



Centers for Disease Control and Prevention's
***School Health
Guidelines to Promote
Healthy Eating and
Physical Activity***



National Center for Chronic Disease Prevention and Health Promotion



Learning Objectives

1. Explain the purpose of CDC's *School Health Guidelines to Promote Healthy Eating and Physical Activity (Guidelines)*.
2. Identify 2 CDC *Guidelines* for healthy eating and physical activity in schools.
3. Locate and navigate through the *Guidelines*.

Learning Objectives

4. Identify 3 CDC Tools or Resources that can help schools or districts implement the *Guidelines*.
5. Name three groups of stakeholders in your state, region, city, or school district that need to be informed about the *Guidelines*.

Nutrition, Physical Activity, & Obesity

Schools can help children and adolescents adopt and maintain healthy eating and physical activity behaviors. CDC provides evidence-based guidance for schools on how to implement policies and practices that effectively promote healthy choices and behaviors among youth.



[Guidelines & Strategies](#)

School Health Guidelines to Promote Healthy Eating and Physical Activity...



[Nutrition Facts](#)

Healthy eating during childhood is important for proper growth and development...



[Data & Statistics](#)

Data on dietary and physical activity behaviors and school health policies to address them...



[Physical Activity Facts](#)

Physical activity builds strong bodies and lowers the risk for obesity and chronic disease...



[Publications & Resources](#)

Publications, fact sheets, tools, and helpful links...



[Childhood Obesity Facts](#)

Obesity increases a child's risk for serious immediate- and long-term health problems...



[Water Access in Schools](#)

Access to safe, free drinking water throughout the school day ...



[Local School Wellness Policy](#)

Policies designed to promote student health and reduce childhood obesity...



Centers for Disease Control and Prevention's
***School Health
Guidelines to Promote
Healthy Eating and
Physical Activity***
Presentation



National Center for Chronic Disease Prevention and Health Promotion





MEDIA



**GOVERNMENT
AGENCIES**



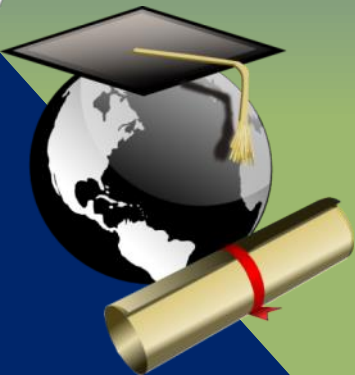
**FAITH-BASED
ORGANIZATIONS**



**YOUTH-SERVING
ORGANIZATIONS**



SCHOOLS



**POSTSECONDARY
INSTITUTIONS**



FAMILY



**HEALTH CARE
PROVIDERS**



EMPLOYERS

YOUTH

School Environments

School Food Environment

Low-nutrient, energy-dense foods and beverages are

- Served in vending machines, à la carte lines, school stores, fundraisers, and classroom parties.
- Marketed to students.



(*cont.*)

School Environments

School Physical Activity Environment

- Daily physical education is not provided in most schools.
- Daily recess for elementary school students is not offered at many schools.
- Walking or biking to school is less common.



Rationale

Physical activity and healthy eating are linked with



- Academic Success
- Health and Well-being



- Risk for Obesity
- Risk for Chronic Conditions
(e.g., osteoarthritis)
- Risk for Chronic Diseases
(e.g., cancer)

Health / Academic Performance

Health-Risk Behaviors and Academic Achievement

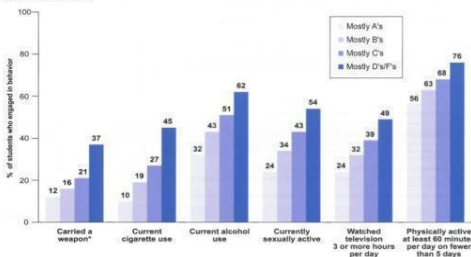
What is the relationship between health-risk behaviors and academic achievement?

Data presented below from the 2009 National Youth Risk Behavior Survey (YRBS) show a negative association between health-risk behaviors and academic achievement among high school students after controlling for sex, race/ethnicity, and grade level. This means that students with higher grades are less likely to engage in health-risk behaviors than their classmates with lower grades, and students who do not engage in health-risk behaviors receive higher grades than their classmates who do engage in health-risk behaviors. These associations do not prove causation. Further research is needed to determine whether low grades lead to health-risk behaviors, health-risk behaviors lead to low grades, or some other factors lead to both of these problems.

Students with higher grades are significantly less likely to have engaged in behaviors such as

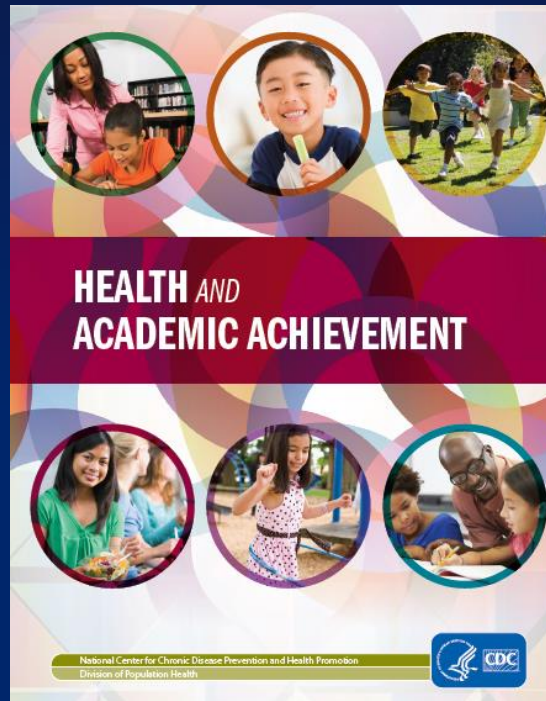
- **Carrying a weapon** (for example, a gun, knife, or club on at least 1 day during the 30 days before the survey).
- **Current cigarette use** (smoking cigarettes on at least 1 day during the 30 days before the survey).
- **Current alcohol use** (having at least one drink of alcohol on at least 1 day during the 30 days before the survey).
- **Being currently sexually active** (having sexual intercourse with at least one person during the 3 months before the survey).
- **Watching television 3 or more hours per day** (on an average school day).
- **Being physically active at least 60 minutes per day on fewer than 5 days** (doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time on fewer than 5 days during the 7 days before the survey).

