

a toolbox for creating healthy places to learn, work and play

how to let people know



booklet 5

what is a health promoting school?

There is an important relationship between student, staff and community well-being and the ability of any school to function at its best and achieve all that is expected from the process of formal school education. If people in schools are happy and healthy they can learn, work and play better.

A health promoting school is one that **works in a way** which demonstrates a **whole school** commitment to improving and protecting the health and well-being of the school community. More specifically, a health promoting school is one that uses a *health promoting schools* approach. A health promoting school cannot be defined by the presence of special projects, educational activities or specific physical characteristics. Nor is it a program with a beginning or an end.

the health promoting schools approach

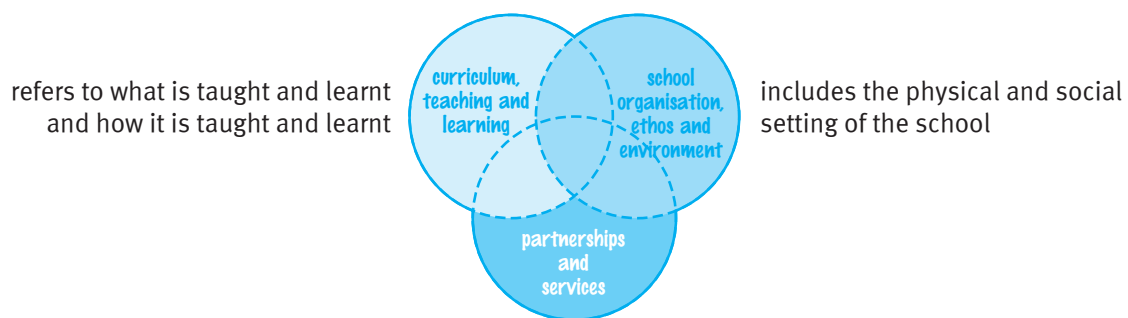
A *health promoting schools* approach is really a **way of thinking and working** that is adopted by the **whole school** in order to make the school the best possible place to learn, work and play. The approach is defined by:

- people from across the school community working together to plan and deliver school activities
- an ongoing consideration of the broad range of factors which make up the school, to ensure that positive and comprehensive school systems, environments, programs and activities are provided.

Many schools that adopt a *health promoting schools* approach find the *health promoting schools framework* an extremely helpful instrument for ensuring their thinking and planning processes are comprehensive and consider all aspects that make up the school.

the health promoting schools framework

The *health promoting schools* framework highlights three interacting components of a school. The framework is a useful guide to help plan what happens in your school in a comprehensive and holistic way.



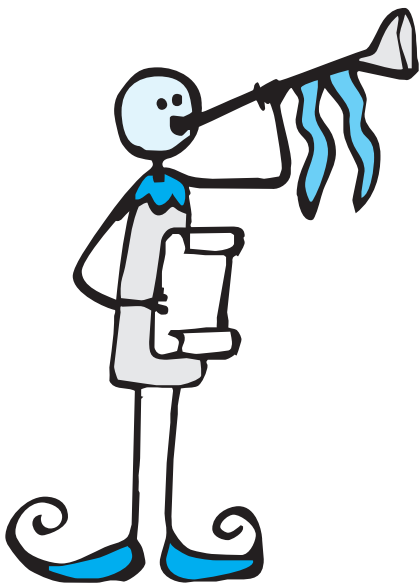
refers to what is taught and learnt and how it is taught and learnt

includes the physical and social setting of the school

refers to the partnerships formed between the school and members of the community including parents, local businesses, non-government and government organisations

how to let people know

Spreading information which is accurate and easy to understand is important throughout each phase of the *health promoting schools* process. People need to know what *health promoting schools* is all about, what is going on, and what has been achieved. Providing regular, ongoing feedback can help to create enthusiasm and encourage new, interested people to become involved.



tools that can be used to let people know include:

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before going any further...

Think about **what** to say before deciding **how** to say it! All the tools in this booklet look at ‘how to get the word out’. Before deciding which tools to use, it is important to clarify the message you want to send. Think about:

- What do people want and need to know?
- Who needs this information?
- When do people need to know this information?
- Will the tools you use (for example, newsletters, meetings) get the information to all the necessary people?

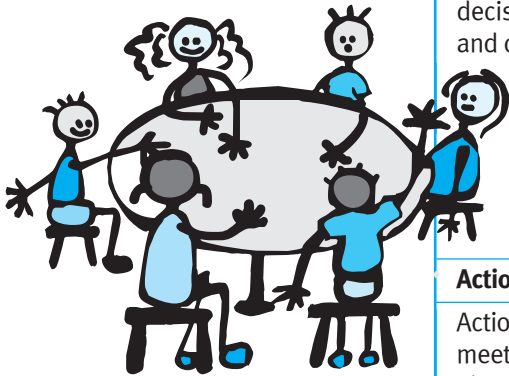
how to use meetings

background information

Meetings can be held for different purposes.

Table 1: types of meetings

description and purpose	usually includes
Information nights/meetings	
<p>Open information meetings are designed to share information with all interested members and groups in the wider community. Negotiation and decision-making do not usually occur.</p> <p>Useful for spreading information.</p>	<ul style="list-style-type: none"> – a presentation – lots of time for questions and answers
Meetings to make decisions	
<p>Decision-making meetings are designed to result in a decision after discussion and consideration of surrounding issues.</p> <p>Useful for gathering and spreading information.</p>	<ul style="list-style-type: none"> – discussion of the issue upon which a decision is to be made – input from people about the surrounding issues that would impact on the decision – negotiation of differing viewpoints – making a decision.
Action/working meetings	
<p>Action meetings are doing meetings. These meetings also involve decision-making.</p> <p>Useful for gathering and spreading information.</p>	<ul style="list-style-type: none"> – action planning – task allocation – time allocation – determining roles – reporting on progress and achievements – giving and using feedback – decision-making – negotiation – discussion of issues.

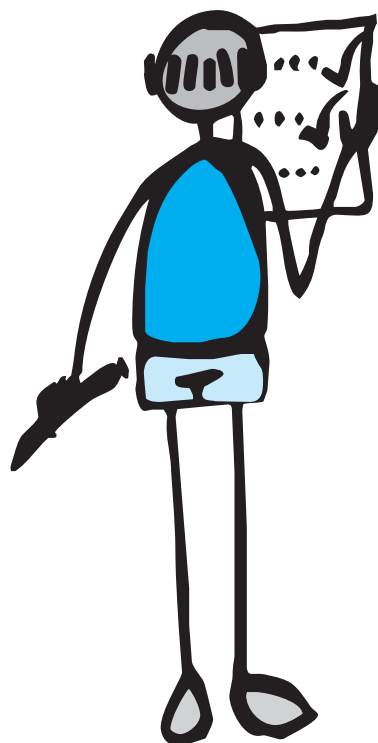


what to do

Use meetings throughout the *health promoting schools* process. Meetings encourage participation and allow decisions to be made collaboratively.

