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Ever Active Schools:

Healthy Assessment Tool for Schools (HATS)

A Guide for Assisting Facilitators to:

- **Administer HATS**
- **Facilitate Discussion**
- **Plan for Action**

This facilitator guide provides a set of tools for champions, health promoting school committees and other staff leaders to use the HATS to assess the capacity and capability of their school to successfully promote health.

The goals of this facilitation guide are to:

1. Provide a template for the administration of the HATS to a health promoting school committee or school staff
2. Identify and mobilize community assets
3. Provide ideas for the facilitation of a post-HATS meeting to discuss results
4. Examine planning strategies and how to transform HATS data into school action for change

Acknowledgements

This guide has been developed collaboratively along with the HATS and the accompanying Action Planning tool. Many people have been involved in the ideas, development, writing, editing, re-editing and delivery of these tools. Thanks to all of the following people who were instrumental in getting this assessment up off of the ground:

Marg Schwartz – APPLE Schools
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Special thanks to the **APPLE Schools Facilitators** and the **Battle River Project Champions** who were instrumental in piloting and refining both the HATS and this guide.

The intent of this guide is to provide health promoting school committees and school leaders with materials, processes and strategies that will facilitate ongoing assessment of, planning for and implementation of the health promoting schools approach.

For further information about the HATS, the facilitation guide, planning tool or other supports, please contact Ever Active Schools at:

780-454-4745

www.everactive.org

Overview of Processes

This facilitation guide describes a sequence of activities designed to support champions and health promoting school committees in completing the HATS, discussing results and planning for effective change in a particular school community. The sessions or meetings could be presented in a variety of formats ranging from regular health promoting school committee meetings, a series of staff meetings or targeted small group settings depending on the needs of the school community, number of participants and the time available.

The *Facilitator Notes* for each session provide a description of the activities, text and ideas as well the time suggested for each. The suggested times are estimates, only. Facilitators may need to adapt activities and time lines in order to meet the needs and interests of those with whom they are working.

Facilitators are encouraged to make contact with the **Ever Active Schools** office for additional support in preparing and facilitating these discussions or to book a facilitation workshop.

The following descriptions can be used when contacting participants regarding meetings, as newsletter inserts to inform the school community, to inform staff or other communication tools.

Meeting to Understand and Complete HATS

Participants will get to know each other and engage in the assessment of their school's capacity for health promotion. An introduction to Ever Active Schools and the purpose of the *Healthy Assessment Tool for Schools* (HATS) will be followed by mapping the assets available to the school community and looking at the essential elements of a health promoting school. Participants will complete the HATS online or in paper format.

Discussion of Results

The purpose of this session/meeting is to discuss the compiled results of the HATS. Content will include highlights from the data, looking at the future vision of the school community, discussion of pertinent strengths and weaknesses, how to access available resources from EAS and beginning to apply the results of HATS to the school's planning cycle.

Planning for Action:

This session will apply the HATS data directly into a school action plan to address specific goals for physical activity, healthy eating and mental wellbeing organized within the 4 E's of the EAS framework.

Planning Considerations: Set-up and Materials

Action needed	Responsibility
<p>Remember your audience</p> <p>For this event, you will be dealing with an adult population who is not used to working together. Care must be taken to ensure you are building the capacity of the group to work together. Plan some meet and greet type activities.</p>	Facilitator
<p>Help people understand their role on the committee</p> <p>Some committees prefer to have a Terms of Reference to help them understand the expectations of each committee member, the purpose of the committee, the duration of their commitment and how decisions will be made on the committee. This is not a mandatory step, but all of the participants will need to have a discussion about their role at some point.</p>	Principal or facilitator
<p>Plan the meeting carefully</p> <p>Keep in mind the time frame you have allocated for the meeting. Stay on task and keep the activities moving appropriately. Plan for breaks that allow enough time for refreshments, a washroom break and a bit of networking.</p>	Facilitator and principal
<p>You will need:</p> <ul style="list-style-type: none"> Name tags Flip chart paper and wall space to post sheets Felts Post-it notes and pens on each table Tape Data projector with computer Screen for projection Participant handouts Working space large enough for all participants to work in small groups and still have an activity space. Tables organized for small group discussion Access to a computer lab (optional) 	Delegate to:
<p>Model health promotion principles:</p> <p>The food served at these events should be healthy, tasty, and wholesome. The atmosphere should be welcoming, warm and engaging. Try to include representation from all stakeholders in the school community. The exception to this concept is the students. Because the reading level of HATS is almost high school level, it is not suggested that you involve young students at this point. There are other ways to gather student voices.</p>	

Completion Meeting: Goals, Guidelines and Overview

Goals

The goals of the workshop are for participants to:

1. Understand the HATS tool and health promotion in school communities
2. Increase awareness of current school community assets
3. Complete the assessment
4. Understand how the results will be used

Guidelines

The HATS Completion meeting could take one of several formats. Choose the one that most closely fits your school's climate.

