

# Healthy Schools BC Resource Guide for Teaching and Learning



# Acknowledgements

The development of the Healthy Schools BC Resource Guide evolved out of the original Healthy Schools Assessment Tool, which was made possible by the collaborative partnership between the ministries of Education and Health with a significant contribution by DASH BC. The revisions and updates to this document from 2011 through to 2013 were further supported by, and involved valuable input from, a group of educators committed to healthy schools. The process involved consultation with both educators and health professionals. Specifically, the following participants are acknowledged for their ongoing hard work and contribution to this resource:

Lynn Brown  
Nicole Davey  
Robyn Duggan  
Susan Garvey  
Ian Grbavec  
Colleen Gurney  
Kurt Gurney  
Debbie Koehn  
Kari Kroker

Tricia Labrie  
Josh Ogilvie  
Jacquie Poulin  
Heather Roach  
Sharon Sola  
Sandra Stewart  
Cheryl Woods  
Janelle Zebedee



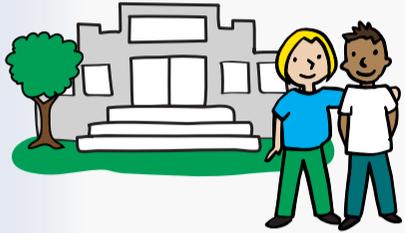
**HEALTHY | BC**  
**SCHOOLS**

*September 2013*



# What Does a Healthy School Look Like?

Relationships and Environment



Our School Policies



Healthy Students



are Better Learners

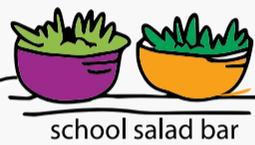
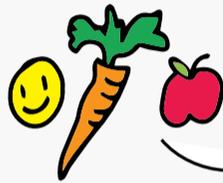
Teaching and Learning



Community Partnerships



clean and safe



making choices

working together



student leadership



positive mental health

Active Living

Healthy Practices

Healthy Eating

Healthy Relationships



active



whole school activity



take action



peer to peer learning

How do we get there?

## The Healthy Schools BC Resource Guide for Teaching and Learning provides classrooms and schools with a step-by-step process to address healthy living topics and goals

### The Resource Guide is intended:

- For all grades from kindergarten to grade 12
- To address health holistically to include social, emotional and physical wellness
- To be integrated within and across various areas of the curriculum
- To be utilized by students, educators, school support staff, parents and health professionals
- To support improvements in health and learning

***The focus is cross-curricular and multi-grade: anyone can integrate healthy topics into their class, school, or community.***

**Each school community is unique.** The process outlined within this guide allows for each school community to address healthy living topics and goals that apply to a local context and the various needs of a particular school community.

### The purpose of the Resource Guide is to:

- Understand and work through the Healthy Schools Process
- Learn how to conduct a student-led inquiry process in healthy living;
- Gain an understanding of the Comprehensive School Health (CSH) approach;
- Access practical ideas and tools for implementing the approach in schools;
- Gain information on how to work together in partnership to create healthy schools;
- Learn about the Healthy Schools Network (HSN) and available supports (e.g. grants); and-
- Learn about the Healthy Schools BC Learning Framework (HS LF)



# The Healthy Schools Process

The Healthy Schools Process is a step-by-step approach to creating healthier learners, schools, and communities. This process is specifically designed to engage students in their health and learning, while also encouraging partnership and collaboration between all members of the school community.\* The Healthy Schools Process is based on an inquiry approach, which will be explained later in this booklet. *This Resource Guide walks educators and students through each phase of the Healthy Schools Process.*



## **Section 1: Healthy Schools Overview .....page 6**

- This section provides an overview on the benefits of this Resource Guide, information on Comprehensive School Health, a description of inquiry, and benefits of working with your local health authority.

## **Section 2: Gather Evidence, "Where are we at?" .....page 11**

- This section outlines the importance of gathering evidence and discovering what is currently going on in your school, and includes tools and templates to support this process.

## **Section 3: Focus & Plan, "What do we want to do?" .....page 19**

- This section supports students to determine an area of focus and develop a plan for action. Helpful tools and templates are provided.

## **Section 4: Gather Support and Take Action, "Who can help?" .....page 22**

- This section highlights the importance of working with partners to support collaborative action. A suggested template for gathering support is provided.

## **Section 5: Evaluate and Reflect, "What did we Learn?" .....page 25**

- This section emphasizes the value of reflecting on the progress that has been made and provides suggested tools for evaluation. A template for sharing your story is also available

\* Please refer to the back inside cover of this Resource Guide to view to full Learning Framework for education and health partners

# Section 1: Healthy Schools Overview

## Why Use This Resource Guide?

### FOR EDUCATORS:

This resource guide can be used to help engage you and your students in the Healthy Schools Process to support creating healthier learners, schools, and communities. Each section explains, with examples, how health partners may be able to support you throughout this process. As well, depending on where you are currently at with healthy living activities or your comfort with inquiry, you can jump into the section that best suits your specific situation (e.g. If you have already chosen an area of focus and created a plan for a healthy living activity, you can jump in at the “Gather Support” chapter to learn more about how to gain school or community support for your activity).

In order to fully engage students throughout the process it is recommended that you involve them as much as possible in each stage of the Healthy Schools Process. This is a great way to:

- enable student leadership opportunities and experiences;
- collaborate with students and/or other teachers to promote health and wellness for your learners, school, and community;
- develop a deeper sense of connection;
- ensure there is active participation from all members;
- build cross-curricular teachings and understandings;
- give students a sense of ownership and much more...

### FOR STUDENTS:

By participating in the Healthy Schools Process, you will join a growing community of people who are taking ownership over their own health, as well as the health of their schools and communities. This Resource Guide can be an ongoing support/workbook to help you through the process of working with your class or school to make changes that will improve your health. Some of the benefits of participating in the Healthy Schools Process may include:

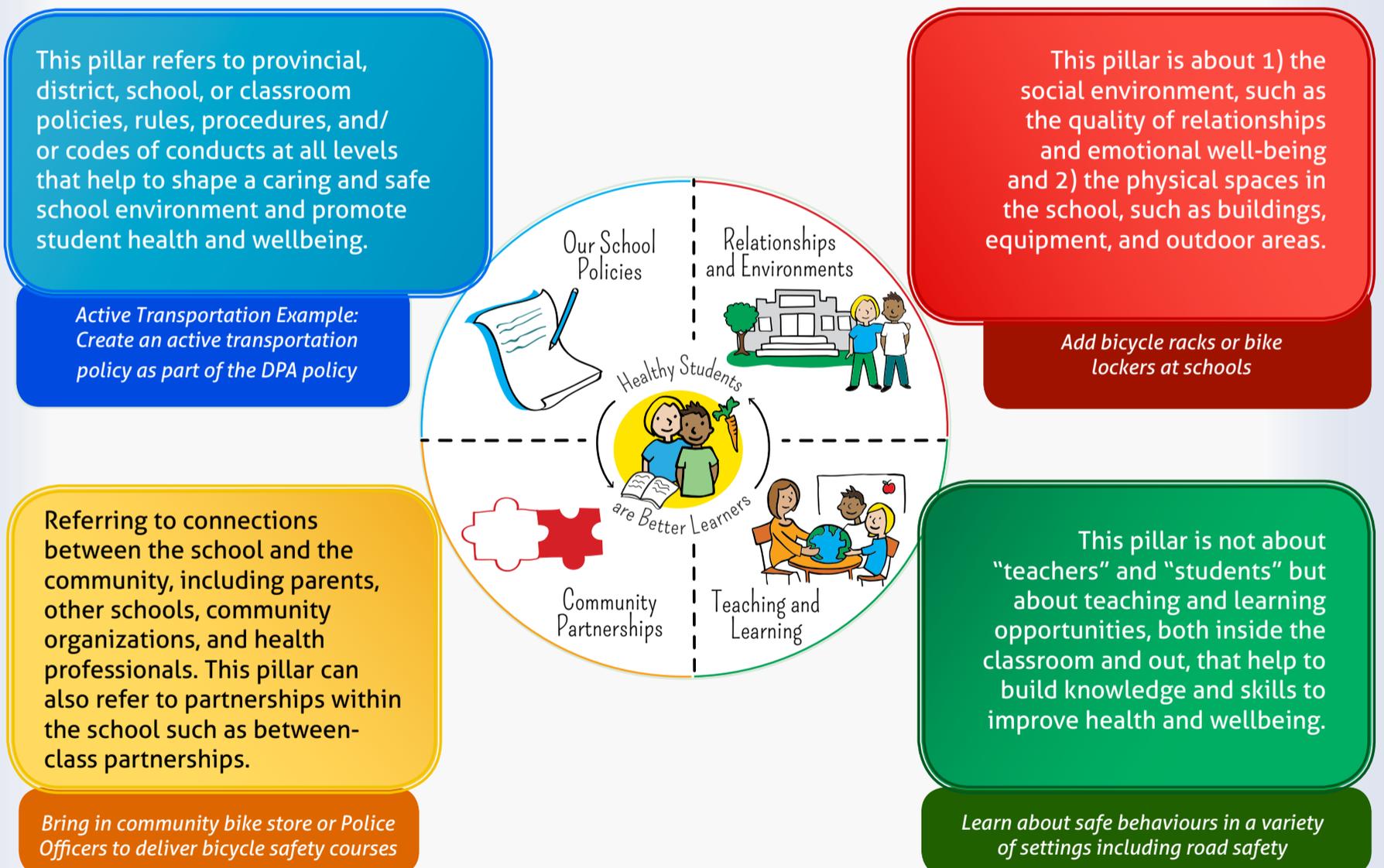
- collaborating with your peers, teachers, and other partners to promote health and wellness in your school and community;
- helping your peers to improve their health and well-being;
- developing communication, organization, and leadership skills;
- creating change in your school and/or community;
- deepening the learning of multiple subject areas and much more...

