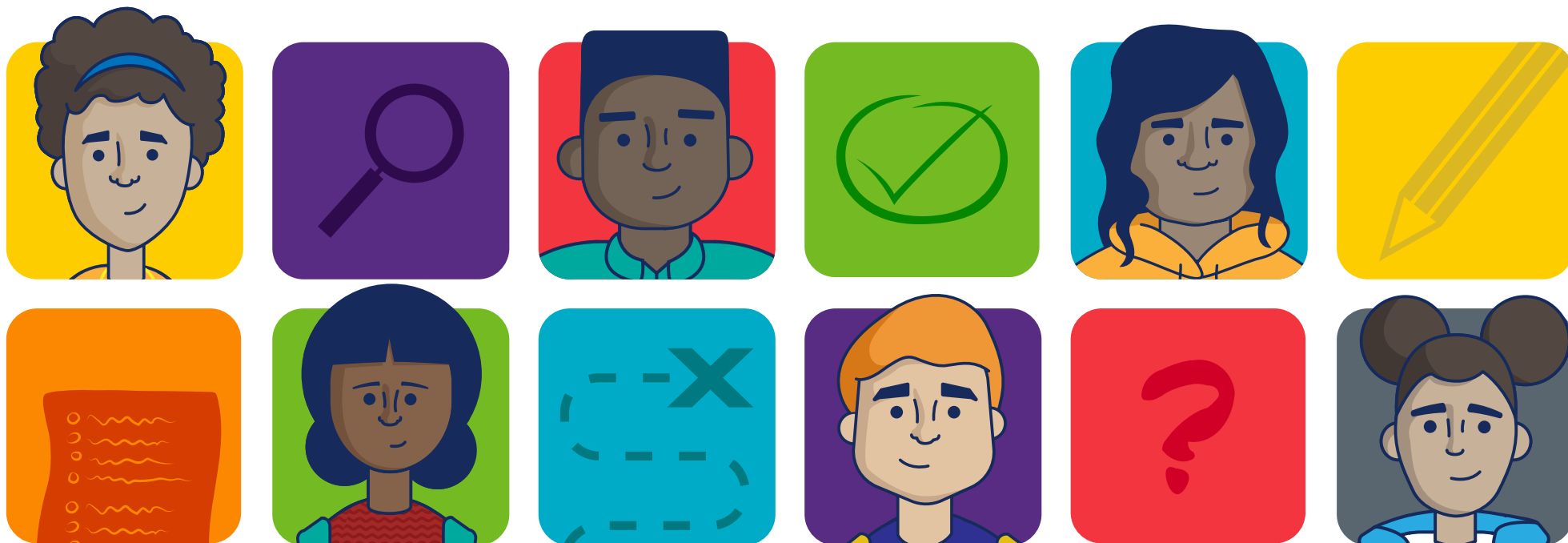# Student-Centered Learning Toolkit for Engaging Students in School-Based Initiatives

A for Youth by Youth Approach

Acknowledgements

Physical and Health Education Canada (PHE Canada), founded in 1933, is a national charitable association championing healthy, active kids by promoting and advancing quality physical and health education opportunities and healthy learning environments. Supporting community champions with quality programs, professional development services, and community activation initiatives, PHE Canada inspires all to live healthy, physically active lives.

PHE Canada wishes to acknowledge the contributions of the many individuals, groups, and organizations that participated in the development of this initiative.

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2451 Riverside Drive, Ottawa, ON, K1H 7X7
Tel: (613) 523-1348
info@phecanada.ca | www.phecanada.ca

Student-Centered Learning Toolkit for Engaging Students in School-Based Initiatives.
A for Youth by Youth Approach

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Table of Contents

Introduction

The Student-Centered Learning Toolkit for Engaging Students in School-Based Initiatives provides educators and administrators with a new way of implementing school-based initiatives by engaging students in the planning, design, and implementation process. This toolkit is best suited for use with students in grades 7-12, but can be modified for younger students.

Student-centered learning is an approach where students are provided with an authentic task with the goal of creating relevant learning experiences (Elen et al, 2007). Integral to the success of student-centered learning is a focus on topics that are meaningful to the student. This student-centered learning toolkit uses a for youth, by youth approach, meaning that students come together to co-design, plan, and implement an initiative that suits the unique needs and interests of students in their school community. Rooted in the principles of equity, inclusion, and the right to access programming, the approach supports all schools and student populations.

Furthermore, the toolkit uses youth engagement principles, recognizing the rights of children and youth to participate in decisions that impact them, as well as acknowledging the many skills and strengths they bring. Youth engagement is defined as the sustained and meaningful involvement of a young person in an activity focused outside themselves. It exemplifies young people as valued stakeholders in creating effective and inclusive policies, programs, and environments (Pan-Canadian Joint Consortium for School Health, n.d.).

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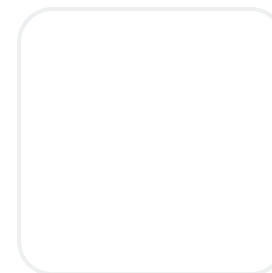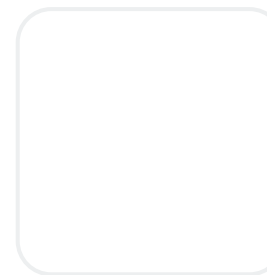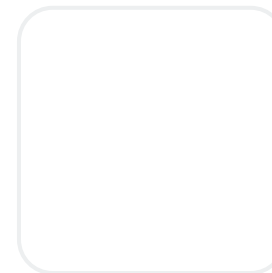
Educator and Student Roles

To keep youth engagement and student-centered learning at the center of the implementation of this toolkit, it is important to understand and distinguish educator and student roles.

Educator

The role of the educator is to create a safe environment where students feel comfortable sharing their own ideas, promote collaboration through organized brainstorming activities, and support students as they shape the plan for their initiative.

Student

The role of the student is to generate relevant ideas and plan, implement, and evaluate the initiative. Students are encouraged to think outside of the box as they engage with the identified problem and each other, creating an initiative that reflects the needs, values, and interests of students in their school community. Students will have the opportunity to develop a variety of teamwork, communication, and organizational skills throughout the process.
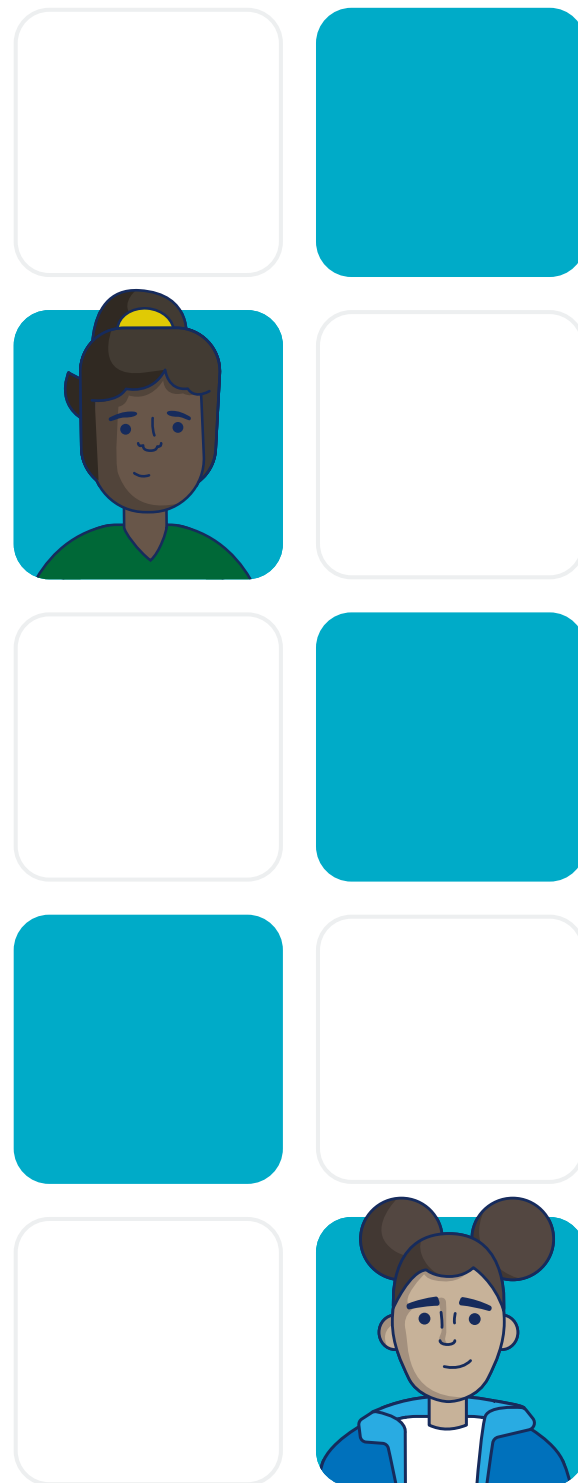
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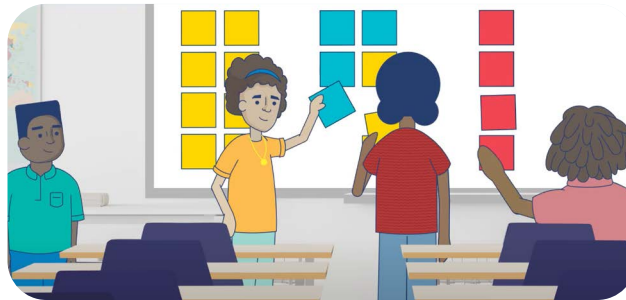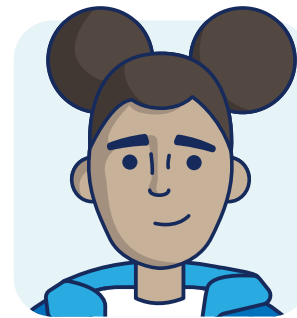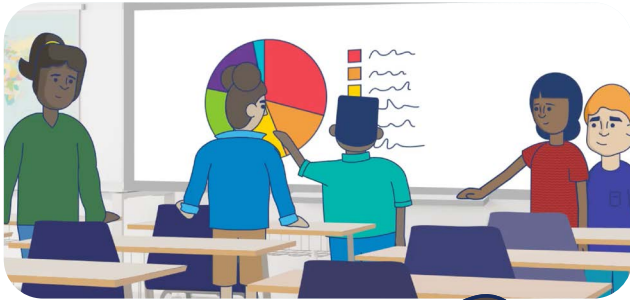
A 9-Step Approach

Student-Centered Learning for School-Based Initiatives:
A 9-Step Approach

This toolkit provides a 9-step approach to design, plan, and implement an initiative within the school community. Each of the 9 steps is listed below and the subsequent pages provide further details about how to implement each step.

