

HEALTHY SCHOOLS: Secondary Schools

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ALPHA SECONDARY SCHOOL
#41 Burnaby
Year 2 in the Network

School Question

Will a cross-curricular approach (including Mathematics, English, and Physical Education) to tracking Daily Physical Activity (DPA) enhance the activity levels and participation rate of staff and students?

Leadership Team

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Fitness Leadership class (members of the Healthy School committee)

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School Context/Community

Alpha Secondary School is a Burnaby high school located on the northeast border of Vancouver that offers diverse courses to over 800 students enrolled in Grades 8 through 12. As a small school, Alpha is a tight-knit community whose supportive staff and parents are committed to the development of personal and social responsibility and student literacy performance. Through our dynamic programs, Alpha strives to provide equitable opportunities for all students to excel in academics and extra-curricular activities. A strong enrolment record in elective senior Physical Education classes reflects our commitment to encourage students' participation in and ownership of living a pro-active healthy lifestyle. Under the guidance of the school district's Fitness Leadership program in partnership with our Personal and Social Responsibility Committee, in 2007 we began a series of initiatives to increase awareness around nutritional choices and physical activity in our community. In 2008, we adopted a school Health Literacy goal based on the draft of the Healthy Living Performance Standards (HLPS) and the four aspects of Comprehensive Health – Healthy Eating, Active Living, Healthy Practices, and Healthy Relationships.

School Inquiry and Action: HEALTHY SCHOOLS

Focus of Inquiry

Active Living – Physical Activity from the HLPS with a particular focus on the implementation of the Daily Physical Activity.

Strategies

Fitness Leadership students promoted the philosophy that if you want to affect positive change in behaviour, there must be learning associated with an action plan. This philosophy culminated in our approach to Healthy Living/Health Literacy for staff and students

- Implemented daily physical activity (DPA) tracking in school agenda planners
- Physical Education classes were introduced to the Canada Physical Activity Guide's recommendations for daily physical activity (DPA) for healthy youth and the concept of monitoring physical activity exertion levels
- Adopted a cross curricular approach for the implementation of daily physical activity (DPA) involving Physical Education, Mathematics, and English
- Established a Healthy School committee with students, teachers, and community leaders in nutrition and active living

- Healthy School committee led a series of initiatives to increase the awareness around physical activity through healthy living campaigns and advertisements (ex. food sampling sessions, Facebook, and posters, Bootcamps, Nintendo Wii heartrate monitor contest)
- Healthy School committee organized a Health Literacy Day which included a grade 8 fieldtrip to Science World and viewing of the Human Body movie, a grade 9 Sexual Health workshop including guest presenter Saleema Noon, a grade 10/11 Esteem Team motivational speaker followed by the “Amazing Race” event organized by the Fitness Leadership class in partnership with Burnaby Parks and Recreation, and grade12 Grad Transitions presentations including a Healthy Living Plan
- Healthy School committee conducted online surveys to assess the health knowledge and practices of students and staff at Alpha in the focus areas of nutrition and physical activity
- Fitness Leadership students provided open gym/training sessions for students and staff during lunch and after-school at several schools
- Healthy School committee presented the cross curricular approach to DPA (HSN inquiry) report and Healthy School survey results to District Healthy School Task Force and District Pro-D day

Focus on Formative Assessment

- With the Fitness Leadership class constituting a significant membership of the Healthy School committee, learners as owners of their own learning and peer learners as resources was a focus for Formative Assessment
- Using the Healthy Living Performance Standards to assess our progress with respect to Physical Activity

School Findings

Reporting of DPA based on:

NY = physical requirement not met

A = tracking requirement not met

M = both physical and tracking requirement met

	NY		A		M		E	
	%	#	%	#	%	#	%	#
2007	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Fall 2008 Interim Report	29	173	N/A	N/A	71	428	N/A	N/A
Winter 2009 Term 1 Report	1	5	10	58	89	491	N/A	N/A
Spring 2009 Term 2 Report	10	64	14	89	72	453	N/A	N/A
Spring 2009 Term 3 Report	N/A at time of submission							

School Findings

Based on student survey responses administered by the Healthy School committee and coded according to the Healthy Living Performance Standards

	Emerging		Developed		Acquired		Accomplished	
	%	#	%	#	%	#	%	#
Spring 2009	26	1327	28	1394	26	1647	23	1499
n	118		128		118		105	

School Plans for 2009-2010

- Continue to Increase awareness about Canada's Healthy Food and Activity Guidelines through healthy living campaigns and advertisements (ex. food sampling sessions, Facebook, and posters)
- Expand the cross curricular approach and tweak the assignments and DPA tracking profile in the school agenda planners to include a DPA assessment rubric
- Conduct a series of surveys to assess the health status of students in the focus areas of healthy eating and physical activity and establish goals and use assessment criteria
- Adopt a school-wide assessment in September 2009 to identify a focus within the school Health Literacy goal
- Continue with the Health Literacy day including the community-based "Amazing Race" in partnership with Burnaby Parks and Recreation to raise awareness and encourage the use of the transit system and local fitness centers
- Provide regular, thoughtful feedback that moves learning forward for the individual learner by connecting assignments throughout the year and from year to year culminating in a student led presentation including a Health portfolio as part of the Graduation Transitions requirement
- Put learners to work as learning/teaching resources for each other by continuing to promote intrinsic value for nutrition and physical activity through the Healthy School committee
- Continue to offer student-led fitness classes by the Fitness Leadership students at lunch and after school
- Have students work directly with the HLPS to assess assignments and set goals to make sure that learners are the owners of their own learning

Reflections, Advice

- Design survey questions specific to HLPS to identify students within the four categories more effectively, including accomplished criteria
- Administer Fall/Spring survey to track changes throughout the school year more effectively
- Use the HLPS directly with students to clearly articulate the Learning Intentions, as stated in the Big Six formative assessment strategies
- Modify the Mathematics/English DPA tracking assignments to align better with both the new Mathematics Curricula and the HLPS.
- Collect school-wide data to identify areas of weakness and support focus of inquiry more effectively within the HLPS, while maintaining all four aspects of the Healthy Living Performance Standards.

BABINE ELEMENTARY SECONDARY
#91 Nechako Lakes
2 Years in the Network

School Question

Increasing the amount of Active Living and Healthy Eating in Babine Elementary Secondary will decrease the number of behaviour logs incident reports.

Leadership Team

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School Context/Community

Babine Elementary Secondary Schools (BESS) is a small K-12 rural school in the village of Granisle. It is approximately 100km northwest of Burns Lake overlooking the longest natural lake in BC, Babine Lake. A school that once hosted approximately 250 students with close to 30 staff members now currently holds a student population of less than 46 with 13 full and part time staff members. Most of the building area has been closed for some years, but during the past three years the school has opened up the College of New Caledonia.

The school has also benefited from the use of our new library, science lab and industrial education shop, sewing room, home economics and aboriginal education/ESD room. These changes have added a new sense of vitality and optimism to the school!

The school serves the community of Granisle and Tachet, a First Nations community about 8km from town. Tachet students are bused to and from school. The economy of the area is extremely depressed and has been since the mine closed in 1992. Unemployment is service. The school is currently the largest employer in the region of Tachet and Granisle. 44 of our 46 enrolled students indicate they have aboriginal ancestry. There is a significant proportion of the student population with special needs as identification from the Ministry of Education documents.

