

## A WORD FOR ORGANIZERS AND FACILITATORS

The *GuideBox to Healthy Places* is a flexible and adaptable resource that is intentionally designed for use in different settings and with different groups. If you are planning a meeting or session with the *GuideBox*, you are encouraged to be creative. Read and review the content for the various materials to best relate the information to the audience and their needs. The steps below offer guidance on preparing for a class, meeting, or session.

### 1 FAMILIARIZING YOURSELF WITH THE GUIDEBOX

The *GuideBox* is designed for facilitators to pick and choose from the various pieces of content included, based on which materials are most appropriate to use in the planned meeting, class, or session.

#### □ INTRODUCTION

The Introduction provides a quick and easy overview of the *GuideBox* and its use for increasing awareness of health and wellness in communities. It provides a definition of health, a diagram showing the relationship that health has with all parts of living in a community, and information on other related resources.

#### □ TOPIC BOOKLETS

There are four *Topic Booklets* (listed below). Each booklet contains two sets of questions of discussion points to help guide conversation or learning. The first set of questions is more general and introductory; the secondary questions offer additional detail for discussion.

*Integrating Health & Accessibility*  
*Integrating Health & Buildings*  
*Integrating Health & the Environment*  
*Integrating Health & Equity*

#### □ WALKGUIDE

The *WalkGuide* is a resource designed for groups that want to get out into the community to identify existing conditions and local health factors. It outlines things consider while planning a walk and provides guidance for engaging participants during a walk. There is a checklist for participants to use while on a walk. Photocopies will need to be made in advance.

#### □ CARD DECK

The *Card Deck* contains 52 cards. Cards are divided into four suits, which correspond to the *Topic Booklets*. One side includes an image; the other side includes facts and statements. More information on the *Card Deck* is provided in the *Card Deck* introduction.

#### □ SURVEY

A set of questions for assessing the outcomes of a meeting or session that used the *GuideBox*. Surveys should be used to gather and summarize what took place and identify next steps, actions, or goals.

### USING THE INTRODUCTION

The facilitator(s) may want to use information included to introduce the group to the *GuideBox*, its content, and purpose. Depending on the group size, it may help to make photocopies or project the digital version for easy-viewing.

### USING THE BOOKLETS

Determine which of the booklets to use for the meeting or session and the amount of material to cover. Facilitators should read through the booklet information in advance and plan on which questions to discuss. Also, facilitators may want to modify or add to questions that are in the booklets.

### USING THE CARDS

The *Card Deck* should be used creatively to engage participants with the discussion; there is not a set way for using the cards, images, and facts. Consider designing a game for participants to play or using the activity suggestions listed in the *Card Deck* introduction.

## 1 FAMILIARIZING YOURSELF WITH THE GUIDEBOX (cont.)

### □ HEALTH ASSESSMENT LENS

The *Health Assessment Lens* is a tool to inform planners, designers, decision-makers, and citizens of health conditions *prior* to beginning a project, plan process, or program. It helps identify issues related to health and the built environment to provide a health-based approach to design, planning, and decision-making.

### □ SUPPLIES

The printed version of the *GuideBox* include pencils, notepads, and other items that can be used in a group setting as needed.

## 2 WHO IS THE AUDIENCE?

The *GuideBox* is designed for facilitators to pick and choose from the various pieces of content included, based on which materials are most appropriate to use in the planned meeting, class, or session.

### □ A NEIGHBORHOOD OR COMMUNITY GROUP:

Determine how aware the participants are of health issues in the community. Facilitators may want to start by introducing the group to elements of health as experienced by the community.

The size of the group and the time available are important for determining what information and the amount to cover.

### □ A CLASS OR EDUCATIONAL GROUP:

The *GuideBox* lends itself for use in a single session on understanding broader aspects of wellness and healthy communities – or for as a series of sessions.

Review the content in the *GuideBox* and consider which components are best suited to the age and baseline knowledge of the class.

### □ A GROUP OF PROFESSIONALS AND PRACTITIONERS:

**Leadership or subcommittee meetings:** Professional organizations can use the contents when discussing a program for addressing the relationship between health and community design.

**Speaking at conferences or professional gatherings:** Whether serving on a panel or making a presentation, speakers can use the materials in the *GuideBox* to design a presentation on elements of healthy places.

**Event display:** The materials can be used for display at a professional event for participants to review and explore. It is recommended to have someone at the display to answer any questions.

## USING THE LENS

This tool can be used to evaluate the current status of the physical environment of a community. This information can be used to identify goals for a community. This tool can be used with the *WalkGuide* for a more detailed community evaluation.

## TIPS FOR FACILITATORS

Use the materials to engage the audience with the topic of discussion. The *WalkGuide*, *Card Deck*, and Discussion Points sections in the *Topic Booklets* can be great resources to use to engage an audience.

## 3 GETTING STARTED

As a facilitator, there are various ways to prepare for a meeting or session.

- Who is the audience?  
Are they professionals?  
Neighborhood residents?  
Students?  
Get to know the participants.
- Where is the meeting or session being held?  
Will you have the necessary amount of tables and chairs?
- What is the focus of the session?  
Are there particular outcomes expected?
- How much time is the session?  
Are there multiple sessions planned?
- Which of the *GuideBox* materials best relate to what is to be accomplished?
- Familiarize yourself with the specific information to be used and select appropriate questions for conversation and discussion
- Are there other necessary materials for the meeting or session to be successful (i.e., photocopies of resources, pencils or pens, laptop and projector, access to Internet)?
- Determine set up and arrangement
- Consider identifying someone to take notes

## 4 HOLD AND SUMMARIZE MEETING OUTCOMES

- Encourage engagement from all participants.
- Keep the conversation on track by watching the time and moderating as necessary.
- Save time at the end to summarize the meeting outcomes, future goals, and next steps.
- Give the participants a few minutes to write down their responses on the *Survey* sheets.

