What if our students have the top test scores

but only live to be age 30 due to poor health?

Physical Activity in School:
Essential Element in the Equation
to Solve the Problem of Childhood Obesity

Statewide Physical Fitness Data

51% of all students in Grades 4, 6, 8 and 10 statewide met minimum standards for all four components of the CT Physical Fitness Assessment [School year 2010-11]

Health-Related Fitness Component	Test	% meeting minimum health-related fitness standard
Aerobic capacity	Mile run or PACER (shuttle run)	71%
Muscular strength / upper body	Right-angle push-up	83%
Muscular endurance / core strength	Curl-up	74%
Flexibility	Back-saver sit-and-reach	81%
	All 4 components	**51%**

Physical Activity

Problems

- ✓ the problem of **obesity** in children and the increase in its prevalence
  - the effects of lack of fitness and vitality,
  - chronic disease,
  - disruptive behavior,
  - disproportionate occurrence in minority populations and economically disadvantaged

- ✓ the problem of **inactivity** in schools
  - technology,
  - academic seat-time,
  - classroom decorum,
  - poor eating habits
  - **physical activity is optional**, at the discretion of teachers and administrators

Benefits

- ✓ **contributions** of physical activity
  - improved behavior and executive function,
  - improved attendance,
  - improved school climate,
  - improved fitness,
  - improved self-esteem,

Benefits – *continued*

- improved eating behavior,
- improved academic improvement,
- potential to shrink the 'achievement gap'

Progress

✓ activity locally and statewide
- PA classrooms institute, many local champions, PEP grant projects, school-community partnerships, statewide coalitions against childhood obesity, strengthening of "recess law"

Needed

✓ steps, actions and support, and strategies worth exploring
- Influence schools that are opting out of recess for more academic "seat time"
- Ensure that there is more physical activity during the school day for all students
- Partner with other organizations within communities (i.e. parks and recreation departments, youth development organizations, local governments, health service providers, faith-based organizations, parents) to build communities around good nutrition, and positive and inclusive physical activity.
- Collaborate with teacher education programs to embed physically active learning in all classrooms and learning environments
- Craft the message and image of physical activity and physically active learning as an expectation and a right
- Provide policy change, incentives, enabling resources, guidance and support

Time Devoted to Physical Exercise

State law requires that each local and regional board of education must provide time devoted to physical exercise for students in **elementary school**, of not less than **20 minutes** in total for each regular school day. This provision is required pursuant to **Section 10-221o** of the Connecticut General Statutes, as amended by **Section 9 of Public Act 12-116, Section 5 of Public Act 12-158 and Section 2 of Public Act 13-173.**

Public Act 13-173 requires that not later than October 1, 2013, each local and regional board of education must adopt a **policy** concerning the issues of (1) any school employee **preventing a student from participating** in the entire time devoted to physical exercise during the regular school day and (2) any school employee involved in requiring any students enrolled in Grades K-12, inclusive, to engage in **physical activity as a form of discipline** during the school day. In addition, the Public Act amended Section 10-221o to include in the regular school day for each student enrolled in elementary school time devoted to physical exercise of not less than 20 minutes. Previously, the statute required 20 minutes of physical exercise for students enrolled in Grades K-5.

To be in compliance with this legislation, school districts are advised to ensure a daily period of physical exercise for all elementary school children, including kindergarten and pre-kindergarten (PK) students regardless of whether their regular school day is a full day or half-day. If an elementary school includes Grades PK-8, the school must provide opportunity for physical exercise for ALL students, including those in Grades 7 and 8 as well as PK. Opportunities for physical exercise may be (1) recess, (2) other sustained opportunities for physical activity during classroom learning in addition to regularly scheduled physical education, or (3) some combination of (1) and (2). Transitions between classes should not be considered as "time devoted to physical exercise."

The provision of 20 minutes of physical exercise during recess or during classroom learning **must not replace physical education** classes. Physical education provides sequential instruction to enhance the development of motor skills, movement concepts and physical fitness, and is taught by a certified teacher. Physical education is a subject, just as mathematics, science or reading, which has a curriculum and qualifications for teachers who are providing planned programs of instruction. Recess provides unstructured play opportunities that allow children to engage in physical activity. The Connecticut State Board of Education supports physical exercise in the regular school day in the Position Statement on Nutrition and Physical Activity (2010).

Quality physical education, physically active learning opportunities and daily recess are all essential components of the elementary school educational experience that enable students to

develop physical competence, health-related fitness, personal and social responsibility, academic success and enjoyment of physical activity so that they will be physically active for a lifetime. Physically active learning opportunities may include movement-oriented learning activities in the academic environment, physical activity breaks, and regularly scheduled schoolwide routines and events that engage students and staff in physical activity. Districts should ensure that students with special physical and cognitive needs have equal physical activity opportunities, with appropriate assistance and services.

Recess provides children with discretionary time to engage in physical activity that helps them develop healthy bodies and enjoyment of movement. It also allows children the opportunity to practice life skills such as cooperation, taking turns, following rules, sharing, communication, negotiation, problem solving and conflict resolution. Furthermore, evidence and best practice supports participation in physical activity to improve attention, focus, behavior and learning in the classroom.

