Working together on the Healthy Kids Strategy

Create Healthy Communities: Strategy #3

July 29, 2014 • 10:00 a.m. – 11:30 a.m.

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RECORDING NOTICE: This webinar is recorded and will be made available to the general public on the HC Link website.
Working Together on the Healthy Kids Strategy

July 8: Start All Kids on the Path to Health

July 17: Change the Food Environment

July 29: Create Healthy Communities
Three - Pronged Strategy

1. Start all kids on the path to health
2. Change the food environment
3. Create healthy communities

For each of these elements, the panel proposed realistic, achievable measures along with an action plan to turn ideas into reality.
Create Healthy Communities

The Panel considered:

1. The need for social change
2. The potential of a community development approach.
3. The role of schools and child care settings
4. The importance of role models and champions
5. The potential to leverage other strategies
6. Access to timely support and treatment services
Recommendations

1. Develop a comprehensive healthy kids social marketing program that focuses on healthy eating, active living – including active transportation – mental health and adequate sleep.

2. Join EPODE International and adopt a co-ordinated, community-driven approach to developing healthy communities for kids.

3. Make schools hubs for child health and community engagement.
Recommendations

4. Create healthy environments for preschool children.

5. Develop the knowledge and skills of key professions to support parents in raising healthy kids.

6. Speed implementation of the Poverty Reduction Strategy.
Recommendations

7. Continue to implement the Mental Health and Addictions Strategy.

8. Ensure families have timely access to specialized obesity programs when needed.
Healthy Schools, Healthy Communities: How You Can Make a Difference

Margaret Good and Drew Maginn, Ophea

July 29, 2014
Ophea (ophea.net)

Our goals are simple:
Help kids develop the necessary skills to make healthy choices.

Create school communities that promote healthy, active living.

How we do this:

Develop and support delivery of quality school-based health and physical activity programs and services.

Vision:
All children and youth value and enjoy the lifelong benefits of healthy, active living.
Why School Communities?
Did You Know?

95% of Ontario children and youth attend public schools

Kids spend an average of 6 hours a day, 5 days a week, for 12-14 years in school

Schools are the ideal place for community organizations to connect with kids and families from all backgrounds

Health and education are interdependent: healthy students are better learners
Healthy Schools: The Basics
Healthy Schools, Healthy Communities: How You Can Make a Difference
Illustrated Video

Available in English and French at:
www.ophea.net/healthy-schools-communities
Healthy Schools in Ontario

### Foundations for a Healthy School

<table>
<thead>
<tr>
<th>Components</th>
<th>High-Quality Instruction and Programs</th>
<th>A Healthy Physical Environment</th>
<th>A Supportive Social Environment</th>
<th>Community Partnerships</th>
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<tbody>
<tr>
<td>Descriptions: Quality instruction provides students with a wide range of opportunities to learn, practice, and demonstrate knowledge and skills related to living a healthy life. Programs offered during the instructional day often lay the foundation for after-hours activities done outside instructional time. Quality programs also include opportunities for teachers and school administrators to participate in professional learning opportunities.</td>
<td>A safe and healthy physical environment improves the conditions for learning. The physical environment includes the school building and grounds, routes to and from the school, and materials and equipment used in school programs.</td>
<td>A supportive social environment has a positive impact on students' learning. Many practices within a school foster such an environment; students, teachers, and parents can benefit from the support provided, which may be formal (e.g., school policies, rules, clubs, or support groups) or informal (e.g., intersection peer interactions or free play).</td>
<td>Community partnerships provide access to resources and services available to support staff, students, and families in the development and implementation of healthy schools initiatives. Various organizations can deliver services within the school setting, including public health.</td>
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</tbody>
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| Current Ministry of Education and Ministry of Health Promotion Initiatives | | | | |
| Specialist Teachers | Specialist Teachers | Specialist Teachers | Specialist Teachers | Specialist Teachers |
| Swim to Survive Program | Swim to Survive Program | Swim to Survive Program | Swim to Survive Program | Swim to Survive Program |