Figure 1. Percentage of high school students who carried a weapon, smoked cigarettes, drank alcohol, were sexually active, watched television 3 or more hours per day, and were physically active at least 60 minutes per day on fewer than 5 days, by type of grades earned (mostly A's, B's, C's, or D's/F's)—United States, Youth Risk Behavior Survey, 2009



* This means that 12% of students with mostly A's carried a weapon and 37% of students with mostly D's or F's carried a weapon.

The national YRBS monitors priority health-risk behaviors that contribute to the leading causes of death, disability, and social problems among youth and adults in the United States. It is conducted every 2 years during the spring and provides data representative of 9th- through 12th-grade students in public and private schools throughout the nation. In 2009, students completing the YRBS were asked, "During the past 12 months, how would you describe your grades in school?" and given seven response options (Mostly A's, Mostly B's, Mostly C's, Mostly D's, Mostly F's, None of these grades, Not sure). In 2009, 31% of students received mostly A's, 40% received mostly B's, 19% received mostly C's, 6% received mostly D's or F's, and 4% reported receiving none of these grades or not sure.



The Association Between School-Based Physical Activity, Including Physical Education, and Academic Performance



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention
National Center for Chronic Disease Prevention and Health Promotion
Division of Adolescent and School Health
www.cdc.gov/healthyyouth

April 2010

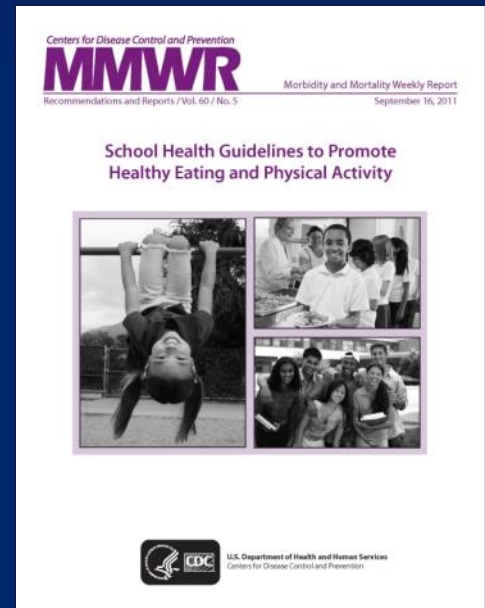


School Health Guidelines to Promote Healthy Eating and Physical Activity

Purpose: To provide science-based guidance for schools on establishing a school environment supportive of healthy eating and physical activity.

The *Guidelines* support the

- *Dietary Guidelines for Americans*
- *Physical Activity Guidelines for Americans*
- *U.S. Healthy People 2020* objectives



Guidelines Package

Centers for Disease Control and Prevention
MMWR
Recommendations and Reports / Vol. 60 / No. 5

Morbidity and Mortality Weekly Report
September 16, 2011

School Health Guidelines to Promote Healthy Eating and Physical Activity



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

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.¹⁻⁴ Engaging students in healthy eating and regular physical activity can help lower their risk for obesity and related chronic diseases during adulthood.^{5,6}

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,⁷ the Physical Activity Guidelines for Americans,⁸ and the Healthy People 2020 objectives related to healthy eating and physical activity among children and adolescents, including associated school objectives.⁹

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.



National Center for Chronic Disease Prevention and Health Promotion



October 2011

National Center for Chronic Disease Prevention and Health Promotion

Centers for Disease Control and Prevention's School Health Guidelines to Promote Healthy Eating and Physical Activity Presentation



Tips for Teachers

Promoting Healthy Eating & Physical Activity in the Classroom

ALLOW ACCESS TO DRINKING WATER

- Allow students to visit the water fountain throughout the school day and to carry water bottles in class.
- Send a note to parents that students will be allowed to bring water bottles to your class, though not mandatory. If bottles are filled at home, ask parents to use only plain water.
- Inform school maintenance staff if water fountains are not clean or are not functioning properly.

Access to drinking water throughout the day gives students a healthy alternative to sugar-sweetened beverages.¹⁰ Staying hydrated may also improve student cognitive function.¹¹

USE STUDENT REWARDS THAT SUPPORT HEALTH

- Do not use food or beverages to reward student achievement or good behavior.
- Avoid giving students candy or food coupons.
- Use nonfood items, activities and opportunities for physical activity to recognize students for their achievements or good behavior.
- Offer stickers, books, extra time for recess, or walks with the principal or teacher.

Ideas for student rewards

- Do not withhold food, beverages, or physical activity time to discipline for academic performance or poor classroom behavior.

Children are at risk of associating food with emotions and feelings of accomplishment when food is used in the classroom as a reward. This reinforces the practice of eating outside of meal or snack times and encourages students to eat treats even when they are not hungry. This practice may create lifetime habits of rewarding or comforting oneself with unhealthy eating.

Single reward strategies are those that are rewarded with a reward or prize that has no inherent value (e.g., sticker, certificate, extra recess time, etc.) and are not intended to teach, reinforce, or encourage a behavior. Rewards are those that have an inherent value (e.g., sticker, certificate, extra recess time, etc.) and are intended to teach, reinforce, or encourage a behavior. Rewards are those that have an inherent value (e.g., sticker, certificate, extra recess time, etc.) and are intended to teach, reinforce, or encourage a behavior.

