# Development of Health Promoting Schools in Hong Kong



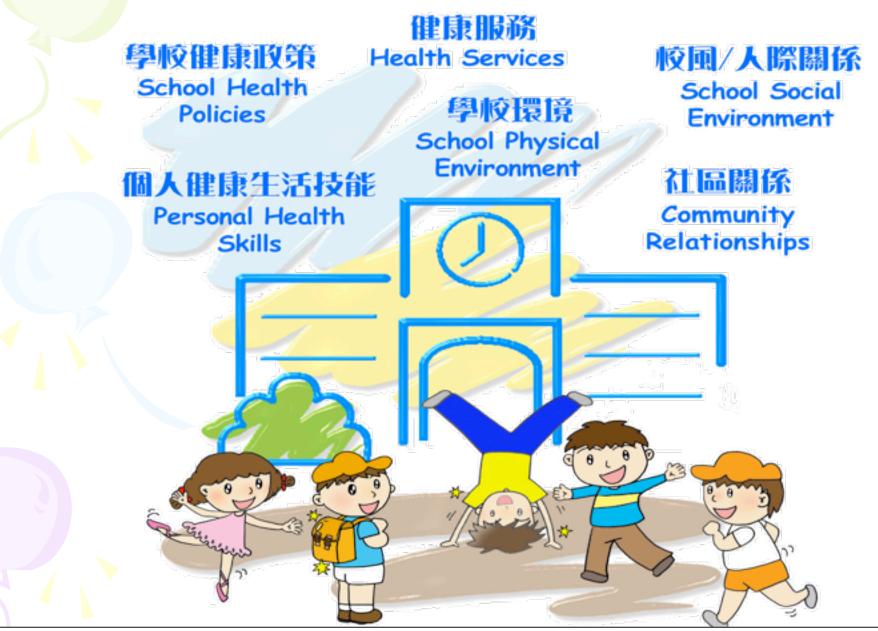
Vera Keung

Health Promotion Officer



Centre for Health Education and Health Promotion, School of Public Health and Primary Care, Faculty of Medicine, The Chinese University of Hong Kong

### Health Promoting School Framework



#### **Development of HPS in Hong Kong**

- Professional Training for Educators 1998→
- Youth Risk Behavioural Surveillance 1999→
- •HK Healthy Schools Award Scheme 2001→



- School against SARS 2003
- Preparing Schools for Outbreaks of Flu 2005
- Healthy Schools in Kindergartens 2005→
- •HPS Mentorship Scheme 2005-2007
- Fruit and Vegetable Project 2004-2007
- Smart Kids Fitness Project 2007-2008
  - Self Evaluation Scheme for HPS 2007→
  - HPS Built-on Project 2008-2010
  - •New Senior Secondary School Curriculum in Health and Social Care 2009→
  - International Training Workshops for HPS





## Quality Education Fund supported projects

Hong Kong Healthy Schools Award Scheme (2001-2004)





Healthy Schools (Preschool) Award Scheme (2005-2008)



Education and Manpower Bureau, HKSAR 香港特別行政區政府 教育統等局



WHO Western Pacific Region 世界衞生組織

西太平洋區

Health promoting schools built-on project (2008-2010)

### School involved in the Movement of Health Promoting Schools

School Category	No. of Participating schools	No. of Awardees
Kindergartens	101 (2009/10:959, 11%)	64 (~60%)
Primary School	65 (2009/10: 540, <b>12%</b> )	38 (~60%)
Secondary School	35 (2009/10: 458, 8%)	22 (~60%)
Special School	12 (2009/10: 60, 20%)	<mark>9</mark> (~75%)
Total	213	133







Sunday, November 25, 2012



Sunday, November 25, 2012



Sunday, November 25, 2012



Sunday, November 25, 2012



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### Needs Assessment and evaluation

