



## Schools & Nutrition/Healthy Eating

### A Selected List of Research Reviews/Studies, Reports and Programs

(Online version found at: [www.safehealthyschools.org/CSH\\_Centre/doclists/nutrition&schools.pdf](http://www.safehealthyschools.org/CSH_Centre/doclists/nutrition&schools.pdf))

*This document lists key research reviews, reports and studies related to the promotion of healthy eating and nutrition through school-based and school-linked policies, programs and services. Links to each of these selected sources has been provided for the reader's convenience whenever possible. (Note: Many of the links lead to peer reviewed journals that may require a subscription to access the full article.) This resource is part of a project funded by the [Health & Learning Knowledge Centre](#) of the Canadian Council on Learning and is part of our efforts to support the [Canadian School Health Knowledge Network](#).*

#### 1. Selected List of Research Studies, Reviews

This list of research reviews and landmark studies has been drawn from several sources, including literature reviews funded by the [Office of Nutrition Policy & Promotion](#), Health Canada as well as the research program of the [Canadian Council on Learning](#). Updated versions of this list will be circulated periodically and an updated list will be maintained on the web site of the [School Health Research Network](#).

**A. Prevalence & Nature of Diet & Nutrition Problems Among Young People** (Specific problems such as eating disorders, over-eating, food safety, food security (poverty), food allergies as well as a holistic understanding of influences on eating behaviours the problem and comprehensive approaches to program development)

World Health Organization. Nutrition—Controlling the global obesity epidemic. Updated 9/3/03. Available at [www.who.int/nutrition/topics/obesity/en/](http://www.who.int/nutrition/topics/obesity/en/). Accessed December 29, 2004.

Welsh JA, Cogswell ME, Rogers S, et al. Overweight among low-income preschool children associated with the consumption of sweet drinks: Missouri, 1999-2002. [Pediatrics](#). 2005;115(2):223-229.

Wechsler H, McKenna ML, Lee SM, et al. The role of schools in preventing childhood obesity. [The State Education Standard](#). 2004;5(2):4-12.

Bowman SA, Gortmaker SL, Ebbeling CB, et al. Effects of fast-food consumption on energy intake and diet quality among children in a national household survey. [Pediatrics](#). 2004;113(1):112-118.

#### B. Impact of the School Environment on the Problem, Risk or Protective Factors

Wechsler H, Brener ND, Kuester S, et al. Food service and foods and beverages available at school: results from the school health policies and programs study 2000. [J of Sch Health](#). 2001;71(7):313-324.

James J, Thomas P, Cavan D, et al. Preventing childhood obesity by reducing consumption of carbonated drinks: cluster randomized controlled trial. [BMJ](#). 2004;328:1237-1241.

Kubik MY, Lytle LA, Hannan PJ, et al. The association of the school food environment with dietary behaviors of young adolescents. [Am J Public Health](#). 2003;93(7):1168-1173.

Snyder MP, Story M, and Trenkner LL. Reducing fat and sodium in school lunch programs: the LUNCHPOWER! Intervention study. [J of Am Diet Assoc](#). 1992;92(9):1087-1091.

C. Holistic, Contextual and Comprehensive Approaches (Whole Child, all children (especially vulnerable), developmental stages/life course, related clusters of behaviours and conditions (eg dental/oral health, healthy growth & development, mental health, poverty, family life skills/home economics), community and systems context analysis, synergistic combinations of strategies and initiatives (eg nutrition and mental health strategies, diet & physical activity), multi-level , intersectorial strategies, programs and policies)

Muller M, Danielzik S, Pust S. School- and family-based interventions to prevent overweight in children. [\*Proceedings of the Nutrition Society\*. 2005 May;64\(2\):249-54.](#)

Hilgers KK, Akridge M, Sheetz JP, Kinane DE. Childhood obesity and dental development. [\*Pediatric Dentistry\*. 2006 Jan-Feb; 28\(1\):18-22.](#)

