


Today's Objectives

- ★ Share CLOCC's evidence-based public education message: 5-4-3-2-1 Go!™
- ★ Provide background on each individual recommendation
- ★ Identify ways to use the 5-4-3-2-1 Go! message in your classroom



CLOCC's Mission

- ★ Confront the childhood obesity epidemic by:
 - ☆ Promoting healthy and active lifestyles for children

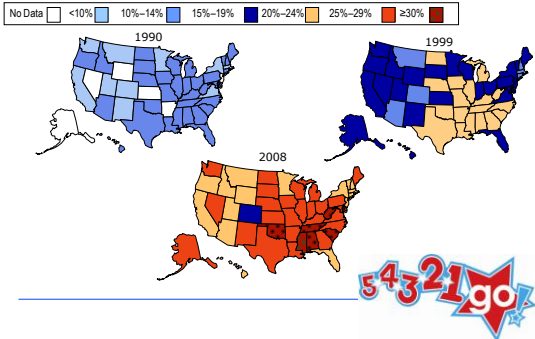
- ★ Foster and facilitate connections between:
 - ☆ Childhood obesity prevention researchers, public health advocates and practitioners, children, families, and communities

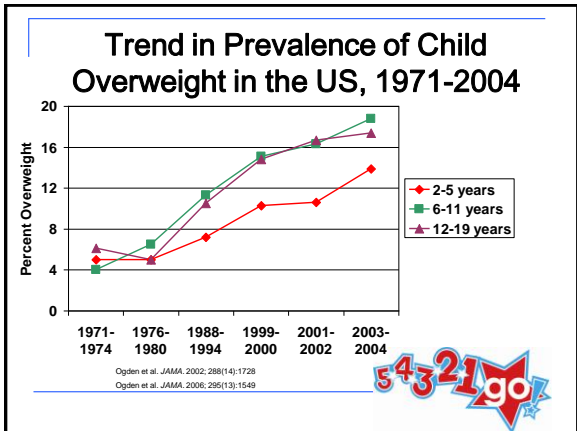


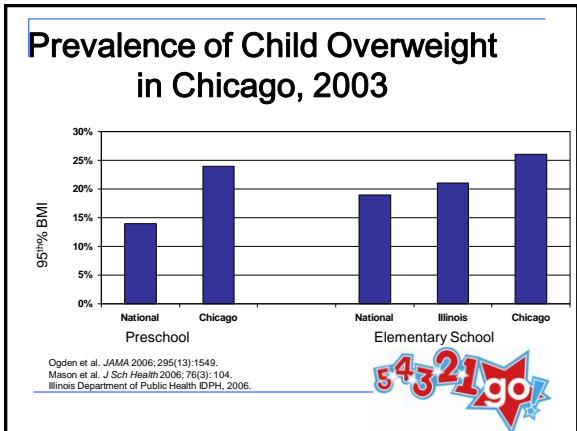
What is the issue?



Obesity Trends* Among U.S. Adults
 BRFSS, 1990, 1999, 2008
 (*BMI ≥30, or about 30 lbs. overweight for 5'4" person)







Physical Education

Physical education achievement is linked to academic performance.

- ☆ Students who performed well on fitness tests also performed well on standardized English and Math tests.

Figure 2. 2005 Cambridge Public School Percentage of Students Who Passed English MCAs by Number of Fitness Tests Passed, Controlling for Gender, Ethnicity, and Lunch Status (Combined Fourth, Sixth, and Eighth Grade)

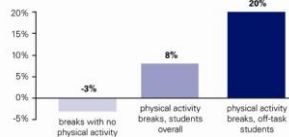
Chromitz, et al. Journal of School Health, January 2009.

Figure 1. 2005 Cambridge Public School Percentage of Students Who Passed Math MCAs by Number of Fitness Tests Passed, Controlling for Gender, Ethnicity, and Lunch Status (Combined Fourth, Sixth, and Eighth Grade)

Physical Activity - in the Classroom

Opportunity for physical activity during the day improves student behavior, particularly for students with difficulty staying focused.

Elementary students' on-task classroom behavior improves with physical activity breaks³⁸



Daily 10-minute activity breaks increased classroom behavior of children in K-4th grade.

Active Education: Physical Education, Physical Activity and Academic Performance, 2007.



How does it fit?

- ★ Why does the issue of obesity matter to you as an educator?
- ☆ As a parent or caregiver?
- ☆ As a member of the community?







- 5 servings of fruits and vegetables a day
- 4 servings of water a day
- 3 servings of low-fat dairy a day
- 2 hours or less of screen time a day
- 1 hour or more of physical activity a day



Why 5-4-3-2-1 Go!?

- ★ Clear, concise, easy to remember
- ★ Science-based
- ★ Useful in a variety of settings
- ★ Suitable for all children; healthy even for adults
- ★ Emphasizes positive behaviors



Healthy for All

- ★ Suitable for children of all sizes
- ★ Geared toward young children, but appropriate for the whole family
- ★ Clear instructions for behavior



5 Servings of Fruits and Vegetables

- ★ Reduces risk of diseases:
 - ☆ Heart disease
 - ☆ High blood pressure
 - ☆ Type II diabetes
 - ☆ Certain Cancers
- ★ Can help maintain a healthy weight:
 - ☆ Replace less healthy foods



What is a serving?

- ★ 1 cup of raw salad greens
 - ★ ½ cup cooked/chopped
 - ★ ¼ c dried fruit
 - ★ 6 oz of 100% juice
- ★ Canned, Frozen and Fresh are all useful in meeting 5 a day!
 - ☆ Choose products without added sauce
 - ☆ Canned fruit packed in juice not syrup
 - ☆ VARIETY



Is juice as good as whole fruit?

