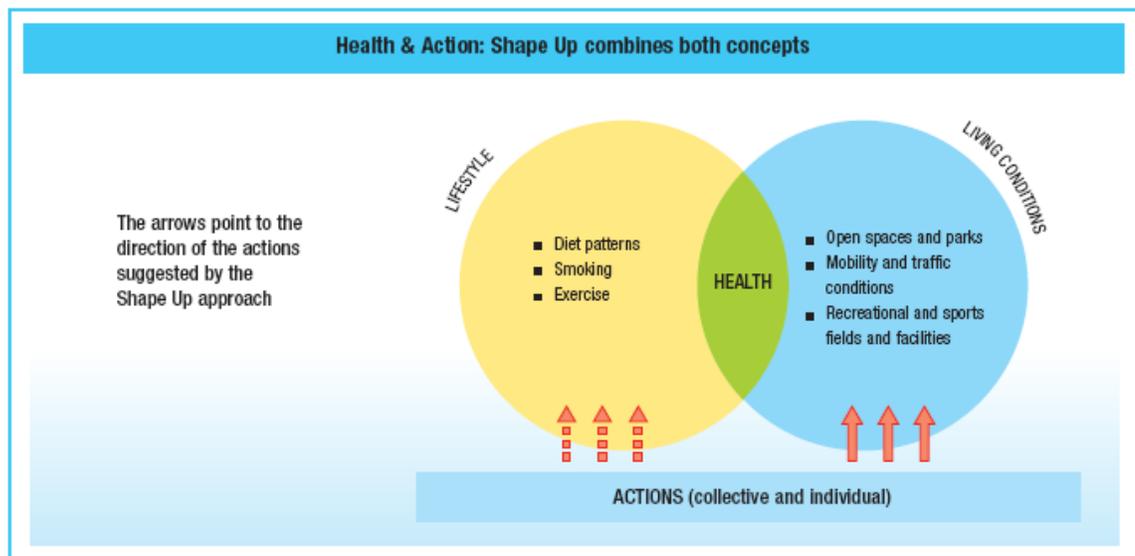


## SHAPE UP ACTIONS TO INITIATE CHANGES AT SCHOOL AND LOCAL COMMUNITY LEVEL

- CAN 'SHAPE UP' PUPILS - GUIDED BY TEACHERS AND OTHER SHAPE UP ADULTS - BRING ABOUT CHANGES IN HEALTH-RELATED LIVING CONDITIONS?
- WHAT DO PUPILS LEARN BY INITIATING THESE KINDS OF CHANGES?

A REMINDER: From the Methodological guidebook



As the arrows in the Table above show, Shape Up aims at changing the health-related lifestyle of children and young people, but also, and **MORE IMPORTANTLY** - Shape Up aims at changing the conditions that have influence on children and young people's health. This is what we call **DETERMINANTS OF HEALTH**.

What does this mean for the Shape Up project planning? What kinds of changes in the determinants of health are possible, that could be initiated by the children and young people themselves?

Use the Portal to document actions and changes, to reflect on the two questions above, and to discuss with other teachers/adults working in similar ways.

Below are some examples of actions and changes that are discussed in Shape Up, for inspiration.

### **Determinants at School level**

- Time tabling (recreation periods, length of lunch time, entry to school)
- Space (availability and quality of space for eating together, preparing food, playing, moving, getting into school "on foot", bicycle racks available, etc.)
- School policy (lunch programme, sports and / or physical education programmes, parental involvement, etc.)

### **Determinants at Family level**

- Living, social and economic (poverty) conditions (costs of healthy food, private paid opportunities for sports, etc. activities)
- Time (two parents working, no time to cook or shop "knowledgeably", no time to walk kids to school (driving is "easier for parents"), etc.
- Values / knowledge (e.g., do families recognize value of movement, living the city, eating healthily for their children?)

### **Neighbourhood – school community level**

- Leisure and recreational facilities and open space opportunities
- Accessibility, walkable streets, cycling paths, etc.
- Opportunities for organised sports and movement activities (access for both boys and girls - gender analysis)
- Local shop distribution (is healthy, organic produce available in neighbourhood?)
- Local social environment (multi-culture, organisations, local council policy, etc.)
- Quality of "natural" environment

## **City level**

- Administration's health, school lunch, education, urban planning, transport, etc. policy
- Physical infrastructure (as local: non auto movement paths, public transit, open space, green space, recreational and sports facilities, link to countryside and agricultural production, etc...)

## **Beyond (society level, etc.)**

- New technology and children (video games, ICT, mobile phone, etc.)  
- negative (sedentary, virtual life styles and play, etc.); positive (possibility for networking, information of "real world" opportunities in play, sport, eating, etc.)
- Mass media. Image of beauty, body, aggressive behaviour, competition, etc
- National policies on health, eating, sports, movement, etc...
- Illegal and "risky" behaviour by adults (selling cigarettes to kids, free / cheap junk food policy, etc.)