

CHAPTER VI

Stage 6 Developing the Program Action Plans

Objective: Identification, development, implementation, and evaluation of program activities based on the School Health Plan.

Program Action Plans convert the School Health Plan's short, medium, and long term strategies into actual programs. The Program Action Plans, with an approved budget, will determine program activities for the current year. A new action plan is prepared each year.

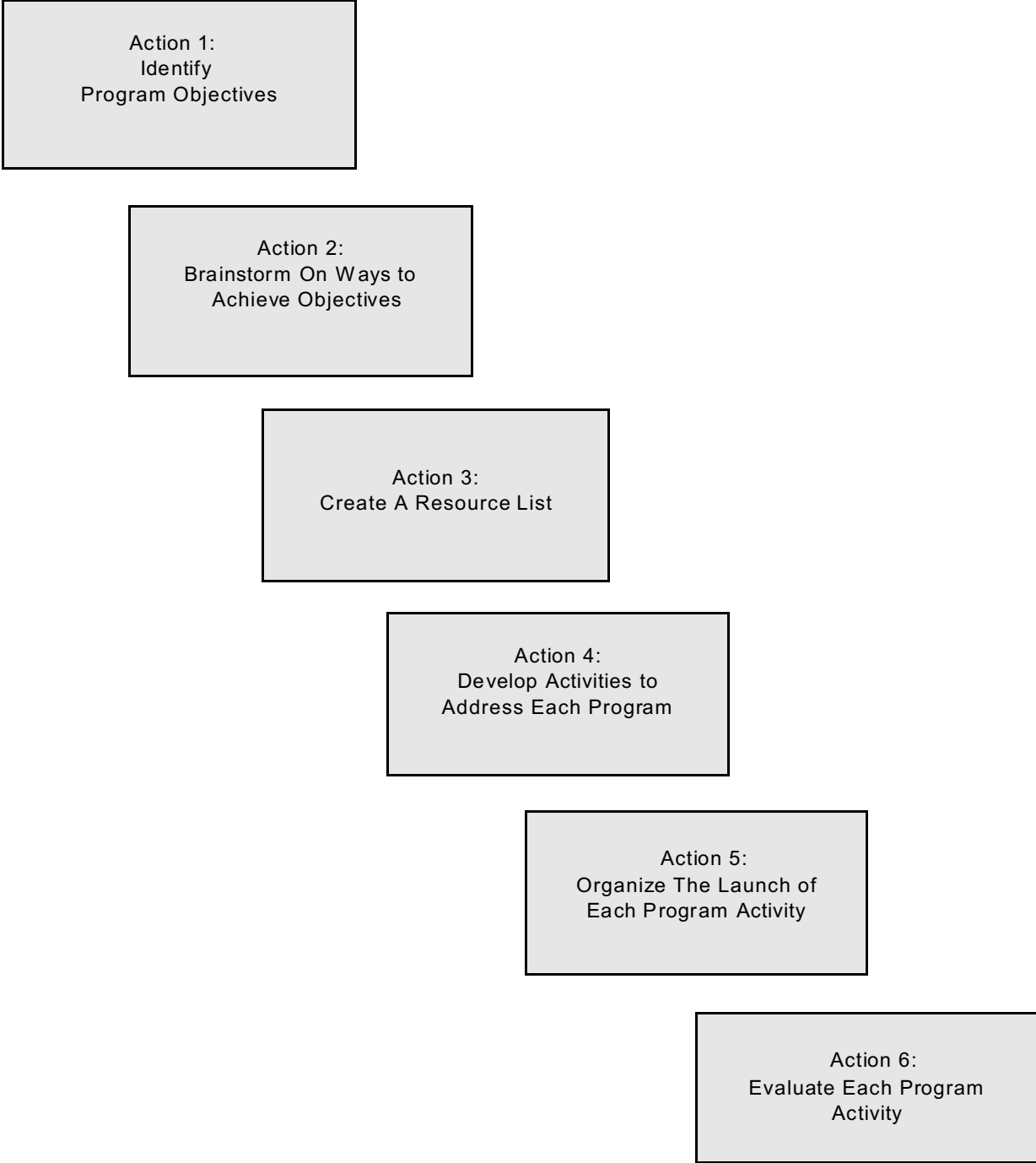
You may wish to undertake one or several activities for each program. These may or may not be repeated every year, and may occur at different moments in the school year. Also, some program objectives may take several years to accomplish. If a program is continued into the next school year, it may need to be adjusted depending on the previous year's progress and evaluation, or due to changes in the school environment. Examples of long term programs include: reviewing all school policies for consistency with health and safety goals, or developing a staff profile that can complement the student profile.