1. A meeting is scheduled to go over the HATS as a group, then participants are given a week to complete the tool on their own (hard copy or online).
2. A meeting is scheduled to go over the HATS as a group, then participants move to a computer lab space to complete the HATS individually. A facilitator or champion is available to answer general and specific questions and information about school activities and procedures is shared during the completion of the HATS.

Facilitator Notes

<p><u>Suggested Time:</u> 10 Minutes</p> <p><u>Materials:</u> Dish of healthy snack for each table (e.g. carrots)</p> <p>Dish of candy for each table</p>	<h4>1. Setting the Tone</h4> <p>Prior to the Workshop</p> <ol style="list-style-type: none"> 1. Arrange the room into small group tables with some room for activity (Appendix 1) 2. Set out a dish of candy and a dish of healthy snacks on each table 3. Have all handouts and materials ready <p>Getting in the "Mood"</p> <ol style="list-style-type: none"> 1. Welcome participants and introduce yourself briefly. 2. Have the participants engage in some physical activity (see appendix 1 for options) that involves interaction and success. This will help to set the tone for the meeting and encourage participants to get to know one another. Be sure that everyone is included! 3. After participants return to their tables ask the following questions: "Did everyone notice the candy on the table?" "Who had some?" "When you were coming to the meeting did you have a burning desire for (<i>specific name of candy</i>)?" "Why did you eat the candy?" (Most people will answer "Because IT WAS THERE"...) "Would you have wanted a candy if it wasn't there?" "Did you feel you needed a treat?" Make sure you give ample time for responses and allow appropriate discussion.
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	<ol style="list-style-type: none"> 4. After the candy discussion is completed, ask the same questions about the healthy snacks. 5. Discuss: How is this activity relative to your school community? Provide a quick example of the importance of the school environment and assessing what your school has available to students.– e.g., intramural opportunities for all; nutritious food that is served in school canteen or vending machine; peer support group. 6. Remember – policy helps set the environment that we are in and makes it EASIER to make the healthy choice. <p>Workshop Goals and Overview</p> <ol style="list-style-type: none"> 1. Provide brief overview of the goals of the meeting (see descriptions above) and explain the role of Ever Active Schools (Appendix 5) as well as the development of the HATS in collaboration with APPLE Schools and others. 2. Print the expected outcomes from page 5 on flip chart paper and review with participants, profiling the need for assessment of community assets and current environment before deciding how to change the school environment. Ask if participants have needs apart from the outlined outcomes. Record on sheet. 3. Provide a quick overview of the process to follow.
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<p><u>Suggested Time:</u> 10 Minutes</p> <p><u>Materials:</u></p>	<p>2. Why the HATS?</p> <p>State of the Province</p> <ol style="list-style-type: none"> 1. Briefly share the provincial perspective (see Appendix 4 for detailed notes)
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<p><u>Suggested Time:</u> 20-25 Minutes</p> <p><u>Materials:</u></p>	<p>3. HPS Overview as applied to “My School, AB”</p> <p>Vision for the future: Ask the group to relax in their chairs and close their eyes. Tell them they are going to imagine that it is 5 years in the future and everything at (<i>insert your school name</i>) has been getting healthier each year.</p> <p>What will the school community look like?</p> <p>What would you want (<i>your school</i>) to be known for in 5-10 years?</p> <p>What differences will the efforts have made?</p>
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Ask participants to reflect on their answers. They can jot a few things down if they like. After a few minutes of reflection time, ask each participant to find a partner and share their vision of the future. Verbally ask the three questions again to refresh the minds of the participants. Each pair should now form a square with two other participants and share again. Look for similar themes and ideas.

