

Lecture No. 7 Health and Safety Literacy

This lecture presents the basics of health education in schools, problems encountered in applying evidence-based health education, and current policy-related possibilities for expanding the school health education curriculum, including incorporating basic health literacy ideas and abilities.



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The COVID-19 epidemic vividly highlights the need for children and adults to create new and particular health knowledge and habits and urges for broader adoption of health education in schools and communities. Improving the health and education of children of school age is an issue that is essential to the continuing well-being of our country.

Let's continue from the Conclusions in Lecture 6

Digital literacy, also known as cyber literacy, is an assortment of skills effectively using digital devices for communication, expression, collaboration, and empowerment. On the other hand, cybersecurity refers to the practice of safeguarding systems, networks, and programs against digital assaults.



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The fundamental academic education of the children – reading, writing, and arithmetic, is of utmost importance to many parents, but they are not nearly as concerned about the other learning that occurs in the classroom. A comprehensive health education program is an essential curriculum component in most schools. Beginning in kindergarten and continuing through the twelfth grade, this course introduces the human body and factors that prevent illness and promote health and safety.

Various health concerns, particularly those involving the development of habits with long-term effects, are especially delicate throughout the preteen and teen years.

Children may learn about nutrition, disease prevention, physical growth and development, reproduction, mental health, drug and alcohol abuse prevention, consumer health, and safety in school. Health and safety literacy aims to increase the child's health knowledge, foster positive attitudes toward his well-being, and encourage healthful behavior. Schools require greater pupil engagement than in many other subject areas by going beyond merely increasing knowledge. Children are taught not only academic abilities but also life skills.

With all these issues, let's be guided by the following objectives in this lecture.

1. Identify the essential health and safety issues related to the total well-being of people in the school community; and,
2. Integrate health and safety literacy into the curriculum.



Let's go ahead.

1. Personal Hygiene and Grooming

Taking responsibility for our health can empower and lead to positive outcomes. Parents and adults are vital in ensuring children's health and well-being. Children can take charge of their health and well-being as they age.



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Looking and feeling good can have a positive impact on our health, both physically and emotionally. It can also contribute to our overall well-being. People's positive emotions are reflected in the way they carry themselves. If the person stands confidently in the center of the room, embracing their unique appearance, people will likely admire their self-assurance. On the bright side, if people are confident, they can walk tall and greet everyone with a friendly smile.

The term "grooming" refers to taking care of one's physique. To prevent the transmission of disease-causing bacteria, it is necessary to regularly clean various areas of the body, take care of the sense organs, and always wear clean and comfortable clothing. It also entails maintaining a healthy posture.

The S.E.L.F. (Sense of Responsibility, Encouraging Neatness, Lively Presence, Fresh Look) integrates personal health literacy into the educational curriculum.

Sense of Responsibility. In order to be successful in the real world as adults, students must learn to take responsibility for themselves. One of the greatest gifts we can give our children is teaching them to be responsible from a young age.

Teaching children the value of responsibility can be facilitated by encouraging them to work together and aid others in maintaining personal hygiene and grooming.

Encouraging Neatness. With the threats of COVID-19 still up, personal cleanliness and neatness are a must. Taking a bath regularly, toothbrushing, frequent handwashing, disinfection, and general grooming are encouraged in the school.

Lively Presence. An active and enthusiastic aura indicates personal hygiene and grooming. These characteristics can be a vital criterion in assessing healthy personal practices.

Fresh Look. Clothing, attire, posture, and physical appearance when attending class are a means to promote a pleasing outlook among teachers and students. Maintaining an appropriate outfit radiates an optimistic point of view while doing regular school tasks.

2. Nutrition



Credits to the Owner of the Image:
<https://nationaltoday.com/nutrition-month-philippines/>

Nutrition is an essential component of both physical health and intellectual growth. A better diet is linked to greater health in infants, children, and mothers, stronger immune systems, safer pregnancy, and delivery, a decreased risk of noncommunicable illnesses, and increased lifespan (Tan et al., 2009).