Step 1 Identify the Problem	**Step 2** Pre-Initiative Survey or Interviews	**Step 3** Convene the Action Team
Step 4 Knowledge Transfer	**Step 5** Design Workshop	**Step 6** Planning for Implementation
Step 7 Solution Implementation	**Step 8** Post-Initiative Survey or Interviews	**Step 9** Evaluate and Refine

The first two steps of the approach are not youth-led and involve the educator exploring an identified problem in order to appropriately recruit and engage youth in the remaining steps.

Before beginning this 9-step approach, ensure that you follow the appropriate protocol to seek permission from the administration at your school.

Consider planning the implementation of these steps to occur over the course of the school year, starting early in the year and ending close to the end of the year. While this provides sufficient time for each step to be implemented and maximizes participation time, the timeline can be modified for shorter time periods as well (i.e., a semester). Sample timelines for implementing each step are included on the next page.

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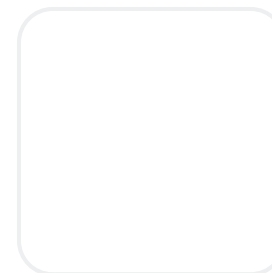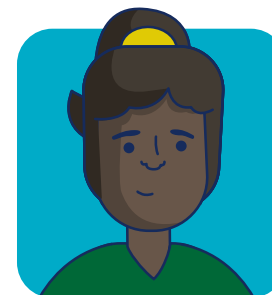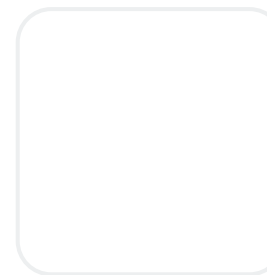
Step	Full School Year		One Semester		
	Month	Completion Time	Fall Semester	Winter Semester	Completion Time
1. Identify the Problem	September	1 month	2nd week of September	2nd week of February	1 week
2. Pre-Initiative Survey or Interviews	October	1 month	3rd week of September	3rd week of February	1 week
3. Convene the Action Team	November	2–3 weeks	4th week of September	4th week of February	1 week
4. Knowledge Transfer	November	2 hours	1st week of October	1st week of March	2 hours
5. Design Workshop	November	1–2 days	1st week of October	1st week of March	1 day
6. Planning for Implementation	December – January	2–4 weeks	2nd week of October	2nd week of March	1 week
7. Solution Implementation	January – June	3–6 months	October & November	April & May	1.5-2.5 months
8. Post-Initiative Survey or Interviews	May	1 month	1st week of December	1st week of June	1 week
9. Evaluate and Refine	May – June	1 month	2nd & 3rd week of December	2nd & 3rd week of June	1 week

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Step 1: Identify the Problem

Goal

Conduct conversations, observations, and reflection to identify the problem that will be addressed.

Materials

None

Details

Identifying the problem may be difficult to do at the beginning of a school year or semester, but conversations with teachers, observations of students, and information from previous years can be included in the process.

Questions to Support Identifying the Problem

- Is the school environment supportive and inclusive of all students?
- Do the school facilities provide equal and safe access to activities for all students?
- Is there enough diversity in the instructional or extra-curricular programs being offered to students?
- Are there groups of students who may not be reflected in the school's culture, practices, and programs?
- Are older students more engaged than younger students? Vice versa?
- Are there groups of students that are not engaged at all?
- Is there a specific issue related to health and well-being (e.g., physical inactivity, substance use, mental health, etc.)?

The specific problem may be unique to each school and may change from year to year within the same school. Though it may be tempting, refrain from addressing the problem or brainstorming solutions at this stage. Simply identify the problem to be addressed within the school.

TIP: Ask other teachers for support in identifying the problem. The perspective of others is important and will support you in deciding what problem to address within the school.

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Step 2: Pre-Initiative Survey or Interviews

Goal

Gather student perspectives and analyze responses about the identified problem.

Materials

- Paper copies of survey and pens or online survey tool (e.g., Survey Monkey, Qualtrics)
- Recording tool and note pad for interviews

Details

Note: Acquire the appropriate permissions to survey or interview students as required by your school board, province, or territory.

Develop and distribute a pre-initiative survey that asks students about their experiences at school and about the identified problem. Also consider asking about their experiences before and after school, and during lunch or breaks, if you are considering implementing the initiative during that time. Appendix J provides sample pre-initiative survey questions.

Pre-initiative interviews with students, while optional, can also be completed to gather more detailed information about their experiences related to the identified problem. Interviews should last no longer than 30 minutes. Appendix K provides sample pre-initiative interview questions.

Give adequate time for the completion of the survey and interviews. Analyze the responses and consider the results in relation to the problem you have identified. If survey or interview responses do not align with the identified problem, reconsider the problem to be addressed (i.e., go back to Step 1) before moving to Step 3.
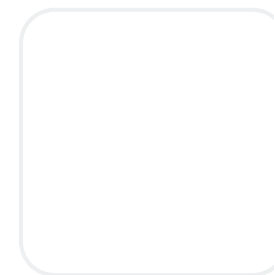
TIP: Many online survey tools offer free accounts but usually have a limit of 100 responses. Be sure to look into this before developing the survey online.

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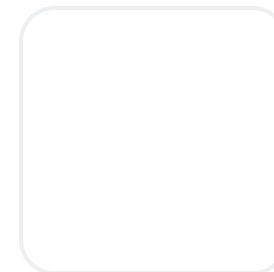
Step 3: Convene the Action Team

Goal

Recruit 10-15 students to the Action Team to lead the design and implementation of the initiative.

Materials

Content and access to chosen social media and in-school channels for sharing the message with students

Details

Develop a communication strategy to reach out to students. Present the communication in a way that is engaging to students and encourages them to come out and have their voices heard. It should share that they will be an integral part of the decision-making process of planning and implementing the initiative. While it is common for students who are already engaged and passionate about making a difference to join the Action Team, consider how to reach students who are unengaged or have lived experience related to the problem that has been identified. This is a unique opportunity that may make a big difference to these students.

The goal is to recruit 10–15 students to the Action Team, who will participate in the design, planning, and implementing phases of the initiative. Appendix A provides a sample invitation that can be used to recruit students.

TIP: Be creative about how you get the message out to students. Consider using popular social media channels (TikTok, Instagram, etc.) or other forms of communication that are likely to spark interest.
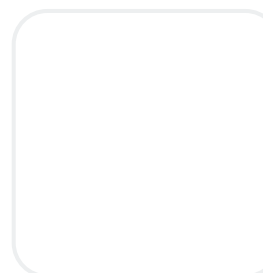
Step 4: Knowledge Transfer

Goal

Analyze and discuss the pre-initiative surveys and/or interviews with the Action Team.

Materials

Copy of survey responses containing no personal information (e.g., names and email addresses removed)

Details

Bring the Action Team together for the first time! Set the tone of the meeting by being both welcoming and fun, followed by an overview of the steps students will participate in moving forward. Share with students that this is an opportunity for their voices to be heard and to make real change within their school. The Action Team must understand that you are there to guide them but that they are the real leaders of the design, planning, and implementation phases of the initiative. Explain that Action Team members must be supportive of each other throughout the process as they build and develop a variety of new skills. For older students, it's also helpful to share that they can include their participation on their resumé, illustrating their community involvement and volunteer experience.

Share the survey results with the Action Team in a way that the group can review and analyze the information, discuss trends, and talk about the identified problem. Hold back from discussing solutions during this meeting, but do outline the process that will be taken to propose and test solutions (i.e., Design Lab and Solution Implementation steps).

This is also a good time to share timelines, objectives, and an overview of the steps. The group should leave the meeting feeling empowered, eager to start, and with additional knowledge about the identified problem at their school.
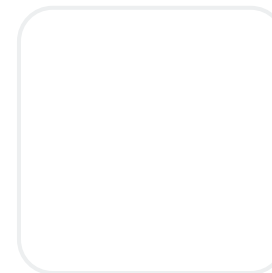
TIP: Start the meeting with an icebreaker so students can get to know one another (see Appendix C for ideas). Or do a trust or team building activity to begin establishing a sense of community among the Action Team.

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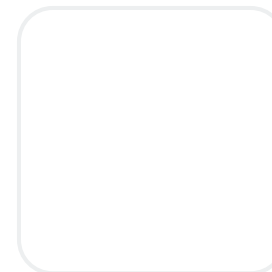
Step 5: Design Workshop

Goal

Action Team brainstorms and begins to design the chosen initiative.

Materials

- Chart paper
- Sticky notes
- Markers
- Name tags

- Projector & screen
- Design Workshop PowerPoint presentation (optional)
- Design Workshop poster or sheets (Appendix D, E, and G) (optional)

Details

The Design Workshop is an exciting step of this student-centered learning approach. Youth engagement principles are used and the Action Team becomes the true leaders of the brainstorming and design of the initiative. Each Design Workshop will be as unique as each Action Team, but workshops will generally consist of the following activities:

Part 1. Team Building
    i. Icebreakers (see Appendix C)
    ii. Norms of the Day (see Appendix D)

Part 2. Knowledge Gathering
    i. Expert Stations (see Appendix F)
    ii. Empathy Mapping (see Appendix E)
    iii. Scenarios

Part 3. Review Survey Results & (Re)Frame the Problem

Part 4. Design Charrettes

Part 5. Initiative Selection

Part 6. Initiative Logistics

Part 7. Roles & Responsibilities

Part 8. Sharing Circle & Debrief

These activities can be modified based on your timeline and preferences but this provides you with a suggested framework to follow.

TIP: While it is important to promote the intrinsic rewards of participation (developing skills, making friends, etc.), consider providing the Action Team with apparel (e.g., t-shirt, hat) to foster belonging and uniformity within the group.

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Step 5: Design Workshop

Design Workshop sample agenda:

A 2-day Delivery

DAY 1

Part	Activity	8:30 AM-2:15 PM	
Team Building	Icebreaker(s)	8:30 AM	15 mins.
Knowledge Gathering	Norms of the Day	8:45 AM	15 mins.
	Expert Stations	9:00 AM	30 mins.
	BREAK	9:30 AM	15 mins.
	Empathy Mapping	9:45 AM	45 mins.
	Scenarios	10:30 AM	45 mins.
	BREAK	11:15 AM	45 mins.
	Review Survey Results & (Re)Frame the Problem	12:00 PM	45 mins.
Design Charrettes	Round 1	12:45 PM	45 mins.
	Round 2	1:30 PM	45 mins.
End of Day 1		2:15 PM	

DAY 2

Part	Activity	8:30 AM-2:15 PM	
	Icebreaker(s)	8:30 AM	15 mins.
	Review Day 1	8:45 AM	15 mins.
Design Charrettes	Round 3	9:00 AM	45 mins.
Initiative Selection		9:45 AM	60 mins.
	BREAK	10:45 AM	15 mins.
Initiative Logistics		11:00 AM	60 mins.
	BREAK	12:00 PM	45 mins.
Roles & Responsibilities		12:45 PM	60 mins.
Sharing Circle & Debrief		1:45 PM	30 mins.
End of Day 2		2:15 PM	
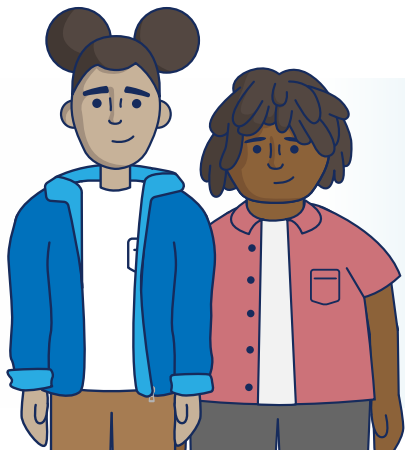
Available to support the implementation of the Design Workshop, is an optional poster that can be printed at your local print shop and taped to the wall. The poster provides a step-by-step process of the workshop and a place to capture and write all information and ideas. Click here to access the poster and printing instructions. An optional PowerPoint is also included to to guide the Design Workshop and can be downloaded by clicking here.

