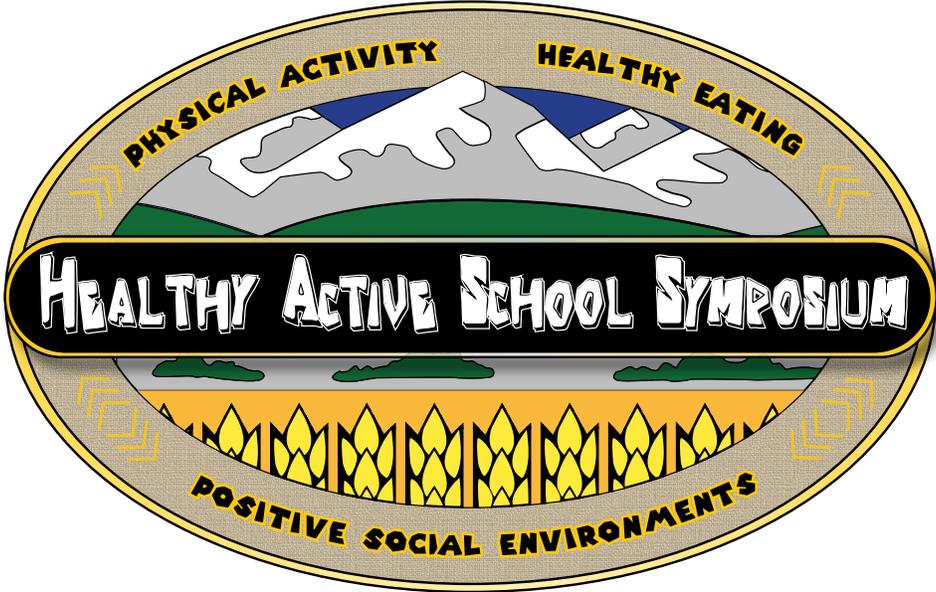


Healthy Active School Symposia Evaluation



ALBERTA CENTRE FOR
Active Living
Research and education
for the promotion of physical activity

 **Ever
Active
Schools**
Leading the Way! Alberta's voice for Healthy School Communities

Alberta 
Government

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Healthy Active School Symposia Evaluation Report Summary

Spring 2014

Background

The Healthy Active School Symposia (HASS), presented by Ever Active Schools, are one day events designed to provide Alberta school communities with the knowledge, skills, and resources to enhance school health. Through the HASS events, Ever Active Schools advocates for student development by educating schools about social and physical environments that support healthy active lifestyles. This evaluation examined the success and impact of HASS on Alberta school communities.

*Healthy students
are better learners,
and better-educated
individuals are healthier
(WHO, 2003)*



School Communities Value Health and Wellness

According to School Health Teams, a healthy school community:

- protects and prevents against illness;
- creates safe, fun, and social school communities;
- influences mental health, physical health, and healthy eating; and
- promotes making healthy choices.

School Satisfaction with HASS

Overall, participants enjoyed HASS. School Health Teams extended numerous comments of appreciation to Ever Active Schools for hosting HASS across Alberta:

94% of adults thought HASS was well organized

95% of School Health Teams would return to HASS in future years

97% of School Health Teams would recommend the HASS events to others

The Healthy School Action Plan

1. Development

School Health Teams created Healthy School Action Plans with clear steps to **achievable** goals. The Healthy School Action Plans focussed on implementing and enhancing:

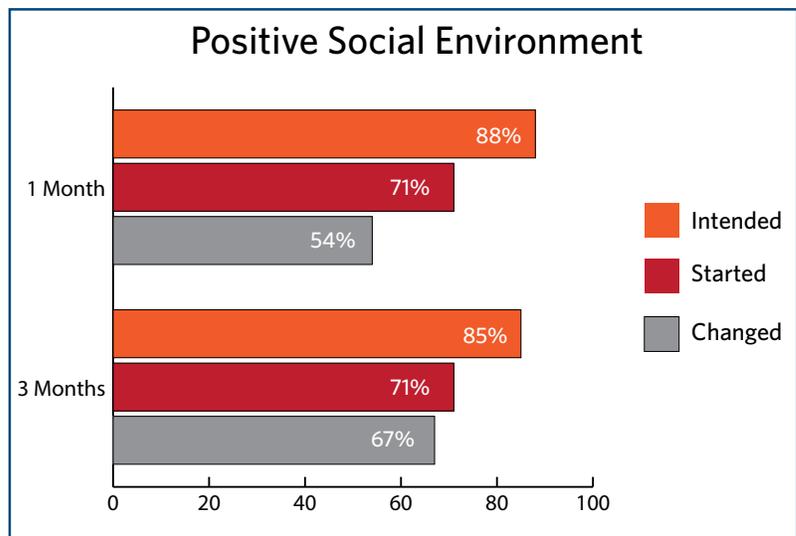
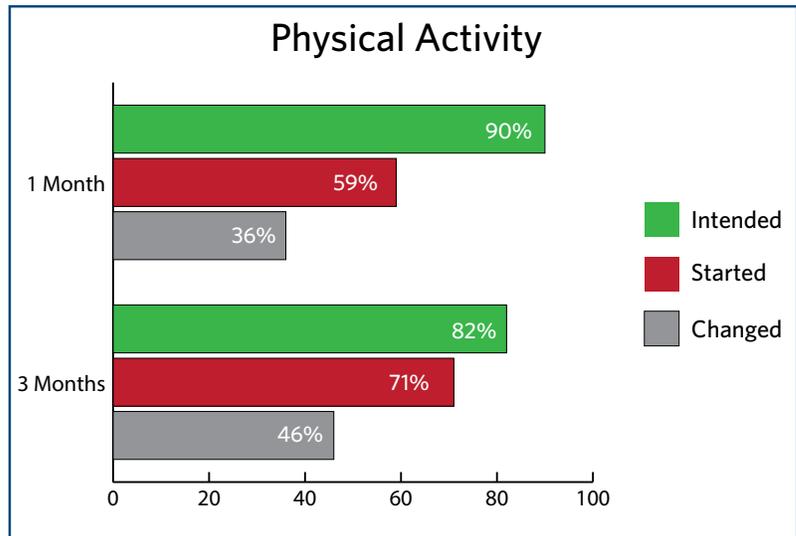
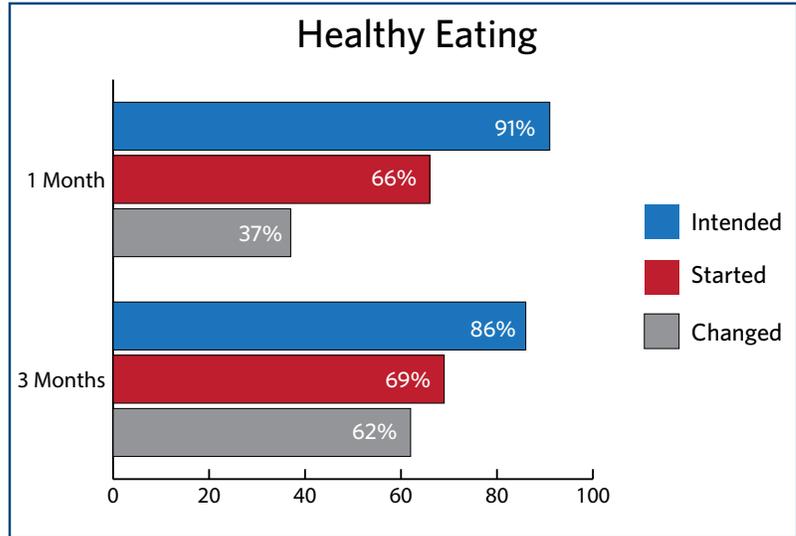
- healthy eating initiatives;
- physical activity opportunities; and
- creating a positive social environment.

School Health Teams:

- **contributed** to the development of their School's Healthy School Action Plan;
- were **confident** in their ability to implement their Healthy School Action Plan following HASS; and
- **intended** to use the information and resources gained.

2. Use

Intentions to improve healthy eating, physical activity and positive social environments were identified by most schools 1 month and 3 months following the HASS. Some changes to all three health behaviours were found 1 month and 3 months after HASS.



3. Barriers

Implementation barriers of the Healthy School Action Plan included:

- financial barriers;
- lack of resources;
- lack of support and buy-in;
- differences in opinions; and
- lack of participation.

After returning to the schools, School Health Teams suggested they could use help with:

- funding;
- information and free resources;
- new suggestions and ideas; and
- student/parent/community support.

Student Leadership and Alberta Education Skill Development

98% of youth felt HASS taught them be a leader

96% of adolescents felt HASS taught them be a leader

Students and teachers felt students developed **competency skills** of:

- thinking critically;
- identifying problems; and
- communicating ideas.

How do we ensure the child born this year can adapt to the many changes ahead? As importantly, how do we help children discover and pursue their passions? How do we help them make successful transitions to adulthood? And how do we help them become life-long learners who contribute to healthy, inclusive communities and thriving economies?

Inspiring Education, A dialogue with Albertan's

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Background

The Alberta Centre for Active Living was contracted by Ever Active Schools to evaluate the impact of Healthy Active School Symposia (HASS) events on inspiring, empowering, and engaging student leadership for creating healthy school communities across Alberta.

A survey was completed at three different time points asking HASS participants about:

- health behaviour change with respects to healthy eating, physical activity, and creating a positive social environment;
- student leadership development through Alberta Education competencies;
- school connectedness and support; and
- school health policy.

The objectives of this evaluation and report are to:

- 1) Assess the effectiveness of HASS in providing schools with the knowledge, skills, and resources to enhance school health over the course of the school year.
- 2) Evaluate and document the participation and experience of HASS.
- 3) Provide HASS organizing committees with participant feedback and recommendations for future HASS events.
- 4) Outline the implications Ever Active Schools is generating towards Comprehensive School Health.

The purpose of this current document is to report the findings of the 2013/2014 HASS Evaluation.



Participants of the HASS Evaluation

HASS Event Attendees

From September 2013 to January 2014, a total of 1,326 participants completed a short survey at one of the 11 HASS events. This paper survey was completed by participants at the end of each HASS event. The survey asked questions about participant demographic, healthy school action plan development, health behaviours, student development, and overall HASS evaluation to learn about the degree HASS helped their school. Age appropriate questions were provided to each of the three participant age groups: adult, adolescent (grades 7 to 12), and youth (grades 2 to 6). See Table 1 for the 11 HASS locations and frequency of HASS survey completion according to the age categories. Figure 1 displays the total percent of student participants from each grade that attended HASS event.

Frequency was reported for qualitative data. Qualitative responses were organized by commonly reported themes. Urban and rural communities were equally represented in the 193 different schools that attended the HASS events.

A large proportion of the adults attending HASS events were female (79%). Only 67% of the adults were teachers. Figure 2 illustrates the percent of adults in each identified role for all HASS locations. For more detailed information on participant demographics from each of the separate 11 HASS events, see Appendix A.

1 Month After HASS

The 1 month follow-up web-based survey was completed

Table 1. HASS Survey Completion for Each of the Three Age Groups by HASS Locations and Total

Location	Adult	Adolescent	Youth	Total
Calgary	25	26	44	95
Camrose	40	70	54	164
Edson	11	11	21	43
Fort McMurray	17	0	67	84
Grand Prairie	14	25	16	55
Grimshaw	16	61	37	114
High Level	15	27	33	75
Medicine Hat	19	32	28	79
Morinville	53	94	72	219
Red Deer	77	111	134	322
Stony Plain	16	27	33	76
Total	303	484	539	1326

by 77 schools out of the 193 schools that attended the HASS events. Questions about schools' intentions, plans, and changes in health behaviours (e.g., healthy eating, physical activity, and building a positive social environment) were asked to examine the influence of HASS for schools. Quantitative data was analysed using frequencies and qualitative responses were organized by commonly reported themes.

3 Months After HASS

The 3-month follow-up survey was also web-based. 52 schools out of the 193 schools that attended the HASS events completed the survey. Similar to the 1 month follow-up questionnaire, questions about schools' intentions, plans, and changes in health behaviours (e.g., healthy eating, physical activity, and building a positive social environment) were asked to further examine the influence of HASS for schools. Data was analysed according to frequencies and qualitative responses were organized by commonly reported themes.

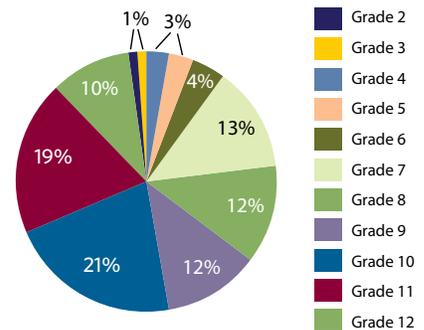


Figure 1. Grades of student participants attending HASS.

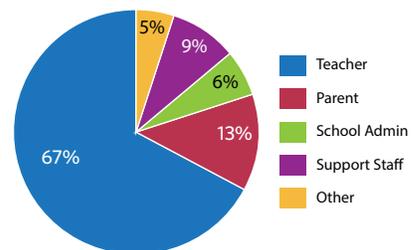


Figure 2. Adult roles and occupations for 11 HASS locations.

"Other" roles included Counselor, Division Superintendent, School Health Facilitator/Champion, Healthy/Hot Lunch Coordinator, WRAP Coordinator, Nurse, Practicum Student, Student Teacher, Success Coach, and French Teacher.

What We Heard at the HASS Events

Developing and Implementing Healthy School Action Plans

One of the main goals of the HASS events was to support schools in the development of their own Healthy School Action Plan. The aim of the Healthy School Action Plan is to empower student leadership in the creation of a healthy school community.

Consistently across all 11 HASS locations, adults and adolescents **agreed** that HASS helped their school develop:

- **clear** steps towards their action plan (adult = 89%; adolescent = 97%);
- an **achievable** action plan (adult = 91%; adolescent = 96%); and
- a **useful** action plan (adult = 91%; adolescent = 98%).

See Table 2 for these results according to the HASS locations.

Participants felt that learning what other schools were doing to create a healthy school community was useful for the development (adult = 92%; adolescent = 96%) and implementation (adult = 91%; adolescent = 96%) of their own Healthy School Action Plan. See Table 3 for the results according to HASS location.



Table 2. Percent of Participants by HASS Location That Agreed the HASS Assisted Them with the Development of Their Healthy School Action Plan

HASS Location	<i>The HASS helped our Healthy School Team develop...</i>					
	clear steps in our school's Healthy School Action Plan.		an achievable Healthy School Action Plan.		a useful Healthy School Action Plan.	
	Adult	Adolescent	Adult	Adolescent	Adult	Adolescent
Calgary	92%	92%	92%	96%	92%	96%
Camrose	93%	99%	90%	97%	93%	100%
Edson	100%	100%	100%	100%	100%	100%
Fort McMurray	82%	N/A ^a	94%	N/A ^a	94%	N/A ^a
Grand Prairie	100%	100%	100%	100%	100%	100%
Grimshaw	60%	100%	60%	95%	60%	98%
High Level	100%	96%	100%	100%	100%	96%
Medicine Hat	95%	94%	100%	97%	95%	91%
Morinville	89%	96%	89%	94%	89%	98%
Red Deer	87%	95%	91%	94%	92%	98%
Stony Plain	81%	100%	100%	100%	93%	96%
Total	89%	97%	91%	96%	91%	98%

^aNot able to survey adolescents due to bus scheduling.

Table 3. Percent of Participants by HASS Location That Agreed Learning about Other Schools was Useful in the Development and Implementation of a Healthy School Action Plan

HASS Location	<i>Learning about what other schools are doing to create a healthy school community was useful in the...</i>			
	development of our Healthy School Action Plan.		implementation of our Healthy School Action Plan.	
	Adult	Adolescent	Adult	Adolescent
Calgary	100%	96%	96%	96%
Camrose	90%	97%	90%	96%
Edson	100%	100%	100%	100%
Fort McMurray	94%	N/A ^a	100%	N/A ^a
Grand Prairie	100%	100%	100%	100%
Grimshaw	63%	98%	73%	100%
High Level	90%	96%	91%	96%
Medicine Hat	93%	97%	100%	97%
Morinville	98%	100%	96%	99%
Red Deer	87%	92%	83%	93%
Stony Plain	100%	92%	94%	92%
Total	92%	96%	91%	96%

^aNot able to survey adolescents due to bus scheduling.

Adults from each HASS location had very strong intentions to use the information gained from HASS (total of all HASS = 97%). Adults were also very confident in their healthy school team's ability to implement their Healthy School Action Plan (total of all HASS = 94%). Table 4 represents adult intentions and confidence at each of the 11 HASS locations.

Table 4. Adult Intentions to use the Information Gained at HASS and Confidence to Implement Their Healthy School Action Plan by HASS Location

HASS Location	Intention to Use the Information Gained at HASS	Confidence to Implement the Healthy School Action Plan
Calgary	100%	96%
Camrose	100%	93%
Edson	100%	90%
Fort McMurray	100%	88%
Grand Prairie	100%	93%
Grimshaw	93%	80%
High Level	100%	100%
Medicine Hat	93%	100%
Morinville	94%	100%
Red Deer	96%	91%
Stony Plain	94%	100%
Total	97%	94%

Participants felt they contributed to the development of their school's Healthy School Action Plan during HASS (adult = 93%; adolescent = 97%; youth = 87%). Table 5 outlines HASS participants' involvement in the development of their school's Healthy School Action Plan.

Table 5. Participants' Reported Contribution to the Development of Their School's Healthy School Action Plans by Age Category and HASS Location

HASS Location	Contribution to the Development of their School's Healthy School Action Plans		
	Adult	Adolescent	Youth
Calgary	92%	100%	88%
Camrose	95%	97%	94%
Edson	90%	100%	100%
Fort McMurray	82%	N/A ^a	70%
Grand Prairie	93%	100%	100%
Grimshaw	80%	91%	83%
High Level	90%	96%	87%
Medicine Hat	100%	97%	77%
Morinville	98%	98%	96%
Red Deer	91%	95%	89%
Stony Plain	100%	100%	85%
Total	93%	97%	87%

^aNot able to survey adolescents due to bus scheduling.



Barriers to the implementation of the Healthy School Action Plan were anticipated by both adults and adolescent participants (see Figures 3 and 4).

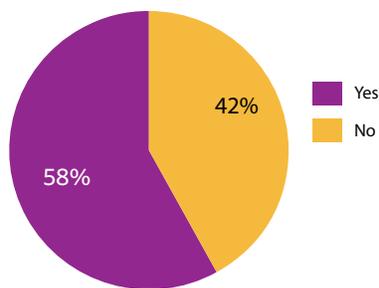


Figure 3. Percent of adults who anticipated barriers for implementing their Healthy School Action Plan.

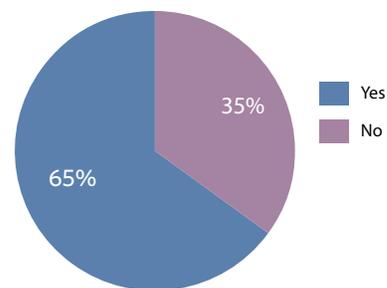


Figure 4. Percent of adolescents who anticipated barriers for implementing their Healthy School Action Plan.

When asked to identify anticipated barriers for implementation of the Healthy School Action Plan, adults most commonly cited:

- support and buy-in (n = 44);
- time constraints (n = 30);
- financial barriers (n = 28); and
- lack of resources (n = 12).

Table 6 includes a sample of adults' anticipated barriers.

Appendix B outlines all adult qualitative responses.

Table 6. A Sample of Adults' Anticipated Barriers for Implementing Their Healthy School Action Plan (Qualitative Data)

Financial Barriers

- *Financial barriers but we will do our best to work with them.*
- *Budget, motivation for the stakeholders (students/parents).*

Support and Buy-in

- *Parental buy-in for healthy eating and choices for their children (i.e., choosing health over convenience). A sponsor to provide some healthy food treats for our initiatives.*
- *Getting teachers involved and excited about new initiatives.*
- *Being a high school surrounded by so many fast food joints, it will be rather difficult to get teenagers to buy into a healthy eating initiative.*

Lack of Resources

- *Kitchen-free school.*
- *Space for activity, enough staff support, lack of organization, and time.*

Resistance from Staff

- *Push back from staff about losing instructional time.*
- *Teachers have a large workload. Teachers may be shy and uncomfortable with leading exercise activities.*

Time Constraints

- *Teacher's time to meet with students to plan and implement. We are a small school and teachers are spread thin.*
- *There is only so much time in a school day. Each initiative is at the expense of something else.*

Similar barriers were anticipated by adolescent participants:

- concerns about participation and involvement (n = 93);
- differences in opinions and perspectives about healthy living (n = 80);
- financial barriers (n = 52); and
- a lack of resources when trying to implement their Healthy School Action Plan (n = 23).

See Table 7 for a sample of adolescents' qualitative responses of anticipated barriers. Appendix C outlines all adolescent qualitative responses.

Health Behaviours and My Healthy School Action Plan

HASS supports the development of wellness through three main health behaviours:

- physical activity;
- healthy eating; and
- creating a positive social environment.

Overall, adults **agreed** HASS **provided information** about physical activity (93%), healthy eating (86%), and creating a positive social environment (91%).

Adults also **agreed** that HASS **provided resources** about physical activity (87%), healthy eating (85%), and creating a positive social environment (82%). Adults from Medicine Hat and Morinville felt they could use more resources about all three health behaviours. Tables 8, 9, and 10 show the percent of adults that agreed that HASS provided health behaviour information and resources towards developing a Healthy School Action Plan.

Table 7. A Sample of Adolescents' Anticipated Barriers for Implementing Their Healthy School Action Plan (Qualitative Data)

Financial Barriers

- *The money and help you would need to make healthier food.*
- *We want to get rewards for healthy eating. The problem is funds and getting donations.*

Concerns about Participation and Involvement

- *Teachers not allowing students to participate; students not wanting to participate.*
- *Junior high participation.*

Differences in Opinions and Perspectives about Healthy Living

- *I expect (high school) students will disagree and we might have problems finding supervisors.*
- *Principal may disagree to some ideas.*
- *There is always opposing opinions of what people want. It can be hard to get everyone involved as well.*

Lack of Resources

- *Space to run activities.*
- *Not enough equipment.*
- *Barely any time to run activities.*

Table 8. Adult Satisfaction With the Physical Activity Information and Resources Provided at Each HASS Event

Location	Satisfaction with Physical Activity:	
	Information	Resources
Calgary	100%	96%
Camrose	93%	95%
Edson	100%	100%
Fort McMurray	88%	77%
Grand Prairie	100%	86%
Grimshaw	94%	73%
High Level	100%	100%
Medicine Hat	90%	79%
Morinville	93%	77%
Red Deer	88%	89%
Stony Plain	100%	88%
Total	93%	87%

Table 9. Adult Satisfaction With the Healthy Eating Information and Resources Provided at Each HASS Event

Location	Satisfaction with Healthy Eating:	
	Information	Resources
Calgary	96%	100%
Camrose	98%	98%
Edson	91%	100%
Fort McMurray	71%	71%
Grand Prairie	92%	93%
Grimshaw	88%	87%
High Level	86%	93%
Medicine Hat	84%	79%
Morinville	81%	71%
Red Deer	80%	84%
Stony Plain	88%	81%
Total	86%	85%

Table 10. Adult Satisfaction With the Creating Positive Social Environments Information and Resources Provided at Each HASS Event

Location	Satisfaction with Positive Social Environment:	
	Information	Resources
Calgary	84%	72%
Camrose	93%	90%
Edson	100%	100%
Fort McMurray	94%	82%
Grand Prairie	100%	93%
Grimshaw	94%	77%
High Level	86%	86%
Medicine Hat	95%	79%
Morinville	100%	77%
Red Deer	84%	82%
Stony Plain	88%	75%
Total	91%	82%



As previously stated, HASS aimed to support the development of wellness skills through these three health behaviours. Across all HASS locations, adolescent and youth participants reported very high skill development in all three wellness areas. See Table 11 for adolescent and youth wellness skill development at each HASS location.

Table 11. Percent of Adolescent and Youth Participants at Each HASS Who Believed They Increased Their Wellness Skill Development

HASS Location	Increases in Wellness Skills Were Reported in the Following Areas at the HASS.					
	Be physically active		Eat healthy food		Create a positive social environment	
	Adolescent	Youth	Adolescent	Youth	Adolescent	Youth
Calgary	85%	96%	100%	89%	100%	98%
Camrose	85%	93%	99%	94%	93%	93%
Edson	73%	100%	100%	100%	100%	95%
Grand Prairie	100%	97%	100%	94%	96%	97%
Grimshaw	93%	100%	95%	100%	97%	100%
Fort McMurray	N/A ^a	100%	N/A ^a	92%	N/A ^a	97%
High Level	92%	100%	100%	97%	100%	100%
Medicine Hat	100%	96%	88%	92%	100%	96%
Morinville	93%	97%	88%	92%	97%	100%
Red Deer	94%	98%	94%	98%	95%	97%
Stony Plain	100%	94%	80%	94%	92%	100%
Total	92%	97%	94%	95%	96%	97%

^aNot able to survey adolescents due to bus scheduling.

Connectedness and Community

Participants reported on their level of connectedness with their own school and with other schools following HASS. Overall, most participants reported feeling very connected to individuals in their own school from their participation in HASS (adult = 95%; adolescent = 95%; youth = 82%). Most adolescents (84%) felt very connected to other schools, whereas adults (66%) and youth (60%) reported lower frequencies of connectedness to other schools. Notably, adult and youth connectedness with other schools varied greatly between HASS locations. See Table 12 for levels of connectedness by age category and HASS location.

Table 12. Feelings of Connectedness Within the School Health Team and With Other Schools by Age Category and HASS Location

HASS Location	I feel more connected with my school health team from our participation in the HASS.			I feel more connected with other schools due to my participation in the HASS.		
	Adult	Adolescent	Youth	Adult	Adolescent	Youth
Calgary	92%	92%	79%	76%	77%	45%
Camrose	93%	93%	72%	50%	79%	85%
Edson	100%	100%	91%	100%	64%	80%
Fort McMurray	94%	N/A ^a	74%	77%	N/A ^a	81%
Grand Prairie	100%	100%	80%	100%	88%	80%
Grimshaw	81%	95%	73%	88%	90%	81%
High Level	92%	92%	83%	77%	92%	74%
Medicine Hat	100%	100%	65%	58%	81%	46%
Morinville	100%	95%	94%	57%	85%	52%
Red Deer	95%	94%	90%	56%	80%	38%
Stony Plain	93%	89%	76%	75%	96%	42%
Total	95%	95%	82%	66%	84%	60%

^aNot able to survey adolescents due to bus scheduling.

Across all HASS locations, participants **agreed** having a school community that supports health and wellness is important (adult = 98%; adolescent = 97%).



Table 13. Percent of Participants That Agreed in the Importance of a School Community That Supports Health and Wellness by HASS Location

HASS Location	Agrees a School Community that Supports Health and Wellness is Important.	
	Adult	Adolescent
Calgary	100%	100%
Camrose	100%	97%
Edson	100%	89%
Fort McMurray	100%	N/A ^a
Grand Prairie	86%	100%
Grimshaw	100%	98%
High Level	100%	100%
Medicine Hat	100%	100%
Morinville	100%	98%
Red Deer	95%	95%
Stony Plain	100%	88%
Total	98%	97%

^aNot able to survey adolescents due to bus scheduling.

