



REYNOLDS' WELLNESS PRIORITIES SURVEY PROJECT

A School's Guide to Success:

Part I: Community Assessment

THE SEVEN C'S

Concentrating on Senior-level Support

Creating a Cohesive Team

Collecting Data to Drive Health Efforts

Carefully Crafting an Operating Plan

Choosing Appropriate Interventions

Creating Supportive Environments

Consistently Evaluating Outcomes



People travel to wonder ...

At the height of mountains ...
The long course of rivers ...
The huge waves of the sea ...
The vast compass of the ocean ...
And the circular motion of the stars ...

And they pass by themselves without
wondering.

St. Augustine
354 AD-430 AD



But as a growing body of research shows . . . health problems can often be prevented – or the onset of them delayed – through lifestyle changes (*Swatzberg and Margen, 1998*).

ACKNOWLEDGEMENTS

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CONTENTS

	<u>Page</u>
INTRODUCTION	1
OVERVIEW: THREE MODELS	1 - 7
GOALS	8
GOALS WITH OBJECTIVES	9 - 22
ANALYSIS OF THE REYNOLDS' WELLNESS PRIORITIES SURVEY.....	23 - 34
BIBLIOGRAPHY.....	35 - 37
APPENDICES.....	38
A) Invitation Sample	
B) Reynolds' Wellness Priorities Survey	
C) Reynolds' Wellness Priorities Survey Data Analysis for All Respondents	
D) Project Timelines	

INTRODUCTION

Health and education are inextricably linked: good health is necessary for effective learning and education is necessary for maintaining good health (Novello et al, 1992). Many people who work in schools ask, "Why is it so difficult to change health behavior even when individuals know what they should do?" Others ask, "What can be done to help people overcome the barriers to effective, long-term behavior change?" Research suggests that a comprehensive approach must be implemented over time and to the right groups to reach a positive level of change in health behaviour (Health Canada, 1999). The World Health Organization redefined health promotion to mean "a process of enabling people to increase control over and improve their health . . . A mediating strategy between people and their environments, synthesizing personal choice and social responsibility." (World Health Organization, 1986). How can this process happen in the Reynolds School Community?

The Reynolds' Wellness Priorities Survey, developed by the Student Services team, focuses on these questions. For the purpose of this Project three models are being used to promote health and to guide the development of an action plan in the Reynolds' School Community. These are the Comprehensive School Health Model, the Wellness Wheel Model and the Transtheoretical Model of Change.

The first step in a comprehensive process is to enable people to improve their health. They can increase control over their health by understanding what their needs are and how they would like their needs met. The Reynolds' Wellness Priorities Survey is designed to address these issues through the administration and analysis of a questionnaire to students, staff, parents and community partners.

The second step in the process is to use the information to help develop a comprehensive action plan.

OVERVIEW: THREE MODELS

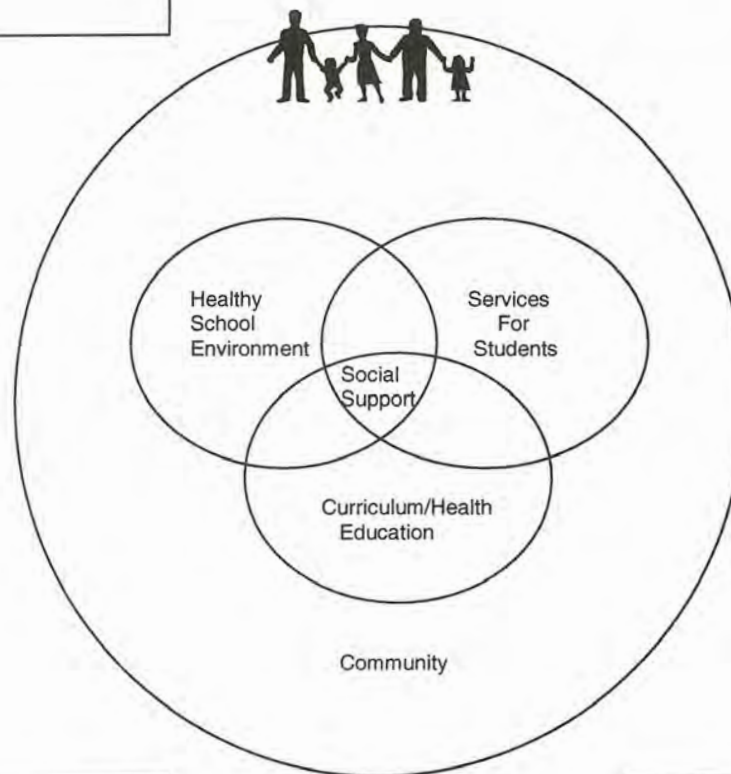
1. Why the Comprehensive School Health Model?

The Canadian Association for School Health, in collaboration with Health Canada and approximately 30 national health and education sector organizations, developed a Comprehensive School Health Model.

The Canadian Association for School Health (1991) defined Comprehensive School Health as a broad spectrum of programs, activities and services which take place in schools and their surrounding communities in order to enable youth to enhance their health, to develop to their fullest potential and to establish productive and satisfying relationships in their present and future lives.

LOOKING AT THE COMPREHENSIVE SCHOOL HEALTH MODEL

"... Health is not an end. Health is a means. Health enables us to serve purpose in life, but health in and of itself is not the purpose in life. One can serve purpose with impaired health. One might even regain health through serving purpose."
(Naomi Remen)



"Every individual and society pays dearly when social and economic problems become medical cases. Breakdown of the family, alcohol and chemical abuse, high-risk sexual behavior, violence, chronic unemployment, and environment destruction lead directly to growing demands on an already overwhelmed health care system. Jogging, cosmetic surgery, and low-fat diets are not the answer: they only relieve the symptoms of a far deeper malaise."
(Pelletier, Sound Mind, Sound Body)

"For most people, personal behavior is not the primary determinant of health status, and it will not be effective to intervene at the individual level without concomitant attempts to alter the broader economic, political, cultural and structural components of society which act to encourage, produce, and support poor health."
(Becker, In Perspectives in Behavioral Medicine, 1991)

This Model was based on the idea that health is a prerequisite for learning and consists of four components:

- **instruction** for all students about health so that they have the knowledge and skills to maintain and improve their own health
- **physical environment** that is healthy, safe and violence-free in which to grow and develop
- **social support** that is a healthy, safe and supportive psychological environment in which to develop social skills and the skills needed to live in a civic society
- **support services** of various kinds for those young people and their families who live in conditions of risk or who already have difficulties

The programs developed evolve from the needs identified in the specific school community and depend on the collaborative action of many sectors (e.g., public health, recreation, social services, justice) as well as education (*King, Boyce, King, 1999*). Knowledge alone does not change behavior. Policy and environmental supports are needed.

At Reynolds Secondary School, during the 1997 Accreditation process, the following statement was adopted as the primary goal:

To encourage and develop within the School Community, awareness, acceptance and a level of participation in issues related to a Comprehensive School Health Plan

To promote the health and wellness of students, school personnel, families and the community through expansion of the Comprehensive School Health process, a concrete model was needed as a framework. The model chosen, because of its holistic nature, is the Wellness Wheel.

2. Why the Wellness Wheel Model?

Historically, the Wellness Wheel Model has been used at Reynolds Secondary for five years in the Career and Personal Planning classes, as well as at staff, parent, and community workshops. The Wellness Wheel Model is a self-assessment tool that is interactive, user-friendly, and solution-focused. It fosters awareness about personal growth and the possibilities for ongoing healthy lifestyle changes. Students use this model to explore their current state of health (**refer to pages 5 & 6 for samples of students' creative interpretation**). The Wheel demonstrates how personal responsibility is at the centre of the change process. Because the school community is accustomed to this self-assessment tool, the Wellness Wheel Model is the basis of the Reynolds' Wellness Priorities Survey.



3. Why the Transtheoretical Model of Change?

Change in behaviour is a complex process. Understanding the process of how adolescents in schools make change in health behaviour is still being studied. One framework for considering how people make lifestyle changes is provided by the Transtheoretical Model of Change. It forms a context for analyzing the data in the Reynolds' Wellness Priorities Survey.

This Model helps people to identify connections between learning needs and knowledge building that can lead to informed decisions about healthy lifestyle changes. It provides a framework to observe and assess the behavior of the school population on an ongoing basis. From the use of this Model it is known that interventions for people at different stages of change require different information and types of support. (Prochaska & DiClemente, 1982)

The Transtheoretical Model of Change identifies the processes behind the stages of behaviour change to be:

- Pre-contemplation – “Ignorance is bliss”
- Contemplation – “Sitting on the fence”
- Preparation – “Testing the waters”
- Action – Practicing new behaviour for 3 – 6 months
- Maintenance – Continued commitment to sustaining
- Relapse – “Fall from grace”

(Ontario Health Promotion Email Bulletin #150.1, March 31, 2000)

CONCLUSION

There are more theories than presented here. The idea is to appreciate what is known about how people make changes and to take this into account when developing programs for individuals, groups, and families. The models applied to the Reynolds' Wellness Priorities Survey will facilitate the greatest change for the unique individuals in this group.

The Reynolds' Wellness Priorities Survey Project blends the three Models together as a way to promote health and to effect positive behavior change by having individuals identify their wellness needs. Individual choice, the essence of empowerment, is honored in this process. The results of the Survey will dictate the development of a comprehensive action plan for the Reynolds' School Community.

GOALS

THE SEVEN C'S

- C**oncentrating on Senior-level Support
- C**reating a Cohesive Team
- C**ollecting Data to Drive Health Efforts
- C**arefully Crafting an Operating Plan
- C**hoosing Appropriate Interventions
- C**reating Supportive Environments
- C**onsistently Evaluating Outcomes

GOALS

1. To continue working with the Reynolds' School Community using the Comprehensive School Health and Wellness Wheel Models to promote positive decision-making and appropriate healthy choices and behaviors.
2. To seek funding for the implementation of the Reynolds' Wellness Priorities Survey.
3. To structure the Reynolds' Wellness Priorities Survey so that issues are categorized and defined under the Wellness Wheel Model.
4. To create a survey based on the Wellness Wheel Model by collaborating with the Reynolds School Community.
5. To implement the Reynolds' Wellness Priorities Survey with the Reynolds' School Community (students, parents, staff, and community members) establishing Wellness Priorities.
6. To analyze and evaluate the results of the Reynolds' Wellness Priorities Survey.
7. To establish Wellness Priorities for the Reynolds' Community.
8. To provide feedback to the Reynolds' School Community about the Reynolds' Wellness Priorities Survey results.
9. To collaborate with the Reynolds' School Community to develop an action plan based on the Wellness Priorities.
10. To develop a Wellness Action Plan for the Reynolds' School Community.
11. To provide feedback to the Reynolds' School Community about the Action Plan based on their priorities established in the Reynolds' Wellness Priorities Survey.
12. To implement the Action Plan.
13. To complete a re-evaluation to determine any changes in priorities.



GOALS

WITH

OBJECTIVES

GOAL #1

To continue working with the Reynolds' School Community using the Comprehensive School Health and Wellness Wheel Models to promote positive decision-making and appropriate healthy choices and behaviors.

OBJECTIVES:

A. INSTRUCTION (Curriculum development/implementation)

1. To introduce and refine the concept of Comprehensive School Health and the Wellness Wheel Models to staff and community partners as part of the Reynolds' School Accreditation process.

Who: Student Services Team

When: Sept - Review at first Staff Meeting

Oct – June (ongoing):

- a) Wellness Promotion at Staff Meetings
- b) Orientation of new staff members and student teachers
- c) Orientation of Community Partners (eg. Thrifty Foods, London Drugs, Dallas Society, Capital Health Region, Federal Human Resources)
- d) Newsletter articles
- e) Bulletin Boards

2. To introduce the concept of Comprehensive School Health and Wellness to 90% of the Grade Eight students by administering the Survey

Who: Student Services Team

When: September/October 2000

3. To introduce specific components of the Wellness Wheel Model to 98% of the Grade Eight students using, for example, the Circuit Breaker and the Wellness Shield Exercises.

Who: Student Services Team

When: September/January (ongoing)

4. To facilitate the students' integration of the Wellness Wheel concept using specific exercises in all of the Grade 9/10 Career and Personal Planning classes.

Who: Student Services Team/Career and Personal Planning Teachers

When: October – May (ongoing)

5. To revise and refine students' understanding and use of the Wellness Wheel concepts and to continue with Wellness Promotion activities during a minimum of two sessions in the Career and Personal Planning Grade 11/12 classes.
Who: Student Services Team/Career and Personal Planning Teachers
When: October – May (ongoing)

6. To document student progress and to facilitate critical thinking about collected information from Grades 9 to 12 Wellness Wheel activities that is kept in the Student Learning Plan.
Who: Career and Personal Planning Teachers
When: Ongoing

7. To introduce and refine the concept of Comprehensive School Health and the Wellness Wheel Model to parents.
Who: Student Services Team
When: March – Assembly
September/October – Assembly
January-June – One Parent Advisory Committee (PAC) Meeting
September-June – Newsletter articles and bulletin boards (all ongoing)

B. SOCIAL SUPPORT

8. To promote a school culture that uses the framework of the Comprehensive School Health and the Wellness Wheel Model to guide activities such as assemblies, classroom presentations, and workshops.
Who: Staff, Students, and Community Partners
When: On-going

9. To encourage and provide opportunities for students to be involved in creating a positive school culture.
Who: Students, Staff, PAC, and Community Partners
When: On-going

GOAL #2

To seek funding for the implementation of the Reynolds' Wellness Priorities Survey

OBJECTIVES:

1. To apply for a Healthy Schools Initiative Grant.
Who: Student Nicole Harris/Morven Morrison
When: November 1999
2. To apply for the Ed May Grant, BCTF.
Who: CYC student, Miranda Dittmer/Morven Morrison
When: October 1999
3. To apply for a Capital Health Region Grant.
Who: Linda McKewan/Morven Morrison
When: January 2000
4. To meet the objectives for successfully funded Proposals.
Who: Linda McKewan, Maureen Rowan, Morven Morrison
When: December 2000
5. To provide feedback to Funding Sources.
Who: Linda McKewan, Morven Morrison
When: December 2000

GOAL #3

To structure the Reynolds' Wellness Priorities Survey so that issues are categorized and defined under the Wellness Wheel Model

OBJECTIVES:

1. To meet with Community Partners to categorize and define issues to be presented on the Reynolds' Wellness Priorities Survey.

