

**Facilitator's Guide to Using the  
PowerPoint® Presentation on  
*School Health Guidelines  
to Promote Healthy Eating  
and Physical Activity***

October 2011

Suggested citation: Centers for Disease Control and Prevention. Facilitator's Guide to Using the PowerPoint® Presentation on *School Health Guidelines to Promote Healthy Eating and Physical Activity*. Atlanta, GA: U.S. Department of Health and Human Services; 2011.

To obtain copies:

- Download from CDC's Web site: [www.cdc.gov/healthyyouth/npao/presentation.htm](http://www.cdc.gov/healthyyouth/npao/presentation.htm)
- Request by e-mail: [cdcinfo@cdc.gov](mailto:cdcinfo@cdc.gov)

***Disclaimer:***

Use of trade names and commercial sources is for identification only and does not imply endorsement by the Public Health Service or the U.S. Department of Health and Human Services.

# Facilitator’s Guide to Using the PowerPoint® Presentation on School Health Guidelines to Promote Healthy Eating and Physical Activity

## Table of Contents

<b>Acknowledgments</b> .....	<b>ii</b>
<b>Introduction</b> .....	<b>1</b>
<b>Goals</b> .....	<b>2</b>
<b>Learning Objectives</b> .....	<b>2</b>
<b>In This Guide</b> .....	<b>2</b>
<b>Agenda and Total Time</b> .....	<b>3</b>
<b>Materials and Equipment</b> .....	<b>3</b>
<b>Suggestions for Use</b> .....	<b>4</b>
<b>Preparation</b> .....	<b>4</b>
<b>Procedures for Delivering the Presentation</b> .....	<b>5</b>
<b>Activities</b> .....	<b>8</b>
Option A: <b>3–2–1 Let’s Go!</b> .....	8
Option B: <b>3–2–1 Let’s Go!</b> .....	10
<b>Handouts</b> .....	<b>13</b>
<i>Pretest</i> .....	14
<i>Posttest</i> .....	15
<i>Pretest/Posttest Key</i> .....	16
<b>3–2–1 Let’s Go! Card (Options A &amp; B)</b> .....	17
<b>3–2–1 Let’s Go! Small Group Discussion Questions (Option A)</b> .....	18
<b>3–2–1 Let’s Go! Team Leading Questions (Option B)</b> .....	19
<i>Presentation Feedback Form</i> .....	20
<i>School Health Guidelines to Promote Healthy Eating and Physical Activity:     Executive Summary</i> .....	21

## Acknowledgments

---

This document was prepared by the Centers for Disease Control and Prevention (CDC), National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP), Division of Adolescent and School Health (DASH), with significant conceptual, technical, and editorial assistance from experts across CDC and in the fields of nutrition, childhood obesity, physical activity and physical education, school health education, and professional development. This presentation and Facilitator's Guide on the *School Health Guidelines to Promote Healthy Eating and Physical Activity* are available at [www.cdc.gov/healthyyouth/npao/presentation.htm](http://www.cdc.gov/healthyyouth/npao/presentation.htm).

### Lead Authors

**Susan Russell, EdD, MSPH**

Consultant/Contractor  
Columbus Technologies and Services, Inc.

**Allison Nihiser, MPH**

CDC, NCCDPHP, DASH

**Sabina Vyas, MPH**

CDC, NCCDPHP, Division of Nutrition, Physical Activity, and Obesity

### Contributors

**Lisa Barrios, DrPH**

CDC, NCCDPHP, DASH

**Marci F. Hertz**

CDC, NCCDPHP, DASH

**Sarah M. Lee, PhD**

CDC, NCCDPHP, DASH

**Caitlin Merlo, MPH, RD**

CDC, NCCDPHP, DASH

**Mara Galic, MHSc, RD, LD**

Columbus Technologies and Services, Inc.

**KyMBER N. Williams, MA**

CDC, NCCDPHP, DASH

**Mary Y. Kaeser, MEd**

CDC, NCCDPHP, DASH

**Howell Wechsler, EdD, MPH**

CDC, NCCDPHP, DASH

**Danya International, Inc.**

# Facilitator's Guide to Using the PowerPoint® Presentation on *School Health Guidelines to Promote Healthy Eating and Physical Activity*

## Introduction

This presentation provides those at state, territorial, regional, or local education and health agencies or other stakeholders<sup>a</sup> engaged in work to promote healthy eating, physical activity, and student wellness with an introduction to the evidence-based *School Health Guidelines to Promote Healthy Eating and Physical Activity*<sup>b</sup> (*Guidelines*). Participants attending this presentation might be individuals representing a variety of venues and jurisdictions, including states, regions, cities, communities, and school districts, or they might be teams representing individual agencies and organizations. The presentation is organized to meet the needs and interests of participants coming either as individuals or as teams.

There are nine guidelines for promoting lifelong healthy eating and physical activity in schools. These guidelines support the 2010 *Dietary Guidelines for Americans*,<sup>c</sup> the 2008 *Physical Activity Guidelines for Americans*,<sup>d</sup> and the *Healthy People 2020*<sup>e</sup> objectives related to healthy eating and physical activity among children and adolescents, including associated school objectives. The *Guidelines* establish a foundation for developing, implementing, and evaluating school-based healthy eating and physical activity policies and practices for students in grades K–12. Each of the nine guidelines is accompanied by a series of strategies to facilitate achievement of the specific guideline. Not every guideline is appropriate or feasible for every school to implement. Therefore, schools should determine which guidelines have the highest priority on the basis of school needs and available resources.

Promoting healthy eating and physical activity is consistent with the fundamental mission of schools: *Educating young people to become healthy, productive citizens who can make meaningful contributions to society*. Systemic and meaningful changes in health and education policies and practices can be created at the state level, but their ultimate success depends on the level of commitment and effort demonstrated at the local levels. This presentation provides a vehicle to inform health and education agencies and other organizations about critical initiatives that promote healthy eating and physical activity among children and adolescents; in addition, it provides the impetus for these agencies and organizations to support these key health-promoting efforts.

<sup>a</sup> Stakeholders include physical education and health education teachers, school nutrition directors, school health councils, other school staff, medical care providers, community members, policy makers, parents, and caregivers and students.

<sup>b</sup> CDC. School Health Guidelines to Promote Healthy Eating and Physical Activity. *MMWR* 2011;60(RR-5):1–76.

<sup>c</sup> U.S. Department of Agriculture, U.S. Department of Health and Human Services. *Dietary Guidelines for Americans, 2010*. 7th edition. Washington, DC: U.S. Government Printing Office; 2010. Available at [www.cnpp.usda.gov/DietaryGuidelines.htm](http://www.cnpp.usda.gov/DietaryGuidelines.htm)

<sup>d</sup> U.S. Department of Health and Human Services. *2008 Physical Activity Guidelines for Americans*. Washington, DC: U.S. Department of Health and Human Service; 2008. Available at [www.health.gov/PAGuidelines/](http://www.health.gov/PAGuidelines/).

<sup>e</sup> U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. *Healthy People 2020*. Rockville, MD: U.S. Department of Health and Human Services; 2010. Available at [www.healthypeople.gov](http://www.healthypeople.gov).

## Goals

The presentation and suggested activities will

- Inform participants from state, territorial, regional, or local education and health agencies or other stakeholders about the rise in rates of childhood obesity, the health consequences of obesity among children and adolescents, and the factors that contribute to obesity that can be changed.
- Familiarize participants from state, territorial, regional, or local education and health agencies or other stakeholders with CDC's *School Health Guidelines to Promote Healthy Eating and Physical Activity*.
- Guide participants from state, territorial, regional, or local education and health agencies or other stakeholders in making a commitment to improve healthy eating and physical activity in schools.