### Health-Related Topics

#### Healthy Eating
- Establishing a school-wide healthy eating month
- Coordinating the healthy eating lessons taught in each grade
- Having teachers, school administrators, and student representatives attend a healthy eating conference
- Establishing a healthy menu for the school lunch program
- Purchasing a refrigerator for storing healthy food during the school day
- Starting a school garden and planting fruits and vegetables in it
- Developing healthy eating guidelines
- Including healthy eating tips in each month's school newsletter
- Offering a healthy lunch/track program
- Establishing a subcommittee of the school council to focus on making healthy foods and beverages a priority in the school
- Offering a breakfast program in cooperation with the local grocery store
- Having a public health nurse or dietician provide a lunch-and-learn session for staff and parents on packing healthy lunches and snacks
- Coordinating a "walking Wednesday" program with support from school staff, students, and community partners (e.g., seniors' group)
- Partnering with a local high school to offer a physical fitness club
- Establishing a partnership with a local university to research the impact of the physical activity program on student achievement
- Developing new programs for the students
- Training student leaders to lead other students in physical activities during breaks
- Organizing intramural programs for the students
- Organizing lunchtime activities for the students
- Organizing school events that require physical activity (e.g., a fitness day)
- Establishing a diversity club to provide students with an opportunity to discuss ways to make all students feel welcome in the school
- Creating a process whereby all students can feel safe reporting bullying incidents
- Hosting an event for staff and board officials to celebrate students' artistic presentations of bullying prevention messages
- Partnering with the local youth centre to provide programs in conflict resolution and development of self-esteem
- Providing training on bullying prevention to parents at the school council meeting
- Coordinating community volunteers as mentors for students
Healthy Schools Approach

The healthy schools approach engages school communities in addressing a range of health-related topics (e.g. physical activity, healthy eating, tobacco prevention) through some key steps including:

- Consult the school community
- Establish a school-level team
- Assess the environment
- Create a plan
- Implement (‘take action’) and monitor plan
- Evaluate and celebrate accomplishments
Healthy Schools in Action
Living School

The Program (2004 – 2008)
Healthy schools intervention at school-level (elementary) focusing on physical activity and healthy eating (34 schools)

Key Learnings
- Enhanced appreciation of community partnerships
- School community as an influencer on student health and well-being
- Increased sense of student belonging and school connectedness
- Increased PA levels (including DPA) and healthy eating behaviours
- Increased student attendance, attentiveness and alertness
- Reduced behavioural issues
- Significant improvement in EQAO test scores

Learn More
www.ophea.net/healthy-schools-communities
Lungs Are For Life

The Program (2008 – 2009)
Healthy schools intervention at school-level (elementary) focusing on tobacco prevention (10 schools)

Key Learnings
- Time period
- Interrelation of topic areas
- Student engagement
- Regional context
- School Board/Public Health engagement

Learn More
www.ophea.net/healthy-schools-communities
Partnership for Healthy Kids

The Program (2010 – 2014)
Healthy schools intervention at school board-level focusing on enhanced partnerships across multiple sectors (education, public health, parents, recreation)

Key Learnings
- Valuing and nurturing relationships
- The value of parent engagement
- Customized support & resources
- Stages of group development
- Buy-in at provincial level
- Value of external facilitator
- Common understanding of different sectors

Learn More
www.p4hk.ca
Smoke-Free Ontario

The Program (2012 – 2015)
Healthy schools intervention at school-level (elementary/secondary) focusing on tobacco prevention (25 schools)

Key Learnings (To Date)
- Authentic student leadership opportunities
- Role of adult allies
- Community context
- School Board support
- Integration of multiple health topics

Learn More
www.ophea.net/smokefree
How Ophea Can Help
Healthy Schools Support

The Healthy Schools section of the Ophea website provides access to the following healthy schools supports:

- Resources (HS Video, articles, planning tools, posters, resource database, research)
- Consultation/Training (online, phone and email)
- Partnership (opportunities to partner on HS initiatives)

Visit: www.ophea.net/healthy-schools-communities
Questions?

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How are Public Health Units Addressing Mental Health and Healthy Weights?

Highlights from the Connecting the Dots Report
About the CAMH HPRC

• Provide system support, capacity building, content expertise and access to information and research for Ontario health promotion and public health audiences related to:
  ➢ Mental health promotion
  ➢ Substance misuse

• Consult with CAMH colleagues from across the organization (clinical, research, etc.)

• Funding provided by the Health Promotion Division of MOHLTC
Connecting the Dots

How Ontario Public Health Units are Addressing Child and Youth Mental Health

Project leads:

Camh
HPRC
Health Promotion Resource Centre

Public Health Ontario
Santé publique Ontario
Partners for Health
Partenaires pour la santé

Toronto Public Health
To capture the range of child and youth mental health activities, initiatives, services and programming occurring across Ontario’s public health units.
Scope

*Mental Health or other terms of interest
  - Infant, child or youth mental health
  - Psychological health
  - Emotional health
  - Mental well-being
  - Mental wellness
  - Mental illness
  - Mental health promotion
  - Mental illness prevention
  - Mental health literacy
  - Body image / self-esteem
  - Stress
  - Resiliency
  - Stigma reduction
  - Suicide Prevention
  - Prevention of self-harm
  - Bullying
  - Violence
  - Discrimination
  - Crisis support/management

- Range of activities at public health level
- Children & youth (along the continuum from infants to young adults)
- Mental health focus*
Summary of Findings

- Public health units are undertaking a large number and wide spectrum of activities to address mental health in children and youth, often driven by local need.

