

Making the Healthy Choice the Easy Choice

Annapolis Valley Health Promoting Schools



“Making the Healthy Choice the Easy Choice”

This project was made possible through financial contribution from the Canadian Diabetes Strategy Health Canada

Making the Healthy Choice the Easy Choice



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Acknowledgements

The success of the Annapolis Valley Health Promoting School Project was made possible by the tremendous commitment and involvement from many people and organizations.

A sincere thank you to the following:

SCHOOLS.....

Students, parents, teachers, staff, school administrators and the Home & School Associations at

Champlain Elementary School, Margareville Consolidated School, Somerset & District School, Coldbrook & District School, New Minas Elementary School, Evangeline Middle School, Port Williams Elementary School and Wolfville School.

PARTNERS....

Acadia University School of Nutrition
Annapolis Community Health Board
Annapolis Valley Diabetes Education Centres
Annapolis Valley Regional School Board
Breakfast for Learning Foundation – Nova Scotia Advisory Council
Eastern Kings Memorial & Annapolis Community Health Centres
Nova Scotia Fruit Growers
O.H. Armstrong Ltd. School Program
Population Health Research Unit Dalhousie University
Port Williams Nutrition for Health Association
Program & Evaluation Consultant
Public Health Services, Annapolis Valley Health
Public Health Services, Capital District Health Authority
Nova Scotia Sport and Recreation Division – Valley Region

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- Creating Links With Schools and Communities

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This guide is part of a series arising from the evaluation of the AVHPSP.

We decided to share the results of our Project by creating a step-by-step guide to designing and carrying out key components of creating a health promoting school. We hope you find this guide helpful to your work.

Working Towards Change

There are key principles that this project and all schools need to keep in mind when working towards creating school environments that support healthy behaviours.

These principles are:

The people who are most affected will be involved in the planning and implementation process. This includes students, staff, parents and the community at large.

We will work together as a **TEAM**. A well rounded group that can share many different interests, views and experiences has been proven to produce better results, solutions and ideas.

We will use a **Population Health Approach** that aims to improve the health of the entire population and to reduce health inequities among population groups. In order to reach these objectives, we will look at and act upon the broad range of factors and conditions that have a strong influence on our health, such as income, social environment, social support networks & healthy childhood development.

The issues that we work on will be defined by the team to ensure that we are all working towards the same thing.

We will define our outcomes so that we know what we want to happen.

We will use **evidence** to support what we are doing.

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Shifting Focus - Profit to Prophet

'In this environment of "time on task" and "back to basics" don't ever forget that we are creating the next generation - not just of learned people but of healthy, well-rounded, socially aware citizens.' School Administrator

Why is this important?

Schools need to create an environment that allows for each child's overall academic success. Providing healthy food programs and physical activity opportunities can be one part of the solution because an investment in health is an investment in education. It also becomes an investment in our future.

Research has shown that both good nutrition and physical activity can impact on academic achievement. Schools can maximize their ability to teach by enabling their students to be healthier and more ready to learn.

School is one place where the majority of our children and youth spend a large portion of their daily lives. A healthy school environment impacts on students' knowledge, skills, attitudes and behaviours.

Creating and sustaining a healthy school environment requires involvement and commitment from everyone in the school and in the community.

Change takes time, so it is important to celebrate the collective steps made by the school community and the community at large.

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How we did it:

A Project Advisory Committee - made up of members from education, health, sport & recreation, and food industry - was formed to support & evaluate the schools' health promoting initiatives.

The schools were the voice and the leaders in the project. It was their input that guided the project's direction.

Health promoting school teams were formed at each school. Their purpose was to assess needs and develop strategic plans at their schools. Having input from students was important in making decisions around planning and implementing changes.

Capacity was enhanced among the schools and partners through training and skill building. At workshops there were opportunities for schools to share ideas and stories between schools and partners.

Schools used a **Population Health Approach** that aimed to improve the health of the entire student population. The broad range of factors and conditions that have a strong influence on our health, such as income, social environment, social support networks and healthy childhood development, were looked at and acted on.

The partnerships within the project helped to facilitate schools and community links. Partners also were very effective in garnering support and promoting the project more broadly.

Schools were thoughtful about implementing fundraising initiatives that did not compromise the health of the students.

What worked:

Leadership through staff attitudes and behaviours along with strong support and commitment from school administrators that a health promoting school benefits everyone in many ways was critical for success.

Having a Champion and a committed health promoting school team were key factors in making change successful and sustainable.

Selling health promotion as a means to increase learning capacity for students and to decrease incidents of violence at school was useful in gaining support from parents and others.

When schools made links with the community, they found help to run and sometimes fund programs. They also find useful resources and expertise from organizations as they both work toward a common vision. It is important for both groups to identify how they can help the other and meet their own organizational need.

Equity for student involvement was attainable when the barriers to participation were identified and resolved.

"At my school, I guess they care more about what the kids eat, than in making money" **Student**

Evaluation Framework

GOAL: To enable children to make healthy choices about food and physical activity on a daily basis, which will reduce their risk for developing chronic diseases and provide them with the skills to develop healthy food and activity behaviours for life.

OBJECTIVES:

Schools and parents will have an increased awareness about the importance of physical activity & healthy eating for children & youth.

Schools will have increased physical activity opportunities & healthy food choices available to students and staff

Schools will have an increased capacity to incorporate and promote physical activity opportunities & healthy food choices.

Students will choose the more active activity and healthier food more often

Parents & Teachers agree that schools should play a role in promoting healthy eating and physical activity.

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Grants, fundraising and attaining community support (in kind, financial, resources) can be time consuming; however, it allows for programs to happen. The project also submitted grants on behalf of a group of schools rather than having individual schools competing for the same dollars. It also relieved the time burden in preparing proposals.

When the value is on raising healthy children, schools turned away from chocolate bar sales and pop machine sales to other kinds of fundraising initiatives.

The Annapolis Valley Regional School Board has a policy for healthy food programs and has drafted a policy for physical education. These policies provide direction and help guide schools in their efforts.

The AVHPSP schools and partners began work early in the project to create a sustainability plan for health promoting schools. Key result areas, goals and strategies were identified and prioritized collectively. This plan is our blue print for action to keep things moving forward.

Having a common belief in a school community that daily physical activity is essential in the development of healthy minds and bodies makes it important to set good examples in school. Learning about healthy Lifestyles through experience is useful to students and is equally as valuable as direct instruction. Health promotion for staff is important as they can be positive role models for our students.

