



*Role Modeling
and Creating a
Healthy School:
Training and tools for
all school staff*



Leeds, Grenville & Lanark District

HEALTH UNIT

Your Partner in Health

Today's Workshop

- Discuss History and Current Health Situation
- Review “A Tool for Every Teacher”
 - Topics & Sub-Categories
 - Highlights from each section
- School Resource Catalogue & Website
- Public Health Nurse Consultants
- Questions

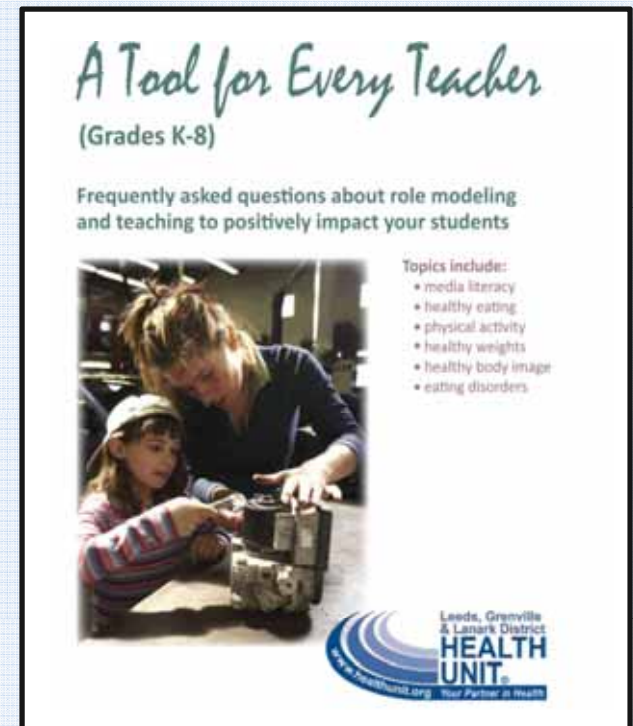
Why this training?

- We live in an unhealthy environment
- Negative media messages everywhere
- Teachers are concerned and asking for help
- We want to support you in a way that is useful to you



How we developed it

- We created this presentation and the accompanying tool with:
 - Current research
 - Input from teachers
 - Input from various experts



Was It Evaluated?

YES!

- Teacher Surveys
- Teacher Focus Tests
- Data was compiled and used to revise
- Drafts were reviewed by experts
- Revisions ongoing to keep up to date

The Health of our Children

- Only 10% are watching less than 2 hours of TV per day (many are watching 6hrs)
- 87% of children are not getting the recommended amount of Physical Activity
- 9 out of 10 parents think their children are active
- Only 25% of children get the recommended servings of grain products
- Childhood obesity has tripled in the past 15 years

How does this affect learning?

- *Physical activity improves academic performance including:*
 - Improved cognitive function
 - Increased self-esteem
 - Increased attention span
 - Reduced misconduct
 - Increased feelings of school connectedness
 - Increased ability to relax

For All School Staff!

- Curriculum is only one piece of the puzzle
- To change the behaviour and the environment it takes **everyone**
- Each staff will take on their own role in creating a healthy school environment
- The Tool is made up in a way that staff can easily find the info and tools that are pertinent to them

Topics in the tool include:

- Body Image/Self Esteem
- Healthy Eating
- Physical Activity
- Weight
- Media Literacy
- Eating Disorders
- Parent Involvement

Sub-categories

- **How to Model** - Things you say and do can impact positively or negatively
- **Problem Solving** - Issues that might arise and tips on how to deal with this
- **Tips for Teaching** - Tips and tools on teaching this topic
- **Curriculum Supports** - Some resources we recommend to help with teaching

Good to Know vs Good to Teach

Know

- Childhood obesity
- Data on BMI & weights
- Inactivity stats
- Activity and balanced eating helps achieve and maintain a healthy weights

Teach

- Active living & healthy eating
- Value of a healthy lifestyle & positive body image
- Eating and activity is enjoyable

Creating positive health change is not necessarily to teach about the negative health data. Knowing the difference is key!

Body Image/Self Esteem

- **Body Image:** a person's perceptions, thoughts, and feelings about his or her body (1)
- **Self-Esteem:** the image you have of yourself measured against what you think you should be (*talents, social skills, physical and intellectual abilities, appearance*)

Why is Body Image so important?

- Research indicates:
 - body image concerns, weight loss behaviours, and eating problems can pose a serious threat to the physical, psychological, and social health of children and adolescents (3)
 - body dissatisfaction and weight/shape concern predicted the onset or exacerbation of strict dieting (4)

Why is Body Image so important?

