

healthy schools ALBERTA

SEPTEMBER 2016 ■ ISSUE #5



Supporting Healthy School Communities!

PAGE 6

**Taking Action
for an Active Classroom**

PAGE 8

**Food For All Makes a Difference
at Ermineskin Schools**

PAGE 15

**Growing Up Digital:
A Teaching Perspective**



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IN THIS ISSUE

Welcome back to your healthy school community! This issue is filled with ideas, evidence, stories and inspiration to build health, wellness, and optimal learning in schools across the province. We firmly believe that healthy students are better learners and we want to support the school community in the journey. Enjoy Healthy Schools Alberta and please reach out to us if you have any feedback. Please reach us at info@everactive.org.

~ The Ever Active Schools Team



WHAT'S HAPPENING

Ever Active Schools
Projects Updates 2



IN THE COMMUNITY

Appreciation for Diversity
Through The Lloydminster
Native Friendship Centre .. 3



BE WELL

Exploring Dimensions of
Wellness with the Social
& Emotional Well-being
Booster Kit..... 4



GET ACTIVE

Taking Action for an Active
Classroom 6
Using Mentorship
to Develop
Physical Literacy 7



EAT SMART

Food for All Makes a
Difference at Ermineskin
Schools 8



GET INSPIRED

Resilience as a Path
to Healthy School
Communities: Lessons
Learned from Indigenous
Teachings..... 10
Health Champions
Campaign 11
A Healthy Little Program
with Big Goals 11



TOOLS FOR TEACHERS

Don't Walk in the Hallway
Energizers 12
EAS 2016-17 Playlists 13
The Sandbox 13
Healthy Schools
Action Plan 13



FEATURE STORY

Growing Up Digital: A
Teaching Perspective..... 15

2016-17 PROFESSIONAL LEARNING & MENTORSHIP OPPORTUNITIES

Ever Active Schools offers a wide range of professional learning in a variety of topic areas that support healthy school communities. We are excited to announce a new line-up of unique mentorship opportunities in physical literacy, and social and emotional wellbeing. Contact us today at info@everactive.org or visit www.everactive.org/plos for more information and to request a visit.

MEET OUR STAFF



BRIAN TORRANCE, DIRECTOR



TAM ROSNAU, ADMINISTRATIVE ASSISTANT



CHESA CORSIATTO, SCHOOL HEALTH FACILITATOR



CHRIS FENLON-MACDONALD, PROVINCIAL EDUCATION COORDINATOR

Positive social environments build healthy relationships and promote mental well-being, while providing an optimal environment where both physical and mental health can flourish. As teachers, coaches, students, co-workers, families and teams, we should all take a little time to acknowledge and focus on the wonderful aspects of ourselves and each other that we sometimes overlook. In the spirit of this, our staff has happily dove into this team-building exercise to reinforce inclusive, supportive and positive social environments, sharing all the great attributes we see in each other, but don't always have the time or inclination to say out loud. We encourage you, your staff, your students, your players, and your team to pick up a whiteboard marker and dive in yourselves!



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KATELYNN THEAL, PROVINCIAL PROJECTS COORDINATOR

- How to?
- Write down all participating names and draw one
 - Get that individual to leave the room while the rest of the staff/class/team writes positive attributes about him/her
 - Take a picture of the participant standing in front of their whiteboard, without him/her seeing it
 - Erase and repeat until everyone has had a turn
 - Save and share the whiteboards by framing the images, and perhaps share at a time of the year that you know everyone needs extra encouragement ■



MEGAN MCKINLAY, COMMUNICATIONS LEAD - BE FIT FOR LIFE NETWORK



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WHAT'S HAPPENING

Ever Active Schools Updates

UPCOMING EVENTS

OCTOBER 3-7, 2016

International Walk To School Week

OCTOBER 20-22, 2016

2016 Alberta Recreation and Parks Association Conference

OCTOBER 2016 - JANUARY 2017

Healthy Active School Symposia

JANUARY 26-28, 2017

Shaping the Future Conference

MAY 12, 2017

Health and Physical Education Council (HPEC) Conference



On January 26-28, 2017 Ever Active Schools is hosting the 8th annual **SHAPING THE FUTURE** Conference – To be Wisely Aware. Join us in Kananaskis and make meaningful and lasting connections with professionals in education, health, recreation and active living. Hear from experts in the field on everything related to Comprehensive School Health and be engaged by our keynote speakers, who bring something unique each year. Learn alongside others with the shared goal of supporting student well-being. Read more about the conference at: www.everactive.org/stf

Join the movement and start an Alberta Medical Association Youth Run Club at your school this fall! **THE AMA YOUTH RUN CLUB** is a fun, free and flexible program and an excellent way to start a new run club or enhance one that already exists in your school community. Our participants say that run club makes them feel “welcome, needed, healthy and happy.” Become a champion for your school today and register at: www.amayouthrunclub.com/jointheclub. We are hosting free workshops around the province for coaches which will include information, resources, new activities and more! Find out more here: www.amayouthrunclub.com