### TIPS FOR FACILITATORS

Arrange tables or chairs facing each other to encourage conversation and consider the ability of participants to reach the location of the meeting, class, or session.

### TIPS FOR FACILITATORS

If there are more than 20 participants, splitting them into smaller groups of 4 to 5 can help facilitate engagement and participation from all people. This can also help the facilitator cover more material or go into more detail within the same meeting, session, or class time.

## BRIEF GUIDE TO PLANNING FOR DIFFERENT TYPES OF MEETINGS & SESSIONS

	30 min	60 min	90+ min	Session Series
<b>BEFORE</b>	<p>Decide on a primary topic:</p> <p><i>Integrating Health &amp; Accessibility</i> <i>Integrating Health &amp; Buildings</i> <i>Integrating Health &amp; the Environment</i> <i>Integrating Health &amp; Equity</i></p>	<p>Decide on a primary topic for a more detailed discussion or two topics to cover more material:</p> <p><i>Integrating Health &amp; Accessibility</i> <i>Integrating Health &amp; Buildings</i> <i>Integrating Health &amp; the Environment</i> <i>Integrating Health &amp; Equity</i></p>	<p>Decide on a primary topic for a more detailed discussion or two topics to cover more material:</p> <p><i>Integrating Health &amp; Accessibility</i> <i>Integrating Health &amp; Buildings</i> <i>Integrating Health &amp; the Environment</i> <i>Integrating Health &amp; Equity</i></p>	<p>Determine number of sessions and overall timeframe; determine which topics will be covered throughout series.</p> <p>Decide on the best way to introduce the material. It may be beneficial to start the series with an introduction to the <i>GuideBox</i>.</p>
	<p>Prepare by reading the <i>Topic Booklet</i> that best corresponds with the chosen topic:</p> <p><i>Integrating Health &amp; Accessibility</i> <i>Integrating Health &amp; Buildings</i> <i>Integrating Health &amp; the Environment</i> <i>Integrating Health &amp; Equity</i></p>	<p>Prepare by reading the <i>Topic Booklet</i> that best corresponds with the chosen topic:</p> <p><i>Integrating Health &amp; Accessibility</i> <i>Integrating Health &amp; Buildings</i> <i>Integrating Health &amp; the Environment</i> <i>Integrating Health &amp; Equity</i></p>	<p>Prepare by reading the <i>Topic Booklet</i> that best corresponds with the chosen topic:</p> <p><i>Integrating Health &amp; Accessibility</i> <i>Integrating Health &amp; Buildings</i> <i>Integrating Health &amp; the Environment</i> <i>Integrating Health &amp; Equity</i></p>	<p>Consider having a <i>WalkGuide</i> during the first meeting to understand what participants know about their community.</p> <p>Prepare for each session by reading the corresponding book and completing any research.</p>
<b>DURING</b>	<p>Use the <i>Card Deck</i> as an ice-breaker or introductory game.</p> <p><b>OR</b></p> <p>Use the <i>WalkGuide</i> to engage participants with the physical qualities of their communities.</p>	<p>Use the <i>Card Deck</i> as an ice-breaker or introductory game.</p> <p><b>OR</b></p> <p>Use the <i>WalkGuide</i> to engage participants with the physical qualities of their communities.</p>	<p>Use the <i>Card Deck</i> and the <i>WalkGuide</i> to engage participants with the subject at the beginning, middle, or end.</p>	<p>Use the <i>Card Deck</i> to engage participants with the subject during the session.</p> <p>The <i>Card Deck</i> can be used in every session or only a select few.</p>
	<p>Use the first two questions in the book to start the discussion.</p> <p>Continue with the following questions as time allows.</p> <p>Discussion points and research topics can also be used to introduce topics.</p>	<p>Use the first five questions in the book to start the discussion.</p> <p>If covering two topics, choose the first three questions from each book.</p> <p>Continue with the following questions or discussion points as time allows.</p>	<p>Use the entire question list if discussing one topic, and select discussion points that best fit the session.</p> <p>If covering two or more topics, choose the first three questions from each book.</p> <p>Continue with the following questions or discussion points as time allows.</p>	<p>Depending on length of each session and the selected topics, many or all of the questions and discussion points in the <i>Topic Booklets</i> can be used in discussion.</p>
	<p>During the session, gauge what participants have learned through asking open-ended questions and asking specific questions about material that has been discussed.</p>	<p>During the session, gauge what participants have learned through asking open-ended questions and asking specific questions about material that has been discussed.</p>	<p>During the session, gauge what participants have learned through asking open-ended questions and asking specific questions about material that has been discussed.</p>	<p>During the series, gauge what participants have learned through asking open-ended questions and asking specific questions about material that has been discussed.</p> <p>The <i>WalkGuide</i> can be used throughout a series to engage participants with specific parts of their community.</p>
<b>END</b>	<p>Allow time to summarize outcomes and discuss next steps. (5-8 minutes)</p>	<p>Allow time to summarize outcomes, discuss next steps, and complete the <i>Survey</i> if necessary. (10-15 minutes)</p>	<p>Allow time to summarize outcomes, discuss next steps, and complete the <i>Survey</i> if necessary. (10-15 minutes)</p>	<p>Allow time after each session to summarize. (15 minutes)</p> <p>Complete the <i>Survey</i> after each session, each topic, or at the final session. (15 minutes)</p>