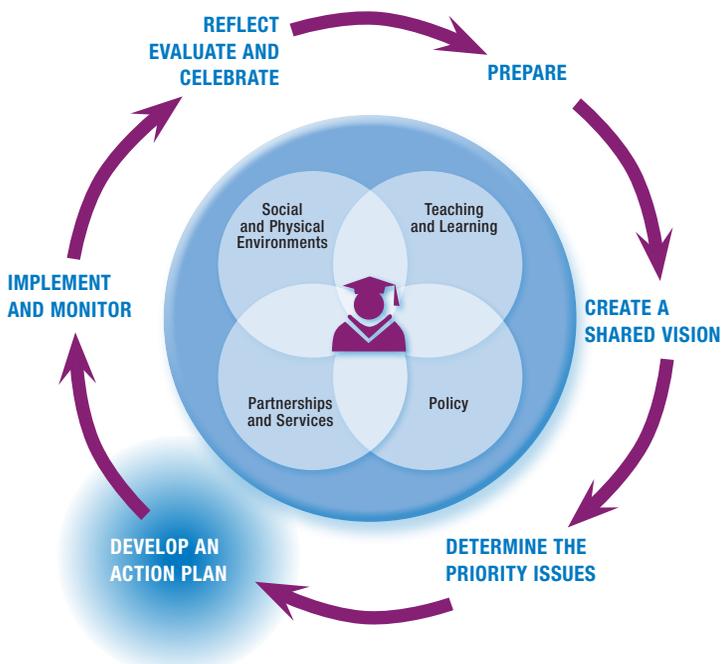


Sample Healthy School Action Plan: Physical Activity in a K-12 School

Purpose

Action planning is one of the steps in the process for building healthy school communities (see diagram below). This resource provides a sample action plan for a K-12 school that has completed a school health assessment¹ and identified physical activity as a priority. It is intended to provide an example of the actions a school might use to improve physical activity using a [Comprehensive School Health](#) approach. It is important to note that this is an example. There are many other actions that a school community could take to improve physical activity depending on their specific needs.



Process for Building Healthy School Communities using the Pillars of Comprehensive School Health

(Adapted from the Alberta Healthy School Community Wellness Fund)

For detailed instructions on how to complete a school health action plan and to access a blank action plan template, see the Creating a Healthy School Action Plan resource, <http://www.albertahealthservices.ca/assets/Infofor/SchoolsTeachers/if-sch-csh-creating-a-healthy-school-action-plan.pdf>

Glossary of Terms

Actual results and reflection: Summary of activities that took place, participation rates, changes that occurred and reflections on what worked well and what could be improved.

Goal: A broad statement about what you would like to achieve over the course of this school year.

Indicator: The way(s) in which you will measure the outcome or expected result.

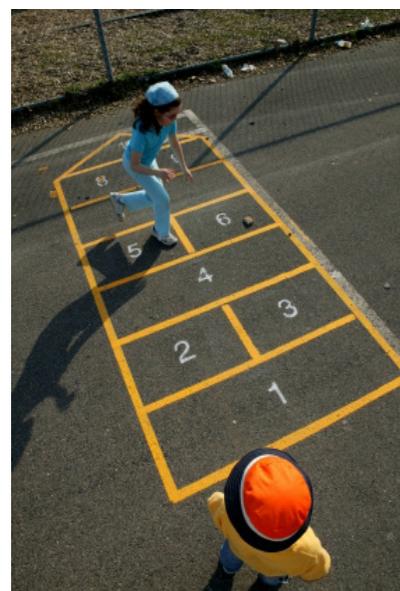
Objectives: Manageable components of the bigger goal that are specific, measurable, achievable, realistic and time-bound (SMART).

Outcome: The measureable and/or observable changes that you want to see in your target group.

Strategies: The new and existing activities that will help you achieve your objectives and outcomes.

Target audience: The people who you intend to reach through strategies specified in the action plan.

Vision: An inspirational and motivating statement that sets the overall direction for the group's work.



¹ For information about school health assessments, and information about the process for building healthy school communities, visit <http://www.albertahealthservices.ca/7123.asp>

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School Year: 2014-2015

School Name: John Smith School (K-12)

Plan created by: Health Action Team (HAT) and Wellness Leaders
(include key contributors)

Goal: Over the course of the coming year, what are the changes that we are aiming to achieve?

This year we will make our school an environment that encourages students to lead more active lifestyles.