#### D. Effect of Coordinated Programs and Services

##### D-1 On Health Overall (that including Nutrition & Eating)

[World Health Organization. 1997. Promoting Health Through Schools. Report of a WHO Expert Committee on Comprehensive School Health Education and Promotion. Geneva, Switzerland \(Report\)](#)

[Allensworth D, Lawson E, Nicholson L, Wyche J. \(eds\). 1997. Schools and Health: Our Nation's Investment. Washington, DC: National Academy of Sciences. \(Report\)](#)

[Nutbeam D, St. Leger L. 1998. Effective School Health Promotion. Towards Health Promoting Schools. Commonwealth of Australia.\(Report\)](#)

[Ontario Public Health Research, Education & Development. 1999. Effectiveness of School-Based Interventions in Reducing Adolescent Risk Behaviour: A Systematic Review of Reviews. Hamilton, ON. \(Review\)](#)

[Lister-Sharp D, Chapman S, Stewart-Brown S, Sowden A. 1999. Health promoting schools and health promotion in schools: Two systematic reviews. Health Technology Assessment. 3\(22\). UK: University of York. \(Review\)](#)

Stewart-Brown, S. (2006). [What is the Evidence on School Health Promotion in Improving School Health or Preventing Disease and Specifically What is the Effectiveness of the Health Promoting Schools Approach?](#) WHO, Copenhagen, Denmark.

##### D-2 On Nutrition & Diet in Particular

[Boon CS, Clydesdale FM. A review of childhood and adolescent obesity interventions. \*Critical Reviews in Food Science & Nutrition\*. 2005; 45\(7-8\):511-25.](#)

[Veugelers PJ, Fitzgerald AL. Effectiveness of school programs in preventing childhood obesity: a multilevel comparison. \*Am J Public Health\*. 2005 Mar; 95\(3\):432-5.](#)

US Centers for Disease Control and Prevention. Guidelines for school health programs to promote lifelong healthy eating. [MMWR Recommendations and Reports](#). 1996;45(RR-9):1-33.

Sharma M. [School-based interventions for childhood and adolescent obesity](#). *Obes Rev*. 2006 Aug; 7(3):261-9.

Cole K, Waldrop J, D'Auria J, Garner H. An integrative research review: effective school-based childhood overweight interventions. [Journal for Specialists in Pediatric Nursing: JSPN](#). 2006 Jul; 11(3):166-77.

Shaya FT, MPH, Flores D, Confidence M, Gbarayor MPH, Jingshu W (2008) [School-Based Obesity Interventions: A Literature Review](#) *Journal of School Health* 78 (4) , 189–196 doi:10.1111/j.1746-1561.2008.00285.x

D-3 Effects of Diet and Healthy Eating On Learning (Educational achievement and school effectiveness)

Florence MD, Asbridge M, VEUGELERS, PJ (2008) [Diet Quality and Academic Performance](#) Journal of School Health 78 (4) , 209–215 doi:10.1111/j.1746-1561.2008.00288.x

E. Use of Evidence-based Interventions

E-1 Policy Interventions

US Department of Agriculture, Food and Nutrition Service. [Children's diet in the mid-1990s: dietary intake and its relationship with school meal participation](#). 2001.

NGA Center for Best Practices. [Issue brief: preventing obesity in youth through school-based efforts](#). National Governors Association. February 4, 2003.

E-2 Instructional Interventions (Focus on general as well as specific skills, specific functional knowledge, normative beliefs, teacher skills, support for instruction, better scope/sequence of curricula)

E-3 Health, Nutrition, School Food and Other Services Interventions

Demerath E, Muratova V, Spangler E, Li J, Minor V, Neal W. School-based obesity screening in rural Appalachia. [Preventive Medicine. 2003 Dec; 37\(6 Pt 1\): 553-60.](#)

Carrel AL, Clark RR, Peterson SE, Nemeth BA, Sullivan J, Allen DB. Improvement of fitness, body composition, and insulin sensitivity in overweight children in a school-based exercise program: a randomized, controlled study. [Arch Pediatr Adolesc Med. 2005 Oct; 159\(10\):996-7.](#)

