

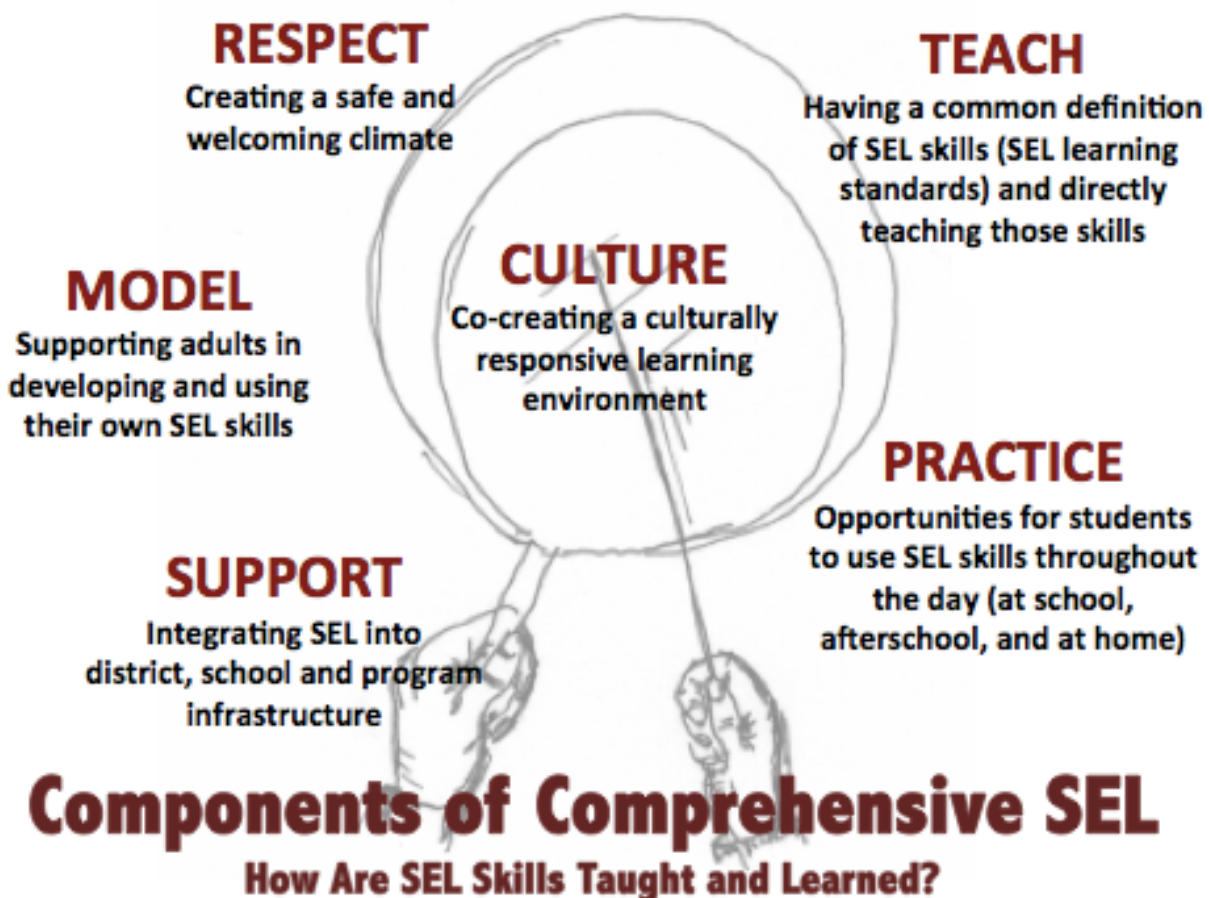
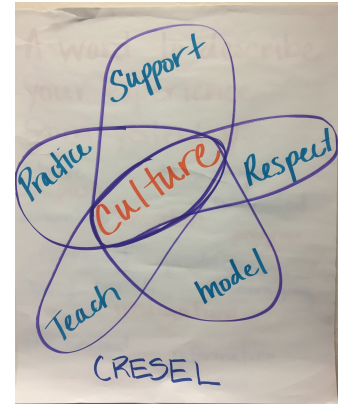
Using the Community Conversation Harvest for CRESEL School Planning

