Children and adults taking action together

PRELIMINARY RESULTS

INFLUENCING THE DETERMINANTS OF A HEALTHY AND BALANCED GROWING UP

www.shapeupeurope.net
A school-community approach to influence the determinants of a healthy and balanced growing up

Children and adults taking action together
Towards a healthy and balanced growing up

Preliminary results

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Muntaner 262, 3º - 08021 Barcelona (Spain)
Tel.: (34) 933 670 400
Fax: (34) 934 146 238
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The three-year Shape Up experimental phase, covering 22 Member States, is the largest experimental project dealing with the determinants of child obesity at the community level.

Shape Up is now entering a new operational phase that will provide all cities and schools with a set of evaluated methods and training resources, enabling all local actors to effectively address the issue of growing up healthily at school and from school.

Child obesity is still increasing worldwide, raising alarm about future trends of cardiovascular disease, diabetes and cancer. Despite initial efforts, less than 30% of Europeans carry out “intensive” physical activity on a regular basis. Most Europeans (85%) feel that public authorities should play a stronger role in fighting obesity. Nine out of ten Europeans feel that marketing and advertising influence children in their food and drink choices (Eurobarometer on Health, Food and Nutrition). Ultimately, there is an urgent need to close the gap between what Europeans (starting with children and parents) know they should be doing to lose weight and stay healthy and what they are actually doing.

Weight-loss interventions are now known to have little long-term effect. Our failure to respond effectively to the obesity epidemic has made a wider perspective for future research and public health agendas necessary. This perspective should include a strong and reliable educational approach to guarantee sustainable changes once actions are taken.

Recent research has shown that it is necessary to address the “obesogenic environment” in which children live. Interventions should directly alter the physical or social environment. Targeting individual determinants or clinical aspects of childhood obesity has produced limited success. We must be able to focus on the wider determinants of obesity and this is where Shape Up innovates. Shape Up has been designed by health education and environmental education experts. It differs from broad medical approaches implemented elsewhere in Europe.

Shape Up mechanisms and outcomes are currently evaluated in different geographical, social and cultural contexts. The huge diversity of experimental implementation settings enables this evaluation and the creation of a valid European framework for further enlargement.
Learning about healthy eating habits, conveying healthy eating messages, promoting balanced snacks, engaging schoolchildren in regular exercise and healthy eating, encouraging children to jump, stretch and do other simple exercises, introducing children to the positive benefits of physical activity and a healthy diet and lifestyle, giving children the opportunity to design and create their own playground, providing an environment that encourages children to grow their own food, plan and cook healthy meals...

All these actions and many more have been carried out with Shape Up; however the main achievement does not concern the actions themselves, but the way in which these actions have been initiated and implemented.

The participatory approach upon which Shape Up is based is an answer to the lack of ownership that limits the effectiveness of any health education campaign.

**Shape Up clarifies European Union priorities at the local level**

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Shape Up also responds to the educational priorities of the European Union by reinforcing cross-cultural cooperation between schools and empowering children and teachers through innovative learning schemes.
Shape Up makes cities the key protagonists of effective and efficient public health actions

Shape Up has developed a very strong partnership at the city level. Local coordinators are directly chosen by the city council a sign of involvement in the community dimension of the project. The city plays a fundamental role in involving local stakeholders in the Shape Up Local Promoting Group, aiming to support children’s thoughts and actions.

It is essential to understand the city’s role in the funding process not as subsidising actions taken at the school level, but as contributing to empowering key actors in the city council to ensure the future sustainability of the project.

Shape Up gives schools a key role in defining and implementing effective health education strategies

Shape Up has developed a crucial partnership with schools and educational institutions in each experimental city. Teacher training is an essential Shape Up component, involving the intervention of the local facilitator.

Shape Up affects the school curriculum and learning methods. The competence centres are education experts: the Danish School of Education, the University of Hull and ABCittà are health and environmental education experts. Schulen Ans Netz and P.A.U. Education are school community experts. The Shape Up results will also contribute to the dialogue with the Healthy Schools Network.

Shape Up proposes a European school partnership

The many partnerships in school and between schools favour cross-cultural exchanges. Children and teachers should find in Shape Up methods and training a way of enriching existing European school partnerships, such as Comenius or etwinning.
Shape Up is built on an ethical public-private partnership
The EU, the WHO and most national and regional public institutions advocate a public-private partnership.

“The private sector should play an important role and have responsibility in building a healthier environment, as well as for promoting healthy choices in their own workplace. (...) Consumer education could (...) play a role, within the framework set by public health policy.” (WHO Charter)

Shape Up is based on an ethical partnership between public institutions, cities and industry representatives. Shape Up has established very clear ethical rules regarding the presence and branding of private partners in order to reach the highest standards of integrity. Kraft Foods (a Shape Up industry partner in the experimental phase) has worked out a partnership model at both research and local level based on a unique no-logo partnership, in which the research perspective comes first and there is no ambiguity regarding the purpose of the project.
The Shape Up experimental phase will serve as a starting point for the creation of a broad European platform open to cities, schools and community stakeholders in order to influence the determinants of a healthy and balanced growing up all over the European Union.

