

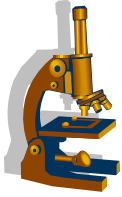
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“White House Campaign on
Childhood Obesity”
Social Studies Lesson Plan

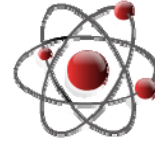
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**A daily news broadcast for High School and Middle School students
now under development by MacNeil/Lehrer Productions**



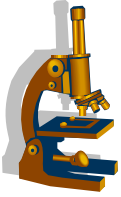
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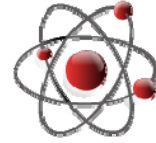
“White House Campaign on Childhood Obesity” Social Studies Lesson Plan

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Winter, 2010

Dear Educator,

the.News online video reports for *the.Gov* and *the.Sci* provide middle and high school students with a valuable exercise in social studies, language arts, and science with this **6:20** minute video report on Michelle Obama's child obesity campaign at www.pbs.org/newshour/thenews/thesci. * Correspondent, Antonio Neves, reports on the role of diet and exercise in developing a healthy lifestyle. Lesson plans for social studies, language arts and science are available to support this video in the "For Educators" section of the website. All videos and curricula have been informed by *the.News* instructional design that can be found on the website www.pbs.org/newshour/thenews. The curriculum includes content-based standards, discussion questions, student activities, vocabulary and primary reference sources. A complete transcript of each video report includes time codes to assist in isolating specific segments of the video and to augment the instruction of media literacy and multimedia production. All of this material is presented as options to fit teachers' instructional needs.

References to Larry Bell's "The 12 Powerful Words" are highlighted in **bold** in the lesson plans, in the "thought starter" questions on the home page and educator's page, and in the transcript (to denote where they are used in the video segment).

We have also added general topics to correlate to the lessons and video as well as concept based curriculum examples.

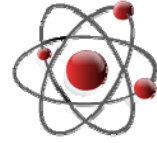
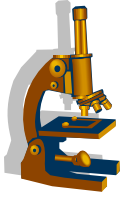
We welcome our partners at the Omaha Public Schools who have joined *the.News* in a special pilot project during the 09-10 school year. We are also developing a new authoring tool for students called *YOU.edit*, to launch in spring 2010. It will give students an online tool to remix the content of *the.News* reports, so they can create their own multimedia presentations. This editing tool will reside on our website so that it will be available to all students with an internet connection. It will be password protected so that it can serve as a viable educational asset that allows classroom teachers to assign multimedia projects within the security and content safety of *the.News* website. * (this video and lesson plans can also be found at *the.Gov* and *the.Medic*)

Answers to student "thought starter" questions listed below the video.

- #1. A combination of lifestyle choices is needed to reduce obesity and improve student's health.
- #2. eating fruits and vegetables, exercise, and always having breakfast; (also decrease calorie, saturated fat, salt intake and processed sugars)
- #3 food label; serving size

Sincerely,

Karen W. Jaffe
Manager, Education Projects, *the.News*
MacNeil/Lehrer Productions
27 00 S. Quincy Street, Suite 250
Arlington, VA 22206
www.pbs.org/newshour/thenews



White House Campaign on Childhood Obesity

This lesson was designed to support *the.News* video “White House Campaign on Childhood Obesity” The video can be found online at www.pbs.org/newshour/thenews/thesci

Note to the Teacher:

This is constructed to give students a good understanding of the problem with teen obesity in the country, to help students assess the quality of health education and nutrition at their school, and to give students an opportunity to implement a health plan in the class, school or community. The lesson contains several activities that have been derived from the Center for Disease Control’s *Healthy Youth* program, found at <https://apps.nccd.cdc.gov/shi/default.aspx>. There you will find information on the CDC’s School Health Index, from which this lesson was adopted. Before conducting this lesson, you might want to review the activities to see how appropriate they are for your students’ abilities and interests.

Grade Level: 7-12

Concept Areas:

Social Studies,
Language Arts,
Government/Civics; AP
classes



Key Concept(s)

Students will survey school staff and administration to gather data on the health and fitness programs at their school. They will then **analyze** this data and **evaluate** the quality of these programs. Then students will identify areas for improvement and **formulate** an action plan to work with other students, school officials, and community partners to implement a strategy to better improve the health and fitness programs at their school.

