

how to conduct an internet search

background information

Electronic methods of retrieving information are becoming more popular. The internet is a collection of computer networks that connects millions of computers world-wide. It is a valuable source of information and has up-to-date information from around the world on a huge range of topics.

what to do



- ④ Access the internet (See your school or local library. Internet cafés and internet access points are often available commercially in your local community).
- ④ If you are looking for a particular website and you know the address, this address can be typed at the address prompt. Begin the address with 'http/www.'. (A website refers to a specific site or place on the internet which a person or organisation has created for others to access).
- ④ If you do not know of a specific website, select a search engine (from the browser menu). Search engines are programs that allow you to search for websites on a certain topic (similar to a computerised library cataloging system).
- ④ Type in the topic. Some tips for limiting your search include:
 - using specific keywords
 - typing in as many keywords as you can
 - including a country.
- ④ A list of websites will be given. There are often tens of thousands in the list. Some search engines also give each listed website a percentage to show how accurately it matched the topic you typed in.
- ④ By double clicking with the mouse on a listed website address, you will be connected and can then look through the website to find the relevant information. You can print out the information or read it on the spot.
- ④ Some websites provide links to other related websites. Using these links (by clicking on the appropriate icon/ place) can often be useful and reduce your search time.

- ④ Share the information you find. You may be able to link relevant websites to your school's *health promoting schools* website (if you have created one), or you could leave print outs in communal places, etc.
- ④ You can also bookmark websites (save your favourite sites) so you do not have to go through the search engines again.



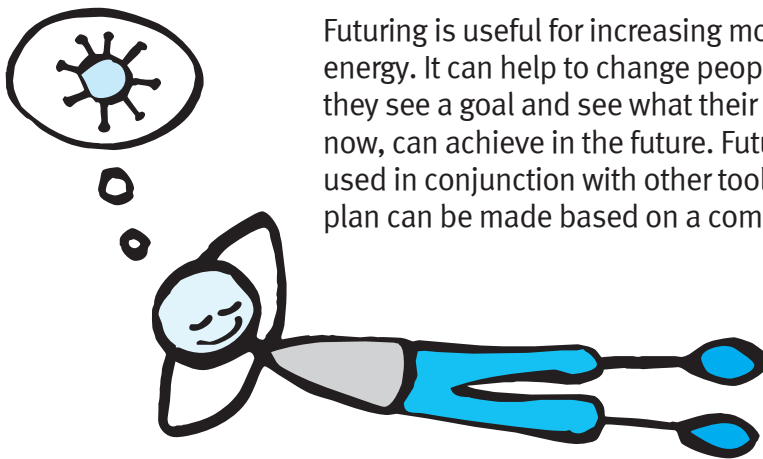
how to gather ideas about the future – ‘futuring’

background information

Futuring or scenario writing is a form of forecasting where knowledge of the current situation and intuition are used to predict and describe a future environment.² This future environment is referred to as the scenario.

Futuring is useful as it helps us change our perceptions, build the future and prepare for alternative and new possibilities so we can change what we do now.¹⁰ Futuring is also a useful tool for creating new visions of the future as needs change and new opportunities arise.

Futuring is useful for increasing motivation, enthusiasm and energy. It can help to change people’s current behaviour as they see a goal and see what their change, actions and effort now, can achieve in the future. Futuring is also useful when used in conjunction with other tools. For example, an action plan can be made based on a completed scenario.



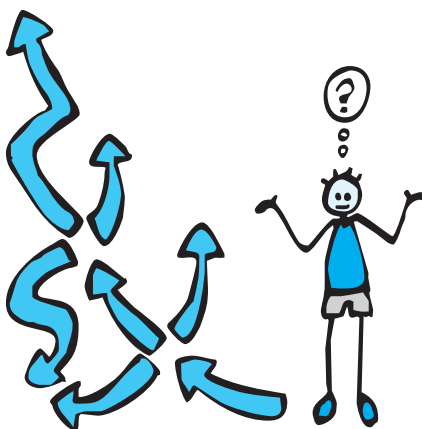
what to do

Futuring can be used with individuals or groups.

