

8

CHEERING FOR YOUR SUCCESS

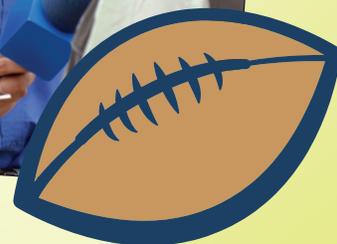


Sharing information is vital to help communities reverse the childhood obesity epidemic. This sharing needs to happen between schools to let others know about their experience with the *Michigan Nutrition Standards*, what strategies worked, and how they went about making those changes.

Schools also need to let their communities know about the *Michigan Nutrition Standards* in action and the great work they're doing for their children.

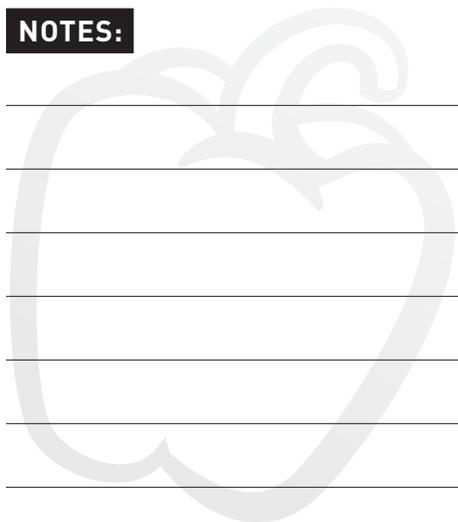
IN THIS SECTION:

- Media Basics.....141-142
- Strategies for Using Social Media143-144
- The Michigan Success Story Website145-146
- Success Stories Around the State.....147-158
- Success Stories from Pilot Districts.....159-168





NOTES:





MEDIA BASICS

Media is a powerful tool that can help you gain support for implementing the *Michigan Nutrition Standards*. Media, such as newspapers, radio, and TV can help you reach key audiences, reinforce your messages and increase public support for creating a healthier school environment. Becoming familiar with the basics will help you navigate the media world.

Media is continually changing. Traditional media outlets such as newspapers, television and radio are joined by digital news articles, social networking, podcasts, and blogs. Due to the 24-hour news cycle, media is a competitive industry, news outlets are competing to be the first and most accurate to file a story. Stories that grab a reporter's attention and entice them to write tend to fall into the following categories: change, controversy, conflict, drama, "firsts," and localizing current events.

STAY POSITIVE

Despite the abundance of negative stories in the news, the media are generally looking for good news and aren't always fishing for drama. Media stories can help to inform your audience and encourage their support. When promoting the good work your school is doing to make students healthier by implementing the standards, be sure to talk about the positive. If you are being interviewed, your tone and enthusiasm will control the interview and set the course for the story.

As your district implements the *Michigan Nutrition Standards* in different areas, find ways to utilize media to showcase all the positive things you are doing such as improvements to school meals, healthier choices in vending machines, nutritious foods at holiday celebrations, offering a variety of healthy foods sold at concession stands, and more.

GETTING THE WORD OUT

There are lots of different ways you can use the media to tell your school or district's *Michigan Nutrition Standards* success story. You might...

- **Work with your school district's media relations staff** to determine if the district has an existing relationship with local newspaper, television, and radio station. Make sure to coordinate communication within the district so reporters get only one call.
- **Write a feature story or local interest story** for print media describing the standards and what your school or district is doing to implement them.
- **Write a letter to the editor of a newspaper.** The letters can be in response to a current event (i.e. the new standards) or a recent story. A letter to the editor is written to agree, disagree or just to express an opinion. This can be a powerful tool for responding to negative press about school meals or foods served at school.
- **Use broadcast media (TV, or radio)** to promote the *Michigan Nutrition Standards*. Invite the local TV or radio station to cover a nutrition-related event such as a student taste-test of new healthy lunch options, a nutrition assembly, a healthy classroom party, or the new healthy choices sold at concession stands and as fundraisers.





TIPS FOR TALKING TO REPORTERS

- 1. PITCH A TIMELY STORY.** Reporters won't pay attention to news that isn't current. You might want to piggyback on other nutrition-related happenings or timely events such as National School Lunch Week, National Nutrition Month, back to school, or holidays.
- 2. DO A LITTLE RESEARCH BEFORE YOU TALK TO A REPORTER.** Make sure you know your subject well. If a reporter asks you a question you can't answer don't be afraid to tell him or her you'll get back with them later; then do it.
- 3. KNOW WHICH REPORTERS USUALLY COVER SCHOOL OR HEALTH NEWS.** Contact that reporter first with your story idea and interview request.

PREPARING FOR AN INTERVIEW

- Write down and prepare to emphasize 3-4 key messages.
- Be familiar with your topic.
- Prepare a brief opening summary to help you set the frame for the discussion.
- Use supporting points for each message:
 - Facts
 - Statistics
 - Personal examples or anecdotes
- Practice.
- Use short, direct sentences.
- Avoid jargon and acronyms.
- Be honest.
- Immediately challenge questionable facts.
- Take a moment to respond. Pausing is a normal part of conversation.
- Stay consistent and on the subject.
- Don't be afraid to rephrase or correct something you said if you need to.

TV APPEARANCES

- Sit up straight and lean slightly forward.
- Keep your eyes on the interviewer, not the camera or the floor.
- Avoid being distracted by monitors and camera movements.
- Keep your chin pointing forward, not down.
- Relax, act as natural as possible.
- Smile, be friendly (as appropriate).
- ALWAYS assume the camera and microphone are on.
- Watch for nervous mannerisms.
- Talk in a regular voice.
- Use the reporter's name.
- Listen for directions and cues.
- Avoid wearing a lot of jewelry—it can cause glare and be distracting.
- Do not over apply make up.
- Get to the interview early.

Adapted from USDA Changing the Scene; North Carolina Successful Students – Working with the Media; Lambert, Edwards & Associates – Nutrition Standards Media Training



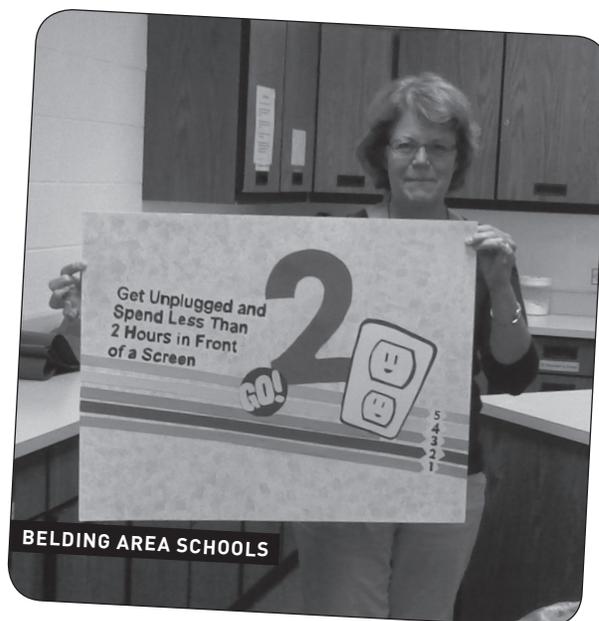


STRATEGIES FOR USING SOCIAL MEDIA

WHY USE SOCIAL MEDIA?

Social networking has become a very popular means to communicate, connect, and find resources. Facebook reports more than 750 million active users and Twitter reports more than 200 million users.

Using social media to get the word out about the *Michigan Nutrition Standards* is effective and time-efficient. Social media allows you to interact with people quickly and easily, in a format where interactions may not take place otherwise, and content can easily be created and 'scheduled' to post so that it doesn't require a daily log-in and post. Another advantage of social media is that you (the school district) completely control what is said. There isn't a reporter who may put his or her own opinions or interpretations about the standards into a newspaper article without checking back with you to make sure it's correct.



Using social networking sites is an ideal way for school health champions to connect with others interested in implementing the *Michigan Nutrition Standards* and creating healthier schools. Connecting with reputable health organizations and institutions brings relevant information directly to your desktop or mobile device. Joining social networks enables you to share the information you find most valuable with your peers. It also allows you to brand your school as innovative and on the cutting edge. Don't let the negative voices in your community hurt health promotion efforts. Be proactive and let your voice and your support of the *Michigan Nutrition Standards* be heard.

WAYS TO USE SOCIAL MEDIA TO PROMOTE THE MICHIGAN NUTRITION STANDARDS

- Let parents know or remind them about the healthy changes to school meals;
- Share healthy school and classroom party ideas;
- Highlight meals/foods that meet the standards and that students liked;
- Highlight food and beverages that sell well at events and that meet the standards;
- Highlight strategies to encourage the purchase of healthier food at school and healthy fundraising efforts that might be taking place at the school.





SCHOOL HEALTH PROMOTION SOCIAL NETWORKING SITES:

• LET'S MOVE!

- <http://www.facebook.com/letsmove>
- Let's Move! is a comprehensive initiative, launched by the First Lady, dedicated to solving the problem of obesity within a generation, so that children born today will grow up healthier and able to pursue their dreams.

