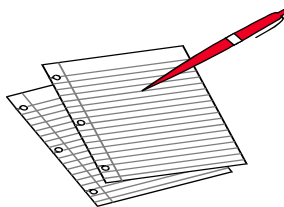


Section 2

Resources



HEALTHY SCHOOL COMMUNITY READINESS CHECKLIST+



What is a Healthy School Community? This checklist describes components that contribute to a healthy school, under ten headings. Use the three point scale in the left-hand column to identify where your school is at in the process of becoming a healthy school! The results will help you identify your school's strengths, needs and opportunities for improvements.

- 1 Let's Get Started,
- 2 Working Towards,
- 3 Right On!

			A HEALTH MINDED SCHOOL ADMINISTRATION
1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school improvement plan includes goals that promote a healthy active school
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school community has an active committee or council that has within its mandate attaining healthy active school goals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Board policies that are relevant to a healthy active school are being effectively implemented. (e.g. Clean air, proper sanitation, safe schools, staff wellness, emergency response, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school develops relevant policy as a way of supporting a healthy active school
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is an awareness and support for healthy public policy (e.g. Tobacco Control Act, bicycle helmet legislation, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The provincial health and physical education curriculum is being effectively implemented
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The OPHEA curriculum support documents are accessible and are being used
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ongoing professional development regarding healthy active school is provided for teachers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school community holds school-wide activities and events that promote health and physical activity (e.g. Jump Rope For Heart, Drug Awareness Week, etc.)

+ (Adapted from CAHPERD's Quality School Health Checklist and Healthy Active School Communities – An Integral Part of School Improvement, Hastings and Prince Edward Counties Health Unit, 2002)

- 1 Let's Get Started,
- 2 Working Towards,
- 3 Right On!

			A HOLISTIC VIEW OF HEALTH
1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is awareness of and access to community resources
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Counselling support is available and accessible to staff and students (school, Board and community based)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a school nutrition program in place
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The Choices into Action document is being effectively implemented
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students have the opportunity to take part in a balanced extra-curricular program (e.g. intramurals, clubs, arts, sports, field trips, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Staff participate with students as coaches, mentors, organisers, and facilitators of activities that go beyond the classroom
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students and staff take part in community-wide health initiatives (e.g. Christmas Sharing, Terry Fox run, national walk to school day)

			A SAFE AND HEALTHY LEARNING ENVIRONMENT
1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	the school provides a healthy physical environment(e.g. including clean air, proper sanitation, protection from the sun, safe water, safe water, safe food handling practices, smoke free, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a safe and adequate playground area that supports physical activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Safe schools policies are implemented and code of conduct is enforced
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are encouraged to consider risk and injury prevention in everyday activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There are measures for promoting safety and preventing injuries
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Healthy food choices are available and promoted
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Steps are taken to foster an environment that is based on mutual respect and is free from discrimination, harassment and intimidation/bullying (e.g. Peacemakers, bully-proofing programs, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school has an active environmental program(e.g. Recycling, sun shelters, green club, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognition for staff and students is regularly given for healthy activity and behaviour
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consequences given for unacceptable behaviour are clear, consistent and meaningful



- 1 Let's Get Started,
- 2 Working Towards,
- 3 Right On!

			COMMUNITY PARTICIPATION AND COLLABORATION
1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All partners who comprise the school community are actively involved in working toward having a healthy active school community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students have opportunities to learn outside of their school setting in their local community (e.g. recreational facilities, public library, community health centre, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Community members are included in school activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school collaborates with the health unit and other agencies (e.g. Social services, parks and recreation departments, etc.) in promoting and developing a healthy active school community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Community after-school programs are available and reaching those children who need them
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students willingly assist with various community activities
			MEANINGFUL STUDENT INVOLVEMENT
1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are actively involved in working towards having a healthy active school community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students are actively involved in promoting healthy school policies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students participate in the decision –making process with regards to the development of a healthy active school community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a student leadership group that participates in providing healthy active living opportunities for other students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school has student peer programs (e.g. peer mediation, peer helpers, peer mentoring, peer counselling, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students willingly assist in a variety of tasks in the day to day operation of the school
			INCLUSIVE SCHOOL PROGRAMS AND SERVICES
1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All students, regardless of gender, race, religion, culture, physical and mental ability, socio-economic status, and identified exceptionality are encouraged to participate in development of a healthy active school community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All students, regardless of gender, race, religion, culture, physical and mental ability, socio-economic status, and identified exceptionality have access to all programs, facilities and services within the school community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school has a plan to identify the needs of “at risk” students and to facilitate their participation I activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school works to reduce barriers to participation (e.g. Transportation, financial, cultural, etc.)

