

# Transforming Evidence Into Action: A Collection of Strategies for School Nutrition and Physical Activity

A Series of CDC Systematic Reviews Published in the *Journal of School Health*

Schools can create supportive environments for eating healthy and being physically active by teaching students about healthy behaviors, modeling those behaviors, and giving them opportunities to practice these behaviors. This review highlights evidence-based nutrition and physical activity strategies to advance health equity for all students in all schools.

This review focused on school-based physical activity and nutrition programs across the [Whole School, Whole Community, Whole Child](#) model that promote positive health behaviors, positive health and educational outcomes, and greater academic achievement.

## Methods



Included over 300 articles in systematic reviews.



Published 10 articles in the *Journal of School Health*.



Articles reviewed were published between 2010-2021.



Analysis included student and staff nutrition and physical activity knowledge, attitudes, perceptions, and behaviors as outcomes.

## Effective Strategies Include



Coordinated and multicomponent approaches that involve 2 or more WSCC components



Yoga and mindfulness practices in the classroom



School-level policies for physical education, physical activity, and recess



Physical environment changes to promote physical activity, prosocial play, and healthy diets



Nutrition standards for school meals, taste tests, pre-sliced fruit, and recess before lunch



Hands-on, skills-based, and interactive health education



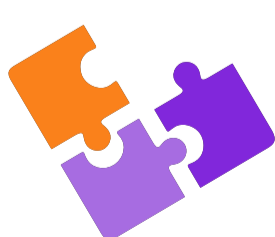
Professional development on skills, materials, curricula, or instructional practices to adopt the effective strategies



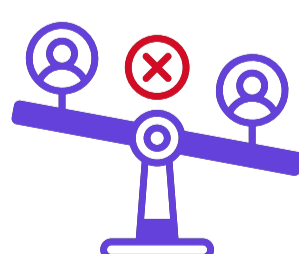
Physical activity and nutrition standards for out-of-school time programs

## Research Gaps

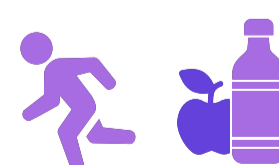
Based on our review, more evidence is needed to learn about the barriers to cultivating a healthy school environment for all and the strategies to overcome those barriers for students and staff who:



are in communities with limited resources



are affected by systemic inequities



have less access to physical activity and nutrition programs and services

To access the *Journal of School Health* Special Issue, visit [www.onlinelibrary.wiley.com](http://www.onlinelibrary.wiley.com).