6.1 Development, Implementation, and Evaluation

Stage 6 addresses the development, implementation and evaluation of health-related programs and activities. The programs and activities within each program are to be based on the needs and preferences identified in the School Health Profile. The words "health-related programs and activity" mean any part of the overall program that is directed towards enabling the school and its students to improve their health.

A Program Action Plan must be developed for each health program. Once the Committee has identified two or three priorities, you can then develop an action plan for each. As previously stated, each program may consist of one or more activities. For example, if in the first year, your school plans to implement 1) a physical activity program, 2) a program to involve students in school decision-making, and 3) a smoking prevention program, then three separate Program Action Plans will be required. For each program, your committee needs to go through all Actions suggested within Stage 6 of the planning process.

There are Six Actions involved in developing a Program Action Plan for each program your Committee has identified as a priority in your school.



Appendix 6 - B to 6 - F contains worksheets you will find helpful as you proceed through the various program development steps.

6.1.1 Action 1 - Identify Program Objectives

In developing the health programs for your school, the committee should consider the health program objectives. Identifying objectives will help your committee determine how best to develop, implement and communicate the health programs. The objectives will likely fall into four categories: information, skill, attitude and behaviour, and environment and policy.

1. Information Objectives

These objectives relate to the information you want participants to gain from a program (e.g. understand what Canada's Food Guide to Healthy Eating is and how it should be used to plan meals; know how to listen empathetically; know how to plan a budget; or know how to chair a meeting).

Examples:

Personal Health Behaviours: *To know what Canada's Food Guide for Healthy Eating is and know how to use it to plan meals.*

Personal Resources: *To increase the understanding of teachers and students regarding how stress affects the physical and mental health of people.*

Physical Environment: *To increase the understanding of the impact of air quality and moulds in the air on the health of people within the school building.*

Social Environment: *To increase teacher and student understanding of how their treatment of each other affects their health and well-being, and the development of social responsibility in students.*

2. Skill Objectives

These describe what you want participants to be able to do as a result of participating in a program (e.g. be able to identify a victim in need of cardiopulmonary resuscitation (CPR) and practise CPR for at least five minutes; to communicate clearly and assertively without violence; to plan and pack a nutritious lunch; or to chair a meeting successfully).

Examples:

Personal Health Behaviours: *To be able to prepare and pack a nutritious lunch.*

Personal Resources: *To be able to identify, select and use stress reduction techniques appropriate to a situation.*

Physical Environment: *To be able to improve the school community environment by developing and maintaining safe, healthful outdoor spaces for students and staff.*

Social Environment: *To be able to communicate effectively in a respectful manner with all school community members.*

3. Attitude/Behaviour Objectives

These describe the beliefs or values about health you want participants to develop or clarify. For example: to accept and value healthy eating as an important contribution to health; to value harmony and peace within the school and community; to feel that CPR skills are important skills in life; or to feel that all students have a role in the school's functioning.

