



SHE Teacher Material

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Part I: Key selected concepts

What is a Health Promoting School

“In this section, we define the notion of ‘health promoting school’ which was developed as a part of the so called ‘settings’ approach to improving health and wellbeing from the 1980s on, and which is still endorsed in Europe and other countries around the globe. We briefly **highlight the development of the initiative** of health promoting schools in the WHO European Region and present the **main components** or dimensions of a school which can be characterized as ‘health promoting’. [...].”

Different conceptualizations of health operating in Health Promoting Schools

“In this section, we outline **a few conceptualizations (models) of health** with an aim to support teachers and school staff in reflecting upon and navigating through complexity of the landscape and in making decisions when planning and enacting their practice within the framework of health promoting school...”

Part II: Participatory processes and key learning outcomes

Participation as a key pillar of school health promotion

“In this section, we emphasize that schools should ensure that **the right of every child and adolescent to participate** in deciding on the actions that affect their health and wellbeing is observed. We define **the concept of participation**, describe the benefits of participation for students and schools, and present five modalities of participation in schools that can be used to reflect on current school practices and plan future activities to secure, improve or increase student participation.”

Teaching for health literacy and action competence

“In this section, we define **health literacy as a learning outcome** of health education and describe its five core components. Examples for the **teaching objectives** with a view of developing health literacy are offered for grades 1-2, 3-6 and 7-9 to help teachers plan. Through such planned activities teachers can facilitate learning of comprehensive health literacy throughout basic education. In addition, we discuss **action competence** as a competence to engage with health issues at various levels and describe a particular pedagogical model to develop action competence among students, called **IVAC-model**.”

HEALTH LITERACY COMPONENT	To support and encourage students...
Theoretical knowledge	To guide pupils in understanding aspects of health and the importance of everyday health habits; also people's life courses, plus individual growth and development in children and teenagers.
Practical knowledge	To offer pupils opportunities to practise acting in a group in different roles and interactive situations; to inspire pupils to express themselves and to listen to others; also to support pupils in recognizing, expressing, and regulating their emotions To practise and apply their health literacy in daily life
Critical thinking	To guide pupils in obtaining reliable health information, expressing and justifying different views, and interpreting and critically evaluating health information sources and viewpoints
Self-awareness	To guide and encourage pupils in setting personal study goals and in making persistent efforts to achieve them; also in recognizing their own competence in relation to topic at hand
Citizenship	To support the development of pupils' environmental awareness and to guide pupils in acting and becoming involved with their surroundings and community, with the aim of promoting sustainable development and appreciating the importance of sustainable development for themselves and the world

Part III: Examples of teaching activities

Activity 2. Photo stories: a safe and happy school

Learning objectives: To support students to name the factors contributing to safety at school (theoretical knowledge), identify the most important factors (critical thinking: ranking), and develop specific plans to make changes and carry out actions (citizenship/action competence)

- Ask students to walk around in the school environment and take photos of places which they consider to be safe and happy for most of the students. They should create a photo story with these places. Then, they should reflect about the school environment and write down three rules that would make it safer and happier for everyone.
- Create small groups to share the photo stories and ideas about rules. The group task is to discuss and prioritize the most important rules.
- Decide at a class level - which rules are the most important and why? How can the observation of these rules at the school be improved?
- Make suggestions to be presented to the school leadership.

IVAC phase	Teaching objectives	Questions to pupils and to whole class	Educational activity
Investigation	<p>To support pupils to explore and describe their own way of seeing health, and factors affecting their health (self-awareness)</p> <p>To support pupils to compare their personal ways of seeing health (theoretical knowledge); To support pupils to evaluate the consequences of one's ways of seeing health on others (citizenship)</p>	<p>How would I describe my health by using different adjectives? How does health feel?</p> <p>How does my daily activities affect my health?</p> <p>May our understanding of health affect others? How?</p> <p>Is my notion of health different from your schoolmates' view? How are they different/similar?</p>	<p>Diary "My daily health";</p> <p>Classroom-based discussions;</p> <p>Photo voice;</p> <p>Health mapping.</p>
Investigation/Vision	<p>To support pupils to explore, identify, name and evaluate the factors in their school environment that influence their health; To support pupils to vision the kind of school they would like to have (citizenship, critical thinking, theoretical knowledge)</p> <p>To support pupils to evaluate the appropriateness of various alternatives to school improvement from personal and collective perspective; To discern what is good for me from what is good for us</p>	<p>How does the school environment affect our health?</p> <p>What is significant to me/us/others, now and/or in the future?</p> <p>What would be an ideal health supportive school for us?</p> <p>How could change the school environment according to our visions?</p> <p>Which alternatives are possible for us and which ones do we prefer?</p>	<p>Health mapping using a school map;</p> <p>Participatory dialogue process;</p> <p>Action-oriented school project;</p> <p>Debate, school elections and shared decision making with pupils and school principle</p>
Action and Change	<p>To support pupils to participate in planning and conducting ethically-responsible actions in their school surroundings (citizenship)</p>	<p>Which changes would lead to a desirable state?</p> <p>What consequences can the proposed changes have?</p> <p>What kind of action can we make to achieve the changes?</p> <p>Which barriers might prevent us carrying out these actions and preventing from resulting the desired change?</p> <p>Which actions will we initiate?</p> <p>Was our decision-making collective? Is everyone involved into the action and how?</p>	<p>Planning, deciding on and carrying out the action-oriented project with the school staff</p>
Evaluation	<p>To support pupils to evaluate the project (critical thinking, citizenship)</p>	<p>Which changes did we achieve?</p> <p>Were they expected or unexpected?</p> <p>How did these changes affect us, our everyday life?</p> <p>What are the reasons of our success/failure?</p> <p>What can we do different in future?</p> <p>What did we learn?</p>	<p>Group and class-level critical discussions about the various phases of the project</p>

Thank you