- 1 Let's Get Started,
- 2 Working Towards,
- 3 Right On!

			QUALITY HEALTH AND PHYSICAL EDUCATION
1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is sufficient instruction provided in health and physical education to cover the knowledge and skills necessary for healthy active living
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers use a variety of H&PE instructional methods that are comprehensive and inclusive
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Healthy decision-making is reinforced in other subject areas
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Instruction in health and physical education are complementary, therefore the same teacher delivers both parts of the curriculum to a class
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All students participate in structured daily physical activity
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All students are physically active for the majority of time during physical education lessons
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers in health and physical education have the capacity and comfort level to effectively deliver the curriculum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers are able to access training opportunities in health and physical education
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers engage in the process of long range planning for the health and physical education curriculum
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The OPHEA curriculum support documents (K-8) are available and used

			ACCESS TO CURRENT, QUALITY HEALTH AND PHYSICAL EDUCATION RESOURCES
1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers and students have access to current, quality health and physical education resources, either on site, from the community (e.g. health unit, parks and recreation, etc.), or from recognized provincial/national organizations (e.g. Ontario Physical and Health Education Association for Health and Physical Education, Recreation and Dance, Canadian Intramural and Recreation Association, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Resources become part of a comprehensive approach
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Resources can be accessed in a timely manner
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Adequate equipment and space are available to offer a quality health and physical education program



- 1 Let's Get Started,
- 2 Working Towards,
- 3 Right On!

			A SPIRIT OF LIFELONG LEARNING
1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Curricular programs emphasize a lifelong learning approach
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The skill of goal-setting is valued, modelled, taught and practised
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recreational clubs/activities are offered
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Enrichment opportunities are provided
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There is a quality intramural program
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school rewards/celebrates a variety of accomplishments thereby modelling a balanced approach

			REGULAR EVALUATION
1	2	3	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A process is in place for students, staff, parents and the community to evaluate the progress towards becoming a healthy active school community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The healthy active school community review is incorporated into the school goals and improvement plans
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data is collected and shared with regards to the healthy active school community process and outcomes
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Data is used in revising the school goals and priorities

Healthy School Profile 2004

For an electronic version of tools in this section please speak to your Public Health Nurse or call
663-5317 Ext. 2241.

*Currently Used in Middlesex-London Schools

HEALTHY SCHOOL PROFILE

Purpose:

To provide information that facilitates the ongoing development of comprehensive, collaborative approaches to health promotion in school communities.

Objectives:

1. To determine key stakeholders in the health of a school community.
2. To facilitate dialogue among key stakeholders in school communities regarding health issues.
3. To determine the basic demographic characteristics of the school population (students, parents, school staff).
4. To compile information regarding current school practices, services and activities.
5. To assess the school as a community.
6. To assess the level of involvement of parents, students, school staff and community in issues of concern to the school.
7. To identify areas for collaborative action.

NOTE: The information obtained in this profile will be gathered from a number of key informants in school communities.

The information gathered from the questionnaires will be grouped so that submissions of individuals are not identified.

STUDENT FOCUS GROUP QUESTIONS

1. Is this school a happy, positive place to learn and play? Why/Why not/
Suggestions?
2. What people are available in the school to help you stay healthy and happy?
(PHN, social workers, education assistants, police)
3. How does the school encourage you to be healthy? (health class topics, physical
activity, healthy eating, field trips, hot lunch/breakfast programs, smoke free)
4. Is the school safe and healthy inside and outside the building? (washrooms, air
quality, cleanliness, traffic safety, etc.) Why/Why not/Suggestions?
5. How does the school encourage students to get along with each other? (peer
mentoring programs, anti-bullying campaigns, code of conduct)
6. Picture your school 5 years from now. What would you like to see? How would you
do this?

HEALTHY SCHOOL PROFILE COMMUNITY MEMBER QUESTIONNAIRE

Date Interviewed: _____

7. Do you see this school community as healthy and safe?

Yes No

Please comment:

8. Does having a school close by affect your business/neighbourhood?

Yes No

Please comment:

9. What are the strengths of your neighbourhood school?

10. Are there any concerns in the school community that you would like addressed?

Yes No

Please comment:

11. What activities/projects could be shared between this school and the community? _____

HEALTHY SCHOOL PROFILE-PARENT/STAFF

Please indicate if you are completing this questionnaire as a:

Parent Staff Member

Good health is important for learning. A healthy school promotes physical, social and emotional health. Please take the time to answer these questions. Your answers will be used to create a unique picture of the strengths and health issues of your school.

