



My  
Healthy  
SCHOOL

AN INITIATIVE BY

MOUVEMENT ACADIEN  
DES COMMUNAUTÉS EN SANTÉ  
DU NOUVEAU-BRUNSWICK

In collaboration with



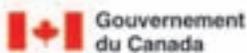
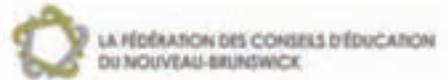
# My Healthy SCHOOL

THIS GUIDE  
belongs to: \_\_\_\_\_

*Thanks to our valued partners*



Écoles Francophones du N.-B.

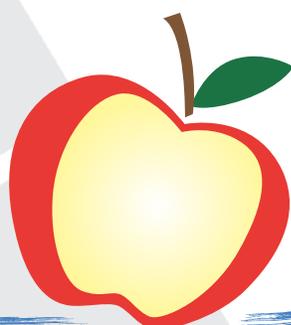


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# My Healthy SCHOOL



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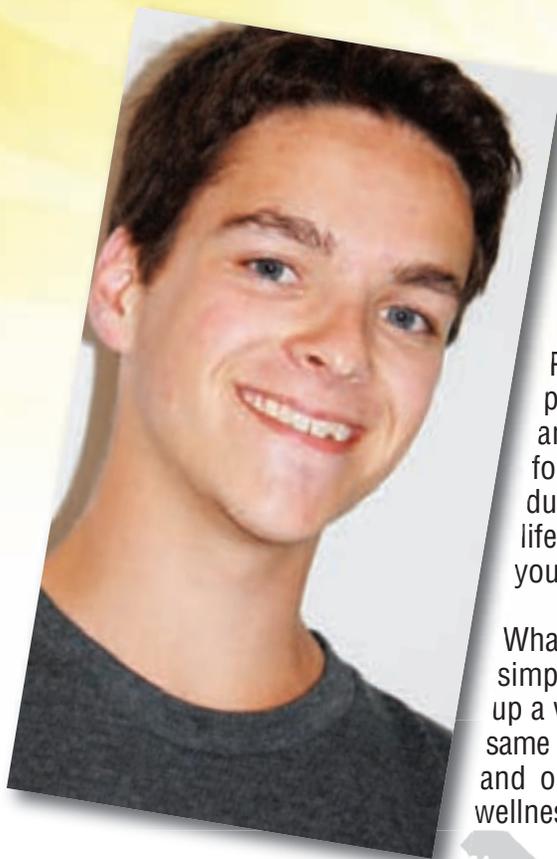


FOR THE PURPOSES OF THIS DOCUMENT, THE TERM "YOUTH" COULD BE REPLACED BY "STUDENT."

NOTE ABOUT TRANSLATION: This document is an English translation of the document "Mon École en santé" prepared in French by the Mouvement Acadien des Communautés en Santé du Nouveau-Brunswick. In preparing this document, an attempt has been made to translate as literally as possible without jeopardizing the overall continuity of the text. Inevitably, however, differences may occur in translation.

Published in 2012.  
Graphic design: René Gionet

## It's **time** to be **proactive!**



On behalf of the Fédération des jeunes francophones du Nouveau-Brunswick (FJFNB), it gives me great pleasure to present to you this wonderful guide on prevention and starting up a wellness committee in your school. We are very pleased to have joined forces, once again, with the Mouvement Acadien des Communautés en Santé du Nouveau-Brunswick (MACS-NB) in an effort to help youth reach their full potential in good physical, mental, and sexual health.

Prevention plays an important role in how we feel on a daily basis. At some point, we all put off healthy choices until later. We can also have great ambitions, such as cutting down on fat and eating green vegetables. Going for a bike ride instead of taking the car or even choosing to protect ourselves during sexual relations is not always as easily done as said. Adopting a healthy lifestyle may just mean being more active every day, but it is also better for your physical, mental, and sexual health.

What you have in your hands is more than just a simple guide. It is a tool that you can use to set up a wellness committee of people who share the same interests. Together, you can get people involved and organize activities that promote health and wellness!!

**Go  
ahead,  
it's  
time to  
ACT!**

*Olivier Cormier*

President of the Fédération des jeunes francophones du Nouveau-Brunswick (FJFNB)



**FJFNB**

Fédération des jeunes francophones  
du Nouveau-Brunswick

# Healthy School

A Healthy School is one that fosters the wellness of students, teachers, and administration and administrative support staff. But what is it exactly? It is a place where all students can feel listened to, understood, and heard, contributing greatly to their personal growth and the growth of others. It is an active school environment that promotes students' independence, competence, and sense of belonging to the world around them. How fortunate you are to live a life of wellness and adopt a healthy lifestyle that contributes to the joys of youth and prepares you for a rich life full of hope and fulfilled dreams.

A healthy school requires the participation of each and every one of us. Taking on the challenge alone is possible, but it is much easier to achieve goals with your friends, colleagues, and family members. The key to success is mental fitness and strengthening your ability to make wise decisions, avoid risky behaviours, and recover from hard times.

We are very proud to be a partner in this important process for all students in New Brunswick's Francophone schools. Together, we will create our own unique environment enriched with our values and cultural diversity where students embrace a life of wellness that meets their needs. Together, we are targeting personal and collective growth in a place designed for living, learning, playing, and working. Wellness is within your reach! So get in the game!

**Marlien McKay**  
Acting Wellness Director



# Working together at breaking down the barriers

## and aligning objectives with the Department of Education and Early Childhood Development

Community schools of New Brunswick (CSNB) of the Department of Education and Early Childhood Development is proposing a common architecture for all community schools. This architecture would have seven strategic thrusts, one of them being the “overall health of the young person.” In particular, we are trying to ensure that all youth develop the ability to take charge of their health and that they have the opportunity to do so throughout their education, both at the elementary and high school levels. Thus, every community school is asked to:

- Implement a wellness action plan for all of the children and all of the students in the school.
- Provide periods for facilitated sports and health activities (*Activités sportives et de santé animées or ASSA \**) on a regular basis. This would entail 30 consecutive minutes of facilitated sports and health activities or physical education each day for each youth.
- Ensure that each youth, through facilitated sports and health activities, either alone or together with physical education hours, gets a minimum of 150 minutes of activity and/or physical education per week.

Just like the Healthy Schools program, the CSNB places great emphasis on youth involvement and learning through action. More specifically, the CSNB, as often as possible, tries to make the youth the project **initiator, doer and manager**. Preference is given to projects that have meaning for the youth and that will have a long-term impact in his or her life. The approach proposed by the Healthy Schools program strengthens this idea of doing things differently.

**Alain Poitras**, Director

**Robert Boudreau**, Conseiller à la conception et à la pédagogie  
Direction de l'école communautaire, du leadership et de la technologie  
Department of Education and Early Childhood Development (EECD)



New Brunswick  
Nouveau Brunswick

Direction de l'école communautaire,  
du leadership et de la technologie

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## Step 1

### FORM A HEALTH AND WELLNESS COMMITTEE

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#### RECOMMENDED ACTIVITIES

##### Launch Healthy School idea

- A few tips
- A practical guide
- An example...

##### Recruit committee members

- A few tip
- A practical guide
- An example...

##### Set the rule

- A few tips

## Step 2

### ADOPT AN ACTION PLAN

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#### RECOMMENDED ACTIVITIES

##### Go over the information you have on the people in the school

- A few tips
- A practical guide

##### Analyze how your school's youth view health

- A few tips
- A practical guide

##### Identify the health challenges that the committee could address

- A few tips
- A practical guide

##### Prepare your action plan

- A few tips
- A practical guide
- An example...





### TAKE ACTION

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#### RECOMMENDED ACTIVITIES

##### **Announce your action plan to everyone**

- A few tips
- A practical guide

##### **Organize activities in the action plan**

- A few tips
- A practical guide

##### **Encourage participation in activities**

- A few tips
- A practical guide
- An example...



### ASSESS THE WORK AND KEEP THE MOMENTUM GOING

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#### RECOMMENDED ACTIVITIES

##### **Evaluate the work of the health and wellness committee**

- A few tips
- A practical guide

##### **Celebrate your successes**

- A few tips
- A practical guide
- An example...

##### **Ensure the future of the health and wellness committee**

- A few tips
- A practical guide
- An example...

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# A treasure **to share with the school!**

The Mouvement Acadien des Communautés en Santé du N.-B. (MACS-NB) is very proud to join forces once again with its partner and ally, the Réseau-action communautaire (RAC) of the Société Santé et Mieux-être en français du Nouveau-Brunswick (SSMEFNB). We have collaborated to make this guide, *My Healthy SCHOOL*, available so we can take action towards health and wellness in the schools. This is an update of the first edition of the practical guide *Une école en santé, c'est à nous d'y croire!*, which was published in February 2004.

This initiative would not have been possible without the contribution and brilliant ideas of several collaborating groups, namely the Fédération des jeunes francophones du Nouveau-Brunswick (FJFNB); the Direction de l'école communautaire, du leadership et de la technologie of the Department of Education and Early Childhood Development (DEECD); the Wellness Branch of the Department of Healthy and Inclusive Communities (DHIC); the nurses from the Healthy Learners in School program at the Vitalité Health Network; and the Francophone schools of New Brunswick. Special thanks go to all of the people throughout the province and the Francophone school system for supporting the efforts of the MACS-NB and the SSMEFNB. And a special tip of the hat to our financial partners and our allies in the *Santé en français* movement throughout the country!

In order to provide you with a quality document, we had to rely on an author whose expertise in the field is recognized at the national level. Thank you to Nathalie Boivin, PhD, mother, author, researcher and professor at the UMCS Nursing sector – Bathurst site, who provided a wealth of information in order to best meet the aspirations and vitality of the educational setting. We would also like to point out the outstanding contribution of Shelley Robichaud, MACS-NB Project Officer, in the preparation of the guide and in giving Nathalie a hand throughout this adventure.

The strength of this work is in the clarity of the wording and the simple way of setting up a health and wellness committee at school. There is one thing to remember, however. For it to be successful, the Healthy Schools approach must be articulated and carried out **by and for the youth**. As the author states so well, youth must be driving of the action from start to finish.

MACS-NB and the SSMEFNB both hope that the youth of New Brunswick's Francophone schools will be enthusiastic about the publication of the *My Healthy School* guide. Go ahead youth, take full advantage of this process and create a school in your image! If it can help you, use this guide to improve the health and wellness of everyone in your Healthy School!

To all school staff who work with the youth, take inspiration from this tool to support the youth in their quest for better health and overall wellness.

*Long live your Healthy School !*

Gilles Vienneau  
Executive Director

Barbara Losier  
Executive Director



## The community garden

Following the example of the Centre Scolaire Communautaire La fontaine in Neguac

**It all started with a question: How can we help young people eat properly?**

The idea of having a garden at the school took root. It was all the more appealing because the youth would be doing something for the environment while discovering a way to be independent. This idea was shared by three people heading the project, the school and community development officer, a teacher, and a nutritionist who works with the school.

For these reasons the school principal allowed a section of the school property to be ploughed and sown for a garden. Neguac residents, as well as the teachers and youth, were involved in the project.



**From left to right: Lyne St-Pierre Ellis, Associate Deputy Minister of the New Brunswick Department of Health, handing a picture to Nada Rousselle, community and cultural development officer at the Centre Scolaire.**



# YOUTH

## Driving the Action!

While some youth and other members of the community prepared the land to make it fertile for planting, the gardeners worked in the classroom.

The teachers prepared educational scenarios to help the youth get involved in the process of growing vegetables. In the classroom, the youth decided which vegetables they wanted to grow, and then they germinated the seeds. Once they were ready, they planted the seedlings in the garden.

During the summer, the community, as well as the members of the Centre scolaire La fontaine and the youth tended to the garden. Pests, weeds, and watering were all handled flawlessly. At the start of the school year, the youth, along with other residents, harvested zucchini, beets, beans, carrots, cucumbers, etc. All of the youth were able to taste these vegetables because the cafeteria staff cooked them up and served them.

A partnership was formed with the school in Rogersville to exchange seedlings for vegetables harvested from their school garden, thus diversifying the variety of vegetables cooked in the school cafeteria. In addition, in the spirit of cooperation, Centre Scolaire La fontaine students shared a portion of the August harvest with the Alnwick food bank. And the project does not end there because plans are already in place to diversify the seeds, expand the Centre scolaire La fontaine garden, and encourage other schools to embark on this community garden adventure.



## **ABOUT THE GUIDE...**

This guide is the updated version of the first edition released in February 2004. Since then, there have been many requests for copies of the guide. All of the copies available flew off the shelves and many changes had taken place, so the Mouvement Acadien des Communautés en Santé du N.-B. (MACS-NB) thought it best to get back to work on the project with the following partners:

- The Fédération des jeunes francophones du Nouveau-Brunswick (FJFNB)
- Department of Education and Early Childhood Development community schools
- The Wellness Branch of the Department of Healthy and Inclusive Communities (DHIC)
- The nurses from the Healthy Learners program of the Vitalité Health Network
- The Société Santé et Mieux-être en français du Nouveau-Brunswick (SSMEFNB) and its Réseau action communautaire (RAC) [community action network].