Hold meetings early in the process of adopting a *health promoting schools* approach. This will help to develop a shared understanding among the whole school community by allowing concerns, impacts, and alternatives to be discussed. If meetings are only held later in the process after many plans and decisions have been made, the meetings are more likely to contain protests, hostile questions and frustration.¹

For information on facilitating meetings, and dealing with difficult group members, see *How to conduct a meeting or workshop* and *How to conduct a successful meeting – checklist* in this booklet. For using meetings to gather information and make decisions, see *How to plan and make decisions* in Booklet 8.



how to set a meeting agenda

background information

An agenda is a written plan or outline of what is to be covered at the meeting. Having an agenda means people know:

- what the meeting is for or about
- how long it will take
- what they will gain or contribute.

Figure 1: example agenda

The diagram shows an example agenda for an 'Information Night on Health Promoting Schools' at Healthsville State High School. The agenda is presented in a box with a grey border. To the left of the box are five light blue callout boxes with arrows pointing to specific parts of the agenda:

- Heading:** Points to the title 'Information Night on Health Promoting Schools'.
- Provide venue, date and time:** Points to the location 'Healthsville State High School Main Hall', the date 'Tuesday 10 March, 2002', and the time '6.30 - 7.45pm'.
- Name the chairperson or facilitator:** Points to the line '**Facilitator:** Ms K. Watts, Principal'.
- List time and items that will be covered:** Points to the table of agenda items.
- Numbering items assists when writing the minutes of the meeting:** Points to the numbered list of items.

The agenda content is as follows:

Information Night on Health Promoting Schools
Healthsville State High School
Main Hall
Tuesday 10 March, 2002
6.30 - 7.45pm
Facilitator: Ms K. Watts, Principal

Time	Agenda item
1 6.30	Welcome
2 6.35	Review agenda
3 6.40	What is a health promoting school?
4 7.00	What could be the benefits for our school?
5 7.30	Where to from here?
6 7.45	Finish

what to do

Be sure to allocate sufficient time for each agenda item. Participants will be 'put off' if they feel the meeting is rushed. A very large agenda can discourage participants.

The agenda can be given to participants at the beginning of

the meeting or prior to the meeting. Participants can be given the chance to add any agenda items they think are important. Alternatively, an agenda can be set at the meeting with the participants. Two activities for setting an agenda are provided.

agenda setting **activity 1**

This activity can be used to set an agenda prior to the meeting, without involving participants. If you are a new chairperson or facilitator, preparing an agenda ahead of the meeting will improve your chances of feeling organised and confident.

- 🌀 Make a list of items that need to be covered in the meeting.
- 🌀 Order the items in a logical sequence.
- 🌀 Allocate sufficient time for each agenda item.

Answering the following questions can help you make sure that you have not missed any important areas from the agenda:

- 🌀 What is the meeting meant to achieve?
- 🌀 What information should people leave the meeting with?
- 🌀 What information will people who attend the meeting want?
- 🌀 What decisions should be made by the end of the meeting?
- 🌀 What plans should be made by the end of the meeting?



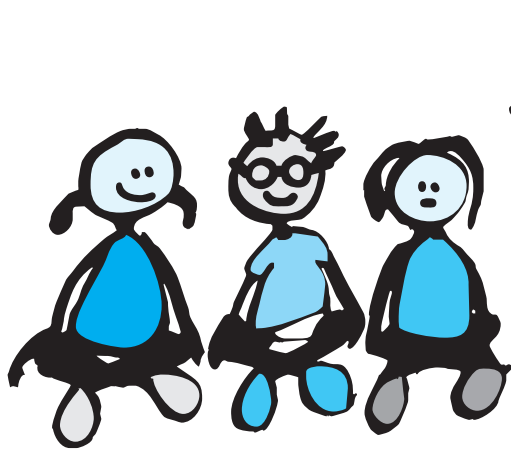
- 🌀 Is there enough interaction and question time?
- 🌀 How will it be known if the meeting outcomes have been met? (For example, will some feedback be gathered after?)
- 🌀 Type up the agenda. Distribute to participants or display at the meeting.
- 🌀 You can give participants the chance to add any items to the agenda prior to or at the beginning of the meeting.
- 🌀 Follow the agenda in the meeting.

agenda setting *activity 2*

This activity can be used with participants at the start of a meeting.

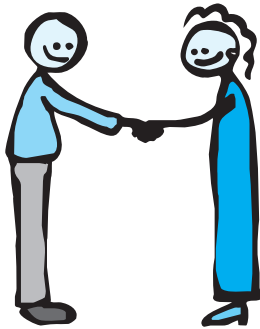
Ask participants to identify their expectations and outcomes for the meeting. These can be discussed with a partner or individual. Thinking time can be provided. The following can be used to guide participants' thinking.

- What do you want to gain from attending this meeting?
- What information do you expect to have when you leave this meeting?
- 🌀 Invite people to share their responses with the group. Record these on a board, overhead transparency or large piece of paper. Group similar responses together. Move around the circle, adding to the list of items, until all responses have been heard. It is important not to discuss any of the contents at this point as there is a danger of taking up the whole meeting time.
- 🌀 **Please note:** This activity can also be used as an ice-breaker or 'getting to know you' activity. When gathering people's responses, ask each pair to introduce their partner and talk about their partner's outcomes for the meeting, rather than their own. Ensure that people know from the beginning of the activity what the process will be so they are not surprised.
- 🌀 As a group, decide which items will be addressed in this meeting. Keep the purpose of the meeting in mind.
- 🌀 Set some time before the end of the meeting to check that people's needs and outcomes have been met. This provides useful information for monitoring and reviewing, which can be used on the spot to judge whether any further action is required. For example, another meeting could be needed and organised to cover issues that were not covered in this meeting.



- 🌀 List these items in a logical order.
- 🌀 Gain agreement on the listed agenda from the group.
- 🌀 Follow the agenda.

how to invite people to meetings



background information

Maximum meeting attendance can be encouraged through careful planning. Take time to consider time, location, available assistance and the meeting process. The meeting should be advertised so people know it is on and what it is about.

what to do

Table 2: questions to ask when organising a meeting

specific questions to think about		
time	Is it necessary to organise more than one meeting at different times? ² (eg. during the day and during the evening).	<ul style="list-style-type: none"> - Will the time suit all interested people?
location	Is the meeting venue easily accessible to all members of the community?	<ul style="list-style-type: none"> - Is it a central location? - Is public transport or parking readily available? - Is the venue wheelchair accessible? - Would it be better to hold the meeting away from the school?
offering assistance	Can things be provided to make it easier for people to attend?	<ul style="list-style-type: none"> - Is childcare available or can it be provided? - Are refreshments or meals included? - Are language interpreters readily available? - Any other cultural issues?
the meeting process	Ongoing participation is unlikely if the meeting experience is unpleasant. Thought needs to be given to the way the meeting is conducted.	<ul style="list-style-type: none"> - For further information on facilitating meetings, see <i>How to run a meeting or workshop</i> and <i>How to conduct a successful meeting — checklist</i> in this booklet.

