

# YPANS



Florida's Youth Physical Activity and Nutrition Survey

2005

# Florida Youth Physical Activity and Nutrition Survey, 2005

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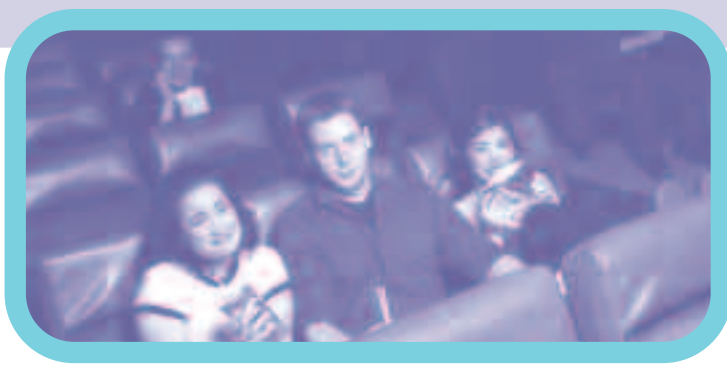
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## Executive Summary

Florida's Youth Physical Activity and Nutrition Survey (YPANS) was designed to collect data regarding youths' knowledge about physical activity and nutrition and to explore student physical activity and nutrition practices. The YPANS was first administered in public middle schools throughout the state of Florida during the spring of 2003. In 2005, it was administered in public middle schools again simultaneously with the Florida Youth Substance Abuse Survey and the Florida Youth Tobacco Survey as the Florida Youth Survey. The three surveys were collated and distributed randomly within classrooms with the intent of having approximately every third student complete the YPANS. The sample design resulted in a representative sample of 4,507 Florida middle school students in grades six through eight from 70 schools. Some key findings include:

- Almost two-thirds (62.2 percent) of middle school students engaged in three or more hours of total screen time (television, computer for fun, or video games) on the average school day.
- Forty-two percent of students snacked or drank a soda "most of the time" or "every time" while watching television or movies.
- Among middle school students, 36.8 percent responded "never" and 39.4 responded "once a week" when asked about the frequency of the family exercising or playing sports together.
- Overall, 22.0 percent of students consumed five fruits and vegetables a day.
- Less than half of middle school students ate breakfast every day during the previous seven days.
- More than half of the students (51.1 percent) ate at a fast food restaurant on two or more days during the previous seven days.
- Approximately 31 percent of students did not attend physical education classes on any days in an average week.





## Introduction

**Adequate physical activity and healthful nutrition are identified as key strategies in the primary prevention of cardiovascular disease, diabetes, some cancers, and obesity.** The Florida Youth Physical Activity and Nutrition Survey (YPANS) was designed to collect data on youth knowledge about physical activity and nutrition and to explore student physical activity and nutrition practices. This information can help to direct policy changes and identify interventions to reverse the rising rates of overweight and obesity in Florida.

Florida, like the nation as a whole, is experiencing an obesity epidemic. In 2004, an estimated 59.6 percent of adults in Florida were overweight, with 22.8 percent classified as obese, based on body mass index (BMI). BMI is an indicator of weight relative to height and is strongly correlated with percent of body fat. The prevalence of overweight among Florida adults increased 66 percent between 1986 and 2004.

Overweight has become a significant problem among youth. In addition to the problems associated with excess body fat during childhood, overweight youth tend to become overweight adults. In Florida in 2005, the prevalence of at risk for overweight (85th–94th percentile) and overweight (95th percentile and greater) high school students was estimated at 25.3 percent.

## Methodology

**The YPANS was first administered in public middle schools throughout the state of Florida during the spring of 2003.** In 2005, it was administered again simultaneously with the Florida Youth Substance Abuse Survey and the Florida Youth Tobacco Survey as the Florida Youth Survey. The three surveys were collated and distributed randomly within classrooms with the intent of having approximately every third student complete the YPANS.

### SAMPLE DESCRIPTION

All regular public middle schools in Florida containing grades six, seven, or eight were included in the sampling frame. The frames were sampled systematically with probability proportional to enrollment in grades six through eight. Within these schools, all classes meeting during a particular period of the day, or less frequently, all classes in a required subject, were included in the sampling frame. Systematic equal probability sampling was used to select classes from each school that participated in the survey. All students in selected classes were included in the sample.

A formula taking into consideration the number of schools that participated and the number of eligible students was used to estimate the overall response rate for the YPANS at 80.4 percent. The response rate in 2003 was 71.8 percent. The sample design resulted in a representative sample of 4,507 Florida middle school students in grades six through eight from 70 schools.

## SURVEY ADMINISTRATION

Students completed a self-administered questionnaire that included questions about body weight; dietary behaviors; restaurant and school dining; school vending machine usage; knowledge about nutrition; physical activity behaviors; after-school activities; knowledge about physical activity; television, computer, and video game usage; and other health behaviors.

Parental consent forms were sent home with students at least three days in advance of the survey date. School district policy determined whether active or passive parental consent was required for student participation. In most cases, passive consent was sufficient (i.e. parents returned a consent form only if they did not grant permission for their child to participate in the survey). Each survey administrator was given a script to read to the students assuring them that participation in the survey was anonymous and voluntary and that no penalty would be imposed on students who chose not to participate or lacked parental permission. In addition, students were told that they could skip any question(s) that they were not comfortable answering. Students were also advised that their privacy would be protected and results would not be reported by class or school.

## DATA WEIGHTING AND DATA ANALYSIS

Data were weighted to provide estimates generalizable to all public school students in grades six through eight in the state. Survey data were analyzed and point and variance estimates and 95 percent confidence limits were calculated using the Software for Statistical Analysis of Correlated Data (SUDAAN) to take into account the clustering of the sample within schools and classrooms.

This year, 2005, is the second statewide implementation of the YPANS. Comparisons have been made with 2003 to provide consistency and reliability checks on the survey tool.

The prevalence rates and means provided in this report are derived from sample data and thus are estimates of the true population prevalence or mean. While the estimate is the “best guess” of the true population parameter, the 95 percent confidence interval (95 percent CI) provides the range in which one can be sure (95 percent sure) that the true population parameter lies. Significant findings are reported based on a comparison of confidence intervals or chi-square tests when indicated. Although estimates are provided for youth of multi-ethnic and less common origins, this group is not included in analyses for significant differences between racial or ethnic groups because we cannot clearly define or identify these youth.

## LIMITATIONS

The three-part Florida Youth Survey has not been translated into Spanish or any other language. The effect of the language barrier among Florida middle school students has not been determined.

Responses in this survey are self-reported and therefore limited by personal memory, opinion, and perceptions of the respondents.

## ACKNOWLEDGEMENTS

Oversight of survey administration was provided by the Florida Department of Health, specifically Melissa Murray and local county survey coordinators. Many of the survey questions were used with the permission of the Massachusetts Department of Public Health and the Centers for Disease Control and Prevention.



## Governor's Task Force on the Obesity Epidemic

In the fall of 2003, Governor Jeb Bush formed the Governor's Task Force on the Obesity Epidemic to make recommendations regarding the problem of overweight and obesity in Florida.

The Governor appointed 16 members to the Task Force and instructed the Florida Department of Health (DOH) to staff the Task Force's public hearings and meetings. The Task Force held four public hearings—two in Tallahassee, one in Orlando, and one in Miami. Through these venues, Task Force members heard testimony from experts in the fields of public health, physical activity, nutrition, education, epidemiology, and medicine. Statewide stakeholders were invited to participate, and comments from the public were encouraged and considered at the information-gathering meetings. The public responded overwhelmingly, contributing to over 450 recommendations which were submitted through mail, email, invited presenters, and public comment.

At the final face-to-face meeting in Tallahassee, the Task Force members considered all of the information and recommendations gathered at the three prior public forums and those recommendations submitted through mail and emails to the Department of Health or the Governor's Office. The subsequent conference calls were used to access additional information, refine recommendations, and approve the final recommendations.

Through their representation as invited guests of the Task Force, legislative members were provided information necessary to create policy level interventions that support the Task Force recommendations for enabling Florida to prevent obesity by fostering behaviors that promote lifelong physical activity and healthful nutrition.

### GOVERNOR'S EXECUTIVE ORDER 03-196 REQUIREMENTS

The Governor's Executive Order delineated the responsibilities of the Task Force:

1. Recommend ways to promote the recognition of overweight and obesity as a major public health problem in Florida that also has serious implications for Florida's economic prosperity.
2. Review data and other research to determine the number of Florida's children who are overweight or at risk of becoming overweight.
3. Identify the contributing factors to the increasing burden of overweight and obesity in Florida.
4. Recommend ways to help Floridians balance healthy eating with regular physical activity to achieve and maintain a healthy or healthier body weight.
5. Identify and research evidence-based strategies to promote lifelong physical activity and lifelong healthful nutrition, and to assist those who are already overweight or obese to maintain healthy lifestyles.
6. Identify effective and culturally appropriate interventions to prevent and treat overweight and obesity.
7. Provide policy recommendations to improve nutrition and physical activity for our youth, especially in areas where they congregate such as schools, after-school programs, and community and youth centers.
8. Provide recommendations for parents, caregivers, health care providers, youth leaders, and other youth-based programs

to encourage and support healthy eating and increased physical activity to promote family strengthening and family stability.

The Task Force's recommendations can be divided into two major health issues (improved nutrition and increased physical activity) and six general focus areas: family setting, community setting, healthcare, public health, schools, and worksites. Because the Task Force recommendations crossed health issues and focus areas, they are presented in the following nine categories:

- The Role of the Family in Promoting Lifelong Healthy Nutrition and Physical Activity
- The Role of the Community in Promoting Lifelong Healthy Nutrition
- The Role of the Community in Promoting Lifelong Physical Activity
- The Role of Healthcare Providers in Promoting Lifelong Healthy Nutrition and Physical Activity
- The Role of Public Health in Promoting Lifelong Healthy Nutrition and Physical Activity
- The Role of Schools in Promoting Lifelong Healthy Nutrition
- The Role of Schools in Promoting Lifelong Physical Activity
- The Role of the Worksite in Promoting Lifelong Physical Activity and Healthy Nutrition
- Recommendations Requiring Further Study

The YPANS report is divided into two major sections based on the Task Force recommendations—the role of the family in promoting lifelong healthy nutrition and physical activity and the role of schools in promoting lifelong healthy nutrition and physical activity. In addition, there are questions about weight behaviors included at the end of the report.

