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Grades K-2

**Healthy Classrooms, Healthy Schools**

**Healthy**

**CLASSROOMS**

**Healthy Schools**



**Ensuring  
Success with  
Healthy  
Classrooms,  
Healthy  
Schools**

**Grades K-2**

# Healthy

# CLASSROOMS



## Healthy Schools

This program was developed to help K-2 teachers and students make healthy changes in their classroom and to promote healthy decision-making regarding food and physical activity. This program supports the Centers for Disease Control's (CDC) Coordinated School Health (CSH) model and consists of eight classroom units. The units can be conducted either by classroom teachers or by other educators.

Classroom teachers spend at least six hours in the classroom every day. And, while the classroom is most certainly a place to learn and practice skills related to the core subjects of reading, writing, math, science and social studies, it's also an ideal place for kids to learn and practice behaviors that will help them choose and eat healthy foods and be physically active. Healthy students learn better throughout the school day!

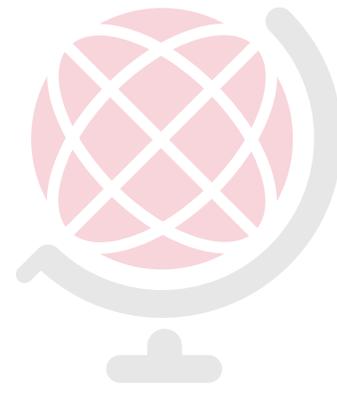
**Teachers are some of children's most important role models. What teachers say and do and the behaviors they model in the classroom can have a lasting impact on students' health attitudes and behaviors.**

The main focus of the *Healthy Classrooms, Healthy Schools* program is on transforming the classroom (and ultimately the school) nutrition environment into a place where students and school staff members can readily learn and practice healthy eating and physical activity habits that will lead to a healthier lifestyle.

By reading this introduction, you are taking a very important first step toward transforming your classroom—and your school—into a healthier place to be.

***Congratulations!***

***You are on your way to making a positive difference in your students' health!***



1+2

## Why Focus on the Classroom?

Creating a healthy school environment starts in the classroom, where students spend most of their school day. Once positive changes that support health are made in the classroom, these healthy food and physical activity practices can be shared with other teachers, students in all classrooms, and your principal. Healthy changes can become contagious in your school.

## Beginning and Ending the Program

A Healthy Classroom Checklist poster is included with the materials. This poster provides you and your students with a way to assess your surroundings, knowledge and behaviors related to healthy eating and physical activity. Activity 1 in Unit 1 guides you through using this poster to introduce your students to the *Healthy Classrooms, Healthy Schools* program. In Activity 1 of Unit 8, you and your students will use the same poster to assess how the students and classroom have changed as a result of their efforts during the *Healthy Classrooms, Healthy Schools* program.

Since these unit activities provide the lead in and the wrap up to everything else in *Healthy Classrooms, Healthy Schools*, **Activity 1 of Unit 1 and Activity 1 of Unit 8 are essential activities!**

## Completing the Units

In most units, you'll have the option of which activities you choose to do. However, in a few of the units, you'll need to complete one or more activities before completing other activities. In these cases, the activities have a note clearly stating that another activity must be completed before doing that activity.

Each unit includes a Fit Bits activity,\* which is a chance to get students up and moving while reinforcing the messages they are learning in the unit. Fit Bits activities should supplement other activities and should not be the only activity used from a unit.

We recommend completing the units in order, from 1 through 8. But if you wish, other than Units 1 and 8 (which must be done first and last, respectively), you have some flexibility regarding the order in which you complete the units. So if, for example, you are looking to institute non-food rewards in your class, you might choose to do Unit 7 after completing Unit 1. Be aware that the students' responses to various activities may differ depending on when units are taught. Students might have different responses regarding non-food rewards depending on when during the HCHS program this unit is completed.

\* Fit Bits used in the *Healthy Classrooms, Healthy Schools* program are modified from the original. Fit Bits activities reinforcing both interpersonal skills and basic nutrition messages are available in grade-specific books of 40 activities each. For more information, go to [www.EPEC4kids.com](http://www.EPEC4kids.com). For more information on using Fit Bits and other supplemental materials, go to [www.pe-nut.org](http://www.pe-nut.org).