Methods, training and evaluation services will be made available to all local actors joining the Shape Up platform.

In each Member State, the experimental city will play a leading and inspirational role. Shape Up will also be offered to non-European actors.

The portal will be developed in a Web 2.0 environment and allow for the creation of active Shape Up communities all over Europe.

The competence centres’ references in the creation and animation of Web 2.0 environments will be a key asset for these new developments (P.A.U. Education/Schulen Ans Netz).

Additional research will be developed to further explore the potential of participatory methods in health education.

**Shape Up Conference**

In November 2008, the Shape Up conference will give all participating cities and competence centres an opportunity to present results, learning and conclusions.

This conference will also offer a unique occasion to talk about Shape Up experiences and present activities and their impact on the participants’ daily lives.

Finally, the conference will provide an opportunity to present the future of Shape Up to public institutions and the new cities joining the project.

The conference will welcome high-level European technicians, institutional actors, governmental representatives, university experts, educational authorities, the scientific community and media.
What is Shape Up about?

Shape Up is about influencing determinants of child obesity
This assertion is one of the key differences between Shape Up and any other community-based projects.

As the arrows in the table above show, Shape Up aims to change the health-related lifestyles of children and young people, but also, and MORE IMPORTANTLY, it seeks to change the conditions that influence the health of children and young people. This is what we call HEALTH DETERMINANTS.

Shape Up answers the following questions:

- What kinds of changes that could be initiated by children and young people themselves in health determinants are possible?
Shape Up goes beyond child obesity

Shape Up goes beyond child obesity and addresses the determinants of a healthy and balanced growing up. Shape Up is about actions and changes influencing determinants at various levels:

**Determinants at school level**
- Timetables (break times, length of lunch break, going to school)
- Space (availability and quality of space for eating together, preparing food, playing, moving about, getting to school on foot, bicycle racks, etc.)
- School policy (lunch menu, sports and/or physical education programmes, parental involvement, etc.)

**Determinants at family level**
- Living, social and economic (poverty) conditions (costs of healthy food, private paid opportunities for sports, etc.)
- Time (two parents working, no time to cook or shop “knowledgeably”, no time to walk children to school (driving is “easier for parents”, etc.)
- Values / knowledge (e.g., do families recognize value of movement, living the city, eating healthily for their children?)

**Determinants at the community level**
- Leisure and recreational facilities and open space opportunities
- Accessibility, pedestrian streets, cycle paths, etc.
- Opportunities for organised sports activities (access for boys and girls – gender analysis)
- Local shops (is healthy, organic produce available in the neighbourhood?)
- Local social environment (multicultural, organisations, local council policy, etc.)
- Quality of the natural environment

**Determinants at the city level**
- Administration health, school lunch, education, urban planning, transport, etc.
- Physical infrastructure (local walking/jogging paths, public transport, open spaces, green spaces, recreational and sports facilities, links to the countryside and agricultural production, etc.)

**Determinants at the society level**
- New technology (video games, ICT, mobile phones, etc.) and children: negative aspects (sedentary, virtual lifestyles and play, etc.) and positive aspects (opportunity to network, gain information from the real world and information about playing, doing sport, food, etc.)
- Mass media: images of beauty, the body, aggressive behaviour, competition, etc.
- National policies on health, eating, sports, mobility, etc.
- Adult illegal and unsafe behaviour (selling cigarettes to children, free/cheap junk food policies, etc.)
Shape Up addresses the ownership issue directly

Shape Up offers a scientific framework to deal with the ownership issue. The Shape Up methodological framework is based on evidence from democratic health education and health-promoting school research. The following research findings provide the basis for the Shape Up methodological approach:

**Ownership and empowerment** are key elements of effective health education and health promotion programmes.

**In order to adopt healthy lifestyles and acquire the skills to bring about health-promoting changes, children and young people need to be supported by adults to develop action-orientated knowledge about health, eating and movement.**

**Action-orientated knowledge** is multidisciplinary and multidimensional, embracing the complexity of the health issues at hand.

**Action-orientated knowledge is more likely to be used if it is gained through participation in taking concrete health-promoting actions individually or collectively, and through participation that is guided/supported by competent adults and relevant organisational structures in schools and the community.**

**Effective participatory schoolwork that is action-focused involves cooperation between schools and the local community.**

**Cross-cultural (European) exchange contributes to enhancing pupil motivation, commitment and ownership which, in turn, are conducive to effective learning and the development of skills.**

Shape Up is based on an innovative participatory methodology

The IVAC method enables participatory actions taken by children together with adults. There are various aspects involved in the IVAC approach:

- **Selecting and investigating (S+I)** deal with common perceptions of health problems. Pupils have to be actively involved in choosing the health topic or issue and they need to explore the reasons for which this issue is important to them. In Shape Up, the overall project topics are predetermined, as the project is focused on food, eating and movement. However, children and young people should have the opportunity to select different aspects of these topics that they would like to focus on and explore. Even if the problem manifests itself in the classroom, the school or the city (be it in relation to food or the quality of the playgrounds in the neighbourhood) the underlying causes will often turn out to be operating outside these contexts. Therefore, a framework to observe and analyse health problems as embedded in economic, environmental, cultural and social structures is important here.