## Secretary's Obesity Summits

Armed with the knowledge and findings gathered by the Task Force, and falling almost one year to the day after the Task Force was created, the first of four obesity summits was held to continue the work begun by the Task Force. Initiated by John O. Agwunobi, M.D., M.B.A., M.P.H., former Secretary of the Florida Department of Health, the series of summits was designed to identify best practices and potential solutions to the obesity epidemic. In partnership with the Department of Health's Bureau of Chronic Disease Prevention and Health Promotion, the Florida Area Health Education Centers (AHEC) Network, and the newly formed private sector arm of public health, the Florida Public Health Foundation, the first summit was held on October 13, 2004, in Orlando, Florida. The focus of the summit was industry and worksite wellness. Three other summits focusing on schools, healthcare, and families, communities, and faith-based organizations were held over the next seven months in cities around Florida. Themes from two of the summits—schools and families, communities, and faith-based organizations—are presented in the appropriate sections of this report.

# Demographic Characteristics of Survey Respondents

Demographic characteristics of the 4,507 survey respondents are summarized in Table 1 in the appendix. The majority of youth were between 12 and 14 years of age. The sample was about evenly distributed with respect to gender and across grade levels. The sample of respondents is representative of the Florida public school population by gender and race/ethnicity. Over one-third (38.5 percent) of the respondents identified themselves as non-Hispanic White, 20.8 percent as non-Hispanic Black, 26.1 percent as Hispanic or Latino, and 14.6 percent as multi-ethnic/other. Students were included in the multi-ethnic/other group if they reported that they were American Indian, Asian, or Native Hawaiian/Other Pacific Islander. Students were also included in the multi-ethnic category if they indicated they were of more than one racial/ethnic descent. Most students (61.1 percent) reported earning A's and B's in school.

# The Role of the Family in Promoting Lifelong Healthy Nutrition and Physical Activity

The Task Force recommendation is that families and other caregivers coordinate with schools, community organizations, and policy makers to support and sustain healthy lifestyles among youth. Parents and caregivers should promote family meals with no television or other distractions and should encourage reading instead of television viewing following the American Academy of Pediatrics' policy of allowing no more than two hours of screen time per day. Parents and caregivers should seek out and provide options other than television viewing or computer use for children after school and provide healthy snack options, and parents should be empowered to provide positive role models and opportunities for healthy lifestyles to children.

One speaker from the obesity summit on families talked about "Kidnetics, the first component of ACTIVATE, a healthy eating and active living initiative formed by the International Food Information Council (IFIC) Foundation. ACTIVATE is committed to promoting healthy family lifestyles to help prevent kids from becoming significantly overweight and to reduce their risk of suffering from obesity-related chronic diseases as adults. The Kidnetic.com website is an excellent resource for both parents and children. It contains nutrition information and recipes, a message board, games to play inside or outside, and a forum for kids to communicate and/or engage in activities with their parents."

Another speaker from the obesity summit on families emphasized that "parents and families should provide healthy food choices, educate children on healthful eating, monitor body mass index (BMI) and discuss the results with their doctors, and serve as positive role models. Perhaps the most important step parents can take is to limit their children's daily "screen time," which is the amount of time a child spends in front of a television, computer, or video game(s). The average time for children at present is three hours of television per day. That number rises to over five hours per day when adding in computer and video game time. The number rises yet again to an average time of over six hours per day when accounting for 12- to 13-year olds. To avoid the pitfall of children engaging in too much screen time, closely monitor screen time and make sure that there is not a television in the children's bedrooms. It is also

helpful to set viewing rules and stick to them. For instance, a good initial goal would be to limit screen time to two hours per day. Being a good role model is important, and it is also a good idea to disassociate eating from watching television."

Several studies have found a positive relationship between one's weight and the number of hours spent watching television or working/playing on the computer. Television viewing compounds the risk for overweight as children often eat non-nutritious foods while watching television. Increased levels of sedentary behavior such as television viewing were associated with decreased levels of physical activity.

## SCREEN TIME

Almost half of students (49.5 percent) watched television an average of three or more hours per day on school days. There were no significant differences by gender. Non-Hispanic Blacks (69.6 percent) had the highest percentage of youth watching three or more hours of television on an average school day followed by Hispanic youth (50.7 percent) and non-Hispanic White youth (39.5 percent). More eighth (50.9 percent) and seventh (52.9 percent) graders watched television an average of three or more hours per day on school days compared to sixth graders (44.4 percent) (see Table 2 in appendix).

More than three-quarters (79.6 percent) of middle school youth had a television in the room where they usually sleep. Youth who had a television in the room where they usually sleep were nearly twice as likely (odds ratio: 1.88) to watch three or more hours of television on the average school day as compared to youth who did not have a television in the room where they usually sleep (see Table 3 in appendix).

The odds ratio is a way of comparing whether the probability of a certain event occurring is the same for two groups. A 1.0 odds ratio implies that the event is equally likely to occur in both groups. An odds ratio greater than one implies that the event is more likely in group one (the first group). An odds ratio less than one implies that the event is less likely in group one. For example, if the odds ratio is 1.3, then the event is 30 percent more likely (or 1.3 times more likely) to occur in group one compared to group two. Conversely, if the odds ratio is 0.7, then the event is 30 percent less likely ( $1.0 - 0.7 = 0.3$ ) to occur in group one compared to group two.

Only 29.3 percent of middle school students had rules about television. More sixth graders (38.7 percent) than either seventh (26.9 percent) or eighth graders (22.8 percent) had rules about television viewing. There were no differences by gender or race/ethnicity (see Table 4 in appendix). When asked about the amount of television that they were allowed to watch, 55.1 percent of middle school students responded with "as much as I want, whenever I want."

Among middle school students who had a computer where they live, 20.5 percent used the computer for fun for three or more hours each day on the average school day. Among those, more females (22.1 percent) than males (18.7 percent) used the computer for fun for three or more hours. There were also significant grade level and race/ethnicity differences. More eighth (24.2 percent) and seventh (20.4 percent) graders used the computer for fun for three or more hours on an average school day as compared to sixth graders (16.3 percent). Fewer non-Hispanic White youth (18.2 percent) used the computer for fun than non-Hispanic Black youth (24.0 percent) (see Table 5 in appendix).

Among middle school students who had a video game system in their home, 17.1 percent played video games three or more hours each day on the average school day. Significant differences were detected by gender. More males (25.2 percent) than females (7.5 percent) played video games three or more hours on the average school day. Fewer non-Hispanic White youth (11.4 percent) and Hispanic youth (15.2 percent) played video games for three or more hours each day than non-Hispanic Black (29.8 percent) youth (see Table 6 in appendix).



Nearly two-thirds (59.6 percent) of middle school youth who had a game system where they live had a game system in the room where they usually sleep. Youth who had a game system in the room where they usually sleep were nearly four times (odds ratio: 3.83) as likely to play three or more hours of video games on the average school day as compared to youth who did not have a game system in the room where they usually sleep (see Table 7 in appendix). When asked about the amount of time that they were allowed to play video games, 45.1 percent responded “as much as I want, whenever I want.”

A composite measure of screen time is computed by combining the amount of time students reported watching television, using the computer for fun, and playing video games. It is hypothesized that some youth may not watch three or more hours of television on the average school day, but may spend that much time in a combination of the activities. Almost two-thirds (62.2 percent) of middle school students engaged in total screen time of three or more hours on the average school day. More males (64.6 percent) than females (59.7 percent) engaged in screen time for three or more hours on the average school day. More non-Hispanic Black youth (74.8 percent) engaged in three or more hours of screen time than Hispanic (65.8 percent) and non-Hispanic White youth (54.9 percent). More eighth (65.0 percent) and seventh (64.3 percent) graders engaged in three or more hours of screen time as compared to sixth graders (56.9 percent) (see Table 8 in appendix).

Students were asked a series of questions about their snacking behavior while watching television or playing on the computer. Among middle school students, 2.4 percent never ate a snack or drank a soda while watching television or movies, 55.6 percent snacked or drank soda sometimes, 30.2 percent most of the time, and 11.8 percent every time. More non-Hispanic Blacks (33.2 percent) and non-Hispanic Whites (30.4 percent) than Hispanics (25.7 percent) ate a snack or drank a soda most of the time. More non-Hispanic Blacks (15.7 percent) than non-Hispanic Whites (10.4 percent) or Hispanics (11.6 percent) ate a snack or drank a soda every time. More seventh graders (32.2 percent) than sixth graders (27.6 percent) ate a snack or drank a soda most of the time. There were no differences by gender (see Table 9 in appendix). More middle school students who watched television or movies for three or more hours on the average school day (51.3 percent) than students who watched television for less than three hours (32.7 percent) ate a snack or drank a soda most or every time.

Youth were asked about the types of snacks they ate while they watched television [Because they were asked to mark all that apply, percentages do not equal 100 percent.] Almost half (45.5 percent) of students ate chips, pretzels, or crackers while watching television, 41.7 percent drank soda, 32.0 percent ate popcorn, 35.3 percent drank juice, 26.5 percent ate cakes or cookies, 26.6 percent ate fresh fruit or vegetables, and 12.1 percent ate nuts, trail mix, peanuts, or dried fruit.

Among youth who had a computer where they live, 33.4 percent never ate a snack or drank a soda while using the computer, 50.1 percent snacked or drank soda sometimes, 11.2 percent most of the time, and 5.1 percent every time. More middle school students who used the computer for fun three or more hours on the average school day (35.8 percent) than students who used the computer less than three hours (10.8 percent) ate a snack or drank a soda most or every time.

## LEISURE-TIME PHYSICAL ACTIVITY

The YPANS asked a number of questions about physical activity outside of school.

When asked about after school activities, approximately 45 percent of middle school students responded that they go outside and play when they get home in the afternoon. More males (50.8 percent) than females (38.9 percent) went outside and played. More non-Hispanic Whites (52.2 percent) than Hispanics (41.1 percent) and more Hispanics than non-Hispanic Blacks (34.7 percent) went outside and played after school. More sixth graders (46.8 percent) than eighth graders (42.1 percent) went outside and played (see Table 10 in appendix).