Figure 2: example letter inviting parents to attend a meeting³

Personalised letters may encourage participation

Tell people what you are doing. **Emphasise the benefits**

What is the meeting about?

Why – what the meeting will achieve

Date, time and place easy to read

What to bring

Provide alternatives

A return slip will assist with numbers and any special needs

Provide contact for further information

Healthsville State School

Dear.....

To ensure Healthsville State School gives our children the best education for the future, we are holding a school community discussion. All families and community members are invited to attend a meeting to learn about *health promoting schools* and discuss their areas of interest and concern. This is your opportunity to have your say.

This discussion will look at the pros and cons of the *health promoting schools* approach and how it can benefit our school.

Information from these meetings will be collated and used to determine whether the school will adopt a health promoting approach, and which areas need most urgent attention.

You are invited to a meeting:

**on Tuesday 25 October
at Assembly Hall, Healthsville State School
from 7.00 pm to 8.00pm**

Please bring a mug for drinks and a plate of food to share.

If this meeting time or venue does not suit you, other meetings are available.

Please return the slip below to either let us know you are attending, or that you would prefer a different time or venue. Please specify if you would like a language other than English or any other special requirements met.

Free childcare will be provided at the school for the duration of the meeting in the library, from 6.45 pm to 8.30pm.

For further information please contact the Parent Liaison Worker (name and telephone number).

Yours faithfully,

.....
Principal

.....
President
P&F Association



Please return this form to.....as soon as possible

Name(s).....

Daytime telephone no:.....

Child's class.....

Please tick the appropriate boxes below

Either:

I/We will be attending the meeting on _____ at _____pm.

Please indicate number of adults attending

I/We will be requiring child care for children.

(Please indicate how many children)

Age of children 1..... 2..... 3..... 4.....

Or:

I/We would like to participate but would like a:

different meeting time (please indicate below)

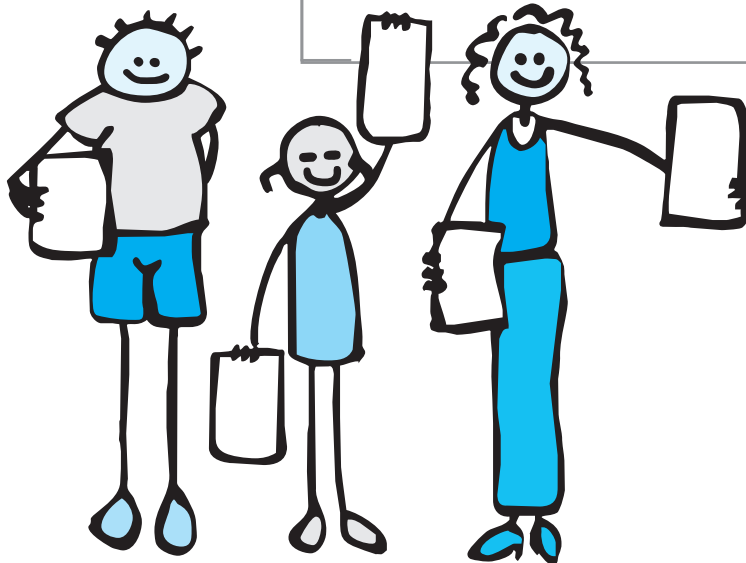
daytime

evening

different meeting venue (please indicate below)

school

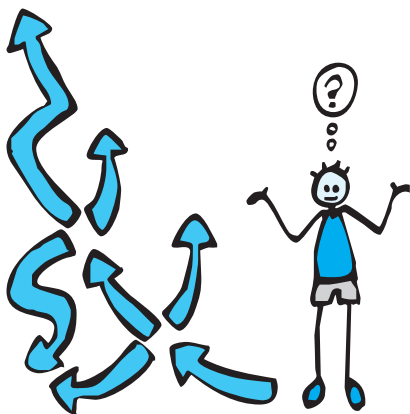
neighbourhood



Consider making this invitation available in a number of different languages to be inclusive of the non-English speaking parents of your school community.

how to conduct a meeting or workshop

background information



Meetings can be one-off events or may be the tool a group uses to attend to business in an on-going way. Different rules can apply to meetings depending on their purposes. However, there are some general principles that apply to both types of meetings as well as workshops.

Workshops involve a group of people who participate in learning about a specific topic or set of skills. Workshops typically contain a variety of learning activities where people can learn from their experience.

For background information on meetings and how they might be used in adopting the *health promoting schools* approach, see *How to use meetings* and *How to conduct a successful meeting – checklist* in this booklet.

what to do

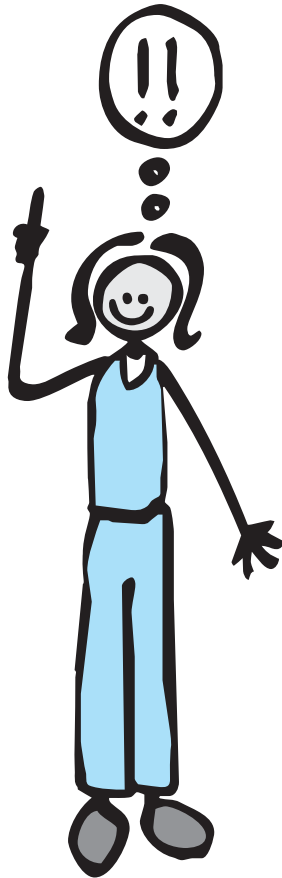
A chairperson understands good meeting procedures and uses them to ensure the meeting achieves its purpose.

A facilitator guides the interaction of group members to help promote positive communication and acceptable outcomes while covering the workshop plan.

- ☺ Set an agenda. It may be possible to invite people who are going to attend the meeting, to help set the agenda. If not, it is useful to gain participant agreement on the agenda at the beginning of a meeting. For more information, see *How to set a meeting agenda* in this booklet.
- ☺ Develop a workshop program by letting participants help in the planning. Whether this is possible or not, it is useful to let participants know about the planned structure of the workshop so they know what to expect.
- ☺ When conducting a meeting, use a chairperson. Be clear and gain agreement on the decision-making process that will be used, for example, consensus, majority. For more information, see *How to make decisions collaboratively* in Booklet 8.
- ☺ When conducting a workshop, use a facilitator or two.

