

Training Material: Focus on Children's Health



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within the HEPCOM project



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Program

- Overweight as a problem area
- Health as a topic on the pedagogical agenda – change- and value work
- Communication-strategic competences
- Practice tools with focus on
 - Communication
 - The child's resources and potentials
 - Community and social relations
- Evaluation as a basis for development
- Practice planning

How Big is the Problem?

- A trebling of overweight and obesity among children and adolescent in Denmark over the last 30 years.
- 16 % of Langeland's children from around 6-10 years old are overweight (2007)
- Six out of ten children (4-14 years old) eat too much sugar. Three out of four children (4-14 years old) eat a diet with more than 30 % fat in it.
2/3 of the 4-14 year-olds do not eat the recommended amount of fruit and vegetables
- Over half of the students on Langeland do not use active transport.

Children and Physical Activity

- The lack of physical activity is a significant reason for the increase of sicknesses due to a bad lifestyle.
- Physical activity is an increasing problem among children.
- Close to every 5th child from the low income group is not active at all (National Board of Health 2003).
- Boys' physical shape has dropped with 8 % in 12 years, and girls' physical shape has dropped with 4 % (National Board of Health 2003)
- Children that are active have a better health (Klarlund 2004).

Preventive Care of Overweight

- An early discovery – preferably in the childhood
- Healthy food and more activity in the every day – make it easier to make the healthy decisions.
- Specific focus on the vulnerable social groups, and the inequality in health
- The work should be on several levels (in the homes, in the immediate environment and in the public space)



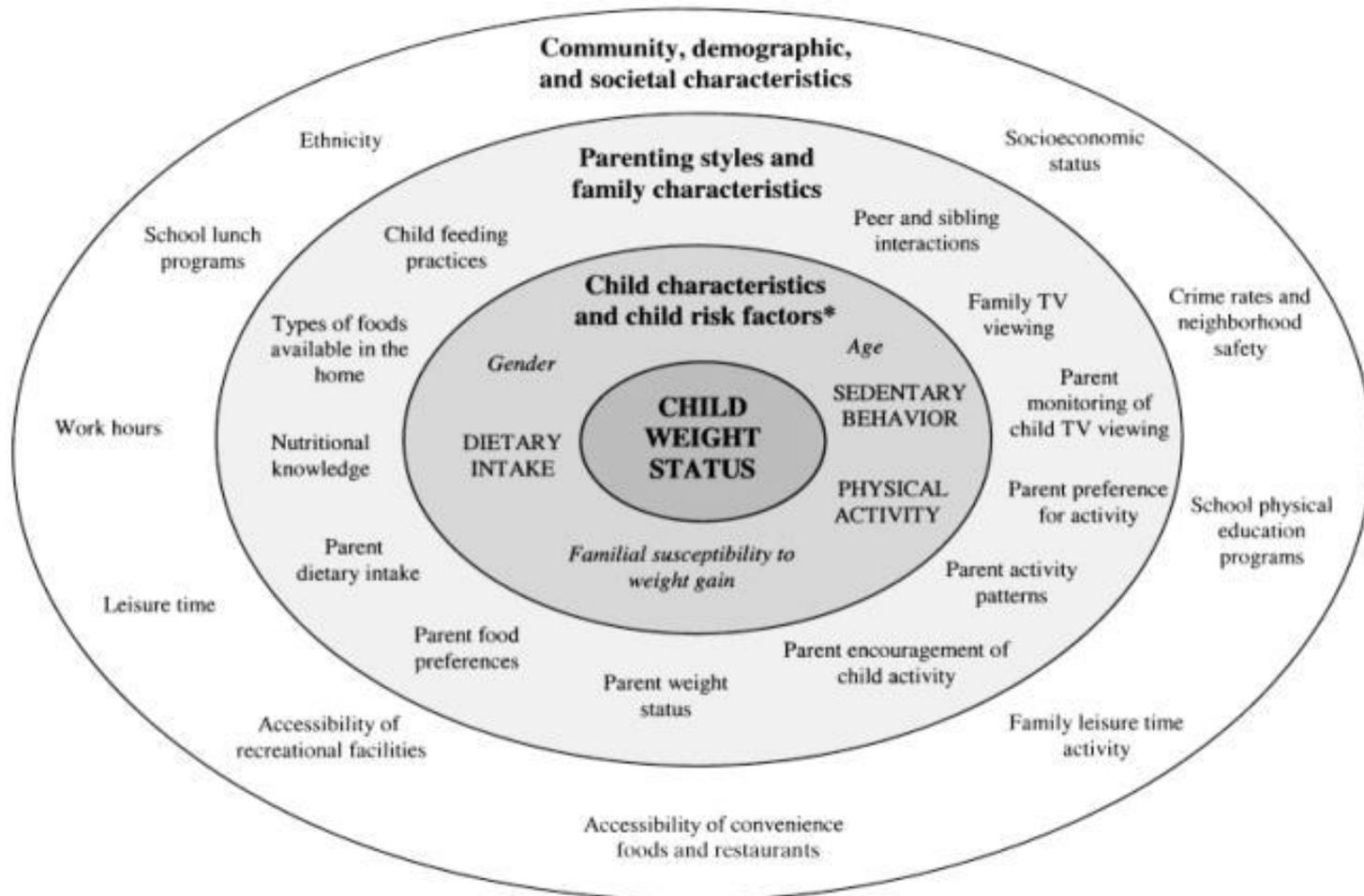
www.enletterebarndom.dk

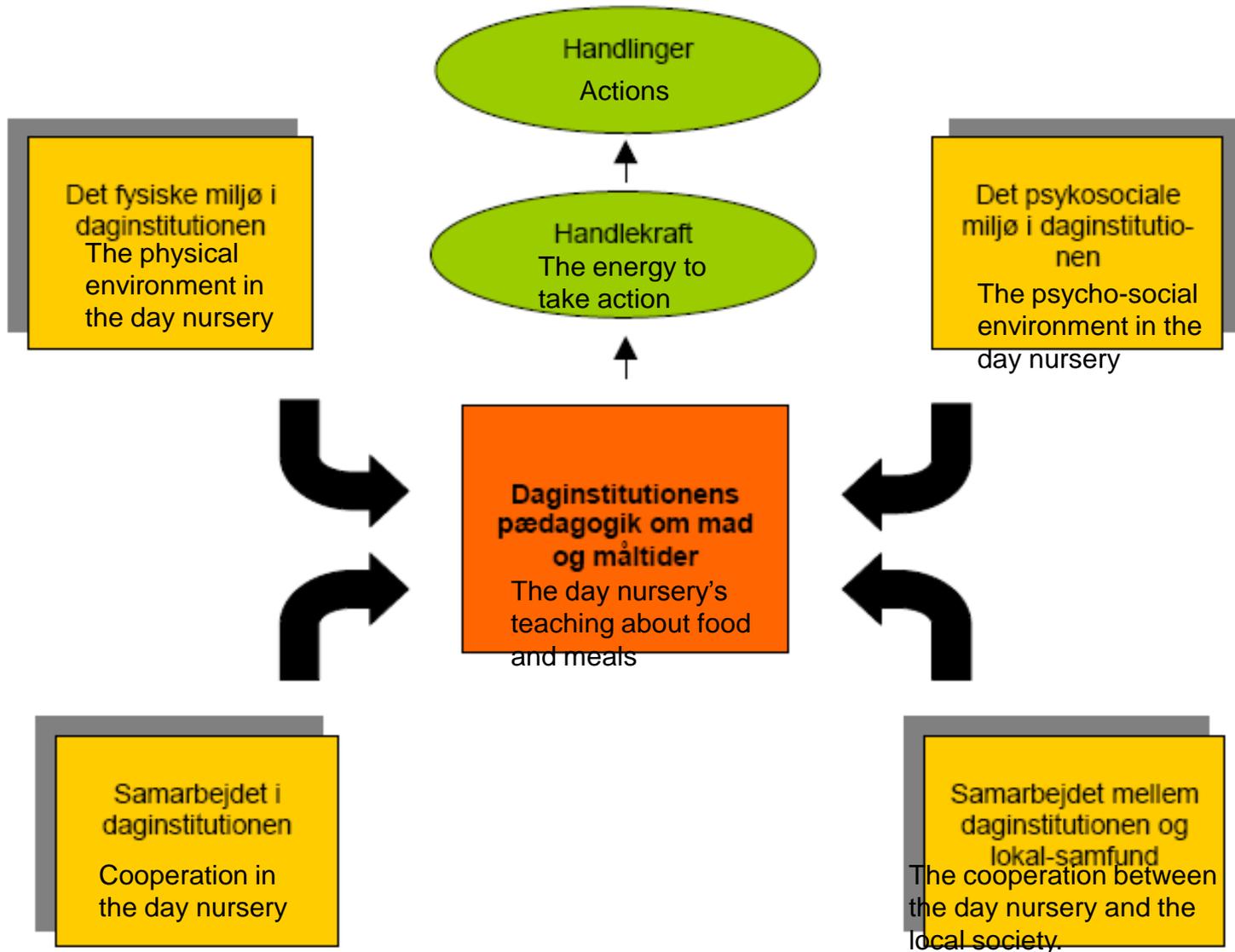
Why Prevent Overweight?