- **Barriers:** mandate, need for greater coordination, stigma.

- **Enablers:** partnerships, alignment with evidence, leadership, evaluation of efforts, and *integration of mental health.*
“Public health doesn’t have a mandate within their Standards for mental health. **There are some things that can be linked with mental health and that we need to address**, such as some of our Standards around nutrition and addressing eating disorders. Eating disorders are a mental health issue.”

“There are so many competing priorities – so, we try to be innovative and integrative as much as we can and break down silos as well.”
Use of OPHS or Guidance Documents to Guide the Activity

- Foundational Std.: 28.9%, n=94
- Chronic Disease and Injuries Pro. Std.: 44.3%, n=144
- Family Health Pro. Std.: 42.5%, n=138
- Infectious Diseases Pro. Std.: 8.0%, n=26
- Environmental Health Pro. Std.: 0.9%, n=3
- School Health GD: 38.2%, n=124
- Child Health GD: 35.4%, n=115
- Healthy Eating, Physical Activity and...: 19.7%, n=64
- Prevention of Substance Misuse GD: 16.3%, n=53
- Prevention of Injury GD: 14.5%, n=47
- Comprehensive Tobacco Control GD: 4.9%, n=16
- Child Health Program Oral Health GD: 1.8%, n=6
- Nutritious Food Basket GD: 0.9%, n=3
- Emergency Preparedness Pro. Std.: 0.3%, n=1
- Other: 7.1%, n=23
- None: 3.7%, n=12
- Don't Know: 3.7%, n=12

CAMH HPRC
Health Promotion Resource Centre
Types of Mental Health and Healthy Weight Activities

- **Prenatal programs**
- **Playground and school-based programs**
- **Healthy body image and disordered eating prevention**
- **Communication campaigns to parents**
Example 1: P.A.L.S (Playground Activity Leaders in Schools)

- Playground leadership program that encourages all children to participate in recess activities regardless of their gender and size or ability.
- Student leaders, chosen from grades 5, 6 and 7, are trained to provide games and activities for younger students in grades K-3.

Impact
- Program has been adopted by many Ontario health units and school boards.
- Evaluations show increases in physical activity, decrease incidence of playground bullying and provide leadership opportunities for students.
Mental Health and Healthy Weight Activities

Example 2: Healthy Buddies™

- An initiative of BC Children’s Hospital
- 21-week comprehensive peer education program for elementary schools.
- Focuses on healthy eating, physical activity, and positive self-image.
- Intermediate grades are taught the content, which they then teach to the primary grades.

Impact
- Improvements in self-esteem and healthy living knowledge
- Healthy decreases in waist size among students*

* Manitoba’s Healthy Buddies™ Pilot Project
Example 3: Girl Talk

- Program with a peer support group model that is based on Every BODY is a Somebody program developed through SickKids.
- Designed to help girls reverse negative peer pressures and adopt positive health promoting behaviours.

Impact
- Evaluations show improvements in global self-esteem, body image satisfaction, body esteem, and disordered eating among girls attending middle school.
To be released Fall 2014!

Revisions to the 2014 guide include:

- Greater exploration of the determinants of mental health as well as behavioural and contextual factors that influence children’s mental health and social well-being

- An expanded roster of examples of mental health programs that incorporate good practice is presented
Questions and Comments
Contact Us

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Healthy Kids Webinar Series
Creating Healthy Communities
Presented by:
Kayla Lee, Health Promoter
Outline

• Background
• What is F.U.E.L?
• Pilot Project
• Partnerships
• Implementation in schools
• Evaluation
• How to start a F.U.E.L program
Background

• Physical Inactivity Crisis
  o 4% of children and youth (5-17 year olds) meet physical activity recommendations
  o Girls (4%) are significantly less active than male (9%) counterparts
  o Physical inactivity associated with many physical and psychological health risks
• Female-only physical activity interventions
  o Few exist
  o Most are co-ed and focus on competition
  o Most females don’t enjoy competitive sports/activities
    → Low self-esteem
    → Self-worth judged on losses and wins rather than intentions
    → Sensitive about athletic ability and body image
F.U.E.L.
Program Description

- After-school, female-only physical activity program
- Activities are non-competitive
- Led by certified instructors
- Inclusive of any interested female student
- Peer-led
- Free
Pilot Project

• Spring 2008
  • Free after school non-competitive walk/run program
  • Evaluation showed girls enjoyed non competitive model
  • Evaluation showed girls wanted other fitness opportunities
• Fall 2008- Planning committee created
• Fall 2009- F.U.E.L. launched in three schools
• Fall 2014- Seventeen schools are running the program
How F.U.E.L. works...