Youth participants had numerous qualitative comments about the importance of having a healthy school community. Youth most commonly cited:

- encouraging regular movement and physical activity (n = 91);
- improving emotional health through healthy living (n = 54);
- creating safe, fun, and social school communities (n = 48); and
- preventing and protecting against illness (n = 35).

See Table 14 for a sample of youth qualitative responses about the importance of having a healthy school community.

Appendix D outlines all youth qualitative responses.

Table 14. A Sample of Youth Feedback on the Importance of a Healthy School Community (Qualitative Data)

Prevents and Protects Against Illness

- *It is important because if we eat healthy, we can prevent sickness.*
- *So everyone is healthy and they don't have health problems.*

Improving Emotional Health Through Healthy Living

- *So everyone can have fun and live a happy healthy life.*
- *To feel good about yourself.*

Encouraging Regular Movement and Physical Activity

- *It's important because we want to have everyone in the school physically active and enjoying playing all of the different kinds of sports, and we want every kid in the school to be happy about the healthy and active and good choices they are making.*
- *So if people see you doing outdoor activities like Terry Fox walk. They might join in.*

Creating a Safe, Fun, Supportive, and Social Healthy School Community

- *It's important to have a healthy school community so that there would be more interaction between students and they would have a safe environment to study actively.*
- *It is important because if your community is healthy than the environment in your community will be friendlier and more involved in everything.*

When adults were asked about the importance of a healthy school community that supports health and wellness, very similar outcomes were reported. Adults most commonly cited:

- the impact on student learning and education (n = 53);
- teaching each other about healthy habits, skills, and choices (n = 52);
- creating a supportive community and healthy environment for all (n = 38); and
- the influence on mental health, physical health, and healthy eating (n = 37).

See Table 15 for a sample of adult qualitative responses about the importance of having a healthy school community.

Table 15. A Sample of Adult Feedback on the Importance of a Healthy School Community (Qualitative Data)

Impacts Student Learning and Education

- *Health and wellness in my opinion is the base of a good education, they go hand in hand.*
- *It stimulates their learning and cognitive development.*

Impacts Mental Health, Physical Health, and Healthy Eating

- *All people need balance and good health. Diet, exercise and healthy relationships start at a young age and need to be reinforced frequently.*
- *Healthy bodies = healthy minds: the more educated and involved student leaders can be, the more they can teach and pass on. If they are engaged and passionate, others will follow.*
- *Strong, healthy (both mental and physically) kids create strong, healthy communities.*

Building and Supporting a Sense of Community and a Healthy Environment

- *I feel the more community support we have, the children will feel more encouraged to do more physical activities and make healthier lifestyle choices.*
- *Important to have a school community that supports health and wellness to encourage active and healthy choices that kids believe are normal and acceptable.*
- *Important to make an all-around healthy environment. Promoting all areas in students and staff rather than strictly academic.*

Instilling Healthy Habits, Skills, and Choices at a Young Age Which Fosters Leaderships and Educating Others

- *Wellness is a lifelong process and having a positive school community helps to support habits early in life.*
- *I feel like the students in our school need to learn healthy leadership skills now so they can continue to be healthy once they leave our school.*
- *Instilling healthy choices when they are young will carry with them to adulthood.*



Student Development

Alberta Education Skill Development

According to the Government of Alberta's Inspiring Action Steering Committee Report (2010), educated Albertans should be able to demonstrate the following competencies:

- think critically;
- identify problems; and
- communicate their ideas.

HASS focused on the development of these competencies in relation to health and wellness.

Adults **agreed** that HASS helped their students develop skills for:

- thinking critically (93%);
- identifying problems (86%); and
- communicating their ideas (97%).

More emphasis could be placed on identifying and applying career and life skills. Only 71% felt HASS developed these skills in their students. However, other locations (Camrose (87%), Fort McMurray (88%), and Medicine Hat (95%)) felt their students developed competency in identifying and applying career and life skills through personal growth and well-being.

Similarly, adolescent participants also **agreed** that HASS helped them develop competency skills for:

- thinking critically (98%);
- identifying problems (97%); and
- communicating their ideas (98%).

In Edson, almost half the students (45%) did not feel career and life skills were identified or applied. See Table 16 for student competency skill development at each HASS location.

Table 16. Percent of Participants That Agreed Development of Student Competency was Supported by the HASS

HASS Location	Competency							
	Think critically about health and wellness		Identify problems related to health and wellness		Identify and apply career and life skills through personal growth and well-being		Communicate their ideas about school health and wellness	
	Adult	Adolescent	Adult	Adolescent	Adult	Adolescent	Adult	Adolescent
Calgary	96%	100%	96%	96%	68%	89%	96%	96%
Camrose	93%	97%	93%	99%	87%	85%	98%	97%
Edson	100%	100%	91%	100%	73%	55%	100%	100%
Fort McMurray	94%	N/A ^a	88%	N/A ^a	88%	N/A ^a	94%	N/A ^a
Grand Prairie	100%	100.0%	93%	100%	79%	100%	100%	100%
Grimshaw	81%	95%	94%	95%	56%	98%	100%	98%
High Level	87%	100%	80%	96%	60%	85%	93%	96%
Medicine Hat	100%	100%	90%	97%	95%	100%	100%	100%
Morinville	88%	99%	77%	98%	62%	93%	98%	97%
Red Deer	95%	96%	81%	97%	68%	90%	95%	97%
Stony Plain	100%	96%	100%	96%	56%	89%	100%	96%
Total	93%	98%	86%	97%	71%	91%	97%	98%

^aNot able to survey adolescents due to bus scheduling.

1 Alberta Education. (2010). Inspiring education: A dialogue with Albertans. Retrieved from <http://www.inspiringeducation.alberta.ca/LinkClick.aspx?fileticket=BjGiTVRiuD8%3d&tabid=37>

Student Leadership

Both adolescent (96%) and youth (98%) participants **agreed** that HASS taught them skills on how to be a leader. Youth also felt that they were ready to be a leader in making their school a healthy place (98%). Table 17 outlines student leadership skill development at HASS.

Table 17. Adolescent and Youth Leadership Skill Development for Each HASS Location

HASS Location	The Development of Leadership at HASS		
	Be a leader		Are you ready to be a leader?
	Adolescent	Youth	Youth
Calgary	88%	96%	98%
Camrose	91%	91%	94%
Edson	100%	100%	100%
Grand Prairie	100%	97%	97%
Grimshaw	97%	100%	100%
Fort McMurray	N/A ^a	92%	100%
High Level	96%	100%	100%
Medicine Hat	97%	100%	92%
Morinville	95%	99%	100%
Red Deer	99%	100%	99%
Stony Plain	100%	100%	97%
Total	96%	98%	98%

^aNot able to survey adolescents due to bus scheduling.

Additionally, adult participants **agreed** that HASS provided information (95%) and resources (88%) on student leadership. Table 18 shows the adult satisfaction with the student leadership information and resources provided by HASS location.

Table 18. Adult Satisfaction About the Student Leadership Information and Resources Provided at Each HASS Location

HASS Location	Student Leadership	
	Information	Resources
Calgary	88%	84%
Camrose	95%	95%
Edson	91%	100%
Fort McMurray	94%	88%
Grand Prairie	100%	100%
Grimshaw	100%	93%
High Level	100%	100%
Medicine Hat	95%	79%
Morinville	98%	80%
Red Deer	92%	89%
Stony Plain	100%	75%
Total	95%	88%



Participant Perceptions of HASS

In order to evaluate perceptions about the HASS events, participants were asked to provide feedback about their satisfaction, experience, and opinions about HASS. This final section of the questionnaire provided conference organizers with useful information for planning future HASS events. The following section summarizes participant evaluations across all 11 HASS events. For more detailed information on participant evaluations from each of the separate 11 HASS events, see Appendices A to D.

As a whole, participants were very satisfied with HASS:

- 99% of youth liked HASS;
- 94% of adults thought HASS was well organized; and
- 95% of adults liked the venue.

For 70% of adults, this was their first time attending a HASS event. Only 6% of adults had attended HASS four or more times (see Figure 5).

Adults reported attending HASS for a variety of reasons:

- they are members of the school's health and wellness team (n = 38);
- to empower student leadership (n = 37);
- to generate new ideas (n = 29);
- to gain information for healthy initiatives (n = 20);
- to learn about the health initiatives occurring at other schools (n = 12);
- to develop a Healthy School Action Plan (n = 9); and
- their school was asked to present (n = 6).

Adult suggestions for future HASS events were directly linked to the outline of the day and content of the sessions:

- increase physical activity opportunities and active breaks (n = 27);
- provide more tangible hand-outs and resources to take back to their school (n = 24);
- provide more background information on the importance of health and wellness (n = 16);
- increase opportunities for interschool interactions (n = 13); and
- include more Healthy School Action Plan discussion time (n = 9).

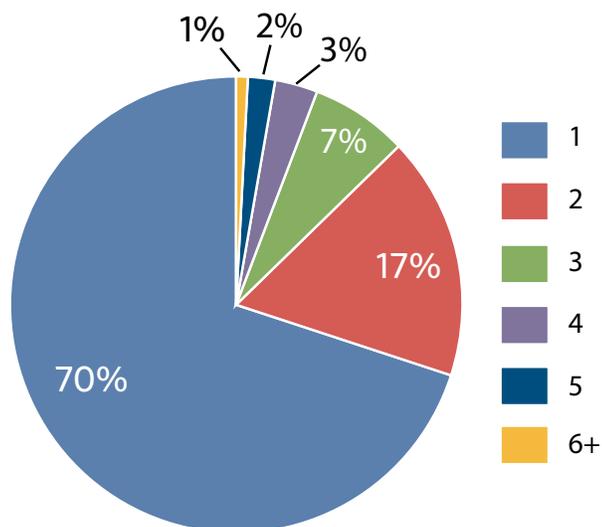


Figure 5. The number of times adults have previously attended HASS.

Youth participant's favourite parts of HASS were:

- the physical activity and active breaks (n = 160);
- the sessions relating to healthy foods (n = 39);
- learning about health and wellness for both themselves and their school (n = 42);
- having the opportunity to present and share their ideas with others (n = 29); and
- meeting and interacting with students from different schools (n = 18).

To highlight youth participants' enjoyment of HASS, youth frequently stated that they would not change anything about HASS (n = 85).

Youth participants' also suggested future HASS events should have:

- more physical activity opportunities so they weren't sitting as much (n = 99);
- extend the length of the event so students could have more time at each activity and attend, more breakout sessions (n = 30);
- have a greater variety of breakout sessions (n = 24); and
- provide more food-related activities and sessions (n = 14).

Consistent across all 11 HASS locations, participants indicated that they would recommend the HASS events to others (adults = 97%; adolescent = 97%) and they will attend HASS again in the future (adults = 94%; adolescent = 96%).

Final participant thoughts about the conference were extremely positive. Several participants emphasized the success of HASS and were appreciative that HASS occurs every year (n = 275).

Student Quote:

"You guys were really inspiring and I am sure everyone else appreciates all the effort you put into this. It was very informative. Thank you."

Adult Quote:

"I liked the conference being early in the school year as it gives us lots of ideas to use for the year..."

Adult Quote:

"Great day and I can't wait to get more involved in this at our school!"



Are Schools Focusing on Health Behaviours 1 Month Following the HASS?

One month following each of the HASS events, schools were asked to report on the **intentions, plans, and changes** for healthy eating, physical activity, and creating positive social environments at their schools.

Here is what the schools had to say 1 month following HASS.



Healthy Eating

- 91% of schools **intended** to support healthy eating initiatives;
- 66% of schools **started to plan** a new healthy eating initiative; and
- 37% of schools **changed** healthy eating habits in their school.

Commonly reported items that would help schools implement healthy eating initiatives were:

- funding (n = 9);
- information and free resources about healthy eating (n = 11);
- student/parent/community support (n = 7); and
- new suggestions and ideas (n = 6).

Physical Activity

- 90% of schools **intended** to create physical activity opportunities;
- 59% of schools **started to plan** a new physical activity opportunity; and
- 36% of schools identified **changes** in physical activity participation at their school.

Commonly reported items that would help schools implement physical activity opportunities were:

- time for planning (n = 8);
- information and free resources about physical activity (n = 4);
- student/parent/community support (n = 6); and
- new suggestions and ideas (n = 8).

Positive Social Environment

- 88% of schools **intended** to have activities supporting positive social environments;
- 71% of schools **started to plan** new activities supporting positive social environments; and
- 54% of schools reported positive social environment **changes** at their school.

Commonly reported items that would help schools with activities to support positive social environments were:

- funding (n = 2);
- time to plan (n = 9);
- information and resources (n = 4); and
- guest speakers or workshops (n = 2).



Community Connectedness

- 67% of schools felt that other groups or organizations in the community have supported their school's health initiatives; and
- 53% continued to feel connected to other schools.

The schools reported they have been assisted by the following groups and organizations:

- local community businesses (n = 14);
- parent groups (n = 13);
- groups and individuals from within the schools (n = 8);
- APPLE Schools (n = 3); and
- Alberta Health Services (n = 3).

Student Development

- 71% of the schools felt HASS helped their students become leaders.

Table 19 includes a sample of schools' qualitative responses that highlight continued student leadership development following HASS.

Policy Development

- 16% of the reported changes to their school's health policies.
- The most commonly stated policy change was around nutrition and healthy eating (n = 6).
- School's also reported that no policy changes had been made yet (n = 6) but that HASS generated greater awareness and discussion around school health policy change (n = 5).

Appendix E outlines all qualitative responses provided by schools at this 1 month follow-up period.

Table 19. A Sample of Statements About Continued Student Leadership Development 1 Month Following HASS (Qualitative Data)

- *Our students have offered to lead seminars and workshop activities. Sharing what we do at our school and seeing what other schools are involved in confirms that we are on the right track with our school community.*
- *I see our team working together during non-instruction time. We have developed "student supervisors" who assist supervision; they are particularly helpful during indoor recesses in the cold weather.*
- *They saw how to think "outside the box" and went away with some ideas that they could try to implement.*
- *Students who attended HASS shared some things they learned with the entire school and also lead them through some exercises. These students are going to be helping organize and supervise physical activities throughout the school year.*

Are Schools Focusing on Health Behaviours 3 Months Following the HASS?

Three months following each of the HASS events, schools were asked again to report on the intentions, plans, and changes for healthy eating, physical activity, and creating positive social environments at their schools.

Here is what the schools had to say 3 months following HASS.

Healthy Eating

- 86% of schools **intended** to support healthy eating initiatives;
- 69% of schools **started** to plan a new healthy eating initiative; and
- 62% of schools **changed** healthy eating habits in their school.

Commonly reported items that would help schools implement healthy eating initiatives were:

- information and resources about healthy eating (n = 6);
- time to meet and plan as a health team (n = 6); and
- student/parent/external support (n = 5).

Physical Activity

- 82% of schools **intended** to create physical activity opportunities;
- 71% of schools **started** to plan a new physical activity opportunity; and
- 46% of schools identified **changes** in physical activity participation at their school.

Commonly reported items that would help schools implement physical activity opportunities were:

- time for planning (n = 6);
- student/parent/external support (n = 4);
- information and resources about physical activity (n = 4); and
- funding (n = 3).

Table 20. A Sample of Healthy Eating Activities Within the Schools 3 Months After HASS (Qualitative Data)

- | |
|--|
| <ul style="list-style-type: none"> • <i>Breakfast Program (Fruit and Cereal), Hot Lunch Program (Healthy Choices), and Promotion of Healthy Eating Habits (Morning Announcement Slides)</i> |
| <ul style="list-style-type: none"> • <i>Cleaned up the breakfast program to include items from the "choose most often" category</i> |
| <ul style="list-style-type: none"> • <i>Mango Monday (school-wide), Kiss Me, I'm Kale smoothie event (school-wide), BYOB (Bring Your Own Banana) Splits (school-wide), Nutrition announcements every morning in March</i> |
| <ul style="list-style-type: none"> • <i>Try it Tuesdays</i> |

Table 21. A Sample of Physical Activity Opportunities Within the Schools 3 Months After HASS (Qualitative Data)

<ul style="list-style-type: none"> ▪ Countdown to Christmas fitness challenge
<ul style="list-style-type: none"> ▪ Indoor recesses; we walk across Canada.
<ul style="list-style-type: none"> ▪ Lots of various mini-competitions and activities. We did a whole school Olympics event. Lunch hours in the gym have been coordinated more effectively allowing for more students to get involved.
<ul style="list-style-type: none"> ▪ We are offering fifty days of fitness for staff and students. New activities are being phased into the Phys Ed program such as boot camp, advanced fitness and yoga / resistance training. Athletic teams continue to operate after school.
<ul style="list-style-type: none"> ▪ We have a daily 10- to 15-minute run for the whole school.
<ul style="list-style-type: none"> ▪ We have tried the active assemblies.

Positive Social Environment

- 85% of schools **intended** to have activities supporting positive social environments;
- 71% of schools **started** to plan new activities supporting positive social environments; and
- 67% of schools reported positive social environment **changes** at their school.

Commonly reported items that would help schools with activities to support positive social environments were:

- time (n = 3);
- new ideas (n = 3); and
- student/parent/community support and involvement (n = 3).



Community Connectedness (How connected are schools to health supports?)

- 59% of schools felt that other groups or organizations have supported their school's health initiatives; and
- 58% continued to feel connected to other schools.

The schools reported they have been assisted by the following groups and organizations:

- parent groups (n = 11);
- groups within the school (n = 7);
- local community businesses (n = 7); and
- APPLE schools (n = 3).

Table 22. A Sample of Activities that Support Positive Social Environments Within the Schools 3 Months After HASS (Qualitative Data)

Anti-bullying day at the end of Feb. Planning to do a positive social activity in our atrium where students write positive messages to each other and post them on a tree. Looking to do this in the spring!
Currently the Innovations Project runs a lot of universal programs that support and promote a pro-social environment within our school. Topics of interest include empathy, body image, self-esteem, bullying, and health.
Our student leaders plan jersey days, colour days, 7 Habits days, school dances, etc.
Recess Guardians has been started to help the younger students have a better relationship with the older students.
The Acceptance Project — flash mob at our assembly and rebels game (planned and led by our Character Ed teacher).

Table 23. A Sample of Continued Student Leadership Development 3 Months Following HASS (Qualitative Data)

It gave them the confidence to believe that their work is important and valued.
They have developed confidence in public speaking and presenting information. They also pass their leadership experiences on to other students.
The students planned healthy snacks for special occasions to distribute to all teachers
They are making morning announcements with health tips. Submitting healthy recipe ideas in the newsletter along with leading the active assemblies.

Student Development (Did HASS support Student Development?)

- 69% of the schools felt HASS helped their students become leaders.

Table 23 includes a sample of schools' qualitative responses that highlight continued student leadership development following HASS.

Policy Development (Did HASS support changes school health behaviour policies?)

- 15% of the reported changes to their school's health policies.
- the most commonly stated policy change was around nutrition and healthy eating (n = 6).
- School's also reported that no policy changes had been made yet (n=6) but that HASS generated greater awareness and discussion around school health policy change (n = 5).

Appendix F outlines all qualitative responses provided by schools at this 3-month follow-up period.

Conclusion

Health and education are closely linked (Hertzman & Power, 2005). In order for children and youth to achieve their optimal potential as learners, their physical, mental, intellectual, and emotional health must not be compromised (Healthy Schools BC, 2013).

This report speaks to the success of HASS towards sharing health and wellness knowledge and skills with schools. The evaluation findings identify that schools learned about Comprehensive School Health at the HASS events. In the months following HASS, schools reported that their school action plans were used to develop and carryout new school health and wellness initiatives.

Ever Active Schools achieved their HASS goal of “inspiring, empowering, and engaging student leadership in creating a healthy school community”, which can be supported by the new health initiatives, the development of confident student leaders, and improvements to Alberta Education skill development reported by the HASS participants.

Suggestions for Ever Active Schools

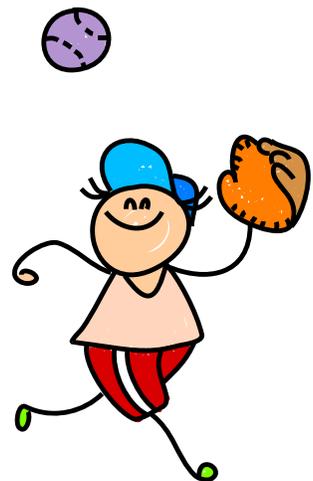
Overall, HASS participants reported that the following would help maintain school health initiatives:

- more health and wellness resources,
- support from the school community,
- access to funding for initiatives, and
- continued contact with Ever Active Schools and other partners.

Some suggestions specific to the HASS event include the following:

- send monthly or quarterly e-mails with new ideas for health initiatives, links to resources or information about grants,
- hold follow-up HASS sessions, such as, HASS booster sessions, online chat groups for HASS participants, or online training sessions, and
- have tailored HASS sessions or boosters for high school student leaders.

Location specific findings should be examined further with the local organizing committees to enhance future HASS events.



References

Alberta Education. (2010). Inspiring education: A dialogue with Albertans. Retrieved from <http://www.inspiringeducation.alberta.ca/LinkClick.aspx?fileticket=BjGiTVRiuD8%3d&tabid=37>

Healthy Schools BC. (2013). Comprehensive school health. Retrieved from <http://www.healthyschoolsbc.ca/about/comprehensive-school-health.aspx>

Hertzman, C. & Power, C. (2005). A Life Course Approach to Health and Human Development. *Healthier Societies: From Analysis to Action* (pp. 83-106). New York: Oxford University Press.



Appendix A - Additional Tables and Figures for each HASS Location

Table A1. Adult Participant Roles and Occupations at Each HASS

	Teacher	Parent	School Admin	Support Staff	Other
Calgary	56%	20%	8%	4%	12%
Camrose	57%	15%	5%	13%	10%
Edson	46%	27%	0%	18%	9%
Fort McMurray	76%	24%	0%	0%	0%
Grande Prairie	72%	7%	0%	21%	0%
Grimshaw	50%	6%	0%	44%	0%
High Level	66%	7%	0%	20%	7%
Medicine Hat	84%	0%	11%	5%	0%
Morninville	70%	11%	8%	7%	4%
Red Deer	71%	13%	9%	3%	4%
Stony Plain	75%	6%	6%	0%	13%
Total	67%	13%	6%	9%	5%

"Other" roles included Counselor, Division Superintendent, School Health Facilitator/Champion, Healthy/Hot Lunch Coordinator, WRAP Coordinator, Nurse, Practicum Student, Student Teacher, Success Coach, and French Teacher.

Table A2. Adult Sex at each HASS Location

ADULT	Male	Female
Calgary	13%	88%
Camrose	28%	73%
Edson	9%	91%
Fort McMurray	24%	77%
Grande Prairie	7%	93%
Grimshaw	25%	75%
High Level	27%	73%
Medicine Hat	16%	84%
Morninville	21%	79%
Red Deer	28%	72%
Stony Plain	6%	94%
Total	21%	79%

Table A3. Rural and Urban Community Represented at each HASS Location

	Urban	Rural
Calgary	56%	44%
Camrose	24%	76%
Edson	9%	91%
Fort McMurray	100%	0%
Grande Prairie	14%	86%
Grimshaw	25%	75%
High Level	27%	73%
Medicine Hat	63%	37%
Morninville	62%	38%
Red Deer	62%	38%
Stony Plain	31%	69%
Total	50%	50%



Appendix A - Additional Tables and Figures for each HASS Location (continued)

Table A4. Grade Level of Students Attending each HASS Location

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Calgary	0%	0%	6%	20%	37%	6%	4%	13%	4%	7%	3%
Camrose	0%	0%	2%	16%	27%	13%	14%	17%	5%	4%	3%
Edson	0%	6%	13%	28%	19%	19%	6%	9%	0%	0%	0%
Fort McMurray	0%	0%	15%	29%	56%	0%	0%	0%	0%	0%	0%
Grande Prairie	0%	0%	5%	7%	27%	22%	2%	37%	0%	0%	0%
Grimshaw	0%	0%	13%	10%	14%	20%	13%	9%	7%	7%	5%
High Level	7%	10%	2%	15%	22%	10%	15%	10%	5%	2%	3%
Medicine Hat	0%	0%	3%	10%	33%	12%	19%	7%	0%	2%	14%
Morninville	0%	2%	8%	18%	15%	14%	12%	18%	6%	4%	4%
Red Deer	1%	1%	12%	30%	9%	10%	17%	11%	5%	1%	1%
Stony Plain	0%	0%	33%	7%	15%	15%	13%	17%	0%	0%	0%
Total	1%	1%	10%	19%	21%	12%	12%	13%	4%	3%	3%

Table A5. Youth and Adolescent Sex at each HASS Location

	Male	Female
Calgary	26%	74%
Camrose	26%	72%
Edson	47%	53%
Fort McMurray	36%	64%
Grande Prairie	39%	61%
Grimshaw	35%	64%
High Level	27%	73%
Medicine Hat	37%	63%
Morninville	36%	62%
Red Deer	35%	65%
Stony Plain	40%	60%
Total	34%	65%

Table A6. Number of HASS Events Attended

HASS Location	1	2	3	4	5	6 +
Calgary	82%	14%	5%			
Camrose	67%	13%	8%	4%	4%	4%
Edson	80%	20%				
Fort McMurray	83%	17%				
Grand Prairie	55%	27%	9%		9%	
Grimshaw	83%	8%	8%			
High Level	46%	23%	23%		8%	
Medicine Hat	42%	37%	16%	5%		
Morninville	91%	7%	2%			
Red Deer	61%	20%	7%	7%	2%	
Stony Plain	73%	13%	13%			
Total	70%	17%	7%	3%	2%	1%

Appendix A - Additional Tables and Figures for each HASS Location (continued)

Table A7. Adult and Adolescent Anticipated Barriers for Carrying Out their Healthy School Action Plan

HASS Location	"Yes"	
	Adult	Adolescent
Calgary	56%	73%
Camrose	61%	66%
Edson	78%	60%
Fort McMurray	57%	N/A
Grand Prairie	71%	71%
Grimshaw	50%	67%
High Level	90%	74%
Medicine Hat	60%	65%
Morinville	48%	61%
Red Deer	48%	63%
Stony Plain	94%	65%
Total	58%	65%

** Percentages indicate the quantity of participants who agreed with the statement



Table A8. Adult Participant Perceptions of HASS

HASS Location	The HASS event was well organized	I would recommend the HASS event to others	I will attend a HASS event in the future	I liked the venue of the HASS event
Calgary	100%	96%	96%	96%
Camrose	100%	100%	100%	96%
Edson	90%	100%	90%	100%
Fort McMurray	85%	77%	69%	77%
Grand Prairie	100%	100%	100%	100%
Grimshaw	100%	100%	91%	92%
High Level	100%	100%	92%	100%
Medicine Hat	100%	100%	90%	100%
Morinville	94%	96%	94%	92%
Red Deer	87%	97%	97%	98%
Stony Plain	100%	100%	100%	93%
Total	94%	97%	94%	95%

Table A9. Adolescent Participant Perceptions of HASS

HASS Location	I would recommend the HASS event to others	I would like to attend a HASS event in the future
Calgary	100%	96%
Camrose	92%	92%
Edson	100%	91%
Grand Prairie	96%	100%
Grimshaw	100%	100%
High Level	100%	100%
Medicine Hat	100%	100%
Morinville	97%	96%
Red Deer	97%	94%
Stony Plain	88%	96%
Total	96%	96%

Appendix B - Adult Qualitative Responses at the HASS Event

* Responses highlighted in brown are exceptional and all-encompassing comments related to the theme

Table 1B. Reasons for Attending HASS According to Adult Participants (Qualitative Data)

Providing Transportation for Students (n = 5)

- Bring the kids
- Car
- Drove bus but interested also
- The school needed a driver and supervision
- To drive my child

Our School was Asked to Present (n = 6)

- As presenter and with students
- Asked to present
- For students to be able to present about wellness projects
- Have team presenting
- My daughter was a presenter
- We were invited to present

I am Part of the Wellness Team at Our School (n = 36)

- As part of a school team
- As part of our comprehensive health team
- As part of the wellness committee at our school, I felt it was a great opportunity to learn more and make great connections with others
- Because I am a member of our schools CSH committee
- Because I am on the comprehensive school healthy committee and I want to involve students /parents
- Because I am the health champion of my school
- Health champion
- Health champion role and I wanted to
- Health rep at our school
- I am a DALs teacher
- I am a PE teacher, coach, teacher, and health of the kids and myself is important to come
- I am an APPLE facilitator and thought it was important to bring kids and parents to see all the cool new things we can bring back to the school
- I am the health champion
- I am the health champion at my school

- I volunteered to take over the Ever Active Team this year
- I've been the PHAT (Physically Healthy, Active, Today) team champion for 4 years
- I'm student gov't facilitator — hope students can incorporate some of these plans into their yearly activities
- Initiative in our school. My own ideologies as a teacher/school
- Involved with the health champions for our school
- Jr. Wellness club
- My first time as APPLE facilitator
- New school wellness champion
- On our health team
- On the wellness committee
- Parent rep for the school
- Part of an active team
- Part of health action team
- Part of health champion group at school
- Part of the district initiative
- Represent our school
- School health activist
- School health champion - important to us!
- School health representative
- To be part of a new program at the school
- Volunteer to help out the group and learn more about activities that can help health of children
- Wellness leader at my school

Referral to Attend by Another (n = 18)

- A colleague informed me
- Admin asked me to take Grade 7 students
- Asked to part of a healthier schools' committee
- Encouraged throughout school health facilitator
- I was asked by our health champion and was very excited to go and honoured to be chosen
- I was asked by teachers to attend as I am one of the primary people that make the breakfast program at our school possible

- I was asked by the APPLE school facilitator at our school
- I was asked by the school
- I was told to, as an APPLE Coordinator
- Invited by PE teacher
- Invited my colleague
- My school committee wanted to come to become more organized
- New position responsibilities taken on and person interest in learning, sharing, and developing projects with students
- Our healthy school nurse mentioned it, and we just started a wellness initiative at our school
- Recommended by school health champions
- Recommended to me
- Through our family school liaison
- Was asked by another staff member if I would help

To Generate New Ideas (n = 29)

- Active school volunteer - interested in new ideas for health and wellness in school
- Bring back ideas to my school. Start a committee
- Desire for more ideas to engage youth in participation
- For ideas about leadership, health and wellness
- Gather ideas and build committee at school
- Great ideas
- I always come away with good ideas to enhance the healthy atmosphere in our school
- I wanted some great ideas to bring back to my school
- It always gives us great ideas for the year
- Learn about other resources, new ideas, have students and parents involved
- Looking for ideas to improve
- New ideas!
- To add ideas and create new goals for our school
- To connect more with the students on our health/wellness team and to generate ideas

Table 1B. Reasons for Attending HASS According to Adult Participants (Qualitative Data) (con't.)

