The Link Between Health and Academic Achievement

How to Improve Healthy Eating and Physical Activity Opportunities for Students

We will begin promptly at 11am!
Welcome & Logistics

• Thanks for joining us today!
• All participants are currently in listen-only mode with lines muted to reduce background noise.
• We will take questions throughout the webinar using the chat feature.
• This webinar will be recorded and archived for future use.
The California School-Based Health Alliance (CSHA) and the Dairy Council of California have partnered on the #HealthyStudents Campaign to bring nutrition education, tools, resources and support to school-based health centers (SBHCs) throughout California. By partnering we can make strides toward our common cause, which is to elevate the health of children and parents in California.
Adonai Mack
Director of Political Affairs and Strategy
Association of California School Administrators
Amack@acsa.org
Twitter: @ACSA_GR
Ashley Rosales, RDN

Program Manager,
Community Health
Dairy Council of CA

ARosales@
DairyCouncilofCA.org

Twitter: @Ashley_RD

Dairy Council of California
Healthy Eating Made Easier
Katia Ahmed, MEd, MS, RN
kahmed@
actionforhealthykids.org
HealthyEating.org/SchoolHealth
Why Health Equity Matters

Health equity is the ability of every person to have the same chance to stay healthy and/or to “attain his/her full potential” (CDC, 2012) regardless of his/her race, gender, age, economic conditions, social status, environment, and other socially determined factors.

• Health is a basic human right.
• It is a key determinant of economic and social development.
• It has a positive impact on people’s life chances and opportunities.
• Is influenced by and influences individual and social transitions.

*Health Equity Initiative ‘Why Health Equity Matters’ Fact Sheet 2014
Why Health Equity Matters

“Children from minority groups continue to suffer from direct biological consequences of health disparities since they are likely to experience developmental setbacks because they are sick, or their parents are sick.”

–Jennifer Ng’Andu, Nat’l Council of La Raza

• Impacts childhood education with long-term consequences on productivity, job security, etc.
• With minority groups steadily becoming the majority of the US population, this has important implications for our future.
• Achieving health equity requires the involvement of all segments of society and communities.

*Health Equity Initiative ‘Why Health Equity Matters’ Fact Sheet 2014
Childhood Obesity - A Health Equity Issue

Conditions Seen in Children

- High Cholesterol
- Type 2 Diabetes/Impaired Glucose Tolerance
- High Blood Pressure
- Social Problems and Poor Self-Esteem
- Sleep Disturbances
- Orthopedic Problems

*Slide adapted from CDC's Healthy Schools*
Healthy Students are Better Students

• "Brain imaging shows that children experience improved cognitive function and higher academic achievement after just 20 minutes of physical activity."

• “Combining the many benefits of physical activity with good nutrition habits that support healthy weight can have a powerful impact on a child's potential to learn.”

• Dr. Charles Hillman, University of Illinois at Urbana-Champaign
Academic Achievement

 Academic performance
  - Class grades
  - Standardized tests
  - Graduation rates

 Education behavior
  - Attendance
  - Drop out rates
  - Behavioral problems at school

 Students’ cognitive skills and attitudes
  - Concentration
  - Memory
  - Mood
“With this persuasive evidence about the relationship between health-risk behaviors and academic achievement, it is imperative that leaders in education and health act together to make wise investments in our nations school-age youth...”
Health-Risk Behaviors and Academic Achievement

