

# CHANGING THE SCENE



## Improving the School Nutrition Environment



A Guide to Local Action

**To obtain copies of the *Changing the Scene* kit:**

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**Visit the Team Nutrition Home Page:**

**[www.fns.usda.gov/tn](http://www.fns.usda.gov/tn) to download or Email an order form.**

When ordering, please specify the school name and address where you will be using the kit.

# CHANGING THE SCENE



## Improving the School Nutrition Environment



**United States Department of Agriculture**  
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# Introduction

**D**o your students have a comfortable place to sit and eat lunch? Do they have enough time to eat? Is the lunch period too early? Too late? Does the school teach good nutrition in the classroom—and then sell soda to raise money? Are healthy food choices available at school parties and after-school activities as well as in the school dining room? Is school breakfast offered only during exam week? Are students learning about the importance of physical activity while they see physical education cut from the curriculum?

Answering these questions will help paint a picture of the nutrition environment in your school. This is an important first step in making sure that the picture your students see is a healthy nutrition environment. This *guide* has been designed to assist you—whether you are a parent, school administrator, teacher, school foodservice employee, or other concerned member of the community—to examine your school’s nutrition environment, develop a plan for improvement, and put the plan into action to “change the scene”. By getting involved now, you can make a big difference—in children’s energy and readiness to learn today; in their health and productivity as adults; and in their success and well-being throughout their lives.

## What is a healthy school nutrition environment?

A healthy school nutrition environment gives students consistent, reliable health information—and ample opportunity to use it. For example, in a healthy environment:

- The classroom, the school dining room, 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 school dining room, but also at class parties, sports events—wherever they are throughout the school day.
- Students have many opportunities to practice healthy habits. They can choose from an array of healthy food options, eat in relaxed and comfortable surroundings, and enjoy daily physical activity.

## Why is a healthy school nutrition environment so important?

Recent research helps answer this question. Studies show that:

- Nutrition is related to physical well-being, growth and development, readiness to learn, and risk of disease.
- Unhealthy eating habits that contribute to health problems tend to be established early in life; young persons who have unhealthy eating habits tend to maintain these habits as they age.
- Diet-related diseases include heart disease, some types of cancer, stroke, Type 2 diabetes, high blood pressure, obesity, and osteoporosis.
- Some children are undernourished. Even moderate undernutrition can have lasting effects on children’s growth, development, and school performance
- Some children have problems with overnutrition. The Centers for Disease Control and Prevention reports that 5.3 million of U.S. young people aged 6-17 years are seriously overweight.
- Regular physical activity promotes psychological well-being and long-term health benefits.
- Medical costs, lost productivity, and other expenses associated with nutritional problems add up to \$71 billion a year.

## This Guide’s for You!

USDA developed this kit of materials to help you to take action to improve your school nutrition environment. This *guide* is the centerpiece, and it:

- Gives you general guidelines for establishing your team and planning for change.
- Explains each of the six components of a healthy school nutrition environment.
- Provides criteria for determining success.
- Offers ideas for getting activities started.
- Presents guidelines for identifying, contacting, and working with all of the groups you want to be actively involved on your team.

- Provides tips for attracting media attention and working effectively with the media.
- Cites references and resources.

The kit also includes:

### **Support Materials**

- Improvement Checklist to help you determine how your school nutrition environment measures up.
- Handouts—fact sheets and other educational tools.
- Samples of the kind of materials you may want to develop.

### **Other Resources**

- **Video**—to help you educate audiences about a healthy school nutrition environment and focus their attention on the issue.
- **PowerPoint presentation**—to use when talking to groups and urging them to join your team in improving the nutrition environment in your school. A set of transparencies of the PowerPoint slides and a copy of the presentation script are provided for those who prefer this method of presentation.
- **The School Environment, Helping Students Learn to Eat Healthy brochure**—explains why it is important to create a school environment that supports healthy eating—50 copies, plus a black and white and a color master for reproducing.
- **CD-ROM**—includes the PowerPoint presentation; a small utility program you can use to pull up the presentation in case you don't have PowerPoint; a script for the presentation; a set of transparencies; the various support materials; and The School Environment, Helping Students Learn to Eat Healthy brochure for copying on specialty paper, as well as a copy suitable for professional printing (with the printing specifications).

- **Call to Action**—joint statement from five national medical associations and the U.S. Department of Agriculture that explains the importance of healthy eating to children's long-term health and well-being.
- **Chapter E, "Healthy Eating"**—reprint from the National Association of State Boards of Education school health policy guide, *Fit, Healthy and Ready to Learn*. This chapter discusses establishing school policies to support a healthy school nutrition environment.
- **INFOBRIEF: Commercialism in Schools**—reprint of an information brief of the Association for Supervision and Curriculum Development that discusses commercialism in schools.
- **CDC Flyer**—a free copy of the *School Health Index: A Self-Assessment and Planning Guide* is available from the Centers for Disease Control and Prevention.

You and your team can use and modify the materials to meet your goals and the needs of your community. Getting started is the key. The steps you take—small, medium, or giant—will go a long way toward changing the scene at schools and improving the health and education of America's children.



# Planning for Change

*The following steps can help you begin the process of improving the nutrition environment in your school:*

**1 Create a Team and Get Buy-In**  
Important change generally comes about when one person sees a need for change and is willing to take action. A good first step is to bring together a group of interested people and discuss the concerns you share. You may be able to start with an existing team such as a school health committee. Potential team members include the school foodservice director or manager, teachers, school counselors and nurses, administrators, parents, students, and community members and leaders. The team should consist of those people who are willing to make a commitment to participate actively and stay involved.

**2 Conduct a Needs Assessment**  
The next step is for the team to identify areas of the school environment that need improvement. (You can use the Improvement Checklist in the Support Materials booklet.)

**3 Develop an Action Plan**  
Review the school's strengths and weaknesses and select areas for improvement. The team may need to decide which areas to tackle first, and which to do later. Decide on specific activities that will help achieve the desired improvements. Determine what materials and resources you will need to complete the activities and what your timeframes will be. Set times for reviewing successes and resolving problems, and make certain your plan includes a method for evaluating progress.

**4 Put the Plan Into Action**  
Assign responsibilities to specific team members; then get the activities under way.

**5 Evaluate**  
Review your progress—recognize your successes and resolve problems that arise. Your team may need to revise the plan as you go along to make sure you accomplish your goals.

**6 Communicate**  
Let other people in the community (including the media) know about your activities. Invite them to participate as often as possible. This will help you win support for your goals, gain recognition for your school, and encourage others to join the team.



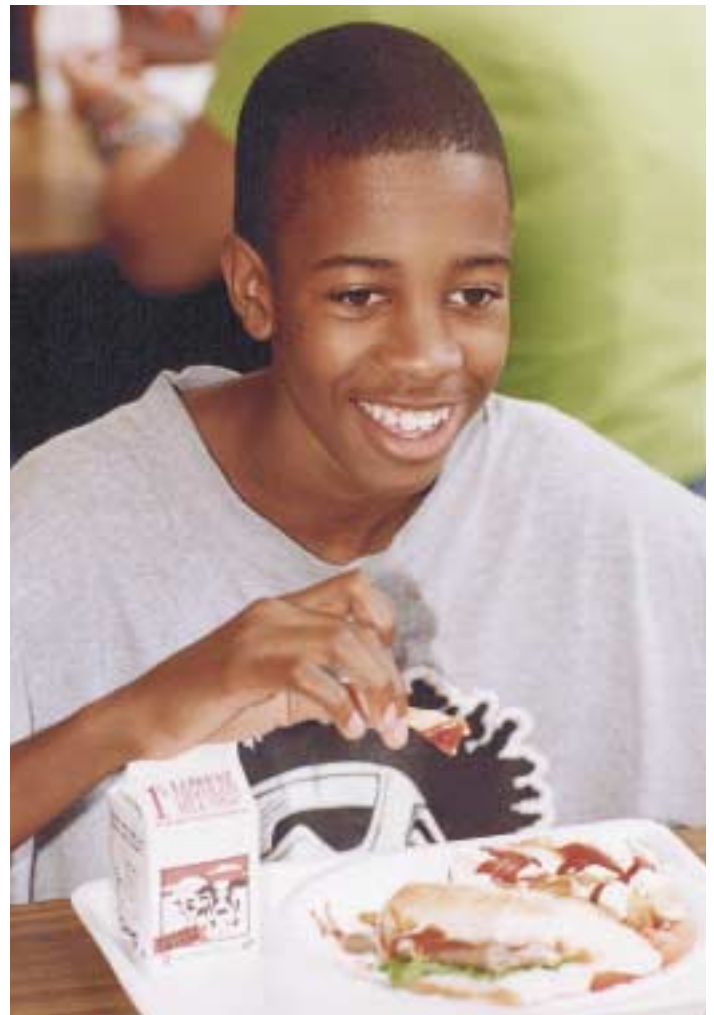


# Six Components of a Healthy School Nutrition Environment

**T**here are six components of a healthy school nutrition environment. Each one is important and has an impact on nutrition and physical activity. Definitions of Success, some suggested activities, and how to's for making improvements are listed for each component. The components are:

- A Commitment to Nutrition and Physical Activity
- Quality School Meals
- Other Healthy Food Choices
- Pleasant Eating Experiences
- Nutrition Education
- Marketing

You can use many of the tools in this kit to improve the nutrition environment in your school. Start with the Improvement Checklist in the Support Materials booklet. It will help you decide what improvements are needed. Then you can identify the activities your team will undertake and how you will complete each one.



# COMPONENT 1

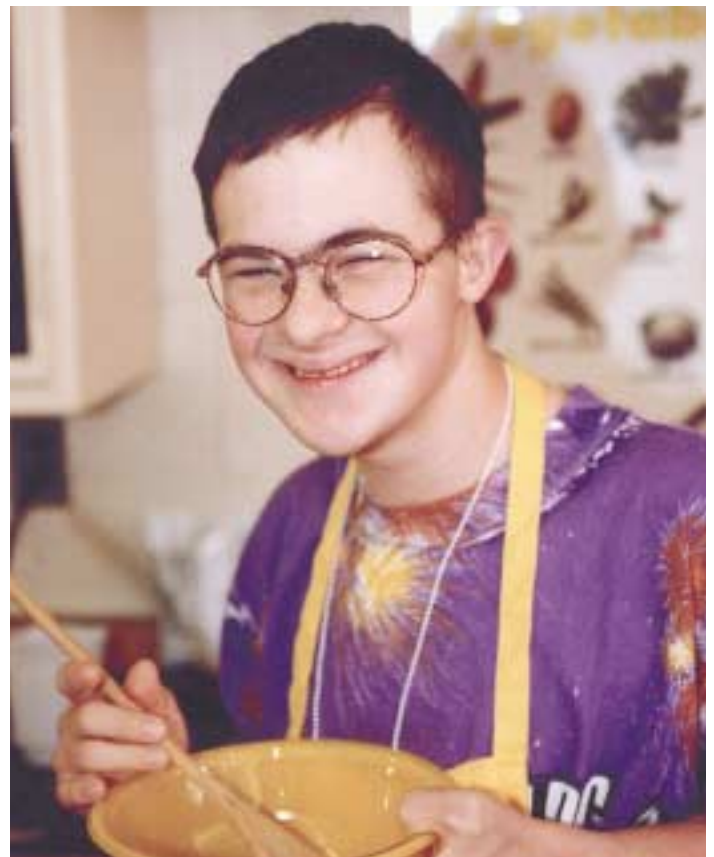
## A Commitment to Nutrition and Physical Activity

**H**ealthy eating and physical activity are essential for students to achieve their full academic and physical potential, mental growth, and lifelong health and well-being. Schools are a great place to influence students' eating and physical activity patterns. In a school committed to a healthy nutrition environment, every member of the education team makes nutrition and physical activity top priorities every day.



### ☀️ Definitions of Success

- Nutrition education and physical activity are included in the school's daily educational program from pre-kindergarten through grade 12.
- Administrators support the development of healthy lifestyles for students, and establish and enforce policies that improve the school nutrition environment. They address issues such as the kinds of foods available on the school campus; mealtime schedules; dining space and atmosphere; nutrition education; and physical activity.
- School staff, students, and parents are part of the policy-making process and support a healthy school nutrition environment.
- School foodservice staff are part of the education team and participate in making decisions and policies that affect the school nutrition environment.
- The school has a health council to address nutrition and physical activity issues.



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## What Can Your Team Do?

### ACTIVITY 1

**Encourage school administrators (superintendent, principals, business officials, and school board members), teachers, and school foodservice staff to develop and support nutrition and physical activity policies and programs. Urge them to base financial decisions on students' nutrition and physical activity needs—not on profits or other budget considerations.**

#### How to's:

- Ask to meet individually or in groups with the people mentioned above.
- Define a healthy school nutrition environment, explain why it is important, and get their views on this issue.
- Explain the linkages of health and academic performance to future workplace productivity, quality of life, and health care costs.
- Emphasize to school administrators that the school meal programs are essential to student achievement. Let them know you understand their budget concerns—but budget issues shouldn't compromise the nutritional and physical activity needs of students.
- Ask for ideas, help, and support from all interested individuals and groups.
- Define specific ways students, parents, and community members can assist, such as writing letters and making phone calls to decision-makers, arranging meetings, helping draft policies, and helping to get policies passed and implemented.
- For help with writing nutrition policies, you can use Chapter E of *Fit, Healthy, and Ready to Learn*, a school health policy guide published by the National Association of State Boards of Education (see reprint in kit).

### ACTIVITY 2

**Develop coalitions with organizations such as the PTA, local chapters of the American Cancer Society, American Heart Association, American Dietetic Association, local medical groups, and other civic or business organizations, to make your case for a healthy school nutrition environment.**

#### How to's:

- Identify and involve parents who are leaders in key organizations. Ask for their help in approaching the groups.
- Meet with leaders of the organizations and arrange to make a presentation at a meeting of their membership.
- Ask for the organization's suggestions for getting administrators and others to support a healthy school nutrition environment.
- Define specific steps the group can take, such as writing letters, arranging meetings, attending and speaking at school board meetings, and supporting the school in making changes.

ACTIVITY 3

Coordinate with existing educational initiatives such as school improvement, parental involvement, and coordinated school health programs. Work with the school nurse, school foodservice director, physical education teacher, and school counselor.

How to's:

- Find out what initiatives are currently under way in your school or district by talking with school and district staff, reading school and district bulletins, and attending school board meetings. Discuss mutual goals and suggest ways to incorporate healthy school nutrition environment efforts into ongoing initiatives.
- Check out the U.S. Department of Education's web site at: <http://www.ed.gov/> to learn more about national education initiatives. Think about how a healthy school nutrition environment fits the national agenda for improving education.
- Find out more about coordinated school health programs by reading *A Guide to School Health Councils* and *Health is Academic: A Guide to Coordinated School Health Programs* (see Resource section).
- Get involved in your school's coordinated school health program or school health council. Involve council members in activities to promote a healthy school nutrition environment.
- Look for grant opportunities that could provide resources for integrating nutrition and physical activity to your school's educational programs.





