

Childhood Overweight and Obesity: A Community Approach

**Mount Vernon Healthy Communities Project
Healthy School Pilot
February 24, 2005**

Today's presentation will:

- Give background on the extent of the problem
- Discuss how overweight/obesity occurs and what the consequences can be
- Suggest a school's role in addressing this epidemic
- Look at recommendations and examples of programs from schools that are making changes

Key definitions

- **BMI: Body Mass Index**
 - A calculation using height and weight
 - A BMI of 19 to 24 is considered healthy weight
 - 25-30 is considered overweight
 - Over 30 is considered obese

BMI at Lincoln			
Grade	Average	Range	% 25 or >
1	17.5	14.05-27.11	01.6
5	21.2	15.67-36.04	17.7

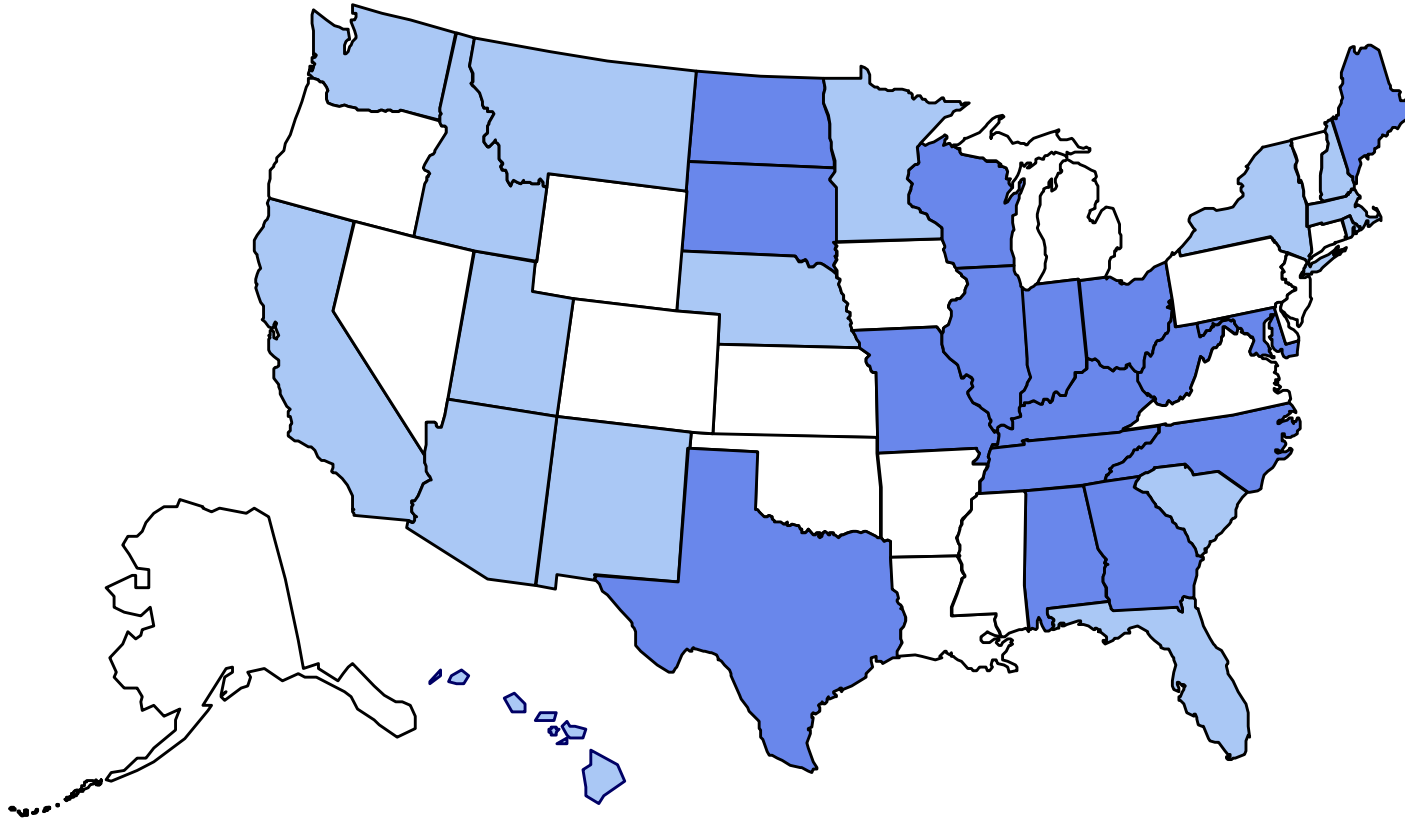
Key definitions

- **Overweight**
 - A BMI at or above 95th percentile for children of the same age and gender
- **Childhood obesity**
 - Refers to populations of children with a BMI at or above the 95th percentile

Obesity Trends Among U.S. Adults

BRFSS, 1987

(*BMI \geq 30, or ~ 30 lbs overweight for 5' 4" woman)

