



Module 2 - CREATING ACTIVE SOCIETES

*Welcome to **Module 2***

*During today's module we will be learning about **creating active societies**, which is the first of the four objectives proposed by the [World Health Organisation's Global Action Plan for Physical Activity \(GAPPA\)](#).*

But before we start let's have a quick look back at what we learnt from module 1.



1 - This session has been developed by the team from from Cardiff Metropolitan University, Wales.

Looking back at what we learnt from Module 1



During Module 1 you were introduced to the whole-school/system approach in promoting Health Enhancing Physical Activity (HEPA) in school settings.

After completing module 1, you should now be able to:

- Understand and define **what** is meant by HEPA and a whole-school approach.
- Appreciate **why** HEPA and whole-school approaches **can be useful in school settings**.
- Identify how we can implement HEPA whole-school approaches using the [Creating Active Schools framework](#) as a guide to identifying the relevant parts of the system in a school.
- Review examples of case studies and reflect on your schools' **current approach to HEPA**.

Hopefully you are more confident in these areas now, however if you'd like a recap please go back over module 1 and also have a look at the extra resources provided.

Now we will move onto learning about **Module 2: Creating active societies**

MODULE 2 - WHAT? WHY? HOW?



By the end of the module 2, you should be able to:

- Understand **what** is meant **by the idea of** 'active society'
 - Appreciate **why** active societies are useful in **shaping physical activity** within schools
 - Identify **how** we can create **opportunities for schools to become active societies** using the WHO GAPP and in the context of the Creating Active Schools framework
 - Review examples of case studies and reflect on your schools' approach to **developing/becoming** active societies.
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Module 2 is structured into three sections:

1. **WHAT** are active societies and **WHY** are they important?
 2. **HOW** do we create active societies in schools: theory and practice
 3. Summary and reflective task
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So let's begin by finding out a bit about the **WHAT** and **WHY** of active societies...



1. **WHAT** are active societies and **WHY** are they important?



a. What do we mean by active societies?

The first big question to answer is '**What is an active society?**'

- According to the [World Health Organisation \(2018\)](#), an active society is one where there are positive attitudes and social norms (i.e. the cultural and social thoughts and behaviour of the majority) towards being physically active.

- This includes engaging in physical activity and challenging underlying assumptions about physical activity by increasing knowledge and understanding of the **multiple benefits** of physical activity for all ages and abilities within a community.
- An active society can be achieved through a number of actions, and in combination with other objectives including providing the opportunity for people to connect to their environment and other systems.
- The benefits of an active society where there is an understanding of the benefits of physical activity and cultural and societal behaviours that support people to be active will create physical and social environments where physical activity becomes a sustainable practice. So everyone, everywhere, every day is the opportunity to be physically active.



b. What is an active society in a school setting?

- In a school setting, one aspect of achieving an active society could be to have a HEPA promotional campaign which challenges in a positive way, people to change their behaviour and practices to be more active. This might include the opportunity to travel to school, or to include opportunities to enjoy and engage with different forms of physical activity as part of the everyday schooling experience.
- The inclusion of work based training as well, to explain the benefits of being physically active, some elements of behaviour change theory and identification of the wider political agenda for physical activity promotion, for example its role in achieving the UN Sustainable Development Goals, the countries national education and health policies on equitable education, climate change and the promotion of healthy lifestyles.
- These and other approaches to promoting an active society in schools are explored in more detail in section **2. HOW do we create active societies in schools: theory and practice**

Benefits of using a whole school approach to improve HEPA:

Improving physical activity via a whole school approach influences a host of different people and provides them all with benefits. For example:

- School students: increased opportunities to experience different forms of physical activity that may enhance physical, emotional, spiritual and mental health, and social awareness.
- Teachers and school staff of all levels: Improved student engagement and concentration
- Whole School: potential for meeting physical activity requirements, awards/educational attainment/ wellbeing needs met/ reputation

- Parents: Increased opportunity for their children to meet physical activity requirements and attain the benefits which are associated such as quality of sleep, improved health and wellbeing, and overall improved life style habits
- Wider public: Healthier schools increased the possibility for healthier communities

Interactive Quiz



Please click the link below to take part in a quick quiz which will look at what we have discussed so far today

[ACTIVE SOCIETIES QUIZ](#)