Students should develop healthy lifestyles that incorporate physical activity in their daily practice as a positive and rewarding experience. To encourage this positive life skill, districts should not permit withholding recess or using exercise as punishment but should instead develop alternative practices for promoting appropriate behavior. Opportunities for physical activity should not be withheld as a consequence of incomplete school assignments. These practices should be defined in local and regional board policies no later than October, 1, 2013, as required by Public Act 13-173, see above.

According to The State of Play, Gallup Survey of Principals on School Recess (Robert Wood Johnson Foundation, February 2010), principals overwhelmingly believe recess has a positive impact not only on the development of students' social skills, but also on achievement and learning in the classroom. The poll's report includes the following conclusions: 97 percent of principals believe that recess has a positive impact on general well-being; and 96 percent believe that recess has a positive impact on social development.

At a time when childhood obesity is a national health crisis and illnesses associated with being overweight and inactive are at historical levels, schools should be looking for ways to provide increased opportunities for children and youth to be active. These increased opportunities should be provided during the physical education instructional program, during recess and throughout the academic learning environment.

Physical Education

Requirements and Recommendations

Physical Education Requirements

Connecticut General Statutes Section 10-221a. High school graduation requirements (a), and (b)

Connecticut General Statutes Section 10-16b. Prescribed courses of study.

(a) Includes physical education

Grades PK-12: planned, ongoing and systematic program of instruction

High school graduation: at least one credit

Taught by certified teacher (044 endorsement)

(c) Addresses medical excuses

Physical Education Recommendations

(*Source:* Guidelines for a Coordinated Approach to School Health, 2007)

1. *Quality standards-based sequential physical education.* Physical education shall be sequential and standards-based, using national or state-developed standards.

2. *Daily physical education.* All students in Grades PK-12, including students with disabilities, with special health-care needs, and in alternative educational settings, shall receive daily physical education for the entire school year.

3. *Certified teachers.* A certified, highly-qualified physical education teacher shall teach all physical education.

4. *Daily recess.* All elementary school students shall have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity.

5. *Physical activity opportunities before and after school.* All elementary, middle, and high schools shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs.

6. *Physical activity and punishment.* Teachers and other school and community personnel shall not use physical activity or exercise (e.g., running laps and doing pushups) or withhold opportunities for physical activity (e.g., recess and physical education) as punishment.

7. *Safe routes to school.* The district shall work with local public works, parks and recreation, public safety, and police departments to make it safer and easier for students to walk and bike to school.

8. *Use of school facilities outside of school hours.* School spaces and facilities shall be available to students, staff, and community members before, during and after the school day, on weekends and during school vacations.

9. *Incorporating physical activity into the classroom.* Students shall be provided with opportunities for physical activity in addition to physical education.

Physical Activity Guidelines for Children and Adolescents

National Standards

The National Association for Sport and Physical Education (NASPE) physical activity guidelines for elementary school-aged children recommend the following:

Elementary school-aged children should accumulate at least 60 minutes of age-appropriate and developmentally appropriate physical activity from a variety of activities on all, or most, days of the week.

An accumulation of more than 60 minutes, and up to several hours per day, of age-appropriate and developmentally appropriate activity is encouraged.

Some of the child's activity each day should be in periods lasting 15 minutes or more and include moderate to vigorous activity. This activity will typically be intermittent in nature, involving alternating moderate to vigorous activity with brief periods of rest and recovery.

Children should not have extended periods of inactivity (two hours or more).

The International Consensus Conference on Physical Activity Guidelines for Adolescents Recommendations

All adolescents should be physically active daily, or nearly every day, as part of play, games, sports, work, transportation, recreation, physical education, or planned exercise in the context of family, school, and community activities.

Adolescents should engage in three or more sessions per week of activities that last 20 minutes or more at a time and that require moderate to vigorous levels of exertion.

CSDE Guidance and Support:

State Board of Education Position Statement on Nutrition and Physical Activity (2010)

Physical activity guidance infused throughout these documents:

Action Guide for School Nutrition and Physical Activity Policies

Child Care Nutrition and Physical Activity Policies

School Wellness Policies must address local physical activity policies:

Guidelines for a Coordinated Approach to School Health (2007) Section 3: Physical Education and the Action Guide for School Nutrition and Physical Activity Policies Section 4 - Policy Component: Physical Education and Physical Activity

Healthy and Balanced Living Curriculum Framework for School Health Education and Physical Education

Contact:

For resources and best practices, visit the Physical Education Web Page: http://www.ct.gov/sde/physicaleducation.

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P.A.S.S.

Physically Active School Systems

Classrooms in Action Workshop

Thursday, November 21, 2013, 8:00 am – 3:30 pm

Crowne Plaza Hotel – 100 Berlin Rd, Cromwell, CT 06416

Registration check-in opens at 7:30 a.m. in the Front Lobby

Classroom teachers are invited to this Action Based Workshop that will provide compelling information for why movement needs to be incorporated into the school culture.

