

# Why Measuring the Obesity Status of Rural NC Elementary School Children Matters: The Experience of a NC Academic Health Department

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## Introduction

Like most other states, North Carolina (NC) does not mandate childhood obesity surveillance. Consequently, available data at the county level for prekindergarten and elementary school children is limited by small sample sizes and inclusion of only children participating in federally funded health and nutrition programs. Although rural children generally have higher rates of overweight and obesity compared to their metropolitan counterparts, making the case for action in under-resourced rural communities is challenging without local data.

## Methods

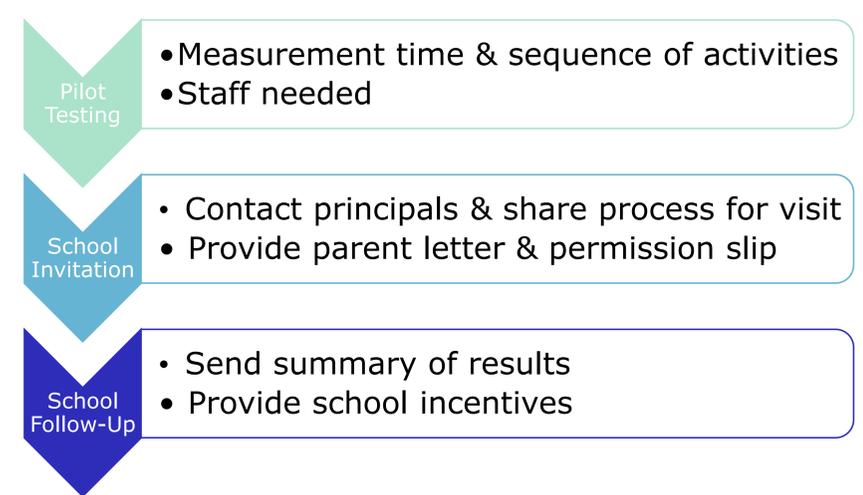
- A district health department serving two rural counties, with funding through a local wellness coalition and evaluation support from an academic partner, measured heights and weights of children in public pre-kindergarten and elementary schools.
- Health department staff, university students and community volunteers were trained to measure height using a stadiometer, and weight with an electronic scale.
- Two values for each measure were recorded and averaged. Body Mass Index (BMI) percentiles and overweight and obesity status were determined using standard methods.

## Results

- N=4214:** 52.8% Non-Hispanic Blacks | 24.8% Non-Hispanic Whites | 17.7% Hispanic | 4.7% Other race/ethnicity
- Overweight: **42.4%** | Obesity: **24.9%**
- Hispanic children had significantly higher rates of overweight and obesity (49% and 29.9% respectively), compared to non-Hispanic Blacks (42.9% and 26% respectively) and non-Hispanic Whites (36.4% and 18.2 respectively).
- Obesity rates were not significantly different by gender, but were significantly different by grade, with the highest rate of obesity (34.7%) among 5<sup>th</sup> graders.

Figure S1

In rural communities, **local data** collected by community members can spark **community action** to promote healthier weight in children and demonstrate the value of a **rural academic health department**.



(N)	Overweight N (%)	Obesity N (%)
Total (4215)	1782 ( <b>42.4%</b> )	1049 ( <b>24.9%</b> )
Boys (2126)	889 (41.8%)	554 (26.1%)
Girls (2085)	895 (42.9%)	493 (23.6%)
NH-White (1047)	381 (36.4%)	191 (18.2%)
NH-Black (2224)	954 (42.9%)	579 (26.0%)
Hispanic (745)	362 ( <b>48.6%</b> )	223 ( <b>29.9%</b> )
Other (198)	87 (43.9%)	57 (28.8%)
<b>National Rates (6-11 y; 2015-16)</b>	<b>34.2%</b> B 37.7%, G 31%	<b>18.6%</b> B 20.7%, G 16.7%

Academic Health Department	GRADE (N)	Obesity N (%)
Public Health Education & Training Research Service	Pre-K & K (993)	204 (20.5%)
	First (675)	127 (18.8%)
	Second (777)	186 (23.9%)
	Third (758)	207 (27.3%)
	Fourth (734)	230 (31.3%)
	Fifth (277)	96 ( <b>34.7%</b> )

**Table S1:** Domains, Themes, and Illustrative Quotes from Student Focus Groups and Interviews with Staff and Parents/Caregivers