School Health Profile on the 6 key areas for Health Promoting School

Health Questionnaire for Primary and Secondary Students

Health Questionnaire for kindergarten children's parents





Sunday, November 25, 2012



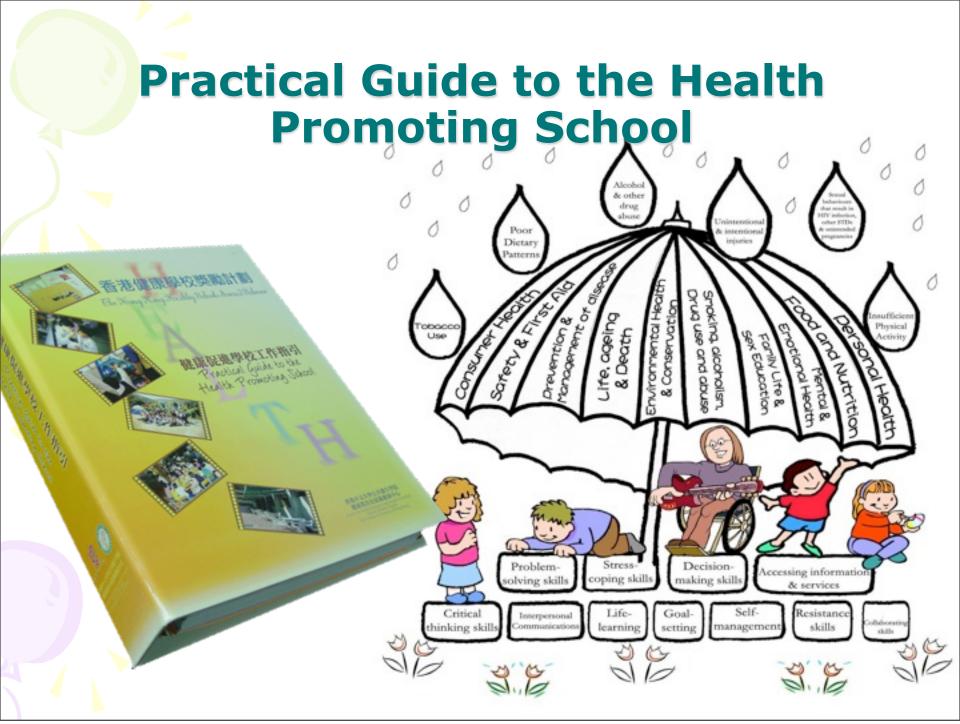








Sunday, November 25, 2012



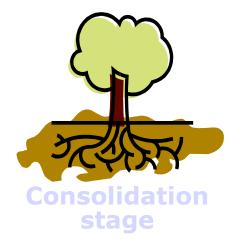
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## Colourful and Bright Fruits and Vegetables Project (2004-2007)



#### **Smart Kids Fitness Project (2007-08)**

Home-school Joint Venture to Combat Childhood Obesity



Guide Pyramid for Physical Activity: Advocating a kind of active and healthy lifestyle for all ages.





Empowerment

Health Knowledge
Health Skills
Health Promotion



107 parents from Tseung Kwan O, Shatin and Tin Shui Wai districts completed the programme. Parents presented their learning experience on the graduation ceremony (12 Sep 2009)



Sunday, November 25, 2012

#### **Development of HPS in Hong Kong**

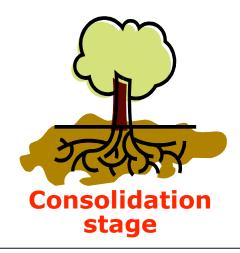
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### Health Promoting Schools Built-on Project (2008-10)

AIM



Based on the success of previous projects in laying the foundation of HPS, to develop an effective and sustainable model leading to a territory wide "Healthy Campus" movement that support students to adopt a healthy lifestyle and enable all-round development in children.





### Comprehensive school health education: How to achieve broader implementation in Hong Kong?

**Tertiary Education** 

Senior Secondary (3 years selective)

Secondary Education (3 years compulsory)

Primary Education (6 years compulsory)

Kindergarten Education (3 years voluntary)

# Comprehensive school health education: How to achieve broader implementation in Hong Kong?

**Tertiary Education** 

Senior Secondary (3 years selective)

Secondary Education (3 years compulsor

Primary Education (6 years compulsor

How Health Education is placed in the Curriculum from P.1 to S.3?

Kindergarten Education (3 years voluntary)



Sunday, November 25, 2012



Sunday, November 25, 2012









Sunday, November 25, 2012

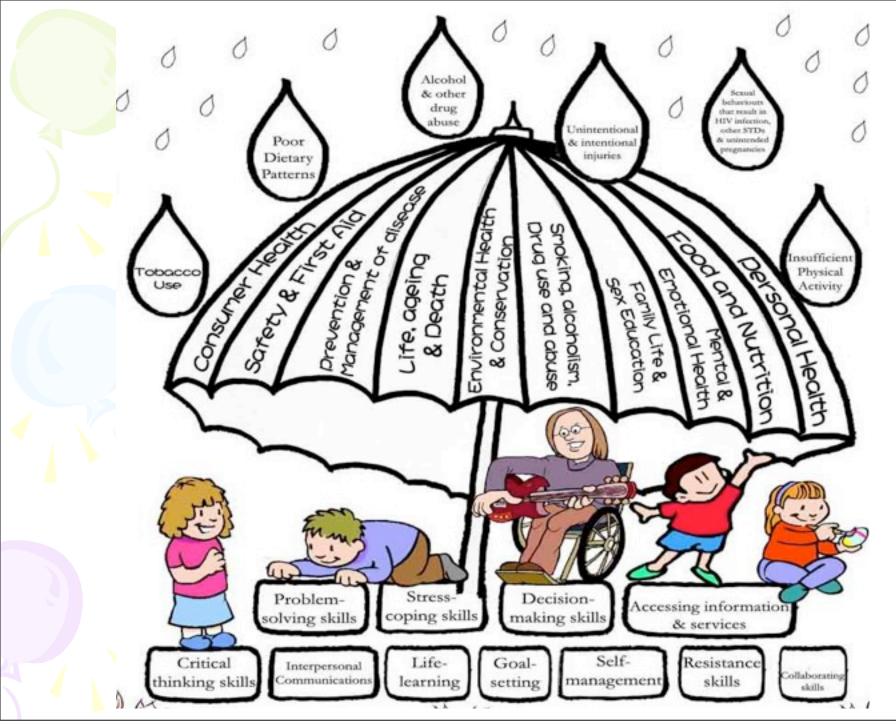












# Methodology

- Study school: 9 secondary schools and 14 primary schools participating in the Quality Education Fund Thematic Network on Healthy Schools
- School's motivation: to complete a baseline assessment on the developmental status of the HPS framework
- Time frame: 2010/2011
- Component:
  - 1. Health Curriculum Record
  - 2. Health Activity Record
  - 3. Teachers interview and student group interview

