Session 1: Community involvement to promote health

HEALTH AS A SOCIAL ISSUE

- Health is not only a medical matter, but also a social issue.

- Social factors have a direct influence on health.

- Public health authorities are developing global strategies to combat social triggering factors.

- Community involvement in these strategies is essential for an effective development.

SEDENTARY LIFESTYLES

- Sedentary lifestyles have led to a considerable rise in overweight rates and in several chronic diseases.

- Obesity has become the new human pandemic.

- In 2014, 1.9 billion adults were overweight.

- The number of children with obesity problems is expected to reach 60 million by 2020.

Smoking

- Smoking is the main cause of illness and death around the world.

- 5 million people die every year in the world due to smoking.

- By 2030, the number of deaths from tobacco will reach 10 million.

- Young people in Europe are starting to smoke at an earlier age.

- Its growth is linked with social and cultural factors.

ALCOHOLISM

- Our current society is too permissive about alcohol consumption.

- Alcohol causes 3.3 million deaths every year, many of them of young people.

- Alcoholism takes the third place among the risk factors for poor health worldwide.

- Alcohol consumption causes many health and social problems.

STRESS

- The WHO connects stress with cardiovascular diseases and regards it as one of its risk factors.

- Personality and lifestyles can lead to a situation of chronic stress.

- Chronic stress can come to cause highly negative health changes.

HEALTH EDUCATION AND ITS CONCEPTUAL EVOLUTION TOWARDS A PARTICIPATORY APPROACH: THE TRADITIONAL MODEL AND THE PARTICIPATORY MODEL

- Health Education is the best tool to promote health.

- Its development has been influenced by a change in the concept of health.

- Health Education is not only useful to give information, but also to motivate citizens in the promotion of their health.

- There are two Health Education models (traditional and participatory)

HEALTH EDUCATION AND ITS CONCEPTUAL EVOLUTION TOWARDS A PARTICIPATORY APPROACH: THE TRADITIONAL MODEL AND THE PARTICIPATORY MODEL

Características	MODELO DE EDUCACIÓN PARA LA SALUD	
	"Tradicional"	"Participativo"
Fin fundamental	Conocimiento	Emancipación "Empoderamiento"
Teoría de "aprendizaje	Transmisión de conocimientos	Interacción social
Papel del sujeto	Receptor y constructores del conocimiento	Utilización del conocimiento para interacción con los demás en tareas sociales
Papel de la Comunidad	Cliente y Contexto	Protagonista
Papel de Educación para la Salud	Autoridad	Organizadora de proyectos participativos de grupo en la comunidad

COMMUNITY AND SOCIAL CAPITAL. KEY ASPECTS OF COMMUNITY INVOLVEMENT, STRATEGIES THEY PROMOTE AND CHANGE PROCESSES IN LOCAL CONTEXTS

- The Ottawa Charter (1986) stipulates the need of citizen participation in health promotion.

- Health promotion programmes must favour integration and be cross-sectoral, aiming at the community and a transversal approach.

- Shared responsibility between the State and the population.

- Advantages: citizen empowerment, improved efficacy, efficiency, greater social cohesion.

COMMUNITY AND SOCIAL CAPITAL. KEY ASPECTS OF COMMUNITY INVOLVEMENT, STRATEGIES THEY PROMOTE AND CHANGE PROCESSES IN LOCAL CONTEXTS

Strategies to promote social involvement.

Fortalecer la organización y la participación plural de la población, a través de la creación de espacios democráticos de deliberación, negociación y concertación para fomentar el compromiso y la corresponsabilidad a diferentes niveles territoriales y ámbitos del Sistema nacional de salud.
Institucionalizar la participación de la población y de los trabajadores de la salud en la gestión y administración en salud a nivel nacional, subnacional y local.
Ampliar las oportunidades de conocimientos, capacidades y habilidades de la población en materia de salud, para el desarrollo de la cultura de participación social.
Crear mecanismos e instrumentos que permitan la participación social en la administración y gestión de las instituciones del sistema de salud.