1. Is this school a happy, positive place to work, visit and play? Why/Why not/Suggestions?

2. How does your school manage health concerns and/or injury at school?

3. How is health information communicated between school and home?

4. What services/supports are available to assist students and their families? (e.g. peer mentors, Public Health Nurse, psychologist...)

5. What do the students learn about health inside the classroom?

6. How does this school promote healthy living outside the classroom ? (e.g. access to nutritious foods, opportunities for daily physical activity and extracurricular sports and clubs, field trips, health related campaigns/events, school policy) What else could be done?

-2-

7. How does this school encourage tobacco, alcohol and drug free living? (e.g. posters, assemblies, education, school policy) What else could be done?

8. Do you have concerns about the physical environment of this school? (e.g. lighting, heating, air quality, noise level, cleanliness, playground shade, recycling program, animals on property, playground conditions, traffic safety) Please provide suggestions/comments.

9. Do you have concerns about the social environment of this school? (e.g. school code of behaviour, dress code, respect for others and their property, classroom rules, playground conflicts, bullying, appropriate consequences, harassment issues, education) Please provide suggestions/comments.

Final Comments

1. What is the best thing about your school?

2. What are you most concerned about in your school?

1. Picture your school 5 years from now. What would you like to see?

THANK YOU



**PARENT RECRUITMENT LETTER
From The Public Health Nurse**

(date)

Dear Parent(s):

There is a strong connection between health and learning. In fact, good health is important for learning. Within a school community, health is affected by not only health education, but also by the physical/social environment, and services available.

To gather information for a Healthy School Profile, parents, students and school staff will be randomly selected to be interviewed or surveyed. The Public Health Nurse will then complete a **Healthy School Profile Report** based on this information.

Before this project can be initiated, it is essential to have the commitment of parents, teachers and students to form a **Healthy School Committee**. This Committee will prioritize the issues identified in the Healthy School Profile Report and develop action plans.

If you would like to become a parent member of the Healthy School Committee, please return the tear-off sheet below to the school. You will be notified by phone of the date for the first meeting.

Thank You,
(name of PHN)

The information below is collected under the legislative authority of the Health Protection and Promotion Act, 1990, R.S.O. C.H.7. The information will be used for the purpose of health promotion planning in schools. For further information, contact the Public Health Nurse, (PHN name) at _____ Health Unit, xxx-xxxx, (PHN extension).

HEALTHY SCHOOL COMMITTEE – (NAME OF SCHOOL)

Parent's Name: _____
 Address: _____
 Phone:(H): _____(W) _____
 Student's Name: _____ Grade: _____
 Home Room Teacher: _____

**Return by (return date) to the
Public Health Nurse at your school.**

COMMITTEE RECRUITMENT- NEWSLETTER INSERT

A Healthy School Committee will be established at (name of school) in (date committee established).

The main goal of this Committee is:

- ◆ **To have a healthy and safe environment (physical, social, emotional) for the entire school community.**

Healthy School Committee meetings will be held (# of meetings) times during the school year. The first meeting will be (date and time of meeting(s)).

Membership includes students, parents, staff, the Principal and the Public Health Nurse. We would like to have 2-3 students representing each grade from Grades (grades of student representatives).

If you would like to join, please return the tear off section below, to the Public Health Nurse by (return date). Further questions can be answered by calling (PHN name), Public Health Nurse at 663-5317, Ext. (PHN extension).

* It is important to attend as many meetings as possible. Your parents should be informed if you make a commitment to this Committee. *

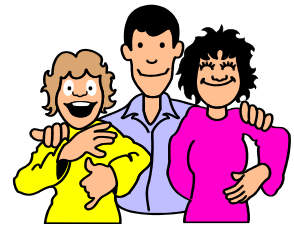
The information below is collected under the legislative authority of the Health Protection and Promotion Act, 1990, R.S.O. C.H.7. The information will be used for the purpose of health promotion planning in schools. For further information, contact the Public Health Nurse, (PHN name), at Middlesex-London Health Unit, 663-5317, Ext. (PHN extension).