Some of the Design Workshop activities are also available in the appendices as standard 8x10-inch sheets that can be printed and posted to a wall to guide workshop delivery. See Appendices D, E, and G to access these sheets.

Three sample agendas for the Design Workshop are provided for consideration: a 2-day delivery, a 1-day delivery, and a ½-day delivery.

Step 5: Design Workshop

Design Workshop sample agenda:

A 1-day Delivery

Part	Activity	8:30 AM-2:15 PM	
Team Building	Icebreaker(s)	8:30 AM	15 mins
Knowledge Gathering	Norms of the Day	8:45 AM	15 mins
	Expert Stations	9:15 AM	30 mins
	Empathy Mapping	9:45 AM	30 mins
	BREAK	10:15 AM	15 mins
	Review Survey Results & (Re)Frame the Problem	10:30 AM	15 mins
Design Charrettes	Round 1	10:45 AM	30 mins
	Round 2	11:15 AM	30 mins
	BREAK	11:45 AM	15 mins
	Round 3	12:00 PM	30 mins
Initiative Selection		12:30 PM	30 mins
Initiative Logistics		1:00 PM	30 mins
Roles & Responsibilities		1:30 PM	30 mins
Sharing Circle & Debrief		2:00 PM	15 mins
End of day		2:15 PM	

A 1/2-day Delivery

Part	Activity	8:30 AM-12:30 PM	
Team Building	Icebreaker(s)	8:30 AM	10 mins
Knowledge Gathering	Norms of the Day	8:40 AM	15 mins
	Expert Stations	8:55 AM	15 mins
	Empathy Mapping	9:10 AM	30 mins
	Review Survey Results & (Re)Frame the Problem	9:40 AM	15 mins
Design Charrettes	Round 1	9:55 AM	20 mins
	Round 2	10:15 AM	20 mins
	BREAK	10:35 AM	10 mins
	Round 3	10:45 AM	20 mins
Initiative Selection		11:05 AM	20 mins
Initiative Logistics		11:25 AM	25 mins
Roles & Responsibilities		11:50 AM	25 mins
Sharing Circle & Debrief		12:15 PM	15 mins
End of day		12:30 PM	

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Design Workshop Planning Tips

Important points to consider when planning the Design Workshop include:

- Inform the administration at your school about the workshop and decide on a 2-day, 1-day, or ½-day workshop.
- Get parental/guardian consent for students to participate in the workshop (if required). Appendix B provides a sample letter.
- Book an unused classroom, learning commons, or some other private area in the school for the Design Workshop.
- Take time to become comfortable with how to implement the Design Workshop, including (re)framing the problem, design charettes, and scenarios. These are all described on the following pages. Taken together, this process is often called Design Studio. It might be overwhelming to think about learning another approach, but it is really easy to implement!
- Optional: Download and/or print the Design Workshop poster, sheets, and/or PowerPoint presentation to provide a visual guide throughout the workshop, editing to suit your timelines and Action Team.

As you prepare for the workshop, keep the following in mind:

- A 2-day workshop allows for more time for planning versus a 1-day workshop where students will need to plan regular meetings to complete the planning phase entirely. However, it is often more feasible for schools to do a 1-day workshop and meet before, after, or during lunch to continue to plan the initiative. A ½-day workshop is only recommended for Action Teams that have worked together before, and that would be able to work efficiently.
- Do not skip the icebreaker or team building activities at the start of the workshop! It's very important to have the Action Team get to know each other and to start feeling comfortable with one another.
- Continue to share the message that the members of the Action Team are the knowledge holders. They know and understand the problem and are able to share reasons for the problem or barriers to solving it.
- If possible, provide snacks and lunch to participants to bring the group together to connect over food and to enhance their experience.

> Visit Amy Ogrin's (2016) Introduction to Design Studios to find out about this methodology that focuses on idea generation, constructive feedback, and collaborative decision-making.

Step 5: Design Workshop

Parts of the Design Workshop

Part 1. Team Building

The following activities are intended to build trust, belonging, and community among the Action Team as they navigate the Design Workshop activities.

I. Icebreaker(s)

Plan and implement icebreakers of choice or see Appendix C for Icebreaker and Team Building Activity ideas.

II. Norms of the Day

This activity asks students to think about the social norms they would like to see reflected throughout the workshop. The idea is for students to think about what social norms will help them feel safe, supported, and valued within the Action Team and during the workshop activities. Students will be asked to reflect, share, and then collaborate to create a Norms of the Day poster that they will symbolically sign as a demonstration of their commitment to these norms. See Appendix D for a template and instructions for this activity.

Part 2: Knowledge Gathering

III. Expert Stations Activity

Expert stations are a great way to share information about the identified problem or issue with students. It's an opportunity for students to learn more about the issue or problem and provides time for reflection and discussion.

In small groups, students read and discuss 3-5 expert station sheets (see Appendix F) using the following process:

1. Before the activity, place expert station sheets of your choice around the room.
2. Break the students up into the same number of groups as the number of stations around the room (i.e., for 4 stations you will have 4 groups).
3. Within these groups, each student chooses a different station to visit to learn about the information at that station.
4. After an allotted amount of time, students return to their original group.
5. Each group member takes a turn sharing about the information they learned at their station. In this way, everyone in the group has learned about a variety of facts or statistics about the identified problem.

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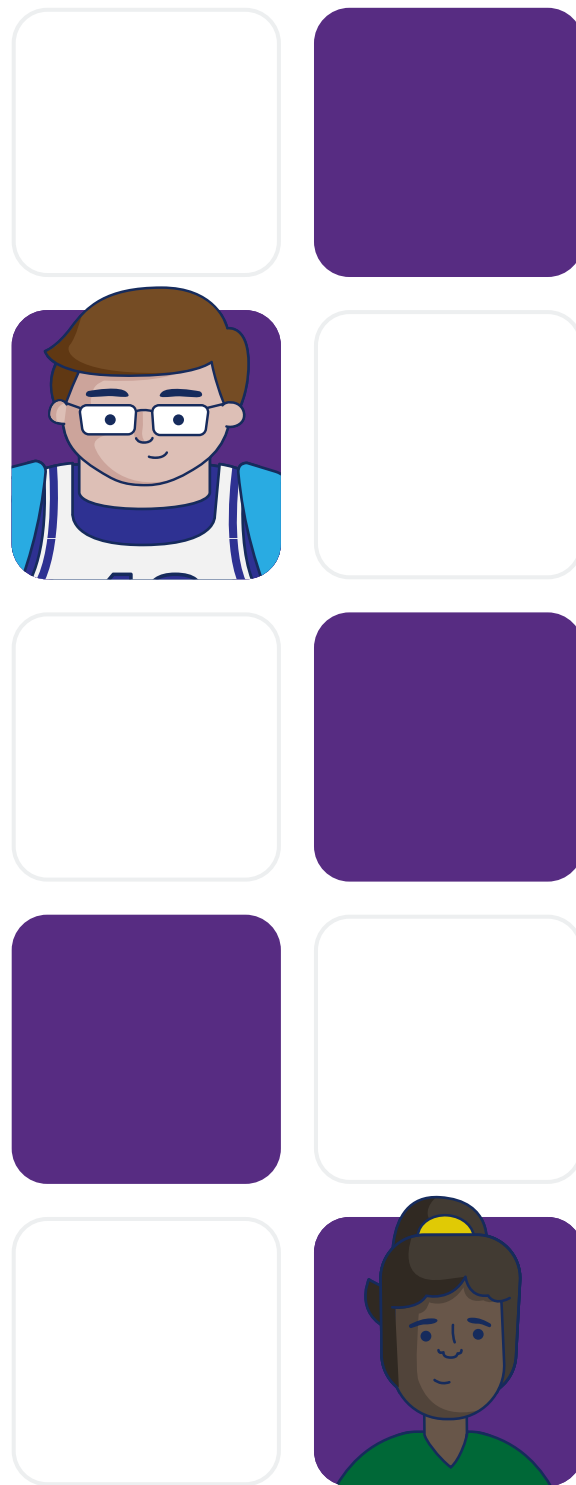
Appendix F provides a number of links to infographics and resources on a variety of topics that can be used for expert station sheets. Choose the infographics or resources most relevant to the identified problem within your school. Presenting statistics that are meaningful to the Action Team can be very impactful and a great conversation starter.

IV. Empathy Mapping

In this activity, the Action Team reflects on the students in their school community that will be the target audience for the initiative. The Action Team will consider questions about the target audience, such as, What do they hear? What do they see? What do they feel? in various school spaces and places.

This activity encourages the Action Team to personify or empathize with other students within the school to ensure they are planning the initiative to be relevant for as many students as possible.

See Appendix E for an Empathy Map activity template.

V. Scenarios

Scenarios are the aspects of the solution that will make it a meaningful initiative for as many students as possible. As a group, discuss the scenarios the Action Team should consider as they are designing the initiative. Some ideas for scenarios include the following:

- Fun and enjoyment
- Challenge and competence
- Skill development
- Social interaction
- Belonging

As an example, if the problem being addressed is the inactivity rates of students at lunch hour, consider what would need to be included for students to join. Would it be fun and enjoyment, challenge and competence, and skill development?

After identifying scenarios to consider, write them down and explain to the Action Team that they will come back to these during the design phase of the workshop.