• MICHIGAN TEAM NUTRITION

- <http://www.facebook.com/michiganteamnutrition>
- USDA's Team Nutrition is an integrated, behavior based, comprehensive plan for promoting the nutritional health of the nation's children.

• HEALTHY KIDS, HEALTHY MICHIGAN

- <http://www.facebook.com/HealthyKidsHealthyMichigan>
- *Healthy Kids, Healthy Michigan* (www.healthykidshealthymich.com) is the statewide childhood obesity coalition. You can also follow *Healthy Kids, Healthy Michigan* on twitter at <http://twitter.com/#!/HlthyKdsHlthyMI>

• FUEL UP TO PLAY 60

- <http://www.facebook.com/FuelUpToPlay60>
- Fuel Up to Play 60 is founded by the National Dairy Council® (NDC) and the National Football League, in collaboration with the United States Department of Agriculture (USDA). Fuel Up to Play 60 empowers students to take action to improve nutrition and physical activity at their school and for their own health.

• ALLIANCE FOR A HEALTHIER GENERATION

- <http://www.facebook.com/HealthierGeneration>
- The Alliance is working to eliminate childhood obesity and inspire all young people in the U.S. to develop lifelong, healthy habits. <http://www.healthiergeneration.org>

• ACTION FOR HEALTHY KIDS

- <http://www.facebook.com/pages/Action-for-Healthy-Kids/267076500068>
- Action for Healthy Kids works with schools to help kids learn to eat right and be active every day so they're ready to learn. Join the movement to ensure kids have lots of time for play and healthy eating! Healthy Kids Learn Better! www.ActionforHealthyKids.org

• SCHOOL MEALS THAT ROCK

- <http://www.facebook.com/>
- School Meals that Rock celebrates innovative and healthy meals that schools across the U.S. are serving.

• MYPLATE.GOV

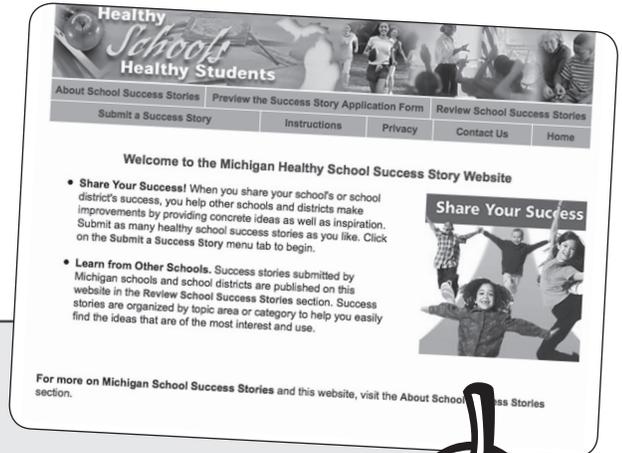
- <http://twitter.com/#!/MyPlate>
- Get the latest information on the 2010 Dietary Guidelines for Americans.





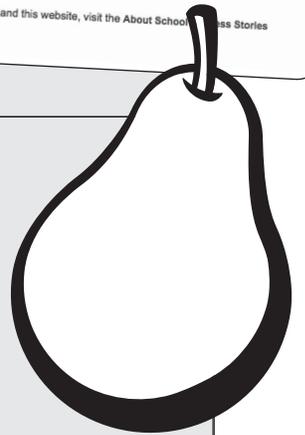
MICHIGAN SUCCESS STORY WEBSITE

When you share your school's success about implementing the *Michigan Nutrition Standards*, you help other schools make improvements in their school environments. The School Success Story website <http://www.mihealthtools.org/schoolsuccess> enables schools to submit their success stories through an easy online process and to publish these success stories on the same website for the benefit of other schools.



On the top right corner of the toolbar click on “Review School Success Stories” and learn what other schools and districts have done in the areas of:

- Asthma Management
- Nutrition Education
- Physical Activity/Physical Education
- Fuel Up To Play60 Implementation
- Sun Safety
- Tobacco-Free
- Healthy Eating
 - School breakfast
 - School lunch
 - Healthy snacks
 - New Look of School Milk
 - Healthier a la carte
 - Healthier vending
 - Healthy fundraising
 - Not using food as a reward
- Violence and Injury Prevention
- Organizational
- Parent Champions
- Staff Wellness
- And Other
 - Healthier school stores/ concessions
 - Healthy eating written policy
 - Local food initiatives such as Farm-to-School or school gardens
 - Healthy options offered at school/classroom parties, celebrations and events
 - Family and community involvement in support of healthy eating
 - Policies related to healthy eating/lifestyles promotion for school staff
 - Staff role modeling
 - Other

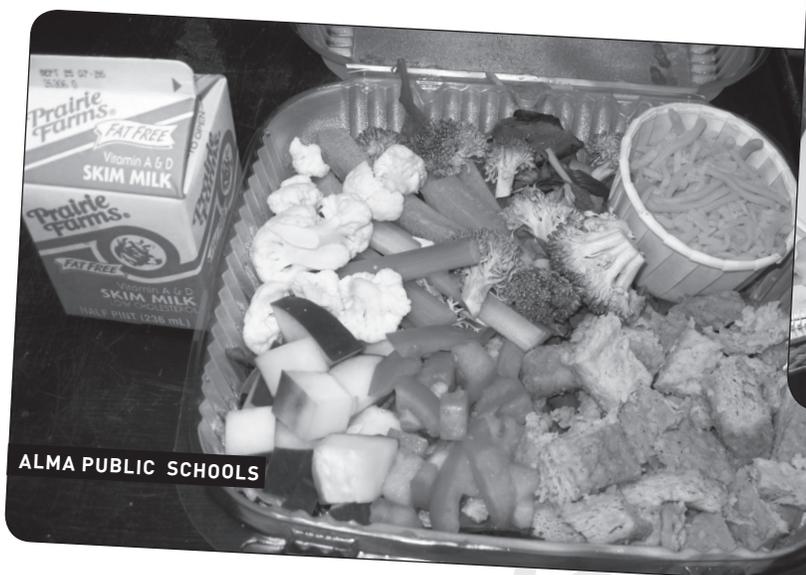




Don't forget to let others know about your great work. Completing the online success story is easy and should take less than 15 minutes. The Success Story Form is designed to be completed in one sitting. You cannot save your answers and come back later. There is a paper version of the questions under the Preview Success Story Application Form tab so you can make sure you have all the information you need at your fingertips.

HERE'S HOW TO COMPLETE AND SUBMIT A SUCCESS STORY:

1. Make sure to correctly indicate school level versus school district.
2. Be sure your success story is concise and is about a single topic or success. Do not combine several success stories into one success story submission. Remember: you can submit as many success stories as you like.
3. The success story narrative or description is limited to 2000 characters. Consider writing the story narrative in advance using Word or similar word processing software that can give you a character count prior to moving it onto the online form.
4. The success story software will check all your answers to make sure they are complete and there are no inconsistencies. If there are problems, they will be noted in red font next to the question. Correct the errors and submit again.
5. When your success story application is successfully submitted, you will receive a confirmation note on the page. You will also receive a confirmation email.
6. You can submit as many success stories as you like. Just come back to this website, click the Submit a Success Story menu tab and follow the steps outlined above.
7. Stories are not immediately visible for reading after submission. Please allow up to 2 weeks for stories to appear.





SUCCESS STORIES AROUND THE STATE

CASE STUDY

BENNETT ELEMENTARY (K-6), JACKSON, MICHIGAN

FUNDRAISING—OUTSIDE THE SCHOOL DAY

After developing policies regarding healthier food choices for classrooms, the Jackson school board and district wellness team chose another venue to model healthy choices: school fundraisers.

It took about a year to revamp the school fundraising policy, which was implemented during the 2007-08 school year. That year, Bennett Elementary switched from using the sale of food items with low nutritional value, such as candy, to the sale of “healthy” food and non-food items.

“The key is healthier options. It’s the right mindset for students and parents. We are encouraging students to eat healthy and be healthy—offering healthier options for fundraisers reinforces those messages. It’s very important to send consistent messages to students and parents.”

.....
SCOTT HUTCHINS, PRINCIPAL OF BENNETT ELEMENTARY



The fundraising policy defines “healthy” foods using criteria for nutritional content including calories and sugar content. Non-food items include products such as wrapping paper, T-shirts, coffee mugs and cookbooks.

The fundraisers, which occur both during and after school, are approved by the school district. To apply for approval, teachers submit requests to the building principal who determines if the fundraisers meet the policy criteria. The principal then forwards acceptable requests to the district finance office for final approval.

Utilizing a variety of fundraising companies, Bennett Elementary has hosted several successful fundraising events such as book fairs, cookbook sales, school store movie night and Texas Holdem night. The proceeds help support educational assemblies, field trips and class projects.