## **What is the goal of the guide?**

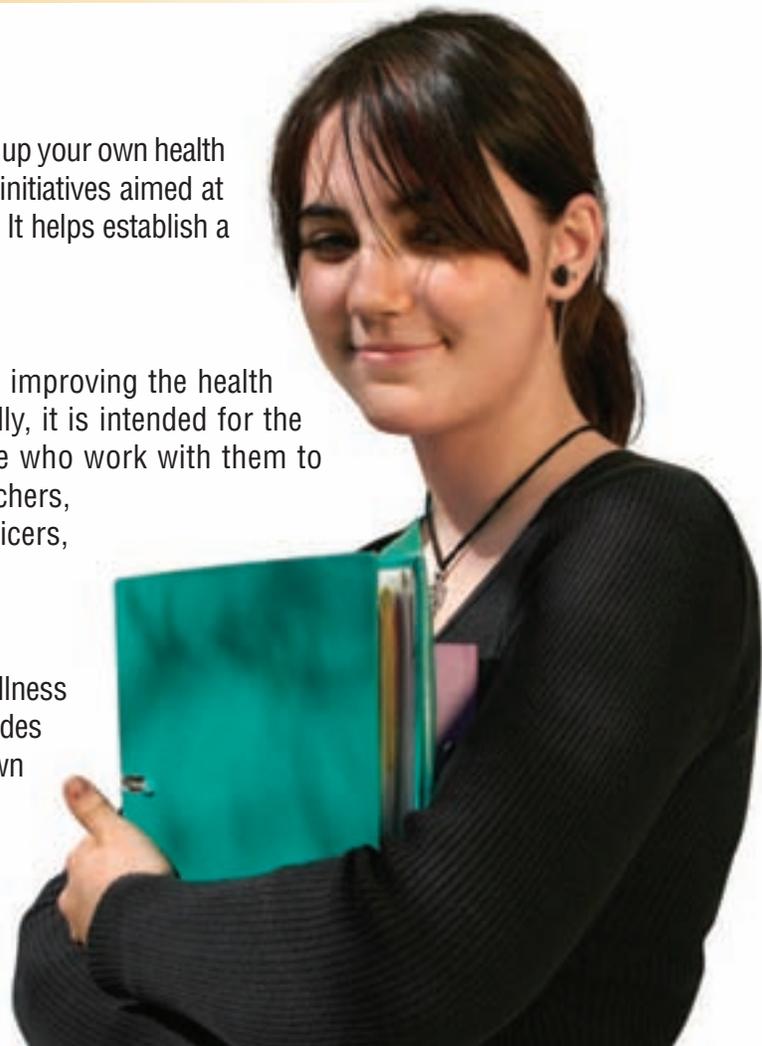
The guide is meant to be a tool to support the process of setting up your own health and wellness committee so you can implement activities and initiatives aimed at improving the health and wellness of everyone in your school. It helps establish a Healthy Schools strategy in your school.

## **Who is it for?**

The guide is intended for everyone who really cares about improving the health and wellness of the people in your school. More specifically, it is intended for the youth studying in New Brunswick's schools and the people who work with them to improve the health and wellness of the school, such as teachers, mentors, youth life monitors, community development officers, and parents.

## **What's in it?**

The guide provides a process for setting up a health and wellness committee in your school in four simple steps. Each step includes recommendations for activities, a practical section, homegrown concrete examples and potential resources.



# Why a HEALTHY School?

What is interesting about My Healthy School strategy is its positive approach! Instead of focusing on problems and weaknesses, My Healthy School focuses on the strengths, assets, resources, and good work done in the area to improve the health and wellness of everyone in the school. It uses the success stories of its people to establish models to use as examples. My Healthy School recognizes that its greatest resource is its people!

## An example...

### The comité copains-copines of École Place des Jeunes in Bathurst:

*The committee's mandate is to establish an inclusive school and break up groups that exclude certain individuals. Members are encouraged to identify individuals who are alone or seem to have more difficulty finding their place in school and to invite these youth to take part in various activities in an effort to help them find their place in school and contribute fully to youth life.*

## Existing strengths

**YOUTH:** Youth potential, creativity, ingenuity, curiosity and intelligence. Their ability to analyze a situation and come up with solutions.

**AREA RESOURCES:** School and community infrastructure, sports and cultural facilities, equipment, and resources provided by local merchants and producers. Expertise and volunteer hours of the teachers, student life monitors, parents, local decision makers and people from the area. Partnerships with community groups and healthy community initiatives in your area.



## A proven strategy

While Healthy School initiatives exist worldwide, they evolve differently from one area to the next. Here in Canada, and more specifically, in Acadian New Brunswick, it is widely recognized that the most successful programs are those that involve youth in the process. Why? Because the people going through a situation are the experts! The Healthy Schools approach is designed so that the youth are present throughout the process of developing activities and identifying needs in the choice of activities, from implementation to evaluation. Youth participation must be experienced entirely within the Healthy School. That is how the youth can become masters of their destiny and their health, both individually and collectively.

The results from the 2001-2003 pilot project show the value of this strategy. The health committee has grown in popularity as it is considered one of the more “cool” committees of the school because it is truly designed “by and for” the youth.

More than 95% of the youth were aware that there was such a committee in their school. A total of 95% of the youth members of the health committees felt they were making a difference in their school in terms of student health. In each of the schools, more than 50% of the students took part in at least one activity organized by the health committee (Boivin, Final Report, June 2003).



## A broader definition of health and wellness

Another key element of the Healthy Schools process is that it is based on a broad and positive definition of health and wellness. Hence, health is more than the absence of illness or the health services received in a hospital or a medical clinic. The Healthy Schools approach talks about quality of life and wellness, i.e. feeling well, feeling connected to the environment, belonging to groups, helping improve your living environment, finding meaning in your life... Health Canada calls these elements that have a determining influence on peoples' health **the determinants of health** (see Appendix 3).

**The determinants most closely related to the health of youth in a school setting are:**

- **Personal Health Practices and Coping Skills**  
(food choices, physically active lifestyle, stress management, smoking cessation...)
- **Social environments**  
(a school that announces its values and brings them to life when interacting with teachers, parents, decision makers, and community participants in order to establish a great school environment for everyone)
- **Social support networks**  
(the opportunity to make connections, join committees, make friends, know that we can rely on them and on our parents)
- **Education and Literacy**  
(a school where everyone can learn at their own pace and according to their potential, a school that values successes, big or small, whether they be academic, sports-related, cultural, social, etc.) This is how the Healthy Schools program enables youth to work at developing a school environment that is rich in local resources, where healthy choices are the easiest ones to make.

### **An example...**

*Recognizing that many young people did not have warm clothing for the fall, elementary school and community development officers in the Chaleur region set up a second-hand store. Families that wanted to donate clothes could drop them off at the school. The items of clothing were shared by the different participating schools and sold at low prices to families in need.*

## Did you know that...



In New Brunswick, 34.2% of children and youth are overweight or obese.

Only 7% of kids and youth accumulated the recommended 90 minutes a day of moderate to intense physical activity needed.

In New Brunswick, 54% of children and young people do not get enough physical activity to be in good health.

Children and youth who are active do better in school.

**Sources:**  
2010 Active Healthy Kids Canada; Canadian Institute for Health Information (CIHI). 2004 Canadian Community Health Survey.

### THE POPULATION HEALTH SNAPSHOT FOR NEW BRUNSWICKERS IS NOT MUCH BETTER...

In the spring of 2011, the New Brunswick Health Council published this portrait. Here are a few of the key points:

- Less than 50% of New Brunswickers are active in their free time (they rank 10th compared to the rest of the Canadian provinces and territories);
- Only 40% of New Brunswickers eat five or more fruits or vegetables a day (they are 10th in Canada);
- 21% of New Brunswickers see their stress as being high (coming in 9th in Canada);
- 28.5% of New Brunswick adults are at an unhealthy weight (ranked last in Canada).

**Source :**  
[http://www.nbhcc.ca/area\\_snapshot.cfm?area=1](http://www.nbhcc.ca/area_snapshot.cfm?area=1)



# MEETING the challenge

## The health status of New Brunswick youth

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“Today’s children could be the first generation in decades to have a shorter life expectancy than their parents.”

(Standing Committee on Health 2007; Ontario Medical Association 2005)

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This shows how important it is to take on the challenge! A number of factors contribute to this challenge, as we saw on the previous page. MACS-NB and its partners are convinced that investing in the development of school environments in which the youth can reach their full potential, take charge, and make healthy choices will help reverse the trend.

### The sharing of power

Enabling youth to exercise their ability to take charge and tap into their potential to make better decisions for their health assumes that the decision makers are willing to share their power with the youth. The Healthy Schools approach encourages youth to participate actively in their school’s health and wellness committee. The youth are the majority. As leaders of their school, the youth have a positive influence on their friends, their families, and their community. Each health and wellness committee includes youth, an adult advisor who works in the school, and an adult representing the families. These adult advisors facilitate the relationships between the committee and the school, as well as with the parents. Moreover, they help form partnerships with local stakeholders.



# Goals to achieve

## Objectives of a Healthy School

**A Healthy School has the following objectives:**

- Make youth in the school aware of their ability to make the positive choices in terms of their health;
- Provide the youth with the tools they need to harness their full potential;
- Support the youth as they take charge of their health with the help of partnerships;
- Encourage the youth to work with the forces present in their environment to push for and start a movement towards health in their school;
- Improve overall health within the school.

**That is how the Healthy School approach allows youth to achieve several goals at the community, school, and individual levels.**

**Community:**

- Establish partnerships with members of the community.
- Join a school committee.
- Help improve the health of individuals in the school.
- Take the opportunity to change the school's way of doing things.
- Build a school environment where healthy choices are easy to make.
- Be innovative.

**School:**

- Broaden knowledge of health, French, and science.
- Learn to prepare, administer and interpret surveys.
- Play a lead role in carrying out a project.

**Individual:**

- Become aware of the factors that have an influence over personal health.
- Improve your communication skills.
- Solidify your self-esteem.
- Become a role model for your peers.

## Overview of the process

As we have read, the Healthy Schools strategy is a tool that we can use if we decide to take up the health challenge in a school. Each school develops its own initiative and adapts it to its specific needs, reality and style. Therefore, your Healthy School initiative will have the personality and the look you give it. The guide proposes four main steps. Each step is presented the same way:



### Step

- Some recommended activities • A few tips
- A practical guide • A concrete example from another school

Even though each initiative is unique, the four basic steps remain the same for all sites:



Form a health and wellness committee



Adopt an action plan



Take action



Assess the momentum and keep it going

## It's a bit like...

Setting up a health and wellness committee in a school is a bit like preparing a meal.

First, you have to like cooking, convince yourself that it is important to do, and most importantly, determine WHO is going to cook.

Then, you have to choose a recipe and decide WHAT to cook.

Once you've chosen a recipe, you have to roll up your sleeves and get to work. The recipe is a guide that leaves room for creativity and adaptation. That's the HOW.

Lastly, it's time for a taste! You have to take note of comments and suggestions in order to improve the recipe for the next time! That's the IF I HAD TO DO IT AGAIN part.