# Comprehensive School Health

Comprehensive School Health (CSH) is an evidence-based\* approach to supporting improvements in students' educational outcomes while addressing health in a planned, integrated, and holistic way. Simply put, CSH is about coordinating health actions across all areas of the school to ensure maximum impacts on health and learning. This distinguishes CSH from some traditional school health models, which use a "one size fits all" approach to provide individual programs that impact specific individuals or groups of students. Think about how powerful a change aimed at addressing health within your classroom or school would be if it was also supported comprehensively by other actions across the school environment as well (e.g. policies, new programs, or community supports).

CSH involves taking action across four distinct but inter-related pillars, or areas, that represent all the learning environments within a school (note: these pillars have been adapted\* by BC educators).

- **Relationships & Environments**
- **Teaching & Learning**
- **Our School Policies**
- **Community Partnerships**



Actions in any one of these areas would have a positive impact on student wellbeing, yet when coordinating initiatives across all four pillars there is a far greater impact on both *health and learning*

\* For more information, please see the Pan-Canadian Joint Consortium on School Health website: <http://www.jcsh-cces.ca/>

# Inquiry

*"Inquiry is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world" (Galileo Educational Network, 2004)*

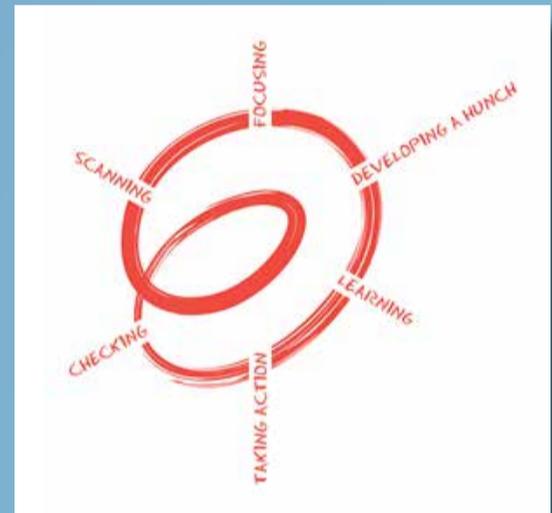
The Healthy Schools Process is reflective of and incorporates inquiry-based learning.

## WHAT IS INQUIRY?

**SIMPLY PUT:** Inquiry is about being open to wonder and possibility. Inquiry is accompanied by a mindset of optimism. It starts by asking a question and leads to the creation of a plan or set of actions with the hope of getting closer to the answer. Inquiry involves reflecting along the way about what seems to have worked or not, and figuring out where to go next. For example, when one inquiry question is answered, new inquiries can develop out of the curiosity.

### FOR EDUCATORS:

Inquiry is a reflective approach to teaching and learning. The inquiry process is about encouraging student ownership in the learning experience, while also strengthening the educator's professional practice. Inquiry works best in partnership, but can be independently completed. The partner may be students, parents, community groups or other educators. Here is the gist: the learner asks a question; they identify and implement some specific actions; they then reflect by considering if the actions are leading to gains for the learner and the school community.



The inquiry process educators progress through is outlined in the Spirals of Inquiry created by Dr. Judy Halbert and Dr. Linda Kaser (seen above). To learn more about inquiry, please visit the Networks of Inquiry and Innovation at [noii.ca](http://noii.ca).

The process outlined in this Resource Guide is specifically tailored to engage students in a healthy living inquiry process.

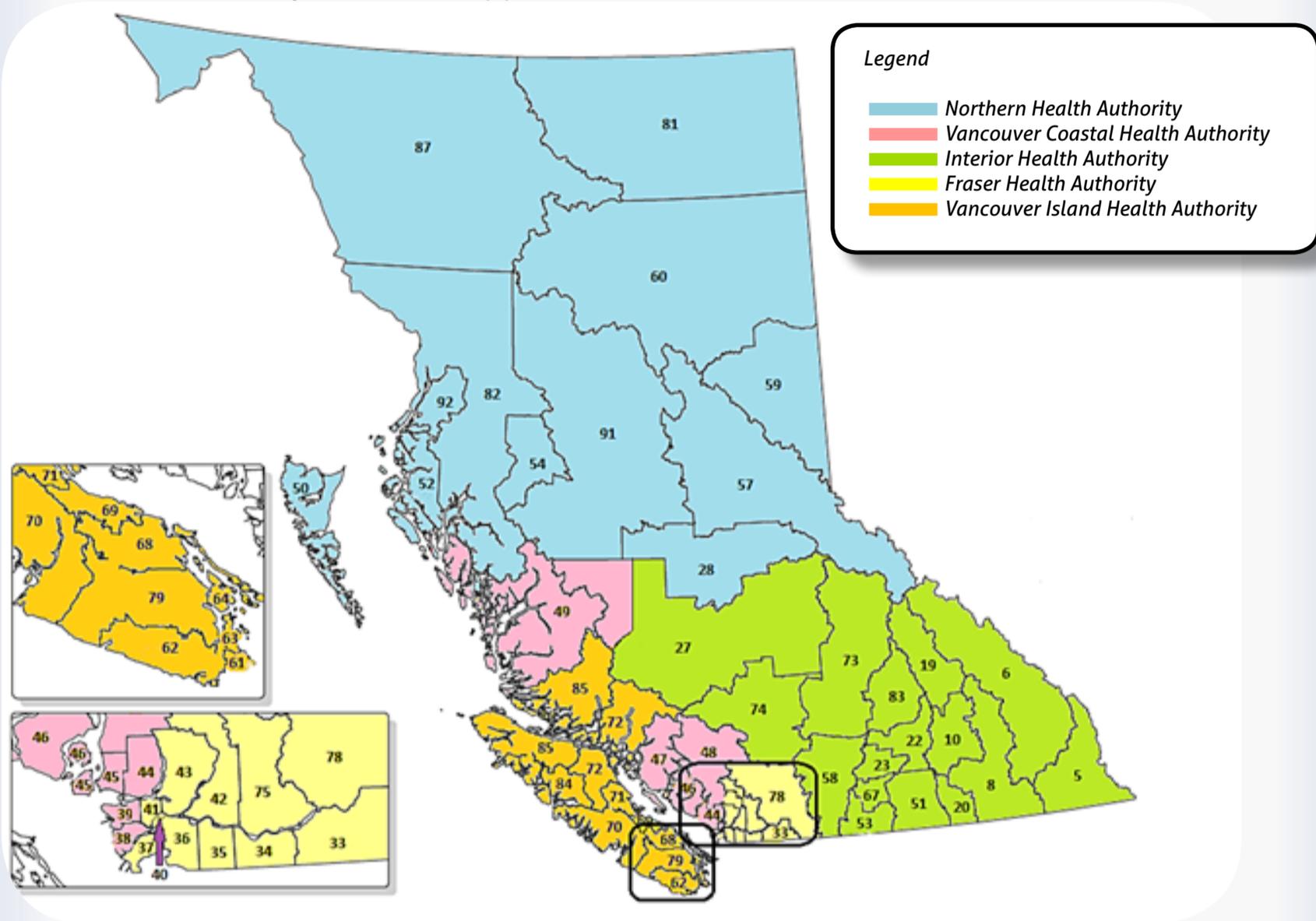
### FOR STUDENTS:

Inquiry-based learning is a student-centered approach to encourage you to work together with a teacher and/or administrator to ask questions related to healthy living topics in your class, school, or local community. Your team can explore the best ways to answer a question, reflect upon what you have learned, and decide where you will go next.



