

Chapter 9

School-Wide Health Promotion

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Advocating for Health and Wellness

School nurses have the ability to support school-wide health promotion by providing health and nutrition education at all grade levels and by serving as a health information resource for parents and faculty. The role of the nurse may also include advocating for healthy nutrition policies in schools and supporting opportunities for physical activity before, during and after school. As a health expert, the school nurse should collaborate with teachers, coaches, the PTA, school nutrition staff and administrators to promote a healthy school environment.

Children’s Healthcare of Atlanta Strong4LifeSM

Children’s Healthcare of Atlanta launched Strong4Life to help parents inspire their kids to eat right and get moving with easy, doable tips and advice from our doctors, nutritionists and wellness experts. Strong4Life makes improving family nutrition and physical activity habits fun and provides parents and caregivers the support they need to accomplish their goals. Visit Strong4Life.com for tips on how to make simple changes at home, and at school, to encourage healthy lifestyle habits.

The information included in this Chapter will provide ideas and resources to help support the school nurse’s role in school-wide health promotion.

Wellness Council

As a health expert, the school nurse should work in partnership with teachers, PE teachers/coaches, the PTA, school nutrition staff and administrators to promote a healthy school environment. An effective way to accomplish this is through a school wellness council.

A school wellness council is an advisory group concerned with the health and well-being of students and staff. A council can be formed at the district level or school building level. This group typically has 6 to 12 members. The diagram to the right depicts groups to consider including in the council.



Why are School Wellness Councils needed?

The school wellness council:

- Provides a way to inform teachers, staff, students and families about the work the school is doing to improve the health and academic success of its students.
- Ensures district level wellness policies are implemented at the school level.
- Represents the unique perspective of the community in a school building, enabling the health priorities and activities put in place to truly reflect the needs and interests of the school.
- Keeps teachers, staff, students and families informed of pertinent information related to wellness, school policy changes, etc.
- Ensures health priorities and activities are reflective of the true needs of the school.

What do School Wellness Councils do?

School wellness councils typically assess the school health environment, programs and policies in place and identify ways to strengthen these to improve the health of students and staff. Usually councils will develop and implement an action plan based on what they learn about the school. Some school wellness councils also provide advice and expertise to administrators in the building and provide feedback to the district regarding implementation of health-related wellness policies and programs.

What is the Role of a School Nurse?

Attendance: School nurses can improve attendance through health promotion, disease prevention and disease management.

- Students with a full-time school nurse have about half the student illness-or injury-related early releases from school as compared to a school where no school nurse is present.

Academics: Improved attendance means the healthy student is in the classroom and ready to learn. School nurses enable better performance, which also contributes to reducing drop-out rates.

Accountability: School nurses help schools stay accountable.

- School nurses promote compliance with federal and state law which mitigates lawsuits.
- Advocating for adequate staffing aligns with Healthy People 2020, which recommends the ratio of one school nurse per 750 well students (1:750).

Time: Having a school nurse in the building saves principals, teachers and clerical staff a considerable amount of time that they would have spent addressing health concerns of students.

Staff Wellness: School nurses improve the general health of staff. According to school reports, principals, teachers and clerical staff are very satisfied with having school nurses in their schools for several reasons:

- Allows teachers to focus on teaching.
- Allows office staff to spend less time calling parents and sending students home.
- Healthy staff means increased attendance and productivity.

Most importantly, as a school nurse, you educate students and staff on managing their own health and wellness. Because you hold this title—and have the power to increase economic value—your words are powerful. Being an advocate is a great asset.

Getting a Wellness Council Started

If you do not already have a wellness council, here is how to get started! The Alliance for a Healthier Generation has a comprehensive toolkit to assist schools in starting a wellness council. This process is relatively easy, but it requires assistance from those in the school that have a passion for change. The link to the toolkit is in the resources section.

As you consider the council members, first determine what size council you will need to be effective. If you have a large group of people who want to work on healthy eating and physical activity issues, think about setting up a steering committee structure that includes subcommittees. You may also want to prioritize membership based on those areas where you will be focusing during the school year. For instance, updating a physical education curriculum would require including one or more physical education teachers.

Consider using the Alliance for a Healthier Generation School Wellness Committee Toolkit to assess your school's programs and policies, and plan improvements.

What if My School Already has a Wellness Council?

Get involved! Be a leader in advocating for improvements and all areas of health and wellness. If your school already has a group that meets to address student and staff health including healthy eating and physical activity, this group can also take on the role of guiding the implementation of health and wellness initiatives. You can also work with school administrators to support existing wellness policy and encourage adoption of stronger language. Serve as a resource for raising awareness about the four Strong4Life Healthy Habits. Each school's needs are different, so feel free to think outside the box.

Strong4Life Healthy Habits

- Make half your plate veggies and fruits.
- Be active.
- Limit screen time.
- Drink more water and limit sugary drinks.

How to be an Advocate?

Your experiences, your information, your perspective and your voice can influence leaders to improve school health and wellness policies—but, only if you share it.

Contacting your federal and state legislators, along with your local school leaders, about pressing school health issues can make a difference. When you share your beliefs and experiences, you plant a seed that can grow into action. That's how positive change begins.

Wellness Advocacy Resources

Strong4Life.com/schools

Georgia Shape

georgiashape.org

Georgia Association of School Nurses

gasn.org/advocacy1

The Alliance for a Healthier Generation – School Wellness Committee Toolkit

schools.healthiergeneration.org/_asset/wwj4dq/SchoolWellnessCouncilToolkit.pdf

CDC Healthy Schools

cdc.gov/healthyschools/

Let's Move

letsmove.obamawhitehouse.archives.gov/active-schools Georgia Association of School Nurses <https://www.gasn.org/advocacy1>

Five Ways a School Nurse Benefits the School

higherlogicdownload.s3.amazonaws.com/NASN/6bdbf043-ac3b-4ff9-a902-317498781a88/UploadedImages/New%20Website%20Documents/FiveWays.pdf

National Association of School Nurses - Role of the 21st Century School Nurse

nasn.org/nasn/advocacy/professional-practice-documents/position-statements/ps-role

The School Wellness Policy Evaluation Tool

wellsat.org/upload/docs/WellSAT%202.0.pdf

Health Fairs

Planning a health fair is a time-consuming but very rewarding project. Fairs can be held for staff on a teacher workday; for students in the media center or a covered play area so that classes can rotate through; and/or for parents and students on a Saturday or in conjunction with a PTA meeting.

An excellent health fair planning resource used here in Georgia is the 2018 Health Fair Planning Guide from the Gwinnett Coalition for Health and Human Services and partners, including Children’s Healthcare of Atlanta.

- Gwinnett Coalition for Health and Human Services
gnrhealth.com/wp-content/uploads/2018/03/Health-Fair-Planning-

Additional resources for planning a health fair include:

- Health Fair Planning Guide, Wellness Toolkit – United Healthcare
uhctools.com/assets/Health%20Fair%20Planning%20Guide.pdf

One idea used to make sure children get the most from a health fair experience is to give them a “ticket” with each “learning station” listed. As they go to each and complete the learning activity, they can have their ticket signed or stamped. When they complete the ticket, ensure that they receive a “prize” (an apple, a sticker, something provided by one of your sponsors). PTA/PTO organizations usually provide a great source of community information and contacts, as well as volunteers for the event.

Health Education

The intent of comprehensive school health education is to motivate students to maintain and improve their health, to prevent disease and to avoid or reduce health-related risk behaviors. High quality health education contributes to significant improvements in knowledge and skills that students need to achieve a healthy lifestyle.

The Joint Committee on National Health Education Standards formulated eight basic standards that students will:

- comprehend concepts related to health promotion and disease prevention to enhance health.
- analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- demonstrate the ability to access valid information products and services to enhance health.
- demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- demonstrate the ability to use decision-making skills to enhance health.
- demonstrate the ability to use goal-setting skills to enhance health.
- demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- demonstrate the ability to advocate for personal, family and community health.

Local school districts can use National Health Education Standards (NHES) as a basis for decisions about health education curriculum. Information on the standards can be reviewed at [cdc.gov/healthyschools/sher/standards/](https://www.cdc.gov/healthyschools/sher/standards/). In addition, the Health Education Curriculum Analysis Tool (HECAT) can help school districts, schools and others conduct a clear, complete and consistent analysis of health education curricula based on the National Health Education Standards and CDC's Characteristics of an Effective Health Education Curriculum [cdc.gov/healthyschools/sher/characteristics/index.htm](https://www.cdc.gov/healthyschools/sher/characteristics/index.htm).

The goal of health education curriculum content areas is to provide functional health information and allow students to develop the essential skills used in adopting, practicing and maintaining healthy behaviors. Effective curricula focus on developing critical skills such as communication, stress management, decision-making and goal-setting.

These 10 content areas include:

- personal health
- family health
- community health
- environmental health
- growth and development/sexuality
- mental and emotional health
- safety and injury prevention
- nutrition
- prevention and control of disease
- prevention of substance use and abuse

Another term that can be used is "health literacy," which has been defined in the National Health Education Standards as "the capacity of an individual to obtain, interpret and understand basic health information and services and the competence to use such information and services in ways that are health-enhancing (Joint Committee on National Health Education Standards, 1995)."