**Step**

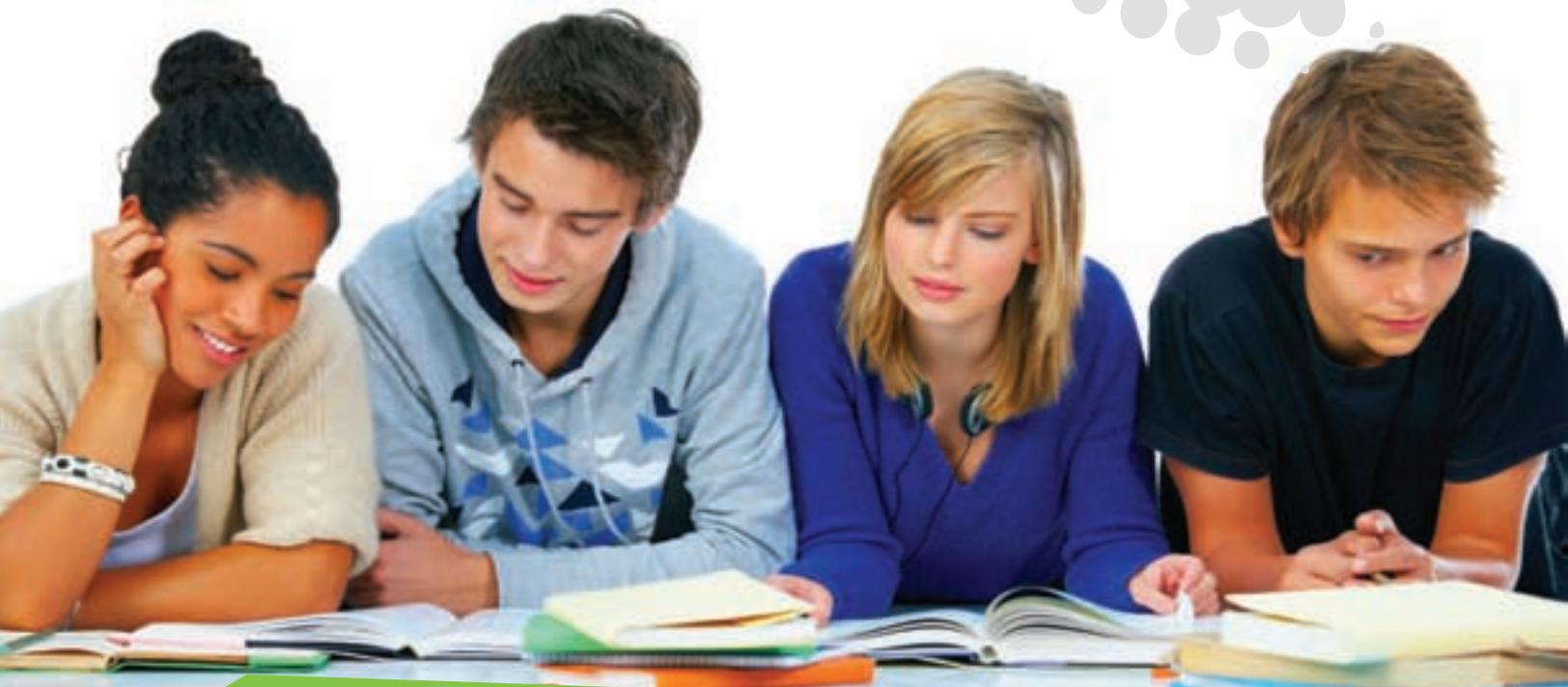
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# Form a health and wellness committee

DECIDE WHO IS GOING TO COOK...

## Recommended activities

- 1.1. Launch Healthy School idea.
- 1.2. Recruit committee members.
- 1.3. Set the rules.



This first step is important. It makes it possible to bring together a team of individuals who understand the importance of having a health and wellness committee at the school. These people are major allies in promoting the idea of a committee and helping the initiative take shape. The time spent on this step is valuable and will have an impact on how well the following steps go.

## 1.1. LAUNCH THE HEALTHY SCHOOL IDEA

### A FEW TIPS

- Talk about the idea with people around you.
- Set up a first meeting of people interested in the idea.
- Meet with the school principal to get him/her on board.
- Find two adults to support the process.
- Decide on the composition of your committee. Ideally, the committee should have:
  - Two youth from different academic levels;
  - One parent to establish a connection with families;
  - An adult advisor who works at the school, i.e. a teacher, a mentor, or a school administrator.



PRACTICAL  
**guide**



## Do something

How would having a health and wellness committee benefit the school?

### Who in my school would support the health committee?

- Parents :

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- Adult advisors such as teachers and mentors

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- Youth:

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**Who in my school should sit on the health committee?**

- Parents:

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- Adult advisors such as teachers or mentors:

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- Youth:

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**How do we convince the principal that the school should have a health and wellness committee?**

**What arguments should be used?**

- Positive spin-offs for the youth and staff:
  - Better quality of life
  - Pride and sense of belonging in the school

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- Positive exposure for the school

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- Resources already in place

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- Recognition of youth potential and creativity

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- Potential for community partnerships

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## 1.2. RECRUIT COMMITTEE MEMBERS

### A FEW TIPS...

- Use the communication tools in place at your school.
- Go to each class to present your Healthy School project idea and distribute cards for interested youth to fill out and drop off at a pre-determined location (see Attachment 11).
- Present the idea to teachers, members of the school's parent committee, and all parents.
- Set up a kiosk in the school cafeteria to discuss the idea with youth and explain the benefits of a Healthy School.
- Hold a contest for youth to come up with a logo and/or a slogan for the health committee.

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# PRACTICAL guide



## Take action

What are the school's communication tools?

**What is the best way to reach the youth in the school?**

- Morning announcements    Bulletin board    Paper    Website    Other \_\_\_\_\_

**What is most likely to convince the youth that they should have a committee, and that this idea is simply BRILLIANT?**

- Improved quality of life    Active participation of youth    Opportunity to make a mark  
 Opportunity to change or improve things    Other \_\_\_\_\_

**What tools can be used to communicate information to parents and the community?**

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**What is the best way to reach the parents and members of the community?**

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**What would the committee's slogan be? Its logo? Its name?**

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## **A community school example** **École Soeur Saint-Alexandre in Lamèque...**

*In order to ensure that all youth have the same opportunity to serve on the school's health and wellness committee, the community development officer went to each class to look for youth to sit on the committee. He explained what the committee does and left a registration form with each youth. Students who were interested had to fill out the form (Attachment 11) and drop it off at the office of the community development officer.*

### **1.3. SET THE RULES**

#### **A FEW TIPS...**

- Determine the operating rules within the health committee, making sure they are in keeping with your school's rules.
- Hold an election for the positions of your health committee (president, vice-president, secretary, etc.)..
- Specify the roles of each health committee member (Attachment 14).



# Step 2

## Adopt a plan

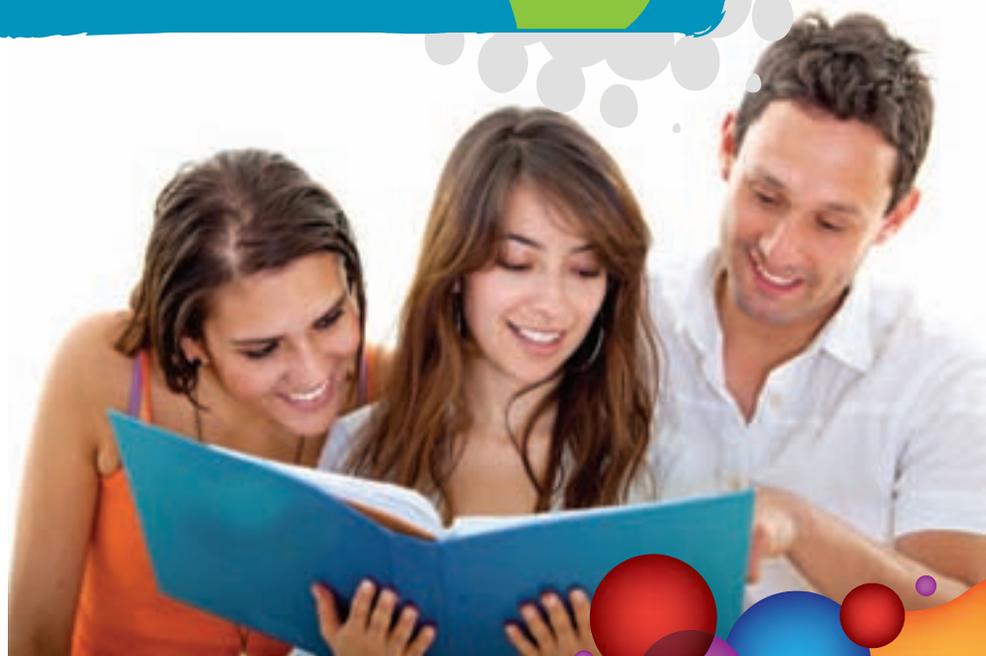
OR CHOOSE THE RECIPE



This is the step where you choose the recipe. There are several recipes to choose from, but you must choose the one that's most suitable. In order to choose wisely, you have to know yourself, know what you like and what you don't like! To accomplish this, you have to look at the information you already have and add to it.

### Recommended activities

- 2.1. Go through the information.
- 2.2. Analyze how youth view health.
- 2.3. Identify the health challenges.
- 2.4. Prepare your action plan.



## 2.1. GO OVER THE INFORMATION YOU HAVE ON THE PEOPLE IN THE SCHOOL

### A FEW TIPS

- Ask your principal if there is a school report for your school.
- Data are gathered every three years and are available at the provincial, district, and school level regarding:
  - Physical Activity
  - Healthy Eating
  - Tobacco-Free Living
  - Mental Fitness
- You can access provincial information sheets:  
<http://www2.gnb.ca/content/gnb/en/departments/dhic/wellness/content/research.html>

PRACTICAL  
guide



## Ask the adult advisor

to obtain the health and wellness information sheets for your school.

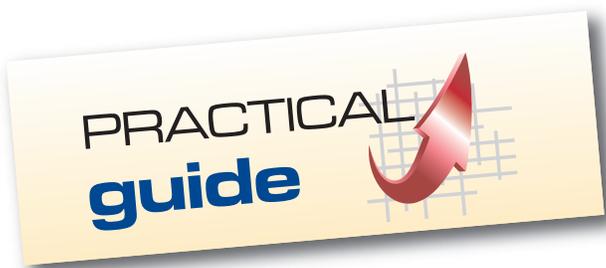
### Review the information sheets as a group.

- What do they say about the youth?
- What are their strengths?
- What are their challenges?
- What are their health needs?
- What are their physical activity habits?
- What are their eating habits?
- Do they use or are they exposed to tobacco and/or drugs?
- Do they have a sense of belonging to the school?
- How is the mutual aid and cooperation?

## 2.2. ANALYZE HOW YOUTH VIEW HEALTH

### A FEW TIPS:

- Prepare a questionnaire to find out how youth see health (Attachment 15).
  - Test the questionnaire on a few youth at each grade level to ensure that it is simple and easy to answer;
  - Distribute the questionnaire to all of the youth in the school.
  - Organize a contest with prizes to encourage participation.
  - Give a deadline to complete the questionnaire and a drop-off location.



### In your opinion,

What is the best way to obtain youth points of view: blog, paper survey, online survey, homeroom class meetings, improv games, etc.

**Things to change about the questionnaire model that appears further on in this guide to better adapt it to our school:**

---

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---

**WAYS TO ENSURE THAT THE QUESTIONNAIRE IS DISTRIBUTED TO ALL YOUTH:**

- Some type of contest that could be organized to encourage youth participation.
- The way that youth can submit their completed questionnaire.



## 2.3. IDENTIFY THE HEALTH CHALLENGES THAT THE COMMITTEE COULD ADDRESS TO ENSURE THAT IT MEETS THE NEEDS OF THE YOUTH IN YOUR SCHOOL

### A FEW TIPS

- Get help to compile the data and analyze the answers received on the health questionnaire (Attachment 15).
- Present the results to the youth to ensure that the answers reflect what they told you.
- Identify, with the help of your health partners, the behaviours associated with a healthy lifestyle.
- Identify the factors that influence or limit healthy living at school.
- Decide on your priorities (two or three maximum) based on the answers given.
- Find possible solutions...
- Hold a community forum to find allies and tools to implement your solutions.

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### TWO QUESTIONS COMMITTEE MEMBERS SHOULD THINK ABOUT:

- How to help get people from the school involved in analyzing the results of their survey.
- How to help share the results of the survey.

#### 1st question:

In your school, what helps make the youth healthy?

#### 2nd question:

In your school, what makes it difficult for youth to be healthy or improve their health?



## 2.4. PREPARE YOUR ACTION PLAN... (ATTACHMENT 15)

### A FEW TIPS...

- Review the list of possible solutions and the results of your community forum.
- Identify the strengths and resources of the school or the community that could be useful to the health committee.
- Choose the activities that your health committee is going to work on during the school year.
- Keeping your priorities in mind, prepare your health committee's action plan.
- Determine when each activity will take place, who will be responsible, and what role each committee member will play to ensure its success.
- Visit the website ([http://www.gnb.ca/0131/wellness\\_Sch-e.asp](http://www.gnb.ca/0131/wellness_Sch-e.asp)) for help!

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## Do you notice

themes or answers that keep coming up?

- What strikes me about the answers given on the questionnaire:

---

---

- Solutions identified by youth in their questionnaire answers:

---

---

- Strengths and resources that the health committee could use:

---

---

- Activities that I would like to see in our action plan:

---

---

- The main points of the action plan agreed upon by our health committee are:

---

---

**Some committees prefer to build an action plan for a full year, others prefer to do a plan for one semester at a time. What do you prefer? Why?**



### **An example...**

*The members of the health committee of the Domaine Étudiant community school in Petit-Rocher analyzed the results of the surveys distributed to the youth. Then they prepared a presentation during which they shared the results with the youth. Health committee members asked the youth if they saw themselves in the information presented and if they wanted to add anything. They did the same thing with members of the community during a community forum. Parents, grandparents, local decision makers, and community partners took part. After the community forum, all of the youth in the school were able to express their opinions about each of the proposed solutions. The most popular solutions were retained to be included in the plan. For example, the idea of having healthy picnics in the gym, a star youth of the month, a food of the month, etc.*



**Step**

**3**

# Implement an action plan

OR LET'S COOK!



