



**MAKE POSITIVE
CHANGES
IN YOUR SCHOOL**



**Ohio
Action for Healthy Kids[®]**

**PARENT GUIDE TO NUTRITION AND
PHYSICAL ACTIVITY PROGRAMS**

Hello Parents,

Welcome to the Ohio Parent Guide to Nutrition and Physical Activity brought to you by Ohio Action for Healthy Kids and Ohio Parent Teacher Association! We are pleased to present this guide that helps parents impact the nutrition and physical activity environment in schools. The toolkit contains a step by step P.A.R.E.N.T. process, background information, success stories, and supplemental resources for changing the wellness environment within schools.

We encourage parents to become actively involved in nutrition and physical activity projects in their schools. Given the rising rates of obesity, and the health and economic costs tied to this epidemic, it will take the efforts of everyone to address this issue. Schools and afterschool programs play a significant role in positively changing the health behaviors of children. Many parent-led wellness projects have produced significant results and this toolkit outlines the process for how to make these changes in your own school.

We thank all of those who have contributed to this toolkit. Ohio parents have informed this guide, as well as many groups from other states to truly make this a collaborative effort. We would like to extend a special thank you to JuliAnna Arnett, AmeriCorps*VISTA member from Children's Hunger Alliance, who collected the information and parent advice needed to create this Ohio guide.

As we continue to gather examples of positive parental involvement in schools and identify resources to assist your efforts, please visit the Ohio Action for Healthy Kids Web site for updated information: www.ChildrensHungerAlliance.org Also tell us about your successes so we can add you story to our Web site! We hope to hear from you soon!

Barbara Sprague
Ohio PTA
Executive Director

Shelly Roth
Ohio Action for Healthy Kids
State Chair

**MAKE POSITIVE CHANGES
IN YOUR SCHOOL**



PARENT GUIDE TO NUTRITION AND PHYSICAL ACTIVITY PROGRAMS

**TABLE OF
CONTENTS**

1	How to Use This Guide
2	Grassroots Advocacy: Organizing Your Local Unit to Make Change
	Action for Healthy Kids Information
4	Ohio Team Fact Sheet
5	Ohio ZONE Contacts
6	School Wellness Policies
7	School Wellness: A New Opportunity for PTAs to Promote Health in Schools
11	School Wellness: A New Opportunity for Parents
13	School Wellness Policy Model
	School Health Environment Assessment
14	PTA Fact-Finding Project: How Healthy is Your School?
15	Part I: Nutrition
17	Part II: Physical Activity
19	School Breakfast Program (SBP)
20	What's the Big Deal about Breakfast
22	Key Points for Parents: Advocating for the School Breakfast Program
23	Nutrition Education
24	Fact Sheet: The State of Nutrition in Schools Today
26	Improving Student Nutrition: 10 Things PTAs Can Do
28	Incorporating Nutrition Education into Other Subjects
29	Food Folks "Fruit Smoothies"
30	Non-Food Rewards and School Parties
31	Healthy Rewards and Incentives Policy
32	Healthy School Celebrations Policy
33	Alternatives to Food as a Reward
34	Healthy School Parties
35	Healthy Halloween Treats
36	Portion Sizes for Packing Lunches and the Home Environment
37	How Much of Each Food Group Should My Child Eat?
41	The Secret to Serving Size is in Your Hand
42	Vending Machines and Contracts
43	Healthy Vending Machine Policy
44	Healthy Vending Machine Suggestions

45	Fundraising Techniques
46	Healthy Fundraisers for PTAs
47	Fundraiser Alternatives
48	Physical Activity and Physical Education
49	Fact Sheet: The Need for Physical Education and Physical Activity in Our Schools
51	What Constitutes a Quality Physical Education Program?
52	Improving Opportunities for Physical Activity at School: 10 Things Parents Can Do53
54	Improving Opportunities for Physical Activity at School: 10 Things PTAs Can Do
55	Incorporating Physical Activity into Other Subjects
56	Physical Activity Curricula and Programs for Children and Youth
58	Walking Programs
59	Walking Program Ideas
60	Walking School Bus
61	Walking School Bus Interest Survey
62	Walking School Bus Planning Committee Form
63	Parent Transportation Survey

HOW TO USE THIS GUIDE



Parents want the best for their children. Promoting better nutrition and physical activity in school is one way to help children receive a quality education and build healthy habits for the future. As childhood obesity rates are on the rise, and this issue leads to devastating health problems, reduces life expectancy, and increases health care costs, it is up to parents to take an active role in addressing the problem. This Ohio parent guide highlights nutrition and physical activity project areas that parents can become involved in and gives a step by step process on how to implement wellness projects in schools.

The National Action for Healthy Kids Report, “Parent’s Views on School Wellness Policies”, states that parents can have the greatest impact on changing the practices of our schools because they are the strongest advocates for America’s children. Parents must be fully engaged in the effort to address childhood obesity and the role that schools must play in providing solutions. Furthermore, parents must be given a central role in helping to assure that Wellness Policies and nutrition and physical activity programs are implemented by our schools.

This toolkit defines the process by which parents can make changes in schools. The P.A.R.E.N.T. Process is a system for assessing the school environment and implementing a wellness project in a school.

- P** – **Pick a Project:** One that is accomplishable and excites passion in parent advocates
- A** – **Assess the Situation:** Find out what the current situation is in the school and the need for the project
- R** – **Research:** Learn as much as possible about the project of choice
- E** – **Educate:** Bring awareness to key stakeholders about the issue and the project
- N** – **Network:** Connect to and rally support from school administrators, staff, and parents
- T** – **Take Action:** Develop action steps and begin to implement the project!

Collaborating with other concerned individuals to further this change is an excellent practice when attempting to achieve a goal and is traditionally called grassroots advocacy when performed on a local level. Grassroots advocacy has changed everything from school policy to law. Connecting with other like-minded individuals to advance a cause creates strength in numbers. The P.A.R.E.N.T. Process is designed to help guide parents through the basic steps needed to help advocate better wellness practices in their local school. Follow the steps of the P.A.R.E.N.T. Process to forward a topic in this guide or use the structure to help guide a matter of your own choosing.

Grassroots Advocacy: Organizing Your Local Unit to Make Change



Remember:

Successful advocacy campaigns are not a one-shot, short-term effort. They must be sustained over time.

In some situations, your goals could take months if not years to reach.

You need to be prepared to work for the long haul if you want to reach your goals.

Focused persuasion with the goal of effecting change is what advocacy is all about. When you work with the people you know on the local level, it becomes a grassroots campaign. Here are a few steps to help you get started as an advocate for school wellness.

Getting Started

Identify your issue. What health and wellness issues concern you? Is it junk food in your school? Not enough opportunities for physical activity? Setting a clear, measurable goal for your effort is the most important part of an advocacy campaign. Once you have set your goals, revisit and re-evaluate your strategy based on its effectiveness in achieving the goals.

Identify your target audience. On whom are you going to focus your efforts? The school board? Your principal? Other parents in your school? Why should your issue be important to them? What will move them to take the actions you request? The more you know about your target audience, the more focused you can be in developing your strategies in order to meet your overall goal(s). To understand your audience, you need to think outside of your organization. Talk to the people you want to persuade and ask them for their input. Getting your information solely from people who are already on your side

will not help you to reach effectively your target audience.

Researching Your Issue

Know the impact. Make sure that you know the number of people (i.e., students) who are currently affected by the problem you wish to correct as well as the number of people who will benefit from your plan. This is particularly important when you are trying to influence elected officials, because they are most interested in how a problem or policy is going to affect the voters to whom they are responsible.

Gather stories. Having real life examples to share that support your efforts is a highly effective tool. Talking hypothetically is not nearly as effective as sharing real-life anecdotal evidence. You don't have to be an expert on the subject! Just speak from the heart and tell decision makers how the identified problem affects his/her constituents. See the Local PTA Action Stories in this notebook for examples of other local PTA advocacy efforts.

continued on back

Coming Up with a Compelling Message that Connects with Your Target Audience

Planning is Everything! Don't just rely on great tactics. Good planning could make or break your success. When planning, you need to keep your goals and your target audience in mind. When possible and feasible, pre-test your message to ensure that it works for your target audience. You can do this by trying it out on a few people who are in the target audience. Note their opinions and suggestions. If your message doesn't look like it will have the desired effect, you can make adjustments with your goal in mind. Remember, you need to think like the people you wish to affect, not the ones who are already on your side.

Don't forget to "ask." Make sure that your message includes an "ask"—a doable action you want your target audience to perform or support. For example, ask your audience to "call school officials and demand that they replace non-nutritional foods in school vending machines with healthier alternatives."

Use multiple tactics. There are a number of ways you can influence your target audience. Don't be afraid to try multiple methods. Writing letters to decision makers, writing an op-ed for the local newspaper, holding a rally, and activating a phone tree are all examples of ways to get your message out to your target audience.

Find a spokesperson. Having a spokesperson for your campaign is also an effective means of reaching your target audience. This person doesn't have to be someone famous (in fact, everyday people often work best). He or she just has to be credible and have the ability to have an impact on your target audience.

Budgeting is key. Come up with a realistic budget for your effort. Don't make the mistake of spending lots of money on a big event and leaving little money for long-term follow-through. Consider your budget (time and money) when establishing your goals.

Call in the experts. Consider talking to people outside of your organization for advice. This will help you target your audience rather than the people within your organization.

Identify like-minded advocates. Are there others in your community who support your goals? Seek them out and solicit their help. The more diverse your voice, the more powerful the message. Just make sure that you stay focused on the goals you've established and that you don't stray into other areas.

Get PTA's position out in the community. Use your PTA newsletter or other available communication tools to get PTA's position out in the community. Harness the power that the PTA name brings to an effort. Also, speak about the issue publicly and provide updates whenever possible.

ACTION FOR HEALTHY KIDS OHIO TEAM FACT SHEET



What is the Ohio Action for Healthy Kids Initiative?

A partnership of more than 25 state education, fitness, nutrition and health organizations are addressing the school's role in responding to the child health crisis. The Ohio Action for Healthy Kids Team is dedicated to improving the health and educational performance of Ohio's children through better nutrition and physical activity by promoting a healthy school environment. Each state team selected goals as action steps from the Commitment to Change document (adapted from the *Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity*).

What Are Ohio's Goals?

Ohio's goals were selected with the intention to create health promoting schools that support sound nutrition and physical activity programs. Each contains specific tactics needed to accomplish each goal by 2007.

- Goal #1: Expand the number of schools and students participating in the School Breakfast Program.
- Goal #2: Ensure that healthy snacks and foods are provided in vending machines, school stores and other venues within the school's control.
- Goal #3: Provide adequate co-curricular physical activity programs, including fully inclusive intramural programs and physical activity clubs.
- Goal #4: Support schools and provide assistance with the creation of effective school wellness policies.

What Are the Ohio Healthy Schools ZONE Teams?

Ohio has been divided into 10 zones to provide infrastructure and to organize the work being done at the local level. Each zone is represented by a member of the state steering committee and zone team members are comprised of education and health leaders involved with children's education, health and well being, school administrators and educators, concerned parents, student leaders, and community and business leaders. We are actively seeking parents to join our local efforts!

2005 Activities

- Ohio has been awarded a grant from the UPS Foundation to support our work at the local level. Each zone has an action plan of how they are creatively reaching more children and implementing new programs in schools in all corners of the state
- Organizing technical training and assistance for schools in creating and implementing effective school health/wellness councils and wellness policies by fall of 2006
- Building a communication network for schools to convey the important link between nutrition and academic outcomes
- Identifying successful programs around the state who show success in creating healthy school environments

If you are interested in learning more about the initiative, please contact
Shelly Roth, Chair of Ohio's AFHK Initiative
Children's Hunger Alliance
614-341-7700 x216
SRoth@ChildrensHungerAlliance.org

ACTION FOR HEALTHY KIDS OHIO ZONE CONTACTS



ZONE 1

Williams, Defiance, Paulding, Fulton, Henry, Lucas, Wood, Ottawa, Sandusky, Seneca
Contact: Jan Meyer at JMeyer@drink-milk.com

ZONE 2

Van Wert, Mercer, Putnam, Allen, Auglaize, Hancock, Hardin, Logan
Contact: Janet Bassitt at jbassitt@auglaizehealth.org

ZONE 3

Lorain, Medina, Cuyahoga, Summit
Contact: Carol Inniss at cinniss@ccbh.net

ZONE 4

Lake, Geauga, Portage, Ashtabula, Trumbull, Mahoning, Columbiana
Contact: Betsy Barringer at Ebarringer@ccesc.K12.oh.us

ZONE 5

Pickaway, Ross, Pike, Scioto, Jackson, Vinton, Hocking, Lawrence, Gallia, Perry, Athens, Morgan, Meigs, Washington, Monroe
Contact: Ty Oehrtman at tyoehrtman@cancer.org

ZONE 6

Butler, Hamilton, Warren, Clermont, Clinton, Brown, Fayette, Highland, Adams
Contact: Kim Wheeler at KimberlyWheeler@cancer.org

ZONE 7

Coshocton, Stark, Tuscarawas, Carroll, Harrison, Jefferson, Belmont, Guernsey, Noble
Contact: Deanna Putman at dputman@childrenshungeralliance.org

ZONE 8

Union, Delaware, Madison, Franklin, Licking, Fairfield, Muskingum
Contact: Jan Ritter at jritter@ee.net

ZONE 9

Darke, Shelby, Miami, Montgomery, Preble, Greene, Clark, Champaign
Contact: Kay Parent at Kayparent@wright.edu

ZONE 10

Erie, Huron, Wyandot, Crawford, Marion, Morrow, Richland, Ashland, Wayne, Holmes, Knox
Contact: Randi Dunn at Randi.dunn@cancer.org

Shelly Roth, Chair of Ohio's AFHK team.
Children's Hunger Alliance
614-341-7700 x216
sroth@childrenshungeralliance.org
www.childrenshungeralliance.org/AFHK/
www.ActionForHealthyKids.org

SCHOOL WELLNESS POLICIES



The Child Nutrition and WIC Reauthorization Act of 2004 mandates all local school districts participating in the National School Lunch Program will be required to have a school district wellness policy in place by July 1, 2006. School Wellness Policies consist of five key components: setting nutrition education goals, setting physical activity goals, establishing nutrition standards for all foods available on school campus during the school day, setting goals for other school-based activities designed to promote student wellness, and setting goals for measurement and evaluation.¹ The law states the wellness policies are to be determined by “local parents, teachers, administrators, school food service, school boards and the public.”² Many schools also include students and school nurses in this list. The law clearly articulates that the wellness policies are to be developed locally and not imposed on school districts by the government in an effort to promote nutrition and physical activity.³

The deadline is fast approaching for schools to develop wellness policies. Despite this fact, parents can still get involved. After July 1, 2006, schools will be looking for ways to accomplish their wellness goals. Now is the time to adopt a wellness project within your school.

^{1,3} Action for Healthy Kids. *Wellness Policy Fundamentals: Key Considerations as You Develop Your Local Wellness Policy*. http://www.actionforhealthykids.org/filelib/resources/wellness_policy/Fundamentals%20for%20Wellness%20Policy.pdf

² Child Nutrition and WIC Reauthorization Act of 2004. Pub. L. No. 108-265. <http://www.gop.gov/Committeecentral/bills/s2507.asp>



P.A.R.E.N.T. PROCESS

Pick a Project – School Wellness Policies

Assess the Situation

1. Call the office at your child’s school. Ask about the school wellness policy and to speak to a member of the local school wellness council.
2. Find out what the council is doing to develop the wellness policy and who (teachers, students, nurse, parent) is on the committee.
3. Ask for a copy of the current policy. If it is not yet available, ask what subjects are included and how each topic is addressed.
4. What is currently written in your school’s wellness policy? Once you read through the policy and know the current status of the policy implementation in your school, you will better know how parents can play an important role in this process.

Research

1. Learn more about wellness policies and the particulars it should include. Sample wellness policies are available on-line. Refer to the resources listed below to get started.

Educate

1. Share the resources you have found and let the school know you would like to be involved in the School Wellness process and activities.
2. Voice any concerns, suggestions and success stories.

Network

1. Gather the support of parents and concerned community members.
2. Discuss the school wellness policy at a PTA meeting. Invite members of the school wellness council to present at the PTA meeting.
3. Promote information concerning your local school wellness policies to parents. Many parents are not aware of this opportunity to make positive health strides in their child’s school environment.

Take Action

1. Suggest changes and additions to the wellness policy if topics are not fully addressed.
2. Work with the council to include missing topics and/or key points.