Reasons for Children's Overweight

Michaelsen m.fl. (2004): Children and obesity. Pfizer Danmark





Fra: Mortensen & Sørensen: *Mad- og måltidspolitik* (2008).
 Gratis download på www.ucsyd.dk – se under Videncenter for Sundhedsfremme

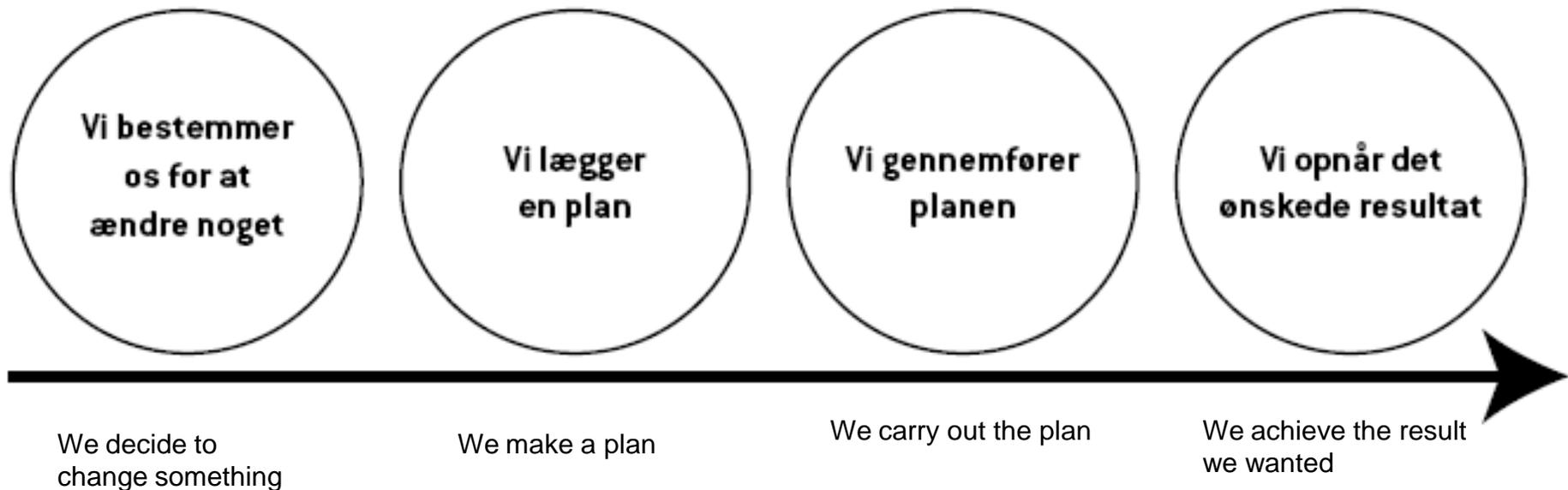
The Pedagogical Curriculum

- What agenda does your institution put forward in the pedagogical curriculum?
- Is food/exercise integrated in the institution's tasks and work?
- What kind of visions does the institution have in this area and what is prioritized?
- How is the democratic process in the work used?

