



DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION



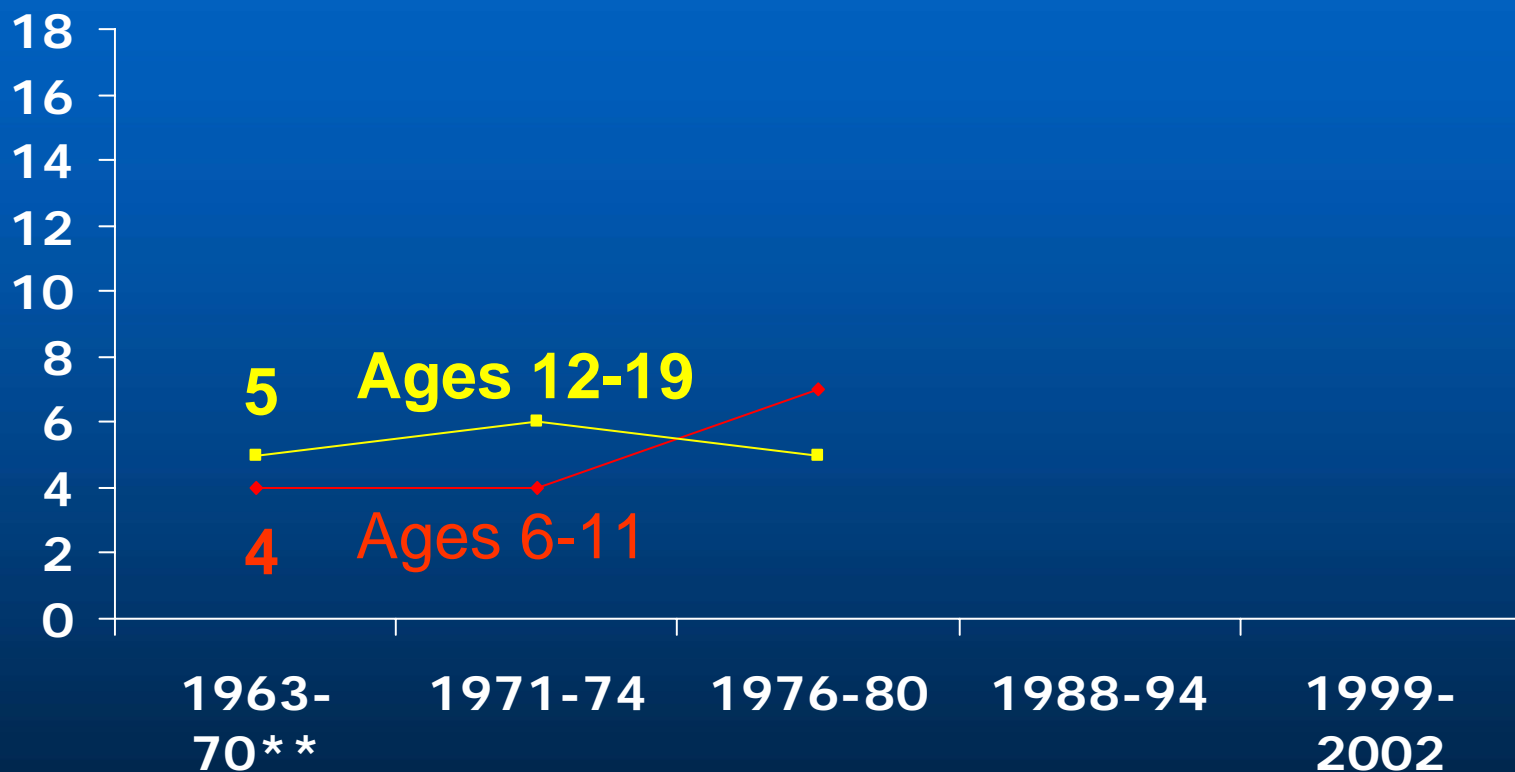
Collaborative Approaches to Promoting Physically Active Lifestyles Among Youth

