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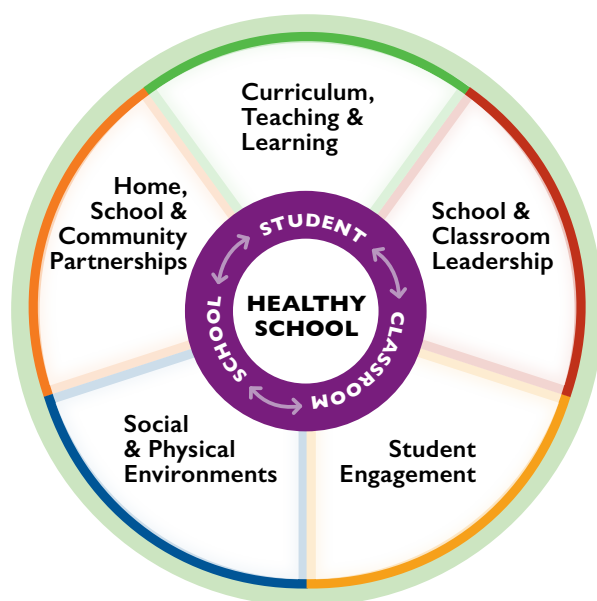
# Introduction

The *Foundations for a Healthy School* resource is designed to help contribute to a learning environment that promotes and supports child and student well-being — one of the four core goals in Ontario’s renewed vision for education (learn more about the renewed vision at [ontario.ca/eduvision](https://ontario.ca/eduvision)). This goal emphasizes the need to focus not just on academic success, but also on the whole child and student—their cognitive, emotional, social, and physical development. The research is clear: healthy students are better prepared to learn, and education is a key determinant of health. Elevating well-being as a goal for education in Ontario recognizes its fundamental importance to our learners and their futures.

# Overview of the Five Areas that Contribute to a Healthy School

The *Foundations for a Healthy School* resource has been updated to support the integration of healthy schools policies, programs and initiatives into school and school board planning and implementation processes. The resource now better aligns with the components of the K–12 School Effectiveness Framework (K–12 SEF) by including the following five interconnected areas:

1. Curriculum, Teaching & Learning
2. School & Classroom Leadership
3. Student Engagement
4. Social & Physical Environments
5. Home, School & Community Partnerships



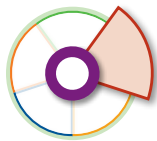
## Curriculum, Teaching and Learning

Curriculum, teaching and learning is an area that offers a wide range of opportunities for students to learn, practise and promote positive and healthy behaviours, and to practise how to lead healthy, active lives.

This area includes:

- learning programs based on the provincial curriculum, including teaching/learning strategies and resources, and assessment and evaluation practices;
- opportunities for children and students to learn about themselves— their interests, skills, strengths and aptitudes— and others, and to develop and promote well-being;
- informal instruction and learning opportunities within and outside the classroom/learning environment (e.g., classroom discussions, hallway and recess conversations, before- and after-school programs, activities and interactions on school grounds);
- co-construction by educators, children and students of learning goals, success criteria and learning tasks;

- professional learning opportunities for educators, child care staff, and program support staff;
- child care and family support programs at school.



### School and Classroom Leadership

School and classroom leadership focuses on creating a positive classroom and school environment by identifying shared goals and priorities that are responsive to the needs of the school community.

This area includes:

- integration of healthy schools policies and programs into the school improvement planning processes;
- establishment of a collaborative learning culture that fosters innovation;
- development, implementation, and monitoring of policies and procedures related to student well-being;
- collection of data to help identify priority areas, and implementation of appropriate programming to support identified priorities.



### Student Engagement

Student engagement refers to the extent to which students identify with and value their learning; feel a sense of belonging at school; and are informed about, engaged with and

empowered to participate in and lead academic and non-academic activities.

This area includes:

- opportunities for students to be active contributors to matters related to their learning, the learning environment and their well-being;
- help for students to develop the skills to be self-directed, self-monitoring learners through the use of assessment *for* learning, assessment *as* learning, and assessment *of* learning approaches;
- consideration of diverse perspectives among students in school decision-making processes and encouragement of students to be leaders and contributors to the development and implementation of policies, programs and initiatives at the school and in the broader community.



### Social and Physical Environments

Healthy, safe and caring social and physical environments support learning and contribute to the positive cognitive, emotional, social, and physical development of students.

This area includes:

- ongoing support for the development and maintenance of positive relationships within a school and school community;
- consideration of how these environments are influenced by various features and aspects of the school premises and surroundings (e.g., buildings and grounds, routes to and from school, facilities in the school community);



- consideration of the availability of appropriate material and equipment used for various purposes on school premises (e.g., visual supports, program materials, technology).



## Home, School and Community Partnerships

Home, school and community partnerships engage parents,\* extended family, school staff, child care and family support programs and community groups in a mutually beneficial way to support, enhance and promote opportunities for learning and well-being.