IDEAS FOR SUCCESS

Parents across Ohio are actively involved on School Wellness Policy Committees

Parent volunteers assist the school with implementation of wellness goals

Parents are an active voice and advocate for healthy environment changes in the school

At each PTA meeting, the nutrition and physical activity environment is addressed on the agenda

RESOURCES

S. 2507 Child Nutrition and WIC Reauthorization Act of 2004

- www.gop.gov/Committeecentral/bills/s2507.asp

Model School Wellness Policies: Model School Wellness Policies Template, Information, and Additional Resources

- www.schoolwellnesspolicies.org

USDA Team Nutrition: How to Create and Implement a Local Wellness Policy: School Wellness Policies “How To” Guide, Requirements, Examples, Funding Opportunities, Tools, and Frequently Asked Questions

- www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html

School Nutrition Association. School Wellness Policy Law Details, Guidelines, Examples, and Additional Resources

- www.schoolnutrition.org/Index.aspx?id=1075

Action for Healthy Kids. School Wellness Policy Tool, Resources to Improve Schools and State-by-State Action

- www.actionforhealthykids.org/

School Wellness: A New Opportunity for PTAs to Promote Health in Schools



For more information on how PTAs and other groups across the country are getting soda machines and junk food out of their schools and increasing opportunities for physical activity, see the Local PTA Action Stories included in this notebook.

The News

During the 2005–2006 school year, your local education agency will be working on plans to make your school a healthier place for children. A new federal law, the Child Nutrition and WIC Reauthorization of 2004, requires local education agencies that have a federally funded school meals program to look at what steps they can take to improve physical activity and nutrition in their schools.

Under this new law local education agencies that receive federal funds for their school meals must establish wellness policies before the 2006–2007 school year. Local education agencies that already have wellness policies will probably be making improvements and revisions to them.

What's Key

The new law states that local education agencies must involve parents (as well as students, representatives of the school food authority, school boards, school administrators, teachers, health professionals, and the general public) in developing a wellness policy. This means that your PTA has a unique opportunity to make sure that children have access to healthy foods and sufficient physical activity at school.

What Can PTAs Do?

Do a Status Check.

Make sure you know how healthy your school's environment is and

what needs to be improved. (You can use the PTA Fact-Finding Project included in this notebook to get started.) Visit the school, eat a school lunch, and talk to teachers, the principal, administrators and food service directors in your district to find out:

- What are kids eating when they're at school?
- Is junk food readily available?
- How much time is provided for physical activity, including physical education and recess?
- What can be done to make your school environment healthier?

Get in the Loop.

Find out who will be working on the wellness policy for your local education agency. Is there an existing group that is working to address nutrition and/or physical activity issues? Your school or local education agency may already have a wellness council that is developing a wellness policy. Are they reaching out to parents, as required by law?

continued on back

Is there an opportunity for the PTA to get involved in the planning process?

Build Support.

While policies are being developed at the local education agency level, your PTA can also take the lead in forming (or expanding and strengthening) a wellness committee for your own school. Get teachers, the principal, students, administrators, food service personnel, a dietitian, and the school nurse to work together to find ways to improve school health. Make sure your opinions are heard by those who are in charge of developing your school's wellness policy. Reach out to local groups or chapters of national organizations such as the American Heart Association, the American Dietetic Association, the American Cancer Society and the American Diabetes Association—they may be able to partner with you or even provide additional resources.

Spread the Word.

Many people may not be aware of the new school wellness requirements. Use school or PTA calendars, newsletters, bulletin boards, school websites, e-mail and word-of-mouth to make sure PTA members, friends and neighbors know why it's important to improve student nutrition and wellness. Let them know about this exciting new opportunity to create healthier learning environments for our children.

For more information on how PTAs and other groups across the country are getting soda machines and junk food out of their schools and increasing opportunities for physical activity, see the Local PTA Action Stories included in this notebook.

What Should a School Wellness Policy Include?

National PTA worked with more than 50 organizations under the National Alliance for Nutrition and Activity

(NANA) Coalition to develop a model school wellness policy. You can use this model policy as a guide, or offer it as a resource for your principal or your school board. Keep in mind that this is a model policy that may need to be adjusted to fit your school district's needs and realities. The full text of the model policy is available at www.schoolwellnesspolicies.org. You can also find additional information about policies governing student nutrition and wellness at www.pta.org and www.parentsaction.org.

Here are some important highlights from the National Alliance for Nutrition and Activity's model policy:

School Health Councils Should Include Parents

A school health council consists of a group of individuals representing the school and community, and should include parents, students, representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.

School Meals

Meals served through the National School Lunch and Breakfast Programs will

- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- Offer a variety of fruits and vegetables;
- Serve only low-fat (1%) and fat-free milk and nutritionally-equivalent non-dairy alternatives; and
- Ensure that half of the served grains are whole grain.

Breakfast

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school break-

continued on page 67

fasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess.

Foods and Beverages Sold Individually (i.e., items sold in vending machines, snack lines, fundraisers, etc.)

- In elementary schools, any food or beverage sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.
- In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the nutrition and portion size standards set forth in the School Food and Beverage Table on page 68.

Nutrition Education and Promotion

- ***Communications with Parents***
The district/school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus.
- ***Food Marketing***
Schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (see above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products, is encouraged.

Physical Activity Opportunities and Physical Education (P.E.)

- ***Daily P.E.***
All students in grades K–12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.
- ***Recess***
All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Physical Activity Opportunities Before and After School

All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. After-school child care and enrichment programs will provide and encourage—verbally and through the provision of space, equipment, and activities—daily periods of moderate to vigorous physical activity for all participants.

Safe Routes to School

The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school.

continued on back

School Food and Beverage Table

BEVERAGES	
Allowed:	<ul style="list-style-type: none"> ○ water or seltzer water without added caloric sweeteners; ○ fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; ○ unflavored or flavored low-fat or fat-free milk and nutritionally-equivalent non-dairy beverages (<i>to be defined by U.S. Department of Agriculture</i>).
Not allowed:	<ul style="list-style-type: none"> ○ soft drinks containing caloric sweeteners; ○ sports drinks; ○ iced teas; ○ fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; ○ beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).
FOODS	
A food item sold individually:	<ul style="list-style-type: none"> ○ will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and no more than 10% of its calories from saturated and trans fat combined; ○ will have no more than 35% of its weight from added sugars; ○ will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; ○ will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and ○ will contain no more than 600 mg of sodium for pizza, sandwiches, and main dishes.
PORTION SIZES	
Limit portion sizes of foods and beverages sold individually to:	<ul style="list-style-type: none"> ○ One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky; ○ One ounce for cookies; ○ Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items; ○ Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream; ○ Eight ounces for non-frozen yogurt; ○ Twelve fluid ounces for beverages, excluding water; and ○ The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.



School Wellness: A New Opportunity for Parents

Parents, take note:
The new law requires schools to include parents (as well as students, food service staff, the school board and administrators) in developing a wellness policy—so this is a unique opportunity for you to get involved.

The News

During the 2005–2006 school year, your local education agency will be working on plans to make your school a healthier place for your child. A new federal law, the Child Nutrition and WIC Reauthorization of 2004, requires local education agencies that have a federally funded school meals program to look at what steps they can take to improve physical activity and nutrition in schools. Under this new law, local education agencies must establish wellness policies before the 2006–2007 school year.

What Should Be Included in a Wellness Policy?

Your local education agency's wellness policy should include

- Nutrition education goals
- Physical activity goals
- Nutrition guidelines for all foods available on school campuses
- Ways for parents, students, school administrators, the school board, and the school food authority, as well as the general public, to get involved in developing the wellness policy
- Other school-based activities designed to promote student wellness
- Plans for evaluating the school wellness policy

continued on back

What Can Parents Do?

Do a Status Check. Make sure you know how healthy your school's environment is and what needs to be improved. Visit the school, talk to the principal, and work with your PTA, school administrators and food service directors to find out:

- What are kids eating when they're at school?
- Is junk food readily available?
- How much time is provided for physical activity?
- What can be done to make your school environment healthier?

Get in the Loop. Find out who will be working on the wellness policy for your local education agency. Is there an existing group that is working to address nutrition and/or physical activity issues? Your school or local education agency may already have a wellness council that is developing a wellness policy. Are they reaching out to parents, as required by law? Is there an opportunity for parents to get involved in the planning process?

Build Support. While policies are being developed at the district level, work with your PTA to develop a wellness committee for your own school. Get parents, teachers, the principal, students, administrators, food service personnel, a dietitian, and the school nurse to work together to find ways to improve school health. Make sure your opinions are heard by those who are in charge of developing your school's wellness policies.

Spread the Word. Many parents may not be aware of the new school wellness requirements. Make sure your friends and neighbors know about this exciting new opportunity to create healthier learning environments for our children.

LOCAL WELLNESS POLICY RECOMMENDATIONS



Use these guidelines to assist in the creation and evaluation of your local wellness policy

NUTRITION EDUCATION...

...will be integrated into other areas of the curriculum such as math, science, language arts, and social studies ...information will be reviewed by a qualified, credentialed nutrition professional ...will involve sharing information with families and the broader community to positively impact students and the health of the community.

- Students will be encouraged to start the day with a healthy breakfast.
- The school cafeteria serves as a “learning laboratory” to allow students to apply critical thinking skills taught in the classroom.
- The staff responsible for nutrition education will be adequately prepared to participate regularly in professional development activities to effectively deliver adequate nutrition education programs as planned.

PHYSICAL ACTIVITY...

...will be integrated across curricula and throughout the day ... participation will take into consideration the “balancing equation” of food intake and physical activity.

- Physical education courses will be the environment where students can learn, practice and be assessed on developmentally appropriate motor skills, social skills and knowledge.
- Policies ensure that state-certified physical education instructors teach all physical education classes and have a student/teacher ratio similar to other classes.
- Time allotted for physical activity will be consistent with research, national and state standards.
- Physical education includes the instruction of individual activities, as well as competitive and non-competitive team sports to encourage life-long physical activity.
- Adequate equipment is available for all students to participate in physical education.
- Information will be provided to families to help them incorporate physical activity into their student’s lives.

EATING ENVIRONMENT

Students should be provided adequate time to eat (10 minutes for breakfast, 20 minutes for lunch, from the time the student is seated); lunch periods are scheduled as near the middle of the school day as possible; dining areas are attractive and have enough space for seating all students; cafeterias include enough serving areas so that students do not have to spend too much time waiting in line; drinking water is available for students at meals.

CHILD NUTRITION OPERATIONS:

Budget neutrality or profit generation will not take precedence over the nutritional needs of students; the Child Nutrition Program will ensure that all students have affordable access to varied and nutritious foods; the school will strive to increase participation in the federal Child Nutrition Programs; the school will employ a food service director, who is properly qualified, certified and/or credentialed according to current professional standards; all food service personnel shall have adequate training in food service operations.

FOR MORE INFORMATION CONTACT:

Shelly Roth
State Chair

Ohio Action for Healthy Kids

sroth@childrenshungeralliance.org

OTHER SCHOOL BASED ACTIVITIES

- After-school programs will encourage physical activity and healthy habit information.
- Local wellness policy goals are considered in planning all school-based activities (field trips, dances, etc.).
- Support for the health of all students will be demonstrated by hosting health clinics, health screenings, and helping to enroll eligible children in ALLKids.
- School wellness committees will plan, implement and improve nutrition and physical activity in the school environment.

NUTRITION GUIDELINES FOR ALL FOODS ON CAMPUS

- All foods available at school (vending, concession stands, a la carte, fundraisers, student stores, and school parties) will comply with the current USDA Dietary Guidelines.
- Nutrition information for products offered in snack bars, a la carte, vending, etc. is readily available near the point of purchase.
- Food providers will be sensitive to the school environment in displaying their logos and trademarks on school grounds.

PTA Fact-Finding Project: How Healthy Is Your School?



Note: You may find that your school excels in certain areas but is surprisingly lacking in others. Some standards may not be appropriate for your school, given its particular financial situation, geography or demographics. But making even small changes as a result of what you find through the survey may not be as difficult as you imagine, and will go a long way towards promoting the student body's health.

PTAs can use this survey as a tool to get a quick idea of how successful their schools are in supporting student nutrition and wellness.*

Ask PTA members to volunteer to complete different sections of this survey. They will be responsible for:

- Finding out the answers to questions by approaching the principal or other appropriate people, talking to students, and taking a look at the school environment.
- Marking each question with a yes or no and writing relevant notes.

Have your members reconvene to discuss results and to make plans for action.

Acting on your findings

If the survey reveals areas in which your school can make improvements, take a look at the corresponding actions for each section. These actions are simple steps that

you can take to begin the process of changing your school's environment.

You can also use the fact sheets, tips and other resources in the *Healthy Lifestyles at Home and School Notebook* to dig deeper, and to learn more about all the ways parents and PTAs can improve student nutrition and wellness.

**If you would like to do a more in-depth assessment of your school's wellness environment, use any of the Toolkits to Change the School Environment listed in the resources section of this notebook. You can also refer to the grassroots advocacy section for more information to guide you through the process of implementing change.*

continued on back

Part 1: Nutrition

Note: If you answered no to any of these questions, refer to the corresponding actions you can take to change things for the better.

QUESTION AND ANSWER		
1. Is nutrition education part of the school curriculum?	Yes	No
2. Does your school participate in the National School Lunch, School Breakfast and/or Afterschool Snack programs?	Yes	No
3. Do students in your school have enough time to eat (i.e., at least 20 minutes for breakfast and at least 30 minutes for lunch)? Are the food lines efficient enough to allow students adequate eating time?	Yes	No
4. Are the vending machines on campus stocked with only healthy beverage or snack items (i.e. bottled water, 100% juice, low-fat snacks)?	Yes	No
5. Are healthy snacks served at PTA events, in the classroom, and at school parties?	Yes	No
6. Do students generally like the food offered at school?	Yes	No

Part I: Nutrition

*Note: See the other sections of the **Healthy Lifestyles at Home and School Notebook** for more ideas and information on improving student nutrition and wellness.*

ACTIONS

1. **Nutrition Education:** Meet with the person(s) responsible for curriculum content and urge that nutrition education be included as early on in the grade levels as possible -- i.e., nutrition education should target the youngest students who would be able to understand the concepts. Many states require nutrition instruction in health education classes and research has shown that focused nutrition instruction can cause positive behavioral change in children.¹ If there is no room for an additional module in your health curriculum, consider adding it to a science class.
2. **School Breakfast, National School Lunch, and Afterschool Snack programs:** Encourage school leaders to enroll in these meal programs. Advertise them to students and send home information about the programs to parents. Information about these programs and how schools can enroll is available at www.frac.org.
3. **Enough Time for Meals:** If students do not have adequate time to eat, discuss the reasons with school administrators. Help them brainstorm ways to lengthen meal periods. Meet with the food service staff to discuss whether lines are a problem.
4. **Vending Machines:** If your school's vending machines are filled with soda and junk food, as most are, do a more in-depth survey using the Center for Science in the Public Interest (CSPI) Survey of School Vending Machines, available at www.cspinet.org/school-foods. Share the results with school officials and urge them to require that all vended options are healthful and make a positive contribution to students' diets and health.
5. **Healthy Snacks at PTA Events and in Classrooms:** Pass a PTA resolution that all PTA events and fundraisers will be consistent with a healthy lifestyle. Start by using the ideas in this notebook. Suggest that the school pass a similar resolution pertaining to classroom snacks and parties.
6. **If Students Don't Like the School Food:** Survey students and ask what items they would like to see on the menus, including ethnic foods. Take their suggestions to food service personnel and find out if any are feasible. Ask food service menu planners to include student volunteers in their decision-making processes.

¹ Institute of Medicine. 2005. *Preventing Childhood Obesity: Health in the Balance*. Washington, DC: The National Academies Press.

continued on back

Part II: Physical Education and Activity

Note: If you answered no to any of these questions, refer to the corresponding actions you can take to change things for the better.