Journal of Adolescent Health, April 2013

<table>
<thead>
<tr>
<th>Health-Risk Behaviors</th>
<th>Number of Studies</th>
<th>Longitudinal/Cross-Sectional</th>
<th>Measures Used for Academic Achievement</th>
<th>Studies Reporting an Inverse Association Between Health-Risk Behaviors and Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence-Related Behaviors</td>
<td>32</td>
<td>14 Longitudinal</td>
<td>GPA, grades, standardized test scores, academic engagement, educational aspirations, and/or educational attainment</td>
<td>33 of 32 (The only study that did not report an inverse association between academic achievement and higher levels of violence)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Cross-Sectional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Range of length of studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 year to 10 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tobacco Use</td>
<td>10</td>
<td>16 Longitudinal</td>
<td>GPA, grades, standardized test scores, academic engagement, educational aspirations, and/or educational attainment</td>
<td>28 of 28 (All the studies reported an inverse relationship between use of tobacco (including marijuana, tobacco, and academic achievement))</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Cross-Sectional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Range of length of studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 months to 17 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alcohol and Other Drug Use</td>
<td>4.6</td>
<td>21 Longitudinal</td>
<td>GPA, grades, standardized test scores, academic engagement, educational aspirations, and/or educational attainment</td>
<td>43 of 44 (A consistent finding of all except one of the 44 studies was an inverse association between academic achievement and binge drinking, drinking to get drunk, using inhalants, marijuana, and/or using prescription medications on a regular basis)</td>
</tr>
<tr>
<td>(AUD)</td>
<td></td>
<td>3 Cross-Sectional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Range of length of studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 years to 25 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual Risk Behaviors</td>
<td>12</td>
<td>13 Longitudinal</td>
<td>GPA, grades, standardized test scores, academic engagement, educational aspirations, and/or educational attainment</td>
<td>22 of 22 (All of the 10 studies that collected data about age of sexual debut reported that earlier sexual debut was inversely correlated with grades and academic achievement)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Cross-Sectional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Range of length of studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 month to 11 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate Physical Activity</td>
<td>15</td>
<td>7 Longitudinal</td>
<td>GPA, grades, standardized test scores, academic engagement, educational aspirations, and/or educational attainment</td>
<td>9 of 15 (Time spent in physical education class during the instructional day did not result in lower grades or lower standardized test scores)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Cross-Sectional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Range of length of studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 months to 10 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate Nutrition</td>
<td>9</td>
<td>4 Longitudinal</td>
<td>GPA, grades, standardized test scores, and/or school attendance and/or family income</td>
<td>9 of 9 (Participating in school breakfast or lunch programs was associated with improvement in grades, standardized test scores, and school attendance. After soliciting specific nutrients (fruits, vegetables, and dairy products) missing from students’ diets, their academic performance improved)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 Cross-Sectional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Range of length of studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 months to 10 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Inadequate Physical Activity and Nutrition are inversely linked to student academic achievement.
Creating Healthy Students

Healthy eating and physical activity are linked with:

- Academic Success
- Health and Well-being
- Risk for Obesity
- Risk for Chronic Conditions (e.g., osteoarthritis)
- Risk for Chronic Diseases (e.g., Type 2 diabetes)
Local Control and Accountability Plan

- System Leadership
- Inclusion
- Vision for academic achievement
School Health: Nutrition Education Opportunities

Ashley Rosales, RDN

April 15, 2016
Cause: To elevate the health of children and parents in CA through the pursuit of lifelong healthy eating habits.
Nutrition and Health Are Closely Related

“More than 2/3 of adults and nearly 1/3 of children and youth are overweight or obese. About half of all American adults- 117 million individuals- have one or more preventable chronic diseases, many of which are related to poor eating and physical activity patterns.”

Information adapted from the 2015-2020 Dietary Guidelines for Americans. Available at DietaryGuidelines.gov.
An In-Depth Look at the 2015-2020 Dietary Guidelines for Americans

Information adapted from the 2015-2020 Dietary Guidelines for Americans. Available at DietaryGuidelines.gov.
Dietary Guidelines for Americans 2015-20: A Focus on Healthy Eating Patterns

- Consume a healthy eating pattern that accounts for all foods and beverages within an appropriate calorie level.

