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*Healthy Schools Assessment Tool:
practical ideas for use with pupils*

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*Healthy Schools Assessment Tool:
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Healthy Schools Assessment Tool: practical ideas for use with pupils.

Introduction

The *Healthy Schools Assessment Tool: an instrument for monitoring and recording health promotion assets in schools* provides healthy school coordinators with a method of assessing the health promotion status of schools. Further, it provides information to inform future planning. As this tool has been used, practitioners have identified the need for a method of obtaining similar information from the pupils in the school.

This publication provides some practical examples of ways to gain information from pupils, and should be used alongside the *Healthy Schools Assessment Tool: an instrument for monitoring and recording health promotion assets in schools*. The methods described may be familiar to readers. They are not necessarily original to this publication.

The language used in the examples will obviously not be suitable for the entire age range of pupils. Practitioners should therefore modify the language accordingly.

Acknowledgements

The activities described were presented in a two day workshop run by Dynamix. Participants suggested how the activities could be modified to collect information linked to the aims of the Welsh Network of Healthy School Schemes (WNHSS).

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ACTIVITIES' SUMMARY CHART

	WNHSS AIMS	Human Bingo	Islands	Opinions/ Values/ Attitudes Continuum	'Post it' Ideas Storm	The Wind Blows	Diamond Ranking	Opinion Finders	Paper Carousel	Cotton Bud Debate	Moving On: How? How? How?
A	To actively promote the self esteem of all members of the school community	●		●		●		●			
B	To actively develop good relationships in the daily life of the school	●		●		●		●			
C	To identify, develop and communicate a positive ethos and appropriate social values within the school community	●		●		●		●			
D	To ensure that all pupils have the opportunity to benefit from stimulating educational challenges	●		●				●			
E	To take every opportunity to enhance the environment of the school	●		●		●		●			
F	To develop good school/home/ community links and shared activities	●		●		●		●			
H	To develop and implement a coherent health education curriculum	●		●		●		●			
I	To establish good links with associated schools to ensure smooth transition, both socially and in relation to a developmental health education programme	●		●		●		●			

SECTION 1

Instructions for Activities



Human Bingo

SETTING:

Open area large enough for people to mill around.

POTENTIAL:

Excellent for encouraging people to mingle and talk to each other.
Can be fairly scientific for getting information if you are strict with the rules.

EXAMPLE:

Each participant is given a sheet with up to 16 boxes - each with an action listed on it:
'Find 2 people who cycled to school today'.
'Find 1 person who had fruit for breakfast'.
'Find 3 people who have helped someone today'.
They then list the names of those who match the statement in the relevant boxes.

DEVELOPMENT:

For groups that are not meeting for the very first time, ask participants to guess the people who they think will match the statements in the boxes.

Islands

SETTING:

An open area/spacious room with identifiable 'islands' (they can be chairs, sheets of newspaper etc).

Suitable for medium to large groups (10-50 participants).

POTENTIAL:

A good way of forming new mixed groups and building teams for further activities.

Good for use as an icebreaker.

Encourages participants to co-operate with each other.

EXAMPLE:

Set up the islands (allowing plenty of space between them) and then give each island a value - this can be anything you want to find out e.g.

'Number of times I have exercised this week'

Island 1=0 Island 2=1-5

Island 3=5-10 Island 4=10+

'How many pieces of fruit eaten this week'

Island 1=0 Island 2=1-5

Island 3=5-10 Island 4=10+

Having set up the islands, invite participants to come and stand by (or on) the island most suitable to them.

DEVELOPMENT:

To make it more fun and more difficult. Place the islands in a straight line so that the participants merge into an ordered line - either numerically, alphabetically or chronologically.

The instructor can then ask them to shout out their value in turn (like a Mexican wave).

Opinions/Values/Attitudes Continuum

SETTING

A semicircle of chairs and a long straight line facing them (6-30 participants)

POTENTIAL

Allows exploration of sensitive issues, stating of personal positions and initiates discussions.

Can be used as part of a programme to form groups and build teams.

Good initial exercise for opening up a debate.

EXAMPLE

Set up the room, then give a speech from each end of the line.

Example 1: 'Our school involves parents as far as possible.'
'Parents are not welcome in the school.'

Having set up two extremes invite participants to come and stand on the line indicating their personal view.

They may choose to speak. No comment from the audience at this point!

Example 2: 'Pupils are expected to be well-behaved in schools.'
'Pupils do what they want.'

Example 3: 'Our school is welcoming.'
'Our school feels like prison.'

DEVELOPMENT

Break the line in the middle, get the two extremes to talk to each other!

Could do this in small groups and then send person to 'speak' for the group.

Or use 'post its' to record view on the line.

Or use a person as marker, to walk up and down the line.

'Post it' Ideas Storm

SETTING

Small groups (3-4) each with a pen, block of 'post it' notes and access to a wall for posting them on (6-60 participants).

POTENTIAL

Good for generating lots of ideas, ensuring people feel valued, and crystallising issues, can be used in the review of an event.

EXAMPLE

Set a topic for discussion, for example
'What makes a healthy school?'

Ask each group to write ten factors, one on each page of the post it pad.
You can then go round collecting them and posting them on the wall – after a couple of suggestions it becomes easy to see 'groupings' of suggestions.
Try to group the post its, then check this with participants.

Example 'We have 4-5 ideas about school needs, all these suggestions are about how the staff should behave ...'