- **Vision (V)** deals with the development of children’s visions about the future in relation to the health problems at hand. In other words, at this stage, pupils develop creative ideas, perceptions and scenarios about their future life and the society in which they are growing up.
As shown in the **action and change (A+C)** perspectives, it is also important to allow the imagination to bloom and foster a wealth of possible actions connected to the implementation of some of the visions that have been created. It is essential that all proposals are dealt with seriously and given equal attention. The actions suggested should be discussed with reference to the potential barriers that might arise when attempting to bring about changes and the effort required to do so. Specific actions should be selected on the basis of these considerations.

**Shape Up reinforces school-community collaboration**

The word *community* comes from the Latin *communis*, meaning the quality of fellowship, sharing of social relations or feelings. *Community* is related to democracy and described as a forum in which citizenship can be expressed.

Shape Up is based on reciprocal cooperation that involves the school and pupils establishing social relations with individuals or groups in the community with a view to working towards a shared aim (e.g. promoting health and wellbeing), by influencing lifestyles or living conditions.

Cooperation provides authenticity; that is, the project activities are as close as possible to the pupils’ everyday life and the reality that is the pupils’ future. The school-community partnership can be seen as a prerequisite for the development of citizen participation and democracy. By guiding the pupils to participate in cooperation activities, the school will also develop the pupils’ ability to participate in democracy.
The school can draw on the knowledge and experience of the local community, providing practical examples of health work that would otherwise be dealt with only in an abstract and theoretical manner.

The school provides an obvious setting for resource people to teach health topics, for example, and the school and pupils can help to promote health, both at school and in the local community.

School/community cooperation provides pupils with opportunities to practice enquiry-based skills, value analysis and clarification and problem-solving in everyday situations, all of which are key aspects in the IVAC approach to health promotion and education.

**Cross-cultural cooperation**

Shape Up shows that cross-cultural cooperation enhances pupil motivation and commitment to learn and participate in the actions of the project. Furthermore, it contributes to the development of the sense of the other: a sense of cultural, socio-historical, political and geographical differences and similarities concerning health, caring for others and the variety of possible strategies to address health-related problems.

In Shape Up, children and young people are encouraged to think locally and globally. They get to know about the ideas and opinions of their peers in the other European cities about health and wellbeing, eating traditions, opportunities for physical activity and body movement. The mutual feedback and reactions shared among peers result in new perspectives in pupils’ thinking and reflection about their own culture and the values, attitudes and lifestyles they normally take for granted. This provides additional inspiration in terms of getting new action ideas and suggestions for health-promoting changes in their own lives and environments.

Differences in the curriculum, learning and training schemes, economic, social or cultural values and trends are key elements of European diversity. The common problem of child obesity requires a flexible methodological framework. Shape Up results should be measured accordingly. What is done in Poznan, for instance, or what is done in Bonn, may be difficult to compare if the educational and social context of each city is not taken into account.

**Shape Up activists**

Shape Up has built a strong network of staff and activists at the local level.

In each city, Shape Up is represented by a local coordinator (in charge of community intervention) and a local facilitator (in charge of relationships with schools). Local coordinators and facilitators have participated in 215 hours of training and are empowered to act in their communities in a sustainable manner.

**Shape Up Local Promoting Groups have been established in each experimental city.**

In each city, Shape Up actions and plans are designed and implemented by a group of activists: children and teachers working at school and from school to promote changes in the community. 2,450 Shape Up activists work on a daily basis in the Shape Up cities (2,310 students and 140 teachers).

These activists interact directly and indirectly with the hundreds of thousands of people.
Evaluating Shape Up

Evaluation is a major issue for all childhood obesity prevention schemes. To date, it has not been possible to demonstrate the impact of most of the projects. In the majority of cases, it was not possible to properly evaluate the ultimate goal, which was to affect Body Mass Index.

Shape Up is not committed to a reduction in the BMI of children living in the participating cities. Shape Up has built a complete and consistent evaluation framework based on surveys and field visits that measures intermediate indicators:

1. **Child ownership and empowerment** in relation to eating and body movement;

2. **Different dimensions of knowledge** about food and nutrition (e.g. practical skills combined with knowledge about effects related to unhealthy eating), individual and social causes of obesity and eating problems, and possible solutions and strategies for individual and social change;

3. **Action competence, or children’s ability to initiate change** in their own lives, as well as in their living conditions, in terms of eating and body movement patterns;

4. **Changes at the school level**, focusing on the kinds of changes the project brought about (change in school policy in relation to the curriculum or related to the provision of food, etc);

5. **Changes in the families**, where the focus is on the students’ families, how they react to the project and whether the project has an impact on consumption and eating culture and mobility schemes in the family;

6. **Changes in the community/city**, in terms of established physical spaces that enhance interaction in the community, activities and centres that encourage new forms of child participation and cross-cultural cooperation and contribute to developing children’s ability to influence their communities;

7. **Social capital**, or improvements in the level of child participation, social networks, trust and sense of community.
Shape Up works in a progressive way. The triangle can be used to illustrate different ways and degrees of pupils’ participation. The bottom layer in the triangle represents ways where pupils are actively involved in designing things, exploring things, discussing things etc. In most health education projects, their participation doesn't go further. In Shape Up the participation progressively occupies the whole triangle, where pupils participate in creating health promoting changes in school and ultimately in the community.