- A healthy eating pattern includes:
  - A variety of vegetables (from all sub-groups)
  - Fruits, especially whole fruits
  - Grains, in which half are whole grains
  - Fat-free and low fat dairy (including milk, yogurt, cheese and fortified soy beverages)
  - A variety of protein foods (including seafood, lean meats & poultry, eggs, legumes, nuts, seeds, and soy products)
  - Oils

- A healthy eating pattern limits:
  - Saturated fats and trans fats, added sugars, and sodium
### Healthy Eating Patterns

**Example: Healthy U.S.-Style Eating Pattern at the 2,000-Calorie Level**

<table>
<thead>
<tr>
<th>Food Group</th>
<th>Amount¹ in the 2,000-Calorie-Level Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables</td>
<td></td>
</tr>
<tr>
<td>Dark Green</td>
<td>1½ c-eq/wk</td>
</tr>
<tr>
<td>Red &amp; Orange</td>
<td>5½ c-eq/wk</td>
</tr>
<tr>
<td>Legumes (Beans &amp; Peas)</td>
<td>1½ c-eq/wk</td>
</tr>
<tr>
<td>Starchy</td>
<td>5 c-eq/wk</td>
</tr>
<tr>
<td>Other</td>
<td>4 c-eq/wk</td>
</tr>
<tr>
<td>Fruits</td>
<td>2 c-eq/day</td>
</tr>
<tr>
<td>Grains</td>
<td></td>
</tr>
<tr>
<td>Whole Grains</td>
<td>≥ 3 oz-eq/day</td>
</tr>
<tr>
<td>Refined Grains</td>
<td>≤ 3 oz-eq/day</td>
</tr>
<tr>
<td>Dairy</td>
<td>3 c-eq/day</td>
</tr>
<tr>
<td>Protein Foods</td>
<td></td>
</tr>
<tr>
<td>Seafood</td>
<td>8 oz-eq/wk</td>
</tr>
<tr>
<td>Meats, Poultry, Eggs</td>
<td>26 oz-eq/wk</td>
</tr>
<tr>
<td>Nuts, Seeds, Soy Products</td>
<td>5 oz-eq/wk</td>
</tr>
<tr>
<td>Oils</td>
<td>27 g/day</td>
</tr>
<tr>
<td>Limit on Calories for Other Uses (% of Calories)²</td>
<td>270 kcal/day (14%)</td>
</tr>
</tbody>
</table>

Information adapted from the 2015-2020 Dietary Guidelines for Americans. Available at DietaryGuidelines.gov.
Adherence to the 2010 Dietary Guidelines Measured by Average Total Healthy Eating Index-2010 (HEI-2010) Scores of the U.S. Population Ages 2 Years and Older (Figure I-1)

Data Source:
Analyses of What We Eat in America, National Health and Nutrition Examination Survey (NHANES) data from 1999-2000 through 2009-2010.

Note: HEI-2010 total scores are out of 100 possible points. A score of 100 indicates that recommendations on average were met or exceeded. A higher total score indicates a higher quality diet.

Information adapted from the 2015-2020 Dietary Guidelines for Americans. Available at DietaryGuidelines.gov.
Current Eating Patterns in the United States
Percent of the U.S. Population Ages 1 Year and Older Who are Below, At, or Above Each Dietary Goal or Limit

Note: The center (0) line is the goal or limit. For most, those represented by the orange sections of the bars, shifting toward the center line will improve their eating pattern.

Data Source: What We Eat in America, NHANES 2007-2010 for average intakes by age-sex group. Healthy U.S.-Style Food Patterns, which vary based on age, sex, and activity level, for recommended intakes and limits.

Information adapted from the 2015-2020 Dietary Guidelines for Americans. Available at DietaryGuidelines.gov.
Eating Patterns Compared to MyPlate

U.S. consumption in relation to MyPlate food group recommendations, 2011

Note: Rice data were discontinued and thus are not included in the grains group.

1Based on a 2,000-calorie diet.

Food Sources of Added Sugars
Food Category Sources of Added Sugars in the U.S. Population Ages 2 Years and Older

Data Source: What We Eat in America (WWEIA) Food Category analyses for the 2015 Dietary Guidelines Advisory Committee. Estimates based on day 1 dietary recalls from WWEIA, NHANES 2009-2010.

