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HEALTH EDUCATION AT SCHOOLS:
A POWERFUL TOOL TO GENERATE POSITIVE
CHANGES ON SOCIETY'S HEALTHY HABITS

*Health Education Program for Schools
(Pre-school – High school)*

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«Every child has the right to receive an education that ensures him or her, in egalitarian conditions of opportunities, to develop their aptitudes and personal judgment, their sense of moral and social responsibility. They'll have the right to grow up and develop in good health. The states recognize the child's right to the highest attainable standard of health and health services. To ensure that all sectors of society, in particular parents and children, know the basic principles of health, hygiene, environmental sanitation, accidents prevention and to receive support in the application of this knowledge. The education of children should seek to develop their personality, talents and mental and physical abilities to their fullest potential ».

Art. 24. *Convention on the rights of the child.*
United Nation Convention. 20/11/1987

1. - INTRODUCTION: THE IMPORTANCE OF THE PROGRAM

The development of the Health Education program (EpS – Educación para la Salud, in Spanish) as part of the school curriculum, has been agreed by diverse prestigious institutions such as WHO, UNESCO, UNICEF, CoE, EC, and the OECD. All these institutions believe that the development and application of this program, in its most effective way, will promote the adaptation to healthy lifestyles in short and long-term periods. The only way to provide health education to all younger population groups (children, pre-adolescents, adolescents and early adulthood), regardless social class, gender or parent's educational level is through the implementation of this program in all schools. The school is the ideal place to promote and work with this 'health education' program as a tool of prevention, knowledge and awareness, as is in this place where society intended educational training of future citizens, stimulating communication among all members of the school community (students, teachers, parents ...).

An important number of healthy problems that our society experience are attributed to the way in which we live. Different chronic illnesses and diseases that appear during adulthood such as: cardiovascular diseases, obesity, diabetes, sexually transmitted diseases (STDs) and stress, have a direct relationship with bad eating habits and other harmful habits (drinking, smoking and drug consumption, among others). In the same way, the lack of physical activity and the absence of personal abilities and skills to confront important real life situations (different types of problems and struggles, social pressure, etcetera), may emphasize these problems. Many of these problematic behaviors are acquired during childhood or adolescence, as is in this phase where these habits consolidate as behaviors, habits or routines unable to change afterwards.

The school is one of those environments where all children spend much of their time and their childhood. Therefore, it is essential to consider the influence that this institution has on the school population. Here is when the acquisition of skills and knowledge occur and therefore, where it will be easier to assimilate and understand the information given, the attitudes and habits towards health. In addition, society trusts the role of socialization, transmission of culture, knowledge and values through this institution.

In order to promote the health education program, the World Health Organization (WHO), started the 'health promoting schools' program. A promoting school is defined as: "*a healthy place to see, learn and work*" (WHO, 1998). The Schools for Health in Europe network (SHE), aims to support organizations and professionals in the fields of development, maintenance and promotion of health at school, as well as, to show the result of the policy and practice of the health promoting schools in the sectors of health and education, both nationally and internationally. Currently, more than 40 European countries that are part of the WHO are integrated into this network.

During the resolutions of 1st Health Promoting Conference in Thessaloniki-Greece (in 1997), the principles for health promotion in schools were defined, and it was remarked that this project was an investment in education, health and democracy.

This concept was discussed in the early '80s and today there are many who think it's necessary that all educative community adopt healthy lifestyles in an environment that also promotes health. Therefore, this concept affects not only students, but also school employees and parents.

During the 2nd and 3rd European Conference, participants insisted on the importance of the close involvement between the health and education sectors, for the better development of health promotion in schools across Europe, with the intention of making schools a better place to learn and work.

In 1991, the Ministry of Education facilitates and encourages schools to integrate by the application of the 'health education' program to SHE. Later in the preamble of the Act 1/1194, on March 28th, about school health, says:

'The health education carried out in the school community complements the socializing behaviors and the acquisitions of habits that promote a better quality of life, empowering each individual and the collective whole to improve their health and increase its control.'