## Notes on Selected Support Pieces



### ***Snackin' Healthy***

Two healthy snack options are included for most units. These are strongly recommended if you have the time and resources to prepare them for students. The quick snack in the box at the bottom of the page describes a healthy alternative snack that takes less time to prepare than the full healthy snack (the recipe) option. Each of the snacks is designed to make 25-30 small portions. Depending on the number of students in your class, you might need to adjust the ingredients and bring additional cooking/food prep equipment.

Note that there are teacher shopping lists for both the healthy snack and the quick snack opposite the *Snackin' Healthy* page. Make sure you use the shopping list that is appropriate for the snack you will be offering.

If you wish to ask parents to supply ingredients, use the parent request opposite the parent letter. Cut this form in half, and use the top half of this form to request ingredients for the healthy snack, or the bottom half to request ingredients for the quick snack. Fill in the number of non-food items (i.e., napkins, paper plates, etc.) that you need parents to supply prior to making copies. And keep in mind that for some snacks, two or more parents may need to supply the same type of item (for example, yogurt, or cheese cubes). The parent snack requests are included in separate files on the included CD if you wish to make changes.

***IMPORTANT! If you prepare any of the healthy snacks for students, be sure to review these important health and safety guidelines.***

- **Hand Washing:** Before taking part in the healthy snack activities, every student must wash his or her hands with soap and water. Hand wipes or waterless antibacterial soap/sanitizer are acceptable only if children are involved in tasting (not food preparation) and if they are using a spoon or fork to taste something served to them on an individual plate or in a single-serving bowl or cup.
- **Food Allergies:** The eight most common food allergens are milk, eggs, peanuts, tree nuts, soy, wheat, fish and shellfish. Before preparing or tasting food with children be sure to find out whether or not any of your students have food allergies. If you have a child in your class with a peanut or tree nut allergy, do not use any kind of nuts or foods that contain peanuts when preparing food. Some allergies (especially peanut allergies) are so severe that even being around the food can cause a life-threatening allergic reaction.
- **Choking:** Young children are at risk for choking. To reduce the chances of a child choking, cut food into small pieces, have children sit down while eating, and make sure children are supervised by an adult.
- **Dental Health:** Brushing teeth after eating will help keep teeth and gums healthy. If brushing after meals or snacks isn't an option, have students swish their mouths with water to remove food debris.



## **School-wide Announcement**

An announcement is included with each unit. You may need to modify the announcement depending on which of the activities within each unit your students do (see the enclosed disc for a modifiable pdf file of each announcement). If other classrooms in your building are doing **Healthy Classrooms, Healthy Schools**, then remember to coordinate with them regarding who will do each announcement over the PA. Other options include having students read the announcement to another class, at a parent meeting, or to the principal or another school employee.

If you choose multiple students to read the announcement, you may want to write their lines on cards and have them practice beforehand, or print a copy of the announcement for each participating student and highlight their part.



## **Family Letter**

This letter informs parents about what students are learning in the **Healthy Classrooms, Healthy Schools** units and suggests ways for parents to support these messages at home. Simple recipes based on the snacks in the Snackin' Healthy section of HCHS are included in most newsletters. Text for the newsletters is included on the CD if you wish to personalize the letter before sending it home.

## **Other Components**

### **Snack Cards**

Four sets of 60 perforated snack cards are provided for use with activities in Unit 4. For activity 1 of Unit 4, provide small groups of students with a subset of cards. For activity 3, divide the sets into Go Fish decks with 15-20 matched pairs of cards in each deck.

### **Support Pieces CD**

The included CD has modifiable pdf files with the text for the family letter, announcement, and snack requests (for both the full snack and the quick snack) for each unit. Also included on this CD is the snack survey from unit 4.

### **Poster**

The poster is used in Units 1 and 8. In Unit 1, the poster introduces students to the topics they will be covering during the **Healthy Classrooms, Healthy Schools** program. In Unit 8, it guides students through the process of evaluating the changes they have made and forming goals for future improvement.