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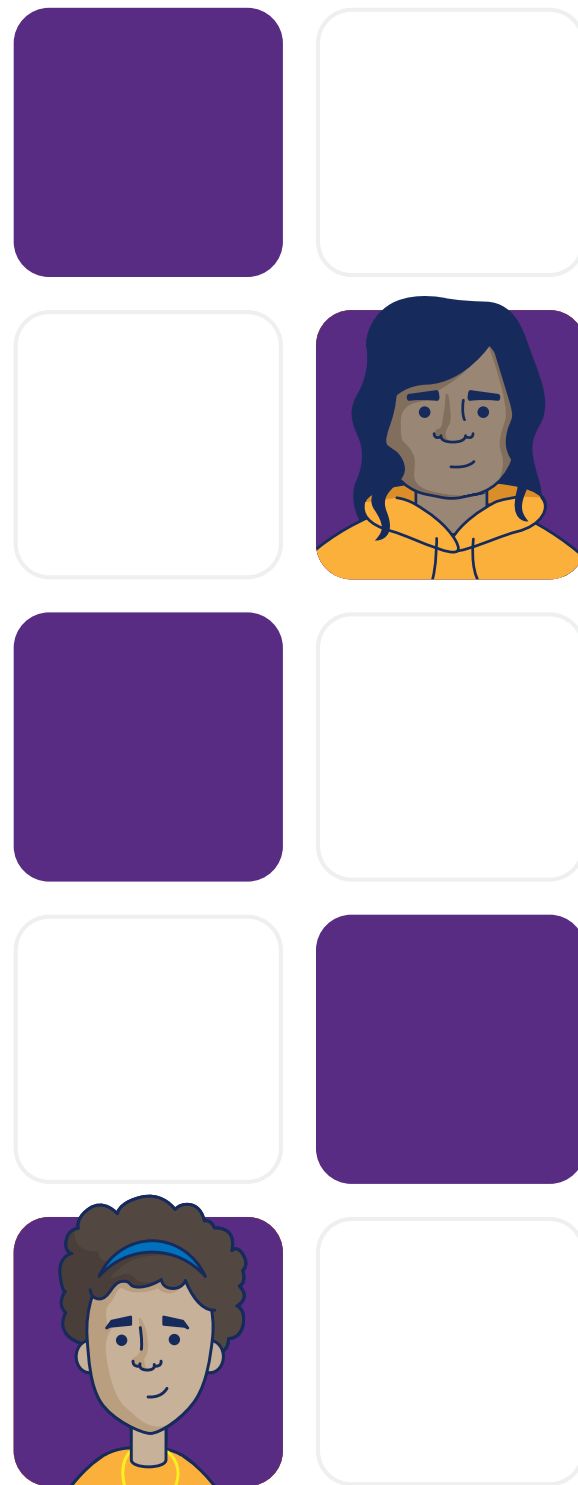
Step 5: Design Workshop

Part 3: Review Survey Results & (Re)Frame the Problem

This is a short, but often challenging, part of the Design Workshop, as the Action Team must collaborate and communicate to identify one common problem that will guide the design of their initiative. Lead the Action Team through the following questions:

- What did the survey results have in common?
- Is there a common problem or barrier that was addressed?
- Who is the group most affected by this barrier?
- What is the problem your initiative is trying to solve?

After answering these questions, ask the Action Team to follow the steps below to reframe the problem as required. While a problem has already been addressed at the beginning phase of the process (i.e., in Step 1), it is important to reconsider the problem now that student feedback and empathy mapping has been explored. When a problem is framed properly, it sets the stage for the generation of a large quantity of potential solutions, as well as higher quality solutions that could lead to greater impact.

What is the problem?	→	What impact are you trying to have?	→	What is the context? Barriers?	→	Reframe the problem

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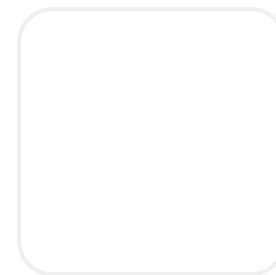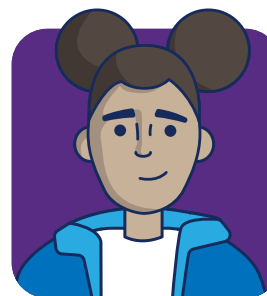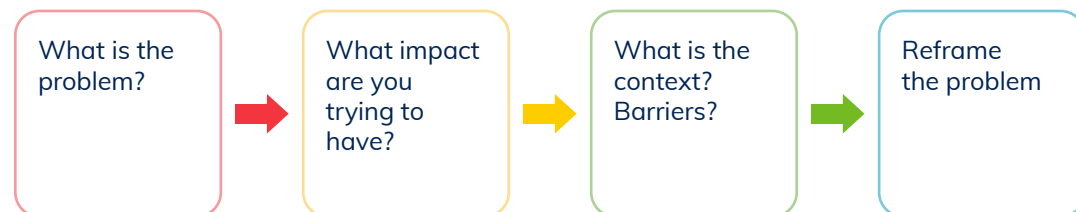
Step 5: Design Workshop

Part 4: Design Charrettes

A design charrette is a short, collaborative meeting during which members of a team quickly collaborate and sketch designs to explore and share a broad diversity of design ideas (Pernice, 2013).

This activity guides the Action Team through three rounds of ideation, idea presentation, and idea feedback. In Round 1, students work alone to identify an initiative they would like to see implemented to support as a solution to the problem. In Round 2, students work collaboratively in small groups to combine and refine their ideas. In Round 3, the entire group collaborates to combine and refine their ideas about the solution that will have the most impact.

Before starting the design charrettes, divide the Action Team into groups of 3-4 for the design process. Assign each group a different scenario from Part 2 of the workshop and encourage them to design for this scenario (i.e., the group with the scenario of fun and enjoyment would focus on designing and initiative that is fun and would be enjoyed by participants).

Ensure that each group has room to sketch in an area away from other groups. Provide each group with pads of sticky notes, markers, and large chart paper for their sketches. Share with the team that they will be sketching out initiative ideas. For those who worry about their drawing skills, explain that as long as they can draw a few shapes, they will be able to do the activity!
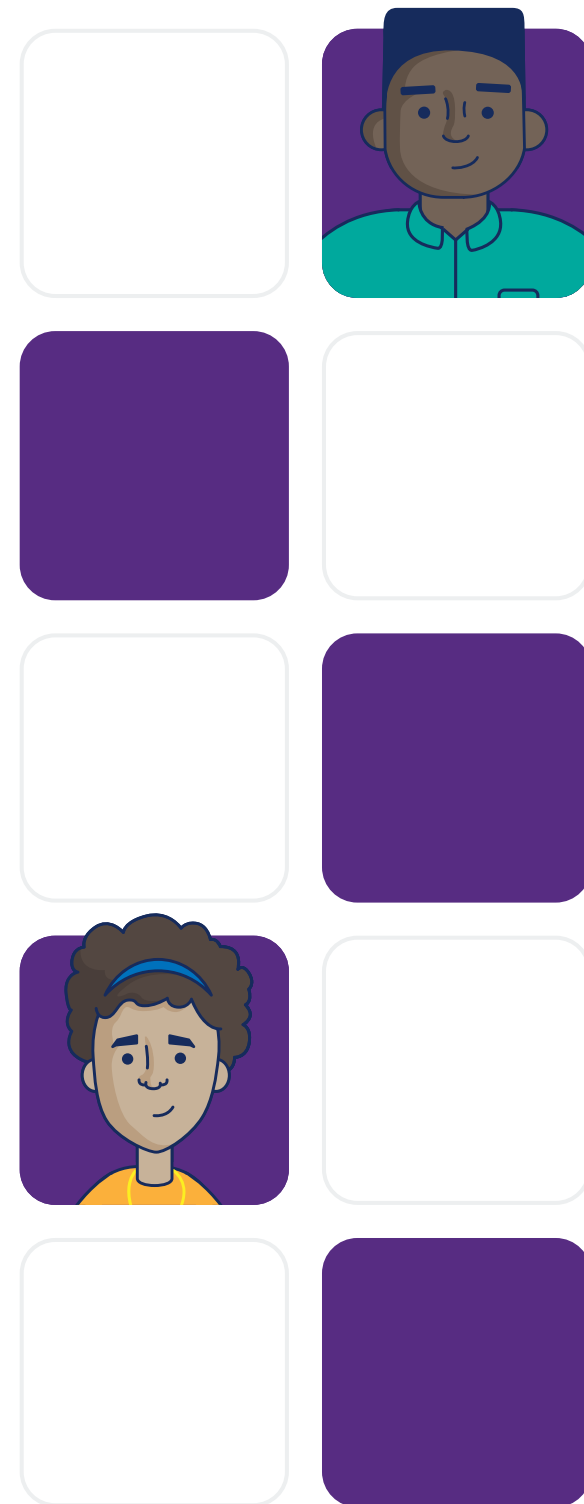
Step 5: Design Workshop

The graphic below outlines each of the three stages of the design charrettes. Note the suggested timing of each step.

WHAT HAPPENS	WHAT HAPPENS	WHAT HAPPENS
Individuals sketch as many ideas as they can come up with in 5-8 minutes.	Individuals sketch 1 idea in 5-8 minutes based on ideas & critique shared in the previous charrette.	Collaboratively, members of a team sketch 1 idea in 20-25 minutes based on their earlier charrettes.
1	**2**	**3**
WHY	WHY	WHY
Generate as many ideas as possible without time for over-analyzing.	Allow individuals to form their own conclusions on the strongest ideas.	Understand how groups compromise & where consensus has surfaced.

Credit: Adam Connor, Mad*Pow

After each step above, each group member provides feedback to the others in their group. It is important to set boundaries for feedback so each group is providing constructive feedback. Here are some guidelines for the feedback phase of each step:

- Presenters share quickly
- Everyone is equal and can critique
- Avoid getting sidetracked by figuring out minor details
- Ask questions as necessary
- Be supportive

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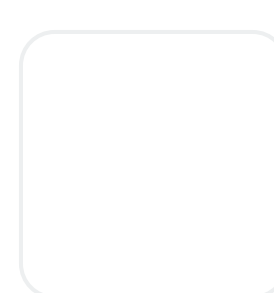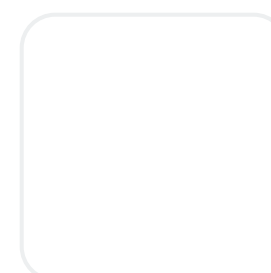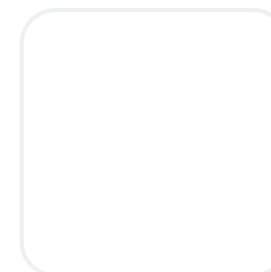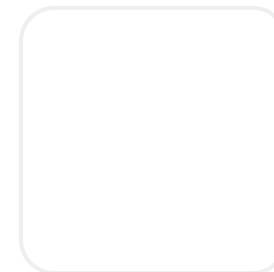
Step 5: Design Workshop

Part 5: Initiative Selection

During this phase of the workshop, the Action Team reviews their final idea(s) and shapes their solution and initiative.

After the final round of the design charrette, bring the Action Team together to discuss their collaborative ideas. As a large group, come to consensus about the initiative that will be implemented. Ask the following questions as the team selects and shapes the final solution to be implemented:

- Are you addressing the problem?
- What do you like about the initiative?
- Is it safe?
- Is it inclusive?
- Is it realistic?
- Will there be interest?
- Does it satisfy all of the scenarios you want to focus on?
- What are some potential challenges?
- How do you implement it?

After the team has collectively agreed upon the solution, move into discussing and planning the logistics of the initiative.