The purpose of the Act is to acquire the educational role that the school has, to have a better integration the consumption and health areas. Thus, 'school health' could respond to the conception of the school as a place of health promotion and training, besides providing an environment of life and work. To achieve these objectives, the health law states that, there must be a close collaboration between institutions and health professionals as well as the teachers.

At the legislative level, some references can be highlighted about the laws that support the inclusion of promotion and health education within the school environment. Also, the actions of public health authorities will be aimed to promote individual, family and social interest in health, through population's health training. These laws include, besides the transverse subjects that are part of the school curricula in elementary, primary and secondary school, other subjects and topics oriented to health.

These laws are included in: the Spanish Constitution (1978), LODE (1985, Organic Law of the Right to Education), General Health Act (1986), the Agreement between the Ministries of Education and Health (1989), LOGSE (1990, General Organic Law of the Educational System), Non University Transfers on Educational Matters (2000), ESWL (2002), LOE (2006), Royal Decrees of Intersectorial and Transverse programs (2006), the Royal Decree on Health Education for children in primary and secondary school, and finally, the Amend on the Royal Decree on primary and secondary education (2012).

2. - THE HEALTH EDUCATION PROGRAM AT SCHOOL (*Elementary and Secondary Schools*)

The Health Education Program at School (PESEI in Spanish) is the fusion of two programs: the PESE (Programa de Educación para la Salud en la Escuela –health education program at elementary school–) and the PESI (Programa de Educación para la Salud en el Instituto –health education program for secondary school and high school–). Accordingly, the bases of the minimum contents to work in a regular basis at school were added throughout the school years. It is a fair, egalitarian and participatory program with the entire educational community; respectful, bio-ethic and adaptable to the needs of the schools. It also develops children’s personal skills and raises awareness of their own health and the community’s health.

The idea of the PESE program was born from a research project carried out during the years 2007-2008, in all state and private schools in the Alt Empordà area (Catalonia). Teachers were asked about the importance of health education at school, who could be in charge of the subject, the amount of time, among other characteristics. Also, different proposals for possible topics in health education were presented, and teachers had the chance to give their opinion about the contents. A pilot test was held at the Gonçal Comelles School (located in Avinyonet the Puigventós, Catalonia) during two years, where the program was given as an extracurricular subject. An important finding of this study highlighted the fact that 91% of the teachers considered important to follow the ‘health education’ program, and they also agreed that, the program should be a compulsory subject. Finally, 49% of teachers agreed that this subject should be given by the school nurse.

Later on, the PESE program was elaborated and evaluated by a group of experts on school health (nurses, primary school teachers, psychologists, dietitians, social educators, physiotherapist, faculty members ...). At the same time, in the state school of Sant Jaume (Portbou, Catalonia) the program was carried out. This experience allowed the experts to revise and apply the contents inside the classroom, being evaluated by the teachers from 2009 until this day.

This program was presented to all private and state schools in the province of Girona (Catalonia), during the school year of 2010-2011. The results revealed that 98% of the schools, after debating (and agreeing) during the school council meeting, being interested in the implementation of this program (either free or half founded).

The PESEI program is the result of a two years reflection on literature research. In the first study, conducted by middle school and high school teachers, the opinion on different matters about ‘health education’ was requested. They were also provided with diverse topics and they suggested on what course these topics should be given.

During the second study, '*Evaluation on the effectiveness of intervention: Teen Health Folder*', was delivered in schools as a tool for promoting a healthy lifestyle and the prevention and improvement of risky behaviors. This time, the study was founded by the Alt Empordà Group of Medical Science (Agrupación de Ciencias Médicas del Alt Empordà). A poll was carried out among 3º ESO students (the equivalent to 9th grade in America), during the school year of 2009-2010, where besides valorizing the sessions, children also stated their own harmful habits. This program was presented during the 4th National Congress of Nursing and school Health, giving continuity to the PESE program.