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National Center for Chronic Disease Prevention and Health Promotion
Division of Population Health



www.cdc.gov/HealthyYouth/npao/strategies.htm

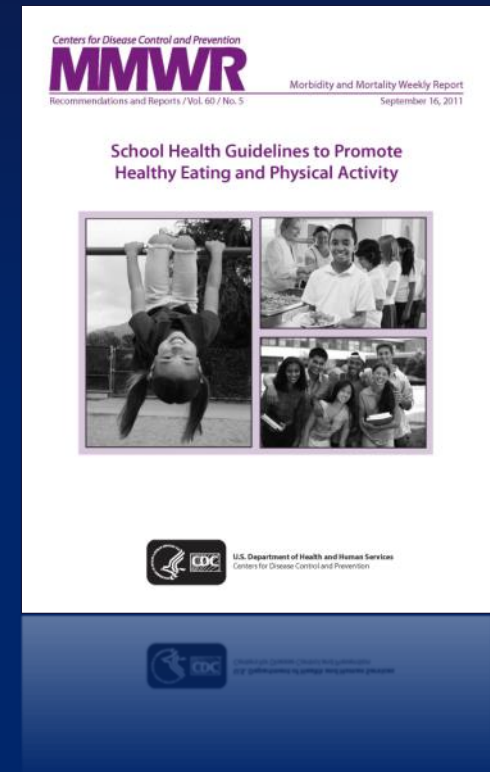
Table of Contents

I. Introduction

- i. Epidemiology
- ii. Recommendations
- iii. Rationale

II. 9 Guidelines

- i. Strategies
- ii. Actions



Instructions

CROSSWALK the *Guidelines*

Guideline

Guideline 2. Establish School Environments that Support Healthy Eating and Physical Activity

The physical surroundings and psychosocial climate of a school should encourage all students to make healthy eating choices and be physically active. The physical environment includes the entire school building and the area surrounding it; facilities for physical activity, physical education, and food preparation and consumption; availability of food and physical activity options; and conditions such as temperature, air quality, noise, lighting, and safety (215). The psychosocial environment includes the social norms established by policies and practices that influence the physical activity and eating behaviors of students and staff members (216). Developing and maintaining a supportive school environment can improve the sustainability of healthy eating and physical activity policies and practices that support healthy lifestyles (147,217,218) (Box 2).

Strategy

Provide Access to Healthy Foods and Physical Activity Opportunities and to Safe Spaces, Facilities, and Equipment for Healthy Eating and Physical Activity

Action

Provide adequate and safe spaces and facilities for healthy eating. Students should have access to a well-maintained cafeteria that is clean, is pleasant, has appropriate seating arrangements, and does not exceed 100% capacity (215, 219, 221).

Table of Contents

I. Introduction

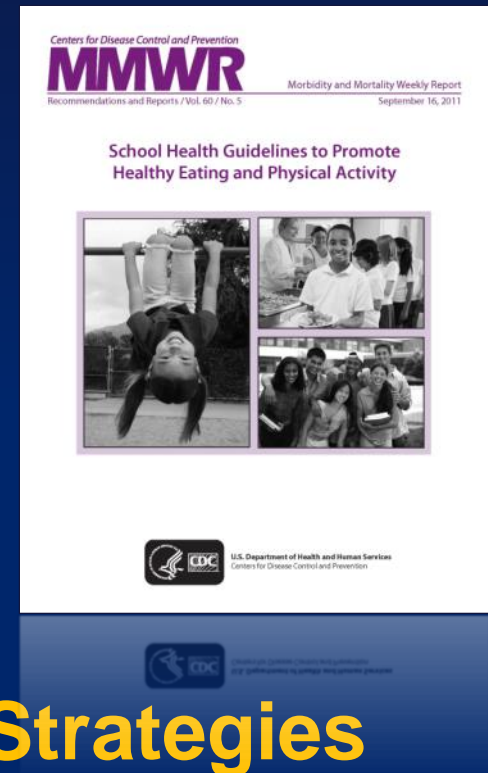
- i. Epidemiology
- ii. Recommendations
- iii. Rationale

II. 9 Guidelines

- i. Strategies
- ii. Actions

III. Summary of Guidelines and Strategies

IV. HP 2020 Objectives related to the Guidelines



Questions



Q&A

CDC's School Health Guidelines to Promote Healthy Eating and Physical Activity are based on:

- A) Private and public opinion**
- B) Scientific research and expert opinion**
- C) Best practices and school staff experiences**
- D) CDC staff opinions**

School Health Guidelines

- 
- 
- 1. Policies and Practices**
 - 2. School Environments**
 - 3. Nutrition Services**
 - 4. Physical Education and Physical Activity**
 - 5. Health Education**
 - 6. School Health Services**
 - 7. Family and Community**
 - 8. School Employee Wellness**
 - 9. Professional Development**