# Working in Partnership

## How can Health Professionals Support You?



### Health professionals can support you by...

#### Participating in knowledge exchange

For example: participating in a healthy school community



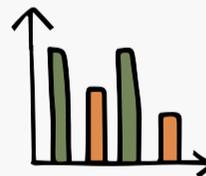
#### Providing and linking you to available health resources

For example: A Public Health Nurse can link the school to a Community Nutritionist for healthy eating resources



#### Sharing and interpreting health data

For example: A Smoking Cessation Coordinator can share data on risks related to teen smoking



#### Supporting partnerships with community groups

For example: Linking your school/district to physical activity programs in the community



To learn more about programs, resources, and supports available in your school's community, contact your health authority:

Northern Health: [www.healthyschoolsbc.ca/NHA](http://www.healthyschoolsbc.ca/NHA)  
 Vancouver Coastal Health: [www.healthyschoolsbc.ca/VCH](http://www.healthyschoolsbc.ca/VCH)  
 Vancouver Island Health: [www.healthyschoolsbc.ca/VIHA](http://www.healthyschoolsbc.ca/VIHA)

Fraser Health: [www.healthyschoolsbc.ca/FHA](http://www.healthyschoolsbc.ca/FHA)  
 Interior Health: [www.healthyschoolsbc.ca/IHA](http://www.healthyschoolsbc.ca/IHA)

## Questions to consider before beginning

Before you begin this process you may want to ask a few questions to see what you may need, or what may be helpful to begin:

- How can I incorporate inquiry and the Healthy Schools Process into my teaching?
- Are there others who are interested in helping me?
- Who do I need support from to get started?
- Have we talked about a healthy living topic or area that we would like to improve?
- Do I want to do this with my whole class or just one small group of students?
- Will each student have their own inquiry question? Or will they be in teams? Or will we do one question as a class?
- Where can I go for help?

### OTHER QUESTIONS YOU MAY WANT TO CONSIDER:

*What if I need funding to support this project?*

There are a variety of financial grants available to help support programs and initiatives working towards creating healthier learners, schools and communities. Specifically, there are the Healthy Schools Network (HSN) grants available to support healthy living inquiry projects and other activities. Please visit [www.healthyschoolsbc.ca/hsn](http://www.healthyschoolsbc.ca/hsn) to learn more.

*How much class time is needed?*

The amount of class time devoted to undertake an inquiry project is largely determined by the question itself, what steps are required and how many people are participating in it. A key point to consider is to involve all members throughout the entire process as this ensures the feeling of ownership and the effective use of time and resources.

**Let's Get Started!**

## Gather Evidence

Focus and Plan

Gather Support and Take Action

Evaluate and Reflect



Healthy Eating

## Section 2: Gather Evidence

*"Where are we at?"* \*

This step is about discovering 'where you are at' by gathering evidence and asking questions (see examples below). Through these actions you can highlight areas of strength, where more attention is needed, and determine an area of focus, which will help you to develop an inquiry question.

### ASKING QUESTIONS:

Asking questions can be an effective way to develop an area of focus. Below are some examples of questions to help you get started. Teachers can ask students questions, or students can ask questions to each other.

### QUESTIONS TO CONSIDER BEFORE YOU START:

- What makes a person healthy?
- Why are healthy schools important?
- How healthy is our school?
- What are our strengths?
- What areas can we improve?
- How can I make myself, my peers, my school, or my home environment healthier?

### GATHERING EVIDENCE:

There are a number of assessment tools that can be used to help highlight areas of strength as well as areas that could use more attention. These tools are based on the Healthy Living Performance Standards (HLPS) and/or Comprehensive School Health (CSH) and can be used at the student/classroom level.

\*Note: The questions that begin each section are adapted from John Hattie and Helen Timperley's key learning oriented questions. Hattie, John & Timperley, Helen (2007). The Power of Feedback. Review of Educational Research, 77(1), 81-112.

Here is an overview of two assessment tools available for helping you to determine where you are at (for more in depth tools visit [www.healthyschoolsbc.ca/products](http://www.healthyschoolsbc.ca/products)).

## 1. HEALTHY LIVING PERFORMANCE STANDARDS QUICK SCALES

**What is it?** These standards, developed by BC educators, are available as a resource for BC schools, aligning with the BC provincial curriculum. There are four aspects of the Healthy Living Performance Standards (HLPS): Healthy Eating, Active Living, Healthy Relationships, and Healthy Practices. They are available for all grade levels and support learning progression.

**Why use the quick scale?** This quick assessment tool helps to provide feedback on where your students/class is currently at (e.g. Emerging, Developing, Acquired, or Accomplished)- in different healthy living areas.

**How to use it:** Students can complete the quick scales themselves or if they are too young, a teacher can assess the class. It is meant to help start a conversation about where everyone is at with their knowledge around healthy living and how you can progress your learning.

**EXAMPLE:** There are 30 students in the class completing the HLPS Quick Scale as part of the Gathering Evidence phase. After the students complete the quick scale (Healthy Eating in this example) the number and percentage of students in each category (Emerging, Developing, Acquired, Accomplished) is recorded. Repeat this process at the end of the inquiry project (in the Evaluate and Reflect stage) to help measure the effectiveness of your efforts (as seen below).

Healthy Eating	Emerging		Developing		Acquired		Accomplished	
	% of students	# of students	% of students	# of students	% of students	# of students	% of students	# of students
Beginning of inquiry project	20%	6/30 students	23%	7/30 students	43%	13/30 students	13%	4/30 students
End of inquiry project	7%	2/30 students	13%	4/30 students	50%	15/30 students	30%	9/30 students

*Quick scales for each grade level can be found on pages 15-19*

## 2. CSH 4 PILLAR ACTIVITY

\*Reminder, the 4 pillars represent all the learning environments within a school

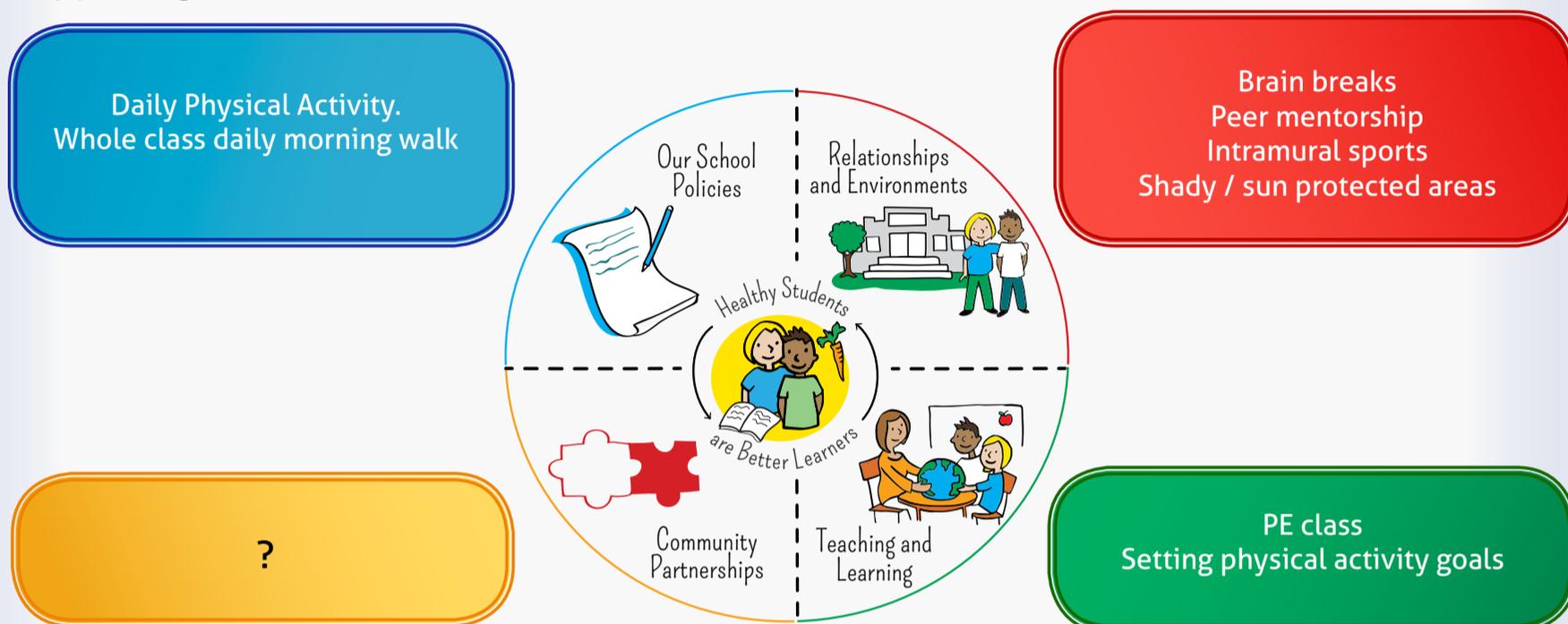
**What is it?** This tool is a great activity to start a conversation around what is currently going on in the classroom and/or school within each pillar.

