

EVER ACTIVE!

NEWS AND
UPDATES REGARDING
HEALTHY SCHOOL COMMUNITIES IN ALBERTA



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The Ever Active Schools Program facilitates the development of healthy children and youth by fostering social and physical environments that support healthy, active school communities.

EAS is a project of the Health and Physical Education Council of the Alberta Teachers' Association and is funded by the ministries of Tourism, Parks and Recreation, Health and Education.

Upcoming Events

April 7 • World Health Day » <http://www.who.int/campaigns/world-health-day/2014/en/>

May 1-3 • HPEC Conference » <http://www.hpec.ab.ca/conference-2014>

May 5 - 11 • National Mental Health Week »

<http://www.cmha.ca/news-and-events/events/mental-health-week/>

June • Recreation and Parks Month » <http://recandparksmonth.ca/>

Have an idea for how Ever Active Schools can further support the creation of healthy active school communities? We always welcome feedback as to what is working and how we can improve. Call (780) 454-4745 or email one of our staff with your suggestions.



A COLLABORATIVE PROJECT
The Health and Physical Education Council
acknowledges the generous contribution of



NOTES FROM THE DIRECTOR'S DESK

Assess and Plan: Good Steps for Everyone

Submitted by Brian Torrance, Director, and David Falk, Ever Active Schools Blog Contributor



In February, like most Canadians in every age demographic, I was watching the Olympics. This involved watching a lot of sports that I would never even bother viewing the rest of the year or for the next four years for that matter, all in the name of the beautiful unpredictability of sport at its highest level and of course, national pride.

Why I felt compelled to watch was due to a feeling of urgency: I only had one chance to view the Olympics as it unfolded unmitigated and free of spoilers, so I made it appointment viewing. I watched moguls, ice dance, men's and women's hockey, bobsled and the list goes on. You'll notice that I listed sports that produced several medals for Canada. In part this was due to the hype and excitement, but mostly because the CBC had determined over an extensive period of time that this was where the country's interest lay, be it in the obvious spectacle of our national pastime (hockey) or places with

high potential for medal earning (moguls). The broadcasters knew what they had in their arsenal and drew it out in a manner that would be meaningful to viewers at home. I watched the full women's bobsled competition, while I only ever saw a two-minute recap devoted to ski jumping. It seems silly but it's basic. A lot of where we are headed always has to do with where we are. Decisions made now will help dictate future decisions down the road. Healthy choices and environments can be implemented in schools much more easily once a school knows which areas need improvement and which aspects can be fully utilized and harnessed. Assess and plan!

Ever Active Schools recommends and encourages schools to use the Joint Consortium for School Health (JCSH) Healthy School Planner as an assessment tool. It works off the acronym EVOLVE:

1. Evaluate current conditions
2. Validate untapped resources within the community
3. Organize increased support for change
4. Lead the decision making process to determine action steps
5. Visualize outcomes through shared success stories
6. Evaluate progress over time.

You'll find more information throughout the newsletter about the importance of the Healthy School Planner. The tool is a great way to take stock of what you are doing and hear the many voices within your school community. It provides data that is very useful for future planning. Make sure you are capturing data within your school community, because data informs decisions.

Any specific knowledge obtained through this process is pertinent to implementing and maintaining healthy school environments. It would be foolish to dismiss one aspect of this process as more important than the others when it comes to coaxing out a new reality in your school's wellness. But that is the tendency that most of us, myself included, take when thinking of a goal. We look to the end, but rarely bother to consider the beginning and the middle — crucial steps to reaching a goal. We think of the medal, not of the training. Until you examine the conditions impeding your progress, you cannot consider the goal.

The same can be said if the community isn't on board. A common sentiment reiterated throughout the Sochi Games was the one articulated by the athletes: that they would be nowhere without the support of their family and friends. And in the case of the Canadian women's hockey team, a late goal off a knee and a puck off the post shot on the open net. The statement of "support" perfectly illustrates the true nature of any goal, of any positive environment or anything positive that helps create something incredible: the support of the community and everyone working together is the basis for change and the groundwork needed for upholding and eventually realizing the desired outcomes.

The beauty of the Olympic Games this February or four, eight or twelve years ago — despite the politics and the overall price tag (don't get me started, \$51 billion!) — is that they embody a representation of success stories, whether they're medal triumphs, or the very act of reaching the Olympic stage. They've provided a visual to an end and personify progress and hard work based off of years of training that more likely than not were fostered in a positive environment made up through a series of meaningful decisions and serious reflection before moving forward to the next goal.

We won't all make the Olympics, nor will we see our image adorning a podium as it's simultaneously broadcast across the country. But we know that truly one of the most important things we can do is to create a world in which we want to inhabit and specifically in schools, an environment where we are engaged, connected and learning. Something that is not nearly as hard as it sounds. Through small, measured steps we can help improve the world by examining our place in it, mobilizing the support that ensures it and sharing progress with each other. It starts at the grassroots level — our school — and expands to our community through new stages and new successes.

WHAT'S HAPPENING

Shaping the Future 2014 - A look back



**SHAPING
the
FUTURE**

Shaping the Future 2014 sold out at over 400 delegates - 65

per cent of which were first-time conference attendees. We saw representation from 54 of 61 Alberta school districts and delegates formed a cross-section of education, health, active living, research and non-profit leaders.

