

# Physical Activity Detailed Module Report

[School Name]

January 9, 2013

# Your Confidential Report

This Healthy School Planner Feedback Report presents in summary form all of the information that you have entered into the Pan-Canadian Joint Consortium for School Health (JCSH) Healthy School Planner for the module that you have just completed.

The Feedback Report contains:

- the results of the assessment portion of the tool, for each category for your school;
- recommendations for your school addressing each indicator;

The Healthy School Planner is based on the concept of "Comprehensive School Health (CSH)", an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated, and holistic way. It emphasizes the provision and coordination of supports and services in the school setting to encourage healthy habits that can enhance learning. The Planner was developed by the Propel Centre for Population Health Impact at the University of Waterloo, under the guidance of an Advisory Committee formed by the JCSH.

The primary purpose of the Healthy School Planner is to provide schools with information about the status of the health of their school, and to assist them with their own planning and evaluation efforts. A secondary objective is to gather information on the health of schools at a regional level, to assist education and health program planners and researchers in targeting, planning and evaluating efforts with school aged children, and to facilitate teamwork among schools, school boards and stakeholders in the greater school community.

Individualized information and feedback reports generated through the use of the tool are retained by the Propel Centre for Population Health Impact at the University of Waterloo indefinitely on a secure server, accessible only to research staff assigned to this project. The JCSH, other schools, school boards and government agencies do not have access to school specific information. While your school is in no way obligated to share the results of your assessment or how you have used the results of your assessment to help you plan your improvements, you are encouraged to share your school's feedback report with your school community.

For more information on this report, or the research associated with it, please contact:

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# Interpreting your school's rubric

After your school has completed one or more of the Healthy School Planner modules and you have entered your responses online, your school will immediately receive the results of the assessment on a 4-point rubric. Based on how your school responded to each question, an automatic scoring system will place your school at a given level within the 4-point scale on the rubric. This will help your school identify ways in which you can improve in a given area. Below are definitions of each level:

**Level 1 (Initiating):** With respect to this particular indicator, your school is just beginning on its journey to becoming a healthy school and has lots of room for improvement.

**Level 2 (Taking Action):** With respect to this particular indicator, your school has started to set priority areas for creating a healthy school, but still has significant room for improvement.

**Level 3 (Achieving Success):** With respect to this particular indicator, your school is well on its way to developing a healthy school, but still has some areas that require improvement.

**Level 4 (Maintaining Momentum):** With respect to this particular indicator, your school is succeeding (well done!). Now is the time to concentrate on keeping the momentum alive to maintain while always considering new and interesting ways to continually improve. As a team, review the results of the assessment and use the results to prioritize areas for your school to focus your efforts.

# Physical Activity Detailed Module Rubric & Recommendations

Below are your school's results for the physical activity detailed module of the HSP and corresponding recommendations.

|  | LEVEL 1  | LEVEL 2   | LEVEL 3  | LEVEL 4   |
|--|--|---|--|---|
| <b>TEACHING AND LEARNING</b>   |  |   |  |   |
| <b>Instructional strategies for physical activity and physical education fully accommodate different learning styles or preferences.</b>   | Instructional strategies for physical activity and physical education do not accommodate different learning styles or preferences. | Instructional strategies for physical activity and physical education minimally accommodate different learning styles or preferences. | Instructional strategies for physical activity and physical education somewhat accommodate different learning styles or preferences. | Instructional strategies for physical activity and physical education fully accommodate different learning styles or preferences. |
| <p><b>Recommendations:</b><br/>           Your school has taken some initial steps to accommodate different learning styles through the use of different instructional strategies for physical activity and physical education. Well done. Moving forward, consider the ways in which your school can continue to offer different strategies. For instance, consider having students work in flexible groupings while engaged in tasks that are designed based on student readiness, and that provide appropriate challenges. When planning a new activity, consider the assessment tool that will be used to determine the readiness level of students, as well as the drills, stations, equipment and opportunities for modification that will be used to provide an appropriate challenge for students. Also consider how the structure of the activity will promote cooperation, mutual respect and inclusiveness.</p> |  |   |  |   |
| <b>All students obtain more than the mandatory physical education credit(s).</b>   | No students obtain more than the mandatory physical education credit(s).   | Some students obtain more than the mandatory physical education credit(s).  | Most students obtain more than the mandatory physical education credit(s).   | All students obtain more than the mandatory physical education credit(s).   |
| <p><b>Recommendations:</b><br/>           A number of students at your school obtain more than the mandatory physical education credits - well done. Moving forward, your school should continue to offer physical education courses that appeal to a variety of student interests, as well as to schedule these courses such that student participation is maximized. For example, consider adapting content to include dance or the outdoors, which may appeal to students who are less apt to pursue conventional physical education courses.</p>   |  |   |  |   |