**Why use the CSH 4 Pillar Activity?** This can help you to identify which pillars have a lot of action/effort and which ones may need more attention.

**How to use it:** You can use this tool with your class, or school; here are some examples of how it can be used:

**a) As a stand-alone activity:** Have conversations around the 4 pillars with one or more of the aspects of the HLPS. Record what is happening in your class and/or school in the different pillars to identify which areas are currently focused on and which ones could use more attention.

**EXAMPLE:** In this example, the group chose Active Living and has listed what is currently happening in their school.



You can see that there is activity in almost all the pillars except in the Community Partnerships pillar. This could help narrow down a focus for their inquiry question (there is opportunity here!). An example of a focus could be: "How will using Action Schools! BC Tri-mentorship Training\* increase opportunities for physical activity on the playground?"

\* Action Schools! BC Tri-Mentor Training provides student leaders in secondary or middle school with training to lead physical or healthy eating activities at junior schools. Mentorship with selected elementary leaders occurs to support the continuation of the activities once the older students leave. By fostering peer-to-peer relationships, Tri-Mentor training also supports school connectedness. [www.actionschoolsbc.ca](http://www.actionschoolsbc.ca)

**b) As a follow-up to the HLPS Quick Scales:** If you completed the HLPS Quick Scales you can also use those results (which area you have an interest in or have the lowest assessment result) with the 4 pillar activity to develop a focus.

There are other helpful assessment tools, which may provide more in-depth information, such as:

- HLPS Matrix
- HS Assessment Tool
- HS Express Assessment

These are available at: [www.healthyschoolsbc.ca/resources](http://www.healthyschoolsbc.ca/resources)

### **Working with our Health Partners:**

When thinking about what type of information might be useful for helping you determine "where you are at", consider contacting your local health authority. Health Authority staff have access to many data sources (local, provincial and national) and can facilitate access and provide assistance in interpreting data and trends relevant to your local context.

# HLPS Quick Scales

## Quick Scale Healthy Living: Grades K to 3

The Healthy Living Performance Standards Quick Scales can be used to evaluate where students are at in their healthy living knowledge and skills and align with curriculum. For the Elaborated Scales, or more information on the history or how to use these tables, see [http://www.bced.gov.bc.ca/perf\\_stands/healthy\\_living/](http://www.bced.gov.bc.ca/perf_stands/healthy_living/)

Aspect	Emerging	Developing	Acquired	Accomplished
<b>Healthy Eating</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>identifies healthy food choices</li> <li>with support, understands the relationship between healthy eating and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>identifies some healthy food choices</li> <li>demonstrates a limited understanding of healthy eating as fuel for physical activity</li> </ul>	<ul style="list-style-type: none"> <li>identifies healthy food choices using <i>Canada's Food Guide</i></li> <li>understands the importance of healthy eating as fuel for physical activity and overall health</li> </ul>	<ul style="list-style-type: none"> <li>identifies healthy food choices and makes the healthy choice when given the opportunity</li> <li>understands the importance of healthy eating as fuel for physical activity and overall health</li> <li>accesses water regularly</li> </ul>
<b>Active Living</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>understands the benefits of physical activity and can identify few opportunities to be active at school</li> <li>participates in physical activity for a minimum of 30 minutes daily (15 minutes for K) with encouragement</li> <li>sets a goal to improve fitness and/or develop a new physical activity skill</li> <li>identifies a few body changes while involved in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>understands some of the benefits of physical activity and can identify some of the opportunities to be active at school</li> <li>with occasional encouragement participates in physical activity for a minimum of 30 minutes daily (15 minutes for K)</li> <li>requires some assistance to set goals to improve fitness and/or develop a new physical activity skill</li> <li>identifies some body changes while involved in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>understands the benefits of physical activity and identifies opportunities to be active at school</li> <li>consistently participates in physical activity for a minimum of 30 minutes daily (15 minutes for K)</li> <li>sets goals to improve fitness and/or develop a new physical activity skill</li> <li>recognizes different levels of exertion</li> </ul>	<ul style="list-style-type: none"> <li>understands the benefits of physical activity and accesses a variety of opportunities to be active at school</li> <li>enthusiastically participates in physical activity for a minimum of 30 minutes daily (15 minutes for K)</li> <li>sets and works towards goals to improve fitness and/or develop a new physical activity skill</li> <li>recognizes and adjusts levels of exertion</li> </ul>
<b>Healthy Relationships</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>identifies many forms of bullying behaviour</li> <li>describes the effects of bullying for all involved</li> <li>demonstrates skills for building and maintaining positive relationships</li> <li>with support, uses strategies for dealing with conflicts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some forms of bullying behaviour</li> <li>describes some effects of bullying for all involved</li> <li>inconsistently demonstrates skills for building and maintaining positive relationships</li> <li>uses limited strategies for dealing with conflicts</li> </ul>	<ul style="list-style-type: none"> <li>identifies many forms of bullying behaviour</li> <li>describes the effects of bullying for all involved</li> <li>demonstrates skills for building and maintaining positive relationships</li> <li>uses strategies for dealing with conflicts</li> </ul>	<ul style="list-style-type: none"> <li>identifies bullying behaviour and ways to avoid or solve bullying problems</li> <li>describes short and long term effects of bullying for all involved</li> <li>demonstrates skills and advocates for building and maintaining positive relationships</li> <li>uses a variety of strategies for dealing with conflicts</li> </ul>
<b>Healthy Practices</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>understands safety rules and expectations of classroom and school</li> <li>demonstrates limited understanding of road safety practices</li> <li>participates in health habits that prevent the spread of diseases</li> <li>demonstrates ways of refusing or avoiding harmful or unknown situations</li> <li>understands the benefits of positive health habits</li> </ul>	<ul style="list-style-type: none"> <li>understands safety rules and expectations of classroom and school</li> <li>identifies some road safety practices</li> <li>sometimes participates in health habits that prevent the spread of diseases</li> <li>inconsistently demonstrates ways of refusing or avoiding harmful or unknown situations</li> <li>understands some of the benefits of positive health habits</li> </ul>	<ul style="list-style-type: none"> <li>understands and follows safety rules and expectations of classroom and school</li> <li>understands road safety practices</li> <li>participates in health habits that prevent the spread of diseases</li> <li>demonstrates ways of refusing or avoiding harmful or unknown situations</li> <li>understands many of the benefits of positive health habits</li> </ul>	<ul style="list-style-type: none"> <li>understands and promotes safety rules and expectations of classroom and school</li> <li>practices road safety</li> <li>participates in and advocates for health habits that prevent the spread of diseases</li> <li>demonstrates ways of refusing or avoiding harmful or unknown situations, and helps others to do the same</li> <li>understands the benefits of positive health habits and helps others to do the same</li> </ul>

## Quick Scale Healthy Living: Grades 4 to 6

The Healthy Living Performance Standards Quick Scales can be used to evaluate where students are at in their healthy living knowledge and skills and align with curriculum. For the Elaborated Scales, or more information on the history or how to use these tables, see [http://www.bced.gov.bc.ca/perf\\_stands/healthy\\_living/](http://www.bced.gov.bc.ca/perf_stands/healthy_living/)