QUESTION AND ANSWER		
1. Do all students participate in daily physical activity at school (including recess and at least 30 minutes a day of physical education)?	Yes	No
2. If physical education is available, do the classes teach skills and behaviors promoting lifelong fitness (as opposed to competitive sports only)?	Yes	No
3. Are school recreational facilities adequate (e.g., upkeep of gym equipment and grounds)? Are there any safety concerns?	Yes	No
4. Are school recreational facilities (e.g., gymnasium, pool, fields, tennis and basketball courts) available for use by students before and after school hours?	Yes	No
5. Are students taught the importance of physical activity to health maintenance?	Yes	No

Part II: Physical Education and Activity

*Note: See the other sections of the **Healthy Lifestyles at Home and School Notebook** for more ideas and information on improving student nutrition and wellness.*

ACTIONS

1. **At Least 30 Minutes of Physical Education Daily:** Many government health agencies, as well as the PTA, recommend a minimum of 30 minutes of physical education, run by accredited professional instructors, every day. Talk to school leaders about ways to make this happen.
2. **Beyond Competitive Sports:** Ask students what activities they would like to do that may not be so traditional (e.g., biking local trails, dancing, aerobics, hula hooping). Take the results to the director of physical education to discuss ways in which some of the students' suggestions might be implemented.
3. **Adequacy of Recreational Facilities:** If improvements are necessary, advertise this need to the community — they will respond. Solicit donations from equipment companies, or hold fundraisers to pay for what is needed. Consider partnering with nearby schools, gyms, or YMCAs with agreements to use their equipment.
4. **Facilities Open Other than School Hours:** Speak to your facilities manager about making school recreational facilities (gymnasium, pool, fields, tennis and basketball courts) available for use by students before and after school hours. Find out the barriers to accomplishing this goal (e.g., the need for volunteers to open the facility) and brainstorm ways to resolve them.
5. **Teaching About Physical Activity's Importance to Health:** Meet with the person(s) responsible for curriculum content, and urge that this concept be included in an appropriate class — if not in physical education or health class, perhaps science.

continued on back

SCHOOL BREAKFAST PROGRAM (SBP)



Breakfast plays an important role in the day of a child. Studies show that students who eat breakfast have higher math and reading scores, improved memory on cognition tests and are at less of a risk for being overweight. Children that participate in the SBP have demonstrated improved standardized test scores, attendance, classroom participation and decreased tardiness. Despite the benefits of eating breakfast, the meal is commonly skipped by students. According to the USDA, an estimated 90 percent of children, ages one to five, eat breakfast. This number severely declines as children get older. A mere 14 percent of high school students eat breakfast. Advocating for school breakfast at your child's school will result in children receiving much needed nutrition to start the day off right.

The federal government assists schools by providing USDA funds to support the cost of a school breakfast program. This program assists children from low-income homes by offering free or reduced cost school breakfasts to qualifying children. A variety of breakfast options are available to schools to operate a school breakfast program in cost-effective ways so all students have access to a healthy meal to start their day.

*Adapted from National PTA and Parents' Action for Children. Healthy Lifestyles at Home and School Notebook. *What's the Big Deal about Breakfast.* 43-44.



P.A.R.E.N.T. PROCESS

Pick a Project – School Breakfast Program

Assess the Situation

1. Find out if your child's school participates in the SBP. Do all grades have access to the program?
2. If your school does participate in the SBP,
 - a. Learn the types of foods served. Do the meals meet nutrition guidelines? Does the school have additional nutrition guidelines? If breakfast does not meet the requirements, find out why.
 - b. What is the student participation rate? If low, why are students not taking advantage of the meal program? What can be done to increase participation?
1. If your school does not participate in the SBP, contact the school's principal and ask why the SBP is not offered. Find out how many students qualify for free or reduced lunch eligibility and advocate that these children should have access to breakfast each day.

Research

1. Look into SBP options, serving methods, innovative ideas for participation and school success stories. Many preassembled resource toolkits and fact sheets are available. Use the resources below for additional help.
2. Contact Children's Hunger Alliance, an Ohio non-profit who provides assistance to schools in their efforts to have an effective SBP. They can assist you in your efforts to talk with your school administration and food service staff.
3. Explore healthy breakfast options that appeal to students. Research breakfast foods that have had success.
4. Identify advocates within the school (teacher, principal, food director, nurse).

RESOURCES

Children's Hunger Alliance - Local Ohio Contact and Information Source for Starting and/or Expanding a SBP

- www.childrenshungeralliance.org/TMC/breakfast.html

Breakfast First: Healthy Food for Hungry Minds - SBP Information, Parent Advocacy and Research

- www.breakfirst.org

Action for Healthy Kids - Improving and Expanding School Meal Programs

- www.actionforhealthykids.org/resources_topic.php?topic=20

FRAC - School Breakfast Program: SBP Information, Facts and Figures

- www.frac.org/html/federal_food_programs/programs/sbp.html

USDA - The School Breakfast Program: Fact Sheet

- www.fns.usda.gov/end/Breakfast/AboutBFast/FactSheet.pdf

Changing the Scene - Improving School Breakfast: SBP Resources, Guides and Research

- www.fns.usda.gov/tn/Resources/changing.html

American Dairy Council - SBP Resources, Programs and expansion

- <http://www.adadcmideast.com/schools/>

Educate

1. Share with school administrators and key stakeholders the advantages of school breakfast and the academic research supporting the program.
2. Inform the school of your concern, current situation, options, financial potential and success stories. Let them know the program can help bring federal dollars into the school to assist with the financial coverage of the program.
3. Ask about obstacles that may need to be addressed before change can take place.

Network

1. Gather the support of parents, teachers, nurse and concerned community members.
2. A network allows you to offer the school volunteers, research more options, and/or further promote change.

Take Action

1. Petition schools to add a SBP policy including healthy meal standards to the district's and/or school's existing wellness policies. (*A key time to promote these types of initiatives is while the school is making similar changes in regards to school health).
2. Start serving breakfast and/or healthier options at your school.
3. Offer to have parent volunteers assist with starting the SBP at the school. Have special days where parents come to school and eat with their children.
4. Frequently report at PTA meetings the progress of the program.

IDEAS FOR SUCCESS

Invite parents to eat breakfast with their children - 1st Wednesday of every month

Special Breakfast Guests once a month: Principal, Coach, School Mascot, etc.

Fresh fruit options are offered daily to students

A Grab'N'Go School Breakfast Risks available for high school students



What's The Big Deal About Breakfast?

Does your family skip breakfast? If so, you are not alone. As our society has become more mobile, with parents and kids having multiple commitments, we often skip this meal altogether. Over the past twenty years the United States has seen a steady decrease in the number of children who eat breakfast. The U.S. Department of Agriculture (USDA) estimates that 90 percent of 1 to 5-year-old children eat breakfast.¹ However, the percentage of children that consume breakfast dramatically decreases to only 14 percent for teenagers.²

Why don't we eat breakfast?

There are many factors that determine whether we eat breakfast and, if we do eat it, what we eat. The following have been shown to affect consumption of breakfast by children:^{3,4}

- Lack of time
- Not wanting to make breakfast
- Limited availability of ready-to-eat foods
- Lack of someone to share the meal with
- Not being hungry
- Influence of friends and classmates
- Long commutes
- Dieting
- Not feeling well
- Not liking the food served
- Not having food available
- Lack of funds for their family to purchase enough food

continued on back

How does eating breakfast affect my child?

Breakfast plays a crucial and beneficial role in our children's health. Children who eat breakfast have a higher intake of vitamins and calcium and therefore are more likely to meet the government's recommendations for nutrients than children who skip breakfast.⁵ Research has shown that regardless of income, children who eat breakfast eat a better variety of foods in general, as well as more grains, fruit products, and milk, and they consume less saturated fat.⁶

Will eating breakfast help my child perform better in school?

Studies have shown that omitting breakfast may interfere with learning. Breakfast consumption does improve school attendance and has a positive effect on the overall nutritional quality of a child's diet.⁷ Research has also shown that students that eat breakfast have higher reading and math scores, and improved memory on cognition tests.^{8,9,10} We can't guarantee that eating breakfast will make your child do better in school, but since it definitely can't hurt, why not give it a try?

Will skipping breakfast help a child lose weight?

Despite what you might think, studies have found that children who skip breakfast are at greater risk for being

Encourage your child to eat School Breakfast!

The School Breakfast Program was started in 1966 as a pilot program in areas where children had long bus rides and a large percentage of mothers were in the workforce. Now schools in all areas can participate. School Breakfast provides students with at least one-fourth of the recommended levels for key nutrients. Currently 8.7 million children in 78,000 schools nationwide participate in this program.¹²

Children who participate in the School Breakfast Program have better nutritional intake than those who do not. In addition, participation in School Breakfast has been shown to

- *Improve standardized test scores*
- *Improve attendance*
- *Decrease tardiness*
- *Improve participation in class¹³*

Any child can eat these meals, and it's easy to find out from your principal's office whether you qualify for a discount. Some schools even offer School Breakfast for free to everyone. In other schools, the maximum price is usually under \$1.50!

overweight.¹¹ This may be because they get so hungry later that they end up overeating. It is better for kids to eat three small or moderately sized meals a day and snacks between. Eating this way helps a child's body process food more efficiently than if the child were to eat one or two large meals a day.

1 USDA. 2000. *Eating Breakfast Greatly Improves Schoolchildren's Diet Quality*. Washington, DC: USDA Center for Nutrition Policy and Promotion. Nutrition Insights 15.

2 Siega-Riz, AM; Popkin, BM; Carson, T. 1998. Trends in breakfast consumption for children in the United States from 1965–1991. *American Journal of Clinical Nutrition*, 67.

3 Shaw, M. 1998. Adolescent Breakfast Skipping, an Australian Study. *Adolescence* 33 (132): 851-861.

4,6,9,12 Food Research and Action Center. *School Breakfast Program*. www.frac.org/html/federal_food_programs/programs/sbp.html

5 Nicklas, Theresa A.; Reger, Christina; Myers, Leann; and O'Neil, Carol. 2000. Breakfast Consumption With and Without Vitamin Mineral Supplement Use Favorably Impacts Daily Nutrient Intake of Ninth Grade Students, *Journal of Adolescent Health*, 27: 314-321.

7 Cueto, S. Breakfast and Performance. *Public Health Nutrition*. 4(6A): 1429-1431.

8 McBean, L., Miller, G. Enhancing the Nutrition of America's Youth. *Journal of the American College of Nutrition*. 18 (6).

10 Vaisman, N., et al. 1996. Effect of Breakfast Timing on the Cognitive Functions of Elementary School Students. *Archives of Pediatric Adolescent Medicine*. Volume 150.

11 Food Research and Action Center. *FRAC Outlines Steps to Make New Food Guidance Pyramid Meaningful for Low-Income Americans*. News release, 19 April 2005. www.frac.org/Press_Release/04.19.05.html

13 Action for Healthy Kids. *The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools*. www.actionforhealthykids.org/develop/pdf/LC_Color_120204_final.pdf

KEY POINTS FOR PARENTS:

ADVOCATING THE SCHOOL BREAKFAST PROGRAM

- “School Breakfast Program is a federally assisted meal program for public and private non-profit schools and residential childcare programs”.¹ SBP has been in effect since 1966 as a pilot project. In 1975, it became a permanent fixture.²
- According to a nutrition study children that attempt to learn without eating breakfast have fatigue, dizziness, low-blood sugar levels, and trouble concentrating.³
- Individual schools and districts that participate in the SBP receive federal reimbursement for each meal served.⁴
- School reimbursement depends on the need of the students served.
 - Free Breakfast \$1.27
 - Reduced-price Breakfast \$0.97
 - Paid Breakfast \$0.23⁵
- Families with children eligible for free or reduced breakfast:
 - Free Breakfast: under 130% of the poverty line
 - Reduced-priced Breakfast: 130 to 185% of the poverty line⁶
- School Participation: Only 58.2% of Ohio schools offer School Breakfast, ranking Ohio 49th in the nation. This is impacting children behaviorally, developmentally, and academically.⁷
- Student Participation: Increasing Ohio’s statewide student participation in the SBP to just 55%, comparable to the participation rate of West Virginia, schools would bring in an additional \$15.1 million federal dollars through their local economies.⁸
- Participation in the SBP often brings in a profit for schools that can in return pay for the wages of cafeteria workers. Receiving a minimum of \$0.23 and a maximum of \$1.27 per USDA subsidized breakfast adds up quickly when the estimated food cost of breakfast is \$0.60. Many schools already have built in opportunities for the SBP. **Programs like latch key care for children at school as early as 7 AM and serve breakfast.** These breakfasts are included in the cost of participation. If children received these breakfasts through their school and the USDA SBP, schools could receive federal funding, buy food from companies at greater discounted rates, and breakfast would also be available to students outside of that particular program.
- Nationally only 43 children eat federally-funded free or reduced-price school breakfasts for every 100 who receive free or reduced price school lunch.⁹ In Ohio, that number decreases to 38.7 children per 100 eligible, ranking Ohio 32nd in the nation.
- Universal Breakfast, breakfast offered free of charge to all students regardless of income, helps eliminate the stigma of free or reduced lunches and provides all students with the energy they need to be productive in class.

TYPES OF SCHOOL BREAKFAST PROGRAMS

Breakfast at No Charge or Universal Breakfast:

Schools serve breakfast in the cafeteria to all students, regardless of income. This approach works best in schools with a large number of low-income students and helps to reduce the stigma of receiving a free meal.

Breakfast in the Classroom:

Breakfast items are available in a central location or within each classroom, and available to all students. Students eat in their homeroom during attendance and announcements. This strategy provides the benefit of having all students in their seats, ready to begin the school day. It also significantly increases participation in the school breakfast program and leads to a stronger community within the school.

Grab’N’Go Breakfast:

Students stop into the cafeteria or other designated location to pick up breakfast items to take to their classroom before school starts. This approach works especially well in middle and high schools.

Midmorning Breakfast:

Some schools opt to take a break later in the morning. These schools make the breakfast foods available on carts in the hallways at a designated time. Students can pick up something nutritious to eat between classes. This approach is also very good at building stronger school community and greatly increases student participation.

Contact for Assistance:

Charlie Kozlesky
Children’s Hunger Alliance
800-227-6446, ext. 221

^{1,2} United States Department of Agriculture. Nutrition Program Facts Food and Nutrition Service. *The School Breakfast Program*. www.fns.usda.gov/cnd/Breakfast/AboutBFast/FactSheet.pdf

³ California Food Policy Advocates. *California Breakfast Facts*. www.cfpa.net/School_Food/Breakfast/Facts.htm

⁴ Food Research and Action Center. Child Nutrition Fact Sheet. *School Breakfast Program*. www.frac.org/pdf/cnsbp.PDF

^{5,6} Food Research and Action Center. Federal Food Programs. *School Breakfast Program*. www.frac.org/html/federal_food_programs/programs/sbp.html

⁷ Food Research and Action Center. School Breakfast Scorecard: 2005. 2005. Washington, DC.

⁸ Food Research and Action Center. State of the State: A Profile of Food and Nutrition Programs across the Nation. *Midwest Region*. www.frac.org/State_Of_States/2006/Midwest.pdf

⁹ Food Research and Action Center. Child Nutrition Fact Sheet. *School Breakfast Program*. www.frac.org/pdf/cnsbp.PDF

NUTRITION EDUCATION



Nationally only two percent of children meet all the dietary guidelines for the Food Guide Pyramid, while 16 percent of students do not meet a single one.¹ Children need to understand the importance of nutrition. Proper diet helps students perform better academically, increases attendance, and decreases disruptive classroom behavior.² Nutrition education can ensure children are adequately equipped to make healthy choices. Studies indicate that healthy behaviors children learn today positively affect their adult food choices.³

There are numerous ways to implement nutrition education at school. Core classes such as language arts, math and science can include nutrition in the curriculum as well as the traditional wellness focused subjects. Messages on the morning announcements, posters around the school, after school programs and wellness fairs can also educate students on nutrition. These steps can help establish a positive health environment among students and educate them on fruits, vegetables and food facts that may be unfamiliar. It can also aid an interest and/or excitement in other healthy initiatives taking place around the school.

¹ United States Department of Agriculture. Team Nutrition. teamnutrition.usda.gov/Resources/sebrochure.pdf

^{2,3} Nutrition Explorations. *Why Teach Nutrition*. www.nutritionexplorations.org/educators/whyteach.asp



P.A.R.E.N.T. PROCESS

Pick a Project – Nutrition Education

Assess the Situation

1. Find out how and where your child's school promotes nutrition education (curriculum, lunchroom, announcements, wellness fairs).
2. In what school venue could students be more actively engaged and learn more about nutrition choices for a healthy lifestyle? In the cafeteria, classroom or afterschool program?

Research

1. Look into nutrition education curriculum options, promotions, and success stories. Use the resources listed below to get started.
2. Examine materials needed for programs of interest. Estimate the cost involved.
3. Identify advocates within the school (teachers, principal, nurse, food service staff).

Educate

1. Inform the school of your concern, current situation, options, success stories, and possible costs.
2. Ask about obstacles that may need to be addressed before change can take place.

3. Work with the school and administration to come up with creative ways to implement nutrition education opportunities for students.

Network

1. Gather the support of parents and concerned community members.
2. A network will allow you to offer the school volunteers, research more options, raise funds, and/or further promote change.

Take Action

1. Petition the school to add a nutrition education policy to the school's existing wellness policies. (*A key time to promote these types of initiatives is while the school is making similar changes in regards to school health.)
2. Implement changes the school and parents have agreed upon. If parents and the school have not come to an agreement, be persistent. Work with schools to make small changes that can lead to more dynamic changes in the future.

