

# Policies for Healthy Eating and Active Living

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## Local Government:

### To support urban gardening:

- Support infrastructure for urban food production, such as farmers markets, tool banks, processing areas <sup>1,2</sup>
- Extend loans or start up money to urban gardeners <sup>1</sup>
- Convert idle land to a garden <sup>1,2</sup> by providing city water and/ or other incentives
- Zoning- to preserve farms on urban fringe and encourage land tenure <sup>1,3</sup>
- Modify building codes to allow rooftop gardening <sup>1</sup>
- Convert some public lands to gardens, such as parks, lawn surrounding public buildings, etc. <sup>1</sup>
- Give access to waterways for aquaculture <sup>1</sup>
- Provide organic waste pick-up or a composting site<sup>1</sup>
- Implement city codes for reuse of grey water <sup>1</sup>

### To improve opportunities for an active lifestyle:

- Include 'complete streets' into city plan
- Connect city streets with trails and paths <sup>3</sup>
- Build or maintain public parks, playgrounds, and recreation facilities <sup>3</sup>
- Require new housing developments to incorporate recreation space and open space <sup>3</sup>
- Make a land use policy goal of creating mixed neighborhoods of retail, workplaces, schools, parks, civic facilities, open space and mixed-income housing <sup>3</sup>
- Improve personal safety and traffic safety in areas where people could be physically active <sup>5</sup>

### To increase access to healthy food:

- Restrict fast-food and alcohol sales <sup>3</sup>
- Facilitate access to locally-produced foods <sup>5</sup>
- Provide incentives to grocers to locate in areas of town where healthy food is less accessible <sup>2,4,5</sup>
- Provide incentives to retailers to offer healthier food choices <sup>5</sup>

## Schools/ Universities:

- Implement a specific wellness policy

### To improve nutrition:

- Implement a farm to school program <sup>2</sup>
- Build a school garden and include gardening in an integrated curriculum <sup>4</sup>
- Relax meal time to give students and teachers plenty of time to eat <sup>6</sup>
- Integrate nutrition into school curriculum
- Give water breaks and provide clean tap water <sup>6</sup>
- Sell healthy foods as a part of school fundraisers, rather than selling candy or junk food

### To enhance physical activity:

- Implement safe routes to school program, such as a walking school bus <sup>3</sup>

- Agree to a joint-use agreement, which will allow public access to school's recreation facilities <sup>3</sup>
- Locate new schools in areas of town that are accessible from residential neighborhoods <sup>3,5</sup>
- Provide playground equipment that encourages active play<sup>6</sup>
- Require physical education and increase level of physical activity in such classes <sup>5</sup>

## **Work Places:**

- Allow periodic activity breaks
- Encourage employees to walk to one another's desks to talk, rather than e-mailing.
- Regulate contents of vending machines to include healthy options
- Form walk to work groups
- Locate near residential areas to increase accessibility
- Provide benefits, including health insurance and paid sick days
- Provide breaks and facilities to accommodate breastfeeding or milk expression for working mothers <sup>5</sup>
- Encourage employees to use the stairs
- Ensure source of clean, drinkable tap water

## **Faith Communities:**

- Locate facilities near residential areas
- Provide infrastructure to encourage bicycle users and walkers, such as bike racks
- Implement a policy to encourage healthy food choices at congregate meals
- Connect with local farmers to supply food for community meals
- Open land near community facility to be used for gardening

## **Food Retailers:**

- Accept WIC coupons and SNAP (food stamps) <sup>2,4</sup>
- Locate near residential neighborhoods
- Provide produce from local farmers
- Dedicate a given percentage of store space to fresh foods
- Highlight fresh foods in store front and advertising

## **Childcare Providers**

- Make it a policy to introduce new foods at meal times <sup>6</sup>
- Provide regular time for active play <sup>6</sup>
- Utilize educational materials that speak positively about healthy food choices and do not endorse unhealthy foods <sup>6</sup>
- Limit screen time <sup>6</sup>
- Plan meals which follow nutrition standards
- Build a garden at the child care center
- Obtain food from local sources, such as farmers' markets or CSAs

	Programs	Policies
Focus	Change individual behavior	Change community environment
Who/ What changes?	Individual behavior	Environmental, social, economic or policy structures
Who is responsible?	Individuals working with professionals	Community leaders, policy makers, and professionals working with community members
Who is affected?	People already interested in changing	Everyone in the community
Tools	Individual education	Community development

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Taken from Bill McKelvey, Jr.

#### Sources used:

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4. Gustafson, A. et al. (2007). Linking Homegrown and Locally Produced Fruits and Vegetables to Improving Access and Intake in Communities through Policy and Environmental Change. *Journal of the American Dietetic Association*. 107 (4): 584-585
5. Keener, D., Goodman, K., Lowry, A., Zaro, S., & Kettel Khan, L. (2009). *Recommended community strategies and measurements to prevent obesity in the United States: Implementation and measurement guide*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention. Accessible at: <http://www.cdc.gov/NCCDPHP/DNPAO/Publications/index.html>
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