This area includes:

- engagement and coordination of services, expertise and resources that are available within the school and local community

- (e.g., school council, student council, other schools and school boards, child care and family support programs within the school and broader community, Children's Aid Societies, youth outreach workers, parole officers, public health units, hospitals, community health centres, Local Health Integration Networks, police and fire services, local social services and clubs, recreation and sports groups, municipalities, universities and colleges, local businesses, not-for-profit organizations);
- engagement and coordination of services, expertise and resources that are available outside the school and local community (e.g., regional, provincial or national organizations).

\* Throughout this resource, the term *parents* refers to parents, guardians and caregivers.

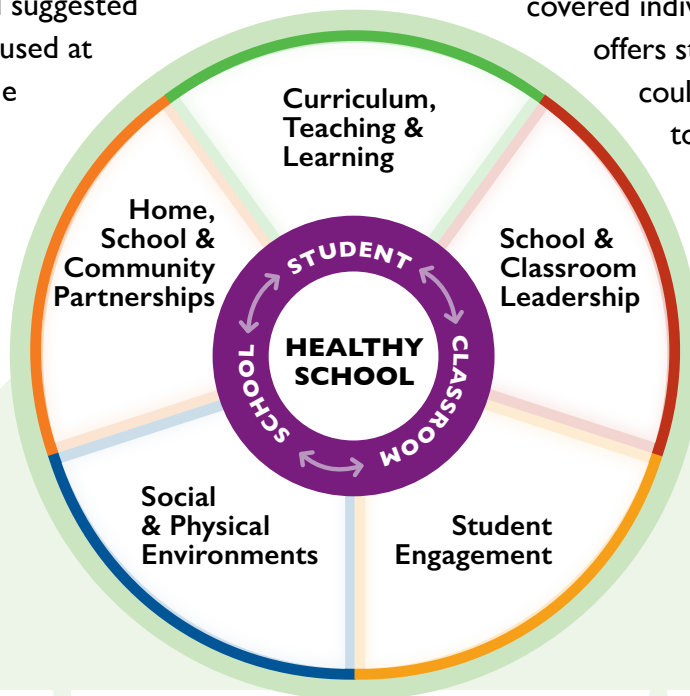


# Using the *Foundations for a Healthy School* Resource

Taking all of the above five, interconnected areas into account will help schools, school boards, parents and community partners to work together to develop a comprehensive approach to healthy schools policies, programs and initiatives.

The *Foundations for a Healthy School* resource supports implementation of approaches that take the five areas into account by providing sample strategies and suggested activities that can be used at the school level, in the classroom or among students. It begins by emphasizing the

importance of taking an **integrated approach** to addressing a range of health-related topics. Then six curriculum-linked, **health-related topics** are covered individually. Finally, the resource offers strategies and activities that could be used to help contribute to a **positive school climate**, which is also key to a healthy school.



## INTEGRATED APPROACH

Key to building a strong foundation is the use of an integrated approach to address a range of health-related topics.

## HEALTH-RELATED TOPICS

This resource provides many sample strategies and activities related to six curriculum-linked, health-related topics. A school may choose to address these topics and related living skills in its efforts to become healthier.

- Physical Activity
- Healthy Eating
- Personal Safety and Injury Prevention
- Growth and Development
- Mental Health
- Substance Use, Addictions and Related Behaviours

## POSITIVE SCHOOL CLIMATE

Collectively, strategies and activities undertaken within these areas also contribute to a positive school climate, which is also key to a healthy school.



The sample strategies and activities can be used as starting points for students, school staff, parents, system leaders and the broader school community to discuss what is happening in their school and to identify the types of actions they wish to take. Each sample strategy or activity is linked to an indicator from the K–12 SEF, identified by the number at the end of each item. Note that these indicators are examples only, provided to illustrate possible connections with

the K–12 SEF. A specific strategy or activity might also support another indicator, depending on the approach to implementation.

*Foundations for a Healthy School* supports the development of a coordinated approach and a strong commitment to a healthy school. It does this by engaging students, school staff, parents and the broader school community in identifying, planning, implementing, evaluating and celebrating healthy schools policies, programs and initiatives.

The K–12 School Effectiveness Framework is available for download at <http://www.edu.gov.on.ca/eng/literacynumeracy/framework.html>.