One challenge faced by students at BESS is frequent turn over of staff. The students have a great deal of trouble with changing staff, maintaining a stable staff from year to year is a major benefit to students. Critical mass is a major social challenge faced by student at BESS. In most of our classrooms, regular stream students are outnumbered by students with special needs. Behavioural issues and conflicts continue to permeate through the school and community. Although most conflicts occur outside of school, their resonance through school negatively impact on teaching and learning at BESS. These challenges sap a great deal of energy by and instructional time from all.

In light of this context BESS decided to participate in the Healthy Schools Network in 2007-08. Our project focused on investigating whether a Healthy Living and Activity Program would decrease incidents of misbehaviour during the day.

School Inquiry and Action: HEALTHY SCHOOLS

Focus of Inquiry

The Healthy Living Program will assess the impact of a two month Active Living and Healthy Eating Program on the number of behaviour incidents in the school. The behaviour log data will be used to do an analysis.

A two month activity plan was organized by the staff and commenced in February and terminated in March for the sake of this study.

Many of the activities continue today, especially the 10 minute work out sessions, the walking groups and nutritious eating. Next year we will continue the school Fruit and Vegetable Program and we hope to remain part of the HSN program. The Healthy Living funding will support the school and communities of Tachet and Granisle until December 31st, 2009. We hope to look for other funding to maintain this youth recreation program in years to come.

BESS also provides a nutritious breakfast and hot lunch program daily. We hope these programs can continue as many of our children only get feed healthy food when they are in school.

School Findings

The data clearly shows that the HSN program had a major positive impact on our school. As you can see from the data sheets, BESS has a very high level of behaviour problem students for the population of 46. We do not record all incidents, just those that require us to report. Many conflicts are solved between students at the classroom level.

Babine Elementary Secondary School Behaviour Log Data 2006-09 Healthy School Network Research Study Results

Month	2006 - 7	2007 - 08	2008 - 09	Total	% change
November	93	48	27	168	43.8%
December	43	41	7	91	82.9%
January	34	61	41	136	32.8%
February	58	38	34	130	8.9%
March	29	21	18	68	8.57%
Total	257	209	127		60.7%
Average	51.4	41.8	25.4	593	35.39%

Synopsis: The change in misbehaviour during the healthy Schools Network Program was a decrease of an average of 8.7% for the two months 2009 Healthy Living Program. Overall the average yearly decrease was 35.39% for the five month period.

The overall change in misbehaviour from 2007-08 to the 2008-09 decreased in all categories. In analyzing the results, BESS has determined the Healthy Schools Program and the BC Healthy Living Alliance programs have been a success.

School Plans for 2009-9010

The healthy living program will continue throughout the summer and next fall. The Healthy School Network program will continue to be linked to School Wellness Program and community programs.

BALLENAS SECONDARY
#69 Qualicum
2 Years in the Network

School Question

Will the development and implementation of a healthy breakfast program at the school encourage more students to eat breakfast? Will students develop an understanding of the importance of a healthy breakfast as it pertains to their learning and development?

Leadership Team

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School Context/Community

Ballenas is a community secondary school with approximately 1000 students in grades 9 to 12. Situated in Parksville, it is the largest of the Qualicum School District's three secondary schools. With a geographic catchment area covering Nanoose, Errington, Parksville, and portions of French Creek, the school serves both urban and rural areas with a wide range of socio-economic levels. Compared to the provincial averages, Ballenas' student body has a low number of ESL students, an average number of aboriginal students, and twice the number of learning disabled students. Within a community context, when compared to provincial averages, the catchment area has a slightly higher percentage of low income families, a lower percentage of high school graduates and a much lower percentage of the community holding a bachelors degree or higher. Our school is vibrant with strong links to the community. It is the only school in the district to offer a French Immersion Program at the secondary level. Community use of the facility in the evening is very high, with a wide variety of community users taking advantage of the school's location, amenities, and availability.

Ballenas has had a history of strong extra-curricular successes. Our sports teams have been very successful in recent years and Ballenas offers a full range of athletic programs. As an example of our athletic successes, the girls' volleyball and the boys' football programs have become perennial powerhouses at the provincial level. In the area of fine arts, our band and drama programs have continued to provide excellent programs for students to showcase their considerable talents. The Whalebone theatre has offered several productions per year for community enjoyment and our concert and stage bands continue to garner excellent ratings at the national level.

School Inquiry and Action: HEALTHY SCHOOLS

Focus of Inquiry

Strategies

The Healthy School goal group continued to promote student health in the areas of healthy eating and physical activities. The school continues to be a part of the BC Fruit and Veggie program which has been a huge success in our school. It has not only been a benefit to help promote healthy eating but it has helped promote and build connections with students and adults within our building. Parents are coming in to the building and connecting with youth in a positive way. The school is currently in the second year of the program. The program has become something students and staff appreciate and enjoy.

The focus of inquiry for our healthy schools this year was to develop a breakfast program based on data collected by a partnership the school had with our local university. Vancouver Island University nursing students completed a practicum placement at the school to investigate the feasibility of a breakfast program at the school. The students wanted to know how many students

within our building did not have breakfast. The nursing students completed research and documentation, as part of their project, which indicated the effect on learning when students do not eat breakfast. 97 of our students were surveyed; of those 38% indicated they always ate breakfast. Indicating a large number of students do not eat breakfast every day. Based on these results the nursing students looked at options the school could use if we were to run a breakfast program. The nursing students also helped with the development of possible menu items.

The development and implementation of a program became the school inquiring question. Breakfast at Ballenas serves approximately 70-80 breakfasts every Tuesday and Thursday. It has by far exceeded our expectations. The breakfast program has become a place where students connect in the mornings. Students are not only eating but also connecting with each other. We have also been fortunate to have several members of our community and parents help with the breakfast preparation. Students are connecting with business members and parents in a positive way. Recent feedback from student using a survey indicated students, “I love the breakfast program they have amazing food”, “I wish they had it every morning”.

An area of focus for the program is to continue to educate students on the importance of breakfast. This is especially important for female students the survey indicated that weight and dieting was a key reason for females not to eat breakfast.

Strategies we have been working on this year to develop a focus on Healthy Living have been:

Breakfast at Ballenas

- Healthy fruit and vegetable program school wide program
- Ensure vending machines remain ahead of “Healthy Eating Alternatives” compliance date guidelines as set by Provincial government.
- Revisit the Healthy Schools Network Assessment Tool questions as they related to healthy eating and physical activity
- Participate in the District ‘Eat Well Get Moving’ initiative

School Findings

Number of senior student participating in a school Physical Education Program	
2007/08	309
2008/09	389

Student participation in school activities outside the classroom and outside the school:

Satisfaction Survey responses 2007/08	School activities outside the classroom	Team based activities outside school	Individual physical activities outside school	More than 2.5 hours per week
Grade 10	57	59	75	76
Grade 12	52	56	85	80

The number of students who participated in a school team this year was 351.

Additional Information Collected by the school to support Healthy Living Initiatives:

The school participated in the Fruit and Veggie program this year. This was a Ministry initiative supported by our parent group. It has been an amazing program and we have had huge success, not only from the education component by teaching students the benefits of fruits and veggies, but also helping to create a culture and climate at the school which assisted in promoting healthy living. Students looked forward to the fruit and veggie day.