Ninety-nine percent of attendees who completed our post-conference survey agree that we met our goal of bringing people from different health sectors together to discuss comprehensive school health.

Thank you to our keynote speakers, Brenda Herchmer, Riley Christensen, Phil McRae and Doug Gleddie, who were a big hit at the conference and thank you to everyone who attended.

We are very appreciative of the feedback we've received so far:

"Thank you for another fantastic and inspiring conference. I have told many people over the years that Ever Active Schools has changed my life with the strong messages of positivity and hope for the future."

"What an incredible conference! I enjoyed it more than any I have attended in my career! Thank you for making it happen."

Many presenters have provided their PowerPoint presentations and supporting documents, which we have posted on our website: <http://everactive.org/documents-and-presentations>.

Free for Alberta Schools: ASA Safe Riders Program

The Alberta Snowmobile Association (ASA) is pleased to offer our Safe Riders safety program free of charge to Alberta schools. Our instructors will bring messages and materials on safe snowmobile and off-highway vehicle riding practices, safety, legal requirements and environmental respect. Our presentations can be tailored to individual classes or full assembly presentations. Contact the ASA today to book for this year or next. Presentations are booked on a first come, first served basis!

www.altasnowmobile.ab.ca

Congratulations to the 2014 HPEC Award Recipients

This year, the Alberta Health and Physical Education Council (HPEC) and Ever Active Schools (EAS) honoured two HPEC members who have shown exemplary efforts in promoting and modelling Comprehensive School Health priorities - active living, healthy eating and creating positive social environments.

Marion McIlwraith

M.E. LaZerte High School



"Marion has been instrumental in providing support and leadership as a health champion and Assistant Principal. She leads the HEALTHY ME team at M.E. LaZerte and continuously goes the extra mile to promote, support and encourage all staff and students to be as healthy as possible."

AMA Youth Run Club Continues to Grow

The Alberta Medical Association (AMA) Youth Run Club has reached over 215 member schools!

These schools receive free incentives, access to handbooks and resources, run club coordinator visits and invitations to networking events. Not a member? Register on our website: <http://everactive.org/alberta-medical-association-youth-run-club>.

Alberta schools now have access to free physician school visits. Physicians will discuss physical activity, running injury-free and reducing screen time with your

Del Lomsnes

Ecole Oriole Park Elementary School



"Del is our physical education specialist. He serves our school as well as our district in this regard. Del is dedicated to evidence-based proven instruction and responsive teaching.

Both inside and outside of the school, his advice is sought-after for changing the way we encourage students to participate."

- Kim Walker, Ecole Oriole Park Elementary Vice Principal



MINISTRY UPDATES

Ever Active Schools (EAS) is a special project of the Health and Physical Education Council of the Alberta Teachers' Association. Funding is generously received through three ministries - Alberta Health, Alberta Education and Alberta Tourism, Parks and Recreation.

Alberta Education Announces New Curriculum Development Prototyping Partners

Education Minister Jeff Johnson announced the selection of Curriculum Development Prototyping partners at the *Inspiring Education* Symposium on February 19, 2014.

The level of collaboration involved in this next phase of the Curriculum Redesign initiative, on this scale, is unprecedented in Alberta and around the world. Each of the selected school authorities created a network of dynamic and innovative partnerships that will contribute to the development of aspects of new provincial curriculum at all grade levels. Together, these partnerships include more than 30 school authorities across the province, including public, separate, private, charter and Francophone Regional authorities—as well as post-secondary institutions, business and industry, and First Nations, Métis and Inuit partners. The networks and partners involved with this initiative are as diverse as our province and communities.

These new partnerships are in response to Alberta Education's request for proposals (RFP) in August 2013, which invited publicly funded school authorities to engage in Curriculum Development Prototyping and contribute to the development of aspects of new provincial curriculum. An evaluation team of Alberta Education staff and education partners reviewed submissions to identify proposals that best met the RFP criteria. Deliverables will be developed in all grade levels for six subject/discipline areas (Arts Education, Language Arts [English, French Language Arts, Français], Mathematics, Social Studies, Sciences, Wellness Education).

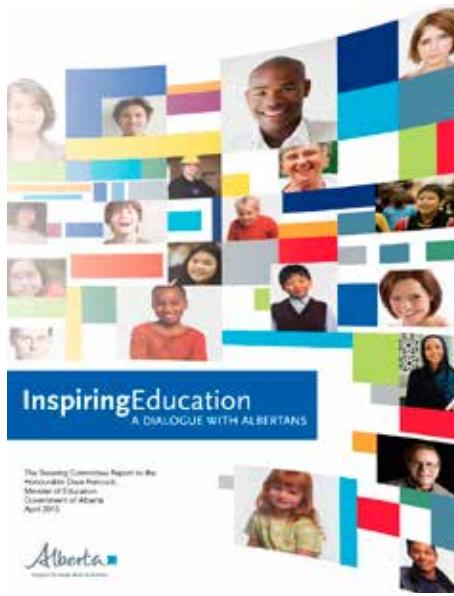
Working collaboratively is grounded in the spirit of *Inspiring Education* and will ensure students are prepared for tomorrow's challenges. Through Curriculum Redesign, prototyping and many other initiatives, the ministry is continuing to build on one of the best education systems in the world and on the innovative educational practices

already underway in the province. Alberta Education will continue to be responsible for the development of new curriculum but will gain insights into innovative approaches and ideas through the prototyping process and other initiatives resulting in engaging curriculum for every student, every day.

