HEALTHY SCHOOLS

FACILITATOR'S GUIDE

■ Introduction

If you're reading this it likely means you have the privilege of working with a school community to make their school a healthier place to live, learn and work. This guide will provide you with an outline of how to facilitate this process and support the school in their efforts to implement comprehensive school health initiatives. Just remember that every school community will have unique characteristics and the approach or questions in this guide may need to be modified accordingly. Also, remember to keep it fun!
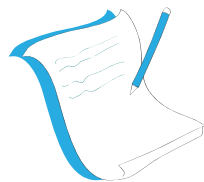
■ Foundations for a Healthy School

Research shows that healthy students are better learners, and better educated students are healthier. By working together in the school community, we can help children excel in both their health and education.

A Healthy Schools approach looks beyond the classroom to the entire school setting. It involves students, staff, parents/caregivers, volunteers and community partners all working together to create a healthy school community through:
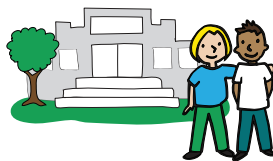
> Make sure that you hand out the Foundations for a Healthy School worksheet (Appendix 2). Point out the boxes on the back of the sheet and encourage the group to jot down ideas and level of interest for specific topics. This information will be helpful when they vote on a topic area at the end of the assessment.

- **Curriculum, Teaching and Learning:** combining classroom learning with other formal and informal resources and activities to help students, and staff, gain skills and knowledge related to their health
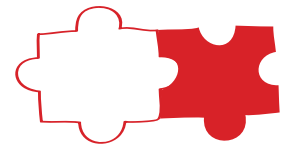
- **School and Classroom Leadership:** developing guidelines, rules and policies that help shape a caring, safe and healthy school setting for students and staff

- **Student Engagement:** offering opportunities and encouragement for students to be active leaders and contributors in the quest to make themselves, their peers and their school community healthier

- **Social and Physical Environments:** creating a social climate and physical environment (e.g. playgrounds, school building, sidewalks, etc.) at the school which support healthy choices

- **Home, School and Community Partnerships:** making strong connections between schools, families, community groups, public health and others who support student health

A Healthy Schools approach can be used for many different issues such as healthy eating, physical activity, mental health and tobacco use prevention. It will also look different at each school because the process starts by looking at what is already happening in the school community, including the strengths, needs and assets. A plan is then tailored to fit the school, providing the best chance for success.

Look for the 💡 for facilitator's tips along the way!

■ How Do We Start?

Step 1: Get started!

Congratulations! You have shown interest in making your school healthier, which is the first step.

Step 2: Gather a healthy school committee.

Include administration, teachers, parents/caregivers and students as part of your healthy school committee. Each member has an important voice in creating a healthier school, and a 'team' effort will be needed to make long-term changes.

Step 3: Establish goals and assess your needs.

Once a team is made they should fill out one copy of the following Healthy Schools Assessment Tool together. Public health staff will be there to help. This will help your team establish goals.

Step 4: Create a plan.

Using the information collected with the Healthy Schools Assessment Tool, create a realistic plan of action to make the changes.

Step 5: Make it happen.

Put your plan into action.

Steps 6 & 7: Evaluate, celebrate success & keep it going!

Reflect on what you have done and whether you have met your goals. Celebrate and plan for the future!

Join us as we strive to make our schools an even healthier place to live, learn and work.

1 Get started!

2 Gather a healthy school committee.

3 Establish goals and assess your needs.

4 Create a plan.

5 Make it happen.

6 Evaluate and celebrate success.

7 Keep it going!

■ School Profile

1
Get started!

School Name: _____

School Year: _____

Number of Students: _____

Number of Staff: _____

Before/After school program? (Y / N) _____

If yes, provider: _____

Any other community services offered in the school (e.g. library, OEYC, childcare):

_____

School's Oral Risk Rating is: _____

A school's Oral Risk Rating is based on the percentage of grade 2 students with two or more decayed teeth. The risk rating is categorized as follows:

Less than 9.5% --------- Low Risk

9.5 to 14% --------------- Medium Risk

More than 14% -------- High Risk

2
Gather a healthy school committee.

Do you have an existing Healthy School Committee?   ○ Yes   ○ No

Members: _____

_____

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Other Comments: _____

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If "No", encourage the school to create a Healthy School Committee. Offer resources to support.