## Learning Objectives

Following this presentation and activity, participants from state, territorial, regional, or local education and health agencies or other stakeholders will be able to

- Define the terms *overweight* and *obesity*.
- Describe three health consequences of childhood obesity.
- Explain the purpose of CDC's *School Health Guidelines to Promote Healthy Eating and Physical Activity*.
- Identify at least two healthy eating and two physical activity policies or practices that can be implemented in schools to address obesity.
- Prioritize two guidelines that can be used to address obesity, physical activity, and nutrition in their state, region, city, or school district.
- Name three groups of stakeholders in their state, region, city, or school district that need to be informed about the *Guidelines*.

## In This Guide

This Facilitator's Guide provides step-by-step instructions on how to deliver the PowerPoint® presentation (with facilitator narrative and notes). The guide offers an agenda, goals, objectives, procedures, activities, handouts, a list of materials and equipment, and recommended preparation steps for executing the presentation and suggested activities. In addition, it provides suggestions for using the presentation and activities with participants from state, territorial, regional, or local education and health agencies or other stakeholders.

## Agenda

Topic	Time
Introduction and Pretest	10 minutes
PowerPoint® Presentation	30 minutes
Activity 3–2–1 <i>Let's Go!</i> Option A: 25–30 minutes Option B: 35–45 minutes	25–45 minutes
Posttest and Feedback Form	5–10 minutes

**Total time:** 70–95 minutes

## Materials and Equipment

The facilitator will need to assemble the following materials before delivering the presentation and suggested activities.

Materials and Equipment Needed	Facilitator Materials	Items Needed for Participants
PowerPoint® presentation slides and note pages (narrative). Available at: <a href="http://www.cdc.gov/healthyyouth/npao/presentationSlides.ppt">www.cdc.gov/healthyyouth/npao/presentationSlides.ppt</a>	✓	
LCD projector, computer, and screen (microphone, if applicable)	✓	
PowerPoint® presentation handout (print three slides per page; one per participant)		✓
CDC. <i>School Health Guidelines to Promote Healthy Eating and Physical Activity</i> . <i>MMWR</i> 2011;60(RR-5):1–76. Available at <a href="http://www.cdc.gov/healthyyouth/npao/strategies.htm">www.cdc.gov/healthyyouth/npao/strategies.htm</a>	✓	(as needed)
Frequently Asked Questions — Presentation on the <i>School Health Guidelines to Promote Healthy Eating and Physical Activity</i> Available at <a href="http://www.cdc.gov/healthyyouth/npao/faq.pdf">www.cdc.gov/healthyyouth/npao/faq.pdf</a>	✓	
References for PowerPoint® presentation slides and note pages (narrative) Available at <a href="http://www.cdc.gov/healthyyouth/npao/references.pdf">www.cdc.gov/healthyyouth/npao/references.pdf</a>		(if requested)
<i>Pretest and Posttest</i> (Optional) (pp. 14 and 15)		✓
<i>Pretest/Posttest Key</i> (Optional) (p. 16)	✓	
<b>Activity: 3–2–1 <i>Let's Go!</i></b>		
○ <i>Activity: 3–2–1 Let's Go! Card</i> handout (one per participant, p. 17)		✓
○ <i>Option A: 3–2–1 Let's Go! Small Group Discussion Questions</i> (handout – one per small group, p. 18)		(as needed)
○ <i>Option B: 3–2–1 Let's Go! Team Leading Questions</i> (handout – one per team, p. 19)		(as needed)
○ <i>Option B: 3–2–1 Let's Go! chart paper</i> (one sheet per team), tape for posting, markers	✓	
<i>Presentation Feedback Form</i> (one per participant, p. 20)		✓
<i>School Health Guidelines to Promote Healthy Eating and Physical Activity: Executive Summary</i> (handout, pp. 21–28) Also available at <a href="http://www.cdc.gov/healthyyouth/npao/strategies.htm">www.cdc.gov/healthyyouth/npao/strategies.htm</a>	✓	✓
Pens or pencils		✓
Chart paper, markers (one per small group)		✓

## Suggestions for Use

This presentation and the related activities can be used in a variety of ways. Some suggestions are provided below.

- **Continuing Education.** Offer continuing education (CE) as an incentive for participants from state, territorial, regional, or local education and health agencies or other stakeholders attending the presentation. *Use the pretest, activity, Option A, and the posttest as documentation for professional development CE credit.*
- **Training of the Trainers.** Offer the presentation to teams of participants from state, territorial, regional, or local education and health agencies or other stakeholders to introduce them to the *Guidelines* and to the Facilitator's Guide, and to prepare them to conduct the presentation with their local counterparts and stakeholders (e.g., school district teams). *Use the activity and Option B with the teams.*
- **Multiple Levels Within Jurisdiction.** Invite teams representing education and health agencies or other stakeholders in the same venue (e.g., states, counties, parishes, towns) to attend the presentation to represent a variety of knowledge, experience, and perspectives of the health status of local children and adolescents. *For teams representing the same venues, use the activity and Option B.*
- **Meetings and Conference Presentations.** Individuals from state, territorial, regional, or local education and health agencies or other stakeholders could deliver the presentation at a state, regional, or district health or education conference or professional association meeting.

## Preparation

- Read CDC's *School Health Guidelines to Promote Healthy Eating and Physical Activity* available at [www.cdc.gov/healthyouth/npao/strategies.htm](http://www.cdc.gov/healthyouth/npao/strategies.htm).
- Become familiar with the *Guidelines* PowerPoint® presentation and the facilitator narrative and notes available at [www.cdc.gov/healthyouth/npao/presentation/slides.ppt](http://www.cdc.gov/healthyouth/npao/presentation/slides.ppt). (To view the facilitator narrative and notes, select "VIEW" and select "Notes Page.")
- Review the Frequently Asked Questions (FAQs) available at [www.cdc.gov/healthyouth/npao/faq.pdf](http://www.cdc.gov/healthyouth/npao/faq.pdf).
- Read this Facilitator's Guide to identify procedures and activities for delivering the presentation.
- Become familiar with the target audience. Determine if participants are coming as teams from the same agency or organization, as individuals, or a combination of both.
- Determine whether to use Option A or Option B of the **3–2–1 Let's Go! Activity** (p. 8, p. 10) (along with the PowerPoint® presentation) based on the participants.



PowerPoint® Presentation



- Research state and/or local public health and education policies and practices related to nutrition, physical education, and physical activity in school settings that may be applied in the various venues (e.g., states, counties, school districts, health departments) of participants who are expected to attend the workshop. Use examples of those policies and practices in the “setting the stage” phase of the procedures (below).
- Download the presentation from [www.cdc.gov/healthyyouth/npao/presentationSlides.ppt](http://www.cdc.gov/healthyyouth/npao/presentationSlides.ppt) onto a thumb drive or CD-ROM.
- Print the presentation facilitator narrative and notes for your talking points during the presentation. To print facilitator narrative and notes, select “Notes Pages” as a print option.
- Download and print one copy of the Pretest/Posttest Key for your reference (p. 16).
- Download and print the following items for the participants:
  - PowerPoint® handouts (three slides per page, with lines for notes; one set per participant)
  - Pretest and Posttest (one per participant, pp. 14 and 15)
  - **School Health Guidelines to Promote Healthy Eating and Physical Activity: Executive Summary** (one per participant, pp. 21–28)
  - **3–2–1 Let’s Go! Activity Card**—there are two cards per page; print and cut in half so there is one card per participant, p. 17)
    - **Option A: 3–2–1 Let’s Go! Small Group Discussion Questions** (one per small group, p. 18)
    - or –
    - **Option B: 3–2–1 Let’s Go! Team Leading Questions** (one per team, p. 19)
  - Presentation Feedback Form (one per participant, p. 20)
- Perform set-up:
  - Connect the LCD projector to the computer with the presentation.
  - Ensure you have a screen for projecting the presentation.
  - For Activity **3–2–1 Let’s Go! (Option B)**, prepare one piece of chart paper for each team. Each paper should have three columns: 3–Groups, 2–Dissemination Methods, and 1–Guidelines. Post the prepared chart papers around the room to allow the small groups to work proximate to the appropriate paper.