Shape Up experimental phase tells the triangle’s story. All Shape up activists started thinking and investigating in and out of school. Their thoughts and ideas were progressively translated into actions at the school’s level.

- Shape Up is now ready to facilitate changes in the community.
- This is what the last actions are about.
Children and adults in 22 Member States are taking actions together to cope with child obesity. Shape Up is the largest experimental project dealing with the determinants of child obesity at the community level. Shape Up is supported by some of the most experienced experts in the field of health education, urban planning, community building and new technology networking, with innovative methods and intensive training and capacity building schemes.

Let’s open the Shape Up book and see how to improve the ability of children and young people to carry out health-promoting actions.
In the pupils’ council at Poort Primary School in Maastricht, pupils have the opportunity to stand up and argue about ideas during a debate. The elected pupils’ council is a great success and a good example of making decisions in a democratic way. The children at another primary school in Maastricht heard about this council and wanted to know more about how it works. Therefore, a meeting at the other school was arranged. The Poort pupils’ council visited the other school, at which a meeting was held to discuss important issues (for example, the gypsy community playground). 50 children from the other school attended the meeting to find out how it worked.

Action competence is the ability to act, initiate and bring about positive changes with regard to health. The development of children’s action competence is seen as one of the key aims of democratic health education and health promotion, and it is also one of the main objectives of Shape Up.

Promoting the pupils’ council in Maastricht

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Improving children’s action competence

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Building democracy

Demokratiewerkstatt (Democracy workshop) in Vienna

At the Demokratiewerkstatt, promoted by the Austrian Parliament, Shape Up students wrote a newspaper about the Shape Up actions and principles. The other half of the class interviewed politicians about issues related to Shape Up. The children’s proposal to introduce changes at the school canteen was rejected by the owner, and new strategies were needed. This democratic workshop served as a neutral meeting place to discuss some of the proposed changes.

Students’ parliament makes improvements in Turku

The students’ parliament meeting addressed key issues relating to the students’ daily life. One of the major concerns was what the students could do during their breaks and how school rules and infrastructures were responding to their needs. The staff of Vasaramäki School considered the decisions of the students’ parliament and decided the following:

Gum chewing cannot be allowed because it causes extra work for cleaners. The caretaker and school carpenter will check all constructions and make necessary repairs. Two m2 of sand will be supplied for the cottage surroundings. Listening to music is not allowed. Bringing audio devices to school is still forbidden. They are expensive and, if they disappear, it is hard to deal with the issue. Football can be played on the playground. The ball must be kept under control, and there should be no reckless kicks.
The children’s press office is made up of a group of pupils who make reports, articles and films about activities taking place in and around the school. At the debate about a healthier school and community, they wrote reports about the presentations made by the teams of pupils. Then, these reports were given to the pupils’ council. The council is responsible for selecting which ideas will be put into action to initiate real-life change. At the children’s press office, pupils learn how to write a good report, how to work with video cameras and cameras, and how to edit using computers.

School magazine: an activity for all ages in Monza

A special section is devoted to Shape Up in each issue of the school magazine during the school year. Pupils in class 5B of Masih School are interviewing students from other schools about their nutritional and movement habits. Interviewers and interviewees are happy to work together and learn more about each other. Cooperation involving pupils of different ages between the different schools involved in Shape Up is considered to be a useful device to reinforce the scope of the actions.

How do we use our free time? in Hull

Children from Longhill Primary in Hull are currently reviewing what they do outside school hours to see whether they can make better use of their free time.

The children have made a list of their current free time activities and activities that are available to them, and have worked out whether these activities contribute to their emotional and physical wellbeing. They have then started work on a free time plan, which is shared with primary schools in Denmark and Poland.

Survey on health and movement in Monza

The students of class 2H at Ardigò Secondary School have carried out a survey aimed at teenagers and their parents about health and movement.
A Playing Field and Sports Ground Survey in Brno

Children and young people (8-15 years) were invited to participate in a city council survey concerning playing fields and sports grounds in their district. The sports committee prepared a map, on which all the playing fields and sports grounds in the district were marked, and wanted to know what young people thought about the following questions:

- Which two sports grounds should be renovated?
- Which sports would you like to play and do in these two sports grounds?
- What sports ground is missing in our town district?

Survey on school food in Tallinn

The Health Council at Tallinn Secondary School No. 37 carried out a survey among the pupils in classes 5-12 on school food.
### Children initiate changes in Brno

The final plan is the result of an investigation and creative process carried out by nursery schoolchildren in Brno. They started investigating existing infrastructure to decide on what best suited their needs for an adventure playground in which they would feel safe and encouraged to do exercise. Drawings were done in the classroom (see beside) to support the planning process and create ownership among the children and the rest of the educational community.

The playground was financed jointly by the school, the Health Ministry, the Shape Up project and the council. This demonstrates how sustainable and feasible child initiatives can be.