- To connect with other schools and share ideas
- To gain additional ideas
- To get ideas
- To get ideas and directions for our school health team
- To get new ideas
- To give my SWAT ideas to promote healthy living
- To learn from other schools and take back new ideas
- To learn from other schools, network, and share ideas
- To learn how we can positively impact our school through an increase in physical activity. To get creative ideas
- To learn ideas, see where we are at
- To learn new healthy ideas
- To learn new ideas to engage my students and promote healthy living
- To support my schools and bring ideas back to the division
- To support the school that attended and gather ideas to share with my other 6 schools
- We want to become more active in our school. Getting new ideas

To Empower Leadership (n = 37)

- A leadership opportunity and learning event for my students
- For ideas about leadership, health and wellness
- Great info! Great to get leadership team together. Bonding for students
- Have new members to encourage them to be involved to join leadership activities in the school
- Help our new school leadership initiative — Ambassadors In Play
- Improve leadership skills
- Inspire, promote student leaders
- It is important to have student leaders so that they can model for other students
- It was a positive boost to help empower our student leadership team
- Re-energize and bring new leaders to go back to the school
- See students develop leadership abilities and guide growth
- Starting a leadership programs at our school
- Student leadership opportunities

- Student leadership opportunities
- Support students to learn and build a leadership team
- To allow the PAL's kids the opportunity to meet other student leaders
- To bring my leadership team together
- To bring my leadership team together
- To bring my leadership team together and get new ideas
- To encourage student leadership and a way to connect Gr. 6-12 students
- To encourage student leadership for our Grade 4 team members
- To gather ideas on healthy leaderships and give the students a chance to be leaders and see other healthy schools
- To get students excited about health leadership
- To give student leadership opportunities to affect their school in a healthy and active way
- To help/support many students to become school leaders
- To help create a school of leaders and healthy active students
- To help develop student leaders and to learn what other schools are doing
- To help in continuing to foster and develop our healthy living component of our leadership team
- To help our school action leader
- To hopefully start some school leadership groups. Engage students
- To learn more about engaging healthy happy students to become leaders.
- To learn more about what other schools are doing. To empower students from my school in leadership endeavours
- To learn new ideas for student leadership and to be encouraged to try new activities
- To organize a strong, healthy initiative where my grade 6 can show/strengthen their leadership skills
- To provide an opportunity for my students to learn about student leadership

- To support our student leadership
- We wanted to get some new student leaders involved

To Learn What Other Schools are Doing to Promote Health and Wellness (n = 11)

- Always a great time to share with our school and others
- Give students a chance to see what is happening in other schools
- Learn what other schools are doing to promote healthy school communities
- To hear what actions other schools have taken; to have more active healthy children
- To learn about initiatives at other schools and share what we are doing
- To learn and see what other schools are doing and how we can improve ours
- To learn from other schools and take back new ideas
- To learn from other schools, networks, and share ideas
- To learn more about what other schools have found with this initiative, and get a small group of students involved with healthy living in our school to help promote it to the rest of the school community
- To present but also see what other "awesome" things are happening in our division
- To see what other schools are doing

Increase Health Promotion in Our School (n = 7)

- I want to promote a healthy and active lifestyle to students
- To encourage healthy choices in our school
- To engage students in healthy living habits
- To find creative solutions to being healthy
- To further develop comprehensive health at our school and in our community
- To promote the concept of wellness within our school
- To see how we can improve our schools healthy interactions in all areas

Table 1B. Reasons for Attending HASS According to Adult Participants (Qualitative Data) (con't.)

To Develop Our School's Healthy School Action Plan (n = 9)

- 1st time setting up action plan
- Plan for the year
- Planning, supporting HALO in our school
- To become more educated and to make a plan
- To begin the development of our action /wellness team
- To bond as a team and develop plans for activities throughout the school year
- To give our healthy school community time to work together
- To help create a healthy school action plan
- To plan and pull health action teams together

To Gain Information for Healthy Initiatives (n = 20)

- Information for students — engaging activities
- Just to see if kids understand the importance of how healthy living and math work together
- Opportunity to learn
- The concept of healthy living is very important to me and I wanted to learn; told to pass onto students on HLPS
- To bring info back to our school and share with others
- To bring students so they can understand and bring information to other students
- To find ways to better help our schools and allow students to be more knowledgeable
- To gain knowledge on healthy schools
- To gain knowledge on how to implement a successful program
- To gather knowledge and inform and share it
- To hear about healthy initiatives
- To help better our school and make it healthy and active
- To help guide our students to healthy living and conflict resolution through our Ambassadors In Play committee
- To help understand what I can also do at home

- To learn about creating a healthy active school environment
- To learn more about implementing healthy ways to our school
- To learn more on what we can do as a school
- To learn new healthy activities
- To learn strategies for implementing active schools
- To see if there is any relevant information that we can apply to our school

To Instill Excitement and Motivation in Students (n = 8)

- Excellent opportunity; great way to fire-up our team
- Good kick-off to the school year! Gets the kids pumped
- Hoped to get a chance to team build with the students (and I did)
- It is a great event that really sparks kids excitement; would be nice to host another one mid-year to rekindle this excitement
- School spirit boost
- To create a spark of interest with students and get them involved
- To gain momentum and build a team of students to get behind the idea of promoting a healthy lifestyle
- To help gain momentum in our school with our healthy initiatives we are doing this year

To Increase School Support (n = 7)

- It was supported by our division
- Looking for ways to draw student body into strong connections with community
- Support healthy schools
- Support my school
- To support daughter and help support active living choices in the school
- To support my students and become more aware of HASS
- To support our student team and engage them in the planning process

Other (n = 28)

- As a supervisor
- Because health is important to me and my family
- Because it's great
- Canada food guide recommendations
- Curious
- District initiative
- For the experience
- Great job! Loved it
- Great opportunity for students
- Had been to 2 earlier — they were very good
- I believe in this — HASS; and I would like to see this to move forward and encompass more people
- I came as a parent interested in being more involved in my school community
- I really enjoyed it last year
- I thought it would be beneficial for our school
- Interest in healthy school initiatives. Facilitating hot lunch program
- Interest in wellness
- Interested
- It was in my home community, affordable, and was previously attended by staff member
- Parent interested in the involvement and outcome of health/wellness
- Parent volunteer
- Parent volunteer for school
- To accompany my breakfast club kids
- To see what it is all about
- To see what it was all about
- To show students why we're doing what we are doing
- Wanted the students to experience it and team building
- Well done!
- Went to one at Barnett House years ago, first one? And I thought it was great

Table 2B. The Importance of Having a Healthy School Community According to Adult Participants (Qualitative Data)

Directly Impacts Student Learning and Education (n = 53)

- As a teacher, my focus is on teaching and learning. To maximize the learning, we need to ensure that we have happy, healthy, active students. We need to educate the whole child.
- Because if we had poor health and wellness, learning doesn't occur or occurs differently
- Because it impacts all other things — learning, relationships, environment, change, growth, etc.
- Benefits learning and attention. Kids don't always get it at home
- Better learning environment, more positive attitudes. Stronger, smarter, faster kids
- Educating youth at a young age will help create stronger communities of healthy learning participants. This equals a better future for schools
- Great life learning. Enables learning
- Health and safety are vital for any learning to occur in the educational system
- **Health and wellness in my opinion is the base of a good education; they go hand-in-hand**
- Health and wellness is the key to an active healthy lifestyle, and when kids are healthy and well, they learn more and are more successful
- **Health and wellness promote better learning**
- Healthier people, better learners, stronger connections, more self-worth
- Health and wellness is a major component of students' well-being and positively contributes to their learning
- Healthy environments - nutrition and active lifestyles makes for better learners
- Healthy kids and staff = better learners and better community. Teaching lifelong health is important for healthy citizens
- Healthy kids are better learned and better equipped to be successful
- Healthy kids learn better
- Healthy kids perform better in the classroom

- Healthy students are better learners
- Healthy students are better thinkers and better contributors and can be better overall members of society
- Healthy students learn better
- Healthy students learn better than unhealthy students
- Healthy students learn better. Healthy staff are more productive.
- Healthy, active students are happier and have an easier time learning
- Healthy, happy kids with increased academic achievements
- Hearty student = better learn
- I think in order for students to learn, they need to be eating healthy and physically fit
- I think that students who learn about health and wellness will be energetic and ready to learn. Students will feel better about themselves leading to more effective communication and less behaviour problems
- If students feel good, they are more likely to learn, feel comfortable at school, and reach out to others
- If you don't have health and wellness, curriculums are irrelevant
- Impacts positively every aspect of life - education, personal well-being and success
- In order to have active and successful learning
- It can't happen just within the walls of the school if we want it to be lifelong learning for students
- It creates a positive environment where children can learn and grow in a healthy manner
- It helps kids learn more and focus on their studies
- It is important because good health leads to long lives and good learning
- It is important to create sustainability in our school community with our students, parents, teachers, and administrators, so that each student gets equal opportunity to learn and grow as a person

- It is very important for learning and being the best version of you
- It provides an environment that will be easier to learn in
- **It stimulates their learning and cognitive development**
- Kids that are healthy and well are able to learn and succeed
- Our health is the most important thing we have. If we don't feel healthy and strong, we cannot learn, cope and grow
- School academics improve
- So that students are happier and better able to learn
- So that students are happier and better able to learn. To improve the general wellness of our society
- Students will be more successful in their learning
- Supports learning and positive outlook
- To be a good learner, you have to be healthy
- To increase learning, promote a healthy lifestyle for a healthy future. Reduce childhood obesity
- Trickle (or ripple) effect for the school culture. Healthy school community = healthy learners = healthy community
- We all benefit from healthy kids — healthy kids learn better, making it easier for us teachers
- We are developing healthy active learners in our school and into the future
- Yes, healthy kids and families lead to happy, healthy learners and leaders

Impacts Mental Health, Physical Health, and Healthy Eating (n = 37)

- **All people need balance and good health. Diet, exercise and healthy relationships start at a young age and need to be reinforced frequently**
- Balance in all areas of life is important to support good health and wellness
- Balance of the mind, body, and soul
- Because children need to develop the social and developmental qualities they learn through physical activity.

Table 2B. The Importance of Having a Healthy School Community According to Adult Participants (Qualitative Data) (con't.)

- Because if teachers are not living balanced lifestyles, the students suffer, and students need more concrete learning opportunities particularly in the areas of social and emotional learning. Staff and students (and society in general) are so stressed and often unbalanced
- Better fitness in student body
- Both mental health and physical health
- Comprehensive health is too important — we need to focus on all aspects (mental, emotional, spiritual, and physical)
- Everyone that can help make a difference in a student's /adult's life, to become healthier, will help bring a change to the downward spiral our society is in. In regards to active living, proper nutrition and mental wellness
- Healthy activity will provide the energy boost that kids need when they may be low energy. Eating healthy will give more energy
- Healthy bodies = healthy minds
- Healthy bodies = healthy minds: the more educated and involved student leaders can be, the more they can teach and pass on. If they are engaged and passionate, others will follow
- Healthy bodies, healthy minds
- "Healthy bodies, healthy minds" is our school motto. Teaching healthy active living is my mantra as a PE teacher. Exercising your heart for life
- Healthy brains and bodies make healthy students
- I believe it will reduce the stress in the lives of children and adults alike
- I feel it is important because of the sense of community that is created as a result. It helps to support students in so many domains: socially, physically, emotionally, and mentally
- I teach at a small academic high school where the majority of students struggle with anxiety, trauma and addictions. We, as a staff, are currently working on a 3- to 5-year program of using science to assist the brain in coping, changing and adapting to overcome barriers to success

- I think in order for students to learn, they need to be eating healthy and physically fit
- I think it's great for our children to learn about mental, physical and nutritional health and take ownership. Also to witness the ripple effect
- It builds stronger, healthier students and citizens
- Keep us healthy, strong and positive
- Of course it is. Healthy body, strong mind
- Our students need help to take care of themselves — teachers can help with social, physical, academic and the whole child
- People are leading a more and more sedentary lifestyle. To keep fit, takes work, and to eat healthy, takes work. People's health is degrading and we have to work on this together to all be healthy
- Strong, healthy (both mental and physical) kids create strong healthy communities
- Students need to stop the trend of declining physical activity and poor nutrition
- Thinking, engagement, physical well-being
- To bring awareness to others of how to be healthy mind and body
- To encourage healthy eating, physical activity, and build a sense of community
- To get ideas and be surrounded by like-minded individuals who want self-betterment nutritionally and physically
- To improve the general wellness of our society
- To keep students and staff healthy and active
- Too many students these days are inside playing video games and being unhealthy and inactive
- We are building the future by ensuring that our students are knowledgeable about physical activity, lifestyles risks, nutrition, and mental wellness
- We have seen the results of a school community that is relatively stressed with no/little focus on whole-self health, and we were finding issues arising. By having

a focus on the social-physical-emotional health and involving students, our school will hopefully see the importance of health beyond eating apples and running, to having the potential to impact all students, staff, and families

- You all have to be a team and agree that you only have one life to live so why not live it to the fullest through health and wellness?! Stress is a killer in Canada; it help our children through great PE and healthy eating

Cornerstone to Continued Success at School and in Life (n = 15)

- For our learners to be successful, as they are faced with many challenges to wellness
- Health and wellness are the two key components to achieving success at school and in life
- Health and wellness contributes to overall student success and skills that matter for a lifetime
- Health and wellness is the key to an active healthy lifestyle, and when kids are healthy and well, they learn more and are more successful
- Healthy kids are better learned and better equipped to be successful
- Healthy students are productive/successful students
- I feel it is important in our children having longer lives and more success in their future
- It is the foundation for success, and without it, our students will lack vital skills
- Support is essential for success
- This will help us to promote a healthy active lifestyle and set them up for success in their future
- To prevent illness and disease, and to ensure our schools are graduating successful and productive citizens
- Very important — learning to balance your life and having that balance between health, activity, work, problems — helps you address your stress — happy, healthy, and able to solve problems; that's the goal!

Table 2B. The Importance of Having a Healthy School Community According to Adult Participants (Qualitative Data) (con't.)

- We are building the future by ensuring that our students are knowledgeable about physical activity, lifestyles risks, nutrition, and mental wellness
- We need to all be on the “same page” to be most successful
- We need to be healthy and have a successful life

Building and Supporting a Healthy Environment (n = 38)

- When all stakeholders in the school community take part in health and wellness, it creates school spirit, close relationships, confidence, and support for each other
- As a parent, I want my child raised in an environment that promotes healthy lifestyles
- Because I think that in all aspects of our lives, we need to incorporate a healthy environment
- Because it takes a whole community to help raise a child. So we all need to work together and educate our children today
- Building units, friendships, active lifestyle, and involvement
- Changing the overall school environment will improve school climate
- Community support demonstrates support for what the kids are learning. And showing that these are habits that are universally important
- Creates well-rounded people with community mindedness
- Especially in our school where many/most/all students come from “dysfunctional” family structures, it truly “takes a village to raise a child”, and that is why it is vital that our school community supports health and wellness. It may be the only place these children learn and practice health and wellness
- Everyone on same page, a sense of community, eats healthy, stay active, have fun
- For a feeling of community and helping students feel better
- For future generations and our healthy system to create a positive environment and self-esteem

- Funding/understanding and support from the community allows the schools to develop and implement programs
- Having a school community is important because we need to all be working together to help our children become independent health champions
- Healthy communities are more supportive and productive
- Healthy people - productive people and a healthy environment
- Helps the outlook in school and community
- I feel the more community support we have, the children will feel more encouraged to do more physical activities and make healthier lifestyle choices
- If the schools do not support it, activities and ideas are difficult to implement
- Important to have a school community that supports health and wellness to encourage active and healthy choices that kids believe are normal and acceptable
- Important to make an all-around healthy environment. Promoting all areas in students and staff rather than strictly academic
- It can also allow us to promote positive benefits for future generations in our school community
- It is easy to eat unhealthy, so to have support at school, makes it easier to make healthy choices
- It is easy to get the kids on board when supported by parents or vice-versa
- It is important so it keeps everyone connected and teaches the young good
- It is important that our schools are involved in health and wellness in order to promote positive relationships and a positive-minded school community (outside of school included).
- It takes a village...staff, students, health; community must all be on board to make health a priority for our students, our families and all of us
- It unifies schools, students and staff

- Maintain and improve healthy school environment
- More support/resources to reach our goal. Awareness
- Schools need to teach the WHOLE child — healthy active children lead to a more healthy, aware community
- Sense of community
- Sharing the work and getting our community excited about health is so important. Coming from our division to the classroom level, health and wellness is being promoted everywhere!
- Support building community relationships and connect to whole child. Support student voice and transform school community
- Support from above and within the school community
- We have a strong, involved parent community who will support initiatives
- We set examples to help create healthy students and citizens in our community
- Without the community support, no decision we make will be made possible

Helping to Educate Students, Staff, and Family Members about Healthy Habits, Skills, and Choices (n = 52)

- A healthy school community could expand to a healthier home lifestyle as well
- Because it grown children who respect each other and develops young leaders so they will be better off later in life — learning life and leadership skills
- Children are not being taught the importance of health/wellness at home, in many cases, so we as educators must do so! Kids lead sedentary lifestyles
- Children are our future; needs to be taught outside family life. Amongst the biggest influences are those in school as they age, so it’s very important to continuously speak about what it really means to be fit, active and balanced
- Educate students who in turn will educate their parents and caregivers to live a healthy life

Table 2B. The Importance of Having a Healthy School Community According to Adult Participants (Qualitative Data) (con't.)

- Good health and wellness greatly contributes to learning, athletics, and everyday life in general. To pass this knowledge onto students so they can use it for a lifetime is very valuable
 - Health and being healthy should be the most important facet of life. Poor health = poor life
 - Health and wellness is a lifelong pursuit. It is important to start here where students spend a large portion of their day
 - Health and wellness is a lifelong process and having a positive school community helps to support habits early in life
 - Health and wellness is important for students to create healthy habits and lifestyle choices
 - Healthy students become healthy adults and bring their children up in a positive climate
 - I believe it is important so that our students develop the skills necessary to be able to demonstrate resiliency when faced with difficult moments and/or situations in their lives
 - I feel like the students in our school need to learn healthy leadership skills now so they can continue to be healthy once they leave our school
 - Important life skills
 - Instilling healthy choices when they are young will carry with them to adulthood
 - It affects our kids in so many ways in their current lives. In the future, they can make more healthy informed decisions
 - It can't happen just within the walls of the school if we want it to be lifelong learning for students
 - It creates the stepping stones for a healthy life. Helps students, teachers and families to support one another in their healthy journey
 - It helps teach children and their parents the importance of health and activity
 - It is a way of providing support, modeling and implementation of healthy living (lifelong) practices
 - It is fundamental to healthy school lives and lives outside of school
 - It is important because good health leads to long lives and good learning
 - It is important because it helps students make better decisions
 - It is important for them for their future as adults. Healthy kids make healthy adults
 - It is important to teach our kids healthy habits that they can use in everyday life. The habits, you develop as kids, will stick with you
 - It promotes lifelong health
 - It's an important life skill for everyone to have
 - Make healthy choices, changes, and habits a part of our kids' lifestyles
 - Many habits are learned at a younger age. Presentation is key!
 - Our health, the sample we set for children, is vital to whole health. Start lifelong habits early!
 - Our kids are becoming sedentary and eat terribly; it's our job to educate not only them but their families
 - Our students will also be the future leaders of our community in the upcoming decades — we must ensure that they have the abilities to foster healthy, active living.
 - Skills that children need as base for building ideals that they will carry with them through life
 - So students are well-rounded and lead healthy, active lifestyles
 - So students are well-rounded and more resilient
 - So students can instill a confidence in them for the rest of their lives
 - Student and staff are happier; student behaviors are better manageable through health and wellness choices
 - Teaching our kids at a younger age so they can practice it throughout their lives
 - The children are our future and need to develop healthy habits as young as possible
 - These kids are our future! They need to make healthy decisions! They need to lead healthy lifestyles and it starts with us as leaders
 - To develop healthier lifestyles with all students
 - To educate students and families on health/active living
 - To empower students to make healthy choices both inside and outside of school; provide the knowledge and skills to our students
 - To have students learn strategies, resources and ideas to help with their lifestyle
 - To help provide the tools needed to lead a healthy lifestyle long term
 - To inspire our youth to become more health conscious and live healthy lives
 - To instill the importance of healthy living in our daily lives so our students can fall back on that after they graduate from school
 - Very important — builds a foundation for a life
 - We are rising up a generation that is so plugged into social media/technology. We need to implement these into daily life choices to have a healthier generation, more active
 - We teach children how to read and do math. We should also include how to live a healthy lifestyle (eating healthy and active living)
 - We would like our students to develop healthy habits that they will use even after they leave our building
 - Yes, I agree; however I also believe that students need to learn to make healthy choices
- To Promote Positive Role Models for Students (n = 12)
- Adults need to be role models to them
 - We are role models and builders of the next generation
 - Get everyone involved, educate students, provide positive role models
 - Having everyone on board helps the students to see role models at school and at home and in the community
 - Healthy staff love their jobs and serve as positive role models for their students

Table 2B. The Importance of Having a Healthy School Community According to Adult Participants (Qualitative Data) (con't.)