A facilitator (or chairperson) guides the meeting or workshop process. The facilitator summarises people's views, ensures all people are heard, asks questions and raises concerns, as well as keeping to the agenda and time constraints. The facilitator's most important roles are

to handle the group dynamics and draw out information while preventing sidetracking or the dominance of any one group member.



tips for effective facilitation

a good facilitator:

- uses open-ended questions, for example, What do you think about
- addresses questions to the whole group and takes several responses
- offers the group opportunities to work together and learn from each other
- values contributions from all participants and allows all participants to be heard
- is sensitive to the experiences and perceptions of everyone in the group
- is fair, supportive and encouraging rather than judgmental
- challenges views in a sensitive way
- intervenes to bring participants back in a sensitive, non-threatening way if a discussion is going 'off at a tangent'
- listens rather than lectures
- uses eye contact, people's names and confidentiality in discussion
- is flexible and communicates their enthusiasm and commitment to participants
- feels comfortable with silence and recognises that it is valuable thinking and reflection time
- admits mistakes and anxieties and does not pretend to know all the answers
- sets and keeps to time limits but still allows sufficient discussion of issues
- is open to and seeks feedback about their facilitation skills.

establish ground rules

- Setting ground rules helps to enhance the tone and climate of the meeting or workshop by making

acceptable and non-acceptable behaviour clear to all participants.

- Doing this allows a group to explore, express and formulate their values.
- Setting ground rules makes it easier for a facilitator to address unacceptable behaviour by a group member. Ground rules are especially useful for ongoing groups such as a steering committee.
 - It is useful to get the participants to raise the ground rules themselves. Agreement can be gained from all on how discussions will be conducted. You also need to determine how to make a decision on which ground rules to accept. For example, majority or consensus. Some questions that the facilitator could ask the group include:
 - “What can we each do to help make this meeting or workshop a pleasant experience for all of us?”
 - “What ground rules will help us function effectively as a group?”

example ground rules that may come up or be used as prompts



- listen to others
- respect the views of others
- be punctual
- do not interrupt others
- confidentiality
- give constructive feedback
- avoid personally derogatory remarks
- no sarcasm
- the right to pass or not answer
- be tolerant of others
- everyone needs to take responsibility for keeping to these guidelines.

Follow the agenda or workshop plan.

If the group of people are coming together for a period of time, as opposed to a one-off meeting, facilitating sessions that contribute to team building (for example, identifying personality profiles, learning styles and conflict management styles) can be extremely valuable.

Include a section that reflects on the learning people have gained and reviews how the meeting or workshop went.

Thank people for their attendance.

tips for dealing with difficult group members

- ④ Don't be too quick to label people in a group as 'difficult'. Sometimes 'another' viewpoint is a very good starting point for discussions.
- ④ The attitude, style and behaviour of the facilitator can do a lot to minimise difficult behaviour in the group. Following the tips for being a good facilitator will help.
- ④ Use creative ways of splitting up participants into groups. This helps to increase energy levels, and is more likely to split up any negative participants so they have the chance to work with more positive group members. See *How to energise a group* in this booklet.
- ④ When a group has set up their own ground rules of acceptable and unacceptable behaviour, participants are likely to feel that they 'own' the rules and are more likely to obey them.



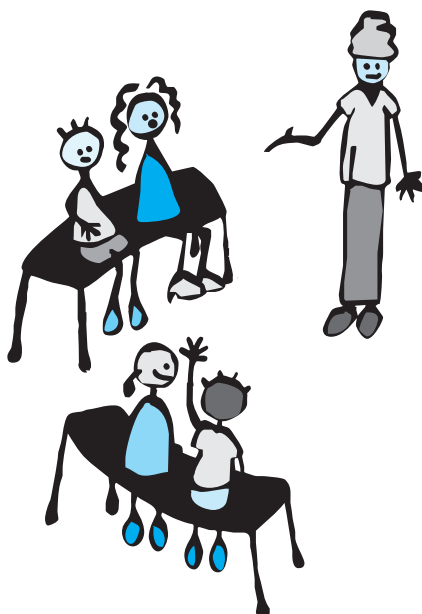
how to conduct a successful meeting

— checklist ✓

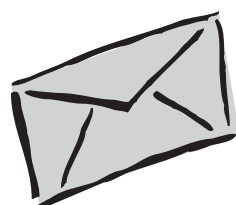
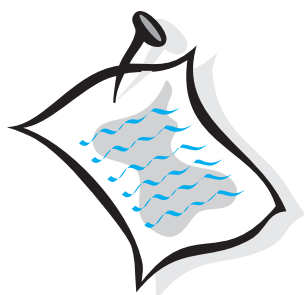
background information

Use the following checklist to help you organise and conduct a successful meeting.

what to do



before the meeting: ✓	
set a clear purpose for the meeting. Is a meeting the best way to achieve your purpose?	
set an agenda	
set date(s), start time and finish time (consider difficulties people might have with the time and location of the meeting and offer assistance that will help people to attend)	
enlist the support of the principal and other key members of the school community	
invite people from all areas of the school community, explaining the purpose and importance of the meeting	
publicise the meeting widely through a variety of methods to encourage attendance	
organise a meeting facilitator or chairperson	
organise a suitable meeting room that is accessible and easy to find	
organise a seating arrangement that suits the purpose of the meeting, for example horseshoe or round	
obtain information on the number of people attending and organise tea/coffee/refreshments/childcare	
organise any resources and equipment (for example, photocopies, overhead transparencies, whiteboard, overhead projector)	



in the meeting: ✓	
keep to the agenda (appoint a timekeeper if necessary)	
present information in an interesting way rather than a teaching/lecturing session	
invite opinions, views, feedback, suggestions and questions	
value and acknowledge the information, skills, differences and cultural diversity that participants bring to the meeting	
use the meeting to identify interested school community members and give them immediate opportunities to become actively involved	
record minutes of the meeting and/or follow-up actions, including the persons responsible for the actions	
check that participant's needs and outcomes have been met (if not, another meeting could be set to address these needs)	
thank participants for their attendance and interest	
encourage people to give feedback about the meeting and use the feedback to improve any following meetings	
set a date for the next meeting (if applicable)	
keep a list of people attending	
following the meeting, remember to: ✓	
finalise minutes of the meeting	
give copies of the minutes to participants	
publicise what was achieved at the meeting to inform other school community members unable to attend the meeting	
review how well the meeting went. Identify what could be done in the future to help achieve the desired outcomes and ensure the meetings run smoothly	


how to conduct a successful workshop

— checklist

background information

Use the following checklist to help you plan, organise and run a successful workshop.