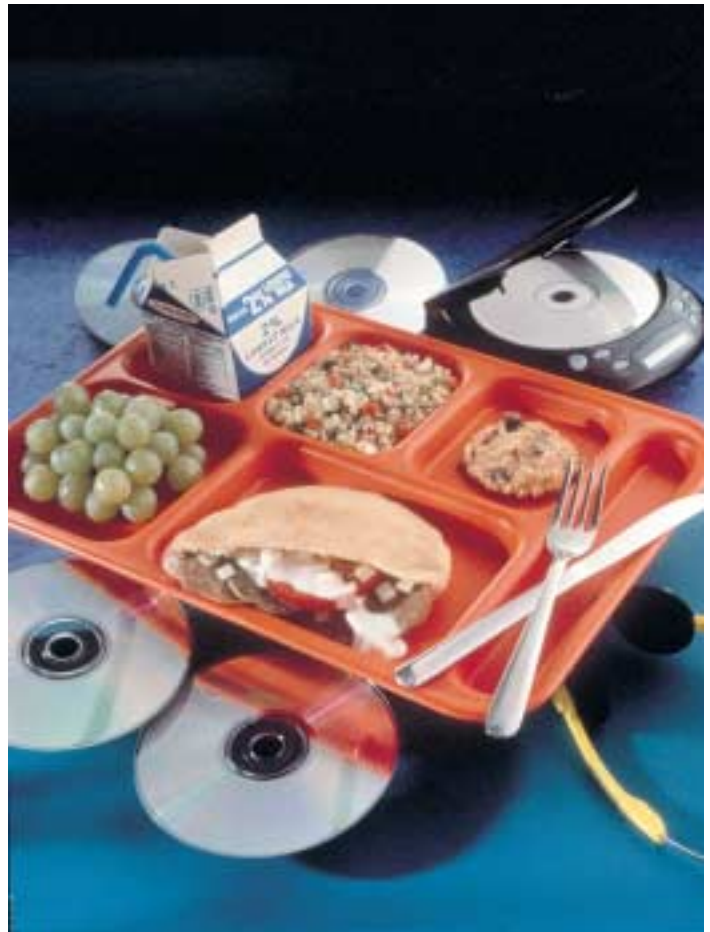
## COMPONENT 2

# Quality School Meals

**H**ealthy school meals provide energy and nutrients children need for sound minds and bodies. Studies confirm what parents and teachers have said for years—children who are not well nourished have difficulty learning. The variety of healthy foods offered in school meal programs allows children to learn to enjoy many different foods and develop healthy eating patterns.

### Definitions of Success

- Schools offer lunch, breakfast, and afterschool snack programs, and students are encouraged to participate.
  - The Child Nutrition Programs are administered by school foodservice staff that is properly qualified according to current professional standards.
  - All school foodservice staff have appropriate preservice training and regularly participate in professional development activities.
  - School meals are offered at prices students can afford.
  - Menus are planned with input from students and include local, cultural, and ethnic favorites of the students.
  - Menus meet nutrition standards established by the U.S. Department of Agriculture, conform to good menu planning principles, and feature a variety of healthy choices that are tasty, attractive, of excellent quality, and are served at the proper temperature.
- School foodservice staff use food preparation techniques to provide school meals that are lower in saturated fat, sodium, and sugar. They offer healthy food choices that include lean meats, fruits, vegetables, whole grains, and low-fat or non-fat milk.
  - School meals are marketed to appeal to all students, who are encouraged to choose and consume the full meal.
  - School meal participation rates are approximately the same for paying students as for students eligible for full and reduced price meals.
  - Food safety is a key part of the school foodservice operation.



## What Can Your Team Do?

### ACTIVITY 1

**Work to start a breakfast or afterschool snack program if your school does not have one—or encourage students to participate if the programs are under-utilized.**

#### How to's:

- Contact the school principal or the school district's foodservice director to find out why your school doesn't have breakfast or afterschool snack programs.
- If bus schedules limit access to the breakfast program, work with the principal and school foodservice director to improve scheduling or to offer breakfast after the start of the school day.
- Urge administrators to begin an afterschool care program that includes the afterschool snack program.
- Get support from organizations in your community that deal with children's issues such as food, hunger, health, education, and safety.
- Encourage parents, teachers, and students to join your team and promote the need for school meal programs.

### ACTIVITY 2

**Educate administrators, teachers, parents, and students about school meals.**

#### How to's:

- Ask to speak at meetings of the school board, principals, teachers, and parents. Explain why the school meal programs are important and how they help to support education.
- Gather information about school meal programs from the Food and Nutrition Service's web site at: <http://www.fns.usda.gov/cnd/>.
- Ask your school foodservice director to join you in giving presentations.
- Write articles for the district or school newsletter that goes to parents. Include lively items about how good nutrition helps children grow and learn.
- Put information about school meals and nutrition on the district/school's web site.
- Post eye-catching publicity about school meals in the school dining room, the gym, and on school bulletin boards.

### ACTIVITY 3

If school meals need improvement, encourage school foodservice staff to develop new menu choices, offer a variety of healthy options, and more fruits, vegetables, and whole grains.

#### How to's:

- Work with the school principal and school foodservice director and manager to develop an advisory committee for improving menus and food preparation techniques. The committee could include food and nutrition experts from the community such as registered dietitians and chefs, and nutritionists from the Cooperative Extension Service and universities with dietetics programs.
- Propose establishing a student Nutrition Advisory Council to get students involved in nutrition and physical activity and to provide input on school meals (see references to California Project LEAN, American Cancer Society, or the American School Food Service Association in the Resource section.)

### ACTIVITY 4

Promote ongoing training or certification for school foodservice staff to enhance their skills in planning, preparing, and serving nutritious and appealing meals. Encourage schools to seek continuing education credit for the training.

#### How to's:

- Explain the importance of providing training and continuing education. Work with the school foodservice director to identify training needs—including financial management training.
- Look into the American School Food Service Association's requirements for certification and credentialing. Discuss this with the school foodservice director and school administrators.
- Contact your State office of child nutrition, the American School Food Service Association, the National Food Service Management Institute, or your State school foodservice association to see what training is available. (see Resource section.)



## COMPONENT 3

# Other Healthy Food Options

The quality of the school nutrition environment depends on the quality of *all* foods and beverages sold or served at school. Foods that provide little nutrition compete with healthy school meals—and send mixed messages to students. This undermines nutrition education efforts and discourages healthy eating. School nutrition policies must address all foods and beverages sold or served on school grounds or at school events. This includes a la carte offerings in the school dining room and foods and beverages sold in vending machines, snack bars, school stores, and concession stands, if these are available; foods and beverages sold as part of school fundraising activities; and refreshments served at parties, celebrations, and meetings. Decisions about the sale of competitive foods should be based on nutrition goals for students, not on profit making.

Healthy People 2010, Objective 19-15 addresses this issue. It encourages schools to “Increase the proportion of children and adolescents aged 6-19 years whose intake of meals and snacks at schools contributes proportionally to good overall dietary quality.”

### Definitions of Success

- All foods and beverages that are available at school contribute to meeting the dietary needs of students; that is, they are from the five major food groups of the Food Guide Pyramid. (See Support Materials booklet.)
  - School policies include nutrition standards for foods and beverages offered at parties, celebrations, and social events.
  - If foods are sold in competition with school meals, they include healthy food choices offered at prices children can afford.
  - If a la carte foods are available, they include a variety of choices of tasty, nutritious foods and beverages, such as fruits, vegetables, whole grains, and low-fat or non-fat dairy foods.
- If foods and beverages are sold in competition with school meals, they are not more highly marketed than the reimbursable school meals.
  - There are appropriate restrictions on students’ access to vending machines, school stores, snack bars, and other outlets that sell foods and beverages, if these options are available. For example: no access in elementary schools, no access until after the end of the school day for middle and junior high schools, and no access until after the end of the last lunch period in senior high schools.
  - School staff does not use food as a reward or punishment for students. For example, they don’t give coupons for fast food meals as a reward for an “A” on a class project or withhold snacks as punishment for misbehaving.
  - The school encourages parents to provide a variety of nutritious foods if students bring bag lunches from home.
  - The school encourages organizations to raise funds by selling non-food items.



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## What Can Your Team Do?

### ACTIVITY 1

**Promote choices from the five major food groups of the Food Guide Pyramid for any foods that are offered outside the school meal programs.**

#### How to's:

- Work with the school foodservice director and school administrators to make sure that a variety of healthy food choices is available wherever foods and beverages are sold or offered.
- Work with school boards and principals to ensure that they develop and implement policies that provide standards for and limit access to the foods and beverages sold in vending machines, school stores, snack bars, and other school food outlets, if these options are available.
- Work with the principal on school policy about foods children can bring from home for such activities as parties, special events, and bake sales. Send nutrition and food safety suggestions home to parents in newsletters, flyers, and bulletins; and place the information on the district's, school's, and foodservice's web sites.