Examples:

Personal Health Behaviours: *To feel that healthy eating is important enough to act on it by preparing and eating a healthy lunch most days.*

Personal Resources: *To appreciate that each individual has different stressors and different stress thresholds and to be able to adjust and balance demands accordingly while communicating effectively with other members of the school community.*

Physical Environment: *To consider the physical environment of the school important enough to share in its daily maintenance and improvement.*

Social Environment: *To believe that school harmony is important enough to practise effective communications skills in all school community transactions.*

4. Environmental and Policy Objectives

These objectives describe your committee's expectations about changes that will take place in the psycho-social and physical environment of the school as a result of interest in, and commitment to, a health promoting school.

Examples:

Social Environment: *To develop an overall policy that conveys the school's interest and concern regarding the health of all students and their families.*

To develop administrative guidelines that convey the school's interest and concern regarding the health of all students and their families, such as individualized programs that allow students to better manage school, home, and work responsibilities.

Physical Environment: *To ensure air freshness conducive to the health and productivity of all students.*

To develop and promote an AIDS policy geared to prevention of the disease.

To work with cafeteria and food service management to promote healthy eating.

These environmental and policy objectives involve decisions that will provide encouragement and support to students in their decisions concerning personal health.

6.1.2 Action 2 - Brainstorm Ways to Achieve Program Objectives

Make a wish list of ways to respond to the School Health Profile and the School Health Plan.

The main idea behind brainstorming is to list as many ideas as you can within a limited amount of time. That way, your committee can come up with a wish list of potential ways to respond to the student needs and preferences conveyed through the School Health Profile and the recommendations (accepted by administration and school council) in the School Health Plan.

Once your committee has set program objectives (in the previous Action), it can make a list of ideas for meeting these objectives. These ideas should relate to programming content, such as: an assertiveness course for students being bullied; a time management course for students not handing assignments in on time; smoking cessation groups; a stress management program; and a peer helper or mediation program.

The brainstorming session should be held in an informal setting. Your committee may wish to meet away from the school to avoid distractions and to provide an environment for creative thinking. It may be helpful to use a flip chart and marker, and have committee members take turns writing down ideas. The flip chart pages listing the ideas can be taped to the wall around the room for all to see. It is best to not stop to discuss the pluses or minuses of ideas (just let them flow).

To ensure a balanced program, these ideas must be assessed by committee members. When your committee is satisfied that the ideas on program content appropriately address the student needs and preferences, and that the five paths and eight guiding principles have been considered in the program design, they are ready to proceed to the development of actual program activities.

Program activities must contain the following components:

Component 1: Awareness, Knowledge Development

Component 2: Skills Development

Component 3: Maintenance

Each component is described in detail on the following pages.

Component 1: Awareness

Raising awareness increases the student's level of knowledge and interest.

Raising awareness is both basic and essential to health programs. It is important, since it serves to set the stage for actual programming. Awareness programs can increase a student's level of knowledge and/or interest in a topic. Awareness activities can also create a supportive environment for health promotion or function as a lead-in to skills development programs.

Awareness type activities may include:

- ✓ distributing health promotion print materials (e.g., posters, buttons, etc.);
- ✓ providing self-test pamphlets on lifestyle issues (e.g., nutrition and physical activity);
- ✓ publicizing support group programs available in the community (e.g., healthy weights, fitness, and alcohol);
- ✓ preparing an assembly for International AIDS Day or World No Tobacco Day;
- ✓ having drama presentations on what it is like to be a refugee or immigrant in a new country;
or
- ✓ inviting representatives from various disease prevention organizations to speak to students (e.g., cancer, heart, lung, etc.).

Keep in mind that awareness activities should always involve the five paths to school and student health and well-being: psycho-social environment, physical environment, health practices, personal resources, and support services.

For example, if your committee targets **bullying and violence prevention as an area for health promotion**, the five paths could be addressed as follows:

1. Psycho-social Environment

The Guidance and Counselling Department might start a peer helper group or expand the current peer helper group to add training for conflict resolution or peer mediation. Peer helpers might be featured at a noon hour rally, at a staff versus students tournament, or they might set up a mentoring program to help new students adjust to the environment.