Key Objectives:

The student will:

- discuss the subject of obesity as it relates to their lives and lifestyle.
- survey health and fitness programs at their school
- **analyze** data collected from the surveys to **evaluate** the effectiveness of the health and fitness programs.
- **summarize** the results of their survey gathering and analysis
- **formulate** an action plan to better improve the health and fitness programs at school.

Omaha Public Schools

<http://www.ops.org/District/LinkClick.aspx?fileticket=Hbqyrrg2ydM%3d&tabid=912&mid=2006>

Social Studies U.S. History Grade 8

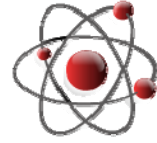
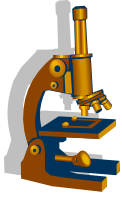
Standard 04: Citizenship/Government: Describe the structure and function of government, the expanding role and responsibilities of the citizens in a representative democracy, and compare and contrast these elements with those of other societies.

Social Studies Government Grade 12

Standard 04: Describe the factors that influence government policy and decisions.

Conceptual Lens: Change

Enduring Understanding: As social patterns and health habits directly impact the well being of children and youth the role of government can include educational messages that could save lives.



Key Vocabulary:

- **cardiovascular disease:** a disease of the heart or blood vessels.
- **obesity:** a condition of increased body weight caused by excessive accumulation of fat.
- **osteoarthritis:** the most common form of arthritis, usually occurring after middle age, marked by a chronic breakdown of cartilage in the joints.
- **Surgeon General:** the chief medical officer of the U.S. Bureau of Public Health
- **type 2 diabetes:** a form of diabetes caused by insufficient production of insulin resulting in abnormal metabolism of carbohydrates, fats, and proteins.

Source: Dictionary.com

Amount Per Serving		Calories from Fat 110
Calories 250		
	% Daily Value*	
Total Fat	12g	18%
Saturated Fat	3g	15%
Trans Fat	1.5g	
Cholesterol	30mg	10%
Sodium	470mg	20%
Total Carbohydrate	31g	10%
Dietary Fiber	0g	0%
Sugars	5g	
Protein	5g	
Vitamin A		4%
Vitamin C		2%
Calcium		20%
Iron		4%

*Percent Daily Values are based on a diet of 2,000 calories. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories: 2,000		2,500	
Total Fat	Less than	65g	80g	
Sat Fat	Less than	20g	25g	
Cholesterol	Less than	300mg	300mg	
Sodium	Less than	2,400mg	2,400mg	
Total Carbohydrate		300g	375g	
Dietary Fiber		25g	30g	

Omaha Public Schools

<http://www.ops.org/District/LinkClick.aspx?fileticket=Hbqyrrg2ydM%3d&tabid=912&mid=2006>

Language Arts Grade 8

Reading

Standard 01: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing and expression.

Standard 03: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

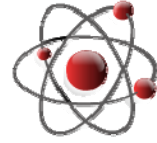
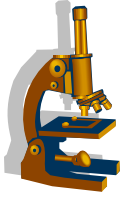
Writing

Standard 04 Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

Standard 05: Students will write for a variety of purposes and audiences in multiple genres.

Multiple Literacies

Standard 09: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).



Omaha Public Schools

<http://www.ops.org/District/LinkClick.aspx?fileticket=Hbqyrrg2ydM%3d&tabid=912&mid=2006>

Language Arts Grade 12

Reading

Standard 01: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing and expression.

Standard 03: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

Writing

Standard 04 Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

Standard 05: Students will write for a variety of purposes and audiences in multiple genres.

Lesson Topics:

- health
- nutrition
- exercise
- obesity
- civic participation
- data collection and analysis
- project development and management.

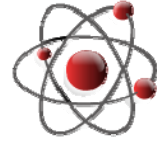
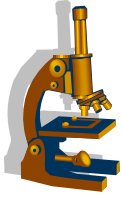
Materials:

- “White House Campaign on Childhood Obesity” at the.Gov, the.Sci , the. Medic www.pbs.org/newshour/thenews/thegov, www.pbs.org/newshour/thenews/thesci, www.pbs.org/newshour/thenews/themedic
- Student handouts:
 - School Health Index
 - Survey Score Sheets (3 different forms)
 - Evaluating Survey Results
 - Making it Happen

Time Frame

- Opening Activity – 20 minutes
- Conduct surveys – 15 minutes (this can be scheduled during non-class time)
- Survey analysis – 30-45 minutes
- Action plan – 2 class periods to write plan





McRel (www.mcrel.org)

Civics

Standard 1: Understands ideas about civic life, politics, and government.