|  | LEVEL 1   | LEVEL 2   | LEVEL 3   | LEVEL 4  |
|--|---|---|---|--|
| <b>SOCIAL &amp; PHYSICAL ENVIRONMENT</b>   |   |   |   |  |
| <b>The school has excellent facilities that encourage physical activity (including change facilities for grades 7-12).</b>   | Our school has less than adequate facilities for student physical activity. | Our school has adequate facilities for student physical activity. | Our school has good facilities for student physical activity. | Our school has excellent facilities for student physical activity. |
| <b>The school has excellent equipment for student physical activity.</b>   | Our school has less than adequate equipment.                                | Our school has adequate equipment.                                | Our school has good equipment.                                | Our school has excellent equipment.                                |
| <p><b>Recommendations:</b><br/> Your school provides high quality physical activity facilities and equipment. Well done! Moving forward, it is important to keep in mind the importance of regularly updating and inspecting your school facilities and equipment, and correct any deficiencies as soon as possible.</p> |   |   |   |  |

|  | LEVEL 1   | LEVEL 2  | LEVEL 3   | LEVEL 4   |
|--|---|--|---|---|
| <b>SOCIAL &amp; PHYSICAL ENVIRONMENT</b>   |   |  |   |   |
| <b>Students often have access to a variety of facilities and equipment outside of curriculum time.</b>   | Students never have access to a variety of facilities and equipment outside of curriculum time. | Students rarely have access to a variety of facilities and equipment outside of curriculum time. | Students sometimes have access to a variety of facilities and equipment outside of curriculum time. | Students often have access to a variety of facilities and equipment outside of curriculum time. |
| <p><b>Recommendations:</b><br/> Your school is well on its way to ensuring that students have access to a variety of facilities and equipment outside of curriculum time. Well done! Moving forward, continue to consider the ways your school can continue to provide students with access to a variety of facilities and equipment during this time. For instance, your school might consider re-configuring an indoor space that has not traditionally been used for physical activity so that it can be used for activities such as games, fitness, dance, yoga, etc. Your school might also consider its current practice regarding whether students are permitted to bring in physical activity equipment from home that can be used outside of curriculum time.</p>   |   |  |   |   |
| <b>Indoor space for physical activities is often available during inclement weather.</b>   | Indoor space for physical activities is never available during inclement weather.               | Indoor space for physical activities is rarely available during inclement weather.               | Indoor space for physical activities is sometimes available during inclement weather.               | Indoor space for physical activities is often available during inclement weather.               |
| <p><b>Recommendations:</b><br/> Your school has taken the first steps to ensure that students have opportunities for physical activity when they are kept inside, but should take a closer look at the spaces available in your school in order to improve physical activity opportunities. For instance, if providing access to the gym, maximize gym space for all students by engaging in activities that allow many young people to move at once (e.g., dancing, modifying games and their rules to allow more people to play at one time, and stringing rope between regular nets to create more court space than would otherwise be provided). Classrooms and other school room spaces can also be maximized during indoor recess and lunch breaks (e.g., for activities such as games, fitness, yoga and dance). Hallways, too, might be used for bowling, hopscotch or fitness circuits.</p> |   |  |   |   |

