

School Health Matters

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Peterborough County-City
HEALTH UNIT
...because health matters!

Electronic version available at: www.pcchu.ca

Healthy Schools In Action

DPA Buddies, St. Teresa Catholic Elementary School

It can be a challenge to make daily physical activity (DPA) engaging for students. In 2011-12, St. Teresa Catholic Elementary School in Peterborough received a small healthy school grant to develop the DPA Buddies Program. Grade 1/2 teacher Carole Bloomer led the project. "Teachers in the Primary Division worked together over the last couple of years to provide DPA activity stations for their students," she said. "The station activities were developed and led by teachers. Primary students learned how to rotate through stations during DPA time, and how to participate in a group. The idea for DPA Buddies built on the DPA stations model we had in place, and incorporated involvement of Grade 6 and 8 students."

DPA Buddies Description:

Grade 8 and, later, Grade 6 students, selected activities, organized materials and led four 20 minute DPA stations for primary students, 3 days a week. Primary students visited one activity station during each DPA session, covering all four activities in four DPA sessions. DPA stations took place in the gym, a hallway and outdoors...where ever space was available.

"As the year progressed, it was more difficult to find time with the Grade 8 students, so we shifted the program for Grade 6 students to take on the leadership role", reports Ms. Bloomer. "Watching the Grade 6 students take on leadership of the program was definitely a highlight. It was a really great opportunity for them", she says. "Grade 6 students demonstrated a sincere care for younger students, and integrated special needs students into DPA activities."

What resources were needed?

- Access to books and websites for Grade 6 students to select activities (see "Suggested resources").
- Commitment from the Grade 6 teacher, and initial support for students to select age appropriate activities.
- A champion in the school - someone who will get it started and coordinate with teachers.
- Access to activity equipment.

What were the outcomes?

- DPA was implemented on a regular basis for both primary and junior students.
- Curriculum expectations were met including H&PE living skills, and active participation.
- Primary students were fully engaged in DPA, and loved being with the "big kids".
- Grade 6 students had the opportunity to be leaders, develop organizational and group skills, and were physically active themselves.

What are the key ingredients for success?

- Recruit a champion to lead the program.
- Start small and build up. Start with teacher led activity stations to teach primary students how to participate in stations.
- It's OK to repeat activities; it gives student leaders the chance to develop their presentation, and gives primary students time to learn the activities.
- Give Grade 6 students the responsibility, and opportunity to lead. They will rise to your expectations!

When students are engaged and have the chance to take ownership, great things can happen.

Suggested resources:

Saskatchewan in Motion Daily Physical Activity Manual www.saskatchewaninmotion.ca/educators/daily-physical-activity-manual

Alberta Daily Physical Activity Handbook www.education.alberta.ca/media/318500/handbook.pdf

Daily Physical Activity in Schools: Gr. 1-3 (Ontario Ministry of Education) www.edu.gov.on.ca/eng/teachers/dpa1-3.pdf

CIRA www.ciraontario.com/ehr/page/home



On the Cover

These Armour Heights students took part in a cooking skills class; this is one of a variety of opportunities offered to students in Grades 7 and 8. Students look forward to these bi-weekly activities that are jointly planned and developed by teachers and students and draws with volunteer participation from the community. The programming has impacted students by supporting capacity for self-care, improving access to new activities and increasing their knowledge about local community assets and facilities.

Playing it Safe on the Playground

Children love playgrounds and they can be an important part of outdoor physical activity and a place to have fun!

According to Safe Kids Canada (2007), caregivers often believe injuries that happen during playtime are a normal part of growing up. Playground injuries can be serious, including broken bones, as well as head and spinal injuries. Children ages five to nine have the highest risk of playground injuries because they are more likely to test their own limits and use playground equipment improperly such as jumping off the tops of slides.



The good news is that teachers can play a key role in preventing playground injuries. Personal safety is a value that is learned at an early age. Preparing students to properly use playground equipment, identify potential hazards and make educated choices when it comes to their behaviour in the schoolyard, are all effective steps in preventing injuries.

In addition to educating students, it is important that school staff practice active supervision when monitoring students on the playground. This includes a combination of watching, listening, and staying close to reduce the chance of children participating in risk-taking behavior.