Individuals write a scenario (in words or pictures) after being asked a specific question such as:

- “What will our health promoting school look like?”
- “If we adopted the *health promoting schools* approach, what would our school be like?”.

Groups discuss what the future would look like and then record all their ideas. The ideas can be combined to create the one scenario, or a series of scenarios based on time. Ideas could be expressed verbally, pictorially or both.



how to gather ideas within an interview

– sketch interviews

background information

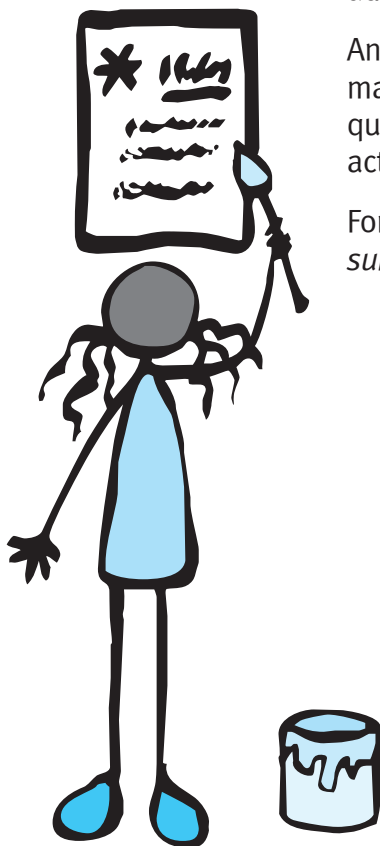
A sketch interview is an interview where the participant's ideas and responses are drawn rather than recorded verbally. It is a tool usually used for interviewing one person, but could be used for a group. As the participant sees the sketch, it often prompts them to think of more ideas and helps them to articulate their preferences.²

what to do

The participant is asked a broad question by an interviewer and then responds. A sketcher sketches the ideas and responses of a person as they talk. Probe questions are asked to gain more detail. The sketcher draws the idea(s) that the participant can see at any time. In this way the participant can add, change or further explain what they see.

An alternative sketch interview could involve the participant making their own sketch with the interviewer asking questions about the drawing. Students could easily use this activity.

For further information on interviewing, see *How to conduct a survey* in this booklet.