It's time to take action!  
The time to cook has arrived.  
The best possible recipe has been selected based on your  
taste, your needs, your resources, and your challenges.

## Recommended activities

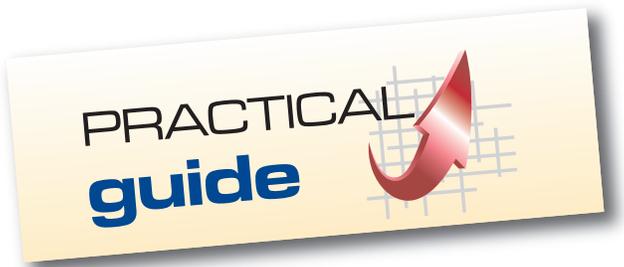
- 3.1. Inform everyone about your action plan.
- 3.2. Organize the activities set out in the action plan.
- 3.3. Encourage participation in the activities.



### 3.1. ANNOUNCE YOUR ACTION PLAN TO EVERYONE

#### A FEW TIPS

- Vote on the logo and slogan to represent your health committee.
- Announce your action plan at your school.
- Inform the community about your Healthy School project with the help of community radio and television stations.
- Distribute your action plan, a promotional brochure and a sticker with your logo to each class in the school and ask the youth to tell their parents about it.



Here is the logo and slogan  
that were chosen by our Healthy School:

The logo was designed by: \_\_\_\_\_

• The slogan was created by: \_\_\_\_\_

• Tips on how to announce the action plan to the school:

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

• Message to use to win over the community and the parents with our idea:

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

• What other promotional tools can we use?

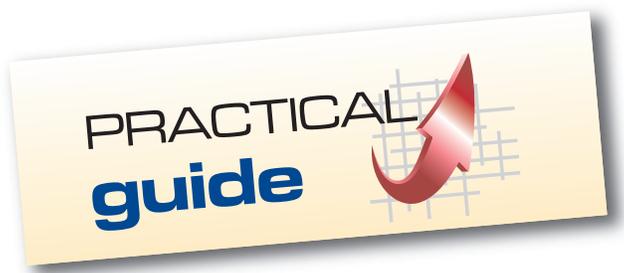
\_\_\_\_\_  
\_\_\_\_\_



## 3.2. ORGANIZE ACTIVITIES IN THE ACTION PLAN

### A FEW TIPS

- Recruit people to help you carry out your action plan.
- Approach people in the school or the community who could help with your health committee's action plan.
- Conduct activities according to the calendar that was established.
- Assess each of the activities at the time they are held.



### List of people I think could help us carry out our action plan:

- Teachers/workers: \_\_\_\_\_
- Family: \_\_\_\_\_
- Friends: \_\_\_\_\_
- Business people: \_\_\_\_\_
- Leaders of organizations: \_\_\_\_\_

### List of people who could serve as models:

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

### Other things to think about to ensure that our action plan is a success:

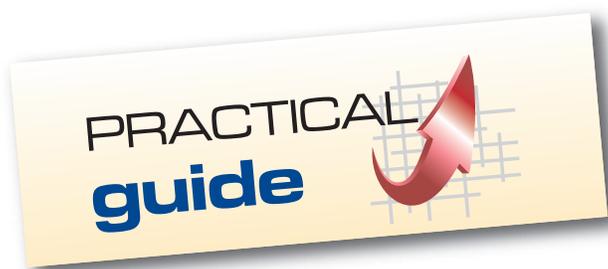
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



### 3.3. ENCOURAGE PARTICIPATION IN ACTIVITIES

#### A FEW TIPS

- Set up a health bulletin board at the school to announce your activities.
- Set up a kiosk in the school so youth can sign up for activities.
- Announce each of your activities at school.
- Get tools and materials from your community partners that can be used for youth prizes.
- Organize draws for promotional items for youth who participate in your activities.
- Hold your activities over the lunch hour so that all youth can participate.
- Make sure to provide all of the necessary equipment at the activities so all youth can participate.



#### Things we can do to ensure great participation in our activities:

- Type of contests we could organize:
- Partners we can approach to donate prizes:
- Things we can do to ensure that all youth have the same opportunity to participate in our activities:

#### **An example...**

*The health committee of the École Sainte-Anne in Fredericton decided to meet during the lunch hour so that all youth in the school could participate regardless of whether they lived near the school or farther away or whether they were involved in other committees or sports teams. Once a week, the committee members meet, along with the school and community development officer and an employee at the Noreen-Richard health centre. At each of the activities, committee members wear their sweaters so they are easily identified.*

# Step

# 4

## Assess the work and keep the momentum going

OR NOTE THE COMMENTS AND REACTIONS OF YOUR GUESTS

Think about the meal that you prepared with so much care and attention.

Was it:

- Eaten?

- Appreciated?

Did anyone ask you for your recipe?

**THIS STEP, THE EVALUATION STEP, WILL HELP YOU ANSWER THESE QUESTIONS AND MANY MORE!**

### Recommended activities

- 4.1. Evaluate the work of the health and wellness committee.
- 4.2. Celebrate your successes.
- 4.3. Ensure the future of the health and wellness committee.



## 4.1. EVALUATE THE WORK OF THE HEALTH AND WELLNESS COMMITTEE

### A FEW TIPS...

- Ask for help in developing simple evaluation tools and techniques.
- You will find simple health committee evaluation forms prepared for the youth in **Attachments 22 and 23**. You can use them as is or you can use them to help you prepare your own evaluation tools.
- On a regular basis, assess how well your health committee is doing:
  - How is it going?
  - Does everyone participate?
  - Is it always the same people who participate?
  - Are the tasks divided up equally among the members?
  - Do some members want:
    - To do more?
    - To do less?
    - To do different things?



- Ask youth who are not on the committee for their opinion on the work carried out by the Health and Wellness Committee.
- Make adjustments as needed. It is completely normal and it helps you adjust. It shows that you are open and flexible. You are tuned into your audience! Bravo!
- Prepare a card for each activity (Attachment 24). This card will help you make any necessary improvements the next time you want to hold this activity.
- Evaluate each of the activities held (see Attachment 22).
- At the end of each action plan, analyze the changes that occurred in the school and with the youth as a result of to the work of the committee.
- Think about who in the school or which of your partners could help you with the evaluation process and with the development of simple evaluation tools.
- Think about what type of help you need for the evaluation.





## List of evaluation tools that could be useful to us:

- What have we learned that could help improve how our health committee functions?
- 

- How can we improve the organization of our activities?
- 

- Who will look after completing the cards?
- 

- How will committee members access the cards?
- 



## 4.2. CELEBRATE YOUR SUCCESSES

### A FEW TIPS

- After each activity is held, take the time to celebrate your success.
- Tell the school about your successes.
- Contact your local paper, post the info on the school's website...
- Keep newspaper articles, e-mails or other items that report on the committee's activities.
- Make a committee scrapbook.

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### How to celebrate and highlight our good work

- Who will look after getting the members together for a celebration?
- Is there a budget for this?
- Who will look after local media relations?
- What media should we target to ensure that the committee gets the best possible visibility?
- Who will look after the scrapbook?

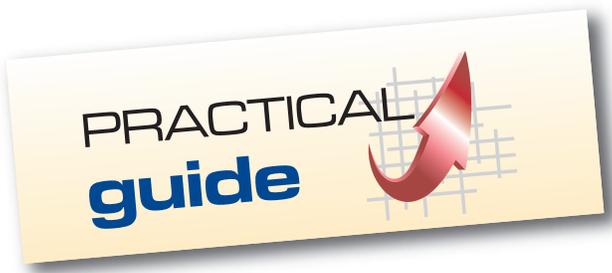
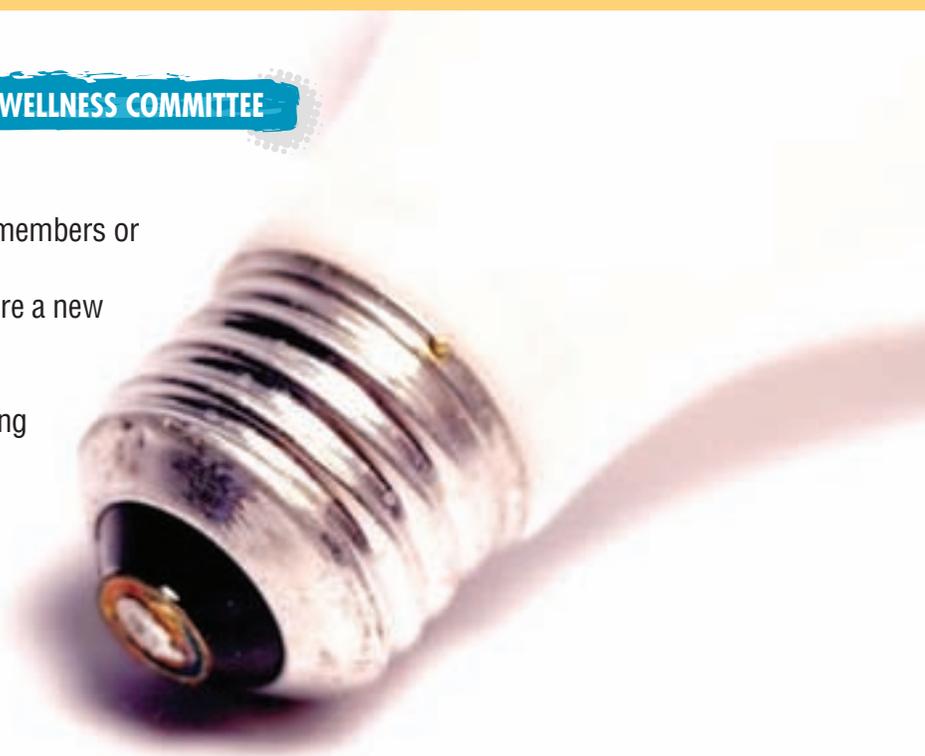
### An example...

*The partnerships established between the schools and the media help showcase the vitality of their people and the activities undertaken. Whether it's an article in the daily regional paper, L'Étoile, in the MACS network, or in the school section of L'Acadie Nouvelle, the opportunity is there to promote the pride of the committee members, the youth who attend the school, and for the entire community to marvel at the good work being carried out in their area! Reports on the radio, television, the school's website or other sites of partners involved in the activities are other ways that people check out what's going on...*

### 4.3. ENSURE THE FUTURE OF THE HEALTH AND WELLNESS COMMITTEE

#### A FEW TIPS

- Share the committee scrapbook with new members or people you want to recruit...
- Before the action plan is completed, prepare a new action plan for the next few months.
- Officially announce the good work that the health committee members have done during the year.
- Have youth at each academic level on the committee to ensure the future of the committee and to ensure that the work is carried out in the next school year.
- At the beginning of each year, meet with each class to talk about the health committee and its action plan.
- Recruit new members for the health committee.
- Review the action plan and adapt it to youth requests.
- Start each step over with the new health committee.



- When is the best time to recruit new members?

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- Who is in charge?

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- How do we ensure that the committee is inclusive?

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## **An example...**

*The Terre des Jeunes community school in Paquetville invited decision-makers in the community to participate in its health and wellness committee. This is how ideas for initiatives such as building structures out of wood to beautify the community started. Youth at the woodworking workshop, supervised by teacher Bernard Blanchard, started by building seven flower boxes. The next year, Mr. Blanchard and his youth built benches and culverts for the Lac à Prudent trail so that users could take a break and walk safely along the trail. The initiative was going so well that they decided to install benches here and there in the community. This initiative helped the youth practice mathematical concepts and learn how to work with wood in a safe and responsible manner. They are proud of their work, as indicated in the message that appears on all of their projects: Made by the youth of Terre des Jeunes school.*



**In the photo, you can see the group of youth from the woodworking workshop proudly posing with some of their projects.**

Front row: Steven Charrette and Samuel Plante. Back row: Bernard Blanchard, Mathiew Savoie, Paul-André Haché, Mathieu Cormier, Jonathan LeBreton, school principal Nancy Lainey-Thériault, and Paquetville mayor André Gozzo.



# Conclusion

You are now at the conclusion of the guide “My Healthy School”.

## **Four steps were proposed:**

1. Form a health and wellness committee.
2. Make a plan.
3. Implement the action plan.
4. Evaluate and keep the momentum going.

These steps were tested in New Brunswick's francophone schools. They describe a general process. The proposed process is a guide. It is up to YOU and YOUR committee to adapt it to YOUR reality, based on YOUR resources, YOUR strengths, and YOUR priorities to give YOUR committee and YOUR HEALTHY SCHOOL the look you want.

Several options are presented to help YOU on your way to improving the health and wellness of YOUR school. YOU are also encouraged to seek other sources of inspiration.

In closing, all of the partners hope that this guide gives YOU the inspiration to get involved in your school and do YOUR part.

