



**A Resource
Guide of**



NUTRITION

EDUCATION and

Physical

ACTIVITY

Curricula for Grades K-8

Michigan Team Nutrition



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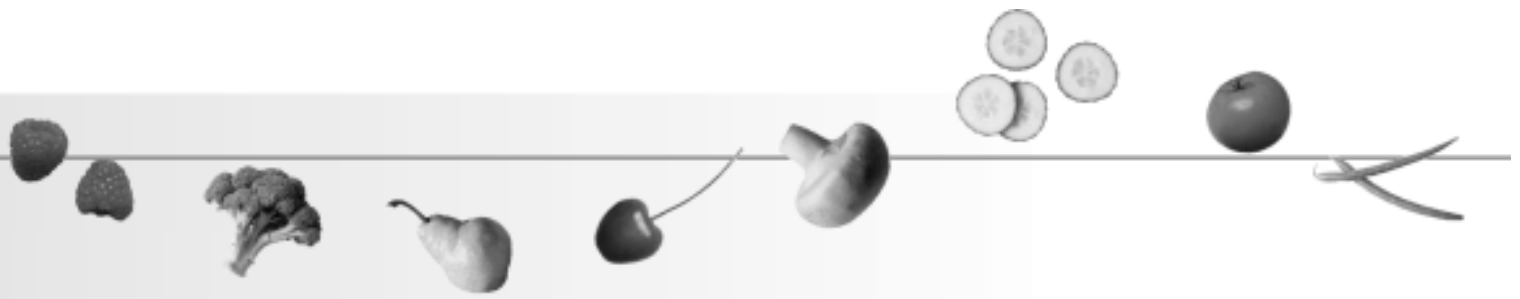




Introduction to the Resource Guide

This resource guide is intended for use by school administrators, health and physical education teachers in elementary, middle, and high schools, extension educators, public health dietitians working in schools, food service directors and staff, and before/after school educators.





The purpose of this guide is to provide education professionals with curricula to implement nutrition education/physical activity promotion consistent with the 2005 Dietary Guidelines for Americans and the *HealthierUS School Challenge* criteria. This guide is developed as part of the activities proposed in the 2006 Team Nutrition Training grant awarded to Michigan Department of Education.

The resources in this guide are categorized into four areas:

- ▶ before/after school programs,
- ▶ classroom nutrition and physical activity curricula,
- ▶ family/communities, and
- ▶ extracurricular.

All curricula were evaluated using an extensive curricula criteria. The curricula reviewed were limited to National and Michigan Team Nutrition developed resources. Also included were resources from the Michigan Department of Education, National Dairy Council, Michigan Fitness Foundation, Action for Healthy Kids, International Life Sciences Institute and Human Kinetics. The curricula recommended supplement the nutrition and physical activity sections of the Michigan Model for Health® curriculum. Selected curricula can also be integrated into language arts, math, science and social studies.

This resource guide is to be used as a companion piece to two other guides developed by Michigan Action for Healthy Kids: *Tips and Tools to Help Implement Michigan's Healthy Food and Beverages Policy* and *Tips and Tools to Promote Physical Education and Physical Activity*. <http://www.tn.fcs.msue.msu.edu/HealthySchoolToolkit.html>

We hope this nutrition education and physical activity promotion resource guide will be useful and help reinforce healthy choices throughout the school environment. Michigan Team Nutrition would like to hear your comments on this guide. Please e-mail us at tn@msu.edu.





Michigan's Vision



In the larger context, schools are society's vehicle for providing young people with the tools for successful adulthood. Perhaps no tool is more essential than good health.¹

Michigan has long advocated for **Coordinated School Health Programs** as one of the tools to ensure that Michigan's children are prepared for successful adulthood. Coordinated School Health is:

- ▶ centered on the needs of children;
- ▶ systematic in its approach;
- ▶ built on a team effort;
- ▶ and a rigorous process that aims to eliminate gaps and redundancies.²

One of the components of Coordinated School Health Programs is **Comprehensive School Health Education**. The educational goal of health education is health literacy, "the capacity to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which are health enhancing."³

In Michigan, health literacy is developed through classroom instruction and other school activities based on the **Michigan Content Standards for Health Education**.⁴

The Michigan Departments of Education and Community Health, and their department and agency partners encourage *time, cost efficient, and sustainable* delivery of health education through implementation of the *Michigan Model for Health*[®] is designed to motivate and assist students to adopt life-long healthy behaviors to maintain and improve their health and prevent disease. The lessons:


- ▶ are research-based and standards aligned;
- ▶ build knowledge, attitudes, and skills;
- ▶ are specific at each grade level, kindergarten through grade six, middle school, and high school to ensure age appropriateness, while avoiding gaps and limiting redundancy;
- ▶ address social and emotional health; safety; alcohol, tobacco, and other drugs; nutrition and physical activity; personal health and wellness; and reproductive health and HIV prevention education;
- ▶ are interactive;
- ▶ are correlated with nationally field-tested assessment items;
- ▶ include classroom and school-wide extension activities to reinforce skill development;
- ▶ include take home Family Resource Sheets; and
- ▶ facilitate interdisciplinary learning that integrates health education into other curricula, including language arts, social studies, science, math and art.