what to do

before the workshop: 	
set a clear purpose for the workshop. Is a workshop the best way to achieve this?	
set date(s), start time and finish time (consider difficulties people might have with the time and location of the workshop and offer assistance that will help people to attend)	
enlist the support of the principal and other key members of the school community	
develop a workshop program with input from participants, if possible	
invite people explaining the purpose and importance of the workshop	
publicise the workshop widely through a variety of methods to encourage attendance	
organise a workshop facilitator or co-facilitator	
organise a suitable venue that is accessible and easy to find	
organise a seating arrangement that suits the purpose of the workshop, for example, small group clusters, horseshoe or round	
obtain information on the number of people attending and organise catering and other essential services (for example, child care)	
organise any resources and equipment (for example, photocopies, overhead transparencies, whiteboard and pens, overhead projector, workbooks)	



in the workshop: ✓	
establish values and ground rules with the group	
explore the outcomes that participants are hoping to achieve by attending the workshop	
keep to the workshop program (appoint a timekeeper if necessary)	
present information in an interesting way rather than a teaching / lecturing session and make sure that information presentation is punctuated with interactive sessions	
invite opinions, views, feedback, suggestions and questions	
value and acknowledge the information, skills, differences and cultural diversity that participants bring to the workshop	
record outcomes / actions of the workshop including the persons responsible and deadlines for the actions	
check that participants' needs and outcomes have been met (if not, another workshop could be set to address these needs)	
thank participants for their attendance and interest	
encourage people to give feedback about the workshop and use the feedback to improve any following workshops	
set a date for the next workshop (if applicable)	
keep a list of people attending	
following the workshop, remember to: ✓	
finalise the report of the workshop	
give copies of the report to participants	
publicise what was achieved at the workshop to inform other interested parties who were unable to attend the workshop	
review how well the workshop went. Identify what could be done in the future to help achieve the desired outcomes and ensure future workshops run smoothly	

how to energise a group

background information

Icebreakers, grouping activities and closing activities are tools that can be used to increase the effective functioning of a group at meetings, workshops, forums and seminars.

Icebreakers are a 'low-risk' way to begin, a tool to 'break the ice', or energise the group.

Grouping activities are useful for dividing into groups during a meeting or workshop and they can increase the energy levels of group members.

Closing activities can help the group end on a positive note, bring a group closer together and/or help people reflect on what has occurred.

These activities can be used:

- to help participants get to know each other
- to change the climate or atmosphere of a group, for example, create a relaxed learning climate, increase motivation if energy levels are low, or calm down and relax the group after a particularly difficult discussion
- to build a sense of community in a meeting or workshop.

what to do

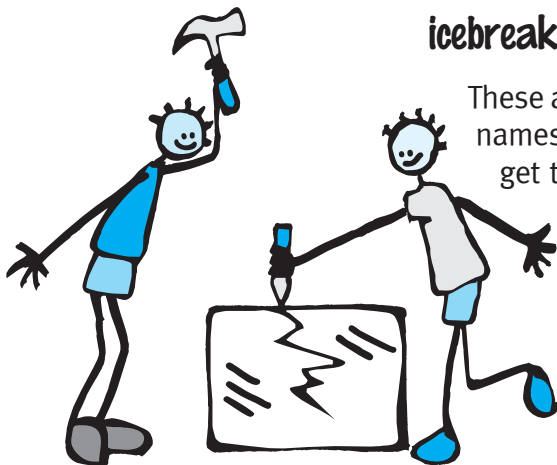
It takes some judgment to know which activity is appropriate for the group as it depends on the comfort level and life of the group. For example, an activity that involves revealing personal information requires a high level of comfort and trust within the group and is not likely to be appropriate to begin a group that has never met before. However, it may be useful in a later stage of the group's life.

A danger with using icebreakers is that people can see them as 'game-playing' which can increase resistance and negativism in the group. To help avoid this, a facilitator should outline the purpose of the icebreaking activity and ask questions about it afterwards (for example, asking participants what they have learned will help them see the benefits).

The following activities are grouped into three categories:

- icebreakers
- grouping activities
- closing activities.

However, many can be used for more than one purpose. The closing activities in **blue** can also be used to assess how the meeting or workshop has gone.



icebreakers

These activities help to increase energy levels, learn the names of others, increase group cohesion and trust, get to know each other and create a friendlier, more comfortable group climate.

name graffiti

Invite participants to sit in a circle and place a large piece of paper in the centre of the circle. Ask each participant, in turn, to sign their name on the paper, and to make a brief statement

about their name — eg. “My name is Mary and I was named after my grandmother,” or “My name is Carol because I was born near Christmas time.”

pyramids

Invite all participants to stand up and pick a partner. Encourage them to find someone they do not know very well and not to wait until they are chosen but to be ‘proactive’ about choosing. When pairs have been formed, ask them to sit down together and to spend one minute (timed by the facilitator) to find one thing that they have in common which has no connection to their work or why they are attending the meeting. After the minute is up, ask them to stay with their partner and to find another pair, to make up a group of four. The task of finding one thing in common is then repeated. The activity can repeat again with groups of four finding another group to make groups of eight. Ask each group to disclose their ‘commonality’ at the end of the exercise.

clustering

The purpose of this activity is to find all the people in the room who fit a particular description. Ask the participants to stand up, and to move around the room, identifying others who fit certain categories, which you describe. The following are suggestions:

- all those who share the same birth sign
- all those who share the same favourite food
- all those who share the same favourite holiday place.

This activity can also be used as a grouping activity.

what I ate for breakfast

Invite participants to share with the group what they ate for breakfast. Alternatively, or in addition, ask participants what their ideal breakfast would be. To make it more interesting, ask participants to add information about the place they would like to eat that breakfast. For example, “My ideal breakfast would be muesli with fruit and orange juice, eaten whilst sitting on top of a mountain at Maleny watching the sun rise over the water.”

grouping activities

Although it is simple to merely count off participants into groups or to ask them to select their own groupings, it is sometimes more appropriate to direct the groupings yourself. This adds a dimension of fun to the proceedings and allows for all members to mix, rather than staying with familiar colleagues. However, be aware that some people may find working with ‘strangers’ threatening. Group division exercises are also energisers, and are thus important to the whole process of the meeting or workshop experience and the ‘life’ of the group. For all these activities it is helpful if you clearly explain what participants are to do, and where they are to go, once they have found, or been given, their group membership.



pizzas

Cut up some paper plates into as many segments as you want group members and write the name of a pizza topping on each segment—eg. tomato, anchovy, olive, cheese, pineapple. Ask each participant to pull one segment from the hat and then to find colleagues who can group together to make a mixed pizza topping. (You may need to write the names of all the toppings on the board.)