**May health and wellness spread throughout YOUR HEALTHY SCHOOL,  
with THE YOUTH ALWAYS AT THE CENTRE OF THE ACTION!**

## General Attachments

1. About MACS-NB
2. Short history of how the guide was developed
3. Determinants of health
4. Community wellness strategy
5. New Brunswick's Wellness Strategy
6. Sources of funding
7. Sources of information on young people's health
8. Invitation to a community forum
9. Prix Soleil: Celebrating successes and extending our reach
10. Comprehensive School Health Approach

## Attachments for committee members

11. Application form for the Health Committee
12. Some ideas for establishing an inclusive committee
13. Tips to solidify the committee
14. Roles and responsibilities on a committee
15. Survey to paint a health portrait of your school's youth
16. Planning a meeting: How often to hold them and the agenda
17. Running a meeting
18. Setting goals to be achieved
19. Making a plan
20. Partners to get on board with you
21. Example of a Health and Wellness Plan for a Healthy School
22. Activity evaluation form for participants
23. Activity evaluation form for the committee members
24. Sheet describing each activity
25. Some ideas for activities (MACS-NB document)
26. The Healthy School Approach in a nutshell

# Attachment 1

## About MACS-NB

**T**he Mouvement Acadien des Communautés en Santé du Nouveau-Brunswick (MACS-NB) is a non-profit organization that works for wellness. It makes room for communities, stimulates them and helps them take charge of their health and wellness. It does so by trying to connect stakeholders, initiatives, and communities through the Healthy Communities and Schools concept.

MACS-NB is convinced that the people experiencing a situation are the best experts on it. They know, better than anyone, their challenges, strengths, and allies. They have the solution with the best chance of success in their situation. That is why the Healthy Communities and Schools approach is based on resident and community participation.

MACS-NB cooperates with many community and government organizations. Through its successful partnerships and the vitality of its network (more than 80 members strong), it takes up the challenge of community wellness.

Resources : [www.macsnb.ca](http://www.macsnb.ca)

MOUVEMENT ACADIEN  
DES COMMUNAUTÉS EN SANTÉ  
DU NOUVEAU-BRUNSWICK



Established in 1999 in New Brunswick's Acadie, MACS-NB has earned credibility and recognition in the province and Canada as a leader in the French-language promotion of community health and wellness.



MOUVEMENT ACADIEN  
DES COMMUNAUTÉS EN SANTÉ  
DU NOUVEAU-BRUNSWICK



# Attachment 2

## Short history of how the guide was developed

In September 1999, when her two girls were starting school at École Cité de l'Amitié in Bathurst, Nathalie Boivin was impressed by the openness of her daughters' teachers, who invited parents to contribute to the children's learning by organizing activities and coming to class to share their talents and expertise. These invitations did not fall on deaf ears... The first activity was in the Kindergarten class, where the children had the opportunity to hear their heartbeat through a stethoscope. Later, another event was aimed at demystifying food allergies.

In the winter of 2001, a first attempt was made at setting up a wellness committee with some of the school's Grade 3 to 5 youth. The committee organized an interactive theatre activity that was presented to each class to raise youth awareness of the importance of protection from the sun. A brochure was sent home to provide the parents with this information. A drawing contest was also organized alongside this activity, topped off by an exhibition of the children's artworks just before summer vacation, at a school fair open to the community.



Nathalie Boivin

On the strength of the success of these activities, Nathalie Boivin joined the Bathurst Healthy Community Network in 2002-2003, and with the support of Health Canada, revisited the idea of establishing a health and wellness committee at school. This time, children who were a little older were selected to pilot the committee. Four Francophone schools in New Brunswick's Chaleur and Acadian Peninsula regions agreed to participate in the venture: Soeur-Saint-Alexandre in Lamèque, Le Tremplin in Tracadie, Le Domaine-Étudiant in Petit-Rocher, and Place des Jeunes in Bathurst.

The project was aimed at organizing healthy communities in each of the four schools, by putting the youth at the heart of the approach. It helped them to become aware of their ability to take charge of their health and to take action to improve the health of their fellow youth and teachers. The youth contributed to reducing the risks of developing Type 2 diabetes by tackling such factors as obesity, physical inactivity, and poor eating habits.

The project's success and the enthusiasm it spurred in young people and in the classroom, even in other parts of Canada and the world, led to the development of the first practical guide in 2004.

As the first edition was out of print and had become outdated, MACS-NB teamed up with some partners to review and update the guide. That's how the Fédération des jeunes francophones du Nouveau-Brunswick (FJFNB), the Société Santé et Mieux-être en français du Nouveau-Brunswick (SSMEFNB), the Department of Healthy and Inclusive Communities (DHIC) and the Community Schools Program of the New Brunswick Department of Education and Early Childhood Development collaborated with MACS-NB to offer you this new version, produced in 2012.

***Good luck in your efforts to make your school a Healthy School!***

# Attachment 3

## Determinants of health

The Healthy Communities and Schools strategy proposes a broader vision of health than the one in the past. Here, health is more than the absence of disease or the good care provided in the hospitals or by doctors. For the Healthy Communities and Healthy Schools, health means people's quality of life and their wellness, including several elements that affect the lives of people and communities. Health Canada calls these elements **the determinants of health**.

### **INCOME AND SOCIAL STATUS**

In Canada, in 2006, 1 child in 6 was born into poverty.

(Source: Statistics Canada, CANSIM Table 202-0804 – Families in low income, by economic family type, 2006 constant dollars, annual)

Your family income influences your life in several ways. For example, it often determines where you live, what you eat, your chances of participating in cultural and sports activities, your participation in community life... Some people, because of their occupation, enjoy a privileged status, while others experience difficulties. All this has an influence on your health, be it positive or negative!

### **SOCIAL SUPPORT NETWORKS**

In New Brunswick, 32% of youth in Grade 9 to 12, in the Francophone districts, feel a strong sense of relatedness with regard to their families, their peers, and the other significant people in their lives.

(Source: NB Student Wellness Survey, 2006-07)

The support of family, friends, and the community contributes to better health. Having someone to confide in, being able to share one's fears and joys, to feel reassured, loved, and understood are all elements that make it possible to maintain and improve one's health.

### **EDUCATION AND LITERACY**

In Canada, between 1990 and 2009, the high school drop-out rate fell by 50%, dropping from 17% to 9% (Canadian Council on Learning, 2010, p. 20). In New Brunswick, between 2003 and 2006, 9.5% of young people dropped out, compared to 15.4% a decade earlier.

(Source: Statistics Canada. Labour Force Survey. Ottawa, 2006)

Education is an asset that enables people to manage in life. Decision making is easier because people can find and read relevant information. Making sense of a nutrition label, reading drug information, describing pain felt as a result of an injury, filling out a job application, decoding a bus schedule, and completing a contract to purchase a vehicle are all skills that help to maintain and improve one's health and independence.

### **EMPLOYMENT AND WORKING CONDITIONS**

In 2009, young New Brunswickers aged 15 to 24 spent an average of 28 hours a week on the job.

(Source: Statistics Canada. Labour Force Historical Review, 2009 (Table 028). Ottawa, 2010 (Cat. No. 71F0004XVB).

# Attachment 3 (contd.)

Working enables young people to develop various skills, improves their self-esteem, and gives them independence. However, moderation is best! Research has shown that working too many hours while pursuing an education can have negative consequences on full-time youth, especially younger ones. Working 20 hours or more per week while studying full time can raise the stress level, affect performance at school, and increase absenteeism and the risk of dropping out.

(Source: Bushnik, T. Learning, *Earning and Leaving: The relationship between working while in high school and dropping out*. Statistics Canada, 2003. Catalogue no. 81-595-MIE — No. 004.)

## **SOCIAL ENVIRONMENTS**

According to Kids Help Phone, 70% of young people appear to have been victims of cyberbullying, and 44% say they have bullied someone else online at least once (2007).

A peaceful setting, where differences are seen as a resource and where people and the community help and support one another, is a good place to live! Initiatives such as the “Link” program help create these environments at school. Support groups at school and in the community also contribute to everyone’s health!

## **PHYSICAL ENVIRONMENTS**

In New Brunswick, in 2011, the Éco-Rebelles environment committees of École communautaire Secondaire Nepisiguit (ESN) and École communautaire Place des Jeunes in Bathurst became the first in Canada to obtain a composter, “the Big Hanna,” to process the waste generated by the cafeteria serving their schools and the one at CCNB-Bathurst. This was made possible by the close partnership between each school’s environment committee, the school and community development officer at each school, School District 5 (Étoile du Nord), the Nepisiguit-Chaleur Solid Waste Commission, and a government grant.

(Source: *L’Acadie Nouvelle*, January 2011, p.11)

The natural environment – the air, water, and soil, as well as the human-built environment – the cycling trails, sidewalks, parks, schools, housing, and the waste produced from them affect health. Purchasing a composter allows the waste to be recycled and thus reduces the school’s environmental footprint.

<http://www.phac-aspc.gc.ca/ph-sp/determinants/determinants-eng.php>

## **PRACTICES AND COPING SKILLS**

In New Brunswick, the older the youth, the less likely they are to eat breakfast.

(NB Student Wellness Survey, grades 6 - 8, 2006-2007, p.17)

Breakfast is the most important meal of the day. It contributes to maintaining a healthy weight and improves performance at school. A good habit to adopt and keep your whole life through! Personal and Social Development courses, given from Kindergarten to Grade 10, offer students a plethora of information to help them make the best possible decisions, whether these involve nutrition, sexuality, socialization, or money management.

## **HEALTHY CHILD DEVELOPMENT**

The attachment between the child and a significant adult, from birth onward, has positive impacts for the child during childhood and throughout life. In New Brunswick, parents and guardians have been offered free courses since 2000. This program works with the family’s strengths to promote the formation of emotional ties.

(Source: *Social Development*, 2010).

# Attachment 3 (contd.)

## HEALTH SERVICES

In 2009, over 80% of New Brunswickers 19 and under participated in the vaccination clinics offered at their schools.

(Source: *School Immunization Program report, 2008-2009*, Office of the Chief Medical Officer of Health, Fredericton, New Brunswick)

Some health services are available free of charge to all, such as access to a doctor, immunizations, and sexual health services. Other services, such as a visit to the dentist or optometrist, or alternative medicine (acupuncture, naturopathy, or massage therapy), require payment. All these services help maintain and improve health.

## CULTURE

In 2006, 80% of Francophone New Brunswickers consulted believed it was important to receive health services in French.

(Source: Corbeil, Grenier, and Lafrenière, 2006)

The language we speak, our culture of origin, and our beliefs influence health behaviours. For example, think about what we eat, our participation in and consumption of cultural and artistic activities, how we care for ourselves, whether or not to consult someone in cases of difficulty, the words used to describe our discomforts. Access to health and wellness services in one's own language makes all the difference and makes it easier to establish a relationship of trust.

## GENDER

In 2010, New Brunswick women earned 79% of a man's salary for doing equivalent work.

(Source: *N.B. Advisory Committee on the Status of Women*, 2010)

Men and women do not always share roles and power fairly. They are not affected by health problems in the same way. For example, domestic violence and dating violence have an impact on girls more often than on boys. Also, puberty generally affects girls earlier than boys.

## BIOLOGY AND GENETIC ENDOWMENT

The genes we inherit from our parents influence our risk of developing certain diseases.

## THE DETERMINANTS OF HEALTH



# Attachment 4

## Community wellness strategy

[www.macsnb.ca/publication/25/file/Strategie%20mieux-etre%20web.pdf](http://www.macsnb.ca/publication/25/file/Strategie%20mieux-etre%20web.pdf)

The Mouvement Acadien des Communautés en Santé du Nouveau-Brunswick (MACS-NB) and the Réseau-action communautaire (RAC) of the Société Santé et Mieux-être en français du Nouveau-Brunswick (SSMEFNB) are very much involved in the wellness wave that has been sweeping over New Brunswick for more than a decade. These two allied networks have contributed directly to this enthusiasm.

In 2009, to keep the rhythm going and confirm their willingness to be partners, they jointly launched the **Stratégie du mieux-être communautaire en français au Nouveau-Brunswick** (New Brunswick Francophone Community Wellness Strategy). It is essentially aimed at stimulating and supporting the communities' motivation in taking charge of their health and wellness and is intended to add value to the efforts made by the New Brunswick government and the other wellness stakeholders in the province.

The Strategy is structured around two strategic key elements, namely, the importance of:

1. Building sustainable multisectoral partnerships in order to strengthen the coordination of community wellness initiatives;
2. Giving communities tools to encourage them to take greater control of their wellness.

Since then, the SSMEFNB and MACS-NB have been recognized as official Francophone community partners in the implementation of the Government of New Brunswick's Wellness Strategy. Also, the **Stratégie du mieux-être communautaire en français au Nouveau-Brunswick** has been adopted by the community wellness sector of the Forum de concertation des organismes acadiens du Nouveau-Brunswick.