Safe Playground Resources

- www.safekidscanada.ca
- Risk Watch®: Unintentional Injuries Resource Binder and website: <http://www.mcscs.jus.gov.on.ca/english/FireMarshal/FireSafetyandPublicEducation/RiskWatch/GettingStarted/Introduction/Intro.html>

Integrating Physical Activity Across the Curriculum

There are many opportunities to integrate physical activity with curriculum expectations. Try the suggestions below, and click on the links for more great ways to integrate activity in your classroom!

K- Grade 3
Alphabet Popcorn

Grade 4-6
Active Math Stations

Grade 7-8
Solid, Liquid, Gas Moves

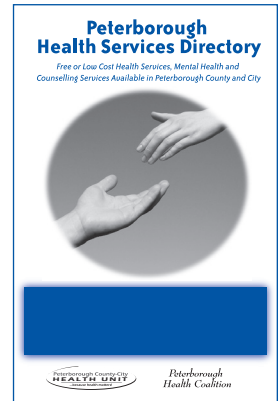
Additional links for more great ideas:
www.pcchu.ca/professionals/educators
www.emc.cmich.edu/BrainBreaks
www.activeacademics.org/index.asp

Teachers First

Connecting to Local Health Services

The **Peterborough Health Services Directory** lists free or low cost health services, mental health and counseling services available in Peterborough City and County. This is a valuable resource for you and families of your students. All of the local services can be accessed directly by individuals, without referral from a physician.

Click on <http://newsite.pcchu.ca/wp-content/uploads/2011/10/PH-Health-Services-Directory-WEB.pdf> to download directory.



Fall 2012 Workshops

Let's Talk about Pot

Dr. Amy Porath-Waller, Senior Research & Policy Analyst at the Canadian Centre on Substance Abuse
Thursday, October 25 from 7:00 p.m. to 9:00 p.m.
Dr. Porath-Waller will talk about the behavioural and health effects of cannabis use among youth.

Neurodevelopmental Disorders including FASD

Donna Debolt, FASD Specialist
Thursday, November 29, 2012
Donna Debolt discusses issues and behavioral strategies relating to these disorders.

Both Workshops are **FREE**
Everyone is welcome to attend

Peterborough Public Library Auditorium
345 Aylmer Street, North
For more information call:
705-742-3803/1-800-386-6561



Curriculum Resources

iTHINK

Every day youth are targeted by the media advertising. The average North American is exposed to 3,000 ads a day! The iTHINK resource is linked to Ontario curriculum for developing students' media literacy and critical thinking skills. It's not about saying "no" as much as it's about asking "why". Becoming media literate and developing a critical eye encourages youth to be aware of the choices they make, and the impact of those choices on their health.



Click on www.pcchu.ca/ithink to download the manual.

Learning in the School Garden

School gardens offer a wonderful opportunity to engage students in learning. Many curriculum connections can be made:

- Health & Physical Education - healthy eating and being active for life
- Math - fractions and data management
- Language Arts - reading packages and researching planting information
- Social Studies and History - study heirloom and ethnic vegetables that can be grown locally



For updated links and resources visit at:

<http://ptbocommgardennetwork.blogspot.com>

MindUP™

MindUP™ features lessons for preK-Grade 2, Grade 3-5, and Grade 6-8, to provide children with emotional and cognitive tools to help them manage emotions and behaviors, reduce stress, sharpen concentration, and increase empathy and optimism. Classroom management tips and content-based activities are provided to assist educators in using MindUP™ in their classrooms.

MindUp™ can be ordered from Scholastic Canada or borrowed from the PCCHU School Liaison 705-743-1000.

We want to hear from you!

The School Health Matters newsletter is published twice a year by the Peterborough County-City Health Unit. If you have questions, suggestions, or stories to share please contact our School Health Liaison at 705-743-1000, ext. 314 or email school@pcchu.ca.

Savvy Kids Are Safer Kids –

Tips for Teaching Pedestrian, ATV and School Bus Safety

Engage your students in learning about safety by using exciting and interactive classroom strategies included in "Savvy Kids". Drop a melon to show students the impact on a person's head when they hit the ground without wearing a helmet or challenge students to read a book while navigating an obstacle course to highlight the risk of distractions (like texting) when walking.