Brosnan CA, Upchurch SL, Meininger JC, Hester LE, Johnson G, Elissa MA. Student nurses participate in public health research and practice through a school-based screening program. [Public Health Nursing. 2005 May-Jun;22\(3\):260-6.](#)

E-4 Social Support Interventions

Janosz, M., Georges, P., Parent, S. (1998). [L'environnement éducatif à l'école secondaire : un modèle théorique pour guider l'évaluation du milieu](#). *Revue Canadienne de Psychologie Éducation*, 27(2), 285-306. (Review)

E-5 Physical Environment Interventions (Including interventions that provide practical resources such as transportation, meals, etc)

Centers for Disease Control and Prevention. [Evaluation of a fruit and vegetable distribution program—Mississippi, 2004-05 school year](#). *MMWR-Morbidity & Mortality Weekly Report*. 55(35): 957-61, 2006 Sep 8.

F. Use of Evidenced-based Implementation Strategies (eg planned use of diffusion or education change theories), Capacity Building (eg knowledge exchange, workforce development, monitoring) and Strategic Consideration of System/Agency/School Characteristics (eg teacher work life research-use of lesson plans, school improvement research, open, loosely-coupled, bureaucratic systems)

F-1 Use of Diffusion and Education Change Knowledge/Theory

F-2 Use of Capacity-Building Knowledge/Theory and Sustainability

Han, S., & Weiss, B. (2005). [Sustainability of teacher implementation of school-based mental health programs](#). *Journal of Abnormal Child Psychology*, 33(6), 665-679

Yeatman, H. R., Nove, T. (2002). [Reorienting health services with capacity building: A case study of the core skills in health promotion project](#). *Health Promotion International*, Dec;17(4), 341-350.

Johnson, K., Hays, C., Daley, C., & Hayden Center. (2004). [Building capacity and sustainable prevention innovations: A sustainability planning model](#). *Evaluation and Program Planning*, 27, 135-149

Swisher, J.D. (2000). [Sustainability of prevention](#). *Addictive Behaviors*, 25, 965-973

Bond, L., Glover, S., Godfrey, C., Butler, H., & Patton, G.C. (2001). [Building capacity for system-level change in schools: Lessons from the gatehouse project](#). *Health Education and Behavior*, 28(3), 368-383

Inchley, J., Muldoon, J., & Currie, C. (2007). [Becoming a health promoting school: Evaluating the process of effective implementation in Scotland](#). *Health Promotion International*, 22(1), 65-71

Adams, J.D. (1988). [Creating critical mass to support change](#), *The OD Practitioner*, 29(2)

Dressendorfer, R. H., Raine, K., Dyck, R. J., Plotnikoff, R. C., Collins-Nakai, R. L., McLaughlin, W. K. et al. (2005). [A conceptual model of community capacity development for heart health promotion in the Alberta Heart Health Project](#). *Health Promotion Practice*, Jan;6(1), 31-36

Dusenbury, L., Brannigan, R., Hansen, W.B., Walsh, J., Falco, M. (2005). [Quality of implementation: Developing measures crucial to understanding the diffusion of preventive interventions](#). *Health Education Research*, 20(3), 308-313.

Earl, L., Fullan, M. (2003). [Using data in leadership for learning](#). *Cambridge Journal of Education*, Nov;33 (3), 384-394

Ebbesen, L.S., Health, S., Naylor, P.J., Anderson, D. (2004). [Issues in measuring health promotion capacity in Canada: A multi-province perspective](#). *Health Promotional International*, 19(1), 85-94

Edge, K. (2005). [Powerful public sector knowledge management: A school district example](#). *Journal of Knowledge Management*, 9(6), 42-52

Germann, K., Wilson, D. (2004). [Organizational capacity for community development in regional health authorities: A conceptual model](#). *Health Promotion International*, Sep;19(3), 289-298

**Hawe, P., Noort, M., King, L., Jordens, C. (1997). Multiplying health gains: The capital role of capacity building with health promotion programs. [Health Policy](#), 39, 29-42.**

Hord, S.M. (1997). [Professional Learning Communities: Communities of Continuous Inquiry and Improvement](#). Austin, Texas: Southwest Educational Development Laboratory.