Refocus the group and ask for a few examples of things that were shared. Note that there are lots of different things that people look at...some are related to instruction that students receive, some relate to educating parents, some relate to the physical environment of the school. Explain how all of these things are important and an approach to health promotion in schools has been developed over the year to help us organize our vision, thoughts and actions.

The health promoting school model (HPS) for Ever Active Schools has been addressed through their 4 Es framework.

Health Promoting Schools – the 4 E’s

1. Take a few minutes to walk participants through the 4 E’s of EAS (see Appendix 2). Explain that this is an interpretation of the HPS framework. Split the group into four smaller groups. Assign an E to each group. Ask them to read through their assigned E and become the resident expert on that E as well as find concrete examples of what that E means in their school community. One person from each group will speak for each E and explain what that E means and provide an example. This activity will help participants begin to think of ways that their school ALREADY addresses PA, HE and MW within the guidelines of the 4 E’s

Speaking notes for Asset Mapping – There are many ways that the school community already supports health promotion in the school. At this time, you will map all of the assets that currently support a HPS. The reason you are asset mapping is to help identify resources, (e.g., people, structures, businesses, funding) so you can have more support; as well, to improve community member involvement for a more effective, longer-lasting initiative. A community asset is anything that can be used to improve the quality of the school community life. This means it can:

- Be a person – the stay-at-home mom or dad who can help instruct yoga. The local retired bus driver who helps run the intramural program or the high school leadership team who helps to lunch program at the local Elementary school. The people can be specific populations like seniors, athletes, parents, or youth. People also include

	<p>staff, students and administration both at the school and central office.</p> <ul style="list-style-type: none"> • Be a physical structure or place – like a recreation center or skating rink. A climbing wall, hiking trail, community park or other open space all count. • Be a business that provides support to the school community by donating apples for the fall banquet, or a local dance studio that provides lessons for the school and runs an afterschool program once a week. • Be an organization like Ever Active Schools, Alberta Milk, or 4H who provides programs and services to support the school. • Be a Policy like DPA or Nutrition policy to effect the entire school community. PUFF funding and other health-services are assets. <p>Process</p> <ol style="list-style-type: none"> 1. Using the 4 E's, split the participants into 4 groups (2-3 groups if less numbers) each with an assigned "E". Have each group brainstorm all of the things going on in their school under that category. On each table ensure that Appendix 3 has been copied and provided for each participant. Record the current assets for that E on a large piece of chart paper (For a template, see Appendix 6). After 2-3 minutes, have each group move counterclockwise to add their thoughts to the next E. At the end, each group has opportunity to comment on each E. Have the final groups briefly present on all the assets in that E. If an asset appears to "fit" under two different Es, just add to both. 2. At the end of the day, gather all of the flip chart papers and record the Assets as a document that can be shared during the Planning for Action Meeting. How you use the asset map is almost as important as creating the asset map!!
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<p><u>Suggested Time:</u> 20-25 Minutes</p> <p><u>Materials:</u> Need the spreadsheet for summaries</p> <p>Password for my school is _____</p>	<p>4. HATS Completion</p> <p>NOTE! <i>Currently, the HATS is intended for adult audiences. Student input is extremely valuable and a tool to obtain the student perspective will be developed. In the meantime, be sure to include students on your HPSC and include their input in planning once you have completed the HATS tool.</i></p> <p>Option 1: Participants Complete on Their own time</p> <ol style="list-style-type: none"> 1. Ask each participant to go to the website (give out the school password) and complete the HATS within a certain time frame; e.g., 1 week.
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	<ol style="list-style-type: none"> 2. Remind participants that all results will be confidential and only a summary will be sent to the champion from the EAS office. 3. Schedule a meeting to discuss the results. <p>Option 2: Computer Lab</p> <ol style="list-style-type: none"> 1. Ask each participant to log on to the EAS website and go to this link (insert eventual link here) 2. Provide the school password so that everyone's results will be compiled correctly. 3. Remind everyone that their responses are confidential and only a summary will be shared with the champion. 4. Each person goes through the HATS at their own pace, using the asset mapping and 4 E's exercise as a reminder of the things happening in the school 5. The facilitator can move from station to station to clarify wording, or answer questions 6. Participants are free to leave when they are done. 7. Be sure that you pre-schedule a meeting for analysis of the data and planning BEFORE everyone leaves.