### School playground in Athens

Shape Up children decided to take matters into their own hands. The nursery schoolchildren took action by changing their little playground area into a colourful garden, choosing and planting Mediterranean aromatic herbs, which do not need much water to grow, and other beautiful plants, finally bringing some colour to their everyday school environment.

### A playground in Maastricht

One of the ideas selected by the pupils’ council at De Poort Primary School was to initiate the building of a playground for the gypsy community.

### A school playground in Turku

Take care of our school playground: brooms and rakes were busy on this Turkuquidditch day.
Pupils, parents and staff at Stiftsschule Primary School in Bonn came up with the idea of transforming the asphalt-covered schoolyard into a friendly and inviting playground. When the school joined Shape Up, the project gained fresh impetus and, together with the Local Promoting Group (LPG), a roadmap was created. The needs at Stiftsschule were investigated and the pupils expressed their desire for an exciting playground. To develop a concrete vision, pupils painted pictures and built models of their ideal playground. Together with LPG member and architect Volker Langenbach, the task force looked at the pupils’ ideas and decided that a wooden Viking ship would make the perfect playground.

The funding was the biggest problem; however, as a result of winning the second prize in a school competition and obtaining additional funding by organising a sponsored run in the neighbourhood and selling coffee and cakes, their ship arrived on 4 December. With the exception of the building of the ship, the pupils participated in every stage of the project. This is the final result:
### New bike parks in Maastricht

Students would like to cycle to school, because cycling is healthy and fun, but there is no safe place to park their bikes in the school playground. Actually, there is no place at all where they can park their bikes while at school. Students have recently been successful in their campaign for a place to park bikes.

### A new sports hall in Ballerup

In Måløv, very close to the school, a new sports hall has been built; the problem is that not many people use it. The students came up with very good ideas, such as using the brand new kitchen (currently housing a coffee machine) as a canteen for the young schoolchildren. Other ideas included music, dance and singing during the day and at break time. A questionnaire was established for Ballerup/Måløv, asking people what they would like to do. The project will seek to transform the sports hall into a new cultural/health centre.

### A healthy and safe school in Maastricht

At the Poort Primary School in Maastricht, the children chose three healthy ideas on which they wished to take action. One of these ideas was creating a healthy and safe school environment. Around the school, cars drive too fast and there is no pedestrian crossing to cross the street safely. The children wanted to change that. They organised a meeting with an officer of the municipality to discuss the safety problem around the school. They presented their plans on how to take action and make the school surroundings safer (for example, by building a pedestrian crossing). The council official discussed the children’s plans with the alderman and together they are looking at options in order to take action!

### Changing the environment in Lakatamia

The pupils of the Sixth Primary school were determined of changing a space within their yard, which used to be a parking place and still look as a parking place. Currently they ordered three “exercise stations” for outdoor activities.
Fruits in our life! in Athens

- "Why do we make juice?" (Teacher)
- "So that we don’t get sick" (Daniel)

The fruit lesson and pupils’ remarks are included in the booklet entitled *Shape Up in Athens!* I’m learning about Mediterranean nutrition.

H for Honey and not S for Sugar in Vienna

Children decided to investigate healthy food by using the letters learned each week. This week, the Letter "H" was for honey, so children had work stations at which they were given the opportunity to use the letter and investigate healthy foods beginning with the letter “H”.

The photo shows children using honey instead of sugar:

Day of the Tangerine in Mataró

On Wednesday 17 January, all the children and teachers at La Llàntia Primary School had tangerines for breakfast. A tangerine-shaped reminder was sent to all of the pupils’ families. During the week prior to the event, an advertisement featuring a picture of tangerines was created to encourage families to buy them at the market during the weekend (See ‘mandarins’). This is the first time pupils have provided the fruit themselves. For the other editions (Day of the Apple and Day of the Pear), the school provided the fruit. A bulletin board has been put up, featuring pictures of tangerines, a file containing a description, benefits and fun work that can be done with the word “tangerine” (“mandarina” in Catalan) or with its shape.

There were 450 tangerine shapes on the school walls!
Vitamin week in Tallinn

VITAMIN WEEK for primary school pupils took place at Tallinn Secondary School No 37 from 1 to 5 October.

Monday: grade one pupils introduced the subject of vitamins by giving a performance. A poem and a poster about vitamins were created.

Tuesday: grade two pupils performed riddles about vitamins and the audience had to guess the answers. Also, they sang and read poems.

Wednesday: grade three pupils performed and created a poster about how to eat healthily.

Thursday: grade four pupils summarised what kinds of vitamins are necessary and summed up the need for healthy eating. The pupils drew pictures of healthy children and introduced the food pyramid. In addition, Arnold Mikkolai and the grade four pupils performed their “Vitamin rap”.

Cooking healthy food in Jönkopping

The students of Brinellschool are learning how to cook healthy food in the kitchen. Students work in the kitchen for four lessons a week over four weeks. All the menus that they prepare are collected from different cookbooks that focus on healthy food.