First Meeting: Healthy Schools Assessment

3 — Establish goals and assess your needs.

The purpose of today is to find out from all of you what strengths the school currently has (i.e. what is working well) and where improvements could be made. We also want to look at what data and information is available about our school's area and areas of health that might need more attention than others. This will help the Healthy School Committee decide where to take action.

Have one person facilitate and one person record the information on the following pages.

What to Bring

- ❍ What to Bring
- ❍ Flipchart paper
- ❍ Markers
- ❍ Stickers (for dotmocracy)
- ❍ Copies of the Foundations of a Healthy School handout
- ❍ Pens
- ❍ Simplified questions
- ❍ Tape
- ❍ Data about your school community and their health

**Your public health nurse or health promoter will bring any relevant data available that could be used to help the group make decisions.

Recommended Agenda

- ❍ Introductions/Icebreaker
- ❍ Explain why you're here
- ❍ Agreements and norms
- ❍ Establish a name for the committee
- ❍ Facilitate the completion of the assessment tool
- ❍ Lead the group through the process of dotmocracy to choose a topic to focus on

Date completed: _____

Assessment completed by (list parents, students, teachers and community members present): _____

_____

> Ask the group to set agreements and norms (e.g. don't speak over others, actively participate, don't criticize other's ideas etc.). Record this on flipchart paper.
>
> The group may wish to simply call themselves the School ABC Healthy School Committee, but give them an opportunity to come up with a creative name for their group…just don't let this process take too long because there are other important tasks to accomplish during this first meeting.

Healthy Eating

	YES	NO

1. **Does your school serve and sell mostly healthy food?**

   I.e. Food or drinks sold or offered through catered lunches, tuck shops, school events, classroom celebrations, vending machines, school meetings (e.g. school council, parent council), etc.

2. **Does your school do fundraising using healthy food, items or events?**

   💡 Fundraise using pencils, erasers, Mabel's Labels, magazines, Dance-a-thons, citrus fruit, The Bean Lady (soup mix), etc. instead of chocolate bars, cookie mix, pizza kits, etc.

3. **Does your school have a milk program or Student Nutrition Program available to all students?**

4. **Are food items or drinks given out to students as rewards?**

   💡 Use pencils, erasers or dancing to music for a fun break instead of rewarding students with candy, pizza parties, etc.

5. **Do students get the full 20 minutes to eat during nutrition breaks?**

   I.e. Getting dressed for outside time and hand washing should not be part of the 20 minutes.

6. **Do school staff and volunteers role model healthy eating?**

   I.e. Food and drinks from the Not Permitted category of PPM-150 are not consumed when students are present (e.g. teachers eating donuts, fast food, chips or pop in front of students).

7. **Do students learn about nutrition and healthy eating during classes other than phys. ed?**

   💡 Teach how to double recipes as part of math class, take a class trip to the grocery store or farmer's market, incorporate recipe or label reading into language block, start a classroom garden, offer the You're the Chef cooking program, etc.

💡 **Look for lightbulbs for additional information or activity ideas.**

8. Can students easily access water to drink throughout the day?

○ | ○

I.e. Water bottles allowed at their desks, access to working water fountains or water bottle refill stations.

9. Do students learn about cooking food safely and the importance of hand washing?

○ | ○

Have a lesson teaching proper handwashing techniques and have students create posters for above school sinks, offer staff and volunteers are food safety training, etc.

The goal is to complete the entire assessment in one session, so as a facilitator you will need to keep the conversation moving in order to have time. Place a star beside questions that have lots of questions/discussion and come back to them at the end or when time allows."