IDEAS FOR SUCCESS

Parent volunteers lead nutrition lessons and make healthy snacks at an after-school program

Student-prepared healthy snacks and recipes are available at school open houses and parent/teacher conference events

Colorful posters about healthy eating are on display in the cafeteria.

Elementary teachers to incorporate nutrition activities into their classroom curricula

Each morning announcement includes a short message about healthy lifestyle choices students can make each day

RESOURCES

Making It Happen! School Nutrition Success Stories

- www.fns.usda.gov/tn/Resources/makingithappen.html

Nutrition Competencies for California's Children (Pre-Kindergarten through Grade 12) - Nutrition Curriculum Links to Math and Language Arts

- www.cde.ca.gov/ls/nu/he/documents/nutrcomp.pdf

USDA Food and Nutrition Services - Links to Nutrition Education Resources for Schools, Parents and Children

- www.fns.usda.gov/fns/nutrition.htm
- teamnutrition.usda.gov/Resources/mypyramidclassroom.html

Food and Nutrition Information Center - Curriculum and Resources for Schools, Parents and Children

- www.nal.usda.gov/fnic/etext/5adayresources.html
- www.nal.usda.gov/fnic/pubs/bibs/edu/preschool.html

Dairy Council - Free Resources and Nutrition Education Programs for Schools

- www.eatsmart.org/
- www.adadcmideast.com/schools/healthyschools.htm

Fact Sheet: The State of Nutrition in Schools Today



Did you know?

Poor nutrition, even in non-overweight children, can affect brain development and performance in school.³ Children without proper nutrition may have a shorter attention span, more irritability, and more suspensions. In addition, a 2004 study showed that overweight kids are more likely to be bullies or victims of bullying than children of normal weight.⁴

First, the bad news

- Junk food is readily available to students in most schools. Although foods provided through federal school lunch and breakfast programs must meet certain nutritional guidelines, there are few federal laws dealing with other food available on school grounds, such as food sold in vending machines, school stores, fundraisers or a la carte cafeteria snack lines. These foods are known as “competitive” foods because they “compete” with the service of nutritious school meals. Competitive foods are available in almost all high schools, and in half of all elementary schools.¹
- 75 percent of the drinks and 85 percent of the snacks in school vending machines are junk foods like sweetened soda, candy and chips.²
- Childhood obesity is costing schools money. A study showed that obese students tend to have higher rates of absenteeism. Because schools’ state funding is determined by attendance, absenteeism can cost small districts hundreds of thousands of dollars a year, and losses for large city school districts could be in the millions.⁵

Now, the good news

- Many schools have found that replacing junk foods with healthier foods and beverages (e.g., bottled water, 100% juice, yogurt, fruit) in vending machines has not hurt their revenue, and in some cases has even increased revenue.⁶
- Many studies show that improvements in the school food environment have a positive effect on students’ dietary choices while at school.⁷
- The School Breakfast Program provides students with at least one-fourth and the National School Lunch Program at least one-third of the recommended levels for key nutrients. Over 8 million children participate daily in the School Breakfast Program, and over 28 million in the National School Lunch Program.^{8,9}
- Children who participate in school meal programs have better nutritional intake than those who do not. In addition, participation in the School Breakfast Program has been shown to improve standardized test scores, improve attendance, decrease tardiness, and improve participation in class.¹⁰

-
- 1 Center for Science in the Public Interest. 2003. *Pestering Parents: How Food Companies Market Obesity to Children*. www.cspinet.org/pesteringparents
 - 2 Center for Science in the Public Interest. 2004. *Dispensing Junk*. www.cspinet.org.
 - 3 California Project LEAN. *Successful Students Through Healthy Food Policies. Healthy Food Policy Resource Guide*. www.californiaprojectlean.org
 - 4 Janssen, et al. Associations Between Overweight and Obesity With Bullying Behaviors in School-Aged Children. *Pediatrics*. 2004; 113: 1187-1194.
 - 5,6,10 Action for Healthy Kids. *The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools*. www.actionforhealthykids.org/devel/pdf/LC_Color_120204_final.pdf
 - 7 Institute of Medicine of the National Academies. 2004. *Fact Sheet: Schools Can Play a Role in Preventing Childhood Obesity*.
 - 8 Food Research and Action Center. *Child Nutrition Fact Sheet: School Breakfast Program*. www.frac.org/pdf/cnsbp.PDF
 - 9,10 Food Research and Action Center. *Child Nutrition Fact Sheet: National School Lunch Program*. www.frac.org

Improving Student Nutrition: 10 Things PTAs Can Do



- 1. Make copies of the handouts** provided in this notebook and distribute them to parents in your school.
- 2. Make Healthy Lifestyles at Home and School** a focus of your PTA meetings. (See the ideas and activities included in this notebook).
- 3. Help make school dining facilities appealing to students.** Take a look at your cafeteria. Is it a nice place to eat? Ask your kids what they think of the room. Is it dark or sunny? Are the seats comfortable? If the walls are drab, ask your school's art teachers to have students create artwork (featuring healthy foods) for the walls. Or ask your principal for permission to have a PTA painting party, and paint murals on the walls.
- 4. Suggest selling bottled water** at the school store, front desk and all school events.
- 5. Eat with the kids:** Go in one day and join kids at lunch. (Ask your school for permission first). Pack a healthy lunch or eat what the kids eat. Find out what choices are available at your school, and what they taste like. What do kids pick from the menus, how long do they have to wait in line, and how much time do they have to eat?
- 6. Make sure your school participates in the School Breakfast, National School Lunch and Afterschool Snack programs.**
If your school does not participate in these programs, encourage school leaders to do so.
- 7. Meet with the food service staff** at your school and learn about their daily challenges in preparing meals and their suggestions for healthy improvements. Write their ideas down.
- 8. Use the PTA Fact-Finding Project** (included in this notebook) to assess your school's health. For example, take inventory of the number of vending machines on campus and the kinds of foods they contain. Also take notes on what is for sale in your school store or in other places on or near campus. Are there fast-food restaurants nearby?
- 9. Talk to students** about the food at school. They will definitely have opinions about the time they eat lunch, whether they are rushed, what the food is like, and what they would like to see changed. It's important to get students' support for healthy changes in the school environment.

continued on back

10. Armed with all the information you have gathered, speak up about what changes are needed. Enlist the help and support of your principal, the school food service staff, and teachers for making improvements in your school's "nutrition environment." With the strength of the PTA behind you, you can make a big difference and change your school for the better!

INCORPORATING NUTRITION EDUCATION INTO CURRICULUM

English

- Host a spelling bee with a nutritious food theme.
- Have students write as many healthy food words they can think of using the letters of the alphabet.
- Record student journals listing the foods they eat each day.
- Encourage students reading books that promote proper nutrition.
- Have students write a report on the importance of a fruit or vegetable.
- Have students write a creative story incorporating fruits and vegetables.

History/Geography

- Have students investigate the importance of food during significant moments in the United States history (Boston Tea Party, Civil War, Great Depression, introduction of the microwave). Discuss with students the impact on soldiers, society, and so on. Ask students to find out what diseases were prevalent. Ask them to figure out if there is a nutrition link. What foods may have helped prevent diseases? What was the effect on the family unit?
- Have students research the foods eaten in different countries.
- Have students investigate how certain foods made their way into the American diet (potatoes, corn).
- Have students research the importance of food in the world economy (potato famine, Live Aid).
- Connect food into lessons concerning the discovery of North America. A better route to get herbs and spices. Why were these so important?

Math

- Use vegetable or fruit symbols as counting tools in class.
- Have students use baby carrots or other easy to handle vegetables to count during a math lesson. Do a supplemental lesson over the benefits and importance of the vegetable or fruit.
- Demonstrate how to read food labels to students. Show a few visual examples of serving sizes. Have children keep track of the foods they eat for a day. If a package

is available, have them write down the approximate serving size and calories they consumed for that food. An estimated calorie count will have to be given to foods without labels. Have students figure out using math principles how many calories they ate in a day. Next, have students figure out an estimate of how many calories they burned during that same day using a formula. Did they consume more calories then they burned or vice versa?



Science

- Encourage students to do reports on the benefits of good nutrition.
- Research what famous athletes eat. Why is this important? Research nutrition and athlete performance.
- Grow vegetables in the classroom. Teach children about the importance of sun, air, and water in growth. Have students experiment with the growth of plants without one of those conditions. Investigate what happens and why.
- Put a tooth in soda. Have students write a hypothesis concerning what will happen to the tooth. Examine and document what happens to the tooth for a week. Have the students write the results and discuss possible causes. What does soda contain that the tooth reacted this way to it? Why are teeth sensitive to soda? Discuss acidity and bone make up. Relate to acid rain.
- Carrot experiment. Most people have heard that if you eat a lot of carrots your skin will turn yellow. Have the students research this subject. Concentrate on beta-carotene. Why does it supposedly affect people this way? What else does beta-carotene do?
- Have students research how you can power a clock by a potato.

FOOD FOLKS

“FRUIT SMOOTHIES”



This is a good lesson to start out with. It keeps the kids interested because you need to use a blender. It offers opportunities to introduce the concept of reading a recipe, and to emphasize the importance of eating five servings of fruits and vegetables a day.

Purpose: (Literacy) To teach the kids about kitchen safety (allowing them to help you write kitchen rules), and how to read a recipe. (Nutrition) To introduce the kids to vitamins A & C and the role each plays in our body, and to get the kids to start thinking about healthy snack ideas.

Plan:

- Introduce the lesson with books
- Talk to the kids about kitchen safety
- Make the smoothies
- Talk about the importance of eating healthy snacks

Book Ideas:

Food Fight by Michael Rosen

The Greatest Table by Michael J. Rosen

The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear by Don and Audrey Wood

Smoothies by Anne Akers Johnson

Gadgets (utensils) Needed:

- 2 Blenders
- Rubber spatulas
- Knives
- Measuring cups & spoons
- Kitchen towels and wash cloths
- Paper cups

Grocery Items Needed:

Strawberry Smoothie

1.5 cups strawberries
8 oz. nonfat yogurt
2 tsp. sugar
1 cup ice

Banana Smoothie

1 large banana
8 oz. nonfat yogurt
½ cup orange juice

Purple Pineapple Smoothie

8 oz pineapple chunks, drained
8 oz nonfat yogurt
½ cup grape juice
1 cup ice

What to Do

- Introduce the lesson with books. Read a story. Let them leaf through the recipe book, etc.
- Talk to the kids about kitchen safety and have them help you write kitchen rules. (See attached for a sample list of rules.)
- Ask the kids to wash their hands.
- Divide kids into two groups.
- Have both groups prepare smoothies. Double or triple recipes as needed.

What to Say:

Emphasize the importance of eating 5 servings of fruits and vegetables a day. Fruits and vegetables provide vitamins, minerals, and fiber we need to have healthy bodies. They are particularly high in vitamins A & C. Vitamin A helps us see in the dark and keeps our skin healthy. Vitamin C helps heal cuts and wounds. Fiber is good for digestion, and keeps us going to the bathroom on a regular basis.

As you make the smoothies, talk about the nutrients in strawberries, bananas, orange juice and pineapple. Strawberries, orange juice, and pineapple are all high in vitamin C. Bananas are a good source of fiber.

Talk about the importance of eating healthy snacks. Emphasize eating a variety of foods so our bodies get all the energy and nutrients they need. The benefits of healthy eating include: enjoyment/fun; more energy for daily activities; prevention of sickness (helps fight off colds and flu); weight loss; looking better; and feeling better.

Follow-up Discussion:

- Ask the kids what new things they learned today.
- Ask how they liked the fruit smoothies.
- Ask them if this is something they will make at home.
- Remind kids to eat 5 servings of fruits and vegetables everyday.

NON-FOOD REWARDS AND SCHOOL PARTIES



Food is very effective at motivating students and therefore commonly used as an incentive in the classroom. An estimated 16 percent of children (age 16-19) in the U.S. are overweight.¹ Adults need to be more conscience than ever of the foods and rewards offered to children.

Unhealthy food rewards can send mixed messages when healthy eating habits are taught in the classroom but not followed. School parties centered on food may also contribute to poor diet. Foods of minimal nutritional value may lessen a child's ability to learn positive nutrition habits while young.

As teachers and parents we also need to be mindful of our position as role models to students. We need to set positive examples for our children and students. This can be accomplished through advocating for healthy birthday celebrations in the classroom and not rewarding students with items that contribute to unhealthy lifestyles.

¹ National Center for Health Statistics. *Prevalence of Overweight Among Children and Adolescents: United States, 1999-2002*. <http://www.cdc.gov/nchs/products/pubs/pubd/hestats/overwght99.htm>

P.A.R.E.N.T. PROCESS

Pick a Project – Rewards and School Parties

Assess the Situation

1. Find out the various types of rewards frequently offered in your child's school. In what situations do parents and teachers provide reward systems for students? Collect information on school celebrations. Do rewards and/or celebrations involve food? What types of food?
2. Decide whether the rewards and celebrations promote health.
3. Choose an area where parents and teachers can make positive changes in the reward systems given to students.

Research

1. Investigate alternatives to offering food as a reward and food-centered parties. Find success stories. Use the resources listed below to get started.
2. Compile a list of non-food rewards and healthier celebration. (A starter list is already provided in the following pages).

Educate

1. Inform the school administration of your concern, current situation, possible alternatives and success stories. Can the food service department offer to make healthy party trays for classroom celebrations?

2. Discuss this topic at the PTA meeting. Can parents alter the items they bring into the classroom?
3. Ask about obstacles that may need to be addressed before change can take place.
4. Explain how this topic can be implemented into the school wellness policy.

Network

1. Gather the support of teachers, parents, food service staff and concerned citizens.
2. A network will allow you to offer the school volunteers, research more options, raise funds and/or further promote change.

Take Action

1. Ask the school/administration to add a non-food rewards and healthy celebrations policy to the school's/district's existing wellness policies. (*A key time to promote these types of initiatives is while the school is making similar changes in regards to school health.)
2. Distribute lists of non-food rewards and healthy celebration ideas to teachers and parents.
3. Help raise funds to support healthier rewards and parties.

IDEAS FOR SUCCESS

School cafeteria provides fresh fruit trays for classroom celebrations

Parents are provided a healthy recipe book from which to make birthday treats

Teachers reward students with physical activity breaks when school work is accomplished (rather than offer candy)

RESOURCES

Making It Happen! "School Nutrition Success Stories"

- www.fns.usda.gov/tn/Resources/makingithappen.html

Action for Healthy Kids - Alternative Rewards and More

- www.actionforhealthykids.org

Michigan Team Nutrition - Alternative Rewards and More

- www.tn.fcs.msue.msu.edu/resources.html

Connecticut Team Nutrition - Alternative Rewards and Celebrations: Tips and Facts

- www.state.ct.us/sde/deps/Student/NutritionEd/index.htm#Healthy

Center for Science in the Public Interest - Alternative Rewards and Celebrations: Tips and Facts

- www.cspinet.org/nutritionpolicy/constructive_rewards.pdf
- www.cspinet.org/nutritionpolicy/policy_options_healthycelebrations.html

Coalition on Children and Weight San Diego - Alternative Rewards and Celebrations: Tips and Facts

- www.ccwsd.org/resourcesfundraising.htm

HEALTHY REWARDS AND INCENTIVES POLICY



Schools play a powerful role in influencing students' food choices. There are several ways that schools can ensure that students' eating habits contribute to their learning achievement and lifelong good health. The *Eat Smart: North Carolina's Recommended Standards for All Foods Available in School* encourage the development of policies to support healthful choices for a la carte, vending, afterschool programs and school events such as classroom events, celebrations, class snacks, meetings, parties, concessions, intramural events, fundraisers, extracurricular events. Depending on the topic, it may be appropriate for the policy to be made at the district, school or classroom level.

WHAT IS POLICY?

Policies are official statements of vision and judgment that address the needs of a school system, school or classroom. Values, convictions and beliefs usually form the basis for a policy statement. Policies can provide the following:

- Leadership
- Commitment
- Support
- Direction
- Guidance
- Institutionalization
- Public Engagement
- Accountability
- Legal Protection

Policies generally address *what* should be done, *why* it should be done and *who* should do it. Procedures outline the details of *how* to accomplish a policy's goal. Policies can be formal or informal and written or unwritten.

SAMPLE DISTRICT POLICY FOR REWARDS AND INCENTIVES

- It is the intent of ABC School System to use rewards and incentives that do not undermine the health of students and/or reinforce unhealthful eating habits. Non-food rewards and incentives will be used as the first choice to encourage positive behavior. If food is used for a reward, healthy choices with appropriate portion sizes are required.