### ACTIVITY 2

**Educate administrators (superintendent, principals, school business officials, and school board members) about nutrition concerns and commercialism in schools.**

#### How to's:

- Review the Association for Supervision and Curriculum Development's *INFOBRIEF: Commercialism in Schools* (see reprint in kit). Use this information to help educate administrators.
- Contact the Center for Commercial-Free Public Education (see Resource section) to get information and case studies about commercial activity in schools, including exclusive "pouring rights" contracts.
- Seek help from school administrators who have successfully dealt with these issues.
- Seek support of students, parents, and the community in addressing commercialism in schools.

COMPONENT 3 CONTINUED  
Other Healthy Food Options

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ACTIVITY 3

Work with school administrators to encourage organizations to raise funds through the sale of non-food items.

How to's:

- Brainstorm with students, parents, and teachers for ideas about non-food products that organizations might sell.
- Find out what non-food products other schools sell to raise money, and use their good ideas.

ACTIVITY 4

Work with local businesses, foundations, organizations, school board members, and State legislators to identify new sources of funding for needed school programs and activities.

How to's:

- Meet with business leaders from the community to ask for their ideas and support.
- Investigate what other districts have done to raise money for school programs.
- Look into grant opportunities from foundations and State and Federal governments.
- Check the School Health Project Database at <http://www.cdc.gov/nccdphp/dash/funding.htm>.
- Meet with State legislators to discuss the importance of adequate funding for schools and school meal programs.



# COMPONENT 4

## Pleasant Eating Experiences

Children will enjoy their food more and may try more healthy options if they can relax, eat, and socialize without feeling rushed. Studies show that environment has a powerful influence on behavior. A pleasant dining area allows students to pay attention to what they are eating, and to enjoy the sensory and social aspects of a healthy meal.

### ☀️ Definitions of Success

- Meal periods are scheduled at appropriate times; schools do not schedule tutoring, pep rallies, club and organization meetings, or other activities during meal times.
- Meal periods are long enough for students to eat and socialize.
- There are enough serving areas so that students don't have to spend too much time waiting in line.
- Dining areas are attractive and have sufficient space for seating; tables and chairs are the right size for the students.
- Recess for elementary grades is scheduled before lunch so that children will come to lunch less distracted and ready to eat.
- Schools encourage socializing among students, and between students and adults. Adults properly supervise school dining rooms and serve as role models to students.
- Creative, innovative methods are used to keep noise levels appropriate—no “eat in silence”, no whistles, no buzzing traffic lights.
- Facility design (including the size and location of the dining/kitchen area, lighting, building materials, windows, open space, adequate foodservice equipment for food preparation and service, and food and staff safety), is given priority in renovations or new construction.

- Hand washing equipment and supplies are in a convenient place so that students can wash their hands before eating.
- Drinking fountains are available for students to get water at meals and throughout the day.
- Schools use an accounting system that protects the identity of students who eat free and reduced price school meals.



## What Can Your Team Do?

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### ACTIVITY 1

**Negotiate with the school principal to improve meal and recess times.**

#### How to's:

- If your improvement checklist reveals a problem with meal scheduling, ask for a meeting with the principal.
- Work to ensure that lunch does not begin before 11:00 a.m. or after 1:00 p.m., and that students have enough time to eat and socialize—at least ten minutes after receiving breakfast and twenty minutes after receiving lunch.
- Share with decision-makers that students in elementary grades are easily distracted from eating their meal—they want to hurry and finish eating to join friends on the playground.
- Check the Resource section of this *guide* and obtain any of the articles that might support your requests.
- Find out if other schools in your district have come up with solutions to meal scheduling problems. Suggest to the principal how you might use or adapt those models.

### ACTIVITY 2

**Talk to the principal about getting approval to survey students on ideas for making the school dining experience more enjoyable. Request permission to form a task force to address the issue.**

#### How to's:

- Work with the student government organization or the Nutrition Advisory Council to develop a survey of students.
- Create a task force of volunteers from your school and community, including the principal or school facilities manager, to work on a plan to create a more pleasant eating environment. If the principal is not on the task force, make sure he or she approves the final plan.
- Look for talent and resources from school staff, students, parents, and leaders of community organizations and businesses to make needed changes.



## ACTIVITY 3

**Encourage adults to model healthy habits in school and to use appropriate supervisory techniques for managing the school dining room.**

### How to's:

- Work with the principal to encourage adults to serve as good role models for students by their words and actions. Some ways to do this are:
  - emphasizing to students the importance of developing good nutrition and physical activity habits;
  - speaking well of the school foodservice program and encouraging students to consume nutritious school meals; and
  - supporting the social aspects of the school meal period: the enjoyment of pleasant conversation, the use of good table manners, and the need for responsible student behavior.
- Encourage the principal and teachers to spend time in the school dining room, to eat lunch with students (at least occasionally) and make healthful choices, to use meal periods as an opportunity to communicate with students, and to encourage students to talk and socialize.
- Work with the principal to develop appropriate training for those who supervise the school dining room on how to maintain safe, orderly, and pleasant eating environments.



# COMPONENT 5

## Nutrition Education

**B**uilding nutrition knowledge and skills helps children make healthy eating and physical activity choices. To make a difference, nutrition education for children should be appropriate for the students' ages, reflect their cultures, and provide opportunities for them to practice skills and have fun. The nutrition education curriculum should be easy to teach and contribute to State learning standards.

### Definitions of Success

- Students in pre-kindergarten through grade 12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
- Nutrition education is offered in the school dining room and in the classroom, with coordination between school foodservice staff and teachers.
- Students receive nutrition messages throughout the school that are consistent and reinforce each other.
- State and district health education curriculum standards and guidelines include nutrition education and physical education.
- Nutrition is integrated into core curriculum areas such as math, science, and language arts.
- The school links nutrition education activities with the coordinated school health program.
- The school is enrolled as a Team Nutrition School and conducts nutrition education activities and promotions that involve students, parents, and the community.



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## What Can Your Team Do?

### ACTIVITY 1

**Encourage the school administration to provide nutrition education that builds skills and helps students adopt healthy eating behaviors in pre-kindergarten through grade 12.**

#### How to's:

- Identify and get information from school districts and States that have successfully integrated nutrition into the core curriculum.
- Use Team Nutrition materials (see Resource section).
- Urge school administrators to include nutrition education activities sponsored by nutrition and health organizations and food activities by chef organizations.
- Encourage schools to provide nutrition education materials for teachers that are simple and easy to use; can be used within the core curriculum subjects such as math and language arts; fit State curriculum standards; and are fun for students and appropriate for their ages.
- Encourage the school to give families ideas for reinforcing nutrition education at home. Create meaningful ways for parents to become actively involved.

### ACTIVITY 2

**Encourage school administrators to provide basic nutrition and nutrition education training for teachers and school foodservice staff each year. Suggest that they offer continuing education units, credentialing, and certificates as incentives for participation.**

#### How to's:

- Suggest training topics and identify sources for training—such as the State department of education, State child nutrition office, National Food Service Management Institute, local colleges and universities that have nutrition programs, and the American School Food Service Association.

### ACTIVITY 3

**Encourage the school to offer a wellness program that includes nutrition education and physical activity.**

#### How to's:

- Ask the school nurse, school foodservice director, or school health committee to sponsor the wellness program and to provide the training.
- Contact the local chapter of the American Heart Association, local Cooperative Extension Service, 5 A Day State Coordinators, and other organizations for ideas, materials, and volunteers to work with your team in the school.

ACTIVITY 4

Encourage your school to sign up as a Team Nutrition School.

How to's:

- Check out USDA's Team Nutrition Home Page at: <http://www.fns.usda.gov/tn> and click on the "Join the Team" button to find the enrollment form.
- If your school has signed on as a Team Nutrition School, volunteer to assist with Team Nutrition activities.