- 29% of females in Southern Ontario (10-14 years old) were trying to lose weight (5)
- 53% of grade 4 students were dissatisfied with their body and most of them were within a healthy weight range (6)



How much of an influence are teachers on students' body image?

- Schools offer a promising site for providing prevention programs (7,8)
- Teachers may have the greatest influence on a child's health than any other adults outside the home (7)
- Teachers, parents and caregivers of children are the key people to provide support for diversity in body size (7)

Body Image/Self-esteem

- **How to Model-** what the students see you saying about your body or other peoples bodies
- **Problem Solving-** what you can do if you have a student who appears to have low self-esteem/body image
- **Tips for Teaching-** What is the best way to teach body image and self esteem?
What works and what doesn't.

How to Model



DO

Compliment
students on
skills and
abilities



DO

Make positive
comments
about your
own skills and
abilities

Make compliments a normal
part of your classroom



AVOID

Complimenting
students on
their body
shape or size



AVOID

Displaying
unhappiness
with your body

What can Teachers Do?

- Be aware of your own body issues
- It is about acting the part, **NOT** about being without flaws
- Do activities that teach students how to recognize their strengths and abilities



For Example...



Healthy Eating

- **How to Model-** what the students see you eating, providing to them to eat, or saying about food
- **Problem Solving-** what you can do if you have a student who only brings in “unhealthy foods”
- **Tips for Teaching-** What is the best way to teach healthy eating? What works and what doesn't.

How to Model



DO

Eat breakfast
& lunch and
Eat nutritious
foods/snacks
at school

Reward students with non-
food items



DO

Drink water or
milk while
teaching



AVOID

Skipping lunch
& eating
unhealthy
snacks at
school

Rewarding students with
food items



AVOID

Drinking coffee,
pop or energy
drinks while
teaching

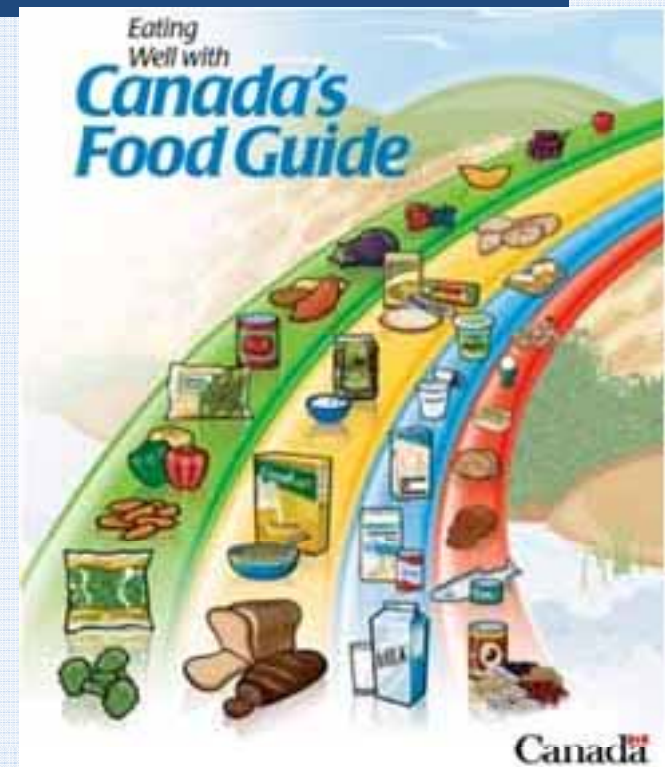
Tips for teaching

Eating Well with Canada's Food Guide

Use positive language such as “everyday” vs. “sometimes” foods (“good” vs. “bad” foods can send the wrong message)

Discuss risks and negative side effects of fad diets

Teach nutrients instead of calories



Lunches a concern?

- Focus on what you can control
- Making “Nutritious Choices” the “Easy Choices” through:
 - Breakfast/lunch programs
 - Options in the school vending machines
 - Non-food rewards
 - Healthy options for fundraisers

Physical Activity

- **How to Model-** what the students hear you saying about it at school. What activities they see you doing.
- **Problem Solving-** what you can do if you have an overweight student who can't or won't participate.
- **Tips for Teaching-** What is the best way to teach physical activity? What works and what doesn't.