Level III (Grades 6-8)

- Understands how politics enables people with differing ideas to reach binding agreements (e.g., presenting information and evidence, stating arguments, negotiating, compromising, voting)

Level IV (Grades 9-12)

- Understands how politics enables a group of people with varying opinions and/or interests to reach collective decisions, influence decisions, and accomplish goals that they could not reach as individuals (e.g., managing the distribution of resources, allocating benefits and burdens, managing conflicts)
- Knows formal institutions that have the authority to make and implement binding decisions (e.g., tribal councils, courts, monarchies, democratic legislatures)

Background

Obesity for children ages 6-11 has increased from 6.5% in 1980 to 19.6% in 2008, for children 12-19 the increase over the same period has moved from 5% to a little over 18%. (source: National Center for Health Statistics) What does this really mean? Obese youth are more likely to have **cardiovascular disease**, greater problems with bone and joints due to the excess weight, sleep disorders, and the typical, but no less serious social and psychological problems of poor self-esteem. And it doesn't stop there as studies show obese youth are more likely to become overweight adults and more at risk for heart disease, **type 2 diabetes**, stroke, several types of cancer and **osteoarthritis**. Ok, that's the bad news. The good news is healthy lifestyle habits, including healthy eating and physical activity, can lower the risk of becoming obese and developing these related illnesses. But it isn't easy.

The United States has been addressing this problem for a long time. In 1953, the *New York State Journal of Medicine* published a study by Dr. Hans Kraus, M.D., associate professor of physical medicine and rehabilitation at New York University, that showed 56% of the students between the ages of 6 and 16 in the U.S. public schools were unable to complete one of the exercise components such as leg lifts, sit-ups, trunk lifts, and toe touches compared to about 8% of European students. The authors of the study attributed the differences to lifestyle: more European kids walked miles to school, rode bicycles, hiked, and did more household chores than their American counterparts. The report got media attention and in

McRel (www.mcrel.org)

Civics

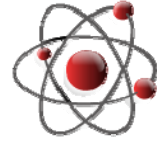
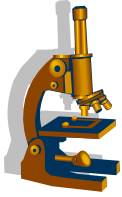
Standard 14: Understands the issues concerning the disparities between ideals and reality in American political life

Level III (Grades 6-8)

- Knows how various individual actions, social actions, and political actions can help to reduce discrepancies between reality and the ideals of American constitutional democracy,

Level IV (Grades 9-12)

- Knows discrepancies between American ideals and the realities of American social and political life (e.g., the ideal of equal opportunity and the reality of unfair discrimination)



1956, the Eisenhower administration established the President’s Council on Physical Fitness to educate, stimulate, motivate, and encourage local communities and individual Americans to adopt active lifestyles.

McRel (www.mcrel.org)
Civics
Standard 21: Understands the formation and implementation of public policy
 Level III (Grades 6-8)

- Understands what public policy is and knows examples at local, state, and national levels
- Knows how public policies are formed and implemented, and understands how citizens can monitor and influence policies

Level IV (Grades 9-12)

- Knows how public policies are formed and implemented, and understands how citizens can monitor and influence policies
- Understands the processes by which public policy concerning a local, state, or national issue is formed and carried out

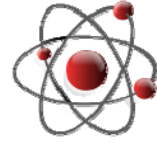
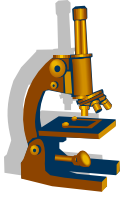
Every president since Eisenhower has expanded the Council’s activities to include, surveys and curriculum materials for schools (Kennedy administration), the Presidential Physical Fitness Award (Johnson administration), greater outreach to communities (Reagan administration), establishing National Physical Fitness and Sports Month (George H.W. Bush administration), establishing public and private partnerships promoting fitness awareness (Clinton administration), expanding the President’s Challenge awards program to adults (George W. Bush administration). These efforts are ongoing, and many programs can point to strong levels of success, but still the problem of childhood obesity has increased.