Shape Up Healthy Cooking Course in Poznan

After a brainstorming session, the students of J. Kuron Gimnazjum No. 12 decided to have an after-class cookery course. The first half of the course was a lecture, and the second half was a practical activity. Students first found out important things about a balanced diet, vitamins, etc. and then tried to use this knowledge in practice. They prepared delicious salads, making a lot of noise and a mess, but also making something very useful.
What about healthy snacks? in Athens

The success of healthy eating must be based on families: children knew what healthy snacks were but still brought unhealthy snacks from home that had been prepared by their parents!!

Shape Up entered at the level of educational procedure evaluation. In cooperation with the Office of Healthy Cities at Athens Council, a visit by two nutritionists was arranged for the ‘1 class of the 56th Primary School in Athens:

The two nutritionists presented and discussed:

1. The Mediterranean food pyramid.
2. Balanced nutrition for a healthy breakfast; what constitutes a healthy snack.

This action sought to consolidate the lessons learned during the entire school term, and the two nutritionists used dialogue and an interactive game to assess how much the pupils had learnt about nutrition.

Each part of nutrition should be placed right!

The question was: "What did you had for breakfast?" The 'body scale' moved or stayed balanced according to the answers and the judgement of the rest of the class.
Taste week in Perpignan

This visit aimed at discovering the work of gardeners and how to turn gardening into a daily routine whilst respecting the environment. Students met a young farmer who had recently converted to organic farming and asked about the process of producing a salad.

From the ground to the plate: 110 children discovered how to plant and preserve the environment in an entertaining manner.

Healthy Eat-aly in Monza

Nursery schoolchildren seeking to make changes to their daily diet. They started by planting vegetables in the school garden and went on to use these in their snacks and lunches at school.

Healthy picnic in Athens

Students organise healthy picnics using the facilities offered by the park: plenty of free space, a wonderful lawn, and fresh and clean air.

From the farm to the fork in Malta

Students of Patri Felic Sammut Primary School in St. Paul's Bay, one of the Shape Up schools in Malta, decided to learn more about the production of food and its journey from the farm to the fork. Everybody could taste strawberries, and had yoghurt home made from the cows of the farm. The children were surprised to see a new born calf that was born just half an hour before they arrived.
Shape Up is very much involved in policy actions at the community level. In all places, messages and actions are created in an independent manner.

### Healthy or Unhealthy?

#### No vending machines in Mataró

Once a month at Puig i Cadafalch School in Mataró, 487 students prepare sandwiches for everybody at the school and disable the vending machines.

#### No chips or cola in Poznan

- Coke isn’t cool - Pupils from the secondary school drink fresh juices instead of fizzy drinks
- No chips day - Pupils agreed not to eat unhealthy snacks for one day every week (Fridays)
- Fruit and veg week - A fruit or vegetable is selected weekly and brought to school for lunch by the pupils

Generally, young people realise that a packet of chips or a can of Coke is not a nutritionist’s dream. But actually, they are left with no choice or help. It is always easier for them to obtain something unhealthy and they are rarely taught what is really nutritious and why they need to grow up healthily.

#### Healthy police forces in Barreiro

Healthy police forces that randomly control the snacks the children bring to school every day. At the end of the year, this class will decide which class is the healthiest.
Redesigning canteen menus in Krimulda

When they opened their food stalls, pupils from year 7 continued to be involved to support the younger pupils during the first week. Every day the students had five different meals on the menu, one of which was a hot meal.

To launch and focus on this new initiative, the children from the three classes served fresh fruit at lunchtime to all the other classes, teachers and management. To show an interest and support the project, the school management decided to pay for this event.

The project was so successful that the pupils sold 120 pizzas, 130 sausage rolls, 10 kg of pasta salad, and a number of buns, rolls, fruits, etc. in 13 minutes! The pupils were overwhelmed by the success of their initiative, and it was obvious that they were able to sell healthy food that the other pupils in the school actually wanted to buy, thanks to their questionnaires.

Creating a food stall in Ballerup

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The Hot Dog School in Vienna

At Franklin High School (better known as Hot Dog High), the school food stall is renowned for its special hot dog promotion, which encourages children to continue to opt for this kind of food. The Shape Up class tried to remedy this situation but did not know what to do or how to do it. After a conversation with the head teacher, they understood that they would have to go outside school to make change on the inside. One of the pupils told the class about the Democracy Workshops that the Parliament had implemented, at which they could ask for a hearing and discuss their case.
## Walking to school in Perpignan: the launch of the Car-à-Pattes

The pedestrian bus known as the Car-à-Pattes, designed by the different actors of the city of Perpignan, will be launched on 3 March. During the previous school year, children, families, educational school teams, city services and other private partners, together with the Shape Up team in Perpignan, worked on the set-up of the project. The tasks included defining itineraries, training parent "bus drivers", and the children’s creation of the visual logo.

### Walking in Lakatamia

In order for the students to come at school on foot and take advantage of the pedestrian street which is next to the Third Primary School of Lakatamia, special boxes were placed to put their belongings and therefore walk to school without their heavy bags. In order to assist the children using the walkway and bicycle path, it was decided to focus efforts on the following:

- Policing of the street when children come to school and leave school.
- Add Pedestrian crossing at certain places for further safety and easier access to the walkway/bicycle path.
- Sidewalks with no obstructions (trees, cars, rubbish)
- Personal lockers for the storage of schools' books and materials in order to not to carry unnecessary weight.
- Bicycle storage area in school.