Information adapted from the 2015-2020 Dietary Guidelines for Americans. Available at DietaryGuidelines.gov.
Dietary Guidelines and MyPlate: Key Recommendations

- Consume more:
  - fruit
  - vegetables
  - whole grains
  - low-fat dairy

- Increasing consumption of these food groups will help supply these “nutrients of concern”:
  - calcium
  - potassium
  - vitamin D
  - fiber
Review of Community-Based Childhood Obesity Prevention Studies

American Academy of Pediatrics

Published July 12, 2013
Schools Role in Obesity Prevention: California Results
Survey by Field Research Corporation on behalf of Kaiser Permanente

89% adults favor the new USDA school nutrition standards

90% parents feel nutrition education is highly important

71% adults endorse extending new standards beyond mealtime

9 out of 10 parents say K-12 schools should play a role in reducing obesity in their community

http://share.kaiserpermanente.org/article/survey-americans-expect-schools-to-lead-in-preventing-
Inadequate nutrition is a health-risk behavior associated with poor academic achievement:

- Participating in school breakfast or lunch programs was associated with improvement in grades, standardized test scores and school attendance.
- After adding specific nutrients* missing from students’ diets, academic performance improved.
  *Fruits, Vegetables, Dairy products

http://www.chronicdisease.org/?page=SchoolHealthPubs&hhSearchTerms=%22do+health+and+education+agencies%22
# Healthy Eating and Academic Achievement

<table>
<thead>
<tr>
<th>Dietary Behavior/Issue</th>
<th>Related Academic Achievement Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation in the School Breakfast Program (SBP)</strong></td>
<td>• Increased academic grades and standardized test scores</td>
</tr>
<tr>
<td></td>
<td>• Reduced absenteeism</td>
</tr>
<tr>
<td></td>
<td>• Improved cognitive performance</td>
</tr>
<tr>
<td><strong>Skipping breakfast</strong></td>
<td>• Decreased cognitive performance</td>
</tr>
<tr>
<td><strong>Lack of adequate consumption of specific foods (fruits, veg, dairy)</strong></td>
<td>• Lower grades</td>
</tr>
<tr>
<td><strong>Deficits in specific nutrients</strong></td>
<td>• Lower grades</td>
</tr>
<tr>
<td></td>
<td>• Higher rates of absenteeism and tardiness</td>
</tr>
<tr>
<td><strong>Insufficient food intake</strong></td>
<td>• Lower grades</td>
</tr>
<tr>
<td></td>
<td>• Higher rates of absenteeism</td>
</tr>
<tr>
<td></td>
<td>• Repeating a grade</td>
</tr>
<tr>
<td></td>
<td>• Inability to focus</td>
</tr>
</tbody>
</table>
Nourish to Flourish

Food insecurity and being overweight are two of the biggest crises facing America's kids today. But they don't need to be. The solution lies in understanding the facts.

Food insecure

16 million kids

Overweight

23 million kids

The Reality of Being Overweight and Food Insecure

They are linked.
# Nutrition Services: School Meals

**Building Blocks for Healthy Children** report by IOM

<table>
<thead>
<tr>
<th>Access to nutritious, low-cost meals</th>
<th>Support growth and development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster healthy eating habits</td>
<td>Safeguard children’s health</td>
</tr>
<tr>
<td>Based on Dietary Guidelines for Americans</td>
<td>Increase availability of key food groups</td>
</tr>
</tbody>
</table>

---

**Did you know?**

The National School Lunch Program was created in 1946 "as a measure of national security, to safeguard the health and well-being of the nation's children."

Source: National School Lunch Act, Section 2, Public Law 396, 79th Congress, June 4, 1946
School cafeterias can help influence healthy food choices

Healthy choice is the easy choice
Nutritious foods are appealing
Includes student involvement
Health Education

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

“Any combination of educational strategies, accompanied by environmental supports, designed to facilitate voluntary adoption of food choices and other food and nutrition related behaviors conductive to health and well-being and delivered through multiple venues.”

