

PRACTICE MODULE

ACTIVITY OBJECTIVE(S): After this activity, participants will be able to

1. Give examples of members of a school health team.
2. Explain the process of completing a SHI module.
3. Identify what each of the three module planning questions asks.

TOTAL ESTIMATED TIME: 80 min

MATERIALS:

- Practice Module PowerPoint notes pages
- Practice Module: Selected Module 1 Items handouts
- Name tags of school health team roles
- Flip chart
- Markers

PREPARATION:

- Make sure to use the PowerPoint file entitled **Practice Module** for this part of the training.
- Make copies of Practice Module: Selected Module 1 Items.
- According to the number of groups you plan to use, make sets of name tags of different members of school health teams (e.g., principal, parent, student, physical education teacher, food service manager, school nurse). You may print these directly onto envelope labels (from the document entitled Labels for Team Roles) or handwrite them on name tags. For example, if you are planning on having participants break into three groups of six members each, make three sets of labels (with six different roles).
- Arrange tables to facilitate small group work (or be prepared for participants to move into smaller groups).
- For the demonstration, co-facilitators will read questions and participate in an informal dialogue. If only one facilitator is present, be prepared to ask for a volunteer from the audience or demonstrate alone.

<u>Slides</u>	<u>Time</u>	<u>Facilitator Script</u>	<u>Facilitator Notes</u>
Practice Module 1	1 min	<i>The School Health Index includes two very important components: (1) the self-assessment process and (2) the planning process. In order to help us gain a better understanding of the self-assessment process, we will practice completing some selected items from one of the SHI modules.</i>	 Open PowerPoint entitled Practice Module .
Practice Module 2-14	14 min	<p>DEMONSTRATION: <i>Before we break into groups, I will walk you through a few items from Module 7 as an example. Turn to Module 7 in your SHI notebooks and follow along with me as we complete some of the items.</i></p> <p><i>Before you try this on your own, are there any questions about what we've just demonstrated?</i></p>	<p>Co-facilitators read questions and participate in informal dialogue to conduct demonstration. If only one facilitator is present, ask for a volunteer from the audience or demonstrate alone.</p> <p>  Ask for audience participation for planning questions. </p>
Practice Module 15	5 min	ACTIVITY I INSTRUCTIONS: <i>In a moment, you will break up into groups to practice a module on your own. I have selected a few questions from Module 1 for you to use. I will then come around and distribute name tags of the various</i>	 Hand out copies of Practice Module: Selected Module 1 Items.

Slides

Time

Facilitator Script

Facilitator Notes

SHI team members to each group. Each of you will adopt a role in order to simulate what would happen in a real school health team. For example, you may be assigned the role of principal, physical education teacher, parent, student, and so forth. As you complete the practice module, each of you will adopt the perspective of the member of the SHI team that you've been assigned. If you are the principal, for example, think like one. Bring up issues that he or she might mention in a SHI team meeting.

Because you all may not work together in one school, as you complete this activity, it may help to think of a school that you may have worked with in the past, or perhaps your child's school. I understand that the responses may be somewhat artificial, but it will allow you to experience first hand what schools do when implementing the SHI.

Once you get into your groups, separate the Practice Module 1 Scorecard sheet from the discussion questions. After we distribute the name tags, I would like each group to carefully walk through each of the discussion questions, and record the scores on your Module Scorecard. Then, calculate the score for that module.

You will have 25 minutes to complete this activity. We will come back to debrief for five minutes, and then you will break back up into groups to go through the three planning questions at the end of

<u>Slides</u>	<u>Time</u>	<u>Facilitator Script</u>	<u>Facilitator Notes</u>
		<p><i>your packet.</i></p> <p><i>Now let's break up into teams.</i></p> <p><i>Begin! Please don't hesitate to ask one of the facilitators for help.</i></p>	
	25 min	ACTIVITY I	 During the activity, walk around the room and assist teams.
Practice Module 16	5 min	<p>DISCUSSION:</p> <ul style="list-style-type: none"> ➤ <i>What was easy about this activity?</i> ➤ <i>What was difficult about this activity?</i> ➤ <i>Did you learn anything new by discussing these issues?</i> ➤ <i>What was one barrier your group faced, and how did you overcome it?</i> ➤ <i>Does anyone have any questions about completing the discussion questions before we move on to the planning questions?</i> 	
Practice Module 17	25 min	<p>ACTIVITY II: <i>Now I'd like for you to go back with your groups and complete the three planning questions located on the last two pages of your Practice Module: Selected Module 1 Items packet. These questions will help you identify your school's strengths and weaknesses, brainstorm actions to address the weaknesses, and prioritize those actions based on the five dimensions listed in</i></p>	 During the activity, walk around the room and assist teams.

Slides

Time

Facilitator Script

Facilitator Notes

the table.

Practice
Module
18

5 min

DEBRIEF: *I would like each of the teams to take 1 minute to quickly share one of their recommended priority actions and which weakness they addressed with that action.*

Record recommended actions on blank flip chart paper.