## Using an Integrated Approach

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Taking an integrated approach leads to healthy schools policies, programs and initiatives that address multiple health-related topics in a more holistic way. It can also mean that health-related topics align with other policies, programs and initiatives. This includes strategies and activities that:

- address a range of health-related topics linked to learning across the curriculum and program documents;
- help students build understanding of self and others;
- contribute to learning in other areas, such as:
  - character development
  - citizenship education
  - education and career/life planning
  - environmental education
  - financial literacy

## Sample Strategies and Activities

### Curriculum, Teaching and Learning

#### At the School

Provide a school-wide focus on learning through inquiry that enables students to make cross-curricular connections, aligning health-related learning with a wide variety of curriculum programs and initiatives (e.g., literacy/ numeracy, environmental education, financial literacy, Education and Career/ Life Planning, Ontario Skills Passport). (4.4)\*

#### In the Classroom

Engage students in exploring real-world situations and issues and solving authentic problems related to the role of chronic disease prevention in the context of various health-related topics (e.g., physical activity, mental health, healthy eating, injury prevention). (4.4)

#### Students

Develop strategies for recognizing and deconstructing biases to enable them to identify reliable sources of health information, interpret information and critically evaluate content. (4.6)

### School and Classroom Leadership

#### At the School

Establish a process for gathering information about the health of students in the school (e.g., by conducting a survey of students, staff, parents, and on-site partners, including staff connected with child care/family support programs) and develop and implement a plan to act on the information. (2.5)

#### In the Classroom

Establish a learning environment that includes positive models and opportunities for students to practise making reasoned decisions related to a wide range of health-related topics (e.g., physical activity, healthy eating, injury prevention). (2.5)

#### Students

Provide input into and contribute to the implementation of healthy schools policies and programs. (2.5)

\* Bracketed numbers at the end of each strategy/activity refer to *K–12 School Effectiveness Framework* indicators.

Sample Strategies and Activities (*continued*)

<b>Student Engagement</b>		
<b>At the School</b>  Establish school-wide programs and initiatives that enable students to work as team members with peers, educators and the wider community to promote and publicize healthy schools programs and initiatives, using a variety of tools (e.g., school or board website, learning management system, mobile apps, social media). (3.4)	<b>In the Classroom</b>  Use technology-based teaching and learning strategies involving authentic, real-world learning tasks that promote student voice and engagement (e.g., blogging about social and environmental issues with real audiences within a secure online learning management system). (5.2)	<b>Students</b>  Provide input into the identification of priorities; the planning, organization and implementation of activities; and the evaluation of their impact (e.g., by conducting student-led research). (3.2)

<b>Social and Physical Environments</b>		
<b>At the School</b>  Establish a process for students to take on leadership roles with the support and cooperation of peers, and, where necessary, adult allies. (3.3)	<b>In the Classroom</b>  Provide authentic learning experiences that will engage students in creating and sustaining a healthy school environment (e.g., create a green school ground, plant trees, establish a garden or nature study area, develop a peaceful area for students to meet, install recycling receptacles, plan citizenship projects). (3.4)	<b>Students</b>  Coordinate and/or participate in efforts related to creating and sustaining a healthy school environment (e.g., through presentations, discussions, display tables, bulletin boards, websites, open house events). (3.3)



Sample Strategies and Activities (continued)

## Home, School and Community Partnerships

### At the School

Engage all parents, extended family and school community partners (e.g., staff of public health units, recreation, and child care and parent support programs) in identifying healthy schools priorities, developing and implementing a plan to address these priorities, and monitoring and evaluating the plan's impact. (6.2)

### In the Classroom

Invite community partners with expertise in a range of health-related topics to support curriculum-linked learning in the classroom. (6.2)

### Students

Participate in a variety of programs (e.g., cooking, dance, sports and activities, first aid, workplace safety) offered in partnership with municipal and recreation departments and other community partners during and/or outside school hours. (6.3)







## Health-Related Topics

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In some cases, school boards, schools and their partners may choose to focus on a specific, health-related topic, using all five areas of *Foundations for a Healthy School* in order to take a comprehensive approach. The next sections are designed to support this by offering sample strategies and activities for six curriculum-linked, health-related topics: **physical activity; healthy eating; personal safety and injury prevention; growth and development; mental health; and substance use, addictions and related behaviours.**

### Physical Activity

This topic includes strategies and activities related to:

- active living
- living skills (e.g., self-awareness, social skills)
- movement competence (e.g., skills, concepts, and strategies)
- physical literacy
- recreation
- safety
- the Teaching Games for Understanding approach

*Policy connection:* PPM No. 138, “Daily Physical Activity in Elementary Schools, Grades 1-8”.

## Physical Activity

### Sample Strategies and Activities

#### Curriculum, Teaching and Learning

##### At the School

Provide professional learning opportunities for staff on: physical literacy, practical strategies for integrating physical activity throughout the school day, and helping students explore the benefits of physical activity. (4.1)\*

##### In the Classroom

Create self-assessment opportunities for students in developing personal fitness plans that identify strengths, areas for improvement, and short- and long-term goals. (4.4)

##### Students

Demonstrate and apply the knowledge and skills needed to engage actively in a wide range of physical activities (e.g., yoga, skipping, soccer, swimming), and share creative ways of enjoying activity (e.g., taking the stairs; walking, wheeling, and rolling to school; dancing to music). (4.1)

#### School and Classroom Leadership

##### At the School

Establish a process to help ensure that physical activity opportunities are maximized throughout the school day (e.g., develop class timetables that highlight daily physical activity, provide opportunities for physical activity during recess). (2.1)

##### In the Classroom

Provide multiple and varied opportunities for students to demonstrate learning through participation in a wide range of physical activities that help them understand the connections between game strategies and transferable skills. (4.1)

##### Students

Provide input on the types of physical activities offered before, during and after school (e.g., intramural activities, interschool sports, recess activities) and provide feedback after they have participated in the activities. (2.3)

\* Bracketed numbers at the end of each strategy/activity refer to *K–12 School Effectiveness Framework* indicators.