Evaluating the project (process and outcomes) and identifying the changes keeps us focused and ensures that we strive for continuing improvement.

Lessons learned:

- Students will make healthy food choices and choose to be active if they have the opportunity.
- Everyone needs to be involved and committed to improving health. Health and learning need to be at the forefront of decision making.
- The project needs to meet the needs of the schools - they are the voice. Schools need to “lead”.
- Keep it simple and focused on the students’.
- The timing is right for CHANGE
- When initiatives were planned with equity in mind, they were successful in bringing out people who otherwise may not have participated.

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Shifting Focus - Profit to Prophet

Examples from Our Project Schools

Some elementary schools have developed their own guidelines and policies for fundraising. This ensures an organized healthful approach to managing all school programs.

Margaretville Consolidated School created a Grant Writing Resource Guide.

'The amount of money with this project isn't worth being involved, but the belief in the project makes it a very worthwhile and important thing to do.' **School Administrator**

'Schools should always push themselves by getting involved in new initiatives, especially those that have the health and social well-being of students at the centre. Curricular "stuff" will get done regardless - but creating healthy, productive citizens is paramount in education.' **School Administrator**

'I didn't have an understanding of the impact healthy snack and activities in schools had on Type 2 diabetes. As a parent, I am trying to instill the importance to my children.' **Parent**

Web based resources/links on
Health Promoting Schools:

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CAHPERD Health Links
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Safe and Healthy Schools Gateway
www.safehealthyschools.org

Voices and Choices - Health Canada
www.HealthCanada.ca/VoicesandChoices

OISE/UofT Comprehensive School Health
www.oise.utoronto.ca/~aanderson/csh/index.htm

National Centre for Chronic Disease Prevention and
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Creating Links With Schools and Communities

*To view the guides, you can also visit the Health Promotion
Clearinghouse Website at: www.hpclearinghouse.ca. Click on their
Features Section - Healthy Eating & Physical Activity.*

Getting in Touch:

Annapolis Valley Regional School Board - (902) 538 - 4600;
PO Box 340, Berwick, NS B0P 1E0

Public Health Services, Annapolis Valley Health - (902)
542-6310; 23 Earnscliffe, Wolfville, NS B4P 1X4

Nova Scotia Sport & Recreation - Valley Region - (902)
679-4390; 28 Aberdeen St, Suite 2, Kentville NS, B4N 2N1

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Successful School Surveys what They Can Tell You

Why is this important?

An important starting point before beginning any initiative is to have a good understanding of where things stand. Current health and educational statistics and conducting your own needs assessments will help you to define your issues and your outcomes. It will also guide the direction of your initiative. As you continue to monitor and gather information, you will see how far you have come and where you still need to go. Change takes time and small changes are still big successes.

Information needs to come from more than the school staff and parents. Students also want to give their input and want their input heard. Additionally, gathering information from students on their attitudes and behaviours over time contribute to the evaluation of your project initiative.

The Annapolis Valley Health Promoting School Project felt that it was very important to evaluate how this project was working. The data collection included conducting several kinds of surveys in participating schools. This was not only a good way to collect useful information - it was also a great way to involve the schools very directly in the project and give them a snapshot of themselves when sharing survey results.

Making the Healthy Choice the Easy Choice

How we did it:

The Project Advisory Committee defined the goal of the project prior to beginning the project.

An evaluation subcommittee was formed and included members with research, health, education, and sport/recreation backgrounds. This subcommittee worked together to determine the questions that would let us know if we were making progress towards our objectives.

The evaluation subcommittee developed an Evaluation Framework. For each project objective, success indicators, methods of measurement and timelines were identified.

It was important to evaluate both the process of how the project moved forward as well as the outcomes.

The framework was presented to the project advisory committee for their input and agreement.

Evaluation tools were created using previous evidence and expertise. These tools were piloted with students and schools provided us with advice on how best to implement each different survey.

The evaluation results were shared back to the schools and students through presentations, workshops, distribution of information, and newsletters.

Schools were also encouraged to conduct their own surveys, needs assessments, and evaluations. Resources and sample surveys were available from various partners on the project advisory committee.

A final evaluation report is available. Given the length of the project, the results compiled are baseline data.

What worked:

We recognized that there are many demands placed on schools. We tried to make it easy for each of the surveys to be completed at the school level. To conduct the student surveys, one person went in to the classrooms. This took the burden of work off of the teachers, allowed for consistency and clarification.

Pictures in combination with words were used on the surveys for students. This enabled young and non reading students to complete the surveys more easily. It also took away anxiety from students that it was a test. Many students commented that completing the survey was fun.

For lower elementary level grades, using an overhead projector to enlarge the surveys made it easier for students to follow along. It was generally wise to have a teacher and another person giving assistance to students where needed.

Students in grade 5 and up were able to answer questions about what they did yesterday with accuracy; however, most students younger than that were not able to answer those questions accurately.

Parent and teacher surveys were distributed by each school in the manner that worked best for them. The surveys were returned to the school and kept in a central location for pick up.

Our Evaluation Framework
making sense of it all! OR how to promote your program with funders

- School Menu snapshots – taking a peek at what foods are offered on their school menu and how much is sold.
- School Physical Activity snapshots – what kinds of opportunities are there for physical activity during a week at your school?
- Student preference – given no barriers, what four foods/activities would you select?
- Student snapshots – what did you eat at lunch today? What activities did you do at school? After school?
- Partnership questionnaire –do you have the time and resources to help? Have things changed in the way you or your organization work because of your involvement?
- Parents and Teachers – what do you think about schools promoting healthy eating and physical activity?
- Activity Logs – What initiative did you try; how did it go?

Making the Healthy Choice the Easy Choice

Tracking what was sold in a busy school cafeteria over the course of a week was more successful when an extra person or student was assigned to that task.

Schools were interested in getting input from their students on initiatives they wanted to introduce. For younger students, the teacher would ask a question and children would respond orally or by a show of hands. At middle school levels, it worked well to have students design, distribute and collate surveys.

When students were involved in taste testing, they could indicate their food likes/dislikes by putting ballots into containers with that food picture or by using different coloured ballots.

Linking and comparing the results of our evaluations to other research studies let us know that we were on the right track from an evaluation standpoint.

Having time to reflect and discuss implications of the survey results is important.

What didn't work (if we could do it all over again...!)

Information about each survey should be available each time it is conducted. This information should include the process, purpose, how it was developed, who is doing the data analysis and how the results will be used and shared.

