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PARENT LESSON PLANS: ADVOCATING FOR HEALTHIER SCHOOL ENVIRONMENTS

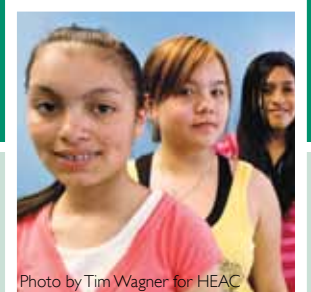


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*A Companion Piece to
Parents in Action!
A Guide to Engaging
Parents in Local
School Wellness Policy*





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CALIFORNIA PROJECT LEAN

California Project LEAN (Leaders Encouraging Activity and Nutrition) (CPL) focuses on youth and parent empowerment, policy and environmental change strategies, and community-based solutions. CPL's mission is to increase healthy eating and physical activity to reduce the prevalence of obesity and chronic diseases such as heart disease, cancer, stroke, osteoporosis, and diabetes.

CPL works with state and local physical activity and nutrition leaders and key school and community organizations to conduct and support programs in communities throughout California.

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To purchase or download these lesson plans, contact:

California Project LEAN

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Introduction	3
Lesson 1:	
Health Happens Here: Parents and Schools Working to Improve Student Health	5
Meeting Schedule.....	16
Foods on Campus Questionnaire: Parent Questions for Students	17
Lesson 2:	
Foods and Beverages on Campus	19
Beverages on Campus Questionnaire: Parent Questions for Students	29
Lesson 3:	
Promoting Healthy Beverages on Campus	31
Physical Activity on Campus Questionnaire	49
Lesson 4:	
Physical Activity on Campus	51
Access to Physical Activity Opportunities Questionnaire	60
Lesson 5:	
Opening Up the Campus for Community Use.....	63
Lesson 6:	
<i>Parents Taking Action</i> in Schools	79
Summary of Identified Problems and Potential Solutions	84
Evaluation	87





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INTRODUCTION

Who should use these lesson plans?

Stakeholders working with parents in schools, such as:

- School district wellness leads.
- School wellness committee members.
- School district parent involvement coordinators.
- Local community leaders/advocates working to improve childhood physical activity and nutrition environments.
- PTA/PTO leadership.
- Community health workers/promotores de salud.

Who is the audience for these lesson plans?

- Parents of elementary, middle, and high school students.

How to use these lessons plans:

These lesson plans complement, and should be used in coordination with, California Project LEAN's toolkit *Parents in Action! Engaging Parents in Local School Wellness Policy (Parents in Action!)*. The lesson plans in this guide can be used as is or be shortened. Parts of each lesson may also be combined to suit your time frame and needs. Facilitators need the *Parents in Action!* toolkit in order to teach these lessons; the parents you are teaching may also

benefit from having copies of the *Parents in Action!* toolkit. If you cannot provide a copy of it to each parent, you may download pages of it from our website (www.CaliforniaProjectLEAN.org) to distribute to parents.

The lesson plans provide a guide for stakeholders who are working with parents. The guide will:

- Educate parents about local school wellness policy.
- Empower parents to become advocates for improved nutrition and physical activity environments in their child's school.

These lesson plans provide background information on the local school wellness policy, the food, beverage, and physical activity environment on school campuses, and the *Parents Taking Action* advocacy process. This information will equip you to work with parents to advocate for the implementation of strong local school wellness policies. The six lessons are a starting point in your advocacy work, and the advocacy process may take time. During the process, you may need to research your problem in detail before taking action, engage new partners, and change your action plan if you are not making progress. Changing the way schools work may be challenging, so remember to celebrate your successes (however small) along the way.

LESSON I



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Health Happens Here: Parents and Schools
Working to Improve Student Health

Health Happens Here: Parents and Schools Working to Improve Student Health

Preparation

Before teaching this class:

- Review the local school wellness policy of the school district you are working with. You will need to refer to the policy to demonstrate what the district says it will do regarding foods and beverages available on campus and physical activity/physical education opportunities for students.
- Make copies of the food and beverage sections of the policy (you may need to summarize these sections to a more simple format for your audience).
- Fill out the meeting schedule.
- Prepare the parent packet.
- Review The California Endowment Health Happens Here in schools website: <http://www.calendow.org> and click on the Schools tab.

Objectives

At the end of this lesson, parents will be able to:

- State the purpose of the local school wellness policy.
- Describe advocacy.
- Describe why parents should advocate for strong local school wellness policies.
- Suggest ways in which they can be involved in the implementation, monitoring, and evaluation of local school wellness policies.

Time

60 - 90 minutes

LESSON 1

Parents and Schools Working to Improve Student Health

Materials:

1. Name tags and colored markers or pens.
2. Sign in sheet.
3. Large flip chart and markers.
4. Parent packet:

- Parents in Action!* toolkit (optional).
- Foods on Campus Questionnaire* (at end of lesson).
- Meeting schedule (to be filled out before placing in packet).
- Copies of the food and beverage sections of the local school wellness policy (in a simplified version).

If parents do not have the entire *Parents in Action!* toolkit, they will need copies of the following from it:

- What is Policy?* fact sheet (page 37).
 - Health and Academics* fact sheet (page 35).
 - Parents Taking Action* process (pages 19-25).
5. California Department of Education Local School Wellness Policy Requirements Fact Sheet (optional, at end of lesson)
 6. Extra copies of the *Foods on Campus Questionnaire* for those parents who have more than one child in school (at end of lesson).

Room Setup: Individual tables to accommodate 4–5 parents at each.

Session Overview:

1. Welcome and introductions. (10 minutes)
2. Setting ground rules. (10 minutes)
3. What is the Local School Wellness Policy? (5 minutes)
4. What is advocacy? (5 minutes)
5. Why ask or advocate for improved physical activity and food options in schools? (5 minutes)
6. How can schools support our children's health? (5 minutes)
7. Take a break. (5–10 minutes) OPTIONAL
8. Why is parent involvement in schools important? (5 minutes)
9. Parents Taking Action. (30 minutes)
10. Foods on Campus Questionnaire: Take-home assignment. (1 minute)
11. Conclusion. (1 minute)

Activities

I. Welcome and Introductions. (10 minutes)

Directions:

- Ensure parents have name tags.
- Facilitators should introduce themselves to the group and cover any housekeeping issues.
- Record on the flip chart the reasons parents state they are there or any concerns they have.

Group Activity: Partner Introductions; parents will pair up, meet one another and ask one another a few questions; partners will then be asked to introduce one another to the larger group. Parents should take notes.



2. Setting Ground Rules. (10 minutes)

Directions:

- Record ground rules on flip chart and bring to each meeting. Ensure that everyone is in agreement with the ground rules.



Say:

During our meeting today and over the next few weeks, we're going to talk about how parents can get involved in improving the physical activity opportunities and food choices in their children's schools. You will learn about how nutrition and physical activity affect your children's health; the relationship between physical activity, nutrient intake, and student success in school; school policies on these topics; and what parents can do to ensure a healthy school environment. As a group, we'd like to learn more about you and the nutrition and physical activity issues or concerns you have.

Say:

Partner with the parent next to you. Ask one another the following questions - one partner will listen and take notes while the other parent speaks, then you will switch roles:

What is your name?

How many children do you have and what grade are they in?

What is one reason you are here today and/or name one concern you have at your child's school that has to do with foods or physical activity.

Say:

Before we get started, let's talk about some ground rules—or meeting agreements—that will help our meetings run smoothly and be pleasant for everyone.

Questions:

Take a moment to think about the best and worst meetings you have attended.

- What made the good meetings work? What meeting rules could have made the bad meeting a more useful meeting for everyone? (Examples: Cell phones off or on vibrate, start and end meeting on time, respect opinions of others, no side conversations.)

LESSON 1

3. What is the Local School Wellness Policy? (5 minutes)

Directions:

- Refer group to fact sheet *What is Policy?* (Page 37 in the **Parents in Action!** toolkit.)
- Refer to one section of the policy as an example for the group.

Question:

What is policy? (*Wait for responses.*)

Say:

- A policy is a written rule or set of rules that people must follow.
- Policies have the power to influence how you and others act.
- Policies can be set by government, schools, organizations, and other groups.
- School board members are responsible for adopting school policy and schools must implement the policy.

Say:

One policy in schools is the local school wellness policy. All schools that participate in the National School Lunch Program were required to develop a local school wellness policy with participation from parents, students and community members. This policy required districts to set standards for:

- Nutrition education.
- Physical activity.
- All foods and beverages available on campus.
- School-based activities designed to promote student wellness.

A recent update to this requirement, called the Healthy Hunger-Free Kids Act, requires schools to monitor and review the wellness policies as well as inform and update the public, including parents, students and others in the community, about progress in meeting the goals of the wellness policies. Copies of the policy can be found on the school website, in the school office, district office, or at the school. An example of one thing our policy says about [physical activity, food, physical education] is ... (*refer to the local school wellness policy here*).

Questions:

Over the last year or two, have you noticed any changes in the foods and beverages available at your children's schools? Have you seen any changes in the amount of physical activity or physical education your children get at school? (*Wait for responses.*)

Say:

If you have noticed changes in your child's schools, it may be



a result of the local school wellness policy. These policies vary widely from one district to the next; some require schools to make changes and others may only recommend changes. Our hope is that policies require changes. If they require good changes, we may begin to assist with implementation; if they do not, we may decide to ask for stronger policies and work with schools to revise and implement stronger policies. Later, we will look at our local school wellness policy to see what it states our schools will do regarding physical activity and foods and beverages on campus.

4. What is Advocacy?
(5 minutes)

Directions:

- See page 7 in the *Parents in Action!* toolkit.
- Record responses on a piece of flip chart paper titled "Advocacy."

Question:

When I say the word advocacy, what comes to mind? (*Wait for responses.*)

Say:

Simply put, "advocacy" is an "ask." Advocacy is asking for something and making it happen through actions and efforts. "Advocates" speak on behalf of a group about an issue that affects people's lives. The result of successful advocacy is a change in a practice or policy. An example of state laws that were passed because of advocates are the seat belt and child safety seat laws. We can advocate for policy or changes to practices in schools, at work, in our communities, and at the state or national level.

Question:

Has anyone advocated or asked for policy or practice changes in your neighborhoods, schools, or communities?

(*Facilitate discussion.*)

Say:

Today we are going to talk about how parents can play the role of advocate in their child's school and how parents can advocate for improved nutrition and physical activity opportunities for their children. With the local school wellness policy, parents can speak on behalf of students to implement and improve nutrition and physical activity practices and policies. Parent actions can result in schools changing their policies and practices around nutrition and physical activity, resulting in improved student health.



LESSON 1

5. Why ask or advocate for improved physical activity and food options in schools? (5 minutes)

Directions:

- Record parents' thoughts on three separate pieces of flip chart paper with the following titles:
 - Why is this generation less healthy?
 - What is the role of schools in preventing obesity?
 - How does eating well and exercising benefit students?

Say:

The federal Centers for Disease Control and Prevention, known as the CDC, has noted that “the current generation of children may be the first to have a shorter life span than their parents.”

Questions:

As parents, what do you think about this statement? What could be the reason for this? (*Wait for responses.*)

Say:

Many children across the country are overweight and physically unfit. This puts them at risk at an early age for health problems that only affected adults in the past—problems such as type 2 diabetes, heart disease, and joint problems.

Question:

What role can schools play in preventing overweight and obesity? (*Wait for responses.*)

Say:

Schools are the ideal environment to help establish life long healthy habits in children. Our children spend much of their time at school and many eat lunch and sometimes breakfast at school.

Question:

Raise your hand if you think that nutrition and physical activity affect how well children do in school. (*Wait for responses.*)

Say:

If you raised your hand, you're correct. Think about how you feel when you're hungry or not getting enough activity.

Question:

How do you think good eating and exercise habits benefit student success in school? (*Wait for responses.*)

Well-nourished, physically fit students:

- Are more prepared to learn.
- Have increased concentration.
- Have improved test scores and do better in school.
- Are more likely to go to school.
- Disrupt the class less.
- Have a more positive attitude toward school.
- Get sick less often.



Say:

In California, schools with strong physical activity programs had better scores in math, reading, and writing than schools with fewer physical activity programs.