## Physical Activity

### Sample Strategies and Activities *(continued)*

<b>Student Engagement</b>		
<b>At the School</b>  Support students in their role as school leaders (e.g., training, sharing of responsibility) for the planning, organizing and implementation of physical activity opportunities (e.g., intramural activities, recess/playground games, fitness breaks). (3.4)	<b>In the Classroom</b>  Provide a wide range of physical activities throughout the year that: enhance movement competence; support lifelong participation in physical activity; and reflect the cultures, interests and achievements of the students at the school (e.g., indoor and outdoor soccer, cricket, running and walking clubs, dancing). (3.2)	<b>Students</b>  Demonstrate strong and respectful relationships by engaging with peers, parents and community partners in the organization of school-wide events that focus on physical activity for everyone (e.g., Activity Day, Winter Carnival, Family Fitness Night). (3.4)

<b>Social and Physical Environments</b>		
<b>At the School</b>  Make use of existing areas on school premises for physical activity (e.g., the fitness room, outdoor open spaces). (2.5)	<b>In the Classroom</b>  Establish an environment that is inclusive and where everyone feels safe (physically and emotionally) and can participate in physical activities that are reflective of their individual strengths and learning preferences. (3.1)	<b>Students</b>  Contribute ideas and identify interests to help determine the types of equipment needed for outdoor activities (e.g., soccer balls, tennis or badminton equipment, discs). (3.3)

## Physical Activity

### Sample Strategies and Activities *(continued)*

#### Home, School and Community Partnerships

##### At the School

Coordinate “active transportation” for students to and from school (e.g., Walking Wednesdays, “walking school bus”, cycling), with support from community partners. (6.3)

##### In the Classroom

Partner with community sport and recreation associations to extend instruction to school/ community facilities (e.g., tennis, skiing, snowshoeing, canoeing). (6.3)

##### Students

Are aware of and can access physical activity programs in their school community. (6.3)



# Healthy Eating

This topic includes strategies and activities related to:

- environmental impact of food choices
- food access
- food safety
- living skills (e.g., self-awareness, critical and creative thinking)
- making healthy food choices
- nutrition
- oral and dental health
- positive mealtime practices
- use of Canada’s Food Guide

*Policy connection:* PPM No. 150, “School Food and Beverage Policy”.

## Sample Strategies and Activities

Curriculum, Teaching and Learning		
At the School	In the Classroom	Students
Provide opportunities for students to apply their knowledge and skills related to healthy eating in the collaborative development of a school cookbook containing healthy recipes from students, school staff, parents and community partners. (3.3)*	Provide authentic learning experiences that require students to think critically, synthesize information in new contexts and apply knowledge and skills learned in the classroom to activities in daily life (e.g., visits to a grocery store, farm or farmers’ market; food preparation in school clubs). (4.3)	Demonstrate and apply their knowledge and skills related to healthy eating when discussing and making healthy food choices. (4.1)

\* Bracketed numbers at the end of each strategy/activity refer to *K–12 School Effectiveness Framework* indicators.



## Healthy Eating

### Sample Strategies and Activities *(continued)*

#### School and Classroom Leadership

##### At the School

Establish a process to identify and share evidence-informed resources and teaching practices that support healthy eating. (2.1)

##### In the Classroom

Consider strategies for addressing topics that may arise when teaching healthy eating that need to be handled with sensitivity (e.g., access to healthy food, societal norms for an “ideal body”, cultural and/or religious differences regarding food and beverage choices). (4.6)

##### Students

Provide input into planning the types of food and beverages offered in the school cafeteria and in any breakfast/snack program available at the school. (3.3)

#### Student Engagement

##### At the School

Make use of data gathered from food-preference surveys to help determine healthy foods to offer and/or sell at the school (e.g., food in the cafeteria, foods for a breakfast/snack program). (3.2)

##### In the Classroom

Create engaging learning experiences that are based on student feedback and that promote collaboration, innovation and creativity (e.g., development and maintenance of a school garden). (3.1)

##### Students

Take on a leadership role in the development, organization and running of a school tuck shop that sells healthy food and beverages or a school-wide healthy breakfast/snack program. (3.1)

## Healthy Eating

### Sample Strategies and Activities *(continued)*

<b>Social and Physical Environments</b>		
<b>At the School</b>  Establish a Healthy Eating Action Team with representatives from the entire school community to identify ways of improving the school's food culture. (2.5)	<b>In the Classroom</b>  Establish an area where food can be prepared and stored safely, and post signs providing information on safe food preparation and storage practices. (2.5)	<b>Students</b>  Engage in the development and/or maintenance of a school garden. (2.5)