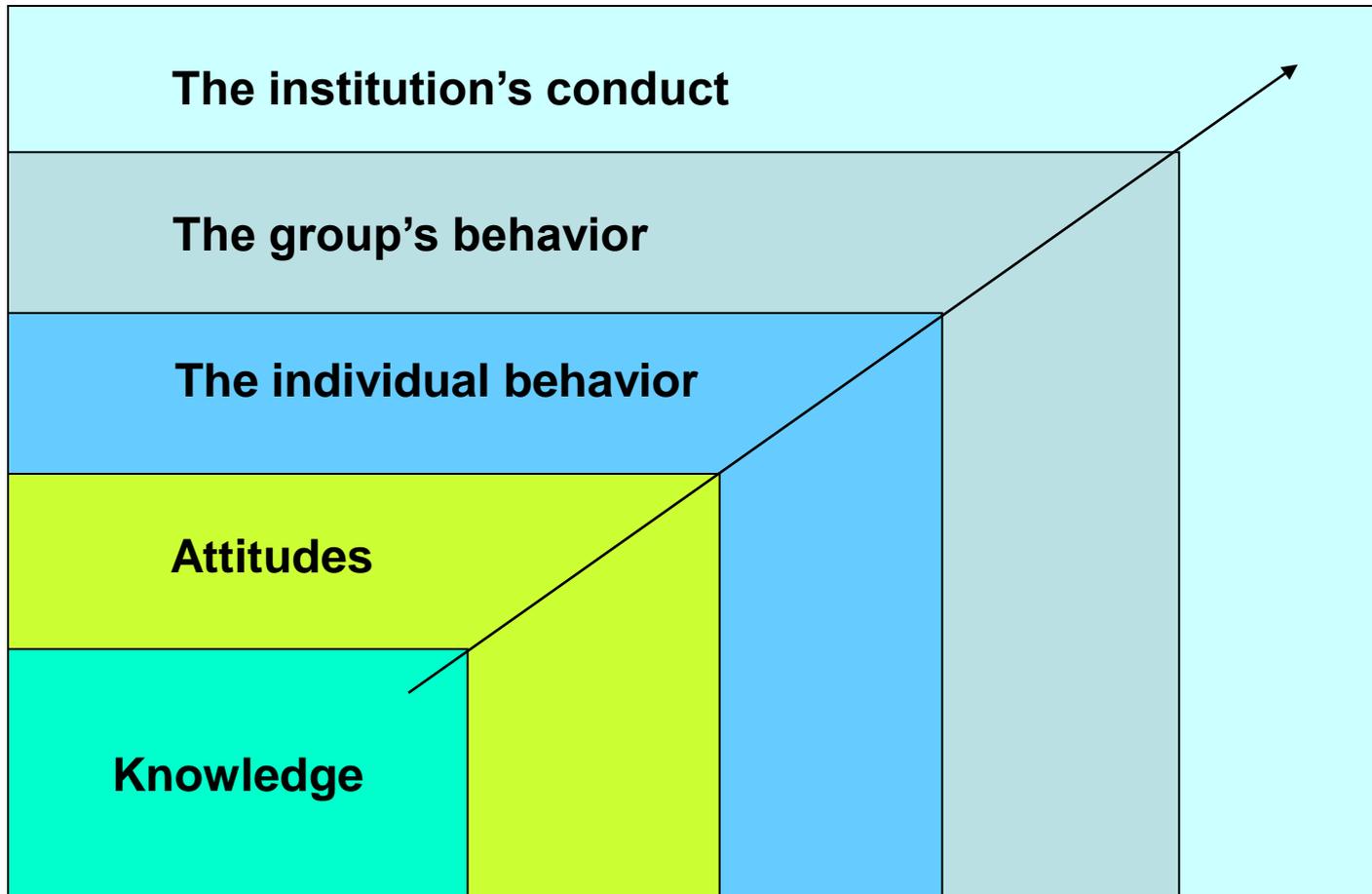
Health as Theme

A linear process of change

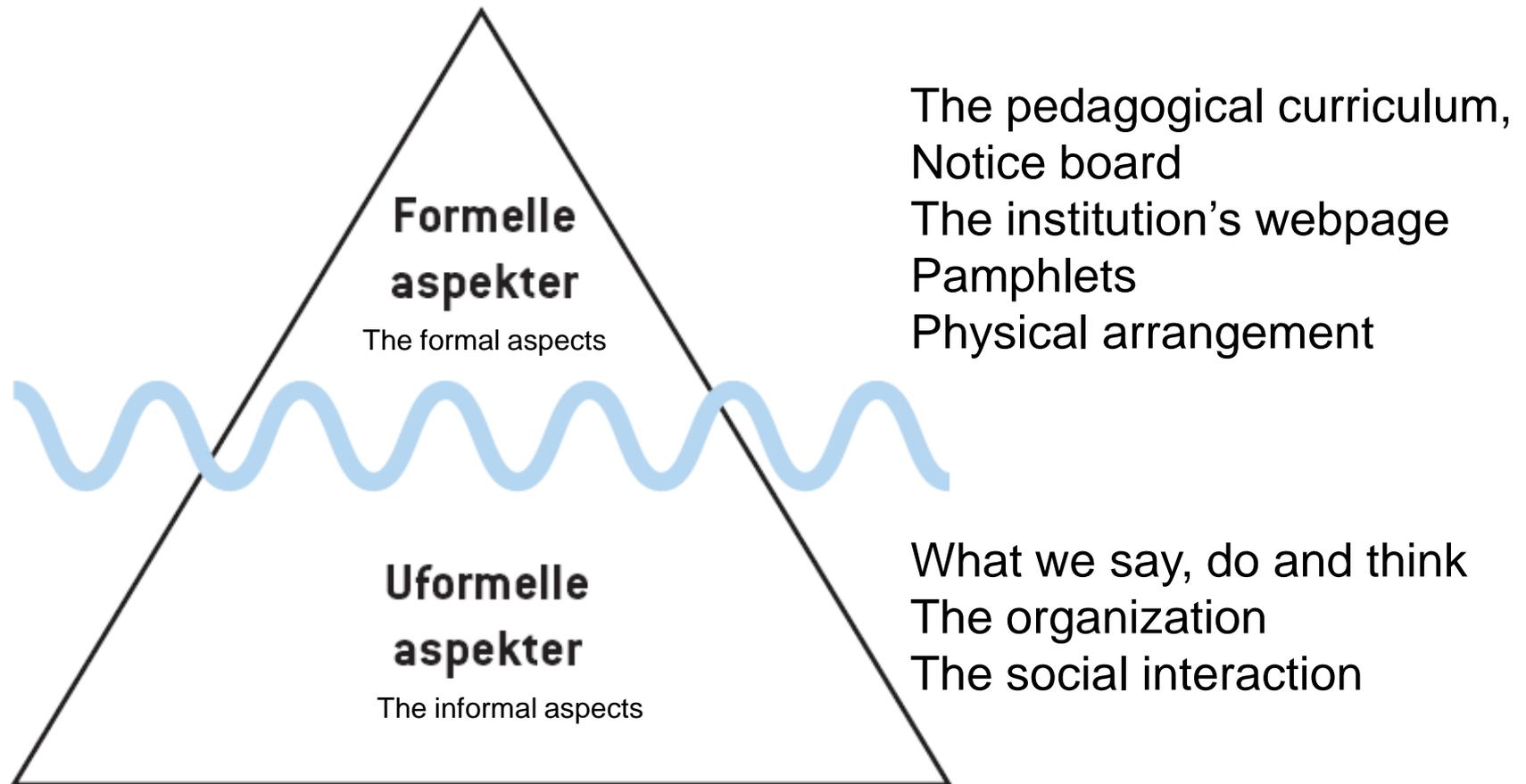
Figur 6. En lineær forandringsproces



The Road of Change

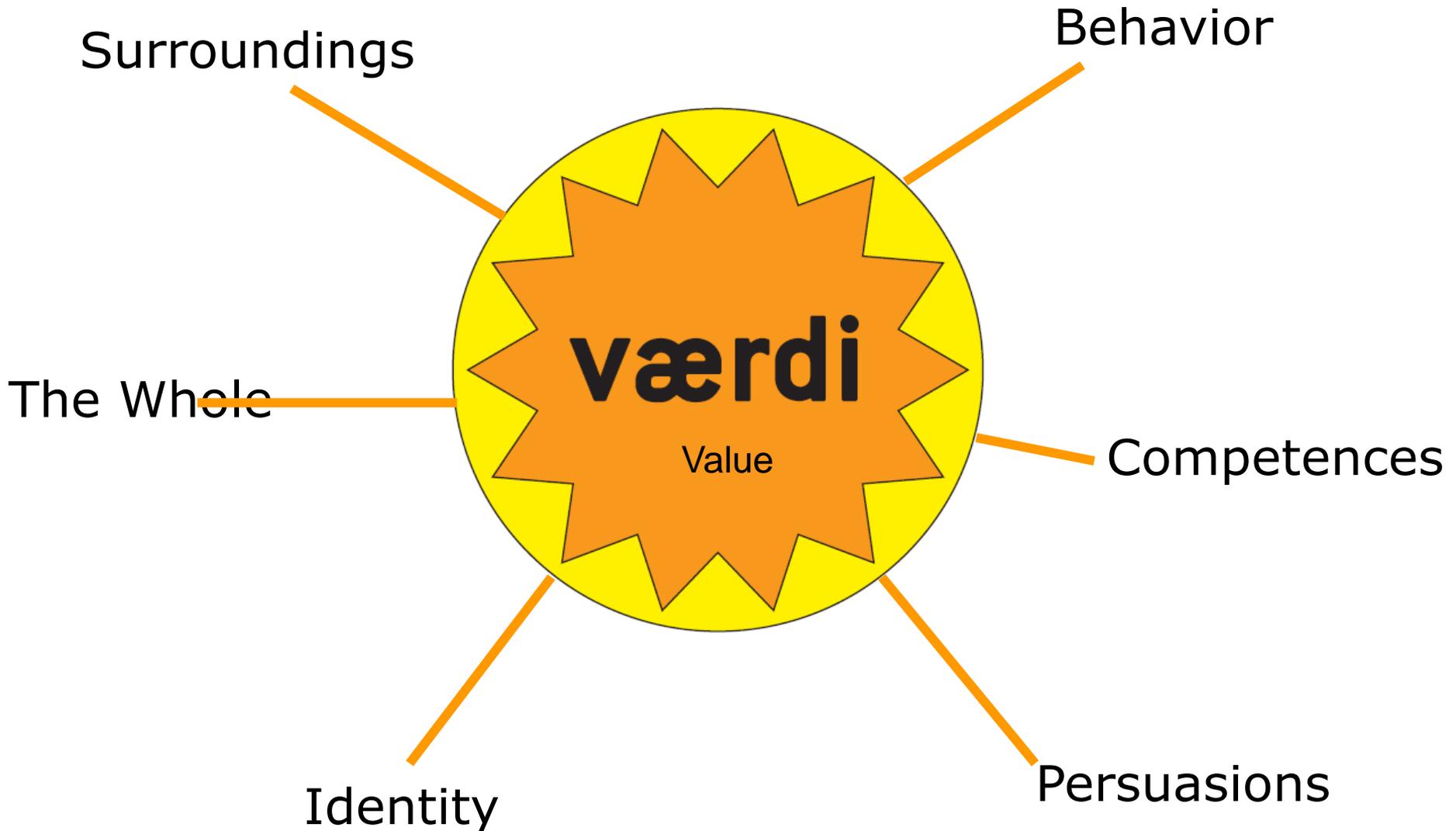


The Iceberg



(Edgar Schein)

The Sun of Values



Questions for the Sun of Values:

- **Surroundings:** In what situations do the value come in hand?
- **Behavior:** How do we act, and what do we do when we comply with the value?
- **Competences:** What should we be able to do to be good at working on the basis of the value?
- **Persuasions:** What will we gain through this value?
- **Identity:** How will the value affect our role?
- **The whole:** What is the overarching goal of the work with the value?

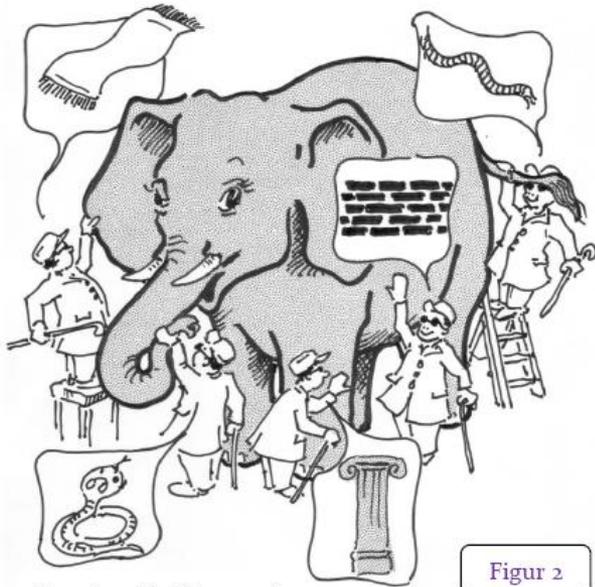
Communication as a Strategy

- Reality is dependent on the way in which the individual view things
- Listen
- Ask - to become acquainted with new people
- Practice the tolerant conversation
- Include – adjust yourself to what is needed where you are
- Use the language to promote recognition

Communication: The map is not reality

Humans react in accordance with
their map of reality and not in
accordance with reality.





Tegning: Kaj Storgaard

Figur 2

Elefanten og de 5 blinde mænd

5 blinde mænd har til opgave at beskrive en elefant. En af de blinde mænd får fat i halen og erklærer, at der er tale om et reb.

En anden bedømmer et ben som en søjle, mens én vurderer dyrets side til at være en mur.

