HEPS
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HEPS Teacher Training Ressource

HEPS Training Resource

Information and activities to support the introduction of a whole school approach to healthy eating and physical activity in schools

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■ COLOPHON

Title
HEPS Training Resource
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■ INTRODUCTION

We all care about our children; they are the future of Europe. Currently about one in four children are overweight. To help tackle this problem, the HEPS project supports countries in Europe to promote healthy eating and physical activity in schools in a positive and sustainable way. HEPS uses the health promoting school approach as an effective way of developing school health policy. HEPS as a European project is linked with the Schools for Health in Europe (SHE) network and has two general aims:

1. To develop, implement and evaluate effective national policy and sustainable practice for work on healthy eating and physical activity in schools in all EU member states.
2. To support the development and implementation of comprehensive, sustainable and evidence-based school programmes in the member states for promoting healthy eating and physical activity based on the health promoting school approach.

Across EU member states there are many initiatives aimed at reducing the number of children who are overweight with a practical focus towards developing activities, programmes and teaching methods. However, currently no EU member state has an effective national school policy in operation. HEPS aims to bridge this gap by being a policy development project on a national level across Europe. HEPS will help to implement these programmes in a sustainable way at school level.

→ **The HEPS Schoolkit**

The HEPS project will produce the HEPS Schoolkit. The HEPS Schoolkit will help EU member states to develop national policy promoting healthy eating and physical activity in schools, based on the health promoting school approach. It consists of the following six components:

1. HEPS Guidelines: a set of principles on promoting healthy eating and physical activity in schools, meant for organisations working on the national level in Europe.
2. HEPS Advocacy Guide: a tool assisting those advocating for the development of national school policy towards promoting healthy eating and physical activity.
3. HEPS Inventory Tool: a set of qualitative criteria for school programmes for the promotion of healthy eating and physical activity.
4. HEPS Tool for Schools: a manual that will help schools in the member states to introduce and implement a school programme promoting healthy eating and physical activity.
5. HEPS Training Resource: a publication and its associated training that aim to facilitate an understanding of the health promoting school approach and how to move from this to developing a whole school policy on healthy eating and physical activity.

ABOUT THE HEPS TRAINING RESOURCE

The information and activities within this resource have been developed to support the implementation of the HEPS project, and aim to facilitate an understanding of the health promoting school and how to move from this to developing policy on healthy eating and physical activity.

The HEPS Training Resource is in two parts – Trainers Information and Training Activities.

The *Trainers Information* has been adapted, from Growing Through Adolescence, a Continuing Professional Development resource developed by NHS Health Scotland, to support the HEPS trainers as they implement and deliver the training within their own country.

It is to aid the trainers thinking by providing some key points to help successfully plan and deliver training. It is not a guide to becoming a trainer.

The *Training Activities* provide a range of activities drawn from practice across Europe which are specifically intended to increase awareness of the health promoting school, consider what effective implementation might look like and how to use this to develop policy on healthy eating and physical activity.

The Training Activities are for experienced trainers to use with those stakeholders and partners involved in implementing HEPS and those interested in

supporting healthy eating and physical activity in schools. They may be suitable when working at an operational level or at a strategic level with a range of colleagues from health, education, physical activity and sport, nutrition and many more.

The resource is not intended to be prescriptive but to provide suggestions that trainers can adapt to suit their own local context and needs.

The structure is flexible, and the format provided is a suggestion, which again can be adapted by the trainer to suit the needs of the audience or indeed the time available.

Examples, where provided, are generally for illustrative purposes. Trainers can substitute these for their own where they feel these are more relevant and appropriate.

HEPS resources such as the HEPS Advocacy Guide, HEPS Inventory Tool, HEPS Tool for Schools and the HEPS Guidelines not only complement each other but also compliment the HEPS Training Resource and Training for Trainers. They provide information and examples of practice from across Europe and ideally should be used to support the training at all times.

Growing Through Adolescence (NHS Health Scotland 2005) is an evidence informed resource which reflects an in-depth understanding of the complexities surrounding young peoples eating behaviour, and should be used to provide further support.

■ CHAPTER 1

PLANNING AND PREPARING FOR TRAINING

1.1 IDENTIFYING TRAINING NEEDS

Training should begin, if possible, with a training needs analysis. The purpose of this is to collect as much relevant information as you can to help determine the real needs of participants. You can then use this to inform the content and delivery of the training.

In planning a training needs analysis, you may find it useful to consider some of the following:

What method(s) will you use to identify training needs?
It is important to choose a method that is convenient for those being asked for information. Examples are:
· A questionnaire, possibly with multiple choice options, in addition to open questions.
· A group meeting with relevant parties.
· A meeting with individuals.
· Telephone interviews.

With whom do you need to consult?
You may also want to find out what managers (and/ or any other relevant people) think is needed, as their views of participants' needs may differ from the participants themselves. External factors such as government guidelines and policies may also affect training needs.

Is it appropriate to consult every participant, or will a proportion suffice?

Be clear about your objectives in doing an analysis.
For example:
· To identify the training needs of participants in relation to for example, eating disorders.
· To find out the extent of participants' knowledge about for example, healthy eating.
· To identify any organisational and curricular issues that may affect participants (organisational support/ barriers they might encounter when putting training into practice).

Explain why you are collecting the information and provide any necessary background information.
For example, if you use questionnaires, detail where and when to return them, who the information may be shared with (for example, with key people in the senior management team/ relevant others) and, if it is shared, whether or not it will be anonymous.

If you discover organisational issues that will affect your training programme, then with whom will you discuss them?

Make people aware that you will design a training session (or sessions) that addresses as many needs as possible, but that not everything will necessarily be included.

Questions you ask in a training needs analysis should reflect the nature of the information you need to gather.
For example, you can ask questions:
· To elicit specific information.
· To encourage participants to say what they feel.
· To encourage participants to say what they think.

1.2 POSSIBLE QUESTIONS

→ **Areas you might include in your set of questions are suggested below.**

- What participants' objectives are and what they would like to achieve by attending the training session(s).
- What priority participants and other interested groups (for example, school management) attach to the needs they identify. This will help you plan and design appropriate training sessions.
- Any previous training participants have received relating to the subject to be covered and/ or their current level of knowledge. It is likely to be useful to find out when this training took place and what was covered.
- How confident participants are in their knowledge/ ability to teach about the subject.
- How much time they have for training. This is likely to have an impact on the amount you can cover (asking them to prioritise their needs is useful when relating needs to training time available).
- What type of approach (interactive, participative) and processes they would welcome (for example, case studies, group work, presentations).
- Any organisational issues that may affect the training.
- What participants' needs are in relation to facilities, venue, food, suitable times, interpreters and any other practical considerations?
- Any barriers participants may face.
- Any concerns they may have about the training sessions.
- An invitation to add any other comments or suggestions.

1.3 WORKING WITH OTHER TRAINER-ISSUES AND QUESTIONS FOR THE TRAINER(S)

One of the first things to decide is whether or not the training would benefit from having two trainers. Sometimes this is determined by practicalities, such as the amount of finance available. The points below are written in the form of a checklist, to help you consider important aspects of co-training. It is not intended to be exhaustive. If you decide to work with someone else, you both need to set time aside in advance to discuss key points such as

those below, and any other points you think are important. Sometimes you may have to argue the case for two people working together.

Is it appropriate to co-train? What are your reasons for co-training?

These might include:

· The group is large.
· One trainer is less experienced and needs support.
· The trainers are bringing different areas of expertise. For example, one may have particular knowledge about content, while the other is familiar with policies and organisational practice and procedures.
· Someone to share the workload.
· Another person to share opinions and perspectives.
· If emotions run high, you often need the support of someone else to help contain the emotions, to possibly work independently with someone outside the group, and to be able to discuss what happened after the training session.