Parents and other family members serve as the student's first health educators, but students also learn from peers, the media, manufacturers' advertising and the government. Teachers and school nurses can provide a vital link in helping students to filter the information they receive from other sources and put the knowledge gained into a context that leads to healthy life skills.

Comprehensive health education in the school contributes to all of the other components of the coordinated school health program. The school health services staff can teach effective ways to access the health system, provide information on different levels of healthcare providers in the community, and model excellent health practices for students. The integrated staff wellness program can give staff members the tools to model healthy behaviors and reinforce health messages in their daily interactions with students. Counseling and psychological staff often coordinate school-wide prevention activities, such as suicide prevention

programs, ghost-outs (drunk-driving prevention program), etc. Health education, physical education and school nutrition services staff can work together to implement programs which will enhance healthy behaviors in eating and physical activity. These efforts can have a far-reaching effect on health issues such as prevention of obesity.

School nurses teaching about conflict resolution skills and stress management also can help create a healthy psychological environment. Policies such as a ban on tobacco use in the school reinforce health messages about the health risk of tobacco use and improve the healthy school environment. Finally, parent and community involvement can enhance the health education message by bringing more resources to the school and providing information for families so that health lessons can be reinforced at home. Parents can also be involved in school health advisory committees, as guest speakers in health classes and in health promotion efforts such as health fairs.

By being involved in health education in multiple ways, both formally and informally, the school nurse can make the largest impact toward the goal of "Healthy Children, Ready to Learn." The nurse can always take advantage of "teachable moments" in the health clinic, taking time to talk to students about such topics as the importance of hand hygiene and cleaning wounds, ways to keep yourself healthy and ways to ask for help when you need it.

More ways in which the school nurse can provide health education in the school include:

- Teaching students and staff informally during daily contacts with them
- Teaching classes for staff on infection control, CPR, first aid, specific illnesses and health issues
- Conferencing with teachers and staff about an individual student's health needs and effects on the educational process
- Teaching students in the classroom on health-related topics and curriculum
- Advocating for healthy practices that will have a direct effect on education and attendance such as hand hygiene, including availability of all necessary supplies
- Bulletin boards in the health clinic, teacher's lounge and hallways
- Health fairs for students and/or staff

When school nurses leave the clinic to teach in the classroom, they need to consider the impact that their absence will have on the health clinic. Having another nurse, volunteer or clinic aide to substitute on a regular basis is one solution. Another effective solution is to inform teachers and staff ahead of time about your teaching schedule so that students will not be sent to the health clinic except in the case of an emergency. Another good practice is to leave a note on the clinic door listing the room in which you are teaching. Some nurses have a "planning" time, like teachers do, to plan classes and assemble health education materials.

Georgia Performance Standards

Georgia Performance Standards (GPS) spell out health subject matter appropriate for each grade level, giving lesson plans and web resources. Visit [cdc.gov/healthyschools/sher/characteristics/index.htm](https://www.cdc.gov/healthyschools/sher/characteristics/index.htm) to access the Georgia Performance Standards and [cdc.gov/healthyschools/sher/standards/index.htm](https://www.cdc.gov/healthyschools/sher/standards/index.htm) to access the National Health Education Standards. These standards can help guide you in planning your class material. Teachers appreciate guest speakers like school nurses to cover some of these GPS health curriculum topics whenever possible.

Health Education Classes

Most school systems have a prescribed curriculum for health education topics. However, teachers may feel that hearing the information from a nurse could have a greater impact on the students. Therefore, the nurse may be asked or may volunteer to teach some classes within this curriculum (or may provide classes not currently being offered). Some ideas for health education curriculum for various levels are included later in this chapter. Recent CDC statistics show that three quarters of all youth risk behaviors and two thirds of adult risk behaviors which lead to mortality and morbidity fall into these six categories, giving us a clear focus for health education.

Risk Behavior(s):

- Behaviors that contribute to unintentional injuries and violence
- Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection
- Alcohol and other drug use
- Tobacco use
- Unhealthy dietary behaviors
- Inadequate physical activity

Adapted from the Centers for Disease Control and Prevention, Adolescent and School Health at:

[cdc.gov/healthyyouth/about/index.htm](https://www.cdc.gov/healthyyouth/about/index.htm)

Template for Health Education Classes

Here is a “template” the nurse might use in presenting a class:

- Introduce yourself and tell the class that nurses love the opportunity to help them prevent problems, make healthy choices and stay well (as we are “proactive specialists in health and wellness”). In general, the teacher should stay in the room to assist with children who may be a distraction to others and to reinforce health messages after the teaching session ends.
- Introduce the topic for the day.
- Begin with a five-minute dramatic or humorous story to capture student interest and attention—a true story, news article, experience from your nursing past (i.e., a class on hygiene might start with the Shel Silverstein poem, “The Dirtiest Man in the World,” from *Where the Sidewalk Ends*—snp.homestead.com/HygieneGr5.html).
- Ask the students a few open-ended questions, like “tell me what you think,” to link your story to something the students already know. This probing is the first step for any new learning to take place and can make the difference between passive listening and an engaged mind.
- Give students the information on the topic, using audiovisuals and manipulatives if possible. Remember the age of the students in planning your time. For the young school-age child, 15 to 20 minutes is enough didactic material.
- Ask the teacher how long the program should be, or how much time he or she can allow you.
- Any time you can involve the children in an activity, it will enhance learning.
- Respond to questions and allow some time for them to share stories related to the topic.
- Summarize the class by giving them three main “takeaway” points you want them to remember and thank them for their attention.

Adapted from Gerri Harvey’s School Nurse Perspectives Newsletter, Issue 1; email schoolnurse-subscribe@topica.com to subscribe.

Ideas for Health Education Classes

Elementary School

- **Personal and Family Health** includes learning about your body, healthy behaviors, hand hygiene, conflict resolution, avoiding bullies.
- **Safety and Injury Prevention** includes automobile and pedestrian safety, wheel safety, water safety, fire safety, poison prevention.
- **Nutrition and Physical Activity** includes where foods come from, fruits and vegetables, drinking water, limiting sugar drinks, limiting screen time, benefits of being active.
- **Tobacco and Alcohol Prevention** involves the risks of tobacco use—smoking and spit tobacco, inhalants, saying “no” to peer pressure.

Middle School

- **Personal and Family Health** includes puberty education, respect for yourself and others, hand hygiene and personal hygiene, conflict resolution, peer-proofing, getting help with feelings, stress reduction, communication skills, positive relationships, reducing health risks.
- **Safety and Injury Prevention** includes dealing with bullies, safety on wheeled vehicles, using public transportation safely, water safety, gun safety, first aid, CPR.
- **Nutrition and Physical Activity** includes MyPlate, drinking water, limiting sugar drinks, limiting screen time, benefits of being active, positive body image, marketing and peer influence on food choices, and the importance of a healthy lifestyle for academic and sports performance.
- **Tobacco, Alcohol and Drug Prevention** includes healthy decisions, physical risks, peer and media influence, inhalants, tobacco, steroids, marijuana.

High School

- **Personal and Family Health** includes personal standards, feelings and mental health, managing stress, communicating about problems, respect in relationships, causes of illness, preventive healthcare, hand hygiene and personal hygiene, selecting and using healthcare products, developing self-care skills, access to healthcare services, AIDS, STIs, pregnancy prevention. Be sure to check the district Georgia Performance Standards (GPS) and local guidelines for these topics.
- **Safety and Injury Prevention** includes first aid, DUI, suicide prevention, anger management, CPR, active listening and assertiveness, avoiding sports injuries.
- **Nutrition and Physical Activity** includes MyPlate, drinking water, limiting sugar drinks, limiting screen time, benefits of being active, positive body image, marketing and peer influence on food choices, developing cooking skills, connection between a healthy lifestyle on academic and sports performance, and future health.
- **Tobacco, Alcohol and Drug Prevention** includes staying smoke-free, Calling It Quits program, influences on your choices, consequences of all choices, alcohol and drug effects, help for alcohol and other drug use.

Adapted from: *Assessing Health Literacy: A Guide to Portfolios*, Toucan Ed Publications, 1997.

Note: Nurses will still need to check any sex education curriculum with your local school board's sex education advisory committees before providing any instruction. Some districts have adopted a policy of "abstinence only" education. The Georgia State Code chapter list can be found at lexis-nexis.com/hottopics/gacode/default.asp

Georgia Code Title 20 – Education Chapter 2 - Elementary and Secondary Education Article 16 – Students Part 3 - Health § 20-2-773. Restrictions on student health services; utilization of state funds

- Restrictions on student health services; utilization of state funds
 - (a) No facility operated on public school property or operated by a public school district and no employee of any such facility acting within the scope of such employee's employment shall provide any of the following health services to public school students:
 - (1) Distribution of contraceptives;
 - (2) Performance of abortions;
 - (3) Referrals for abortion; or
 - (4) Dispensing abortifacients.
 - (b) The Department of Education and local units of administration are prohibited from utilizing state funds for the distribution of contraceptives.



