools: Council on Physical Education for Children
- ◆ **National Association of State Boards of Education:**
www.nasbe.org/healthyschools/fithealthy.mqi

2 Encourage fun, pleasant, and safe after-school programs that include physical activity.

3 Encourage the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside school hours.

Why: After-school programs can help to educate students about the importance of physical fitness, nutrition, and healthy lifestyle for lifelong wellness outside of school. They also:

- ◆ Encourage and enable students of all skill levels to participate
- ◆ Offer a variety of fun, age-appropriate activities that may not involve competition
- ◆ Involve students in taking charge of their own health

How: Three things distinguish an after-school program:

- ◆ The activities are intended to be voluntary in nature, i.e., students have a choice of activities or participation
- ◆ Each student has an equal opportunity to participate, regardless of physical ability
- ◆ Students can help plan, organize, and administer the programs. A qualified adult should supervise and guide such age-appropriate involvement

The program of activities can include competitions in various sports, clubs, self-directed activities, open gym, special events, field trips, and instructional and practice opportunities.

Resources:

- ◆ **After School Alliance:** www.afterschoolalliance.org
- ◆ **After School Physical Activity:** www.afterschoolpa.com
- ◆ **USDA Team Nutrition:** www.fns.usda.gov/tn/
“The Power of Choice”: www.fns.usda.gov/tn/Resources/power_of_choice.html
- ◆ **National Association for Sport and Physical Education:**
www.aahperd.org/naspe/template.cfm
Guidelines for After-School Physical Activity and Intramural Sport Programs: A Position Paper of the National Intramural Sports Council of the National Association for Sport and Physical Education.
- ◆ **SPARK PE:** www.sparkpe.org
Active Recreation (after-school programs)
- ◆ **YMCA of Metropolitan Denver:** www.denverymca.org

4 Work cooperatively with city parks and recreation programs to provide physical activity opportunities, such as midnight basketball, soccer tournaments, or recreation center sleep-ins.

Why: City parks and recreation programs can provide a fun, safe, and active environment with supervision for youth to engage in physical, rather than sedentary, activities.

How

- ◆ Work with local agencies, such as YMCAs or recreation departments, to offer programs for students in your school so parents feel better about having their children close to home.
- ◆ Contact your local recreation center or YMCA to find out about existing programs or to discuss creating new opportunities.
- ◆ Have an evening lock-in at the school, and offer a combination of activities such as swimming, basketball, dance, arts, and humanities.
- ◆ Provide scholarships to help low-income families join recreation programs.

Resources:

- ◆ **Colorado Parks and Recreation Association:** www.cpra-web.org
- ◆ **YMCA of Metropolitan Denver:** www.denverymca.org

5 Promote walking or bicycling to and from school using such programs as Walking School Bus and Bike Train.

Why: A new international movement is under way to make the streets along school routes permanently safer for walking and bicycling. Neighborhood groups, engineers and planners, community leaders, state transportation officials, and school personnel are working together to reach a common goal which is to provide safe routes to school.

How:

◆ **International Walk to School Day/Week**

Walk to School Day, held in October, brings parents, teachers, children, and community leaders together to focus on the importance of physical activity, safety, and walkable communities.

1. Go to www.walktoschool.org to find out about this event and visit www.iwalktoschool.org to see what other countries are planning.

2. Talk to school principals, police, parents, and other partners to plan the event. Invite elected, health, safety, and transportation officials, local businesses, and the media to join the event

3. Register your event on the Walk to School Day website and find walking checklists, sample news releases, flyers, logos, and more.

◆ **Walking Wednesdays**

Establish at least one day a month to walk to or from school, or schedule a weekly walk at or around the school.

◆ **Walking School Bus**

In a walking school bus, a small group of children walks to school together, supervised by one or more adults.

◆ **Bike Train**

Each bike train has an adult “driver” at the front and an adult “conductor” bringing up the rear. The children bicycle to school along a set route, picking up additional “passengers” at designated stops. Along the way, children can chat with friends, learn valuable road safety skills, and gain some independence.

Resources:

◆ **Centers for Disease Control and Prevention Kids Walk-to-School guide:** www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm

◆ **Colorado Department of Public Health and Environment/Physical Activity and Nutrition Program:** www.cdphe.state.co.us/pp/copan.html

Walk to School Colorado Tool Kit

◆ **Colorado Department of Transportation Bicycle/Pedestrian Program:** www.dot.state.co.us/bikeped/

Walk to School Colorado Tool Kit

◆ **Colorado On The Move:** www.americaonthemove.org/colorado

◆ **Feet First:** www.feetfirstinfo.org

◆ **Walk to School Day:** www.walktoschool.org

◆ **Walking School Bus:** www.walkingschoolbus.org

6 Plan health-promotion activities and incentives for students, parents, and staff that encourage regular physical activity such as speakers, recreational demonstrations, and walking clubs.