Are you aware of your own and each other's skills, strengths, and weaknesses on methods and content?

Do you want to stick with what you know and have done before, or are you prepared to take some risks, with support from the other trainer?

Are you aware of anything in your own life experience that may trigger feelings for you around the subject matter concerned?

For example, if you have been through a difficult time with a close relative who has suffered from an eating disorder and this is the topic under discussion, it is advisable to let your colleague know so he or she can support you in this and, if necessary, let you take a 'back seat'. The more you know one another before the training, the better.

Talk through your individual roles and responsibilities.

Will one of you take a lead role throughout and, if so, what is the role of the other person? Will you share the responsibility of leading and, if so, who will lead which activities? What role will the other person play if he or she is not leading? Is it OK for him or her to add some points?

· Ensure you work in a way which models good practice - encourage each other and be interested during your co-trainer's input sessions.
· What support will you give each other?
· How and when will you challenge, for example, each other and participants?
· What degree of flexibility can and will you offer participants?
· Any other issues you think are important.

■ CHAPTER 2

DESIGNING TRAINING SESSIONS

2.1 THE CYCLE OF EXPERIENTIAL LEARNING

People learn from their experience, and generally learn new material in the context of existing knowledge and experience. Having opportunities to discuss and reflect on past experience, draw conclusions and try out new ideas or put new learning into practice are important aspects to consider when designing training sessions.

The cycle of experiential learning was developed by Kolb (1984), who recognised the cyclical pattern which typifies how people learn. Experiential learning is active rather than passive: the learner is directly involved in an event, then draws conclusions from it. Kolb's learning cycle, which involves four discrete but sequential steps, is illustrated in Figure 1.

Concrete
Experience

Reflective
Observation

Abstract
Conceptualisation

Active
Experimentation

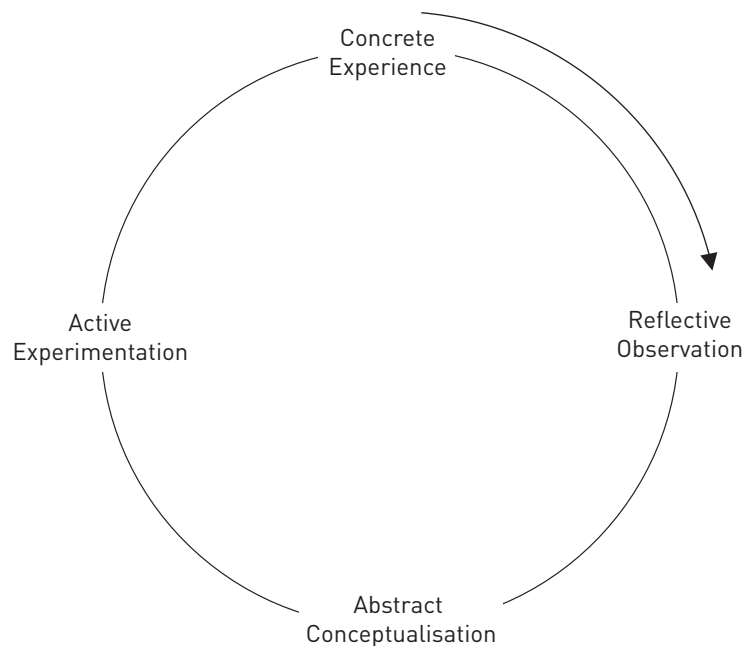*Figure 1. The Cycle of Experiential Learning (Kolb, 1984)*

Concrete Experience: experience of events in the real world.
Reflective Observation: opportunities to reflect upon the experiences.
Abstract Conceptualisation: drawing generalisations and conclusions from the reflection, and creating theories and models to explain them.
Active Experimentation: testing out the insights and learning acquired.

2.2 LEARNING STYLES

It's also important to consider the different learning styles of the participants. Honey and Mumford (1984) devised a questionnaire which outlines four learning styles:
· *Activists:* who learn from action and trying things out.
· *Pragmatists:* who learn by seeing the practical application and examples.
· *Reflectors:* who learn from thinking about things - they need time to think.
· *Theorists:* who learn from theories and concepts - they need structure and input.

The above categories are not rigid divisions and you are not likely to know the learning styles of your participants in advance of the training. However, you can ensure that you have activities which accommodate all four styles. Research has shown that a predominance of *activists* and *pragmatists* attend courses, so leaning towards the practical and participative is likely to be most effective.

2.3 TRAINING SESSION DESIGN - A CHECKLIST

The points below are provided as a checklist of the main aspects of training session design. The list is not intended to be exhaustive.

Ensure you are familiar with relevant policies, procedures and information that may affect training session design and group discussions, including:
· The formal curriculum.
· Any relevant variations between primary and secondary schools (for example, approach, content, and how schools are structured).
· The health promoting school approach, by studying relevant background resources/ materials suggested.
· Any other relevant information (such as healthy eating policies, physical activity policies, anti-bullying policies, child protection guidelines and whole school policies).
· The HEPS project and tools, and the development of the SHE Network.

Analyse the findings of the training needs analysis (see paragraph 1.1. *Identifying training needs*, page 6) to decide on the objectives and the content of the training session(s).
Consider having the objectives written down on flipchart paper or on a handout for participants.

The training needs analysis may highlight that participants need more information than is provided.
Be prepared to suggest sources of additional information or help to participants, such as websites, books and support groups. Each chapter of Growing Through Adolescence, and each resource within the HEPS Schoolkit contains references and further reading.

Set specific, relevant, achievable, and measurable objectives for activities (as these can easily be evaluated).

Objectives normally relate to the skills and knowledge participants will gain and to attitudinal and behavioural changes.

In designing a training session, ensure there's a balance in the mix of activities and approaches you use.

Have a mix of activities which take different learning styles into account - for example, activities rather than lectures or presentations for the activists in the group, discussions for reflectors, case studies for pragmatists, and handouts for theorists.

Is it appropriate to set a pre-training session task?

This may ensure that participants begin the training session from a common starting point or provide an opportunity for advance preparation (which, for example, might comprise reading, observing or trying something out). It is important to keep any advance task simple. Don't expect everyone to have actually done the work, and consider the impact of this in your decision about setting such a task. If you do set a task, make sure you build on it during the training session or people may feel they have put effort into something for nothing.

When you design training sessions, it's important to build in time for introductions, ground rules, discussion about what can and will be covered in the time available, safety and administrative points and endings (see Delivering and Facilitating Training sessions for further information).

What's to be evaluated and what tool(s) are needed to do this (see chapter 4 *Evaluation*, page 17)?

Decide which ground rules you think are essential for the group to work effectively and safely (see Ground rules in section 4).

These might include:
· Respecting each other's contributions (people may not agree with each other, and that's okay).
· Maintaining confidentiality (explore what to keep confidential, and why).
· Giving permission to opt out - but let the trainer know.
· Being aware of language used, to avoid labelling or stereotyping.

Other points to consider:

· The ideal number of participants.
· Although timings are suggested for training sessions and for each activity, these are approximate. You may need to change them to suit your circumstances.
· Make sure you have all the materials and equipment you need for each activity.
· Information sheets can be used as handouts, as appropriate (you might also consider distributing relevant sections/ copies of the resources).