# COMPONENT 6

## Marketing

**M**aking healthy food choices and physical activity available for students is important. But it is also important to educate students, parents, teachers, administrators, and the community about the benefits of a healthy school nutrition environment—and motivate them to take action. Special promotions and events are great marketing tools.

### Definitions of Success

- Healthy eating and physical activity are actively promoted to students, parents, teachers, administrators, and the community.
- Schools consider student needs in planning for a healthy school nutrition environment. They ask students for input and feedback, and listen to what they have to say.
- Students receive positive, motivating messages about healthy eating and physical activity throughout the school setting.

- Schools promote healthy food choices and don't allow advertising that promotes less nutritious food choices.
- Schools work with a variety of media to spread the word to the community about a healthy school nutrition environment.



## What Can Your Team Do?

### ACTIVITY 1

**Get to know and understand students, what they buy, and why.**

#### How to's:

- Talk to students one on one.
- Look for articles in newspapers and magazines on children's buying habits and preferences.
- Read children's magazines, watch children's television shows or movies, and listen to their music to learn what advertising and information they are getting.

### ACTIVITY 2

**With the school foodservice director, develop a marketing plan for the school meal programs and other healthy food choices.**

#### How to's:

- Use *Target Your Market* materials from the American School Food Service Association or other materials to help you plan marketing activities (see Resource section).
- Promote healthy food options in ways that appeal to students.

### ACTIVITY 3

**Offer to conduct a promotional event or activity in the school dining room or other appropriate location.**

#### How to's:

- Work with the school foodservice staff, school nurse, teachers, principal, Team Nutrition Leader, parents, and others to plan an event or activity—such as a health fair—that promotes the benefits of healthy food and physical activity choices.
- Use Team Nutrition materials such as the *Team Nutrition School Activity Planner* or *Team Nutrition Days...and Beyond* to help plan events (see Resource section).
- Contact local health and nutrition organizations such as the American Heart Association, the American Cancer Society, the Cooperative Extension Service, 5 A Day, and others to find people who can help you conduct these events.

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## ACTIVITY 4

**Work with the school and with student organizations, such as the student council or Nutrition Advisory Council, and parent/teacher organizations to develop promotional materials that include nutrition and physical activity messages.**

### How to's:

- Meet with student leaders, explain your project, ask for their input, and encourage students to be advocates for a healthy school nutrition environment.
- To help get students actively involved, use California Project LEAN's publication *Playing the Policy Game: Preparing Teen Leaders to Take Action on Healthy Eating and Physical Activity* (see Resource section).
- Encourage the school to print menus attractively, to include nutrition and physical activity tips along with information on nutritional values, and to send them home to parents.
- Offer to work on the parent newsletter (if one exists) and write articles on nutrition and fitness, notices of upcoming nutrition and physical activity events, and other messages about the healthy school nutrition environment project.
- Use Team Nutrition materials for parents, such as *Team Up at Home* and the reproducible information for parents on the back of the *Sense-ational Foods* poster.
- Visit the Team Nutrition Home Page at <http://www.fns.usda.gov/tn> for the *Team Nutrition Calendar* and more ideas.

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## ACTIVITY 5

**Form a relationship with the media to get messages out to the community.**

### How to's:

- Encourage the school foodservice directors to announce school menus daily on local radio and television programs, and have them printed in the local newspaper. Ask them to periodically include information about new recipes and food specifications (i.e., low-fat hotdogs, low-fat pizza) to ensure healthy foods students like.
- Work with the school principal and school district media relations staff to invite local media to attend nutrition and physical activity events at your school; invite a local radio station to broadcast from the school.
- Use the materials in this guide and the samples in the Support Materials booklet to find tools and strategies for working with the media.

# Targeting Your Audience

**Y**ou and your team need to reach and involve a variety of people to promote change. This section describes some of the audiences your team will probably want to target and offers some ideas for getting your message to them. It provides more extensive information on the media, because working effectively with the media requires special care—and can greatly expand the reach of your efforts.

The materials in the Support Materials booklet and on the CD-ROM in the kit will help you get started. The PowerPoint presentation (or transparencies) with script, video, and brochure are good for most audiences.

*Be sure to personalize the presentation by selecting the materials from this kit that are directed to your audiences and by including information from your own school.*

These materials can help raise awareness of the issue and help audiences understand what they can do to support a healthy school nutrition environment. Keep the messages simple and to the point. Once you have your messages, use them in newsletters, in flyers, on bulletin boards, as a handout, or in presentations. Bring people together in meetings to discuss healthy school nutrition environments and your efforts. Make attractive meeting announcements and place them on school, PTA, or community bulletin boards, television calendars, and web sites. There is a sample meeting announcement in the Support Materials booklet and on the CD-ROM.

## School Administrators

School administrators—probably the first audience that you and your team need to address—include the superintendent, principals, school business officials, and school board members. These decision-makers hold the key to establishing a healthy school nutrition environment. To attract their interest and support, you will need to share information with them, listen to their issues and ideas, and then decide how to proceed. The more effective your initial presentation/meeting, the better your chances of gaining their support and getting changes made.

Look in the Support Materials booklet for tools that will help your team communicate with administrators. Also, use the *Call to Action* statement by the national medical groups to show that the medical community supports healthy school nutrition environments.

## Parents

Parents are another audience critical to your success. They can be your greatest allies, but first you have to get them involved. Find ways to communicate with parents—through television, radio, newsletters, and materials students can carry home. Ongoing contact with parents is essential. There are tools in this kit that are designed to help you communicate with parents (see the Support Materials booklet).

In addition, you may want to use letters to reach out to parents. Letter writing is an effective, personal way to tell people your ideas. Keep letters to one page. Make sure you spell the parents' name correctly and have the right address.

There are sample letters in the Support Materials booklet and on the CD-ROM that invite parents to be a part of your healthy school nutrition environment project. You could send the letters, or they could be sent by the principal, a teacher, school foodservice director, PTA president, or other member of the school community. You can follow up with calls to answer any questions they might have.



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## Local Organizations

There are many organizations that will be happy to support your cause. Contact local groups or organizations such as the ones listed here and tell them you are working to improve the health of children and you need their help. Offer to give a presentation—to explain the importance of a healthy school nutrition environment, tell them what you are trying to do, and urge them to join you. To make things easy, use the PowerPoint presentation, video, and brochure from this kit. Also, use the *Call to Action* statement by the national medical groups to show that the medical community supports healthy school nutrition environments. Local groups and organizations to target include:

- Local chapters of the medical associations whose national groups signed the *Call to Action*
- PTA and other parenting organizations
- School Health Councils or committees
- Boards of Supervisors for county government
- City Councils for city government
- Local chapters of civic organizations, such as Rotary, Kiwanis, or Lions Club
- Local chapters of professional organizations, such as the American Dietetic Association and the American Association of University Women
- Local chapters of unions and other employee-related organizations, such as municipal employees and State or local teacher associations
- Religious groups
- Community groups, such as the medical auxiliary, YMCA, YWCA, Boys and Girls' Clubs, 4-H clubs, or senior citizen groups
- Voluntary organizations, such as the American Cancer Society, the American Red Cross, and the American Heart Association

## The Media

The media can expand the reach of your efforts, reinforce your messages throughout the community, and increase public support for a healthy school nutrition environment. You do not have to be a media expert to work effectively with the media, but you do need to know the basics. If you work within the school organization, check with your supervisor to make sure you have the authority to speak with the media. Also, if the organization has a communications or public relations staff, be sure to ask for their help.

Newspapers, television, and radio are your best bets for reaching the community. They need to fill their pages and airtime every day with something new and interesting. Even using the smallest newspaper or radio station will get your message out to hundreds more people than you could ever talk to in person.