Students took the changes in stride, however, there was initial resistance from several school faculty members and parents. In the past, candy was a popular fundraising item, and there was some concern that healthy food and non-food items would not sell as easily or bring in as much revenue. This concern disappeared after the success of the new fundraising method was evident: Several of the non-food items outsold previous bestsellers such as candy. All in all, the product switch did not result in a net change in fundraising revenue.

“I think the new fundraising items are good,” says Lindsey Rigelman, co-chair of the Parent-Teacher Organization at Bennett Elementary. “It gets kids more motivated to think about healthy choices and to eat healthier. And more people are apt to buy products because of the different options. Last year’s cookbook sale was a big success.”

The development of the new fundraising policy was a joint effort, involving the Coordinated School Health Team, administrative support and the Parent-Teacher Organization. For other schools interested in revamping a fundraising policy, this group recommends obtaining buy-in from key people in the school system and community.



CASE STUDY

BOTHWELL MIDDLE SCHOOL (5TH-8TH GRADES), MARQUETTE, MICHIGAN**CLASSROOM REWARDS**

Searching for a non-food method to encourage and reward students for behavior that qualifies as “good” or “beyond what is expected,” the school district’s Health & Wellness Committee developed an incentive program that’s worth its weight in gold. The fact that the program has been in effect for over five years is a testament to its success.

When a student does a good job, helps someone, participates in a school-related activity or goes beyond what is expected, a teacher and other school staff member awards the student with a “gold card” (equivalent to raffle entry form) and/or sends a “positive postcard” home to the student’s parents.

The principal, Bill Saunders, asks that all teachers send home at least one positive postcard for each student in their class each year.

Once the gold card is signed by a parent, the student submits the card and is entered into a weekly prize drawing. Prizes include ski lift tickets, ski rentals, movie gift certificates, hockey tickets, YMCA passes, t-shirts, and gift certificates to local merchants. When a student wins the prize drawing, their name is announced during “Gold Card Friday”. Every two weeks, students in the 7th and 8th grades are eligible to win an iTunes gift card. Larger drawings are offered at the end of each marking period. At the end of the school year, all cards are entered into a drawing for a new bike.

In the past, many teachers used their own money to purchase candy and prizes for rewards. Now, Box Tops collected by students in the Honor Society and donations from the Parent Organization help cover the cost of prizes, gold cards and postcards. “We’ve reduced our reliance on candy as a motivator for students,” said Paula Diedrich, Honor Society Advisor and parent, “and it’s less expensive for staff.”

In fact, many parents have commented on how much they appreciate receiving positive postcards that recognize students’ improvement in the classroom, participation in school activities and /or success in school-related competitions such as spelling bees, talent shows, and music solos and ensembles. School staff members are pleased to have the opportunity to provide positive rewards—they feel better knowing that they are rewarding students positively instead of providing sugary treats.

The biggest challenges with the program are that older students are less likely to seek out gold cards and that some teachers continue to use candy instead of gold cards as rewards. The Wellness Committee is working on solutions to these issues.

In addition to the incentive program for students, Bothwell Middle School holds a weekly “Blue Card” staff appreciation prize drawing for faculty and staff.

The Health & Wellness Committee believes that the keys to the program’s success are to ask students for input on prizes, make sure prizes are age-appropriate, seek out donations for prizes, and develop a similar program for staff.

Students and school staff are motivated by and enjoy this incentive/positive feedback program. “Students are excited about prizes and more students seek out ways to earn a gold card. And families also appreciate the positive feedback. The parents also like that prizes are age-appropriate and allow the family to be involved.”

SARA MOYLE, NUTRITIONAL HEALTH TEACHER
AND HEALTH & WELLNESS COMMITTEE MEMBER



CASE STUDY

BUCHANAN ELEMENTARY (PRE-K – 5), GRAND RAPIDS, MICHIGAN

CLASSROOM PARTY/CELEBRATION

Up until three years ago, classroom celebrations of student birthdays often included cake at Buchanan Elementary School. Other than the food provided by parents, teachers paid out-of-pocket for all birthday celebration items including food, beverages, gifts and crafts. For many teachers, this expense increasingly became a financial burden.

When school nurse Madonna Saia suggested offering more nutritious options for classroom birthday celebrations, the Coordinated School Health Team (CSHT) took on the project and developed a plan to encourage teachers to make the change. “We’re all very committed to classroom wellness,” said Saia. The CSHT followed guidelines from their district’s wellness policy and their school’s food and beverage policy. They also looked to Michigan Action for Healthy Kids’ “Tips and Tools to Help Implement Michigan’s Healthy Food and Beverages Policy” for creative ways to celebrate birthdays in the classroom.

To encourage teachers to offer healthier food and beverage choices for birthday celebrations, teachers involved in the CSHT set an example by offering healthier options instead of cake. The options include: yogurt, yogurt smoothies, banana bread, fruit, popcorn, roasted chick peas, string cheese, whole grain crackers, 100% juice and water. “I feel better about offering healthier foods,” said Jeff DeJong, first grade teacher. “The students question why we don’t have the traditional cake, but they don’t complain about it.” Karen Blatchford, kindergarten teacher, adds, “The kids eat less sugar and they’re not so wound up. They love the fruit, so they still see it as a treat.”

Several of the teachers routinely celebrate birthdays without food. Instead, the students may sing songs, play games such as bingo or musical chairs, make crafts, and take photos. These teachers also provide the birthday student with a small gift such as a pencil or certificate. “I like the changes,” said Rita Paniccia, fourth grade teacher. “It’s sending a healthy, positive message. The students accept the change—they like any type of recognition or reward.”

“I like keeping celebrations food-free and low-key. Honestly, we need as much teaching time as possible. However, if a parent has a special request, I won’t deny them—it doesn’t happen that often.”

REBECCA DUNN, KINDERGARTEN TEACHER

After three years, the majority of teachers and parents are following the CSHT’s birthday celebration recommendations, and the CSHT will soon establish a school standard for birthday celebrations. Many teachers are more than happy to simplify classroom celebrations.

For schools interested in making this change, the CSHT recommends communicating with parents about the new birthday celebration policy at the beginning of the school year and asking for more school support in planning celebrations. “I like doing something different [with classroom celebrations],” said Carol Taylor, fifth grade teacher. “The parents liked trying something new, too.” Kindergarten teacher Karen Blatchford agrees, “Most parents are receptive and go along with it. Give it a try and you may be surprised at how well it’s received by all.”





CASE STUDY

CHERRYLAND MIDDLE SCHOOL, ELK RAPIDS, MICHIGAN**STUDENT-LED TEAM**

In order to empower students to be health champions, Jami Gray, the health teacher at Cherryland Middle School in Elk Rapids, created a student-led health committee called PULSE: Preventing Unhealthy Lifestyles Every Day. The team is supervised by the health and physical education teachers and works closely with the school foodservice department. The team's premise is to determine, plan, and implement health education efforts and improvements to the school health environment that have been approved by school staff. Twenty student volunteers participate on the PULSE team which meets during lunch for 30 minutes two times a month.

"Our new school PULSE team has empowered our students to think about everyday occurrences from the perspective of personal health," said Mrs. Eberle, 7th grade teacher at Cherryland Middle School. "They have been instrumental in advocating for less processed food in the cafeteria and for more fruit and vegetable choices. They use peer pressure in a very positive way to encourage others to move more, eat well, and stay hydrated."

The following is a sampling of the accomplishments through the initiatives championed by the PULSE team over the last five years:

- Painted murals on the walls of the lunchroom depicting the Food Guide Pyramid and the student's version of Veggie Tales.
- Created public service announcements on Animoto which were broadcast school-wide.
- Decreased ala carte availability to two times per week to encourage school lunch participation and encourage selection of healthier food and beverage choices.
- Recommended the switch from Styrofoam lunch trays to hard plastic trays that can be washed.
- Discontinued fried foods and sold the school's deep-fat fryer.
- Championed taste-testing of vegetables.
- Provided health-related presentations to the entire school.
- Involved in morning calisthenics.
- Championed 20-minute hall walks two times a week before school.
- Requested that students have access to drinking water during lunch.
- Planned a field trip to the "Bodies Revealed" exhibit at the Grand Rapids Public Museum.

The PULSE team operates on a miniscule budget. Projects championed by the PULSE team are cost-neutral. The only project requiring funding is a field trip to the "Bodies Revealed" exhibit at the Grand Rapids Public Museum.

Students, faculty and the community have embraced the PULSE initiatives. "I like how they did the lunch changes here," said Heidi, a 6th grader, "It makes us more healthy." Sam, an 8th grader, said, "I like that we have healthier choices in our lunchroom. I like that we don't have French fries now because I would eat them every day."

"Our town loves the healthy changes going on at Cherryland Middle School," said Gray, who is also a member of the Coordinated School Health Team. "Parents want their kids to eat well and be offered healthy choices at school. Also, parents appreciate the PULSE team's view on saving the environment from a bunch of Styrofoam trays."