· Give careful consideration to a suitable venue (is there space for pairs/ people to form groups? Is the venue accessible to everyone? Are refreshments available? Is it in someone's workplace, where they might be interrupted? Are participants likely to feel relaxed in the setting? Is the lighting, temperature and airflow conducive to the work being done? Can you arrange seating in an informal style?).

■ CHAPTER 3

DELIVERING AND FACILITATING TRAINING SESSIONS

3.1 A CHECKLIST OF KEY POINTS

This section outlines some of the main points to consider when delivering and facilitating training sessions.

3.1.1 Beginnings

The most important issue at the beginning is helping people to feel at ease and that they can trust you and the process.
They need to know what is going to be covered and how the group is going to work. They will also be checking out the facilitators and the other participants, to see if they can really fit in.

It's important to allow enough time to set the scene and help people get to know one another.
Ensure your training session opening includes:

· Welcome.
· Some background to the course. What you say will depend on the situation and what you think is important to include. You may wish to thank participants for letting you know their training needs in advance and that these have helped form the training session objectives. It may also be appropriate to say, briefly, what it will not be possible to address and why; otherwise, some people may feel discounted and/ or disappointed.
· Clarification of the objectives for the training session and how these will be achieved. It helps to have the objectives written down for participants. Emphasize that the training is about teachers developing their knowledge and awareness, not about them approaching individual pupils they may have concerns about (if they are concerned about a pupil, they should follow their school referral procedures and guidelines, as appropriate).
· A brief outline of the programme, so that people are clear about breaks and also about the link between objectives and content.
· Introduction - you and your role.
· Introductions - participants (if you wish you could use an icebreaker here).
· Health and safety (for example, fire drill) - cover any administration points later so that your focus at the start is on the training session and its content.

3.1.2 Ground rules

Agree ground rules or a group contract at the start of the training session.
Ask for suggestions on ground rules and be clear about any you think should be included (see the suggestions in the Growing Through Adolescence designing training sessions section). Record these on a flipchart sheet. Check that everyone agrees with what is written and, if they

do not, discuss this. Suggest that these should be kept under review and can be amended (or new rules added) during the training session.

3.1.3 Middles

When introducing an activity, describe the objective(s), explain what you are going to do and/ or what you are inviting participants to do, and the logistics.
For example: time allocation, how it will be done (groups, pairs, discussion, using a handout, and so forth) and where it will be done. Consider putting the key briefing points on a chart or handout.

In small group discussions, give participants time to get going but be prepared to spend time with a group if necessary (for example, you may need to encourage them to get beyond the surface level and share their experience, knowledge and opinions), then leave them to progress.

The greatest asset in a training session is the participants themselves.
Make sure you acknowledge and make use of their skills, knowledge and experience throughout the training. In plenary, following division into groups or pairs, ask them to share what has come from their discussions - their thoughts and their significance, their learning, how they can apply their learning, differences, feelings, and so forth. Depending on the time available, you may need to structure this quite carefully; for example, you may need to ask each group to feed back what they have learned and what they found difficult to reach agreement on.

In group discussions and during activities:
· Be positive, keep the momentum going, build on what's been said and introduce other ideas when appropriate.
· Be clear about points you feel are important to highlight, if group members do not raise these. For example, research findings, an idea that may be controversial or challenging, how something is relevant to both primary and secondary ages, and other points that may need to be addressed.
· Refer to key concepts, approaches and ideas as appropriate, particularly a whole school approach through the health promoting school, which should underpin your training session(s).
· Make links with information available across documents - to enable participants to be aware of new information and research.
· Be prepared for the likelihood of child protection issues being raised in specific sessions such as eating disorders or body image. Each local region should have child protection guidelines for schools. It would be valuable to look at these in advance.

Ensure you leave enough time for discussions so that participants can reflect on their current practice and what they might change or develop in the light of the health promoting school approach.

You need to give careful consideration to appropriate plenary discussion questions to enable people to reflect in some depth on the implications for their practice. They need time to consider how any issues raised relate to the curriculum, to school management, to relationships and to the broader life of the school.

Be sensitive to the atmosphere and dynamics in the group.

If you ignore this, people may switch off or begin to be disruptive. Be aware of people's involvement (or lack of it) and body language. You can consult the group to find out what their thoughts and feelings are (they may need an early break, may be finding the content of an activity difficult to relate to, or may be bored because they are already familiar with the material). The main thing is to constantly have your 'antennae' working, even when people are working in small groups!

Some activities may touch on personal or sensitive issues.

For example, some participants may find listing their talents, skills and qualities too personal and threatening. Others may not be happy to share their drawings, or may have had personal experience of eating disorders. It is often difficult to foresee what will seem threatening to people, and what will evoke difficult memories and feelings. As a general rule, avoid putting people on the spot, especially in the whole group. Participants may be happy to disclose information to someone they trust in the group, but may not want it shared publicly. You need to remain sensitive to people's feelings to help them to feel safe, expressing their feelings or respecting their privacy as appropriate.

Be aware of the potential for participants to experience strong emotions.

Consider what this might bring up for you and how you might deal with it. This is one important reason for working with another facilitator (see working with other trainers, above, for further consideration). If participants become angry, it is important not to get defensive, and to try to think what is behind the anger.

Keep an eye on the ground rules throughout the training (see paragraph 3.1.2 *Ground rules*, page 13).

They are only of value if they are used and referred to throughout. Sometimes a participant will draw attention to a ground rule he or she thinks is being broken or needs to be changed, but sometimes it will be your responsibility. For example, you may need to challenge inappropriate language. If participants have a personal experience of some of the issues being discussed, they will be particularly sensitive to stereotyping and labelling.

Be prepared for some 'storming'.

Once the group begins to feel more comfortable with one another, issues around 'who has the power here?' will start to surface. You may feel the group is falling apart, but in fact it's just a natural stage of group development. They are daring to have a voice! If you are being

challenged, avoid getting defensive and acknowledge their opinions and feelings. It's easier said than done, but do not try and squash the conflict - welcome it, and work with it!

Briefly review an activity before moving on to the next.
Remind the group of the objective(s) of the activity and summarise the main learning points before moving on (it might be helpful to remind participants of the objective(s) during an activity if you find they have lost track or if a group has misunderstood their task).

Review progress after an activity and/ or at the end of the training session to check what people are feeling/ thinking, clarify any misunderstandings, obtain feedback, give encouragement and build confidence.

Be prepared to be flexible.
If the group is very interested in a particular issue, they may need more time. You may decide to change the programme in response to a need that has been identified, or because emotions are running high. If the energy in the group is low, you may need to introduce an energiser or some movement to lift the mood.

3.1.4 Endings

As with the beginning, leave enough time to pull the training session together.
By doing this, you encourage participants to take time for reflection and to feel a real sense of closure. Include the following points, as appropriate:
· Anything participants still want to raise.
· What participants have learned.
· Feedback from participants/ evaluation. Let participants know what will be done with this and, if they have completed feedback questionnaires, who will see them (see chapter 4 *Evaluation*, page 17).
· Completing a personal action plan (what they are going to do as a result of the training - the action, or steps, they need to take and a date by which they will complete each action point).
· Information about future training sessions or any other relevant points participants need to know before they leave.

■ CHAPTER 4

EVALUATION

4.1 GENERAL INFORMATION

Evaluation is the process of measuring the effectiveness of a training programme against its objectives. The evaluation process comprises four stages: before, during and immediately after training, then evaluation after a period of weeks or months. More information about these stages is given below.

4.1.1 Before training

By assessing training needs in advance, you should be able to clarify the objectives of your training session(s)/ activities. If you write clear objectives, you should find it easy to evaluate how well they have been achieved.