When this process is complete check for 'one off' issues and why they were important.
If you use different coloured 'post its' (or marker pens) people can see their contributions adding to the whole.

DEVELOPMENT

Having checked your grouping of suggestions you could go on to order them by priority and work out what to do about them!

The Wind Blows

SETTING

Circle of chairs – works best with 10+ participants

POTENTIAL

Good for gaining information in a non threatening environment

EXAMPLE

Ask the group a specific question, start by saying:

The wind blows anyone

‘who has helped someone in school today’.

Everyone who has helped someone will then get up out of their seats and change places with someone else.

Ask another question and so forth. Everyone should eventually have moved seats and be sitting next to someone different.

DEVELOPMENT

Have questions prepared beforehand.

As well as an information gathering exercise, you can use this game to help the group mix with people they have not met before.

Diamond Ranking

SETTING

Small groups of 4-8 participants around table/flip chart.

POTENTIAL

Allows exploration of issues and prioritising. Can be used for large group views.

EXAMPLE

We have nine priorities for a healthy school/school council to address:

- Each one is written on a 'post it'.
- Arrange them in a diamond shape.
- With top priority, then two, then a line of three, then two, then the lowest priority.

(You can provide a blank template for this).

Give people 5-10 minutes to do this. If there are several groups you can get them to call out their priorities – (in the manner of juries from the Eurovision Song Contest).

DEVELOPMENTS

Have a few set priorities and blanks for participants to add their own.
Generate priorities from a brainstorm.

Opinion Finders

SETTING

An open area allowing people to mill about.

POTENTIAL

Excellent for getting people up and talking.
Offers a 'snapshot' of views on a range of issues.
Can be used as a starting point for discussions.
Can be fairly scientific for gathering information if you are strict with rules.

EXAMPLE

Each participant is given a sheet with a statement at the top , for example –
'Our school toilets are fantastic.'

Then they elicit others opinions:

Agree strongly? Agree? Neither agree nor disagree? Disagree? Disagree strongly?

Simultaneously they are giving their opinions on other issues.
At the end tally/collate results.

Pupils can be given further information using the photocopiable sheet 'How to be an opinion finder' (see section 4).

DEVELOPMENT

Put results on flip charts as a graffiti wall.
Re-run at the end of the event to look at changed opinions.

Paper Carousel

SETTING

Small groups, 2-8 people, around a table/flip chart.

POTENTIAL

Allows exploration and development of issues, can be used for large group views.

EXAMPLE

What are young peoples' rights / responsibilities?

What can pupils do about bullying?

What are teachers' rights / responsibilities?

What can parents do about bullying?

What are parents' rights / responsibilities?

What can non-teaching staff do about bullying?

Each group is given 2-3 minutes to make notes. The paper is then moved around. You have 2-3 minutes to make notes (tick or question mark) then add some more. When all papers have completed the circle, feed back existing statements.

DEVELOPMENT

Move people, not paper.

An 'explainer' carries paper to clarify.

Cotton Bud Debate

SETTING

Circle of chairs with a container in the centre – works best with 4-20 participants.

POTENTIAL

Good for initiating debates, gathering opinions, can be used for consensus building.

EXAMPLE

Set a topic for discussion.

'How can we improve pupils' health in this school?'

'How could this school get pupils more involved in decisions?'

Each person is given three cotton buds, every time they speak they put one in the container. This gives everyone a right to speak three times, and the responsibility not to waste them.

You may wish to point out that speaking to your NEIGHBOUR counts, and long speeches may be charged two buds!

Towards the end you may add that nobody has to use the buds but they have a right to.

DEVELOPMENT

Get groups to have a small group discussion first then have three buds per team to get their views across.

ALTERNATIVE

Think in teams first to give priorities and then speak as a team.

Moving on

How? How? How?

SETTING

An oval of chairs with a print roll/wallpaper carpet down the middle.

POTENTIAL

Allows in-depth exploration of an issue. Can lead to innovative/creative solutions.
Good for opening up topics.

EXAMPLE

Write a question at one end of the print roll/wallpaper:
'How can we make the playground a happier place to be?'
Have 4-5 arrows from this for suggestions:

- By making children friendly.
- By watching people.
- By making playtime less boring.

When 4-5 ideas are collected repeat the process.

'How can we make children more friendly?'

Again 4-5 more ideas.

This can lead to circular arguments and odd discussions, eg. 'Watch people by putting a dinner lady on the roof!'

DEVELOPMENT

You can start from 'Why?'

Why do young people misbehave in school?

You can have a discussion on any 'End' point.

SECTION 2

Scoring



Scoring

Some of the activities can provide quite helpful results if they are carried out carefully. For this to be possible, there should be two people running the activity; one will be the instructor, the other will be the scribe/recorder. Alternatively, a video camera can be used in place of the scribe.

With all activities, it is important to note down the number of participants. Where an activity uses duplicates of the same question or statement, those people who are supplying answers or opinions should be told not to answer the same question more than once.