## Procedures for Delivering the Presentation

### 1. Introduction

- Introduce yourself and welcome participants to the presentation on *School Health Guidelines to Promote Healthy Eating and Physical Activity*. (Note: You may want to use slide #1 as a background for this introduction).
- Distribute the Pretest (p. 14) and pens or pencils to each participant. Ask all participants to take approximately **5 minutes** to complete the Pretest individually. Collect the Pretests.
- Tell participants that the answers to the Pretest questions will be discussed throughout the presentation.

## 2. Setting the Stage

- Ask participants if they have an existing school-based policy or practice to promote healthy eating and/or physical activity among students at the state (e.g., education and health codes or policies) or local (e.g., school district policy) level.
- Ask for a few examples; if none are offered by participants, probe for specifics by providing these general examples:
  - State education code that requires physical education for high school students
  - Health department regulation to enforce food safety requirements in schools
  - School staff employee wellness program
  - School district wellness policy that includes nutrition guidelines for competitive foods (e.g., other foods and drinks sold/offered in schools outside of the school lunch or school breakfast programs)
- Ask for other suggestions. For those who offer suggestions/examples, acknowledge their efforts to promote healthy eating and/or physical activity among students.
- Tell participants they will learn new strategies and ways to enhance existing initiatives that might be appropriate and feasible for their state or local agencies and organizations.
- Discuss methods by which participants can share what they learn about the *Guidelines* with their colleagues and other stakeholders to pique their interest and motivate them to take action.
- Explain to participants that in this presentation they are going to discuss the Centers for Disease Control and Prevention's *School Health Guidelines to Promote Healthy Eating and Physical Activity*, along with the strategies and actions that can be used by state- or local-level agencies to follow the *Guidelines*. Emphasize that not every school or school district is going to be able to implement each guideline fully. Schools or districts should determine which guidelines have the highest priority on the basis of need and available resources.
- Distribute and refer participants to the PowerPoint® presentation handout (three slides per page, with lines for note taking).

## 3. Sharing the PowerPoint® Presentation

- Introduce, show, and narrate the *School Health Guidelines to Promote Healthy Eating and Physical Activity* presentation.
- Answer participant questions (see next bullet) that might arise during or immediately after the presentation.
- Following the presentation, ask participants for questions about the presentation. (Respond to questions using the Frequently Asked Questions [FAQs] or the full report, *School Health Guidelines to Promote Healthy Eating and Physical Activity*.)
- Distribute and review the handout, ***School Health Guidelines to Promote Healthy Eating and Physical Activity: Executive Summary*** (pp. 21–28). Participants will use the handout with the following activity.

## 4. Leading the 3–2–1 Let's Go! Activity

**Note:** Use Option A for individuals (p. 8) or Option B for teams (pp. 10–12).

Participants may request assistance in identifying potential stakeholders in their state, region, city, or school district that need to be informed about the *Guidelines*. Potential stakeholders might include the following:

- **State:** state boards of education, state superintendent, staff at state departments of education and health, state Parent Teacher Association (PTA), physical activity and nutrition coordinators, and policy makers
- **Region:** nongovernmental organizations, school health advocacy groups, and coalitions
- **City:** mayor, businesses, health department, community medical care providers, and community-based nutrition and physical activity providers and services (e.g., recreational programs)
- **School district:** superintendent, principals, school health councils, school boards, nutrition and food service directors, physical activity directors, parent associations, and physical education and health education teachers

Participants might request assistance in identifying strategies to disseminate the *Guidelines* within their state, region, city, or school district to the groups. Strategies for dissemination might include continuing education; training of the trainers; presentations at meetings and conferences; educational fact sheets on the *Guidelines* and specific data or examples from their state, region, city, or school district; briefs for policy makers or school board members on school health policies and practices; announcements on listservs; and adding a link to the *Guidelines* on their agency's or organization's Web site.

## 5. Conclusion

- Ask participants to complete and submit the Posttest (handout, p. 15) and Presentation Feedback Form (handout, p. 20).
- (Optional) Review the correct answers to the Posttest using the Pretest/Posttest Key (p. 16).
- Thank the audience members for their attendance and participation.

## Activity: 3–2–1 Let’s Go!

### Option A

**Note:** This version of the activity is for participants attending as individuals representing agencies, organizations, or stakeholder groups.

#### Objective:

Following this activity, the participants will be able to

- Prioritize the *Guidelines*, target groups, and methods for disseminating the *Guidelines* at the state or local level.

**Estimated Time:** 25–35 minutes

#### Materials:

- **School Health Guidelines to Promote Healthy Eating and Physical Activity: Executive Summary** (handout, pp. 21–28)
- **3–2–1 Let’s Go! Activity Card** (handout, p. 17)
- **3–2–1 Let’s Go! Small Group Discussion Questions** (handout, p. 18)

#### Preparation:

- Copy the following handouts:
  - **3–2–1 Let’s Go! Activity Card** (one per participant)
  - **3–2–1 Let’s Go! Small Group Discussion Questions** (one per small group)

#### Procedure:

1. Introduce and implement the **3–2–1 Let’s Go!** activity.
  - a. Distribute one **3–2–1 Let’s Go! Activity Card** to each participant to complete *individually*.
  - b. Participants will use the **School Health Guidelines to Promote Healthy Eating and Physical Activity: Executive Summary** handout previously distributed to respond to the questions on the **3–2–1 Let’s Go! Activity Card**. Remind participants that the handout identifies each of the nine guidelines, related strategies, and resources for more related information. Allow participants **5 minutes** to read the **School Health Guidelines to Promote Healthy Eating and Physical Activity: Executive Summary** handout.

- c. Provide instructions for this individual activity. After participants have read the handout, direct them to
  - Write on the **3–2–1 Let’s Go! Activity Card** three target groups or stakeholders they believe should be informed about the *Guidelines*. (When selecting the groups, participants should consider why those groups need to be informed about the *Guidelines* and what the groups can do to help implement the guideline selected.)
  - Write at least two strategies that their agency or organization can use to disseminate the *Guidelines* that are most appropriate for the specified target groups or stakeholders. (When selecting the methods, participants should consider why they are most appropriate.)
  - Write one of the nine guidelines or related strategies they believe their agency or organization should consider as a priority to address. (When determining the priority guideline, the participants should consider why that guideline is important for their agency or organization.)
  - Circle one number on their “Readiness Ruler” to identify how ready their agency or organization is to initiate a policy or practice change to promote school-based healthy eating and physical activity among youth in their venue (e.g., state, county, city, school district, or health care setting). (The participants should circle a “1” if they think their agency or organization is not ready, circle an “8” if their agency or organization is very ready to initiate a change, or circle the number on the continuum between “1” and “8” that best represents the readiness level.)
  - Take about **10 minutes** to complete their cards.
2. Organize individuals into small groups of three to five participants.
3. Distribute the **3–2–1 Let’s Go! Small Group Discussion Questions** handout (p. 18), one per group.
4. Ask each group to select a facilitator for the group.
  - The facilitator will be responsible for leading the discussion using the questions in the **3–2–1 Let’s Go! Small Group Discussion Questions** handout. The discussion should be informed by the responses each participant provided on the individual **3–2–1 Let’s Go! Activity Card**.
  - Allow each member an opportunity to provide a response to each of the questions in the **3–2–1 Let’s Go! Small Group Discussion Questions** handout.
  - Groups will have **10 minutes** for the small group discussions.
5. Summarize by encouraging participants to go back to their respective agencies or organizations and work to create a policy or practice based on one of the guidelines discussed today.