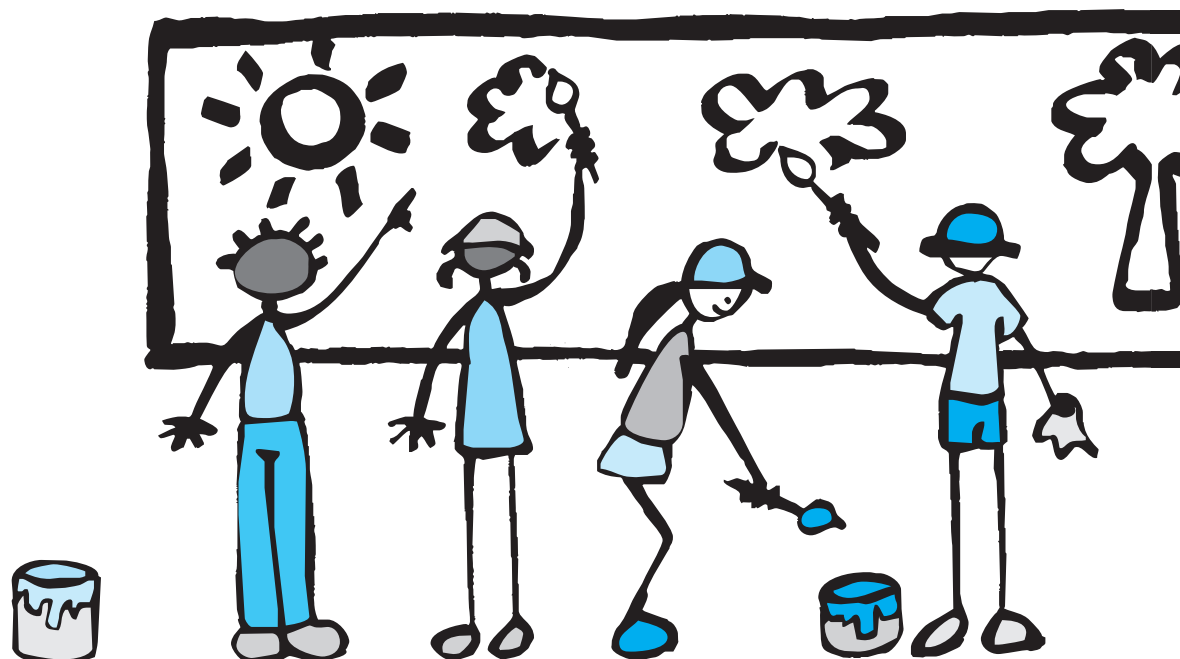
how to create a mural

background information

A mural is a public, visual display that potentially spreads and gathers information. A mural allows participants to explore an idea, and provides a chance for onlookers to become aware of an issue in an informal way.² Murals are often used to beautify public areas.

A mural:

- provides a chance for involvement and can encourage people to express visually what an issue means to them²
- can be used for gathering information as planners can identify what issues are important to people and talk to the mural designers about these ideas
- can be used to spread information to those involved and to onlookers.

