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Introduction
Introduction

The prevalence of pediatric obesity has reached very high proportions in the UAE, 1 in 3 children are either overweight or at risk of becoming overweight. International research has shown that up to 70% of adolescents who are overweight become overweight or obese adults. Much co-morbidity is associated with adult obesity including cardiovascular disease, hypertension, and type 2 diabetes. These co-morbidities are seen increasingly in the pediatric population. This is mainly caused by unhealthy eating and too little physical activity.

Therefore, it is imperative to develop tools and methods in soliciting behavior change in this at risk population.

We believe schools can play a key role in promoting children’s healthy lifestyle choices. The Eat Right and Get Active campaign is focused on elementary schools, however many of the action steps included are common to other grades. We recommend that each school evaluates the proposed educational activities in relation to their students needs and abilities in order to determine which activities are most appropriate at each level of education.
Significance of the problem
Purpose of the Manual
Significance of the problem:
Rates of risk factors for cardiovascular disease are very high. Type II diabetes limited to older adults for most of the 20th century, now affects obese children even before puberty. Approximately 85% of people with diabetes are type II, and of those, 90% are obese or overweight.
A recent study done by the Health Authority Abu Dhabi (HAAD) revealed that almost 70% of Emirati adults in the Abu Dhabi Emirate are obese or overweight and 1 in 5 adults have diabetes.

In children, the numbers are equally concerning:
One in ten school-age children worldwide is overweight, a total of 155 million worldwide.

In the UAE, the 2005 Global School Health Survey revealed the following statistics and practices among school children:

- 12.1% of adolescents were overweight and 21.5% were at risk of being overweight.
- 18% ate at a fast food restaurant such as Mc Donald’s, Burger King, Pizza Hut, Hardees, Subway or KFC on three or more of the last 7 days.
- 25.6% usually drink carbonated soft drinks such as Coke, Pepsi, 7-Up, Mountain Dew, or Merinda two or more times per day during the last 30 days.
- 17.1% usually eat foods high in fat such as shawarma, and others two or more times per day during the last 30 days.
- 20% were physically active on all 7 days for a total of at least 60 minutes per day during a typical or usual week.
- 38.8% spent three or more hours per day doing sitting activities during a typical or usual day.
- Only 20% of students are getting the recommended World Health Organization level of one hour of physical activity per day.

These findings have serious implications for the future health of our nation as there is considerable evidence suggesting that unhealthy behaviors adopted by children can become fixed as they grow older, and that these behaviors can become difficult to change in adulthood.

There is an urgency, therefore, to increase the knowledge and understanding of unhealthy behavior in children to prevent them from adopting these behaviors.
Purpose of the Manual

This manual has been developed to fulfill the requirements for the Eat Right Get Active campaign.

The Eat Right Get Active manual and its provided supporting materials will assist schools in the following:

• Increase awareness and knowledge regarding Healthy Eating, for grades 1-5 during 2010-2011 academic school year.
• Promote appropriate physical activity for school children during PE class’s, recess time and after-school activities.
• Provide practical steps for children, adolescents and parents to eat a healthy diet and do enough physical activity, and create opportunities for students and their parents to implement the knowledge and skills they have learned.
• Encourage and enable schools to engage students and their guardians’ to participate in maintaining their health and well being.
• Create a cultural and behavioral change towards eating a healthy diet and being physically active.
Program Goal
- Program Objectives

Monitoring and Evaluation
Program Goal:

The goal of the interventions in this manual is to reduce the risk of co-morbidities related to bad eating habits and low physical activity levels among Abu Dhabi school students. By implementing a culturally appropriate intervention that incorporates nutrition education, physical activity, and community building.

Objectives:

The following outcome and process objectives will be achieved in the five-months intervention period:

Outcome objectives:

- By May 2011, knowledge, attitudes and behaviour that are relevant to students and school staff in nutrition and physical activity (e.g. knowledge of dietary guidelines, canteen guideline, attitudes about the importance of diet to health and well-being, and behaviour related to food consumption and physical activity) will have increased at least 50% over baseline.

Process objectives

- Increase the number of schools in the Emirate of Abu Dhabi that implement nutrition and physical activity interventions.
- At least one of the following interventions should be implemented to make the school environment more health-promoting:
  - healthy meal choices available in the school cafeteria.
  - routine messages sent to parents about physical activity and healthy lunches that can be prepared for their children.
  - posters that reinforce social norms related to physical activity and healthy eating, such as eating with a friend, taking time to eat, ways to increase physical activity level etc., are displayed.
• At least one of the following interventions will be implemented to enhance physical activity and nutrition-related school health education:
  - training for teachers and other school staff on physical activity and nutrition education is held at least once per semester.
  - physical activity and nutrition-related learning experiences are integrated into a course of instruction in each successive class level.
  - a series of extra-curricular sessions for students, staff and parents are conducted for physical activity and preparing specific healthy and safe meals and completing dietary self-assessment.