During President Barack Obama’s first year on office, First Lady Michelle Obama started a campaign to confront the problem of childhood obesity. Beginning with the planting of a vegetable garden on the South Lawn of the White House, she brought awareness to the importance of eating fresh, local produce. Then, during his State of the Union Address, President Obama announced First Lady Michelle would lead a national comprehensive initiative on childhood obesity that will be run by various federal agencies in partnership with the private sector. This effort coincided with a new report by the **Surgeon General** Regina Benjamin on obesity which warns that childhood obesity rate has tripled since 1980. On January 28, 2010, First Lady Michelle Obama announced the nationwide campaign called to “Let’s Move” confront the problem of childhood obesity.



McRel (www.mcrel.org)
Civics
Standard 27: Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
 Level III (Grades 6-8)

- Understands the importance for individuals and society of commonly held civic responsibilities such as paying taxes, being informed and attentive to public issues, monitoring political leaders and governmental agencies and taking appropriate action if their adherence to constitutional principles is lacking, deciding whether and how to vote, participating in civic groups, performing public service, serving as a juror, and serving in the armed forces



Lesson Plan

To better facilitate this lesson, have students review the background essay prior to beginning the lesson or review its main point.

Opening Activity

Show the news segment from *the.News* on “White House Campaign on Childhood Obesity”

www.pbs.org/newshour/thenews/thegov to students and debrief with the following questions:

- Do you think the overall attitude about childhood obesity has changed much in the past 10 years? If so, how?
- How does one’s physical appearance affect the way they are perceived by others? How does it affect the way they perceive themselves?
- What can students do to improve their diet and get more exercise? Why is this so important to do when they young? Why is it so hard to do on a regular basis?
- Besides taste and convenience, why do you think “fast food” is so much more appealing than fruits and vegetables? If “fast food” is so bad for you and fruits and vegetables are so much better, what can individuals do to reverse the desirability of fast food?
- What is the connection between young people’s high usage rate of media like television, computers, or video games and the high rates of obesity in young people?
- What impact does a public figure like First Lady Michelle Obama have when she puts her influence behind a campaign to address an issue like childhood obesity? Do you think this is a role for the First Lady? Why or why not.

McRel (www.mcrel.org)

Civics

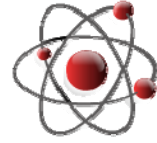
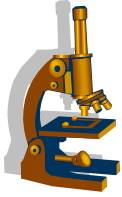
Standard 28: Understands how participation in civic and political life can help citizens attain individual and public goals

Level III (Grades 6-8)

- Understands how participation in civic and political life can help bring about the attainment of individual and public goals (e.g., personal goals such as living in a safe and orderly neighborhood, obtaining a good education, living in a healthy environment; public goals such as increasing the safety of the community, improving local transportation facilities, providing opportunities for education and recreation)
- Understands why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is a form a political participation

Level IV (Grades 9-12)

- Knows the many ways citizens can participate in the political process at local, state, and national levels, and understands the usefulness of other forms of political participation in influencing public policy (e.g., attending political and governmental meetings, demonstrating, contacting public officials, writing letters, boycotting, community organizing, petitioning, picketing)



Building a Healthy Program

Activity 1: Survey the School

Students can be powerful advocates for making a healthy school. They can influence administrators and their parents to make decisions that can improve the quality of food and provide more time for exercise. They can also serve on school health councils to help make a difference.

In this activity, students will conduct a survey to learn about the school's health education program as well as physical activity programs and nutrition services.

1. Divide students into three large groups, one to conduct the survey on the school's Health Education program, one for the Physical Education and Physical Activity programs and one to conduct a survey on Nutrition Services.
2. Distribute the "School Health Index" handout and the "Survey Score Sheets." Make sure that each group gets the appropriate "Survey Score Sheet" they've been assigned. Review the instructions with students.
3. Have students refer to each module's discussion questions in the CDC Website at <https://apps.nccd.cdc.gov/shi/PaperFormat/Modules.aspx>. Or you can make copies of these and include them with the handout. They will need the discussion question details to understand and conduct the survey more effectively. The survey forms in the handout were taken from Module 2, 3 and 4 on the CDC Website. Students can conduct additional module surveys if you wish, but these three are closely related to the issue of diet, exercise, and obesity.
4. Have students work in small groups within each of the three groups to survey the following school officials: Physical Education and Health class teachers, curriculum directors, Athletic Director, coaches, food service manager, principal, vice principal and/or other administrative officials. Since each of these faculty members will be answering three surveys, you might want to help students schedule their survey time with these individuals to maximize their participation and minimize any inconvenience. It is recommended students conduct interviews with the interviewees and not just have the interviewees fill out the surveys. This can be done during class or at other times, depending on all parties' schedules.
5. NOTE: To save time (but minimize class participation), you can also have only a few students conduct the surveys on each module and talk to only one or two school officials.
6. Once students have conducted their surveys, have them tally up the scores in each of the three categories. Average each of the scores for the three overall categories.