Gray said that the biggest challenge has been getting everyone on board with tray washing. On a rotating basis, several students helped wash the lunch trays each day, which took time away from recess. "We talked to them as a PULSE team quite a few times and told them that if we do this we'll save over 300,000 Styrofoam trays from being thrown in the garbage," said Gray. "They jumped right in and followed our schedule created by the PULSE kids." Zach, a 7th grader, said, "I think the tray washing is really good because it cuts back on the Styrofoam trays in landfills. It's always good to save the Earth!"

"I would encourage any school to create their very own health committee," said Gray. "There is nothing better than empowering students to teach others about being healthier."

**CASE STUDY****CITY HIGH SCHOOL (6-12), GRAND RAPIDS, MICHIGAN****STUDENT ACCESSIBLE VENDING MACHINES—STOCKED BY DISTRICT**

One day, City High School had several soft drink and candy vending machines throughout the school; the next day, they were gone. Just as suddenly, new contraptions appeared in the cafeteria: healthy vending machines.

The planning process took longer: three months to be exact. The changeover was initiated by the school food service personnel, who stock the machines. The school district provided funding, oversees the products, and receives the revenue. The switch to the new vending machines did not alter revenue.

Dan Droski, health teacher, said the change didn't meet with a lot of resistance from the students. "They were shocked that one day, the vending machines were gone. Then, the healthy vending machines popped up and they liked 'playing' the new machines." School staff and parents loved the change, too, said Droski. "The PTA and other parents are very health-conscious and were big proponents to get the soft drink and candy machines out of the school."

Droski said a lot of the kids "live on" the vending machines. "Half of the kids here get free breakfast and lunch and then they fill in with snacks. When some students are running behind—like in the morning—they use the vending machine to get healthy options." Droski also mentioned that some students purchase items from the healthy vending machine for lunch instead of participating in the school lunch program, however, the students aren't able to receive a reimbursable school meal through the machine.

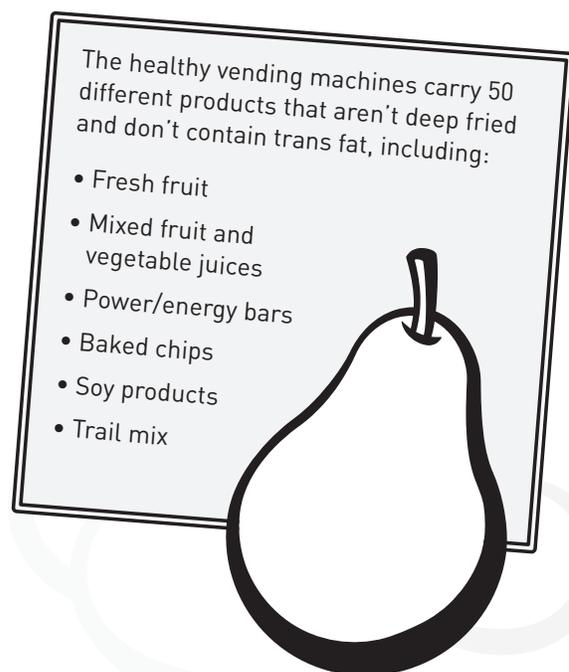
"The district does a nice job with the healthy vending machines," said Droski. "The items are appealing to kids and they're good, healthy stuff like apples, pears, and oddball drinks you can't get anywhere else like papaya-mango-strawberry. All the products have a healthy spin—they're a better snack choice for students. And students are health conscious—they will choose healthy food and beverages if they're available."

During one of his health classes, Droski asked a few of his students for their thoughts on the healthy vending machines:

Sarah said, "Vending machines are awesome because the money comes back to help the school."

Maria said, "The food inside the machine is not only delicious but nutritious and healthy."

Alijandro said, "Bro, I love healthy food and stuff."





CASE STUDY

DETROIT EDISON PUBLIC SCHOOL ACADEMY, DETROIT, MICHIGAN

STUDENT-LED TEAM

While writing a grant for a school-based clinic, the coordinated school health team at Detroit Edison Public School Academy recognized the need for student leader involvement. To fulfill that need, school nurse Maureen Murphy created a Student Health Advisory Council (SHAC) in 2010.

“This group changes lives because peers look to each other for answers and the Student Health Advisory Council is role modeling positive healthy behaviors that the students assimilate.”
.....
CATHERINE SANDERS, A PARENT AND MEMBER OF THE COORDINATED SCHOOL HEALTH TEAM

The SHAC is a group of highly motivated 6th, 7th and 8th graders who volunteer to act as representatives for their fellow students. The SHAC members take their position seriously and consider their opinions to be the voice of the typical student. “The excitement of this group is growing,” said Murphy. “Students constantly want to join and so I have to limit how many can do so.”

The SHAC holds formal meetings during lunch on a weekly basis to discuss which health topics they would like to work on. Meetings are facilitated by the school nurse and the student president of the council; and the council is mentored and monitored by the Coordinated School Health Team.

The SHAC relies on fundraising to support its initiatives and utilizes health and nutrition information and resources from grant programs such as the Fuel Up to Play 60 grant through United Dairy Industry of Michigan and the Building Healthier Communities grant through Blue Cross/Blue Shield.

“Those involved in the SHAC are well-spoken, very serious about the health of our students and they realize that they have a big influence on younger students,” said Murphy. “This group has been so important to the peer buy-in and acceptance of healthier changes.” Darlene Ice, first grade teacher and mother of a fifth grader, agrees. “The SHAC created exciting things within the school. My students want to be just like the older students—my students just light up when the older students come to the classroom with news or to teach them things.”

For the most parts, students at Detroit Edison Public School Academy have embraced the changes with enthusiasm. “The great thing about the SHAC is that they tell you what’s not working,” said Murphy.

The efforts of the SHAC are also reinforced by teachers who have begun a cross-curriculum approach to include health in every subject. As a result of the many health initiatives, Murphy has seen a complete cultural shift toward healthier students. “Staff is trying to get healthier, too!” Murphy added.

- Since its inception in 2010, the SHAC helped develop and assist with the following initiatives:
- Taste tests
 - Nutrition counseling
 - Anti-bullying videos
 - Swine flu video
 - School-based health clinic video
 - Fruit salad videos
 - Obstacle courses for younger students
 - Health fairs
 - Presentation at the Green Day Fair
 - Health pep rally
 - Bed bug awareness
 - Health bill debates: Advocacy Health Day at the Lansing State Capital



CASE STUDY

MACDONALD ELEMENTARY (K-5), ANCHOR BAY SCHOOL DISTRICT, CASCO, MI

CLASSROOM PARTY/CELEBRATION

Once a month, students at MacDonald Elementary who have exhibited positive behavior have the opportunity to join the principal, Sherri Hoffman, for a special lunch. In the past, the special lunch menu included pizza, chips and soft drinks. In 2009, Hoffman and the elementary cook, Lisa Allor, gave the menu a makeover. The chips and soft drinks were replaced with fresh fruit, fresh vegetables and low-fat milk.

“We make up a beautiful vegetable tray with two to three different types of vegetables,” said Allor. “We’ve offered cucumber slices, broccoli, green pepper wedges, celery sticks, and carrot sticks along with a lite ranch dipping sauce. On the fruit tray we offer a few choices such as sliced oranges, grapes, pineapple, apple slices and bananas. The kids serve themselves with tongs and they each get their own little cup of dipping sauce. We never have anything left over.”

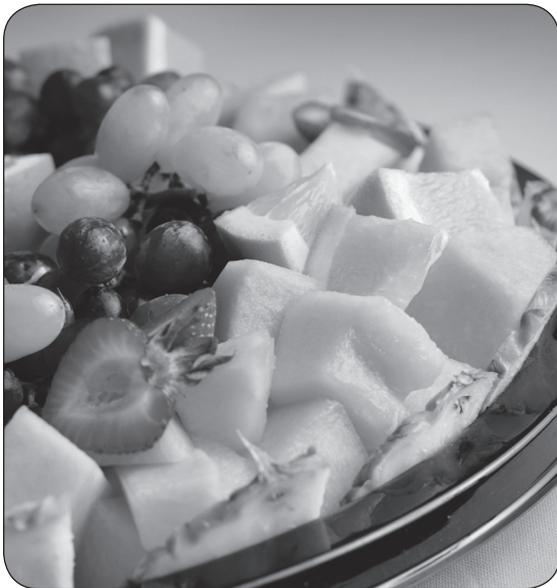
Students are eligible to have lunch with the principal when they collect 25 PAWS tickets. PAWS (proud to be me, always respectful, willing to be responsible, and a safe citizen) tickets are awarded when a staff member sees a student listening, following directions and being considerate to others. When a student earns 25 PAWS tickets, an invitation to the lunch celebration is sent home.

Students can also redeem PAWS tickets for items from the PAWS cart including stickers and pencils.

More and more students are choosing to save their PAWS tickets for the lunch celebration instead of “spending” them on items from the PAWS cart. As more students save enough PAWS tickets to eat lunch with the principal, the lunch celebration is becoming more popular.

“We are aiming to make the next generation healthier,” said Allor. “And I know the memories we are making for the students at our school will last a lifetime.”

