

Health Promoting Schools

Health Promoting Schools Course

Lecturer's Guide



Department of Education
Teacher Education Division

1st Edition, 2009



Papua New Guinea

Department of Education and Department of Health

Health Promoting Schools

Lecturer's Guide

Approved for use in all primary teacher training institutions

**1st Edition
2009**

Department of Education and Department of Health
Teacher Education Division

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Teachers, lecturers and schools in Papua New Guinea have permission to use, share and adapt these materials.

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Secretaries' Message

Education and Health are the two key government departments that address important health issues in Papua New Guinea. Families, communities and schools face many challenges: communicable diseases, violence, bullying, drugs and alcohol abuse, poor nutrition and gender inequality. Good health is vital for the development of the country and is a priority for both our Departments. Schools offer an effective opportunity to promote good health.

The Health Promoting Schools teacher training course will ensure that beginning teachers have the knowledge and skills to implement and manage health promotion strategies in their new schools. They will learn how to prevent ill-health and how to mobilise their school to improve the health of the community. Our children are our future and teachers have a crucial role to play in teaching them about life-long health.

It is important that all schools strive to be child friendly and health promoting. Schools must be safe, caring and supportive learning environments. Everyone involved in the school has a role to play: teachers, students, management, parents and the wider community. All stakeholders must actively participate to improve the health of our children.

We encourage all teachers and health workers to work in partnership together and build strong links between schools and health services. Regular school health visits help prevent many health problems. Girls and boys at school also need to learn how to take responsibility for their own health and hygiene and value their own health. Young people can be powerful advocates for improving their family and community.

This new core course for all primary school teacher training institutions aims to expand the number of health promoting schools and improve health across the country. We encourage every school in PNG to become a health promoting and child friendly place to learn.

We commend and approve the Health Promoting Schools Lecturer's Guide and Student Teacher Course Book for use in all teacher training colleges.

Dr Joseph Pagelio
Secretary of Education

Dr Clement Malau
Secretary of Health

Introduction

The Health Promoting School (HPS) course is a core course for pre-service teachers. Schools are a crucial setting for health promotion and health should extend beyond the formal curriculum. Good physical, mental, emotional and spiritual health brings huge learning benefits so it is vital that beginning teachers know how to manage HPS concepts in their classrooms, schools and communities.

This course should be taught after the Health and HIV/AIDS & Reproductive Health courses within the Community Development Strand.

It is related to content in Health, HIV/AIDS & Reproductive Health, Guidance & Counselling, Gender Equity, Child Friendly Schools, Inclusive Education and Classroom Management. HPS can also be used in conjunction with Making a Living courses such as Community Projects.

How to use this book

The HPS Lecturer's Guide contains all the information on how to teach the HPS course to student teachers. It should be used in conjunction with the HPS Student Teacher Course Book (STCB). Every student teacher should have a copy of the course book because it contains many of the tasks, case studies, self study tasks and content needed for the course. It is an essential resource.

The Lecturer's Guide also contains 34 sessions for delivering the course learning outcomes. The sessions are designed for maximum student participation and model good teaching and learning strategies. They are also designed for low resource use and with few references to additional texts. Most activities and any handouts are in the STCB.

The HPS Lecturer's Guide sessions are only recommendations: you may adapt and change them depending on the needs of your students and overlaps with related courses.

Two hours of contact time have been left free for additional lectures, exams, field trips, guest speakers etc. You may use them at your discretion.

How to use the self study tasks

Student teachers are expected to complete at least twenty hours of self study for the course and the STCB has many self study tasks. It is recommended that you set self study tasks at the end of each session. There are also additional case studies in almost every session in the STCB.

Each student teacher should have a note book and they must bring their STCB to each session.

Assessing students

Please refer to the sample assessment tasks and exams at the end of the Lecturer Guide.

Rationale and aims of the course

The rationale for this course is to **improve the health of students, teachers and the wider community through good teaching, effective management and being a positive role model.**

The aims of this course are for students teachers to:

- Plan, implement, manage and evaluate practical health promoting school programs and policies
- Build effective partnerships with students, teachers, community and partner organisations in promoting good health
- Develop, manage and sustain a safe, healthy, friendly, gender inclusive learning environment
- Understand and value the importance of health promotion
- Integrate HPS concepts across the curriculum

Course overview

Health Promoting Schools
 3 credit points
 36 contact hours
 20-40 hours of self study
 Community Development Strand

Module	Learning Outcomes By the end of the course the student teacher can...	Time allocation
Module 1 Health Promoting Schools	<p>Session 1.1 Course overview, resources and assessment tasks</p> <ul style="list-style-type: none"> • Understand each module and their outcomes • Understand the criteria for the assessable tasks • Understand the structure of the Student Teacher Course Handbook <p>Session 1.2 What are health promoting schools?</p> <ul style="list-style-type: none"> • Explain and define health promoting schools • Understand the idea of health promotion • Discuss and identify healthy school concepts in “My Dream School: Is It Possible?” <p>Session 1.3 The benefits of health promoting schools</p> <ul style="list-style-type: none"> • Identify and list the benefits of Health Promoting Schools <p>Session 1.4 The six dimensions of health</p> <ul style="list-style-type: none"> • Discuss and map the six dimensions of health • List specific school health issues for each dimension <p>Session 1.5 Policies and Health Promoting Schools</p> <ul style="list-style-type: none"> • Explore the School Health Policy and explain how it improves children’s health • Explore the NDoE HIV/AIDS Policy and explain how it improves children’s health • Explore the NDoE Behaviour Management Policy and explain how it improves children’s health <p>Session 1.6 Child rights and child protection</p> <ul style="list-style-type: none"> • List child rights for health and education • Discuss strategies for child protection in schools • Explain the importance of child rights and child protection laws 	10 contact hours

	<p>Session 1.7 Gender and health</p> <ul style="list-style-type: none"> • Explain the relationship between gender equity and good health • Discuss the health impacts of gender inequality • Explain the role of schools in promoting gender equity <p>Session 1.8 Roles and responsibilities of stakeholders</p> <ul style="list-style-type: none"> • Identify and list stakeholders who improve health in schools • Discuss the roles and responsibilities of each stakeholder <p>Session 1.9 School Learning Improvement Plans (SLIP) and health</p> <ul style="list-style-type: none"> • Explain what a SLIP is • Justify why health is important to improving learning in schools • List the components of a health promoting SLIP <p>Session 1.10 Health promotion and the reform curriculum</p> <ul style="list-style-type: none"> • Analyse upper and lower primary syllabus subjects for health related learning outcomes • Sort selected learning outcomes into the six dimensions on health 	
<p>Module 2 Health issues in schools</p>	<p>Session 2.1 Health issues in schools</p> <ul style="list-style-type: none"> • Identify health issues for primary schools across the six dimensions of health • Rank school health issues in order of importance and justify the priorities <p>Session 2.2 Health culture of the community</p> <ul style="list-style-type: none"> • Explain how culture effects the health of their own community • Analyse the positive and negative cultural health practices • List strategies for promoting a healthy culture in the community <p>Session 2.3 Improving nutrition for children</p> <ul style="list-style-type: none"> • Explain the benefits of improved nutrition in school children • List and describe strategies to improve children's nutrition in schools <p>Session 2.4 Keys to safer food</p> <ul style="list-style-type: none"> • Identify the major types and sources of hazards found in food • Discuss and map the five keys to safer food • Identify practical strategies for ensuring food safety in an HPS 	<p>13 contact hours</p>

	<p>Session 2.5 Child abuse</p> <ul style="list-style-type: none"> • Define the different types of child abuse • Describe the consequences of child abuse • List strategies and school procedures for dealing with child abuse and sexual violence <p>Session 2.6 Alcohol and schools</p> <ul style="list-style-type: none"> • Discuss the effects of alcohol abuse on the student, the home, the community and the school • Develop practical strategies to promote an alcohol free environment in schools <p>Session 2.7 Drugs, smoking and schools</p> <ul style="list-style-type: none"> • Discuss the impact of drugs and smoking on health and learning • List strategies for combating drugs and smoking in schools <p>Session 2.8 Reducing violence and bullying</p> <ul style="list-style-type: none"> • Discuss the root causes of violence and bullying in schools • List strategies for reducing violence and bullying in schools <p>Session 2.9 Improving sanitation and clean water in schools</p> <ul style="list-style-type: none"> • Explain the impact of poor sanitation and dirty water on learning and child health • Identify practical strategies for improving sanitation and water supplies in schools <p>Session 2.10 Improving the environment and waste management</p> <ul style="list-style-type: none"> • Classify wastes and how to dispose of them safely • Identify strategies for improving the school environment and appearance <p>Session 2.11 Communicable diseases in school</p> <ul style="list-style-type: none"> • List common communicable diseases in primary schools • Explain the impact of these diseases on learning and child development • Plan practical strategies for reducing the impact of key communicable diseases <p>Session 2.12 School health services</p> <ul style="list-style-type: none"> • Explain the importance of health services available for schools • Critically analyse the effectiveness of school health services 	
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	<ul style="list-style-type: none"> • Suggest strategies for improving links between schools and health services <p>Session 2.13 Emergency first aid and injuries in school</p> <ul style="list-style-type: none"> • Confidently demonstrate emergency first aid skills • List common injuries in school and describe the correct response <p>Session 2.14 Safety and emergency preparedness</p> <ul style="list-style-type: none"> • List common safety issues in schools and describe strategies for reducing risk • Plan strategies for dealing with emergencies and natural disasters 	
<p>Module 3 HPS planning</p>	<p>Session 3.1 The HPS planning cycle & SLIP</p> <ul style="list-style-type: none"> • Explain the steps to the HPS planning cycle • Link HPS planning with the primary school SLIP • Write a vision statement for a primary school <p>Session 3.2 HPS checklist and audit</p> <ul style="list-style-type: none"> • Understand and use the HPS checklist • Explain the importance of auditing health issues at a school <p>Session 3.3 Assessment of a local school</p> <ul style="list-style-type: none"> • Use the HPS audit and indicators to assess a local school <p>Session 3.4 HPS situational analysis and health priorities</p> <ul style="list-style-type: none"> • Analyse a health audit of a local school and suggest areas for improvement • Prioritise and justify health promotion activities for the school <p>Session 3.5 Strategies for improving health at the school</p> <ul style="list-style-type: none"> • List a wide range of practical strategies for improving health at schools <p>Session 3.6 Strategies for involving students, staff and the community</p> <ul style="list-style-type: none"> • Brainstorm and list strategies for involving students, staff and the community in planning and implementing an HPS activity <p>Session 3.7 HPS planning best practice</p> <ul style="list-style-type: none"> • Demonstrate best practice in HPS action planning 	<p>10 contact hours</p>

	<p>Session 3.8 Case study analysis of a health promoting school</p> <ul style="list-style-type: none"> • Read and critically examine a case study of a Health Promoting School • Analyse and identify the common features of a successful HPS plan <p>Session 3.9 Leadership and sustainability in health promotion</p> <ul style="list-style-type: none"> • Define good school leadership and HPS sustainability • Explain what kind of leadership is needed to improve health in a school • List practical strategies to sustain HPS plans <p>Session 3.10 Course and lecturer evaluation</p> <ul style="list-style-type: none"> • Evaluate and give feedback on improving the HPS course • Evaluate the lecturer and give suggestions for improving their teaching 	
Additional spare sessions	2 sessions available for additional lectures, guest speakers, school visits, additional activities or assessment tasks such as exams	2 hours

Session 1.1 Course overview, resources and assessment tasks

Session outcomes By the end of the session, student teachers can...

- Understand each module and their outcomes
- Understand the criteria for the assessable tasks
- Understand the structure of the Student Teacher Course Handbook

Resources

One copy of the Student Teacher Course book for each student

One copy of Assessable tasks for each student

Introduction (10 mins) Introductory and welcome

1. Play a icebreaker game (e.g. “Why and Because” or “Things We Share”) Remind the students that they should record this teaching and learning activity in the format suggested in the Student Teacher Course Book so they can use it with their students later.

2. Distribute Student Teacher Course Books (STCB) and assessable tasks.

Main activity (40 mins) Reading Comprehension and Discussion

1. Ask the students to read the introduction and each module outline and learning outcomes in the STCB. How is the STCB organized? List the different sections. What is the purpose of each part?

Background information

Time allocation

Aims of the course

Modules and outcomes

Self study tasks – stress the importance of these

Point out the glossary and contact list

Explain the in-service guide (for when they start work in their school)

2. Students can ask any questions they have about the course. Remind them the course is designed to be practical, relevant and linked to other subjects like Health, CFS and HIV/AIDS.

2. Read the assessable tasks and share with their peers. Ask students to write down a question on a piece of paper if they do not understand any aspects of the course.

Conclusion (10 mins)

Shuffle the question papers, hand them out randomly and ask students to try and answer them with their partner (if they know) If not, they read out the question and you can answer the question about the course.

Self study

1. List your own perceptions of a HPS and what you think it is.

2. Goal setting. Think about what you aim to achieve at the end of the course. Record these expectations and share them with a peer.

Session 1.2 What are health promoting schools?

Session outcomes By the end of the session, student teachers can...

- Explain and define health promoting schools
- Understand the idea of health promotion
- Discuss and identify healthy school concepts in “My Dream School: Is It Possible?”

Resources

Markers, butchers papers, blue tack or pins

Copies of the Poem – “My Dream School: Is It Possible?” in the STCB

Introduction (10 mins) Game: Body writing

Explain how the game is played. Spell out HEALTH

Introduce the session outcomes.

Main activity (40 mins) Brainstorm & definitions

1. Students brainstorm in pairs their understanding of what health promoting schools are.
2. Students give feed back to the rest of the class and the lecturer elaborates on the HPS concept.

Healthy Islands concept

HPS is derived from the Healthy Islands concept. Health must be in a specific setting where people live, work and play. Some examples of specific settings include: a home, village, school, town, city, marketplace, workplace, hospitals, public transports, restaurant, industries etc. Each setting is an entry point for planning and implementation of better health. In our situation, the school is a setting to implement health promotion and improve health and child development. PNG has been implementing health schools for over a decade.

The five components of health promoting schools:

- School health policy
- The physical and social environment
- The link with community (support)
- The school and welfare services
- Health teaching in lessons

3. Students discuss this question in pairs:

Q: Why is health promotion important for us to implement in schools and colleges?

Students discuss reasons for implementing health promoting schools. Lecturer cross checks their work with other groups for common elements of work.

4. Each student reads “My Dream School Is It Possible” and highlights which words and phrases are about health promotion and safety. Individual students then use a mind map to link healthy schools with different parts of the poem.

Conclusion (10 mins) Critical analysis

In pairs students reflect on this question:

Q: Which schools do you know are health promoting? Was your last school an HPS?

Q: Why aren't all schools in PNG health promoting schools? What are the challenges to being an HPS?

Self study

1. Which teacher education courses do you think this course links with? Why?

2. Read the poem “My Dream School” again. Which parts of the poem are the most powerful to you? Select the three most powerful parts and explain why they are so important.

Session 1.3 The benefits of Health Promoting Schools

Session outcomes By the end of the session, student teachers can...