Asking grades 1 and 3 students what they ate and did the day before was not a successful tool for evaluation. Not all of those students could remember or were confused about the timing. However, the evaluation tool with the pictures was well liked by the children and worked well for recall on the same day.

Schools need support for data collection, for example, to help with tracking what is sold in a cafeteria over a week period.

Lessons learned:

Needs assessments are an integral part before implementing any intervention i.e. healthy snacks in schools.

It takes time to compile and analyze the results.

Taking time to reflect on the findings is important.

Many small changes add up to big successes.

Students want a voice in the choice. Students have good ideas about what and how things could be done.

Partnering with universities or other agencies collecting useful information and making use of existing data gathering can streamline your evaluation strategy.

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Successful School Surveys - What They Can Tell You

Examples from our Project Schools

Wolfville School grade 9 PDR students developed a needs assessment to determine what activities and sessions middle school students would like to see at their Healthy Active Days. The session was also evaluated by the students and this led to two new after school physical activities being offered that spring.

Evangeline School middle school students completed a survey about the foods offered in the cafeteria. They also participated in focus groups. This led to more nutritional foods being offered and less nutritional foods being removed. It also led to the formation of Select Foods, a student group that is working to make further improvements in the nutritional quality of foods being offered.

Coldbrook School sent home a survey to parents to determine what skills and activities they would like to see and share at their school. This information was used for program planning and program development.

Port Williams Elementary School asked each classroom through discussion and show of hands, what physical activity opportunities they would like to see at their schools. Parents also completed a survey. This gave their Health Promoting School team some information to begin planning their program.

New Minas Elementary School wanted to know what healthy foods their students were most likely to eat. To find out they organized taste tests. Students were given ballots which they would put into a box if they liked the food that they tasted..

Somerset Elementary School conducts taste test before putting new food items on their healthy school menu. Students also gave input on the activities offered during the Noon Hour Activity Program.

MCS surveyed older students to determine their interest and skills and used that information before implementing their Kids Coaching Kids initiative.

Champlain Elementary School and a local dietitian created and conducted a needs assessment with parents to determine interest and content on a healthy lunch workshop.

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A BUSINESS PLAN - HEALTHY FOOD & PHYSICAL ACTIVITY - AT YOUR SCHOOL

“Have I got a product for you! This product will enhance learning, decrease violence, build leadership skills AND create healthier students. That product would be our Healthy Eating and Physical Activity Program” **School Administrator**

When students were asked, given no barriers, what activities would you most like to do in a day and what foods would you most like to eat for lunch, they chose the healthy food options and physical activities more often! So, the real challenge is ‘How can we reduce the barriers so that the healthy choice is the easy choice for all?’

We have learned that when students are listened to and involved in the process of making their schools a healthier place to be, amazing things can happen!

Why is this important?

The business plan has several key components and guidelines for success. It also serves as a planning tool and lets you build your program in a systematic and thoughtful way.

The product that this project was ‘selling’ was daily enjoyment of healthy foods and physical activity.

Making the Healthy Choice the Easy Choice

How we did it:

The project advisory committee directed the project and provided the opportunity to discuss, clarify and brainstorm thoughts around healthy eating and physical activities.

Each school established a Health Promoting School Team to oversee and guide the process of making positive changes and creating an environment that supports health and learning.

One or more individuals took on the role of 'CHAMPION' on the Health Promoting School Team, usually a parent or an administrator. The champion kept the process moving forward.

At the school level, students were surveyed and listened to so that planning and promotion could be effective.

It was important that the reasons why students could or would participate or not were considered in planning and offering the programs to maximize their involvement.

Community partners were involved to support the activities and the changes being made at the schools.

Students and partners were involved in key decisions about healthy foods to offer, taste testing and menu development. They were also involved in key decisions about physical activity and leisure opportunities to offer and the scheduling of these activities.

Students had opportunities to taste test for food and to try out a variety of leisure and physical activities before being asked to select new options for school/community programs.

Partners had the opportunity to promote new or innovative products, resources and ideas.

Using and building on established 'Best Practice' standards helped schools to set their own program standards. There were opportunities at workshops to share best practice information and to discuss how it could be used in their programs, remembering always that we need to provide a high quality product.

The KEY COMPONENTS of our BUSINESS PLAN included:

- creating and sustaining a market;
- designing menus of food and physical activity opportunities;
- setting program standards;
- determining the costs and revenues;
- Tracking progress and reviewing results;
- Refining the product.

This business plan draws on the lessons learned by us as well as existing documents.

Schools determined their program costs and included the costs of: equipment, food, staffing, liability insurance coverage, education and training, facility needs.

Schools determined their revenue and included revenue from: income from participants (equity based), grants/subsidies/donations, and in kind support from partners, parents, staff, school board, volunteers and the business community.

This information was also used by the project to apply on behalf of the project schools for other grants that would support their healthy eating and physical activity initiatives.

Schools worked with local food producers and distributors to ensure program sustainability. They also worked with community organizations that were in the business of recreation to sustain their physical activity initiatives.

When the advisory committee looked at the issue of sustainability of the project, several meetings were held to determine the vision, key result areas (e.g., equity, advocacy, expansion and mobilization, government action, school and community involvement) goal statements, and strategies. This work in progress document helped to define what to include in the budget when seeking long term program funding for the project.

These programs contributed to the improved health status and learning of students.

Making the Healthy Choice the Easy Choice

What worked:

Using a slogan 'Making the Healthy Choice the Easy Choice' identified what we were trying to do at schools and as a project. As this became our branding, it helped others understand quickly our goal and to increase recognition of the program.

Making healthy living experiences relevant and meaningful to the needs of the students helped shape their attitudes and behaviours in a positive way. It also served as a different kind of learning opportunity for students.

We recognized that it is everyone's responsibility to promote healthy eating and daily physical activity and that there are many groups and/or organizations working or impacting on one or both of those issues. We used a multi-sectoral collaborative approach to build partnerships with the community. Schools used the same approach on a local level.

Some schools surveyed their own community to determine what skills, abilities and interests exist that they could draw on to build on their programs.

Multiple strategies occurring simultaneously to promote healthy eating and physical activity enhances the acceptance and ability to deliver the programs at a school, school board and community level. Those strategies include: policy, education, awareness, leadership development, program development, program implementation, and advocacy.

Creating equitable and affordable daily access to healthy food and physical activity paved the road for greater student participation. It was important to identify what the barriers and enablers to participation were and incorporate them in the program development.

It is important that food service and physical education personnel are well trained and educated in their field. Involving them in ongoing discussions helped everyone to understand the impact of proposed changes and to provide support as initiatives are implemented.

