

Mikva
Challenge

TEEN HEALTH COUNCIL

**Go for the Gold
Principal's Toolkit
for
Healthier High Schools**



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Introduction



What is the Mikva Challenge?

Mikva Challenge is a nonpartisan 501(c)3 organization that prioritizes the development of civic leadership in underserved Chicago high school youth. Mikva Challenge was founded in 1997 as a tribute to former White House Counsel, Judge and U.S. Congressman Abner Mikva and his wife Zoe, a lifelong education activist. We help low-income Chicago youth become meaningful actors in politics and, by doing so, we honor the Mikvas' decades of inspiring young adults to embark on careers in public service and politics.

We are ambitious youth workers and advocates; since 2000, Mikva Challenge has trained over 20,000 young people through our elections, activism and policymaking programs. Through the Mikva process, young people connect with peers, adults and political issues, strategize about how to win their issue or campaign and take action to become real political participants. These youth tell us that they feel they have a "voice" now and report having a greater desire to vote, campaign, organize, lobby, and even run for office. Perhaps most importantly, these Mikva youth now believe that Chicago is their city and that they have the power, knowledge and skills to make it a more just and equitable place - both now and in the future.

Mission

Mikva Challenge develops the next generation of civic leaders, activists and policy-makers. We do this by providing young people with opportunities to actively participate in the political process, because we believe that the best way to learn leadership and to learn democracy is to experience both.

Our Goals

Mikva Challenge's work is focused on helping youth take political action now in order to develop the next generation of civic leaders. As a result, all our programs aim to achieve our four core goals:

- Ignite teenagers' passion for politics
- Increase youth civic knowledge
- Develop students' democratic leadership skills
- Help young people become part of the solution to school, neighborhood and city problems.

What is the Teen Health Council?

We are Mikva Challenge teen health council, a non-profit organization dedicated to develop the next generation of civic leaders for years to come. Throughout the summer, we have been trying to get high schools to sign up for the Go for The Gold Challenge. The Go for The Gold Challenge is a local branch of Michelle Obama's Lets Move Campaign. This campaign was created to help decrease obesity in American youth and promote a healthy lifestyle. According to statistics 1 in every 4 Americans is obese and the life expectancy of children born in today's society is shorter than their parents. Where does this leave our future? We, the youth of Chicago, are challenged to advocate for change, within CPS schools, for the improvement of student wellness. Our council has come up with twenty recommendations to help principals sign up for The Go for The Gold Challenge and actually follow through with it. We hope that our tool kit will make your process with signing up for the Go for the Gold Challenge easier.

What is the Go for the Gold Campaign?

The Go for the Gold campaign is a city-wide initiative to ensure that all kids have access to healthy food, quality nutrition education and physical activity at school. This Chicago effort is urging all schools to meet the Healthier US School Challenge, a school-based program that is part of a national movement to reverse childhood obesity in a generation - First Lady Michelle Obama's Let's Move! campaign.

Why is this important for schools right now?

For the first time in two centuries, our youth may live less healthy and possibly even shorter lives than their parents if childhood obesity is left unchecked. The growing prevalence of childhood obesity is the result of numerous, complex and intertwined factors. Yet there is growing recognition that creating healthy places—neighborhoods, schools, and workplaces—is essential to supporting healthy eating and physical activity. Healthy communities require healthy schools.

Source: <http://www.goforthegoldcps.org/about.php>

Recommendations

Recommendation Summaries

Recommendation 1:

Schools should provide students the opportunity to work in gardens or small farms for service learning hours as long as the school provides information about gardens and small farms that provide this opportunity for students.

Recommendation 2:

Schools should implement a mentoring program to encourage students to be physically active. If such a program is non-existent, it should be established immediately because it allows the students to set physical fitness goals and then work with their mentors to reach these set goals.

Recommendation 3:

Get more parents participating in local school councils (LSC).

Recommendation 4:

Pass out energy bars and let students have 15 minutes of some sort of exercise during the school day.

Recommendation 5:

Schools should change vending machines and a la carte items to only healthy items, and unhealthy items will be priced higher than healthier options.

Recommendation 6:

Instead of selling unhealthy food for fundraisers, promote healthier fundraising by offering different incentives.

Recommendation 7:

Students should be surveyed quarterly on school food, during lunch while they are eating.

Recommendation 8:

Students and staff should have conversations pertaining to school food in advisory, homeroom, or clubs. The staff should report issues that students bring up to the Principal.

Recommendation 9:

Teachers should have to eat school food once a quarter, in order to understand what students have to eat.

Recommendation 10:

There should be a Healthy food camp, hosted by CPS that would teach parents and students to cook healthier alternative meals. This will benefit parents and students because family meals strengthen relationships.

Recommendation 11:

Every CPS school should host a health expo for parents and students. Health care providers, and social service professionals should have seminars to teach the community in general about various health topics.

Recommendation 12:

Hands on activities should be implemented dealing with nutrition, such as food digestion and respiratory systems during courses such as biology, anatomy, physics, and chemistry classes for and nutrition classes.

Recommendation 13:

Designate a school wellness coordinator to create and maintain an active school wellness council that promotes healthy living, organizes events for physical activity, and promotes students to participate in after school physical activities by showing the ways students can be active such as participating in events ran by the SHC Such as walks or runs.

Recommendation 14:

The principal and physical education instructors shall review the P.E. curriculum to confirm that students have an entire class of physical activity that contains both moderate and vigorous movement. Upon review of the P.E. program, the instructors shall present and implement alternative physical activities for students, such as team building.

Recommendation 15:

Principals shall collaborate with P.E. instructors to require a reasonable physical fitness test of their choosing for each grade level at their schools. If a student has a proven physical condition that hinders him or her from completing the required test, then they will be given a supplement or substitution.

Recommendation 16:

Giving out an award per quarter to students in reference to their participation and input during the physical activities.

Recommendation 17:

Principals should use resources that are already in the schools to create after school classes (such as, but not limited to) self defense, jump rope and step teams that use physical activity. This allows students to lose weight and have fun, but it can't already be a program, class or team that is already in the school. This helps more students to get involved in physical activity and help lower the obesity rate.

Recommendation 18:

Schools must implement programs that allow students and parents to exercise together, this not only helps fight obesity but it also helps parents build relationship with their children.

Recommendation 19:

Schools should include physical activity in 25% of class time in 2 out of 4 core classes everyday of the week.

General Recommendations

These recommendations are important because they involve every aspect of the Go for the Gold Campaign. The Go for the Gold is about healthy food, physical activity, and nutrition education. These programs involve students to be physically active and learn about different aspects of nutrition. Creating a garden or farm will involve the community and also allows students to learn about nutrition education and produce healthy food that can go back to the community. A mentorship program also ties in all three of these topics because you are being physically active with your mentor, you learn to be healthier and to eat better.

Recommendation 1:

Schools should provide students the opportunity to work in gardens or small farms for service learning hours as long as the school provides information about gardens and small farms that provide this opportunity for students.

Problem:

Many students are uneducated about gardens and small farms and the nutrition foods provide. Students should learn about these by working in the gardens or small farms. It is important for students because the foods they are currently eating are not healthy. Foods such as the nachos, greasy burgers, and snacks like Flamin' Hot Cheetos, are only contributing to the obesity epidemic in America.

Why is it important?

This directly relates the Go for the Gold Campaign because nutrition education to involve multiple channels of communication, including the classroom, cafeteria, and home/parents. The gardens or small farms are hands-on activities to teach the importance of healthy foods. The concept of a garden or a farm is to teach students how to grow healthy foods like vegetables that will benefit the students in long term and also the short. The knowledge of the nutrition and which vegetables are the healthiest is significant in learning to pick better food choices.

Evidence:

According to Growing Power, a national nonprofit organization and land trust whose vision is to inspire communities to build sustainable food systems that are equitable and ecologically sound, creating a just world, one food-secure community at a time. Growing Power's website provides information about their projects which fall into three categories: grow, bloom, and thrive. All of these provide important opportunities for individuals and communities to network with each other as they work in partnership to promote food security and environmentally sound food production practices. The Chicago Avenue Community Garden at Cabrini-Green has provided students with educational opportunities, as well as a place to hang out. This is an opportunity to help bring the community together while providing great knowledge about growing and maintaining gardens. This ties into the Go for the Gold Challenge because the challenge is about bringing the community into the school and helping get better food and food opportunities for the students.

Implementation suggestions:

- The principal can get this information from the attached list of community gardens they can contact.
- During morning and afternoon announcements, talk about the opportunity to work in a garden or small farm that provides service learning hours. (Refer to the list attached.)
- Principals should contact the garden or farm and make sure the students who were interested have contacted them and made a set date. Be sure that they have service learning sheets to take with them to the garden or farm.
- Have the programs coordinator choose the site for the student, taking into the account of travel arrangements and distance.

Recommendation 2:

Schools should implement a mentoring program to encourage students to be physically active. If such a program is non-existent, it should be established immediately because it allows the students to set physical fitness goals and then work with their mentors to reach these set goals.

Problem:

Students need someone else to look up to besides their parents and teachers. Also, the life expectancy of students is getting shorter because of the overweight and obesity epidemic. This ties into the Go for the Gold because it is required that the schools provide opportunities for physical activity for all students throughout the year. The school must also actively promote participation in physical activities to all students. This helps improve the amount of physical activity offered in schools, as well as bringing the student body together.

Why is it important?

Students are suffering from the effects of unhealthy lifestyles while still in school. Having a healthy relationship with a mentor who encourages them to be physically active will benefit students' overall health.

Evidence:

According to a study by the National Association of State Boards of Education, the percentage of U.S. children and adolescents ages 12-19 who were overweight increased about 10% between 1963 and 2002.

Implementation Suggestions:

- Have a teacher who is interested or the social worker and social intern directing the program.
- Students that pass a fitness test should be targeted as mentors.
- The teachers should interview the students who are interested and make sure they are qualified through passing qualified test.
- The accepted mentors should have training on confidentiality agreements and how to talk to mentees.

Recommendation 3:

Get more parents participating in local school councils (LSC).

Problem:

Parents aren't being active in the LSCs so they do not know what's going on with their children's education or nutrition in the school. This ties into the Go for Gold campaign because if the students have support at home as well as in school then meeting a healthier lifestyle should not be a hard target. Also families get the benefit of being healthier as well.

Why is it important?

Parents have a place to voice their concerns and opinions on what's going on with the school, such as the lunch situation and why students don't like lunch. They have the right to know and need to exercise that right. This ties into the Go for Gold campaign because parents can also exercise their rights in opinions as far as developing a healthier family.

Evidence:

According to ERIC (Education Resources Information Center), four PSU (Philadelphia Student Union) students from West Philadelphia High School joined a nonprofit organization called Research for Action; they came together and started a project which they thought could really help to improve urban public high schools and parent participation. The data they gathered concerned what parents think good parent participation should look like. They conducted lengthy surveys with thirteen parents of high school students from two of the PSU chapters in West Philadelphia. They also interviewed seven of those parents in order to learn more about their responses. Data were collected from April through May 2006. Parents were asked what their own participation looked like and what prevented them from participating.

Implementation Suggestions:

- Parents should receive information about events in enough time to put it in their schedule. They should be contacted through telephone, e-mail, and flyers to ensure they have the information.
- Parents should be encouraged to talk with teachers and staff about other opportunities besides education, such as healthy food in their homes.

Recommendation 4:

Pass out energy bars and let students have 15 minutes of some sort of exercise during the school day.

Problem:

Students do not have enough exercise in school throughout the day.

Why is it important?

Passing out energy bars can promote energy for the rest of the day and a 15 minute break will get them up and moving. Students need energy to stay focused and on task.

Evidence:

During an interview at Social Justice High School, Principal Chad Weiden stated that after lunch near the end of the school day, there was a rise in bad behavior. According to Teenhealth.org, during adolescence, the body demands more energy through vitamins and nutrients. The best way to satisfy the hunger and get the appropriate nutrients is to eat healthy convenient snacks during the day.

Implementation Suggestions:

- Look into fundraising to get money to buy the energy bars.
- Staff will pass out energy bars at a time specified by the school.
- The school will decide the exercise, such as yoga or a light workout.
- The school can use different alternatives to energy bars such as pretzels or baked chips.
- Have rewards for students who eat the school lunch. Such as for a month or so the kids that eat the school lunch, have them get stamped and us as students go and monitor and we are the ones that give them the steps, and also us as students we go around and check to see how much food was actually thrown away and the kid with the most stamps get a prize of some sort.
- Have an early morning snack for the 1st period classes, for the kids who can't make it to breakfast in the morning. And it would also kind of give them a boost and some type of energy before the day really starts.
- Have an afternoon snack towards the end of the day, to just give students some energy to get through their last classes.
- Have a ten minute break to just relax and chill, maybe between classes that way students can have some type of relief and rest between classes to relieve of stress and fatigue.

Recommendation 5:

Schools should change vending machines and a la carte items to only healthy items, and unhealthy items will be priced higher than healthier options.

Problem:

School vending machines are selling unhealthy items such as Funyuns, Flamin' Hot Cheetos, and Pepsi. Most of these items contain empty calories. Empty calories don't have nutrients, and goes straight through your body. The body gains nothing from these empty calories. A diet high in empty calories can lead to weight gain, malnutrition, diabetes, and other health related issues.

Why is it important?

It's important to change snack varieties because it's hard for students to stop craving something that can turn into physical, mental, and emotional problems in the future. According to the Go for the Gold School Food guidelines, school beverage machines should have the following: milk or USDA approved alternative dairy beverages (8 oz), 100% full strength fruit and vegetable juices with no sweeteners (6 oz), and water with no flavoring, sweeteners, or carbonation and be decaffeinated.

Evidence:

Perspectives Charter School added new vending machines with healthy options and it's proven to be successful. The students have provided feedback and they like it. The snacks are filling and prove to be nutritional.

Implementation Suggestions:

- You, the principals, should survey students about what healthy options they want to see in the vending machine.
- Look for vendors that provide healthier options.
- Look into options such as nuts and V8 juice.

Competitive School Food

Competitive School Food is any food sold in schools that is not school food. Such as food in vending machines, a la carte, fundraising etc.

School Food is important for the Go for the Gold Campaign because kids spend majority of their time at school, and that's where most kids get their food for the entire day.

We hope these recommendations will help students eat the school food and be more willing to eat the school food. As well as help schools to do healthier fundraiser options.

The components that are in the checklist for our section states that the school primarily sells nonfood items through school fundraising.

- Served in portions of 200 calories or less
- Under or equal to 35% calories from fat (excluding nuts and reduced- fat cheese)
- Trans- fat free
- Under 10% calories from saturated fat
- Under or equal to 35% sugar by weight (fruits, vegetables, milk are exempt)
- Under or equal to 480 mg of sodium per side dish, 600 mg per entrée

The Go for the Gold Checklist also states that if the school has beverage vending machines for students they are only limited to only 3 items:

- Milk and/or USDA approved alternative dairy beverages (8oz) 1% or less and fat- free (skim)
- 100% full strength fruit & vegetable (6oz) with no sweeteners (nutritive or non- nutritive).
- Water: unflavored, no sweeteners (nutritive or non- nutritive), noncarbonated, caffeine- free

Recommendation 6:

Instead of selling unhealthy food for fundraisers, promote healthier fundraising by offering different incentives.

Problem:

Unhealthy food is often used to promote fundraising, and used as an incentive.

Why is it important?

This is important because, this is a big cause in the problem. No one wants to do anything different. Giving unhealthy food is the easiest thing to do and give out.

Evidence:

According to the article titled: Illinois adults getting fatter; in 2009 the state's obesity rate had risen to 26.6 percent, ill adult obesity rate rose 0.8 pts in a single yr: In another article titled "Michelle Obama Leads Campaign Against Obesity", it says "childhood obesity rates in the United States have tripled over the past three decades, and today, nearly one in three children in America are overweight or obese. Health experts blame obesity for a range of medical conditions, among them heart disease, high blood pressure, diabetes, cancer, asthma. The White House and its allies are also making the case obesity epidemic is affects national security; obesity is now one of the most common disqualifiers for the military service."

Implementation suggestions:

- Have a run/walk/5k and giving service learning hours and using different prizes such as gift cards, dress down days, school dances (other school gatherings) as incentives.
- Students, parents, and the community would be able to participate by paying a fee.
- Service learning/extra credit will be given to students who participate.

Recommendation 7:

Students should be surveyed quarterly on school food, during lunch while they are eating.

Problem:

Students voices are not being heard, and staff are not really listening to what students have to say, when we are the ones eating the lunch. Students are not being involved in the process when they are the ones who are the most affected.

Why is it important?

This is important because adults should hear what we as youth have to say. It affects us the most.

Evidence:

We learned from our interview with Mike Milkie, Superintendent of Noble Street Charter Schools that the staff surveyed their students. Several of their students they said that they liked the food and they had been surveyed and thanks to the results, their school started serving healthy food.

Implementation Suggestions:

- Students should take a quick and short survey before lunch maybe the last 5 minutes of class.
- Students should take a short survey after lunch right before class starts.
- Students should talk to student government and give suggestions about the food, to get more information and their voices heard.

Recommendation 8:

Students and staff should have conversations pertaining to school food in advisory, homeroom, or clubs. The staff should report issues that students bring up to the Principal.

Problem:

Most administrations don't get a chance to hear what students have to say about their school food.

Why is it important?

This is important because staff needs to know what the students feel, and what they want. Also because it shows that the staff does care about students' health and well-being.

Evidence:

When interviewing the Chad Weiden, Principal of Social Justice High School, he stated that he sat down everyday most of the time and ate the school lunch and talked to the students and encouraged them to make more healthy choices. And from talking to them he said, that now his kids are eating healthier now.