Sugar-sweetened Beverage Demonstration

This is a demo used to illustrate the amount of sugar found in common drinks.

MATERIALS:

- 20-ounce bottles of fruit punch, dark and clear soda, sweet tea, energy drink, sports drink, water
- 12-ounce can of regular soda
- 30 pounds or 76 cups of sugar
- Clear cookie jar
- 18 regular-size chocolate chip cookies
- 3 large clear tubs

Step 1: Set Up the Display

- Stack three large tubs filled with 30 pounds of sugar with a can of soda on top.
- Place bottled drinks on the table in a random order.
- Place the canister of 18 cookies next to the dark soda bottle.

Step 2: Talking Points for Demonstration

Your body, like every other living thing, needs water to stay strong:

- Staying hydrated with water helps you perform your best at school, during sports, and your other favorite activities.
- Every cell and organ in your body needs water to do its job.
- Your body needs water for healthy looking skin and hair.
- Drinking water throughout the day helps you read your body's signals when it's telling you it's hungry, thirsty or full.
- When you don't get enough water, you can feel tired and have a headache.



FUN FACT: You are what you drink—a healthy body is about 60 percent water, so drink up!

Step 3: Demonstrations

Tell the audience you are going to do three demonstrations which show the amount of sugar in common beverages.

1. LEAST TO GREATEST AMOUNT OF SUGAR.

- Ask for one volunteer.
- Instruct the volunteer that they have one minute to organize the drinks in order from least amount of sugar to greatest amount of sugar in the drink bottles.
- Time the volunteer for one minute.
- After one minute, review the order of the drinks with the audience.
- Help the volunteer make any changes to line the drinks up in the correct order and share the amount of sugar in each drink with the group: water (0 tsp.), sports drink (8-9 tsp.), energy drink/sweet tea (14 tsp.), light color soda/dark color soda (15-16 tsp.), fruit punch (18 tsp.).
- Congratulate the volunteer.



Beverage	Teaspoons of Sugar
Water	0
Sports Drink	9
Sweet Tea	14
Energy Drink	14
Dark Soda	16
Light Soda	16
Fruit Punch	18

TIPS: When reading food labels, 4 g of sugar is equal to 1 tsp. of sugar. Follow the Strong4Life Healthy Habit of drinking more water and limiting sugary drinks.

2. SUGAR EQUIVALENT OF CHOCOLATE CHIP COOKIES TO ONE 20-OUNCE BOTTLE OF SODA.

- Ask for one volunteer.
- Instruct the volunteer that they have one minute to guess how many chocolate chip cookies are equal to drinking one 20-ounce soda, based on the amount of sugar in each.
- Time the volunteer for one minute.
- After one minute, ask the volunteer to make a final guess.
- Have the volunteer continue to add cookies to the jar until they reach 18 cookies.
- Share with the group that there is the same amount of sugar in one 20-ounce soda as in 18 chocolate chip cookies.
- Congratulate the volunteer.

3. SUGAR CONSUMED IN ONE YEAR IF YOU DRINK A 12-OUNCE CAN OF SODA EACH DAY.

- Ask for one volunteer.
- Instruct the volunteer that they have one minute to guess the amount of sugar they would consume in one year if they had a 12-ounce soda each day.
- Time the volunteer for one minute.
- After one minute, ask the volunteer to make a final guess.
- Show the group the three large tubs of sugar; this is equal to 30 pounds or 76 cups of sugar.
- Congratulate the volunteer.



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Water Bar Activity

This is an activity used to encourage people to drink more water and limit sugary drinks.

TALKING POINTS:

Your body, like every other living thing, needs water to stay strong:

- Staying hydrated with water helps you perform your best at school, during sports and your other favorite activities.
- Every cell and organ in your body needs water to do its job.
- Your body needs water for healthy looking skin and hair.
- Drinking water throughout the day helps you read your body's signals when it's telling you it's hungry, thirsty or full.
- When you don't get enough water, you can feel tired and have a headache.



FUN FACT: You are what you drink—a healthy body is about 60 percent water, so drink up!

Materials:

- Hand sanitizer or wipes
- Large plastic cups (one per person and at least one for demonstration)
- Plastic spoon or strong straw for crushing fruit in cup (one per person and one for demonstration)
- Cold drinking water (to add to water bar ingredients)
- Bowls or containers to set up veggies and fruits
- Tongs or spoons for each bowl of veggies and fruits
- Cut veggies and fruit for water bar (3-4 pieces for each person). Suggestions: lemon slices, lime slices, pineapple chunks, cucumber slices, strawberry slices, other types of berries

Step 1: Set Up the Water Bar

- Cut slices of veggies and fruits and separate into bowls on a table.
- Place cups, containers with water, spoons/straws, hand sanitizer and tongs/spoons on table.



Step 2: Instructions for the Water Bar

- First use the above-mentioned talking points.
- Tell the audience they are going to each get to try water in a fun way.
- Show the group how to lightly twist or crush the fruits in the bottom of a cup to give water more flavor.
- Give examples of flavors to try, such as lemon-lime, strawberry-pineapple, strawberry-lemon or lemon-cucumber.
- Ask participants to use hand sanitizer before making their flavored water.
- Encourage participants to make their own flavors.
- Tell the group if they wait a few minutes before drinking the water, the flavors will have more time to infuse and become stronger.



Fast Food Demonstration

This is an activity used to demonstrate fast food choices.

MATERIALS:

- Hand sanitizer or wipes
- 1 hamburger bun
- Vegetable shortening
- Teaspoon measure
- Gloves (for volunteer to wear when taking shortening off teaspoon)
- 8-10 bowls (small disposable bowls that fit one cup)
- 1 large box store brand fruity ring or fruity hoops cereal
- 1 large plastic coffee drink cup—24 ounces (plastic cup with straw)
- 1 medium plastic coffee or smoothie drink cup—16 ounces
- 1 large plastic drink cup from fast food—20-22 ounces

Step 1: Set Up the Fast Food Demonstration

- Place the hamburger bun, shortening, teaspoon, gloves, bowls, cereal and cups on the table.
- Distribute the Fast Food Nutrition Facts to each person.

Step 2: Talking Points for Demonstration

VEGGIES AND FRUITS ARE PACKED WITH VITAMINS, MINERALS, FIBER AND OTHER NUTRIENTS TO KEEP YOUR BODY STRONG.

- Veggies and fruits provide long-lasting energy so you can perform your best at school, during sports and your other favorite activities.
- Veggies and fruits keep your immune system strong so you're less likely to get sick.
- The nutrients in veggies and fruits keep your hair and skin healthy.
- Your organs and muscles, especially your heart, need veggies and fruits to do their jobs.

Step 3: Instructions for Fast Food Demonstration

- Tell the group you are going to do a demonstration of how much fat and sugar can be found in some fast food meals.
- Ask for a volunteer to help find the amount of fat in a Double Burger with Cheese (43g). Have the volunteer measure out 11 tsp. of vegetable shortening and spread it on a hamburger bun.
- Ask for a volunteer to help find the amount of fat in a large French fry (25g). Have the volunteer measure out 6 tsp. of vegetable shortening and spread it on the same hamburger bun.
- At the end, the hamburger bun should be filled with 17 tsp. of shortening. Show the bun to the group, then set it aside to be used later.
- Ask the group, "What will you have to drink?" A large blended coffee drink and large chocolate milkshake have almost the same amount of fat as a large French fry, and they are also loaded with sugar.
- Tell the group that milkshakes, smoothies, frozen fruit drinks and blended coffee drinks from fast food restaurants and coffee shops are full of sugar (and sometimes fat too).
- Explain that fruity rings and other cereals have sugar, and ask the group to think about how much sugar is in fruity rings cereal versus a smoothie, frozen fruit drink or blended coffee drink (all three drinks average about the same amount of sugar). Show sample cups for each of these drinks.
- Put out small (one cup) bowls and a box of fruity rings cereal. Have a volunteer come to the front and pour bowls of fruity rings, until they think they have reached the same amount of sugar as a 22-ounce (large) smoothie, frozen fruit drink or blended coffee drink. Encourage the volunteer to keep pouring until they fill seven one-cup bowls.
- Stack the bowls on top of each other next to one of the cup examples, alongside the hamburger bun with vegetable shortening.
- Ask the group to review the Fast Food Nutrition Facts to find better choices.
- Examples could include: single hamburger, grilled chicken sandwich, grilled chicken salad with low-fat Italian dressing, apple slices, water or low-fat milk.



TIPS: Encourage the group to try healthier options when eating away from home. Focus on making half your plate veggies and fruits, even when eating out or away from home.

Fast Food Nutrition Facts

Note, nutrition facts among fast food chains vary; this is one example of a fast food menu.