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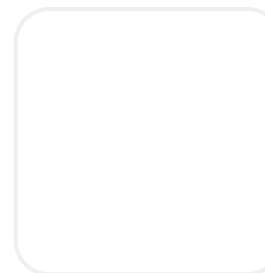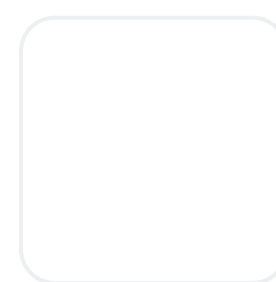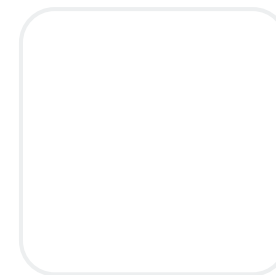
Step 5: Design Workshop

Part 6: Initiative Logistics

To discuss the logistics, consider dividing the Action Team into groups again to discuss the following planning areas:

Logistical Details – What is the initiative name? When will it run (days/times)? What types of activities will be implemented? What equipment is needed? What will the schedule look like? Will participants need to register? If yes, how will they register?

Promotion – How will you promote it? Who will promote it? What do you need to develop for the promotion of the initiative?

Evaluation – How will the initiative be evaluated? How will you define success? What needs to be considered in advance to prepare for the evaluation (e.g., survey development)?

Part 7: Roles & Responsibilities

The Action Team members will identify the roles required to implement the initiative and volunteer for a specific role. Encourage the Action Team to consider the following questions:

- What roles and responsibilities need to be filled?
- Who will be responsible for promotion/scheduling/equipment/registration?
- When will the associated tasks need to be completed by?
- What resources or equipment will you need and how will you get it?

If time permits, the Action Team can finalize the different roles and responsibilities and students can volunteer for a specific role. The Action Team can then continue the planning process for the rest of the initiative.

Step 5: Design Workshop

Part 8: Sharing Circle & Debrief

At the end of the workshop, take time to discuss the Action Team's thoughts around the purpose of the initiative and reflect on how they feel about the activities of the day.

Bring the group together into a sharing circle and provide time to debrief the workshop and allow each member of the Action Team to share what they have learned and what they will take away from the workshop. Share with the Action Team that the work does not end here, but that the Design Workshop is an essential element of the process to create cohesion amongst the team and empower them to implement the initiative.

During the Sharing Circle and Debrief, ask questions like:

- What is one thing you learned from today's workshop?
- What is one thing you really enjoyed?
- What is one thing you would like to see done differently during the next meeting?

The Action Team should now have an outline of the initiative and have thought through many of the logistics. It is likely that the team will still need to come together for meetings before launching the initiative to ensure that all is organized. Encourage the team to choose a day and time for subsequent planning meetings.

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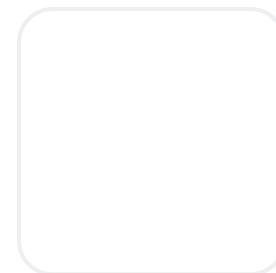
Step 6: Planning for Implementation

Goal

Action Team meets and completes the tasks required to launch the initiative.

Materials

- Note paper and/or chart paper
- Pens and/or markers
- Laptops (optional)

Details

The Action Team continues to plan the initiative but it's also an important time to review the details of the initiative to ensure all logistics have been addressed. Consider asking the Action Team to complete an action plan to guide their planning. See Appendix G for an action plan template.

To continue to build or reinforce team cohesion and ensure that the Action Team continues to be a safe and supportive environment for all team members, consider kicking off each meeting with a social and emotional check-in activity. These are activities similar to Icebreakers and Team Building activities, but are designed for a more intentional focus on student well-being. For suggested social and emotional check-in activities, see Appendix H.

If there are logistics that have been forgotten, ask the Action Team to review the initiative details and consider what is missing rather than directly pointing out what is missing. It's important that students develop the skills and autonomy to organize the initiative and make decisions on their own. Once the Action Team is ready, it's time to launch the initiative!
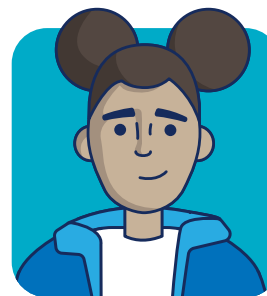
TIP: Encourage the Action Team to think outside the box as they plan the initiative. Ask them to think about new ideas to inform and motivate other students to participate. This may involve some strategic thinking and creativity.

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Step 7: Solution Implementation

Goal

Action Team implements the initiative to their target audience.

Materials

Required equipment or materials for planned initiative

Details

This is what the Action Team has been working towards! Ensure that all of the roles and responsibilities are fulfilled and implement the initiative. If engagement rates are low, revisit the promotion strategies and initiative logistics and think about how to get more students involved.

Whatever your initiative, where there are appropriate opportunities to create a fun atmosphere with music, Appendix I provides some ready-to-use playlists.

Towards the end of implementation, the Action Team should plan to conduct an evaluation of the initiative which is detailed in the next step.

TIP: Continue to have Action Team meetings during the implementation phase of the initiative. This provides time to discuss successes and challenges and to ensure all roles and responsibilities are being met.

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Step 8: Post-Initiative Survey or Interviews

Goal

Gather feedback about the effectiveness of the initiative.

Materials

- Paper copies of survey and pen or online survey tool (Survey Monkey, Qualtrics, etc.)
- Recording tool and note pad for interviews

Details

Develop a post-initiative survey and distribute it to the students who completed the pre-initiative survey in Step 2. Appendix L provides sample post-initiative survey questions. The Action Team completes the evaluation during this step but will come together to discuss the results of the evaluation in Step 9.

The Action Team can also ask students who completed the survey and were engaged in the initiative to participate in a post-initiative interview for more detailed feedback. These interviews should be no longer than 30 minutes. Appendix M provides sample post-initiative interview questions.

After a sufficient amount of time for students to complete the survey, or after interviews are completed, analyze the survey and interview responses and compare the data from the pre- and post-surveys and/or interviews. Develop a report of the survey results to share with the Action Team.
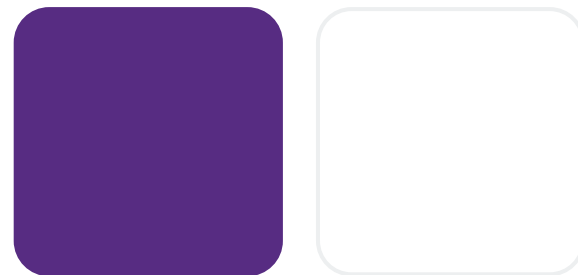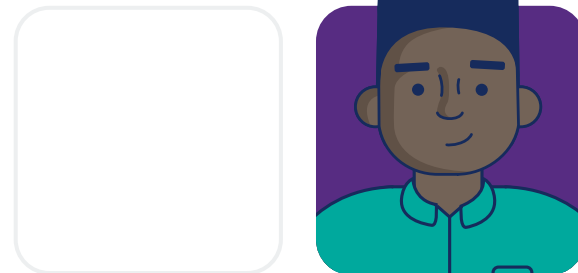
TIP: To encourage students to complete the post-initiative survey after some time has passed since the first survey, consider setting up a healthy snack table and have them complete the survey at that time.
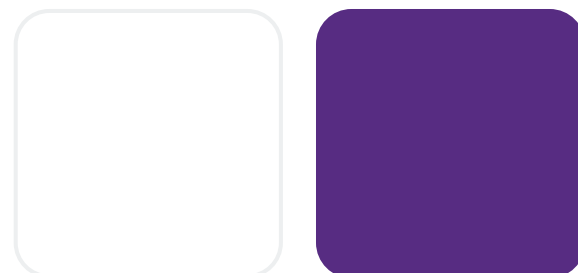
Step 9: Evaluate and Refine

Goal

Refine the initiative as identified in the evaluation (and as required) to increase effectiveness.

Materials

- Evaluation feedback from participants
- Pens and/or markers
- Note paper and/or chart paper

Details

Share the results of the post-initiative survey and/or interviews with the Action Team and discuss the results of the initiative.

Sample questions to ask the Action Team to analyze the results of the evaluation include:

- Did participants enjoy the initiative?
- What did participants say was their favourite part of the initiative? Least favourite part?
- Did participants make new friends?
- Did participants learn new skills?
- Did participants' attitudes toward the identified problem change?
- Did participants' behavior toward the identified problem change?
- Did participants have any other feedback that should be considered?

After the team has discussed the evaluation, move to the phase of refining those elements that were addressed as needing improvement or consideration. The Action Team then decides how they will make these changes and may prepare for an enhanced version of the initiative.

TIP: When discussing the results of the initiative, ask the Action Team to create a list of pros and cons to differentiate between what worked well and what needs to be improved. This visual can support the team in analyzing the initiative and deciding how to refine it for the future.

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Conclusion

This student-centered learning approach for engaging students in school-based initiative is about student **voice, choice**, and **leadership** in the design and implementation of initiatives to problems that affect them the most. By following the 9-step approach—with students at the center—important youth engagement principles are utilized.

With its for youth by youth motto, the *Student-Centered Learning Toolkit for Engaging Students in School-Based Initiatives* encourages leaders to rethink traditional initiatives and engage students in the process to create more opportunities for all students to live healthy, active lives.

References

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Appendices

31 **Student-Centered Learning Toolkit for Engaging Students in School-Based Initiatives**
A for Youth by Youth Approach

Appendix A
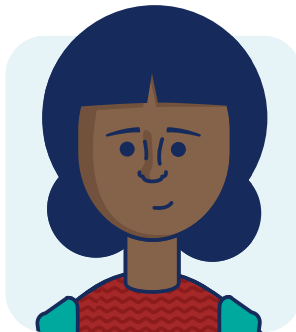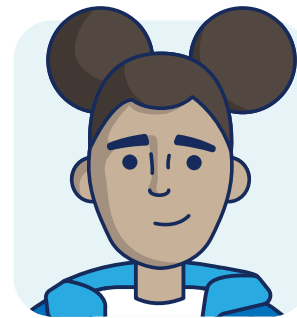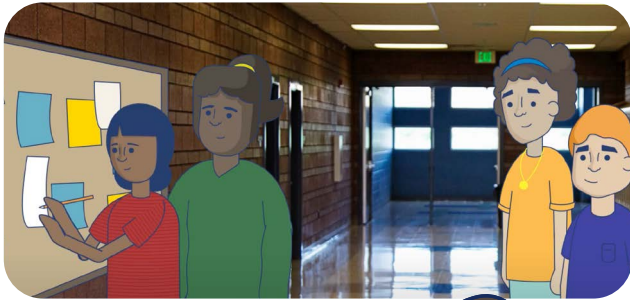
Sample Invitation to Potential Participants

Help [insert a phrase about the problem to be addressed] and have your voice heard!

This **for youth by youth** approach to programming will give you an opportunity to lead in the planning and implementation of a school-based program. Not only will you have a say about the type of programming available at your school, you will also develop many new skills along the way.