animal farm

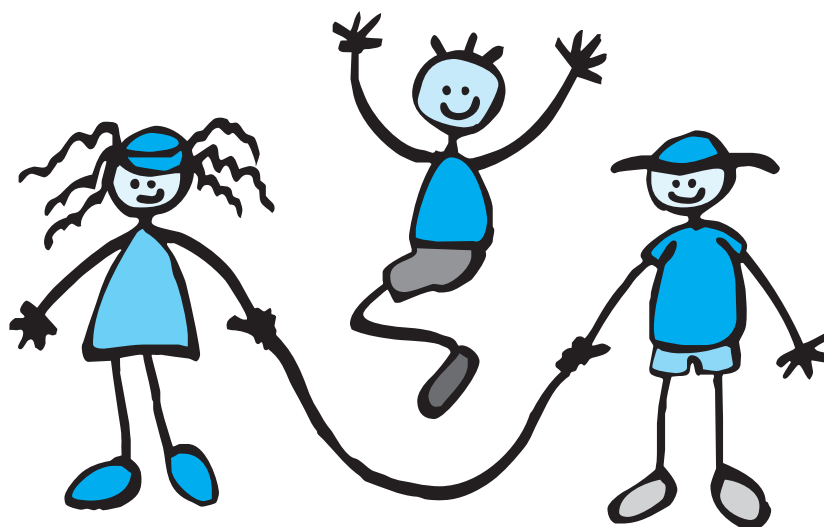
Use as many farm animals as the number of groups you require. On each piece of paper, write down the same type of animal as many times as you want group members. Each participant then draws a piece of paper out of the hat. Participants are asked to form into groups of the same animal by moving around the room making the sound of their animal. i.e. all the ‘cows’ will ‘moo’ around the room until they find the other ‘cows’ while the ‘chickens’ cluck around the room and the ‘horses’ neigh. Expect this activity to be noisy.

counting off

Ask the participants to form a line according to:

- their birthday
- the number of their house
- the number of years or months they have been in their current job.

Count off the number of people required for each group and then ask them to sit in a circle in a portion of the room that you designate.



open choice

Ask all participants to stand up and pick a partner. Encourage them to find someone they don't know very well and not to wait until they are chosen but to be 'proactive' about choosing. When partnerships have been formed, ask them to sit down together and ask each other a particular question. Such as:

- What do you hope to get out of this meeting or workshop?
- How did you get here today?
- What do you think a health promoting school is?

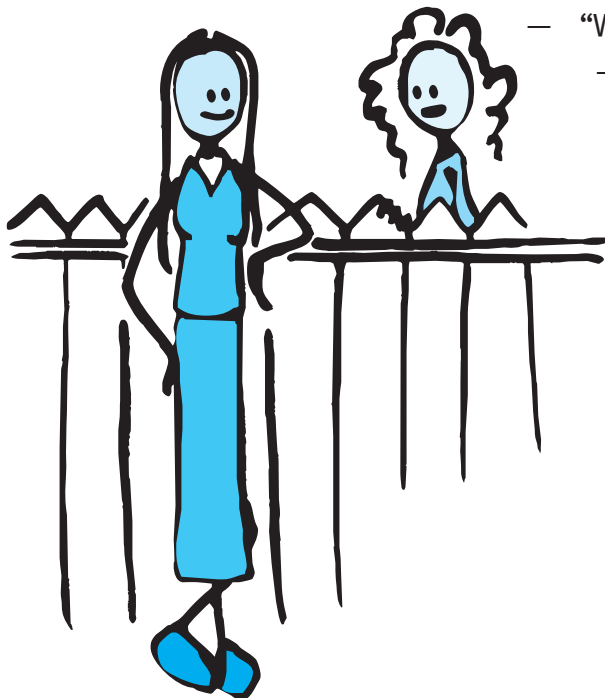
closing activities

These activities can be used for groups to end their 'life' together, and for individuals to say good-bye to each other. The activities can also serve as informal ways to gather feedback on what occurred in the group. They can also serve as a reflective closure as part of a workshop.

rounds

Sitting in a circle, ask each person in the group, in turn, to complete a sentence stem in order to voice their reflections on the meeting or workshop. Examples of sentence stems are:

- "What I have appreciated about being in this group is ..."
 - "What I have learned is ..."
 - "What I will take with me is ..."
 - "What I enjoyed most is ..."



"what I will say tomorrow is..."

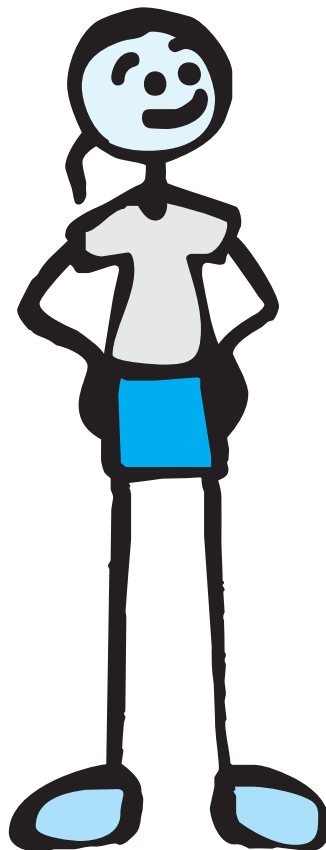
Ask participants to think ahead to the time when they will be asked what they have been doing on this day. This could be when they arrive home or at their place of work on the following day. Now ask participants to move into pairs and rehearse what they will say when asked... "*Well, what was it all about then?*", or "*So, what have you learned or gained then?*". Suggest that they spend about two minutes each answering the question and for the questioner to extend this dialogue in order to elicit as much feedback as possible.

what next...?

As a large group, ask participants “Where to from here?” Use the group discussion that follows to draw up a brief action plan for everyone to see. This helps to summarise and focus on the achievements or progress made (so far), motivate participants, and plan for the future.

follow-up activity

Ask participants to write down in duplicate, two or three tasks, related to the workshop or seminar that they would like to achieve within the next two months. One copy is handed to the facilitator, the other taken home by the participants. Six weeks after the workshop, the facilitator sends the copy of the tasks jotted down at the completion of the workshop to each participant. Receiving the list of tasks serves as a reminder and motivator to participants to follow up on an activity they considered important.



how to design posters and displays

background information

Posters and displays are used to inform, promote ideas and stimulate interest. They are not usually used for complicated and detailed information. Usually posters only have a few seconds to get the message across. People decide in these few seconds whether they want to look at a display or poster in more detail.

what to do



for posters

- Realise that successful posters generally rely on being simple but effective.
- Consider the importance of using colour, movement, light, pictures or photographs to grab attention.
- Test the poster first by showing it to a variety of people and getting their comments.
- Try to present complicated information in ways that are simple, easy to read (size of print) and understand.
- Ensure the concepts and language are suited to the audience.
- When positioning elements of the design use lots of 'white space', for example, spacing between text lines, space around pictures to enhance readability.

A display is a visual presentation of objects related to a particular theme. It could include: posters, examples of students work, videos, computer programs, live objects or equipment.


for displays

- Place the display where people gather (for example, staff room, canteen, tuckshop, library).
- Make displays eye-catching by using colour, movement, light, and live objects to grab attention.
- Ensure the display appeals to multiple senses (for example, audio and visual).
- If a display is to be staffed, ensure it is set-up to encourage staff and members of the school community to talk to each other.

To design effective posters, follow the guidelines below.

Figure 3: guidelines for effective poster design⁴

A good poster
is



eye-catching
attention
grabbing

The message is:

- bold
- clear
- simple
- short

A message may include a few words, objects and pictures.
The message should be accurate, adequate, acceptable
and not too detailed.