The Wind Blows:

1. Note down the number of participants.
2. When participants move in response to a statement, take a headcount of those who moved, and record the number.
3. Convert the recorded numbers into percentages of the total number of participants.
4. The actual percentage can then be entered as a point on the 0-5 scale of the assessment tool by following the guidelines below:

0% - 9% = 0
 10% - 29% = 1
 30% - 49% = 2
 50% - 69% = 3
 70% - 89% = 4
 90% - 100% = 5

Example:

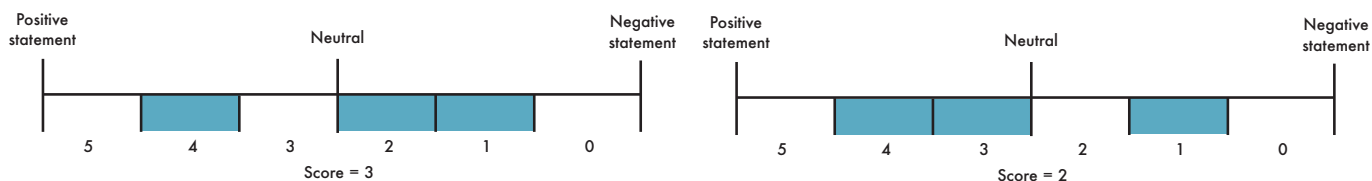
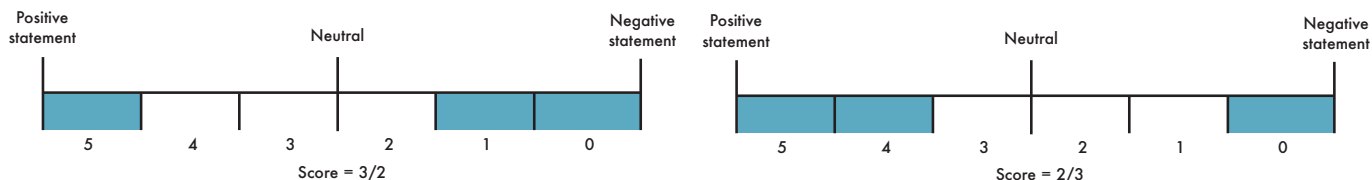
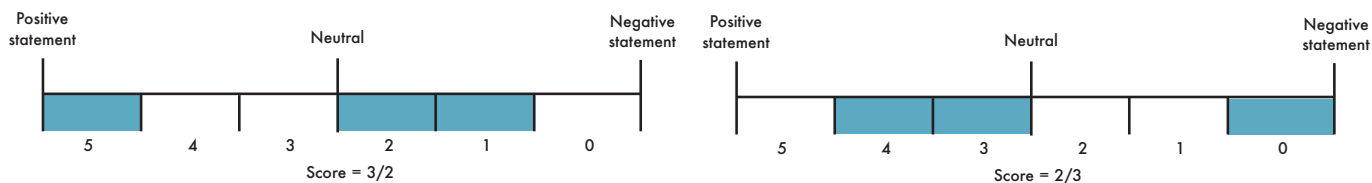
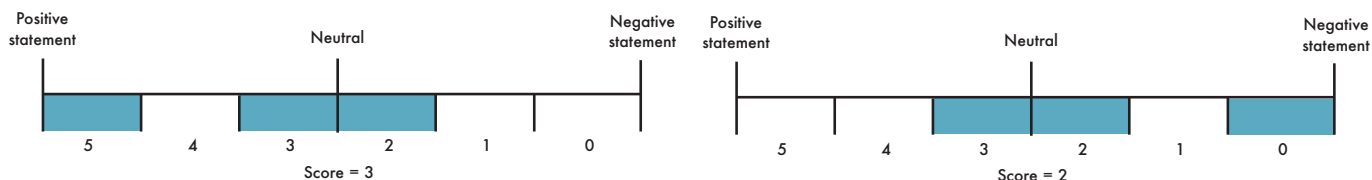
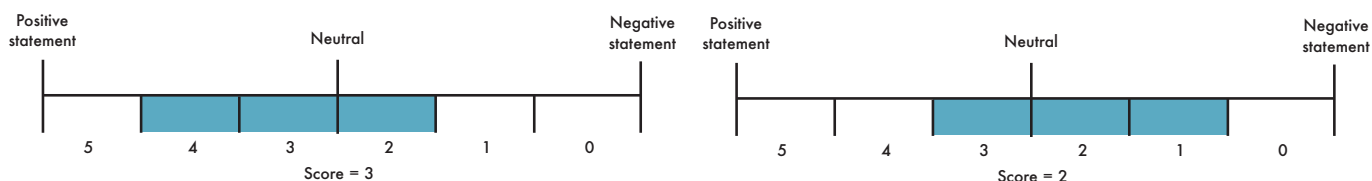
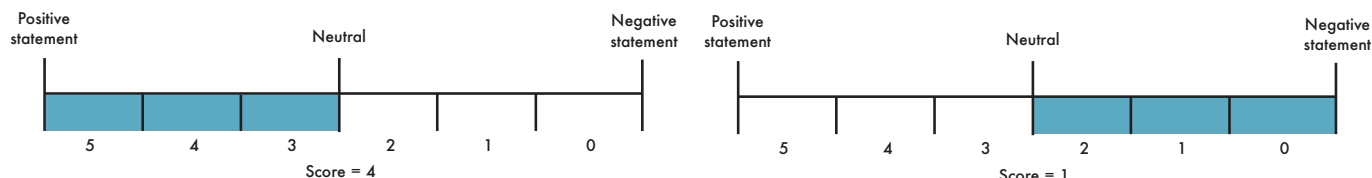
Total number of participants = 24		Number moved	%	Scale					
A2	Who has been to gym club/ art club in school	18	= 75	= 5	4	3	2	1	0
	Who has been on a school trip this year	20	= 83	= 5	4	3	2	1	0
	Who has been in a school play	12	= 50	= 5	4	3	2	1	0
	Who has been to the theatre with school	16	= 66	= 5	4	3	2	1	0