Does your School Health Action Team plan on attending a **HEALTHY ACTIVE SCHOOL SYMPOSIUM** (HASS) event this year? The Healthy Active School Symposia are events designed to provide Alberta school communities with the knowledge, skills and resources to enhance student wellness. HASS are a catalyst for sustained change within the participating school communities and happen in a variety of areas across the province. The events focus on inspiring student leadership by developing the competencies needed to become engaged thinkers and ethical citizens with an entrepreneurial spirit, through a Comprehensive School Health approach. HASS empowers students to be active agents of change in building a school community that enhances their learning and fosters their personal growth and well-being. Reserve your team's spot today before they sell out! Visit: www.everactive.org/hass

Some of the best **PROFESSIONAL LEARNING** happens during **TEACHERS' CONVENTIONS**. Ever Active Schools will once again be across the province this February and March sharing professional learning on topics such as physical literacy, staff wellness, daily physical activity and most importantly, how these topics can support social & emotional wellbeing, student health and academic success. These evidence-based learning opportunities are guaranteed to be active and provide you with the knowledge, skills and understanding to implement new and innovative ideas on 'Monday morning.' ■

Visit www.everactive.org to discover other Ever Active Schools events and projects.



Photo: Children crafting dreamcatchers at the Friendship Centre
Credit: Bonnie Start

IN THE COMMUNITY

Appreciation for Diversity Through The Lloydminster Native Friendship Centre

SUBMITTED BY BRITTNEY TOMYN, PRACTICUM STUDENT AT EVER ACTIVE SCHOOLS

Since 2005, the Lloydminster Native Friendship Centre (LNFC) has been partnering with approximately 10 different schools in the City of Lloydminster, offering a wide variety of activities, games and presentations — in and out of a school setting.

“Our Friendship Centres welcome people of all ethnicities. Our programs and activities are open to everyone,” Executive Director Bonnie Start reminds us.

Initially starting with discussion between schools and the Lloydminster Native Friendship Centre staff, interest in the centre has increased immensely throughout the years. Schools expressed interest in including Aboriginal activities in their schedules and reached out to the LNFC. During the school visits, the LNFC staff offer activities such as Aboriginal crafts, traditional games and Friendship Centre information presentations. Crafts include mini teepees, medicine wheels and dream catchers, which are used to teach traditions and beliefs. To preserve cultural perspectives and create appreciation for cultural diversity, it is important that information and activities be presented by Aboriginal people. Sessions typically last 45 minutes or the equivalent to one class period. As part of the partnership, the LNFC staff facilitates activities at no cost and the schools contribute craft supply costs.

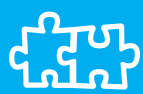
Today, the Friendship Centre offers a variety of services

outside of schools. Day camps are presented throughout the summer, offering an opportunity for children ages five to 12 years to participate in physical, social and cultural activities. The day camps run Monday through Friday from 9 a.m. to 3 p.m. and provide daily activities for children. “Just like a regular school day to get the kids active and out of the house for the summer,” explains Rae Anne Harper, LNFC Youth Coordinator.

There are 20 Native Friendship Centres located across Alberta that would welcome the opportunity to partner and support schools by offering a range of activities from crafts and traditional games to Friendship Centre information presentations. This is great opportunity for Aboriginal culture to be shared and supported among schools. For more information, please visit www.anfca.com to access Native Friendship Centres across Alberta. ■

References

1. Harper, R.A. 2016, July 15. Telephone interview.
2. Start, B. 2016, July 15. Telephone interview.



BE
WELL

Exploring Dimensions of Wellness with the Social & Emotional Well-being Booster Kit

SUBMITTED BY CHESA CORSIATTO, SCHOOL HEALTH FACILITATOR AT EVER ACTIVE SCHOOLS

We know that healthy, active kids are better learners! Health extends beyond the physical realm. The health of your students encompasses several interrelated dimensions – physical, social, emotional, mental and spiritual. (1)

Health is reliant on all dimensions being acknowledged and in balance. Physical activities, such as team games or dance, connect to more than just physical well-being. Playing team games can support social well-being: fostering connections with others, working towards a common goal and strengthening communication skills. For some, dance includes an emotional element and can serve as an activity that allows them to express their feelings in a healthy and creative way.

Recognizing this and knowing that teachers, schools and districts are making social and emotional health a priority, Ever Active Schools set out to create a resource that assists teachers in creating intentional Daily Physical Activity opportunities that assist inclusion and success for all students. The Social and Emotional Well-being Booster Kit can be used in numerous ways to suit the needs of your classroom and school. It can be used to bolster existing DPA and equipment, in collaboration with Social & Emotional Learning programs or as a stand-alone. The kit fosters social & emotional well-being in three main ways:

(1) Development of Physical Literacy through inclusive activities:

When we move our bodies, not only do we strengthen our muscles and bones, we strengthen our brain in many ways. In healthy individuals, regular physical activity has been associated with: improved interpersonal relationships; social skills, self image, self-worth and cognitive functioning; brain composition changes; better psychological functioning; overall life satisfaction and happiness. (4) Knowing this, it is important to provide opportunities for students to develop fundamental movement skills (FMS) and ultimately, become physically literate. (3) When engaging in DPA, each student should feel included and challenged, regardless of where they lie on the continuum of skill development. There are eight balls included in the kit that may support developing FMS in an inclusive way.