We included a question on the satisfaction survey which provided the following information; “The school participated in the Fruit and Veggie Program this year. Are you more aware of the benefits of fruits and veggies to your health?”

Satisfaction Survey responses	2007/08 ASSR
Grade 10	81
Grade 12	82

Fifty percent of grade 10 students indicated they were “a little more” or “much more” aware of the benefits of fruit and veggies to their health and 31% responded they were “somewhat more”. Eighty two percent of grade 12 students indicated they were “a little more”, “much more” or “somewhat more” aware of the benefits of fruits and veggies to their health.

School Plans for 2009-2010

- The Healthy School goal group believes we are moving in the right direction to promoting student health in the areas of healthy eating and physical activities.
- The number of senior students who have requested a senior level physical education program has increased by 25%. This indicates 81% of our senior students will be participating in a physical education program during the next school year. Based on the 2006/07 satisfaction survey, only 48% of the senior students participate in physical activities at the school. On the 2007/08 satisfaction survey 57% of seniors participated in a physical education program at the school.
- Students’ response to being more aware of the benefits of fruits and veggies to their health indicates an education in this area; 82% of grade 12 students indicated they are somewhat, a little more or much more aware of the health benefits to fruits and veggies.
- The school would like to continue with the direction it has been working in. We would like to focus on the area of ‘Healthy Eating’. Based on the Healthy Schools Network Assessment Tool the level of attention for this was 34%. We hope to gather some baseline data about the number of students who eat a healthy breakfast. It is our hope to look at the options of providing students with a healthy ‘grab and go’ breakfast. This will help develop an inquiry question for the school to focus on next year.

Reflections, Advice

The Healthy Schools group is pleased with the number of senior students who have elected to take a non traditional physical education program. However the group is very excited in the direction the school is going. Students are choosing healthier options whether it is becoming involved in extra curricula activities, participating in healthy lunch time activities or increasing their awareness of healthy eating options.

The Healthy School goal group believes we are moving in the right direction to promoting student health in the areas of healthy eating and physical activities. The vending machines sales are a key indicator that students are making healthier choices. The schools vending machine sales have decreased in revenue prior to the new regulations being implemented. Students’ response to being more aware of the benefits of fruits and veggies to their health indicates an education in this area, 81% of grade 12 students indicated they are somewhat, a little more or much more aware of the health benefits to fruits and veggies.

FRANCES KELSEY SECONDARY SCHOOL
#79 Cowichan Valley
5 Years in the Network

School Question

By working under the banner of '*Me to We*', can Frances Kelsey Secondary School continue to develop a positive school culture and generate growth in student school connectedness?

Leadership Team

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School Context/Community

Frances Kelsey Secondary School (FKSS) is a large school of over 1100 students from grades 9-12. We are a unique school in that all of our programs are delivered using a self-directed continuous learning model. We are located in Mill Bay, which is 20 km south of Duncan or 40 km north of Victoria.

www.fkss.ca

School Inquiry and Action: HEALTHY SCHOOLS

Focus of Our Inquiry

Although this was our fifth year within the Network of Performance Based Schools, we shifted our focus two years ago from social responsibility and reading for comprehension to Healthy Schools. This is our second year within the Healthy Schools component of the Network of Performance Based Schools. We started the year by inviting participants across the curriculum areas to partake and individually complete the BC Healthy Schools Network Assessment Tool. We then took the results and developed key strategies to work on improving the percentages in these key areas, this year being School Connectedness.

Strategies

After completing the School Assessment Tool, our team determined that the main concern that we wished to address this year was: Assessment Area #2, Element #2-School Connectedness. We found that our percentage of 77-80% of students feeling connected to the school to be low, as the percentage translated to approximately 866 students out of our total population of 1125. We knew we had to do a better job promoting activities/groups/events that contributed to our school environment through connectedness with advocacy programs, the ultimate form of learning at the accomplished level. We wished to measure our success on school connectedness under the banner of *Me to We*, ultimately what our school could do to better the world around us. We used the phrase, "Under the banner of *Me to We*...", as *Me to We* was the title of Marc and Craig Kielburger's book by the same name.

When trying to understand what school connectedness was with regards to our school environment under our banner of *Me to We*, we compiled a list of all of the service groups/clubs/activities/events that students and staff were participating in and found that we were fortunate to have over 30 such items originating from Frances Kelsey Secondary School. Our next step involved developing a rubric of growth for students to understand our *Me to We* philosophy.

When developing the rubric for growth with our students, we found that some of our activities were developed, planned, and carried out by staff with students participating based on taking time out of our timetable for whole school activities with the hope of fostering connectedness. We

also found that some activities/clubs/events were developed entirely by students, focusing on global issues and community involvement, ultimately what our *Me to We* philosophy was striving for, the goal of connectedness with our school through service to others. After looking at many of our items, we asked students to help develop a spectrum of *Me to We*, with school planned and organized events through to groups and events that showed exceptional leadership and advocacy skills.

To publicize all of the events/clubs/teams and groups, we asked that the coordinators of these events send information to one person who would ultimately coordinate the news to students. We used our daily NEWSBREAKER and monthly Whale's Tale newsletter to highlight these *Me to We* activities. The student-generated posters were placed around the school after going through our *Me to We* contact. We also used our school website as a place for information. As new ideas and activities were realized, our number of possible formative activities increased. We were pleased that by May 2009, we had over 30 items related to *Me to We*.

Focus on Formative Assessment

We emphasized the use of formative assessment and growth utilizing performance standards within the areas outlined above. We were clear where we wanted our *Me to We* events to go. We knew that when given the right tools and by connecting students to events or groups we were more likely to see growth in our findings. We needed to focus our attention on providing activities that naturally led to another item, therefore showing the students the natural progression of learning. Students ultimately showed us that we are able to set our goals higher in the future. The students found the events worthwhile.

School Findings

We utilized the BC Healthy Schools Network Assessment Tool to assess and re-evaluate our strategies.

Fall 2007 Assessment Element Area #2 Assessment Element #2 65%
Fall 2008 Assessment Element Area #2 Re-Assessment Element #2 77%
Number of students involved: 1125
Spring 2009 Assessment Element Area #2 90%
Spring 2009 Student Survey (Acquired and Accomplished) 92%

We are confident that the strategies as well as the intense focus on this area led to the growth in the School Environment-School Connectedness Element #2 gain. We surveyed our students in May 2009 regarding events/clubs/teams/organizations that have contributed to school connectedness under our banner of *Me to We*. Even though our results in the School Connectedness area shows an increase of 10-13%, we are confident that the addition of a few new strategies can improve our gains in this area. Although we look at the 10-15% gain as a substantial percentage increase, in a school of 1125 students, this translates to approximately 140 students feeling connected to Frances Kelsey Secondary School. We truly enjoyed working on the *Me to We* goal and we know that our community, both locally and globally, benefited from Frances Kelsey working on this goal.

School Plans for 2008-2009

Our school continues to be committed to creating a healthy school for all students and staff. We are looking forward to using the Healthy Living Performance Standards next year, using what we have learned this year with regards to the use of a coordinated plan to link students with programs, groups, activities, events, and our community, both locally and globally. To continue the momentum we have experienced in the area of school connectedness, we decided to run a course entitled, Environment and Sustainability, to engage students in the area of environmental stewardship, an area students wished to continue to expand. We are awaiting word that through

our *Me to We* goal, we will be participating in the first annual *Me to We* Day at GM Place in September 2009!