Involving partners (including students) in decision making ensured that we were meeting the needs of everyone and emphasized that we all have a stake in the project/movement and that we all have a collective responsibility. No one group had ownership of the project or school initiatives. Decisions made were based on evidence.

Through workshops, meetings, and access to resources, the schools built the skills, expertise and leadership they needed to continue making progress.

Evaluating the process and outcomes of the project helped to determine if what we were doing was making a difference and why.

Documenting our stories and results stimulated action in many other places, e.g., other schools within the board, within other school boards and within community businesses and organizations.

What didn't work (if we could do it all over again...!)

- Building a profit margin into the business plan promoted the availability of items with a high monetary profit margin and poor nutritional quality i.e. pop, chocolate bars, potato chips, candy. While those funds may support other worthwhile health or educational activities, it does so with a detrimental impact on the health and learning of students.
- Forgetting to listen to and follow the advice from students on how to incorporate healthy food choices and physical activity opportunities limited success and participation.
- Not paying attention to the quality and visual appeal of healthy foods limited food sales.

I feel that my school does it's best to promote healthy eating and physical activity but funding is a problem. Most monies come from parent and school fundraising and application of grants and it is a battle to keep the activities and healthy canteen going. Parent

Making the Healthy Choice the Easy Choice

Lessons learned:

- Keep it simple and focused on the students.
- Needs assessments are an integral part before implementing any intervention. It also serves as a way to find out what assets and interests there are in your own school community.
- Remember the roots of the project and build on the demonstrated successes of schools in their healthy food and physical activity program development.
- All Families have the initiative to participate in physical activity, but may not have the resources to do so. When you make it easy for them to participate, you will find that the interest is there.
- We need to recognize and reinforce that the partners in this project create valuable opportunities to promote and sustain what we are doing.
- Need to sustain the project activities so that schools have the support to continue promoting healthy eating and physical activities.
- Sustainability equals paid people and partnerships.
- Fund schools adequately given an adequate infrastructure.
- We need to continue promoting with Home & School associations and school administrators.
- It is a shared responsibility for project activities and promotion.
- It is most important that non-school involved persons learn about the realities of working with schools.
- Schools need time to reflect and process.

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Our How To Guides

Shifting Focus - Profit to Prophet

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Creating Links With Schools and Communities

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Getting in Touch:

Annapolis Valley Regional School Board - (902) 538 - 4600;
PO Box 340, Berwick, NS B0P 1E0

Public Health Services, Annapolis Valley Health - (902) 542-6310; 23 Earnscliffe, Wolfville, NS B4P 1X4

Nova Scotia Sport & Recreation - Valley Region - (902) 679-4390; 28 Aberdeen St, Suite 2, Kentville NS, B4N 2N1

Making the Healthy Choice the Easy Choice

Annapolis Valley Health Promoting School Project

Several schools in the Annapolis Valley Regional School Board (AVRSB) are changing how they work so that the learning and health of their students can be improved. They are doing this by adopting a Health Promoting School approach to create supportive school environments.

The Annapolis Valley Health Promoting School Project (AVHPSP) was a 2½ year project funded through the Canadian Diabetes Strategy, Health Canada. Eight schools in the AVRSB took this opportunity to make it easier for their students to make healthy choices in physical activity and healthy eating as one way to contribute to the prevention of Type 2 diabetes.

This guide is part of a series arising from the evaluation of the AVHPSP.

We decided to share the results of our Project by creating a step-by-step guide to designing and carrying out key components of creating a health promoting school. We hope you find this guide helpful to your work.

Working Towards Change

There are key principles that this project and all schools need to keep in mind when working towards creating school environments that support healthy behaviours.

These principles are:

The people who are most affected will be involved in the planning and implementation process. This includes students, staff, parents and the community at large.

We will work together as a **TEAM**. A well rounded group that can share many different interests, views and experiences has been proven to produce better results, solutions and ideas.

We will use a **Population Health Approach** that aims to improve the health of the entire population and to reduce health inequities among population groups. In order to reach these objectives, we will look at and act upon the broad range of factors and conditions that have a strong influence on our health, such as income, social environment, social support networks & healthy childhood development.

The issues that we work on will be defined by the team to ensure that we are all working towards the same thing.

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HEALTHY SCHOOL FOOD PROGRAMS

Healthy School Food Programs can include breakfast, snack, lunch and after school programs. In a healthy school food program, the food is affordable, accessible, and appealing. Food is provided at a reasonable cost and includes a wide variety of healthy, nutritious, enjoyable food and drinks. A healthy school food program must be acceptable by the students and staff.

The AVRSB has started implementing a school food policy. This policy outlines goals and objectives that direct the development of healthy school food programs. Successful implementation will depend on appropriate funding now and in the future.

Why is this important?

The family, community and school all have a responsibility to promote good eating habits among school-aged children. Parents & teachers strongly agree that schools must play a role in promoting healthy eating. Research has shown that students who are well nourished throughout the day are more ready to learn. In addition, chronic diseases and childhood obesity rates are increasing in Canada and in other parts of the world. These can be prevented or delayed through promotion and support of healthy eating patterns.

Since food programs are often offered for breakfast, snack and lunch, the healthy food program is an important part of the school environment and should be consistent with the classroom nutrition and health curriculum. The healthy food program is a model for healthy eating within the school setting.

Schools need to create environments that allow for a child's overall academic success. Healthy food programs can contribute to this success.

Making the Healthy Choice the Easy Choice

How we did it:

Parents, administrators and school staff were aware of the importance of healthy eating for students. They generated interest in others and were motivated into action.

The Annapolis Valley Regional School Board Healthy Food policy supported the goals.

Nutrition committees - made up of school staff, food service workers, students, parents, community dietitians/nutritionists - formed to assess nutrition needs and develop a strategic plan to address those needs.

Students gave input about the changes being made and new foods being offered. This was done in a number of ways: student surveys, focus groups, classroom discussion and taste tests of healthy foods.

Schools incorporated healthy foods into their business plan. They planned fundraising initiatives and applied for grants to purchase equipment, provide a fair wage to food service staff, and, subsidize the cost of healthy food to make it accessible to all students.

Schools and students worked together to promote healthy eating in other ways beside the Healthy Food Program.

The project supported the work of the schools through consultations, workshops, resources and creating links within the community.

What worked:

When the emphasis of the healthy school food program was placed on the health and nourishment of the students, it helped define the kinds of changes that would be beneficial.