Let's look at one example: Reaction Ball – A ball with an unpredictable pattern of movement.

This simple piece of equipment can promote the development of sending and receiving skills as well as strengthen hand-eye coordination and reaction time. If a particular student is just beginning to learn to throw, it will not be of much significance where the ball is thrown, as it will bounce unpredictably anyway. If a student already has strong sending and receiving skills, this ball can add in an extra element of challenge for them, avoiding lack of engagement, boredom and acting out. Further, the reaction ball increases inclusivity, as it eliminates the ability for any student to only pass to their friends and leave out others.

(2) Mindfulness & Self-Awareness:

If properly presented, mindfulness has the potential to build capacity for social and emotional learning in the classroom. Jon Kabat-Zinn describes mindfulness as “the awareness that emerges from paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment.” (2) By participating in mindfulness, students develop self-awareness and strengthen their ability to self-regulate. In turn, these skills give students the ability to direct attention, respond instead of react and cultivate resiliency. The kit includes two resources that teachers can use to effectively incorporate mindfulness into their classroom. The first is a mini hobermansphere, which can be used with the whole class or with individual students when needed. The sphere can be used as a visual display of deep, calming breathing, which can assist in self-regulation. This can be a great tool for settling a class after a transition, calming students before an exam, etc. The second resource, Zen Me Cards from Be Fit For Life, give tangible, easy-to-lead activities that teachers or students can guide the group through. The cards include self-relaxation techniques, energy play, journal prompts and more. ➤

(3) Music & Creative Expression:

Not all students will find interest in playing sports or engaging in competition. Despite this, there are many ways they can develop a positive relationship with physical activity. The rhythm sticks included in the booster kit are a great option for connecting with these students. Manipulating the rhythm sticks includes the development of object manipulation skills and refining of fine motor movements and hand-eye coordination. Further, rhythm sticks provide the chance for students to be creative and expressive, to connect movement and rhythm, to sharpen their communication skills and more.

This is just a small selection of some of the equipment and ways it can be used within a Daily Physical Activity context. We invite you to share your ideas with us about how to use the equipment via Twitter, Instagram and Facebook (@EverActiveAB), or by emailing:

chesa@everactive.org.

Ever Active Schools can also offer more in-depth Professional Learning Opportunities for using this kit. For more information on The Social and Emotional Booster Kit please visit the EAS Resources Page: www.everactive.org/sewkit ■

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1. Alberta Education. Framework for kindergarten to grade 12 wellness education. www.education.alberta.ca/media/160218/framework_kto12well.pdf
2. Guided Mindfulness Meditation Practices with Jon Kabat-Zinn. Kabat-Zinn, J. <http://www.mindfulnesscds.com/>
3. Sport for Life. Sport for Life Society. www.physicalliteracy.ca
4. Well Aware - Developing Resilient, Active, and Flourishing Students. Pearson Canada; 1 edition (Nov. 14 2014). Carney, P.



YOUNG ATHLETES

Special Olympics Alberta offers programs, resources and events for our Young Athletes to develop physical literacy and fitness in youth with an intellectual disability.

ACTIVE START

Designed to help develop basic motor, movement and social skills for children ages 2 to 6 years old.

FUNDAMENTALS

Designed to introduce the values of positive movement experiences and sport-specific activities aimed at improving basic motor and sport skills in youth ages 7 to 12 years.

For more information on the Special Olympics Young Athletes program, contact Special Olympics Alberta 1-800-444-2883 or go to our website www.specialolympics.ab.ca.

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GET
ACTIVE

Photo: Action Planning from 21st Century Spaces Workshop
Credit: Nadeen Halls

Taking Action for an Active Classroom

SUBMITTED BY KATELYNN THEAL, PROVINCIAL PROJECTS COORDINATOR & CHRIS FENLON-MACDONALD, PROVINCIAL EDUCATION COORDINATOR AT EVER ACTIVE SCHOOLS

For many years, the scientific and educational communities believed that movement was movement and thinking was thinking, and each was as separate as could be.” (2) However, studies have shown that emphasis on physical activity (PA) in the school curriculum more broadly, and, not just in physical education class, is beneficial to students’ overall health, social well-being, and academic achievement. (3) Recent research would also suggest that finding PA opportunities that are cognitively engaging, though the blending of academic lessons and movement, have greater impacts on improved cognitive ability and health in children. (4)

In addition to movement and learning being connected, we also know that our environment and our behaviour are intimately connected. Our environment provides the context for our behaviour. The built environment contains environmental domains — physical, legal, political, social and cultural — that influence health-related behaviours (2) - physically by what’s available, economically by the cost of products, socio-culturally based on our values and norms and politically based on the rules that we’re governed by.

Connecting environmental design and health isn’t a new concept. In the 19th and early 20th centuries, architects and urban reformers in New York City and elsewhere helped defeat infectious diseases like cholera and tuberculosis by improving buildings, streets, neighborhoods, clean water systems, and parks. (1) In the 21st century, we can again have the opportunity play a crucial role in influencing health outcomes such as physical activity, decreased sedentary behaviour and healthy eating through architectural and urban design strategies.