	Calories	Total Fat (g)	% Daily Value	Saturated Fat (g)	% Daily Value	Cholesterol (mg)	Sodium (mg)	Carbohydrates (g)	Dietary Fiber (g)	Sugar (g)	Protein (g)
The Big Burger	550	29	45	10	51	75	970	46	3	9	25
Double Burger with Cheese	750	43	66	19	96	160	1280	42	3	10	48
Hamburger	250	9	13	3.5	16	25	480	31	2	6	12
Crispy Chicken Sandwich	510	22	33	3.5	18	45	990	55	3	10	24
Grilled Chicken Sandwich	350	9	13	2	9	65	820	42	3	8	28
Fish Sandwich	390	19	29	4	19	40	590	39	2	5	15
Rib Sandwich	500	26	40	10	48	70	980	44	3	11	22
Grilled Chicken Caesar Salad	190	5	8	3	14	70	580	10	4	5	27
Creamy Caesar Dressing	190	18	28	3.5	17	20	500	4	0	2	2
Low-Fat Italian Dressing	50	2.5	4	0.5	3	0	390	7	0	2	1
Chicken Strips	640	38	59	6	28	90	1240	36	1	0	38
Small French Fry	230	11	18	1.5	8	0	160	29	3	0	3
Large French Fry	500	25	38	3.5	17	0	350	63	6	0	6
Apple Slices	15	0	0	0	0	0	0	4	0	3	0
1% Low-Fat Milk	100	2.5	4	1.5	8	10	125	12	0	12	8
Large Soda	280	0	0	0	0	0	5	76	0	76	0
Large Chocolate Shake	850	23	36	15	74	85	380	141	2	120	19
Large Caramel Blended Coffee	670	27	42	17	87	95	190	96	0	88	11

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Sample Health Education Class – Hand Hygiene

A sample curriculum and resources for teaching hand hygiene at any grade level is included on the following pages. Hand Hygiene is defined as any action of hand cleaning (generally performed either by hand rubbing with an alcohol-based formulation or handwashing with soap and water). According to the World Health Organization, “Hand hygiene is the primary measure to reduce infections...”

For the most updated and proper directions on hand hygiene, visit the following resources:

Glitterbug – Brevis

brevis.com

Hand Hygiene Basics – CDC

cdc.gov/handhygiene/Basics.html

Hand Hygiene in Healthcare Settings – CDC

cdc.gov/handhygiene/Guidelines.html

Handwashing: Clean Hands Saves Lives – CDC

cdc.gov/handwashing

Handwashing, Teachers Corner – Body and Mind, CDC

bam.gov/teachers/epidemiology_hand_wash.html

Healthy Schools, Healthy People – It’s a Snap

itsasnap.org

Microbe World

washup.org

Scrub Club – NSF International

scrubclub.org/home.aspx

ELEMENTARY SCHOOL - Germbusters Hand Hygiene Class

Ask some questions and take just a couple of answers for each one, asking them to raise their hands.

- Do you think you know how to wash your hands?
- How many of you wash your hands at school? At home?
- When do you wash your hands?
- Why do you wash your hands?

Why

- Tell the students basic facts about germs:
 - Germs are everywhere.
 - Germs are very small and can be seen only with a microscope.
 - Some germs can make you sick.
 - You can get rid of germs by washing your hands the right way.
- Use a spray bottle of water to squirt a small amount of water into each child's hand. Ask each child to touch his hand to his desk, chair or clothes.
- Ask, "What happens?"
- Explain this is what happens when we sneeze or cough our germs into our hands and don't wash them before touching someone or something else.
- For older elementary age groups, include information on how the body forms antibodies to help us fight the germs with which we do come in contact with, as well as the concept of immunizations and how they work.

How

- Demonstrate proper handwashing, explaining that:
 - soap and water are the tools;
 - friction and the final rinse are the actions that remove the germs.
- If the room has no sink, just go through the motions:
 - Turn on the water and wet your hands.
 - Apply liquid soap on your hands. It doesn't take much!
 - Rub your hands together to make bubbles.
 - Scrub for about 20 seconds, teaching the children to sing a short song while they wash, such as, Happy Birthday (sung twice).
 - Go over the back and front, between your fingers and thumbs and around and under your fingernails.
 - Explain that germs like to hide in these places.
 - Rinse in running water to wash all the germs down the drain.
 - Dry your hands. Use a second paper towel to turn the water off, before throwing it in the trash.
- Explain that it is important to keep the school restrooms as clean as possible.

Note: Alcohol handgels are not appropriate for use when hands are visibly dirty or contaminated with proteinaceous materials. Wash your hands with soap and water when your hands are visibly soiled.

When

It is important to wash your hands:

- Before you eat or prepare food
- After you go to the bathroom
- After you sneeze, cough or blow your nose
- When you see dirt on them
- After you play with animals or play outside
- After you handle money

Can you think of other times?

- It is important to wash your hands even more often when you or others in your family are sick.
- You should also wash your hands when you first come home from school, especially if you have younger brothers and sisters at home who do not go to school yet. The little ones in your family have not been around germs as much as you have, and their bodies can't fight germs as well.
- You can be a good role model for your family by showing them what you have learned about handwashing and how hand hygiene can keep your whole family healthy.

Demonstrations

- Class participation will go a long way toward helping students remember the lesson.
- Use products such as Glitterbug by Brevis (brevis.com), which uses an ultraviolet lotion and a black light to show them how germs are invisible and how well children are washing their hands.
- Put glitter, powder or chalk dust on your hands, then shake hands with each child to show the class how germs can spread and let them see if they have done a good job of washing.
- Teach children to cough or sneeze into their elbow, instead of covering their mouth with their hands—that way they don't spread their germs and Mom can wash them away in the laundry.
- If time does not permit, use one or two volunteers, asking one to wash properly and the other to wash quickly without using soap and friction.

Summary

- Hand hygiene is the best way to keep germs from making you sick.
- Remember, no one can do this for you—you are in charge of remembering when and how to wash your hands.
- Other ways you can keep yourself from getting sick:
 - avoid sharing drinking cups or cans, spoons and forks
 - get enough rest at night
 - eat healthy foods
 - go to your doctor for check-ups and immunizations
- Other useful resources for a hand hygiene class (websites and books you can read to the class) are listed at the end of the scripts.
- Check the media center for books they may have on hand that you may read to the class.

MIDDLE/HIGH SCHOOL - Hand Hygiene Class

- Studies have proven that careful and frequent hand hygiene can prevent disease and reduce the rate of absenteeism in schools (for teachers and students).
- Other studies have shown that at least half of middle school students do not wash their hands after using the bathroom, even when soap and water are provided.
- Students share close contact with each other and with teachers every day.
- The student can infect teachers and members of his/her family with these illnesses.
- When a student is absent with an illness that could have been prevented, he will miss classes he needs to learn from as well as extracurricular activities.
- The diseases we are talking about range from common colds to influenza, to hepatitis, to rotavirus (which causes diarrhea), to foodborne illnesses like Salmonella and E. coli (which can be life-threatening).
- Clean hands are the key to prevention.

What is the big deal with hand hygiene?

- Germs are tiny organisms that can only be seen with a microscope.
- They are invisible on our hands and in our environment, and billions of these microorganisms are on and in our bodies and in the world around us.
- Most are harmless, and some are even helpful.
- Pathogens are disease germs that can cause contagious illnesses that spread from person to person. There are six categories of these germs: viruses, bacteria, rickettsiae, fungi, protozoans and parasitic worms. Viruses and bacteria are the disease-causing agents for most infections that children get.

Viruses

- Viruses are smaller than most other known cells.
- They are composed of protein and nucleic acid, the genetic material that allows them to multiply rapidly and cause illness in the human body.
- They multiply after invading cells in your body, such as the cold virus which makes a home in your nose after you shake hands with someone who has just coughed and not washed their hands.
- Viruses are responsible for more diseases than any other type of pathogen.
- Antibiotics are not effective against viruses.

Some of the diseases that are caused by viruses:

- Common cold or influenza
- Certain types of diarrhea
- Chickenpox, measles or mumps
- Cold sores, fever blisters
- Hepatitis or AIDS
- Scientists also believe viruses may be responsible for certain kinds of cancer and even diabetes.

Bacteria

- Bacteria are one-celled organisms that are shaped like rods (bacilli), spirals (spirilla) or round spheres (cocci).
- They grow and reproduce quickly by doubling in size and splitting in half.
- Bacteria can be found everywhere in our environment, so you can come in contact with them on almost everything you touch.
- Bacteria need food, moisture and warmth to survive and multiply.
- They can produce toxins that poison the body or infections that can affect one part of the body (like a boil) or your whole system (like bacteremia).
- Bacteria and viruses can contaminate food and water supplies when just one person is not doing proper hand hygiene.
- Antibiotics are effective against some bacteria, but prevention is always best.

Some of the diseases that are caused by bacteria:

- Strep throat
- Pneumonia
- Diphtheria
- Tetanus
- Dental cavities
- Food poisoning

When

Use questions such as:

- When do you need to wash?
- Let's see if we can make this list together.
- Who can tell me one time?