Teaching strategies and techniques will be included in order to better understand the role physical activity plays in the classroom and how it can contribute significantly to improved cognition, instruction, retention, motivation, attention and engagement in the learning process.

Internationally & Nationally Recognized Speakers

Brain Based Learning and Active Classrooms

Jean Blaydes: International educational speaker, consultant and author - Action Based Learning

John J. Ratey, MD, Associate Clinical Professor of Psychiatry at Harvard Medical. Internationally recognized expert in Neuropsychiatry and author of "Spark: The Revolutionary New Science of Exercise and The Brain"

Martha Harris – Co-founder, Fizika Group, LLC - Fizika Active Learning

John Smith – Flaghouse Educational Consultant, NASPE National Elementary Physical Education Teacher of the Year 1989

WORKSHOP DESCRIPTIONS

Physically Active Classrooms Institute

Making the ConneCTion – Physical Activity and Academic Achievement

Day 1
9:30 to 11:30 a.m.

Activities for Academic Success Room 320
Presenter: Chris Ortiz

Teachers are often challenged by their desire to use an experiential learning approach while at the same time meeting curricular content requirements. This workshop focuses on approaches for using interactive group problem solving and experiential-based activities to focus on curricular content.
What you'll learn:

- Activities to use in the classroom and a new perspective on lesson planning, curriculum design and implementation.
- Ideas for teaching curricular content in an active experiential way.

Active Letters, Numbers and Shapes Auditorium
Presenter: John Smith, Education Consultant, Flaghouse, Inc.

This breakout session will be focusing on the physical activities, materials, and concepts that you can use in the classroom, spotlight letters, numbers, shapes and sizes. The New Take 10! books of 10 minute classroom activity breaks and the CATCH program's developmentally appropriate, evidence based, health and physical education program cards will be presented. Activities will include: bean bags, catch balls, dice, noodles, timer tops, jump ropes, Alpha dice, Minute to Win It activities and much more!

Join us for activity, discussion time, problem-solving and a time to learn together.

Physically Active Learning in the Elementary Setting Room 322
Phyllis Jones and Samantha Murr

Participants will experience a variety of instructional strategies and activities appropriate for the elementary classroom, that will provide movement during transitions, modify lessons to include physically active learning and insert energizers into your classroom. We will demonstrate ways to add movement without losing valuable instructional time. Activities include scarf drop, wiggles, hit the deck, gotcha, Count Hopula and many more.

WORKSHOP DESCRIPTIONS

Day 1

1:00 to 3:00 p.m.

Activities for Academic Success Room 320

Presenter: Chris Ortiz

Teachers are often challenged by their desire to use an experiential learning approach while at the same time meeting curricular content requirements. This workshop focuses on approaches for using interactive group problem solving and experiential-based activities to focus on curricular content.

What you'll learn:

- Activities to use in the classroom and a new perspective on lesson planning, curriculum design and implementation.
- Ideas for teaching curricular content in an active experiential way.

"Moving Academics" Auditorium

Presenter: Carol Ciotto

What could movement possibly have to do with learning? If movement were critical to learning, wouldn't the schools be employing it? You would think so. This session will address how movement increases attention span and helps the brain master new information. Participants will learn how to use short activity breaks or movement moments to refocus students and to use movement-based games to reinforce the academic learning process. We will discuss and explore through movement the components of brain based learning. Resources and practical strategies for implementing classroom-based physical activity with a connection to academic content will also be discussed.

As Einstein pointed out, "Learning is experience. Everything else is just information." "Come and experience learning."

Just Move It! Infusing Physical Activity in the Classroom Room 218 or 221??

Presenters: Michelle Owens and Nancy Duwenhoegger

In this session, participants will learn easy ways to engage students in classroom physical activity offerings throughout the school day without interrupting instruction. These activities are quick, require no equipment, can be implemented in limited space and are easy to learn and teach others. We will practice various ways to successfully infuse physical activity in the classroom no matter the subject area or grade level. We will share free Alliance resources; Fitness Trail Stations, Task Cards and Fast Breaks fitness videos. An Alliance Champion will share ideas and strategies to get your classroom teachers and staff excited about adding movement to the school day. You will leave this session with the tools that are sure to get your students moving and learning more!

Recess Rocks Active Classrooms Room 322

Presenter: Kim Thibodeau

Research shows: students' academic performance improves when brain and body work together. Though a sound foundation for any school's wellness initiatives, how do you balance kids' recommended physical activity guidelines and stay on goal? With Recess Rocks Active Classroom! Using multiple intelligences and active kinesthetic learning, these upbeat, non-stop 1–30 minute classroom and hallway activities:

- Boost fitness and academic success
- Improve students' concentration, behavior and memory
- Blend seamlessly into the school day
- Encourage teachers to glean valuable ideas to energize future classes

A healthy brain/body lift for teachers too, Active Classroom activities come tailored for every need: lesson plan tie-ins, subject switchin,' class time moves and hallways grooves.

WORKSHOPS

Physically Active Classrooms Institute

Making the ConneCTion – Physical Activity and Academic Achievement

Day 2

9:30 to 11:30 a.m.