- Identify and list the benefits of Health Promoting Schools

Resources

10 butchers papers, 10 markers

Introduction (10 mins) Name Ten

Individually, in two minutes students write at least ten points that they learnt in the previous session on what are Health Promoting Schools.

Then they share their list with a partner and lecturer collates feedback on the board. State the learning outcomes for the session.

Main activity (45 mins) Paired discussion

Q: What are the benefits of having a health promoting school?

Write the question above on the board. Students in pairs discuss the benefits of health promotion in schools. E.g. lower absenteeism of staff and students from malaria

Hear feedback from the students and then they discuss these question.

Q: What are the most important benefits for students?

Q: What are the most important benefits for development in the community?

Hear feedback from the pairs and collate onto the board. Stress the importance of having healthy schools for the community. There will be a ripple out effect from having healthy students – they will influence their families.

Conclusion (5 mins) Reflection

Q: Was your school a health promoting school? How?

Q: Is this college a health promoting college? How?

Self study

Read and discuss the Deworming case study with a peer and answer the questions. What other health benefits and programs would you expect from a good health promoting school (e.g. malaria control)? Try and think of more than just physical health benefits.

Session 1.4 The six dimensions of health

Session outcomes By the end of the session, student teachers can...

- Discuss and map the six dimensions of health
- List specific school health issues for each dimension

Resources

Ten butcher papers, 10 markers, prepare example concept map diagram

Introduction (10 mins) Lecture presentation

Q: What is good health?

Students discuss this in pairs. Then lecturer pins up the label “Physical Health” and asks students to list what good physical health is (for example, fitness, clean water, good hygiene etc).

Q: What other kinds of health are there?

Students discuss in pairs and feedback. Lecturer pins up “Spiritual Health”, “Emotional Health”, “Social Health”, “Mental Health” and “Occupational Health”. These are the six dimensions of health and form the core of integral human development. Good health is more than just physical health.

Main activity (30 mins) Concept mapping of dimensions and the features of good health

1. Groups of four, students will draw a concept map showing the six dimensions of good health and the features of good health for each dimension

E.g. Emotional Health = friendship, no bullying, love, care, support, firm rules and boundaries, listening, opportunity to speak etc

They can choose which mapping style they use.

2. The best two groups present their maps and explain the relationships in the map to the class.

Conclusion (5 mins) Speaking and listening cloze test

Pairs of students listen to these sentences and complete them in English to their partner.

1. A healthy physical body is...
2. A healthy positive mind is...
3. A social person is...
4. Positive emotions are...
5. Person's spiritual features are shaped by...
6. A healthy environment encourages

Self study

Research and complete this table with five healthy ways that you can improve each of your health dimensions.

Dimensions of health	Strategies for improving your own health
1. Physical health	
2. Mental health	
3. Emotional health	
4. Social health	
5. Spiritual health	
6. Occupational health	

Session 1.5 Policies and Health Promoting Schools

Session outcomes By the end of the session, student teachers can...

- Explore the draft School Health Policy Guidelines and explain how it improves children's health
- Explore the NDoE HIV/AIDS Policy and explain how it improves children's health
- Explore the NDoE Behaviour Management Policy and explain how it improves children's health

This session links with the HIV/AIDS and Guidance & Counselling courses.

Resources

10 copies of the HPS School Health Policy Guidelines (draft), 10 copies of the NDoE HIV/AIDS Policy, 10 copies of the NDoE Behaviour Management Policy, sample school health policy in the STCB, six prepared cards Physical Health, Social Health, Emotional Health, Mental Health, Spiritual Health & Occupational Health, answers from previous session.

Introduction (15 mins) Vote with your feet

1. Place the six cards in evenly around the edge of the room or grass
2. Students stand as a group in the middle of the room

3. Lecturer calls out different features of health dimensions and students have to move and stand by the correct dimension

e.g. "Immunisation!" (students move to stand near Physical Health)

e.g. "Praising God in Church!" (students move to stand near Spiritual Health)

e.g. "Helping others!" (students move to stand near Social Health)

4. Ask different students to express their opinions why they moved to that place. Lecturer finally introduces the outcomes and the topic.

Main activity (30 mins) Policy analysis

1. Divide the class into three even groups. Ask students to pair up in those groups.

2. Issue each pair either the draft School Health Policy Guidelines or the NDoE HIV/AIDS Policy or the NDoE Behaviour Management Policy

3. Each pair has to analyse the document they are given and list how it promotes or improves children's health. They should focus on the principles of the policy. Pairs record the ways the policy promotes the right to good health.

Conclusion (15 mins) Presentation and note making

Lecturer collates feedback for each of the three policies on butcher paper and the students make notes for the policies they did not study.

Self study

1. Research the draft School Health Policy Guidelines and answer these questions.

Q: What are the key parts of the policy?

Q. Why does each school need a school health policy?

Q. Why is it important that children, teachers and parents are all involved in the writing a school health policy?

Session 1.6 Child rights and child protection

Session outcomes By the end of the session, student teachers can...

- List child rights for health and education
- Discuss strategies for child protection in schools
- Explain the importance of child rights and child protection laws

This session links with the new Child Rights/Child Friendly Schools course.

Resources

United Nations Convention on the Rights of the Child extract in STBC
Summary of the ten basic principles of child rights in STCB

10 marker pens, 10 sheets of butcher paper

Introduction (10 mins) Brainstorming

Q: What does a child need to grow and learn?

Q: Why is it important we protect the rights of the child?

In groups 4 students list the needs of the child and share with other groups. Lecturer summarizes feedback onto the board.

Lecturer introduces the main activity to the students and describes the learning outcomes for the session.

Main activity (45 mins) Small group discussion

1. In small groups of four students discuss, identify and list at least five key health and education rights of the child. They can use the STCB to help.
2. Groups then discuss and list the behaviours and attitudes of teachers that either violate or promote education and health rights in the school.
3. Groups then plan suitable strategies that the school could use to protect the health and education rights of the child.

Conclusion (5 mins) Case study

A child has been sent home due to non payment of K200 school fee. As a class teacher, you know that the parents are unable to make that much money in a year. How would you protect the child's right to quality education?

Remind students about that Child Friendly Schools strive to increase participation, enrolment and retention by developing a healthy, gender equitable and supportive environment. Health is an integral component of a child friendly school. The Child Friendly School course will study these issues in greater depth.

Self study

1. Read the UN Convention Rights of the Child (CRC) and sort them under four main categories of child rights. (Survival, Development, Protection & Participation)
2. With a partner write 10 rules for teachers which will help them protect themselves and children.

For example, "Never be alone in a room with a student when the door is shut"

Session 1.7 Gender and health

Session outcomes By the end of the session, student teachers can...

- Explain the relationship between gender equity and good health
- Discuss the health impacts of gender inequality
- Explain the role of schools in promoting gender equity

This session links with the Gender Equity and Child Rights/Child Friendly Schools courses.

Resources

Gender equity statement on the board, 10 markers, 10 butcher papers

Introduction (10 mins) Paired discussion

Lecturer puts this statement on the board:

Most health issues are because of gender inequality

In pairs, students discuss this statement and whether they agree with it or not. They should list five important health issues that are linked to gender. For example, poor health in girls who do not get the chance to go to school. Students report to whole class group and the lecturer summarizes the points and explains the learning outcomes.

Remind the students a child friendly school creates a healthy, safe environment so all children come to school and stay at school. A HPS must be a child friendly school. A child friendly school must promote good health.

Main activity (40 mins)

1. Student teachers reflect on the key facts on gender and health in the STCB. They should discuss how they feel about these facts with a peer.
2. In mixed sex groups of four, student teachers discuss and explain how gender issues affect the health of a child in the school. They record their ideas in a table like this in the STCB:

	How girls' health is affected	How boys' health is affected
Teacher behaviours		
E.g. Always choosing a boy as class captain	E.g. Feeling of inferiority and frustration	E.g. Feel superior to girls; may bully girls
E.g. Letting boys dominate sports	E.g. Lack of fitness & reduced interest in sport	E.g. Do not learn to share
E.g. Disciplining boys more harshly than girls	E.g. Learn poor behaviours	E.g. Lose motivation to come to school

	How girls' health is affected	How boys' health is affected
Student behaviours E.g. Making girls clean the classroom while boys play	E.g. Miss out on play and reinforces gender roles	E.g. Feeling of superiority & do not learn to take care of their environment
Community behaviours E.g. Only paying school fees for boys E.g. Allowing young men to abuse alcohol and not protecting children E.g. Feeding the women and girls last	E.g. No education, early marriage and poor health E.g. Fear of violence or rape, physical harm E.g. Poor nutrition leads to poor child development	E.g. Feeling of superiority & spoilt & unrealistic expectations E.g. Damage to body, poor role models and increased risk of violence, crime and anti-social behaviour E.g. Increased risk of obesity and diabetes; feeling of superiority

3. Groups then select one behaviour from each row and write strategies which a school might use to promote gender equity and better health for both boys and girls. For example, ensuring a class shares the tasks and responsibilities fairly and evenly.

4. Display these strategies and tables in the room.

Conclusion (10 mins) Taking action!

In their groups each person states one action they will take to promote gender equity in their own life and community to improve the health of others. They debate these actions.

Self study

1) Read the NDoE Gender Equity policy in the college library and list the parts which promote good health for boys and girls

2) Check either a nearby primary school or your own college to see if they are fully implementing the NDoE Gender Equity Policy and report back to your class later during tutorial.

Session 1.8 Roles and responsibilities of stakeholders

Session outcomes By the end of the session, student teachers can...

- Identify and list stakeholders who improve health in schools
- Discuss the roles and responsibilities of each stakeholder

Resources

Sufficient pieces of scrap papers for each student

10 butcher papers, 10 markers

If possible a guest speaker from school health services or organisations would come and be interviewed by the students.

Introduction (10 mins) Brainstorming

Students work with a partner to list the stakeholders involved in improving health in a school. This can include any groups, services or organisations that improve health in schools (e.g. local peer education group, Guidance Officer, health worker, health screening program, birth registration, Basic Education Development Project, local health NGO etc). Lecturer collates feedback and responses on the blackboard.

For example,

Parents

Students

Teachers

In-service coordinators

Board of Management

Q: Who are the most important stakeholders? Why?

Students rank the stakeholders in pairs. Lecturer introduces the session learning outcomes. If possible, have a guest speaker from a local school health service.

Main activity (30 mins) Group discussion

Students in groups of 4 will be given butcher paper and a marker. They will elect a leader, secretary and a reporter for their group. Students will now choose one stakeholder (e.g. students) and discuss and write down its roles and responsibilities in schools.

Q: What roles and responsibilities does your stakeholder carry out in schools?

Q: How effective is your stakeholder? Why is it effective or not effective?

Conclusion (20 mins) Reporting

The appointed group reporter will present a brief report on their group, service or organisation and its roles and responsibilities in schools.

Self study

1. For your local area research and find the contact details of the Welfare Officer, the Guidance Officer, the nearest School Based Counsellors, local HPS Coordinator,

Health Promotion Officers and reliable, helpful youth-friendly male and female health workers or doctors. Include your Basic Education Development Project (BEDP) District Women’s Facilitator. Also include church or NGO groups (for example, UNICEF or Childfund) that work in schools to improve health. Record these details in your STCB.

For example,

Name of person who helps improve health in schools	Address and physical location	Landline	Mobile phone
Welfare officer			
Guidance officer			

Session 1.9 School Learning Improvement Plans and health

Session outcomes By the end of the session, student teachers can...

- Explain what a school learning improvement plan is
- Justify why health is important to improving learning in schools
- List the components of a health promoting school learning improvement plan

Resources

Sufficient pieces of scrap papers for the pair activity
10 butcher papers, 10 markers

Introduction (20 mins) Debate

1. Split the students into groups of four. In these groups students will be divided into two pairs: one will be the government and the other will be the opposition. Each pairs will give their opinions on why health is important to learning in schools.

Q: Which pair is the most persuasive? Why?

2. Lecturer summarizes the strongest reasons on the board and then introduces the session learning outcomes. Ask the students to tell their peer the answer to this question.

Q. What is a school learning improvement plan?

Record feedback and then remind the students that a SLIP is:

- A whole school plan for improving teaching and learning written with the whole school community and reported to the parents
- Assessed by Standards officers

- Includes infrastructure, Teacher In-service Plan, gender equity, HIV/AIDS and other management issues
- Most schools in PNG have a SLIP and it includes the school vision statement

Main activity 1 (35 mins) Critical analysis

1. Students work in groups of 4 to brainstorm which components of a good SLIP promote improved health with examples of SLIP activities

E.g. better infrastructure = better toilets and running water = better health, better attendance and more children coming to school and fewer diarrhoea cases

E.g. better in-service for teachers = improved teaching of reform curriculum Health and Personal Development = better health knowledge, life skills and behaviour in students

They can show this as a flow chart.

Other example components include:

- Safe & friendly social environment- students, teachers, community
- Parental involvement with women active on the Board of Management
- School environment- beautiful school grounds, good and clean buildings
- Teachers and students practicing health habits and being good role models
- Standards officers and teachers enforcing the school health policies and positive behaviour management
- Schools implement the policies on HIV/AIDS and gender equity
- Child friendly schools ideas to increase enrolment and retention

2. Each group will report on one of their selected health components

Conclusion (15 mins) Summary

Ask students to discuss in pairs:

Q: Why is it important that any health plan is integrated in the school SLIP?

Self study

1. Working with two peers, interview a local Headteacher or Standards officer on their SLIPs. How do their SLIPs promote good health? Which SLIPs are the best examples of improving health? What makes a good SLIP?

2. Write down ten ways that good health behaviour improves learning

e.g. If children wash their hands with soap or wood ash they are less likely to catch worms and they will have more energy for learning and better attention span

3. Make a note of the key headings in a SLIP and compare them with a sample HPS plan. How are the concepts and planning cycles the same? How are they different?

Key headings in a SLIP

Similarities with HPS planning

Differences with HPS planning

Session 1.10 Health promotion and the reform curriculum

Session outcomes By the end of the session, student teachers can...

- Analyse upper and lower primary syllabus subjects for health related learning outcomes
- Sort selected learning outcomes into the six dimensions on health

Resources

10 sets of the upper primary syllabi
10 sets of the lower primary syllabi
10 Butcher papers, 10 markers and blue tack or pins

Introduction (10 mins) Revise, List and Sort

Working individually, students answer these questions.

Q1: What are the 6 dimensions of health?

Q2: Which dimension would these words fit? Sort them in the correct place. Strength, well fed, at school, child rights, friendship, nutritious food, caring family, plenty of rest, clean clothes, clean water, supportive community, safety.

Q3: Write one more positive health word in each dimension.

Lecturer then introduces the learning outcomes for the session.

Main activity (30 mins) Analysing syllabus documents

1. Tell the students that health related learning outcomes are found in many more subjects than Health and Personal Development.

2. Students are put in groups of four and given a set of syllabi for either upper or lower primary

3. Teams have to skim the Aims of each syllabus and the Learning Outcomes pages to try and identify learning outcomes which relate to the six dimensions of health. They sort the learning outcomes into one of six dimensions.