MODEL FOR COMMUNITY INVOLVEMENT IN HEALTH: PRECEDE-PROCEED

- Precede-Proceed Model: method of community involvement used for health promotion.

- It allows to

  - Explain health-related behaviours and environments.

  - Plan and evaluate necessary interventions.

  - Influence behaviours and life conditions.
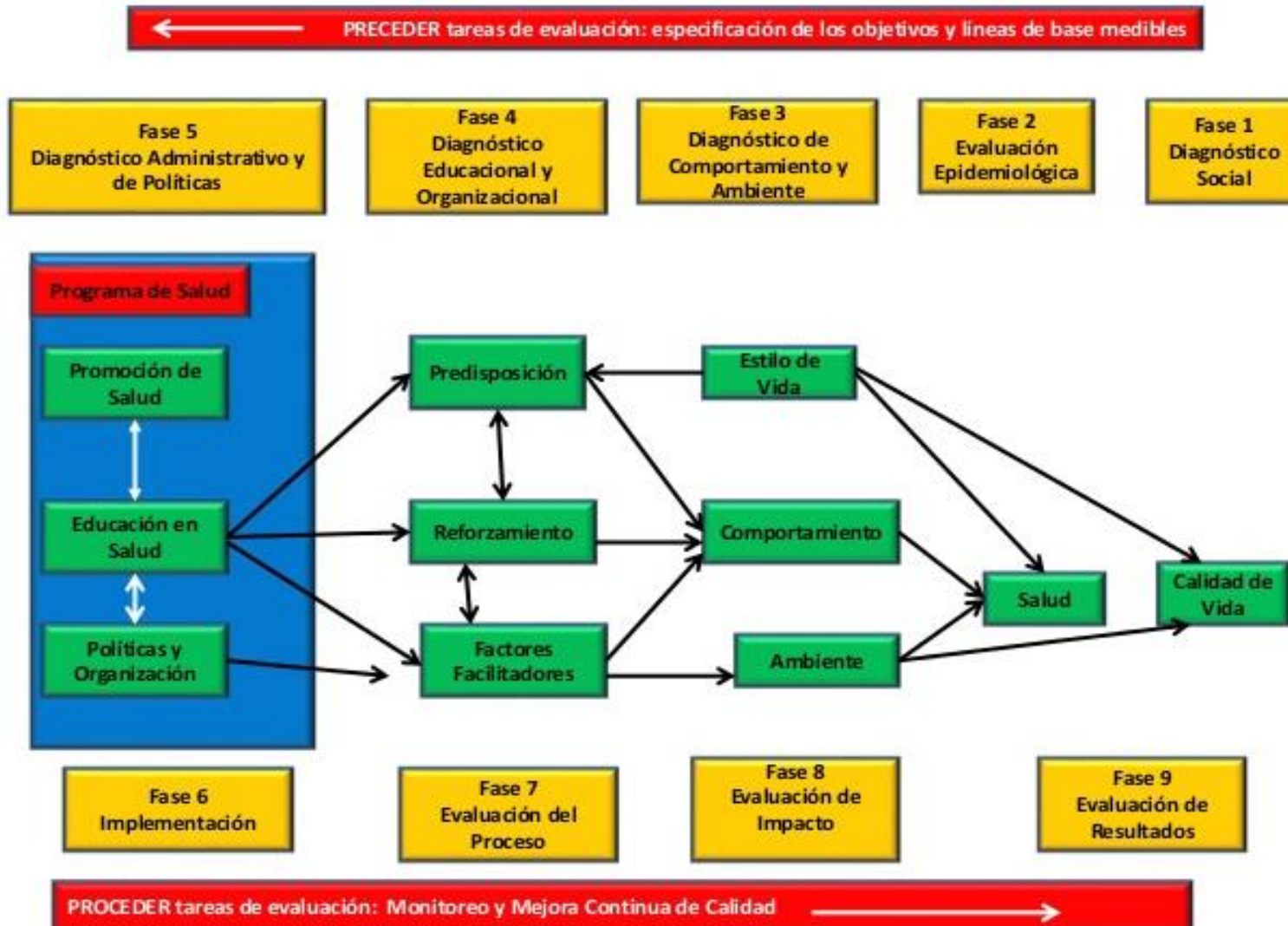
MODEL FOR COMMUNITY INVOLVEMENT IN HEALTH: PRECEDE-PROCEED

- Precepts of the model.

