

## **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

Session 2.5 - Grünau Moves: Examples of Local Actions

Unit 2.5.2 - Case C “Programmatic Interventions: School-Based Action in the Balearic Islands”

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### **Slide 1**

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

### **Slide 2**

My name is Trinidad Planas. I am a member of the WP5 group in the Balearic Islands, and I'm going to explain one of the actions we developed in our neighbourhood. It is an example of how to improve physical activity (PA) in schools and during out-of-school time, and, when possible, to involve families in these activities.

### **Slide 3 - A Local Action Program at schools**

To prepare these local actions, we held three meetings with a solid platform that has been working in the neighbourhood for several years. We collaborated with a technical educator, Edu, who helped us to stay in touch with the staff and the schools in Llevant Sud.

After these meetings, we developed a strategy to identify the needs of families and children to study the needs of each centre. Based on these needs, the team hired a person to carry out three activities on physical activity for children.

### **Slide 4 - Highlight Questions**

The key issues that helped us determine their needs were:

- In the community, obesity is not seen as a priority.
- The technical educator helped us to introduce the project to the neighbourhood, and we worked closely with the education staff.

These conclusions let us know their needs.

### **Slide 5 - What about their needs?**

And, what about their needs? What were the identified needs?

- Lack of adequate spaces for children's play and sports activities.
- Need for leisure activities for all age groups.

- Problems with coexistence: neighbourhood safety, problematic behaviour in public spaces, and drug dealing.
- Poor neighbourhood cleanliness: lack of bins, poor lighting, and architectural barriers.
- Misuse and degradation of public spaces: the need to improve sports courts.
- Lack of public toilets.

We connected with the neighbourhood during a local festival, where we conducted a survey called the *Living Healthy Tool*, which included several questions about the neighbourhood and activities related to healthy eating.

### **Slide 6 - Dynamization of different spaces at the schools. Making Break Times More Dynamic**

The action was focused on:

- Introducing active breaks during school hours
- Offering extracurricular activities
- Sharing a high school's sports facilities so children from different schools could play sports together, led by the free time monitor from the *Patronat Obrer* platform.

The objectives: We aimed to make break times more dynamic through recreational activities, encouraging students to actively engage in their free time, improving coexistence, reducing conflicts, and promoting inclusion.

### **Slide 7 - Dynamization of a period after the children's lunch (Camilo José Cela school)**

The Implementation: the first school was Camilo José Cela School. The activities were offered to families whose children stayed for lunch. The children came from diverse realities and cultures, with a wide age range (3 to 11 years old), meaning different priorities for each child. This school serves a particularly vulnerable population. The group included 30 children. Besides increasing physical activity, the activities aimed to teach social behaviour, including respect, listening skills, and following guidelines. Importantly, this time slot kept children from staying at home looking at screens before attending activities at the Rafa Nadal Social Foundation.

### **Slide 8 - Dynamization of playground time in an educational center (Pintor Joan Miro school)**

The second school was Pintor Joan Miró School. Here, we introduced recreational and educational activities during playground time. A presentation was made to the teaching staff and class delegates to introduce the *Sport Trainer Team*.

The playground was organized into different activity zones:

- Primary school: football, basketball, volleyball, badminton, mini-basketball, ping-pong, screen-free games, chess, and Connect 4.
- Nursery school (it is the blue zone): painting and colouring activities. Materials were lent out through a system: students requested equipment, wore a coloured necklace for identification, and returned both the material and necklace at the end of recess.

### **Slide 9 - Dynamization of an open playground**

The third one is open playground in Aurora Picornell High School. For 3 hours in the afternoon, accompanied by staff from *Patronato Obrero*, the school playground was opened for children and their families to use freely.

## Slide 10 - Summary & For example

So, in conclusion, developing activities in educational centres allowed us to:

- Increase awareness of the project
- Boost participation among children and their families
- Bring together groups of different ages and encourage interaction.

For example, I said before, at Camilo José Cela School, the activities after lunch helped to prevent children from staying at home and using screens before attending the Rafa Nadal Social Foundation for more activities.

## Slide 11 - Facilitators & Barriers

The key facilitators were:

- Edu, the technical educator, who connected us with the education staff.
- The existence of a neighbourhood network.
- High participation and commitment from all schools involved in planning and scheduling.

And challenges included:

- The difficulty of disseminating the project from the beginning.
- Finding and engaging a local network.
- Working effectively with families.

## Slide 12 - General recommendations

So, our general recommendations are:

- 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.

## Slide 13 - Thank you all for your participation!

Thank you.