# Attachment 5

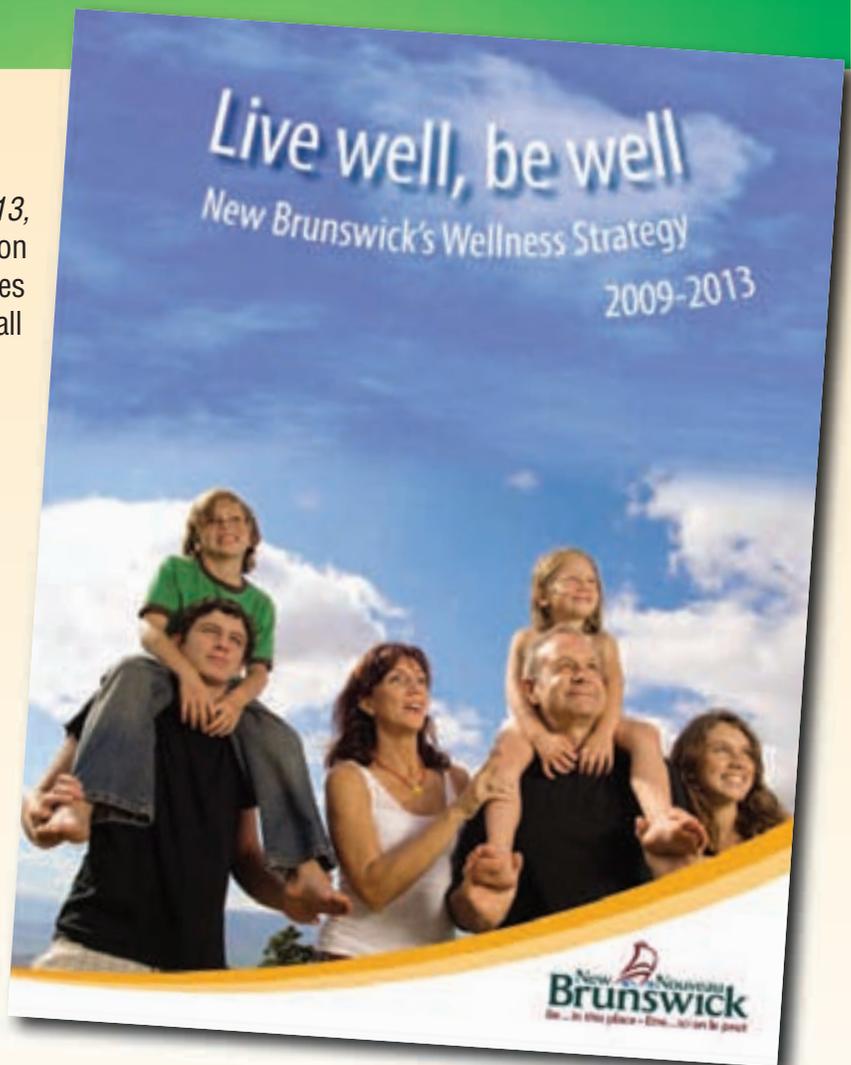
## New Brunswick's Wellness Strategy

[www.gnb.ca/0131/pdf/w/Live%20well,%20be%20well.%20New%20Brunswick's%20Wellness%20Strategy%202009-2013.pdf](http://www.gnb.ca/0131/pdf/w/Live%20well,%20be%20well.%20New%20Brunswick's%20Wellness%20Strategy%202009-2013.pdf)

*New Brunswick's Wellness Strategy: 2009-2013, Live well, be well*, aims to accelerate progress on wellness within the province. The Strategy outlines the steps necessary to achieve the following overall goals for New Brunswick:

- improve mental fitness and resilience;
- increase physical activity levels;
- increase rates of healthy eating;
- increase rates of residents living tobacco-free.

The wellness of New Brunswickers is affected by interactions between social and economic factors, the physical environment and individual behaviors. Collectively, these are known as the determinants of health. The New Brunswick Wellness Strategy addresses the determinants of health through evidence-based means. For example, initiatives are intended to take a multidimensional approach which ensures that the root causes of problems or issues are addressed; special needs and vulnerabilities of sub-populations are considered and supported; and partnership, cooperation and community engagement with a wide variety of sectors is valued and leveraged.



# Attachment 6

## Sources of funding

Here are some ideas for possible sources of funding. There are others as well. Feel free to search the web and to consult your community and government partners!

### **1. DEPARTMENT OF HEALTHY AND INCLUSIVE COMMUNITIES (DHIC)**

CHECK IT OUT:

<http://www2.gnb.ca/content/gnb/en/departments/dhic.html>

### **2. BREAKFAST FOR LEARNING – NEW BRUNSWICK**

FORM AVAILABLE AT:

<http://www.breakfastforlearning.ca/en/new-brunswick/new-brunswick>

### **3. INDIGO LOVE OF READING FOUNDATION**

CHECK IT OUT:

<http://www.loveofreading.org/code/navigate.asp?ld=15>

# Attachment 7

## Sources of information on young people's health

Here are some ideas for possible information sources. There are others as well. Feel free to search the web and to consult your community and government partners!

### **On health in general:**

[www.passeportsante.net](http://www.passeportsante.net) (in French only)

[www.promosante.org](http://www.promosante.org) (in French only)

[www.statcan.gc.ca/pub/82-625-x/82-625-x2011001-eng.htm](http://www.statcan.gc.ca/pub/82-625-x/82-625-x2011001-eng.htm)

### **On young people's health:**

[www.adosante.org](http://www.adosante.org) (in French only)

[www.hc-sc.gc.ca/hl-vs/jfy-spv/youth-jeunes-eng.php](http://www.hc-sc.gc.ca/hl-vs/jfy-spv/youth-jeunes-eng.php)

[www.youngandhealthy.ca/caah/](http://www.youngandhealthy.ca/caah/)

[www.caringforkids.cps.ca/](http://www.caringforkids.cps.ca/)

[www.heartandstroke.com/site/c.ikiQLcMWJtE/b.2796497/k.BF8B/Home.htm](http://www.heartandstroke.com/site/c.ikiQLcMWJtE/b.2796497/k.BF8B/Home.htm)

### **On mental health:**

[www.cmha.ca](http://www.cmha.ca)

<http://video.telequebec.tv/video/2597> (in French only)

### **On promoting mental fitness:**

<http://www.jcsh-cces.ca/>

<http://www2.gnb.ca/content/dam/gnb/Departments/hic-csi/pdf/Wellness-MieuxEtre/ResourceCalendar2013.pdf>



# Attachment 7 (contd.)

## **On promoting healthy eating:**

[www.extenso.org](http://www.extenso.org) (In French only; see the sections on nutrition for young people - *alimentation des jeunes* - and nutrition myths - *mythes alimentaires*.)

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/choose-choix/advice-conseil/child-enfant-eng.php>

<http://www.santemontreal.qc.ca/en/healthy-living/health-and-young-people/healthy-eating-teenagers/>

<http://jcsh-cces.ca>

(Under the Resources tab, click on Specific Topics to find resources on healthy eating.)

<http://www.hc-sc.gc.ca/fn-an/nutrition/child-enfant/index-eng.php>

## **On promoting physical activity:**

<http://www.participaction.com/en-us/Home.aspx>

<http://www.activehealthykids.ca/Home.aspx>

<http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/06paap-eng.php>

<http://www.jcsh-cces.ca/>

(A how-to guide on promoting physical activity is in the Specific Topics section of the Resources tab.)

<http://www.phecanada.ca/home>

<http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/04paap-eng.php>

## **On the status of physical activity:**

[http://72.10.49.94/res\\_page/7](http://72.10.49.94/res_page/7)

<http://www.activehealthykids.ca/Home.aspx>



# Attachment 8

## Invitation to a community forum

Here's an example of an invitation you can use for inspiration.  
Add something here about your school to reflect its style!

### Healthy Kids: A Healthy Community!

School \_\_\_\_\_ and its Health Committee invite the community to its discussion forum.

Since January 2002, our school has had a Health Committee consisting mostly of youth, a representative of the school, a parent representative, and a community development officer. The youth completed a questionnaire (survey) to identify how kids perceive health.

### WHY A FORUM?

- Post the survey results.
- Generate solutions and ideas for activities connected with the topics identified, such as nutrition, physical activity, mental and social health, prevention of tobacco, drug, and alcohol use.
- Develop partnerships.
- Create a dynamic that will encourage continuity of the messages sent from the school to the community.
- Tell the community what the youth have identified as problems and what they would like to work on.
- A forum will help to identify what the community can contribute to the youth and what it can gain from seeing its young people healthy.

#### For further information:

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

E-mail: \_\_\_\_\_

Telephone number: \_\_\_\_\_

# Attachment 9

## Prix Soleil: Celebrating successes and extending our reach

MOUVEMENT ACADIEN  
DES COMMUNAUTÉS EN SANTÉ  
DU NOUVEAU-BRUNSWICK



The Mouvement Acadien des Communautés en Santé du Nouveau-Brunswick (MACS-NB) created the Prix Soleil awards to honour the excellent work done by the Healthy Communities, Organizations, and Schools as part of a specific activity.

The form is available on the MACS-NB website:  
[www.macsnb.ca](http://www.macsnb.ca)



Prix  
**SOLEIL**

### SELECTION CRITERIA:

- Participation of New Brunswickers
- Dialogue between the different sectors and partners
- Active role played by the Healthy Community, School, or Organization
- Innovative character of the initiative
- Scope of the initiative in relation to the capacities of the setting
- Possibility of transferring the initiative to another Healthy Community, School, or Organization
- Concrete spinoffs on New Brunswickers' quality of life

**During the annual MACS-NB event, a work of art is presented  
to recognize the Prix SOLEIL recipients.**

# Attachment 10

## Comprehensive School Health Approach

### WHAT IS THE COMPREHENSIVE SCHOOL HEALTH APPROACH?

*The Comprehensive School Health approach* is an internationally recognized reference framework that helps students to improve their academic outcomes and tackles the question of health in the school setting in a planned, integrated, and holistic way.

It's not just about what happens in the classroom. Rather, the approach addresses the entire school environment by proposing interventions in four distinct but related sectors that establish the solid foundations of *a comprehensive school health approach*:

- social and physical environment;
- teaching and learning;
- Healthy Schools policy;
- partnerships and services in the schools.

Once the four sectors are harmonized, the students benefit from support that enables them to realize their full potential as learners and as productive and healthy members of society.

### WHY DO WE NEED A COMPREHENSIVE APPROACH TO HEALTH IN THE SCHOOLS?

Health and education are interdependent: healthy students learn better, and educated individuals are in better health. Studies have shown that the Comprehensive School Health approach is an effective means of establishing this correlation that improves both health and academic outcomes, and encourages healthy behaviour on a lifelong basis.

In the classroom, the Comprehensive School Health approach makes it easier to improve academic outcomes and can lead to a reduction in behaviour problems. In the general school setting, it helps students develop the skills they need to lead a healthy life, physically and emotionally.

#### **The Comprehensive School Health approach:**

- Recognizes that healthy children learn better and are more successful;
- Understands that schools can directly affect students' health and behaviour;
- Promotes the choice of healthy living habits, as well as student health and wellness;
- Incorporates health into all aspects of school life and learning;
- Links the health and education systems and issues; and
- Requires the participation and support of families and the whole community.

# Attachment 10 (contd.)

## SECTORS OF THE COMPREHENSIVE SCHOOL HEALTH APPROACH

| What we say                               | What it means  |
|---|--|
| <p><b>Social and physical setting</b></p> | <p><b>Social setting:</b></p> <ul style="list-style-type: none"> <li>• It is the quality of relationships among and between school staff and youth.</li> <li>• It is the emotional well-being of youth;</li> <li>• It is affected by relationships with families and the whole community.</li> </ul> <p><b>The physical setting includes:</b></p> <ul style="list-style-type: none"> <li>• Buildings, grounds, playground, and the equipment inside and outside the school;</li> <li>• Customary conveniences such as cleanliness and air purity.</li> </ul>   |
| <p><b>Teaching and learning</b></p>       | <ul style="list-style-type: none"> <li>• The resources, activities, and provincial or territorial curriculum through which youth acquire age-appropriate experiences and knowledge that help them develop skills to improve their health and well-being.</li> </ul>  |
| <p><b>Healthy Schools policy</b></p>      | <ul style="list-style-type: none"> <li>• The management practices, decision-making procedures, rules and policies at all levels that promote health and wellness and shape a respectful, welcoming, and attentive school setting.</li> </ul>   |
| <p><b>Partnerships and services</b></p>   | <p><b>Partnerships include:</b></p> <ul style="list-style-type: none"> <li>• Relations between the school and the youth family.</li> <li>• Cooperative working relationships within the schools (staff and youth), between schools, and between the schools and other community organizations and group representatives.</li> <li>• Health, education, and other sectors working together toward the advancement of healthy schools.</li> </ul> <p><b>Services include:</b></p> <ul style="list-style-type: none"> <li>• The community and school services that support and promote the health and well-being of staff and youth.</li> </ul> |

### Different terms, same ideas

The expression “comprehensive school health approach” is widespread in Canada. Other countries use “healthy schools” or “coordinated program to promote health in the school setting” and determine their sectors in other ways.