Ottoson, J.M., Streib, G., Thomas, J.C., Rivera, M., Stevenson, B. (2004). [Evaluation of the National School Health Coordinator Leadership Institute](#). *Journal of School Health*, 74(5), 170-176.

Pluye, P., Potvin, L., Denis, J. L., Pelletier, J. (2004). [Program sustainability: Focus on organizational routines](#). *Health Promotion International*, Dec;19(4), 489-500

Senge, P. (1990). [The Fifth Discipline: The Art and Practice of the Learning Organization](#). Currency Doubleday.

Swerissen, H., Crisp, B.R. (2004). [The sustainability of health promotion interventions for different levels of social organizations](#). *Health Promotion International*, 19(1), 123-130.

### F-3 Consideration of Ecology and System Characteristics

US Centers for Disease Control and Prevention. [School Health Index for Physical Activity, Healthy Eating, and a Tobacco-Free Lifestyle: A Self-Assessment and Planning Guide. Middle school/High school version](#). Atlanta, Georgia. 2002.

Tuohy, D., Coghlan, D. (1997). [Development in schools: A systems approach based on organizational levels](#). *Educational Management & Administration*, 25(1), 65-77.

Weijck, J. (1982). [Administering education in loosely-coupled school](#). *Phi Delta Kappan*, 63, 673-676.

Deschenes, M., Martin, C., Jomphe-Hill, A. (2003). [Comprehensive approaches to school health promotion. How to achieve broader implementation](#). *Health Promotion International*, 18(4), 387-396.

Rowling, L., Jeffreys, V. (2006). [Capturing complexity: Integrating health and education research to inform health-promoting schools policy and practice](#). *Health Education Research*, 21(5), 705-718.

Southwest Educational Development Laboratory. *The Ecology of the School*. Retrieved 8/17, 2006 from <http://www.sedl.org/change/school/ecology.html>

Hausman, A. J., Ruzek, S. B. (1995). [Implementation of comprehensive school health education in elementary schools: Focus on teacher concerns](#). *Journal of School Health*, Mar;65(3), 81-86

Stokols, D. (1996). [Translating social ecological theory into guidelines for community health promotion](#). *American Journal of Health Promotion*, 10, 282-298.

Flannery, D.J., Torquati, J. (1993). [An elementary school substance abuse prevention program: Teacher and administrator perspectives](#). *Journal of Drug Education*, 23(4), 387-397.

Schaafsma, H. (1997). [A networking model of change for middle managers](#). *Leadership & Organization Development Journal*, 18(1), 41-49.

Berryhill, J.C., & Prinz, R.J. (2003). [Environmental interventions to enhance student adjustment: Implications for prevention](#). *Prevention Science*, 4(2)

Payne, A.A., Gottfredson, D.C., & Gottfredson, G.D. (2006). [School predictors of the intensity of implementation of school-based prevention programs: Results from a national study](#). *Prevention Science*, 7(2), 225-237

Alavi, S.B., McCormick, J. (2004). [A cross-cultural analysis of the effectiveness of the Learning Organization model in school contexts](#). *International Journal of Educational Management*, 19(7), 408-416

Aldrich, H. E. (1971). [Organizational boundaries and interorganizational conflict](#). *Human Relations*, Aug;24(4), 279-293

American Association of School Administrators. (1999). [Systems thinking: Untangling the Gordian knots of systemic change](#). *Strategies for School System Leaders on District Level Change*, 6(1).

Anderson, D., Plotnifoff, R.C., Raine, K., Cook, K. Smith, C., Barrett, L. (2004). [Towards the development of scales to measure 'will' to promote heart health within health organizations in Canada](#). *Health Promotion International*, 19(4), 471-81

Austin, S.B., Fung, T., Cohen-Bearak, A., Wardle, K., Cheung, L.W.Y. (2006). [Facilitating change in school health: A qualitative study of schools' experiences using the School Health Index](#). *Preventing Chronic Disease. Public Health Research, Practice and Policy*. 3(2), 1-8.