Implementation Suggestions:

- The staff should be surveyed once done talking to students to give back information and results from what students had said.

Recommendation 9:

Teachers should have to eat school food once a quarter, in order to understand what students have to eat.

Problem

Staff doesn't understand how the food tastes, and they don't understand how students feel when they complain and don't eat lunch food.

Why is it important?

This is important because it would give the staff the chance to understand the food and a chance to eat the school food. This also gives staff a chance for to understand our feelings on the food.

Evidence:

The principal from Social Justice High School eats the school food and he understands their feelings about the food.

Implementation Suggestions:

- Have a school food tasting for teachers.
- Teachers should also take a survey on the food stating what they think and how they feel about the food.

Nutrition Education

Nutrition education is a planned, sequential, K-12 curriculum or supplemental education program that addresses the physical, mental, emotional, and social dimensions of health related to nutrition. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health related issues.

Education is the basis of understanding health related issues. Before an individual begins to exercise or watch their calorie intake, they should understand what everything means and does by being provided education related to nutrition.

We hope that this recommendation will improve nutrition education throughout CPS by promoting healthier lifestyles throughout the student body.

Nutrition education should involve multiple channels of communication, such as nutritional information about available foods is displayed publicly, promoting healthy cafeteria food, taste-testing opportunities for the parents and students, and audio and video announcements presented throughout the school, made about healthier choices.

Recommendation 10:

There should be a Healthy food camp, hosted by CPS that would teach parents and students to cook healthier alternative meals. This will benefit parents and students because family meals strengthen relationships.

Problem:

Homemade meals are usually replaced with fast processed food. Fast processed foods lack the nutrients and vitamins the body needs for development. Processed food is digested easily, but usually lacks natural fiber, which leads to various health issues, such as obesity, diabetes, and pancreatic cancer.

Why is it important?

Teaching the family to know how to cook healthier meals is an important step to help solve childhood obesity in order to change the eating habits of children we have to start at home. This will help students make healthier food choices when they are not at home.

Evidence

- Based on a survey 43.4% of 224 surveyed students in Chicago high schools believe it is hard to practice what they learn in nutrition or health class
- Based on the same survey, only 14% of 146 students learned about cooking in their health or nutrition classes

Implementation suggestions

- Contacting various chefs who are passionate about the issue to fight childhood obesity that will do live demonstrations of cooking.
- Survey parents and students to find out how many people would be interested.
- The food camp can be eight weeks long after school for two days a week
- Best meals, made by the students, can be rewarded with an incentive.
- Should be led by various chefs that volunteer to perform live demonstrations of cooking healthier meals in various workshops to teach parents and students to cook healthier alternative meals.

Recommendation 11:

Every CPS school should host a health expo for parents and students. Health care providers, and social service professionals should have seminars to teach the community in general about various health topics.

Problem

There is a lack of awareness for students, parents, and community members about how to be healthy and to use the resources at hand to do so.

Why is it important?

Health awareness should be publicly announced to educate, to get more people on board to help, and to be more passionate about the topic.

Evidence

During an interview with Matthew King, principal of Epic High Academy, it was stated “The Taste of South Chicago hosted by Epic Academy, a healthy food fair inspired by students to improve school lunches, and nutritional value for the school years to come, was held for the community and was a success in generating fundraiser funds. It also taught healthy values to the community. The fair contained live demonstrations by cooks, clinics, CPR demonstrations, and community organizations.”

Implementation suggestions

- The expo should be held near the end of school, before summer vacation.
- Appoint the Student Council or student body to help manage it and prepare for the expo
- Community organizations, vendors, chefs, and all other participants should be contacted.
- Team building games should be played to encourage physical activity.
- Provide incentives to those who participate in the activities and win.
- The expo should start during school and continue after school. If students decide to stay and they can prove they learned something by doing an activity, then they get extra credit. If their parents come and they can teach something to them, they can get service learning hours.

Recommendation 12:

Hands on activities should be implemented dealing with nutrition, such as food digestion and respiratory systems during courses such as biology, anatomy, physics, and chemistry classes for and nutrition classes.

Problem

Not enough general movement occurs within the school day, and students need constant movement in order to stay on task.

Why is it important?

Students should be engaged in constant movement and stimulation in order to keep them engaged in the topic at hand, and also compensate for the for the sixty minutes of exercise one needs to stay healthy. If 20 minutes is used in class to help students participate in physical activity, then that is already one third of the minimum time to stay healthy.

Evidence

- "Behavior was characterized as sedentary if parents reported that their teenage children had not exercised vigorously for at least 20 minutes on any day in the past week." (Moore and Terzian, p. 1)
- 40.7% of 224 surveyed students in Chicago public high schools reported that they do not learn about nutrition at school.
- 49.1% out of 224 surveyed high school students reported that they exercise outside of physical education class and 11.9% said they do not exercise.
- "Being active for 30-60 minutes on most days can help you build strength and fitness, relax and reduce stress, gain more energy, and improve your sleep."

Implementation suggestions

- Teachers should come up with games that involve movement and nutrition education.
- If the lesson is on respiration (biology), do an exercise lab to measure breathing rate and heart rate.
- When dealing with the digestive system there can be an activity in which students use food such as oil and they visually see how the system works and what organs are affected by the oil.
- These activities should take place for at least 20 minutes of class.

Recommendation 13:

Designate a school wellness coordinator to create and maintain an active school wellness council that promotes healthy living, organizes events for physical activity, and promotes students to participate in after school physical activities by showing the ways students can be active such as participating in events ran by the SHC Such as walks or runs.

Problem:

Most schools do not have a school wellness coordinator or a wellness council. Schools do not have anything in place to promote a healthy living and provide health educational tools to students and teachers. Students do not get enough physical activity throughout the day.

Why is it important?

A wellness council is important due to the fact that the wellness council is helpful in means of fundraising and advocating to the students. It is important to learn about health education and be physically active.

Evidence

In compliance with the CPS Wellness Policy, McAuliffe established a council in 2007 composed of administration, faculty, parents, and community partners. The council meets monthly to coordinate all wellness related initiatives and activities that take place in the school. Each meeting serves as a forum for communication among the school, parents and outside partners. At present, the Wellness Council's role includes assessment, advocacy, and support for the implementation of active living and healthy eating program, policies and events. The group has been critical in applying for grants to incorporate growing herbs in the classroom and to improve the play environment around the school. The Wellness Council at McAuliffe serves as a model to the other schools interested in developing their own council.

Implementation suggestions

- Service hours should be given to students within your school involved in the program's events
- Your council should also create posters to advertise within your school
- Your council should look into grants from credible sources to produce the stipend for the school wellness council coordinator unless he or she is a volunteer
- Your council should find ways to raise funds to create a larger variety of events if funds are unavailable
- The council within your school should meet regularly (twice a week), unless decided otherwise by the health coordinator
- The council should also have debriefs and short meetings before school begins
- Your wellness council may also allow parents and teachers to participate and contribute
- Your council should work closely with your school's administration to modify the school's health programs and policies in order to improve them
- Your wellness council should demonstrate how your students can be physically active by promoting events such as runs or walks

Physical Education

Physical education is a planned, sequential, curriculum (k-12) that provides cognitive content and learning experiences in a variety of activity areas, such as movement skills; physical fitness; games; team, dual, and individual sports; tumbling and gymnastics; and aquatics.

Physical education is an important part of this campaign because eating well and knowing what you eat is not the only part in having a healthy life style. Being physically active is another step in the process. Physical education helps with the not only the body but the mind. We hope that these recommendations will do what physical education is really about.

Recommendation 14:

The principal and physical education instructors shall review the P.E. curriculum to confirm that students have an entire class of physical activity that contains both moderate and vigorous movement. Upon review of the P.E. program, the instructors shall present and implement alternative physical activities for students, such as team building.

Problem:

Most P.E. classes don't contain full physical activity. One reason is, students don't come prepared to class, which leads them to sit out from participating in P.E. Also some students do take longer to get ready for P.E. than others which take up most of the class time waiting for those students. This leads to students hardly participating due to the fact of time.

Why is it important?

It is required in the Wellness Policy for k-12 grades to have physical education for at least 45 minutes. Within P.E., student's activities need to be moderate and vigorous, which most classes are not. If students are not getting the proper physical activities that works their bodies and mind then P.E would have no purpose.

Evidence:

CPS wellness Policy Manual that was adopted on August 23, 2006 stated that physical activity in P.E. classes must contain moderate and vigorous movement.

- Moderate- Movement activities that do not make participants perspire and breathe hard.
- Vigorous- Movement activities that do make participants perspire and breathe hard.

An estimated 61 percent of overweight young people have at least one risk factor for heart disease such as high cholesterol or high blood pressure. This statistic is from a report created by the National Association of State Boards of Education created in 2004. This is important because we see the statistics and we want to make sure that kids get a balanced physical education. 45.5% of surveyed students in the School Wellness Survey said they would increase PE class time to 60+ minutes.

Implementation suggestions

- As the P.E instructor makes his/her lesson plan they would have to run it by the principal and both have to agree that the plan is moderate and vigorous.
 - Moderate- Movement activities that do not make participants perspire and breathe hard.
 - Vigorous- Movement activities that do make participants perspire and breathe hard.
- Team building will not consist of the whole P.E. program but part of it. Team building will teach students to collaborate and communicate with one another in order to complete a mutual objective.
- Students shall be graded on the competitive aspect that a physical education course provides, also on how well they can work together.

Recommendation 15:

Principals shall collaborate with P.E. instructors to require a reasonable physical fitness test of their choosing for each grade level at their schools. If a student has a proven physical condition that hinders him or her from completing the required test, then they will be given a supplement or substitution.

Problem:

Students don't take P.E. serious to the full extent. Even though it is an important part of a student's curriculum some just don't care.

Why is it important?

It's important because students do need to care about all the classes and grades including P.E. Not only that but its just not about knowing how to do push ups or sit ups but knowing how to be active in life in general. Also if a student knew they were getting tested they would want and need to prepare themselves so they wont fail.

Evidence:

In 2004 Myrna P. Garcia the director of Student Health Services for CPS said, "I would like to see more physical activity in school but it takes a long time to find money for programs." There is a charter schools network in Chicago called Noble Street Network is made up of 10 campuses and has over 3600 students enrolled in their network. Noble's physical education course is known to have a physical fitness test every year for their students. Also based on the school wellness survey 48 percent would like to increase their P.E. class time.

Implementation Suggestions

- The fitness test shall be administered by the physical education instructor in class as a final exam.
- The P.E. instructor shall prepare the students for the test throughout the school year by having them do basic exercises such as sit-ups, push-ups, and running laps.
- Every year students will do a required set of sit ups, push ups and laps in which they will have to complete. With every year they are promoted, the requirement will get more challenging.
- Students will be graded based on their training by taking a practice test every quarter so they can track of their progress.
- If a student shall fail any of the fitness tests, then he or she will have to make it up before he or she graduates.

Recommendation 16:

Giving out an award per quarter to students in reference to their participation and input during the physical activities.

Problem:

Most students don't get the encouragement to be active within the class and especially outside of school.

Why is it important?

It is important because just like in the classrooms students need to be encouraged in P.E. activities and sometimes giving out rewards helps students to get involved and participate more often.

Evidence:

Based on the school wellness survey 60.2% of students said that their P.E. program doesn't inspire them to be physically active outside of school. If the students felt more interactive in P.E. by being rewarded leadership in school then they would want to be more active outside of school. In the same survey 51% of students said that they would like to have additional P.E. classes as well.

Implementation Suggestions

- The P.E. teacher should have a list of student's names.
- Everyday the teacher will give participation points to those who do participate in P.E.
- The student with the highest participation points in each quarter (5 weeks) will be awarded by leading the class for one week along with the P.E. instructor.
- Along with their one week of leadership the student will be allowed to have a "free day", which is a day where they do not need to come dressed for P.E.

*To view the requirements for the fitness test for recommendation 2, view the Appendix.

Physical Activity

Physical Activity is the movement that reduces the risk of premature mortality in general and coronary heart disease, hypertension, colon cancer, and diabetes. Regular physical activity in childhood improves strength and endurance, helps build health, bones and muscle, helps control weight, reduces anxiety and stress, increases self esteem, and may improve blood pressure and cholesterol levels. Two levels of physical activity are commonly recommended including “moderate and “vigorous”. (Chicago Public School Local School Wellness Policy Addressing Nutrition and Physical Activity in Schools, 2006)

The Go For the Gold Checklist state the following:

1. Schools must provide opportunities for physical activity throughout the school year.
2. Schools must actively promote participation in physical activities in and out of school to all students.

The following recommendations that follow assist with helping high schools meet the Go for Gold Checklist Criteria.

Recommendation 17:

Principals should use resources that are already in the schools to create after school classes (such as, but not limited to) self defense, jump rope and step teams that use physical activity. This allows students to lose weight and have fun, but it can't already be a program, class or team that is already in the school. This helps more students to get involved in physical activity and help lower the obesity rate.

Problem

Physical education is not a long enough class period to properly exercise. Also some students do not find physical education interesting.

Why Is It Important?

Physical education/activity is important because most students spend the majority of their day at school. For some students this is the only physical activity they receive.

Evidence

According to our survey of students in Chicago high schools, 159 out of 224 (71%) that stated they did not like their gym classes, reported that they would like for gym to be at least 60 minutes daily of exercise. Also according to a recent CDC report, children and adolescents should do 60 minutes (1 hour) or more of physical activity daily .The report also stated that extra time to do physical activity enhances on-task activity in the classroom.

Implementation Suggestions

- Survey students about which after school activities they would be interested in.
- If additional services are needed, administration can look for parent volunteers and groups such as Family Focus (www.family-focus.org).
- These programs would take place in Chicago public parks if space is not available in schools.
- Each program should have at least 15 participants.
- Optional: During this program, school should provide healthy snacks that would maintain participants' focus.
- Schools should have after school field days and intramural sports once a quarter.

Recommendation 18:

Schools must implement programs that allow students and parents to exercise together, this not only helps fight obesity but it also helps parents build relationship with their children.

Problem

Students are obese due to poor health values at home.

Why Is It Important?

If parents learn how to prevent obesity, then their children will also learn. Learning is the key to change, if you learn how to eat healthy and exercise right then this would create healthier people. This has to do with Go for the Gold Campaign because this is helping students lose weight and it also helps parents. Michelle Obama is trying to make a healthier America and this helps not only students but parents also. This helps principals because if students are healthy then they will be able to participate in school more and schools will get higher rating.

Evidence

We surveyed students in Chicago high schools, and 164 out of 224 students (73%) that exercise outside of school like their PE class. Also, according to Child Trends Research Brief, adolescents who do not exercise, have parents who also do not exercise.

Implementation Suggestions

- Schools should hold events that involve parents and students to work/learn together such as offering nutrition classes or open gym after school if possible. These events would be directed by gym/nutrition teachers. If there is no space available space for these events then these events would be hold on Chicago Public Parks nearby the campus.
- Implement a nine week after-school program that would consist of three three-week units that teach them different methods of healthy living. The first unit will be on working out and this will consist of things like weight lifting, basketball, volleyball and tennis but it will also have team building activities. The second unit will consist of cooking and learning to read food labels. This unit will teach parents and students how to choose what's healthy and what isn't. The last unit will be a combination of dancercise and yoga which teaches them how to keep calm and lose weight while not stressing. The program should be funded through grants, and parents should not have to pay. If grants run out, parents will pay a fee to participate. This program would be optional and would take place three times per week in the school gym or cafeteria.

Recommendation 19:

Schools should include physical activity in 25% of class time in 2 out of 4 core classes everyday of the week.

Problem:

During the year, physical activity is limited to PE and after-school sports.

Why Is It Important?

Students are becoming obese due to a lack of physical activity. If students have more physical activity combined with nutrition education then they would be able to lose weight faster and become healthier.

Evidence

The National Association for Sport and Physical Education (1998) has issued physical activity guidelines suggesting that young children should have an accumulation of more than 60 minutes. Integrating physical activity with other subject areas gives children more opportunities to move during the school day. According to an ASA/AHA study deaths are due to sedentary lifestyles and physical activity levels lower dramatically between the ages 9-15. According to Active Living Research, in 2006, 2.1 percent of High Schools had offered Physical Education. 48.4% of students surveyed said that they would like to have in-class physical activity breaks.

Implementation Suggestions

- Suggested activities that can be done are:
 - Science - all around the classroom labs; For example, in chemistry have 10 several labs that refer to the way several types of elements react to each other
 - Social Studies/History- re-enact historical moments in history; For example have sets of students play different roles in the lesson of the Boston Tea Party to present to the class
 - Mathematics- do real-life, action filled examples of how these topics relate to everyday life; For example use trigonometrical and logarithmic formulas to act out real life situations(such as bank account using props such as podiums for the bank teller station)
 - English- act out whatever stories are being read. For example doing a play in groups for whatever book or story is being read
- Science is a mandatory class for this policy because most of the material is related to the way the body works and moves

Conclusion

These recommendations have been derived from visits with CPS schools, health articles, and meetings with groups such as the Healthy School campaign. Our goal is to get principals to sign up for the Go for the Gold Challenge while making significant changes to the way schools handle health issues. This is important because we want to have the largest impact possible on students' lives by teaching them lifelong lessons that will allow them to live healthy lives. We hope that this will provide schools with the right tools to have a healthier environment for their students. We want to have as many schools sign up for the Go for the Gold Challenge because the result we are hoping for can only come if nearly the whole city is on board.

Thank you to all of those who have contributed to the creation of this report. Without your knowledge and expertise, this report would not be possible.