Reflections/Advice

We found that the *Me to We*-School Connectedness question to be a good start for change at Frances Kelsey Secondary School. We found that focusing on one area of school connectedness to be critical, as the whole idea of what constitutes connectedness to a school to be too vast of a challenge. Our ultimate goal was to have students connecting to not only our school, but to the world around them. We believe we have achieved that goal.

GEORGE ELLIOT SECONDARY
#23 Central Okanagan
2 Years in the Network

School Question

Will creating a school-wide awareness of the Ministry's new Daily Physical Activity requirements improve our students' understanding of, and the rationale for the program, as well as their efforts to improve their DPA?

Leadership Team

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Contacts

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School Context/Community

George Elliot Secondary is located in Winfield, the heart of the central Okanagan area. The school has 45 professional teaching staff, and 733 students in grades 8-12, and is a partner with the District of Lake Country as a Community School.

The School is served by six school buses, and as such, a significant proportion of our students rely on school and community bussing for transportation to and from school. Our school population is fed by three elementary schools in 'Lake Country'. The school has a First Nation's student population of 7%, which has remained fairly consistent throughout the history of our school, and the population of students identified by the Ministry to have special needs is 9.5%. The school has a wide socio-economic mix, ranging from low to high with significant populations in each of these categories. Only 5% of the parents in the District of Lake Country have a post-secondary degree, unlike the rest of our school district (17%), and province (18%).

We have a very involved parent group, as well as a supportive community. Our PAC is very supportive of healthy food/lifestyle initiatives at the school. Our Community Recreation program offers a wide range of activities for the community to take part in, and Lake Country has very well attended sport programs such as minor hockey, soccer, softball, dance, tai kwon do, etc. Our school's athletic program enjoys a high participation ratio. The Physical Education department offers a variety of dance, athletic, and recreation elective courses, and our school has a well equipped workout facility, where students can gain membership for afterschool workouts at a very nominal price. Additionally, there are at least two privately run gym facilities in the community. On the down side, although we have our own recreation centre, public skating is only available three days per week during the winter months. There is no public swimming facility; Kelowna and its many amenities is not within walking or cycling distance for most youth.

School Inquiry and Action: HEALTHY SCHOOLS

This year we decided to use the Ministry mandated challenge of bringing Daily Physical Activity to every school as the basis for our inquiry. As a grade eight to twelve school, our grade eight and nine students are involved in a linear physical education program which covers DPA requirements for them. Our grades ten, eleven and twelve students, however, create a much greater challenge. We have found no reasonable way to integrate the DPA into their timetables. We have chosen to have the students document their DPA on monthly log sheets. The challenge is to help them to understand the rationale for with this new requirement, and in turn, encourage them to comply by completing their log sheets.

Strategies

Our strategies are focused upon communication and education in order to help students understand the intentions rationale behind the DPA program. Firstly, Daily Physical Activity appeared as a subject heading on student report cards. Report cards included attached log sheets or the ActNow literature which was sent to each school-aged child in the province. Secondly, articles were included in each monthly school newsletter in attempt to make information available to more students and parents. The newsletter articles and advertizing also referred to the school website where additional information and new log sheets were available. Finally, our third mode of communication was via our Recreation Leadership and Marketing classes, which co-developed and conducted surveys and advertizing campaigns at school.

Focus on Formative Assessment Strategies

Our assessment strategies were based upon two major strategies. The first was simply based on the number of students complying with DPA requirements, as reflected in the number of DPA log sheets that were submitted. Our second strategy was to measure our student's success of meeting the performance standards for grade 10-12 Active Living by having students complete random surveys. Our survey was constructed from five basic questions which were based upon the learning outcomes from the performance standards. Higher scores on the survey indicated increased performances or understandings.

Marketing classes communicated learning intentions using posters to advertise the health benefits of DPA, as well as student responsibilities. BC statistics were used to demonstrate current health and activity trends in attempt to help students understand the rationale of the DPA requirement. Despite our efforts, we still are faced with relatively low success rates. However, improvements are shown, and as with the introduction of food and beverage guidelines, change will be gradual as we persevere with our attempts to educate and bring change.

School Findings

	Grade 10				Grade 11				Grade 12			
	Survey scores (%)			(%) DPA Compliance	Survey scores (%)			(%) DPA Compliance	Survey scores (%)			(%) DPA Compliance
	go od	av e.	po or		go od	av e.	po or		go od	av e.	po or	
January 2009	48	27	25	0	43	22	35	0	37	42	21	0
April 2009	41	38	21	26	24	45	31	20	42	42	16	9

School Plans for 2009-2010

Next year we will continue to pursue the objective of increasing student understanding and completion of the Daily Physical Activity objectives. We will need to start early in the fall, and talk to students directly; appearances at the early grade assemblies in our school will be necessary in order to communicate effectively. Some cooperation with, perhaps, the PE department, might be a useful way to educate students about the value of daily physical activity. Increased cooperation with our community schools coordinator might also increase the number of high school students involved in programs.

Reflections, Advice

Our teens are not anxious to add DPA to their list of responsibilities at school. Although they have expressed their frustrations about the lack of information about the DPA requirement, they are resistant to efforts to gain their understanding. In providing rationale for DPA, it will be helpful to try to incorporate current information into curriculum (perhaps within PE Active Health units). Without education and awareness, it is difficult to change student health habits. As with many new initiatives, the DPA requirement should meet with less resistance each year it continues to be expected and promoted.

JOHNSTON HEIGHTS SECONDARY

#36 Surrey

1 Year in the Network

School Question

If we implement a “Wellness Week” at Johnston Heights and increase the awareness within the PE 9 classes of the importance of daily physical activity, can we increase the amount of daily physical activity of our Grade 9 students?

Leadership Team

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School Context/Community

Johnston Heights Secondary is a school of 1500 students and 90 staff. The student body is composed of 39 different cultures identified by the language other than English spoken at home. According to district information 55% of the students at JHSS come from a home where a language other than English is spoken. There is no dominant culture. Thirty-five international students attend JH. Very few conflicts that are racially based occur and students are models of harmonious racial interaction.

Students continue to achieve well in the provincially examinable courses and have scored consistently above district and provincial averages. There is a sense of pride in the school. Students and staff participate together in many events through the year which build positive relations and Eagle Pride. Over the 2004-05 school year all community partners (students, staff, parents) worked on school values and beliefs. All groups identified the following as strengths of the school:

School Spirit Academic Achievements Students' Cooperativeness

School Inquiry and Action: HEALTHY SCHOOLS

Focus of Inquiry

Active Living

Given the new Ministry of Education requirements regarding DPA, we decided to focus on the level of physical activity of PE 9 students enrolled in Semester 2 classes which started in February 2009.

We were curious about the physical activity levels of these students before the start of the semester when they were NOT in a PE program and about their levels of activity once they started participating in their PE courses during the second semester.

Strategies

- Established a Healthy School Committee of administrators, teachers, students and parents in the fall of 2008.
- Conducted two surveys measuring levels of physical activity of PE9 students.

(February and April 2009).

