

Policy Component: Nutrition Education and Promotion

Goal

School districts will provide nutrition education experiences that positively influence students' eating behaviors and help develop lifelong healthy habits. Districts will provide an environment that encourages and supports healthy eating by students.

Rationale

Nutrition education has been shown to improve eating habits and health. Connecting nutrition education to other content areas helps with the mastery of core subject standards. Research shows that behavior change correlates positively with the amount of nutrition instruction received. Linking nutrition education and promotion throughout the school and community reinforces consistent health messages and provides multiple opportunities for students to practice healthy habits.

Policy Recommendations

Policies for Nutrition Education and Promotion will address the following areas:

- Standards-Based, Sequential Nutrition Education
- Connecting with Existing Curriculums
- Education Links with School
- Professional Development for Teachers
- Appropriateness of Nutrition Component of Comprehensive Health Education Curriculum
- Educational Reinforcement
- Nutrition Promotion
- Staff Awareness
- Staff Members as Role Models

Specific guidance regarding the implementation of each policy recommendation for Nutrition Education and Promotion follows under *Implementation Guidance*, after this section. Resources to assist with the implementation of each policy recommendation are found in *Resources* at the end of this section.

*This section provides **recommendations** (not requirements) for policy language for Nutrition Education and Promotion. This language represents recommended best practice for developing school nutrition and physical activity policies. School districts may choose to use the policy recommendations as written or revise them as needed to meet local needs and reflect community priorities. When developing nutrition and physical activity policies, districts will need to take into account their unique circumstances, challenges, opportunities and available resources. Policies should meet local needs and be adapted to the health concerns, food preferences and dietary practices of different ethnic groups.*

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Policy Recommendations

Standards-Based Sequential Nutrition Education

Nutrition education shall be based on current science, research and national guidelines. Nutrition education shall be standards-based, using national or state-developed standards, such as the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework*. Nutrition education shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state's/district's comprehensive school health education standards/guidelines/curriculum framework. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.

Connecting with Existing Curriculums

Nutrition education shall be a part of comprehensive school health education and shall also be included in other classroom content areas such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. All prekindergarten-12 instructional staff members shall be encouraged to incorporate nutritional themes from the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework* into daily lessons, when appropriate, to reinforce and support health messages.

Education Links with School

The nutrition education program links with school meal programs, other school foods, and nutrition-related community services that occur outside the classroom or that link classroom nutrition education to the larger school community, such as school gardens, cafeteria-based nutrition education and after-school programs. Nutrition education shall be offered in the school cafeteria and classroom, with coordination between school food service and teachers. The district shall link nutrition education with other coordinated school health initiatives.

Professional Development for Teachers

The school district shall include appropriate training for teachers and other staff members. Staff members responsible for nutrition education shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with the development of skills and adequate time to practice skills in program-specific activities. Training shall include instructional techniques and strategies designed to promote healthy eating behaviors. Staff members providing nutrition education shall not advocate dieting behaviors or any specific eating regimen to students, other staff members or parents.

Appropriateness of Nutrition Component of Comprehensive Health Education Curriculum

The school district shall assess all nutrition education lessons and materials for accuracy, completeness, balance and consistency with the state's/district's educational goals and curriculum standards. Materials developed by food marketing boards or food corporations shall be examined for appropriateness of commercial messages.

Policy Recommendations

Educational Reinforcement

School instructional staff members shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers and performers invited to address students shall receive appropriate orientation to relevant district policies. School staff members shall be encouraged to coordinate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for home-bound people. School officials shall disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families.

