



PUBLISHING GUIDELINES

for Incorporating Health
Criteria Into School Curriculum
(Grades K – 12)

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Robert Post, US Dietary Guidelines Committee
Katrina Butler, US Physical Activity Guidelines Committee
Russell Pate, National Physical Activity Plan
Education Sector (Linda Tholstrup chair), National Physical Activity Plan
Mary Story, University of Minnesota
Tracy Fox, Food, Nutrition and Policy Associates
Jessica Donze Black, Pew Charitable Trust



**Publishers Workgroup and Leadership
Supporting Development of the Guidelines:
Healthy Guidelines Publisher Workgroup**

Julio Abreu – A+ Media
Cynthia Baule – McGraw-Hill Education (Leader, Grades 3-5 Group)
Evan Berner – Bar Charts
Stuart Braun – Getty Images
Randi Brill – Quarasan
Katie Calhoun – Getty Images
Janelle Cherrington – Scholastic
Lynda Cloud – Pearson
Kristin DeVivo – Scholastic
Scott Elliot – SEG Measurement
Karen Ellis – MMS Education
Shah Karim – Saferock
Erin King – Weekly Reader
Carole Mahoney – Graduate Management Admission Council
Ayanna McKnight – Edoptions
Roger Rosen – Rosen Publishing (Leader, Grades 6-8 Group)
Linda Ruggieri – Weekly Reader (Leader, PreK-2 Group)
Sabrina Sanchez – Girl Scouts
Bernice Stafford – Evans Newton
Ellen Standafer – Quarasan
Tammy West – A+ Media
Janice Wilder – Edoptions (Leader, High School Group)

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(Houghton Mifflin Harcourt Publishing)
Scott Bowker – General Manager, Specialized Curriculum
(Houghton Mifflin Harcourt)
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Jeff Livingston – Senior Vice President, Education Policy & Strategic Alliances
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Dr. Alan D. Morgan – VP Government Relations (Pearson Education, Inc.)
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Michael Pastor – Chief Operating Officer (Achieve3000)
Todd Scheffers – Vice President of Sales (Goodheart-Willcox Publisher)
David C. Schroeter – Vice President, K-12 Sales (Gale Cengage Learning)
Linda Shuster – VP, Strategic Publishing (Scholastic, Inc.)
Jonah Stuart – Director, Public Policy & Government Relations
(Teaching Strategies, Inc.)
Bonnie Vance – High School Market Development Manager (Macmillan)
Mark Vineis – President (Mondo Publishing)
Emily Swenson – Presidential, Instructional Resource Group (Pearson)

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The National Association of State Boards of Education is a nonprofit, private association that represents state and territorial boards of education. Our principal objectives are to strengthen state leadership in education policymaking; promote excellence in the education of all students; advocate equality of access to educational opportunity; and assure responsible lay governance of public education.

AAP, AEP, NASBE, and ASTHO Contributors:

Jay Diskey
Julie Coptý
Charlene Gaynor
Whitney Meagher
Elizabeth Walker Romero

AEP Board of Directors

Julio Abreu – President (A+ Media)
David Beacom – Publisher and Associate Executive Director (NSTA)
Randi Brill – President and Founder (Quarasan)
Corinne Burton – President (Shell Education, TCM)
Robert Coughlan – Co-Owner/Principal (Capstone Publishers)
David Glover – CEO (Learning Media)
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Kathy Hurley – EVP Education Alliances (Pearson Foundation)
Michael Johnson – President (Full Potential Assoc.)
Jeff Livingston – Senior Vice President, Education Policy & Strategic Alliances
(McGraw-Hill Education)
Victoria Porras – Founder, President, and Owner (Victory Productions)
Roger Rosen – President (Rosen Publishing)
Maria Szalay – Senior Vice President of Product Development (K12)
Scott Traylor – CEO & Chief Kid (360KID)
Andrea Valentine – COO (Teaching Strategies Inc.)
Randy Wilhelm – CEO (Knovation)
Lee Wilson – Principal Consultant, Headway Strategies (PCI Education)
Ira Wolfman – Digital Strategy and Content Development
(POE Communications)
Greg Worrell – President, Scholastic Classroom and Community Group
(Scholastic Inc.)