Bellinger, G. (2004). *Bureaucracy & Organizational Politics*. Retrieved 6/25, 2006 from <http://www.systems-thinking.org/bop/bop.htm>

Boyd, W.L., Crowson R.L. (2002). [The quest for a new hierarchy in education: From loose coupling back to tight?](#) *Journal of Educational Administration*, 40(6), 521-533

**Champagne, R., Leduc, N., Denis, J.L., Pineault, R. (1993). Organizational and environmental determinants of the performance of public health units. [Soc Sci Med, 37\(1\), 85-95.](#)**

**Church, A. H. (1994). The character of organizational communication: A review and new conceptualization. *The International Journal of Organizational Analysis*, Jan;2(1), 18-53.**

Couglan, R. J. (1970). [Social structure in relatively closed and open schools](#). *Educational Administration Quarterly*, May;6(2), 14-35.

Davies, P., Coates, G. (2005). [Competing conceptions and values in school strategy: Rational planning and beyond](#). *Educational Management Administration & Leadership*, 33(1), 109-124

Fusarelli, L.D. (2002). [Tightly-coupled policy in loosely coupled system: Institutional capacity and organizational change](#). *Journal of Educational Administration*,40(6), 561-575.

Goldman, K. D. (1994). Perceptions of innovations as predictors of implementation levels: The diffusion of a nationwide health education campaign. *Health Education Quarterly*, Winter;21(4), 433-445.

Goodman, R.M., McLeroy, K.R., Steckler, A.B., Hoyle, R.H. (1993). Development of level institutional scales for health promotion programs. *Health Education Quarterly*, 29(2), 161.178

Goodman, R.M., Steckler, A.B., Kegler, M.C. (1996). [Mobilizing organizations for health enhancement: Theories of organizational change](#). In K. Glanz, M.F. Lewis & B.K. Rimers (eds.), *Health Behavior and Health Education: Theory, Research and Practice* (pp. 287-314). San Francisco: Jossey-Bass

Jones, R. A., Jimmieson, N. L., Griffiths, A. (2005). [The impact of organizational culture and reshaping capabilities on change implementation success: The mediating role of readiness for change](#). *Journal of Management Studies*, Mar;42(2), 361-386.

Leischow, S.J., Milstein, B. (2006). [Systems thinking and modeling for public health practice](#). *American Journal of Public Health*, 96(3), 403-405.

Lortie, D.C. (2002). [School Teacher: A Sociological Study](#). Chicago, IL: University of Chicago Press.

Zeichner, K., Gore J. (1990). [Teacher socialization](#) in W.R. Houston (ed.) *Handbook of Research on Teacher Education*, New York, NY: Macmillan.

Melia, K.M. (1998). Learning and working: The occupational socialization of nurses. In Mackay, L., Sothill, K., Media, K. (eds.). *Classic Texts in Health Care*. Elsevier Health Sciences.

Robinson S.E. (2004). [Punctuated equilibrium, bureaucratization, and budgetary changes in schools](#). *Policy Studies Journal*, 32(1), 25.

Schraeder, M., Tears, R.S., Jordan, M.H. (2005). [Organizational culture in public sector organizations: Promoting change through training and leading by example](#). *Leadership and Organization Development Journal*, 26(6), 492-502.

Markova, D., Holland B.M., (2005). [Appreciative inquiry: A strategy for change in systemic leadership that builds on organizational strengths, not deficits](#). *School Administrator*, 62(2), 30.

## 2. Selected List of Reports, Guides and Position Papers

This list of documents has been taken from an initial environment scan funded by the [Health & Learning Knowledge Centre](#) of the Canadian Council on Learning and has been updated by the members of a the [Canadian Community of Practice on Nutrition & Schools](#) as well as supplemented by searching through the documents in the [library/documentation centre](#) that supports the [Canadian School Health Knowledge Network](#).