Promising Practices:

If you’ve been looking to take action for an active classroom, these promising practices will lead to a very engaged school community.

Best Practices:

1. Active navigation: Create “pathways” linking various destinations within the school with age-appropriate signage.
2. Movement temptations: Add aesthetically pleasing features and provide an appealing environment for the kids to increase frequency and duration of physical activity.
3. Dynamic furniture: Use modular furniture so that classroom configuration can be changed as often as possible. For example, ottomans, balls and swivelling chairs allow children to constantly adjust their posture. This can activate the proprioceptive nervous system, improve circulation, raise body temperature and improve learning outcomes.
4. Educate the mind and body: Physical activity should not be limited but should be encouraged throughout the entire day.
5. Start Slow: Measures cannot be implemented all at once, but implementing each measure should have a ripple effect by improving other measures’ effectiveness.

Check out Ever Active Schools’ Pinterest Board on Activity Permissive Learning Environments to discover some of the creative ideas about how to make changes to your classroom with a low budget: www.pinterest.com/EverActiveAB/activity-permissive-learning-environments/ ■

Visit this poster, news article and booklet summarizing this research:

- Booklet: <http://bit.ly/1hYj3HK>
- News Article <http://bit.ly/28CcoJU>
- Poster: <http://bit.ly/1Ps9iw9>

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1. Active Design Guidelines: Promoting Physical Activity and Health in Design. 2010 City of New York. <http://bit.ly/1S2721c>
2. Jensen, 2005: Teaching with the Brain in Mind, 2nd Edition)
3. Physical Activity Design Guidelines for School Architecture. PLOS | One, 2015. Brittin, J., Sorensen, D., Trowbridge, M., Lee, K.K., Breithecker, D., Frerichs, L., Huang, T. <http://bit.ly/1gi1pLY>
4. Towards a Physical Literacy Framework to Guide the Design, Implementation and Evaluation of Early Childhood Movement-Based Interventions Targeting Cognitive Development. 2016. Cairney, J., Bedard, C., Dudley, D., Kriellaars, D.

Using Mentorship to Develop Physical Literacy

SUBMITTED BY RYAN FAHEY, SCHOOL HEALTH FACILITATOR AT EVER ACTIVE SCHOOLS

The focus of this mentorship opportunity was to build resiliency through the development of physical literacy. Using a mentorship model with our champions, within multiple First Nation School authorities, we were able to infuse physical literacy into multiple subject areas such as, science, math, language arts and physical education. By taking one grade five class outside for a 30 minute math lesson (outcome was to demonstrate, with or without concrete materials, an understanding of division), students were able to reach math outcomes through Five Finger Fling and Rock, Paper, Scissors Blitz (Found in DPA Greatest Hits by Ever Active Schools). Not only was the outcome met, students also felt a sense of belonging, and a sense of mastery arose in the outdoor space as students counted their laps during Rock Paper Scissors (RPS) Blitz. This added to their confidence and motivation to continue to participate in these activities after the class was finished. ■

MATH LESSON PLAN

Name:		Date:
Ryan Fahey and Jessica fox		April 7th, 2016
Circle of Courage Themes:		Grade:
Mastery, Independence, Generosity, Belonging		Five Math (30 mins)
Alberta Specific Curriculum Outcomes:		
Demonstrate, with or without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems.		
Class Context (Class size, competence level, students with special needs, prior learning, etc.):		
<ul style="list-style-type: none"> - Students at multiple competency levels with division in math - One student with wheelchair 		
Elements of Physical Literacy:		
Affective - Students are expressing joy while participating in activities and interacting with other Physical - Students demonstrate basic fms during activity Cognitive - Students demonstrate an understanding of movements, tasks and expectations for activity and how it relates to their health Behavioural - Students can control their own behaviour during activity and are not interfering with others		
Equipment and Resources:		
Polyspots and Daily Physical Activity (DPA) Greatest Hits		
Safety Considerations:		
<ul style="list-style-type: none"> - Make sure you can see all students during outside activities - Make sure students are moving in an adequate space 		
Observation and Assessment (Summative or formative):		
<ul style="list-style-type: none"> - Are students willingly participating in the activity? - Are students able to stay on task with little instruction and modification? - Are students able to connect the activities to division? 		
References and Resources:		
Mathematics to grade 9 program of studies - www.everactive.org/resources		
Learning Experiences:	Teaching Strategies:	DPA Supporting Learning:
Refresh adding and subtracting in basic activity	Once you give the group a number to achieve then ask: is this a divisible number? why or why not? modify the movement and change the group number once students are successfully able to reach the number given.	Five Finger Fling (DPA Greatest Hits)
Additional Learning Activities:		
Allow students to practice division after the Rock Paper Scissors (RPS) Blitz activity	Ask: Who was able to get around the playing area more than five times? is five a divisible number? Who was able to get around the playing area more than five times? 10 times? Are they divisible numbers? etc...	Rock Paper Scissors (RPS) Blitz (DPA Greatest Hits)
Closure:		
Ask the students what they liked most about the activity and quickly highlight what will be covered in the next math class	Review division with the students and then get the students to collect the poly spots to bring them to you before heading back to school.	