Students were excited about the changes to their school's food program when they were involved with the decisions on healthy food items on the menu. Students were introduced to new food items by organizing taste tests. Taste tests have broadened the students acceptance of healthy food options and allowed them to evaluate the taste of different products

Some schools very simply changed the display of menu items available so that the healthiest options were the most visible. They also began to promote the healthy options more. Less healthy food options were less visible and gradually eliminated.

Schools have found that when everyone is working together they will know which approach to a healthy school food program will be more acceptable. While some schools have been successful making one change at a time, other schools have found it easier to make broad changes to enhance their healthy food program.

Training and support for food service staff not only facilitated knowledge, but also increased their motivation to make positive healthy changes. Food Service Workers and others involved in healthy food programs had several opportunities to discuss their successes and challenges around menu items and

costing. Several innovative menu items have been adopted by many of the schools.

There is a role for students in the operation of healthy food programs. Students can participate by delivering meals to classrooms, sorting recyclables for profit to their classroom; helping to clean-up; stocking shelves/refrigerator; and, by being the cashier.

Schools adopted several approaches to promote healthy eating outside of the Healthy Food Program to create an environment that supports healthy eating.

Programs such as Kids Against Tobacco Smoke (KATS), PALS (Physical Activity Leaders), and other student leadership programs, support students to promote healthy eating and physical activity messages to other students.

Wellness Days or Health Fairs were organized by schools that emphasize all aspects of healthy active living (physical activity, healthy eating, drug free, etc).

Physical activity and healthy eating were offered together; e.g., include a healthy snack after a special physical activity event or offer healthy snacks at after school activity programs.

Students have been given the skills, resources and opportunities to make healthy snacks.

Eliminating stigma around breakfast programs by actively promoting it to all students through announcements, newsletters as a healthy way to start the day, etc.

Making the Healthy Choice the Easy Choice

HERE'S WHAT WAS SERVED!

- Frozen bananas dipped in yogurt
- Baked Potatoes
- Fruit Kabobs
- Fruit and/or Veggie Cups
- Bagged Apple Wedges
- Veggie Wraps

What didn't work (if we could do it all over again...!)

- More support (financial and administrative) is required to implement the AVRSB Healthy Food Policy.
- Standards should be set with respect to donated foods to school, e.g., whole wheat vs. white breads.
- A mechanism to continue to listen to students' thoughts on foods available in the program would ensure that student input is valued and the food is appealing to them.

- Good record keeping ensures that successes are built into the school food program and maintained over time.
- Promoting or advertising the healthy foods within the schools may encourage more students to choose fruits and vegetables more often. While healthy foods were available on the menu, there was no promotional campaign implemented.
- Liability Insurance issues need to be addressed for food service staff.

Lessons learned:

- Students will purchase fruits and vegetables more often when they are highly visible and at the forefront of the canteen, packaged in an attractive way, easy to eat, and are affordable (eg, banana bobs; fruit kebabs; rainbows of coloured fruit and/or vegetables in clear containers)
- There is a need to support the food service staff informally. Food service workers need ongoing support from professionals in order to translate nutritional information about food into healthy menu items.
- Liability insurance, food safety handling, sustainability all must be addressed and incorporated into school food programs.
- There's a need to implement the AVRSB food policy in all schools.

Healthy School Food Programs

Examples from our Project Schools

Champlain Elementary School includes a healthy snack with their after school activity program.

Margaretville Consolidated School students have explored a range of foods through many hands-on special events: Grocery Store Fruit Sampling, Making Smoothies, Making Shivers, Visit to the Dairy Farm to Celebrate World Milk Day; French Awareness Day.

Somerset & District School sends parents home their school policy on healthy eating with their school menu. Their Home & School Association organizes a Craft Fair annually to help subsidize their Healthy School Food Program. This keeps the cost of healthy food items affordable for all students. They also provided leadership to the local Canada Health Day Celebrations by providing fruit & vegetable trays as an alternative to hot dogs and pop. They demonstrated that people are willing to eat healthy foods.

Coldbrook & District School held a Health Fair that included student taste tests of a wide range of locally produced foods such as baked goods, milk products, fruits, vegetables and juices. Several products were incorporated into their school menu.

New Minas Elementary School changed the look and placed their fruit & veggie cups as the first item that students can see. Now students buy them more often.

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Port Williams Elementary School took the opportunity to incorporate physical activity and healthy eating on a school wide trip to a Corn Maze. After the active part of making it through the maze, each student had a corn on the cob. This will become an early fall menu item.

Evangeline Middle School has a team of students called 'Select Foods' who worked together to improve and promote the healthy food options on their school menu.

Wolfville School has surveyed their students and held focus groups to make nutritional improvements to their school menu. They continued with building skills in students around making their own healthy snacks and have incorporated more skill building into the grade 9 family studies class.

Web based resources/links on Health Promoting Schools:

Quality School Health - CAHPERD
Hwww.cahperd.ca/e/qsh/index.htmH

CAHPERD Health Links
H<http://www.cahperd.ca/e/cahperd/links.htm#Health>H

Safe and Healthy Schools Gateway
Hwww.safehealthyschools.orgH

Voices and Choices - Health Canada
Hwww.HealthCanada.ca/VoicesandChoicesH

OISE/UofT Comprehensive School Health
Hwww.oise.utoronto.ca/~aanderson/csh/index.htmH

National Centre for Chronic Disease Prevention and Health Promotion (US)
Hwww.cdc.gov/nccdphp/dash/index.htmH

American Association for School Health (US)
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EVERY DAY PHYSICAL ACTIVITY AT SCHOOL – IT CAN HAPPEN!

'Physical education is very important. We have a higher percentage of obese children today than in the past. Children are much more sedentary today, partially due to TV and computers. As parents and educators it is up to us to promote the health of our children.' **Parent**

'It's very important for kids to be active early. Then, hopefully, they will keep up an active life to a healthy (adult) life' **Parent**

'My (school) works hard at getting the children involved in outdoor activities and exercise during lunch and recess times. They encourage the students to be active and take part.' **Parent**

Why is this important?

Daily physical activity has a tremendous impact on the health and learning of our children. Making physical activity a part of every day is enjoyable and healthy. Supporting children at school to be active is one step to helping them develop healthy behaviours for a lifetime. This is critically important since according to Nova Scotia research by the time children reach grade 11, only 7 to 12% are sufficiently active for healthy growth and development.

Research shows that children who are physically active are: in better health, respond better to stress, play better with others, are less aggressive and, achieve as well as or better academically. Research has also shown that physical activity contributes to improved concentration & memory, increased productivity, better self-esteem and improved social skills.