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Division of Adolescent and School Health
Extension Conference
Preventing Childhood Overweight and Obesity
February 2005

Overview of Presentation

- Prevalence and trends of obesity and physical activity
- Benefits of physical activity
 - Recommendations for all ages
- Challenges in physical activity promotion
- Opportunities

Percentage of U.S. Children and Adolescents Who Were Overweight*

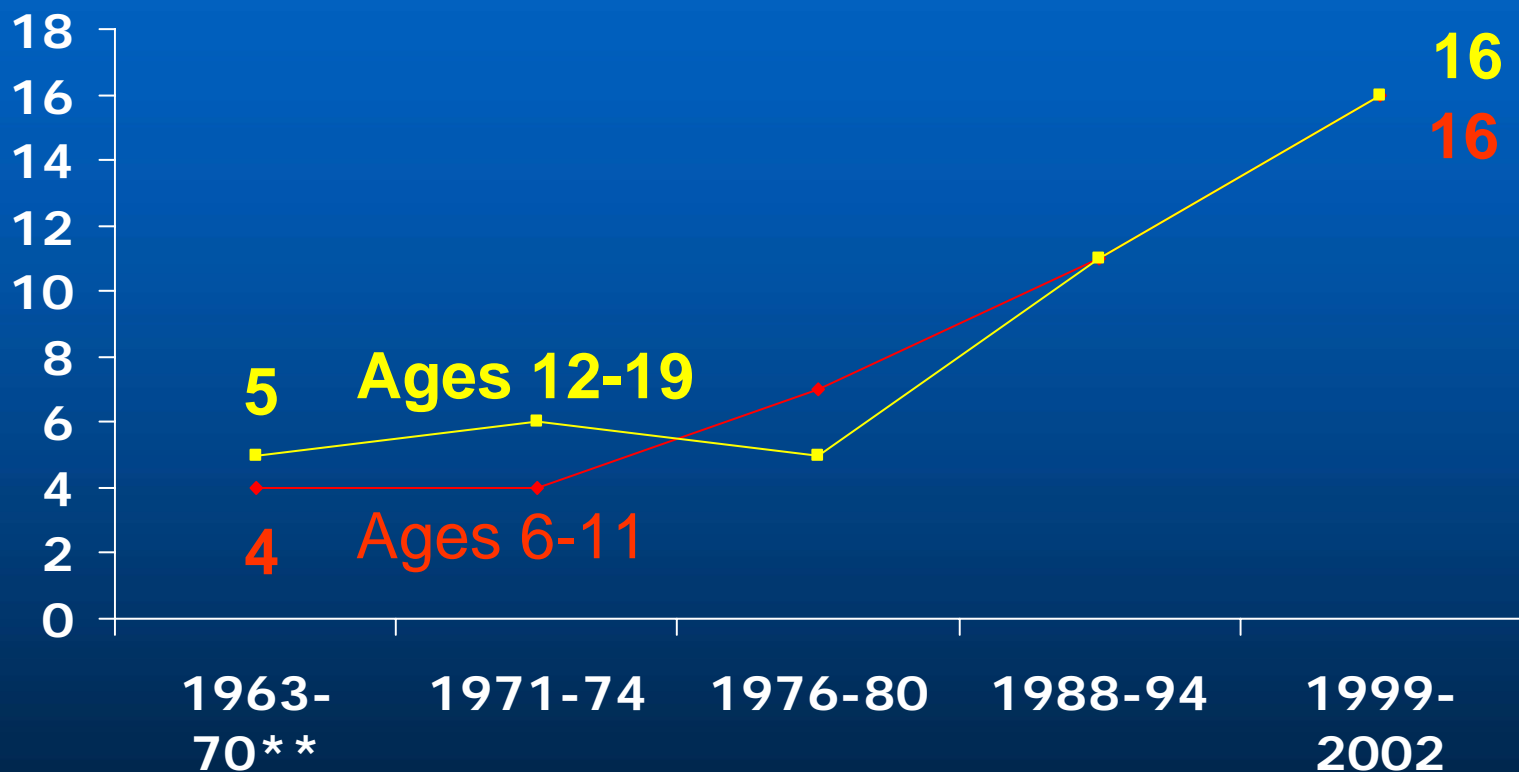


* \geq 95th percentile for BMI by age and sex based on 2000 CDC BMI-for-age growth charts