Who: Susan Bremner (parent), Maureen Rowan/ Linda McKewan (Public Health Nurses), Morven Morrison (Student Services), Nancy Galambos (University of Victoria, Psychology Dept.), Laura Adams (Research Student, University of Victoria), Peer Supporters.

When: November 1999 - March 2000

2. To consult with Karen Henderson, School District #61 for design of the Survey.

When: January - April 2000

GOAL #4

To create a survey based on the Wellness Wheel Model by collaborating with the Reynolds' School Community

OBJECTIVES:

1. To meet with students, staff, parents, community partners to refine the Reynolds' Wellness Priorities Survey.

Task: Collaborate with Student Services, parents, Public Health Nurses.

When: September 1999 - January 2000

Task: Collaborate with UVic Youth and Society Research Unit

When: December 1999

Task: Meet with research student from UVic, Psychology Department

When: January 2000

Task: Presentation to Reynolds' Health Committee.

When: January 2000

Task: Input from the Reynolds' Health Committee

When: January 2000

Task: Collaborate with Physical Education, Home Economics and Environmental experts at Reynolds to refine the Survey

When: January/February 2000

Task: Consult with Professor Nancy Galambos, UVic, Psychology Department

When: January/February 2000

Task: Collaborate with Peer Supporters

When: January/February 2000

2. To print the Reynolds' Wellness Priorities Survey at School District #61.

Who: Karen Henderson, School District #61

When: March/April 2000
December 2000 (Grade 8)

GOAL #5

To implement the Reynolds' Wellness Priorities Survey in the Reynolds' School Community (students, parents, staff, and community members) establishing wellness priorities

OBJECTIVES:

1. To discuss the Reynolds' Wellness Priorities Survey with the Reynolds Community Partners (Thrifty Foods, London Drugs, Dallas Society, The Workplace, The Keg, White Spot, Subway, Quiznos, Tim Horton's, Canada Trust, Toronto Dominion, Canada Employment)
Who: Student Services Team
When: May 2000
2. To administer the Reynolds' Wellness Priorities Survey to all partners of the Reynolds' community including the incoming Grade 8 class.
Who: Student Services Team
When: May/June 2000
November 2000 (Grade 8 class)

GOAL #6

To analyze and evaluate the results of the Reynolds' Wellness Priorities Survey

OBJECTIVES:

1. To return the completed Reynolds' Wellness Priorities Survey to School District #61 for analysis.

Who: Morven Morrison to return completed surveys to Karen Henderson at School District #61

When: June 28, 2000
November 2000 (Grade 8 survey)

2. To evaluate the results and write a report.

Who: Laura Adams, UVic Psychology Department and Dr. Nancy Galambos, Youth and Society Research Unit

When: November/December 2000
January 2001 (Grade 8 survey)

GOAL #7

To establish Wellness Priorities for Reynolds' Community

OBJECTIVES:

1. To meet with Reynolds' Community Partners to establish the priority issues from the Reynolds' Wellness Priorities Survey results.

Who: Susan Bremner (parent), Maureen Rowan/ Linda McKewan (Public Health Nurses), Morven Morrison (Student Services), Nancy Galambos (UVic, Psychology Dept.), Laura Adams (research student, UVic), Human Services Students

When: September 2000
December 2000 - January 2001

GOAL #8

To provide feedback to the Reynolds' School Community about the Reynolds' Wellness Priorities Survey results

OBJECTIVES:

1. To use announcements, newsletters, bulletins, Career and Personal Planning classes, and meetings to present the major issues from the Reynolds' Wellness Priorities Survey to students, staff, parents, and community partners.

Who: Student Services Department/Human Services Students

When: December 2000 - February 2001

GOAL #9

To collaborate with the Reynolds' School Community to develop an action plan based on the Wellness Priorities

OBJECTIVES:

1. To meet with the Reynolds' School Health Committee to review the Priorities and to develop an action plan.

Who: School Health Committee

When: November 2000 – January 2001

GOAL #10

To create an Action Plan for the Reynolds' School Community

OBJECTIVES:

1. To prepare the Wellness Action plan for the Reynolds' School Community.

Who: School Health Committee

When: January/February 2001

2. To provide opportunities for student involvement in the Action Plan.

Who: School Health Committee

When: January/February 2001

GOAL #11

To provide feedback to the Reynolds' School Community and to the funding partners about the Action Plan

OBJECTIVES:

1. To provide funding partners with a copy of the Reynolds' Wellness Priorities Survey Project.

Who: School Health Committee

When: December 2000

2. To prepare a media release based on the analysis of the Reynolds' Wellness Priorities Survey and on the written report.

Who: Administration and School Health Committee

When: April 2001

3. To use bulletins, newsletters, announcements, and presentations to outline the Action Plan to all Reynolds' Community partners.

Who: School Health Committee

When: February – April 2001

GOAL #12

To implement the Action Plan

Who: School Health Committee
When: Ongoing

GOAL #13

**To complete a re-evaluation to determine any changes in
Priorities**

Who: School Health Committee

When: 2002 and 2004 (follow the present Grade 8 group and
other sample groups)

**ANALYSIS
OF THE
REYNOLDS' WELLNESS PRIORITIES
SURVEY**

REYNOLDS WELLNESS PRIORITIES SURVEY

Total Number of Respondents:	598
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Gender:	males	247
	females	343
	(not identified)	8

Respondent Group:	students	508
	staff	42
	parents	15
	community	33

Age:	12 to 13	53
	14 to 15	255
	16 to 17	150
	18 to 19	44
	20 to 24	7
	25 to 29	10
	30 to 34	5
	35 to 39	19
	40 to 44	14
	45 to 50	22
	51 and up	17
	(not identified)	2

June 2000

SUMMARY OF REYNOLDS' WELLNESS PRIORITIES SURVEY

The Reynolds' Wellness Priorities Survey had students, staff, parents and community members rate the importance of different domains of wellness. The following paragraphs will summarize the basic results that were found. The importance of each spoke in general, as well as the areas listed in each spoke will be described. There were differences in responses based on respondent group, gender and age. The ways in which needs could be met, including School-Based Support Services and Community Wellness Support will also be summarized.

Overall Results of the Eight Spokes and Spirituality

The spokes of the Wellness Wheel are eight categories of health that need to be balanced. Which spokes received the highest importance rankings? When the importance rankings of the subcategories for each spoke were averaged, a general ranking of importance for each spoke was obtained. Environmental Sensitivity received overwhelmingly high rates of importance. Many of the other spokes clustered at a level of medium importance, although Fitness and Relationships were the highest of them. Nutrition and the category of Spirituality had the lowest importance rankings. As for unimportance, the spoke that received the highest rate of 'Not at All Important' was Positive Risk Taking. The spoke with the least proportionate 'Not at all important' responses was Fitness.

The ranking of a spoke may easily be affected by one area that had extreme results. This can be seen in the Spirituality category, which had medium ratings of importance, but was lowered overall by the areas Journal Writing and Positive Self-Talk which had low levels of importance. This preliminary analysis is to show which spokes had high and low importance rankings. It is important to know which broad areas need to be addressed in wellness programs. The spokes of the Wellness Wheel need to all work together in balance to promote health.

Importance Rankings

In examining the importance of an item in the survey an importance ranking was calculated. This was done by multiplying the number of responses of 'Very' important by five, 'Quite' by four, 'Somewhat' by three, 'A Little' by two and 'Not at all' by one. The category of 'Not At All Important' shows those areas where the responder feels it is not at all important in their day to day life to know about and or do something about. This category then serves as an 'unimportance ranking' to be contrasted with the importance ranking.

A category may have a high rank in both importance and unimportance ranking. An example of this may be seen in the area of Quit Smoking Programs, a large proportion of those who do smoke may want to have these programs available, and those who do

not smoke will not need these programs. The result will be responses at the extreme ends of the scale, with smokers rating it 'Very' important and nonsmokers 'Not At All'.

Topics with the highest rankings of importance, from highest ranking to lowest:

Communication/ Interpersonal Skills, Body Image, Recreation Programs, Recycling Reducing and Reusing, Vegging Out, Field Trips, Money Management, Endurance, Healthy Eating, and Strength.

Respondent Group

The respondent groups included students, school staff, parents and community. It is important to know which issues are most important to each group so that services can be made available accordingly.

Overall the staff and parents gave more extreme responses, they had higher levels of both 'Very' and 'Not At All' important. The students in general rated the health issues of average importance. The community members had the lowest rates of importance in their responses. Perhaps the issues raised in the survey were not as relevant to their lives.

Highest importance rankings in respondent groups:

Students: Recreation Programs, Field Trips, Body Image, Communication/Interpersonal Skills, Recycling, Reducing and Reusing

Staff: Healthy Eating, Actively Being Kind, Communication/Interpersonal Skills, Lifelong Fitness Activities, Littering

Parents: Healthy Eating, Money Management, Job Finding Skills, Actively Being Kind, Communication/ Interpersonal Skills, Recycling Reducing and Reusing

Community: Healthy Eating, Communication Interpersonal Skills, Money Management, Lifelong Fitness Activities, Problem Solving/ Decision Making

Gender

The differences in response rates of males and females may be helpful in guiding approaches of health care to accommodate differing attitudes due to gender. It must be noted that in general, female participants rated the different categories as being of higher importance. Several factors may have caused this result. Females may be more aware of health risks or more likely to seek out treatment. Perhaps females and males differ in their use of the word importance and males are less likely to rate any topic as important. It is possible that Birth Control was rated more important by females because an unplanned pregnancy affects them more directly. The reason behind the

gender difference is not yet apparent but needs to be kept in mind when interpreting the differences in rankings due to gender.

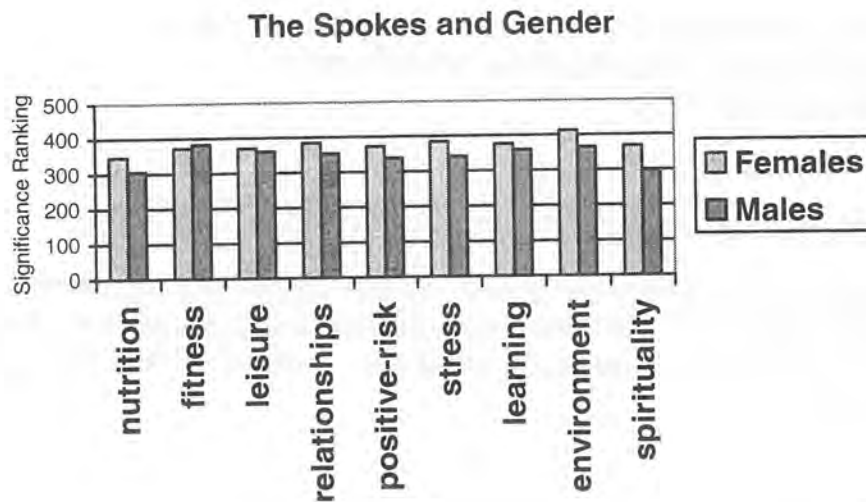


Figure 1

Overall Females had much higher importance rankings for all of the spokes except for Fitness (refer Figure 1). The areas in which males gave higher importance rankings were: Sports Nutrition, several areas of Fitness, Computers, Dating, and Violence. Females gave higher importance rankings for all of the other areas.

Highest importance rankings:

Females: Communication/Interpersonal Skills, Recreation Programs, Body Image, Recycling, Reducing and Reusing, Actively Being Kind

Males: Strength, Endurance, "Vegging Out", Money Management, Body Image

Age

The differences in responses that were seen between different age groups followed somewhat the same pattern as the differences in the respondent groups.

In general the responding pattern for all of the spokes followed a pattern of high importance in the younger age groups, under age twenty, medium and diverse opinions in the middle age groups and then high importance again in the oldest age groups.

Highest importance rankings in age groups:

Ages 12 & 13: Recreation Programs, Field Trips, Air Pollution, Global Issues, Recycling, Reducing and Reusing

Ages 14 & 15: "Vegging Out", Recreation Programs, Field Trips, Body Image, Communication/Interpersonal Skills

Ages 16 & 17: Communication/Interpersonal Skills, Birth Control, Safer Sex, Endurance, “Vegging Out”

Ages 18 & 19: Money Management, Recreation Programs, Problem Solving/Decision Making, Recycling Reducing, and Reusing, Communication/Interpersonal Skills

OVERALL RESULTS OF THE AREAS WITHIN EACH SPOKE

The following paragraphs describe which areas of each spoke were considered most to least important (refer Figure 2). This knowledge will help in the preparation of an action plan. High ratings of ‘Not At All’ show which areas the respondents feel are not relevant to their day to day life.

Nutrition

Healthy Eating had the highest importance ranking, 72.7% of respondents considered it Very or Quite important. This was followed by Sports Nutrition, Food Supplements, Discriminating Consumer of Food, then Disordered Eating, and finally Vegetarian Eating had the lowest ranking of importance. The categories of Disordered Eating and Vegetarian Choices had the highest occurrence of ‘Not At All’. About 20% of respondents felt this way about these areas.

It may be at first alarming to note this high a rate of unimportance connected to something as serious as disordered eating. This may be explained by the phrasing of the question “How important is it to you in your day to day life to know and/or do something about...?” Individuals who do not have eating disorders may then mark ‘Not At All’, because it is not directly important to them at this moment. Despite marking this area as not important to them, they may see it as an important issue and a topic that they may need information about in the future. The 40% of individuals who did mark this area as Very or Quite important also need to be acknowledged.

Fitness

Endurance received the highest importance ranking, followed by Strength, “Lifelong” Fitness Activities, Flexibility, Sports Injuries and the lowest importance ranking was Fitness Testing. The responses of unimportance were consistent with those of low importance, and Fitness Testing had the highest proportion of ‘Not At All’.

