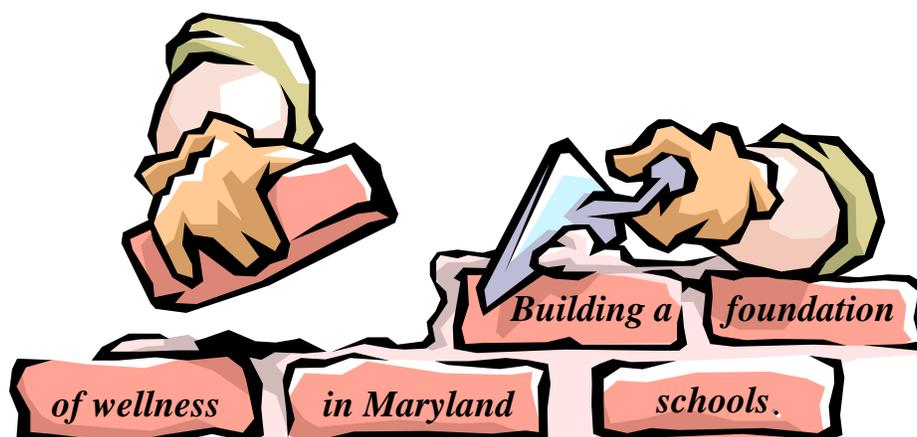


## Challenges, Changes and Commitments: Local Wellness Policies at Work



## Maryland's Healthy School Toolkit: *Your Guide to Building a Foundation of Wellness*

October 27, 2006  
The Inn and Conference Center  
University of Maryland University College  
Adelphi, Maryland



School and Community Nutrition Programs Branch



Nancy S. Grasmick  
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100-410-333-6442 TTY/TDD

October 27, 2006

Dear School Wellness Policy Team Members:

Welcome to the Challenges, Changes, and Commitments: Local Wellness Policies at Work Summit!

This summit will provide you with resources, technical assistance, and training focused on your school system's wellness policy. Today you will hear from local and State leaders who will share tools, techniques, and strategies for building and implementing your local wellness policies.

Your team will be provided with and use *Maryland's Healthy School Toolkit: Your Guide to Building a Foundation of Wellness*. This toolkit will provide policy recommendations, implementation guidance, and resources on policies for physical education, nutrition standards, nutrition education, evaluation, and other school-based activities that promote student wellness.

The ideas presented today are just the beginning of supporting implementation of your wellness plan. Over the next year, the University of Maryland School of Medicine, in collaboration with the Maryland Department of Health and Mental Hygiene, will be providing follow-up technical support for the evaluation of your plans.

I would like to thank the U.S. Department of Agriculture for providing funding for the Summit through a wellness grant. I would also like to thank our partners—the Maryland State School Health Council, the Maryland Department of Health and Mental Hygiene, and the University of Maryland School of Medicine for helping make this meeting a reality.

But most importantly, I would like to thank each member of the local wellness team for making the time, in an already busy schedule, to commit to the health of Maryland's children. Children across the State will benefit from your efforts as they learn about and practice eating and physical activity habits that will help them to be healthy and to achieve their potential in the classroom and beyond. Thank you for helping to build a strong foundation for wellness in Maryland schools.

Sincerely,

A handwritten signature in black ink that reads 'Nancy S. Grasmick'.

Nancy S. Grasmick  
State Superintendent of Schools

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# Table of Contents

<b>Overview</b> .....	<b>i</b>
Reference.....	vi
Resources .....	8
<b>Chapter 1 Nutrition Education and Promotion</b> .....	<b>9</b>
Introduction .....	9
Implementation Guidance Topic Areas.....	10
Policy Recommendations.....	10
Implementation Guidance .....	12
Standard-Based, Sequential Nutrition Education.....	12
Connecting with Existing Curriculum.....	15
Education Links with School and Community.....	11
Staff Awareness.....	18
References .....	20
Resources .....	21
<b>Chapter 2 Physical Activity and Physical Education</b> .....	<b>38</b>
Introduction .....	38
Implementation Guidance Topic Areas.....	39
Policy Recommendations.....	39
Implementation Guidance .....	42
Quality Physical Education .....	42
Physical Education vs. Physical Activity.....	45
Physical Activities During the School Day.....	46
Recess.....	54
Advocacy.....	55
References .....	60
Resources .....	63
<b>Chapter 3 Nutrition Standards for School Foods and Beverages</b> .....	<b>71</b>
Introduction .....	71
Implementation Guidance Topic Areas.....	72
Policy Recommendations.....	72
Implementation Guidance for School Meals.....	75
Nutrition Guidelines.....	75
Menu Planning .....	77
Breakfast Promotion.....	77
Special Dietary Needs .....	78
Foods Brought into School.....	79
Nutrition Standards for School Foods and Beverages.....	80
Foods Brought from Home.....	81
Nutrition Standards for Foods and Beverages at School.....	84
References .....	87
Resources .....	88
<b>Chapter 4 Other Activities to Promote Student Wellness</b> .....	<b>98</b>
Introduction .....	98
Implementation Guidance Topic Areas.....	99
Policy Recommendations.....	99
Implementation Guidance .....	100
USDA Child Nutrition Programs.....	100
Outreach for Child Nutrition Programs.....	101
Breakfast Promotion.....	102
After-School and Summer Programs .....	103

## *Table of Contents*

Time for Meals .....	103
Cafeteria Environment .....	103
Training for Food Service Staff Members.....	105
Staff Wellness .....	105
References .....	107
Resources .....	108
<b>Chapter 5 Measurement and Evaluation .....</b>	<b>111</b>
Introduction .....	111
Implementation Guidance Topic Areas.....	112
Policy Recommendations .....	112
Implementation Guidance .....	113
Process Evaluation .....	113
Outcome Evaluation .....	114
Evaluation Indicators.....	115
Glossary of Key Terms.....	116
References .....	117
Resources .....	118
<b>Appendix .....</b>	<b>120</b>
Implementation Scorecard.....	120

# Introduction

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## Overview

### Children’s Current Nutrition and Physical Activity Status

Currently, more than 15 percent of school-age children and adolescents are overweight. This is three times the number of overweight children recorded in 1980.<sup>1</sup> Between 70 and 80 percent of overweight children and adolescents continue to be overweight or become obese as adults. One significant cause of the obesity and overweight trend is poor eating habits. Eating habits that contribute to health problems tend to be established early in life, and unhealthy habits tend to be maintained as children age.<sup>2</sup> Overall, children’s eating habits are poor. Only 2 percent of school-age children consume the recommended daily number of servings from all five major food groups. Less than 15 percent of school children eat the recommended servings of fruit; less than 20 percent eat the recommended servings of vegetables; less than 25 percent eat the recommended servings of grains; and only 30 percent consume the recommended milk group servings on any given day.<sup>3, 4</sup>

According to the *Maryland Nutrition and Physical Activity Plan*, “An estimated 2.3 million (58.5 percent) Maryland adults are overweight or obese. Of those, approximately 949,000 (24 percent) are obese.”<sup>5</sup> Studies show that a strong link exists between being overweight or obese and having an increased risk of death or disease. With this information, American life expectancy could fall unless younger individuals adopt a healthier lifestyle that leads to the prevention and/or reduction of obesity and overweight.<sup>6</sup> These facts have motivated school systems in Maryland to put policies in place that focus on the health and well-being of school age children.

The Maryland 2004 General Assembly mandated that all public schools in Maryland participate in the Center for Disease Control and Prevention (CDC) Youth Risk Behavior Survey (YRBS). This survey is conducted every two years and surveys adolescents on their ‘at risk’ behaviors, their perceptions of safety in schools, and health behaviors. In the spring of 2005, 1,414 Maryland students in 30 public high schools, representing grades 9-12 participated in the YRBS survey. The results related to dietary behaviors and physical activity includes the following:

Out of a class of 30:

- 12.1 students had not participated in vigorous physical activity on three or more days during the past seven days (40 percent);
- 20.4 students did not meet the current recommended levels of physical activity <sup>a</sup> (68 percent);
- 24.3 students did not participate in physical education class daily (81 percent);
- 14.9 students were overweight or at risk of becoming overweight <sup>b c</sup> (49 percent);
- 6.0 students ate five or more fruits and vegetable per day (20 percent); and
- 26.1 students drank less than 3 glasses of milk during the last 7 days (87 percent)

<sup>a</sup> Were not physically active doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time for a total of at least 60 minutes/day on  $\geq 5$  of the 7 days preceding the survey.

<sup>b</sup> Students who were at or above the 85th percentile but below the 95th percentile for body mass index by age and sex, based on reference data.

<sup>c</sup> Students who were at or above the 95th percentile for body mass index by age and sex, based on reference data.

For more information visit:

[http://www.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student\\_services\\_alt/surveys](http://www.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_alt/surveys)

# Introduction

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## **Learning Impacted by Nutrition and Physical Activity**

Research clearly shows that nutrition and physical activity are directly linked to academic achievement. Children who eat well and are physically active learn better. Poorly nourished and sedentary children tend to have weaker academic performance and score lower on standardized achievement tests.<sup>8</sup> Poor nutrition and hunger interfere with cognitive function and are associated with lower academic achievement in children.<sup>7, 8</sup> Emerging research suggests that lower academic achievement is associated with being overweight.<sup>9,10,11,12</sup> Numerous studies have found that regular physical activity supports better learning. Student fitness levels have been correlated with academic achievement, including improved math, reading, and writing scores.<sup>13,14,15</sup> Research also suggests that decreasing physical education may undermine the goal of better performance, while adding time for physical activity may support improved academic performance.<sup>16</sup> A comprehensive local wellness policy, built upon local needs, will promote student wellness by establishing goals for physical activity, healthy food choices, nutrition education, and other school-based activities.

## **Schools Make a Difference**

According to a recent Institute of Medicine report, communities, governments, corporations, parents, and schools endure the responsibility for affecting social norms. Changing these norms to reflect a healthier lifestyle will positively impact our national obesity problem.<sup>17</sup> Schools can not be singled out as the only battleground in the fight against childhood overweight and obesity, but provide a structured environment to educate about healthier lifestyles through school nutrition and wellness policies. School policies and practices can play a significant role in promoting an environment that supports healthy student behaviors and encourages learning. The support of school leaders is critical to successful implementation of a healthy school environment. Their decisions and policies can affect many issues, such as:

- Meal schedules;
- dining space and atmosphere;
- foods sold for school fundraisers and in school stores;
- content and operation of vending machines;
- foods available at parties, special events and other social activities;
- financial support of school nutrition programs;
- nutrition education;
- physical education; and
- physical activity programs and opportunities.

## **Wellness Policies**

School Wellness Policies\* allow local school systems to establish goals for children to: receive regular physical activity; receive health education; and support access to healthy food choices. These goals can help address the increase in childhood overweight, help reduce children's risk for chronic diseases (including diabetes and asthma), and ensure that children receive the nutrients they need for good health. Research shows that the health and well-being of students is one of the most significant influences on learning and academic achievement. *Making the Connection: Health and Student Achievement*,<sup>18</sup> a resource guide, offers a comprehensive list of research-based studies supporting the link on learning and academic achievement. Several studies conclude that students who participate in a comprehensive health education program have significantly higher reading and math scores than those who do not participate.

## Introduction

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School system adoption of the school wellness policy is just the beginning. The implementation and evaluation of these new policies will require planning, administrative support, resources, and monitoring by the school staff and community. The key components for successful implementation and evaluation include leadership, commitment, communication, and long-term support. The most recent Institutes of Medicine's report, "*Progress in Preventing Childhood Obesity: How Do We Measure Up?*", presents the following recommendations to key stakeholders to focus on: lead and commit to childhood obesity prevention, evaluate policies and programs, monitor progress, and disseminate promising practices. This call to action should be a model to leaders at every level of the school system.

\*The term "School Wellness Policy" is used by the U.S. Department of Agriculture (USDA) to denote those policies related to nutrition and physical activity that are required by Public Law 108-265 (Child Nutrition and WIC Reauthorization Act of 2004). However, developing these policies is an excellent opportunity to create a comprehensive wellness policy by aligning other school-based activities that are designed to promote student wellness with the Centers for Disease Control and Prevention's (CDC) eight identified components of coordinated school health. The CDC's components are: Health Education, Physical Education, Health Services, Nutrition Services, Health Promotion for Staff, Counseling and Psychological Services, Healthy School Environment, and Family and Community Involvement. By combining these two initiatives, we have the opportunity to truly create comprehensive wellness policies. The Maryland State Department of Education encourages local school systems to involve all stake holders to establish and maintain comprehensive wellness policies that address all components of school health.

### Background

The development of the *Maryland's Healthy School Toolkit* is in response to two initiatives related to the promotion of nutrition and physical activity in schools: the Maryland State Board of Education adopted a new State policy (Management and Operations Memorandum Series Memorandum No. 12 (MOM 12) and the USDA's June 2004 legislation for School Wellness Policy. This toolkit is the supporting document for October 27, 2006, Wellness Summit: *Challenges, Changes, Commitments, Building a Foundation of Wellness in Maryland*.

### MOM 12

In February 2005, the Maryland State Board of Education adopted a new State policy (Management and Operations Memorandum Series Memorandum No. 12 (MOM 12) on the sale of competitive foods and foods of minimal nutritional value. The revised MOM 12 requires each local educational agency (LEA) to establish a nutrition policy by January 1, 2006, for implementation no later than the start of the 2006-2007 school year. The policy contains three key provisions:

1. Local Educational Agencies (LEAs) are encouraged to prohibit the sale of foods of minimal nutritional value (FMNV) to the end of the standard school day.
2. Each LEA is required to establish a nutrition policy by January 31, 2006, for implementation no later than the start of the 2006-2007 school year. The policy will be a critical component of the wellness policy mandated by the federal government in the Child Nutrition and WIC Reauthorization Act of 2004.

## Introduction

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3. Reimbursable meals in all schools must meet nutrition standards established by the U.S. Department of Agriculture. Local Educational Agencies are encouraged to consider the nutrition guidelines detailed in MOM 12 as they create their nutrition policy.

### **School Wellness Policy**

In June 2004, the Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265) was passed. This federal legislation required that public and private schools and Residential Child Care Institutions (RCCIs) participating in USDA's Child Nutrition Programs (i.e., National School Lunch Program, School Breakfast Program, After-School Snack Program, and Special Milk Program) to establish a local wellness policy by the first day of the 2006-2007 school year. At a minimum, the School Wellness Policy must:

- Include goals for nutrition education, physical activity, and other school-based activities designed to promote student wellness in a manner that the LEA determines appropriate;
- Include nutrition guidelines for all foods available on the school campus during the school day, with the objectives of promoting student health and reducing childhood obesity;
- Provide an assurance that guidelines for school meals are not less restrictive than those set by the USDA;
- Establish a plan for measuring implementation of the local wellness policy, including the designation of one or more persons within the LEA at each school, as appropriate, charged with ensuring that the school meets the local wellness policy; and
- Involve parents, students, representatives of the school food authority, the school board, school administrators, and the public in development of the local wellness policy.

These are the minimum requirements established by the federal legislation. School systems may choose to include additional features or integrate student wellness with other ongoing programs, for example, coordinated school health initiatives and community-based programs.

### ***Maryland's Healthy School Toolkit***

The *Maryland's Healthy School Toolkit* will provide examples of best and promising practices local school systems can use to assist their schools in providing healthy environments for learning and good health.

This *Toolkit* is designed to assist Maryland school systems to develop, implement and evaluate wellness policies, rules, regulations, and administrative procedures that will support and encourage students to adopt healthy lifestyles. The goals of these policies and procedures are to promote school practices that consistently support student health and learning, and to ensure that:

- The classroom, cafeteria and other school activities provide clear and consistent messages that explain and reinforce healthy eating and physical activity habits;
- students learn to make healthy lifestyle choices not only in the classroom and the cafeteria, but also at class parties, sports events throughout the school environment; and
- students have many opportunities to practice healthy habits in that, they can choose from an array of healthy food options, eat in relaxed and comfortable surroundings, and enjoy daily physical activity.

# Introduction

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The *Toolkit includes* detailed information on the steps, strategies and resources involved in developing, adopting, and implementing school policies to promote healthy eating and physical activity. This document is based on current science, public health research, national guidelines, legislation for the USDA School Wellness Policy\* (Public Law 108-265) and existing practices from exemplary states and school systems. These guidelines will help school systems comply with USDA's School Wellness Policy regulations and meet recommended national and state standards for nutrition and physical activity practices.

# Introduction

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17. National Academies Press. (2005). *Preventing Childhood Obesity: Health in the Balance*. Washington, DC:
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# Introduction

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## Resources

Many resources contain information on multiple content areas. For additional resources, consult each policy component section of the *Maryland's Healthy School Toolkit*.

*Breakfast for Learning: Recent scientific research on the link between children's nutrition and academic performance*, Food Research & Action Center:  
<http://www.frac.org/pdf/breakfastforlearning.PDF>

*Healthy Students Perform Better in School*. William Potts-Datema. National School Boards Association, 2002:  
[http://www.nsba.org/site/doc\\_sbn.asp?TrackID=&SID=1&DID=8228&CID=312&VID=58](http://www.nsba.org/site/doc_sbn.asp?TrackID=&SID=1&DID=8228&CID=312&VID=58)

*How Are Student Health Risks & Resilience related to the Academic Progress of Schools?* WestEd, 2004: [http://www.wested.org/chks/pdf/p1\\_stuartreport\\_ch\\_final.pdf](http://www.wested.org/chks/pdf/p1_stuartreport_ch_final.pdf)

*Hunger: Its Impact on Children's Health and Mental Health*. Weinreb, L., et al. Pediatrics Vol. 110 No. 4 October 2002, pp. e41: <http://www.pediatrics.org/cgi/reprint/110/4/e41.pdf>

*Making the Connection: Health and Student Achievement (PowerPoint Presentation)*, Association of State and Territorial Health Officials (ASTHO) and the Society of State Directors of Health, Physical Education and Recreation (SSDHPER), 2002: <http://www.thesociety.org/>

*Nutrition, Learning, and Behavior in Children: A Resource List for Professionals*, Food and Nutrition Information Center, 2004: <http://www.nal.usda.gov/fnic/service/learnpub.html>

*School Breakfast Programs: Energizing the Classroom*, Minnesota Department of Children, Families and Learning, March 1998: <http://cfl.state.mn.us/energize.pdf>

*The Learning Connection: The Value of Improving Nutrition and Physical Activity in Our Schools*, Action for Healthy Kids, 2004:  
[http://www.actionforhealthykids.org/devel/pdf/LC\\_Color\\_120204\\_final.pdf](http://www.actionforhealthykids.org/devel/pdf/LC_Color_120204_final.pdf)

*Action Guide for School Nutrition and Physical Activity Policies*. Connecticut State Department of Education. <http://www.state.ct.us/sde/deps/student/nutritioned/index.htm>

# **1 Nutrition Education and Promotion**

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## ***Nutrition Education and Promotion***

### **Introduction**

The Child Nutrition and WIC Reauthorization Act of 2004 requires that local school wellness policies include goals for nutrition education. Increasing nutrition knowledge and skills will assist students in making healthy eating choices. Nutrition education should be age appropriate, interactive, culturally sensitive, and provide opportunities to practice these skills in the cafeteria, classroom, at school events, and in the community. Nutrition education is included as a component of a school's comprehensive health education curriculum. This chapter provides implementation guidance regarding curriculum, education links with school and community, and staff awareness. Nutrition education success stories and resources provide additional information and support for local efforts.

### **Goal**

School systems will provide nutrition education experiences that positively influence students' eating behaviors and help develop lifelong healthy habits. School systems will provide an environment that encourages and supports healthy eating by students.

### **Rationale**

Nutrition education has been shown to improve eating habits and health. Connecting nutrition education to other content areas helps with the mastery of core subject standards. Research shows that behavior change correlates positively with the amount of nutrition instruction received (Part I: Physical Activity Healthy Eating and Tobacco-Use Prevention, 2000). Linking nutrition education and promotion throughout the school and community reinforces consistent health messages and provides multiple opportunities for students to practice healthy habits.

# 1 Nutrition Education and Promotion

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## Implementation Guidance Topic Areas

Nutrition Education and Promotion will address the following areas:

- Standards-Based, Sequential Nutrition Education
- Connecting with Existing Curriculums
- Education Links with School and Community
- Staff Awareness

Specific guidance regarding the implementation of each topic area for Nutrition Education and Promotion follows under *Implementation Guidance*, after this section. Resources to assist with the implementation of each topic area are found in *Resources* at the end of this section.

## Policy Recommendations

### Standards-Based, Sequential Nutrition Education

Nutrition education shall be based on current science, research, and national guidelines. Nutrition education shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. It is recommended that national or state-developed standards, such as the Maryland State Department of Education Voluntary State Curriculum (VSC), be used.

The nutrition education program shall:

- Focus on students' eating behaviors;
- be based on theories and methods proven effective by published research;
- be consistent with the Maryland school systems' comprehensive school health education standards/guidelines/curriculum framework; and
- demonstrate student competency through the application of knowledge, skill development, and practice.

### Connecting with Existing Curriculums

Nutrition education shall be a part of comprehensive school health education and shall also be included in other classroom content areas such as math, science, language arts, social sciences, family and consumer sciences, and elective subjects. All pre-K through grade12 instructional staff members shall be encouraged to incorporate nutritional themes from the Maryland State Department of Education Voluntary State Curriculum into daily lessons, when appropriate, to reinforce and support health messages.

# 1 Nutrition Education and Promotion

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## **Education Links with School and Community**

The school system shall conduct nutrition education activities and promotions that involve parents, students, and the community. There should be integration between nutrition education programs, school meal programs and nutrition-related community services that occur outside the classroom or that connect classroom nutrition education to the larger school community, such as school gardens, cafeteria-based nutrition education, and after-school programs. Nutrition education shall be offered in the school cafeteria and classroom, with coordination between school food service and teachers. The school system shall link nutrition education with other coordinated school health initiatives. The school system shall participate in programs that promote and reinforce student health, such as Team Nutrition and the HealthierUS School Challenge. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer science teachers, and other appropriate school staff members.

## **Staff Awareness**

The school system shall build awareness among teachers, food service staff, coaches, nurses, and other school staff members about the importance of nutrition, physical activity, and body-size acceptance to academic success and lifelong wellness. School staff members shall be encouraged to model healthy eating and physical activity behaviors.

# 1 Nutrition Education and Promotion

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## Implementation Guidance

### Standards-Based, Sequential Nutrition Education

#### Curriculum Development

The Maryland State Department of Education Voluntary State Curriculum presents a vision for healthy and balanced living and demonstrates the interrelated concepts and skills in comprehensive school health (including nutrition) and physical education. The purpose of the curriculum framework is to guide the development of curriculums that challenge and motivate students and contribute to student learning and achievement. School systems are encouraged to use the Maryland State Department of Education Voluntary State Curriculum as guidance when developing the nutrition education component of their comprehensive health education curriculum.

The Maryland State Department of Education Voluntary State Curriculum standards guide students in how to live actively, energetically, and fully in a state of well-being and describes the concepts and skills necessary to accept responsibility for self and well-being. The health and physical education standards are based on the *National Health Education Standards* and *Moving into the Future: The National Standards for Physical Education, 2nd edition*.

A recommended resource to help guide curriculum development and instruction is the Health Education Assessment Project (HEAP). HEAP is a national and State initiative focused on increasing the capacity of school systems to deliver a research-based approach to building the health literacy of students by addressing accountability in comprehensive school health education. HEAP aligns curriculum, instruction, and assessment to improve student learning through comprehensive school health education instruction using the *Connecticut Curriculum Assessment Frameworks* and HEAP student assessment items.

HEAP's objectives are to:

- <sup>TM</sup> Provide strategies for scoring student work in order to assess comprehensive school health education curriculums;
- <sup>TM</sup> develop capacity for school communities to provide effective, assessment-based, comprehensive school health education for all students;
- <sup>TM</sup> provide consistency in the application of the state standards in assessment-based, comprehensive school health education;
- <sup>TM</sup> increase connections between comprehensive school health education and other components of Coordinated School Health; and
- <sup>TM</sup> improve coordination of assessment strategies within the school community.

Additional resources to assist with curriculum development are found in *Curriculum Development* under *Resources* at the end of this section.

# 1 Nutrition Education and Promotion

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## Content Areas

Nutrition education shall be designed to help students learn:

- Nutritional knowledge, including, but not limited to, the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, and safe food preparation, handling and storage;
- nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels, accessing and critically evaluating nutrition information, misinformation, and commercial food advertising;
- how to assess and manage one's personal eating habits, set goals for improvement, and achieve those goals; and
- how to communicate, make healthy decisions, and advocate for developing lifelong healthy habits.

Nutrition education activities shall:

- Be consistent with the Dietary Guidelines for Americans ([http://www.usda.gov/cnpp/dietary\\_guidelines.html](http://www.usda.gov/cnpp/dietary_guidelines.html));
- emphasize the appealing aspects of healthy eating;
- include enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasize caloric balance between food intake and energy expenditure (physical activity); and
- engage families as partners in their children's education; and teach media literacy with an emphasis on food marketing.

## Nutrition Themes

Nutrition themes include, but are not limited to, the following:

- MyPyramid (Healthy Eating Plan)
- Dietary Guidelines for Americans
- Sources of Major Nutrients
- Understanding Calories
- Food Labels
- Diet and Disease
- Body-Size Acceptance, Healthy Weight, and Dangers of Unhealthy Weight-Control Practices
- Healthy Breakfast
- Healthy Snacks
- Multicultural Influences
- Proper Food Safety/Sanitation

# 1 Nutrition Education and Promotion

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Themes should be developmentally and culturally appropriate. The school system's nutrition policy should reinforce nutrition education to help students practice these themes in a supportive school environment.

## **Nutrition Education Strategies**

Nutrition education strategies are most likely to promote lifelong habits for good health if they help children learn the skills needed for healthy eating behaviors, provide opportunities to practice these behaviors, and make nutrition education relevant and fun. Effective nutrition education programs influence eating behaviors. As indicated in the Centers for Disease Control and Prevention's (CDC) *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*, effective nutrition education programs:

- Focus on changing specific behaviors rather than on learning general facts about nutrition;
- employ active learning or experiential strategies using developmentally appropriate instructional concepts at each grade level;
- devote adequate time and intensity to focus on behaviors and skill building;
- provide teachers and other staff members with adequate training in nutrition education; and
- are integrated into the school environment, involve the child's family and provide school meal programs and food-related policies that reinforce classroom nutrition education.

CDC notes, "The context in which students learn about healthy eating behaviors and the feelings students associate with healthy foods are key factors in determining their receptivity to nutrition education." Students are more likely to adopt healthy eating behaviors when:

- They learn about these behaviors through fun, participatory activities rather than through lectures;
- lessons emphasize the positive, appealing aspects of healthy eating patterns rather than the negative consequences of unhealthy eating patterns;
- the benefits of healthy eating behaviors are presented in the context of what is already important to the students; and
- the students have repeated opportunities to taste foods that are low in fat, sodium and added sugars and high in vitamins, minerals and fiber during their lessons."

# 1 Nutrition Education and Promotion

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## Developmentally Appropriate and Culturally Relevant Activities

CDC’s *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* describes how the nutrition curriculum should be both developmentally and culturally appropriate.

“Different educational strategies should be used for children at different stages of cognitive development. Regardless of the amount and quality of teaching they receive, young elementary students might not fully understand abstract concepts (e.g., the nutrient content of foods or the classification of foods into groups). Nutrition education for young children should focus on concrete experiences (e.g., increasing exposure to many healthy foods and building skills in choosing healthy foods). More abstract associations between nutrition and health become appropriate as children approach middle school. By this age, children can understand and act on the connection between eating behaviors and health. Nutrition education for middle and high school students should focus on helping students assess their own eating behaviors and set goals for improving their food selection. Lessons for older children should emphasize personal responsibility, decision-making skills, advocating for healthy behaviors, and resisting negative social pressures. Nutrition education presents opportunities for students to learn about and experience cultural diversity related to food and eating. Students from different cultural groups have different health concerns, eating patterns, food preferences, and food-related habits, and attitudes. These differences need to be considered when developing curricula or discussing food choices. Nutrition education can succeed only when students believe it is relevant to their lives.”

## Connecting with Existing Curriculums

Nutrition education should be taught as part of the comprehensive school health education curriculum. When nutrition education is integrated into other content areas, children have daily exposure to nutrition concepts and messages. An interdisciplinary approach to nutrition education reinforces what children are learning.

The interdisciplinary approach to nutrition education should complement and not replace sequential nutrition education lessons within a comprehensive school health education curriculum. The exclusive use of an interdisciplinary approach can sacrifice key elements of an effective nutrition education program (e.g., adequate instructional time, focusing on behaviors and skill-building, attention to scope and sequence, and adequate teacher preparation).

# 1 Nutrition Education and Promotion

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Nutrition concepts are easily integrated into a variety of content areas, such as math, science, language arts, social sciences, family and consumer sciences, and elective subjects. For example:

- Using literature with appropriate health themes in language arts;
- calculating nutritional value of foods and analyzing nutrients in math;
- reading food labels and calculating the percent contribution of daily nutrients in math;
- identifying foods' chemical compounds in science;
- determining chemical changes in recipe ingredients (e.g., formation of gluten in flour) in chemistry;
- researching food customs of other countries in social studies;
- preparing another country's recipe in world language class; and
- creating a healthy menu based on local food preferences in social studies.

## **Education Links with School and Community**

Many opportunities to enhance nutrition education exist at school and in the community. Examples include coordinated school health initiatives, cafeteria-based nutrition education, after-school programs, and nutrition promotions, events and initiatives such as school/community health fairs and school gardens. For more information, see *Education Links with School* and *Nutrition Promotion* under *Resources* at the end of this section.

## **Coordinated School Health**

A coordinated school health program empowers students with not only the knowledge, attitudes, and skills required to make positive health decisions, but also the environment, motivation, services, and support necessary to develop and maintain healthy behaviors. The coordinated school health model includes health education, physical education, health services, nutrition services, health promotion for staff members, counseling and psychological services, healthy school environment, and parent/community involvement. Each component can contribute to interdisciplinary efforts that promote healthy eating and physical activity. CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* provides examples of how classroom nutrition education can be supported and reinforced throughout the school environment. Examples include:

- Schools provide appealing, low-fat, low-sodium foods in vending machines and at school meetings and events;
- school counselors and nurses provide guidance on health and, if necessary, referrals to appropriate health professionals (e.g., registered dietitian) for nutritional problems;
- community organizations provide counseling or nutrition education campaigns;
- physical education teachers help students understand the relationship between nutrition and physical activity;
- school food service personnel serve healthy, well-balanced meals in the cafeteria; and
- school personnel act as role models for healthy eating (see *Staff Awareness in this section regarding role models*).

# 1 Nutrition Education and Promotion

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## **Cafeteria-Based Nutrition Education**

The school cafeteria provides an ideal setting for students to practice healthy eating. Coordinating school food service programs with classroom lessons allow students to apply critical thinking skills taught in the classroom. CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* provides the following suggestions for school food service personnel to connect the cafeteria to the classroom:

- Visit classrooms and explain how the school food service program ensures that meals meet U.S. Department of Agriculture (USDA) nutrition standards and the Dietary Guidelines for Americans;
- invite classes to visit the cafeteria kitchen and learn how to prepare healthy foods;
- Involve students in planning the school menu and preparing recipes;
- offer foods that reinforce classroom lessons (e.g., whole-wheat rolls to reinforce a lesson on dietary fiber);
- display nutrition posters in the cafeteria and distribute nutrition information and materials;
- coordinate menus with classroom lessons and school promotions (e.g., featuring foods from other countries for an international day); and
- display nutrition information about available foods and give students opportunities to practice food analysis and selection skills learned in the classroom.

Resources to assist in the implementation of cafeteria-based nutrition education can be found in *Nutrition Lessons and Programs, Nutrition Promotion and Handouts for Children, Parents and School Staff* (see *Resources* at the end of this section).

## **After-School Programs**

After-school programs provide an ideal setting to provide nutrition and physical activity opportunities. After-school programs extend their responsibilities to families and schools by including supportive learning environments, in addition to providing children with a safe environment, healthy recreation, and appropriate social development. After-school programs have three components: academic, enrichment and recreational. Some programs incorporate health and nutrition concepts into the academic and recreational components of the program. For example, in some after-school programs, students learn about math and spatial reasoning by playing basketball. Students also learn about the importance of good nutrition and physical activities associated with developing the ability to learn and play the game. When a student gains competence in sports, music or gardening, the confidence and skills learned from that experience are transferable to academic skills.

## **Nutrition Promotion**

Participation in programs that promote and reinforce health emphasizes a school's commitment to a healthy school nutrition environment. Two programs that challenge schools to standards of excellence are:

- *HealthierUS School Challenge*: Standards established by USDA to recognize schools that take specific steps to improve their school nutrition environment and address obesity. <http://www.fns.usda.gov/tn/HealthierUS/index.html>
- *Team Nutrition (U.S. Department of Agriculture)*: Information on joining as a Team Nutrition school. <http://teamnnutrition.usda.gov/team.html>

# 1 Nutrition Education and Promotion

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Schools can also promote nutrition through a variety of activities, including food demonstrations in school cafeterias, connecting with local farmers' markets and farm-to-school programs, sampling of popular healthy ethnic foods, and participating in comprehensive marketing campaigns (e.g., promoting nutrition and physical activity messages such as 5 A Day and daily physical activity). USDA's Team Nutrition resources can help schools conduct nutrition events such as health and nutrition fairs, theme days, and tasting activities. The following are examples of TN activities:

- *Team Nutrition Days How-To Kit*: A comprehensive guide containing information on creating Team Nutrition activities, including gardening, fair activities and publicity.  
<http://www.fns.usda.gov/tn/Resources/howtokit.html>
- *Team Nutrition Event Calendar*: Developed to help plan and conduct creative nutrition education activities that support healthy school meals.  
<http://www.fns.usda.gov/tn/Calendar/index.htm>
- *Team Nutrition School Activity Planner*: A "how-to" guide for nutrition fairs and tasting activities, designed to involve school leaders and supporters in planning activities.  
<http://www.fns.usda.gov/tn/Resources/activityplanner.html>

Additional resources can be found in *Nutrition Promotion* under *Resources* at the end of this section.

## **Staff Awareness**

It is important for all school personnel to be aware of the impact nutrition and physical activity has on student achievement so that they will more readily reinforce positive health messages in the school environment. The School Health Team can use appropriate personnel in the school system (including health and physical education teachers, family and consumer sciences teachers, school nurses, school medical advisors, and school food service directors) and the community (including registered dietitians and other health professionals) to help promote staff awareness. Appropriate personnel can serve as a resource to teachers for nutrition and nutrition education. They can provide staff members with scientifically accurate and evidence-based health information regarding health benefits and risks of dietary habits, health trends, and effective strategies for addressing nutrition issues, food safety, and food-borne illness prevention.

# 1 Nutrition Education and Promotion

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Adults can have a significant impact on the development of students' health behaviors. School staff members can model healthy eating and physical activity behaviors in a variety of ways, including:

- Using teaching skills that help students gather information, practice problem solving techniques and use effective communication skills;
- providing healthy snacks in the classroom;
- encouraging nonfood fundraisers;
- not using food as a reward for behavior or academics;
- participating in the school meal program and making healthy choices;
- using the stairs instead of the elevator when appropriate;
- participating with children in classroom-based physical activity;
- leading or participating in school fitness activities such as walking or running clubs, yoga class and weight lifting;
- joining in children's games on the playground or gymnasium;
- talking about the physical activities they like to do outside of school;
- using physical activity as a reward rather than as a form of punishment; and
- using appropriate safety gear, such as helmets, during physical activity.