**Students (Focus Groups)**

Domains and Themes	Illustrative Quotes
<p><b>A. CATCH Program Knowledge</b>  <b>A1. Most students positively recognize CATCH goals as related to healthy eating and exercise.</b></p>	<p>“It’s trying to make us exercise more.” (FG2)                      “Help your health.” (FG2)                      “That our principal asked us to eat healthy and get at least an hour a day outside and exercising.” (FG3)                      “It’s like teaching us how to like exercise more, play more.” (FG3)                      “That it’s nutritious stuff. Of food, it has something to do with food. ” (FG4)                      “It’s about how you exercise and how you eat.” (FG4)                      “I don’t know anything about it.” (FG 1)                      “I’ve never heard of the CATCH program” (FG1)</p>
<p><b>B. Student Recommendations if they were the “Boss” of CATCH program</b>  <b>B1. Recommendations combining Healthy Eating with Physical Activity</b></p> <p><b>B2. Students recommend increasing physical education/recess and games/competition.</b></p> <p><b>B3. Recommendations on Food and Meals</b>  <b>B3.1 Students recommend</b></p>	<p>“So I would tell them to have at least one junk food a week but the rest of it healthier. ...have a big playground for them to run, jump on. And you shouldn’t just sit down and talk at recess. Recess is a time to get exercise.” (FG1)                      “I think that teacher should allow every child to quickly walk, run or jog the track at least once every day at recess and to not eat a lot of sweets.” (FG2)</p> <p>“More recess.” (FG2)                      “Might have an extra recess.” (FG4)                      “PE every day.” (FG3)                      “You could expand our PE time, physical education.” (FG4)                      “Work competition where they have to exercise a lot and whoever wins gets like field day.” (FG2)                      “If they get them to run 100 miles for \$100.” (FG2)                      “Give ideas for games, like for recess so you’re not just sitting down and talking the whole time.” (FG1)                      “I would help about a game that they might play and it would have exercise in it.” (FG3)</p> <p>“A little bit more baked foods and more vegetables and</p>



<p><b>C.2. Students observed GSW posters and information extensively throughout the school.</b></p>	<p>alot.” (FG1)          “Whoa is like really bad for you. Slow is okay to have sometimes and Go is really good for you.” (FG2)          “Kind of like they said: Go is something you should have every day; Slow is something you should have not a lot of but every once in a while, and Whoa is something that you wouldn't eat every day; you should eat it not very often. “ (FG3)          “Nothing.” (FG4)          “Go food is healthy food, Slow food is in the middle, and Whoa food is like candy ...and stuff.” (FG4)          “Whoa food means it's like healthy and then Slow food bad, and then – well yeah, and then -- ” (FG4)</p> <p>“Cafeteria”, “In the library.”, “Hallway.” (FG1)          “I seen it in my classroom.” (FG1)          “We see it going down the hallway. There's like two on each hallway.” (FG2)          “At the cafeteria and there's the My Plate thing.” (FG2)          “I see it in the gym.” (FG2)          “You can see it when you're walking down the halls by the bathrooms near the cafeteria or near PE. You see little charts that talk about Go Slow and Whoa foods.” (FG3)          “On the walls, on the cafeteria.” (FG4)</p>
<p><b>D. Changes in Classroom</b>  <b>D.1 Energizers/Brain Breaks</b>  <b>D.1.1 Many students enjoyed brain breaks to increase PA, but liked some activities more than others.</b></p>	<p>“Some of them I like but some of them I don't because some of them it's more—it's not as much movement as it is of some of it.” (FG1)          “I like doing those because some people they like to dance and some of them don't.” (FG1)          “When we do brain breaks we have this website called Granoodle [<i>sic</i>] and some of the stations are not so good and some of them are okay and some of them are great.” (FG2)          “I like them, but the ones I don't like is the Kids Bop [<i>sic</i>] because the whole class will start singing it and it gets annoying.” (FG2)          “It's really fun to watch everybody dance in our classroom.” (FG3)          “We just take one little break, in the middle of our thing, and it helps me not think about reading and math that we have to do. It helps me give my brain a break, so I like it.” (FG3)          “I think some of them are moving a lot, but some are too</p>