These two programs 'PESE' and 'PESI' merge with the new PESEI program, which wants to be a working tool for health education in schools and high schools, matching the contents of this subject, in all regions. Each community is implementing or will implement the program according to their policies on health education, and it might be given as a specific subject within the education or interdisciplinary curriculum, in a transverse way.

This program is open and participatory, is reviewed and evaluated biannually, to include the contributions of all the people and entities involved in health education

3. - THE PURPOSE OF THE PROGRAM

The program main purpose is to improve children's and adolescent's health among the age group of 4 to 16 years old, corresponding to the P3 courses (the last stage of kindergarten in America or nursery in the U.K) and 2nd grade of high school (10th – 11th grades), by promoting healthy habits, risk prevention and the essential knowledge on health education to ensure the management of their present and future health, as well as the health of their environment and community.

The program encourages healthy habits and related topics such as hygiene, body awareness, sexual health and sexually transmitted diseases, harmful habits (smoking, drinking and use of drugs), diets and nutrition, leisure and relaxation, healthy environment, ethics of life, mental and emotional health, accident prevention and safety, postural habits, road safety, knowledge of diseases, first aid and CPR.

The sessions have the ability to adapt to the needs of the school, taking into consideration the age group and the health topics on demand. At the same time unifies the minimum concepts of health that should be known and achieved, by creating a curriculum in health education equal for all students, regardless of the community to which each child belongs.

4. - OBJECTIVES

- To encourage the promotion of attitudes and the acquisition of healthy habits by pupils in elementary school, middle school and high school.
- To reduce the acquisition of negative behaviors that could affect their proximate future (adolescence and adulthood risky factors).
- To facilitate the accessibility of school health in an early school stage and continue throughout their school life.
- To promote participation and involvement of children, teachers, families, Parent Associations and health professionals.
- To encourage the commitment of students to health.
- To Coordinate and collaborate with the school authorities in training and integrating programs on health education, under the SHE network model governed by the resolutions of the assembly of this entity approved in Luxembourg 13/11/2007.

5. - PROGRAM INITIAL PHASES

- I. To establish contact with the school by presenting the proposal on health education to the school authorities, teachers and the AP.
- II. A second contact with the school board and teachers, to schedule sessions following the established points in the school calendar. In this way, the topics could be extended or adapted, according to the needs and characteristics of the school and its environment.
- III. The school board, will inform the parents about the program, 'Health Education', which will be carried out during the school year and their participation and collaboration will be required.
- IV. The beginning of the sessions will take place between October and May, although it could be extended until June.
- V. Health sessions will last for 1 or 2 hours at least, and they will be implemented during regular classes with the teacher's presence.
- VI. The rest of the health sessions with the school community will last 2 hours.
- VII. This program will be carried out by experienced nurses on health education, who among other skills, have the ability to promote and teach all about health. At the same time, they can also incorporate other health agents (health experts or organizations) to enhance some of the subjects of this program.

- VIII. An evaluation of the activities applied in the school will be held during May. Hence, the planning for next year will take place.
- IX. Another assessment will evaluate the knowledge and awareness acquired by the students (before and after the sessions), where will be evaluated the level of satisfaction of parents, teachers and students.
- X. An activity log will be elaborated by the end of the school year, to record the improvements and adaptations for next year.

6. - METHODOLOGY

During the health education sessions, techniques known by the teachers will be applied, thinking about their employment for the didactic development of the different contents of this program.

Some of the techniques that could be applied during the sessions are: debates, Phillip 66 technique, meetings, discussion sessions about different topics, brainstorming, drillings and simulations, review about tests or movies, overview of real life cases, role playings, public interviews and polls, the creation of mood boards and posters, wordlists, puzzles, research groups, among others. Materials suitable for the sessions: audio-visual aids (movies, slide presentations, video clips), posters, brochures, flashcards, stickers, games, worksheets, workshops, tales, plays and many more.