### Characteristics of the 14 Primary Schools and

# 9 Secondary Schools participated in the study

- All of them are co-ed schools.
- 21 are aided and 2 are Direct Subsidy Scheme schools.
- Mean number of students per study school: 613 students (primary) & 911 students (secondary)

Geographic reas	Number of participating school (total number of students in school, %)	Population of the area (in million) based on HK census 2011 (%)
Hong Kong Island	2 schools (779, 4.6%)	1.27 M (18.0%)
Kowloon	6 schools (4980, 29.7%)	2.11 M (29.8%)
New Territories	15 schools (11024, 65.7%)	3.69 M (52.2%)



### 健康課程記錄表

科目名稱:	年級:	年度:	至	總上課節數:
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#### 指示:

- 1. 請分發此記錄表給各科科主任及其他相關教師填寫。
- 2. 請填上本學年曾教授有關健康內容的科目名稱、年級、年度及總上課節數。
- 請選出科目於本學年曾教授的健康主題及合適的「教授時間」。有關健康主題的詳細學習目標,可參閱「十 大健康主題內容及階段性學習目標」。
- 4. 請填上曾於該科目運用的創意教學方法。
- 如教師在教授該科目時,曾運用社區資源於教學上,請填上相關機構的名稱及曾提供協助的形式,而相關 機構的聯絡方法,學校可選擇性地填上。
- 6. 如有任何補充資料,例如:負責老師、記錄存放位置等,可填在備註欄中。
- 7. 請預備參考資料,如教案、習作或照片等。

#### 注意事項:

- ◆ 請用黑色原子筆把合適的圓圈填滿,如有任何更改,請在修改的地方簽名。
- ◆ 請以其中1班來代表該年級的「教授時間」,而不是累積各班的時間。
- ◆ 若同時教授2個或以上主題,請自行分配各主題所佔的時間。
- ◆ 若實際教授時間處於2個選擇之間,請選低層次的時間,例如教授了2.5節課,請選「2節課」。

		1節	11000000	2節	3 節	4 節	5 節或以上
(一)個人健康			- 3	-			
1.個人衞生與良好的生活習慣	0	0	0	0	0	0	0
2.生長與發育	0	0	0	0	0	0	0
3.口腔保健	0	0	0	0	0	0	0
4.眼睛、耳朵及鼻子的保健	0	0	0	0	0	0	0
5.運動與健康	0	0	0	0	0	0	0
6.運動計劃	0	0	0	0	0	0	0
7.休閒活動	0	0	0	0	0	0	0

### 健康課程記錄表

科目名稱:	年級:	年度:	至	總上課節數:	_
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- 2. 請壤上本學年曾教授有 3. 請選出科目於本學年曾 大健康主題內容及階層
- 6. 如有任何補充資料,例如:負責老師、記錄存放位置等,可填在備註欄中。
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十大健康主題	教授時間:	沒有 教授	少於 1節	1節	2節	3 節	4節	5 節或 以上
(一)個人健康								-
1.個人衞生與良好的生活習慣		0	0	0	0	0	0	0
2.生長與發育		0	0	0	0	0	0	0
3.口腔保健		0	0	0	0	0	0	0
4.眼睛、耳朵及鼻子的保健		0	0	0	0	0	0	0
5.運動與健康		0	0	0	0	0	0	0
6.運動計劃		0	0	0	0	0	0	0
7.休閒活動		0	0	0	0	0	0	0

# Health Content Areas related to Physical Health

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Content Areas	Example of su	ub-topics
Personal Health	<ol> <li>Hygiene Practice and healthy lifestyle</li> <li>Growth and Development</li> <li>Oral Health</li> <li>Caring of eye, ear and nose</li> </ol>	<ul><li>4. Physical Activity and Health</li><li>5. Exercise Plan</li><li>6. Leisure Activity</li></ul>
Food and Nutrition	<ol> <li>Nutrition and Growth</li> <li>Food Group and Nutrient</li> <li>Healthy Eating Habits</li> <li>Nutrition Label</li> </ol>	<ul> <li>6. Healthy Cooking</li> <li>7. Food safety</li> <li>8. Diet and disease</li> <li>9. Energy balance and weight control</li> </ul>
Prevention and Management of Disease	<ol> <li>Understanding disease its basic treatment</li> <li>Understanding of Infectious diseases and their prevention (including STD)</li> </ol>	<ul><li>4. Understanding of common chronic diseases and their prevention</li><li>5. Caring of sick people</li></ul>
Safety and First Aid	<ol> <li>Home and school safety</li> <li>Sports safety</li> <li>Road safety</li> <li>Bullying and violence prevention</li> </ol>	<ul><li>5. First aid box and its items</li><li>6. Injury care and basic dressing</li><li>7. Occupational health</li></ul>