• At least 80% of teachers and students will have implemented or participated in one of the following interventions to enhance healthy nutrition:
  - organizing or contributing to a nutrition-related school/community project.
  - providing education about nutrition in a relevant subject area.

Monitoring and Evaluation:

Program Monitoring:

It is very important that schools monitor the changes that they implemented in their school. We have included some criteria in Appendix I that schools can follow.

Program Evaluation:

The primary audience for the evaluation component of this Healthy Eating Campaign would be the Health Authority of Abu Dhabi.

The evaluation will be measured against the previously stated objectives.

Data will be gathered and analyzed to evaluate the intervention program. Food frequency questionnaires, nutrition knowledge questionnaires, physical activity questionnaires, existing recourses and observation at baseline, and 5 months will be analyzed. Food and physical activity journals will be reviewed.

A report will be generated for HAAD detailing all elements of the evaluation, including nutrition education evaluation, and the advocacy component of the intervention.

Schools will be given information regarding the behavior change that could result from nutritional education and physical activity. School will be given a report on aspects that are directly related to the school, such as the environment change, and the community involvement. Schools involved will be invited to come to a meeting to discuss the results of the intervention and to have a debriefing.
Implementing the Eat Right Get Active Model

Healthy Eating

- Benefits of healthy eating
- How to improve your school eating habits
- Action steps to encourage healthy eating at your school
  - Develop a nutrition policy for your school
  - Nutrition education
  - Community and Family involvement

Physical Activity

- Benefits of Physical Activity
- Recommended amount of Physical Activity
- Action steps to increase physical activity in your schools
Implementing the Eat Right Get Active Model

We suggest that you implement the following steps for the healthy eating and physical activity aspects of the campaign:

1- Set up one working group for both the healthy eating and physical activity and appoint a lead person for the team.

2- Conduct a preliminary assessment to understand the current environment in your school (Appendix 1 provides a guide).

3- Engage existing partners and stakeholders by informing them of your plans to improve healthy eating and physical activity. Educate them about the benefits.

4- Invite committed partners to join your working group (e.g. principal, parents, canteen staff).

5- Develop your school policy and strategic objectives.

6- Decide what activities you would like to run (Tables 1 & 2 provides a guide).

7- Conduct the activities.

8- Evaluate the activities.
Healthy Eating

Benefits of healthy eating:

Diet influences the potential for learning as well as health. School health programmes can help children and adolescents attain both good health and reach their full educational potential by providing them with the skills, social support, and environmental reinforcement they need to adopt long-term, healthy eating behaviours.

Healthy eating patterns in childhood and adolescence is a major protective health factor as it:

- Prevents illness and premature death.
- Promotes optimal childhood health.
- Promotes growth, and intellectual development.
- Prevents immediate health problems such as iron deficiency anaemia, obesity, eating disorder and dental carries.
- Contributes to preventing long-term health problems such as diabetes, cancer and coronary heart disease.

How to improve your schools eating habits:

There are many ways that you can encourage and enable your school, students and staff to eat healthily. This manual will provide you with an overview of some initial steps.

We recommend the following aspects of a school-based program to promote Healthy Eating:

1. School Nutrition Policy.
2. Nutrition education that includes instruction for students appropriate for their age and grade level.
3. Involving School Food Services by developing a School Food Service Association.
4. Training kitchen and canteen staff on HAAD and ADFCA School Canteen Guidelines.
5. Family and Community involvement.
6. Program evaluation.
Action steps to encourage healthy eating in your school

Developing a nutrition policy for your school:

A nutrition advisory committee or a nutrition subcommittee of the school health advisory can develop and spread a coordinated school nutrition policy.

Interviewing parents and kitchen personnel can assist in developing the policy that should address the following:

- Nutrition education classes.
- School lunch and breakfast.
- Classroom snacks and parties and recommend that both teachers and parents serve healthy party snacks and treats. Schools should discourage teachers from using junk food for disciplining or rewarding students.
- Healthy and appealing foods should be available in meals, and food sold in vending machines, at school stores, a la carte items in the cafeteria, snack bars, sporting events, and special activities, and as part of fundraising activities. (Table 1)

NB: The policy should be in line with HAAD and ADFCA School Canteen Guidelines.