Write them on the board and make sure the following are listed:

- After using the bathroom or changing a diaper
- Before you eat
- Before, during and after you prepare food
- When your hands look dirty
- After handling animals and animal waste
- After sneezing or coughing
- Before handling your contact lenses or putting on makeup
- Before and after you treat a cut or take care of someone who is sick
- More frequently when you or someone around you is sick

Demonstrations

Older students love to “see” the effects of handwashing and may enjoy using the ultraviolet lotion and black light as much as younger students do. This lesson can also be incorporated into the curriculum in lots of other ways. These include:

- Conducting a germ investigation using Petri dishes to grow bacteria from various parts of the school or the body
- Having a math class figure out how many bacteria there would be after a period of time if they divide every 20 minutes
- Studying and reporting on an epidemic from the past or the present
- Helping with a campaign to promote hand hygiene in the school by designing posters, etc.
- Go to itsasnap.org for more curriculum ideas.

The “Body and Mind - Teacher’s Corner” is a great resource from the CDC. It provides a curriculum that includes much of the above information.

bam.gov/teachers/epidemiology_hand_wash.html

Alcohol-Based Sanitizers

- Alcohol-based sanitizers (70 percent isopropanol) can be used instead if soap and water are not available.
- Alcohol-based sanitizers are not appropriate for use when hands are visibly dirty or contaminated with proteinaceous materials.
- Wash your hands with soap and water when your hands are visibly soiled.
- According to the CDC, recurrent use of alcohol-based sanitizers is not recommended without adequate handwashing between uses.
- Because a person may feel a “build-up” of emollients on their hands after repeated use of alcohol hand sanitizer, washing hands with soap and water after five to 10 applications of a hand sanitizer has been recommended by certain manufacturers.
- It is therefore recommended to wash hands between hand sanitizer use when a person feels a build-up of sanitizer on hands or if your hands are visibly dirty or have potentially been exposed to infectious material or bodily fluids.

Summary

- You are the only one that can make hand hygiene happen for you, and you can be an important part of keeping the school and your family healthy.
- Hand hygiene is one of the first and most important things you can be totally responsible for in keeping yourself healthy.
- Hand hygiene does not cost anything and does not take much time, but can have a big impact for lots of people.
- You can take this lesson home to your family and be a role model for them, too.

Other things you can do to keep yourself healthy:

- Eat healthy foods (make half your plate vegetables and fruits).
- Get enough rest and exercise.
- Drink plenty of water and limit sugary drinks.
- Have regular health checkups and immunizations.

Faculty and Staff - Hand Hygiene Classes

- The school nurse can be the facilitator for a school-wide absenteeism prevention campaign that involves all staff as well as students.
- This campaign should include advocating for necessary facilities and supplies with the administration.
- Hand hygiene can also be included as part of an annual class on “Blood Borne Pathogens and Standard Precautions” that you could ask to teach to faculty and staff.
- Discuss the studies that have been done proving that an effective hand hygiene campaign at school can have a positive impact on absenteeism for students and staff.
- Teachers and other staff can serve as role models for students by their behaviors.
- They should provide time for appropriate hand hygiene and can take part in including these lessons in their normal curriculum.

When in doubt, wash your hands.

In general, you should always wash your hands:

- Before and after touching a student’s face or mouth,
- After contact with wounds, secretions, mucous membranes and blood or other body fluids,
- After touching any object that is visibly contaminated or likely to be contaminated with secretions or body fluids,
- Before caring for students and between direct contact with different students,
- After touching blood or body fluids or secretions when caring for a student and before proceeding to another care activity for the same student,
- Before eating, drinking, smoking, applying makeup or handling contact lenses,
- After eating, smoking, coughing, sneezing or using the restroom.

Note: Wash hands before and after putting on gloves. Best practice recommends that gloves be used when changing diapers for preschool or special needs children. Gloves do not provide complete protection against hand contamination. Because of the increasing prevalence of latex sensitivity among medical personnel and others, the Food and Drug Administration has approved several powdered and powder-free latex gloves with reduced protein contents, as well as synthetic gloves. For more information on latex-free schools, visit the American Latex Allergy Association at latexallergyresources.org/articles-and-brochures.

Health Education Resources

Adolescent and School Health Topics – CDC
cdc.gov/healthyyouth/healthtopics/index.htm

Adolescent and School Health, Multimedia Topics
cdc.gov/healthyyouth/multimedia/index.htm

Georgia Association for Health, Physical Education, Recreation and Dance
gahperd.org

School Health Guidelines – CDC
cdc.gov/healthyyouth/npao/publications.htm#1

Health Teacher
healthteacher.com

KidsHealth in the Classroom
kidshealth.org/classroom

Life Skills: 225 Ready-to-Use Health Activities for Success and Well-Being (Grades 6-12), by Sandra McTavish, Jossey-Bass Publishing, 2004. ISBN-10: 0787969591.
amazon.com/Life-Skills-Ready-Use-Activities/dp/0787969591/ref=pd_sim_b_1

National Wellness Institute (click on Health Observances Calendar)
nationalwellness.org

Tools for Teaching Health, by Shannon Whalen, Dominick Splendorio and Sal Chiariello. Jossey-Bass Publishing, 2007. ISBN-10: 0787994073.
amazon.com/Tools-Teaching-Health-Shannon-Whalen/dp/0787994073

The following Strong4Life resources are included in this section:

1. Strong4Life Teacher Tip Sheet
2. Strong4Life Classroom Discussions



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Teacher Tip Sheet

At Strong4LifeSM, we want to make sure teachers have the resources they need to teach students about making smart nutrition and activity choices. Here are eight simple ways to incorporate the Strong4Life Healthy Habits into a typical school day.

1. Be a role model by eating healthy snacks, such as apples, and drinking water throughout the day. Remember: You have the ability to change your students' perceptions of smart food choices.
2. Reward students for an assignment well done or class participation with stickers, stamps, extra time for recess or physical activity, or other fun items instead of rewarding them with candy or other foods.
3. Incorporate physical activity into your classroom's daily routine, particularly after long periods of sitting. Studies have shown that regular physical activity can improve students' behaviors and academic achievements. **Examples include:**
 - Incorporate movement into lesson plans. Math is a great example: Do five jumping jacks and count aloud. Ask them a division or multiplication problem. Use the answer to have them run in place for that many seconds.
 - Add five minutes of activity three times a day. This will boost your students' physical activity by 75 minutes every week.

Use activities such as:

- ✓ Running in place
- ✓ Jumping jacks
- ✓ Open arms and make large circular motions
- ✓ Pretend to jump rope
- ✓ Touch shoulders, knees and toes
- ✓ Jump up and down on one leg and then switch legs

4. Whenever possible participate in physical activity with the students.
5. Help students brainstorm ways they can be active after school and at home. The next morning, follow up by asking students what they did to be physically active after school.
6. Use other forms of discipline rather than removing physical activity from their daily routine.
7. Encourage your students to drink water throughout the day. If your school doesn't allow students to carry water bottles, advocate for it at your school.
8. Talk to your students about smart foods and how they help kids grow strong from the inside out.
 - Create a bulletin board promoting smart foods and all of their benefits. For example:
 - Strong Bones: Eating plenty of green veggies (spinach, kale and zucchini) helps kids build strong bodies from head to toe. That means strong bones, teeth and nails.
 - Protective Shield: Eating veggies and fruits (oranges, pineapple, sweet potatoes, tomatoes and cucumbers) offers powerful protection from germs and diseases.
 - Better Memory: Blue and purple foods, like grapes and blackberries, can help enhance kids' memory, helping boost school performance.
 - Sharper Vision: Foods like carrots and broccoli help kids see better.
 - Have kids make "wanted" posters with different vegetables and fruits. Example: Strawberries are "wanted" for being high in vitamin C. Decorate the classroom with the finished artwork.
 - Host a "name that veggie" contest and have kids come up with new names for the school lunch menu items, like "Farmer's Favorite Broccoli." Work with the school nutrition staff to get the new name added into the rotation.
 - Find out if your school has a Student Nutrition Advisory Council. If so, encourage students to participate. If not, work with your classes to get one started.

Make *half* your plate
veggies & fruits

Be active 

 **Drink more water**
& limit sugary drinks

Limit screen time 



My smart food choice

Farmer's Favorite Broccoli

Grains Veggies
 Protein Fruits
 Dairy

Be Strong4Life.



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Classroom Discussions

With obesity on the rise, Georgia's children are at risk for heart disease, hypertension, type 2 diabetes and other serious medical problems. The Strong4LifeSM Healthy Habits—Be Active, Make Half Your Plate Veggies and Fruits, Drink More Water and Limit Sugary Drinks, and Limit Screen Time—are designed to inspire small, but meaningful, changes in the lives of your students and their families. At Strong4Life, we want to make sure teachers have the resources they need to teach students about making healthy choices at school and at home. We understand your classroom schedules are busy, so these discussions are intended to be short. Try introducing one topic to your class at least once a week.



Reinforce the Strong4Life Healthy Habit of being active.

1. BEING ACTIVE IS FUN!

Engage your students in a discussion about physical activities they enjoy. For example: dancing, jumping rope, playing tag, playing a sport, bike riding.

2. IT IS ALSO IMPORTANT FOR THE WHOLE FAMILY TO BE ACTIVE TOGETHER.

Ask your students, what are some activities families can do together? For example: go to the park, go on a walk, bike ride together, take the dog on a walk.