Leisure

The highest importance ranking for Leisure was Recreation Programs, 74.3% of respondents rated them as Very or Quite important. “Vegging Out” and Field Trips were

also very high. These were then followed by Hobbies and Crafts, and Computers. Board Games received a very low importance ranking. Board Games had a high unimportance ranking, 20.7% rated them as 'Not At All' important.

Relationships

The area of Communication/ Interpersonal Skills was rated very high in importance. The next most important areas of relationships were Problem Solving/ Decision Making, Grief and Loss, Violence, Dating and the area rated of least importance was Blended Families. Blended Families also was the area with the highest rank of 'Not At All' important. This may be explained by the same reasoning as the low scores for importance in Disordered Eating were because of those without eating disorder problems; the low importance of blended families may be due to the respondents who do not belong to blended families.

Positive Risk Taking

The category of Positive Risk Taking contained three areas related to sex, Safer Sex, STD's and Birth Control. As the area of Safer Sex includes the topics of STD's and Birth Control, the results should show responders to have rated Safer Sex of similar importance to the other two. This was true in our survey results; these three measures were all quite close in level of importance. The three topics related to sex received the highest importance ratings within Positive Risk Taking. Also of high importance was Self Defense, and Lifestyle Change, which were followed by Dealing with Alcohol Issues, Quit Smoking Programs, Dealing with other Drug Issues and the area with the lowest importance ranking was Dealing with Problem Gambling.

There was a high unimportance ranking for Problem Gambling. Surprisingly, results showed quite a few of those surveyed chose 'Not At All' for the areas of Quit Smoking Programs (23.7%), Dealing with Other Drug Issues (19.2%), Alcohol (15.9%) and Birth Control (15.2%). This may be due to the respondents' lack of participation in these behaviours rather than the belief that these are not important issues.

Stress Management

Within the Spoke of Stress Management, Body Image had a very high rating of importance. The rest of the areas; Time Management techniques, Suicide Prevention, Depression, and Relaxation Techniques, were about equal and medium high in importance. Suicide Prevention had a medium high rank of importance, but also a high level of unimportance, 18.4% of respondents rated it 'Not At All' important.

Life-Long Learning

Money Management was the most important topic within Life-Long Learning. It was followed by Job Finding Skills, Career Information, Study Skills, Computer Skills, Public Speaking, Asset Building and of least importance, Accessing Resources. None of these areas received high scores of unimportance.

Environmental Sensitivity

All of the areas of Environmental Sensitivity received high importance rankings. The highest was Recycling Reducing and Reusing. Air Pollution Reduction and Global Issues were also high, and then Local issues. Littering was the topic of Environmental Sensitivity that was rated the least important; nevertheless it was still quite high.

Spirituality

Actively Being Kind was the most important area of spirituality followed by Enjoying Poetry and/or Music, Self-Reflection, Volunteering, Cultural Awareness and Getting in Touch with Nature. Positive Self-Talk and Journal Writing had low scores of importance.

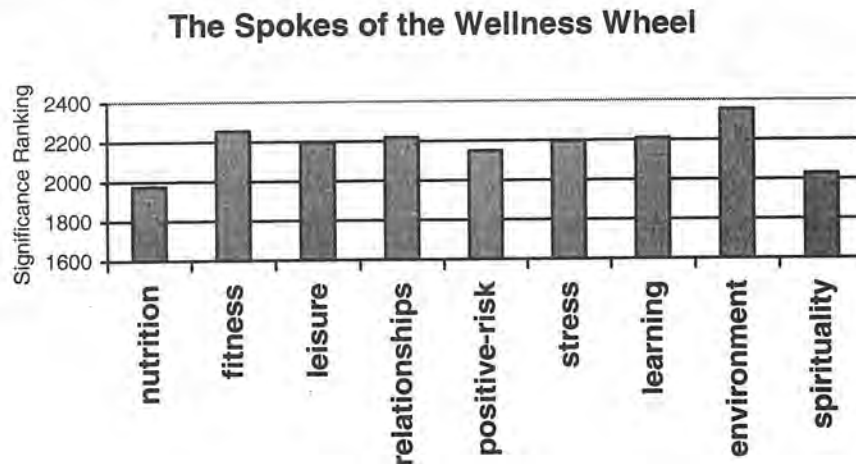


Figure 2

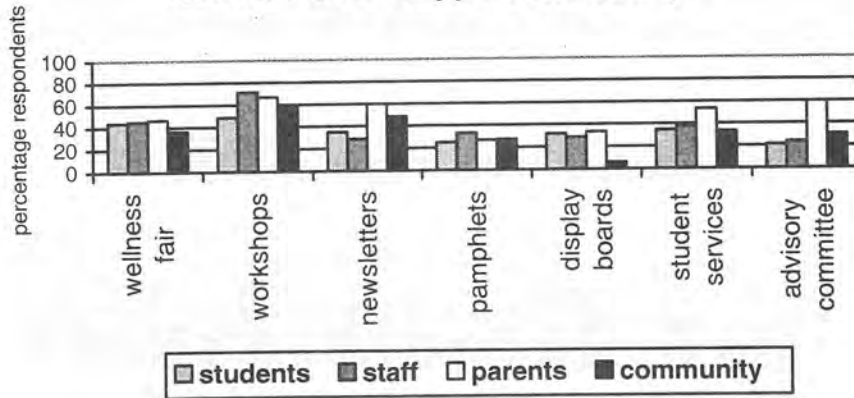
WAYS TO MEET THE NEEDS

School-Based Support Services

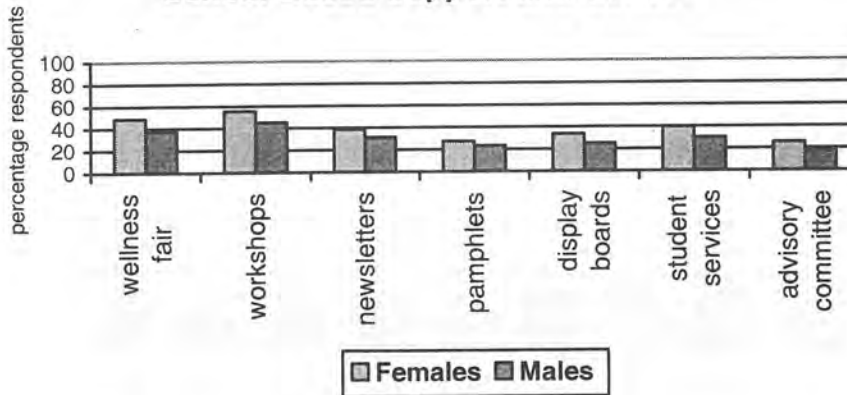
One-half of the respondents identified workshops as their option of choice. The next most popular sources of support in rank order were the Wellness Fair,

Newsletters, the Student Services Department, Display Boards, Pamphlets and the Wellness Advisory Committee (refer Figures 3-5).

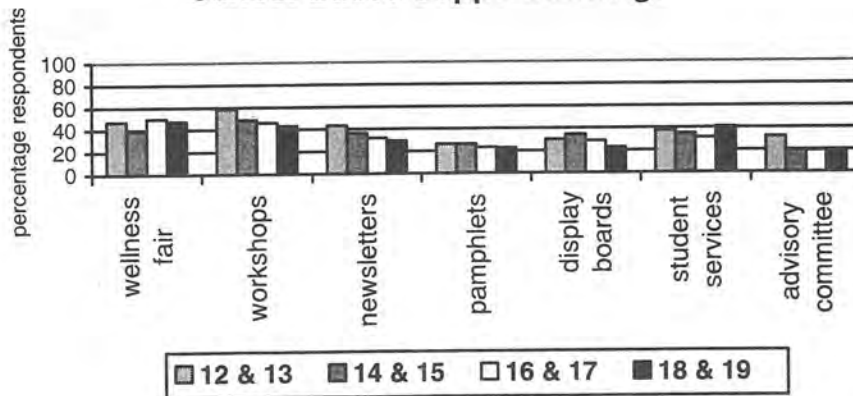
School-Based Support and Group



School-Based Support and Gender



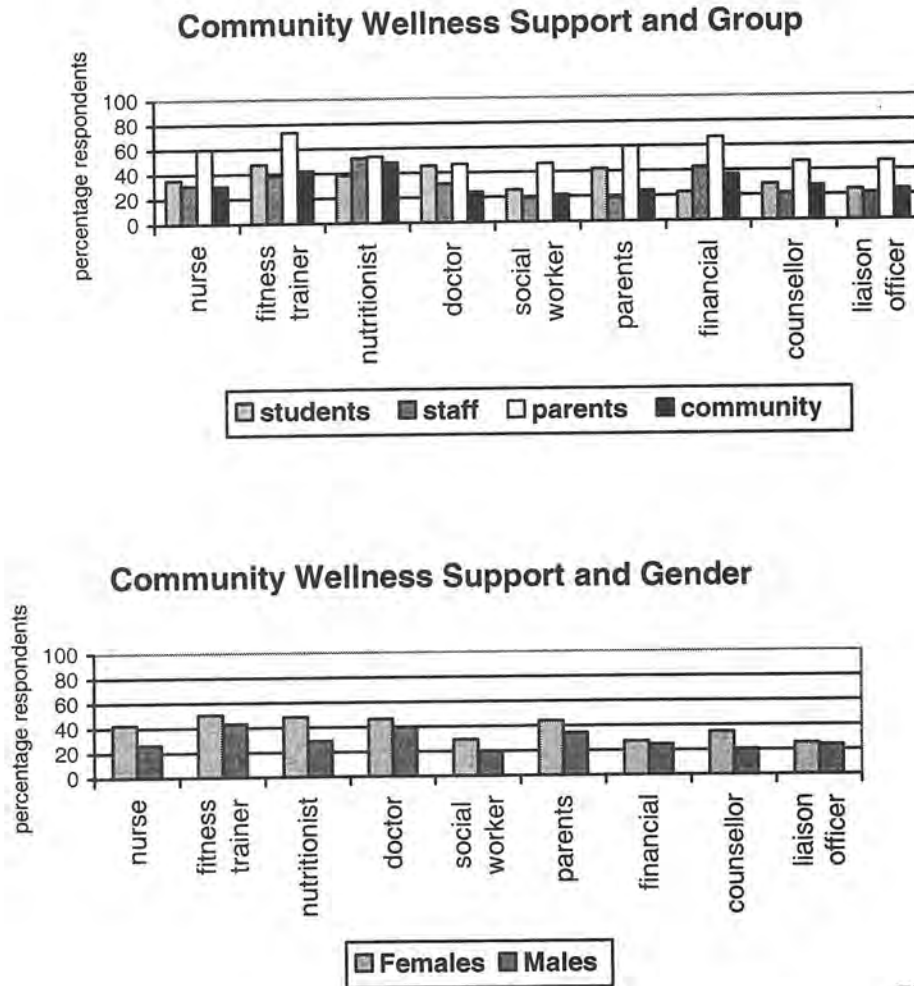
School-Based Support and Age



Figures 3-5

Community Wellness Support

The community wellness support services that received the highest numbers of checks were Fitness Trainer followed by Doctor, Nutritionist, Parents, Public Health Nurse. Outreach Counselor, Financial Consultant, Social Worker and finally Liaison Officer for the Police received the lowest amount of support (refer Figures 6-8).



Figures 6-7

Community Wellness Support and Age

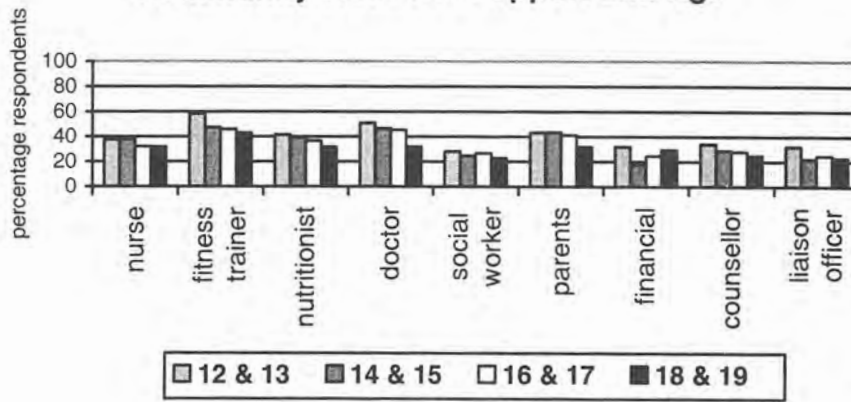


Figure 8

CONCLUSIONS

The results of the Reynolds' Wellness Priorities Survey indicate which areas people find important to know about and/or do something about in their day to day life. The knowledge gained from this Survey will be used in developing an action plan.

APPENDICES

A) INVITATION SAMPLE

MEMORANDUM

DATE: May 25, 2000
TO: All Staff
FROM: Student Services
RE: Reynolds' Wellness Priorities Survey

We would appreciate you taking a few moments to fill out the attached survey:

- Use pen or pencil
- Takes approximately 20 minutes maximum
- Staff and students to complete please (don't worry about absentees)
- Return to Rebecca in Student Services by Thursday, June 1st

Thanks very much for your help.

Morven Morrison

MM/rt

**B) REYNOLDS' WELLNESS
PRIORITIES SURVEY**

REYNOLDS

Wellness Priorities Survey

Dear Students, Staff, Parents and Community Partners

We need your help! The purpose of this survey is to guide the Reynolds Health Committee in discovering:

- a) Which wellness topics are you interested in,
- b) What ways could your needs best be met, and
- c) How can this happen?

Your responses will help guide Reynolds School to create an **Action Plan** to meet your *Wellness Needs*.



Please note:

Write **ONLY** on the survey form.

Do **not** include your name.

INFORMATION is CONFIDENTIAL

Please mark squares not like

Demographic Information

Respondent: Student
Staff
Parent
Community Member

Gender: Male
Female

Age:
12-13 14-15 16-17 18-19 20-24 25-29

30-34 35-39 40-44 45-50 51 & older

PART I

a) Which topics are you interested in?