E.g. Community Living 4.1.2 Explain behaviour that promotes relationships in the wider community – Social Health

- | | | |
|--------------------|---------------------|------------------------|
| 1: Physical Health | 2: Spiritual Health | 3: Emotional Health |
| 4: Social Health | 5: Mental Health | 6: Occupational Health |

4. Groups must display these on butcher paper

Conclusion (10 mins) Group presentation of work

Each group then pins up their findings and students walk around and tick the learning outcomes they think are in the right category. For example,

1. Lower primary syllabi learning outcomes

Health	Environmental Studies	Community Living	Physical Education
3.1.1, 4.1.1, 5.1.1, 3.1.2, 4.1.2, 5.1.2, 3.1.3, 4.1.3, 5.1.3, 3.1.4, 4.1.4, 5.1.4, 3.1.5, 4.1.5, 5.1.5, 3.2.1, 4.1.2, 5.1.2, 3.2.2, 4.2.2, 5.2.2	3.2.1, 4.2.1, 5.2.1 3.2.2, 4.2.2, 5.2.2,	3.1.1, 4.1.1, 5.1.1 3.1.2, 4.1.2, 5.1.2 3.1.3, 4.1.3, 5.1.3	3.3.2, 4.3.2, 5.3.2 3.3.3, 4.3.3, 5.3.3,

2. Upper primary syllabi learning outcomes

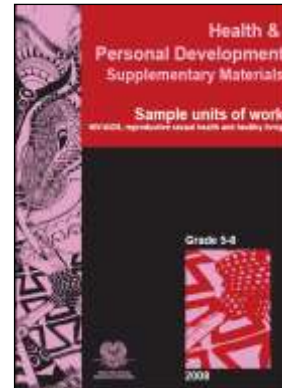
Personal Development	Making a Living	Science	Social Science
6.1.1, 7.1.1, 8.1.1 6.1.2, 7.1.2, 8.1.2 6.1.3, 7.1.3, 8.1.3 6.1.4, 7.1.4, 8.1.4 6.1.5, 7.1.5, 8.1.5 1.2.1, 7.2.1, 8.2.1 6.2.2, 7.2.2, 8.2.2 6.2.3, 7.2.3, 8.2.3 6.2.4, 7.2.4, 8.2.4 6.2.5, 7.2.5, 8.2.5 6.2.6, 7.2.6, 8.2.6 6.4.1, 7.4.1, 8.4.1 6.4.2, 7.4.2, 8.4.2 6.4.3, 7.4.3, 8.4.3 6.4.4, 7.4.4, 8.4.4 6.4.5, 7.4.5, 8.4.5 6.4.6, 7.4.6, 8.4.6 6.4.7, 7.4.7, 8.4.7 6.4.8, 7.4.8, 8.4.8 6.4.9, 7.4.9, 8.4.9 6.4.10, 7.4.10, 8.4.10 6.4.11, 7.4.11, 8.4.11, 6.4.12, 7.4.12, 8.4.12, 6.5.1, 7.5.1, 8.5.1, 6.5.2, 7.5.2, 8.5.2 6.5.3, 7.5.3, 8.5.3 6.5.4, 7.5.4, 8.5.4 6.6.6, 7.5.5, 8.5.5	6.1.1, 7.1.1, 8.1.1 6.1.2, 7.1.2, 8.1.2 6.1.3, 7.1.3, 8.1.3 6.2.1, 7.2.1, 8.2.1 6.2.2, 7.2.2, 8.2.2 6.2.3, 7.2.3, 8.2.3 6.2.4, 7.2.4, 8.2.4 6.3.1, 7.3.1, 8.3.1 6.3.2, 7.3.2, 8.3.2 6.3.3, 7.3.3, 8.3.3	6.2.1, 7.2.1, 8.2.1 6.2.2, 7.2.2, 8.2.2	6.1.1, 7.1.1, 8.1.1 6.1.2, 7.1.2, 8.1.2 6.1.3, 7.1.3, 8.1.3 6.1.4, 7.1.4, 8.1.4 6.1.5, 7.1.5, 8.1.5 6.2.1, 7.2.1, 8.2.1 6.2.2, 7.2.2, 8.2.2 6.2.3, 7.2.3, 8.2.3 6.3.1, 7.3.1, 8.3.1 6.3.2, 7.3.2, 8.3.2 6.3.3, 7.3.3, 8.3.3 6.4.1, 7.4.1, 8.4.1 6.4.2, 7.4.2, 8.4.2

Lecturer reinforces the fact that the curriculum contains many HPS related outcomes. It is more than just Health or Personal Development. Remind the students they learnt to plan and program units of work for Health and PD in earlier courses. Now they could integrate outcomes from other subjects.

Self study

1. Read a unit of work for Health or Personal Development that you wrote earlier or one from the NDoE Personal Development sample units of work book. Review it in light of the six dimensions of health and add 3-5 new teaching and learning activities that promote good health in the school and community. Share these with a partner.

2. Review the health days in PNG schools. Which ones would you celebrate if you are a health promoting school? Why ones are the priorities? Don't forget you can plan your units of work around the special days.



Session 2.1 Health issues in schools

Session outcomes By the end of the session, student teachers can...

- Identify health issues for primary schools across the six dimensions of health
- Rank school health issues in order of importance and justify the priorities

Resources Scrap paper, markers, butcher paper, glue, scissors

Introduction (10 mins) Show Me

Issue some scrap paper (4 each) and markers to each student teacher. The lecturer reads out a question and the student teachers write their answers and show them to the lecturer. The lecturer scans the class, checks their answers and says correct or wrong then moves on to the next question.

E.g. "Show me the answer to these questions!"

1. Name one dimension of health (Show me!)
2. What dimension of health talks about the body physique and fitness? (Show me!)
3. How many dimensions of Health does the World Health Organisation (WHO) talk about? (Show me!)
4. What does CFS stand for? (Show me!)
5. Which lower primary subjects have many health learning outcomes? (Show me!)
6. Which upper primary subjects have many learning outcomes? (Show me!)
7. What does SLIP stand for? (Show me!)

Main activity 1 (20 mins) Brainstorming

In groups of 4, each group will be given a dimension to work on and list the health issues around that health dimension. There are 6 dimensions to share out.

The student teachers then put up their work on the board or wall and students do a buzz walk and add any missing issues.

Main activity 2 (20 mins) Ranking

In the same groups of 4, student teachers rank the health issues in order of importance and say why it is important. They can cut these out and sort them and stick them onto fresh butcher paper if scissors and glue are available.

For example (for Physical Health),

Health Issue	Order of importance (Priority)	Why is it important? (Justify)
Malaria,		
TB		
HIV/AIDS		
STIs		
Smoking		
Diarrhoea		
Malnutrition		
Etc		

Conclusion (10 mins) Paired discussion

Each group present their work to the whole class.

Self study

1. For your own college try and list the five biggest health priorities. Justify why you have chosen them. Which dimensions are they from?

Session 2.2 Health culture of the community

Session outcomes By the end of the session, student teachers can...

- Explain how culture effects the health of their own community
- Analyse the positive and negative cultural health practices
- List strategies for promoting a healthy culture in the community

Resources

Butcher paper, one sheet of papers per group, marker per group

Introduction (15 mins) Brainstorming

Working in pairs, student teachers answer this question:

Q. What are the healthy and unhealthy cultural practices in your own community?

Think about the six dimensions of health.

For example, unhealthy cultural practices: menstruating women can't eat certain types of food leading to malnutrition

Healthy cultural practices: Traditional songs and dances strengthen the feelings of self esteem in the community

Ask 4 pairs to read out their list and the lecturer records these on the board and compares different cultures.

The lecturer introduces the outcome and the topic.

Main activity (30 mins) Critical analysis of health cultural practices

1. Working in a mixed sex group of four including peers from a different culture, student teachers will analyse and group the list of practises into two groups as positive and negative on paper.

Q: Why are these cultural practices unhealthy for young men and women, the school and the community?

Harmful cultural practice	How it harms the health of young women	How it harms the health of young men	How it affects the school	How it affects the community and society
Polygamy	Cross generational sex leads to more risk of HIV and STIs	Pressure to have many sexual partners and leads to more risk from HIV and STIs	Girls leave school for early marriage	Reinforces low status of women and can lead to conflict
Taboos about sex education	Do not learn about safe sex, family planning or reproductive health May learn wrong information from unreliable sources	Do not learn about safe sex, family planning or reproductive health May learn wrong information from unreliable sources	Teachers cannot teach the curriculum	Large family size, HIV/AIDS, STIs and teenage pregnancy
Menstruation taboos	Low nutrition status become under nourished		Children who miss out on good healthy diet will not learn well	Lead to poor diet intake of the community on certain food.
Male initiation		Young men not allowed to eat certain foods and drink water lead to low nutrition intake Skin cutting leads to risk of	Absence from school and missing out on learning	

		HIV and infections		
Abusive substances (smoke, alcohol, marijuana, home brew)	Profound impact on mental and social and physical health of girls Vulnerable to HIV & STI's Reduce chances of girls to have children	Vulnerable to HIV & STI's. Lead to violence and injury. Careless spending Damage body functions in long term use eg; liver, heart and kidneys		Towns, villages and settlements become unsafe places. Disturb peace and harmony Social and economic cost involved may burden families
Large families and poor spacing of births	No money for school fees; neglect, poor diet and health; higher risk of maternal death	Less money for school fees; need to leave home for work	Pressure on class sizes; high absenteeism	Pressure on services and natural resources; not enough work or land to go around
Others e.g. food taboos, traditional medicine, sorcery				

Conclusion (15 mins) Problem solving

In the same groups students select one negative cultural health practice and discuss practical strategies for solving it and improving health.

Lecturer collates strategies onto the board and students discuss which ones are achievable and which ones would be most effective.

Self study

1. Write a short opinion piece on this statement (400-500 words).

Traditional culture is healthier than Western culture

Session 2.3 Improving nutrition for children

Session outcomes By the end of the session, student teachers can...

- Explain the benefits of improved nutrition in school children
- List and describe strategies to improve children's nutrition in schools

This session links with Health and Making A Living courses.

Resources

Butcher papers, markers, suitable posters of the four food groups, poster of a malnourished child, a well nourished child, an obese child and tooth decay

Introduction (15 mins) Game or song

1. Sing any appropriate primary aged nutrition song or play Nutrition Snake and Ladder game
2. Introduce the learning outcomes for this session. Remind students the content on nutrition (e.g. food groups) is covered in Health and Making a Living courses.

Say, "Of the many health issues faced by different children, nutrition is extremely important for growing children. 'You are what you eat'. It's what is eaten that makes up a person. Many school children are faced with nutrition problems because they are not eating the right kind of food (the correct proportions of the four food groups). Some do not have enough nutrients. Some do not have enough protein. Some eat too much sugar, salt and fat. Children need to eat the right kind of food with high nutritional values to grow strong and healthy. Bad habits learnt in childhood have serious affects through life."

Main activity (40mins) Paired discussion

1. Using the table in the STCB pairs of students list the consequences of poor nutrition for children's learning and development.

Poor diet	Consequence for child's health and future
Not enough protein	
No breakfast before school	
Not enough fruits and vegetables	
Not drinking enough water	
Too much salt	
Too much sugar	
Too much fat	
Too much protein	
Too many processed Western foods	
Not enough fibre	

2. Pairs then brainstorm the many ways schools can improve the nutritional health of school children. Pairs discuss and write on the butcher paper the different strategies.

For example,

- Teaching nutrition in Health, Personal Development and Making a Living
- Having cooking classes
- Produce an annual school book of menus and recipes
- Having a breakfast club or school feeding program to ensure every child eats before lessons begin
- Ensure students eat together at lunch time and take time to eat and learn table manners
- Growing a variety of food crops in the school gardens and teaching the nutritional benefits of each
- Having a school livestock project to produce fish, chicken, duck, goat, pigs, eggs, rabbits etc for protein and teaching how to look after, kill and prepare them
- Serving healthy balanced meals in the mess and not serving any salt
- Banning sugary drinks, cakes, lamp flaps and ice blocks from school markets
- Building raised tables for the school market to avoid contaminating food. Ensure all food is well covered.
- Writing healthy cookbooks and recipes in Language
- Analysing the fat, sugar, salt and fibre content of processed foods in Maths
- Nutrition Day to teach the community about balanced food
- Have regular dental checks and teach oral hygiene

3. Lecturer leads the feedback and records the best strategies on the board and praises imaginative ones.

Q: Why are some children fed nutritionally poor food by their parents?

Conclusion (5 mins) Reflection

Q: Is your own diet a balanced diet? Why or why not? Think of three ways you could change your own diet to be a better role model to your children.

Individual students reflect on this question and record their nutrition action plan in their STCB.

Self study

1. Research more on the different types of malnutrition. What are the long-term effects on school children?
 2. If you were Headteacher of a school which three strategies for improving nutrition would you plan and implement first in your HPS plan? Why?
-

Session 2.4 Keys to food safety

Session outcomes By the end of the session, student teachers can...

- Identify the major types and sources of hazards found in food
- Discuss and map the five keys to safer food
- Identify practical strategies for ensuring food safety in a health promoting school.

Resources

1. The WHO Five Keys to Safer Food Poster in STCB
2. Yellow, green and blue cards labelled as described below
3. Butchers paper, markers, blue tack/tape/pins

Introduction (15 minutes) Brainstorming

Working in groups of four, student teachers match the 3 yellow cards containing the names of the three types of hazards commonly found in food (labelled “biological”, “chemical”, and “physical”) together with 9 green cards with examples of these types of hazards (“bacteria”, “viruses”, “parasites”, “pesticides”, “fungi toxins”, “lead”, “glass”, “metal”, “plastic”) and with 9 blue cards that explain frequent sources of these hazards (“food handlers”, “animal faeces and droppings”, “water”, “environmental contamination”, “poor farming practices”, “glass packaging”, “poor storage”, “food processing equipment” “fishing hooks”). While doing this, each group should try to answer the following question:

Q: What hazards are major causes of food borne illness

For example, biological hazards include bacteria, viruses, and parasites that cause many millions of illnesses ranging from diarrhoeal disease through to hepatitis, meningitis, kidney failure, cancer and death each year.

Chemical hazards from environmental contamination, poor agricultural practices, illegal additives, and mishandling of chemicals can also lead to acute illness (e.g. in 2008 more than 50,000 infants in China were hospitalized after being poisoned by purposeful addition of an industrial chemical (melamine) to infant formula and milk products), cancer, and death.

Physical hazards are foreign objects in food that can cause harm to health. These include glass, pieces of metal, stones in rice, fish hooks and pieces of hard plastic. They generally get into food from the environment by poor processing controls. These events are common but illnesses due to physical contamination are not as widespread as from biological hazards.

Ask groups to present the results of their brainstorming and the lecturer records these on the board and with the collective responses introduces the outcome and the topic.

Main activity (40 minutes) Critical analysis

1. Students working in groups of four examine the WHO Five Keys to Safer Food Poster and discuss it among themselves. They are asked to identify what would be the most likely hazard that would result from the poor practices described in the table

in the STCB and which of the key messages would be most useful in preventing the hazard from causing food borne illness.