6. How can schools support our children's health? (5 minutes)

Say:

The school setting can influence our children's eating and physical activity behaviors:

- Children spend the majority of their time in school. The quality of school meals varies and there are often other foods available outside of the school meals that are unhealthy.
- Districts may be limited in the number of physical education teachers available, leading to large classes. In elementary schools, the responsibility for meeting physical education requirements may fall to the classroom teacher who may be challenged to find the time or may not have the necessary skills.
- Schools play a critical role in:
 - Promoting student health.
 - Encouraging physical activity.
 - Helping students maintain a healthy weight and healthy lifestyle behaviors.
- The local school wellness policy is important for our children because it sets standards for the food and physical activity environment in their schools.



7. Take a 5-10 minute break.

OPTIONAL

8. Why is parent involvement in schools important? (5 minutes)

Say:

As mentioned, parents can be very important partners with schools to ensure a healthy environment. This fact sheet summarizes what we've learned about the link between parent involvement, healthy behaviors, and student success in school. Years of research show that when parents are involved in their children's schools, children do better in school. When parents are involved, children tend to:

Directions:

- Refer parents to the *Health and Academics* fact sheet (page 35 in the *Parents In Action!* toolkit).



- Attend school regularly.
- Have better social skills, show improved behavior, and adapt well to school.
- Graduate and go on to earn advanced degrees.

Being involved in your school district's local school wellness policy is an excellent opportunity for you to support the health, well-being, and academic success of your own children and all children in the school. Your local school wellness policy is important for our children because it sets standards for the food and physical activity environment in their schools.

9. Parents Taking Action. (30 minutes)

Directions:

- Refer parents to the *Health and Academics* fact sheet (page 35 in the **Parents In Action!** toolkit).
- Write the four Parents Taking Action steps on flip chart paper or on dry erase board (see page 18 in the **Parents In Action!** toolkit; you will need this for every session).
- Utilize the **Parents in Action!** toolkit and briefly review each step in the process (see page 18 in the toolkit).
- Group Activity: Refer parents to copies of the food and beverage sections of the local school wellness policy. Have parents work at their tables in groups of 4-5 to read the food and beverage

Say:

As parents, we are all involved in our children's school and education, from volunteering in the classroom to chaperoning field trips and school dances, and helping our children with homework.

Question:

Please share with us some of the ways you have been involved?

Say:

Today we are going to talk about how parents can play the role of advocate in their child's school and how parents can advocate for improved nutrition and physical activity opportunities for their children. The advocacy process is the same, regardless of whether you are asking for changes to your neighborhood, school, work place, or more broadly, the state or nation. The process we are going to review now is one we will refer to throughout all of the classes and one that you can use when you are working in your schools.

Say:

There are four steps in the Parents Taking Action advocacy process:

1. Pick a Problem and Find a Solution.
2. Identify the Policy Players.
3. Build Your Action Plan.
4. Evaluate How Your Group Is Doing.

Let's briefly review each step so that we are all familiar with the process.

pieces of the local school wellness policy and briefly summarize what the policy says about the foods served and sold.*

- Lead parents through the process for a sample “problem” (fundraising); write comments for each step on flip chart.
- Refer parents to *Fundraising in Schools* fact sheet (page 55 in **Parents in Action!** toolkit).

* If you are working with more than one district, you can have each group work on a different policy.



10. Foods on Campus Questionnaire: Take-home assignment. (5 minutes)

Directions:

- Hand out the *Foods on Campus Questionnaire* (see page 17 in this guide).



Say:

In order to pick a problem and work on solutions, we first need to know what schools should be doing. The local school wellness policy will tell us this. We need to find out what schools say they will do in the policy and find out what is really happening in order to determine what problems and solutions we should work on. We are going to review a section of our local school wellness policy and briefly summarize what it says about the foods and beverages served and sold on campus. In your groups, take a few minutes to look at this section of the policy and jot down some of the key points. *(Allow 10 minutes for groups to review policy.)*

Question:

What does the policy say regarding foods/beverages served and sold on campus? *(If there are multiple groups and policies have someone from each district state what their policy says about foods/beverages).*

Say:

Let’s go through the Parent’s Taking Action process using an example.

Questions:

If our “problem” is that fundraising by school groups both on- and off-campus is not healthy, what are some possible solutions?

What solution(s) could we work on?

What are some action steps that we would need to take?

Say:

Next week we’ll talk about the foods available to our children on campus. To help our discussion, please use this survey to talk with your children about the foods available on campus. We’ll give you enough copies to use with each of your children. Bring the surveys with you next week and we’ll use the information you have collected during our discussion.

Say:

To complete the questionnaire, you’ll need a copy of the school menu. If you don’t already have one, ask your child to bring one home, visit the school office and request a copy, or go to the school’s website so that you and your child can review it together.

LESSON 1

II. Conclusion. (1 minute)

Say:

Over the next few weeks we'll be learning more about the food and physical activity environment in schools and about the Parents Taking Action advocacy process. Understanding what is required in the policy and what actually happens in schools is important before trying to tackle an issue. As we move through the next few weeks, we'll continue to refine our issues and possible solutions and gather other information so we can develop a plan of action.

Say:

We will have a minimum of six meetings, as shown on the schedule in your packet. However, as the group generates ideas for issues we'd like to work on, we can make plans to continue meeting.

Our next meeting will be on (date): _____ at (time): _____.





Local School Wellness Policy Requirements

for all school districts participating in federal meal programs

- **Nutrition Guidelines for Campus**
 - *Healthier* School Meals and After School Snacks and *After School Suppers*
 - Competitive Foods and Beverages Sold
 - *Access to Free Drinking Water During Meal Times*

- **Nutrition Education, *Nutrition Promotion* and Physical Activity Goals**
 - Other School Based Activities to Promote Wellness

- **Involvement of Stakeholders in Development, *Implementation and Periodic Review and Update of Wellness Policy***
 - *Expands to physical education teachers and school health professionals, encourages community*

- **Implementation –Measure and *Make Available an Assessment of Implementation***
 - Designee for operational responsibility *to make sure each school complies*

- ***Public Notification-Informing and Updating Public about Content and Implementation of Wellness Policy***

Italicized Type – New Requirements established in the Healthy, Hunger-Free Kids Act of 2010

Meeting Schedule

Meeting Leader/Promotora: _____

Telephone Number: _____

Email: _____

Meeting details:

Place: _____

Day: _____

Time: _____

Sessions:

Date:

- | | |
|--|-------|
| 1) Health Happens Here: Parents and Schools
Working to Improve Student Health | _____ |
| 2) Foods and Beverages on Campus | _____ |
| 3) Promoting Healthy Beverages on Campus | _____ |
| 4) Physical Activity on Campus | _____ |
| 5) Opening up the campus for community use | _____ |
| 6) Parents Taking Action in Schools | _____ |

Timeline:

Say: Each meeting will take about 60-90 minutes.

Homework:

You will be asked to do a short homework assignment for two of the sessions. The information you gather will help us all get the most out of this experience and learn the most from our children and one another.

Instructions: Parents please ask your children the questions below.

School Breakfast

Does your school serve breakfast? Yes No Sometimes

If yes, what kinds of foods are served for breakfast?

- | | | | |
|--------------------------------------|---------------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Muffins | <input type="checkbox"/> Eggs | <input type="checkbox"/> Burritos | <input type="checkbox"/> Sweet rolls |
| <input type="checkbox"/> Bagels | <input type="checkbox"/> Pancakes | <input type="checkbox"/> Cereal | <input type="checkbox"/> Sausages |
| <input type="checkbox"/> Pop Tarts® | <input type="checkbox"/> French toast | <input type="checkbox"/> Juices | <input type="checkbox"/> Fruit or vegetables |
| <input type="checkbox"/> Other _____ | | | |

When is breakfast served at your school?

- Before school At recess (second chance) In the classroom On the bus to school

Do you eat breakfast at school? Yes No Sometimes

If yes, what do you like or dislike about the school breakfast? _____

School Lunch

What kind of foods does your school serve for lunch?

- | | | | | |
|---|--|-------------------------------------|--|---------------------------------|
| <input type="checkbox"/> Hamburgers | <input type="checkbox"/> Spaghetti/pasta | <input type="checkbox"/> Potatoes | <input type="checkbox"/> Burritos/tacos | <input type="checkbox"/> Pizza |
| <input type="checkbox"/> Sandwiches/wraps | <input type="checkbox"/> Rice bowls | <input type="checkbox"/> Nachos | <input type="checkbox"/> Salad bar | <input type="checkbox"/> Salads |
| <input type="checkbox"/> Chicken nuggets | <input type="checkbox"/> French fries | <input type="checkbox"/> Soup/chili | <input type="checkbox"/> Fruit or vegetables | |
| <input type="checkbox"/> Other _____ | | | | |

Do you eat the school lunch? Yes No Sometimes

If yes, what do you like or dislike about the school lunch? _____

Do you have enough time to get lunch, eat, and visit with friends? Yes No

How long do you usually stand in line to get lunch? _____

Other Foods

What other foods and beverages are available at your school?

- | | | | |
|--------------------------------------|---|---------------------------------|--|
| <input type="checkbox"/> Chips | <input type="checkbox"/> Nuts and seeds | <input type="checkbox"/> Milk | <input type="checkbox"/> Water |
| <input type="checkbox"/> Crackers | <input type="checkbox"/> Pastries/sweet rolls | <input type="checkbox"/> Cheese | <input type="checkbox"/> Sports Drinks |
| <input type="checkbox"/> Cookies | <input type="checkbox"/> Fruit and vegetables | <input type="checkbox"/> Juice | |
| <input type="checkbox"/> Other _____ | | | |

LESSON 2



Foods and Beverages on Campus

Foods and Beverages on Campus

LESSON 2

Preparation

Before teaching this class:

- Review the local school wellness policy of the school district you are working with. You will need to refer to the policy to demonstrate what the district says it will do regarding the foods and beverages available on campus.
- Prepare the parent packet.
- Post the flip chart sheet from the first session that lists the Parents Taking Action process
- Post the flip chart sheet from the first session titled "What does the Policy say about foods/beverages?"
- Have the nutrition language from the local school wellness policy in a simplified version available.

Objectives

At the end of this lesson, parents will be able to:

- Describe the programs that provide food and beverages to students on campus and how the offerings impact student choices.
- Understand California's Nutrition Standards and local nutrition standards.
- Discuss the challenges of providing healthy food on campus.

Time

60 - 90 minutes

Foods and Beverages on Campus

Materials:

1. Name tags and colored markers or pens.
2. Sign in sheet.
3. Large flip chart and markers.
4. Parent packet:
 - Parents in Action!** toolkit (optional).
 - Copies of the nutrition sections of the local school wellness policy (in a simplified version).
 - Beverages on Campus Questionnaire* (at end of lesson)

If parents do not have the entire **Parents in Action!** toolkit, they will need copies of the following from it:

 - School Breakfast and School Lunch* fact sheets (pages 51 and 53).
 - California's Nutrition Standards* fact sheet (page 45).
 - The School Environment* fact sheet (page 39).
 - Brainstorming* worksheet (page 19).
 - Parents Taking Action* process (pages 19-25).
5. Extra copies of the *Beverages on Campus Questionnaire* for those parents who have more than one child in school (at end of lesson).

Room Setup: Individual tables to accommodate 4–5 parents at each.

Session Overview:

1. Welcome, introductions, and brief review of last session. (10 minutes)
2. Purpose of this session. (1 minute)
3. Sharing our experiences. (20 minutes)
4. What is the school breakfast and lunch program? (5 minutes)
5. Take a break. (5-10 minutes)
6. Competitive foods and California's Nutrition Standards. (10 minutes)
7. Other foods and beverages in the school setting. (5 minutes)
8. Parents Taking Action. (25-30 minutes)
9. Conclusion. (1 minute)

Activities

I. Welcome, introductions and brief review of last session. (10 minutes)

Directions:

- Ensure parents have name tags.
- Facilitators should introduce themselves to the group and cover any housekeeping issues.
- Welcome the group back to the second meeting and introduce any newcomers to the group.
- Post meeting ground rules from session I.
- Review previous lesson.

Say:

Let's quickly introduce ourselves again this week by stating our first names.

Also, let's review the ground rules and add any new rules that you think would be useful.

Say:

Let's start with a quick review of our last meeting. We talked about:

- The requirement for local school wellness policies.
- How effective policies can promote student health and academic achievement.
- How schools can support our children's health through these policies.
- How parents can help schools implement and strengthen their policies.