Focus Your Locus

Presenters: Rich Keegan and Justin McGlamery

This workshop involves various movement activities that help refocus a group's attention. These activities require participants to pay attention to complete movement activities in a group setting. Particular attention will focus on the movement based activities, and discussion of how reflection following the activities can both enrich and enhance learning.

Funding through Fuel Up to Play 60

Presenter: Amanda Aldred.

Fund your physically active classrooms by implementing Fuel Up to Play 60. Learn step- by-step how Fuel Up to Play 60 can support your activities and improve the wellness environment of your school. Fuel Up to Play 60 schools can qualify for up to $4,000 per year in funding to support wellness initiatives. The next funding deadline is 6/1/2012; get tips on writing a successful application in this session.

Managing Physical Activity in the Classroom

Presenter: Dr. Bob Pangrazzi

Teachers often avoid content and practices that aggravate them, regardless of whether such practices are good for children. Physical activity in the classroom has often been avoided because it is seen as wasting time and making it difficult to get students back on track. This session will show how to effectively manage students in an activity setting so discipline and aggravation is minimized. Also included will be videos designed to teach classroom activities directly to students. Activities are designed to re-energize students and promote academic success.

Physical Activity in the Secondary Academic Classroom

Presenters: Lisa James and Tony Loomis

Presented by a content-area teacher and a PE teacher, this workshop is designed to give secondary teachers of various content areas ideas for getting students out of their chairs in order to (1) stay energized and focused, (2) review material, and (3) learn content-area concepts and skills that require critical thinking. Attendees will also have an opportunity to create an activity for one of their own upcoming lessons.

Physically Active Learning in the Elementary Setting

Presenters: Phyllis Jones and Samantha Murr

Participants will experience a variety of instructional strategies and activities appropriate for the elementary classroom, that will provide movement during transitions, modify lessons to include physically active learning and insert energizers into your classroom. We will demonstrate ways to add movement without losing valuable instructional time. Activities include scarf drop, wiggles, hit the deck, gotcha, Count Hopula and many more.

WORKSHOPS

Day 2

1:00 to 3:00 p.m.

ABC's for Fitness

Presenter: Judy Treu

This session will introduce ABC for Fitness™, a program designed to offer up to 30 minutes of daily physical activity in elementary school classrooms by converting time normally spent getting students to pay attention into structured productive "bursts" of supervised physical activity spread over the school day. The program is available free of charge, and offers flexibility in the number, type, and length of activity bursts. A menu of options ranges from basic activity bursts, to activity "bursts of imagination," to activity bursts that promote physically active learning in various subject areas (e.g. math, music, social studies, language arts, science, and health).

Advocating for Physically Active Schools

Presenter: Jean Mee

This session explains how to inform diverse audiences about the importance of physical activity. Answers and resources will be provided for these questions and more:

- Why promote youth physical activity?
- What resources are available to help with the message?
- How do you reach specific audiences such as school administrators, school board members, community leaders, and families and caregivers?

The CDC Youth Physical Activity Guidelines Toolkit will be featured.