McRel (www.mcrel.org)

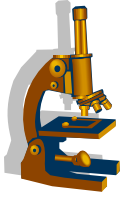
Civics

Standard 29: Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy

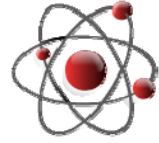
- Understands why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy and communicating that knowledge to others is an important form of participation, and understands the argument that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry

Level IV (Grades 9-12)

- Understands why becoming knowledgeable about public affairs and the values and principles of American constitutional democracy, and communicating that knowledge to others are important forms of participation, and understands the argument that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry



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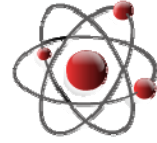
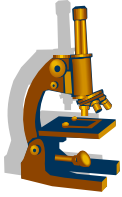


7. Also, have students create surveys for a broad representation of students to gather their views of the physical education, health, and food service programs at the school.

Activity 2: Action Planning

In this next activity, students will **analyze** the survey results, **evaluate** the strengths and weaknesses of the schools health, fitness and nutrition programs and **formulate** recommendations on how to improve the areas of weakness.

1. In each of the three large groups, divide students in to small groups of 3-4, or have them meet back in their small survey-taking groups.
2. Distribute the “Evaluating Survey Results” handout to students.
3. Review the directions with students and have them complete the evaluation.
4. On step 2, have students brainstorm possible actions to improve the school’s scores. You can tell them to be creative and suggest any idea they think might work. They will **evaluate** their ideas in Step 3.
5. Have students work in their small groups and complete steps on the handout for their assigned survey topic. If the class conducted the surveys of several school officials in Activity 1, use the average scores for each of the three surveys. If only a few students surveyed a few school officials, have the results of the survey available for each group to analyze.
6. You might wish to have students implement a plan that is already developed that students believe would be useful at your school. Consider some of the plans other schools have conducted from students’ research in activity three below. Or you might consider *the.News* Science lesson on obesity www.pbs.org/newshour/thenews/thevote.



Partnership for 21st Century Skills (<http://www.21stcenturyskills.org/>)

Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes

Creativity and Innovation

- Use a wide range of idea creation techniques (such as brainstorming)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Critical Thinking and Problem Solving

Reason Effectively:

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Make Judgments and Decisions:

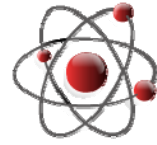
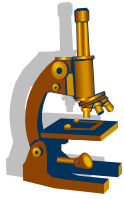
- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Interpret information and draw conclusions based on the best analysis

Communication and Collaboration

- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact

Activity 3: Putting the Plan into Action

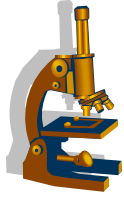
1. Have students meet back in their large three groups.
2. To give all class members an overview of all three surveys results, ask each group to **summarize** for the class their results and their **evaluations** of the survey highlighting the following:
 - The survey score
 - The top three actions they've identified as important and feasible with information on the cost, time, and commitment.
3. To move the project from information to action, distribute the "Making it Happen" handout and review directions with students. Give them time to complete the research of other schools' efforts to improve health and fitness programs at the CDC Website listed on their handout.
4. When students have recorded examples of other school's actions, have students meet again in their three large groups and begin to **formulate** their action plan following the "Build Your Action Plan" directions on their handout.
5. Once students have built their action plan, have them follow the steps to implement their plan.