Nutrition Promotion

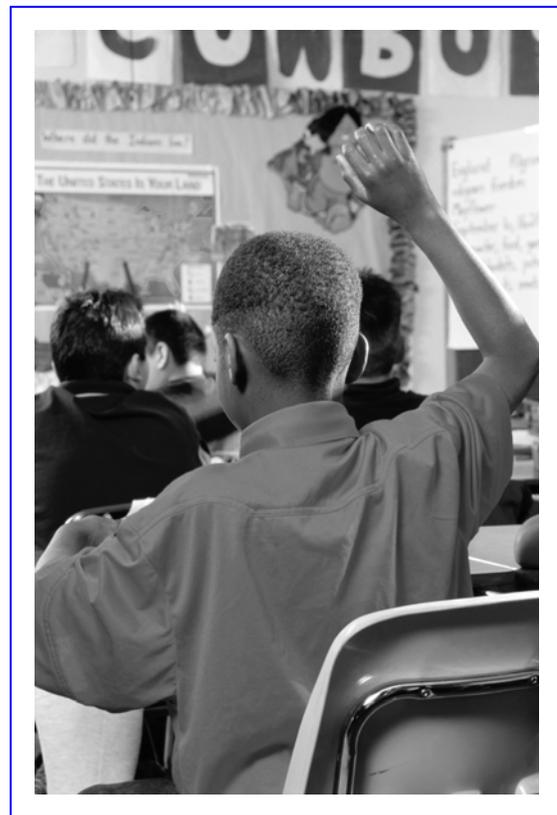
The school district shall conduct nutrition education activities and promotions that involve parents, students and the community. The district shall participate in programs that promote and reinforce student health, such as Team Nutrition and the HealthierUS School Challenge. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer sciences teachers, and other appropriate school staff members.

Staff Awareness

The school district shall build awareness among teachers, food service staff, coaches, nurses and other school staff members about the importance of nutrition, physical activity and body-size acceptance to academic success and lifelong wellness.

Staff Members as Role Models

School staff members shall be encouraged to model healthy eating and physical activity behaviors.



Implementation Guidance

Standards-Based Sequential Nutrition Education

Curriculum Development

The Connecticut State Department of Education (SDE) *Healthy and Balanced Living Curriculum Framework* presents a vision for healthy and balanced living by showing the interrelated concepts and skills in comprehensive school health (including nutrition) and physical education. The purpose of the curriculum framework is to set high-level content standards and performance indicators that guide the development of curriculums that challenge and motivate students and contribute to student learning and achievement. Districts are encouraged to use the *Healthy and Balanced Living Curriculum Framework* as a best practice document to develop the nutrition education component of their comprehensive health education curriculum.

The SDE *Healthy and Balanced Living Curriculum Framework* provides guidance for curriculum development in comprehensive school health education and physical education and shows connections between these two content areas. The curriculum framework leads students to make connections and apply the concepts and skills of health and physical education for the purpose of developing and maintaining well-being. The design of the curriculum framework begins to move instruction in this direction.

The *Healthy and Balanced Living Curriculum Framework* standards provide guidance for teachers on how to teach students to live actively, energetically and fully in a state of well-being and what concepts and skills are necessary to accept responsibility for self and well-being. The comprehensive school health education and physical education standards are based on the *National Health Education Standards* and *Moving into the Future: The National Standards for Physical Education, 2nd edition*.

Two recommended resources to help guide curriculum development and instruction are the Health Education Assessment Project (HEAP) and the Health Education Curriculum Analysis Tool (HECAT).

- **Health Education Assessment Project (HEAP):** HEAP is a national and state initiative focused on increasing the capacity of school districts to deliver a research-based approach to building the health literacy of students by addressing accountability in comprehensive school health education. HEAP aligns curriculum, instruction and assessment to improve student learning through comprehensive school health education instruction using the *Connecticut Curriculum Assessment Framework* and HEAP student assessment items. HEAP's objectives are to:
 - ♦ provide strategies for scoring student work in order to assess comprehensive school health education curriculums;
 - ♦ develop capacity for school communities to provide effective, assessment-based, comprehensive school health education for all students;
 - ♦ provide consistency in the application of the state standards in assessment-based, comprehensive school health education;
 - ♦ increase connections between comprehensive school health education and other components of Coordinated School Health; and
 - ♦ improve coordination of assessment strategies within the school community.

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- **Health Education Curriculum Analysis Tool (HECAT):** HECAT allows educators to evaluate and select their curriculums based on research that supports positive health behaviors among students by answering the following questions:
 - ♦ Is the curriculum enhancing students' health behaviors?
 - ♦ Are the elements of effective health education practices incorporated?
 - ♦ How is it aligned with national and state health education standards?
 - ♦ Are strategies included that assess both concepts and skills?
 - ♦ Is the content accurate and current?
 - ♦ Are there opportunities for students to practice essential health skills?
 - ♦ Does it promote positive health behaviors and norms?
 - ♦ What and where are the gaps?