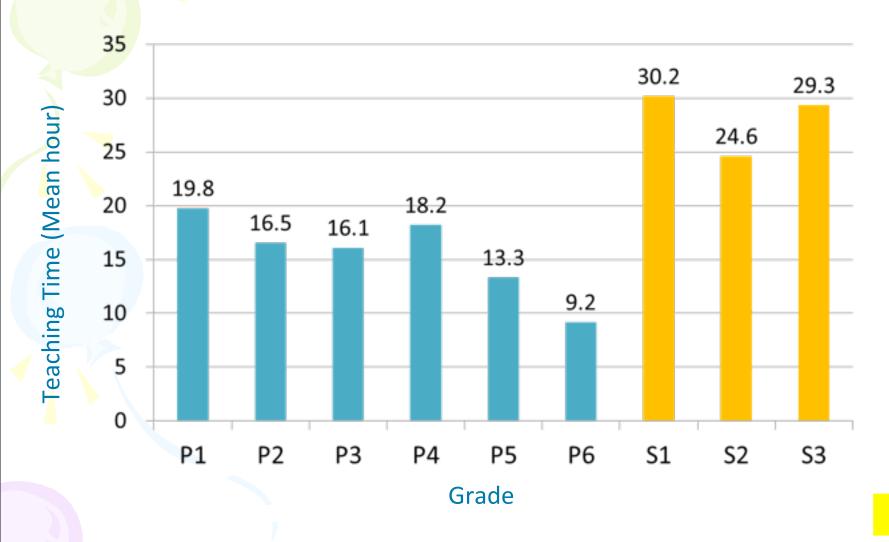


Figure 1: Mean hour of teaching about **Personal Health** in the curriculum of 14 primary schools and 9 secondary schools in Hong Kong (2010/2011)

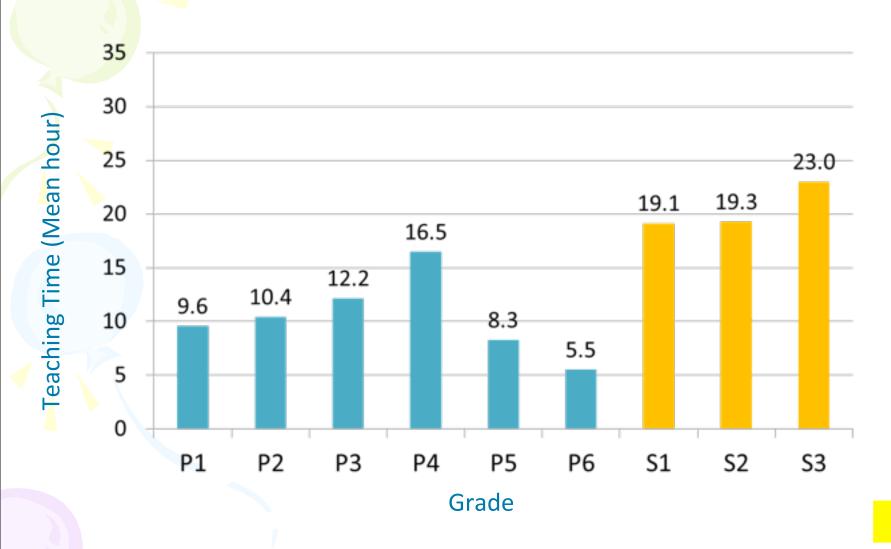


Figure 2: Mean hour of teaching about **Food and Nutrition** in the curriculum of 14 primary schools and 9 secondary schools in Hong Kong (2010/2011)

## Health Content Areas related to Mental Health

Content Areas	Sub-	topics
Mental and Emotional Health	<ol> <li>Self-understanding</li> <li>Building of self-esteem</li> <li>Mental health promotion</li> <li>Understanding about emotion</li> </ol>	<ul> <li>5. Stress management</li> <li>6. Communication skills and principle of decision making</li> <li>7. Building social relationships</li> </ul>
Life, Aging and Death	<ol> <li>The life cycle</li> <li>Meaning of life and positive attitudes towards life</li> <li>Resilience in coping with difficulties and setbacks</li> </ol>	<ul><li>4. Understanding aging and respect the elderlies</li><li>5. Controversial issues about life and death</li></ul>
		28

