

# ***SCHOOL AND OBESITY***

Wendy Van Lippevelde, Lea Maes,  
Caroline Braet

# 1. NEGATIVE OUTCOMES OF CHILDHOOD OBESITY IN A SCHOOL CONTEXT

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## 2. INFLUENCE OF SCHOOL ENVIRONMENT ON CHILDHOOD OBESITY

SCALE TYPE	Micro-environment (settings)		Macro-environment (sectors)	
	<i>Diet</i>	<i>Physical Activity</i>	<i>Diet</i>	<i>Physical Activity</i>
<b>Physical</b>		What is available?		
<b>Economic</b>		What are the financial factors?		
<b>Political</b>		What are the rules?		
<b>Socio-cultural</b>		What are the attitudes, beliefs, perceptions and values?		

Adapted from Swinburn, Egger & Raza, 1999

### 3. OBESITY PREVENTION IN A SCHOOL SETTING


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- Children spend much time at school  
→ school ideal setting for health promotion
- Global School Health Initiative (WHO) – Health promoting school
- Multicomponent school-based interventions: most succesful but limited effects

## 4. ROLE OF PARENTS IN SCHOOL-BASED OBESITY PREVENTION


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### NO CONCLUSIVE EVIDENCE



Some evidence for the effectiveness of the parental component

(Hoelscher et al. 2002; Knai et al. 2006; Peters et al. 2009; Salmon et al. 2007; Thomas 2004; Timperio et al. 2004; Van Sluis et al. 2007; Doak et al. 2006; Katz et al. 2008)



Some studies report no added value of the parental component

(Kahn et al. 2002; Thomas et al. 2006; Stice et al. 2006)