



## Planning Process for Comprehensive School Health

### Identify Potential Partners: Check off the potential partners for your activities.

- Ministry of Education  Ministry of Health  Ministry of Children
- School Board Trustees  School District Staff
- School Principals  Teachers ( Health  PE  Home Economics  Guidance Counsellors  Peer Helper Advisors  Student Activities Advisors  Librarian)
- Students Council  Students/Youth  Parent Councils  Parent Volunteers
- Public Health Nurses  Public Health Unit Staff  Local Hospital/Clinic Staff  Local Physicians  Local Voluntary Health Groups
- Police Officers  Social Workers  Youth Workers  Municipal Recreation Workers  Local Media  City Councilors  Local Businesses  Local Training Schools/Centres  Others

### Strategic Planning: Think about these things.

1. What is the window of opportunity that will help you get started? (News story, incident, formal report, new boss, new funding, survey results, etc.)
2. Who are my potential partners? What is the hook for each of them? What would their roles be? Who are the competitors? How can they be avoided or turned around?
3. Think about the your CSH idea....who else owns it or thinks they own it? who is doing something or has done something similar? Are their ideas/concepts similar but expressed in different terminology or jargon? Make sure that you use different terms/words when you approach people who use those different terms/words/concepts.
4. What is your focus (is what “problem are you trying to fix)? Is the focus small enough to get started with something practical but big enough to be able to “grow” into a CSH approach?
5. What are the strengths of your school/organization/community? How can they be applied to this issue?
6. What are the weaknesses of your school/organization/community? How can they be overcome or at least alleviated for this issue?
7. Who will be your champions? How much time can you give? Who will be your immediate partners who can contribute a similar amount of time and effort?

## **Regular Planning: Bring things together in a plan.**

1. Review what you, your school, local agencies and the local community are already doing on the issue.

List the activities, people, resources, recent surveys, studies, facilities etc. Make notes where there may be potential connections and cooperation.

2. Connect to what is already happening in your school and community.

Bring the people who are currently operating programs, services and activities that relate to your school health program. A “bring and brag” session is great for getting started.

3. Identify shared values or a common vision

Prepare a short statement that everyone can agree to and then take back to their respective organizations for approval. Try to include the issues, concerns, language and terms from as many people as possible in that statement.

4. Identify an activity for immediate success. Identify longer-term activities and actions.

Try to have a couple of practical suggestions on-hand that can be done in a few months without new resources. Implement those activities right away, enabling people to work together and achieve success. Also identify some longer-term projects and activities that involve shared resources or applying for additional resources or advocating for better policies or programs.

4. Pick a priority area for action.

Take a health issue that is of immediate concern to several organizations. Ensure that you have local evidence that the problem exists in your community. Select some achievable objectives for addressing that issue. Publicize your efforts and your success.

5. Build your CSH Infrastructure

Consider how you will use the activities and your focus issue to help your school or community become more comprehensive and cooperative in its approach to promoting health through schools and communities working together. (e.g. Link up isolated groups, create a school health council, help single issue groups to think and act more globally etc.)

6. Keep records and evaluate your efforts

Set up a system to document your efforts, pre and post activity needs and resources. Don't try to attribute long-term behavioural change to small-scale activities. Be realistic about what you can achieve. But show the connection to health improvement by noting that your small change will have an impact on at least one determinant of health.