Say:

When children are well-fed, physically active and healthy, they are more prepared to learn. Along with the home, school is an ideal place for students to learn about and practice healthy habits.

Question:

What are the academic benefits for students when their parents are actively involved in their schools? (*Wait for responses.*)

Children:

- Earn better grades and achieve higher test scores.
- Participate in higher level academic programs.
- Are more likely to attend school regularly.
- Develop better social skills.
- Are more likely to graduate and go on to college.

Local school wellness policies provide a tool for parents to support better student health and success in school.

Say:

We also talked about the four steps in the Parents Taking Action advocacy process:



LESSON 2

1. Pick a Problem and Find a Solution.
2. Identify the Policy Players.
3. Build Your Action Plan.
4. Evaluate How Your Group is Doing.

2. Purpose of this session. (1 minute)

Say:

Today we will talk about the different foods and beverages on campus and how we would go about changing these.

There are three places where foods are most commonly sold or provided on campus:

- The federally-funded National School Breakfast and Lunch Programs – governed by Federal standards.
- Foods sold outside of these programs, also known as competitive foods – governed by State standards (these include foods sold as fundraisers during the school day).
- Foods and beverages provided to students through classroom or school celebrations and provided through other opportunities on campus.

Today we will pick a possible solution to a food/beverage concern and complete Step 1 - Pick a Problem and Find a Solution and Step 2 – Identify the Policy Players from the Parents Taking Action advocacy process.



3. Sharing our Experiences. (20 minutes)

Directions:

- Meet in groups of 4-6 people.
- Have small groups of parents discuss findings from questionnaires.
- After 10 minutes, have each group take 2-3 minutes to share their major findings.

Say:

Last week you took home surveys with questions to ask your children about the foods and beverages available at school. Let's take about 10 minutes in small groups to share what you learned. Also, if you were able to join your child for a school meal, be sure to add your own thoughts.

Questions (for after group time):

- What does your child think about the meal programs?
- Where do they get foods and beverages outside the meal programs?
- What good things are happening?
- Does the school have a breakfast program? If not, would you like to see this added?



- Add title to flip chart “What is currently happening around foods/ beverages?”
- List feedback on the flip chart.

- Do students eat the breakfast and lunch meals, or do they get their food elsewhere?
- What do students like about school breakfast and/or lunch?
- What do students dislike? How could it be better?
- How much time do students have for lunch? Is this enough time to get food, eat, and visit with friends?

From our review of the policy last week, what does the policy say the school should be doing? Based on the survey with your children, what is happening? We will use this information to decide what we want changed a little later in the session.

Say:

For the next part of our meeting we'll talk about the various programs that can provide foods to students on campus.

4. What is the School Breakfast/Lunch Program? (5 minutes)

Directions:

- Refer parents to *School Breakfast* and *School Lunch* fact sheets (pages 51 and 53 in the **Parents in Action!** toolkit).
- Facilitate discussion about what the ideal is for school lunch/breakfast and what is actually happening.

Say:

The School Breakfast and School Lunch Programs:

- Help schools provide affordable meals to students.
- Provide students with the calories, vitamins, and minerals they need to grow and learn, while limiting fat and sugar.
- Offer meals free or at a reduced price to students who qualify, based on family size and income. All students are eligible to participate, regardless of income.
- Must meet specific federal dietary standards to be reimbursed by the government. New standards under the Healthy, Hunger-Free Kids Act require more fruits, vegetables, whole grains, less sodium and offering low-fat/fat free milk.
- Offer parents a convenient and affordable way to provide a meal for their children at school.

Say:

Having a healthy breakfast benefits student achievement and health. Students who eat breakfast:

- Do better in school, both academically and psychologically.
- Score higher on standardized tests.
- Miss fewer days of school.
- Have better concentration.
- Participate more in class.



- Eat less fat and snack less throughout the day.
- Eat more fruits and vegetables.
- Are less likely to be overweight.

Healthy school meals mean healthier kids!

Say:

Let's look over the school breakfast and lunch fact sheets. (Refer parents to "What is the Ideal?" sections on these.)

Question:

Are any of these things happening at your child's school?

5. Take a break (5-10 minutes)

OPTIONAL

6. Competitive Foods and California's Nutrition Standards. (10 minutes)

Say:

Another way that students can get food on campus is from "competitive" foods that are not sold as a part of the breakfast and lunch program.

Directions:

Say:

- Refer parents to the *California's Nutrition Standards* fact sheet (page 45 in the *Parents in Action!* toolkit).
- Consider having some examples of competitive foods that are sold in your schools (such as potato chips, granola bars – you may need to go to a school and buy some of these items or make note of examples you know are sold on your campus and share these with your parents). Try to provide some visuals for the type of foods that are sold on campus.

- These are a la carte items (main and side dishes), snacks, and beverages that students can buy outside of the school breakfast and lunch program in the cafeteria, vending machines, snack bars, concession stands, and school stores.
- In California, there are State laws that set standards for what foods and beverages can be sold. The intent of the law was to eliminate the least healthy choices. For example, instead of regular chips, baked chips may be allowable in middle/high school.
- The standards are different for elementary and middle/high schools.
- Districts and schools may also set their own standards that are stricter than state law.
- There are many rules that govern competitive food sales on campus; we will focus on those currently in place. Schools must ensure that the competitive foods they provide meet the standards, and many schools need help to do so.
- If you want to know more about the standards, you may look on California Project LEAN's website at www.CaliforniaProjectLEAN.org.

- Add class responses on appropriate flip charts “What is currently happening around foods/ beverages?”



7. Other Foods and Beverages in the School Setting. (5 minutes)

Directions:

- Refer parents to *The School Environment* fact sheet (page 39 in the *Parents in Action!* toolkit).
- List responses to questions on white board or flip chart paper.

Say:

Let’s look over the California’s Nutrition Standards fact sheet together.

Question:

What did you learn from your children about competitive foods?

Say:

We’ve talked about the breakfast and lunch program and competitive foods.

Question:

Can you think of other ways that students might get foods and beverages on campus?

If not mentioned, ideas might include:

- Classroom parties.
- School events such as fairs, assemblies, or sporting events.
- Rewards for good behavior or doing well in class.
- Fundraising events.
- Food and beverages sold by teachers or students or by street vendors (black-market sales).

Question:

Do the following have to meet California’s standards?

1. Foods offered during class time. (*Wait for responses.*)

These foods do not have to meet the standards, however:

- Food should not be used to reward good behavior or academic performance.
- Foods and beverages for parties and celebrations should support the school’s healthful messages.

2. Food Sales/Fundraising. (*Wait for responses.*)

- These must meet the State’s Nutrition Standards if they are sold during the day and/or be non-food in nature. (This includes foods and beverages sold outside of the school meal program from vending machines, school stores, and the cafeteria or from student or parent organizations.)



3. Black-market sales and street vendors. (*Wait for responses.*)

These foods do not have to meet the standards and include foods sold by:

- Teachers, parents, or students who may be selling foods and beverages on campus outside of the school day.
- Street vendors, who may locate their carts and trucks near school campuses, selling to students at lunch (on open campuses) and before and after school. In some districts or cities local regulations govern how close they can be to campus.

Say:

The School Environment fact sheet tells us about the types of programs and activities that impact what our children eat at school.

- Students may be tempted to purchase the foods we've been discussing, especially if lunch lines are long and these are easier to access.
- Using unhealthy foods as reward or black-market sales by role models such as teachers and parents sends the message that these foods are acceptable.
- If nutrition education classes are teaching about making healthy choices, but schools are selling sugary drinks and high fat, high sugar snacks, students may think that making healthy choices is not really important.

8. Parents Taking Action. (25–30 minutes)

Directions:

- Get feedback from parents about what they would like to see changed – record feedback on “Things we would like to change regarding foods and beverages” flip chart paper.

Say:

Based on our earlier conversation and the review of the fact sheets, we know “What the policy says” and “What is currently happening.” Now, we want to think about “Things we would like to change.” Based on what we know should or could be happening to ensure healthy food and beverage choices, what would you like to see changed? (*Allow 5-10 minutes for parents to generate ideas.*)

Say:

Which of these ideas is the most important to us? Step 1 in the Parent's Taking Action process is to Pick a Problem and Find A Solution. As a group, let's decide on one food problem that we

- Have the larger group determine via vote what problem they want to work on.
- Provide each table with a *Brainstorming* worksheet (see page 19 in the *Parents in Action!* toolkit).
- Have small groups work together to brainstorm possible solutions to the top one – two problems.
- Allow 10-15 minutes for the small group discussion.
- Record possible solutions generated by small groups on flip chart.
- Lead discussion with larger group to prioritize the solution and determine one solution as a larger group.
- Refer parents to the “*Identify the Policy Players*” worksheet (page 21 in the *Parents in Action!* toolkit).
- Record policy players on a flip chart and make comments next to people regarding what they might need to know and/or whether they are likely to support or oppose your efforts.



would like to work on. When I read a problem we have listed, raise your hand if you think it is something that is important to you. You may vote for more than one problem.

Say:

Now, let’s work in small groups to brainstorm possible solutions to the problem. Consider the following questions when thinking about possible problems and solutions:

- 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?

Question:

As a larger group, which problem and solution do we want to work on?

Say:

Raise your hand for the problem and solution you feel is most important to work on.

Question:

Step 2 is to identify the policy players. Who might help us create change and who might we have to win over to our side?

Say:

For example, if we wanted to bring the School Breakfast Program to our school, we would need to talk to the school principal and the district food service director. We also might want to talk to other parents to generate interest in the issue. For the problem and solution we have picked, let’s develop a list of people who may have a stake in the issue. When you know who the players are, it will also be important to make note of whether they might support or oppose your potential solution.



9. Conclusion.
(1 minute)

Directions:

- Hand out: *Beverages on Campus Questionnaire* (see next page).



Say:

Once we have determined our possible solution and the policy players that we need to communicate with, the next step is to build an action plan. We will talk about action planning in our next session.

Say:

Please look at the fact sheets for more ideas about how to be active in supporting healthier foods and beverages at your school. Feel free to share with other parents from your children's schools.

Say:

At our next meeting we'll be talking about promoting healthy beverages on your child's campus. To get a better idea of the beverages available on campus, please ask each of your children the questions on the survey and bring your answers to our session next week.

Next Meeting: Our next meeting will be _____.

BEVERAGES ON CAMPUS QUESTIONNAIRE

LESSON 2

Instructions: Parents please ask your children the questions below.

1. When you eat breakfast at school, what drinks are offered? _____

Which do you choose most often? _____

Why? _____

2. What drink choice do you have during lunch? _____

Which do you choose most often? _____

Why? _____

3. Are there vending machines in your school? Yes No

If yes, what drinks can you find in them? _____

4. Do you ever purchase sports drinks (Gatorade, Powerade) at school? Yes No

If yes:

How many times? _____

Where do you purchase them? _____

5. Are you able to drink water in your classroom? Yes No

If no, do you get thirsty during class time? Yes No

Are you able to get a drink of water if you need one? Yes No

What about other drinks? Are you allowed to bring them into the classroom? Yes No

6. Is water available for free in the area where breakfast and lunch is served? Yes No

If yes, how is it offered? (Water jug, drinking fountains, etc.) _____

7. Is water available for you during recess and/or PE? Yes No

If yes,

Do you drink water during PE? Yes No

Do you drink water during recess? Yes No

If no,

Do you get thirsty during PE? Yes No

Do you get thirsty during recess? Yes No

LESSON 3



Promoting Healthy Beverages
on Campus

Promoting Healthy Beverages on Campus

LESSON 3

Preparation

Before teaching this class:

- Purchase the following items:
 - Beverages 12–20 ounces (e.g., regular soda, sports drink, energy drink, culturally-relevant sugary drinks)
 - 8 or 9 ounce clear plastic cups
 - Sugar (granulated white)
 - Measuring teaspoon
- Review the local school wellness policy of the local school district. You will need to refer to the policy to demonstrate what the district says about sugary drinks and access to water on campus. Have the nutrition language from the local school wellness policy in a simplified version available.
- Review www.waterinschools.org for more information.
- Review www.californiaprojectclean.org
- Prepare the parent packet (see below).
- Post the flip chart sheet from the first session that lists the Parents Taking Action process and meeting ground rules.