Interdisciplinary Physically Active Learning at the Secondary Level

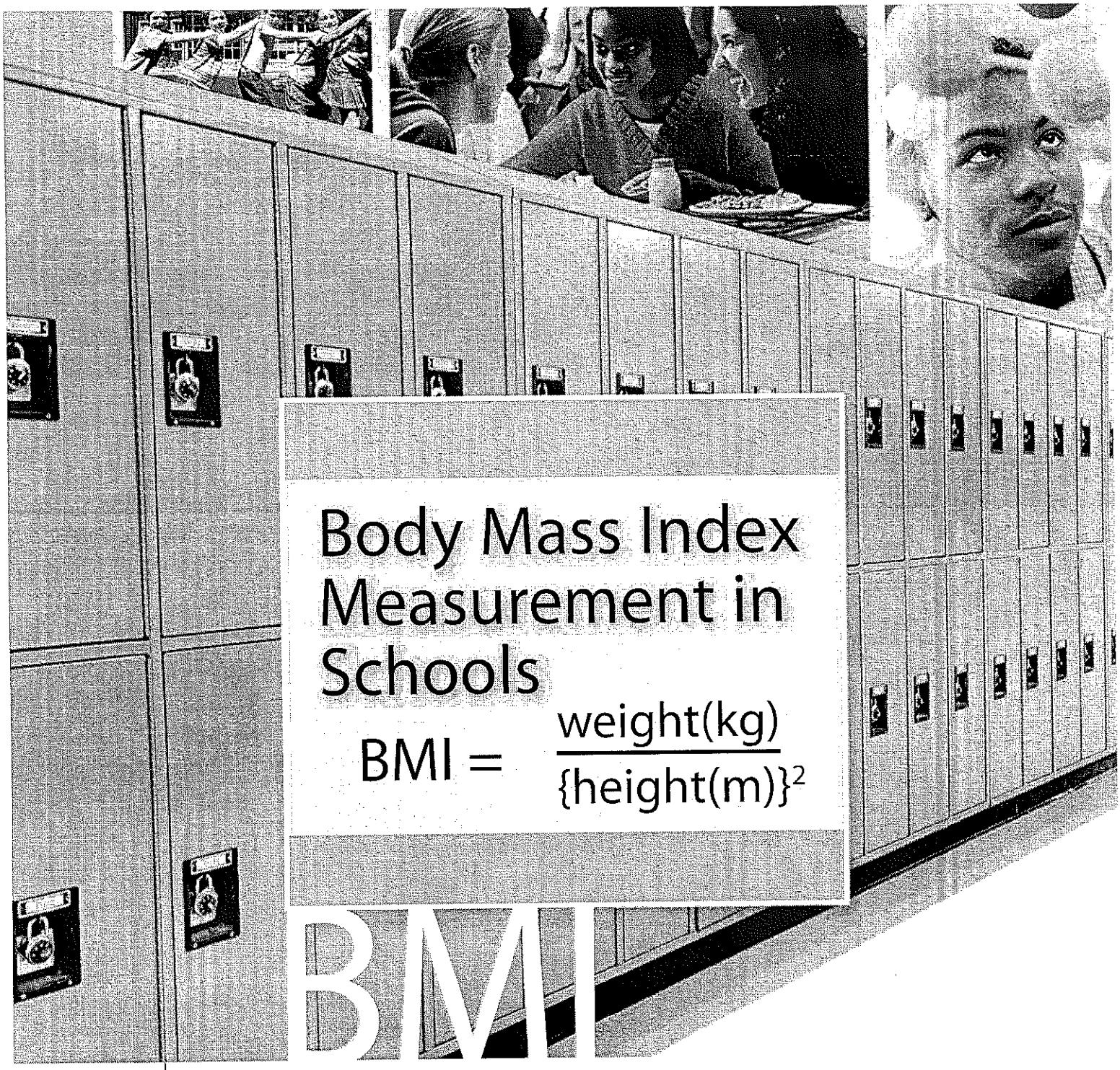
Presenter: Rich Keegan

This session is designed to help teachers feel comfortable integrating physically active learning with various academic concepts. A variety of activities will be shared that can be incorporated into your curriculum that will be helpful in addressing various themes, thematic units or recurring problems in education, such as fragmentation and isolated skill instruction. Come join us and take away some exciting ideas to bring back to your program that can help your students see the value of what they are learning and become more actively engaged.

Ten-Minute Interdisciplinary Activities

Presenter: Casey Pilkington

Did you know that incorporating physical activity into your classroom can take less than ten minutes? This session will show you how! You will have the opportunity to experience fun, effective and quick interdisciplinary activities for the elementary classroom. This session will also provide strategies for incorporating these activities into your classroom and school. In addition, you will learn about school wide and classroom based programs such as Brain Gym and Action Based Learning Labs.



Body Mass Index Measurement in Schools

$$BMI = \frac{weight(kg)}{\{height(m)\}^2}$$

BMI

Executive Summary

Centers for Disease Control and Prevention

National Center for Chronic Disease Prevention and Health Promotion

Journal citation of full article:

Nihiser AJ, Lee SM, Wechsler H, McKenna M, Odom E, Reinold C, Thompson D, Grummer-Strawn L. Body mass index measurement in schools. J Sch Health. 2007;77:651-671.

To access full journal article and executive summary, please visit CDC's website: www.cdc.gov/healthyyouth/npao/publications.htm#10

For more information on the role of schools in preventing childhood obesity, please visit CDC's website: www.cdc.gov/healthyyouth/npao/strategies.htm

As the United States continues to search for answers to the growing problem of obesity among children and adolescents, much attention has focused on body mass index (BMI) measurement programs in schools. The BMI is the ratio of weight to height squared. It is often used to assess weight status because it is relatively easy to measure and it correlates with body fat.[5-9]

In 2005, the Institute of Medicine called on the federal government to develop guidance for BMI measurement programs in schools.[10] With guidance from an expert panel, the Centers for Disease Control and Prevention (CDC) developed a report to help inform decision-making on school-based BMI measurement programs. This Executive Summary presents an overview of the report, which was published in the December 2007 issue of the *Journal of School Health*. The report describes the purposes of BMI measurement programs, examines current practices, reviews existing research, summarizes the recommendations of experts, identifies concerns about school-based programs, and provides guidance on BMI measurement programs, including a list of safeguards and ideas for future research.

BMI measurement programs in schools may be conducted for surveillance and screening purposes. BMI surveillance programs assess the weight status of a specific population (e.g., students in an individual school, school district, or state) to identify the percentage of students who are potentially at risk for weight-related health problems. Surveillance data are typically anonymous and can be used for many purposes, including identifying population trends and monitoring the outcomes of interventions. BMI screening programs assess the weight status of individual students to identify those at risk and provide parents with information to help them take appropriate action.