How to Model



DO

Walk or bike to school



DO

Talk positively about physical activity

Reward students with physical activity



AVOID

Judging students abilities based on their appearance



AVOID

Taking away physical activity as punishment

Do not give physical activity as a punishment

Tips for teaching

- Physical Activity
 - Focus on what their bodies do (set personal goals)
 - All people need to be physically active to be healthy and strong
 - Engage in non-competitive activities, just get them moving
 - Have Fun!



How to Model



DO

Modify your activities based on your students



DO

Use beach balls, rubber chickens to make games more fun

Choose inclusive activities



AVOID

Competitive games with winners and losers



AVOID

Games that single out one student (if they are all busy they won't notice what another student is doing)

Fit Break

A-Z relay

- Divide into two teams
- Each team line up
- First person gets the marker
- Find word for each letter starting with A that are positive words or compliments
- No words about fat or thin

Weight

- **How to Model-** what the students see you doing and saying about it at school
- **Troubleshooting-** what you can do if you are concerned about a students weight
- **How to Teach-** What is the best way to teach about healthy weights? What works and what doesn't.

How to Model



DO

Change the Subject if the topic of weight is brought up



DO

Intervene when you observe teasing of a child due to their shape or size



AVOID

Talking about weight loss or dieting



AVOID

Relating weight to PA and HE. (Eating well is for nourishment and being active is for a strong and healthy body)

Dieting

- Increase pre-occupation with food
- Increase food cravings and chance of binge eating
- Decrease metabolism
- Increase irritability
- Many cut out food groups thus can be missing key nutrition your body needs

***This is not a solution to obesity or inactivity -
although it may be adding to the problem***

Fat Talk Free Zone

Try to make your school a

FAT-TALK FREE ZONE

- It benefit students
- It helps you get in the habit
- It could help improve your body image

Tips for Teaching...

- Healthy Weight?
 - Focus on teaching students about:
 - Hunger cues
 - *Eating Well with Canada's Food Guide*
 - *Canada's Physical Activity Guide*
 - Their strengths and abilities

Tips for Teaching...

- Healthy Weight?
 - Weight should not be discussed with/around students
 - Overweight students should not be encouraged to lose weight



Body Types

- All Shapes & Sizes
- Unique & Individual
- Genetics & Ethnicity
- Environment
- Puberty Changes



What can Teachers Do?

- Teach students how to have a healthy body and mind through a variety of topics:
 - Media Literacy
 - Healthy Eating
 - Physical Activity
 - Self-Esteem
 - Body Image



Media Literacy

- Give students the **skills to critique** and understand what messages they are getting from the media
- Give them **questions** they can ask to determine if what they are hearing is coming from a good reliable source

This skill is beneficial in all school subjects especially with access and use of the internet

Tips for Teaching

- Are the images you see in the media the same as you would see if you looked out the window?
- You can have students track variety of body sizes, shapes, ages look at clothing, skin, hair etc... when sitting out in the park vs. on TV
- Show videos that explain how images are modified

Tips for Teaching

- Give student the chance to see how media images are altered and try to alter an image themselves. (show Dove Evolution Commercial)
- Have students determine the goals of the different media messages



Tips for Teaching

- Media enhances body features with props, makeup, lighting and computer techniques
- Students can learn to look at the media messages more critically



Eating Disorders

- **Troubleshooting** - what you can do if you have a student who you think has an eating disorder
- **How to Teach** - The old curriculum requirements do not follow current research. This has changed with the new curriculum

Tips for Teaching

- Eating Disorders?
 - Teach students about:
 - healthy eating
 - self-acceptance
 - how to cope with weight and shape teasing
 - active living
 - media literacy skills
 - Teaching about eating disorders may be harmful, they may glamorize disturbed eating behaviours

Parent Involvement

- Parents are a powerful role model
- Getting them involved
 - Parent council
 - Parent nights
 - Meetings with teachers
- Health Unit can provide information and support for these

Parent Involvement

- There are some parent focused resources in the Tool
- There are also resources in our School Resource/ Program Catalogue that you might want to share with the parents



Curriculum Section

- All Curriculum support materials are also available in a separate section at the end of the document
- Resources can support the new Health and Physical Education curriculum “Healthy Living” and “Active Living” sections under a variety of topics for all grades.
- Contact us if you can’t find what you need!

School Resource Catalogue

- An evolving list of items available to you.
- You can contact your school PHN consultant for assistance
- Most materials are websites, PDF links or items you can order or borrow from the Health Unit
- List contains: grades, topics, language, description and way to access the item.