|   | LEVEL 1  | LEVEL 2   | LEVEL 3   | LEVEL 4   |
|---|--|---|---|---|
| <b>SOCIAL &amp; PHYSICAL ENVIRONMENT</b>  |  |   |   |   |
| <b>At least 80% of students travel to and from school by active modes of transportation.</b>  | Less than 40% of students at our school travel to and from school using active transportation. | Between 40-59% of students at our school travel to and from school using active transportation. | Between 60-79% of students at our school travel to and from school using active transportation. | At least 80% of students at our school travel to and from school using active transportation. |
| <b>The school promotes safe, active transportation to and from school through various initiatives.</b>  | Our school does not have active transportation initiatives.                                    | Our school promotes active transportation to and from school to a minimal extent.               | Our school promotes active transportation to and from school to some extent.                    | Our school fully promotes active transportation to and from school.                           |
| <p><b>Recommendations:</b><br/> A significant proportion of students at your school travel to your school using active transportation. Well done! Moving forward, continue to encourage students at your school to use various forms of active transportation (e.g., walk, cycle, skate, skateboard) to get to and from school. Your school can further demonstrate its commitment to active transportation by working with the school community to: identify and promote safe routes to school; address any barriers to active transportation; provide secure areas to lock up bicycles or small-wheeled vehicles; encourage students to use safety gear; organize occasional "walk to school days", walking clubs or a regular walking-/cycling-to-school program (e.g., "walking school bus" where parents or older students walk around the neighbourhood and pick up walkers at designated points); and ensure crossing guards are available where needed. Rural schools are often faced with challenges to implementing active travel to school, including high traffic speeds, low street connectivity and reduced sidewalk access. Your school could work with your board / district / division planners, Active &amp; Safe Routes to School and other transportation officials to identify tailored solutions that will work for your school. If the majority of your students are bussed to school, one option that may work for your school would be to promote walking or cycling to a school bus pick-up point. This would help reduce costs to school boards/districts/divisions by moving away from collecting students door to door. Rather than having multiple family vehicles congregate at the school bus pick up point, Walking School Buses or Cycle Trains can provide a healthier and safer alternative. If the lack of sidewalks is an issue for your school, some schools have worked to have temporary barriers erected where there are no sidewalks to ensure student safety.</p> |  |   |   |   |

|   | LEVEL 1  | LEVEL 2  | LEVEL 3   | LEVEL 4  |
|---|--|--|---|--|
| <b>SOCIAL &amp; PHYSICAL ENVIRONMENT</b>  |  |  |   |  |
| <b>Students have the option to participate school-based structured physical activities (student, staff or volunteer-led) outside of curriculum time at least three days per school week.</b>  | Students do not have the option to participate in structured physical activities outside of curriculum time.           | Students have the option to participate in structured physical activities outside of curriculum time one day per week. | Students have the option to participate in structured physical activities outside of curriculum time two days per week. | Students have the option to participate in structured physical activities outside of curriculum time at least three days per week. |
| <b>A wide variety of well-organized intramural / club programs that involve physical activity are available to students.</b>  | Our school does not offer or only offers one well-organized intramural / club programs that involve physical activity. | Our school offers a minimal variety of well-organized intramural / club programs that involve physical activity.       | Our school offers some variety of well-organized intramural / club programs that involve physical activity.             | Our school offers a wide variety of well-organized intramural / club programs that involve physical activity.                      |
| <p><b>Recommendations:</b><br/> Your school has taken the first steps to ensure that students have the option to regularly participate in a variety of well-organized physical activities outside of curriculum time throughout the school week. Moving forward, your school should continue to regularly offer a variety of activities that offer every student an equal opportunity to participate, regardless of ability/level. Also, try to offer physical activities such as walking, running, hiking, swimming, tennis, dancing, and bicycling - activities that individuals may engage in throughout their lives, even after completing school. The quality of intramurals offered at your school is also important. Intramurals should be well organized, valued by students and should recognize students for their participation.</p> |  |  |   |  |