<p><b>D.2 Lessons on GSW</b>  <b>D.2.1 While some students found lessons helpful, increasing active discussions may facilitate effectiveness for other students.</b></p>	<p>educational.” (FG4)  “I think you should move more, and even if you’re learning you should just move more.” (FG4)  “Change everything because it’s all wrong.” (FG4).</p> <p>“I like them because like it teaches us things that we can do to keep ourselves healthy and like if we – like if we – I don’t know, it’s hard to explain. But like I like it because it helps me learn.” (FG2)  “No.” (FG3)  “I don’t like how like you just put up a poster and you don’t hardly talk about it, all you do is look at it, you don’t give no – you don’t talk about it. You might say a few words on the intercom but nothing big. “ (FG4)  “It tells kids that they should eat healthy stuff and not a lot of unhealthy crap but they can eat that unhealthy crap sometimes but not all the time.” (FG4)</p>
<p><b>E. Changes in eating because of GSW/other</b>  <b>E.1.1 Students made healthier choices based on GSW and were more willing to try new food.</b></p> <p><b>E1.2 Students positively associate Go foods with better physical performance.</b></p> <p><b>E1.3 Some students made no changes to eating.</b></p>	<p>“It gave me examples, like if I’m trying to figure out if a cookie go into Whoa or Slow I could come to school and I could look on the chart and it gives examples and it could tell me which one it goes to.” (FG1)  “...I didn’t like spinach when I was little but then I now learned-when I learned about the Go Slow Whoa foods I liked it.” (FG2)  “It encouraged me to try new things.” (FG2)  “I like eat a little bit more of the Go foods[in audible] eat.” (FG3)  “Sometimes my mommy ____ chocolate to school for a little dessert after lunch. So she used to send me like two. But now she sometimes only sends me one.” (FG3)  “It’s made me think I should be eating more healthy and not eating like a bunch of cake all at once.” (FG4)</p> <p>“But then when I started eating a lot of food like good food it was easier for me to play baseball...” (FG2)  “It actually helped with doing stuff when I was in sports. So when I play football I wasn’t that fast of course, but then I started eating some healthier foods and then I actually got a lot faster.” (FG2)</p> <p>“It didn’t really change because I kept eating the same thing every day because it didn’t really affect me.” (FG2)  “It haven’t” (FG2)</p>

<p><b>F. Changes in Physical Education</b></p> <p><b>F.1 Recess</b></p> <p><b>F.1.1 Students expressed frustration at inactivity by some students during recess and due to shortened recess time.</b></p> <p><b>F.1.2 Length of recess and level of activity may be influenced by teachers.</b></p> <p><b>F.1.3 Some students observed same or increased physical activity at recess when compared to prior year.</b></p> <p><b>F.2 PE</b></p> <p><b>F.2.1 Students positively responded to the variety of sports taught, but expressed frustration by decreased level of physical activity/playing in PE.</b></p>	<p>“I don’t like the point that sometimes people sit down on the benches. I think that everybody should get up and play.” (FG1)</p> <p>“If you’re sitting down on the benches I think you would rather go play and then when you get enough of your exercise and energy you should go sit down for a little while.” (FG1)</p> <p>“They stop letting us have extra, like and we supposed to have at least 40 minutes or 30 minutes of recess. But our class we only have at least 20 minutes to play.” (FG4)</p> <p>“Yeah, sometimes we don’t even get more than like 10 minutes.” (FG4)</p> <p>“We never get to go outside.” (FG4)</p> <p>“I don’t really think it’s a change of recess but I think it’s probably a change of teachers because last year we had to walk laps almost every day at recess unless we went to go play kickball. But this year I really like our teachers, but we just don’t walk a lap every day, we just go play. “ (FG2)</p> <p>“Same.” (FG3)</p> <p>“Last year we really didn’t walk a lot so this year we’re walking like every morning if it’s not raining. “ (FG3)</p> <p>“Last year we weren’t learning how to do a lot of sports like baseball. This year we’re learning volleyball, basketball, and I think we’re going to learn more this year. “ (FG3)</p> <p>“I like PE now because like the other years they would say that you’re not old enough to play that game and then you don’t know how. And sometimes when you do, like when you do – like if you’re in kindergarten you can’t do a lot of stuff because you don’t know how to do certain games or how to play it. ” (FG1)</p> <p>“I dislike it because it feels like they shortened it a little, and they don’t do as many warmups, so then my legs started to feel stiffer when we was doing a running exercise-game thing.” (FG1)</p> <p>“ Some of the students in our class when we do running relays they just walk instead of running.” (FG1)</p>