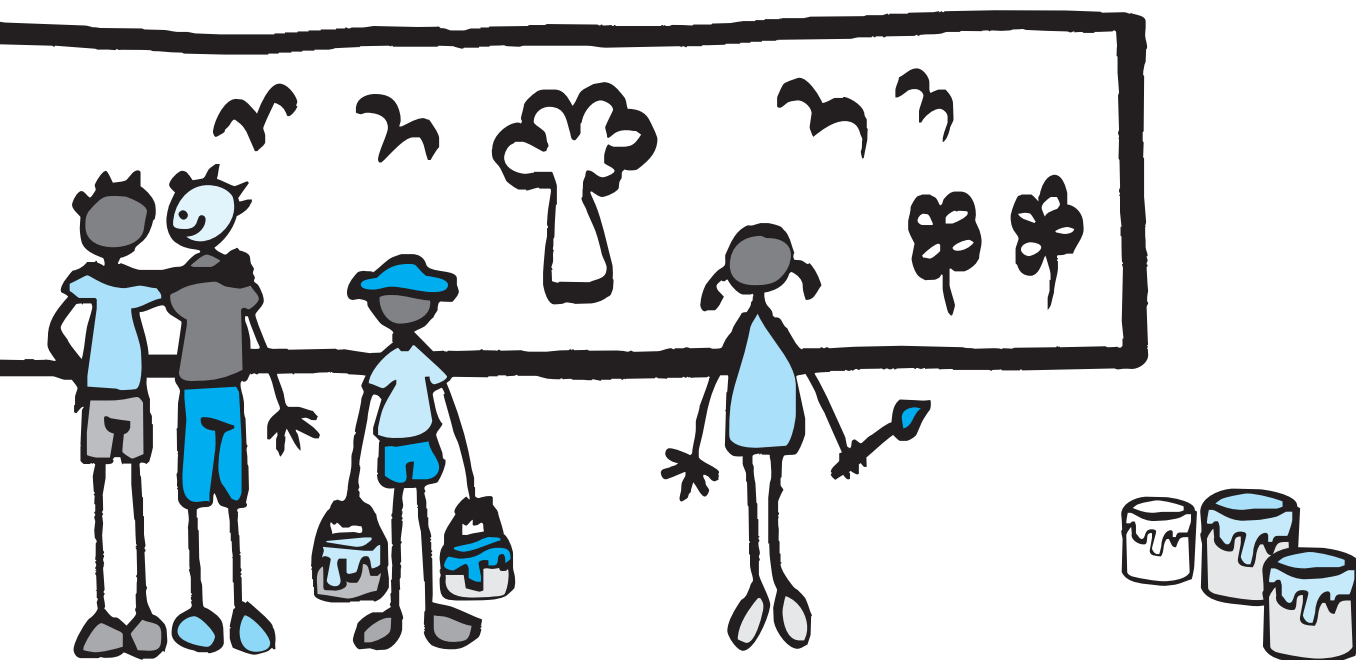


what to do

Firstly, decide on an issue or idea or title that is to be expressed visually. For example, “What a Health Promoting School means to us”. Advertise that the mural is being created. Promote involvement of the school community by providing dates and details in newsletters, newspapers, school assemblies, etc. Thank people for their participation.

Some suggestions for using murals include:

- classes or year levels of students entering a design with the winning mural to be painted
- using the mural to stimulate discussion on a topic
- murals drawn in chalk in the carpark or on concrete at lunchtime²
- a special mural day at school
- a mural painting activity or display at a school fete
- painted on a prominent wall in the school (for example, a mural could also be an action to improve the aesthetics of the environment ie. paint a mural on the toilet block)
- a series of murals that are then displayed together (for example, each class designs and paints a different health issue).



how to gather ideas on certain issues

! – ideas competition



background information

An ideas competition involves inviting school community members to participate in a competition where they comment and give ideas on certain issues. An ideas competition could be used to:

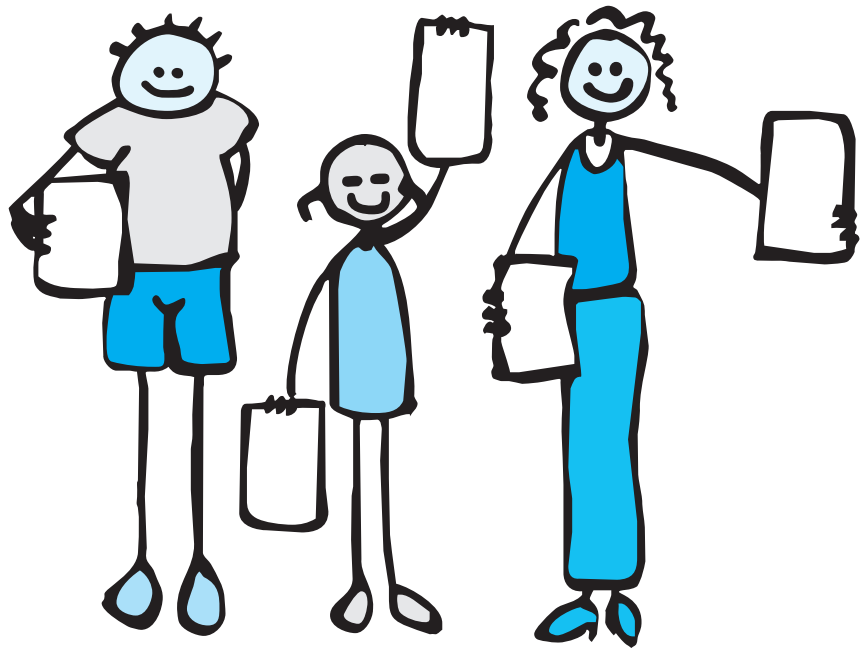
- determine health issue priorities
- find solutions to health problems
- provide ideas for improvement of the current situation.

The winner of the competition receives an award or prize and has the opportunity to discuss their idea.² An ideas competition can help to gather information, encourage participation, raise awareness of an issue and/or ideas, stimulate debate and thinking about an issue and create enthusiasm and motivation in carrying out the ‘winning’ idea(s).

what to do

- ④ Decide on an issue that needs ideas (for example, an issue that requires solutions, design suggestions, improvements or prioritising).
- ④ Write a ‘design brief’ which details what competition entrants are expected to do. (for example, an essay of 500 words, a design sketch or a ten step action plan).
- ④ Advertise and promote the competition in newsletters, newspapers, school assemblies, etc.
- ④ Be sure to include information about the issue and any important surrounding facts.
- ④ Include competition rules and details (see *How to set up a poster competition* for more detail).
- ④ Consider displaying the entries.
- ④ Organise a prize or award.
- ④ Organise an opportunity for the winner(s) to speak to the organisers about their idea.