<p><u>Suggested Time:</u> 20-25 Minutes</p> <p><u>Materials:</u></p>	<p>5. What next?</p> <p>Speaking notes... At this time, make it clear to the participants what the next steps are. This process will include the following:</p> <ul style="list-style-type: none"> • Individual results will be compiled confidentially and a school profile will be created • EAS keeps a provincial summary of each HATS for the purposes of creating a provincial picture. Schools or districts will not be compared or profiled individually • The school profile will be used by our school to begin the planning process • We will plan action (set goals) to meet the needs identified by the HATS data <p>When will we use this?</p> <ol style="list-style-type: none"> 1. The next meeting date will be _____. 2. At that meeting we will be A. Discussing results and planning for improvement. OR B. Discussing results with a planning meeting to follow
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Results Discussion Meeting: Goals and Overview

Meeting Goals

The goals of the meeting are for participants to:

1. Begin to understand “where our school is at” in terms of health promotion
2. Review the HATS results
3. Highlight concerns and celebrate success
4. Discuss initial plans for improvement and begin setting specific goals

Facilitator Notes

<p><u>Suggested Time:</u> 10 Minutes</p> <p><u>Materials:</u> Need a tool, or some guidelines on HOW to interpret data:</p> <ul style="list-style-type: none">• Average is not everything• Need range and or frequency• Tips for “catching” or identifying highlights	<h3>1. Getting Started</h3> <p>Prior to the Workshop</p> <ol style="list-style-type: none">1. Review the general results when they are sent to you or which you have compiled from the hard copies. Try and get both a good broad picture of the school as well as pick out some highlights that are strong points or stand out as needing to be improved. Use Appendix 7 as an interpretation guide to help understand what the data means for your school community.2. Begin to identify a few areas in each of the 4 E’s that will need to be addressed in the eventual planning – these will be fleshed out by your committee3. Be sure to create an environment for the meeting where people feel free to share their concerns and issues without getting confrontational and or defensive. Focus on: “It’s all about the kids!”4. Remember to involve students at this meeting. Hearing the results and future directions will be valuable. <p>Conversation Starter</p> <ol style="list-style-type: none">1. At the beginning of the meeting set the stage for discussion by asking participants to list some basic ground rules; e.g., everyone has good ideas, everything will be recorded and will be considered for future plans, all suggestions are to be respected.2. Discuss what came to mind as you did the HATS. Do you have a better understanding of what a HPS is after going through this tool?3. Other options? <p>Workshop Goals and Overview</p> <ol style="list-style-type: none">1. Briefly go over the 4 goals of this meeting and restating that the ultimate goal is school improvement.2. Remind about the confidentiality both at this level and at
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	the EAS level
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<p><u>Suggested Time:</u> 30 Minutes</p> <p><u>Materials:</u></p>	<h3>3. HATS Summary</h3> <p>Overview</p> <ol style="list-style-type: none"> 1. Provide a general picture of what your school is like. Try to give this picture as a story. In order to create this story, you will need to go back to the asset mapping and the HATS tool to identify the specific comments you would like to make. For example: (Starting with the Education section.....) <i>At Holy Smoke school we provide Daily Physical Education as a way to meet the DPA requirement, however it appears that many of our community resources , like the tennis court and the swimming pool, are not used. We also do not seem to have much in the way of education for the parents so that they can help make healthy choices and the professional development for teachers appears to just be starting. We provide 1 block of Health and Life Skills per week and we do offer both Power 2 Play and Power for Bones as a couple of programs to help students learn during those time periods. There seems to be some confusion about how comfortable the teachers are about teaching health and physical education as there were many different scores surrounding this issue.</i> <p>The use of a story, without getting into specific stats (4 people checked off “not happening” and 2 people checked off excelling) provides a more interesting way of viewing the school. Avoid droning on and on about the statistics – just give a general picture of the schools capacity for health promotion and perhaps pick out a few highlights and lowlights from the stats.</p> <p>Discussion – allow for a brief discussion of the story. Did the story tell the whole picture? Do people feel there were some missing elements? What are the highlights, insights or low lights for participants?</p>
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<p><u>Suggested Time:</u> 25 – 65 Minutes</p> <p><u>Materials:</u></p>	<h3>3. Now What?</h3> <p>Planning!</p> <p>Choose to either go into planning right away, or perhaps plan at a later time. Either way, take a look at the following:</p> <ul style="list-style-type: none"> • Download the ACTION Plan template from the HATS site or the EAS. • Decide on your priorities in each of the 4 E’s • Set some clear goals and responsibilities
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	<ul style="list-style-type: none">• Implement! <p>EAS Staff are available to help with any step of these processes including pre-HATS workshops, planning sessions and general topical workshops for your staff.</p>
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Planning Meeting: Goals and Overview

Meeting Goals

The goals of the workshop are for participants to:

1. Revisit the picture of their school as provided by the HATS (and other documents?)
2. Set SMARTER goals in each of the 4 E's
3. Plan for success!