- More than ever, students are focused with those things that may keep them from being healthy i.e., processed food, overuse or screen time, apathy of being involved, etc. Our teachers, parents and outside agencies, like AHS, need to play a big role in promoting health
- Our kids spend majority of their time in school; we need to model healthy lifestyles in all aspects
- Role modeling for our students
- Role models, mentors, providing information
- School provides a lot of knowledge in these areas and serves as a role model for the students and families
- That is where modeling occurs and teaches kids for life
- We need to be role models of healthy living to create more knowledgeable generations to follow

Impacts Emotional Health and Happiness (n = 9)

- Everyone's personal health; everyone needs physical activity to be healthy. Healthy food makes people happier and in a better mood
- Happier students
- Happiness and resilience for the whole community
- Health and wellness is directly tied to students and staff health and emotional well-being. It is also tied to increased student achievement
- Healthy body and mind overflow into a happier, safe place to be
- Helps us feel happy
- Student and staff are happier, student behaviors are better, managed through health and wellness choices
- Teaches students how to live happy, healthy lives
- Wellness (all of its components) is the cornerstone our happiness in our communities. The school is the greatest medium with which to make that change

Other (n = 43)

- Because children are our future. Teach them well and let them lead the way. Know the beauty they possess inside (song)
- Breakout sessions were great. Would have liked to do more
- Buy-in
- Community raises a child; more resources
- Cooperation of all members. Everyone on the same page
- For initiatives to work, all parties have to buy into the idea
- For the community to have a healthy outlook on their citizens
- For the positive health futures of our students
- Health and wellness. Positive can help us perform to our best
- Health and wellness in our youth will foster a much healthier population
- Helps us address needs that the 2011-2012 wellness school rubrics summarized for us
- If the adults aren't on board, then info won't filter down to the kids
- Important because we need to develop healthier young men and women
- It benefits every individual; staff and students
- It is better for all involved
- It is necessary for the future of our children, our society as a whole
- It is our responsibility to do whatever we can to have positive influences in all aspects of our students, be it academic, social, etc.
- It takes a village
- It takes a village to raise a child
- It truly is not a question – absolutely – with the diversity in family circumstances, the school can ultimately impact a pivotal life change or inspire a child in a way that changes their plan to the positive
- It's a lifestyle; the right to style
- It's hard to implement something if no one else agrees

- Keep up the great organization and opportunity for our students
- Kids need it
- Less absenteeism after lunch
- Lifestyle changes
- Many students don't have that support at home
- Most students do not get it from the TV internet or home
- Most students want information not just a direction, so giving them knowledge is a way to make positive change
- Our children are getting too tied to technology and not experiencing "play". We need to move more and have face-to-face encounters to develop caring and respectful interactions
- Our future generation needs to learn to be actively engaged leaders and have confidence in the choices. Empower parents that pack their lunches to make healthier choices
- Our staff is limited; so outsiders need to coach, hot lunch, breakfast, lunch buffets, etc.
- As PE specialist, I can influence tons of kids
- Prevents barriers, opens doors
- So we are all focused on the same goals
- Stronger together
- Students need to see healthy living in action
- Takes more input and ideas and involvement to get things moving and to be successful
- The school alone is not able to do it. We are a low income school
- To build strong leaders for our future
- To create new citizens that values their health and wellness as well as their families and community
- We learn every day about new problems with not communicating or being physical. So we all need to keep up-to-date on information
- Yes

Table 3B. Anticipated Barriers to Implementing a Healthy School Action Plan According to Adult Participants (Qualitative Data)

Financial Barriers (n = 28)

- Always money to be it.
- Budget, motivation for the stakeholders (students/parents)
- Cost, transportation
- Costs and time resources
- Costs for things like physical activity supplies (yoga mats/balls) and costs for healthy snacks (smoothie day, Jogo juice)
- Financial and community support
- Financial barriers are always a concern
- Financial barriers but we will do our best to work with them
- Financial barriers, volunteers
- Financial, time
- Financially (funding)
- Flexibility, commitment, funding
- Funding
- Funding for ideas. Staff/resources to achieve ideals
- Funding for some of the activities that students would like to have at our school
- Funding, money
- Getting funds for programs and getting parents involved
- Having the funds to achieve all of our goals. We wish to implement/supply healthier eating
- Monetary costs, staff time
- Money
- Money and staff members to help out
- Money, fundraising, parent involvement
- Money, time and energy
- Money, time, commitment from staff, students and their parents, fear of change
- Possible financial
- Possible financial obligations to get projects off
- Price, time, commitment
- We do massive fundraising and healthy options tend to be expensive

Support and Buy-in (n = 44)

- Admin support
- Adult participation and time
- Being a high school surrounded by so many fast food joints, it will be rather difficult to get teenagers to buy into a healthy eating initiative

- Buy-in by staff
- Buy-in for implementation
- Buy-in from other staff
- Buy-in from staff and students who did not attend today
- Cooperation from other staff
- Everyone on board and interest
- Getting admin on board
- Getting all teachers on board; focusing my healthy champions (students)
- Getting all teachers on-board, finding time, getting a committee
- Getting more people on board
- Getting older staff on board
- Getting parents on board with healthy eating and physical activity (or at least getting)
- Getting teachers involved and excited about new initiatives
- Getting volunteers
- However, there are barriers that can be overcome: time, whole school staff effort
- I think it is going to be difficult for all staff and students to get on board
- Involvement of school community members outside of the healthy school team
- Lack of teacher support or suspension
- Need help implementing ideas (help from staff, involve parents)
- Other staff members not on board
- Parent buy-in and time
- Parent, student, and community perception
- Parental buy-in for healthy eating, choices for their children (i.e., choosing health over convenience). A sponsor to provide some healthy food treats for our initiatives
- Staff and student buy-in, funding, time, resources (equipment and facilities), staff turnover
- Staff buy-in and money
- Staff buy-in, student buy-in
- Staff buy-in
- Staff support and money
- Staff willingness - we plan to keep on though
- Staff/student support
- Student/staff engagement and commitment

- Student and staff buy-in
- Student buy-in
- Student involvement, community involvement. I hope I can keep them motivated
- Teacher buy-in
- Teacher buy-in at the school level
- Teacher buy-in
- Teachers buying in, time factor
- Team support in making community connections we can utilize, as well as support
- There are always hurdles to overcome regarding staff and student buying in to new ideas
- Volunteers buy-in, getting parents involved

Lack of Resources (n = 12)

- Buses — limits use to doing stuff during the day
- Contracted cafeteria
- Gym time, resources
- Gym used at our school (K-9)
- Kitchen-free school
- Large numbers and class sizes, challenge of a taste testing/smoothie
- Leadership class ends on Jan 31; tough to get volunteers outside of class
- Limited resources
- Limited resources, small school size, time restrains
- Other staff
- Space for activity, enough staff support, lack of organization, time
- We all know it has to be done now; time and resources are needed

Resistance from Staff (n = 17)

- High school student resistance to elementary and jr. high
- Overwhelmed by behaviours and academic (afraid to “add”)
- Parental objections
- Push back from staff about losing instructional time
- Resistant students and staff
- Some parents just won’t change
- Some people are not on the same page
- Some teachers may take some effort to get on board
- Sometimes school staff are resistant

Table 3B. Anticipated Barriers to Implementing a Healthy School Action Plan According to Adult Participants (Qualitative Data) (con't.)

- Sometimes there is resistance from teachers and students. Sometimes costs, time, is an issue even though it shouldn't be
- Student apathy
- Student/staff resistance
- Teacher support - not wanting to overwhelm them. Junior High student apathy
- Teachers are overextended; money is an issue
- Teachers have a large work load. Teachers may be shy and uncomfortable with leading exercise activities
- Teachers not being on board with implementing the plan
- There is still parent resistance to sending/buying healthier things. Hopefully we can make some changes

Time Constraints (n = 30)

- It may take some time, but if we are patient, we'll have great success
- Just finding time that works for all
- Teacher time to meet with students to plan and implement. We are a small school and teachers are spread thin
- There is only so much time in a school day. Each initiative is at the expense of something else
- Time
- Time - but it needs to be made a priority
- Time - how it will work along other programs
- Time - never enough
- Time and commitment
- Time and cost
- Time and volunteers
- Time constraints
- Time having a "conten" that we share with others schools; limited PD allowed for wellness
- Time is a barrier when it comes to implementing a garden because of the preparation, bringing in the dirt, and planting of seeds
- Time of teachers and administration
- Time to be in the school to keep things moving
- Time to do everything and getting all on board

- Time to plan
- Time to plan and meet outside of class time
- Time to release all Health Team Members
- Time to work on all these great ideas
- Time! Lack of resources
- Time, buy-in, lack of unity in our school
- Time, financial restrictions
- Time, funding, people willing to change
- Time, money
- Time, money, parent and community buy-in
- Time, people, resources, money
- Time, stress, extra work
- Timing and opposition from groups who don't feel comfortable caring

Other (n = 5)

- A few too many sub-groups that are doing similar things. We could blend a few groups together that rotate focus
- Always there is something. It is how you work things out that make the project successful
- Getting supervision at noon and organizing activities
- Not overwhelming staff and making it sustainable
- Religious diets in our school

Not Applicable (n = 24)

- Bake sales
- Changing the minds of both students and the adults in our building - still doable
- Energy to carry on; time to implement
- Follow through/accountability of student leaders
- Food handling and extra parent volunteers (possibly)
- Getting it going this year will be a challenge but we can start it, and by the following year, it will be flourishing
- Getting past the status quo
- How to target the students that need it the most
- It is going to take a lot of commitment and hard work

- Lack of enthusiasm from the school. There is a lack of unity and support
- Lack of knowledge as a first timer. Unsure of what else I am missing, etc.
- Making sure that we follow-up on our action plan and see how things are going
- Motivation
- Negativity
- Participation from more than a few people in the school
- So many activities going on at the schools, too many at once for all to be successful
- Student leadership and engagement around the school
- Students are very keen but the keenness does not seem to last all year (past experience)
- Tradition
- Volunteers
- Was not able to sit in the session
- We didn't talk about developing a healthy school action plan at all besides a rock activity
- We need to set meeting dates with a set agenda, to meet actions outlined in our JCSH action planning sheet. We need to revise/clarify with admin team before proceeding with students
- We set ourselves up for stress

Table 4B. Suggestions for Future HASS Events from Adult Participants (Qualitative Data)

Increased Planning Time (n = 8)

- I felt the planning component was a bit rushed and this is what has been really useful to us in the past
- More action planning time at the event. More information about implementation
- More focus on making a plan
- More time to plan with our team. Allowing students to share in small group activities/events they participated in to gather ideas
- Opportunities for students to plan
- Opportunity to work on action plan. More free time after lunch
- School planning time
- Time to talk about our plan

More Educational Opportunities (n = 15)

- Booths from organizations (Pilates, yoga, lacrosse, hockey, etc.)
- I would like to see more connections as to how health and active living affects our learning and careers
- Identifying problems related to health and wellness so students can see more of a comparison
- It's assumed the kids know what's healthy. I think they needed more education
- Knowledge component
- More activities where students are responsible for identifying one health goal and steps to work towards
- More booths for the adults
- More external agencies
- More presenter booths, connections from staff while students attend sessions
- More strategies and ideas shared that can be implemented into schools. Sharing the importance of a healthy lifestyle with students
- More time to explore info tables
- More vendors
- PD specifically for small school teachers
- Presentations from outside agencies/community groups as to what they can offer
- Separate adult/student sessions

Incorporate Mental Health (n = 4)

- Mental health is often forgotten but very important
- Mental health issues, resources, focus on health relationships, conflict resolution, peer mentorship, and how to create a team
- More of a mental health focus
- More talk about mental health

More Inter-school Interaction Opportunities (n = 13)

- Collaboration with other schools
- Connections with other schools, round tables
- Continued sharing
- Cooperative games, team-building games
- Intergroup activity
- More communication between schools
- More mingling of schools
- More school interactions; sessions to share ideas and brainstorm together
- More sharing time
- More time to discuss with other schools and share ideas
- Perhaps more chat time on topics between schools
- Students from each school interacting together
- To share and learn more about improving/varying what we do

Increased Physical Activity (n = 27)

- A session in the gym for the elementary students on physical activity
- Action, intense activities
- Active games for high school students
- Activities and resources
- Activities for the younger students attending
- Age appropriate discussions and activities
- Easy and quick DPA and PE games
- Energizers
- I found it was difficult sitting so long. My students complained of too much sitting
- I would like more physical literacy activities on display and to try
- I would like to see the interactive activities continue and perhaps even more of these

- Loved the energizers – would love to see how other schools achieve their goals
- Maybe more games and activity for the kids
- More active ideas
- More active time; nutrition: dietician demonstrating healthy eating should allow kids to taste
- More active, students leading students
- More activities
- More activities (energizers) that could be used in a high school
- More activities and options
- More activities for assemblies
- More activities for students to be active, less sitting
- More activity during breakout sessions
- More DPA – activities for kids to move around. This morning had too much just sitting. More energizers
- More examples of each activity
- More physical activity and game ideas
- Physical activities for the elementary sessions, not only the older kids
- Physical activity breakout

Providing Handouts and Resources (n = 22)

- Best practices and sharing of resources
- Handouts/websites
- I think more information should be given to teachers on healthy lifestyles present in schools. I am still unsure of what it looks like
- I'd like some more resources to take back to school
- Maybe some more information on ways to get more expenses for healthy programs and activities within our school
- More content and concrete implication ideas
- More information around careers
- More links to organizations/resources that our school could look at
- More physical resources for schools – especially regarding resiliency and positive social environments
- More resources

Table 4B. Suggestions for Future HASS Events from Adult Participants (Qualitative Data) (con't.)

- More resources for teachers. Take home physical activity information or hands-on nutrition resources
- More resources, more game ideas
- More student resources and tools that students can bring back to their peers
- More things to take back to school with me
- Physical handouts to know about sessions and remember
- Ready-to-use handouts; hands-on activities for all sessions (students found the healthy eating one a bit dry)
- Resources
- Resources and activities to incorporate into the classroom/school
- Resources to take home
- Resources to use
- Specific food related to healthy ideas
- Tangible resources to take away from the event

Other (n = 48)

- A bit of downtime. It was very exhausting and a quiet activity might have been good. But I can't really think of anything. The session to work on our plan was too noisy. Needs a quieter place to hear our voices and ideas
- Breakfast program implementation
- Breakout sessions
- Breakout sessions in line for adult and kids for timing
- Catered lunch to avoid nervousness about food allergies
- Exemplars (visual - digitally documented)
- Game ideas
- Games and videos
- Healthy food choices
- Healthy relationships - or for us to participate in each of the breakout sessions (nutrition, physical activity, and healthy relationships)
- I felt it was all great but I would like to see some sessions more geared towards the older students in high school
- Ideas for student leaderships
- Including "at risk" kids
- Jr. high and high school leaders and what they have to say
- Lunch

- Lunch provided. Separation of sessions for staff and kids and division planning time to share/reflect/plan
- Maybe have kids "make" healthy lunches (wraps, etc.)
- More breakout sessions
- More high school students
- More ideas applicable to Div 1. sessions only for elementary/jr. Sr. high don't mix
- More ideas provided, activities, food.
- More mini sessions. Shorter group sessions
- More music after lunch (dance). One testimony from a person how overcome a big obstacle
- More on leadership
- More schools from our division
- More senior high participation
- More student presentation choices
- More student presenters!
- More variety of breakout sessions
- Music/song/drama. Positive social relationships modeling
- Needed activity breakout sessions for elementary
- Nutrition
- Other types of projects student clubs can do - social justice and fundraising ideas for these
- Outdoor activities
- Senior high energizer options
- Sharing is always the best part to get new ideas for the year
- Shorter sessions so you can go to more different ones
- Small energizers
- Small school initiatives
- Specific examples of what others are doing in other communities
- Specific ideas for students to use, beyond what other schools are doing (unique ideas)
- Sr. high students as facilitators to help younger health champions
- Student interactions. Inspiring motivational stories
- Student leadership
- Supports for implementing ideas
- The breakout sessions I was in was very full; could have been split into two
- Time! Always need so much time with so many fantastic ideas!
- Water

General Comments (n = 12)

- 1st time attending; found it to be good
- Everything was great!
- I was very satisfied
- It was all excellent
- It was great
- Loved the energizers
- Nothing - it was great!
- Student presenters were a great idea!
- The event was very clearly planned and laid out; it was a great experience
- The same continues
- Was asked by the youth worker to help
- Well covered

Table 5B. Comments and Suggestions about HASS from Adult Participants (Qualitative Data)

Venue-related (n = 6)

- Better venue for next year
- Cold venue
- Just had trouble seeing what was going on at the front of the room
- Please don't put cheers in the same room as two quiet men running a PowerPoint. Impossible to hear and very distracting
- The sound was pretty tough to learn in
- Was unable to see the Zumba instructor from the back; majority of the back half could not see and just stood around; maybe video it and put it on a big screen so everyone can see it

Food-related (n = 4)

- How about serving some coffee, tea, etc?
- It would be nice to have an organized lunch; it was the only area where people were disconnected
- Need caffeine for adults. Need a physical activity break after lunch to keep the younger students engaged?
- Why was snack not peanut-free!!!

Obtaining Information Prior to HASS (n = 6)

- I think there should be more info given on why and how they can bring change. More breakouts and ideas exchanging in different schools to make a network
- I wonder about sending out some info ahead of time to first timers. Things to do ahead of time to prepare and tips for a successful day
- Instructions for the sharing session were vague. We didn't know if we would use technology
- More detailed information a week before the event. Have schools/ students mingle and share their school healthy living ideas
- More explanation of agenda at beginning of day. Opportunity to pre-register for breakout sessions
- School health leader to know more

Organization during HASS (n = 6)

- I strongly feel that all grades should see all presentations as all ages can learn from each other (not split elementary and junior high for presentations)

- More exhibits - and have them set up longer than just lunch. More resources for teachers
- More focused subject
- Please do not split the planning sessions into gr. 1-6 and 7-9 and 8-10. Our middle school is gr. 6-8 (as I think most are) and it took us a long time to get all of our students in the same room! The gr. 6's went to one room and the 7-8s to another
- Registration entrance procedure unorganized
- Schedule a breakout session in the afternoon so that we do not spend a great deal of time planning the wellness initiative for our school

Other Suggestions (n = 17)

- Activity ideas for high school
- Community partner session was great, but not what I expected
- Community partnership title was misleading - though it would be how to connect with partners; cards were nice though
- Definitely offer 3 different levels of the program from elementary, middle, and high school
- Don't have skits - too much risk taking for younger students
- Have another event in the same year
- High school-specific symposium
- I liked the conference being early in the school year as it gives us lots of ideas to use for the year, rather than later in the year when it is too late to implement
- I liked the time with my students but I would have liked more ideas from other junior high students
- I would be happy to present/share information about mindfulness and how it can help staff and students and practice strategies; Maria king maria.king@rdcrs.ca
- Less sharing from all schools; more sessions
- Much better and informative than the Morinville HASS
- Share where the schools are from as well as names
- Something more for teachers to use like resources that you could bring back to the class
- Student-led, student keynotes were inspirational!

- The planning individual school activities could be a bit shorter for elementary at least; thanks
- To attract more high schools; need more specific supported breakouts for age groups. Kids were polite, yet not as engaged as they should be

Statements of Success and Appreciation (n = 81)

- A very well organized event! Thankful that it was run along the time frame set out
- Always a great day; thanks!
- Awesome
- Awesome Day! Students loved it
- Awesome job organizers! Great support from our school community
- Awesome job! Great resources and speakers
- Awesome symposium and thank you
- Awesome!
- Awesome! Great people involved! (Adults). Unbelievable kids too
- Congratulations to the organizers
- Enjoyed the activities. Leaders from Macoy were inspirational
- Excellent organization
- Excellent workshop
- Good day
- Good job!
- Great day and I can't wait to get more involved in this at our school!
- Great day as always
- Great day!
- Great event
- Great hostess; very informative
- Great job!
- Great job! I loved it!
- Great job! Kids loved the prizes
- Great job! The kids loved it!
- Great jobs; keeps getting better every year
- Great opportunity for students and teachers! Energizing!
- Great work! Well organized. Kids had fun!
- Great, thank you!
- I liked coming to a different community
- I loved the meditation
- It was awesome!

Table 5B. Comments and Suggestions about HASS from Adult Participants (Qualitative Data) (con't.)

- It was very well done!
- Keep on going – good things are happening
- Keep up the fantastic work
- Keep up the good work
- Lots of fun!
- Such amazing enthusiasm and passion at the event. Thank you ever so much
- Thank you
- Thank you – you are all amazing!
- Thank you all so much – facilitating fantastic things for our province's future! Much appreciated!
- Thank you for a great day!
- Thank you for all your hard work
- Thank you for allowing schools to share and celebrate success
- Thank you for the invite!
- Thank you for the positivity and effort that goes into creating this event
- Thank you so much! Lots of great ideas and wonderful people
- Thank you!
- Thank you! It was very great and we really appreciate the chance to attend HASS
- Thank you! It was well done!
- Thank you, this event was fabulous!
- Thank you, you were all so positive
- Thanks again for a great day!
- Thanks awesome day
- Thanks for a great day
- Thanks for a great day!
- Thanks so much! A lot of fun, great displays
- Thanks!
- Thanks, my kids had a great day
- The school introductions and the school share did overlap a bit with the information presented. Great event
- This was a terrific day. The students gained a tremendous amount. Thank you to the organizers
- This was awesome for my students to take a leadership role. It has sparked them to do more
- This was fun and thank you for a great time
- To gain momentum and build a team of students to get behind the idea of promoting a healthy lifestyle
- Very impressed with information, energy and speakers. Also student ideas
- Very informative
- Very informative and energetic day!
- Very well organized and the two ladies were very good at drawing people's ideas out
- Way to go! Lots of different agencies involved; lots and lots of ideas. We now need time, resources, money to get it done
- We loved it, thank you
- Well done!
- Well done! Have how kids are involved in the process
- Well done! I loved it!
- Well done! Will definitely attend again in the future
- Well done, lots of enthusiasm
- Well done, thank you!
- Well organized
- What great ideas. We learnt a lot and is open back to teach our school new things
- Wonderful day! So well organized and informative. It truly energized us all. Thank you
- Wonderful day. Student engagement was great
- You guys are awesome!

Appendix C – Adolescent Qualitative Responses from the HASS Event

* Responses highlighted in brown are exceptional and all-encompassing comments related to the theme

Table 1C. Anticipated Barriers to Implementing a Healthy School Action Plan According to Adolescent Participants (Qualitative Data)

Financial Barriers (n = 52)

- Budget
- Budget
- Budget
- Cost, for SADD may be costly
- Cost, participation, getting a hold of people
- Costs
- Costs for activities
- Costs for things
- Costs, working with kids, convincing people
- Financial issues
- Financials
- Funding
- Funding, rude comments
- Kids, costs
- Lack of money
- Lack of money, cooperation
- Lack of money, lack of effort
- Might cost money
- Money (price)
- Money and time
- Money costs, arguing with fellow
- Money might be a problem
- Money problems
- Money spent
- Money, help, sponsors, attitude
- Money, people, time
- Money, time
- Money, time
- Money/budget
- Not enough funding
- Not enough money
- Not enough money
- People, money
- Sponsors
- Sponsors, grants
- Sponsorship, teacher involvement

- The money and help you would need to make healthier food
- Things might cost too much
- Time and money
- Time, money
- Time, money, teachers
- Too much money being involved
- Trying to raise money
- We want to get rewards for healthy eating; the problem is funds/ getting donations
- Well, might be a sponsoring issue

Concerns about Participation and Involvement (n = 93)

- 100% participation
- Because some people might not feel comfortable doing the stuff I do
- Because some people think they are too cool to do it
- Certain kids' or parents' non-participation
- Connecting teachers with students
- Connecting the teachers with students; teachers are usually busy and students
- Getting kids/teachers involved
- Getting others to join along and help out
- Getting people involved
- Getting people to participate
- Getting student involvement
- Getting students in the school to willingly participate
- Getting them involved
- It could take away too much time
- It will be hard to get students to participate
- Junior high participation
- Junior highs not wanting to participate
- Kids eating non-healthy foods. Kids don't want to participate in a program
- Kids not participating
- Kids not playing
- Kids not wanting to do it
- Kids not wanting to participate
- Lack of interest and participation

- Lack of participation
- Lack of participation from teachers and running out of time
- Lack of participation; no students are most likely to stay after school. Budget
- Low participation
- Many people may not participate
- Maybe a restricted participation level that will slowly increase
- Maybe everyone won't want to participate
- No commitment
- No or little participation
- No participation
- No volunteers
- Nobody wanting to help
- Non-supporters
- Not enough involvement, not planned
- Not enough participation
- Not enough time for meetings and also not enough kids getting engaged
- Not everyone is willing to participate
- Not everyone willing to participate
- Not having enough participation
- Overworked teachers who are so exhausted they can't help
- Participation
- Participation
- Participation
- Participation
- Participation
- Participation and dedication
- Participation and optimistic
- Participation, budget, busy life
- Participation, co-operation
- Participation, volunteers
- People could disagree and not take part in activities
- People disagreeing and not cooperating
- People disagreeing and not trying
- People don't want to play
- People not participating
- People not wanting to be a part of it

Table 1C. Anticipated Barriers to Implementing a Healthy School Action Plan According to Adolescent Participants (Qualitative Data) (con't.)

- People not wanting to help and not following through their ideas
- People not wanting to participate
- People participating
- People rather go outside than participate
- People who don't participate
- People wouldn't be encouraged to participate
- People, participation, money
- Some barriers that would get in our way is that some people just don't want to take part
- Some people may disagree with the plan and not participate
- Sr. highs are busy and don't want to get involved
- Student cooperation
- Student involvement
- Student involvement
- Student participation
- Students do not wish to do the activity
- Students might not want to participate
- Students not being enthusiastic
- Students not wanting to participate
- Students not willing to participate
- Students that would not want to participate and not positive towards the plan
- Teachers not allowing students to participate; students not wanting to participate
- Teachers not wanting to participate
- Teachers not wanting to participate, time, money
- Teachers won't do the activities
- The participation of students within the school
- The principal disagreeing and nobody participating
- They are going to whine and complain and refuse to participate
- Time and people who don't want to participate
- Too many people; not enough people participating
- Unparticipation
- Unparticipation, lack of money, cooperation

- We might carry on too fast and people might not get involved
 - We might need more people and we don't know if people will want to get involved. No because who wouldn't want to have fun
 - We need to get people to participate
- Differences in Opinions and Perspectives about Healthy Living (n = 80)
- Because not everybody cares about being healthy
 - Being healthy and making healthy choices aren't always embraced by teenagers
 - Commitment
 - Disagreeing
 - Disagreements between teachers
 - Disagreements, availability
 - I expect some students to disagree while we try to share the idea
 - I expect students disagree (high school) and we might have problems finding supervisors
 - If some members do not agree with decisions
 - Kids disagreeing
 - Kids disagreeing
 - Kids might not like it
 - Kids that don't care about this
 - Kids that don't care and think it's all a joke
 - Lack of enthusiasm
 - Lack of interest from some students and not enough time for meetings
 - Lack of motivation
 - Many students do not care about healthy initiatives
 - Maybe people of the board disagree with what we're trying to do because of worries
 - Maybe some not agreeing with healthy eating
 - Money spent, people might not like it
 - No interest
 - No permission, no interest
 - Nobody wants it
 - Not all people will agree with the plans
 - Not all students are onboard with you so you might have to reach out to them harder

- Not enough people who want it
- Opinions
- Opposition
- Other kids disagreeing
- Other people's perspectives on the issue
- Parent council opinions; lack of time
- Parents'/others' opinions and time management, who will help out, etc.
- People are not always going to agree with what we are trying to do
- People aren't as enthusiastic as hoped, we maybe aren't allowed
- People could disagree and not take part in activities
- People disagreeing and not cooperating
- People disagreeing and not trying
- People disagreeing to a decision, principal's permission
- People disagreeing
- People may not be willing to work on the ideas
- People might disagree
- People might not like it
- People not being open to change
- People not caring or not being open-minded
- People not cooperating
- People not liking your plan to be healthy
- People not supporting
- People not supporting, lack of money, lack of effort
- People not wanting to change
- People not willing to volunteer and help
- People that don't agree
- People that don't want the change to happen
- People that think it's not worth it
- People trying to tear it down
- People who disagree with decisions and are negative
- People who don't see things your way
- Principal may disagree to some ideas
- Principal may not agree
- School board, not everyone agreeing

Table 1C. Anticipated Barriers to Implementing a Healthy School Action Plan According to Adolescent Participants (Qualitative Data) (con't.)