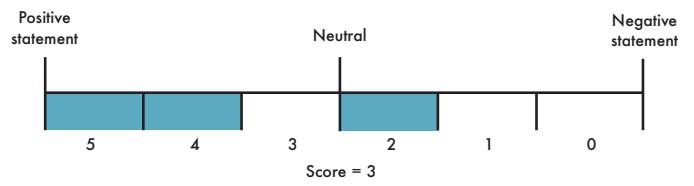
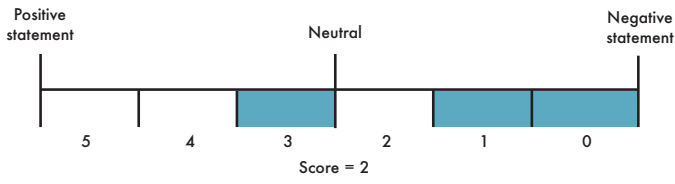
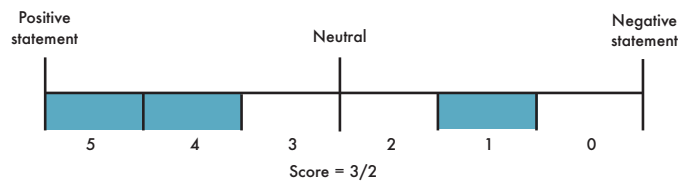
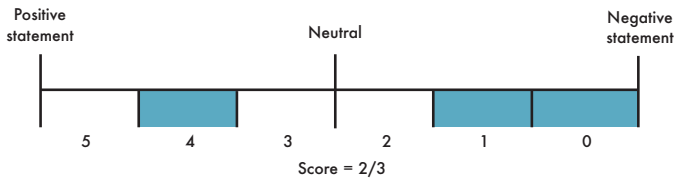
Values Continuum:

- Note the number of participants.
- Mark the continuum line as follows (this can be done either physically or mentally):
 Positive statement Neutral Negative statement



- When the participants stand on the line, make a note of the approximate numbers standing in each section (0-5).
- If there is a definite outcome (i.e. all of the participants move to the same section), then this single number can be circled on the assessment tool.
- If there is no definite outcome, then follow the guidelines below:





Please remember that this scoring system is for guidance only. A lot will depend on how many people are in each section. For alternative combinations, you are encouraged to score as accurately and as honestly as possible.

Opinion Finders:

Please note: For this activity, the '0' point on the assessment tool is not used. The participants must be told to seek opinions from a specific number of people so that the cumulative total of responses on each individual sheet is the same.

1. It is best to establish scores for opinion finders from the completed sheets at the end of the activity.
2. First, group together sheets with the same statement.
3. From the grouped sheets, note the combined number of 'Agree strongly', 'Agree' etc.
4. If all of the responses are the same box (e.g. every participant answered 'Agree' to a particular statement), then scoring is as follows:

Assessment tool point	'Staff in our school really make an effort to get to know the pupils'.		
5 =	Agree strongly		
4 =	Agree	12	Score = 4
3 =	Neither agree nor disagree		
2 =	Disagree		
1 =	Disagree strongly		

If there are responses in a number of different boxes, then please use the following guidance:

1. First, group together sheets with the same statement.
2. From the grouped sheets, note the combined number of 'Agree strongly', 'Agree' etc. [column 'a']
3. Multiply the totals by the assigned value (see below chart).

Agree strongly	(x 5)
Agree	(x 4)
Neither agree nor disagree	(x 3)
Disagree	(x 2)
Disagree strongly	(x 1)

1. Add the new totals together. [column 'b']
2. Divide the final total by the number of participants questioned to find the actual score for the assessment tool. [column 'c']
Please note: if the number is not whole, round it up or down to the nearest whole number.

Example 1 (using '16' as the specific number of persons to be questioned)

	a	b	c
Agree strongly	4	(x 5) = 20	
Agree	7	(x 4) = 28	
Neither agree nor disagree	3	(x 3) = 9	
Disagree	2	(x 2) = 4	
Disagree strongly	0	(x 1) = 0	
		Total = 61	

$61 \div 16 = 3.8$ Therefore the score on the assessment tool will be 4

Example 2 (using '10' as the specific number of persons to be questioned)

	a	b	c
Agree strongly	1	(x 5) = 5	
Agree	2	(x 4) = 8	
Neither agree nor disagree	3	(x 3) = 9	
Disagree	2	(x 2) = 4	
Disagree strongly	2	(x 1) = 2	
		Total = 28	

$28 \div 10 = 2.8$ Therefore the score on the assessment tool will be 3

Human Bingo:

The best use for this technique is probably as a warm-up exercise. However, if you do want to try and get information from the participants, it could be scored as indicated:

1. It is possible to include actions from different aims on one sheet. If this method is adopted, make sure that actions from the same aim carry the same value (e.g. the actions from Aim A would all ask 'find 3 people who...' and the actions from Aim B would all ask 'find 2 people who...')
2. For each box (or action) on the sheet, the 'interviewer' must try to get responses from the specified number of persons. If a positive response is given, then a tick is put in the box, if they respond negatively, then a cross is placed in the box.
3. Those being questioned must be told not to answer the same question more than once. This means that the interviewers have to be quick to find people who have not yet answered the question they want to ask. If the interviewer cannot find the specified number of persons, then they mark a 0 in the box.
4. Find the maximum number of responses (this will usually be the number of participants).