Why: School personnel should serve as role models for students by participating in physical activity and other healthy behaviors. School-based health promotion programs have been effective in improving teachers' participation in regular physical activity, which, in turn, has improved their physical fitness, body composition, blood pressure, general well-being, and ability to handle job stress.

How: School personnel can:

- ◆ Start a walking program or club.
- ◆ Participate in Colorado On The Move.
- ◆ Implement a Shape Up Across Colorado program.
- ◆ Provide fitness assessments for employees such as cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
- ◆ Have a fitness fair.
- ◆ Offer lunch and learn information sessions.
- ◆ Host a physical activity class.
- ◆ Offer fitness demonstrations or classes.
- ◆ Distribute or subscribe to and circulate physical activity-related newsletters.
- ◆ Provide brochures on walking, physical activity, injury prevention, etc.
- ◆ Start a video lending library by having physical activity videos available to check out.
- ◆ Recognize National Health Observances such as National Employee Health and Fitness Month in May or Family Fitness Month in August.

Resources:

- ◆ **American Council on Exercise:** www.acefitness.org
- ◆ **American Heart Association (Active for Life Program):** 303.369.5433
- ◆ **Colorado On The Move:** www.americaonthemove.org/colorado
- ◆ **Colorado Governor's Council for Physical Fitness:** www.colorado-fitness.org
Shape Up Across Colorado Program
- ◆ **Colorado State University Cooperative Extension:** www.ext.colostate.edu or www.caahs.colostate.edu/fshn/extension
- ◆ **Healthfinder®:** www.healthfinder.gov
- ◆ **IDEA Health and Fitness:** www.ideafit.com
- ◆ **National Health Observances:** www.healthfinder.gov/library/nho/nho.asp

- ◆ Contact local non-profit organizations or universities for speakers and materials.

7 Provide and encourage participation in school athletics, intramural programs, and physical activity clubs.

Why: The goals of an intramural/activity program are to:

- ◆ Provide an opportunity for students to participate in sports and physical activities without regard for high performance skill or ability
- ◆ Provide activities in a safe and professionally supervised environment
- ◆ Nurture healthy competition, enjoyment, fair play, and teamwork
- ◆ Establish a student-centered program that considers the needs and interests of all students.
- ◆ Enhance social interaction and reduce student conflict
- ◆ Provide opportunities for co-ed physical activity participation
- ◆ Provide opportunities for experiencing a variety of physical activities that will contribute to active lifestyles and enhanced leisure time

How:

School athletics

- ◆ Colorado High School Athletics Association-sanctioned
- ◆ Coaches are paid to offer these sports
- ◆ Schools may offer different types of sports, such as ice hockey, that are not considered CHSAA-sanctioned

Intramural programs

- ◆ Not sponsored by CHSAA
- ◆ Coordinated by schools
- ◆ Non-competitive, e.g., three-on-three basketball, tournament play
- ◆ Lifetime activities and sports

Physical activity clubs

- ◆ Typically offered at the school by an outside agency, such as the YMCA
- ◆ Lifelong wellness activities such as aerobics classes, circuit training, weight training clubs, basic nutrition such as cooking classes, family activities, etc.
- ◆ May involve parents

Resources:

- ◆ **Action for Healthy Kids:** www.actionforhealthykids.org
- ◆ **American Heart Association:** www.americanheart.org
- ◆ **Colorado High School Activities Association:** www.chsaa.org
- ◆ **Colorado Governor's Council for Physical Fitness:** www.colorado-fitness.org
- ◆ **National Association for Sport and Physical Education:**
www.aahperd.org/naspe/template.cfm

Guidelines for After-School Physical Activity and Intramural Sport Programs: A Position Paper of the National Intramural Sports Council of the National Association for Sport and Physical Education

- ◆ **YMCA of Metropolitan Denver:** www.denverymca.org

8 Include information on physical activity through school communications, such as monthly calendars, back-to-school nights, or health fairs.

Why: Because parents are critical role models for establishing activity attitudes and habits, schools need to send them information on physical activity through various means. Research shows that children whose parents are more active are leaner than children whose parents are not. Opportunities and motivation to be physically active begin at home. Parents, schools, and children are partners in learning about and implementing lifestyle physical activities. The most effective way to get children to adopt healthy activity habits is hearing consistent fitness and health messages from different sources such as at home, in school, and in the community. Parents need help from schools to provide accurate, consistent information, and examples that tie into what their children are learning at school.