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The only professional organization that serves the diverse needs of the entire educational resource community, the Association of Educational Publishers (AEP) encourages and advocates for professional, quality content for teaching and learning. The membership of AEP represents the wide range of individuals, institutions, and businesses dedicated to delivering progressive learning resources in all media and for any educational setting. Founded in 1895, AEP now helps its members navigate the global realities of educational publishing in the 21st century.

About the Association of American Publishers School Division (AAP)

Members of the AAP School Division are the nation's leading developers of educational materials, technology-based curricula, and assessments. As knowledge leaders in education, School Division members create instructional solutions that help students, teachers, and schools succeed. Our mission is to help improve the academic achievement of all students by designing and delivering high-quality instructional content in a variety of media.

About the Association of State and Territorial Health Officials (ASTHO)

ASTHO is the national nonprofit organization representing public health agencies in the United States, the U.S. territories, and the District of Columbia, and the more than 100,000 public health professionals these agencies employ. ASTHO members, the chief health officials of these jurisdictions, formulate and influence sound public health policy and ensure excellence in state-based public health practice. ASTHO's primary function is to track, evaluate, and advise members on the impact and formation of public or private health policy that may affect them and to provide them with guidance and technical assistance on improving the nation's health.

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INTRODUCTION

As education publishers, we recognize that the professionals in our field make content and design choices every day in the normal course of practicing our profession. Thirty years ago our profession answered the societal mandate to represent greater diversity in the illustrations of our books. This impetus was driven by the changing demographics of our country and the need for all students to see themselves represented as members of the American family. No one would deny that the impact of our commitment to diversity has been a driver in the celebration of our multicultural society. Publishers now believe we have another opportunity to be change-makers in an attempt to help fight the epidemic of childhood obesity and the subsequent health crisis that this engenders in individuals and society. Our goal here is to raise publishers' consciousness to make healthy choices in all educational texts wherein math books have students multiplying apples and not cupcakes, writing instruction has students drafting public service announcements that support healthy eating, and the students of a science class calculate body mass index.

The AAP/AEP/NASBE working groups covering kindergarten through twelfth grade developed voluntary publisher guidelines to incorporate the 2010 Dietary Guidelines for Americans and the 2008 Physical Activity Guidelines for Americans, which are promoted through the Let's Move! campaign. Let's Move! (LM) was launched in February 2010 by First Lady Michelle Obama, in collaboration with the US Departments of Education, Health and Human Services, Agriculture, and other Federal partners. These guidelines are not intended as a curriculum for developing health and physical education textbooks. These guidelines suggest methods to incorporate appropriate information and examples in the three areas of nutrition, physical education/activity, and healthy behaviors in a wide range of subject categories in which publishers produce supplemental material, textbooks, databases, interactive eBooks, etc. The working groups have attempted to meld recommendations from LM and national health education standards with core curricula standards developed nationally and by states throughout the country. In addition to supporting the LM initiative, these recommendations also align with the Whole Child approach to education, which is designed to ensure that each student is healthy, safe, engaged, supported, and challenged.