Healthy children tend to learn more. People who receive proper nourishment can increase their productivity, allowing them to develop possibilities that can eventually break the cycles of poverty and hunger. Malnutrition, in any of its myriad forms, poses severe risks to the health of humans. The globe faces a double burden of malnutrition, including undernutrition and overweight, particularly in regions with low and intermediate incomes. Undernutrition, insufficient vitamins or minerals, being overweight or obese, and diet-related noncommunicable illnesses that might occur from one of these conditions are all manifestations of malnutrition.

Literacy concerning nutrition can be integrated into the curriculum by promoting D.I.E.T. (Ditching Malnutrition, Indorsing Good Foods, Exercising with Nutrition, Teaching Proper Eating) in the teaching and learning process.

Ditching Malnutrition. The month of July, designated as Nutrition Month, presents us with an opportunity to reorient our attention on how we may combat undernourishment and hunger. The pandemic caused by COVID-19 has had a significant impact on health conditions. All over the country, there has been an uptick in the number of instances involving children who are currently malnourished or in danger of becoming malnourished. Schools lead to addressing this problem through information drives, advocacies, and health education.

Indorsing Good Foods. It is highly encouraged that school management promotes good eating habits. Teachers may conduct cooking and eating festivals to educate students about the importance of eating nutritious food and a balanced diet.

Exercising with Nutrition. Movement and exercise combine with proper nutrition to promote overall health. While exercising is not a form of nutrition, it is vital to correlate it with appropriate and adequate eating habits.

Teaching Proper Eating. Students need sufficient time to eat, socialize with their classmates, and enjoy their school meals, regardless of whether the meals are provided in the cafeteria or the classrooms. Breakfast should last at least 10 minutes for kids after they are seated, and lunch should go on for at least 20 minutes. Schools should make this a priority. A correlation exists between sufficient sitting time, increased fruit, vegetables, carbohydrates, and milk consumption, and decreased waste.

3. Mental Health

Students with improved mental health are better positioned to study and reach their full potential (Torralba, 1998). The emotional well-being of students is an integral aspect of the educational process. In the long run, pupils who are mentally well are better able to socialize, make decisions, and collaborate. The student and their community benefit from these outcomes as they move into adulthood.

The student's mental health may be positively or adversely influenced by various circumstances when participating in online learning. It can impact their academic performance, social lives, and emotional well-being. Students who are having difficulties with their mental health may have more substantial issues throughout school and life, whereas students who are not having these difficulties may have a more vigorous enthusiasm for their education, social activities, and other aspects of their lives.



Translation: "Let's Talk!" Credits to the Owner of the Image: <https://mentalhealthph.org/05-2021>

Mental health is highly imperative to be promoted in any work setup. It is integrated into the educational curriculum through the M.I.N.D. (Managing Emotions, Intellectual Exercise, Nourishing Relationships, Developing Self-Esteem).



Credits to the Owner of the Image: <https://www.smartparenting.com.ph/parenting/preschooler/emotional-intelligence-study-a00228-20200107>

Managing Emotions. The capacity to keep one's feelings in check and not allow them direct one's behavior is referred to as emotional regulation. Because most of us do not naturally possess this ability, teaching students how to self-regulate and providing plenty of practice opportunities is essential. Psychologists divide the process of emotional regulation into three distinct but related categories: acceptance, reassessment, and suppression.

Suppressing emotions involves consciously hiding or inhibiting them, resulting in non-expression or non-acknowledgment. Reappraisal refers to the cognitive process of reinterpreting a situation to enable an individual to approach it with composure and reason. It is also possible to encourage individuals to adopt an approach of emotional acceptance, whereby they recognize the legitimacy of their emotions while refraining from allowing them to dictate their behavior.

Intellectual Exercise. Maintaining student engagement during classroom instruction is a formidable task. In the classroom, typically, only a few students exhibit attentive behavior. As the class progresses, some students lose their path. Certain students are mentally preoccupied with their preferred leisure pursuits in their domestic environment. Intellectual activities such as word games, puzzles, numerical challenges, and visual analysis can enhance students' cognitive well-being.