### **Student Folders**

Student folders include the MyPlate graphic on the back, providing an easy way for students to refer to this graphic during **Healthy Classrooms, Healthy Schools** activities. On the inside of the folders, students can record new foods they have tried, and fill a "plate" by drawing their favorite healthy foods. The MyPlate food guidance system was released by USDA in June of 2011. Additional graphics and resources to teach and support MyPlate concepts are being developed. Check this website often for updates: [www.choosemyplate.gov](http://www.choosemyplate.gov)

## Concepts

The nutrition and physical activity concepts presented and reinforced in the *Healthy Classrooms, Healthy Schools* program support:

- **the 2010 Dietary Guidelines**, science-based advice on diet and physical activity for Americans over two years of age. Resources and educational material are available at [www.dietaryguidelines.gov](http://www.dietaryguidelines.gov).
- **MyPlate**, the food guidance system for adults and children over 2 years of age. Resources are available at [www.choosemyplate.gov](http://www.choosemyplate.gov).
- **the National Health Education Standards (NHES)**, the framework for health instruction in schools. The NHES were designed to support schools in meeting the essential goal of enabling students to acquire the knowledge and skills needed to promote personal, family and community health. First published in 1995, the NHES were revised and published again in February 2007. The standards enable education professionals to align health education curriculum, instruction and assessment practices. For more information, see [www.cdc.gov/HealthyYouth/SHER/standards/index.htm](http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm).
- **Coordinated School Health (CSH)**, a model for designing, developing and implementing effective health programs in schools. Coordinated School Health consists of eight interactive components: health education, physical education, health services, nutrition services, counseling, psychological, and social services, healthy school environment, health promotion for staff, and family/community involvement. Schools are an ideal place to provide health education to students and families. For more information go to [www.cdc.gov/HealthyYouth/CSHP/](http://www.cdc.gov/HealthyYouth/CSHP/).

## Theory Base: The Social Ecological Model

The structure of the *Healthy Classrooms, Healthy Schools* program is based on the Social Ecological Model which includes the following five components put to use in the following ways:

### Individuals

Students and teachers in the *Healthy Classrooms, Healthy Schools* program learn how to improve their own eating and physical activity habits by taking part in units and activities that change their knowledge, attitudes and behaviors.

### Interpersonal Groups

Classmates and teachers in the *Healthy Classrooms, Healthy Schools* program are part of interpersonal groups, which are an important way to encourage more healthful behaviors among peers, giving each other the information and support they need in order to make good nutrition and physical activity choices and to positively bring about change in the school and classroom environments.

### Organizations

The school is an organization and the *Healthy Classrooms, Healthy Schools* program encourages and promotes changes to schools by guiding students and teachers through the process of assessing their current classroom and school environment and making changes to that environment that better support healthy eating and physical activity.

### Communities

Families are part of communities and are a necessary and integral part of the *Healthy Classrooms, Healthy Schools* program. Families are needed to support, extend and expand upon what is learned in the classroom.

### Society

Influencing society to support healthy classrooms and healthy schools by learning how to become advocates for change is covered in the last unit of the *Healthy Classrooms, Healthy Schools* program. Students present and model what they've accomplished for peers, family members, school administrators and policy makers, and community leaders.

# Coordinated School Health Links

Changing students' behaviors and the school environment in favor of healthy choices requires the involvement of virtually everyone in the school: students, administrators, PE and classroom teachers, counselors, health educators, nutrition and food service workers, maintenance staff and parent volunteers. In addition, schools need the involvement of families and the community.

The *Healthy Classrooms, Healthy Schools* program adopts a coordinated school health approach, in which each unit contains specific activities and ideas that link the unit objectives, discussion questions, activities and family take-home information to one or more of the eight components of coordinated school health. Look for the color-coded circles on the back cover of each unit—they represent the CSH components. Swirls in the graphic at the top of the page indicate a component of CSH that can be addressed through the included suggestions.



**Note:** *Healthy Classrooms, Healthy Schools* directly addresses four of the eight CDC CSH components: Health Education, Nutrition Services, Healthy School Environment and Family/Community Involvement, and indirectly supports the other four components with ideas and suggestions for increased involvement of specific individuals or groups through the Coordinated School Health Links on the back cover of each unit.

## Links to Resources Referenced

- More information on the **Exemplary Physical Education Curriculum (EPEC)** referenced in the Coordinated School Health links can be found at [www.EPEC4kids.com](http://www.EPEC4kids.com)
- A **MyPlate poster** can be ordered for free through national Team Nutrition at: <http://tn.ntis.gov/>
- More information on **Fit Bits** can be found at [www.EPEC4kids.com](http://www.EPEC4kids.com)
- You can find reproducibles and additional support materials for Healthy Classrooms, Healthy Schools, as well as other PE-Nut (Physical Education and Nutrition Education working together) resources at [www.pe-nut.org](http://www.pe-nut.org).

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