<p><b>F.2.2 Students response when asked if changes to PE from prior years</b></p> <p><b>F.3 Fit Friday</b></p> <p><b>F.3.1 Some students positively respond to Fit Friday health tips and physical activity.</b></p> <p><b>F.3.2 Fit Friday reception may be influenced by teacher participation and modeling.</b></p> <p><b>F.3.3 Some students did not recognize any changes/differences on Fit Friday.</b></p> <p><b>F.3.4 Some recommend more physical activity during Fit Fridays</b></p>	<p>“Basketball, football and baseball.” (FG4)          “We should play some games. This year we’re actually practicing a lot of sports; he’s teaching us how to do basketball and volleyball. It’s a lot of sports right now we’re learning. We’re not playing physical games.” (FG2)          “I see people all the time in gym; they always just sit there and stare at people, and they don’t even do stuff.” (FG2)</p> <p>“The same.” (FG2)          “It’s different.” (FG2)          “No.” (FG3)</p> <p>“I like Fit Friday because she gives us examples of things we should eat and how many minutes a day we should exercise and a bunch of stuff. “ (FG3)          “I like it because we get to exercise.” (FG2)          “Some people wear joggers, and it’s hot, and when they wear joggers it gets really—it’s hotter than it would if they wear something other.” (FG1)</p> <p>“...well last year my teacher was a man teacher and he would wear tennis shoes and he would actually exercise with us and play kickball with us every Friday. But for this year I just feel like my teachers wear tennis shoes. Sometimes they don’t wear tennis shoes and they forget and I don’t like we do exercise anyway.” (FG2)</p> <p>“Fit Fridays aren’t really Fit Fridays. They don’t really - it’s like the same.” (FG2)          “It’s nothing that we do on Fit Friday.” (FG4)          “I never noticed Fit Friday.” (FG4)</p> <p>“For Fit Friday they could do something different like they could let us go out at recess for ten or five extra minutes.” (FG4)          “Thirty extra minutes of recess.” (FG4)</p>
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Parents/Caregivers





<p><b>C. Changes in Physical Programs/Education</b></p> <p><b>C.1 PE</b>  <b>C.1.1 Parents observed children enjoying more variety and activity in PE since CATCH.</b></p> <p><b>C.2 Recess</b>  <b>C.2.1 Parents generally observed more equipment for and walking during recess since CATCH.</b></p>	<p><b>Both PE and Recess:</b> “He talks about...they’re playing basketball. They’re playing volleyball. They always were before, when they go outside for recess, they always have to walk at least two laps before they can go play....If you’re not going to play, then you walk laps. You’re going to be active.” (090)</p> <p>“Well, she just always – she’s mentioned games and stuff that they play, and stuff they do. And it’s always a deal of do I wear tennis shoes today or sandals? So we always keep up with that.” (158)  “As far as PE, I’ve heard him talk about baseball and that was different.” (095)  “Now he was talking about he is actually playing games and stuff like that. It’s a difference.” (095)  “I guess no. They do tell me about the activities and stations they do in PE and the different games that they play. I hear about the games they play fairly consistently. It doesn’t seem that different from what I had when I was in PE.” (102)  “She’s done more like the jumping jacks, the running. She said they’re doing more of the physical part of it.” (153)  Yes. She loves it.” (153)</p> <p>“When he was at his old school, it was just like you had your basic, old-fashioned jungle gym and that was it. At his school now, they had basketballs out there. Like a lot more equipment type stuff. Things to engage them.” (095)  “Recess, yes, because they do walk. They require them to walk at least a lap before they go play.” (096)  “And of course, there are things that with the playground, sometimes what I hear is that they can’t play on the monkey bars...” (102)  “No.” (143)  “I haven’t noticed any. They were always, they always had recess and whatnot, anyway. So I personally haven’t heard of anything.” (156)</p>
<p><b>D. Discussions of Food</b>  <b>D.1 Child Use of Go, Slow, Whoa (GSW) language</b>  <b>D.1.1 Parents observed children verbalizing and using GSW to make healthier food choices.</b></p>	<p>“Well, one of my kids is, he’s all boy and all kid, and he wants to live on candy, and macaroni and cheese, and chicken fingers. And then there’s the other kid who, he was the one I was already quoting about constantly asking me, “Is it a whoa food? Is it a slow food?” (102)</p>