- PE 9 students were encouraged to increase their levels of participation in daily physical activities at school and in the community.
- PE 9 students monitored their fitness levels over the term by recording their FIT TEST scores in four test areas: cardio endurance, core strength, flexibility and agility.
- PE 9 students completed a Health and Career Education assignment relating their weekly caloric intake with physical activity levels. (caloric output)
- Johnston Heights staff and students organized and participated in a “Wellness Week” in early April which featured a variety of activity and health related topics including:
 - Healthy Foods posters, daily healthy food options in the school cafeteria, daily “Rethink Your Drink” infomercials on the PA, free water handouts, Sun Run training, Martial Arts, Dance, lunch hour games in the gym, Dance Revolution and Walk to School Day.
 - Conducted an end of Wellness Week survey to measure levels of participation in and awareness of the various activities.

School Findings

PE Survey 1 Result:

- 86% of grade 9 students indicated that they had actively participated in some type of physical activity BEFORE the start of term 2.
 - The FREQUENCY of participation was:

1 – 2 x week	– 25%	N – 23
3 – 4 x week	– 44%	N – 40
5 x week	– 31%	N – 28
 - The length of TIME was::

15-30 mins.	- 34%	N – 31
30-60 mins.	- 66%	N – 60

**Students listed over 16 different types of physical activities that they had participated in at recreation and fitness centres, skating rinks, community and club sport teams, etc.

PE Survey # 2 results:

- PE 9 students were surveyed in April 2009 to measure their activity levels in PE class PLUS in other physical activities elsewhere.
 - The FREQUENCY of participation was:

1 – 2 x week	– 28%	N – 29
3 – 4 x week	– 32%	N – 34
5 – 6 x week	– 22%	N – 23
Daily	18%	N – 19
 - The INTENSITY:

Light	7%	N – 29
Moderate	31%	N – 31
Vigorous+	62%	N – 64
 - The length of TIME was::

30 mins. / day	16%	N – 18
30-45 mins.	26%	N – 28
45-60 mins	23%	N – 25

60 mins. 35% N – 38

Highlights of the “Wellness Week” Survey were:

- 1) Walk to school day – 44% of respondents (343 students)
- 2) Change drink habits – 37% of respondents (292 students)
- 3) Drink more water – 49% of respondents (350 students)

Based on information from the three surveys, we feel that a majority of PE 9 students are actively involved in daily physical activity.

We also feel that students across the school now have a heightened awareness of the benefits of good nutrition and regular exercise.

School Plans for 2009-2010

We will continue working with the JH Healthy School Team to promote health and wellness. This directly supports the Social Responsibility Goal.

We will also include Daily Physical Activity Tracking sheets in the students’ Agenda.

L. V. ROGERS SECONDARY
#8 Kootenay Lake
3 Years in the Healthy Schools Network

School Question

If given the opportunity for regular physical activity, will students and staff notice an improvement in their mental and physical wellness?

Leadership Team

Nicole Hinitt (student)
Jennifer Kidd
Laurie Mannings
Tamara Martin

Sheri Morrison
Tim Mushumanski
Patty Stensrud

Contact

Martin, Tamara (tmartin@sd8.bc.ca)

School Context/Community

L. V. Rogers is the only secondary school (grades 9 – 12) located in the small, artistic community of Nelson, located in the West Kootenay region of British Columbia. Our school has a student population of approximately 800 and a teaching staff of approximately 45. L. V. Rogers serves a catchment area that has the City of Nelson as the core. The catchment area extends approximately 30 kilometres north to Balfour, 10 kilometres east to Beasley, and 20 kilometres south to Hall Siding. The population of the area served is about 18,000 to 20,000 people. It is estimated that 30 percent of the students are bussed to L. V. Rogers. The student population at L. V. Rogers is diverse. Nelson has many different European nationalities and we have added to the multicultural diversity in our school with an International Program and various Student Exchange Programs. Our school mission encourages each student to achieve excellence and develop individual potential (“*We will be the change we want to see*”).

School Inquiry and Action: HEALTHY SCHOOLS

Our decision to focus on *Active Living* was primarily driven by the results of the assessment tool which indicated the area of active living was a concern (44% satisfaction). The Community Recreation Center also expressed a concern regarding the lack of physical activity in youth. Additionally, the staff was concerned about how to implement and monitor the Ministry requirement of 150 minutes of daily physical activity a week for those students in Grades 10 through 12.

First, we started with an *Active Living Survey* for staff and students at LVR; a random sample of students in each grade (grade 9 – 12) and all staff were surveyed. Our survey was intended to get a general idea of the current physical activity levels of students and staff, to gain some direction on how to improve the physical activities provided at our school, and to have students and staff reflect on their general physical and mental well-being. At the same time, there was a one week community initiative, *Spirit of BC Week*, to celebrate the one year countdown to the 2010 Olympics. Their goal was to have qualified instructors offer alternative activities for students to try during lunch hours the week of February 9 – 16, 2009: *Aeroboxing, Better with Balls and Bands, Bottoms Up, Yoga, and Speed and Agility*.

Second, in order to address the implementation of the Daily Physical Activity (DPA) for Grade 11’s in particular (physical education 11 is optional and there is no planning 11), the Healthy Schools Committee organized a two week study to be conducted by volunteer teachers. Our overall goal was to determine if we could implement a plan similar to this for the entire school for

two weeks at the beginning of the school year in September. Will this guided activity result in: a better understanding of the DPA requirements by students, a building of connectedness between students and teachers, and a more positive overall feeling of well-being?

Strategies: I met to debrief the study with those teachers who volunteered to take part in the study (Chemistry 11, Applications of Math 11 x 2, Computers & Technology 11) prior to its implementation April 20 – May 2. During the two week study, I circulated among the classes to see how the study was progressing, to answer any questions or deal with any concerns, and to take pictures of some of their activities. At the end, I presented each participating class and teacher with a large bowl of fruit as a thank you.

Focus on Formative Assessment

With regards to the *Active Living Survey*, we used clear learning intentions to inform students and staff of the purpose of the survey and asked for descriptive feedback as valuable information on how to improve upon the physical activities we offer at the school. With regards to the *Healthy Schools Study*, we used learning intentions to clearly state what students were expected to be able to do. Each participating teacher used questioning to involve students and stimulate discussion around the importance of physical activity and its relationship to overall well-being. Students were asked to do a self-assessment prior to and at the end of the study to indicate where they felt they were on the locally-adapted HLPS rubric. At the end of the study, students were asked to reflect on how they felt both during and after exercise (physically, mentally, and emotionally) and what their overall impression of the study was. Teachers were asked to reflect on the successes and challenges of implementing daily physical activity into their courses and their overall impression of whether a school-wide initiative like this would work in September.

School Findings

The descriptive feedback on the *Active Living Surveys* distributed to students and staff was extremely valuable: there was a consistent message of wanting more “alternative” activities such as those offered by the Recreation Center during the *Spirit of BC* week. As a result, the Recreation Leadership class is using all the descriptive feedback to improve upon the lunch hour physical activities offered next year.

The results of the student pre and post self-assessment from the *Active Living Study* are presented in the table below. For the most part, the majority of students felt they were doing fairly well completing and recording the 150 minutes of DPA a week. By concentrating on participating in some DPA during school time, we were able to help those students who were emerging/developing with their ability to complete and record their DPA.

Self-Assessment	Emerging 1	Developing 2	Acquired 3	Accomplished 4
Pre Self-Assessment	1%	25%	46%	28%
Post Self-Assessment		13%	53%	34%

When asked to describe their physical, emotional and mental well-being during and after exercise, the adjectives students used were: happy, relaxed, energized, motivated, awake, alert, refreshed, determined, less stressed. Students were happy to have the opportunity to get outside in the middle of the day, to get fresh air, and to have fun. There was an overwhelming feeling of being better prepared for other classes with improved concentration levels and alertness.