LISA ALLOR, ELEMENTARY COOK



The lunch celebration takes place once a month in the library or art room during the first recess and lunch period. “Our students look forward to eating lunch with the principal—sharing time together, talking and eating,” said Allor. “The kids have the chance to meet other students from different grades. I see the kids helping each other out—holding doors open for each other and getting milk out of the milk cooler for someone else.”

The monthly lunch celebrations run October through May. The foodservice department covers the cost of the food which varies depending on the number of students who choose to attend the special lunch.



CASE STUDY

MARSHALL HIGH SCHOOL

STUDENT ACCESSIBLE VENDING MACHINE—STOCKED BY OUTSIDE VENDOR

Over several years, Marshall High School's Coordinated School Health Team (CSHT) worked to reduce the number of vending machines dispensing soft drinks in the school. In 2004, there were six; by 2010, there was one. The five vending machines that previously offered soft drinks were stocked with bottled water, zero calorie sports drinks and vitamin water. The remaining soft drink vending machine was stocked with diet soft drinks.

The assistant principal at that time, Andrea Nessel, also a member of the CSHT, worked with the beverage vendor to make the switch to healthier options. "There were no major complaints from students at all about it," said Nessel, "Students that really wanted regular soft drinks brought it in, but most students drink water, flavored water, or diet soft drinks."

"It worked for us to reduce the amount of soft drinks available to students over time. The machines were gradually changed over. The students seemed to take the changes in stride. Some students have requested that the vending machines contain more water."

SUE BOLEY, SCHOOL NURSE

Soon after, the CSHT recommended to the school board that the soft drink vending machine be stocked with only caffeine-free diet soft drinks.

Recently, all soft drinks were removed from the school.

In the past, the profits from the pop vending machines were used for student activities and awards. After the change to healthier vended beverages, revenues from beverage vending machines decreased \$10,000. Although the loss of income was difficult to deal with, the administration decided that offering and promoting healthier choices was of utmost importance, so they sought out and found alternate funding sources. Now, student activities and awards are funded through grants and community support.

The success of the program is attributed to the CSHT, an assessment of the school health environment, and administrative support. The CSHT meets often and includes staff members from nutrition services, physical education and health education, administration, classroom teachers, a school counselor, parents, and a representative from Michigan State University Extension.





CASE STUDY

MATHER ELEMENTARY SCHOOL (PREK-6), MUNISING PUBLIC SCHOOLS, MUNISING, MI

FUNDRAISING—OUTSIDE THE SCHOOL DAY

Fans who visit the concession stand at the yearly basketball tournament sponsored by Mather Elementary School can purchase nutritious fare such as turkey or ham subs on whole wheat, fruit, yogurt, chocolate milk, lower-sugar sports drinks, water, string cheese, granola bars and nuts. These snacks take center stage while the usual concession stand choices such as candy and chips are farther from reach.

Parent volunteers coach the basketball team and organize the yearly tournament, which is the culmination of the school's free after-school basketball program for students in grades 2-6. On average, 80 students participate in the program, which represents approximately 32 percent of the students in the second through sixth grades. Through donations and the sale of tickets, t-shirts, program ads and concessions, the tournament generates revenue that is used for uniforms, other local tournament fees, improvements to the basketball court and a free summer basketball clinic.

During the 2008-09 school year, Paula Ackerman, parent, registered dietitian, Coordinated School Health Team (CSHT) leader, and basketball tournament committee member, recommended that the concession stand menu get a nutrition upgrade. During the three months prior to that year's basketball tournament, the CSHT developed a new concession menu. Now, almost half of the items are healthy choices.

Dee Jay Paquette, principal and coordinator of the basketball tournament said, "We've been making positive changes to improve our school's health—this just seemed to be the right thing to do."



"Because we've been making several positive changes to school health and wellness, when we included more healthy options, there was no negative feedback. In fact, many kids and parents welcomed the change. Many parents commented that it was nice to see healthier options offered during a school function."

.....
PAULA ACKERMAN, PARENT,
REGISTERED DIETITIAN

The healthier items are sold at equal or lower cost than the candy and the introduction of chocolate milk was hailed with a promotional flyer highlighting its nutrient profile. After the new concession menu debuted, about one-third less candy was sold compared to the previous year. However, total revenue from concession sales remained constant. The stable revenue was due, in part, to donations of healthier snacks by parents and of bottled water by local grocery stores.

"I definitely appreciate it," said Libby Blank, a parent. "It's nice when you can send your kids to the concession stand and not worry about having to argue with them about eating a bunch of junk. [The healthy choices] go hand in hand with this tournament, which promotes physical activity."



CASE STUDY

MATTAWAN EARLY ELEMENTARY (K-2), MATTAWAN, MICHIGAN**CLASSROOM PARTY/CELEBRATION**

At Mattawan Early Elementary School, it was tradition that on each student's birthday, the student was allowed to bring in birthday treats for the classroom and also deliver them personally to specialty teachers, school personnel, and the principal. Unfortunately, the tradition was taking time away from classroom instruction and the school staff's work day. "On some days, I would get up to 15 cupcakes!" said principal Derek Wheaton. In addition, many students had food allergies and it didn't seem fair that some students weren't able to enjoy the special treats with their classmates.

"The creation of our school Wellness Team along with all of the positive changes we have made, for both kids and adults, have had a tremendous effect and influence in our school. There is a huge health, nutrition, and wellness awareness that did not exist before. The programs and policy changes that we have implemented have been embraced by our staff for the betterment/benefit of everyone."

BETH PRINCIPE, INTEGRATED ARTS TEACHER, WELLNESS TEAM CO-CHAIR, MATTAWAN EARLY ELEMENTARY SCHOOL

In 2009, Wheaton decided to restructure the way celebration treats were handled in the classrooms. He did so in stages, beginning with education and encouragement rather than directives. "It was more of a movement," Wheaton explained. "Staff members on our School Improvement Team brought back ideas about birthday celebrations from the 2010 Eat Healthy + Play Hard = Smart Students Conference and were excited to implement them. During the second year of the new system, teachers saw more success and more signed on. It helped that the changes were encouraged, not mandated. It really bubbled up from the teachers who wanted to try it out."

The first step of the transition was to no longer allow children to travel out of the classroom to deliver birthday treats. This cut down on interruptions and minimized lost instructional time.

The next step was to encourage parents and teachers to provide healthier treats for all classroom celebrations and to encourage treat-free birthday celebrations. Parents received notifications at kindergarten roundup and through school newsletters. Now in the third year of the transition, in order to continue to educate and support parents, the school staff is creating a list of nutritious snack suggestions and will showcase examples of nutritious snacks at the fall school open house.

Eventually, treats will be completely eliminated during classroom birthday celebrations and instead, birthdays will be celebrated with non-food items and activities for the birthday girl or boy, such as a special chair, book, pencil or a special choice—the method of celebration is left to the discretion of each teacher.

With the adoption of the 2010 *Michigan Nutrition Standards*, Wheaton said all classrooms will celebrate birthdays treat-free. Teachers periodically complete a Zoomerang survey to gauge their attitudes and practices regarding classroom treats and snacks, food-as-reward, and physical activity opportunities in and outside the classroom. The most recent survey revealed that as of May 2011, over 80% of the classrooms no longer served birthday treats.

Currently, Wheaton said about half of all treats served at holiday celebrations are healthy choices. Looking to the future, Wheaton is planning to eliminate all holiday celebrations and instead, offer fall, winter, spring and year-end celebrations.

Overall, parents have been receptive to the changes and are following the guidelines the principal has set forth. If parents bring in treats that don't meet the guidelines, teachers explain the reasons for the change, focusing on increased instructional time and cost savings, and invite the parents to take the treats to the principal.

Wheaton feels that parent education is key. On a monthly basis, book bags filled with nutrition information and resources travel around the classroom and are shared with parents. In addition, Wheaton is considering creating a video about healthy food choices for students and parents. "What is most important is that we focus on the health of the child," he said.



CASE STUDY

PARKSIDE MIDDLE SCHOOL, JACKSON, MICHIGAN

STUDENT ACCESSIBLE VENDING—STOCKED BY DISTRICT

When a la carte sales dropped at Parkside Middle School after a switch to healthier food offerings, the Coordinated School Health Team searched for another way to provide students with healthy choices while generating income. A healthy vending machine was the answer.

“Gradually, the school food service staff replaced the less healthy choices. A gradual change is easier for adults and kids.”

LAURA QUINN, PARKSIDE MIDDLE SCHOOL
ENGLISH TEACHER AND MEMBER OF THE
COORDINATED SCHOOL HEALTH TEAM

In the fall of 2009, the school food service department installed a cold vending machine at Parkside Middle School in order to offer healthy snacks for students after school.

To select the most appropriate products to vend, the food service staff considers nutrition information and price, and refers to the competitive food nutrition standards from the Institute of Medicine and the district’s wellness policy.