2. Physical Environment

The school might set up a meeting place or a place where some peer helpers are available every day. The school might plan some social events early in the school year to familiarize students with the school. If new students are recent immigrants or migrants, the school might set up a community familiarization program. The trained peer mediators could be available in the halls and/or play spaces during lunch hours or breaks in classes so that they would be available for intervention. They might be available through the guidance office for longer term interventions.

3. Health Practices

In the case of bullying, students often need to learn acceptable alternative ways of behaving. They may need to learn basic communications and negotiation skills. Students need to have these behaviours modelled for them and be able to practise them and have their practice reinforced. These practices can then be applied generally within the school community and perhaps even within the community outside the school. Promotion materials and lists of community resources may be made available in all languages represented in the school.

4. Personal Resources

Students need to feel accepted, safe, and secure in order to be comfortable enough to take the risks involved in active learning. New students could be paired with students that have been in the school or community longer, and the school could set up support groups for newer students. These students and support groups serve as role models and help new students develop expected behaviour.

5. Support Services

To address bullying and violence, peer helper groups, peer mediators, and trainers that can support them within the school community can be important. External sources of support could be developed through contact with the community services officers of the local police services or through mental health services. Your committee could organize lists of community resources or host a School Health Fair with participation from community service agencies.

Component 2: Skills Development

Developing new skills helps students improve and maintain their health behaviours.

Once students' awareness about health promotion is increased, it is important to plan activities that will assist them in developing and practising skills to improve and maintain their health behaviours.

Skills development activities include:

- ✓ workshops in specific subject areas, such as cardiopulmonary resuscitation, healthful cooking, or stress management;
- ✓ instruction on how to: mediate conflict, plan healthful breakfasts and lunches, communicate effectively, assert yourself, or take part in physical activity (e.g., brisk walking programs, cycling, swimming, etc.) in a fun and safe way;
- ✓ participation in educational programs, such as learning how to monitor one's own heart rate or administer cardio-pulmonary resuscitation or first aid;
- ✓ training in relaxation techniques; and
- ✓ a course in time management.

Component 3: Maintenance

Encouragement and support is essential to maintaining a new direction.

Once new behaviours are learned, it is important to reinforce this new direction through encouragement and support in the school and at home.

For example, the maintenance component could include monthly get-togethers for people who participated in a non-smoking program. The get-togethers would allow individuals to exchange their views and feelings on quitting smoking and provide support through difficult times. Other examples could include walking clubs, peer mediation and conflict resolution refresher sessions, or problem-solving sessions for the peer mediators.

6.1.3 Action 3 - Create a Resource List

Include resources from both within your school community and the community-at-large.

Make a list of the available people, information, supplies and facilities you will need in order to make each of your program activities work. Look for internal resources first. Talk to a variety of people in your school community (you may be surprised at the talent you find). Involve these resources in committee meetings or arrange a special briefing session for them.

Another valuable resource is your community. Most communities have a service directory or listing of health-related associations that can be accessed in a local library, health clinic, or the city/town/township or county hall. Resources may include:

- ✓ Public Health Department,
- ✓ Recreation Centre,
- ✓ Family Counselling Centre,
- ✓ Occupational Health and Safety Associations,
- ✓ Alcohol and Drug Programs,
- ✓ Hospitals/Medical Centres/Universities/Colleges,
- ✓ Municipal Government,
- ✓ Mental Health Services,
- ✓ Ministry of Health Offices,
- ✓ Community Information Centre/Services, and
- ✓ Disease Prevention Organizations (e.g., Heart, Lung, Cancer, and others).

Once your committee has created a list of resources, contact the agencies who can offer products and services to the program you wish to develop.

When you meet with the individual/organization:

- ✓ describe your committee's goals;
- ✓ outline the eight principles and the five paths to school and student health and well-being;
- ✓ describe the Voices and Choices planning process;
- ✓ discuss the results of the Student Needs Assessment Questionnaire;
- ✓ outline what you expect from this program;
- ✓ inform them of your budget for this part of the plan (if they charge for their services); and
- ✓ if all factors look positive and a working relationship has been established, include the group in your resource list.