**Data are from 1963-65 for children 6-11 years of age and from 1966-70 for adolescents 12-17 years of age

Source: National Center for Health Statistics

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Overweight* Prevalence Among Youth Ages 12-19, By Sex and Ethnicity, 1999-2002

Sex	Non-Hispanic White	Non-Hispanic Black	Mexican American
Male	14.6%	18.7%	24.7%
Female	12.7%	23.6%	19.9%

* \geq 95th percentile of body mass index

Source: Hedley AA, Ogden CL, Johnson CL, Carroll MD, Curtin LR, Flegal KM. Prevalence of overweight and obesity among US children, adolescents, and adults 1999-2002. JAMA. 2004; 291 (23): 2847-2850.

What can physical activity do for you?

- Helps build and maintain healthy bones.

- Helps build and maintain healthy muscles.

- Helps reduce risk of developing obesity.



- Helps reduce the risk of developing chronic diseases such as diabetes and cardiovascular disease.
- Reduces feelings of depression and anxiety and promotes psychological well-being.

How much physical activity is enough?

- **For children (i.e., elementary school)**
 - Should accumulate **at least** 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most days of the week. This should include moderate and vigorous activity; intermittent in nature.
 - Should participate in **several bouts** of physical activity lasting 15+ minutes each day.
 - Should participate each day in a variety of age appropriate activities.
 - Extended period of inactivity (2+ hours) are discouraged.

How much physical activity is enough?

- **For adolescents**

- Physically active nearly every day as part of daily leisure time, recreation, sports, transportation, physical education, etc.
- Should engage in 3+ sessions per week of activities that are moderate to vigorous and last at least 20 minutes.

Trends in Physical Activity

- Approximately 1/3 of high school students are not getting enough physical activity.
- A large proportion of youth aged 9-12 are not participating in any physical activity outside of the school day.
- Overall participation in physical education and physical activity declines with age (2.7% per year for males versus 7.4% for females).

Source: Centers for Disease Control & Prevention (2004). Youth Risk Behavior Surveillance—U.S., 2004.
Sallis, et al., 1994.

Television Viewing Among Young People

- Nationwide, 38% of high school students had watched television \geq 3 hours per day on an average school day.
 - Overall, this is higher among black and Hispanic than white students;
 - Higher among black than Hispanic
 - Ranges from 21.3% to 54.1% across state-based Youth Risk Behavior Surveys.



Source: Youth Risk Behavior Survey, 2003.

Physical Activity/Physical Education Challenges

- **Pressures from academic testing**
 - enabling more sedentary environments
- **Financial constraints**
 - resources for more physical education teachers, equipment, facilities
- **Parental involvement**
 - Lack of time for family-based physical activities
 - Lack of awareness from parents
- **Classroom teachers**
 - faced with many pressures; not trained to engage students in physical activity in the classroom)
- **School and community environment**
 - lack of supports for increasing physical activity, such as safe places, areas for walking, etc.; lack of messages sent to support physical activity



OPPORTUNITIES

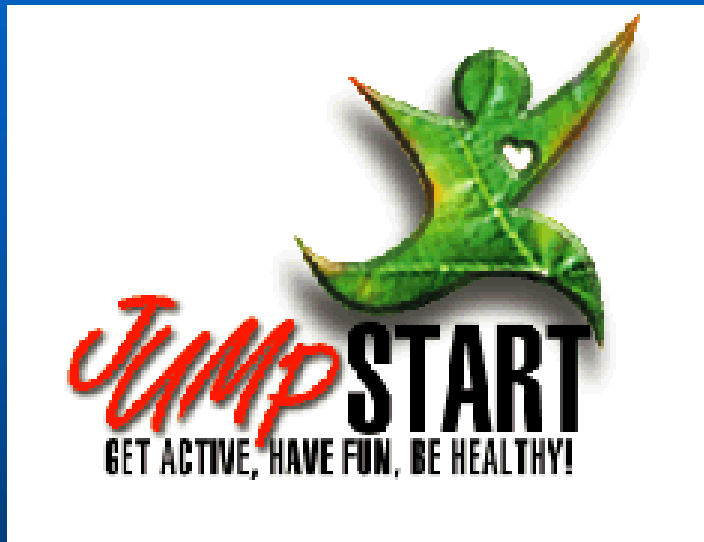
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Schools