SOURCES CONSULTED:

CDC Health Education Curriculum Analysis Tool (HECAT): <http://www.cdc.gov/healthyyouth/hecat>

National Health Education Standards (performance indicators for grades 6-8): <http://www.cdc.gov/healthyyouth/sher/standards/index.htm>

USDA MyPlate: www.choosemyplate.gov

Physical Activity Guidelines for Americans, 2008: www.health.gov/paguidelines

Dietary Guidelines for Americans 2010: www.cnpp.usda.gov/dietaryguidelines.htm

Let's Move: www.letsmove.gov

CDC: Helping People Choose Healthy Eating and Active Living: <http://www.cdc.gov/chronicdisease/resources/publications/aag/nutrition.htm>

National Physical Activity Plan / Education: <http://www.physicalactivityplan.org/education.php>

The Whole Child Initiative (Association for Supervision and Curriculum Development): <http://www.ascd.org/whole-child.aspx>

Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3-12:
www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf

New York State Health Education Standards: <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards>

Florida Health Education Standards: <http://www.floridastandards.org/Downloads.aspx>

Texas State Health Education Standards: <http://ritter.tea.state.tx.us/rules/tac/chapter115/index.html>
<http://ritter.tea.state.tx.us/rules/tac/chapter116/index.html>

California Health Education Standards: <http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08>

Indiana Academic Standards: http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-health/2010_Health_Education_Standards

RECOMMENDED HEALTHY BEHAVIORS

According to the U.S. Centers for Disease Control and Prevention's Health Education Curriculum Analysis Tool (HECAT), "Any curriculum resource material, such as a textbook, should help students learn and apply skills that contribute to achieving healthy behaviors." Healthy eating and physical activity behaviors for youth, as outlined by USDA and CDC, include the following:

- Increasing consumption of foods to encourage, including fruits, vegetables, low-fat/non-fat dairy, and whole grains and decreasing consumption of foods high in solid fats, added sugars, and salt;
- Increasing physical activity; and
- Promoting other healthy habits, such as limiting screen time, exercising safely, and practicing handwashing.

A complete list of all healthy behavior outcomes in the CDC HECAT – Healthy Eating module can be found via these links: http://www.cdc.gov/healthyyouth/hecat/pdf/HECAT_Module_HE.pdf
http://www.cdc.gov/healthyyouth/hecat/pdf/HECAT_Module_PA.pdf

Outlined below are recommended ways in which publishers can help to fight the child obesity epidemic by reinforcing and helping students to achieve these healthy nutrition and physical activity behaviors.

I. Images:

Suggest that stock houses include an "approved" designation for health related imagery under healthy guidelines.*

Include recommendations for age-appropriateness and cultural diversity of images.

- It is important to not stigmatize overweight children—show all children of all shapes being physically active and do not use images or text depicting children who are overweight exhibiting unhealthy behaviors such as eating unhealthy foods.
- Provide examples and imagery of students of all socioeconomic backgrounds, genders, races, cultures, and physical and intellectual ability levels participating in physical activity.
- Provide examples and imagery showing people across the generations (children and adults – including teachers!) participating in physical activity to drive home the "physical activity is healthy for a lifetime" message.
- Provide a variety of examples and imagery showing foods, for example fruits, vegetables, lean proteins, fat-free/low-fat dairy, and whole grains. USDA's My Plate is highly encouraged.
- Provide a variety of examples and imagery showing a variety of physical activity throughout the calendar year, in different types of weather, both indoors and out, and both inside PE class and elsewhere in students' worlds.

* See enclosed document that lists suggested imagery.



Redding Middle School's 6th Grade Science Class

in Middletown, DE

Sample Lesson: Creating Healthy Energy Bars by Integrating

ELA, Science, Math and the Publishing Guidelines!

Project: Balancing Act

Due date: December 14

In this project, you will be learning how to balance different dietary elements for how we get energy. You will also learn how making healthy food choices can promote a healthy heart and body. The project is worth 200 points and has 4 components; below is the project specifics and how you will be graded for each component. This project is completed on the student's time at home, except for class days given, and is to be done INDIVIDUALLY. We encourage parental guidance, but please let your child complete the project how they choose.

Here is your challenge – You must create an energy bar that:

- Provides 150-200 calories
- Provides no more than 70 calories from fat
- Provides no less than 25 calories from protein
- Cost less than \$0.50 (50 cents) to make

You may only use the following ingredients:

- Whole grain graham crackers
- Peanut butter*
- Raisins or other dried fruit
- Sunflower seeds
- Nonfat dry milk

*Some students have an allergy to peanuts. I will advise each class based on the severity of the allergy.