<p><b>E.2.2 Some parents observed physical activity used instead of candy/sugary snacks as a reward at school.</b></p> <p><b>E.3 Other Changes?</b>  <b>E.3.1 Parents positively responded to expanded healthy options in the cafeteria and healthy information provided by the school.</b></p>	<p>“So especially the little kids, it gives them that little bit of wiggle time so they can settle down again. They really enjoy it.” (096)</p> <p>“They like to tell me about brain break and their Smart Boards. That’s another thing. I had forgotten about that, the Smart Boards, all the dancing and songs and stuff they do on their Smart Boards and brain breaks. And Nicholas was acting one out just the other day. (102)</p> <p>It was part of the how to wind down after doing an exciting and energizing activity. He was moving his arms like a clock to literally unwind.” (102)</p> <p>“No. I hadn’t heard anything about it.” (143)</p> <p>They love them.” (153)</p> <p>“They have several different programs that they play along with GoNoodle.” (153)</p> <p>“ The kids love those.” (165)</p> <p>“They get a break, and they get up and dance. They move, and sing, and just get a minute to recuperate, I guess.” (156)</p> <p>“But she’s mentioned that all of a sudden they’ll just stop doing what they do, and get up, and rotate their arms, or reach down and grab their legs, like some kind of fun game inside the classroom.” (158)</p> <p>“...instead of them giving a kid a reward of a lollipop, they bring in bouncy houses, things like that, where they’re still active...” (090)</p> <p>“I know there has been some newer additions to the menu this year; the past year I think. So they have more choices and they will require them to have a fruit with lunch whether it be a fruit juice or whatever fruit they were offering. You know, some of the other choices were like yogurt and cheesesteaks and that kind of thing.” (096)</p> <p>“I know they walk during the day every day they walk laps around the track.” “Even on PE days.” (153)</p> <p>“They have posters and things like that up throughout the school, and I’ve been there when they’ve done the announcements and they incorporate the little thing about nutrition or thing about moving or something in the announcements, I think, on Fridays.” (156)</p> <p>“Yeah. And the teachers dress down on Fridays.” (156)</p> <p>“My wife actually works there, too. She’s a school teacher, as well. So I know, I hear a lot of things from her about how they’re becoming a physically active school, in general.” (158)</p> <p>“Not that I can think of. ” (096)</p>
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<p><b>new foods and increased healthy food intake, such as fruits.</b></p>	<p>hearing it from somewhere else, and it's not just mama's way.." (090)          "He is not as, 'No, I'm not going to try that.' He is more say, 'Oh, okay. Yeah, I will try.' Then he is like, 'Oh, yeah, I really like that.' He would not eat squash before. Now he is starting to eat squash." (095)          "I think Jacob has become a broader eater meaning he has—trying new foods, not as picky.....Drinking more water." (095)          "He doesn't eat much of nothing any more." (143)          "She drinks more water. I guess, yeah. More fruits and vegetables, but she's kind of always been that way, anyway." (156)          "The water instead of something else." (156)          "I've noticed she, recently, I guess this past year, or maybe a little before, maybe started last summer, so to speak, she started eating a lot of fruits." (158)</p>
<p><b>G.1.2 While some families changed eating habits or stayed the same, others had challenges. .</b></p>	<p>"I can't say that we have. We should, because we need to for ourselves anyway. We are always in a hurry. " (096)          "Well, I'm pretty big believer in that we have very healthy eating habits here. I always try to cook in the most healthy way I can with our own family situation, and as it is. And have the occasional treat, so it's not like they're going to go completely wild the minute they leave the house because they feel like they've been living on tofu." (102)          "Number one, our serving sizes have gone down." (153)          "It really brings your attention to it." (153)          "And especially when you have a little eight-year-old on your right saying, 'This is a whoa, Mommy.'" (153)</p>
<p><b>G.1.3 Changes in physical activity after CATCH varied for families (Increased, Reinforced, Same, or no change).</b></p>	<p>Maybe it's a slightly enhanced it, but it's something we kind of did anyway." (095)          "I think, no. Although, there should be. " (096)          "Yeah. I think that the fact that it's getting promoted so much. The awareness level has been raised." (102)          "It's about the same." (143)          "We are getting at least 30 minutes of exercise a day." (153)          "I don't know. We've always been pretty active." (156)          "I mean, she's made that connection with gymnastics and being physically fit. So there's been some kind of connection made, and if it's coming from this program, that's great." (158)</p>