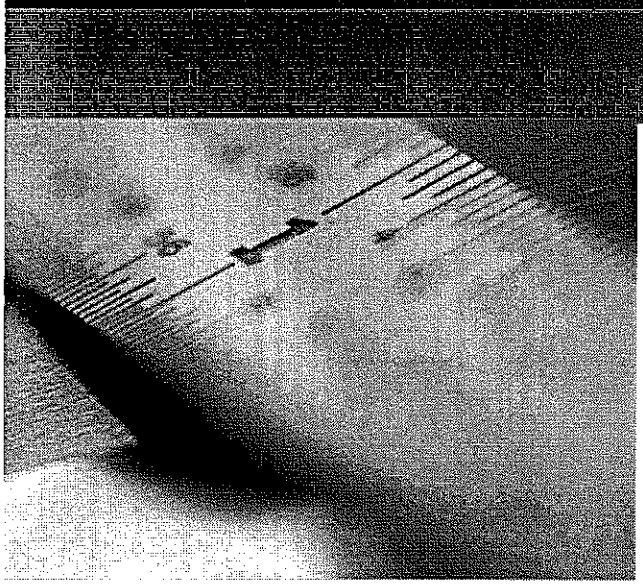
Some states have initiated BMI measurement programs in recent years. Arkansas, for example, implemented a statewide BMI screening and surveillance program in 2003 (State of Arkansas, 84th General Assembly, Regular Session. Act 1220 of 2003. HB 1583. 2003). In California, students participate in physical fitness testing that assesses BMI along with other fitness-related variables.[11]

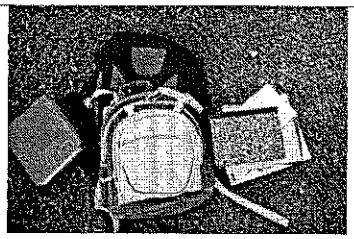
From 1980 to 2010, the percentage of youth who were obese* increased from 7% to 18% in children (6-11years) and 5% to 18% in adolescents (12-19 years).[1-4]

*These youth were classified as "overweight" in the articles cited; the classification was changed to "obesity" to reflect the June 2007 recommendations from the Expert Committee on the Assessment, Prevention, and Treatment of Child and Adolescent Overweight and Obesity.

BMI

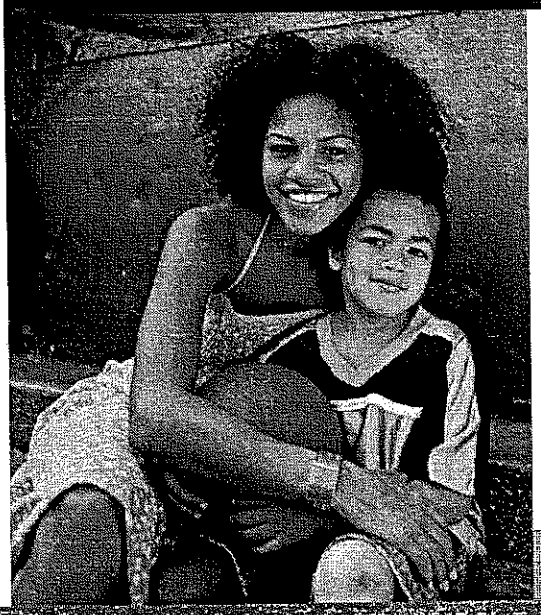
Little is known about the outcomes of BMI measurement programs, including effects on weight-related knowledge, attitudes, and behaviors of youth and their families.





Little is known about the outcomes of BMI measurement programs, including effects on weight-related knowledge, attitudes, and behaviors of youth and their families. As a result, no consensus exists on the utility of BMI screening programs for young people. The U.S. Preventive Services Task Force concluded that insufficient evidence exists to recommend for or against BMI screening programs for youth in clinical settings as a means to prevent adverse health outcomes;[12] however, the American Academy of Pediatrics (AAP) recommends that BMI should be calculated and plotted annually on all youth as part of normal health supervision within the child's medical home.[13,14] The Institute of Medicine recommends annual school-based screening.[10]

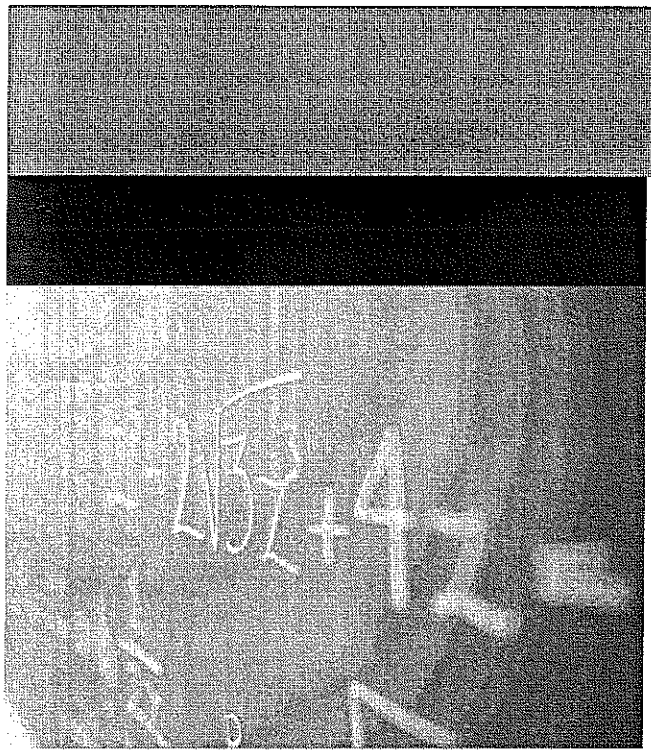
BMI screening meets some of the criteria established by the AAP for determining whether school-based screening should be implemented for any pediatric health condition:[15] obesity is an important and highly prevalent condition;[3,4] BMI is an acceptable measure;[6,8] and schools are a logical measurement site because they reach virtually all youth.[16] However, BMI screening programs typically do not meet other AAP criteria: effective treatments for obesity are not available,[9,17,18] research has not established the effectiveness and cost-effectiveness of BMI screening programs, and communities typically do not have resources in place to help at-risk individuals access treatment services.[10] More evaluation is needed to determine whether BMI screening programs are a promising approach for addressing obesity among children and adolescents.