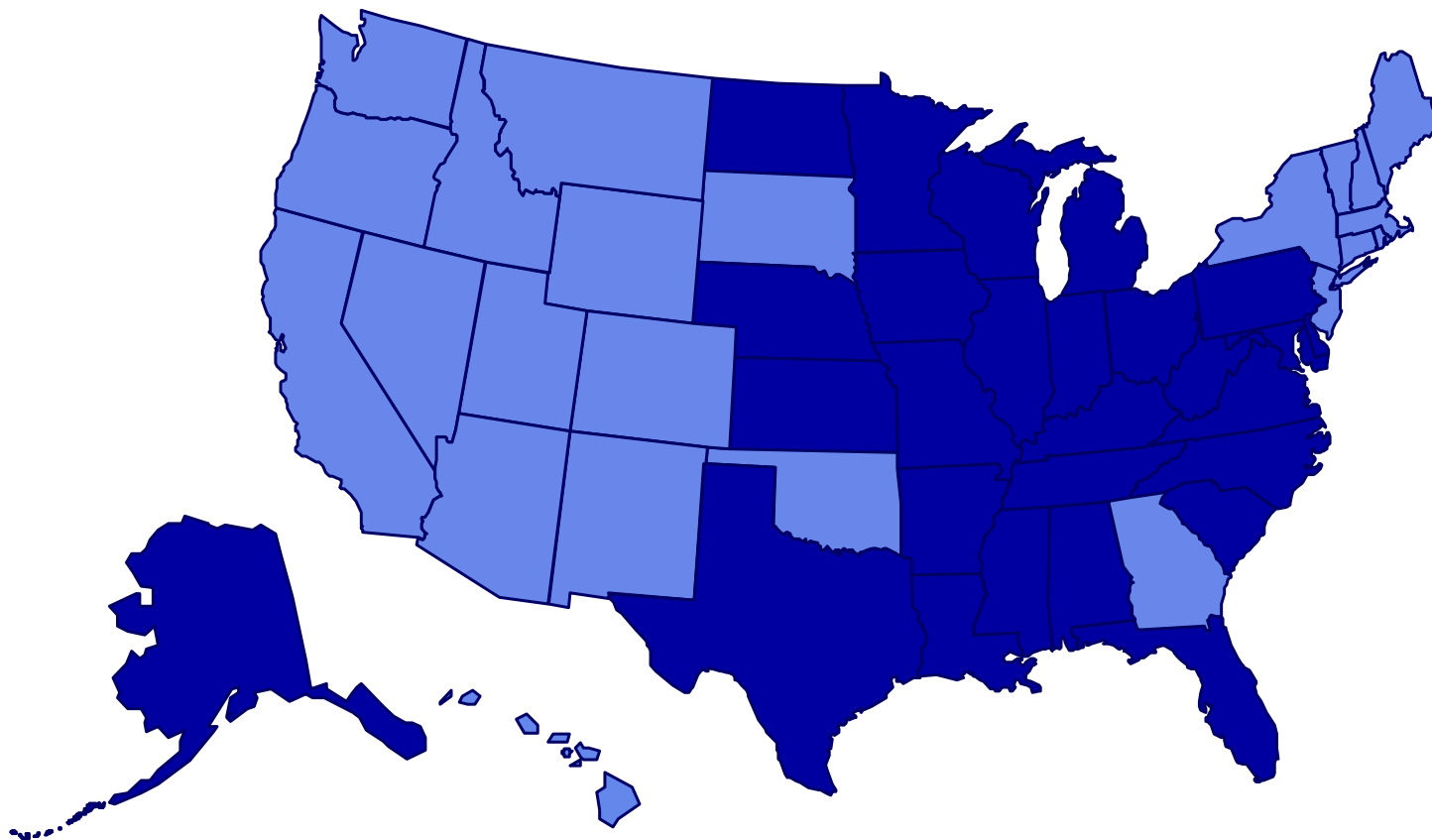


□ No Data ■ <10% ■ 10%–14%

Obesity Trends Among U.S. Adults

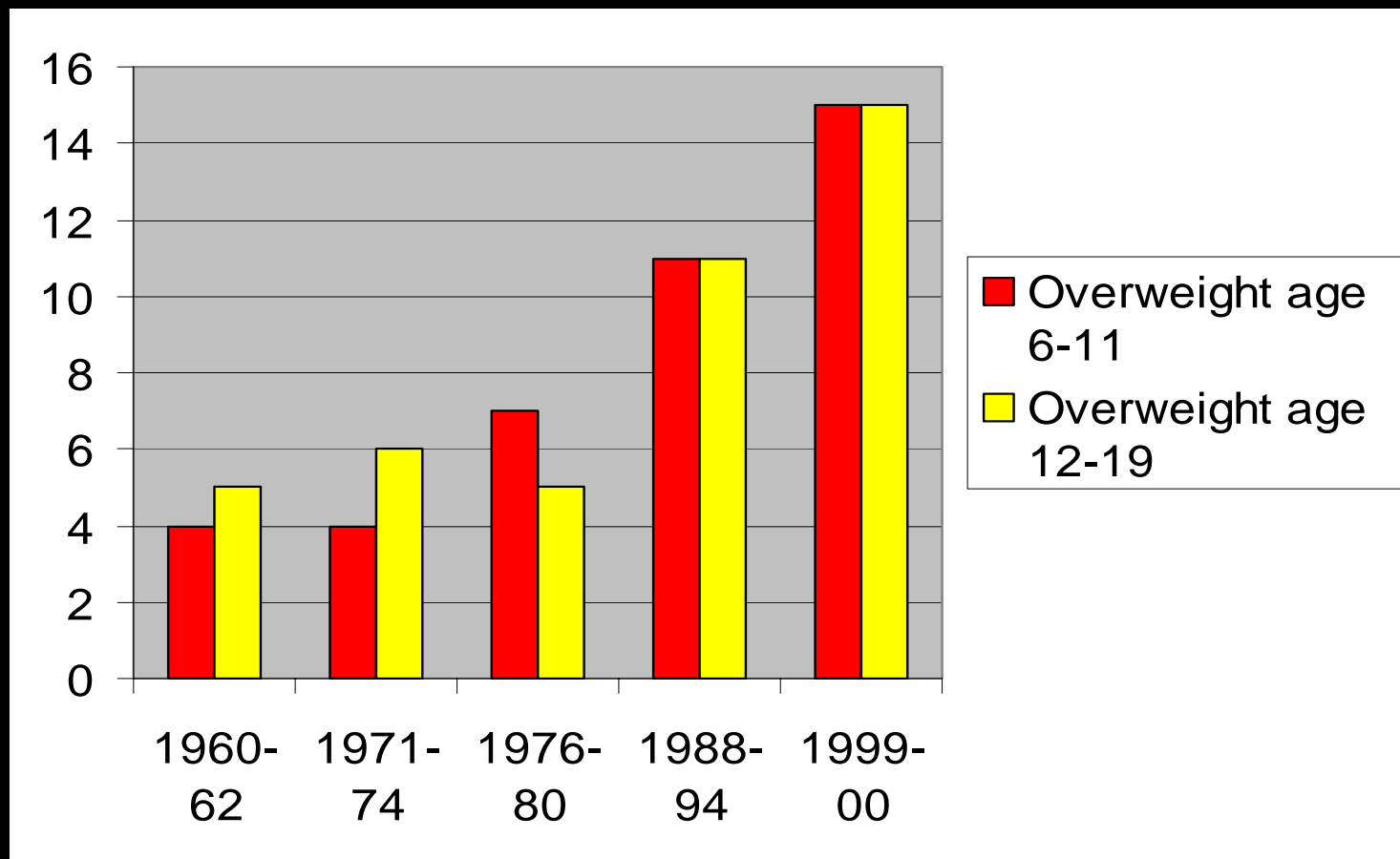
BRFSS, 1995

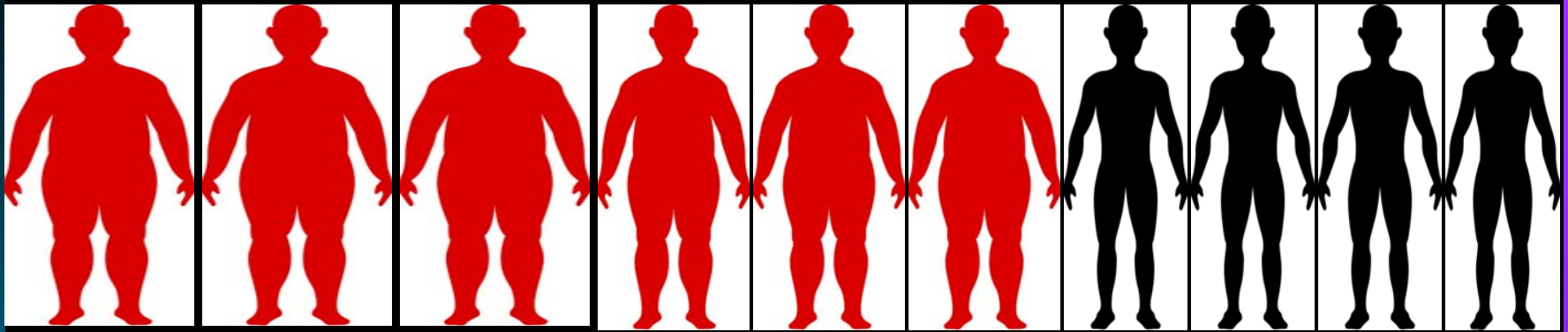
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Percent of overweight children in US

(Overweight: BMI > sex- & age-specific 95% cutoff)

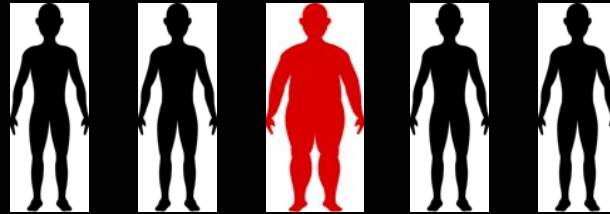




Obesity by the numbers:

- 34% obese
- 65% overweight

Source: CDC BRFSS, 2002



- Over 20% of high school students are overweight or at risk of becoming overweight
- 8 out of 10 overweight children will become obese adults
 - The severity of the obesity is more extreme