|   | LEVEL 1   | LEVEL 2   | LEVEL 3  | LEVEL 4  |
|---|---|---|--|--|
| <b>SOCIAL &amp; PHYSICAL ENVIRONMENT</b>  |   |   |  |  |
| <b>Students often have equal access to organized physical activities, regardless of gender, grade, ability and financial resources.</b>   | Students do not have equal access to organized physical activities, regardless of gender, grade, ability and financial resources<br>OR Our school does not offer organized physical activities. | Equal student access to organized physical activities, regardless of gender, grade, ability and financial resources, is rarely available. | Equal student access to organized physical activities, regardless of gender, grade, ability and financial resources, is sometimes available. | Equal student access to organized physical activities, regardless of gender, grade, ability and financial resources, is often available. |
| <p><b>Recommendations:</b><br/>           Congratulations! Your school has taken a number of steps to ensure accessibility of its physical activities to its students, regardless of gender, grade, ability and financial resources. Moving forward, continue to monitor participation in physical activity programs at your school to ensure this accessibility is maintained.</p>   |   |   |  |  |
| <b>All students are engaged in the planning of physical activities occurring outside of curriculum time (e.g., intramurals, club programs).</b>   | None of our students are engaged in the planning of physical activities occurring outside of curriculum time.   | Some of our students are engaged in the planning of physical activities occurring outside of curriculum time.                             | Most of our students engaged in the planning of physical activity occurring outside of curriculum time.                                      | All of our students are engaged in the planning of physical activity occurring outside of curriculum time.                               |
| <p><b>Recommendations:</b><br/>           Your school has taken the first step to engage students in planning physical activities that occur outside of curriculum time (e.g., intramurals, club programs). Your school should continue to encourage student participation in planning of physical activities. Students may organize a poll of the student population to determine activities of interest to students or initiate a new club for activities like yoga, jogging, dance or skiing. Consider also offering training for students who can act as activity convenors, referees and mentors (to other students unfamiliar with the activity).</p> |   |   |  |  |

|  | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
|--|---------|---------|---------|---------|
|--|---------|---------|---------|---------|

**SOCIAL & PHYSICAL ENVIRONMENT**

|  |   |   |  |  |
|--|---|---|--|--|
| <p>The school often encourages physical activity and does not use it for discipline.</p> | <p>Our school never encourages physical activity or often uses it for discipline. <i>*Note that "limiting" physical activity is viewed as "anti-promotion" and so may affect the score.</i></p> | <p>Our school rarely encourages physical activity and/or may use it for discipline.</p> | <p>Our school sometimes encourages physical activity and/or rarely uses it for discipline.</p> | <p>Our school often promotes physical activity and does not use it for discipline.</p> |
|--|---|---|--|--|

**Recommendations:**

Your school has taken the first steps to ensure that physical activity is promoted, and not used as a disciplinary measure. Well done! Research shows that positive attitudes towards, and enjoyment of, physical activity can have an important influence on participation in physical activity among young people. For instance, reinforcing the positive benefits and relevance of physical activity through other curricular subjects is also an important part of a comprehensive and integrated school-based program to promote physical activity (e.g., science students can examine the impacts of physical activity on the body; computer classes can develop web pages devoted to physical activity; journalism teachers can encourage students to interview and write articles on local student athletes; English teachers can assign essays on physical activity related issues). Using physical activity as a punishment risks creating negative associations with physical activity in the minds of students. In addition, withholding physical activity deprives students of health benefits important to their well-being.

**HEALTHY SCHOOL POLICY**

|  |   |   |  |  |
|--|---|---|--|--|
| <p>The school has policies / practices supporting safe, active transport to and from school.</p> | <p>Our school does not have policies / practices relating to active, safe transport to and from school.</p> | <p>Our school policies / practices address a few issues to support active, safe transport to and from school.</p> | <p>Our school policies / practices address some issues to support active, safe transport to and from school.</p> | <p>Our school policies / practices address most issues to support active, safe transport to and from school.</p> |
|--|---|---|--|--|

**Recommendations:**

Congratulations! Your school is well on its way in supporting active, safe transportation to and from school. Consider working with school partners (e.g., municipality, school district / division / board, community partners) to develop an active transportation charter and to implement an Active and Safe Routes to School program.