<p><b>H.2.2 Parents recognize that circumstances such as education/socioeconomic status may impact parental involvement.</b></p>	<p>things for their kids to be in things, sometimes they can't afford it." (090)          "You don't know until you are told. A lot of illnesses in the United States or in the world is because of lack of knowledge. I think if people are informed, people are educated, and people know, then people will be better." (095)</p>
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**Figure 3: Staff**

<p><b>Domains and Themes</b></p>	<p><b>Illustrative Quotes</b></p>
<p><b>A. Background</b>  <b>A.1. Time at Stovall-Shaw</b>            A.1.1 Staff worked at Stovall from 1 to almost 16 years with most between 7 and 14 years.</p> <p><b>A.2 CATCH Role</b>  <b>A.2.1 While the majority of staff attended CATCH trainings, few staff members engaged in planning to bring CATCH to Stovall.</b></p>	<p>"This is my 16<sup>th</sup> year." (87)            "Two years." (91)            "Fourteen years." (149)            "I've been there for 12 years now." (154)            "Nine years." (155)            Since "August 2016" (92) - less than a year?            "Just a year. This is my first year." (1)            "Possibly eight years; seven or eight years. Too long to count." (93)</p> <p>"Actually, I was one of a few people that worked with the principal in researching it and kind of feeling out the staff here to see if they would be interested in implementing the program, and then we brought in the trainers. From there, me, as well as all the other staff members, participated in the formal training." (87)            "I didn't – I wasn't planning. I think I was hired the summer after." (91)            "Well, I'm not a CATCH team member, but we had the training about the CATCH program and implementing the CATCH curriculum." (149)            "Well, I wasn't on the planning committee, but I went through the CATCH training and every classroom participates in the different parts of CATCH." (154)            "I attended workshops, and then I did lessons with my class." (154)            "None, no role." (92)            "I didn't plan anything. As a matter of fact, I didn't even know we was doing it. They just told us we was doing healthy and active living, but I didn't know it was particularly called a Catch survey." (97)</p>

<p><b>A.2.2 Bringing to Stovall</b></p>	<p>"I really don't. " (97)</p> <p>"Well, I'm sorry. I did – I do help plan some of our menus. Does that count?" (93)"Well, we have government guidelines. We are kind of in line – I would say we are in line with the CATCH Program is that we do not have any salt anymore. We offer a fresh fruit every day, a canned fruit every day and two vegetable choices every day." (93)</p> <p>"No. I didn't really. (149)</p> <p>"No." (154)</p> <p>"I was on the leadership team when we talked about bringing it, and so we just talked about things that we thought our community needed and wouldn't, I guess, be offended by and we could implement as a partnership. And so that's why we thought that the CATCH program would be one of the best programs out there because of our farming and just in our community, just without offending anybody." (155)</p> <p style="text-align: right;">"I would say probably not." (93)</p>
<p><b>B. Knowledge of CATCH</b>  <b>B.1 Majority of staff recognize the objectives of CATCH to promote physical activity and healthy eating</b></p>	<p>"...we have a manual that we have lessons in, and ours is Hurray for Hill. Most of our lessons are centered around go foods and go activities." (87)</p> <p>"I think that the program is mainly about educating children on the correct way to take care of themselves to live a healthy lifestyle, which would include making good food choices, and choosing to exercise. That's probably my best summary of it." (87)</p> <p>"To promote healthier living, the healthier food choices." (91)</p> <p>"I know it's a program that's designed to help children learn about healthy living, food choices, exercise, and making better choices so that when they grow up they'll continue to make those healthy choices, hopefully." (149)</p> <p>"Teaching kids how to have a healthy lifestyle." (154)</p> <p>"That we're increasing our movement, and that it has positive effects on our brains, and our overall awareness of how movement makes us happier and holistically better people." (155)</p> <p>"Honestly, I don't really know too much. I know it's the health and wellness, but that's about it." (92)</p> <p>"Nothing much, just healthy and active living. That's all I really know about it" (97)</p> <p>"I did take the seminar class along with the staff and I saw where the exercise program was implemented into it as far as the nutrition part of it." (93)</p>