HECAT is available at <http://www.cdc.gov/HealthyYouth/HECAT/>. Additional resources to assist with curriculum development are found in *Curriculum Development* under *Resources* at the end of this section.

Content Areas

Nutrition education shall be designed to help students learn:

- nutritional knowledge, including, but not limited to, the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, and safe food preparation, handling and storage;
- nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels, accessing and critically evaluating nutrition information, misinformation and commercial food advertising;
- how to assess and manage one's personal eating habits, set goals for improvement and achieve those goals; and
- how to communicate, make healthy decisions and advocate for developing lifelong healthy habits.

Nutrition education activities shall:

- be consistent with the Dietary Guidelines for Americans (<http://www.healthierus.gov/dietaryguidelines/>);
- emphasize the appealing aspects of healthy eating;
- include enjoyable, developmentally appropriate, culturally relevant, participatory activities, such as contests, promotions, taste testing, farm visits and school gardens;
- promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices;
- emphasize caloric balance between food intake and energy expenditure (physical activity);
- engage families as partners in their children's education; and
- teach media literacy with an emphasis on food marketing.

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Nutrition Themes

Nutrition themes include, but are not limited to, the following:

- MyPyramid (Healthy Eating Plan)
- Dietary Guidelines for Americans
- Sources of Major Nutrients
- Understanding Calories
- Food Labels
- Identify and Limit Foods of Low Nutrient Density
- Healthy Heart Choices
- Diet and Disease
- Body-Size Acceptance, Healthy Weight and Dangers of Unhealthy Weight-Control Practices
- Healthy Breakfast
- Healthy Snacks
- Multicultural Influences
- Proper Food Safety/Sanitation

Themes should be developmentally and culturally appropriate. The district nutrition policy should reinforce nutrition education to help students practice these themes in a supportive school environment.

Nutrition Education Strategies

Nutrition education strategies are most likely to promote lifelong habits for good health if they help children learn the skills needed for healthy eating behaviors, provide opportunities to practice these behaviors, and make nutrition education relevant and fun. Effective nutrition education programs influence eating behaviors. As indicated in the Centers for Disease Control and Prevention's (CDC) *Guidelines for School Health Programs to Promote Lifelong Healthy Eating*, effective nutrition education programs:

- focus on changing specific behaviors rather than on learning general facts about nutrition;
- employ active learning or experiential strategies using developmentally appropriate instructional concepts at each grade level;
- devote adequate time and intensity to focus on behaviors and skill building;
- provide teachers and other staff members with adequate training in nutrition education; and
- link with the school environment by involving the child's family and providing school meal programs and food-related policies that reinforce classroom nutrition education.

CDC notes, "The context in which students learn about healthy eating behaviors and the feelings students associate with healthy foods are key factors in determining their receptivity to nutrition education. Students are more likely to adopt healthy eating behaviors when:

- they learn about these behaviors through fun, participatory activities rather than through lectures;
- lessons emphasize the positive, appealing aspects of healthy eating patterns rather than the negative consequences of unhealthy eating patterns;

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- the benefits of healthy eating behaviors are presented in the context of what is already important to the students; and
- the students have repeated opportunities to taste foods that are low in fat, sodium and added sugars and high in vitamins, minerals and fiber during their lessons.”

Developmentally Appropriate and Culturally Relevant Activities

CDC’s *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* describes how the nutrition curriculum should be both developmentally and culturally appropriate. “Different educational strategies should be used for children at different stages of cognitive development. Regardless of the amount and quality of teaching they receive, young elementary students might not fully understand abstract concepts (e.g., the nutrient content of foods or the classification of foods into groups). Nutrition education for young children should focus on concrete experiences (e.g., increasing exposure to many healthy foods and building skills in choosing healthy foods).

“More abstract associations between nutrition and health become appropriate as children approach middle school. By this age, children can understand and act on the connection between eating behaviors and health. Nutrition education for middle and high school students should focus on helping students assess their own eating behaviors and set goals for improving their food selection. Lessons for older children should emphasize personal responsibility, decision-making skills, advocating for healthy behaviors and resisting negative social pressures.

