

***Health Promotion through the
School Health Education
Curriculum in Cyprus***

**Dr Soula Ioannou
Ministry of Education and Culture, Cyprus**

soulaioannou@cytanet.com.cy

Aim of the presentation



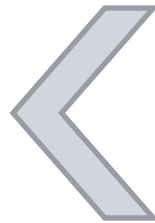
describes how the curriculum is structured in order to secure its health promotion aspirations.

Health Education



HEALTH EDUCATION

Classroom-based
learning and
skills acquisitions



LIFESTYLE

Smoking
Eating patterns
Drinking alcohol etc

Health Promotion



LIVING CONDITIONS

culture
poverty
education
recreation and sports
fields and facilities
mobility and traffic
conditions
housing
social class
.....



Whole school approach
Community links
Action competence

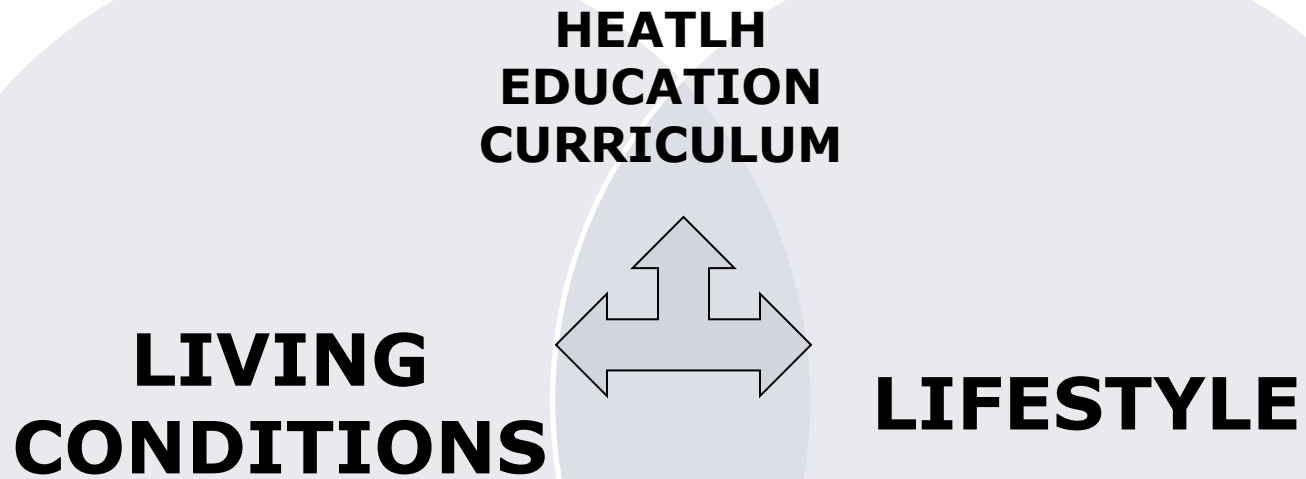
LIFESTYLE


Diet patterns
Smoking
Exercise
....

Health promotion at school level: Reality

- Many schools still find themselves unable to move on from traditional models of health education which aim to bring about behavioural change.
- Many succeed in increasing public knowledge about personal health-related behaviours, but not in raising students' awareness and capacity to face the causes and complexities of health-related behaviours; in these are included the structural determinants of health, such as housing, poverty, environment and education in addition to individual lifestyle factors.
- (Deschesnes, Martin and Jomphe Hill 2003, Colquhoun et al. 2008, Pike and Colquhoun 2009).

Health Promotion



Health Education  **Health Promotion**



Central aim of the curriculum

The ultimate goal of the curriculum is to encourage students, teachers and overall the community to act as health agents, addressing the structural determinants of health and promoting environmental changes.



Levels of learning objectives

Investigating Determinants of Health

Practicing Action Competency Skills for Health



Promoting and Achieving Changes

What is included?