- In the classroom
 - Educational
 - Activities in the classroom
- Recess
- Extracurricular physical activity programs
 - Interscholastic
 - Intramural
 - After-school
- Walk to School programs



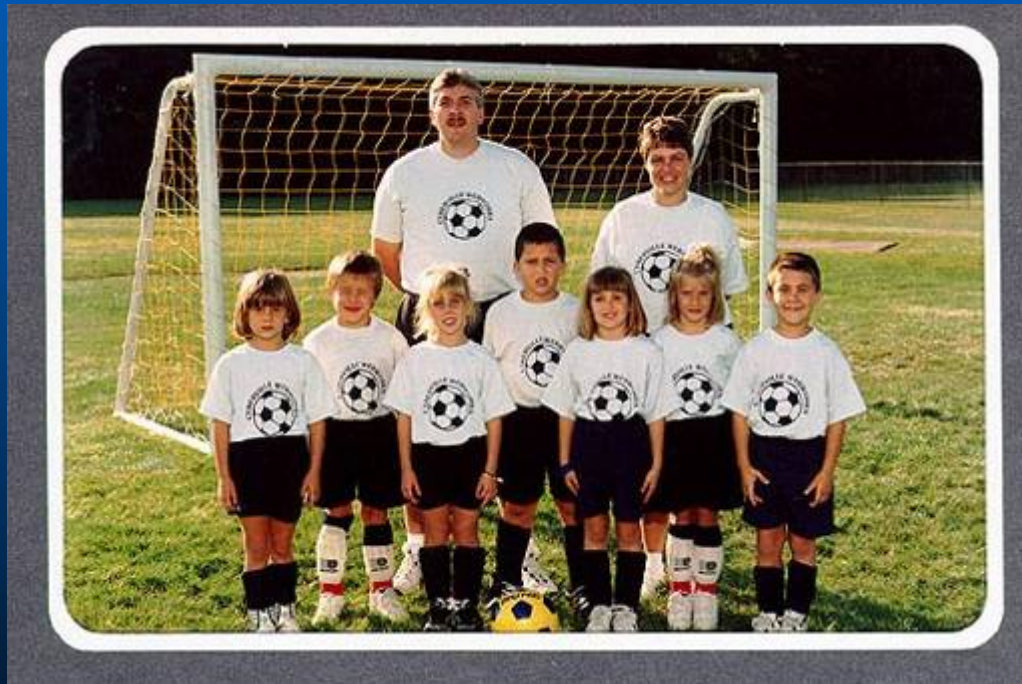
Examples of classroom programs



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Communities

- After-school care programs
- Youth sports and recreation programs
- Structural environment



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Examples of community programs



ACTIVE LIVING
BY DESIGN



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Homes and Families



- Encourage children to be active on a regular basis.
- Be physically active role models.
- Set limits on the amount of time children spend in sedentary activities.
- Plan and participate in family activities that include PA.
- Facilitate participation in school and community PA and sports programs.
- Advocate for quality school and community PA programs.