Alberta Education will continue to engage all of our education partners through ongoing opportunities to help shape the future of provincial curriculum and student learning in our province. The ministry will keep our partners apprised of those opportunities while further building on the momentum generated through this and other initiatives that are helping to realize the vision of *Inspiring Education*.

For the most recent update on Curriculum Redesign visit Alberta Education's website at <https://education.alberta.ca/department/irp/curriculum/curriculum-redesign-updates.aspx>.

Provincial Resource Strategy for Kindergarten to Grade 12 Education



As part of building Alberta and helping bring the vision of *Inspiring Education* to life, Alberta Education is working with education partners to develop a Provincial Resource Strategy for kindergarten to Grade 12 education. The strategy will provide clarity regarding what types of digitally based resources are required to support student learning now and in the future. In addition, the strategy will identify the roles and responsibilities of the ministry and the field with respect to resource identification, development and access.

Throughout development of the strategy, numerous sessions will be conducted with education partners in order to:

- Build awareness on policy issues related to digitally based learning resources and access to those
- Deepen understanding of the issues by facilitating focused discussions
- Elicit feedback to inform development of the strategy.

Throughout November 2013, Alberta Education engaged with over 180 staff and education partners at an internal ministry session, College of Alberta School Superintendents Fall Conference, School Technology Advisory Committee meeting and a Jurisdiction Technology Contacts event. During these sessions, an overview of an international e-scan was provided as well as issues to consider when developing the strategy.

Next steps include sharing the e-scan document, further engagement sessions with education partners (including students, business and industry), and closer investigation of models and strategies that could be informative to the Alberta context.

MINISTRY UPDATES

Healthy U 5&1 Experiment



Since the Healthy U 5&1 Experiment social marketing campaign launched in May 2013, we have had great interest and enthusiasm from school communities and

other healthy living partners. A summary follows of what we have accomplished together.

The experiment encourages kids to get at least five servings of fruits and veggies and one hour of activity each day, by introducing them to food and activities they may not have tried through 42 zany experiments.

Alberta Healthy School Community Wellness Fund



Since 2007, 239 projects have been funded through the Wellness Fund, including 42 projects in 2013/2014 and 197 projects in 2007 to 2013. The projects include support for over 1,000 schools in 50/61 school districts and collaboration with community agencies and First Nations communities to address the three priorities of healthy eating, active living and positive social environments, including healthy relationships and positive mental health. In collaboration with Alberta Education, the Wellness Fund is also supporting 29 high schools to initiate cross-curricular links to support wellness education for high school students.

Funding for Healthy School Initiatives is provided by Alberta Health and Alberta Education through the Alberta Healthy School Community Wellness Fund, managed by the University of Alberta School of Public Health. Future grant opportunities include:

- School District Readiness Grants that focus on the development of a plan to implement a comprehensive school health approach to wellness across the school jurisdiction.

A 10-experiment booklet was created, an app was developed, website launched, two Healthy U Crew street teams deployed, and school rallies were held across Alberta. A partnership with YTV included a roadshow with YTV's Andy Chapman, animated webisodes and segments on ytv.com. This campaign earned a Gold Media Innovation Award from Marketing Magazine.

The Healthy U Crews generated excitement at major events and community gatherings in May through August. An online, radio and out-of-home ad campaign built widespread awareness, Sobeys was recruited for in-store promotions and the free app made on-the-go participation easy.

To date, 150,000 booklets have been distributed, over 129,000 people interacted with the Healthy U Crews, over 7,000 kids jumped their way through the school rallies, and 1,704 families have registered online and completed 4,747 experiments, adding up to many happy, sweaty bodies, in the name of health!

To learn more about Healthy U and the 5&1 Experiment, please visit www.healthyalberta.com or email us at health.u@gov.ab.ca.

Healthy School Planner



The Joint Consortium for School Health (JCSH) is a Pan-Canadian intersectoral governmental collaboration that acts as a catalyst in building the capacity of health and education systems to work together to promote the health of children and youth in the school setting. The Healthy School Planner is a free, online, evidence-based tool developed by the JCSH in collaboration with the University of Waterloo. Available in both English and French, the tool includes:

- A "Foundational Module" that outlines the "how-to" of the healthy school planning process
- Four additional modules on specific school health topics: tobacco use, physical activity, healthy eating and positive mental health
- A tailored rubric of the school's results, including recommendations for moving forward, as well as links to jurisdiction-specific resources to help develop and implement an action plan.

In 2013, a total of 294 schools in Alberta used the Healthy School Planner in 42/61 public or separate school divisions. Three school jurisdictions had at least 80 per cent of their schools complete at least one module of the Healthy School Planner and nine school jurisdictions had at least 50 per cent of their schools complete the Foundational Module of the tool. The Healthy School Planner can be accessed at: <http://www.healthyschoolplanner.uwaterloo.ca/>.

