



Hooray for Health

Active Transportation Policy

At the May meeting of the Board of Education, the Active Transportation policy was approved for circulation. The intent of this policy is to improve the health of students through increased physical activity.

Canada's new guidelines recommends 60 minutes of moderate to intense physical activity every day for children.

One way the policy will be implemented is by promoting more students walking and biking to school during

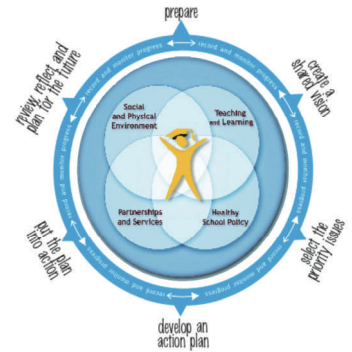
International Walk to School Month, October 2011. Several initiatives will support this:

- Education sessions on road safety will be conducted by RCMP for elementary students;
- Volunteers are being recruited for Walking School Buses and Bike Trains on routes to schools;
- No stopping zones are being planned around schools;
- Improved speed control in school zones;
- Community engage-

ment in active transportation initiatives.

There are additional positive 'spin offs' from implementing such a policy such as:

- improved student safety around schools;
- increased skills and independence of students;
- improved respiratory health for students;
- reduced car emissions;
- greater community engagement;
- improved infrastructure (sidewalks)



families, schools, municipalities.

Please contact Heather Shilton, 443-4786, or check out SD 51's website under **Promoting Health**, for more information.



Teacher Wellness

Edutopia.org has **2011 Summer Rejuvenation Guide** available for download. "10 tips for getting the most out of your summer." It's time for you! Time to relax, reflect, and recharge. Whether your summer plans call for a cool adventure or professional development, you'll find resource-packed ideas here. Take the time to learn about digital storytelling or join a site for bookworms and, most importantly, enjoy your summer! (Check out all our free guides and downloads.) Courtesy of Edutopia

Perley students from Tara Sherstobitoff's grade 2 science class experience gardening first-hand at Hanneke's Place



School Gardens Grow Great Scientists with Social

Tara Sherstobitoff is a part-time teacher at Perley ES with a passion for plants, their importance to communities, and the environment.

Tara looked at the science curriculum for her grade 1-2 class, and knew growing vegetables was the way to teach her students what they needed to learn. "The learning objectives included the plant life cycle. What better way to study this than through planting seeds and watching them grow?" She couldn't help but think of Grand Forks' community garden, Hanneke's Place, a mere 10-15 minute walk from Perley School.

The biggest benefit for students that Tara sees is their developing love of growing their own gardens. The sense of independence and ownership is huge for them. Lessons they are learning through experience include sun safety, active transportation, and the variety of careers available. A side lesson was a water-sampling

and creating a water report card, demonstrated by Jenny Coleshill during one of their walks to the garden across the old train bridge.

Tara sees the biggest benefit to her as a teacher is the opportunity to teach 'to her passion': sustainable food sources, being outdoors, and lifelong learning.

Brian Foy, AO of West Boundary ES and Beaverdell ES, says the "garden adventure" the two schools have are a direct connection between school and community, "a celebration of why we live in the Boundary."

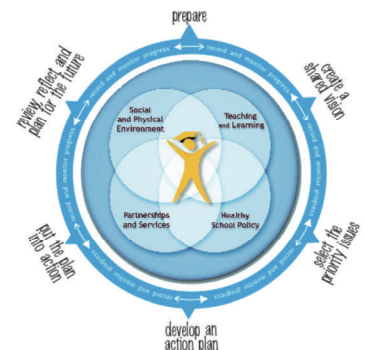
His vision for school gardens is the "evolutionary extension of growing bean plants in the classroom" and a way of students developing social responsibility, along with an understanding of the skills needed to grow food.

With germination tables in WBES, 1000 sq. ft. of garden beds under construction, a greenhouse, shed, and a deer-fenced garden area on school grounds, WBES is fairly self-sufficient in its "garden ad-

venture". However, it is giving back to its community by partnering with the Rock Creek Food Bank, exchanging summer care of the garden for harvest bounty.

Beaverdell ES has partnered with a neighbour, using his garden for its garden adventure.

There is an evolution evident between the path these two educators are leading for their students. Both are examples of bringing healthy eating experiences and appreciation to young minds and through them, to their families. Health promotion, indeed!



HPS Volunteer

Please welcome Selena Demenoff, a graduate of GFSS, to SD 51 as a volunteer with the Health Promoting School (HPS) initiatives. Selena is a 3rd year Health Sciences student at UNBC in Prince George, B.C. She brings her amazing enthusiasm and community spirit to HPS.

She believes that the healthy development of our children and our youth can be fostered when their strengths are amplified and each has the opportunity to grow. In order to build a healthy community, she states that it is integral that we provide support to our children and our youth.

Throughout her commitment to HPS, she aims to empower, encourage positive behaviour, and promote skill development in a respectful, inclusive, and supportive manner amongst our Boundary's youth. One of Selena's passions includes healthy nutrition and food security/education and she is currently engaging discussions with Community Garden (Hanneke's Place) groups. Selena welcomes you to contact her if you would like to work on a HPS summer project. She is excited to be your partner in focusing on our children and youth, to build and foster healthy



communities through this project. Please contact Selena through Heather Shilton at 250-443-4786 or heather.shilton@sd51.bc.ca

BC School Fruit and Vegetable Nutritional Program to Expand!

More B.C. children will have access to fresh, B.C.-grown fruit and vegetable snacks in the classroom thanks to a \$3-million expansion of the BC School Fruit and Vegetable Nutritional Program, Premier Christy Clark announced. Read more at:

http://www2.news.gov.bc.ca/news_releases_2009-2013/2011PREM0051-000552.htm



iMinds: A Health Literacy Learning Resource for BC

iMinds is a health education resource for grades 6-10 that aims to help students maximize their health literacy – the knowledge and skills they need to survive and thrive in a world where drug use is common. Built on constructivist educational theory, iMinds does not require teachers to have any special knowledge or training related to behavioural science, drug use or mental health. The teacher's role is to facilitate the learning process in a safe environment.

Check it out at:

<http://carbc.ca/HelpingSchools/iMindsLearningResource.aspx>

Hanneke's Place

I recently had an opportunity to speak with Lorraine Dick of Hanneke's Place (see article on pg. 2). This amazing woman worked with many other visionary people in Grand Forks to create the **community garden** located across the train bridge in North Ruckle. This kid-friendly organisation is eager to share this wonderful resource with school children. The possibilities are almost limitless, from planting a garden and watching it grow, to helping harvest vegetables in the fall and everything in between! A short tour may be all you have time for, and it can certainly be arranged. If you are interested in learning more for the coming school year, contact Lorraine at the garden any Saturday after 10:00 a.m. or through Heather Shilton or Selena Demenoff. While you're at it, check out <http://www.wafarmtoschool.org/Page/36/School-Garden-Successes-in-Washington>.