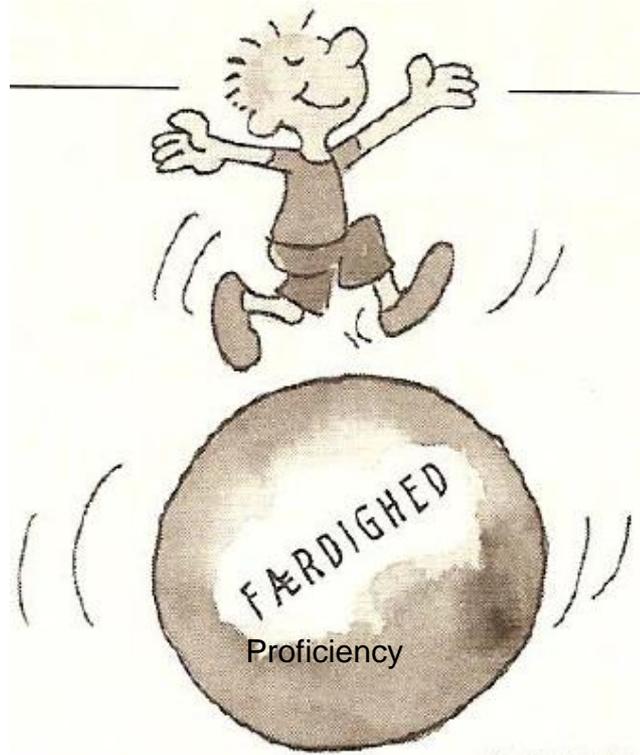
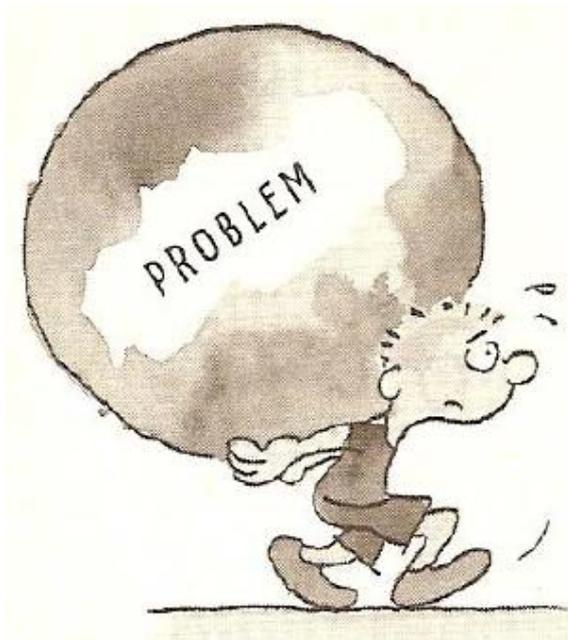
Den 4. blinde står med snablen og erklærer, at der er tale om en slange, mens den sidste af de blinde har fat i et øre og mener, der er tale om et tæppe.

The Elephant and the 5 Blind Men

5 blind men had to accomplish a task and describe an elephant. One of the blind men grabs hold of the tail and tells the other men that it is a rope.

The second blind man estimates that one of the elephant's legs is a column, while the third blind man values one of the sides of the animal to be a wall.

The fourth blind man has the elephant's trunk in his hands and declares that it is a snake, while the last blind man grabs hold of the ear and believes it is a carpet.

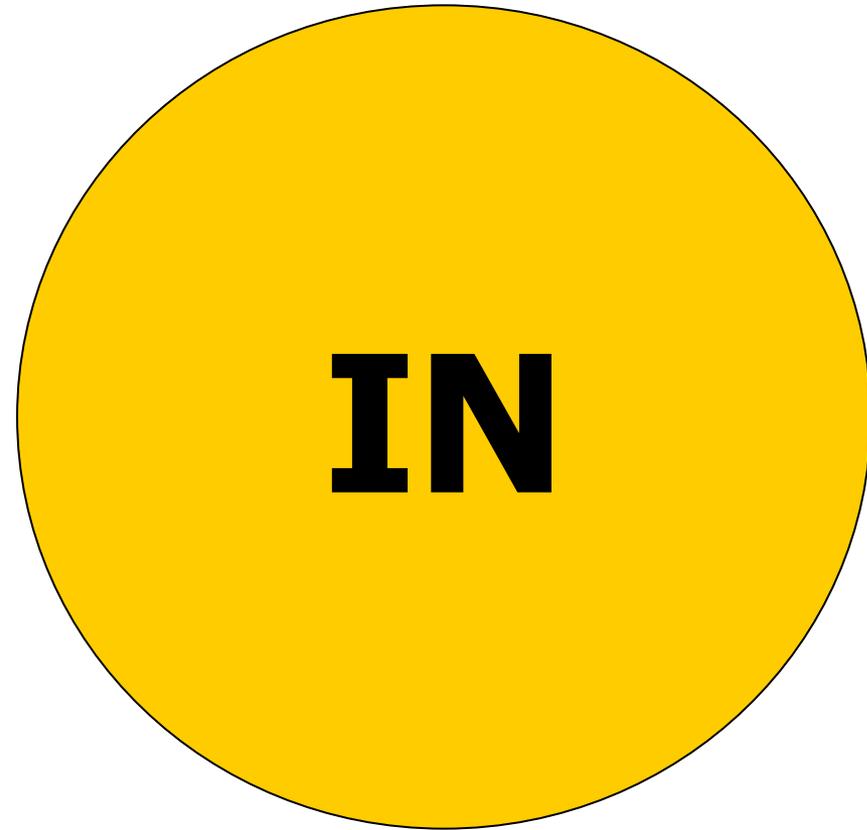


A problem is a skill that you have not taught yourself yet.
(Ben Furman)

Two Kinds of Conversations

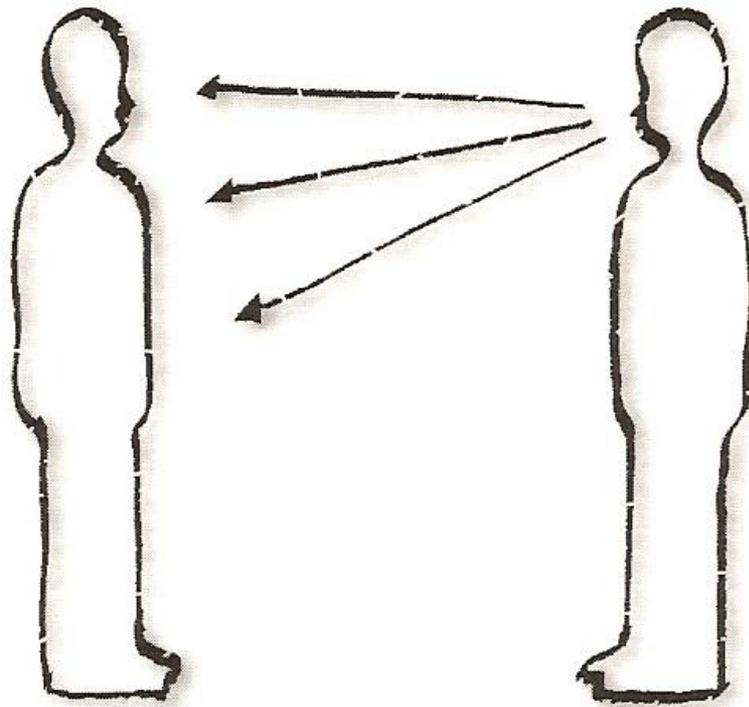
The hard conversation	The tolerant conversation
Half the attention	Focussed attention
Follows up in the matter-of-fact of things	Captivated
Sceptical	Lets the conversational partner follow up
A lot of questioning	Lets herself/himself be interupted
A lot of evaluation	Gives the conversational partner new chances
Demands reasons for actions	Communicate the proficiency of a tolerant conversation
Compares with others/ Their experiences	Understanding of the intention

Source: Berit Bae

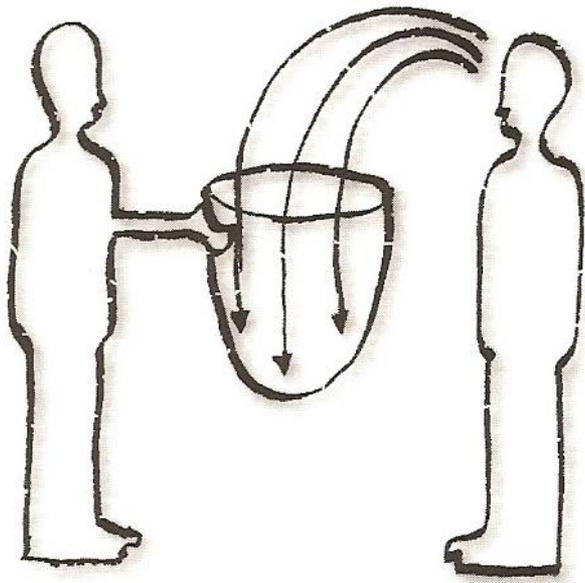


- Interested
- Curious (N)

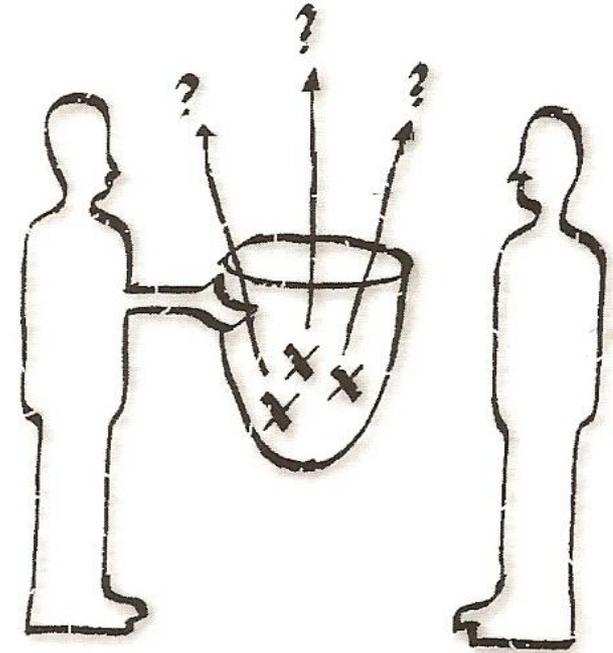
To Listen



The Container Model



1.