If readers of this document have other suggestions to add to this list, we invite you to add them to our wiki-based “toolbox” of good programs and resources at: [www.shtoolbox-nutrition.wetpaint.com](http://www.shtoolbox-nutrition.wetpaint.com) (This wiki web site allows anyone to add brief descriptions and links to the list of resources already posted on that shared, web-based work space). If you would like to join the Community of Practice associated with that wiki, there is more information on that web site.

### Selected List of documents

(For many more of these reports and documents, go to <http://shtoolbox-nutrition.wetpaint.com/>)

- [Canada's Food Guide](#)  
Contains recommended guidelines for healthy diet, as well as resources for educators. (Health Canada)
- [Discussion Paper on Household and Individual Food Insecurity](#)  
This paper presents an examination of issues pertaining to the inclusion of direct and indirect indicators of food insecurity in a national nutrition monitoring system, focusing on individual- and household-level food insecurity that arises in the context of financial resource constraints. (Health Canada)
- [Canadian Journal of Public Health Special Supplement Understanding the Forces that Influence Our Eating Habits: What We Know and Need to Know](#)  
A series of articles, commissioned by the Office of Nutrition Policy and Promotion and published in a special supplement to the Canadian Journal of Public Health (CJPH), summarize existing literature on the determinants of healthy eating, identify gaps in knowledge and offer recommendations for research to enhance the evidence base on the determinants of healthy eating. (Health Canada)
- [Food for Thought: Schools and Nutrition](#)  
Summary of programs and services that can be delivered through schools to promote healthy eating and nutrition. (Health Canada, Canadian Association for School Health)
- [Canadian Guidelines for Body Weight Classification in Adults - Quick Reference Tool](#)  
Summarizes research on health body weights.(Health Canada)
- [Healthy nutrition: an essential element of a health-promoting school](#)  
This document reveals how nutrition interventions in schools benefit the entire community, and how healthy eating contributes to decreasing the risks of today's leading health problems. (World Health Organization)






- [Healthy Food in Schools](#)  
This website provides e Manitoba School Nutrition Handbook; Guidelines for Foods Available in K to 12 Schools in Manitoba and more. (Manitoba Health Ministry)
- [Newfoundland School Healthy Eating Handbook](#)  
Contains advice on healthy foods, nutrition education, web resources for families and healthy fundraising tips. (Newfoundland Health Department)
- [Making it Happen – Healthy Eating at Schools](#)  
An in-depth, online how-to resource to help parents, policymakers, teachers and the entire school community to review current school nutrition policy and make plans for healthy changes. In addition it offers a series of helpful information resources. (BC Health Ministry)
- [BREAKFAST FOR LEARNING Policy Paper on Child Nutrition](#)  
Presents rationale for school meal programs. (Breakfast for Learning)
- [What is the relationship between child nutrition and school outcomes?](#)  
Summarizes research on effects of school breakfast programs. (Breakfast for Learning)
- [Call to Action: Creating a Healthy School Nutrition Environment](#)  
Position paper positioning schools as part of a community wide effort. (Ontario Society of Nutrition Professionals in Public Health)
- [Feeding the Minds and Bodies of BC Students](#)  
An initiative led by the Dietitians of Canada (BC Region) with a grant from the BC Ministry of Health. It is aimed at increasing awareness and understanding of best practices that can assist BC schools and school districts support healthy eating among children and youth.
- [The School Food Sales and Policies Provincial Report](#)  
Examines the status of food sales in BC schools. (BC Health Ministry)
- [Consistent national school food guidelines needed for healthier children](#)  
Position paper. (Dietitians of Canada)
- [Eating + Activity Tracker](#)  
Online tool to track daily eating and physical activity (Dietitians of Canada)














### 3. Selected List of Good or Promising Programs





The list of programs listed below is not complete, nor will it ever be complete because we hope to continuously add new examples of good or promising programs to this list. If readers of this document have other suggestions to add to this list, we invite you to add them to our wiki-based “toolbox” of good programs and resources at: [www.shtoolbox-nutrition.wetpaint.com](http://www.shtoolbox-nutrition.wetpaint.com) (This wiki web site allows anyone to add brief descriptions and links to the list of resources already posted on that shared, web-based work space). If you would like to join the Community of Practice associated with that wiki, there is more information on that web site.