Staff wellness programs can encourage school personnel to be positive role models for students. Additional information on staff wellness is contained in *Chapter 4, Other School-Based Activities to Promote Student Wellness*.

# 1 Nutrition Education and Promotion

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## References

*Action Guide for School Nutrition and Physical Activity Policies*. Connecticut State Department of Education. <http://www.state.ct.us/sde/deps/student/nutritioned/index.htm>

*Fit, Healthy and Ready to Learn: A School Health Topic area Guide. Part I: Physical Activity, Healthy Eating and Tobacco-Use Prevention*, National Association of State Boards of Education, March 2000: <http://www.nasbe.org/healthyschools/fitthehealthy.html>

*Guidelines for School Health Programs to Promote Lifelong Healthy Eating*, Centers for Disease Control and Prevention, Morbidity and Mortality Weekly Report, June 14, 1996/45(RR-9);1-33: <http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm>

*Mississippi Local School Wellness Topic area Guide for Development*, Mississippi Department of Education, 2005: <http://www.mde.k12.ms.us/HealthySchools/Initiatives.html>

*Model School Wellness Policies*, National Alliance for Nutrition and Activity, 2005: <http://www.schoolwellnesspolicies.org/>

*Rhode Island School System Nutrition & Physical Activity Model Topic area Language*, Rhode Island Healthy Schools Coalition, August 2004: <http://www.actionforhealthykids.org/resources.php>  
(Select “Guidelines/Policies/Recommendations” under topic selection, then click on “view all documents” under Information and Resources and scroll down alphabetically.)

*School Nutrition Association Local Wellness Topic areas*, School Nutrition Association, 2005: <http://www.schoolnutrition.org/Index.aspx?id=1075>

# 1 Nutrition Education and Promotion

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## Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each topic area component section of the *Toolkit*.

## Dietary Guidelines

*Center for Nutrition Policy and Promotion*, U.S. Department of Agriculture. Links scientific research to the nutrition needs of consumers via a variety of education materials, including the Food Guide Pyramid and other resources. <http://www.usda.gov/cnpp/>

*Dietary Guidelines for Americans 2005*, U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2005: [http://www.usda.gov/cnpp/dietary\\_guidelines.html](http://www.usda.gov/cnpp/dietary_guidelines.html)

*Dietary Reference Intakes (DRIs) and Recommended Dietary Allowances (RDAs)*. Links to all guidelines and reports. <http://www.nal.usda.gov/fnic/etext/000105.html>

*Finding Your Way to a Healthier You: Based on the Dietary Guidelines for Americans*, U.S. Department of Health and Human Services and U.S. Department of Agriculture, 2005: <http://www.healthierus.gov/dietaryguidelines/>

*MyPyramid*: <http://www.mypyramid.gov/>

*Spanish Version of MyPyramid Handout*, Dairy Council of California: [http://www.dairycouncilofca.org/HP/HP\\_downSPAN.htm](http://www.dairycouncilofca.org/HP/HP_downSPAN.htm)

## Curriculum Development

*A Guide to Curriculum Development: Purposes, Practices, Procedures*, Connecticut State Department of Education: [http://www.state.ct.us/sde/dtl/curriculum/currgde\\_generic/curguide\\_generic.htm](http://www.state.ct.us/sde/dtl/curriculum/currgde_generic/curguide_generic.htm)

*Children's Picture Book Database at Miami University*. Design literature-based thematic units for all subjects, searchable by topics, concepts and skills. <http://www.lib.muohio.edu/pictbks/>

*Healthy and Balanced Living Curriculum Framework*, Connecticut State Department of Education, 2006: <http://www.state.ct.us/sde/deps/Student/CHE/index.htm>

*Moving into the Future: National Physical Education Standards, 2nd Edition*, National Association for Sport and Physical Education, 2004: <http://www.aahperd.org/naspe/template.cfm?template=publicationsnationalstandards.html>

# 1 Nutrition Education and Promotion

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*National Health Education Standards:*

[http://www.aahperd.org/aahe/template.cfm?template=natl\\_health\\_education\\_standards.html](http://www.aahperd.org/aahe/template.cfm?template=natl_health_education_standards.html)

*Nutrition Education Intervention Resources*, Teachers College, Columbia University, 2003. A bibliographical list of more than 100 references in the area of nutrition education interventions, useful for teams working on nutrition education curriculum development and best practices.

<http://www.actionforhealthykids.org/filelib/resources/nutintbiblio.pdf>

*Nutrition Education: Principles of Sound Impact Evaluation*, U.S. Department of Agriculture, 2005:

<http://www.fns.usda.gov/oane/MENU/Published/NutritionEducation/Files/EvaluationPrinciples.pdf>

## Nutrition Education

*Dairy Council of California*. Many nutrition education resources for teachers, parents and children, including MyPyramid handout and interactive game, and a personal nutrition planner.

<http://www.dairycouncilofca.org/>

*Dole 5 A Day*. Fruit and vegetable lesson plans, games and activities. <http://www.dole5aday.com/>

*Eat Smart. Play Hard.*<sup>™</sup>, U.S. Department of Agriculture. A national nutrition education and promotion campaign designed to convey science-based, behavior-focused and motivational messages about healthy eating and physical activity. The campaign uses Power Panther<sup>™</sup> as the primary communication vehicle for delivering nutrition and physical activity messages to children and their caregivers. Support materials include posters, a slogan, Power Panther<sup>™</sup> costumes and other materials. Messages developed for the campaign are based on the Dietary Guidelines for Americans and the Food Guide Pyramid. <http://www.fns.usda.gov/eatsmartplayhard/>

*FDA & You Newsletter*. An educational newsletter intended for use by health educators, secondary school students and their parents. <http://www.fda.gov/cdrh/fdaandyou/>

*Food and Nutrition Resource List for Child Care and Preschool Staff*, Food and Nutrition Information Center, September 2004: <http://www.nal.usda.gov/fnic/pubs/bibs/edu/98-child.htm>

*Food and Nutrition Resources for Grades Preschool through 6*, Food and Nutrition Information Center, June 2000: <http://www.nal.usda.gov/fnic/pubs/bibs/edu/preschool.html>

*Food and Nutrition Resources for Grades 7 through 12*, Food and Nutrition Information Center, May 2001: <http://www.nal.usda.gov/fnic/pubs/bibs/edu/biblio.html>

*Food History*. Chronicles the history of food. <http://www.foodtimeline.org/>

*Great Sites for Teaching Nutrition*, Education World. Each week, Education World's *Great Sites for Teaching About...* Page highlights websites to help educators work timely themes into their lessons.

[http://www.educationworld.com/a\\_sites/sites010.shtml](http://www.educationworld.com/a_sites/sites010.shtml)

# 1 Nutrition Education and Promotion

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*How to Teach Nutrition to Kids*, Connie Evers, RD. 24 Carrot Press, 2003. Promotes positive attitudes about food, fitness and body image. Features hundreds of fun, hands-on nutrition education activities aimed at children ages 6-12, with a focus on integration into existing subject areas. Ordering information: <http://www.nutritionforkids.com/aboutbook.htm>

*How Stuff Works*. Information on how things work for a huge variety of topics, including food and the body. <http://www.howstuffworks.com/>

*Interactive Toolbox*, Food and Nutrition Information Center. Includes many websites with nutrition calculators and other tools for dietary assessment and planning, checking personal health risks, testing knowledge, and evaluating needs. <http://www.nal.usda.gov/fnic/etext/000035.html>

*MyPyramid*, U.S. Department of Agriculture: <http://www.mypyramid.gov/>

*MyPyramid*, University of Florida. Information and handouts on the new USDA MyPyramid. Includes handouts in Spanish. <http://fycs.ifas.ufl.edu/pyramid/index.htm>

*MyPyramid Tracker*, U.S. Department of Agriculture. An online dietary and physical activity assessment tool that provides information on your diet quality, physical activity status, related nutrition messages, and links to nutrient, and physical activity information. <http://www.mypyramidtracker.gov/>

*National Cattlemen's Beef Association*. Provides free nutrition education kits and resources for educators of preschool through 12th grade. <http://www.teachfree.org>

*New England Dairy and Food Council (NEDFC)*. Geared toward educators, health professionals, school food service professionals, and consumers. Includes nutrition education materials, milk promotion ideas, incentives for school cafeteria promotions, and access to Mealtime Sampler, NEDFC's publications for school food service. <http://www.newenglanddairyCouncil.org>

*Nutrition Explorations*, National Dairy Council. Includes nutrition information and resources for educators, parents, and school food service. Also includes kids' page with games and information. <http://www.nutritionexplorations.com/>

*Nutrition Resource Library*, Connecticut State Department of Education. Contains many resources for nutrition education and food service management. <http://www.state.ct.us/sde/deps/nutrition/index.htm> (under "Nutrition Resource Catalog 2003")

*Oregon Dairy Council*. Many free and low-cost nutrition education materials and resources for all ages. Includes links to websites geared toward kids, teens, parents and others. <http://www.oregondairyCouncil.org/>

*Sources of Free or Low-Cost Food and Nutrition Materials*, Food and Nutrition Information Center, July 2001: <http://www.nal.usda.gov/fnic/pubs/bibs/gen/freelw.html>

# 1 Nutrition Education and Promotion

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*Using the Food Guide Pyramid: A Resource for Nutrition Educators*, U.S. Department of Agriculture, 1996: <http://www.nalusda.gov/fnic/Fpyr/guide.pdf>

*5 A Day Resource Guide*, National Cancer Institute, 2002. Identifies curriculums and classroom materials for teachers (pre-k through high school); CD-ROMS, audiocassettes, and activities for students; recipes, and family activity tips to reinforce healthy diet messages for parents at home; and dynamic marketing and teaching materials for school food professionals.  
<http://www.5aday.gov/tools/school/index.html>

## Nutrition Lessons and Programs

*Destination Wellness – You’re in the Driver’s Seat, Nutrition Education Tool Kit for High School Students*, Maryland State Department of Education, 2003. Contains eight lessons that meet the national standards for health education in nutrition for high school students. Can be used by health teachers, school nurses, family and consumer sciences teachers, and others. The eight lessons are interactive and include a variety of hands-on activities.  
<http://schoolmeals.nal.usda.gov/Training/md/index.html>

*Discovering the Food System: An Experiential Learning Program for Young and Inquiring Minds*, Cornell University. An on-line curriculum designed for teachers and leaders of middle and high school students. <http://www.hort.cornell.edu/foodsys/>

*Education World Lesson Planning Center*, George Washington University. Search for nutrition lessons in the Health and Safety section.  
[http://www.education-world.com/a\\_lesson/archives/health.shtml](http://www.education-world.com/a_lesson/archives/health.shtml)

*Food on the Run*, California Project LEAN, 2000. Dedicated to increasing healthy eating and physical activity among adolescents. The program focuses on strengthening individual skills and knowledge while also working to influence high school policies and environments to increase access to healthy foods and physical activity options. *Food on the Run* works with teens, parents, community members and local topic area makers to educate them on the importance of healthy eating and physical activity, and to engage them in developing supportive topic area solutions.  
<http://www.californiaprojectlean.org/resourcelibrary/default.asp>  
(Click on “Resource Library” and search for “Food on the Run.”)

*FitSource – Physical Activity and Nutrition in Child Care Settings*, Child Care Bureau. Contains a wide variety of tools that can be used to incorporate physical activity and nutrition into childcare and after-school programs, including activities and game ideas, curriculums and lesson plans, campaigns, healthy menus and recipes, funding strategies, information for parents and other resources.  
<http://www2.nccic.org/fitsource/index.cfm>

*HealthSmart*, ETR Associates. A K-12 health education program based on the national health education standards. Content and sample lessons for each grade level can be previewed before purchasing. <http://pub.etr.org/healthsmart/index.html>

# 1 Nutrition Education and Promotion

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*HealthTeacher.com*. Provides a comprehensive, sequential K-12 health education curriculum that consists of almost 300 lesson guides that meet National Health Education Standards and provide skills-based assessment methods. <http://www.healthteacher.com/>

*Jump Start Your Bones*, Rutgers Cooperative Extension, 2000. A culturally sensitive, school-based osteoporosis prevention program designed for use by teachers, school nurses and other health professionals who work with middle school students. It stresses the importance of getting adequate calcium and weight-bearing exercise during adolescence to ensure peak bone mass and lifelong bone health. <http://www.njfsnep.org/>

*Lesson Plans for Teachers*, Texas Department of State Health Services. Lessons for kindergarten through Grade 5 on topics including anatomy and nutrition (available in both English and Spanish). <http://www.dshs.state.tx.us/kids/lessonplans/default.shtm>

*Middle School Nutrition and Physical Education Marketing*, Colorado Team Nutrition Program, 2005. The program includes a wellness component that can be used by school staff members, two PowerPoint presentations for school staff members, a fruit-vegetable promotion, a set of parent newsletters, a set of physical education lessons for pre-k through Grade 12, and a set of reference articles related to nutrition and child obesity. [http://schoolmeals.nal.usda.gov/Training/CO\\_Middle\\_School\\_Marketing/index.html](http://schoolmeals.nal.usda.gov/Training/CO_Middle_School_Marketing/index.html)

*MyPyramid*, University of Missouri Extension. Introductory lesson plans on MyPyramid for grades pre-k to k, 1 to 3, 4 to 5 and 6 to 8. Also includes MyPyramid handouts for adults and youth. <http://extension.missouri.edu/fnep/teaching.htm>

*MyPyramid for Kids Classroom Material*, U.S. Department of Agriculture, 2005. Lesson plans with reproducible worksheets for Grades 1-2, Grades 3-4 and Grades 5-6. <http://teammnutrition.usda.gov/Resources/mypyramidclassroom.html>

*Responsible Healthy Lifestyles Nutrition Education Curriculum Grades 7-12*, Utah State Office of Education, 1997 to 1999: <http://www.uen.org/Lessonplan/LPview?core=7>

*Responsible Healthy Lifestyles Nutrition Education Curriculum: Teacher Resource Book K-6 Grades*, Utah State Office of Education, 1993: [http://www.uen.org/utahlink/lp\\_res/nutri001.html](http://www.uen.org/utahlink/lp_res/nutri001.html)

*Team Nutrition*, U.S. Department of Agriculture. List of nutrition education materials. <http://www.fns.usda.gov/tn/Resources/index.htm>

*The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions: A Leader's Guide*, Health and Human Services and U.S. Department of Agriculture, 2003. Intended for after-school program leaders working with young adolescents. Contains 10 interactive sessions, a recipe booklet, parent letter, and Nutrition Facts cards. The CD contains additional activities, tips for improved communication with adolescents, a training video for the adult leaders, and a song for preteens. [http://www.fns.usda.gov/tn/Resources/power\\_of\\_choice.html](http://www.fns.usda.gov/tn/Resources/power_of_choice.html)

# 1 Nutrition Education and Promotion

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*There's a Rainbow on My Plate*, Produce for Better Health Foundation, 2003. A free nutrition education curriculum that encourages kindergarten through sixth grade students to develop healthy eating habits, and that focuses on the importance of eating five or more servings of fruits and vegetables every day. [http://www.5aday.com/html/curriculum/curr\\_home.php](http://www.5aday.com/html/curriculum/curr_home.php)

*yourSELF Middle School Nutrition Education Kit*, U.S. Department of Agriculture, 1998. Contains materials for health education, home economics or family living classes that will help 7th and 8th grade students learn to make smart choices about eating and physical activity. The materials convey respect for adolescents' power of choice and their increasing control over their own health. <http://www.fns.usda.gov/tn/Resources/yourself.html>

## Games and Activities

*Kids & Nutrition*, North Dakota State University. Links to nutrition activities and resources for kids, teens, parents, and teachers. <http://www.ext.nodak.edu/food/kidsnutrition/>

*Milk Matters Games and Activities*, National Institute of Child Health and Human Development. Games and activities to help children and teens learn more about calcium, why it's important for strong bones and healthy teeth, how much calcium is needed every day, and what foods contain calcium. <http://www.nichd.nih.gov/milk/kidsteens.cfm>

*MyPyramid Match Game*, Dairy Council of California. Interactive learning tool designed for kids. [http://www.dairycouncilofca.org/activities/pyra\\_main.htm](http://www.dairycouncilofca.org/activities/pyra_main.htm)

*Nutrition Café*. Sponsored by the Pacific Science Center and the Washington State Dairy Council, this site includes three games (Nutrition Sleuth, Grab a Grape, and Have-a-Bite Café) for kids. <http://exhibits.pacsci.org/nutrition/>

*Nutrition Explorations Kids' Page*, National Dairy Council. Includes nutrition games and information. <http://www.nutritionexplorations.org/kids/activities-main.asp>

*Nutrition on the Web*. Site on nutrition for teens created by teens, including information and interactive activities in English, Spanish, and German. <http://library.thinkquest.org/10991/>

*Puzzlemaker*. Create your own nutrition crosswords and word searches. <http://www.puzzlemaker.com>

*Sci4Kids*, U.S. Department of Agriculture, Agricultural Research Service. Includes a variety of teacher-ready activities (coloring page, word finds, quizzes, and activities) that encompass a range of student levels. <http://www.ars.usda.gov/is/kids/>

*USDA for Kids*, U.S. Department of Agriculture. Links to many websites with games, activities and resources for kids on agriculture, nutrition, food safety, science and math. <http://www.usda.gov/news/usdakids/index.html>

# 1 Nutrition Education and Promotion

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## Interactive Nutrition and Physical Activity Websites for Children

*BAM! (Body and Mind)*. This website from the Centers for Disease Control and Prevention (CDC) was created to answer kids' questions on health issues and to recommend ways to make their bodies and minds healthier, stronger and safer. *BAM!* also serves as an aid to teachers, providing them with interactive activities to support their health and science curriculums that are educational and fun. <http://www.bam.gov/>

*Clueless in the Mall*, Texas A & M University. Osteoporosis prevention geared at teens. <http://calcium.tamu.edu>

*Eat Smart. Play Hard.™ Campaign*. Eat Smart. Play Hard.™ is a national nutrition education and promotion campaign designed to convey science-based, behavior-focused and motivational messages about healthy eating and physical activity based on the Dietary Guidelines for Americans. <http://www.fns.usda.gov/eatsmartplayhard/>

*Girl Power*, U.S. Department of Health and Human Services. A national public education campaign designed to encourage girls from 9 to 14 years old to make the most of their lives. *Girl Power* provides positive messages, accurate health information, and includes information and resources on body image, nutrition and physical fitness. <http://www.girlpower.gov/>

*Healthfinder® Kids*, U.S. Department of Health and Human Services. Key resource for finding the best government and nonprofit health and human services information on the Internet. The “Kids” section contains information, games, contests and many links to child-appropriate websites. <http://www.healthfinder.gov/kids/>

*KidFit Connections*. A 10-session weight management and lifestyle change workbook to help kids and their families make healthful changes. Includes information on healthful and practical eating, ways to increase your exercise and how to take responsibility for your actions. Weekly topics include information on the Food Guide Pyramid, neutralizing your recipes, eating out at fast food places, dealing with problem situations, positive self-talk, changing your unwanted behaviors, and incorporating fun activity into your daily lifestyle. <http://www.kidfitconnections.com/>

*Kidnetic*. The International Food Information Center's research-based website to promote healthy eating and physical activity among kids and parents. <http://www.kidnetic.com>

*Kids World Nutrition*, North Carolina Department of Agriculture and Consumer Services. A scientific view of nutrition for kids that includes a Food Pyramid, an explanation of the information provided on nutritional labels, and a nutrition quiz. It includes additional nutrition information and links to further online resources. In the Coloring Book, children use an interactive paint tool to learn about mixing colors and nutrition. <http://www.agr.state.nc.us/cyber/kidswrld/nutrition/index.htm>

# 1 Nutrition Education and Promotion

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*Powerful Bones, Powerful Girls*, National Bone Health Campaign. Promotes optimal bone health among girls from 9 to 12 years old in an effort to reduce their risk of osteoporosis later in life. The campaign's purpose is to encourage girls to establish lifelong healthy habits, focusing on increased calcium consumption and weight-bearing physical activity to build and maintain strong bones.

<http://www.cdc.gov/powerfulbones/>

*Sip All Day, Get Decay*, Minnesota Dental Association. Young people can test their knowledge of healthy choices with a colorful and interactive quiz on drinking soda pop. Click on the "Sip All Day, Get Decay" icon (or "For Kids and Teens") to take the quiz, compare the sugar and acid content of various brands of soda pop, and calculate the amount of money students feed into vending machines.

Also includes resources for teachers (click on "Classroom Activities"). <http://www.mndental.org/>

*Smart-Mouth*, Center for Science in the Public Interest. Designed to teach kids that healthy eating can be fun. Games teach kids (and their parents and teachers) how to eat well and resist the food industry's marketing campaigns. Kids can see how their favorite restaurant foods stack up, play "true or false" with a food industry spokesman, and "bite back" by asking food companies and government officials to promote nutrition. <http://Smart-Mouth.org>

*The Real Truth About Fast Foods and Nutrition*, ThinkQuest. This ThinkQuest Junior site explores the nutritional value of fast foods by providing nutrition information and testing students' knowledge. Includes a section on advertisements where students can learn about the techniques used by fast food companies to promote their products as well as nutrition guides for foods from McDonalds to Pizza Hut. <http://library.thinkquest.org/4485/>

*VERB. It's what you do*, Centers for Disease Control and Prevention (CDC). A paid media campaign to encourage positive activity – both physical and pro-social activity – among youth ages 9-13.

<http://www.cdc.gov/youthcampaign/index.htm>

*4girls*, National Women's Health Information Center. Designed to encourage adolescent girls (ages 10-16) to choose healthy behaviors by providing health-related information in an interactive, user-friendly format. Includes six sections: Becoming a Woman; Fit for Life; You Are What You Eat; Mind Over Matters; Choosing Not to Use; and Putting It All Together. <http://4girls.gov/>

## Healthy Eating Calculators

*Adult Energy Needs and BMI Calculator*, Children's Nutrition Research Center at Baylor College of Medicine: <http://www.kidsnutrition.org/caloriesneed.htm>

*Children's Energy Needs Calculator*, Children's Nutrition Research Center at Baylor College of Medicine: [http://www.kidsnutrition.org/energy\\_calculator.htm](http://www.kidsnutrition.org/energy_calculator.htm)

*Healthy Eating Plan Calculator*, Children's Nutrition Research Center:  
[http://kidsnutrition.org/HealthyEating\\_calculator.htm](http://kidsnutrition.org/HealthyEating_calculator.htm)

*MyPyramid*, U.S. Department of Agriculture: <http://www.mypyramid.gov/>

# 1 Nutrition Education and Promotion

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*MyPyramid Tracker*, U.S. Department of Agriculture: <http://www.mypyramidtracker.gov/>

*Nutrition Analysis Tool*, University of Illinois: <http://www.ag.uiuc.edu/~food-lab/nat/>

*Personal Nutrition Planner*, Dairy Council of California: <http://www.dairycouncilofca.org/>

*What's in the Foods You Eat*, U.S. Department of Agriculture, Agricultural Research Service: <http://www.ars.usda.gov/Services/docs.htm?docid=7783>

## Education Links with School

*Community Nutrition Action Kit*, U.S. Department of Agriculture, 1996. Contains youth activities, family/caregiver activities and community activities for use with Grades 3-6. Includes guidelines for implementation, reproducible handouts, resource information and references.  
<http://teammnutrition.usda.gov/Resources/cnak.html>

*Do More – Watch Less!* California Obesity Prevention Initiative, California Department of Health Services, 2005. A toolkit for after-school programs and youth-serving organizations to encourage adolescents (ages 10-14) to incorporate more screen-free activities into their lives while reducing the time they spend watching TV, surfing the Internet and playing video games.  
<http://www.dhs.ca.gov/ps/cdic/copi/>

*The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions*, Food and Drug Administration and U.S. Department of Agriculture, 2003. Guidance for after-school program leaders working with young adolescents.  
[http://teammnutrition.usda.gov/Resources/power\\_of\\_choice.html](http://teammnutrition.usda.gov/Resources/power_of_choice.html)

## Food Safety Education for Children

*Food and Drug Administration Kids' Page*: <http://www.fda.gov/oc/opacom/kids/default.htm>)

*Food Safety Coloring Book*, USDA/Food Safety and Inspection Service:  
<http://www.foodsafety.gov/%7Edms/cbook.html>

*Food Safety Music*, University of California, Davis. For fun food safety education. Click on “Food Safety Music” on left scroll bar. <http://foodsafety.ucdavis.edu/>

*Food Safety Song/Coloring Sheet*, U.S. Department of Agriculture, Food Safety and Inspection Service, and FDA Center for Food Safety and Applied Nutrition, August 2000:  
<http://www.foodsafety.gov/~fsg/f00color.html>

*Kids, Teens and Educators Page*, U.S. Department of Agriculture Food Safety and Inspection Service. Includes games, puzzles, coloring sheets and information.  
<http://www.cfsan.fda.gov/~dms/educate.html>

# 1 Nutrition Education and Promotion

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*Science and Our Food Supply: Investigating Food Safety from Farm to Table*, National Science Teachers Association and the Food and Drug Administration. Includes separate guides for middle level and high school science teachers, an interactive video, *Dr. X and the Quest for Food Safety*, and the comprehensive *Food Safety A to Z Reference Guide*. <http://www.nsta.org/fdacurriculum>

## Connecting with Existing Curriculums

*Action for Healthy Kids Database*. Click on “Co-Curricular Programs” under “Resources to Improve Schools.” <http://www.actionforhealthykids.org/index.php>

*Agriculture in the Classroom*, U.S. Department of Agriculture:  
<http://www.agclassroom.org/teacher/lessons.htm>

*Children’s Books about Nutrition*, School Nutrition Association:  
<http://www.schoolnutrition.org/Index.aspx?id=508>

*Classroom Connection*, Colorado Department of Education. Helps teachers and food service staff members integrate nutrition education into core curriculum and the cafeteria.  
<http://www.cde.state.co.us/cdenutritran/nutricafelessons.htm>

*Connecticut Ag in the Classroom*: <http://www.ctaitc.org/>

*Eat Smart.Play Hard.™ in South Dakota: K-6 Integrated Nutrition Education Curriculum*, South Dakota State University Cooperative Extension Service, South Dakota Department of Education and Cultural Affairs Child and Adult Nutrition Services. Designed to integrate nutritional concepts into the core curriculum and to provide meaningful, relevant, real-world application of skills, concepts and knowledge to help build healthy eating patterns and to promote personal responsibility for good health. Each unit includes a parent-home connection with an informational letter to parents and homework assignments designed to extend and connect the classroom learning experiences into a round-the-clock lifestyle. <http://schoolmeals.nal.usda.gov/Training/Eatsmart/index.html>

*Eat Well & Keep Moving*, Harvard School of Public Health, 2001. An interdisciplinary nutrition and physical activity curriculum aimed at building lifelong healthy habits in upper elementary school students. Focuses on classroom lessons, but can also be used to reinforce healthy practices in the cafeteria, gymnasium, home and community.  
<http://www.hsph.harvard.edu/nutritionsource/EWKM.html> Ordering information:  
<http://www.humankinetics.com/products/showproduct.cfm?isbn=0736030964>)

*Gobble Up Math: Fun Activities to Complete and Eat for Kids in Grades K-3*, Sue Mogard and Ginny McDonnell. The Learning Works, Inc., 1994. Ordering information:  
[http://ncscatalog.com/shopsite\\_sc/store/html/kids\\_korner.html](http://ncscatalog.com/shopsite_sc/store/html/kids_korner.html)

*Gobble Up Science: Fun Activities to Complete and Eat for Kids in Grades 1-4*, Carol A. Johmann and Elizabeth J. Rieth. The Learning Works, Inc., 1996. Ordering information:  
[http://ncscatalog.com/shopsite\\_sc/store/html/kids\\_korner.html](http://ncscatalog.com/shopsite_sc/store/html/kids_korner.html)

# 1 Nutrition Education and Promotion

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*Healthy Eating for Kids' Fitness.* Innovative ways to incorporate healthy snacking and physical activities into elementary classrooms and resources on linking running and learning.

<http://www.kidsrunning.com/columns/whatkidsneed2.html>

*HeartPower*, American Heart Association. Curriculum-based program for teaching about the heart and how to keep it healthy for a lifetime. Four key messages about heart health have been categorized by curriculum, lifestyle message, format and grade level (pre-k to Grade 8).

<http://www.americanheart.org/presenter.jhtml?identifier=3003357>

*How to Teach Nutrition to Kids*, Connie Evers, RD. 24 Carrot Press, 2003. Promotes positive attitudes about food, fitness, and body image. Features hundreds of fun, hands-on nutrition education activities aimed at children ages 6-12, with a focus on integration into existing subject areas.

Ordering information: <http://www.nutritionforkids.com/aboutbook.htm>

*Maine Nutrition Network Book List 2003-2004.* Lists nutrition-related books and cookbooks and appropriate age levels. <http://www.maine-nutrition.org/Booklist-02.pdf>

*Michigan Team Nutrition Booklist.* Annotated list of more than 300 books about food, healthy eating, and physical activity for children in preschool through third grade. Includes a Search-By-Theme cross-reference section allowing the user to search for books related to a specific theme such as Fruits and Vegetables, Dairy, Breakfast, ABCs, Pizza, Soup-making, Outside Activity, Counting and Math, Spanish Translations and more. <http://tn.fcs.msue.msu.edu/booklist.html>

*National Heart Savers Association.* Includes a variety of nutrition education activities (word games, puzzles and other enrichment activities) for Grades K-8, which can be integrated with other curricular areas. <http://www.heartsavers.org>

*Nutrition Across the Curriculum – Lesson Plans for Grades PreK-12*, Louisiana Department of Education. Designed to help students develop positive attitudes toward good nutritional practices, to establish lifelong healthful eating patterns, to take action for good health, and to provide accurate and current nutrition information. A major goal of the project is to integrate nutrition information into content areas across the curriculum. <http://www.doe.state.la.us/lde/nutrition/1667.html>

*Planet Health*, Harvard School of Public Health, 2001. An interdisciplinary curriculum focused on improving the health and well-being of students in Grades 6-8 while building and reinforcing skills in language, arts, math, science, social studies, and physical education.

[http://www.hsph.harvard.edu/prc/proj\\_planet.html](http://www.hsph.harvard.edu/prc/proj_planet.html)

*Pyramid Café*, National Dairy Council. Teaches second graders about good eating habits, sound nutrition, and basic Food Guide Pyramid concepts. Lessons incorporate other curriculum areas such as math and art.

<http://www.nutritionexplorations.org/educators/lessons/pyramid-cafe/cafe-main.asp?tab=1>

*Pyramid Explorations*, National Dairy Council. Teaches fourth graders to make wise food choices and plan a healthful diet using the Food Guide Pyramid. Lessons incorporate other curriculum areas such as math and art.

<http://www.nutritionexplorations.org/educators/lessons/pyramid-exp/exp-main.asp?tab=1>

# 1 Nutrition Education and Promotion

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*SLIC: Secondary Level Interdisciplinary Curriculum*, Pennsylvania Department of Education. Five multidisciplinary thematic units that can be taught in ninth- through twelfth-grade classes in American history, algebra/pre-algebra, consumer math, English, business education, biology, chemistry, environmental science, family and consumer sciences, and health. The five units include Special Concerns in Nutrition, Alternative Eating, Disordered Eating, Physical Activity, and Food Safety. [http://www.actionforhealthykids.org/resources\\_profile.php?id=258](http://www.actionforhealthykids.org/resources_profile.php?id=258)

*South Dakota Nutrition Expeditions*, South Dakota Team Nutrition. Nutrition lessons for Grades 7-12. Includes five units: Influences on Nutritional Practices and Wellness Across the Lifespan; Nutritional Needs of Individuals and Families Across the Lifespan – Nutritional Issues and Adolescents; Planning, Selecting, Storing, Preparing and Serving Food to Meet Nutritional Needs; Food Safety from Production to Consumption; and Food Science and Biotechnology. <http://schoolmeals.nal.usda.gov/Training/Nutrition%20Expeditions/index.html>

*Wellness, Academics and You (WAY)*. Multidisciplinary academic resource that teaches students the importance of physical activity and nutrition while helping teachers to meet state and national education standards. <http://www.wayplanet.com/wayplanet/>

*What's Cookin' in the Classroom*, New Jersey Food Stamp Nutrition Education Program. An interdisciplinary educational curriculum that focuses on nutrition while encompassing language arts and heritage storytelling. These lessons promote literacy, creativity, and health and social skills. They were designed for use by teachers and other health professionals to provide nutrition education to students in Grades K-8. <http://www.njfsnep.org/>

## Handouts for Children, Parents and School Staff Members

*A Parent's Guide to Healthy Eating and Physical Activity*, Preventive Medicine Institute/Strange Cancer Prevention Center, 2004  
<http://www.healthychildrenhealthyfutures.org/parentguidedownload.htm>

*Balance Your Day with Food and Play Parent Brochure*:  
[http://www.fns.usda.gov/eatsmartplayhard/collection/parent\\_broch.html](http://www.fns.usda.gov/eatsmartplayhard/collection/parent_broch.html)

*Breakfast – Key to Academic Excellence*, Connecticut State Department of Education and New England Dairy and Food Council, 2002: <http://www.state.ct.us/sde/deps/nutrition/SBP/index.htm>  
(Scroll down to bottom.)