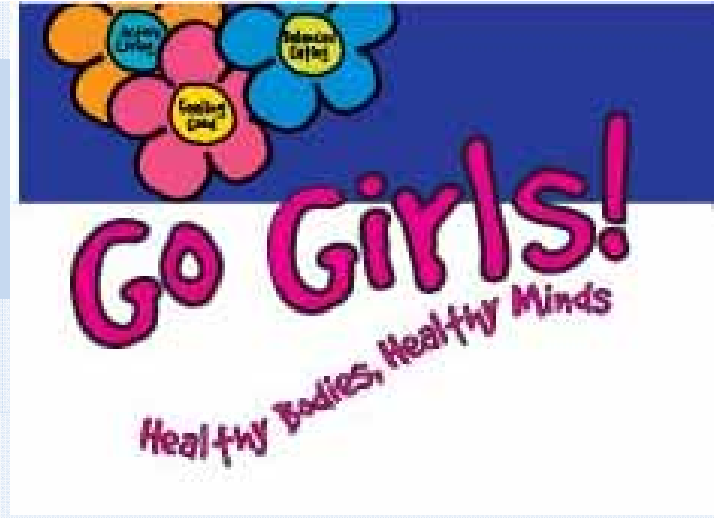
Health Unit Website

- School Section is all “new and improved”
- Contains information on a variety of health topics for:
 - Administrators
 - School staff
 - Parents
 - Students

The screenshot displays the Health Unit website interface. At the top, there is a navigation bar with links for Home, About Us, Board of Health, Careers, Contact Us, Media, and Search. The main header features the Health Unit logo and a banner image of children in a classroom. Below the banner, the 'School' section is highlighted, containing a sub-section for 'Public Health Nurses in Schools' with a descriptive paragraph. Further down, there are three columns of content: 'School Administrators', 'Teachers/School Staff', and 'Parents/School Councils', each with a list of resources and a small representative image. A large blue banner at the bottom of the screenshot contains the website URL 'www.healthunit.org'.

GO GIRLS

- This is a program targeting grade 7&8 girls
- This program is a 7-10 week program that runs once a week for approx 2hrs per session
- Small groups of girls are paired up with a Mentor who will support and empower them



Take Home Messages...

- Be positive role models
- Teach students how to have a healthy body image through a variety of topics and strategies
- Intervene when weight or shape teasing occurs
- If you aren't sure how to do these things refer to the tool or ask your PHN for help

To Conclude...

- The unhealthy environment in which we all live is a powerful place but we can start to change it.
- Every effort you make to change the focus from weight and appearance to health and empowerment is a step in the right direction



PHN Consultants

- Each school has a Public Health Nurse assigned to their school
- If you need any health related resources or have any questions contact your PHN consultant.

Any Questions?

*Thank you so much for your
time and attention!*

References

1. Grogan S. Body Image: Understanding Body Dissatisfaction in Men, Women, and Children. 2nd Ed. New York, NY: Routledge, Taylor & Francis Group; 2008.
2. Region of Peel. Peel Public Health website accessed online April 2009.
3. O'Dean JA. Evidence for a Self-Esteem Approach in the Prevention of Body Image and Eating Problems among Children and Adolescents. *Eating Disorders*. 2004;12:225-239.
4. Allen KL, Byrne SM, McLeean NJ, Davis EA. Overconcern with weight and shape is not the same as body dissatisfaction: Evidence from a prospective study of pre-adolescent boys and girls. *Body Image*. 2008;5;3,271-278.
5. Government of Ontario. 2004 Chief Medical Officer of Health Report: Healthy Weights, Healthy Lives.
6. Welch C, Gross SM, Bronner Y, Dewbery-Moore M, Paige DM. Discrepancies in Body Image Perception among Fourth-Grade Public School Children from Urban, Suburban, and Rural Maryland. *J Am Diet Assoc*. 2004;104:1080-1085.
7. Creating a Healthy School Nutrition Environment. Nutrition Tools for Schools: Positive Role Modelling Action Guide. Health Unit Collaboration, 2007.
8. Kater KJ, Rohwer J, Londre K. Evaluation of an Upper Elementary School Program to Prevent Body Image, Eating, and Weight Concerns. *J School Health*. 2002;72,5:199-204.
9. Negative Body Image and Disordered Eating Behaviour in Children and Adolescents: What Places Youth at Risk and How Can These Problems Be Prevented? From where?
10. Body Image Coalition of Peel. Directory of Resources and Services for the Prevention and Treatment of Eating Disorders; 2008 [cited 2009 20 Mar]. Available from http://www.bodyimagecoalition.org/directory_list.html