One question on the YPANS was “Think about the past seven days. Mark all the physical activities that you did during that time. Only include activities after school and on weekends. Do not count activities you did during PE class or in school.” The most common activities were:

- Walk—59.4 percent
- Run or jog—51.3 percent
- Ride a bike—46.1 percent
- Chores like mowing, vacuuming, sweeping, raking—45.5 percent
- Basketball—45.1 percent
- Push-ups, sit-ups, jumping jacks—42.0 percent

A complete list of activities is in Table 11 in the appendix.

## PARENTAL SUPPORT OF PHYSICAL ACTIVITY

One question on the YPANS asks about the frequency of the family exercising or playing sports together. Among middle school students, 36.8 percent responded never, 39.4 percent responded once a week, and 23.9 percent responded less frequently. There were no differences by gender. More non-Hispanic Blacks (39.6 percent) than Hispanics (33.3 percent) responded never. More non-Hispanic Whites (41.9 percent) than non-Hispanic Blacks (36.4 percent) responded about once a week. More students in eighth grade (44.5 percent) responded never than seventh graders (35.7 percent) and more seventh graders than sixth graders (29.7 percent) responded never. Sixth graders (45.6 percent) had the highest percentage responding once a week followed by seventh graders (39.6 percent) and then by eighth graders (33.3 percent) (see Table 12 in appendix).

The YPANS asks the question “During the last 30 days, in what ways did your parent or guardian help you participate in any physical activities outside of school such as sports, fitness, active play, exercise, dance classes, team practices and events, or other physical activities?” The most common responses were:

- Encouraged me to do physical activities—39.7 percent
- Gave me a ride to or from an activity—34.9 percent
- Stayed to watch me at a class, practice, or event—26.8 percent (see Table 13 in appendix)

## PERCEIVED BARRIERS TO PHYSICAL ACTIVITY

A question on the YPANS asks about perceived barriers to engaging in sports. The most common reasons given were:

- I have too much school work—21.7 percent
- I didn’t have a way to get there and home—19.0 percent
- There are no sports available that I want to play—17.5 percent (see Table 14 in appendix)

Approximately 19 percent had a health condition that limited their ability to participate in sports.

# The Role of Schools in Promoting Lifelong Healthy Nutrition

The Task Force had a number of recommendations for this category.

- The Task Force strongly recommends that every school district be required by state government to maintain an independent nutrition advisory panel. These panels will be charged with meeting at least annually to review and determine strong school district policies surrounding all nutritional offerings at schools and report annually on compliance to the Department of Education and the local school boards.
- The Task Force strongly recommends that school districts elect to include formal curriculum on nutrition and dietary instruction in kindergarten through twelfth grades.
- The Task Force strongly recommends that school districts elect to enforce and monitor compliance with the current United States Department of Agriculture and Centers for Disease Control and Prevention dietary guidelines as they relate to school food service offerings. Where possible, schools also should incorporate federal standards to manage those items not currently covered under these federal standards, such as a la carte offerings, vending selections, before and after school food service, fundraising opportunities, and other school nutrition offerings.
- The Task Force strongly recommends that school districts elect to seek partnerships with local businesses, industries, corporations, philanthropies, and other organizations, including state and federal grant opportunities that may assist in providing funding and or resources to schools that have economic needs typically filled by vending sales.
- The Task Force strongly recommends that school districts elect to utilize multimedia methods and awareness events to support healthful nutrition throughout the school year targeting not only students and staff but also parents and caregivers utilizing various technologies. Events can include health observances such as 5 A Day Week or designated weeks to promote different types of nutrition activities, celebrations, and assemblies including a healthy nutrition message, implementation of nutrition fairs similar to science and history fairs, and support of speaker's bureaus to expand knowledge, skills, and abilities of parents and staff should be provided.

There were a number of themes from the obesity summit on schools. Some of these were:

1. There are many factors involved in the food and drink selections offered at schools, including money and student choice, to name just two. At present, schools that offer vending machines or stores tend to stock soft drinks and high-fat snacks rather than healthful items such as fruits and vegetables. Some people will resist changing to healthful food offerings, but it can be done if it is done well. Schools can sell healthful food and drinks just as well as they can unhealthy food and drinks. If a school is offering food, it has some responsibility for the food being offered.
2. There are two approaches for teaching students about making wise food choices. The first approach, the absolute approach, is to teach them by giving them only healthy choices. The second approach, the relative approach, is to give them a wide range of choices, teach them what is healthy, and then rely on them to make the right choices. To achieve the second approach, we need to draw on experts such as dietitians. We also need the support of administration to ensure that academics and health are fitting together rather than competing against each other in terms of priorities.
3. The only way for students to learn healthy living habits is to be exposed to them. Physical activity is a key component to healthy living. Approximately one-third of high school students are not getting enough physical activity, and a large proportion of youth aged nine to twelve do not participate in any physical activity outside school. The school environment should foster opportunities for physical activity and physical education. This can be done in many ways, such as recess, physical activity clubs, intramurals, and graduation requirements, to name a few.
4. Several challenges exist that might hinder the promotion of physical education and activity in the schools. These include academic testing pressures, financial constraints, lack of training and/or reticence by classroom teachers, and a school culture or environment that is not conducive to physical education and activity. The consequences of not promoting healthy living are becoming apparent, though, and they outweigh the challenges faced. For example, there has been a drastic increase in the number of school-age children diagnosed with Type 2 diabetes. It is estimated that one-third of

children born in 2000 will get Type 2 diabetes. That figure rises to one-half for minority children. In addition to improved short- and long-term health, other benefits of healthy living include improved academics, improved eating and activity habits, and reduced health care costs.

5. Marketing healthful choices wisely will encourage students to make those choices. Ask the students to suggest healthful food and beverage choices using methods such as surveys and focus groups. Promote the healthful products using big colorful menus, banners, contests, and so forth. Price healthful products advantageously and place them so they are easy to choose, such as at eye level. Promote health-related physical activity, fitness, and healthy eating during PE class. Promote healthy eating during after-school physical activity programs and during sports trips. Use programs such as VERB (<http://www.cdc.gov/youthcampaign>) to encourage students to participate in physical activity.

One speaker talked about the program "Fresh from Farmers' Fields to School Meals." A couple of points from her presentation were:

1. "At the heart of the project is linking schools with local small-scale farmers (less than 20 acres) to their mutual benefit. Schools discover a source of fresh, locally grown agricultural produce for school nutrition programs. Small-scale farmers in predominantly rural areas enjoy an alternative, non-traditional market outlet for their agricultural produce and the potential for crop diversification and the development of farmer networks.
2. The project is available to school districts that run their own food services program as well as to ones that hire an outside management company. Participation in the project is entirely voluntary, but if a district participates, school food service personnel get the chance to develop innovative ways of incorporating fresh produce into school meals and nutrition programs. Project staff is available to consult with food service personnel to develop USDA certified recipes, and the project staff will provide input as requested in terms of the availability of seasonal crops. For instance, one of the highly praised food items provided by the project is sweet potato sticks, which resemble carrot sticks and are an excellent substitute for French fries. Other fresh foods provided to schools include collard greens, fresh green beans, and blackberries, to name just a few."

Another speaker discussed the walking school bus program. Chicago was one of the first cities to have a walking school bus program, which is a program that provides supervision so children can walk to school safely. The program relies on volunteers who supervise children for a specific route or portion of a route as they walk to or from school. When the program was first proposed, the principals, school superintendent, and others in the community were reluctant to implement the program. Persistence paid off in the long run when, after patiently but persistently mentioning and reinforcing the value of the program, the superintendent and principals came on board. When the training program for volunteers first began, not many people showed up and it was somewhat difficult to administer the program. Eventually word spread of the program's success and volunteers began showing up in record numbers. At present, there are over 3,000 volunteers for the program. In addition, over 450 police officers have taken on the responsibility to make sure the walk routes are safe. An advantage to the program is that the volunteers can have very flexible schedules. They do not have to be at a certain location five days a week, but can volunteer at different locations at different times when convenient for them. The Safe Haven program accompanies the Walking School Bus. Safe Haven is made up of over 2,000 reputable businesses and organizations that volunteer to let children call home if they are in trouble. The Safe Haven locations are within 1,000 feet of a school and they are places where students can feel safe, such as firehouses, libraries, bookstores, and so forth.

## NUTRITION KNOWLEDGE

Students were asked where they learned about healthy eating. The most common responses were:

- Parents—63.2 percent
- School—60.7 percent (see Table 15 in appendix)

The role of the schools in providing healthy nutrition information is quite clear.

Students were asked in which class they learned about eating healthy. The most common responses were:

- Health education—42.3 percent
- Science—37.3 percent
- Physical education—28.8 percent (see Table 16 in appendix)

Students were asked how many fruits and vegetables experts recommend that they should eat in a day. Overall, 22.8 percent correctly identified five. There were no differences by gender, race/ethnicity, or grade level (see Table 17 in appendix).

The YPANS asks the question: “Do you read food labels for “low fat,” “less calories,” or “low carbs” before you choose or buy food or snacks?” Overall, 34.5 percent responded never and an additional 15.7 percent responded hardly ever. More males (42.0 percent) than females (27.1 percent) responded never. More non-Hispanic Whites (35.7 percent) and non-Hispanic Blacks (36.9 percent) than Hispanics (30.5 percent) responded never. More eighth graders (37.0 percent) than sixth graders (30.7 percent) responded never (see Table 18 in appendix).

## DIETARY BEHAVIORS

The YPANS asks a series of questions that collectively measure the percentage of students that eat five fruits and vegetables a day. These questions are:

- During the past seven days, how many times did you drink 100 percent fruit juices such as orange juice, apple juice, or grape juice?
- During the past seven days, how many times did you eat fruit? (Fruit includes foods like apple, papaya, banana, orange, applesauce, or pear. Do not count fruit juice.)
- During the past seven days, how many times did you eat green salad? (Example: salads that contain lettuce, spinach, or other greens.)
- During the past seven days, how many times did you eat vegetables? (Vegetables include foods like broccoli, spinach, carrots, squash, tomatoes, or green beans.)
- During the past seven days, how many times did you eat potatoes? (Do not count French fries, fried potatoes, or potato chips.)