- ★ Whole fruit is better than fruit juice
 - ☆ Whole fruit provides more fiber
 - ☆ Juice: more calories but less filling
- ★ 100% Juice Only
 - ☆ Maximum of one 6 ounce cup per day



4 Servings of Water



4 Servings of Water

- ★ The human body is 60% water
- ★ Our body uses water for:
 - ☆ Cells
 - ☆ Blood
 - ☆ Digestion
 - ☆ Waste elimination
 - ☆ Joint lubrication
 - ☆ Cooling



How much water do we need?

- ★ Depends on weight and activity
 - ★ More needed for active adults
- ★ 4 cups = 32 fluid oz
 - ★ A good goal for all individuals
 - ★ Does not include other fluids



3 Servings of Low-Fat Dairy



3 Servings of Low-Fat Dairy

- ★ Builds strong bones and teeth
- ★ Helps muscles, nerves, and cells function
- ★ Aids in Vitamin B-12 absorption
- ★ Helps control blood pressure
- ★ Dairy is a good source of calcium

Fiorillo LM et al. (2008b). J Am Diet Assoc. 108(11), 1851-1855.
 Heaney RP et al. (2000). Am J Clin Nutr. 71(5), 1160-1169.
 Karp R & Hasank S. (2005). Pediatrics. 115(6), 1782.
 Moore LL, et al. (2006). Obesity (Silver Spring). 14(9), 1010-1018.
 Wooten WJ & Price W. (2004). J Natl Med Assoc. 96(12 Suppl), S8-S15.



Why low-fat dairy?

- Compared to Whole Milk, Low Fat milk has:
 - Same calcium
 - Same protein
 - Same minerals & vitamins
 - Less calories
 - Less fat

Whole Milk - 150 Calories - 8g Fat
 1% Milk - 100 Calories - 2.5g Fat
 Skim Milk - 80 Calories - 0g Fat



What is a serving?

One serving provides 300 mg of calcium

- ★ Milk: 8 fluid oz (1 cup)
- ★ Calcium fortified milk: 6 fluid oz
- ★ Yogurt: 6 oz
- ★ Cheese
 - ☆ Natural: Cheddar, Colby, Swiss, Monterey Jack, Mozzarella – 1.5 oz
 - ☆ Processed: American, Velveeta – 2 oz



2 Hours or Less of Screen Time



2 Hours or Less of Screen Time

- ★ Increased risk of obesity
 - ☆ Exposure to food advertising
 - ☆ Excess snacking
- ★ Negative impact on education
 - ☆ TV in bedroom = reduced test scores
 - ☆ Attention span

Andersen RE et al. (1998). JAMA, 279(12), 938-942.
 DuRant RH et al. (1994). Pediatrics, 94(4 Pt 1), 448-455.
 Matheson DM et al. (2004). Am J Clin Nutr, 79(6), 1088-1094. Borzekowski DL et al. (2005). Arch Pediatr Adolesc Med, 159(7), 607-613.



What is screen time?

Time spent:

- ★ Watching television
- ★ Using the computer
- ★ Playing video games
 - ★ Includes handheld devices



1 Hour or More of Physical Activity



1 Hour or More of Physical Activity

- ★ Helps control weight
- ★ Reduces symptoms of anxiety and depression
- ★ Reduces risk for chronic diseases
- ★ Related to fewer medical visits

Abbott RA & Davies PS. (2004). Eur J Clin Nutr, 58(2), 285-291.
 Robinson TN et al. (2003). Ethn Dis, 13(1 Suppl 1), S65-77.
 Trost SG et al. (2003). J Chres Rehabil Manag, 7(7), 434-439.



What Counts as Physical Activity?

★ Moderate Physical Activity

☆ breathing and heart rate is noticeably faster but you can still carry on a conversation

★ Vigorous Physical Activity

☆ breathing too hard and fast to have a conversation

★ Segments of 15 minutes count, but 30+ consecutive minutes is better



What Do You Think?



Next Steps

Based on the information & activities presented today, how else can you incorporate 5-4-3-2-1 Go! into your classroom?



Suggestions for Teachers

- ★ Promote the 5-4-3-2-1 *Go!* message in your classroom or other student-focused activities
- ★ Incorporate nutrition education, regardless of your subject
- ★ Give students opportunities to be active whenever you can
- ★ Encourage your administration to ensure all students have after-school options that promote healthy eating and physical activity



Suggestions Continued...

- ★ Support a shift from unhealthy fundraisers to healthier options
- ★ Offer water, healthy snacks, and opportunities for students to taste fruits and vegetables.
- ★ Work with community partners to improve the environment around the school and promote walking and biking to school
- ★ Engage your students as advocates of healthy lifestyles



Healthy Teacher Network

- ★ Goals of Healthy Teacher Network
 - ☆ Provide tools and resources to teachers interested in promoting healthy lifestyles
 - ☆ Support teachers currently advocating for healthy lifestyle programs
 - ☆ Promote healthy lifestyles for students and highlight the unique role of schools
 - ☆ Share cutting-edge practices in obesity prevention as it relates to schools
- ★ Earn professional development (CPDU/CEU)



Resources on CLOCC Website

Visit www.clocc.net for:

- ★ 5-4-3-2-1 Go! customizable flyers in English, Spanish, Polish & Chinese
- ★ Individual presentations on 5, 4, 3, 2, and 1 in English and Spanish
- ★ New resources – check back often!



Questions/Discussion