For example: if there were 24 participants, all of whom had their own sheet, the accumulated maximum number of responses would be 24. This can be achieved by: 8 interviewers each getting 3 responses, 24 interviewers each getting 1 response, 12 interviewers each getting 2 responses etc.

The diagram illustrates a Human Bingo sheet with three columns of boxes. Each column has a header box with an instruction and a larger box below it for recording results. The first column's instruction is 'Find 3 who cycled to school today' and its results are a cross (×), a tick (✓), and a 0. The second column's instruction is 'Find 3 who ate brown bread today' and its results are a tick (✓), a 0, and a 0. The third column's instruction is 'Find 3 who went swimming yesterday' and its results are three ticks (✓). Below these columns are three smaller boxes, each with the instruction 'Find 3 people who'.

5. For each box, find the total number of ticks from all of the sheets.
6. Convert the recorded numbers into percentages of the total number of participants.

3. The actual percentage can then be entered as a point on the 0-5 scale of the assessment tool by following the guidelines below:

- 0% - 9% = 0
- 10% - 29% = 1
- 30% - 49% = 2
- 50% - 69% = 3
- 70% - 89% = 4
- 90% - 100% = 5

Total number of participants = 24	Total number of ticks	=	%	=	Scale
Find 3 who cycled to school today	8	=	33	=	5 4 3 ② 1 0
Find 3 who ate brown bread today	17	=	71	=	5 ④ 3 2 1 0
Find 3 who went swimming yesterday	14	=	59	=	5 4 ③ 2 1 0

Alternately, at the end of the exercise the facilitator can get the pupils to mark their sheets. Read each statement in turn and ask participants to put up their hand if it applies to them. Whilst pupils check their list of names, the facilitator takes a quick count. This can be converted to points on the scale above.

SECTION 3

Practical examples



Introduction

This section gives you some practical examples to use during sessions with the pupils. You will need to refer to your Healthy Schools Assessment Tool (HSAT) when using this section. This will help you identify how the examples tie in with the questions linked to the WNHSS aims.

The activities have been grouped under the appropriate aim(s) of the WNHSS and each example numbered to relate to the questions set under each section of the HSAT. The example below illustrates.

'The Wind Blows'

'The wind blows anyone who has received an award or certificate for good behaviour.'

The information gathered from this activity would fulfil the criteria for:

WNHSS Aim A *(to actively promote the self esteem of all the members of the school community)*

Question 1 *(is a system of praise and rewards used in your school? ie. a positive approach to discipline eg. Do you hold merit assemblies?)*

You will therefore see **A1** next to the example and so forth.

AIM A

**To actively promote the self esteem
of all members of the school community**

Aim A

Human Bingo

Possible actions:

Find.....

A1 3 people who have been given an award for good work.
2 people who have been given an award for good behaviour.

A2 2 people who have been to a sports club in school this week.
2 people who have been on a school visit this term.
1 person who has been to see a performance/play with school.

A3 1 person who has been asked their opinion about something important in school.

A7 2 people who know what to do if they or their friends are bullied.

A8 2 people who have been responsible for organising a sports team.
3 people who have been given the responsibility of showing visitors around the school.
1 person who has represented the school in a visit to another organisation.

A9 2 people who would know who to go to if they were sad or upset.
2 people who would know who to go to if they were worried about something.

Aim A

Values Continuum

A1 Our school has a really good system of praise and reward; it is fair and everyone has the opportunity to receive an award/acknowledgement.

∨

Our school doesn't have a proper system of praise and reward; whenever praise is given, it is always to the same few pupils.

A2 Our school ensures that ALL pupils have the opportunity to be involved in extra curricular activities.

∨

The extra curricular activities provided by our school are usually only available to certain pupils.

A3 Our school really cares what the pupils think, and allows us the opportunity to be involved in discussions about changes in the school.

∨

Our school doesn't care what the pupils think, we are never given the opportunity to be involved in discussions about changes.

A7 Our school deals with bullying really well, our policy makes sure that all incidents are dealt with in the right way.

∨

Bullying isn't dealt with very well in our school, sometimes the bully gets away with it.

A8 Pupils in our school are trusted by the staff and are often given real responsibilities.

∨

The staff in our school don't trust the pupils, and are never given any real responsibilities.

A9 Our school really cares about the pupils and staff, there is always someone to talk to if you are sad, worried or upset.

∨

Our school doesn't seem to care about the pupils or the staff, if you are feeling sad, worried or upset, you just have to deal with it by yourself.

Aim A

The Wind Blows

The wind blows anyone.....

A1 who has received an award or certificate for good work/behaviour
who has been allowed to do special jobs as a reward for good work/behaviour

A2 who has ever been to a school club (lunch time or after school)
who has been on a school trip this year
who has been in a school play
who has been to the theatre with school

A3 who has been on the school council
who is a class rep
who has told a teacher/head teacher that they don't like something

A7 who would know what to do if their friend was being bullied
who knows somebody who has been bullied in school
who knows what happens to bullies in this school

A8 who has represented the school at sports
who has represented the school in the eisteddfod
who has had the job of organising sports teams
who has had the job of showing visitors around school

A9 who would know who to talk to in school if they were worried or upset

Aim A

Opinion Finders

Possible statements:

A1 Pupils in our school are often rewarded for good work/behaviour/effort.
This school has a positive approach to discipline.

A2 Every pupil in this school has the opportunity to be involved in extra curricular activities (e.g. sports events, visits.)

A3 Pupils in this school are given the opportunity to be involved in discussions about changes in the school.