Reinforce the Strong4Life Healthy Habit of making half your plate veggies and fruits at every meal.

1. CHALLENGE YOUR STUDENTS WITH THE FOLLOWING QUESTION:

When eating at mealtimes, how much of your plate should be veggies and fruits?
(Answer: half your plate.)

2. DIFFERENT VEGETABLES AND FRUITS FUEL OUR BODIES AND MINDS IN DIFFERENT WAYS.

Ask your students which vegetables and fruits they enjoy. If a student says he doesn't like vegetables or fruits, remind him that there are many different kinds with different benefits, and give him examples.

Stronger Bones: Eating plenty of green vegetables (spinach, kale and zucchini) helps kids build strong bodies from head to toe. That means strong bones, teeth and nails.

Protective Shield: Eating vegetables and fruit (oranges, pineapple, sweet potatoes, tomatoes and cucumbers) offers powerful protection from germs and diseases.

Better Memory: Blue and purple foods, like grapes and blackberries, can help enhance kids' memory, helping boost school performance.

Sharper Vision: Foods like carrots and broccoli help kids see better.

Let students know that the school cafeteria has lots of smart options to choose from in the lunch line.



Reinforce the Strong4Life Healthy Habit of drinking more water and limiting sugar-sweetened drinks.

1. CHALLENGE YOUR STUDENTS WITH ANOTHER QUESTION:

What do you think is the best thing to drink during our meals and snack times? (Answer: plain, low-fat milk or water.)

Plain, low-fat milk is a good choice because it makes our bones strong. Let your students know that a large percentage of our bodies is made up of water. We need to drink water to keep our bodies healthy. Remind your students to make a smart choice by choosing plain, low-fat milk or water to drink with lunch in the school cafeteria.



Reinforce the Strong4Life Healthy Habit of limiting screen time.

1. ENGAGE YOUR STUDENTS IN A DISCUSSION ABOUT WHAT THEY THINK SCREEN TIME IS.

Most students will immediately say TV and video games. Both are correct, but there are several more. Computers and cell phones are considered screen time, too, and can distract us from being active.

2. INFORM YOUR STUDENTS THAT THERE IS A DIFFERENCE BETWEEN PRODUCTIVE AND NON-ACADEMIC SCREEN TIME.

A computer is a great thing to use when working on homework or doing research, which is considered productive time. However, when students use computers unproductively by playing videos or surfing the Internet, it leads to long periods of inactivity.

3. IT IS IMPORTANT TO BALANCE SCREEN TIME AND TIME SPENT BEING ACTIVE.

Encourage your students to play and be active for 30 minutes for every 30 minutes of unproductive screen time.



Bulletin Boards

- Ask the principal for a bulletin board(s) inside and/or outside the health clinic.
- You may also want to have a board or an area for pamphlets in the staff lounge.
- You can use, change and reuse fabric backgrounds, pinned or stapled to the board.
- Colorful borders can be purchased at teacher supply stores or be shared among the staff as boards are changed.
- Keep bulletin boards at students' eye level with messages short and easy to read.
- Use the Health Observances calendar, seasonal health issues or health issues in the news to give you ideas.
- Keep your board simple, with good visuals to attract attention.
- Use computer clip art (increased in size), posters, magazine pictures and even students' pictures. Letters can be printed from a computer in a large, clear font (150-200 size) or with a die-cutter. Save time and work by printing these, cutting them in square shapes and laminating them. Then they can be saved and reused.
- Many organizations like the Dairy Council may send you free posters or pictures to use.
- Search for free health study aides and resources on an Internet search engine, like google.com.
- For more ideas, look at snp.homestead.com (Gerri Harvey's School Nurse Perspectives Web site) or visit the Internet and research "bulletin board ideas." More useful sites are listed at the end of this chapter.



Advocating for Physical Activity

Advocating for physical activity is an important extension of health and wellness promotion in the school environment. Promoting physical activity should not rest solely on physical education teachers, but should involve a team approach—including school nurses, teachers, coaches, the PTA and school administrators. Children and adolescents should do 60 minutes or more of physical activity each day. Unfortunately, many kids do not have enough opportunities to be physically active throughout the day. Since kids spend most of their time at school, the school setting provides a great opportunity to encourage physical activity.

Why Advocate for Physical Activity?

Children and adolescents are less fit and physically active now than they were a few decades ago. Sedentary activities, such as screen time via mobile devices (cellphones, tablets), TV, video games and computers, are part of the problem. An average 8 to 18 year old spends 7.5 hours per day looking at screens! When you consider the many health and academic benefits of physical activity, promoting it is imperative.

Overall Health and Wellness

- Promotes a better night's sleep
- Builds healthy bones
- Improves muscular strength and endurance
- Reduces risk for chronic disease (heart disease, diabetes)
- Improves self-esteem
- Reduces stress and anxiety.

School Performance

- Enhances cognitive skills (concentration, memory, verbal skills)
- Boosts grades and standardized test scores
- Improves conduct, attendance and time spent on tasks.



How to Advocate for Physical Activity

Utilize Programs that Promote Physical Activity in Schools

Power Up for 30 is a statewide program that trains educators to effectively integrate 30 minutes of daily physical activity for every student throughout the school day, in addition to physical education. This program provides training, technical assistance, resources and ideas for additional physical activity before, during, and after school in a way that adapts to each elementary school's needs.

FITNESSGRAM is a comprehensive educational, reporting and promotional tool used to assess physical fitness and physical activity levels for children. Fitnessgram in Georgia assesses five areas of health-related fitness; Body Mass Index, Aerobic Capacity, Flexibility, Muscular Strength and Muscular Endurance through a variety of test items. Many test items offer multiple options, so teachers can use the method that best fits their school's needs. Each score is evaluated with the Healthy Fitness Zone® standards. Using the Healthy Fitness Zone standards helps to minimize comparisons between children and emphasize personal fitness for health rather than goals based solely on performance. Since only modest amounts of exercise are needed for obtaining health benefits, most students who participate in physical activity almost every day will be able to achieve a score that will place them in the Healthy Fitness Zone.

Georgia Shape aims to encourage healthy behaviors and promote individual health through coordinated statewide policy and school/community efforts, as well as by offering resources to families and individuals. Georgia Shape was launched in 2012 by the Georgia Department of Public Health (DPH), and includes strategies for addressing obesity from birth through age 18 involving statewide, coordinated efforts with targeted communication strategies and multiple partnerships. Georgia Shape grew from the mandate passed in 2009 requiring all students in grades first to 12th enrolled in physical education to participate in the Fitnessgram fitness test (which was recently named the national standardized fitness assessment). Georgia Shape, the Georgia Department of Education, Children’s Healthcare of Atlanta and HealthMPowers worked together to effectively train physical educators across the state how to successfully implement Fitnessgram in their school setting. Training is still available through webinars conducted as needed.

Ideas for Promoting Physical Activity at School

During the school day:

- Schedule monthly activities to highlight healthy behaviors (i.e., walk to school day, dress-up in active wear day).
- Substitute in-school celebrations—such as birthday parties, holiday parties, standardized testing parties—that cater sugary beverages, junk food, and inactivity with physical activity by implementing an extra recess or field day instead.
- When students come to the clinic, encourage them to set healthy behavior goals (i.e., replace 30 minutes of screen time with 30 minutes of active playtime, or take a trip to the park, play a game of basketball, etc.).
- Partner with your school physical education teacher to teach a health education class on benefits of active play.
- Implement school-wide, short physical activity “brain breaks” (five to 20 minutes) into learning activities.
 - Physical activity breaks have been positively associated with cognitive skills, academic achievement and behavior.

Before/after the school day:

- Active transportation can be encouraged by organizing walking buses or promoting a “walk to school” or “bike to school” day. Safe Routes to School is an excellent resource for active transportation to school.
- Activity-a-thon (for fundraising) e.g. dance-a-thon, jump rope-a-thon, fun runs/5ks
- Organize an before/afterschool program for kids who arrive early or leave late, such as a walking club or program that is organized to engage in a different physical activity weekly.

References

Centers for Disease Control and Prevention. Division of Nutrition, Physical Activity and Obesity. "How much physical activity do children need." Last modified February 18, 2019.

cdc.gov/physicalactivity/basics/children/index.htm

The Henry J. Kaiser Family Foundation. *Generation M²- Media in the Lives of 8-18 Year Olds*, Pub No. 8010, Jan. 2010.

kaiserfamilyfoundation.files.wordpress.com/2013/01/8010.pdf

Raspberry C., et al. "The association between school-based physical activity, including physical education and academic performance: a systematic review of the literature." *Preventive Medicine*, 52 (2011): S10-20, doi: 10.1016/j.ypmed.2011.01.027.