  - It must be structured as a participatory process.

  - Given its nature, health is a community issue.

  - Health is included within the context of the quality of life.

  - Health goes beyond physical well-being or the absence of disease.

MODEL FOR COMMUNITY INVOLVEMENT IN HEALTH: PRECEDE-PROCEED

PRECEDER tareas de evaluación: especificación de los objetivos y líneas de base medibles

Fase 5 Diagnóstico Administrativo y de Políticas

Fase 4 Diagnóstico Educacional y Organizacional

Fase 3 Diagnóstico de Comportamiento y Ambiente

Fase 2 Evaluación Epidemiológica

Fase 1 Diagnóstico Social

Programa de Salud

Promoción de Salud

Educación en Salud

Políticas y Organización

Predisposición

Reforzamiento

Factores Facilitadores

Estilo de Vida

Comportamiento

Ambiente

Salud

Calidad de Vida

Fase 6 Implementación

Fase 7 Evaluación del Proceso

Fase 8 Evaluación de Impacto

Fase 9 Evaluación de Resultados

PROCEDER tareas de evaluación: Monitoreo y Mejora Continua de Calidad

Session 2: Health promotion in urban areas (1st part)

THEORETICAL JUSTIFICATION

- Close relationship between the physical environment, lifestyle habits, social and economic conditions and health.

- Need to address what type of food is consumed in the urban environment.

- Environmental conditions affect the living conditions and pupil well-being.

- **Objectives:**
  - To educate on healthy eating.
  - To promote the use of environmental education to develop healthy living habits and foster pupil well-being.

1. Educating for a healthy diet

Educating for a healthy diet

- People's social and economic conditions are decisive in the access to fresh and nutrient-rich foods.

- The selection of the foods that make up the diet depends on nutrition knowledge.

- Nutrition education can be achieved with horticultural production. Thus, everyday life habits are transformed.

EDUCATING FOR A HEALTHY DIET

- The combination of nutrition education and horticulture affects dietary habits:
  - it increases people's interest in vegetables.
  - a behavioural change in the daily food consumption occurs.
- Food production is only useful if it is supported by nutrition education.

STRATEGIES TO PROMOTE A HEALTY DIET FROM SCHOOL.

1. CREATING ECO-FRIENDLY SCHOOL GARDENS I

- Learning objectives:
    a. To learn how to grow healthy foods.
    b. To understand the connections between diet and health.
    c. To respect the environment.
    d. To detect links between horticulture and proper nutrition.
    e. To appreciate the value of fresh fruits, vegetables and legumes.
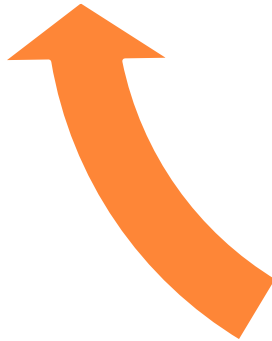   f. To reject junk food.

1. CREATING ECO-FRIENDLY SCHOOL GARDENS II

1. School Garden

2. Nutrition Education

3. Healthy diet

1. CREATING ECO-FRIENDLY SCHOOL GARDENS III

Development activities

- Watching videos about the creation of school gardens.

- Learning about other educational experiences:
  - Mare de Deu del Carme School: the garden is part of the educational activities of the institution, but with the cooperation from the neighbours in a plot owned by the Tarrasa town hall.
  - *Edible School Yard* in Berkeley, California: they grow organic foods, prepare them and consume them at school.