The descriptive feedback from the teachers was also positive. All agreed that it had a positive impact on the relationships within the class; it was nice to get outside in the fresh air, be active

and have fun with the students. One teacher reported an improvement in students with ADD; they weren't in need of the usual drink/bathroom breaks. The challenges were around being creative with the activities, reminding students to record their activities in their DPA log, and having a small class.

School Plans for 2009 – 2010

We are committed to continuing in the Healthy Schools Network in 2009-2010. We believe that action research around this area is vital. Additionally, with the 2010 Olympics coming to Vancouver, we would like to keep a very strong focus on active living at our school and to use the descriptive feedback from students to provide a larger variety of activities, especially during the winter months.

Reflections

The work we did around active living this year has been very rewarding and informative. We feel that all we set out to accomplish went well and we were pleased with the results of the DPA trial study. At this time, we are uncertain if this two-week trial will work school-wide in September. It was very successful with a small participating group of classes, but becomes more problematic with greater numbers. However, we hope to have this discussion prior to the end of this year to see if we could go ahead with its implementation.

NANAIMO AND DISTRICT SECONDARY
#68 Nanaimo Ladysmith
3 Years in the Network

School Question

How does a coordinated food preparation and nutritional knowledge course enhance the learning opportunities and life-long attitudes of our vulnerable students at Nanaimo District Secondary?

Leadership Team

Darren Brick, Deborah Bamford, Randi Turner, Murray Carver

Contacts

Darren Brick and Murray Carver- dbrick@sd68.bc.ca; mcarter@sd68.bc.ca

School Context/Community

Nanaimo District Secondary School (NDSS) is one of seven secondary schools that serve the Nanaimo-Ladysmith School District, located on Vancouver Island. The school serves grades 8-12, with a student enrolment of 1,150. The school serves a diverse student body. It houses all of the French Immersion and Francophone students of Nanaimo, while also housing two in-school Alternate programs and a variety of special needs programs. The vast majority of our students are in English mainstream courses. We have an involved parent group and supportive community, especially when it comes to our Healthy Schools initiatives. 40 % of families in the Nanaimo School District have an annual income of under \$30,000. Many of the students living in our inner-city school's catchment area come from disadvantaged families that struggle with issues of poverty, unemployment, addiction and depression.

School Inquiry and Action: HEALTHY SCHOOLS

Focus of Inquiry

Our area of focus is on Teaching and Learning, specifically nutritional health.

The goal of this project was to provide the Junior Alternate students at Nanaimo District Secondary School with improved nutritional knowledge and give the students opportunity to take ownership of their learning. Historically, the students of this program have been provided free lunches via generous school/community donations. Many of these students do come from disadvantaged backgrounds, where nutritional meals are not always the standard. Based on discussions with the school based team, the Jr. Alternate teacher, the administration and the students, it was decided to change the "free lunch" to a learning opportunity.

Strategies

- We contacted the division "Healthy Food Co-ordinator" and reallocated the money that had been donated. The money that used to be spent on the free lunches was now spent on the raw ingredients by the co-ordinator.
- The co-ordinator, in conjunction with the teacher and the classroom EA, helped deliver a weekly nutritional lesson, and guided the students in meal preparation and clean-up.
- The students in the classroom then took turns, once a week, serving each other lunches that they had prepared themselves. The select students for the week were also responsible for clean-up. The entire class ate together the food that was prepared. Class members circulated through the program.
- At one point, we had hoped that this program would expand into an entrepreneurial program where the students from this class would prepare, serve and clean up food to the entire student body in a low-profit format. This second prong of the program did not occur as the students did not express interest in developing the program to that level.

Focus on Formative Assessment:

We designed the program to focus on strategies #5 and #6. We wanted to get the students to take ownership of their own learning, especially something as practical as preparing meals. The students became self-reliant, instead of being recipients of charity. The students were free to make suggestions about what nutritious foods should be shopped for and were instrumental in finding safe, efficient methods of food preparation for others. At the same time, the students became learning/teaching resources for each other. Each week, some students became student leaders for the others in the preparation group. This gave students a chance to gain self-confidence and to value each other in a different light.

School Findings

The team distributed a ten question survey to the student body of the Junior Alternate program shortly after the inception of the program in October of 2008 and again in May of 2009. The results showed a clear improvement in:

- The extent that peers positively affected your decision to eat healthy food- 33% increase
- The extent that the meal program benefited all student learning – 13% increase
- The extent that the meal program made all of your nutritional choices more healthy- 8% increase
- The extent that you felt that you were a part of determining your learning in the program- 11% increase.

These results were quite encouraging. These questions are consequential as they are asking students to take a once a week program and asking them to determine the effects of this program on their entire school and personal lives. We aimed high and got the results we hoped for.

School Plans for 2009-10

Examine the cost/benefit ratio of the program. Possibly approach the Sr. Alternate program to try the program for one year and see if they could expand it to the general student body.

Reflections and Advice

Overall, the project was extremely beneficial to the staff and students of the Junior Alternate program at NDSS. Anecdotally, the teacher of the program saw the greatest benefit in peer interaction throughout the classroom. The act of eating together once a week, and being served by peers, had a very positive influence on classroom behavior. Ideally, it would be great to see this program expand to the second level, where students could develop pride in themselves, and gain great work experience, by serving food to other school members.

PRINCE CHARLES SECONDARY SCHOOL
08 Kootenay Lake
2nd Year in the Network

School Question

Will organized, unique activities during the lunch break encourage students to participate and continue in healthy activities outside the school day?

Leadership Team

Maura Schadeli, coordinator of girls' activities

Sharen Popoff

Sue Thorne, coordinator of boys' activities

Michelle Webber – staff

Kelly Weitzel, -student

Natasha Schmidt – student

Marcie Murphy – student

Jazzmine Bedard – student

Sarah Borzak - student

Contact/s

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School Context/Community

Prince Charles Secondary School is located in the Creston Valley nestled between the Purcell and Selkirk mountains. The community has a population base of 5000 but services an area of an additional 5000. We have 540 students in grades 8 – 12. We are the only high school in the area excluding home schooling options and two small fundamental religious based schools. We have a First Nations population of 16% and a reserve (Lower Kootenay Band) attached to the community. The majority of our students are bus students, leaving immediately after the bell. School demographics indicate our community has a lower education level and lower income than the provincial average.

Prince Charles Secondary has a strong culture of academic success and extra curricular activities in athletics and drama. Our school arts program is extensive and our trades/AceIt programs strong. We have been in full compliance with food guidelines for several years, are part of the BC Fruit and Snack program, and Breakfast for Learning. Students have access to healthy food options all day; however, we are also within a short walk to several fast food outlets and convenience stores.

Creston has a large senior population. There are recreation opportunities within the community but we are lacking in some major amenities such as an indoor pool, track, racquet courts (excluding two tennis courts), walking trails, ski hill, cross country trails etc.