*Children's Activity Pyramid*, University of Missouri Extension, 1999:  
<http://muextension.missouri.edu/xplor/hesguide/foodnut/gh1800.htm>

*Dietary Guidelines for Americans 2005*, U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2005: [http://www.usda.gov/cnpp/dietary\\_guidelines.html](http://www.usda.gov/cnpp/dietary_guidelines.html)

*Eat Right Montana*, Montana Dietetic Association. Monthly newsletters and handouts related to promoting healthy eating and physical activity for children and families.  
<http://www.montanadieticassociation.org/>

# 1 Nutrition Education and Promotion

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*Eating Smart: A Nutrition Resource List for Consumers*, Food and Nutrition Information Center, May 2005: <http://www.nal.usda.gov/fnic/pubs/bibs/gen/eatsmart.html>

*Feed Me Give Me What I Need!* U.S. Department of Agriculture Team Nutrition. Poster designed to deliver healthy eating messages to middle and high school students.  
<http://www.fns.usda.gov/tn/Resources/feedmoveposters.html>

*Free Handouts for Nutrition Education*, Food and Health Communications. A variety of handouts on topics such as nutrition, fad diets, health, and wellness. <http://www.foodandhealth.com/handout.php>

*Food on the Run: Healthy Eating and Physical Activity for Your Teenager*, California Project LEAN, 2002: [http://www.californiaprojectlean.org/Assets/1019/files/foodontherun\\_parentsbrochure.pdf](http://www.californiaprojectlean.org/Assets/1019/files/foodontherun_parentsbrochure.pdf)

*Food Wise Learn At Home Print Materials*, Rutgers Cooperative Extension. Four brochures with information, tips, activities, and recipes. Includes Easy Ways to Eat More Fruits & Vegetables; Eating Less Fat; Kids Stay Smart By Lowering the Risk of Lead Poisoning; and Low-Fat & Filling – Grain Food. <http://www.njfsnep.org/>

*Get on the Grain Train*, U.S. Department of Agriculture, 2002:  
<http://www.usda.gov/cnpp/Pubs/Brochures/>

*Grab Quick and Easy Snacks*, U.S. Department of Agriculture:  
[http://www.fns.usda.gov/eatsmartplayhard/collection/Files/snacks\\_brochure.pdf](http://www.fns.usda.gov/eatsmartplayhard/collection/Files/snacks_brochure.pdf)

*Handouts*, U.S. Department of Agriculture, April 1996. Eight student activity sheets may be used in middle and high school classrooms or as a take-home nutrition education piece. Includes Dear Students (overview of Dietary Guidelines); Building Healthy Meals & Snacks; Fun Tips! Using the Dietary Guidelines at Home; Pyramid Snacks; Understanding the New Nutrition Facts Label; Be a Fat Buster!; Get Energized!; and Super Good-for-You Snacks.  
<http://www.fns.usda.gov/tn/Resources/dearstudent.html>

*Healthy Breakfasts for Busy Families*, New England Dairy & Food Council, 2002:  
<http://www.newenglanddairyCouncil.org/wellness/flyers.html>

*Healthy Eating Helps You Make the Grade*, U.S. Department of Agriculture, January 1999. Discusses the link between nutrition and learning and the role of Child Nutrition Programs.  
<http://www.fns.usda.gov/tn/Resources/healthyeating.html>

*Healthy Kids. Healthy Families*, Centers for Disease Control and Prevention, 2003. Brochure to help parents increase physical activity among elementary and middle school youth. Also in Spanish.  
<http://www.cdc.gov/HealthyYouth/physicalactivity/brochures/index.htm>

*Healthy K.I.D.S. (Knowledge Improving Diet and Strength)*. Developed by the Children's Health Fund, these English and Spanish newsletters provide simple, accurate, and culturally appropriate information on nutrition and fitness.  
<http://www.childrenshealthfund.org/publications/healthed.php#kids>

# 1 Nutrition Education and Promotion

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*Healthy Packed Lunches*, New England Dairy & Food Council, 2002:  
<http://www.newenglanddairyCouncil.org/wellness/flyers.html>

*Healthy Snacks*, Center for Science in the Public Interest, 2005. Provides healthy snack ideas for teachers, parents, and others to provide in the classroom, after-school programs and outside of school. <http://cspinet.org/healthysnacks/> (A shorter one-page version is available at [http://www.cspinet.org/nutritiontopic area/snacks\\_summary.pdf](http://www.cspinet.org/nutritiontopic area/snacks_summary.pdf).)

*Help Your Child Grow up Healthy and Strong*, U.S. Department of Health and Human Services  
[http://www.smallstep.gov/sm\\_steps/news\\_updates.html](http://www.smallstep.gov/sm_steps/news_updates.html):

*How Much Are You Eating?* U.S. Department of Agriculture, March 2002. Tips on determining and eating sensible portion sizes.  
<http://www.cnpp.usda.gov/Pubs/Brochures/HowMuchAreYouEating.pdf>

*Iowa State University Food and Nutrition Handouts*. Lots of handouts on various nutrition topics.  
<http://www.extension.iastate.edu/pubs/fo1.htm>

*Kid Pleasing Healthy Snacks*, New England Dairy & Food Council, 2002:  
<http://www.newenglanddairyCouncil.org/PDF/KidPleasingHealthySnacks.pdf>

*Make Family Time an Active Time*, U.S. Department of Agriculture:  
[http://www.fns.usda.gov/eatsmartplayhard/collection/parent\\_broch.html](http://www.fns.usda.gov/eatsmartplayhard/collection/parent_broch.html)

*Making the Family Connection*, U.S. Department of Agriculture. Several handouts on healthy meals and snacking, food labels and more.  
<http://www.fns.usda.gov/tn/Parents/familyconnection.html>

*Move It! Choose Your Fun*, U.S. Department of Agriculture, Team Nutrition. Physical activity pyramid for children. <http://www.fns.usda.gov/tn/Resources/moveit.pdf>

*MyPyramid for Kids – Tips for Families*, U.S. Department of Agriculture, 2005:  
[http://teamn nutrition.usda.gov/Resources/mpk\\_tips.pdf](http://teamn nutrition.usda.gov/Resources/mpk_tips.pdf)

*MyPyramid for Kids Worksheet*, U.S. Department of Agriculture, 2005. This worksheet helps kids track how their food choices match up to the recommendations of MyPyramid.  
<http://teamn nutrition.usda.gov/Resources/mypyramidworksheet.html>

*NutriFocus Fact Sheets*, Oregon State University. One-page fact sheets on various nutrition topics.  
<http://extension.oregonstate.edu/fcd/nutrition/publications/nutrifocus/index.php>

*Nutrition Booklets and Brochures on a Variety of Topics*, International Food Information Council:  
<http://if ic.org/publications/brochures/index.cfm>

*Parents' Resource Center – School Lunch and Nutrition*, The Center for Health and Health Care in Schools. Includes “For Parents: Healthy Eating at School” handout on questions parents can ask school principals or board members. <http://www.healthinschools.org/parents/lunch.htm>

# 1 Nutrition Education and Promotion

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*Physical Activity and the Health of Young People*, Centers for Disease Control and Prevention, March 2005: <http://www.cdc.gov/HealthyYouth/PhysicalActivity/>

*Portion Sizes and School Age Children: Do You Know How Much You Are Eating?* North Carolina School Nutrition Action Committee, 2003. Many handouts on super sized foods, portion distortion and portion sizes. <http://schoolmeals.nal.usda.gov/Training/portion/index.html>

*Power Up with Breakfast*, U.S. Department of Agriculture:  
[http://www.fns.usda.gov/eatsmartplayhard/collection/parent\\_broch.html](http://www.fns.usda.gov/eatsmartplayhard/collection/parent_broch.html)

*Read It Before You Eat It*, U.S. Department of Agriculture, March 2003. Provides a quick lesson on how to read a nutrition facts label. [http://www.fns.usda.gov/tn/Resources/readit\\_eatit.html](http://www.fns.usda.gov/tn/Resources/readit_eatit.html)

*Score Big with Breakfast*, Oregon Dairy Council, 2004. Handout for parents and kids. The two weeks of breakfast ideas can be fixed quickly by kids, as can the pictorial recipe on the back. Quotes focus on breakfast importance for better math and reading scores, classroom behavior and attendance. [http://www.oregondairycouncil.org/resources/free\\_downloads/downloads/score\\_big\\_with\\_breakfast.pdf](http://www.oregondairycouncil.org/resources/free_downloads/downloads/score_big_with_breakfast.pdf)

*Suggestions for Nutritious Snacks*, Texas Department of Agriculture, 2004. English and Spanish. [http://www.squaremeals.org/fn/render/channel/items/0,1249,2348\\_2503\\_0\\_0,00.html](http://www.squaremeals.org/fn/render/channel/items/0,1249,2348_2503_0_0,00.html)

*Team Up at Home: Fun Nutrition Activities for the Family*, U.S. Department of Agriculture, August 1996. This 20-page activity booklet in reproducible format contains a collection of hands-on nutrition education activities for parents to use with their school-age children. <http://www.fns.usda.gov/tn/Resources/teamupbooklet.html>

*The School Environment: Helping Students Learn to Eat Healthy*, U.S. Department of Agriculture, July 2000. Overview of what schools and communities can do to promote a healthy school nutrition environment. <http://www.fns.usda.gov/tn/Resources/helpingstudents.html>

*The Tween Scene*. Information about the nutrition and health needs of 8- to 12-year-olds (tweens) developed by health professionals and the beef industry. <http://www.beefnutrition.com/matedownloadsforpatientsandclients.aspx>

*The Understanding Series*, Iowa Department of Public Health. A series of 27 fact sheets on topics related to preventing heart disease and stroke, including nutrition (e.g., cholesterol, food labels), physical activity, and tobacco. [http://www.idph.state.ia.us/hpcdp/understanding\\_series.asp](http://www.idph.state.ia.us/hpcdp/understanding_series.asp)

*They Will Follow Your Lead*, Centers for Disease Control and Prevention, 2003. Brochure to help principals increase physical activity among elementary and middle school youth. <http://www.cdc.gov/HealthyYouth/physicalactivity/brochures/index.htm>

*Three Steps to a Healthy Lifestyle*, National Restaurant Association, 2003. Consumer-oriented brochure promotes balance, moderation and physical activity as important diet and exercise components of a healthful lifestyle. <http://www.restaurant.org/news/story.cfm?ID=124>

# 1 Nutrition Education and Promotion

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*Tips for a Healthy School Year*, U.S. Department of Agriculture, 2004. Internet resource for parents, schools and communities to help foster healthy eating habits.

[http://www.fns.usda.gov/cnd/back\\_to\\_school/back\\_to\\_school\\_tips.htm](http://www.fns.usda.gov/cnd/back_to_school/back_to_school_tips.htm)

*What Size is Your Serving?* U.S. Department of Agriculture, March 2003. Developed for use by child-care center staff members and parents of young children enrolled in child-care centers.

<http://www.fns.usda.gov/tn/Resources/whatsize.html>

*You Inspire Strong Minds*, Centers for Disease Control and Prevention, 2003. Brochure to help teachers increase physical activity among elementary and middle school youth.

<http://www.cdc.gov/HealthyYouth/physicalactivity/brochures/index.htm>

*10 Easy Ways to Improve Your Family's Eating Habits*, Texas Department of Agriculture, 2004. English and Spanish.

[http://www.squaremeals.org/fn/render/channel/items/0,1249,2348\\_2503\\_0\\_0,00.html](http://www.squaremeals.org/fn/render/channel/items/0,1249,2348_2503_0_0,00.html)

*10 Fun Ways to Activate Your Family Life*, Texas Department of Agriculture, 2004. English and Spanish. [http://www.squaremeals.org/fn/render/channel/items/0,1249,2348\\_2503\\_0\\_0,00.html](http://www.squaremeals.org/fn/render/channel/items/0,1249,2348_2503_0_0,00.html)

*10 Tips to Healthy Eating and Physical Activity for You: A Brochure for Kids from 9-15 Years*, American Dietetic Association and President's Council on Physical Fitness and Sports, February 1998: <http://ific.org/publications/brochures/tentipskidsbroch.cfm>

## Nutrition Promotion

*Dining Room Demos: Short Interactive Nutrition Lessons for the Cafeteria*, American School Food Service Association, 2003. Nutrition education displays that can be set up in the cafeteria to educate students with quick and easy health messages while they are waiting in line or passing through the cafeteria. Include objectives, resources and step-by-step directions for successful cafeteria displays in four areas: Shopping Tips; Reading Your Label; Take Five to Read the Facts; and Shopping Scorecard. <http://www.schoolnutrition.org/Index.aspx?id=1138>

*Food and Health Calendar*. List of nationally recognized food, nutrition, and health days for each month. <http://www.foodandhealth.com/healthcalendar.htm>

*Food Theme Monthly Calendars Links*, University of Nebraska-Lincoln Cooperative Extension: <http://lancaster.unl.edu/food/ciqlinks.htm>

*Fruit and Vegetable Challenge Packet*, U.S. Department of Agriculture, 2004. A Fruit and Vegetable Challenge poster with a dry-erase marker and instructions for classroom use.

<http://teammnutrition.usda.gov/Resources/fvchallengepacket.html>

*Got Milk?* Milk nutrition information, contests, games and trivia. <http://www.got-milk.com/>

# 1 Nutrition Education and Promotion

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*Health Observance Calendar*, National Health Information Center. This planning guide lists national health observances (days, weeks, or months devoted to promoting particular health concerns), along with the sponsoring organizations and information about supporting materials that will be available. <http://healthfinder.gov/library/nho/>

*HealthierUS School Challenge*. Standards established by USDA to recognize schools that take specific steps to improve their school nutrition environment and address obesity. <http://www.fns.usda.gov/tn/HealthierUS/index.html>

*Pick A Better Snack & Act*, Iowa State University Extension. Provides tools to help promote fruit and vegetable consumption, including BINGO-type cards, snack cards, promotional letters, and more. <http://www.extension.iastate.edu/food/>

*Team Nutrition*, U.S. Department of Agriculture. Information on becoming a Team Nutrition school. <http://teamn nutrition.usda.gov/team.html>

*Team Nutrition Days How-To Kit*, U.S. Department of Agriculture, 1997. A comprehensive guide containing information on creating Team Nutrition activities, including gardening, fair activities, and publicity. <http://www.fns.usda.gov/tn/Resources/howtokit.html>

*Team Nutrition Event Calendar*, U.S. Department of Agriculture. Developed to help plan and conduct creative nutrition education activities that support healthy school meals. The calendar lets you see at a glance the many opportunities for coordinating nutrition education with events throughout the year. Downloadable companion files, offering activities, handouts, and recipes that can help bring ideas to life. <http://www.fns.usda.gov/tn/Calendar/index.htm>

*Team Nutrition School Activity Planner*, U.S. Department of Agriculture, 1997. A “how-to” guide for nutrition fairs and tasting activities, designed to involve school leaders and supporters in planning activities. It includes activity suggestions and reproducible materials that can be personalized, copied, and distributed to children and families. <http://www.fns.usda.gov/tn/Resources/activityplanner.html>

*Why Milk?* National Dairy Council. Includes contests, “Personal Trainer” diet assessment activity, recipes, and information on milk. <http://www.whymilk.com>

## **2 Physical Activity and Physical Education**

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### ***Physical Activity and Physical Education***

#### **Introduction**

Many health professionals and educators have long believed that a positive relationship exists between physical activity and academic performance. The theory, that physical activity programs are essential for students to achieve their academic potential, has been proven true in recent research studies from professional journals (i.e., *Journal of Pediatrics*). Furthermore, structured physical activity programs help children achieve their full physical and mental growth. Physical activity coupled with physical education creates a foundation for lifelong health and well-being.

On average, children spend approximately seventy percent of their day in school or in a school setting. Schools have the obligation to teach and help children learn. Well planned and effectively implemented physical education, physical activity, and nutrition education programs have been shown to enhance students' overall health and improve their behavior and academic performance.

The Physical Activity and Physical Education section is designed to assist schools and communities in taking an active role to integrate physical activity and physical education programs into schools as a vital part of learning. The integration of these programs is key in supporting children's physical health and academic performance.

#### **Goal**

School systems will provide students with a variety of opportunities for daily physical activity and quality physical education. A system's physical activity component will provide opportunities for every student to develop skills for specific physical activities and to maintain physical fitness. The physical education component will provide the knowledge to understand the short- and long-term benefits of being physically active.

#### **Rationale**

Physical education and physical activity play a critical role in helping children learn the skills necessary to develop confidence in their physical abilities. Schools can help children and adolescents become more physically active and fit by providing access to a wide range of safe and affordable opportunities to be active. Appropriate practices, guided by competent, knowledgeable and trained adults, influence the extent to which students choose to engage in activities, enjoy physical activity, and develop healthy lifestyles.

## 2 Physical Activity and Physical Education

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### Implementation Guidance Topic Areas

- Quality Physical Education
- Physical Education vs. Physical Activity
- Physical Activities During the School Day
- Physical Activities Before and After the School Day
- Activities for Family and Community
- Recess
- Advocacy

### Policy Recommendation

#### Quality Physical Education

Physical education shall be standards-based, using national or state-developed standards, such as *Maryland Voluntary State Curriculum (VSC)* and the National Association for Sport and Physical Education (NASPE) guidelines. Physical education classes shall be sequential, building from year to year, and content shall include movement, personal fitness, and personal and social responsibility. Students shall be able to demonstrate competency through application of knowledge, skill and practice.

#### Physical Education vs. Physical Activity

All students in Grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, shall receive daily physical education (150 minutes per week for elementary school students and 225 minutes per week for middle and high school students) for the entire school year. All physical education shall be taught by a certified physical education teacher.

Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) shall not be substituted for meeting the physical education requirement. Students shall spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

#### Physical Activities During the School Day

Students shall be provided with opportunities for physical activity beyond and in addition to physical education. Classroom health education shall complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television. Opportunities for physical activity shall be incorporated into other subject lessons and be used as reinforcement, reward, and celebration for achievement, positive behavior, and completion of assignments. Classroom teachers shall provide short physical activity breaks between lessons or classes, as appropriate.

## **2 Physical Activity and Physical Education**

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### **Physical Activities Before and After the School Day**

All elementary, middle and high schools shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, shall offer interscholastic sports programs. School systems shall offer a range of activities that meet the needs, interests and abilities of all students, including boys, girls, students with physical and cognitive disabilities, and students with special health care needs. After-school, child care, and enrichment programs shall provide and encourage, verbally and through the provision of space, equipment, and activities, daily periods of moderate to vigorous physical activity for all participants.

### **Activities for Family and Community**

School spaces and facilities shall be available to students, staff members, and community members for physical activity before, during and after the school day, on weekends, and during school vacations. These spaces and facilities shall also be available to community agencies and organizations offering physical activity and nutrition education programs. School policies concerning safety shall apply at all times. When appropriate, the school system shall work together with local public works, Maryland State Department of Transportation, public safety, and/or police departments to make it safer and easier for students to walk and/or bike to school.

### **Recess**

All elementary school students shall have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity and provide space, equipment, and an environment that is conducive to safe and enjoyable activity. School systems shall ensure that students with special physical and cognitive needs have equal physical activity opportunities, with appropriate assistance and services. School systems shall discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools shall give students periodic breaks during which they are encouraged to get up from their chairs and be moderately active. School systems shall prohibit withholding of recess or the use of exercise as punishment, and shall develop alternative practices for promoting appropriate behavior. Recess shall not be withheld as a consequence of incomplete school assignments.

### **Advocacy**

It is recommended that children need 60 minutes of daily physical activity to maintain physical well-being (The *Journal of Pediatrics*, Vol. 146, Number 6, June 2005). Physical education is the foundation of a comprehensive approach to promoting physical activity through schools. Physical education helps students develop the knowledge, skills, behaviors, attitudes, and confidence needed to be active for life while providing an opportunity for students to be active during the school day. (National Coalition for Physical Activity, 2005)

## 2 Physical Activity and Physical Education

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School systems may adopt the Policy Recommendation suggested by the National Coalition for Promoting Physical Activity in *Physical Activity for Youth Policy Initiative*. This policy initiative provides a means to address the issue affecting physical activity and physical education in and outside of schools. The policy recommends the following:

- Advocacy efforts shall focus on strategies that have the potential to reach the greatest number of youth at *all* ability and skill levels;
- ensure that all young people have adequate, appropriate access to physical activity opportunities;
- advocate the understanding that the success of these initiatives is highly dependent on adequate funding and resource support;
- require that every student participate in daily physical education for the entire school year, including students with disabling conditions and those in alternative education programs;
- require that certified physical education teachers teach all physical education courses;
- require schools to provide and implement a sequential, developmentally appropriate curriculum in physical education; and
- require schools to provide daily physical activity breaks for all elementary schools and secondary schools.

## 2 Physical Activity and Physical Education

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### Implementation Guidance

#### Quality Physical Education

##### Curriculum

A comprehensive physical education curriculum is based on the State’s standards, indicators, and objectives, sequential and developmentally appropriate to age and grade level. Outcomes for each grade level are identified and assessed.

A comprehensive program consists of movement, sport, and physical fitness skills. It includes cognitive, social, and emotional skills. Systematic and realistic assessment of progress aids in building an individual’s strengths, enables the curriculum to be adapted to individual needs, and evaluates the success of the curriculum.

The principles and values behind movement skills and lifetime fitness are taught in an atmosphere that promotes student understanding and appreciation. Through a child-centered, developmentally-based approach, responsive to the safety and welfare of all students, the physical education curriculum contributes to self-esteem, responsible behavior, and group cooperation.

##### Inclusion

The Individuals with Disabilities Education Act (IDEA) is a federal law that governs the education of students with disabilities in the public schools. IDEA specifies physical education as a required educational service, and further defines physical education as “the development of physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, and individual and group games and sports, including intramural and lifetime sports.” This provision of IDEA facilitates the participation of students with disabilities in public school intramural and interscholastic sports programs. [www.pecentral.org/adapted/idea04.html](http://www.pecentral.org/adapted/idea04.html)

Physical education classes should have classes adapted to meet the needs of all students. Teachers with special needs students should attend the individual educational plan (IEP) meetings to better understand the students’ capabilities and limitations.

##### English Language Learners (ELL)

Physical education courses give English Language Learners (ELL) students the opportunity to improve social and cooperative skills, thus gaining respect and appreciation for diversity in health and wellness. Physical education programs help support ELL students through cooperative learning activities, team sports, sportsmanship, and other activities that they can relate back to their cultural background.

“Exercisers perform significantly better on measures of reasoning, working memory, reaction time, and vocabulary than non-exercisers (Clarkson-Smith, 1989).”

## 2 Physical Activity and Physical Education

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### **Safety**

A safe learning environment is essential to a successful program. Indoor and outdoor equipment and facilities should be inspected on a regular basis. Teachers should be prepared for any school-wide emergency, and any individual student condition that would interfere with a student's ability to participate. The teacher to student ratio in physical education should be comparable to other subject area teacher to student ratios. There should be sufficient equipment for a maximum number of students to participate in activities. Classroom organization and lessons must be conducive to allow maximum time on task and should be planned for the safety and supervision of all students at all times.

### **Physical Education Standards**

The Six Maryland State Standards for Physical Education include the following:

**1.0 Exercise Physiology**-Students will demonstrate the ability to use scientific principles to design and participate regularly in a moderate to vigorous physical activity program that contributes to personal health and enhances cognitive and physical performance on a variety of academic, recreational, and life tasks.

**2.0 Biomechanical Principles**-Students will demonstrate an ability to use the principles of biomechanics to generate and control force to improve their movement effectiveness and safety.

**3.0 Social Psychological Principles**-Students will demonstrate the ability to use skills essential for developing self-efficacy, fostering a sense of community, and working effectively with others in physical activity settings.

**4.0 Motor Learning Principles**-Students will demonstrate the ability to use motor skill principles to learn and develop proficiency through frequent practice opportunities in which skills are repeatedly performed correctly in a variety of situations.

**5.0 Physical Activity**-Students will demonstrate the ability to use the principles of exercise physiology, social psychology, and biomechanics to design and adhere to a regular, personalized purposeful program of physical activity consistent with their health, performance, and fitness goals, in order to gain health and cognitive/academic benefits.

**6.0 Skillfulness**-Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.

### **Qualified Physical Education Teacher**

A basic requirement for a physical education teacher is to have a teaching degree with specific coursework in physical fitness, anatomy, physiology, individual and team sports, and teaching methods.

## 2 Physical Activity and Physical Education

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The characteristics of an excellent physical education teacher are as follows:

- Implements a consecutive, appropriate curriculum, and uses best practices;
- applies curriculum according to children’s development status and capacities;
- uses a variety of instructional methods and assessments of an exemplary skill, modeling, cues, peer teaching, sequential team building and individual instruction;
- uses diverse activities targeted to help students’ develop and improve motor, fitness, cognitive, personal and social skills;
- recognizes cultural diversity and tolerance issues and considers them in classroom management and program design;
- supervises all children at all times;
- communicates measurable objectives of activities and uses assessment rubrics for student evaluation;
- adapts activities and movements for special needs individuals;
- provides a clear and positive communication;
- strives toward professional improvement;
- has a belief that what they are doing is important;
- maintains personal standards of high integrity and morals;
- serves as a role model for healthy behavior;
- works with other staff members to integrate cross-curricular activities; and
- regularly promotes their program to school staff, parents, and community.

### **Program Awards and Recognition**

Bringing attention to exceptional physical education programs can be very influential when advocating for physical education/physical activity programs. The intention of these awards is to motivate, as well as to identify schools and individuals that can be used as an example of best practices. These specific awards, along with many others, can help acknowledge the importance of physical education and physical activity in schools.

#### *National Association for Sport & Physical Education STARS Award*

STARS is a national achievement program recognizing outstanding physical education programs in K-12 schools throughout the country. For more information visit [www.aahperd.org/naspe/#](http://www.aahperd.org/naspe/#)

#### *Maryland Demonstration School Physical Education Program*

This program recognizes exemplary physical education programs in jurisdictions throughout the state. After a comprehensive application process and an onsite visit from members of the Maryland Association for Health, Physical Education, Recreation and Dance (MAHPERD) Demonstration Schools Visiting Team, nine Maryland schools were selected as Demonstration Schools for the 2005-06 school years. For more information visit [www.mahperd.org](http://www.mahperd.org)

### **Teacher Awards and Recognition**

Awards help acknowledge the importance of physical education and physical activity in schools. Awards can also bring attention to exceptional teachers, which can be a positive influence when advocating for quality physical education and physical activity programs. The intention of these awards is to identify individuals who have demonstrated exemplary teaching and have developed exemplary programs.

## 2 Physical Activity and Physical Education

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### *Maryland Association for Health, Physical Education, Recreation and Dance (MAHPERD) Teacher of the Year Awards*

These awards recognize outstanding individuals that teach Grades K-12, at colleges and universities, in health education, adapted and physical education, dance education, aquatics, sports and athletics. The awards acknowledge professionals who have been innovative, high-energy ambassadors of these professions. These awards can be used to qualify for regional and national recognition. For more information visit: [www.mahperd.org](http://www.mahperd.org).

### *National Association of Sport and Physical Education (NASPE) Teacher of the Year Awards*

These awards honor exemplary elementary, middle, and high school physical education teachers from across the country based upon competition among district candidates. For more information visit: [www.aahperd.org/naspe/#](http://www.aahperd.org/naspe/#)

### **Professional Organizations**

#### *American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD)*

AAHPERD's mission is to promote and support creative and healthy lifestyles through high quality programs in health, physical education, recreation, dance and sport, and to provide members with professional development opportunities that increase knowledge, improve skills, and encourage sound professional practices. For more information visit: [www.aahperd.org](http://www.aahperd.org)

#### *Maryland Association for Health, Physical Education, Recreation, and Dance (MAHPERD)*

MAHPERD is dedicated to promoting healthy active living through professional development and advocacy. MAHPERD is a voluntary professional organization of Maryland educators, administrators, coaches, and students involved in health education, physical education, recreation, dance, athletics, intramurals, adapted programs, and related issues. For more information visit: [www.mahperd.org](http://www.mahperd.org)

### **Physical Education vs. Physical Activity**

Physical education and physical activity are important components of every student's school experience. Understanding the difference between physical education and physical activity is critical to understanding why both contribute to the development of healthy active students. Physical education programs teach developmentally and sequentially appropriate skills, knowledge, and confidence needed to establish and sustain an active lifestyle in a safe, supportive environment. Physical education teachers evaluate student knowledge, motor and social skills, and provide feedback for student improvement. Physical activity is bodily movement of any type and may include recreational, fitness and sport activities, as well as daily activities like walking to school. Physical activity should occur several times throughout the students' day.

## 2 Physical Activity and Physical Education

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### Physical Activities During the School Day

There is increasing evidence that physical activity supports learning. There are many ways to promote physically active lifestyles and incorporate physical activity throughout the school day. In conjunction with physical education, there are a number of additional physical activities which incorporate movement throughout the school day and can help bridge the gap between traditional movement times and the academic classroom. Physical education is the foundation for physical activity.

#### Incorporating Physical Activity into the Classroom

Physical activity can easily be incorporated into the classroom, as part of the learning process or as an energizing break (see *Physical Activity Breaks* below). Cross-curricular integration of lessons will help students to see connections among the subject areas and provide opportunities for teachers to work together. The resources below provide ideas for physical activity breaks in the classroom setting:

- *Brain Breaks: A Physical Activity Idea Book for Elementary Classroom Teachers*, Michigan Department of Education, 2005: <http://www.emc.cmich.edu/brainbreaks/>
- *Energizers*, East Carolina University: <http://www.ncpe4me.com/energizers.html>
- *Mind and Body: Activities for the Elementary Classroom*, Montana Office of Public Instruction, June 2003: <http://www.opi.state.mt.us/PDF/health/Mind&Body.pdf>
- *TAKE 10!*<sup>TM</sup>, International Life Sciences Institute (ILSI) Center for Health Promotion. Ordering information at <http://www.take10.net/whatistake10.asp>

#### Physical Activity Breaks

The ideas below indicate how easily physical activity can be incorporated into the classroom. Even 10 minute bouts of physical activity can enhance learning. All of the ideas can be adjusted for developmental appropriateness.

#### Math

- Have students measure their jumping skills by measuring the distance covered when jumping, leaping, and hopping;
- call out a math problem. If the answer is less than 20, have students give their answer in jumping jacks or other gross motor movements; and
- have students calculate and graph their resting heart rate and elevated heart rate.

#### Science

- Test the shapes of movement equipment and analyze why they are shaped as such; and
- take nature walks.

## 2 Physical Activity and Physical Education

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### Language Arts

- Ask students to record in their journals the amount of time they spend watching television and being physically active, and describe what activities they enjoyed the most.
- Read health-related books to the students as a reward.

### Spelling

- Host a spelling bee with a physical activity theme.
- Ask students to act out verbs such as skip, hop, and jump.
- Have students spell out health-related words using their bodies to form letters.

### Geography

- Rhythmic Activity: “Body Mind Map” uses the body as a model of the globe. North Pole: touch head, South Pole: touch toes, Equator: hands around waist, America: Left hand, Europe: nose, etc.
- Have students research and demonstrate what physical activities are done in other countries.

### School Wide

- Lead a physical activity over the intercom.
- Encourage a school-wide game/activity during recess.

### Ideas for Using Physical Activity to Reward Students

- Have an extra recess;
- walk with a teacher during lunch;
- dance to favorite music in the classroom;
- include 5 Minute Activities: by performing dances such as the Macarena or the Hokey-Pokey, or doing jumping jacks or marching in place;
- Friday Physical Activity Time: Students earn extra physical activity time based on their good behaviors during the week; e.g., lining up appropriately, getting books out quietly;
- challenge another homeroom to a sport or activity; and
- allow students to earn extra physical activity time for positive choices; e.g., choosing to complete homework, arriving to school on time.

### Staff Physical Activities

It has been noted that as the level and quality of student-teacher interaction increases, the greater the likelihood the teacher can be an agent for positive change. Through teacher role modeling, a student’s interest in physical activity can be encouraged. By offering recognition and stimulating interest through announcements, school newspapers and community newsletters, students can observe staff accomplishments and interest in maintaining good physical fitness.

## 2 Physical Activity and Physical Education

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As teachers become more physically active, they will recognize their own accomplishments and the benefits of a physically active lifestyle. The following are some physical activities that can provide teachers with help in developing a physically active lifestyle. These activities help teachers interact with, and serve as role models for, other staff members as well as students:

- Create a “Dump your plump” program. Allow for grade level teams.
- Form a mileage “Walking Club” with school staff and student competitions.
- Have a teacher lead a student walking program.
- Obtain and offer discounts at local gyms or health clubs.
- Offer professional development to staff on personal health and wellness.

### Physical Activities Before and After the School Day

A quality before- and after-school program will include structured physical activity in which students learn values such as teamwork, cooperation, and reap the benefits of being physically active. Here are a few resources to help incorporate physical activity into a before or after-school program:

- After School Physical Activity: [www.afterschoolpa.com](http://www.afterschoolpa.com)
- Fitness Finders Mileage Club: [www.fitnessfinders.net](http://www.fitnessfinders.net)
- Fitness Fun Forever:  
[http://cops.uwf.edu/copsweb/hles/fff/Fitness%20Fun%20Forever/Start\\_Here\\_.htm](http://cops.uwf.edu/copsweb/hles/fff/Fitness%20Fun%20Forever/Start_Here_.htm)
- ReCharge!: [www.ActionForHealthyKids.org](http://www.ActionForHealthyKids.org)
- VERB: It’s What You Do: [www.verbnow.com](http://www.verbnow.com)
- CATCH Kids Club (CKC) is a physical activity and nutrition education program designed for elementary school-aged children (grades K–5) in an after-school/summer setting:  
[www.sph.uth.tmc.edu/catch/KidsClub.htm](http://www.sph.uth.tmc.edu/catch/KidsClub.htm)
- Safe Routes to School: Program to encourage regular physical activity and improve the safety of walking and biking routes to school utilizing the Michigan Safe Routes to School Toolkit:  
[www.saferoutestoschool.org](http://www.saferoutestoschool.org)

### Clubs, Individual, and Group Physical Activities

Opportunities that exist to promote physical activity through existing physical activity clubs in some school systems and communities are listed below. Consider presenting these ideas in your school system:

#### Biking

Variety of biking opportunities: [www.biking.com](http://www.biking.com)

Help your body shape up through biking: [www.adventurecycling.com](http://www.adventurecycling.com)

The Maryland Department of Natural Resources has put together a listing, by region, of areas in the state that have trails for cycling: <http://www.dnr.state.md.us/outdoors/biking.html>

## 2 Physical Activity and Physical Education

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### **Bowling**

Find everything you need to get this active school program started in your community. Teacher lesson plans available: [www.bowl4life.com](http://www.bowl4life.com)

### **Canoeing**

Take your activity venture to a new level and try canoeing: [www.acanet.org](http://www.acanet.org)

### **Cheering**

[www.cheerforum.com](http://www.cheerforum.com)

### **Cup Stacking**

Try the amazing activity of stacking cups: [www.speedstacks.com/home.htm](http://www.speedstacks.com/home.htm)

### **Dance**

Direct links to a variety of valuable sites: [www.sapphireswans.com/dance](http://www.sapphireswans.com/dance)

A source for dance videos, music books, workshops and assemblies: [www.christylane.com](http://www.christylane.com)

### **Fitness**

Fitness information for the whole family to use and get fit together, including earning medals or certificates: [www.thepresidentschallenge.org](http://www.thepresidentschallenge.org)

An interactive site kids will love to move through with all the right facts:

[www.deniseaustin.com/fitkids/default.asp](http://www.deniseaustin.com/fitkids/default.asp)

An easy to use program that will start you moving toward getting on the fitness track:

[www.usa-gymnastics.org/fitness/index.html](http://www.usa-gymnastics.org/fitness/index.html)

U. S. Department of Agriculture (USDA) Physical Activity Tracker (assessment tool) for adults and children: [www.mypyramidtracker.gov](http://www.mypyramidtracker.gov)

FITNESSGRAM: Is an easy way for physical education teachers to report the results of physical fitness assessments: [www.cooperinst.org/ftginfo.asp](http://www.cooperinst.org/ftginfo.asp)

### **Gymnastics**

The official Web site of USA Gymnastics: [www.usa-gymnastics.org](http://www.usa-gymnastics.org)

### **Inline Skating**

Strength building activities: [www.iisa.org](http://www.iisa.org)

### **Orienteering**

Challenging new outdoor activity: [www.4orienteering.com](http://www.4orienteering.com) or [www.orienteeering.org](http://www.orienteeering.org)

### **Outdoors**

Maryland Office of Tourism information on many outdoor activities:

[http://www.mdifun.org/planning\\_a\\_md\\_visit/outdoors.asp](http://www.mdifun.org/planning_a_md_visit/outdoors.asp)

## 2 Physical Activity and Physical Education

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### **Running**

Adults and Youth can have fun running, making training plans, races and events, and tracking your achievements: [www.nikerunning.com](http://www.nikerunning.com) and/or [www.kidsrunning.com](http://www.kidsrunning.com)

### **Skate Boarding**

Basic skateboarding information: [www.exploratorium.edu/skateboarding/](http://www.exploratorium.edu/skateboarding/) and [www.nike.com/nikeskateboarding/](http://www.nike.com/nikeskateboarding/)

### **Soccer**

American Youth Soccer Organization (AYSO): <http://soccer.org>

Maryland soccer: <http://www.marylandsoccer.com/>

### **Swimming**

Information on swimming opportunities: <http://www.mdswim.org/>

### **Walking/Hiking**

Locate walking and hiking areas: [www.webwalking.com/hiking.html](http://www.webwalking.com/hiking.html)

Walking safety and more: [www.walk4life.org](http://www.walk4life.org)

### **Intramurals**

The term ‘intramurals’ means “within the walls.” Traditionally, this term refers to team and individual activities, tournaments, meets, and/or special events that are limited to participants and teams from within a specific school or institutional setting. More recently, efforts to expand participation have broadened the definition to include all physical activity-based programming including clubs, open gym days, dance activities, etc.