Notes: _____

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Physical Activity

	YES	NO

1. Is it fun and easy to be active at school?

E.g. Playground has lines painted for games like hopscotch and foursquare, sports equipment (balls, Frisbees, skipping ropes, etc.) are available for recess

> 💡 Junior or Intermediate students can organize and lead low organization physical games and activities at recess for other studentys (e.g. skipping, tag and ball games)

2. Are students given physical activity breaks during classroom time?

> 💡 30-second school-wide "morning movements" during announcements, DPA activity bins in each classroom, 5-10 minute classroom 'fit breaks' using on-line videos of Zumba, yoga, aerobics, etc.

3. Are students and staff allowed to participate in physical activity before and after school, on school property?

E.g. Variety of sports teams, intramurals for various skill and ability levels, non-competitive physical activity clubs such as hiking, jogging, dance, access to facilities/equipment, community guests to introduce new activities such as a Zumba or Tae Kwon Do, etc.

4. Is it safe and easy to walk or bike to school?

E.g. Volunteer-led walking school buses, well-maintained bike racks, traffic safety features like painted footprints, designated drop-off zones, well-connected sidewalks, Walk to School Week events, etc.

5. Do students miss gym or recess because they misbehaved?

> 💡 Instead of withholding recess, an alternative strategy could include acknowledging positive behavior using tickets in a 'Good Choices Jar', and each Friday a ticket is drawn and that student gets to pick/lead a DPA activity of their choice that day.

6. Do teachers include physical activity during teaching time?

> 💡 Try out some active math problems, where students solve math problems and people with the same answer pair up and do the number and type of exercises assigned to that answer

Notes: _____

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Personal Safety and Injury Prevention

	YES	NO

1. **Is your school a safe space to play and learn?**

   I.e. Equipment is in good condition, supervision is adequate, play spaces are checked for hazards, etc.

2. **Does the school encourage sun safety?**

   E.g. plenty of shade on the school's outdoor play areas, students and staff use sunscreen before going outside.

Notes: _____

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Growth and Development

	YES	NO

1. Is it easy for students to wash their hands during the day?

   E.g. Students given time to wash hands before breaks, soap and paper towels provided at classroom sinks, posters with hand washing steps.

2. Are teachers and parents aware of immunization information that impacts students?

   E.g. what vaccines are mandatory to attend school, what age should various vaccines be given and the suspension process for those without proof of immunization or an exemption.

3. Does the school instruct parents to report vaccine records to the Health Unit?

   I.e. Vaccination records aren't accepted or stored at the school office

4. Do teachers and parents know about free dental programs for students?

   E.g. Healthy Smiles Ontario, which offers free regular dental services to families that meet income eligibility and provides urgent dental care for free to children with no other access to care

5. Would your school be interested in having a free tooth brushing program?

Only ask this question if the school has a high oral risk rating score (see School Profile above).

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Mental Health

	YES	NO

1. Is there a place for students to go to relieve stress, relax or talk to someone if needed? ○ ○

   E.g. A safe room to calm down in, Kids Help Phone posters, a confidential way to report bullying

2. Are positive behaviours encouraged and recognized among staff and students? ○ ○

   > 💡 Teachers and students nominate peers who demonstrate kindness or good character and one person is highlighted at each assembly or in school newsletter, create a school improvement suggestion box open to staff, students and parents.

3. Are your teachers aware of and/or using the MindUp curriculum or other mindfulness/self-regulation activities in the classroom? ○ ○

4. Do students feel like they belong at the school, they are engaged and connected with the school community, and feel included and encouraged by others? ○ ○

5. Does your school find ways to promote positive mental health and healthy coping strategies? ○ ○

   > 💡 Share positive mental health messages or 'Funny Friday' jokes on the morning announcements, periodically hold "drop everything and dance" days where 30 seconds of music is played over the PA and everyone is supposed to get up and dance, take care of your 'selfie' campaign where students take photos of them doing healthy activities that promote positive mental health

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Substance Use, Addictions and Related Behaviours

	YES	NO

1. **Does your school work with the Health Unit on smoking prevention projects?** ○ ○

   (A limited number of grants are available on a first come first serve basis)

2. **Are students allowed to watch movies in class that show smoking?** ○ ○

   Research shows that youth who see smoking in movies are more likely to start smoking.

