

Parents in Action!

Engaging Parents in Creating Healthy School Environments

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Objectives

- To present the **Parents in Action!** toolkit and lesson plans as tools and resources.
- To address parent engagement opportunities utilizing the **Parents in Action!** toolkit and lesson plans in areas of nutrition and physical activity.
- To provide hands-on scenarios on breakfast and physical activity utilizing handouts and fact sheets from the **Parents in Action!** toolkit and lesson plans.

Wellness Policy Background

- All school districts receiving federal funds for meals are required to have a Wellness Policy.
- Wellness Committees were created by committees that ideally included school staff, parents, students, after school staff, community organizations and others.
- Policy covers 1) all foods available at school, 2) nutrition education 3) physical activity and 4) overall healthy school environment.

Do You Know...

...what is in YOUR district's Wellness Policy?

Go to: www.OurcommunityOurkids.org

Click on "Resources"

"Policy Clearinghouse"

"Schools and After-School"

Nearly every district in San Diego County is included.

Benefits of Parent Involvement

Schools with involved parents become better schools

Students with involved parents, of any income or background, are more likely to:

- Earn higher grades & test scores
- Be promoted to the next grade level
- Attend school regularly
- Have better social skills, show improved behavior
- Graduate & go on to advanced education

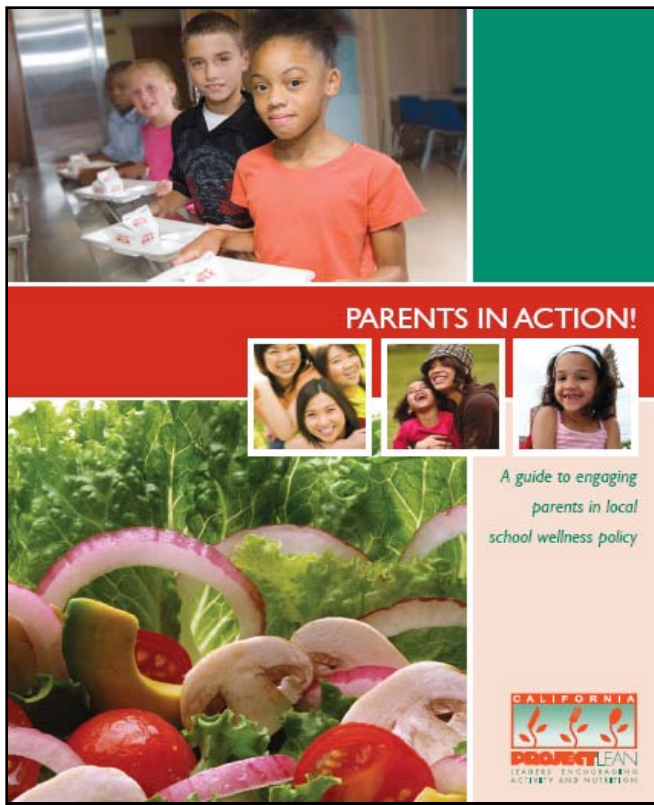
Benefits of Involving Parents

Parents can support wellness policy:

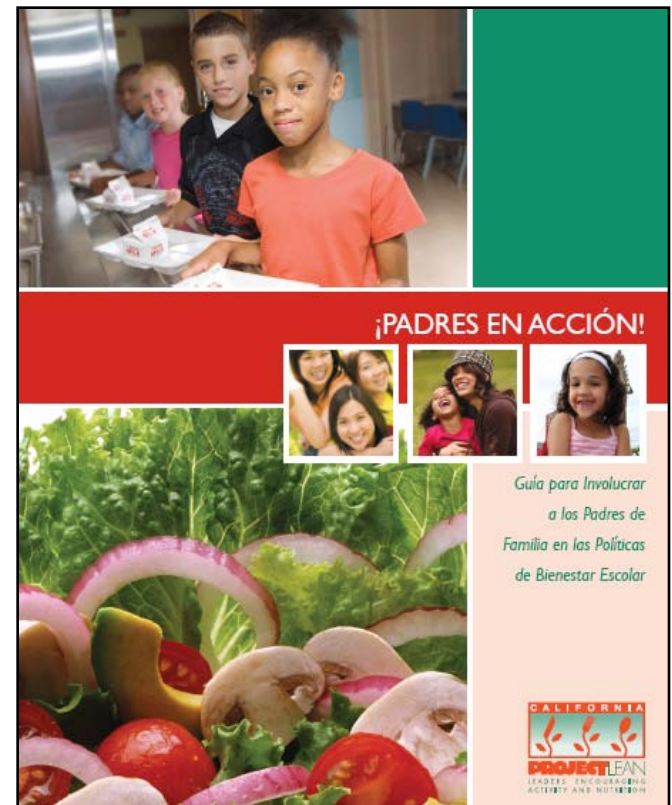
- IF they understand the “Why” of wellness policy and the benefits to their children.
- IF they are involved in the process.
- IF their opinions and concerns are heard.