Nutrition education:

Schools can use the Food Guide Dome (Figure 1, Page 30/Arabic Section) developed by HAAD to help students follow the Nutrition Guideline. And, other educational materials developed by HAAD.

The six relevant dietary guidelines are:

- Eat a variety of foods.
- Balance the food you eat with physical activity to maintain or improve your weight.
- Choose a diet with plenty of green vegetables, orange vegetables, legumes, fruits, whole grains, and low fat milk and milk products.
- Choose a diet low in fat, saturated fat, and cholesterol.
- Choose a diet moderate in sugars.
- Choose a diet moderate in salt and sodium.
Family and Community involvement:

On a monthly basis, 60 minute evening classes will be held at the school auditorium in order to reinforce the parental involvement. Messages that promote healthy foods should be posted near food stands, cafeteria lines, and vending machines. In addition, encourage students to work and post additional ads of the health benefits of fresh produce, grains, and low-fat milk (or, conversely, the health dangers of fatty and sugary foods).

Booklets will be distributed to the participating schools to help students monitor their “progress” or changes in their eating and physical activity habits. Once per week for 15 minutes, participants will meet to review the Booklets and discuss progress.

Educate students and their families about the importance of eating breakfast and promote participation in School Breakfast Program if available.

According to research, there is a general increase in math and reading percentile scores in schools that participate in school breakfast programs. Nurses in those schools reported a significant decline in morning complaints of minor headaches and stomachaches, concluding that school breakfast is the reason students are spending less time in their offices and more time in the classroom. Furthermore, the number of students sent to the principal’s office for discipline declined by over 40%.

**Family and Community involvement:**

On a monthly basis, 60 minute evening classes will be held at the school auditorium in order to reinforce the parental involvement. Messages that promote healthy foods should be posted near food stands, cafeteria lines, and vending machines. In addition, encourage students to work and post additional ads of the health benefits of fresh produce, grains, and low-fat milk (or, conversely, the health dangers of fatty and sugary foods).
Physical Activity

Benefits of physical activity:

Children can get many benefits from regular physical activity including:

1- Maintaining health and preventing illness.
2- Physical activity helps children stay alert in class which improves their academic achievements.
3- Physically active students are more likely to have good conduct and high academic achievement.
4- Physical activity builds self-esteem, positive self perceptions of competence and body image as well as vital social skills and values such as teamwork, fair play and tolerance.
5- Physical activity decreases the risk factors for future chronic illness.

Recommended amount of physical activity:

The World Health Organization recommends that in order to improve cardiorespiratory and muscular fitness, bone health.

1- Children and youth aged 5–17 should accumulate around at least 60 minutes of moderate- to vigorous-intensity physical activity daily.
2- Most of the daily physical activity should be aerobic. Vigorous-intensity activities should be incorporated, including those that strengthen muscle and bone, at least 3 times per week.

However, some children are very inactive so 60 minutes per day may be intimidating. Therefore we recommend that these children aim to do 30 minutes of physical activity a day, gradually building up to 60 minutes. Children can start with shorter sessions of 10 to 15 minutes at a time.

<table>
<thead>
<tr>
<th>What is moderate intensity activity?</th>
<th>What is vigorous intensity activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderate intensity activities cause children to huff and puff and sweat a bit. Examples include brisk walking, cycling, and playing games in the garden.</td>
<td>Vigorous intensity activities cause children to feel more breathless and their heart to beat faster than moderate intensity activities. If you increase the speed of a moderate intensity exercise, the activity can be classified as vigorous intensity. For example brisk walking is moderate intensity exercise, whereas running is vigorous intensity exercise.</td>
</tr>
<tr>
<td>Examples of vigorous intensity activities: • Jogging or running. • Swimming laps quickly. • Most sports such as soccer, netball, squash and basketball.</td>
<td></td>
</tr>
</tbody>
</table>
Increase the physical activity of your students:

There are many ways that you can get your students more active. Increasing physical activity includes much more than just the physical activity in class and includes school policies, providing physical activity opportunities outside curriculum time and getting parents and the community involved. The goal is to include stretching, active and aerobic play, sports and recreation and lifestyle and everyday activities.