4.1.2 During training

You can ask for feedback from participants to find out their thoughts and feelings, to assess how things are going, and to find out what they are learning. There are different ways of obtaining such feedback: open feedback from group members, small group feedback (where no individual comments are attributed to an individual), or individual comments written down anonymously. Be prepared to act appropriately on this feedback. For example, you may need to adapt an activity or change the content as a result of the feedback.

4.1.3 Immediately after training

You can ask participants to evaluate the training session(s). This has its limitations, in that evaluation usually needs to be done after the real value of the training is processed by participants over a period of time. Immediate feedback can, however, provide you with information you need to know instantly. You may also consider it appropriate to ask for feedback if you are unlikely to be in contact with participants again.

4.1.4 Evaluation at a later date

Inform participants that you plan to evaluate the training at a date in the future (let them know when this is likely to be, if possible, as they can let you know if there are reasons why it should not be done at this time) and how it will be done (see paragraph 4.2 *Evaluation tools*, page 19).

→ **Here are some areas you might cover in evaluation after the training session(s), once participants have had time to put the training into practice:**

- How participants rate the training session(s) overall in terms of usefulness.
- The extent to which participants think their objectives were met.
- Which activities/ parts of the training they found most useful, and why.
- Which activities/ parts of the training they found least useful, and why.
- What participants have gained, from a professional point of view.
- How the training has helped their practice.
- To what extent their knowledge and/ or skills and/ or confidence increased as a result of the training session(s).
- What action they have taken as a result of the training session(s).
- What action they are still intending to take.
- What else could have been included.
- What they think the school has gained by their taking part in the training.
- What discussions they have had, if any, with their colleagues and managers in relation to the training.
- What support is needed now, if any.
- How the training session(s) could be improved for other participants.
- The contribution of the trainers - how useful/ helpful/ effective/ ineffective it was, and why.
- Opinion of the venue and domestic arrangements.
- Any other (related) areas they would like to cover in future training.
- Any other comments or suggestions they would like to make.
- Rate the training on a scale from 1 to 10.

It may be useful to have a post-training discussion with other relevant people such as members of the senior management team, the health promoting school co-ordinator and steering group, and key local partners to share results of the evaluation. This is likely to have been agreed at the start of the training programme. If you intend to share information provided by participants, make sure they know this is your intention and reassure them that individuals will remain anonymous.

It's important to review and evaluate the training session yourself (and with any other trainers involved) using the objectives you set for yourself and for participants (see paragraph 2.3 *Training session design - a checklist*, page 10). Set aside time to do this when the session is still fresh in your memory, and allow time to make any necessary changes to a revised and updated training session for use in the future, if appropriate.

4.2 EVALUATION TOOLS

You can use different tools, as appropriate. These include:
· Questionnaires - if distributing a questionnaire, it should ideally include room for open-ended feedback as well as tick boxes and number ratings.
· 'Post-it' notes stuck onto flipcharts under specific headings (the best thing about 'X'; the worst thing about 'Y' and how it could be improved).
· Oral feedback from those willing to share.
· A 'continuum' on a wall on which participants can be encouraged to write their thoughts and feelings.
· Structured meetings.
· One-to-one interviews and discussions.

■ MODULE 1

HEALTH PROMOTING SCHOOL

OBJECTIVES

· To clarify and consolidate understanding of a health promoting school.
· To increase understanding of what is meant by a whole school approach.
· To provide a foundation for the HEPS Training Resource.

TIME

30-45 minutes.

RESOURCES

· Flip chart paper
· Coloured marker pens
· Pre-prepared definitions
· Draw and write technique (Appendix 1a)
· Diamond Nine Activity (Appendix 1b)
· Presentation Frameworks and Principles (CD)
· WHO definition (Appendix 1c)
· Thessaloniki Principles (Appendix 1d)
· SHE core values and pillars (Appendix 1d, these can also be found in the HEPS Tool for
  Schools, and in the Framework and Principles presentation on the CD)
· HEPS Guidelines

KEY INFORMATION

→ **A health promoting school:**
  • Is supportive of the overall aims and values of education.
  • Is known by various names.
  • Is based on democratic principles and values.
  • Is based on a social model of health.
  • Integrates health promotion into every aspect of the school setting.
  • Involves activity in more than one domain, and in this way is more likely to be
    effective in changing behaviour.
  • Can have a positive impact on the social and physical environment of a
    school.

METHODS/ ACTIVITIES

1. Explore what is understood by a health promoting school. Use the draw and write technique (Appendix 1a) and the Diamond Nine Activity (Appendix 1b). Alternatively -
   Growing Through Adolescence - Activity 9
   Growing Through Adolescence - Activity 10
   Growing Through Adolescence - Activity 11
   Growing Through Adolescence - Activity 12
   Growing Through Adolescence - Activity 34

2. Taking feedback from each group, discuss as a group the various definitions provided, and their merits/ strengths/ flaws/ weaknesses.

3. Find out if there are national/ regional, definitions/ frameworks and variations used within each member state/ region. You may want to consider illustrations of other frameworks and principles (1) (Appendix 1d).

4. Further develop the understanding of the above by exploring what is meant by '*a whole school approach*'.
   Discuss key features of the *whole school approach* – (see accompanying frameworks and principles presentation and tables provided in Appendix 2a and b) and the merits of this approach (evidence).

5. Clarify and agree what this means and might look like within the context of each member state, and how this approach might 'come alive'.

6. Explore a 'whole school approach' to physical activity and healthy eating. Examine how the features identified above might be applied to healthy eating and physical activity.

SUMMARY POINTS

· Most effective way of influencing behaviour change.
· Essential to look broader than the taught curriculum.
· No right or wrong.
· Various frameworks.
· Based on a shared understanding, values and principles.

■ APPENDIX 1a

DRAW AND WRITE ACTIVITY
(Wetton and McCoy, 1998)

Pre-activity preparation
Gather materials required.

Materials
· Flip chart paper
· Coloured marker pens
· Other additional art/ craft/ drawing materials

Activity
1. Explain that a health promoting school means many things to many people. You can make use of:
    · Formal definitions, e.g. WHO
    · Frameworks, e.g. those provide from member states
    · Pictorial representations e.g. drawn by children

2. In small groups discuss the idea of a health promoting school
    · What would be the key features?
    · What would you look for?
    · How would someone else recognise it?

3. Now draw a health promoting school.

4. Ask that groups share their pictures and discussions. Set a time limit for feedback.

5. Summarise and feedback.

■ **APPENDIX 1b**

DIAMOND NINE ACTIVITY

Pre-activity preparation

1. Print a selection of the following statements onto strips of card or paper. Add additional relevant statements if required. Provide 'blank'/ empty cards for participants use.
   · Democracy
   · Equity
   · Empowerment and action competence
   · School environment
   · Curriculum
   · Staff health and welfare
   · Collaboration and partnerships
   · Whole school community
   · Sustainability
   · Programmes and projects
   · Influencing health behaviour
   · Staff training
   · Pupil participation
   · Ethos
   · Out of school activity

2. Provide a visual explanation of the *Diamond Nine* for participants, e.g. flip chart drawing.
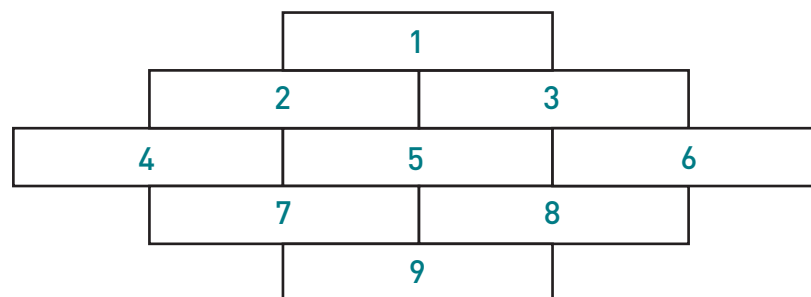
Activity

1. Divide a large group into small working groups of about 4-5 persons. Ask each small group of participants to discuss the statements in turn.