School Inquiry and Action: HEALTHY SCHOOLS

Focus of Inquiry – Active Living

Using the Healthy School Assessment Tool helped us to assess that our school was on track making positive changes to promote healthy living. We had healthy food and drink options at a reduced cost or free. We had health camps for the students, providing health information from community agencies. We had the Prevent Alcohol and Risk Related Trauma in Youth program addressing positive decision making. We had strong, comprehensive Planning and Health programs. We had strong extra curricular programs. What we didn't have was an organized

physical activity during the lunch break, particularly one that was attractive to our female students.

Strategies

- Dodge ball was introduced at lunch in the gym. Boys were asking for the game as opposed to shooting basketballs.
- A Healthy School Committee was set up with two girls from each grade and staff representation to determine activities that the female students would be interested in.
- Community members registered with the Recreation Center were approached to see if they would be interested in coming to the school one day a week to instruct students.
- The committee selected activities based on interested and availability.
- Plans were made to try a few choices over six weeks.

School Findings

Boys – Consistent enthusiastic participation. Approximately 50 – 60 boys each day which is 17 – 20% of the male population.

Girls – Initial interest that waned with a high of 5% of the female population and low of 1%.

	Student Attendance		Staff Attendance	
	%	#	%	#
1 st week (Jan.09)	5%	12		7
2 nd week		8		7
3 rd week		4		5
4 th week		6		4
5 th week		7		4
6 th week	1%	2		3
Spring break				
7 th week		6		
8 th week		8		
9 th week		2		

School Plans for 2009-2010

- continue to offer opportunities for activity at lunch time
- start earlier in the winter months and end at spring break
- have a broader base for committee meetings

Reflections, Advice

- Although students and staff enjoyed the sessions, the overall turnout was not as high as expected.
- Some students indicated they would have preferred an after school time which would have conflicted with bussing and after school sports
- Staff felt that maybe their presence was causing fewer students to participate so stopped attending to see if numbers would increase
- Bus students that participated were very appreciative of the opportunity
- Staff enjoyed interactions with students
- Two staff members and one student enrolled in evening classes at the Recreation Center as a result of their exposure to the activity.
- Having one staff member present at all times, particularly for the girl’s activities was

essential to maintain attendance and enthusiasm.

- The boys didn't seem to mind participating in their street clothes and then attending class. The girls needed changing time before and after the activity.
- The girls needed privacy and were more comfortable knowing that no one was going to be peeking in during their belly dancing lessons or yoga.

SPECTRUM COMMUNITY SCHOOL
#61 Greater Victoria
2 Years in the Network

School Question

Now that we have been following the healthy schools guidelines two years (we implemented the standards in September 2007) have students' attitudes towards healthy choices changed and how has this affected purchases of healthy choices in the vending machines?

Leadership Team

Ray Miller, Diana Morris, Donna Thompson, Nancy Wood

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School Context/Community

Spectrum Community School is a comprehensive secondary (9 – 12) in the western sector of the Greater Victoria School District #61. We recently completed a \$5.5 million addition and renovation in order to accommodate our grade 9's and 10's. We serve a diverse population of approximately 1300 students. In addition to our extensive range of courses, clubs and programs, a few highlights include: AVID; a Hockey Skills Academy; Honours' classes; junior and senior Musical Theatre; 19 athletic teams; and 11 Career Programs such as: Culinary Arts/Cook Training, Health Science, Law Careers, Outdoor Leadership and Secondary School Apprenticeship. We are very proud of our newest Junior Concert and Marching Bands which placed first in the Victoria Day Parade Canadian Marching Band Category. Spectrum students enjoy our state-of-the-art Library as well as six computer labs and our cafeteria.

Spectrum's staff of 100 is very knowledgeable and experienced pedagogically, as well as, being highly supportive and positive with students. We have a teacher advisory system where each student is made to feel welcomed and special with at least one teacher tracking their progress through their high school years. This climate of caring has become the culture of the school and clubs like "Stand for Peace" and the "Environment Club" are two very popular clubs.

School Inquiry and Action: HEALTHY SCHOOLS

Focus of Inquiry

Spectrum School decided to investigate if students' attitudes towards healthy choices have changed and how this has affected purchases of healthy choices in the vending machines. We attempted to affect student attitudes through modeling good eating habits (toast program), through providing healthy nutrition information (foods classes, "stall talk", Teacher Advisory Group (TAG) information, etc.) through providing healthy food choices in both the vending machines and cafeteria, a Healthy School Store, by having foods 9 classes participate in a healthy breakfast project, by having PE 9 classes complete a research based Stall Talk Project, and by sending nutrition information home to parents in new letters and with report cards.

Strategies

- We formed our Leadership Team consisting of 2 counselors, a vice-principal, and a parent from our school Wellness Committee which consisted of the leadership team members as well as another teacher, a secretary and several students
- Through out the year our "Wellness" committee ran a "Toast" program. Every Thursday morning (7:45 – 8:25) toast with sugar-free jam and apple sauce was provided free to all students and staff. Along with the toast students and staff were also offered cut-up fruit (one of oranges, apples, bananas pineapple strawberries) and chocolate milk (3/4 skim and 1/4 chocolate).
- The students who helped out with the toast program were trained in Food Safe.
- The Foods 9 classes were involved in producing healthy "Breakfast Pamphlets". These were then displayed in the front foyer and prizes were awarded.

- Nutrition tips and information was sent to Teacher Advisor Groups for discussion and a “Healthy Living and Nutrition Tips news letter called “Stall Talk” was posted on stall doors in student and staff washrooms.
- A pamphlet containing the summary of the Ministries of Education and Health Guidelines for Food and Beverage Sales in BC Schools was sent home to all parents with student report cards.

School Findings

Healthy Food Choices Survey: Number of participants 600 (Grades 9,10,11,12 and staff)

Have you changed your purchasing choices from the vending machines?

Yes 260 No 340

Have you participated in the Thursday morning Toast Program?

Yes 118 No 482

Has this encouraged you to eat breakfast on a regular basis?

Yes 145 No 455

Do you buy lunch from the cafeteria?

Yes 210 No 390

Do you bring your own lunch?

Yes 460 No 140

If yes, does your lunch follow Canada’s Food Guide?

Yes 263 No 337

When the survey was taken, the toast program was using approximately 8 loafs of bread each Thursday and by the end of April the toast program was using 15 loafs each Thursday.

School Plans for 2009-2010

We will continue complying with the Healthy School Ministry Guidelines. This means that our cafeteria and vending machines will offer only healthy foods. We have asked the vending machine companies to remove all of their machines as they simply could not compete with the store near the school. We are planning on having our own vending machines operated out of our cafeteria. The Special Education Class will also offer a Healthy School Store that will sell reasonably priced healthy snacks that follow the healthy School guidelines.