### *Types of Media*

#### Print Media

**Newspapers.** Newspapers are usually published daily or weekly and contain current news, editorials, feature articles, and advertising. Read the local newspaper and watch for lifestyle, fitness, food, medical, health, science, and consumer articles. Stories about a healthy school nutrition environment would fit nicely into one of these topic areas. Write down the reporter's name that appears as a *byline* on the article. You will then have the specific name of a person to contact. (See "Tips for Talking to Reporters," page 35.) Or, call the paper's city desk or news desk and ask for the names of the editors responsible for the topics listed. Editors and reporters may also be listed in the "masthead" on the editorial page or on the paper's web site.

When dealing with newspapers, think local. Local community papers usually give schools the best opportunity for reaching your intended audience of parents and other opinion leaders. Larger metropolitan papers have many other stories competing for space—a school nutrition story might get overlooked in favor of a story with more drama.

## Targeting Your Audience

**Newsletters.** Many organizations and professional associations publish newsletters with information of interest to their members. If your story would appeal to an organization's members, contact the organization to find out if they would be interested in using it.

**Magazines.** Most magazines are published monthly. You will have better luck in working with smaller, regional magazines that have a local focus. Neighborhood and city magazines are also an effective way of communicating with your target audience. Magazines usually have a much longer lead-time for stories than do newspapers. That means they write their articles far in advance of publication dates. So, start early if you want to have something published in a magazine by a certain date. National magazines tend to be a "hard nut to crack," which only means you might have to work harder to get their attention.

### Print Media Pieces

**Feature Articles.** A feature article gives special attention to an issue you want to spotlight. It can have a news or human interest angle and generally focuses on real people, events, or activities related to the issue. A publication's staff or a paid freelance writer usually writes feature articles. Some smaller publications (like weeklies, newsletters, and neighborhood papers), however, may take a feature story you provide and run it with minor or major rewriting. They might even just take the idea and run their own story. Whatever happens, you've put your idea in front of them. If they run the story, you have achieved your objective.

To pique an editor's interest, the piece should be both local and timely. Use pictures, anecdotes, examples, and quotes. Quotes from national or local authorities can be very effective in making a case. (See Support Materials booklet or the CD-ROM for sample feature articles of different lengths.)

**Op-Ed Articles.** Op-ed pieces run opposite the newspaper's editorial page (hence the name "op-ed") and are clearly labeled as opinion pieces. You might urge a community or school leader to submit one—or you can draft an article for a leader to submit. (See Support Materials booklet or the CD-ROM for a sample.)

**Letters to the Editor.** Letters to the editor are usually written in response to a recent news story, a community event, or a current issue. Members of the public can agree or disagree with what they've read, or express opinions about current events. Sometimes the letters inform other readers about community services, issues, or concerns—or appeal to them to join a campaign or support a cause. (See Support Materials booklet or the CD-ROM for a sample.)

Your letter to the editor must be timely. Send it immediately after an article appears to which you want to respond, or when a related issue is in the news. For example, you can write a short letter in response to any news or feature article about school children, education, health, diet, or physical activity. A story about low-test scores would be an ideal time for a letter to the editor about the link between breakfast and learning. If you are responding to an inaccuracy or misrepresentation, provide an explanation that communicates your key messages. Present the essential facts immediately in the first paragraph of the letter, and use a simple, straightforward style. Because most papers now verify letters, be sure to provide contact information.

Send your letter and call the editorial page editor to follow up a few days later. Expect three weeks between the date you send your letter and the date the paper decides whether or not to print it. You also may be able to submit your letter by Email, so check the publication's web site or call the office.

### Broadcast Media

**Television.** For television, think action and color! Programming opportunities include community calendar announcements, public service announcements, daily news reports (consumer, medical, health), weekly public affairs segments, and talk shows. Many opportunities exist through cable access stations. And, many of these offer programming in other languages. To get more information you can call, write, or Email a station's public service director and ask for a local programming schedule and personnel guide. If your district has television programming, use it. It is a great way to get students involved. Watch the station you are targeting to

get a general feel for the approach and tone of the programs. When you are ready, let the local station know that you—or a school spokesperson—are available to be a guest on talk shows. (See “Tips for Television Appearances,” page 37.) Also, get students involved through their school television system where available. Include messages to students as part of morning announcements.

**Radio.** Radio usually targets specific local audiences. It can be much more accessible and less intimidating than newspapers or television. There are message opportunities in public service announcements, community calendars, public affairs shows, daily news reports, talk and call-in shows, and specialty segments on subjects such as health and fitness.

Two things to remember about radio:

- You have to paint word pictures. There are no photos or graphics to help you out.
- Radio is also a great way to reach people who speak languages other than English. If you or a member of your team can do an interview in another language, you boost your chance of getting on the air.

## Getting Media Attention

Develop media contacts to get your message out, and coordinate media coverage with your school district’s media relations staff as much as possible. They may already have relationships with reporters. Once you have established a relationship, it is easy to give your contact a quick call and alert him or her to an upcoming story or event. (See “Tips for Talking to Reporters,” page 35.) Be sure to coordinate media contacts so that reporters are not getting repeat calls from different members of your team. Establishing media relationships will take time. Don’t be discouraged if you don’t succeed in getting your story covered the first time you try. And don’t be shy about trying again.

Get to know reporters before you ask them to do a story. Work with your school foodservice director or manager to find a good time to invite them to have lunch or breakfast at your school. This gives reporters a chance to learn about school meals first hand.

When the time comes for your event or story, give them plenty of notice and then follow up to see if they need additional information.

### **The Hook**

In approaching the media, called making your *pitch*, you will need a *hook*—an angle that makes your story timely and interesting. A hook could be a tie to a newsworthy local event or a national issue. For example:

- The public schools in your community are considering an exclusive soft drink pouring rights contract. This is an opportunity for an op-ed piece or a letter to the editor opposing this decision and reminding the public that children need to have access to healthy foods at school. (See sample in Support Materials booklet.)
- There is an opinion piece in your local paper from a national health expert on the danger of sedentary lifestyles. This is a chance to pitch a feature story about the wellness program at your school.
- A teacher in a local middle school has started a unit on measuring calories and nutrients to teach both math and science skills. At the end of the unit, the students will prepare a meal and do a nutrient analysis. You could send a press release to the local media with an invitation to class and lunch.



## Targeting Your Audience

### **The Pitch**

When you want to sell something to the media, you *pitch* it. Some reporters get 50 pitch letters and news releases a day. You need to make yours stand out. Here are some tips:

- Start off by saying you are offering a story idea. Make the purpose clear at the beginning.
- Summarize the idea in one paragraph before going into details. If you can do it in one sentence, that's even better.
- Explain why this story is newsworthy, timely, or unusual.
- Explain why the editor's particular audience would be interested in the story.
- Explain what impact you expect the story to have.

(See Support Materials booklet for sample pitch letter.)

**Press Release.** A press release is an announcement of an event, performance, or other news or publicity item. It answers five questions: Who, What, When, Where, and Why. You have only a few seconds to arouse a reporter's interest. Make the first sentence an attention grabber. When you are preparing a press release, remember:

- The press release isn't the whole story. It just gets the media interested in the story.
- Make it no more than two pages—single-sided, double-spaced.
- Always put a date on the release.
- Give a contact name and phone number where they can get more information.
- Use an interesting headline to get their attention. Reporters get thousands of pieces of paper labeled Press Release and the trick is to get yours to stand out in the crowd.
- Fax, mail, or Email the press release, and follow up with a phone call within a few days.

(See sample press release in Support Materials booklet.)