1. PERSONAL DEVELOPMENT & HEALTH

- 1.1 Self Development
- 1.2 Emotional health
- 1.3 Values of life

2. HEALTHY LIFESTYLE & SAFETY

- 2.1 Lifestyle & Living Conditions
- 2.2 Food
- 2.3 Exercise
- 2.4 Drugs
- 2.5 Safety

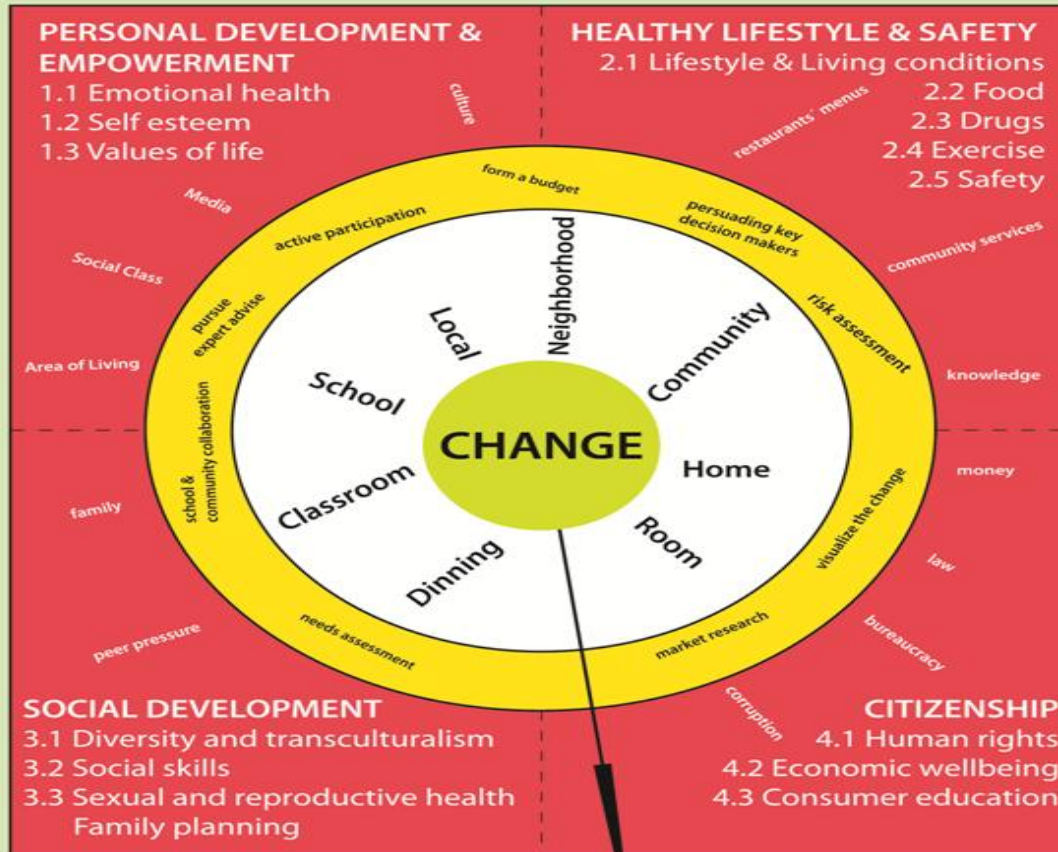
3. Social Development

- 3.1 Diversity and transculturalism
- 3.2 Social skills
- 3.3 Sexual and reproductive health, Family planning

4. CITIZENSHIP

- 4.1 Human rights
- 4.2 Economic wellbeing
- 4.3 Consumer education

The Model for Developing the Cyprus Health Education Curriculum



The ultimate goal of the curriculum is to encourage students, teachers and overall the community to act as health agents, addressing the structural determinants of health and promoting environmental changes. The role of the individual for its health is not overlooked, but it is placed in the wider social context.

LEVELS
RED: Investigating Determinants of Health
YELLOW: Developing Action Competency Skills
WHITE: Promoting Changes

INVESTIGATING DETERMINANTS OF HEALTH

DEVELOPING ACTION COMPETENCE SKILLS

PROMOTING CHANGE

The ultimate goal of the curriculum is to encourage students, teachers and overall the community to act as health agents, addressing the structural determinants of health and promoting environmental changes.