The minimum number of recommended sessions is 4 for P3, P4 and P5 (kindergarten and nursery) and for the rest of the courses (elementary to high school) 8 to 12 sessions of 1 or 2 hours per session. Although, the number of sessions and the amount of time could be adapted depending on the school needs.

The sessions could be given weekly, quarterly, or, depending on the case, cultural weeks related to health topics. The sessions for parents and teachers could be on demand. All in all, it is recommendable that all sessions should take into account the contents given to the students at that moment.

7. - PROGRAM ACTIVITIES SUGGESTED BY THE STUDENTS

(Kindergarten - Middle school)

P3-P4-P5 Children (Kindergarten)

- I. **Daily hygiene**
 - Content: Basic Hygiene Aspects and their importance.
 - Objectives: children will acquire knowledge and awareness on these habits.
- II. **Food**
 - Content: Awareness of the different foods and flavors: Eating habits importance.
 - Objectives: children will get familiar with eating habits.
- III. **Accidents**
 - Content: Childhood accident prevention
 - Objective: to awake children's awareness on the dangers of their proximate environment.
- IV. **Plan of the day**
 - Content: Regular tasks and chores of the day.
 - Objective: children will get familiar with good organizational skills to plan their workday.

1º - 2º Children (Elementary school 1st & 2nd grades)

- I. **The Human Body**
 - Content: The important parts of the body: the skin, the skeleton, the muscles, the organs, the senses and their general concept.
 - Objective: children will get a general awareness or their own body
- II. **Life stages**
 - Content: The human stages: childhood, adolescence, adulthood and elderly hood.
 - Objective: to comprehend the family members and their functions, through the overview of the life stages.
- III. **Hygiene and Health**
 - Content: Basic Hygiene Aspects and their importance for health.
 - Objectives: children will acquire knowledge and awareness on body hygiene; to facilitate the acquisition of hygiene independence.
- IV. **Healthy foods and good eating habits (2 sessions)**
 - Content: Introduction to the food categories.
 - Objective: to acquire the proper knowledge about the good and the bad eating habits.

- V. Relaxing time and sleeping habits.**
- Contents: The importance of relaxing and sleeping, and their effects on health.
 - Objective: to generate awareness on good sleeping habits and its repercussion.
- VI. Danger prevention.**
- Content: Proximate environment dangers: how to avoid and prevent accidents.
 - Objective: to create awareness on the dangers of childhood.
- VII. First aid and first aid kit.**
- Content: Introduction to first aid.
 - Objective: to gain knowledge on the first aid kit and its use to deal with small wounds (how to disinfect and how to apply bandages).
- VIII. Feeling ill: visiting the nursing room & going to the doctor.**
- Content: The health system and its function.
 - Objective: children will get familiar with the health system.
- IX. Postural Habits.**
- Content: Postural Hygiene.
 - Objective: to familiarize children with proper postures to avoid and prevent back pain.
- X. Environmental Hygiene.**
- Content: The importance of a clean environment and its relation to health.
 - Objective: to promote sanitary habits and its influence on people's health to avoid diseases.
- XI. Diversity and Respect.**
- Content: Diversity, respect and tolerance.
 - Objective: to create consciousness about respect and tolerance to people from other ethnicities, beliefs or gender.
- XII. The world of the senses.**
- Content: The senses and its care.
 - Objective: to make children aware of the importance of the senses and their care.

3º- 4º Children (Elementary school 3rd & 4th grades)**I. The human Body**

- Content: The skeleton, the muscles, breathing and blood circulation.
- Objective: to expand knowledge about the human body.

II. Life stages

- Content: The human stages: childhood, adolescence, adulthood and elderly hood.
- Objective: to expand life stages knowledge (childhood, adolescence, adulthood and elderlyhood).