Poor Practices	Likely Hazard	Key message most useful in controlling the hazard
Thaw frozen chickens at room temperature	Biological	Keep food at safe temperatures
Catching fish from polluted water	Biological (could be chemical also)	Use safe water and raw materials
Using the same chopping board and knife for raw meat and ready-to-eat food	Biological	Separate raw and cooked
Store rice in open container and allowing access by insects	Biological	Keep clean
Ask for your hamburger meat to be cooked so it is still pink inside	Biological	Cook food thoroughly
Place egg sandwiches and hamburger on display for sale at room temperature	Biological	Keep food at safe temperatures
Buy pre-packaged food at cheaper prices because it is after its use-by date.	Biological	Use safe water and raw materials
Return to the handling of food after using the toilet without washing hands properly	Biological	Keep clean
Poor use and control of pesticides on the farm	Chemical	Use safe water and raw materials
Storing chemicals or fuel in drink bottles	Chemical	Use safe water and raw materials
Poor manufacturing practices result in glass or metal in food	Physical	Use safe water and raw materials

2. The lecturer then asks the student teachers to spend a few minutes thinking of 3 practical strategies that would increase student understanding of, and access to, safe food in the school environment, in the home, and when purchasing food from someone. For example,

- School policy that only food handlers who apply the WHO Five Keys to Safer Food can provide food to children
- Teaching the WHO Five Keys to Safer Food in Health, Personal Development and Making a Living
- Applying the WHO Five Keys to Safer Food in cooking classes
- Conduct an art competition for students to see who can best explain the WHO Five Keys to Safer Food in pictures
- Provide students a check list to examine to what extent the WHO Five Keys to Safer Food are applied in their home and in take away food stall and markets
- Making drinking water in the school safe
- Ensuring latrines are hygienic
- Having adequate soap and water available for washing hands after going to the toilet

The lecturer leads the feedback to question 1 and draws the responses from the students regarding question 2 and records the best strategies on the board and praises the imaginative ones.

Conclusion (5 mins) Reflection

Q1: Next time you buy or are given the following foods, what do you need to ask yourself to determine if they are safe to eat – ice cream or ice block, hamburger, salad, fruit?

Self study

1. Interview a local environmental health officer to determine what food hygiene issues exist in the local community.
 2. Survey food handlers in the local community or in your college mess to determine if they are aware of the key food handling practices for safer food.
-

Session 2.5 Child abuse

Session outcomes By the end of the session, student teachers can...

- Define the different types of child abuse
- Describe the consequences of child abuse
- List strategies and school procedures for dealing with child abuse and sexual violence

Resources

20 butcher papers, 10- 20 markers, 3-4 scrap A4 papers, Blue tack or pins

Introduction (10 mins) Vote with your feet

The lecturer prepares three statements on the floor: I AGREE, I DISAGREE, I AM NOT SURE. Lecturer then reads out prepared abuse statements and the students move to the right place. Students can explain their reasons for moving to that place and move if they are persuaded by their peers or the lecturer.

Some possible statements to vote on are:

Children who come from good homes do not experience any form of child abuse

Hitting a child is discipline, not abuse

Psychological abuse is far worse than physical abuse

Giving too much work to a child to do is not child abuse

Children who are abused do not learn well in school

Children are more at risk from strangers than family

Parents must be educated on how to bring up their children without abuse

Most cases of sexual abuse are reported to the police

A teacher who has sex with a student is a criminal

Orphans and adopted children are vulnerable to abuse in the home

Most sexual abusers are men

Girls are more at risk than boys

State the learning outcomes and explain that this is a sensitive issue in many communities and that we must support each other. All forms of sexual abuse are

illegal and the police must be informed. Student teachers who wish to discuss this more can speak to the lecturer or to the college counsellors.

Main activity 1 (25 mins) Group discussion & presentation

In groups of 4, define the different types of child abuse and the consequences. The students can discuss these two questions:

Some possible answers:

What are the different types of child abuse? Give examples	What are the consequences of child abuse?
Physical abuse (e.g. hitting, smacking, locking up, pinching, burning, not treating illness etc)	Child is often sick or ill or off school Unexplained burns, bruises, cuts, broken limbs, broken fingers Sad or worried all the time Violence, short tempered and bullying others Cannot concentrate in class Always in fear and shy Has very low self esteem etc.
Emotional abuse (e.g. calling names, bullying, putting children down, broken promises, fear etc)	
Neglect (e.g. poor diet, no mosquito net, no vaccinations, no new clothes, left to fend for themselves, no school etc)	
Sexual abuse (e.g. vaginal rape, anal rape, oral rape, sexual assault and touching, sexual harassment etc)	
Prenatal and post natal abuse (e.g. domestic violence, poor diet, smoking or drinking alcohol, overwork, too many children etc)	

Students then display their work on the board or wall and the rest of the class do a print walk to see what each group has done and add any missing information. Allow for a few comments from each group.

Main Activity 2 (25 mins)

In groups of 4, discuss and list ways or strategies and school procedures for dealing with child abuse and sexual violence.

Strategies of addressing child abuse	School procedures for dealing with child abuse and sexual violence
Eg, teachers have to be a role model and love and care for their students	E.g. the school should have policies on zero tolerance of abuse in schools
E.g. Inform students of their rights	E.g. have written policy and procedures for dealing with suspected abuse
E.g. inform parents and children of the laws about abuse	E.g. have a contact in the police and welfare for reported suspected abuse

E.g. include numbers of helplines and abuse services in lessons to students	E.g. teachers accused of having sex with a student must be reported immediately to the police and Standards officer/PEA and suspended immediately
---	---

Finally, collate the information and procedures onto the board from the groups. Add any information from the law or NDoE Policy.

Conclusion (5 mins) Reflection and prayer

Students lead short prayers on having the strength to tackle child abuse and stand up for children in their schools.

Self study

1. Listening triangles. In groups of three, one student becomes the talker, another student is the listener and the third person is to be an observer. The talker is given 2 mins to say what he/she plans to say based on the question. The teacher then gives them a question to base their talk on.

- Q1: "What are the consequences of child abuse?"
- Q2: "What can we do about it as teachers?"
- Q3: "How can we protect children in our community?"

2. Individually, write another fictional case study of children who have been abused and write a happy ending with a possible solution.

Session 2.6 Alcohol and schools

Session outcomes By the end of the session, student teachers can...

- Discuss the effects of alcohol abuse on the student, the home, the community and the school
- Develop practical strategies to promote an alcohol free environment in schools

Resources

Ten butcher papers, ten marker pens, diagram of the human body in STCB

Introduction (15 mins) Paired role play

In pairs, students role play an example of child abuse from the home and then in school (reinforcement of Session 2.4). Class watch two examples.

Q: What can we do to protect children from abuse in the home? In the school?

Lecturer collects feedback and explains the session learning outcomes.

Main activity (30 mins) Brainstorming

In groups of four, students brainstorm and identify the effects of alcohol consumption, and strategies to promote an alcohol-free environment. Groups write their result of brainstorming in the table as shown below:

	Student	Home	Community	School
Effects of alcohol abuse on...				
Strategies for promoting an alcohol-free environment				

Then students discuss in their groups why this would be a useful activity for the primary school children (lower and upper primary students) in Health and Personal Development.

Conclusion (15 mins) Student-centred discussion

Initiate class discussion on the problems and effects of alcohol consumption in their own college and strategies to promote alcohol free environment. Tabulate the information of the discussion (as the discussion takes place) on the board.

Self study

1. In pairs, research the effects of alcohol on the body and the six dimensions of health. Using the diagram of the body provided in the STCB label the effects of alcohol on the six dimensions.
2. Self reflection. Think about your own life and alcohol. How are you a good role model for your students? What would you need to do to improve your own health? How could you be a better role model about alcohol?

Session 2.7 Drugs, smoking and schools

Session outcomes By the end of the session, student teachers can...

- Discuss the impact of drugs and smoking on health and learning.
- List strategies for combating drugs and smoking in schools.

Resources

Poster on “Smoking Kills by Destroying your Body” produced by the Department of Health, Papua New Guinea (this will be pinned up in the classroom), a sample, photo or drawing of the following commonly used drugs in PNG: tobacco, betelnut, alcohol, and marijuana – have them displayed in the classroom, 20 butcher papers for group work, 20 markers, diagram of the male and female human body (body map) – as provided in the STCB).

Introduction (10 mins) Paired Discussion

Put this statement up on the board and ask the groups to discuss the pros and cons of the statement for three minutes.

“Cigarette smoking must be banned in all public places.”

Feedback to the whole class the group discussions – get the general view of the groups (7 minutes). The lecturer than explains this session’s learning outcomes.

Main activity (40 mins) Group Work

1. Short (10 minutes) lecture on drug groups.
 - a. Legal Drugs
 - i. Medicinal (for healing or prevention of diseases, prescription and non-prescription)
 - ii. Legal recreational drugs (for entertainment and fun, eg: alcohol, tobacco, betelnut, coffee, etc)
 - b. Illegal Drugs
 - i. Natural drugs (e.g. marijuana, heroin, opium, cocaine). Only marijuana is common in PNG
 - ii. Synthetic or manmade drugs (eg., amphetamines)

2. After giving them the above information the class is now divided into groups of 4, and giving them 2 butcher papers and 2 markers each. Each group will discuss: tobacco, betelnut and marijuana (commonly used drugs in PNG) and ask each group to do the following activities.

Q: Discuss and list the effects of drug (tobacco, betelnut and marijuana) taking in the school, identifying negative effects they have on health and learning of children.

Q: Discuss the strategies to combat the use of these three drugs in young people

Students can tabulate the information in a table. For example,

	Tobacco	Betelnut	Marijuana
Effects of these drugs on the learning and health of children			
School based strategies to combat the effects of these drugs			

3. At the end of their discussion the groups have their results on the butcher papers displayed in the classroom.

4. Groups are then invited to move around the room and see what others groups have written. Lecturer then summarizes the main strategies in HPS for combating tobacco, betelnut and marijuana.

Conclusion (10 mins) Prioritise and rank

Ask students in their groups to look at the list of drugs which are abused including alcohol.

Q: Which ones do they think should be the priorities in a primary school HPS? Why?

Q: Which drugs do they think should be the priorities in their teachers college HPS plan? Why?

Self study

1. In groups of 4 research the effects of smoking tobacco, betelnut and marijuana on the body and the six dimensions of health. Show these health effects on one male and one female body map (as you did in Session 2.5)

2. Self reflection: Give some serious thought about your own life in relation to smoking and drugs. How will you be a good role model for your students? What could you do to be a good role model as far as smoking and drugs are concerned? Add these to your personal health action plan.

Session 2.8 Reducing violence and bullying

Session outcomes By the end of the session, student teachers can...

- Discuss the root causes of violence and bullying in schools
- List strategies for reducing violence and bullying in schools

Resources Pictures/photos/cartoons showing different types of bullying or violence (these can be made by student teachers), Butcher papers, sticky tape, scrap paper

Introduction (10mins) Oh Henry! (or, Oh Henrietta!)

Students stand in a circle of 6. In turns they step forward and say “Oh Henry!” in a different voice (e.g. angry, sad, depressed, worried, caring). The other students have to guess which voice they are using. Sadness, anxiety, pain, anger, joy, confusion, fear, love, depression, grief, passion, rage, jealousy, guilt, annoyance, misery, happiness, grief, regret, laughter etc.

State the session outcomes. Explain that violence and bullying are key issues for health. Students then discuss these two questions in pairs:

Q: Which of the six dimensions of health does violence affect?

Q: Which of the six dimensions of health does bullying affect?

Main activity (35 mins) Picture discussion and sorting

1. If the lecturer does not have pictures/cartoons/photos of violence and bullying available then the first activity is for individual students to draw three cartoons showing three different types of bullying and three cartoons showing three different types of bullying in schools.
2. Distribute pictures of different types of violence and different types of bullying to each mixed sex group of four students.
3. Groups should sort the pictures into different forms of violence and bullying.

For example,

Different types of violence	Different types of bullying
Tribal or racial violence	Gender based bullying
Theft	Sexual harassment
Sexual assault	Unfair treatment
Rape	Exclusion from a group or activity
Power and control	Taunts and teasing
Corporal punishment	Name calling
Threats	Silence and ignoring
Aggression	Emotional blackmail
Gender based violence	Slavery
Losing temper	Threats
Drunken violence	Not stopping a bully
Damage to property	Abuse of power
Etc	Etc

3. Groups then discuss and list the root causes of violence and bullying in schools. They can represent this as a consequence tree or concept map if there is enough time.
4. Students to move around to two other groups and see what other groups have written and can add on to their group list.

Conclusion (15 mins) Problem solving

Class brainstorm different ways that schools, students and teachers can help reduce different types of violence and the types of bullying. Lecturer collates the ideas and strategies onto the board.

A student could...

A school could....(for example)

- Establish firm, fair and clear behaviour rules for all students
- Make sure students are supervised at all times
- Establish and support character building programs and activities for students/children for example sports, religious activities, musical activities etc.

- Organise and schedule local pastors and clergy to be actively involved in organizing interesting, child-centred spiritual activities.
- Establish a well set counselling program in school for children with behavioural problem
- Train school based counsellors and all staff to deal with bullying and violence effectively
- Ensure that there are proper learning facilities made available and accessible to all the children in the school
- School code of conduct must be implemented with a zero tolerance for bullying
- Personal Development course and life skills must be taught to students.
- Protection of students especially female
- Involvement of students and parents in the school Behaviour Management Policy

A teacher could...(for example)

- Reward and praise good and improving behaviour
- Plan what to do if particular problems occur and know what the duties are. A well-planned and well-prepared teacher will have fewer behaviour problems.
- Develop and put up classroom management rules.
- Stay calm and do not get into an argument Ask the student to leave the room and focus on the other learners
- Avoid labelling students. Focus on their behaviour and how they can improve
- Keep students active and interested because bored students misbehaviour
- Fair distribution of roles.
- Teach children the traditional values, cultures and customs which are beneficial to their health and well-being.
- Teach behavioural policy to students
- Visit families in the community and be a mentor to help them become good parents.

Remind all students that all child friendly health promoting school must strive to be bullying and violence free places of learning. The Behaviour Management Policy is clear on the responsibilities of teachers, students and schools in dealing with bullying and violence quickly and effectively. Everyone has a right to learn in a safe, caring environment.

Self study

1. There are different forms of violence and bullying in schools. Interview four male and four female students from your nearby primary school on the forms of violence and bullying they encounter. Which are the most common? Which ones affect boys more? Which ones affect girls more?

Session 2.9 Improving sanitation and clean water in schools

Session outcomes By the end of the session, student teachers can...

- Explain the impact of poor sanitation and dirty water on learning and child health
- Identify practical strategies for improving sanitation and water supplies in schools.

Resources Scrap papers, 10 butcher papers, markers

Introduction (10 mins) Name Ten

Student teachers have two minutes to list at least ten physical aspects of the environment that can affect the health of students at school.

For example, sanitation (lack of sanitation), dirty hands, water quality, indoor air quality, noise, heat, light, dangerous structures, inadequate furniture, micro climate, hazardous location (is the school near the main highway, busy street, near a cliff, a big fast flowing river, dangerous animals)

Lecturer collates feedback and then introduces the session learning outcomes.