“Nutrition education presents opportunities for students to learn about and experience cultural diversity related to food and eating. Students from different cultural groups have different health concerns, eating patterns, food preferences, and food-related habits and attitudes. These differences need to be considered when developing curricula or discussing food choices. Nutrition education can succeed only when students believe it is relevant to their lives.”

Connecting with Existing Curriculums

Nutrition education should be taught as part of the comprehensive school health education curriculum. When nutrition education is linked with other content areas, children have daily exposure to nutrition concepts and messages. An interdisciplinary approach to nutrition education reinforces what children are learning.

The interdisciplinary approach to nutrition education should complement and not replace sequential nutrition education lessons within a comprehensive school health education curriculum. The exclusive use of an interdisciplinary approach can sacrifice key elements of an effective nutrition education program (e.g., adequate instructional time, focusing on behaviors and skill-building, attention to scope and sequence, and adequate teacher preparation).



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Nutrition concepts are easily linked with a variety of content areas, such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. For example:

- using literature with appropriate health themes in language arts;
- calculating nutritional value of foods and analyzing nutrients in math;
- reading food labels and calculating the percent contribution of daily nutrients in math;
- identifying foods' chemical compounds in science;
- determining chemical changes in recipe ingredients (e.g., formation of gluten in flour) in chemistry;
- researching food customs of other countries in social studies;
- preparing another country's recipe in world language class; and
- creating a healthy menu based on local food preferences in social studies.

The chart below provides an example of how the nutrition concept “Eat five servings of fruits and vegetables a day for good health” can easily be incorporated into other subject areas at the elementary level.

Connecting Nutrition Concepts across the Curriculum

Language Arts — Read books with fruit and vegetable themes. Describe and discuss the colors, shapes, textures and tastes of the different types of fruits and vegetables featured in these books.

Social Studies and Geography — Learn about states and countries where certain fruits and vegetables are grown. Map countries that are major producers of specific fruits and vegetables.

Mathematics — Have students track the number of servings of fruits and vegetables they eat for two days by placing stickers on a classroom chart. Count the number of fruits and vegetables and have students determine the following: What fruit is eaten most often? What vegetable is eaten most often?

Science — Conduct a Bean Olympics. Plant bean seeds in a shallow pan. Tape a number to a penny and place over each seed. The first bean to sprout and turn over its penny wins.

Resources to help districts connect nutrition themes to other areas of the school curriculum can be found in *Connecting with Existing Curriculums* under *Resources* at the end of this section.

Education Links with School

Many opportunities to enhance nutrition education exist at school and in the community. Examples include coordinated school health initiatives, cafeteria-based nutrition education, after-school programs, and nutrition promotions, events and initiatives such as school/community health fairs and school gardens. For more information, see *Education Links with School* and *Nutrition Promotion* under *Resources* at the end of this section.

Coordinated School Health: A coordinated school health program empowers students with not only the knowledge, attitudes and skills required to make positive health decisions, but also the environment, motivation, services and support necessary to develop and maintain healthy behaviors. The coordinated school health model includes health education, physical education, health services, nutrition services, health promotion for staff members, counseling and psychological services, healthy school environment, and parent/community involvement. (For more information, see *Coordinated School Health* under *Resources* in *Section 2 – Steps for Creating Local Policy*.) Each component can contribute to interdisciplinary efforts that promote healthy eating and physical activity. CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* provides examples of how classroom nutrition education can be supported and reinforced throughout the school environment:

- Schools provide appealing, low-fat, low-sodium foods in vending machines and at school meetings and events;
- School counselors and nurses provide guidance on health and, if necessary, referrals to appropriate health professionals (e.g., registered dietitian) for nutritional problems;
- Community organizations provide counseling or nutrition education campaigns;
- Physical education teachers help students understand the relationship between nutrition and physical activity;
- School food service personnel serve healthy, well-balanced meals in the cafeteria; and
- School personnel act as role models for healthy eating (see *Staff Members as Role Models* in this section).