III. Health, hygiene and physical activity habits

- Content: Personal Hygiene and Physical Activity.
- Objective: to understand the consequences of a bad personal hygiene as well as the results of physical activity on health.

IV. Eating Habits

- Contents: Foods and eating habits.
- Objective: to acquire good eating habits since childhood.

V. Sleeping, relaxing time and leisure

- Content: Good sleeping, relaxing time and leisure habits.
- Objective: to achieve good sleeping habits since childhood.

VI. Dangers prevention

- Content: Proximate environment dangers: how to avoid and prevent accidents.
- Objective: to create awareness on the dangers of childhood and how to avoid them.

VII. Respect between classmates

- Content: Rights and responsibilities.
- Objective: to introduce students to their rights and responsibilities inside the classroom, emphasizing the awareness on respect.

VIII. First Aid

- Content: How to act and react to small emergencies.
- Objective: to generate awareness on first aid.

IX. The Family

- Content: Traditional and contemporary concepts of family.
- Objective: to understand the functions of the family members and their role in society.

X. Postural Habits

- Content: Postural Hygiene.
- Objective: to familiarize children with proper postures to avoid and prevent back pain.

XI. Virtual world alienation

- Content: Social networks and media.
- Objective: to create awareness on the usage of technologies, social networks and media.

5° - 6° Children (Middle school 5th & 6th grades)**I. The human body: pre-adolescence & adolescence changes/development.**

- Content: Pre-adolescence changes.
- Objective: to instruct children on the changes that will appear during this stage (physical, emotional and sexual changes) and their mental and emotional adaptation.

II. Healthy Habits 1

- Content: Eating habits and physical activity.
- Objective: to promote a healthy lifestyle through good eating habits and physical activity.

III. Healthy Habits 2

- Content: Leisure and relaxation
- Objective: to promote a healthy lifestyle regarding leisure and relaxation.

IV. Healthy Habits 3

- Content: Addiction habits.
- Objectives: to introduce resources to acquire and develop skills and abilities to confront, in a proper way, situations related with drug consumption or other addictions, as well as to promote the prevention of harmful behaviors during the adolescence.

V. Healthy Habits 4

- Contents: Hygiene Habits and Body worship.
- Objective: to generate awareness on body art (tattoos, piercings, subcutaneous implants...), the hygiene and care they require.

VI. Danger Prevention

- Content: Accidents and risks prevention.
- Objective: to get familiar with the typical accidents on this stage and how to prevent them.

VII. Bullying

- Content: Bullying and Respect.
- Objective: to prevent and avoid bullying behaviors between classmates.

VIII. First aid and the first aid kit

- Content: First aid and the contents inside a first aid kit.
- Objectives: to implement basic knowledge on first aid and to internalize its importance.

IX. Values

- Content: Human Values.
- Objectives: to present the human values and to internalize its importance.

X. Gender Equality and Respect

- Content: Equality and respect.
- Objective: To understand the importance of gender equality and respect, and their consequences in society.

XI. Life stages

- Content: The different human stages.
- Objective: to expand life stages knowledge (childhood, adolescence, adulthood and elderlyhood) and their development.

XII. Sexuality

- Content: The concept of sexuality
- Objective: to introduce and define what sexuality is and, to define all the different related aspects (love, affection, STDs or STIs, etcetera).

8. - WORKSHOPS (*Pre-school, Elementary school & Middle School*)**WORKSHOPS FOR TEACHERS**

- **First aid I: Emergency actions and small interventions.**
- **First aid II. Action and Prevention during excursions.**
- **General Knowledge on chronic diseases: diabetes, celiac disease, epilepsy, asthma, food intolerance, immunodeficiency.**
- **Awareness on a specific chronic disease.**
- **Other 'on demand' workshops.**

WORKSHOPS FOR PARENTS

- Eating habits on children 3 - 6 years old.
- Eating habits on children 7 - 12 years old.
- Pediculosis.
- Children Healthy Habits (eating habits, hygiene, exercise...).
- Leisure and free-time between parents and children.
- Parents and children affectional bonds for child's development.
- Toys according to age
- ICT (children's safety)
- Addiction prevention (drug abuse and other harmful addictions)
- Children accident prevention
- Online protection and safety
- Emotions, behaviors and attitudes during childhood.