Include details on how people can find out more.
phone.....

lots of white space →

how to use articles in newsletters or other media

background information

Newspapers, newsletters and other written communication can be used:

- for sharing information
- for reporting progress on the *health promoting schools* activities
- as an opportunity for public debate through ‘letters to the editor’
- for requesting expressions of interest or community representatives
- for advertising
- for reporting results of surveys
- for acknowledging contributions and saying ‘thanks’
- for celebrating the achievements of *health promoting schools* activities.



Newspapers can feature news releases, articles, and editorials on specific issues. You can also use newspapers to distribute fliers, usually for a fee. Local and community newspapers are likely to be most useful for this.

Newsletters are cheap, effective, and allow control of the content. Newsletters should still be eye-catching and informative but readers do not expect a glossy presentation.

what to do

how to get your article or information into a newspaper

- Build and maintain a good working relationship with the editor and reporters of the local paper throughout your activities.
- Contact the editor directly. Ask if they would like an article on your topic. Ask about any word length requirements.
- Send regular copies of newsletters, reports, results, speeches — anything that may be of interest to your audience⁵.
- Invite the local press (newspaper, radio, television) to important functions.

- Send a media release of your activities. Print on a letterhead. Date and head the sheet 'Media Release'. Include short, simple sentences with most important details first, a catchy heading, double spacing and margins⁶.
- Write and send an article to the editor and include photos (preferably black and white with details on the back of who, what, where and when) of your activities.
- Study the style of the intended publication and lay out your story in a similar way.
- Send the final copy (or deliver by hand) to the person you originally contacted, marked for their attention.

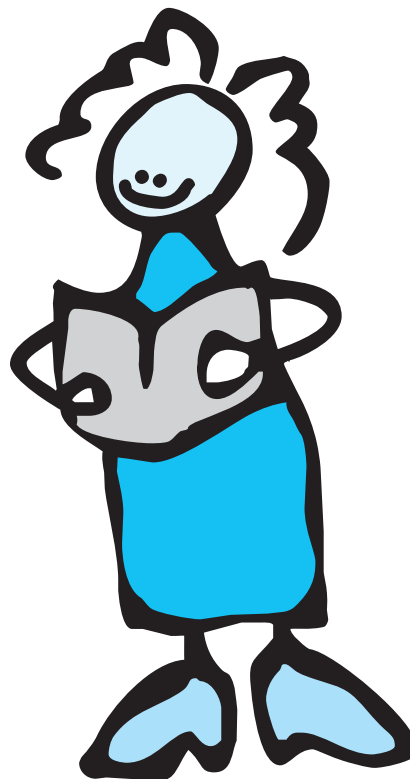


Figure 4: example local newspaper article

include the main point in the heading →

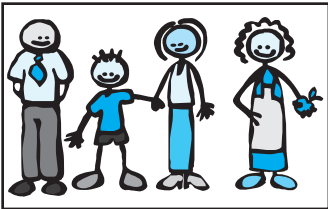
summarise important points in the first two paragraphs (who/what/when/where/why) →

use article to thank and acknowledge →

School health promotion playground plans move ahead

Healthsville State School has set their plans in action for a new school playground. The design of the playground will focus on the health of students, staff and the environment. As part of the *health promoting schools* approach, the school community decided that the junior playground was unhealthy for students with little shade and old equipment.

The new playground has been designed by students in consultation with staff and community members. Representatives from GreenHill Landscaping Supplies and Eco-Tree Environmental Consultants provided valuable



perhaps insert a relevant graphic or photo ←

assistance as they spoke to the students on design and environmental impact issues.

The old playground has been removed and building starts this Saturday at 9am. Parents, students and local businesses are volunteering their time to help make Healthsville State School a healthier place. Volunteers and the donation of materials are welcome. Please contacton Ph. 3455 6789 for further details.

← give specific details (time/place/what is required)

← provide a contact number

how to get your information on the radio

- Speak directly to the radio station programmers for details as many radio stations run community service announcements at no cost.
- Provide an announcement in typed form, double-spaced so that it is easy to read.
- Keep the announcement short – about 15 to 20 seconds reading time.

how to use e-mail and websites

background information

E-mail (electronic mail) is a computer-based communication service which operates through the internet. It is a very effective and efficient way to spread information or to gather information from one or more people who have e-mail connection. Through e-mail you can send or receive letters, pictures, files and other types of information. A message is sent to a person's computer address and they usually receive it almost immediately. E-mails can be sent to multiple addresses at once and replies can be sent quickly and easily.

Websites are addresses on the internet. They are best for spreading information, but can also gather information. Many organisations establish and update a web page to allow the wider community to access information about their organisation and its activities. Although web pages can be time consuming and expensive to create and update, more and more people are turning to electronic methods of spreading information.

Ideas for using e-mail or websites:

- to provide information on the *health promoting schools* approach and process
- to keep people up-to-date with *health promoting schools* progress and school activities
 - to ask for assistance or help with school activities and advise of meetings
 - send and receive feedback, questions and responses
 - to gather up-to-date information. See How to conduct an internet search in Booklet 6.



Not all school community members have access to or the knowledge to use these electronic forms of information. So, e-mails and websites would be best used in conjunction with other spreading and gathering information tools.

what to do

how to make use of e-mail

You will need:

- a computer with an e-mail program, a modem and an internet service provider
- a distribution list. This is a list of e-mail addresses of all the people to whom information is to be sent.
- school community members with access to computers with e-mail (e-mails can only be received by people with e-mail access).

Modem – a small piece of computer equipment that connects your computer to the telephone line.

Ask someone in your school to show you how to use e-mail. Obtain the manual for the e-mail program that will explain how to send and receive mail. School community members can use e-mail facilities at the school, local library and some shopping centres.

how to make use of websites

You will need:

- a computer with a modem and internet access
- to set up an attractive, easy to understand web page with the information. You can do this yourself with a website creation computer program or you can use a professional website designer.
- school community members and organisations in the wider community with access to computers and the internet.

Internet service provider
– a company who provides access to the internet for a fee.

Advertising the website and e-mail addresses are required so others are aware that they exist and know where to find them. Add internet and e-mail addresses to posters, newsletters, etc.