- Some kids might not agree with having 60 minutes of physical ed.
- Some people may disagree with the plan and not participate
- Some people may not agree
- Some people may not like our ideas
- Some people might be hard to convince
- Something people don't care
- Students that don't agree
- Teachers may not agree with the plan; might take away useful class time
- The district that runs the school may think that it could be a waste of time
- The principal not allowing us
- The principal disagreeing and nobody participating
- There could be different perspectives
- **There are always being opposing opinions of what people want. It can be hard to get everyone involved as well**
- Trying to raise money; students not being enthusiastic
- We could run into problems with students' thoughts
- What other people think
- What other people think of the idea
- What others think of the idea
- What people think
- Willing to do it

Limited Resources (n = 23)

- **Barely any time to run activities**
- Connecting teachers with students; costs for activities
- Connecting the teachers with students; teachers are usually busy and students, might cost money
- Days and timing
- Getting permission, equipment, etc.
- Limited resources, limited time
- Not able to access TVs
- **Not enough equipment**
- Not enough supplies. Not enough votes
- Not having all the supplies
- Not having the right materials

- People, community, suppliers, being able to do it
- **Space to run activities**
- Supplies
- The money and help you would need to make healthier food
- The time might be a problem like when to book meetings
- Time
- Time and money
- Time management
- Time, money, teachers
- Try and find volunteers and food supply
- We could run into problems like the amount of time we need and the people we need
- Willing to do it, money

Other Barriers (n = 50)

- Administration, money
- Administration, policies, contracts
- Allergies
- Arguments
- As always, there will be some critical thinking and date setting, but mostly I feel this has prepared us for situations to come
- Bringing it up to the higher people
- Contracts
- Hatred people
- Having to get organized and creating the plan
- High school students just drive to eat junk. Healthy eating will be difficult to implement
- Kids not liking the healthy food
- My school
- Negative children and money
- Negative people, budget
- Not all people will want to eat healthy
- Other students
- Our ideas could in the way of school plans
- People
- People can do the opposite
- People may not
- People swearing
- People, sports, or activities
- Planning
- Prices, and what teachers may allow

- School board
- Shyness
- Shyness, embarrassment
- Shyness, willing to change, teacher/student involvement
- Sometimes other people may try to get in your way. Sometimes you run into struggles but you can't let it stop you from getting it done
- Stubborn kids
- Stubborn people, not enough time
- Students
- Teachers
- The learning time teachers need; we can't take away too much time from them
- The parents
- The school rules
- They could get angry
- Things may not come easily
- Too many people in TAN (Team Active Nerds)
- We want to develop a big event, organization, etc., and getting everyone involved

Not Applicable (n = 10)

- "Bydzes" for activities
- Doing one thing at a time, no more. Always make a decision when we are all there
- Don't care
- It's not supposed to be easy
- Relax
- So we can grow
- Some people are no fun
- There are always unseen barriers
- We have not had any obstacles yet, but we still have a whole year ahead of us
- We wouldn't be able to do a haunted house

Table 2C. Comments from Adolescent Participants (Qualitative Data)

Comments of Appreciation and Success (n = 159)

- A very fun, organized, and informative day. Thanks
- Awesome
- Awesome job
- Awesome!
- Best thing I've gotten to take part in all year! Love the energy and inspiration. And we all loved Peter!
- Did a great job organizing the event
- Excellent way to share ideas between schools! Thanks so much
- Fun
- Fun activities, great time!
- Good fruit
- Good job
- Good job on creating awareness about health. It has given our school ideas for the upcoming year
- Good job!
- Good job, it was an enjoyable experience
- Good presentations and fun activities
- Good year to have HASS
- Great day!
- Great experience learned a lot!
- Great job
- Great job in preparing this and thank you for having me here
- Great job with this event!
- Great job! Everything was perfect
- Great job! It was way more fun than I expected! I hope you enjoyed presenting as much as I enjoyed watching you!
- Had a great time; lots of fun!
- HASS is awesome!
- HASS is great; I love meeting new people
- HASS is so much fun!
- HASS was very exciting and had many good tips to stay healthy
- Helped me realize some strong leadership skills I didn't know I had
- I appreciate having use here; it was very useful
- I enjoyed HASS this year
- I enjoyed the games and the presentations, thanks!
- I enjoyed the HASS program and liked how they were able to keep it going and alive
- I found the most useful part of the day was with high schoolers. It was super informative. The different attention maturity was too difficult to relate to for older kids
- I had a lot of fun
- I had a lot of fun and I would like to come again next year
- I had an amazing time!
- I had fun; I would like to come next year!
- I had lots of fun
- I had lots of fun and it had an improvement on me
- I had really much fun learning how things and meeting new people
- I had so much fun this year and last year at HASS
- I like the program. Great way to encourage health. Fun day, thanks!
- I liked how you had the play breaks every now and then. It got me involved and made me excited to learn
- I love it
- I loved being able to participate in this year's HASS and I really appreciate the hard work that went into organizing this event
- I loved it
- I loved it and I can't wait to make change at my school
- I loved it; real eye opener
- I really enjoyed the mental wellness because I struggle with stress and anxiety
- I really liked that you included all the kids
- I really liked the activities
- I really liked the meditation
- I really liked this year's HASS meeting. Great job! Thanks a lot!
- I think this event is very helpful for planning and brainstorming
- I think this was a great experience and I am excited to be a healthy leader in my school
- I would like to attend HASS in the following years
- I would love to see this program grow and get a lot of population for this program
- It helped me think of ideas to help my school become healthier and to participate
- It was a complete joy; thank you so much!
- It was a great event, fantastic job!
- It was a great experience with great people
- It was a very fun day!
- It was amazing!
- It was an amazing experience
- It was an interesting program
- It was awesome
- It was awesome and fun
- It was awesome and really fun to learn about
- It was awesome!
- It was awesome, can't wait for next year. You should have another one this year
- It was fun
- It was fun and a great experience. Thank you
- It was fun and active. Hope I come next year
- It was fun and awesome
- It was fun!
- It was great!
- It was really cool meeting other people from other schools. I would like to maybe present SADD next time
- It was really fun
- It was really fun!
- It was really fun! Thanks!
- It was so much fun
- It was very well put together
- It was well done
- Keep doing a great job!
- Keep doing what you are doing
- Keep on doing this. Thank you for having us
- Keep this going
- Keep working hard on this HASS project
- Lots of fun!
- Loved it! Thanks for having us!
- Loved presenting
- My first year here; it was great
- Nice job; I love the dancing
- No
- No, I thought overall you all did great! Thank you!
- Nope, it was fun!
- Paula in mental awareness was an amazing story
- Perfect
- Really awesome job outing it all together

Table 2C. Comments from Adolescent Participants (Qualitative Data) (con't.)

- Really well-spoken participants and leaders
 - Thank you
 - Thank you for all the new ideas and helpful tips
 - Thank you for everything. I learned a lot and it was so much fun!
 - Thank you for having me and my school come and enjoy a day that will improve our school health
 - Thank you for having this
 - Thank you for letting our school take part in this
 - Thank you for making this event possible
 - Thank you for organizing this. It really helped!
 - Thank you for putting this together
 - Thank you for the opportunity
 - Thank you so much for giving us the tools and starters for our great ideas
 - Thank you very much for informing us and for having us
 - Thank you!
 - Thank you; it was fantastic
 - Thank you; it was great
 - Thank you; may you be healthy for the rest of your life
 - Thanks
 - Thanks for being very enthusiastic and making this even a fun one!
 - Thanks for doing this; it's been helpful
 - Thanks for everything
 - Thanks for having us!
 - Thanks for the experience
 - That was really fun!
 - The HASS program was very interesting and I enjoyed it very much
 - This is a great conference
 - This is a great event and it is a fun way to learn about health and wellness
 - This program was a great idea; it helps our school be healthier and active and think of ways to get others involved
 - This was a fun time! I learned so much
 - This was a great experience for me and my other leadership teams
 - This was a lot of fun
 - This was a lot of fun, thank you!
 - This was an awesome day
 - This was awesome!
 - This was fun!
 - This was great and I would attend more of these
 - This was great! It was obvious a lot of time and planning went into this
 - This was really fun; the tube things were cool
 - This was very informative and helpful! I would like it if we could present something next year/time
 - Very fun and a good program for students
 - Very good and fun event
 - Very good ideas and lots of things to do!
 - Very good job, I really enjoyed it
 - Very good organization. Great information was given and loved the breakout sessions
 - Very informative
 - Very organized and well put together
 - Was a great event
 - Way better!
 - We should learn more
 - Well done!
 - Well put together
 - Wonderful
 - You did a good job!
 - You did a great job! I had fun!
 - You did a great job, thank you
 - You did well and I learned a lot here! I look forward to coming back next year!
 - You guys are amazing at what you do! Thank you!
 - You guys are fantastic; "we talk" was my favourite
 - You guys were really inspiring and I am sure everyone else appreciates all the effort you put into this. It was very informative. Thank you
 - I think more schools should get into this as well. Thanks for the great day!
 - I think there should be a conference strictly for senior high school students
 - Make more activities that you can do with our school groups
 - Maybe allow people in sessions to be able to express ideas more individually - not skit or rap (uncomfortable)
 - Maybe more organization and explanation of what exactly is going to happen in the breakout sessions
 - More energizers
 - More foam balls
 - More high school kids
 - More info on event before we come to the HASS event
 - More inspirational speakers, more team sports (bball, floor hockey, etc.)
 - More physical activities
 - More physical activity
 - More snacks
 - More stations at lunch
 - Move strongly. Disagree box to the right side
 - Next time a little less talking
 - Next time bring Florence Hallo (K-9) school
 - People need to review what the activity is so they can teach it to other people! Please!
 - The meditation was very uncomfortable and I was very disappointed that the organizers incorporated this into the program
- Other Useful Comments (n = 25)
- Appeal to what interests kids more
 - Be more peppy!
 - Couldn't see during play breaks
 - Don't link chairs
 - Get some HASS for just high school and the junior higher because there is a big difference
 - Have one of the lead dancers move people; need to learn how to 2-step

Appendix D – Youth Qualitative Responses from the HASS Event

* Responses highlighted in brown are exceptional and all-encompassing comments related to the theme

Table 1D. The Importance of Having a Healthy School Community According to Youth Participants (Qualitative Data)

Prevention and Protection Against Illness (n = 35)

- Because if we don't, we will die young and get sick
- Because it will make people not get sick
- Because it won't prevent sickness and obesity
- Because it's healthier for everyone and no one will get sick
- Because kids won't get sick and will feel good
- Because to stay healthy and active and never get sick
- Because you might get sick if you don't stay healthy
- Because you want to stay active so you don't get sick
- If it is not healthy, people will get very sick and nobody likes
- If our school isn't healthy, imagine how much we would get sick
- If the community doesn't have healthy people, everyone will be sick and ill
- **It is important because if we eat healthy, we can prevent sickness**
- It is important so you can do lots of fun activities, games and more! It's great being healthy! And it's important to be healthy so you don't get sick from junk food
- It is important to stay fit and strong; also so you don't get sick and to be a good leader
- So everybody is happy and doesn't get sick
- So everyone can stay healthy and live a long happy life and also grow strong and don't be sick too much
- **So everyone is healthy and they don't have health problems**
- So everyone isn't fat and sick
- So everyone stays healthy and don't spread sickness
- So kids are not getting sick
- So no one gets sick as much and everyone gets better at staying safe
- So people don't get sick
- So people don't get sick or unhealthy

- So people won't get sick from junk food, so we as leaders need to promote healthy eating in our school/town
- So students will not get sick
- So we can live a long and happy life and so we don't get sick
- So we will not be sick and we will be healthy
- So we won't get sick easily
- So you can prevent kids being sick
- So you can prevent sick kids and obesity
- So you don't get sick
- So you don't get sick from junk food
- To not get sick and be healthy. Getting the feeling that you are proud of yourself
- To prevent sickness
- We won't get sick, we look good, have fun while doing

Obesity Prevention (n = 24)

- Because everybody will be happy and healthy and skinny
- Because if we did not, kids will become fat and lazy
- Because it won't prevent sickness and obesity
- Because you can get skinny
- Because you don't want a lot of fat people because you want them to be active
- I think being healthy is important because it keeps you skinny and it's so much fun
- If you did not have a healthy school community, you probably would be really fat not knowing how to be healthy
- It is important so people don't get fat
- It is important so you don't be fat and so you are more active
- So everyone isn't fat and sick
- So no one is fat
- **So our generation is not obese**
- So our generation isn't obese
- **So people don't get fat and lazy and also because so people can live longer**

- So people don't get fat and people can have a happy healthy life
- **So that we don't have obese kids and everyone stays healthy**
- So that we won't get fat and so that we get to have more fun than watching TV or playing video games
- So we don't get fat
- **So you can prevent sick kids and obesity**
- So you do not get over weight
- So you don't get fat and stay healthy
- So you won't get fat
- To not make our next generations fat slops
- To prevent fatness

Improving Emotional Health Through Healthy Living (n = 54)

- **Because being healthy is being happy**
- Because everybody will be happy and healthy and skinny
- Because everyone feels better
- Because I want everyone to have fun and be happy
- Because if we didn't have healthy things, we wouldn't be happy and we wouldn't have any energy
- Because it's good to have a healthy school and they might be happier/learn better
- Because then everyone will be happy and healthy
- Because then everyone's happy
- **Because we need to be happy to be healthy and when you're happy you're healthy**
- Because when you are healthy, you are happy and not grumpy
- I think it's important because when everyone is healthy, everyone is happy and friendly
- It feels very good
- It is important because people don't feel bad
- It is important because you become healthier, happier person

Table 1D. The Importance of Having a Healthy School Community According to Youth Participants (Qualitative Data) (con't.)

- It is important for everyone to be happy and healthy and active everyday
 - It is important to have a healthy school community because if you are not healthy, you won't be happy
 - It is important to me because it will make me and everyone else happy
 - It keeps everyone happy and active throughout the day
 - It keeps everyone more positive
 - It's important because if people weren't healthy, school would be sad and people would be unhealthy
 - It's important because we all need to be happy and active to be healthy
 - Just so people could be healthy and be happy and so you don't get tired from junk
 - So everybody is happy and doesn't get sick
 - So everyone can be fit and happy
 - So everyone can be healthy to keep everyone active and to always look on the brightside and to always be happy
 - So everyone can have fun and live a happy healthy life
 - So everyone can stay healthy and live a long happy life and also grow strong and don't be sick too much
 - So everyone is healthy, happy, active and included
 - So if the school is happy, the students are happy
 - So people are happy
 - So people can feel included and be healthy and happy everyday
 - So people don't get fat and people can have a happy healthy life
 - So people live longer and happier
 - So people will be healthy and happy
 - So that everybody feels good
 - So the people are happy
 - So they can live happy, long and healthy
 - So we can live happy lives
 - So we can live long and happy life and so we don't get sick
 - So we live healthier and longer and happier lives
 - So you can live a happy life and glad that you did
 - So you can live a longer happier life
 - So you can stay fit and be happy
 - The healthier, the happier
 - To feel better and eat better and live happy
 - To feel good about yourself
 - To have a healthy happy life
 - To keep everybody happy and healthy
 - To keep everyone happy
 - To make people happy
 - To stay healthy, active and happy all the time
 - When everybody is tired and you exercise, then you wake up more and everybody is happier than we were
 - With a healthy school, there will be more participation and a happier environment
 - You're happier and healthier
- Promoting the Benefits and Importance of Eating Healthy (n = 32)
- Because if you eat sugar too much, it's bad for you
 - Because it is fun to eat healthy
 - Because it is important to eat healthy
 - Because it was fun and good tasting things happen when you eat healthy
 - Because it's not good to eat bad foods
 - Because some kids need to learn how to get up and play and eat healthy
 - Because to stay healthy and be active also needs eating properly
 - Because we don't want people to fill up on bad foods
 - Because we get more physical activity and what good foods to eat
 - Because you're just eating junk food; it's not good so eat healthy go with the flow
 - Exercise and eating healthy keeps your brain healthy
 - Having a healthy school is fun and if you eat healthy, it makes your body stronger and healthier
 - Healthy diet and physical activity
 - I find that when people are healthy, they are way nicer than when they don't eat healthy; also I love to do physical activities so I need to eat healthy to do that
 - I think it's important because more and more people are starting to eat unhealthy food. And some people are starting to say that if kids keep on eating unhealthy food, they will start to die before their parents
 - It is important because if we eat healthy, we can prevent sickness
 - It is important because not a lot of people eat healthy, so I thought that it was neat to learn tips and tricks
 - If we have a healthy school, it will be more important because one reason is people will see everyone eating healthy and will join
 - It's important because if we are more active and eat healthy food, we can make a difference for our community and school
 - It's important to have a healthy school community because a lot of people are eating fatty and unhealthy foods and need a lot of activity
 - It's good exercise for eating healthy; your body agrees to eat healthy
 - So everyone can eat and be healthy in our school
 - So people can get more active and eat healthy
 - So people can learn, eat, and play better
 - So people don't switch snacks because they love healthy things
 - So people will be active and eat healthy
 - So the kids can have an amazing opportunity to learn to eat healthy and stay active
 - So we can be active and eat proper foods to become healthier
 - So you can stay healthy and feel like you belong in your community. So you eat healthy foods and have fun. People can get involved
 - So you can stay healthy and that you don't have the junk food vending machines at your school; you don't want those at your school

Table 1D. The Importance of Having a Healthy School Community According to Youth Participants (Qualitative Data) (con't.)

- So you don't eat so much sugar
- To feel better and eat better and live happy

Promoting Lifelong Wellness and Longevity (n = 54)

- Because I want students to be more active and have a healthy life
- Because if you don't stay fit and active, you'll be a couch potato for the rest of your life
- Because if you eat healthy and stay fit, you won't live a happy and healthy life
- Because it can help us when we get older
- Because it makes your whole life healthy
- Because it will encourage newer generations
- Because then if you learn to be healthy in school, you can be healthy for life
- Because we are the future
- Because we have to be healthy to stay alive
- Because you have to have a healthy and fit body to have a positive lifestyle
- Because you must be healthy or else you will not have a healthy or a good lifestyle
- Because you need to be healthy so you can have a longer life and so you will be safe and comfortable
- Because you will live a healthier lifestyle
- I think it is important because it gives you energy and helps you live a better life
- I think that it is important to have a healthy school community; it will be a better life for some people
- If we have healthy kids, they will live a good life
- If you have a healthy school, you have a healthy home
- It is important because being active and eating healthy gives you a longer life span
- It is important because healthy kids make healthy lives. Also it makes people healthy when they are older
- It is important because it will really inspire and motivate people to live a better life

- It is important so people don't die
- It is important to be healthy school community so that we know how to be healthier in life
- It is important to have a healthy school community because people need to be healthier so they can live longer until 100
- It is important to me because so all of the kids in the school can have a healthy life
- It is important to me because then people live longer and they are really healthy
- It makes everyone feel better about themselves and the way they feel. It also makes them live longer and live a great life
- Live a better life, be a good leader
- People can be happy and not grumpy and live a long happy life
- So everyone can live a long life
- So everyone is happy and shares and has good quality of life in health
- So everyone will be healthy in many things and everyone can live a healthy lifestyle
- So it can help your mental health and a great life
- So kids can grow up good
- So people can be more healthy, active, and live a better life
- So people can live longer
- So people have long lives
- So that in the future, people will grow up to be healthy and active and pass it down to the next generation so that our world will be a healthy environment
- So that we all can live a good lifestyle
- So that when people leave school, they know people know what to do with their life
- So we all can live longer
- So we can feel healthier and live longer
- So we can have a healthy lifestyle
- So we can make a better life and be strong
- So we could live longer
- So you can have a better life
- So you can have a healthy life
- So you don't die

- So you have a healthy life
- That way you have a balanced lifestyle
- To be healthy when you get older
- To live long
- To make a better life, to have a good school
- We will all have a better lifestyle
- We will have a better life from this

To Create a Safe, Fun, Supportive, and Social Environment (n = 48)

- Because a healthy school community means more people will be well and healthy, and more people will have fun
- Because everyone should deserve to have healthy options
- Because if there is no healthy community, then it will not be as fun. Healthy communities are always fun
- Because if we didn't, we would have a bunch of unhealthy students/teachers
- Because if you have a healthy school, then it is easy to be healthy
- Because it creates a safe atmosphere for kids who wants to express themselves
- Because it keeps us clean and our community clean
- Because it's important to stay healthy and fit, and it makes a better community
- Because we always are trying to improve our school
- Because we want people to feel safe and happy to be a part of our school
- Because without this, people will feel unwanted in schools
- Because you can have fun and make new friends
- For good lives, for good learning, for good community
- I like a healthy school because it encourages me to be healthy
- I think a healthy school makes a difference by showing others what we are capable of and our healthy leaders and schools
- If you have say, then you can change you, your school or even community
- If you not healthy, you would be a strong school

Table 1D. The Importance of Having a Healthy School Community According to Youth Participants (Qualitative Data) (con't.)

- It helps people learn, feel happy, and safe at school. It also helps them influence others around them with their healthy knowledge
- It is a better safer environment
- It is important because everyone has to stay healthy and have fun
- It is important because if your community is healthy, then the environment in your community will be friendlier and more involved in everything
- It is important because it creates a safe and fun environment for all
- It is important because you get to learn and make friends by interacting with others
- It is important because you have more fun
- It is important to have a healthy school and community because it brings everyone together. You meet new people, learn a lot and have a lot of fun
- It is important to have a healthy school community because we should have leaders that can help more people be healthy leaders
- It is important to me because it can make my school a happy, fun, and healthy place. Not only will it help the people around me, but it will also help me
- It makes being a team more exciting. You can get more active. You make more friends
- It makes people feel protected, included, and ready to try harder
- It's better for the environment
- It's important to have a healthy school community so that there would be more interaction between students, and they would have a safe environment to study actively
- People aren't left out
- So everyone can have fun
- So everyone can learn and have fun
- So my school is a healthy place for students
- So no one is mean to each other or leaves people out
- So not many people feel bad
- So other kids have a health opportunity
- So our school is a safe and caring school

- So that it is a fun healthy place
- So we can have a healthier community
- So we can have more fun and get better at stuff
- So we have a good learning environment
- To be more healthy and energetic and to have fun
- To have better health in our school
- To keep your school going and alive
- To stay healthy and to have a good community
- Why it is important to have a healthy school community is because so the community will not be lazy and they will be nice and healthy

Encouraging Regular Movement and Physical Activity (n = 91)

- Because I want to have a healthy and active school
- Because it is good to be healthy and active
- Because it makes the students and teachers healthier by eating better and getting more active
- Because it makes you more healthy and active at school and you are more concentrated
- Because it's always good to be healthy and active
- Because it's good for you and you're more active
- Because we don't want to be lazy
- Because we want to be active and stay healthy
- Because we want to have an active lifestyle and a community to be able to just walk
- Because you just always be healthy and active
- Because you need to stay active and healthy
- Because you want to be healthy and active. You do not want to be on video games all day. You need to get about 30 min. a day of physical activities
- For a healthy active school
- Having a healthy school community will help the school buy: no illness, having an active school and a very healthy school can be perfect for me

- I want everyone to be healthy and active
- If you are healthy, it benefits everything including sports, lifestyles, etc.
- If you're not fit, you can't participate in fun games
- It is because at home and afterschool we tend to sit on our butts; then we can exercise
- It is because everyone should be healthy and active
- It is important because half of the kids don't get up or do anything active
- It is important because I love to go outside and run around with my friends
- It is important because if you are not healthy, you won't be fit and your doctors won't be happy
- It is important because it helps you stay active and healthy
- It is important because it's better when everyone is active and healthy so that you can have fun
- It is important because kids just playing video games and not being active
- It is important because then they will be more active
- It is important because you can learn and stay active
- It is important because you want everybody to be active
- It is important to have a healthy school community because you need to stay active and learn that being inactive isn't really healthy
- It is important to me because I play a lot of sports and being healthy is a huge part of being athletic
- It is important to me because I want a healthy active community
- It is important to me because if you are healthy, you get to play fun games
- It is important to me because when we are healthy, we are very active, positive, and we have a very healthy brain that we can use during the day

Table 1D. The Importance of Having a Healthy School Community According to Youth Participants (Qualitative Data) (con't.)

- It's important because we want to have everyone in the school physically active and enjoy playing all of the different kinds of sports, and we want every kid in the school to be happy about the healthy and active and good choices they are making
- It's important you need to stay active
- So children can stay healthy and active
- So everyone can be an athlete
- So everyone can participate in school activities
- So everyone has a healthy and active school and home
- So everyone is active and healthy to get nutrients and have fun doing it
- So everyone is fit and healthy
- So everyone is healthy and active, and no one is left out
- So everyone is healthy and ready to play games
- So everyone at our school get healthy and more active
- So everyone will stay healthy and active
- So if people see you doing outdoor activities like Terry Fox walk, they might join in
- So kids will be a bit more active if you're healthy
- So kids will be healthier and that a lot of people will be active
- So no one is left behind in running
- So our school can stay active
- So people can be active and healthy and fit
- So people can be more healthy and active in the school community
- So people can stay active and healthy
- So people don't become lazy
- So people stay healthy and active
- So students' lives are more healthy and active
- So that everyone can run and be healthy
- So that everyone is active and has an opportunity to get more exercises
- So that kids stay active and stay healthy

- So that our school can be more active
- So that our school can stay active
- So that we exercise and be healthy/fit
- So that you are healthy. Also so that you aren't lazy
- So they are active
- So the school isn't lazy
- So we are able to live longer and be active
- So we are more active
- So we can stay active and healthy
- So we stay in shape
- So you can be active and play sports
- So you can be healthy and active and not being. So you can play sports
- So you can be healthy and active all year long
- So you don't end up not healthy and active to play sports
- So you don't get unhealthy, and you get better at sports
- So you're not so lazy, you're active, you're healthy. That means a good thing. So you will be active and healthy for the rest of your life
- This is important because if you didn't have a healthy school, you would not be in shape
- To be fit
- To be fit and make better choices in the future
- To be more active
- To be more active and to make healthy choices
- To be more fit
- To be more healthy and active in our school
- To get everyone active so they can have a good life
- To get healthy and active
- To get people active
- To get students and teachers more active
- To have lots of kids ready to play sports and stay active
- To stay active and in fit
- To stay healthy and active
- To stay healthy and fit
- We all are fit and active then lazy

Building Stronger and Healthy Minds and Bodies (n = 33)

- Because being healthy can help you in both physical and mental ways
- Because I think it's so important that we have a healthy body and food
- Because if you don't, you won't be healthy, and you won't have exercise and no energy
- Because if you're not doing anything healthy, then sometimes you wouldn't feel that great
- Because it helps people to be stronger and healthier
- Because it helps your brain
- Because it makes you feel better
- Because it makes you healthy and gives you energy
- Because it's good for your body
- Because to help your brain
- Because when you get better, you live longer, and when your body's healthy, your lungs get stronger
- Because you can be strong and live longer and learn better
- Because you can grow big and strong. Junk food makes you weak
- Because you will get more energy and blood sugar
- It helps our head
- It is great for the body and mind. You want to have a healthy lifestyle
- It is important because it makes you live longer and stronger
- It will help everyone stay strong and healthy
- It's important because to be healthy is to earn your strength
- So our brains work
- So people can have a better education and you can have a better body
- So that everyone's brain can stay healthy
- So that exercised and healthy. It will make us stronger and closer to little kids
- So that healthy food gives you more energy and the energy leads to activity and so the activities lead to trips and more and more people join
- So that you are healthy and strong

Table 1D. The Importance of Having a Healthy School Community According to Youth Participants (Qualitative Data) (con't.)