STEPS TO IMPLEMENT SCHOOL GARDENS

1. Reflecting upon the products we want to grow ➔ considering what do we eat, what do we need and what can we grow.

2. Analysing the situation and studying what is needed.

3. Deciding what is going to be grown and why.

4. Planning the steps and procedures to follow in order to cultivate the products.

5. If the products are to be consumed at school, planning the meals that are going to be prepared.

CREATING ECO-FRIENDLY SCHOOL GARDENS V

- Advantages of using school gardens:
    - Learning by doing ➜ meaningful learning for pupils, thus increasing their knowledge.
    - Pupils can practise cooperative teaching with their classmates.
    - Highly motivating activities for the pupils.
    - It promotes both family and community interaction.

2. SUPPLEMENTAL EDUCATIONAL ACTIVITIES

➤ Building a small tank to collect rainwater.

➤ Keeping the accounts for the products.

➤ Making information leaflets about the nutritional, social and economic value of some of the products grown in the garden.

➤ Analysing the products used for lunch at school.

2. SUPPLEMENTAL EDUCATIONAL ACTIVITIES

➢ Developing training activities with families at school about nutrition education and the self-production of food.

➢ Family involvement in the creation of home gardens:

  ➢ at the house gardens, rooftops, balcony or terrace.

1. EDUCATING FOR ENVIRONMENTAL CARE

EDUCATING FOR ENVIRONMENTAL CARE

- Health depends on the quality of our natural, social, cultural and built environment.
- Environmental factors affecting health: water and air quality, noise, smells and lighting.

AIR POLLUTION I

- Causes of air pollution: traffic, means of transport, heating, industrial emissions, agriculture and livestock farming.

- Consequences of air pollution:
  - excessive mortality rates
  - high economic cost
  - diseases in the population: bronchitis, lung cancer, cardiovascular diseases, asthma in children

STRATEGIES TO DEVELOP AT SCHOOL IN ORDER TO FIGHT AIR POLLUTION

- Limiting the access of vehicles around schools ➜ improves air quality, reduces noise levels and increases safety.
- According to the Centre for Research in Environmental Epidemiology (2015): the higher the number of trees within and surrounding the school boundaries:
  - the lower the level of air pollution inside and around the school
  - this improves pupils' physical and mental health.
  - Planting trees at school and vegetation around it is necessary.

Noise pollution

- Causes:
  - Industrial and construction activities, means of transport.
  - Leisure activities: increased exposure to loud sounds at entertainment venues (cinemas, nightclubs, concerts, sporting events, gyms).
  - Music players and mobile phones: usually reproduce sounds at high volumes for a long period of time ➔ nearly 50% of teenagers and young people aged from12 to 35 are exposed to detrimental noise levels.

STRATEGIES TO DEVELOP AT SCHOOL IN ORDER TO FIGHT NOISE POLLUTION I

- Raising pupil awareness of the detrimental effects for health derived from the exposure to high noise levels.

- Making pupils aware of the good uses of mobile devices:
  - keeping the volume on the device low ➔ less than 60% of the maximum volume
  - using earplugs to protect the inner ears at sporting events or other noisy environments.

- Having access to a noise map of the area.

- Implementing action plans to reduce environmental noise at school.

Strategies to develop at school in order to fight noise pollution II

- Learning about the health guidelines concerning noise levels as adviced by the WHO.
- Analysing noise levels at school:
  - Pupils will measure them by using mobile devices and downloading the app "Sonómetro" ➔ every day they will detect the average amount of noise in different areas of the school and at different times.
- Creating a campaign to raise awareness: *All against noise!*

Sesión 3: Session 2: Health promotion in urban areas (2nd part)

Mobility , physical activity and public open spaces

THEORETICAL JUSTIFICATION

- Mobility and physical activity influence individual and community health.

- Physical inactivity is the fourth risk factor for the mortality rate (3.2 million deaths).

- Regularly practiced physical activity reduces the risk of diseases : coronary heart disease, stroke , type II diabetes , depression, hypertension , breast and colon cancer .

- It is essential for weight control.

PHYSICAL ACTIVITY I

- Benefits of physical activity for the health of children and young people aged 5 to 17 years :

  - improving physical form (both muscle strength and cardiorespiratory functions)

  - reducing body fat

  - increased bone health

  - Psychological : lower presence of symptoms of depression.