American Academy of Pediatrics Criteria [5]

Criteria for a Successful Screening Program in Schools

Disease	Undetected cases must be common or new cases must occur frequently and the disease must be associated with adverse consequences.
Treatment	Effective treatment must be available and early intervention must be beneficial.
Screening Test	The test should be sensitive, specific, and reliable.
Screener	The screener must be well trained.
Target Population	Screening should focus on groups with high prevalence of the condition/disease in question or in which early intervention will be most beneficial.
Referral &Treatment	Those with a positive screening test must receive a more definitive evaluation and, if indicated, appropriate treatment.
Cost / Benefit	The benefit should outweigh the expenses (i.e., costs of conducting the screening and any physical or psychosocial effects on the individual being screened).
Site	The site should be appropriate for conducting the screening and communicating the results.
Program Maintenance	The program should be reviewed for its value and effectiveness.



A number of concerns have been expressed about school-based BMI screening programs, including that they might stigmatize students and lead to harmful behaviors.[17,19-24] Other concerns are that these programs might be ineffective, waste scarce health promotion resources, and distract attention from other school-based obesity prevention activities.[25] More research is needed to assess the validity of these concerns. BMI surveillance programs are less controversial, because they do not involve the communication of sensitive information to parents and do not require individualized follow-up care for students identified to be at risk. Schools that initiate BMI measurement programs should have in place a safe and supportive environment for students of all body sizes and a comprehensive set of science-based strategies to promote physical activity and healthy eating. In addition, BMI screening programs should ensure that parents receive a clear and respectful explanation of the BMI results and appropriate follow-up actions; and that resources are available for safe and effective follow-up.

To reduce the risk of harming students, BMI measurement programs should adhere to the following safeguards:[19,26]

(1) introduce the program to school staff and community members and obtain parental consent,

(2) train staff in administering the program (ideally, implementation will be led by a highly qualified staff member, such as the school nurse),

(3) establish safeguards to protect student privacy,

(4) obtain and use accurate equipment,

(5) accurately calculate and interpret the data,

(6) develop efficient data collection procedures,

(7) avoid using BMI results to evaluate student or teacher performance, and

(8) regularly evaluate the program and its intended outcomes and unintended consequences.