Reflections, Advice

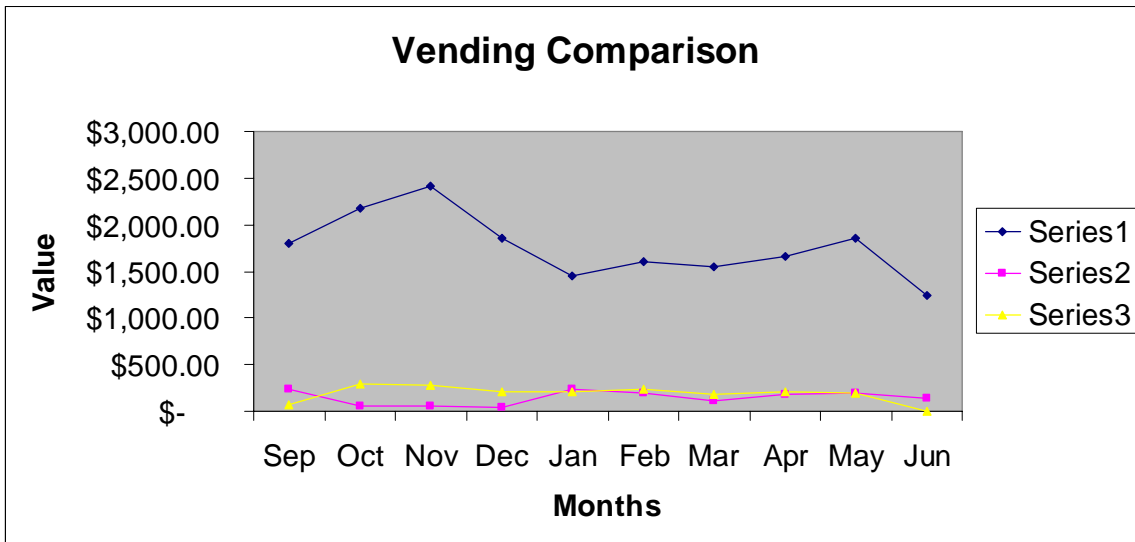
We would highly recommend that schools follow the implementation guidelines outlined by the Ministry. We did not. We went “cold turkey’ and started with high prices on the healthy choices. The guidelines suggest that you offer both choices in the school at the same time and raise the price of the unhealthy choices and drop the price of the healthy choices. The hope is that the students will make a win-win decision and choose the less expensive and healthier product. Due to circumstances beyond our control we did not do this. We feel this was a large factor in our vending machines revenues dropping off significantly. Additionally, the students have been going across the street to the corner store to purchase their Junk food. Not sure how to curb that behavior?

Our cafeteria went totally healthy this year, as well, and fared much better than our vending machines. Students continued to purchase both breakfast and lunch even though prices had risen moderately. The key here was that portion sizes remained adequate, food looked and tasted good and prices were reasonable.

Data from Vending Sales for the Past 3 years

Vending Income Comparison

	06/07 Series 1	07/08 Series 2	08/09 Series 3
Jul			
Aug			
Sep	\$ 1,804.54	\$ 243.86	\$ 74.77
Oct	\$ 2,181.70	\$ 53.28	\$ 291.62
Nov	\$ 2,412.02	\$ 55.07	\$ 274.03
Dec	\$ 1,856.89	\$ 41.77	\$ 207.06
Jan	\$ 1,448.53	\$ 231.44	\$ 203.82
Feb	\$ 1,609.90	\$ 188.60	\$ 237.26
Mar	\$ 1,545.12	\$ 115.54	\$ 178.33
Apr	\$ 1,655.15	\$ 186.65	\$ 207.12
May	\$ 1,860.49	\$ 189.96	\$ 192.95
Jun	\$ 1,244.46	\$ 137.00	n/a
	\$ 17,618.80	\$1,443.17	\$ 1,866.96



TIMBERLINE SECONDARY
#72 Campbell River
Year 2 in the Network

School Question

Will giving students an opportunity to assess a challenge in their lives, lead to long term behavioural change?

Leadership Team

Barb Izard, Derek Berg,

Contacts

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School Context/Community

Timberline Secondary is one of two grade 10-12 schools located in Campbell River on the east coast of Vancouver Island. The School enrolls 750 students, has 45 staff and is 12 years old. The facilities are shared with North Island College and are located in the forest adjacent to the Beaver Lodge Lands. Campbell River offers a wide range of healthy activities for the public.

School Focus and Action: HEALTHY SCHOOLS

Focus of Inquiry

Healthy Practices for Healthy Living promotes effective stress management for self, positive attitudes and positive habits. Using a personal experiment model, including data collection and emotional reflection, will students be able to change a behaviour that they see as a challenge in their life? Will this change manifest into continued positive habits for healthy living? Will adding an element of personal responsibility for positive healthy practices increase the long term effects of promoting healthy living for students? Research tells us that telling students what to do is far less effective in enacting change than to have them practice the change. Also the research is clear that people are more successful in enacting change when they personally take responsibility for identifying the challenge in their lives and the course of action required to improve the challenge.

Strategies

We began by teaching the basic concepts of healthy living through healthy practices. Students were given an opportunity to explore that the concepts of healthy practices and healthy living starts with them. A variety of concepts were taught and modeled to assist the students through this process. These concepts included: goal setting, values/beliefs, choices, attitude, courage, loyalty and wellness.

Upon completion of classroom activities involving the above concepts, students were given a self-directed project that revolved around a specific challenge in their life. The criterion for the assignment is as follows:

- The challenge is something they would like to improve or change.
- The impact of their change must be measurable.
- Develop a question and hypothesis for the plan of action.
- Develop a measurable scale to record the data.
- Data collection for a minimum of two weeks.
- Graph the data.
- Reflect on results.

School Findings

As this was a new initiative for Planning 10 teachers, we had no prior experience to draw upon, for this project. We were also new to teaching this portion of the course. In other words, we were definitely rookies. We assigned the project to students, originally presuming that we would collect data from the projects handed in to us as part of the course assessment requirements. We soon realized that the assignment for some students was to complete the experiment, possibly recording positive results, in order to receive good marks for their work. This may have influenced the reporting process if we had recorded data at that time.

We knew we wanted to collect data on **the long term effects** of the experiment assigned to students during class. Although most students reported successful experiments for their course work, we wanted to collect data on actual change incorporated by students as a result of being given this assignment.

We surveyed students anywhere from 1 month to 6 months **after** they had completed their personal experiment and were pleasantly surprised with the results.

Questions:

- What was your question for the personal Experiment?
- Has the experiment had any lasting effects on your life?
- Have you continued to apply what you found in the experiment to your everyday life?
- Have you applied the learning to any other challenge in your life?
- Explain how or if the experiment had any change in your behaviour. Please try to mention whether it was long term change or a short term change.

Results

We were only able to have 36 respondents return our surveys from approximately 60 participants. They were engaged in other classes at the time of the survey. Many did report that they had applied the learning from their experiments and some qualified that they would be incorporating the change in the future. They found the process of doing an experiment on themselves to be very motivating. Some students reported no change in their behaviours after completing the experiment. This was to be expected. The students that reported no change similarly did not apply due diligence to the experiment process initially, submitting incomplete documentation for their assignment project work.

This student challenged himself to complete more sit-ups in each day to improve overall fitness level.

He reported that “It’s not the working out that is hard-it is the laziness that prevents you, that is hard. Once you are over that lazy bump, then you’re body gets stronger.” “After two weeks of doing sit-ups, I feel much better. When you improve your fitness level, you do increase your confidence and happiness level.”

The residual effect was that the student added healthy eating and breakfast to his regime.

His story was one of many.

Planning 10 Plan for 2009-2010

We are committed to continuing with this experiment type assignment as course work but also to follow up, even one year after the experiment with a survey to determine if there is any transference or very long term effect on student behaviours.

Reflections, Advice

We believe, but even more importantly, students believe that change is possible when a challenge is identified, a plan of change is implemented and a goal is set. The power of change is with an

individual. This **empowerment** to students is more rewarding for both students and teachers. Facilitating change from within and individually is more effective in promoting a change in challenging behaviour. It is POWERFUL.