**Evidence Table 26. Description of the interventions used in school settings with consumer health informatics components and in a school setting with home and consumer health informatics components**

| **Author, year** | **Arm** | **Description** | **Psychosocial dietary intervention** | **Physical/environ-mental dietary intervention** | **Psychosocial physical activity/ exercise intervention** | **Physical/environmental physical activity/ exercise intervention** | **Decrease sedentary behavior intervention** | **Other interventions** | **General Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School/CHI** |  |  |  |  |  |  |  |  |  |
| Schneider, 20071 | 2 | Physical activity intervention  Length of intervention: 30 weeks  Setting: School The intervention goal was to increase students’ levels of physical activity through supervised in-class activity, health education, and Internet-based self-monitoring. |  |  | One day per week was devoted to an educational discussion related to the health benefits of exercise and strategies for adopting an active lifestyle.  Target: Child  Duration: 60mins  Frequency: 1 day per week. | Supervised activities were selected based on student input, and included a variety of aerobic (3 times per week, including aerobic dance, kickboxing, and brisk walking) and strength-building (1 time per week, including weightlifting and yoga) activities.  Target: Child  Duration: 60minutes  Frequency: 4 sessions | Other:self-monitoring |  |  |
| Spiegel, 20062 | 2 | Wellness, Academics & You (WAY): A multidisciplinary program  Length of intervention, weeks: 1 "school year"  Setting: School Mainly classroom  Consumer health informatics Communication through a website. | The WAY program, a 5-moduleprogram, is intended to engage students in multidisciplinary activities in language arts, mathematics, science, and health content, building their academic skills while developing their health attitudes, behavioral intent, and, ultimately, behavior.   The nutritional program (Module 4) addresses nutrition and the way you eat (diet). This section was provides consistent messages and information with the 5 A Day media campaign. Students learn about nutrients, eating balanced meals, balancing energy input with energy output, the food pyramid, nutrient density, and serving sizes. They compare their beliefs about nutrition with their food choices and behaviors.  Target: Child  Delivery: Teacher  Duration: Ranging from 20 minutes to 1 hour or more depending on the type of activity. |  | The WAY program, a 5-moduleprogram, is intended to engage students in multidisciplinary activities in language arts, mathematics, science, and health content, building their academic skills while developing their health attitudes, behavioral intent, and, ultimately, behavior.   The physical activity component (Module 3) focuses  on physical activity and fitness. Students learn about the F.I.T.T. (Frequency, Intensity, Time, and Technique) principles, how to design a basic workout routine, and how to incorporate physical activity into their daily routine. Students apply this knowledge in social contexts, examining their attitudes and beliefs and projecting these on intended behavior through role-play, journaling, and other techniques.  Target: Child  Delivery: Teacher  Duration: Ranging from 20 minutes to 1 hour or more depending on the type of activity. | An aerobic exercise routine. A video provided a common baseline exercise routine for all intervention classes.  The routine is intended to build up intensity to moderate to vigorous physical activity (MVPA) and to provide a cooled down period.  Target: Child  Delivery: Teacher  Physical education teacher  Duration: A 10-minute session following the intervention classes  Frequency: Daily after the intervention class. | Other: Modules focusing on (1) self-management, home-based interventions, as well as learning about how genetics, family history, the human body, and how the body is related to behavior. Students also kept a personal daily journal to help in self-management |  | Arm B, a third group, the new control group, consisted of 104 children who had not had the opportunity to participate in the original study. Of these 104 children, 53 had attended a local elementary school that was not used in the curriculum project but was considered a back up school if needed. |
| Prins, 20124 | 2 | YouRAction  Length of Intervention (weeks): 3 weeks  Setting: School: school based online lessons Health Informatics: web-based computer tailored PA promotion intervention |  |  | Composed of three online lessons to promote physical activity: Lesson 1 focus on improving MVPA and awareness of ones PA. Lesson 2 & 3 focus on having participant make a change in their PA and set a PA goal.  Target: Child  Delivery: Teacher  Frequency: one session per week Comments: |  |  |  |  |
| Prins, 20124 | 3 | YouRAction + e (environment)  Length of Intervention (weeks): 3 weeks  Setting: School: school based online lessons + feedback on nearby PA facilities Health Informatics: web-based computer tailored PA promotion intervention |  |  | Composed of three online lessons to promote physical activity: Lesson 1 focus on improving MVPA and awareness of ones PA. Lesson 2 & 3 focuses on having participant make a change in their PA and set a PA goal. Same as YouRaction, but with addition of feedback on availability of PA facilities near them (playgrounds, sport clubs, etc.)  Target: Child, Teacher  Frequency: one session per week |  |  |  |  |
| Ezendam, 20125 | 2 | FATaintPHAT intervention  Length of Intervention (weeks): 10 weeks  Setting: School: Web-based computer lessons conducted by teacher  Health Informatics: computer-tailored intervention | Web-based computer modules were taken by each participant. Modules consisted of information to promote increased PA, healthier diet, and reduce TV screen time.  Target: Child  Delivery: Teacher,  Duration: 15 minutes per session  Frequency: 8 sessions per 10 weeks Comments: |  | Web-based computer modules were taken by each participant. Modules consisted of information to promote increased PA, healthier diet, and reduce TV screen time.  Target: Child  Delivery: Teacher,  Duration: 15 minutes per session  Frequency: 8 sessions per 10 weeks |  | Target: Child  Delivery: Teacher  Comments: 15 minutes per session for 8 sessions in 10 weeks. Web-based computer modules were taken by each participant. Modules consisted of information to promote increased PA, healthier diet, and reduce TV screen time. | Intervention: Pedometer |  |
| **School/Home/CHI** |  |  |  |  |  |  |  |  |  |
| Gorely, 20113 | 2 | GreatFun2Run intervention  Length of Intervention (weeks): 40 weeks  Setting: School: classroom and PE sessions Home: Interactive website for parents and children Community: Health Informatics: Local media campaign to promote healthy nutrition and PA  Aim at policy change: | Classroom activity to promote healthier diet and nutrition, including CD-rom, online website , summer activity planner, local media campaign (lessons also involved PA promotion)  Target: Child  Delivery: Teacher,  Comments: no mention of frequency or duration | NR | Classroom activity to promote PA including CD-rom, online website , summer activity planner, local media campaign (lessons also involved healthy diet information)  Target: Child  Delivery: Teacher,  Comments: no mention of frequency or duration | PE lessons aimed to increase running skills, two highlight events (1 mile run/walk)  Target: Child  Delivery: Teacher,  Frequency: 2hrs of PA per week | NR | NR |  |

CHI = Consumer Health Informatics; FITT = Frequency, Intensity, Time Technique; MVPA = Moderate to Vigorous Physical Activity; PE = Physical Education; PA = Physical Activity