RESEARCH AND RESOURCES

Exhausted from Sitting: Incorporating Physical Activity to Impact Student Mood and Energy

North Americans have significantly decreased their activity levels, and schools are being targeted as important environments to increase student exposure to physically active opportunities. At a time when there are competing curriculum demands, some teachers see classroom physical activity (PA) as engaging the brain for learning to occur. PA has been linked to improved academic test results in several intervention studies, however a gap in the literature exists as to what teachers observe as the effects and benefits of PA on their students. For a course requirement applying a qualitative research design the following question was explored "What factors perpetuate teachers' use of classroom physical activity?"

Two teachers known to use PA in their classrooms were interviewed and analysis was performed using constructivist grounded theory method.

Findings suggest four key concepts: a willingness and desire to further knowledge gains, a belief in the ability to create a

positive change in the classroom, the personal practice and observation that movement changes students moods and behaviors, and a belief that movement is natural. Teachers incorporating movement acknowledge that there is a better effect when the heart rate is elevated. Teachers relate their perceptions that following movement, they look for a change in mood, increased engagement and participation, improved ability to focus and increased alertness.

While course learnings are limited in their application, the research question may be further studied with the focus of engaging teachers as key stakeholders in providing daily

Source: "Exhausted from Sitting: Incorporating Physical Activity to Impact Student Mood and Energy" poster presentation, Christine Foran, University of Calgary.

*See more Shaping the Future poster presentation abstracts here: <http://everactive.org/shaping-the-future-program>.

New Resource: Snack and Activity Bites Playing Cards

Ever Active Schools' new, oversized Snack and Activity Bites playing cards are great for kids. They include healthy snacking tips and activity ideas. Have a game of Crazy Eights or Old Maid and learn some great tips while you play. Email katelynn@everactive.org to purchase a set. The cards cost \$5 each plus shipping.



Connecting on Social Media

Looking for people and organizations to connect with on social media? Below are great suggestions that promote active living, healthy eating and positive social environment.



@PHECanada
phecanada.ca

PHE Canada advocates and educates for quality physical and health education programs within supportive school and community environments.



@ARPAChooseWell
arpaonline.ca/choosewell

A healthy eating and active living initiative that supports, empowers and recognizes Alberta communities. Funded by Alberta Health, managed by Alberta Parks and Recreation Association.



@ActiveAtSchool
activeatschool.ca

Active at School is a multi-year movement designed to help solve the problem of inactive youth through one hour per day of quality physical activity at Canadian schools.



@BreakfastLearn
breakfastforlearning.ca

Breakfast for Learning helps empower communities to start and sustain child nutrition programs to enhance learning and healthy development of children and youth.



@KimKellyMD
kimkellymd.blogspot.ca

Lover of Edmonton and community engagement. Mama of two boys. Educator. Family Physician. Leading change, on good days.



@AMAYouthRunClub
everactive.org/

The Alberta Medical Association Youth Run Club is a free, fun, school-based running program designed to get children and youth physically active.

COMPREHENSIVE SCHOOL HEALTH RESOURCE CENTRE

One Teacher's Comprehensive School Health Journey



We sat down with Tricia Giles-Wang, a teacher at Michael Strembitsky School, to discuss what her school is doing to support Comprehensive School Health (CSH), advice she would offer schools just beginning their journey in implementing CSH and how the CSH approach aligns with the Ministerial Order. Each issue, we'll talk with a different teacher to bring together different perspectives, voices and ideas. Know someone we should chat with for this column? Email kim@everactive.org.

Q. What are one or two things you have done at your school to support the Comprehensive School Health approach within the school's vision?

A. As you walk through the front door of Michael Strembitsky School the first thing you see is an acrylic display depicting our school themes. These themes — inspiring creativity and innovation, nurturing collaboration, celebrating diversity, promoting lifelong learning and social responsibility, building community, developing leadership, believing in possibilities and fostering friendships and personal well-being — are integral to our school vision and building a culture of well-being through a CSH or holistic approach.

At Michael Strembitsky School we believe that fostering and supporting safe, caring learning environments extend beyond the school walls into our fields, playgrounds and community. This year, the Sharks at Michael Strembitsky have been involved in a Healthy Interactions Program (HIP) during morning, lunch and afternoon recesses. Staff and student HIP leaders are identified by the blue vests and HIP pins they wear. Their role is to help engage students in physical and social skill activities during the recess breaks.

These activities are designed to:

- Strengthen student engagement
- Promote and provide opportunity for daily physical activity
- Proactively address relationship concerns
- Model decision making that demonstrates respect for self and others
- Provide leadership and mentoring opportunities
- Foster the positive growth and development of children and youth
- Strengthen students' feelings of connectedness
- Foster positive attachments with peers and staff
- Inspire students to be engaged thinkers and ethical citizens with an entrepreneurial spirit
- Be FUN!

