

# PROCESSES



## High Return on Investment

### Purpose:

To help your school community (planning committee, Core APPLE committee, staff, or parent council) identify health and wellness priorities, and evaluate their impact as defined by the time and money necessary to support them.

### Materials:

- Health promotion grid (attached)
- Current school action plan
- Labels (attached)
- Tape

### Time for Process:

45 minutes

### Pre-process Steps:

1. Print out 1 health promotion grid (print on 11x17 paper or draw on large paper) and post it on the wall.
2. Print and cut out the activities from your school's current action plan.
3. Print and cut out labels (attached).
4. Set up tables to support small group work. Place tape and one action plan on each table.

### Process:

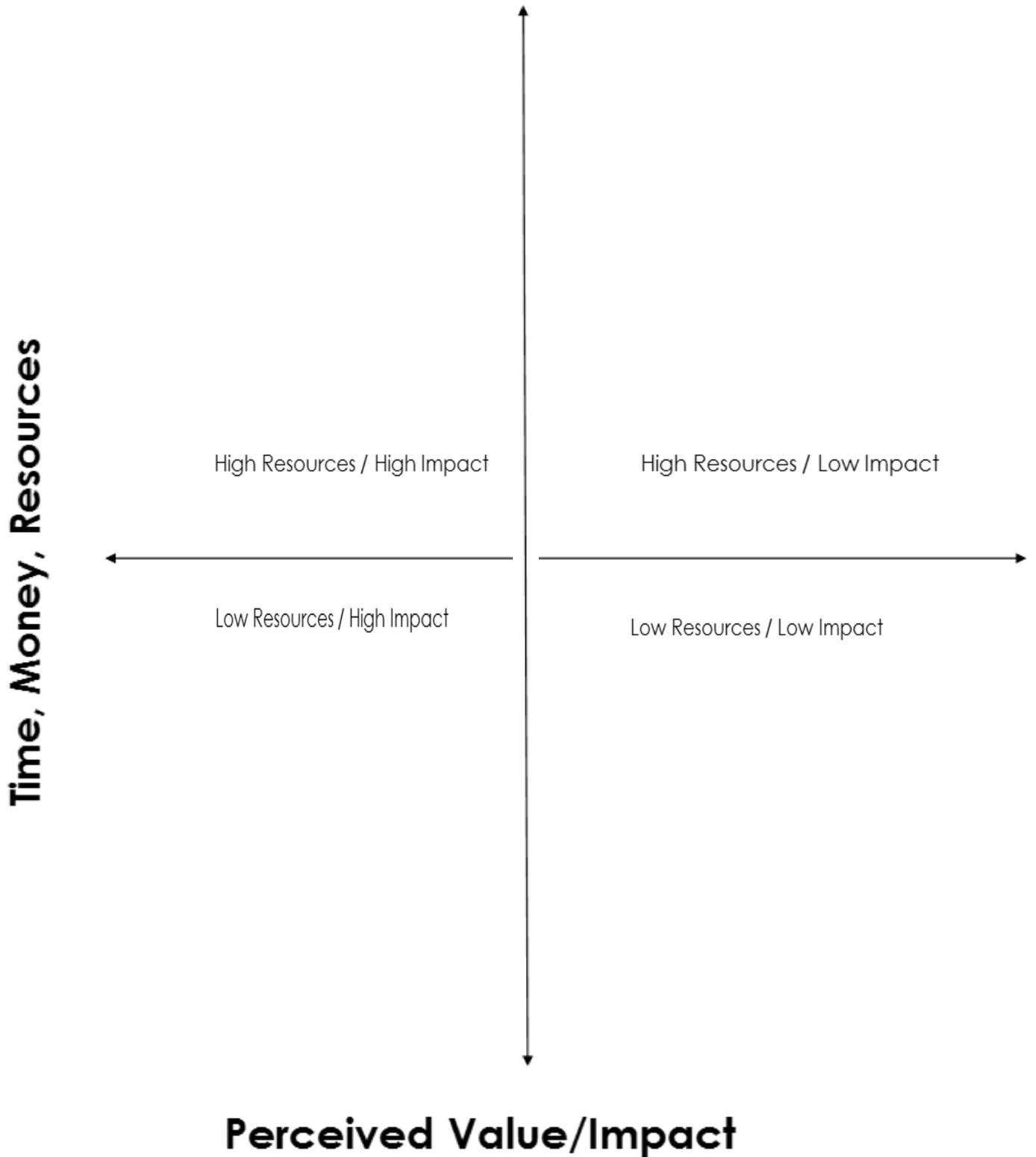
1. Explain how to assess whether activities in the action plan have a high impact and value for the school considering the amount of resources allocated to them. In this activity, impact and value are defined in the following ways:
  - a. High Impact: The activity increases the school community's culture of living a healthy life and/or increases buy-in from stakeholders.
  - b. Low impact: Although it may fun in nature, the activity does not affect the healthy lifestyle of students and/or the community.
  - c. High Resources: The activity either is costly or needs considerable time to set up, implement and/or clean up.
  - d. Low resources: It is either free or low cost and takes little time to set up, implement, and/or clean up.
2. Divide participants into small groups of 3-4 people.
3. Divide action plan activity cut-outs equally and among the groups.

4. Ask groups to tape the activities on the health promotion grid according to whether they have high or low resource investment and high or low impact and value.
5. As a whole group, review the activities that individual groups discussed. Remind participants that to achieve sustainability, high impact / value activities that involve fewer resources are best. Allow time for experienced participants to provide rationale for any desired changes. Identify items that the school or district policy requires to keep. If necessary, move activities from one quadrant to another with consensus from the group.
  - a. Activities with **high impact / value and low resources** should be kept on the school action plan for the next year.
  - b. Reflect on activities in the **high impact and high resources** category. As a group, decide whether the impact of the activity is worth the high allocation of time and/or money. If yes, allocate money and/or time labels to the activity and the activity will remain in the action plan.
  - c. Reflect on activities that are **low impact and low resources** to determine whether they should be kept. Sometimes these activities are best described as “just plain fun” so you might want to include them.
  - d. Reflect on activities that are **low impact and high resources** and determine if they can be eliminated from the action plan. If the activity is to remain in the action plan, allocate money and/or time labels to the activity.
6. Once all activities have been labelled, attach a healthy eating, physical activity, or mental health label to each one to ensure that the activities address all healthy priority areas.

### **Next Steps:**

Work with school’s APPLE Core Committee to create the budget and action plan for the next year based on the time/money resources available, and the items that were considered high impact by participants.

# Health Promotion Grid





Healthy Eating

Physical Activity

Mental Health