Appendix



All Recommendations

| Recommendation | Bucket |
|---|--------------------|
| 1. My recommendation for Principals and Go for the Gold would be to set an example for your school. Take the challenge and prove to people that you care about your school environment and students' health. Being a student myself, I know that with a healthy food environment, we will do well and have more energy for our classes. And Principals care about test scores, because with good test scores come funding. And Principals want more money for their students. | Promoting health |
| 2. Principals need to widely distribute the awareness of health. | Promoting health |
| 3. Principals and staff should make suggestions to students on healthier choices because then people won't be overweight | Promoting health |
| 4. A recommendation that I got from the meeting at SOJO was Principals should take the initiative to get to know their students, to help them, and find out what's going on in their school and lunches, because it helps the students know that the staff cares. | Promoting health |
| 5. From going to Little Village, I recommend that every Principal should eat in their cafeteria. If they eat with their students, they will know what is wrong with the food. | Promoting health |
| 6. Bring the parents and teachers into the process of Go for the Gold. So that the whole school community is on the same page and push each other to get the gold. Also to improve their nutrition health class to meet with their strong physical activities. | Promoting health |
| 7. Some recommendations are to especially get parents more involved if the situation with either encouraging their children to get active or by themselves getting active with them as well. Also, the idea of more participation in LSC's with students and parents can be a start. The idea of podcasts is a good idea, maybe playing them more in classes as well. | Promoting health |
| 8. Making signs to show the effects of obesity | Promoting health |
| 9. Increase nutritional subjects in health class | Health education |
| 10. Using different prizes (gift cards) to promote fundraising | |
| 11. Increase physical activity by giving students the option to speak up in gym | Physical education |
| 12. I would recommend Principals to interact with their students and encourage them to eat healthy. And not make fun of them. | Promoting health |
| 13. I also thought Wright's idea with the "run/walk/5k" was a good idea to promote a healthy lifestyle. | Promoting health |
| 14. I recommend that more students get involved, especially the parents. Informing the parents, so they understand. | Promoting health |
| 15. Physical health expo/education expo | Health education |
| 16. Podcast (informal + funny) | Promoting health |
| 17. Healthy food camp (teaching parents and students how to cook) | Health education |
| 18. Every CPS school should have a health expo for parents and students, but especially for parents. | Promoting health |
| 19. Give info to parents to make them aware of their significant influence | Promoting health |
| 20. Give ideas and tips | |
| 21. Show educational videos | Promoting health |
| 22. I think we should think about school programs, but I think it goes back to the parents. So these schools should be programs to teach parents how to make good healthy meals and how to be active. | Promoting health |
| 23. Make plans for the workshops | |
| 24. Food somebody who is a part of CPS to support this plan | |

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| 25. Go to the board of education with these plans | |
| 26. Get it passed by the Board of Education | |
| 27. Start the workshops in your local schools | |
| 28. Definitely look for the chances to get grants and funding to support the Mikva Challenge group that is currently working on a healthier community. | Promoting health |
| 29. Do a little more research on finding more money and grants. | |
| 30. Hold a health fair and invite the community to participate. | Promoting health |
| 31. Collaborate with other schools and Principals who want change. | Promoting health |
| 32. Designate a school health coordinator and maintain an active school health council. | Promoting health |
| 33. Have parents, teachers, and students come together to learn from others | |
| 34. Health care providers and social service professionals should have seminars to teach the parents, teachers, and students | |
| 35. The SHC should promote healthy living | |
| 36. The school health coordinator should organize school health activities | |
| 37. The SHC should hold rallies to support school health programs | |
| 38. Schools can help students adopt good behaviors and maintain health by promoting physical activity and healthy eating. | Promoting health |
| 39. Get a school health coordinator | |
| 40. Increase PE classes | |
| 41. Strengthen the school's nutrition and physical activity policies | |
| 42. Increase opportunities for students to engage in physical activity | |
| 43. Address physical activity and nutrition through a coordinated school health program | |
| 44. Schools come up with a 10 key strategy plan that improves student nutrition and physical activity. Sort of like a fitness plan. | Promoting health |
| 45. Create a school health council | |
| 46. SHC promote students to exercise through health walks | |
| 47. Create after school physical activity programs | |
| 48. Create a fitness exercise for PE classes | |
| 49. Encourage teachers and staff to also exercise and promote it as well | Promoting health |
| 50. Offer more opportunities for exercise and more health oriented teachers who do activities about being healthy. | Promoting health |
| 51. Have staff in school that are health oriented | |
| 52. Offer more fun and active information about health | |
| 53. Have every CPS school redo their nutrition and PE policies in relation to the Go for the Gold guidelines. | Physical education |
| 54. Assign a health council to work on the policy | |
| 55. Schools support and advocate better health, eating, and increasing physical activity. | Promoting health |
| 56. Have conversations with administration about the idea | |
| 57. Teachers sign up if they are interested | |
| 58. Consider the 10 key strategy to improve health | |
| 59. Recognize the problem at hand | |
| 60. Teachers do healthy things to model what students should do | |
| 61. Healthy activities should be established-teachers need to input a curriculum including different activities. Also, the minutes need to be extended. | Promoting health |
| 62. I would recommend Principals to teach health classes or have little seminars on health. This way everyone can assess themselves on how healthy they are. | Health Education |
| 63. Add a nutrition class to the curriculum | Health Education |
| 64. Increase the amount of time of healthy education because I think that awareness is key when | Health Education |

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| | it comes to being healthy. We should know what foods are healthy and what foods aren't. Not just because of the fat and calorie content but what the food is actually made of. | |
| 65. | One recommendation which I can make is that students should be more informed on the ways that the food affects them. For example, the garden which was created in Little Village: This will aid students to be active for the issue. | Health Education |
| 66. | I wasn't here, but based on what I was told, I think a recommendation would be to learn more about the students' personal life and what they do inside and outside of school that affects their health. | Health Education |
| 67. | Improving the health curriculum to teach students and really reinforce their knowledge about nutrition to help them make the right choices by being aware of what they eat. | Health Education |
| 68. | Also, health class should be hands-on and involve students. | Health Education |
| 69. | Principals should include great tasting healthy lunches to satisfy everyone, especially the ones that only receive their only meals from school. | School Food |
| 70. | At the middle of the school day between classes, pass out energy bars and let students have like 15 minutes of some sort of exercise. This may help boost energy for the rest of the day! | School Food |
| 71. | Have a snack at the end of the day to keep students focused | School Food |
| 72. | should take out a la carte items | School Food |
| 73. | Investigate lunch food | School Food |
| 74. | Another recommendation is if the school has vending machines, they should be filled with healthy food that is nutritious and cheap. | School Food |
| 75. | Instead of saying you should take away the vending machines, we should expose new and fresh options, because it is hard to say stop to a money resource. | School Food |
| 76. | Principals should see what kind of food the kids are eating | School Food |
| 77. | Using their own seasoning and ingredients on their lunches. | School Food |
| 78. | Get kitchens to put chefs in them for fresh lunches with fresh ingredients | School Food |
| 79. | Get kitchens into schools to prepare more fresh lunches by using local garden supplies | School food |
| 80. | Gardens in empty lots | School food |
| 81. | Offer service learning hours for students working in gardens | School Food |
| 82. | Adults help out and mostly teach students | School food |
| 83. | Locally grown produce to inform youth about nutritional habits | School Food |
| 84. | Tax unhealthy foods-decrease number of students buying it (start now, present) | School Food |
| 85. | Tax produce that isn't grown in local areas (long run) | School Food |
| 86. | Teach students and adults to work together in gardens | School Food |
| 87. | Schools can produce their own fresh market | School food |
| 88. | Conjoin small farms with CPS. Use more local farms for better school lunches. | School Food |
| 89. | Find other alternatives to soda and sugary drinks, such as 100% juice, water or vitamin water | School Food |
| 90. | Principals should hear more student voices and actually see what we eat and how many actually eat it. Not all school lunch is good, plus many would prefer something better. So I guess a survey to first find out opinions, and then take action from there. | Student voice |
| 91. | My recommendation would be to get students more involved. Especially the parents, by informing them about physical education and physical activity. The Principal should be informed. | Student voice |
| 92. | I recommend that we meet with LSC's from both elementary and high schools. But prior to this, we should come up with innovative ways to get more parents involved other than the actual members. | Student voice e |
| 93. | Schools should ask, students what they want in vending machines (healthy options) and work with vendors to achieve this goal | Student voice |
| 94. | Collaborate with other schools and Principals who want change. | Student Voice |
| 95. | Educate individuals younger than high school age. | Student voice |
| 96. | Bring in younger kids to join in the fight for better, healthier foods. | Student voice |
| 97. | A recommendation that I would make is that the Principal should review his PE program so that the students not only get a good amount of physical activity a day, but the students are | Physical Education |

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| using teamwork and are practicing sportsman-like conduct. | |
| 98. One thing I recommend is that gym classes be more team-building oriented. Students should be able to continue on with their lesson if class is interrupted. Why? Because students will actually get involved and the whole class will act as a team and get the job done as far as getting a good exercise practice going. | Physical Education |
| 99. A recommendation to improve physical education is to have contests such as a race, and instead of giving out food for a prize, give a gift card or a dress down day. | Physical Activity |
| 100. One thing I recommend is for Principals to be more open-minded gym teachers who are open for change in PE classes. | Physical Education |
| 101. I recommend that school staff educating students on living healthy lives could help students. It can change their mindset. | Health Education |
| 102. Also, having adequately trained teachers and facilities for gym is vital. Getting teachers qualified and having adequate facilities can provide opportunities for students to exercise. It is very difficult to change a person's state of mind, but I believe that if there is enough influence and opportunity, students will develop healthier lifestyles. | |
| 103. Increase physical education time in all schools | Physical Education |
| 104. Physical education should be mandatory in all schools | Physical Education |
| 105. Obese children develop a schedule around daily exercise | Physical Activity |
| 106. See how Principals feel about increasing PE time | Physical Activity |
| 107. Parents step up to enforce mandatory PE in schools | Physical Education |
| 108. Survey students on PE and present to Principals | Physical Education |
| 109. Suggest to students how to eat right and exercise correctly | Health Education |
| 110. Implement programs in which students and parents exercise together and develop healthy ways of life, such as health classes or meetings in which the main topic is discussing health problems and options. | Physical Activity |
| 111. To make longer PE classes through the grades K-12 by having less days, but longer periods. Also, doing more physical, respiratory, and mental activities to build muscle and strength, but at the same time losing weight. | Physical Education |
| 112. Talking to CPS about changing the schedule | Physical Education |
| 113. PE teachers learning more options on physical activity | Physical Education |
| 114. Having students learn what these new activities are, and how it helps their bodies and minds. | Physical Education |
| 115. Taking home the activities to do at home with their family members | Physical Activity |
| 116. Talk to teachers of elective classes and see if their class can be 30 minutes instead of 1 hour | Physical Education |
| 117. Change the students' schedules to add the one hour of physical education | Physical Education |
| 118. Make sure you have the necessary teachers and subs for physical education class | Physical education |
| 119. Encouraging students to participate in physical activities will correlate with better test scores, which help the school. | Physical Education |
| 120. Devote part of the school funding or fundraise for better PE classes | Physical Education |
| 121. Out of school programs that encourage physical activities | Physical Activity |
| 122. Big Brother/Big Sister programs that encourage play | Physical Activity |
| 123. Implement a better PE curriculum | Physical Education |
| 124. Health presentations | Health Education |
| 125. To input physical activities during the day (50% of class time). Have a hands-on learning day throughout the week, in classes like biology | Physical Activity |
| 126. Play a hands-on learning activity dealing with nutrition, different types of food, digestion, respiratory systems | Physical Activity |
| 127. Talk to PE teachers about their lesson plans. If they are not meeting full exercise requirements have PE teachers change their lessons around a bit. | Physical Activity |
| 128. Teach students to work out as a team | Physical Education |
| 129. Have at least 60 minutes of physical education each day to prevent risks like obesity, high blood pressure, some cancers in minors. | Physical Education |
| 130. More low-fat options | Physical Education |

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| 131. Have health fairs to inform minors | Physical Education |
| 132. Have more American Heart Association approved foods | Physical Education |
| 133. Use PE class grades for grade point averages. | Physical Education |
| 134. Instead of hiring "new" gym teachers, you could teach the old teachers so they can keep their jobs | Physical Education |
| 135. Educating parents on how important healthy living is can also help students | Health Education |
| 136. Different kinds of exercise (have students get to choose what they want to participate in) | Physical education |
| 137. Fitness tests quarterly. The Principals should enforce a fitness test for each grade level quarterly and maybe even get curriculum to assist with this. | Physical education |
| 138. CPS should make sure that most schools have availability to gyms or fitness equipment. | Physical education |

School Wellness Survey Questions (Summer 2010)

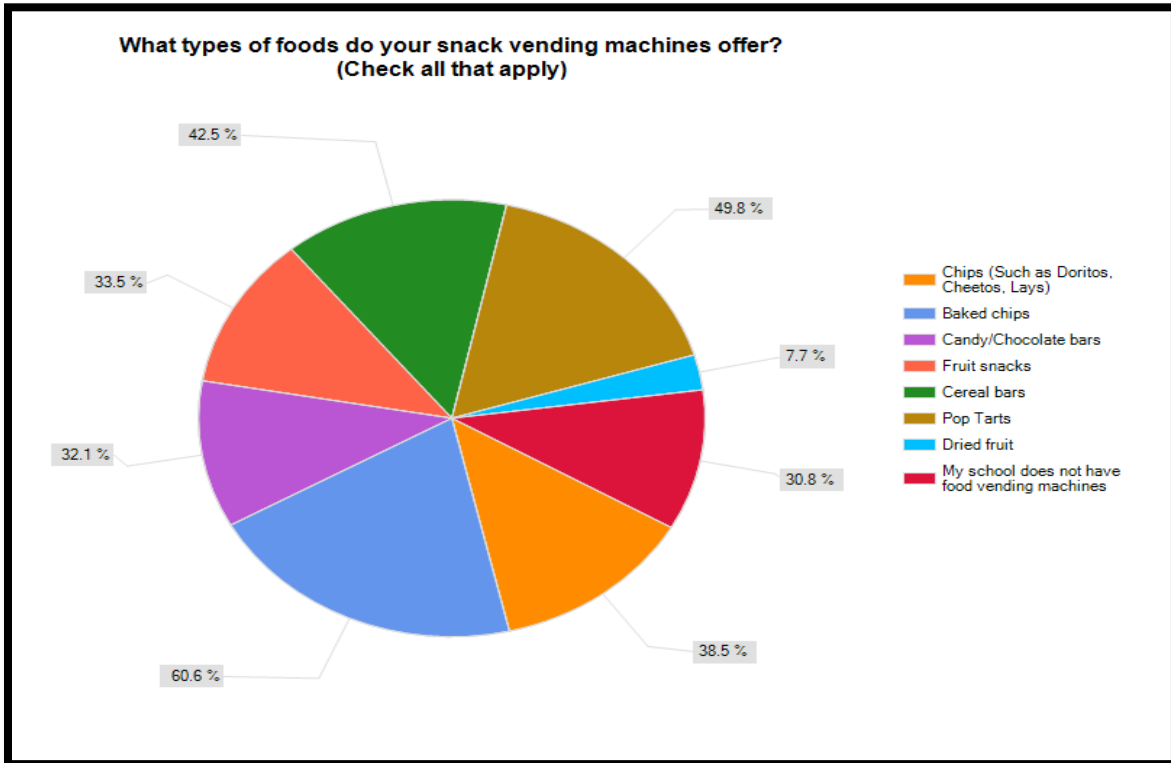
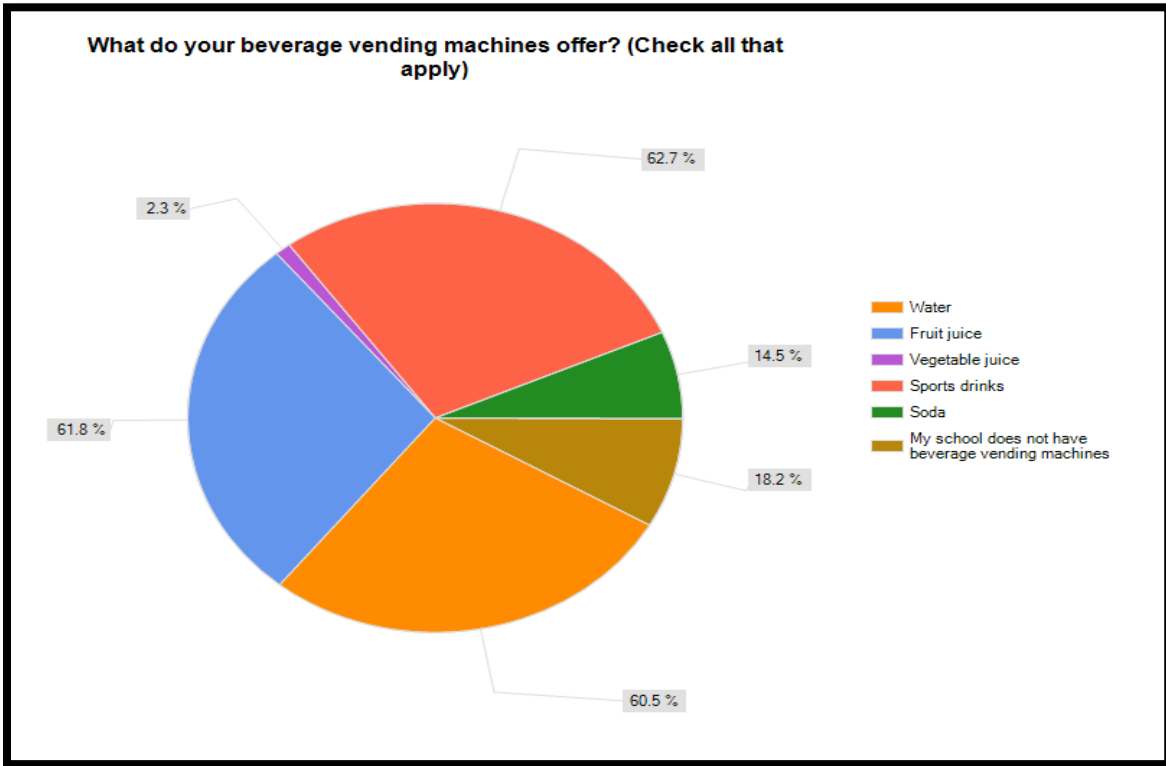
1. What do your Beverage and Vending Machines Offer?
 - a. Water
 - b. Fruit Juice
 - c. Vegetable Juice
 - d. Sports Drinks
 - e. Soda
 - f. My school does not have beverage vending machines
2. Which of the following do you drink the most/
 - a. Water
 - b. Fruit Juice
 - c. Vegetable Juice
 - d. Sports Drinks
 - e. Soda
3. What types of foods do your snack vending machines offer? (Check all that Apply)
 - a. Chips (such as Doritos, Cheetos, Lays)
 - b. Baked Chips
 - c. Candy/Chocolate Bars
 - d. Fruit Snacks
 - e. Cereal Bars
 - f. Pop Tarts
 - g. Dried Fruits
 - h. My school does not have food vending machines
4. I would like to see more healthy snack foods (fruits, vegetable, low fat-yogurt) and beverages (100% fruit juice, water, low-fat milk) offered from vending machines, the school store, or snack bar.
 - a. No definitely not
 - b. No, not really
 - c. Yes, sort of
 - d. Yes definitely
5. Do you learn about nutrition at your school?
 - a. Yes
 - b. No
6. If yes, what topics do you learn about (check all that apply)
 - a. Food pyramid
 - b. Calories
 - c. How to read nutrition labels
 - d. Health issues related to diseases related to nutrition
 - e. Drugs
 - f. Eating Disorders
 - g. Hygiene
 - h. Body Image
 - i. Cooking
 - j. Health Careers
 - k. Fitness
7. How many nutrition classes are required at your school to graduate?
 - a. 1
 - b. 2
 - c. 3+
 - d. My school does not offer this class
8. Is it hard to practice what you learn in nutrition/health class when you eat food at school?
 - a. Yes
 - b. No
 - c. I do not have nutrition education
9. Do you read the nutrition facts on food before you eat?
 - a. Yes
 - b. No
 - c. Sometimes
10. Do you care about your weight?
 - a. Yes
 - b. No
 - c. Never thought about it
11. Does your school influence the way you eat?
 - a. Yes
 - b. No