School Based Physical Activity Resources

Power Up for 30

georgiashape.org/story/30-minutes-every-day-every-school

Secondary Classroom Physical Activities

<https://www.healthiergeneration.org/our-work/school>

Body and Mind (Physical Activity)– Centers for Disease Control and Prevention

cdc.gov/bam/activity/index.html

Organize a Walk to School Day Event

walkbiketoschool.org/get-set/plan-the-event

School Nutrition

School Nutrition plays a major role in helping children get the adequate nutrition they need to fuel their bodies! The National School Lunch Program (NSLP) is a federal program designed to offer reduced cost or free nutritious meals to eligible children. Regardless of eligibility, all children are able to take part in the NSLP by purchasing a meal in participating schools. Schools that take part in the program are offered subsidies through the U.S. Department of Agriculture (USDA) for each reimbursable meal that is served. Since inception in 1946, over 224 billion meals have been served under the NSLP.

As a result of the 2010 Healthy, Hunger-Free Kids Act, school meals are required to serve all of the components of a balanced plate, including vegetables, fruits, whole grains, dairy and protein. These healthy options support children making smart food and beverage choices in the cafeteria and can positively impact the rest of their day. Good nutrition fuels the brain and the body! Healthy choices at school may also encourage healthy habits at home.

Despite improvements to the NSLP, many kids still do not eat school lunch. Strong4Life, a child wellness initiative of Children's Healthcare of Atlanta, took a closer look at the situation through parent focus groups. Strong4Life found that many parents are packing lunches for their children because they assume home-packed meals are more nutritious than school lunches. Yet, despite their good intentions, many parents are missing the nutritional mark. In fact, compared to children who buy school lunch, children with a lunch from home were significantly less likely to have fruits (75.9% vs. 45.3%), vegetables (29.1% vs. 13.2%) and dairy (70.0% vs. 41.8%).



Research continues to show that choosing to eat breakfast can impact children nutritionally and in the classroom. The School Breakfast Program is also a federal program designed to provide a nutritious meal at the beginning of the school day. Just like the NSLP, eligible children are able to receive their meal at a lower cost, or for free, as long as their school participates in the program and meals meet the nutritional requirements set forth by the USDA.

As a school nurse, you can play an important role in helping children make smart choices in the school cafeteria.

Tips:

- Get excited about making smart food choices
- Communicate and partner with your school nutrition manager and staff
- Choose school lunch and eat with students
- Keep school nutrition messaging positive

For many children, these programs are vital, as schools may offer the only opportunities for many children to receive at least two balanced meals per day. In fact, research shows that children are more vulnerable to food insecurity during the summer. Thus, it is important that children have access to alternative ways to get these nutritious meals when school is not in session. Because of this, many schools and community organizations have adopted the Summer Food Service Program. The Summer Food Service Program is also a reimbursable federal program and helps prevent low-income children from losing access to nutritious school breakfasts, lunches and snacks during the summer when school is out. In the past, there has been low participation in summer feeding programs in Georgia, which points to the need for more promotion so families are aware of it. By providing good nutrition, and often additional activities (e.g., crafts, sports), the program contributes to children's healthy growth and development. Learn about more combatting food insecurity in the next section: **Hunger and Student Health**.

References

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School Nutrition Related Resources

USDA Food and Nutrition Service

fns.usda.gov

Smarter Lunchrooms Movement

smarterlunchrooms.org

Georgia Organics

georgiaorganics.org

School Nutrition Association

schoolnutrition.org

Kids eat right

kidseatright.org

My Plate

choosemyplate.gov

Hunger and Student Health

Hunger, food insecurity and obesity are subjects you will often hear when discussing childhood nutrition, and all three can occur in the same population. Hunger, food insecurity and obesity can all be the consequence of low income, lack of access to nutritious foods and challenges in adopting healthy behaviors.

School nurses will encounter students from food insecure households and should be able to identify signs and have a general understanding of how to help. Identification may be difficult, but engaging with students and their teachers can help you recognize potential problems. Food insecure students may come to the clinic complaining of headaches due to inadequate food intake and hydration. Some students facing food insecurity may avoid eating school breakfast or lunch because they are not enrolled in the free/reduced school breakfast/lunch program. Additionally, some food insecure students may avoid subsidized school meals due to embarrassment related to the stigma of free/reduced cost meals. Teachers and school nutrition staff are a good source of information, as they may report students skipping breakfast and lunch. Open communication with school staff can help identify these situations so they can be addressed in a sensitive manner.

Refusal to eat may stem from other issues, including disordered eating. Refer to Chapter 7 for information on Eating Disorders.

Hunger and Food Insecurity

Food insecurity takes place when consistent access to adequate food for a healthy life is limited by a lack of money and other resources. For many families, food insecurity is typically episodic and cyclical and can be a source of stress for household members.

This condition happens more than many people realize. According to Feeding America, a nationwide non-profit organization of food banks and other food supply locations, approximately one in four children and one in six adults in Georgia live in a food insecure household. This equates to approximately 700,000 children who do not have enough food for an active healthy life.

Possible behavioral consequences of hunger:

- Difficulty getting along with other children
- Difficulty concentrating in class
- Poor cognitive development
- Poor math scores
- Grade repetition
- Absenteeism
- Tardiness
- Anxiety and aggression
- Hoarding food

Possible medical consequences of hunger:

- Nutrient deficiencies such as iron, B-vitamins, zinc and protein
- Higher occurrence of hospitalization
- Higher risk for chronic health conditions, such as anemia and asthma
- More frequent instances of oral health problems



Food insecurity acts as a psychological or emotional stressor, affecting parent and child behavior. Several studies showed economic hardship is linked to increases in children's social behavior problems, and this association can be mediated by parent-child interactions as well as children's feeling of control or mastery over time in relation to perceived financial difficulties.

The Correlation Between Hunger and Obesity

Hunger and obesity often occur within the same populations—even within the same families. Both hunger and obesity can be consequences of low income and the resulting lack of access to enough nutritious food. These families face challenges in adopting healthful behaviors in a sometimes stressful environment.

For instance, in low-income communities—when available—healthy food is often more expensive and/or of poorer quality (e.g., bruised fruit and vegetables, etc.). On the other hand, fast food and foods made from refined grains and with added sugars and fats are generally inexpensive and readily available in low-income communities. These foods typically have lower nutritional value and, because of overconsumption, have been linked to obesity.

Decreases in diet quality or increases in empty calories could lead to accelerated weight gain and may relate to academic and social development in children. Consequences, such as low self-esteem, bullying, feeling tired or lethargic and lower desire to participate in PE, may be observed. Think about your own schools and consider if you have noticed any of these signs. Many times, children may visit the school nurse as a way to get out of attending PE class. In addition, children with inconsistent access to meals may overcompensate and consume excessive calories when food is available.

Other factors associated with low income that increase risk of both hunger and obesity include:

- Fewer opportunities for physical activity (due to time or unsafe neighborhoods)
- Cycles of food deprivation and overeating
- High levels of stress
- Greater exposure to marketing of obesity-promoting products
- Limited access to quality healthcare

When you consider that roughly 35 percent of Georgia kids are classified as overweight or obesity and 51 percent of infants and children qualify for the federal assistance program WIC (Women, Infants and Children), the connect between hunger, food insecurity and obesity is clear.

Combatting Food Insecurity

These activities and organizations are encouraged to address food insecurity:

- Host a healthy food drive at your school (healthy food drive guide is listed as a resource at the end of this section).
- Become familiar with the food pantries in your local community so you can appropriately refer families in need.
- Educate your students and their families on good nutrition.
- Become familiar with food assistance programs:
 - Food Banks georgiafoodbankassociation.org
 - National School Lunch Program fns.usda.gov/nslp/national-school-lunch-program-nslp
 - SNAP fns.usda.gov/snap/supplemental-nutrition-assistance-program-snap
 - Summer Food Service Program fns.usda.gov/sfsp/summer-food-service-program-sfsp
 - WIC fns.usda.gov/wic/women-infants-and-children-wic

References

Georgia Food Bank Association. "Surprising facts about hunger in Georgia." Accessed March 1, 2019.
georgiafoodbankassociation.org/make-a-difference/surprising-facts-about-hunger-in-georgia

American Academy of Pediatrics. "Member programs/Nutrition." Accessed July 1, 2015.
gaaap.org/member-programs/nutrition.html

Feeding America. "Child Hunger." Accessed March 1, 2019.
<https://www.feedingamerica.org/hunger-in-america/child-hunger-facts>

Hunger and Obesity Related Resources

The Georgia Food Bank Association
georgiafoodbankassociation.org

Georgia No Kid Hungry
ga.nokidhungry.org

Atlanta Community Food Bank
acfb.org

Cooking Matters
cookingmatters.org

Feeding America
feedingamerica.org

Wholesome Wave Georgia
wholesomewavegeorgia.org

The following Strong4Life resources are included in this section:

1. Strong4Life Healthy Food Drive Flyer



Children'sSM
Healthcare of Atlanta
STRONG⁴LIFESM

How to Host a Healthy Food Drive

Food drives are a great way to bring people together in your community for the common goal of helping those in need. Hosting a food drive focused on providing high quality, healthy foods will ensure that families get the food they need and also receive good nutrition.

