

Nutrition education in Norway - Norwegian-Polish good practice examples

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Nutrition education project entitled "Healthily twisted" –
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Educational project "Time for a home-cooked meal" –
Andrzej Majkut, Primary School in Jadachy

Health education in Norway

It is implemented at all stages of school education, i.e. at primary school, lower secondary school and secondary school.

Elements of health education - nutrition are implemented within school subjects:

food and health (mat og helse)

- naturfag (= natural sciences) -- a subject combining biology, chemistry and physics

There is a particular concentration of health-oriented content in the subject

Food and Health.

<https://www.mojanorwegia.pl/forum/view/139/nauka-w-norwegii/215687/szkola-w-norwegii.html>

"Hello. You will go to 7th grade. Then it's 3 years of junior high and 3 years of high school. And of course studies if you want! High school is not compulsory either. Cooking is not until 9th grade, it can also be in 7th grade. It depends on the school! I had it in 7th and 9th grade. Here the schools use the site "its learning", each student has his profile there... and there you give your lessons and everything... they will explain it to you at school...

Typical subjects) (can be more, depends on the school) :

Matte - mathematics

Norsk - Norwegian

Krl – Religious education

engelsk - English

kunst og håndverk - art and "handicrafts,,

naturfag- Biology

gym- P.E.

matlaging/mat og helse - cooking/ food and health

there are no grades in the secondary school, not until the junior high!

I was born in Norway and went to school here all my life so I hope I have helped you a little ! Good luck"

"Food and health" interdisciplinary topic of sustainable development

"Both the production and consumption of food should be done in a way that is not harmful either nationally or globally, now or in the future."

To make students aware of the ethical and economic issues concerning the production and consumption of food and the distribution of food resources, so **that students can make responsible choices and develop good values and attitudes.**

School fosters environmental awareness

1. **In Norway, nature is a very important context for education and development of individual awareness.** Man is part of nature and constantly makes decisions that affect not only the well-being of current generations, but also future generations, as well as the environment.
2. It is important to learn about the conditions and **multiple interrelationships of human action** in different areas, decision-making and choice-making, the consequences of which go far beyond the geographical borders of a country and current living conditions
- 3 Education for sustainable development. Education must provide **a broad awareness of the interdependence in nature and the interactions between people and their environment.**
4. Teaching must introduce a **full understanding of the laws of nature, its forces and human impact on the biosphere, teaching respect for nature.**
5. Such education should contribute to character building that will give the individual the strength **to take responsibility for his or her own life**, to engage in society and to care for the environment.

ENVIRONMENTAL EDUCATION IN THE AREA - edited by Józefa Bałachowicz and Ligia Tuszyńska

In Poland - "Programme for schools"

Exceptional for the 2020/2021 school year.

- 1) **the provision of fruit and vegetables or milk** to parents or legal guardians of children attending classes subject to such restrictions and participating in classes delivered using distance education methods and techniques during the period in which the operation of the educational system is temporarily restricted.
- 2) due to the suspension of educational activities for a limited period of time, products which could not be made available to children participating in the Scheme may be made available to children whose parents or legal guardians have consented to fruit and vegetables or milk respectively being made available to them, attending:
 - a. grades VI-VIII – in case of primary schools and grades VI - in case of first level music high schools;
 - b. grades III-V – in case of ballet high schools;
 - c. pre-school units - in the case of primary schools with pre-school units.

In Norway, the National Guidelines for "Food and Meals in School" (some, worth copying):

Meals should be prepared **at intervals of 3-4 hours maximum**.

There should be a physical setting in the school for a meal that promotes **enjoyment of food, socialisation, wellbeing and health**.

Students should be given **enough time to eat, at least 20 minutes**.

Pupils should be **accompanied by an adult** during the lunch break.

Pupils with food allergies and intolerances should **be catered for**.

If **juice** is offered, **the quantity should not exceed 250 ml**.

Fizzy drinks, juice and other drinks with added sugar or sweeteners as well as drinks containing caffeine should not be offered.

Use high-fibre **breads and cereal products**, as well as whole grains and foods low in fat, sugar and salt

Bakery products and other products with a lot of sugar and/or fat should only be served with special baked goods.

Chocolate, sweets, crisps and other snacks should not be offered

The aim should be an environmentally friendly practice, **with little food waste** and a food supply in which plant foods and fish are central

What is worth using - what should be transferred to a Polish school?