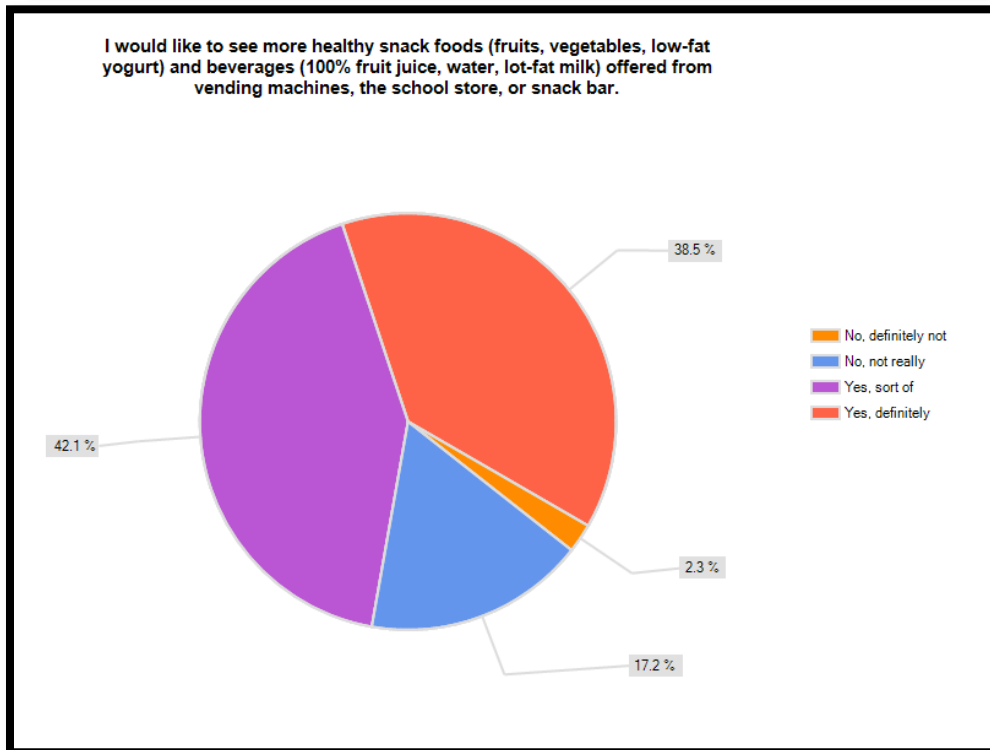
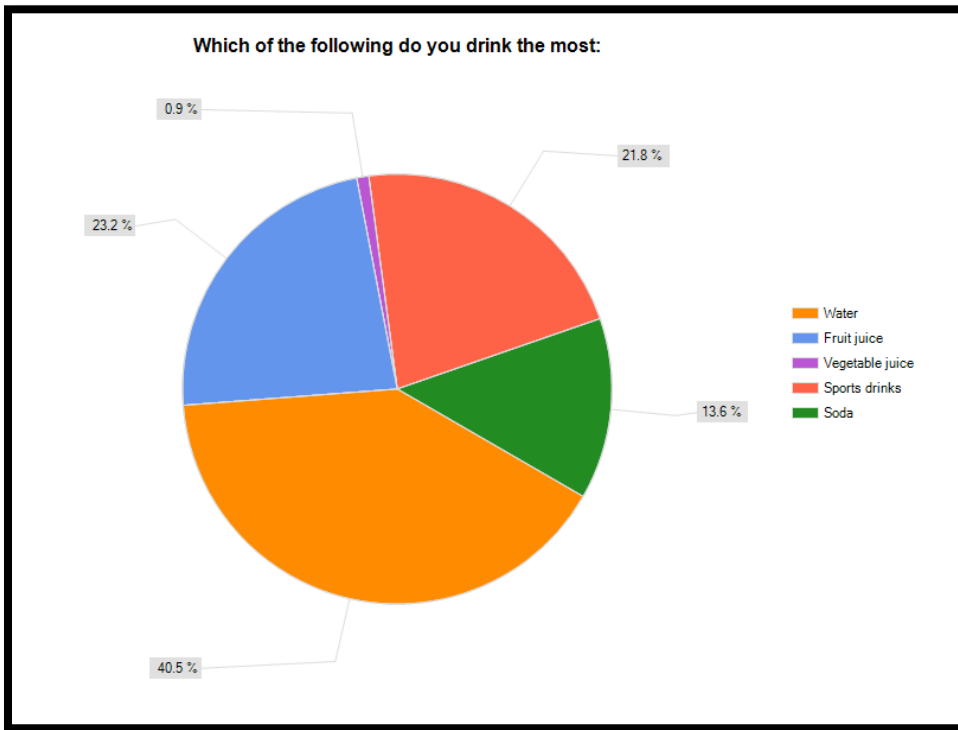
School Wellness Survey Questions continued...

12. Do you like your physical education class?
 - a. Yes
 - b. No
13. How many times per week do you have physical education class?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
14. How many years do student take physical education at your school/
 - a. 1
 - b. 2.
 - c. 3
 - d. 4
15. How long is your PE class?
 - a. 0-30 minutes
 - b. 30-60 minutes
 - c. 60+ minutes
16. Would you increase PE classes to at least 60 minutes per session?
 - a. Yes
 - b. No
 - c. I don't care
17. Do you exercise outside of PE class?
 - a. Yes
 - b. No
 - c. Sometimes
18. My schools PE Program inspires me to get more exercise and be more physically active when I am not in school
 - a. No, Definitely not
 - b. No, Not really
 - c. Yes, Sort of
 - d. Yes, Definitely
19. What opportunities for students to be physically active does your school provide?
 - a. Sports teams
 - b. Additional education classes
 - c. After school clubs
 - d. In-class physical activity breaks
20. What opportunities for students to be physically active would you like to see offered?
 - a. Sports teams
 - b. Additional physical education classes
 - c. In-Class Activity breaks
21. What is your gender
 - a. Male
 - b. Female
 - c. Other
22. What is your grade for the upcoming school year
 - a. 9
 - b. 10
 - c. 11
 - d. 12
 - e. Just graduated
23. What is your race/ethnicity?
 - a. African American
 - b. Latino/Hispanic
 - c. Caucasian
 - d. Asian/Pacific Islander
 - e. Native American
 - f. Multi-racial
 - g. Other
24. What kind of high school do you attend?
 - a. Neighborhood
 - b. Charter
 - c. Selective Enrollment
 - d. Magnet
 - e. College Prep

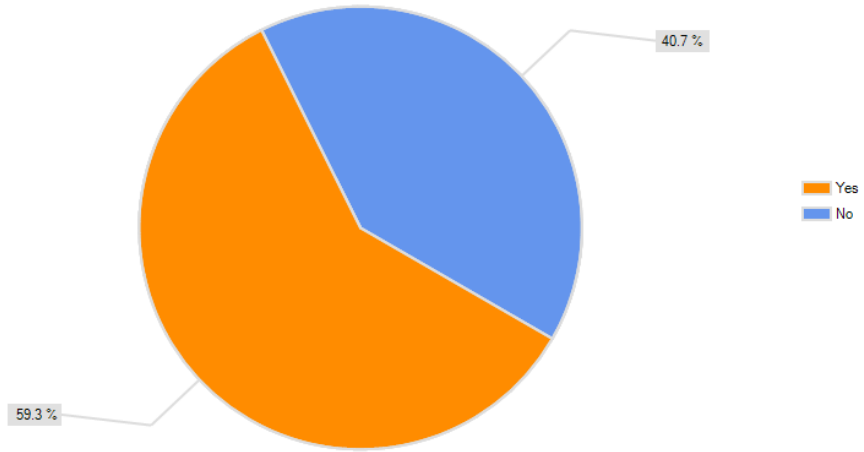


School Wellness Survey Results

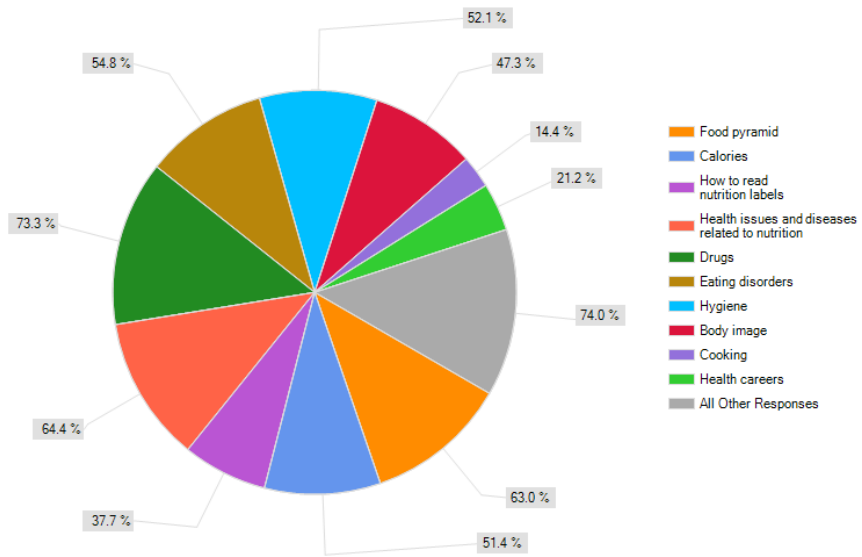


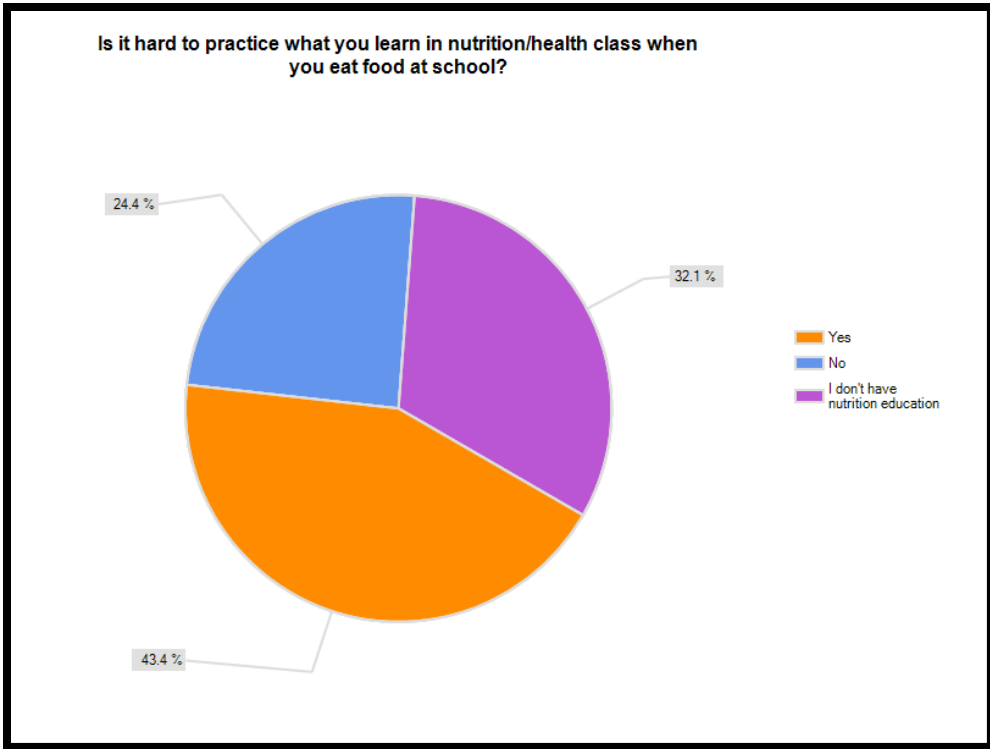
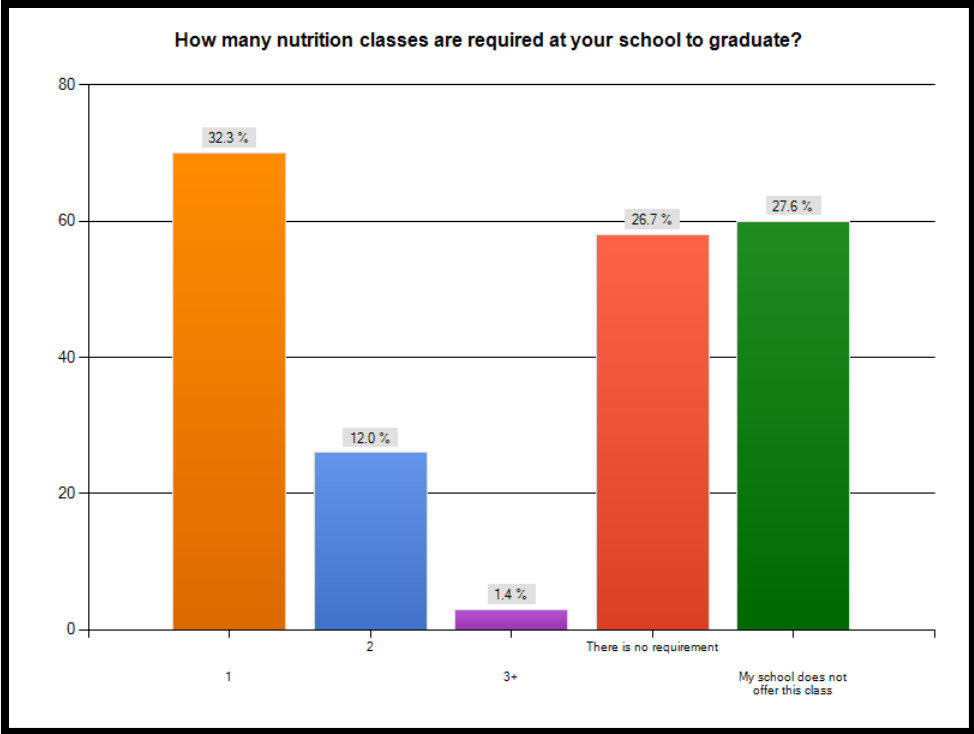


Do you learn about nutrition at school?