6.1.4 Action 4 - Develop Activities to Address Each Program

Once your committee has listed the resources required to assist with immediate programming needs, details on a first year Health Action Plan should be finalized. The Health Action Plan consists of: the individual programs to be sponsored, relevant policies, and details on specific activities.

Your committee's responsibility in developing an Action Plan can be divided into four areas, each with a number of functions:

AREA	FUNCTION
1. Administration	Direction Coordination Finance Volunteers Participants
2. Design	Plan Activities
3. Promotion	Communicate Plan Activities
4. Implementation	Plan Launch

Each function can be further broken down into specific tasks. The specific tasks vary based on the scope of the programs being implemented and the stage of implementation.

Practical Tips for Successful Program Activities

The following tips serve as a handy reference when planning programs/activities and assessing programs that service providers may offer.

Is the program:

- ✓ *Meaningful?*
A program activity should respond to identified needs whether or not the needs are real or perceived.
- ✓ *Easy to Manage?*
Try to have as little paperwork as possible in the administration process. Service providers can be helpful in coordinating and implementing programs.
- ✓ *Simple?*
A program activity must be straightforward and have simple objectives, content, and delivery. "Simple" means "easy to do."
- ✓ *Flexible?*
A program activity must involve strategies such as scheduling around class timetables and busses. Be flexible about where the programs will take place. On-site programs are easier to administer and require less time than those away from school. If this is not feasible due to space, cost, or staffing, then be prepared to offer programs in partnership with the local community centre, theatre group, and businesses.
- ✓ *Efficient?*
Meetings should be scheduled in advance and be well organized so that participants feel their time is well spent. Work and family commitments should be kept in mind for activities planned outside school hours.
- ✓ *Both Short Term and Ongoing?*
A program activity should have clear, short-term objectives, such as involving smokers in cessation programs, as well as ongoing objectives, such as improving communication within the school and the school climate.
- ✓ *Motivating?*
In many schools, a health promotion program will need an approach designed specifically to motivate students to become involved (e.g., guest speaker, drama presentation). Often incentives such as time off school to participate or an invitation to family members are good ways to encourage participation.
- ✓ *Fun?*
People define "fun" in different ways. Your committee will need to discover exactly what this word means in your school prior to designing programs.
- ✓ *Attractive in the Way it is Communicated?*
A program activity that provides well-designed take-home materials will reinforce information presented in other ways. Many materials are available from resource agencies free of charge.

- ✓ *Involving Students Every Step of the Way?*
Participants should be actively engaged in planning the kinds of programs they want. Using the profile and feedback groups will help ensure student, teacher, and parent “buy-in”. Students who have been involved in the design of programs have significantly more “ownership” for the programs than those who feel the programs have been simply “laid-on” without their input. Once committed, they should be included in monitoring and evaluating the programs (through informal discussions, written questionnaires, and other means).

6.1.5 Action 5 - Organize the Launch of Each Program Activity

Communicate your plans to your school community as well as the community-at-large.

Your committee is now ready to put your programs into action. But first, plan to share your ideas with everyone. Your committee will need to prepare a communication plan. The plan must include specifics on how and when to plan to launch the program, and plan for maintaining interest throughout the program. The plan should also include a timetable.

To develop the communication plan you will need to assess three specific areas:

1. Your Audience,
2. Your Program,
3. Your Communication Options.

Worksheets are included in Appendix 6 - C to assist in assessing these three areas.

1. Your Audience

In assessing the particular needs of your audience, consider the following:

Age/Grade Level

Which age group/grade level of students expressed the most needs? The age/grade level of the student population will give your committee an indication of program elements and characteristics that might appeal to them.

Program

The type of program the students are in will direct the committee on the means of communication to consider. Your committee will need to use more than the printed word to get the message across.