Objectives

At the end of this lesson, parents will be able to:

- Understand the link between sugary drinks and overweight/obesity.
- Identify types of sugary drinks.
- Identify which sugary drinks are still allowable in California public schools.

Promoting Healthy Beverages on Campus

- Calculate the amount of sugar in beverages.
- List ways they can reduce the amount of sugar in their children's diet.
- Advocate for healthier beverages in their children's school.

Time

60–95 minutes

LESSON 3

Beverages Available on Campus

Materials:

1. Name tags and colored markers or pens
2. Sign in sheet
3. Large flip chart
4. Beverages 10–20 ounces (e.g., soda, sports drink, energy drink, culturally-relevant sugary drinks, flavored milk such as chocolate milk)
5. One 20 oz. soda
6. 8 or 9 ounce plastic clear cups
7. Sugar (granulated white)
8. Measuring teaspoon
9. Calculators (optional)
10. Parent packet:
 - Parents in Action!** toolkit (optional).
 - Copies of the nutrition sections of the local school wellness policy (in a simplified version)
 - Physical Activity on Campus Questionnaire*
 - Nutrition facts label sheet*
 - Calculate sugar content worksheet*
 - California Food Policy Advocates: *Promoting Water Consumption in Schools* Fact Sheet found at www.waterinschools.org
 - Rethink your drink Fact Sheet*

Session Overview:

1. Welcome, introductions, and brief review of last session (10 minutes)
2. Purpose of this session and sharing our experiences (15 minutes)
3. Activity: Nutrition Label Reading and Sugary Drinks (30 minutes)
4. Get up and stretch (5 minutes)
5. Sugary drinks in schools (10 minutes)
6. Parents taking action (20 minutes)
7. Conclusion (5 minutes)

Total 95 minutes

*at end of lesson

LESSON 3

Activities

I. Welcome, introductions and brief review of last session. (10 minutes)

Directions:

- Give parents name tags
- Facilitators introduce themselves to the group and cover any house-keeping issues
- Welcome the group back and introduce any newcomers to the group
- Post meeting ground rules from session one
- Review previous lesson



Say:

Let's quickly introduce ourselves again this week by stating our first names.

Also, let's review the ground rules and add any rules that you think would be useful.

Say:

Let's start with a quick review of our last meeting. We talked about the three places where foods and beverages are most commonly sold or provided on campus:

- The federally-funded National School Breakfast and Lunch Programs governed by Federal standards.
- Foods sold outside of these programs, also known as competitive foods and beverages governed by national, State and local standards. This includes foods and beverages sold as fundraisers during the school day.
- Foods and beverages provided to students through classroom or school celebrations and through other activities on campus.
- We also picked a possible solution to a food/beverage concern and completed steps 1 and 2:
 - Pick a Problem and Find a Solution.
 - Identify the Policy Players.

Question:

Does anyone have any questions about this information?

2. Purpose of this session and sharing our experiences.
(15 minutes)

- Meet in groups of 4-6.
- Have small groups of parents discuss answers from questionnaires.
- After 5 minutes, have each group take 2-3 minutes to share several of their answers with the whole group.

Flipchart:

- Add title to flip chart "What is currently happening around sugary drinks and water?"
- List feedback on the flip chart.



Say:

Today we will learn about sugary drinks. We will talk about:

- The benefits of limiting sugary drinks for you and your children.
- How to determine the amount of sugar in sugary drinks.
- Ways of reducing the amount of sugary drinks you and your family drink.
- Ways to work with your school district to increase healthy drink options at school.

Say:

Last week you took home a questionnaire to ask your children about the sugary drinks sold and offered at their school and whether fresh drinking water was available. Let's take 5 minutes in small groups to discuss what your children shared with you.

Also, if you were able to join your child for a school meal or able to observe the types of drinks offered and sold at the school, please share that in your group.

Ask:

Any volunteers want to share?

Questions (for after group time):

- What does your child think about the sugary drinks at school?
- Where do your children get sugary drinks while at school? With their meal? Elsewhere?
- What does your child think about the water offered at school? Is it drinkable? Is it refreshing?
- Where do your children get water while at school? Drinking fountain? With the school meal or in the cafeteria? Outside the school meal? Do they bring it from home?
- Are your children allowed to drink water while in the classroom?

LESSON 3



Let's review our local school wellness policy and see what it says about sugary drinks and water on campus.

Let's also review the fact sheet created by California Food Policy Advocates, titled "Promoting Water Consumption in Schools"

Also, new state and federal laws require that all schools provide fresh, free drinking water during school meal times. For more information, you can visit www.waterinschools.org

Say:

From our review of the wellness policy, what does the policy say the school should be doing? Based on the survey with your children, what is happening? Can things be improved? Is your district complying with the new laws requiring water in food service areas? If so, how are they providing the water? We will use this information to decide whether there is something we want to improve a little later in this session.

Now let's move on to our next activity. We will learn more about sugary drinks and reading nutrition labels. We also will learn how to calculate the amount of sugar in drinks.



3. Nutrition Label Reading & Sugar Activity (30 minutes)

Materials:

- 20 ounce soda bottle with soda
- Nutrition Facts Label Sheet
- Calculate Sugar Content Worksheet
- A variety of beverages (e.g., soda, sports drink, energy drink, culturally-relevant sugary drink)
- Sugar
- Measuring teaspoon
- 8 or 9 ounce clear plastic cups
- Calculator(s) (optional)

How many teaspoons of sugar do you think is in a typical 20 ounce bottle of soda? *[Show 20 ounce bottle with soda.]*
(Wait for responses.)

A typical 20 ounce bottle of soda has about 16 teaspoons of sugar.

I'd like to show you how you can find out how much sugar is in a drink by reading the nutrition label.

Please get into small groups.

[Provide each group a Nutrition Facts Label Sheet.]

Please refer to the Nutrition Facts Label Sheet.

Nutrition Facts

Serving Size 20 fl. oz (591ml)

Servings Per Container 1

Amount Per Serving

Calories 250

% Daily Value *

Total Fat 0g 0%

Cholesterol 0mg 0%

Sodium 55mg 0%

Total Carbohydrate 69g

Sugars **69g**

Protein 0g

* Percent Daily Values are based on a 2,000 calorie diet.

Not a significant source of calories from fat, saturated fat, trans fat, cholesterol, dietary fiber, vitamin A, vitamin C, calcium and iron.





Can someone tell the class how many servings per container are listed in the Nutrition Facts Label? (*Wait for responses.*)

This label lists one serving.



How much sugar is listed? (*Wait for responses.*)

There are 69 grams of sugar listed in this label. Let's see how many teaspoons that is.



Let's divide the grams of sugar by 4 to get the total teaspoons of sugar.

Grams of Sugar ÷ 4 = Teaspoons of Sugar



This example has 69 grams of sugar. So, we divide 69 by 4 and get a little more than 17 teaspoons of sugar.

69 grams ÷ 4 = 17 teaspoons



If the bottle has more than one serving, multiply the number of teaspoons by the number of servings to get the total teaspoons of sugar.

For example, 17 teaspoons × 2 servings = 34 teaspoons in total.



We just learned how to calculate how many teaspoons of sugar is in a beverage. Now let's talk about the different types of sugar.

Sugar comes in many forms. The most common one is high fructose corn syrup.



One way to know if there is added sugar is to read the ingredients list on the label.

Other words for sugar in the ingredients list may say:

- Brown sugar

- Cane juice
- Corn syrup
- Dextrose
- Fructose
- Glucose
- High Fructose Corn Syrup

Let's take a closer look at how much sugar is in a few popular drinks.

[Provide each group with a different sugary drink, the Calculating Sugar Content Worksheet, a calculator (optional), and a pen or pencil.]

As a group, please answer the questions outlined in the Calculating Sugar Content Worksheet by listing the following:

- Beverage name
- Serving size
- Servings per container
- Grams of sugar
- Total teaspoons of sugar
- Type(s) of sugar

[While participants are doing the worksheet, place the bag of sugar, measuring teaspoon, and clear plastic cups on a table at the front of the class.]

Once your team has completed the Calculating Sugar Content Worksheet, please identify one team member to come up to show the class how much sugar is in your drink.

[Have a participant from each group share the information on their sheet as well as measure out the number of teaspoons of sugar into a clear plastic cup provided.]

LESSON 3



Please share with the class the information you listed on your worksheet.



Let's help [name of participant] count out loud the number of teaspoons of sugar in the drink.



Was anyone surprised by the amount of sugar in any of the beverages?



Would you eat that amount of sugar or put that much in your coffee each day? Would you let your children eat that amount of sugar?



You may be wondering about juice.

- 100% fruit juices have a lot of natural sugar. It is recommended that we limit our juice intake. It is better to eat whole fruits and vegetables, like an actual apple or orange.



Reducing the number of sugary drinks may lead to weight loss and better health. Plus, if you are not buying these drinks, it can help you save money.



You may ask: What can I drink instead?

Try these...

- Plain water or water with added fruit or mint for flavor.
- Unsweetened regular/herbal iced or hot tea or coffee.
- Non-fat or low-fat (1%) unflavored milk.

4. Take a 5 minute stretch break.

5 minute stretch break

**5. Sugary Drinks in Schools
(10 minutes)**

Directions:

- Facilitate a discussion about the types of sugary drinks that are allowed in California public schools.
- Consider having visuals of a sports drink and a bottle or carton of chocolate milk.



Ask:

Who can tell me what sugary drinks are allowed at your child's school? (*Wait for responses.*)

Say:

By state law, the following sugary drinks may be sold at your child's public school:

- Flavored milk (e.g., chocolate, vanilla, strawberry) in all grades.
- Sports drinks in middle/junior high or high school.

Ask:

We just learned how much added sugar there is in sugary drinks including those available at your child's school. Do you want your children to have access to those drinks Monday through Friday from the time they arrive until the time they leave school?

**6. Parents Taking Action-
What can be done to limit
sugary drinks?
(20 minutes)**

Directions:

- Brainstorm with parents things they can do to help reduce the amount of sugary drinks they and their children consume. Capture ideas on flip-chart.



Ask:

What do you think you, as a parent, can do to limit the amount of sugary drinks served at home? At your child's school? In your community?

(*Wait for responses.*) Offer the following answers if they are not provided.

At home:

Offer—

- Plain water with fruit or vegetables (e.g., lemon, lime, watermelon, cucumbers, mint).
- Non-fat or low-fat (1%) unflavored milk.
- Unsweetened iced or hot tea or coffee (for adults).



At School:

Get involved—

- Get to know your child's principal, teachers and Food Service Director.
- Find out whether your child's school district has a School Wellness Council.
- Attend your child's school district Wellness Council meetings.
- With other parents, talk with the Principal and Food Service Director about any concerns you may have about the sale of sugary drinks on campus.

You might suggest:

- Eliminating all sugary drinks in your child's school district.
- Increasing access to free, safe drinking water in your child's school district.
- If successful at removing all sugary drinks from district schools, ask that these changes be adopted as required policy in your school district's Wellness Policy!

In the Community:

- Support other beverage policies that limit sugary drinks and increase access to water in different settings, such as at your local Parks and Recreation Department, local Community Center and worksite.

**7. Parents Taking Action:
(25 Minutes)**

On Flipchart, capture participants' ideas.

Say:

Now that you have learned about the sugary drinks sold and offered in your local schools and what your wellness policy says about drinks, it's time to talk about whether you are satisfied with the requirements or would like to see changes made.

Ask:

Is there anything you would like to see changed about the drinks offered and sold at your child's school? (Allow time for group to provide feedback.)

Say:

Let's go through the Parent's Taking Action process and think about how we can improve the drinks in our schools.

Say:

Step one is to Pick a Problem and Find a Solution. As a group, let's decide on one drink issue we would like to work on. When I read an issue that you would like to work on, raise your hand if it is something that is important to you! You may vote for more than one issue.

*Circle the issue with the most votes.

Ask:

What are some possible solutions to these issues? Let's think big and small. There is no right or wrong answer!

Say:

We have a lot of great ideas on how to increase healthy drink options on school campus. Let's decide which solution will work best for us. Here are some guidelines for picking the best solution:

- 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 most cost effective?
- Which idea do we like best?
- Which idea will we have the most fun doing?

Say:

Please consider these questions when voting. As I read the possible solutions you brainstormed, please raise your hand and vote for the one you think we should work on.

Say:

Next we will determine who the policy players are. The Working with Schools fact sheet tells us about the players within the schools.