Parents and students can be powerful advocates for policy implementation.

Parents in Action! Toolkit



English Version



Spanish Version

Parents in Action!

Lesson Plans

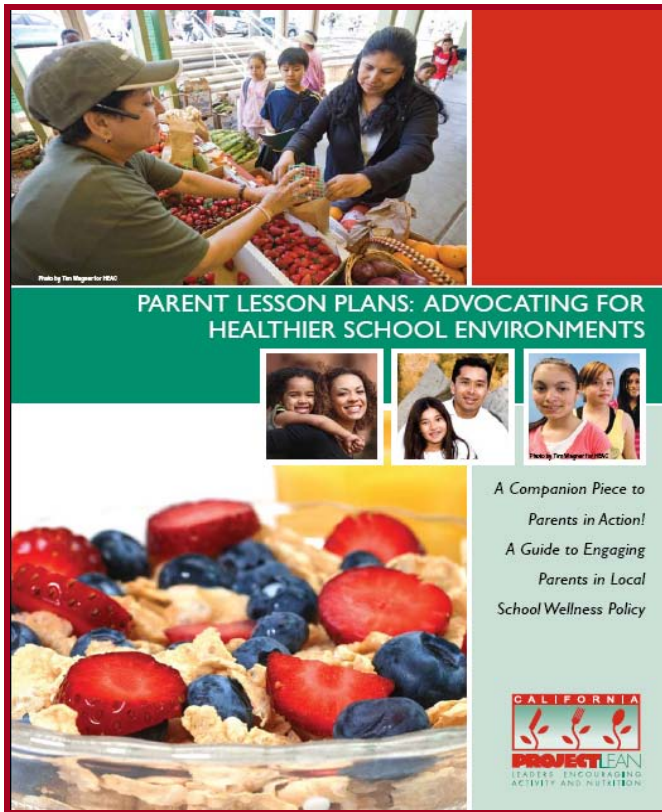




Photo by Tim Wiggan for HSAC

PARENT LESSON PLANS: ADVOCATING FOR HEALTHIER SCHOOL ENVIRONMENTS



*A Companion Piece to
Parents in Action!
A Guide to Engaging
Parents in Local
School Wellness Policy*



CALIFORNIA
PROJECT LEAN
LEADERS. ENCOURAGING
ACTIVITY AND NUTRITION

English Version



Photo by Tim Wiggan for HSAC

**LECCIONES PARA ¡PADRES EN ACCIÓN!
ABOGANDO POR AMBIENTES ESCOLARES SALUDABLES**



*Lecciones
complementarias para
¡Padres en Acción!
Guía para Involucrar
a los Padres de Familia
en las Políticas de
Bienestar Escolar*



CALIFORNIA
PROJECT LEAN
LEADERS. ENCOURAGING
ACTIVITY AND NUTRITION

Spanish Version

Fact Sheets (p.35)

FACT SHEET

MARKETING IN SCHOOLS

Why is it Important to Limit Marketing in Schools?

Marketing and advertising of unhealthy foods and beverages influence children's attitudes, preferences, food purchase requests, diets, and health. Labeling and signage on school campuses affect students' food selections both at and away from school. Marketing and advertising of unhealthy products conflict with the educational mission of schools to teach children about good health and proper nutrition. Advertising unhealthy foods also creates mixed messages as it creates the appearance that the school supports students eating these foods/beverages.

What are the Challenges Around Marketing in Schools?

- ❖ Schools may be unaware of the influence of marketing on student health behaviors and health.
- ❖ Schools may have exclusive contracts with food/beverage companies that they are hesitant to break; some contracts allow these companies to market on campus.
- ❖ Schools may fear potential loss in revenues/products (such as free books, scoreboards, school supplies) if they do not allow companies to market on campus.

What is the Ideal Situation?

- ❖ No commercial influences on campus, at school events, in district curriculum, or in classroom materials that promote unhealthy foods and beverages.
- ❖ A school marketing policy that supports the above.

What does your LSWP say about marketing?



What is Marketing in Schools?