Nourishing Relationships. Establishing a positive student-teacher relationship within the classroom involves cultivating mutual trust and respect between the teacher and student. Establishing a positive relationship with students can include familiarizing oneself with their characteristics, offering opportunities for autonomy, and fostering a culture of continuous growth and development among students. Through this practice, educators demonstrate a sense of regard toward their pupils, acknowledge their unique qualities, and exhibit courteous behavior. Establishing a favorable rapport with students is conducive to their academic achievement and fosters an inclusive and secure classroom atmosphere.

Developing Self-Esteem. Teachers know that cheerful students do better in class. Self-confidence makes you feel strong. Confident individuals are easier to motivate and succeed. Teachers and parents must set students up for success and give regular positive feedback to foster resilient attitudes and confidence. Teambuilding activities and recognition of exemplary performance are great alternatives to promote self-esteem.

4. Safety and First Aid



Credits to the Owner of the Image:

<https://newsinfo.inquirer.net/816480/starting-em-young-red-cross-conducts-first-aid-training-for-kids>

Children are more prone to getting into accidents and hurting themselves as a result of the fact that they are naturally energetic and mobile. They never stop investigating and analyzing the surroundings in which they find themselves (De Leon, 2020). Most of the time, people are oblivious to the risks they expose themselves to. Consequently, they are still young and do not yet possess the necessary knowledge and abilities, as caused by negligence and human mistake. Proper safety procedure training is essential.

Therefore, it is crucial to include safety and first aid in the curriculum through S.A.F.E. (Secure Environment, Accident-free Procedures, First Aid Training, Emergency Preparedness).

Secure Environment. Accidents are more likely to occur in disorganized and untidy environments. In certain instances, students may experience feelings of anxiety or insecurity if the classroom is insufficiently spacious and overcrowded with objects and individuals. A classroom environment lacking openness and ventilation can impede students' cognitive clarity and vitality. Maximize the available space to optimize safety measures. For example, remove any items that aren't necessary and take up too much space, such as extra bookshelves, bins, and desks. It is possible to retrieve these items from an alternative storage location within the educational institution.

Accident-free Procedures. You should be able to roam freely about the classroom, and the students should have room to rearrange their desks for exercises and group work. Instruct your pupils to avoid putting anything on the floor that might cause someone to trip, such as backpack straps, drink containers, or loose paper. Give each student a shelf or box to keep their belongings, and class supplies out of the way and out of the way of foot traffic if you have the room.

First Aid Training. Teachers and students should receive thorough first-aid training to better their chances of saving lives and reap the advantages of this knowledge. A minor injury might become major if immediate medical attention is not provided. Also, if a significant injury isn't treated quickly, it might be fatal. Having access to first aid in schools is crucial for the well-being of both teachers and kids. Educating people on the fundamental steps they should take in the aftermath of an accident is crucial.

These may be the most common concerns at school that teachers and students should be knowledgeable about applying first aid: bleeding, burns, heatstroke, unresponsiveness or unconsciousness, bodily injuries, choking, fainting, chest pains, asthma, allergic reactions, etc.

Emergency Preparedness. The school community should be well-versed in responding safely and efficiently during a natural catastrophe or other emergency. When the administration, faculty, staff, parents, and students work together, they can make the school environment safer and lessen the impact of crises and other threats. Disaster drills are the most usual training conducted in schools.

Conclusion:

Health is wealth. The wrath of the COVID-19 pandemic made people more conscious about health. Therefore, schools need to step up in educating teachers and students on health and safety. Holistic health literacy primarily promotes personal hygiene, good nutrition, mental health, and safety on campus and at home. Aside from integrating it into the curriculum, teachers are enjoined to be the exemplars of health and safety literacy.



Credits to the Owner of the Image: <https://www.unicef.org/philippines/stories/its-safe-be-school>

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