Contento, Nutrition Education: Linking Research, Theory, and Practice, 2nd ed. 2010, p14
Effective Nutrition Education Program in K-12 Schools

Nutrition Promotion
- Posters
- Bulletin Boards
- Newsletters
- Marketing

Food Literacy
- Taste Testing
- Cooking
- Food Safety
- Farm-to-School activities and events

Classroom Nutrition Education
- USDA Dietary Guidelines for Americans
- Based on health education standards
- Part of a comprehensive health education program
- Integrates nutrition knowledge and skills
- Encourages experiential learning
- Assesses knowledge, skills and behaviors
- Engages family and community
- Incorporates the physical environment
- Aligns to Common Core State Standards
Nutrition Education Evaluation Results

Knowledge of food groups
Nutrient-rich food choices
Physical activity

Extra foods
High sugar beverages
Screen time
Teachers Value Nutrition Education

I am happy to say my students are making much better choices in the lunch line.
4th grade teacher
Peabody Charter School

I had two former students come back and report that they were now eating healthy because I had taught them how and why.
Kindergarten teacher
Westminster Avenue Elementary

43% Believe nutrition is a vital topic that is left out of the standard curriculum, that it ties to curriculum and offers variety

30% Have seen the results of students eating better, practicing healthier habits, and doing better in school.
nutrition education toolkit
HealthyEating.org/SchoolHealth

- Online resources
- Print resources
- Turnkey presentations
- Posters and healthy eating messaging
- Professional development
- Parent engagement
Healthy Eating Made Easier through Technology

What Can You Add To Your Breakfast To Make It “3 Out of 5”?

- Yogurt and fruit smoothie + Add Grains (crackers) + Egg and cheese in tortilla + Add Vegetables (salsa, avocado)
- Granola bar and milk + Add Fruit (an apple) + Peanut butter on toast + Add Fruit (orange slices)
Strengthen Nutrition Education in Schools

- Provide professional development on nutrition and achievement.
- Integrate nutrition into local school wellness policies.
- Teach evidenced-based classroom nutrition education.
- Connect to the cafeteria (Smarter Lunchroom Movement, Farm to School, etc.)
- Support school health clinics.
- Partner to leverage resources and capacity even further.
Katia Ahmed, M.Ed., MS, RN
kahmed@actionforhealthykids.org
How to Add More Activity into the School Day

“I call (exercise) Miracle-Gro for the brain. Exercise keeps these cells healthy in a way that even playing chess (and other highly cognitive activities) does not.”

– John J. Ratey, MD
Co-Author of *Spark - The Revolutionary New Science of Exercise and the Brain*
Schools can create an environment that offers many opportunities for students to be physically active throughout the school day. A Comprehensive School Physical Activity Program (CSPAP) provides a national framework for school-based physical education and physical activity. A CSPAP provides strong coordination for five components: physical education, physical activity during school (recess and classroom physical activity), physical activity before and after school, staff involvement, and family and community engagement.
Help Promote Healthy School Practices

Physical Education and School-based Physical Activity
The Centers for Disease Control and Prevention (CDC) recommends that kids get 60 minutes of physical activity daily.

SHAPE America recommends that all schools implement a Comprehensive School Physical Activity Program (CPAPS).
The five components of a CSPAP are:

1. High-quality physical education.
2. Physical activity during school.
3. Physical activity before and after school.
4. Staff involvement.
5. Family and community engagement.
"I tell people it's not my job as a PE teacher to make kids fit. My job is to make them know all of the things they need to know to keep themselves fit."

Paul Zientarski, P.E. Coordinator
Naperville Central High School

P.E. = class where students learn benefits, skills and training principles of physical activity

ShapeAmerica.org

www.education.com/reference/article/physical-exercise-school-fitness-body-mind/?page=4
Physical activity = anything that gets your body moving

- P.E.
- Recess
- Fitness breaks
- Field trips
- Classroom learning that incorporates movement
- Before and after school activities
- Walk and bike to school programs
Ideas for Action

- Classroom Activity Breaks
- Effective Recess Programs
- Before and After-School Clubs
- Walk and Bike-to-School Programs
- Active Celebrations, Fundraisers and Family Events
Launch a physical activity initiative with the support of your principal, school leaders, teachers, students and parent community.