Component One: Poster

You must create a poster showing how you would advertise your energy bar. You may only use a standard piece of paper (8.5"x11"). This part is where you can be as creative as you want. You may use any computer program to create this poster. It must include the name of your energy bar, a slogan, and the price. (50 points)

Component Two: Wrapper

You must create a wrapper for your energy bar showing how it would look if you were going to sell it. You may use a small box (pop-tart box, granola bar box, snack food box, etc) to create your wrapper. It must include the name of your energy bar, a slogan, the price, and a nutrition label. (50 points)

Component Three: Essay

This is the written portion of the project. You must write a 1-page, 5-paragraph essay on "How eating healthier foods can improve your heart's health and the overall health of your body." Use your energy bar as evidence and why people should buy it and eat it. This essay must be typed using "Times New Roman" font, size "12", and double-spaced. (50 points)

Component Four: Commercial

In order to be able to "sell" your project, you must prepare a 30 second to 1 minute long commercial. This part can be as creative as you want – you may dress up, have a background, and you may have one other person act in your commercial with you. This will be done in class; you may use note-cards to write down what you want to say. (50 points)

Extra Credit:

You can earn 10 extra credit points, added to your class grade if you choose to make your energy bar. This is a way for other people to be able to sample your energy bar. This is due the same day as your project!!!

II. General Curriculum Content Recommendations:

Across the curriculum, we encourage publishers to:

Reinforce and support the practice of healthy behaviors:

- Ensure that curriculum materials have a clear and documented research base for any information or tasks related to healthy eating and physical activity behaviors.
- Involve students in assessing the school wellness environment and proactively work with adults for positive, healthy changes to increase availability of healthy, kid-appealing foods and physical activity opportunities on campus, such as with the Centers for Disease Control and Prevention's School Health Index.
- Include as often as possible critical thinking questions and opportunities for students to analyze, make decisions, make inferences, and think critically (young children choosing healthy snacks to older students reading labels of products and making decisions based on food content).
- Link to appropriate websites in back matter and further information in texts (see sources above).
- Teach research skills: helping students know where to find valid health information.
- Provide opportunities for peer-to-peer activities that affirm positive social norms, including health-promoting beliefs and behaviors, through methods such as peer discussions, group problem solving, and peer modeling and teaching.*
- Provide examples of multiple methods of showing information, including flow charts, diagrams, models, or tables covering nutrition and/or physical activity concepts and information.
- Use culturally diverse types of physical activities in images, problems, activities or examples (e.g., Asian dance, images of multi-ethnic children playing sports, games, etc.).
- Help students recognize and celebrate how cultural beliefs influence health behaviors.
- Depict how present health behaviors impact future health and economic conditions.
- Reinforce the link between poor physical health in childhood and teen years to adult health consequences such as high risk for cardiovascular disease (CVD), high cholesterol levels, high blood pressure, and abnormal glucose tolerance.
- Include activities to influence social norms around healthy behaviors, such as school-wide media campaigns and activities that encourage peers and parents to practice healthy behaviors.*



*Adapted from HECAT: http://www.cdc.gov/healthyyouth/hecat/pdf/HECAT_Append_3.pdf

Share with readers and encourage to share with families, links to sites that encourage healthy eating:

Sample Menus and Recipes

Your food choices each day affect your health—how you feel today, tomorrow, and in the future. Use these sample menus and recipes to move toward a healthier you.



- **Sample Menus at 2000 Calorie Level** —This 7-day menu gives an example of how all of the recommendations for food group and nutrient intake can be integrated into a weekly menu.

<http://www.choosemyplate.gov/food-groups/downloads/SampleMenus-2000Cals-DG2010.pdf>

- **White House Recipes**— First Lady Michelle Obama shared a booklet of healthy recipes to honor the schools that met the HealthierUS School Challenge.

