

Module Guide

**Module:  
USING LOCAL ENVIRONMENTS AND COMMUNITY INVOLVEMENT TO PROMOTE HEALTH**

Module developed for the Erasmus+ Pupil Health and Well-Being Project 2015 – 2017  
by University of Las Palmas de Gran Canaria.

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# [Module Details](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug1.shtml#_blank)

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| **Module Title:** | **USING LOCAL ENVIRONMENTS AND COMMUNITY INVOLVEMENT TO PROMOTE HEALTH** |
| **Total Study Hours:** | 16 |
| **Contact Hours:** | 12 |
| **Private Study Hours:** | 4 |
| **Pre-requisite Learning (If applicable):** | Any Pre-requisite. |
| **Wider Programme:** | Erasmus Plus Pupil Health and Well-Being Project |
| **Year:** | 2015-17 |
| **Module Authors:** | University of Las Palmas de Gran Canaria. |

# [Short Description](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug2.shtml#_blank)

The aim of this module is to describe the basic theoretical approaches of the use of local environments and community involvement to promote health. This training module will be an intellectual output in the form of new curricula and supporting research and documentation with the intention to introduce trainees to the concept of harnessing local environments and local communities for healthier lives.

It will suggest the different types of local resources that school staff can utilize in the pursuit of active learning and identify the links to local communities that can become involved to widen the health message to the population outside of schools. It will examine mental, physical and social health and the benefits of using the beach, the mountains, urban environments and outdoor activities of all types in learning. The module will comprise four x 3hr sessions of training and the resources developed for the module.

The module develops practices on how to use these theories in action and how to create a school environment that enables change and promotes healthier lifestyles. Participants will experience training opportunities to study the principles of the use of local environments and community involvement to promote health.

An electronic copy of this module guide is available for participants on the project web site ([www.PHWB-project.com](http://www.PHWB-project.com))

**Equality and Diversity**

This Pupil Health and Well-Being Project values and respects the diversity offered in a pluralistic society. We aim to provide a learning community that actively challenges inequality and injustice. For us this means:

1 Actively opposing all forms of discrimination.

2 Recognising diversity of identities as enriching the learning and teaching experience and modelling this in our practice.

4 Providing a safe environment for staff and students to reflect and work on prejudices and stereotypes, including examining the use of inappropriate language.

5 Developing structures and policies that enable participants to participate fully.

6 Supporting a range of learning styles through teaching and module development.

7 Equipping participants with the skills, concepts and values which enable them to challenge inequality and injustice in their future work.

**This module** addresses equality and diversity issues in a number of ways. Equality and diversity education requires not only acquisitions of knowledge but also behavioural change, appreciation of multiple perspectives and willingness to change. The use of this module is expected to help participants increase their knowledge on how behavioural change can occur and acquire new skills for establishing respect for equality and diversity into practice.

# [Aims of the Module](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug3.shtml#_blank)

The aims of this module are to:

* Familiarization with the theories regarding promoting health through community participation and the use of local environments.
* Engage critical evaluation of the main theoretical approaches.
* Analyze how research tested and applied these theories in education settings and in community environments.
* Critically engage with current module topic- related research.
* Develop a contemporary and critical view of promoting health through community participation and the use of local environments.

# [Learning Outcomes](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug4.shtml#_blank)

On successful completion of this module participants will be able to:

## Knowledge and Understanding

* Demonstrate critical knowledge and understanding of the key aspects of promoting health through community participation and the use of local environments
* Demonstrate critical knowledge and understanding of strategies and practices that promote behavioural change and health promotion through community participation

## Intellectual Skills

* Demonstrate critical and analytic knowledge and understanding of current research and notions of good practice in the subject area.
* Analyze the impact of urban and natural areas on health promotion.
* Evaluate the community participation on health promotion.

## Practical Skills

* Be able to find the determining factors of the use of environment for promoting health.
* Be able to work on factors influencing on promoting health through community participation.
* Be able to evaluate the effectiveness of the community intervention in the environment.

## Transferable Skills

* Demonstrate good knowledge of current practice, knowledge and understanding in their field and in related areas.
* Show a willingness and ability to learn and acquire knowledge, including that given by expert colleagues with regard to professional practice.
* Use flexibility and open-mindedness.
* Undertake confident decision-making in complex and unpredictable contexts.