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## Tips for Talking to Reporters

1. **Know your subject.** No matter how knowledgeable you are about the subject, never try to *wing* an interview. Even if a reporter calls and says he or she is on deadline and “just needs to confirm a fact” or “get a quote,” don’t be pressured into responding if you don’t have the correct information. Ask reporters for their deadline and get back to them after you check your facts, and BEFORE their deadline.
2. **Be honest.** If you don’t know the answer, say so. Offer to find out, if you can, and call back. If you feel someone else may be more knowledgeable, refer the reporter to that person. Reliable sources are valuable to reporters and you may get more calls in the future.
3. **Be prompt.** Always ask, “What is your deadline?” Offer to do some brief research, and then do it. Don’t feel pressure to answer on the spot. Do respect the media’s tight deadlines.
4. **Know your audience.** Keep in mind who you are trying to reach and what they will want to know.
5. **Stick to key messages.** Identify 2-3 key messages you want to get across. Stick to those messages. Make your points *simple and brief*. Keep your answers to the reporter’s questions short. Don’t wander off with long involved answers.
6. **Communicate in sound bites.** These are short, precise statements that get your message out clearly and quickly. Practice ahead of time so you will be ready.
7. **Offer background information.** Data, graphics, audiovisuals, props, and the names of knowledgeable health and education professionals will make your story more attractive.
8. **Return phone calls from reporters.** Call reporters back even if it’s just to say you can’t talk right now but will get back to them later. Don’t let a story appear that says you couldn’t be reached for comment.
9. **Avoid jargon.** Translate technical information into layman’s terms. Use short, catchy phrases to make it interesting.
10. **Be gracious.** If a reporter covers your program, write a thank-you note.

## Targeting Your Audience

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## *Tips for Television Appearances*

Being a spokesperson on your issue may be easier than you think! Here are a few tips to help you get ready for your television appearance:

- Women should avoid wearing busy, bright clothing. Solid colors are best. People respond well to blue or pastels. Don't wear a lot of jewelry—it can cause glare and make too much “noise.”
- Men should wear medium colors in gray, blue, or brown, and gray or light blue shirts. Avoid neckties with narrow lines. Go for ties with large, soft patterns. Wear socks that match the color of your pants.
- Get to the interview early so you can check out the set and look in the mirror.
- Loosen up your face muscles and reduce nervousness by smiling in an exaggerated way several times.
- Sit up straight in the chair and lean slightly forward to show that you are alert and in control.
- Avoid nervous movements such as swiveling in your chair, moving your feet, or gripping the arms of the chair.
- Maintain eye contact with the interviewer.
- Be aware of your body language.
- Keep your answers brief and to the point.
- Take props to help you tell your story—large pictures, food, graphs, or charts.
- Smile. Be enthusiastic. Be positive.
- Stick to your message. Learn to bridge from a question to provide information that gets your key points across.

# Resources

## Federal Government

### **Center for Nutrition Policy and Promotion**

U.S. Department of Agriculture  
1120 20th Street, NW, Suite 200, North Lobby  
Washington, DC 20036-3406  
(202) 418-2312  
<http://www.usda.gov/cnpp>

### **Centers for Disease Control and Prevention National Center for Chronic Disease Prevention and Health Promotion**

#### **Division of Adolescent and School Health**

4770 Buford Hwy NE, MS K-32  
Atlanta, GA 30341  
(888) 231-6405  
<http://www.cdc.gov/nccdphp/dash>

### **Centers for Disease Control and Prevention National Center for Chronic Disease Prevention and Health Promotion**

#### **Division of Nutrition and Physical Activity**

4770 Buford Hwy NE, MS K-24  
Atlanta, GA 30341  
(770) 488-6042  
<http://www.cdc.gov/nccdphp/dnpa>

### **Consumer Information Center**

Pueblo, CO 81009  
(719) 948-4000  
<http://www.pueblo.gsa.gov>

### **Food and Nutrition Information Center**

**National Agricultural Library**  
U.S. Department of Agriculture  
10301 Baltimore Ave., Room 304  
Beltsville, MD 20705  
(301) 504-5719  
<http://www.nal.usda.gov/fnic>

### **National Cancer Institute**

#### **Office of Cancer Communications**

31 Center Drive, Room 10A03  
MSC-2580  
Bethesda, MD 20892-2580  
(800) 422-6237  
<http://rex.nci.nih.gov>

### **National Food Service Management Institute**

The University of Mississippi  
Jeanette Phillips Drive  
PO Drawer 188  
University, MS 38677  
(800) 321-3054  
<http://www.nfsmi.org>

### **National Institute of Diabetes & Digestive & Kidney Diseases**

#### **The Weight-control Information Network**

1 WIN Way  
Bethesda, MD 20892-3665  
1-800-WIN-8098 or 1-877-946-4627  
<http://www.niddk.nih.gov/health/nutrit/win.htm>

### **President's Council on Physical Fitness and Sports**

200 Independence Ave., SW, Room 738H  
Washington, DC 20201  
(202) 690-9000  
<http://www.surgeongeneral.gov/ophis/pcpfs.htm>

### **Team Nutrition**

U.S. Department of Agriculture  
Food and Nutrition Services  
3101 Park Center Drive, Room 1010  
Alexandria, VA 22302  
(703) 305-1624  
<http://www.fns.usda.gov/tn>



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## National Voluntary/Advocacy Organizations

### **American Alliance for Health, Physical Education, Recreation and Dance**

1900 Association Drive  
Reston, VA 20191  
(800) 213-7193, ext. 410  
<http://www.aahperd.org>

### **American Association for Health Education**

1900 Association Drive  
Reston, VA 20191  
(800) 213-7193, ext. 437  
<http://www.aahperd.org/aahe/aahe-main.html>

### **American Cancer Society**

1599 Clifton Road, NE  
Atlanta, GA 30329  
(800) 227-2345  
<http://www.cancer.org>

### **American Culinary Federation**

10 San Bartola Drive  
PO Box 3466  
St. Augustine, FL 32085  
(800) 624-9458  
<http://www.acfchefs.org>

### **American Dietetic Association**

216 W. Jackson Blvd., Suite 800  
Chicago, IL 60606-6995  
(800) 877-1600  
<http://www.eatright.org>

### **American Heart Association**

7272 Greenville Ave.  
Dallas, TX 75231-4596  
(800) 242-8721  
<http://www.americanheart.org>

### **American Institute of Wine and Food**

304 West Liberty Street, Suite 201  
Lexington, KY 40202  
(502) 992-1022  
<http://www.aiwf.org>

### **American School Food Service Association**

700 S. Washington Street, Suite 300  
Alexandria, VA 22314-4287  
(800) 877-8822  
<http://www.asfsa.org>

### **American School Health Association**

7263 State Route 43  
PO Box 708  
Kent, OH 44240  
(330) 678-1601  
<http://www.ashaweb.org>

### **Association for Supervision and Curriculum Development**

1703 N. Beauregard St.  
Alexandria, VA 22311  
(800) 933-2723  
<http://www.ascd.org>

### **California Project LEAN (Leaders Encouraging Activity and Nutrition)**

California Department of Health Services  
PO Box 942732, MS 675  
Sacramento, CA 94234-7320  
(916) 323-4742  
<http://www.dhs.ca.gov/lean>

### **The Center for Commercial-Free Public Education**

1714 Franklin St., Suite 100-306  
Oakland, CA 94612  
(510) 268-1100  
<http://www.commercialfree.org>

### **Center for Science in the Public Interest**

1875 Connecticut Ave. NW, #300  
Washington, DC 20009  
(202) 332-9110  
<http://www.cspinet.org>

### **Center for the Analysis of Commercialism in Education**

University of Wisconsin - Milwaukee  
Enderis Hall  
PO Box 413  
Milwaukee, WI 53201  
(414) 229-2716  
<http://www.uwm.edu/Dept/CACE>

## Resources

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**Council of Chief State School Officers**  
One Massachusetts Avenue, NW, Suite 700  
Washington, DC 20001-1431  
(202) 408-5505  
<http://www.ccsso.org>

**5 A Day Program**  
Produce for Better Health Foundation  
5301 Limestone Road, Suite 101  
Wilmington, DE 19808  
(302) 235-2329  
<http://www.5aday.com>

**International Food Information Council**  
1100 Connecticut Ave., NW, Suite 430  
Washington, DC 20036  
(202) 296-6540  
<http://ificinfo.health.org>

**National Association of Governor's Councils on Physical Fitness and Sports**  
201 South Capitol Avenue, Suite 560  
Indianapolis, IN 46225  
(317) 237-5630  
<http://www.physicalfitness.org>