- 🌀 It could be helpful to start planning how the idea can be implemented with the competition entrants.
- 🌀 Thank people for their participation.



how to gather suggestions

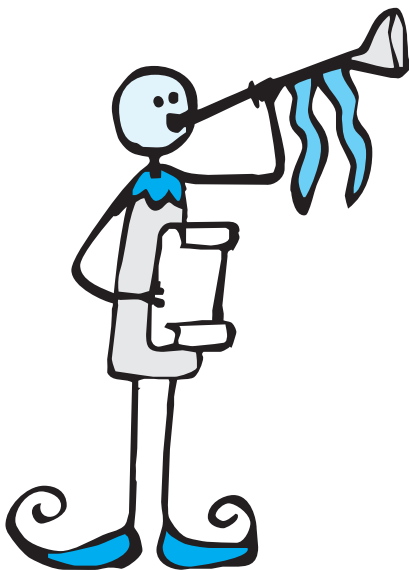
background information

A suggestion box is a tool for gathering information from a range of school community members. It involves inviting school community members to comment openly on specific issues and place their comments in a particular place, for example, a box in the school office.

A suggestion box can be used for gathering feedback and review information, and can stimulate participation and feelings of involvement in the *health promoting schools* process.

what to do

- ☉ Promote the presence of a suggestion box. If information is wanted on a specific issue, raise awareness of the issue, for example, at assemblies, through advertising in newsletters, newspapers or posters around the school, or displaying the details of the issue and the suggestion box in a prominent position.
- ☉ Consider displaying the suggestions on a board— this may encourage further participation as people add to the comments already received.
- ☉ Use the suggestions where appropriate.
- ☉ It may be possible to provide replies to people's suggestions, either publicly or privately.
- ☉ Thank people for their participation.



how to document your progress

background information

Documenting your progress is important for a number of reasons such as:

- keeping a written history of what has happened and how it has happened
- allowing those not previously involved to see what has happened and including new people into the school in what is happening now and why
- having a record to look back on in the future when faced with a similar situation (ie. What did we do back then?)
- allowing reflection and review on the impact and success of adopting a *health promoting schools* approach – without knowing exactly what occurred, its difficult to reflect on the strengths and weaknesses of what happened and how it happened
- providing information that could be shared to help others.



what to do

Documenting progress is really recording the history of the *health promoting schools* approach in your school. There are a number of ways to document your progress. Using several of these together will ensure a comprehensive understanding of what and how the *health promoting schools* approach happened in your school.

- 🌀 Record minutes for all *health promoting schools* meetings and file these.
- 🌀 Keep photographs.
- 🌀 File all other related documentation, such as reports, articles in newsletters or newspapers.
- 🌀 Develop a proforma that suits your school, to record what happened. See *How to develop a record proforma* in this booklet.

how to develop a record proforma



background information

A record proforma can be used to document the progress of the *health promoting schools* approach in the school. Develop the proforma to suit the way your school applies the *health promoting schools* approach and to meet the needs of your school.

what to do

You may want to fill in a separate record for each different planned activity, set of activities or major area of the *health promoting schools* approach. Table 11 lists some examples of what could be included in a record proforma. Table 12 provides an example record proforma.