<p><b>C.4 Energizers/Brain Breaks</b>  <b>C.4.1 Staff offer a variety of activities during brain breaks that students enjoy and observe that Brain Breaks keep students active, engaged, and improves their focus.</b></p>	<p>“So...when I was teaching shapes and numbers, I did a game called Musical Shapes....I would try to make lessons geared towards getting up and moving and not just sit and get kind of thing.” (91)</p> <p>“I incorporated healthy eating into my lessons because for pre-K, we have to follow a certain guideline for what they eat anyways. We will discuss which foods are healthy, which foods are less healthy, but I have seen children around the halls reading the slow, go, and whoa foods. The red, green, and yellow foods. I have seen kids looking at those posters and reading that.” (92)</p> <p>“No, I haven't. Me and the PK teacher, we kind of stick to one another. I don't really... No, I haven't really heard too much about that.” (97)</p> <p>“No. I did give out some information pamphlets that I had received from the government on the farm to school produce and fresh fruits and stuff that we get from them.” (93)</p> <p>“Because they said they were doing nutrition lessons in the classroom. I do know that they have done – I know my lower grades have done one on the strawberries and where they come from and all that.” (93)</p> <p>“Well, the way that I incorporate energizers, and we call them brain breaks too, into our classroom, it's a variety. Some are from an internet site that we found called GoNoodle, and they really love those because it incorporates silly songs, and some of them are dance routines to popular songs that they know. It's kind of relatable to them. ” (87)</p> <p>“So Fridays, being able to wear tennis shoes and say yoga pants, or a t-shirt, it allows us to be able to do these things more freely, with our students.” (87)</p> <p>“MyKids love them.” “[W]e do a lot of GoNoodle.” (91)</p> <p>“We do the brain breaks. We try to do them whenever we see them moving around, whenever we see them kind of losing interest is more or less what I do.” (149)</p> <p>“And they look forward to them, too.” (149)</p> <p>“but also we do every 30 to 40 minutes the energizers, the brain breaks, where they get up and exercise.” (154)</p> <p>“That became part of our thing that we do at Stovall that – I mean, that's just part of our magnet school now. That's one of the things that we talk about that we do, I think, that works very well. It definitely keeps kids from getting sleepy, or tired, or bored. And I like it myself.” (154)</p> <p>“We do exercise videos for the most part. For my pre-K kids, that's what we do – exercise videos.” (92)</p>
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<p><b>C.5.2 Fit Friday has positively influenced other teacher events such as “Fat Friday”.</b></p>	<p>“We're able to wear fitness clothes, yoga-style clothes. Kids can wear those kind of clothes as well. We incorporate extra physical activity throughout the day.” (92).  “Fridays, we get to come in... What is it? Yoga pants. We've got our "Working on Wellness" shirt. We are supposed to be talking about why we are doing this; to stay active and be well and stay healthy and why it's important.” (97)</p> <p>“We've even, on occasion, we have Fat Friday – I hate to use that terminology – once a month. Several months this year we have implemented healthy foods versus a lot of junk food.” (93)</p>
<p><b>D. Additional Staff Observations</b>  <b>D.1 Other Changes</b>  <b>D.1.1 The cafeteria has added healthier food choices and implemented methods to limit food waste.</b></p> <p><b>D.1.2 Teachers have moved towards activity- based rewards for students.</b></p>	<p>“Okay, well I was going to say that our cafeteria has changed some of their food choices. They have more choices now than they used to in the cafeteria.” (87)  “I know in the cafeteria they put bulletin boards up that are highly engaging and they go along with our curriculum. I know at the lunch tables they have baskets, and so if a child does not want to eat their fruit, like an apple or a banana, not like a cut-up apple, or apple boat, but they can put it in the basket and a child can go over to the sink and wash it, and they can eat that if they want it, like if they want more food.” (155).  “I mean I think there's some more with the cafeteria. Changes – if you're not going to eat that food, put it in the basket in the middle or put it up there on the counter, so we don't throw it away.” (91)</p> <p>“We also have behavior rewards monthly for kids that have – maintain good behavior. This year, that committee has really worked hard to make the incentives and the rewards activity-based. So rather than have an ice cream party, they've had a dance or extra recess.” (87)</p>