Let’s Move, Active Schools is a collaborative effort between leading health and education organizations that empowers individual school leaders to help their schools achieve an active environment.  
http://letsmoveschools.org/
Advocate for more recess.

- SHAPE America recommends 20 minutes of daily recess.
- Up to 40% of school districts have reduced or eliminated recess.
- Scaling back recess comes at a cost to learning.


“...the most unexpected opportunity to boost learning lies outside the classroom: on the playground at recess.”
Advocate for better recess.

“Overweight or obese students are more likely to be victims of bullying than their average-weight peers...Students who are teased because of their weight may experience problems that are harmful to their emotional and physical well-being.”

– Yale Rudd Center for Food Policy & Obesity.

“Weight Bias is a Major Reason that Students are Bullied in Schools: A Fact Sheet on School Climate.”

- Enough trained adults
- Enough space, facilities, and equipment
- A physically safe environment
- An environment that promotes more activity and movement
Physical Activity and Wellness Policies

Sample policy items for physical activity:

- Physical activity should not be *given out* to students as punishment for misbehavior (e.g., push-ups, running laps).

- Physical activity should not be *withheld* from students as punishment or to make up tests or homework (e.g., missing recess or gym).
Fitness Breaks

- Brain Breaks
- Instant Recess
- Yoga Programs
- Fitness Alarms
- “Walk and Talk” Breaks
- Morning Announcements

Academic learning that incorporates movement
Fitness Breaks

**Music is key** – Use it to get kids moving more in the classroom and in the hallways during transitions.

At East Grand School District in Granby, Colorado, you might see students dancing to music during transitions or movement breaks, special education classes doing ball exercises with music, or music setting the tone of the day or being used to introduce a lesson theme.

“Physical Activity in Schools, Resources and Case Studies to Implement HB11-1069.” LiveWell Colorado Webinar – August 16, 2011
Fitness Breaks

Tips for success

- Model enthusiasm – participate with students.
- Demonstrate breaks during staff meetings.
- Start a video exercise library.
- Modify activities so that all students can participate.

Alliance for a Healthier Generation: www.healthiergeneration.org/schools.aspx?id=4425
Nicole Croy, Parent Volunteer
Ryan Elementary
Westminster, Colorado

Indoor Recess Kits
Nicole and her team put together indoor recess kits for inclement weather days. Instead of watching movies, now students get a much needed movement break even though they can’t go outside.

“The great thing about them is every child can find an activity from the bag that they enjoy. No one feels left out or pressured to participate in something they don’t want to do.”

Amanda Hill, 4th grade Ryan teacher
For secondary students

- Implement breaks during homeroom or “advisory” period.
- Start slowly, have patience and be persistent.
- Use humor, make activities challenging and show students the benefits.
- Involve students in creating, planning and leading their own activity breaks.

Tips for success

Colorado Legacy Foundation
“Take a Break! Teacher Toolbox – Physical Activity Breaks in the Secondary Classroom”
http://colegacy.org/resource/movemore/

Before and After School Activity Clubs

- Start a walking or running club (100 Mile Club, Girls on the Run)
- Start a club focused on what you enjoy – dancing, volleyball, jump-rope, yoga.
- Find community members to help.
- Open up the gym for exercise time.
- Bring in an established program (yoga, Zumba®, martial arts, etc.).
Before and After School

Tips for success

- Voluntary participation
- Equal opportunities to participate
- Student involvement in selection and planning
- Promotion to students and families
- Review of district policy for supervision and facility maintenance

Find more tips at: [www.actionforhealthykids.org/game-on-intramural-programs](http://www.actionforhealthykids.org/game-on-intramural-programs)
Participate in **National Walk or Bike to School Day**.

Start a **Walk or Bike to School program**.

Start or support a **Safe Routes to School initiative**

---

**Walking School Bus** or **Bicycle Train**
A group of students walking to school with one or more adult “bus drivers” or riding their bikes to school with adult supervision.