Main activity (30 mins) Paired Discussion

1. In pairs ask students to write down the impacts of poor sanitation at a school.

Q. What are some consequences of poor sanitation at the school that affect learning and health of the children?

For example, diarrhoeal diseases, serious epidemic diseases like typhoid, worms, unpleasant smells, nowhere for menstruating girls to feel safe changing tampons or pads, learning poor hygiene practices

Q. Write down steps that can be taken to improve the sanitation at the school.

For example, building enough ventilated pit latrines for boys and girls, having soap or ash available for washing hands

Q. Dirty water around the school grounds, lack of water or dirty drinking water causes many health problems for schools. List these.

Q Write down strategies for improving the clean water supply at primary schools.

Conclusion (10 mins) Checklist for better health through better sanitation and water

Individual students write an essential checklist of what a school needs to have healthy sanitation and water supply.

For example,

- Enough clean functioning ventilated pit latrines for students
- Doors on latrines with secure lock
- Latrines cleaned daily by boys and girls
- Toilet roll in each latrine
- Soap or wood ash by the water tank for washing hands after going to the toilet and before eating
- Rain water tank or piped water supply with cup for students to use to drink out of
- Mosquito screen on water tank
- No faeces from animals or babies/small children on school grounds
- Health and Personal Development taught well
- Towels and pads available for menstruating girls

Self study

1. List other physical environment features that affect learning and write down strategies that you suggest would improve learning and health. For example, what could you do with a classroom which gets extremely hot during the day?
2. Observation. Visit the latrines of your local primary school. Are they correctly placed? Are there enough for boys and girls? Are they healthy for both boys and girls? Why? Why not? What does the school need to do to improve sanitation and water?
3. How is the ventilated pit toilet different from ordinary latrine? What are the advantages for having a ventilated pit latrine? Draw up a plan for construction of a ventilated pit latrine for use in your future school. Estimate cost of building one pit latrine.
4. Calculate the cost and labour needed to install a water tank on a classroom.

Session 2.10 Improving the environment and waste management

Session outcomes By the end of the session, student teachers can...

- Classify wastes and how to dispose of them safely
- Identify strategies for improving the school environment and appearance

Resources

15 cartridge papers, 15 butcher papers, marker pens

Introduction (10 mins) Brainstorm

Working individually, student teachers list more than five wastes that we find around our environment. Sort these into biodegradable and non-biodegradable. List some ways in which these wastes can be used wisely. E.g. vegetable peelings

Introduce the learning outcomes and remind students of the links to the Environmental Studies course and syllabus subject.

Main activity (35 mins) Grouping waste material

1. Students work in pairs to categorise school waste into groups and listing strategies for safe and healthy disposal. For example:

Waste	Biodegradable?	Recyclable?	Strategies for safe and healthy disposal
Batteries	No	Not yet in PNG	Burial away from water In town dump because they leak toxic metals Buy rechargeable batteries
Paper	Yes	Yes	Shred and compost Reuse for scrap paper Burn
Human faeces and urine	Yes	No	Always in a latrine away from water supplies Hand washing to prevent diseases
Tin cans	No	Yes	Wash, collect and sell Do not leave for rainwater because of mosquitoes
Plastic containers	No	No	Bury or burn on very hot open fire. Be careful of toxic plastic fumes
Smoke from fires	Yes	No	Avoid burning kunai grass – compost instead Set fires on weekends Only burn dry materials to reduce smoke
Litter	No	No	Have rubbish bins around the school Empty these regularly Have litter rules and litter picking responsibilities
Food waste	Yes	Yes	Compost, feed to pigs, bury Do not leave out to attract flies, rats or cockroaches

Conclusion (15 mins) Ideas for beautification

Many school carry out beautification projects. Students discuss this question in pairs.

Q: Why is it important the classroom and the school are clean, well managed and beautiful to look at?

Then student list ways to improve the appearance of the classroom and school grounds. For example, recycling old car tyres into flower pots and herb gardens.

Remind students that a clean, well managed and bright environment improves social and emotional health.

Self study

1. Carry out one environmental improvement in your own classroom or dormitory. For example, build a bamboo compost bin for vegetable waste
 2. Research wastes such as old medicines, mercury, pesticides, fertilisers, carbon dioxide and coolants from fridges. How should schools and communities dispose of these safely?
-

Session 2.11 Communicable diseases in school

Session outcomes By the end of the session, student teachers can...

- List common communicable diseases in primary schools
- Explain the impact of these diseases on learning and child development
- Plan practical strategies for reducing the impact of the key communicable diseases

Resources

1. Where there is no Doctor-by, David Werner
2. Child Health Record Book- by National Department of Health
3. Local Health worker
4. Butcher papers, markers, blue tack/pins

Introduction (15 minutes)

1. Pair discussion

Explain the difference between communicable and non communicable diseases.

2. Pair brainstorming

Students then list down common communicable diseases that specifically affect primary school children. If possible, they should interview a health worker who works with children about which diseases are common in primary school.

For example, malaria, measles, worms, diarrhoea, lice, grille, coughs, flu, conjunctivitis

Lecturer collates feedback and also highlights less common communicable diseases such as pneumonia, tuberculosis (TB), sexually transmitted infections (STIs) and, rarely in children, HIV

Remind students that there are also non-communicable diseases that affect children such as malnutrition, anaemia (usually caused by malaria), tooth decay, obesity, ear infections, diabetes and sores. Some students also have disabilities such as hearing loss.

Main activity (35 mins) Analysis

1. In groups of four, student teachers choose four communicable disease and explain the negative effects of those diseases on learning and child development.
2. Students then plan 3-6 practical strategies for reducing the impact of their chosen key communicable diseases. They list their work on the butcher papers and put up on display.

For example, through curriculum, peer education, school rules, improving sanitation, school vaccination programs, parental awareness, health days, selling treated mosquito nets at cost etc

Conclusion (10 minutes) Priorities

In pairs, ask students to choose which communicable diseases they would address first as a teacher in their home community. Why would they tackle these first?

Finally, remind students that communicable diseases slow the learning and development of children in PNG and most are preventable. Healthy schools are an important strategy to reducing the impact of malaria, worms, diarrhoea. If students want to know more about diseases they should refer to the Health and HIV/AIDS courses.

Self study

1. Complete the table on non-communicable diseases and strategies for reducing the impact of these on learning and child development.

Non-communicable disease	Impact on learning and child development	Strategies for schools to reduce impact of these diseases
Tooth decay		

2. Collect and collate newspaper stories on the impact of communicable diseases on the country.
 3. Which communicable diseases have you had while you were at school? Were they preventable? How do you protect yourself from communicable diseases?
-

Session 2.12 School health services

Session outcomes By the end of the session, student teachers can...

- Explain the importance of health services available for schools
- Critically analyse the effectiveness of school health services
- Suggest strategies for improving links between schools and health services

Resources Prepared communicable and non-communicable diseases and their causes written on pairs of scrap paper (enough for one for each student), butchers paper, markers, blue tack or pins

Introduction (15 mins) Match the words and its definition

1. Shuffle the disease and cause pieces of paper. Stand the class outside. Give each person a piece of paper. The task is to match the disease and the cause. They have to find the person who has the matching word as quick as possible.

For example,

Tooth decay	Eating or drinking too many sugary foods or drinks. Not brushing teeth
Malaria	Bitten by mosquitoes carrying malaria parasite. Not using a mosquito net.
TB	Breathing in the TB bacteria from someone's cough. Poor ventilation in houses
HIV	Having unprotected sex with someone who is infected with the virus
Malnutrition	Poor, unbalanced diet
Etc	Etc

Then introduce the learning outcomes, refer back to the stakeholder session in Module 1 and ask students to work with a partner to discuss this question:

Q: Why are school health services important?

Collate feedback on the board.

Main activity (20 mins) Research

1. Write these school health services up on the board:

Q: Who provides these services?

Q: Are there any services missing from the list?

Dental checks	Health screening	Nutrition	Vaccination
Water and sanitation	Counselling	Birth registration	Peer
	education programs		

2. Ask the students to refer to the student course handbook and read the information on health services.

3. Organise them into groups of 4 to discuss the functions of these health services in school and explain the reasons for such services and the benefits for children.

School health service	Functions	Health benefits from this services
Dental	Checking and cleaning or removing the decay tooth	Encourage students to clean their teeth using appropriate teeth paste and brush /also using the local methods of cleaning teeth Better oral health and fewer extractions and fillings
Vaccination	Giving immunization to the children to stop the from different sickness	Life long protection from common illnesses. Cheap and effective prevention
Medical screening	Check to ensure the students are healthy and do not have illnesses and disabilities that prevent them learning and developing	Early diagnosis of problems such as hearing loss or short sightedness or chronic diseases
Etc	Etc	Etc

Remind the trainees about the importance of such services in school.

Conclusion (25 mins) Critical analysis

Ask students to debate in groups:

Q: Many schools do not have regular school health services. Why? What are the challenges in providing school health services?

Q: What can schools do to improve links between the school and the local health centre? List some practical strategies.

Self study

1. Research the importance of immunisation and list the types of vaccines, the disease they prevent and when they are given to children.

2. Interview a local health worker about the school health program and how effective it is in the local schools. Ask them to list the challenges to an effective health screening program in schools and what some solutions would be.

Session 2.13 Emergency First Aid and injuries in school

Session outcomes By the end of the session, student teachers can...

- Confidently demonstrate emergency first aid skills
- List common injuries in school and describe the correct response

Resources

1. 10 cartridge papers with 16 circles drawn (8 circles in each row), 10 sketched diagrams of a green frog and another 10 a toad.
2. Butcher papers, markers, sticky tape/blue tack

Introduction (10 mins) Frogs in the pool revision

In groups of 4, the students are given a cartridge paper with the 16 circles (representing stones) already drawn and the two diagrams of the frogs, one green and a brown toad. The group then further divides into pairs and the pair will choose a frog. The teacher will have a list of revision questions from the previous lesson and ask the students. The pair will have to discuss the answer and write it down. The teacher then gives the answer and the pairs will have to check their answer. If the answer is correct, they move their frog forward to a stone and if the answer is wrong, they move back one place. The winner is the pair that gets their frog to dry land, that is by getting all the answers correct.

State the learning outcomes for the session. Explain that safety is crucial in schools and that all teachers and students need to know some emergency First Aid. Remind them of the principles of First Aid.

Q: What the most common injuries in school?

Students brainstorm this in the class.

Main activity (40 mins) Role Play

1. In pairs or in threes, each pair or a group will be given a situation based on first aid skills and they will demonstrate the steps involved.

For example, how to deal with:

Fainting

Heavy bleeding from the head

Heavy bleeding from the arm or leg (e.g. from broken glass)

Muscle strain

Shoulder or knee or finger dislocation

Fractured wrist

Fractured collar bone

Unconscious and not breathing

Vomiting

Diarrhoea
Dehydration
Burn
Snake bite on the ankle
Swallowed poison
Drunk on alcohol
Suspected drowning
Choking
Child birth
Asthma attack
Animal bite or insect sting
Ear ache
First menstruation
Suspected heart attack
Blood spill in the classroom or on the playing field

2. Each pair or group now role play the situation to the whole class who correct any errors with feedback.

Conclusion (10 mins) Quiz in pairs

The teacher reads out the quiz questions and students answer the questions in pairs. Correct quiz at the end.

1. What does the abbreviation DRABC stand for?
2. Explain what the initials EAR stand for.
3. True and false, more than 10 minutes of a good warm up activity will reduce the risk of muscle sprain.
4. True or false. The best way to treat a muscle sprain is to follow the RICE method.
5. How do you clean up a blood spill?
6. List what you should tell a health worker if you are reporting a medical emergency in person or on the phone
7. True and false. The C in the RICE method stands for Compression.
8. Write two examples of common injuries at school.
9. Where is the nearest health worker to you right now?
10. What does the abbreviation CPR stand for?

Self study

1. Every school must have a First Aid kit and a blood spill kit by law. List what should go into a school kit and where it should be kept.
 2. Practice each of the situations above with a friend until you are confident in dealing with an emergency medical situation.
-

Session 2.14 Safety and emergency preparedness

Session outcomes By the end of the session, student teachers can

- List common safety issues in schools and describe strategies for reducing risks.
- Plan strategies for dealing with emergencies and natural disaster.

Resources

Butcher papers, Markers, sticky tapes, blue tag.

Introduction (10 minutes) Brainstorming

In groups of four, students identify all common safety issues in schools (i.e. things that might cause harm). The students give feedback to the whole class.

E.g. broken glass, animal holes, damaged buildings, open ponds, plants with spines or poisons, broken benches, mosquitoes

Main activity (40 minutes) Presentation

1. In groups of four, students list on butcher paper four common safety issues in schools and describe ways of reducing risks. For example,

Safety Issues in school	Ways of reducing risks
e.g. Old buildings	Frequent inspection and maintenance to classroom furniture and building. Maintenance budget annually
e.g. Busy roads	Crossing sign & flag with the teacher on duty. Signs to get motorists to slow down. Speed bumps.
e.g. Dirty and dusty classroom with rat droppings	Daily cleaning including washing floors, desks and blackboard. Cleaning rota. Close louvers at night. Don't leave food in room. Clean classroom prizes.

2. Natural disasters are common in PNG. In groups of four, student teachers identify and list down common natural disasters and emergency situations that affect people in the community and how to deal with them if they occur when you are teaching in school.

E.g. tsunami, bush fire, earthquake, tropical storm, flood, tribal fight or violence on school grounds, hail storm,

3. Display their work on the wall and the students do a buzz walk to see what each group has done. Allow for general comments at the end.

Natural disaster or emergency situation	Crisis management in an emergency
e.g. Heavy rain and flood	Keep students inside building until rain stops, make sure children avoid rivers
e.g. Earthquake	Quickly and calmly evacuate classroom and move away from the building or hide immediately under desks. Count all students. Be prepared to help others.
e.g. Fire	Immediately evacuate buildings, call for help and try and extinguish the fire if possible. Count all students.

Conclusion (10 minutes) Emergency drill

Practice an emergency drill with the whole class of student teachers.

- Leave the room immediately
- Do not push or run
- Do not shout
- Do not stop to collect bags or personal possessions
- Line up away from the building in class order quickly and silently
- Call the register quickly

Practice this twice – how fast can the students evacuate the building?

Self study

1. Draw up school rules on safety and emergencies for a lower primary class.

Session 3.1 The Health Promoting School planning cycle & SLIP

Session outcomes By the end of the session, student teachers can...

- Explain the steps to the HPS planning cycle
- Link HPS planning with the primary school SLIP
- Write a vision statement for a primary school

Resources

HPS planning cycle in the STCB

Introduction (10 mins) Lecture

Show the students the HPS planning cycle diagram in the STCB. Ask students to discuss in pairs.

Q: Why is planning always conducted in a cycle?

State the learning outcomes and remind students about the SLIP and where health fits into whole school planning.

Main activity (30 mins) Group discussion

Using the STCB HPS planning cycle students work with a partner to answer these questions.

Q: Discuss and explain what the purpose of each stage of the cycle. Imagine if you had to explain it to students or parents.