The primary criteria that describe an after-school physical activity/intramural program include:

- Activities are intended to be voluntary in nature (i.e., the student has a choice of activities or participation);
- every student is given an equal opportunity to participate regardless of physical ability;
- students have the opportunity to be involved in the planning, organization, and administration of programs. Such involvement should be age-appropriate and under supervision and guidance of a qualified adult;
- activities are modified for appropriate age and skill levels;
- specific rules and regulations should be established that assure equal opportunities, fair play, and safe participation; and
- intramurals can be competitive or noncompetitive.

For additional information, see American Alliance for Health, Physical Education, Recreation and Dance Position Paper: *Guidelines for After-School Physical Activity and Intramural Sport Programs*, 2002: [www.aahperd.org/naspe](http://www.aahperd.org/naspe)

## 2 Physical Activity and Physical Education

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### Sports

Participating in school or community sports provides students with opportunities to extend their physical education experience, maintain or improve their physical fitness, and develop valuable personal social skills. Parents can help their child choose fun, age and developmentally appropriate sport activities.

For help in choosing the right sport for your child, see *Choosing the Right Sport & Physical Activity Program for Your Child*, 1999, Youth Sport Coalition of NASPE Position Paper:

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

### Community Sports Opportunities

Boys and Girls Club: [www.BGCA.org](http://www.BGCA.org)

### Community Education

Community Education is a department of many school systems that provides opportunities for local citizens and different organizations to become active partners in educational, cultural, and recreational enrichment of the community. Programs and activities are generally planned to serve the needs of all age groups from preschoolers to senior citizens. Contact your local school system for details on available sports.

Parks and Recreation: Contact your local city government.

YMCA: Refer to your local telephone directory.

### School Sports

The following organizations may assist you with information on school sports:

- Maryland Public Secondary School Athletic Association. [www.mpssaa.org](http://www.mpssaa.org)
- National Association for Girls and Women in Sport. (NAGWS). [www.aapherd.org/nagws/](http://www.aapherd.org/nagws/)
- National Association for Sport and Physical Education (NASPE). [www.aahperd.org/naspe/](http://www.aahperd.org/naspe/)

### Youth Sports Camps

Check your local community colleges, universities, and community programs for youth sports camps.

- Nike Sports Camps. [www.svresort.com/nike.htm](http://www.svresort.com/nike.htm)

## Activities for Family and Community

### Active Communities

Active community environments are places where people of all ages and abilities can walk and bike both for recreation and for transportation. Studies have shown that community design can influence physical activity levels, both positively and negatively. There are ways to increase physical activity through community design and public policies. The Promoting Active Communities assessment and the Healthy Community Checklist allow communities to assess themselves on how well they are doing at making it easy for residents to be active. [www.mihealthtools.org/communities](http://www.mihealthtools.org/communities)

## 2 Physical Activity and Physical Education

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### Active Families

Families play a critical role in shaping a child's physical activity experiences. Opportunities and motivation to be physically active often begin in the home. Studies have shown that adolescents are more likely to be active if their parents or siblings are active, their parents support their participation in physical activities, and they have access to convenient play spaces, sports equipment, and transportation to sports and recreation programs. Parents should:

- Encourage children to be active on a regular basis;
- be physically active role models;
- set limits on the amount of time children spend watching television and playing video or computer games;
- plan and participate in family activities that include physical activity (e.g., walking or bicycling together instead of driving, doing active chores like vacuuming and mowing the lawn, playing outside) and include physical activity in family events such as birthday parties, picnics, and vacations;
- use the buddy system for more fun and encouragement by being a child's activity buddy;
- facilitate child participation in school and community physical activity and sports programs; and
- advocate for quality school and community physical activity programs.

For more information, contact the National Center for Chronic Disease Prevention and Health Promotion, Promoting Better Health Strategies.

[www.cdc.gov/HealthyYouth/physicalactivity/promoting\\_health/strategies/families.htm](http://www.cdc.gov/HealthyYouth/physicalactivity/promoting_health/strategies/families.htm)

### Special Events

#### Family Fitness Night

Select any of these activities and use the suggestions below to add a twist:

- Softball, relays, dancing, soccer, volleyball, bowling, basketball and others;
- families vs. families;
- parent/guardian teams coached by children; and
- parent/guardian vs. parent/guardian.

Resource: Family Fitness Night: Four teachers share their ideas!

[www.nea.org/classmanagement/ifc040525.html](http://www.nea.org/classmanagement/ifc040525.html)

#### Field Day

Field days offer the opportunity to experience various skills introduced in Physical Education during the school year. They involve students in a wide variety of physical activities that promote fitness outside of the classroom. These events also reinforce the concept that activities that promote fitness are diverse. Theme ideas for field days might include:

- Crazy Olympics
- Team Competitions
- Track and Field day

For more ideas visit these websites: [www.pecentral.org/lessonideas](http://www.pecentral.org/lessonideas) and [www.technet.com/lesson/health/fieldday051899](http://www.technet.com/lesson/health/fieldday051899)

## 2 Physical Activity and Physical Education

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**Field Trips** (Check to see what is within walking distance.)

- Bowling
- Cross country skiing
- Dancing
- Ice skating
- Orienteering
- Rollerblading
- Swimming
- Trips to local parks and trails

### **Fitness Fair/Family Fitness Night Tips**

Survey parents to see what their interests are, (weight loss, fitness, strength training) and set up stations by specific areas of interest.

### **Booth Topics**

- Athletic Trainer
- Chiropractor
- Community Education
- CPR/First Aid
- Family Physical Activities
- Fitness
- Physical Education
- Staging injuries/heart attacks – how to treat.
- Fitness Trainer
- Weight loss

### **Contacts**

- Local doctors and nurses
- Local hospitals for dietitians and wellness centers
- Orthopedic rehabilitation center
- Rehabilitation centers
- Rescue personnel
- School's athletic trainer

### **Miscellaneous Events**

- All Children Exercising Simultaneously (ACES) day: A one-day event where millions of children of all ages exercise at the same time world-wide in a symbolic event of fitness and unity.
- Hoops for Heart: Engages students in playing basketball while learning the lifelong benefits of physical activity, volunteering, and fundraising: [www.americanheart.org](http://www.americanheart.org)

## 2 Physical Activity and Physical Education

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- Jump Rope for Heart: Engages students in jumping rope while learning the lifelong benefits of physical activity, the seriousness of heart disease and stroke, volunteering and fundraising: [www.americanheart.org/jump](http://www.americanheart.org/jump)
- National Physical Education & Sport Week: Designated week for encouraging and promoting physical activity: [www.aahperd.org/naspe/may](http://www.aahperd.org/naspe/may)
- Walk to School Day: Join in the effort to promote walking to school as a way to provide an opportunity for more physical activity!

### Recess

“Recess, while separate and distinct from physical education, is an essential component of the total educational experience for elementary aged children. Recess provides children with discretionary time and opportunities to engage in physical activity that helps to develop healthy bodies and enjoyment of movement. It also allows elementary children to practice life skills such as conflict resolution, cooperation, respect for rules, taking turns, sharing, using language to communicate, and problem solving in real situations. Furthermore, it may facilitate improved attention and focus on learning in the academic program.” *Recess for Elementary School Students*, Council on Physical Education for Children, A Position Paper from the National Association for Sport and Physical Education. May, 2006.

### Outdoor Recess

Outdoor recess should occur in the safest environment possible. The National Program for Playground Safety (NPPS) has designated four elements for a safe play environment: (1) supervision, (2) age-appropriate design, (3) fall surfacing, and (4) equipment maintenance. When children are on the playground, there should be adequate adult active supervision. “Active supervision” means being able to see all children at all times to observe their behavior patterns and intervene when unsafe play occurs.

### Structured Recess

Adequate, active supervision is not always possible, and a teacher or staff member may have to limit the space or activities of the children to create a manageable safe environment.

Ideas for structured recess:

- Have assorted activities on the blacktop such as hop scotch, jump rope, and four square.
- Play a large group activity with everyone involved such as volleyball and kickball.
- Have several activities set up. Assign groups of students to each activity and let them rotate activities after a few minutes.
- Have one large individual event in a designated area such as class walks or runs.

For examples of structured recess programs, visit:

- Feelin’ Good Mileage Club: [www.fitnessfinders.net](http://www.fitnessfinders.net)
- PE Central Pedometer site: [www.pecentral.org/pedometry/index.html](http://www.pecentral.org/pedometry/index.html)
- 28 million footsteps across America Challenge: [www.creativewalking.com/school.html](http://www.creativewalking.com/school.html)

## 2 Physical Activity and Physical Education

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### Recess Before Lunch

Allow students to play first, and then let them enjoy a nutritious lunch in a relaxed environment. Good nutrition goes hand in hand with improved behavior and learning. Recess before lunch gives students the opportunity to excel in both.

Find everything you need to establish a recess before lunch program including how to implement, resources, supporting information, educational and marketing materials:

[www.opi.state.mt.us/schoolfood/index.html](http://www.opi.state.mt.us/schoolfood/index.html)

### Indoor Recess

For indoor recess, use vacant classrooms, utility or all purpose rooms, cafeterias, gymnasiums, or hallways. Promote as much physical activity as possible during indoor recess. Activities include:

- Physical activities with balloons or foam balls;
- hall stations;
- hall walking; and
- playing music while making up dance moves.

### Advocacy

Promotional action (advocacy) is sharing and educating others about the benefits of regular physical activity and the importance of a quality physical education program for all students in each school. Often parents, staff, administrators, and communities are not aware that there are specific teaching and learning outcomes encompassed in a quality physical education program, or that research links improved physical fitness with increased academic achievement. In fact, NASBE in its *“Fit, Healthy and Ready to Learn”* recommends a “sequential physical education curriculum taught daily in every grade that involves physical activity; that teaches knowledge, motor skills, and positive attitudes taught by well prepared and well-supported staff.”

Budget cuts, past negative experiences, and increasing academic requirements often over shadow the decision-making processes of administrators as they develop or revise curriculum. Advocacy, as a proactive measure or as a means of defending an at-risk program, is an essential role for all who want to promote healthy, active lifestyles and student well-being. The lack of physical activity is considered one of the primary factors contributing to the obesity and childhood overweight problem affecting children today. Therefore, it is critical to provide the best avenues possible for children to become both physically and academically prepared for the future. Thus, promotional efforts remain essential to the growth and maintenance of school systems’ physical education and physical activity programs.

## 2 Physical Activity and Physical Education

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### **The Benefits of Advocating Physical Education and Physical Activity**

Benefits of advocating physical education and physical activity include:

- Improved mental focus and concentration levels of school children;
- improved attention spans;
- improved short term memory;
- reduced stress;
- improved creativity;
- improved reaction time;
- improved self-esteem;
- aids in the development of learning strategies;
- aids in the development of decision making;
- aids in the development of problem solving and memory function;
- increased energy levels;
- improved motor skills;
- improved social-emotional development; e.g., cooperation, respect, healthy competition;
- weight control;
- healthy bones, muscles and tissue growth;
- improved cardiovascular function;
- improved muscular endurance; and
- decreased risk of some diseases such as diabetes and heart disease.

### **Proactive Advocacy**

Proactive describes the process of taking initiative by acting before events occur rather than just reacting to events. In terms of promoting physical education and physical activity, the following practices could mean the difference between creating a positive awareness and defending against program elimination.

Proactive advocates should:

- Model healthy choices;
- become involved in organized physical activity events such as a mileage club, Jump Rope/Hoops for Hearts, field day, or any activity based program;
- adhere to an objectives-based, age-appropriate curriculum;
- communicate the results of the curriculum and fitness programs with newsletters, at open houses; etc;
- invite parents, administrators and other staff to observe a physical education class;
- invite and share event information with the local media; and
- share current information regarding fitness, nutrition, links between activity and academic performance and public health trends (such as childhood obesity) with staff, parents, and community members.

## 2 Physical Activity and Physical Education

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### **Direct Advocacy**

Despite efforts to create an awareness of the importance of physical activity and physical education, teachers sometimes find themselves in the position of having to defend the necessity of their program. Advocacy as a direct defense of a program or as a preventive measure is the responsibility of any person who understands the value of physical education and physical activity.

The following are ideas that can support direct advocacy efforts:

- Identify and communicate with people who are not supportive of the physical education program to find common ground and educate them.
- Identify champions or a base of support (teachers, parents, students, administrators, or outside organizations such as Maryland Association for Health, Physical Education, Recreation & Dance (MAHPERD), National Association of Sports and Physical Education (NASPE).
- Identify decision makers to target for support (board members, administration, community members, and legislators).
- Learn the specific protocols, timetables and procedures for presenting to administrative and school board groups.
- Understand how state curriculum standards for physical education have benchmarks and grade level content expectations and how they are used in the school system.
- Be prepared to explain the difference between physical education and physical activity, and the importance of keeping these programs in the school.

### **Promoting Physical Activity and Physical Education Programs to Parents**

The following are ways to promote physical activity and physical education programs to parents:

- Create a video or slide show of students in classes performing curriculum objectives in an inclusive environment. Show the presentation at parent-teacher conferences, open houses, and back to school nights.
- Tape and show video clips of events (ACES, Jump Rope and Hoops for Hearts, President's Challenges, etc.).
- Communicate to parents the benefits of the physical education program and the benefits of regular physical activity through back-to-school letters, classroom and school newsletters, and other information resources.
- Send letters to parents outlining the importance of the school's physical education program. A sample letter is available at [www.aahperd.org/naspe/template.cfm?template=dearparents.html](http://www.aahperd.org/naspe/template.cfm?template=dearparents.html).
- Communicate student progress and assessment results to parents/guardians on a regular basis.
- Hold special events for parents and families such as health fairs, special visit-the-class days, or family fun nights.

## **2 Physical Activity and Physical Education**

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### **Promoting Physical Activity and Physical Education Programs to Teachers**

Following are ideas to promote physical activity and physical education programs to teachers:

- Talk to other teachers about achievements and progress made by students in their classes.
- Educate teachers on the connection between learning and physical education and physical activity.
- Give short presentations at staff meetings on the physical, social, emotional, and health benefits of physical education and physical activity and how they support cognitive learning.
- Provide overviews of the curriculum and program expectations at staff meetings.
- Help teachers integrate physical activity into other subjects.
- Help manage school-wide physical activity programs and encourage staff involvement.
- Help set up a staff wellness program.

### **Promoting Physical Activity and Physical Education Programs to Administrators**

Following are ideas for promoting physical activity and physical education programs to administrators:

- Manage school-wide physical activity programs.
- Create a slide program demonstrating the physical education program's achievements and show the slides as people are arriving to staff and board meetings.
- Show video clips of the physical education program's special events at school events. Ask to have them played in the lobby, or during lunch hours.
- Write articles for the school or school system's newsletter.
- Be the leader in the integration of cross-curricular learning, incorporating the teaching of academic subjects in physical education.
- Ask to present an overview of the physical education curriculum and specifics of the program to the school board.

### **Advocating for Increased Physical Activity Leads to High Academic Achievement**

Many studies show a direct link between physical activity and academic achievement as well as nutritional intake and academic performance. Physical activity in adolescents has consistently been related to higher levels of self-esteem and lower levels of anxiety and stress (Action for Healthy Kids, The Learning Connection). Both self esteem and decreased activity have been associated with better academic performance. Research shows that physical education actually enhances academic learning (Posnick-Goodwin, 2002).

The irony is not lost on educators whose administrators justify cutting physical education to improve test scores. Recent studies show that academic achievement improves even when physical education classes reduce the time for academics (Shepard, RJ 1984). A reduction of 240 minutes per week in class time for academics to enable increased physical activity led to consistently higher mathematics scores. In another recent study, positive correlation was shown between fitness assessments and achievement test results. A comparison of SAT-9 test results to the Fitnessgram™ results indicated that the physical well-being of students had a direct impact on their ability to achieve academically. Students with the highest fitness scores also had the highest test scores. Fitnessgram™ is a computerized, health-related fitness assessment for children and youth.

## **2 Physical Activity and Physical Education**

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Developed by the Cooper Institute in 1982, Fitnessgram™ has become the fitness assessment of choice in more than 6,000 schools/school systems with millions of students being tested annually. Intense physical activity programs have positive effects on academic achievement, including increased concentration, improved mathematics, reading, and writing test scores; and reduced disruptive behavior. Aerobic conditioning may help to improve memory. Exercise may strengthen particular areas of the brain and oxygen intake during exercise may enhance greater connections between neurons.

For more information on advocacy visit the National Association for State Boards of Education at [www.nasbe.org](http://www.nasbe.org).

## 2 Physical Activity and Physical Education

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## 2 Physical Activity and Physical Education

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### Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each policy component section of the *Toolkit*.

### Guidelines and Standards

*Bright Futures in Practice: Physical Activity*, National Center for Education in Maternal and Child Health, 2001. Provides developmental guidelines on physical activity for the periods of infancy through adolescence. Includes current information on screening, assessment and counseling to promote physical activity and to meet the needs of health professionals, families and communities.  
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*Health, Mental Health, and Safety Guidelines for Schools (Chapter E Physical Education)*. This compendium of guidelines is designed for those who influence the health, mental health, and safety of students and school staff members while they are in school, on school grounds, on their way to or from school, or involved in school-sponsored activities. They draw upon school health and safety guidelines and can assist in developing health and safety objectives.  
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*National Standards for Beginning Physical Education Teachers, 2<sup>nd</sup> Edition*, National Association for Sport and Physical Education:

[http://www.aahperd.org/naspe/template.cfm?template=ns\\_beginning.html](http://www.aahperd.org/naspe/template.cfm?template=ns_beginning.html)

*Opportunity to Learn Standards for Elementary Physical Education*, Council on Physical Education for Children, 2000. Addresses program elements essential for providing a full opportunity for students to learn physical education in elementary school. Includes a self-evaluation checklist that can be used in planning, evaluation, program development and advocacy efforts by anyone interested in the availability of quality physical education at the elementary level.

<http://member.aahperd.org/template.cfm?template=ProductDisplay.cfm&productID=368&section=5>

*Opportunity to Learn Standards for High School Physical Education*, Council on Physical Education for Children, 2000. Describes the elements that a quality high school physical education program needs in order for all students to have full opportunity to meet content and performance standards.

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### Curriculum, Best Practices and Programs

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<http://www.humankinetics.com/products/showproduct.cfm?isbn=0880116692>

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*Best Practices Program*, PE Central. Events/programs outside of the physical education curriculum that enhance the quality of physical education at school: <http://www.pecentral.org/bp/index.html>

*Generation Fit Action Packet*, American Cancer Society:

[http://www.cancer.org/docroot/PED/content/PED\\_1\\_5X\\_Generation\\_Fit.asp](http://www.cancer.org/docroot/PED/content/PED_1_5X_Generation_Fit.asp)

*Guidelines for Facilities, Equipment and Instructional Materials in Elementary Education: A Position Paper from the National Association for Sport and Physical Education. Council on Physical Education for Children*, 2001:

[http://www.aahperd.org/NASPE/pdf\\_files/pos\\_papers/instructional\\_mat.pdf](http://www.aahperd.org/NASPE/pdf_files/pos_papers/instructional_mat.pdf)

*Ideas III: Middle School Physical Activities for a Fit Generation*, National Association for Sport and Physical Education, 1996:

<http://academic.emporia.edu/ermlerka/ideas/ideas.html>

## 2 Physical Activity and Physical Education

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*Physical Best Activity Guide: Elementary Level*, American Alliance for Health, Physical Education, Recreation, and Dance, 2005:

[http://www.aahperd.org/NASPE/template.cfm?template=physicalbest/resources\\_elementary.html](http://www.aahperd.org/NASPE/template.cfm?template=physicalbest/resources_elementary.html)

*Physical Best Activity Guide : Middle/High School*, American Alliance for Health, Physical Education, Recreation, and Dance, 2005:

[http://www.aahperd.org/NASPE/template.cfm?template=physicalbest/resources\\_middle.html](http://www.aahperd.org/NASPE/template.cfm?template=physicalbest/resources_middle.html)

*Physical Education: A Guide to Program Development*, Connecticut State Department of Education, 2000: [http://www.state.ct.us/sde/dtl/curriculum/pe\\_publ\\_guide1.htm](http://www.state.ct.us/sde/dtl/curriculum/pe_publ_guide1.htm)

*President's Challenge*. An interactive website to help all Americans build a regular physical activity routine. Kids, teens, adults and seniors can register free of charge as an individual or as part of a group, then choose from more than 100 physical activities and start tracking daily efforts in a personal log: <http://www.presidentschallenge.org/>

*Principles of Safety in Physical Education and Sport*, National Association for Sport and Physical Education, 2002:

<http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=855&section=5>

*Projects to Increase Physical Activity Among Youth*, Centers for Disease Control and Prevention, 2003. Summarizes CDC-funded projects to initiate or expand efforts to increase physical activity among youth and reinforce the messages of the “VERB: It’s what you do” campaign.

<http://www.cdc.gov/HealthyYouth/physicalactivity/projects/index.htm>

*Right Fielders Are People Too: An Inclusive Approach to Teaching Middle School Physical Education*. John Hichwa. Human Kinetics, 1998:

<http://www.humankinetics.com/products/showproduct.cfm?isbn=0880118563>

*Running in the Schools*. Resources on promoting running for elementary children and linking running and learning. <http://www.kidsrunning.com/columns/whatkidsneed2.html>

*SPARK (Sports, Play and Active Recreation for Kids)*. SPARK’s training and tools promise physical education classes that are more inclusive, active and fun. SPARK offers programs for early childhood, elementary and middle school physical education, lifelong wellness and after-school recreation. (Fee for service.) <http://www.sparkpe.org/index.jsp>

*State-Based Physical Activity Program Directory*, Centers for Disease Control and Prevention. Provides information about physical activity programs involving state departments of health: <http://apps.nccd.cdc.gov/DNPAProg/>

*VERB*. U.S. Department of Health and Human Services’ Centers for Disease Control and Prevention media campaign to create a healthy movement among youth. Includes materials to use in settings with tweens (youth ages 9-13) and for adult information.

<http://www.cdc.gov/youthcampaign/materials/index.htm>

## 2 Physical Activity and Physical Education

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### Evaluation

*It's Time for Your School's Physical Education Checkup : How Are You Doing?* National Association for Sport and Physical Education. An assessment tool that allows schools (including principals, teachers and others) to assess their current physical education programs through 15 quick questions. Also includes an action plan worksheet to guide schools in developing short-and long-term objectives for physical education: [http://www.aahperd.org/naspe/pdf\\_files/2004PEchecklist.pdf](http://www.aahperd.org/naspe/pdf_files/2004PEchecklist.pdf)

*Moving Into the Future: National Physical Education Standards : A Guide to Content and Assessment, 2<sup>nd</sup> Edition*, National Association for Sport and Physical Education, 2004: <http://www.aahperd.org/naspe/template.cfm?template=publicationsationalstandards.html>

*Physical Activity Evaluation Handbook*, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, 2002. Outlines the six basic steps of program evaluation and illustrates each step with physical activity program examples. Appendices provide information about physical activity indicators, practical case studies, and additional evaluation resources: <http://www.cdc.gov/nccdphp/dnpa/physical/handbook/index.htm>

*Physical Education Program Guidelines and Appraisal Checklist for Elementary School*, National Association for Sport and Physical Education, 1994: [http://www.escambia.k12.fl.us/adminoff/Phys\\_Ed/pe/elemchecklist.htm](http://www.escambia.k12.fl.us/adminoff/Phys_Ed/pe/elemchecklist.htm)

*School Health Index for Physical Activity and Healthy Eating – A Self Assessment and Planning Guide*, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, 2005: <http://apps.nccd.cdc.gov/shi/>

### Recess

*Elementary School Recess: Selected Readings, Games & Activities for Teachers and Parents*, The American Association for the Child's Right to Play. Assists elementary school teachers and parents in offering children in preschool through Grade 6 appropriate recess games and activities. <http://www.ipausa.org/elemrecessbook.htm>

*Play in the Lives of Children*, National Association for the Education of Young Children, 1998: [http://sales.naeyc.org/default.aspx?Category=SPlay%20\\_%20Physical%20Env&SText](http://sales.naeyc.org/default.aspx?Category=SPlay%20_%20Physical%20Env&SText)

*Recess and the Importance of Play: A Position Statement on Young Children and Recess*, National Association of Early Childhood Specialists in State Departments of Education, 2002: <http://naecs.crc.uiuc.edu/position/recessplay.html>

*Recess Before Lunch: A Guide to Success*, Montana Office of Public Instruction, 2003: <http://www.opi.state.mt.us/schoolfood/recessBL.html>

## 2 Physical Activity and Physical Education

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*Recess in Elementary Schools: A Position Paper from the National Association for Sport and Physical Education*, National Association for Sport and Physical Education, July 2001: [http://www.aahperd.org/NASPE/pdf\\_files/pos\\_papers/current\\_res.pdf](http://www.aahperd.org/NASPE/pdf_files/pos_papers/current_res.pdf)

*Relationships of Meal and Recess Schedules to Plate Waste in Elementary Schools*, National Food Service Management Institute, Insight No. 24, Spring 2004: <http://www.olemiss.edu/depts/nfsmi/Information/2005resourcecatalog.htm#insightbarriers>

*Resources, Research and Supporting Information for Recess Before Lunch*, Montana Office of Public Instruction: <http://www.opi.mt.gov/pdf/schoolfood/RBLResources.pdf>

*The American Association for the Child's Right to Play*: <http://www.ipausa.org/>

*The Case for Elementary School Recess*, The American Association for the Child's Right to Play. This handbook offers parents, teachers and school administrators information that supports the need for elementary school recess: <http://www.ipausa.org/recesshandbook.htm>

*The Great Outdoors: Restoring Children's Right to Play Outside*, National Association for the Education of Young Children, 1995: <http://afterschoolcatalog.com/G825.html>

*The Value of School Recess and Outdoor Play*, National Association for the Education of Young Children: <http://www.naeyc.org/ece/1998/08.asp>

Bailey, Guy, 2001, *The Ultimate Playground & Recess Game Book*, Camas, WA: Educator's Press  
Henderson, Roxanne, 1996. *The Picture Rulebook of Kid's Games*. Chicago, IL: Contemporary Books.

Kamiya, Art, 1985, *Elementary Teacher's Handbook of Indoor and Outdoor Games*. West Nyack, NY: Parker Publishing Company.

Wise, Debra, 2003, *Great Big Book of Children's Games*. New York, NY: Grand Central Press.

### Physical Activity During the School Day

*Live Healthy Maryland* is an exciting health and wellness initiative created by Governor Robert L. Ehrlich, Jr. Through the collaboration of the Maryland Department of Aging, Maryland State Department of Education, and Maryland Department of Health and Mental Hygiene, *Live Healthy Maryland* provides Marylanders with the tools and techniques necessary to increase physical activity, improve nutrition, and maximize health. [www.livehealthy.maryland.gov](http://www.livehealthy.maryland.gov)

*America on the Move* is a national initiative dedicated to helping individuals and communities across our nation make positive changes to improve health and quality of life. By focusing on individuals and communities, AOM strives to support healthy eating and active living habits in our society. [www.americaonthemove.org](http://www.americaonthemove.org)

## 2 Physical Activity and Physical Education

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Everyday Choices: Practical tips for making your daily routine more active.  
[www.everydaychoices.org/active.html](http://www.everydaychoices.org/active.html)

Heart at Work: A variety of activities to make regular physical activity a part of the workday.  
<http://216.185.102.50/haw/LTALhome.html>

American Cancer Society Workplace Solutions: Wellness Program 1-800-ACS-2345.

### Physical Activity Before and After School

*Guidelines for After School Physical Activity and Intramural Sport Programs*, National Association for Sport and Physical Education, 2001. Provides teachers, school activity directors, school administrators and program leaders with basic information for planning and implementing after-school physical activity and intramural programming for children in kindergarten through Grade 12.

[http://www.aahperd.org/NASPE/pdf\\_files/pos\\_papers/intramural\\_guidelines.pdf](http://www.aahperd.org/NASPE/pdf_files/pos_papers/intramural_guidelines.pdf)

*Promoting Better Health for Young People Through Physical Activity and Sports*, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, and U.S. Department of Education, Fall 2000. Outlines 10 strategies to promote health through lifelong participation in enjoyable and safe physical activity and sports.

[http://www.cdc.gov/HealthyYouth/physicalactivity/promoting\\_health/index.htm](http://www.cdc.gov/HealthyYouth/physicalactivity/promoting_health/index.htm)

*Promoting Physical Activity : A Guide for Community Action*, Centers for Disease Control and Prevention, 1999. This guide uses a social marketing and behavioral science approach to intervention planning, guiding users through a step-by-step process to address the target population's understanding and skills, the social networks, the physical environments in which they live and work, and the policies that most influence their actions.

<http://www.cdc.gov/nccdphp/dnpa/pahand.htm>

*Recommendations to Increase Physical Activity in Communities*, American Journal of Preventative Medicine 2002 May;22(4 Suppl):67-72:

[http://www.guideline.gov/summary/summary.aspx?ss=6&nbr=2403&doc\\_id=3177](http://www.guideline.gov/summary/summary.aspx?ss=6&nbr=2403&doc_id=3177)

### Behavior Management

*Cognitive Behavioral Treatment:*

[http://www.dsgonline.com/mpg2.5/cognitive\\_behavioral\\_treatment\\_prevention.htm](http://www.dsgonline.com/mpg2.5/cognitive_behavioral_treatment_prevention.htm)

*Good Behavior Game (GBG):*

<http://www.colorado.edu/cspv/blueprints/promising/programs/BPP06.html>

## 2 Physical Activity and Physical Education

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*Intervention Central:*

[www.interventioncentral.org/htmdocs/interventions/behavior/punishguidelines.shtml](http://www.interventioncentral.org/htmdocs/interventions/behavior/punishguidelines.shtml)

*Make Your Day Program:* [www.makeyourdays.com](http://www.makeyourdays.com)

*Positive Behavioral Interventions and Supports:* <http://www.pbis.org/main.htm>

*Responsive Classroom:* <http://www.responsiveclassroom.org/>

*The Collaborative for Academic, Social and Emotional Learning:*

<http://www.casel.org/home/index.php>

### Safe Routes to School

*Bikes Belong Coalition:* <http://bikesbelong.org/site/index.cfm>

*International Walk to School Week.* Information about a worldwide program to promote physical activity: <http://www.iwalktoschool.org/>

*KidsWalk-to-School.* This community-based program aims to increase opportunities for daily physical activity by encouraging children to walk to and from school in groups accompanied by adults. It also encourages collaboration among partners to create an environment that is supportive of walking and bicycling to school safely: <http://www.usa.safekids.org/walk-to-school/sponsor.html>

*Pedestrian and Bicycle Information Center.* A clearinghouse for information and resources regarding pedestrian and bicycle issues: [www.bicyclinginfo.org](http://www.bicyclinginfo.org) and [www.walkinginfo.org](http://www.walkinginfo.org)

*Safe Routes to School:* <http://www.saferoutestoschool.org/>

*Walkability Checklist:* <http://www.walkinginfo.org/walkingchecklist.htm>

### Classroom-Based Physical Activity

*Brain Breaks: A Physical Activity Idea Book for Elementary Classroom Teachers,* Michigan Department of Education, 2005: <http://www.emc.cmich.edu/brainbreaks/>

*Energizers,* East Carolina University: <http://www.ncpe4me.com/energizers.html>

*Fun and Easy Classroom Stretches,* University of California Cooperative Extension and Ventura Unified School District Child Nutrition Services, 2005:  
<http://ucce.ucdavis.edu/files/filelibrary/2372/20647.pdf>

*Mind and Body: Activities for the Elementary Classroom,* Montana Office of Public Instruction, June 2003: <http://www.opi.state.mt.us/PDF/health/Mind&Body.pdf>

*TAKE 10!*<sup>TM</sup> International Life Sciences Institute (ILSI) Center for Health Promotion. Ordering information: <http://www.take10.net/whatistake10.asp>

# **3 Nutrition Standards for School Foods and Beverages**

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## *Nutrition Standards for School Foods and Beverages*

### **Introduction**

Establishing nutrition guidelines is a key component of improving the school nutrition environment. By setting standards for all foods and beverages sold on the school campus, you can provide an environment that focuses on student wellness. All foods contribute to the health and well being of children, regardless of who provides them. For a school to be a complete learning environment, it should model activities and offer choices supportive of a child’s health and wellness. By setting standards for foods and beverages sold or served on school campus, Maryland believes that children’s nutritional health can be improved. The following pages are examples and resources of how a school system can make the foods and beverages in the school environment support a healthy eating lifestyle for children.

### **Goal**

School systems will provide students with access to a variety of affordable, nutritious, and appealing foods that meet students’ health and nutrition needs. These foods should also accommodate ethnic and cultural food preferences. School meals will include a variety of healthy choices that meet U.S. Department of Agriculture (USDA) requirements, the Dietary Guidelines for Americans, and are modifiable for special dietary needs. School systems will use the Dietary Guidelines and other appropriate nutrition guidelines to establish nutrition standards and provide clear guidance for all foods and beverages sold and/or distributed on school campus. These standards will focus on increasing nutrient density, decreasing fat and added sugars, and moderating portion size. Policies will encourage the consumption of nutrient-dense foods, such as whole grains, fruits, vegetables, and low-fat dairy products.

### **Rationale**

A student’s lifelong eating habits are greatly influenced by the types of foods and beverages available to them. Studies have indicated that students who eat breakfast and lunch at school consume a greater variety of healthy foods and more nutrients. These students consume more vegetables, drink more milk and fewer sweetened beverages, consume more grain mixtures, and eat fewer cookies, cakes and salty snacks than students who make other lunch choices. Over the past few decades, the availability of snack foods and beverages has increased at school, both in the cafeteria and through other school organizations including school stores, vending machines (e.g., soda and other sweetened beverages, snack chips, and cookies) and fundraisers (e.g., candy and baked goods). These snacks often are low in nutrient density; they supply calories from added fat and/or sugar, relatively few, if any, vitamins and/or minerals. When children replace healthy meals with less nutritious snacks, they are often consuming inadequate nutrients and excess calories. When snacks of low nutrient density are consumed in addition to the school meal, children may be consuming too many calories. Nutrition standards help schools provide healthier food and beverage choices throughout the entire school environment.