The healthy vending machine offers fresh-made sandwiches, fresh fruit cups, yogurt parfaits, and packaged healthy snacks. In addition, the school’s beverage vending machines offer only water, milk and 100% fruit juice. The food service department stocks the healthy vending machine three times a week and receives the revenue from product sales which paid for the cost of the machine and also helps offset the additional cost of purchasing fresh products.

Students and staff are pleased. Instead of purchasing “less healthy” snacks from convenience stores, students utilize the healthy vending machine. “The students are enjoying the snacks and the school feels good about teaching healthy choices by example,” said Laura Quinn, Parkside Middle School English teacher and member of the Coordinated School Health Team.

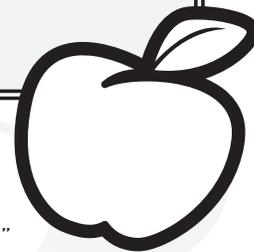
“Improving the school nutrition environment is a process,” explained Quinn. “We started by sending out surveys to staff and students to ask what they wanted. We also invited students to our health team meetings to involve them in the process. It’s important to bring everyone on board and get everyone’s opinion. Often, people want healthy choices.”

And that’s exactly what happened. Students and staff requested fresh fruits and vegetables and healthier sandwich choices. The students had the opportunity to taste test options and provide input.

The soft drink machines are gone now, along with the candy and gum. “We’re also trying to increase the amount of beverages kids are drinking: water and 100% fruit and vegetable juices,” said Quinn. “We provided students with water bottles with the Parkside logo, which they’re allowed to bring into the classrooms.”

Additional changes to the school nutrition environment at Parkside Middle School:

- Before- and after-school program offering breakfast/cereal bars and beverages for students who arrive early or stay after school to receive help with homework
- School breakfast program offered every day
- Healthier choices on the school lunch menu
- Sack lunches provided to students attending the after school program
- Summer school program that offers breakfast and lunch





CASE STUDY

PINCONNING AREA HIGH SCHOOL, PINCONNING, MICHIGAN

SCHOOL STORE

With the 2010 *Nutrition Standards* coming down the pike, Brad Dubay, business education teacher, voluntarily stopped selling candy and gum in the school store in the fall of 2009. He replaced those items with healthier choices suggested by the Coordinated School Health Team such as granola bars and baked chips. The school store serves both middle school and high school students before school, between classes and during lunch.

Another upside of offering healthier choices at the school store was that student participation in school lunch increased significantly as did à la carte sales.

The downside was that the store's profits dropped from \$70-\$95 per day to \$5-\$10 per day. As a result, Dubay had to cut back on the amount of funding the school store provided to school clubs, organizations and community project including drama, band and the food pantry.

However, the downside didn't keep Dubay down for long. He and his crew of student volunteers began creating designs for clothing in-house and selling the clothing through the school store.

"We started with a few items of clothing and then expanded our inventory," said Dubay. "At first, we bought clothes from a supplier, had them printed by printing companies, and had to charge students twelve to fifteen dollars for a shirt. Then we got grants from local businesses and used that money to help fund the purchase of our own software, a laser printer and a die printer, a laser cutter to cut vinyl designs, and a heat press. Now, we can sell a shirt for six to eight dollars." The students help sketch the designs, which are approved by student bosses, Dubay, or the school store board. In the near future, Dubay plans to purchase a screen printer for the school.

"At first, students were looking for the candy and gum—we got a little backlash," said Dubay. "But it was pretty easy to get away from selling it. The school staff were appreciative of the changes, although they miss being able to get gum at school. And the custodial staff was pleased that there wasn't as much trash to deal with."

BRAD DUBAY, BUSINESS EDUCATION TEACHER

Dubay learned a lot from the process. His advice to other schools is to research all aspects of the project, talk with people, and start small. School administrators supplied Dubay with grant information and forms and the owner of a local embroidery business showed Dubay how to make and print the designs. "It's important to have support of school administrators and other departments, such as the athletic department, and to collaborate with local businesses," he said.

Due to rebounding profits, the school store donated over \$4,000 in 2011 to various clubs and groups and also made uniforms for the middle school sport teams.



SUCCESS STORIES FROM PILOT DISTRICTS

CASE STUDY

ALMA PUBLIC SCHOOLS

READING BUDDIES CELEBRATION

Every year, at the conclusion of Reading Month (March), Hillcrest Elementary School thanks volunteer readers for their assistance with students by celebrating with a meal. Throughout the school year classrooms are paired with adults who take time out of their busy schedules to read to children, and the meal is an opportunity to share in the joy of mentorship, volunteerism, and reading for pleasure.

Pizza and chips used to be the center of the Reading Buddies celebration, but that no longer occurs. During the 2010-2011 school year, the menu was totally re-vamped, and included:

- Whole grain wraps with lean turkey breast and turkey ham
- Fresh apple slices
- Fresh grapes
- Carrot sticks with reduced-fat ranch dip
- 1% white milk
- Sugar-free fruit punch
- 100-calorie packs of “approved” snacks

The organizers received lots of compliments on the new and improved dinner, which was attended by nearly 200 people. Apple slices, grapes, and baby carrots were pre-packaged for ease of serving such a large group, and for food safety purposes.

They plan to continue with this for years to come.





CASE STUDY

ALMA PUBLIC SCHOOLS

LUNCH IN THE CLASSROOM

Luce Road Early Childhood Learning Center, a pre-K through 1st grade building, not only provides breakfast in the classroom for all students, but serves lunch in the classroom for preschoolers and kindergarteners, as well. The kindergarten children receive their meal in the school cafeteria and then go to their classroom. The preschoolers eat family-style in their classroom.

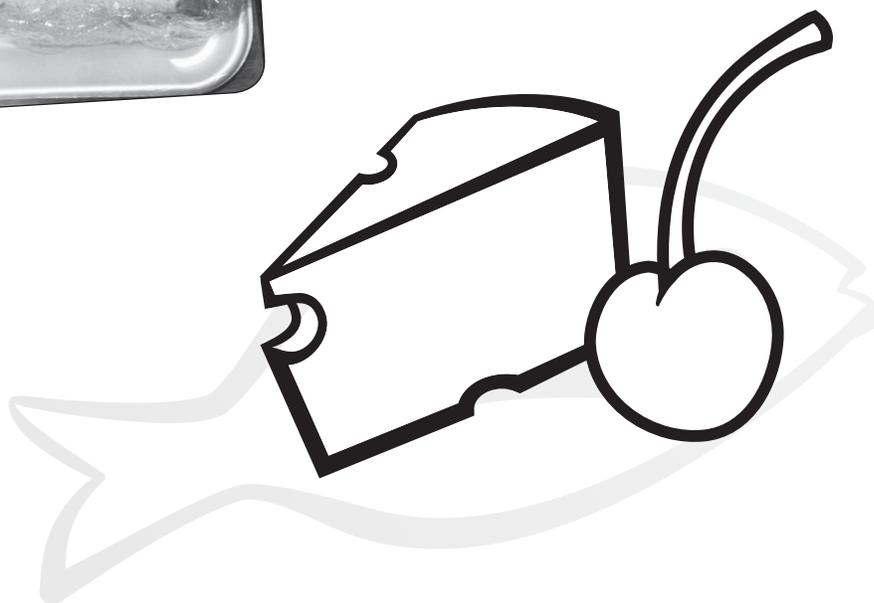
The most obvious advantage to having children eat in the classroom with their teacher on-hand is the opportunity to encourage younger children to try foods with which they are not familiar with. The close proximity of the adult to the child at their table enables conversation regarding healthy food choices, knowing where foods come from, and aids in the development of social skills. For kindergarteners and preschoolers, this provides an avenue to teach table manners, and in the case of the youngest children, the skills needed in order to serve themselves and respect others who are doing the same.

The relaxed atmosphere of the classroom setting aids in digestion, from thorough chewing to a calm, positive eating experience- all while meaningful conversation takes place.



Additionally, if parents want to know what their child is or is not eating from their lunch tray, teachers are able to provide accurate accounts of what has transpired during the lunch period.

At Luce Road Early Childhood Learning Center, it was the kindergarten teachers who raised the possibility of eating lunch in the classroom to administration. More than providing a unique atmosphere in which to consume a healthy meal, classroom lunches offer children the opportunity to enjoy a sit-down meal in a social setting and valuable conversation about that meal.





CASE STUDY

ALMA PUBLIC SCHOOLS

ACTS OF KINDNESS NIGHT MAKE-OVER

Luce Road Early Childhood Learning Center, a school building for grades pre-K through 1, has traditionally held their Acts of Kindness Night in mid-December to reinforce the holiday spirit of giving. In the past, children have decorated placemats and cookies with holiday themes, and have delivered them, as a group, to a local nursing home. Recently, the delivery of decorated placemats has been done by staff due to the logistics and costs involved in moving 400+ children across town, and cookies have gone home to share with family members, instead.