Process #1

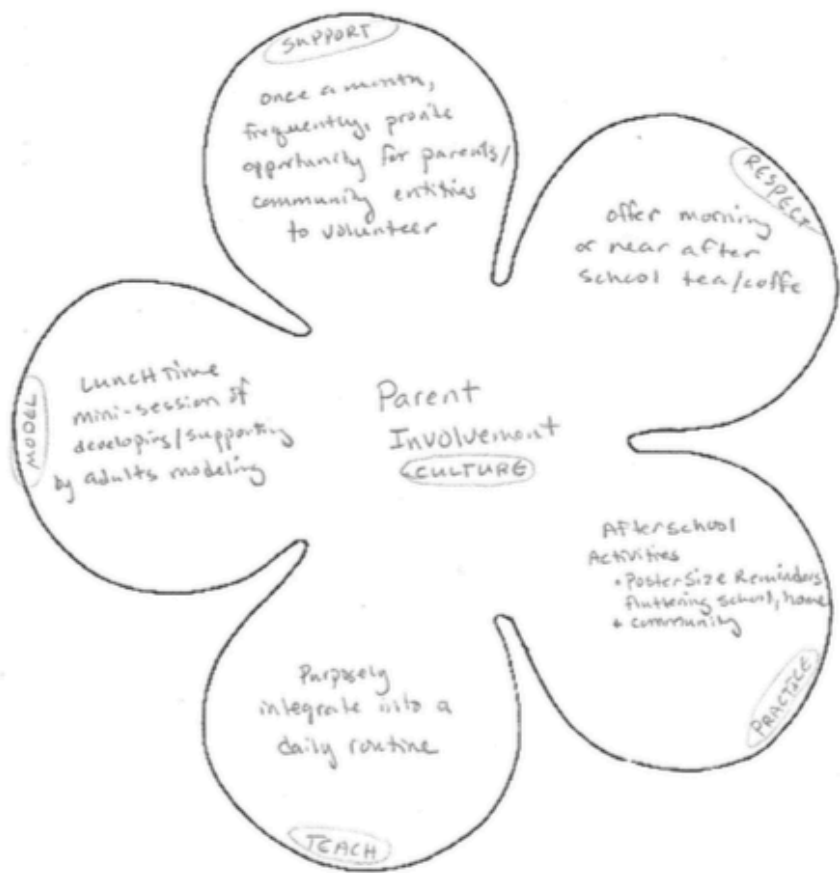
Indigenize It: Connecting the Harvest to the CRESEL Comprehensive Components (“CRESEL Flower”)

Purpose:

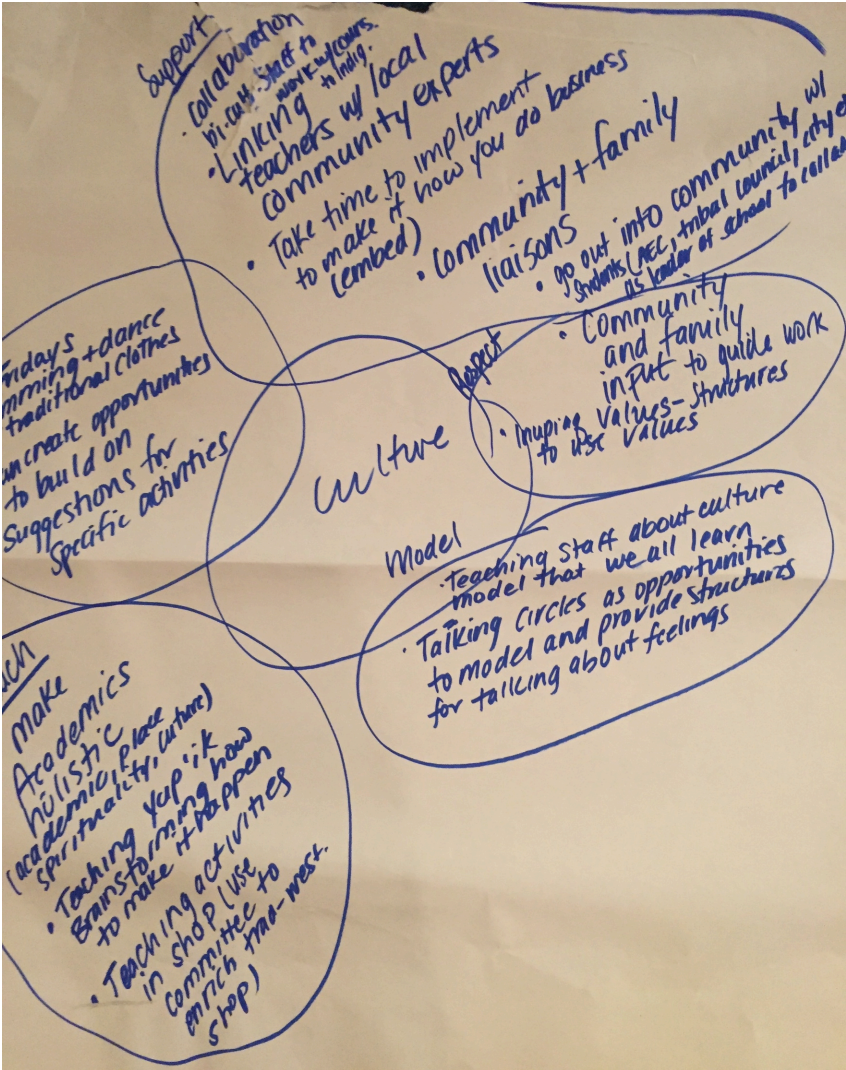
- Identify ideas from the harvest that can be integrated into each of the CRESEL components.
 - Use culture to shape each of the CRESEL components (“indigenize” each component)
 - Ensure that each CRESEL component is rooted in culture.
1. Draw the CRESEL flower. Look at the harvest (community conversation report). **What ideas from the harvest can be used to indigenize each component?** Write them in your flower.
 2. Review your school action plan. **What do you need to add to your school action plan?** Revise your action plan.