Whole School, Whole Community, Whole Child



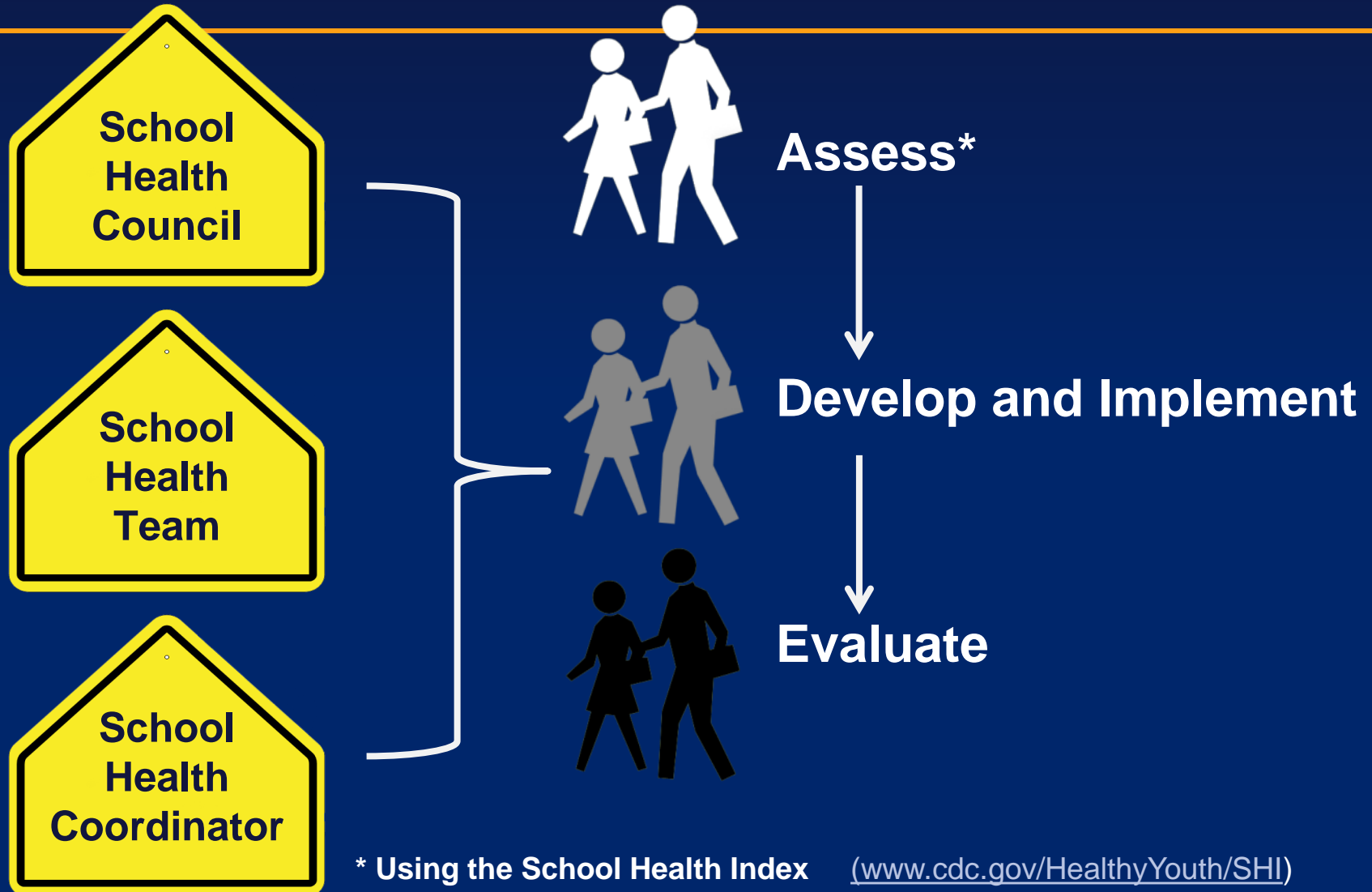
www.cdc.gov/healthyyouth/wsc



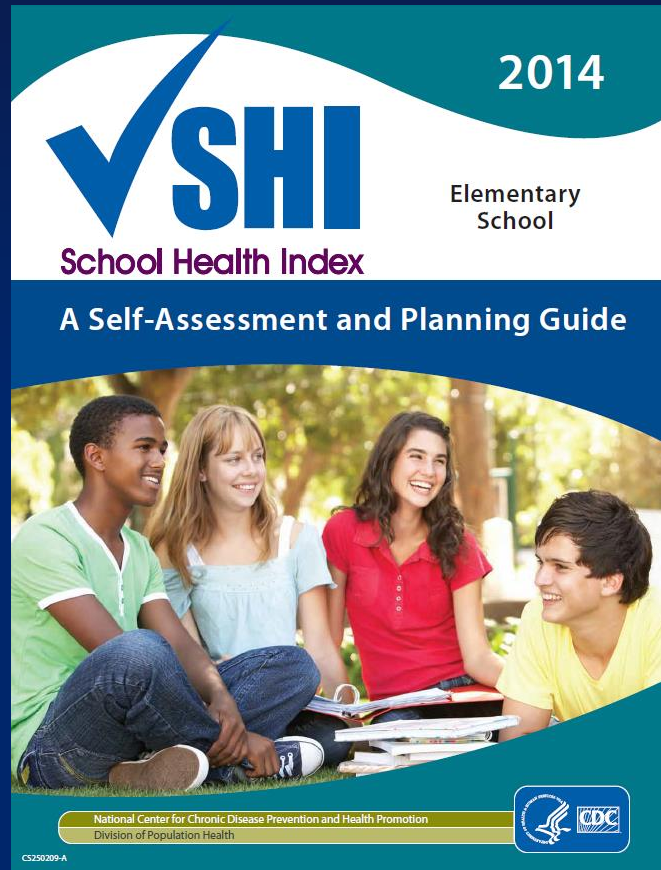
Policies and Practices

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

Policies and Practices



CDC's School Health Index



www.cdc.gov/HealthyYouth/SHI



2

School Environments

Establish school environments that support healthy eating and physical activity.

School Environments

Selected Strategies to Encourage Healthy Eating and Physical Activity

- **Promote access to healthy foods and physical activity at school.**
- **Provide suitable facilities for healthy eating.**
- **Establish safe spaces and facilities for physical activity.**
- **Avoid using physical activity as punishment.**
- **Avoid using food items to reward students.**

Tips for Teachers



Tips for Teachers

Promoting Healthy Eating & Physical Activity in the Classroom

ALLOW ACCESS TO DRINKING WATER

- Allow students to visit the water fountain throughout the school day and to carry water bottles in class.
- Send a note to parents that students will be allowed to bring water bottles to your class, though not mandatory. If bottles are filled at home, ask parents to use only plain water.
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Use Student Rewards That Support Health

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Access to drinking water throughout the day gives students a healthy alternative to sugar-sweetened beverages.¹ Staying hydrated may also improve student cognitive function.²

Ideas for nonfood rewards

Children are at risk of associating food with emotions and feelings of accomplishment when food is used in the classroom as a reward. This reinforces the practice of eating outside of meal or snack times and encourages students to eat treats even when they are not hungry. This practice may create lifetime habits of rewarding or comforting oneself with unhealthy eating.

¹ Sugar-sweetened beverages are linked to weight gain and are associated with various forms of sugar that also contain. These beverages include, but are not limited to, soda, fruit-flavored drinks, and sports and energy drinks. Source: U.S. Department of Agriculture and U.S. Department of Health and Human Services. Dietary Guidelines for Americans, 2010. 7th edition. Washington, DC: U.S. Government Printing Office; December 2010.

² Centers for Disease Control and Prevention. Water Access in Schools and Sites. <http://www.cdc.gov/healthywater/infrastructure/water.htm>. Accessed November 21, 2013.