Marketing in schools takes many forms. Marketing in schools includes product sales (such as foods/beverages sold on campus or items sold through fundraising), direct advertising (such as signs, billboards, scoreboards, book covers, and buses), and indirect marketing (which includes corporate-sponsored curriculum and contests in return for funds/products). The majority of the foods and beverages marketed in schools are of poor nutritional quality.



MARKETING IN SCHOOLS *continued*

What Can Parents Do?

- ❖ Work with the School Wellness Committee and other concerned stakeholders to educate parents, community partners, school administration, students, and staff about the impact of food marketing on youth.
- ❖ Conduct a marketing assessment on your child's school campus.
- ❖ Determine if the foods/beverages that are marketed/advertised on the school campus meet your state's policy on foods/beverages that are allowable for sale on school campuses and that they are aligned with the LSWP.
- ❖ Draft a sample marketing policy to share with the school board, school wellness committee, or principal and consider adding it to the LSWP.
- ❖ Set guidelines for business partnerships that restrict marketing and advertising of unhealthy foods and beverages.
- ❖ If a school has exclusive food/beverage contracts, find out when the contracts expire and advocate for the school not to renew the contract to allow companies to market unhealthy foods and beverages at school.
- ❖ Conduct periodic evaluations of the marketing/advertising on campus.
- ❖ Ensure that fundraising practices are not selling/marketing unhealthy food/beverage choices.

Additional Resources

Captive Kids: Selling Obesity at Schools: An Action Guide to Stop the Marketing of Unhealthy Foods and Beverages in Schools, California Project LEAN

This toolkit addresses the issue of marketing of unhealthy foods and beverages on California school campuses and includes an easy-to-use marketing assessment tool.
www.CaliforniaProjectLEAN.org

Food Marketing to Children and Youth: Threat or Opportunity, The National Academies of Science
This report offers the most comprehensive review to date of the scientific evidence on the influence of food marketing on diets of children and youth.
www.nationalacademies.org

Raw Deal: School Beverage Contracts Less Lucrative than They Seem, Center for Science in the Public Interest
A report looking at school beverage contracts.
www.cspinet.org/beveragecontracts.pdf

🍎 Get the Facts! 🍎

- Additional Fact Sheets:

- Health and Academics
- Classroom Messages
- Marketing in Schools
- Fundraising in Schools



Parent Handouts

- Sample wellness policy brochures
- Guide to Healthy Classroom Celebrations
- Alternatives to Food as a Reward
- Healthy Fund Raising Ideas

More healthy fund raising ideas at

www.OurcommunityOurkids.org

(choose “Resources” then “Domain Specific Resources”
then “Schools and After-School”)

Tools for Taking Action!

- Campus Survey (p. 76)
- Student Survey sample
- Sample letter
- Presentation guide
- Working with the Media

School Breakfast and Lunch Programs



Session 1

- Cover Lesson 1 and Lesson 2, spending more time on Lesson 2
- Lesson 2 focuses on “Foods and Beverages on Campus”
- Next will be an activity to do early in Session 1 called “A Day in the Life...”
- Homework: ask parents to complete “Foods on Campus Questionnaire” with their child and bring it to Session 2 (page 16/17 Sp.)

A Day in the Life...

To/From school



After School

PTA/PTO

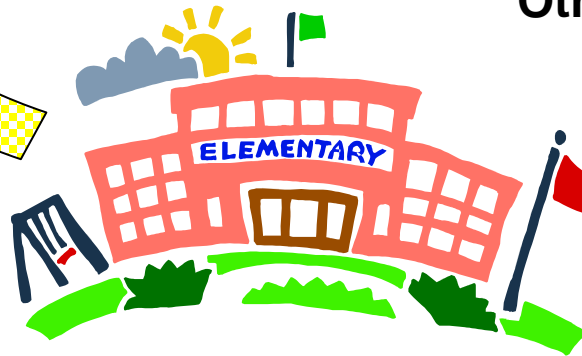
Other School Events

Before
School

School Based
Health Centers

School
Day

Student Clubs &
Organizations



Session 2

- Briefly review what was discussed in Session 1.
- Discuss results of “Foods and Beverages on Campus” questionnaire.
- Next will be an activity to do, based on questionnaire results.
- Homework: ask parents to complete “Physical Activity on Campus Questionnaire” with their child and bring it to Session 2 (page 27/30 Sp.)



Get the Facts! Activity



Issue: Breakfast

Instructions:

- Read the scenario.
- Identify and list the problem below.
- Come up with a solution that address the problem and list below. (You may refer to the Fact Sheets. “Breakfast” is on page 53/57 Sp.)