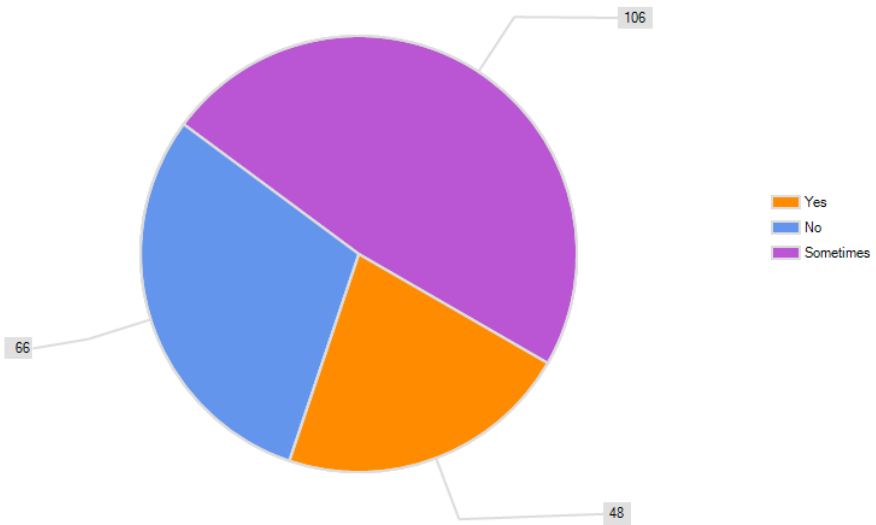


If yes, what topics do you learn about? (Check all that apply)

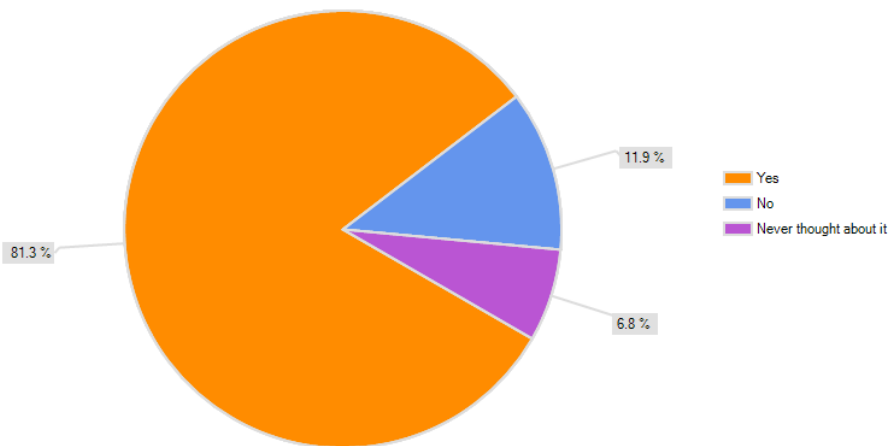




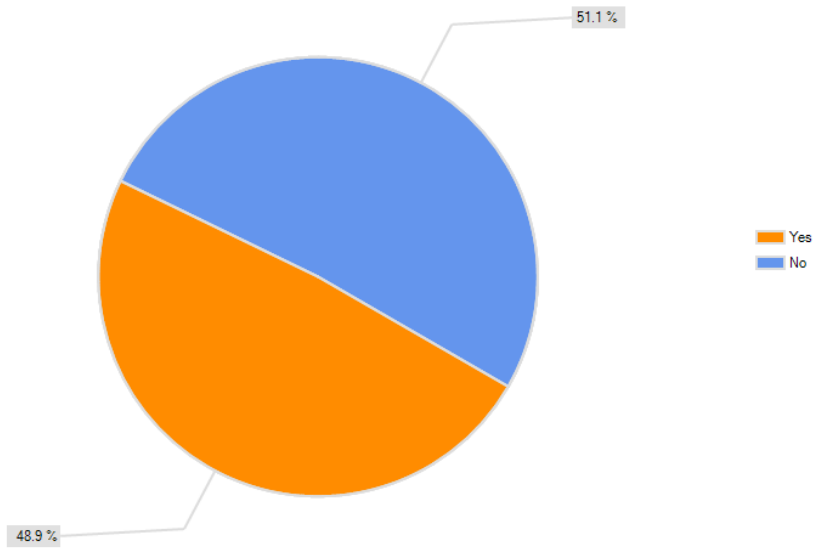
Do you read the nutrition facts of food before you eat it?



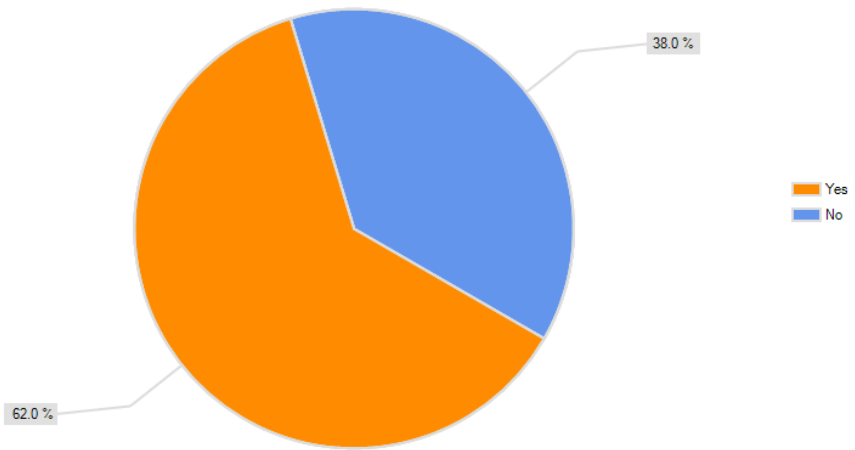
Do you care about your weight?

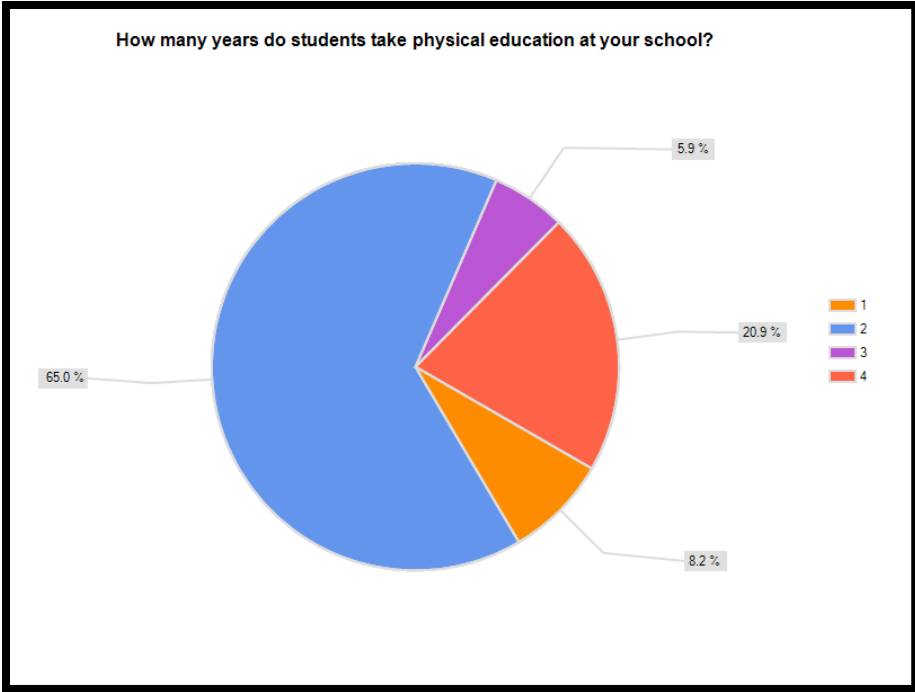
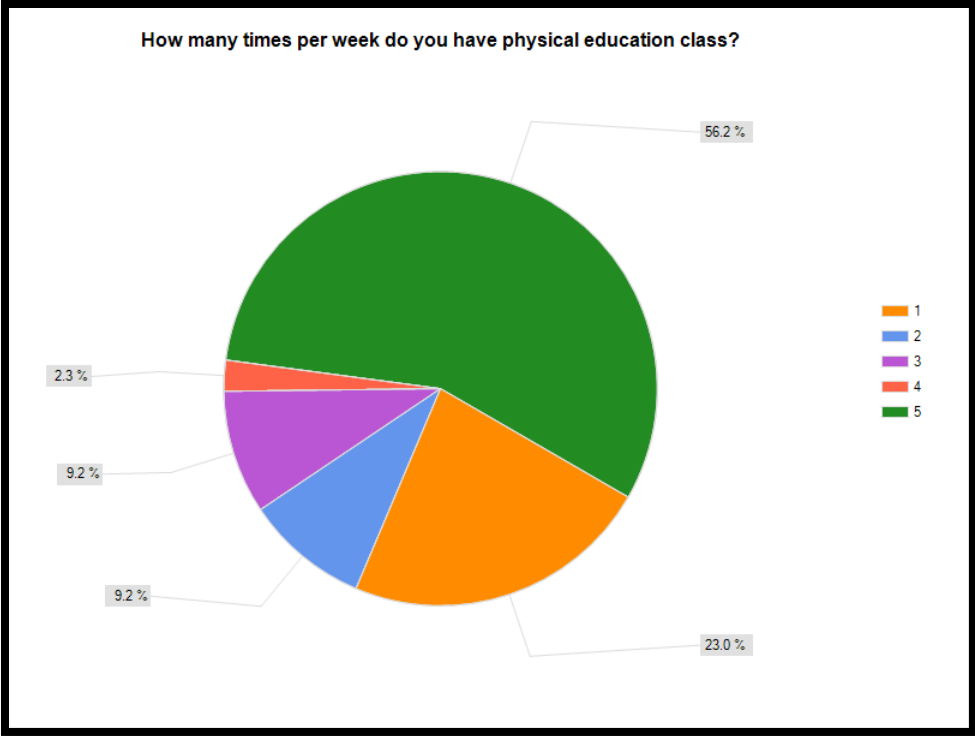


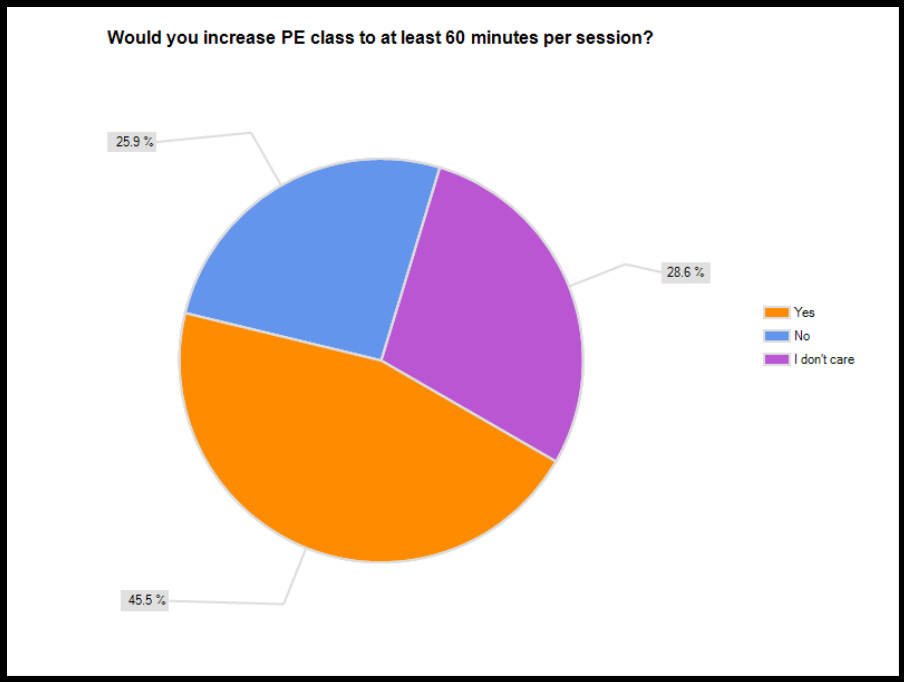
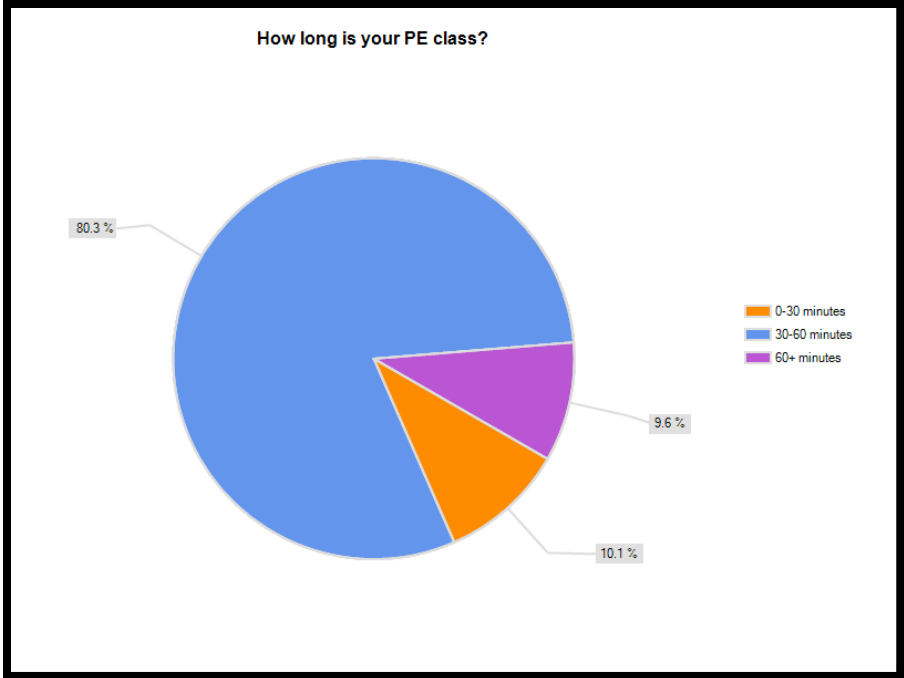
Does your school influence the way you eat?

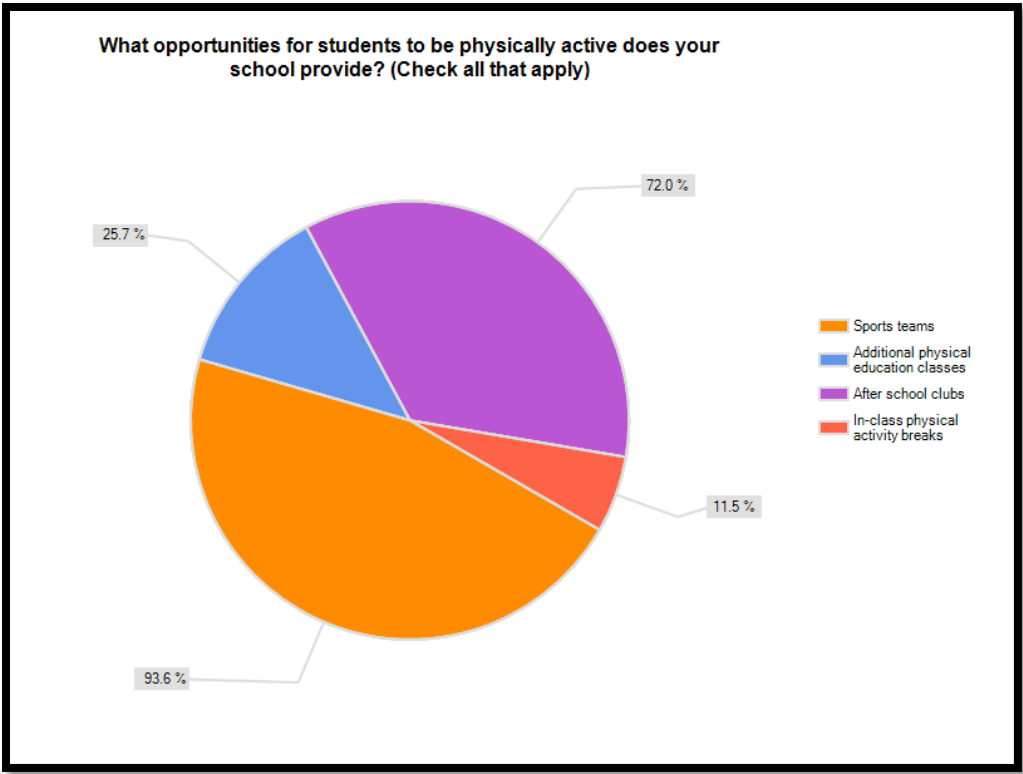
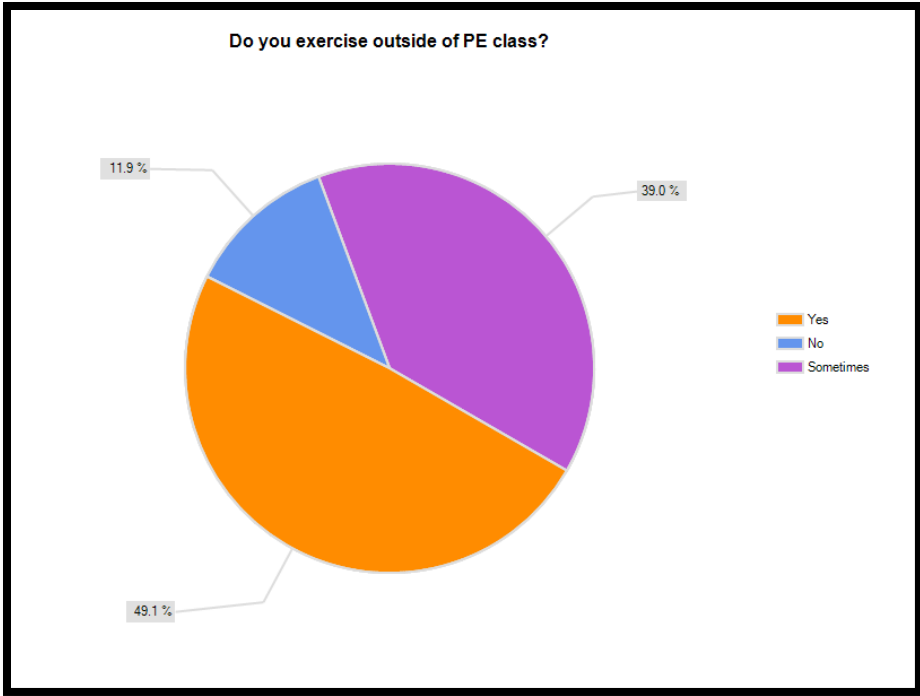


Do you like your physical education class?

