

## CONCEPT

### Combining the promotion of healthy skin with new learning methods

The learning environment *in Touch with Health* is an offer to schools for promoting healthy living in the areas of skin and sexual health. The offer is based on a salutogenetic concept of health which focuses on the resources that keep a person healthy.

Fig. 1: Illness – Health – Continuum



The idea of health and health promotion underpinning the learning environment can be summarised as follows:

*“Health promotion is the process of enabling people to increase control over, and to improve, their health.”*  
(Ottawa Charter for Health Promotion)

Even though health in general and healthy skin in particular are of general interest, these themes only play a minor role in the health education programs at European schools.

On the other hand, there are new learning concepts which hold promising possibilities for integrating health topics into the school curriculum, as well as into projects outside of school.

### Why not combining the promotion of skin and sexual health with new learning concepts?

Successful health promotion requires the experiences of different disciplines. The aim of the project was to create a prototypic learning environment by combining the competences of physicians and educators, enabling students to become “good swimmers in the stream of life” and to stay healthy with the help of new learning concepts.

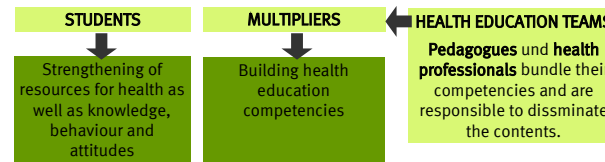
## GOALS

### Reinforce health resources and build health education competences

The project aims to close the gap between the great importance and the insufficient implementation of promising teaching and learning methods in the context of school health education, e. g. concerning the topic of healthy skin.

The teaching and learning tool *in Touch with Health* is addressed at students and multipliers whose competences concerning health and health promotion are to be strengthened.

Fig. 2: Target groups and Goals



In order to reach the goal, a “Blended Learning Environment” was developed with a special focus on acne, dermatitis and sun protection as well as sexually transmitted diseases.

Within the project, learning is understood as an active and constructive process without neglecting the importance of instructional guidance and social support.

### What is blended learning?

In blended learning, online and classroom learning are combined in a way such that different methods of learning are integrated by systematic media use.

Fig. 3: Blended Learning



The learning environment is employed as a prototype at four different European schools and will be evaluated with respect to acceptance, usability, and effectiveness.

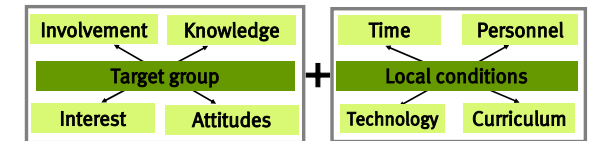
## ANALYSIS

### Context and Needs Assessment

A successful learning concept that students as well as multipliers would like to use has - besides the latest scientific knowledge of the involved disciplines (Medicine, Education) - to meet different criteria:

- The pre-conditions of the target group
- The local general set-up

Fig. 4: Target Groups and General Set-up



The represented indicators were investigated by means of a context and needs assessment (questionnaires and criteria lists) prior to the actual development.

### Result of the Analysis:

The investigation revealed a high degree of heterogeneity in the participating countries as well as the necessity and the interest in a learning environment for the promotion of skin and sexual health.

### Consequences for the development of a learning environment:

Based on these results, a concept was developed which allows for a very high degree of flexibility. The following criteria have been considered.

Fig. 5: Criteria for a flexible learning concept (opportunity)

Blended Learning	Narrative elements to motivate
Self-regulated learning	Team learning
Modular Structure	Different levels of complexity
Multimedia activities	Variable Integration into teaching

## LEARNING ENVIRONMENT

### *In Touch with Health*

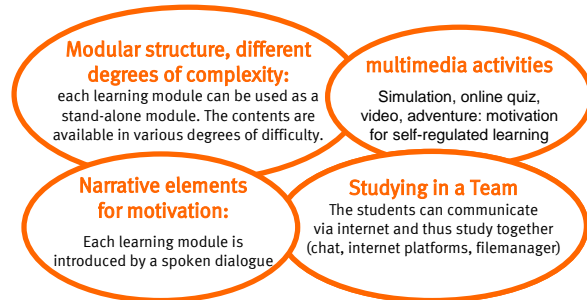
#### Motivation by highest possible flexibility

The learning scenario *in Touch with Health* offers students and multipliers many teaching and learning opportunities for increasing one's health..

#### LEARNING – for students

Students obtain learning materials to be used at home or in school adapted to their own needs. Narrative and multimedia elements are used to reach the students on an emotional level. Written texts provide interesting background information.

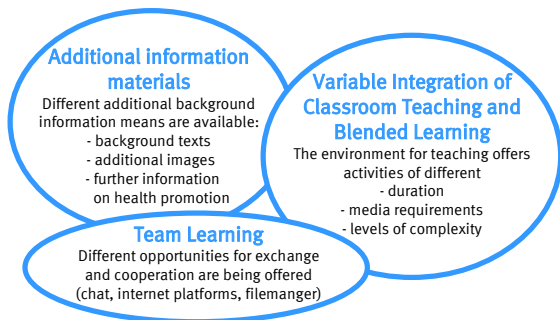
Fig. 6: Overview of the students' area



#### Teaching – for multipliers

Multipliers can plan their activities according to demand. They will receive more in-depth information and many suggestions for learning activities – from paper-pencil to multimedia.

Fig. 7: Overview of the multipliers' area



## CONTACT

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# *in Touch with Health*

<http://www.paedimed.org/>

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#### A Health Promotion Scenario

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