## Activity: 3–2–1 Let’s Go! Option B

**Note:** This version of the activity is for participants coming as teams from the same venue (e.g., the same school district, state agency, county health department, or organization).

### Objective:

Following this activity, the team will be able to

- Specify a guideline or strategy that is appropriate and feasible for adoption at the state or local level.
- Determine state and/or local target stakeholders and methods for disseminating the *Guidelines*.

**Estimated Time:** 35–45 minutes

### Materials:

- **School Health Guidelines to Promote Healthy Eating and Physical Activity: Executive Summary** (handout, pp. 21–28)
- **3–2–1 Let’s Go! Activity Card** (handout, p. 17)
- **3–2–1 Let’s Go! Team Leading Questions** (handout, p. 19)
- Prepared chart paper and markers

### Preparation:

- Copy the following handouts:
  - **3–2–1 Let’s Go! Activity Card** (one per participant)
  - **3–2–1 Let’s Go! Team Leading Questions** (handout, one per team)
- Hang chart paper around the room (one piece of paper per team, with marker).

### Procedure:

1. Introduce and implement the **3–2–1 Let’s Go!** activity.
  - a. Distribute one **3–2–1 Let’s Go! Activity Card** to each participant to complete *individually*.
  - b. Participants will use the **School Health Guidelines to Promote Healthy Eating and Physical Activity: Executive Summary** handout previously distributed to respond to the questions on the **3–2–1 Let’s Go! Activity Card**. Remind participants that the handout identifies each of the nine guidelines, related strategies, and resources for more information. Allow participants **5 minutes** to read the **School Health Guidelines to Promote Healthy Eating and Physical Activity: Executive Summary** handout.

- c. Provide instructions for this individual activity. After participants have read the handout, direct them to
  - Write on the **3–2–1 Let’s Go! Activity Card** three target groups or stakeholders they believe should be informed about the *Guidelines*. (When selecting the groups, participants should consider why those groups need to be informed about the *Guidelines* and what the groups can do to help implement the guideline selected.)
  - Write at least two strategies that their agency or organization can use to disseminate the *Guidelines* that are most appropriate for the specified target groups or stakeholders. (When selecting the methods, participants should consider why they are the most appropriate.)
  - Write one of the nine guidelines or related strategies they believe their agency or organization should consider as a priority to address. (When determining the priority guideline, participants should consider why that guideline is important for their agency or organization.)
  - Circle one number on their “Readiness Ruler” to identify how ready their agency or organization is to initiate a policy or practice change to promote school-based healthy eating and physical activity among students in their venue (e.g., state, county, city, school district, or health care setting). (The participants should circle a “1” if they think their agency or organization is not ready, circle an “8” if their agency or organization is very ready to initiate a change, or circle the number on the continuum between “1” and “8” that best represents the readiness level.)
  - Take about **10 minutes** to complete their cards.
2. Organize participants into their teams (by venue, agency, or organization).
3. Distribute the **3–2–1 Let’s Go! Team Leading Questions** (handout, p. 19), one per team.
4. Ask each team to select a facilitator/reporter and a recorder.
  - The facilitator/reporter will be responsible for leading the discussion on what the team members have written and then reporting it to the larger group.
  - The recorder will write the responses for the team (in a few words) on the chart paper adjacent to the group/team.

Teams will have **15 minutes** to complete their charts using the **3–2–1 Let’s Go! Team Leading Questions**. The teams will use the individual responses to the **3–2–1 Let’s Go! Activity Card** for this activity. The recorder can group the individual response themes that may emerge across the team. The facilitator can ask the team to come to a consensus on a number to go on the Readiness Ruler from the **3–2–1 Let’s Go! Activity Card**.

After **15 minutes**, ask each team’s facilitator to summarize and report out the team’s chart to the larger group. Each team has **2 minutes** to report.

- The facilitator should report the response number on the Readiness Ruler from the **3–2–1 Let’s Go! Activity Card** and briefly explain why the team selected that number.
- Identify the guideline their agency or organization wants to address, the groups with whom they should share the *Guidelines*, and the methods for disseminating the *Guidelines* (e.g., professional/staff development, presentation at professional conference/annual meeting).

5. Summarize the teams’ responses to the **3–2–1 Let’s Go!** activity:
  - Challenge the participants to initiate action on one guideline or related strategy. Ask them to
    - Plan a team meeting and identify the first action they will take to initiate communication with other colleagues and partners about the *Guidelines*.
    - Make a commitment among team members to regroup, meet, and discuss plans for promoting healthy eating and physical activity.
  - Tell participants that implementing and sustaining school-based healthy eating and physical activity policies and practices will make a powerful contribution toward a healthy future for their students.
  - Share the following rationale with participants (modify as needed):
    - The childhood obesity epidemic and the chronic diseases associated with poor dietary habits and physical inactivity will not likely be reversed without a strong contribution from schools.
    - Promoting healthy eating and physical activity is consistent with the fundamental mission of schools: *Educating young people to become healthy, productive citizens who can make meaningful contributions to society.*
    - School-based policies and practices should be part of coordinated school health (see FAQs available at [www.cdc.gov/healthyyouth/npao/faq.pdf](http://www.cdc.gov/healthyyouth/npao/faq.pdf)) and reach students from kindergarten through secondary school.
    - School, district, and state education and health agencies, other stakeholders, community members, and families can commit to implementing and sustaining healthy eating and physical activity policies and practices within schools.
    - The nine guidelines for school-based healthy eating and physical activity provide the framework for establishing such school-wide strategies. By adopting these guidelines, schools can help ensure that all school-aged youth attain their maximum educational potential and good health.
6. Thank the teams for their participation in the activity.



---

# Handouts

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

***School Health Guidelines to Promote Healthy Eating  
and Physical Activity  
Pretest***

<b>Directions: For each statement, select True or False, or fill in the blank with the correct answer.</b>	<b>True</b>	<b>False</b>
1. Less than 25% of children and adolescents in the United States are obese or overweight.	<input type="radio"/>	<input type="radio"/>
2. Overweight is defined as having extra body weight, for a particular height, from fat, muscle, bone, or water; while obesity is defined as having a high amount of excess body fat.	<input type="radio"/>	<input type="radio"/>
3. All students are eligible to participate in the National School Lunch Program and School Breakfast Program.	<input type="radio"/>	<input type="radio"/>
4. Student assessment is not recommended in physical education.	<input type="radio"/>	<input type="radio"/>
5. While student health is important for well-being, it does not affect academic success.	<input type="radio"/>	<input type="radio"/>
6. All students should be active at least 40% of the physical education class time; 60% of class time should be devoted to proper instruction.	<input type="radio"/>	<input type="radio"/>
7. Professional development is not needed for staff who supervise recess, cafeteria time, and out-of-school programs.	<input type="radio"/>	<input type="radio"/>
8. It is acceptable for schools to use food items to reward students.	<input type="radio"/>	<input type="radio"/>
9. School districts and schools should establish a system to develop, implement, and monitor healthy eating and physical activity _____, which are vital in driving positive changes in the schools.		
10. CDC's <i>School Health Guidelines to Promote Healthy Eating and Physical Activity</i> address the following nine guidelines: Policy and Practice; Nutrition Services; Physical Education and Physical Activity; Health Services; Family and Community; Professional Development; _____; _____; and _____.		