Photo: Fresh Fruit and vegetables being served in the school cafeteria
Credit: Scott Hall

Food For All Makes a Difference at Ermineskin Schools

SUBMITTED BY SCOTT HALL, TEACHER AT ERMINESKIN SCHOOLS

Ten years ago we began to experiment with feeding students to help tackle some recurrent issues in student behaviour and academic success. Under the leadership of committed faculty and staff, we are now operating a sustainable Universal School Food Strategy. Students are feeding students, a total of 1,000 mouths from k-12. Attendance and academic success have increased, graduation numbers climb every year and anecdotal evidence from teachers and parents strongly indicate that feeding students nutritious meals and snacks at school motivates success.

In the past, we struggled with the problem of teaching students who were not eating healthy, and many who were not eating at all. Emergency lunch programs came and went and stigmatization hindered all attempts at running a cafeteria that accommodated students who could not afford the food. The only solution for us seemed to be some sort of universal approach that included all students and emphasized healthy and attractive food.

In the beginning, this radical idea had the potential be very

expensive, as parallel programs such as the NSLP in the United States cost Americans hundreds of billions of dollars per year, which in most cases works out to almost \$3 per student per day for lunch alone! Working hard to design a system that includes students at all levels of food production, sourcing locally and using whole foods, we have been able to successfully provide every student breakfast, lunch and snacks for less than a dollar a day, which is of course a very sustainable number. >

The program began with foods students working in the commercial kitchen, earning credits and preparing breakfast and lunch for the Junior/Senior High School (approx. 350 students). The first year was so successful, the board asked if we could expand our services to cater to the elementary and kindergarten (an additional 650 students). This took some co-ordination and co-operation, but after another successful year, we implemented a long-term plan to reduce cost and continue programming into the future.

The key to reducing cost was to source supplies locally (from the producer whenever possible), solicit local producers for food donations, avoid large commercial food suppliers, buy in season, make everything from scratch, use whole foods and operate three salad bars.

There were many challenges to delivering this program and every day we face a new one. Keeping our goal in mind has been key to success: feed everyone, everyday nutritious food. ■

To be Wisely Aware




SAVE THE DATE

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Shaping the Future
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■ ■ ■

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Photo: Traditional Games facilitator Jason Plain Eagle (Niitan'ikoo Inahk'awakasi) teaches students "Ring and Stick"
Credit: Melissa Tierney

Resilience as a path to Healthy School Communities: Lessons Learned From Indigenous Teachings

SUBMITTED BY MELISSA TIERNEY, RESILIENCY COORDINATOR AT EVER ACTIVE SCHOOLS

"So much of what we are doing in the school this year, the staff learned at this event. Ways of working with the students, classroom activities, it's all playing out in the school now," said Mark Rossetto, principal of the Paul Band First Nation School. Mark was referring to a full-day workshop titled, Resilience as a Path to Healthy School Communities: Lessons Learned from Indigenous Teachings, and he credits the workshop as a key driver of change in his school.

Held on beautiful Nakoda land, the workshop was part of the annual Shaping the Future Conference, drawing over 400 youth, teachers, coaches and health professionals. All participants were given both philosophical foundations and practical tools they could use in their work immediately to thoughtfully develop resiliency in youth. Adults were also able to learn from the youth themselves: young people from the Aboriginal Youth Mentorship Program (AYMP) in Manitoba and the Alberta's Future Leaders program shared lessons and process from their mentorship work in First Nations and Métis communities, and students from Banff High School shared what resiliency means to them.

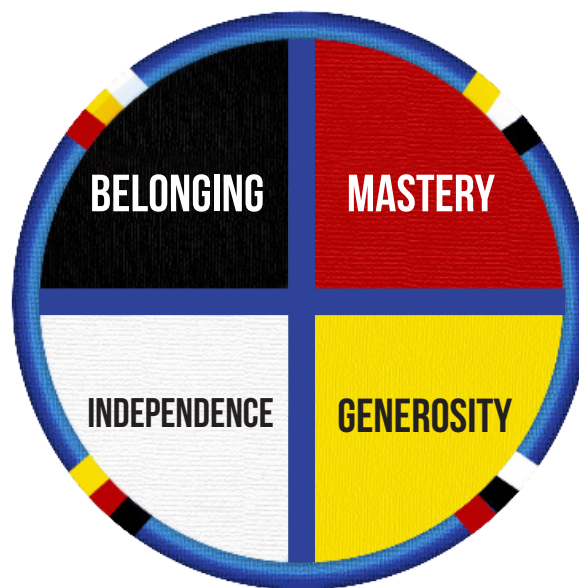
School teams brought the lessons from Shaping the Future back to their own communities. Lee Ann Johnson, Wellness Coordinator with the Kainai Board of Education, had similar feedback to Mark. "The students just loved it, and the teachers are all using it today in the school, it's foundational to our work."

Students spent most of the day outdoors, working with Blackfoot Traditional Games mentor Jason Plain Eagle to learn and practice a variety of games that promote life skills like perseverance, focus and working together. Students also got to meet mentors from other provinces, becoming inspired by the successes of initiatives created by students like themselves. Youth from the Nakoda Youth Council taught other youth to create bannock on a fire and Stoney Elders provided tea teachings and blessed the event with prayer and ceremony.