Student Representatives

HEALTHY SCHOOL COMMITTEE

(NAME OF SCHOOL)

(SCHOOL YEAR)



Name: _____ **Phone:** _____

Grade _____ **Home Room Teacher** _____

Parent/Guardian Signature: _____
(for Grade 4-8 students only)

**Return by (return date) to the
Public Health Nurse at your school.**



Healthy School Committee Meeting Evaluation

	YES	NO
1. Do you feel that agendas are useful/important for this committee?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you receive your agenda in advance of the meeting date?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are the agenda items clear to you?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do the meetings start on time?	<input type="checkbox"/>	<input type="checkbox"/>
5. Do the meetings end on time?	<input type="checkbox"/>	<input type="checkbox"/>
6. Are the meetings held on a day/time that is convenient for you? If not, what is a better day/time for you? _____	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you like the location of the meetings?	<input type="checkbox"/>	<input type="checkbox"/>
8. Would you like refreshments?	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you feel welcome at these meetings?	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you feel comfortable participating at the meetings?	<input type="checkbox"/>	<input type="checkbox"/>
11. What do you like about the meetings?		
12. What do you think would make the meetings better?		
13. Other comments.		

THANK YOU

SAMPLE TERMS OF REFERENCE HEALTHY SCHOOL COMMITTEE

GOALS

- ♦ To have a healthy school environment which includes social, emotional, spiritual and physical well being of the entire school community.
- ♦ To broaden emphasis on health education beyond the classroom curriculum (i.e. in hallways, washrooms, schoolyard, home, etc.)
- ♦ To identify and support healthy activities already taking place, as a foundation to new ideas.

OBJECTIVES

- ♦ To prioritize the identified issues and concerns.
- ♦ To develop an action plan collaboratively - including members of the school community, using subcommittees, whenever necessary.
- ♦ To review/evaluate the **progress and outcomes** of the Committee activities, at the beginning of each meeting.
- ♦ To advise the School Council, Home and School, and Principal in matters related to a Healthy School Community.
- ♦ Place a Healthy School Suggestion Box in the Library and review any suggestions at the meetings.
- ♦ Provide information about the Healthy School Committee on the school website, including a place where suggestions may be left.

MEMBERSHIP

- ♦ Should include **representatives** from **students** (Grades 4-8), **staff** and **parents**.
- ♦ Principal or Vice Principal
- ♦ Public Health Nurse
- ♦ **The number of Committee members can be flexible** - except for **student representatives**, which should be limited to **four** per grade.
- ♦ **Membership is voluntary.**
- ♦ One member of this committee should also be involved with the Home and School or School Council.

CHAIRPERSON

- ♦ One person from the committee should be the Chairperson, or shared Chair with the Public Health Nurse.
- ♦ Duties include chairing meetings, writing and sending out agendas, assigning someone to take the minutes from each meeting (can be a rotated duty).

MEETING TIME

- ♦ Meetings should take place on Wednesday evenings (other than the night of Home and School meetings), from 6:30 until 8:00 p.m.
- ♦ Meetings to be held monthly, until Committee is established, then minimum of 5 meetings/year. Evaluate yearly to meet needs of Committee.

HEALTHY SCHOOL COMMITTEE

Thursday, March 23rd, 2003
7:00-8:30 p.m.
in the Library

A G E N D A:

1. **Old Business:**
Updates on:
 - (a) Hot Dog Lunches
 - (b) Milk Program
 - (c) Nutritious Snack Program
 - (d) Lunch Hour Programs
 - (e) House League Activities
 - (f) P.L.A.Y. Program
 - (g) Traffic Problems Update
 - (h) Volunteer "Pool"
2. **New Business:**
- "I DID IT" Physical Activity Program for May, 2003.
3. **Other**
4. **Next Meeting** - to be discussed.

The Safe Schools Mandate and Comprehensive School Health

The Ontario Government developed the Safe Schools Act in 2000 in response to concerns over school safety. This Act defines a safe school as a “school which enables learning and teaching within an environment that fosters responsibility, respect and academic excellence”. The Act spells out what behaviour is acceptable and what is not and the consequences for unacceptable behaviour. One of the goals of the Act is to deter the use of alcohol and drugs.

Many educators would agree that the most important dimension of safe schools involves teaching students about socially appropriate behaviour and provides intervention and support networks and resources for at risk students. Prevention and early intervention efforts can reduce violence in schools. Prevention involves accessing community services for resources, involving parents and creating a positive learning climate for all students.