**National Association of State Boards of Education**  
277 South Washington Street, Suite 100  
Alexandria, VA 22314  
(703) 684-4000  
<http://www.nasbe.org>

**National Association of Sport and Physical Education**  
1900 Association Drive  
Reston, VA 20191  
(800) 213-7193, ext. 410  
<http://www.aahperd.org/naspe/naspe-main.html>

**National Cancer Institute/5 A Day Program**  
Public Inquiries Office: Building 31, Room 10A03  
31 Center Drive, MSC 2580  
Bethesda, MD 20892-2580  
(301) 435-3848  
<http://www.nci.nih.gov>

**National Coalition for Promoting Physical Activity**  
401 West Michigan St.  
PO Box 1440  
Indianapolis, IN 46206  
(317) 637-0349  
<http://www.ncppa.org>

**National School Boards Association**  
1680 Duke Street  
Alexandria, VA 22314  
(703) 838-6722  
<http://www.nsba.org>

**National PTA**  
330 North Wabash Avenue, Suite 2100  
Chicago, Illinois 60611-3690  
(312) 670-6782  
<http://www.pta.org>

**Society of State Directors of Health, Physical Education and Recreation**  
1900 Association Drive  
Reston, VA 20191  
(703) 476-3402  
<http://www.thesociety.org>

## Publications/Resources: Government

**Centers for Disease Control and Prevention**  
<http://www.cdc.gov>

- *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*. MMWR 1996;45 (No. RR-9). <http://www.cdc.gov/nccdphp/dash/nutguide.htm>
- *Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People*. MMWR 1997;46 (No. RR-6). <http://www.cdc.gov/nccdphp/dash/physact.htm>
- *A Coordinated School Health Program. The CDC Eight Component Model of School Health Programs*. <http://www.cdc.gov/nccdphp/dash/cshpdef.htm>
- *Physical Activity and Health. A Report of the Surgeon General*. <http://www.cdc.gov/nccdphp/sgr/sgr.htm>

- *School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide*. Elementary School and Middle School/High School.  
<http://www.cdc.gov/nccdphp/dash/SHI/index.htm>

#### **Dietary Guidelines for Americans**

- *Dietary Guidelines for Americans, 2000*  
<http://www.usda.gov/cnpp>

#### **Food Guide Pyramid**

- *Food Guide Pyramid: A Guide to Daily Food Choices*  
<http://www.usda.gov/cnpp>  
<http://www.nal.usda.gov/fnic>

#### **Healthy People 2010: Health Objectives for the Nation**

- Healthy People 2010 resources and related materials  
<http://www.health.gov/healthypeople>

**Team Nutrition and related school nutrition resources available through Team Nutrition/USDA and the National Food Service Management Institute** (contact information is provided above)

## **Publications/Resources: Non-Government**

(Contact information is provided above)

#### **American Cancer Society**

<http://www.cancer.org>

- *Improving School Health: A Guide to School Health Councils*, 1998
- *Generation Fit Action Packet: Today's Generation Advocating for Good Health*, 2000
- *Improving School Health: A Series of Guidebooks for Volunteers and Staff*
- *A Guide to the Role of the School Health Coordinator*
- *A Guide to Developing Targeted Awareness Campaigns*
- *A Guide to School Health Councils*

#### **The American Dietetic Association** (Position Papers) <http://www.eatright.org/positions.html>

- *Child and Adolescent Food and Nutrition Programs*. *J Am Diet Assoc.* 1996; 96: 913. (Expires 2001)
- *Dietary Guidance for Healthy Children Aged 2 to 11 Years*. *J Am Diet Assoc.* 1999; 99:93-101. (Expires 2002)
- *Local Support for Nutrition Integrity in Schools*. *J Am Diet Assoc.* 2000; 100:108. (Expires 2005)
- *Nutrition Services for Children with Special Health Needs*. *J Am Diet Assoc.* 1995; 95:809. (Expires Dec. 31, 2000.)
- *Nutrition Standards for Child Care Programs*. *J Am Diet Assoc.* 1999; 99:981. (Expires 2003)
- *School-based Nutrition Programs and Services*. *J Am Diet Assoc.* 1995; 95:369. (Reaffirmed) ADA, Society for Nutrition Education, and American School Food Service Association Joint Position

#### **American School Food Service Association**

<http://www.asfsa.org>

- *ASFSA's Plan of Action*
- *Creating Policy for Nutrition Integrity in Schools*, Rev. ed., 1994
- *Do you Have a NAC for Nutrition Education?*
- *Keys to Excellence, Standards for School Food Service*

#### **Association for Supervision and Curriculum Development**

- *Educational Leadership: Healthy Bodies, Minds, & Buildings*. March 10, 2000. Vol. 57, #6  
<http://www.ascd.org/readingroom/edlead/0003/marx.html>
- *Educational Leadership: How the Brain Learns*. November 1998; Vol.56, #3  
<http://www.ascd.org/readingroom/edlead/abstracts/nov98.html>
- *Teaching With the Brain in Mind*, Jensen E., 1998  
<http://www.ascd.org/readingroom/books/jensen98to c.html>

## Resources

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- *INFOBRIEF: Commercialism in Schools*, 1998 (see reprint in kit)  
<http://www.ascd.org/readingroom/infobrief/9811.html>

### California Project LEAN

<http://www.dhs.ca.gov/lean>

- *Jump Start Teens*
- *Playing the Policy Game: Preparing Teen Leaders to Take Action on Healthy Eating and Physical Activity*

### The Center for Commercial-Free Public Education

<http://www.commercialfree.org>

- Information Packet: *Exclusive-Rights Cola Deals*, March 2000
- Information Packet: *Case Study: Berkeley High School Refuses Pepsi Co. Contract*, March 1999
- Information Packet: *Commercialism in Schools*, March 2000
- Information Packet: *Sample School Board Policies and Procedures Regarding Corporate Advertising and Sponsorship in Public Schools*, April 2000

### Center for Science in the Public Interest

- Report: *Liquid Candy: How Soft Drinks are Harming American's Health*, November 1998  
[http://www.cspinet.org/sodapop/liquid\\_candy.htm](http://www.cspinet.org/sodapop/liquid_candy.htm)
- *The 1% Or Less School Kit*  
<http://www.cspinet.org/ga/schoolkit.html>

### Council of Chief State School Officers

- *School Health Starter Kit*  
<http://www.ccsso.org/hlth.html>

### National Association of State Boards of Education

<http://www.nasbe.org/catalog.html>

- *Fit, Healthy, and Ready to Learn: A School Health Policy Guide*, 2000 (see partial reprint in kit).  
<http://www.nasbe.org/healthyschools/fithealthy.html>
- *Building Business Support for School Health Programs: An Action Guide*, 1999
- *How Schools Work and How to Work With Schools: A Guide for Health Professionals*, 1992

### National School Boards Association

<http://www.nsba.org/schoolhealth/>

- *Healthy Eating 101* – a packet of sample policies, articles, and more
- *The School Health Resource Database*

### National PTA

<http://www.pta.org/programs>

- *National Standards for Parent/Family Involvement Programs*  
<http://www.pta.org/programs/invstand.htm>
- *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*, 2000. National Educational Services, 2000. <http://www.nesonline.com>

## Other Books and Materials

*America's Eating Habits: Changes & Consequences*. Frazao E., editor. U.S. Department of Agriculture, Economic Research Service, AIB-750. April 1999. (800) 999-6779. <http://www.econ.ag.gov>

*Health is Academic: A Guide to Coordinated School Health Programs*. Marx E, Wooley SF, Worthrop D, editors. New York: Teachers College Press, 1998.

*Managing Child Nutrition Programs: Leadership for Excellence*. Martin J and Conklin M. Aspen Publications, Gaithersburg, MD. 1999.

*Nutrition Literacy Toolkit: Planning for Comprehensive Nutrition Education; Grades Pre K-12*. Colorado Department of Education Nutrition Unit, Denver, CO. December 1999. (888) 245-6092.  
<http://www.cde.state.co.us>

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BACK COVER--BUILD OF 79 M/94 C--  
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