Adults at the conference, including teachers, principals, school staff, community members, and health practitioners, had the opportunity to meet renowned Indigenous scholar Dr. Martin Brokenleg. Dr. Brokenleg's "Circle of Courage" provides a unique model of youth

resilience: in order to be successful, youth must develop their sense of: Belonging, Mastery, Independence and Generosity

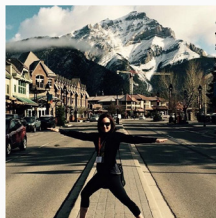
Ever Active Schools will make the Resiliency Workshop an annual event at Shaping the Future, and is actively working with First Nations and Métis schools to support innovative ways of strengthening the youth of our province. The next event will be January 26th and 27th, 2017. ■



Circle of Courage Model (2)

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Ever Active Schools

Instagram

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C a m p a i g n



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NOMINATE A HEALTH CHAMPION CONTEST

Do you know an individual in the Alberta health, education, recreation, active living or research sectors? We'd love to highlight some messages and stories of health from these impactful disciplines!

Everyone has a great story; help us share and inspire others!

1. Prizes include EAS Resources
2. A winner is drawn once a month
3. Contest ends January 31st, 2017

**Check out our instagram page populated with great stories:
www.instagram.com/everactiveab**

*Just send Nominee name(s) & email(s) to: margaux@everactive.org
and you will automatically be entered in the monthly draw!

A Healthy Little Program with Big Goals

SUBMITTED BY MARGAUX MCWATT, COMMUNICATIONS COORDINATOR AT EVER ACTIVE SCHOOLS

Little Beans is a free, interactive and educational program that takes place at two Grand Market locations in Edmonton, Alberta. The program engages children and families with their farmer and the story of their food, while ultimately promoting healthy living, and it has aspirations to expand and reach all communities in Alberta (2):

"By engaging with kids at a grassroots level, we hope to encourage participants to inspire their fellow students and classrooms to create their own gardens and talk about how food is grown and what it takes to bring it to their plate. We would love to be able to educate all of the Alberta Farmers Markets about this program so they can implement it in their own way. We hope as exposure for the program grows we can develop a

Provincial wide campaign so that each market can work with the kids they see each week," explained Kirsta Franke, 124th Grand Market Director & Proprietor.

- Kids receive a token to exchange for a produce item or food plant of their choice from a number of participating vendors
- The market compensates all vendors for products purchased with Little Beans tokens
- Little Beans will be offering free workshops and other programming covering a range of topics pertaining to food growing composting, healthy living, and environmental stewardship. ■

"The way the program has engaged the parents I think is very moving. We were given a lot of feedback after our first year and what we heard is that 'you need to do this again, my kid has never been so excited about vegetables!'"

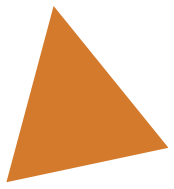
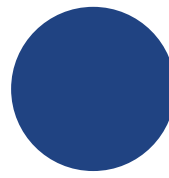


GET INVOLVED TODAY!

For more information about the Little Beans Program, visit: www.124grandmarket.com/little-beans-program/

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Don't Walk in the Hallway Energizer Activities

Recognizing the importance of promoting healthy learning environments, hallway decals offer a way to modify school spaces, helping to activate your students and enliven your lessons. Activities that range in intensity have demonstrated the ability to increase a student's readiness to learn. The Don't Walk in the Hallway initiative has been a proven resource to energize students (and staff) in active ways throughout the school day. Here are a few examples of energizers that have students up and moving:

DON'T WALK IN THE HALLWAY, HOPSCOTCH!

Using a small object, such as a beanbag, play a game of Don't Walk in the Hallway, Hopscotch! Find your favourite floor pattern in your school. By standing at one end of the pattern, toss your small object in an attempt to have it rest on one floor decal. Hop through the floor pattern to retrieve your object, then continue to hop to the end of the decal pattern. Repeat these steps attempting to toss your object, having it land on each decal in the pattern.

DON'T WALK IN THE HALLWAY, BE ULTIMATE.

Grab some friends, some beanbags and a whiteboard marker and get ready to Be Ultimate! With your school's permission using a dry erase whiteboard marker walk through your school and write the numbers 1-10 on ten floor decals (the more space between each numbered decal, the better). Next, start from the number 1 and try to toss your beanbag to the number 2. The person with the least number of tosses to get their beanbag to land on number 2, wins the round. Can you repeat the course you designed in less tosses? What other challenges can you create?

DON'T WALK IN THE HALLWAY, STOP AND FIND YOUR FITNESS.

Find some friends and grab a few dice to play Don't Walk in the Hallway, Find your Fitness. Next walk through your school to find your favourite decal pattern. Discuss with your friends and identify four fitness movements you can each do. For example, squats, push ups, jumping jacks and planks. Next, identify a colour that will represent each of these movements. Starting at one end of the pattern, one person rolls their first dice and hops or jumps the same number of times as the number that appears on the dice. Once they complete their hops or jumps, they roll their dice a second time. This number will determine how many times they will complete the fitness movement that corresponds to the colour of the decal they are standing on.

