APPLICATION OF INTERACTIVE ACTIVITIES WHEN DEVELOPING HEALTH COMPETENCES IN PUPILS OF 5-10TH FORMS

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Knowledge in itself is worthless, if there is no internalisation of the knowledge, because, value-related attitudes and motivation to lead a healthy life are formed only having internalised knowledge related to a healthy lifestyle. In order that pupils would assimilate information, it needs to be conveyed in a comprehensive and sensible manner, and learners have to be prepared to receive information (Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H., 2009 [3]). It is important to develop conditions for pupils themselves to be active, to involve them in the related activities, to analyse diverse situations in life when bringing about just solutions, developing critical thinking and ability to resist the negative influence of peers and other people around (Guo, Davis, Yu, 2018 [4]). It is equally important to assist a pupil in developing skills and consolidate them in a consistent and systematic manner, because it is the only way where it could be expected that a child will form health-friendly skills (Borzekowski, 2009 [5]). Positive influences on health include what methods are used to develop pupils' health competences at schools (Patton et al., 2006 [6]; Leger et al., 2010 [7]; Leea et al., 2018 [8]). P. C. Herbert and D. K. Lohrmann (2011 [9]) point out that active learning, where students had the opportunity to practice their skills, is a key component in teaching health education. Interactive activities empower a pupil to link theoretical knowledge with his personal experience, real-life situations, to consolidate healthy lifestyle skills in his daily life.
The **objective** of the research is to reveal the application of interactive activities when developing health competences in pupils of 5-10\textsuperscript{th} forms.
Research methods

Qualitative research type was chosen for the study. **Semi-structured interview** was used.

Results analysis was performed by applying the method of **content analysis**:

- the text was read and essential aspects, which were reflected by phrases, sentences and words, directly linked with the investigated phenomenon, were distinguished;
- the distinguishing of key elements in the read text;
- the breakdown of the key elements by categories and subcategories;
- the integration of the categories into the context of the analyzed phenomenon and a description of the content.
The sample of the research

14 pedagogues participated in the research.

The informants were chosen according to the following criteria:
1) the pedagogues who work in schools of general education with pupils from 5 till 10 form,
2) the pedagogues whose length of their working time in schools of general education is at least 5 years.
The research results

The application of interactive activities when developing health competences in pupils

- Interactive activities applied by teachers
- Interactive activities applied by form tutor
- Interactive activities carried out by a social pedagogue and psychologist
- Interactive activities carried out by a health care specialist
## The research results

### Interactive activities applied by teachers

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<tr>
<th>Subcategory</th>
<th>Confirming statements</th>
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<td><strong>When leading lessons in the classroom</strong></td>
<td>„I present questions to pupils during lessons“ (I), „I work by using questions-answers, questioning, brainstorm, net weaving, concept mapping, we discuss“ (B), „we are engaged in projects, children like role-playing games“ (F), „A diamond 9 activity proves to be successful when we look for answers to problematic questions, such as why people start smoking, how to increase physical activeness etc.“ (C), “Older children like debates, case analyses, mosaics, the drawing of different schemes, diagrams while reading texts, .... I use methods while bearing in mind the abilities of children and their interests“ (H).</td>
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<td><strong>When leading lessons outside the classroom</strong></td>
<td>“When I lead lessons outside the classroom we get ready for them in advance, I announce problematic questions which they begin researching at home, and then, having arrived in a classroom, we look for answers to the problematic questions individually, in pairs or in small groups...“ (A), „I sometimes ask pupils to take an interview, and then we summarise the results, using the method of concentric circles or round table“ (N), “Children like excursions to sports, treatment and other institutions“ (L).</td>
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<td><strong>When implementing project activity</strong></td>
<td>“We try to engage children in projects” (D), “The projects, in which not only children, but also parents or even the whole community participate are the most useful” (J), “…some projects are short-term, arising from real-life situations, others are long-term, annual, such as “Be active and healthy”, “Healthy food” etc.” (K)</td>
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Teachers apply interactive activities while leading lessons in their classroom and outside the school. While leading lessons in their classroom teachers use questioning, brainstorm, net weaving and concept mapping methods. The informants underlined that discussions and a diamond nine methods had proved to be very useful when answers to problematic questions, which do not have one answer, are being addressed. The teachers pointed out that they use a control panel discussion in a group and request pupils to make discussion records. Active learning involves the students in the learning experience. These methods develop students' critical thinking which is argued to be core dimension of health competence. They refer to the ability to think clearly and rationally and approach knowledge from various contexts, formulate arguments, and make reasonable decisions. As children receive health information from numerous sources, they may gain a fragmented picture of health issues unless they are able to critically create links between diverse pieces of information. Critical thinking enables students to deal with large amounts of knowledge and empowers them to select information.
During lessons, health promotion project activities are also performed. Children are involved in role-play games. The involvement of children in interactive activities, work in small groups assist children in acquiring communication and cooperation competences, being more empathic and tolerant. The aforementioned skills are important not only as general competences, but they also contribute to the creation of favourable emotional environment and its maintenance in various environments. The study revealed that teachers use interactive methods, taking into account the abilities of children and their interests.