National Center for Chronic Disease Prevention and Health Promotion
Division of Population Health





Nutrition Services

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.

Nutrition Services



**Promote
access to and
participation
in school
meals**



**Align all foods
with *Dietary
Guidelines for
Americans***



**Make all foods
nutritious and
appealing**

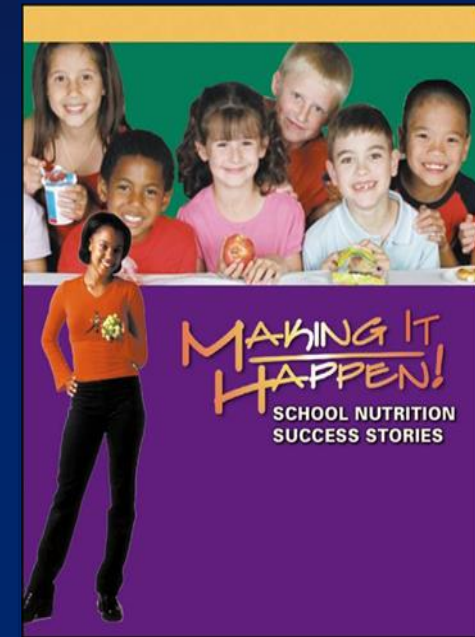
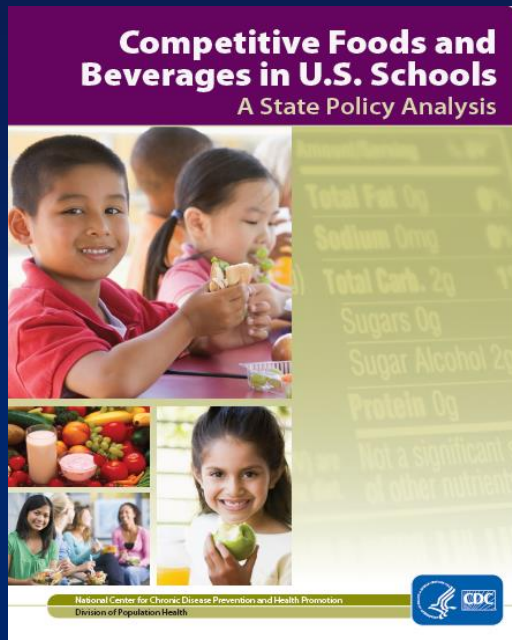
Nutrition Services

USDA Smart Snacks in School

www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks



Additional Nutrition Tools



www.cdc.gov/healthyyouth/nutrition/standards.htm

Physical Activity Break





Physical Education and Physical Activity

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

True/False

CDC recommends secondary school students receive 225 minutes of PE per week.

A) True

B) False

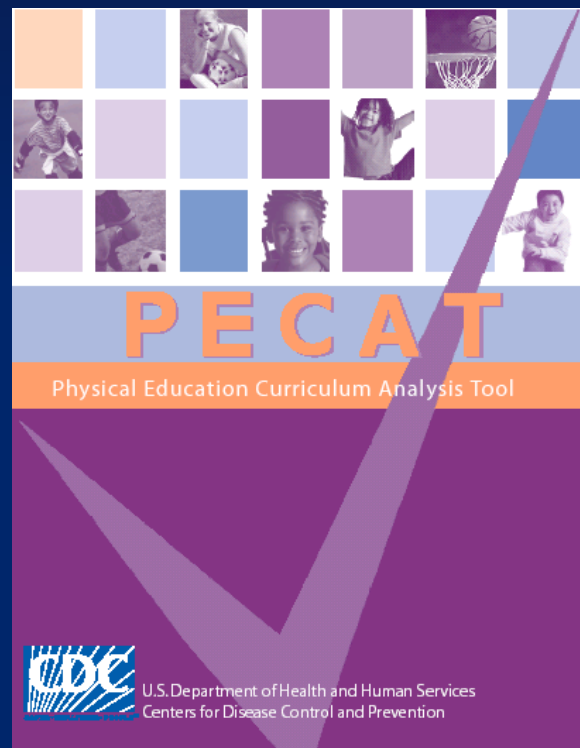
Physical Education and Physical Activity