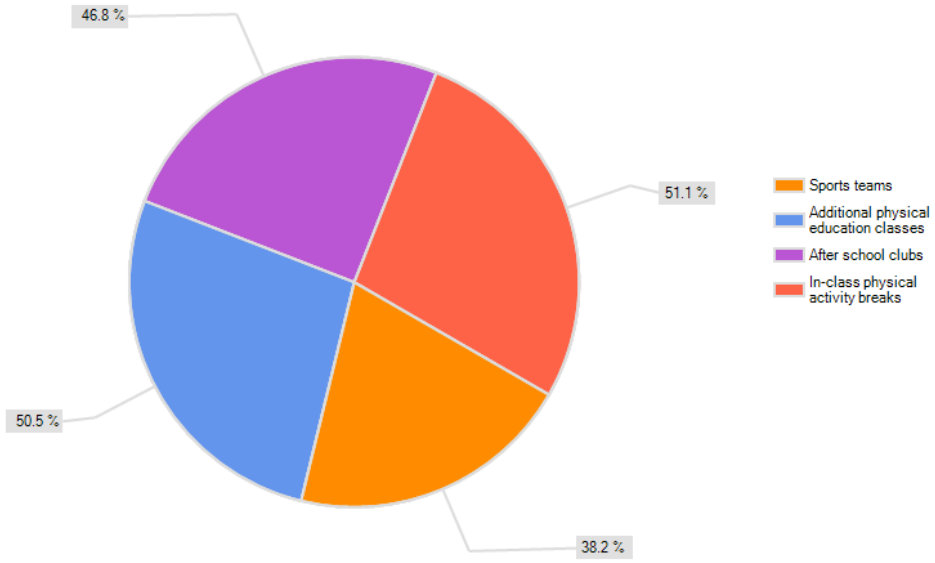




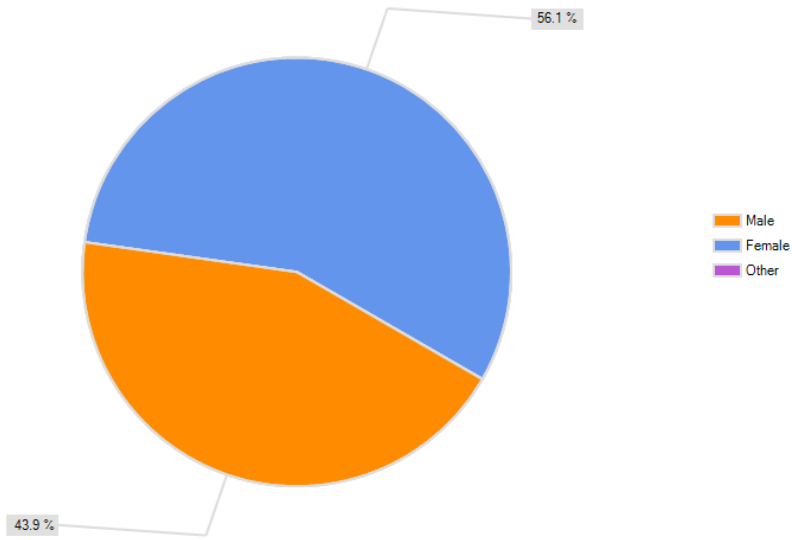


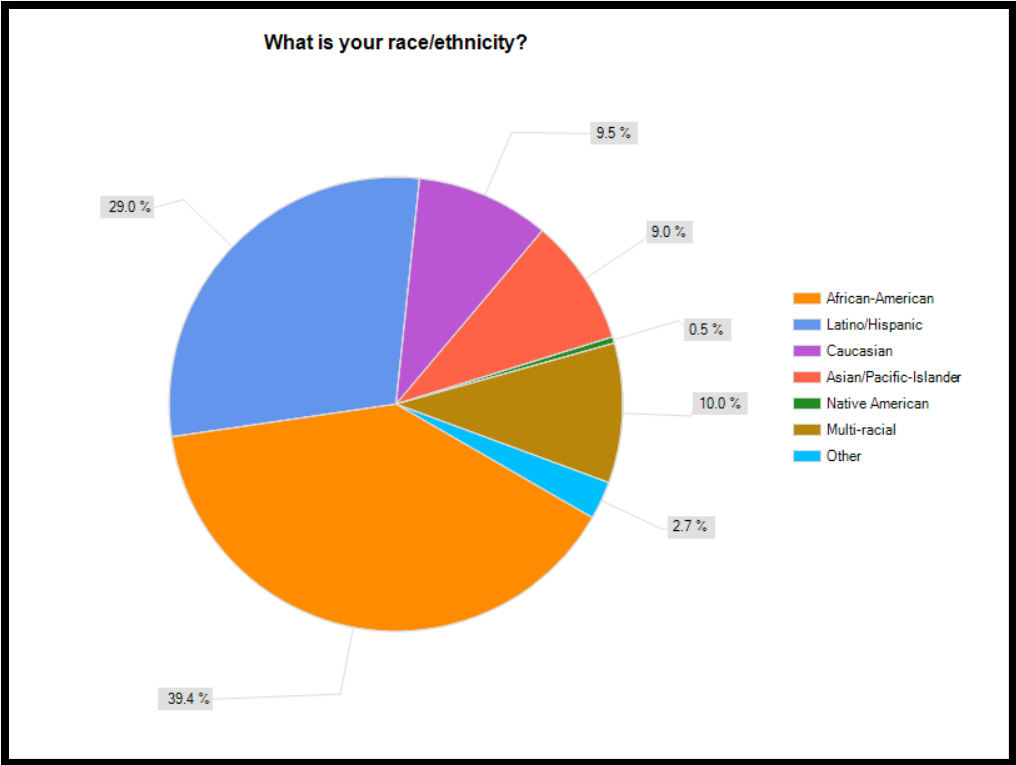
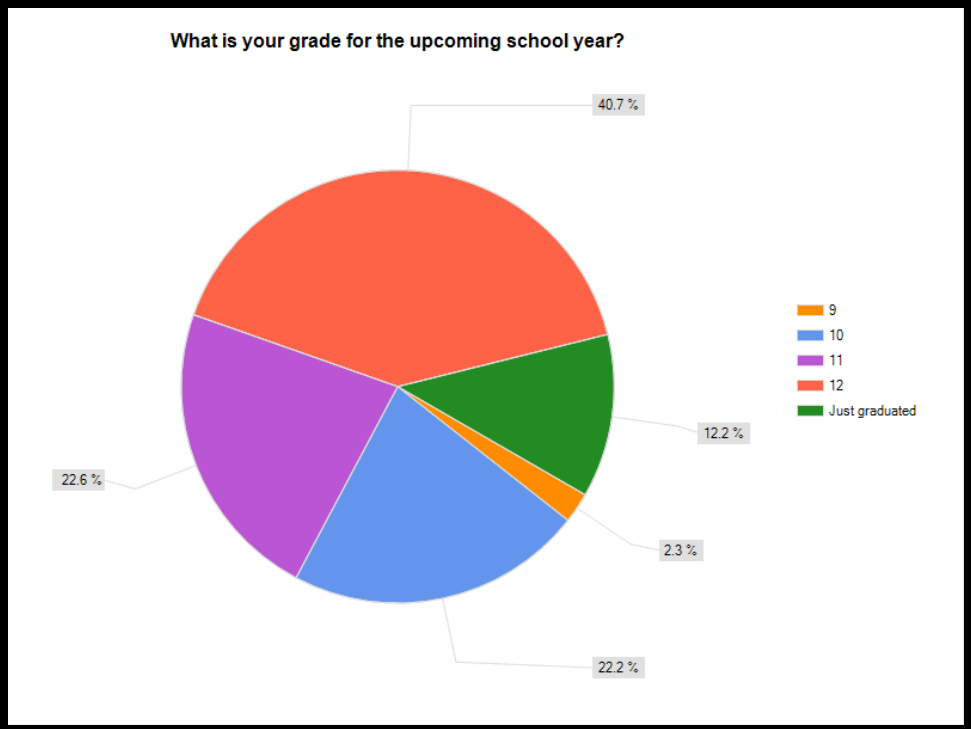


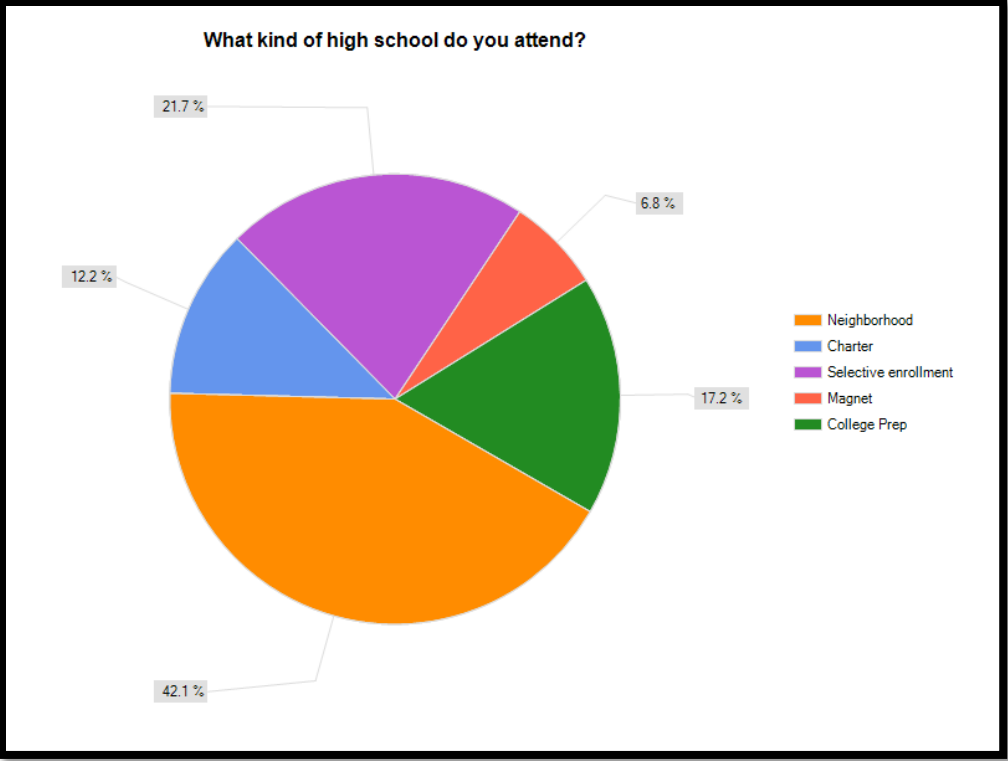
What opportunities for students to be physically active would you like to see offered? (Check all that apply)



What is your gender?







How Is Your Lunch? Survey Questions (Spring 2010)

1. Rate Your school lunch on health. Is your school lunch
 - a. Very Healthy
 - b. Somewhat Healthy
 - c. Not Healthy

2. Rate your school lunch on taste is your school lunch
 - a. Very Tasty
 - b. Somewhat Tasty
 - c. Not Tasty

3. Do you feel your school promotes healthy eating habits
 - a. Yes, a lot
 - b. Sometimes
 - c. Not at all

4. If your school offered more fresh vegetable would you eat them?
 - a. Yes, Definitely
 - b. Sometimes
 - c. Not at all

5. List 3 healthy foods you would like to see offered at your school.
 - a. _____
 - b. _____
 - c. _____

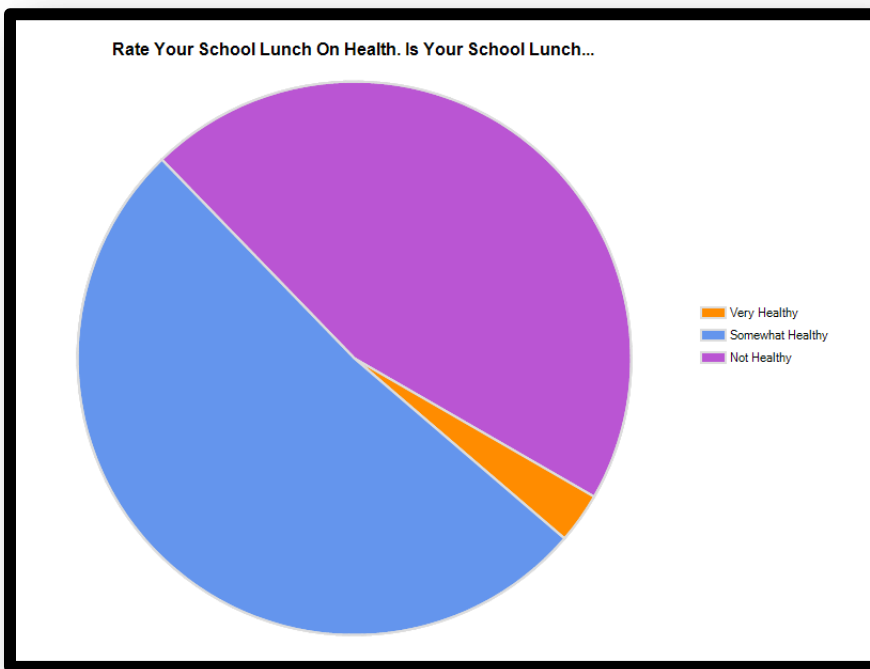
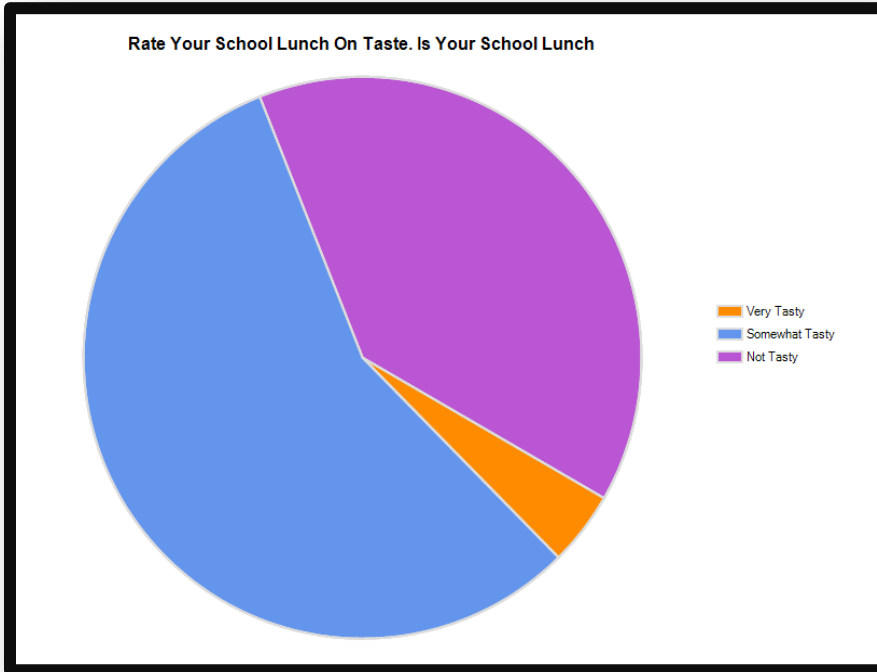
6. What school do you go to?
 - a. _____

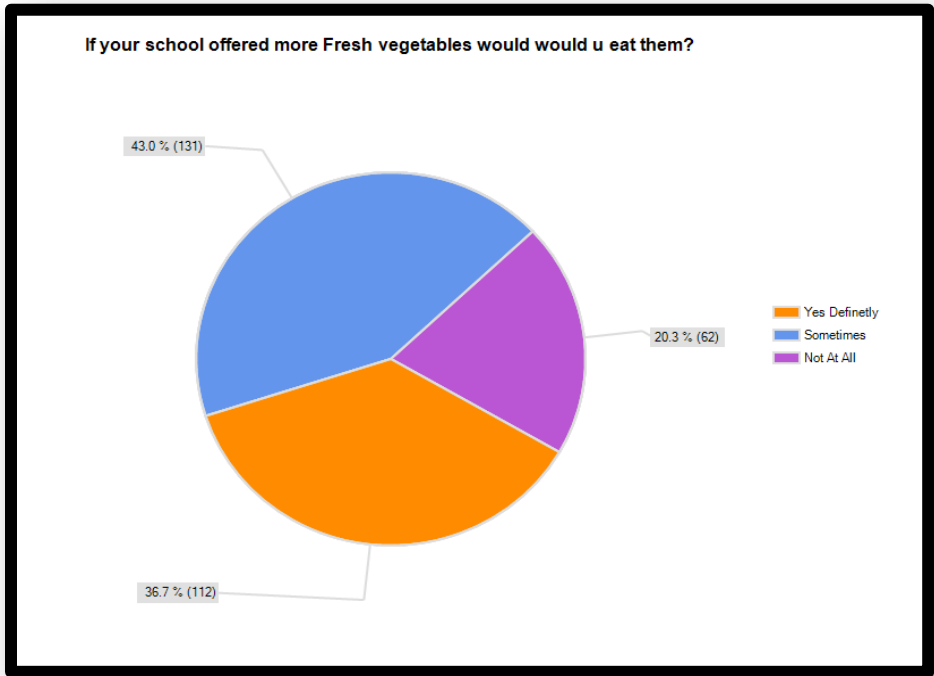
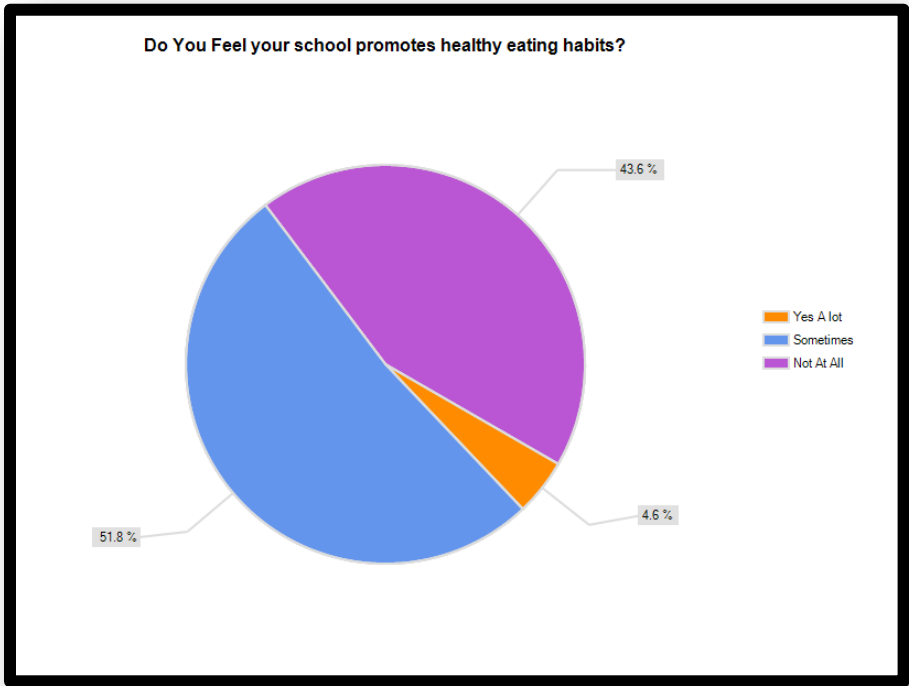
7. What is your race?
 - a. African American/Black
 - b. Hispanic/Latino
 - c. Caucasian/White
 - d. Native American
 - e. Pacific Islander/Asian
 - f. Mixed Race/Other