Nevertheless, the underlying concepts are the same. They are all based on the 1986 Ottawa Charter for Health Promotion by the World Health Organization.

**Source :** Joint Consortium for School Health, 2012.

# Attachment 11

## FORM

# Application for the Health Committee

**Name:** \_\_\_\_\_

**Please check off if you are:**

- A youth
- A school employee
- A community partner
- A parent
- Other

Homeroom (if applicable): \_\_\_\_\_

E-mail: \_\_\_\_\_

**The individuals chosen to be part of the Health and Wellness Committee agree to:**

- Participate in meetings to be held during the lunch hour;
- Participate actively by expressing their ideas and opinions constructively;
- Help organize and run committee activities.

**I am interested in being a member of my school's Health and Wellness Committee because...**

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**I believe I would be a good candidate for this committee because...**

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Hand your form in to \_\_\_\_\_ before \_\_\_\_\_ .

**THANK YOU!**

# Attachment 12

## Some ideas for establishing an **INCLUSIVE** Health and Wellness Committee

In order to ensure that your committee represents all youth at your school, it is important that its members represent the full diversity of youth at the school.

### **WHO IS PART OF THE SCHOOL?**

Naturally, there are youth from different grades. The committee should therefore include youth from all grades. This is also a good way of ensuring that the committee continues from year to year.

Then, there are boys and girls. Make sure they are members of the committee so that the activities offered by the committee are most likely to be enjoyed by as many youth as possible, regardless of gender.

There are youth with skills and strengths, and from varied cultures. Think about youth who have manual skills, talents in drawing, computers, communication, writing, or those with a head for business. Identify young people who have good contacts with various groups in the community...

In order to identify individuals with all these talents, feel free to consult the school and community development officer, the mentor, or the teachers.

Including these people will give your committee the benefit of their resources!

Make sure everyone can participate in the committee meetings. Hold the meetings during the lunch hour or the homeroom period to maximize everyone's chances of being able to sit on the committee, whether or not they live close to the school.

# Attachment 13

## Tips to solidify the committee

Once your committee is formed with all the best ingredients, what can you do to make the magic happen, for the “glue” to stick between committee members, so that they develop a feeling of belonging to the committee?

### **A FEW THINGS CAN HELP STIR THE FEELING OF BELONGING AND PRIDE IN BEING A COMMITTEE MEMBER.**

#### **For example:**

- Have a room that is truly yours, decorated according to the youth tastes;
- Wear distinctive clothing (a sweater, a headband...);
- Have basic supplies on hand (committee binder...).

### **PLANNING AN ACTIVITY SUCH AS THE “RESOURCE CARD” CAN HELP SOLIDIFY THE COMMITTEE BY HIGHLIGHTING EACH PERSON’S CHARACTERISTICS.**

In each square of a traditional BINGO card, write a characteristic to look for (plays guitar, is good at math, likes to write, was born outside NB, volunteers, has a Twitter account, prefers Facebook...). The first committee member to identify a person under each characteristic is the winner!

### **HOLDING AN ACTIVITY ORGANIZED BY THE COMMITTEE, EVEN A SMALL, SIMPLE ACTIVITY, ALLOWS THE COMMITTEE MEMBERS TO GET THE WHEELS MOVING AND START WORKING TOGETHER.**

### **ICE-BREAKER ACTIVITIES PROMOTE DEVELOPMENT AND HELP CREATE A GOOD ATMOSPHERE WITHIN THE GROUP.**

They allow people to make initial contact. There are several types of ice-breaker activities.

The ice-breaker should be Short • Adapted to the group • Fun!

### **YOU’LL FIND SOME EXAMPLES ON ONE OF THE FOLLOWING WEBSITES:**



<http://www.eycb.coe.int/edupack/64.html>

<http://www.dialoguenb.org/site/en/icebreaker-activities>

### **Example...**

*One of the first activities organized by the Health Committee members at École Le Tremplin in Tracadie-Sheila was a cream-pie-throwing contest. Buying a cream pie raised funds for committee activities and gave youth a chance to smear a school administrator’s face with a cream pie. This activity, easy as pie, was very successful! And, as no pies were eaten, there were no calories!*

# Attachment 14

## Roles and responsibilities on a committee

**YOU WILL ELECT SEVERAL KEY MEMBERS TO THE COMMITTEE. THOSE MEMBERS AND THEIR JOB DESCRIPTIONS ARE AS FOLLOWS.**

### President:

- Acts as official spokesperson on behalf of the committee;
- Is the chief person responsible for the committee's current affairs;
- Ensures that the committee members perform their duties properly;
- Signs official documents;
- Prepares the agenda for meetings, in cooperation with the secretary;
- Chairs committee meetings, but normally does not have the right to vote.

### Vice-President:

- Assists the President in his or her duties.
- Replaces the President when absent;
- Should the President resign, assumes that role until the next election.

### Secretary:

- Writes up and signs the minutes of meetings;
- Prepares the agendas with the President.

### Treasurer:

- Responsible for the financial administration of the committee;
- Responsible for the financial reports.

### The regular members:

- Participate in meetings and decision making

Members must be elected by majority, that is, by over half the members.

This can be done by a show of hands or by secret ballot (on paper).

In general, if only one person stands for the position, it is filled through a simple discussion.

# Attachment 15

## Survey to paint a health portrait of your school's youth



### Health questionnaire or you and the youth at your school

# HELLO!

School \_\_\_\_\_ and its partners have developed this questionnaire to find out what **YOU THINK** about health!

You don't have to give your name.

All your responses will remain confidential.

The responses we gather will enable us to paint a portrait of what you and the other youth at your school think about health!

As of the month of \_\_\_\_\_, our team will send you the information we gathered from the youth at your school.

Answering this questionnaire takes about 15 to 20 minutes.

**Write legibly, please!**

**Your opinion is important.  
THANK YOU!**

# Survey

SCHOOL: \_\_\_\_\_

Survey no.: \_\_\_\_\_

**Read and answer each question carefully; the survey is on both sides of the sheet.**

1. You are:  male  female
2. What grade are you in at school?  6  7  8  9  10  11  12
3. How old are you? \_\_\_\_\_ years old
4. How much do you weigh? \_\_\_\_\_ lbs
5. How tall are you? \_\_\_\_\_ feet \_\_\_\_\_ inches
6. What does being healthy mean to you?

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7. Do you consider yourself to be healthy?  Yes  No  
Why?

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8. Do you think most youth at your school are healthy?  Yes  No  
Why?

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# Survey

9. What do you think the youth at your school could do to improve their health? \_\_\_\_\_

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10. At school, what helps youth to be healthy?

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11. At school, what prevents youth from being healthy?

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12. If you had to find some solutions to improve youth health at your school, what would you suggest?  
Give some examples:

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13. Name the person or persons responsible for your health.

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# Survey

14. Name the person or persons in charge of youth health at your school.

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15. Is health important to you? Circle the letter that corresponds to your choice.

- A : Not important at all
- B : Somewhat important
- C : Of average importance
- D : Very important

THANK YOU.  
YOUR OPINION IS IMPORTANT!



FROM YOUR SCHOOL'S \_\_\_\_\_ COMMITTEE!

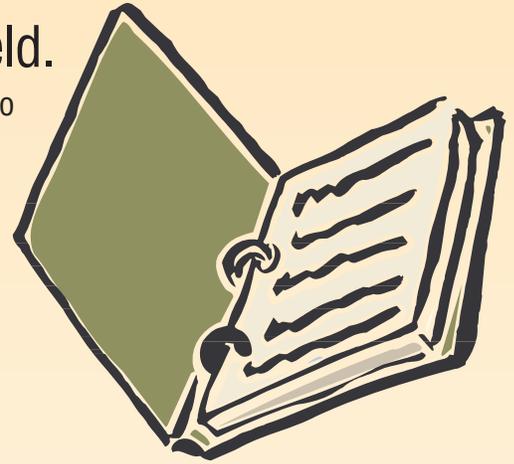
# Attachment 16

## PLANNING A MEETING

### Determine how often meetings should be held.

It is recommended that a meeting be held at least once every two weeks to find out each member's progress and where the committee will focus its actions, but this can be adapted as needed.

For example, when preparing for an activity, it is not unusual to have one meeting a week.



### Preparing the agenda

#### **AN AGENDA HAS SEVERAL FUNCTIONS. IT IS USED TO:**

- Establish the roadmap for the meeting (agree on what the members want to accomplish);
- Make sure that everyone agrees with the roadmap;
- Rank the topics to be discussed by priority;
- Have a focus for when the meeting goes off topic;
- Have a tool to call us to order when we stray off topic.

#### **THE AGENDA SHOULD INCLUDE:**

- The purpose of the meeting;
- The topics to be discussed;
- The resource persons for each topic.
- The time planned for each topic.

#### **IN THE ITEMS TO BE ADDRESSED, ALWAYS HAVE:**

- An item for "Other" or "Miscellaneous";
- An item for "Next meeting."

At the start of each meeting, you can introduce each person in turn.

Here is an example of a plan for organizing your agenda.

# Attachment 16 (contd.)

## TEAM MEETING

|                      |
|----------------------|
| Date                 |
| Time                 |
| Location             |
| Meeting organized by |
| Facilitator          |

## AGENDA ITEMS

| Topic           | Speaker | Time allocated |
|-----------------|---------|----------------|
| 1)              |         |                |
| 2)              |         |                |
| 3)              |         |                |
| 4) Other        |         |                |
| 5) Next meeting |         |                |

# Attachment 17

## Running a meeting

### RUNNING OF EACH MEETING:

- An agenda (see Attachment 16) must be prepared before the meeting by the President and the Secretary. It should be sent to the committee members at least one week before the date of the meeting.
- The President will facilitate the meeting.
- When making very important decisions, a “motion” must be made. One person moves and another person seconds the motion, followed by a vote. All committee members except the President vote. However, if there is a tie, the President can make the final decision to break the tie. For the motion to be carried, a majority (more than half the members) must vote for it. Motions must appear in the minutes of the meeting.

### EXAMPLE OF A MOTION THAT COULD APPEAR IN THE MEETING MINUTES.

*Rémi moved that the budget for the upcoming activity, “Physical Activity Contest”, be approved as moved. (Attach the budget.)*

*Mireille seconded the motion.*

*Motion carried by the majority.*

- The Secretary writes up the minutes of the meeting and e-mails them to all committee members.

### DON'T FORGET

to send the minutes to the members who did not attend the meeting. This allows for follow-up on what each person has to do. The minutes can be sent about a week after the meeting -- the earlier, the better!



# Attachment 17 (contd.)

## SAMPLE MINUTES OF A MEETING

### COMMITTEE MEETING

|                      |         |
|----------------------|---------|
| Date                 | Present |
| Time                 |         |
| Location             |         |
| Meeting organized by |         |
| Facilitator          | Regrets |

### AGENDA ITEMS

| Topic           | Notes | Actions | Person responsible |
|-----------------|-------|---------|--------------------|
| 1)              |       |         |                    |
| 2)              |       |         |                    |
| 3)              |       |         |                    |
| 4) Other        |       |         |                    |
| 5) Next meeting |       |         |                    |

Minutes prepared by: \_\_\_\_\_, on \_\_\_\_\_.  
(signature) (date)

# Attachment 18

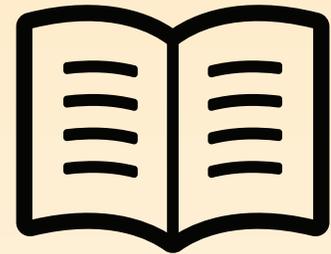
## Setting goals to be achieved

### THERE ARE SEVERAL WAYS OF SETTING THE GOALS TO BE ACHIEVED.

Some people use their observations as a starting point. Others consult the members of their school or use surveys. Whatever means was used, you've drawn up a list of what seems to be going well and a second list of what seems to be causing problems or to be missing.

The items in the column "What's going well" are strengths. It is important to mobilize them in order to plan and implement your plan.

The items in the column "What's missing or is not going well" are things you may decide to work on. How can you choose these things?



### SEVERAL OPTIONS ARE POSSIBLE.

#### YOU CAN:

- Try to group together some of the items listed;
- Ask the members of your school to rank each item by importance;
- Decide to target the items you would like to work on now;
- Consult the school's plan and keep the items that fit in with its priorities;
- Consult your school's responses to the Student Wellness Survey.
- Set actions by priority in accordance with your resources (financial, material, personal, etc.)

Make sure to confine yourself to 1 or 2 topics or priorities so that your actions have more impact.

### YOUR THEME OR PRIORITY IS A BIT LIKE YOUR LIGHTHOUSE.

The lighthouse guides you and allows you to stay on course and achieve the goal your committee has targeted. What is your goal?