  - Recommendation: at least 60 minutes a day , in two batches of 30 minutes.

PHYSICAL ACTIVITY I II

- In addition, for three or more days a week :

- do resistance exercises to improve muscle strength

- aerobic exercise to improve cardiorespiratory functions

- How to develop physical activity ?

- Games , travelling , sports , recreational activities, physical education or planned exercise , in the context of family, school and community activities.

MOBILITY

- Physical activity is conditioned by :

- social and economic context
- both the natural and urban physical environment
- individual preferences.

- Being physically active in three areas :
  - study, encouraging mobility :
  - walking or cycling to school
  - home : with chores , or garden .
  - in leisure time : participating in sports activities..
- The use of private vehicles increases physical inactivity.
- Active mobility increases physical activity and reduces sedentary lifestyle.

MOBILITY STRATEGIES AND PROMOTION OF ACTIVITIES TO BE PROMOTED FROM SCHOOL I

- Educate students and families in the use of public transport :

- It reduces air pollution.

- It reduces stress and

- It expands social contact.

- It favors physically activity , walk or bike ➔ The reasonable distance is from 300 to 500 meters.

○ A good public transport system facilitates access to health, social and educational public services , especially important for vulnerable community groups (children / as, elderly , disabled , etc.)

Mobility strategies and promotion of activities to be promoted from school II

- Raising awareness to integrate physical activity as a routine in daily life is achieved ➜ meet the minimum requirements of daily physical activity. It is successful when the person has the easiest option to choose a behavior that is favorable to health.

- Promote among students to walk/run short distances between different destinations ; eg , about 500 meters, equivalent to about 5-10 minutes walk.

  - Perform complementary or extracurricular activities in which you can walk or ride a bike.

MOBILITY STRATEGIES AND PROMOTION OF ACTIVITIES TO BE PROMOTED FROM SCHOOL III

- Designing safe paths to school:
  - groups of children supervised by an adult can go or walk back from school . Families can take turns in daily surveillance.
  - groups of children / walking alone / to school: community participation is required from local shops , neighbors, etc. in monitoring the route during the return to school.
  - riding a bike to school , designing safe routes in cooperation with the local authorities . The center can become involved in providing enough parking for bicycles.

- Encourage the use of more safe and attractive public open spaces that are suitable for active leisure ➜ increased activity.

- Especially those open public spaces that are equipped with paths for cyclists and walkers or are equipped with tennis and / or tracks to play sports , etc.

- The greater the variety of uses , the greater the heterogeneity of users ➜ promote its use among students and families.

OPEN PUBLIC SPACES I

- Public open spaces include green areas such as parks , gardens, squares , recreational areas , pedestrian and bicycle lanes, as well as rivers or beaches in those urban areas.

  - They are a place for meetings, demonstrations and creative events , which are usually spontaneous and uncontrolled , but with opportunities for physical activity.

OPEN PUBLIC SPACES II

- It is an open space to all citizens without discrimination of gender, age or socioeconomic status.

- These spaces contribute to social cohesion and promote physical and mental health, especially in children.

- It encourages communication and social relations by enhancing self-esteem and reducing the risk of social isolation and depression.

- These green areas and gardens reduce stress and mental fatigue through contact with nature.

OPEN PUBLIC SPACES III

- It can be enjoyed only if it is a comfortable, independent , without barriers and being safe from accidents space.

- Its use is favored if they are equipped with such furniture, shadows , fountains , playgrounds, etc.

- Social cohesion and a sense of belonging to the place is promoted through dialogue to improve the public spaces.

OTHER HEALTH AND PHYSICAL DETERMINANTS AND STUDENTS PSYCHOLOGICAL FACTORS.
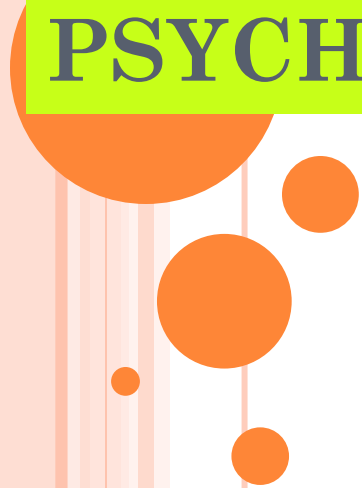
OTHER HEALTH AND PHYSICAL DETERMINANTS AND STUDENTS PSYCHOLOGICAL FACTORS

- To have a home and perceive safety in the environment that affects the welfare and health of the / the children.