2. **HOW** do we create active societies in schools: theory and practice

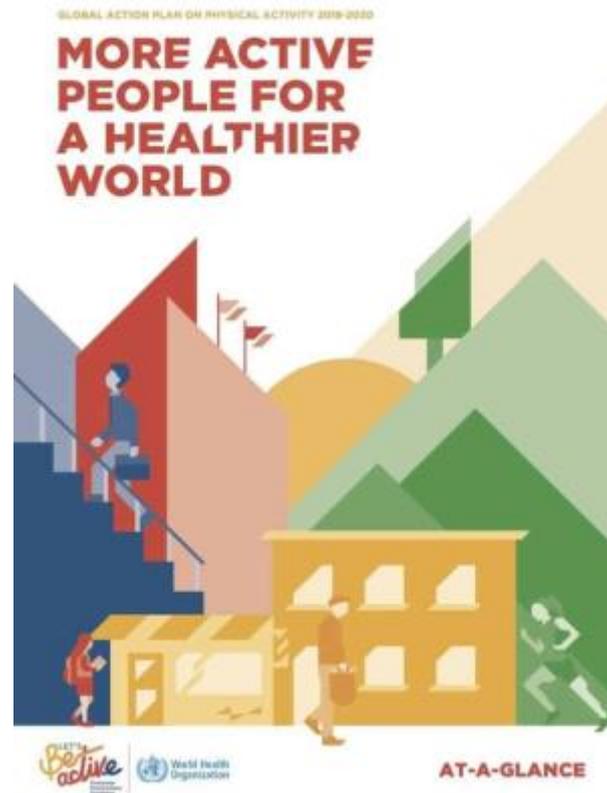


Now we have heard about the **WHAT** and **WHY** of active societies in a school setting, it is important for us to understand **HOW** we may be able to create active societies in school settings.

Specifically you will now:

- Be introduced to the WHO Global Action Plan for Physical Activity (GAPPA) four actions in the Creating Active Societies objective to assist you to create an active society in your school setting
- Revisit the Creating Active Schools Framework
- Learn about using different approach to promoting active societies in a school and be provided with examples and case studies
- Take part in a reflective task
- Be provided with resources for further learning

a. The GAPP - Creating Active Societies - Using the Global Action Plan for Physical Activity (GAPPA)



2 - [GAPPA - click for full document](#)

The GAPPA describes that creating **active societies** is made up of four policy actions which combine to create positive social norms and attitudes and a paradigm shift in all of society by enhancing knowledge and understanding of, and appreciation for, the multiple benefits of regular physical activity, according to ability and at all ages.

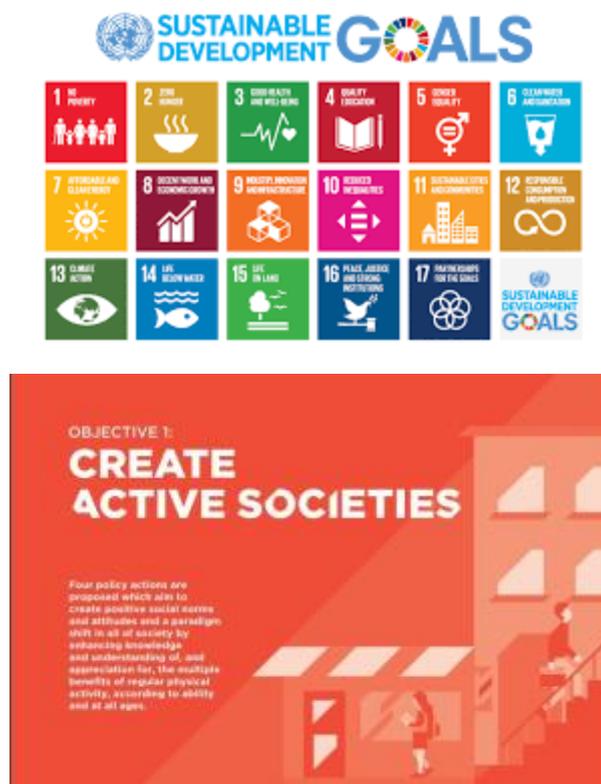
Actions for creating Active Societies

1. **Communications** - Implement best practice communication campaigns, linked with community-based programmes, to heighten awareness, knowledge and understanding of, and appreciation for, the multiple health benefits of regular physical activity and less sedentary behaviour, according to ability, for individual, family and community well-being.
2. **Co-benefits** - Conduct national and community-based campaigns to enhance awareness and understanding of, and appreciation for, the social, economic, and environmental co-benefits of physical activity, and particularly more walking, cycling and other forms of mobility involving the use of wheels (including wheelchairs, scooters and skates) and thereby make a significant contribution to achievement of the 2030 Agenda for Sustainable Development ([UN Sustainable Development Goals](#)) (SDG)SDG2; SDG3; SDG4; SDG5; SDG8; SDG9; SDG10; SDG11; SDG13; SDG15; SDG16; SDG 17).

3. **Mass participation events** - Implement regular mass participation initiatives in public spaces, engaging entire communities, to provide free access to enjoyable and affordable, socially- and culturally-appropriate experiences of physical activity.
4. **Capacity building** - Strengthen pre- and in-service training of professionals, within and outside the health sector, to increase knowledge and skills related to their roles and contributions in creating inclusive, equitable opportunities for an active society including, but not limited to, the sectors of: transport, urban planning, education, tourism and recreation, sports and fitness, as well as in grassroots community groups and civil society organizations.

