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| **Title of Workshop** HealthLit4Kids: Building health literacy from the schoolyard |
| **Objectives**  1. Develop a shared understanding of health literacy.  2. Consider the impact of health literacy on health, education and health equity.  2. Define a Health Literate school.  3. Explore and classify HealthLit4Kids Artefacts using Nutbeam’s Health Literacy Framework (Functional, Interactive and Critical Health Literacy, 2000).  4. Identify barriers and enablers to the transferability of HealthLit4Kids Program  **Format**  Interspersed with didactic presentation of information, the workshop participants will engage in the following activities:  1. WARMUP (Think-Pair-Share): Workshop facilitators invite participants to explore their own definitions of health literacy and record this on sticky notes. In pairs or small groups the definitions are shared and discussed. Small groups then share their definition with all participants.  2. BINGO (team work): Five HealthLit4Kids primary schools in Tasmania have brainstormed and defined their notion of a health literate school. In small groups, the participants will be provided with these definitions and invited to use them to identify 5 commonalities and 5 differences across the 5 schools. The first group to identify 5 commonalities and 5 differences wins! The groups will then combine the 5 definitions.  3. Small Group Learning: Each small group will be assigned an area of the Australian Curriculum for Health and Physical Education and asked to classify the HealthLit4Kids artefacts within each area according to Nutbeam’s (2000) framework.  4. Facilitated Discussion or Debate: The participants will be divided into two teams to debate the following statement: “HealthLit4Kids can be readily incorporated into our primary school”. Each team will prepare either an affirmative or negative argument for a facilitated debate.  **Learning goals**  **Workshop participants will learn:**   1. Health literacy development in childhood can lead to better health outcomes and reduce the risk of non-communicable disease 2. Schools play a key role in breaking the cycle of health inequalities by promoting health literacy through education that provides students with the literacy skills to understand health information, solve health problems and make critical health decisions 3. How HealthLit4kids can be transferred into other school settings. |