Expectations related to student conduct have shifted from a list of rules to a description of how our students' conduct reflects what it means to be an engaged thinker and ethical citizen with an entrepreneurial spirit. We have created a visual that is displayed in classrooms that shows how character virtues and responsibilities are embedded within the development of competencies in our students and faculty.

Q. What's one piece of advice you would give to a school beginning its Comprehensive School Health journey?

A. Consider all planning and decisions intentionally through the lens of wellness as a lifelong journey and monitoring of practice, not as an add-on. Also, I believe it is very important to engage all students as leaders and provide them with authentic opportunities to demonstrate leadership.

Q. Drawing from your knowledge and experience, how does the Comprehensive School Health approach align with the Ministerial Order?

A. The Ministerial Order has the CSH approach embedded throughout the competencies. I believe that Alberta Education has a really exciting opportunity with the new curriculum design to embed CSH throughout the curriculum so that students see well-being as a process that encompasses all areas of academic, creativity, physical, social/emotional, mental and spiritual well-being. CSH is essentially taking a holistic approach to well-being and learning. The new Ministerial Order exemplifies the importance of learning, problem solving, making choices and well-being working together simultaneously.

COMPREHENSIVE SCHOOL

Relationships: The Building Blocks of a Healthy School Community

Submitted by the Healthy Children and Youth Team, Alberta Health Services

A whole-school approach is the best way to support health and wellness among students and staff. We know that one person cannot lead this approach alone, so how can we go about engaging others to start a movement?

Engagement only happens after positive relationships have been formed. Relationship building sets the stage for creating a culture of wellness; it takes time, but is something that should not be overlooked.

Strong relationships also contribute to a positive social environment, a key health priority area for Alberta school communities. A school community where everyone feels welcomed and included – from students and teachers to support staff and parents – provides a foundation for success.

To the right are three helpful reminders to keep in mind when building relationships.

Tip:	What Might this Look Like?
DO A GOOD DEED TO GENERATE ANOTHER Look for sincere ways to help others. Building up a positive environment will start a cycle of good deeds and helping hands.	<ul style="list-style-type: none">Before asking people to help you out with wellness initiatives, look for ways you can support what they are working on. For example, could you volunteer to take tickets at a travel club fundraiser or help build excitement for a music production?Get students involved by asking them for ideas of "Random Acts of Kindness" they could do around the school.
FOCUS ON A PERSON'S POSITIVE ATTRIBUTES Give genuine compliments to someone or thank them for their work. Think about the strengths people in your school community have and invite them to put those to use.	<ul style="list-style-type: none">Show appreciation for time and dedication put into other events. For example, "You did such a great job directing the drama production – I really enjoyed seeing the students come alive in their roles."Get to know the passions and skills of parents, teachers, support staff, community members – sometimes all they need is an invitation to come in and share these.
REFER BACK TO PREVIOUS CONVERSATIONS Provide gentle reminders of previous conversations or comments to keep building momentum.	<ul style="list-style-type: none">A conversation starts with, "In February we were discussing how many kids don't get breakfast at home and are very distracted in the morning." Then you would share, "I have been researching grant options that could support a breakfast program at our school and would like to put together a team to look at this program in more detail."Take notes of what is discussed during the wellness time slot at staff meetings so these are easy to reference back to.

Tips based on Judith A. Ross' Harvard Management Update "Three Ways to Be More Persuasive" (March 17, 2009)

Building Healthy School Communities...Supporting Student Success

Visit www.albertahealthservices.ca/csh.asp to learn more about building a healthy school community. The website includes practical information, resources and tools that support Comprehensive School Health. On this website, you'll find information on:

- Creating a school health team and identifying health champions
- Engaging students as leaders
- Developing a shared vision of a healthy school community
- Completing school health assessments and action plans
- Creating healthy school policies
- Celebrating and sharing successes.

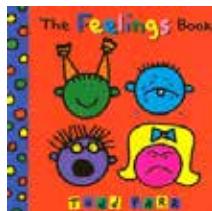


HEALTH RESOURCE CENTRE

Positive Social Environments

We have compiled a number of resources below to help you build positive social environments in your healthy school community.

Building Positive Social Environments Through Story



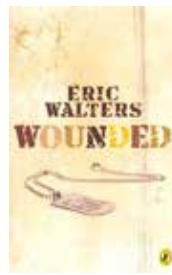
The Feelings Book

By Todd Parr

Recommended for Division 1

This story connects to how it is important to have conversations about our feelings and discuss strategies that can help when we are feeling certain ways.

Cross-curricular: Health, Language Arts



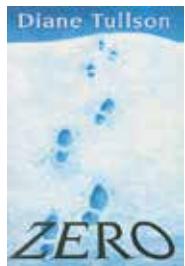
Wounded

By Eric Walters

Recommended for Division 2

In *Wounded*, a boy's father goes off to war in Afghanistan. When he returns, things are different. The story deals with how the war in Afghanistan is affecting families back home.

Cross-curricular: Health, Social Studies, Language Arts



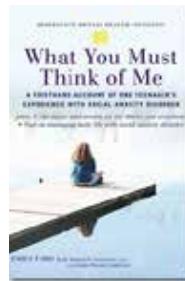
Zero

By Diane Tullson

Recommended for Division 3

This is a powerful novel about a young girl who struggles with an eating disorder. The story shows how the fine arts can be an outlet for sharing inner thoughts and feelings.