December 2010 brought a revamping of the projects undertaken on Acts of Kindness Night. Children still decorated plain, white placemats in holiday and winter themes, but they also made cards for the residents of the Michigan Masonic Home, located Alma. Cookie decorating was not done at all; instead, strings of Cheerios, hot air-popped popcorn, and cranberries were created for decorating trees. In addition, pinecones were coated in either peanut butter or shortening (so that children with peanut allergies could participate), then rolled in bird seed for hanging outside for our feathered friends.

Cookie decorating was not done at all; instead, strings of Cheerios, hot air-popped popcorn, and cranberries were created for decorating trees.

Placemats and cards were delivered to the Masonic Home by staff, and children were able to take home festive strings of goodies to hang either on their Christmas tree or in their yards, along with the seed-coated pinecones for birds to enjoy during the cold, winter season.

CASE STUDY

ALMA PUBLIC SCHOOLS

NEW AND IMPROVED HOLIDAY CELEBRATION

One fourth-grade classroom at Pine Avenue Elementary School in Alma, Michigan, has revamped their Christmas celebration. The classroom teacher hung a Christmas stocking at each student desk, a long-standing tradition. But this year, instead of requesting treats, candy canes, and other sugary items of parents to fill those stockings, the teacher purchased pencils, erasers, bookmarks, and notepads for each stocking.

Every student made a Christmas card for each of their classmates to go in their stockings. Students and parents could also contribute non-food goodies so that all students' stockings will be equally full of surprises!

The teacher said that, due to tough economic circumstances, she eliminated any gift exchanges between students. "I really notice how we did use sweets and treats but do not anymore—and the students are healthier for it."





CASE STUDY

ALMA PUBLIC SCHOOLS

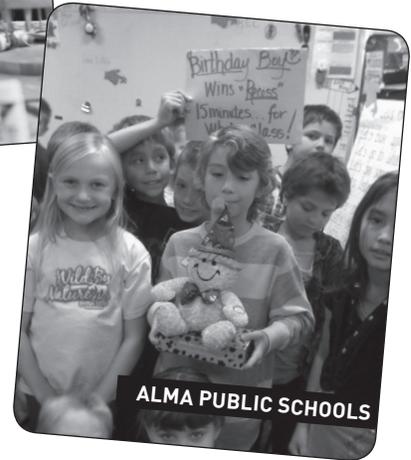
FALL FESTIVAL AT PINE AVENUE ELEMENTARY

The 4th grade teachers at Pine Avenue Elementary/ Alma Public Schools revamped their annual autumn/ Halloween celebration during the 2010-2011 school year to reflect the guidelines and philosophy set forth in the Michigan Nutrition Standards. The staff cooperated together to come up with creative options to celebrate instead of the traditional school-day costumed parade and sweet treats. The new party included:

- Craft/Art project
- Bingo
- Extra recess
- Computer games
- “Slime” making (this is such a popular event that two classrooms will provide this option)
- Movie
- Scary stories

Students chose their top four choices and were allowed to participate in three of the four opportunities. Each session lasted 25 minutes.

The students have also collected tickets throughout the school year for designated accomplishments in and out of the classroom, and redeemed them for trinkets in the “school store” that day.



CASE STUDY

ALMA PUBLIC SCHOOLS

HILLCREST CLASSROOM CELEBRATES BIRTHDAYS IN A WAY THAT’S “BETTER THAN CUPCAKES”

Linda Patton, Hillcrest Elementary third-grade teacher, has approached birthday celebrations in a new way since the district implemented the *Michigan Nutrition Standards* and the children are excited about it! Mrs. Patton has a “singing clown” toy in her room that jiggles and leads the class in singing “Happy Birthday” to the honored student. She also has a box in which she keeps birthday pencils and “Big Birthday Kid” stickers to give away on the student’s special day.

When a student has a birthday Mrs. Patton’s entire class earns an extra 15-minute outside recess—a special opportunity for the classroom to spend with their teacher.

On top of that classroom activity, on the second Tuesday of each month all Hillcrest Elementary second-graders with a birthday that month go to

the gym for a special activity with the physical education teacher. The same holds true for third-graders, but on the third Tuesday of each month. Ms. Robinson, the physical education teacher, gets all participants involved in a vigorous, fun activity at 9:30 a.m., something the honorees really look forward to doing.

The principal’s office also has birthday bracelets for all students when their birthday comes around.

Mrs. Patton states that the students have not expressed any disappointment in the changes that have been made in the approach to birthday celebrations at Hillcrest, and the parents seem to appreciate the fact that the activities that have been substituted are at no expense to them.

**CASE STUDY****ALMA PUBLIC SCHOOLS****ALMA MIDDLE SCHOOL'S "FUEL UP TO PLAY 60" TEAM HOSTS EATING AND ACTIVITY EVENTS**

The Alma Middle School's Fuel Up to Play 60 team has been actively engaging their peers in fun events to encourage healthy eating and participation in physical activity endeavors. During the 2010-2011 school year they conducted two "Fitness Alarms" and a "Taste the Rainbow" food sampling event.

Their "Fitness Alarm" activity took place whenever the day was interrupted by music playing over the school public address system, signaling all students and staff to stop whatever they are doing and move. Some participants chose to walk and some to dance to the music being played. The most popular of the "Fitness Alarms," predictably, was the playing of "The Chicken Dance" throughout the school building.

After much discussion about possible foods the students could sample, the Fuel Up to Play 60 team agreed to provide the following items during their lunch-time food sampling:

- Guacamole with corn chips
- Red, yellow, and orange pepper strips
- Mango chunks
- Mixed-berry yogurt smoothies

One member of the team commented, "Our Fuel Up to Play 60 food tasting went great! Many kids showed up to 'Taste the Rainbow' and liked it." The most popular of the sampled items was guacamole with corn chips, followed by the mixed berry yogurt smoothies. A little less popular were the pepper strips, followed lastly by the mango chunks.

During the "Taste the Rainbow" sampling event the Fuel Up to Play 60 team served colorful and unique items to their peers. If a student tried all four items their names were entered into a drawing for a prize.





CASE STUDY

BELDING AREA SCHOOLS

54321GO! WRISTBANDS

Belding Area Schools wanted to educate students about how to stay healthy while the district implemented the *Michigan Nutrition Standards*. Their Wellness Committee agreed to use the 54321GO! message. The district had 2,500 wristbands made with the 54321GO! message in their school colors. The wristbands were provided to all staff and students. When the wristbands were given to students, the staff explained the daily message—Eat more than 5 fruits and vegetables, drink 4 glasses of water, eat 3 low fat dairy foods, no more than 2 hours of screen time, and 1 hour of physical activity. At the lower elementary building, the middle school Fuel Up to Play 60 team gave out the wristbands during a school assembly about staying healthy. 54321GO! posters, bulletin boards and clings were in all of the school buildings helping to reinforce this positive message. Throughout the school year, staff and students were seen wearing the wristbands. It ended up being a successful marketing tool that spread the word in a fun, positive manner.



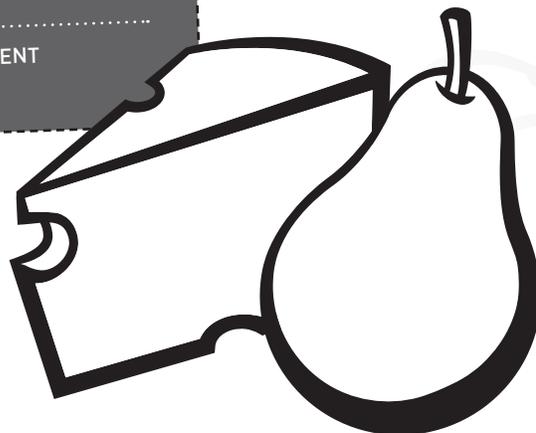
NUTRITION NIGHT

In February 2011, the Belding Area Schools Wellness Committee hosted a Nutrition Night to help educate families about healthy lifestyles. The event was spearheaded by the maintenance secretary and one of the district custodians. They were awarded a community grant and received donations from community businesses and district vendors. The event was a success. Participants enjoyed fun, healthy food and physical activity stations. When the students were at their stations, the parents attended a healthy cooking presentation by Dr. Tom Peterson, Executive Director, Safety, Quality and Community Health, Helen DeVos Children's Hospital. Families were able to walk around the building and learn about healthy activities going on in the

"It was great to see families come out for an event to learn more about living a healthy lifestyle. It was fun to watch families get excited about moving together."

.....
CORI ANDERSON, PARENT

community such as rails for trails, a community garden, the district wellness committee, and community health. Attendees received literature on healthy lifestyles and were able to taste test healthy food options. One of the leading business owners in the community partnered with the team to sponsor the Nutrition Night. "This opened my eyes to the changes I need to make within my own life and staff at my business. I believe this will be an annual event in our district." A walking challenge for the students took place in the four weeks after the event.





CASE STUDY

BELDING AREA SCHOOLS

STUDENTS FROM ELLIS ELEMENTARY (K-2 BUILDING) PARTICIPATED IN WALKING CHALLENGE

The fun continued after the Belding Area School Nutrition Night was over. The nutrition night volunteers partnered with the elementary building and conducted a 4 week walking challenge for the students. The students signed up to be part of the challenge and received beads for every 30 minutes they walked. Prizes were given out and the winning building received a free Zumba party donated by the community Zumba instructor. There were over 170 students that took part in this walking challenge.