|   | LEVEL 1  | LEVEL 2   | LEVEL 3  | LEVEL 4  |
|---|--|---|--|--|
| <b>HEALTHY SCHOOL POLICY</b>  |  |   |  |  |
| <b>The school communicates its policies / practices around physical activity at least annually.</b>   | Our school does not communicate its physical activity policies / practices at least annually to any group. | Our school communicates its physical activity policies / practices at least annually to one group.  | Our school communicates its physical activity policies / practices at least annually to two groups.                                    | Our school communicates its physical activity policies / practices at least annually to three or four groups, including students.                        |
| <b>The school communicates its policies / practices around physical activity through multiple methods.</b>  | Our school does not communicate our policies / practices on physical activity to the school community.     | Our school communicates our policies / practices on physical activity to the school community through some written and/or verbal methods. | Our school communicates our policies / practices on physical activity to the school community through both written and verbal methods. | Our school communicates our policies / practices on physical activity to the school community through multiple methods, both written and verbal methods. |
| <p><b>Recommendations:</b><br/>           Effective and regular communication about your school's physical activity policies / practices will raise awareness and boost self-enforcement. To encourage adherence, all members of the school community should be aware of the policies / practices, understand the rationale behind them and be clear about the consequences. Communication that is clear, ongoing (at least once per school year) and consistent is most effective. To keep the information fresh and to meet different needs, use a variety of strategies (e.g., written in agendas, handbooks, newsletters and newspapers; verbally communicated/discussed with staff, students, parents, businesses; use of social media, websites, signage and email communications).</p> |  |   |  |  |

|   | LEVEL 1  | LEVEL 2  | LEVEL 3  | LEVEL 4   |
|---|--|--|--|---|
| <b>HEALTHY SCHOOL POLICY</b>  |  |  |  |   |
| <b>The school evaluates its implementation of school policies / practices around physical activity at least once/year.</b>  | Our school does not review implementation of school policies / practices on physical activity. |  | Our school reviews implementation of school policies / practices on physical activity less than once per year. | Our school reviews implementation of school policies / practices on physical activity at least once per year. |
| <p><b>Recommendations:</b><br/> Your school should aim to evaluate implementation of school policies / practices on physical activity at least once annually. Evaluation is necessary in order for the school to determine areas where the policies / practices need improvement, the success in making a difference in the physical activity level of students, and to demonstrate the positive effects of the policies / practices to students, parents and the community.</p>  |  |  |  |   |
| <b>Physical activity initiatives are fully embedded within the school action plan.</b>  | Our school does not embed physical activity initiatives within the school action plan.         | Our school minimally embeds physical activity initiatives within the school action plan. | Our school has somewhat embedded physical activity initiatives within the school action plan.                  | Our school has fully embedded physical activity initiatives within the school action plan.                    |
| <p><b>Recommendations:</b><br/> Your school embeds physical activity initiatives within the school action plan to a certain extent. Well done. As a next step, your school should strive to ensure that physical activity initiatives are fully embedded into the school action plan. This will enable documentation and tracking of initiatives over time, and facilitate the implementation of physical activity initiatives school-wide, contributing to a vibrant and healthy school community with a variety of healthy school programs and activities. A great goal is to create a "culture" of physical activity considered and adapted for all school activities.</p> |  |  |  |   |

|  | LEVEL 1  | LEVEL 2  | LEVEL 3   | LEVEL 4   |
|--|--|--|---|---|
| <b>PARTNERSHIPS AND SERVICES</b>   |  |  |   |   |
| <b>The school community uses a wide variety of means to encourage physical activity.</b>   | Our school community has not encouraged physical activity.   | Our school community has encouraged physical activity to a minimal extent.   | Our school community has encouraged physical activity to some extent.   | Our school community has encouraged physical activity to the full extent.   |
| <p><b>Recommendations:</b><br/> Your school community promotes physical activity among its members to some extent. Well done. As you move forward, consider how your school-based efforts to encourage physical activity might align with community-wide initiatives. By aligning with efforts in other settings (e.g., family-based and community-based activities), you create a consistent message about the benefits of physical activity. A key strategy to ensure effective alignment is through engaging the community (including students) in program planning, soliciting support for programs and policies / practice, providing expertise, facilities or equipment and in reinforcing messages outside of the school.</p> |  |  |   |   |
| <b>The school fully promotes partnerships with our community to increase student access to physical activity.</b>  | Our school does not promote partnerships to supplement student access to different forms of physical activity. | Our school promotes partnerships to supplement student access to different forms of physical activity to a minimal extent. | Our school promotes partnerships to supplement student access to different forms of physical activity to some extent. | Our school promotes partnerships to supplement student access to different forms of physical activity to the full extent. |
| <p><b>Recommendations:</b><br/> Congratulations! Your school is well on its way to supplementing student access to different forms of physical activity through its community partnerships. As you move forward, continue to maintain and seek new partnerships for your school as appropriate to ensure the types of physical activity are of interest to all students to maximize participation.</p>   |  |  |   |   |

