

## The Framework for Education for Health in our School Curriculum

<b>Living a Healthy Lifestyle and Making Responsible Decisions on Health Issues</b>			
Personal Health	Family / Neighbourhood	Community Health	Environmental Health
Thematic Project Approach   Activity Approach	<b>SKILLS &amp; ACTIONS</b>   <b>KNOWLEDGE &amp; CONCEPTS</b> (Refer to <b>Note 2 for the Teaching Scheme of Health Education in S1 to S7</b> )   <b>VALUES &amp; BELIEFS</b>		
KG -----PI -----P6, JS1-----JS3, SS1-----SS3 Related Subject Curriculum, e.g. PSHE, SCIENCE, PE, TE (Refer to <b>Note 3 for Biochemistry Curriculum of S3 IS &amp; Health Education</b> )  (Life events in Moral & Civic Education Programme and Life-wide Learning Activities to fill the gaps in / complementary KLA subjects coordination)  --- <b><u>Note 4 with further elaborations</u></b> on Knowledge & Concept, Skills & Actions and Values or Belief in the working of the Life-wide, Integrative Education for Health Curriculum, Technology Education, Physical Education, Moral & Civic Education, Life-wide Learning			

A Cross-curricular approach is adopted and the key issues identified by the Education for Health curriculum would form the backbone of study for the topics or issues.

In the course of learning, the issues or topics will be studied from different perspective. It aims at achieving the 3-Es of curriculum development, that is, enabling, enriching and extending.

Major Health Education Concepts in the LTFC Education for Health Curriculum

<b>Personal Health Physical, Mental &amp; Emotional Health</b>		↘ ↗	<b>Environmental Health &amp; Issues of Global Concern</b>
Personal Hygiene	Self-esteem	<b>Community Health</b>	Environmental Awareness
Healthy Body	Managing Emotions		Environmental Protection
Healthy Living (Food, Nutrition & Diet)	Self Discipline	Environmental Hygiene	Environment and Health Issues
<b>Common Diseases</b>	Human Relationships	Civic Responsibility	Poverty & Health
Health & Fitness	Sex Education	Health Services	International Cooperation
Safety Education	Substance Abuse	Public Health issues	Sustainable Development
	<i>Life &amp; Death</i>	Technology & Living	
		Diseases and Control	
		Occupational Safety	
		Equal Opportunities	
		<b>Consumers of Health</b>	

+ *Life Event Approach (LEA)*

+ *Life-wide Learning (LWL)*

For a flexible, holistic & comprehensive implementation of the curriculum, a Life-wide & Lfe-event approach is to be adopted whenever, wherever applicable, especially when it is found possible and feasible. **A systematic and life-wide approach to the health education curriculum by using school-based nutrition education curriculum as an example.**

## **A systematic and life-wide approach to the health education curriculum by using school-based nutrition education curriculum as an example**

To develop school-based nutrition education curriculum, in line with the goals of the current curriculum reform. The seven goals of the curriculum reform are enabling our students: (1) to live a healthy lifestyle; (2) to possess knowledge in the Eight Key Learning Areas; (3) to master independent learning skills; (4) to use languages in communications; (5) to develop a habit of reading; (6) to understand their national identity and commitment and (7) to recognize their roles and responsibilities. Relevant contents under the seven goals into a school-based curriculum are integrated. Reviews and evaluations have been done continuously during the process, together with plenty of communications, trainings and experience sharing with the students, parents and teachers..

Promoting in the Eight Key Learning Areas and the Four Key Tasks (moral and civic education, reading to learn, project learning, and information technology for interactive learning) makes school-based health education or nutrition education curriculum a more effective one. Teachers can flexibly use life events as the teaching strategy to introduce health education, or to promote interactive learning by stimulating students' higher-ordered thinking in related to health issues. Teachers should also consider the real health needs and the interests of the students at specific developmental stages.

### An example of school-based nutrition education curriculum

A cross-subject and cross-key task nutrition education programme during English-speaking assemblies:

- Healthy breakfast through reading 'My Pyramid' .
- Fruit and vegetable poem reading competition.
- A life-wide curriculum on healthy breakfast to provide practical learning experiences for the students through integrating English, Liberal Studies, Science, Physical Education, English Language and the Four Key Tasks.
- A programme to promote eating fruits and vegetables and healthy living
- The moral and civic education therefore becomes an important role in teaching students to treasure food resources, to learn about environmental protection, and to build up proper attitudes towards food. If such teaching can be integrated as cross-subject or cross-key-task teaching units, such as Integrated Humanities, Integrated Science, English, project learning or IT education, then students' learning would become more comprehensive and systematic.



## 校本健康教育課程

配合課程改革的七個學習宗旨（分別是健康生活方式、八個學習領域的知識、學習能力、語文能力、閱讀習慣、國民身份認同及責任感），推展校本營養教育課程，把七個學習宗旨之內容作整合，並將學生、家長及教師培訓與分享同步進行，在過程中不斷自我反思及評量，以優化課程。

要有效推動校本健康教育課程，宜透過全方位學習，配合八大學習領域及四大關鍵項目（德育及公民教育、從閱讀中學習、專題研習及透過資訊科技進行互動學習）的有機整合，應用「生活事件」式教學策略，滲入「融合式高階思維」，進行配合學生成長需要之互動學習。

### 校本健康教育活動舉隅

- 英語早會舉行全校跨科及跨關鍵項目的營養教育活動：簡介 'My Pyramid' 及齊齊朗讀蔬果詩歌
- 舉行全方位的營養早餐課程，把營養早餐配合閱讀進行施教將整合英語、通識、體育、科學及四大關鍵項目，為學生提供真實的學習經歷。
- 可再配合德育及公民教育，讓學生明白要珍惜食物，學會感恩及環保。
- 再配合英文科、專題研習及資訊科技進行跨科及跨關鍵項目的整合式單元學習，學生學習將變得更完整及更有系統。
- 校本身心靈健康教育推廣活動。