Aspect	Emerging	Developing	Acquired	Accomplished
<b>Healthy Eating</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>describes choices students can make for healthy eating</li> <li>understands the importance of food and water as fuel for physical activity</li> <li>demonstrates a limited awareness of influences on eating habits</li> </ul>	<ul style="list-style-type: none"> <li>describes some choices students can make for healthy eating</li> <li>has a basic understanding of the importance of food and water as fuel for physical activity</li> <li>demonstrates an awareness of influences on eating habits</li> </ul>	<ul style="list-style-type: none"> <li>describes choices students can make for healthy eating using <i>Canada's Food Guide</i></li> <li>understands the importance of food and water as fuel for physical activity and overall health</li> <li>understands influences on eating habits</li> </ul>	<ul style="list-style-type: none"> <li>describes and demonstrates choices students can make for healthy eating</li> <li>understands the importance of food and water as fuel for physical activity and overall health; accesses water and healthy snacks regularly</li> <li>analyzes influences on eating habits</li> </ul>
<b>Active Living</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>describes health benefits of regular physical activity and identifies some opportunities to be active in the school</li> <li>with frequent encouragement participates daily in physical activity for 30 minutes</li> <li>sets goals to improve fitness and/or develop a new physical activity skill</li> <li>relies on others to monitor exertion levels</li> </ul>	<ul style="list-style-type: none"> <li>describes some health benefits of regular physical activity and identifies opportunities to be active in the school</li> <li>with occasional encouragement participates daily in physical activity for 30 minutes</li> <li>with some assistance, sets goals to improve fitness and/or develop a new physical activity skill</li> <li>requires some assistance to monitor exertion levels</li> </ul>	<ul style="list-style-type: none"> <li>describes health benefits of regular physical activity and identifies opportunities to be active in the school and community</li> <li>consistently participates daily in physical activity for 30 minutes</li> <li>sets goals to improve fitness and/or develop a new physical activity skill</li> <li>monitors exertion levels</li> </ul>	<ul style="list-style-type: none"> <li>describes health benefits of regular physical activity and accesses opportunities to be active in the school and community</li> <li>enthusiastically participates daily in physical activity for 30 minutes</li> <li>sets goals, develops a plan, and works towards improving fitness and/or developing a new physical activity skill</li> <li>monitors and adjusts exertion levels</li> </ul>
<b>Healthy Relationships</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>identifies forms of bullying but needs assistance to respond appropriately when in negative situations</li> <li>is learning to build and maintain positive relationships</li> <li>understands roles, rights, and responsibilities for all individuals</li> <li>understands that others have an influence on individual attitudes and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>describes some forms of bullying and sometimes responds appropriately when in negative situations</li> <li>demonstrates limited skills for building and maintaining positive relationships</li> <li>sometimes respects roles, rights, and responsibilities for all individuals</li> <li>understands that others have an influence on individual attitudes and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>describes various forms of bullying and responds appropriately when in negative situations</li> <li>demonstrates skills for building and maintaining positive relationships</li> <li>respects roles, rights, and responsibilities for all individuals</li> <li>assesses the influence of others on individual attitudes and behaviours</li> </ul>	<ul style="list-style-type: none"> <li>describes various forms of bullying, responds appropriately when in negative situations, and helps others</li> <li>demonstrates skills and advocates for building and maintaining positive relationships</li> <li>advocates for the roles, rights, and responsibilities of all individuals</li> <li>assesses the influence of others on individual attitudes and behaviours and makes positive choices</li> </ul>
<b>Healthy Practices</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>identifies some road safety practices</li> <li>demonstrates awareness of safe behaviours in all settings</li> <li>participates in health habits that prevent the spread of diseases</li> <li>describes negative consequences of substance abuse</li> <li>sets goals for attaining and maintaining a healthy balanced lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>sometimes practices road safety</li> <li>inconsistently demonstrates awareness of and practices safe behaviours in all settings</li> <li>needs occasional reminders to participate in health habits that prevent the spread of diseases</li> <li>demonstrates a limited understanding of the negative consequences of substance abuse</li> <li>sets goals for attaining and maintaining a healthy balanced lifestyle (may be unrealistic)</li> </ul>	<ul style="list-style-type: none"> <li>practices road safety</li> <li>demonstrates awareness of and practices safe behaviours in all settings</li> <li>participates in health habits that prevent the spread of diseases</li> <li>describes negative consequences of substance abuse</li> <li>sets achievable goals for attaining and maintaining a healthy balanced lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>practices and promotes road safety</li> <li>demonstrates awareness of and practices safe behaviours in all settings and encourages others</li> <li>participates in and advocates for health habits that prevent the spread of diseases</li> <li>describes negative consequences of substance abuse and practices behaviours that reduce risks</li> <li>sets achievable goals and develops a plan for attaining and maintaining a healthy balanced lifestyle</li> </ul>

## Quick Scale Healthy Living: Grades 7 to 9

The Healthy Living Performance Standards Quick Scales can be used to evaluate where students are at in their healthy living knowledge and skills and align with curriculum. For the Elaborated Scales, or more information on the history or how to use these tables, see [http://www.bced.gov.bc.ca/perf\\_stands/healthy\\_living/](http://www.bced.gov.bc.ca/perf_stands/healthy_living/)

Aspect	Emerging	Developing	Acquired	Accomplished
<b>Healthy Eating</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>demonstrates some understanding of nutrition</li> <li>plans simple nutritious meals using the <i>Canada's Food Guide</i></li> <li>has limited understanding of influences on eating habits and the relationship between eating and physical activity</li> <li>communicates the effects of regular participation of physical activity on health</li> </ul>	<ul style="list-style-type: none"> <li>some understanding of nutrition</li> <li>plans nutritious meals using the <i>Canada's Food Guide</i></li> <li>shows an emerging sense of influences on eating habits with support</li> <li>demonstrates a basic understanding of the relationship between eating and physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>plans nutritious meals using the <i>Canada's Food Guide</i></li> <li>understands influences on eating habits</li> <li>understands the relationship between eating and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>plans and evaluates nutritious meals using the <i>Canada's Food Guide</i></li> <li>analyzes influences on eating habits</li> <li>understands the relationship between eating and physical activity</li> <li>advocates for changes that enhance healthy eating</li> </ul>
<b>Active Living</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>communicates the effects of regular participation of physical activity on health</li> <li>monitors personal effort</li> <li>identifies and participates in physical activity opportunities</li> </ul>	<ul style="list-style-type: none"> <li>identifies some effects of regular participation in physical activity</li> <li>monitors personal effort</li> <li>may need prompting to participate in moderate to physical activity</li> </ul>	<ul style="list-style-type: none"> <li>consistently participates in 30 minutes of physical activity daily, to develop endurance, strength and flexibility</li> <li>monitors exertion levels</li> <li>identifies and participates in regular physical activities in a variety of settings</li> <li>sets goals for activity</li> <li>understands the importance of activity for quality of life.</li> </ul>	<ul style="list-style-type: none"> <li>consistently participates in 30 minutes of physical activity daily to develop endurance, strength and flexibility for self, encourages other to do the same</li> <li>actively seeks opportunities to participate in regular physical activity in a variety of settings</li> <li>takes initiative to create physical activity opportunities for self and others</li> <li>analyzes, evaluates and adjusts exertion levels</li> </ul>
<b>Healthy Relationships</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>demonstrates some understanding of healthy and unhealthy relationships</li> <li>demonstrates a beginning level of respect for others in the community</li> <li>identifies bullying and discrimination</li> <li>identifies and describes relationships that contribute to positive engagement with school</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some understanding of healthy and unhealthy relationships</li> <li>shows respect for others in the community</li> <li>shows an emerging understanding of bullying and discrimination</li> <li>is developing understanding of how to assess, build and maintain healthy relationships and identify school and community resources</li> <li>identifies relationships that contribute to positive engagement with school</li> </ul>	<ul style="list-style-type: none"> <li>describes various forms and effects of bullying and discrimination and responds appropriately</li> <li>clearly understands all aspects of healthy and unhealthy relationships</li> <li>can demonstrate respect for others in the community</li> <li>understands how to assess, build and maintain healthy relationships</li> <li>evaluates school and community resources that contribute to healthy relationships</li> <li>identifies and demonstrates relationships that contribute to feelings of engagement at school</li> </ul>	<ul style="list-style-type: none"> <li>advocates for healthy relationships and respect for others in the community</li> <li>understands and communicates the effects of bullying and discrimination, responds appropriately, and encourages others to do the same</li> <li>accesses school and community resources that contribute to healthy relationships</li> <li>demonstrates and actively seeks relationships that contribute to feelings of positive engagement with school for self and others</li> </ul>
<b>Healthy Practices</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>demonstrates an understanding of healthy practices including management of feelings, setting goals for a healthy lifestyle, and personal safety</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some understanding of healthy practices including management of feelings, setting goals for a healthy lifestyle, and personal safety</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates and communicates understanding of healthy practices including management of feelings, setting goals for a healthy lifestyle, and personal safety</li> </ul>	<ul style="list-style-type: none"> <li>makes decisions and advocates for self and others regarding healthy practices including management of feelings, setting goals for a healthy lifestyle, personal safety</li> </ul>