Stay tuned for a customized version with Indigenous branding, activities and energizers!

For more information on the don't walk in the hallway resource and to purchase this resource package, please visit:

www.everactive.org/dwith
#dontwalkinthehallway

EAS 2016-17 Playlists

COMPILED BY CHESA CORSIATTO, EVER ACTIVE SCHOOLS

Here are a couple playlists to pump up and brighten your school days. Warm up, dance and energize your students!

Please search for the clean version of all songs



Pump it up!

This fun and upbeat playlist is perfect for dance parties, celebrations, special events, warm-ups or anytime you and your students need an energy boost!



Title	Artist
Can't stop the Feeling	Justin Timberlake
Roar	Katy Perry
Kill 'em with Kindness	Selena Gomez
See You Again	Wiz Khalifa ft. Charlie Puth
Try Everything	Shakira
Trojans	Atlas Genius
Renegades	X Ambassadors
Summer	Calvin Harris
Ten Feet Tall	Afrojack
Wild Things	Alessia Caara
Feel Again	One Direction
Keep Your Head Up	Andy Grammar
Let's Go	Calvin Harris ft. Ne-Yo
Different Colors	Walk The Moon
Safe & Sound	Capital Cities
Hurricane	The Vamps
On Top of the World	Imagine Dragons
Heroes	Alesso
Wake Me Up	Avicii
Cheap Thrills	Sia ft. Sean Paul
Best Day of My Life	American Authors

Brighten up!

This uplifting playlist is great for creating a welcoming and cheerful environment without it getting too boisterous!



Title	Artist
Lava	Kuana Torres Kahele (Disney Pixar Short Film "Lava")
One Call Away	Charlie Puth
Old Pine	Ben Howard
Dreamer	Isbells
Follow The Sun	Xaiver Rudd
Photograph	Ed Sheeran
Barcelona	George Ezra
Sparks	Coldplay
Orange Sky	Alexi Murdoch
Over the Rainbow	Isarel Kamaawiwo'ole
Lost in the Light	Bahamas
Another Story	The Head and The Heart
Ends of The Earth	Lord Huron
Home To Mama	Justin Bieber ft. Cody Simpson
Upside Down	Jack Johnson
Put Your Records on	Corrine Bailey Rae
Lose it	Oh Wonder
Somewhere Only We Know	Lily Allen

the SANDBOX

Are you looking for ideas to promote employee wellness in your school or jurisdiction? Why not check out The Sandbox—your space for healthy school workplaces! Developed by ASEBP with partners throughout Alberta's comprehensive school health community, the site is designed for school employee wellness champions in the K-12 education sector in Alberta. Check out The Sandbox to spark ideas, find resources and connect with like-minded wellness champions who share your passion for school employee health and wellness. Take the opportunity to dig into The Sandbox today!

www.TheWellnessSandbox.ca

NEW! HEALTHY SCHOOLS ACTION PLAN

Ever Active Schools has partnered with Alberta Healthy School Community Wellness Fund and Alberta Health Services to collaborate on a new tool for the health champion's toolbox! Together we are developing a Healthy Schools Action Plan that will be simple, effective and available online. A quality action plan is key to the Comprehensive School Health process, helping teams to identify priority areas and set smart goals and actions to achieve success. The new action plan will be the primary tool for Alberta schools involved in Comprehensive School Health to use, assisting school and district wellness teams by having a consistent plan when attending HASS, working with their local Health Promotion Coordinator or Facilitator and when applying for Wellness Fund grants.

Our intent is that the action plan will be an intelligent one, with the ability to walk teams through creating the right kinds of goals and highlight potential actions for these goals. Please stay tuned for the release of this exciting new tool, anticipated in late fall 2016.

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FEATURE STORY

Growing Up Digital: A Teaching Perspective

SUBMITTED BY MARGAUX MCWATT, COMMUNICATIONS COORDINATOR AT EVER ACTIVE SCHOOLS

“These stats are very real. These are issues that we all need to be made aware of. The next step is [asking], ‘How do we interpret that? What are we going to do about it and how do we grow from this?’” said Robbie Franklin, Assistant Principal at John Paul II School in Fort Saskatchewan. He was referring to the negative presence and influence of technology in a school setting, drawn from recent research conducted by the Alberta Teachers’ Association, The University of Alberta, Boston’s Children’s Hospital and Harvard Medical School, called ‘Growing Up Digital.’

In December 2015, over 2,200 teachers and principals from across Alberta participated in the Growing Up Digital Survey, “to gauge the extent of children’s exposure to digital media — referred to as “screens” — then assess the social, learning and health impacts of this exposure.”⁽¹⁾ A large majority of over 1,800 classroom teachers and 400 school principals concluded that technology was enhancing teaching and learning activities such as inquiry-based learning, providing a variety of learning resources to both teachers and students, as well as supporting students who have a variety of learning needs. Conversely, when asked about the health and well-being of their students, emotional, social, behavioural and cognitive challenges were reported, along with students being distracted, disconnected and unfocused. ⁽²⁾

Being in a school setting for 11 years, Robbie admitted that he sees these stats in his students. Along with the positive side of technology enhancing learning, he said he also sees the negative side, such as students being distracted and unable to focus.