This survey is based on the eight integrated spokes of the **Wellness Wheel Model**. Each spoke has many areas to consider. The hub of the **Wellness Wheel** (the nuts and bolts) is **Personal Responsibility**.

How important is it to you in your day to day life to know about and / or do something about:

Example:	Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important
1. Bicycle Safety _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Acne _____	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cold / Flu Prevention _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



NUTRITION (Practising good nutrition – balanced meals, healthy weight)

	Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important
4. Healthy Eating (balance, having breakfast, healthy snacks) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Sports Nutrition _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Vegetarian Choices (planning, cost, cooking, variety, storage) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Disordered Eating (dieting, over eating) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Food Supplements (vitamins, minerals, protein supplements) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Discriminating Consumer of Food (genetically engineered food, fast food, labels) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FITNESS (Engaging in sufficient physical activity through exercise to keep in good physical condition)



	Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important
11. Sports Injuries _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Endurance (continuous activities for your heart, lungs and circulatory system) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Flexibility (gentle reaching, bending, stretching activities to keep muscles relaxed and joints mobile) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Strength (activities against resistance to strengthen muscles and bones and improve posture) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Fitness Testing _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. "Lifelong" Fitness Activities (yoga, tai chi, golf, dancing, hiking, mountain biking and snow boarding) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



LEISURE (Relaxing / making time just for you)

	Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important
18. Hobbies and Crafts (cooking, model-making, carpentry, car maintenance, sewing) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Recreation Programs (Fun! e.g., art classes, pool parties, bowling, dances) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Field Trips (theatre, kayaking, movies, museum) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How important is it to you in your day to day life to know about and / or do something about:

LEISURE (cont'd)



	Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important
21. Board Games (monopoly, chess, crib, card games) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Computers (internet, chatlines, play stations, Nintendo) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. "Vegging Out" (music, reading, television, talking on the phone, power napping) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



RELATIONSHIPS (Willing to share, co-operate, form friendships, respect others)

	Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important
25. Communication / Interpersonal Skills (assertiveness, coping with feelings) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Dating _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Grief and Loss (death, separation, divorce, break-ups) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Problem Solving / Decision Making _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Blended Families _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Violence (family, bullying, dating) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

POSITIVE RISK-TAKING



(Responding to challenges in life as opportunities to grow in strength and maturity)

	Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important
32. Lifestyle Change _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Dealing with Alcohol Issues (binge drinking, alcoholism) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Dealing with <u>other</u> Drug Issues (marijuana, nicotine, cocaine, ecstasy) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Dealing with Problem Gambling (lotteries, Internet, bingo, casinos) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Quit Smoking Programs _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Self Defense _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Safer Sex _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. STD's (sexually transmitted diseases) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Birth Control _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How important is it to you in your day to day life to know about and / or do something about:

STRESS MANAGEMENT (Dealing with overload)



	Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important
42. Body Image (skin care, healthy weight, hygiene, clothing) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Relaxation Techniques (visualization, massage, meditation, acupuncture) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Depression _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Time Management Techniques _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Suicide Prevention _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LIFE-LONG LEARNING (Enjoying learning, feeling pride and success in accomplishments)



	Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important
48. Computer Skills _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Money Management (budgeting, investing) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Study Skills (exam preparation, note taking, test taking) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Accessing Resources (Reynolds Career Centre, community resources) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Career Information (post-secondary, job requirements) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Job Finding Skills (resumé writing, interviewing, role playing) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Public Speaking _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Asset Building (developing external and internal resources to promote positive attitudes and behaviours) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



ENVIRONMENTAL SENSITIVITY

(Respecting and caring for our environment)

	Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important
57. Recycling, Reducing and Reusing _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Littering (school grounds, community facilities) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Air Pollution Reduction (car pooling, using public transport, walking) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Global Issues (clear-cutting, endangered species) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Local Issues (Blenkinsop Creek, Galloping Goose Trail) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How important is it to you in your day to day life to know about and / or do something about:

SPIRITUALITY (How do you feed your soul? Taking time to renew and awaken yourself. Finding purpose, meaning and inner peace.)



	Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important
62. Cultural Awareness (looking at diverse faiths, traditions and rituals) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Volunteering (serving others) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Journal Writing _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. Getting in Touch with Nature (watching the sun set, going to the mountains) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Enjoying Poetry and / or Music (writing, listening, dancing) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Self-Reflection (Who are you? Thinking about your own personal values and beliefs.) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Positive Self-Talk (Saying something nice about yourself) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Actively Being Kind (talking to someone, holding a door open for someone, making food bank contributions) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Please continue andturn to page 6

PART II

b) Now that you have identified your areas of interest, what ways could your interests best be met?

Reynolds' School-Based Support Services:	Community Wellness Support:
<p>From this selection, make as many choices as you want.</p> <ul style="list-style-type: none">• Wellness Fair <input type="checkbox"/>• Workshops <input type="checkbox"/>• Newsletters <input type="checkbox"/>• Pamphlets <input type="checkbox"/>• Display Boards <input type="checkbox"/>• Student Services Department (Counsellors / Health Support, First Nations Counsellor, Youth & Family Counsellors) <input type="checkbox"/>• Wellness Advisory Committee (Students, Staff, Parents, Community Members) <input type="checkbox"/>• Others (please specify) <input type="checkbox"/> <p>_____</p> <p>_____</p> <p>_____</p>	<p>From this selection, make as many choices as you want.</p> <ul style="list-style-type: none">• Public Health Nurse <input type="checkbox"/>• Fitness Trainer <input type="checkbox"/>• Nutritionist <input type="checkbox"/>• Doctor <input type="checkbox"/>• Social Worker <input type="checkbox"/>• Parents <input type="checkbox"/>• Financial Consultant <input type="checkbox"/>• Outreach Counsellor (Drug / Alcohol Issues) <input type="checkbox"/>• Liaison Officer for Police <input type="checkbox"/>• Others (please specify) <input type="checkbox"/> <p>_____</p> <p>_____</p> <p>_____</p>
<p>What ways could your needs best be met? Any comments or suggestions would be appreciated.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

PART III

c) How can this happen?

Your comments / suggestions are vital!

THANK YOU FOR YOUR PARTICIPATION

From: Reynolds' Student Services
Phone: 479-1696
Mrs. Morrison

Once the results of your responses have been analyzed, you will receive feedback in the Year 2000. Stay tuned for more!!



COMMENTS / SUGGESTIONS:

C) SURVEY DATA ANALYSIS FOR ALL RESPONDENTS

Note: This is one section of the Survey Data Analysis

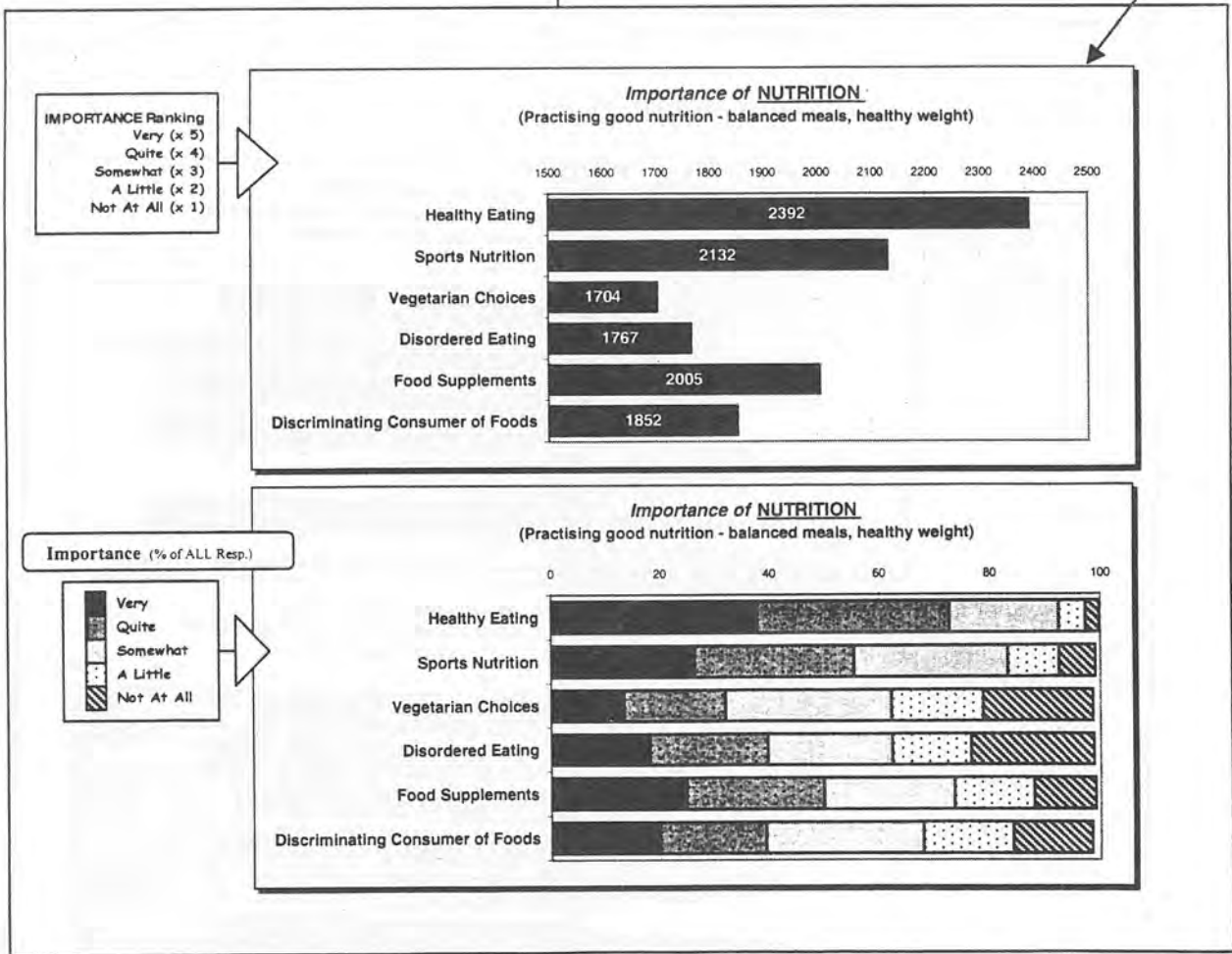
Survey Data: *ALL* Respondents

How important is it to you in your day to day life to know about and / or do something about:

NUTRITION (Practising good nutrition - balanced meals, healthy weight)



		5	4	3	2	1	no resp	Importance Ranking
		Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important		
Healthy Eating (balance, having breakfast, healthy snacks)	(n = 598) %	225 37.6	210 35.1	118 19.7	29 4.8	15 2.5	1 0.2	2392
Sports Nutrition	(n = 598) %	157 26.3	174 29.1	167 27.9	55 9.2	40 6.7	5 0.8	2132
Vegetarian Choices (planning, cost, cooking, variety, storage)	(n = 598) %	80 13.4	111 18.6	181 30.3	99 16.6	119 19.9	8 1.3	1704
Disordered Eating (dieting, over eating)	(n = 598) %	108 18.1	129 21.6	136 22.7	85 14.2	133 22.2	7 1.2	1767
Food Supplements (vitamins, minerals, protein supplements)	(n = 598) %	148 24.7	150 25.1	142 23.7	86 14.4	67 11.2	5 0.8	2005
Discriminating Consumer of Food (genetically engineered food, fast food, labels)	(n = 598) %	119 19.9	116 19.4	171 28.6	97 16.2	86 14.4	9 1.5	1852

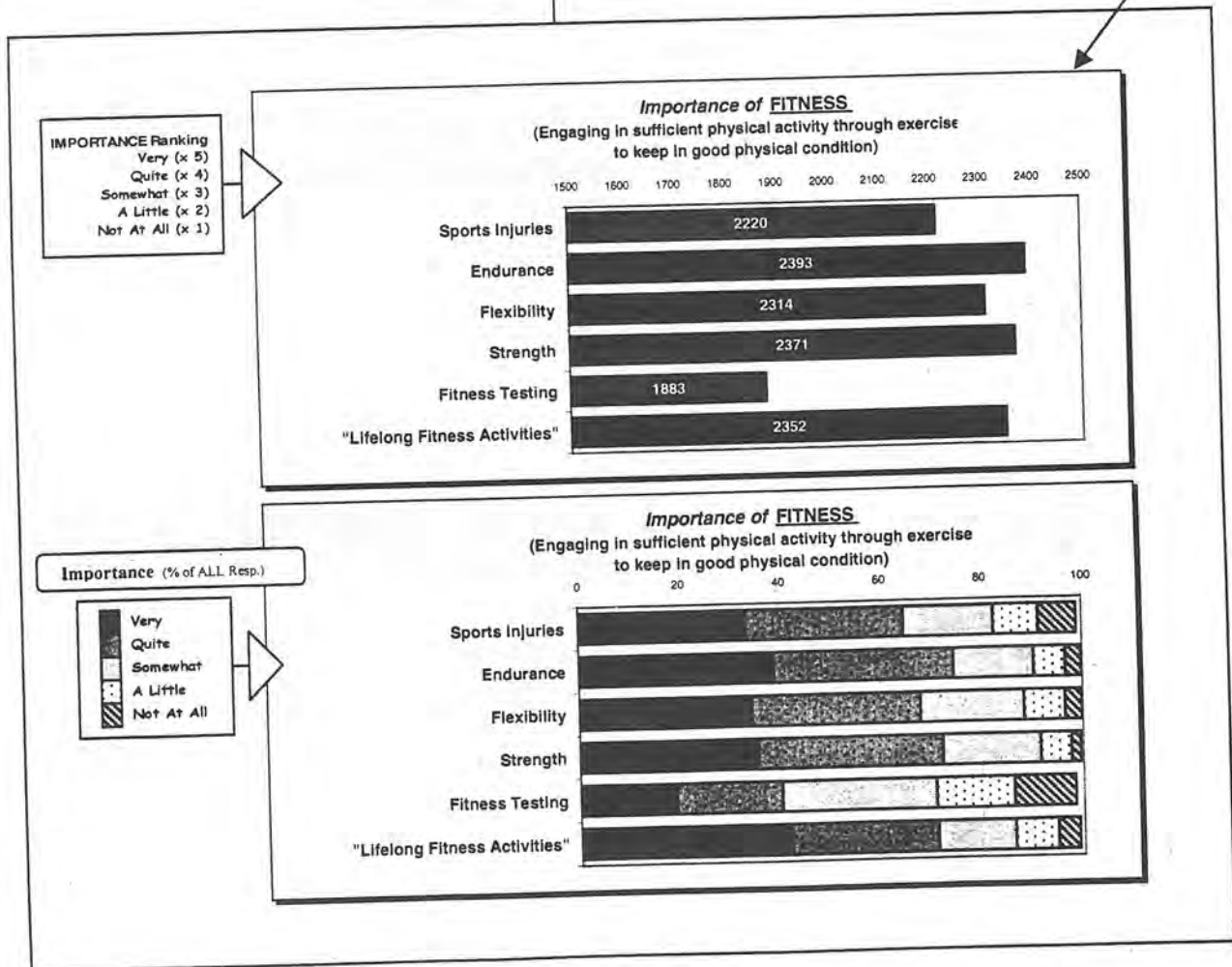


How important is it to you in your day to day life to know about and / or do something about:

FITNESS (Engaging in sufficient physical activity through exercise to keep in good physical condition)



		5	4	3	2	1	no resp	Importance Ranking
		Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important		
Sports Injuries	(n = 598)	200	187	107	53	45	6	2220
	%	33.4	31.3	17.9	8.9	7.5	1.0	
Endurance								
(continuous activities for your heart, lungs and circulatory system)	(n = 598)	231	215	95	37	19	1	2393
	%	38.6	36.0	15.9	6.2	3.2	0.2	
Flexibility								
(gentle reaching, bending, stretching activities to keep muscles relaxed and joints mobile)	(n = 598)	205	201	123	48	20	1	2314
	%	34.3	33.6	20.6	8.0	3.3	0.2	
Strength								
(activities against resistance to strengthen muscles and bones and improve posture)	(n = 598)	212	220	116	36	11	3	2371
	%	35.5	36.8	19.4	6.0	1.8	0.5	
Fitness Testing	(n = 598)	114	126	184	92	73	9	1883
	%	19.1	21.1	30.8	15.4	12.2	1.5	
"Lifelong" Fitness Activities								
(yoga, tai chi, golf, dancing, hiking, mountain biking and snow boarding)	(n = 598)	250	175	92	50	26	5	2352
	%	41.8	29.3	15.4	8.4	4.3	0.8	

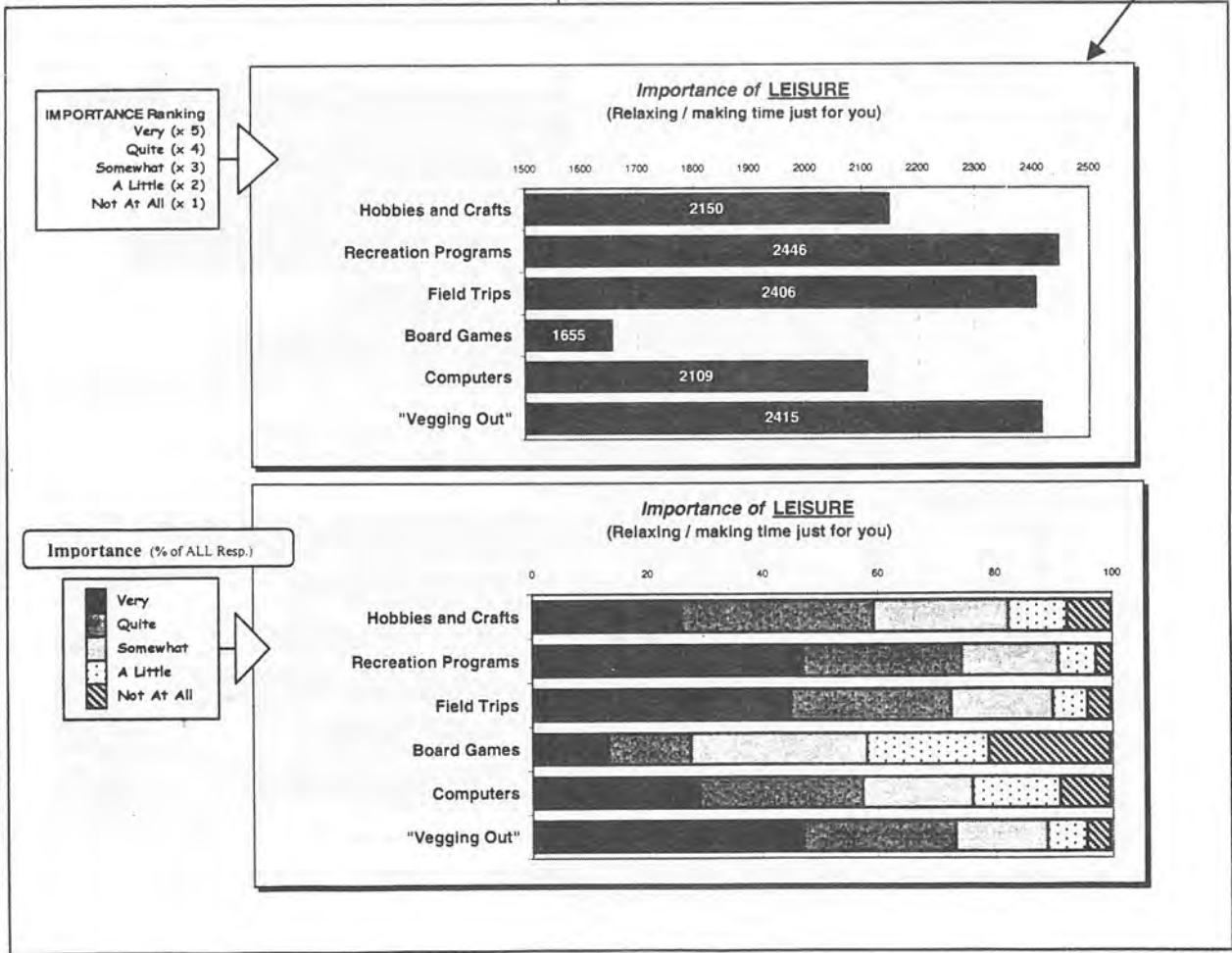


How important is it to you in your day to day life to know about and / or do something about:

LEISURE (Relaxing / making time just for you)



		5	4	3	2	1	no resp	Importance Ranking
		Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important		
Hobbies and Crafts (cooking, model-making, carpentry, car maintenance, sewing)	(n = 598)	155	199	138	60	45	1	2150
	%	25.9	33.3	23.1	10.0	7.5	0.2	
Recreation Programs (fun! e.g., art classes, pool parties, bowling, dances)	(n = 598)	281	163	99	38	16	1	2446
	%	47.0	27.3	16.6	6.4	2.7	0.2	
Field Trips (theatre, kayaking, movies, museum)	(n = 598)	268	165	104	35	24	2	2406
	%	44.8	27.6	17.4	5.9	4.0	0.3	
Board Games (monopoly, chess, crib, card games)	(n = 598)	78	86	183	124	124	3	1655
	%	13.0	14.4	30.6	20.7	20.7	0.5	
Computers (internet, chatlines, play stations, Nintendo)	(n = 598)	173	169	113	89	51	3	2109
	%	28.9	28.3	18.9	14.9	8.5	0.5	
"Vegging Out" (music, reading, television, talking on the phone, power napping)	(n = 598)	281	156	94	40	24	3	2415
	%	47.0	26.1	15.7	6.7	4.0	0.5	

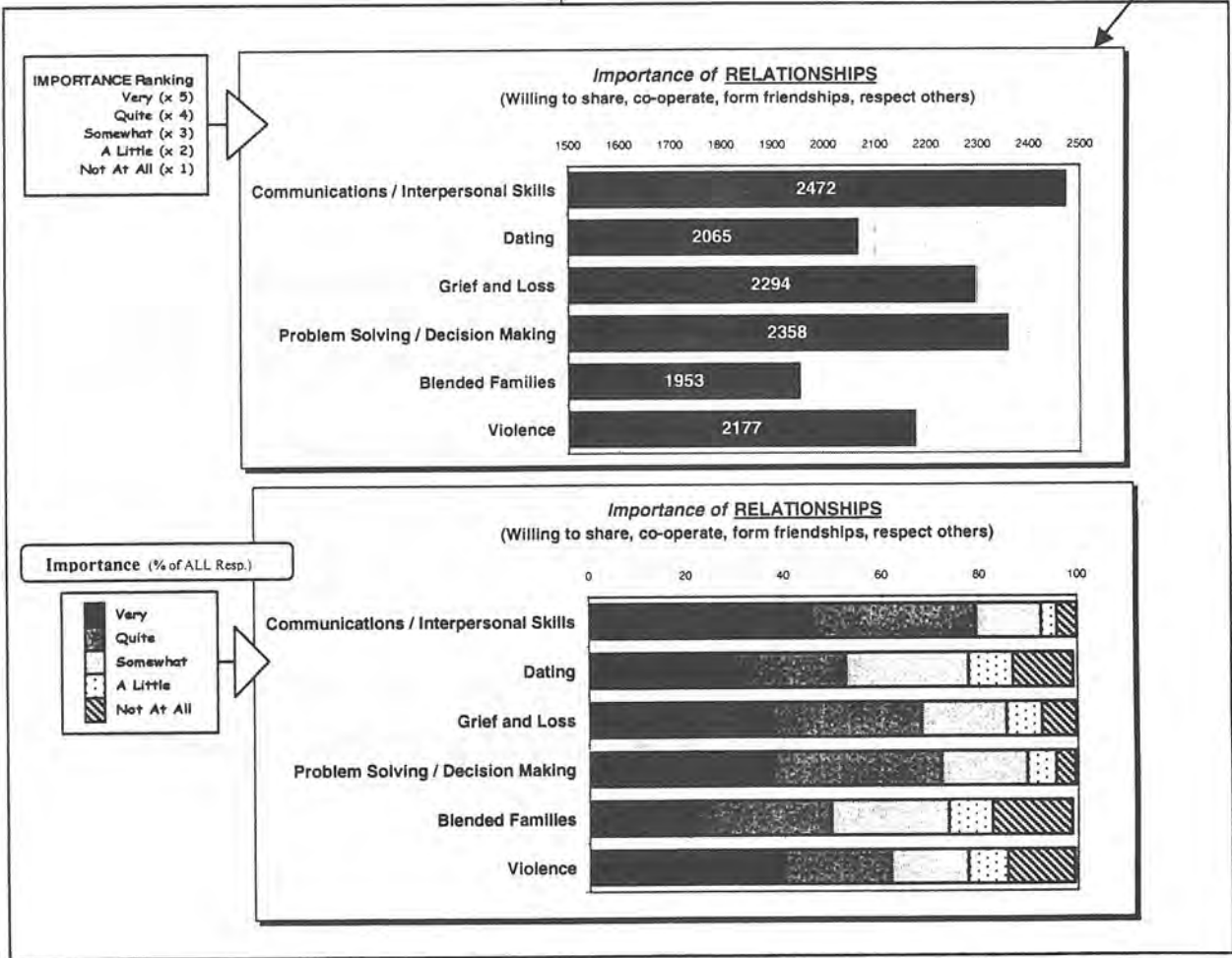


How important is it to you in your day to day life to know about and / or do something about:

RELATIONSHIPS (Willing to share, co-operate, form friendships, respect others)



	(n = 598)	5	4	3	2	1	no resp.	Importance Ranking
		Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important		
Communication / Interpersonal Skills (assertiveness, coping with feelings)		273	201	80	19	25		2472
	%	45.7	33.6	13.4	3.2	4.2		
Dating		174	140	151	54	74	5	2065
	%	29.1	23.4	25.3	9.0	12.4	0.8	
Grief and Loss (death, separation, divorce, break-ups)		225	182	104	43	43	1	2294
	%	37.6	30.4	17.4	7.2	7.2	0.2	
Problem Solving / Decision Making		225	206	105	35	24	3	2358
	%	37.6	34.4	17.6	5.9	4.0	0.5	
Blended Families		133	163	144	53	98	7	1953
	%	22.2	27.3	24.1	8.9	16.4	1.2	
Violence (family, bullying, dating)		238	131	95	48	82	4	2177
	%	39.8	21.9	15.9	8.0	13.7	0.7	