A7 Our school has clear rules that deal effectively with bullying.

A8 Pupils in our school are given real responsibilities.

A9 Our school is good at providing support for pupils.
Teachers/staff at our school are given support when they need it.

A10 Pupils at our school know that they are accepted as worthwhile individuals.

AIM B

To actively develop good relationships
in the daily life of the school

Aim B

Human Bingo

Possible actions:

Find.....

B1 2 people who think the teachers respect the pupils in this school
3 people who think the teachers are friendly to the pupils in this school

B2 3 people who think the pupils are friendly to the teachers in this school
3 people who think the pupils respect the teachers in this school

B3 2 people who think that the teachers respect and are friendly to other staff in this school (e.g. cook, technician)
2 people who think that the pupils respect and are friendly to the other staff in this school (e.g. cook, technician)

B4 3 people who think the teachers really know the pupils they teach

B5 2 people who think that the teachers in this school care about all the pupils

B6 2 people who appreciate the teachers in this school (e.g. by giving a card)

B7 3 people who think that most pupils get on well with each other
2 people who think that most pupils help and support each other

B8 2 people who have met some of the school governors (in school)

B10 2 people who think that the teachers deal with pupils in the same way

Aim B

Values Continuum

B1 The teachers in our school are friendly and show respect towards pupils.

∨

Our teachers are always screaming and shouting at the pupils, they are never friendly and never show us any respect.

B2 Pupils in our school are friendly and show respect towards teachers.

∨

Pupils in our school are always rude and disrespectful towards the teachers.

B4 The staff in our school really make an effort to get to know the pupils they teach.

∨

Our staff don't really know the pupils they teach, they never make the effort to get to know us.

B5 The staff at our school really care about the pupils and are genuinely concerned for us.

∨

The staff at our school couldn't care less about the pupils.

B7 Throughout our school, the pupils get on well together and are supportive towards each other.

∨

The pupils in our school don't generally get on well together, they tend to be in gangs and only support those who are in their group.

B10 The staff do their best to treat the pupils in the same way.

∨

The staff in our school don't treat the pupils in the same way, most of them have their favourite pupils.

Aim B

The Wind Blows

The wind blows anyone...

B6 who has shown that they like/appreciate a member of staff by giving a card or present
who has ever arranged a collection for a member of staff who was retiring/leaving/getting married etc.

B7 who feels that they have lots of friends in school
who thinks that pupils in this school support/help each other

B8 who has met some of the school governors in school

B9 who thinks that most staff treat the pupils in the same way

Aim B

Opinion Finders

Possible statements:

B1 Teachers in our school show respect towards the pupils.
Teachers in our school show friendship towards the pupils.

B2 Pupils in our school show respect towards the teachers.
Pupils in our school show friendship toward the teachers.

B3 The non teaching staff in our school are shown respect and friendship by the teachers.
The non teaching staff in our school are shown respect and friendship by the pupils.

B4 The teachers in our school know the pupils they teach really well.

B5 Staff in our school show genuine care and concern for all pupils.

B6 Pupils in our school demonstrate positive appreciation of the efforts and attitudes of their teachers.

B7 The relationships between pupils are generally friendly and supportive to one another throughout the school.

B8 Our school governors relate to staff and pupils through visits and other opportunities to meet with members of the school community.

B9 We do our best to include other people (e.g. supply teachers, school nurse) in the life of the school.

B10 Staff in our school do their best to be consistent in the way that they deal with pupils.

AIM C

To identify, develop and communicate a positive ethos and appropriate social values within the school community

Aim C

Human Bingo

Possible actions:

Find.....

C2 2 people who have been asked their opinion about school rules

C4 2 people who think pupils are expected to behave well in school

C5 3 people who can tell you where to find a copy of the school rules

C6 1 person who thinks that pupils are well behaved when they are moving around the school (e.g. between lessons)

C10 3 people who have been praised for their attendance at school.

Aim C

Values Continuum

C2 In our school, pupils are asked their opinions about decisions to do with rules and discipline.

∨

Pupils at our school are never asked their opinions about decisions to do with rules and discipline, we just have to accept what the staff say.

C5 Our school is clear about the way it expects the pupils to behave, and there are notices around the school to remind us.

∨

The pupils in our school have no idea about the way in which the school expects them to behave.

C6 The pupils in our school are well behaved when they move around the school, they are quiet and walk in an orderly fashion.

∨

When pupils move around our school, they behave like hooligans - shouting and running about.

C10 Our school does its best to improve attendance levels.

∨

Our school doesn't care how many pupils show up every day.

Aim C

The Wind Blows

The wind blows anyone...

C2 who has been asked their opinion about school rules
who has been involved in deciding school rules

C4 who thinks that they are expected to behave well in school

C5 who has seen a copy of the school rules e.g. in a classroom or in the school handbook

C6 who thinks that pupils behave very well when they are moving around the school
e.g. between lessons
who thinks that visitors to school would think that the pupils are well behaved

C10 who has been given a certificate for attendance at school

Aim C

Opinion Finders

Possible Statements:

C1 All of our teachers are involved in making decisions about rules and discipline.

C2 Pupils in our school are asked their opinions/thoughts about rules and discipline.

C3 Our school rewards good behaviour.

C4 Pupils in our school are expected to behave well.

C5 Our school displays written guidance on expected behaviour.

C6 Pupils behave well as they move around school

C7 Visitors to our school often say how good the school feels.