OTHER WORKSHOPS (optional for children)

- Care of the senses
- Online protection and safety
- Postural habits education
- Health and the environment (light and sound)
- Health and the environment (recycling and respect to the environment)
- Human Diversity
- Diabetes at school
- Gender equality and respect
- Education on values
- Racism, tolerance and non-discrimination
- Breathing and relaxation techniques
- Emotional health and control.
- Child abuse
- Disability
- Vaccines and medicine: what's their purpose?
- Harmful habits (drug consumption and other addictions).
- Family
- Car safety
- Media & Technology alienation
- Exercise and its benefit.
- Food pyramid (in English language)
- Healthy habits (in English language)
- Oral hygiene
- Learning about health services and the people involved

9. - PROGRAM ACTIVITIES SUGGESTED BY STUDENTS

(Middle school & High school)

1º & 2º ESO students (Middle school 7th & 8th grades)

- I. Most important changes during the pre-adolescence and adolescence stages**
 - Content: Physical changes: hormones, mentality & emotions.
 - Objective: to generate consciousness on the body changes and the consequences of bad habits.

- II. Bioethics: Life stages**
 - Content: The different human stages.
 - Objective: to expand life stages knowledge (childhood, adolescence, adulthood and elderly hood) and their development.

- III. Health and Hygiene during the pre-adolescence and adolescence stages**
 - Content: Daily body hygiene.
 - Objective: to present the importance of the daily personal hygiene.

- IV. Healthy eating habits during the pre-adolescence and adolescence stages**
 - Content: Food pyramid, servings and balanced diet; their relation with illnesses.
 - Objective: to introduce students to the food groups, the importance of each meal, the balanced consumption of nutrients from all food groups and their relation with a good health.

- V. Sleeping, & relaxing time**
 - Content: Sleeping and growth.
 - Objective: to achieve good sleeping habits and to recognize its repercussion in students' daily life.

- VI. Accident prevention**
 - Content: Accidents and their consequences.
 - Objective: to present the consequences of imprudent behaviors that could affect other's lives (the use of seatbelts, helmets, drinking or using the mobile while driving).

- VII. First aid and CPR**
 - Content: Basic First Aid and CPR knowledge.
 - Objectives: to prepare students to react to different situations or accidents; to understand the purpose of the CPR in critical cases.

VIII. Leisure and sports

- Content: Daily exercise.
- Objective: to present the positive aspects of doing exercise and having healthy leisure activities on a daily basis (mental and physical results).

IX. Postural Habits

- Content: Postural Hygiene.
- Objective: to familiarize students with proper postures to avoid and prevent back pain and other pathologies.

X. Emotional management and problem solving

- Content: Emotional management and problem solving.
- Objectives: to prepare students on emotion management to face problematic situations.

XI. Gender diversity, respect and equality

- Content: Rights and social responsibilities: respect and equality.
- Objective: to generate awareness on social values.

XII. Family and social relationships

- Content: Family ties and regular habits: attitudes.
- Objectives: to distinguish the types of relationships among the family members, friends and acquaintances, and the importance of their support.

XIII. Harmful behaviors and their consequences

- Content: Addiction habits.
- Objectives: to prepare students with the necessary resources to develop and acquire skills, values and behaviors to face, in a proper way, future possible harmful behaviors.

XIV. Bullying and Cyberbullying

- Content: Bullying & Cyberbullying
- Objective: to inform, avoid and detect bullying and cyberbullying behaviors, by fomenting respect among classmates.