Click on www.ophea.net/roadsafety to access a PDF of this guide and a resource list.

YouThrive

YouThrive is a practical resource for leaders in communities and schools across Ontario who work with youth aged 12 to 19. It is designed to help:

- Strengthen protective factors and resilience among youth
- Build young people's health literacy by promoting positive mental health, well-being, reducing tobacco use, and substance misuse
- Address the health inequities that exist among groups of youth in Ontario
- Foster youth engagement
- Work on Ontario's priorities for youth health

To access tools and resources, click on www.youthrive.ca.

Grade 7-8 Resiliency Teaching Kit

Help your students explore and understand the assets/resources that they can use to navigate life's ups and downs. The Kit includes a lesson plan complete with links to Health & Physical Education expectations, sample personal assets map, guiding questions, and background information for educators.

Call PCCHU at 705-743-1000 to borrow the kit or download it from our website at www.pcchu.ca.

Click www.pcchu.ca

Curriculum resources are just a click away, and are listed by topic and grade level making it easier than ever to find credible learning supports you can use in your classroom. We've even listed Ontario curriculum expectations that are met by each resource. Our website also provides drop-ins for your classroom newsletter to share health information with parents, connecting student learning to home.

For resources and drop-ins, visit www.pcchu.ca, click on For Professionals and Schools.

Intramural Leadership Development

“Peer led intramural programs put the focus on fun rather than scoring, and participation rather than competition.” Intramurals:

- are FUN!
- are INCLUSIVE - they provide something for everyone, regardless of age, gender, size, shape, ability, culture or socio-economic status.
- REACH traditionally inactive students, including students with low skill levels.
- can include a DIVERSE range of activities that can be done daily.
- provide opportunities for LEADERSHIP development for children and youth.
- BUILD youth engagement and school connectedness, proven strategies to increase health and academic success.

The PCCHU’s annual Intramural Leadership Development Workshop provides an exciting day of leadership training and introduction to running intramurals for Grades 6-8 student leaders and staff advisors. Here’s what participants in last year’s workshop said:

- Super! Great handouts, games and activities. I like how students started off with their school group then were mixed with other schools – good to mix with other schools.
- I really liked the “quiet” lunch with other staff (nice change!) and also the guest speaker – he was inspirational.
- Thank you! Can’t wait to see what you have planned for next year.
- Great day overall – will be back again!

For more information call Anne Gallant, School Health Liaison at 705-743-1000, ext. 314.



SAVE THE DATE
November 15th, 2012.
Register your school for
the FREE 2012 Intramural
Leadership Development
Workshop today by emailing
schools@pcchu.ca.
Space is limited, first come
–first served.

Teachers: Please remind parents to...Vaccinate...Then Update!

PCCHU assesses and maintains immunization records for all children attending school in Peterborough city and county. This is done in accordance with the Immunization of School Pupils Act (ISPA). Immunization reminders are sent home for students who may be at risk for serious vaccine preventable diseases. The support and cooperation of teachers has contributed to the success in limiting the spread of vaccine preventable diseases in Peterborough city and county.

PCCHU does not want students to miss important class time.

- Two notices may be sent home throughout the school year to notify parents/guardians that their child may be at risk for vaccine preventable diseases.
- Parents are asked to send or call in to the Health Unit the child’s immunization record or they may request an exemption. Exemption forms, for reasons including medical, conscience or religious belief, are available from the Health Unit. Students who have unresolved immunization information after the set deadline may be suspended from school for up to 20 school days.

Thank you for your help in keeping students healthy.

Schools can play a very important role by inserting the following into your parent newsletters:

Under the Immunization of School Pupils Act, the Peterborough County-City Health Unit collects immunization information on students. Those with no or inadequate immunization on file may be suspended until the appropriate information is received.



Here are some quick tips to keep your child protected from vaccine preventable diseases:

1. Visit www.health.gov.on.ca for immunization information.
2. Get immunized by your health care provider.
3. Call the Health Unit with the name of vaccine received and the date received.
4. Call the Health Unit at **705-743-1000** if you have questions about immunization.