Ask:

Who might help us create change and who might we have to win over to our side?

Will they support or oppose our solutions?

**8. Conclusion
(5 minutes)**



Say:

Thank you for participating in today's session.

Say:

At our next meeting, we will discuss physical activity and physical education on campus, and the health and learning benefits of being physically active. Please remember to ask your children the questions on the questionnaire as it will be helpful for our discussion next week.

Next Meeting: Our next meeting will be _____.



Nutrition Facts Label Sheet

Nutrition Facts	
Serving Size 20 fl. oz (591ml)	
Servings Per Container 1	
Amount Per Serving	
Calories	250
% Daily Value *	
Total Fat	0g 0%
Cholesterol	0mg 0%
Sodium	55mg 0%
Total Carbohydrate	69g
	Sugars 69g
Protein	0g
* Percent Daily Values are based on a 2,000 calorie diet.	
Not a significant source of calories from fat, saturated fat, trans fat, cholesterol, dietary fiber, vitamin A, vitamin C, calcium and iron.	

Serving Size

Grams of Sugar

Calculation

Grams of Sugar ÷ 4 = Teaspoons of Sugar
 69 Grams ÷ 4 ≈ 17 Teaspoons

If the bottle has more than one serving, multiply the number of teaspoons by the number of servings to get the total teaspoons of sugar in the bottle. For example:
 17 teaspoons × 2 servings = 34 teaspoons in total

Sugar comes in many forms.

Here are common words for sugar in the ingredients list:

- | | |
|--------------------------|----------------|
| Barley Malt | Honey |
| Brown Sugar | Malt Fructose |
| Cane Juice | Maltodextrin |
| Corn Syrup | Maple Sugar |
| Dextrose | Molasses |
| Fructose | Powdered Sugar |
| Glucose | Raw Sugar |
| High Fructose Corn Syrup | Sucrose |

Calculating Sugar Content

Beverage name:
Serving size:
Servings per container:
Grams of sugar:
Calculation: grams (g) of sugar \div 4 = teaspoons of sugar _____ (g) \div 4 = _____ teaspoons
If more than one serving, multiply teaspoons by the number of servings per bottle.
Total teaspoons of sugar:
Types of sugar:

..... (cut here)

Calculating Sugar Content

Beverage name:
Serving size:
Servings per container:
Grams of sugar:
Calculation: grams (g) of sugar \div 4 = teaspoons of sugar _____ (g) \div 4 = _____ teaspoons
If more than one serving, multiply teaspoons by the number of servings per bottle.
Total teaspoons of sugar:
Types of sugar:



**YOU WOULDN'T EAT 22
PACKS OF SUGAR*. WHY ARE
YOU DRINKING THEM?**

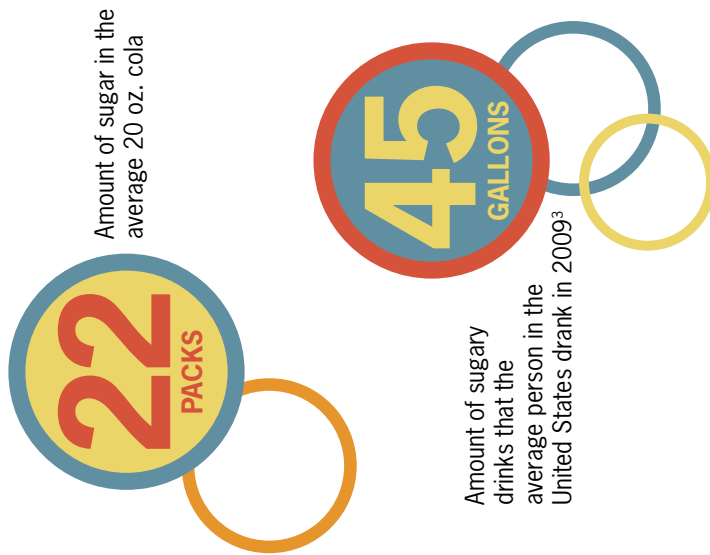
*Sugar in a 20-oz. cola.
Calculation based on a
3 gram sugar packet.

Extra calories from the added sugar may lead to obesity, type 2 diabetes and heart disease.^{1,2}



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BY THE NUMBERS



YOU WOULDN'T EAT 22 PACKS OF SUGAR. WHY ARE YOU DRINKING THEM?

Extra calories from the added sugar may lead to obesity, type 2 diabetes and heart disease.^{1,2}

SUGAR IN POPULAR SUGARY DRINKS*

DRINKS	CONTAINER SIZE	CALORIES	PACKETS OF SUGAR	WALKING TIME TO BURN OFF THE DRINK** (Walking at 3.5mph)
Fruit Drink	20 oz. bottle	305	23	66 minutes
Cola	20 oz. bottle	242	22	52 minutes
Energy Drink	16 oz. can	240	20	52 minutes
Sweetened Tea	20 oz. can	213	19	45 minutes
Fruit Flavored Soda	12.5 oz. bottle	165	15	36 minutes
Sports Drink	20 oz. bottle	125	12	27 minutes
Vitamin-Added Water	20 oz. bottle	125	11	27 minutes
Water	20 oz. bottle	0	0	0 minutes

*Calculations based on 3 gram sugar packets.

**United States Department of Health and Human Services, U.S. Department of Agriculture, Dietary Guidelines for Americans, 2005, Table 4, Calories/Hour Expended in Common Physical Activities. <http://www.health.gov/dietaryguidelines/dga2005/document/html/chapter3.htm>. Accessed May 15, 2012.

WHAT YOU CAN DO

- Drink water when thirsty.
- Choose water and unflavored low-fat 1% or non-fat milk for your family.
- Limit the amount of sugary drinks you serve or keep in your home.
- Keep a pitcher of water in the refrigerator.
- Bring a refillable container of water with you while you work or run errands.
- Be a role model for family and friends by drinking water.
- Ask your school, community, and work place to limit sugary drinks and offer healthier beverages.



1 Woodward-Lopez G, Kao J, Ritchie L. To what extent have sweetened beverages contributed to the obesity epidemic? Public Health Nutrition. Sep 23, 2010;1:11.
 2 Johnson R, et al. Dietary Sugars Intake and Cardiovascular Health: A Scientific Statement from the American Heart Association. Journal of the American Heart Association 2009, vol. 120, pp. 1011-1020.
 3 Andreyeva T, Chaloupka FJ, Brownell KD. Estimating the potential of taxes on sugar sweetened beverages to reduce consumption and generate revenue. Prev Med. (2011). Accessed Feb. 2, 2012 at http://www.communitycatalyst.org/doc_store/publications/SSBTaxesPotential_PM_4-11.pdf.
 4 Ludwig DS, Peterson KE, Gortmaker SL. Relation between consumption of sugar-sweetened drinks and childhood obesity: a prospective, observational analysis. Lancet 2001;357:505-508.

PHYSICAL ACTIVITY ON CAMPUS QUESTIONNAIRE

LESSON 3

Instructions: Parents please ask your children the questions below.

How do most students get to and from school? Walk Bike Car Bus

Do students feel safe walking to and from school? Yes No

If no, why do they feel it is not safe? _____

What kinds of physical activities can you do on campus before and after school? _____

Is there playground equipment that you can use before and after school? Yes No

Do you get recess every day? Yes No

Do you get physical activity breaks during the day at school? Yes No

Physical Education (PE)

How many days each week do you have PE class? _____

How long (how many minutes) is the PE class? _____

About how many students are in the PE class? 20 40 60 or more

Is the PE class taught by a PE teacher or the classroom teacher?

PE teacher Classroom teacher Don't know

How active are you during PE class?

Moving most of the time Moving about half the time

Spend most of the time standing around

Is there enough equipment for all students in the PE class? Yes No Don't know

Is the equipment in good condition? Yes No

What kinds of activities do you have in your PE class? _____

LESSON 4



Photo by Tim Wagner for HEAC



Photo by Tim Wagner for HEAC

Physical Activity
on Campus

Physical Activity on Campus

Preparation

Before teaching this class:

- Review the local school wellness policy of the school district you are working with. You will need to refer to the policy to demonstrate what the district says it will do regarding physical activity and physical education on campus.
- Prepare the parent packet.
- Post the flip chart sheet from the first session that lists the Parent's Taking Action process.
- Have the physical education and physical activity language from the local school wellness policy in a simplified version available.

Objectives

At the end of this lesson, parents will be able to:

- State the benefits of daily physical activity.
- Differentiate between physical activity and physical education.
- Identify what prevents a student from being physically active.

Time

60 - 90 minutes

LESSON 4

Physical Activity on Campus

Materials:

1. Name tags and colored markers or pens.
2. Sign in sheet.
3. Large flip chart and markers.
4. Parent packet:
 - Parents in Action!* Toolkit (optional).
 - Copies of the physical activity/physical education sections of the local school wellness policy (in a simplified version).
 - Access to Physical Activity on Campus Questionnaire (at end of lesson)If parents do not have the entire ***Parents in Action!*** toolkit, they will need copies of the following from it:
 - Physical Activity* fact sheet (page 47).
 - Physical Education* fact sheet (page 49).
 - Parents Taking Action* process (pages 19-25).

Room Setup: Individual tables to accommodate 4–5 parents at each.

Session Overview:

1. Welcome, introductions, and brief review of last session. (10 minutes)
2. Purpose of this session. (1 minute)
3. Sharing our experiences. (20 minutes)
4. What are the benefits of physical activity? (5 minutes)
5. Physical activity in schools. (5 minutes)
6. Physical education in schools. (5 minutes)
7. Physical activity break. (5 minutes)
8. Parent's Taking Action. (30 minutes)
9. Conclusion. (5 minutes)

Activities

I. Welcome, introductions and brief review of last session. (10 minutes)

Directions:

- Ensure parents have name tags.
- Facilitators should introduce themselves to the group and cover any housekeeping issues.
- Welcome the group back and introduce any newcomers.
- Post ground rules from previous session.
- Review previous lesson.



2. Purpose of this Session. (1 minute)



Say:

Let's quickly introduce ourselves again this week by stating our first names.

Also, let's review the ground rules and add any new rules that you think would be useful.

Say:

Let's start with a quick review of our last meeting. We talked about:

- the benefits of limiting sugary drinks for you and your children
- how to determine the amount of sugar in sugary drinks
- ways of reducing the amount of sugary drinks you and your family drink
- ways to work with your school district to increase healthy drink options at school.

Say:

We also talked about the four steps in the Parents Taking Action advocacy process:

1. Pick a Problem and Find a Solution.
2. Identify the Policy Players.
3. Build Your Action Plan.
4. Evaluate How Your Group is Doing.

Question:

Does anyone have any questions about this information?

Say:

Today, we will focus on physical activity and physical education or PE.

- We will discuss the importance of daily physical activity and we will talk about some of the health and learning benefits of being physically active.
- Next, we will discuss the difference between physical activity and PE.
- Then, we will talk about the barriers that keep children from getting enough physical activity in school.

3. Sharing our Experiences. (20 minutes)

Directions:

- Have parents work in groups at their tables to discuss the findings from their interviews with their children and to review the physical activity/physical education sections of the local school wellness policy.
- Record parents' answers on flip chart paper titled "What is currently happening around physical education and physical activity?"
- Refer parents to the physical education and physical activity sections of their local school wellness policy.
- Record parents' answers on flip chart paper titled "What does the policy say about physical education and physical activity?"



- Finally, we will complete steps 1 and 2 in the *Parents Taking Action* process for a physical activity issue.

Say:

Before we start, I would like to say that physical activity and physical education are related words, but have different meanings. Physical activity is any type of muscle movement and includes walking or biking to school, playing sports, or playing in the back yard or park with friends. On the other hand, physical education is formal academic instruction and is taught by a teacher. We will talk more about physical activity and PE later today.

Say:

At the last session, I gave you several questions to ask your children on physical activity and PE at school. In your groups, talk about what your kids told you about physical activity and physical education in their schools. *(Allow about 10 minutes.)*

Question:

What is happening at your child's school regarding physical activity and physical education?

Say:

Now that we know what is happening in our schools, let's take a few minutes to review the physical activity and physical education components of our local school wellness policy. Take about 10 minutes to review the physical activity and physical education pieces of the policy. *(Allow time for groups to look at the policy).*

Questions:

What does the policy say that schools should be doing? Based on the survey with your children, is this happening?