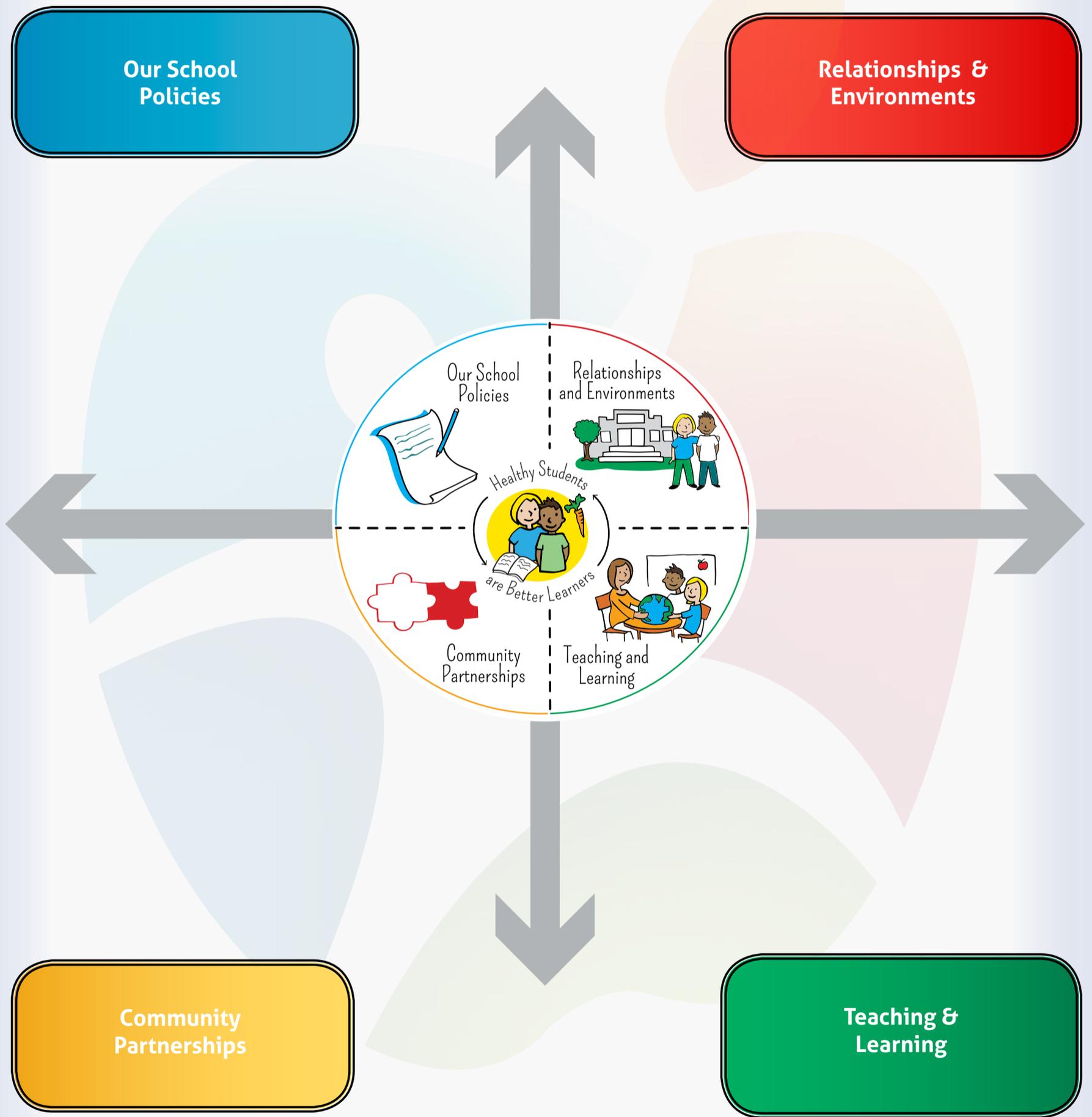
## Quick Scale Healthy Living: Grades 10 to 12

The Healthy Living Performance Standards Quick Scales can be used to evaluate where students are at in their healthy living knowledge and skills and align with curriculum. For the Elaborated Scales, or more information on the history or how to use these tables, see [http://www.bced.gov.bc.ca/perf\\_stands/healthy\\_living/](http://www.bced.gov.bc.ca/perf_stands/healthy_living/)

Aspect	Emerging	Developing	Acquired	Accomplished
<b>Healthy Eating</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>demonstrates some understanding of nutrition using <i>Canada's Food Guide</i></li> <li>plans simple nutritious meals using <i>Canada's Food Guide</i></li> <li>has limited understanding of labelling practices and influences on eating habits</li> </ul>	<ul style="list-style-type: none"> <li>some understanding of nutrition using <i>Canada's Food Guide</i></li> <li>is able to plan menus using <i>Canada's Food Guide</i></li> <li>shows a developing sense of labelling practices and the relationship between daily food intake and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>creates, demonstrates, and evaluates a variety of nutritious menus using <i>Canada's Food Guide</i></li> <li>analyzes the relationship between daily food intake and physical activity</li> <li>analyzes influences on eating habits</li> </ul>	<ul style="list-style-type: none"> <li>finds ways to create a variety of nutritious meals using <i>Canada's Food Guide</i></li> <li>takes initiative to balance daily food intake and physical activity</li> <li>advocates for personal, family, and community changes that enhance healthy eating</li> </ul>
<b>Active Living</b>	<p>With encouragement:</p> <ul style="list-style-type: none"> <li>identifies opportunities for and participates in at least of 150 minutes of physical activity weekly</li> </ul> <p>With assistance:</p> <ul style="list-style-type: none"> <li>communicates the benefits of physical activity to health</li> <li>monitors personal exertion levels</li> <li>plans and maintains personal fitness and activity programs to maintain a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>identifies opportunities for and participates in at least 150 minutes of physical activity weekly</li> <li>identifies and describes some effects of regular participation in physical activities in a variety of settings</li> <li>monitors personal exertion levels in a variety of settings</li> <li>plans and maintains personal fitness and activity programs to maintain a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>identifies opportunities and consistently participates in a minimum of 150 minutes of physical activity weekly</li> <li>identifies, describes, and relates the benefits of regular participation in physical activities in a variety of settings</li> <li>evaluates and adjusts exertion levels</li> <li>plans, maintains, and evaluates personal fitness and activity programs to maintain a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>finds opportunities to consistently participate in at least 150 minutes of physical activity weekly</li> <li>advocates for opportunities for self and others within the school and community to participate regularly in physical activities in a variety of settings</li> <li>analyzes, evaluates and adjusts exertion levels</li> <li>takes initiative to plan, maintain and evaluate fitness programs for self and others to</li> <li>maintain a healthy lifestyle</li> </ul>
<b>Healthy Relationships</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>identifies a variety of interpersonal relationships and the role communication plays on maintaining healthy relationships</li> <li>identifies relationships that contribute to feelings of positive engagement with school</li> <li>demonstrates skills required to work safely with others</li> <li>understands diversity and rights of others</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an understanding of a variety of interpersonal relationships</li> <li>has some understanding of the role effective communication plays on maintaining healthy relationships</li> <li>identifies and engages in relationships that contribute to positive engagement with school</li> <li>demonstrates skills to work individually and collaboratively safely</li> </ul>	<ul style="list-style-type: none"> <li>identifies and understands a variety of interpersonal relationships, including bullying, and the role of communication in maintaining healthy relationships</li> <li>demonstrates skills to work individually and collaboratively, safely and effectively</li> <li>engages in relationships that contribute to positive engagement with school and community (connectedness)</li> <li>respects diversity and the rights of others to hold different ideas and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>identifies and understands a variety of interpersonal relationships, including bullying, and the role of communication in maintaining healthy relationships</li> <li>advocates for practices that promote safety for self and others</li> <li>contributes to and advocates for positive relationships that that strengthen engagement and connectedness to school and community</li> <li>respects diversity and advocates for the rights of others to hold different ideas and beliefs</li> </ul>
<b>Healthy Practices</b>	<p>With assistance:</p> <ul style="list-style-type: none"> <li>identifies and practices some safe behaviours in a variety of settings, including road safety</li> <li>identifies possible stressful situations</li> <li>describes factors that influence healthy behaviours and healthy decision-making</li> <li>emerging understanding of the attitudes, knowledge and positive habits needed to be healthy individuals, responsible for their physical and emotional well-being</li> </ul>	<ul style="list-style-type: none"> <li>inconsistently identifies and practices safe behaviour in most settings, including road safety</li> <li>some understanding of monitoring and managing stressful situations</li> <li>some understanding of healthy behaviours and the factors that may influence healthy decision-making</li> <li>some understanding of the attitudes, knowledge and positive habits needed to be healthy individuals, responsible for their physical and emotional well-being</li> </ul>	<ul style="list-style-type: none"> <li>identifies and practices safe behaviours in all settings</li> <li>understands and practices stress management</li> <li>consistently makes positive health and safety decisions</li> <li>demonstrates the attitudes, knowledge, and positive habits needed to be healthy individuals, responsible for their physical and emotional well-being</li> </ul>	<ul style="list-style-type: none"> <li>practices and promotes safe behaviours in all settings and encourages others to do the same</li> <li>understands and practices effective stress management for self and advocates for support for others</li> <li>advocates for school and community safety programs that benefit self and others</li> <li>demonstrates the attitudes, knowledge and positive habits needed to be healthy individuals, responsible for the physical and emotional well-being of self and others</li> </ul>

### CSH 4 PILLAR ACTIVITY

This tool is a great activity to start a conversation around what is currently going on in the classroom and/or school within each pillar.





Healthy Relationships

## Section 3: Focus and Plan

### *“What do we want to do?”*

The steps in this section of the Healthy Schools Process include choosing an area of focus, developing an inquiry question and creating a plan for your action.