# [Introduction to Studying the Module](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug7.shtml#_blank)

## Overview of the Main Content

There are four strands in each module that will enable participants to develop a breadth of subject and pedagogical knowledge. The strands in this module are:

* Community participation in health promotion
* Health promotion in urban areas (1st part)
* Health promotion in urban areas (2nd part)
* Health promotion in natural areas

## Overview of Types of Sessions

* 4 x 3-hour taught sessions in the form of practical workshops and seminars;
* 4hours of independent study: completing the selected readings for the module and writing of the Learning Journal.

Participants are encouraged to work independently and creatively in an atmosphere of co-operative support and this will be central to the experience. This module encourages and supports active participation.

The Learning Journal is an ongoing reflective tool for participants to complete over the course of the module. This tracks the learning journey of the participant and will become a useful reference point for re-visiting subject knowledge, and teaching and learning ideas in the future.

## 5.3 Importance of Self-Managed Learning Time

Participants will be expected to undertake self-study and reading throughout the module and to reflect on the implications of their reading and module content for their own teaching in school and other settings.

5.4 Employability

The six modules incorporated within the Pupil Health and Well-Being Project introduce participants to some of the fundamental knowledge, understanding and skills that school leaders believe are required in order to be an effective teacher in the current education climate in Europe’s schools. Increasingly, schools need to focus on the education of the 'whole child'. The traditional role of the extended family, of the government and of the church in the formation of Europe's future citizens is changing and in some cases, reducing. The role of the teaching profession is changing as a result. Teachers need to feel equipped to teach in a way that supports the development of our society and ensures our future citizens are happy and healthy. These modules strengthen the training of current and future school educators by providing them with tools to help develop the ‘whole child’. All participants will receive a certificate of achievement on completion of the modules to add to their professional portfolio.

# The Programme of Teaching AND Learning

Module tutors will support teaching and learning through the full use of formative assessment during taught sessions in the following ways:

* Formatively assessing participant microteaching activities.
* Supporting group work formatively.
* The modeling of formative assessment as part of the teaching and learning process.

All resources used in the sessions will be uploaded to the project web site. In addition, *some* resources will be made available in hard copy for use during the sessions.

**Preparation readings**

Most sessions include a preparatory set reading, which participants should complete before the session. Details of the preparation readings are given within each session outline below.

All the preparation readings can be found in electronic copy on the project website. These are available in English, Greek and Spanish.

**Indicative** content for the four module sessions can be found in the sections on the following page.

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| **Session 1:**  Community participation in health promotion |
| **Objectives of the session**   * To become aware of health as a social issue. * To learn about necessary strategies to promote community participation in health.   **Indicative Session Content**  In this session the contents of the module will be developed a theoretical and practical way, to promote a more meaningful learning in students and a major achievement of learning objectives. It will include the following topics:   * Health as a social issue * Education for health and evolution of this concept towards a participatory approach: Traditional model and participative model * Community participation: strategies to promote processes of change in local contexts * Strategies to promote social participation * Model for community participation in Health: Precede-Proceed model |
| **Preparation Reading**  Crosby, R. & Noar, S. (2011). What is a planning model? An introduction to PRECEDE-PROCEED. *Journal of Public Health Dentistry, 71*, 7-15. |
| **Follow up activities**  Completion of Learning Journal reflective comments following the session.  Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session (*Trials of module only*, not INSET). |

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| **Session 2:** Health Promotion in urban areas (1st part) |
| **Objectives of the session**   * To educate for a healthy diet * To promote environmental education in order to develop healthy living habits and foster pupil well-being.   **Indicative Session Content**  In this session the contents of the module will be developed a theoretical and practical way, to promote a more meaningful learning in students and a major achievement of learning objectives. It will include the following topics:   * Educating for a healthy diet * Strategies to promote a healty diet from school   Creating eco-friendly school gardens  Steps to implement school gardens  Advantages of using school gardens  Supplemental educational activities   * Educating for environmental care   School strategies against air pollution  School strategies against noise pollution |
| **Preparation Reading**  CABE (2010). *Community green; using local spaces to tackle inequality and improve health*. London: Commission for Architecture and the Built Environment. (pages: 5-10). |
| **Follow up activities**  Completion of Learning Journal reflective comments following the session.  Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session (*Trials of module only*, not INSET). |