*** Include education for parents and guardians as part of youth PA promotion initiatives.**

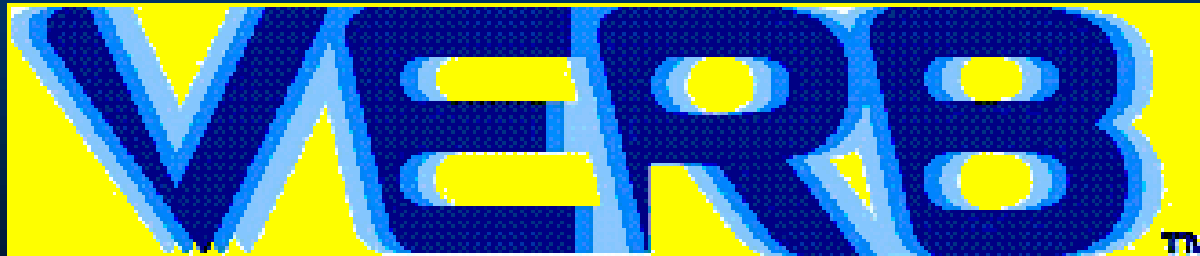
Health Care Settings

- Provide assessments of children's PA levels
- Screen children for diseases and risk factors
- Refer children to high quality school or community PA programs
- Advocate for school environments that are conducive to PA
- Advocate and create home environments that are conducive to PA
- Counsel children on how and why they should be physically active
- Set reasonable, attainable short-term and long-term PA goals



Media Campaigns

- Segmenting for different audiences
- Testing messages for appeal and appropriateness
- Using integrated marketing and communication tactics



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And, put them all together...



Safe Routes ² School Programs

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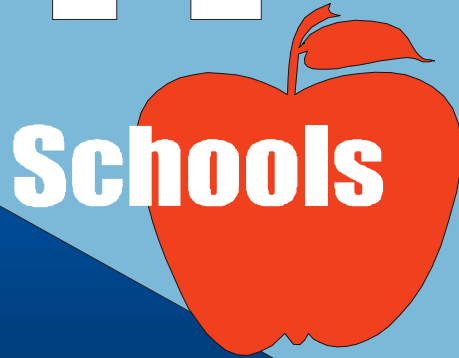
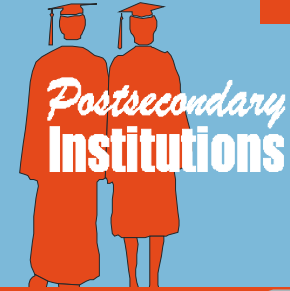
CDC's Division of Adolescent and School Health



DASH's Focus

Protect and promote the health, safety, and well-being of children and adolescents by:

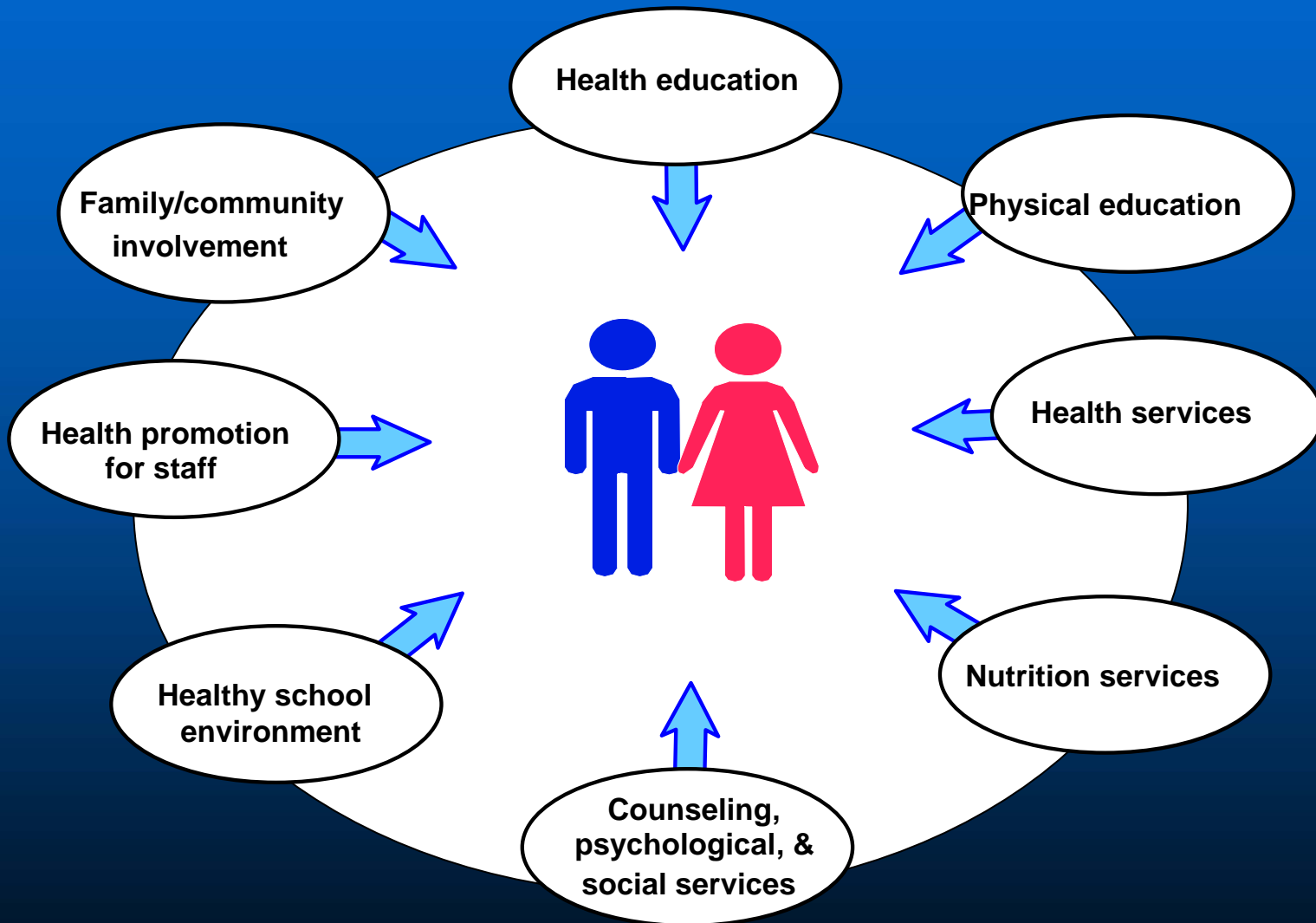
- Enabling partners to plan and implement effective policies and programs;
- Identifying and monitoring health risk behaviors and school health policies and programs;
- Synthesizing and applying research; and
- Evaluating the effectiveness of policies and programs.



YOUTH

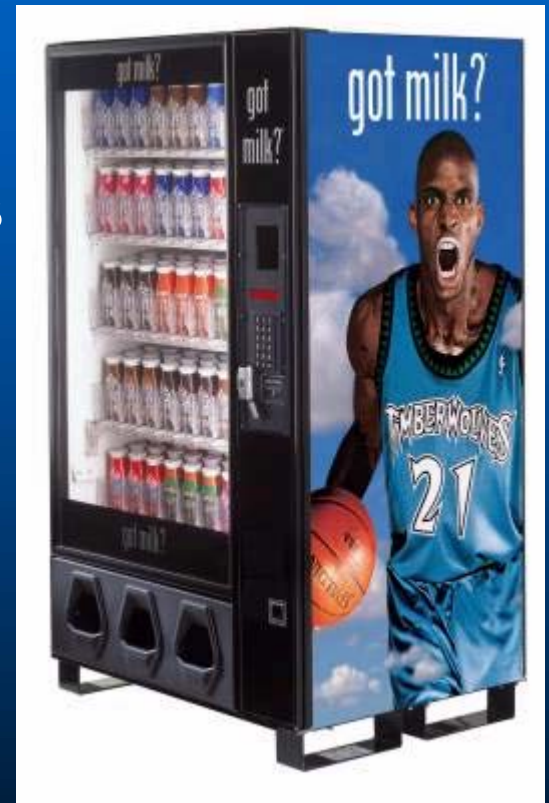
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Coordinated School Health