Q: Write down what a school should be doing at each point on the cycle

e.g. full participation of students, staff and parents

Q: What would happen if one stage in the cycle is missed out?

Conclusion (20 mins) Writing a vision statement for a primary school

Ask students to read the sample vision statement in the STCB. What are the key parts of the statement (e.g. learning, equity, achievement)

Now write a vision statement for a primary school. A real vision statement would be written by all the school stakeholders – parents, students, teachers and management.

Self study

1. Complete the vision statement for your dream primary school. Ask a peer to critique the statement and suggest improvements.
2. Read a sample school HPS plan from a local school. Can you see where each stage of the planning cycle would be in the plan?
3. Visit a local school and analyse their SLIP and vision statement. What are the main features? Where are the health activities?

Session 3.2 Health Promoting School checklist and audit

Session outcomes By the end of the session, student teachers can...

- Understand and use the HPS checklist
- Explain the importance of auditing health issues at a school

Resources

Butcher paper and markers, sample HPS checklist – refer to the STCB

Introduction (10 mins) Quick quiz

Ask 4 questions based on previous session 3.1

Q1. What is a SLIP?

Q2. Who implements the SLIP?

Q3. Why is it important to have health promoting SLIP?

Q4. How do students benefit from healthy SLIP?

Q5. What are the steps in the planning cycle?

Main activity (40 mins) Compare and contrast

1. Ask students to discuss in groups of four:

Q: If you were a Standards officer and had to audit or assess a school for whether it was a health promoting school what would you look for?

e.g. Does the school have a healthy market?

2. Lecturer collates feedback on the board and people discuss the key assessment points.

3. Now ask the students to look at the real HPS checklist in the STBC and compare and contrast it with their own ideas.

Q: What are the differences?

Q: What are the similarities?

Conclusion (5 mins) Excursion preparation

In the next session students will assess a local school using the HPS audit checklist in their STCB. This is the second stage in the HPS planning cycle after a shared vision.

Explain the rules for a school visit

e.g. being polite to teachers, trying not to disrupt classes, explaining what they are doing, smart dress and no chewing or smoking etc.

Self study

1. Reflect on the checklist, refine and modify it in three ways before the school visit.

Session 3.3 Assessment of a local school

Session outcomes By the end of the session, student teachers can...

- Use the HPS audit and indicators to assess a local school

Resources

Checklist and notepads, local primary school to visit (an alternative is auditing their own college)

Introduction (10 mins) Reminder of rules and task

Remind the students of the learning outcome for the school visit and to follow the excursion rules. Tell the students that this is the second stage in the HPS planning cycle – the situational analysis and working out the priorities for action.

Each student should have the checklist with them and a note book for additional notes.

Main activity (50 mins) School HPS assessment

Student teachers are put into groups of 4 and then use the HPS checklist in the STCB to carry out the evaluation based on the sets of indicators.

Conclusion (for this session conclusion done in the main activity)

Student teachers thank the local school and students and return to college.

Self study

1. Individually review the school visit and make sure the checklist is complete before the next session.
2. Use the checklist to assess your own college. Does it do better than your local primary school? How?

Session 3.4 HPS situational analysis and health priorities

Session outcomes By the end of the session, student teachers can...

- Analyse a health audit of a local school and suggest areas for improvement.
- Prioritise and justify health promotion activities for the school.

Resources

Completed HPS checklist from local school (session 3.3), butcher papers, markers

Introduction (10 mins) Reflection

Student give their feedback on the usage of the checklist – what are strengths and weaknesses of the checklist? What would they change?

Main activity (40 mins) Critical analysis

1. Students get into their groups from the previous session (3.3), then analyse their checklist. They should analyse the indicators to determine where the school needs to improve its health.
2. Based on the results, each group write a report and make recommendations for improvements. Students should produce a list of 5-10 priority health areas. They should remember the six dimensions of health.

Two groups should display their recommendations and answers questions from the class on the reasons for their choices.

Conclusion (20 mins) Guided writing

Take one priority area for the school and show the class how to turn this into an outcome.

For example,

- The teachers support students and do not use unfair or harsh punishment
- The school provides clean water to students to drink and wash their hands
- The school and teachers deal effectively with student injuries
- Teachers confidently plan, assess and teach Health and Personal Development

Groups then change one of their priority areas into one or more simple outcomes.

Remind the class that they have completed the first and second stage of the HPS planning cycle (and it similar to the SLIP process). The next step will be to complete a plan of action.

Self study

1. Individually read other groups results, reports and recommendations. Make note of differences in opinion. You can change and update your key areas ready for the detailed planning in the next section.
2. Complete five to ten outcomes for your school from the priority areas. Ask a peer to check them.

Session 3.5 Strategies for improving health at the school

Session outcomes By the end of the session, student teachers can...

- List a wide range of practical strategies for improving health at schools

Resources Butcher papers and markers

Introduction (10 minutes) Critical analysis

Ask students to discuss this question in pairs:

Q: What makes a good HPS strategy/activity?

E.g. inexpensive, participatory

Main activity (35 minutes)

1. In pairs, student teachers use the Module 2 notes to list at least five practical strategies schools could use for each of the six dimensions of child health.

For example, improved toilets, after school health club, policy, curriculum, celebrating health days, health rules, planting gardens, school worming program etc

Six dimensions	Practical strategies for schools
Physical health	
Social health	
Emotional health	
Spiritual health	
Mental health	
Occupational health (e.g. policy and curriculum)	

2. Individual students then look at the outcomes they wrote in the last session for the local school and write 1-3 strategies for each outcome. The strategies must be realistic, achievable, measurable, participatory etc

Conclusion (15 minutes) Peer assessment

Students swap their outcomes and strategies with a peer to be assessed according to the principles of a good strategy. They can compare theirs to the ones in the sample HPS plan in the STCB.

Remind students they have now completed the vision, situational analysis, priorities, outcomes and strategies for an HPS plan.

Self study

1. For each outcome and its strategies make a note of who will be responsible for managing the activity and how long it will take. Try and estimate the resources you will need. Don't forget human resources!

Session 3.6 Strategies for involving students, staff and the community

Session outcomes By the end of the session, student teachers can...

- Brainstorm and list strategies for involving students, staff and the community in planning and implementing an HPS activity

Resources Butcher papers, markers, pins

Introduction (10 mins) Self assessment

Students review their own HPS action plan which they have been writing so far – the outcomes and the strategies. They should also have begun to think about who will be responsible and how long the project will take.

Show one good example on the board and ask for feedback and suggested improvements.

Remind students it is important that everyone in the school community contributes. In pairs they should discuss this question.

Q: Why is it important for everyone to be involved in planning and implementing school improvements like HPS?

Main activity (40 mins) Top Ten Tips

Pairs of students have to try and list ten tips for involving:

1. Students
2. Parents
3. Fellow teachers
4. Local health services
5. Headteacher

These can be collated onto the board by the lecturer.

Conclusion (5 mins) Reflection

Students then discuss this question:

Q: Which stages in the planning cycle should students, parents and teachers be involved in? Why?

Remind students that they should have almost completed their HPS action plan now.

Self study

1. Return to your strategies and now add how you will involve stakeholders.

Session 3.7 HPS planning best practice

Session outcomes By the end of the session, student teachers can...

- Demonstrate best practice in HPS action planning

Resources

1. Sessions 3.1 and 3.2 information
2. Guidelines for HPS (indicators of declaring a school as a HPS)

Introduction (10 mins) Questions and discussions

Q. In the previous session you have learnt about the strategies for improving students, staff and community for HPS. What is one very important foundation that needs to be in place for HPS strategies to work effectively?

Give two to three minutes for the students to discuss in pairs than share what they have discussed with other students.

The lecturer can make comments on the student teachers presentation. Ask other students to make comments about the presentation than lead a short discussion before going to the main activity

Main activity (40 mins) Brainstorming and group work

1. Ask this question to pairs of students:

Q. What is planning? Why does one need to plan? What will happen if one does not plan?

2. Discussing these questions will lead student teachers to assess and see that planning is very important. Emphasise that planning is everyday thing for every body on a day to day basis and it's not a new thing

Q. What will happen if you do not plan? Lead general group discussion and make sure all understand the importance of planning. State that planning is the **foundation** for HPS **sustainability** in a school

Q. What is **participatory** planning? Student teachers are asked this special question and lead them through to see that HPS planning best practice is NOT one person's responsibility but for all in school/community environment planning together and that is participatory planning

In this (school/community) environment, we have a group of people who are in hierarchy. And these are; school management, teachers, students and the community which also includes partners such as churches, NGOs, business houses and others. Participatory planning is needed in each of these levels as well as a good effective communication system established for information flowing to and from the hierarchy

3. Ask pairs to list the qualities of good planning. This is best practice. For example,

- Participatory – everyone feels ownership, everyone is consulted
- Everyone can understand the plan
- Public document

- Specific to that school and their needs and priorities
- Realistic plan – not too many outcomes or activities
- Short and medium time frame
- Sustainable
- Seen as valuable by both the school/community
- Plans are measurable
- Adaptable
- Low cost
- Builds on what the school already does well
- Would survive the departure of key staff
- Gender equity
- Linked to national initiatives and policy
- Regularly reviewed

Lecturer can collate these ideas on the board.

Conclusion (5 mins) Writing outcomes

Now ask students to look at their own HPS action plans. Do they show best practice? If not, why not? Make three improvements to their plan.

Self study

1. There are many different ways of planning for community activities. You will have seen slightly different models in HPS, Community Development/Projects, SLIPs and Making a Living. This is ok because all planning shares the same principles.

Look at the planning cycle you learnt another course. What are the similarities and what are the differences between them and HPS? Which planning process do you prefer? Why?

Session 3.8 Case study analysis of a Health Promoting School

Session outcomes By the end of the session, student teachers can...

- Read and critically examine a case study of a Health Promoting School
- Analyse and identify the common features of a successful HPS plan

Resources Case studies of real HPS from local schools, papers, markers

Introduction (20 mins) Monitoring and evaluation – writing outcomes

Students look at their HPS action plans and look at the final column. How will they monitor the outcome of their strategies? What are the indicators of success?

E.g. reduction in the number of students missing school due to upset stomachs

E.g. reduction in violence and fighting at playtime

E.g. no ice blocks for sale in the school market

E.g. female students taking part in school council

Students then ask a peer to evaluate their outcomes. Are they measurable? Are they time specific?

Main activity (35 mins) Case study analysis

Students work in pairs from the STCB.

1. Using the case studies and sample HPS plans in the STCB student teachers will analyse successes and failures of HPS activities.

Q: What are the strengths and weaknesses of their HPS plan?

Q: How did the school succeed in improving health?

Q: What were the challenges and problems and how did they overcome them?

Q: What can you learn from this school's HPS plans?

Conclusion (5 mins) Reflection

Each student must tell a peer one activity or lesson they have learnt from the case studies that they would apply in their own school when they graduate.

Self study

Read another case study and analyse the successes and failures before the next session. Share with others the evidence of a successful HPS plan.

Session 3.9 Leadership and sustainability in health promotion

Session outcomes By the end of the session, student teachers can...

- Define good school leadership and HPS sustainability
- Explain what kind of leadership is needed to improve health in a school
- List practical strategies to sustain HPS plans

Resources

Scrap paper for cartoons, markers, butchers papers

Introduction: (20 mins) The Worst Possible!

Ask individual students to sketch a cartoon poor quality Headteacher and label the characteristics of a bad school leader.

Ask the students to show their cartoon to three other students and highlight the five main areas of school leadership (e.g. vision, management)

Point out the importance of good leadership in schools as they start to change or implement the reform. One day they will be school leaders but everyone can be a leader for change.

Q: Why does HPS need good leaders in school?

Q: Why is it important to have a sustainable HPS program?

Q: What will happen if the school program is not sustainable?

Students discuss these questions and feedback.

Main activity (35 mins) Rules for sustaining HPS

Working in pairs, students will write rules for sustaining HPS programmes.

1. Students write 10 rules for people leading HPS activities

e.g. "Be a role model in your own life"

Suggested characteristics of a good leader:

- Good communication skills
- Open minded and accepts criticisms
- Honesty and a good listener
- Able to train others to enhance their skills and knowledge for future leadership roles and responsibilities
- Willing to support those who show good ideas and works with them
- Energetic
- Positive attitude to problem solving
- Can influence others to participate in health promoting schools activities

2. Students write 10 strategies for setting up a sustainable HPS program

e.g. "Involve every stakeholder including the children"

3. The best three groups present their work to the rest of the class

Conclusion (5 mins) Reflection

Q: Do you have the characteristics of a leader in health promotion?

Students reflect on this and list their positive characteristics which make them a good leader (e.g. knowledgeable, enthusiastic etc). They can also list three areas they need to improve in. They share this with a peer.

Self study

1. Choose one male and one female teacher you admire and list how they promote good health and how they are a leader in their home, their class, their school and their community. If you can, show this list to the teacher and ask them what they think about your observations.

2. Select a well managed and well led healthy school that you know well and explain why it is good. Focus on the leadership and management.

Session 3.10 Course and lecture evaluation

Session outcomes: By the end of the session, student teachers can...

- Evaluate the HPS course and give suggestions for improvements
- Evaluate the lecturer and give suggestions for improving their teaching

Resources

Enough copies of the HPS course evaluation for one between two or one each
Enough copies of the HPS lecturer evaluation for one between two or one each
The aims of the course on the board or in the STCB

Evaluation is an important aspect of teaching and learning and determines how far the HPS course outcomes have been achieved and evaluating whether its lecturers have met the requirements outlined in the course guides.

At the end of the course all student teachers should be able to plan and implement HPS activities in their school.

There will be two evaluations:

- The HPS course
- The HPS lecturer

The feedback will be either individually or pairs depending on the college and it will be anonymous and constructive.