BMI

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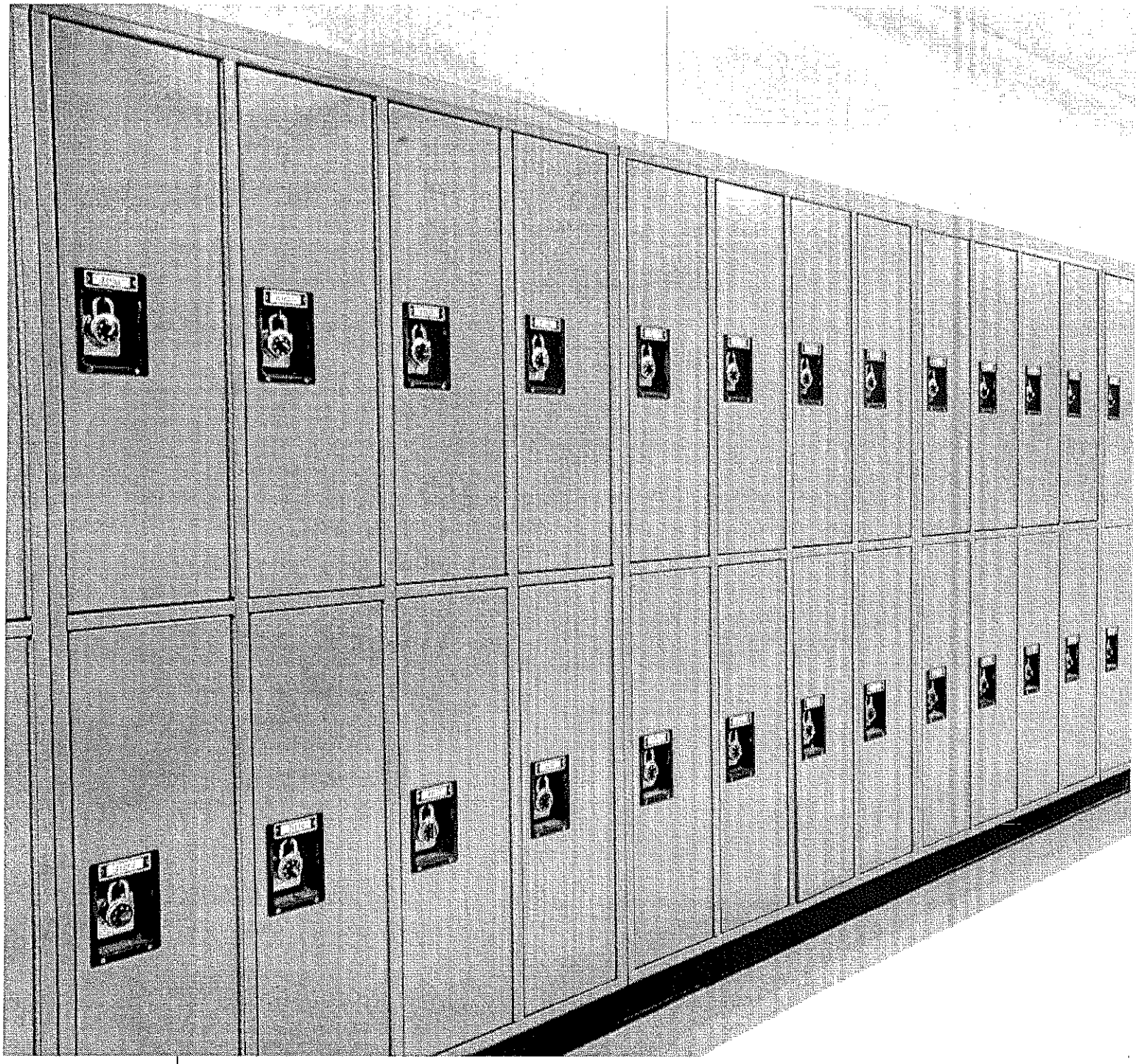

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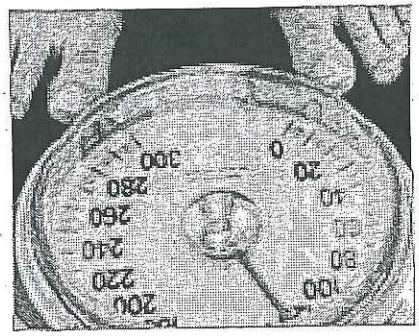
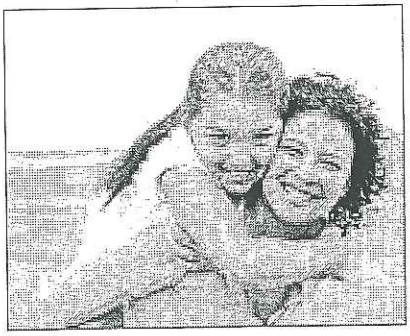
Overweight and Obesity

CDC's Division of Nutrition, Physical Activity, and Obesity (DNPAO) is working to implement policy and environmental strategies to make healthy eating and active living accessible and affordable for everyone.

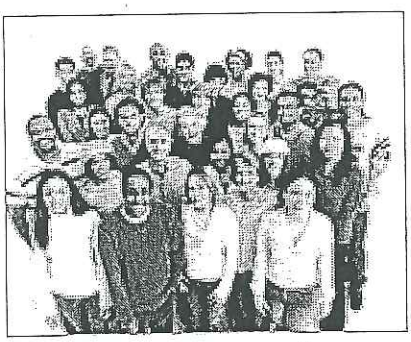
Strategies to Combat Obesity



For Me



For My Family



For My Community

Learn About Obesity

- Adult Overweight and Obesity
- Childhood Overweight and Obesity
- CDC-TV: The Obesity Epidemic

Other Healthy Living Topics

Nutrition
Good nutrition is vital to good health, disease prevention, and essential for healthy growth and development of children and adolescents.

Physical Activity
Regular physical activity helps improve your overall health and fitness, and reduces your risk for many chronic diseases.

Breastfeeding
One of the most highly effective preventive measures a mother can take to protect the health of her infant is to breastfeed.

Healthy Weight
Staying in control of your weight contributes to good health now and as you age.

Data and Statistics

Obesity Facts, Surveillance Systems, State Indicator Reports, Databases, Maps

Popular DNPAO Resources

- CDC and WHO Growth Charts
- Chronic Disease State Policy Tracking System
- Children's BMI Tool for Schools
- Adult BMI Calculator
- Child and Teen BMI Calculator

State and Community Programs

Learn about CDC funded state and community programs to prevent obesity and other chronic diseases, highlights and stories, state tools and resources, and obesity prevention recommendations.

Spread the Word

- Social Media Tools
- Social Marketing Web Course
- Resources and Publications
- Obesity Fact Sheets and Brochures

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