Community, School, and Home Food Venues

- Cafeteria – meals and à la carte
- Vending machines & school stores
- Birthday parties & classroom snacks
- Concession stands
- After school programs
- Fundraising activities
- Student reward programs
- Staff and parent meetings
- Community-based programs



Nutrition Challenges

- **Selling food and beverages for profit**
 - Program funding
- **Student choice**
 - Healthy choice versus wide choice
- **Clarifying what is “healthy”**
 - Absolute or relative approach
- **Administrative approach**
 - Support and pressure
- **Competing priorities**
 - Academics/health
- **Decisions about responsibility**
 - parent, community, school roles



Child Nutrition and WIC Reauthorization Act, 2004: Local Wellness Policy

Local Education Agencies shall use input from parents, administrators, students and others to establish school wellness policies that include:

- goals for nutrition education, physical activity, and other wellness activities
- nutrition guidelines for all foods available on each school campus
- guidelines for school meals that are not less restrictive than USDA guidelines
- plans for measuring implementation
 - » Implementation target: mid-year 2006

School Environment

- Make the healthy choice the easy choice
- Adopt comprehensive physical activity and nutrition policies
- Ensure consistency between the school environment and classroom nutrition and physical education
- Feature positive nutrition and physical activity signage and advertising
- Do not use food or activity as a punishment
- Do not use food as a reward
- Organize non-food or healthful food fundraisers
- Ensure contracts support healthy eating
- Encourage positive role modeling among staff, teachers, volunteers, etc.



Health Education

- Include nutrition and physical activity in K-12 health education taught by qualified professionals
- Follow health education standards
- Address affective domains of nutrition including body image and self esteem
- Focus on behavior change
- Provide opportunities for participation in a variety of physical activities
- Integrate physical activity into other subject areas



Physical Education and Physical Activity

- Meet standards for the amount of active time spent in physical education (PE) class
- Ensure that PE class meets the needs of all students
- Promote health-related physical activity, fitness, and healthy eating during PE class.
- Promote healthy eating during after-school physical activity programs and during sports trips
- Promote community and school-based non-competitive physical activity programs
- Ensure physical education is taught by qualified staff



Family and Community Involvement

- Inform parents and the community of student activities to promote physical activity and invite their involvement
- Solicit parental involvement in sharing their successes in promoting healthy eating and physically active living
- Participate in community-based campaigns (e.g., 5 a Day; Walk to School Day)
- Support the use of school facilities for community use (e.g., physical activity clubs)



Health Services

- Work with school nurse staff and community-based health practitioners to conduct physical activity assessments to determine need and inform programs
- Ensure student medical information is collected and communicated to relevant staff
- Refer students in need of assistance to appropriate community services
- Support students with special needs

Counseling, Psychological, and Social Services

- Promote body weight acceptance
- Refer students in need of assistance to appropriate community services
- Promote peer support mechanisms to promote healthy eating and physically active lifestyles