2.

Thorning, M. (2005)

A photograph of a forest during autumn. The trees have vibrant yellow and orange leaves. A wooden bench is visible in the middle ground, surrounded by fallen leaves. The text "Let's take a walk in the forrest" is overlaid in the center in a bold, yellow font.

**Let's take a walk in
the forrest**



Appreciative Inquiry (AI)

- Means “the recognizing question”.
- You ask question about the things that went well and about the wished for the future.
- It creates motivation – you want to do it!
- It creates change because it strengthens the individual’s belief in their abilities to accomplish new things.
- After this you can begin to plan how to gain what you want.

The Story About the Apples



Two ways to Solve the Problem:

Troubleshooter culture	A culture of resources
<p><u>We notice:</u> Problems, mistakes and what we lack.</p> <p><u>Why:</u> want to solve the problem and therefore we do the following:</p> <ul style="list-style-type: none">✓ We talk about the negative things.✓ We elaborate on the problem.✓ We think about the reason for the problem.✓ We think of how we should avoid problems in the future.✓ We decide what we want to do.	<p><u>We notice:</u> Resources, values and wishes.</p> <p><u>Why:</u> We want a future, that is even better and therefore we do the following:</p> <ul style="list-style-type: none">✓ We talk about the good things, the valuable and the successful.✓ We elaborate on the good things✓ We dream of the things we want.✓ We choose among the many good options.✓ We decide what we want to do.

Appreciative Questions:

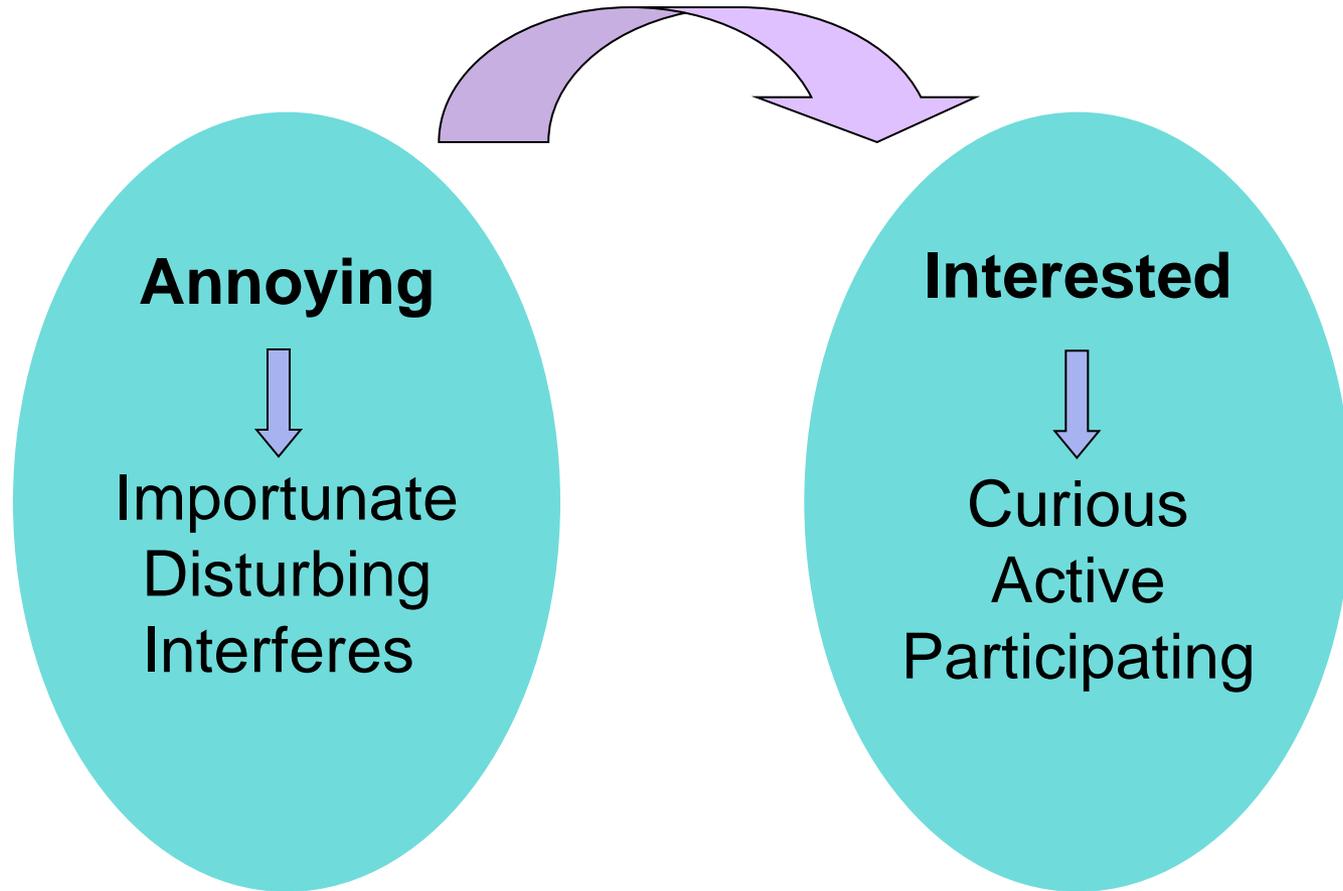
- Tell me about the time when you experienced that it went well and you introduced something new.
- What happened? What was particularly special?
- Who was there and what did they do?
- What did you do, which was good?
- What circumstances made it good experience?
- How was I different from what you know?
- What could have improved the experience?