- So we can live a healthy life and be strong and smart
- So you can be healthy and be breathing right
- So you can be healthy and stronger
- So your body has enough vitamins and fuel to have a healthier life
- So your brain works
- So your school is providing good health; you have a healthy body
- To keep your brain active
- We need to have a healthy body when we grow up

Staying Healthy and Fit (n = 24)

- Because everyone can be healthy and fit
- Because it is good to be healthy
- Because it is healthy
- Because it makes people healthy
- Because it will keep people fit and very healthy
- Because it's good to be healthy
- Because it's good to stay healthy and fit
- Because it's healthy
- For you can stay fit and healthy
- For you to stay healthy
- It is important because to have health
- It is important because you need to stay healthy
- It is important because you need to stay healthy and fit
- It is important to have a healthy school community because you can stay fit and encourage other people
- It is important to have healthy program because it's important to be healthy
- It is important to me because everyone is healthy
- It is important to me because I think if you're healthy, you can do fun stuff
- It's important because we get to be healthy and fit
- It's important to have a healthy school community because then all students will grow to be healthy and fit
- So every person stays healthy
- So everybody can be fit
- So everybody is healthy

- So everybody stays healthy
- So everybody's feeling good and healthy. It's always good to be healthy
- So everyone can be healthy
- So everyone is healthy
- So everyone stays healthy
- So people are healthy
- So people can be healthy
- So people can stay fit and become leaders
- So people can stay fit and not be a couch potato as they get older
- So people have good health
- So that we are healthy and fit
- So we can be healthy and proactive
- So we can be healthy and stay fit
- So we can keep fit
- So we can stay healthy
- So we will be healthy
- So you are healthy
- So you can be good and healthy
- So you can stay fit and healthy and become leaders
- So you can stay healthy and fit and be a leader
- So you learn, stay fit, and stay healthy
- So you stay fit and you stay healthy
- So you stay healthy
- So you stay very healthy
- So you will be healthy
- Stay fit
- Staying healthy
- To keep us healthy
- To make kids and teachers more healthy
- To make our school more healthy
- To make sure that you're healthy
- To stay fit
- To stay fit and healthy
- To stay fit and healthy so you can enjoy doing what you love most
- To stay fit in our community
- To stay healthy
- To stay in fit, and healthy people are good people
- To teach kids to stay healthy
- You will be healthy
- You will be healthy; it's a better lifestyle
- You will live healthy

Supports Student Learning (n = 22)

- Because if you have junk food everyday, you won't be healthy; but healthy schools teach you to be healthy everyday
- Because if you are not being healthy, nobody will learn to ever be healthy
- Because we learn a lot of stuff
- Because when I feel healthy, I work better
- Because you get better grades
- Because you will learn a lot more about your health and your physical activity. It's important to keep responsible
- It encourages them to learn, and everyone feels good about themselves
- It is important because then we can have the knowledge on how to stay healthy in a positive and happy way and teach others around us to do so too
- It is important to me because I want to learn and to see healthy bodies
- It's a better way to learn
- So everyone is healthy, and if somebody is not healthy, you may or may not learn from them
- So kids can get a good sleep and they are ready to learn
- So that everyone can enjoy the learning
- So that everyone learns more healthy ways to stay fit
- So that we can learn better
- So we can learn better
- So you can learn better and pay more attention
- To be healthy and learn better
- To let other kids know about health
- We learn better
- Yes, it is because we are able to learn how to be healthier and learn more activities
- You learn better

Other (n = 49)

- A positive attitude
- Because bad things happened to you when you are not healthy
- Because everybody should have healthy choices
- Because everyone will be funnier

Table 1D. The Importance of Having a Healthy School Community According to Youth Participants (Qualitative Data) (con't.)

- Because I am fit and I don't want to see other people not fit
- Because I live in my community
- Because if it wasn't, you would get bullied
- Because if the school community was unhealthy, it would bring a lot of negative energy
- Because if you are not healthy, you will not be in good shape
- Because it is good for other people
- Because it's "more fun" [funner] to be healthy
- Because it's good
- Because it's good for children
- Because it's good for other people
- Because it's the better and healthier choice
- Because some people are not in sports and don't get enough healthy foods
- Because we looked at different ideas in different schools
- Because we would not be in good health
- Don't get lazy
- Having a healthy school is important to me because then they can carry it onto grade 10
- I just think it's better for everyone
- If it's healthy, then it's better
- It is important to me because people are getting less healthy and I want to change that. Want our world, starting at the schools, to be a better healthier place
- It is important to our community because everyone is healthier and not slobs
- It makes the school a better person
- It was also taking down bullying so people won't get bullied for being out of shape
- It will be better for everyone
- It's important because I'm one of the oldest kids in the school which means that some little kids look up to me
- It's important to have a healthy school and community because if not, then everyone will be chubby, lazy, and sleepy
- It's important to me because I want life to be easy, healthy, and fair and fit for everyone, because they deserve it, after all the good things I saw today
- Lots of my friends go there and I want them to be healthy
- Makes where I live, look like a good place to be
- People will be "niper" [happier]
- People will stop bullying
- So everyone stays well
- So people be kids
- So that kids have something fun and healthy things
- So we can be proud of ourselves
- So we can become better at the competitions our school competes in
- So we can have healthy students in our schools and win the cap
- So we can make the world a better survey
- So you can do more things
- So you don't get cavities
- So you set a good example
- To be a better person and be a "frity" person
- To create health
- To keep everyone together

Table 2D. The Most Enjoyable Parts of HASS According to Youth Participants (Qualitative Data)

Physical Activities and Active Breaks
(n = 160)

- 5 finger fling
- Activities
- Activities and being here to help
- All of the activities
- All the fun games
- All the fun games and activities
- Being able to do some activities and share our ideas, and to be able to do some and have some food
- Being active
- Bike-a-thon
- Dance events
- Dancing
- Dancing and being active
- Dancing and meeting new people
- Dancing at the active assembly
- Dancing in the morning
- Dancing or the games
- Doing activities all day and having fun with my friends
- **Doing all of the fun, active, healthy activities**
- Doing all the activities and having fun
- Doing fun games
- Doing physical activity
- Doing the activities
- Doing the cool activities
- Doing the games
- Doing the games with blueberry and the brain breaks
- Doing the movement activities
- Doing the physical activity breaks
- Doing the traditional games
- DPA [Daily Physical Activity]
- Energize break
- Energizer breaks
- Energizers
- Fitness breaks
- For corners
- Games
- Games
- Getting to do different activities
- Getting to do fun active things
- Going to play in the gym
- Going to the gym
- Gym
- Gym game
- I get to play with balloons
- I like the PLAY one that was fun to play the games
- I liked dancing and going to all the sessions
- I liked the beginning energizer in the morning
- I liked the games
- I liked the games part
- I liked the gym
- I liked the rock-paper-scissors train game
- **I loved doing things (activities) with different people from different schools**
- I really liked the physical activity section with the jump ropes
- I think my favourite event was the dancing
- Joyful jumping
- Joyful jumping; we are going to start a skipping program in our school
- Just getting up and running; be active
- Moving and dancing and talking about what we want to do
- My favourite HASS event was the 3 games in the phys ed thing
- My favourite part about this event was when we played the games in the active living. This is because we got to interact with other people
- My favourite part of HASS event is the games
- My favourite part of the HASS event was all the energizers
- My favourite part of the HASS event was the skipping
- My favourite part of the HASS was the fun activities
- My favourite part of this event was the DPA leader and DPA fun I liked to play and lead games
- My favourite part of this HASS event was the active breaks
- My favourite part was doing the energizers
- My favourite part was doing the games because I can learn to be healthier
- My favourite part was playing the games and activities
- My favourite part was the breakout = tag it
- My favourite part was the games
- My favourite part was the games and the relaxing
- My favourite part was the jump rope thing
- My favourite part was the relaxation event
- My favourite part was when we did the games and presentations
- My favourite part was when we got to do dance and exercises
- My favourite thing is HASS today was the activity
- Ninja tag
- Our active living games
- Passing the ball around the circle
- Phys Ed
- Play games
- Play the games
- Playing activities
- Playing activities with running in it
- Playing fun games
- Playing games
- Playing games and making cards
- Playing games and teaching them to play games
- Playing games in the groups
- Playing in the gym
- Playing paparazzi in the small room
- Playing tag at lunch
- Playing the games
- Playing the games
- Playing the new activities
- Playing the paparazzi game and hanging out with all my friends
- Playing with the balls
- Probably active movement and edible forest
- Rock-paper-scissors train
- Rock-paper-scissors train game
- Rock-paper-scissors train
- Tag
- The active assembly
- The active assembly
- The active assembly event
- The active dance
- The active game is the best event that I've seen
- The active part
- The activities
- The activities
- The activities and having fun
- The activities and the games
- **The brain breaks and activities**
- The daily phys ed
- The dance and gym type thing

Table 2D. The Most Enjoyable Parts of HASS According to Youth Participants (Qualitative Data) (con't.)

- The dancing
- The energizer
- The energizer and break
- The energizers
- The energizers were really fun
- The exercising
- The favourite part of my HASS is the joyful jumping
- The first activity
- The first part when we did a Zumba dance
- The flash mob and the big balloons
- The flash mob and the sessions
- The fun games we played
- The games
- The games and being active
- The games and communicating was my favourite part. I also enjoyed the presentation and music
- The games, the fun, and the people
- The games, the fun, and the people. And the fun events and the snacks
- The groups such as P.L.A.Y. group
- The gym
- The healthy exercises. Physical activity
- **The interactive games and exercises**
- The jump rope program
- The lying down
- The peace part (the energizing breaks)
- The physical activities
- The physical activities and hooray for health
- The play break
- The play program
- The PLAY program
- The relax activity
- The skipping rope part: joyful jumping
- The soft ball games, inspiring video
- Time we played games and danced
- To active assembly event
- Traditional games = scream and run
- Triangle tag
- We really enjoyed the physical activities in the beginning of the day

- When I got to play games and sip
- When we did the ball passing
- When we got to do different activities and just having fun
- When we learned how to dance
- When we played a game in the gym
- When we played games and when the two grade 12 students came and talked about leadership
- When we played games with other kids
- Where we played games and done dancing with our group

Opportunities to Learn about and Eat Healthy Food (n = 39)

- A healthy Halloween and the slide
- Breakout session 1. When people were describing healthy food activities
- **Celebration foods because we learned how to make things out of healthy foods**
- Eating
- Eating the good food
- Edible forest
- Going to the edible forest session
- Halloween party activity
- Healthy Halloween
- Healthy Halloween party session
- Healthy school celebrations
- I liked learning how to make healthy foods fun. I liked learning how to be a leader
- I liked the Halloween healthy snacks
- Learn that parties can have healthy snacks
- Learning about how to make fun-looking food and good ideas to share with the community
- Learning about nutrition
- Learning health and how to eat and exercise healthiness
- Lunch
- Lunch activities
- Lunch and playing catch
- My favorite part of the HASS event was when the guest speaker came and when we went to the nutrition session
- My favourite part was planning and learning how to make healthy snacks for parties

- My favourite part was the food station and I also liked that we got to make a cheese snowman
- **That we learned how to make a healthy snack for our schools**
- The food
- The food part and the games
- The food that was on display for people, the booths, and the breakout sessions
- The food/lunch
- The Halloween parties
- The Halloween thing
- The healthy food we tried and the activities we succeeded in
- The healthy Halloween
- The healthy Halloween party snacks
- The session when we learned about different ideas for healthy snacks. Also, we made a snack craft
- To eat and going up stairs
- To learn about healthy eating and being active
- When we learned about healthy celebrations and when we made our own parfaits
- When we made that snowman [cheese string]
- When we went to learn about healthy eating

Learning about Health and Wellness for Yourself and Your School (n = 42)

- Being able to have fun and learn about health
- Findings ways to help our school
- Getting to explore and learn how to be good leaders at my school
- **Getting to know more activities to take to my school and teach the kids**
- Having to learn new ways to be healthy
- How to be healthier so I can be more healthy for sports and fit
- It was fun to learn new things like how to be healthier and how to be safe
- It was so fun, I got to learn so much stuff; I will definitely bring this back to our school
- Learning about health and daily physical activity
- Learning about healthy activity

Table 2D. The Most Enjoyable Parts of HASS According to Youth Participants (Qualitative Data) (con't.)

- Learning about kindness and healthiness
 - Learning about physical activities
 - Learning about random acts of kindness because it makes you feel good even talking about it. It makes you want to do it
 - Learning about random acts of kindness; it makes me want to do it
 - Learning about the important healthy situations
 - Learning and having fun
 - Learning different activities and playing games
 - Learning DPA
 - Learning how to be a leader
 - Learning how to be a leader and being active
 - Learning how to be healthy
 - Learning how to teach DPA
 - Learning more ways for my school to be healthier
 - Learning new games
 - Learning new games and new healthy foods
 - Learning new things
 - Learning new things and inspiring other people
 - Learning new things at the end
 - Learning sizzle
 - Learning some new games and doing Zumba
 - Learning the 24 characters of strengths
 - Learning the games to go back and share with my school
 - Learning to be a leader
 - Learning what being leader matters to me and you, and how to make good choices for a healthy life
 - Learning what other schools do to stay healthy
 - Learning what other schools were doing to keep healthy and active
 - My favourite part of the HASS event is when we got to learn more about things
 - My favourite part was learning new things
 - My favourite part was meeting different schools and learning different stuff
 - That we learned more about healthy activities
 - To be able to go back to school and tell people what we learned
 - When I learnt about healthiness
- Meeting and Interacting with New People from Other Schools (n = 18)
- Getting to go places and talking to people
 - Getting to meet others
 - I liked interacting with all of the different schools
 - I liked meeting new people and learning new things like leadership, healthy eating, and staying active, to share with my school
 - Interacting with other schools
 - Meeting all the new people
 - Meeting new people and having fun
 - Meeting other people from different school divisions
 - Meeting people
 - Meeting people from other schools was fun
 - Mingling
 - My favourite part of HASS was meeting different schools
 - My favourite part was getting to know other people from other schools
 - My favourite part was playing Bingo and meeting new people
 - Seeing what other schools are like and do, and meeting new people
 - Talking to other students
 - The little sessions so you can be with different kids
 - To learn how to be healthy and to meet new people
- The Opportunity to Share Ideas and Present in Front of Others (n = 29)
- Explaining games to hid SC the DDQ
 - Getting to present and seeing the presentation
 - Giving my speech
 - I like to speak in front of groups and come up with ideas
 - I liked it when we did our rap
 - I liked when everyone showed and presented what they do at school to promote healthy living. How we all got to communicate
 - Leading people in games
 - My favorite part was when I got to teach spark
- My favourite part of HASS was demo-ing our healthy active schedule
 - My favourite part of this HASS event was when I did my presentation
 - My favourite part was presenting our presentation
 - My favourite part was when I got to present Hungry, Hungry Hippo to all of the schools here
 - My favourite part was when we learned about the healthy eating part of the presentation
 - Presenting cards
 - Presenting our game to other people and schools
 - Presenting play
 - Presenting spark
 - Public speaking
 - Sharing our little rap
 - Sharing our rap
 - Sharing our ideas
 - Showing everyone what our school does to stay fit
 - Sitting and talking with the group and the games
 - The part when we did the rap
 - The presentation we performed was awesome
 - The share our writing and free stuff
 - When every school talked about how they are a healthy school
 - When everyone shared
 - When we performed
- Developing Our School's Healthy School Action Plan (n = 8)
- Discussing ideas for the schools
 - Getting to plan our school's action plan
 - The planning
 - The planning at the end
 - The planning of a healthier school
 - The planning together
 - Thinking of ways to improve your school
 - When we got a chance to discuss what we would do for our school

Table 2D. The Most Enjoyable Parts of HASS According to Youth Participants (Qualitative Data) (con't.)

The Various Breakout Sessions (n = 18)

- All the jam packed information presentations
- Breakout
- Breakout sessions
- Community breakout
- Doing the sessions
- I liked the part when you went to different sessions and learned about the things there
- My favourite part was the breakout sessions
- Sessions
- The breakdown session
- The breakout events
- The breakout session
- The breakout sessions
- The breakout sessions, speeches, booths
- The presentations
- The session
- The sessions
- When my group went to the healthy relationship course
- When we did the fun courses

The Exhibitor Booths (n = 10)

- Active living station
- All the booths
- Everything, especially the booths because we got to learn about different things
- Going to different stations
- Going to the different stations
- I loved lunch because we got to go around and see all the different stands and learn all about them
- Session 1 and the booths at the back
- The booths
- The displays
- The stations

The CSI Game (n = 6)

- CSI web thing
- Probably getting to do the CSI assignment
- The crime scene investigation
- The CSI
- The detective part
- When we had to solve a problem

The LOL Activity (n = 8)

- Station C with LOL
- Station C with LOL
- Station C with the LOL's

- The LOL activity
- The LOL's activity
- The LOL's game
- When we played with the LOL's
- When we were with the LOL's nothing, I love how it is now and I will definitely come back next year

Other (n = 69)

- All the people around me with healthy-ness
- Assessments
- Cheering and knowing things about photos
- Craft in shield of strengths
- Door prizes
- Exploring the "esplanog"
- Getting to do the "stranktns test"
- Getting to have a break from school to learn about something fun
- Going down the slide
- Going on the slide
- Going to the different "conphrents"
- Hooray for health
- I don't have one
- I enjoyed PH
- I liked it when I did some cheers
- I liked seeing how much stuff Brookwood donated
- I liked the cheers
- It was the draw we had to win a prize
- Knowing about different presenting over hip poster
- Making a poster
- My favourite part of the HASS event was getting a prize
- My favourite part of the HASS event was the video at the end
- My favourite part of the HASS event was when people threw cheezies onto my head
- My favourite part of this event is the hooray for health
- My favourite part was fill your bucket
- My favourite part was finger link
- My favourite part was the centres
- My favourite part was the keynote speaker. I can really relate to how she gets stressed
- Physical health
- Riding the slide

- Skipping school
- Songs
- Stuff
- Talking
- Teambuilding
- The "atisars"
- The awards and students in charge
- The bingo
- The breaks
- The cheers
- The draw
- The draw prizes
- The draws
- The fill your bucket event
- The paper clips
- The PowerPoint
- The sanctuary
- The slide
- The slide and gym part
- The start
- The success stories
- The three activities when we got to pick
- The very beginning
- The very last part
- The voting
- The web
- The word one
- The workshop
- To go on the slide
- Was to come to the event
- Watching the slips of people being healthy
- We got to miss school and have fun
- When our guest speaker came in to talk about her life story
- When the Brookwood justice league part
- When they talked about healthy stuff and other people talking about their schools
- When we played success Bingo
- When we went to group C (the PR group)
- When you got up and did stuff
- Writing was so much fun

Table 3D. Suggestions for Future HASS Events According to Youth Participants (Qualitative Data)

Do Not Make Changes to HASS

(n = 85)

- Don't want to change anything
- I don't think I would change anything
- I don't think you should change anything; everything was really fun
- I enjoyed everything. I wouldn't change it
- I like how it was
- I like it the way it is
- I liked the HASS event so much so I cannot think of anything they would change
- I think all should stay
- I think the HASS should not change
- I think the program was a blast! I got to learn new things and stay active while doing it. Honestly, I don't think I would change anything
- I won't change anything
- I would change nothing
- I would change nothing because the HASS event was so awesome and helpful
- I would change nothing; this event is better the same thing
- I would change nothing, I thought it was great
- I would honestly change nothing because you guys did fantastic
- I would make no changes; I loved HASS 2013 just the way it is
- I would not change a thing. It was perfect and fun, so thank you
- I would not change anything
- I would not change anything!
- I would not change anything; it was awesome!
- I would want to change nothing. It was awesome
- I wouldn't change a thing
- I wouldn't change any of the activities because all the activities are fun!
- I wouldn't change anything
- I wouldn't change anything about the HASS event
- I wouldn't change anything because I loved it
- I wouldn't change anything because I really had a lot of fun today.
- I wouldn't change anything because it is so interesting
- I wouldn't change anything because it was good and I might not be here again
- I wouldn't change anything; add more breaks
- I wouldn't change anything; it was so fun
- I wouldn't change it
- I wouldn't change the HASS event for next year
- I wouldn't change the HASS event for next year. It was awesome
- I wouldn't like to change anything
- It was perfect
- It's perfect the way it is
- No
- No I would not change anything
- No, it was really good
- Not really anything because it is perfect the way it is. So I don't think they should change the HASS event at all
- Nothing
- Nothing at all
- Nothing because it was good
- Nothing because it was so much fun
- Nothing really
- Nothing really; it was all fascinating
- Nothing!
- Nothing, everything was great
- Nothing, I absolutely loved it.
- Nothing, I liked everything about it
- Nothing, I loved it
- Nothing, I loved it just the way it is.
- Nothing, I think it was great
- Nothing, I think it was perfect
- Nothing, I think it's good already
- Nothing, I thought it was great
- Nothing, I thought it was really fun and interesting
- Nothing, it is already fun as it can possibly ever get
- Nothing, it was a super fun day
- Nothing, it was all fun
- Nothing, it was all great
- Nothing, it was all really awesome
- Nothing, it was already awesome
- Nothing, it was awesome
- Nothing, it was fun!

- Nothing, it was good
- Nothing, it was great
- Nothing, it was great and I loved it
- Nothing, it was great the way it is
- Nothing, it was great!
- Nothing, it was perfect
- Nothing, it was so much fun!
- Nothing, it's just fine
- Nothing, it's perfect
- Nothing, it's too fun
- Nothing. I think it was perfect
- Nothing. I think that it was awesome. Thank you so much for such an amazing experience for all of us
- Nothing. I think you guys handle it very well
- Nothing. I thought it was a blast, plus I learned a lot in this event
- Nothing. It is perfect just the way it is now
- Nothing. It was fun
- Nothing. The event was amazing
- Really nothing

Ability to Ride the Slide Freely (n = 14)

- Free slide rides and something to buy
- Having a ticket for the slide
- I would change that you don't have to fill out the passport to go on the slide
- No passport for slide
- No passports to go on the slide and more sessions, less sharing
- No tickets for the slide
- So when you go down the slide that it's only one box not a row
- Sports centre, not to have a form for the slide
- The side sticker thing
- To not need a passport for the slide
- You can go on the slide for free
- You don't have to fill out a form to go down the slide
- You don't have to have a form to go down the slide
- You don't have to have a pass to go down the slide

Modifications to the Venue (n = 9)

- A bigger room
- Bigger place to play games
- Get a bigger gym
- I would change the room

Table 3D. Suggestions for Future HASS Events According to Youth Participants (Qualitative Data) (con't.)

- I would change the space
 - I would make more space to move around in
 - Maybe make sure there is enough space
 - More space to do the activities
 - The space
- Increase Physical Activity (n = 99)
- A few more activities
 - Add more energizer breaks because they are fun
 - Be a little active with the game
 - Being able to learn new active, fun games
 - Being active a little more
 - Do more physical activity
 - Dodgeball for an hour after lunch
 - Everything was perfect and enjoyable. It would have been better if the physical activities were organized firsthand
 - Have a few more games
 - Have a session to play tag
 - Have more activities
 - Have more activities for the kids
 - Have more games
 - Have more physical activity
 - Have more time to do the healthy activities
 - I think we should have time to learn or teach new games
 - I think we should learn some tag or active games and try them out
 - I wish we had more time to learn and play and teach new games
 - I would change more games and outside activity
 - I would change so that you can go outside and play active games
 - I would do better games such as Just Dance, stretches, dance, and gymnastics
 - I would have more equipment in the gym and have more balls and Frisbees
 - I would make more activities/ games
 - If it was all games and fun
 - If the HASS event has more activities that include everyone
 - Last year we played games in the gym
 - Last year we split up into groups and did different games and it was fun
- Learning and doing more games
 - Less sitting
 - Less sitting, less learning (people talking), more free time
 - Less sitting, more activities
 - Less sitting, more games and free time
 - Less time sitting and listening to people
 - Lots of more games and more talking
 - Maybe 2 sessions per event for games and a bit more time to do stuff
 - Maybe a few more activities
 - Maybe being able to have more activities
 - Maybe some more activities
 - Maybe to run in the hall
 - More active games
 - More active stuff
 - More activities
 - More activities for the kids, more dancing
 - More activities time to hang out with your friends
 - More and different booths and activities
 - More breakout sessions and physical activity
 - More dancing
 - More exciting games
 - More exciting games and prizes
 - More fun activities
 - More game-related stuff
 - More games
 - More games and active activities
 - More games and free time
 - More games and longer games
 - More games that make people learn and the longer you live
 - More hands-on games and physical activity
 - More phys ed
 - More physical activities
 - More physical activity
 - More physical activity
 - More physical challenges
 - More playing time
 - More playing, less talking
 - More running and more dancing
 - More skipping
- More stuff on the play thing like "hide and go seek" and tag
 - More time for activities
 - More time for games because we sat a lot
 - More time to learn more games and a healthy living style
 - More time to learn and play games
 - More Zumba
 - More Zumba dances
 - New games
 - Not so much sitting down
 - Not to have as much sitting and more time moving around
 - Play more active games and more breaks, but not too much
 - Play sports
 - Playing volleyball
 - Probably more games and people
 - Put more activities
 - Sitting down a lot
 - Some more games
 - Sometimes when we are sitting we could get up and stretch so we are not as tired
 - That we would be able to play with the big balls
 - That you could do ALL of the activities for your age group
 - The activities
 - The energizers
 - This is about exercising and healthy living right? Well I think that we should have moved around a bit more
 - To get more activities
 - To have more active events
 - To have more games and more snacks
 - To have some more games and activities
 - To put a dancing in it. And soccer for the kids (kid-style)
 - To run about a little more
 - Try to get a little more healthy active stuff
 - We not sit for long. I get wiggly
 - We play more games
 - We play new and different games

Table 3D. Suggestions for Future HASS Events According to Youth Participants (Qualitative Data) (con't.)

More Opportunity To Eat Healthy Foods (n = 14)

- Have more prizes and events and snacks
- I say we give a bigger variety of snacks for the kids
- I would change more water at the snacks
- Milk from healthy, active living people
- More eating
- More edible events
- More food
- More food
- More food
- More healthy food
- More snacks provided
- More things to eat
- More types of fruit
- To have more games and more snacks

Having a Greater Variety of Breakout Sessions (n = 24)

- A few more and different stations
- Be able to do all three break activities
- Be allowed to do more breakout session
- Be allowed to do more breakout sessions
- Better sessions: didn't learn anything new I was hoping to learn, but we went over things I already know
- Breakout sessions and more stuff for the sessions. Like classroom activities
- Have more info
- Have more stations
- Having more things to learn
- I think there should be more sessions
- I think there should be more sessions on healthy food
- I would change it by making more sessions and presentations
- I would change it so that there are more sessions on the jumping rope activity
- I would get more tables and be able to do more breakout sessions
- Make more presentations and have more schools here
- Make the breakout events more creative and active

- Makes more events for elementary
- Maybe other choices
- More booths to show healthy stuff
- More breakout sessions
- More learning sessions
- More sessions
- More student speakers for the sessions
- That maybe they could teach more about the body and to show how staying active is good for you

Changes to the Length of HASS (n = 30)

- A bit more time to do the games because to me it seemed very crammed
- Get a proper free time/recess so we can play longer
- Give more of a break
- Having more time
- I think I would add more time for the planning
- I think there should be more times for playing and learning new things
- I would make it longer so that everyone has a chance to try all the activities
- I would make the stations shorter so you could do more
- I would not change the "parfet" and I would have more session time
- I would probably get the schools to tell every school, one activity they do every year
- I would put more time for everything
- It to be longer
- It was very good but... we need more time to do that meditation
- It's a longer day
- Less presenting and more fun! It was too long and not that fun
- Longer sessions
- Longer sessions
- Longer time to eat
- Longer time to eat
- Make it longer
- More involvement, more free time
- More lunch time
- More time to discuss schools
- More time to do the events
- More time to do the other activities you didn't do yet

- More time to go to the different stations
- More time to make posters
- Not as long
- The time you get to go to places in the building
- To have more time

Inviting More Schools (n = 5)

- I would invite other schools including high schools and middle schools
- Invite a couple less schools
- More attend
- More schools
- Putting in a little bit more schools than us all, but if you do that I think you will have very much fun next year!