Level 1: Investigating Determinants of Health

- culture
- media
- social class
- restaurants' menus
- knowledge
- community services
- family
- peer pressure
- money
- rules
- bureaucracy
- corruption
- areas of living

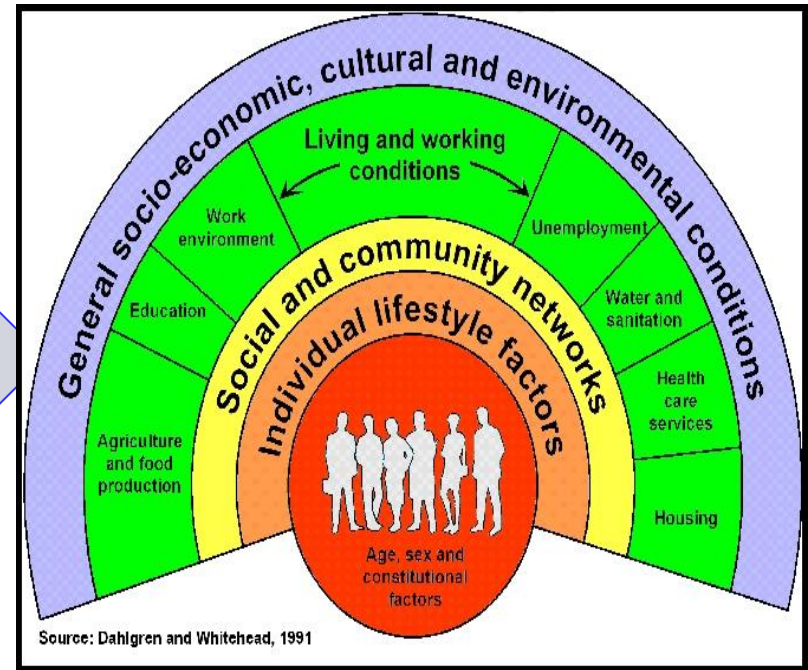
Health Education



Health Promotion



What should I eat?



Why people eat certain types of food?

Level 1: Investigating Determinants of Health

- To critically discuss research evidence concerning obesity (12-16 years old)
- To develop small-scale research concerning the factors influencing the eating habits of young people (10-12 years old)
- To elaborate eating habits of the different cultures (8-10 years old)
- To compare their eating habits in different settings (school, home, birthday parties etc) (5-8 years old)

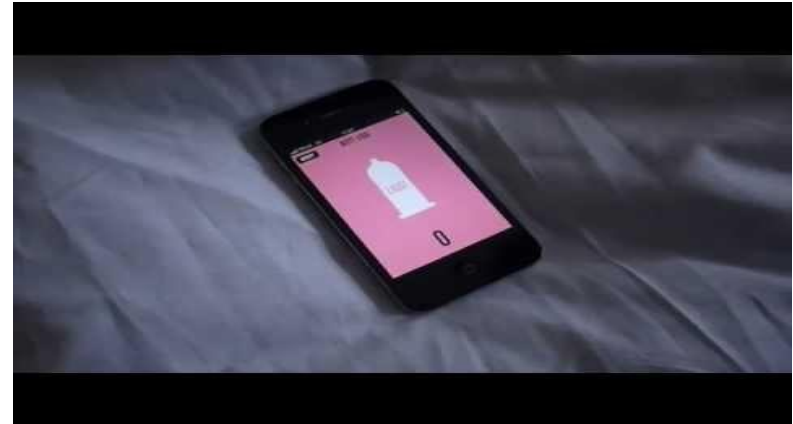
Level 2: Practicing Action Competency Skills for health

- **Action Competence** refers to the ability to act, initiate and bring about changes with regard to health(Jensen, 1997; Simovska, 2007).
 - persuading key decision makers
 - market research
 - getting feedback from others
 - exchanging ideas
 - school and community collaboration
 - needs assessment
 - forming a budget

Health Education
(individual responsibility)



Health Promotion
(collective responsibility)

