

PROCESSES



Visioning

Purpose:

To guide participants through visualizing what a healthy school community that follows the comprehensive school model looks, feels, and sounds like.

Materials:

- Flip chart or white board
- Post-it notes
- Markers/pens
- Prompt questions

Time for Process:

30 minutes.

Pre-process Steps:

1. Gather required materials.

Process:

1. Using the prompt statements provided on the next page, take the participants on an imaginary hot air balloon ride. Start by asking them to imagine themselves in the balloon floating over their school. Ask the first prompt question.
2. Once you have finished the journey using the prompt questions, ask participants to write down statements on post-it notes about what they saw. Only one statement per post-it note.
3. After everyone has written down a few statements, review comprehensive school health with the group. Divide a chart paper into four sections, label each section with a CSH components (Social and Physical Environment, Teaching and Learning, Partnership and Services, and Policy). Leave room for the post-it notes underneath.
4. Describe each of the four components so that participants understand the model.
5. Ask the participants to stick their post-it-notes under the most appropriate component. *Does the example refer to Social and Physical Environment, Teaching and Learning, Partnerships and Services, or Policy?*
6. As a larger group, discuss the ideas put forward. Is one CSH component addressed more than the others? Which of the ideas engage the home, school, and community? Are all environments adequately covered? Are there ideas for each of the 3 priority areas of physical activity, healthy eating, and mental health?

Next Steps:

Summarize all the ideas into one document eliminating any duplicate ideas. Consider using the ideas put forward in this activity in your school action plan by having your Core Committee vote on the summarized ideas using a dotmocracy process.

Prompt Questions:

1. Imagine you are floating up to your school. As you approach the front doors, what do you see outside? What does the school yard look like? Is there a playground? What does it include? What else is outside? Can you tell it is a healthy school just by looking at the exterior?
2. As you enter the front doors, you look around at the walls, the windows, the hallways. What tells you it is a healthy school? What are they advertising? What does the newsletter say? What is the school council doing for fundraising?
3. The morning announcements come on and you listen. What do they talk about on the announcements? Who is on the announcements?
4. As you float through the halls, what do you hear happening in the classrooms? What are the kids talking about? What do teachers give out as prizes? What are they eating for their snacks and lunches? What are they doing in physical education classes? Who is participating?
5. The bell rings for recess. You watch the students outside from your balloon. What are they doing? Who is moving? Who isn't? What are the teachers doing? What equipment do the children have? You decide to go to the staff room. What are the teachers doing at recess? What are they eating and drinking? What is on the tables?
6. Today happens to be a hot lunch day. What are the students and staff eating? Where did it come from? Who is serving the food? Are the students enjoying the food?