# 3 Nutrition Standards for School Foods and Beverages

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## Implementation Guidance Topic Areas

- Nutrition Guidelines
- Menu Planning
- Breakfast Promotion
- Special Dietary Needs
- Foods Brought into School
- Nutrition Standards for Foods and Beverages at School

## Policy Recommendations

Policy recommendations for Nutrition Standards include (1) School Meals and (2) Other Foods and Beverages at School. This section provides recommendations (not requirements) for policy language for Nutrition Standards for School Foods and Beverages. This language represents recommended best practices for developing school nutrition and physical activity policies. School systems may choose to use the policy recommendations as written or revise them as needed to meet local needs and reflect community priorities. When developing nutrition and physical activity policies, systems will need to take into account their unique circumstances, challenges, opportunities and available resources. Policies should meet local needs and be adapted to the health concerns, food preferences, and dietary practices of different ethnic groups.

Specific guidance regarding the implementation of each policy recommendation for Nutrition Standards for School Meals follow under *Implementation Guidance for School Meals*, after this section. Resources to assist with the implementation of each policy recommendation are found in *Resources* at the end of this section.

### Nutrition Guidelines

School meals shall offer varied and nutritious food choices that are consistent with USDA nutrition standards and the Dietary Guidelines (which focus on increasing fruits, vegetables, and whole grains). School meals shall:

- Meet, at a minimum, nutrition requirements established by local, state and federal statutes and regulations;
- offer a variety of fruits and vegetables;
- offer a variety milk to include low-fat (1 percent) and fat-free milk (as recommended by the Dietary Guidelines for Americans) and nutritionally equivalent nondairy alternatives as defined by USDA;
- offer whole grain foods, as recommended by the Dietary Guidelines for Americans; and
- share information about the nutritional content of meals with students, families and school staff members.

### **3 Nutrition Standards for School Foods and Beverages**

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#### **Menu Planning**

Menus shall be planned to be appealing and attractive to children. Schools' meals shall be planned to incorporate the basic menu planning principles of balance, variety, contrast, color and taste. Menus shall be planned with input from students, parents, and other school personnel and shall take into account students' cultural norms and preferences. Schools shall engage students and parents, through surveys and taste-tests of new entrées, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices.

#### **Breakfast Promotion**

School systems shall help ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn.

Schools will:

- To the extent possible, operate the School Breakfast Program;
- to the extent possible, arrange bus schedules and use methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess;
- notify parents and students of the availability of the School Breakfast Program, if the school serves breakfast to students; and
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take home materials, or other means.

#### **Special Dietary Needs**

With appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs.

#### **Foods Brought into School**

A school system's policy shall address nutrition standards for all foods and beverages sold or served to students outside of school meals, including cafeteria à la carte sales, vending, student stores, concession stands, fundraisers, classroom snacks, after-school programs, field trips, school events, parties, celebrations, and meetings. To support children's health and school nutrition education efforts, all foods and beverages sold or served at school shall meet the school system's nutrition standards.

#### **Nutrition Standards for Foods and Beverages at School**

Food or Beverage Contracts - Agreements with food or vending companies to sell foods or beverages in schools shall ensure that contractors will follow the system's nutrition standards.

Cafeteria À La Carte Sales, Vending and School Stores - Foods and beverages sold at school in the cafeteria, vending machines, and school stores shall meet the school system's nutrition standards.

School-Sponsored Events - Foods and beverages offered or sold at school-sponsored events on the school campus shall meet the school system's nutrition standards. School-sponsored events include, but are not limited to, athletic events, dances, or performances.

### **3 Nutrition Standards for School Foods and Beverages**

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Fundraising - School fundraising activities shall not involve food or beverages or shall only use foods and beverages that meet the system's nutrition standards. Schools shall encourage fundraising activities that promote physical activity. The school system shall make available to students, parents, teachers, and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

Classroom Snacks - Classroom snacks shall feature healthy choices that meet the system's nutrition standards. School personnel shall not withhold student access to snacks as punishment.

Food Brought from Home - Systems shall encourage families to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the system's nutrition standards for foods and beverages. School systems shall develop procedures to ensure that all food brought from home to be shared with other students is safe.

Celebrations - School systems shall limit celebrations that involve food during the school day. Foods and beverages served at school celebrations shall meet the system's nutrition standards. The school system shall disseminate a list of healthy party ideas to parents and teachers, including healthy food and beverage choices and alternative activities (e.g., increased recess time instead of a class party).

# 3 Nutrition Standards for School Foods and Beverages

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## Implementation Guidance for School Meals

### Nutrition Guidelines

U.S. Department of Agriculture (USDA) Requirements: Schools must ensure that reimbursable school meals meet the program requirements and nutrition standards specified by the USDA regulations for school meals (7 CFR Part 210 and Part 220), as well as all state and local requirements. The school nutrition program should ensure that all students have affordable access to the varied and nutritious foods they need to stay healthy and be ready to learn. Schools should strive to increase participation in USDA Child Nutrition Programs (e.g., National School Lunch Program, School Breakfast Program, After-School Snack Program, and Summer Food Service Program).

*USDA School Wellness Policy regulations require that systems provide an assurance that guidelines for school meals are not less restrictive than those set by the U.S. Department of Agriculture.*

School meals must meet USDA nutrient standards, as specified in the federal regulations. The nutrient standards specify the levels of nutrients that school meals must meet, as averaged over a week. More information on the nutrition requirements for school meals can be found in the resources listed below, and in *Nutrition Requirements and Guidelines* and *Menu Planning* under *Resources* at the end of this section.

- *A Menu Planner for Healthy School Meals*, U.S. Department of Agriculture:  
<http://www.fns.usda.gov/tn/Resources/menuplanner.html>
- *Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265)*:  
[http://www.fns.usda.gov/cnd/Governance/Legislation/PL\\_108-265.pdf](http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf)
- *USDA Regulations for the National School Lunch Program*:  
<http://www.fns.usda.gov/cnd/Governance/regulations.htm>
- *USDA Regulations for the School Breakfast Program*:  
<http://www.fns.usda.gov/cnd/Governance/regulations.htm>

### Dietary Guidelines

Menus should support and reinforce the Dietary Guidelines for Americans. The Dietary Guidelines encourage increased consumption of nutrient-dense foods and beverages such as whole grains, vegetables, fruits, and low-fat dairy products while limiting levels of cholesterol, fat, saturated fat, trans fat, sodium, and added sugars. Information on the Dietary Guidelines can be found at [http://www.usda.gov/cnpp/dietary\\_guidelines.html](http://www.usda.gov/cnpp/dietary_guidelines.html).

### 3 Nutrition Standards for School Foods and Beverages

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#### **Fruits and Vegetables**

Schools are encouraged to increase the variety of fruits and vegetables available in school meals. To the extent possible, schools should offer at least two different vegetables and two different fruit options each day and offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to make fruits and vegetables readily available and use merchandising techniques to promote consumption. Useful resources to assist with planning, preparing and promoting fruits and vegetables in school meals are listed below. Additional resources are found in *Fruits and Vegetables* and *Farm to School* under *Resources* at the end of this section.

<sup>TM</sup>*Fruits & Vegetables Galore* (U.S. Department of Agriculture):

[http://www.fns.usda.gov/tn/Resources/fv\\_galore.html](http://www.fns.usda.gov/tn/Resources/fv_galore.html)

<sup>TM</sup>*Promoting Fruits and Vegetables in Schools: Wellness Policy Opportunities* (Produce for Better Health Foundation): <http://www.pbhfoundation.org/pulse/policy/programs/>

#### **Whole-Grain Foods**

The Dietary Guidelines recommend that children consume whole grains often; at least half of the recommended daily servings of grains should be whole grains. A whole-grain food is one labeled as a whole-grain product or with a whole grain as the primary or first ingredient in the product's ingredient label. Whole grains are those grains or foods that are made with the entire grain seed (kernel), including the endosperm, bran, and germ. Whole-grain products (such as whole-wheat bread and brown rice) provide more vitamins, minerals, and fiber than refined enriched products (such as white bread and white rice). Examples of whole-grain products include whole-wheat flour, cracked wheat, brown rice, and oatmeal. Food product labels may also contain the whole-grain health claim: "*Diets rich in whole-grain foods and other plant foods and low in total fat, saturated fat, and cholesterol may help reduce the risk of heart disease and certain cancers.*" Foods that bear the whole-grain health claim must contain 51 percent or more whole grains by weight, and be low in fat.

#### **Low-Fat Dairy**

Low-fat dairy products, including yogurt, milk, and cheese, provide a significant amount of calcium and other needed nutrients while helping to lower students' fat and saturated fat consumption. Whole and 2 percent milk are major sources of saturated fat in children's diets. School-age children generally do not need the added fat calories from whole or 2 percent milk. Schools are encouraged to help students learn preferences for low-fat and nonfat (skim) milk. The resources below can assist schools with promoting low-fat dairy products. <sup>TM</sup>*1% or Less School Kit*, Center for Science in the Public Interest: <http://www.cspinet.org/nutrition/1less.htm>

<sup>TM</sup>*Dairy and School Wellness*, National Dairy Council:

<http://newenglanddairyCouncil.com/health/counseling/pdf/DairyandSchoolWellness1.pdf>

#### **Sharing Nutrition Information**

Schools should make nutrition information available on the nutritional content of meals and other foods and beverages sold to students, families, and school staff members. Nutrition information could be made available on menus, in school newsletters, on a school website, at PTA/PTO meetings, at parent open houses, and on cafeteria menu boards, placards or other point-of-purchase materials.

## 3 Nutrition Standards for School Foods and Beverages

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### Menu Planning

Input from the school community, including students, parents, and school staff members, is important to the menu planning process. The school community is the customer base of the school food service program, so menus should be planned to reflect local preferences. School meals also provide an opportunity to reflect and celebrate ethnic communities through preparation techniques and use of food products.

The Food and Nutrition Information Center maintains a list of ethnic and cultural food resources at <http://www.nal.usda.gov/fnic/etext/000010.html>. These resources can assist school food service programs with planning menus to address the food preferences of the local community. Surveys can assist the school food service program with identifying customer satisfaction and providing ideas for new menu items.

The National Food Service Management Institute has several surveys available at <http://www.nfsmi.org/Information/2005resourcecatalog.htm#SURVEYS>.

Additional information on surveys is found in *Evaluation* under *Resources* in *Section 5 – Measurement and Evaluation*. Students, parents and school staff members can also be involved in taste-testing new food items or recipes. For example, school food service personnel can:

- Work with teachers and students in family and consumer sciences classes to prepare and taste new recipes;
- provide samples of new food items and recipes on the cafeteria serving lines; and
- provide samples of menu items at parent meetings, orientations, and open houses.

Additional resources on menu planning can be found in *Menu Planning* under *Resources* at the end of this section.

### Breakfast Promotion

Breakfast consumption is clearly linked to academic achievement. Children who eat breakfast have higher test scores, work faster, make fewer errors, and are more creative. They also behave better in school, are less likely to have disciplinary problems, are more cooperative, and get along better with classmates. Breakfast eaters are healthier, have improved attendance, and are less likely to visit the school nurse. Children who eat breakfast also have higher consumption of needed nutrients than those who don't.

### 3 Nutrition Standards for School Foods and Beverages

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**Encouraging Breakfast Consumption:** All students should start the day with a healthy breakfast, whether at home or at school. Systems are encouraged to promote breakfast consumption to students and families. *Breakfast : Key to Academic Excellence*, a handout that addresses the relationship of breakfast and learning, can help schools with these efforts.

- *Breakfast: Key to Academic Excellence*, Connecticut State Department of Education and New England Dairy and Food Council, 2002. Two handouts to promote the importance of eating breakfast: B1-Home is for schools without breakfast program and B2-School is for schools with a breakfast program. <http://www.state.ct.us/sde/deps/nutrition/SBP/index.htm>

**School Breakfast Program:** Schools are encouraged to participate in the USDA School Breakfast Program. Information on the requirements for the School Breakfast Program can be obtained at <http://www.fns.usda.gov/cnd/Breakfast/Default.htm> or by contacting the Maryland State Department of Education’s (MSDE) School and Community and Nutrition Programs Branch at 410-767-0199.

Schools should consider methods of nontraditional breakfast service to increase participation, such as breakfast served in the classroom, grab and go breakfast bags distributed to students or a breakfast after first period program. The resources listed below can help schools increase breakfast participation through alternate serving methods.

- *Discover School Breakfast Toolkit*, U.S. Department of Agriculture: <http://www.fns.usda.gov/cnd/breakfast/toolkit/Default.htm>
- *Expanding Breakfast*, New England Dairy and Food Council: <http://www.newenglanddairyCouncil.org/foodservice/expanding-breakfast.html>
- *Expanding Breakfast Fact Sheets*, National Dairy Council: <http://www.nutritionexplorations.org/sfs/expanding-masters.asp>
- *Expanding Breakfast Manual and Video Kit, Second Edition*, School Nutrition Association: <http://www.schoolnutrition.org/Index.aspx?id=1092>
- *Breakfast for Learning*, Food Research and Action Center <http://www.frac.org/pdf/breakfastforlearning.PDF>

Additional resources to help schools implement a School Breakfast Program and promote student breakfast consumption are found in *Breakfast* under *Resources* at the end of this section.

#### Special Dietary Needs

For schools participating in USDA Child Nutrition Programs, USDA regulations require meal substitutions or modifications in meals for children who are considered disabled under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA) and whose disabilities restrict their diet, when the need is certified by a licensed physician. Meal substitutions or modifications are also required when a physician determines that a child’s severe medical condition is life threatening and requires specific dietary modification. In such a case the child’s condition would meet the definition of “disability” and any required substitutions or modifications must be made if prescribed by a licensed physician. School food service programs may (but are not required to) make food substitutions for children who are not disabled but who are medically certified as having a special medical or dietary need.

### 3 Nutrition Standards for School Foods and Beverages

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These substitutions may be made on a case-by-case basis and must be documented by a statement signed by a recognized medical authority, including physicians, physician assistants, doctors of osteopathy, and advanced practice registered nurses (APRN). The school nurse and food service personnel should communicate closely to implement meal plans for children with special dietary needs. Specific procedures for handling meal accommodations for children with food allergies and other special dietary needs can be obtained by contacting the MSDE's School and Community Nutrition Programs Branch at 410-767-0199. Information regarding the USDA's requirements can be found in *Accommodating Children with Special Dietary Needs in the School Nutrition Programs: Guidance for School Food Service Staff* at [http://www.fns.usda.gov/cnd/Guidance/special\\_dietary\\_needs.pdf](http://www.fns.usda.gov/cnd/Guidance/special_dietary_needs.pdf).

For more information, see *Special Diets* under *Resources* at the end of this section.

#### Foods Brought into School

##### Food or Beverage Contracts

The school system should evaluate all agreements with food or vending companies to sell foods or beverages in schools for compliance with the system's nutrition standards. Foods and beverages sold at school must meet the school system's nutrition standards. School systems may choose to develop their own nutrition standards or may follow MSDE's recommendations, as outlined in the *Management and Operations Memorandum Series, Memorandum No. 12 (MOM 12)*.

##### Cafeteria À La Carte Sales, Vending and School Stores

*USDA School Wellness Policy regulations require that systems include nutrition guidelines for all foods available on the school campus during the school day, with the objectives of promoting student health and reducing childhood obesity.* Foods and beverages sold at school in the cafeteria, vending machines, and school stores must meet the system's nutrition standards. School systems may choose to develop their own nutrition standards or may follow MSDE's recommendations, as outlined in MOM 12.

##### School-Sponsored Events

Foods and beverages sold or served at school-sponsored events during the school day must meet the school system's nutrition standards. School systems may choose to develop their own nutrition standards or may follow MSDE's recommendations, as outlined in MOM 12.

##### Fundraising

Foods and beverages sold as fundraisers must meet the system's nutrition standards. School systems may choose to develop their own nutrition standards or may follow MSDE's recommendations, as outlined in MOM 12.

The chart on the next page provides ideas for healthy fundraising activities. Connecticut State Department of Education handout, *Healthy Fundraising*, provides schools with specific ideas on healthy fundraising alternatives. (<http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>).

For additional resources, see *Healthy Fundraisers and School Stores* under *Resources* at the end of this section.

# 3 Nutrition Standards for School Foods and Beverages

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## Nutrition Standards for School Foods and Beverages

### Ideas for Healthy Fundraising Alternatives

#### Items You Can Sell

- Activity theme bags
- Air fresheners
- Bath accessories
- Balloon bouquets
- Batteries
- Books, calendars
- Brick/stone/tile memorials
- Bumper stickers and decals
- Buttons, pins
- Candles
- Christmas ornaments
- Christmas trees
- Coffee cups, mugs
- Cookbooks
- Crafts
- Coupon books
- Customized stickers
- Emergency kits for cars
- First aid kits
- Flowers and bulbs
- Foot warmers
- Football seats
- Garage sale
- Giant coloring books
- Gift baskets
- Gift certificates
- Gift items
- Gift wrap, boxes and bags
- Greeting cards
- Hats
- Holiday wreaths
- House decorations
- Hugging booth
- Jewelry
- Kissing on the cheek booth
- License plates or holders with school logo
- Lunch box auctions
- Magazine subscriptions
- Megaphones
- Mistletoe
- Monograms
- Music, videos, CDs
- Newspaper space, ads
- Pet treats/toys/accessories

#### Items You Can Sell, Continued

- Plants
- Pocket calendars
- Prepaid phone cards
- Raffle donations
- Rent a special parking space
- Scarves
- School art drawings
- School Frisbees
- School spirit gear
- Scratch-off cards
- Sell/rent wishes
- Souvenir cups
- Spirit/seasonal flags
- Stadium pillows
- Stationery
- Student directories
- Stuffed animals
- Temporary/henna tattoos
- T-shirts, sweatshirts
- Tupperware
- Valentine flowers
- Yearbook covers
- Yearbook graffiti

#### Healthy Foods

- Frozen bananas
- Fruit and nut baskets
- Fruit and yogurt parfaits
- Fruit smoothies
- Lunch box auctions
- Trail mix

#### Sell Custom Merchandise

- Bumper stickers and decals
- Calendars
- Cookbook made by school
- Logo air fresheners
- Scratch-off cards
- T-shirts/sweatshirts

#### Items Supporting Academics

- Read-A-Thon
- Science Fair
- Spelling Bee

#### Things You Can Do

- Auction (teacher does something for kids)
- Bike-a-thons
- Bowling night/bowl-a-thon
- Car wash (presell tickets as gifts)
- Carnivals (Halloween, Easter)
- Dances (kids, father/daughter, Sadie Hawkins)
- Family/glamour portraits
- Festivals
- Fun runs
- Gift wrapping
- Golf tournament
- Jump-rope-a-thons
- Magic show
- Raffle (movie passes, theme bags)
- Raffle (teachers do a silly activity)
- Read-a-thons
- Rent-a-teen helper (rake leaves, water gardens, mow lawns, wash dog)
- Recycling cans/bottles/paper
- Science fairs
- Singing telegrams
- Skate night/skate-a-thon
- Spelling bee
- Talent shows
- Tennis/horseshoe competition
- Treasure hunt/scavenger hunt
- Walk-a-thons
- Workshops/classes

Adapted with permission from Creative Financing and Fundraising. Shasta County Public Health, California Project Lean, Revised 2004.

<http://www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundrais>

## 3 Nutrition Standards for School Foods and Beverages

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### Classroom Snacks

Foods and beverages available at school must meet the school system's nutrition standards. Snacks served during the school day can make a positive contribution to children's diets and health if they emphasize fruits, vegetables, whole grains, and low-fat dairy. Schools should assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages, and other considerations. Younger children need snacks at times that allow them to come to their regular meals hungry but not starving. Their stomachs are small and their energy needs are high. Generally, most children need to eat within 3 to 4 hours of their last meal. With a long time span between breakfast and lunch (or lunch and the end of the school day), children may not be able to focus on learning without a healthy snack. Children do not have adults' ability to compensate for hunger. With a significant time span between meals, children can experience hunger symptoms (such as fatigue, irritability, inability to concentrate, weakness, and stomach pains) that can interfere with learning.

### After-School Snack Program

Schools are encouraged to participate in After-School Snack Programs. Schools that participate in the Snack Program must provide snacks that meet USDA requirements. Information on eligibility and implementation requirements for the can be obtained at <http://www.fns.usda.gov/cnd/Afterschool/default.htm> or by contacting MSDE's School and Community Nutrition Programs Branch at 410-767-0199.

For additional resources, see *Healthy Snacks* under *Resources* at the end of this section.

### Foods Brought from Home

#### Nutrition Guidance

School systems should provide families with information that encourages them to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the system's nutrition standards for foods and beverages.

#### Food Safety

School systems may want to consider prohibiting the service of foods from home when food will be shared with other students at school celebrations and other functions, and only allowing commercially prepared foods. When parents send in homemade food, it is difficult to ensure that the food is safe from bacterial contamination. To protect food safety, all food to be shared with other students should be commercially prepared, prepackaged, unopened and, when possible, individually wrapped. It is also difficult to ensure that foods sent from home are safe for children with food allergies. Schools can protect food-allergic children by providing nonfood celebrations or, if food is served, obtaining it from a known source such as the school food service program.

#### Celebrations

Foods and beverages served at school celebrations and parties must meet the system's nutrition standards. School systems may consider determining an appropriate frequency for celebrations that involve food, e.g., limiting celebrations to no more than one party per class per month so that all birthdays are celebrated on one day each month instead of having multiple celebrations every week. School systems may choose to develop their own nutrition standards or may follow MSDE's recommendations, as outlined in MOM 12.

### 3 Nutrition Standards for School Foods and Beverages

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Providing healthy classroom celebrations demonstrates a school’s commitment to promoting healthy behaviors. It supports the classroom health lessons students are learning about, instead of contradicting them, and gives students an opportunity to practice healthy behaviors. Schools can help promote a positive learning environment by providing healthy celebrations that shift the focus from the food to the child. When food is served, make it count with healthy choices. Teachers and parents can even incorporate a fun nutrition lesson by involving children in the planning and preparation of healthy snacks.

#### **Ideas for Activities**

- Plan special party games and activities. Ask parents to provide game supplies, pencils, erasers, stickers, and other small school supplies instead of food.
- Create a healthy party idea book. Ask school staff members and parents to send in healthy recipes and ideas for activities, games, and crafts. Compile these ideas into a book that staff members and parents can use.
- Plan a special craft that children can create. Ask parents to provide craft supplies instead of food.
- Give children extra recess time instead of a class party. For birthdays, let the birthday child choose and lead an active game for everyone.
- Instead of food, ask parents to purchase a book for the classroom or school library in the birthday child’s name. Read it to the class or invite the child’s parents to come in and read it to the class.
- Instead of a party, organize a special community service project, e.g., invite senior citizens in for lunch to make “curechiefs” for chemotherapy patients and blankets for rescue dogs. Involve parents in planning the project and providing needed materials.
- Create a “Celebrate Me” book. Have classmates write stories or poems and draw pictures to describe what is special about the birthday child.
- Provide special time with the principal or another adult, such as taking a walk around the school at recess.
- Create a special birthday package. The birthday child wears a sash and crown, sits in a special chair, and visits the principal’s office for a special birthday surprise (pencil, sticker, birthday card, etc.).
- The birthday child is the teacher’s assistant for the day, and gets to do special tasks like make deliveries to the office, lead the line, start an activity, and choose a game or story.

### 3 Nutrition Standards for School Foods and Beverages

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#### Ideas for Healthy Foods

*Note: Foods served at school celebrations must meet the school system's nutrition standards. Check for food allergies before serving any foods or beverages.*

- Low-fat or nonfat plain or flavored milk, 100 percent juice, water, flavored/sparkling water (without added sugars or sweeteners), sparkling punch (seltzer and 100 percent fruit juice).
- Fruit smoothies (blend berries, bananas and pineapple).
- Fresh fruit assortment, fruit and cheese kabobs, fruit salad, fruit with low-fat whipped topping.
- Dried fruit (raisins, cranberries, apricots, banana chips), 100 percent fruit snacks.
- Vegetable trays with low-fat dip.
- Celery and carrots with peanut butter and raisins.
- Whole-grain crackers with cheese cubes, string cheese, or hummus.
- Waffles or pancakes topped with fruit.
- Pretzels, low-fat popcorn, rice cakes, bread sticks.
- Graham crackers, animal crackers.
- Angel food cake, plain, or topped with fruit.
- Bagel slices with peanut butter or jam, whole-wheat English muffin, hot pretzels. Fruit or grain muffin (low-fat).
- Pizza with low-fat toppings (vegetables, lean ham, Canadian bacon), pizza dippers with marinara sauce.
- Ham, cheese or turkey sandwiches or wraps (with low-fat condiments).
- Low-fat pudding, low-fat yogurt, squeezable yogurt, yogurt smoothies, yogurt parfaits or banana splits (yogurt and fruit topped with cereal, granola, or crushed graham crackers). Quesadillas or bean burrito with salsa.
- Low-fat breakfast or granola bars.
- Low-fat tortilla chips with salsa or bean dip.
- Trail/cereal mix (whole-grain, low-sugar cereals mixed with dried fruit, pretzels, etc.). Nuts and seeds.

### 3 Nutrition Standards for School Foods and Beverages

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The Connecticut State Department of Education's handout, *Healthy Celebrations*, provides schools with specific ideas for activities and healthy foods at school celebrations (<http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>). For additional resources, see *Celebrations* under *Resources* at the end of this section.

#### Nutrition Standards for Foods and Beverages at School

In February 2005, an important revision was made to the Maryland State Board of Education policy regarding the sale of competitive foods and foods of minimal nutritional value in schools. At its February 22, 2005, meeting, the State Board adopted a new policy, *Management and Operations Memorandum No. 12* (MOM 12).

The new MOM 12 contains three key provisions:

1. School systems are strongly encouraged to extend the existing prohibition against the sale of foods of minimal nutritional value (FMNV) to the end of the standard school day. The existing prohibition restricts the sale of FMNV from 12:01 a.m. until the end of the last lunch period.
2. Each school system is required to establish a nutrition policy by January 31, 2006, for implementation no later than the start of the 2006-07 school year. This policy will be a critical component of the wellness policy mandated by the federal government in the Child Nutrition and WIC Reauthorization Act of 2004.
3. Reimbursable meals in all school must meet nutrition standards established by the United States Department of Agriculture (USDA). Local school systems are asked to give serious consideration to the nutrition guidelines detailed in MOM 12 as they create their system's local nutrition policy.

Maryland's recommended nutrition standards focus on decreasing fat and sugar, increasing nutrient density, and moderating portion sizes for snack foods and beverages in schools.

The new policy has broad support. Local school superintendents voted unanimously to approve it, and the Maryland Association of Boards of Education, the Secondary School Principals Association, and the Maryland Association of Student Councils also have voiced their support for this policy.

The new MOM 12 addresses growing national and local concerns about childhood obesity and provides guidance that schools can use to develop a sound policy that promotes good nutrition habits that last a lifetime. A summary of the standards is found on the next two pages. To obtain a copy of the full standards, contact the Maryland State Department of Education's School and Community Nutrition Programs Branch at 410-767-0199.

### 3 Nutrition Standards for School Foods and Beverages

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#### **Summary: Management and Operations Memorandum No. 12 (MOM 12)**

The Maryland State Department of Education encourages School Food Authorities to take the following guidelines into consideration when developing nutrition policies.

#### **Foods**

Main course food items offered in elementary, middle, and high schools as an alternative to the reimbursable meal should be offered in reasonable portion sizes that are consistent with guidance provided by the USDA for Child Nutrition Programs and that take into consideration the percentage of total calories from both fat and saturated fat. This guidance applies to foods typically sold à la carte, including items such as deluxe pizzas, salads, sandwiches, and yogurt.

In elementary and middle schools, all other food sold, including packaged snacks, should be offered only in single-serving portions. The unit sold, regardless of the number of portions in the package, should contain:

- No more than 9 grams of total fat, excluding packaged nuts and seeds;
- no more than 2 grams of saturated fat; and
- no more than 15 grams of sugar, excluding dried fruit with no added sugar.

#### **Beverages**

The sale of beverages in all schools during the standard school day is limited to the following:

- Water;
  - non-carbonated, flavored water with fewer than 20 calories per serving;
  - unflavored milk or soy milk;
  - flavored milk or soy milk (no more than 30 grams of total sugar per 8 ounce serving);
  - 100 percent fruit/vegetable juice, not to exceed 12 ounces.
  - fruit/vegetable juice beverages with at least 10 percent fruit/vegetable juice and 100 percent vitamin C, not to exceed 12 ounces; and
  - isotonic beverages, not to exceed 16 ounces.
4. In high schools, School Food Authorities' (SFAs) nutrition and wellness policies should reflect the importance of the fat and sugar content of foods and beverages; appropriate portion sizes; student healthy decision-making on food and beverage choice; the role of nutrition education in the school curriculum, including education about abnormal eating behaviors and the importance of physical activity; and developing and promoting opportunities for physical activity before, during and after the school day. School Food Authorities are encouraged to consider the elementary and middle school guidelines for fat and sugar content when developing their high school nutrition and wellness policies.

### **3 Nutrition Standards for School Foods and Beverages**

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5. SFAs are encouraged to form a nutrition integrity team or use an existing local school health council (COMAR 13A.05.05.13), school health advisory board, or a similarly constituted body that includes representatives from school administration, school health, education, physical education, and school food and nutrition services. This team will support the practice of healthy eating, nutrition education, and physical activity in the school environment.
6. SFAs may implement policies that go beyond the federal and State policies contained in this memorandum.

### 3 Nutrition Standards for School Foods and Beverages

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#### References

*Action Guide for School Nutrition and Physical Activity Policies*. Connecticut State Department of Education. <http://www.state.ct.us/sde/deps/student/nutritioned/index.htm>

*A Food Labeling Guide – Appendix C*, U.S. Food and Drug Administration, Center for Food Safety and Applied Nutrition, Revised November 2000: <http://www.cfsan.fda.gov/~dms/flg-6c.html>

*Benefits of School Meal Participation*, Action for Healthy Kids, 2002:  
[http://www.actionforhealthykids.org/filelib/facts\\_and\\_findings/fs\\_meal.pdf](http://www.actionforhealthykids.org/filelib/facts_and_findings/fs_meal.pdf)

*Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265)*:  
[http://www.fns.usda.gov/cnd/Governance/Legislation/PL\\_108-265.pdf](http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf)

*Children’s Diets in the Mid-1990s: Dietary Intake and Its Relationship with School Meal Participation*, U.S. Department of Agriculture, 2001:  
<http://www.fns.usda.gov/oane/MENU/Published/CNP/FILES/ChilDiet.pdf>

*Creative Financing and Fundraising*, California Project Lean, California Department of Health Services, Revised 2004:  
<http://www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf>

*Dietary Guidelines for Americans 2005*, U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2005: [http://www.usda.gov/cnpp/dietary\\_guidelines.html](http://www.usda.gov/cnpp/dietary_guidelines.html)

*Dispensing Junk: How School Vending Undermines Efforts to Feed Children Well*, Center for Science in the Public Interest, May 2005: [http://cspinet.org/dispensing\\_junk.pdf](http://cspinet.org/dispensing_junk.pdf)

*Eating Breakfast Greatly Improves Schoolchildren’s Diet Quality*, U.S. Department of Agriculture, December 1999: <http://www.usda.gov/cnpp/insights.html>

*Model Local Wellness Policies on Physical Activity and Nutrition*, National Alliance for Nutrition and Activity, March 2005: <http://www.schoolwellnesspolicies.org/>

*Nutrition Services: An Essential Component of Comprehensive Health Programs*, Journal of the American Dietetic Association, 2003;103:505-514: [http://www.eatright.org/cps/rde/xchg/SID-5303FFEAC77103C5/ada/hs.xml/advocacy\\_1729\\_ENU\\_HTML.htm](http://www.eatright.org/cps/rde/xchg/SID-5303FFEAC77103C5/ada/hs.xml/advocacy_1729_ENU_HTML.htm)

*School Breakfast Programs: Energizing the Classroom*, Minnesota Department of Children, Families and Learning, March 1998: <http://cfl.state.mn.us/energize.pdf>

*USDA Regulations for the National School Lunch Program, 7CFR Part 210*:  
<http://www.fns.usda.gov/cnd/Governance/regulations.htm>

*Wellness Policy Toolkit*, Wyoming Action for Healthy Kids, 2005:  
[http://www.actionforhealthykids.org/filelib/toolsforteam/recom/WY\\_WY-Wellness%20Policy%20Toolkit.pdf](http://www.actionforhealthykids.org/filelib/toolsforteam/recom/WY_WY-Wellness%20Policy%20Toolkit.pdf)

# 3 Nutrition Standards for School Foods and Beverages

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## Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each policy component section of this *Toolkit*.

### Nutrition Requirements and Guidelines

*Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265):*  
[http://www.fns.usda.gov/cnd/Governance/Legislation/PL\\_108-265.pdf](http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf)

*Dietary Guidelines for Americans 2005*, U.S. Department of Agriculture and U.S. Department of Health and Human Services, 2005: [http://www.usda.gov/cnpp/dietary\\_guidelines.html](http://www.usda.gov/cnpp/dietary_guidelines.html)

*Foods of Minimal Nutritional Value (Appendix B of 7 CFR Part 210 National School Lunch Program Regulations)*, U.S. Department of Agriculture, January 16, 2001:  
<http://www.fns.usda.gov/cnd/menu/fmnv.htm>

*Healthier US School Challenge*. Standards established by USDA to recognize schools that take specific steps to improve their school nutrition environment and address obesity.  
<http://www.fns.usda.gov/tn/HealthierUS/index.html>

*MyPyramid*: <http://www.mypyramid.gov/>

*Maryland State Department of Education Child Nutrition Programs*:  
[http://www.marylandpublicschools.org/MSDE/programs/schoolnutrition/docs/nuted\\_resources\\_list](http://www.marylandpublicschools.org/MSDE/programs/schoolnutrition/docs/nuted_resources_list)

*USDA Food and Nutrition Service*: <http://www.fns.usda.gov/fns/default.htm>

*USDA Regulations for the National School Lunch Program, 7CFR Part 210*:  
<http://www.fns.usda.gov/cnd/Governance/regulations.htm>

### Menu Planning

*A Menu Planner for Healthy School Meals*, U.S. Department of Agriculture, 1998. Designed to educate school food service staffs on the link between nutrition and health. This nutrition resource includes chapters on meeting dietary guidelines and nutrition goals, food-based menu planning, and nutrient standards, nutrient analysis, and basic principles and processes of menu planning. Also includes information about how to promote the school meals programs.  
<http://www.fns.usda.gov/tn/Resources/menuplanner.html>

### 3 Nutrition Standards for School Foods and Beverages

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*A Tool Kit for Healthy School Meals*, U.S. Department of Agriculture, 1995. Includes 53 recipes that meet the Dietary Guidelines, a promotion guide, and a training manual with instructions on preparing, modifying and standardizing recipes. Each recipe includes a nutrient analysis. Some portions available at: <http://www.nalusda.gov:8001/Training/train.html>

*Celebrating Diversity: Approaching Families Through Their Food*, National Center for Education in Maternal and Child Health, 1994: <http://www.ask.hrsa.gov/detail.cfm?id=MCHJ024>

*Dairy and School Wellness*, National Dairy Council, 2005:  
<http://newenglanddairyCouncil.com/health/counseling/pdf/DairyandSchoolWellness1.pdf>

*Ethnic and Cultural Resources*, Food and Nutrition Information Center. List of websites and resources. <http://www.nal.usda.gov/fnic/etext/000010.html>

*Food Buying Guide for Child Nutrition Programs*, U.S. Department of Agriculture, 2002. Resource to determine the amount of food to purchase and the contribution each food makes toward the meal pattern requirements. Includes information on recipe analysis, child nutrition labeling, and food purchasing. Also includes a resource section of useful web pages and information on food service, food preparation, food safety, and menu planning publications.  
<http://www.fns.usda.gov/tn/Resources/foodbuyingguide.html>

*Healthy School Meals Resource System*, U.S. Department of Agriculture. Resources and information for people working in USDA Child Nutrition Programs. <http://schoolmeals.nal.usda.gov>

*Keys to Excellence in School Food and Nutrition Programs*. A free online tool that offers an easy-to-use management and evaluation program that helps food-service directors assess their school nutrition programs. The Keys automatically tabulate results from 60 assessment criteria and provide ideas to help promote excellence in food service throughout the school community.  
<http://www.asfsa.org/keys/>

*Meal Planning and Preparation Service Resource List*, Food and Nutrition Information Center, May 2003: <http://www.nal.usda.gov/fnic/service/foodmp1.htm>

*Mealtalk*, U.S. Department of Agriculture. An e-mail discussion group intended as a communication tool to link the professionals who are operating the Child Nutrition Programs, such as the National School Lunch Program and the Child and Adult Care Food Program, so that they can share resources, information and innovative solutions to common day-to-day problems.  
<http://schoolmeals.nal.usda.gov/Discussion/index.html>

*Nutrient Analysis Protocols: How to Analyze Menus for USDA's School Meals Programs*, U.S. Department of Agriculture, 2005. Establishes procedures for conducting an accurate nutrient analysis. Developed for school food authorities conducting their own nutrient analysis and for state agencies conducting SMI reviews. <http://www.fns.usda.gov/tn/Resources/nutrientanalysis.html>

*School Nutrition Association Recipe Database*: <http://docs.schoolnutrition.org/recipes/>

### 3 Nutrition Standards for School Foods and Beverages

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*Surveys for Child Nutrition Programs*, National Food Service Management Institute. Several surveys to assess student, parent and school staff member satisfaction with school food-service programs.