Say:

We will come back to this information once we have talked a bit more about physical activity in schools.

4. What are the Benefits of Physical Activity?
(5 minutes)

Say:

Experts recommend that young people (ages 6–19) get at least 60 minutes of physical activity on most, and preferably all, days of the week.

Question:

What is physical activity? (*Allow a few minutes for feedback.*)

- Physical activity is any purposeful body movement.
- Physical activity can be done in many places like at home, school, or work.
- It can be part of your transportation (for example, riding a bike to the store or to work) or free time activities (such as walking around your neighborhood or playing at your neighborhood park).

Questions:

Can you finish the following sentences?

1. When it comes to school, children who are more physically active (*allow time for responses*):

- Are more prepared to learn.
- Have increased concentration and improved test scores.
- Attend school more often.
- Show a more positive attitude toward school.

2. When it comes to health, children who engage regularly in physical activity (*allow time for responses*):

- Get sick less often.
- Are more likely to be at a healthy weight and have less body fat.
- Build healthy bones, muscles, and joints.
- Have an improved self image/confidence.
- Show improved social and emotional development.

Say:

Most children are not getting enough physical activity:

- Over 75 percent of children are physically active for less than half of the recommended 60 minutes per day.
- Daily physical activity decreases with age, especially among girls.
- There are many barriers to children getting enough physical activity in school.



LESSON 4

Say:

In order for kids to get the recommended 60 minutes of activity every day, schools must provide some time for physical activity during the school day. This may be through physical education or through other opportunities before, during, or after the school day.

5. Physical Activity in Schools. (5 minutes)

Directions:

- Refer parents to *Physical Activity* fact sheet (page 47 in the *Parents in Action!* toolkit).
- Discuss how students can get physical activity at school outside of physical education.



Say:

When we talk about physical activity in schools, we are referring to both physical education in the classroom and other physical activity opportunities in or around schools.

6. Physical Education in Schools. (5 minutes)

Directions:

- Refer parents to *Physical Education* fact sheet (page 49 in the *Parents in Action!* toolkit).
- Record parents' responses regarding barriers to getting physical education and physical activity on flip chart paper (list under physical activity or physical education column).

Question:

What is physical education? (*Allow a few minutes for answers*)

Say:

Physical education is planned instruction, delivered in grades kindergarten through 12 that builds skills and knowledge in movement, fitness, health, and teamwork. Physical education also provides time for students to be physically active. Physical activity, while a part of physical education, is more general and refers to any body movement.

California requires that children get a minimum amount of physical education :

- In elementary schools it is 200 minutes of physical education per ten days.
- In middle and high schools it is 400 minutes of physical education per ten days.

Question:

Are your children getting this much physical education?



**7. Physical Activity Break
(5 minutes)**

OPTIONAL

**8. Parents Taking Action.
(30 minutes)**

Directions:

- Record feedback on flip chart paper titled “What we would like to see changed around physical education/physical activity?”
- You will lead the group through steps 1 and 2 from the Parents Taking Action process in the **Parents in Action!** toolkit for physical education/physical activity problems.
- Tally parent votes for each problem you list from the flip chart. Circle the final problem that had the most votes.

Say:

Even in schools where students get the minimum required amount of physical education, students must be active outside of their physical education class in order to get 60 minutes of physical activity per day. Many schools do not offer physical education that meets the minutes set by the State and even when schools do offer physical education, kids are often not physically active for much of the class.

Question:

After talking to your children and reviewing the fact sheets, what are some of the challenges to getting physical activity at your child’s school? Please include ideas that your children shared.

Say:

Based on our earlier conversation, we know what good things are happening in our schools around physical education and physical activity, what the wellness policy says about physical education and physical activity, and what is really happening in our schools. Now we want to talk about what we would like to see changed.

Question:

What would you like to see changed around physical education or physical activity in your child’s school? *(Allow time for group to provide feedback.)*

Say:

Let’s move on and talk about what problems we think are the most important to change. We are going to go through the Parent’s Taking Action process and think about how we can improve physical activity/physical education in our schools.

Say:

Step one is to Pick a Problem and Find A Solution. As a group, let’s decide on one physical activity or one physical education problem that we would like to work on. When I read a problem we have listed, raise your hand if you think it is something that is important to you. You may vote for more than one problem.

LESSON 4

- Refer parents to the *Pick a Problem and Find a Solution* (page 19 in the **Parents in Action!** toolkit) brainstorming worksheet; lead parents through brainstorming.
- Record possible solutions on flip chart.
- Lead discussion on prioritizing the solution.
- Tally the parent votes for each solution on the flip chart. Circle the final solution.
- Refer parents to the *Identify the Policy Players* (page 21 in the **Parents in Action!** toolkit) worksheet and the *Working with Schools* (page 38 in the **Parents in Action!** toolkit) fact sheet.
- Record policy players on a flip chart and make comments next to people regarding what they might need to know and/or whether they are likely to support or oppose your efforts.



Question:

What are some possible solutions to this problem? Think both big and small as during this process, no ideas are bad or wrong.

Say:

Now that we have a bunch of ideas on how to solve our problem, let's decide which problem and solution will work the best for us. Here are some guidelines for picking the best problem and solution:

- 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?

Say:

Please consider these questions when voting. As I read out the possible solutions you have listed, please raise your hand for the one you think we should work on.

Say:

The next step is to determine who the policy players are. The *Working with Schools* fact sheet tells us about the players within schools. Other players who may impact our efforts include cafeteria managers, parents, parent organizations, students, coaches, maintenance staff, and community members.

Questions:

Who might help us in creating change, and who might we have to win over to our side?

Will they support or oppose our solutions?

9. Conclusion.
(5 minutes)

Directions:

- Hand out: Access to *Physical Activity Opportunities Questionnaire* (see next page).



Say:

At our next meeting we'll be talking about opening up the campus for physical activity outside of school hours. To get a better idea of the opportunities for physical activity in your school and community, please answer the questions on the survey and bring your answers to our session next week.

Question:

How can we encourage our children to be more physically active in and out of school? (*Wait for responses.*)

- Encourage students to walk or bike to school.
- Begin a walking school bus in your neighborhood to walk children to school – not only will your children be active... you will too!
- Encourage students to be active in PE class and engage in fun sports with their friends or sports after school.
- Set a positive example for your children by making physical activity part of your daily routine.
- Play with your children and take them to places where it is safe for them to be active.
- Provide your children with equipment (ball, hula hoop) or games to help them be physically active.
- Limit the time your children watch television or play video games to no more than two hours per day.

LESSON 4

ACCESS TO PHYSICAL ACTIVITY OPPORTUNITIES QUESTIONNAIRE

Instructions: Parents, please answer the questions below.

1. Where do your children play after school and on weekends? _____

2. What are safe places in your community where you and your children can be active after school hours and on weekends? *Please mark all that apply.*

		Within walking distance of home?
<input type="checkbox"/>	Parks: (please list) _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Walking paths	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Bicycle paths	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Playgrounds	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Green space	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	YMCA/YWCA	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Boys and Girls Club	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Health club/gyms	<input type="checkbox"/> Yes <input type="checkbox"/> No
<input type="checkbox"/>	Other: (please list) _____	<input type="checkbox"/> Yes <input type="checkbox"/> No

3a. Is the school your child attends open for people in the neighborhood to use (*check all that apply*):

- After school on weekdays. The school is not open beyond the school day.
 Evenings/weekends. Don't know.

3b. If the school is open for community use after hours, are there after school programs?

- Yes No Don't know.

3c. If there are afterschool programs, who runs them (example: YMCA, Boys & Girls Club)?

3d. If there are after school programs, do they include physical activity?

- Yes No Don't know.

ACCESS TO PHYSICAL ACTIVITY OPPORTUNITIES QUESTIONNAIRE

3e. If the school is open for general community use after hours, what physical activity opportunities are available, when do they occur, and is there a cost?

	After school?	Evenings/ weekends?	Free of Charge?	If charge, affordable?
School sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk/bike to school programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community sports leagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing fields	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gymnasium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basketball courts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blacktop areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: (please list) _____ _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3f. If the school is open for community use after hours:

Is there a gate that is open? Yes No

Is there a sign that clearly says the school is open for community use? Yes No

If there is a sign, is it in any other languages besides English? Yes No

Do you and your family feel safe going there? Yes No

If not, please explain why: _____

Are the grounds and facilities clean, well-maintained, and free of vandalism?

Yes No

If not, please explain why: _____

Are the grounds and facilities well lit? Yes No

If not, please explain why: _____

Please feel free to provide any additional comments: _____

LESSON 5



Opening Up the Campus
for Community Use

Opening Up the Campus for Community Use

Preparation

Before teaching this class:

- Review the local school wellness policy and board policies of the school district you are working with. You will need to refer to the policy to share what the district says it will do to make school physical activity facilities and spaces available for community use outside of school hours, including the establishment and implementation of joint use agreements.
- Does the school wellness policy mention anything about making school grounds and/or facilities available to the community?
- Does it mention working with other agencies (such as the city or county, recreation districts, nonprofit organizations, etc.)? If so, there may be existing relationships to build upon.
- If the policy does not say anything about community use, check with the district facilities director to see if joint use agreements exist outside of the wellness policies. Some joint use agreements predate the wellness policy legislation or are adopted outside of the wellness policy.
- Make copies of any sections of the policy or agreements related to making school grounds available for community use.
- Prepare the parent packet.

Objectives

At the end of this lesson, parents will be able to:

- Describe the benefits of shared use of school facilities to the school and community.

LESSON 5

Opening Up the Campus for Community Use

- Describe barriers to opening school facilities outside school hours.
- Identify strategies to address the barriers.
- Suggest ways parents can work toward making schools available for community use outside school hours.

Time

60 - 90 minutes

LESSON 5

Opening Up the Campus for Community Use

Materials:

1. Name tags and colored markers or pens.
2. Sign in sheet.
3. Large flip chart and markers.
4. Sticker dots (6 for each parent).
5. Parent packet:
 - Copies of the local school wellness policy sections related to making school facilities available outside school hours. If there is no section, check with the school district to find out if any agreements are in place to open school facilities after hours.

From the **Parents in Action!** Toolkit, provide copies of the following:

 - What is Policy?* fact sheet (page 37 in English toolkit, page 39 in Spanish toolkit).
 - Parents Taking Action* process (pages 19-25 in English toolkit, pages 20-26 in Spanish toolkit).
6. Extra copies of the Access to Physical Activity Opportunities questionnaire.
7. Optional: Copies of "Joint Use 101" fact sheet (available: <http://www.jointuse.org/resources/joint-use-101/>) (available in English and Spanish).
8. Optional: Copies of "What is a Joint Use Agreement? A Fact Sheet for Parents, Students, and Community Members," prepared by the National Policy and Legal Analysis Network to Prevent Childhood Obesity: www.nplanonline.org (available in English and Spanish).
9. Optional: Picture of Miguel Contreras Swimming Pool (available: <http://www.cityprojectca.org/blog/archives/852>).
10. Optional: Photovoice images from www.jointuse.org relevant to your community (the challenges).
11. Optional: Videos from: www.jointuse.org (solutions-oriented videos in English and Spanish, also available on DVD).
12. Possible local examples of joint use agreements in place and/or local examples of schools that remain open after school hours for community use from: www.jointuse.org.

Room Setup: Individual tables to accommodate 4–5 parents at each one.

LESSON 5

Session Overview:

1. Welcome, introductions and brief review of last session (10 minutes)
2. Purpose of this session (1 minute)
3. Sharing our experiences (20 minutes)
4. What are joint use agreements and why do communities need them? (5 minutes)
5. What are perceived barriers to opening schools for communities to use? (5 minutes)
6. What are ideas to overcome those barriers? (10 minutes)
7. Take a break (5 minutes)
8. **Parents Taking Action** (25 minutes)
9. Conclusion (5 minutes)

Activities

I. Welcome, introductions and brief review of last session. (10 minutes)

Directions:

- Ensure parents have name tags
- Facilitators should introduce themselves to the group and cover any housekeeping issues.
- Welcome the group back and introduce any newcomers to the group.
- Post meeting ground rules from previous session.
- Review previous lesson.



Say:

Let's quickly introduce ourselves again this week by stating our first names. Also, let's review the ground rules and add any new rules that you think would be useful.