1. Recruitment of Volunteer Instructors
2. School completes online application
3. School Selection
4. YAC Orientation
5. Youth Advisory Committees are formed in each school
6. Training for school nurses and teacher advisors
7. F.U.E.L. Launches in School
# Roles and Responsibilities

**Public Health Nurse**
- Participate in ongoing meetings/FUEL sessions
- Liaison between the Advisory Committee and PH
- Provide Resources
- Collect signed waivers/consent from teacher advisors
- Grant opportunities
- Health teaching through "girl talk sessions"

**Teacher Advisor**
- Participate in ongoing meetings/F.U.E.L. sessions
- Ensure F.U.E.L. is seen as a school club
- Distribute and collect signed waivers/consent
- Program launch

**Youth Advisor**
- Participate in ongoing meetings/F.U.E.L. sessions
- Booking Location for Sessions/Year Book
- Book Instructors/Room Set-up
- Advertising/Promotions
- FUEL Board/Attendance
- Refreshments/Thank-you Cards
Getting Girls Out

- All girls assemblies/F.U.E.L Launch
- Swag
- YMCA memberships
- Snacks
- Just us Girlz Events
- Promotion
Girls... come enjoy a great workout!

F.U.E.L. this week

Date: ____________________________
Location: ____________________________
Session: ____________________________

Fact
Youth should get at least 60 minutes of moderate-to-vigorous intensity physical activity each day.

- Moderate-intensity activities (brisk walking, skating or bike riding)
- Vigorous-intensity activities (running or rollerblading)

Did you know
Daily aerobic exercise can help you:

- Improve your grades
- Increase your concentration
- Improve your mental health by lowering symptoms of anxiety and depression
- Improve your self-esteem
- Improve your heart health by lowering symptoms of heart disease and stroke
- Prevent osteoporosis
- Prevent type 2 diabetes
- Prevent some types of cancer

Inactivity can put you at risk for developing:
- Heart disease
- Stroke
- Depression
- Type 2 diabetes
- Osteoporosis
- Some types of cancer

Think about it
There are two types of exercise:

- **AEROBIC**: When your body needs oxygen to do the movement, helps make the heart stronger; helps tone muscles; gets the heart rate going. Swimming, skiing, and riding a bike are aerobic activities.

- **ANAEROBIC**: When your muscles don’t need oxygen to do the movement; activity is brief and intense; keeps bones and muscles strong. Weight lifting, and sprinting are anaerobic activities.

www.niagararegion.ca
F.U.E.L
Females Using Energy for Life

An after-school physical activity program for high school girls

Combines non-competitive activities with the opportunity to learn about healthy living

“I liked how I became more social through exercise”
“I loved working out with the girls”
“I like that everyone is welcome and feels included”
“I love the energy that all the girls bring to the program”
“I like that it’s a place I can go and get active that is just for girls and that it’s not competitive”
“I like the community feel of F.U.E.L. Nobody cares whether or not you are fit. It’s all about having fun”

www.niagararegion.ca/health

Niagara Region Public Health
YMCA

Physical Activity Program for girls
What Makes F.U.E.L.
Innovative & Sustainable?

1. Peer-led
2. Teacher Champions
3. Cross-sector partnerships (YMCA of Niagara, School Boards, NRPH, and community instructors)
4. Volunteer physical activity instructors
Evaluation

- Pilot year – successes, challenges, recommendations & lessons learned
  - Focus groups: participants & youth advisors
  - Surveys: Teacher advisors
Successes

“I liked how I got to work out with my friends and meet new people”

“I liked that I got to try activities that I otherwise would not have had the chance to try”

“F.U.E.L. helped me realize that physical activity can be fun”

“It helped me realize that physical activity is more than just sports”

“I liked how I was able to come out to the activities I was interested in trying, but I didn’t have to commit to coming every week”

• 131 participants, 3 schools
• YAs felt engaged & enjoyed the leadership role
• YAs & participants enjoyed the variety of fun, non-competitive activities
• Great way to meet people
Challenges

- Location for sessions
- Communicating as a committee
- Appropriate equipment
- Fluctuating participation
Recommendations

- 5 youth advisors max
- Provide specific tasks to youth advisors
- 1 teacher advisor/no more than 3
- Organize gym space early in the year
- Offer F.U.E.L. before school/during lunch hour
- School should host mother-daughter nights
Lessons Learned

- Promotion is key to success
- Grants/fundraising could enhance program
- Need an enthusiastic, committed teacher advisor
- Provide teacher advisor & nurse training
- Important to have administration and staff support
F.U.E.L. in 2013/14

- 17 high schools (Catholic and Public)
- Range from 10-30 girls out each week/school
- Sustainability vs. recruitment of schools
- Ongoing evaluation
- Ongoing instructor recruitment
Thank You!

More information:
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www.niagararegion.ca
(search “FUEL”)