Here is what is involved:

- Attend an introductory meeting about [insert problem to be addressed] in relation to your school population
- Participate in a [day]-workshop to brainstorm the program
- Sign up to plan and be responsible for one aspect of the program (e.g., advertising, equipment list, etc.)
- Attend meetings to plan and evaluate the program
- Participate in the program
- Have fun and learn new skills

If you are interested in knowing more, talk to [teacher lead] or come to a drop-in information meeting on [date] at [time] in [location].

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A for Youth by Youth Approach

Appendix B

Sample Letter to Parents/Guardians

Dear Parent/Guardian,

[School Name] is excited to be implementing a for youth by youth approach to programming at the school. Utilizing a student-centered learning approach, youth will design, plan, and implement a program to support a gap or need identified by staff and students.

What is Student Centered Learning?
Student-centered learning focuses on providing relevant and meaningful learning experiences for students. Specific to this initiative, student-centred learning will be used to facilitate participation and give voice to youth in the design and implementation of a school-based program that suits the unique needs and interests of students in their school community.

What is involved?
Your child has expressed interest in becoming a part of the program action team. This involves their participation in a [insert day]-day workshop during school hours. The workshop will be held on [date] from [time] in [location] with the other members of the action team.

Subsequent one-hour meetings [insert when meeting will occur – lunch, after school, etc.] to support program planning. During the implementation of the program, your child will volunteer for a role such as organizing equipment, making the schedule, promoting the program, and other similar tasks. They may also wish to participate in the program as well as support with its implementation.

What are the learning opportunities?
There are many learning opportunities for the action team! Here are a few of the skills they will learn about:

- leadership
- communication
- teamwork
- responsibility

- promotion and marketing
- project management
- evaluation
- and more!

If you have any questions, contact [leader name], the teacher leader supporting the initiative [contact details].

[Add consent/waiver information for your jurisdiction if necessary]

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    A for Youth by Youth Approach

Appendix C
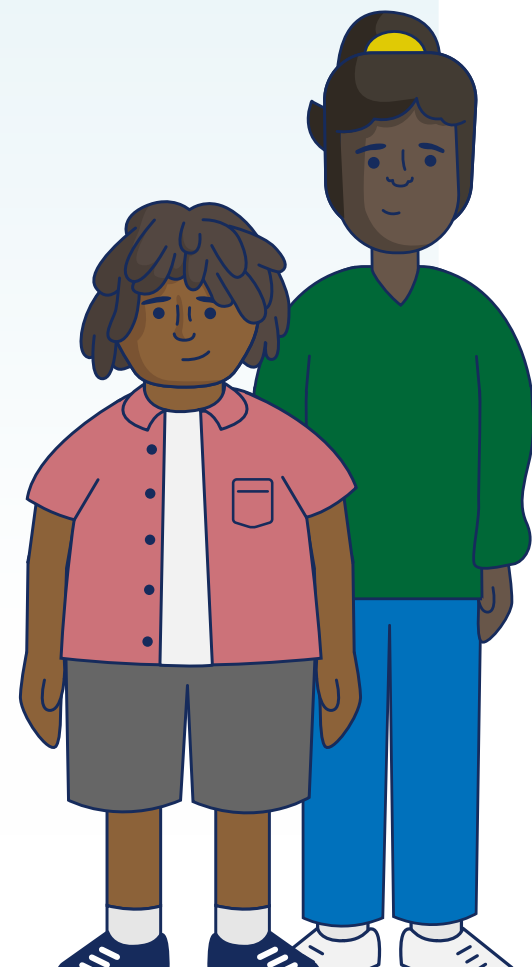
Icebreaker & Team Building Activities

Virtual or In-Person Icebreakers

What is your Superpower?
Ask participants to think about if they could have one superpower, what would it be and why? Participants can take turns sharing their superpower.

Dinner Party
Ask participants to pretend they are hosting a dinner party with 6 people. Explain that they can invite any 6 people and ask them any questions about their life. They can be fictional, celebrities, or people you know in real life. Participants can take turns sharing who they would invite and why?

If I Had a Million Dollars
Ask participants if they woke up one morning and suddenly had one million dollars, what would they do with their money? Participants can take turns sharing what they would do with the money.

This or That
Come up with a series of choices like, hiking or biking, winter or summer, books or audiobooks, and identify one side for each choice (i.e., a side for hiking and a side for biking). Ask participants to stand on the side they prefer or in the middle if they like both. Encourage participants to come up with their own this or that questions to ask the group.

Icebreaker & Team Building Activities

Virtual or In-Person Icebreakers

Two Truths and a Lie
Ask participants to think of two things that are true about themselves and make up one lie about themselves. Participants takes turns sharing their two truths and a lie with the group and group members try to guess the lie.

Favourite Songs
Ask participants to pick three of their favourite songs:
- A song that reminds them of a good memory
- A song that makes them energetic or excited
- A song that is their favourite right now
- A song that reminds them of a good memory
Participants can take turns sharing their songs with the group.

Your Ideal...
Ask participants to think about their ideal morning, friend, trip, or an applicable scenario for participants. Participants can take turns sharing their ideal scenarios with the group.

Name Game
Ask participants to think of a word that describes them that starts with the same letter as one of their names. For example, if your name is Aminah and you love to paint you could say "Artist". Participants can take turns sharing their name and word that describes them with the group.

![PHE Canada logo]

Icebreaker & Team Building Activities

In-Person Icebreakers

3 Things in Common
Explain to participants that they have two minutes to learn as much about one other group member as possible. The goal is to find at least 3 things in common between themselves and one other person in the room. Examples include asking if they have siblings, if they like soccer, if they like broccoli. After the two minutes are up, take another two minutes and try to find 3 things that everyone in the room have in common.

Rock, Paper, Scissors Train
Participants walk around challenging other group members to a rock, paper, scissors battle. The rules are: rock beats scissors, scissors beats paper, and paper beats rock. The participant who wins the battle continues on to find another group member to battle against. The participant who loses the battle follows behind the winner, cheering them on against other opponents. By the end of the game, there will be two participants left with a "train" of group members behind them. The winner of the last battle wins the game and is the conductor of the train! Note: This activity works best in larger spaces with room for participants to walk around.

![PHE Canada logo]

Icebreaker & Team Building Activities

In-Person Icebreakers

KNOW-U
Instructions: Get to know others in the group! Find someone who identifies with a statement below and have them write their name in that square. When you have 5 squares in a row (vertically, horizontally, or diagonally), yell out **"I know-u"**!

I have a sister	I like reading	I have family in another country	I have paddled a canoe	I have a brother
I like to play team sports	I have been fishing	I like to bake	I have swam in an ocean	I have gone berry picking
I like learning about history	I have an uncommon kind of pet	FREE	I like the outdoors	I am an only child
I like pizza	I can whistle	I like to dance	I have been to another country	I like to dress up for Halloween
I have gone on a picnic	I have a dog	I have made bannock	I have a pet fish	I prefer bare feet over socks

Icebreaker & Team Building Activities

Team-Building Activities

These activities focus on developing team-building skills such as communication, problem solving, and collaboration. They also help to build camaraderie and friendship amongst the group.

Seeing Spots
Skills: Non-verbal communication and collaboration
Materials: Coloured stickers (red, blue, yellow, and green)
- Share with the group that this activity focuses on developing non-verbal communication and collaboration skills.
- Place a coloured sticker (red, blue, yellow, or green) on each participant's forehead, without them knowing what colour it is.
- When the game begins, each "team" of participants (with the same colour of sticker on their forehead) must find each other—without speaking.

Back-to-Back Drawing
Skills: Verbal communication
Materials: Paper, pens/markers, printouts of simple line drawings or basic shapes.
- Share with the group that this activity focuses on developing verbal communication skills.
- Split the group into pairs and have each pair sit back-to-back.
- One partner chooses a picture of a shape or simple drawing, and the other partner gets a piece of paper and writing utensil.
- The partner holding the picture gives verbal instructions on how to draw the shape or image (without simply telling them what the shape or image is). After a set amount of time, have pairs share their drawings and switch roles, with the other partner choosing a new shape or drawing to describe.

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Icebreaker & Team Building Activities

Team-Building Activities

Marshmallow Spaghetti Tower
Skills: Problem solving and collaboration
Materials: 20 sticks of uncooked spaghetti, 1 metre of tape, 1 metre of string, and 1 large marshmallow for every team
- Share with the group that this activity focuses on developing problem solving and collaboration skills.
- Divide the group into teams of about 3-4 people.
- Using the supplies provided, ask the teams to build the tallest tower in 5 minutes? There's a catch though: the marshmallow must be at the very top of the spaghetti tower, and the whole structure has to stand on its own (that means no hands or other objects supporting it!) for five seconds.

A Shrinking Vessel
Skills: Problem solving
Materials: Rope, tape, or lines on the floor to mark a designated area
- Share with the group that the focus of this activity is on developing problem solving skills.
- Make a space on the floor and have the whole group (or a set of smaller teams) stand in that space. Then gradually shrink the space, so the team will have to think fast and work together to keep everyone within the shrinking boundaries.

Icebreaker & Team Building Activities

Team-Building Activities

Silent Line-up
Skills: Non-verbal communication
Materials: None
- Share with the group that this activity focuses on developing non-verbal communication.
- Ask participants to make a line in a certain order with no talking. For instance, you can ask them to stand in alphabetical order by their first name. So, participants whose names start with A will be at one end, whereas participants whose names start with Z will be at the other end.
- Other ideas are to have participants line up based on date of birth, number of siblings, or dates of historical events.

Helium Stick
Skills: Verbal communication and collaboration
Materials: One tent pole per group
- Share with the group that this activity focuses on developing non-verbal communication.
- Divide participants into groups and provide each group with a tent pole.
- Each group member stands on one side of the tent pole, alternating sides.
- Explain that their index fingers MUST remain in contact with the pole at all times, and the pole must rest on top of their fingers at all times (no grabbing, finger curling, etc.)
- Ask participants to extend their index fingers at waist level.
- Lay the stick across the group's fingers.
- The group must work together to lower the stick to the ground.

![PHE Canada logo]

Norms of the Day Activity Template

NORMS OF THE DAY	What do you hear?	What do you see?	What do you feel?
When you feel safe, supported, and valued within a group...			
What do you need from this group to feel a sense of belonging?			
What will you do to create a sense of belonging in this group?			
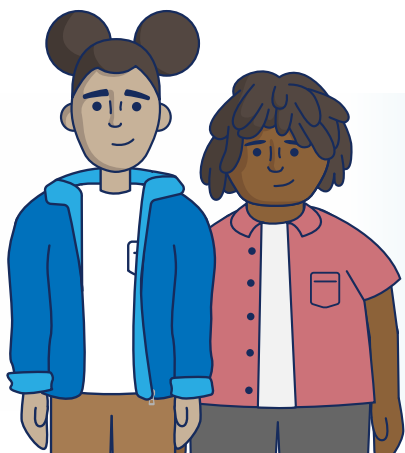
Fill out the chart above thinking about what you hear, see, and feel in each situation listed.