Language

The objective of communicating to the various language groups in your school should be kept in mind when preparing the communication plan. If your school makes it a practice to communicate in a number of languages, the precedent may already be set for your committee. Sufficient time for translation may need to be built into the plan. This is especially important in communications going home to the parent/caregivers of the students.

2. Your Program

The program that has been designed will need to be described. Emphasis should be placed on the key objectives of the program, with all communication materials reinforcing the objectives.

3. Your Communication Options

An important part of your launch plans will involve identifying the means through which you will communicate the program. Options include:

- ✓ letters,
- ✓ bulletins,
- ✓ assemblies,
- ✓ staff meetings,
- ✓ school council meetings,
- ✓ audio-visual presentations,
- ✓ posters,
- ✓ balloons,
- ✓ buttons, and
- ✓ electronic media (e.g., personal computers, web site).

The communication options suitable for making an initial announcement of the program to students include:

- ✓ assemblies,
- ✓ announcements,
- ✓ home room and student representatives, and
- ✓ posters.

The communication options suitable for giving students further details on the programs include:

- ✓ newsletters,
- ✓ slide presentations,
- ✓ assemblies,
- ✓ workshops,
- ✓ video,
- ✓ brochures, and
- ✓ seminars.

Documenting the Communication Plan

To document the communication plan you may want to organize the plan under the following headings:

1. Audience
2. Selection of Options for Communicating
3. Production Tasks (e.g., design, writing, translation, and printing)
4. Timetable
5. Cost

Appendix 6 - J contains a sample timetable of a student awareness program. Be sure to allow sufficient time for approval and production.

In the first year of your Voices and Choices initiative and in any given year thereafter, you may have one or more program activities operating at the same time. Activities will receive more or less emphasis depending on the stage of implementation and the proposed length of the activity. Some activities may be ongoing and will only need review and maintenance to sustain them.

6.1.6 Action 6 - Evaluate Each Program Activity

Is the program working as intended?

A review and evaluation of the program activity is necessary to find out if the program is achieving the expected results. Should adjustments be made to get the program back on track?

If your school is working with a service provider (i.e., an agency that offers a health service), it is important to agree on an evaluation process during the early stages of the program. Evaluations usually take two forms: **process** and **outcomes**.

Process objectives apply to the program as it is happening. They enable you to answer questions, such as:

- ✓ How was the program managed?
- ✓ How many people participated in the program? How did they react to it?
- ✓ Were the facilities suitable? How was the facilitator received?

Examples of ways to evaluate the process include attendance lists, evaluation forms that ask for students reactions to an activity, or questionnaires that ask people how involved they felt in a particular communication campaign.

Outcome objectives apply to the impact of the program on those who were involved, both as individuals and as a group. For example, they enable you to look at changes in areas such as: health practices, school policies, absenteeism rates, attitudes and beliefs relating to health practices, teacher/student relations, and bullying behaviour.

Examples of ways to evaluate outcome include: doing a survey that counts the number of people who quit smoking and stayed non-smokers for six months or more; monitoring injury types and rates after the conclusion of a program that has "safety through injury prevention" as a specific goal; and interviewing students involved in a stress management, time or money management course six months after the program is over.

Appendix 6 - K contains a sample of how process and outcome objectives are evaluated for a poster campaign. The program evaluation questions included will assist your committee in the evaluation process.

6.2 Evaluation

Your committee can evaluate Stage 6 as a whole, as well as the program activities developed during Stage 6. In considering a process evaluation of Stage 6, consider how the program activities were developed and how effectively students were involved in the development of these program activities. Did the students feel that they were supported in their efforts to develop the program activities? Did they feel that they were helped to develop the skills and expertise needed to lead this work?