   💡 Create a school policy that only smoke-free movies are allowed to be shown in school.

3. **Are staff and students allowed to wear clothes with alcohol or drug logos or messages?** ○ ○

4. **Does the school work with the health unit to help staff, students and parents quit smoking?** ○ ○

   E.g. Quit Kits, promote free nicotine replacement therapy, promote Smoker's Helpline information

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■ Training and Resources

Does your school require training and/or resources in the following areas?

	Resources	Training
Healthy Eating	◯	◯
Physical Activity	◯	◯
Personal Safety and Injury Prevention	◯	◯
Growth and Development	◯	◯
Mental Health	◯	◯
Substance Use, Addictions and Related Behaviours	◯	◯

Notes: _____

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Jot down any specific training needs, resources or topics that come up in discussion. Inform the group that if the Health Unit can't provide them we can look into community partners that can meet that need.

■ Choosing a Topic to Focus on This Year

4 Create a plan.

Start the discussion by letting the group know that while all these topics are important and while more than one may have been identified as a need, the group will have to choose one to start working on this year and plan to address other topics in the following years.

How to lead a dotmocracy

Dotmocracy is a strategy to help groups make decisions.

1. Write each topic on separate flip charts or paper and post around the room.

2. Hand out three dot stickers to each person.

3. Explain to the group that they are allowed to use their dots to vote on the topics they would like to work on. They can put all three dots on one topic or split them between topics. It's up to them!

4. Give everyone three minutes to place their dots and then tally up the votes.

Now what?

1. Announce the two topics with the highest number of votes.

2. Facilitate a discussion for each of the two topics about readiness, resources and need. Reflect back on the answers and the notes from the assessment portion of the guide.

3. Decide on one topic based on the discussion. If consensus cannot be reached, use dotmocracy again to make a final decision.

4. Finally, set up a date and time for an action planning meeting. Consider if there is anyone else that should be invited.

5. Ask the group to brainstorm potential healthy school initiatives in the chosen topic area and bring them to the next meeting.

> If the group is divided, or passionate about two topics, and large enough and confident enough, they could address two topics or complete two projects in the same school year. You may want to suggest breaking into smaller project teams.
>
> Review the Foundations of a Healthy School and encourage the group to try and brainstorm ideas from various foundations.

Second meeting: Action Planning

The purpose of today is to brainstorm potential initiatives on the chosen topic and create an action plan on how to move forward.

What to Bring

- ○ Flipchart paper
- ○ Markers
- ○ Pens
- ○ Stickers (for dotmocracy)
- ○ Foundations for a Healthy School wheel
- ○ Copies of action planning template
- ○ Copies of the Foundations of a Healthy School handout
- ○ Example initiatives, tools and samples for the chosen topic
- ○ Sticky notes
- ○ Tape

> Prepare for the action planning meeting by gathering evidence-based initiatives for the chosen topic. Bring any tools or samples they may find helpful. Consult with appropriate team member if necessary.

> Before this meeting, prepare summaries for the chosen topic based on the answers to the questions in the assessment section.

Recommended Agenda

- Introductions/Icebreaker
- Explain why you're here
- Agreements and norms
- Review the agreements and norms that were set at the last meeting and determine if anything else needs to be added.
- Facilitate the action planning process

Recommended Action Planning Process

1. Post a copy of the Foundations for a Healthy School wheel (Appendix 1) somewhere in the room and explain the five sections of the wheel. Explain to the group that to be comprehensive in their planning and have more impact, their activities over the course of a year should address at least three of the sections of the wheel.