### New games for school break time in Jönkoping

The Games at Break Time project at Norrtullschoool started on 9 January and is planned to last until 12 June. In this project, all classes talk about their games and make a list of them all. They are also asked to find out new kinds of games during break time and introduce them to others. All the games are put together and a written description with pictures is produced. Dancing and playing games during break time is very popular activity, not only at Norrtullschool, Jonkoping, but also at other Shape Up schools.

### Action games in Ballerup

At Maalov School, Ballerup, the children perform action songs during lunch break. During lunch break on Mondays and Wednesdays, class 8 plays with the younger children in the school playground. They perform the action songs that the children learnt during a joint project in the spring. About 100 pupils participate.
Creative sports and body movement activities after school and during break time. Pupils developed the idea about different body movement activities after school (at school) or during break time. They broadened the ideas relating to sports to include many interesting activities, which they demonstrated to their peers.

**Body movement activities in Maastricht**

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**Skipping rope in Barreiro**

During school break time, students organise a skipping rope championship. A P.E. teacher motivates them and helps to organise the event. The championship includes several stages and the final will be in April during International Health Day.

**Skipping in Hull**

The Skipping Workshop day is very popular and now boys and girls enjoy skipping activities every playtime.
Special racquets (called Rock-its) and four balls the size of a tennis ball are used to play this game. Players have to catch balls and shoot others down. They get one point for shooting down and two for catching another ball.

Last year, as a part of the Shape Up project, the pupils at Gandhi High School were asked to research old folk games. As a result, an old Hungarian folk game, known as meta, was discovered and reinvented. Meta is a baseball-type group game, and the emphasis is not on the competition itself but rather on teamwork and cooperation. It involves physical effort, which is why it is necessary to be in good shape. It also keeps players fit.

Capoeira Workshops at the school are used to build a bridge between sports and culture. Capoeira is a sort of dance from Brazil with an entire philosophy behind it that promotes health and happiness through an ancient form of martial arts converted into dance.

For the hip-hop dance course, Medhi Haris, a well known MTV choreographer, was hired. The highly motivated pupils enjoyed learning this energetic and tiring dance style, which is undoubtedly an excellent way of combining effective training and fun.
We love climbing! in Brno

Many small climbing teams were formed at school and the children have been getting better at climbing. They arrange competitions among themselves and also prepare climbing exhibitions for those unsure whether or not to join them. All children can try climbing during P.E. lessons. The only problem is that just one teacher has been trained as a climbing wall instructor, which means that she always has her hands full.

Rugby Players in Hull

Hull rugby team players have worked with all the children, developing their throwing and catching skills and explaining how to play rugby. “When we returned to our classrooms, we designed posters to promote healthy lifestyles and balanced nutrition. Our posters explained what you need to eat and do to be a top athlete.”

Tambourine Game in Mataró and Monza

Do you know what the Tambourine Game is? The aim of this team game is to hit the ball with a tambourine so that the ball bounces. Thirty teachers from Mataró have already learned how to play it! At the same time, teachers from Monza have started their training. The training of the Perpignan teachers will start next month. Pupils from the different cities will learn how to play. Exchange visits between Mataró and Monza and Mataró and Perpignan are planned for the end of the school year, to enable pupils to play together and share their knowledge of the game.
The Kalamaja Middle School years 6 to 9 Shape Up sports and health camp took place from 4 to 7 February at the Mõedaku sports base, near Rakvere.

Sports and health days in Tallinn

Triathlon at Maartenscollege in Maastricht

Pupils organised the triathlon for pupils students from the same school. Some pupils were actively involved in public relations for this event, holding interviews with local television stations and newspapers.

Disco in Turku

An event involving healthy and fun refreshments for children’s parties and discos was organised by pupils, teachers and school canteen staff. The main purpose of the entertaining disco day was to give tips on healthy refreshment for families. After the event, each pupil took home a set of healthy recipes straight from the disco menu!

JOINING FORCES WITH LOCAL ACTORS

Shape Up cultural rides in Athens city centre

The pupils at the 16th Lykeion participated in cultural rides on bicycles in conjunction with the anthropos.gr NGO in the framework of the My Town By Bicycle initiative, supported by the General Secretariat for Youth Affairs and Athens City Council.

A trip for Perpignan nursery schoolchildren to the Pyrenees

Shape Up children organised a trip with the help of the Slow Food Association.
Parents, children and teachers enjoyed making Easter cards and trinket boxes, as well as creating kit bags for P.E. lessons. Each school helped to produce a Shape Up banner featuring ways of leading a healthy lifestyle, to be taken back to their school at the end of the day. There were fruit and vegetable tasting sessions, as well as quizzes to identify unusual fruits and vegetables, word searches and fruit kebab-making. There were even archery lessons in the gym!

What is a healthy child? Parents from Monza share their thoughts

Parents from Monza express their thoughts about their children’s wellbeing.