Despite the presence of these negative stats, he doesn’t see technology as an enemy. “It is a tool, and a powerful one. However, It is

not pedagogy. Pedagogy must come first. Student learning must come first. Tech though, can be a great way to facilitate that learning!” he said. Engaging students is a key to meaningful learning as well as not becoming a negative statistic, he explained. “Some people look at these stats and say, ‘tech is no good – we’re going to put cell phones in a little bucket at the beginning of class and they won’t be distracted at all.’ My own philosophy on that is that they’ll still find ways to be distracted,” he said. When technology is embedded, opposed to being left out, students are more present and can identify with devices they use on a regular basis, he explained.

Collin Dillon, K-12 Physical Education Teacher, and 8-12 Math Teacher at St. Joseph Catholic High School in Grande Prairie, agreed that he sees these stats among his students as well. “It’s alarming. I see it. Kids are distracted and [they have] trouble multitasking,” he explained. But he also established that technology is not something that should be fought, but rather used to enhance learning and connect students to a deeper understanding of what’s being taught. “We are becoming a 21st century building, which does have an implementation >



90%

of teachers say that the number of students with emotional challenges has increased.

71%

of teachers say educational technology enhances inquiry-based learning.

86%

of teachers say that the number of students with social challenges has increased.

67%

of teachers say that the number of students who are negatively distracted by digital technologies in the classroom is growing.

85%

of teachers say that the number of students who need behaviour support has increased.

66%

of teachers are observing students coming to school tired, and their ability to focus has declined.

76%

of teachers frequently or very frequently observe students multi-tasking with technology.

Stats referenced from (6) Growing Up Digital (GUD) Alberta. McRae, P. PhD. www.philmcrae.com/blog/growing-up-digital-gud-alberta >

Technology is good, but don't let it be the be-all and end-all. If you want to give kids that formative assessment, you can't just rely on technology." -Collin Dillon



of technology. We promote a culture where we want our kids to make good decisions. We want them to be responsible. They must understand and learn for themselves that there's going to be a time where tech is going to be implemented and we're going to use it, but there's also times when you should put it away."

Collin uses Google Classroom daily for assignments and assessments, using Google Forms to post every assignment and set of class notes. His students are welcome to use websites as a homework aid to help them outside of the classroom, and he uses assessment tools like the Coach's Eye App for accurate slow-motion evaluation of his students' athletic development, he explained. "[These] are great aids but I think it's more impactful for students to receive assessments from their peers and from their teachers as well. Technology is good, but don't let it be the be-all and end-all. If you want to give kids that formative assessment, you can't just rely on technology," he said.

Robbie had a similar view as he referenced Dr. Phil McRae and his research surrounding Growing Up Digital: "We can't be consumers of technology all the time. There's a time and place where you can sit back, relax and enjoy, but we've got to be empowered by it and do things that serve a purpose, not just [use technology] for entertainment."

Since technology is not only transforming itself, but also the environment it exists in, Robbie explained that within the Elk Island Catholic School district, his division is implementing the One-to-One program to better integrate an ever-changing tool into their system. With this program, students are able to bring their device from home to use in a school setting. The students are able to customize their device to suit their learning needs, and the school can move away from a supply and demand of devices that are difficult to maintain, (3). This program comes with a Digital Citizenship, where each student is required to sign a document at the beginning of the year for parents to sign, stating responsibilities, rules and regulations of using technology. Two main points, Robbie described, are, "Respect technology and respect yourself and others."

His district has used the SAMR model of integrating technology into the school system, he explained. SAMR: Substitution – Augmentation – Modification – Redefinition. With this model of integration, technology goes from substituting small tasks and acting as a direct tool with no functional change, to redefining educational processes, allowing for the creation of new tasks that were previously inconceivable. (4)

Along with the program and model, Robbie's district also uses several of the same apps and tools found in Collin's district, such as Google Classroom and Docs, the Homework App, Map my Run, iPads to stay

mobile and perform Geocaching, Coach's Eye for accurate assessments, and more. Using these tools and devices, Robbie explained, is creating a transformation in how students are working with each other and with teachers. These tools are able to capture real-life assessments that help with athletic performance, teamwork, peer and self evaluation, personalization, analytics and ultimately strive to meet goals and work towards improvements. "When we talk about engagement [in my district] it was always about the students. Used in creative and engaging ways, I believe technology in all its forms can be used to create an environment of context, where students can understand a task's relevance today. And if students can take part in the learning, rather than be passive observers or simple consumers of tech, then I believe you have helped facilitate an environment of engagement where you allow students to be mindful and present," he said.

- For ideas on how to integrate technology in your school, visit: www.schrockguide.net/samr.html
- For more information on Elk Island Schools' One-to-One program, check out this Info Sheet: www.eics.ab.ca/download/73916
- To see complete Growing Up Digital statistics, visit: www.teachers.ab.ca/SiteCollectionDocuments/ATA/About-the-ATA/Education%20Research/Promise%20and%20Peril/GUD%202015%20Research%20Overview.pdf ■

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