Cafeteria-Based Nutrition Education: The school cafeteria provides an ideal setting for students to practice healthy eating. Coordinating school food service programs with classroom lessons allows students to apply critical thinking skills taught in the classroom. CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* provides suggestions for school food service personnel to connect the cafeteria to the classroom:

- Visit classrooms and explain how the school food service program ensures that meals meet U.S. Department of Agriculture (USDA) nutrient standards and the Dietary Guidelines for Americans.
- Invite classes to visit the cafeteria kitchen and learn how to prepare healthy foods.
- Involve students in planning the school menu and preparing recipes.
- Offer foods that reinforce classroom lessons, e.g., whole-wheat rolls to reinforce a lesson on dietary fiber.
- Display nutrition posters in the cafeteria and distribute nutrition information and materials.

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- Coordinate menus with classroom lessons and school promotions, e.g., featuring foods from other countries for an international day.
- Display nutrition information about available foods and give students opportunities to practice food analysis and selection skills learned in the classroom.

Resources to assist in the implementation of cafeteria-based nutrition education can be found in *Nutrition Lessons and Programs*, *Nutrition Promotions* and *Handouts for Children, Parents and School Staff Members* (see *Resources* at the end of this section).

After-School Programs: After-school programs provide an ideal setting to provide nutrition and physical activity opportunities. After-school programs extend their responsibilities to families and schools by including supportive learning environments, in addition to providing children with a safe environment, healthy recreation and appropriate social development. After-school programs have three components: academic, enrichment and recreational. Some programs incorporate health and nutrition concepts into the academic and recreational components of the program. For example, in some after-school programs, students learn about math and spatial reasoning by playing basketball. Students also learn about the importance of good nutrition and physical activities associated with developing the ability to learn and play the game. When a student gains competence in sports, music or gardening, the confidence and skills that come from that experience are transferable to academic skills.

Professional Development for Teachers

CDC's *Guidelines for School Health Programs to Promote Lifelong Healthy Eating* describes successful professional development for teachers.

“Appropriate training in nutrition and comprehensive school health education affects the quality of instruction and increases the extent to which teachers implement the curriculum. All elementary school teachers as well as secondary school teachers in disciplines such as comprehensive school health education, family and consumer sciences, language arts, physical education and science should receive appropriate nutrition education training.

“Training should address developmentally and culturally appropriate content and teaching strategies. Training should focus on giving teachers the skills they need to provide innovative nutrition education techniques. Training programs are most effective if they:

- are designed to meet the specific needs of the teachers and are based on the teachers' level of nutrition knowledge and experience with suggested teaching strategies;
- model behavioral change techniques and give teachers practice in using them;
- involve multiple sessions spaced across time so that teachers can try out the newly learned techniques in their classrooms and report on their experiences to the training group; and
- provide post-training sessions so that teachers can share experiences with their peers.

“Teachers should understand the importance of fully implementing the selected curriculum and become familiar with its underlying theory and concepts. Training should also help

teachers assess and improve eating practices and make them aware of the behavioral messages they give as role models.”

In addition to teachers, professional development activities in nutrition should be offered to all appropriate school personnel; for example, mental health providers, school nurses and school food service personnel. Nutrition training can help mental health providers reinforce healthy eating behaviors for students. School nurses should have the opportunity to participate in continuing education activities so they can help educators design, implement and evaluate the nutrition curriculum or the nutrition component of the health education curriculum. Nutrition education can help food service personnel reinforce classroom instruction through the school meal program and help shape the district’s nutrition policy. (For additional information, see *Training for Food Service Staff Members* in Section 6 – *Other School-Based Activities to Promote Student Wellness*.)

Appropriateness of Nutrition Component of Comprehensive Health Education Curriculum

Districts should ensure that all nutrition education lessons and materials are accurate, complete and balanced and meet state and district standards. HEAP and HECAT can assist districts with the evaluation of comprehensive school health education curriculums, including nutrition education lessons and materials. For more information, see *Curriculum Development* at the beginning of this section.