How:

- ◆ Include tips, facts, and stories about physical activity in school newsletters.
- ◆ Provide physical activity information to parents at back-to-school nights.
- ◆ Recruit local fitness professionals to “sponsor” information stations to provide resources linking what the students are learning at school to activities they could do at home.
- ◆ Host a health/fitness/recreation fair for parents, students, and staff. Recruit recreation and fitness companies to “demo” their fun, innovative products to help create new attitudes that activity is fun, creative, and limited only by imagination.
- ◆ Host fun runs and fitness nights.

Resources:

- ◆ **American Council on Exercise:** www.acefitness.org/ofk/
- ◆ **American Heart Association:** www.americanheart.org
- ◆ **Colorado On The Move:** www.americaonthemove.org/colorado
- ◆ **Game Bike:** www.GameBike.com
The site has middle school fitness demos with an activity-based video game player.
- ◆ **IDEA:** www.ideafit.com
- ◆ **ParentCenter:** www.parentcenter.com
- ◆ **USDA Team Nutrition:** www.fns.usda.gov/tn/Parents/index.htm
Make Physical Activity Easy - 10 Steps for Parents
- ◆ **VERB Campaign:** www.verbparents.com

9 Work with school boards to increase physical activity opportunities for students.

Why: School boards set many of the day-to-day policies that are implemented by schools. School boards were founded on the belief that local citizens should control the policies that determine how their children are educated; most school board members nationwide are elected.

Local school board authority is not complete, because education is a state responsibility, according to Colorado's constitution. Local districts are subject to state policies that may direct, limit, or otherwise influence local policy-making and implementation. Similarly, school boards that accept federal funds are required to adhere to federal policies and regulations. In most districts, the local school board hires the superintendent.

The superintendent is the chief executive officer of the local school district and is responsible for implementing education policy. However, there may be gray areas between a school board's policy-making authority and a superintendent's administrative responsibilities. The superintendent often drafts policy for the board to consider. Some boards become immersed in the day-to-day administration of their districts. This overlapping authority can result in tension between the superintendent and the school board. Assure a facilitator or moderator is available to assist in breaking down perceived barriers which will ease policy-making successes.

How: Staff can arrange to:

- ◆ Make presentations to school board members regarding the need for, and benefits of, increasing physical education in schools.
- ◆ Place articles in school newsletters educating parents, teachers, and community members on the benefits of, and need for, increased physical education.
- ◆ Have surrounding school districts meet together to discuss the benefits of increased physical education.
- ◆ Educate school boards on the health effects and costs of physically unfit youth.

Resources:

- ◆ **American Heart Association:** www.americanheart.org
- ◆ **California Project LEAN:** www.californiaprojectlean.org
- ◆ **Colorado PTA:** www.copta.org
- ◆ **Colorado Association for Health, Physical Education, Recreation and Dance:** www.coahperd.org
Advocacy video
- ◆ **Colorado Association of School Boards:** www.casb.org
- ◆ **National Association of State Boards of Education:** www.nasbe.org/healthyschools/fithealthy.mgi
How Schools Work & How to Work with Schools

Section 4: Website resource descriptions

Action Based Learning: www.actionbasedlearning.com

Former physical education teacher, Jean Blaydes-Madigan, has compiled current brain research and as a result developed integrated activities for the classroom.

Action for Healthy Kids: www.actionforhealthykids.org

Action for Healthy Kids (AFHK) is an integrated, national-state effort that is addressing the epidemic of overweight, undernourished, and sedentary youth, by focusing on changes in the school environment. The website includes tools and resources designed to help support positive changes in children's nutrition and physical activity behaviors.

Afterschool Alliance: www.afterschoolalliance.org

This nonprofit organization is dedicated to increasing awareness of the importance of after school programs and advocating for quality, affordable programs for all children.

After School Physical Activity: www.afterschoolpa.com

These lesson plans and curricula for after school physical activity clubs are geared towards grades 4-8.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD): www.aahperd.org

AAHPERD is the largest organization of professionals supporting those involved in physical education, leisure, fitness, dance, and health promotion, and all specialties related to achieving a healthy lifestyle. The Association provides members with a comprehensive array of resources, support, and programs to help practitioners improve their skills and further the health and well-being of the general public.

American Council on Exercise Operation FitKids (OFK): www.acefitness.org/ofk/

OFK is a nonprofit project that works with local schools, organizations, and youth groups to create fitness centers for adolescents and teenagers. Operation Fitkids provides commercial fitness equipment, educational materials, staff training, mentoring and/or community partnering.

American Heart Association: www.americanheart.org/

This websites provides information about Jump Rope for Heart and Hoops for Heart, which are physical activity programs for schools.

BAM: www.bam.gov

BAM! is a Centers for Disease Control program designed to answer kids' questions on health issues and recommend ways to make their bodies and minds healthier, stronger, and safer. Bam! also provides educational and fun interactive activities to support health and science curricula.