Cross-curricular: Health, Language Arts



What You Must Think of Me

By Emily Ford

Recommended for Division 4

In this true story about living with social anxiety, Emily tells her story of fear and triumph. Teenagers who struggle with anxiety are bound to connect to Emily's account.

Cross-curricular: Health, Language Arts

Additional Supports for Building Healthy Relationships

- PHE Canada's Youth Mental Health web page: <http://www.phecanada.ca/programs/youth-mental-health>
 - Ever Active Schools' Staff Wellness web page: <http://everactive.org/staff-wellness>



Pan-Canadian
Joint Consortium for School Health
Governments Working Across the Health and Education Sectors

- A Step-by-Step Guide: Assess, Implement, Sustain
- No cost
- Available in English and French
- Online
- Start small and proceed at your own pace
- Team approach
- Resources on parent and student engagement
- Great for professional development

The Pan-Canadian Joint Consortium for School Health
Positive Mental Health Toolkit

Check it out today!
www.jcsh-cces.ca

BENEFITS ASSOCIATED WITH POSITIVE MENTAL HEALTH IN SCHOOLS

- Develop meaningful family, school and community relationships
- Create positive learning environments
- Foster school connectedness among students, staff & school community
- Increase school attendance, student engagement & achievement
- Increase positive coping and problem-solving skills
- Increase involvement in structured & unstructured physical activities
- Increase understanding of mental health conditions

COMPREHENSIVE SCHOOL

What Can One Teacher Do?

At Shaping the Future 2014, Tricia Giles-Wang and Kim Hlewka presented a session called Positive Mental Health in Schools. They are sharing this resource from their session.

When we discuss, connect and support a healthy school community one of the most important pieces to building this is through positive social environments. Below is a top 10 list of things to consider, think about and do that will support a positive environment for all:

1. **Develop knowledge and awareness**
 - Examine your own attitudes and beliefs about mental disorders and consider your own biases
 - Learn about the signs of different mental problems and disorders.
2. **Examine the language you use**
 - There are students with mental health problems/disorders in all of your classes, consider whether the language you use on a daily basis reflects that reality
 - Remember that one in five students have a diagnosed mental disorder and five out of five are affected by someone with a mental disorder.
3. **Advocate directly for students with mental health issues**
 - Speak up for mental health problems/disorders
 - Stop the stigma around mental health
 - Display the Mental Health Matters posters around your school and classrooms
 - Develop inclusive learning plans for students and/or transition plans if they are returning to school from treatment facilities.
4. **Dedicate time at each staff meeting**
 - To discuss specific students
 - To learn about specific disorders; one disorder per staff meeting.
5. **Watch for change**
 - Watch for behavioural, emotional, physical and attitude changes in a student (positive or negative).
 - Communicate regularly with staff.
6. **Look out for and support colleagues**
 - Watch for behavioural, emotional, physical and attitude changes in staff members
 - Encourage self-care
 - Promote staff wellness (wellness changes, weekly CSH emails with ideas to help and support balance for all staff).
7. **Teach lessons on mental health throughout the school year**
 - Participate in mental health week activities
 - Connect lessons to the whole child
 - Connect to resource lists.
8. **Have external resources available**
 - Mental health supports and services card through Alberta Health Services
 - Post help/crisis phone numbers in an easily accessible, highly visible locations.
9. **Remember everyone has a story**
 - Before making assumptions or judgments, talk to the student to find out their story
 - Listen non-judgmentally
 - Don't offer glib advice.
10. **Promote positive mental health**
 - Greet students every day
 - Have a safe space for students to go
 - Link at-risk students to a teacher or peer mentor
 - Offer a variety of activities
 - Offer students choices
 - Create an inclusive learning environment
 - Ensure a welcoming environment
 - Celebrate their successes, even if that means attending school once a week.

Healthy Recipes Online

Looking for healthy recipes for your iron chef competition (see article on page 11) or simply for school lunches? Here are some online sources:

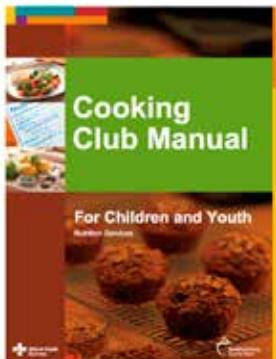
- **Healthy U** - <http://www.healthyalberta.com/>
- **Alberta Health Services School Nutrition Website** - <http://www.healthyeatingstartshere.ca>
- **Eating Well with Canada's Food Guide** - <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>
- **Cooking Club Manual for Children and Youth** - <http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-cooking-club.pdf>



HEALTH RESOURCE CENTRE

Nutrition Month – Inspiring Healthy Meals

Submitted by Alberta Health Services' Healthy Children and Youth Team



March is Nutrition Month and this year's theme is "Inspiring Healthy Meals." Learning how to cook helps kids develop healthy eating habits, increases self-confidence and teaches life skills. Eating meals as a family can lead to healthier choices, cost savings and a chance to spend time together. Alberta Health Services (AHS) has prepared tips on how you can inspire healthy meals, both at home and in the classroom.