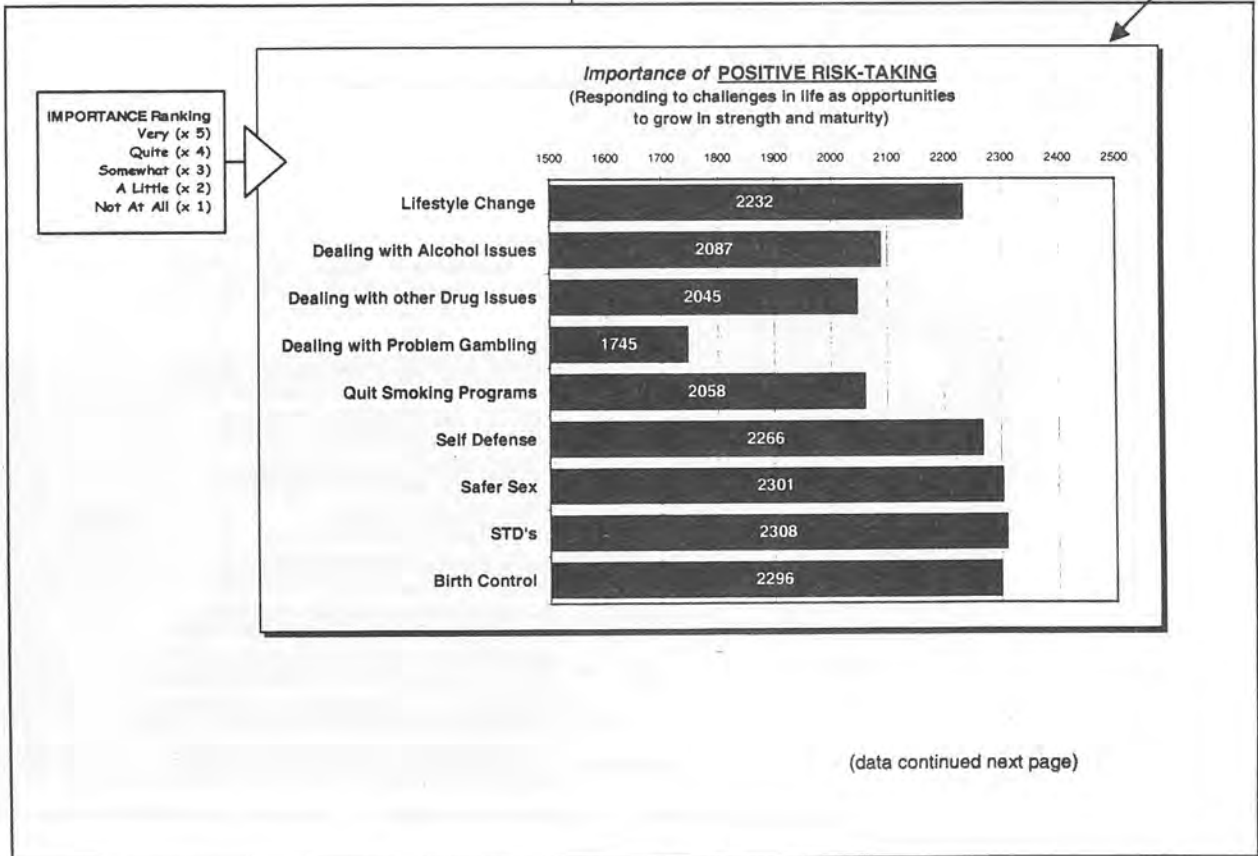


How important is it to you in your day to day life to know about and / or do something about:

POSITIVE RISK TAKING (Responding to challenges in life as opportunities to grow in strength and maturity)



		5	4	3	2	1	no resp	Importance Ranking
		Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important		
Lifestyle Change	(n = 598)	170	223	126	36	40	3	2232
	%	28.4	37.3	21.1	6.0	6.7	0.5	
Dealing with Alcohol Issues (binge drinking, alcoholism)	(n = 598)	189	156	109	48	95	1	2087
	%	31.6	26.1	18.2	8.0	15.9	0.2	
Dealing with other Drug Issues (marijuana, nicotine, cocaine, ecstasy)	(n = 598)	206	131	88	56	115	2	2045
	%	34.4	21.9	14.7	9.4	19.2	0.3	
Dealing with Problem Gambling (lotteries, internet, bingo, casinos)	(n = 598)	128	105	120	82	161	2	1745
	%	21.4	17.6	20.1	13.7	26.9	0.3	
Quit Smoking Programs	(n = 598)	230	121	72	33	142		2058
	%	38.5	20.2	12.0	5.5	23.7		
Self Defense	(n = 598)	241	150	108	38	61		2266
	%	40.3	25.1	18.1	6.4	10.2		
Safer Sex	(n = 598)	291	124	68	32	82	1	2301
	%	48.7	20.7	11.4	5.4	13.7	0.2	
STD's (sexually transmitted diseases)	(n = 598)	311	106	60	30	89	2	2308
	%	52.0	17.7	10.0	5.0	14.9	0.3	
Birth Control	(n = 598)	305	113	56	30	91	3	2296
	%	51.0	18.9	9.4	5.0	15.2	0.5	



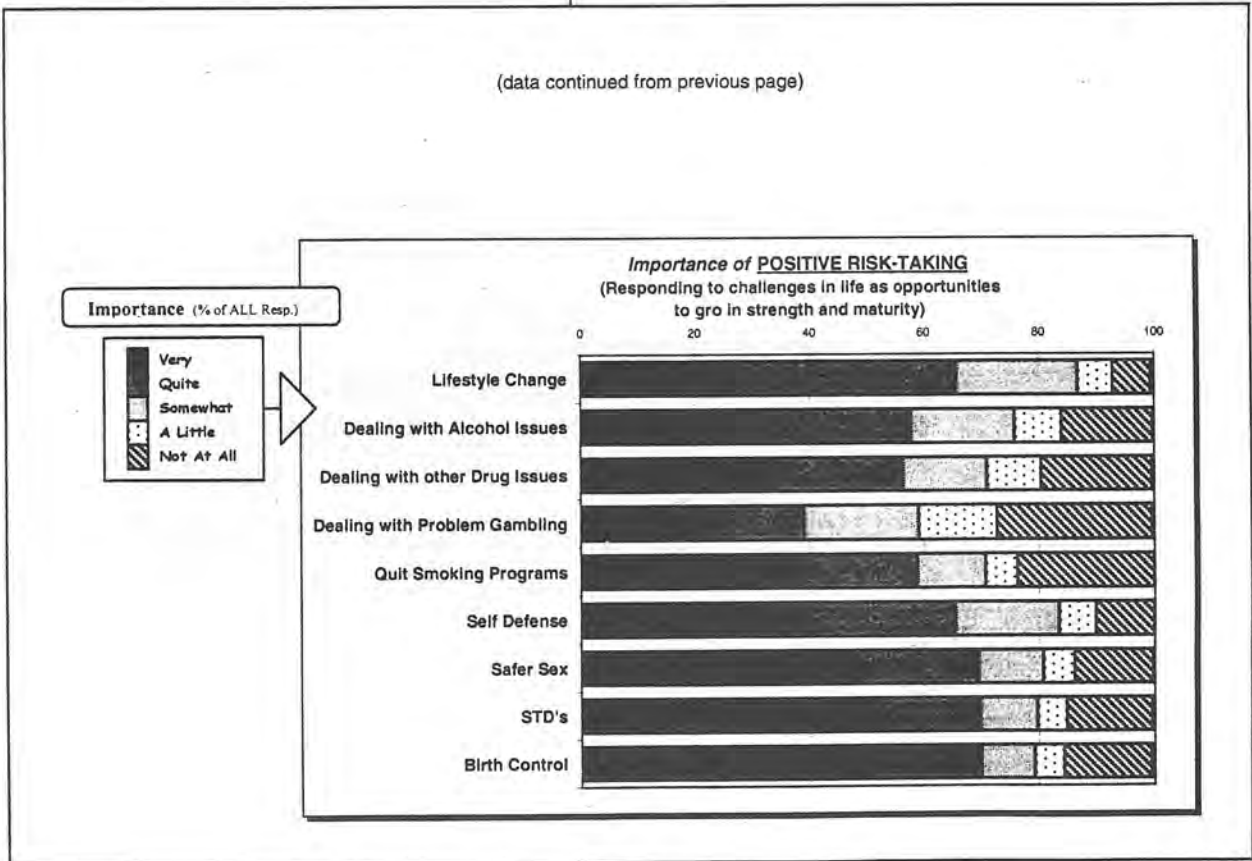
How important is it to you in your day to day life to know about and / or do something about:

POSITIVE RISK TAKING (Responding to challenges in life as opportunities to grow in strength and maturity)



		5	4	3	2	1	no resp.	Importance Ranking
		Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important		
Lifestyle Change	(n = 598)	170	223	126	36	40	3	2232
	%	28.4	37.3	21.1	6.0	6.7	0.5	
Dealing with Alcohol Issues (binge drinking, alcoholism)	(n = 598)	189	156	109	48	95	1	2087
	%	31.6	26.1	18.2	8.0	15.9	0.2	
Dealing with other Drug Issues (marijuana, nicotine, cocaine, ecstasy)	(n = 598)	206	131	88	56	115	2	2045
	%	34.4	21.9	14.7	9.4	19.2	0.3	
Dealing with Problem Gambling (lotteries, internet, bingo, casinos)	(n = 598)	128	105	120	82	161	2	1745
	%	21.4	17.6	20.1	13.7	26.9	0.3	
Quit Smoking Programs	(n = 598)	230	121	72	33	142		2058
	%	38.5	20.2	12.0	5.5	23.7		
Self Defense	(n = 598)	241	150	108	38	61		2266
	%	40.3	25.1	18.1	6.4	10.2		
Safer Sex	(n = 598)	291	124	68	32	82	1	2301
	%	48.7	20.7	11.4	5.4	13.7	0.2	
STD's (sexually transmitted diseases)	(n = 598)	311	106	60	30	89	2	2308
	%	52.0	17.7	10.0	5.0	14.9	0.3	
Birth Control	(n = 598)	305	113	56	30	91	3	2296
	%	51.0	18.9	9.4	5.0	15.2	0.5	

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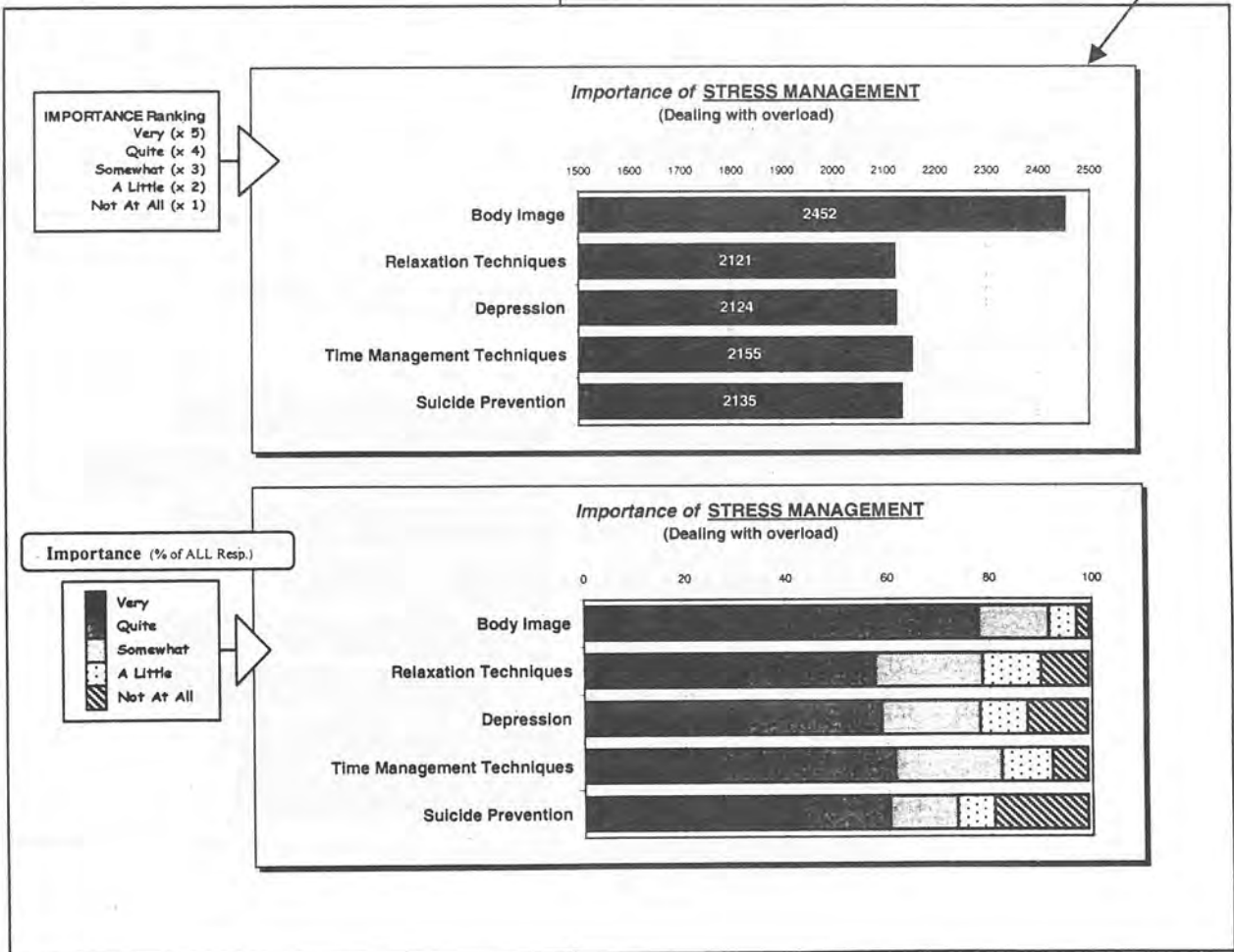


How important is it to you in your day to day life to know about and / or do something about:

STRESS MANAGEMENT (Dealing with overload)



		5	4	3	2	1		Importance Ranking
		Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important	no resp.	
Body Image (skin care, healthy weight, hygiene, clothing)	(n = 598)	264	201	83	32	15	3	2452
	%	44.1	33.6	13.9	5.4	2.5	0.5	
Relaxation Techniques (visualization, massage, meditation, acupuncture)	(n = 598)	175	169	126	68	56	4	2121
	%	29.3	28.3	21.1	11.4	9.4	0.7	
Depression	(n = 598)	191	160	116	55	71	5	2124
	%	31.9	26.8	19.4	9.2	11.9	0.8	
Time Management Techniques	(n = 598)	152	215	125	59	42	5	2155
	%	25.4	36.0	20.9	9.9	7.0	0.8	
Suicide Prevention	(n = 598)	259	101	80	43	110	5	2135
	%	43.3	16.9	13.4	7.2	18.4	0.8	