Educational Reinforcement

By collaborating with other school and community groups working on nutrition education, districts can increase the effectiveness of nutrition interventions by providing consistent and reinforcing health messages. Districts may consider collaborating with nutrition education and physical activity programs conducted by:

- school clubs, organizations and the student council;
- PTA/PTO and other parent volunteers/organizations;
- local health departments;
- nonprofit health organizations, such as the American Heart Association, American Cancer Society and American Diabetes Association;
- hospital community outreach programs;
- town park and recreation departments;
- local health care providers, e.g., pediatricians, dentists, dietitians;
- community groups and programs, e.g., scouts, YMCA/YWCA;
- faith-based groups; and
- town and city health initiatives.

Additional information on collaboration can be found in *Partnering with Community Organizations* in Section 7 – *Communication and Promotion*. Resources can be found in *Partnering with Community Organizations* under *Resources* at the end of this section.

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Nutrition Promotion

Participation in programs that promote and reinforce health emphasizes the school's commitment to a healthy school nutrition environment. Some programs that challenge schools to standards of excellence include:

- *HealthierUS School Challenge*: Standards established by the USDA to recognize schools that take specific steps to improve their school nutrition environment and address obesity. <http://www.fns.usda.gov/tn/HealthierUS/index.html>
- *Team Nutrition (U.S. Department of Agriculture)*: Information on joining as a Team Nutrition school. <http://teamnutrition.usda.gov/team.html>

Schools can also promote nutrition through a variety of activities, including food demonstrations in school cafeterias, connecting with local farmers' markets and farm-to-school programs, sampling of popular healthy ethnic foods, and participating in comprehensive marketing campaigns (e.g., promoting nutrition and physical activity messages such as the CDC's *Fruits & Veggies More Matters* campaign and daily physical activity). The USDA Team Nutrition resources can help schools conduct nutrition events such as health and nutrition fairs, theme days and tasting activities (<http://teamnutrition.usda.gov/library.html>).

Additional resources can be found in *Farm to School*, *Fruits and Vegetables* and *Nutrition Promotions* under *Resources* at the end of this section.

Staff Awareness

It is important for all school personnel to be aware of the importance of nutrition and physical activity to student achievement so they can reinforce positive health messages in the school environment. The School Health Team can use appropriate personnel in the school district (including health and physical education teachers, family and consumer sciences teachers, school nurses, school medical advisors and school food service directors) and the community (including registered dietitians and other health professionals) to help promote staff awareness. Appropriate personnel can serve as a resource to teachers for nutrition and nutrition education. They can provide staff members with scientifically accurate and evidence-based health information regarding health benefits and risks of dietary habits, health trends and effective strategies for addressing nutrition issues, and food safety and food-borne illness prevention.

Staff Members as Role Models

Adults can have a significant impact on the development of students' health behaviors. School staff members can model healthy eating and physical activity behaviors in a variety of ways, including:

- using teaching skills that help students gather information, practice problem solving techniques and use effective communication skills;
- providing healthy snacks in the classroom (see *Section 5 – Nutrition Standards for School Foods and Beverages*);
- encouraging nonfood fundraisers (see *Section 5 – Nutrition Standards for School Foods and Beverages*);
- not using food as a reward for behavior or academics (see *Section 6 – Other School-Based Activities to Promote Student Wellness*);
- participating in the school meal program and making healthy choices;
- using the stairs instead of the elevator when appropriate;
- participating with children in classroom-based physical activity (see *Section 4 – Physical Education and Physical Activity*);
- leading or participating in school fitness activities such as walking or running clubs, yoga class and weight lifting;
- joining in children's games on the playground or gymnasium;
- talking about the physical activities they like to do outside of school;
- using physical activity as a reward rather than as a form of punishment (see *Section 4 – Physical Education and Physical Activity*); and
- using appropriate safety gear, such as helmets, during physical activity.

Staff wellness programs can encourage school personnel to be positive role models for students. Additional information on staff wellness is contained in *Section 6 – Other School-Based Activities to Promote Student Wellness*.