Other questions that a process evaluation of Stage 6 could address are:

- ✓ Were activities developed to meet the strategic goals and objectives outlined in the School Health Plan?
- ✓ Were activities developed for each path?
- ✓ Were the program activity objectives clearly outlined?
- ✓ Did the program activities outlined develop awareness, knowledge, and skills, and help participants use and practice these?
- ✓ Were the programs clearly and effectively communicated to the school population?
- ✓ Was an evaluation plan developed for each of the program activities?
- ✓ Did the targeted school population participate in the program activities?
- ✓ Was the targeted school population happy with the planned program activities?
- ✓ Were all the steps and processes documented and recorded for the use of the school health committee in future years?

Stage 6 - Developing the Program Action Plans Checklist

Review the worksheets, Appendices 6 - B to 6 - N used in each Action of Stage 6. Use this checklist to capture your comments on each Action.

Action 1: Identify Program Objectives

Comments:

Action 2: Brainstorm On Ways to Achieve Objectives

Comments:

Action 3: Create a Resource List

Comments:

Stage 6 - Developing the Program Action Plans - Checklist

Action 4: Develop Activities to Address Each Program
Comments:

Action 5: Organize the Launch of Each Program Activity
Comments:

Action 6: Evaluate Each Program Activity
Comments:

Developing the Program Action Plans

Name of Program: _____

Information Objectives: What do you want participants to learn from their participation?

Skill Objectives: What do you want participants to be able to do as a result of their participation?

Attitude/Behaviour Objectives: What beliefs or values about health do you want participants to adopt?

Environment and Policy Objectives: What environmental and policy changes do you feel should take place as a result of the commitment to using a Comprehensive School Health approach and the Voices and Choices planning process?

Date: _____

Developing the Program Action Plans

Name of Program: _____

Divide ideas into three components.

Awareness	Skills Development	Maintenance

Developing the Program Action Plans

Name of Program: _____

Internal (at school)	External (in the community)

Developing the Program Action Plans

Name of Program: _____

The following list can serve as an assessment tool for your committee to use when planning programs.

Are the programs:

- ✓ meaningful?
- ✓ easy to manage?
- ✓ simple?
- ✓ flexible?
- ✓ efficient?
- ✓ short term and ongoing?
- ✓ motivating?
- ✓ fun?
- ✓ attractive communication material?

Developing the Program Action Plans

Name of Program: _____

Subject: _____

Strategy: _____ Path: _____

Target Group

Gender: _____

Age/Grade: _____

Cost

Yes: __ How Much: ____

No: __

Who Will Offer the Program

<p>Teachers:</p> <p>_____</p> <p>_____</p>	<p>During school hours:</p>
<p>School Board:</p>	<p>In class time:</p>
<p>Public Health Nurse:</p>	<p>Before school:</p>
<p>Community Service Provider:</p>	<p>After school hours:</p>
<p>Non-profit Organization:</p>	<p>On weekends:</p>
<p>Government Agency:</p>	

Developing the Program Action Plans

Name of Program: _____

Where?

At school: _____

At community facility: _____

At a park: _____

Other: _____

Frequency: _____

Duration: _____

Goals: _____

Objectives: _____

Evaluation: _____

Other details: _____

Developing the Program Action Plans - Audience Assessment

Name of Program: _____

Data from the School Health Profile and the School Overview should help you with the following breakdown of your school.

Your Audience

<p>1. The age distribution is:</p> <ul style="list-style-type: none"> -under 14 -14 -15 -16 -17 -18 -19 -20 + 	<p>2. The grade distribution is:</p> <ul style="list-style-type: none"> -grade 9 -grade 10 -grade 11 -grade 12 -OAC 	<p>(Québec):</p> <ul style="list-style-type: none"> -Secondary 3 -Secondary 4 -Secondary 5 -Cégep 1 -Cégep 2 	<p>3. The languages spoken are:</p> <ul style="list-style-type: none"> -English -French -Other (specify)
<p>4. The level of reading comprehension is:</p> <ul style="list-style-type: none"> -ESL Beginner -ESL Advanced -General -Advanced 	<p>5. The sex is:</p> <ul style="list-style-type: none"> -female -male 	<p>6. Special Programs:</p> <ul style="list-style-type: none"> -ESL -Gifted -Special Education -Immersion 	<p>7. Cultural groups represented:</p> <ul style="list-style-type: none"> - - - -