Nutrition Tools for Schools[®] (NTS)

NTS is an exciting new website that offers healthy eating tips, tools and public health support to help create a healthy nutrition environment at your school. The NTS website will support your school community in implementing school board Nutrition Policy in a step by step manner. For more information, register your school at www.nutritiontoolsforschools.ca or call a Public Health Nutritionist at 705-743-1000, ext. 251.



Eat Right Be Bright!

Almost half of school aged children in Canada may not be eating a balanced breakfast and arrive at school hungry.

There are many reasons for this including our busy lifestyles.

A nutritious breakfast provides children with energy and essential nutrients for healthy growth and development. Research shows that children who skip breakfast do not make up for those missed nutrients during other meals and snacks.

Breakfast programs are a positive way for all students to start their day. The evidence is clear. Well-nourished children perform better in class with better concentration, memory and problem solving skills, and fewer behavioural problems.

Forty-six local schools have breakfast programs supported by Food for Kids Peterborough. In the 2011-12 school year, local volunteers served 1.8 million meals to over 17,000 students. These programs help to create healthy school nutrition environments. A healthy school nutrition environment exists when a school promotes healthy eating through words and actions. Students get the same message about food, nutrition and healthy eating wherever food is offered and discussed.

As a teacher, support your school breakfast program.

- Use teachable moments and make curriculum connections. Talk about a new fruit or vegetable, discuss healthy choices or poll your students about their favourite breakfast choices from Breakfast Club.
- Promote healthy eating activities (e.g. Great Big Crunch or Nutrition Month in March).
- Organize a class or school-wide breakfast campaign.
- Involve your students. Have students help distribute food, raise funds for your school's program or help with clean-up. Not only does their involvement help sustain the program, but students will gain a sense of accomplishment, increase self esteem and a positive connection to school.
- Volunteer or lend a hand when you can. Dedicated volunteers make breakfast programs happen.

For more information, contact Food for Kids Peterborough at 705-743-1000 ext. 251.

Building Resiliency in Your Classroom

Resiliency is the ability to effectively cope with significant adversity or stress and increase the ability to respond to future challenges. External factors such as family, peers, school and community, and internal factors including empowerment, self-control, cultural sensitivity, self concept and social sensitivity support resiliency. Internal factors can be learned and developed. The more of these developmental strengths that children and youth have, the more likely that they are to make healthier choices and thrive, including at school.

Ten strength-building strategies for your classroom:

1. Involve students in **assessing their own work** and setting goals for themselves, to help develop their insight.
2. Include students in **developing standards** for their work so that they know what is expected and how their work will be evaluated.
3. Provide opportunities for students to **work collaboratively**. In collaborative learning, students turn to each other to solve problems, share ideas and explore new ideas.
4. Involve students in **meetings to solve classroom problems**. Calling a meeting sends the message that "in this classroom, we do not regard problems as something to avoid. Rather, it is about you as students having the ability and power to solve your own problems."
5. Give opportunities for students to **make choices**, to encourage creativity and the realization that there are options.
6. Help students **feel connected** in a classroom that is structured as a community, where students feel safe and build resiliency factors like humour, positive peer relationships, and respect for other cultural views.
7. Involve students in **setting rules** for classroom interactions and behaviour, to help them develop an internal value and moral system.
8. Create opportunities for students to **experience success**. Start with what they can be successful at and build on their successes to engage their motivation and hope.
9. Help students **understand** that they have **their own resiliency** that they can draw on, and to see how their own conditioned thinking (e.g., I'm not good enough) robs them of being able to use their resilience.
10. Provide **growth opportunities** for students; for example, by asking questions that encourage self-reflection, critical thinking and self-awareness, talking about areas of personal interest, making learning more experiential and differentiated, offering opportunities for creative expression and helping others.

Look in the next school health newsletter for tips to build your resilience, and model resilience in your classroom.

(Adapted from Creating Strength-Based Classrooms and Schools: A Practice Guide for Classrooms and Schools, Alberta Mentoring Partnership.)

Additional resources:

Reaching In Reaching Out: Children's Book List to support resilience
www.reachinginreachingout.com/resources-booksKids.htm

Personal Asset Mapping Lesson Plan for Grades 6-8

www.pcchu.ca

Additional resources on-line.