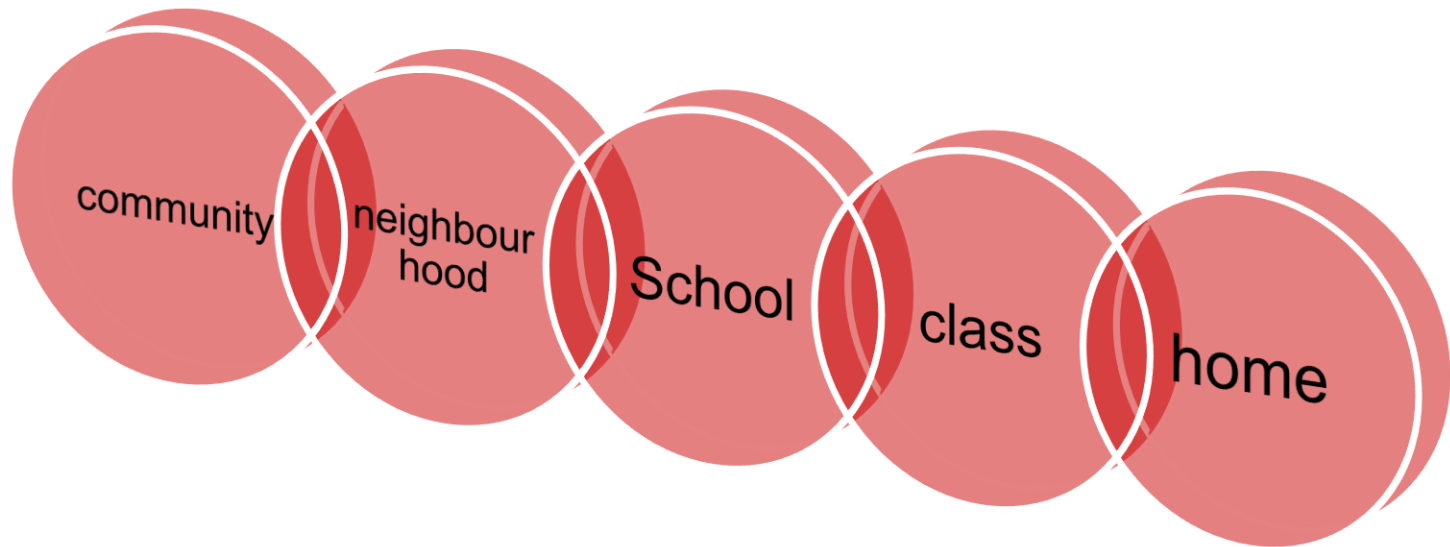


Learn about safe sex



**Promote safe sex
in the community**

Level 3: Achieving Changes



creating environments conducive to health, in which people are better able to take care of themselves' (Epp, 1986)

Level 3: Achieving Changes



Level 3: Achieving Changes



PALERMO
ITALIAN RESTAURANT



Επιβεβαιώνω/Επιβεβαιώνω
ΕΠΙΣΤΡΟΦΗ ΣΤΟ ΜΕΛΟΣ

A) Μηνόκληση πιάσι	8,50 €
B) Επιδόματα τροφών	8,50 €
Γ) Επιδόματα κινήσεως	8,50 €

Και τα τρία ενέλεγχον επιβεβαιώνω, σε τούτο με παύω να μένω στο Φορέο (παύση).

Τα μου μέλη πρόκειται επιβεβαιώνω σε συνεργασία με το Διοικητικό
Σχολείο 2^ο Ανατολικής, στα πλαίσια του Ευρωπαϊκού Προγράμματος
Πρόσφατος, Τεταρτο, Σίμπερ-ορτ-Ευρώπη.

© 2008-2009-2010-2011-2012-2013-2014-2015-2016-2017-2018-2019-2020-2021-2022-2023-2024-2025



Examples of Action → Change

The students to

- Suggest and take actions that reveal emotions of happiness at home, school and in class
- Take actions that promote physical exercise in every day life
- Act with respect in regards to diversity
- Suggest and take actions in defending the children rights in the school and in the community

What is the curriculum's REQUEST

- I
 - What can I do for myself?
 - How should I behave?
 - What shall I change regarding my behaviour in order to become healthier?
- WE
 - What can we do for our school, neighbor, community?
 - How should we act in order to make our friends, family, co-citizens to behave in a healthier way?
 - What shall we change in our environment in order to empower more individuals to make healthier choices?

Individual  **Environmental changes**

overcoming victim blaming

Individual  **Environmental changes**

achieving in-depth knowledge

Individual  **Environmental changes**

***empowering individuals as
health agents***

Individual  **Environmental changes**

empowering schools as health agents

Dilemmas - “food for thought”

- Can pupils, parents, schools be responsible for changes in the broader society?
- Can they have a role?
- Can they have a shared responsibility?

Work together for healthy ageing