Students surveyed in our project regarding their preferences for activities chose physically active activities most often. The issue is not how to interest students to be active, but how to create the opportunities so that they can be active.

Making the Healthy Choice the Easy Choice

How we did it:

Parents, administrators and school staff were aware of the importance of physical activity for students for health and learning. They generated interest in others and were motivated into action.

The provincial strategy for physical activity helped us leverage interest in others and build our program.

The AVRSB is currently developing a physical education policy. In addition, the AVRSB Active Healthy Living Consultant is working with the Teachers And Physical Health Educators (TAPHE). This work in policy and curriculum supported the goals of our project.

Students, teachers, parents, Home & School, and volunteers were involved in planning and implementing programs to create a school environment that supports increased physical activity opportunities beyond the physical education curriculum.

Some schools reallocated resources and created their own strategies to be able to provide daily physical education and/or activity. Some strategies included: rescheduling class time, using space creatively, physical education teachers supplying lesson plans to classroom teachers, classroom teachers bringing students to gym/outside, and, forming physical activity buddies between older and younger students.

The health curriculum was also used as a starting point to translate classroom learning into physical activity participation. Some teachers also used physical activity to support learning in other subject areas.

Schools recognized that additional funding would be required to support the range of daily physical activity opportunities they wanted to offer. Several different funding sources supported various aspects of the programs (e.g., for equipment, leadership and skill development of students and volunteers, transportation, program delivery).

The principals of Fair Play were incorporated into new and current physical activity initiatives. Fair Play helps to promote respect, sportsmanship, knowledge, access and participation in sports and recreation.

Schools involved community partners. Some community agencies that offer physical activity programs used the school facilities for their programs. Conversely, schools also used community facilities to expand their programs (swimming, skating, curling, golf). As well, schools informed their students of physical activity opportunities offered in the community.

Non traditional physical activities that were non-competitive, requiring either no or minimal equipment, that could be done anywhere, were introduced to students and families through exploratories, enrichments, healthy and active events, and after school programs.

Students were recognized as a valuable resource for leading and implementing physical activities. Training students for these tasks meant the students learned valuable leadership skills while creating additional opportunities for other students to be active during recess, lunch or before and after school.

Barriers, such as cost, transportation, and inconvenient scheduling, were removed wherever possible. This opened the doors to facilitate more children being physically active at school.

Several schools expanded their efforts to make physical activity a family affair as another way to encourage students to adopt an active lifestyle. This was done in several ways: Family Activity Events after school hours, making sporting equipment available for weekend or overnight loan, charting family's fitness as part of a Walk Across Canada, and by inviting families to participate in special activities at school.

The project also supported the work of the schools through consultations, workshops, resources and creating links within the community.

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WHAT'S IN THE PROGRAM?

Non competitive After school programs
Recess & Noon Activity Programs
Playground Games
Kids Teaching Kids Coaching Clinic
Physical Activity Leaders (PALS)
Equipment Loans
Creative use of Available Space
Collaboration between Physical Educator & Teachers
Classroom Fitness breaks
Activity Buddies
Physical Activity HOMEWORK
Walk Across Anywhere!

*Our school puts forth all efforts to ensure students get physical activity of some sort on a daily basis. They have three periods of gym class each week. Also, every recess and noon there are organized activities supervised by staff. E.g. 4-square for primary to grade 6, or tetherball. If it is raining there are always activities in the gym. **School Administrator***

*Many of our students who attend our after-school activities have never before been part of a group. They don't attend clubs or brownies or organized sports. Whatever their reasons for not attending before, these activities that take place right after school and provide transportation home, seem to fit the bill for them. **School Administrator***

Making the Healthy Choice the Easy Choice

What worked:

A team approach to create the supportive environment and the opportunities for physical activity ensured that physical activity was a valued and integrated aspect of the school's culture. Working towards a shared or common vision one step at a time helped to focus on the positive and celebrate the accomplishments no matter how small.

Recognizing that physical activity opportunities are broader than traditional sports and teams helped schools plan for a variety of activities for all students of all ages and abilities to take part in.

Programs and activities were planned around the interests of the students. Students provided input on what physical activities interested them through surveys, evaluations and classroom discussions.

Using different locations on school property meant that more students could be active simultaneously in a wider range of activities.

Schools also promoted the importance of being physically active at home by asking students to do physical education homework, i.e., logging an extra 30 minutes of activity at home each day.

Publicizing and promoting the programs through school newsletters, announcements, school displays, project newsletter, and local media, reinforced the importance and value of physical activity. It also served to recognize and celebrate the efforts of the schools and the students.

Schools planned ways to involve their staff and the community in promoting, implementing, or supporting physical activities. This was done both informally and formally. The willingness of the school staff to supervise students contributed to increasing opportunities for

students. Staff shared a common belief that daily physical activity is essential in the development of healthy minds and bodies. Staff think it is important to set the example in school. Some schools also offered physical activities for staff at school after hours.

Student leadership was integral to facilitating increased opportunities at school. Students were involved in a number of ways: distributing equipment at recess and lunch; leading playground games; being activity buddies with younger students; implementing intramural programs, promoting physical activity as a healthy activity through Kids Against Tobacco Smoke (KATS) and PALS (Physical Activity Leaders), planning and implementing wellness days.

Recognizing participants and helpers at assemblies, in newsletters, on bulletin boards valued their involvement.

Having support from Home & School, businesses and community groups to help purchase equipment or support physical activity in other ways, enables programs to happen. It also ensured that low-income young people have transportation and appropriate equipment for physical activity programs.

Simple activities that required very little equipment, skill, money or coaching were easier for schools to offer and sustain.

Gathering and sharing ideas and information supported and encouraged the schools to continue to enhance their daily physical activity programs.

Securing additional funding from Valley Active Communities Committee - Active Kids/Helathy Kids, stimulated other physical activities to happen at the schools.

What didn't work (if we could do it all over again...!)

- Teachers and school staff need support *and training* to effectively back the efforts of the physical education specialist in the quest for daily physical education and activity.
- Funding for equipment and trained specialists is not secure and requires a great deal of commitment and effort on an annual basis from school administrators.
- Extracurricular activities, either during or out of school hours, require volunteer efforts either by school staff, students or community members. While often there are people eager to help, they may not be adequately trained, and without them, the programs are in a precarious position. Liability insurance must also be in place.
- There needs to be more of a planned approach to community sports to address some of the issues that schools are dealing with.