2. Provide participants with summaries from the previous meeting's assessment discussion and review with the group.

3. Put sample ideas from the assessment tool, or other researched 'best practice' activities that you have looked into, onto sticky notes. Place them around the wheel, near the appropriate section, and explain why you are putting them in that particular place (e.g. If a school selected physical activity, the facilitator would place a sticky which says "school policy banning the withholding of recess or phys. ed. as a form of discipline" near the 'School & Classroom Leadership' segment of the wheel).

> If group members are not able to write or draw clearly, take ideas orally and summarize them onto sticky notes yourself.

4. Pass out sticky notes and have group write down or sketch any activity ideas they have brainstormed, one per note . Give the group a few minutes to come up with any additional ideas and add them to sticky notes.

5. Place the sticky notes on the wall beside the area of the wheel they feel is the best fit for their activity.

6. After all the sticky notes have been placed on the wall, read them out, asking for explanation/clarification if necessary and group or theme similar activities . If a suggested activity fits more than one section of the wheel, draw a star on it or highlight that sticky note in some way, and remind the group that activities that address more than one section can have a bigger impact.

7. Now is the time to select which activities the group wants to work on. The goal is to reach a consensus on which one to three projects or activities the group wants to work on this school year. You may need to first narrow the suggestions down to a 'top five' list and then narrow the list down even further until you have your final selection(s). If consensus cannot be reached, you may want to use dotmocracy again.

> Before taking the wheel and sticky notes off the wall, take a picture or capture the suggestions in a folder to bring back to the Health Unit and document/file.

> Encourage the group to consider the amount of time/effort, money, and impact involved in each of the ideas. Mention that sometimes easy, 'quick win' activities are great to give a group an early sense of accomplishment, but that these should be balanced with initiatives that have a bigger, longer-lasting impact.

> Recommend selecting a 'project lead' for each activity who is responsible for making sure tasks are accomplished on time.

8. Next, determine if the initiatives will happen one after another or if multiple initiatives will be worked on at the same time. They may want to consider, if the group is large enough, whether smaller 'project teams' can break off to focus on specific activities.

9. As a group, place each of the chosen activities into the action planning template (Appendix 4), using a separate sheet for each activity.

10. Schedule the next meeting as a 'check-in' on the progress of the project(s).

11. Review what needs to be done by next meeting, and by whom.

> Consider handing out action slips to people with tasks to complete.

■ Make it Happen

The Healthy School Committee is now ready to put their plan into action. Based on the activities identified, consider how the Health Unit can support the team . Determine what resources you can provide and connect with other school health team members if necessary. Remember that activities will have a larger impact if they make use of partnerships and engage students in the planning, implementation and evaluation of the initiatives. Support the school in incorporating these items into the activities that they do. Lastly, the Healthy School Committee will want to monitor activities to ensure that what was planned is achieved on time and has the intended impact.

Remind the staff/adults in the room that engaging the youth and giving them leadership opportunities and decision-making ability is a vital component for a successful committee. See Appendix 3 for a document outlining the 11 principles of youth engagement.

The group will be most successful and productive if every member is on the same page and clear on their tasks. Suggest regular, short check-ins to make sure things are on schedule and any issues or help needed is identified early.

■ Evaluate and Celebrate Success

6

Evaluate and celebrate success.

Some students, teachers or parents may not get excited at the notion of evaluating their projects, but you can assure them that it does not have to be a difficult or tedious task, and that public health staff are available to support them. The good news is that if the group filled out their action plan templates, they have already identified 'what success will look like' and now it's just a case of tracking the outcomes of their tasks and measuring their impact after the project is complete to see if they were successful in achieving their goals.