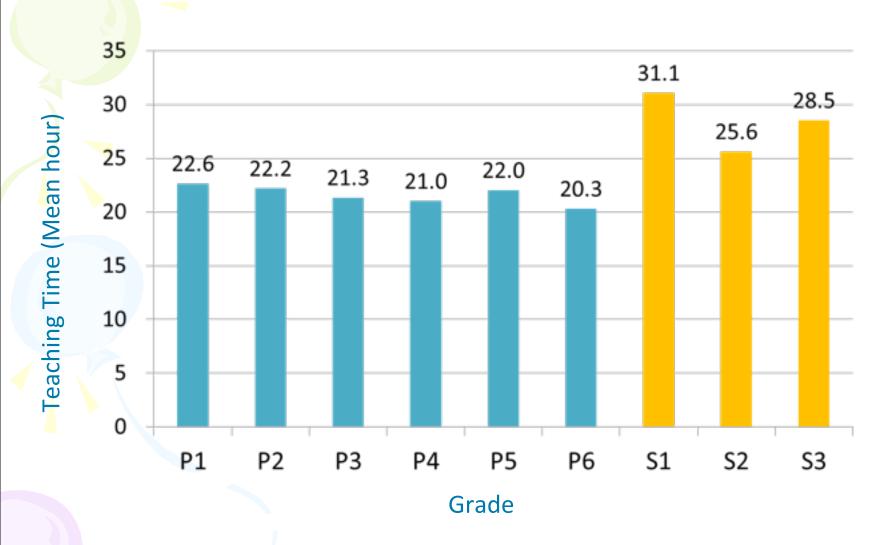


Figure 3: Mean hour of teaching about **Mental and Emotional Health** in the curriculum of 14 primary schools and 9 secondary schools in Hong Kong (2010/2011)

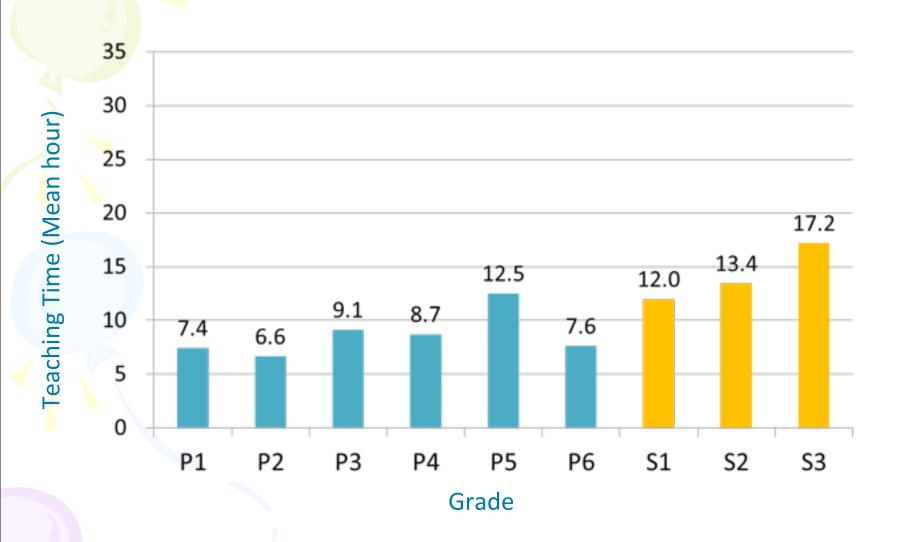


Figure 4: Mean hour of teaching about **Life, Aging and Death** in the curriculum of 14 primary schools and 9 secondary schools in Hong Kong (2010/2011)

## Health Content Areas related to Social Health

Content Areas	Sub-	topics
Environm ent-al Conservation	<ol> <li>Importance of environmental conservation</li> <li>Recycling and community works for environmental conservation</li> </ol>	<ul><li>4. Use of natural resources</li><li>5. Human activities and ecological issues</li></ul>
Substance use and abuse	<ol> <li>Adverse effects of smoking</li> <li>Adverse effects of binge drinking</li> <li>Adverse effects of drug abuse</li> <li>Drug safety</li> </ol>	<ul> <li>4. Impact of the mass media on substance abuse</li> <li>5. Assertiveness and decision making to say no to substance abuse</li> <li>6. Community support to prevent substance abuse</li> </ul>

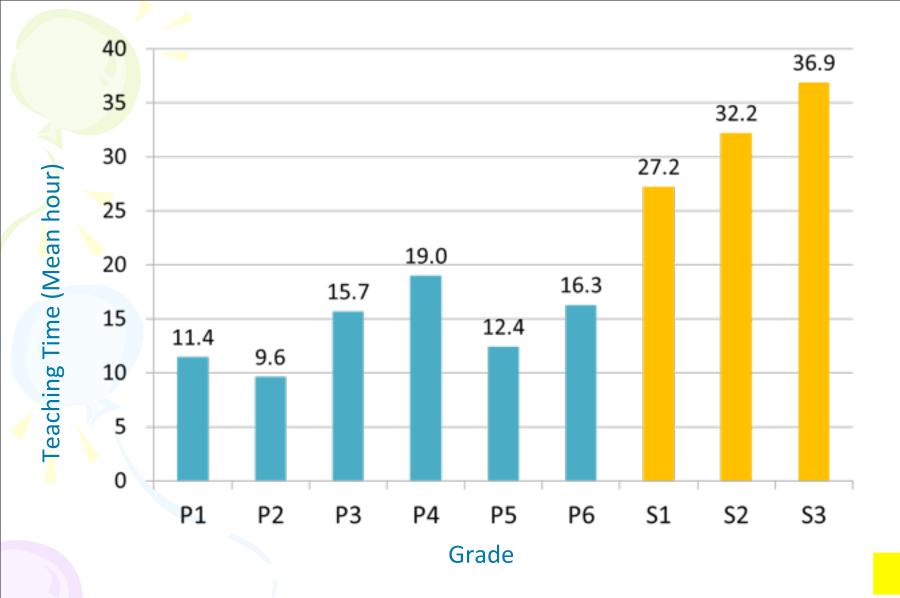


Figure 5: Mean hour of teaching about **Environmental Health and Conservation** in the curriculum of 14 primary schools and 9 secondary schools in Hong Kong (2010/2011)