<http://www.nfsmi.org/Information/2005resourcecatalog.htm#SURVEYS>

*USDA Recipes for Child Nutrition Programs*, U.S. Department of Agriculture. Recipes from the 1988 *Quantity Recipes for School Food Service* and the 1995 *Tool Kit for Healthy School Meals*, updated to reflect the changes made in the 2002 edition of the *Food Buying Guide for Child Nutrition Programs*. [http://teammnutrition.usda.gov/Resources/usda\\_recipes.html](http://teammnutrition.usda.gov/Resources/usda_recipes.html)

*USDA's School Lunch Challenge Recipes*. Collection of recipes developed by chefs and school food-service staff members working together as teams in the contests.

<http://schoolmeals.nal.usda.gov/Chef/recipechallenges.html>

*1% or Less School Kit*, Center for Science in the Public Interest. Provides resources for school food-service personnel, teachers, and health educators to motivate schoolchildren and their families to choose 1 percent or fat-free milk. <http://cspinet.org/nutrition/schoolkit.html> ordering information:

<http://www.cspinet.org/nutrition/1less.htm>

#### Fruits and Vegetables

*Dole 5 A Day*. Lots of fruit and vegetable fun (lesson plans, games, activities) from Dole Company.

<http://www.dole5aday.com/>

*Eat Your Colors Every Day: Salad Bar and Salad Options Pilot Project*, Produce for Better Health Foundation. A healthy eating program for elementary, middle, and high schools designed to increase student consumption of fresh fruits and vegetables by implementing, enhancing, and expanding salad bars, salad options, and a variety of other fruit and vegetable options and activities.

<http://www.5aday.com/html/industry/floridasalad.php>

*Fruit and Vegetable Snack Program Resource Center*, United Fresh Fruit and Vegetable Association. Information and resources on USDA's Fruit and Vegetable Snack Program and how adding fresh fruit and vegetable snacks during the school day can transform schools into models of healthy behavior and improve learning environments. <http://www.uffva.org/fvpilotprogram.htm>

*Fruits & Vegetables Galore*, U.S. Department of Agriculture, 2004. A tool for school food-service professionals packed with tips on planning, purchasing, protecting, preparing, presenting, and promoting fruits and vegetables. Includes ideas for dressing up the serving line to draw attention to fruits and vegetables to encourage children to make these selections, and coordinating nutrition education with teachers. [http://www.fns.usda.gov/tn/Resources/fv\\_galore.html](http://www.fns.usda.gov/tn/Resources/fv_galore.html)

*National Cancer Institute's 5 A Day*. Includes resources, recipes and information on 5 A Day.

<http://www.dccps.nci.nih.gov/5aday/>

*Produce for Better Health Foundation*: <http://www.pbhfoundation.org/>

### 3 Nutrition Standards for School Foods and Beverages

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*Promoting Fruits and Vegetables in Schools: Wellness Policy Opportunities*, Produce for Better Health Foundation, December 2005. This document was developed to help school system personnel increase opportunities for students to eat more fruits and vegetables, as part of the Child Nutrition Reauthorization Wellness Policy requirement. It includes policies and strategies to help promote fruits and vegetables throughout the school day and campus.

<http://www.pbhfoundation.org/pulse/policy/programs/>

*There's a Rainbow on My Plate*, Produce for Better Health Foundation. 5 A Day Nutrition Education Program for kindergarten through Grade 6.

[http://www.5aday.com/html/educators/educators\\_home.php](http://www.5aday.com/html/educators/educators_home.php)

*Wellness Policy Opportunities*, Produce for Better Health Foundation. Information and materials on 5 a Day for kids, teachers and consumers. <http://www.5aday.com/>

*5 A Day and Foodservice*: <http://www.5aday.org/html/industry/foodservice.php>

*5 A Day and School-Age Children: Trends, Effects, Solutions*, North Carolina School Action Committee, 2003. Kit provides a planned approach to address the issue of fruit and vegetable consumption in schools, with strategies and resources to help improve the school nutrition environment. Includes position paper, PowerPoint presentation, and supporting resources.

<http://schoolmeals.nal.usda.gov/Training/NC5aday/index.html>

*5 A Day Recipe Database*, Centers for Disease Control and Prevention. Searchable database of recipes that meet the 5 A Day requirements.

<http://www.cdc.gov/nccdphp/dnpa/5aday/recipes/index.htm>

*5 A Day Recipe Tips* : [http://www.5aday.org/html/recipes/recipe\\_tips.php](http://www.5aday.org/html/recipes/recipe_tips.php)

*5 A Day the Color Way School Foodservice Promotion Book*, Produce for Better Health Foundation:

<http://www.5aday.com/pdfs/industry/promotion.pdf>

*Center for Ecoliteracy*. Rethinking School Lunch (RSL) program uses a systems approach to address the crisis in childhood obesity, provide nutrition education, and teach ecological knowledge. RSL guide provides a planning framework that contains tools and creative solutions to the challenges of improving school lunch programs, academic performance, ecological knowledge and the well-being of our children. <http://www.ecoliteracy.org/programs/rsl.html>

*Hartford Food System, Project Farm Fresh Start*. Program to increase the purchase of locally grown produce by the Hartford school system's food service and to encourage young people to make high-quality, nutritious food a regular part of their diet.

[http://www.hartfordfood.org/programs/project\\_farm.html](http://www.hartfordfood.org/programs/project_farm.html)

*Kids Gardening*: <http://www.kidsgardening.com/>

*National Farm to School*. Farm to School programs connect schools with local farms with the objectives of serving healthy meals in school cafeterias, improving student nutrition, providing health and nutrition education opportunities, and supporting local small farmers.

<http://www.farmtoschool.org/index.htm>

### 3 Nutrition Standards for School Foods and Beverages

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*Small Farms/School Meal Initiative: A Step-By Step Guide on How to Bring Small Farms and Local Schools Together*, U.S. Department of Agriculture, 2000:

<http://www.fns.usda.gov/cnd/lunch/Downloadable/small.pdf>

#### Breakfast Promotion

*Breakfast – Key to Academic Excellence*, Connecticut State Department of Education and New England Dairy and Food Council, 2002. Two handouts to promote the importance of eating breakfast: B1-Home is for schools without a breakfast program and B2-School is for schools with a breakfast program. <http://www.state.ct.us/sde/deps/nutrition/SBP/index.htm>

*Child Nutrition Fact Sheet: School Breakfast Program*, Food Research & Action Center, 2004:

<http://www.frac.org/pdf/cnsbp.PDF>

*Discover School Breakfast Toolkit*, U.S. Department of Agriculture, 2004. Designed to help increase access to the School Breakfast Program, determine the type of meal service most suited to school needs, and develop a marketing plan to capture and keep customers.

<http://www.fns.usda.gov/cnd/breakfast/toolkit/Default.htm>

*Expanding Breakfast*, New England Dairy and Food Council:

<http://www.newenglanddairyandfoodcouncil.org/foodservice/expanding-breakfast.html>

*Expanding Breakfast Fact Sheets*, National Dairy Council. Includes “Everyone Wins with an Expanding Breakfast Program;” “A Proven Way to Improve Student Learning, Achievement and Health;” “Introducing a Great Way to Give Your Children a Nutritious Start Every Day;” and “Breakfast at School – How Cool is That?”

<http://www.nutritionexplorations.org/sfs/expanding-masters.asp>

*Expanding Breakfast Manual and Video Kit – Second Edition*, School Nutrition Association.

Designed to help schools start an alternative breakfast service. This self-study manual addresses the common questions and logistics of implementing a breakfast program and provides guidance to make necessary financial evaluations. The notebook is divided into three basic sections: budgeting issues, breakfast service methods, and the development of an actual operations plan. A companion video is included. <http://www.schoolnutrition.org/Index.aspx?id=1092>

*School Breakfast for First Class Learning*, Midwest 5 Start Child Nutrition Task Force, 1999.

Includes 10 lessons in three categories to help promote and operate a School Breakfast Program: Value of Breakfast; How to Implement a School Breakfast Program; and Enhancing School Breakfast Programs. Each lesson has content overview, objectives, target audience, estimate of time needed, materials list and script. Several lessons have handouts which can be copied and distributed or made into transparencies. Includes PowerPoint presentation to educate decision makers on the importance of breakfast. <http://schoolmeals.nal.usda.gov/Training/5startoolkit/firstclass.html>

*School Breakfast Program*, U.S. Department of Agriculture:

<http://www.fns.usda.gov/cnd/Breakfast/Default.htm>

### 3 Nutrition Standards for School Foods and Beverages

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*School Breakfast Program Menu Planning*, U.S. Department of Agriculture:  
<http://www.fns.usda.gov/cnd/Breakfast/Menu/sbp-menu-planning.htm>

*USDA Regulations for the School Breakfast Program*:  
<http://www.fns.usda.gov/cnd/Governance/regulations.htm>

#### Special Diets

*Accommodating Children with Special Dietary Needs in the School Nutrition Programs*, U.S. Department of Agriculture, 2001: [http://www.fns.usda.gov/cnd/Guidance/special\\_dietary\\_needs.pdf](http://www.fns.usda.gov/cnd/Guidance/special_dietary_needs.pdf) or [http://www.fns.usda.gov/cnd/Guidance/accommodating\\_children.doc](http://www.fns.usda.gov/cnd/Guidance/accommodating_children.doc)

*Feeding Children with Special Needs: An Annotated Bibliography*, National Food Service Management Institute, December 2001: <http://www.nfsmi.org/Information/bib/spneedsbib.htm>

*Guidelines for Managing Life-Threatening Food Allergies in Connecticut Schools*, Connecticut State Department of Education, 2006: <http://www.state.ct.us/sde/deps/Student/Health/Index.htm>

*Managing Nutrition Services for Children with Special Needs*, National Food Service Management Institute, 1994: <http://www.nfsmi.org/Information/Newsletters/insight1.html>

*Resources on Food Allergies, Special Diets and Special Needs in Schools*:  
<http://schoolmeals.nal.usda.gov/Resource/specialdiets.html>

#### Healthy Fundraisers and School Stores

*All It Takes is Nutritious SEN\$E: Students Encouraging Nutritious Snacks Everyday!* Some Montana schools have found out that students will choose healthful items if they are readily accessible and affordable at student stores. This toolkit guides schools through key concepts and considerations necessary to make these positive changes. In the end, the school store will not only continue to be profitable, it will contribute to student health and well-being in the school.

<http://www.opi.state.mt.us/schoolfood/nutritiousense.htm>

*Beyond the Bake Sale*, National Public Radio, 2002. Series on how public schools are turning to private money, the benefits, and the consequences.

<http://www.npr.org/programs/morning/features/2002/oct/schools/index.html>

*Concessions*, North Carolina School Nutrition Action Council, 2005. Two-page summary of standards for healthy foods and beverages at concessions.

<http://www.nutritionnc.com/TeamNutrition/indextn.htm>

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*Constructive Classroom Rewards*, Center for Science in the Public Interest, 2004. Ideas for rewards that don't undermine children's health.

[http://www.cspinet.org/nutritionpolicy/policy\\_options.html#ImproveSchoolFoods](http://www.cspinet.org/nutritionpolicy/policy_options.html#ImproveSchoolFoods)

(Scroll down to bullet under "Rewards in the Classroom" in section entitled "Improve School Foods.")

*Creative Financing and Fundraising*, California Project Lean, Revised 2004. Ideas for healthy fundraising.

<http://www.co.shasta.ca.us/Departments/PublicHealth/CommunityHealth/projlean/fundraiser1.pdf>

*Fundraising*, North Carolina School Nutrition Action Council, 2005:

<http://www.nutritionnc.com/TeamNutrition/indexn.htm>

*Guide to Healthy School Stores*, Alabama Department of Public Health Nutrition & Physical Activity Unit, 2004: <http://actionforhealthykids.org/filelib/toolsforteam/recom/N&PA%2035%20-%20school%20store.pdf>

*Healthy Foods and Healthy Finances: How Schools Are Making Nutrition Changes That Make Financial Sense*, Action for Healthy Kids, 2003:

[http://www.actionforhealthykids.org/newsroom\\_facts.php](http://www.actionforhealthykids.org/newsroom_facts.php)

*Healthy Fundraising/Health Related Fundraising*. Commercial site with links to businesses that sell healthy products. <http://www.fundraiser-finder.com/fundraising-cat/healthy.php>

*Healthy Fundraising: Promoting a Healthy School Environment*, Connecticut State Department of Education, 2005: <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>

*Healthy Fundraising & Vending Options*, Produce for Better Health Foundation:

<http://www.5aday.com/html/educators/options.php>

*Non-Food Ways to Raise Funds and Reward a Job Well Done*, Texas Department of Agriculture, 2004: [http://www.squaremeals.org/vgn/tda/files/2348/3614\\_1034\\_NonFoodRewards.pdf](http://www.squaremeals.org/vgn/tda/files/2348/3614_1034_NonFoodRewards.pdf)

*School Fund Raiser Ideas – Alternatives to Selling Junk Food and Sodas*:

<http://departments.oxy.edu/uepi/cfj/resources/AlternativeFundRaisers.htm>

*School Stores*, North Carolina School Nutrition Action Council, 2005. Two-page summary of ideas for healthy foods and developing policy on foods sold in school stores.

[http://actionforhealthykids.org/filelib/toolsforteam/recom/NC\\_NC%20-%20schoolstores.pdf](http://actionforhealthykids.org/filelib/toolsforteam/recom/NC_NC%20-%20schoolstores.pdf)

*Twenty Ways to Raise Funds Without Candy*, Illinois Nutrition Education and Training Program:

<http://www.kidseatwell.org/flyers/twentywaystoraisefunds.pdf>

## 3 Nutrition Standards for School Foods and Beverages

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### Healthy Snacks

*After-School Snack Program*, U.S. Department of Agriculture:  
<http://www.fns.usda.gov/cnd/Afterschool/default.htm>

*Afterschool Snacks Cycle Menus*, U.S. Department of Agriculture:  
<http://www.fns.usda.gov/cnd/menu/cyclemenu.htm>

*Healthy School Snacks*, Center for Science in the Public Interest, 2005. Provides healthy snack ideas for teachers, parents, and others to provide in the classroom, after-school programs and outside of school. <http://cspinet.org/healthysnacks/>

*Healthy Snack and Fundraising Ideas*, University of Wyoming Cooperative Extension Service. Two variations of a two-page handout providing ideas for healthy snacks at school and healthy food or nonfood fundraising ideas. [http://www.uwyo.edu/winwyoming/School\\_related/Snack-HO-B+W-2-03.pdf](http://www.uwyo.edu/winwyoming/School_related/Snack-HO-B+W-2-03.pdf) and <http://www.uwyo.edu/winwyoming/HSNE-Snack-HO.pdf>

*Nourish Their Bodies, Feed Their Minds*, Food Research & Action Council and National Dairy Council, 2004. Resource guide provides after-school and summer programs with detailed information on how to participate in the federal child nutrition programs, why and how to draw down federal funds for good nutrition in these programs, and how to add nutrition education to programming. [http://www.frac.org/Afterschool\\_Guide.pdf](http://www.frac.org/Afterschool_Guide.pdf)

*Snack Food Calculator*, California Project Lean. An online snack food calculator to determine if an individual food item meets nutrition standards for fat, saturated fat and sugar established by California's legislation. <http://www.californiaprojectlean.org/calculator/>

*Suggestions for Nutritious Snacks*, Texas Department of Agriculture, 2004. Handout in English and Spanish on healthy snacks for home and school.  
[http://www.squaremeals.org/vgn/tda/files/983/1629\\_Nutrisnacks.pdf](http://www.squaremeals.org/vgn/tda/files/983/1629_Nutrisnacks.pdf)

### Celebrations

*Ghoulishly Great Ideas for Halloween Parties and Trick-or-Treating*, Center for Science in the Public Interest, 2005. Tips to help parents, teachers, health professionals, and others create more healthful Halloween celebrations. The tips include shifting some of the focus from low-nutrition foods to activities and crafts, and recipes and suggestions for healthier alternatives to candy.  
<http://cspinet.org/new/pdf/halloween.pdf>

*Healthy Celebrations: Promoting a Healthy School Environment*, Connecticut State Department of Education, 2004: <http://www.state.ct.us/sde/deps/Student/NutritionEd/index.htm>

*Let's Celebrate! Ready to think outside the cake box?* Texas Department of Agriculture, 2005:  
[http://www.squaremeals.org/fn/render/channel/items/0,1249,2348\\_2503\\_0\\_0,00.html](http://www.squaremeals.org/fn/render/channel/items/0,1249,2348_2503_0_0,00.html)

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Let's Party: Party Ideas for School and Home, West Virginia Department of Education, 1994:  
<http://wvde.state.wv.us/ctrc/materials.html>

Let's Play: Innovative Games and Activities for Kids, West Virginia Department of Education, 2002:  
<http://wvde.state.wv.us/ctrc/materials.html>

School Celebrations, North Carolina School Nutrition Action Council, 2005:  
<http://www.nutritionnc.com/TeamNutrition/index.htm>

#### Nutrition Standards

*Choosing Healthy Foods and Beverages for Meetings, Conferences and Events*, Centers for Disease Control and Prevention, 2003. Guidelines for selecting healthier foods and beverages for meetings, conferences, and other work-related events.  
[http://www.cdc.gov/nccdphp/dnpa/pdf/Healthy\\_Worksite\\_Food.pdf](http://www.cdc.gov/nccdphp/dnpa/pdf/Healthy_Worksite_Food.pdf)

*Eat Smart: North Carolina's Recommended Standards for all Foods Available in School*, North Carolina Department of Health and Human Services, 2004: <http://www.eatsmartmovemorenc.com/>

*Food for Thought: Healthy Food Guidelines for Schools*, Lexington-Fayette County Health Department, 2003. Contains practical ideas for making healthy, appealing foods available to students in schools outside of school meal programs, including classroom parties and snacks in vending machines, school stores, and meetings.  
<http://www.lexingtonhealthdepartment.org/template.asp?id=234>

*Healthy Foods for Kids – Guidelines for Good Nutrition at School*, Action for Healthy Kids Minnesota, 2004: <http://www.actionforhealthykids.org/filelib/toolsforteam/recom/MNHealthy%20Foods%20for%20Kids%208-2004.pdf>

*Idaho Recommendations for Promoting a Healthy School Nutrition Environment*, Idaho State Department of Education, 2004. Recommendations for schools to adopt policies that ensure that all food and beverages available on school campuses and at school events contribute toward eating patterns that are consistent with the Dietary Guidelines. Recommendations include areas of school environment, nutrition education for students, vending machines, school stores, classroom snacks, classroom rewards, food sold during fundraising events, and pricing strategies for health.  
<http://www.actionforhealthykids.org/filelib/toolsforteam/recom/Final%20Policy.pdf>

*Massachusetts À La Carte Food & Beverage Standards to Promote a Healthier School Environment*, Massachusetts Action for Healthy Kids, January 2004:  
<http://actionforhealthykids.org/filelib/toolsforteam/recom/MA%20%20A%20la%20carte%20standards.pdf>

*Massachusetts Healthy Snack List “A-List,”* John C. Stalker Institute of Food and Nutrition, 2005. Products that meet the Massachusetts A La Carte Food & Beverage Standards.  
<http://www.johnstalkerinstitute.org/vending%20project/healthysnacks.htm>

### 3 Nutrition Standards for School Foods and Beverages

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*Meeting Well*, American Cancer Society, 2003. Provides tools, including a handy guidebook, that make it easy and fun to choose healthy foods and activities.

[http://www.cancer.org/docroot/PED/content/PED\\_1\\_5X\\_Meeting\\_Well.asp](http://www.cancer.org/docroot/PED/content/PED_1_5X_Meeting_Well.asp)

*National Consensus Panel on School Nutrition: Recommendations for Competitive Food Standards in California Schools*, California Center for Public Health Advocacy, 2002:

[http://www.publichealthadvocacy.org/school\\_food\\_standards/school\\_food\\_stan\\_pdfs/Nutrition%20Standards%20Report%20-%20Final.pdf](http://www.publichealthadvocacy.org/school_food_standards/school_food_stan_pdfs/Nutrition%20Standards%20Report%20-%20Final.pdf)

*Nutritious School Vending*, Colorado Department of Education, 2004:

<http://www.cde.state.co.us/cdenutritran/nutriSB04-103.htm>

*Recommendations for Competitive Food Standards in Utah*, Utah Action for Healthy Kids,

September 2004: <http://www.actionforhealthykids.org/resources.php>

(Select Guidelines/Policies/Recommendations” under topic selection, then click on “view all documents” under “Information and Resources,” then scroll down alphabetically to “Utah Recommendations for Competitive Food Standards.”)

*Recommendations for School Nutrition Standards*, Virginia Action for Healthy Kids, 2003:

<http://www.ext.vt.edu/actionforhealthykids/guidelines.pdf>

*Recommended Standards for All Foods Available in School*, North Carolina Department of Health and Human Services and North Carolina Division of Public Health, 2004:

<http://www.myeatSMARTmore.com/setting/school.htm>

*Rhode Island Nutrition Guidelines for School Vending and À La Carte Foods*, Rhode Island Healthy Schools Coalition, January 2005: <http://www.actionforhealthykids.org/resources.php>

(Select “Guidelines/Policies/Recommendations” under topic selection, then click on “view all documents” under “Information and Resources,” and scroll down alphabetically.)

*School Foods Tool Kit*, Center for Science in the Public Interest, 2003. A comprehensive manual that provides practical advice for improving school foods. Contains background materials, facts sheets, tips on how to work with and influence school officials, how to garner community support for changes, and model policies and materials. <http://www.cspinet.org/schoolfoodkit/>

*Taking the Fizz Out of Soda Contracts: A Guide to Community Action*, California Project Lean,

2002: [http://cspinet.org/nutritionpolicy/fizz\\_out.pdf](http://cspinet.org/nutritionpolicy/fizz_out.pdf)

## **4 Other Activities to Promote Student Wellness**

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### ***Other Activities to Promote Student Wellness***

#### **Introduction**

This chapter addresses one of the required components for school wellness policies in the Child Nutrition and WIC Reauthorization Act of 2004. The law states that the district school wellness policy must include goals for “other school-based activities designed to promote student wellness in a manner that the local educational agency determines appropriate.” The promising practices and tips for implementation in this section are included to assist school systems in their efforts to implement their local wellness policies. They are not meant to be requirements and should be modified as needed to meet local needs. The final section of the chapter is a list of web-based resources that can provide additional information and support for local efforts.

#### **Goal**

School cafeteria environments will support healthy eating habits by providing clean, safe, and pleasant settings with adequate time for students to eat. School meal procedures will encourage participation by all students. Schools systems will encourage school staff members to be role models for healthy eating and physical activity behaviors through the provision of staff wellness activities. All school-based events will promote healthy eating by students, their families and school staff.

#### **Rationale**

Adequate nutrition and freedom from hunger are absolutely essential for good health and academic achievement. Students should have available more healthful food, offered in a safe, supervised, and pleasant environment that provides enough time to eat and socialize. Students’ meal participation may increase when schools offer food that is healthy and attractively presented. Federally-funded school lunches and breakfasts, after-school snacks and meals, and meals and snacks provided in summer programs can make critical nutritional contributions to children’s health and education every week of the year. School staff wellness programs encourage adults to be healthy role models for students. All foods served on the school campus should follow the Dietary Guidelines of America.

## 4 Other Activities to Promote Student Wellness

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### Implementation Guidance Topic Areas

- USDA Child Nutrition Programs
- Outreach for Child Nutrition Programs
- Breakfast Promotion
- After-School and Summer Programs
- Time for Meals
- Cafeteria Environment
- Training for Food Service Staff Members
- Staff Wellness

### Policy Recommendation

#### **USDA Child Nutrition Programs**

All schools shall provide students with access to a variety of Child Nutrition Programs available through the USDA. The USDA Child Nutrition Programs shall ensure access to food and a healthful diet through its food assistance programs and comprehensive nutrition education efforts.

#### **Outreach for Child Nutrition Programs**

All children eligible for free and reduced-price meals have the opportunity to participate in the Child Nutrition Programs (breakfast, lunch, after-school, and summer) through frequent outreach to families, and coordination with the local Food Stamp Program, and agencies serving migrant, homeless, and runaway youth.

#### **Breakfast Promotion**

All schools may participate in the School Breakfast Program and operate a universal breakfast program.

#### **After-School and Summer Programs**

All school-sponsored after-school programs provide healthy snacks, and suppers when appropriate, through the Child Nutrition Programs. Schools in which more than 50 percent of students are eligible for free or reduced-price school meals will operate a summer nutrition program through the Summer Food Service Program or the National School Lunch Program throughout the entire summer vacation, regardless of whether or not the school operates summer school.

#### **Time for Meals**

Schools shall provide appropriate meal times with adequate time allotted for students to eat (at least 10 minutes for breakfast and 20 minutes for lunch after sitting down to eat)

#### **Cafeteria Environment**

School meals shall be served in clean and pleasant settings. A cafeteria environment that provides students with a relaxed, enjoyable climate shall be developed. The cafeteria environment is a place where students have adequate space to eat, clean and pleasant surroundings, adequate time to eat meals, and convenient access to hand washing or hand sanitizing facilities before meals.

## 4 Other Activities to Promote Student Wellness

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### **Training for Food Service Staff Members**

All food service personnel shall have adequate pre-service training in food service operations and regularly participate in professional development activities that address requirements for Child Nutrition Programs, menu planning and preparation, food safety, strategies for promoting healthy eating behaviors and other appropriate topics.

### **Staff Wellness**

The school system highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle and that encourage staff members to serve as role models.

## **Implementation Guidance**

### **USDA Child Nutrition Programs**

Adequate nutrition and freedom from hunger are essential for good health and academic achievement. The USDA Child Nutrition Programs provide children better access to a healthful selection of foods and opportunities to learn about nutrition. School meals, after-school snacks, and meals provided in school and summer programs can make nutritional contributions to children's health and education.

Programs funded by USDA and administered by MSDE are:

#### **National School Lunch Program**

The National School Lunch Program (NSLP) provides funding for school systems and schools to offer a nutritious lunch to students each day. Schools receive federal funds for each meal served, provided that the meal meets established nutrition standards. Similar benefits are offered for after-school snacks. School meals and after school snacks are also required to meet the US Dietary Guidelines for Americans.

#### **After-School Care Snack Program**

The After-School Care Snack Program (ARS) provides reimbursement for snacks served to children up to age 18 who are participating in after-school care programs.

#### **Seamless Summer Option**

The Seamless Summer Option (SSO) streamlines the administrative and monitoring requirements for school systems operating a summer meal program to children within their community, combining features of the NSLP, School Breakfast Program, and Summer Food Service Program.

#### **School Breakfast Program**

The School Breakfast Program (SBP) provides funding for school systems and schools to offer nutritious breakfast to students each day. Making school breakfasts available to all students and promoting participation in the breakfast program are vital ingredients for all local wellness policies as breakfast has been found to contribute to academic achievement

## 4 Other Activities to Promote Student Wellness

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### **Maryland Meals for Achievement**

Maryland Meals for Achievement (MMFA) is a breakfast project where participating schools offer school breakfast in the classroom each morning. No one pays to eat, regardless of family income. Researchers have found that classroom breakfast has a positive impact on test scores and grades. For more information contact Maryland State Department of Education, School and Community Nutrition Programs Branch, at 410-767-0199.

### **Child and Adult Care Food Program**

The Child and Adult Care Food Program (CACFP) provides funding for meals and snacks served in participating schools and day care facilities. As with the NSLP, the meals must meet established nutrition standards. CACFP programs can also administer the ARS program.

### **Summer Food Service Program**

The Summer Food Service Program (SFSP) provides reimbursement for meals served to children 18 years and younger attending camps, school programs, child care, and other activities. The SFSP replaces meals that children would normally receive during the school year.

### **Food Distribution Program**

Under the Food Distribution Program, sponsors of the NSLP, SBP, CACFP, and the SFSP can take advantage of USDA Commodities including meat, poultry, dairy products, fruits, vegetables, grains, and oils. Nearly every school system in Maryland elects to use a portion of its annual commodity credits to take part in a unique fresh fruit and vegetable program offered by the Department of Defense (DOD). Through this program, schools can order a wide variety of high-quality fresh fruits and vegetables which are selected by DOD's professional produce buyers. The produce, ranging from lettuce and tomatoes to strawberries and kiwi, is delivered by DOD to the schools.

## **Outreach for Child Nutrition Programs**

While the NSLP and CACFP are well-utilized, the School Breakfast and Summer Food Service Programs have lower participation relative to the number of eligible children. The following strategies will help to insure that all children have the opportunity to participate:

**Conduct frequent outreach and coordination with families, the local Food Stamp Program, Medicaid Agency, and agencies serving migrant, homeless and runaway youth.** In order to reach those in need, efforts are necessary to ensure that all eligible families are aware of the program and can access it. Special outreach is necessary for non-English speaking groups, including translation of all outreach materials and applications into the various languages spoken in the community.

**Create student school meals “accounts” and corresponding Personal Identification Number (PIN).** Under a PIN system, instead of paying in the cafeteria, households pre-pay or are charged for some or all meals and the amount is credited or billed to the child’s account. Children who receive free meals use their PIN number without a prepaid or charge account. Thus, all students, regardless of income, use the PIN number on the breakfast and lunch line. Removing the process of paying for meals with physical currency speeds up the cafeteria line service and allows more time for children to eat. It also ensures that children receiving free or reduced-price meals are not overtly identified to their peers.

## 4 Other Activities to Promote Student Wellness

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**Implement systems to certify categorically eligible students for free meals.** Homeless, runaway, and migrant children are automatically eligible for free school meals. School personnel should coordinate with the Migrant Education Liaison to obtain a list of migrant students and with the Homeless Education Coordinator to identify homeless and runaway youth enrolled in the school systems.

**Expand participation through free universal meals for schools with a high percentage of free and reduced-price students.** There is an option that enables schools that have a high percentage of free and reduced-price children to provide meals at no charge to all of their students while reducing paperwork and administrative costs. School nutrition officials can contact the Maryland State Department of Education, School and Community Nutrition Programs Branch, 410-767-0199, for more information.

### Breakfast Promotion

School systems can increase student participation in the School Breakfast Program and ensure that children have access to a school breakfast every day.

**Make sure every school offers breakfast.** Perceived obstacles to operating a breakfast program can be overcome quite easily in most circumstances. As soon as schools start a breakfast program, promotion activities should be conducted to make sure that all students and their families are aware of the program and its benefits.

**Make sure students know that school breakfast is for everyone.** Though untrue, it is often thought that school breakfast is “only for poor children.” However, regardless of income, many families find the early morning bus schedules, long commutes to work, and nontraditional work hours make it difficult to prepare or sit down to a nutritious breakfast, and many children do not feel hungry right after waking up early in the morning. Additionally, research indicates that students perform better academically if they eat closer to class time.

**Start a “universal” School Breakfast Program to provide breakfast to all children.** The idea of offering breakfast at no charge to all students who want one (sometimes called “universal” breakfast) is gaining popularity. A universal program increases participation and draws no line between students based on income.

**Offer Grab and Go Breakfast.** This is another strategy that is especially successful with older students. Many schools have started offering breakfast at cafeteria and hallway kiosks, rather than having students arrive early to eat breakfast in the cafeteria before class. Students are then able to eat their breakfast in class or study hall. Bagged breakfasts can also be distributed on the bus for students who arrive to school on later buses so that they can eat breakfast and still be on time for their first class.

## 4 Other Activities to Promote Student Wellness

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### After-School and Summer Programs

After-school and summer programs offer children access to nutritious meals and snacks, opportunities to be physically active, and they provide resources for nutrition education. Nutritious food is an important part of any quality after-school or summer program. It gives students the energy and nourishment they need to benefit fully from the educational, enrichment, and physical fitness activities being offered by the after-school and summer programs. Many children who rely on the school meals programs during the school year are not using similar programs available after school and during the summer. Indeed, food banks report that the largest seasonal surge in demand for their help is not in the winter, but in the summer when children no longer have access to school meals.

For more information regarding after school or summer programs please contact Maryland State Department of Education's School and Community Nutrition Programs Branch at 410-767-0199 or visit [www.eatsmartmaryland.org](http://www.eatsmartmaryland.org).

### Time for Meals

Meal periods should be scheduled at appropriate times. Schools should not schedule tutoring, pep rallies, club and organization meetings or other activities during meal times. Meal periods should be long enough for students to eat and socialize.

Meals shall be scheduled at appropriate times, as near the middle of the day as possible, e.g., lunch should be scheduled between 11 a.m. and 1 p.m. The U.S. Department of Agriculture's (USDA) regulations specify that meals cannot be served before 10 a.m. or after 2:00 p.m. unless an exemption is granted from the State Department of Education. The following are some key factors when scheduling adequate time to eat:

- Students should have at least 10 minutes to eat after sitting own for breakfast and 20 minutes to eat after sitting down for lunch.
- Activities such as tutoring, clubs or organizational meetings or activities shall not be scheduled during meal times unless students may eat during such activities.
- For elementary grades, recess should be scheduled before lunch.
- Schools should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

### Cafeteria Environment

Improving the nutrition environment in the cafeteria involves more than changing the kinds of food available. Mealtime has traditionally been a time to relax, foster community, and strengthen social skills. School meals should build on this tradition.

## 4 Other Activities to Promote Student Wellness

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**Leave enough time for students to eat at a relaxed pace.** It is recommended that students are given at least 20 minutes to eat lunch and 10 minutes to eat breakfast, starting from the time that they sit down to eat. Research suggests that people who eat very quickly tend to overeat, which can lead to overweight or obesity. If space is available, the school can offer additional service lines so that students are able to get through the lines more quickly and have more time to eat.