Health Promotion for Staff

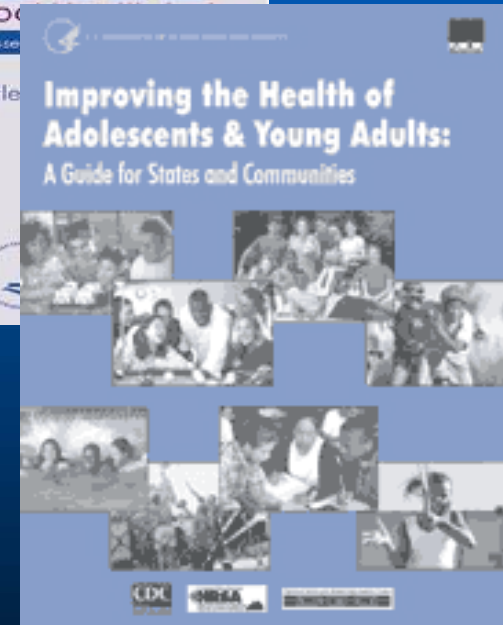
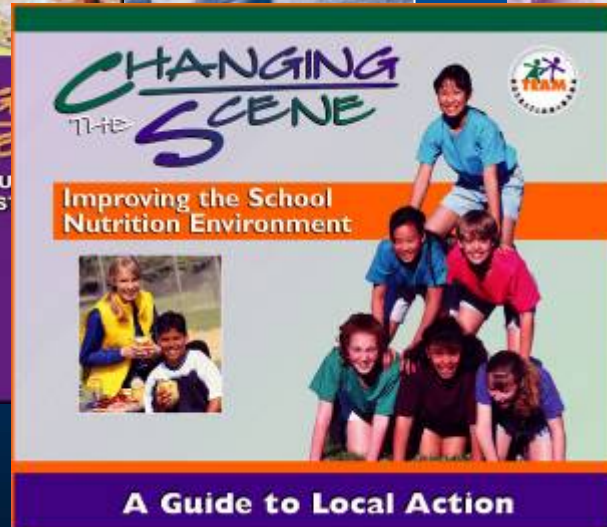
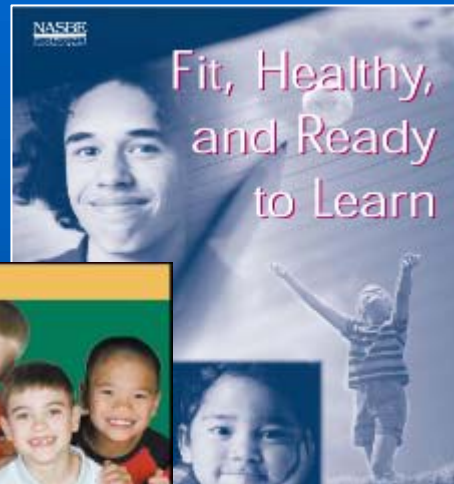
- Provide nutrition screening and physical activity assessments for school-day and after-school program staff
- Encourage staff to participate in physical activity related programs
- Recognize staff who are physical activity and nutrition role models
- Promote healthy food options in staff rooms

Potential Partners

- School staff
- Parents
- Students
- Community health services
- Health agencies
- Health organizations
- Community groups
- Food industry
- Action for Healthy Kids
- USDA Team Nutrition
- 5 A Day
- YMCA
- Others . . .



Supportive Resources



Moving Forward

- Engage a team
- Combine grassroots action with high-level support
- Target your arguments and be strategic
- Assess the current situation and develop a plan
- Use a coordinated approach
- Start with a manageable project
- Ensure healthy choices are available, well-marketed, and presented with a positive attitude
- Anticipate and prepare for challenges
- Monitor, evaluate, and share
- Take advantage of opportunities

Who's Who in Physical Activity

- AAHPERD - American Alliance for Health, Physical Education, Recreation & Dance www.aahperd.org
 - NASPE - National Association for Sport & Physical Education
- NCPPA - National Coalition for Promoting Physical Activity www.ncppa.org
- NAHF - National Association for Health and Fitness www.physicalfitness.org
- NRPA - National Recreation and Parks Association www.activeparks.org
- PCPFS - President's Council for Physical Fitness and Sports www.fitness.gov

Other Selected Resources

- DNPA's State-Based Physical Activity Program Directory
<http://apps.nccd.cdc.gov/DNPAProg/>
- PE4Life www.pe4life.org
- PE Central: Website for Health and Physical Education Teachers -
www.pecentral.org
- Action for Healthy Kids www.actionforhealthykids.org
- President's Challenge www.presidentschallenge.org
- Take 10! www.take10.net
- Jump Start Program www.nhlbi.nih.gov/health/prof/heart/other/jumpstrt.htm
- Heart Power Online
www.americanheart.org/presenter.jhtml?identifier=3003357

Resources for Youth



- www.VERBnow.com
- www.bam.gov
- www.kidnetic.com
- www.kidshealth.org
- www.disney.go.com/playyourway
- www.caprojectclean.org

Effective promotion of physical activity in children and youth will require widespread adoption of policies and practices that change the social and physical components of the "physical activity environment" in which our children grow up.



Thank you!



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