Physical Education



1. Curriculum
2. Supportive Policies and Environment
3. Instruction
4. Student Assessment

CDC's Physical Education Curriculum Analysis Tool



www.cdc.gov/HealthyYouth/PECAT

Physical Education and Physical Activity

Comprehensive School-Based Physical Activity Program



Walk- or Bike-to-School Programs



Daily Recess for Elementary Schools



Interscholastic Sports



Classroom-Based Physical Activity Breaks

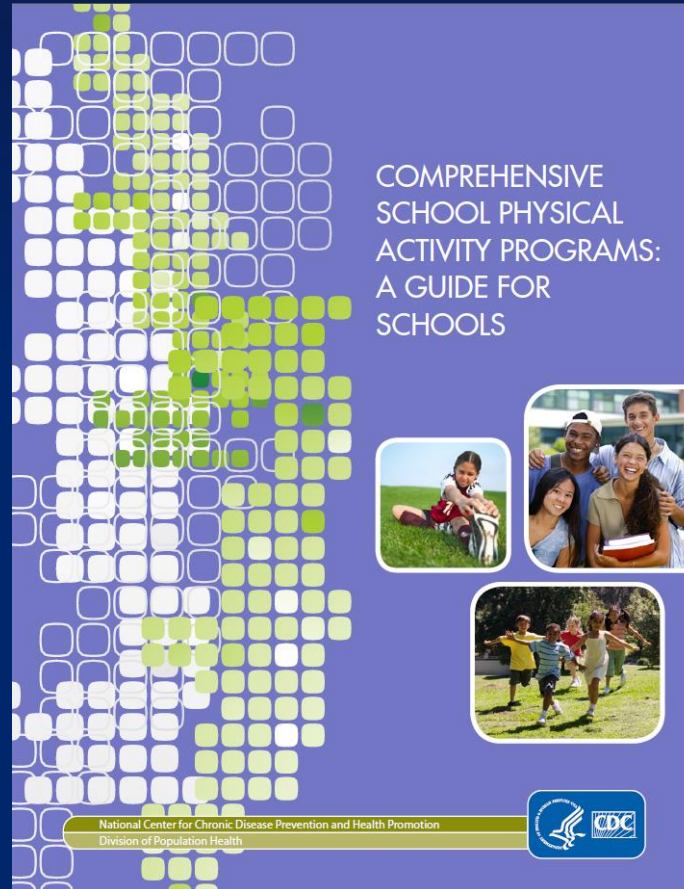


Quality Physical Education



Intramural and Physical Activity Clubs

Additional PE/PA Tools

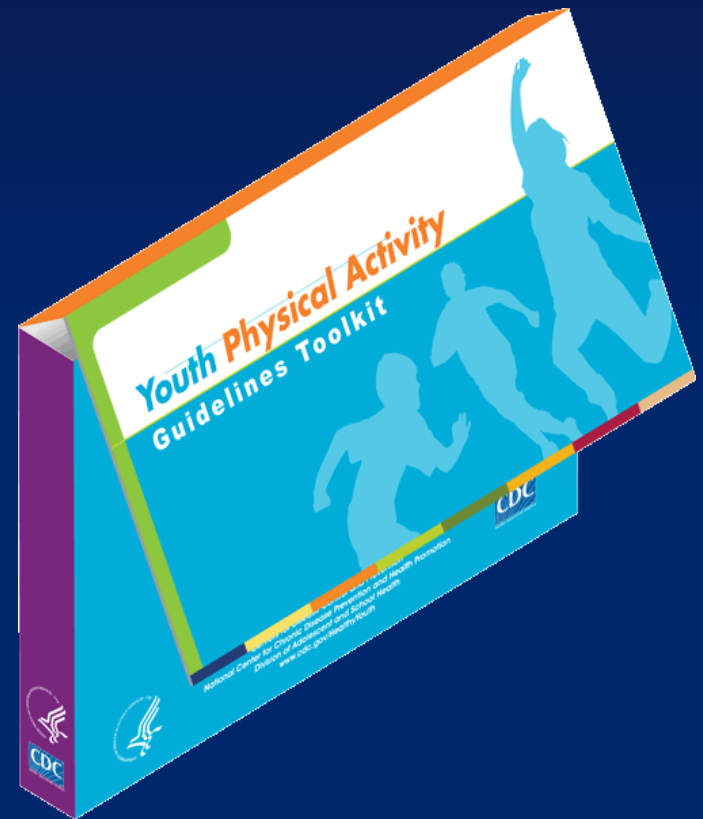


www.cdc.gov/HealthyYouth/PhysicalActivity

Additional PE/PA Tools

The image shows the front cover of a report. It has a white background with a central green horizontal band. The title is written in white text on the green band.

Strategies to Improve the
Quality of Physical Education



www.cdc.gov/HealthyYouth/PhysicalActivity

Questions



Reflection

- What do you find particularly interesting about the *Guidelines*, so far?
- Based on the first four guidelines, what does your state, region, city, or school district have in place already that supports the scientific evidence of the *Guidelines*?
- What are you thinking would be a good first step to take to address one of the guidelines?