<b>Home, School and Community Partnerships</b>		
<b>At the School</b>  Develop a partnership with local farmers or producers to make local food products available to students. (6.3)	<b>In the Classroom</b>  Invite professionals from the community (e.g., public health unit staff, a local chef, a registered dietitian, a dentist) to model and promote healthy eating and food safety practices. (6.3)	<b>Students</b>  Work with local organizations and community partners to identify areas of need related to healthy eating in the local community (e.g., food banks) and to promote healthy eating within the school (e.g., through student nutrition programs, in before- and after-school programs (6.3)

# Personal Safety and Injury Prevention

This topic includes strategies and activities related to:

- awareness of the potential seriousness of medical conditions
- head injuries
- knowledge of first aid, including CPR
- injury prevention
- living skills (e.g., caring for self and others in various ways)
- recognizing and limiting higher-risk behaviours
- safe practices (e.g., safe practices in sports; road, fire, and water safety; protection from the sun or cold; workplace safety; proper use of helmets and other protective equipment)

*Policy connection:* PPM No. 158, “School Board Policies on Concussions”; Sabrina’s Law.

## Sample Strategies and Activities

Curriculum, Teaching and Learning		
<p><b>At the School</b></p> <p>Work collaboratively to support student safety by establishing routines for safe practices, by providing training or instruction and by encouraging students to take safe risks in activities (e.g., sports) only within a safe and supportive context. (4.7)*</p>	<p><b>In the Classroom</b></p> <p>Engage students in exploring real-world situations and issues related to injury prevention (e.g., bicycle, bus, water, pedestrian and workplace safety; proper use of sport and other equipment; exposure to ultraviolet radiation from sunlight or tanning beds). (4.4)</p>	<p><b>Students</b></p> <p>Assume leadership roles in safety promotion by leading and facilitating workshops for peers on injury prevention topics (e.g., concussion symptoms and signs, sun and water safety, first aid, workplace safety). (4.3)</p>

\* Bracketed numbers at the end of each strategy/activity refer to *K–12 School Effectiveness Framework* indicators.

## Personal Safety and Injury Prevention

### Sample Strategies and Activities *(continued)*

<b>School and Classroom Leadership</b>		
<b>At the School</b>  Promote a culture of safety-mindedness in the school, and provide opportunities for school leaders and staff to engage in discussions about safe practices that apply to all aspects and areas of the school. (2.1)	<b>In the Classroom</b>  Model appropriate safety practices for students during activities inside and outside the classroom, including identification of potential safety concerns and strategies to address the concerns. (2.5)	<b>Students</b>  Demonstrate the knowledge, skills and attitudes needed to participate confidently and safely in the learning process (e.g., awareness of proper safety practices, proper use of protective equipment, appropriate response to an unsafe situation). (2.5)

<b>Student Engagement</b>		
<b>At the School</b>  Provide engaging learning experiences in which students identify areas of interest, take part in personally relevant safety training (e.g., first aid, use of an automated external defibrillator (AED), cardiopulmonary resuscitation (CPR), safety practices for babysitting) and discuss areas of potential risk and strategies to minimize risk. (3.1)	<b>In the Classroom</b>  Engage students in discussion about the risks of certain activities and the related, appropriate use of protective equipment and safe and healthy practices. (3.1)	<b>Students</b>  Demonstrate safety-mindedness in various ways (e.g., creating seasonal safety messages for school assemblies or morning announcements; providing safety updates for the school website). (3.4)

## Personal Safety and Injury Prevention

### Sample Strategies and Activities *(continued)*

#### Social and Physical Environments

##### At the School

Install signs in appropriate areas of the school (e.g., anaphylaxis posters in food areas, proper hand washing techniques on signs near sinks, safety signs in gymnasiums). (2.5)

##### In the Classroom

Develop a process to help ensure that equipment is installed, maintained and regularly inspected in accordance with health and safety standards and that the equipment is appropriate for the students. (2.5)

##### Students

Behave in accordance with the personal safety information provided in a student handbook or planner (e.g., concussion prevention, identification and management). (2.5)

#### Home, School and Community Partnerships

##### At the School

Collaborate with school councils, student representatives, student councils and community partners (e.g. public health unit staff, police officers, fire fighters) to plan and host information sessions or workshops on relevant safety topics for the school community (e.g., bicycle checks, helmet fitting, use of protective equipment). (6.1)

##### In the Classroom

Support classroom instruction and school-wide programs through the establishment of community partnerships in high priority safety areas/concerns (e.g., water, road, and bicycle safety; exposure to the sun; workplace safety). (6.2)

##### Students

Share their learning about establishing and maintaining safe practices with their peers, family and community. (6.4)





## Growth and Development

This topic includes strategies and activities related to:

- body image
- diversity
- healthy relationships
- human development and sexual health
- living skills (e.g., self-awareness, communication and social skills, thinking skills)
- self-efficacy
- self-esteem

For additional information, consult *Stepping Stones: A Resource on Youth Development* (Ministry of Children and Youth Services, 2012).