**Improve cafeteria design.** Adjusting the cafeteria design, creatively staggered schedules, and offering grab and go meals to eat in designated areas can help more students receive nutritious school meals. School boards and communities can take advantage of school renovations to improve the cafeteria design. The connection between good nutrition and cafeteria design may be overlooked by school renovation decision-makers.

**Hold recess before lunch.** Research has found that giving children the opportunity to be active directly before lunch can have positive benefits. Research indicates that students who have recess before lunch are more settled and ready to learn in their afternoon classes. Improvements have been noted in afternoon academic performance when the children were given an opportunity to be physically active before lunch.

**Ensure enough space for children to eat comfortably.** There should be enough seating available so that no student must stand and eat. Tables and chairs should be the appropriate size for the age group, and not overcrowded. An ideal cafeteria has round tables, rather than rectangular. Round tables encourage students to look at each other and talk to each other while they eat. Schools with limited resources could approach businesses in the community for contributions specifically to purchase appropriate size chairs and round tables.

**Make the cafeteria a place where students want to be.** The color of the walls, sound proofing, adequate lighting, decorations, and space in the cafeteria can all contribute to providing a relaxing and comfortable atmosphere. Local businesses might contribute paint and construction materials as well as free labor. Parents also may have skills in these areas and be willing to donate their labor.

**Make school mealtimes fun.** Incorporate games, learning, newspapers, comics, and activities during school meal time. Ask students how the cafeteria could be changed to make it a more attractive and relaxing environment. Ask art teachers to have their students make posters with pictures of fruits and vegetables and with healthy eating tips to hang on the cafeteria walls. Add mentoring and tutoring programs before, during, and after mealtimes by teachers, older students, community residents, or employees of nearby businesses to attract students to school meals and make them more rewarding. Ask local celebrities to join students at school meals and act as motivational speakers.

## 4 Other Activities to Promote Student Wellness

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### Training for Food Service Staff Members

Training and professional development opportunities should assist school food service staff members to meet USDA requirements for planning and preparing safe and healthy meals, promoting healthy eating behaviors and other issues appropriate to a healthy school nutrition environment. In Maryland, several organizations and agencies provide training opportunities for school food service personnel, including workshops, courses, conferences and food shows.

- Maryland School Nutrition Association [www.mdsna.org/](http://www.mdsna.org/)
- Maryland State Department of Education School and Community Nutrition Programs Branch, 200 West Baltimore Street, Baltimore, MD 21201, 410-767-0199 [www.eatsmartmaryland.org](http://www.eatsmartmaryland.org)

At the national level, many resources are available for training school food service staff members.

- The National Food Service Management Institute provides a comprehensive resource catalog of training materials for school food service personnel, available at: <http://www.nfsmi.org/Information/Guide.html>.
- USDA's Team Nutrition provides food service and nutrition education resources at: <http://teammnutrition.usda.gov/foodservice.html>.
- The Food and Nutrition Information Center of the National Agricultural Library provides a comprehensive list of resources at: <http://www.nal.usda.gov/fnic/>, as well as a list of food service education opportunities at <http://www.nal.usda.gov/fnic/etext/000030.html>.

### Staff Wellness

Schools systems can encourage all school staff members to improve their own personal health and wellness in order to improve staff morale and serve as positive role models. These activities can help build the commitment of staff to help enhance the school nutrition and physical activity environment.

School-site health promotion programs for staff members can impact the health of the school faculty and staff, students, their families, and community members. Examples of health promotion programs for staff include:

- Health screenings;
- physical activity and fitness programs (e.g. walking clubs);
- weight management;
- smoking cessation;
- influenza vaccinations; and
- stress management.

## 4 Other Activities to Promote Student Wellness

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When school systems establish wellness and health promotion programs for staff, they should encourage staff to use them through promotion activities such as:

- Providing information at staff orientation, training sessions, and regular staff meetings;
- including flyers and brochures with paychecks;
- providing newsletter articles, brochures and email messages; and
- offering health insurance discounts for participants.

For more information and a self assessment on staff wellness activities and practices, see the *School Health Index*: (<http://apps.nccd.cdc.gov/shi/>)

## 4 Other Activities to Promote Student Wellness

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### References

*Changing the Scene: Improving the School Nutrition Environment*, U.S. Department of Agriculture, 2000: <http://www.fns.usda.gov/tn/healthy/changing.html>

*Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265)*:  
[http://www.fns.usda.gov/cnd/Governance/Legislation/PL\\_108-265.pdf](http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf)

*Health, Mental Health and Safety Guidelines for Schools (Section 8-03: Provision of Wellness Programs for Staff)*: <http://www.nationalguidelines.org/guideline.cfm?guideNum=8-03>

*School Nutrition Association Local Wellness Policy Recommendations*, School Nutrition Association, 2005: <http://www.schoolnutrition.org/Index.aspx?id=1075>

*USDA Regulations for the National School Lunch Program, 7 CFR 210*:  
<http://www.fns.usda.gov/cnd/Governance/regulations.htm>

*Action Guide for School Nutrition and Physical Activity Policies*. Connecticut State Department of Education. <http://www.state.ct.us/sde/deps/student/nutritioned/index.htm>

## 4 Other Activities to Promote Student Wellness

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### Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each topic area component section of the *Maryland's Healthy School Toolkit*.

### Outreach for School Meals

For information on student eligibility and direct certification in the school meals programs:  
[http://www.frac.org/html/federal\\_food\\_programs/programs/nslpeeligibility.html](http://www.frac.org/html/federal_food_programs/programs/nslpeeligibility.html)

For information on Provision 2 of the National School Lunch Act:  
[www.frac.org/html/federal\\_food\\_programs/cnreauthor/provision2.htm](http://www.frac.org/html/federal_food_programs/cnreauthor/provision2.htm).

### Breakfast Promotion

*Maryland Meals for Achievement*, Maryland State Department of Education:  
[http://www.marylandpublicschools.org/MSDE/programs/schoolnutrition/meals\\_achieve.htm](http://www.marylandpublicschools.org/MSDE/programs/schoolnutrition/meals_achieve.htm)

*Discover School Breakfast Toolkit*, U.S. Department of Agriculture, 2004:  
<http://www.fns.usda.gov/cnd/Breakfast/toolkit/Default.htm>

Food Research and Action Center website:  
[http://www.frac.org/html/federal\\_food\\_programs/programs/sbp.html](http://www.frac.org/html/federal_food_programs/programs/sbp.html)

*Expanding Breakfast*, New England Dairy and Food Council:  
[www.newenglanddairyCouncil.org/foodservice/expanding-breakfast.html](http://www.newenglanddairyCouncil.org/foodservice/expanding-breakfast.html)

*Expanding Breakfast Fact Sheets*, National Dairy Council:  
[www.nutritionexplorations.org/sfs/expanding-masters.asp](http://www.nutritionexplorations.org/sfs/expanding-masters.asp)

## 4 Other Activities to Promote Student Wellness

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### [School Breakfast: A Smart Way to Start the Day](#)

50-minute satellite seminar video discusses the link between eating breakfast and classroom success, defines a USDA reimbursable breakfast, identifies new menu ideas, describes creative ways to market the School Breakfast Program, and suggests ideas for promoting breakfast. Includes an 8-minute *Start Smart - Do Breakfast Every Day* video (also available separately) to use in promoting the breakfast program to administrators, teachers, and community groups. Published 2003.  
<http://www.NFSMI.ORG>

### **After-School and Summer Food Service Program**

Afterschool Resource Center, Food Research and Action Center:  
[http://www.frac.org/Out\\_Of\\_School\\_Time/index.html](http://www.frac.org/Out_Of_School_Time/index.html)

*Nourish Their Bodies, Feed Their Minds*, Food Research and Action Center and the National Dairy Council, 2004: [http://www.frac.org/Afterschool\\_Guide.pdf](http://www.frac.org/Afterschool_Guide.pdf)

*Summer Food Service Program*, U.S. Department of Agriculture:  
[www.fns.usda.gov/cnd/summer/default.htm](http://www.fns.usda.gov/cnd/summer/default.htm)

### **Cafeteria Design**

*Changing the Scene: Improving the School Nutrition Environment*, U.S. Department of Agriculture, 2000. A tool kit to help schools take action to improve students' eating and physical activity practices:  
[www.fns.usda.gov/tn/healthy/changing.html](http://www.fns.usda.gov/tn/healthy/changing.html)

*Eating at School: A summary of NSFMI Research on Time Required by Students to Eat Lunch*, National Food Service Management Institute, April 2001:  
[http://www.nfsmi.org/Information/eating\\_at\\_school.pdf](http://www.nfsmi.org/Information/eating_at_school.pdf)

*Measuring and Evaluating the Adequacy of the Lunch Period*, Insight, National Food Service Management Institute, 1999:  
<http://www.olemiss.edu/depts/nfsmi/Information/Newsletters/insight12.pdf>

*Barriers to Recess Before Lunch*, National Food Service Management Institute, 2005:  
[http://www.olemiss.edu/depts/nfsmi/Information/RecessBeforeLunch\\_exsum.pdf](http://www.olemiss.edu/depts/nfsmi/Information/RecessBeforeLunch_exsum.pdf)

*Recess Before Lunch: A Guide to Success*, Montana Office of Public Instruction, 2003:  
[www.opi.state.mt.us/schoolfood/recessBL.html](http://www.opi.state.mt.us/schoolfood/recessBL.html)

## 4 Other Activities to Promote Student Wellness

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### School Construction and Design

*The New Design Handbook for School Food Service*

Provides guidelines for designing or improving food service areas. Covers traffic flow, efficient kitchen layout, and equipment requirements.

Companion reference to *Guide for Purchasing Foodservice Equipment*. Published 1997:

<http://www.nfsmi.org/Information/resourceguide.htm#new-design>

### Training for Food Service Staff Members

*Keys to Excellence in School Food and Nutrition Programs*, School Nutrition Association. A free, online tool that offers an easy-to-use management and evaluation program that helps food-service directors assess their school nutrition programs. <http://www.asfsa.org/keys/>

Food Service Management Resource List, Food and Nutrition Information Center, May 2003:

<http://www.nal.usda.gov/fnic/service/foodm1.htm>

National Food Service Management Institute. Comprehensive resource catalog of training materials for personnel working with Child Nutrition Programs. <http://www.nfsmi.org/Information/Guide.html>

School Nutrition Association Professional Development Programs:

<http://www.schoolnutrition.org/Index.aspx?id=1034>

### Staff Wellness

*School Health Index for Physical Activity and Healthy Eating – A Self Assessment and Planning Guide* (Module 7), Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, 2005: <http://apps.nccd.cdc.gov/shi/>

*HealthierUS Initiative*, Department of Health and Human Services: [www.healthierus.gov/](http://www.healthierus.gov/)

*Addressing the Challenges*, Council of Chief State School Officers:

[http://www.ccsso.org/projects/School\\_Health\\_Project/Addressing\\_the\\_Challenges/](http://www.ccsso.org/projects/School_Health_Project/Addressing_the_Challenges/)

*The Well Workplace Workbook: A Guide to Developing Your Worksite Wellness Program*, Wellness Councils of America: [www.welcoa.org/wellworkplace/index.php?cateroty=7](http://www.welcoa.org/wellworkplace/index.php?cateroty=7)

# 5 Measurement and Evaluation

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## *Measurement and Evaluation*

### **Introduction**

Program evaluation, a requirement under the school wellness policies, is the process of measuring a program's activities and effectiveness. This chapter will describe the importance of evaluation, illustrate its use and utility, and provide resources to be used by readers when monitoring their own activities. Evaluation answers questions about a program's activities such as: what has been done, how well has it been done, and was the program effective? Answering these questions, and questions related to *why* a program's activities did not go as planned, will help the program stay focused on its goals and direct attention to areas where changes need to be made. Ultimately, the evaluation process can serve to maximize a program's effectiveness and promote increased capacity.

### **Goal**

Schools will develop a plan for measuring the implementation of the school systems' wellness policies. This plan will include designating one or more persons with operational responsibility for ensuring that schools are conforming to the policy.

### **Rationale**

In order for a school wellness policy to be optimized or reach its full potential, the school must establish a plan for assessing a program's activities, identifying its strengths and weaknesses, and taking corrective action when necessary. In order for a school program to endure or to be sustainable, a plan must be devised to demonstrate the benefits of that program. Overall, evaluation serves four major functions. First, it can be used to *gain insight* about a program and its operations. For example, a coordinator can determine if activities are on schedule, and if not, where corrective measures should take place. Likewise, evaluation can be used to *improve practices* by revising procedures to improve the success of activities. A third function, and certainly the most obvious, is to *assess effects*-that is, determine if the program had the desired impact. Finally, evaluation can be used to *build capacity* by increasing skills, funding, and strengthening accountability.

### **Sample Evaluation Tool**

The Appendix provides an evaluation tool that coordinators can use to perform their own evaluations. This tool facilitates both process and outcome evaluation. For process evaluation, the tool aids with both program organization (evaluating if the program's interventions are being delivered as planned) and service utilization (whether the program's services are being received by the students). This tool is meant to provide the user with an easy and adaptable means of assessing a program's activities and outcomes. Although the use of this specific tool is optional, some form of process evaluation is expected from your program.

# 5 Measurement and Evaluation

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## Implementation Guidance Topic Areas

Measurement and Evaluation will address the following:

- Process Evaluation
- Outcome Evaluation
- Evaluation Indicators

Specific guidance regarding the implementation of each policy recommendation for Measurement and Evaluation follows under *Implementation Guidance*, after this section. Resources to assist with the implementation of each policy recommendation are found in *Resources* at the end of this section.

## Policy Recommendations

### Process Evaluation

Process evaluation is concerned with assessing if a program's activities are being performed as intended. The superintendent or designee shall ensure compliance with established system-wide nutrition and physical activity policies. In each school, the principal or designee shall ensure compliance with those policies in his or her school and shall report on the school's compliance to the school system superintendent or designee. School food service staff members, at the school or school system level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the superintendent (or if done at the school level, to the school principal).

### Outcome Evaluation

Outcome evaluation is concerned with assessing the impact that program had on the population (i.e., the students). School systems should identify a strategy and schedule to help review the impact of policy, assess progress toward goals and determine areas in need of improvement. As part of that process, the school system may review short and long term changes in student wellness indexes such as students' food choices or fitness tests such as *Physical Best Challenge*. The school system and individual schools within the system may, as necessary, revise the nutrition and physical activity policies and develop work plans to facilitate changes in behavior.

### Evaluation Indicators

School systems should carefully select specific indicators by which to judge the performance of the implementation and effect of wellness policies. These indicators could be linked to local, statewide or national data and should serve to demonstrate the outputs and impact of a program. For example, the number of physical education classes given to students and the changes in student nutritional status, would serve as good process and outcome indicators respectively.

# 5 Measurement and Evaluation

## Implementation Guidance

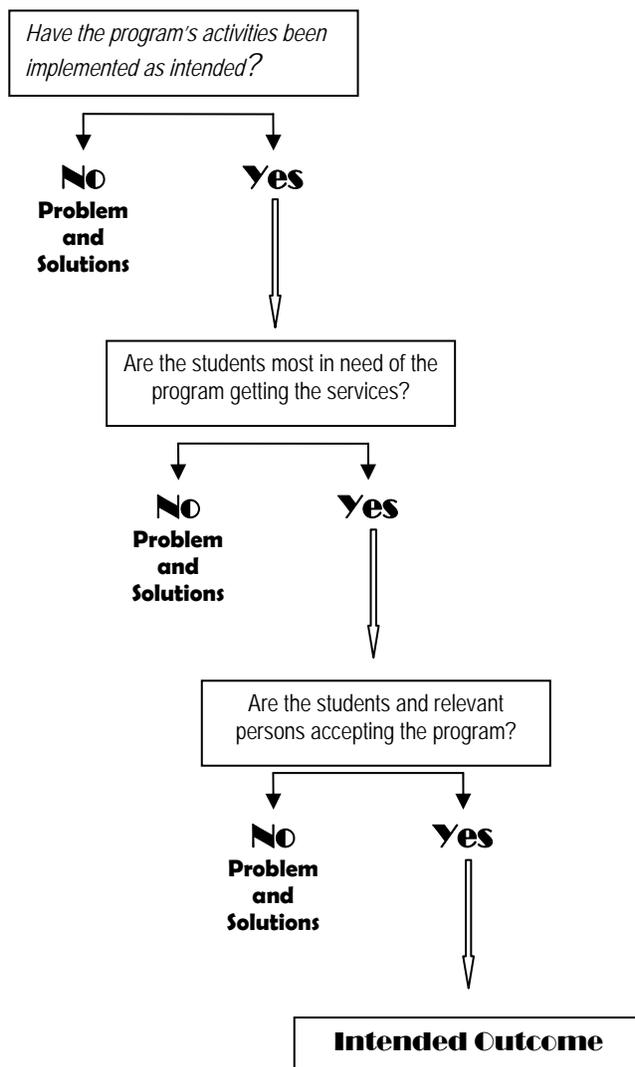
### Process Evaluation

Evaluation can be divided into process and outcome evaluation. Process evaluation monitors whether the program is operating as intended. By contrasting the intended outputs (e.g., providing four health classes) to the actual outputs (three classes are actually taught), a coordinator can assess the performance of his or her program. Process evaluation can be divided into program organization and service utilization.

Program organization monitors outputs of the program. Its focus is to determine if the intended services or products are actually being *delivered* to the target population. Service utilization, by contrast, monitors whether the program's services or products are being *received* by the people who need them (e.g., number of students who took the classes). Service utilization can be thought of as assessing a program's reach, or the extent to which the key components of the school wellness policy contacts with or is received by the students. A secondary focus of utilization monitoring is to determine how the intended audience is

reacting to the program (e.g., did the students find the class useful?). Because a coordinator will be quantifying all of the program's outputs, process evaluation can be thought of as a measurement of the *dose* of an intervention. Specifically, the dose delivered and dose received as the result of an activity.

Although the terms may be a little unfamiliar, the paradigm is not. As a case in point, an educator who wishes to improve learning with a new book and lesson plan would certainly make sure the new book is available, that each student receives one, and that students accept the book and do the lessons. The same paradigm holds true for program evaluation, but in a slightly more formal fashion. One advantage of systematizing evaluation and dividing it into output delivery, utilization, and reaction is that a program coordinator can pinpoint a program's weakness if the intended outcomes are not forthcoming. This advantage is illustrated in Figure 1.



**Figure 1: Flowchart of Process Evaluation**

Figure 1 displays a flowchart of process evaluation. At each level of the flowchart, the evaluation assessment determines if the program is delivering its outputs (i.e., its services or products) as intended. If the answer is no, then problems in delivery can be identified and effectively managed.

## 5 Measurement and Evaluation

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In this manner, problems with the program can be identified quickly and corrected.

Process evaluation can be used to answer important questions that will advance our understanding of how and why the local school wellness policy works. Some of the questions addressed by the process evaluation will include:

- Was the school wellness policy and its various components implemented as planned?
- How did the implementation vary from the original plan?
- What explains the effectiveness of the school wellness policy?
- How much of what was accomplished directly resulted from the activities implemented as part of the school wellness policy?
- Which key components (nutrition education, physical activity, nutrition standards, and other school-based activity) of the school wellness policy are effective?
- For whom are the key components (nutrition education, physical activity, nutrition standards, and other school-based activity) of the school wellness policy effective?
- What were the conditions that facilitated the effectiveness of the key components (nutrition education, physical activity, nutrition standards, and other school-based activity) of the school wellness policy?

### Outcome Evaluation

In contrast to process evaluation, which monitors the program's *activities*, outcome evaluation assesses the change in the population that came as a result of those activities, that is, the program's *effects*.

Surprisingly, program coordinators often overlook outcome evaluation. This oversight may be due to a mistaken belief that there is no need to make an assessment of effects, or that the program's impact cannot be measured in the population. Nothing could be further from the truth. Outcome evaluation is necessary for program coordinators, stakeholders, and policy makers to make decisions about programs. Moreover, outcomes are not impossible to assess within the population; in fact, every test that is given to students is an outcome evaluation of a lesson plan.

One important distinction between assessing changes in classroom knowledge and changes in student wellness holds important consequences for the evaluation of a program's outcomes. Whereas knowledge is assumed to be absent prior to a lesson plan, a certain degree of student wellness certainly exists prior to a wellness program. Therefore, in order to measure *change* in wellness, a program would be well advised to assess student wellness both prior to and after the program activities take place. In this manner, the change in wellness resulting from the program (the pre-program value subtracted from the post-program value) can be determined. For example, students' physical fitness level can be assessed at the beginning of the school year (prior to a program's activities), and again at the end of the school year (after a program's activities). As a general rule of thumb, if the level of an outcome prior to a program's intervention is zero, or can be assumed to be zero, then pre-program assessments may not be necessary. However, when there is a degree of the intended outcome existing prior to a program, the program should make assessments both before and after a program to test for the *change* in the outcome.

A final comment about outcomes is that they can be divided into short and long-term effects. For example, a program designed to reduce the prevalence of obesity within its student population might provide dietary and nutrition classes to its students. A short-term outcome would be a change in the eating habits of the students, whereas a long-term outcome would be the students' weight loss and subsequent lowered obesity prevalence.

# 5 Measurement and Evaluation

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## Evaluation Indicators

In order to perform any type of assessment, program coordinators must decide upon the proper indicators—that is, quantifiable representations of the program’s activities and outcomes. Just as student exam scores are indicators demonstrating an outcome (gained knowledge), activity, and outcome, indicators demonstrate the outputs and impact of a program. For example, a school system may have the objective of lowering the rate of unwanted pregnancies in the student population by providing educational classes on how to prevent it. Good activity indicators might include the number of classes given to the students, the number of students who attended, and the students’ evaluation of the usefulness of the class. Good outcome indicators might include the yearly rate of student pregnancies and the graduation rate.

Beyond their necessity for evaluation, indicators are crucial for two more reasons. First, and foremost, changes in indicator values serve as evidence of a program’s effectiveness. Second, the correct choice of indicators provides valuable evidence of the program’s worth. For example, an improvement in the health of students is a commendable, but a diffuse indicator. On the other hand, a 30 percent decrease in student pregnancy rate is a tangible outcome indicator and a valued benefit that decisions makers can easily appreciate and make judgments upon. Examples of evaluation indicators are given below:

### Evaluation Indicators

#### Process Evaluation

- Changes in health and physical education curriculums
- Changes in before- and after-school physical activity opportunities
- Staffing for services or programs
- Number/percent of food that meet nutritional standards
- Number of meetings, activities, or events
- Number of classes/training sessions/workshops conducted
- Changes in amount of time spent on physical education and recess
- Number of students reached/impacted
- Number of people (teachers, staff, parents, etc.) reached through educational efforts
- Meal participation rates for school breakfast and lunch
- Quality of service
- Cost of implementation
- Revenues generated from healthy food sales
- Economic status and racial/ethnic background of students reached/impacted

#### Outcome Evaluation

- Student fitness tests (e.g., of students passing the national Physical Best Challenge)
- Student Body Mass Index (BMI)
- Changes in students’ food choices (e.g., increases in fruit and vegetable intake)
- Changes in students’ nutritional status (e.g., prevalence of health conditions such as obesity, tooth decay, iron-deficiency anemia, diabetes, etc.)
- Changes in parents’ knowledge and skills concerning cooking with healthful foods
- Students’ aspirations for physical fitness

## 5 Measurement and Evaluation

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### Glossary of Key Terms

*Program evaluation* is the process of measuring a program's activities and effectiveness.

*Process evaluation* monitors whether the program is operating as intended.

*Program organization* monitors outputs of the program. Its focus is to determine if the intended services or products are actually being delivered to the target population.

*Service utilization* monitors whether the program's services or products are being received by the people who need them (e.g., number of students who took the classes).

*Reach* is the extent to which the key components of the school wellness policy contacts with or is received by the students.

*Outcome evaluation* assesses valued person-referenced outcomes to assess whether a program is effective.

## 5 Measurement and Evaluation

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### References

*Child Nutrition and WIC Reauthorization Act of 2004 (Public Law 108-265):*  
[http://www.fns.usda.gov/cnd/Governance/Legislation/PL\\_108-265.pdf](http://www.fns.usda.gov/cnd/Governance/Legislation/PL_108-265.pdf)

*Fit, Healthy and Ready to Learn: A School Health Policy Guide. Part I: Physical Activity, Healthy Eating and Tobacco-Use Prevention*, National Association of State Boards of Education, March 2000: <http://www.nasbe.org/healthyschools/fithealthy.html>

*Framework for Program Evaluation in Public Health*, Centers for Disease Control and Prevention. MMWR 1999; 48(No. RR-11): <http://www.cdc.gov/eval/framework.htm>

*Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide*, Centers for Disease Control and Prevention, 2005: <http://www.cdc.gov/eval/evalguide.pdf>

*The Local Process: How to Create and Implement a Local Wellness Policy*, U.S. Department of Agriculture, Team Nutrition Website: [http://www.fns.usda.gov/tn/Healthy/wellnesspolicy\\_steps.html](http://www.fns.usda.gov/tn/Healthy/wellnesspolicy_steps.html)

*Action Guide for School Nutrition and Physical Activity Policies*. Connecticut State Department of Education. <http://www.state.ct.us/sde/deps/student/nutritioned/index.htm>

# 5 Measurement and Evaluation

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## Resources

*Action Guide for School Nutrition and Physical Activity Policies*. Connecticut State Department of Education. <http://www.state.ct.us/sde/deps/student/nutritioned/index.htm>

*CDC Evaluation Working Group Resources*. Provides basic background information on program evaluation and links to hundreds of manuals, tools and resources from other organizations. <http://www.cdc.gov/eval/resources.htm>

*Changing the Scene: Improving the School Nutrition Environment*, U.S. Department of Agriculture, 2000. A tool kit to help schools take action to improve students' eating and physical activity practices. <http://www.fns.usda.gov/tn/healthy/changing.html>

*Criteria for Evaluating School Based Approaches to Increasing Good Nutrition and Physical Activity*, Action for Healthy Kids, 2004: [http://www.actionforhealthykids.org/special\\_exclusive.php](http://www.actionforhealthykids.org/special_exclusive.php)

*Evaluating Community Programs and Initiatives Community Toolbox*, University of Kansas: [http://ctb.ku.edu/tools/en/tools\\_toc.htm](http://ctb.ku.edu/tools/en/tools_toc.htm)

*Evaluation Primer: An Overview of Education Evaluation*. From *Understanding Evaluation: The Way to Better Prevention Programs*, Westat, Inc., 1993: <http://www.ed.gov/offices/OUS/PES/primer1.html>

*Framework for Program Evaluation in Public Health*, Centers for Disease Control and Prevention. MMWR 1999; 48(No. RR-11): <http://www.cdc.gov/eval/framework.htm>

*Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide*, Centers for Disease Control and Prevention, 2005: <http://www.cdc.gov/eval/evalguide.pdf>

*Logic Model Development Guide*, W.K. Kellogg Foundation, 2001. Developed to provide practical assistance in completing outcome-oriented evaluation of projects. Provides orientation in using the underlying principles of "logic modeling" to enhance program planning, implementation and dissemination activities. <http://www.wkkf.org/Programming/ResourceOverview.aspx?CID=281&ID=3669> or <http://www.wkkf.org> (Search for "Logic Model Development Guide.")

*Nutrition Education: Principles of Sound Impact Evaluation*, U.S. Department of Agriculture, 2005: <http://www.fns.usda.gov/oane/MENU/Published/NutritionEducation/Files/EvaluationPrinciples.pdf>

*Opportunity to Learn Standards for Elementary Physical Education*, Council on Physical Education for Children, 2000. Addresses program elements essential for providing a full opportunity for students to learn physical education in elementary school. Includes a self-evaluation checklist that can be used in planning, evaluation, program development and advocacy efforts by anyone interested in the availability of quality physical education at the elementary level. <http://member.aahperd.org/template.cfm?template=Productdisplay.cfm&productID=368&section=5>

## 5 Measurement and Evaluation

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*Opportunity to Learn Standards for Middle School Physical Education*, Council on Physical Education for Children, 2000. Describes the elements that a quality middle school physical education program needs in order for all students to have full opportunity to meet content and performance standards.

<http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=726&section=5>

*Opportunity to Learn Standards for High School Physical Education*, Council on Physical Education for Children, 2000. Describes the elements that a quality high school physical education program needs in order for all students to have full opportunity to meet content and performance standards.

<http://member.aahperd.org/Template.cfm?template=ProductDisplay.cfm&Productid=727&section=5>

*Physical Activity Evaluation Handbook*, Centers for Disease Control and Prevention, 2002:

<http://www.cdc.gov/nccdphp/dnpa/physical/handbook/pdf/handbook.pdf>

*Program Development and Evaluation*, University of Wisconsin Cooperative Extension:

<http://www.uwex.edu/ces/pdande/evaluation/index.html>

*Program Evaluation Resources*, Centers for Disease Control and Prevention:

<http://www.cdc.gov/HealthyYouth/evaluation/resources.htm>

*School Health Index for Physical Activity and Healthy Eating – A Self Assessment and Planning Guide*, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, 2005: <http://apps.nccd.cdc.gov/shi/>

*Survey Procedures Quick Tips*, University of Wisconsin Cooperative Extension:

<http://www.uwex.edu/ces/pdande/resources/pdf/Tipsheet7.pdf>

*Surveys for Child Nutrition Programs*, National Food Service Management Institute. Several surveys to assess student, parent and school staff satisfaction with school foodservice programs.

<http://www.nfsmi.org/Information/2005resourcecatalog.htm#SURVEYS>

*The Evaluation Exchange*, Harvard Family Research Project. Addresses current issues facing program evaluators of all levels and highlights innovative methods and approaches to evaluation, emerging trends in evaluation practice, and practical applications of evaluation theory.

<http://www.gse.harvard.edu/hfrp/eval.html>

*The 2002 User-Friendly Handbook for Program Evaluation*, National Science Foundation, 2002.

Includes general evaluation information as well as strategies that address culturally sensitive evaluation. <http://www.nsf.gov/pubs/2002/nsf02057/start.htm>

*Understanding Evaluation: The Way to Better Prevention Programs*, Westat, Inc., 1993:

<http://www.ed.gov/PDFDocs/handbook.pdf>

## ***Appendix: Implementation Scorecard***

### **Program Evaluation Tools**

#### **Purpose:**

The purpose of the Implementation Scorecard is: (1) to help monitor whether the program's activities are being delivered as intended; specifically, if the lessons or products are being *delivered* and *received* by the students who need them; and (2) to provide a quick visual display of organizational accomplishments and outcomes. These two activities allow you to link the program's activities with its impact on students' outcomes and behaviors.

There are six sections to this tool. Section 1 is used to describe the program's proposed activities. Sections 2 and 3 are used in aiding the processing of the evaluation. These sections help the evaluator determine what has been done and if it has been done according to plans. Section 4 aids in outcome evaluation and helps the evaluator determine if the program was effective. Section 5 summarizes the previous sections and reduces the activity's evaluation (both process and outcome) into a single table. Section 6 summarizes the evaluation of the entire program—that is, all activities and outcomes.

The Implementation Scorecard is meant to flexibly adapt to the needs of its user; therefore, the user should change the format as he or she sees fit. In its present form, the scorecard is extremely structured. Users may find that a less structured interpretation of the scorecard will better fit their needs.

#### **Instructions:**

There are two parallel components to this tool. The first component (Sections 1-5) is for the person(s)/committee(s) responsible for the implementation of a *single* activity—that is, the people in charge of making sure the program's activity is completed. The second component (Section 6) is for the person(s)/committee(s) acting as the coordinator for *all* the activities taking place within the school. Both components do the following: (1) monitor the program's activity, (2) compare the actual activities delivered and received to the intended amount, and (3) assess outcomes. The difference between the components is that the first component (activity level) monitors a *single* activity in detail, whereas the second component, (school coordinator's level) monitors *all* the program's activities in less detail. In sum, these two components serve to answer the evaluation questions of, "What has been done?" "How well has it been done?" and "What was the outcome?"

#### **Sample Scorecards:**

This document has two sections. The first section contains all the scorecard pages with sample information to demonstrate how the form could be used. The second section contains blank scorecards for you to modify and adjust for your specific school system. If you would like an electronic version of this document, please contact Judy Dzimiera at by telephone at 443-783-5439 or by e-mail at [jdzimiera@msde.state.md.us](mailto:jdzimiera@msde.state.md.us).

**SECTION 1: ACTIVITY DESCRIPTION**

To foster precise cross-level communication between individuals/committees and their respective coordinators, programs need to have agreed upon activity descriptions and timelines for completion. The collaboration between committees and coordinators will promote activity plans that are feasible and can be evaluated with an agreed upon set of criteria. Because different activities have different stages to be considered during the implementation phase, each activity would have its own deadline and criteria of implementation. For example, the appointment of an additional physical education instructor may have several steps which include establishing a committee to oversee the process, placing advertisements, interviewing potential candidates, etc. By contrast, changing the menu at the cafeteria to include more healthful items may take fewer steps.

The example given has several phases of implementation and is extremely structured; simpler tasks may not need such a formal monitoring process. In general, however, an activity's description should include: a detailed description of the activity itself, contact information of the responsible parties/committee, a timeline of intended activities, a description of the students that the activity is expected to affect, the expected outcome that would come as a result of the activity (when applicable), and the expected cost of the activity (if possible).

*Below is an example of a Program Activity Description Sheet. A blank form is given at the end of this section.*

PROGRAM ACTIVITY DESCRIPTION SHEET AND TIMELINE OF IMPLEMENTATION					
<b>ACTIVITY</b>					
Describe in detail the intended program activity: Increase the students' amount of structured physical activity by <u>hiring an additional physical education instructor</u> by the beginning of the school year.					
<b>CONTACT</b>					
Identify the responsible individuals or committee and give their contact information:  RESPONSIBLE PARTY/COMMITTEE: _____  CONTACT: _____ EMAIL: _____					
<b>PHASES OF IMPLEMENTATION</b>					
0 = Have not begun 1 = Underway (Committee in place, criteria for applicants established, advertising of position) 2 = Partially Implemented (Interviewing qualified applicants) 3 = Hiring Complete (new instructor hired) 4 = Fully Implemented (Classes being taught)					
<b>INTENDED TIMELINE OF IMPLEMENTATION</b>					
June	July		August		1 <sup>st</sup> Day of Classes
Phase 1: Committee Formed Criteria Set Advertising Underway	Phase 2: Interviewing Applicants		Phase 2: Interviewing Applicants Phase 3: Hire Applicant		Phase 4: Classes Being Taught
<b>INTENDED TIMELINE OF REACH</b>					
1 <sup>st</sup> Day of Classes	End of 1 <sup>st</sup> Marking Period	End of 2 <sup>nd</sup> Marking Period	End of 3 <sup>rd</sup> Marking Period	End of 4 <sup>th</sup> Marking Period	Yearly Projected Total
--	3 classes 90 students	3 classes 90 students	3 classes 90 students	3 classes 90 students	12 classes 360 students
<b>EXPECTED OUTCOMES</b>					
EXPECTED OUTCOME:  <b>Short-term</b> Increase the average number of students' structured physical activity minutes from 90 to 120 minutes per week. <b>Long-term</b> Increase the percentage of students who meet national guidelines for physical fitness.					