Norwegian good practice examples

At school:

- systematic risk prevention is implemented - not only crisis intervention,
- **pupils have direct daily contact with a dietician at school,**
- there is a mobbing team made up of a psychologist, educationalist and various specialists.

Out of school - municipal support for schools:

- health education activities are extended to the municipality, where there is a crisis prevention team for children, teachers and parents,
- **psychologists and educators are employed in the municipality,**
- the obligation to support families experiencing difficulties in fulfilling their caring and upbringing functions and to organise foster care,
- family protection office - care in crisis.

In and out of school:

- **children and young people are surrounded by a so-called circle of safety. "Safe adult"** - appearing in clubs, on the street, in parks - their role is to "catch children with problems".

And how does it work here?

assistance in crisis, interventions in crisis situations

At school

- tutor, school self-government, teams of teachers, educator, **rarely psychologist**, "a bit" school nurse - prevention, prevention-education programme, programmes, projects (depends on teachers' activity) .
- school canteens, school shops (agents) - lack of nutritionists

A very good example of Health Promoting Preschools and Schools.

In the municipality

- The obligation to support a family experiencing difficulties in fulfilling its caring and upbringing functions and to organise foster care,
- - The Municipal Social Welfare Centre supports a family **experiencing difficulties** in fulfilling its care and upbringing functions as a set of planned activities aimed at restoring the family's ability to fulfil these functions.
- The profession of family assistant was introduced in the Act of 9 June 2011 on family support and the system of foster care. Its aim is to **support families with upbringing problems**, but also to change the system of care for children who are deprived of parental care.
- In the district
 - at the request of parents - psychological and pedagogical counselling centres, including public specialist counselling centres, provide psychological and pedagogical assistance to children from birth and teenagers, as well as assistance in choosing the direction of education and profession, provide parents and teachers with psychological and pedagogical assistance related to upbringing and education of children and teenagers, as well as support kindergartens, schools and institutions in the implementation of teaching, upbringing and caring tasks. Translated with www.DeepL.com/Translator (free version)
- in the counselling centres: **team for crisis intervention and educational problems**



supports school health policy

HEPS Project

(Healthy Eating and Physical Activity in Schools)

Implementation of healthy eating and physical activity policies in schools in Europe



Project funded by the EU Public Health implemented within Schools for Health network in Europe
Schools for Health in Europe (43 countries)

www.hepseurope.eu



Active return of students to school after the pandemic -MEiN (Ministry of Education and Science) and AWF (Academy of Physical Education)

Stage I

Teacher training:

- methods to counteract the effects: hypokinesia - motor inactivity, social isolation or health effects that occur after COVID-19.
- psychological consequences of remote teaching, social isolation,
- methods for arousing and maintaining motivation and creating a motivational climate in physical activities, building social relations in the peer group or methods for overcoming barriers to physical activity.
- In addition, the training will provide an opportunity to exchange good practices with the best. The trainings will start in April and will last until December. The teacher who completes them will receive a special certificate.

Active return of students to school after the pandemic—MEiN (Ministry of Education and Science) i AWF (Academy of Physical Education)

Stage II

Additional sports activities for children and teenagers.

Teachers who complete the first stage of the project will receive a certificate and will be able to apply for money for additional sports activities together with their school that wants to apply for the programme.

Schools that wish to apply for the programme will receive funding to organise sports activities for pupils in groups of 20. This will make it possible to conduct around 300 thousand hours of classes.

Around PLN 42 million will be earmarked for this purpose in 2021.

Psychological and pedagogical support programme for students and teachers in the pandemic

MEiN (Ministry of Education and Science) in cooperation with Cardinal Stefan Wyszyński University, Higher School of Economics and Innovation in Lublin.

- Diagnosis in schools, identification of emerging problems in pupils - with particular emphasis on children and young people with special educational needs.
- Develop a model to support and assist pupils who are struggling with mental health difficulties.
- Develop training and materials to help teachers and school specialists, i.e. psychologists and educators, to support pupils in coping with crisis situations.

MEiN (Ministry of Education and Science): "As part of the training and consultations, experts will present effective methods for working with students experiencing difficulties, and will support teachers in overcoming the negative effects of the pandemic. Students can count on preventive measures and integration activities in classrooms to rebuild peer relationships".