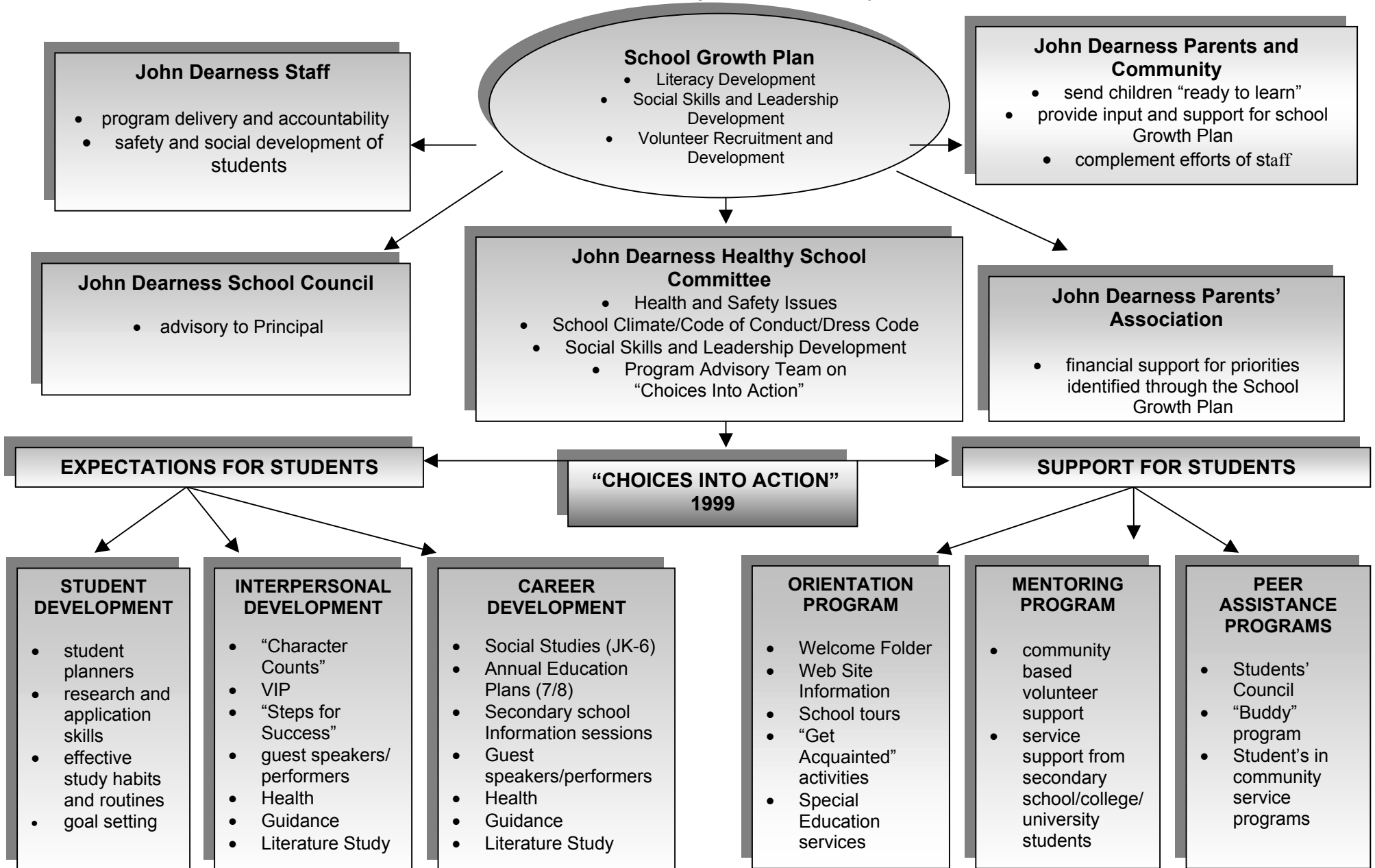
Safety and injury prevention are health issues. Children whose emotional, mental, physical, spiritual, and social needs are met are more likely to be engaged in the learning process and less likely to be involved in violence at schools. The Healthy School Model and a Safe Schools Action Plan can be blended to create a more complete strategy to address violence prevention in our schools.

There are school characteristics that serve as protective factors for reducing the likelihood of violence. They include:

- Positive school climate and atmosphere
 - Clear and high expectations of all students
 - Inclusionary practices throughout the school
 - Students feeling a sense of belonging and connection to the school
 - High level of student participation and parent involvement
 - Opportunities for the acquisition of social skills and social competence
- (Safe Schools Manual, London District Catholic School Board)

The implementation of a Comprehensive School Health Model would promote these protective factors with the end result a **“Healthy and Safe School”**.