1. Review the aims of the course with the students
 2. Review the learning outcomes for the modules with the students
 3. Ask students to complete the HPS course evaluation
 4. Ask students to complete the HPS
 5. Thank the students for their hard work and participation and wish them well in setting up HPS activities in their own schools.
-

Health Promoting Schools Course - Evaluation of Lecturers

Lecturer: _____ Class: _____

5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
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Please circle a number to show your opinion

	SA	A	N	D	SD
1. The lecturer was able to clearly and confidently communicate accurate information about HPS	5	4	3	2	1
2. The lecturer understood and promoted the policies on HIV/AIDS, Gender Equity, Healthy Schools and Behaviour Management	5	4	3	2	1
3. The lecturer ensured full participation in the sessions and used a wide range of teaching strategies	5	4	3	2	1
4. This lecturer clearly linked HPS to other courses I have taken and to the reform curriculum	5	4	3	2	1
5. This lecturer's classroom was well organised, clean and health promoting	5	4	3	2	1
6. This lecturer was enthusiastic, creative and passionate in their teaching	5	4	3	2	1
7. Work and activities set by this lecturer encouraged my interest in health issues	5	4	3	2	1
8. The lecturer promoted the benefits of health promotion	5	4	3	2	1
9. This lecturer made time to give individual assistance to those who needed it	5	4	3	2	1
10. Teaching methods used, modelled and demonstrated by this lecturer were effective and interesting and could be used in primary school	5	4	3	2	1
11. The lecturer is committed to child rights	5	4	3	2	1
12. This lecturer is aware of primary school and community situations, issues and health needs	5	4	3	2	1
13. The lecturer has a good understanding of the reform primary school syllabus and teacher guides	5	4	3	2	1
14. This lecturer is aware of students' knowledge, skills and attitudes and adjusts their teaching strategies accordingly	5	4	3	2	1
15. This lecturer is always promptly returns assessable tasks with feedback	5	4	3	2	1
16. This lecturer is punctual and committed to their work	5	4	3	2	1
17. This lecturer has promoted independent learning by setting self study tasks in each session	5	4	3	2	1
18. This lecturer has shown a good understanding of gender issues linked to health and demonstrated gender equity in the classroom	5	4	3	2	1
19. The lecturer confidently explained how health needs can be integrated into School Learning Improvement Plans	5	4	3	2	1
20. This lecturer has positive values and is a good health role model for young people	5	4	3	2	1
Any other comments about this lecturer (positive or areas for improvement)					

Health Promoting Schools Course Evaluation

Course: _____ Class: _____ Lecturer: _____

5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
------------------	---------	-----------	------------	---------------------

Please circle a number to show your opinion

	SA	A	N	D	SD
1. The course was appropriate and relevant for primary school teacher trainees	5	4	3	2	1
2. The student teacher course book was comprehensive and useful to me	5	4	3	2	1
3. The aims and learning outcomes of the course were clear to me	5	4	3	2	1
4. An appropriate range of teaching methods were used (which can all be used in primary school)	5	4	3	2	1
5. The course included how to develop a health promoting school action plan	5	4	3	2	1
6. This course addressed the Healthy Schools Policy, HIV/AIDS Policy, Gender Equity Policy and Behaviour Management Policy	5	4	3	2	1
7. This course examined a wide range of practical health promotion strategies and activities for schools	5	4	3	2	1
8. This course promoted independent learning and had many self study tasks	5	4	3	2	1
9. The course included strategies for involving community and students in HPS	5	4	3	2	1
10. There was plenty of opportunity for active participation in class (e.g. paired discussion and group work)	5	4	3	2	1
11. The instructions and criteria for assessment were clear and shared with the class	5	4	3	2	1
12. The assessment tasks were marked fairly and returned to me on time	5	4	3	2	1
13. There were enough additional resources in the library, on the intranet etc. to support the teaching of this course	5	4	3	2	1
14. Gender issues and child rights were an important part of this course	5	4	3	2	1
15. There were clear links between this course and other teacher education courses like Health, HIV/AIDS & Reproductive Health and Community Projects	5	4	3	2	1
16. I received my own copy of the Student Teacher Course Book	5	4	3	2	1
17. The content of the course was covered effectively in the time	5	4	3	2	1
18. The course highlighted all the important health issues in schools	5	4	3	2	1
19. I am confident in implementing health promotion activities at my school	5	4	3	2	1
18. I would recommend this course to others	5	4	3	2	1
Comments on this course (positive and areas for improvement)					

How to assess student teachers in HPS

Each College has its own assessment policy and procedures. Usually there will be three assessment tasks for student teachers to complete.

Assessment for HPS should focus on:

- Assessing the session learning outcomes
- Practical and relevant tasks
- Tasks which will help student manage HPS plans and activities in their schools
- Tasks which they can use in their future schools
- Interesting and challenging tasks
- Variety of assessment methods

Each assessment task should be explained in detail and given to the student in writing (you may photocopy the sample assessment tasks from the following pages). You must ensure all students understand the task and the opportunity to ask questions. It is recommended lecturers follow the format below and also assess attendance and participation.

For example,

Assessment of Attendance, Participation and Attitude

Rationale: A professional teacher should show positive professional attitudes including attendance, participation in group tasks, record keeping, self study and punctuality. This assessment is a measure of your professionalism.

Value: 10%

Length: Dated lecture notes are expected from each session in a notebook or folder. These should be added to in self study time and for specific homework/self study tasks.

Description: Formative assessment (i.e. “on-going” or “continuous” assessment) including regular sightings of lecture notes, marking of punctuality, response to questions and contributions to group work and discussions

Assessment criteria:
 Attendance: 4% (you will lose 2% for each unauthorised absence)
 Punctuality: 2% (you will lose 1% if late for two sessions)
 Participation 2%
 Note taking 2%

Note: These recommended criteria may vary from institution to institution.

We have provided three sample practical assessments and three sample mini exams which test the content of the course Modules. The bank of exam questions can be adapted to the needs of your assessment.

The lecturer makes the decision about which tasks they use and you are encouraged to develop your own relevant tasks for your own students.

1. School health promotion campaign posters

Task School health promotion campaign poster

Value: 30%

Rationale: Primary school teachers need creative and relevant teaching aids that will enhance student learning. Students need to be advocates for good health in the community. They must also be able to produce written and artistic texts of a high quality. Finally, teachers should be able to use a poster in their teaching.

Task description: Plan and produce a colourful and relevant poster for primary grade pupils on A3 paper which conveys a clear practical message about one HPS issue. (Issues could be one of the following nutrition, child abuse, alcohol, drugs, tobacco smoking, violence & bullying, sanitation, water, environment, etc). This should be of a high standard and be able to read clearly from the back of the room. It should be in English and the local vernacular. There should be one powerful image drawn by you. Finally, there should be a card attached to the poster with 5 suggested teaching and learning activities for primary school students that could follow up after looking at the poster together.

Length: One poster and one activity card. Minimum size: A3

Assessment criteria:

1. Poster: Neat and colourful? Does it have a border? Can it be read from the back of the room? Does it have one main hand drawn image outlined in black ink? Is it A3 or larger?	0	1	2	3	4	5
2. Behavioural message: Does the poster have a clear and accurate positive message about a relevant HPS issue?	0	1	2	3	4	5
3. Slogan: Is the main slogan catchy and large enough to be read from the back of the room? Is it written in language a primary school student would understand? Does it have a clear message on HPS?	0	1	2	3	4	5
4. Information: Does the poster have more information on it written in smaller text than the slogan? Is it correct? Is it written in both English and local vernacular? (e.g. washing hands after using toilet.)	0	1	2	3	4	5
5. Teaching and learning activity card: Does it reflect HPS principles in curriculum? Does it have links and learning outcomes copied from either Health or Personal Development? Does it have a Grade level?	0	1	2	3	4	5
6. Teaching and learning activities card: Attached to the poster; 5 interesting and relevant primary age teaching and learning activities listed (e.g. Proper method of rubbish disposal.)	0	1	2	3	4	5

2. Information booklet on child abuse for fellow teachers

Task: Producing an information booklet for teachers on child abuse

Value: 40%

Rationale: Creating an information leaflet will help student teachers reorganise and then synthesise information into an easy to be understood format for fellow teachers. In-service and professional development are important parts of the HPS process. Teachers must be good creative communicators who can produce work of a high standard. It will also reinforce key knowledge on child abuse.

Task description: Produce a leaflet for fellow teachers (Grade 10 level) on child abuse and HPS. The pamphlet must be folded and no more than 5 sheets of A4 paper. The minimum length is 3 sheets of A4 paper or 1 sheet of A3 paper. All sides of the paper must be used.

You must cover these knowledge areas:

- What is child abuse? How does it happen? Why does it happen?
- What are the causes of child abuse? (With a diagram/concept map).
- What are the consequences of child abuse? (In a table). What emotional, mental and physical changes can occur to a child?
- What are the procedures for dealing with child abuse?
- What are the key child rights?
- What are the school child protection strategies?

Length: One folded pamphlet. Minimum size: 3 sheets of A4 or 1 sheet of A3 paper.
Maximum size: 5 sheets of A4 or 2 sheets of A3

Assessment criteria:

1. Front and back cover: Attractive, lively, catchy title, colourful, professional. Would a fellow professional teacher want to read this?	0	1	2	3	4	5
2. Introduction: Clearly written introduction which at least covers these questions: What is child abuse? What are child rights? What is child protection? Why does it happen? Relevant, gender balanced pictures.	0	1	2	3	4	5
3. Types of child abuse: List of types of child abuse and clear simple explanation for each types of abuse with clear diagram that illustrates one types of child abuse.	0	1	2	3	4	5
4. Causes of child abuse: Concept map or diagram showing the causes of child abuse	0	1	2	3	4	5
5. Consequences of child abuse: A table that shows the health and learning consequences of child abuse	0	1	2	3	4	5
6. List of support services available for abuse children: Provide list of support services that are available in the local area for abused children.	0	1	2	3	4	5
7. List of at least 5 procedures for schools to follow if there is suspected child abuse. This can be presented in a flow diagram.	0	1	2	3	4	5
8. List of at least practical and sensible 5 strategies for protecting children from abuse in school	0	1	2	3	4	5

3. HPS action plan

Task: Health Promoting School (HPS) action plan

Value: 40%

Rationale: This assessment task will help student teachers develop their skills of HPS action planning. It will reinforce their knowledge on Health Promoting Schools and how they can make their school a healthy environment. It will give students a model HPS which they can take out to their school when they graduate.

Task description: Students should use a local school for developing the plan. Develop a Health Promoting School action plan with the following sections:

1. School vision statement and who was consulted
2. List of health priority areas developed from the HPS checklist
3. Health outcomes
4. Strategies (activities) for each outcome
5. Resources needed (people, materials, money)
6. Who will be responsible for leading that strategy?
7. Timeframe
8. Indicators for measuring the success of the strategy

A blank sample HPS plan can be found in the Student Teacher Course Book in Session 3.1. Finally you will present your plan and explain your decision making process.

Length: Time for presentations: 10-15 minutes. HPS action plan: Minimum 2 sheets of A4, maximum 4 sheets of A4

Assessment criteria:

Presentation of HPS plan						
1. Presentation 1: neatly dressed, punctual, confident, faced the audience with out notes, audible voice with varied tone, well organised with prompt notes.	0	1	2	3	4	5
2. Presentation 2: Reasons given for vision statement and health priorities (persuasive, relevant, sensible)	0	1	2	3	4	5
3. Presentation 3: Reasons given for chosen strategies (practical, relevant, clear)	0	1	2	3	4	5
4. Logical sequence: Presentation done in a logical sequence clearly understood by the audience; answers two questions calmly and clearly; timing is accurate 10 – 15 minutes	0	1	2	3	4	5
HPS written plan						
5. Neat plan, written in child friendly language, good spelling and grammar, clearly drawn table, bullet points and numbered lists used well	0	1	2	3	4	5
6. All sections included: name of school, vision statement, who was consulted, health priorities, chosen health outcomes, chosen strategies, people who are responsible, resources needed, timeline and indicators	0	1	2	3	4	5
7. Outcomes – at least four health outcomes written in the correct style and in priority order; sensible and achievable outcomes in a logical order; outcome cover more than one of the 6 dimensions of health	0	1	2	3	4	5
8. Strategies – a least two strategies for each outcome; relevant, sustainable, practical with details of the resources needed and the people responsible	0	1	2	3	4	5

HPS Module 1 exam questions

1. What is a health promoting school? (1 mark)
2. List the six dimensions of health and well being. (½ mark each, 3 marks)
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
3. Select one of the six dimensions of health and list four examples of good health for that dimension. (½ mark for each example, 2 marks)
4. List two benefits of health promoting schools. (2 mark)
5. Explain how one NDoE policy helps to improve children's health. (2 marks)
6. List one health and one education right of children (2 marks)
7. Give one example of how gender equity leads to good health (1 mark)
8. Write one strategy that schools can use to promote gender equity (1 mark)
9. What does SLIP stand for? (1 mark)
10. Why is good health important to improving learning in schools? Explain using one example. (1 mark)
11. Name four primary school subjects that have health related learning outcomes (½ mark for each correct subject, 2 marks)
12. Chose one stakeholder and explain why it is important they are involved in the HPS planning (2 marks)

Total: 20 marks

HPS Module 2 exam questions

1. List four health issues in PNG primary schools (½ mark for each, 2 marks)
2. Give one example of a negative cultural health practice that affects boys (1 mark)
3. Give one example of a negative cultural health practice that harms girls (1 mark)
4. List two types of malnutrition and explain their effect on child's learning (4 marks)

Type of malnutrition	Effect on the child's learning

5. List two types of child abuse (½ mark for each, 1 mark)
6. Give two examples of how alcohol abuse harms the school. (2 marks)
7. Explain two strategies for reducing smoking and drug abuse in school children. (2 marks)
8. What is bullying? (1 mark)
9. Describe four ways schools can reduce bullying? (½ mark for each, 2 marks)
10. Why is a ventilated pit latrine better? (1 mark)
11. List two common communicable diseases in schools? (½ mark for each, 1 mark)
12. Choose one health service and explain how it is important for improving learning. (1 mark)
13. List two emergency situations when you would evacuate the classroom (½ mark for each, 1 mark)

Total: 20 marks

HPS Module 3 exam questions

1. Draw the HPS planning and write the correct 6 steps. (½ mark for each correct step in the correct place, 3 marks)
2. Why should the vision statement be written in child friendly language? (1 mark)
3. Why should you use an HPS checklist for assessing a school? Give two reasons. (2 marks)
4. What factors should you consider when you prioritise health issues? Give at least two factors. (2 marks)
5. Select one stakeholder and list two strategies for getting them involved in the HPS program (2 marks)
6. Bongo Primary School has problems with bullying. Write a suitable health outcome for an HPS plan. (1 mark)
7. Gongga Primary School has problems with lots of absences for diarrhoeal diseases. List one short term, one medium term and one long term strategy for solving that health problem. (3 marks)
 - a. Short term strategy....
 - b. Medium term strategy....
 - c. Long term strategy...
8. List 2 common features of a successful HPS plan (2 marks)
9. What are the characteristics of a good HPS leader? List four characteristics. (½ mark for each, 2 marks)
10. HPS plans need to be sustainable. List two strategies for making a plan sustainable (½ mark for each, 1 mark)
11. Explain the importance of being a healthy role model. (1 mark)

Total 20 marks

How to conduct HPS in-service in schools

Every school, teachers college and their community can make a difference to health. You may be asked to run in-service for field teachers or DEP(I) students as part of the national teacher in-service plan and SLIP. You might be asked to train teachers from a cluster of schools during block teaching, for example.

You are encouraged to use new graduates as well as external trainers, teachers from successful HPS schools, NGOs, Standards officers, health workers and Churches to facilitate sessions.

These sessions are suggested sessions for HPS in-service. You can also use the Student Teacher Course Book and your Lecturer Guide as a resource. Good luck and good training!