2. Ask that they arrange these statements in a 'diamond nine' (see above) in order of importance: 1 most important – 9 least important. This must be done through a process of consensus. Provide a time limit for this.

3. Group/s should take it in turn to share their Diamond Nine and their discussions, ideally done in a carousel fashion. Points for discussion include:
   · What were the most important? Least important? Most contentious?
   · Was it easy to reach a consensus?
   · Once they had shared their D9 and had discussions, was there a temptation to change after hearing the view of others?
   · What was the general feeling from the groups?

■ APPENDIX 1c

WHAT IS A HEALTH PROMOTING SCHOOL?

According to the WHO [*] a health promoting school is one that constantly strengthens its capacity as a healthy setting for living, learning and working.

A health promoting school...
· fosters health and learning with all the measures at its disposal.
· engages health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders in efforts to make the school a healthy place.
· strives to provide a healthy environment, school health education, and school health services along with school/ community projects and outreach, health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and programmes for counselling, social support and mental health promotion.
· implements policies and practices that respect an individual's well being and dignity, provide multiple opportunities for success, and acknowledge good efforts and intentions as well as personal achievements.
· strives to improve the health of school personnel, families and community members as well as pupils.
· works with community leaders to help them understand how the community contributes to, or undermines, health and education.

Health promoting schools focus on...
· caring for oneself and others.
· making healthy decisions and taking control over life's circumstances.
· creating conditions that are conducive to health (through policies, services, physical/ social conditions).
· building capacities for peace, shelter, education, food, income, a stable ecosystem, equity, social justice, sustainable development.
· preventing leading causes of death, disease and disability: helminths, tobacco use, HIV/ AIDS/ STDs, sedentary lifestyle, drugs and alcohol, violence and injuries, unhealthy nutrition.
· influencing health-related behaviours: knowledge, beliefs, skills, attitudes, values and support.

[*] www.who.int/school—youth—health/gshi/hps/en/index.html

■ APPENDIX 1d

THESSALONIKI - 10 PRINCIPLES

A health promoting school...
· Democracy
· Equity
· Empowerment and action competence
· School environment
· Curriculum
· Trainig resource
· Measuring success
· Collaboration
· Communities
· Sustainability

SHE core values and pillars
· Equity
· Sustainability
· Inclusion
· Empowerment and Action Competence
· Democracy
· Participation
· School quality
· Evidence
· Schools and communities
· Whole school approach to health

■ TRAINERS NOTES

■ **MODULE 2**

A WHOLE SCHOOL APPROACH

OBJECTIVES

· To further develop the understanding of the above by exploring what's meant by '*a whole school approach*'.
· To explore what a whole school approach looks like in practice.

TIME

30-45 minutes.

RESOURCES

· Flip chart paper
· Coloured marker pens
· Whole school approach tables (Appendix 2a)
· HEPS Guidelines (provide examples which fit within a whole school approach)
· HEPS Tool for Schools (Indicators and Rapid Assessment Tool, see Appendix 1 + 2)

KEY INFORMATION

➜ **Whole school approach permeates:**
 • Entire school population and community.
 • Every aspect of school day.
 • All aspects of school life.

METHODS/ ACTIVITIES

1. Discuss and identify/choose a health promoting school model or framework to work with. This may be an existing model used within the member state/region or school; one of those presented, or one identified by the group.
2. Explain the key information points.
3. Using the model chosen ask the group/s to explore (this may be done by asking half to work on physical activity and half to work on healthy eating OR by working on one first, then the other).
   · A whole school approach to physical activity.
   · A whole school approach to healthy eating.

4. Firstly writing down what activities/ programmes are currently being done, then writing down what other programmes and developments could be done in the future. This may be done using the tables provided or by using flip chart paper and pens.
5. Share and discuss:
   · What appears to common activity/ practice?
   · What ideas appear new?
   · Where can ideas and practice be shared?

It is useful to type up what is recorded here, as it provides a draft audit of current activities and ideas of other practice which can be shared.

SUMMARY POINTS

· Most effective way of influencing behaviour change.
· Essential to look broader than the taught curriculum.
· Engage with all relevant partners.

■ APPENDIX 2a

A WHOLE SCHOOL APPROACH TO...

Family and community	
Ethos and environment	
Formal/ taught curriculum	

■ APPENDIX 2b

A WHOLE SCHOOL APPROACH TO...

Time	Current activity	Possible activity
Before school		
Lunchtime and breaks		
Taught curriculum		
After school		
Wider school activity		

■ TRAINERS NOTES

■ MODULE 3

DEVELOPING A WHOLE SCHOOL POLICY

OBJECTIVE

To provide guidance on developing a whole school policy to healthy eating and physical activity.

TIME

30-45 minutes.

RESOURCES

· Links to HEPS Guidelines/ chapter 3
· HEPS Advocacy Guide
· HEPS Tool for Schools
· Example school policy (Appendix 3)

KEY INFORMATION

➡ **A whole school policy should:**
- • Encompass all aspects of school life.
- • Reflect the vision and values of the school.
- • Be process driven and developed co-operatively, involving all key.
  stakeholders – young people, parents, etc.
- • Reflect local needs, issues and priorities.
- • Be seen as apart of an ongoing process.

METHODS/ ACTIVITIES

1 Explain the need for a policy framework for healthy eating and physical activity.
2. Identify with the group other relevant national, regional and local level policies.
3. Explore the implications of these for member states, HEPS activities and for schools.
4 Establish a process for policy development (HEPS Guidelines):
   · Establish working group.
   · Audit existing activity and programmes.
   · Make a draft policy.
   · Consult on the draft policy, and modify accordingly.
   · Disseminate and implement the policy.

· Monitor, evaluate, review and revise the policy.
· Communicate the policy.
5. Agree a timescale for policy development.
6. Develop an action plan.
7. Agree a timescale for review and revision.

SUMMARY POINTS

· Processes are important to establish ownership.
· Planning allows for identification of local needs and prioritising.

■ APPENDIX 3

KILPATRICK SCHOOL
POLICY ON HEALTHY EATING & NUTRITION

INTRODUCTION

As an accredited Health Promoting School, Kilpatrick School is fully committed to the provision of effective education on Healthy Eating and Nutrition. In line with West Dunbartonshire Community Authority, the school is also committed to supporting its staff in the delivery of a whole-school Healthy Eating strategy, in line with the principles of Hungry for Success (2003).

1. AIMS

Following the principles embedded in the Schools (Health Promotion and Nutrition) (Scotland) Act 2007, this policy aims to:

· Ensure consistency across both Primary and Secondary departments.
· Embed Healthy Eating and Nutrition within cross-curricular themes, in line with A Curriculum for Excellence.
· Develop, encourage and maintain health promoting lifestyles in children and young people that will benefit them into adulthood.
· Promote positive attitudes towards food and nutrition which will foster the development of successful learners, effective contributors, confident individuals and responsible citizens.

2. RATIONALE

"A good diet is essential for good health. It is therefore important that children are provided with a solid foundation for establishing healthy life-long eating habits. Although schools alone cannot be expected to address children's poor eating habits, schools can make a valuable contribution to improving the nutritional quality of children's diets and promoting consistent messages about healthy eating within a health promoting schools environment." Schools (Health Promotion and Nutrition) (Scotland) Act 2007.