CRESEL Flower
Examples:



Wanda Kaganak, Lower Yukon



Bering Strait Teams

Process #2

Strengths & Opportunities Inventory: School & Community Mapping

Purpose:

- Visually and spatially prompt thinking and spark ideas.
- Identify opportunities for embedding and integrating CRESEL within existing programs, structures, and relationships in the school and community.
- Notice gaps where CRESEL could strengthen approaches and relationships.

1. Draw your school map and draw your community map.
2. Fill in your maps with people/relationships, places, activities.

On your school map, fill in:

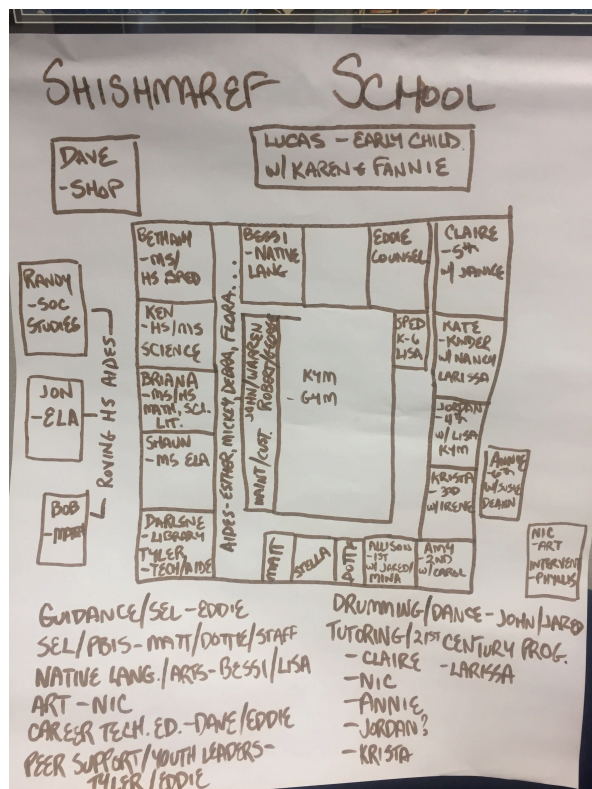
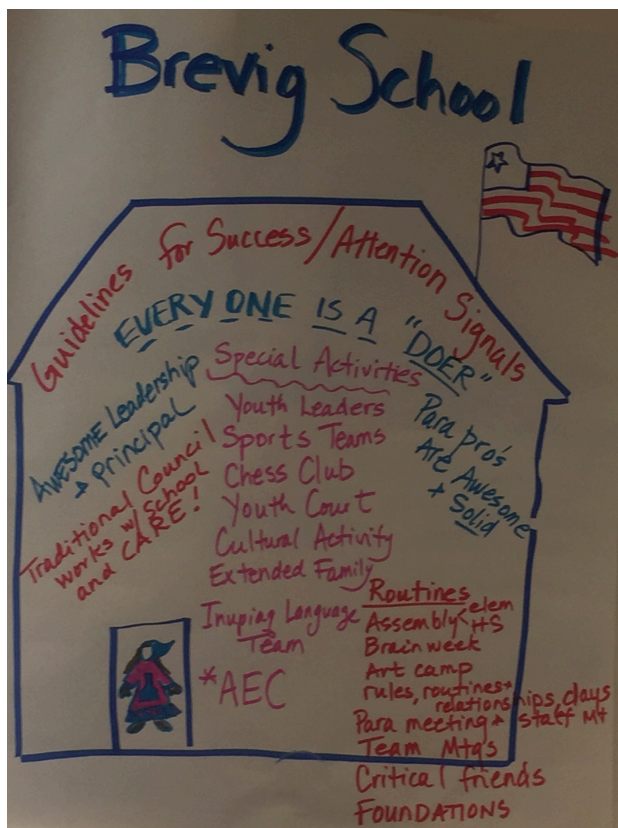
- People/relationships (adults, youth leaders, families, community)
- Programs/curricula
- School-wide routines and practices (assemblies, announcements, PBS, etc)
- Afterschool activities