Associations between excess weight and disease

X • Depression

X • Poor self-esteem

X • Eating disorders

• Stroke

• Heart failure

• Heart disease

• High cholesterol X

• Digestive problems

• Several cancers

X • Sleep apnea

X • Exercise intolerance

X • Asthma

X • High blood pressure

• Kidney problems

• Osteoarthritis

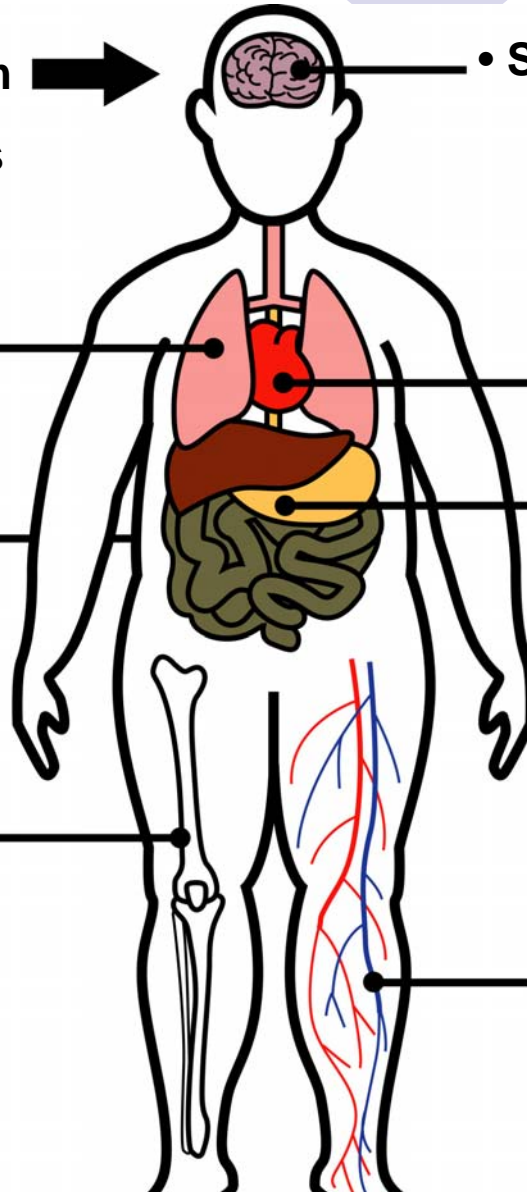
X • Joint problems

X • Flat feet

• Insulin resistance X

• Diabetes Type 2 X

• Polycystic ovary syndrome



Why it matters: lifelong effects

- Increased risk of premature death
- 60% of overweight children have developed at least one cardiovascular disease risk factor
- as these kids become adults they are at greater risk of early onset diseases associated with overweight

Why it matters: other costs

- Academic
- Economic
- Self Image
- Socioeconomic



How did we get here?

Energy In

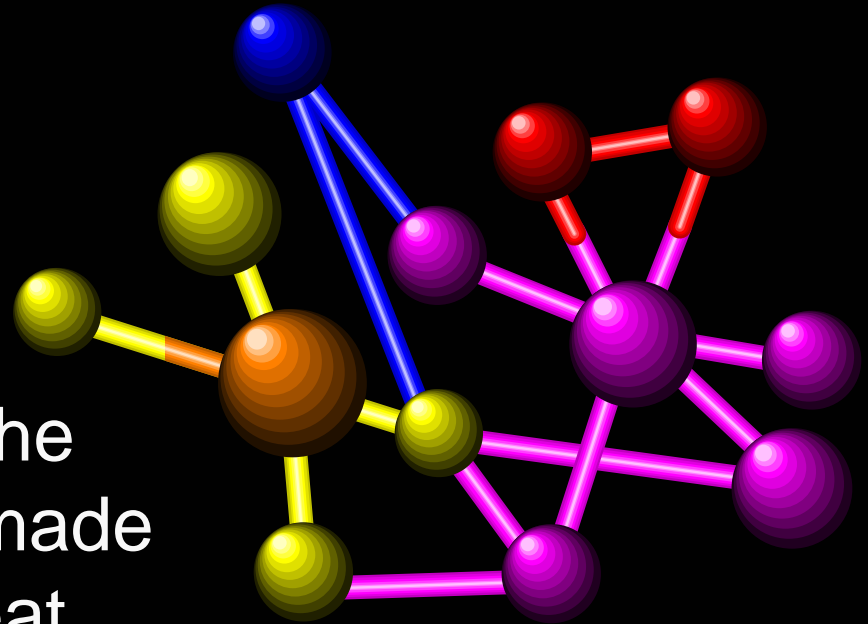


Energy Out



How did it happen?