Overview Chart

	Activity	Suggested Time	Workshop Goal Addressed
1.			
2.			
3.			
4.			

Appendices

1. Group Activity Ideas
2. State of the Province
3. 4 E's of Ever Active Schools (Health Promoting Schools Framework) and the Essential Elements
4. Community Assets
5. Ever Active Schools Overview
6. Asset Map Template
7. HATS Data Interpretation Guide

Appendix 1 – Group Activities

Circle Breaks

Invite participants to call for a “circle break” when needed at appropriate times during the workshop. Whenever a “circle break” is called, all participants stand in a circle in a designated area and the participant who called for the break leads the group in an activity. Below are a few circle break ideas for the workshop facilitator to model for participants:

Wink Switch

The group stands in a circle. Without talking, participants make eye contact and wink/blink with another participant in the circle. When participants wink at each other, they agree to switch places and will switch as quickly as possible. One participant starts in the middle of the circle and tries to take the place of another participant while they are switching places. Discuss strategies for spotting when participants might switch places as well as for winking and switching without being caught in the middle.

One to the Right

The group forms a large circle facing inwards, each participant holding an object (e.g., pool noodle, scarf, plastic bag). Out loud, the leader counts “1-2-go”. On “go”, every participant throws their object up straight in the air, and moves one step to the right to catch the object of the person next to them. Complete a few practice rounds and then switch from moving to the right, to moving to the left. Try moving two steps to the right/left, or facing clockwise and tossing the objects straight up above the head and stepping forward to catch.

Speed Rabbit

This activity idea and others can be found in the *Teacher Resources – Teaching Tools – PDF Resources* section of the *Physical Education Online* website, www.education.gov.ab.ca/physicaleducationonline or in French at www.education.gov.ab.ca/educationphysiqueenligne. The group starts by standing in a circle, one participant in the centre. The person in the centre begins by pointing at another participant and saying the name of an animal or action (see list below). The participant that was pointed to, as well as the participants to the left and right of the one pointed to perform the appropriate action. If they are too slow, or make a mistake, they take the place of the person in the centre. The person in the centre is the judge of whether or not a mistake has been made. Introduce actions one or two at a time. Possible animals and actions include:

Moose – player holds two fists in front of face to create a moose’s long nose; partners place hands near player’s head to form antlers.

Rabbit – player makes whiskers with extended fingers; partners make ears near player’s head.

Mosquito – player makes a “v” with fingers of one hand and places index finger through the “v” in front of face to create a “stinger”; partners stand close to player and make a buzz sound.

Road Kill – player crouches down; partners place one foot above player.

Elvis – player imitates their favorite Elvis pose; partners stand close and scream with glee like Elvis fans.

Mexican Hat Dance

A former National dance of Mexico, the Mexican Hat Dance is a traditional courting dance which can be performed with couples or alone. Turn on some upbeat Mexican music and practice kicking out each foot alternately eight times, followed by an arm swing with a partner for eight counts. Consider placing a Mexican sombrero (or other wide-brimmed hat) on the ground - clap hands to the beat of the music while moving around the hat in a circle occasionally touching the brim of the hat with a foot. Olé!

Group Juggle

Participants start standing in a circle with their hands held out in front of them, waiting for an object to be passed. A leader starts by passing the object to one person who then throws to another person who has their hands held out in front of them. After passing the object, the participant puts their hands down. The pattern ends when everyone has caught and thrown the object, the last person throws back to the leader. Participants must remember who passed the object to them and whom they passed the object to. Repeat the same pattern ensuring that participants throw underhand and always make eye contact and say the

name of the person they are throwing to **before** throwing! The leader adds more objects (e.g., rolled up sock, crumpled piece of paper) so the group is juggling, then try going in reverse!

