



**28 April 2017**  
**Crescent School**  
**Toronto, Ontario, Canada**

### **Answers to Questions from IBSC STEM1.0 Summit**

1. Question: Dr. Sinclair, how is performance psychology related to “perception is reality?”/ “fake it till you make it?”

We posed this question to Dr. Sinclair and here is her response. “The performance process is determining a couple of specific strategies to change behaviour. The focus is on ‘doing’ not perception, or ‘doing’ not feeling. We want to keep doing to keep shifting back to execution.”

2. Question: What would you say to a Headmaster that who wants to “push back” the start of the school day? (Due to: “teenagers can’t learn in the early morning.”)

The research is pretty clear that it is difficult for teenagers to get up early in the morning. We believe that you should let the research be your guide in considering start times. You might look at researchers such as A.R. Wolfson and M.A. Carskadon who studied start time and academic performance. Another good source is the National Sleep Foundation.

3. Question: Will there ever be a student conference to educate and empower other students to initiate STEM1.0 at their schools?

At the moment, Crescent School is in the student education phase with Dr. Greg Wells. We have been toying with the idea of doing another IBSC Regional Conference in a couple of years with a focus on students. When that will happen and what the format will look like has not been discussed. We still have lots of work to do with our students.

4. Question: What research is underway to help those living with delayed sleep phase syndrome (DSPS) to function in an 8-5 world?

We put this question out to Dr. Horner, but to date, we have not had a response. In the last 30 years there has been research using melatonin and light to help those living with DSPS. More currently there is gene and circadian clock research, but from what little we have read, it appears to be a field that requires much more research.

5. Question: Has the STEM1.0 model “actionalized” behavioural change in your staff and students – consistently? Sustainable? i.e. not just knowledge, but bridged gap to help your school community change their behaviours?

For our faculty, we are seeing behavioural changes related to the healthy food on offer in our dining hall and our afternoon snacks for employees. Employees requested healthy options. Employees are participating in the programs the school offers to support their wellbeing (Tuesday fitness class, Wednesday meditation class, Thursday yoga class and monthly massages). Some of our teachers have figured out and posted an indoor walking path through our sprawling campus. Some employees take a five minute power walk break. Staff talk and share their experiences about sleep and shutting down electronics an hour before going to bed and are actually doing so.

It is important to remember that wellbeing is a choice. We cannot force this on people, but by building in education and healthy opportunities for our employees while at work, we are doing our best to support a healthier lifestyle where we can make those 1% changes Dr. Wells speaks about.

For our students, we completed our education phase – four Assemblies with Dr. Wells. We are in the process of looking to the boys to help us build a sustainable wellbeing program. However, we are also looking at our institution and considering what changes we should make to our timetable, assessment schedule, and our dining hall. We are asking ourselves questions: should Phys. Ed. be mandatory to the end of Grade 12? Do we have too many written assessments? When should we serve lunch? What should we serve for lunch? Do our boys need a late start one day a week giving them a sleep recovery hour? There are things that we can do institutionally to operationalize wellbeing, but again, true wellbeing is a choice for our students.

6. Question: How does STEM1.0 have a whole school approach and has it helped change or develop school policy, community partnerships, the social/physical environment in school and student leadership?

For part of the response to this question, we refer you back to question #5. We have developed some community partnerships with our fitness, yoga, meditation and massage providers. We have developed a partnership with the Holland-Bloorview Concussion Centre to support the wellbeing of boys returning to school in concussion recovery. Through our HR department, we have introduced a wellness program by an outside provider called *Health Connect*. This year we built a new academic plan, across all grades, to be rolled out in September. This plan is developed on the foundation of Health and Wellbeing for our boys. As for student leadership, we will not be able to report to you on that until next year. As we look forward to our developing facilities plan, wellbeing will be our number one consideration. Space, light, movement and a larger dining hall will be important considerations.