



Family, Youth and Community Sciences
IFAS

The logo for Family, Youth and Community Sciences IFAS. It features a stylized, blue, wireframe graphic of a building or structure on the left. To the right of the graphic, the text "Family, Youth and Community Sciences" is written in a blue, serif font, and "IFAS" is written below it in a smaller, blue, serif font.

National Association of
State Universities and Land Grant Colleges

Preventing Childhood Overweight and Obesity

Cooperative Extension: Making A Difference in Nutrition
and Fitness of Families, Youth and Communities!

Florida Plan of Work

1) Collaborators:

- a) Government Organizations
 - i) Health Department
 - ii) Department of Education
 - iii) Department of Health and Human Services
 - iv) Parks and recreation
 - v) City and County Government
 - vi) Government Programs for Children and Youth
- b) Healthy Start Parents
- c) Head Start
- d) Food Service Workers
- e) Potential Funders
 - i) Someone who is willing to provide funds to support this program
 - ii) Insurance Companies
- f) Youth Organizations
 - i) Boys and Girls Clubs
(1) Note: Have a new curriculum coming out called Triple Play
 - ii) Boy Scouts and Girls Scouts
 - iii) Community Groups that facilitate sports

2) Key Actions

- a) It is important to get excited about bringing the “players” together around the table.
- b) We need a “purple” paper soliciting others to join our effort
- c) Learning healthy eating and activity for healthy weight
 - i) LHEAFHW
 - ii) Healthy Ways to Healthy Weight
 - iii) HWHW
 - iv) 2H 2W
 - v) Double H, Double W
- d) Healthy Eating Patterns (HEP)
- e) Healthy Activity Patterns (HAP)
- f) Healthy Ways to Healthy Weight
- g) Weight Management Literacy
- h) Rewrite dietary guidelines in terminology for the PAs to use
- i) Write each chapter separately
- j) What behaviors are needed to achieve and/or maintain healthy weight
- k) Goal:
 - i) Choose a nutritious diet within your calorie needs
 - ii) Eat healthy with just enough calories
 - iii) Eat healthy without too many calories
 - iv) Not too many calories
- l) Concepts
 - i) Healthy eating patterns=a nutritious diet
 - ii) Children need a healthy diet for healthy growth and development
 - iii) A nutritious diet helps reduce risk of chronic disease
 - iv) Regular physical activity helps reduce risk of chronic disease
 - v) Follow the dietary guidelines

3) Steps

- a) Training
 - i) Train county FCS and 4-H agents
 - ii) Train EFNEP and 4-H program assistants
 - iii) Train on using the Power of Choice and Walking across Arkansas Curriculum
 - iv) Train FCS and 4-H agents on establishing wellness clubs
 - v) Train teachers and volunteer leaders on the power of choice
 - vi) Train 4-H teen leaders on obesity issues and curricula
- b) Priorities
 - i) Early Childhood
 - (1) Resource Person Diann Douglas
 - (2) Members:
 - (a) Maisie Ross
 - (b) Betsy Crisp
 - (c) Mary Jo Oswald
 - (d) Glenda Warren

- ii) School Aged Children-5-12
 - (1) Members:
 - (a) Lori Wiggins
 - (b) Monica Brinkly
 - (c) Sandra Canales
 - (d) Joan Rogalsky
 - (e) Jana Hart
 - (f) Glenda Warren
- iii) Adolescent Group
 - (1) Greater needs for this group
 - (2) Members:
 - (a) Monica Dawson
 - (b) Lynne O'Mara
 - (c) Chris Procise
 - (d) Glenda
- iv) Parent and Adult Group
 - (1) Members
 - (a) Maisie Ross
 - (b) Mary Beth
 - (c) Muriel Turner

4) Resources Needed

- a) Curricula
 - i) Packaged Programs
 - (1) Modules should have these features
 - (2) Short, easy lessons
 - (3) Lots of Graphics
 - (4) Include CDs and/or web-based materials
 - ii) Same subject matter presented for each age group
 - iii) Examples
 - (1) ENAFS (FL)
 - (2) Choices (FL)
 - (3) Power of Choice (USDA)
 - (4) Nibbles for Health (FL DOH)
 - (5) Jumping to Fitness (Michigan)
 - iv) Pre-test for preschoolers
 - v) Post Test
 - vi) See CYFAR after School Programs
 - (1) Quick, simple recipe ideas
 - (2) Newsletters
 - (3) Standard PowerPoint presentation to use in the counties that contains the common messages
- b) Psychological Information
 - i) Psychology, nutrition and physical activity must work together
 - ii) How psychology relates to preventing childhood overweight
 - iii) Cultural competence and appropriateness

- c) Training in age appropriate physical activities
- d) Letters or “purple” papers that address how to communicate about preventing childhood overweight
- e) Advisory committees
- f) Common Data collection and Reporting Tool Forms
- g) Existing Resources
 - i) Policy Makers
 - ii) Family Life Professionals and paraprofessionals
 - (1) They teach all areas of family life.
 - iii) Report/Evaluation of Color Me Healthy in Journal of Nutrition and Behavior
 - iv) 3-tiered evaluation
 - v) Ask Carolyn Durn for her evaluation report to be put on the website
 - vi) Healthy Lifestyle Choices (Louisiana)
 - (1) Covers the whole area
 - vii) HLC.org
 - (1) K-5th grade
 - viii) 4-H Curriculum Evaluation
 - (1) <http://www.NC4-H.org>
 - (2) Click on Curriculum>School Connections> Competency Goals

5) Potential Barriers

- a) Too many demands on FCS agent time
- b) Lack of time in school day
- c) Lack of staff
- d) Body Image Issues
- e) Misconceptions about how to address issues
- f) Fat Letters
- g) Lack of understanding about weight management
- h) Lack of understanding prevention of overweight vs. weight loss programs

6) Barrier Deterrence Steps

- a) Training
- b) Clear letters to parents
- c) Education
- d) Sensitivity to issues involved

7) Intended Outcome Of Actions

- a) Kids more active
- b) Families more active
- c) Participating kids will improve BMI
- d) Changes in what is offered in vending machines
- e) Number of meals eaten together as a family increased
- f) More exercise friendly communities
- g) Better funding so schools won't have to have bake sales and candy sales.

8) Evaluation

a) Using:

- i) Standard assessment and reporting tool
 - ii) Common set of indicators
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