Once you are finished, work with group members to find common themes and develop a Norms of the Day poster or document. Each group member should add their signature to demonstrate their commitment to upholding these norms for the day (and beyond)!

Empathy Map Activity Template

Think about participants that you could recruit to participate that may be experiencing the problem you have identified.

1. What do they DO?

- What does their daily routine look like?
- What responsibilities do they need to take care of?
- What decision(s) do they need to make?

2. What do they SEE?

- What do they see in their home environment?
- What do they see in their school environment?
- What are they seeing on social media?

5. What do they THINK and FEEL?

PAINS
What are their fears, frustrations, and anxieties?

GAINS
What are their wants, needs, hopes, and dreams?

3. What do they HEAR?

- from friends?
- from family?
- on social media?

4. What do they SAY?

- What have we heard them say?
- What can we imagine them saying?

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A for Youth by Youth Approach

Appendix F

Expert Station Infographics and Resources

Physical Activity Reports and Guidelines

- Canadian 24-Hour Movement Guidelines for Children and Youth Guidelines |Canadian Society for Exercise Physiology (CSEP)
- ParticipACTION Report Card on Physical Activity for Children and Youth Report | ParticipACTION
- Sedentary Behaviour in Schools Poster | Sedentary Behaviour Research Network

Physical Activity Experiences of 2SLGBTQ+ Individuals

- Inclusive PHE for Transgender, Non-Binary & Two-Spirit Students Poster | PHE Canada
- 2SLGBTQ+ Inclusion in School-Based Physical Activity Programs Guidebook | PHE Canada
- Sports Inclusion Infographic | Canadian Centre for Gender + Sexual Diversity
- 2SLGBTQ+ Black Indigenous People of Colour Voices in History Guide | Canadian Centre for Gender + Sexual Diversity
- The Genderbread Person Infographic & Glossary | Egale
- Pronoun Usage Guide Information Sheet | Egale

Physical Activity Experiences of Equity-Deserving Groups

- Anti-Racism Toolkit Guide | BGC Canada
- Social Determinants and Inequities in Health for Black Canadians Report | Government of Canada
- Anti-Racism in Sport Campaign Video | Anti-Racism in Sport
- Changing the Game: Women, Sport, Media & Race Guide | Teach Beyond a Boundary
- Canadian Athletes Detail Experiences with Racism in Sports Article | Canadian Broadcasting Corporation

Physical Activity Experiences of Girls and Young Women

- Welcoming & Engaging School Physical Education Opportunities for Girls Poster | PHE Canada
- Welcoming & Engaging School Physical Education Opportunities for Girls Guidebook | PHE Canada
- Pandemic Impact on Girls in Sport Infographic | Canadian Women in Sport
- Sporting Experiences of BIPOC Women & Girls in Canada Infographic | Canadian Women in Sport
- Puberty & Sport Research Findings | Women in Sport – Sport England

Expert Station Infographics and Resources

Physical Activity Experiences of People of All Abilities

- Inclusion of Students of All Abilities in School-Based Physical Activity Experiences Guide | PHE Canada

- A Quick Guide to Accessibility, Inclusion, and Quality Participation Guide | Canadian Disability Participation Project

- Seven Themes of Successful Physical Activity Programs for People with Disabilities Guide | Canadian Disability Participation Project

- Disability & Diversity: Education to Promote Active Living Infographic | OneAbility

- All Abilities Welcome Toolkit Guide | Active Living Alliance for Canadians with a Disability

Food Choices and Systems

- Why Healthy School Food Matters Infographic | The Coalition for Healthy School Food

- Marketing Can Influence Your Food Choices Webpage | Government of Canada

- Youth, the Changing Nature of Work, and Food Insecurity Information Sheet | Food Secure Canada Youth Caucus

- Support Indigenous Food Sovereignty Information Sheet | Food Secure Canada

- Race and Food Insecurity Information Sheet | PROOF - Food Insecurity Policy Research & FoodShare

Mental Well-Being

- Stressbusters for Students by Teachers Infographic | PHE Canada

- Adolescent Mental Health Webpage | World Health Organization

- The Teen Brain PowerPoint Presentation | Mental Health Literacy

- Healthy Stress Management Information Sheet | Mental Health Literacy

- The Anxiety Iceberg Infographic | School Mental Health Ontario

Recess and Intramural Programs

- National Position Statement on Recess | PHE Canada & The Recess Project

- Recess Planning Checklist Information Sheet | PHE Canada

- The Recess Plan Information Sheet | PHE Canada

- Quality Intramural Programs Infographic | PHE Canada

- What Makes a Playground Inclusive Infographic | Canadian Disability Participation Project

- Risk, Hazard, and Play: What Are Risks and Hazards? Information Sheet | Canadian Public Health Association

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A for Youth by Youth Approach

Appendix F

Expert Station Infographics and Resources

Sexual Health Education

- Let's Talk About Sexual Health Education Research Summary | Canadian Public Health Association
- Body Image and Sexuality Information Sheet | Sex & U
- Anti-Racist Sex Ed Information Sheet | Saskatoon Sexual Health
- Celebrating and Promoting Sexual Health-Bisexuality Infographic | Sex Information & Education Council of Canada
- Understanding and Teaching About Consent Information Sheet | Saskatchewan Prevention Institute

Substance Use and Risk Behaviours

- Students Together Moving to Prevent Tobacco Use (STOMP) Website | PHE Canada
- Getting to Zero - Tobacco Endgame Strategies Infographic | Canadian Lung Association
- Blueprint for Action - To Prevent Substance -Related Harms Among Youth Webpage | Student Commission of Canada
- Flavors Report | The Truth Initiative
- Harm Reduction Strategies Infographic | Truth Initiative
- Mentor Guide Map Webpage | Cannabis and Mental Health

Truth and Reconciliation

- Treaties in Canada Guide | Historica Canada
- Indigenous Ally Toolkit Guide | Montreal Urban Aboriginal Community Strategy Network
- Circle of Courage Philosophy Infographic | Reclaiming Youth Network
- Benefits of Land-Based Education Report | Samuel Centre for Social Connectedness
- These Students are Driving Conversations About Truth and Reconciliation in Their Classrooms | Article | Canadian Broadcasting Corporation

Action Plan Template

Objectives (List of short- and long-term goals)	Tasks (What you need to do to achieve the goals)	Success Criteria (How will you identify your success?)	Time Frame (By when you need to complete the tasks)	Resources (What or who can help you complete tasks)

Social-Emotional Check-In Activities

Social-emotional learning (SEL) check-in activities are a great way for students to reflect about themselves, the situation, and how they feel. The activities can be done either as a group or independently.

A Like and a Dislike
Ask each participant to share something that they like and something they dislike about a chosen topic, such as:

- Physical activity
- Baking or Cooking
- Cell Phones
- Being outdoors
- Rainy Days

Like versus Delight
Encourage participants to explore the difference between like and delight. Share with students that like may be described as something you prefer, or are glad to do. Delight can be described as something that brings you absolute joy or a truly profound sense of happiness.

Ask participants to name an activity they like, and an activity that brings them delight (e.g., I like to walk my dog, but I find absolute delight when I swim at the beach).

Walls and Ladders
Share with participants that this activity encourages them to reflect on and share barriers (walls) and protective factors (ladders) to physical activity in their life. Ask participants to name a wall (barrier) to their engagement in a habit or task on a regular basis, followed by a ladder (protective factor) in their life that could help them climb over their wall. Habits or tasks could include:

- Physical activity
- Doing homework
- Flossing their teeth
- Eating vegetables
- Having a sleep routine

An example for physical activity is, "My wall is my motivation to get up and be active, but my ladder is my mom who always encourages me to go for walks with her".

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Appendix H
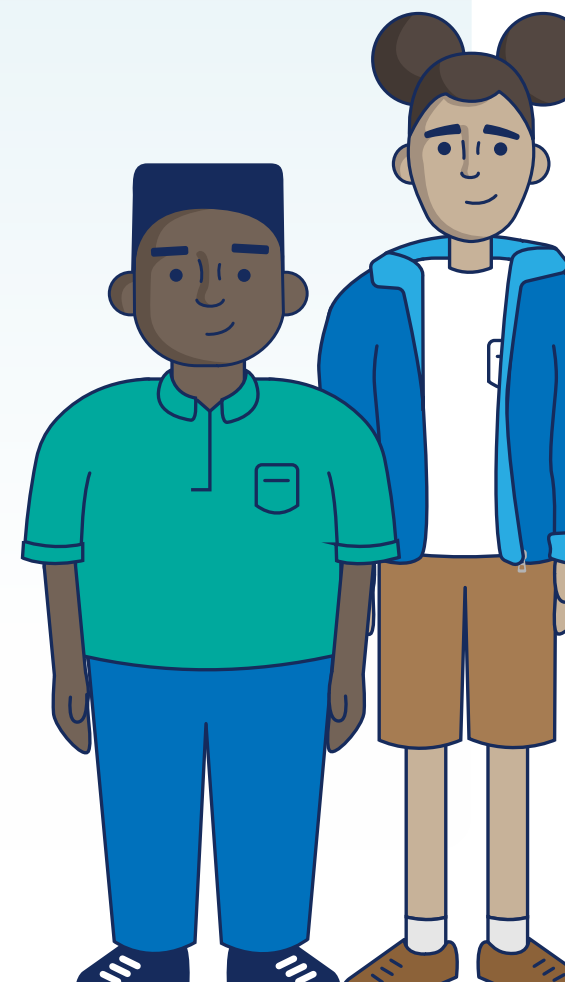
Social-Emotional Check-In Activities

Anonymous
Ask each participate to write an answer to one of the following prompts on a piece of paper:

- What is one thing you like about yourself?
- What is one characteristic you admire in others? Why?

- What is one thing you want everyone to know about you?
- What is one of your pet peeves?

After participants are done, ask them to crumple up the paper, and toss it to someone else at random. Participants keep tossing the crumpled paper around until everyone has lost track of who's paper they have. Unfold the paper and have participants read what is written down. Without sharing what is on the paper, ask participants if there is anything that strikes them about what they've read.

Spell-it Exercise
Choose a theme or word for participants, such as:

- Kittens
- Push-ups
- Pizza

- Yoga
- Dancing

Share the theme or word with participants and ask them to describe in one word how the theme or word makes them feel. Participants then spell out how they feel using the activities below.