8. What is your grade?
 - a. 9th
 - b. 10th
 - c. 11th
 - d. 12th

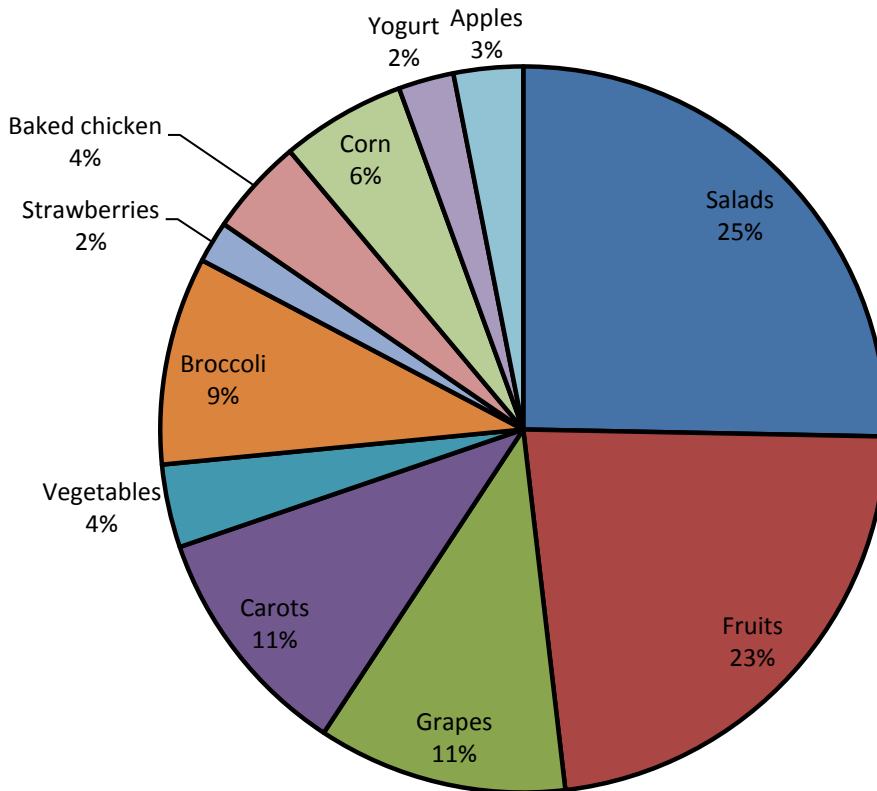
9. What is your Gender
 - a. Male
 - b. Female
 - c. Other (please specify)

How Is Your Lunch? Survey Results



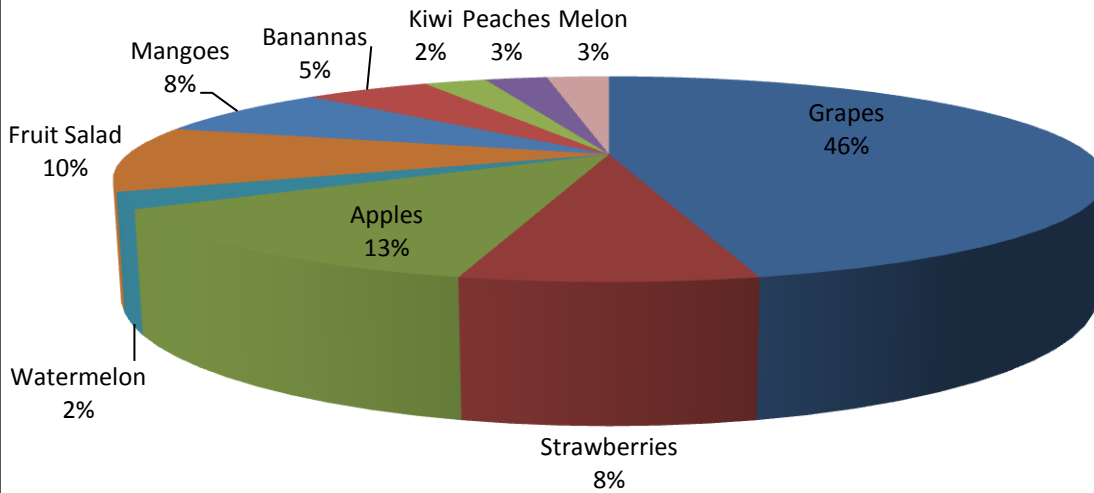


Top 10 Lunch Food Items



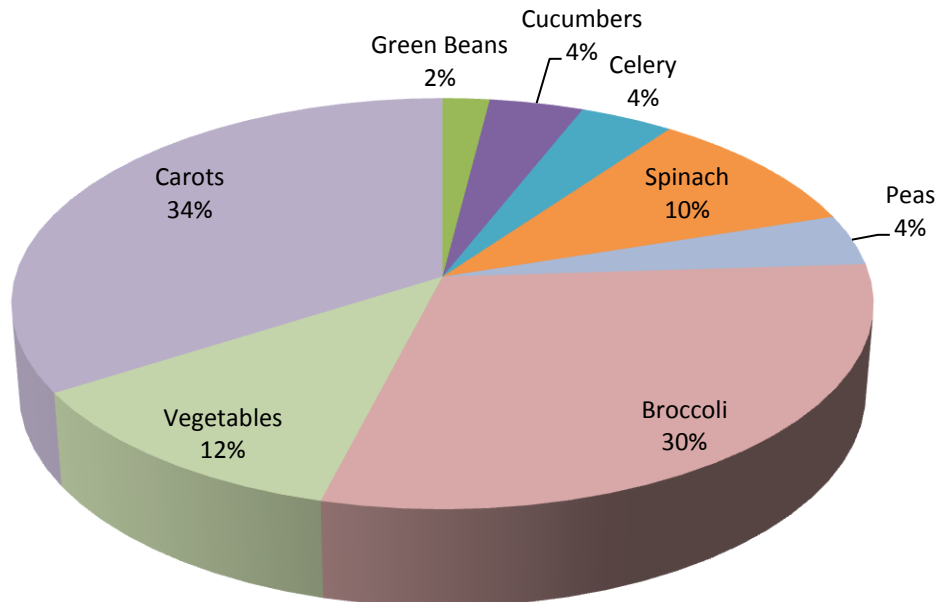
Salads was the top choice of foods they would like to see added to the lunch menu. (84 out of 256 replies)(25% of our top 10 choices)

Fruit Choices

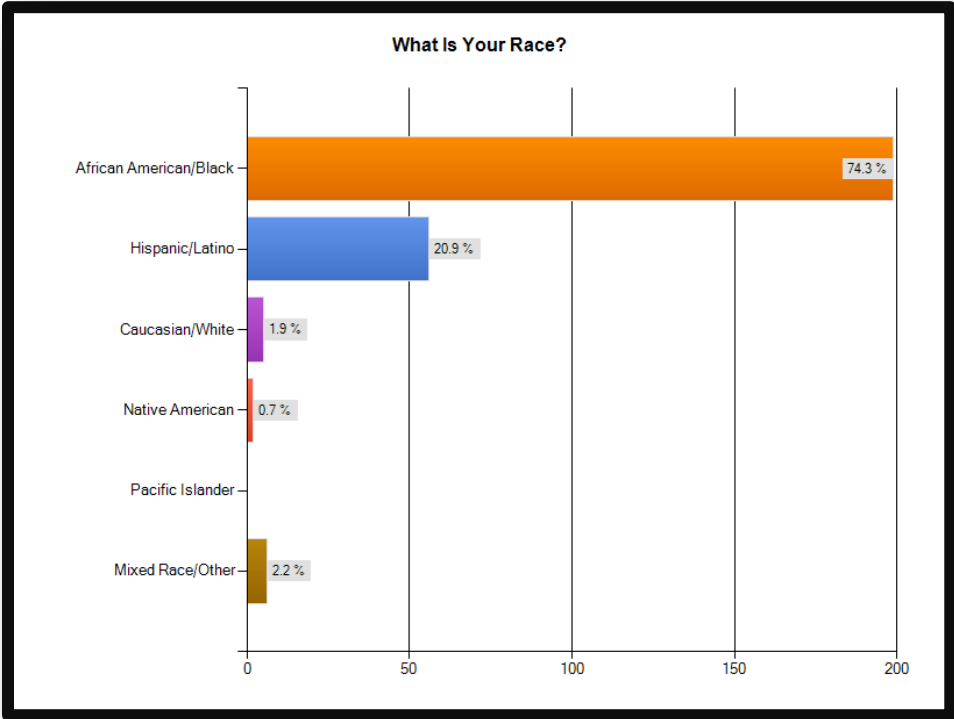
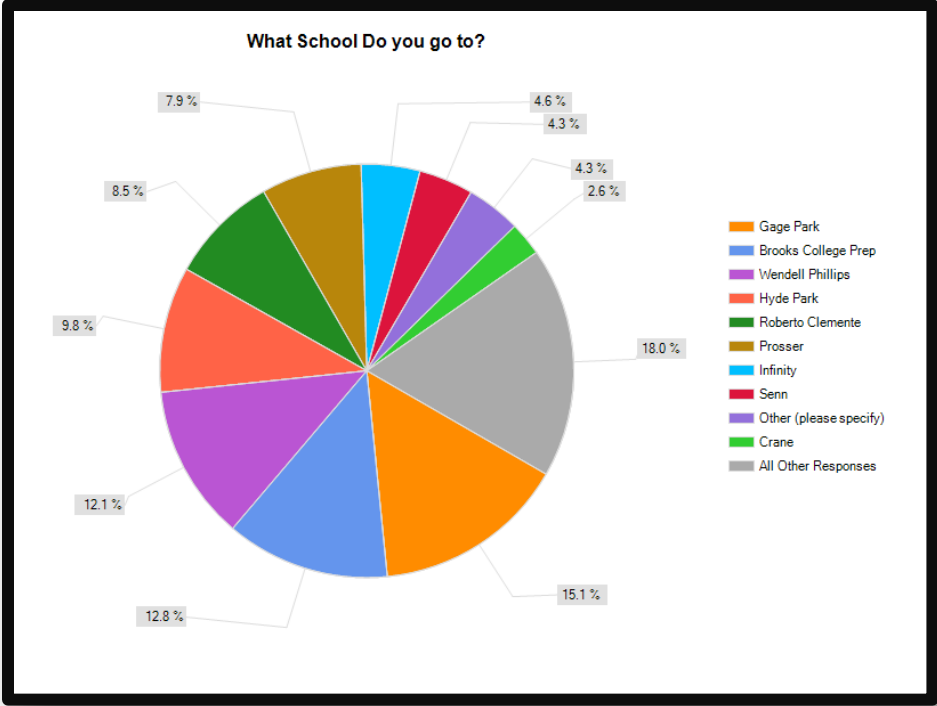


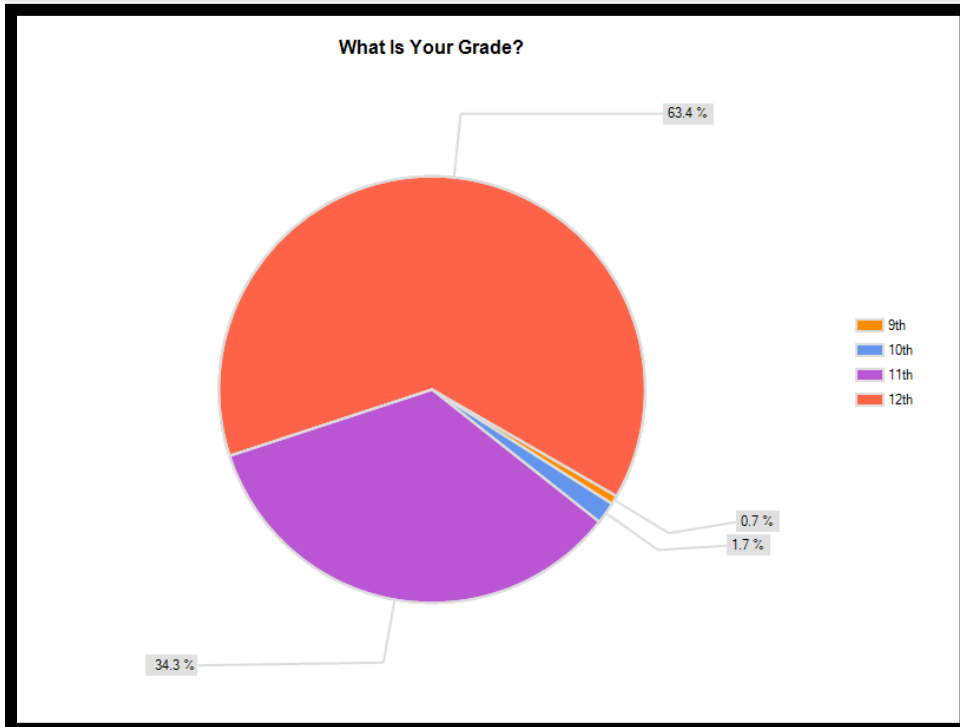
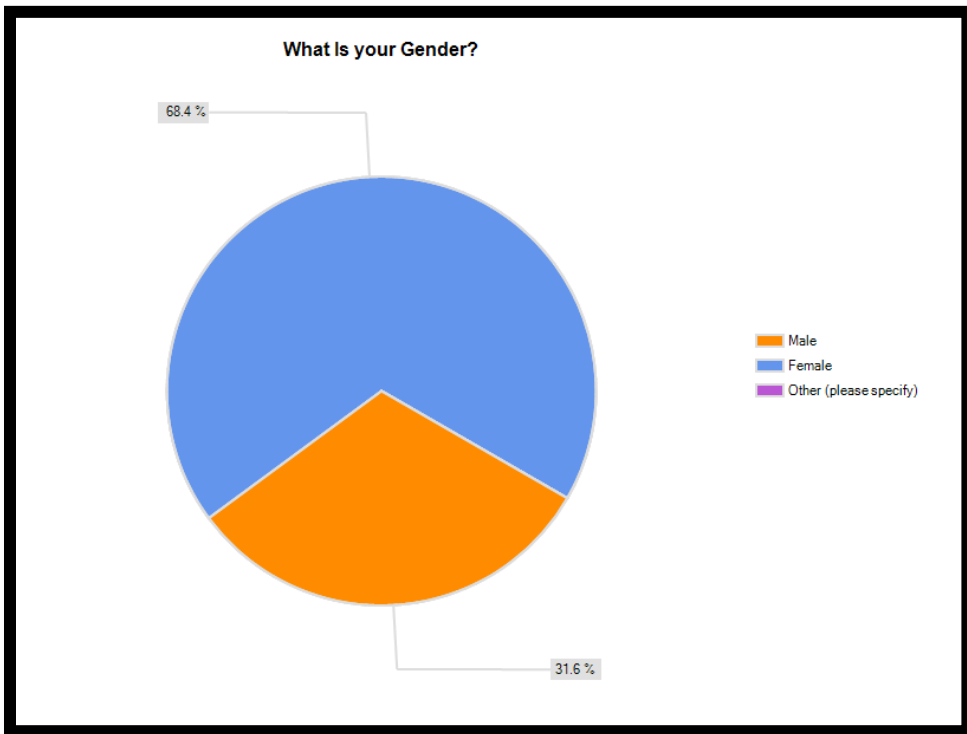
In a survey of 304 Chicago High School students fruit was a the sencond highest choice chosen by students. (74 out of 256 replies) Grapes was the highest of their top 10 fruit choices.