	In-service session (approx 1 ½ hours)	Session outcomes By the end of the session teachers can...	Who else could help facilitate this session?
1	What are the benefits of HPS?	<ul style="list-style-type: none"> Identify and list the benefits of Health Promoting Schools Explain and define health promoting schools 	Newly trained teachers, teachers from an HPS school
2	What is good health and well being?	<ul style="list-style-type: none"> Discuss and map the six dimensions of health List specific school health issues for each dimension 	As above
3	Health policies	<ul style="list-style-type: none"> Explore the NDoE HIV/AIDS Policy and explain how it improves children's health Explore the NDoE Behaviour Management Policy and explain how it improves children's health Explain the relationship between gender equity and good health 	Teachers trained in health, HIV/AIDS, gender equity and school based counselling or Standards officer
4	Child rights and a child friendly school	<ul style="list-style-type: none"> List child rights for health and education Discuss strategies for child protection in schools 	Child rights NGO, teacher from a Child Friendly School, school based counsellor
5	Good health equals better learning	<ul style="list-style-type: none"> Explain what a school learning improvement plan is Justify why health is important to improving learning in schools List the components of a health promoting school learning improvement plan 	Headteacher, Standards officer, teacher who knows about SLIPs

6	Health issues in primary schools	<ul style="list-style-type: none"> • Identify health issues for primary schools across the six dimensions of health • Rank school health issues in order of importance and justify the priorities 	Newly trained teachers, teachers from an HPS school
7	The HPS planning cycle	<ul style="list-style-type: none"> • Explain the steps to the HPS planning cycle • Link HPS planning with the primary school SLIP • Write a healthy vision statement for their school 	As above
8	Is our school a healthy, child friendly school?	<ul style="list-style-type: none"> • Understand and use the HPS checklist • Prioritise their own school health needs 	As above
9	HPS planning best practice	<ul style="list-style-type: none"> • Explain what is meant by planning best practice in HPS • Demonstrate/show correct skills in planning best practice in HPS • Understand and use the HPS plan format 	As above
10	Action planning – starting to become a HPS	<ul style="list-style-type: none"> • Explain what kind of leadership is needed to improve health in a school • List practical strategies to sustain HPS plans • Set up an HPS Committee 	Headteacher or teacher from an HPS school

Glossary and acronyms

Advocate	Someone who campaigns and promotes change in society using a variety of strategies
Balanced diet	Taking in foods from all the food groups in correct, healthy amounts at all meals
Best practice	Strategies and behaviours which are the most effective and most sustainable. Examples of good management and good teaching.
Bullying	When a victim is made to feel emotional, mental or physical pain by someone else
Casualty	A wounded, sick or injured person
Communicable diseases	Diseases that can be passed from person to person (e.g. HIV, TB, malaria, measles, worms). Different diseases have different modes of transmission.
Child abuse	When a child is harmed emotionally, physically or mentally by another person, usually an adult. Abuse can take different forms including neglect and sexual abuse
Child Friendly School (CFS)	A school that is safe, inclusive, friendly and welcoming to both boys and girls and which has an effective and equitable learning environment for all children
Defecate	Producing faeces
Drug	A chemical that alters normal body functions such as marijuana or alcohol or nicotine
Emergency	A crisis situation when a person's life or health is suddenly threatened
Empathy	Understanding the feelings of others and being able to imagine what they feel like
First Aid	Initial emergency assistance offered to someone who is injured or sick
Gender equity	Equal opportunities and treatment of boys and girls
Hazard	A potentially risky situation such as a flooding river or unsafe object such broken glass.
HPS	Health Promoting Schools. These are schools which plan and manage strategies to improve the health of students
Immunisation	Protecting someone against a communicable disease by giving them a vaccine to prepare their immune system to fight the disease later in life
Natural disaster	A major emergency event which is caused by a natural process and harms many people. For example, tsunami or earthquake.
NDoE	National Department of Education
NDoH	National Department of Health
Non-communicable disease	An illness that cannot be passed to someone else. Usually caused by the environment, genetics or lifestyle. E.g. heart disease, lung cancer, asthma, diabetes
Nutritional status	Whether someone is getting a balanced diet
Occupational health	Well being at work. For example, at school. Having the opportunity to do productive, valued and interesting work. Having a safe working environment

Parasite	A living creature that uses the body of another living thing as a home and as a free source of nutrients or energy. For example, malaria, worms, lice
Peer educator	Someone who is trained to share their knowledge and skills with their peer group. Usually in one-to-one or small group interactions.
Peer pressure	When a person's friends and peers persuade them to do something or a person does what their friends do to be part of a group. Can be negative or positive
Planning cycle	The whole process of planning. It is a continuous process. SLIP and HPS have planning cycles.
Rape	When a person forces another person to have sexual intercourse (vaginal, anal or oral sex) against their will. Rape is a criminal offence. Schools must help rape victims to get medical attention including Post Exposure Prophylaxis for HIV
Safety	When a person is not at risk of mental, emotional or physical harm from their environment or from people
Sanitation	Clean drinking and washing water and safe, healthy toilets
School based counsellor	A trained teacher or staff member who counsels students and staff. There should be one male and one female at all large primary schools and all secondary schools
SLIP	School Learning Improvement Plans. These are school plans for managing school improvements in teaching, in-service, infrastructure etc. HIV/AIDS and gender equity are compulsory parts of a SLIP process and plan.
Sexual assault	When a person physically attacks another person in a sexual way. Sexual assault is a criminal offence.
Sexual harassment	When a person bullies another person using sexually explicit words, jokes or sexual touching.
Stakeholder	Someone who must be involved and consulted in a process for the plan to work well
UNCRC	United Nations Convention on the Rights of the Child. An international agreement signed by PNG and most other countries.
Universal Basic Education (UBE)	Free and compulsory Elementary and Primary education to Grade 8
World Health Organisation (WHO)	An international organisation which promotes and supports health programs

Contact list

Health Promotion, Department of Health
301 3826

Your local health centre and Church health service

Your local Provincial AIDS Council or District AIDS Council

Your Provincial Guidance Officer and Standards Officers

Your District Women's Facilitator, Basic Education Development Project (BEDP – AusAID)
323 2210

Primary Curriculum Officer- Health
Mr Harold Ure, Curriculum Development & Assessment Division, Department of Education
Harold_Ure@educationpng.gov.pg
325 7555

UNICEF (including Child Friendly Schools)
321 3000

Save the Children PNG
732 2473

Childfund
323 2544

World Vision
311 2530

Population Education Project (UNFPA), Department of Education
324 6487

PNG Family Health Association
472 6523

ADRA
472 7058

Hope Worldwide
325 6901

Red Cross PNG
325 8759

BAHA HIV/AIDS Advice line (Mon-Fri 8-5) 7200 2242

Health lesson warm-ups!

These are for you to use with your students as motivators, energisers or as a method for introducing your lesson.

1. Things We Share

Stand or sit in a circle. One person stands in the middle. The people in the circle stand on a leaf or thong or piece of paper or sit on a chair. The person in the middle calls out something about themselves and people have to change places if that is shared by them. Last person to stand on a spot must go in the middle and call out something about themselves.

e.g. "I have no children", "I like dogs" "I know how to use a condom" "I am a Blues supporter" "I was born in January" "I am not wearing a meri blouse" "I don't like tinned fish" etc

2. Pukpuk, Man, Meri (a variation on Paper, Stone, Scissors)

Stand the participants in two rows facing each other. Show them the symbols for pukpuk (Snap!), man (Muscles!) and meri (Hips!).

The man will beat the pukpuk. The meri will beat the man. The pukpuk will eat the meri.

Count 1,2,3 and they have to make their symbol and see who wins. Play offs and finals are optional. Good for building self confidence and team work.

3. Three truths and a lie

Each person writes 4 sentences on a piece of paper about themselves. 3 must be true and one must be a lie. They then walk around and introduce themselves to other people, share their sentences and the other person has to guess which one is the lie. After 5 minutes, each person stands up and reads out their sentences and tells everyone which one was the lie. Excellent for communication skills.

4. Body writing

Great physical warm up. Choose a name from the group and ask the participants to stand up and write this name with...an arm, their head, a leg, their whole body! Excellent for self confidence and building self esteem.

5. Remember Me

Choose a suitable diagram or picture from a textbook/your own work. Put the participants in teams. One member of each team runs to the front and has 30 seconds to look at the picture/diagram. Then they run back and their team has to draw the diagram. After 1 minute the next person runs up for a 30 second look and back to their team to improve the picture. And so on...then show the picture and judge the best team. Excellent for team work and communication skills.

6. Pictionary

Sort the participants into teams. You will need a blackboard. Call up one member of the team. You will show them a card with a word or phrase on. They have to draw this on the board (no words allowed!) and their team have to shout out their guesses. First team to call out the right word wins a point.

Some possible cards...

Action words; holding hands, sex, being faithful, saying no, going for a blood test etc
Naming words: condom, virus, woman, teenager, homebrew, teacher, STI, pubic hair etc

Emotional words: love, caring, lust, Christian, sadness, hope, dreaming etc

7. Name 10....

In two minutes individual participants have to brainstorm 10...

...ways for a teacher to be a health role model. Then feedback onto the board listing as many ways as possible. Fast and furious and works well as revision in primary schools. Always play it again the next day to reinforce the 10 list.

Here are some others for you to use with your group...

- ...10 strategies for improving sanitation
- ...10 common health issues for primary schools
- ...10 teachers who are good health role models
- ...10 ways to make a school child friendly
- ...10 reasons gender equity is important
- ...10 strategies for involving stakeholders
- ...10 communicable diseases
- ...10 rights of children
- ...10 rules for a healthy classroom or school
- ...10 acronyms we use in education like OBE!

8. Reflection questions

The teacher places 3 questions on the board to stimulate the students (e.g. "Do young men respect young women? Why? Why not?"). Students reflect on this individually and then discuss with a partner. Then they can be asked to report their partner's views.

9. Yes! No! game

In pairs the students face each other. One can only say "yes!" and the other can only say "no!". Using only these words they have to persuade their friend to change their word....by begging, shouting, cajoling. Excellent for voice skills.

10. My Bilum

Everyone has a bilum. In the bilum write pieces of 10 paper with People who are precious to me. With a partner students explain why they put that name in the bilum

Other things that could go in your bilum (e.g. things I am proud of...My strengths...5 things I have done this week for others...10 things that help me relax). Excellent for self esteem. People can also add things to your bilum (e.g. how you helped me this week)

11. Oh Henry! (or, Oh Henrietta!)

Students stand in a circle of 6. In turns they step forward and say “Oh Henry!” in a different voice (e.g. angry, sad, depressed, worried, caring). The other students have to guess which voice they are using. Excellent again for communication skills.

Sadness, anxiety, pain, anger, joy, confusion, fear, love, depression, grief, passion, rage, jealousy, guilt, annoyance, misery, happiness, grief, regret, laughter etc

12. Vote with your feet

Teacher prepares three statements on the floor: I AGREE, I DISAGREE, I AM NOT SURE. Teacher then reads out prepared values statements and the students move to the right place. Students can explain their decisions and move if they are persuaded by the teacher. 6 statements is a good number.

Good questions for the teacher to ask include: “why did you choose to stand there?”, “What would it take for you to change your mind?”, “How do you know you are right?” Here are some example statements to vote on...

- ...most schools are health promoting
- ...my own health is good
- ...having a vision statement is the most important part of the HPS plan
- ...alcohol abuse is the most serious problem in our society
- ...the country will not develop until we have gender equity
- ...smaller families are healthier families
- ...my own school was child friendly
- ...badly managed schools are unhealthy places
- ...the Government gives priority to health in this country

13. What I have learnt....Self reflection where the students list more than 5 things they learnt in the last lesson. Teachers may ask them to sort these into knowledge, skills and attitudes. An extension is for students to list who helped them learn these things.

14. Problem posing

In pairs students write questions for another pair. Excellent for checking for knowledge acquisition.

15. Group race

Participants race around the room and listen out for the trainer to call a grouping and a body part. Then they have to group themselves touching only those body parts

E.g. “Three heads” or “Four elbows” or “Three feet and three hands”

16. “Why” and “Because”

Two rows of people each with a slip of paper. In one row each person writes a “Why” question (e.g. “Why do we teach about Health?”. The other row writes “Because” answers (e.g. Because mosquitoes can grow there”). The two rows should not know what the others are writing. Shuffle the people up and get them to read out their Why and Because alternately. Very funny!

17. Give each person a piece of paper with a word on it. They have to find the person who has the matching word as quickly as possible.

e.g. UBE/Universal Basic Education, love/hate, clean water/no diarrhoea

18. Ten Minute Poster Making

Give out a picture or photo to each group. Ask them to stick it on a piece of butcher paper and make an instant health promotion poster with a catchy slogan and clear message. Ask others to rate the posters. Tok Ples or Tok Pisin is ok!

19. Praise you!

- a. Find a space in or outside the room.
- b. Leader performs 3 praise actions repeated by students e.g. smile, watching blow kiss, shake hands.
- c. Leader says 3 phrases and students repeat e.g. I admire you, You're smart.
- d. Students tell each other "you are wonderful, you are!"

References

NDOE documents available in your college library

NDOE (2003) *Upper Primary Personal Development Syllabus & Teacher Guide*

NDOE (2004) *Lower Primary Health Syllabus & Teacher Guide*

NDOE (2005) *HIV/AIDS Policy for the National Education System of Papua New Guinea*

NDOE (2007, 2008) *HIV/AIDS & Reproductive Health Student Teacher Course Book*

NDOE (2007, 2008) *HIV/AIDS Guidance Posters for Primary Schools*

NDOE (2008) *Health and Personal Development Supplementary Materials Sample Units of Work for HIV/AIDS, STIs and RSH*

Teachers Colleges (various dates) *Health Student Teacher Course Book*

NDoH & NDoE (2005) *School Health Policy Guidelines for Schools in PNG (draft)*

NDOE (2009) *Behaviour Management Policy for the National Education System of PNG*

NDOE (2002) *Gender Equity in Education Policy*

PASTEP (2002) *Health & Gender Equity & Community Development Lecturer & Student Support Materials*

Approved health resources for use in schools and in your library

Oxford University Press (2005) *Personal Development Teacher Resource Book, Student Book 1&2*

Oxford University Press (2006-8) *Health for the Pacific series*

UNICEF, *Child Friendly Schools Training Manual*

Resources used in the writing of this course

NDoH (2003) *Health Promoting School Training for Teachers Participants Activity Guide & Reading Material*

WHO (1979) *Primary School Physical Environment & Health*

Macmillan (1985) *Sanitation without water* (revised edition)

Christian Books Melanesia (1985) *Health Care Manual for Community Health Workers*

UNICEF (2002) *Facts for Life 3rd Edition*

WHO (2003) *Creating an Environment for Emotional and Social Well-Being. An important responsibility of a Health-Promoting and Child Friendly School*

WHO (1996) *Promoting Health Through Schools*

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University of South Pacific (1990) *Food, Drink and Non-Communicable Diseases*

D. Stewart, A.H. Hudson, C. McLaughlin (2008) *The Health Promoting Teachers' College, Education to Counter HIV AIDS.*

NDoH documents

NDoH (2005) *Healthy Island: An Approach to Build Healthy Communities and Population*

NDoH (1996) *Nutrition Policy for PNG*

NDoH (2004) *National Tobacco Control for Policy PNG*

NDoH (2006-2009) *Strategic Plan for PNG Health Sector*

NDoH (2003) *National Policy on Health Promotion*

How to give feedback on these units of work

We encourage all lecturers and teachers to give us feedback on these materials. If you have any comments, suggestions for improving these materials or if you find any errors in the text, please contact:

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Learning about HIV/AIDS: our schools, our future, our responsibility