More Opportunities to Share Information and Communicate with Other Schools (n = 11)

- Chance to talk to other schools
- I like to talk to other kids
- I would go to the front and share great things about our school
- Letting each individual student choose what they did
- More ideas to share
- More people go up to say things
- Not as much talking
- Share something with the people
- To talk more about health
- We can do more sharing time
- You can present your ideas with other schools, and see if they want to vote for you

Other (n = 84)

- A school sports team
- Activities
- But I wish we could do more snack crafts
- Everyone wears t-shirts that represent their school; each student says one word how they are active and healthy
- Everything except the fee
- For kids to pay more attention
- For me to be in the pictures
- Have more fun
- I don't know
- I don't know, I thought it was all good

Table 3D. Suggestions for Future HASS Events According to Youth Participants (Qualitative Data) (con't.)

- I will change me from eating candy and eating healthier things
- I would change it so that all students in the St. Martha's could go and watch what the people chose to present
- I would change my events
- I would change the part at the very start of this presentation
- I would like if you put more facts upstairs and show the people what's healthy or not
- I would try everything to change it
- I'm not sure
- It was perfect!
- Make it a little more fun
- Make the activities less confusing
- More about leadership and how your group can be more productive
- More balloons or balls
- More crafts
- More door prizes
- More events
- More fun
- More music
- More prizes
- More tables
- More things
- More things on the sheet
- More YouTube videos
- New stuff and events
- Not doing it
- Not doing this test
- Not put us into separate groups
- Not splitting up the groups so much. Giving people a bag for papers
- Picture instead of list
- Put more "qusqul" event
- Small music in the backward or make a little video for next year
- That everybody gets a chance to win a prize
- That I could get to go on stage q
- That we wouldn't have to do a skit
- The communication
- The events
- The poster and how you got them to say one world
- To make a "sortor srit"
- We can play with the big balls next year

Appendix E – All Qualitative Responses 1 Month Following HASS

Table 1E. Items That Would Assist School with Health Eating Initiatives According to School Health Teams (Qualitative Data)

Funding (n = 9)

- Cooking club; have AB health resource already; working on funding
- Donations of cash or in-kind donations of fruit and vegetables
- Grants to keep the programs going
- I would like to have a milk program but would need funding
- Time & money
- Time and money!
- We would benefit from more financial support as our budget runs very tight; and to incorporate healthy treats and options, it runs at a high cost
- We would need some financial support to do a second pancake breakfast day. Perhaps on Shrove Tuesday?? In the past, we have had plain pancakes. We should have some with berries. We could charge for the breakfast. We should also switch from the beverage from before, to real juice
- Would love to start a breakfast program; we just need to attain funding for this

Time to Meet and Plan as a Health Team (n = 7)

- At this point, we really just need time to research what resources we have available
- Just need the time for planning
- Time to collaborate and plan. It is difficult to connect with other teachers at the end of a school day
- Time to organize and implement plans/ideas
- Time
- We could use time to plan and organize events. Perhaps more stakeholder involvement
- We need time to meet together. Many members of our team are going on a student exchange and have been busy planning for their trip

Information and Resources about Healthy Eating (n = 11)

- A low cost, realistic recipe book produced by HASS which contains food items and ideas which schools globally could utilize for healthy nutrition initiatives in schools. This book should also contain recipes which support and acknowledge the different cultures within that community i.e., First Nations, Metis and Inuit, Mennonite, Pilipino, etc.
- Education to all about where to find current and correct information about nutrition
- Having the appropriate resources and information in order to implement healthy eating activities at school
- More information about how to connect with the Sobeys 21-day promotion and partner with them in our neighbourhood
- More resources
- Resources/instructional lesson plans for student-led activities outlining the “how to’s” so they can be carried out independently with teacher supervision
- Something for parent education – planning healthy meals, cost effective meal planning/health on a budget, etc. N41
- Teachers have been requesting resources for parents (ideas on ways to present healthy food in a fun way for specific celebrations like Christmas). We are looking to start a morning snack program in January as well as a milk program. Ideas for the menu planning for the morning snack would be helpful (I want students to help prepare the food and be the ones selling them)
- We already are eating healthy. Maybe statistics regarding eating healthy to put in our newsletter

- We already provide a healthy “Snack Shack” at break times that offers home-made and healthy items like chicken quesadillas, veggies, fruit, homemade pizza slices, yogurt/fruit/granola cups, etc. We also try to do healthy hot lunches every once in a while. Recipe cards for healthy snacks to offer and ways to do cost-effective healthy lunches would be helpful
- We have no way of evaluating whether healthy eating habits have changed (as per #5) – information on how to measure this in a school setting would be helpful

Ideas (from Other Successful Schools) (n = 6)

- Additional ideas on keeping programming moving forward
- Collaborating ideas with other schools
- More ideas of what other schools are doing
- More ideas on easy-to-prepare meals to serve for tournaments and weekly lunches
- New suggestions; we feel like we have saturated the topic
- We have 3 new initiatives, one of them being brain breaks, to help staff and students buy-in. We have made this initiative into a draw, so classes enter the draw each time they take a brain break and we will draw for a small prize for that class (i.e., pencils or 5 min. extra recess time). We could use some more ideas for healthy incentives

Student/Parent/External Support (n = 7)

- An assembly. More students getting involved
- Community business support
- Having a dedicated group of students who truly desire to see healthy eating take-off in our school. Also working with Culinary Arts would help with this initiative
- More staff time and more student involvement. We have started building our Health and Wellness team but need more enthusiastic people

Table 1E. Items That Would Assist School with Health Eating Initiatives According to School Health Teams (Qualitative Data) (con't.)

- Rainbow lunches are becoming more popular. Maybe APPLE ambassadors can visit the classes and talk to students about what a healthy lunch is and what you can pack in your lunch. Maybe start a competition between the classes
- So far, we have only planned the salad bar event - it is going to happen next Friday - possibly we would like more parent support to prep (we will have some, not sure yet if it will be enough)
- We would like more support on how to incorporate DPA in the classrooms, and looking at options of including fresh veggies in our lunch program

Other (n = 5)

- Access to cheaper, healthy options to sell to students. Surveys and getting greater student input. More time during the school day to plan
- An event that will target high school where activities and resource can be used
- Getting rid of the unhealthy vending machines :)
- Help the concession make better and more healthy choices
- Sitting down and going through the healthy eating rubric and getting a sense as to where things sit. Also gathering a list of all food-related fundraisers that occur and looking at which ones could be changed

Current School Initiatives (Rather than Items that Would Help with Healthy Eating) (n = 12)

- I would not say that our habits have changed since the conference, but that they continue to be healthy as promoted by the APPLE Schools program for three years now. Since HASS, our APPLE Core leaders have catered healthy snacks to class taste tests and dances. This conference helped spark the interest and drive of students to continue to make a difference in the school

- Our goal to make healthy foods available in our school started last year, so there's been no major change to it, except that we are giving our students more say as to what foods will be available. We are hosting a healthy food sampling day to see what foods students might like to purchase daily
- Our leadership team was busy with Christmas activities before the break. Since the HASS event, we have set aside more time for leadership students to meet and plan. They have come up with a rough plan to initiate the goals we created at the event, however, no changes have been made at this time
- Our school has established policies in regards to Healthy Eating so we continue to give our students knowledge on the Choose Most Often, Choose Sometimes and Choose Least Often foods
- We are a high school and the cafeteria focuses on a great deal of our healthy menu items. Free lunches and breakfasts which are provided for students who miss out on meals at home are provided as part of our leadership initiatives
- We are using bundles of energy, have given out the recipe books "My amazing little cookbook" to families from the group at HASS
- We currently have a breakfast program
- We have a district nutrition policy already in place which is helpful, but it would be nice to start bringing in some more healthy fundraisers and enforcing the actual policy in regards to student rewards, etc.
- We have had other activities going on in our busy school but intend to do a 12-healthy days of Christmas in December
- We have made awesome progress in this area in the last 5 years. Managing to keep up with the fresh fruit every morning and the smoothie Fridays, along with the healthy drink machine, are just a few things we would like to see continuing

- We have many things in place right now and are continuing to move forward on this. Our leadership program had many things in place prior to HASS and have already offered many of these planned activities. Things are alive and well at Thurber
- We have started a health action team made up of 6 students, school counsellor, administrator and wellness facilitator

Not Applicable (n = 3)

- We already have addressed this in past years
- We are just getting started; we are planning and the implementation will occur in the second semester
- We are already an APPLE school, so many initiatives are already in place

Table 2E. How to Enhance Physical Activity Opportunities According to School Health Teams (Qualitative Data)

Funding (n = 3)

- Money
- Money to purchase equipment
- We already have extracurricular and intramurals running. Extra support would be getting funding that would pay for “specialized” coaches to run various activities

Time for Planning (n = 8)

- Again, more planning time
- At this point, we just need time to work on the initiatives we have started
- More time in teachers’ schedule for it
- More time to plan and prepare. Getting students to buy-in
- Time - Weather conditions 37:37-
- We have started but it is hard to find the time for everything
- Get the group back together and decide what projects we want to do
- We need to have another Wellness committee meeting to plan out activities

Information and Resources about Physical Activity (n = 4)

- More free resources
- Learning about people in our region that are willing to come and do physical activity classes with either the entire school or groups of classes would be great (Zumba, yoga, boot camp, etc.). We have DPA bins available for teachers now, so it is just looking at ways to encourage them to use the resources
- Resources, information and the appropriate space
- We have no way of evaluating whether physical activity opportunities have changed (as per #9) - information on how to measure this in a school setting would be helpful

Student/Parent/External Support (n = 6)

- Continued staff involvement and more staff involvement
- More support from school staff to step up and get involved. Would be great to offer more staff wellness physical activity opportunities

- Parents who could lend their expertise and support extracurricular activities like a run club
- We already have plenty of supports in this area, but if we were to lose some of our parent and teacher volunteers after school hours that would greatly impact the physical activity opportunities offered in our school
- We are just looking at and planning how to do this in conjunction with teacher support
- We are just looking for buy-in from staff and student body

Free Physical Activity Ideas (n = 8)

- Again, I wouldn’t say that habits have changed uniquely since HASS, but that they continue to strengthen efforts in schools. We continue to seek free physical activities in school
- Ideas from other schools’ programs along with modifications, anecdotal notes on positives and negatives
- Ideas—school-wide and classroom that can be student-led
- Knowing or getting ideas of what other schools have tried
- More energizer ideas. Things that can be done in a couple minutes at the end of a block
- Our school has implemented many opportunities for many classes to be active outside of gym classes. Any ideas are welcome to see how we can further these opportunities
- Quick game ideas that require little set-up and instruction, as our break time for physical activity is under 15 min!
- We have created a fitness room in our school; we just need ideas to encourage the students, staff and community members to use it more

Assistance with Communication (n = 2)

- Communication to parents in a rural area. Not everyone has the Internet and Facebook
- We need to make an agenda to talk about at our APPLE ambassador meetings. I would like help in small interschool track meet with running clubs. Help with getting the message out into the community more

New Equipment (n = 1)

- We could use some new recess equipment

Current Physical Activity Initiatives (n = 17)

- For school fundraisers, we are moving away from such things as movie nights to activity nights, and events such as bike-a-thons, fun and games night, ice breaker activities in the gym for recreational activities that are offered for each grade level in the high school. School athletic practices take up the lion’s share of gym use before and after school
- I believe our school has had a great start to our physical initiative and am looking to working with more groups to come to our school in 2014
- In high school, we already support physical activities outside the classroom
- Monthly physical activities and events. An increase in Daily Physical Activity within the classrooms
- Our school already had a very good physical activity program. Every year our students skate, swim, cross country ski, downhill ski, cross county run, and more
- Our school continues with our DPA during class time, recesses and noon hours. We have focused on Bringing Back Play with simple games to enhance health and fitness
- Our school offers so many programs right now. We are working on improving these programs and offering a few new activities
- There is a program starting up in January. The Leadership students fully intend to assist in the start-up and motivation for the program
- We already offer a number of activity choices in physical education classes. We also offer activity option classes on days where physical education is not offered. There are a number of sports teams students can join during the after school hours
- We are continuing with programs already in place—lots of turnout for physical activities continues

Table 2E. How to Enhance Physical Activity Opportunities According to School Health Teams (Qualitative Data) (con't.)

- We continue to offer daily PE and other opportunities for students
- We had many opportunities in place already and began new initiatives last year. We are in full swing and have no time to add in anything new just yet!
- We have a DPA program that is quite successful at our school to ensure students are getting their DPA, but it would be fun to have a couple more after school things for students. The HAT group hasn't started any of their own, but we did start with some open gym time and a workout group after school, following the HASS event
- We have a leadership group, separate from the HASS group, that looks after intramurals and PE opportunities
- We have incorporated many more brain breaks into the week to get kids up and moving, even when we are having inside recesses or when we don't have PE
- We plan to do a "12 Healthy Days of Christmas" activity in December which has always been successful
- We want to teach other classes some dances that we know. We would like to set up a soccer tournament

Not Applicable (n = 2)

- Again, we are just in the planning phases and will begin to implement in the second semester
- Waiting on needs assessments

Table 3E. How to Create a Positive Social School Environment According to School Health Teams (Qualitative Data)

Funding (n = 2)

- We work daily as a team to support a positive social environment within our school. Funding is always an issue, and living in the north, makes it difficult to receive additional supports as a result of isolation, however, we are creative and are always trying new things in our school to support each other
- Funding and to have access to ideas that have worked at other schools

Time (n = 9)

- Just need time right now!
- More time
- More time to plan
- Planning time and sample ideas from other schools
- Time :)
- Time management is often a factor. E.g., time to be with student health team to keep motivation and planning going
- Time to collaborate, plan and execute a plan
- Time to meet with the HEAL club more often
- Time to plan and to have students buy-in

Ideas (n = 4)

- Ideas for activities that are appropriate for junior high-aged students
- Ideas of what other schools are doing
- Ideas on what to do for this
- More ideas

Student/Parent/Community Support and Involvement (n = 5)

- Parents involvement
- More people involved
- Buy-in again
- Continued participation by all members in our school
- Greater input from stakeholders (staff, students, parents)

Information and Resources (n = 4)

- Information, resources, collaboration.
- More links to services and awareness for what we can do. Some success stories that have been done in other school communities

- Resources like posters, books, bulletin board themes to help contribute. Ways to help students be the leaders of these initiatives
- Templates for assessment before/ during/after activities surrounding positive social environments

Guest Speakers and Workshops (n = 2)

- Opportunities/workshops, etc., for students to help them learn leadership skills so that our student leadership group could be as effective as possible
- A list of speakers who can share their experiences and knowledge on topics such as anti-bullying, positive thinking, dealing with conflict, Dare to Care, WE Day, etc.

Other (n = 2)

- Monthly or bi-monthly meetings of the student body
- Any activity that can get students out and socializing is very important. We have a great leadership team and activities going on at the school all the time

Current Initiatives to Build a Positive Social School Environment (n = 12)

- We are having another bike-a-thon for school wellness funding, as well as a STAND UP campaign to bring attention about bullying. We are peer-tutoring for girls that have difficulty fitting in with their peers and convincing them to use social media properly in order to avoid misunderstandings. We also are offering a grade 10 phys ed program for Girls at Risk – girls who are having trouble being successful in our regular co-ed program
- We are in the middle of a month-long Random Acts of Kindness event. So far so good!
- Our school began with Random Acts of Kindness and have more activities planned throughout the year. Very much forward to learning how to “fill our buckets”!
- The Innovations Project teaches weekly and/or monthly classes to each room about mental health and positive social interactions
- The Resiliency Project is getting started, as well as Move your Mood. New programs that might need further assistance in the future

- The SADD club has started to meet
- We have a fairly good school culture right now and things are going fairly well in that regard. We will be having some more school dances and things like that, but the HAT group has not planned anything of their own as of yet. There are lots of clubs, etc., already happening in the school as well.
- The students were proud of themselves and thus more present and active in school
- We have support with the spirit team with Leader In Me program
- We started a plan last year; we will be re-launching the “PEACE doves” program at Remembrance Day
- The students came back from the HASS event with the idea they would like to create a “Green Space” outside our school where they can grow food for our snack shop. This is our primary goal for this year
- Perhaps we could have a second family movie night, one geared more toward older kids. We could have a “Just Dance” lunch hours and gym periods

Not Applicable (n = 5)

- Waiting on needs assessments
- We are big into this area at Satinwood
- I am unsure about this at the moment
- Our answer for # 13 is subjective (it “seems” that the social environment is more positive) – but it’s unclear of that was because of HASS initiatives, the time of year, or all the other initiatives to support a positive social environment that happen in our school
- We have created a plan and are working on implementing it soon

Table 4E. How to Create Student Leaders According to School Health Teams (Qualitative Data)

Students are Hosting Events and Leading Initiatives (n = 18)

- By presenting ideas to the school through the newsletter
- Div. II students, who attended, are eager to help and lead others in activities they excel in or enjoy, and hearing about and seeing others doing things, is inspiring and motivating
- I have some that I see in the halls that are really making a difference. There is a fantastic mentorship program that was already in place and HASS events help reinforce the importance of making everyone feel safe at school
- It has helped the students who went to HASS. They have posted things along the school since the event and went back to their classes to discuss it
- Leading a healthy eating initiative
- Our elementary students have shared what they have learned and buddied up with younger students to encourage and excite them about being fit
- Our HASS student team has organized physical activities each Friday as well as providing greater input during our bi-weekly Wellness Team meetings
- Our students have offered to lead seminars and workshop activities. Sharing what we do at our school, and seeing what other schools are involved in, confirms that we are on the right track with our school community
- Some of the students in our school have taken the initiative and joined sports teams that they hadn't in the past, as they see it is "ok" to put themselves out there
- Students are attending all meetings, planning healthy events, and engaging in healthy initiatives for the whole school
- Students have participated in Success Assemblies
- Students hosted the Jan. assembly where they presented the new initiatives; also have taken part in produce passport research and distribution

- Students who attended HASS shared some things they learned with the entire school and also lead them through some exercises. These students are going to be helping organize and supervise physical activities throughout the school year
- The students have come together as a team and are working to plan activities, carry them out, and also to inspire and motivate the other students
- The students were sparked to start new ideas and were excited to introduce them to the school
- They are all playing a part in the organization of school events
- They have started their routines
- We decided to make a haunted house to raise money — the students really took on a lot of responsibility to do this and a few students really stepped up into some big leadership roles

Developed Our Students Interpersonal Skills (n = 5)

- It has allowed them to see what other schools are doing, and have done, to help expand their thinking
- Seeing the various roles that they can take on; problem solving skills
- They saw how to "think outside the box" and went away with some ideas that they could try to implement
- When these students are called upon to help or demonstrate, they are confident and enthusiastic
- Yes! The students love to present and are getting better at public speaking.

Built a Sense of Encouragement and Motivation (n = 7)

- Feel a sense of pride or belonging
- It was great for the student to be part of HASS and feel like the leaders of their school
- The sessions were great for our student leaders
- They have lots of ideas and are encouraging their fellow students to participate and be more engaged
- They were already engaged and positive, but this just encourages them
- We have a real nice group that is enthusiastic now

- Yes, the students were very excited to return to the school and share their ideas with school community

Formation of a Committed Leadership Group (n = 7)

- I see our team working together during non-instruction time. We have developed "student supervisors" who assist supervision. Particularly helpful during indoor recesses in the cold weather
- The group that attended the symposium have developed a strong supportive team who meets weekly to discuss, plan and initiate activities, events and education for the rest of the student body
- The HASS allowed the coming together and formation of a student leadership group
- They have set aside more time to meet and discuss ways to make positive changes in the school
- We created a HEAL club with representatives in all classes grades 3-6. They are very excited about being chosen by their class and creating fun things for the entire school to participate in
- We have begun a "leadership team". They meet once weekly and learn ways of working effectively together and plan events around healthy eating, activity and positive social relationships
- We meet once a month to come up with ideas for things that our school can do to create community and get people active and healthy

Other (n = 12)

- All have come up with new ideas. I look at the other older students and see that they have a very successful future and I want to do the same. Cause we talked about and showed our school about healthy lunches and stuff. I got new ideas at the HASS to help me help other people be leaders
- Because some of the HASS team are helping with our school project inspire
- Each student is the HASS representative for their classroom
- Especially for PALS team, working with other schools, getting new ideas, and bringing them back to our school

Table 4E. How to Create Student Leaders According to School Health Teams (Qualitative Data) (con't.)

- I was only able to get two students to attend (the poster didn't give enough information for parents I guess and they were not willing to let their children miss school)
- It definitely adds to what we are already doing
- It showed us more ways to keep our school healthy and active
- Many initiatives that we started last year were developed during the planning time at HASS
- None of our students are able to attend HASS events but as teachers we bring back the information and our junior high students become our leaders
- Our school didn't have students attend this year but we are planning for next year
- The students enjoyed the event, but did not have much time at the conference to enhance leadership skills
- We're enjoying the work with our Grade 4 HEAL team!

Table 5E. Groups or Organizations That Have Supported School Health Initiatives According to School Health Teams (Qualitative Data)

Alberta Health Services (n = 3)

- Alberta Health survives; they help with consultants
- AHS - provide the Super flex program
- AHS

APPLE Schools (n = 3)

- APPLE
- APPLE Program, Breakfast for Learning Grant
- APPLE schools through funding and providing so many resources as well as apples

Groups Within the School (n = 8)

- Administration
- Other groups within our school, definitely. Some groups have also organized activities. Groups outside the school, not so much
- Our Leadership group
- Our school nurse from AHS by providing encouragement, posters and nutritional information
- School health teams - Dietitian, School health facilitator, Central Office Rep
- School Nurse - Alberta Health Services
- Leadership, Student Government
- We have parent, peer, and staff support, but not in specific organized groups

Parent Groups (n = 13)

- Parent association
- Parent council
- Parent Council
- Parent Council
- Parent council funds our many adventures
- Parent council has supported our breakfast program
- Parent council is providing a number of healthy, hot lunches
- Parent council, Alberta Health Services, Be Fit for Life
- Parent Council, CPAC
- Parent School Council
- Parent volunteers
- Parents, Alberta Health
- Partici-parent Group

Guest Speakers (n = 3)

- We have safe and caring week coming up; there will be several guests who will provide leadership and support our initiatives
- Guests invited into school for various programs
- Speakers talk about bullying and drugs

Local Community Businesses (n = 14)

- Local restaurants, Family Connections
- Local gymnastics, hockey
- Many businesses assist us in sponsoring our school-wide events
- Healing Seed and Save On Foods
- Partners in the community, parents and staff
- The local Elks and Royal Purple organization has supported many of our projects over the years. We are planning to encourage a partnership with the local Communities in Bloom committee
- City of Red Deer - Edible Landscaping
- Fitness leaders in the community have hosted activities with students in our school. For example, the local junior A hockey team has come out to play floor hockey with the kids
- Grasslands Regional Division hired a wellness coordinator
- Junior league volunteers with us and give us financial support, E4C with the snack program, Happy Camel with the snack program, Leader in Me program
- McMan Community Services (milk program), Pritchard & Co. (nutrition program - pending for 2014-15), Redcliff Lions Club (cash donation), School Parent Council (cash donation)
- Our Towns Health and Wellness coalition
- The community has responded monetarily to a sponsorship campaign so we are able to purchase supplies for above mentioned events

- The Town of Grimshaw FCSS meet with GHS Dare to Care regularly to partner on activities, etc. The Horizon Centre for Elders invites our group over regularly for activities such as Adopt a Grandparent and to help the Elders in our community. The GHS Parent Council provides initiatives for our students to involve themselves in as representatives of our school

Other (n = 7)

- Breakfast program donations
- Student for change, peer support
- The Innovations Project
- Little Green Thumbs
- Canadian Student Leadership Association gave an awesome workshop for our students
- Rotary, FCSS, Cenovus, etc.
- ParticipACTION has given us a grant; we also got some money for new equipment to further encourage physical activity from the PCN

Table 6E. School Health Policy Change or Development According to School Health Teams (Qualitative Data)

HASS Sparked Policy Change Conversation (n = 5)

- Continued work with Comprehensive School Health
- I think it has started more of a discussion in our school and more awareness
- It has given school plans direction and staff common goals and focus in all we plan to do
- Our division is implementing a division-wide policy
- Our next PD day, we are going to develop a wellness commitment

Nutrition and Healthy Eating Policies (n = 6)

- Our morning snack program now provides healthier choices
- Healthy snacks are encouraged at “face-to-face” field trips and workshops
- Our nutritional policy and food preparation guide have both added things and made changes
- Our school has begun working on a school nutrition policy
- Has made us rethink our fundraising and bake sales — we started a Totally Nutritious Treats canteen to replace the old “Treats and Things”
- We always try to update our health nine program with new nutrition and relationship initiatives

No Changes to Date (n = 6)

- It was only a month ago; no health policies changed
- No change in policies, but a better understanding of what the next step is to better implement the ones that are in place from the school division
- No huge changes, but helped re-energize students for a new school year
- Not really; our school health policies are pretty well laid out right now. We have done a lot of work on this in the past
- We are still in the first year of APPLE program, so we will be looking at our policies next year
- We had worked on and established some new school health policies a couple of years ago

Not Applicable (n = 4)

- Not yet
- Already in place
- A greater appreciation of the importance of balance and understanding that a healthy body is important to a healthy mind and lifestyle choices
- Students on the Health team have taken ownership and are really rolling forward with their plans

Appendix F - All Qualitative Responses 3 Months Following HASS

Table 1F. Healthy Eating Activities at the Schools, 3 Months After HASS (Qualitative Data)