Scenario

XYZ Unified School District offers breakfast to students before school starts. Not very many children participate, and those children who would benefit the most from the school breakfast typically arrive at school too late to get it. Some children who would like to eat breakfast at school have said that they are too scared to walk through the hallways and into the cafeteria alone and many of those children who have eaten breakfast at school describe the food as “gross”.

Problem(s):

Solution(s):

Scenario

XYZ Unified School District offers breakfast to students before school starts. Not very many children participate, and those children who would benefit the most from the school breakfast typically arrive at school too late to get it. Some children who would like to eat breakfast at school have said that they are too scared to walk through the hallways and into the cafeteria alone and many of those children who have eaten breakfast at school describe the food as “gross”.

Problem(s):

- Low participation
- Some children arrive too late to get breakfast
- Some are afraid to walk alone to the cafeteria
- Some children say the food is “gross”.

Solution(s):

- Market breakfast program
- Work w/FSD to research alternative quick serve opts.
- Start a buddy/escort program.
- Assess food being served (See Campus Questionnaire)

Session 3 (first hour)

- Briefly review what was discussed in Session 2. Display “Foods on Campus” problems and solutions sheet from last session.
- Discuss results of “Physical Activity on Campus Questionnaire” questionnaire.
- Next will be information and an activity to present during first hour.

P.A. vs. P.E.

What is the Difference?



What is Physical Education? What are the requirements in CA?



**A Planned Instruction from K-12
(pgs. 49 & 50 TK)**

Why is Physical Activity Important?

- **Benefits:**

- Increased concentration and improved test scores.
- Healthy weight and less body fat, more likely.
- Improved self image/confidence, social and emotional development.
- It is recommended that young people engage in at least 60 minutes of physical activity each day. **Fewer than 25 percent of children get 30 minutes of physical activity per day.**



Get the Facts! Activity



Issue: Physical Activity

Instructions:

- Read the scenario.
- Identify and list the problems below.
- Come up with solutions that address the problems and list below. (You may refer to the Fact Sheets. “Physical Activity” is on page 47/50 Sp.)

Scenario

After completing and compiling results from the Physical Activity on Campus Questionnaire (see page 27 of the Lesson Plans), it was found that many students who attend XYZ Unified School district do not walk or bike to school. Many students reported not feeling safe walking or biking because of too many busy streets. It was also noted that, before school in the morning, the blacktop is empty and the gates to the playground area are locked until the morning bell rings. Additionally, it was noted that recess is not offered on a daily basis. Some children have said that they are bored even when recess is made available.

Problem(s):	Solution(s):
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Scenario

After completing and compiling results from the Physical Activity on Campus Questionnaire (see page 27 of the Lesson Plans), it was found that many students who attend XYZ Unified School district do not walk or bike to school. Many students reported not feeling safe walking or biking because of too many busy streets. It was also noted that, before school in the morning, the blacktop is empty and the gates to the playground area are locked until the morning bell rings. Additionally, it was noted that recess is not offered on a daily basis. Some children have said that they are bored even when recess is made available.

Problem(s):

- Children do not walk or bike to school
(How can we encourage more children to walk or bike to school?)
- Empty blacktop before school
(Could there be physical activity on the blacktop before school?)
- Recess not offered daily
(Is there a way to offer recess daily?)
- Children are bored during recess
(Is there a way to make recess more engaging?)

Solution(s):

- Start a walk/bike to school program (e.g. “walking school bus”)
- Start a walking/running club before school. Talk to teachers and principal about opening up the blacktop for play (e.g. offer play equipment, supervision, etc.)
- Ask for daily recess
- Work with local agencies to provide PA opportunities.

Session 3 (second hour)

- Discuss process for choosing a problem and solution to focus on (next slides)
- Through a show of hands have parents choose one or two problems to focus on first.
- If two problems, divide into two groups for next activity.

4-Step Process

Step 1: Pick a problem and Find a Solution

Step 2: Identify the Policy Players

Step 3: Build Your Action Plan

Step 4: Evaluate (and Celebrate!)

Pick a Problem and Find its Solution (pg. 19 TK)

- **Questions to Consider:**

What will be different if we succeed?

Which idea will help the most people?

Which idea will make a lot of people healthier?

Which idea has the best chance of working?

Which idea will be the cheapest?

Which idea can be done the quickest?

Which idea do we like the best?

Which idea will we have the most fun doing?