SAMPLE SCHOOL POLICY FOR REWARDS AND INCENTIVES

- It is the intent of Good Learning Elementary School to eliminate the practice of using foods that promote unhealthful eating habits as classroom rewards. Teachers will use pencils, erasers and stickers to use as rewards for students.

SAMPLE CLASSROOM POLICY FOR REWARDS AND INCENTIVES

- It is the intent of Mrs. Parsley, first grade teacher, to not reward her students for positive behavior with food. Mrs. Parsley will use a system of verbal praise and certificates and ribbons to reward her students.

HOW IS POLICY DEVELOPED?

Common tasks needed to develop a policy:

- Lay the groundwork
- Build awareness and support
- Draft the policy
- Adopt the policy
- Administer the policy

GETTING SUPPORT FOR POLICY

Groups that can support policy change:

- PTA/PTO
- School Improvement Teams
- School Health Advisory Councils
- Public Health Partners
- Cooperative Extension Partners

Schools play a powerful role in influencing students' food choices. There are several ways that schools can ensure that students' eating habits contribute to their learning achievement and lifelong good health. The *Eat Smart: North Carolina's Recommended Standards for All Foods Available in School* encourage the development of policies to support healthful choices for a la carte, vending, afterschool programs and school events such as classroom events, celebrations, class snacks, meetings, parties, concessions, intramural events, fundraisers, extracurricular events. Depending on the topic, it may be appropriate for the policy to be made at the district, school or classroom level.

WHAT IS POLICY?

Policies are official statements of vision and judgment that address the needs of a school system, school or classroom. Values, convictions and beliefs usually form the basis for a policy statement. Policies can provide the following:

- Leadership
- Commitment
- Support
- Direction
- Guidance
- Institutionalization
- Public Engagement
- Accountability
- Legal Protection

Policies generally address *what* should be done, *why* it should be done and *who* should do it. Procedures outline the details of *how* to accomplish a policy's goal. Policies can be formal or informal and written or unwritten.

SAMPLE DISTRICT POLICY FOR SCHOOL CELEBRATIONS

- It is the intent of ABC School System that school celebrations be limited to no more than four times per year (K-5 grades) or two times per year (6-8 grades). When possible, it is recommended that celebrations feature activities other than eating. If food is involved, it should include healthy choices.

SAMPLE SCHOOL POLICY FOR SCHOOL CELEBRATIONS

- It is the intent of Good Learning Elementary School that celebrations be limited to one per nine-week quarter per classroom. The celebration should take place during the last hour of the school day so it will not interfere with school meal. Teachers are encouraged to choose non-food ways to celebrate for two out of the four celebrations. If food is involved in the celebrations, parents can consult the student handbook for possible snack choices.

SAMPLE CLASSROOM POLICY FOR SCHOOL CELEBRATIONS

- It is the intent of Mrs. Parsley to set the dates for classroom celebrations within the first month of school. Parents are encouraged to assist with the celebrations by volunteering to prepare healthy snacks when requested. A list of dates and options are sent home with students. Parents can consult the student handbook for possible snack choices.

HOW IS POLICY DEVELOPED?

Common tasks needed to develop a policy:

- Lay the groundwork
- Build awareness and support
- Draft the policy
- Adopt the policy
- Administer the policy

GETTING SUPPORT FOR POLICY

Groups that can support policy change:

- PTA/PTO
- School Improvement Teams
- School Health Advisory Councils
- Public Health Partners
- Cooperative Extension Partners

ALTERNATIVES TO FOOD AS A REWARD



Rewards for All Ages

- Listen to music while doing school work
- Chat at the end of class
- Movie day or class period
- Games or game time
- Homework coupon
- Gift certificate to local non-food merchants
- Free pass to sporting events or play
- Walk break from class
- Sitting with friends
- Group activities*
- Paperback books
- Magazine subscription
- Pedometers
- Recognition over morning announcements or in class
- Small physical activity equipment
- Eat lunch outside, have class outside
- Read outside
- Teach the class

Elementary Students

- Taking things to the office
- Taking care of the class pet
- Prizes from a treasure box
- Pencil toppers
- Stickers
- Pencils
- Stars or smiley faces
- Extra recess
- Leading the class to lunch, recess, library, etc.
- Walk with the principal, teacher, or school nurse
- Physical activity break
- School supplies
- Temporary tattoos
- Show-and-Tell
- Bank System- Earn play money for privileges
- Teacher or volunteer reads to class
- Teacher performs special skill (singing, cart wheel, plays the guitar)
- Extra art time
- "Free choice" at the end of the day or class period
- Teacher's assistant for the day
- Eat lunch with a teacher or principal
- Receive a "mystery pack" (notebook, pencils, sports cards, etc.)

Middle School Students

- Taking things to the office
- Music Concert at School
- Pencils
- Tshirt/hat/etc.
- Coupons to video store, music store, movies, or a local gym day pass
- Extra credit
- Fun brain teasers
- Be a helper in another class
- Receive a "mystery pack" (notebook, pencils, sports cards, etc.)

High School Students

- Music concert at school
- Tshirt/hat/etc.
- Prime Parking spot
- Extra credit
- Coupons to video store, music store, movies, or a local gym day pass
- Drawings for donated prizes for students with certain grade standards

**Adapted from:*

Alternatives to Food as Reward, Connecticut State Department of Education, Bureau of Health and Nutrition Services and Child/Family/School Partnerships, September 2004:
www.state.ct.us/sde/deps/Student/NutritionEd/index.htm

Rewards and Incentives, NC Division of Public Health, NC Department of Public Instruction, NC Cooperative Extension, and NC Action for Healthy Kids.

www.actionforhealthykids.org/filelib/toolsforteachers/recom/NC_NC%20-rewardsincentives.pdf

Alternatives To Using Food As A Reward, Michigan State University Extension. www.tn.fcs.msue.msu.edu/foodrewards.pdf

HEALTHY SCHOOL PARTIES

Non-Food Parties

- Students choose party games and activities. Parents can bring in pencils, erasers, tattoos, and other small non-food treats.
- A special class art project or craft. Students can pick their own art project (painting drawing, coloring, Play-Doh) and have a particular craft to make. Possibly have a local artist come in and speak with the kids or do a demonstration. Ask parents and/or businesses to donate a small water color set with paint brush, Play-Doh, 8 pack of crayons, or any inexpensive art medium children can take home.
- Have a dance party. Let students select the music and locate a space and time your class can have a small dance party or use as a larger school incentive and throw a free school dance as a reward (sponsored by local businesses).
- Let students play outside or have a field day.
- Create a special birthday package. Birthday child gets a sash or crown to wear during class, a special seat, chooses a short class activity or game, first in line to lunch or recess, teacher's assistant for the day, a trip to the principal's office to receive a small birthday surprise (pencil, school folder, birthday card) and so on.
- Have a class movie party. Students select a movie to watch or a watch a new film pertaining to the class subject.
- Have students help come up with non-food party ideas. Students can create a "Healthy Classroom Party Guide", that can be distributed to parents and used throughout the school year.

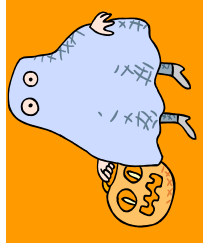
Healthy Party Foods

- Fruit smoothies. Just enjoy delicious smoothies or throw in a beach ball, hula skirts, and volleyball and have a beach party.
- Fresh fruit and cheese kabobs with low-fat whipped topping
- Dried fruit (banana chips, apple chips, etc.)
- 100% fruit snacks
- Vegetable trays with low-fat dip or peanut butter
- Whole grain crackers with cheese cubes or hummus
- String cheese
- Waffles or pancakes topped with fruits
- Whole grain pretzels
- Low-fat popcorn
- Rice cakes
- Graham or animal crackers
- Angel food cake topped with fresh fruit
- Bagel slices or whole wheat English muffins with peanut butter or 100% fruit jam
- Fruit or whole grain muffins
- Whole wheat hot pretzels
- Pizza with low-fat topping (vegetables, lean ham, Canadian bacon)
- Small ham/turkey and cheese sandwiches or wraps
- Low-fat pudding or yogurt (squeezable yogurt or parfait style with granola, cereal, or crushed graham cracker topping)
- Quesadillas or bean burritos with salsa
- Low-fat breakfast and granola bars
- Tortilla chips with bean dip or salsa
- Trail/cereal mix (whole grain, low-sugar cereals mix with dried fruit, pretzels, etc.)
- Nuts and seeds
- Apples and caramel dip



HEALTHY HALLOWEEN TREATS!

Alternatives to Candy!

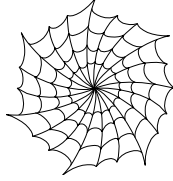


- SPIN TOPS
- COUPONS
- PENCILS
- MINI-FRISBEES
- BRACELETS
- PLASTIC ANIMALS



- MAGNETS
- BARRETTES
- FIGURINES
- MAZE GAMES
- HAND GAMES
- NOTEPADS
- PARTY FAVORS
- CROSS WORD
- PUZZLES

- SLIDE PUZZLES
- WHISTLES
- PENCIL TOPPERS
- JEWELRY



- TRADING CARDS
- JUMP ROPES
- STICKERS
- PLAY TATTOOS
- RUBBER SNAKE
- BUBBLES
- MATCHBOX CARS
- CRAYONS
- PINWHEELS



- MASKS
- HAIR BOWS
- PENCIL
- SHARPENER
- PLAY MONEY
- ERASERS
- KAZOOS
- PUZZLES
- MARBLES
- TOOTHBRUSH
- KEY CHAINS
- SHOELACES



FOR MORE INFORMATION,
CALL SHASTA COUNTY PUBLIC HEALTH
(530) 245-6843 www.shastapublichealth.net

- COLORING BOOKS
- PADDLEBALL
- YO-YO'S
- NECKLACES



- WAX FANGS
- SPIDER RINGS
- JACKS
- WATERGUNS
- RUBBER BALLS
- CHARMS
- PENS



SOME TREATS YOU CAN SINK YOUR TEETH INTO!

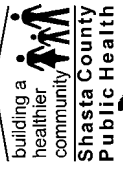
- ANIMAL CRACKERS
- WRAPPED FRUIT
- PRETZELS
- FRUIT CUPS
- APPLESAUCE CUPS



- MINI BOX RAISINS
- PUDDING CUPS
- TRAIL MIX
- JUICE BOXES (100% fruit juice)
- GRANOLA BARS



A message from the California Department of Health Services. This material was developed with funding support from the national Food Stamp Program, U.S. Department of Agriculture.



PORTION SIZES

PLACE
HAMBURGER
PICTURES
HERE

Portion sizes in the U.S. have drastically increased throughout the years. An average hamburger in 1957 contained an ounce of meat; in 1996 it contained six ounces. Fast food establishments offer super size combo meal options for mere change while adding an additional 400 calories to a meal. Some establishments now offer larger children's meal selections while possibly tacking on 100-180 more calories.

Larger portion sizes are a factor in the rise of childhood obesity. Although portion sizes have become bigger, serving sizes have not. "Serving Sizes" are USDA Food Guide Pyramid recommended standard amounts of food that help give an understanding of the caloric and nutritional intake of a particular food and how much of it should be consumed. There are no set portion size standards. Portion sizes larger than the recommended "serving size" often increase caloric intake and add additional unwanted calories that may lead to obesity. Portion size is an issue that affects children in and out of the home.

When packing a child's lunch and providing meals in the home environment, parents need to understand portion sizes and what is appropriate for children as they grow.

Adapted from the North Carolina School Action Committee (SNAC). *Portion Sizes and School-Age Children: Trends, Effects, Solutions*. For more information visit: www.nutritionnc.com/TeamNutrition/portion%20sizes%20and%20school-age%20children.pdf

Ohio Action for Healthy Kids®

P.A.R.E.N.T. PROCESS

Pick a Project – Portion Sizes in the Home Environment

Assess the Situation

1. Do you pack your child's lunch? Do you understand portion sizes and the number of servings from each food group your child should be receiving daily? Do you understand how to read food labels?

Research

1. Review correct serving sizes and the food guide pyramid.
2. Look into the number of servings and the correct serving size of the different food groups.
3. Look into serving size options and success stories. Use the resources listed below.

Educate

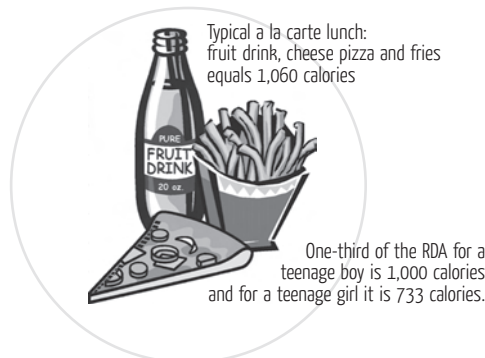
1. Inform your children and other family members about portion sizes, healthy eating and how to read food labels.
2. Identify obstacles that may need to be addressed before you can make change.

Network

1. Identify other groups in the community that provide nutrition information (local libraries, grocery stores, health departments, dietitians).

Take Action

1. Serve correct portion sizes at home and in packed lunches.
2. Offer foods of minimal nutritional value (FMNV) in smaller portions.
3. Make healthy snacks with your children.
4. Involve children in making grocery lists, going shopping and making healthy meals at home.



IDEAS FOR SUCCESS

Refer to the supplemental materials for visual models

RESOURCES

Making It Happen! School Nutrition Success Stories

- www.fns.usda.gov/tn/Resources/makingithappen.html

My Eat Smart, Move More - Portion Sizes Resources, Tips and Guides

- www.myeatsmartmovemore.com/featured/rightsize.htm

Portion Distortion and Serving Size Card - Portion Sizes Game and Guide

- hp2010.nhlbihin.net/portion/keep.htm

Think your Snack - Serving Size Picture Chart and Resources

- www.thinkyoursnacks.org/Resource.html


WV Portions - Portion Tips, Guides, Resources and More

- www.wvportions.com/

Win Forum - Managing Portion Sizes, Facts and History

- www.winforum.org/meal-portions.html

Graphics used by permission from the North Carolina School Action Committee (SNAC).
Portion Sizes and School-Age Children: Trends, Effects, Solutions



How Much of Each Food Group Should My Child Eat Daily?

A child's age, gender and activity level are all factors that determine how much he or she needs to eat every day to stay healthy. Boys and girls even of the same age grow at different rates and thus may be of different size and need more or less calories. Daily food recommendations for children who exercise 30 minutes a day are listed on the following pages. For information on food intake recommendations for children with other activity levels, go to www.mypyramid.gov.

continued on back

2 to 3 year-olds

FOOD	AMOUNT PER DAY	EXAMPLES
Grains	3 ounces	1 ounce could be 1 slice of whole wheat bread, ½ cup of oatmeal or ½ cup of brown rice
Vegetables	1 cup	Carrots, peas, sweet potatoes, zucchini <i>Remember: Give them a little at each meal and a variety!</i>
Fruits	1 cup	Cut up strawberries or melon, or a small apple
Milk Products	2 cups	Low-fat milk or yogurt; 1½ ounces of cheese counts as 1 cup
Proteins	2 ounces	Lean cooked meat or chicken; 1 egg counts as 1 ounce

4 to 8 year-olds

FOOD	AMOUNT PER DAY	EXAMPLES
Grains	4-5 ounces	1 ounce could be 1 slice of whole wheat bread, ½ cup of oatmeal or ½ cup of brown rice
Vegetables	1½ cups	Carrots, peas, sweet potatoes, cucumber, tomatoes <i>Remember: Give them a little at each meal and a variety!</i>
Fruits	1½ cups	A small apple counts as 1 cup; a small banana counts as ½ cup
Milk Products	2 cups	Low-fat milk or yogurt; 1½ ounces of cheese counts as 1 cup
Proteins	3-4 ounces	Lean cooked meat or chicken; 1 egg counts as 1 ounce

9 to 13 year-old boys

FOOD	AMOUNT PER DAY	EXAMPLES
Grains	6 ounces	1 cup of ready-to-eat cereal counts as 1 ounce; or 1 cup of cooked whole wheat pasta counts as 1 ounce
Vegetables	2½ cups	Green beans, asparagus, beets, kidney beans
Fruits	1½ cups	A large orange counts as 1 cup; a small banana counts as ½ cup
Milk Products	3 cups	Low-fat milk or yogurt; 1½ ounces of cheese counts as 1 cup
Proteins	5 ounces	Lean cooked meat or chicken, 1 egg counts as 1 ounce

9 to 13 year-old girls

FOOD	AMOUNT PER DAY	EXAMPLES
Grains	5 ounces	1 cup of ready-to-eat cereal counts as 1 ounce; 1 cup of cooked whole wheat pasta counts as 1 ounce
Vegetables	2 cups	Green beans, asparagus, beets, kidney beans
Fruits	1½ cups	A large orange counts as 1 cup; A small banana counts as ½ cup
Milk Products	3 cups	Low-fat milk or yogurt; or 1½ ounces of cheese counts as 1 cup
Proteins	5 ounces	Lean cooked meat or chicken; 1 egg counts as 1 ounce

14 to 18 year-old boys

FOOD	AMOUNT PER DAY	EXAMPLES
Grains	7 ounces	1 cup of ready-to-eat cereal counts as 1 ounce; 1 cup of cooked whole wheat pasta counts as 1 ounce
Vegetables	3 cups	Green beans, asparagus, beets, kidney beans
Fruits	2 cups	A large orange counts as 1 cup; A small banana counts as ½ cup
Milk Products	3 cups	Low-fat milk or yogurt; 1½ ounces of cheese counts as 1
Proteins	6 ounces	Lean cooked meat or chicken; 1 egg counts as 1 ounce

14 to 18 year-old girls

FOOD	AMOUNT PER DAY	EXAMPLES
Grains	6 ounces	1 cup of ready-to-eat cereal counts as 1 ounce; 1 cup of cooked whole wheat pasta counts as 1 ounce
Vegetables	2½ cups	Green beans, asparagus, beets, kidney beans
Fruits	1½ cups	A large orange counts as 1 cup; A small banana counts as ½ cup
Milk Products	3 cups	Low-fat milk or yogurt; 1½ ounces of cheese counts as 1
Proteins	5 ounces	Lean cooked meat or chicken; 1 egg counts as 1 ounce

SERVING SIZES ARE IN YOUR HAND: Action for Healthy Kids[®]

PORTION SIZES AND SCHOOL-AGED CHILDREN

A fist or cupped hand = 1 cup



1 serving = $\frac{1}{2}$ cup cereal, cooked pasta or rice
 or 1 cup of raw, leafy green vegetables
 or $\frac{1}{2}$ cup of cooked or raw, chopped vegetables or fruit

A thumb = 1 oz. of cheese

Consuming low-fat cheese is a good way to help you meet the required servings from the milk, yogurt and cheese group.
 1 $\frac{1}{2}$ - 2 oz. of low-fat cheese counts as 1 of the 2-3 daily recommended servings.