<http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes/WhiteHouseRecipes.pdf>

- **Food Groups Recipes** —Fifteen recipes (3 from each food group) show ways to use foods from each food group. They are complete with basic nutritional analyses and food group amounts.

<http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes/Recipes.pdf>

- **Recipes for Healthy Kids**—Try out four of the top recipes submitted in a challenge sponsored by the First Lady's Let's Move! campaign and the USDA: Smokin' Powerhouse Chili, Porcupine Sliders, Roasted Fish Crispy Slaw Wrap, and Central Valley Harvest Bake.

<http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes/SmokinPowerhouseChili.pdf>

<http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes/PorcupineSliders.pdf>

<http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes/RoastedFishCrispySlawWrap.pdf>

<http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes/CentralValleyHarvestBake.pdf>

- **Make Half Your Plate Fruits and Veggies**— These recipes can help you achieve the goal of making half your plate fruits and vegetables: Spaghetti with Quick Meat Sauce, Smoky Mustard-Maple Salmon, Sweet & Sour Pork, and Chicken Waldorf Salad.

<http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes/SpaghettiAndQuickMeatSauce.pdf>

<http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes/SmokyMustard-MapleSalmon.pdf>

<http://www.choosemyplate.gov/healthy-eating-tips/sample-menus-recipes/ChickenWaldorfSalad.pdf>

- **SNAP-Ed Connection Recipe Finder**— Search this database of recipes by various categories, including ingredients, recipe type, or cost per serving. Recipes include those submitted by nutrition educators in the Supplemental Nutrition Assistance Program (SNAP), or from government agencies or other health professionals and organizations.

<http://recipefinder.nal.usda.gov/>

Link to find playgrounds in your area: <http://playspacefinder.kaboom.org/?gclid=CKm3vInw46sCFZMhtAodOFFYMw>

Mississippi Department of Education

3rd Grade History Class

Sample Lesson: The Tug of the Civil War

GRADE LEVEL: 3-5

COMPETENCY: P2 - Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities

OBJECTIVE

- To develop upper body strength.
- To explore the advantages and disadvantages that each side had in the War Between the States.

CONTENT STRAND: Personal Skills (P)

INTEGRATED SUBJECT AREA(S): History

DURATION: 15 minutes

PREREQUISITES: Knowledge of the Civil War.

MATERIALS

- 1 Tug-of-war rope
- 1 Handkerchief

DESCRIPTION: The Civil War broke out in April of 1861. The teacher will divide the students into the Union and the Confederate Armies. The teacher will ask the Union Army students to go to the north side of the rope. Then, the teacher will place a handkerchief on the ground to represent the Mason Dixon Line.

Students will begin to list the advantages their side had in the war. For each benefit that they can recall, they get the rope pulled to their side a couple of inches. For example, the Confederates might mention that they had more seasoned officers so they get to pull the rope to their side a couple of inches. Then the Union Army might mention that they had support of other countries. The rope would go back to even. The teacher will ask the students to continue to explore factors that influenced the war like finances, food source, communication, navy, and training.

Once all the advantages have been discussed, the teacher will ask the students to play a game of Tug-of-War.

To extend the game play again, the teacher may join the game. He/she will later identify herself as the Underground Railroad factor.

As students line up, the teacher will ask them to draw conclusions about which factors played them most important part in deciding the outcome of the war.

ASSESSMENT: The teacher will assess students on their ability to draw conclusions about which factors played the most important part in deciding the outcome of the

TIPS & SUGGESTIONS: The teacher may ask all the students to grab the rope on the same side. This will reduce the possibility of the rope hurting someone.

This lesson plan supports the following competencies of the Mississippi Social Studies Framework for grades 3-5:

- Fourth Grade Competency 1 - Develop an understanding of the state in relationship to the expanding horizon theme.
- Fifth Grade Competency 6 - Examine how cooperation and conflict among individuals, families, businesses, and government influence the distribution of resources and analyze the effect on the economy.