Overall, 22.0 percent of students consumed five fruits and vegetables a day. More males (23.6 percent) than females (20.3 percent) consumed five fruits and vegetables a day. More non-Hispanic Blacks (24.8 percent) and Hispanics (22.6 percent) than non-Hispanic Whites (18.5 percent) consumed five fruits and vegetables a day. More sixth graders (24.2 percent) than eighth graders (20.6 percent) consumed five fruits and vegetables each day (see Table 19 in appendix).

The YPANS asks a series of questions about healthy/unhealthy nutrition patterns. The YPANS asks the question “During the past seven days, how many times did you drink punch, sports drinks, or other fruit-flavored drinks? (Do not count 100 percent fruit juices such as orange juice, apple juice, or grape juice.)” Overall, 28.5 percent drank fruit-flavored drinks two or more times per day. More males (32.3 percent) than females (24.4 percent) consumed these drinks. More non-Hispanic Blacks (46.5 percent) than Hispanics (25.5 percent), and more Hispanics than non-Hispanic Whites (21.8 percent), consumed these drinks. There were no differences by grade level (see Table 20 in appendix).

The YPANS asks a question about soda consumption (both diet and regular soda). Overall, 22.9 percent consumed two or more sodas each day during the past seven days. More males (25.9 percent) than females (19.8 percent) consumed two or more sodas each day. More eighth graders (25.8 percent) than both seventh graders (22.0 percent) and sixth graders (20.8 percent) consumed two or more sodas each day. There were no differences by race/ethnicity (see Table 21 in appendix).

The USDA recommendation is to consume three or more servings of dairy each day. The YPANS asks the question “During the past seven days, how many glasses of milk did you drink? (Include milk you drank in a glass or cup, from a carton, or with cereal. A milk shake counts as a glass of milk. Count the half pint served at school as equal to one glass.)” Overall, 19.0 percent of students drank three or more glasses of milk each day. More males (24.6 percent) than females (13.3 percent) drank three or more glasses of milk each day. More sixth graders (22.3 percent) than eighth graders (16.3 percent) drank three or more glasses of milk each day. More Hispanics (20.5 percent) and non-Hispanic Whites (19.6 percent) than non-Hispanic Blacks (14.7 percent) drank three or more glasses of milk each day (see Table 22 in appendix). The most common type of milk that students drink was chocolate milk (39.3 percent) (see Table 23 in appendix).

Population-based studies suggest that skipping breakfast contributes to the development of overweight and obesity, particularly among adolescents. Young people who skip breakfast tend to eat more, later in the day. Eating breakfast also reduces fat intake from snacking. Less than half (44.2 percent) of middle school students ate breakfast every day during the previous seven days. More males (51.2 percent) than females (37.2 percent) ate breakfast every day during the previous seven days. More sixth graders (49.5 percent) than either seventh graders (41.6 percent) or eighth graders (41.7 percent) ate breakfast every day during the previous days. More non-Hispanic Whites (48.9 percent) and Hispanics (45.9 percent) than non-Hispanic Blacks (34.6 percent) ate breakfast every day during the previous seven days (see Table 24 in appendix).

More than half of the students (51.1 percent) ate at a fast food restaurant on two or more days during the previous seven days. More eighth graders (53.7 percent) and seventh graders (51.7 percent) than sixth graders (47.8 percent) ate at a fast food restaurant on two or more days during the previous seven days. More non-Hispanic Blacks (59.6 percent) than Hispanics (52.1 percent) and more Hispanics than non-Hispanic Whites (47.3 percent) ate at a fast food restaurant on two or more of the previous seven days. There were no differences by gender (see Table 25 in appendix).

The YPANS asks the question: “During the past five school days, how many days did you buy a la carte or single items instead of the school lunch?” Overall, 34.1 percent of middle school students bought a la carte instead of the school lunch on one or more days during the past five school days. There were no differences by gender or race/ethnicity (see Table 26 in appendix). The major reasons for buying a la carte items were:

- I don't like the lunch offered—32.6 percent
- I like the food better than the line lunch—17.4 percent (see Table 27 in appendix)

Students were asked several questions about access to and purchases from vending machines at school. The questions include:

- Does your school have a snack vending machine that you can buy snacks from?
- During the past five school days, how many times a day did you purchase a snack from a vending machine?
- If you purchase snacks from a vending machine at school, what type of snack do you most often purchase?
- If you purchase a snack from a vending machine, do you think about whether or not it is a healthy snack?
- Does your school have a drink vending machine that you can buy drinks from?
- During the past five school days, how many times a day did you purchase a drink from a vending machine?
- If you purchase a drink from a vending machine at school, what type of drink do you most often purchase?
- During the past five school days, how many days did you buy a snack or drink from the vending machine instead of buying lunch or eating lunch brought from home?

Overall, 58.4 percent of middle school students had a snack vending machine from which they could buy snacks. Of those who had a snack vending machine at school, 20.4 percent purchased one or more snacks each day during the previous five school days. More non-Hispanic Blacks (34.4 percent) than Hispanics (25.1 percent) and more Hispanics than non-Hispanic Whites (10.4 percent) bought one or more snacks each day during the previous five school days. There were no differences by gender or grade level (see Table 28 in appendix).

Of those who purchased snacks from a vending machine, the types of snack purchased most often were:

- Chips, pretzels, or crackers—42.1 percent
- Candy bars—18.2 percent

Overall, 47.8 percent of middle school students, when they purchased snacks from a vending machine, thought about whether or not it is a healthy snack always or sometimes. More sixth graders (54.0 percent) than either seventh (46.4 percent) or eighth (42.5 percent) graders thought about whether or not the snack that they are purchasing was healthy. There were no differences by gender or race/ethnicity (see Table 29 in appendix).

Approximately 86 percent had a drink vending machine from which they could buy drinks. Of those who had a drink vending machine at school, 31.6 percent purchased one or more drinks each day during the previous five school days. More non-Hispanic Blacks (43.7 percent) than Hispanics (33.0 percent) and more Hispanics than non-Hispanic Whites (26.0 percent) purchased one or more drinks. There were no differences by gender or grade level (see Table 30 in appendix). The most common drinks purchased from the vending machine at school were soda (33.2 percent) and sports drinks (33.1 percent).

Overall, 19.5 percent of middle school students bought a snack or drink from the vending machine instead of buying lunch or eating lunch brought from home on one or more days during the past five school days. More non-Hispanic Blacks (27.6 percent) than either non-Hispanic Whites (14.8 percent) or Hispanics (21.7 percent) bought a snack or drink instead of buying lunch or eating lunch brought from home. There were no differences by gender or grade level (see Table 31 in appendix).

The YPANS asks the question “Does your teacher or the staff at your school give you candy or sweets as a reward for good or extra work?” Overall, 65.2 percent answered sometimes. More females (71.7 percent) answered sometimes than males (58.9 percent). More sixth graders (68.0 percent) than eighth graders (63.5 percent) were given candy or sweets as a reward. There were no differences by race/ethnicity (see Table 32 in appendix).

The last question on dietary behaviors “Do you sell candy to raise money for your school, your school band, or a school sport?” Overall, 27.9 percent of middle school students sold candy. More females (33.1 percent) than males (22.8 percent) sold candy. More non-Hispanic Whites (30.2 percent) than Hispanics (26.3 percent) sold candy to raise money. There were no differences by grade level (see Table 33 in appendix).



## The Role of Schools in Promoting Lifelong Physical Activity

■ The Task Force strongly recommends that every school district be required by state government to maintain an independent physical activity and physical fitness advisory panel. These panels will be charged with meeting at least annually to review and determine strong school district policies surrounding all physical activity/fitness offerings at schools and will report annually on compliance of offerings of these offerings in schools to the Department of Education and the local school boards.

■ The Task Force strongly recommends that school districts elect to include formal curriculum on physical activity and physical education instruction in kindergarten through twelfth grades. Teachers will be given education and training on how to model physical activity behaviors; trained on the importance of building positive physical habits during school and away from school; and empowered to facilitate educational opportunities with other school program offerings to support and sustain lifelong physical activity.

■ The Task Force strongly recommends that school districts elect to enforce and monitor compliance with the current Centers for Disease Control and Prevention physical activity guidelines as they relate to school offerings. Where possible, standards should also be incorporated by schools to manage those activities not currently covered under these federal guidelines such as before and after school activities, school field trips and programs, and other school fitness offerings.

■ The Task Force strongly recommends that school districts elect to seek partnerships with local businesses, industries, corporations, philanthropies, and other organizations, including state and federal grant opportunities that may assist in providing funding and or resources to schools that have economic needs typically filled by vending sales.

■ The Task Force strongly recommends that school districts elect to utilize multimedia methods and awareness events to support and promote physical activity/fitness opportunities throughout the school year targeting not only students and staff but also parents and caregivers as well. Events can include awareness days such as “Fitness Fridays” or designated weeks, celebrations and assemblies, implementing exercise fairs similar to science and history fairs, promoting health education programs throughout the school year, and providing incentives to students and staff.

### PHYSICAL EDUCATION

Students were asked some questions about their physical education classes. These questions are:

- In an average week when you are in school, on how many days do you go to physical education (PE) classes?
- During an average PE class, how much of the class time do you spend actually exercising or playing sports?

Overall, nearly 50 percent (48.4 percent) reported attending PE classes every day of the week. Conversely, 31.3 percent reported attending PE classes on no days in an average week. More males (52.2 percent) than females (44.6 percent) attended daily PE. More non-Hispanic Whites (51.2 percent) and non-Hispanic Blacks (52.5 percent) than

Hispanics (39.5 percent) attended daily PE. There were no differences by grade level (see Table 34 in appendix). For how much actual time spent doing physical activity in PE classes, overall, 67.4 percent responded that almost all of the time was spent doing physical activity. More males (71.2 percent) than females (63.0 percent) spent almost all of the time in class doing physical activity. More sixth graders (71.4 percent) than eighth graders (64.4 percent) spent almost all of their PE class doing physical activity. There were no differences by race/ethnicity (see Table 35 in appendix).