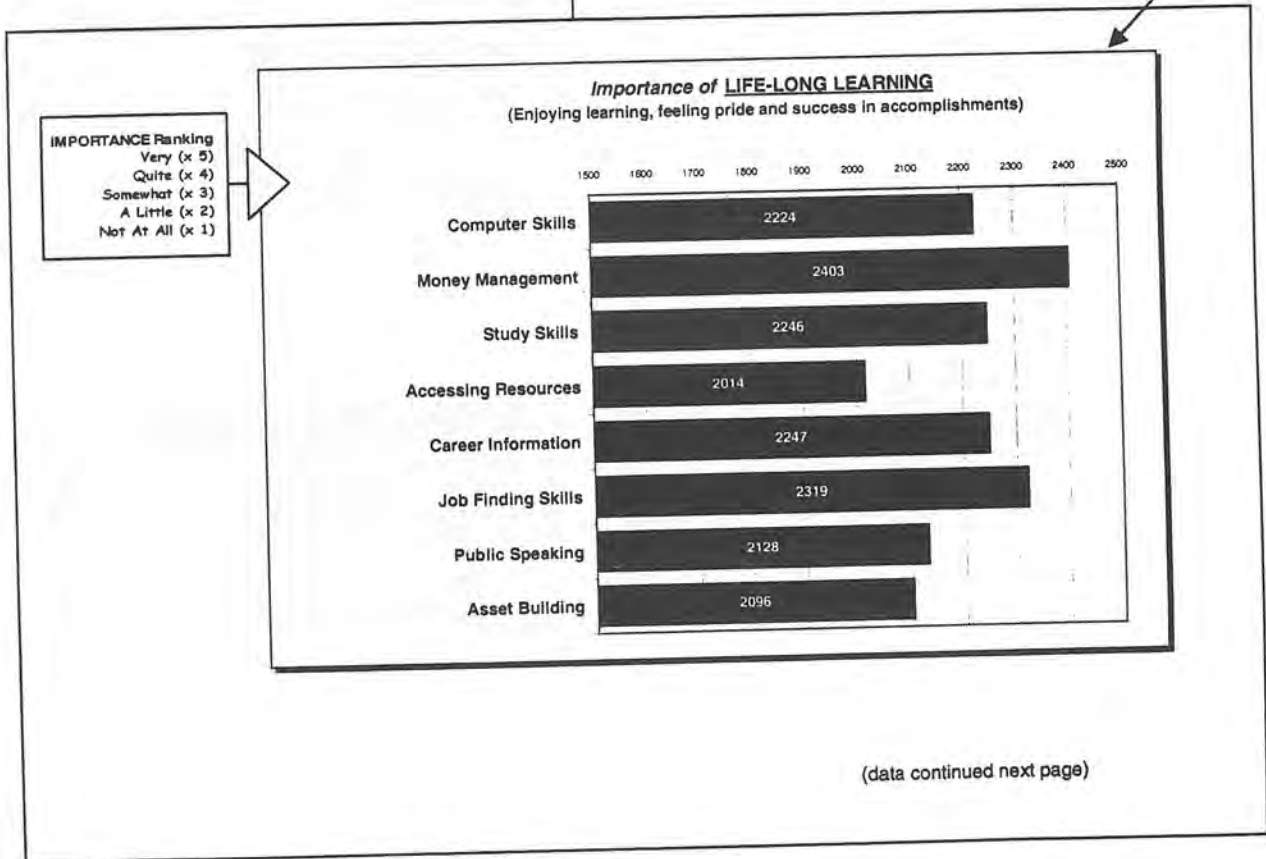


How important is it to you in your day to day life to know about and / or do something about:

LIFE-LONG LEARNING (Enjoying learning, feeling pride and success in accomplishments)



	n	5	4	3	2	1	no resp.	Importance Ranking
		Very Important	Quite Important	Somewhat Important	A Little important	Not At All Important		
Computer Skills	(n = 598)	186	199	122	44	44	3	2224
	%	31.1	33.3	20.4	7.4	7.4	0.5	
Money Management (budgeting, investing)	(n = 598)	252	191	98	31	23	3	2403
	%	42.1	31.9	16.4	5.2	3.8	0.5	
Study Skills (exam preparation, note taking, test taking)	(n = 598)	213	178	113	43	44	7	2246
	%	35.6	29.8	18.9	7.2	7.4	1.2	
Accessing Resources (Reynolds Career Centre, community resources)	(n = 598)	106	209	155	60	63	5	2014
	%	17.7	34.9	25.9	10.0	10.5	0.8	
Career Information (post-secondary, job requirements)	(n = 598)	197	203	110	39	42	7	2247
	%	32.9	33.9	18.4	6.5	7.0	1.2	
Job Finding Skills (resume writing, interviewing, role playing)	(n = 598)	242	186	82	40	39	9	2319
	%	40.5	31.1	13.7	6.7	6.5	1.5	
Public Speaking	(n = 598)	160	188	133	64	49	4	2128
	%	26.8	31.4	22.2	10.7	8.2	0.7	
Asset Building (developing external and internal resources to promote positive attitudes and behaviours)	(n = 598)	139	190	161	58	42	8	2096
	%	23.2	31.8	26.9	9.7	7.0	1.3	



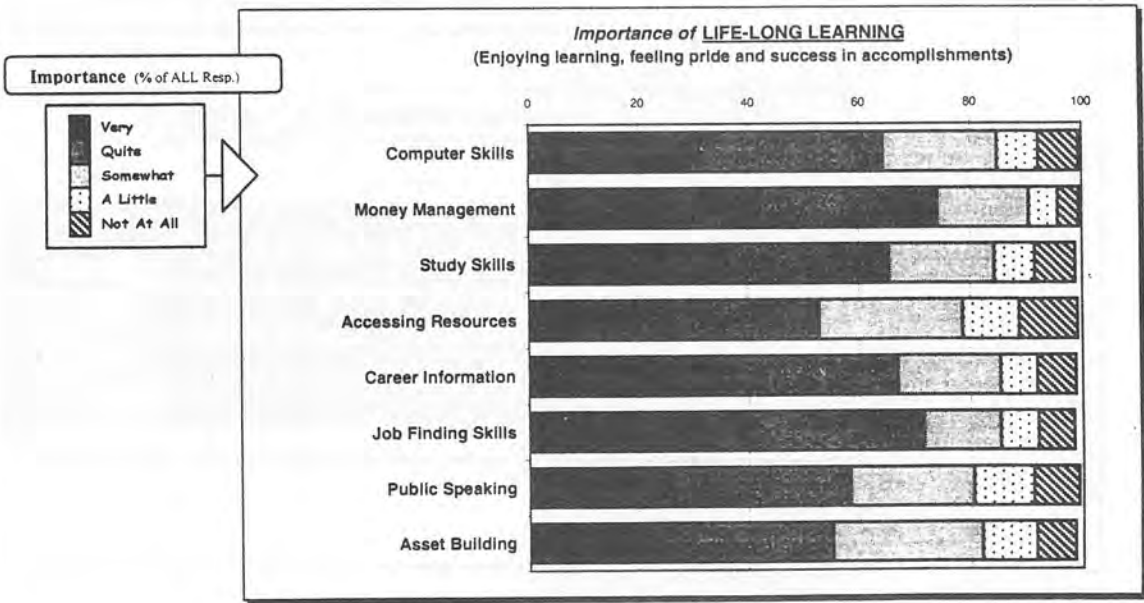
How important is it to you in your day to day life to know about and / or do something about:

LIFE-LONG LEARNING (Enjoying learning, feeling pride and success in accomplishments)



		5	4	3	2	1		Importance Ranking
		Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important	no resp.	
Computer Skills	(n = 598)	186	199	122	44	44	3	2224
	%	31.1	33.3	20.4	7.4	7.4	0.5	
Money Management	(n = 598)	252	191	98	31	23	3	2403
(budgeting, investing)	%	42.1	31.9	16.4	5.2	3.8	0.5	
Study Skills	(n = 598)	213	178	113	43	44	7	2246
(exam preparation, note taking, test taking)	%	35.6	29.8	18.9	7.2	7.4	1.2	
Accessing Resources	(n = 598)	106	209	155	60	63	5	2014
(Reynolds Career Centre, community resources)	%	17.7	34.9	25.9	10.0	10.5	0.8	
Career Information	(n = 598)	197	203	110	39	42	7	2247
(post-secondary, job requirements)	%	32.9	33.9	18.4	6.5	7.0	1.2	
Job Finding Skills	(n = 598)	242	186	82	40	39	9	2319
(resume writing, interviewing, role playing)	%	40.5	31.1	13.7	6.7	6.5	1.5	
Public Speaking	(n = 598)	160	188	133	64	49	4	2128
	%	26.8	31.4	22.2	10.7	8.2	0.7	
Asset Building	(n = 598)	139	190	161	58	42	8	2096
(developing external and internal resources to promote positive attitudes and behaviours)	%	23.2	31.8	26.9	9.7	7.0	1.3	

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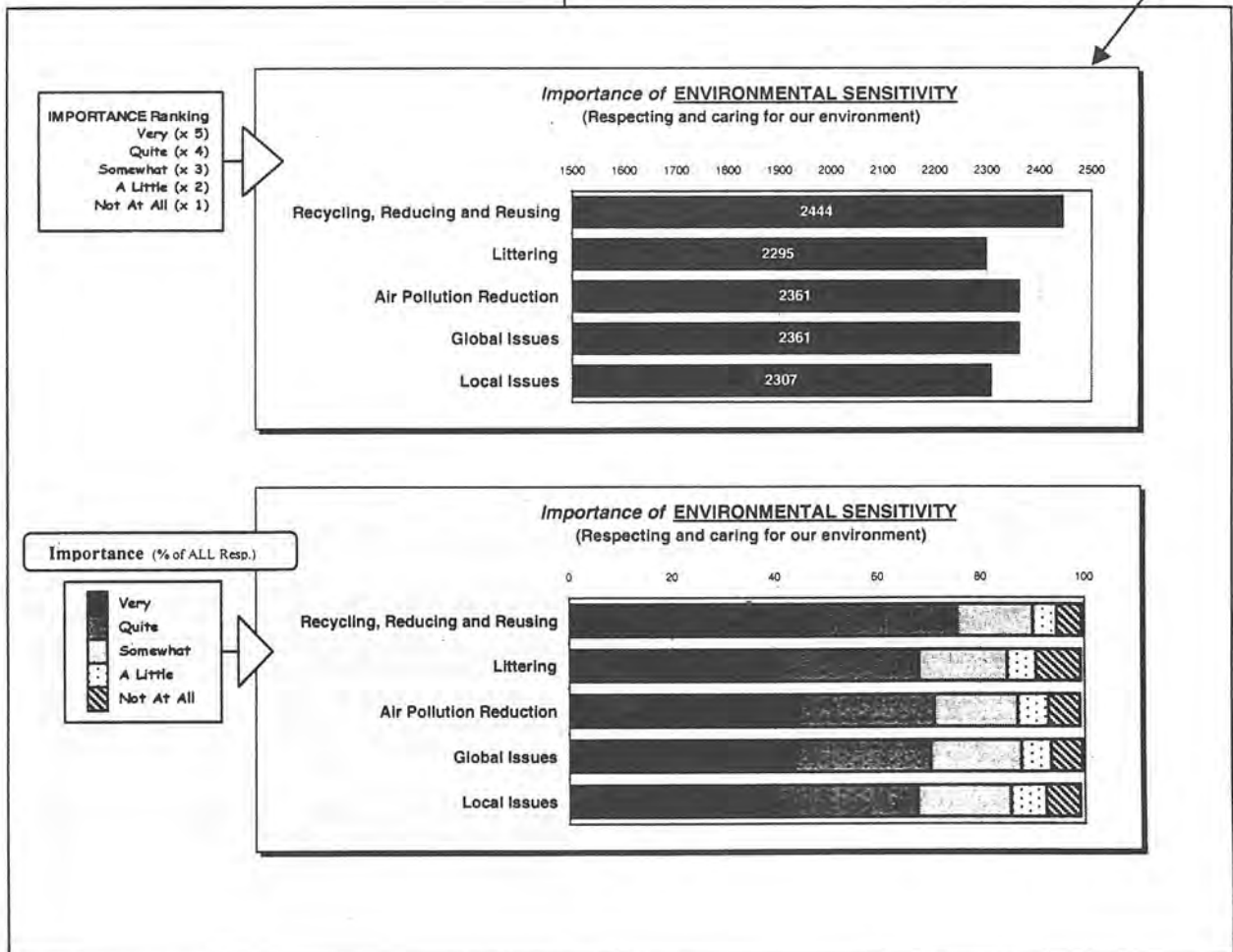


How important is it to you in your day to day life to know about and / or do something about:

ENVIRONMENTAL SENSITIVITY (Respecting and caring for our environment)



		5	4	3	2	1		Importance Ranking
		Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important	no resp.	
Recycling, Reducing and Reusing	(n = 598)	293	158	88	27	29	3	2444
	%	49.0	26.4	14.7	4.5	4.8	0.5	
Littering	(n = 598)	243	164	102	33	52	4	2295
(school grounds, community facilities)	%	40.6	27.4	17.1	5.5	8.7	0.7	
Air Pollution Reduction	(n = 598)	267	157	97	35	37	5	2361
(car pooling, using public transport, walking)	%	44.6	26.3	16.2	5.9	6.2	0.8	
Global Issues	(n = 598)	262	158	105	34	36	3	2361
(clear-cutting, endangered species)	%	43.8	26.4	17.6	5.7	6.0	0.5	
Local Issues	(n = 598)	243	162	108	40	40	5	2307
(Blenkinsop Creek, Galloping Goose Trail)	%	40.6	27.1	18.1	6.7	6.7	0.8	

