When Are We Going to Teach Health?

Let’s Teach Health as If Each Child’s Life Depends on It—Because It Does

AUDIOBOOK SUPPLEMENT

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Figure 9: The impact of mission-driven work is highest at the confluence of science, community demand, and funding.
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Glossary

adverse childhood experiences (ACEs): According to the U.S. Department of Health and Human Services, these are traumatic events occurring before age 18. They include all types of abuse and neglect as well as parental mental illness, substance use, divorce, incarceration, and domestic violence.

Centers for Disease Control and Prevention (CDC): A U.S. federal agency that is part of the Department of Health and Human Services and is the nation’s leading public health authority.

Diffusion of Innovations Theory (DOI): Pioneered by communications specialist and sociologist Everett Rogers, this model explains the process by which new ideas and technologies spread.

Food and Drug Administration (FDA): A U.S. federal agency that is part of the Department of Health and Human Services and regulates tobacco products, among many other activities.

free or reduced-price lunch assistance (FRL): A U.S. federal government-supported program providing school meal subsidies for low-income students. Eligibility for FRL is often reported by school districts as a measure of “economic disadvantage.”

Healthy Life Expectancy (HALE): A measure of life expectancy adjusted for health status, with years of life lived with disease or disability discounted based on the severity of that disease or disability.

health education: For specialists, this term usually means traditional in-classroom instruction only. For the broader audience of this book, I use this term (and the phrase “teaching health”) more generally to encompass all forms of K–12 school-based instruction designed to teach health, including classroom learning, physical activity, physical education, and environmental support.
**moderate-to-vigorous physical activity (MVPA):** Physical activity performed at an intensity level of 3.0 METs or higher (see chapter 8 for a detailed explanation of METs).

**physical activity (PA):** Movement-focused time led by schoolteachers

**physical education (PE):** Movement and physical skill-building time led by schoolteachers holding specific credentials in the subject

**Social Cognitive Theory (SCT):** Developed by psychologist Albert Bandura, a theory that human behavior is learned through reciprocal interaction among personal, social, and environmental factors

**social and emotional learning (SEL):** As defined by The Collaborative for Academic, Social, and Emotional Learning (CASEL), the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions

**Whole Child:** According to the Association for Supervision and Curriculum Development, an approach to education defined by policies, practices, and relationships that ensure each child, in each school, in each community, is healthy, safe, engaged, supported, and challenged. The phrases “Whole Child health” and “Whole Child wellness” are used synonymously.
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Notes & Sources for Further Reading

Chapter 1


Chapter 2


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Case Study: Lawmakers in Action—New York City Department of Education


Chapter 3


**Case Study: Principal in Action—Solomon P. Ortiz Elementary School, Brownsville, Texas**


Photo: Brownsville ISD. Used with permission. Full video at https://youtu.be/6u17y020u2Y.

Chapter 4


Chapter 5


Photo: Jefferson Parish Schools. Used with permission.
**Case Study: Parents in Action—GROW Central Florida**

Group Photo: Eric Padgett. Used with permission.

Child Running with Officer Photo: GROW Central Florida. Used with permission.

**Chapter 6**


**Case Study: District in Action—Goose Creek CISD, Baytown, Texas**


Photo: Goose Creek CISD. Used with permission.

**Chapter 7**


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Photo: Beverly Snowden, Director of Communications, Hickory Public Schools. Used with permission.

**Case Study: Student in Action—Romi Eldah, Avon High School, Avon, Connecticut**

Photo: Romi Eldah. Used with permission.

**Chapter 8**


6. CATCH Global Foundation internal data

Photos: CATCH Global Foundation. Used with permission.

**Case Study: Teachers in Action—Sparkle Cheer at Del Valle High School, Del Valle, Texas**

Photo at practice: CATCH Global Foundation. Used with permission.

Team Photo: Del Valle ISD. Used with permission.

**Chapter 9**


Photo of girl with vegetable: New Jersey YMCA State Alliance. Used with permission.

Photo of parents and students: Ysleta ISD. Used with permission.

Photo of dancing in vegetable outfits: CATCH Global Foundation. Used with permission.

**Case Study: Food Service in Action—Altus Public Schools, Altus, Oklahoma**

Photo: Altus Public Schools. Used with permission.

**Chapter 10**


4. CATCH Global Foundation internal data.

Chapter 11


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