Action steps to increase physical activity in your school:

1. Conduct a preliminary assessment to understand the current environment in your school (Appendix 1 provides a guide).
2. Engage existing partners and stakeholders by informing them of your plans to increase physical activity and educate them about the benefits.
3. Invite committed partners to join your working group (e.g. principal, parents, PE teachers).
4. Develop your school policy on physical activity and include strategic objectives.
5. Follow the proposed intervention (Table 2).
6. Decide what activities you would like to run.
Annex's

Table 1: Proposed Intervention for Healthy Eating
Table 2: Proposed Intervention to increase Physical Activity in schools

Appendix 1: Assessment and evaluation
Appendix 2: Setting up a playground circuit
Figure 1: Food Dome
<table>
<thead>
<tr>
<th>Proposed Intervention for Healthy Eating:</th>
<th>Examples</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strategies to make the food environment more health-enhancing</td>
<td>• The availability of fruits, vegetables, and whole grains. Follow the School Canteen Guideline.</td>
<td></td>
</tr>
<tr>
<td>• Make healthy foods widely available at school, and discourage the availability of foods high in fat, sodium, and added sugars.</td>
<td>• Monthly assignments such as: working with HAAD nutrition materials, go to HAAD healthy eating website, send healthy recipe.</td>
<td></td>
</tr>
<tr>
<td>• Involve parents in nutrition education through homework.</td>
<td>• Invite high school students to talk to the children or use Majd magazine.</td>
<td></td>
</tr>
<tr>
<td>• Provide role models (e.g., teachers, parents, other adults, adolescents, and celebrities or fictional characters) for healthy eating.</td>
<td>• Winner of best poster, however, everybody gets an incentive.</td>
<td></td>
</tr>
<tr>
<td>• Provide cues, through posters and marketing-style incentives that students design, that encourage students to make healthy choices about eating and physical activity.</td>
<td>• HAAD materials that will be distributed during training.</td>
<td></td>
</tr>
<tr>
<td>• Use incentives, such as verbal praise or token gifts, to reinforce healthy eating and physical activity. Do not use food as a reward or punishment of any behaviour.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Proposed Intervention for Healthy Eating:

### II. Strategies to enhance personal characteristics that will support healthy eating

- **Explain the effects that diet and physical activity have on future health as well as on immediate concerns, such as current health, physical appearance, obesity, underweight, sense of well-being and capacity for physical activity.**

- **Teach the principles of dietary guidelines and instil pride in choosing to eat meals and snacks that comply with these principles.**

- **Help students identify foods high and low in fat, saturated fat, cholesterol, sodium, added sugars and fibre.**

- **Teach the importance of balancing food intake and physical activity.**

- **Teach the importance of eating adequate amounts of fruits, vegetables and whole grains.**

### Examples

- Monthly lectures conducted to staff and students. Parents lectures conducted at least once per semester.

- Use HAAD food Dome. Use : www.haad.ae/schoolsforhealth.

- Weekly quiz.

- How long you need to jog to burn calories in one muffin.

- How many servings and amount of each serving.
### III. Strategies to enhance behavioural capabilities that will support healthy eating

- Provide opportunities for students to taste a variety of foods with high nutritional value in an enjoyable social context.

- Let students prepare nutritious snacks or simple meals.

- Encourage students to try unfamiliar and culturally diverse foods with levels of fat, sodium, sugar, calories and fibre consistent with their needs.

- Have students select nutritious food from a store or restaurant.

- Teach students how to recognize the fat, sodium and fibre contents of foods.

- Help students record and assess their food intake.

