**Evidence Table 20. Description of the interventions used in school settings with a community component**

| **Author, year** | **Arm** | **Description** | **Psychosocial Dietary Intervention** | **Physical/Environmental Dietary Intervention** | **Psychosocial Physical Activity/ Exercise Intervention** | **Physical/Environmental Physical Activity/ Exercise Intervention** | **Decrease Sedentary Behavior Intervention** | **Other Interventions** | **General Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Macaulay, 19971 | 2 | Health education programLength of intervention, weeks: 156 weeksSetting: School: classroom curriculumCommunity or environment-level: community mobilization using media. | The lessons incorporate traditional learning styles and practical experiences and use interactive and cooperative learning techniques. They include storytelling, games, food tasting, experiments,puppet shows, crafts, and audiovisual presentations. The nutrition section discusses healthy eating, balanced meals, healthy snacks, avoidance of high-fat foods, nutrients and their roles, label reading, factors influencing eating habits, body image, and healthy weight. Traditional foods, as well as foods commonly eaten in the community, are incorporated throughout this section.Target: ChildDelivery: TeacherDuration: 45 minutesFrequency: 10 sessions per year. |  | The fitness lessons section emphasizes the benefits and pleasure of daily physical activity and the different types of activity: aerobic, strength building, and flexibility.Target: ChildDelivery: TeacherDuration:45 minutesFrequency: 10 sessions per year. |  | Other : community mobilization |  |  |
| Muckelbauer, 20092 | 2 | Combined environmental and educational intervention solely promoting water consumptionLength of intervention, weeks: 39Setting: School: focused on classroom educationCommunity or environment-level: water fountains were installed in intervention schools. | Four educational sessions of 45 minutes talked about water needs of the body and water circuits in nature. These were delivered in the classroom. Teachers received a booklet with the prepared curriculum including necessary material and performed the lessons at the beginning of the study.Target: ChildDelivery: TeacherDuration: 45 minFrequency: 4 sessions totalComment: The lessons are based on the theory of planned behavior. Teachers received a booklet with the prepared curriculum including necessary material and performed the lesson at the beginning of the study. | As an environmental modification, water fountains, which provided cooled and optionally carbonated water for free, were installed in the intervention schools, and each child received an appealing plastic water bottle. Each child received a plastic water bottle and teachers were to organize filling them out.Target: ChildDelivery: TeacherOther: schoolComment: As an environmental modification, water fountains, which provided cooled and optionally carbonated water for free, were installed in the intervention schools, and each child received an appealing plastic water bottle. |  |  |  |  |  |
| Muckelbauer, 20103 | 2 | Water consumption promoting interventionLength of intervention, weeks: 47Setting: School: focused on classroom instructionCommunity or environment-level: installation of water fountain in school. | Focused on improving the beverage consumption of the children by increasing their water intake via a combination of environmentaland educational measures. Theeducational intervention was led by the teachers, who conducted four 45-min lessons on water losses and needs of the body and on the water circuit in nature. The didactical elements of the lessons comprised age adjustedexperiments, role plays, a song, and work sheets among others. No culture-specific adaptations of the lessons were provided.Target: ChildDelivery: TeacherDuration: 45 minFrequency: 4 sessions totalComment: The educational intervention was led by the teachers, who conducted lessons on water losses and needs of the body and on the water circuit in nature. The didactical elements of the lessons comprised age-adjustedexperiments, role plays, a song, and work sheets among others. No culture-specific adaptations of the lessons were provided. | The environmental intervention in schoolsconsisted of the installation of one or two water fountains that provided free access to cooled plain or optionally carbonated water. Each child received a plastic water bottle and teachers were to organize filling them out.Target: ChildDelivery: TeacherOther: School Comment: The environmental intervention in schoolsconsisted of the installation of one or two water fountains that provided free access to cooled plain or optionally carbonated water. In addition, each childreceived a plastic water bottle (500 mL), and teachers were encouraged to organize filling of the water bottleseach morning for all children in the correspondingclasses. |  |  | Goal setting |  |  |
| Webber, 20084 | 2 | A 2 year study/staff-directed intervention targeted schools, community agencies, and girls to increase opportunities, support, and incentives for increased physical activity. A third-year intervention used school and community personnel to direct intervention activitiesLength of intervention, weeks: 104 weeks for the Staff-directed intervention and 156 weeks for the Champion-directed interventionSetting: School: A school-based community linked interventionCommunity or environment-level: A component linking schools to community agencies. |  |  | TAAG health education included six lessons in each of the 7th and 8th grades designed to enhance behavioral skills known to influence physical activity participation. Activitychallenges associated with the lessons reinforced the contents, encouraged self-monitoring, and set goals for behavior change. To meet the varying formats in which health education was taught at the school, TAAG health education was offered in two forms: one for a traditional classroom setting and one for physical education class. TAAG physical education class promoted moderate vigorous physical activity (MVPA) for at least 50% of class time and encouraged teachers to promote physical activity outside of class. Physical education teachers were trained by TAAG interventionists on class management strategies, skill-building activities, the importance of engaging girls in MVPA during class, and the provision of appropriate equipment and choices of physical activity. TAAG promotions used a social marketing approach41 to promote awareness of and participation in activities through media and promotional events. TAAG promotions also provided school wide messages designed to increase the acceptance and support for physical activity for all girls.Target: ChildDelivery: TeacherStaff-directed intervention fall ‘ 03-spring ‘05. Staff- and community-directed intervention fall ‘05-spring ‘06Duration: 6 lessons in each of the 7th and 8th grades. |  | Other : Community component | Other: self monitoringTarget: ChildDuration: In addition, there was internet-based self-monitoring. |  |
| Utter, 20115 | 2 | Living 4 Life intervention Length of Intervention (weeks): 156 Setting: School: Focus was on intervention at school including breakfast clubs (with physical activity), lunch-time activities, after-school dance, health weeks and combined student–staff initiatives within the school environment (e.g. rebranding the school canteen).  | Education to change attitude on breakfast clubs (with physical activity), andlunch-time activities Target: Child Delivery: student health councils  | The installment of new water fountains and distribution of drink bottles; resources for external providers/ instructors (e.g. dance instructors); and improvements to the school canteen and eating area. Target: Child Delivery: School  | After-school dance, health weeks andcombined student–staff initiatives within the school environment Target: Child Delivery: student health councils  | Provision of sporting equipment Target: Child Delivery: school  |   |   |  |

mL = milliliter; MVPA = Moderate to vigorous physical activity; TAAG = Trial of Activity for Adolescent Girls