History is integrated into this lesson plan by having the students use some of the advantages each side had during the Civil War to advance their rope across the handkerchief.

ADDITIONAL RESOURCES: www.pbs.org/civilwar



Reinforce and support participation in physical activity:

- Support the Let's Move! and the Physical Activity Guidelines for Americans physical activity recommendations to increase opportunities for students to meet the recommended 60 minutes of moderate to vigorous activity every day.
 - Encourage a variety of activities and specific skills so that students can be physically active not just during PE class but throughout the day and year.
 - Incorporate into teacher's guides and lesson plans more physical activity within various subject areas as well as during physical education classes, before- and after-school programs, and recess.
- Publish images of activities like sports, dance or fitness programs that are exciting and challenging.
- Link to appropriate websites in the back matter and further information in texts, including:
 - <http://www.cdc.gov/HealthyYouth/physicalactivity/guidelines.htm>
 - <http://www.letsmove.gov/get-active>
 - <http://www.letsmove.gov/get-active/related-posts>
- Encourage students to limit media entertainment—including TV, computers, video games, cell phones and movies—and spend more time doing physical activity, through Safe Routes to Walk and Bike to School initiatives, parks, playgrounds, school facilities and community centers where they can play.
- Include physical activity break/energizer examples in teacher manuals to provide educators with kinetic learning opportunities during the class time.
- Include physical activity break/energizer examples within digital/online learning tools, games and materials.
- Create lesson plans that incorporate physical activity, such as a walk outside as part of a science class or asking students to name and act out action words in a story through physical activity.
- Encourage participation in environmental education programs that promote outdoor activity.
- Provide information so that students know and can describe the long-term benefits of regular physical activity and can:
 - Explain that incorporating daily moderate or vigorous physical activity into one's life does not require a structured exercise plan or special equipment.
 - Differentiate between physical activity and exercise and health-related and skill-related fitness.



Reinforce and support proper nutrition knowledge and behavior:

- Use fruits, vegetables, whole grains, low-fat/non-fat milk and milk products, lean protein – in food-related images, problems, activities or examples.
- At every opportunity across the curriculum, reinforce the benefits of fruit and vegetables; switching to non-fat or low-fat milk, yogurt, and cheese and lean cuts of meat; positively reinforce baking or grilling instead of frying; substituting water or non-fat/low-fat milk for beverages sweetened with added sugars; substituting ice cream and cake with fruit.
- Help students develop the skill set and knowledge base necessary to plan their own healthy, balanced diets:
 - Link to the USDA's new food icon, "MyPlate" <http://www.choosemyplate.gov>
 - Link to USDA's new SuperTracker <http://www.usda.gov/wps/portal/usda/usdahome?contentid=2011/12/0518.xml>
 - Link to appropriate websites in the back matter and further information in texts, such as:
 - www.choosemyplate.gov
 - www.letsmove.gov
 - www.cnpp.usda.gov/dietaryguidelines.htm
- Integrate the following topics/themes in various curriculum areas:
 - Snacking content and frequency
 - Portion size of beverages and foods,
 - Calorie counting – in conjunction with exploring nutrient-rich vs nutrient-poor calories
 - Percentages of fats, oils, sugars and sweeteners in foods
 - Body Mass Index (see growth charts from the CDC at <http://www.cdc.gov/growthcharts/>)
 - Critical thinking about nutrition
 - Analyzing food labels
 - Evaluating nutritional claims in products
 - Deciphering messages in advertising
 - Analyzing food pricing
 - Making healthy nutritional choices:
 - Encouraging personal empowerment
 - Encouraging self-esteem



- Reinforce the physical, behavioral, and cognitive benefits of eating breakfast daily.
- Provide information on topics in nutrition, food and agriculture:
 - Gardening, farmers markets, community supported agriculture
 - Food systems, industry, and the environment
- Dispel myths about the concept of “fad” diets and provide accurate information for healthy weight management (see www.ChooseMyPlate.gov)
 - Added sugars (see <http://www.choosemyplate.gov/weight-management-calories/calories/empty-calories.html>)
- Develop communication skills around nutrition with family, peers, and adults. You may also use <http://www.choosemyplate.gov/food-groups/downloads/MyPlate/MyPlateCommunityToolkit.pdf> for examples.