Developing the Program Action Plans - Sample Timetable

Name of Program: _____

The sample communication plan includes a bulletin, poster and button.
The timing for such a plan would be as follows:

Week	1	2	3	4	5	6	7	8
1. Develop theme to be used on communications materials.								
2. Write copy for bulletin, poster and buttons.								
3. Finalize copy for bulletin, poster and buttons.								
4. Design bulletin, poster and buttons.								
5. Arrange for printing of bulletin, poster and buttons and recruit volunteers for distribution.								
6. Distribute bulletin, poster, and buttons.								

Developing the Program Action Plans - Sample Poster Campaign

Name of Program: _____

Sample - Poster Campaign

OBJECTIVES	HOW EVALUATED	RESULTS
<ul style="list-style-type: none"> - to find out how many students noticed the posters and thought about them after seeing them. - to find out whether students shared the ideas in the posters with others at school or at home. 	<ul style="list-style-type: none"> - volunteer students will survey a sample of the student body through informal discussions and keep track of responses on a pre-set form which would include questions: Did you notice the posters? Which poster(s) stood out for you? Would you like to see other poster campaigns in your school? Why/Why not? 	<ul style="list-style-type: none"> - 100% of the students surveyed saw the posters. 89% liked them / 80% discussed ideas with other students / 60% mentioned the posters at home.
<ul style="list-style-type: none"> - to find out whether students remember the poster campaign three months after the posters have been removed. - to find out whether the posters have had an impact on students attitudes three months after the posters have been removed. 	<ul style="list-style-type: none"> - student volunteers will survey students through informal discussions and keep track of responses on a pre-set form. 	<ul style="list-style-type: none"> - 75% remembered the posters. 65% indicated continued impact on attitude.

Developing the Program Action Plans - Program Evaluation Questionnaire

Name of Program: _____

1. Is the program offered based on the needs and preferences identified in the Student Needs Assessment Questionnaire?
2. Does the program address all five paths to school and student health and well-being: psychosocial environment, physical environment, health practices, personal resources and support services?
3. Does the program include components such as:
 - ✓ social support?
 - ✓ increasing student sense of control over their own health?
 - ✓ increasing student involvement in the design of programs?
4. Does the program address differences in age, sex, and types of programs/activities?
5. Who can participate? (students, parents, staff, others.)
6. How many students have participated in or registered for the program/activity?
7. What is the attendance rate for the program/activity?
8. When are programs/activities being offered?
9. Where are programs/activities offered?
10. Is there a cost to the participants in the program/activity?
11. Did your Committee use incentives?
12. How did the Committee promote the program/activity?
13. Do administration, teachers, parents, and school council support or participate in the program/activity?
14. Does the Committee have a mechanism for students to evaluate the format and content of the program/activity?
15. Is there a mechanism to evaluate health attitude and behaviour change after the program/activity (short and longer term)?

Developing the Program Action Plans - Evaluating Project Objectives

Name of Program: _____

PROGRAM OBJECTIVES	RESOURCES	EVALUATION INFORMATION REQUIRED	EVALUATION TOOLS

Developing the Program Action Plans - Planning Sheet/All Actions

Name of Program: _____

ACTIONS	To Do	COMPLETED/ DATE	COMMENTS
Action 1: Identify Program Objectives			
Information			
Skill			
Attitudes/Behaviour			
Environment/Policies			
Action 2: Brainstorm On Ways to Achieve Objectives			
Awareness			
Skills Development			
Maintenance			
Action 3: Create a Resource List			
Within Our School			
Within Our Community			
Action 4: Develop Activities to Address Each Program			
Action 5: Organize the Launch of Each Program Activity			
Action 6: Evaluate Each Program Activity			