- Genetic?
- Environment?
 - What changed in the environment that made it easier for us to eat more and expend less energy?



FACTS: What are kids eating?

- 1 in 4 adolescents drink more than 325 calories of soda per day
- Kids who drink soft drinks get more calories than kids who don't
- Students in schools where snack foods are available consumed 50% less fruit, juice, and vegetables than students without such access
- Over 30% of children and adolescents eat fast food daily

FACTS: What are kids eating?

- 2% of kids meet the Food Guide Pyramids recommendations for all 5 food groups
- Only 20% of kids eat the recommended 5 servings (minimum) of fruits and vegetables per day
- Kids are snacking more and taking in more calories.



FACTS: Trends in Activity

- Physical education is being cut
- Recesses are shortened or eliminated
- Less than 10% of children walk or bike to school



FACTS: Trends in Activity

- Nearly half of American youths aged 12-21 years are not vigorously active on a regular basis
 - 14 percent of young people report no recent physical activity
- Girls are less likely than boys to be physically active
- Participation in all types of physical activity declines strikingly as age or grade in school increases

FACTS: Activity and Marketing

- 33 percent of all U.S. children watch four or more hours of television each day
- Every year American kids see 40,000 TV ads
- The most prevalent forms of marketing to children are TV and in-school marketing
- Most advertisements are for food – foods that are not necessarily nutritious (high in sugar and fat)
- Kids average over 5 hours a day of media
- Kids who spend more media time are more likely to be overweight

Recommendations to consider

1. Emphasize proper nutrition and physical activity as a priority.
2. Assess and monitor the district's nutrition and physical activity programs.
3. Ensure quality school meals.
4. Monitor competitive food sales and explore revenue-generating alternatives.
5. Promote healthy eating and physical activity.
6. Support nutrition education and physical education.
7. Provide an environment conducive to good health.

1. Emphasize proper nutrition and physical activity as a priority

- Establish a vision and goals for the district's child nutrition and physical education programs.
- Establish policies and environments that promote healthy eating and physical activity throughout the school community



2. Assess and monitor the district's nutrition and physical activity programs

- Ensure that nutrition and physical activity policies are implemented and evaluated annually
- Form a committee to advise the school district on nutrition and physical activity policies and practices
- Healthy habits are learned young – begin reinforcing them in school

3. Ensure quality school meals

- Retain well-trained food services professionals who reinforce students' adoption of healthy eating habits
- Provide more options such as fruits, vegetables, whole grains and dairy foods that are low in fat and added sugars
- Offer a variety of healthy choices that appeal to students

4. Monitor competitive foods and explore alternative funding options

- Ensure that healthy snacks and beverages are provided in vending machines, school stores, and other venues. Healthy options should be at same cost or less than unhealthy alternatives.
- Restrict student access to unhealthy foods in vending machines, school stores, and other venues that compete with healthy school meals.

4. Monitor competitive foods and explore alternative funding options



Seek other sources of revenue for schools so that food service programs, booster clubs, student clubs, and parent-teacher associations do not have to support their activities through the sale of unhealthy foods in vending machines, snack bars, student stores, and other food outlets

5. Promote healthy eating and physical activity

- Discourage the use of unhealthy foods (soda, candy or high fat) as incentive or reward in the classroom
- Serve healthy foods for class parties and school celebrations
- Use a variety of strategies to promote healthy eating and physical activity to students, parents, teachers, administrators and the community.

5. Promote healthy eating and physical activity

- Conduct promotional campaigns in the cafeteria and on campus that encourage healthy eating and do not promote less nutritious food choices.
- Discourage the promotion and advertising of unhealthy foods and beverages



6. Support nutrition education and physical education

- Offer nutrition education and daily physical activity in all grades (pre-kindergarten through 12th). Look for ways to increase physical education.
- Focus on skills development so students are able to learn and adopt healthy lifestyles.
- Offer nutrition education in the school dining room and in the classroom with coordination between teachers and food services staff.