III. Content-Specific Recommendations:

Integrate healthy eating and physical activity behavior topics and themes into specific curriculum areas and tasks; for example:

English, Language Arts and Literacy:

- Argument and informative writing assignments (e.g., why should the practice of healthy nutrition and physical activity behaviors be important to individuals, families, communities, society?).
- Understanding and applying domain-specific symbols, key terms and other words and phrases that are used in the fields of physical activity and nutrition (e.g., body mass index, energy balance, calories, portion size, nutrient-rich foods, VO2 max, resting heart rate, moderate to vigorous physical activity, etc.).
- Drawing evidence from various sources of information; distinguishing high-quality science- and evidence-based sources from other sources; using evidence to develop analytical writing and thinking skills.
- Integrating knowledge from quantitative data and from text sources related to healthy eating and physical activity.
- Stating a health-enhancing position on a topic and supporting it with accurate information.
- Creative writing assignments (e.g., write a short dramatic script in which one friend convinces another friend to play outside instead of playing videos inside).
- Process writing assignments (e.g., outline the steps needed for proper hand washing; outline the steps you should follow to brush your teeth).
- Be able to identify and distinguish reliable sources for accurate physical activity information.



Media Literacy:

- Identifying and analyzing marketing messages about food, eating, weight, physical activity and health in advertisements, film, TV, websites, and other media.
- Analyzing how messages from the media affect personal healthy eating and physical activity behaviors and choices.
- Analyzing the validity of health information, products, and services.
- Identifying ways in which healthy eating and physical activity messages and communication techniques can be altered for different audiences.
- Accessing valid health information from home, school, and community.

Mathematics:

- Create problems that integrate physical activity themes and calculations: time, distance, groups of people playing a sport (use members of a team to illustrate fractions, for instance, as opposed to portions of a candy bar).
- Body mass index (BMI) measurements and calculations.
- Calculation and measurement problems that involve nutritional information (calories, fat, sugar, sodium, mineral, other nutrients, etc.). Compare and contrast nutritional information of healthy versus unhealthy foods. Using food labels as an example for math equations to convert fat to calories, or carbohydrates to calories.
- Use recipes to calculate measurements, serving sizes, portions, and nutrition content per serving.
- Calculation and measurement problems that involve bio/physical information (heart rate, number of steps taken, etc.).
- Problems related to food pricing relative to nutritional content and to developing food budgets (e.g., identify food for five healthy lunches and calculate how much it would cost to purchase this food, etc.).
- Create charts/graphs using health information (e.g., track and graph physical activities performed in one week; track and graph foods eaten in one week; survey class to learn favorite sports and create graph/chart based on information, etc.)
- Use data from physical activities or sports in math lessons (for instance, use baseball data in lessons on basic statistical concepts) or as part of larger mathematical projects (for instance, analyze school-wide data from the President's Challenge fitness test and present findings to school officials. <https://www.presidentschallenge.org/>)