Training and instructional material support, as well as technical assistance from regional health education sites⁵, ensure quality implementation and program sustainability.

Visit <http://www.emc.cmich.edu> for more information about the Michigan Model for Health[®].

Visit <http://www.cshca.org> for more information about health education training opportunities.





Another component of Coordinated School Health Programs is **Physical Education**. In Michigan, physical education (PE) is delivered by physical education specialists. Quality PE programs equip students to understand the importance of physical activity and to obtain the fitness, knowledge, motor skills and personal/social skills they need to be active for life.

The Michigan and National Association of Sport and Physical Education (NASPE) Content Standards for Physical Education define what students should know and be able to do as the result of a quality physical education program⁶.

The Michigan Departments of Education and Community Health encourage delivery of quality physical education through implementation of the Exemplary Physical Education Curriculum (EPEC). EPEC was developed in Michigan based on guidance from over 130 Michigan stakeholders and revised using feedback from hundreds of physical education teachers. The EPEC program:

- ▶ is research-based and fully aligned to the NASPE standards;
- ▶ promotes the teaching of knowledge, skills and attitudes that will enable children to be active for life;
- ▶ provides step-by-step instruction enabling all students to be successful in the physical education classroom;
- ▶ is a true curriculum that includes lessons, reinforcing activities and assessments;
- ▶ has a full scope and sequence that can be easily adjusted to accommodate the skills of a particular class or the priorities of a district;
- ▶ reinforces basic nutrition messages; and
- ▶ received the award for Excellence in Prevention Research and Research Translation in Chronic Disease from the Centers of Disease Control in 2002.

Training and technical assistance is available from the Michigan Governor's Council on Physical Fitness/Michigan Fitness Foundation.

More information on EPEC is available at <http://www.michiganfitness.org/epec> or by calling 517-347-7891 or 877-464-3732.

¹Council of Chief State School Officers

²Michigan State Board of Education: Coordinated School Health and Safety Programs, Approved Policies, 2000-2005

³Joint Committee on National Health Education Standards

⁴Go to http://www.michigan.gov/mde/0,1607,7-140-28753_33232-156852--,00.html to view the Michigan Health Education Content Standards, K-8 Health Education Grade Level Content Expectations, and High School Health Education Merit Guidelines

⁵See list of Comprehensive School Health Education Regional Sites in page 44 or visit <http://www.csha.org/about/memberlist.htm>

⁶Go to http://www.michigan.gov/mde/0,1607,7-140-28753_33232-156852--,00.html to view the Michigan Physical Education Content Standards and Benchmarks.



Selected Michigan State Board of Education Policies Related to Health and Physical Activity

Coordinated school health and safety policies are critical tools in assisting districts to implement effective programs and practices. When implemented, such policies reduce risk behaviors, improve health, and increase academic achievement. The Michigan State Board of Education policies provide guidance to local school boards in developing policies that address district needs, strengthen school health initiatives, and enhance communication on school health issues. Moreover, district policies provide consistent messages to students, staff, families, and community partners. Everyone benefits from a coordinated approach that supports improved health outcomes as well as academic achievement.¹

The entries² below are descriptions of selected policies and model policies related to nutrition and physical activity.

Model Local Wellness Policy – 10/2005

This model policy affirms that schools should provide a healthy campuswide environment where students are taught healthy eating and physical activity knowledge, skills, and values by staff who role model healthy lifestyles.

http://www.michigan.gov/documents/Policy_on_Wellness_141434_7.pdf

Coordinated School Health Programs to Support Academic Achievement – 9/2003

This policy affirms that schools cannot achieve their primary mission of education if students and staff are not physically, mentally, and socially healthy. The Board recommends that districts develop local coordinated school health programs and school health councils to make recommendations to the school board; that schools develop school health teams representing staff, families, students, and community in each building; and that each district designates a school health program coordinator.

http://www.michigan.gov/documents/CSHP_Policy_77375_7.pdf

Comprehensive School Health Education – 6/2004

This policy affirms that health education is critical to academic and employment success and recommends at least 50 hours of health education instruction at every grade, K-12, an emphasis on critical knowledge and skills; performance-based assessment; highly qualified and certified teachers; and collaboration with the school partners.

http://www.michigan.gov/documents/Health_Education_Policy_final_94135_7.pdf

Quality Physical Education – 9/2003

This policy affirms that quality physical education programs play a unique role of educating students and in acquiring skills so they may lead a physically active life. Key components include curriculum, instruction and assessment, certified teachers, instruction of 150 minutes per week for elementary students and 225 minutes per week for middle school and high school students.

http://www.michigan.gov/documents/HealthPolicyPE_77380_7.pdf

Creating Effective Learning Environments – 12/2000

This policy recommends that schools assess environments and implement strategies to strengthen a positive learning climate; offer daily recess periods, physical activity, and physical education programs for all elementary and middle school students; and help students and their families make good health choices and model appropriate behaviors.

http://www.michigan.gov/documents/bdpolicy001214_16470_7.pdf

¹ Michigan State Board of Education: Coordinated School Health and Safety Programs, Approved Policies, 2000-2005

² Ibid