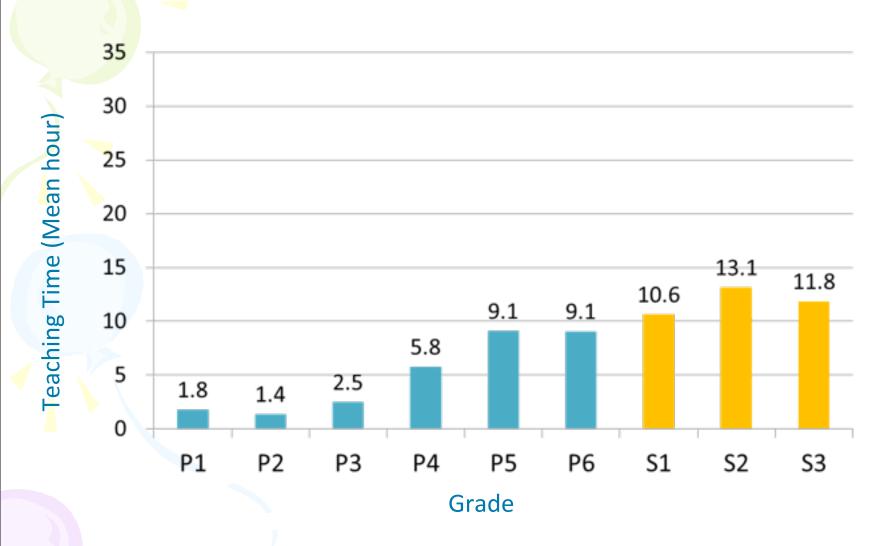


Figure 6: Mean hour of teaching about **Substance use and abuse** in the curriculum of 14 primary schools and 9 secondary schools in Hong Kong (2010/2011)

## Health Content Areas related to Social Health

Content Areas	Sub-	topics
<b>Consumer Health</b>	<ol> <li>Understanding the role of health professionals and community medical services</li> <li>Purchasing food products</li> <li>Purchasing drugs and healthcare products</li> </ol>	<ul><li>4. Commercials on the mass media</li><li>5. Consumer's rights and responsibilities</li><li>6. Proper use of money</li><li>7. Information literacy when accessing the internet</li></ul>
Family Life and Sex Education	<ol> <li>Birth of life and parental relationship</li> <li>Understanding of family</li> <li>Understanding of puberty</li> <li>Understanding of gender roles</li> </ol>	<ul><li>5. Understanding of sex</li><li>6. Love affairs and marriage</li><li>7. Respect others' privacy and prevent sex harassment</li></ul>

# 健康活動記錄表

健康活動名稱											
學校主辦單位											-
学仪工册单证											_
舉辦月份		F	]	(PX)	頁在	過去		是年	期間	)	
	o 全校學生				所屬	十大	健身	手差	Ĭ.		
	○ 中一全級 ○ 中二全級 ○ 中三全級	-		Ξ	四	五	六〇	t	八〇	九	+
	○ 中四全級 ○ 中五全級 ○ 中六全級	個個	食食	0	0 家	0 疾	0 煙	0 消	0 安	母	生
	o 中七全級	人	物	理	庭	病		費	全	境	命
活動參與人士及		健康	與營	和情	生活	的防	酒及	者健	與急	保護	老
所屬	如活動並非全級或全校學生參與,請填:	. Date	養	緒	與	治	藥	康	救	與	化
十大健康主題 (可選多項):	o年級,共人 <b>或</b>			健康	性教		物濫			健康	與死
(可进步项):	o 不同年級學生,共人			Disc	育		用			pje	亡
	o 家庭成員約人	0	= 0	Ξ 0	0	五〇	六〇	せっ	八〇	九 0	+ 0
	o 社區人士約人	0	-0	Ξ.	四〇	五〇	六〇	せっ	八〇	九〇	+ 0
	○ 講座或工作坊 ○ 展覽或攤位 ○ 參書	観		0	比	賽	0	運	動或	保倒	
形式	○ 健康測試或服務 ○ 話劇 ○ 藝術	術創	作	0	生	活營					
(可選多項)	○ 獎勵計劃 ○ 社會服務 ○ 其何	也(詞	註明	月):							
活動時間	o 少於 1 節課 o 1-2 節課 o 3 節課-1	整天	0	2	天-1	週	0	2 逓	-1 (	固月	
VET 36/14/4 Let	o 2個月-1學期 o 1學年 o 其他(請註	E明)	:								200