C8 Our school tries to recognise what pupils have to offer, regardless of ability.

C9 Our school tries to make sure that it doesn't give mixed messages about health.

C10 Our school tries to improve attendance levels.

AIM D

To ensure that all pupils have the opportunity to benefit from stimulating educational challenges

Aim D

Human Bingo

Possible actions:

Find.....

D3 2 people who have a record of achievement or other similar record book

D4 3 people who feel that school work is often challenging

D6 2 people who like to work on their own

2 people who like to work in a small group (3-4)

2 people who like to work in a large group (5-10)

D10 3 people who think that they are responsible for their own learning

Aim D

Values Continuum

D1 Pupils at our school are included in all educational activities, it doesn't matter what kind of background they have or their physical or mental ability.

∨

Our school doesn't include all of the pupils in all educational activities, a lot depends on who they are and how fit or bright they are.

D5 Our school ensures that pupils know exactly why they have to do certain work and what they are expected to achieve.

∨

We never understand why we have to do certain work and most of it seems of little use anyway.

D6 Pupils at our school are given lots of opportunities to work in different ways, we can learn as part of a group or on our own. The teachers always make sure that we understand the purpose of the group.

∨

Pupils at our school never get the opportunity to try out different ways of working. We always have to work on our own.

D9 Our school makes sure that pupils learn in a variety of different ways, and that the teachers deliver their lessons in a variety of ways.

∨

Pupils in our school never get the chance to investigate or learn things for themselves. All of the lessons are done in the same way – sitting behind a desk and copying down what the teachers write on the board.

Aim D

Opinion Finders

Possible statements:

D1 Pupils in our school are included in all educational activities, regardless of ability.

D2 We have assemblies, form periods and talks which are relevant to pupils.

D3 The success of pupils in this school is recognised.

D4 In our school, pupils of all abilities are challenged and stimulated by their work.

D5 Pupils in our school are made aware of the purpose of their work and what they are expected to achieve.

D6 Pupils in our school are expected to work both individually and in groups.

D7 Pupils in our school are given opportunities to practise and develop skills such as communication and thinking skills.

D8 In our school, pupils and staff agree rules for discussions in the classroom.

D9 In our school, a wide range of teaching and learning styles are used in all departments.

D10 Pupils in our school are encouraged to accept responsibility for their own work.

AIM E

To take every opportunity to
enhance the environment of the school

Aim E

Human Bingo

Possible actions:

Find.....

E1 2 people who think that visitors find the school welcoming

E2 3 people who think that visitors find the school tidy and attractive

E3 4 people who respect the school building
(by keeping it clean / not damaging it etc)

E5 3 people who think that the school is kept clean and hygienic

E6 2 people who have helped to make the school look better
(planting flowers / painting murals etc)

E9 2 people whose work / drawings have been put up on display
(maybe on a wall/ in the corridor)

Aim E

Values Continuum

E1 When visitors come to our school, they find the environment really welcoming.

∨

Our school environment is not welcoming at all - visitors find it unfriendly.

E3 Our school building is in a really good state, the pupils respect the building and look after it.

∨

Our school building is in a terrible state. No one seems to care about it and so the pupils treat it badly.

E5 Our school building is always kept in a hygienic and clean condition.

∨

Our school building is filthy and smelly.

E6 A lot is done to try to make our school environment more attractive: we have flowers and plants, plenty of bins etc.

∨

Nothing is done to improve our school environment.

Aim E

The Wind Blows

The wind blows anyone...

E1 who thinks that visitors feel welcome at this school

E2 who thinks that visitors find the school environment attractive, clean and tidy

E3 who has seen any graffiti or vandalism in this school
who thinks the school buildings are in a good state
who treats the school building with respect
who appreciates how nice the school building is

E5 who thinks that the school buildings are kept in a clean and hygienic condition

E6 who thinks there are enough bins around the school
who thinks there is a problem with litter around the school
who thinks that the toilets could be improved
who thinks there are enough flowers/plants around the school

E8 who knows where to find posters/information about what to do in an emergency

E9 who has been allowed to choose posters for the classroom
who has been involved with planting flowers/painting murals etc. to make the school look better

Aim E

Opinion Finders

Possible statements:

E1 Visitors would find our school welcoming.

E2 Visitors would find our school attractive, clean and tidy.

E3 The state of our school buildings encourages respect in pupils.

E4 Our total school environment promotes health (e.g. being smoke-free, leisure facilities).

E5 Our school buildings are kept in a hygienic and clean condition.

E6 In school, everyone tries to make our surroundings nicer.

E7 Health and safety is thought about seriously when changes are made to our school.

E8 In our school we all know what to do in an emergency and all equipment is safe.

E9 Everyone plays a part in making sure the school is a nice place to be.

AIM F

To develop good school/home/community links and shared activities

Aim F

Human Bingo

Possible actions:

Find.....

F2 1 person whose parent has been to school to help with a lesson

F3 2 people whose parents have been to school to help with an activity (e.g. art club, sports club)

F7 3 people who have helped in the community (e.g. working with the elderly, making collections for local charities)

Aim F

Values Continuum

F1 At our school, parents are involved in discussions regarding school development and policies.

∨

Parents at our school never get the chance to give their opinions or to be involved in discussions about school development or policies.

F2 Our school makes the most of the expertise and knowledge of parents to help support the curriculum.

∨

Our school never takes the opportunity to use the expertise of parents to support the curriculum.

F3 Our school makes the most of the skills and experience of parents to help support extra curricular activities.