- Teach students how to use nutritional guidelines and food guide models to assess their diet for variety, moderation and proportionality.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let them keep a raisin in their mouth, close their eyes for 2 minutes and enjoy the sweetness.</td>
<td></td>
</tr>
<tr>
<td>Cooking classes or prepare healthy snack in the classroom (can be as simple as plain popcorn with very little vegetable oil).</td>
<td></td>
</tr>
<tr>
<td>Recipes from around the world, such as healthy burritos.</td>
<td></td>
</tr>
<tr>
<td>Buy fruit from the grocery instead of junk. A healthy recipe they create.</td>
<td></td>
</tr>
<tr>
<td>Reading the label.</td>
<td></td>
</tr>
<tr>
<td>Use of food journals.</td>
<td></td>
</tr>
<tr>
<td>Proposed Intervention to increase physical activity in schools:</td>
<td>Examples</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>I. Strategies to enhance the environment for physical activity</strong></td>
<td>• Conduct inter-class physical activity competition.</td>
</tr>
<tr>
<td>• Provide role models (e.g., teachers, parents, other adults, adolescents, and celebrities or fictional characters) for physical activity.</td>
<td>• Encourage and enable school personnel to be active role models by their participation in physical activity. Invite famous soccer players to talk to the children.</td>
</tr>
<tr>
<td>• Provide cues, through posters and marketing-style incentives that students design, that encourage students to make healthy choices about physical activity.</td>
<td>• Display posters and banners with physical activity themes. Declare winner of best poster, however, everybody gets an incentive.</td>
</tr>
<tr>
<td>• Use incentives, such as verbal praise or token gifts, to reinforce physical activity.</td>
<td>• Open the school after hours and offer physical activity options to your students and parents after school hours. Allow access to facilities during vacation periods. Provide extracurricular programs e.g. walking clubs, jumping rope, in-line skating.</td>
</tr>
<tr>
<td>• Offer a comprehensive sports programme to students after school hours.</td>
<td>• Ask the librarian to prepare a book display and list of books about various physical activities and sports. Ask the PE teacher to display sport items. Provide a listing of community physical activity resources to students and parents.</td>
</tr>
<tr>
<td>• Display items encouraging physical activity.</td>
<td>• Ensure that students receive at least 3 PE classes of 40 minutes or more every week as the UAE MOE standard.</td>
</tr>
<tr>
<td>• Implement an evidenced based curriculum that increases student’s physical activity levels.</td>
<td>•</td>
</tr>
</tbody>
</table>
## Proposed Intervention to increase physical activity in schools:

### II. Strategies to enhance personal characteristics that will support physical activity

- Explain the effects that physical activity have on future health as well as on immediate concerns, such as current health, physical appearance, obesity, underweight, sense of well-being and capacity for physical activity.

- Teach the importance of balancing food intake and physical activity.

- Plan fitness breaks.

- Incorporate physical activity into the curriculum.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly lectures conducted to staff and students. Parents lectures conducted at least once per semester. Use 5 minutes of assembly time to get the students active to raise awareness.</td>
<td></td>
</tr>
<tr>
<td>How long you need to jog to burn calories in one muffin.</td>
<td></td>
</tr>
<tr>
<td>Periodic 5 minute aerobic activities to break up the school day or class. Schedule an activity break after lunch.</td>
<td></td>
</tr>
<tr>
<td>Send home activity homework that parents and children can do together.</td>
<td></td>
</tr>
</tbody>
</table>
### Proposed Intervention to increase physical activity in schools:

#### III. Strategies to enhance behavioural capabilities that will support physical activity

<table>
<thead>
<tr>
<th></th>
<th>Examples</th>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>- Increase the amount of physical exercise during the already scheduled PE classes.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>- Run a school event that encourages students and parents to be physically active.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>- Have students set simple goals for changes in physical activity and devise strategies for implementing these changes and monitoring progress in reaching their goals.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>- Incorporating more cardiovascular physical fitness into current lessons (e.g. step, aerobics). Adopting new techniques for teaching current lessons to increase student’s physical activity levels (e.g. small sided games of 3 on 3).</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>- School sports day. Sponsor parent-child activity programs after school such as dad-son soccer tournament.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>- Limit the intake of junk by twice a week, then once a week, then every two weeks. Increase physical activity level from 30 minutes a day/3 days a week to gradually one hour every day.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1: Assessment and evaluation

Use this template to do the initial assessment, and then repeat after 3 and 6 months to evaluate your interventions.