Lessons learned:

- Students need to be listened to and involved in order for change to work.
- Change takes time. The gains have been small individually, but great overall.
- Working together accomplishes goals. Collaborating with others is the key.
- The out of doors is a great free resource.
- Learning about healthy lifestyles through experience is useful to students and equally as valuable as direct instruction, particularly when it is relevant and meaningful to them.
- When you become a part of a group like the AVHPSP you are motivated to do more than if you weren't part of it.
- Schools can learn from each other.
- You can increase the activity of "inactive" students when you remove their barriers to participating.
- One designated person or a coordinator at a school makes a difference in reaching your goal.

Making the Healthy Choice the Easy Choice

Every Day Physical Activity at School. It Can Happen

Examples from our project Schools

Champlain Elementary School developed a playground manual with a large listing of games. Each week the children learn a new game to play at recess. The game rules also get sent home in a weekly newsletter so that parents can encourage the children to play at home too!

At Margaretville Consolidated School where the only indoor space for physical education is a small classroom, the out of doors is used as much as possible.

At Somerset Elementary School, all senior students gain leadership skills and are actively involved in running the Noon Hour and Recess Activity Programs where there are multiple supervised activities running concurrently that students are encouraged to participate in.

At New Minas Elementary School, student Physical Activity Leaders take a leadership course and work with the physical educator to help other students be active during recess and lunch. After School Activity Programs where fun, non competitive activities are offered, have also been a huge success.

At Port Williams Elementary School senior students are paired with junior students as Gym Buddies as one way to provide daily physical education. Supporting families to become more active was the focus of many of their initiatives, promotions and events.

At Evangeline Middle School students complete physical education homework, use many community facilities for their activities, have a no cut policy for sports teams, and receive positive participation rewards given by their community.

Coldbrook & District School began having Active Family Nights to encourage parents and students to be active together. Healthy snacks are available afterwards. Grade 8 students took the lead to organize healthy and active door prizes donated from their community.

Wolfville School now offers all their students daily physical education. To do this, they held inservicing for staff, purchased additional equipment, and changed class times to accommodate all students.

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Safe and Healthy Schools Gateway
Hwww.safehealthyschools.org

Voices and Choices - Health Canada
Hwww.HealthCanada.ca/VoicesandChoices

OISE/UofT Comprehensive School Health
Hwww.oise.utoronto.ca/~aanderson/csh/index.htm

National Centre for Chronic Disease Prevention and
Health Promotion (US)
Hwww.cdc.gov/nccdphp/dash/index.htm

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CREATING LINKS WITH SCHOOLS & COMMUNITY

"I think it's very important to educate young children (about) how important healthy eating and physical activity (are) not only now but for the rest of their lives." Parent

"I believe that parents and the school need to work together to provide healthy daily living. It is an important part of our lives at home.....A child's time is split between home and school. Providing healthy choices at school may help families...." Parent

Why is this important?

'It takes a village to raise a child'. African Proverb

The family, school and community all have a role to play in raising healthy and learned students. Children who are well nourished and are physically active are better able to learn and can achieve more academically. Studies also show that the level of education that one has achieved influences our health status.

Families, school, and communities reach and influence students in their own unique way that the other groups can not. Each group also offers a wide range of skills and resources very different from the other.

Facilitating the links between schools, families and communities teaches resource acquisition and builds capacity. Families and schools have an increased knowledge from whom and where to access community resources.

The importance of sharing with others in the community also builds support and sustainability into your initiative. It can be as simple as parents creating a carpool to community programs working with schools.

Working together is a necessary and integral component of a population health approach.

Making the Healthy Choice the Easy Choice

How we did it:

The project advisory committee with membership from multi-sectors (education, sport and recreation, health, food industry, research) was formed to share resources to achieve a common goal. The advisory committee met on a monthly basis during the school year.

A project coordinator was hired to coordinate key aspects of the project, and to capture and share what happened in each school. The Active Healthy Living Consultant at the school board opened the doors to share project activities more broadly and quickly to other schools.

Orientation sessions were held at Project Advisory meetings to ensure a common understanding regarding various aspects of physical activity, healthy eating, diabetes prevention, and the reality of working with schools.

Terms of reference were developed for the Project Advisory Committee and its subcommittees.

The project schools formed their own health promoting school teams with representation within their school community - food service staff, parents, teachers, administrators, physical education specialists, students. The health promoting school teams received direct support from the project coordinator and linkages with community resources were facilitated.

Information sessions were held at Home & School Association meetings to orient parents and staff to the Health Promoting School Project. Schools promoted their involvement during assemblies, class time, school newsletters and project newsletters.

Schools identified opportunities where they needed support or where collaboration would be beneficial in implementing health promoting changes or initiatives. Schools invited community organizations to work with them.

Schools considered the people who would be most affected by the changes and involved them in the process. Students gave input about working towards health promoting schools in many different ways - classroom discussion, surveys, focus groups, taste tests, evaluation of initiatives, student council involvement.

Schools created their own strategies to involve families in their health promoting initiatives. Schools

WHAT WE FOUND OUT.....

BUILDING PARTNERSHIPS

A partnership building tool was administered one year after the project began. Partners commented that they felt that the partnership has been strongest in communication and relationships. They identified the weaknesses to be time and resources. Most partners felt that the time that they could commit to the project was satisfactory.

'The partnership has worked well resolving many issues as the project moved along. Great commitment from most of the partners. Comment from partnership building tool.

WHO'S JOB IS IT, ANYWAY?

From our Parent & Teacher Surveys we found that while 70% of parents/teachers agreed that it is primarily the family's responsibility to promote healthy eating and physical activity, 90 to 95% of parents/teachers also agreed that schools should play a role.

also paid some attention to educating and supporting parents in order to influence the well being of students.

Workshops were coordinated by the project based on input from schools. The workshops were for school staff, parents, key health and education personnel of relevant agencies and local community members to facilitate their role in promoting school health.

The Project Advisory Committee captured how and what the schools were doing to promote healthy eating and physical activity in their schools. The project supported and strengthened the school's efforts through consultations and resources. Those initiatives were shared with others and action was stimulated in other places.

Schools kept the community informed about their initiatives through local media, project and school newsletters. Students were also informed of and encouraged to participate in community initiatives.

The school and the project advocated for community environments that support physical activity & healthy eating.

Making the Healthy Choice the Easy Choice

What worked:

It was very important to define early on how working together would ultimately benefit not only the health and learning of the students, but also the organizations involved in the project.