## PHYSICAL ACTIVITY

The YPANS asks the question: “During the past 12 months, on how many sports teams did you play? (Include school sports and community sports like tennis, football, gymnastics, or soccer).” Overall, 59.2 percent participated on one or more sports teams during the previous 12 months. More males (62.9 percent) than females (55.4 percent) participated on one or more sports teams. More non-Hispanic Blacks (62.8 percent) and non-Hispanic Whites (61.2 percent) than Hispanics (55.8 percent) participated on one or more sports teams. There were no differences by grade level (see Table 36 in appendix).

The YPANS asks a question about how the respondent got home from school. Overall, 18.0 percent responded that they walked or rode a bike home from school. More males (20.3 percent) than females (15.5 percent) biked or walked home. More non-Hispanic Blacks (26.0 percent) and Hispanics (19.5 percent) than non-Hispanic Whites (12.8 percent) biked or walked home. There were no differences by grade level (see Table 37 in appendix).

Students were asked on how many days of the past five did they walk or ride their bike home. Overall, 13.8 percent rode their bike or walked home every day. More males (16.1 percent) than females (11.4 percent) walked or rode their bike home every day. More non-Hispanic Blacks (19.9 percent) than Hispanics (14.9 percent) and more Hispanics than non-Hispanic Whites (9.9 percent) rode their bikes or walked home from school every day. There were no differences by grade level (see Table 38 in appendix).

# Body Weight

## BODY WEIGHT PERCEPTION

In describing their own body weight, 27.7 percent described their weight as very or slightly overweight. More females (29.5 percent) than males (26.0 percent) described themselves as very or slightly overweight. More Hispanics (30.4 percent) than non-Hispanic Blacks (24.6 percent) described themselves as very or slightly overweight. No significant grade level differences were detected (see Table 39 in appendix).

## WEIGHT CONTROL

Among middle school students, 45.7 percent were trying to lose weight. Significantly more females (54.6 percent) than males (37.3 percent) were trying to lose weight. More Hispanic youth (51.0 percent) were trying to lose weight as compared to non-Hispanic Black youth (41.7 percent) and non-Hispanic White youth (44.7 percent). More sixth graders (48.5 percent) than eighth graders (44.0 percent) were trying to lose weight (see Table 40 in appendix).

## WEIGHT CONTROL BEHAVIORS

Several survey items were included to understand the behaviors youth undertook to lose weight or keep from gaining weight. The four weight control behaviors (exercise; eat less food, fewer calories, or foods low in fat; skip meals; and take diet pills) were combined together to create a single weight control behavior measure. The majority of students (78.4 percent) participated in at least one weight control measure during the previous 30 days. Significant

gender and grade level differences in weight control behaviors existed. More females (81.4 percent) than males (75.4 percent) practiced at least one weight control behavior during the previous 30 days. In addition, more sixth graders (81.7 percent) and seventh graders (79.9 percent) than eighth graders (73.9 percent) practiced at least one weight control method. More Hispanics (80.5 percent) than non-Hispanic Blacks (75.4 percent) engaged in weight control behaviors (see Table 41 in appendix).

## KNOWLEDGE OF WEIGHT

Nearly one-fifth (19.4 percent) of youth did not know how much they weighed. More females (21.4 percent) than males (17.6 percent) do not know how much they weighed. More non-Hispanic Blacks (22.8 percent) and Hispanics (21.5 percent) than non-Hispanic Whites (16.7 percent) do not know how much they weighed. There were no significant grade level differences in knowledge of weight (see Table 42 in appendix).

# What is Being Done?

## YOUTH EMPOWERED AMBASSADORS FOR HEALTH (YEAH!)

The purpose of YEAH! is to involve youth from youth based organizations (YBO) in promoting awareness of and advocacy for healthy behaviors among Florida’s youth, specifically focusing on healthy eating, increased physical activity, and decreased screen time. Youth ages 13 to 17 will focus on awareness and education of its members and partnerships with the local county health departments, as well as move toward integration of physical activity, healthy nutrition, and decreased screen time into curricula, club activities and policies in ensuing years, as well as in the peer, family, school, faith-based, and community setting as allowable.

Lack of physical activity and poor/over nutrition are Florida’s leading indicators for poor health outcomes that impact physical health, mental health, school and job performance, family stability, and economic growth. Involving youth in established organizations promotes early adoption of behaviors during the adolescent years and empowers youth to become adults who lead by example and action.

Goals:

- 1) Increase lifelong physical activity
- 2) Increase lifelong healthy eating
- 3) Decrease total screen time
- 4) Create youth ambassadors for healthy lifestyle leadership and peer mentoring

The YEAH! Summit was convened in response to the burgeoning health crisis of childhood obesity in Florida. The summit presented information and provided a leadership opportunity for students from various established youth organizations around Florida, such as 4-H, Boys/Girls Clubs, and Health Occupations Students of America. The summit provided tools for the youth leaders to enable them to become advocates for healthy lifestyles. It also prepared them to act as youth empowered ambassadors for health who could develop and coordinate programs on obesity, physical activity, healthy nutrition, and screen time.

## PARKS

In 2005–06, the Obesity Prevention Program created a program called PARKS (Physical Activity Really Counts) in cooperation with the YEAH! initiative. The purpose of the program is to support projects that focus on opportunities for children with disabilities and provide linkages to adult groups and organizations to support sustained efforts.

The projects will ensure that all Americans with Disabilities Act (ADA) requirements are met. This program will assist youth with disabilities in improving stamina and muscle strength, reducing the symptoms of anxiety and depression, reducing the risk of becoming over weight and promoting general feelings of well being. This project encourages participation in active leisure and recreation by motivating individuals to participate and by assisting the development of community programs for a broad scope of recreational opportunities available to people with disabilities.

## BE WISE ABOUT YOUR PORTION SIZE

The Be Wise About Your Portion Size resource manual was developed by the members of the Florida Interagency Food and Nutrition Committee as part of the 2005 state nutrition campaign. The campaign was launched in effort to help reduce the incidence of obesity in Florida. The manual contains lesson plans and activities that teach and encourage Floridians to be aware of the portions they are consuming. The manual was initially distributed to over 3500 health educators in Florida. Since then, additional materials have been developed and placed on the webpage and are available to the public. Numerous county health departments have incorporated the curriculum into their health and nutrition education services. Students in elementary, middle, and high schools have participated in learning about healthy portions using measuring utensils and food displays. Various hospitals and after school programs have requested and used the curriculum for their healthy eating and diabetes nutrition education classes.

## Call to Action

**The evidence is clear. The epidemic of overweight and obesity is a significant concern that will require the assistance and support of everyone in Florida to combat.**

The health consequences of overweight and obesity have created a tremendous personal burden on our citizens, including our children, and have also created an economic burden on our state and counties. According to a recent study, obesity-related medical expenditures for adults in Florida total over \$3.9 billion. Due to overweight and obesity, children are being diagnosed with diseases and conditions typically only seen in adults including type 2 diabetes, previously referred to as adult onset diabetes. Approximately 60 percent of overweight children have at least one risk factor for cardiovascular disease such as high blood pressure or high cholesterol. Approximately 25 percent of overweight children have two or more risk factors.

Communities are encouraged to take action by working to provide more opportunities for people to play and exercise that are low cost or free of charge. Physicians and other healthcare providers can advise their patients on healthful eating and ways to increase their level of physical activity. Schools can provide healthful options for students and staff throughout the day to support healthy eating and exercise habits. And finally, parents can take a more active role in providing healthful food options at home and become involved in their children's schools to assist in creating a supportive environment while their children are away from home. Parents must find options for their children's time spent in front of TV or video/computer monitors and promote increased physical activity. There are numerous possibilities for involvement in combating this epidemic.

There is no one group or entity responsible for this epidemic. We, as a society, created this epidemic and we must all work together to overcome it. We must work within our communities to help create healthier environments and provide nutritious offerings so people can make the healthy choice the easy choice. Florida can lead the nation in overcoming this epidemic by working proactively and by working together and becoming involved in our communities. The obesity epidemic is everyone's problem and needs the help of all of us at the local and state levels. We must do this for our children and ourselves.

Table 1. Demographic Characteristics of Survey Respondents, Florida YPANS, 2005

CHARACTERISTIC	PERCENT
<b>Age (n=4,496)</b>	
10 years or younger	0.1
11 years old	8.5
12 years old	28.4
13 years old	32.2
14 years old	24.8
15 years old	5.0
Older than 15 years old	0.9
<b>Gender (n=4,484)</b>	
Male	51.5
Female	48.5
<b>Grade Level (n=4,491)</b>	
6th grade	33.1
7th grade	33.4
8th grade	33.5
<b>Race/Ethnicity (n=4,507)</b>	
Non-Hispanic White	38.5
Non-Hispanic Black	20.8
Hispanic or Latino	26.1
Multi-Ethnic/Other	14.6
<b>Usual Grades Earned (n=4,373)</b>	
Mostly A's	26.8
Mostly B's	34.3
Mostly C's	23.1
Mostly D's	4.8
Mostly F's	1.9
None of these grades	0.6
Not sure	8.5

**Table 2. Percent of middle school students who watched three or more hours of television (TV) on an average school day, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Total	1633	49.5	47.8–51.2	1892	45.3	42.9–47.8
Male	773	48.4	45.9–50.9	916	43.5	40.8–46.3
Female	860	50.5	48.1–52.9	957	47.1	44.2–50.0
6th Grade	499	44.4	41.5–47.3	593	43.5	39.9–47.2
7th Grade	582	52.9	49.9–55.9	672	46.8	43.6–50.0
8th Grade	552	50.9	47.9–53.9	627	45.6	42.2–49.0
Non-Hispanic White	448	39.5	36.7–42.3	663	34.6	31.9–37.2
Non-Hispanic Black	478	69.6	66.1–73.1	627	63.9	61.1–66.6
Hispanic	503	50.7	47.6–53.8	449	50.3	46.8–53.9
Multi-Ethnic/Other	204	44.8	40.2–49.4	126	38.6	32.5–44.7