The study has shown that, while leading lessons outside their school, teachers use problem-based learning, interview, concentric circles and round table methods. The informants also underlined that children like various excursions linked with the preservation and enhancement of health. The teachers organise various health enhancement project activities. The informants noted that “the projects in which not only children, but also parents or even the whole community participate are the most useful” (J).
The research results

Interactive activities applied by form tutor

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<td>During class meetings</td>
<td>“We speak most frankly and conversations on health topics are most effective in the small collective of a class” (G), “We discuss with children profusely on unhealthy habits, their effects on man, the preservation of emotional health, harmonious relationships, we play role-play games, take improvised interviews etc.” (M), “…we invite specialists in various fields of healthcare, who lead creative workshops for children and assist them in realising the benefit of health friendly habits” (E)</td>
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<td>During excursions</td>
<td>“During excursions, when travelling children perceive the benefit of physical activity better” (H), “Children prefer interactive, experiential activities” (F), “To develop health competences, we also use educational activities, which are organised in the community, various institutions or by private people” (C)</td>
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<td>During school events</td>
<td>“Every class shows willingness to prepare for health promotion quizzes, which are organised at school level” (B), “Every spring, the Olympiad takes place, in which pupils and teachers participate, we are sometimes successful at engaging parents as well” (N), “…at school, a healthy food festival is organised. During it, not only children and their parents get involved, but also their grandparents, who teach how to prepare simple and healthy meals” (A)</td>
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Form tutors also contribute to the development of health competences in pupils. The study revealed that form tutors, in order to create harmonious relationships and while preserving emotional health, talk and discuss with children profusely. The informants noted that discussions with adolescents on unhealthy habits, bullying, low physical activity, inappropriate nutrition, their effects on man are of extreme relevance. Form tutors noted that “we speak most frankly and conversations on health topics are most effective in the small collective of a class” (G). During class meetings role-play games are also played, improvised interviews are taken. The informants noted that they invite healthcare specialists from various fields of their expertise, “who lead creative workshops for children and assist them in realising the benefit of health friendly habits” (E). Form tutors organise excursions involving in experiential activities. To develop health competences in pupils form tutors engage children in educational health promotion activities, which are organised in the community. The community, where a child lives, may have an impact on his health competence.

Form tutors pointed out that the pupils of their classes actively participate in different school events linked with the development of health competences: in quizzes, Olympiads, festivals. The informants noted that they are extremely pleased when they succeed at involving parents or even grandparents in school.
### Interactive activities carried out by a social pedagogue and psychologist

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<td><strong>Preventive activities</strong></td>
<td>“At school, there is “Ego” club, in which various discussions, including those on the topics of a healthy lifestyle, take place” (I), “We organise projects, quizzes, various competitions between classes” (J), “I teach children how to cope with stress” (C)</td>
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<td><strong>Postventive activities</strong></td>
<td>“If an unpleasant event occurs, we use the method of case study” (K), “A problem-solving method has proved to be very useful” (D)</td>
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Social pedagogues and psychologists working at school contribute to the development of health competences in pupils. The informants pointed out that the aforementioned specialists perform interactive preventive and postventive activities when developing health competences in pupils.

Preventive activities are performed by organising various projects, quizzes, class competitions and competitions with other schools. Social pedagogues and psychologists start clubs, in which various interactive activities related to the development of health competences in pupils take place. Psychologists contribute to the enhancement of emotional health in pupils, the development of their emotional intellect, they teach children to be empathic, to adequately address conflicts and to cope with stress. When resolving problems, linked with the preservation of health and its enhancement in pupils, social pedagogues and psychologists perform postventive activities as well. In such a case, case study and problem-solving methods prove to be the most successful.
## The research results

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<td><strong>Active, educational activities</strong></td>
<td>„We invite health care specialists from different fields of their expertise and discuss with them, talk over various cases“ (L), „I myself lead various health promotion workshops, which are relevant to the pupils of a particular class... I work closely with the form tutor“ (G)</td>
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<td><strong>Practical activities assisting in acquiring health friendly skills</strong></td>
<td>“Children like practical activities best” (M), “Children acquire the greatest number of skills by acting practically” (D)</td>
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**Table Note:**
- (L) - Reference to one of the sources or literature.
- (G) - Reference to another source or literature.
- (M) - Reference to a different source or literature.
- (D) - Reference to yet another source or literature.
Health care specialists, individually and while cooperating with form tutors, other teachers, a psychologist and social pedagogue, perform educational and practical interactive activities. The informants noted that pupils participate in practical activities, which assist in acquiring health-friendly skills, willingly.

Healthcare specialists also invite specialists from various fields of healthcare, with whom pupils have an opportunity to discuss, to talk over questions of relevance to them and various real-life cases. Healthcare specialists, while in close cooperation with form tutors, organise individual and group interactive activities, taking into account specific needs of pupils and realities.