Table 11: possible categories for the record proforma

information to be recorded	possible proforma categories
When it occurred	Date, time, start-finish
What happened	Action, activity, task, strategy, planned activity
Who was involved? Who carried out the action?	Number of people involved, key person, responsibility
What was used to make it happen?	Resources, materials
Which aspect of the <i>health</i> the <i>health promoting schools</i> approach was being addressed?	Target area, aim
Anything important and worth noting	Key notes, important bits, key points, comments
What support was there	Support of community, no of participants
How successful it was	Impact, effectiveness, brief comments about how it went, what worked well, what could be changed

Table 12: **example record proforma**

date	action taken (description of what happened)	number of people involved	comment	support of community	comments on what worked well	comments on what could be changed

how to find other information and resources

background information

This tool provides a matrix to help you explore the full range of possible resources that could assist you in planned activities. The matrix is designed to help you generate ideas and identify different places where you can find help.

what to do

- 🌀 For any given issue or situation, use the matrix to brainstorm as many different sources and / or types of resources, help, information and assistance as possible. See *How to brainstorm* in Booklet 8.
- 🌀 Talk to other people to generate more ideas. It is unlikely that any one person will be able to think of the full range of opportunities available.

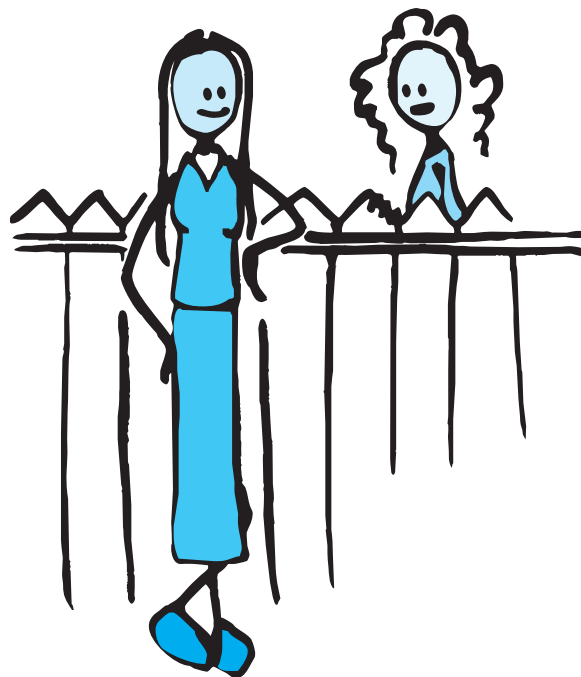


Figure 5: information and resource matrix

information and resource matrix

Issue/Situation: _____

- Remember to consider the resources you will require during planning, implementing and reviewing.
- Think about resources required in each of the three components of the *health promoting schools* framework.

where to look	type of resource		
	human (people)	financial (money)	physical (other things you can see and feel)
	expertise and knowledge, time to help, referral to others	grants, sponsorship, donations of money or other resources	equipment, building materials, computers, internet, libraries, books, curriculum resources
School-based individuals and groups			
Individual community members			
Local community groups and businesses			
Local government authorities			
Large non-government organisations			
State government representatives, staff programs or departments			
Federal government representatives, staff, programs or departments			

how to engage outside agencies

background information

Before engaging the services of community organisations, it is important to discuss the *health promoting schools* approach with the organisation and explain what you are trying to achieve. This allows the organisation to provide their services with an understanding of your aims, goals and perspectives.

what to do

Before engaging the services of community organisations, consider the following:

- ☉ Does the school have appropriate personnel and resources to support the *health promoting schools* activities?
- ☉ Is the community organisation the most appropriate group to support the activities?
- ☉ Does the community organisation have sufficient information about the school's plan to be able to complement/support the *health promoting schools* activities (for example, policies, background)?



- ④ Does the community organisation support the *health promoting schools* objectives developed in the action plan?
- ④ What resources will the community organisation require to work with the school community?
- ④ How well do the services being offered by the organisation complement the curriculum?
- ④ How well do the services being offered by the organisation fit with the school's organisation and ethos?
- ④ What experience has the organisation had in working with schools? If little or none, discuss the school setting in more detail (for example, student groups, needs, resources available, expectations of the school).
- ④ Check how your expectations of how the community organisation will be involved, matches that of the organisation. Allow time to negotiate what the role of the organisation will be.
- ④ Has the school community approved the involvement of the organisation?