It Tag

Organization: Everybody is "it". Everybody is trying to tag everyone else. When tagged, players kneel down on one knee until another player touches them on the shoulder (this can be any player other than the one who tagged), and they stand up and are back in the game! Players who tag each other at the same time both kneel down.

Variation/Inclusion: Students each have a partner. Same game as above, except only their partner can touch them on the shoulder to get back in the game. Once both partners are tagged, they are out. Try groups of 5-8 students where there are 4-7 other players in your group who can free a tagged player. Vary the locomotor pattern from running to hopping on one foot, crab walking or shuffling to be inclusive of students of all abilities and consider allowing students to stand with a hand up as opposed to kneeling down when tagged. Allow students with visual impairments to move with a partner.

Appendix 2 – State of the Province

State of the Province

Visit www.everactive.org for the latest statistics and research on:

- The health of children and youth in Alberta and Canada
- Physical activity
- Healthy eating
- Mental wellbeing
- The Health Promoting Schools approach (Comprehensive school health)

Appendix 3 – 4 E’s and Essential Elements

Essential Elements of Health Promoting Schools

Everyone	<i>Collaborating in a meaningful way with the people involved in the everyday life of the school and equal and inclusive opportunities for everyone to make healthy choices.</i>
Shared Vision	The school community (e.g., students, teachers, school staff, administrators, parents and community members) develops a shared vision of their health promoting school.
Ever Active Committee	Students, teachers, school staff, administrators, parents and community members are active participants on the Committee, whose primary purpose is to develop and implement an HPS plan.
Equitable Opportunity	Students, teachers, school staff, administrators, parents and community members, regardless of gender, age, ability, race, religion, or socioeconomic status, are invited to participate. All events are accessible to all students.
Community Engagement	The Committee fosters partnerships and communications with parents and community members to support the school’s health promotion plan.
Education	<i>Supporting a culture of learning for all school community members including wellness-related programs for students and health promotion learning opportunities for teachers, staff and parents.</i>
Curriculum Implementation	Students are engaged in quality learning experiences to achieve the outcomes included in all wellness-related programs.
Adult Learning Opportunities	Teachers, school staff, administrators, parents and community members have consistent access to learning opportunities related to health promotion.
Environment	<i>Fostering safe social and physical environments in the school, home and community, implementing policies that enable healthy active lifestyles and cultivating a place where everyone knows they belong.</i>
Healthy Social Environment	Students, teachers, school staff, administrators, parents and community members are engaged and feel connected to the school environment.
Healthy Physical Environment	The school environment provides physical support for healthy living; and facilities are maintained for safety and access.
Policies	Policies, requirements and initiatives are developed at the provincial, regional, district and school levels to support a health promoting schools approach.
Evidence	<i>Collaboratively identifying goals, planning for action and gathering information to indicate the effectiveness of actions to support healthy active lifestyles throughout the school community.</i>
Health Promoting School Plan	The Committee develops a plan to ensure goals, initiatives and resources support the school community’s shared vision.
Assessment	The Committee, in partnership with Ever Active Schools, gathers and reviews data to demonstrate the effectiveness of the HPS plan.

Appendix 4 – Community Assets

Community Assets

This approach emphasizes what a community HAS, not what it doesn't. Our definition is broad and includes anything that can be used to improve the quality of community life. This means:

- Labeled populations: seniors, musicians, athletes, youth, parents,
- People in the school community
- Grassroots or citizens' associations
- Institutions
- Community based organizations
- Physical structures or places
- Businesses – the private sector
- Policies
- Programs
- Community-based Services
- Supports

One student of communities, John McKnight, has noted:
“Every single person has capacities, abilities and gifts. Living a good life depends on whether those capacities can be used, abilities expressed and gifts given.”

Appendix 5 EAS Overview

Background: The original concept for Ever Active Schools came from a recommendation within the Alberta Active Living Task Force “Towards an Active and Prosperous Alberta”, (June, 1997). Goal area 4.9 Active Living Champions Program included Recommendation #23, which stated: “that a promotional campaign called the Alberta Active Living Champions Program be implemented”. In 1999, Alberta Community Development provided a grant through the Alberta Sport Recreation, Parks and Wildlife Foundation to the Health and Physical Education Council of the Alberta Teachers’ Association, to develop the criteria of an active living school and establish a recognition program for schools working toward an active living model in their school community. The result of provincial consultation with a wide variety of stakeholders was the creation of the Ever Active Schools Program. During the development of the Ever Active program, an international review of programs and interventions in the school setting was conducted. The conclusion of this research was that a comprehensive school health approach was the most effective health promotion model to follow. The use of a comprehensive school health model as a means to assist student learning related to health and wellbeing was also strongly supported by Alberta Learning’s new K – Grade 9 Health and Life Skills program of studies. Ultimately, the Active Australia School Network was chosen as the best program to model.