As an integral feature of Health and Wellbeing Education, Healthy Eating and Nutrition concerns quality of life, encompassing the promotion of physical, emotional and social wellbeing. The school recognises the strong link between lifestyle, environment and hereditary factors and effective learning and teaching. This policy, therefore, will adhere to both the nutrient standards and food and drink standards for school lunches along with the food and drink standards for anything served in school outwith the school lunch.

3. KEY AREAS of HEALTHY EATING & NUTRITION in KILPATRICK SCHOOL

a) School meals
b) Healthy Tuck Shop
c) Fruit in School
d) Breakfast Clubs
e) School Nutrition Action Group
f) Water in School
g) Oral health

a) School Meals

Following the seven underlying principles which governed the implementation of Hungry for Success (2003), Kilpatrick School will:

· Continue to establish links between learning and teaching on healthy eating in the curriculum and food provision in the school.
· Promote partnership working, engaging with health visitors, dental hygienists, community dieticians, environmental health officers, and, in particular, caterers and parents.
· Consult regularly with parents, pupils and staff on the provision of school meals.
· Ensure anonymity for free meal recipients.
· Promote the concept of lunchtime as a social experience.
· Issue pictorial menus to parents, so as to engage them in encouraging their children to make healthy choices.
· Have regular incentive schemes to encourage pupils to make healthier choices.

These strategies have now been further endorsed by the Schools (Healthy Eating & Nutrition) (Scotland) Act 2007.

b) Healthy Tuck Shop

"Influencing what is available in the tuck shop so that the food sold links to what is being taught in the curriculum is very important in reinforcing a whole-school approach" (Hungry for Success 2003).

Children have high energy and nutrient requirements compared to their body size. They need to eat regularly and nutritious snacks between meals are an important part of the day, therefore tuck shops are very important. There is evidence that children who have had healthier alternatives at break time settle down to class work more quickly, are much calmer, less challenging and have higher levels of concentration.

In Kilpatrick School, a variety of fruits and/or vegetables will always be available and any savoury snacks will comply with the nutrient standards as set out in the Act. Water will always be available.

c) Fruit in School

This successful initiative aims to:

· Complement the good work already going on in Kilpatrick School to encourage the habit of snacking on fruit and having a healthy tuck shop.

· Give pupils the opportunity to explore tastes and textures of a variety of fruits and vegetables and to become used to eating fruit and vegetables every day.
· Increase fruit awareness and consumption through education leading to better health and health-related behaviour for children.
· Complement and support the nutrient standards for school lunches.
· Encourage teaching staff to include curricular lessons on fruit consumption and its role in a healthy, balanced diet.

d) Breakfast Clubs
In Kilpatrick School these clubs, in both Primary and Secondary departments, aim to:
· Provide pupils with healthy food at the start of the day (which has been proved to improve concentration) and encourage a balanced diet.
· Encourage pupils to eat fewer sweets or snacks, thereby reducing tooth decay.
· Provide opportunities for social interaction across peer groups.

e) School Nutrition Action Group
Established 10 years ago in Kilpatrick School, this group aims to look at:
· The provision of food in school throughout the day.
· How healthy choices are promoted in the school community.
· How healthy eating & nutrition fit into the curriculum.
· How to link effectively what is taught in the classroom and the standard & quality of food eaten in the school.

Members of the group are:
· Catering manager.
· Depute head teacher (also health education coordinator).
· A member of the teaching staff.
· Home Economics teacher.
· Pupil representative.
· Other parties, from time to time, such as the community dietician.

f) Water in School
Water provision has the potential to make a great difference to pupils' health and academic performance. There is a strong correlation between classroom learning and the amount of water consumed by children during the school day.
In Kilpatrick School, pupils are encouraged and allowed access to drinking water during the day, even during lesson times.
Water is also provided as part of school lunches.

g) Oral Health
Kilpatrick School participates in the tooth-brushing programme established by Greater Glasgow Health Board. In the Primary Department, tooth-brushing is part of the lunchtime routine and this is monitored by the health board's oral health hygienist, who visits the school each term.

4. HEALTHY EATING AND NUTRITION AND CURRICULAR LINKS

4.1 Health and Wellbeing (formerly Personal, Social and Health Education)

This curricular area is the main area in which to deliver education about healthy choices, healthy eating and food hygiene. Links are made between nutrition, physical activity and mental health.

"Learners (will) develop their understanding of a healthy diet, which is one composed of a variety and balance of food and drinks. They (will) acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits. They (will) develop an appreciation that eating can be an enjoyable activity and (will) understand the role of food within social and cultural contexts. They (will) explore how the dietary needs of individuals and groups vary through life stages.

Learners (will) develop knowledge and understanding of safe and hygienic practices and their importance to health and wellbeing and apply these in practical activities and everyday routines including good oral health. They (will) develop awareness that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media." (Curriculum for Excellence.)

At Kilpatrick School, the present curricular content for healthy Eating and Nutrition is:

- Early Years: Why we need food
                 Cleaning our hands, teeth and body
- P1-P3:   Eating, growing and changing
                 Food hygiene – washing and preparing food
- P4-P6:   Nutritional needs
                 Food hygiene – storage and preparation
- P7-S2:   Physical health needs e.g. diversity of healthy body sizes
                 Media influences
- S3-S4:   Independent living skills
                 Using health support agencies
                 Food issues e.g. breast-feeding and safe dieting
                 Basic First Aid and Food Handling skills
- S5-S6:   Healthy independent living
                 Food for healthy lifestyles

4.2 Physical Education

Being fit is necessary for good health. An integral part of the school's fitness programme is the overt link between fitness and the importance of a good, balanced diet.

4.3 Home Economics

At all stages in Kilpatrick School, opportunities are provided for practical food preparation for healthy eating. The Home Economics programme of study allows for all aspects of healthy eating and nutrition to be covered.

4.4 Other Curricular Areas

· English – within discussions, imaginative writing and media studies.
· Religious and Moral education – within Other World Religions and Personal Search.
· Social Subjects – the politics of health, poverty and malnutrition.
· ICT – accessing healthy eating and nutrition information through the internet.
· Enterprise – Healthy cookbooks and calendars, herb nurseries and Eco-schools.

These links with the curriculum, formal and informal, will continue to be audited regularly, so as to:

· Provide a progressive and developmental spiral approach through which topics are introduced, consolidated and extended at an appropriate age and stage.
· Heighten awareness of opportunities for teaching about health issues in informal contexts and as they arise.
· Provide a framework for the continuing development of the curriculum in forward planning, through the incorporation of new initiatives.
· Give reassurance that a lot of work in the area is in fact being undertaken already.

5. MONITORING AND EVALUATING

It is the intention to regularly review and update this policy in line with current advice from the Scottish Executive.
Through the School Improvement Plan and the Standards and Quality report, strategies will be in place to ensure the principles embodied in this policy continue to develop in line with the school's accreditation as an Excellent Health Promoting School.

6. ETHOS

Kilpatrick School is committed to supporting the development of each pupil as a whole person.
Social skills and interpersonal relationships are promoted through positive lunchtime experiences, and adults within the school community provide good role models.
The school takes advantage of regular assemblies to promote the advantages of healthy eating and nutrition, and frequently rewards those pupils who are adopting a healthier lifestyle.

7. ADDITIONAL SUPPORT NEEDS

In Kilpatrick School, some of our pupils have particular problems associated with eating e.g. chewing, swallowing and digesting. Staff are regularly trained, mainly by speech and language therapists and school nurses, to ensure they give the best and most appropriate assistance.