∨

Our school never takes the opportunity to use the skills and experience of parents to help support extra curricular activities.

F7 Pupils from our school are always doing things to support the community, like working with the elderly.

∨

Pupils from our school never do anything to support the community.

Aim F

The Wind Blows

The wind blows anyone...

F2 whose parents have been asked to help with some lessons
whose parents have been asked to come to school to talk about something they know or something they do

F3 whose parents have been asked to help with after school clubs or evening/weekend events

F7 who has made a collection for a local charity (as part of a school initiative)
who has worked with the elderly or done odd jobs for them
(as part of a school initiative)

Aim F

Opinion Finders

Possible statements:

F1 At our school, parents are involved in discussions regarding school development/policy.

F2 Parents come into school to support the curriculum.

F3 Parents have helped to support extra curricular activities in our school e.g. sports activities, school clubs etc.

F4 Our school facilities are open to the community (e.g. playgroup, sport clubs, parent education classes).

F5 Our school makes use of facilities in the local community.

F6 Our school is represented on local community groups.

F7 Pupils from our school support the community (e.g. working with the elderly, making collections for local charities).

F8 Governors and parents take part in the daily life of our school.

F9 Parents and the local community are involved in the school's health promotion/health education.

F10 Parents think that the school should be promoting health.

AIM H

To develop and implement a coherent health education curriculum

Aim H

Human Bingo

Possible actions:

Find...

H1 3 people who have had a health education lesson in the past month

H4 2 people who have learnt something about health in Assembly or during form periods.

H6 2 people who have had sex education lessons this year
2 people who have had drugs education lessons this year
3 people who have had health education lessons this year

H7 2 people who have read/used health education books in school
2 people who have watched a health education video in school
2 people who have played a health education game in school

H8 2 people who think that the staff who teach health education do it really well

Aim H

Values Continuum

H1 At our school, time is given to health education within the curriculum. We have regular lessons on health related topics.

∨

We never seem to get lessons that are about health. There are lots of things that we haven't been taught.

H7 Our school has a really good range of books and videos about health.

∨

Our school hasn't got many books or videos about health, and the ones we have are out of date or have pages missing.

H8 The staff who teach us health education really know their stuff, they always seem to be relaxed about it and that makes it easy for the pupils to ask questions.

∨

The staff who teach us health education don't know what they are talking about, they always get nervous or embarrassed and so pupils never ask questions.

Aim H

The Wind Blows

The wind blows anyone...

H1 who has had a lesson about health in the last week

H4 who has learnt something about health in assembly or form time during the last month

H6 who has had a sex education lesson in school during the past year
who has had a drugs education lesson in school during the past year
who has had a health education lesson in school during the past year

H7 who has read a book about health this term, in school
who has watched a video about health this term, in school
who has played a game to do with health this term, in school

Aim H

Opinion Finders

Possible statements:

H1 In our school, time is given to health education either within lessons or as a separate lesson.

H4 Health education issues are incorporated into other times (not including lesson time) e.g. Assembly.

H5 We are asked for our opinion on how to improve the health education lessons in school.

H6 We have enough information and do enough work on sex education.
We have enough information and do enough work on drug education.
We have enough information and do enough work on health education.

H7 We have a good range of health education resources in our school which we can use.

H8 Our teachers seem to be trained for their roles within the PSE/health education programme.

AIM 1

To establish good links with associated schools to ensure smooth transition, both socially and in relation to a developmental health education programme

Aim 1

Human Bingo

Possible actions:

Find...

11	2 people who have helped show new pupils around
----	---

14	3 people who visited this school before becoming a pupil here
----	---

16	2 people who found it easy to settle in to this school when they were new
----	---

Aim 1

Values Continuum

14 Our school always arranges visits for new pupils so that they can get to meet the staff and get used to the layout of the building.

∨

Our school doesn't arrange visits for new pupils, they are just thrown in at the deep end on their first day and are expected to find out everything for themselves.

16 New pupils settle in really well at our school, a lot of effort is made to make them feel comfortable and part of the school.

∨

New pupils find it really difficult to settle in at our school - nobody makes an effort to make them feel part of the school.

Aim 1

The Wind Blows

The wind blows anyone...

14 who visited this school to see what it was like before becoming a pupil here
who met a member of staff from this school before moving schools

15 whose parents visited this school before you started here

16 who found it easy to settle in to this school

Aim 1

Opinion Finders

Possible statements:

11 Our school makes it easy for pupils to settle in.

12 Our school has good links with local nurseries, primary schools, secondary schools and colleges.

14 Our school arranges visits for prospective pupils.

16 There is one teacher whose job it is to help new pupils settle in. We met him/her before coming here.

SECTION 4

Blank Templates



Lesson Plan

Date		Duration	
Location			
Subject			
Group			
Equipment/Facilities			
Aims			
Objectives			
Time	Activity	Method	Resource

Human Bingo

Opinion Finders

STATEMENT

--

Tick here

Write total here

	Tick here	Write total here
Agree strongly		
Agree		
Neither agree nor disagree		
Disagree		
Disagree strongly		

COMMENTS:

OPINION FINDERS

How to be an opinion finder!

- Check you understand your statement.
- You can answer your statement yourself.
- Go and find people to ask.
- Check they have not been asked the same statement before.
- Ask if they have any comments and note them too or ask them to write them down.
- When you have finished your stint (as long as you want) bring back your sheet.

Be prepared to answer all the other statements yourself.