Top Vegetable Choices



In the "how's your lunch survey" Vegetables, carrots were listed as the top choice among Chicago Public High School Students (29/256 responses). Out of this selection Carrots and broccli were the highest for the top 10 choices for vegetables.





| Food Response | First Choice | Second Choice | 3rd Choice | Totals |
|----------------------|--------------|---------------|------------|--------|
| Salads | 41 | 34 | 11 | 86 |
| Fruits | 37 | 23 | 14 | 74 |
| Carrots | 18 | 12 | 10 | 40 |
| Grapes | 17 | 10 | 3 | 30 |
| Vegetables | 6 | 15 | 8 | 29 |
| Broccoli | 15 | 8 | 5 | 28 |
| Strawberries | 3 | 14 | 3 | 20 |
| Baked chicken | 7 | 5 | 6 | 18 |
| Corn | 9 | 6 | 2 | 17 |
| Yogurt | 4 | 3 | 8 | 15 |
| Apples | 5 | 5 | 4 | 14 |
| Oranges | 0 | 5 | 9 | 14 |
| Peas | 2 | 4 | 7 | 13 |
| Sandwiches | 3 | 3 | 5 | 11 |
| Juices | 1 | 4 | 5 | 10 |
| Spinach | 5 | 3 | 1 | 9 |
| Watermelon | 1 | 3 | 5 | 9 |
| Fruit salad | 4 | 2 | 2 | 8 |
| Submarine sandwiches | 4 | 2 | 2 | 8 |
| Water | 0 | 5 | 3 | 8 |
| Mangoes | 3 | 1 | 3 | 7 |
| Pasta | 2 | 2 | 2 | 6 |
| Celery | 2 | 3 | 1 | 6 |
| Chicken | 0 | 2 | 3 | 5 |
| Chicken salad | 2 | 1 | 1 | 4 |
| Cucumbers | 2 | 2 | 0 | 4 |
| Bananas | 2 | 2 | 1 | 4 |
| Caesar Salad | 2 | 1 | 0 | 3 |
| Subway Sandwiches | 1 | 2 | 0 | 3 |
| Stir-fry | 2 | 1 | 0 | 3 |
| Organic Foods | 1 | 0 | 2 | 3 |
| Green Beans | 1 | 2 | 0 | 3 |
| Vegetarian Options | 3 | 0 | 0 | 3 |
| Cabbage Soup | 1 | 0 | 2 | 3 |
| Seafood | 1 | 0 | 2 | 3 |
| Tacos | 0 | 1 | 2 | 3 |
| Chicken Breast | 0 | 1 | 2 | 3 |
| Baked Foods | 0 | 2 | 1 | 3 |

| Food Response | First Choice | Second Choice | 3rd Choice | Totals |
|--------------------------|--------------|---------------|------------|--------|
| Fish | 0 | 1 | 2 | 3 |
| Oatmeal | 1 | 0 | 1 | 2 |
| Granola Bars | 1 | 1 | 0 | 2 |
| Kiwi | 1 | 0 | 1 | 2 |
| Peaches | 1 | 1 | 0 | 2 |
| Veggie Burger | 2 | 0 | 0 | 2 |
| Chinese | 1 | 0 | 1 | 2 |
| Grilled Chicken | 1 | 0 | 1 | 2 |
| Tuna Sandwich | 1 | 0 | 1 | 2 |
| Fresh Made Food | 2 | 0 | 0 | 2 |
| Well Cooked Food | 1 | 1 | 0 | 2 |
| Cantaloupe | 0 | 2 | 0 | 2 |
| Cake | 0 | 1 | 1 | 2 |
| Green Apples | 0 | 1 | 1 | 2 |
| Pizza | 0 | 2 | 0 | 2 |
| Cherries | 0 | 1 | 1 | 2 |
| Baked Chips | 0 | 1 | 1 | 2 |
| String Beans | 0 | 1 | 1 | 2 |
| Baked Potatoes | 0 | 2 | 0 | 2 |
| Okra | 0 | 1 | 1 | 2 |
| Lettuce | 0 | 0 | 2 | 2 |
| Turkey Meat | 0 | 0 | 2 | 2 |
| Broccoli With Cheese | 1 | 0 | 0 | 1 |
| String Cheese | 1 | 0 | 0 | 1 |
| Rice with Veggies | 1 | 0 | 0 | 1 |
| Spinach Pizza | 1 | 0 | 0 | 1 |
| Collard Greens | 1 | 0 | 0 | 1 |
| Muffins | 1 | 0 | 0 | 1 |
| Rice | 1 | 0 | 0 | 1 |
| Sweet Peas and Carrots | 1 | 0 | 0 | 1 |
| Orange Juice with Pulp | 1 | 0 | 0 | 1 |
| Chicken Salad Sandwiches | 1 | 0 | 0 | 1 |
| Cut Carrots with Ranch | 1 | 0 | 0 | 1 |
| Filet Minion | 1 | 0 | 0 | 1 |
| Melon | 1 | 0 | 0 | 1 |
| Turkey Tacos | 1 | 0 | 0 | 1 |
| Fresh Frozen Yogurt | 1 | 0 | 0 | 1 |
| Food that's Cooked | 1 | 0 | 0 | 1 |

| Response | First Choice | Second Choice | 3rd Choice | Totals |
|---|---------------------|----------------------|-------------------|---------------|
| Anything that's not pizza nachos and hamburgers | 1 | 0 | 0 | 1 |
| Non Frozen Food | 1 | 0 | 0 | 1 |
| Baked Food | 1 | 0 | 0 | 1 |
| Salad Bar | 1 | 0 | 0 | 1 |
| Tomatoes | 0 | 1 | 0 | 1 |
| Dip | 0 | 1 | 0 | 1 |
| Lasagna | 0 | 1 | 0 | 1 |
| Cabbage | 0 | 1 | 0 | 1 |
| Cheese | 0 | 1 | 0 | 1 |
| Wheat Sandwiches | 0 | 1 | 0 | 1 |
| Beef Potato Veggie Soup | 0 | 1 | 0 | 1 |
| Grilled Chicken wraps | 0 | 1 | 0 | 1 |
| Egg salads | 0 | 1 | 0 | 1 |
| Beans | 0 | 1 | 0 | 1 |
| Nuts | 0 | 1 | 0 | 1 |
| Asparagus | 0 | 1 | 0 | 1 |
| Chicken Nuggets | 0 | 1 | 0 | 1 |
| Chicken Tenders | 0 | 1 | 0 | 1 |
| Fried Chicken | 0 | 1 | 0 | 1 |
| Pasta Salad | 0 | 1 | 0 | 1 |
| Ham & Cheese sandwiches | 0 | 1 | 0 | 1 |
| Turkey Sandwiches | 0 | 1 | 0 | 1 |
| Fresh bread | 0 | 1 | 0 | 1 |
| Baked Fish | 0 | 1 | 0 | 1 |
| Gyros | 0 | 1 | 0 | 1 |
| Turkey Dogs | 0 | 1 | 0 | 1 |
| Pomegranate | 0 | 1 | 0 | 1 |
| Cooked foods | 0 | 1 | 0 | 1 |
| Good tasty food | 0 | 1 | 0 | 1 |
| A change in menu | 0 | 1 | 0 | 1 |
| Wheat Bread | 0 | 0 | 1 | 1 |
| Soup | 0 | 0 | 1 | 1 |
| Mac & Cheese | 0 | 0 | 1 | 1 |
| Baked Meat | 0 | 0 | 1 | 1 |
| Glazed Carrots | 0 | 0 | 1 | 1 |
| Greens | 0 | 0 | 1 | 1 |
| Cheese | 0 | 0 | 1 | 1 |
| Nectars | 0 | 0 | 1 | 1 |

| Response | First Choice | Second Choice | 3rd Choice | Totals |
|--|---------------------|----------------------|-------------------|---------------|
| Parfait | 0 | 0 | 1 | 1 |
| Cabbage | 0 | 0 | 1 | 1 |
| Crackers | 0 | 0 | 1 | 1 |
| Fruit Smoothies | 0 | 0 | 1 | 1 |
| Chorizo | 0 | 0 | 1 | 1 |
| Chicken Noodle Soup | 0 | 0 | 1 | 1 |
| Oatmeal Cookies | 0 | 0 | 1 | 1 |
| Grilled Foods | 0 | 0 | 1 | 1 |
| Real Food | 0 | 0 | 1 | 1 |
| Less Fried Food | 0 | 0 | 1 | 1 |
| More Food Offered | 0 | 0 | 1 | 1 |
| Healthy Foods | 0 | 0 | 1 | 1 |
| Everything We Like to eat made Healthier | 0 | 0 | 1 | 1 |

Chicago Gardens

- ◆ Chicago Botanic Garden
1000 Lake Cook Road
Glencoe, IL 60022
(847) 835-5440

- Growing Power
2215 W. North Avenue
Chicago, IL 60647
(773) 486-6005
Contact to ask about locations around the city

- Chicago Park District Community Gardens

They have 52 Community Gardens all over Chicago that you can contact to volunteer at.

- Contact the park district of choice and ask for volunteer forms for adults (17 & over) and minors (16 & under)
- Once obtained, fill out the forms.
- Return these forms to the park district that you contacted.

Nutrition Education Sample Lesson

Topic: Making Healthy Food Choices

Lesson Length: 45 minutes

Goals:

1. To discuss how the environment can influence your eating habits
2. To have students define body image and learn about body image from a personal perspective
3. To teach students how to read food labels

Outcomes:

- Students will know how their environment affect their eating habits
- Students will have their own body image defined
- Students will actually know what they are eating by being able to read food labels

Equipment:

- Tape
- Post-it paper
- Writing utensils (e.g. pens, pencils, markers, etc.)
- Basket
- A timer

Lesson Outline

Ice- Breaker : “The food line” game

1. A line of tape should be placed across the class room.
2. The teacher will read the statements out loud, and the students are instructed to step on the line if they fall under the statement. After each statement, give students a moment to look around and see how many other students also stepped to the line.
3. The teacher should be keeping track of how many students step up to the line for each question. These statistics will be used later.
4. After reading through all of the statements, debrief with students, asking the following questions:
 - Were you surprised by any of the statements you stood at the line for?
 - Did you notice any trends or patterns? What kind?
 - What are some general observations about the health and wellness habits of our class that you can gather from this activity?

Statements:

1. If you eat at least one fruit or vegetable a day.
2. If you eat/drink junk food before or during school.
3. If you participated in PE.
4. If you like to exercise outside of school.
5. If you are currently trying to lose weight.
6. If you didn't make a sports team because you were out of shape.
7. If you feel like you eat school lunch only because you have to.
8. If you visit your doctor regularly for a physical.

9. If you feel like your parents affect what you eat.
10. If you eat more at home than at restaurants.
11. If you feel the media compels you to eat at restaurants.
12. If you know how to read a food label.

Lesson Summary:

Activity 1: Food Log Comparison

Show the students how to prevent poor eating habits by using food logs to examine what they eat on a daily basis. Assign the food log one week before this lesson, and have students keep track of every meal or snack they consume.

- Have students break into pairs and compare/contrast their food logs
- Come back together as a class, and share out
 - What were some similarities you and your partner shared?
 - What were some differences?
 - How did it feel having to write down every single thing that you consumed?
 - Do you think this made you more or less conscious of what you consume?

Part 2: Analyzing Results

Show how to pay attention to what they eat and the way they eat by analyzing survey results of class.

- Use the statistics of the line game and the food logs to illustrate how the class measures up as a whole.

Activity 3: How to Read a Food Label

- Bring out food label samples from commonly consumed products-perhaps snack foods such as Flamin' Hots, Pop Tarts, Lays, etc.
- Break down different parts of the food label, such as calories, total fat, saturated vs. unsaturated fat, sodium, sugar.
- Discuss: Are you surprised to see what is in some of the food you eat regularly? Will this knowledge affect your food choices? Why/why not? If more people knew how to read food labels, do you think their food choices would be affected? Why/why not? Why do you think these unhealthy foods are so popular?

Part 3: Class Discussion

- As a class, discuss healthy alternatives to unhealthy foods. Record responses on the board.
- Also discuss other lifestyle choices besides healthy eating that affects health, such as exercise, eating solid meals every day, and getting involved in physical activities.

Teaching Points

- How to read food labels
- Impact that culture has on health
- The significance of paying attention to health (stats)
- Making a food log
- Food preparation
- Eating Real Breakfast
- Exercising Daily
- Team involvement and recreation

Activity 5: The Food List

1. Students will write on a sheet of paper the top 5 things they usually eat.
2. Afterwards they will get with partners
3. Students will try to guess each other's top 5 by giving hints to each other.
This game is similar to Taboo.
4. Students can not say anything that is on the paper.

Closing Activity (Debrief):

How many foods were the same?
Were these food healthy or unhealthy?
Do you feel judged by what you eat?
How hard is it to eat healthy foods?
Why don't you eat healthy foods?
What will help young people to eat healthier/

Activity 6: Reflection Time

Pass out reflection forms, then review the activities by reiterating each purpose of the activities.

1. What was the most interesting thing you've learned today?
2. What was the least interesting thing about today?
3. Considering everything you've learned today what do you feel you are more likely to apply to your own life?
4. Do you have any suggestions or recommendation for next time? If so what are they? If not, why?
5. Overall, do you feel this lesson was insightful or helpful? Why or why not?

Fitness Test Requirements

| | Honors | Seniors | Juniors | Sophomores | Freshmen |
|--------------|--------|----------|---------|------------|----------|
| Boys | | | | | |
| 1/2 Mile Run | 3 mins | 4.5 mins | 5 mins | 5.5 mins | 6 mins |
| Push-ups | 40 | 25 | 20 | 15 | 10 |
| Crunches | 55 | 40 | 35 | 30 | 25 |

| | Honors | Seniors | Juniors | Sophomores | Freshmen |
|--------------|--------|----------|---------|------------|----------|
| Girls | | | | | |
| 1/2 Mile Run | 4 mins | 5.5 mins | 6 mins | 6.5 mins | 7 mins |
| Push-ups | 20 | 8 | 6 | 5 | 3 |
| Crunches | 48 | 30 | 25 | 20 | 15 |

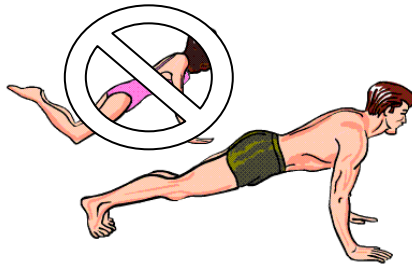
Must be completed by June 10th and any student not passing any part must take at least 3.5 weeks of summer gym and then pass the test to be promoted (may be modified in summer).

Fitness Test Rules

Crunches

Start with elbows touching the torso with arms crossed in front. Lift shoulders **BLADES** off the ground and touch elbows to thighs. The counter should hold the ankles of the student or sit on the students ankles.

Push-Ups



Must have a straight line from head to heels in up position, and a straight line from elbow to elbow in down position. (Note: Girls are not allowed to be on their knees.)

½ Mile Run

For students running around Eckhart, it is about one and a third times around Eckhart Park. The finish line is marked on the east sidewalk with a start in front of the fieldhouse. Staff at other locations should measure and mark off a legitimate ½ mile.

Exemptions: Students who have medical notes that prohibit them from doing any/all of the specific activities are exempt from aspects of the test. **Since all medical notes expire at the end of each school year, students are expected to complete their fitness requirement during a summer fitness assessment.** If a student obtains an official note excusing them for the whole summer, only then is the student is exempt.

All students who are exempt (partial and full) will have to complete an alternate assignment. See below for sample assignment.

| | |
|----------------------------|--|
| Assignment Summary: | <p>Your assignment is to read the article that is attached and respond to the following questions. Each paragraph should include 3 details from the article.</p> <p>Please underline the details and skip lines in your paper. It must be typed.</p> <ul style="list-style-type: none"> - What is the article about? - What does the article tell you about health or exercise? - What lessons can be learned from the article? - How might you change your behavior based on the article? |
| Purpose: | To define fitness and explain its importance. |
| Writer's Role | You will be writing as yourself. |
| Audience | Ms. Garcia |
| Form | You must write at least 4 complete paragraphs |
| Points | Each paragraph must include 3 details from the article to support what you are saying. You will earn a point for each paragraph that has 3 supporting details. You need four points to pass the fitness test. |
| Procedure | <ol style="list-style-type: none"> 1. Read the Article 2. Answer the questions in 4 complete paragraphs 3. Turn the assignment in to <u>Ms. Garcia</u> no later than <u>Monday, May 22nd</u> at 5 pm. 4. No late assignments will be accepted. 5. If you do not complete this assignment, you will fail the fitness test. |

The Fitness Section was courtesy of Noble Street Charter Schools Fitness Guidelines

Ideal Lunch Menu Items

1. Enchiladas with chicken, rice on the side
2. Salisbury steak with broccoli and mashed potatoes on the side
3. Jerk chicken with mixed vegetables and whole wheat bread
4. Taco salad with ground turkey, lettuce, tomatoes, and low-fat taco sauce
5. Whole grain pizza, with fruit and vegetables
6. Quesadillas with turkey, refried beans on the side
7. Tilapia with salad, vegetables on the side
8. Chicken wraps (grilled), steamed and seasoned potatoes
9. Pineapples
10. Banana bread
11. Grilled chicken with veggies and fruit salad
12. Whole wheat spaghetti with whole wheat garlic bread with fresh salad on the side
13. Chicken wrap with corn and string beans
14. Chicken Caesar salad
15. Mashed potatoes with baked ribs and spaghetti
16. White rice with steak mixed with green sauce and beans
17. FRUIT! More fruit of any kind, fruit salad is great
18. Carrot salad
19. Cheesecake
20. Tomatoes
21. Strawberries
22. Macaroni
23. Grilled chicken sandwiches
24. Fruits such as honeydew, watermelon, grapes, cantaloupe, pineapple, peaches, and plums
25. Baked chicken with cream of chicken soup, side of rice and corn bread
26. Broiled pork chops with side of macaroni and cheese and broccoli
27. Tacos with fruit
28. Chicken veggie stir-fry with steamed white or brown rice on the side
29. Hummus and vegetable wraps with fruit salad on the side
30. Salads with black beans, corn, bell peppers, lettuce, tomatoes, cucumbers, tortilla strips, and an orange vinaigrette dressing

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3. Chicago Public Schools Policy Manual. Local School Wellness Policy Addressing Nutrition and Physical Activity in Schools. Section 704.7 9 (August, 2006)
4. National Association of State Boards of Education. Preventing Childhood Obesity: A School Health Policy Guide. (2009)

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Quotations

1. Myrna P. Garcia the director of Student Health Services for CPS in 2004.

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