You can also consult a planner, available online, at:  
[www.healthyschoolplanner.uwaterloo.ca](http://www.healthyschoolplanner.uwaterloo.ca)

# Attachment 19

## Making a plan

Once the goal (your lighthouse) has been identified, you must decide how you will reach it

You will definitely find a map useful!

The map is your action plan!

Your action plan makes it possible to achieve the set goal through the different activities planned by your committee.

The activities become part of the journey.



### **For example,**

*In the Southeast, the school's health committee decided their goal was to improve nutrition at school. To do so, several activities were carried out within the school and the health committee: changes to the cafeteria menu, chef-led cooking workshops for youth, a talk with a dietitian who taught the youth how to modify a recipe to make it healthier, a cookbook put together and sold by the youth, a healthy snack offered to all youth...*

# Attachment 20

## Partners to get on board with you

### Community partners

- i. Municipality, for example, your local Healthy Communities committee!
- ii. Community groups such as the volunteer centres, senior groups, etc
- iii. Businesses and restaurants
- iv. Parents and grandparents
- v. Circles of friends

### The media

- Radio stations
- Television stations
- The press (newspaper, CapAcadie website, etc.)

### Associations

- Lions Club
- Rotary Club
- Sports clubs
- Knights of Columbus

### What other partners

are in your region, and who could approach them?

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# Attachment 21

## EXAMPLE of a Health and Wellness plan for a Healthy School

**BUT KEEP IN MIND THAT THEY CAN VARY GREATLY FROM ONE SCHOOL TO ANOTHER!**

### SCHOOL \_\_\_\_\_

**Health Committee's Strategic Plan**  
September \_\_\_\_ to June \_\_\_\_

### ON AN ONGOING BASIS

Advertise physical activity and nutrition.  
Post information about activities in the school.  
Promotion... Did you know?

#### Feature Interview

Advertise: Food of the month

#### SEPTEMBER

- Bring together the members of this year's Health Committee
- Establish operating rules within the committee
- Elect the executive

#### OCTOBER

- Advertise: Food of the month
- Interview with active youth or a youth artist
- Walk to School

# Attachment 21 (contd.)

## NOVEMBER

- Feature interview with a young athlete or artist once a month; post it in the school
- Advertise: Food of the month
- Healthy snack day

## DECEMBER

- Stretching at the start of the class
- Feature interview with a young athlete or artist once a month; post it in the school
- Advertise: Food of the month

## JANUARY

- Feature interview with a young athlete or artist once a month; post it in the school
- Have a healthy picnic in the school
- Advertise: Food of the month

## FEBRUARY

- Advertise: Food of the month
- Stretching at the start of the class
- Feature interview with a young athlete or artist once a month; post it in the school

## MARCH

- Feature interview with a young athlete or artist once a month; post it in the school
- Quiz
- Advertise: Food of the month

## APRIL

- Feature interview with a young athlete or artist once a month; post it in the school
- Distribution of the a healthy snack
- Advertise: Food of the month

## MAY

- Feature interview with a young athlete or artist once a month; post it in the school
- Advertise: Food of the month

## JUNE

- Feature interview with a young athlete or artist once a month; post it in the school
- Have a healthy picnic outside
- Advertise: Food of the month

# Attachment 22

## ACTIVITY EVALUATION FORM (for the participants)

**Activity:** \_\_\_\_\_

**Please check the appropriate box:**

- |  |                                   |
|--|-----------------------------------|
| <input type="checkbox"/> A youth             | <input type="checkbox"/> A parent |
| <input type="checkbox"/> A school employee   | <input type="checkbox"/> Other    |
| <input type="checkbox"/> A community partner |                                   |

Circle your grade (if you are a youth)

3   4   5   6   7   8   9   10   11   12

Did you participate in the activity?    Yes \_\_\_\_\_    No \_\_\_\_\_

If not, why not? \_\_\_\_\_

If you did participate, what did you like most? \_\_\_\_\_

Did you learn anything?                      Yes \_\_\_\_\_                      No \_\_\_\_\_

Would you like to participate again?    Yes \_\_\_\_\_                      No \_\_\_\_\_

If not, why not? \_\_\_\_\_

**THANK YOU!**

*Your comments will help the Health and Wellness Committee improve its activities!*

# Attachment 23

## ACTIVITY EVALUATION FORM (for the committee members)

Your committee can choose whether it wants to add choices of responses such as yes, a little, no.

### QUESTIONS THAT COULD BE ASKED



#### (1) OUR OBJECTIVES

Did we achieve our objectives?  
Were our objectives achievable?  
Were our objectives well chosen?



#### (2) CHOICE OF THE ACTIVITY

Was the activity satisfactory?  
Was the activity interesting?



#### (3) ORGANIZATION OF THE ACTIVITY

Was there ENOUGH material available?  
Was the location appropriate?  
Were the duties distributed fairly?



#### (4) RUNNING THE ACTIVITY

Did the activity have a beginning, a middle, and an end?  
Was the level of participation satisfactory? (If not, check the possible causes.)



#### (5) FACILITATION

Was the facilitation style appropriate?  
Was the facilitation sustained and constant? (Did the activity run smoothly?)



#### (6) PUBLICITY

Was there any publicity?  
Was it effective?  
When did the publicity start?

*Following are some recommendations from the committee as a result of the lessons learned:*

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# Attachment 24

## Sheet describing each activity

- Goal of activity;
- Preparations required
  - For example: request permission, room...
- Material required;
- Time planned

### ADD A SECTION FOR THE EVALUATION.

For example:

- Number of participants;
- What they liked most;
- What they liked least;
- Reasons given for not participating by those who were absent.

### SUGGESTIONS FOR IMPROVING THIS ACTIVITY

The activity should:

- be repeated as is
- be repeated after adjustments
- not be repeated because

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# Attachment 25

## Some ideas for activities

As the goal of this guide is to provide future Healthy Schools with as much useful and practical information as possible, a series of project and activity ideas is suggested for you.

Most of them come from the four schools that participated in the Healthy Schools project led by:

- **École Soeur Saint-Alexandre in Lamèque;**
- **École Le Tremplin in Tracadie-Sheila;**
- **École Place des Jeunes in Bathurst;**
- **École Le Domaine-Étudiant in Petit-Rocher.**

In these four schools, the choice was made to focus on physical activity and nutrition. We thank them for their contribution and energetic actions that enable us to share their successes with you.

*Note that these four schools have since been recognized as community schools by the New Brunswick Department of Education and Early Childhood Development.*

### A LITTLE TIP

The list of potential projects is limited only by your imagination. It is up to each Health Committee and Healthy School to choose what project it wants to carry out and can accomplish.

However, we must be absolutely certain that all the activities we do are aimed at improving health without endangering the youth safety. For example, if the youth are offered anything to eat during our activities, hygiene and food allergies are to be monitored.

We must also be sure that our Health Committee chooses activities it is capable of running. For example, we must not think of doing activities that concern bullying or youth suicide if we do not have the specialists to do so appropriately.

# Attachment 25 (contd.)

## Food of the month

A different healthy food (fruit, vegetable, etc.) is featured each month. It can be promoted in several ways:

- Posters placed throughout the school;
- Group tastings;
- Recipes made with the featured food offered on the school's cafeteria menu;
- A computer search to describe the origin and benefits of the food;
- Distribution of information on each food of the month and recipes using it;
- Quiz;
- Cooperation with local nutritionists and the cafeteria to help us.
- Presentations by dietitians and nutritionists.

## Physical Activity Day at the school

One lunch hour a week, group sports activities are organized at the school, either outside or in the gym.

- Activities open to all youth, who must register in advance.
- Co-ed activities (boys and girls play together);
- Type of activities: basketball, volleyball, badminton, etc.;
- Community partners invited to come share their activity ideas with the youth (e.g., yoga, aerobics, dance, tae-bo).

## Nutrition kiosk

March is Nutrition Month. During the month, the Health Committee can set up a kiosk to promote good nutrition. Members will talk about the importance of having a balanced and varied diet and will encourage youth to eat with moderation.

- Kiosk set up at the school in a location youth often pass through;
- tables with Health Committee posters;
- information brochures on health;
- distribution of recipes and information on the various foods of the month.

# Attachment 25 (contd.)

## Health column

The Health Committee finds topics to write about in a short column on young people's health in the school's newspaper. Items may include tips, practical advice, or healthy recipes.

## Health bulletin board

The Health Committee is looking into getting permission to install a Health bulletin board in a strategic location in the school, where it will attract youth attention.

The Committee could advertise its activities and promote health there.

It could also be a place for launching health contests or exhibiting youth artwork on health topics.

## Positive thought of the week

Each week, the Health Committee finds a positive thought that is announced on the school's intercom and posted on the Health bulletin board and wherever possible in the school.

## Featured youth of the month

The Health Committee identifies the school's young people who do special things (sports, art, singing, dance, etc.) and can be role models for other youth. Once a month, the Committee conducts an interview with one of them, which will be broadcast on the youth radio station or over the intercom at lunchtime, or summarized in the school's newspaper.

## International Walk to School Day

For this special day, the Health Committee can arrange with the school principal to have everyone walk to school. Instead of stopping at the school, the buses stop a little further away and all the youth have to walk to school, escorted by the police, firefighters, and teachers. Youth who do not take the bus and teachers are invited to come to school on foot, roller skates, or by bicycle that day.

## Health talks

Once a month, the Health Committee invites a specialist from the community to come speak to the youth and their parents about a health topic. Topics could include good nutrition, the benefits of physical activity, prevention of youth diabetes and obesity, treating the flu or a cold, the environment, etc. The Committee can take advantage of the opportunity to offer a healthy snack on site.

# Attachment 25 (contd.)

## Healthy picnic

Youth are invited to bring a healthy snack that they can eat in their own classroom or the classroom of a brother, sister, or friend. Parents are also invited to bring their snack and participate.

## Walk up the thermometer

During morning recess, all youth are invited to walk in the gym. The number of kilometres walked is recorded until the school has walked a distance that equals the goal targeted, for instance, the area of New Brunswick or Canada, or the distance to another school with which we will do an exchange. The Committee can compare distances using a thermometer that rises as the distance is walked. Prizes are offered when the goal is reached. The teachers can also be invited to walk with the youth.

## Toy and food collection

The Health Committee can choose to team up with a local organization, such a centre that helps families in need, to collect toys and food at the school.

## Mascot contest

A contest could be launched in the school to find a mascot for the Health Committee.

## “Who’s Healthy?” game

Activity patterned after “Who Wants to be a Millionaire?” It involves putting together health quizzes that can be used during Committee activities or in classes to promote the work of the Health Committee more effectively. It will also improve youth knowledge about their health.

## Poetry contest

The Health Committee could launch a contest inviting youth to write a poem on alcohol and drug prevention. A committee would be struck to choose the best poems, and the young winners would be offered prizes. The winning poems would be published in the school’s newspaper and posted on its bulletin boards.

# Attachment 25 (contd.)

## Fear Factor

A series of unusual tests would be organized, such as:

- Going through different stations with an egg in a spoon; if the egg falls, the youth has to eat it raw to continue the competition.
- Eating a full bowl of healthy food mixed in a large pot.
- Finding as many marbles as possible in a wading pool filled with water, sand, stones and colouring.

## Celebrate our efforts

This is a small party held among the Health Committee members to stop and take a little time to congratulate one another on their efforts and the successes achieved. Plans could be made for a little snack, some games and a small gift exchange between the members.

## Leadership Camp

The leadership camp is an encounter for training and discussion for the young members of the Health Committees. It should bring together the committees from at least a few Healthy Schools, The camp aims to highlight the youth leadership qualities and focus on the future of the Health Committees. It's also a place to share and celebrate what the Health Committees have accomplished so far. A leadership camp may include activities such as:

- presentation of posters by the participating Health Committees, promoting each committee and giving a snapshot of the activities carried out;
- exchange of action plans among the different health committees;
- training sessions such as:
  - how to plan an activity;
  - the importance and role of each committee member;
- promotional t-shirts given to the young participants.

## Funding activities

- Organization and sale of a Trivia Challenge: questions and games related to health, with prizes for participating and for the best teams
- Sale of fruit and juice at school dances
- Preparation and sale of fruit milkshakes
- Approaching partners in the community or the school to obtain prizes for activities









# Attachment 26

## The Healthy Schools approach in a nutshell

Step 1

### ESTABLISH A HEALTH AND WELLNESS COMMITTEE

- Launch the idea of a Healthy School
- Recruit committee members
- Set the rules

Step 2

### DRAW UP A PLAN

- Go through the available information
- Analyze how young people view health
- Identify the strengths present to build upon and the health challenges to take action on
- Prepare the action plan

Step 3

### IMPLEMENT THE ACTION PLAN

- Publicize your plan
- Organize the planned activities
- Stimulate participation in activities

Step 4

### EVALUATE AND MAINTAIN MOMENTUM

- Evaluate the Committee's work
- Celebrate its successes
- Ensure there are members to take over for the next year committee





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