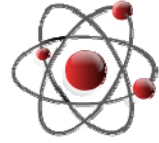
Assessment

Assess student performance on their working cooperatively with others and class participation during discussions. Assess the completeness and accuracy of their surveys and evaluations. Assess students Action Plan and Implementation plan using the following rubric:

CATEGORY	4	3	2	1
Research/Statistical Data	Students conduct and complete one or more surveys of school personnel providing thorough analysis of the data.	Students conduct and complete one survey of school personnel and provide an adequate analysis of the data.	Students conduct one survey of school personnel and partially complete the analysis of the data.	Students fail to complete one survey of school personnel and provide no analysis of the data.
Brainstorming - Solutions	Students identify more than 4 possible actions to address weaknesses in the school's health and fitness program.	Students identify at least 4 possible actions to address weaknesses in the school's health and fitness program.	Students identify at least 3 possible actions to address weaknesses in the school's health and fitness program.	Students identify fewer than 3 possible actions to address weaknesses in the school's health and fitness program.
Action Plan Development	Students formulate written report on their survey findings and action recommendations that incorporates all required elements in a complete and thorough way.	Students formulate written report on their survey findings and action recommendations that incorporates 85% of the required elements in a complete way.	Students formulate written report on their survey findings and action recommendations that incorporates 75% of the required elements in a complete way.	formulate written report on their survey findings and action recommendations that incorporates less than 75% of the required elements.
Action Plan Implementation	Students meet with all key stakeholders, gathering support for the plan, putting the plan into action and providing a complete evaluation.	Students meet with most of the key stakeholders, gathering some support for the plan, putting the plan into action and providing a complete evaluation.	Students meet with only one or two key stakeholders, but gather only small support for the plan.	Students don't meet with any key stakeholders and gather no support for the plan
Organization	Action plan is very organized with well-constructed paragraphs and subheadings.	Action plan is organized with well-constructed paragraphs.	Action plan is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.



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Resources

Center for Disease Control's Website on Childhood Obesity <http://www.cdc.gov/HealthyYouth/obesity/>

First Lady Michele Obama's launch of childhood obesity program <http://www.whitehouse.gov/photos-and-video/video/first-lady-takes-childhood-obesity>

Kaiser Family Foundation study on Media in the Lives of 8 to 18-Year-Olds
<http://www.kff.org/entmedia/mh012010pkg.cfm>

Let's Move: <http://www.letsmove.gov/>

National Center for Health Statistics <http://www.cdc.gov/nchs/>

Office of the Surgeon General "Childhood Overweight and Obesity Prevention Initiative
<http://www.surgeongeneral.gov/obesityprevention/index.html> and the Surgeon General's report on
Childhood Obesity <http://www.surgeongeneral.gov/library/obesityvision/obesityvision2010.pdf>

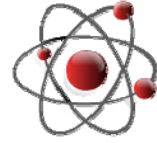
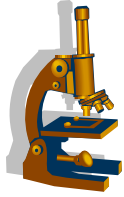
President's Council on Physical Fitness <http://www.fitness.gov/>

Robert Wood Johnson Foundation Center to Prevent Childhood Obesity
<http://www.reversechildhoodobesity.org/>

U.S. Department of Health and Human Services' Website "WE CAN"
<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/>

Activity Designer:

Greg Timmons is a former social studies teacher now freelance writer and educational consultant.



School Health Index

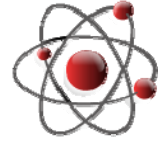
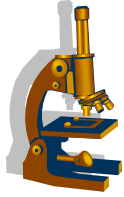
Background: This activity was adopted from the Center for Disease Control's School Health Index program (<http://www.cdc.gov/HealthyYouth/keystrategies/index.htm>). This program has been widely implemented across the nation to improve school health policies and programs. In this activity you, as students, will have the opportunity to survey your school's health and fitness program, assess its effectiveness, and make recommendations for improvement. Your first step is to conduct a series of surveys on three areas of your school's health and fitness program:

- health education program
- physical education and other physical activity programs
- nutrition services

The purpose of the surveys and the evaluation that follows is to help you and school officials get an idea of the quality of your school's health and fitness programs and, working together with school officials, look at ways to improve these program.

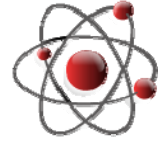
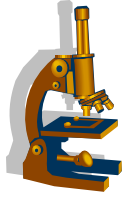
Directions

1. After you have been assigned one of the three areas to survey, check to make sure you have the corresponding Survey Score Sheet.
2. Refer to your module's details of the survey questions at the CDC Website at <https://apps.nccd.cdc.gov/shi/PaperFormat/Modules.aspx> or review the hard copy materials if they have been provided for you. It will be important to review this material so you understand the intent and nature of the survey questions you'll be asking.
3. From your large group, divide up into small groups of two or three to survey the following school officials:
 - a. PE teacher(s)
 - b. Health teacher(s)
 - c. Curriculum director(s)
 - d. Athletic director(s)
 - e. Coaches
 - f. Food service manager
 - g. Principal, vice principal or other administrative official
4. Be sure to be sensitive to these people's time and their willingness to participate in your survey. Be on time for your interview, be efficient in asking your questions, and above all, be polite.
5. Once your small group has conducted your survey, tally up the scores on your Survey Score Sheet and then move on to Activity 2, **evaluating** your survey results.