XV. Sexuality and affective education

- Content: The concept of sexuality
- Objective: to introduce and define what sexuality is and all the different aspects and changes that appear during this stage (physical, rational and psychological)

3° & 4° ESO STUDENTS (High school 9th & 10th grades)**I. Values**

- Content: Human Values.
- Objectives: to present the human values and anti-values, to reflect about their importance.

II. Bioethics

- Content: Fecundation, fetus, childbirth and the baby.
- Objective: to reflect on the beginnings of human life.

III. STDs and their prevention

- Content: Sexuality concept; prevention on harmful sexual behaviors.
- Objectives: to provide students with the proper knowledge on the prevention and avoidance of possible harmful sexual behaviors (safe sex).

IV. Drug abuse

- Content: Types of drugs and their effects.
- Objective: to provide students with enough information about addiction and drug abuse to avoid or amend dangerous behaviors (responsible consumption).

V. Emotional Health

- Content: Emotional stability and its social effects
- Objectives: to prevent and detect early behaviors that could affect students' emotional health; to build personal skills to look for support.

VI. Domestic Violence

- Content: Domestic violence and its consequences.
- Objectives: to familiarize students with the concept of what domestic violence is; to develop and establish what couple respect and freedom means.

VII. New Tech: social networks safety, protection and usage

- Content: Social Networks and Media
- Objective: to generate awareness on the proper use of social networks and media.

VIII. Contraception Methods and Abortion

- Content: Contraceptives, abortion and its risks.
- Objectives: to introduce students to the different types of contraceptive methods along with their pros and cons; to present and explain the concept of 'abortion' and the legal methods to have an abortion, as well as the dangers and consequences of its practice.

IX. Eating Disorders

- Content: Eating disorders and the importance of a balanced diet.
- Objectives: to prevent eating disorders and their consequences on health by providing information; to inform the people around students about early prevention and detection.

X. Health Services and the people involved

- Content: The Health System and its function.
- Objective: to familiarize students with the health system and the services that provides.

XI. Affective and Sexual Education

- Content: Couple Health
- Objective: to present and generate consciousness on the different factors that are involved in a couple (beyond sexual relations), to achieve a healthy and good relationship.

XII. Respect and conflict solving

- Content: Respect, equality and problem solving skills.
- Objective: to prevent and avoid conflicts emerged by the lack of respect and superiority feelings.

XIII. Smoking and Drinking habits: two allied enemies.

- Content: Addiction and its Consequences.
- Objective: to prevent students of drinking and smoking problems by generating consciousness on the risks and dangers of excessive intake.

XIV. Self-esteem and social pressure

- Content: Self-esteem and social pressure.
- Objectives: to prevent negative behaviors of social pressure; to promote self-esteem and confidence as the means of facing social pressure.

XV. Body art and body building: what to do?

- Content: **Body art and body building positive and negative aspects.**
- Objective: to prevent perils related to body art and body building (excessive exercise, plastic surgery, non-balanced diets, drug use, tattoos, piercings, and so forth).

1° & 2° Bachillerato Students (High school 11th & 12th grades)**I. Healing properties of food and plants**

- Content: Food and plants healing properties.
- Objective: to reflect on the importance of good eating habits and the healing properties of plants.