When inspiring healthy meals at home, remember to start simple. Few ingredients

and few steps equals healthy meal success. Healthy meals can be quick, portable and don't have to cost a lot.

Meals do not have to be complicated to be healthy. For example, an egg salad sandwich with an apple and a glass of milk is a simple but healthy meal. Chopped vegetables, a handful of nuts or an individual portion of yogurt are quick and easy options to have on hand for healthy snacks. Visit <http://www.albertahealthservices.ca/5620.asp> for more information on choosing and preparing healthy food.

To help inspire healthy meals in the classroom, check out these AHS resources:

- Curriculum-based Lesson Plans are available for kindergarten to grade nine on a variety of nutrition topics: <http://www.albertahealthservices.ca/2918.asp>.

- The Cooking Club Manual provides a hands-on opportunity for students to learn about healthy food choices and cooking skills. This manual includes eight lesson plans with activities and recipes: <http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-cooking-club.pdf>.
- The Sugar Shocker Education Kit provides fun, interactive activities to help children and youth learn about healthy drinks choices, and it supports the Health and Life Skills Curriculum Outcomes. This kit has great background information as well as nine activities for your class: <http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-sugar-shocker.pdf>.

Host Your Own Iron Chef Competition

Submitted by Sarah Halton, Alberta Health Services, and Ever Active Schools

A healthy snack iron chef competition is a fun, interactive way to teach participants about new foods and how easy it can be to make a healthy snack. For the competition, choose healthy food or beverage items from all the four food groups found on Eating Well with Canada's Food Guide (<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>). Remember, a healthy snack has food from at least two of the four food groups. It is best to have food or ingredients that can potentially make a variety of snacks.

Step by step:

- Prior to the competition, determine judging criteria. For example, healthiest snack or most creative snack. Share this with participants before you begin.
- Divide your participants into teams of two to six.
- Set up one table for each team. Include plates, bowls, glasses, a grater, cutting boards and utensils on each table.
- Set up a food table with food items from all four food groups (ex: hard boiled eggs, whole wheat tortillas, chopped veggies and fruit, cheese, etc.), where all teams will choose items for their snacks.
- Give participants 15-20 minutes to build their snacks.
- After the competition, give each team a chance to explain their snack.
- Get participants to vote for their favourite snack, based on judging criteria.



Let us know how your iron chef competition turns out! Tweet us @EverActiveAB, post on our Facebook page or email megan@everactive.org!

COMPREHENSIVE SCHOOL HEALTH RESOURCE CENTRE

Long Term Athlete Development 2.0 and Physical Literacy



and integrating physical education programs in the school system with elite sport programs and with recreational sport programs in the community.

LTAD is a paradigm shift, a vehicle, a tool for change. It differs from other athlete development models because it acknowledges that physical education, school sports, competitive sports and recreational activities are mutually interdependent and should be coordinated and developed in a collaborative manner.

Seven Stages of Long-Term Athlete Development

The first three LTAD stages encourage physical literacy and sport for all:

1. Active Start

2. FUNDamentals

3. Learn to Train

The next three stages focus on excellence:

4. Train to Train

5. Train to Compete

6. Train to Win

The final stage encourages lifelong physical activity:

7. Active for Life

a) Competitive for Life

b) Fit for Life

c) Sport and Physical Activity Leaders

Long Term Athlete Development (LTAD) is an inclusive framework that encourages individuals to get involved in lifelong physical activity. It does this by connecting

Traditionally, physical education in schools, recreational sports and elite sport have been developed and supported separately. This approach is ineffective and expensive. It fails to ensure that all children are given a solid foundation and appropriate knowledge base regarding the physical, technical, tactical and mental aspects of performance on which to build their life and sport skills.

Canadian Sport for Life has recently released LTAD 2.0, which takes a critical look at the importance of LTAD, the shortcomings and consequences. This resource explores the 10 Key Factors Influencing LTAD:

1. Physical literacy
2. Specialization
3. Developmental age
4. Sensitive periods
5. Mental, cognitive and emotional development
6. Periodization
7. Competition
8. Excellence takes time
9. System alignment and integration
10. Continuous improvement – Kaizen

In this article, we will explore physical literacy. If you would like to learn more about the other key factors, please visit the LTAD Resource Papers on the CS4L website: <http://canadiansportforlife.ca/resources/ltd-resource-papers>.

Physical Literacy



Physical literacy is the cornerstone of both participation and excellence in physical activity and sport. Individuals who are physically literate are more likely to be active for life. As teachers, we have the opportunity to support children and youth along their physical literacy journey.

Physically literate individuals:

- Demonstrate a wide variety of basic human movements, fundamental movement skills and fundamental sports skills,
- Move with poise, confidence, competence and creativity in different physical environments (on the ground, both indoor and outdoor);
- Develop the motivation and ability to understand, communicate, apply and analyze different forms of movement.
- Make choices that engage them in physical activity, recreation or sport activities that enhance their physical and psychological wellness, and permit them to pursue sport excellence commensurate with their ability and motivation.