What are the measurable changes we will make to achieve the bigger goal? (Objectives)	Who do we want to reach? (Target audiences)	Which strategies will we use to help us reach our goal? These may be existing or new strategies. (Strategies) CHECK: Do the strategies fit the outcomes?	When and where will the strategy take place? Who is responsible for the strategy?	Expected Results		Record the actual changes that happened. What did we accomplish? What worked well? What can be improved? (Actual results and reflections)
				Why are we doing this? What changes do we want to see? (Outcomes) CHECK: Do the outcomes fit the strategies?	How will we measure these changes? (Indicators)	
Increase Daily Physical Activity (DPA) opportunities for students in grades K-6 to support students in achieving 60 minutes of physical activity a day.	Students in grades K-6 Parents Community members Staff	<ul style="list-style-type: none"> Consult with Physical Education (PE) teacher and students to develop a list of activities that students can do to achieve 60 minutes of activity per day Provide training to student members of the HAT on DPA activities they can lead in the classroom and on the playground Develop a daily activity log for students to use for tracking their physical activity at school and home Purchase a class set of pedometers for students to track daily steps Plan an active transportation challenge to encourage students to use physical activity to get to school (e.g., Walking School Bus) 	<ul style="list-style-type: none"> Create list of physical activity ideas to share with parents in October (PE teacher) Provide lunchtime training to HAT student team in September (PE teacher) Develop activity log and introduce it to students and teachers during the October school assembly (Wellness Leaders) Challenge parents and a community organization to a 'Wellness Challenge' (HAT, Wellness Leaders) Use activity logs to track minutes of physical activity from October-December (all students and staff) Purchase a class set of pedometers in November (HAT) 	<ul style="list-style-type: none"> Increase family/home involvement in physical activity and the time that families spend being active together Increase physical activity levels 	<ul style="list-style-type: none"> # of student leaders trained to lead DPA activities Track changes in physical activity levels through the activity logs Track changes in daily steps through pedometer challenge Track changes in the number of times students use active transportation to get to and from school # of families who participate in the Wellness Challenge and attend the associated events (e.g., community sponsored dance, submissions to a photo challenge) 	<ul style="list-style-type: none"> Ten students attended DPA training and staff observed them leading activities at recess time throughout the year. Students recorded their minutes of activity from October-December and walked an average of 8345 steps per day. The pedometer challenge ended early for the K-3 students as the pedometer and tracking was too complex for them to use for 3 months. Grade 4-6 students met their monthly steps goal but we will limit the pedometers to school use only next year as some pedometers were lost when students took them home.

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		<ul style="list-style-type: none"> Set a school goal for the number of minutes, steps, and active transportation the school strives to reach each month Ensure that all students in grades K-6 achieve at least 30 minutes of physical activity through classroom DPA 	<ul style="list-style-type: none"> Track daily steps from January – March using activity logs and pedometers (all students and teachers) Track active transportation using activity logs from April – June (all students and teachers) 			<ul style="list-style-type: none"> 50% of families participated in the Wellness Challenge (where at least one or more family member participated). 75% of families participated in at least one of the associated 'Wellness Challenge' events.

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Provide intramural activities that enable students to be more active	Grades 7-12 students Staff	<ul style="list-style-type: none"> Plan and implement lunchtime yoga and running club two times a week (these activities were suggested on a student survey completed last year) 	<ul style="list-style-type: none"> Identify developmentally-appropriate yoga videos (PE teachers) Create a flexible run/walk program in September (PE teachers, community volunteers) Identify staff volunteers in September to supervise yoga and running club (Wellness Leaders) Advertise and encourage participation in September (HAT) Begin programs in October 	<ul style="list-style-type: none"> Provide a safe environment for students of all skill levels to participate in yoga and running with their peers More students feel confident participating in these types of physical activities 	<ul style="list-style-type: none"> # of students participating in lunch time yoga each month # of students participating running club each month % of students who felt more confident in their ability to participate in running and yoga (pre-post survey results) 	<ul style="list-style-type: none"> There was a steady participation rate of approximately 15 students/day taking part in lunch time yoga. Running club participation dropped off during the winter months and then improved during the warmer months to 20 students per day. During the colder months, the running club plans to schedule indoor activities or participate in yoga to keep up attendance next year. 78% of students indicated they felt more confident in their ability to participate in running or yoga after completion of the programs. Four students reported that they completed a 5K race for the first time after joining the run club.

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Support at least 50% of elementary/junior high students to participate in intramurals and at least 10% of high school students to volunteer for the intramural program.	All students	<ul style="list-style-type: none"> Continue with lunch time intramurals Survey students to find out what activities they would like included in the lunchtime intramural rotation Involve senior high PE students in organizing and lead the intramural program through planning and scheduling, coaching, refereeing, and leading warm-ups 	<ul style="list-style-type: none"> Create intramural survey in October to assess participation and volunteer rates and interest in different types of activities (HAT) Conduct survey in November (classroom teacher) Collect results and share with coordinators of intramurals (HAT) Provide guidance to senior high PE students interested in leading the intramural program in October (PE teacher, leadership adviser) 	<ul style="list-style-type: none"> Offer physical activities that appeal to students Provide opportunities for more students to participate in a broad range of physical activities Provide leadership and mentorship opportunities for senior high students 	<ul style="list-style-type: none"> % of students taking part in lunch time intramurals % of senior high students volunteering with elementary/junior high intramurals 	<ul style="list-style-type: none"> One student is going to explore taking a yoga training certification. 45% of students participated in intramurals in the 1st semester (e.g., floor hockey, dodge ball, badminton). 64% of students participated in the 2nd semester (e.g., hip hop dance, soccer, yoga/pilates). 15% of senior high students volunteered at least once with the elementary/junior high intramurals. HAT will administer the same survey next year to gauge student interest in the types of activities that should be offered.

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						<ul style="list-style-type: none"> The PE teacher will continue to provide guidance to senior high students so they are comfortable volunteering.

CSH pillars: Which of the following CSH pillars do the strategies address?

Policy Teaching and Learning Partnership and Services Social and Physical Environments

Health priorities: Which of the following health priorities do the strategies address?

Healthy eating Active living Positive mental health Other

Settings: Which of the following settings do your strategies reach?

School Home Community

WAY TO GO! You are well on your way to creating a healthier school community!