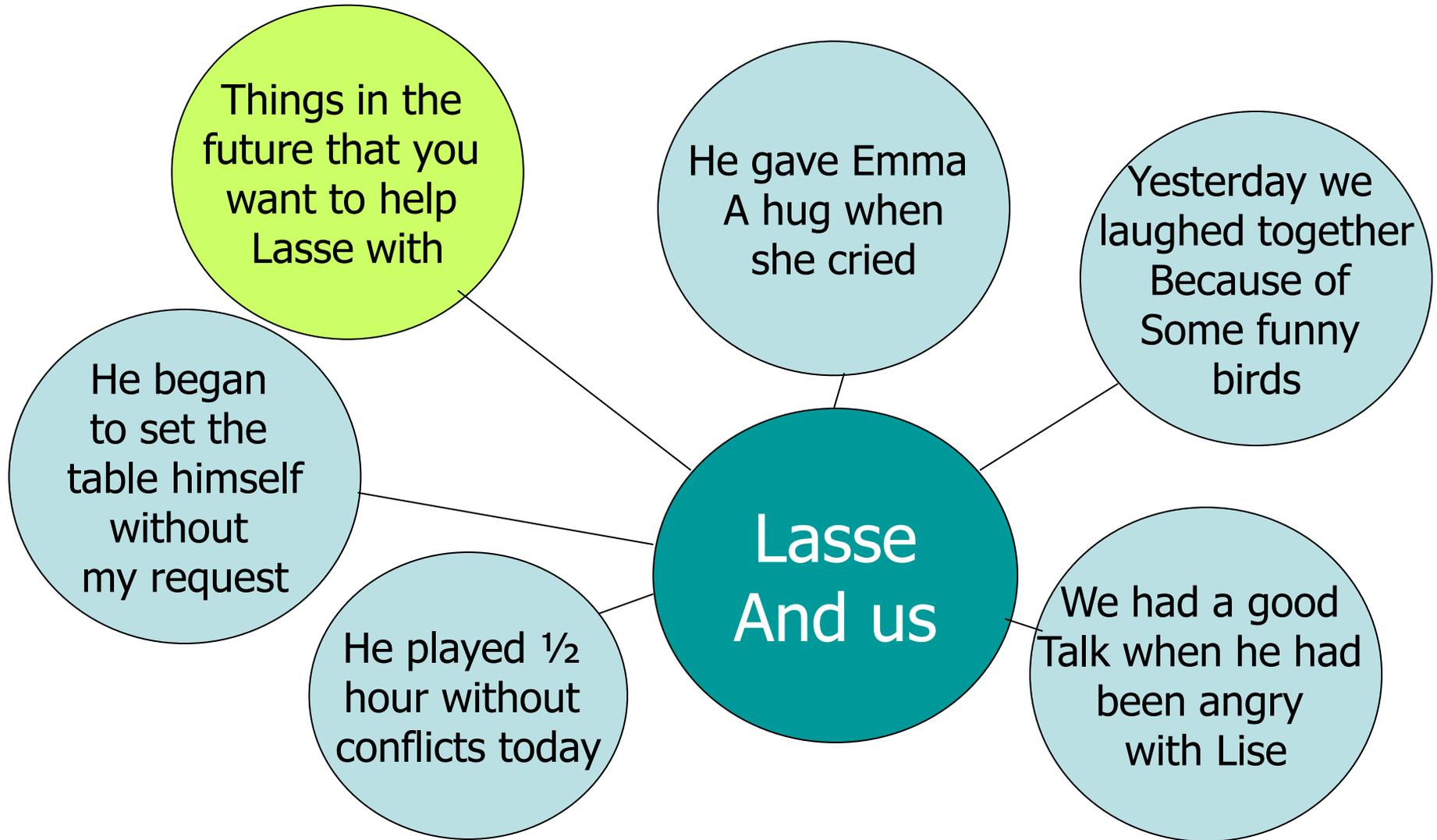


**Exercise:
Be a
Ressource
Detective**

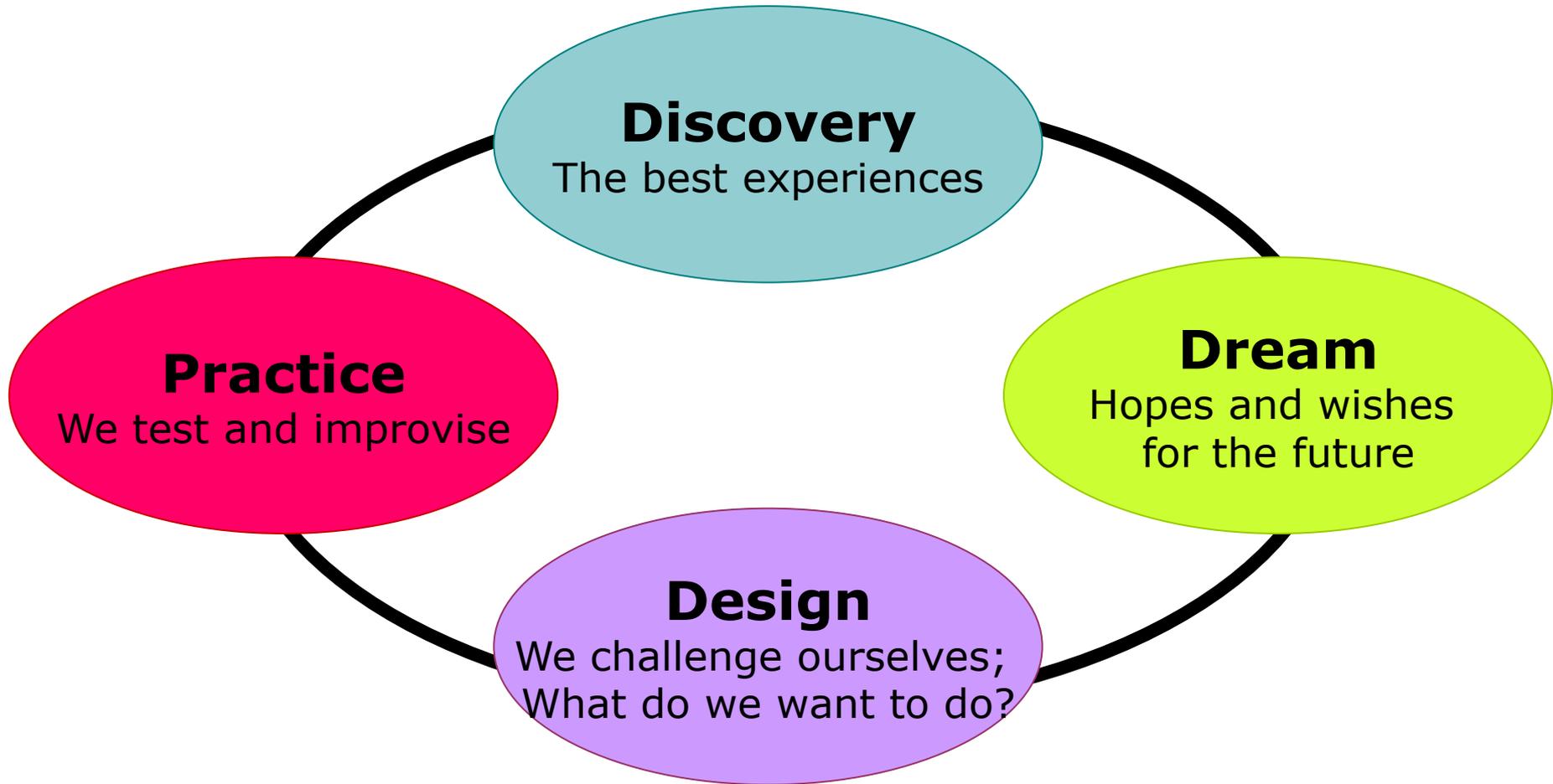
Look at the Other Side of the Coin



Experiences of Success

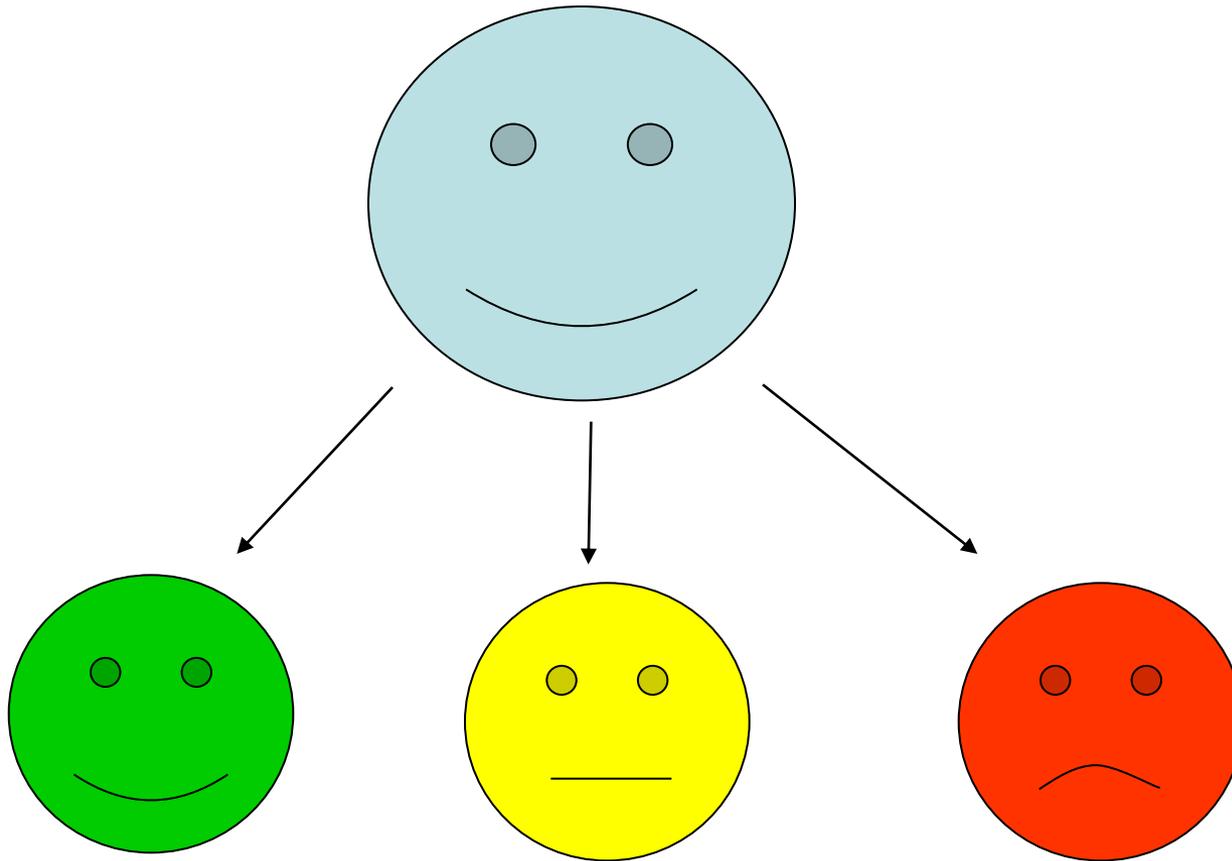


Appreciative Inquiry



Barn: Bo	
Dato for drøftelse: den 1.november 2010	
Opdagelse Hvad er de gode erfaringer?	He has a good concentration and has many ideas for what he can Play with. He is smart and keen child, and he is easy in the morning and is able to sit in peace and quiet with an adult.
Drøm Hvilke håb og ønsker findes for fremtiden?	That he will become more happy. That he will get more positive experiences and become more familiar with the other children. That he will experience situations where the children play together and everyone have something to say.
Design Hvad vil vi gøre for at bygge på de gode erfaringer og for at opnå drømmene?	Guided participation and comments where the good things that happen are put into words. Show recognition. Anticipate that conflicts and negative situations will occur. Create new relations with other children than the children he normally will get into a conflict with. Focus on a collaboration with the parents.
Praksis Hvad gør vi? Hvornår gør vi? Hvordan gør vi? Hvem gør?	Everyone articulates the positive things– both in his presence and his parent's. The people that take care of him in the morning should be aware of him and try to lengthen the positive period. Contact with adults in the activities. Experiences of success as the basis of the day day-care meetings