California Project LEAN: www.californiaprojectlean.org/

California Project LEAN works with state and local physical activity and nutrition leaders to conduct programs in communities throughout California.

Centers for Disease Control and Prevention (CDC)/Physical Activity:

www.cdc.gov/nccdphp/dash/physicalactivity/guidelines/index.htm

This site provides *Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People*.

Centers for Disease Control and Prevention (CDC) Teacher Brochure:

www.cdc.gov/HealthyYouth/PhysicalActivity or call 1.888.231.6405.

Colorado Association for Health, Physical Education, Recreation and Dance (CAHPERD): www.coahperd.org

The Association offers professional development, leadership opportunities, and advocacy for educators and college students

Colorado Association of School Boards: www.casb.org

The Colorado Association of School Boards was established to provide the structure through which school board members could unite in efforts to promote the interests and welfare of Colorado school districts.

Colorado Department of Public Health and Environment (CDPHE)/Physical Activity and Nutrition Program: www.cdphe.state.co.us/pp/copan/

This website has the *Colorado Physical Activity and Nutrition State Plan 2010*. This plan includes strategies for improving nutrition and physical activity in schools, worksites, and communities.

Colorado Governor's Council for Physical Fitness: www.colorado-fitness.org

Shape Up Across Colorado is a free physical activity program for school age children.

Colorado On The Move: www.americanonthemove.org/colorado

Colorado On The Move is a statewide initiative to prevent obesity and improve health by increasing lifestyle physical activity and decreasing food intake by 100 calories per day. Colorado On The Move has programs to increase physical activity in schools, worksites, and communities. The programs use step counters to help participants monitor and increase physical activity. The goal is to increase walking by 2,000 steps per day (equivalent to walking about one mile). There is also a Middle School On The Move program.

Colorado Parks and Recreation Association: www.cpra-web.org

Go to this site for a list of all Colorado Parks and Recreation facilities.

Colorado PTA: www.copta.org

The Colorado Parent Teacher Association is the largest statewide volunteer organization working exclusively to improve education, health, safety, and well-being of all children and youth.

Feet First: www.feetfirstinfo.org

Feet First teaches 2nd-5th graders about the positive health, environmental, and community benefits of using active and alternative transportation. The two-day, 45 minute-a-day program is offered at no cost to interested schools.

Healthy Kids Challenge: www.healthykidschallenge.com/

This site provides materials, ideas, tips, programs, and solutions for creating healthy eating and activity messages for kids and families.

IDEA: www.ideafit.com

IDEA's mission is to support the world's leading health and fitness professionals with credible information, education, career development, and leadership to help them enhance the quality of life worldwide through participation in safe, and effective fitness and healthy lifestyle programs.

National Association for Sport and Physical Education (NASPE):

www.aahperd.org/naspe/template.cfm

The association has published national standards for physical education, and is currently compiling data to develop assessment tools and scoring to support the standards. Position papers are available on:

- ◆ *Guidelines for After-School Physical Activity and Intramural Sport Programs*
- ◆ *Recess in Elementary Schools*

National Association of State Boards of Education: www.nasbe.org/healthyschools/fithealthy.mgi

Review the *Fit, Healthy and Ready to Learn: A School Health Policy Guide*.

ParentCenter: www.parentcenter.com

ParentCenter includes articles on children's health, learning, and parenting. Information is organized by age and grade.

President's Council on Physical Fitness and Sports (PCPFS):

fitness.gov/challenge/challenge.html

The President's Challenge Physical Activity and Fitness Awards Program is explained. This program uses three award areas – Active Lifestyle, Physical Fitness, and Health Fitness – to motivate kids by allowing them a chance to earn presidential recognition for their active lifestyles.

SPARK AR: www.sparkpe.org

SPARK AR (Active Recreation) has been developed for all out-of-school physical education and physical activity programs, e.g., after school programs, YMCAs, Boys and Girls Clubs, recreation centers, child care centers, and camps.

Take 10!: www.take10.net

Take 10! is a health promotion campaign designed to reduce sedentary behavior and promote multiple short periods (10 minutes) of physical activity in the elementary-school classroom, while simultaneously reinforcing academic objectives based on national standards.

USDA Team Nutrition: www.fns.usda.gov/tn/

“The Power of Choice”: www.fns.usda.gov/tn/Resources/power_of_choice.html

“The Power of Choice” is intended for after-school program leaders working with young adolescents. Everything you need to know is in the Leaders' Guide, including most activity materials. The publication contains ten interactive sessions based on four posters. Each session focuses on essential health skill-based outcomes for developing healthful eating and regular physical activity.

VERB: www.verbnow.com

VERB is a media campaign designed to encourage healthy movement among young people.

YMCA of Metropolitan Denver: www.denverymca.org

Go to the YMCA School Age section for more information on after school physical activity programs.

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