Prizes included:

- Sports equipment
- Bookmarks
- Stickers
- Ribbon



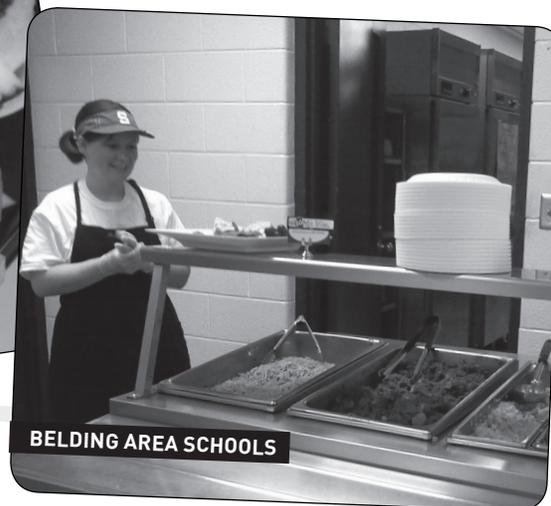
OVERCOMING OPPOSITION

When the Belding Area Schools first started implementing the *Michigan Nutrition Standards* and promoting the changes that were going to be made in the district, they received several negative comments and opposition. The Wellness Committee took time to reflect on what they were hearing and worked together to overcome the opposition. They were able to turn the culture change into a positive momentum. The Wellness Committee presented information on the *Michigan Nutrition Standards* to key stakeholders in the

district. Communication was sent out to staff and families on how the standards affected various venues. In the end, the positivity over shined the opposition. Communication and education were keys to getting the positive message out and dispelling the rumor mill. The district was making healthy changes for the health and well-being of it's students. Even though there were a few negative people, overall the majority of attitudes were positive and people could see the benefit in making the schools healthier places. One of the changes seen in the community was that the local service station started offering healthier choices such as fruit for sale on their counter.

"I think the *Michigan Nutrition Standards* are great! It has really made the children more aware of the better choices that they have to eat at school and they like it."

KAREN HEPPE,
PHYSICAL EDUCATION TEACHER




CASE STUDY
ROSCOMMON AREA PUBLIC SCHOOLS
HEALTHY CHOICES AT THE CONCESSION STAND

During the 2010-2011 school year, Roscommon Area Public Schools implemented the *Michigan Nutrition Standards* in their district. One of the areas that they felt was more challenging was food served outside the school day in areas such as the concession stands for sporting events. Previously they had the traditional concession stand selections: popcorn, pizza, hot dogs, nachos, sugar sweetened beverages, and candy. The challenge was how to overhaul the menu and still make money. Using the 50% healthy standard, they set out to offer as many healthy selections as there were traditional. They decided to keep the popcorn (based on popularity) and hot dogs. The pizza was something that they thought could be improved.

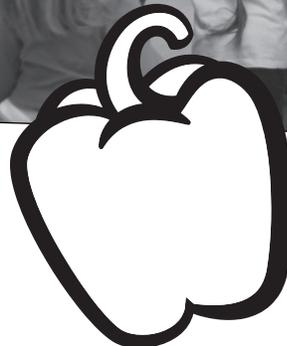
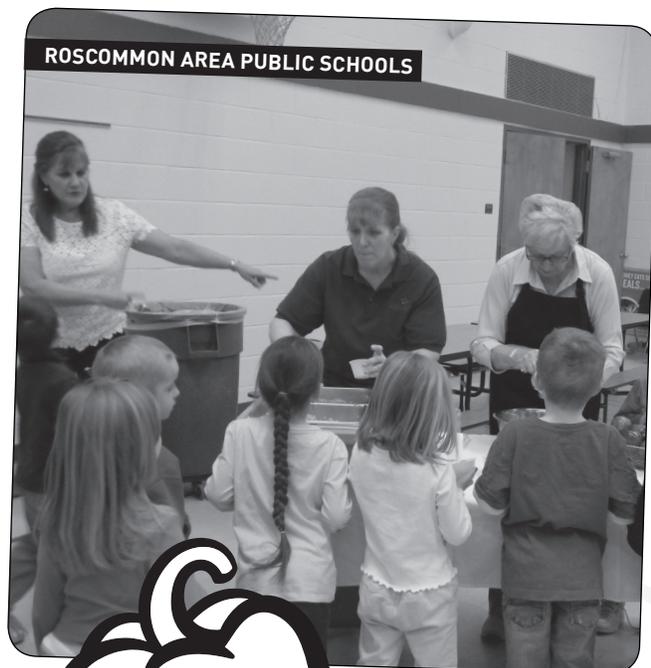
They provided the nutrition standards to the three local pizza restaurants and asked them to make a proposal to supply the concession stand with a pizza that met the requirements. Two of three restaurants submitted bids and the winning restaurant agreed to supply the district with three different pizzas for \$5 each. The three pizzas were: veggie (peppers, onions, mushrooms, black olives and tomatoes), cheese, and the “Bucky,” which included turkey and mushrooms.

The other healthy options at the concession included: milk (white and chocolate), diet sodas, no calorie sports drinks, water, flavored waters, baked chips, low sodium nuts, cheese sticks, and granola bars.

They did not receive any complaints from fans and parents. Much of that was due to the education work done prior to the start of the athletic season. During the meetings with athletes and their parents, they explained the changes to the offerings. They also went to several of the local service groups and explained the changes that they were making and why. On the windows of the concession stand, they explained the offerings and why they made some changes. The only complaints heard were from the visiting teams’ fans, who were unaware of why they had made changes.

SAMPLING NEW FOODS

To celebrate nutrition month, Roscommon Area Public Schools elected to introduce new food items to the lunch menu. In an effort to get more students to try the new foods, they hosted a taste-test the day before the new item was served. The first entrée was a chicken and vegetable stir fry in a ginger sauce served with brown rice. During lunch time, kitchen employees set up a stir fry table and gave students free samples. Students loved getting something free and jumped at the offer to try a new food. Overwhelmingly, students liked the new stir-fry and were excited that it was the next day’s menu selection. Given the success, the practice was repeated every week for a month with a four bean salad, a black bean and corn salsa served with baked chips, and hummus and pita chips. By offering students a chance to try the food, they were more inclined to have it for lunch when it was on the menu.



**CASE STUDY****ROSCOMMON AREA PUBLIC SCHOOLS****FOOD CLASS**

Roscommon High School teaches a food class, as an elective. The class incorporates cooking techniques, food safety, meal planning, and nutrition information. The class had always emphasized the importance of healthy eating but it has also enjoyed a long tradition of making desserts such as fondue, cheesecake, cupcakes, and handmade chocolates. With the nutrition standards in place during the school day, the teacher challenged the students to create meals that were allowed within the standards. Students looked for ways to make some of their favorite meals healthier. They made a taco salad and substituted ground turkey for ground beef, thus lowering the fat content. They made pretzels and substituted eggs with egg substitute. They made cookies and lowered the fat by adding applesauce and reducing the sugar. Students were pleasantly surprised that the food tasted very similar to their “original”. Over the course of the class, they kept records of the way that they were able to make food that they liked and that was healthy too. The culminating project for the class was the creation of a cookbook.

THE PTO SPRING CARNIVAL

Roscommon Elementary School has always held a Spring Carnival, as a fundraiser. This event is held at the school and is sponsored by the PTO. The carnival used to have the traditional games and contests that have rewarded winners with candy, cakes, and cookies. The Spring Carnival got a “make over” during the 2010-2011 school year. The challenge was to keep the carnival fun for kids but have prizes that met the nutrition standards. The games did not focus on food and the prizes moved from food rewards to school supplies such as pencils, markers, stickers, notebooks, and erasers. Some of the students who had attended the event previously were disappointed however, there was a large group of students who had never been and they were thrilled with their prizes.

The carnival also sponsored a competition for parents and students to create a fruit and vegetable sculpture. Families were asked to create a sculpture made entirely of fruits and vegetables. The sculptures were auctioned off and the family, whose sculpture was auctioned for the most money, won a Kitchen-Aid mixer. Parents and students had fun trying to create something “like they see on TV.”

HEALTHY VENDING

In an effort to increase healthy food options for middle and high school students after school, Roscommon Area Public Schools installed refrigerated vending machines. Both buildings have a portion of the student population that stays two to four hours after school for practices, rehearsals, and club meetings. These students were hungry after school and the district noticed that many students headed to fast food restaurants or the gas station to get something to eat. The snacks that these students were getting were not healthy. They hoped to change their selection patterns if healthy choices were offered at the school.

The refrigerated vending machines offer cheese, milk, bagels, crackers, baked chips, and granola bars. Students are now buying these healthy options from the machines. The district thought they would have to stock them weekly but noticed they had to stock them every other day! Since the district owns the machines, they are able to keep 100% of the profit from the healthy options sold.