<table>
<thead>
<tr>
<th>Healthy Eating</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1 Do we have a School Policy for Nutrition?</td>
<td></td>
</tr>
<tr>
<td>2 Are we implementing the HAAD and ADFCA School Canteen Guidelines?</td>
<td></td>
</tr>
<tr>
<td>3 Number of health education sessions on healthy eating per month.</td>
<td></td>
</tr>
<tr>
<td>4 Are we serving healthy snacks and treats at classroom/ school parties?</td>
<td></td>
</tr>
</tbody>
</table>
| 5 Are we using the following tools to promote healthy eating?:  
  • Food journals.  
  • Nutrition knowledge questionnaires.  
  • Food frequency questionnaires. | | |
| 6 Have we run a school event that encourages students and parents to eat healthily (e.g. school sports day, dad-son soccer tournament)? | | |
| 7 Do we have healthy and appealing food available in:  
  • The school canteen.  
  • Vending machines.  
  • School stores/ snack bars.  
  • Sporting events.  
  • Special activities (e.g. fundraising). | | |
<table>
<thead>
<tr>
<th>Physical activity</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Do we have a School Policy for Physical Activity?</td>
<td>Yes</td>
</tr>
<tr>
<td>2 Number of health education sessions per month.</td>
<td>No</td>
</tr>
<tr>
<td>3 Are the following topics covered in our health education classes?</td>
<td></td>
</tr>
<tr>
<td>• Decreasing sedentary activities (e.g., TV watching).</td>
<td></td>
</tr>
<tr>
<td>• Health-related fitness (i.e., cardiovascular endurance, muscular endurance,</td>
<td></td>
</tr>
<tr>
<td>muscular strength, flexibility, and body composition).</td>
<td></td>
</tr>
<tr>
<td>• Physical, psychological, or social benefits of physical activity.</td>
<td></td>
</tr>
<tr>
<td>4 Do we use 5 minutes of your assembly time to get the students active to raise</td>
<td>No</td>
</tr>
<tr>
<td>awareness?</td>
<td></td>
</tr>
<tr>
<td>5 Have we run a school event that encourages students and parents to be</td>
<td>Yes</td>
</tr>
<tr>
<td>physically active (e.g. school sports day, dad-son soccer tournament)?</td>
<td></td>
</tr>
<tr>
<td>6 Do we implement an evidenced based curriculum that increases student’s</td>
<td>No</td>
</tr>
<tr>
<td>physical activity levels?</td>
<td></td>
</tr>
<tr>
<td>7 Do we offer a comprehensive sports programme to students after school hours?</td>
<td>Yes</td>
</tr>
<tr>
<td>8 Is the school open after hours and offer physical activity options</td>
<td>No</td>
</tr>
<tr>
<td>to students and parents after school hours?</td>
<td></td>
</tr>
<tr>
<td>9 Do students receive at least 3 PE classes of 40 minutes or more every week?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample List of Vending Machine Foods Low in Saturated Fat:</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Canned fruit.</td>
<td>Yes</td>
</tr>
<tr>
<td>2 Fresh fruit (e.g., apples and bananas).</td>
<td>No</td>
</tr>
<tr>
<td>3 Fresh vegetables (e.g., carrots, cucumber).</td>
<td>Yes</td>
</tr>
<tr>
<td>4 Fruit juice and vegetable juice.</td>
<td>No</td>
</tr>
<tr>
<td>5 Pretzels.</td>
<td>Yes</td>
</tr>
<tr>
<td>6 Bread products (e.g., bread sticks, rolls, bagels, and</td>
<td>No</td>
</tr>
<tr>
<td>pita bread).</td>
<td></td>
</tr>
<tr>
<td>7 Low-fat crackers.</td>
<td>Yes</td>
</tr>
<tr>
<td>8 Ready-to-eat, low-sugar cereals.</td>
<td>No</td>
</tr>
<tr>
<td>9 Granola bars made with unsaturated fat.</td>
<td>Yes</td>
</tr>
<tr>
<td>10 Low-fat or skim milk.</td>
<td>No</td>
</tr>
<tr>
<td>11 Low-fat or nonfat yogurt.</td>
<td>Yes</td>
</tr>
<tr>
<td>12 Snack mixes of cereal and dried fruit with a small</td>
<td>No</td>
</tr>
<tr>
<td>amount of nuts and seeds.</td>
<td></td>
</tr>
<tr>
<td>13 Raisins and other dried fruit.</td>
<td>Yes</td>
</tr>
<tr>
<td>14 Peanut butter and low-fat crackers.</td>
<td>No</td>
</tr>
<tr>
<td>Others:</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Appendix 2 – Setting up a playground circuit

Here is an example of how you can take small steps to create a good environment for physical activity in your school:

Setting up a playground circuit:

What is the playground circuit?
The playground circuit is the space where students can get active during recess. It could be permanent fixture in the school playground.

At the middle of the playground, there could be six or more centers or stations for the activities.

Examples of the activities within the stations:

Jumping jacks: the number of the students for the activities is determined by the coach or the teacher. For this station squares or circle marked on the ground and instructions are required. You can even try to get creative and draw child performing the jumping jacks.

Jungle gym: learners use the monkey bars on the jungle gym to move from side to next.

Muscle strength and endurance Sit-ups: theses require a square or circle marked on the ground and instructions.

Hop-scotch jumps: this can be either single or double leg jumps. The station requires blocks marked out on the ground with paint.

Up and under: this activity can be performed using a bench. Crawl under the bench. Then walk along the top.

Cardio-respiratory: step-ups: the learner starts facing the bench and step up and down. This exercise can also be performed while standing side on to the bench and stepping up sideways.
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