Name: \_\_\_\_\_ Date: \_\_\_\_\_

***School Health Guidelines to Promote Healthy Eating  
and Physical Activity  
Posttest***

<b>Directions: For each statement, select True or False, or fill in the blank with the correct answer.</b>	<b>True</b>	<b>False</b>
1. Less than 25% of children and adolescents in the United States are obese or overweight.	<input type="radio"/>	<input type="radio"/>
2. Overweight is defined as having extra body weight, for a particular height, from fat, muscle, bone, or water; while obesity is defined as having a high amount of excess body fat.	<input type="radio"/>	<input type="radio"/>
3. All students are eligible to participate in the National School Lunch Program and School Breakfast Program.	<input type="radio"/>	<input type="radio"/>
4. Student assessment is not recommended in physical education.	<input type="radio"/>	<input type="radio"/>
5. While student health is important for well-being, it does not affect academic success.	<input type="radio"/>	<input type="radio"/>
6. All students should be active at least 40% of the physical education class time; 60% of class time should be devoted to proper instruction.	<input type="radio"/>	<input type="radio"/>
7. Professional development is not needed for staff who supervise recess, cafeteria time, and out-of-school programs.	<input type="radio"/>	<input type="radio"/>
8. It is acceptable for schools to use food items to reward students.	<input type="radio"/>	<input type="radio"/>
9. School districts and schools should establish a system to develop, implement, and monitor healthy eating and physical activity _____, which are vital in driving positive changes in the schools.		
10. CDC's <i>School Health Guidelines to Promote Healthy Eating and Physical Activity</i> address the following nine guidelines: Policy and Practice; Nutrition Services; Physical Education and Physical Activity; Health Services; Family and Community; Professional Development; _____; _____; and _____.		

**School Health Guidelines to Promote Healthy Eating  
and Physical Activity  
KEY**

<b>Directions: For each statement, select True or False, or fill in the blank with the correct answer.</b>	<b>True</b>	<b>False</b>
1. Less than 25% of children and adolescents in the United States are obese or overweight. <i>(Slide/notes page 4)</i>	<input type="radio"/>	<input checked="" type="radio"/>
2. Overweight is defined as having extra body weight, for a particular height, from fat, muscle, bone, or water; while obesity is defined as having a high amount of excess body fat. <i>(Slide/notes page 3)</i>	<input checked="" type="radio"/>	<input type="radio"/>
3. All students are eligible to participate in the National School Lunch Program and School Breakfast Program. <i>(Slide/notes page 19)</i>	<input checked="" type="radio"/>	<input type="radio"/>
4. Student assessment is not recommended in physical education. <i>(Slide/notes page 22)</i>	<input type="radio"/>	<input checked="" type="radio"/>
5. While student health is important for well-being, it does not affect academic success. <i>(Slide/notes page 11)</i>	<input type="radio"/>	<input checked="" type="radio"/>
6. All students should be active at least 40% of the physical education class time; 60% of class time should be devoted to proper instruction. <i>(Slide/notes page 22)</i>	<input type="radio"/>	<input checked="" type="radio"/>
7. Professional development is not needed for staff who supervise recess, cafeteria time, and out-of-school programs. <i>(Slide/notes page 33)</i>	<input type="radio"/>	<input checked="" type="radio"/>
8. It is acceptable for schools to use food items to reward students. <i>(Slide/notes page 17)</i>	<input type="radio"/>	<input checked="" type="radio"/>
9. School districts and schools should establish a system to develop, implement, and monitor healthy eating and physical activity <i>(Fill in the Blank Answer: Policies)</i> , which are vital in driving positive changes in the schools. <i>(Slide/notes page 15)</i>		
10. CDC's <i>School Health Guidelines to Promote Healthy Eating and Physical Activity</i> address the following nine guidelines: Policy and Practice; Nutrition Services; Physical Education and Physical Activity; Health Services; Family and Community; Professional Development; <i>(Fill in the Blank Answers: Environment, Health Education, and School Employee Wellness)</i> . <i>(Slides/notes pages 13 and 34)</i>		

## 3-2-1 Let's Go!

**Directions:** Fill in your answers to 3, 2, 1; then, circle one number on the Readiness Ruler to indicate your readiness to lead a change to promote healthy eating and physical activity among students in your venue.

- 3 Name three groups of stakeholders in your state, region, city, or school district that need to be informed about the *Guidelines*.

\_\_\_\_\_

- 2 Name two strategies to disseminate the *Guidelines* within your state, region, city, or school district to the groups identified above.

\_\_\_\_\_

\_\_\_\_\_

- 1 Name one guideline that needs to be addressed in your venue.

\_\_\_\_\_



-----

## 3-2-1 Let's Go!

**Directions:** Fill in your answers to 3, 2, 1; then, circle one number on the Readiness Ruler to indicate your readiness to lead a change to promote healthy eating and physical activity among students in your venue.

- 3 Name three groups of stakeholders in your state, region, city, or school district that need to be informed about the *Guidelines*.

\_\_\_\_\_

- 2 Name two strategies to disseminate the *Guidelines* within your state, region, city, or school district to the groups identified above.

\_\_\_\_\_

\_\_\_\_\_

- 1 Name one guideline that needs to be addressed in your venue.

\_\_\_\_\_



## Option A: 3-2-1 Let's Go! Small Group Discussion Questions

**Directions:** Select a facilitator for your small group. The facilitator will be responsible for leading a discussion using the following questions. The discussion should be informed by the responses each participant provided to the individual 3-2-1 Let's Go! Activity Card. Allow each participant an opportunity to provide a response to each of the following questions.

1. What one guideline have you identified?
  - Why is that guideline important for you or your agency or organization to address?
  - Does your agency or organization have a current policy or practice that could serve as a model to assist with moving this forward? (This discussion will allow opportunities for groups with representatives from a variety of agencies, organizations, or venues to share strategies.)
2. What target groups have you identified for dissemination of the *Guidelines*?
  - Why are these target groups important for sharing the *Guidelines*?
  - What can these target groups do with the *Guidelines*?
  - How might these target groups be instrumental in facilitating a change in policy or practice?
3. What strategies did you identify to disseminate the *Guidelines* to the target groups?
  - Why are those strategies the best methods to reach those groups?
4. How ready is your agency or organization to initiate a change in policy or practice?
  - If your agency or organization is at the lower end of readiness (4 or below), what would help improve the readiness level? How could that improvement be accomplished? Whose help is needed? What resources are needed to begin the process?
  - If you indicated that your agency or organization is at the higher end of readiness (5 or above), please list the characteristics of your agency or organization that led you to this conclusion.



## Option B: 3-2-1 Let's Go! Team Leading Questions

**Directions:** Use these procedures to complete your team's 3-2-1 Let's Go! Select a facilitator/reporter and a recorder for your team; then, answer these questions using the responses to the individual 3-2-1 Let's Go! Activity Card. Allow each member to provide a response to each of the following questions. Write your responses on the chart paper using the markers. You have **15 minutes** to complete your chart. Each team will have **2 minutes** to share its responses.