The Light Curve

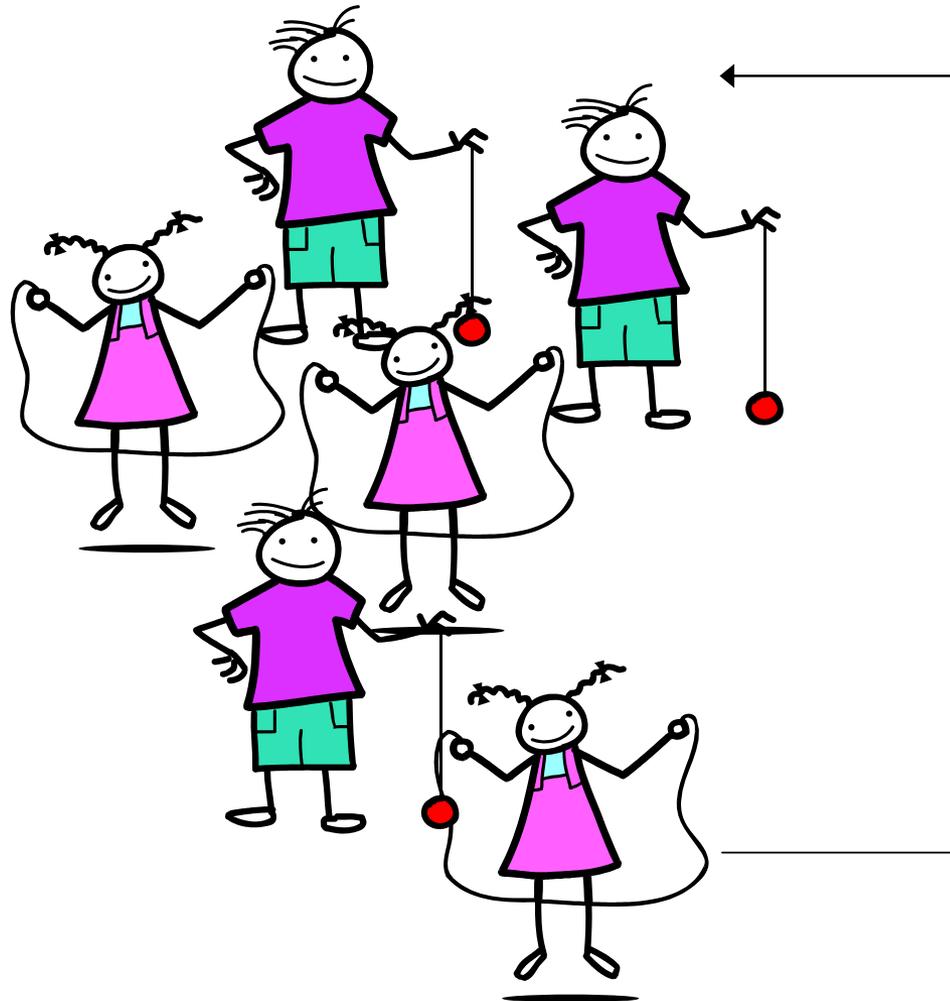


The Community Promotes Health

- A buffer/cushion for stress
- Positive influence on our immune system and our power of resistance is enhanced
- The community is a source of learning and good health behavior
- Support and care, which can help us to tackle problems

The Significance of Status

Statusbetydning



Different Kinds of Communities

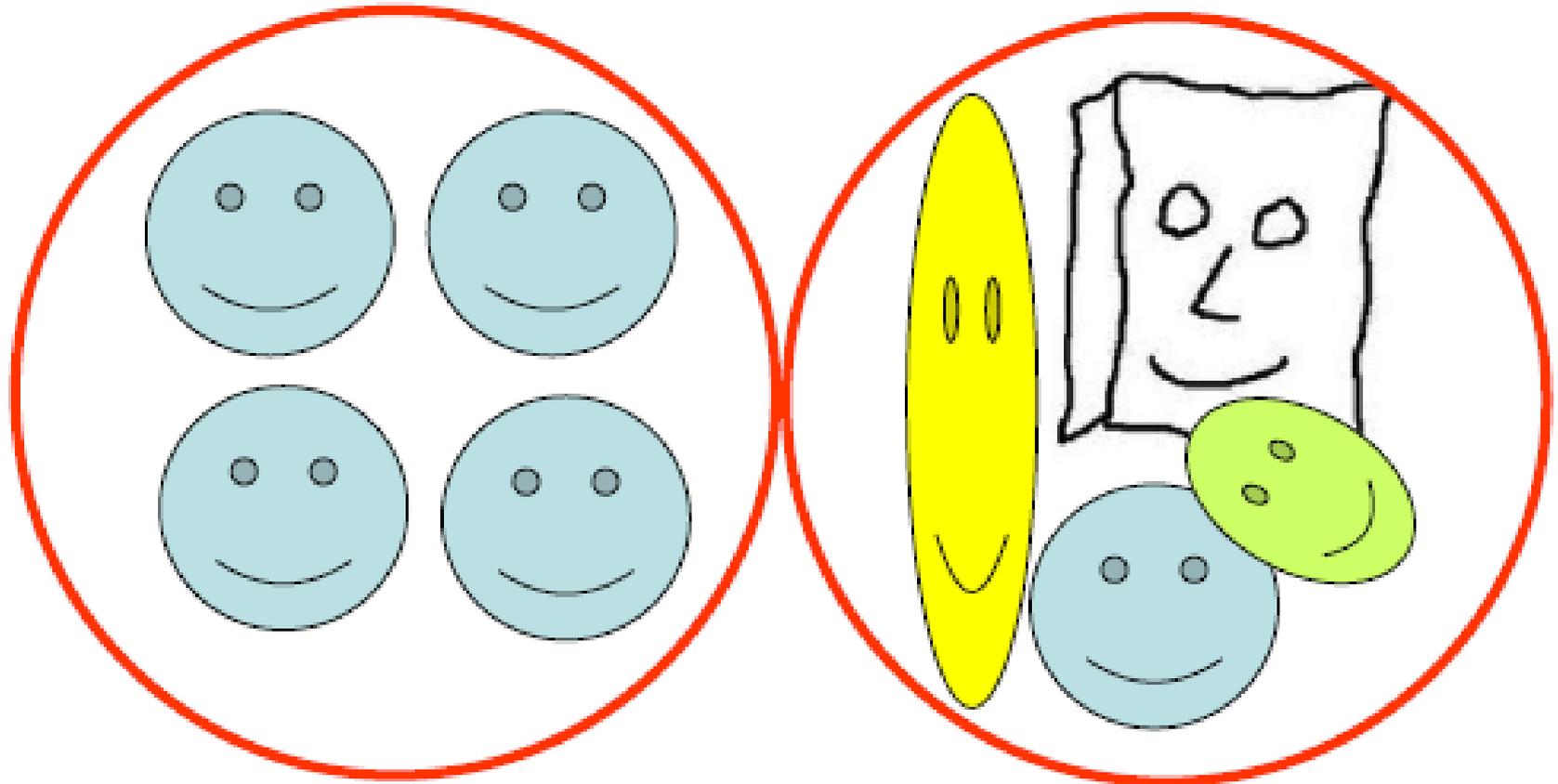
■ Homogenous communities

- The community's members look like each other
- Same norms and opinions
- A tendency to outline oneself from the remaining outside world
- Building of outlined social capital

■ Heterogonous communities

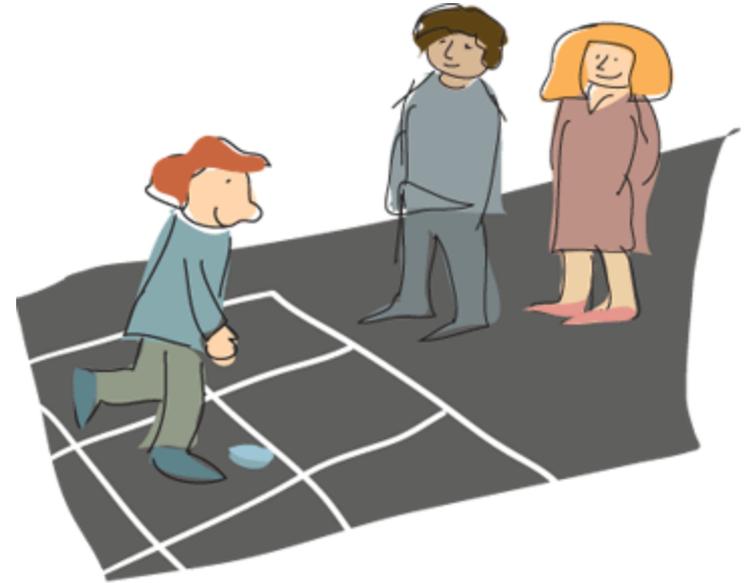
- Fællesskabets medlemmer er forskellige fra hinanden
- De indgår i fællesskabet som ligeværdige deltagere
- Fælles normsæt, men deltagernes holdninger til tilværelsen kan være forskellige.
- Åbenhed overfor det omgivende samfund
- Der opbygges brobyggende sociale kapital (Putnam 2000).