7. Provide an environment conducive to good health

- Encourage safe access to physical activity facilities during and after school.
- Ensure that drinking fountains are operable, clean, and convenient for students to access throughout the school day

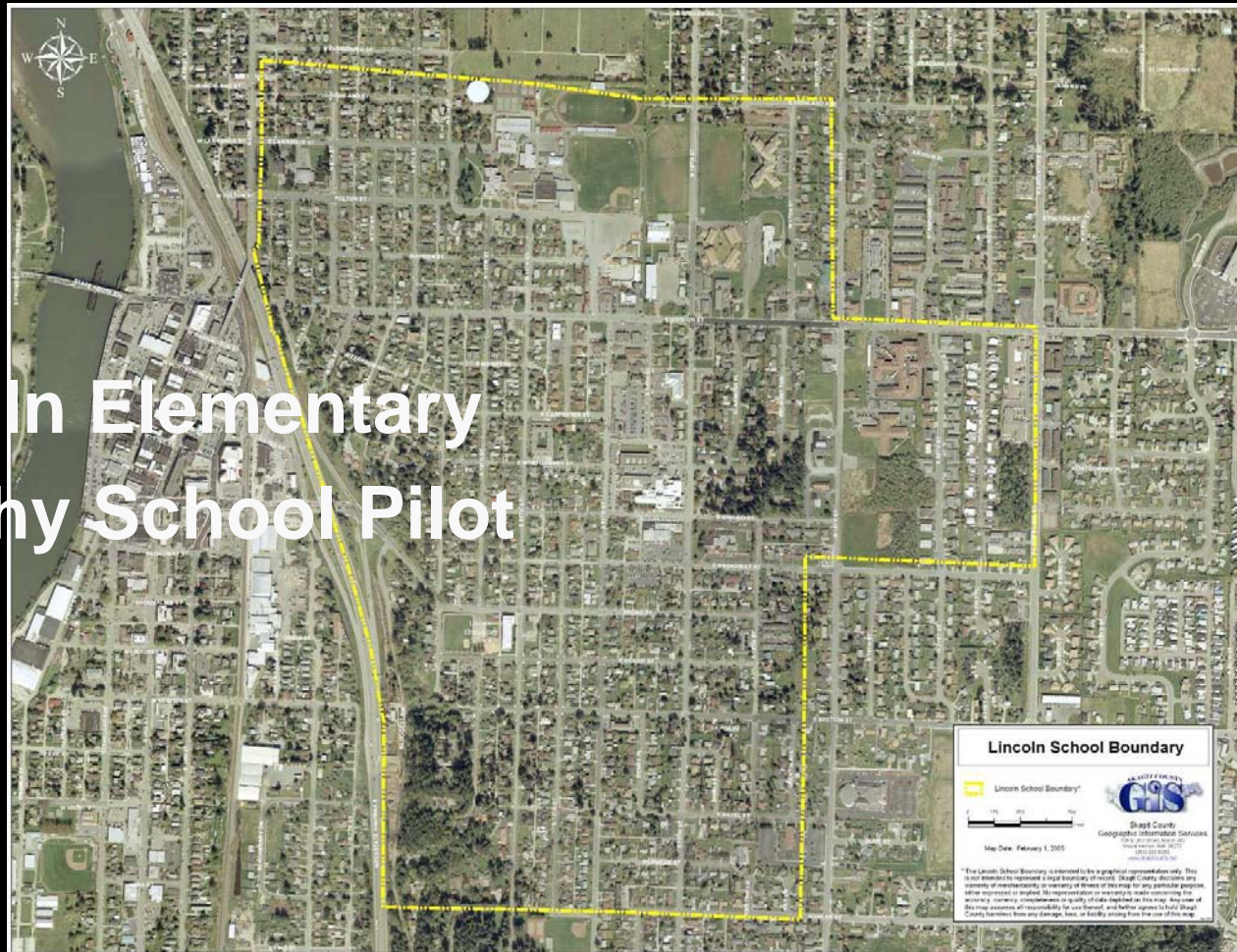


7. Provide an environment conducive to good health

- Atmosphere makes the meal....
 - Adequate space and time to eat
 - Lunch at mid-day
 - Manageable lines
 - Time to socialize
 - Space that is safe, comfortable, and inviting

Where do we start?