On your community map, fill in:

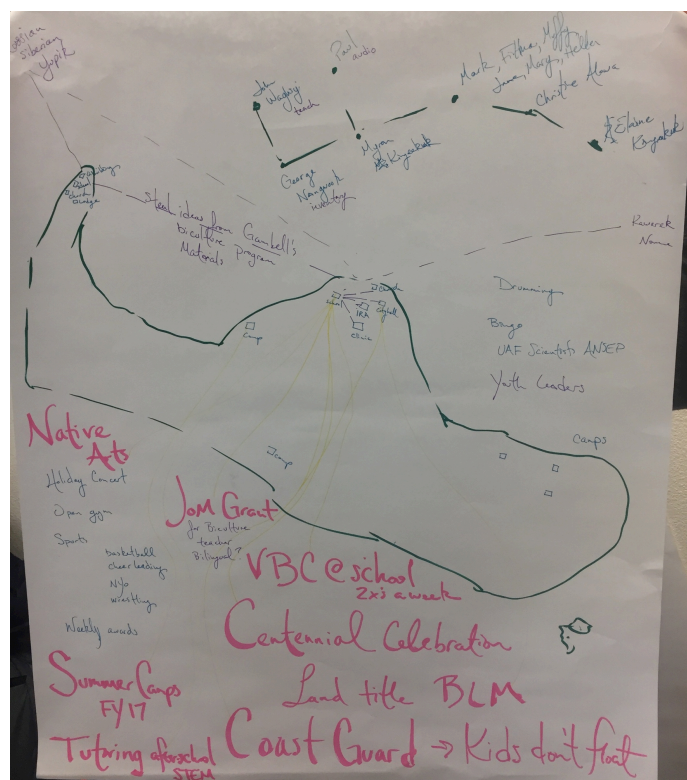
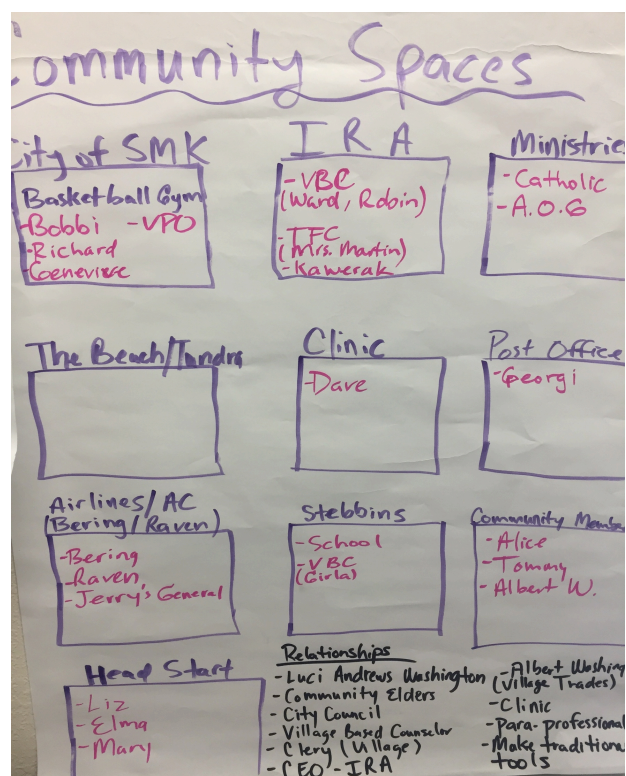
- People/relationships ("Do-ers")
- Places – gathering spaces, organizations, businesses
- Activities

3. Looking at your maps, **what resources, opportunities, and community partnerships are missing from your CRESEL action plan?** Revise your action plan.

School Map Examples:



Community Map Examples:



Bering Strait Teams