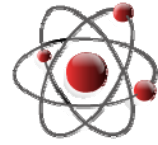
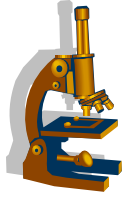
**Module 3: Physical Education and Other Physical Activity Programs
Survey Score Sheet**

Survey Question	Fully in Place	Partially in Place	Under Development	Not in Place
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
For each column, add up the numbers that are circled and enter sum in this row.				
	Total Points add the four sums above and enter the total to the right			
	Module Score= (total points, divided by 57) X 100			%



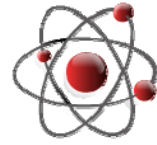
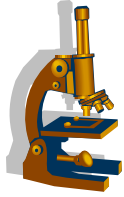
Module 2: Health Education Survey Score Sheet

Survey Question		Fully in Place	Partially in Place	Under Development	Not in Place
1	Required health education course				
2	Health education grading				
3	Sequential health education curriculum consistent with standards				
4	Active learning strategies				
5	Opportunities to practice skills				
6	Culturally appropriate examples and activities				
7	Assignments encourage student interaction with family and community				
8	Credentialed health education teachers				
9	Professional development in health education				
10	Professional development in delivering curriculum				
11	Professional development in classroom management techniques				
12	Essential topics on preventing unintentional injuries, violence and suicide				
13	Essential topics on physical activity				
14	Essential topics on health eating				
For each column, add up the numbers that are circled and enter sum in this row.					
		Total Points add the four sums above and enter the total to the right			
		Module Score= (total points, divided by 42) X 100			%



Module 4: Nutrition Services Survey Score Sheet

Survey Question		Fully in Place	Partially in Place	Under Development	Not in Place
1	Breakfast and/or lunch programs				
2	Variety of foods in school meals				
3	Low-fat and skim milk available				
4	Meals include appealing low-fat items				
5	Food purchasing and preparation practices to reduce fat content				
6	A la cart offerings include appealing, low-fat items				
7	Sites outside cafeteria offer appealing, low-fat items				
8	Promote healthy food and beverage choices				
9	Adequate time to eat school meals				
10	Collaboration between food services staff and teachers				
11	Degree and certification of food service manager				
12	Professional development for food service manager				
13	Clean, safe, pleasant, cafeteria				
14	Preparedness for food emergencies				
For each column, add up the numbers that are circled and enter sum in this row.					
		Total Points add the four sums above and enter the total to the right			
		Module Score= (total points, divided by 42) X 100			%



Activity 2: Evaluating Survey Results

Directions: After your class has completed the surveys for the three topic areas and tabulated the scores, follow the steps below to **evaluate** the results of your survey.

Review Steps:

1. According to the survey scores, **describe** the strengths and weaknesses of your school’s policies related to your assigned topic?
2. For each weakness identified, **formulate** several actions to improve the school’s scores.
3. List the actions on the table below. Use the five point scales below to rank each action on the five dimensions (importance, cost, time, commitment, feasibility). You can list as many actions as you like.
4. Add the points for each action to get the total points. Use the total points to help you choose one priority action that you will pursue in your plan.

Importance: How important is the action to my school?

5 = Very important 3 = Moderately important 1 = Not important

Cost: How expensive would it be to plan and implement the action?

5 = Not expensive 3 = Moderately expensive 1 = Very expensive

Time: How much time and effort would it take to implement the action?

5 = Little or no time and effort 3 = Moderately time and effort 1 = Very great time and effort

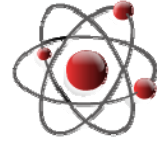
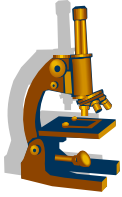
Commitment: How enthusiastic would the school community be about implementing the action?