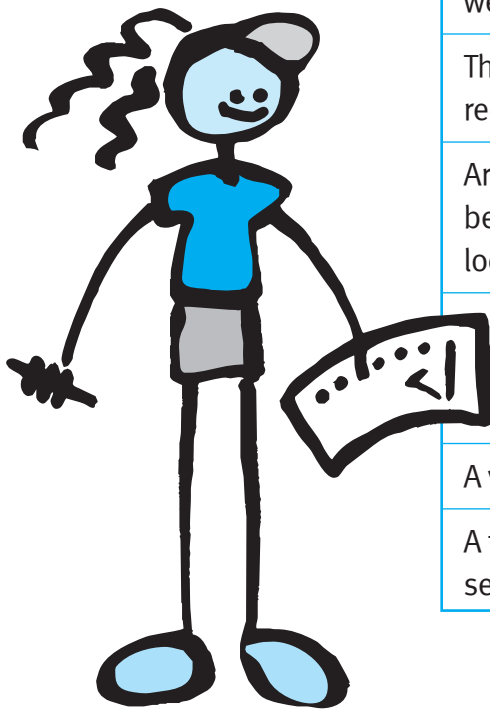
checklist



checklist for school staff engaging community agencies and external personnel¹¹



The school policy and program relating to the topic has been reviewed prior to contacting the agency	
The principal supports and approves the visit by the proposed agency	
The agency has been contacted one month before the visit	
— two alternative dates have been identified for the visit	
— discussed questions included in the previous section	
— name, address and phone number of the contact person have been recorded	
The requested information has been supplied to the agency in writing	
The contact person has been phoned to confirm the date and organisational arrangements one week prior to the visit	
The room is set up to the agency person's requirements	
Arrangements have been made for the visitor to be met, welcomed and guided or escorted to the location of the presentation	
Arrangements have been made for the class teacher to remain and participate throughout the session	
A verbal vote of thanks has been arranged	
A thank you letter and feedback to the presenter is sent within a fortnight	



checklist

checklist for community agencies and external personnel conducting school sessions

You may have to ask for the following:

the school contacts you at least one month prior to the proposed visit to allow you adequate preparation time and organisation of your work schedule

the school provides a written response to the questions asked in the initial interview

a contact name and phone number in the school

groups to be kept to a workable size

the class teacher to be present and to actively participate

venue to be set up – advise the school of your requirements

- video or TV
- overhead project / data projector
- room layout
- butchers paper

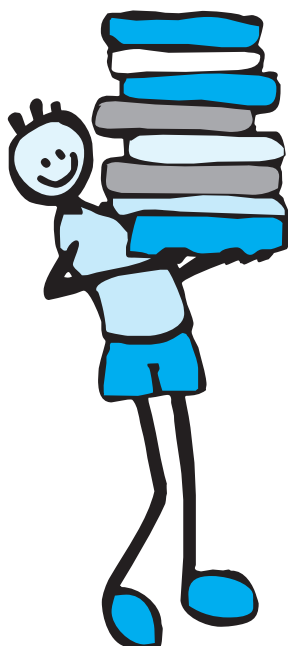
the school to make contact one week prior to your visit to confirm organisational arrangements

relevant staff and students to provide feedback in the fortnight following your visit



references

- 1 South Australia Community Health Research Unit (1991) Planning healthy communities: A guide to doing community needs assessment, Flinders Press: South Australia
- 2 Department of Primary Industries (1994) Community consultation techniques: purposes processes and pitfalls — A guide for planners and facilitators, Land Conservation: Indooroopilly
- 3 Adapted from Hawe P, Degeling D & Hall J (1992) Evaluating Health Promotion: A Health Workers Guide, MacLennan & Petty: Sydney
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- 9 Wadsworth Y (1991) Everyday evaluation on the run, Action Research Issues Association: Melbourne
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