

# Learning activity: Participation

*Age is foolish and forgetful when it underestimates youth - JK Rowling*

*The Health Promoting School improves young people's abilities to take action and generate change. It provides a setting, within which they can gain a sense of achievement, working together with teachers and others. Young people's empowerment, linked to their visions and ideas, enables them to influence their lives and living conditions. (WHO, 1997)*

These learning activities are designed to help you focus on the underlying principles, values and components of the health promoting school, in a way that will support practical implementation and effective working with pupils, parents, school staff and the wider whole school community.

## **Who is it for?**

This programme or module is for anyone working in the area of school health promotion, from across all sectors. It may have particular relevance for those who design and deliver learning experiences in the classroom, including teachers and support staff. Indeed, the programme has relevance for a wide range of partners including parents, pupils and professionals working in a range of other sectors.

## **Is this for an individual activity or is it for a group?**

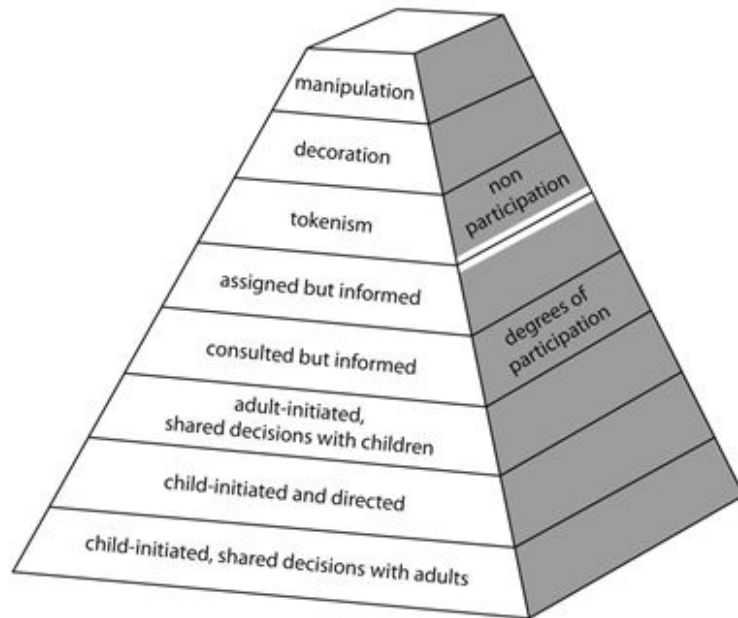
You may choose to work individually at a time and place of your choice. As a core value of health promotion partnership working presupposes collaboration and shared understanding amongst teachers, parents, early years staff and a wide range of other professionals. The resources ask you to think about changing and improving practice. For this reason you may find it useful to work through the activities with a colleague or with a team to discuss and share issues.

## **Self-reflection**

To what extent are pupils and parents involved in the planning and implementation of health activity in your school?

List all the ways that children and young people in your school or establishment participate in the life of the school, put each on a separate piece of paper or post-it.

## Activity



Look at the ladder. Using your list from above (see self reflection), and the pyramid of participation (see above), think about each activity in turn and consider the level of participation experienced by pupils. Place or stick each statement on the appropriate level of involvement.

Looking at your pyramid of participation: where is the participation tokenistic and where is it meaningful and non tokenistic. Think about or discuss:

To what extent is their involvement or participation effective?

How could it be improved and made more effective?

## Reflective questions

- To what extent do you ask the children and young people in your class/ school/ establishment for their views on their learning in and awareness of their own health and wellbeing?
- How involved are children and young people in planning aspects of their learning and development in health and wellbeing?
- How do children and young people know how well they are doing? And what opportunities do they have to plan for their own improvement?

From the SHE-website: [www.shools-for-health.eu](http://www.shools-for-health.eu)

Edited 28th July 2017 within the HEPCOM project