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| **Session 3:** Health Promotion in urban areas (2nd part) |
| **Objectives of the session**   * To promote pupil mobility and physical activity from school * To make pupils aware of the healthy use of public open spaces   **Indicative Session Content**  In this session the contents of the module will be developed a theoretical and practical way, to promote a more meaningful learning in students and a major achievement of learning objectives. It will include the following topics:   * Theoretical justification * Benefits of physical activity for the health of children and young people * How to develop physical activity in children? * Mobility and activity encouragement from school * Other strategies for activity encouragement from school * Use of public open spaces * Other determining factors for pupil health, physical and mental well-being |
| **Preparation Reading**  Grow, H. M., Saelens, B. E., Kerr, J., Durant, N. H., Norman, G. J., & Sallis, J. F. (2008). Where are youth active? Roles of proximity, active transport, and built environment*. Medicine & Science in Sports & Exercise, 40*, 2076–2078. |
| **Follow up activities**  Completion of Learning Journal reflective comments following the session.  Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session (*Trials of module only*, not INSET). |

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| **Session 4:** Health Promotion in natural areas. |
| **Objectives of the session**   * To promote pupil use of green and natural areas from school * To learn about the positive effects of using green and natural areas on pupil physical health.   **Indicative Session Content**  In this session the contents of the module will be developed a theoretical and practical way, to promote a more meaningful learning in students and a major achievement of learning objectives. It will include the following topics:   * Theoretical justification * Positive effects of using natural areas for health and welfare * Advantages of using natural areas * Types of activities to develop * Possible negative consequences for the natural environment * Other possible activities to develop in the natural environment |
| **Preparation Reading**  Gladwell, V., Brown, D., Wood, C., Sandercock, G.& Barton, J. (2013). The Great Outdoors: How a Green Exercise Environment Can Benefit All. *Extreme Physiology & Medicine 2* (1), 1-7. |
| **Follow up activities**  Completion of Learning Journal reflective comments following the session.  Try out some of the activities from the session in school and add to your Learning Journal to feed back in the next session (*Trials of module only*, not INSET). |

# [PARTICIPANT Evaluation](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug9.shtml)

Evaluative feedback will besought from all module participants using a Bristol online survey to provide a rating for each session, module organisation and resources. Participants will also be asked to provide some qualitative feedback about the module. This feedback will be used to inform the development and improvement of the module for future participants.

# [LEarn](http://www.lsbu.ac.uk/lteu/resources/pages/ug/ug9.shtml)ing resources

## Reading List

The following list of *suggested* material is optional, and is designed to support the module by providing additional reading around the wider subject area. The compulsory preparation readings for the module can be found in electronic copy on the project web site (see section 6), and are available in English, Greek and Spanish. The *suggested* material is only available in the published language**.**

**Print Texts**

Safarjan E., Buijs G., Ruiter, S. (2013). *SHE online school manual: 5 steps to a health promoting school.* Utrecht: CBO.

Sallis J., Bauman A. & Pratt M. (1998). Environmental and policy interventions to promote physical activity. *American Journal of Preventive Medicine, 15(4),*379-397. DOI: [http://dx.doi.org/10.1016/S0749-3797(98)00076-2](http://dx.doi.org/10.1016/S0749-3797%2898%2900076-2)

Gentry B., Krause D., Tuddenham K., Rooks C., Rothfuss B. & Barbo S. (2014). *Improving Human Health by Increasing Access to Natural Areas: Opportunities and Risks.* New Haven: Yale Printing & Publishing Services.<http://environment.yale.edu/publication-series/documents/downloads/a-g/Berkley-2013.pdf>

US Department of Health and Human Services. (2011). *A Sustainability Planning Guide for Healthy Communities.* Atlanta: CDC´s Healthy Communities Program

Fertman, C. I. & Allensworth, D. D. (Eds.). (2010). *Health promotion programs: from theory to practice*. San Francisco: John Wiley & Sons.

**Journals**

Health Education Journal (Sage)

[Health Education Research (Oxford Journals)](https://www.google.gr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0ahUKEwijuPrZr43KAhXJEiwKHQbmBBEQFghLMAQ&url=http%3A%2F%2Fher.oxfordjournals.org%2F&usg=AFQjCNELvUlcaJQZVYdaI-v3D_t0yJ0tpQ&sig2=GwmguNBRa5FNvtlUNiDDIg)

### [Health Promotion International (Oxford Journals)](http://heapro.oxfordjournals.org/)

## Internet Resources

A list of some helpful web sites related to the module subject area:

http://www.schools-for-health.eu/she-network (Schools for Health in Europe)

<https://www.apha.org> (Health education and health promotion)

http://www.ecohealthalliance.org (EcoHealth Alliance )

[www.emro.who.int/entity/health-education](http://www.emro.who.int/entity/health-education)(Health education and health promotion)