### Sample Strategies and Activities

#### Curriculum, Teaching and Learning

##### At the School

Offer training opportunities on topics related to raising awareness of bias, stereotypes and stigma, and on supportive approaches for addressing topics that require sensitivity when teaching. (4.7)\*

##### In the Classroom

Select resources that reflect the diversity of members of the school community, including their values, cultures and interests (e.g., books, movies, biographies, guest speakers, case studies, music). (4.6)

##### Students

Explore and learn more about the components of healthy relationships and ways in which personal perspective is influenced by their beliefs and background. (4.4)

\* Bracketed numbers at the end of each strategy/activity refer to *K–12 School Effectiveness Framework* indicators.

## Growth and Development

### Sample Strategies and Activities *(continued)*

#### School and Classroom Leadership

##### At the School

Support professional learning and dialogue about students' healthy relationships and self-esteem. (2.2)

##### In the Classroom

Provide opportunities for discussion and celebration of similarities and differences that exist in the classroom (e.g., cultural values, physical development, learning styles, interests). (2.2)

##### Students

Choose respectful words and make thoughtful decisions when communicating in person and through social media. (2.5)

#### Student Engagement

##### At the School

Provide regular opportunities for students to ask questions and have discussions with peers, school staff and other partners in contexts that reflect the diversity of the school community. (3.2)

##### In the Classroom

Work with students to establish routines and procedures that take into account the need for safety on both physical and emotional levels in the learning environment. (3.2)

##### Students

Represent their own voice when advocating for programs and resources that support diversity and healthy relationships (e.g., clubs, intramural activities). (3.2)

## Growth and Development

### Sample Strategies and Activities *(continued)*

#### Social and Physical Environments

##### At the School

Establish displays and multimedia content that depict the school's diversity and address healthy growth and development topics. (2.5)

##### In the Classroom

Collaborate with students to build an environment that encourages students to develop self-esteem and self-efficacy, and to show respect for others. (3.1)

##### Students

Contribute ideas to discussions with peers that are related to promoting positive body image, self-confidence and sexual health, and identify resources and supports that are available for student discussions. (3.3)

#### Home, School and Community Partnerships

##### At the School

Establish partnerships and work collaboratively with community organizations that provide health services for students (e.g., immunization, oral health care). (6.3)

##### In the Classroom

Work with parents and community partners (e.g., public health units, local cultural groups) to access information on teaching approaches and resources that can support class discussions on healthy growth and development. (6.3)

##### Students

Access supports and tools that can help them gain insight into building self-esteem and a healthy body image. (6.3)

# Mental Health

This topic includes strategies and activities related to:

- education and career/life planning to reduce transition anxiety
- living skills (e.g., self-awareness; adaptive, management and coping skills)
- mental health problems (e.g., mood disorders, self-harm, anxiety, attention, eating problems)
- mental health promotion (e.g., development of coping skills and resiliency, stigma reduction, social-emotional learning)
- mental illness within the family
- resiliency
- stigma and stereotypes
- suicide prevention and intervention

For additional information, consult *Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-Being (Ministry of Education, 2013)*.

## Sample Strategies and Activities

Curriculum, Teaching and Learning		
<p><b>At the School</b></p> <p>Provide learning opportunities that include information and resources grounded in evidence-based practices to promote mental health and to help individuals recognize and respond appropriately to the signs and symptoms of mental illness. (4.1)*</p>	<p><b>In the Classroom</b></p> <p>Establish a climate of safety and sensitivity that reflects awareness of mental health and addictions within the school community and in which talking about mental health and mental illness is accepted and encouraged. (3.3)</p>	<p><b>Students</b></p> <p>Actively contribute to developing their “All About Me” portfolio or Individual Pathways Plan (IPP) as part of the school’s education and career/life planning program, to help ease transition anxiety. (5.1)</p>

\* Bracketed numbers at the end of each strategy/activity refer to *K–12 School Effectiveness Framework* indicators.