Say:

Let's start with a quick review of our last meeting. We talked about:

- The benefits of daily physical activity.
- The difference between physical activity and physical education.
- California's minimum requirements for student time in physical education.
- Things that prevent students from being physically active.
- How parents can encourage children to be more physically active.

Question:

What were some of the suggestions for how to be physically active in the school setting? (*Wait for responses*)

- Encourage students to walk or bike to school.
- Begin a walking school bus in your neighborhood to walk children to school – not only will your children be active... you will too!
- Encourage students to be active in PE class and engage in fun sports with their friends or sports after school.
- Set a positive example for your children by making physical activity part of your daily routine.
- Play with your children and, if able, take them to places where it is safe for them to be active.
- Provide your children with equipment (ball, hula hoop) or games to help them be physically active.
- Limit the time your children watch television or play video games to no more than two hours per day.

2. Purpose of this Session. (1 minute)



3. Sharing our Experiences (20 minutes)

Directions:

- Have parents work in groups of 4-6 at their tables.
- Have small groups discuss the findings from their questionnaire.
- After 10 minutes, have each group take 2-3 minutes to share their major findings.
- Record answers on flip chart paper titled "Opportunities to be active in our neighborhood"

Say:

We also completed steps 1 and 2 for addressing a physical activity issue:

1. Pick a Problem and Find a Solution.
2. Identify the Policy Players.

Question:

Does anyone have any questions about this information?

Say:

Today we will look more closely at physical activity opportunities beyond school hours.

- We will share our experiences in accessing schools after hours for physical activity.
- We will discuss joint use agreements between schools and community organizations.
- We will examine challenges to opening schools for the community to use and discuss ways to address those challenges.
- We will brainstorm ways to improve access to physical activity opportunities for our community.

Say:

Last session, we asked you to fill out a questionnaire about places to be physically active outside of school hours. In your groups, talk about what is available to you and your children outside of school hours. *(Allow about 10 minutes.)*

Say:

Now that we know what is happening in our neighborhoods, let's take a few minutes to review what's happening in our/your school district to address shared (joint) use of school facilities beyond school hours. *(Take about 10 minutes to review the relevant pieces of district documents – either in the school wellness policy or a joint use agreement outside of the wellness policy. Allow time for groups to look at the documents.)*

- Refer parents to the shared (joint) use sections of their local school wellness policy or other agreements.
- Record parents' answers on flip chart paper titled "What does the policy say about access to schools for physical activity."

Question:

What does the policy or agreement say that schools should be doing? Based on your experiences, is this happening?

If there is no policy or agreement, what should one include?

The following items are resources that can be shared *if desired*.

Suggestions from CDC Guidelines for Physical Activity:

- Provide access to safe spaces and facilities for physical activity in the school and the community.
- School spaces and facilities should be available to people before, during and after the school day, on weekends and during summer and other vacations.
- These spaces and facilities should also be readily available to individuals, as well as community agencies and organizations offering physical activity programs.

California authorizes the joint use of school facilities in several laws.

Education code:

The Community Recreation Act §§ 10900 – 10914.5

- Authorizes cities, counties, recreation districts and school districts to organize, promote and conduct programs of community recreation, and to establish and operate playgrounds and recreation centers.
- Authorizes the agencies to enter into agreements to establish recreation programs.

Civic Center Act § 38131 - § 38134

- Every School is designated as a Civic Center. They can be used for supervised recreational activities. When no other location is available, school must allow use by organizations promoting youth and school activities.



Say:

We will come back to this information once we have talked a bit more about access to schools.

4. What are joint use agreements and why do we need them? (5 minutes)

Say:

For people to be physically active, they need access to safe places that promote physical activity. While some neighborhoods have public places to be active that people can easily walk to, many neighborhoods do not. In some neighborhoods that do not have public parks, other public places like schools are locked and empty after school and on weekends.

Communities can work together to make schools or other public places available for broader use. This approach is commonly known as joint use because the school and community jointly use one facility – the school. A joint use agreement is the formal agreement between the different agencies that sets the terms and conditions for the shared use of the facility. Facilities are typically used for programs run by city agencies (most often by city parks and recreation departments), non-profits or for open community use. This approach offers multiple benefits:

- More members of the community have access to recreation facilities paid for by taxpayers.
- More people can enjoy the benefits of being physically active.
- Increased access to existing facilities is much cheaper than constructing additional facilities.
- Organizations who work with schools can cut their costs (such as operation, maintenance, and utilities) by sharing costs.

Question:

Think of your local school or the school your child attends. Can you give some examples of school facilities that can be available for community use? (*Wait for responses.*)

Indoor:

- Multipurpose room/cafeteria/auditoriums: *If video capability is available, show example from www.jointuse.org of a Central Valley auditorium being used for folkloric dancing.*
- Gymnasium: example - *YMCA hosting a basketball tournament in a school gymnasium.*

Outdoor

- Athletic fields and tracks
- Basketball courts



- Playgrounds
- Swimming pools
- Community gardens: *example - county public health agency supervising community members in maintaining a public garden on school facilities.*

If the goal is simply to “unlock the gates” to get access to the outdoor recreational facilities on school properties, then an informal agreement can work but may not be permanent if school or district leadership changes. Many districts already have agreements in place, though there are challenges that can keep them from being implemented.

5. What are perceived barriers to opening schools for community access? (5 minutes)

Directions:

- Record parents' responses regarding barriers to accessing school grounds on flip chart paper.



Say:

Even though schools have a variety of recreational facilities available that we just discussed, many districts still close their property to the public.

Question:

What do you think are some of the reasons schools are closed to the public? (*Wait for responses.*)

- Safety concerns when there is no adult supervision.
- Lack of staff to run programs after school hours.
- Concerns about the costs of operations and maintenance.
- Concerns about providing security.
- Perception of increased vandalism to school property.
- Perception of liability in the event of injury.

6. What are ideas to overcome those barriers? (10 minutes)

Directions:

- Show picture of fenced-in swimming pool (*optional*).



Say:

Let's look a little closer at some of those challenges and see how one community overcame them to provide community access to a new Olympic-size swimming pool in the Los Angeles Unified School District (LAUSD).

- The Miguel Contreras Olympic-size swimming pool is located in one of the most park-starved communities of Los Angeles. Despite promises that the pool could be used by the community, it was only open to its 2,000 students during school hours. It was off-limits to the general public because



of concerns about the cost of lifeguards, the lack of a shallow end and keeping the rest of the school secure because of an unsupervised locker area.

- After the community protested the closure of the pool and engaged in media advocacy efforts to bring attention to the issue, the City of Los Angeles and the District established an agreement one year later that allowed the community to access the swimming pool outside of the school day in a safe and supervised manner. By working together with the District, the City agreed to provide funding for security guards to monitor the locker rooms and a new check-in area, while also hiring additional lifeguards to supervise swimmers.
- When the Miguel Contreras school pool was opened, the City and District agreed to provide public access to 10 existing pools and 5 new facilities. The District adopted a “Memorandum of Understanding” which commits the District and City to plan and develop the additional facilities needed for safe community access to LAUSD pools, and to provide programming at all school pools for student and community use. To fund plans for construction upgrades at the school to add showers, bathrooms, and fencing, LAUSD will tap bond funding already set aside for joint-use construction. The City will cover programming and maintenance costs, and provide some construction funding (from Proposition K, Quimby, and Community Development Block Grant funds).
- The superintendent said: “In a time of strapped resources, LAUSD and the City of LA combined forces to address a real need in park poor areas of the city. We have formed a partnership that makes our schools and communities better.”
- For more information, see: “MAYOR VILLARAIGOSA, LAUSD PARTNER TO OPEN SCHOOL POOLS TO COMMUNITY IN HIGH-NEED AREAS”, July 7, 2008 press release: www.lacity.org/mayor/stellent/groups/electedofficials/@myr_ch_contributor/documents/contributor_web_content/lacity_004774.pdf

This example shows the need for the joint use of parks, schools, and pools to give the community places to have fun and engage in physical activity, and to make the best use of scarce land and public resources.



Some of the challenges of joint use are paying for operation and maintenance costs and addressing liability concerns.

Strategies to pay for increased costs to operate and maintain a facility:

Even though money is saved by opening up an existing facility to the public instead of building a new one, there are still costs for maintaining and operating the facility. Districts can partner with parks and recreation departments and other public agencies, which have a variety of funding sources available to them that they can potentially use to offset the costs of the additional demands. Districts can also work with unions to resolve potential staffing issues brought about by keeping facilities open for longer periods.

Strategies to resolve liability concerns associated with after hours facility use:

Some school districts may hesitate to open school property for community use because of concerns about legal risks and potential costs if property is damaged or people are injured. However, your school district is likely to have a large umbrella policy that covers a range of school programs and school sponsored activities. It is likely the district's existing policy may already cover unsupervised use by community residents. You may consider asking your district's school board to review this policy to make sure the desired activities are covered. If they are not, part of your efforts may be requesting that the policy be adjusted to include these activities.

California law provides school districts with strong protections. School districts can further protect themselves and reduce the risk of legal matters by maintaining their property, assuring they have the proper insurance in place and requiring that formal groups who use their property—such as sports leagues—maintain the proper insurance. Districts may also consider entering into joint use agreements with local government to share the liability risks.

Say:

These are just some ideas to overcome barriers to opening up schools for community use. There are more resources for addressing barriers in your packet.

Question:

Are there any comments?

7. Physical Activity Break (5 minutes)

8. Parents Taking Action. (25 minutes)

Directions:

- Record feedback on flip chart paper titled “What we would like to see changed to improve community access”
- You will lead the group through steps 1 and 2 from the Parents Taking Action process in the **Parents in Action!** toolkit regarding joint use problems.
- Tally parent votes for each problem you list from the flip chart. Circle the final problem that had the most votes.
- Refer parents to the Pick a Problem and Find a Solution (page 19 English version, page 20 Spanish version in the **Parents in Action!** toolkit) brainstorming worksheet; lead parents through brainstorming.
- Break up into small groups of 4-6
- Give instructions for brainstorming

OPTIONAL

Say:

Based on our earlier conversation we know the places in our community to be active. We also know what the wellness policy says (or doesn't say) about opening up schools after hours and what is really happening in our schools. Now we want to talk about what we would like to see changed.

Question:

1. Is there a need in your neighborhood to provide access to school grounds for physical activity? If so, is the need for indoor or outdoor facilities? Thinking about the school in your neighborhood, can you provide specific examples of indoor/outdoor facilities? (*Wait for responses.*)
2. Are there any joint use agreements in place? If so, are they being implemented? If not, why do you think they are not being implemented? (*Wait for responses.*)
3. If there is no joint use agreement in place, do you think one would be beneficial to promote physical activity in your neighborhood? (*Wait for responses.*)
4. Are you or others in the neighborhood currently working to open up school property for community use after school hours? If so, can you share what your efforts are? (*Wait for responses.*)
5. What would you like to see changed to improve community access? (*List responses.*)

Say:

Let's move on and talk about what problems we think are the most important to change. We are going to think about how we can improve access to physical activity in our communities through our schools.

Say:

Step one is to Pick a Problem and Find A Solution. As a group, let's decide on one problem that we would like to work on. Please go to the flip chart and place a sticker on any of the

- Ask each group to come up with one or two ideas
- Have each group share their ideas
- Record possible solutions on the flip chart
- Lead discussion on prioritizing the solution.
- Tally the parent votes for each solution next on the flip chart. Circle the final solution.

problems that are important to you. You may vote for more than one problem.

Say:

Now that we have decided on one problem that we will work on, let's work in small groups to brainstorm solutions and answer the following questions.

Question:

What are some possible solutions to this problem? Think both big and small, short- and long-term. During this process, there are no bad or wrong ideas.

Say:

Now that we have many ideas on how to solve our problem, let's decide which solution will work the best for us. Here are some questions you may want to consider when selecting the best solution:

- 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 over the long run?
- Which idea is the most cost effective?
- Which idea can be done quickly and efficiently, yet have a lasting effect on our community?
- Which idea do we like the best?
- Which idea will we have the most fun doing?

Say:

Consider these questions when voting. Please look at the possible solutions we have listed, and put a sticker on the problem or problems you think are most important. You may place all your dots on one problem, or spread them out.

LESSON 5

- Refer parents to the *Identify the Policy Players* worksheets (page 21 *English version* / page 22 *Spanish version*) and *Working with Schools* fact sheet (page 38 *English version* / page 40 *Spanish version*) in the **Parents in Action!** toolkit.
- Identify policy players on a flip chart and make comments next to the names about what they might need to know and/or whether they are likely to support or oppose your efforts.