“For a child, being well means being healthy, in good shape, happy, safe, growing and learning, making friends with other children, respecting others and making academic progress.”

The parents gave their answers in relation to different contexts: children at school, at home, and in the city.

A school portfolio in Turku

A school portfolio: Pääskyvuori on the Move. It will be given to all pupils this autumn and in the future to all first year pupils.

It contains information and activities about movement, nourishment, dental health, sleeping, wellbeing, free time and mental exercises. The booklet has been designed so that it can be used throughout primary school (years 1-6). In the different parts of the booklet, there are empty pages for exercises and new additions; the booklet takes six years to finish.

Booklet in Athens

Here are some pictures of the booklet on Mediterranean food, created by children:

The title of our booklet is: I am learning about Mediterranean nutrition in Nursery School No. 85. How to eat healthily, and grow up properly!
A video shows how the teachers use the IVAC approach at Måløv school and agree that this enhances pupil competence and develops greater engagement and ownership of the various projects the pupils work on. It also shows what the pupils think about the IVAC approach and their experience with the play-songs project, in which they sing songs and play together with younger pupils during break time at school.

**Workshop in Krimulda**

Vizma Mīelsone, the coordinators of the Shape Up project in Krimulda and Linards Kumskis, the facilitator, organised workshops to inform the audience about how to use methodological material.

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**CULTURAL EXCHANGE**

**Between Ballerup and Tallinn**

Gabriela and her classmate Pernille are visiting Kalamaja School in Tallinn this May for three days. “Pernille and I have been members of a local board in the municipality of Ballerup and have participated in many meetings with people from the local community. We have been active in different parts of Shape Up”.

**Between Barreiro and Vienna**

Students from Barreiro and Vienna are writing a German-Portuguese dictionary together on food and movement.

**Between Monza and Mataró**

Students from Monza and Mataró participate in a tambourine tournament.
In Barreiro, a blog describes the daily work carried out at this address: www.sempreform.blogspot.com

**Blogs in Barreiro**

In Barreiro, a blog describes the daily work carried out at this address: www.sempreform.blogspot.com

**Website in Bonn**

www.klara-oekostar.de.vu is the Bonn website connected with the special cow (Klara), performed by elder students involved in Shape Up. This cow is a very environmentally friendly star because she is the heroine of new activities and healthy food information. This is the result of an investigation carried out by the students at an organic farm in the Bonn region.

**Children’s health game in Turku**

Children invented a health game during their English lesson and now all children from year three and above are using it as part of their English education. The main topics came from the pupils. We discussed first what health meant to them. The first topic could have been the right kind of food, but they thought sports were also very important. A little bit later in the discussion, they started to talk about hygiene and rest/sleep. It was amazing how much they knew. Of course, the Finnish media often report how people are getting fatter and fatter and how everybody should do something physical. Nobody wants to be a couch potato. The pupils were 11-12 years old and these things really seemed to interest them.

**You are what you eat in Vienna**

Franklinsrasse secondary school
Barreiro children wrote a book entitled *Joana descobre novos sabores* [Joana discovers new flavours] on healthy habits. This book is a unique advocacy instrument for all schoolchildren in Portugal.
SHAPE UP IN THE NEWS!

Shape Up on TV in Mataró

On 28 January, Shape Up was on the Catalan television news as an example of a creative initiative to influence the determinants growing up healthily, because of an action taking place once a month at Puig i Cadafalch School in Mataró. The whole school (487 students), is taking part in the project. In this action, the students prepare sandwiches for everybody at the school while disabling the vending machines. They also offer free fruit to the whole school and a group of pupils is in charge of rubbish collection.

You can watch a clip of the video at:
http://www.paueducation.com/content/media/shapeup01.wmv

In Vienna

On 6 March, a camera team from the popular Austrian television programme HELP TV went to Adolf Loos Primary School and filmed the nutritionist sessions that were held there.


Tell us more about Shape Up in Barreiro

www.shapeupeurope.net
Schoolchildren from Hull’s Shape Up schools met with the Duchess of York on Thursday 6 March 2008, at the new television studios on the university campus.

The children were interviewing the duchess about her views on a healthy lifestyle for a documentary to be shown later in the year.
The Shape Up book is still open...

Shape Up is demonstrating that it is possible to influence health determinants. Shape Up is about real children and young people carrying out real visions, actions and changes now and in the future.

Shape Up is and will be a constant source of inspiration for all children and adults willing to act at the community level in school and from school. Shape Up is a never-ending story.
Children and adults in 22 Member States are taking actions together to cope with child obesity. Shape Up is a never-ending story. It is and will be a constant source of inspiration for all children and adults willing to act at the community level in school and from school.

Shape Up supported some of the most experienced experts in the field of health education, urban planning, community building and new technology networking, by innovative methods and intensive training and capacity building schemes. Above all, Shape Up is about real children bringing about real changes in their communities.

And now, let’s open the Shape Up book... and see how to improve the ability of children and young people to carry out health-promoting actions now and in the future.

www.shapeupeurope.net

The Danish School of Education
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ABCith
Schulen aus Netz

The University of Hull

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