A registered dietician supplies the school catering manager with an individual diet for these clients, so that they are fed according to their own nutritional needs and physical abilities. Parents are also consulted on medically prescribed dietary requirements and the school follows the local authority guidelines.

Catering staff liaise with parents, carers and medical professionals to ensure that a suitably balanced nutritional diet is provided.

The principle of variety and choice of food applies equally to children and young people on special diets, as part of a wider pupil-centred approach.

8. ROLES and RESPONSIBILITIES

Roles

Within Kilpatrick School, the Head Teacher has overall responsibility for the implementation of Healthy Eating and Nutrition. The school has a Health Education Coordinator who is responsible for the management of all aspects of the Health Promoting School including Healthy Eating and Nutrition.

Responsibilities

The Head Teacher, Senior Management Team including the Health Education Coordinator, and all other staff have roles and responsibilities in relation to Healthy Eating and Nutrition. These include:

· Leadership that takes a holistic view of health and is committed to health improvement for all pupils, staff and the wider community.
· Management that ensures integrated action to identify and respond to the health needs of pupils and staff and that makes a positive impact on the wellbeing of the wider community.
· All staff adopt a collaborative, consultative partnership-based approach.

Kilpatrick School will continue to ensure that accommodation and resources encourage healthy Eating, in terms of:

· The attractiveness, reception and atmosphere of the dining area.
· Pupil/staff relationships within the dining area.
· Pupil consultation on school meals.
· Suitability of kitchen and servery facilities.
· Use of display to promote healthy choices, not just in school lunches but also within Breakfast Clubs and tuck shops.

■ TRAINERS NOTES

■ MODULE 4

PARTNERSHIPS FOR HEALTHY CHOICES

OBJECTIVES

· To explore the range of partners required to implement HEPS.
· Identify potential partners for delivery of HEPS.

TIME

30-45 minutes.

RESOURCES

· Flip chart paper
· Marker pens
· HEPS Guidelines
· HEPS Inventory Tool
· HEPS Tool for Schools
· Example Action Plan template/ Planning Tool template (Appendix 4a)

KEY INFORMATION

➔ • Partners are essential for delivering a whole school approach to HEPS.
   • Language and terminology will vary across partners.
   • The process of establishing strong partnerships is as important as the outcome.
   • Make best use of the partnership.

METHODS/ ACTIVITIES

1. Identify everyone who can be involved – both inside and outside the school.
   · What might their role or contribution be?
   · What would they have to gain from their involvement?
   · What might be the barriers to their involvement?
2. Think about both strategic and operational issues.
3. Who would be required on your Planning Group to fully implement a whole school approach to healthy eating and physical activity?

Think about:
- Possible barriers to their involvement.
- Arguments for their involvement and participation.
- Existing structures and mechanisms – e.g. relevant Health and Education groups, Planning structures.

4. Now go to the Action Plan for Healthy Eating and Physical Activity in your school/regional:
- Who is relevant and appropriate to sit on this Group?
- Who will lead and direct this Group?
- How will this Group link into other existing groups?
- Where will it be accountable to?

SUMMARY POINTS

- Partnerships are a core part of any health promoting school.
- Partnerships are critical to the effective delivery of physical activity and healthy eating within the school setting.
- Key to this is understanding the role and remit of other partners and the challenges and barriers faced by all.
- Good partnership working takes time.

■ APPENDIX 4

ACTION PLAN TEMPLATE/PLANNING TOOL TEMPLATE

Activity:
Aim:

Target/goal/objectives	Measure of success/indicator	Resources available	Timescale	Who will lead this work?	Who else will help?

■ TRAINERS NOTES

■ MODULE 5

PLANNING FOR HEALTHY EATING AND PHYSICAL ACTIVITY

OBJECTIVES

· To highlight the importance of planning for healthy eating and physical activity.
· To explore the key stages in the planning process.

TIME

30-45 minutes.

RESOURCES

· Pens/ paper
· Flip chart paper
· Coloured marker pens
· Planning templates (Appendix 4a)
· Planning example (Appendix 5a)
· Planning model (Appendix 5b)
· HEPS Tool for Schools (Indicators, see Appendix 2)
· HEPS Inventory Tool

KEY INFORMATION

→ **Planning is important. It helps direct resources to where they will have most impact. Important steps include:**
  - Assessing the need.
  - Setting aims.
  - Setting objectives.
  - Agreeing methods and strategies.
  - Evaluating outcomes.

METHODS/ ACTIVITIES

1. Explain that this activity builds on:
   · Health promoting school – module 1
   · Whole school approach – module 2
2. Use the planning model/s provided (Appendix 5b) to illustrate key stages in the planning process or use another relevant model if preferred.

3. Discuss the key stages as a whole group/ or in small groups, for example:
   Identifying/ Assessing needs:
   · How could you identify your local/ regional/ national needs, e.g. those of your school community?
   · Where could you find this information?
   · What data could you draw on?
   · Feedback and share thoughts.
   GTA Activity 15 – How do we know what children think and feel (P76-78)?
4. Hand out the Action Plan Template (Appendix 4a), ask the group to look at the planning model/s and see if they 'fit'. Do they feel anything is missing? Should anything else be included?
5. Using either examples from earlier activity (module 2) where they identified future activity or provided examples (see Appendix 5a) ask each group to plan in detail a new activity or programme for their school.
   Suggested activities might include to…
   · establish a Healthy Eating and Physical Activity Steering Group.
   · establish a breakfast club within the school.
   · develop a whole school policy.
   · pilot a new 'Walk to School' project.
   · pilot a healthy cooking project for parents.
   · undertake a review of staff development needs.
   · use the HEPS Inventory Tool.

■ **APPENDIX 5a**
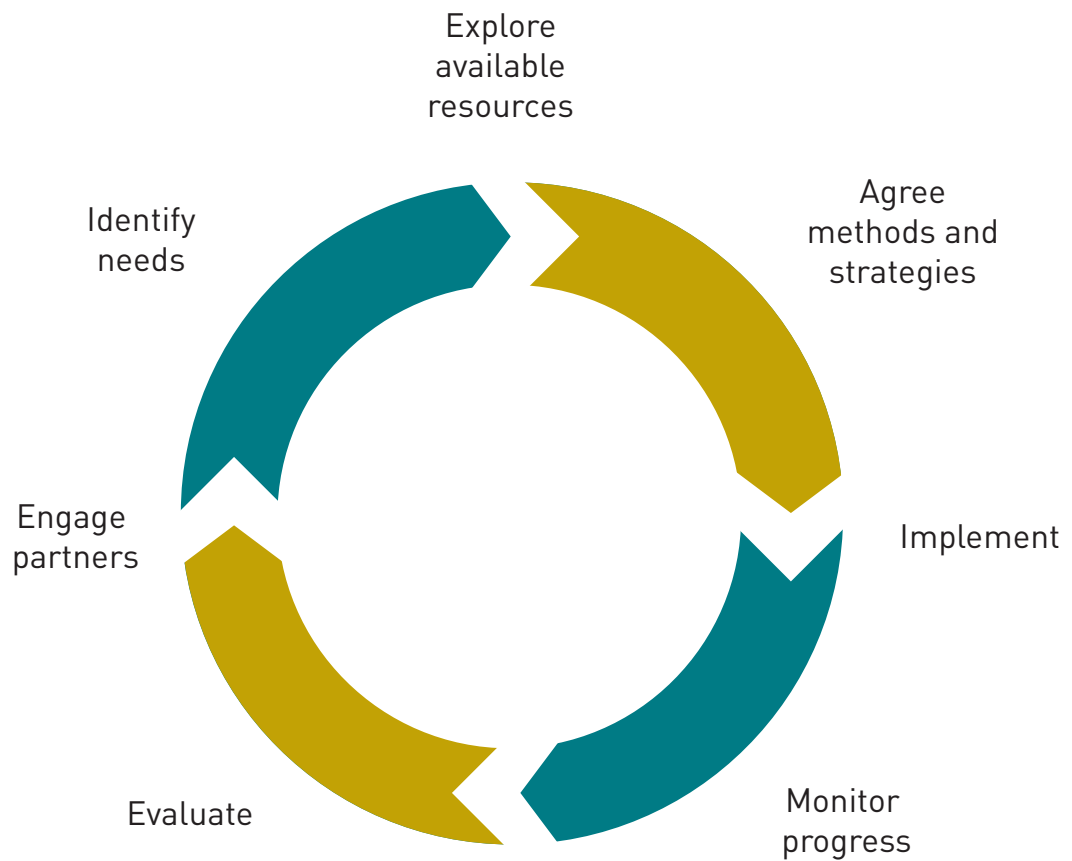
TERMS USED IN PLANNING MODULE