Say:

The next step is to determine who the policy players are. The *Working with Schools* fact sheet tells us about the players within school environments. Other players who may impact our efforts include city and county officials, health departments, other parents, parent organizations, local sports leagues, youth-serving agencies, youth groups, students, custodial staff, maintenance staff and community members.

Question:

Who might help us create change and who might oppose our solutions?

Question:

What do you need to make joint use a success in your community?

How to get involved: Moving into action!

- Continue to identify existing needs for joint use agreements
- Speak to your school principal about opening the school grounds for community use after school hours
- Speak to teachers at the school who may be interested in opening up the school after hours as well
- Talk to school officials (including school board members), city/county officials, health departments and children's services agencies to pursue a joint use agreement that would make school facilities more widely accessible
- Partner! Find other concerned citizens to join your efforts – a local non-profit in need of space or a recreational league. Find out if the district is partnering with other agencies such as city/county government, recreation districts or nonprofit organizations to see if there are any existing relationships to build on.
- Host a neighborhood town hall meeting and invite all your neighbors to the discussion – you may find many others also wanting to utilize the school ground (i.e. elders wanting a safe place to walk, etc.)
- Use media advocacy efforts to raise awareness, educate the community at large about the issue, create partners and ultimately advocate for a joint use agreement

9. Conclusion.
(5 minutes)

- The California School Boards Association (CSBA) offers sample policies to school districts. If your district does not already have a policy on shared use of school facilities, encourage them to look into CSBA's sample policies.

Say:

Schools are an important, and many times underused, resource in many communities. Schools can provide places for community members to be active, particularly when jointly operated and maintained. Closing the school grounds limits physical activity opportunities for the community.

In addition to the fact sheets, some tools you can share with your school district are available through the following:

- Public Health Law and Policy has developed a new toolkit to help communities and school districts work together to increase access to recreational facilities on school grounds. To receive an alert when PHLP's joint-use toolkit, "Opening school grounds to the community after hours" is released, sign up at <http://www.healthyplanning.org/newsletter.html>.
- The National Policy & Legal Analysis Network to Prevent Childhood Obesity (NPLAN) developed tools to assist communities in forming joint use agreements. These resources are available on the NPLAN website, www.nplanonline.org. Please note that to download NPLAN documents, you must have a free NPLAN account. These tools include:
 - Fact Sheet on Joint Use Agreements
 - Checklist for Developing a Joint Use Agreement
 - Model Joint Use Agreements
 - 50-State Survey of Liability Risk for After-Hours Use of Public School Property
 - Fact Sheet explaining the different protections afforded by California state law to help school districts minimize their risk of liability "Liability for Use of School Property After Hours: An Overview of California"
 - 50-State Chart of Laws Allowing Community Use of Schools



LESSON 5

The next step is to develop an action plan. We will talk about action plans next week. We will not have any homework today.

Question:

How can we get involved in opening up schools for physical activity opportunities? (*Wait for responses.*)

- Join your children in being physically active by participating in active play with them such as soccer
- Identify places in your community to be active and, if able, take your children there often
- If you currently don't have a safe place to be active outside, encourage indoor physical activity by providing your children with games that promote being active
- Begin a walking group in your community to encourage and promote safe physical activity, and invite your children to do the same with their friends and join you
- Talk to your school principal about opening the school grounds for physical activity.
- Ask school officials (including school board members) and city or county officials to pursue a joint use agreement that would make school facilities more widely accessible

Sources:

- California Convergence joint use materials
- Safe Routes To School liability tip sheet,
- Strategic Alliance Joint Use Fact Sheet
- NPLAN joint use documents

LESSON 6



Parents Taking Action
in Schools

Parents Taking Action in Schools

Preparation

Before facilitating this class:

- Post the flip chart paper from lesson one on the wall that has the Parents Taking Action four-step process on it, or write them on a dry erase or chalkboard.
- Post the flip charts from lessons two through five that have the nutrition, beverage, physical activity and joint use problems, possible solutions, and policy players information on them.
- Fill out the parent handout that summarizes the Identified Problems and Potential Solutions from weeks two through five.
- Prepare the parent packets.

Objectives

At the end of this lesson, parents will be able to:

- State why it is important for parents to take action in local school wellness policies.
- Describe the Parents Taking Action process.

Time

60 - 90 minutes

LESSON 6

Parents Taking Action in Schools

Materials:

1. Name tags and colored markers or pens.
2. Sign in sheet.
3. Large flip chart and markers.
4. Parent packet:
 - Parents in Action!* toolkit (optional).
 - Summary of Identified Problems and Potential Solutions (from weeks two through five).

If parents do not have the entire *Parents in Action!* toolkit, they will need copies of the following from the toolkit:

- Parents Taking Action* process (pages 19-25).
- Sample letters and phone scripts, and tips on presentations, surveys, and working with the media (Appendix B).
- Evaluation (at end of lesson).

Room Setup: Individual tables to accommodate 4–5 parents at each.

Session Overview:

1. Welcome. (5 minutes)
2. Why is it important for parents to take action in schools? (5 minutes)
3. Review of last four sessions. (Foods and Beverages on Campus, Promoting Healthy Beverages, Physical Activity and Opening Up the Campus for Community Use). (10 minutes)
4. Build an Action Plan. (30 minutes)
5. Evaluate How Your Group is Doing? (5 minutes)
6. Conclusion and Celebration. (15-20 minutes)
7. Evaluation (optional).

Activities

1. Welcome. (5 minutes)

Directions:

- Ensure parents have name tags.
- Post ground rules from previous session.
- Facilitators should introduce themselves to the group and cover any housekeeping issues.



Say:

Thank you for coming to our sixth and final session on involving parents in the implementation of local school wellness policy. Let's quickly introduce ourselves again this week by stating our first names. Also, let's review the ground rules for our meeting again.

2. Why is it important for Parents to Take Action in Schools? (5 minutes)

Say:

During our first session, we talked about why it is important for parents to take action in their children's school to promote better health.

Question:

What are some reasons that parent involvement in schools is important? (*Wait for responses.*)

Say:

The school setting has a strong influence on our children's behavior:

- Youth spend the majority of their waking hours in school.
- Food choices in schools are often unhealthy and physical activity opportunities may be limited and school facilities may not be open for community use after school hours.
- Nearly 40 percent of California students are unfit and rates are rising every year.
- Schools play a critical role in promoting student health, preventing childhood obesity, and encouraging physical activity.
- Schools can provide students with the opportunity to practice healthy behaviors that they can adopt for life.



3. Review of last five sessions

We also talked about the problems and possible solutions as well as identified the policy players (10 minutes)

Directions:

- Hand out Summary of Identified Problems and Potential Solutions (see page 62 of this guide).

Say:

Parent involvement in schools improves school and student outcomes. When parents are involved in their children's schools, children are more likely to:

- Earn higher grades and test scores and enroll in more advanced academic programs.
- Be promoted to the next grade, pass their classes, and earn credits.
- Attend school regularly.
- Have better social skills, show improved behavior, and adapt well to school.
- Graduate and go on to earn advanced degrees.

Say:

Getting parents involved in local school wellness policy implementation is important to ensure that quality nutrition and physical activity programs are put into action in our children's schools, and that school facilities are open for community use.

Say:

In the past five sessions we have talked about foods and beverages on campus, physical activity and physical education, and joint use problems that we want to work on as a group. We also talked about the four-step Parents Taking Action process:

1. Pick a Problem and Find a Solution.
2. Identify the Policy Players.
3. Build Your Action Plan.
4. Evaluate How Your Group is Doing.

Say:

We decided to work on one problem in each of these areas. After we voted on the problem to work on, we talked about solutions. You came up with a number of good, creative solutions. We voted as a group and came up with one solution for a food and/or beverage problem, one solution for a physical activity and/or physical education problem and one solution for shared use of school facilities. We also identified the policy players we would need to work with on these possible solutions.



Say:

Since this is our last session together, let's take our possible solutions and go through the last two steps in the *Parents Taking Action* process with them.

Say:

One of the handouts you have has the school food and/or beverage problem, the physical activity/physical education problem and the joint use problem we decided to work on.

Say:

We also identified the Policy Players for each of these issues. (Refer to *flip charts/worksheets that have this information on them from the last four sessions.*)

LESSON 6

Summary of Identified Problems and Potential Solutions.

Food Problem: _____

What the Policy says about this: _____

Potential Solution: _____

Beverage Problem: _____

What the Policy says about this: _____

Potential Solution: _____

Physical Activity and Physical Education Problem: _____

What the Policy says about this: _____

Potential Solution: _____

School Access Problem (joint use): _____

What the Policy says about this: _____

Potential Solution: _____

*Download a copy of this form from www.CaliforniaProjectLEAN.org

4. Build an Action Plan.
(30 minutes)

Directions:

- Refer parents to the sample action plan in the toolkit.
- Hand out *Building an Action Plan* worksheet (page 24 in the **Parents in Action!** toolkit).
- Read the problem and solution from the sample action plan worksheet and the two steps involved in reaching the solution.
- Split the group into four and have each group work on building an action plan (one group for the food issue, one for beverage issue, one for the physical education or physical activity issue and one for the joint use issue).
- Refer parents to resources in Appendix B of the **Parents in Action!** toolkit for sample letters and phone scripts, and for tips on presentations, surveys, and working with the media.
- Write the action items from the three groups' action plans on flip chart paper. (*Discuss as a group.*)

Say:

Now it's time to make an action plan. For the action plan, you need to figure out what needs to be done, who will do it, and when it should be done. Some steps that may be required in your action plan include:

- Writing letters.
- Making phone calls.
- Delivering presentations.
- Working with the media.
- Doing surveys with students, parents, and staff.

Say:

Let's look at the sample action plan together.

Say:

We are going to create action plans for our school food and/or beverage solution, for our physical activity and/or physical education solution and for our joint use solution. We will discuss and compare each action plan in a few minutes. Divide into four groups, one working on the food and/or beverage issue; one working on the physical activity and/or physical education issue and one working on the joint use issue. Take 15-20 minutes to create the action plans.

Question:

What do your action plans say? (*Allow each group to share their action plans.*)



LESSON 6

5. Evaluate How Your Group is Doing. (5 minutes)

Directions:

- Refer parents to Step 4 – *Evaluate How Your Group is Doing* (page 25 in the *Parents in Action!* toolkit).



Say:

The last step in the Parents Taking Action process is to evaluate how you are doing. After completing items in the action plan, you will need to periodically review the successes, progress, and challenges. Celebrate small achievements and keep in mind that change may take time.

6. Conclusion and Celebration. (15-20 minutes)

Directions:

- If possible, serve healthy refreshments and offer parents certificates of completion for their participation in this series.

Say:

Great job making your action plans today! You have completed an important step in preparing yourselves for engagement in our schools.

When you return to your schools as parent advocates, important steps to remember are:

A. The Parents Taking Action steps:

1. Pick a Problem and Find a Solution.
2. Identify the Policy Players.
3. Build Your Action Plan.
4. Evaluate How Your Group is Doing.

B. Refer to your districts' local school wellness policy in your work – it will help guide your work and allow you to assess what food, nutrition, physical activity and joint use efforts your school needs to work on.

C. Use the tools and resources in the *Parent's in Action!* toolkit.

D. Be patient – change can take time.

Thank you for coming to our last session today! It has been great working with you and I hope that you have enjoyed working with each other.



7. Evaluation (5 minutes)

Directions:

- Have parents fill out evaluation forms (see sample on next page).

EVALUATION*

Please take a few minutes to give us your feedback on these trainings. Your feedback will help us improve future trainings.

1. Please circle the number that represents your satisfaction with the quality of each training activity.

	POOR	FAIR	AVERAGE	GOOD	EXCELLENT
Take Home Activities and Sharing Results	1	2	3	4	5
Review of Local School Wellness Policy	1	2	3	4	5
<i>Parent's Taking Action!</i> Advocacy Process	1	2	3	4	5

2. Please draw an image that represents the most useful or helpful part about the trainings.

In a few words, describe why this was useful/helpful. _____

3. What did you like about the training? _____

4. What would you suggest that we change or improve (if anything)? _____

5. Additional Comments: _____

*Download a copy of this form from www.CaliforniaProjectLEAN.org



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