



HEALTH4EUkids

Your Kids' Health, Our Priority

Best Practices in action: how to transfer, implement, and sustain effective health promotion interventions for children (0-12)

Module 2

Grünau Moves: a Best Practice to promote health and prevent obesity in children



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Best Practices in action: how to transfer, implement, and sustain effective health promotion interventions for children (0-12)

Unit 2.5.2 c

Grünau Moves: Examples of Local Actions

“Programmatic Interventions: School-Based Action in the Balearic Islands”

Trinidad Planas

Fundación Instituto de Investigación Sanitaria Islas Baleares (IdISBa)



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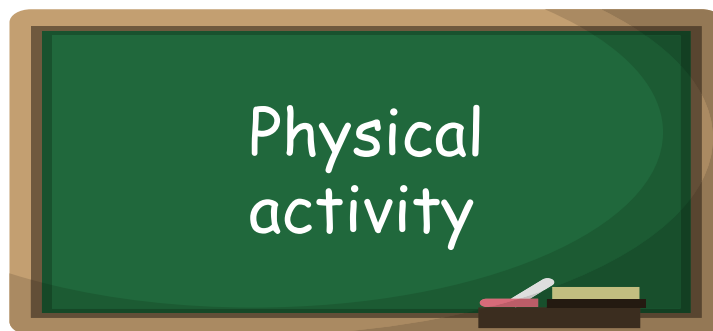
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A Local Action Program at schools

We prepare the local actions. We held three different meetings with:

- Platform of community agents in the neighborhood (Patronat Obrer)
- Technical Educator of the Palma City Council.
- Different management teams of the neighborhood's educational centers

To study the needs of each center. Based on these needs, the team hired a person to carry out three activities on physical activity for children.



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Highlight Questions

- In the community obesity is not seen as a priority
- We deal with a Stakeholder, Technical Educator working with the community platform
- Several meetings with all the Staff of the different schools in the neighbourhood



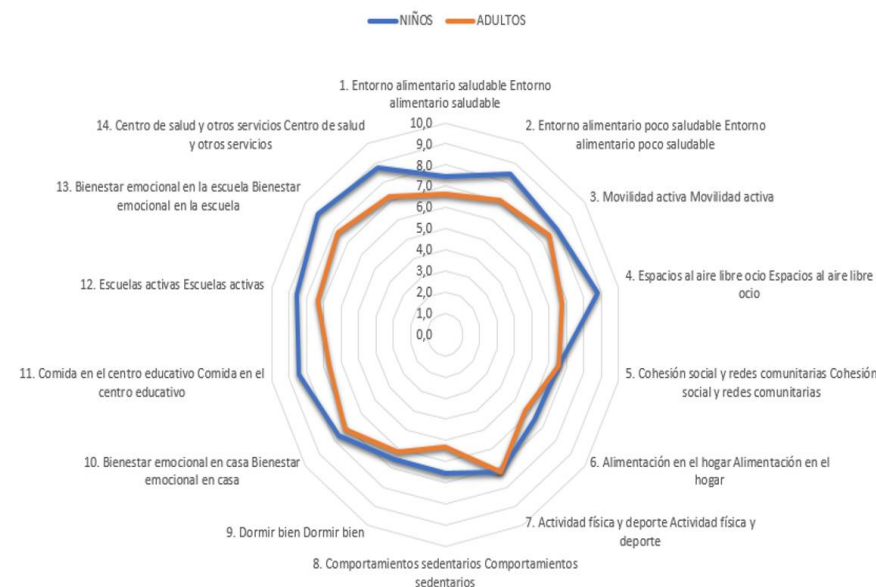
These conclusions let
us to know their needs



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WHAT ABOUT THEIR NEEDS?

- Lack of adequate spaces for children's play and sports activities
- Need for leisure activities for all age groups
- Problems with coexistence: neighborhood safety, problematic behavior in public spaces, and drug dealing
- Poor Neighborhood cleanliness, lack of bins, poor lighting and architectural barriers
- Misuse and degradation of public spaces. The need to Improve sports courts
- Lack of public toilettes



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Dynamization of different spaces at the schools

Making Break Times More Dynamic

- Make break times **more dynamic** through recreational activities
- Encourage students to **actively engage** in their free time
- Improve **coexistence** and social interaction
- **Reduce conflicts** among students
- Promote **inclusion** for all



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Dynamization of a period after the children's lunch (Camilo José Cela school)

This is a group of 30 children aged between 3 and 11 years old. The work carried out with this group, in addition to increasing PA, is to learn how to behave in a group (respect, listening to others, following guidelines...)