<p><b>D.1.3 Staff has implemented Wellness Wednesday and Family Fit Day during the school year.</b></p>	<p>"Well we did form a CATCH committee at the beginning of this year,....This year that committee got together and really made an effort to make Family Fun Day more of a Family Fit Day." (87)</p> <p>"Or the wellness Wednesday? They're, yep." (149)</p> <p>"Well, it's kind of like where she does an extra health tip or gives us some information about maybe a famous person that has made good choices and healthy choices, or just kind of something like that." (149)</p> <p>"We did a – a fit – a community... What is it? A fit – they have to correct me every time. I think it's called a Family Fit Day. " (97)</p> <p>"I like that. ... We had a Zumba section. We had yoga. We had something going on in the gym and it was where families came out. They ate and stuff. What they did was fun because it was like a carnival, but it was really fitness based. The food that we served wasn't bad food." (97)</p> <p>"No, I do know that when we had our teacher appreciation week, our PTO served a lot of healthy breakfast items; the granola bars, the breakfast blueberry type bars, fresh fruits...it's a lot more healthy things to choose from than the heavy doughnuts and stuff like that." (93)</p>
<p><b>D.1.4 Staff and Parent Teacher Organization (PTO) are providing healthier food options for staff.</b></p>	<p>"I think well, I guess my thought is a combination. It would be specific lessons on the go, slow, and whoa foods, and the changes in the cafeteria..." (87)</p> <p>"Probably teaching at such a young age. Because I don't know – sometimes at school, it's not in the curriculum. I mean we have a health curriculum, but it's just not pushed as much." (91)</p>
<p><b>D.2 Most Important Change</b>  <b>D.2.1 Staff members expressed that physical activity from Brain Breaks and Fit Friday, Go, Slow, Whoa lessons, and the changes to expand choice in the cafeteria, are the most important changes.</b></p>	<p>"I don't know. That's hard to say. I feel like the implementing the brain breaks and the more active learning component have been important. I also feel like the nutrition component and the cafeteria, where we have more salads and things like that available, or fresh vegetables and fruit choices than we used to have. I think that's been important, too, because the children are making better choices." (149)</p> <p>"The brain breaks in the classroom." (154)</p> <p>"Because I've definitely seen a positive impact on the kids as far as their, like I said, time management, they're not bored, they're not falling asleep in class, they're not zoning out. I just, I've really enjoyed that as a teacher, and just seeing that impact has had on them." (154)</p> <p>"Just the simple awareness, just the awareness of what we're doing with our bodies and what we're putting in our bodies." (155)</p>



	<p>vegetables, and fruits, and it was just simple things like, "Mom. My teacher told me I could put my fruit in my yogurt." So she came home and she was like, "Can I do it?" And so that's what she ate for breakfast for the next two weeks." (155)</p> <p>"I don't know. The simple fact that I'm in pre-K, and we have to follow certain dietary guidelines, so not getting around to everybody as well as to some other age groups." (92)</p>
<p><b>E. Staff Recommendations</b>  <b>E.1 Desired Changes</b>  <b>E.1.1 Staff recommend to improve communication and information to Parents and Community about CATCH.</b></p> <p><b>E.1.2 Staff recommend expanding CATCH and the CATCH committee.</b></p> <p><b>E.1.3 Staff recommend expanding healthy food options, healthy food tastings, and decreasing less healthy options at school.</b></p>	<p>"Parents, letting parents know and getting their involvement because I think it would be – I mean obviously the kids are going to go home and share something. Some parents asked me, "What does this mean?" Their kids might have talked about it, but they weren't sure about it." (91)</p> <p>"I would like to see it continue, continue to have the lessons, and continue to have the access to the materials, and the play equipment, and the – we have this sign when you go into school. " (149)</p> <p>"And we've discussed it, and talked about it, and trying to figure out ways that we can get it out in the community more. Unfortunately, it's just when we have parent participation night, it just seems to be, it's like the same parents always come for everything. And it's, unfortunately, the parents that probably really don't need the training.(154)</p> <p>"I think I would like to see that committee continue to grow that focuses on the CATCH curriculum and active activities that relate to the CATCH program." (87)</p> <p>"Well, I'm just going to throw this out there. It would be awesome if we could have a salad bar at our school. " (155)</p> <p>"Yes, cookies are offered every day in the cafeteria. If you have money, you can buy them, or chips. You can buy that stuff in addition to what you already have for lunch. I think it can get excessive to be offered every day." (92)</p> <p>"I would like to see, maybe like instead of Catch, just telling us... What is it? The slow. The no, slow, or whoa food. I'm sorry. The go, slow, whoa. Why not provide it once a month? The food that we are supposed to – for the kids or even for the teachers." (97)</p> <p>"On my behalf, less lunchboxes." (93)</p> <p>"[F]rom what I can tell, they've implemented the things that I saw in the meeting with a seminar that we went to." (93)</p>