Framework: Ever Active Schools (EAS) follows a Health Promoting Schools framework as evidenced in the 4 E’s (Appendix 3). EAS has added the staff and services of Schools Come Alive under the EAS umbrella. As one organization we will be more efficient in the delivery of services and supports, development of partnerships and providing leadership in the area of healthy active school communities. This merger enables more Alberta schools to access a wide variety of improved services and supports for **physical activity, healthy eating and mental wellbeing** under the following four *pillars* of Ever Active:

Education: Developing and delivering professional development opportunities, supporting the implementation of wellness curricula, planning and coordinating events to support Alberta schools.

Schools: Providing support and services to member and associate schools, maintaining a provincial database of members and associates, assessing the capacity for health promotion and assisting schools with Action Plans through the development and delivery of implementation supports.

Communication: continued website development, updates and improvements, producing and distributing a regular Newsletter (Ever ACTIVE!), maintaining the Health Promoting Schools Alberta Promising Practices Database and networking and advocating for health promoting schools.

Research: promoting and monitoring research in member schools, linking with key HPS research and developments, linking member schools with current research from Alberta universities and evaluation of the EAS framework.

Membership: New membership designations will allow more schools to access the programs and services of EAS – sign up on the website!





- **EAS Member:** schools currently in the EAS database and actively working on an Action Plan for a healthy active school community. These schools will complete an online assessment each year and also submit their Action Plan annually. Member benefits include recognition programs, full website access, full EAS event support, opportunities to participate in special projects and events and member rates for workshops and presentations.
- **EAS Associate:** schools signed up as "interested" through the registration page on the EAS website (form to change slightly for Fall 2008) and beginning to plan their healthy active school

community. These schools will have an opportunity once a year to complete an online assessment and move to member status. Associate benefits include greater website access, invitations to events, partial EAS event support and a discount for workshops and presentations.

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<p>Vision Alberta students live, learn and play in healthy, active school communities.</p>	
<p>Mission The Ever Active Schools Program facilitates the development of healthy children and youth by fostering social and physical environments that support healthy, active school communities.</p>	
<p>Goals</p> <ol style="list-style-type: none"> The EAS Program is a recognized Provincial leader for contributing to the development of healthy, active school communities EAS member schools have increased capacity to support healthy active living within their school communities 	
<p>Target Audience School Communities – teachers, administrators, students, parents, health practitioners and community stakeholders.</p>	

Appendix 6
Asset mapping Template

Asset Mapping Template

Everyone!			
	Home	School	Community
Physical Activity			
Healthy Eating			
Mental Wellbeing			

Appendix 7 Data Interpretation Guide

As the facilitator or champion at your school, you will be responsible for interpreting the HATS data and walking the committee through the summary of results. While this is by no means an exact science, what follows are a few key principles and tips to help your school community discuss the results and begin to plan for action.

1. Reading the Data: begin by reading over the summary of data and look for pieces that stand out. This could include:
 - Extremes (very high or low results)
 - Surprises (you thought your school “got” nutrition)
 - Split responses (some low, some high, none in the middle)
 - An even spread from “Not Yet” to “Wow!”

2. Look at the following statistical measures:
 - Beware of the “**error of averages**” (**mean**). In the sample below, the average score would be **2.5**, which on first glance would seem to indicate that the school is well on their way towards a shared vision. In fact, there is a significant divide between the HATS participants that will most likely need to be addressed.

Essential Element	Indicators	Not Yet (1)	A Good Start (2)	Well Done (3)	Wow! (4)
Shared Vision	The shared vision is developed or reviewed annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raw Results		4	0	0	4
Averaged Score (2.5)		50%			50%

- With that in mind, be sure to consider the **range** of scores – what is the spread between the highest and lowest score. If they are close, then the group is mostly on the same page. If the scores are widely divergent then your group needs to discuss that issue!
- Have a look at the **mode** – this is the score that appears most often and can be an indicator of the most commonly held opinions