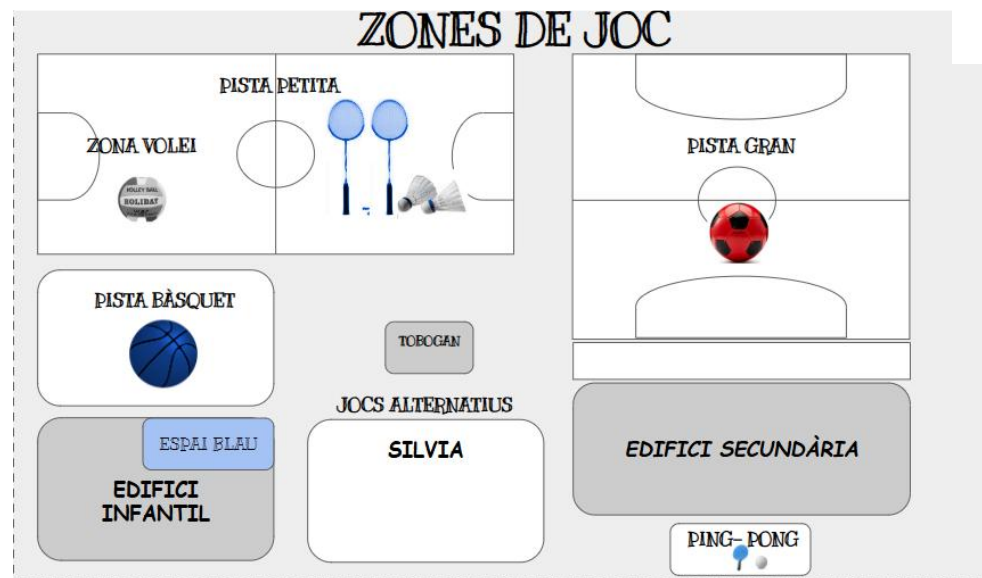
This time slot prevented children from staying at home looking at screens before going to the Rafa Nadal Foundation



Centre Rafa Nadal Social Foundation

Dynamization of playground time in an educational center (Pintor Joan Miro school)

- Recreational and educational activities for children
- In the case of the playground dynamization at CEIPiESO Pintor Joan Miró, a presentation was made to the teaching staff and class delegates so that they knew the role of the Sport Trainer Team



ACTIVITATS AL PATI AMB NA SILVIA

DILLUNS	DIMARTS	DIMECRES	DIJOUS	DIVENDRES
3	4	5	6	7
	JOC DE PATI	JOC DE PATI	JOC DE LES ESTÀTUES	JOC DE PATI
10	11	12	13	14
JOC DE PATI	JOC DE PATI	JOC DE PATI	DANSES	JOC DE PATI

Dynamization of an open playground



- Sited in a high school (Aurora Picornell High School)
- For 3 hours in the afternoon accompanied by people from Patronat Obrer
- Children are accompanied by their families



NOU LLEVANT / LA SOLEDAT





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Summary

Developing activities in educational centers has allowed:

- Spreading awareness of the project
- Increasing the participation of children and their families
- Bringing together groups of different ages and encouraging interaction

For example

At Camilo José Cela School, the activity was carried out after lunch and before going to Rafa Nadal Social Foundation to continue more activities.

This time slot prevented children from staying at home looking at screens



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Facilitators



- Edu, the technical Educator, connected us with the education staff
- Existence of a network in the neighbourhood
- High participation and commitment from all the schools involved in planning and scheduling

Barriers



- Disseminate the Project from the outset
- First step to look for a network
- Working effectively with families



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General recommendations

- Have a strong and clear working methodology
- Anticipate challenges, in our case understanding that **obesity was not seen as a priority**
- Ensure you have the support of all stakeholders from the very beginning
- Collect and act on good feedback



Thank you all for your participations!



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