|  | LEVEL 1   | LEVEL 2  | LEVEL 3   | LEVEL 4   |
|--|---|--|---|---|
| <b>PARTNERSHIPS AND SERVICES</b>   |   |  |   |   |
| <b>The school uses input about physical activity initiatives from all sources (i.e., staff, students, parents / guardians and the local community).</b>  | Our school does not use input about physical activity initiatives from any source.  | Our school uses input about physical activity initiatives from one source.   | Our school uses input about physical activity initiatives from two sources. | Our school uses input about physical activity initiatives from three or four sources. |
| <b>Recommendations:</b><br><b>Your school uses input regarding its physical activity initiatives from three or more key groups. Well done! Moving forward, continue to ensure that the input of all members in the school community who have a stake in your school's physical activity initiatives are sought out.</b>  |   |  |   |   |
| <b>The school actively engages students in the promotion of physical activity.</b>   | Our school does not actively engage students in the promotion of physical activity. | Our school minimally engages students in the promotion of physical activity. | Our school somewhat engages students in the promotion of physical activity. | Our school fully engages students in the promotion of physical activity.              |
| <b>Recommendations:</b><br><b>Your school engages students in the promotion of physical activity to some extent. Well done. Moving forward, examine how your school can continue to engage students in the promotion of physical activity. Consider working through peer educators/leaders. Have students both plan and support implementation of events that involve physical activity.</b> |   |  |   |   |

# Taking Action

Now that your school has completed a module of the Healthy School Planner it is time to take action! Based on the rubric and recommendations found in this report, and, where possible other sources of data, your school should begin creating an action plan. Action planning is a process which will help your school to focus ideas and decide what steps you need to take to achieve particular goals. It is a statement of what you want to achieve over a given period of time. Preparing an action plan is a good way to help you reach your objectives. The HSP website has several resources that will help you as you begin developing an action plan for your school.

## Resource List

Be sure to visit the Healthy School Planner [resource list](#) for provincial/territorial, pan-Canadian and international resources that may help your school create a healthier school community.

## Action Planning Template

The Healthy School Planner action planning template is a guide for your school to use. We recognize that schools have different processes or planning requirements, so this template is intended to outline important components of goal writing. There is an action planning template attached to this report (see next page). However, if you need additional copies of the [template](#) they are available on the HSP website.

## Additional Modules

Your school should consider completing additional modules of the Healthy School Planner. There are both express and detailed modules for physical activity, healthy eating and tobacco control. Your school can also complete the express JCSH positive mental health toolkit or the full JCSH positive mental health toolkit.

## ACTION PLANNING

Action planning is a process which will help your school to focus ideas and decide what steps you need to take to achieve particular goals. It is a statement of what you want to achieve over a given period of time. Preparing an action plan is a good way to help you to reach your objectives. The HSP action planning template is a guide for your school to use. We recognize that schools have different processes or planning requirements, so this template is intended to outline important components of goal writing.

### Priority Area

Based on your school's rubric and, where possible, a review of other data sources, select an area for improvement. This will be the focus of your planning.

### Why is this a priority area?

Consider the importance, cost, time and effort needed, and support from the school community.

### Timeline

Creating a date to complete your goal will help your team stay motivated and focused.

### Goal

Define your goal. What does your team plan to do to take action on the priority area selected?

Check each box if your goal meets the criteria. If not, consider changing your goal until it meets all five criteria.

- Specific: Is the goal clear and specific?
- Measurable: Will your school be able to measure progress towards this goal?
- Attainable: Is it possible for your school to achieve this goal?
- Relevant: Does this goal fit with your school's purpose?
- Timely: Is there a time frame for achieving this goal?

### Action

What must be done to achieve the goal?  
List each action to be taken in order.

### Who is responsible?

Who is responsible for making sure the goal is achieved? Who else needs to be involved?

### Measures of success

What would achieving the goal look like?

### Celebrate!

Plan to celebrate with your school community.