#### **FOCUS:**

This step is about asking “What do we want to do?” or “What do we want to change or discover?” for your inquiry, and it could be based on the results from the Gathering Evidence step (if you completed that section) or if students already have a topic of interest.

#### **Developing an Inquiry Question**

Creating your inquiry question is important to help you set the stage and to plan your actions. A powerful inquiry question can generate conversation, encourage more questions, and is meaningful. A great inquiry question may even evolve through the process; what you end up with will not be the same as what you started with. In this way, inquiry is very different from what is normally thought of as ‘research’.

When developing your inquiry question, begin the question with ‘why’, ‘how’ or ‘what’, rather than those that can be answered with a ‘yes’ or ‘no’ response. These create powerful learning experiences. Here are examples of student-led inquiry questions that can occur within the classroom and the school as a whole:

*How do the Guidelines for Food and Beverage Sales in BC Schools support our school in providing healthy food choices to students and staff?*

*How will playground leaders improve school connectedness?*

*What can I do to increase participation in intramurals with my peers?*

*Why is Daily Physical Activity important for my health and my learning ability?*

If you are creating one question for the whole class or school, give consideration to the following when choosing a focus area:

- What the students want to focus on - have students generate learning intentions and criteria
- How the question aligns with the curriculum
- The variety of programs and resources that are available. For a list of available school programs and resources visit [www.healthyschoolsbc.ca/programs](http://www.healthyschoolsbc.ca/programs) – try looking ahead of time to see what is available, it could help generate interest in a particular area.

There are a number of resources available to help you develop an inquiry question (refer to page 4 and/or visit the Networks of Inquiry and Innovation at [noii.ca](http://noii.ca)).

**PLAN:**

With a focus developed now you want to consider asking “what can we do” to address the inquiry question. The plan can be simple or more detailed depending on your preference.

**QUESTIONS TO CONSIDER BEFORE YOU BEGIN DEVELOPING YOUR PLAN:**

- How do I organize my ideas?
- What sources of information will be useful?
- How will we measure our efforts now and later?
- What is our timeline?
- Who is responsible for what?
- Will I use the same assessment tool at the beginning of the process and at the end?
- Will I create something new (e.g. a survey) to complete my pre- and post-testing?
- What might our end result look like?
- How will we know when we are successful?
- How will we share our learning?

Remember as part of your plan it is important to include how you will assess where you are at before you start and where you are at the end. This will help you in the last phase when you evaluate and reflect on your progress.

***Working with our Health Partners:***

To assist you to know all the possible programs and resources available, think about contacting the Health Authority or other health partners in your community. They may have ideas and links to programs and resources that may benefit you in determining your focus and developing your inquiry question. They can also provide you with support to interpret the data you collected in the gather evidence step.

# Healthy Schools Plan Template

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

School District: \_\_\_\_\_

Contact Name: \_\_\_\_\_

**What health topic(s) do we want to focus on? Why?**

(e.g., physical activity because the students think that is what is most important to their peers)

**What's our goal?**

(Think about who, what, & when, e.g., "To increase physical activity in grade 11/12 girls by June.")

**What's our inquiry question?**

**How do we want to get there? What steps should we take? How will we know we've had an impact?**

(e.g., conduct a survey to find out what activities would motivate the girls to be more active; more girls enrolled in grade 11/12 PE next year)

Gather  
EvidenceFocus and  
Plan**Gather Support  
and Take Action**Evaluate  
and Reflect

Active Living

## Section 4: Gather Support and Take Action

### *"Who can help?"*

The steps in this section gathering support for carrying out your inquiry question and the most exciting stage of the inquiry process: taking action.

#### **GATHER SUPPORT:**

This step is about asking "Who can help?", or what further support, if any, is required to execute your plan? Once you have completed this step, it is time to act upon your plan.

#### **QUESTIONS TO CONSIDER:**

- What do we need?
- Who can help us?

#### **ADDITIONAL GRANTS AND SUPPORT PROGRAMS:**

There are a variety of additional programs and grants that may be able to support you and your work. Please visit [www.healthyschoolsbc.ca](http://www.healthyschoolsbc.ca) to check them out.

#### ***Working with our Health Partners:***

To assist you to know all the possible actions that could be taken, think about contacting the Health Authority or other health partners in your community. They may have ideas and links to programs and resources that may benefit you in your plan of action.

#### **REACHING OUT TO PARENTS AND OTHER COMMUNITY MEMBERS:**

The direction of these projects can extend well beyond the walls of the classroom to produce healthier learners, schools, and communities. Supports and participation, then, can also come from outside of the school walls. On the next page, you will find a template you can use to let the parents know about the inquiry question the class is undertaking and to see if they have any interest or ability to support the project. You can also adapt this template to hand out to neighbourhood facilities (e.g. community centres) or businesses. This action directly supports efforts in the Community Partnerships pillar of CSH.

# Parent's Page

Dear: \_\_\_\_\_

The students in grade(s) \_\_\_\_\_ at \_\_\_\_\_ are participating in a healthy schools inquiry question. We want to find out: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

***For the students to fill out:***

Here is what we are doing:

***For the parents to fill out:***

Would you like to be involved? If so, how could you help us?



This is where you are putting your plan in action. The majority of your time will be spent in this step.

***TIP:***

Taking pictures and/or video throughout the process will help you tell your story in an exciting way.

**Gather  
Evidence**

**Focus and  
Plan**

**Gather Support  
and Take Action**

**Evaluate  
and Reflect**



## Section 5: Evaluate and Reflect

Healthy Practices

### *“What did we learn?”*

In these steps, ask “How did it go?”, “What did we learn?” and “What are our next steps?”. By evaluating your progress and reflecting on the journey and what you learned, you will have an idea of where you can go next. Remember, creating healthy schools is not done all at once, but consistently over time. Being healthy and developing healthy habits that last a lifetime take small actions every day.

#### **EVALUATION:**

This step helps you see the progress you have made as a result of your inquiry work. Some ways to measure this are:

- The Healthy Living Performance Standards (HLPS);
- A survey or questionnaire;
- Participation in an event or program;
- Attendance;
- Group discussions, meetings, or story-telling;
- Looking back on your learning intentions and goals that you set;
- Through conversations with teachers, students, parents, and with others involved; or
- Other appropriate markers.

#### **REFLECTION:**

The reflection phase is a critical step of the Healthy Schools Process and the place where the deepest learning occurs. The information you gathered from your evaluation can be helpful to look back on your efforts and ask how it went, what did you learn, what changes, if any, were made or are needed to move forward in the learning?

## QUESTIONS TO CONSIDER:

- What did I learn about my topic of inquiry?
- How have my feelings changed during the inquiry process?
- What worked well for us and why? What didn't work well?
- What would we do differently if we were starting from the beginning?
- How did we make a difference and how do we know?
- What were the impacts that this inquiry had on you personally?
- Were there secondary benefits that were unexpected?
- What did we enjoy about this experience?
- Did we have the support we needed?
- Did we have the appropriate resources and tools?
- Where are we going next with what we have learned?
- How will we share what we learned?

### SHARING YOUR STORY:

Many educators across BC are doing great things to create healthier learners and healthier schools. By sharing your story in addressing healthy living in your school and community, you will contribute to the learning of others throughout the province. This may also generate further support for new inquiry questions and it can also help inspire and encourage others to share their story with you!

Ways to communicate your findings include:

- Submitting your story to the Healthy Schools Stories Map ([www.healthyschoolsbc.ca/stories](http://www.healthyschoolsbc.ca/stories));
- Uploading to social media sources (e.g. YouTube, Twitter, Facebook, etc.);
- Presenting at a meeting (e.g. staff or district meeting);
- Sending out an email;
- Including the story in the school newsletter;
- Posting the story on the school website; or,
- Making a story-board to keep at the school in a visible area.

#### **Tip:**

If you took pictures and/or video throughout the process, use these to help tell your story.

#### **Working with our Health Partners:**

Health Authority staff can help you communicate your story. For example, helping you to write stories and share your findings.

# Celebrate!



Now that your healthy schools inquiry project is over take some time to celebrate your journey. Your efforts have contributed to a growing community of people dedicated to creating healthier learners, schools and communities throughout the province.

## **WHERE TO NEXT?**

The efforts from your healthy schools inquiry project can lead to many different discoveries. As a result of your work you may find that new questions come forward or that new areas of focus develop. To continue your work in making healthier learners, schools, and communities turn back to page 10 and resume the process.

# Healthy schools story template: LEADERSHIP/INQUIRY

Date: \_\_\_\_\_

School District: \_\_\_\_\_

School Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Email/Phone Number: \_\_\_\_\_

Tell us about the context of your school (e.g. Rural or urban school): \_\_\_\_\_

What was your inquiry question? \_\_\_\_\_

## **1. Tell us what you did and what happened:**

**GATHER EVIDENCE:** How did you do this? (E.g. Which assessment tools, if any, did you use? Did you use another form to gather evidence? What did your evidence tell you? Etc...)