5

Health Education

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

Health Education

Pre-K–12

National
Health
Education
Standards

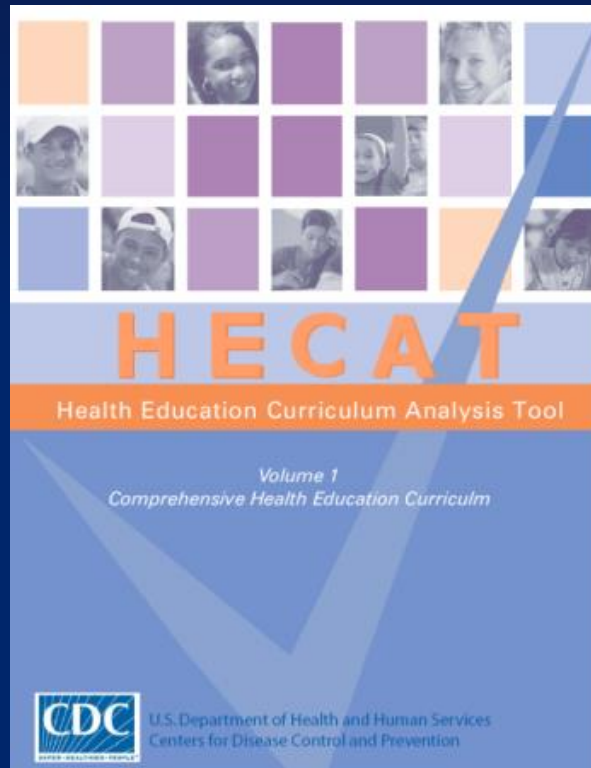


Interactive
Learning
Strategies



Science-Based
Curricula

CDC's Health Education Curriculum Analysis Tool



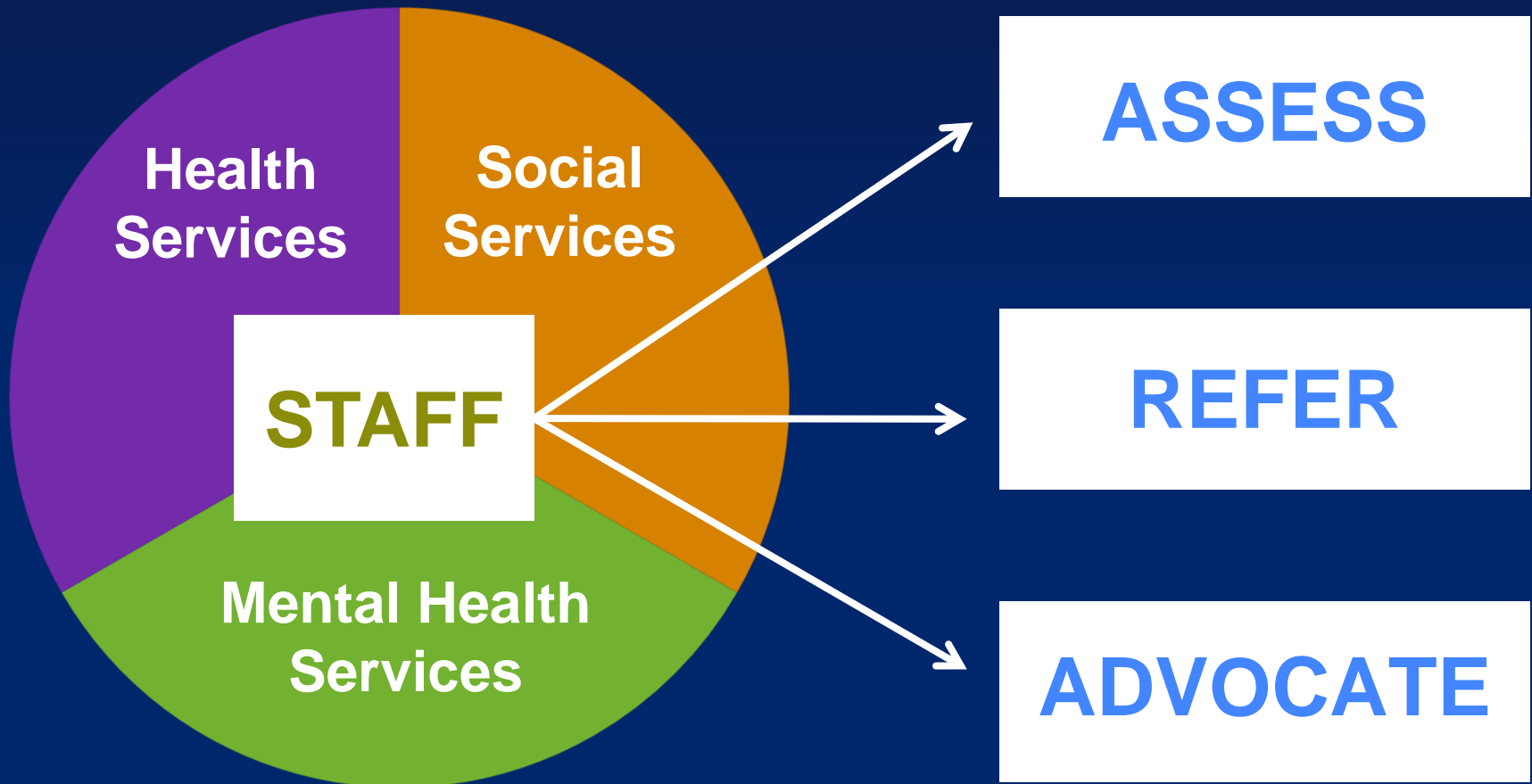
www.cdc.gov/HealthyYouth/HECAT



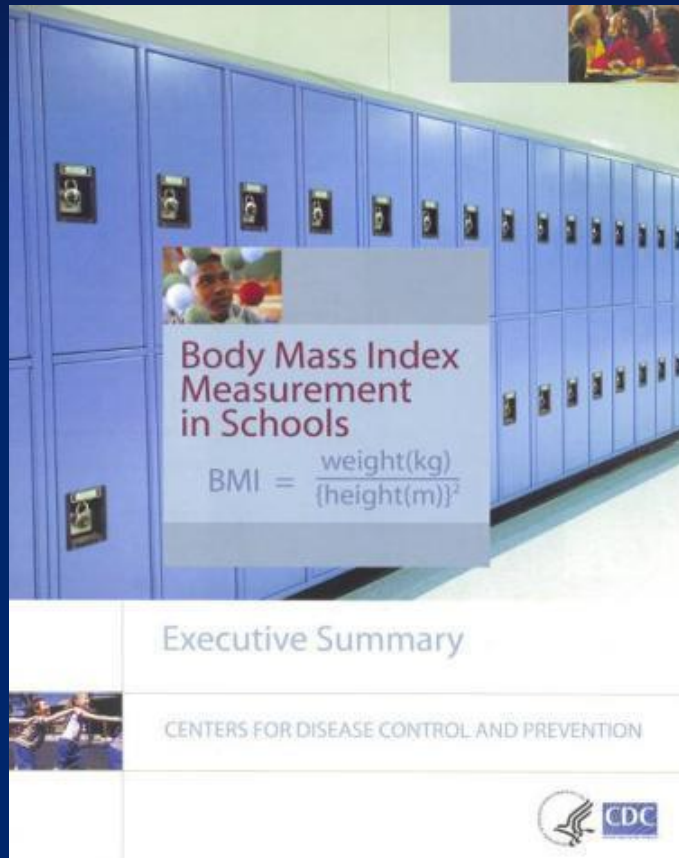
School Health Services

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

School Health Services



Health Services Resource



www.cdc.gov/healthyyouth/obesity/BMI/BMI_measurement_schools.htm

Health Services Resource

Voluntary Guidelines for Managing Food Allergies In Schools and Early Care and Education Programs



Managing Food Allergies in Schools Select Resources



Federal Resources

Centers for Disease Control and Prevention (CDC)

CDC Food Allergy Tool Kit for Schools

The CDC's food allergy information page provides links to the Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs and to the resource tool kit for schools, which includes tip sheets for specific school audiences, including school superintendents, administrators, teachers and paraeducators, school nutrition professionals, school transportation staff and school mental health professionals. In addition, presentations for use in training school staff about food allergy management are available.

<http://www.cdc.gov/healthyyouth/foodallergies>

Food and Drug Administration (FDA), U.S. Department of Health and Human Services

Food Allergies: Reducing the Risks

This resource provides consumers with general information about food allergies, including a printer-friendly informational flier and a short video.

<http://www.fda.gov/ForConsumers/ConsumerUpdates/ucm089307.htm>

Food Allergies: What You Need to Know

These resources are designed to improve understanding of food allergies and labeling of food products, and includes food allergy updates for consumers.