Facilitator Questions	Recorder (write on chart)
<p>A. Who are the groups or stakeholders in our state, region, city, or school district that need to be informed about the <i>Guidelines</i>?</p>	<ul style="list-style-type: none"> <li>○ List all of the groups identified.</li> </ul>
<p>1. Why are those groups important? Why do they need to learn about the <i>Guidelines</i>?</p>	
<p>2. Which of those groups would be most helpful in assisting us in taking action on the <i>Guidelines</i>?</p>	
<p>3. Which three groups should be prioritized for dissemination of the <i>Guidelines</i>? As a team, select three groups.</p>	<ul style="list-style-type: none"> <li>○ Circle three priority groups identified by the team.</li> </ul>
<p>B. What strategies could be used to disseminate the <i>Guidelines</i> to these groups or stakeholders?</p>	<ul style="list-style-type: none"> <li>○ List all strategies identified.</li> </ul>
<p>1. Why are these strategies appropriate to reach our targeted groups?</p>	
<p>2. Which two strategies are most appropriate?</p>	<ul style="list-style-type: none"> <li>○ Circle two strategies identified by the team.</li> </ul>
<p>C. Which guidelines are most important to address in our state, region, city, or school district?</p>	<ul style="list-style-type: none"> <li>○ List all guidelines specified (use guideline numbers or subtitle).</li> </ul>
<p>1. Which guideline is most important for our team to address first? Why?</p>	
<p>2. As a team, decide which guideline would be the most appropriate one for our team to address.</p>	<ul style="list-style-type: none"> <li>○ Circle one guideline.</li> </ul>
<p>D. How ready is our team to initiate a change in policy or practice to promote healthy eating and physical activity among our children and adolescents? (The facilitator can ask the team to come to a consensus on a number to select on the Readiness Ruler from the <b>3-2-1 Let's Go! Activity Card</b>.)</p>	<ul style="list-style-type: none"> <li>○ Write numbers as listed by members.</li> </ul>
<p>1. As a team, how ready are we to initiate a change?</p>	<ul style="list-style-type: none"> <li>○ Circle one number.</li> </ul>

## *School Health Guidelines to Promote Healthy Eating and Physical Activity*

### **Presentation Feedback Form**

As a participant, your feedback is very important. This evaluation is divided into four key categories: Impact, Presentation, Content, and Comments. For each of the statements below, circle one number that best describes your opinion about the presentation: 1 = Poor, 2 = Below Average, 3 = Average, 4 = Good, or 5 = Excellent. Please fill in your comments about the presentation. Thank you.

<b>Impact Indicators</b> <i>How helpful were the presentation and activity in:</i>	Poor	Below Average	Average	Good	Excellent
1. Describing the burden of obesity among children and adolescents?	1	2	3	4	5
2. Describing the <i>School Health Guidelines to Promote Healthy Eating and Physical Activity</i> and the related strategies?	1	2	3	4	5
3. Prioritizing the <i>Guidelines</i> , target groups, and methods for disseminating the <i>Guidelines</i> at the state or local level?	1	2	3	4	5
<b>Presentation and Activity Indicators</b>					
4. The presentation was delivered in a clear and engaging manner.	1	2	3	4	5
5. The presentation timing and pacing were appropriate for the audience.	1	2	3	4	5
6. Participants had appropriate opportunities to discuss and participate.	1	2	3	4	5
7. The activities were relevant and engaging.	1	2	3	4	5
8. The presentation effectively used visual aids (e.g., PowerPoint® presentation).	1	2	3	4	5
<b>Content Indicators</b>					
9. The content of the presentation was well organized.	1	2	3	4	5
10. The content was relevant to my work.	1	2	3	4	5
11. The content was appropriate for the audience.	1	2	3	4	5
12. The content was supported with helpful examples, definitions, and data.	1	2	3	4	5
13. The presentation offered new insights and/or knowledge.	1	2	3	4	5
<b>Comments</b>					
14. In your opinion, what part of the presentation and activity was most valuable? _____ _____					
15. In your opinion, what part of the presentation and activity was least valuable? Was there anything missing? _____ _____					
16. Would you recommend the presentation to others? (Circle one) Yes      No Why or why not? _____ _____					

**Thank you for your attendance and participation in this presentation.**



# School Health Guidelines to Promote Healthy Eating and Physical Activity: Executive Summary

**Healthy eating and regular physical activity play a powerful role in preventing chronic diseases, including heart disease, cancer, and stroke—the three leading causes of death among adults aged 18 years or older.<sup>1–4</sup> Engaging students in healthy eating and regular physical activity can help lower their risk for obesity and related chronic diseases during adulthood.<sup>5,6</sup>**

Schools play a critical role in improving the dietary and physical activity behaviors of students. Schools can create an environment supportive of students' efforts to eat healthily and be active by implementing policies and practices that support healthy eating and regular physical activity and by providing opportunities for students to learn about and practice these behaviors.

CDC synthesized research and best practices related to promoting healthy eating and physical activity in schools, culminating in nine guidelines. These guidelines were informed by the *Dietary Guidelines for Americans*,<sup>7</sup> the *Physical Activity Guidelines for Americans*,<sup>8</sup> and the *Healthy People 2020* objectives related to healthy eating and physical activity among children and adolescents, including associated school objectives.<sup>9</sup>

The guidelines serve as the foundation for developing, implementing, and evaluating school-based healthy eating and physical activity policies and practices for students. Each of the nine guidelines is accompanied by a set of implementation strategies developed to help schools work toward achieving each guideline. Although the ultimate goal is to implement all nine guidelines included in this document, not every strategy will be appropriate for every school, and some schools, due to resource limitations, might need to implement the guidelines incrementally.



## GUIDELINE 1

### Use a coordinated approach to develop, implement, and evaluate healthy eating and physical activity policies and practices.

Representatives from different segments of the school and community, including parents and students, should work together to maximize healthy eating and physical activity opportunities for students.

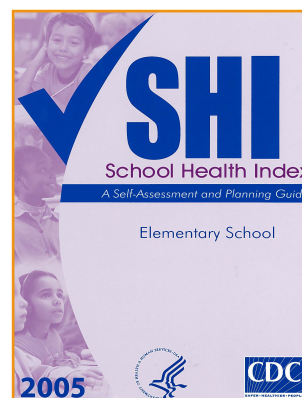
#### Strategies

- Coordinate healthy eating and physical activity policies and practices through a school health council and school health coordinator.
- Assess healthy eating and physical activity policies and practices.
- Use a systematic approach to develop, implement, and monitor healthy eating and physical activity policies.
- Evaluate healthy eating and physical activity policies and practices.

#### Resources

*CDC's School Health Index: A Self-Assessment and Planning Guide*  
[www.cdc.gov/healthyouth/SHI](http://www.cdc.gov/healthyouth/SHI)

*Action for Healthy Kids®: Wellness Policy Tool*  
[www.actionforhealthykids.org/school-programs/our-programs/wellness-policy-tool/](http://www.actionforhealthykids.org/school-programs/our-programs/wellness-policy-tool/)



## GUIDELINE 2

### Establish school environments that support healthy eating and physical activity.

The school environment should encourage all students to make healthy eating choices and be physically active throughout the school day.