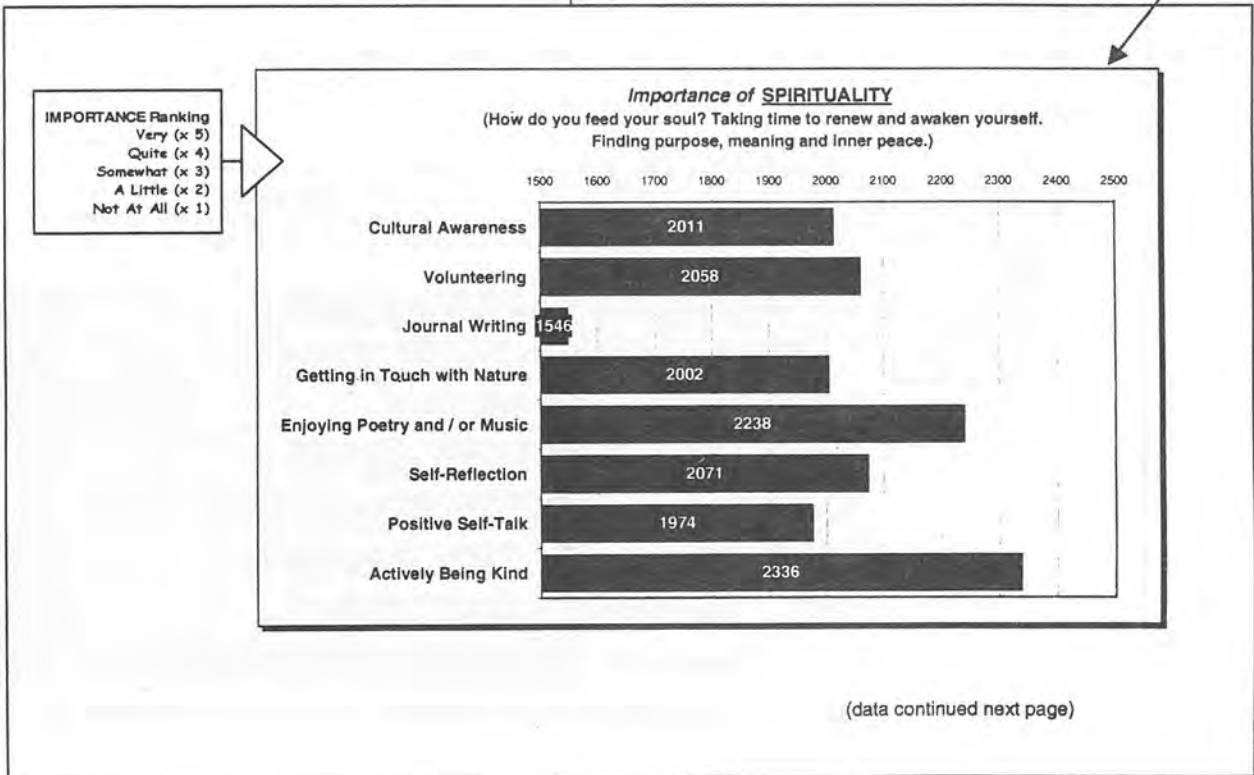


How important is it to you in your day to day life to know about and / or do something about:

SPIRITUALITY (How do you feed your soul? Taking time to renew and awaken yourself. Finding purpose, meaning and inner peace.)



		5	4	3	2	1	no resp	Importance Ranking
		Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important		
Cultural Awareness (looking at diverse faiths, traditions and rituals)	(n = 598)	143	147	167	71	65	5	2011
	%	23.9	24.6	27.9	11.9	10.9	0.8	
Volunteering (serving others)	(n = 598)	135	176	164	69	49	5	2058
	%	22.6	29.4	27.4	11.5	8.2	0.8	
Journal Writing	(n = 598)	70	95	144	100	184	5	1546
	%	11.7	15.9	24.1	16.7	30.8	0.8	
Getting in Touch with Nature (watching the sun set, going to the mountains)	(n = 598)	146	142	157	85	63	5	2002
	%	24.4	23.7	26.3	14.2	10.5	0.8	
Enjoying Poetry and / or Music (writing, listening, dancing)	(n = 598)	218	157	122	58	38	5	2238
	%	36.5	26.3	20.4	9.7	6.4	0.8	
Self-Reflection (Who are you? Thinking about your own personal values and beliefs.)	(n = 598)	161	162	144	61	64	6	2071
	%	26.9	27.1	24.1	10.2	10.7	1.0	
Positive Self-Talk (Saying something nice about yourself.)	(n = 598)	144	145	144	83	76	6	1974
	%	24.1	24.2	24.1	13.9	12.7	1.0	
Actively Being Kind (talking to someone, holding a door open for someone, making food bank contributions)	(n = 598)	247	183	83	43	34	8	2336
	%	41.3	30.6	13.9	7.2	5.7	1.3	



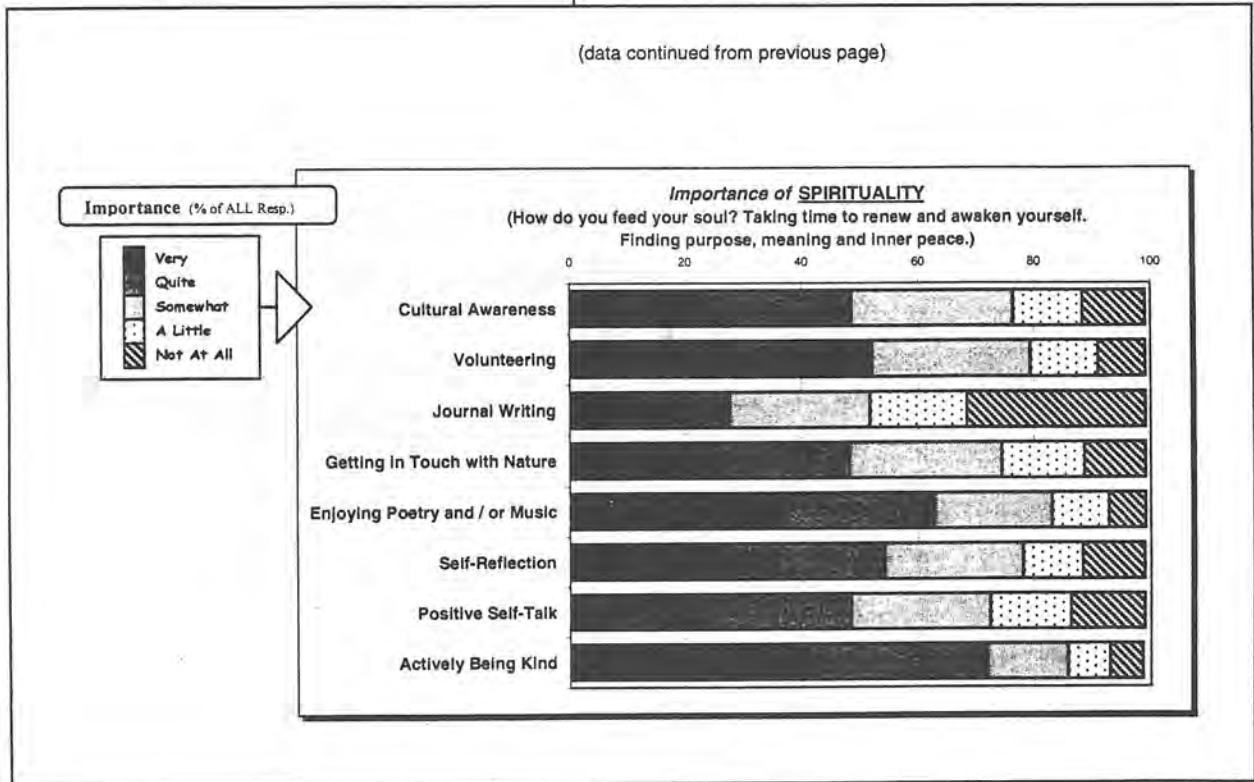
How important is it to you in your day to day life to know about and / or do something about:

SPIRITUALITY (How do you feed your soul? Taking time to renew and awaken yourself. Finding purpose, meaning and inner peace.)



		5	4	3	2	1	no resp	Importance Ranking
		Very Important	Quite Important	Somewhat Important	A Little Important	Not At All Important		
Cultural Awareness (looking at diverse faiths, traditions and rituals)	(n = 598)	143	147	167	71	65	5	2011
	%	23.9	24.6	27.9	11.9	10.9	0.8	
Volunteering (serving others)	(n = 598)	135	176	164	69	49	5	2058
	%	22.6	29.4	27.4	11.5	8.2	0.8	
Journal Writing	(n = 598)	70	95	144	100	184	5	1546
	%	11.7	15.9	24.1	16.7	30.8	0.8	
Getting in Touch with Nature (watching the sun set, going to the mountains)	(n = 598)	146	142	157	85	63	5	2002
	%	24.4	23.7	26.3	14.2	10.5	0.8	
Enjoying Poetry and / or Music (writing, listening, dancing)	(n = 598)	218	157	122	58	38	5	2238
	%	36.5	26.3	20.4	9.7	6.4	0.8	
Self-Reflection (Who are you? Thinking about your own personal values and beliefs.)	(n = 598)	161	162	144	61	64	6	2071
	%	26.9	27.1	24.1	10.2	10.7	1.0	
Positive Self-Talk (Saying something nice about yourself.)	(n = 598)	144	145	144	83	76	6	1974
	%	24.1	24.2	24.1	13.9	12.7	1.0	
Actively Being Kind (talking to someone, holding a door open for someone, making food bank contributions)	(n = 598)	247	183	83	43	34	8	2336
	%	41.3	30.6	13.9	7.2	5.7	1.3	

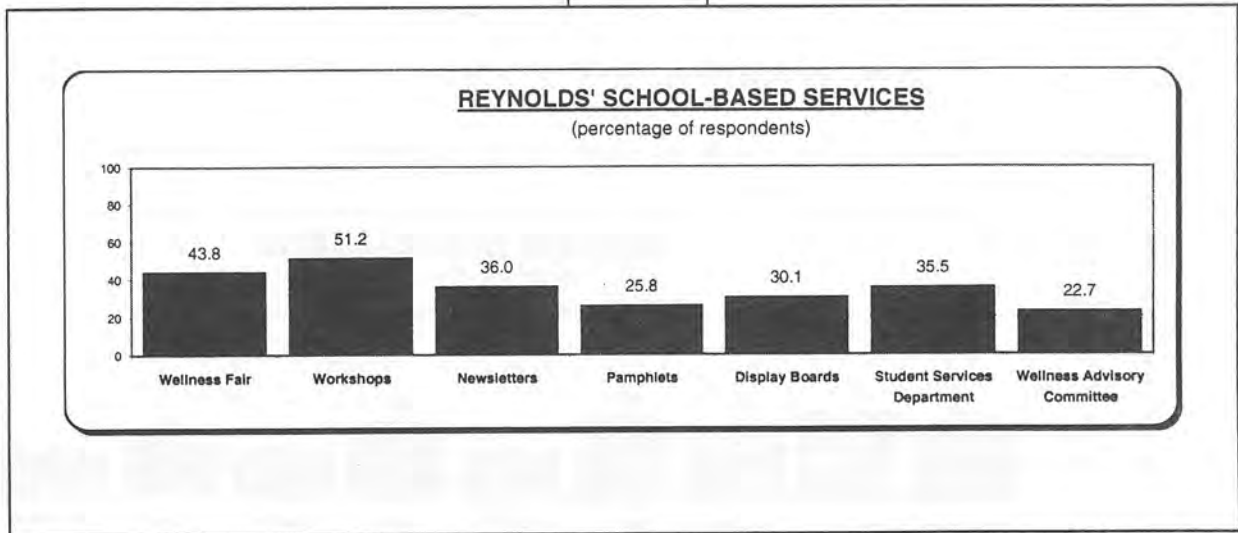
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Now that you have identified your areas of interest, what ways could your interests best be met?

Reynolds School-Based Support Services:

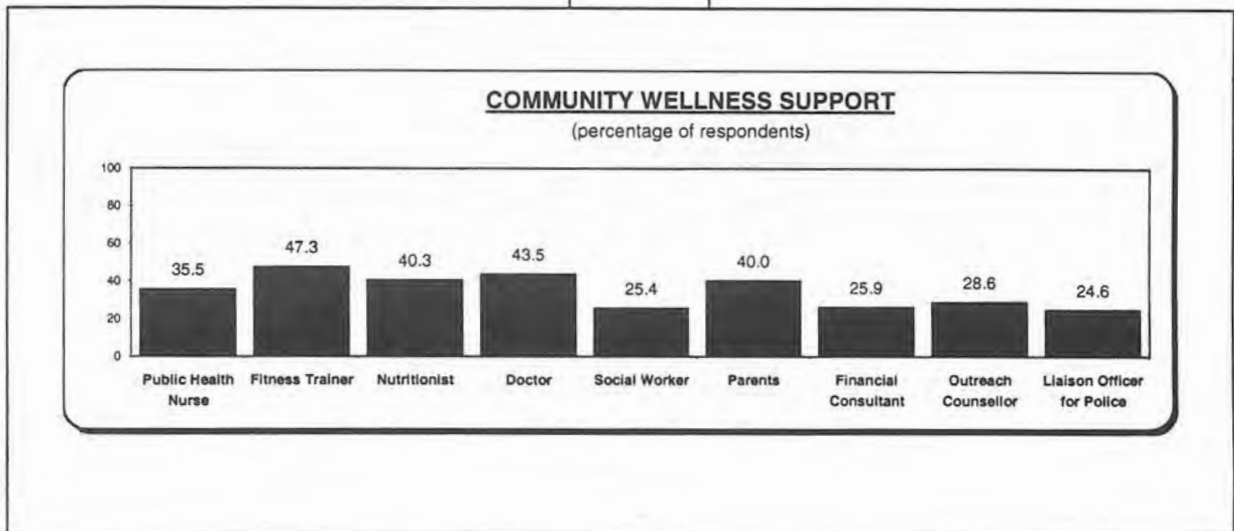
		interest best met by
Wellness Fair	(n = 598)	262 43.8
Workshops	(n = 598)	306 51.2
Newsletters	(n = 598)	215 36.0
Pamphlets	(n = 598)	154 25.8
Display Boards	(n = 598)	180 30.1
Student Services Department (Counsellors / Health Support, First Nations Counsellor, Youth & Family Counsellors)	(n = 598)	212 35.5
Wellness Advisory Committee (Students, Staff, Parents, Community Members)	(n = 598)	136 22.7



Now that you have identified your areas of interest, what ways could your interests best be met?

Community Wellness Support:

		Interest best met by
Public Health Nurse	(n = 598) %	212 35.5
Fitness Trainer	(n = 598) %	283 47.3
Nutritionist	(n = 598) %	241 40.3
Doctor	(n = 598) %	260 43.5
Social Worker	(n = 598) %	152 25.4
Parents	(n = 598) %	239 40.0
Financial Consultant	(n = 598) %	155 25.9
Outreach Counsellor (Drug / Alcohol issues)	(n = 598) %	171 28.6
Liaison Officer for Police	(n = 598) %	147 24.6



D) PROJECT TIMELINES