There are three categories of fundamental movement skills that underpin the development of physical literacy. The table below shows the three categories and several examples:

Fundamental Movement Skills		
Balance	Locomotor	Object Control
Body Rolling	Walk	Kicking
Dodging	Run	Punting
Eggbeater	Skip	Catching
Floating	Gallop	Stopping
		Dribbling
		(feet/hands)

Without the basic movement skills, a child will have difficulty participating in physical activity for life. For example, to enjoy baseball, basketball, cricket, football, netball, handball, rugby and softball, the simple skill of catching must be mastered. Fundamental movements skills and fundamental sports skills should be introduced through fun activities and short games in a variety of environments.

For more information on physical literacy and fundamental movement skills, visit: <http://everactive.org/physical-literacy>.

COMMUNITY CONNECTIONS



Special Olympics Alberta

offers programs, resources and events for our Young Athletes to develop physical literacy and fitness in youth with an intellectual disability.

Active Start

Designed to help develop basic motor, movement, and social skills for children ages 2 to 6 years old.

FUNDamentals

Designed to introduce the values of positive movement experiences and sport-specific activities aimed at improving basic motor and sport skills in youth ages 7 to 12 years.

For more information on the Young Athletes programs, contact Special Olympics Alberta 1-800-444-2883 or www.specialolympics.ab.ca.

**Special
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COMMUNITY CONNECTIONS



**BASKETBALL
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HEALTH AND PHYSICAL EDUCATION COUNCIL

Ever Active Schools is pleased to be presenting at the 2014 HPEC Conference. Be sure to check out our wellness pre-conference that will address physical activity, healthy eating and mental well-being. More information will be available on our website soon!

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SUCCESS STORIES

John Ware School Shares Successful Fitlog Program

Submitted by Karis Langvand, EAS

John Ware School in Calgary has been an Active School for numerous years and its main priority area is physical activity. For the past 10 years, John Ware has implemented a physical education program that consists of both modules and a program called "Fitlog." Erin Dymond is the adult champion and teacher behind the brilliant and dynamic idea of Fitlog. The program is done twice a week and the class runs for 55 minutes at a time. Each session is composed of either a 20 minute run or a 20 minute circuit routine and then both finish with a low organized game. The circuits change each day to keep the students engaged and include body weight exercises, core strength, TRX, BOSU and free weights. TRX is a type of suspension training bodyweight exercise that helps to develop strength, balance, flexibility and core stability simultaneously. BOSU is an innovative fitness product that is a half dome-half platform and is used for training balance and enhancing flexibility. Fitlog is continually changing in order to keep the students engaged and interested.

The school has multiple kinds of recognition strategies to give the students a sense of pride through some kind of

positive indicator. They test the students four times per year; in the fall and spring they do a two kilometre run outside and they also do a series of four other fitness tests, including a plank hold, BEEP test, shuttle run and sit and reach. There is a 'Wall of Fame' at the school that features the top five boys and top five girls for each specific test in each grade at each testing period and the winner gets their photo placed on the wall. The school has another recognition photo wall called 'Team 20,' where a photo of each student who is able to run for 20 consecutive minutes is placed on the wall. These students are also recognized in class and their peers applaud and cheer. The amount of positive reinforcement seen in this program is incredible. Student assessment is also based on showing leadership, effort, attitude and participation (LEAP) where students are recognized if they have positively demonstrated each of the LEAP components.

The teachers believe Fitlog is so successful because the staff implement and completely sell the program and the students buy in and participate fully. Teacher leadership is definitely a key ingredient in keeping the program successful. Having a team that shares

the same vision of physical activity is very beneficial to both the program success and the students individually.

The biggest challenge organizers saw was when they first started to implement Fitlog. The students had difficulty seeing the benefits of the program. They needed to adjust the program to not only meet the needs of all the students, but to engage them as well. The program started with all fitness and no games, then switched to more of a focus on games and less fitness. There was either not enough discipline and structure, or too much. They then came to the current model of both fitness and games and found total success.

One teacher at the school says, "We have real life examples of kids who weren't into fitness at all and after a year in our program they get turned on to fitness and make it a part of their lives." Implementing physical activity in younger students can be a challenge as there are multiple barriers and obstacles to overcome but John Ware School has certainly demonstrated a fantastic way how to make exercise fun and enjoyable for each student!

For more information please contact Erin Dymond at EMDymond@cbe.ab.ca.

Parkland HASS in the News

Reporter Karen Haynes attended the Parkland HASS on January 8, and published an article in the Spruce Grove Examiner about the day. Read an excerpt below and the full article on our blog: <http://everactive.org/parkland-hass-in-the-news?id=938>.

Apples might keep the doctor away but healthy eating options and the importance of physical activity brought students and teachers together from across Parkland County on Jan. 8. Nearly 90 Kindergarten to Grade 9 students from Parkland School Division (PSD) and the Mother Earth's Children's Charter School (MECCS) gathered at the PSD Centre for Education to participate in a one-day Healthy Active School Symposium (HASS) event. The event gathered students from numerous school communities to present their efforts in becoming a healthier school while learning from the presentations of others. As the entire day was focused on empowering the student voice and creating strong student leaders, the event's keynote speaker was Grade 9 student Parker Tobin, 14, of Stony Plain Central School.