We have listed the programs within a set of ten key points that have been identified as being common to effective school-based and school-linked strategies to promoting health, safety and social development. For more information on these ten points and to engage in a web-based collaboration on such concepts and evidence, you can go to another wiki on effective school health programming at: [www.schoolhealtheffectiveness.wetpaint.com](http://www.schoolhealtheffectiveness.wetpaint.com)

The chart below includes a list of programs that has been developed initially for the [Best Practices Portal](#) of the Public Health Agency of Canada. When you click on the title of the program, it will take you to a web link on that web site that contains more information about the program on that web site. Where that link is not yet available, we have provided that information within a “comment” using the track-changes features of this word document.

<p>Ten Key Points about School-based and School Linked Programs to Promote Learning, Health, Safety, Social Development, Human Rights and Sustainability</p>	<p>Nutrition/ Healthy Eating Programs</p>	<p>Programs that combine nutrition/eating with other issues (eg physical activity, mental health, overall health)</p>
<p>1. Address the needs of the <b>whole child</b> in a positive, principled approach over the life course. Understand the health/social problems and the impact of the school on those problems</p>		
<p>1.1 Programs should address the needs of the <b>whole child</b> (intellectual, social, physical, psychological, emotional) and <b>identify and address all of the problems, assets, factors and conditions that affect their health, learning and development.</b></p> <p>1.2 Prevent specific health and social problems but also build positive individual resilience and personal assets as well as family, community and organizational strengths.</p> <p>1.3 Programs should also build and support principles, values and beliefs that underlie health promotion, social development and education.</p> <p>1.4 Programs should be based on a recognition that health and social behaviours occur and develop <b>over the life course.</b></p> <p>1.5. Programs should be based on a clear, evidence-based <b>understanding of the nature and prevalence of the health or social problems</b> being addressed.</p> <p>1.6 Programs should be based on a clear understanding of the <b>impact and effects of the social and physical; environment of the school</b> on the health or social problem being addressed.</p>		
<p><b>2. Serve all children, especially vulnerable and disadvantaged children, families and communities</b></p>		
<p><b>2.1 Programs should address the needs of all children</b>, but should also include special measures for <b>more vulnerable</b> children, families and sub-populations, or for particularly high risk behaviours or situations. (eg Children of alcoholic parents)</p> <p><b>2.2 Programs should explicitly address social, economic, cultural or geographical determinants</b> and seek to alleviate <b>disadvantages relating to such families or communities.</b></p>	<p>Pathways</p> <p>GEMS</p> <p>Fast Break to Learning (more)</p> <p>School Breakfast Programs (More)</p> <p>Minnesota Universal School Breakfast Pilot (More)</p>	
<p><b>3. Understand the Context</b></p>		
<p><b>3.1 Program planning should take into account the different, overlapping and interacting contexts (home, school, neighbourhood, community) that affect the health, learning and development of children and families.</b></p> <p><b>3.2 Program planning should first understand the community context and then specifically address the elements of that context that most affect children and youth.</b></p>	  	
<p><b>4. Strive towards a comprehensive approach</b></p>		
<p><b>4.1 Policy-makers, officials, administrators, and practitioners should build a comprehensive approach</b> while simultaneously addressing specific urgent issues or the elements/programs within a coordinated set of interventions.</p> <p>4.2 Holistic approaches can address <b>clusters of problems and conditions.</b></p> <p>4.3 Programs should be developed and implemented at multiple levels within systems and across several systems and then delivered using the school as a hub.</p>		<p><u>Active Programme Promoting Lifestyle Education in School (APPLES)</u> </p> <p><u>Coordinated Approach to Child Health (CATCH)</u> </p>