## SECTION 2: ACTIVITY IMPLEMENTATION

### Implementation Timeline

**Purpose and Questions Answered:** The scorecard’s purpose is to monitor the program’s activities. It answers the questions:

- What has been done?
- Has it been done well—that is, according to plans?

**Instructions:** Fill in the Timeline of the Implementation Scorecard and the corresponding legend defining the phases of implementation. The scorecard is a table of activity type (Intended, Actual, and Evaluated) crossed with time. The phase of implementation is entered within the cells of the table. The activities should be categorized as Intended, Actual, and Evaluated (Actual *minus* Intended). Intended refers to the phase of implementation that the activity is expected to be in at that time. Actual refers to the phase of implementation that the activity is truly in at that time. Evaluated refers to a relative value—actual phase level *minus* intended phase level.

The timeline is categorized into the Coordinator’s timeline (party responsible for multiple activities) and Project Timeline (a single activity). Note, that the Coordinator’s and Project Timelines need not correspond exactly; however, they should match at critical time points (i.e., the time periods that the coordinator is evaluating the specific program’s progress). Although there are times entered within the below table, you can change them to suit your needs.

If necessary a shorter version or abbreviation of the activity implementation phase can be used (e.g., Phase 1) within the cells of the table. If abbreviations are used, please fill out the Legend information below the table identifying the phases and their shortened abbreviations.

Assessment Time: Time 3: End of the 2<sup>nd</sup> Marking Period

Timeline of Activity Implementation Scorecard								
Coordinator's Implementation Timeline	—Summer—			Time 1: 1 <sup>st</sup> Day of Classes	Time 2: End of 1 <sup>st</sup> Marking Period	Time 3: End of 2 <sup>nd</sup> Marking Period	Time 4: End of 3 <sup>rd</sup> Marking Period	Time 5: End of 4 <sup>th</sup> Marking Period
Project Timeline	June	July	August	1 <sup>st</sup> Day of Classes	End of 1 <sup>st</sup> Marking Period	End of 2 <sup>nd</sup> Marking Period	End of 3 <sup>rd</sup> Marking Period	End of 4 <sup>th</sup> Marking Period
<b>Intended</b>	Phase 1: Committee Criteria Advertising	Phase 2: Interviews	Phase 2: Interviews	Phase 4: Classes Being Taught	Phase 4: Classes Being Taught	Phase 4: Classes Being Taught	Phase 4: Classes Being Taught	Phase 4: Classes Being Taught
<b>Actual</b>	Phase 1: Committee Criteria Advertising	Phase 2: Interviews	Phase 2: Interviews	Phase 2: Interviews	Phase 3: Instructor Hired	Phase 4: Classes Being Taught		
<b>Evaluated (Actual – Intended)</b>	On-schedule	On-schedule	On-schedule	Far Behind Schedule	Behind Schedule	Fully Implemented		

**Legend:**

0 = Have not begun

1 = **Underway** (Committee in place, criteria for applicants established, advertising of position)2 = **Partially Implemented** (Interviewing qualified applicants)3 = **Hiring Complete** (new instructor hired)4 = **Fully Implemented** (Classes being taught)

*We have provided an example. The example represents the implementation timeline of hiring a new physical education instructor. The example takes place at the end of the second marking period (Time 3) after hiring a new instructor during the 1<sup>st</sup> marking period. As the Table shows, the implementation was behind schedule at Times 1 and 2. The cause of the delay is summarized in the next table, Implementation Summary Scorecard. The delay had consequences for the number of students reached. This consequence will be demonstrated in the upcoming Activity Reach Scorecard example. Blank scorecards can be found in the next section.*

## SECTION 2: ACTIVITY IMPLEMENTATION

### Implementation Summary and Evaluation

**Purpose and Questions Answered:** The purpose of the Implementation Summary Scorecard is to provide a visual display of the program’s accomplishments, areas of strengths or weaknesses, causes of strengths or weaknesses, and future corrective action to amend any weaknesses. It answers the questions:

- What has been done?
- Are things going as planned?
- If things are not going as planned, what is the problem?
- What corrective actions need to be taken to bring the activity “up to speed”?

**Instructions:** The Implementation Summary is a table of time period crossed with (accomplishments, weaknesses/strengths, cause of weaknesses/strengths, and corrective action to be taken in the future). Enter the appropriate information within each cell. Times 1 through 5 are listed in the Time Period column, but you can change this information to suit your needs. The information regarding the program’s accomplishments and Weakness/Strengths should be taken from the previous scorecard (Timeline of Implementation Scorecard). The Accomplishments column coincides with the Actual Row in the previous scorecard, while the Weaknesses/Strengths column coincides with the Evaluated row from the previous scorecard. The cause of the program’s weaknesses/strengths and their respective corrective actions are left to the interpretation of the evaluator—that is, you.

Assessment Time: Time 3: End of the 2<sup>nd</sup> Marking Period

Activity Implementation Summary Scorecard				
			Answer when applicable	
Time Period	Accomplishments (Actual Outputs)	Weaknesses/Strengths (Actual – Intended)	Cause of Weaknesses/Strengths	Future Corrective Action
Time 1: 1 <sup>st</sup> Day of Classes	Phase 2: Interviewing	Far Behind Schedule	Lack of Qualified candidates	Increase advertising
Time 2: End of 1 <sup>st</sup> MP	Phase 3: Instructor Hired	Behind Schedule	Lack of Qualified candidates	--
Time 3: End of 2 <sup>nd</sup> MP	Phase 4: Classes Taught	Fully Implemented	--	--
Time 4: End of 3 <sup>rd</sup> MP				
Time 5: End of 4 <sup>th</sup> MP				

*In the example, the hiring of the new instructor was behind schedule at Times 1 and 2. The cause of the delay was a lack of qualified candidates applying for the position, and the corrective action taken was to increase the advertising of the available position. It can be seen that by Time 2, the increased advertising did indeed have an effect and a new instructor was hired. Finally, at Time 3 the activity is fully implemented and classes are being taught. As can be seen by this example, filling out the summary scorecard could take literally less than one minute per time period. Plus, once the activity has been implemented, there is really no need to fill the form out beyond reporting that the activity is ongoing.*

**SECTION 3: ACTIVITY REACH****Timeline of Activity Reach**

**Purpose and Questions Answered:** The scorecard’s purpose is to monitor the number of students that the activity reaches, or affects. It answers the questions:

- How many students have been affected, or “reached” by the program’s activity?
- How does this compare to the expected number of students “reached”?

**Instructions:** Fill in the Timeline of Activity Reach Scorecard. The scorecard is a table of the number of students reached by the activity crossed with time. The number of students should be entered within the appropriate cells of the table. The activities are categorized as Intended, Actual, and Evaluated (Actual *minus* Intended). As before, the timeline is categorized into the Coordinator’s timeline (party responsible for multiple activities) and Project Timeline (a single activity).

Assessment Time: Time 3: End of the 2<sup>nd</sup> Marking Period

Timeline of Activity Reach Scorecard										
Coordinator's Implementation Timeline	--Summer--			Time 1: 1 <sup>st</sup> Day of Classes	Time 2: End of 1 <sup>st</sup> Marking Period	Time 3: End of 2 <sup>nd</sup> Marking Period	Time 4: End of 3 <sup>rd</sup> Marking Period	Time 5: End of 4 <sup>th</sup> Marking Period	Total to Date	Yearly Projected Total
Project Timeline	June	July	August	1 <sup>st</sup> Day of Classes	End of 1 <sup>st</sup> Marking Period	End of 2 <sup>nd</sup> Marking Period	End of 3 <sup>rd</sup> Marking Period	End of 4 <sup>th</sup> Marking Period		
Intended	--	--	--	--	3 classes 90 students	3 classes 90 students	3 classes 90 students	3 classes 90 students	6 classes 180 students	12 classes 360 students
Actual	--	--	--	--	0 classes 0 students	4 classes 120 students			4 classes 120 students	
Evaluated (Actual – Intended)	--	--	--	--	0% Original Objective	133% Original Objective			67% Original Objective	33% Original Objective

*The example represents the timeline of activity reach after the newly hired physical education instructor began teaching classes at the beginning of the 2<sup>nd</sup> marking period. As shown in the scorecard, the program's reach was far behind schedule at Time 2; however, this was compensated for at Time 3 by the teacher instructing an extra class of 30 students. Thus, the total to date was 120 students (67% of the intended total to date of 180, and 33% of the yearly projected total of 360).*

**SECTION 3: ACTIVITY REACH****Activity Reach Summary and Evaluation**

**Purpose and Questions Answered:** The purpose of the Activity Reach Summary Scorecard is to provide a table of the program's accomplishments, areas of strengths or weaknesses, causes of strengths or weaknesses, and future corrective action to amend weaknesses with regard to program reach (i.e., number of students affected by the activity). It answers the questions:

- How many students have been affected, or “reached” by the program’s activity?
- Are things going as planned?
- If things are not going as planned, what is the problem?
- What corrective actions need to be taken to improve the reach of the activity?

**Instructions:** The scorecard is table of Time period crossed with (Accomplishments, Weaknesses/Strengths, Cause of Weaknesses/Strengths, and Future Corrective Action). Enter the appropriate information within each cell. The information regarding accomplishments and weaknesses/strengths is taken from the Timeline of Activity Reach scorecard. And, again, the cause of the weaknesses/strengths and its respective corrective actions are left to the interpretation of the evaluator.

Assessment Time: Time 3: End of the 2<sup>nd</sup> Marking Period

Activity Reach Summary Scorecard				
			Answer when applicable	
Time Period	Accomplishments (Actual Outputs)	Weaknesses/Strengths (Actual – Intended)	Cause of Weaknesses/Strengths	Future Corrective Action
Time 1	--	--	--	--
Time 2	--	<b>Weakness</b> 0% of Original Objective	<b>Weakness</b> Lack of instructor	Have newly hired instructor teach an extra classes next marking period
Time 3	4 Classes taught 120 students	<b>Strength</b> 133% of Original Objective	<b>Strength</b> Increased teaching load of new instructor	Continue to have new hire teach an additional class
Time 4				
Time 5				
<b>Total to Date</b>	4 Classes taught 120 students	<b>Weakness</b> 67% of Original Objective		

*In the example, the reach of the new class instructor was behind at Time 2; the cause of the delay was a lack of an instructor; the corrective action taken was to have the new instructor teach an additional class. By Time 3, the increased teaching load did indeed have an effect on activity reach; reach was a strength during the 2<sup>nd</sup> marking period, though it was still behind its total to date objective of 180 students.*

**SECTION 4: ACTIVITY OUTCOME****Activity Outcomes**

**Purpose and Questions Answered:** The purpose of the Program Outcome Scorecard is to provide a table showing the changes in wellness that occurred. It answers the question:

- How have the students changed since the beginning of the activity?

**Instructions:** Enter the students' level of wellness prior to and after the activity in the appropriate columns, and then enter the difference (post minus pre) in the impact column.

If an outcome can be linked to a specific activity, then the Program Outcome Scorecard should be similarly associated with those activities. For example, if a school had only one activity, hiring an additional PE instructor, the physical and health benefits can be safely linked to that one activity. On the other hand, if the program had many activities (e.g., hire a new instructor, increase recess time, etc.) then it would not be safe to link the outcomes to one specific activity.

ACTIVITY OUTCOMES SCORECARD						
Indicator	Time Periods of Intended Assessment					Impact Post-test <i>minus</i> Pre-test
	Time 1: 1 <sup>st</sup> Day of Classes Pre-test	Time 2: --	Time 3: --	Time 4: --	Time 5: End of 4 <sup>th</sup> Marking Period Post-test	
Percentage of students passing federal guidelines for physical fitness.	37%				58%	21%
Percentage of students who think exercise is "fun."	35%				35%	0%

*The example shows that the percentage of students passing federal guidelines for being physically fit increased from 37% to 58%. On the other hand, there was no change in the percentage of students who thought exercise "is fun."*

**SECTION 4: ACTIVITY OUTCOME****Activity Outcomes Summary and Evaluation**

**Purpose and Questions Answered:** The purpose of this scorecard is to report the effectiveness, or ineffectiveness, of the activity. It answers the questions:

- How have the students changed since the beginning of the activity?
- Were the changes the same for everyone?
- What were the causes of the changes, if any?
- If there were no changes, why did the activity not work?
- What can be done in the future to improve the effectiveness of the activity?

**Instructions:** As before, an evaluative summary is filled out next, in this case the Outcome Summary Scorecard. Enter the impact value into the accomplishments column. If your program had a set goal to be achieved (e.g., change the percentage of fit students by 30%), then evaluate your accomplishments relative to your intended goal and enter that value in the Weakness/Strength column. The remaining columns, Cause of Weakness/Strength and Future Corrective Action should be

filled out if applicable. If the program failed to have an impact, then a coordinator would be advised to inspect the strengths and weaknesses of the program's activities (i.e., the process evaluation) for the cause and corrective measure of a failing program. If the program was implemented and received as intended, then other causes should be considered.

An important caveat with regard to assessing changes in student wellness over time is in order here. An evaluator needs to be careful about the indicator that he or she chooses from. An indicator that is expected to change with student's physical maturation may not be appropriate. For example, assessing physical wellness by measuring improvements in strength over time is less than optimal.

As a final note, even when a program appears to have had a positive impact, evaluators should remain vigilant in their efforts for improvement. Evaluators should check to see if the program's benefits were the same for all students, or if the effects were modified by another factor such as gender.

Assessment Time: Time 5: End of the 4<sup>th</sup> Marking Period

ACTIVITY OUTCOMES SCORECARD				
			Answer when applicable	
Outcome	Accomplishments (Impact)	Weaknesses/Strengths (Actual – Intended)	Cause of Weaknesses/Strengths	Future Corrective Action
1. Improved physical fitness	Percentage of fit students increased from 37% to 58%	<b>Strengths</b> Marked improvement in fitness level of students <b>Weakness</b> Physical improvement only for boys	<b>Strength</b> Addition of new structured physical activity classes <b>Weakness</b> Lesson plan did not include games that the girls enjoyed	Add games that girls enjoy
2. Improved motivation to be fit	No improvement	<b>Weakness</b> 0% increase in enjoyment	<b>Weakness</b> Lesson plan of new instructor was too mechanical and individualized	Add more team sports to the lesson plan that both the girls and boys will enjoy

*For the Activity Outcomes Scorecard example, the table shows that there was a marked improvement in the school's fitness level; however, the students didn't improve in their enjoyment of physical activity. The lack of improved motivation suggests that students' health improvement may not last. In this fictitious example, a weakness was found in the instructing style of the new PE teacher (a mechanical instruction style and individual activities,) and a corrective lesson plan was suggested (more team sports).*

*In the example, it can be seen that improvements in physical fitness were only found for boys, and not girls. It was determined that the cause of this shortcoming was the lesson plan of the new instructor (too few activities for the girls); consequently, next year's lesson plan will include games that girls will appreciate and team sports that both boys and girls will enjoy.*

## SECTION 5: ACTIVITY EVALUATION SUMMARY

### Activity Evaluation Summary

**Purpose and Questions Answered:** The purpose of the Activity Evaluation Summary is to create a summary evaluation of the program’s activity and resulting outcomes—that is, an evaluation of activity and respective outcomes. This table shows how evaluation answers the evaluator’s questions of:

- What has been done?
- How well has it been done?
- Was the program effective?”
- What can be done in the future to improve the effectiveness of the activity?

**Instructions:** The table is generated by cutting and pasting the final row of each of the summary scorecards into a single table. The first two areas provide the process evaluation (Implementation and Reach) and the last area provides the outcome evaluation. The focal point of the table is the Accomplishments column. It is here that the program’s actual activities and impact on the students is found. The Weakness/Strength column provides a relative assessment of what the program did compared to what it was intended to do. The Cause of the Weakness/Strength column answers the question—why did the program under- or over-perform? And, finally, the Corrective Action column lists the actions that were taken to amend problems and changes that should be made in the future.

Assessment Time: Time 5: End of 4<sup>th</sup> Marking period

ACTIVITY EVALUATION SUMMARY SCORECARD				
Implementation				
			Answer when applicable	
Activity	Accomplishments	Weaknesses/Strengths	Cause of Weaknesses/Strengths	Corrective Action
Hire a new PE teacher to teach classes	A new PE teacher to teach classes was hired	Implemented behind schedule (1 marking period delay)	Lack of Qualified candidates	Increased advertising for position
Reach				
Hire a new PE teacher to teach classes	11 Classes taught 330 students	<b>Weakness</b> 92% of Original Objective	Delay in hiring a new instructor	Increased teaching load to compensate for the delay
Outcome				
1. Improved physical fitness	Percentage of physically fit students increased from 37% to 58%	<b>Strengths</b> Marked improvement in fitness level of students <b>Weakness</b> Physical improvement only for boys	<b>Strength</b> Addition of new structured physical activity classes <b>Weakness</b> Lesson plan did not include games that the girls enjoyed	Add games that girls enjoy
2. Improved motivation to be fit	No improvement	<b>Weakness</b> 0% increase in enjoyment	<b>Weakness</b> Lesson plan of new instructor too mechanical and individualized	Add more team sports to the lesson plan that both the girls and boys will enjoy

## SECTION 6: PROGRAM EVALUATION SUMMARY

### Program Evaluation Summary

**Purpose and Questions Answered:** The purpose of the Program Evaluation Summary is to create a summation of the program’s activities and resulting outcomes—that is, an evaluation of the program. Moreover, the summary provides a means to share what has been learned about doing the program. Hence, this quick summary can act as a roadmap for future activities. This final table demonstrates how the process of evaluation answers the program evaluator’s questions of:

- What has been done?
- How well has it been done?
- Was the program effective?”
- What were the lessons learned?

**Instructions:** The table is generated by simply cutting and pasting the results from the individual Activity Evaluation Summary Scorecards into the appropriate cells of the Program Evaluation Summary Scorecard. Again, the focal point of the table is the Accomplishments column.

Assessment Time: Time 5: End of 4<sup>th</sup> Marking period

<b>PROGRAM EVALUATION SUMMARY: G. WASHINGTON H.S.</b>			
<b>Accomplishments</b>	<b>Weaknesses/Strengths</b>	<b>Answer when applicable</b>	
		<b>Cause of Weaknesses/Strengths</b>	<b>Corrective Actions Taken / Suggestions for Future</b>
<b>Activity: Hire a new PE teacher to teach classes</b>			
<b>Implementation</b>			
A new PE teacher to teach classes was hired	Implemented behind schedule (1 marking period delay)	Lack of Qualified candidates	Increased advertising for position
<b>Reach</b>			
11 Classes taught 330 students	<b>Weakness:</b> 92% of Original Objective	Delay in hiring a new instructor	Increased teaching load to compensate for the delay
<b>Expected Outcome 1: Increase the fitness level of students</b>			
The percentage of physically fit students increased from 37% at the beginning of the school year to 58% at the end of the school year	<b>Strengths:</b> Marked improvement in fitness level of students <b>Weakness:</b> Physical improvement only for boys	<b>Strength:</b> Addition of new structured physical activity classes <b>Weakness:</b> Lesson plan did not include games that the girls enjoyed	<b>Future:</b> Add games that girls enjoy
<b>Expected Outcome 2: Increase the enjoyment of exercise</b>			
No improvement	<b>Weakness:</b> 0% increase in enjoyment	<b>Weakness:</b> Lesson plan of instructor was too mechanical and individualized	<b>Future:</b> Add more team sports to the lesson plan that both the girls and boys will enjoy
<b>Activity: Distribute Brochures about dangers of STDs</b>			
<b>Implementation</b>			
Generated 1,000 brochures	Implemented on-time and on-budget	--	<b>Future:</b> Next time use color
<b>Reach</b>			
Distributed brochure to 450 students	<b>Weakness:</b> Only met 45% intended reach	<b>Weakness:</b> 3 marking periods brochure only offered in health office	Changed distribution point to gym classes
<b>Expected Outcome Increased knowledge concerning STDs</b>			
Students' knowledge of STDs showed no improvement from the beginning of the year (avg. quiz 65%) to the end of the year (avg. quiz 66%)	<b>Weakness:</b> No change in students' knowledge of STDs	Not enough students received the informational brochures	<b>Future:</b> Sample students who received the brochure and see if their avg. score is above the avg. score of students at the beginning of the year (65%)

## Appendix

*In the case of the hiring of the PE teacher, the process evaluation shows that some difficulties were encountered: however, they were successfully managed and overall, both implementation and reach appeared to be successful. However, the outcome evaluation for this activity showed mixed results. Although the students' fitness level improved as a whole, a closer examination showed that the health benefits were only for boys. Because the activity appeared to be implemented and received as planned, then another cause for the mixed results was sought out. It is believed that the lesson plan that was used suited boys more so than girls; thus, causing the differential effects. Similarly, the lesson plan was thought to be the reason for a lack of improvements for enjoyment of exercise. It is recommended that future lesson plans incorporate team activities that both, boys and girls enjoy.*

*In the case of the new STD brochures, the process evaluation showed that the brochures were produced without problems, but were not received by the students. Given these shortcomings, it was not surprising to find that there was no change in the expected outcome of improved student knowledge concerning STDs.*

**BLANK SCORECARDS AND THEIR RESPECTIVE INSTRUCTIONS ARE PROVIDED NEXT.**

**SECTION 1: ACTIVITY DESCRIPTION**

To foster precise cross-level communication between individuals/committees and their respective coordinators, programs need to have agreed upon activity descriptions and timelines for completion. The collaboration between committees and coordinators will promote activity plans that are feasible and can be evaluated with an agreed upon set of criteria. Because different activities have different stages to be considered during the implementation phase, each activity would have its own deadline and criteria of implementation. For example, the appointment of an additional physical education instructor may have several steps which include establishing a committee to oversee the process, placing ads, interviewing potential candidates, etc.

By contrast, changing the menu at the cafeteria to include more healthful items may take fewer steps. The example given has several phases of implementation and is extremely structured; simpler tasks may not need such a formal monitoring process. In general, however, an activity's description should include: a detailed description of the activity itself, contact information of the responsible parties/committee, a timeline of intended activities, a description of the students that the activity is expected to affect, the expected outcome that would come as a result of the activity (when applicable), and the expected cost of the activity (if possible).

PROGRAM ACTIVITY DESCRIPTION SHEET AND TIMELINE OF IMPLEMENTATION					
ACTIVITY					
Describe in detail the intended program activity:					
CONTACT					
Identify the responsible individual(s) or committee and give their contact information:					
RESPONSIBLE PARTY/COMMITTEE: _____					
CONTACT: _____ EMAIL: _____					
PHASES OF IMPLEMENTATION					
Phase			Description		
0 = Have not begun					
1 = Underway					
2 = Partially Implemented					
3 = Fully Implemented					
INTENDED TIMELINE OF IMPLEMENTATION					
Time 1	Time 2	Time 3	Time 4	Time 5	Total
INTENDED TIMELINE OF REACH					
Time 1	Time 2	Time 3	Time 4	Time 5	Total
#	#	#	#	#	#
EXPECTED OUTCOMES					
EXPECTED OUTCOME:					
Short-term					
Long-term					

## SECTION 2: ACTIVITY IMPLEMENTATION

### Implementation Timeline

**Purpose and Questions Answered:** The scorecard’s purpose is to monitor the program’s activities. It answers the questions:

- What has been done?
- Has it been done well—that is, according to plans?

**Instructions:** Fill in the Timeline of the Implementation Scorecard and the corresponding legend defining the phases of implementation. The scorecard is a table of activity type (Intended, Actual, and Evaluated) crossed with time. The phase of implementation is entered within the cells of the table. The activities should be categorized as Intended, Actual, and Evaluated (Actual *minus* Intended). Intended refers to the phase of implementation that the activity is expected to be in at that time.

Assessment Time: \_\_\_\_\_

Actual refers to the phase of implementation that the activity is truly in at that time. Evaluated refers to a relative value — actual phase level *minus* intended phase level.

The timeline is categorized into the Coordinator’s timeline (party responsible for multiple activities) and Project Timeline (a single activity). Note, that the Coordinator’s and Project Timelines need not correspond exactly; however, they should match at critical time points (i.e., the time periods that the coordinator is evaluating the specific program’s progress). Although there are times entered within the table below, you can change them to suit your needs.

If necessary a shorter version or abbreviation of the activity implementation phase can be used (e.g., Phase 1) within the cells of the table. If abbreviations are used, please fill out the Legend information below the table identifying the phases and their shortened abbreviations.

Timeline of Activity Implementation Scorecard						
	Timeline					
	Coordinator's Implementation Timeline	Time 1: 1 <sup>st</sup> Day of Classes	Time 2: End of 1 <sup>st</sup> Marking Period	Time 3: End of 2 <sup>nd</sup> Marking Period	Time 4: End of 3 <sup>rd</sup> Marking Period	Time 5: End of 4 <sup>th</sup> Marking Period
Activity	Project Timeline	1 <sup>st</sup> Day of Classes	End of 1 <sup>st</sup> Marking Period	End of 2 <sup>nd</sup> Marking Period	End of 3 <sup>rd</sup> Marking Period	End of 4 <sup>th</sup> Marking Period
Intended						
Actual						
Evaluated (Actual – Intended)						

Legend:

Phase	Description
0 = Have not begun	
1 = Underway	
2 = Partially Implemented	
3 = Fully Implemented	

**SECTION 2: ACTIVITY IMPLEMENTATION****Implementation Summary and Evaluation**

**Purpose and Questions Answered:** The purpose of the Implementation Summary Scorecard is to provide a visual display of the program’s accomplishments, areas of strengths or weaknesses, causes of strengths or weaknesses, and future corrective action to amend any weaknesses. It answers the questions:

- What has been done?
- Are things going as planned?
- If things are not going as planned, what is the problem?
- What corrective actions need to be taken to bring the activity “up to speed”?

Assessment Time: \_\_\_\_\_

**Instructions:** The Implementation Summary is a table of Time period crossed with (accomplishments, weaknesses/strengths, cause of weaknesses/strengths, and corrective action to be taken in the future). Enter the appropriate information within each cell. Times 1 through 5 are listed in the Time Period column, but you can change this information to suit your needs. The information regarding the program’s accomplishments and Weakness/Strengths should be taken from the previous scorecard (Timeline of Implementation Scorecard). The Accomplishments column coincides with the Actual Row in the previous scorecard, while the Weaknesses/Strengths column coincides with the Evaluated row from the previous scorecard. The cause of the program’s weaknesses/strengths and their respective corrective actions are left to the interpretation of the evaluator—that is, you.

Activity Implementation Summary Scorecard				
			Answer when applicable	
Time Period	Accomplishments (Actual Outputs)	Weaknesses/Strengths (Actual - Intended)	Cause of Weaknesses/Strengths	Future Corrective Action
Time 1				
Time 2				
Time 3				
Time 4				
Time 5				

**SECTION 3: ACTIVITY REACH****Timeline of Activity Reach**

**Purpose and Questions Answered:** The scorecard’s purpose is to monitor the number of students that the activity reaches, or affects. It answers the questions:

- How many students have been affected, or “reached” by the program’s activity?
- How does this compare to the expected number of students “reached”?

Assessment Time: \_\_\_\_\_

**Instructions:** Fill in the Timeline of Activity Reach Scorecard. The scorecard is a table of the number of students reached by the activity crossed with time. The number of students should be entered within the appropriate cells of the table. The activities are categorized as Intended, Actual, and Evaluated (Actual *minus* Intended). As before, the timeline is categorized into the Coordinator’s timeline (party responsible for multiple activities) and Project Timeline (a single activity).

Timeline of Activity Reach Scorecard						
	Timeline					
	Coordinator's Implementation Timeline	Time 1: 1 <sup>st</sup> Day of Classes	Time 2: End of 1 <sup>st</sup> Marking Period	Time 3: End of 2 <sup>nd</sup> Marking Period	Time 4: End of 3 <sup>rd</sup> Marking Period	Time 5: End of 4 <sup>th</sup> Marking Period
Activity	Project Timeline	1 <sup>st</sup> Day of Classes	End of 1 <sup>st</sup> Marking Period	End of 2 <sup>nd</sup> Marking Period	End of 3 <sup>rd</sup> Marking Period	End of 4 <sup>th</sup> Marking Period
Intended						
Actual						
Evaluated (Actual - Intended)						

**SECTION 3: ACTIVITY REACH****Activity Reach Summary and Evaluation**

**Purpose and Questions Answered:** The purpose of the Activity Reach Summary Scorecard is to provide a table of the program’s accomplishments, areas of strengths or weaknesses, causes of strengths or weaknesses, and future corrective action to amend weaknesses with regard to program reach (i.e., number of students affected by the activity). It answers the questions:

- How many students have been affected, or “reached” by the program’s activity?
- Are things going as planned?
- If things are not going as planned, what is the problem?
- What corrective actions need to be taken to improve the reach of the activity?

Assessment Time: \_\_\_\_\_

**Instructions:** The scorecard is a table of Time period crossed with (Accomplishments, Weaknesses/Strengths, Cause of Weaknesses/Strengths, and Future Corrective Action). Enter the appropriate information within each cell. The information regarding accomplishments and weaknesses/strengths is taken from the Timeline of Activity Reach scorecard. And, again, the cause of the weaknesses/strengths and its respective corrective actions are left to the interpretation of the evaluator.

Activity Reach Summary Scorecard				
			Answer when applicable	
Time Period	Accomplishments (Actual Outputs)	Weaknesses/Strengths (Actual - Intended)	Cause of Weaknesses/Strengths	Future Corrective Action
Time 1				
Time 2				
Time 3				
Time 4				
Time 5				
Total to Date				

**SECTION 4: ACTIVITY OUTCOME****Activity Outcomes**

**Purpose and Questions Answered:** The purpose of the Program Outcome Scorecard is to provide a table showing the changes in wellness that occurred. It answers the question:

- How have the students changed since the beginning of the activity?

**Instructions:** Enter the students' level of wellness prior to after the activity in the appropriate columns, then enter the difference (post minus pre) in the impact column.

If an outcome can be linked to a specific activity, then the Program Outcome Scorecard should be similarly associated with the program's activities. For example, if the school had only one activity (hire an additional PE instructor), the physical and health benefits can be safely linked to that one activity. On the other hand, if the program had many activities (e.g., hire a new instructor, increase recess time, etc.) then it would not be safe to link the outcomes to one specific activity.

ACTIVITY OUTCOMES SCORECARD						
Indicator	Time Periods of Intended Assessment					Impact Post-test <i>minus</i> Pre-test
	Time 1: 1 <sup>st</sup> Day of Classes Pre-test	Time 2: --	Time 3: --	Time 4: --	Time 5: End of 4 <sup>th</sup> Marking Period Post-test	

## SECTION 4: ACTIVITY OUTCOME

### Activity Outcomes Summary and Evaluation

**Purpose and Questions Answered:** The purpose of this scorecard is to report the effectiveness, or ineffectiveness, of the activity. It answers the questions:

- How have the students changed since the beginning of the activity?
- Were the changes the same for everyone?
- What were the causes of the changes, if any?
- If there were no changes, why did the activity not work?
- What can be done in the future to improve the effectiveness of the activity?

**Instructions:** As before, an evaluative summary is filled out next, in this case the Outcome Summary Scorecard. Enter the impact value into the accomplishments column. If your program had a set goal to be achieved (e.g., change the percentage of fit students by 30%), then evaluate your accomplishments relative to your intended goal and enter that value in the Weakness/Strength column. The remaining columns, Cause of Weakness/Strength and Future Corrective Action should be

Assessment Time: \_\_\_\_\_

filled out if applicable. If the program failed to have an impact, then a coordinator would be advised to inspect the strengths and weaknesses of the program's activities (i.e., the process evaluation) for the cause and corrective measure of a failing program. If the program was implemented and received as intended, then other causes should be considered.

An important caveat with regard to assessing changes in student wellness over time is in order here. An evaluator needs to be careful about the indicator that he or she chooses from. An indicator that is expected to change with student's physical maturation may not be appropriate. For example, assessing physical wellness by measuring improvements in strength over time is less than optimal.

As a final note, even when a program appears to have had a positive impact, evaluators should remain vigilant in their efforts for improvement. Evaluators should check to see if the program's benefits were the same for all students, or if the effects were modified by another factor such as gender.

OUTCOMES SUMMARY SCORECARD				
			Answer when applicable	
Outcome	Accomplishments (Impact)	Weaknesses/Strengths (Actual – Intended)	Cause of Weaknesses/Strengths	Future Corrective Action
1. Improved physical fitness		Strengths	Strengths	Strengths
		Weakness	Weakness	Weakness
2. Improved motivation to be fit		Strengths	Strengths	Strengths
		Weakness	Weakness	Weakness

**SECTION 5: ACTIVITY EVALUATION SUMMARY****Activity Evaluation Summary**

**Purpose and Questions Answered:** The purpose of the Activity Evaluation Summary is to create a summary evaluation of the program’s activity and resulting outcomes—that is, an evaluation of activity and respective outcomes. This table shows how evaluation answers the evaluator’s questions of:

- What has been done?
- How well has it been done?
- Was the program effective?
- What can be done in the future to improve the effectiveness of the activity?

Assessment Time: \_\_\_\_\_

**Instructions:** The table is generated by cutting and pasting the final row of each of the summary scorecards into a single table. The first two areas provide the process evaluation (Implementation and Reach) and the last area provides the outcome evaluation. The focal point of the table is the Accomplishments column. It is here that the program’s actual activities and impact on the students is found. The Weakness/Strength column provides a relative assessment of what the program did compared to what it was intended to do. The Cause of the Weakness/Strength column answers the question—why did the program under- or over-perform? And, finally, the Corrective Action column lists the actions that were taken to amend problems and changes that should be made in the future.

ACTIVITY EVALUATION SUMMARY SCORECARD				
Implementation				
Activity	Accomplishments	Weaknesses/Strengths	Answer when applicable	
			Cause of Weaknesses/Strengths	Corrective Action
Reach				
Outcome				
1.		Strengths	Strengths	
		Weakness	Weakness	
2.		Strengths	Strengths	
		Weakness	Weakness	

**SECTION 6: PROGRAM EVALUATION SUMMARY****Program Evaluation Summary**

**Purpose and Questions Answered:** The purpose of the Program Evaluation Summary is to create a summation of the program’s activities and resulting outcomes—that is, an evaluation of the program. Moreover, the summary provides a means to share what has been learned about doing the program. Hence, this quick summary can act as a roadmap for future activities. This final table demonstrates how the process of evaluation answers the program evaluator’s questions of:

- What has been done?
- How well has it been done?
- Was the program effective?”
- What were the lessons learned?

**Instructions:** The table is generated by simply cutting and pasting the results from the individual Activity Evaluation Summary Scorecards into the appropriate cells of the Program Evaluation Summary Scorecard. Again, the focal point of the table is the Accomplishments column.

Assessment Time: \_\_\_\_\_

PROGRAM EVALUATION SUMMARY SCORECARD			
		Answer when applicable	
Accomplishments	Weaknesses/Strengths	Cause of Weaknesses/Strengths	Corrective Actions Taken/Suggestions for Future
<b>Activity:</b>			
Implementation			
Reach			
Expected Outcome 1:			
	Strengths Weakness	Strengths Weakness	
Expected Outcome 2:			
	Strengths Weakness	Strengths Weakness	
<b>Activity:</b>			
Implementation			
	Strengths Weakness	Strengths Weakness	
Reach			
	Strengths Weakness	Strengths Weakness	
Expected Outcome			
	Strengths Weakness	Strengths Weakness	