Follow these simple steps to get started planning a healthy food drive:

1. Assemble volunteers to help with planning.
2. Choose drop-off points, such as the school gym, cafeteria or church social hall—the more visible, the better.
3. Get the approval you need to host the food drive. Explain childhood hunger in Georgia and how food drives can help the community.
4. Determine a time frame—will the food drive last one day, one week or one month?
5. Contact your local food bank or pantry to arrange for food delivery.
6. Reach out to community partners, such as schools, PTAs and grocery stores to participate.
7. Recruit volunteers to help with promotion and event management.
8. Include options for healthy foods in your outreach. Need ideas on how to promote your event? Make fliers or posters, and ask your friends and family to spread the word on social media.
9. Collect donations.
10. Thank everyone involved by sharing your results!





Make Food Drives Healthy

Food banks and pantries rely on donations to keep their shelves stocked for families in need. While no donation is bad, we can all work to offer healthy options and provide good nutrition when giving back. By donating healthy foods, you are doing much more than filling tummies. You are helping improve school performance, boost energy levels, strengthen immune systems and lower the risk of chronic conditions like diabetes, heart disease and obesity.

6 Quick Tips for a Healthy Donation

1. Donate healthy foods, full of the key nutrients kids and families need.
2. Nix processed foods such as sugary cereals, cookies and sugary beverages, which are loaded with fat, sugar and sodium (salt).
3. Donate whole fruit items instead of 100% fruit juice. Stick with “no salt” or “low sodium” options when buying canned veggies.
4. When selecting cereals, look for types with six grams of sugar or less.
5. Check your expiration dates; don't donate foods that have passed their “use by” dates.
6. Make sure spices and other items are in plastic containers. Food drives do not accept items in glass containers.

What to Donate:

Fruits

- Apple sauce (no sugar added)
- Dried fruit (no sugar added), such as raisins
- Fruit cups or canned fruit in water or 100% fruit juice
- 100% fruit juice (whole fruit is preferred over juice)
- Fresh fruits

Vegetables

- Low sodium or no salt added canned vegetables
- Low sodium canned tomato products
- Canned white or sweet potatoes (no sugar added)
- Pasta sauce and salsa
- Fresh vegetables

Dairy/Dairy Alternatives

- Low-fat or non-fat powdered milk
- Fat-free or low-fat canned evaporated milk
- Shelf-stable (carton) plain, unsweetened, low-fat or non-fat milk
- Shelf-stable plain soy, almond or rice milk (fortified with calcium and vitamin D)

Protein

- Canned or pouched poultry and/or fish (in water, low-sodium)
- Canned or dried beans or peas (low-sodium or no salt added)
- Canned or pouched chili, beef stew or bean soup (low- or reduced-sodium)
- Natural peanut butter (no hydrogenated oils)
- Nuts and seeds

Grains

- Plain brown or wild rice
- Quinoa or whole grain couscous
- Whole grain pasta
- Whole grain, low-sugar cereal
- Plain or low-sugar oatmeal
- Whole grain fig bars
- Graham crackers
- Whole grain crackers

Spices/Oils/Other

- Canola, olive or sesame oil
- Cinnamon, nutmeg, ginger
- Chili powder, pepper, sage
- Garlic and onion powder (salt-free)
- Dried herbs (thyme, basil, oregano, parsley, rosemary)
- Low-sodium broth or stock
- Bottled water (flat or seltzer)

Healthy Fundraisers

All Better Fundraising

School fundraising activities help supplement school budgets and pay for necessary material, equipment, supplies and events. Typically, most school fundraisers in the United States rely on the sale of energy-dense foods that are low in nutritional value, such as doughnuts, candy, fast food and sugary beverages. In most schools, such fundraisers take place numerous times per year. According to a report published by Krueger in 2007, one in four US schools holds between five and 10 fundraisers per year. The abundance of high-calorie, high-fat and high-sugar foods that are being sold at these events for a good cause not only contributes to school supplies, but also contributes to our state's childhood obesity epidemic.

While there is no doubt that these fundraisers are important to schools and serve a great purpose, addressing poor nutritional intake among children and teens is also a health priority. It is therefore important that schools start brainstorming for healthier, yet profitable and fun fundraising alternatives.

Potential Sales from Healthy Alternatives to Fundraising

According to a 2007 report by the Center for Science in the Public Interest, the following are examples of profits from healthier school fundraisers:

- \$1,000 profit from selling 1,440 water bottles with the names/logos of local business sponsors
- \$4,500 profit from a walk-a-thon with 100 student, parent and family member walkers each raising \$50 in sponsorships
- \$30,000/year from participation of 100 school families in a grocery store Scrip program

As a school nurse, you can influence this positive change by providing students, staff and parents with various ideas to help fundraise for the school. Explaining the benefits of making this healthy transition will help get more parents, staff and students on board. It is important here to highlight the importance of emphasizing health rather than body weight when explaining the transition from junk food to healthier, and possibly even non-food, related fundraising ideas. Having brainstorming sessions with different classes across the school would also help make the students feel more involved in the process and potentially increase their interest in participation.

Ideas for Healthier Fundraisers

Activities/ Events

- 5K sponsored run
- Sponsored walk-a-thon
- Car trunk sale (of unwanted, donated household items, books, stationary etc.)
- Cultural global night (Organized school event where booths of different countries/states are represented by students, staff and families. Hand-crafted items/food from that region are sold)
- Raffle (Seeking sponsorship/donated prizes from local businesses which will be promoted during raffle)
- Coin competition (Each class collects coins; the class who collects the most gets recognized in the school newsletter and praised in school-wide announcements)

- Student arts and crafts fair
(Students to be encouraged to participate in making art and crafts throughout the year that would be displayed and sold in an organized event at a local park or on school premises)
- Dress up days
(Students and teachers dress up and pay a donation the week before. Targets can be set for each class, and classes that meet their target get to choose the outfit the school director or one their teachers wear for the day)

Food Items

- Fresh fruit kabobs
- Air popped popcorn (in fun popcorn cones made by students and staff)
- Healthy trail mix station
- Seek fundraising opportunities from healthier restaurants
(Agree with restaurant to only sell pre-selected healthy items. Restaurants to consider: Panera Bread, Jason's Deli, Chipotle, Subway)

Non-Food Related Products

- Customized water bottles
(with labels promoting the different clubs at school; created by student club members)
- Book marks
- Planners/organizers
- Pens, pencils, highlighters/markers
- Stickers
- Healthy cookbooks
- Holiday decorations
- Hand sanitizers
- Sports equipment

Services

- Car wash
- Holiday gift-wrapping
- Tutoring
- Coaching

Scrip Card Program

Families participating in the program earn for the school while they shop for everyday purchases at no additional cost. For information on starting your school's Scrip Program: shopwithscrip.com/GetStarted. Please note that this is only an example. Your school may choose any website that offers the Scrip Program. For more information on how scrip fundraising works, visit scrippro.com/docs/scrip_guide.pdf.

References

Center for Science in the Public Interest, "Sweet deals: School fundraising can be healthy and profitable." Feb. 2007.
cspinet.org/schoolfundraising.pdf

Healthy Fund Raising Resource

Center for Science in the Public Interest's Sweet Deals: School Fundraising Can be Healthy and Profitable
cspinet.org/schoolfundraising.pdf

Resources

Books

AAP Committee on School Health (2004). *School Health, Policy & Practice, 6th Ed.* (2009). Elk Grove Village, IL: American Academy of Pediatrics.

Physical Activity

Strong4Life

Strong4Life.com

Walk Georgia

walkgeorgia.org

American Heart Association: Start Walking Now Program

startwalkingnow.org

Bike-ability Checklist to Audit Your Community

pedbikeinfo.org/pdf/bikeability_checklist.pdf

Body and Mind – Centers for Disease Control and Prevention

bam.gov

Exercise Is Medicine

exerciseismedicine.org

Fun Fitness Videos for Young Children

fitnessbeginnings.com

theactivators.net

Physical Activity Guide for Parents

pbrc.edu/pdf/pns-physicalactivity.pdf

School Physical Education Program Checklist – How Does Your Program Rate?

letsmoveschools.org/s/School-Physical-Education-Checklist.pdf

10,000 Steps a Day

pbs.org/americaswalking/health/health20percentboost.html

Walkability Checklist to Audit Your Community

walkinginfo.org/problems/audits.cfm

WebMD Fit Kids

fit.webmd.com/kids/default.htm

Ways to Enhance Children's Activity & Nutrition, We Can
nhlbi.nih.gov/health/public/heart/obesity/wecan/index.htm

Youth Physical Activity Guidelines Toolkit
cdc.gov/Healthyyouth/physicalactivity/guidelines.htm#1

Nutrition

Choose My Plate, United States Department of Agriculture
choosemyplate.gov

Strong4Life
Strong4Life.com

Division of Nutrition, Physical Activity and Obesity, CDC
cdc.gov/nccdphp/dnpao/index.html

National Nutrition Web site
nutrition.gov

Nutrition for Everyone – CDC
cdc.gov/nutrition/everyone/index.html

Taking the Fizz Out of Soda Contracts: A Guide to Community Action
cspinet.org/nutritionpolicy/fizz_out.pdf