Learn more: [www.walkingschoolbus.org/Walking_School_Bus_Basics.pdf](http://www.walkingschoolbus.org/Walking_School_Bus_Basics.pdf)
Link with other community efforts – find potential partners for your school to help with programming and funding.
AFHK tipsheets on recess, fitness breaks and before and after school activities: www.ActionforHealthyKids.org/ParentToolkit

AFHK Share Healthy Food & Activity presentation: www.ActionforHealthyKids.org/ShareHealthyFoods

www.ActionForHealthyKids.org
Game On: An Every Kid Healthy Tool

Game On supports America's schools in creating healthier school environments for students, staff and the community they serve. This novel online guide provides all the information and resources you need to host a successful school wellness program in your school with the ultimate goal of getting your school nationally recognized as a Healthy Rating School through the United States Department of Agriculture, Food and Nutrition Service Healthful School Challenge (HC3) recognition program.

Game On: 6 Steps to Building a Healthy School

1. Define Your Team
   A school wellness team identifies health concerns, leads projects, raises funds, promotes and celebrates successful health initiatives, and helps others replicate their efforts. Anyone, from school staff to parents to community members, can serve on a team.

2. Assess & Track Progress
   Assess the health of your school environment using the School Health Index, identify strengths and areas of weakness, then use Game On activities to make improvements.

3. Create and Implement an Action Plan
   A clear action plan will serve as a road map for the wellness team and outline priorities and goals that can be accomplished one step and one year at a time.

4. Fresh Activities
   Use our school blueprint to identify activities that line up with your school's needs and find resources to help you implement those activities.

5.of Partnerships
   These partnerships can improve student learning by promoting consistent messages about healthy behaviors and provide access to additional resources and volunteers.

6. Share Success
   You've done all the hard work. Now show school staff, parents, students and the community that your school is one of the healthiest in the nation! Apply for recognition through the HealthierUS School Challenge award program.

Log into Game On to select a room on the school blueprint to find nutrition and physical activity challenges for every aspect of your school building. Whether you are part of the school staff, a parent or community member, you can make a difference!

Eat Better Activities
- Alternative Breakfast Programs
- Farm to School
- Healthy & Wellness Fair
- Healthy & Active Non-food Rewards
- Healthy & Active Parties
- Healthy Fundraising
- Healthy School Store

Move More Activities
- Active Learning Opportunities
- Bike Rodeo
- Brain Breaks, Instant Recess & Energizers
- Daily Physical Education
- Family Fun Days
- Fitness Classes
- Indoor Recreational Ideas

Find more information at www.actionforhealthykids.org/tools-for-schools
Every Kid Healthy™ Week: April 25-29, 2016

Every Kid Healthy™ Week is an annual observance to celebrate school health and wellness achievements recognized on the calendar of National Health Observances. Observed the last week of April each year, this week shines a spotlight on the great efforts our schools are doing to improve the health and wellness of their students, the link between nutrition, physical activity and learning, and because healthy kids learn better! Everyone is invited to get involved and be a part of the celebration to support sound nutrition, regular physical activity and health education programs in schools.

Thank you to the 1,500 schools, 760,000 students, and 37,000 parents, teachers, and volunteers who participated in the Every Kid Healthy Week celebrations in April 2015!

It’s always a good time to plan an Every Kid Healthy themed event at your school. Find Every Kid Healthy Week resources below and check out Game On for ideas and inspiration.
Take the Pledge!

Action for Healthy Kids

Take the *Every Kid Healthy Pledge*. Help us create a 100,000-person movement to make *all* schools healthier places.

[ActionforHealthyKids.org/EveryKidHealthy](http://ActionforHealthyKids.org/EveryKidHealthy)
Resources

California School-Based Health Alliance
http://www.schoolhealthcenters.org

Dairy Council of California
http://www.healthyeating.org

ACSA http://www.acsa.org

Action for Healthy Kids
http://www.actionforhealthykids.org
Q & A

• Thank you all for joining us today to learn more about the link between health and academic achievement.

• We will send a link to the archived webinar along with links to partner resources in the coming week.

• We will now take questions for our presenters!
Questions for our presenters

Please submit your questions in the chat box!