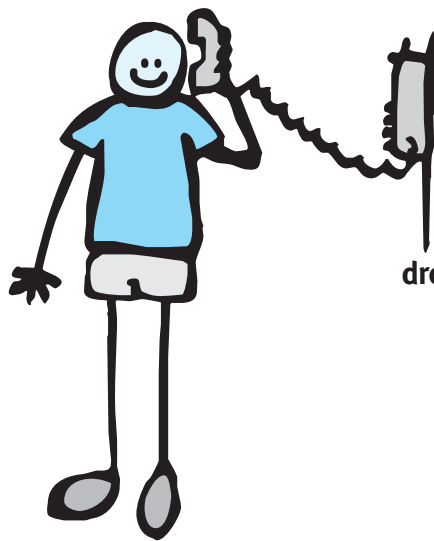
how to use information hotlines

background information

An information hotline is a service where interested people can gain information. People may receive a message or a personal answer to their questions. These services may include a phone-in, a drop in centre, e-mails or a session on the internet. Usually, a hotline allows for an immediate response to enquiries and requests for information. The person/s responding to enquiries need to have a great deal of knowledge about the information that is being given out.

what to do

Important: The service must be advertised so people know it exists and how to contact it.



phone-in A telephone number can be set up as a separate service or on an existing telephone number. The number could provide a recorded message or the phone may be staffed at particular times that have been advertised.

drop-in centre A time and place could be set up where interested members can meet and speak to the team, ask questions and receive information.

e-mail An e-mail address can be set up to which interested people can e-mail their questions. Written responses to their questions can be e-mailed back.

internet session A chat site could be set up on the internet where interested people can 'talk' to the *health promoting schools* working group using computers. Questions are read and responses provided immediately via the internet. Others can access and read the questions and responses.

A **chat site** is a type of website on the internet. It allows people to 'talk' to others through typed messages on the computer. Messages can be read and responses sent almost immediately.

how to write reports

background information

Reports are usually a form of written communication. Reports are used to spread information to people about something that has happened.

types of reports

- 🌀 **ongoing progress reports**—written during planned activities to keep people up-to-date with what is happening.
- 🌀 **evaluation reports**—written at the end of planned activities to share results and conclusions. These reports can include recommendations of steps to take in the future.
- 🌀 **survey reports**—provide information on the process and results of a survey.



Evaluation and survey reports can be the same thing as a survey may have been used as an evaluation tool.

uses of reports

- to spread information and provide feedback to key stakeholders and the wider community
- to keep a record of the steps, processes and procedures used for future reference and for new people entering the process to see what has occurred
- to create enthusiasm and encourage new people to participate by providing ongoing reports.

what to do

- 🌀 Decide on the purpose of the report.
- 🌀 Plan the structure of the report to suit the purpose. Sometimes a more formal report may be needed. Other times, you may like to put key points in a colourful, friendly-looking pamphlet.⁷ A presentation or display that communicates survey results may be more relevant to

the audience. Sections that could be included in a written report are listed below.

 Write or present the report.

report contents

A report can include the following sections. Not all sections are needed as it will depend on the purpose of the report and who your audience is.

A report does not need to include all these sections. For example, an ongoing report for the school community may include: some background information (introduction); a section on the steps taken so far (method); a section on the outcomes and achievements so far (results); and what is going to happen next (conclusion).

executive summary a summary of the main themes, findings and/or recommendations (usually only needed for lengthy reports).

introduction provides some background information, sets the scene and usually includes a rationale, for example, what has been achieved so far and reasons for the activities and the report.

method explains the steps taken and the processes used (may include questionnaire design, how participants were selected etc).

results the facts, the data, and the outcomes — whatever it is you want people to know about. The results are grouped and placed in a logical sequence.

discussion interprets and explains the results, discusses findings and conclusions and discusses any conflict in the results.

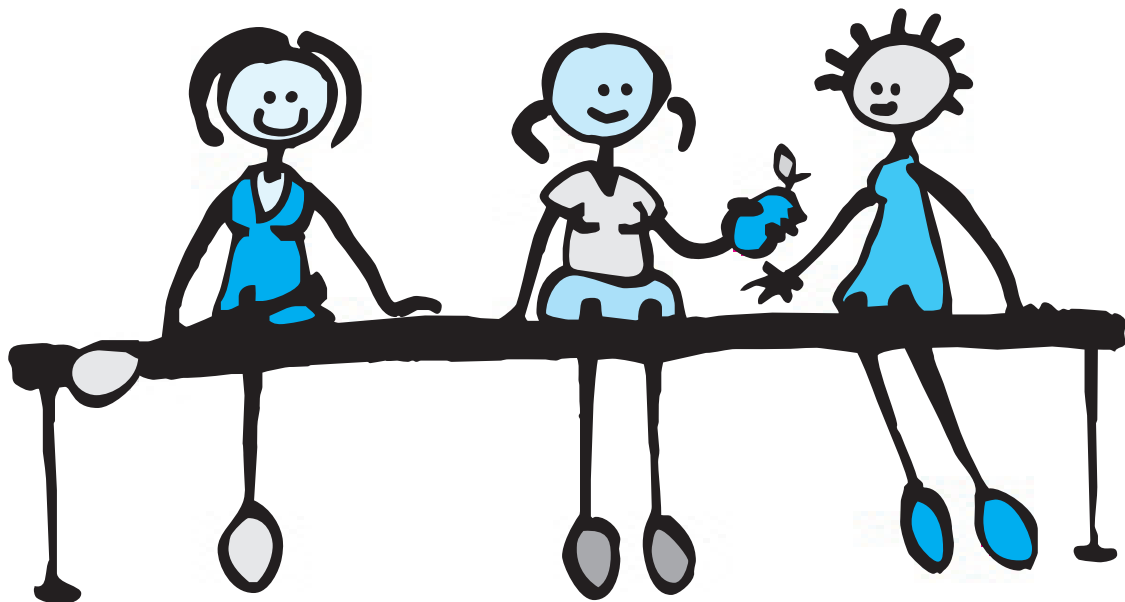
recommendations provides suggestions for further action that should be taken.

conclusion sums up what has been discussed, states what is going to happen next.

references or appendices should also be included.

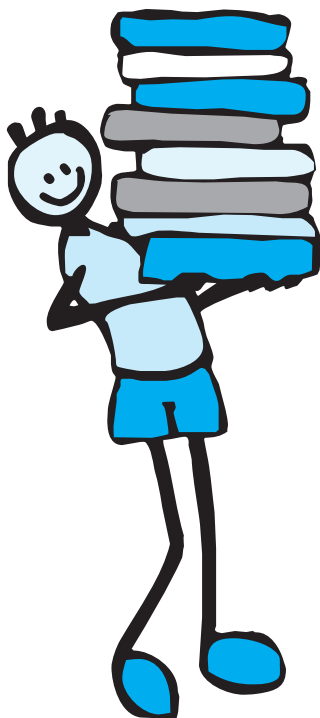
other suggestions for use

- ④ Share your stories by sending copies of reports to the Health Promoting Schools Association, Queensland Health, Health Promotion Services, Primary/Secondary School professional associations, specialist teacher's associations, education publications etc.
- ④ You may want to publish reports in journals or newspapers to inform the public about progress made in carrying out *health promoting schools* activities.
- ④ Use a combination of reports, information in newsletters, newspapers, displays, posters and meetings to ensure that the school community receives regular feedback on the progress of *health promoting schools*.



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