## Mental Health

### Sample Strategies and Activities *(continued)*

<b>School and Classroom Leadership</b>		
<b>At the School</b>  Provide school staff with information from research on the cognitive, emotional, social, and physical development of children and youth, as well as with opportunities for ongoing dialogue with parents to support mental health. (5.3)	<b>In the Classroom</b>  Integrate adaptive strategies (e.g., cognitive appraisals, positive refocusing, positive reappraisal) into lessons to help students develop self-regulation skills. (5.3)	<b>Students</b>  Report incidents of discrimination, harassment, bullying and injustice, and contribute to solutions. (2.5)

<b>Student Engagement</b>		
<b>At the School</b>  Provide a wide range of school and community supports to engage students in activities that promote mental health (e.g., stress relief, relationship building, development of a sense of connection to the school) throughout the year. (4.7)	<b>In the Classroom</b>  Provide students with information and instruction on mental health and with the opportunity to organize a committee or event to promote mental health in partnership with school staff or mental health leads. (3.3)	<b>Students</b>  Take advantage of opportunities in the school to redirect, express or address emotions in healthy ways (e.g., engaging in physical activity, communicating effectively, staying calm). (2.5)



## Mental Health

### Sample Strategies and Activities *(continued)*

<b>Social and Physical Environments</b>		
<p><b>At the School</b></p> <p>Establish a process for seeking input from staff, children, youth and community partners in order to identify resources and supports that are responsive to changing needs. (2.3)</p>	<p><b>In the Classroom</b></p> <p>Create a safe, inclusive, peaceful and comfortable environment (e.g., dedicated quiet space, outdoor learning or meeting areas, e-learning opportunities) in which students can learn. (2.5)</p>	<p><b>Students</b></p> <p>Contribute to the planning and identification of places in the school where they can go to discuss issues related to mental health (e.g., stress, conflict, relationships) with staff and/or peers. (3.3)</p>

<b>Home, School and Community Partnerships</b>		
<p><b>At the School</b></p> <p>Establish partnerships with community organizations that have mental health expertise to identify the needs of the school, to help promote mental health for students, and to provide help for parents in understanding and supporting students with mental health issues. (6.3)</p>	<p><b>In the Classroom</b></p> <p>Liaise with mental health leads and school board staff who have responsibility for mental health to identify and implement mental health awareness strategies. (6.3)</p>	<p><b>Students</b></p> <p>Are aware of and access programs, services and activities in the school and community that promote mental health and support students' mental health needs. (6.3)</p>

# Substance Use, Addictions and Related Behaviours

This topic includes strategies and activities related to:

- comprehensive tobacco control
- living skills (e.g., adaptive and coping skills, communication skills)
- prevention of substance misuse
- promotion of healthy alternatives to harmful substances and addictive behaviours
- recognition and prevention of addictive behaviour, including gambling
- ways of addressing the problem of excessive screen time (e.g., television, computer)

For additional information, consult *Supporting Minds: An Educator’s Guide to Promoting Students’ Mental Health and Well-Being (Ministry of Education, 2013)*.

## Sample Strategies and Activities

Curriculum, Teaching and Learning		
<b>At the School</b>  Promote learning through problem solving to support students in making cross-curricular connections between personal choices related to substance use/ misuse and potential outcomes, including exploration of the positive effects of improved mental health on at-risk behaviours. (4.4)*	<b>In the Classroom</b>  Provide multiple and varied opportunities for students to demonstrate understanding of the risks associated with tobacco, alcohol and drug use. (4.1)	<b>Students</b>  Apply learning related to substance use and addictions by identifying and discussing topics relevant to the diverse backgrounds of students in the school. (4.6)

\* Bracketed numbers at the end of each strategy/activity refer to *K–12 School Effectiveness Framework* indicators.

## Substance Use, Addictions and Related Behaviours

### Sample Strategies and Activities *(continued)*

#### School and Classroom Leadership

##### At the School

Provide professional learning opportunities to address identified areas of need in the school, and encourage staff to develop a wide repertoire of instructional strategies for use in the classroom and school with respect to substance use/misuse, addictions and related behaviours. (2.2)

##### In the Classroom

Integrate adaptive strategies (e.g., resiliency building, positive refocusing, positive reappraisal) into lessons to help students develop coping and refusal skills. (5.3)

##### Students

Coordinate discussion groups to identify emerging trends and/or key issues related to substance use/misuse and/or addictions, and identify the supports needed in the school. (3.2)

#### Student Engagement

##### At the School

Establish a youth committee composed of students with diverse perspectives (e.g., related to age, gender, interests) to identify areas of concern (e.g., risks of tobacco use, substance misuse at social and sporting events, safety at graduations) and to promote positive behaviours in the school and the community. (3.3)

##### In the Classroom

Engage students in identifying resources and community supports and in making this information available to the school community (e.g., by posting information on the school website). (4.6)

##### Students

Develop and lead activities related to school programs (e.g., promotion of a tobacco-free lifestyle, reduction of screen time). (3.2)

## Substance Use, Addictions and Related Behaviours

Sample Strategies and Activities *(continued)*

<b>Social and Physical Environments</b>		
<b>At the School</b>  Create opportunities for educators to collaborate on identifying areas where and times when use of substances (e.g., tobacco, alcohol, cannabis) may be more likely to occur, to develop school-based strategies to address key concerns, and to monitor and review the impact of the strategies over time. (3.1)	<b>In the Classroom</b>  Establish and maintain a resource area in the school to access current information on community supports that are available for use by students, parents, school staff and the broader school community. (3.1)	<b>Students</b>  Support each other in promoting healthy, substance-free alternatives for coping with stressful situations and the problems of everyday life. (3.1)