# 健康活動記錄表

健康活動名稱 學校主辦單位	Health Activity Record: duration and target aud	na lie	m nc	e c e,	of as	ac'	tiv vel	ity I a	5		
舉辦月份	duration and target aud its format, utilization	0	fC	on	nm	lui ar	niu en	ts.			
活動參與人士及 所屬 十大健康主題 (可選多項):	resource and part         ○ 中四全級       ○ 中五全級       ○ 中六全級         ○ 中七全級       如活動並非全級或全校學生參與,請填:         ○年級,共人       或         ○ 不同年級學生,共人       ○         ○ 家庭成員約人       人	〇 個人健康 一 〇 一	〇食物與營養 二〇二	〇 心理和情緒健康 三〇三	〇 家庭生活與性教育 四〇四	10 疾病的防治 五O五	八〇煙、酒及藥物濫用 六〇六	七〇消費者健康 七〇七	八〇安全與急救  八〇八	九 〇 環境保護與健康 九 〇 九	十 〇 生命、老化與死亡 十 〇 十
	o 社區人士約人	0	0	0	0	0	0	0	0	0	0
形式 (可選多項)	<ul><li>○講座或工作坊</li><li>○展覽或攤位</li><li>○参詢</li><li>○健康測試或服務</li><li>○話劇</li><li>○藝術</li><li>○ 換勵計劃</li><li>○社會服務</li><li>○其代表</li></ul>	析創		0	生活	賽 活營	0	) 運!	助或	保倒	操
活動時間	○ 少於 1 節課 ○ 1-2 節課 ○ 3 節課-1 ○ 2 個月-1 學期 ○ 1 學年 ○ 其他(請註			2	天-1	週	0	2 逓	[-1 /	固月	

# Health-associated activities for students (2010/2011)

Category	Primary School	Secondary School
No. of school visited	14 schools	9 schools
total no. of activity reported in Health Activity Record	557 activities	670 activities
Median no. of health- associated activities organised per school	40 activities	45 activities



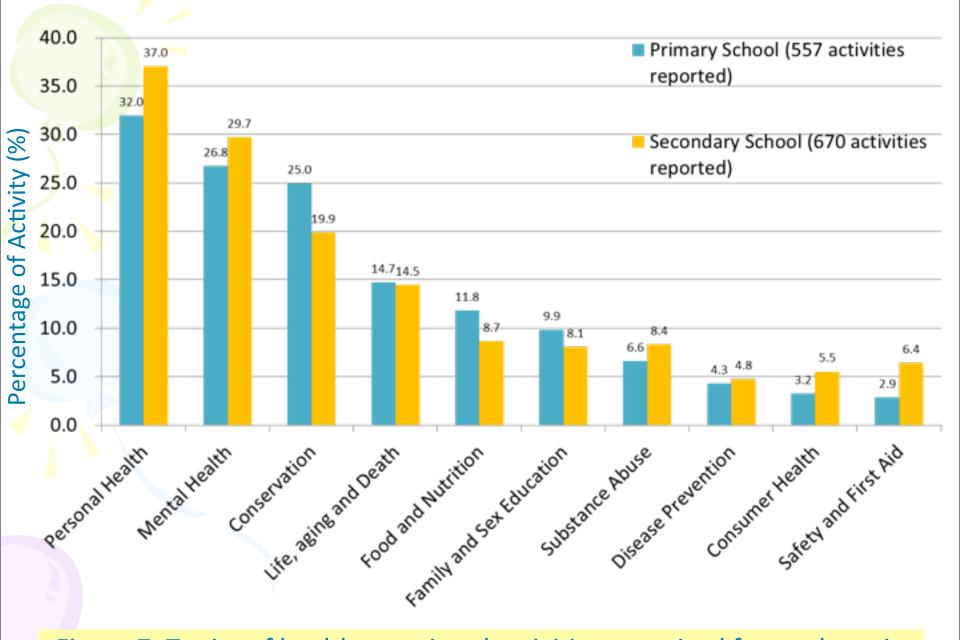


Figure 7: Topics of health-associated activities organised for students in 14 primary schools and 9 secondary schools in Hong Kong (2010/2011)

# Student Group Interview

- 23 groups were carried out in the 14 primary schools and 9 secondary schools
- Target: each group involved 5 students studying in either P.4 (~9 year-old) or S.3 (~14 year-old)
- Health topics discussed: Healthy eating, environmental conservation and physical activities.
- Duration: each group lasts for 25 minutes.