Handful = 1-2 oz. of snack food



Snacking can add up.
 Remember, 1 handful equals 1 oz. of nuts and small candies.
 For chips and pretzels, 2 handfuls equals 1 oz.

Because hand sizes vary, compare your fist size to an actual measuring cup.



Palm = 3 oz. of meat

Two servings, or 6 oz., of lean meat (poultry, fish, shellfish, beef) should be a part of a daily diet. Measure the right amount with your palm. One palm size portion equals 3 oz., or one serving.

Thumb tip = 1 teaspoon

Keep high-fat foods, such as peanut butter and mayonnaise, at a minimum by measuring the serving with your thumb. One teaspoon is equal to the end of your thumb, from the knuckle up. Three teaspoons equals 1 tablespoon.



1 tennis ball = 1 serving of fruit

Healthy diets include 2-4 servings of fruit a day.

VENDING MACHINES AND CONTRACTS



Vending changes can be an uneasy subject for schools. Most schools operate on a tight financial budget. Vending machines and contracts help bring in supplementary revenue. Any loss of income may be damaging to school-sponsored programs. Vending may financially benefit schools, yet it often supplies students with poor food choices and mixed messages. The goal in making healthier vending changes is to create a situation in which both the schools and students prosper - students receive nutritious foods and schools continue to earn additional funds.

Schools can make healthier changes in their vending machines and not suffer from negative financial implications. Current research indicates schools may take a temporary dip in profits when healthy vending changes are implemented, but they frequently recover shortly afterwards. Many schools have had greater revenue success with healthy vending than vending beverages and foods of minimal nutritional value (FMNV).

Snackwise, an Ohio-created vending machine assessment tool, is one way schools can make positive changes in vending machine contents on school campuses. A link to this tool is located under resources. This tool helps schools assess their contents, identify healthier vending options and provides nutrition education marketing techniques and resources.

P.A.R.E.N.T. PROCESS

Pick a Project – Vending Machines and Contracts

Assess the Situation

1. Find out the vending machine locations and products sold. What do students have access to in the school's vending machines? What do teachers (as positive role models) have access to in the school's vending machines?
2. Learn if the school has a vending contract and the agreement details (company, products sold/available, vending hours, school marketing, sales revenue). You may have to work with the finance officer at the school for this information.
3. Decide if a healthy vending initiative is needed. Most vendors sell healthy options.

Research

1. Look into healthier vending alternatives and success stories. Use the resources listed below to get started.
2. Identify advocates within the school (teacher, principal, food director, nurse).

Educate

1. Inform the school of your concern, current situation, healthier alternatives, financial possibilities and success stories.
2. Ask about obstacles that may need to be addressed before change can take place.

Network

1. Gather the support of parents, concerned citizens, teachers and nurses.
2. A network will allow you to offer the school volunteers, research more options and/or further promote change.

Take Action

1. Ask the school/district to add a healthy vending machine policy to the existing school wellness policies. (*A key time to promote these types of initiatives is while the school is making similar changes).
2. Implement changes the school and parents have agreed upon. (Example: Install and utilize programs such as Snackwise that evaluate the nutritional quality of snack foods and provide an easy to read, color coding system to assist consumers in choosing healthier snacks).

IDEAS FOR SUCCESS

Eliminate soda from vending machines and replace with bottled water and 100% fruit juices.

If vending machines contain soda, ensure vending machines are turned off during school hours.

Implement the Snackwise Vending Tool in high school vending machines.

RESOURCES

Making It Happen! School Nutrition Success Stories

- www.fns.usda.gov/tn/Resources/makingithappen.html

Snackwise - Vending Tool

- www.columbuschildrens.org/gd/templates/pages/pfv/PFV.aspx?page=257

Ohio Action for Healthy Kids - Goal 2 Toolkit: Ensuring Healthy Snack Foods and Beverages are Provided in Ohio Schools

- www.childrenshungeralliance.org/AFHK/RESOURCES/Goal2Toolkit.pdf

Action for Healthy Kids - Healthy Vending Machines: Recommended Beverages, Recommended Foods and "How to" Policy Guide

- www.actionforhealthykids.org/filelib/toolsforteam/recom/NC_NC-vending.pdf
- www.actionforhealthykids.org/filelib/toolsforteam/recom/Healthy%20Vending.pdf

Banning Sodas in Your School - A Short Organizing Guide

- departments.oxy.edu/uepi/cfj/Articles/BanningSodasinYourSchool.pdf

Coalition on Children and Weight San Diego - Beverage, Food and Snack Bar Ideas that Might Work for School Vending

- www.ccwsd.org/resourcesfundraising.htm



HEALTHY VENDING MACHINE POLICY



Ohio
Action for Healthy Kids[®]

Schools play a powerful role in influencing students' food choices. There are several ways that schools can ensure that students' eating habits contribute to their learning achievement and lifelong good health. The Eat Smart: North Carolina's Recommended Standards for All Foods Available in School encourage the development of policies to support healthful choices for a la carte, vending, afterschool programs and school events such as classroom events, celebrations, class snacks, meetings, parties, concessions, intramural events, fundraisers, extracurricular events. Depending on the topic, it may be appropriate for the policy to be made at the district, school or classroom level.

WHAT IS POLICY?

Policies are official statements of vision and judgment that address the needs of a school system, school or classroom. Values, convictions and beliefs usually form the basis for a policy statement. Policies can provide the following:

- Leadership
- Commitment
- Support
- Direction
- Guidance
- Institutionalization
- Public Engagement
- Accountability
- Legal Protection

Policies generally address *what* should be done, *why* it should be done and *who* should do it. Procedures outline the details of *how* to accomplish a policy's goal. Policies can be formal or informal and written or unwritten.

SAMPLE DISTRICT POLICY FOR VENDING MACHINES

- Ensure that at least 50% of beverages distributed within the school district meet the Winner's Circle beverage criteria: a) water and flavored waters with less than 50 calories per 8 oz serving; OR b) skim or 1 % milk; OR c) at least 50% juice and < 12 oz serving; OR d) sports drinks < 100 calories, and < 12 oz serving; AND e) contain no added herbal supplements.

SAMPLE SCHOOL POLICY FOR VENDING MACHINES

- Prohibit the sale of beverages in all school vending machines that do not meet Winner's Circle beverage: criteria: a) water and flavored waters with less than 50 calories per 8 oz serving; OR b) skim or 1 % milk; OR c) at least 50% juice and < 12 oz serving; OR d) sports drinks < 100 calories, and < 12 oz serving; AND e) contain no added herbal supplements.

SAMPLE CLASSROOM POLICY FOR VENDING MACHINES

- Permit only water to be drunk in the classroom, within regular school hours

HOW IS POLICY DEVELOPED?

Common tasks needed to develop a policy:

- Lay the groundwork
- Build awareness and support
- Draft the policy
- Adopt the policy
- Administer the policy

GETTING SUPPORT FOR POLICY

Groups that can support policy change:

- PTA/PTO
- School Improvement Teams
- School Health Advisory Councils
- Public Health Partners
- Cooperative Extension Partners

HEALTHY VENDING MACHINE SUGGESTIONS

* Beverages and foods listed are not endorsed by AFHK



Beverages

- Bottled water (Dasani, Aquafina, etc.)
- Skim or 1% Milk
 - Flavored and unflavored
- 100% Fruit Juices (12 oz. or less)
 - Tropicana
 - Minute Maid
 - Mott's Juice
 - Juicy Juice
 - Dole
 - Welch's
 - Very Fine
 - Treetop
- Tomato Juice
 - V8
- Fruit 2 O
- Fruit 2 O Plus
- Sports Drinks (100 calories or less)
 - Gatorade 12 oz.
 - Powerade 12 oz.
 - Propel
- Teas
 - Flavored and unflavored
 - Nestea
 - Snapple
 - Arizona
 - Oregon Chai Tea
- Soy Milk
 - Silk
 - Soy Dream
 - West Soy

Foods

- Fruit (fresh or dried)
- Breakfast Bars
 - General Mills (GGM) Chex Morning Mix
 - (GGM) Milk n' Cereal Bars
 - (GGM) Nature Valley Chewy Granola Bars (yogurt coated optional)
 - Kellogg's Nutra Grain Cereal Bars, Twists, and Yogurt Bars
 - Quaker Oats Fruit and Oatmeal Bars
- Nuts
- Seeds*
- Baked Potato Chips
- Animal Crackers
- Graham Crackers
- Plain Corn Nuts
- Dry Cereal
- 100% Fruit Snacks
- Mini-Bagels (whole grain preferred)
- Mini Rice Cakes
- Low Fat Popcorn
- Low Fat Yogurt
- Pudding Cups
- Apples
- Oranges
- Fruit Cups (in their own juice)
- Baby Carrots
- String Cheese
- Cottage Cheese Cups
- Beef Jerky
- Fruit Leather
- Soup
- Peanut Butter Crackers
- Tuna and Crackers
- Pita Chips
- Soy Crisps

FUNDRAISING TECHNIQUES



Tight operating budgets often make school fundraising necessary. We support the work parents, teachers and students perform to raise additional funds for their school programs. But many schools sell beverages and foods of minimal nutritional value (FMNV) as fundraiser items. This sends mixed messages to students as nutrition education classes are promoting healthy food selections and then adults are supporting the sale of FMNV. Parents can help schools move toward healthier and/or non-food money making options so not to negatively affect student health while increasing school funding.



Ohio
Action for Healthy Kids®

P.A.R.E.N.T. PROCESS

Pick a Project – Fundraising

Assess the Situation

1. Find out the types of fundraising commonly used in your child's school. Focus on the healthiness of food and drinks sold.
2. What groups in your community are involved with fundraisers? Who organizes these events and how can you work to educate them on this topic?
3. Decide whether a healthy fundraising initiative is needed in your child's school.

Research

1. Look into healthier fundraising options, effectiveness, and success stories. Use the resources listed below to get started.
2. Assemble a list of healthier and/or non-food fundraising activities. (A starter list is already provided).
3. Investigate and identify advocates within the school (teacher, principal, nurse).

Educate!

1. This topic will involve working with athletic boosters, band boosters and many other associations that involve parent and student groups.

2. Inform the school of your concern, current situation, possible alternatives and success stories.
3. Distribute a copy of your healthy and/or non-food fundraising activities.
4. Ask about obstacles that may need to be addressed before change can take place.

Network

1. Connect to and gather the support of parents and the many associations involved with fundraising.
2. A network will allow you to offer the school volunteers, research more options and/or further promote change.

Take Action

1. Petition the school/administration to add a healthy and/or non-food fundraising policy to the school's/district's existing wellness policies. (*A key time to promote these types of initiatives is while the school is making similar changes in regards to school health).
2. Promote your list of healthy and/or non-food fundraising activities to groups that fundraise in your child's school/district.

IDEAS FOR SUCCESS

School fundraisers do not sell candy bars to students and the community, rather spring flower bulb sales and magazine subscriptions are sold.

Local gym memberships are raffled off at school events.

RESOURCES

Making It Happen! School Nutrition Success Stories

- www.fns.usda.gov/tn/Resources/makingithappen.html

Action for Healthy Kids - Fundraising Ideas and Resources

- www.actionforhealthykids.org/resources_topic.php?topic=13

Richland County School District One - Fundraising Ideas and More

- www.richlandone.org/departments/student_nutrition/fundraising_ideas.htm

Connecticut State Department of Education - Fundraising Facts, Resources, and Ideas

- www.state.ct.us/sde/deps/Student/NutritionEd/Healthy_Fundraising_Color.pdf

Louisiana Action for Healthy Kids and Team Nutrition - Fundraising Ideas and More

- www.doe.state.la.us/lde/nutritioned/1861.html

California Lean - Fundraising Ideas and More

- www.californiaprojectlean.org

Healthy Fundraisers for PTAs



Refer to PTA Fundraising Essentials in print or online at www.pta.org for more fundraising ideas and tips.

Hold a trike/bike-a-thon for which families seek sponsors for each lap around the track.

Invite chefs from local restaurants to donate healthy hors d'oeuvres and desserts for a "Taste of [your town]" event. Charge for admission.

Have a PTA yard sale or auction (ask students, teachers and parents for donations).

Seek support from local businesses. Ask them to donate a certain portion of sales from a given date or time to the school. Avoid fast-food chains and try to promote restaurants that provide only nutritious options.

Organize events like walk-a-thons, dance-a-thons or rock-a-thons for which sponsors pledge money by the mile or hour.

Hold a book reading contest for which families seek sponsors and raise money based on how many books are read.

Hold a spelling bee for which families seek sponsors.

Organize a car wash.

Plan a parent-teacher talent show or basketball game and sell tickets.

Have local businesses and community members donate items (e.g., weekends at vacation homes, pool or lawn care, baby sitting, lunch with a local celebrity) for a silent auction.

Sell fruit (citrus or other in-season fruit), gift wrap, or other items rather than candy.