CI: Confidence Interval

N: Number in Sample

**Table 3. Likelihood of watching three or more hours of TV on an average school day among those students with a TV in their room versus those who did not have a TV in their room, Florida YPANS, 2005**

CHARACTERISTIC	ODDS RATIO
Total	1.88
Male	1.73
Female	2.07
6th grade	1.69
7th grade	2.10
8th grade	1.84
Non-Hispanic White	1.60
Non-Hispanic Black	2.26
Hispanic	1.78

**Table 4. Percent of middle school students who had rules about when or how much TV they can watch, Florida YPANS, 2005**

CHARACTERISTIC	N	ESTIMATE	95% CI
Total	1189	29.3	27.9–30.7
Male	575	29.6	27.5–31.7
Female	614	29.0	27.1–30.9
6th grade	532	38.7	36.1–41.3
7th grade	361	26.9	24.5–29.3
8th grade	296	22.8	20.5–25.1
Non-Hispanic White	424	28.5	26.2–30.8
Non-Hispanic Black	227	27.0	24.0–30.0
Hispanic	355	31.2	28.5–33.9

CI: Confidence Interval

N: Number in Sample

**Table 5. Percent of middle school students who had a computer at home and used the computer for fun (not counting homework) for three or more hours per day on an average school day, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Total	635	20.5	19.1–21.9	682	18.2	16.7–19.6
Male	266	18.7	16.6–20.8	329	17.4	15.4–19.4
Female	369	22.1	20.1–24.1	340	18.7	16.7–20.7
6th Grade	166	16.3	14.0–18.6	183	15.2	13.2–17.2
7th Grade	214	20.4	17.9–22.9	242	18.8	16.4–21.2
8th Grade	255	24.2	21.6–26.8	256	20.4	18.0–22.9
Non-Hispanic White	216	18.2	16.0–20.4	289	16.2	14.3–18.1
Non-Hispanic Black	135	24.0	20.5–27.5	161	19.3	16.7–21.9
Hispanic	194	21.1	18.5–23.7	160	20.4	17.3–23.6

CI: Confidence Interval

N: Number in Sample

**Table 6. Percent of middle school students who had a video game system at home and played video games three or more hours per day on the average school day, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Total	585	17.1	15.9–18.3	545	14.8	13.2–16.5
Male	457	25.2	23.2–27.2	415	21.3	19.0–23.5
Female	128	7.5	6.3–8.7	122	7.2	5.7–8.8
6th Grade	212	17.5	15.3–19.7	201	17.0	14.2–19.8
7th Grade	196	17.6	15.4–19.8	181	14.2	12.3–16.2
8th Grade	177	16.2	14.0–18.4	163	13.4	10.9–15.8
Non-Hispanic White	136	11.4	9.6–13.2	169	9.9	8.3–11.6
Non-Hispanic Black	208	29.8	26.4–33.2	183	21.3	17.5–25.2
Hispanic	147	15.2	12.9–17.5	133	16.9	13.7–20.1

CI: Confidence Interval

N: Number in Sample

**Table 7. Likelihood of playing three or more hours of video games on an average school day among those students with a video game system in their room versus those who did not have a video game system in their room, Florida YPANS, 2005**

CHARACTERISTIC	ODDS RATIO
Total	3.83
Male	2.30
Female	3.77
6th grade	3.18
7th grade	4.36
8th grade	4.16
Non-Hispanic White	3.78
Non-Hispanic Black	5.46
Hispanic	3.53

**Table 8. Percent of middle school students who watched television, used the computer for fun, or played video games for three or more hours on the average school day, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Total	2580	62.2	60.1–64.3	3096	78.0	76.3–79.8
Male	1283	64.6	62.2–67.1	1577	79.5	77.3–81.7
Female	1297	59.7	57.1–62.3	1488	76.4	74.3–78.6
6th Grade	800	56.9	53.8–60.1	969	76.7	74.0–79.5
7th Grade	898	64.3	61.3–67.3	1079	79.0	76.6–81.4
8th Grade	882	65.0	62.2–67.8	1048	78.3	75.8–80.7
Non-Hispanic White	813	54.9	52.4–57.4	1332	72.3	70.1–74.6
Non-Hispanic Black	641	74.8	71.4–78.2	802	87.6	85.6–89.5
Hispanic	781	65.8	63.0–68.6	688	81.3	78.7–83.9

CI: Confidence Interval      N: Number in Sample

**Table 9. Percent of middle school students who ate a snack or drank a soda while watching television or movies, Florida YPANS, 2005**

CHARACTERISTIC	N	ESTIMATE	95% CI
<b>Total</b>			
Never	82	2.4	1.9–2.9
Sometimes	1946	55.6	53.9–57.3
Most of the time	1049	30.2	28.7–31.7
Every time	408	11.8	10.7–12.9
<b>Male</b>			
Never	48	3.0	2.2–3.8
Sometimes	916	54.9	52.5–57.3
Most of the time	486	29.5	27.3–31.7
Every time	209	12.7	11.1–14.3
<b>Female</b>			
Never	34	1.8	1.2–2.4
Sometimes	1030	56.2	53.9–58.5
Most of the time	563	31.0	28.9–33.1
Every time	199	10.9	9.5–12.3
<b>6th grade</b>			
Never	28	2.4	1.5–3.3
Sometimes	704	58.3	55.5–61.1
Most of the time	331	27.6	25.1–30.1
Every time	141	11.7	9.9–13.5
<b>7th grade</b>			
Never	27	2.4	1.5–3.3
Sometimes	629	53.8	50.9–56.7
Most of the time	372	32.2	29.5–34.9
Every time	130	11.6	9.7–13.5
<b>8th grade</b>			
Never	27	2.4	1.5–3.3
Sometimes	613	54.6	51.7–57.5
Most of the time	346	30.8	28.1–33.5
Every time	137	12.2	10.3–14.1
<b>Non-Hispanic White</b>			
Never	36	3.0	2.0–4.0
Sometimes	694	56.3	53.5–59.1
Most of the time	370	30.4	27.8–33.0
Every time	122	10.4	8.6–12.2
<b>Non-Hispanic Black</b>			
Never	10	1.3	.5–2.1
Sometimes	379	49.8	46.2–53.4
Most of the time	250	33.2	29.8–36.6
Every time	117	15.7	13.1–18.3
<b>Hispanic</b>			
Never	22	2.2	1.3–3.1
Sometimes	619	60.4	57.4–63.4
Most of the time	264	25.7	23.0–28.4
Every time	119	11.6	9.6–13.6

CI: Confidence Interval      N: Number in Sample

**Table 10. Percent of middle school students who went outside to play after school, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Total	1901	44.9	42.4–47.4	1659	39.4	37.5–41.4
Male	1032	50.8	47.6–53.9	952	44.9	42.1–47.7
Female	869	38.9	36.1–41.7	692	33.8	31.3–36.3
6th Grade	692	46.8	43.5–50.1	576	41.6	38.6–44.7
7th Grade	642	45.8	42.0–49.6	578	40.1	37.4–42.8
8th Grade	567	42.1	39.0–45.2	506	36.5	33.9–39.2
Non-Hispanic White	795	52.2	48.7–55.7	903	46.4	43.6–49.2
Non-Hispanic Black	319	34.7	32.0–37.4	294	29.6	26.6–32.5
Hispanic	497	41.1	38.2–44.0	327	36.7	33.3–40.2

CI: Confidence Interval      N: Number in Sample

**Table 11. Percent of middle school students who responded about the various types of leisure-time physical activity that they engaged in, Florida YPANS, 2005**

ACTIVITY	PERCENT
Walk	59.4
Run or jog	51.3
Ride a bike	46.1
Chores like mowing, vacuuming, sweeping, raking	45.5
Basketball	45.1
Push-ups, sit-ups, jumping jacks	42.0
Football	35.0
Other	32.5
Roller skate, inline skate, or skateboard	27.5
Dance	26.3
Lift weights	24.9
Jump on a trampoline	23.7
Swim laps	20.6

**Table 12. Percent of middle school students whose family exercised or played sports together, Florida YPANS, 2005**

CHARACTERISTIC	N	ESTIMATE	95% CI
<b>Total</b>			
Never	1313	36.8	35.2–38.4
About once a week	1419	39.4	37.8–41.0
<b>Male</b>			
Never	610	36.3	34.0–38.6
About once a week	673	39.6	37.2–42.0
<b>Female</b>			
Never	703	37.2	35.0–39.4
About once a week	746	39.2	37.0–41.4
<b>6th grade</b>			
Never	358	29.7	27.1–32.3
About once a week	555	45.6	46.8–52.4
<b>7th grade</b>			
Never	430	35.7	33.0–38.4
About once a week	474	39.6	36.8–42.4
<b>8th grade</b>			
Never	525	44.5	41.6–47.4
About once a week	390	33.3	30.6–36.0
<b>Non-Hispanic White</b>			
Never	460	36.3	33.7–38.9
About once a week	541	41.9	39.2–44.6
<b>Non-Hispanic Black</b>			
Never	303	39.6	36.1–43.1
About once a week	275	36.4	33.0–39.8
<b>Hispanic</b>			
Never	349	33.3	30.4–36.2
About once a week	420	39.8	36.8–42.8

CI: Confidence Interval      N: Number in Sample

**Table 13. Percent of middle school students who responded to how their parent or guardian helped them participate in physical activities outside of school, Florida YPANS, 2005**

RESPONSE	PERCENT RESPONDING
Encouraged me to do physical activities	39.7
Gave me a ride to or from an activity	34.9
Participated with me	15.7
Stayed to watch me at a class, practice, or event	26.8
Other	20.7
My parent or guardian did not help me participate	19.6

**Table 14. Percent of middle school students who responded to about their reasons for not participating in sports during the past year, Florida YPANS, 2005**

RESPONSE	PERCENT RESPONDING
There isn't any place to play	6.6
I didn't have a way to get there and home	19.0
There are no sports available that I want to play	17.5
I was not allowed	7.8
I have too much school work	21.7
I am not good at sports	10.3
Other	32.3
I was unable to participate	10.7

**Table 15. Percent of middle school students who responded to where they learned about healthy eating, Florida YPANS, 2005**