# Development of the tool used in student group interview

based on "A Taxonomy of Learning, Teaching, and Assessing: A

Lower order thinking skills

Higher order thinking skills

Remem-ber (記得)	Understand (了解)	Apply (應用)	Analyze (分析)	Evaluate (評估)	Create (創作)
Retrieve relevant knowledge from long- term memory	Construct meaning from instructional messages, including oral, written, and graphic communica-tion	Carry out or use a procedure in a given situation	Break material into constituent parts and determine how parts related to one another and to an overall structure or purpose	Make judg- ments based on criteria and standards	Put elements together to form a coherent whole; reorganize into a new pattern or structure

The Cognitive Processes Dimension (adapted from Anderson and Krathwohl, 2001, pp.67-68.)



groups and the Food Guide Pyramid in a lesson

Learn about food Bring a fruit to class on the order healthy lunch in school

Keep a food diary Joyful Fruit Day, over 3 days, read nutrition facts on food labels

Evaluate the eating habits of classmates participated in a survey

Design healthy lunch menu and lunchboxes

Mean number of learning episodes related to Healthy Eating in 2010/2011 quoted by students in group interview



Target	No. of focus group	Understand (了解)	Apply (應用)	Analyze (分析)	Evaluate (評估)	Create (創作)
P.4	13	1.1	5.8	0.9	0.5	0.0
S.3	9	1.1	5.1	0.7	0.2	0.1
Example		Adverse effect on doing too much sedentary activities	Sports skills training, sports games and competitions during recess and after class	Fitness test in Physical Education lesson	Award Scheme on physical activities	

Mean number of learning episodes related to **Physical Activities** in 2010/2011 quoted by students in group interview







Target	No. of focus group	Understand (了解)	Apply (應用)	Analyze (分析)	Evaluate (評估)	Create (創作)
P.4	13	1.6	5.5	0.4	0.5	0.8
S.3	9	1.1	3.3	0.6	0.7	1.2
Exar	mple	Talks by invited speakers	Recycle resource in school, planting activities	Collecting related information from the web	oral presentation on what have been found in a related class survey	drama performance, debate on conservation issues

Mean number of learning episodes related to **Environment Conservation** in 2010/2011 quoted by students in group interview

#### Placement of health education

# Event-based approach (e.g. Health talks, Health Learning Week, Day or Camp)

### Strength

- Planning and manpower involved is less complicated.
- Teams/departments can design their own programs and implement on the event days through coordination.
- Time for implementation is flexible.

### Reflection

- The approach can become fragmented or detached from the core curriculum.
- Its impact on students' learning attitudes and health habits might not sustain.

# Session-based approach (e.g. Personal Growth Education, Life-wide Learning sessions on a weekly basis )

### Strength

- Specific lessons scheduled in the teaching time table for life skills education will enhance its importance and build clear links with the core curriculum.
- Teachers develop class-based activities based on students' needs and can serve as a necessary complement to General/Liberal Studies.

### Reflection

- Careful planning and coordination among teams/ departments is required.
- Implementati
   on can
   become less
   flexible.

# Project-based approach (e.g. Individual project or group learning project related to particular health topics or public health issues)

	Strength	Reflection
•	It promotes self-regulated learning among students. "Healthy Living" become a common topic for this approach. Its implementation can be flexible and allow refinement. Profound learning experience in students.	<ul> <li>Unnecessary copying, searching and pasting of information should be avoided.</li> <li>Students should be encouraged to enjoy learning process and express their own ideas with creativity.</li> </ul>

# Whole-school approach (e.g. defining "healthy school" as one of the major concerns in school development followed by a series of

### Reflection Strength Resource and effective school It provides stakeholders a clear direction towards leadership are crucial for its achieving a healthy school. success. It links individual activities Placement of health education and programs together to in school require careful planning and its successful promote a healthy school culture and can create implementation may take synergic effects. several years.

# Organizational Structure of The Quality Education Fund Thematic Network on Healthy Schools (2010-2015)

Funded/ initiated by



Network Coordinator



Steering

Professor, Bureau representative, school principals and consultant of Parent and Teacher Association

Working

Healthy School Team of the Centre, teachers representatives from Core Schools

Project Committee

> Member School

Core School

Participating School

Interested School

**Funding** 

USD 192,000 in 2010/2011

USD 346,000 In 2011/2012

# Supports to teachers

Research & Survey



**Assess & Accredit Schools** 



**Develop Resources** 



**Create Learning Platforms** 



Foster Partnership among mentor and mentee schools



### Practical guidelines for teachers

Toolkit for School Health (2012)



Practical Guide to the Health Promoting School (1st Edition in 2002, revised in 2010)



《校園健康錦囊》 (2012)

《健康促進學校工作指引》(2002初版,2010更新版)

School Health Promotion-From Evidence to Action

學校健康促進 從實證到行動



《學校健康促進:從 實證到行動》 (IUHPE,2010)



# **Government Initiative**

Healthy School Policies, Healthy
Eating Guidelines and
EatSmart@School Campaign,
SportAct Campaign, Nutrition
Labelling Promotion Award Scheme



International
Benchmarking
for Health
Promoting
School (HK)

促進健康全校啟航

Establish
community
links and
effective use of
resource



資源庫 ww.healthpromotingschool.org.hk
視頻www.youitv.com/partner/hps

Centre for Health Education and Health Promotion, School of Public Health and Primary Health Care, Faculty of Medicine,

The Chinese University of Hong Kong

Tel : (852) 2693 3708

Fax : (852) 2694 0004

Email chep@cuhk.edu.hk

Website: http://www.cuhk.edu.hk/med/hep

Address: 4/F, Lek Yuen Health Centre, Sha Tin,