FUNDRAISING ALTERNATIVES



Items You Can Sell*

- Batteries
- Books
- Calendars
- Brick/stone memorials
- Candles
- Christmas trees
- Bumper stickers and decals
- Cookbooks
- Crafts
- Coupon books
- Emergency kits for cars
- First aid kits
- Flowers, plants and bulbs
- Football seats
- Gift baskets
- Greeting cards
- Holiday wreaths
- License plates or holders with school logo
- Magazine subscriptions
- Music, videos, CDs
- Newspaper space, advertisements
- Pre-paid phone cards
- Rent a special parking place
- School art
- School logo Frisbees
- School logo clothing
- Scratch off cards
- Spirit/seasonal flags
- Stationery
- Souvenir Cups
- Temporary/henna tattoos
- Tupperware
- Valentine flowers

Things You Can Do

- Auctions
- Bike-a-thons
- Bowling Night/Bowl-a-thon
- Car wash (Pre-sell tickets as gifts)
- Carnivals and Festivals (Halloween, Mardi Gras, Easter, etc.)
- Dances (Sadie Hawkins, Father/Daughter)
- Gift Wrapping (Wrap Christmas gifts for a small fee in the local mall)
- Family/Glamour Portraits (Teacher or art students donate time and talents)
- Fun Run
- Golf Tournament
- Jump-rope-a-thons
- Magic Show
- Raffle (Movie passes, etc.)
- Raffle (Teachers do a silly activity)
- Rent-a-teen helper
- Recycling
- Singing Telegrams
- Skate night/Skate-a-thon
- Talent Show
- Sport Tournaments
- Walk-a-thons
- Workshops/Classes (Ask local organizations to donate their skills)*
- Penny Wars (pennies+1 point, nickels +5, quarters +25, team or class with most points win)
- Sled-a-thon
- Bike-a-thon
- 3-on-3 basketball tournaments (\$40 for entrance; businesses donate door prizes)
- Bingo night
- Dinner Fundraiser with Silent Auction
- Community Job Fair (choose an exhibit fee)
- Bricks or Plaques with engraved donor names
- School Rummage Sale# **CALean**
- Mud Volleyball tournament
- Haunted House
- Air Jam (Lip Sync Contest)
- Karaoke Competition
- Fashion Show
- Bridal Show

*excerpted from *What Can Schools Do*

Adapted from: *Healthy Fundraising*, Connecticut State Department of Education, Bureau of Health and Nutrition Services and Child/Family/School Partnerships, February 2005:

www.state.ct.us/sde/deps/Student/NutritionEd/index.htm

Creative School Fund-raising Ideas, California Project LEAN.

www.californiaprojectlean.org/Assets/1019/files/Creative%20School%20Fund-raising%20Ideas_Healthy%20Food%20Policy%20Resource%20Guide.pdf

PHYSICAL ACTIVITY & PHYSICAL EDUCATION



Over the past 20 years, the prevalence of overweight children has tripled.¹ The Center for Disease Control estimates a third of children born in 2000 will develop diabetes unless serious nutrition and exercise changes are made.² Despite these figures and as a result of numerous demands upon schools, physical activity (PA) and physical education (PE) in schools continue to decline. In the United States, only 32 percent of children participate in a daily PE class and many schools have eliminated or reduced recess time.^{3, 4}

Advocating an increase in PA and PE can have a big impact on your child's school. Less than 25 percent of children participate in 30 minutes of daily physical activity.⁵ It is recommended children participate in 60 minutes of physical activity a day. Intense PA programs have demonstrated increased concentration and reduced disruptive behavior among students in addition to improved academic achievement in mathematics, reading and writing test scores.⁶ A study by the California Department of Education had similar results linking levels of higher physical activity to higher academic achievement.⁷

^{1, 2, 4, 5} National PTA and Parents' Action for Children. Healthy Lifestyles at Home and School. *Fact Sheet: The Need for Physical Education and Physical Activity in Our Schools*. 47-48.

³ Center for Disease Control and Prevention. 60:Play every day, any way. *Tips for Parents*. <http://www.cdc.gov/youthcampaign/materials/adults/pdf/tip-for-parent.pdf>

⁶ Action for Healthy Kids. 2004. *The Role of Sound Nutrition and Physical Activity in Academic Achievement*. <http://206.145.43.118/files/pdf/AcademicPerformanceActivity.pdf>

⁷ California Department of Education. 2002. *State Study Proves Physically Fit Kids Perform Better Academically*. <http://206.145.43.118/files/pdf/AcademicPerformanceActivity.pdf>

Ohio Action for Healthy Kids[®]

P.A.R.E.N.T. PROCESS

Pick a Project – Physical Activity and Education

Assess the Situation

1. Find out what types of PA your child's school offers (walking programs, PE, recess, etc.).
2. Is PE offered daily? Does PE meet for the recommended amount of time? (The National Association for Sports and Physical Education [NASPE] recommends schools provide 150 minutes of PE to elementary students a week and 225 minutes per week for middle and high school students).
3. Do elementary schools schedule time for daily recess?
4. Is PA incorporated into academic subjects?
5. Decide whether increased PA and PE are needed.

Research

1. Look into the importance of PE and PA in school, evidence-based PE and PA program options and success stories. Many prepackaged programs exist to assist in implementing developmentally appropriate programs.
2. Use the resources below for additional help.
3. Identify advocates within the school (PE teachers, coaches, principal, nurse, intramural organizers, afterschool program directors).

Engage the School

1. Share the research you have found and ideas for school success.
2. Inform the school of your concern, current situation, options, success stories and possible costs.
3. Ask about obstacles that may need to be addressed before change can take place.

Network

1. Gather the support of parents, committed school staff and concerned citizens.
2. A network will allow you to offer the school volunteers, raise funds for new PA and PE equipment, research more PA and PE options and/or further promote change.

Take Action

1. Petition the school/administration to add a physical activity, physical education and/or recess requirements to the school's existing wellness policy. (*A key time to promote these types of initiatives is while the school is making similar changes in regards to school health).
2. Implement changes the school and parents have agreed upon (increased PE and/or recess time, additional developmentally appropriate programs and structured activities, and/or short PA breaks)..

IDEAS FOR SUCCESS

A survey of Ohio PE teachers indicated their number one need was equipment. PTA funds could be used to purchase balls, pedometers and other materials to promote physical activity.

Physical activity in the classroom can be combined with academic subjects.

RESOURCES

Ohio Action for Healthy Kids – Goal 3 Physical Activity Toolkit

- <http://www.childrenshungeralliance.org/AFHK/GOAL3/pakit.pdf>

Action for Healthy Kids- Numerous Ideas, Resources and Facts on Physical Activity

- http://www.actionforhealthykids.org/resources_topic.php?topic=19

Michigan Team Nutrition - Physical Activity Information and Links for Parents, Teachers and Children

- <http://www.tn.fcs.msue.msu.edu/physicalactivity.html>

Take 10: Getting Kids Active 10 Minutes at a Time - Classroom Based Physical Activity and Curriculum Tool

- <http://www.take10.net/>

American Alliance for Health, Physical Education, Recreation and Dance

- <http://www.aahperd.org/>

PE Central -The Premier Web Site for Health and Physical Education

- <http://www.pecentral.org/>

PE Links 4 U - Physical Education Resources and Links for K-12th Grades

- <http://www.pelinks4u.org/>

Rescuing Recess - Advocacy Information for Parents, Teachers and Kids

- <http://www.rescuingrecess.com/>

OPI Recess Before Lunch Policy: Kids Play and then Eat

- <http://www.opi.state.mt.us/schoolfood/recessBL.html>

Fact Sheet: The Need for Physical Education and Physical Activity in Our Schools



Adapted from Action for Healthy Kids' Fact Sheet, Building the Argument: The Need for Physical Education and Physical Activity in Our Schools, www.actionforhealthykids.org

Studies show that when children's exercise and fitness needs are met, they are more able to learn and achieve. Given the growing epidemic of obesity and the link between physical activity and academic performance, parents and schools must work together to make quality daily physical education a priority in our schools and to give our children more opportunities to be physically active throughout the school day.

Our children are becoming overweight and are developing "adult" diseases:

- Poor diet and inadequate physical activity are among the top 10 leading causes of death in the United States and together account for at least 300,000 deaths annually. Obesity and overweight have "reached epidemic proportions in the United States."¹
- The epidemic has hit our children particularly hard: "today there are nearly twice as many overweight children and almost three times as many overweight adolescents as there were in 1980".¹ In 2000, 15 percent of children ages 6 to 11 were overweight and nearly 16 percent of adolescents were overweight.²
- The Centers for Disease Control and Prevention warns that one in three U.S. children born in 2000

will become diabetic unless many more people start eating less and exercising more.³

Our children are becoming increasingly less physically active:

- Less than 25 percent of children get at least 30 minutes of physical activity per day.⁴
- Children tend to become less physically active as they get older. By the time they reach their teens, nearly half of America's children are not vigorously active on a regular basis.⁵

Many of our children are sedentary at school:

- Most children (85 percent) travel to school by car or bus—only 13 percent walk or bike to school.⁶
- Since 1989, many school systems have abolished recess. Only 4 percent of states require recess and

22 percent of states recommend that elementary schools provide students with regular recess.⁷

- Between 1991 and 1999, the percentage of students who took physical education on a daily basis dropped from 42 percent to 29 percent.⁸

When children are active, their academic performance improves:

- Studies show that providing more time for physical activity (by reducing class time) can lead to increased test scores, particularly in the area of mathematics.^{9,10}

Physical activity programs have been linked to stronger academic achievement, increased concentration, and improved reading and writing test scores as well.¹¹

- Children who have daily physical education classes exhibit better attendance and have a more positive attitude about school.¹²
- Children who spend less time in other subjects in order to allow for regular physical education have been shown to *do equally well or better* in academic classes.¹³

1 U.S. Department of Health and Human Services. *The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity*. 2001.

2 J Am Med Assoc 2002;288:1723-1727.

3 Associated Press. *Diabetes in children set to soar*. MSNBC. June 16, 2003.

4 International Life Sciences Institute. *Improving Children's Health Through Physical Activity: A New Opportunity, A Survey of Parents and Children About Physical Activity Patterns*. 1997.

5 Centers for Disease Control and Prevention. *Guidelines for School and Community Programs: Promoting Lifelong Physical Activity*. 1997.

6 Centers for Disease Control and Prevention. Fact Sheet. *Kids Walk to School Program*. 2002.

7 Action for Healthy Kids. National Profile. 2002.

8 Centers for Disease Control and Prevention. Physical Activity and Good Nutrition: Essential Elements to Prevent Chronic Diseases and Obesity. *At a Glance*. 2003.

9 Shephard, R.J., Volle, M., Lavalee, M., LaBarre, R., Jequier, J.C., Rajic, M. Required physical activity and academic grades: a controlled longitudinal study. *Children and Sport*. Limarinen and Valimaki, editors. Berlin: Springer Verlag, 1984. 58-63.

10 Shephard, R.J. Curricular physical activity and academic performance. *Pediatric Exercise Science* 1997; 9: 113-126.

11 Symons, C.W., Cinelli, B., James, T.C., Groff, P. Bridging student health risks and academic achievement through comprehensive school health programs. *Journal of School Health* 1997; 67(6): 220-227.

12 National Association for Sport and Physical Education/Council of Physical Education for Children. *Physical education is critical to a complete education*. 2001.

13 President's Council on Physical Fitness and Sports. *Physical activity promotion and school physical education. Physical Activity and Fitness Research Digest*. 1999.

What Constitutes a Quality Physical Education Program?



Adapted from the National Association for Sport and Physical Education, Fact Sheet: What Constitutes a Quality Physical Education Program?

Quality physical education programs are important because they provide learning experiences that meet the developmental needs of youngsters, improving a child's mental alertness, academic performance, readiness to learn and enthusiasm for learning. 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.

Opportunity to Learn

- Instructional periods totaling 150 minutes per week (elementary) or 225 minutes per week (middle and secondary school)
- Qualified physical education specialist providing a developmentally appropriate program
- The teacher: pupil ratio in physical education is no greater than 1:25 for optimal instruction
- Adequate equipment and facilities

Meaningful Content

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child
- Fitness education and assessment to help children understand, improve and/or maintain their physical well-being

- Development of cognitive concepts about motor skill and fitness
- Opportunities to improve their emerging social and cooperative skills and gain a multi-cultural perspective
- Promotion of regular amounts of appropriate physical activity now and throughout life

Appropriate Instruction

- Full inclusion of all students
- Maximum practice opportunities for class activities
- Well-designed lessons that facilitate student learning
- Out-of-school assignments that support learning and practice
- No physical activity for punishment
- Regular assessment to monitor and reinforce student learning



Improving Opportunities for Physical Activity at School: 10 Things Parents Can Do

- 1. Work with your PTA** to raise funds for school athletic equipment.
- 2. Speak up about the importance of recess and physical education.** Parents' concerns and ideas are valuable—talk to your principal and other school leaders about the importance of incorporating at least 30 minutes of physical education run by accredited professional instructors, into every school day.
- 3. Encourage your child to participate in team sports or athletic programs.** Team sports/athletic programs may be sponsored by the school, community centers, the local YMCA, or parks and recreational organizations. Activities such as dance, baseball, horseback riding, gymnastics, swimming, basketball, soccer, biking, and running can dramatically increase your child's daily physical activity.
- 4. Talk to your child's teachers** about planning fitness breaks: 5-minute aerobic activities (like jumping jacks) to break up the school day.
- 5. Volunteer to help with physical activity events or sports at your child's school.** Become a part of your child's after-school physical activities, including sports teams, drama productions, marching bands, etc., by volunteering. Your child and the school will appreciate the extra hands.

continued on back

6. **Form a “walking school bus”** and volunteer to walk groups of students to school on a rotating basis.
7. **Ask school leaders** about including information about the importance of physical activity in the curriculum as well as in communications with parents, such as the school newsletter.
8. **Team up with other parents** to form an early morning or after-school walking, biking, or running club.
9. **Participate in Walk to School Day** with your children:
www.walktoschool.org.
10. **Connect** with ongoing efforts in your school and community. The local chapter of the American Heart Association or your local YMCA, for example, may have valuable ideas and materials that you can use.

Improving Opportunities for Physical Activity at School: 10 Things PTAs Can Do



- 1. Provide pedometers** for a “steps” contest—give an award to the parent, teacher, student and staff member who takes the most steps in a given month.
- 2. Bring teachers, parents and students together** in an after-school walking, biking, running or skating club.
- 3. Encourage parents to volunteer** to walk groups of students to school on a rotating basis.
- 4. Give parents information** about community physical activity resources (such as programs at the local YMCA).
- 5. Raise funds** for school athletic equipment (see the ideas for healthy fundraisers in this notebook).
- 6. Plan group activities** for your PTA that involve fitness (e.g., a walking meeting with the principal).
- 7. Find creative ways** to make PTA fundraising activities active: sell services like raking leaves and shoveling snow.
- 8. Take a look** at your school’s playgrounds and athletic facilities. Test the equipment. Does your school do a good job of providing students with an environment that promotes physical activity?
- 9. Partner with local organizations** to provide after-school activities in your school’s athletic facilities.
- 10. Be advocates for recess and physical education.** Parents’ concerns and ideas are valuable—talk to your principal and other school leaders about the importance of incorporating at least 30 minutes of physical education run by accredited professional instructors, into every school day.

INCORPORATING PHYSICAL ACTIVITY INTO OTHER SUBJECTS

Math

- Have students practice their measurement skills by measuring the distance covered when jumping, leaping, and hopping. Jumping jacks: call out a math problem. If the answer is less than 20, ask the students to give their answer in jumping jacks.
- Have students take a resting heart rate, then perform a simple movement to get an elevated heart rate. Take the scores and use them in a graphing assignment.
- Have the students roll dice, take the two numbers, multiply, add, subtract, or divide them and perform that many repetitions of an exercise like jumping jacks or crunches.
- Label index cards with numbers. Place the cards at one end of the classroom with the numbers down. Set the students up into relay groups, each student takes a turn hopping or jumping down to the cards and can pick up only one card to bring back to their team. After all cards are collected, students add up the cards to see which group got the highest number.

Science

- Encourage students to do reports on the benefits of physical activity.
- Take nature walks.
- Test the shapes of movement equipment, and analyze why they are shaped as such.

Language Arts

- Ask students to record in their journals the amount of time they spend watching TV and being physically active- and what activities they enjoyed the most.
- Incorporate fitness words into vocabulary tests.
- Allow students reading time where the material is fitness related.
- Have students write a letter to their favorite athlete or sports team.
- Read health related books or stories to the students as a reward.
- Use fitness words on a word wall.



Spelling

- Host a spelling bee with a physical activity theme. Ask students to act out verbs such as skip, hop, jump, and others.
- Have students write out as many health-related words they can think of with each letter of the alphabet.

Geography

- Have students research what physical activities and games are done in different countries.
- Use maps with pedometers and walking challenges to travel to different geographic destinations, such as a “Walk Around Ohio” or “Walk to San Diego”. Learn about the locations along the route.