RESPONSE	PERCENT RESPONDING
School	60.7
Parents	63.2
Television	34.9
Doctor or nurse	45.1
Other	19.3
I haven't learned about eating healthy	2.1

**Table 16. Percent of middle school students who responded about in which class they learned about healthy eating, Florida YPANS, 2005**

RESPONSE	PERCENT RESPONDING
Math	2.5
Science	37.3
Social studies	2.6
Physical education	28.8
Health education	42.3
Other	9.1

**Table 17. Percent of middle school students who knew the recommendation for fruit and vegetable consumption (five or more per day), Florida YPANS, 2003 and 2005**

CHARACTERISTIC	N	2005		2003		
		ESTIMATE	95% CI	N	ESTIMATE	95% CI
Total	863	22.8	21.0–24.6	772	17.8	16.5–19.2
Male	397	22.4	20.1–24.7	380	17.3	15.4–18.9
Female	466	23.2	21.0–25.4	380	18.1	16.2–20.1
6th Grade	312	24.2	21.4–27.1	247	17.2	15.0–19.4
7th Grade	300	23.4	20.9–26.0	278	18.8	16.5–21.1
8th Grade	251	20.7	18.2–23.2	247	17.4	15.3–19.5
Non-Hispanic White	325	23.7	20.1–27.3	365	18.4	16.5–20.3
Non-Hispanic Black	177	22.4	19.4–25.3	190	18.5	16.1–20.8
Hispanic	243	22.1	19.7–24.6	137	14.9	11.7–18.0

CI: Confidence Interval      N: Number in Sample

**Table 18. Percent of middle school students who read food labels for “low fat,” “less calories,” or “low carbs” before choosing or buying food or snacks, Florida YPANS, 2005**

CHARACTERISTIC	N	ESTIMATE	95% CI
<b>Total</b>			
Never	1387	34.5	32.7–36.4
Hardly ever	655	15.7	14.8–16.7
<b>Male</b>			
Never	790	42.0	39.3–44.8
Hardly ever	279	14.3	12.8–15.8
<b>Female</b>			
Never	597	27.1	24.9–29.3
Hardly ever	376	17.1	15.6–18.7
<b>6th grade</b>			
Never	421	30.7	28.2–33.1
Hardly ever	201	14.3	12.6–15.9
<b>7th grade</b>			
Never	482	35.7	32.8–38.6
Hardly ever	235	16.6	14.7–18.5
<b>8th grade</b>			
Never	484	37.0	33.9–40.2
Hardly ever	219	16.3	14.2–18.3
<b>Non-Hispanic White</b>			
Never	512	35.7	33.5–37.9
Hardly ever	236	15.7	13.9–17.4
<b>Non-Hispanic Black</b>			
Never	317	36.9	33.6–40.3
Hardly ever	124	14.2	12.4–16.1
<b>Hispanic</b>			
Never	357	30.5	28.1–32.9
Hardly ever	206	17.3	15.3–19.4

CI: Confidence Interval      N: Number in Sample

**Table 19. Percent of middle school students who consumed five or more fruits and vegetables a day (including fruit, fruit juice, green salad, and vegetables such as broccoli, spinach, carrots, squash, tomatoes, green beans, and potatoes) during the previous seven days, Florida YPANS, 2005**

CHARACTERISTIC	N	2005	
		ESTIMATE	95% CI
Total	977	22.0	20.7–23.3
Male	512	23.6	21.7–25.6
Female	465	20.3	18.6–22.0
6th Grade	377	24.2	22.1–26.4
7th Grade	309	21.2	18.8–23.6
8th Grade	291	20.6	18.4–22.9
Non-Hispanic White	290	18.5	16.8–20.3
Non-Hispanic Black	233	24.8	21.9–27.6
Hispanic	284	22.6	20.3–24.9

CI: Confidence Interval      N: Number in Sample

**Table 20. Percent of middle school students who drank punch, Kool-Aid, sports drinks, or other fruit-flavored drinks two or more times each day during the past seven days, Florida YPANS, 2005**

CHARACTERISTIC	N	ESTIMATE	95% CI
Overall	1122	28.4	26.4–30.6
Male	621	32.3	29.7–35.0
Female	501	24.4	22.0–26.9
6th grade	364	26.6	24.1–29.2
7th grade	381	29.7	26.6–32.9
8th grade	377	29.0	25.8–32.2
Non-Hispanic White	306	21.8	19.6–24.0
Non-Hispanic Black	394	46.5	42.7–50.4
Hispanic	282	25.5	23.0–27.9

CI: Confidence Interval      N: Number in Sample

**Table 21. Percent of middle school students who drank two or more sodas per day during the previous seven days, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	N	2005		N	2003	
		ESTIMATE	95% CI		ESTIMATE	95% CI
Overall	943	22.9	21.6–24.2	1145	26.0	24.4–27.5
Male	506	25.9	23.9–27.9	604	27.0	24.9–29.0
Female	437	19.8	18.1–21.5	527	24.8	22.8–26.8
6th Grade	297	20.8	18.7–22.9	365	24.9	22.4–27.4
7th Grade	301	22.0	19.8–24.2	389	26.0	23.8–28.3
8th Grade	345	25.8	23.4–28.2	391	27.0	24.4–29.5
Non-Hispanic White	335	22.6	20.5–24.7	496	24.7	22.4–26.9
Non-Hispanic Black	219	24.6	21.8–27.4	299	28.1	24.9–31.2
Hispanic	264	22.6	20.2–25.0	240	25.8	22.6–29.0

CI: Confidence Interval      N: Number in Sample

**Table 22. Percent of middle school students who drank three or more glasses of milk per day during the previous seven days, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	N	2005		N	2003	
		ESTIMATE	95% CI		ESTIMATE	95% CI
Overall	783	19.0	17.8–20.3	969	21.9	20.6–23.3
Male	490	24.6	22.6–26.7	618	27.5	25.5–29.5
Female	293	13.3	11.7–14.9	340	16.0	14.4–17.5
6th Grade	320	22.3	19.9–24.7	356	24.2	21.8–26.5
7th Grade	248	18.5	16.3–20.8	306	20.4	18.2–22.7
8th Grade	215	16.3	14.5–18.2	307	21.1	18.9–23.4
Non-Hispanic White	289	19.6	17.6–21.7	501	24.9	22.7–27.0
Non-Hispanic Black	131	14.7	12.9–16.5	168	15.8	13.7–17.9
Hispanic	241	20.5	18.3–22.7	210	22.5	19.7–25.2

CI: Confidence Interval      N: Number in Sample

**Table 23. Percent of middle school students who drank different kinds of milk, Florida YPANS, 2005**

RESPONSE	PERCENT RESPONDING
Skim or fat free milk	11.9
1% or low fat milk	17.5
2% milk	29.9
Soy milk	3.9
Whole milk	33.4
Chocolate milk	39.3
Flavored milk other than chocolate	14.9

**Table 24. Percent of middle school students who ate breakfast every day during the previous seven days, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Total	1874	44.2	42.7–45.7	2043	46.6	44.6–48.6
Male	1041	51.2	49.0–53.4	1163	52.4	49.7–55.0
Female	833	37.2	35.2–39.2	866	40.9	38.5–43.2
6th Grade	732	49.5	47.0–52.0	763	52.3	49.4–55.1
7th Grade	582	41.6	39.0–44.2	678	45.9	43.1–48.6
8th Grade	560	41.7	39.1–44.3	601	41.7	38.3–45.1
Non-Hispanic White	745	48.9	46.4–51.4	1018	51.0	48.0–54.0
Non-Hispanic Black	315	34.6	31.5–37.7	373	35.2	32.5–37.9
Hispanic	558	45.9	43.1–48.7	480	51.8	48.1–55.6

CI: Confidence Interval      N: Number in Sample

**Table 25. Percent of middle school students who ate at a fast food restaurant on two or more days during the previous seven days, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Overall	2169	51.1	49.6–52.6	2185	49.8	47.9–51.7
Male	1009	49.9	47.7–52.1	1077	48.4	46.0–50.8
Female	1160	52.4	50.3–54.5	1082	51.1	48.7–53.5
6th Grade	702	47.8	45.2–50.4	729	50.1	47.2–53.0
7th Grade	732	51.7	49.1–54.3	733	49.4	46.5–52.3
8th Grade	735	53.7	51.0–56.4	723	50.0	46.7–53.3
Non-Hispanic White	720	47.3	44.8–49.8	875	43.8	40.9–46.6
Non-Hispanic Black	532	59.6	56.4–62.8	620	58.6	55.9–61.2
Hispanic	626	52.1	49.2–55.0	501	54.1	50.5–57.8

CI: Confidence Interval      N: Number in Sample

**Table 26. Percent of middle school students who bought a la carte instead of school lunch on one or more days during the past five school days, Florida YPANS, 2005**

CHARACTERISTIC	N	PERCENT	95% CI
Overall	1370	34.1	30.0–38.1
Male	619	32.5	28.6–36.4
Female	751	35.7	30.9–40.5
6th Grade	413	29.7	25.8–33.6
7th Grade	508	38.3	33.1–43.4
8th Grade	449	34.1	29.5–38.8
Non-Hispanic White	499	34.1	28.0–40.2
Non-Hispanic Black	332	38.4	31.6–45.2
Hispanic	363	31.6	26.7–36.4

CI: Confidence Interval      N: Number in Sample

**Table 27. Percent of middle school students who responded to reasons for buying a la carte instead of school lunch, Florida YPANS, 2005**

RESPONSE	PERCENT RESPONDING
I don't like the lunch offered	32.6
I don't have time to buy and eat the regular lunch	4.2
It is faster to buy a la carte	4.8
I like the food better than the line lunch	17.4
I can take the single items with me	5.8
Other	13.5
I don't buy a la carte	41.5

**Table 28. Percent of middle school students who had a snack vending machine at school and purchased one or more snacks each day during the previous five school days, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Overall	357	20.4	18.5–22.3	464	23.5	20.0–26.9
Male	181	21.3	18.5–24.1	248	24.6	20.7–28.5
Female	176	19.6	17.0–22.2	214	22.5	18.6–26.4
6th Grade	133	20.8	17.6–24.0	157	23.0	18.5–27.4
7th Grade	121	21.2	17.8–24.6	154	23.0	18.5–27.6
8th Grade	103	19.2	15.8–22.6	154	24.6	19.5–29.6
Non-Hispanic White	61	10.4	7.9–12.9	141	18.1	12.0–24.1
Non-Hispanic Black	136	34.4	29.7–39.1	163	31.1	24.7–37.5
Hispanic	119	25.1	21.2–29.0	119	24.5	19.3–29.7