**FOCUS:** How did you determine this? (E.g. Did you use results from any assessment tool or highlight an area of interest? Etc...)

**PLAN:** What did you set out to do? (E.g. How were your ideas organized? How did you determine what to do and how to measure? Etc...)

**GATHER SUPPORT:** What kind did you get and how did you do this? (E.g. What kind of support did you need? How did you seek support? Where did you find it? Etc...)

**TAKE ACTION:** What did you do? (E.g. How did you implement your plan? Who was involved in the plan and what did they do? Etc...)

**2. EVALUATION:**

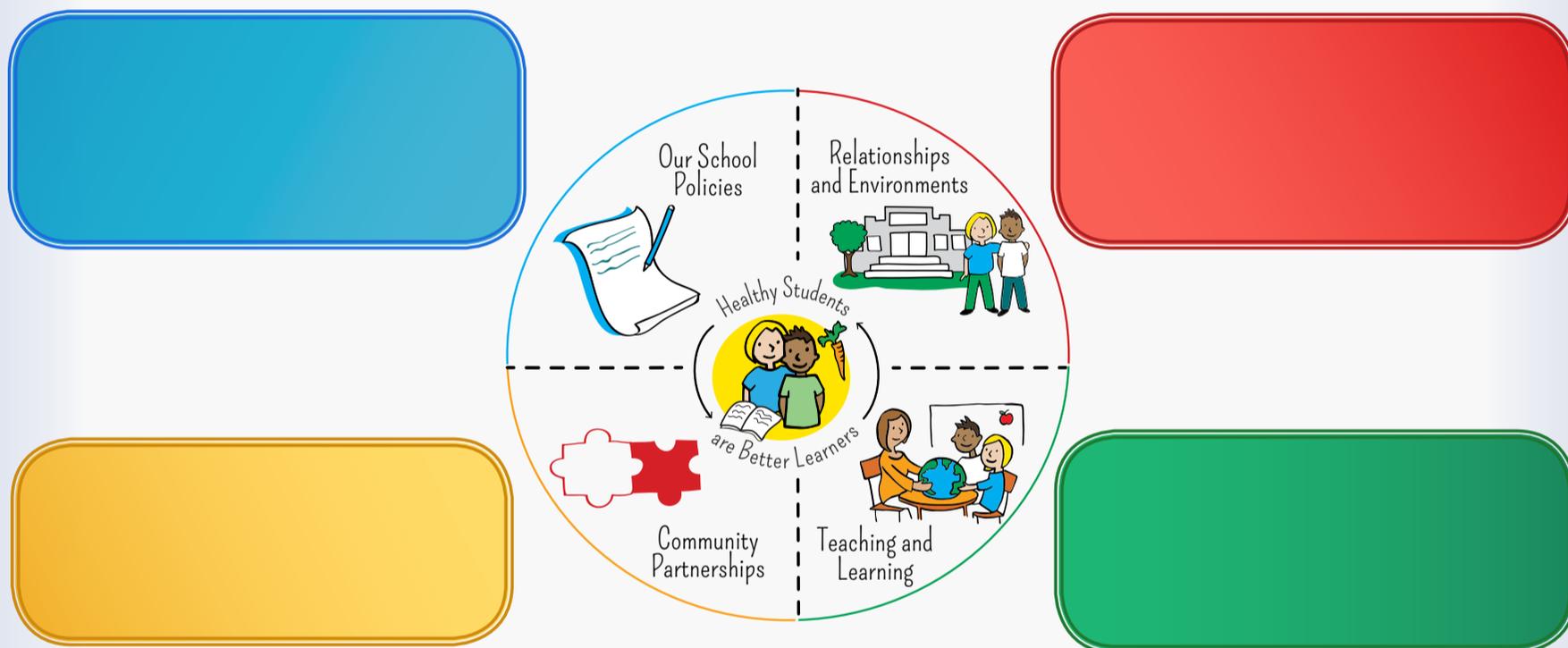
Which strand of the Healthy Living Performance Standards did you use to assess learning in your inquiry question? (Check all that apply):

- Healthy Eating
- Active Living
- Healthy Relationships
- Healthy Practices

If applicable, input your findings from assessing student learning with the Healthy Living Performance Standard:

Inquiry	Emerging		Developing		Acquired		Accomplished	
	% of students	# of students						
Beginning of inquiry project								
End of inquiry project								

If you used another form of evaluation please tell us what you did and what you found:



**5. REFLECTION:**

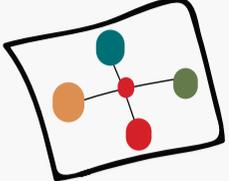
How did it go? What did you learn? (e.g. What worked well? What would you do differently next time? What difference did this make for students? Etc...)

# Healthy Schools BC Learning Framework

**Putting it all together:** The Healthy Schools BC Learning Framework outlines the shared involvement of educators and health partners in creating healthy schools, and engaging students in their health and learning.

## Educators

 Get started anywhere

 Gather evidence

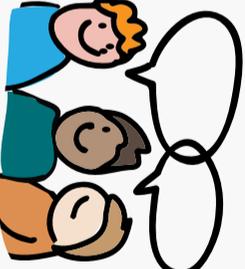
 Focus Plan

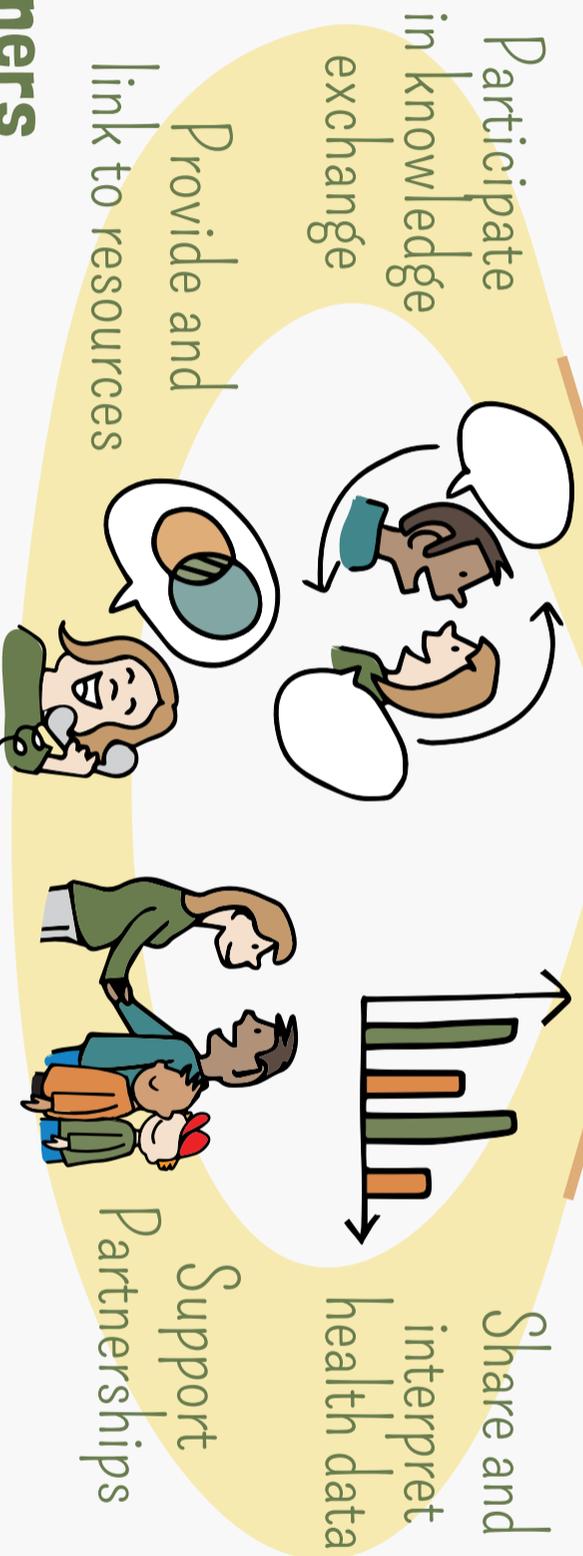
 Plan

 Gather Support

 Take Action

 Evaluate

 Reflect



## Health Partners

 Provide supports at all stages

The Healthy Schools BC Learning Framework is reflective of John Hattie and Helen Timperley's key learning orientated questions and also incorporates components of what is commonly referred to as "the Nursing Process": Hattie, John & Timperley, Helen (2007). *The Power of Feedback: Review of Educational Research*, 77(1), 81-112.



**HEALTHY** | **BC**  
**SCHOOLS**