Physical Activity Curricula and Programs for Children and Youth

Program Name	Grade / Age	Goal(s)	Contact Information
Animal Trackers	Pre-K, 3-5 years	Increase amount of structured physical activity in preschool children ages.	Healthy-Start, LLC PO Box 115 Huntington NY 11743 1-631-549-0010 http://www.healthy-start.com/order.pdf
The SPARK Programs (Sports, Play, and Active Recreation for Kids) After School (AS) – Active Recreation	Pre K-8 th	<ul style="list-style-type: none"> · Doubled student physical activity during PE classes · Improved sports and activity skills · Improved cardio-respiratory fitness and muscular endurance in girls · Improved academic achievement 	Paul Rosengard, PhD Executive Director The SPARK Programs 438 Camino Del Rio South – Suite 110 San Diego CA 92108 1-800-SPARKPE, Ext 208 (1-800-772-7573, Ext 208) www.sparkpe.org
TAKE 10! [®]	K-5 th grade elementary program	<ul style="list-style-type: none"> · Reduce sedentary time during the school day · Add structured 10 minute bouts of physical activity to classroom 	Shannon Williams Program Manager Physical Activity & Nutrition (PAN) ILSI Center for Health Promotion 2295 Parklake Drive – Suite 450 Atlanta GA 30345 1-770-934-1010 www.take10.net
CATCH (Coordinated Approach To Child Health)	Grades K-5	Increase the amount of PE class time that students spend in moderate to vigorous PA to 40%	<u>Distributor:</u> FlagHouse 601 FlagHouse Drive Hasbrouck Heights NJ 07604-3116 1-800-793-7900 www.CATCHTEXAS.org
Eat Well & Keep Moving	Upper elementary School-aged children (4 th & 5 th grade)	<ul style="list-style-type: none"> · Increase fruits and vegetable intake · Decrease total and saturated fat · Increase moderate to vigorous physical activity · Decrease television viewing 	Human Kinetics Publishers, Inc. PO Box 5076 Champaign IL 61825-5076 1-800-747-4457 www.humankinetics.com
Planet Health	Adolescent 6 th & 7 th grades	<ul style="list-style-type: none"> · Decrease TV viewing · Increase fruits & vegetable intake · Decrease fat intake · Increase physical activity 	

Program Name	Grade / Age	Goal(s)	Contact Information
Healthy Hearts	5 th & 6 th graders	Significant increases in overall PA, nutrition, and tobacco use knowledge	Eloise Elliott Executive Director Healthy Hearts Professor of Physical Education Concord College Athens WV 24712 1-304-384-5345 http://healthyhearts4kids.org
Generation Fit	Students Ages 11-18	Students take part in community service projects that promote more physical activity and healthier eating among their friends and families, and in their schools and communities.	American Cancer Society 1-800-ACS-2345 (1-800-227-2345) www.cancer.org
Team Nutrition	Grades pre-K through 12	Motivate children in grades pre-K through 12 to make healthy eating choices.	USDA Team Nutrition 3101 Park Center Drive, Room 632 Alexandria VA 22302 1-703-305-1624 www.fns.usda.gov/tn/
Kids Walk To School Day	Elementary & Middle School Students	Children walk and bike to/from school.	Kidswalk-to-School Centers for Disease Control & Prevention 4770 Buford Hwy, NE, MS/K-46 Atlanta GA 30341 www.cdc.gov/search
Bright Futures	Children, Adolescents, & Families	Focus areas: · Oral Health · Nutrition · Mental Health · Physical Activity	Bright Futures Project Georgetown University Box 571272 Washington DC 20057-1272 1-202-784-9556 www.brightfutures.org
Smart Stepping	Elementary through College	A program incorporating movement, walking, math, health and physical education, active living and learning.	Robert Sweetgall Creative Walking, Inc. PO Box 4190 McCall ID 83638 1-888-421-9255 (toll free) www.creativewalking.com
Mind & Body Activities for the Elementary Classroom June 2003	Elementary	· Reduce sedentary time during the school day · Add structured 10 minute bouts of physical activity to classroom	Montana Office of Public Instruction Health Enhancement Division P.O. Box 202501 Helena MT 59620-2501 1-406-444-3178 E-mail: scourt@mt.gov

WALKING PROGRAMS



The recommended amount of daily physical activity in children is 60 minutes, but less than 25 percent of children participate in 30 minutes of physical activity a day.¹ Walking programs can be a beneficial tool to help kids become more active. Walking programs are simply structured times set aside for children to walk. Many prefabricated walking programs already exist for teachers, parents, and schools that want to assist children in becoming more active and promote the development of healthy lifestyles among students. Walking programs can be used to rally students together to achieve a common goal.

¹ National PTA and Parents' Action for Children. Healthy Lifestyles at Home and School. *Fact Sheet: The Need for Physical Education and Physical Activity in Our Schools*. 47-48.

P.A.R.E.N.T. PROCESS

Pick a Project – Walking Programs

Assess the Situation

1. Find out if your child's school participates in walking programs.
2. Observe recess. Is it an active environment? Are all the children participating?
3. Decide if a walking program initiative is needed.

Research

1. Investigate types of walking programs such as "America on the Move", "Walk with the Principal", "100-mile Club", "Travel the Globe" and "Mile-walk Challenge". (A short list of walking programs is provided). Investigate school success stories such as the Fitness Finders Program at Huntington Elementary School in Chillicothe, OH. Use the resources below for additional help.
2. Examine materials needed for programs of interest. Estimate the cost involved.
3. Investigate and identify advocates within the school (PE teacher, principal, nurse, coach).

Educate

1. Share the information you have gathered.
2. Inform the school of your concern, current situation, program options, cost, advocates and success stories.
3. Present information at the next PTA meeting and the importance of students being active during the school day.
4. Ask about obstacles that will need to be addressed before change can take place.

Network

1. Gather the support of parents, school staff and concerned citizens.
2. A network will allow you to offer the school volunteers, research more options, raise funds and/or further promote change.

Take Action

1. Implement the program(s) of choice.
2. Organize volunteers to plot out a safe walking path and supervise students.
3. Start walking!!!

IDEAS FOR SUCCESS

School principal walks with elementary students for 10 minutes each morning.

Teachers walk with students around the track each day during recess.

Children wear pedometers during the school day and track their distance over the course of a semester.

RESOURCES

KidsWalk-to-School - CDC's Nutrition and Physical Activity Program Information and Resources on Increasing Awareness of Walking Programs, Encouraging Students to Participate, Walking School Buses, Pre-Packaged PowerPoints and More

- www.cdc.gov/nccdphp/dnpa/kidswalk/

Walk to School- "How to" information, walking program ideas, walkability checklist, and more

- www.walktoschool.org/momentum/programs.cfm
- www.walktoschool-usa.org/buildevent/checklists.cfm

Creative Walking - School Walking Program Ideas and Kits (Material Fee)

- www.creativewalking.com/school-fm.html

Walk with Me - 2 Session Walking Curriculum and Ideas for 5th and 6th Graders

- crhreweb.uwyo.edu/WinTheRockies/WIN%20Steps/Youth%20Materials/Walk%20with%20Me.pdf

America On the Move

- www.AmericaOnTheMove.org

WALKING PROGRAM IDEAS



Walking Wednesdays

Designate the first Wednesday of the month, or every Wednesday, as Walk to School Wednesday.

Class-by-class walking competitions

Reward the class that has the greatest percentage of students walking to school at least three days a week, and the one that collectively walks the greatest distance. Also reward the class that increases their percentage of walkers the most over the month, semester, or year.

Walk at school opportunities

Not all children live close enough to walk, so provide recess or PE time for walking, so that all classes have an equal chance.

Park and walk

Designate areas 1/4 to 1/2 mile from school where parents can drop off children and they can safely walk the remaining distance to school. This assures that even children who must be driven to school get to take part in the fun and enjoy the benefits.

Pedometer-based walking program

A pedometer is a small, pagersized step counter worn on the hip; some are available for as little as \$4 a piece in bulk. Get them for kids and see if they can increase their total daily steps because of their walks to and from school.

Travel the globe

Keep track of your class's or school's accumulated walking distance and set a goal to walk to a specific destination such as the Great Wall of China or New York City. Study your target destination and plan a party based on the local culture for when you "arrive."

Hold Top Ten contests

Have students list the top ten ways they got parents to walk with them, top ten funny things they saw while walking, top ten reasons to walk, top ten things that must be improved, top ten walking songs or poems. Have monthly contests or votes to pick the best ten school-wide.

Mile-walk challenge

Do the mile walk challenge. Walk a mile for time at the beginning of the year, then repeat after eight months of walking to (or at) school.

*Above excerpted from International Walk to School: The USA website for International Walk to School events. *Ongoing Walking Programs*. www.walktoschool-usa.org/momentum/programs.cfm

Walk with the Principal

Reward students with a walk with the principal. Once a week the principal and a selected group of students walk 15 minutes or a mile around the local neighborhood. Students can be rewarded for various reasons: good grades, excellent behavior, most-improved student, and so forth. Try to give every child an opportunity to walk with the principal. It promotes healthy practices and gives the principal and students an opportunity to talk. This program can be adapted to any person children admire in their community: police officer, school nurse, teachers, and so on.

*Adapted from *WIN Kids Lesson*. Wellness IN the Rockies. www.uwyo.edu/WinTheRockies

WALKING SCHOOL BUS



Ten percent of children walk to school in the U.S. and only 25 percent of children living within a mile of school regularly walk to class. A walking school bus is an excellent approach to help combat increasing obesity rates and decreasing physical activity among children living within a mile of school. Walking school buses are also a safe way for children to get to and from school.

A walking school bus is similar to the concept of a regular school bus but children's feet take the place of an engine and wheels. Children are picked up daily from a designated stop just like a regular school bus. Trained adult volunteers act as 'bus drivers' and supervise children as they walk to school. The buses 'pick-up' and 'drop-off' children at designated 'bus stops'. The group of students and adults then walk quickly and safely along a pre-selected route to and/or from school.

Adapted from Pennsylvania Advocates for Nutrition and Activity (PANA). *Walking School Bus Guide*. www.panaonline.org/programs/khz/actionkits/wsb/



P.A.R.E.N.T. PROCESS

Pick a Project – Walking School Bus

Assess the Situation

1. Find out approximately how many students walk to school. You may need to develop a survey. Use the Walking School Bus Guide "Student Travel-Parent Questionnaire" as an example (included).
2. Do the sidewalks around the school allow for safe walking and bike routes? Use the International Walk to School walkability checklist listed below.
3. Is there a lot of traffic congestion around the school before and after classes?

Research

1. Investigate the walking school bus concept, procedures and school success stories. Use the PANA Walking School Bus Guide and other resources listed below to get started.

Educate

1. Work with the school and administration and inform them of your concern, current situation, options and success stories.
2. Share program ideas at PTA meetings.
3. Request to plan safe routes with the help of the school's transportation coordinator, local government and/or

police department.

4. Develop rules, policies, procedures, and trainings for the walking school bus. Use the PANA Walking School Bus Guide policies and procedures templates for ideas.
5. Ask about other obstacles that may need to be addressed before change can take place.

Network

1. Gather the support of parents, committed school staff and concerned citizens.
2. A network will allow you to offer the school volunteers, plan the walking school bus (if the school prefers it be the parents' responsibility), promote the concept to the community and students, and/or petition the school.

Take Action

1. Publicize the start of the Walking School Bus Program to students, families and the surrounding community.
2. Train volunteers and enroll students in the program.
3. Start walking!!!

IDEAS FOR SUCCESS

PANA has excellent resources for walking school buses. Refer to the supplemental information for details.

RESOURCES

PANA Walking School Bus Guide - "How to" Guides: Establishing a Program, Planning Routes, Customizable Resources and More

- www.panaonline.org/programs/khz/actionkits/wsb/

Walking School Bus - "How to" Guides, Basic Information, Evaluations, Walkability Checklist, Program Examples and Pedestrian Safety

- www.walkingschoolbus.org

Walk to School - Information on Walking to School and International Walk to School Day; Importance of Walking to School and Additional Resources

- www.walktoschool-usa.org/
- www.walktoschool-usa.org/buildevent/checklists.cfm

KidsWalk-to-School - CDC's Nutrition and Physical Activity Program Information and Resources on Increasing Awareness of Walking Programs, Encouraging Students to Participate, Walking School Buses, Pre-Packaged PowerPoints and More

- <http://www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm>

Cleveland Safe Routes to School Programs- Information and Need for Safe Routes to School

- <http://www.clevelandhealth.org/ActiveServerPages/Health/ChildSafe/ChildSafe.asp>



Ohio

Action for Healthy Kids®

Walking School Bus Interest Survey

Student Name: _____

Please answer the following questions. The data gathered from this survey will help your school assess the amount of support they have for creating a Walking School Bus Program.

1. How does your child usually travel to school?
 - a.) Car
 - b.) School bus
 - c.) Walk
 - d.) Bicycle
 - e.) Other: _____

2. If a Walking School Bus is organized, would any of your children attend?

Yes (Skip to question 4) No (Continue with question 3)

3. Please identify challenges and barriers to participating in the Walking School Bus?

Thank you for participating in this survey. Your feedback is valuable.

4. Please provide the following information about your child who would use the Walking School Bus:

Name: _____

Age: _____

Teacher: _____

5. Please circle the days that your child would you use the Walking School Bus?

Monday

Tuesday

Wednesday

Thursday

Friday

6. The success of the bus is dependent on having adult volunteers act as "drivers". Would you or another adult be willing to volunteer to "drive" the Walking School Bus on a scheduled basis?

If yes, please provide your name and contact information below:

7. Please indicate which days and times would suit you to be a volunteer "driver" or "conductor".

All Week:	AM	PM	Both
Monday:	AM	PM	Both
Tuesday:	AM	PM	Both
Wednesday:	AM	PM	Both
Thursday:	AM	PM	Both
Friday:	AM	PM	Both

Thank you for completing the survey. Your feedback is valuable.



Adapted from Pennsylvania Advocates for Nutrition and Activity
For more information visit: www.panaonline.org

Why ride when you can WALK? Join the Walking School Bus planning committee!

A “Walking School Bus” is powered by legs rather than an engine, and designed for students who live within a mile of their school. It allows a designated adult supervisor (“bus driver”) to “pick up” each student, at a designated meeting place on the way to school. The group of students walks to school, quickly and safely, along a set route and under the guidance of trained adult supervisors, all the while enjoying fresh air, exercise and conversation. School administrators, parents and community members collectively plan the designated walking routes, coordinate the student pick-up locations and times, and organize the chaperone schedule for adults volunteering as “bus drivers”.

By taking part in the Walking School Bus program, you can help to support a number of community benefits:

- Increase daily physical activity for children and adults in the neighborhood.
- Increase safety for pedestrians and bicyclists.
- Reduce traffic around the neighborhood and school.
- Increase community connections by helping neighbors to get to know one another.

Please complete the information below and mail, email or fax to:

» » INSERT CONTACT INFORMATION HERE « «

Name: _____

Telephone: (Day) (_____) - _____ (Evening)(_____) - _____

Address: _____

Email: _____

___ I am interested in joining the planning committee

___ I am interested in volunteering

___ I am interested in finding out more information

Parent Transportation Questionnaire

Dear Parent,

» » INSERT SCHOOL HEADER HERE « « in partnership with PANA (Pennsylvania Advocates for Nutrition and Activity) and the Keystone Healthy Zone Schools Program, would like to work to improve the health and safety of our students and improve traffic congestion around our school.

We would like to conduct a transportation questionnaire to assess the number of students walking to school and/or the barriers to walking. This information will help the school and community plan for the future.

Thank you in advance for your time.

1. What is your child's grade level? _____
2. What is the approximate distance from your home to the school?
 - ___ ¼ mile or less
 - ___ ¼–½ mile
 - ___ ½ mile to 1 mile
 - ___ between 1–2 mile
 - ___ over 2 miles
3. What neighborhood/development do you live in?

4. How does your child usually travel to and from school? (check the appropriate boxes below)

To School in the Morning

	EVERY DAY	2-3 TIMES A WEEK	ONCE A WEEK	OCCASIONALLY
WALK				
BIKE				
DRIVE				
CARPOOL				
BUS				

From School in the Afternoon

	EVERY DAY	2-3 TIMES A WEEK	ONCE A WEEK	OCCASIONALLY
WALK				
BIKE				
DRIVE				
CARPOOL				
BUS				

5. Do you feel that the school provides a safe place to store bikes? yes ___ no ___

6. Do you have concerns about traffic safety along the routes to school? yes ___ no ___

7. If you answered yes to question 6, please elaborate (include specific streets or intersections that are problematic)

8. If you drive or carpool your child, why do you make that choice?

- Bad weather
- Carrying awkward or heavy items (books, instruments, etc.)
- Child bullied by other child
- Child is too young
- Convenience
- High speed vehicles
- Lack of safe place to store bikes
- No biking or walking route maps
- Paths incomplete or not wide enough
- Pick up after work
- Pick up due to after school activities
- not at school
- Safety concerns
- Sidewalks (lack of or incomplete)
- Tardiness
- Terrain
- Too far to walk
- Traffic concerns
- Other _____

9. Would you allow your child to walk or bike if:

- Accompanied by other children
- Accompanied by other parents
- Cars slowed down
- Crossing guards more effective
- Not as many cars on the road
- Paths were separated from traffic
- Routes maps provided
- Safety orientation/ training for students
- Secure bike storage was available
- Sidewalks and bike paths were improved
- Other _____

10. Would you let your child carpool if:

- You were familiar with the driver
- Someone organized it
- Other _____

11. Would you be interested in volunteering to help set up or maintain a walking or biking program?

yes no

If so, please give your name, phone number, and email.

12. Comments:

Please return this survey to the school office.

Or mail it to:

» » INSERT ADDRESS HERE « «



Adapted from Pennsylvania Advocates for Nutrition and Activity
For more information visit: www.panaonline.org