SCHOOL IMPROVEMENT AND HEALTHY SCHOOLS
Used with Permission of David Innes, Principal, Thames Valley District School Board



Literacy and Health

There has been a renewed emphasis on literacy in the education system with the introduction of the standardized testing in grades 3, 6 and 10 as part of educational reform in Ontario. Comprehensive School Health Models emphasize literacy as well by focusing on health literacy.

Health literacy is a skill that everyone needs today to navigate life. If students want to feel comfortable with our ever changing health care system, they need to learn how to better access, interpret and apply information about health. Health literate students are critical thinkers, effective communicators, self-directed learners and better citizens (Anderson, 2002). These are skills that benefit students as they learn in their formal schooling and in their life.

Young people who are responsible citizens work hard at keeping their community healthy, safe and secure. They recognize that their behaviour affects the quality of life of others and they avoid behaviours that threaten their own personal health, and that of others. Young people who are self-directed learners recognize that they need to gather and use health information throughout life for they know that disease and injury prevention knowledge will change over time. Young people who are good communicators are able to express themselves through oral, written, artistic, graphic and technological media. They listen carefully and demonstrate empathy. They are not afraid to advocate for improvements in health policies and programs. The skills mentioned here as being qualities of a health literate person can be applied to any learning situation and therefore will enhance a students overall education.

There are many ways teachers can encourage health literacy in the classroom and in the school community. English teachers can focus on health themes in certain novels. In *The Hunter in the Dark*, the main character Mike Rankin has leukemia. Students can be encouraged to research and explore the issue of cancer. A guest speaker could inform students about leukemia and the effects it would have on a person's life. In preparation for the grade 10 Literacy test, students can be given reading and writing tasks that involve health related topics.

Peer mentors can be trained in the area of conflict resolution and work with students in the school to resolve conflicts. This would enhance interpersonal health literacy. Having students involved in a Healthy School Committee would empower them to look at the health of the school community and work together to make positive changes.



Internet Resources for Healthy Schools

There are many people working together to promote Comprehensive School health.

The following are some websites that might assist you in your Healthy Schools Initiative.

Lesson Plans Page

www.lessonplanspage.com

McMaster School Health Links

www.hsl.mcmaster.ca/tomflem/school.htm

School File

www.schoolfile.com

Safe Schools

www.safeschools.com

Teen Net

www.cyberisle.org/teennet/

Youth Media Network

www.ymn.org

Kids Health

www.kidshealth.org

Cyberisle "A website developed by teens for teens"

www.cyberisle.org

The Ontario Physical and Health Education Association (OPHEA)

www.ophea.net

PE Central- Physical Education Lesson Ideas

<http://pecentral.vt.edu/>

Dairy Farmers of Ontario

www.milk.org

American Social health Organization- Advice to teens about relationships, STD's, Pregnancy, etc.

www.lwannaknow.org

Centre for Addiction and Mental Health

<http://sano.camh.net/curriculum>



Ontario Healthy Schools Coalition Useful School health Web Sites

Health Canada

www.hc-sc.gc.ca/hpbp/children/english Select "What is Comprehensive School Health?" and then select item 1.1 "The Comprehensive School Health Model"

Canadian Association for School Health Executive Director: Doug McCall

School Health Listserve: email dmccall@netcom.ca

Safe and Healthy School Web-Site: www.safehealthyschools.org

Canadian Association for Health, Physical Education, Recreation and Dance (CAHPERD)

www.cahperd.ca (see www.cahperd.ca/e/qsh/research.htm for Partners in Health: Schools, Communities and Young People Working Together)

The Ontario Institute for Studies in Education of the University of Toronto
Comprehensive School Health Web Site:

www.oise.utoronto.ca/~aanderson/csh/index.htm

World Health Organization

www.who.int Select "School Health"

European Network of Health Promoting Schools

www.euro.who.int/eprise/main.WHO/Progs/ENHPS/Home

Australian Health Promoting Schools Association

www.hlth.qut.edu.au.ph/ahpsa/about

Healthy Physical Environments in School

www.healthyschools.com

British Columbia Ministry for Children and Families "Healthy Schools Resource Guide"

www.mcf.gov.bc.ca Search for "Healthy Schools"

Alberta Centre for Active Living

www.centre4activeliving.ca Look for "Wellspring" Fall 2001 Newsletter