<b>Home, School and Community Partnerships</b>		
<b>At the School</b>  Facilitate and support comprehensive tobacco control strategies (including prevention, cessation, protection and enforcement) with community partners (e.g., public health units, not-for-profit organizations). (6.3)	<b>In the Classroom</b>  Work with community partners (e.g., police, public health units) to make connections between the information taught in class and areas of concern in the local community (e.g., smoking, misuse of prescription drugs, use of illegal drugs, online gambling, excessive screen time). (6.2)	<b>Students</b>  Act as role models and provide positive peer support to other children and youth in their school community. (6.2)



## Positive School Climate

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A positive school climate is also key to a healthy school. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. This section provides ideas to support efforts to promote a positive school climate.

This includes strategies and activities related to:

- the promotion of healthy relationships, and positive, inclusive, and respectful behaviour
- embedding principles of equity and inclusion
- living skills (e.g., communication and social skills)
- the prevention of inappropriate behaviour (including bullying/cyber-bullying, harassment and gender-based violence) and the use of a progressive discipline approach to promote positive student behaviour through early and ongoing interventions, supports and consequences

Further information on promoting a positive school climate, including additional practical suggestions for activities/practices, can be found at <http://www.edu.gov.on.ca/eng/parents/climate.html>.

*Policy Connection:* PPM No. 144, “Bullying Prevention and Intervention”; PPM No. 145, “Progressive Discipline and Promoting Positive Student Behaviour”.



Sample Strategies and Activities

<b>Curriculum, Teaching and Learning</b>		
<p><b>At the School</b></p> <p>Provide regular professional learning opportunities for school and on-site program staff about strategies and evidence-based practices that promote a positive school climate, including strategies for building healthy relationship skills and preventing bullying. (4.1)*</p>	<p><b>In the Classroom</b></p> <p>Develop effective instructional and assessment practices that reflect the diverse needs and pathways of all students. (4.5)</p>	<p><b>Students</b></p> <p>Apply learning from cross-curricular projects and activities (e.g., Bullying Awareness and Prevention Week, an anti-bullying pledge, gay-straight alliances, equity/social justice groups) to promote a safe, inclusive and accepting school climate. (3.1)</p>

<b>School and Classroom Leadership</b>		
<p><b>At the School</b></p> <p>Support the efforts of Safe and Accepting Schools Teams in developing and updating strategies for maintaining and enhancing a positive school climate (e.g., school climate surveys, focus groups composed of a diversity of students). (2.5)</p>	<p><b>In the Classroom</b></p> <p>Identify and implement strategies to engage all students, and implement and monitor the effectiveness of appropriate disciplinary practices that are consistent with principles of progressive discipline. (2.5)</p>	<p><b>Students</b></p> <p>Identify practices, model behaviours, and lead activities that promote safe, accepting and inclusive learning environments. (2.5)</p>

\* Bracketed numbers at the end of each strategy/activity refer to *K–12 School Effectiveness Framework* indicators.

Sample Strategies and Activities (*continued*)**Student Engagement****At the School**

Invite students to share their perspectives when decisions are being made about school policies, programs, and initiatives in order to foster and maintain a positive learning environment (e.g., suggest topics for school assemblies, provide input into the development of the school bullying prevention and intervention policy). (3.3)

**In the Classroom**

Incorporate various classroom activities that promote a positive climate, equity and inclusion, respect for diversity, healthy relationships, bullying prevention and support for students (e.g., restorative practices). (3.3)

**Students**

Demonstrate their understanding of positive relationships and apply relationship skills in the context of school roles and activities (e.g., as recess monitors, peer mediators, physical activity leaders, club leaders). (5.2)

**Social and Physical Environments****At the School**

Ensure that school-wide processes are in place for students to help identify areas in and around the school that may be vulnerable to occurrences of bullying/harassment, and develop action plans (aligned with board/school improvement plans and existing bullying prevention and intervention plans) to monitor and respond to related concerns. (3.3)

**In the Classroom**

Model pro-social behaviours and discuss the characteristics and benefits of positive, supportive relationships to engage student interest in adopting and promoting positive and respectful behaviours. (2.5)

**Students**

Contribute their ideas about ways to change the environment to encourage positive social interaction and healthy relationships in the school (e.g., installing picnic tables in the school yard, organizing a youth room). (3.3)

Sample Strategies and Activities (continued)

### Home, School and Community Partnerships

#### At the School

Use a whole-school approach in developing and implementing practical strategies to support positive behaviour, healthy relationships and bullying/harassment prevention and intervention practices at the school. (6.3)

#### In the Classroom

Invite community partners (e.g., police, not-for-profit organizations) to speak in class on topics related to building healthy relationships in the community, and bullying and cyber-bullying prevention and interventions. (6.3)

#### Students

Are aware of and able to access community services that support healthy relationships for themselves and their families. (6.3)



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