CI: Confidence Interval      N: Number in Sample

**Table 29. Percent of middle school students who when they purchased a snack from a vending machine, thought about whether or not it is a healthy snack always or sometimes, Florida YPANS, 2005**

CHARACTERISTIC	N	PERCENT	95% CI
Overall	372	47.8	44.2–51.4
Male	182	47.1	42.0–52.2
Female	190	48.6	43.6–53.6
6th Grade	150	54.0	48.1–59.9
7th Grade	127	46.4	40.4–52.4
8th Grade	95	42.5	36.0–49.0
Non-Hispanic White	85	45.5	38.2–52.8
Non-Hispanic Black	114	44.2	38.1–50.3
Hispanic	118	49.3	42.9–55.7

CI: Confidence Interval      N: Number in Sample

**Table 30. Percent of middle school students who had a drink vending machine at school and purchased one or more drinks per day during the previous five school days, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Overall	791	31.6	29.8–33.4	881	25.9	23.6–28.3
Male	403	32.6	30.0–35.2	473	28.0	25.2–30.8
Female	388	30.4	27.9–32.9	400	23.8	21.1–26.4
6th Grade	290	32.3	29.2–35.4	272	25.2	21.9–28.5
7th Grade	247	29.7	26.6–32.8	297	25.4	22.3–28.6
8th Grade	254	32.8	29.5–36.1	312	27.0	23.8–30.2
Non-Hispanic White	229	26.0	23.1–28.9	339	21.9	18.7–25.1
Non-Hispanic Black	249	43.7	39.6–47.8	268	33.4	28.9–37.9
Hispanic	218	33.0	29.4–36.6	193	26.0	22.9–29.1

CI: Confidence Interval      N: Number in Sample

**Table 31. Percent of middle school students who had vending machines at school and purchased a snack or drink instead of buying lunch on one or more of the previous five school days, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Overall	798	19.5	16.3–22.7	1108	30.9	27.9–33.8
Male	369	18.8	15.7–21.8	548	30.7	27.6–33.8
Female	429	20.2	16.4–24.0	548	30.9	27.3–34.4
6th Grade	278	19.8	16.2–23.4	335	29.0	25.3–32.7
7th Grade	279	20.4	16.2–24.7	365	29.7	26.0–33.3
8th Grade	241	18.2	14.6–21.8	408	33.8	29.7–38.0
Non-Hispanic White	216	14.8	10.9–18.6	381	23.5	20.1–27.0
Non-Hispanic Black	237	27.6	22.3–32.8	350	40.4	35.7–45.1
Hispanic	249	21.7	17.1–26.2	282	35.9	30.1–41.6

CI: Confidence Interval      N: Number in Sample

**Table 32. Percent of middle school students who were given candy or sweets by their teacher or staff at their school for good or extra work sometimes, Florida YPANS, 2005**

CHARACTERISTIC	N	PERCENT	95% CI
Overall	2771	65.2	62.4–68.0
Male	1186	58.9	55.4–62.4
Female	1585	71.7	68.9–74.4
6th Grade	989	68.0	64.5–71.6
7th Grade	917	64.2	60.8–67.6
8th Grade	865	63.4	59.6–67.3
Non-Hispanic White	1020	66.6	62.8–70.5
Non-Hispanic Black	601	66.0	61.6–70.3
Hispanic	757	62.7	58.4–67.0

CI: Confidence Interval      N: Number in Sample

**Table 33. Percent of middle school students who sold candy to raise money for their school, school band, or a school sport, Florida YPANS, 2005**

CHARACTERISTIC	N	PERCENT	95% CI
Overall	1130	27.9	26.5–29.3
Male	439	22.8	20.9–24.7
Female	691	33.1	31.1–35.1
6th Grade	401	29.3	26.9–31.7
7th Grade	379	27.3	24.9–29.7
8th Grade	350	27.1	24.7–29.5
Non-Hispanic White	438	30.2	27.9–32.5
Non-Hispanic Black	221	25.3	22.4–28.2
Hispanic	309	26.3	23.8–28.8

CI: Confidence Interval      N: Number in Sample

**Table 34. Percent of middle school students who went to physical education (PE) class every day during the average school week, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Overall	1686	48.4	47.0–49.8	1916	45.1	39.9–50.2
Male	867	52.2	50.0–54.4	1027	47.7	42.8–52.6
Female	819	44.6	42.5–46.7	870	42.3	36.6–48.1
6th Grade	603	49.9	47.3–52.5	614	44.0	38.1–49.9
7th Grade	551	47.7	44.9–50.5	675	46.6	40.0–53.1
8th Grade	532	47.8	45.0–50.6	627	44.6	38.4–50.8
Non-Hispanic White	669	51.2	48.7–53.7	1000	50.8	43.6–58.0
Non-Hispanic Black	380	52.5	49.0–56.0	427	42.5	35.7–49.3
Hispanic	385	39.5	36.6–42.4	298	33.3	28.0–38.6

CI: Confidence Interval      N: Number in Sample

**Table 35. Percent of middle school students who spent most of their PE classes doing physical activity, Florida YPANS, 2005**

CHARACTERISTIC	N	2005	
		ESTIMATE	95% CI
Overall	1674	47.2	45.6–48.8
Male	904	53.4	51.0–55.8
Female	770	41.0	38.8–43.2
6th Grade	662	53.4	50.7–56.1
7th Grade	525	44.4	41.6–47.2
8th Grade	487	44.0	41.1–46.9
Non-Hispanic White	631	48.2	45.6–50.8
Non-Hispanic Black	346	48.1	44.5–51.7
Hispanic	439	43.8	40.8–46.8

CI: Confidence Interval      N: Number in Sample

**Table 36. Percent of middle school students who played on one or more sports teams during the previous 12 months, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Total	2410	59.2	57.7–60.7	2539	59.7	58.0–61.9
Male	1227	62.9	60.7–65.1	1373	63.9	61.7–66.1
Female	1183	55.4	53.3–57.5	1139	55.2	53.0–57.4
6th Grade	848	61.1	58.5–63.7	873	62.1	59.3–64.3
7th Grade	809	59.5	56.9, 62.1	876	60.2	57.6–62.3
8th Grade	753	57.2	54.5–59.9	791	56.7	53.8–58.9
Non-Hispanic White	896	61.2	58.7–63.7	1221	62.4	59.9–64.6
Non-Hispanic Black	542	62.8	59.6–66.0	598	59.5	56.6–61.7
Hispanic	647	55.8	52.9–58.7	502	55.6	52.3–57.8

CI: Confidence Interval      N: Number in Sample

**Table 37. Percent of middle school students who walked or rode a bike home from school, Florida YPANS, 2005**

CHARACTERISTIC	N	2005	
		ESTIMATE	95% CI
Overall	715	17.9	14.6–21.2
Male	388	20.3	16.3–24.2
Female	327	15.5	12.3–18.6
6th Grade	263	19.2	14.7–23.8
7th Grade	234	17.6	14.0–21.3
8th Grade	218	16.8	13.3–20.3
Non-Hispanic White	182	12.8	9.5–16.0
Non-Hispanic Black	207	26.0	17.6–34.4
Hispanic	218	19.5	15.0–24.0

CI: Confidence Interval      N: Number in Sample

**Table 38. Percent of middle school students who walked or rode a bike home from school all days of the week, Florida YPANS, 2005**

CHARACTERISTIC	N	2005	
		ESTIMATE	95% CI
Overall	548	13.8	12.8–14.8
Male	305	16.1	14.5–17.7
Female	243	11.4	10.1–12.7
6th Grade	201	15.0	13.1–16.9
7th Grade	182	13.8	11.9–15.7
8th Grade	165	12.6	10.8–14.4
Non-Hispanic White	141	9.9	8.4–11.4
Non-Hispanic Black	159	19.9	17.2–22.6
Hispanic	164	14.9	12.8–17.0

CI: Confidence Interval      N: Number in Sample

**Table 39. Percent of middle school students who described themselves as slightly or very overweight, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Overall	1149	27.7	25.9–29.5	1103	25.0	23.6–26.4
Male	521	26.0	23.8–28.2	532	23.6	21.5–25.7
Female	628	29.5	27.0–32.1	559	26.5	24.4–28.6
6th Grade	407	28.6	26.2–31.0	350	23.8	21.5–26.2
7th Grade	391	28.5	25.4–31.6	370	24.8	22.7–26.9
8th Grade	351	26.0	23.3–28.8	383	26.5	24.2–28.8
Non-Hispanic White	396	26.6	23.7–29.5	529	26.4	24.6–28.2
Non-Hispanic Black	218	24.6	21.8–27.3	244	22.8	20.0–25.7
Hispanic	357	30.4	27.4–33.5	230	24.8	21.6–27.9

CI: Confidence Interval      N: Number in Sample

**Table 40. Percent of middle school students who tried to lose weight, Florida YPANS, 2003 and 2005**

CHARACTERISTIC	2005			2003		
	N	ESTIMATE	95% CI	N	ESTIMATE	95% CI
Overall	2022	45.7	43.9–47.5	1862	42.1	40.7–43.6
Male	797	37.3	35.3–39.4	765	34.0	32.0–36.0
Female	1225	54.6	51.9–57.3	1082	51.0	48.9–53.0
6th Grade	744	48.5	45.8–51.2	647	44.0	41.6–46.5
7th Grade	659	44.7	41.6–47.7	619	41.4	39.1–43.7
8th Grade	619	44.0	41.4–46.6	596	41.0	38.2–43.7
Non-Hispanic White	713	44.7	42.0–47.4	847	42.2	40.1–44.3
Non-Hispanic Black	393	41.7	38.8–44.6	416	38.9	36.2–41.6
Hispanic	635	51.0	47.7–54.3	434	46.4	42.6–50.2

CI: Confidence Interval      N: Number in Sample