- II. Life stages: Death and mourning**
- Content: The concepts of death and mourning.
 - Objective: to reflect on the process of life; to create awareness on hospice, euthanasia, and testament.
- III. Mediterranean Diet: a source of health**
- Content: The Mediterranean diet and its importance for health.
 - Objective: to present the different food groups that take part in the Mediterranean diet and their healthy benefits.
- IV. STDs Prevention**
- Content: STDs (Sexually Transmitted Diseases).
 - Objectives: to generate awareness on safe sexual activities to prevent STDs and to teach students how to act and react in the case of contracting an STD.
- V. Family: concepts and new bonding stages**
- Contents: Family-traditional and contemporary concepts.
 - Objective: to work with the traditional and contemporary concepts of family to create awareness on the different types of nowadays families (single parenthood, same sex marriage, second or third marriage, etcetera).
- VI. Car Accident Prevention**
- Content: Driving dangers and risky behaviors.
 - Objective: to generate awareness on responsible driving.
- VII. Work Accident Prevention**
- Content: Working life and the general prevention of accidents at work.
 - Objective: to prepare and prevent students on the possible work accidents that may occur at work.
- VIII. How to react to emergency situations and the use of CPR**
- Content: First Aid and basic knowledge on CPR.
 - Objectives: students will acquire knowledge on First aid and CPR by providing them with basic information and following practice.
- IX. Leisure and sports**
- Content: Leisure activities and sports importance on people's healthy life.
 - Objective: to generate consciousness on the importance of doing exercise as a means of leisure, as well as a healthy habit.
- X. Couples: concepts of respect and sharing**
- Content: Respect.
 - Objective: to prevent domestic violence by generating consciousness on this matter.

XI. Healthy Environments

- Content: Daily healthy environment and surroundings.
- Objective: to generate awareness on the effects on health of acoustic and environmental pollution.

XII. Diversity, Tolerance and Respect

- Content: Gender, religion and ideologies respect.
- Objective: to avoid xenophobic and racist behaviors by generating consciousness through the emphasis on equality, dignity and respect.

XIII. Leisure, relaxing time and sleeping habits

- Content: Leisure, relaxing time and sleeping habits.
- Objective: to present to students the effects of bad sleeping habits as well as the lack of leisure activities and relaxing time.

XIV. Disability: a challenging life

- Content: Physical and mental disabilities.
- Objective: to reflect on the rights and dignity of disabled people by emphasizing the challenges they have to overcome.

XV. Life stages: adulthood

- Content: Human life stages.
- Objective to present the most important aspects of each stage; to reflect on the different changes and why do they happen; to comprehend previous and future life stages.

10. WORKSHOPS (*Middle School & High school*)**WORKSHOP FOR TEACHERS**

(middle school & high school)

- **First aid**
- **CPR**
- **Vocal health**
- **Diabetes**
- **Most common diseases among adolescents**
- **Other topics on demand**

WORKSHOP FOR PARENTS

- **Affective bonding: parents and children**
- **Dangerous behaviors detection (drinking, smoking and use of drugs).**
- **Family environment: respect and tolerance**
- **Bullying and cyberbullying behaviors detection**
- **Eating habits in adolescents**
- **Behaviors, emotions and attitudes during the adolescence..**
- **Other topics on demand**

11. - OTHER SERVICES

The school nurse and his/ her role as assistant, teacher, researcher and agent (approved in Gandia 30/10/2009 by the Sociedad Científica Española de Enfermería Escolar (SCE3) – Spanish Scientific Society of Nursing School–), who could provide the school community with weekly training, following a previous agreement with each school. The school nurse can be present during the entire school hours to cover and promote health related topics, risk and accidents prevention and health education fulfilling and making effective the roles of her/his profession.

12. - HEALTH PROFESSIONALS INVOLVED

- Nurses (with school nursing knowledge) together with the program adviser, will develop workshops, discussions and talks giving support to parents and teachers, working with the school board and the teachers inside the school.
- They will provide support along with other health professionals among the school field (school psychologist, social workers and social educators, among others).
- The school nurse profile should include communicative attitudes and skills to achieve his/her responsibilities, and specific knowledge in health matters.

13. - PROGRAM EVALUATION AND FOLLOW UP

The evaluation will be carried out, in one way, by the same health professionals planning and implementing the different activities that were agreed at the beginning of the course. Alternatively, other evaluations will be carried out by the students, the teachers and the school board through polls and assessments in order to evaluate the acquired knowledge during the application of the program, as well as to revise the accomplishment of the established objectives.