Team building helped partners come to the same focus with a shared purpose and values. No one group 'owned' any initiative because of the collaborative nature of the project.

Resources, connections, and expertise expand exponentially with good community linkages. Schools benefited as a result.

The partnerships developed strength by exploring key issues and providing orientation and training sessions. Sharing at the beginning of the project built a common base of understanding and helped the different sectors understand each other's needs and views.

Partners understood the goal of the project well enough to know what and how much they felt that they could contribute.

Communication is a key to successful collaborations and partnerships. Minutes, newsletters, and updates were provided regularly. Each person took responsibility to stay up to date on the project's activities. Informal check-ins at the end of the advisory committee

meetings allowed for partners to express their concerns or celebrations. Issues were dealt with promptly in a constructive and respectful way.

Forming relationships with others who already have the skills or resources shows respect for their expertise and builds on their successes while enhancing the efforts within our project.

Some local organizations that contributed to successful health promoting initiatives include: Breakfast for Learning, Nova Scotia Educational Facilities Society, Valley Active Communities Committee - Active Kids/Health Kids, Kings County Opportunity Fund (KiCk Off), Axe-Reach of Acadia University, Feed My Lambs, local fruit & vegetable growers and producers, and local recreation departments.

Schools contributed to the local community and got physically active by participating in events such as: Jump Rope for Heart, Terry Fox Run, Remembrance Day Peace March, and more.

Curriculum work with Public Health and Acadia University Nutrition Education helped Wolfville School. One of the lesson plans was incorporated into their Active Healthy Living Session and also into their family studies program.

What didn't work (if we could do it all over again...!)

- Liability insurance for out of hours activity programs offered by outside providers needs to be identified and addressed.
- A communication plan and marketing strategy to promote the project and build relationships needs to be developed and implemented for local community groups and businesses.

Lessons Learned

- When partners see the value in working together and share a common vision or goal, then it becomes a win-win situation for all involved.
- The issue is more about how to motivate people to do it, not who can do it.
- When there is a certain amount of support available, especially financial support, the initiative can take off.

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- The reach of the partnerships and community links is great, enabling the project to go further in all aspects.

CREATING LINKS WITH SCHOOLS & COMMUNITY

Examples from the Project Schools

Champlain Elementary School - linked with the local recreation department to offer after school activity programs. Also, when they wanted to support parents in providing healthy snack options for their students, they engaged the local dietitian from the community health centre to work with them.

Margaretville Consolidated School - linked with local food producers and distributors to promote healthy eating to their students. Because of this, students tasted the range of fruits available in grocery stores, visited a dairy farm to learn first hand about dairy products, had several skill building sessions from community members where they learned how to create their own simple nutritious snack, eg. Smoothies, fruit shivers.

Somerset Elementary School - The community shares an integral role in the activities offered at Somerset School from exploratories delivered by community members to support (financial and in-kind) the many components of their Systems Approach to a Violence Free Environment.

Coldbrook School - invited a wide range of community organizations that are involved with promoting healthy eating and physical activity to their Wellness Days in part to share information, but also to build relationships. At their family active night on suggestion by the grade 8 students, door prizes for healthy eating and physical activity were successfully received from many community organizations and businesses who offered free admission, membership, equipment and healthy meals. In partnership with various community agencies, they also provided a community kitchen opportunity to support young families.

Wolfville School - As part of their Healthy & Active Days, local groups were invited to do physical activity, healthy eating, and other health related workshops with the students in grades 7, 8, 9. Based on evaluation from the students, two of the groups offering physical activities were invited back to do after school sessions.

Port Williams Elementary School - focused on supporting and promoting healthy eating and physical activity to their families. Families were invited to participate in several events that were linked with the community such as family skate night at Acadia University, participation as a relay team in the Valley Harvest Half Marathon, family involvement in Walk Across Canada and the World, Corn Maze Days, and Snowshoe Building Workshop. When PWES began their after school activity program, some parents came forward and began other out of school initiatives, e.g., Sunday soccer.

New Minas Elementary School - invited community members to offer sessions in their after school activity program, e.g., local recreation and fitness people.

Evangeline Middle School - to make their menu more healthy, they invited community dietetic interns to work with their students and provide recommendations based on student input. They continued to make further strides by having a dietitian work directly with the food service coordinator, parents and staff. In the final year of the project, the family studies teacher worked with students to continue to enhance their healthy menu.

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Web based resources/links on Health Promoting Schools:

Quality School Health - CAHPERD
[Hwww.cahperd.ca/e/qsh/index.htm](http://www.cahperd.ca/e/qsh/index.htm)

CAHPERD Health Links
[Hhttp://www.cahperd.ca/e/cahperd/links.htm#HealthH](http://www.cahperd.ca/e/cahperd/links.htm#HealthH)

Safe and Healthy Schools Gateway
[Hwww.safehealthyschools.org](http://www.safehealthyschools.org)

Voices and Choices - Health Canada
[Hwww.HealthCanada.ca/VoicesandChoices](http://www.HealthCanada.ca/VoicesandChoices)

OISE/UofT Comprehensive School Health
[Hwww.oise.utoronto.ca/~aanderson/csh/index.htm](http://www.oise.utoronto.ca/~aanderson/csh/index.htm)

National Centre for Chronic Disease Prevention and Health Promotion (US)
[Hwww.cdc.gov/nccdphp/dash/index.htm](http://www.cdc.gov/nccdphp/dash/index.htm)

American Association for School Health (US)
[Hwww.aahperd.org/aaah/](http://www.aahperd.org/aaah/)

Community Preventative Services (US)
[Hwww.thecommunityguide.org/](http://www.thecommunityguide.org/)

Our How To Guides

Shifting Focus - Profit to Prophet

Successful School Surveys - What They Can Tell You

A Business Plan - Healthy Food & Physical Activity

Healthy School Food Programs

Every Day Physical Activity At School - It Can Happen

Creating Links With Schools and Communities

To view the guides, you can also visit the Health Promotion Clearinghouse Website at: [Hwww.hpclearinghouse.ca](http://www.hpclearinghouse.ca). Click on their Features Section - Healthy Eating & Physical Activity.

Getting in Touch:
 Annapolis Valley Regional School Board - (902) 538 - 4600; PO Box 340, Berwick, NS B0P 1E0

Public Health Services, Annapolis Valley Health - (902) 542-6310; 23 Earnscliffe, Wolfville, NS B4P 1X4

Nova Scotia Sport & Recreation - Valley Region - (902) 679-4390; 28 Aberdeen St, Suite 2, Kentville NS, B4N 2N1

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