A – 10 jumping jacks	J – Touch your toes 10 times	S – 10 crunches
B – 5 push-ups	K – 12 arm circles	T – 20 second wall sit
C – Sit down and stand up 5 times	L – 10 butt kicks	U – Run in place for 30 seconds
D – Run in place for 20 seconds	M – Sit down and stand up 7 times	V – 5 push-ups
E – Dance for 15 seconds	N – 10 arm circles	W – Jump up and down 5 times
F – Run in place for 20 seconds	O – Dance for 20 seconds	X – 5 squats
G – 5 crunches	P – 20 second plank	Y – 8 air punches
H – Jump up and down 10 times	Q – 6 butt kicks	Z – Spin around 9 times
I – 10 butt kicks	R – 15 jumping jacks	

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Appendix I
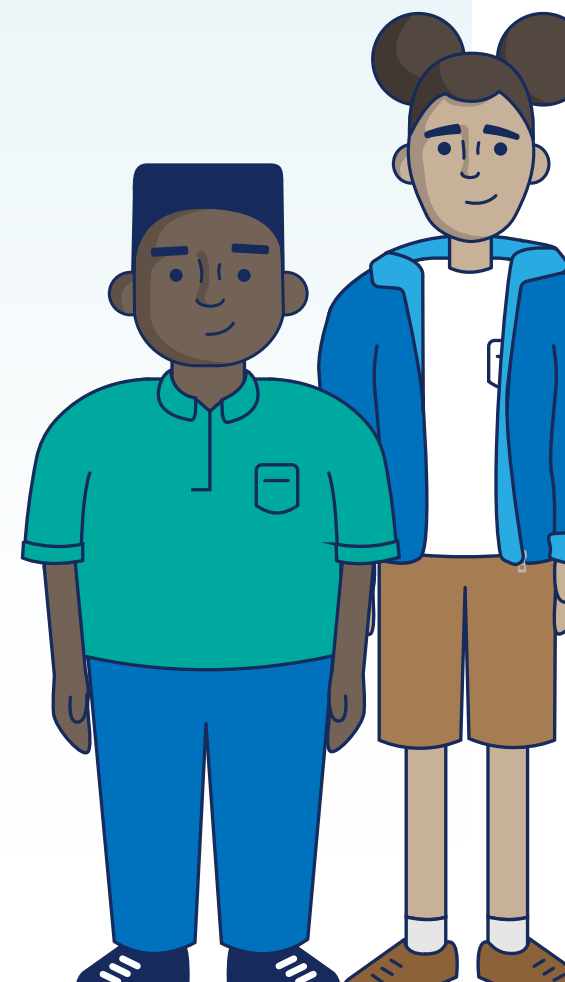
Music Playlists

The playlists below have been assembled into different themes. Please review the playlist(s) to ensure they reflect values that align with your school or organization before sharing with your group. Note that all of the playlists have been reviewed for inappropriate and discriminatory language.

1. **Empowering Girls**
   https://www.youtube.com/playlist?list=PLpyJDxDj3jAToFj6R5hDP_Sti5CDw10q5&jct=UtlZCI4KEZR6yk7lS2a9QEWpsd42pg

2. **Warm-Up**
   https://www.youtube.com/playlist?list=PLpyJDxDj3jASTvJWxVJAHyq_Gqwm6fLPm&jct=i8iFVB8Fw8Jae2Q_sBZABTvbPQb7ng

3. **Dance**
   https://www.youtube.com/playlist?list=PLpyJDxDj3jARQh6xe2IUlFJV0pNfsBLv3&jct=65nmhKmRpZeFI_CGQg5hKv2E1b5wCg

4. **Cool Down**
   https://www.youtube.com/playlist?list=PLpyJDxDj3jASe07dyJFgfTHOXTuChwdQ6&jct=cgZXNufROkblr1f0vAMHSEjhssMmTQ

5. **Get Movin'**
   https://www.youtube.com/playlist?list=PLpyJDxDj3jATdTMjSQIqeQhHk5uC0cq6j&jct=XZl_u8DVDR4PDtV-SYkcyxpS9fBZSg

6. **French Top Hits**
   https://www.youtube.com/playlist?list=PLpyJDxDj3jASJmBd20KxUGTsCBCC_eBJ-&jct=HnZfalKuYtMuIqpAVY_cSEDkSbjZeA

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Appendix J

Sample Pre-Initiative Survey

IMPORTANT: The following pre-initiative survey questions were designed for gathering information about physical activity experiences at lunch/recess. Adjust these questions to suit your identified problem.

Circle your grade.   7   8   9   10   11   12

What do you *usually* do during school recess/lunch break? Put an X in the space next to each question which best indicates your opinion.

	Never	Sometimes	Often	Most of the Time
1. I sit or stand around.				
2. I go for a walk.				
3. I participate in school intramural activities or clubs (music, arts, sports, other).				
4. I take part in physically active play (for example: wallball).				
5. I check out social media.				
6. I do school work.				

Read each statement below and circle your response using the answers provided.

7. How many days in the last week did you exercise/participate in physical activity for at least 20 minutes to the extent that it made you sweat and/or breathe hard (such as basketball, football, handball, running, swimming, or fast bicycling)?

   None - 1 day   2 days   3 days   4 days   5 days   6 days - Everyday

8. How many days the last week did you exercise/participate in physical activity for at least 30 minutes that did not make you sweat and/or breathe hard (such as fast walking or slow bicycling or swimming)?

   None - 1 day   2 days   3 days   4 days   5 days   6 days - Everyday

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**Read each statement below and decide how much you agree or disagree with that statement.
Then circle one number (from 1–5) in the space next to each question which best indicates your opinion.**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9. I am very interested in participating in physical activities.	1	2	3	4	5
10. When participating in physical activities, I tend to feel enjoyment.	1	2	3	4	5
11. When participating in physical activities, I tend to feel embarrassed.	1	2	3	4	5
12. When participating in physical activities, I feel nervous about the size and/or shape of my body.	1	2	3	4	5
13. I have regular times and places set aside for being physically active.	1	2	3	4	5
14. I like being physically active during recess/lunch break.	1	2	3	4	5
15. I feel that there are many activity choices and options during school recess/lunch break.	1	2	3	4	5
16. There is enough time for me to participate in the activities I want to during school recess/lunch break.	1	2	3	4	5
17. There is enough space for me to participate in the activities I want to during school recess/lunch break.	1	2	3	4	5
18. There is enough equipment for me to participate in the activities I want to during school recess/lunch break.	1	2	3	4	5
19. During school recess/lunch break, I feel safe.	1	2	3	4	5
20. Being regularly physically active is difficult for me because I can't afford to pay for the physical activities I want to participate in.	1	2	3	4	5
21. Being regularly physically active is difficult for me because my closest friends are not physically active.	1	2	3	4	5
22. Being regularly physically active is difficult for me because I don't have the time to be physically active.	1	2	3	4	5
23. I'm confident I can perform well in a variety of physical activities.	1	2	3	4	5

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Appendix K

Sample Pre-Initiative Interview Questions

IMPORTANT: The following pre-initiative interview questions were designed for gathering information about physical activity experiences at lunch/recess. Adjust these questions to suit your identified problem.

1. What have most of your recent experiences during recess/lunch break been like?

2. Can you explain how long they were and what you typically did during them?

3. What do you like about school recess/lunch break?

4. What do you dislike about school recess/lunch break?

5. What kind of physical activities do you typically do during recess/lunch break?

6. What keeps you from being more physically active during recess/lunch break?

7. What would you change about how recess/lunch break is structured to increase your level and enjoyment of physical activity then?

8. Is there anything else you would like to share or discuss about school recess/lunch break?

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Sample Post-Initiative Survey

IMPORTANT: The following post-initiative survey questions were designed for gathering information about physical activity experiences at lunch/recess. Adjust these questions to suit your identified problem.

Circle your grade.   7   8   9   10   11   12

What do you *usually* do during school recess/lunch break? Put an X in the space next to each question which best indicates your opinion.

	Never	Sometimes	Often	Most of the Time
1. I sit or stand around.				
2. I go for a walk.				
3. I participate in school intramural activities or clubs (music, arts, sports, other).				
4. I take part in physically active play (for example: wallball).				
5. I check out social media.				
6. I do school work.				

In the last three months, how often did you participate in the new school intramural program offered at lunch/recess?

1 = None   2 = A little   3 = Sometimes   4 = Often   5 = Whenever it was offered

If you responded with a 2, 3, 4, or 5 to the previous question, describe what you liked and/or disliked about the new school intramural program.

What I liked:

What I disliked:

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Sample Post-Initiative Survey

Read each statement below and circle your response using the answers provided.

7. How many days the last week did you exercise/participate in physical activity for at least 20 minutes to the extent that it made you sweat and/or breathe hard (such as basketball, football, handball, running, swimming, or fast bicycling)?

    None - 1 day   2 days   3 days   4 days   5 days   6 days - Everyday

8. How many days the last week did you exercise/participate in physical activity for at least 30 minutes that did not make you sweat and/or breathe hard (such as fast walking or slow bicycling or swimming)?

    None - 1 day   2 days   3 days   4 days   5 days   6 days - Everyday

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Appendix L

Read each statement below and decide how much you agree or disagree with that statement.
Then circle one number (from 1–5) in the space next to each question which best indicates your opinion.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9. I am very interested in participating in physical activities.	1	2	3	4	5
10. When participating in physical activities, I tend to feel enjoyment.	1	2	3	4	5
11. When participating in physical activities, I tend to feel embarrassed.	1	2	3	4	5
12. When participating in physical activities, I feel nervous about the size and/or shape of my body.	1	2	3	4	5
13. I have regular times and places set aside for being physically active.	1	2	3	4	5
14. I like being physically active during recess/lunch break.	1	2	3	4	5
15. I feel that there are many activity choices and options during school recess/lunch break.	1	2	3	4	5
16. There is enough time for me to participate in the activities I want to during school recess/lunch break.	1	2	3	4	5
17. There is enough space for me to participate in the activities I want to during school recess/lunch break.	1	2	3	4	5
18. There is enough equipment for me to participate in the activities I want to during school recess/lunch break.	1	2	3	4	5
19. During school recess/lunch break, I feel safe.	1	2	3	4	5
20. Being regularly physically active is difficult for me because I can't afford to pay for the physical activities I want to participate in.	1	2	3	4	5
21. Being regularly physically active is difficult for me because my closest friends are not physically active.	1	2	3	4	5
22. Being regularly physically active is difficult for me because I don't have the time to be physically active.	1	2	3	4	5
23. I'm confident I can perform well in a variety of physical activities.	1	2	3	4	5

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Sample Post-Initiative Interview Questions

IMPORTANT: The following post-initiative interview questions were designed for gathering information about physical activity experiences at lunch/recess. Adjust these questions to suit your identified problem.

1. How did you enjoy participating in the intramural program?

2. What did you like about it?

3. Did you still have enough time to enjoy relationships with your friends?

4. Did you feel comfortable (at ease) and have enough activity choices during the program?

5. Was there anything you disliked about it?

6. Do you think your experience in it might change your motivation and participation in physical activity? Why or why not?

7. How else should intramurals during school/recess be better structured to increase motivation and meaningful participation?

8. Is there anything else you would like to share or discuss about how school intramurals might increase motivation and participation in physical activity?

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