

Healthy Schools Year-End Story Template

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School Name: Alpha Secondary School

School District: Burnaby (41)

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Tell us about your Healthy Schools Team (i.e. who was on it? How many students? Other teachers? Partners?): Our team consisted of me and the students in the Fitness Leadership Program

Share Your School Story! Tell us about what happened and how it went!

As a program focusing on health and wellness we decided to take on a deeper role in promoting health in our school. We completed a variety of healthy school assessment tools to see where our strengths were as well as areas that need some more attention. As a result of these assessment tools, we split the class up into 2 groups (focusing on healthy practices and healthy eating) and each group designed workshops to run in our grade 8 (healthy eating) and 10 classes (healthy practices).

The students made a proposal at a staff meeting to work with the grade 8 and 10 classes to run these workshops. We had a number of teachers accept the proposal and the students successfully planned, organized, and ran their workshops (4 workshops in total at each grade level) over a 3 month period.

The students running the grade 8 workshops wanted to see what influence teaching the check mark system would have on making healthy food choices at school. They gathered a variety of food items sold at school and assess the grade 8 student's knowledge of the check mark system while also giving content as to what makes the food items "choose most" or "choose sometimes". In providing tips and techniques on how to make healthy meals at school by combining food/drink options, the students eventually assessed their knowledge by having the grade 8 students plan healthy meals with food items at school and others not found at school (to see if they could select food/drink items all within the appropriate check mark system).

The students running the grade 10 workshops wanted to teach stress management techniques to students and see what influence this had on their levels of stress. Their workshops began by gathering information from their "audience" about their knowledge of stress, how they manage their stress, and strategies they employ to prevent it from recurring. They then went into teaching the different types of stress, goal setting, task prioritization, and other related themes to stress management (as we just finished a major unit on this topic) and had their participants implement some over the course of an exam/end of term period. They gathered reflective information (post-assessment data) from their participants about the stress management techniques taught and compared with the pre-assessment data and found that many students did indeed embrace new strategies around stress management.

Reflections (what worked well, what would you do differently next year?)

What worked well:

- Students planning workshops were fully invested in making it happen and were using/applying the content from their course work to make it work
- Students were able to collaborate, communicate, work on problem solving/conflict management skills to design group workshops

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- By working as a team each group formed a tight bond and worked together
- The students participating in the workshops (grade 8 and 10 students) really appreciated working with the senior students in the program. The Fit Leadership students became role models and “resident experts” as people would ask them questions in the halls about related content
- The staff members who welcomed the workshops into their classes were able to see how capable and responsible students can be. They even learned some strategies to implement in their daily living
- Students planning the workshops developed a mastery of knowledge on their content pieces
- Through these workshops many other topics about the school became known such as the status of our relationships in the school community (eg. Students feel more stress at school because of unhealthy relationships with peers and/or staff members, etc)
- Staff members hearing about the results of these workshops inquiring more about the process
- Students involved in the inquiry projects owned their learning and work habits more consistently

Do different next year:

- Do inquiry workshops in each semester
- Give more notice to staff ahead of time to have more classes involved in workshops
- Get around to the workshops more frequently to take pictures/videos



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