Lincoln Elementary Healthy School Pilot

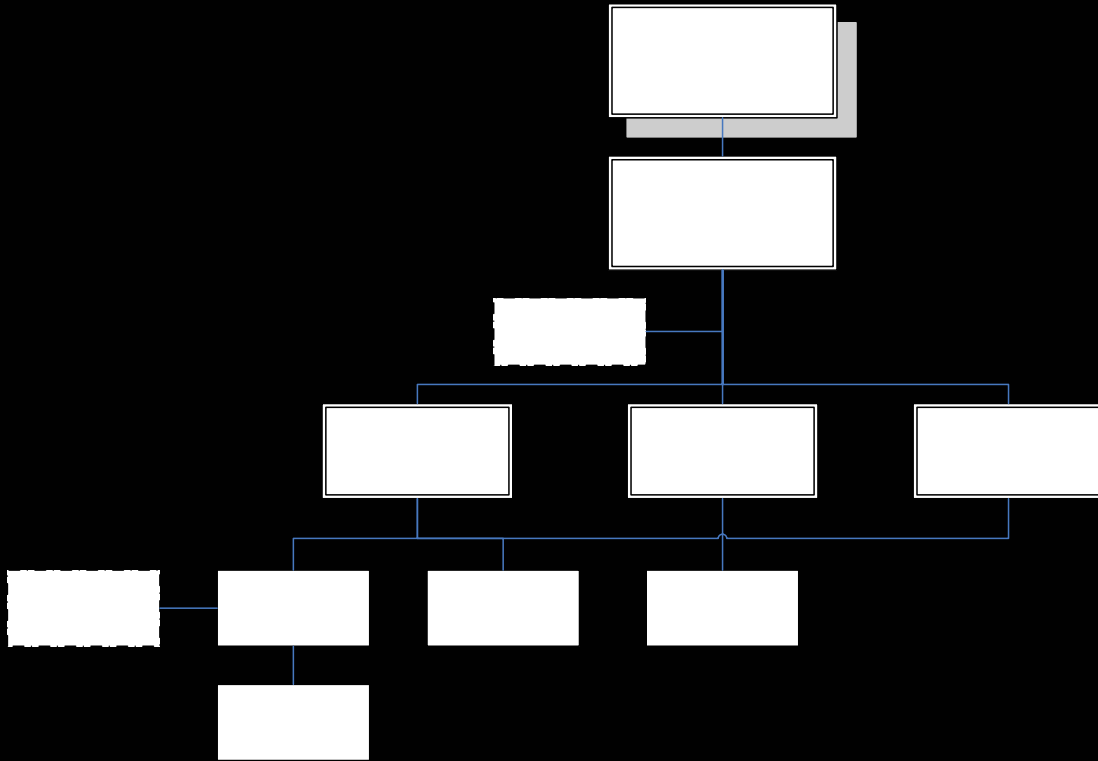




MVHCP

Mount Vernon Healthy Communities Project

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Priority Recommendations

Priority 1:

Increase access to health promoting foods

Ensure that K-12 schools provide healthful foods and beverages

Priority 2:

Increase the number of active community environments

Utilize urban planning approaches - zoning and land use - that promote physical activity

Priority Recommendations

Priority 3:

Increase the number of physical activity opportunities available for children

Encourage policies that provide K-12 students with opportunities for physical activity outside of formal PE classes



Lincoln Elementary Healthy School Pilot

- Formation of a Healthy Schools Pilot Team
- Involving a diverse group in which the school community and greater Mount Vernon Community are well represented.
- Conducting an audit of the opportunities and barriers to healthy nutrition and physical activity at Lincoln.
- Identifying at least 3 priority recommendations for Lincoln and developing an action plan by means of which to achieve them.
- Evaluating the pilot project with a view toward enabling other schools to conduct similar projects.
- Building a foundation for successfully implementing the action plan.



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