References

- Fit, Healthy and Ready to Learn: A School Health Policy Guide. Part I: Physical Activity, Healthy Eating and Tobacco-Use Prevention*, National Association of State Boards of Education, March 2000:
<http://www.nasbe.org/healthyschools/fithealthy.html>
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<http://www.cdc.gov/mmwr/preview/mmwrhtml/00042446.htm>
- Healthy and Balance Living Curriculum Framework*, Connecticut State Department of Education, 2006:
<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/Healthy&BalancedLiving.pdf>
- Idaho Implementation Guide for School Wellness Policy*, Idaho Action for Healthy Kids, April 2005:
http://actionforhealthykids.org/filelib/toolsforteam/recom/ID_ID-%20Implementation%20Guide%203-29-06.pdf
- Mississippi Local School Wellness Policy Guide for Development*, Mississippi Department of Education, 2005:
<http://www.mde.k12.ms.us/HealthySchools/Initiatives.html#Wellness>
- Model School Wellness Policies*, National Alliance for Nutrition and Activity, 2005:
<http://www.schoolwellnesspolicies.org/>
- Rhode Island School District Nutrition & Physical Activity Model Policy Language*, Rhode Island Healthy Schools Coalition, June 2006: http://www.thriveri.org/documents/3.4_RI_Model_Policy_Language.pdf
- School Nutrition Association Local Wellness Policy Recommendations*, School Nutrition Association, 2005:
<http://www.schoolnutrition.org/Content.aspx?id=8504>

Resources

Resources are listed by main category. Many resources contain information on multiple content areas. For additional resources, consult each policy component section of the *Action Guide*.

Connecting with Existing Curriculums

Click on the SDE's [Healthy School Environment Resource List](#), then click on *Connecting with Existing Curriculums* under *Nutrition Education* to access resources on this topic.

Coordinated School Health

Click on the SDE's [Healthy School Environment Resource List](#), then click on *Coordinated School Health* under *School Policies to Promote Healthy Lifestyles* to access resources on this topic.

Curriculum Development

Click on the SDE's [Healthy School Environment Resource List](#), then click on *Curriculum Development* under *Nutrition Education* to access resources on this topic.

Dietary Guidelines

Click on the SDE's [Nutrition-Related Resources](#), then click on *Dietary Guidelines* under *General Nutrition and Health* to access resources on this topic.

Farm to School

Click on the SDE's [Healthy School Environment Resource List](#), then click on *Farm to School* under *Nutrition Education* to access resources on this topic.

Food Safety Education for Children

Click on the SDE's [Nutrition-Related Resources](#), then click on *Food Safety Education for Children* under *Food Safety* to access resources on this topic.

Fruits and Vegetables

Click on the SDE's [Nutrition-Related Resources](#), then click on *Fruits and Vegetables* under *General Nutrition and Health* to access resources on this topic.

Games and Activities

Click on the SDE's [Healthy School Environment Resource List](#), then click on *Games and Activities* under *Nutrition Education* to access resources on this topic.

Handouts for Children, Parents and School Staff Members

Click on the SDE's [Healthy School Environment Resource List](#), then click on *Handouts for Children, Parents and School Staff Members* under *Promoting Nutrition and Physical Activity* to access resources on this topic.

Healthy Eating Calculators

Click on the SDE's [Healthy School Environment Resource List](#), then click on *Healthy Eating Calculators* under *Nutrition Education* to access resources on this topic.

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Interactive Websites for Children

Click on the SDE's [Healthy School Environment Resource List](#), then click on *Interactive Websites for Children* under *Promoting Nutrition and Physical Activity* to access resources on this topic.

Nutrition Education

Click on the SDE's [Healthy School Environment Resource List](#), then click on *Nutrition Education* to access resources on this topic.

Nutrition Lessons and Programs

Click on the SDE's [Healthy School Environment Resource List](#), then click on *Nutrition Lessons and Programs* under *Nutrition Education* to access resources on this topic.

Nutrition Promotions

Click on SDE's [Healthy School Environment Resource List](#), then click on *Nutrition Promotions and Programs* under *Nutrition Education* to access resources on this topic.

Partnering with Community Organizations

Click on the SDE's [Healthy School Environment Resource List](#), then click on *Partnering with Community Organizations* under *School Policies to Promote Healthy Lifestyles* to access resources on this topic.

Additional resources can be found in the SDE's *Healthy School Environment Resource List* (http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Nutrition/hse_resource_list.pdf) and *Nutrition-Related Resources* (http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Nutrition/nutrition_resources.pdf). These lists are updated regularly.