#### Strategies

- Provide access to healthy foods and physical activity opportunities and to safe spaces, facilities, and equipment for healthy eating and physical activity.
- Establish a climate that encourages and does not stigmatize healthy eating and physical activity.
- Create a school environment that encourages a healthy body image, shape, and size among all students and staff members, is accepting of diverse abilities, and does not tolerate weight-based teasing.

*The prevalence of obesity among children and adolescents more than tripled from 1980 to 2008. In 2008, more than one third of U.S. children and adolescents aged 6–19 were overweight or obese.*<sup>10–13</sup>

## Resources

The National Policy and Legal Analysis Network (NPLAN)  
[www.nplanonline.org](http://www.nplanonline.org)

Consumer Product Safety Commission Handbook for Public Playground Safety  
[www.cpsc.gov/cpscpub/pubs/325.pdf](http://www.cpsc.gov/cpscpub/pubs/325.pdf)

## GUIDELINE 3

### **Provide a quality school meal program and ensure that students have only appealing, healthy food and beverage choices offered outside of the school meal program.**

Schools should model and reinforce healthy dietary behaviors by ensuring that only nutritious and appealing foods and beverages are provided in all food venues in schools, including school meal programs; à la carte service in the cafeteria; vending machines; school stores and snack bars/concession stands; fundraisers on school grounds; classroom-based activities; staff and parent meetings; and after-school programs.

#### Strategies

- Promote access to and participation in school meals.
- Provide nutritious and appealing school meals that comply with the *Dietary Guidelines for Americans*.
- Ensure that all foods and beverages sold or served outside of school meal programs are nutritious and appealing.

*The Dietary Guidelines for Americans (DGA) recommend a diet rich in fruits and vegetables, whole grains, and fat-free and low-fat dairy products for persons aged 2 years or older. The DGA also recommend that children, adolescents, and adults limit their intake of solid fats (major sources of saturated and trans fatty acids), cholesterol, sodium, added sugars, and refined grains.<sup>7</sup>*

## Resources

### **Nutrition Standards for Foods In Schools: Leading the Way Toward Healthier Youth**

Institute of Medicine (IOM) recommendations about nutrition standards for foods offered in competition with federally reimbursable meals and snacks  
[www.iom.edu/Reports/2007/Nutrition-Standards-for-Foods-in-Schools-Leading-the-Way-toward-Healthier-Youth.aspx](http://www.iom.edu/Reports/2007/Nutrition-Standards-for-Foods-in-Schools-Leading-the-Way-toward-Healthier-Youth.aspx)

Fact Sheets Based on IOM Recommendations:

- *For Parents, Guardians, Teachers, and School Staff*  
[www.cdc.gov/healthyyouth/nutrition/pdf/nutrition\\_factsheet\\_parents.pdf](http://www.cdc.gov/healthyyouth/nutrition/pdf/nutrition_factsheet_parents.pdf)
- *For School Boards, School Districts, and Other School Administrators*  
[www.cdc.gov/healthyyouth/nutrition/pdf/nutrition\\_factsheet\\_schools.pdf](http://www.cdc.gov/healthyyouth/nutrition/pdf/nutrition_factsheet_schools.pdf)
- *For School Nutrition Service Personnel*  
[www.cdc.gov/healthyyouth/nutrition/pdf/nutrition\\_factsheet\\_service.pdf](http://www.cdc.gov/healthyyouth/nutrition/pdf/nutrition_factsheet_service.pdf)
- *For Students*  
[www.cdc.gov/healthyyouth/nutrition/pdf/nutrition\\_factsheet\\_youth.pdf](http://www.cdc.gov/healthyyouth/nutrition/pdf/nutrition_factsheet_youth.pdf)

*Making It Happen! School Nutrition Success Stories*

[www.cdc.gov/healthyyouth/mih](http://www.cdc.gov/healthyyouth/mih)

*U.S. Department of Agriculture's Team Nutrition*

[www.fns.usda.gov/TN](http://www.fns.usda.gov/TN)

**The U.S. Department of Health and Human Services (HHS) recommends that children and adolescents engage in 60 minutes or more of physical activity every day.<sup>8</sup>**

## GUIDELINE 4

### **Implement a comprehensive physical activity program with quality physical education as the cornerstone.**

Children and adolescents should participate in 60 minutes or more of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program that includes these components: physical education, recess, classroom-based physical activity, walking and bicycling to school, and out-of-school-time activities.

#### **Strategies**

- Require students in grades K–12 to participate in daily physical education that uses a planned and sequential curriculum and instructional practices that are consistent with national or state standards for physical education.
- Provide a substantial percentage of each student's recommended daily amount of physical activity in physical education class.
- Use instructional strategies in physical education that enhance students' behavioral skills, confidence in their abilities, and desire to adopt and maintain a physically active lifestyle.
- Provide ample opportunities for all students to engage in physical activity outside of physical education class.
- Ensure that physical education and other physical activity programs meet the needs and interests of all students.

#### **Resources**

*CDC's Physical Education Curriculum Analysis Tool*

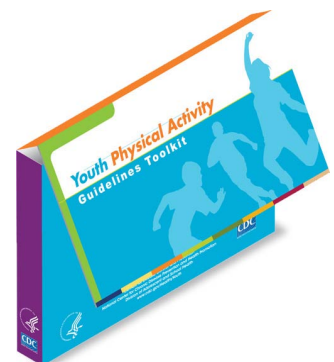
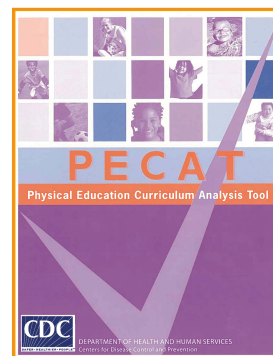
[www.cdc.gov/healthyyouth/PECAT](http://www.cdc.gov/healthyyouth/PECAT)

*CDC's Youth Physical Activity Guidelines Toolkit*

[www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm](http://www.cdc.gov/healthyyouth/physicalactivity/guidelines.htm)

*National Association for Sport and Physical Education*

[www.aahperd.org/naspe](http://www.aahperd.org/naspe)



## GUIDELINE 5

### Implement health education that provides students with the knowledge, attitudes, skills, and experiences needed for healthy eating and physical activity.

Health education is integral to the primary mission of schools, providing students with the knowledge and skills they need to become successful learners and healthy adults.

#### Strategies

- Require health education from pre-kindergarten through grade 12.
- Implement a planned and sequential health education curriculum that is culturally and developmentally appropriate, addresses a clear set of behavioral outcomes that promote healthy eating and physical activity, and is based on national standards.
- Use curricula that are consistent with scientific evidence of effectiveness in helping students improve healthy eating and physical activity behaviors.
- Use classroom instructional methods and strategies that are interactive, engage all students, and are relevant to their daily lives and experiences.

#### Resources

*CDC's Health Education Curriculum Analysis Tool*  
[www.cdc.gov/healthyyouth/HECAT](http://www.cdc.gov/healthyyouth/HECAT)

## GUIDELINE 6

### Provide students with health, mental health, and social services to address healthy eating, physical activity, and related chronic disease prevention.

Schools are responsible for students' physical health, mental health, and safety during the school day. Schools should ensure resources are available for identification, follow-up, and treatment of health and mental health conditions related to diet, physical activity, and weight status.

#### Strategies

- Assess student needs related to physical activity, nutrition, and obesity, and provide counseling and other services to meet those needs.
- Ensure students have access to needed health, mental health, and social services.
- Provide leadership in advocacy and coordination of effective school physical activity and nutrition policies and practices.