As the Healthy School Committee completes their project(s) or reaches important milestones, it's important to acknowledge their success and volunteer commitment. Recognizing involvement in the group can be as simple as:

- applying for formal recognition through OPHEA's Healthy Schools Certification program
- creating participation certificates for students who were a part of the team to include in their portfolio
- taking a group photo for the yearbook
- submitting an article and photo about their activities to the Health Unit's school newsletter which is distributed across both Haldimand and Norfolk County
- holding a fun celebration meeting at the end of the year where you play fun indoor or outdoor games, serve healthy treats (e.g. orange slices, cheese strings, etc.) and talk about plans for next year
- ask to have the group members and the work they've done mentioned on the school announcements
- feature the Healthy School Committee on a school bulletin board for a month
- have students handwrite letters to the teachers and parents involved in the group, thanking them for their contributions and guidance

■ Keep it Going!

7 **Keep it going!**

The Healthy School Committee has worked hard and at this point is celebrating the success stories and learning from the lessons of the past year. The best way to reward their hard work is to create momentum to keep going. Creating a healthy school environment and behaviour change will take time. Start planning for the following year with the action plan to get the Healthy School Committee off to a successful start in the new school year . Encourage the team to plan for recruiting new or additional members, contact community partners and pick new health topics and goals to work towards.

Toward the end of the school year, or after the group has completed their projects, it may be beneficial to review what the second most popular topic was during the dotmocracy earlier in the year. Encourage the group to start some initial planning for the following school year.

■ APPENDIX

Foundations for a Healthy School

Curriculum, Teaching & Learning

School & Classroom Leadership

Home, School & Community Partnerships

Student Engagement

Social & Physical Environments

STUDENT

CLASSROOM

SCHOOL

HEALTHY SCHOOLS

Images adapted from Directorate of Agencies for School Health (DASH) BC, 2013.

■ Foundations for a Healthy School

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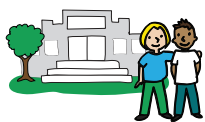
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Curriculum, Teaching and Learning: combining classroom learning with other formal and informal resources and activities to help students, and staff, gain skills and knowledge related to their health

School and Classroom Leadership: developing guidelines, rules and policies that help shape a caring, safe and healthy school setting for students and staff

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Home, School and Community Partnerships: making strong connections between schools, families, community groups, public health and others who support student health

How Does it Work?

1 Getting started!

2 Gather a healthy school committee.

3 Establish goals and assess your needs.

4 Create a plan.

5 Make it happen.

6 Evaluate and celebrate success.

7 Keep it going!

HealthUnit Haldimand-Norfolk

Make your school an even healthier place to live, learn and work!

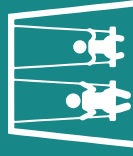# Jot your thoughts or doodle your ideas!

Healthy Eating

Physical Activity

Growth and Development

Personal Safety and Injury Prevention

Substance Use, Addictions and Related Behaviours

Mental Health

Ministry of Health Promotion and Sport
Youth Engagement Principles

Inclusiveness: Acceptance and embracing of diversity including opinion, religion, gender, race/ethnicity, sexual orientation, image, ability, age, geography and mental health. This includes the removal of barriers, including economic barriers, to enable youth engagement.

Positive youth development: Alignment with a positive youth development approach.

Accountability: Developing standards of practice and accountability for youth engagement/development work, including responsibility for reporting back to youth. Include evaluation and monitoring as appropriate.

Operational practices: Commitment to operational practices that sustain youth engagement and enable youth development workers – including approaches to meet the needs of youth. These may include:
  • Adults as allies/partners with youth
  • Youth-led and/or peer-to-peer initiatives
  • Approaches that provide opportunities to youth for meaningful action
  • Recognition of mutual benefit for adults and youth
  • Demonstration that youth contribution is valued.

Strengths-based approach: A commitment to working with youth to identify needs and build upon youth assets. This includes skill development and capacity building i.e. education, training, on-going professional development, opportunities for group knowledge, skills and networks. Also includes a commitment to facilitate/provide opportunities for ongoing feedback, peer-review and self-reflection.

Flexibility and Innovation: Commitment of youth and adults working with youth to be open to new ideas, and have a willingness to take risks and challenge existing established processes and structures. Includes flexibility to hear and respond to youth-initiated ideas.