Policy	Guidelines for practice which set broad goals and a framework for action.
Aim	Broad goals.
Objectives	More specific goals to be achieved.
Programme	Overall outline for action.
Priority	The area for immediate consideration.
Strategy	Methods to be used to in achieving the goals.

SMART objectives

Specific
Measurable
Agreed
Realistic
Timebound

PLANNING MODEL

Explore available resources

Agree methods and strategies

Implement

Monitor progress

Evaluate

Engage partners

Identify needs
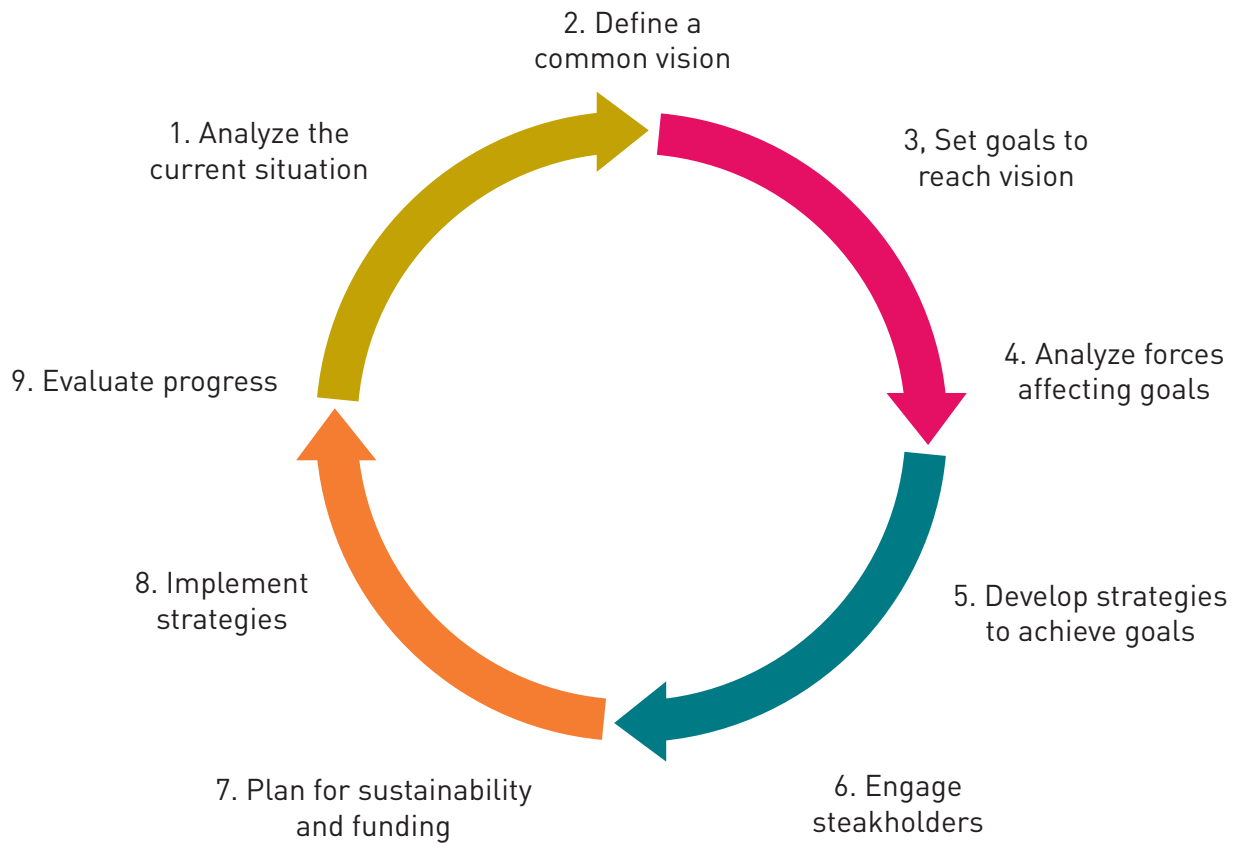
■ APPENDIX 5c

MOVING FROM VISION TO ACTION

Source: Moving from vision to action: a guide for planning community change, © june 2002, Inc.

■ TRAINERS NOTES

■ MODULE 6

GROWING THROUGH ADOLESCENCE

OBJECTIVES

· To provide an overview of Growing Though Adolescence.
· To consider how this might be implemented locally/ regionally/ nationally.

TIME

30-45 minutes.

RESOURCES

· Flip chart
· Flip chart paper
· GTA powerpoint presentation (CD)

KEY INFORMATION

➔ **Growing Through Adolescence:**
  • Continuing professional development resource.
  • Based on evidence.
  • Takes a holistic approach.
  • Background resource, factsheets.
  • Pre-designed training sessions and activities.

METHODS/ ACTIVITIES

1. Brainstorm: What are the factors that impact on young peoples eating?
2. Provide a brief back ground to Growing Through Adolescence (see accompanying presentation and adapt as necessary). Highlight underlying principles of Growing Through Adolescence:
   · Evidence informed
   · Whole school approach
   · Interactive
   · Continuing professional development resource
3. Identify the themes from Growing Through Adolescence that best support HEPS.
4. Working in small groups explore how the themes from the resource support implementation of HEPS.

5. Feed back key discussion points, and also consider:
   · Who might find this training useful?
   · How might this training be organised and delivered locally/ regionally/ nationally?
   · What would be required to make this happen?
6. Identifying key actions.

SUMMARY POINTS

· Growing Through Adolescence – is not a class room resource.
· Supports multi-disciplinary training, and partnership delivery.
· Is holistic in its nature.

■ TRAINERS NOTES

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Useful web resources

· www.schoolsforhealth.eu (Thessaloniki principles)
· www.HEPSeurope.eu

HEPS PARTNERS

The Netherlands Institute for Health Promotion (NIGZ) is coordinator of the HEPS project in collaboration with:
1. Université Libre de Bruxelles, Belgium
2. Welsh Assembly Government, Wales
3. Danish School of Education, Aarhus University, Copenhagen, Denmark
4. Institute of Child Health, Greece
5. University Maastricht, Netherlands
6. NHS Health Scotland
7. Warsaw University, Poland
8. University of Bergen, Norway
9. Leuphana University Lüneburg, Germany
10. National University of Ireland, Galway, Ireland
11. Boltzmann Institute Health Promotion Research (LBIHPR), Austria
12. Institute of Hygiene, Lithuania