Homogenous or Heterogeneous?



The Institution's Self-evaluation

- Are we doing what we think we are doing?
- Are we achieving the goals we have planned?
- How do we move on??



Why Evaluate?

- Evaluation develop the institution's ability to actualize its values and goals.
- Evaluation contribute to the institution's development and learning.
- Evaluation strengthens the collaboration between the participants.

The Perspectives of the Evaluation

A retrospective perspective, where the existing pedagogical competences are valued, which is a given pedagogical activity and the results thereof.

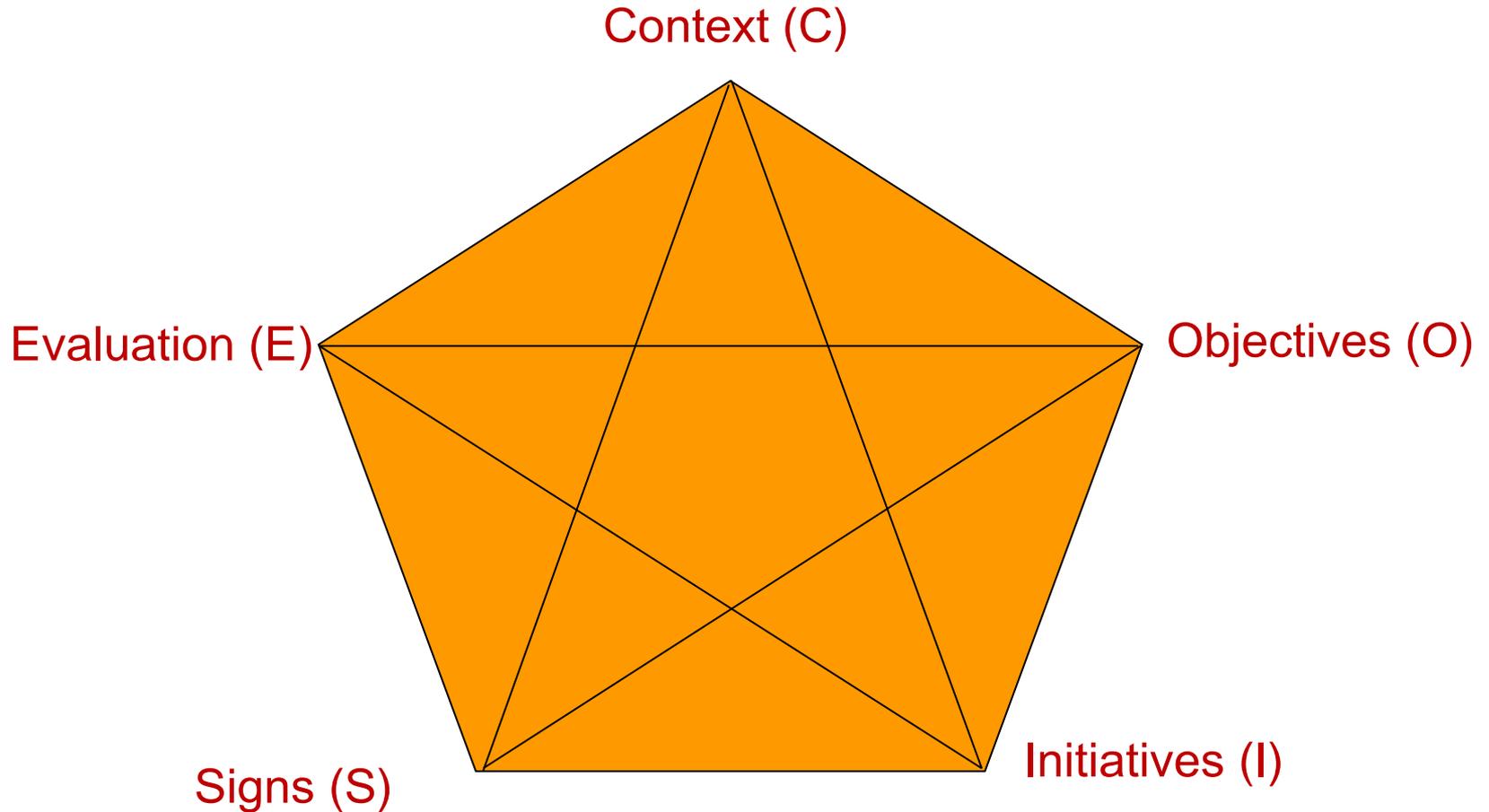
A forward-looking perspective, where you learn from the experiences you have and use these experiences to improve the competences and the quality of a given pedagogical activity and the children's learning.

The Contents of the Evaluation

1. Why perform the evaluation?
2. What is the object of the evaluation?
3. How should the evaluation be conducted?
4. When should the evaluation take place?
5. Where should the evaluation take place?
6. Who should make the evaluation?

COISE

- a model of planning and evaluation





E = evaluation

How do you want to check that you have achieved the objectives, and how can you safeguard results in the future?

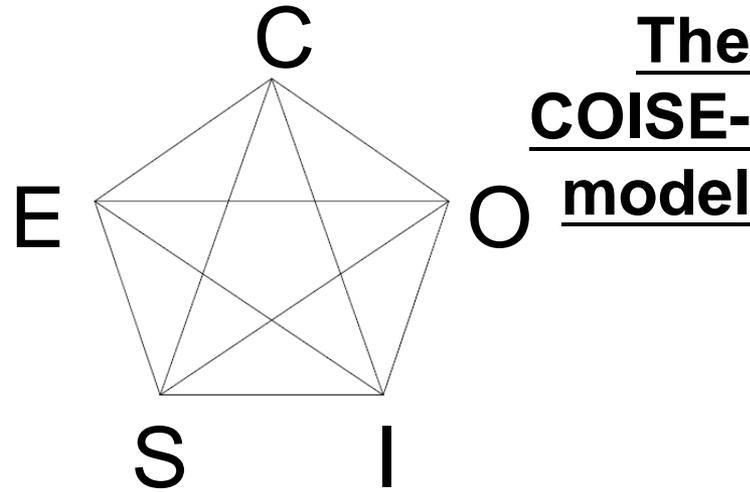


C = context

How does the "picture" look? Why does it make sense to work with your goal right now?



O = Objectives What do you want to achieve?



S = Signs How can you see that you have achieved your objectives?

I = Initiatives What do you do to achieve your objectives?



Have a SMART(E) End in View

S: specific

M: measurable

A: attractive

R: realistic

T: time

E: effect (tell other people about how it is going to be, when you have achieved your goal)

SMART(E) Questions

- **Specific:**
 - Is the objective precise and detailed?
- **Measurable:**
 - What is the proof of the fact that you have achieved your objective?
- **Attractive:**
 - How important is the objective on a scale from 0-10, where 0 = not important and 10 = important?
- **Realistic:**
 - Are you able to achieve your objective with the time you have on your hands?
 - How achievable are your objective on a scale from 0-10, where 0 = not achievable and 10 = achievable?
- **Time:**
 - When do you want your objective to be achieved?
- **Effect:**
 - What would it mean to you to achieve your objective?
 - What would it mean to other people?

Plan Your Next Steps

What should we go
home and do?





**Good bye and thank
you for your time!**

Litteratur (1)

Andersen, Frode Boye (2007): *Tegn er noget vi bestemmer*.
JCVU Forlag

Dalsgaard, Charlotte et al (2005): *Værdsat. Værdsættende samtale i praksis*. Dansk Psykologisk Forlag

Furman, Ben (2005): *Børn kan. Jeg kan-metoden til kreativ løsning af børns problemer*. Hans Reitzels Forlag

Furman, Ben (2010): *Børn kan – i praksis*. Hans Reitzels Forlag

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Litteratur (2)

- Kristensen, René** (2007): *Fantastiske forbindelse – relationer i undervisning og læringsssamvær*. Dafolo
- Lind, Unni** (2006): *Dokumentation og evaluering i børneinstitutioner*. Kroghs Forlag
- Lyng, Bente** (2007): *Anerkendende pædagogik*. Dansk Psykologisk Forlag
- Schulz, Anette; Pedersen, Ulla** (2010): *Sundhedspædagogik i børnehaven. En redskabsbog til inklusion og anerkendelse*. Dafolo

Litteratur (3)

- Schulz** Anette; Pedersen, Ulla & Dahl, Kristian (2008):
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College Syd (om AI - download gratis på:
http://ucsyd.dk/fileadmin/user_upload/videncentre/sundhedsfremme/FFIF.light.enkeltsidet.pdf)
- Strandgaard**, Vagn et al. (2004): *Introduktion til
Performancemåling og Balanced Scorecard*. Strandgaard
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- Thorning**, Marion (2005): *Lær at løse konflikter*. Gyldendal