Space for youth: Ensuring caring and supportive environments where youth feel safe. Includes both policies and practices that make space available to youth and enable youth to feel safe in that space.

Transparency: Being clear about the purpose of engaging youth, using youth-friendly approaches when interacting with youth and ensuring youth understand outcomes and products of their engagement.

Ministry of Health Promotion and Sport
Youth Engagement Principles

Sustainability of resources: Sustainability of financial resources for best-practice youth engagement initiatives can help to ensure youth engagement initiatives are not limited.

Cross-sector alignment: Youth engagement has been embraced across agencies of government at all levels (i.e. federal, provincial and municipal) and many non-governmental organizations. MHPS is committed to working with other ministry partners and stakeholders to ensure alignment where possible of its youth engagement approach.

Collaboration: A commitment to working with others doing similar work to share knowledge and facilitate action while fostering development of strong and lasting relationships. An example could include a youth engagement community of practice.

December 2010

Healthy School Action Plan

School: _____

School year: _____

Plan completed by: _____
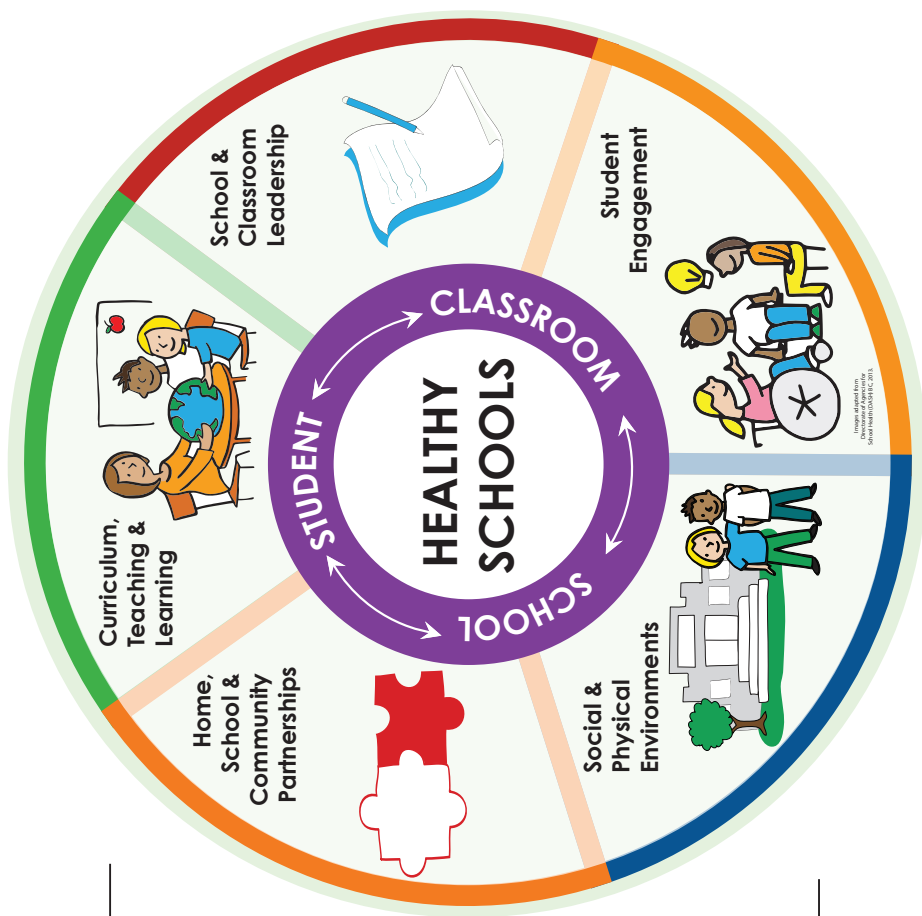
Health topic/area of focus: _____

Goal: _____

HEALTHY SCHOOLS

CLASSROOM

STUDENT

SCHOOL

School & Classroom Leadership

Student Engagement

Curriculum, Teaching & Learning

Home, School & Community Partnerships

Social & Physical Environments

Foundations for a Healthy School

Images adapted from
Directorate of Agencies for
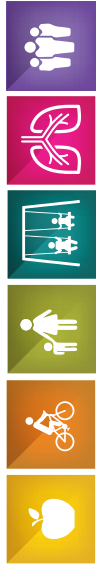School Health (DASH BC), 2013.