<http://www.fda.gov/Food/ResourceForYou/Consumers/ucm079311.htm>

continued on next page

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www.cdc.gov/healthyyouth/foodallergies



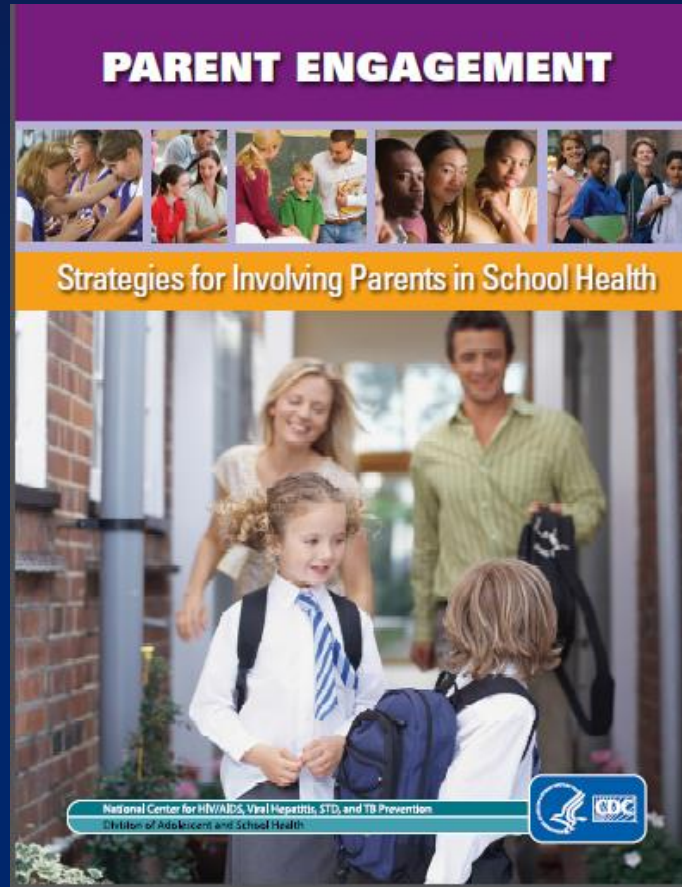
Family and Community

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

Family and Community



Parent Engagement



www.cdc.gov/healthyyouth/protective/parent_engagement.htm

Low or No Cost Options





8

School Employee Wellness

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

School Employee Wellness

- **Determine Needs of Staff**
- **Engage Administrative Support Staff**
- **Establish and Evaluate Programs**



Professional Development



GUIDELINE

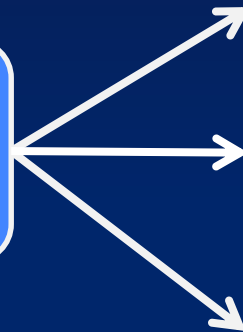
9

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.

Professional Development

REQUIRE:

Certification



FOR:

PE Teachers

Health Education
Teachers

Nutrition Services
Staff

PROVIDE:

Professional
Development



Teachers and All
Staff

Q&A

Which of the following is not a *Guideline*?

- A) Employee Wellness
- B) Environment
- C) Extracurricular Activity
- D) Health Services

School Health Guidelines



- 
- 1. Policies and Practices**
 - 2. School Environments**
 - 3. Nutrition Services**
 - 4. Physical Education and Physical Activity**
 - 5. Health Education**
 - 6. School Health Services**
 - 7. Family and Community**
 - 8. School Employee Wellness**
 - 9. Professional Development**

Reflection

- After learning about all nine guidelines, what resonates most with you?
- What are some strategies that your state, city, region, or school district is engaging in to address any one guideline?

Questions



Physical Activity Break



My Body (To the tune of “*My Bonnie Lies Over the Ocean*”)

My Body lies over the sofa

My Body watches too much TV

My Body lies over the armchair

Oh, Bring Back my Body to me

My Body (To the tune of “*My Bonnie Lies Over the Ocean*”)

Bring Back

Bring Back

Oh, Bring Back my Body to me, to
me

Bring Back

Bring Back

Oh, Bring Back my Body to me

My Body (To the tune of “*My Bonnie Lies Over the Ocean*”)

My Body is off of the sofa

My Body is active and free

My Body has turned of the TV

I am active and that is the key!

My Body (To the tune of “*My Bonnie Lies Over the Ocean*”)

Bring Back

Bring Back

My Body is Back and healthy,
Healthy.

Bring Back

Bring Back

My Body is active daily!

Guidelines Hunt

Objective: To identify strategies, actions, and practices within the *Guidelines* that support FOIA 1305.

1. Form a small group of 2-3 individuals
2. Read through your *Guidelines* Hunt scenario and respond to the questions. Use the information in the *Guidelines* report to respond to the questions.
3. 15 minutes

Instructions

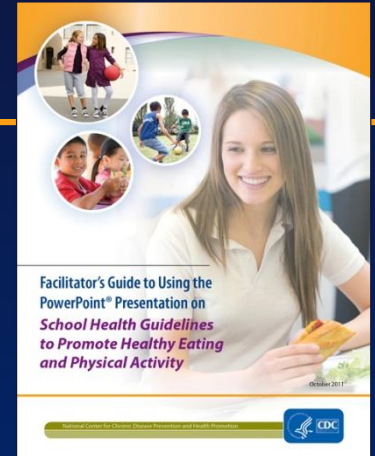
3–2–1 Let's Go!

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

1. Read directions and independently complete the Activity Card using the *Guidelines Executive Summary* to respond to the questions (~10 min)
2. Organize into small groups (3–5 individuals) and select a facilitator who will lead the discussion using the Small Group Discussion handout (~ 10 min)

Access to Public-Use Materials on the *Guidelines*

- ***School Health Guidelines to Promote Healthy Eating and Physical Activity***
www.cdc.gov/healthyyouth/npao/strategies.htm
- **PowerPoint® Presentation**
www.cdc.gov/healthyyouth/npao/presentationslides.ppt
- **Facilitator's Guide to Using the PowerPoint® Presentation**
www.cdc.gov/healthyyouth/npao/facilitatorguide.pdf
- **References for PowerPoint® Presentation**
www.cdc.gov/healthyyouth/npao/references.pdf
- **Frequently Asked Questions**
www.cdc.gov/healthyyouth/npao/faq.pdf





Thank You!

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