- Breakfast Program (Fruit and Cereal), Hot Lunch Program (Healthy Choices), Promotion of Healthy Eating Habits (Morning Announcement Slides)
- Cleaned up the breakfast program to include items from the “choose most often” category
- Composting presentation and buckets in the elementary classes
- Drinking more water and other healthy drinks
- Eating diaries and challenges for healthiest lunch
- Fresh Fruit Fridays
- Gave out “spooky” oranges/jack-o-lanterns at Halloween
- Healthy Celebrations and Hot lunches
- Healthy Recess Snacks Revamping of Hot Lunch Program
- Healthy snacks for classroom celebrations
- Holiday, classroom celebrations, no more handing out candy as a tool to bribe
- Mango Monday (school-wide), Kiss Me, I’m Kale smoothie event (school-wide), BYOB (Bring Your Own Banana) Splits (school-wide), nutrition announcements every morning in March
- Milk program
- More healthy choices for hot lunch, and more frequent hot lunch days
- New taste-testing, smoothie and yonana fundraisers/celebrations, multicultural night potluck
- Our cafeteria continues to offer more menu items that follow district nutritional guidelines
- Our SWAT (Student Wellness Action Team) now conducts healthy food sales at the school 1-2 times per month. So far, there have been a snowman kabob sale (with fresh fruit), yogurt parfait sales, and fresh fruit sales
- Providing free healthy snacks for students to take as needed throughout the day
- Rainbow Lunches, Healthy Hot lunch and breakfast program
- Smoothie days, Healthy Recipe Cookbook, Healthy choices in canteen, Fruit and Vegetable Month in March
- Taste tests each month; will soon begin cooking club; healthy parties /celebrations
- Tasty treat Tuesday—sample of different healthy snack for .25. Prepared and served by Junior Health Champions with help from parent council & Health Champion staff
- The activities are not related to the event, but based on our school action plan. We have completed two monthly themes from APPLE Schools - Rate Your Super Snacks and Color Your World with Vegetables and Fruit. We did a Healthy Snack Bingo contest school-wide. The prize were activity-based - soccer balls, volleyballs, and basketball, Information went home in the weekly newsletter. Bulletin Boards were displayed, related to these themes. Daily intercom announcements were made. We did a staff healthy snack challenge
- The students are leading our Fruity Friday activities
- Try it Tuesdays
- Tutti Fruitti Tuesdays—students are invited to participate in trying healthy choices. Dr. Lucy (our doctor puppet) then talks every week about healthy choices, and we read from our kindness boomerangs ideas that correspond to health
- We are offering healthy smoothies once a month through our local Booster Juice
- We have created a healthy eating challenge where each day of the week we have a theme (e.g., Melon Monday) where we challenge students to bring in a certain type of fruit/veggie. Our leadership students do random classroom visits looking to catch people with the proper food items in their lunch
- We have had salad days/2 soup days and a wrap day is scheduled for the end of the month. These items are sold to the students for basically the cost of making them
- We have improved our hot lunch program and are planning to do a “taste test” day at lunch where we serve a healthy food for all the students to try
- We have looked at our Healthy Lunch menu and found ways to revamp them with even more healthy choices and options
- We have started this month with Nutrition Month. We have worked on a monthly newsletter, daily announcements, and are thinking about taste testing at Student-led Conferences later on this month
- We no longer have soda in the vending machines
- We offer a weekly cooking/food prep class
- We started a smoothie bar and we’re planning on making healthy snacks for it in our Foods class
- Winter Walk Day, health lunch labels for inside lunch kits, planning on a healthy lunch competition in March, and healthy eating bulletin board

Table 2F. Factors That Would Assist School with Health Eating Initiatives (Qualitative Data)

Funding (n = 2)

- Funding
- Funding/partnerships

Time to Meet and Plan as a Health Team (n = 6)

- More time!!
- More time
- Time and money
- Time for staff to discuss healthy activities; time to meet with HASS leadership students (our K-12 timetable makes it difficult to meet with elementary and secondary students at the same time without taking them out of class)
- Time to meet and discuss as a school body, teachers and students
- Some time together

Student/Parent/External Support (n = 5)

- Community sponsors
- Continued contact with AHS
- More help from staff and parents
- More team members from each grade; especially grade 8
- Right now, students are missing class to plan/shop/prepare and set up for these days. It would be helpful if we had more parent support

Information and Resources about Healthy Eating (n = 6)

- Extra support and activities that are easily duplicated and reproducible to get staff and students thinking about health. Especially activities or challenges for staff
- Ideas that have worked well in other schools to keep momentum going with our SAWT's
- Feedback from other schools/agencies to provide more ideas that we can use
- More ideas??
- More practical ideas on how to initiate other activities to do with healthy eating (having someone from the Be Fit For Life Centre come in, etc.)
- Resources related to healthy eating always help

Current School Initiatives (Rather than Items that Would Help with Healthy Eating) (n = 2)

- We are continuing a breakfast and lunch meal program to assist students that come to school without eating breakfast or lunch
- We would like to have done the produce passport. We started with the passports but did not have enough funds to continue on with it. It would have been a great project to have taken place in our school

Other (n = 4)

- I think we are on track

Table 3F. Physical Activity Opportunities at the Schools, 3 Months After HASS (Qualitative Data)

- Along with the help of our HPAC (Health and Physical Activity Council), we do a full school physical activity every month in our school! We also have our HPAC students run the PLAY (Peer Leadership for Active Youth) at lunch hour on our playground. This year, we are also doing a huge mini Olympics!!
- AMA Run Club, Boys on The Edge, Girls in the Game, Gymnastics, RDC Noon Hour, and Afterschool Activities
- Carnival activities, battle of the schools, and 5km day
- Countdown to Christmas fitness challenge
- Extra fitness classes at recess breaks. Participation in the Winter Walk
- Family Fun Night, Outside the Box Campaign (for leaving electronics off in favour of exercise)
- Fruity Friday and Family Fun Night are both been implemented in our school this year
- Indoor recesses we walk across Canada
- Intramurals for grades 5 and 6; winter walk; turkey trot
- Intramurals program participation in active living events (e.g., Winter Walk Day), promotion of city-wide events (e.g., Free Throw Competition, Jam Pail Bonspiel)
- Jump Rope for Heart in April, Winter Walk Day in February, Beach Day for elementary in January
- Junior Health Champions bringing different gym equipment outside at recess
- Lots of various mini-competitions and activities. We did a whole school Olympics event. Lunch hours in the gym have been coordinated more effectively allowing for more students to get involved
- Monthly "Active Moment" activities during assemblies, and classroom activity breaks at the discretion of the teachers
- Moving Fridays, Walking Buddies, Action Zones for parent teacher nights, Health Fair
- Olympic day
- Our Ever Active Team organizes and leads an energizer/dance/activity at every assembly
- Our school now offers free running club, basketball, and yoga four times per week for students between grades 1-6
- Our SWAT team has created some different locomotors and non-locomotors skills to colour code and put up in the gym
- Outdoor education, snowshoeing, snow fort building, snowman challenges, snow tag
- Sports teams, Jump Rope for Heart
- Taking students to the workout room extra, going on outdoor walks, going to the soccer pitch, etc.
- The SWAT's worked with our junior high classes to complete a Flash Mob for the last school assembly
- This is not as a result of the HASS event. We currently have a high level of physical activity opportunities in our school. A creative movement group has been established for grade two students. Also, classes will participate in a ringette in-service in June. These are in addition to a large number of other activities offered in our school
- This year, our students started a yoyo club
- Volleyball camps for elementary
- We are currently planning ways to get extra DPA time into classes. So far this will be a student-led program
- We are offering 50 days of fitness for staff and students. New activities are being phased into the phys ed program such as boot camp, advanced fitness and yoga / resistance training. Athletic teams continue to operate after school
- We had a family dance with some new dances introduced by the SWAT team to the younger grades
- We had a full school Just Dance
- We have a daily 10-15 minute run for the whole school
- We have had a couple of drop everything and participate (skipping, running)
- We have started the AMA run club and the 60-Minute kids club
- We have started making videos that will link to each piece of exercise equipment to encourage students to use a new fitness room and to use it properly. We have also helped with intramurals at lunch that had a winter Olympic theme
- We have tried the active assemblies
- Weekly Circuits for all 900 students.
- We booked a skipping teacher for 6 consecutive Tuesdays and all students are skipping

Table 4F. Factors That Would Assist Schools with Physical Activity Opportunities (Qualitative Data)

Funding (n = 3)

- Time and money
- Time and money
- Funding

Time for Planning (n = 6)

- Again more time!!
- More time
- Having time to plan
- Time and money
- Time and money
- Time

Student/Parent/External Support (n = 4)

- Volunteer coaches for non-traditional sports
- Continued contact with Ever Active Schools
- Representation from several community programs coming to the school to display what they have to offer – similar to what a job fair might look like (e.g., gymnastics club, skating club, sporting groups, etc.)
- More input from every grade; especially grade 8

Information and Resources about Physical Activity (n = 4)

- Ideas of what has worked well in other schools to keep momentum moving forward for our team
- More ideas??
- PD for staff, to help them see the importance of incorporating more physical activity into daily activities
- Resources to work on and implement activities

Other (n = 2)

- N/A
- This has not been the focus of this team's work. We have dedicated much more time to healthy eating than we have to physical activity

Table 5F. Activities Promoting Positive Social Environments at the Schools, 3 Months After HASS (Qualitative Data)

- Active Success Assemblies
- After HASS, one of our leaders initiated a Compassionate Club with the help of the Fashions classes. The compassionate club is creating care kits for the homeless of Red Deer. Homelessness has been a topic quite frequently in the Red Deer Advocate over the past year. Most recently, we discovered that there are 80-100 youth who are homeless. Students at Glendale have been donating items such as hotel shampoo and conditioner bottles and soaps. This has expanded to toothbrushes, toothpaste, sanitizers, Band-Aids and homemade crocheted scarves. Fashions 6,7,8 students are making reusable cloth bags (two styles - fold top cotton and waterproof Velcro) that can be used as sandwich bags or toiletry kits afterwards. We also have a keen grade 1 student who comes in at lunch to sew and who has taken material home to make a kit. We are still looking for someone or an organization to donate new socks and gloves. By giving back to the community, students feel a sense of purpose, connectedness, and they feel so good about themselves as they work to make our community a better place. This has been a very positive project as students learn that they can't give the gift of service without receiving more in return
- An endless array of activities have been planned and implemented. We just held a Diversity Week, culminating with Pink Shirt Day. We are in the process of planning a whole school Multicultural Day. Lots of fun events like Touch of Class, Tuck Your Pants Day, Red Day, etc. have been held as well. Our Leadership Team makes it a priority to push events and activities that promote a positive, caring community
- Anti-bullying day at the end of Feb. Planning to do a positive social activity in our atrium where students write positive messages to each other and post them on a tree...looking to do this in the spring!
- Anti-Bullying Speaker, Bike-A-Thon which promotes mental wellness, Resilience Project to identify students at risk
- Beach Day, we are planning a whole school multicultural day in May, school spirit days such as Green Day for St. Patrick's Day
- Currently the Innovations Project runs a lot of universal programs that support and promote a pro-social environment within our school. Topics of interest include empathy, body image, self-esteem, bullying, and health
- Dare to Care
- Empathy Directive, Fueling the Flame of Kindness, various drives for the food bank
- Friendship Clubs (mainly for those who struggle socially), Spanish Club, Student Council (promote school spirit through spirit weeks)
- Leadership Day, Leadership Week, new activities for Success Assemblies, Student Lighthouse Team
- Mixed-grade grouping activity (Kinders-grade 2)
- Monthly spirit days that are lead each month by a different class
- Monthly virtues discussed in assembly, coordinated by school counsellor; "Kudos" board in the staffroom to promote positive environment with staff; Hats On for Mental Health Day in May
- Moving Fridays, health fair, action zones
- Our environment was positive before the conference. A Buddy Bench was initiated as a result of a suggestion of a parent at School Council. As a result of the HASS Conference, the grade fours signed up, were trained, and had the opportunity to assist classes during inside recesses
- Our grade 6 student leaders are continuing to work with staff on implementing their program of Kids Helping Kids at recesses.
- Our student leaders plan jersey days, colour days, 7 Habits days, school dances, etc.
- PINK Shirt Day Activities, St. Patrick Day Activities, Easter Activities, and Partnership with the local elementary school
- Recess Guardians has been started to help the younger students have a better relationship with the older students
- Empowered to Achieve program
- Spirit raising chants at assemblies, Cultural event at assembly (Chinese New Year, dragon and fortune cookie sale), Family Fun Night, Elders Tea
- Spontaneous sock hop, Indoor winter walk when too cold outside, Bucket filling & anti-bullying presentations, Daily announcements & fun competitions regarding healthy living
- Starting November 1st, we had a Random Acts of Kindness project that went on for the entire month of November. Students were encouraged to blog about the experience on a blog that was linked to the school webpage. They were also given cards that explained the project to be left behind so that those receiving the kindness would know that St. Mary's students were involved
- Student Leadership in school-wide activities include buddy reading, junior high leaders during winter walk, and assembly organizers help to promote our positive social environment
- Superflex
- The Acceptance Project - flash mob at our assembly and rebels game (planned and led by our Character Ed teacher)
- Various activities through leadership, interact, etc.
- Wall of thanksgiving
- We continue to develop practices that include students in decision-making. We have a student council that includes all grades, recycle four, Care Crew and leadership team
- We had a bullying prevention week in the Fall
- We had parents and community members join us when snowshoeing
- We have begun group social time where students can work together, talk together
- We have had a mentorship program where we have lunches with specific students
- We have had our school painted and purchased some new furniture for the Jr. Sr. to use. We are also planning a green space for an outside classroom
- We have pep rallies for our sports teams
- We planned a Family Dance and a Movie Night
- Whole school events in the gym to promote community and a positive school environment

Table 6F. Factors That Would Assist Schools with Creating a Positive Social School Environment (Qualitative Data)

Funding (n = 2)

- Time and Money
- money and time

Time (n = 3)

- More time!!
- Time for planning
- Time. It takes a lot of time and energy to put these events on, and there is never enough of it

Ideas (n = 3)

- Ideas from other schools or outside groups
- More ideas??
- Other ideas of what is working well in other schools who have been active with HASS for many years

Student/Parent/Community Support and Involvement (n = 4)

- Buy-in from staff
- Consulting with admin and leadership teachers
- Continued contact with AHS and AB mental health
- More input from each grade level

Information and Resources (n = 2)

- More resources or professionals who are willing to come in and teach these topics to students within the school
- We are looking for a socks and gloves donor for our Care Kits

Other (n = 2)

- Things seem to be going well
- Our focus has been more on healthy eating. There is nothing holding us back from supporting a positive social environment at the school; it just has not been our focus

Table 7F. Student Leadership Development in Schools (Qualitative Data)

Built a Sense of Confidence, Encouragement, and Motivation (n = 10)

- HASS was a great motivation for our student leaders. However, circumstances (illness, cold weather) got our school off to a slower start after HASS
- Increased confidence in their abilities; new knowledge to share with students
- It gave them the confidence to believe that their work is important and valued
- Recently presenting at HASS has built their confidence to attend Shaping The Future and do a presentation for them
- Students have become more confident as a result of HASS. Also students were able to implement ideas they were introduced to at HASS
- Students were empowered and encouraged to make positive changes
- These students are motivated to continue to work on healthy initiatives
- They are taking more ownership and completing assigned jobs on own
- They enjoyed presenting - helped with their confidence in starting projects and realizing their ideas - gave them a voice and an identity as a leader
- They have developed confidence in public speaking and presenting information. They also pass their leadership experiences onto other students

Students are Hosting Events and Leading Initiatives (n = 7)

- Our grade 6 students are very eager and have continued to expand on their ideas from the Symposium. The junior high students have been very busy with the school sports and have not had an opportunity to plan /implement their strategies to date
- Leaders during winter walk, assemblies, and buddy reading
- They are making morning announcements with health tips. Submitting healthy recipe ideas in the newsletter along with leading the active assemblies
- They plan and lead the monthly assembly activity and have input into new ideas for the health fair

- The students have been given more opportunities to take a lead role in a variety of events
- The students planned healthy snacks for special occasions to distribute to all teachers
- The grade four students who attended brought back the Inside Recess Buddy activity, as well as the other grade fours who participate are taking a leadership role

Formation of a Committed Leadership Group (n = 5)

- Weekly student leadership meetings exploring leadership styles and citizenship
- We currently have a group of grade 6 students that meet each week and plan and organize activities for our school
- Our SWAT team is now about 10 members who have really developed excellent leadership skills
- It has helped continue to develop leaders. We have a strong leadership program in our school currently
- The students who came to HASS are PALS and milk leaders. They are doing a fantastic job at leading our school

Learning From and About Student Leaders in Other Schools (n = 2)

- It gave them a chance to see what other schools were doing and to work together to create similar opportunities at our school
- It was nice for them to see and meet with other youth that want to make a difference and are interested in positive change

Students Gained New Ideas for Initiatives Within the School (n = 4)

- Gives them great ideas to bring back to the school, and they lead/teach the rest of the school population
- Gives them ideas; gets them interested
- Helped them form a team; gave them ideas to start with
- Opportunities for their ideas to be shared

Other (n = 2)

- Students are more aware of how they can lead and why it is important
- We are a small school with Pre-K-Gr 2, so leadership opportunities are more difficult

Table 8F. Groups or Organizations That Have Supported School Health Initiatives According to School Health Teams (Qualitative Data)

Alberta Health Services (n = 2)

- AHS
- Alberta Health Services, our school concession

APPLE Schools (n = 3)

- APPLE Schools
- APPLE Schools
- We are currently an APPLE school

Groups Within the School (n = 7)

- Leadership
- Leadership assisting on various projects
- School Council
- Student body, student council
- Teachers have supported each of our initiatives; many students have participated
- The Innovations Project
- The school has been very supportive
- The staff, they allow SWAT team members to participate in activities that run during class time

Parent Groups (n = 11)

- Monetary donations, parent council, teachers
- Parent council
- Parent council
- parent council
- Parent Council
- Parent council has brought in healthier lunch choices
- Parent Council has donated funds for us to purchase tarmac stencils for tarmac games
- Parent council have bought new jerseys for our basketball teams
- Parent Council is our biggest support by making healthy lunches
- Parent Council support many of our directives. Open gym night
- Parents and ministers are impressed with extra physical activity and the food prep

Local Community Businesses (n = 7)

- Boys and Girls Club, Shape Alberta
- City of Red Deer with Edible Landscaping
- Dare to Care has been in to in-service teachers, parents and students and provided materials

- Food Bank
- Run, Jump, Throw and John Howard Society, and FCSS
- School District - funding for water bottle fountains
- The local Elks and Royal Purple, the local Marigold Library

Guest Speakers (n = 1)

- We often bring in outside community leaders to present

Table 9. School Health Policy Change or Development According to School Health Teams (Qualitative Data)

Nutrition and Healthy Eating Policies (n = 4)

- As a school, we strive to stay within our school division guidelines. Our Healthy Lunch programs is only a couple years old, so we are still working on making it successful and now are working on putting more guidelines down on paper
- Healthier choices in the breakfast program
- More concrete plan for healthy eating
- Understanding nutrition

Greater Focus of Health and Wellness Within the School (n = 3)

- Healthy mind and bodies
- We already had a School Wellness Policy in place
- We have a greater focus on overall health and healthy lifestyle choices

Mental Health Policies (n = 2)

- Mental health
- Protocol for dealing with bullying and aggressive behaviors

Other (n = 2)

- Most of our changes to our Health Policy happened last year after we attended HASS for the first time. Now we are maintaining and adding slowly
- We are just beginning the process

Appendix G - Complete List of Schools and School Districts that Attended HASS

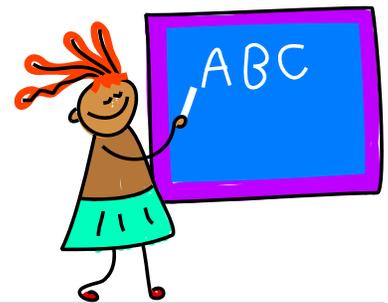
HASS Location	Schools	Districts	
Calgary	<ol style="list-style-type: none"> 1. Chestermere High School 2. Christ the King Catholic Elementary/ Junior High School 3. Ecole Percy Pegler School 4. Ecole St. Gerard 5. George McDougall High School 6. Mother Mary Greene Elementary School 7. Our Lady Queen of Peace 	<ol style="list-style-type: none"> 8. Red Deer Lake School 9. St. Angela Elementary School 10. St. Boniface Elementary School 11. St. James Elementary & Junior High School 12. St. Joan of Arc 13. St. Thomas Aquinas Elementary School 	<ul style="list-style-type: none"> ▪ <i>Calgary Catholic School District</i> ▪ <i>Rocky View Schools Division</i> ▪ <i>Foothills Schools Division</i>
Camrose	<ol style="list-style-type: none"> 1. Bawlf School 2. Blessed Sacrament School 3. Byemoor School 4. Central High Sedgewick Public School 5. Charlie Killam School 6. Daysland School 7. E.H. Walter School 8. Ecole Sifton School 9. Erskine School 10. Forestburg School 11. Gus Wetter School 12. Holden School 	<ol style="list-style-type: none"> 13. Jack Stuart School 14. New Norway School 15. New Sarepta Elementary School 16. Our Lady of Mount Pleasant Catholic School 17. Ryley School 18. Sacred Heart School 19. School of Hope 20. Sparling School 21. Tolfield School 22. Viking School 23. William E Hay School 	<ul style="list-style-type: none"> ▪ <i>Battle River Regional Division</i> ▪ <i>Clearview School Division</i> ▪ <i>Elk Island Catholic School District</i> ▪ <i>Black Gold Regional Division</i> ▪ <i>East Central Alberta Catholic Schools</i> ▪ <i>Buffalo Trail Public Schools Regional Division</i> ▪ <i>St. Thomas Aquinas Roman Catholic School Division</i>
Edmonton / Morninville	<ol style="list-style-type: none"> 1. Ardrossan Jr/Sr High School 2. Bellerose Composite High School 3. Belmead School 4. Bertha Kennedy Catholic School 5. Bisset School 6. Brentwood Elementary School 7. Brightview School 8. Dickinsfield School 9. Duffield School 10. Ecole Plamondon School 11. Ellerslie Campus 12. Elmer S. Gish School 13. H.A. Kostash School 14. H.W. Pickup Jr. High School 15. Harry Ainlay High School 	<ol style="list-style-type: none"> 16. High Park Elementary School 17. Highlands School 18. Landing Trail Intermediate School 19. McKernan School 20. Michael Strembitsky School 21. Paul Kane High School 22. Pine Street Elementary School 23. Sherwood Elementary School 24. Sir Alexander MacKenzie Elementary School 25. Smith School 26. Talmud Torah School 27. Thorncliff School 28. Whispering Hills Primary School 29. Wildrose Elementary School 	<ul style="list-style-type: none"> ▪ <i>Aspenview Public Schools</i> ▪ <i>Edmonton Public School Division</i> ▪ <i>St. Albert Catholic School Division</i> ▪ <i>Elk Island Public Schools Regional Division</i> ▪ <i>Parkland School Division</i> ▪ <i>Wild Rose School Division</i> ▪ <i>Northern Lights School Division</i>

Appendix G. Complete List of Schools and School Districts that Attended HASS (con't.)

Edson	1. A.H. Dakin School 2. Evergreen School 3. Niton Central School	4. Pine Grove Middle School 5. Vanier Community Catholic School 6. Willwood School	<ul style="list-style-type: none"> ▪ <i>Grande Yellowhead Public School Division</i> ▪ <i>Living Waters Catholic School Division</i>
Fort McMurray	1. Dr. Clark School 2. Ecole Dickinsfield School 3. Father Beaugard School 4. Father Turcotte 5. Greely Road School 6. Sister Mary Phillips School	7. St. Anne School 8. St. Gabriel School 9. St. Martha School 10. St. Paul School 11. Timberlea Public School	<ul style="list-style-type: none"> ▪ <i>Fort McMurray School District</i> ▪ <i>Fort McMurray Catholic School District</i>
Grande Prairie	1. Beaverlodge Elementary School 2. Clairmont Community School 3. Derek Taylor Public School 4. Harry Balfour School	5. Helen E. Taylor School 6. Hythe Regional School 7. Peace Wapiti Academy 8. Sexsmith Secondary School	<ul style="list-style-type: none"> ▪ <i>Peace Wapiti School Division</i> ▪ <i>Grande Prairie Public School District</i>
High Level	1. Dene Tha Community School 2. Florence MacDougall Community School 3. High Level Public School 4. La Crete Public School	5. Ridgeview Central School 6. Rocky Lane School 7. Sandhills Elementary School 8. Spirit of the North School 9. Upper Hay River School	<ul style="list-style-type: none"> ▪ <i>Fort Vermilion School Division</i>
Medicine Hat	1. Bow City Colony School 2. Brooks Junior High School 3. Burdett School 4. Crescent Heights High School 5. D.A. Ferguson Middle School 6. Ecole St. Thomas d'Aquin 7. Griffin Park School 8. Jenner Colony School 9. Lathom Colony School	10. Margaret Wooding School 11. McCoy High School 12. Medicine Hat High School 13. Mother Teresa School 14. Rosemary School 15. St. Francis Xaviour School 16. St. Mary's School 17. Tilley School	<ul style="list-style-type: none"> ▪ <i>Grasslands Public School Division</i> ▪ <i>Medicine Hat Catholic School Board</i> ▪ <i>Prairie Rose School Division</i> ▪ <i>Horizon School District</i> ▪ <i>Medicine Hat School District</i>
Peace River / Grimshaw	1. E.E. Oliver Elementary School 2. Ecole des Quatre-Vents 3. Ecole Springfield Elementary School 4. Fairview High School 5. Glenmary School 6. Good Sheppard School 7. Grimshaw Jr/Sr High School	8. Hines Creek Composite 9. Kennedy Elementary School 10. Menno Simmons Community School 11. Peace River High School 12. T.A. Norris Middle School 13. Worsely Central School	<ul style="list-style-type: none"> ▪ <i>Peace River School District</i> ▪ <i>Holy Family Catholic Regional Division</i>

Appendix G. Complete List of Schools and School Districts that Attended HASS (con't.)

<p>Red Deer</p>	<ol style="list-style-type: none"> 1. Alternative School Centre 2. Annie L. Gaetz Elementary School 3. Aspen Heights Elementary School 4. Aurora School 5. Camille J. Lerouge 6. Caroline School 7. Central Middle School 8. Clive School 9. Condor School 10. Crestomere School 11. David Thompson High School 12. Delia School 13. Drayton Christian School 14. Eastview Middle School 15. Ecole Lacombe Upper Elementary School 16. Ecole Mother Teresa Catholic School 17. Ecole Mountview School 18. Ecole Oriole Park School 19. Ecole Rocky Elementary School 20. Eldorado Elementary School 21. G.H. Dawe Community School 22. G.W. Smith Middle School 23. Glendale Sciences and Tech School 24. Grandview Elementary School 25. Holy Family Elementary & Junior High School 26. Holy Trinity Catholic School 	<ol style="list-style-type: none"> 27. Hunting Hills High School 28. J.C. Charyk Hanna School 29. Joseph Welsh Elementary School 30. Leslieville School 31. Lindsay Thurber Comprehensive High School 32. Lochearn School 33. Maryview School 34. Mattie McCullough Elementary School 35. Morrin School 36. North Cottage High School 37. Our Lady of the Rosary 38. Panoka Secondary Campus 39. Pioneer Middle School 40. Quest High School 41. Rimbej Junior Senior High School 42. Satinwood School 43. St. Anthony School 44. St. Augustine School 45. St. Elizabeth Seton School 46. St. Francis of Assisi Middle School 47. St. Martin de Porres School 48. St. Teresa of Avila School 49. St. Thomas Aquinas Middle School 50. Terrace Ridge School 51. Westpark Middle School 52. Youngstown School 	<ul style="list-style-type: none"> ▪ <i>Red Deer Public</i> ▪ <i>Wolf Creek School Division</i> ▪ <i>Wild Rose School Division</i> ▪ <i>Prairie Land Regional Division</i> ▪ <i>Red Deer Catholic Regional Schools</i> ▪ <i>Clearwater School Division</i>
<p>Stony Plain</p>	<ol style="list-style-type: none"> 1. Blueberry School 2. Bright Bank Academy 3. Brookwood School 4. Ecole Meridian Heights School 5. Entwistle School 6. Forest Green School 	<ol style="list-style-type: none"> 7. Mother Earth's Children's Charter School 8. Parkland Village School 9. Seba Beach School 10. Stony Plain Central School 11. Wabamun School 12. Woodhaven School 	<ul style="list-style-type: none"> ▪ <i>Parkland School Division</i> ▪ <i>Charter</i>



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