#### Resources

*School Nurse Childhood Obesity Prevention Education (S.C.O.P.E.)*  
[www.nasn.org/Default.aspx?tabid=435](http://www.nasn.org/Default.aspx?tabid=435)

*CDC's Body Mass Index Measurement in Schools*  
[www.cdc.gov/HealthyYouth/obesity/bmi/pdf/BMI\\_execsumm.pdf](http://www.cdc.gov/HealthyYouth/obesity/bmi/pdf/BMI_execsumm.pdf)



## GUIDELINE 7

### **Partner with families and community members in the development and implementation of healthy eating and physical activity policies, practices, and programs.**

Partnerships among schools, families, and community members can enhance student learning, promote consistent messaging about health behaviors, increase resources, and engage, guide, and motivate students to eat healthily and be active.

#### **Strategies**

- Encourage communication among schools, families, and community members to promote adoption of healthy eating and physical activity behaviors among students.
- Involve families and community members on the school health council.
- Develop and implement strategies for motivating families to participate in school-based programs and activities that promote healthy eating and physical activity.
- Access community resources to help provide healthy eating and physical activity opportunities for students.
- Demonstrate cultural awareness in healthy eating and physical activity practices throughout the school.

*Obese children and adolescents are more likely than normal weight children and adolescents to have at least one risk factor for cardiovascular disease, such as high cholesterol, triglycerides, blood pressure, or insulin.<sup>14</sup>*

#### **Resources**

Center on School, Family, and Community Partnerships  
[www.csos.jhu.edu/p2000/center.htm](http://www.csos.jhu.edu/p2000/center.htm)

## GUIDELINE 8

### **Provide a school employee wellness program that includes healthy eating and physical activity services for all school staff members.**

School employee wellness programs can improve staff productivity, decrease employee absenteeism, and decrease employee health care costs.

#### **Strategies**

- Gather data and information to determine the nutrition and physical activity needs of school staff members and assess the availability of existing school employee wellness activities and resources.
- Encourage administrative support for and staff involvement in school employee wellness.



- Develop, implement, and evaluate healthy eating and physical activity programs for all school employees.

### Resources

*The Directors of Health Promotion and Education's School Employee Wellness: A Guide for Protecting the Assets of Our Nation's Schools*

[www.schoolempwell.org](http://www.schoolempwell.org)

## GUIDELINE 9

**Employ qualified persons, and provide professional development opportunities for physical education, health education, nutrition services, and health, mental health, and social services staff members, as well as staff members who supervise recess, cafeteria time, and out-of-school-time programs.**

Providing certified and qualified staff with regular professional development opportunities enables them to improve current skills and acquire new ones.

### Strategies

- Require the hiring of physical education teachers, health education teachers, and nutrition services staff members who are certified and appropriately prepared to deliver quality instruction, programs, and practices.
- Provide school staff with annual professional development opportunities to deliver quality physical education, health education, and nutrition services.
- Provide annual professional development opportunities for school health, mental health, and social services staff members, and staff members who lead or supervise out-of-school-time programs, recess, and cafeteria time.



### Resources

*National Staff Development Council*

[www.learningforward.org](http://www.learningforward.org)

*RMC Health*

[www.rmc.org](http://www.rmc.org)

*Education Development Center*

[www.edc.org/themes/schools](http://www.edc.org/themes/schools)



## Conclusion

Implementing and sustaining school-based healthy eating and physical activity policies and programs will make a powerful contribution toward a healthy future for students in the United States. By adopting these nine guidelines, schools can help ensure that all students have the opportunity to attain their maximum educational potential and pursue a lifetime of good health. (The full citation for the guidelines, from which the Executive Summary is derived, follows: CDC. School health guidelines to promote healthy eating and physical activity. *MMWR* 2011;60(RR-5):1–76. Available at [www.cdc.gov/mmwr/pdf/rr/rr6005.pdf](http://www.cdc.gov/mmwr/pdf/rr/rr6005.pdf) and [www.cdc.gov/healthyyouth/npao/strategies.htm](http://www.cdc.gov/healthyyouth/npao/strategies.htm).)

## Reference List

1. Dietary Guidelines Advisory Committee. *Report of the Dietary Guidelines Advisory Committee on the Dietary Guidelines for Americans, 2010, to the Secretary of Agriculture and the Secretary of Health and Human Services*. Washington, DC: U.S. Department of Agriculture, Agricultural Research Service; 2010.
2. Physical Activity Guidelines Advisory Committee. *Physical Activity Guidelines Advisory Committee Report, 2008*. Washington, DC: U.S. Department of Health and Human Services; 2008.
3. U.S. Department of Health and Human Services. *The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity*. Rockville, MD: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General; 2001.
4. Lichtenstein AH, Appel LJ, Brands M, Carnethon M, Daniels S, Franch, HA, et al. Diet and lifestyle recommendations revision 2006: a scientific statement from the American Heart Association Nutrition Committee. *Circulation* 2006;114(1):82–96.
5. Daniels SR, Arnett DK, Eckel RH, et al. Overweight in children and adolescents: pathophysiology, consequences, prevention, and treatment. *Circulation* 2005;111(15):1999–2012.
6. Office of the Surgeon General. *The Surgeon General's Vision for a Healthy and Fit Nation*. Rockville, MD: U.S. Department of Health and Human Services; 2010.
7. U.S. Department of Agriculture, U.S. Department of Health and Human Services. *Dietary Guidelines for Americans, 2010*. 7th edition. Washington, DC: U.S. Government Printing Office; 2010.
8. U.S. Department of Health and Human Services. *2008 Physical Activity Guidelines for Americans*. Washington, DC: U.S. Department of Health and Human Services; 2008.
9. U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. *Healthy People 2020*. Rockville, MD: U.S. Department of Health and Human Services; 2010. Report No. B0132.
10. Hedley AA, Ogden CL, Johnson CL, Carroll MD, Curtin LR, Flegal KM. Prevalence of overweight and obesity among US children, adolescents, and adults, 1999–2002. *Journal of the American Medical Association* 2004;291(23):2847–2850.
11. Ogden CL, Flegal KM, Carroll MD, Johnson CL. Prevalence and trends in overweight among US children and adolescents, 1999–2000. *Journal of the American Medical Association* 2002;288(4):1728–1732.
12. Ogden CL, Carroll MD, Curtin LR, McDowell MA, Tabak CJ, Flegal KM. Prevalence of overweight and obesity in the United States, 1999–2004. *Journal of the American Medical Association* 2006;295(13):1549–1555.
13. Ogden CL, Carroll MD, Curtin LR, Lamb MM, Flegal KM. Prevalence of high body mass index in US children and adolescents, 2007–2008. *Journal of the American Medical Association* 2010;303(3):242–249.
14. Freedman DS, Mei Z, Srinivasan SR, Berenson GS, Dietz WH. Cardiovascular risk factors and excess adiposity among overweight children and adolescents: the Bogalusa Heart Study. *Journal of Pediatrics* 2007;150(1):12–17.
15. CDC. *The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance*. Atlanta, GA: U.S. Department of Health and Human Services; 2010.
16. Hoyland A, Dye L, Lawton CL. A systematic review of the effect of breakfast on the cognitive performance of children and adolescents. *Nutrition Research Reviews* 2009;22(2):220–243.
17. Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. *Journal of the American Dietetic Association* 2005;105(5):743–760.
18. Taras H. Nutrition and student performance at school. *Journal of School Health* 2005;75(6):199–213.

**The health of students is linked to their academic success. Both physical activity and healthy eating may help improve academic achievement.**<sup>15–18</sup>