- Teachers must be aware of the conditions in which the school pupils live , because these conditions influence their personal welfare and school performance ➜ decisions that are taken at school must not harm the students who live in these but foster condition that respond to their needs.

LAS CONDICIONES DE HABITABILIDAD

- Many native and immigrant students live in houses or flats with humidity ➜ suffer from diseases such as asthma , allergies and respiratory infections.

- Low indoor temperature is associated with poor health as well as cardiovascular disease   is related to chronic stress and the transmission of respiratory infections.

- If the homes are located in unsafe social environments ➜ these homes can have adverse affects on physical and mental health and this does not encourage interaction and social cohesion.

SAFETY

- Insecurity produces lack of social contact, isolation and reduction in daily physical activity.

- Incivility or poor neighborhood conditions are associated with increased perception of insecurity.

- Spaces must have good visibility to ensure easy and secure movement.

- The lighting of these spaces must be adequate.

- Shops and services on the ground floors of buildings generates more activity on the streets as well as good natural surveillance.

Session 4: Health promotion in natural areas.

THEORETICAL JUSTIFICATION

- Six out of ten Europeans are obese or overweight (59 %).

- There is a need to reduce these risk factors , by intervening directly on the attitudes and behaviors of individuals ➔ contribution of green spaces in a very effective manner.

- Children affected by *Nature Deficit* : stress, attention deficit hyperactivity disorder and anxiety , affecting children / as lack of contact with the natural environment (Louv , 2005).).

- Minimum investment ➔ high economic , social and health costs are avoided in the future (Giraldo, Toro, Macías, Valencia y Palacios, 2010)

NATURAL AREAS POSTIVE EFFECTS I

- Positive effects of green space and on the physical health (Mujica , 2013) :
- Decreased risk of cardiovascular disease
- Production of vitamin D
- Recovery from illnesses
- Increased Immune response

NATURAL AREAS POSTIVE EFFECTS II

- It facilitates social participation
- It helps to promote healthy lifestyles
- It provides good experiences for children and youth
- It reduces violent attitudes
- It helps to face life in a more positive way
- It promotes psychological well-being
- It increases productivity and concentration
- It improves self-esteem
- It promotes attitudes of group cooperation

NATURAL AREAS POSTIVE EFFECTS III

- Children who have access to nature :
- learn best
- usually calmer ,
- behave properly
- more creative
- better dominate critical thinking.
- It fills their physical , emotional and spiritual deficits (Louv , 2005).

NATURAL AREAS POSTIVE EFFECTS IV

- Motivating due to the unusual character facilitating educational situations for the children. (Arroyo , 2011) .

- It promote the social aspects.

- It improves physical motor skills and attitude.

- These experiences generate in students and teachers experiences , feelings and relationships that foster personal growth.

- It creates an emotional and energetic link with the nature .

ACTIVITIES

- Orientation activities
- Exploring nature
- Popular games
- Trekking
- Camping
- Climbing
- Rescue
- Horse riding
- Water activities.

HURDLES

- Potential negative consequences on the environment :
- Overcrowding
- Negative impact
- Accumulation of garbage
- Soil erosion
- Contamination
- Alteration of the landscape .
- Proliferation of access and equipment
- Increase wastewater➔
- El colegio ha de establecer medidas para evitarlo

COMPLEMENTARY ACTIVITIES I

- Birds nests manufacturing
- Cleaning a section of the ravine or river
- Environment study
- Assessing the impact
- Observation of animals and plants
- Replant trees

COMPLEMENTARY ACTIVITIES II

- Greening dry spaces
- Make natural paints with elements of nature
- Enjoy moments of silence
- Involve the entire educational community in these processes of changing habits , especially families .