		<p>Wessex Healthy Schools Award (More)</p> <p>Living School (More)</p> <p>Physical Activity and Healthy Eating Middle School Intervention (More)</p> <p>opolis Valley Health Promoting Schools (More)</p>
<b>5. Use Evidence-based Programs, Policies and Practices.</b>		
<p><b>5.1 Policy-makers, officials, administrators, and practitioners should select evidence-based programs, policies and practices.</b></p> <p><b>5.2 These evidence-based programs can be delivered in several domains that are often defined as the elements of a whole school, comprehensive or coordinated approach to school health promotion. These include:</b></p>		
<b>a) School &amp; Agency Policies &amp; Procedures</b>	<p>TACOS (Trying Alternative Cafeteria Options in Schools)</p> <p>School Nutrition Policy (More)</p>	
<b>b) Instruction &amp; informal education</b>	<p>Planet Health</p> <p><u>Cookshop Program</u> </p> <p><u>High 5</u> </p> <p>Learning by Teaching (More)</p> <p>Heart Healthy Cook-Off (More)</p>	<p>Cretan Health and Nutrition Education Program (Greece) (More)</p> <p>Slice of Life (More)</p>
<b>c) Health, Social &amp; Other Services</b>		
<b>d) Positive social environment and social support</b>	<p><u>Children's Television Viewing</u> </p> <p><u>Five-A-Day Power Play</u> </p>	
<b>e) Healthy Physical Environment &amp; practical resources</b>		
<b>6 Identify the local mechanisms/drivers of change, implementation and sustainability and use evidence-based implementation strategies.</b>		
<b>6.1 Identify key mechanisms and local drivers 6.2 Use an evidence-based implementation process a) planned diffusion/ implementation model b) required parent involvement c) required student involvement d) required community involvement e) required staff involvement f) required expert review f) required consultation, evaluation and reporting procedures</b>		
<b>7. Coordinate multiple programs, services and policies.</b>		
<p><b>7.1 Policy-makers, officials, administrators, and practitioners should coordinate several programs, policies, practices and services across five domains (policy, instruction, services, social environment, physical environment/resources) to achieve maximum impact in whole school and school-community strategies.</b></p> <p><b>7.2 Policy-makers, officials, administrators, and practitioners should seek to influence the <u>whole school environment</u>, not just deliver programs or interventions within</b></p>	<p>Five-a-Day Power Plus</p> <p>Five-A-Day Power Play</p> <p><u>Gimme 5 High School</u> </p> <p><u>Gimme 5 Primary School</u> </p> <p>Integrated Nutrition Program</p>	<p>Minnesota Heart Health Program (More)</p>

<p>the school.  <b>7.3 Policy-makers, officials, administrators, and practitioners should initiate, and support community-school Interactions.</b></p>	<p>(INP)                   Seattle 5-a-Day   <u>Teens Eating for Energy and Nutrition at School</u>                  (TEENS)                   Health Promoting Schools in China with a focus on Nutrition (More)</p>	
<p><b>8. Seek congruence with education mandate and constraints.</b></p>		
<p><b>8.1 Policy-makers, officials, administrators, and practitioners should seek congruence with the educational mandate of school</b>  <b>8.2 Policy-makers, decision-makers and practitioners should and anticipate conflicts caused by divergence or competition with the academic/ educational roles/needs of the school.</b></p>		
<p><b>9. Build different capacities at all levels in the systems.</b></p>		
<p><b>9.1 Build different types of capacities including:</b></p>		
<p>a) Coordinated policy/leadership                  b) Staff for coordination,                  c) Formal &amp; informal mechanisms for cooperation                  d) Knowledge synthesis &amp; exchange                  e) Workforce development                  f) Monitoring &amp; Reporting                  g) Joint priority-setting, trend analysis                  h) Explicit sustainability planning</p>		
<p><b>9.2 Build capacity at all levels (government, agency, school, professional, community)</b></p>		
<p><b>10. Use a strategic approach to system characteristics and organizational cultures.</b></p>		
<p><b>10.1 Program planning should first understand and then address the characteristics of public service systems (such as education, welfare, law enforcement and health). These characteristics can be grouped under these headings:</b></p>		
<p>a) openness,                  b) loose-coupling,                  c) professional bureaucracies                  d) working across multiple systems.</p>		