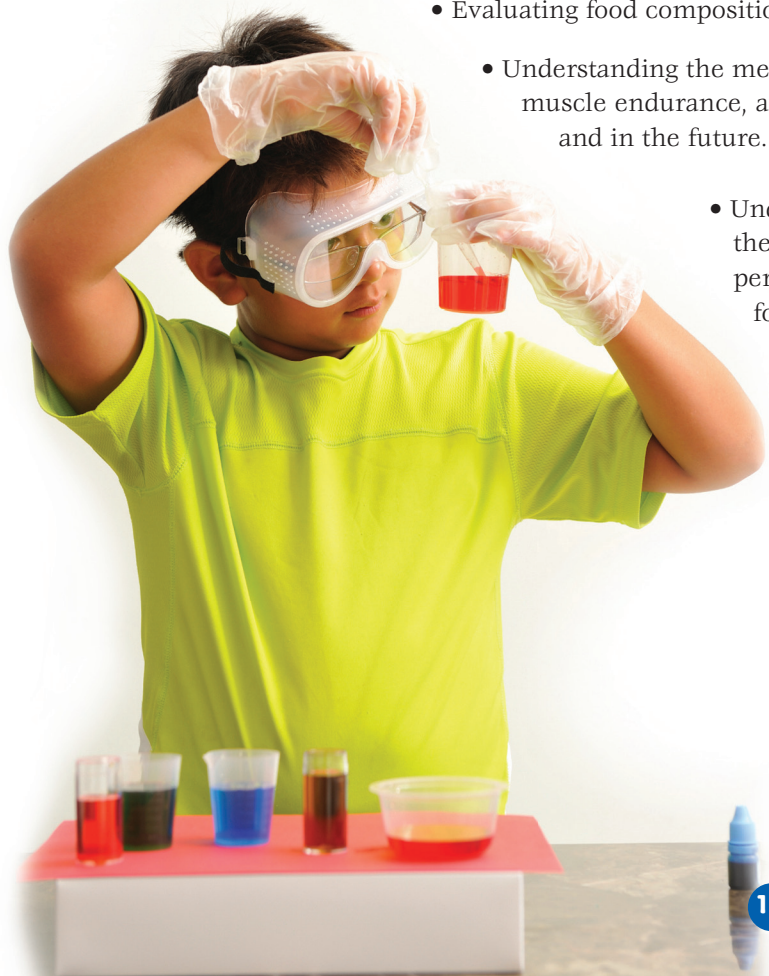
History/Social Studies:

- Explore historical time periods and different lands and cultures of the present day through physical activities, both for play (popular sports and games, for instance) and for work.
- Explore historical time periods and different lands and cultures of the present day through nutrition.
- Exploring how school and government policies can affect healthy behaviors (e.g., school wellness policies, food labeling guidelines, etc.).

- Exploring how group cultural norms relate to the practice of healthy behaviors (e.g., research popular physical activities in other countries; create a timeline of the history of a sport; research the foods eaten in previous time periods or in different countries, etc.).
- Analyzing the influence of family, peers, culture, media, technology, and other factors on healthy eating and physical activity behaviors.
- Demonstrating how to influence and support others to make positive eating and physical activity choices.
- Observing how other countries eat, stay active, and do other activities besides screen time.
- Understanding the history of food growing from past to present.
- Consider food access issues, especially in under-served communities – and implications for community health, well-being and economics, as well as related policy issues (social justice considerations).
- Use walking tours of historical sites or local community stores like grocery stores, farmer's markets.

Science:

- Understanding and measuring the energy intake and energy output equation and how it relates to a person's diet and physical activity levels.
- Provide information so that students understand in greater detail the function of the body and learn to measure their own performance accurately and to develop plans for improvement.
- Provide information so that students learn to use technology such as heart rate monitors to assist in measuring and monitoring their own performance.
 - Understanding the difference between saturated, unsaturated and trans fat.
 - Evaluating food composition, nutritional profile, labeling information.
 - Understanding the meaning of cardio-respiratory endurance, flexibility, muscle endurance, and muscle strength. Relate this information to now and in the future.
- Understanding in greater detail the function of the body and learning to measure students' own performance accurately and to develop plans for improvement.
- Learning to use technology such as heart rate monitors to assist in measuring and monitoring students' own performance.



CONTACTS

For additional information contact

Elizabeth Walker Romero, ASTHO

571-527-3170 / eromero@astho.org

or

Julie Coptly, AAP School Division

202-220-4548 / jcoptly@publishers.org