5 = Very enthusiastic 3 = Moderately enthusiastic 1 = Not enthusiastic

Feasibility: How difficult would it be to complete the action?

5 = Not difficult 3 = Moderately difficult 1 = Very difficult

Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top Priority Action? (y/n)



Making it Happen: Developing and Implementing your Plan

Check out what other schools have done

Background: In this initial step in **formulating** your action plan, you will be reviewing what other students have done to change the quality of their school's health and fitness programs.

Directions:

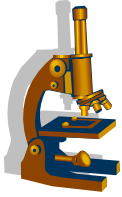
1. Working in your large topic group, assign each of the proposed actions you've **formulated** to a small sub-group.
2. Have each sub-group go to <http://apps.nccd.cdc.gov/MIH/MainPage.aspx> to research what other schools have done to improve the health and fitness programs in their schools.
3. Once you are on the Website, select a category from the pull down menu of an area you want to improve. Look for categories that come close to the actions you identified. Be sure to also check out the "student input to change" category.
4. Keep the location pull down at "select all."
5. When the search results come up, click on any of the school links to find information on what students and school officials did to implement a program. Take notes on the schools' projects and how they were successful.

Build Your Action Plan

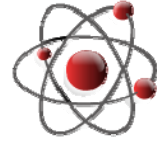
Background: Next, write a report on your survey findings and evaluation. This will be a formal document that describes in detail what you know about the status of health and fitness programs at your school and recommendations you've **formulated** to improve those conditions. This document is at the heart of your efforts and will be read by many decision makers in your school, so you will want to make it impressive.

Directions: Develop your report using the following guide:

- Action Plan developers' names
- Advisor or teacher's name
- School name
- **Summarize** the survey and evaluation you conducted
 - Briefly **describe** of the survey you conducted (Review the general questions asked. Also mention the survey was adopted from the Center for Disease Control's School Health Index program.)
 - Names/titles of the people surveyed
 - Survey results (survey score)
 - Briefly **describe** of the evaluation procedure you conducted on the survey
 - List the actions you formulated and identify the one you chose to implement.
- Detailed description of the action plan
 - **Explain** the action you propose and the expected outcomes
 - **Describe** the steps you will take to get the plan implemented. Explain how the project will work.
 - Rationale: **explain** the survey results relating to your action. (What did the survey tell you about the need for your proposed action?)
 - **Summarize** similar school projects you discovered in your research



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- Identify Key Stake Holders
 - The next step is put your plan into action. You will want to identify key stakeholders—people who have an interest in the plan you propose and will be needed to help you implement it. Also, seek out anyone you believe might resist or have concerns about your plan. Their early input will be valuable in helping you work through the issues and creating a plan all interested parties can support. Here are some examples:
 - School Faculty and Administration
 - Interested Parties (students, parents, etc.)
 - Potential Community Partners (health organizations, health and fitness related businesses, the media)
- Evaluation of Plan: Determine how you will measure the success of your proposed plan. Here are some ideas
 - Propose “before-and-after” comparisons. Compare the conditions before the project was implemented and after as a way of measuring how your project caused change. Consider using survey results, anecdotal comments, or statistical data.
 - Counting and measuring the level of support, enthusiasm, and participation. Keep track of how many people participated in implementing the action plan. How many people participated in any programs you developed? How much publicity and support was generated?
 - **Compare** and **contrast** your program’s results with a control group. If possible, measure how the action plan affected those who participated against those who didn’t.

Implement your Action Plan

Set up meetings with each of the key stakeholders to introduce your plan and set a time to discuss it. Start with the school’s staff and administration. Discuss with stakeholders the following:

- Overall reaction to your plan
- Comments in support of the plan
- Areas of concern
- Ways of solving or eliminating the concerns
- Any recommendations they have to help move the plan forward
- Commitment on the level of support/participation from key stakeholders

Once you have gained support and participation for your plan, you will need to “plan your plan.”

- From the feedback you received from stakeholders, make any necessary revisions to your plan.
- Using the steps you devised in the previous section, break them down into tasks. Think of what needs to be done. Assign people in your group jobs they *want* to do and *can* do. Have someone or a few people in charge to remind all members to do their tasks. Establish a timeline or set deadlines for the completion of each task.
- Frequently check with and report to stakeholders and other members of your group on progress.
- Once your plan is complete, implement your evaluation plan and report your findings.