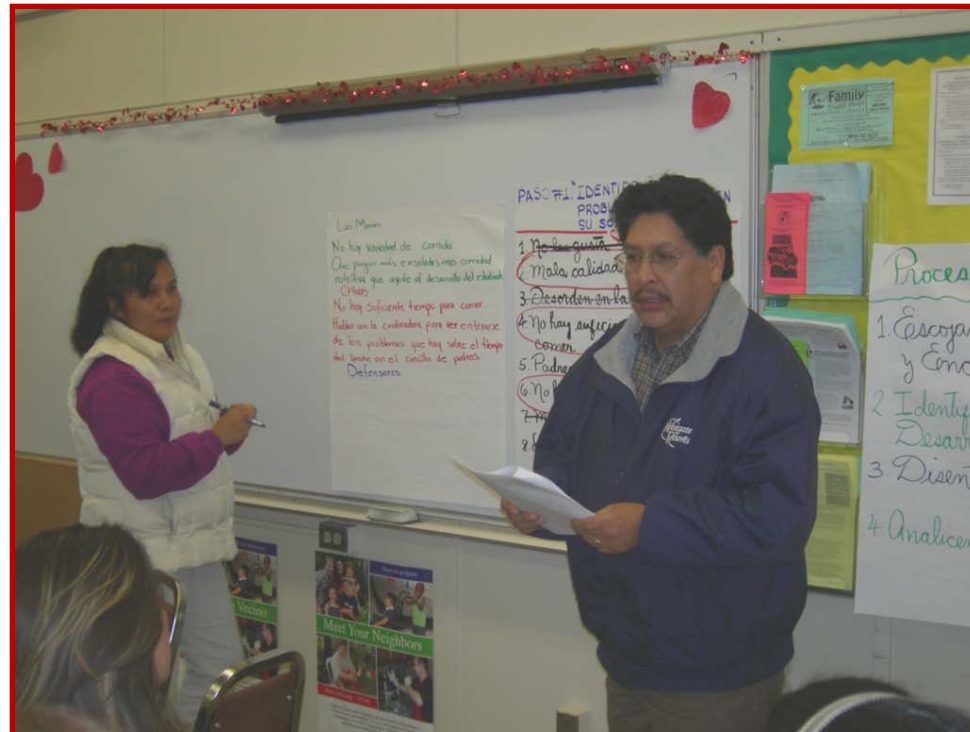


SMALL GROUP ACTIVITY

- Identify a “Recorder” and a “Reporter” for your group.
- Write the problem and solution chosen by your group from the Physical Activity Scenario handout.
- Who are the Stakeholders and the Decision-makers? (see p. 21/23 Sp). Write them down.
- What steps will your group take to move toward your solution? Who will do each step? By when? (see p. 23/25 Sp.) Write this down.

This is the beginning of an Action Plan! Celebrate!





Any Questions?

Thank you!



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Visit us on the web:

www.californiaprojectlean.org

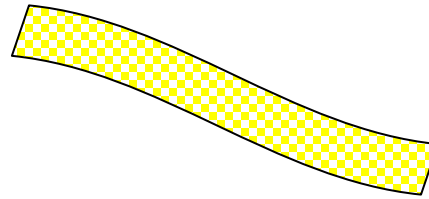
A Day in the Life...

To/From
School



After School

PTA/PTO



Before
School



School
Day

School Based
Health Clinic

Other Sc
Event

Student C
& Organiza

Scenario

After completing and compiling results from the Physical Activity on Campus Questionnaire (see page 27 of the Lesson Plans), it was found that many students who attend XYZ Unified School district do not walk or bike to school. Many students reported not feeling safe walking or biking because of too many busy streets. It was also noted that, before school in the morning, the blacktop is empty and the gates to the playground area are locked until the morning bell rings. Additionally, it was noted that recess is not offered on a daily basis. Some children have said that they are bored even when recess is made available.

Problem(s):	Solution(s):
<ul style="list-style-type: none"> • Children do not walk or bike to school (<i>How can we encourage more children to walk or bike to school?</i>) • Empty blacktop before school (<i>Could there be physical activity on the blacktop before school?</i>) • Recess not offered daily (<i>Is there a way to offer recess daily?</i>) • Children are bored during recess (<i>Is there a way to make recess more engaging?</i>) 	<ul style="list-style-type: none"> • Start a walk/bike to school program (e.g. “walking school bus”) • Start a walking/running club before school. Talk to principal, teachers and before- and after-school staff about opening up the blacktop for play (e.g. offer play equipment, supervision, etc.) • Ask for daily recess • Work with local agencies to provide PA opportunities.

Parents in Action: Engaging Parents in School Wellness Policy