Activity #1

Healthy School
Foundations Addressed:

☐ Home, School & Community
Partnerships
☐ Curriculum, Teaching & Learning

☐ School & Classroom Leadership
☐ Student Engagement
☐ Social & Physical Environments

What will success look like?
(Be specific. e.g. 50 more
students walk or bike to school)

_____

_____

_____

Task	Person(s) Responsible	Deadline	Budget or Resources Needed	Task Status NS = not started IP = in progress C = complete	How did it go? (e.g. How many people were there, what was created, what did you learn, what was given out, etc.)

HealthUnit Haldimand-Norfolk

Task	Person(s) Responsible	Deadline	Budget or Resources Needed	Task Status NS = not started IP = in progress C = complete	How did it go? (e.g. How many people were there, what was created, what did you learn, what was given out, etc.)

HealthUnit
Haldimand-Norfolk

Activity #2

Healthy School
Foundations Addressed:

☐ Home, School & Community Partnerships
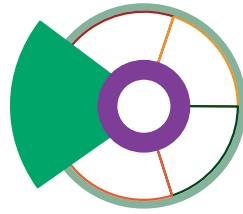☐ Curriculum, Teaching & Learning
☐ School & Classroom Leadership
☐ Student Engagement
☐ Social & Physical Environments

What will success look like?
(Be specific. e.g. 50 more students walk or bike to school)

_____
_____
_____

Task	Person(s) Responsible	Deadline	Budget or Resources Needed	Task Status NS = not started IP = in progress C = complete	How did it go? (e.g. How many people were there, what was created, what did you learn, what was given out, etc.)

Activity #3

Healthy School
Foundations Addressed:

☐ Home, School & Community Partnerships
☐ Curriculum, Teaching & Learning
☐ School & Classroom Leadership
☐ Student Engagement
☐ Social & Physical Environments

What will success look like?
(Be specific. e.g. 50 more students walk or bike to school)

_____
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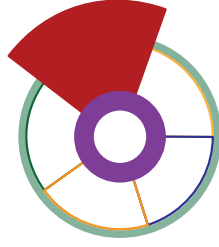| Task	Person(s) Responsible	Deadline	Budget or Resources Needed	Task Status NS = not started IP = in progress C = complete	How did it go? (e.g. How many people were there, what was created, what did you learn, what was given out, etc.)

HealthUnit
Haldimand-Norfolk
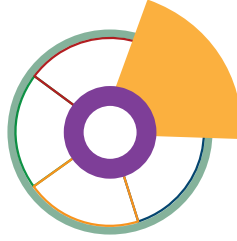
Foundations of a Healthy School

Curriculum, Teaching and Learning

- Combining classroom learning with other formal and informal resources and activities to help students, and staff, gain skills and knowledge related to their health
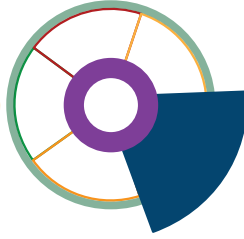
School and Classroom Leadership

- Developing guidelines, rules and policies that help shape a caring, safe and healthy school setting for students and staff

Student Engagement

- Offering opportunities and encouragement for students to be active leaders and contributors in the quest to make themselves, their peers and their school community healthier

Social and Physical Environments

- Creating a social climate and physical environment (e.g. playgrounds, school building, sidewalks, etc.) at the school which support healthy choices

Home, School and Community Partnerships

- Making strong connections between schools, families, community groups, public health and others who support student health

Jot your thoughts!

Doodle your ideas!