(taken and adapted from the [GAPPA, WHO 2018](#); pages 28-29 and [WHO Active A technical package for increasing physical activity 2018](#); page 6)

We will examine each of these in more depth and provide examples of how these can be implemented in a school setting.



b. Revisiting the Creating Active Schools Framework

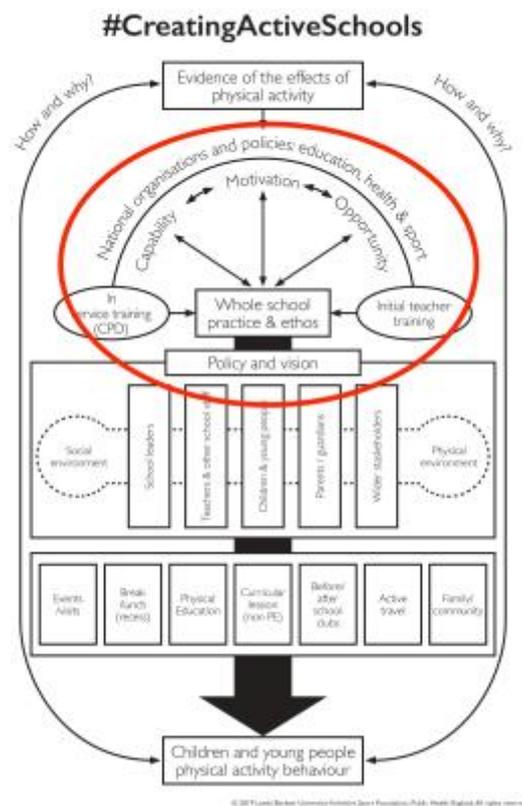
- In module 1 we introduced the [Creating Active Schools framework](#) from Daly-Smith and colleagues. It might be helpful to revisit this framework to consider what an active society might look like, and therefore help you to understand a whole school approach to HEPA in a school setting.
- As highlighted, there are four actions in the WHO GAPPA Active Societies objective
 - Communications (social marketing)

- Raising awareness of the benefits of physical activity
- Regular mass participation events
- Capacity building for example workforce development and stakeholder engagement.

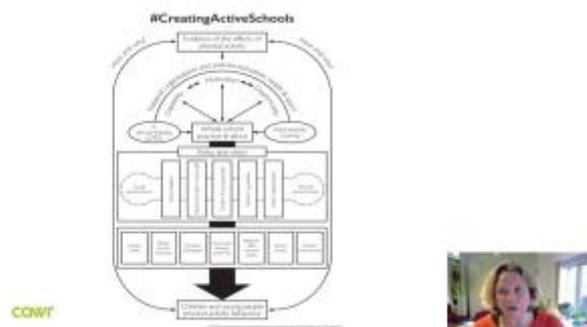
Please **click** the links to watch two brief video clips from Professor Diane Crone discussing [Creating Active Schools framework](#) from Daly-Smith and colleagues.

Video 1: Creating Active School Framework explanation (the same as in Module 1)

Video 2: incorporates the GAPPa with the Creating Active School Framework

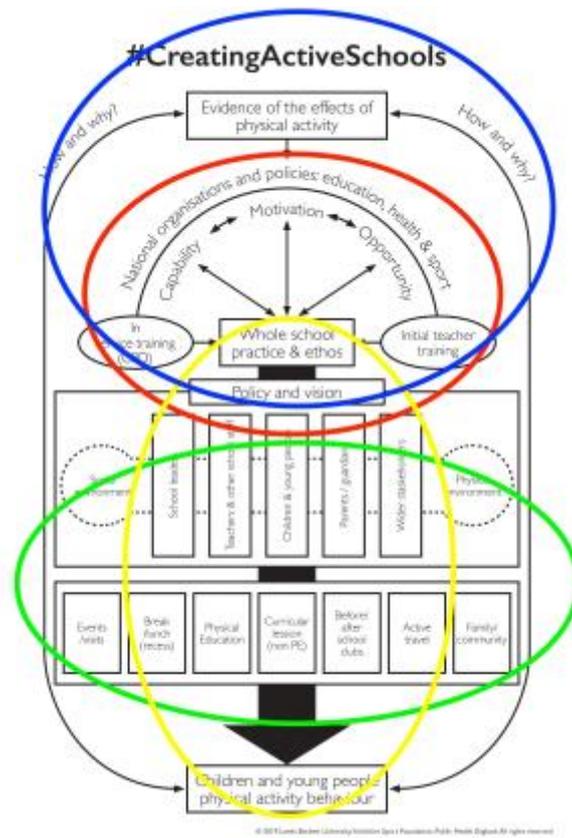


3 - Diagram 1

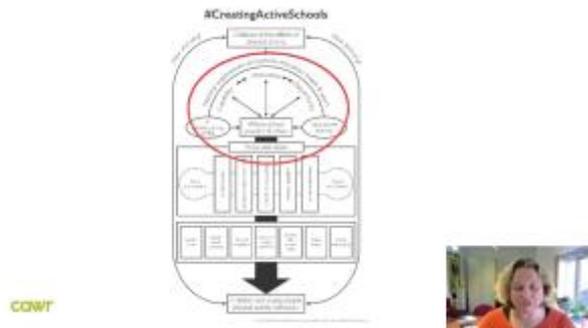


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4 - Video 1



5 - Diagram 2



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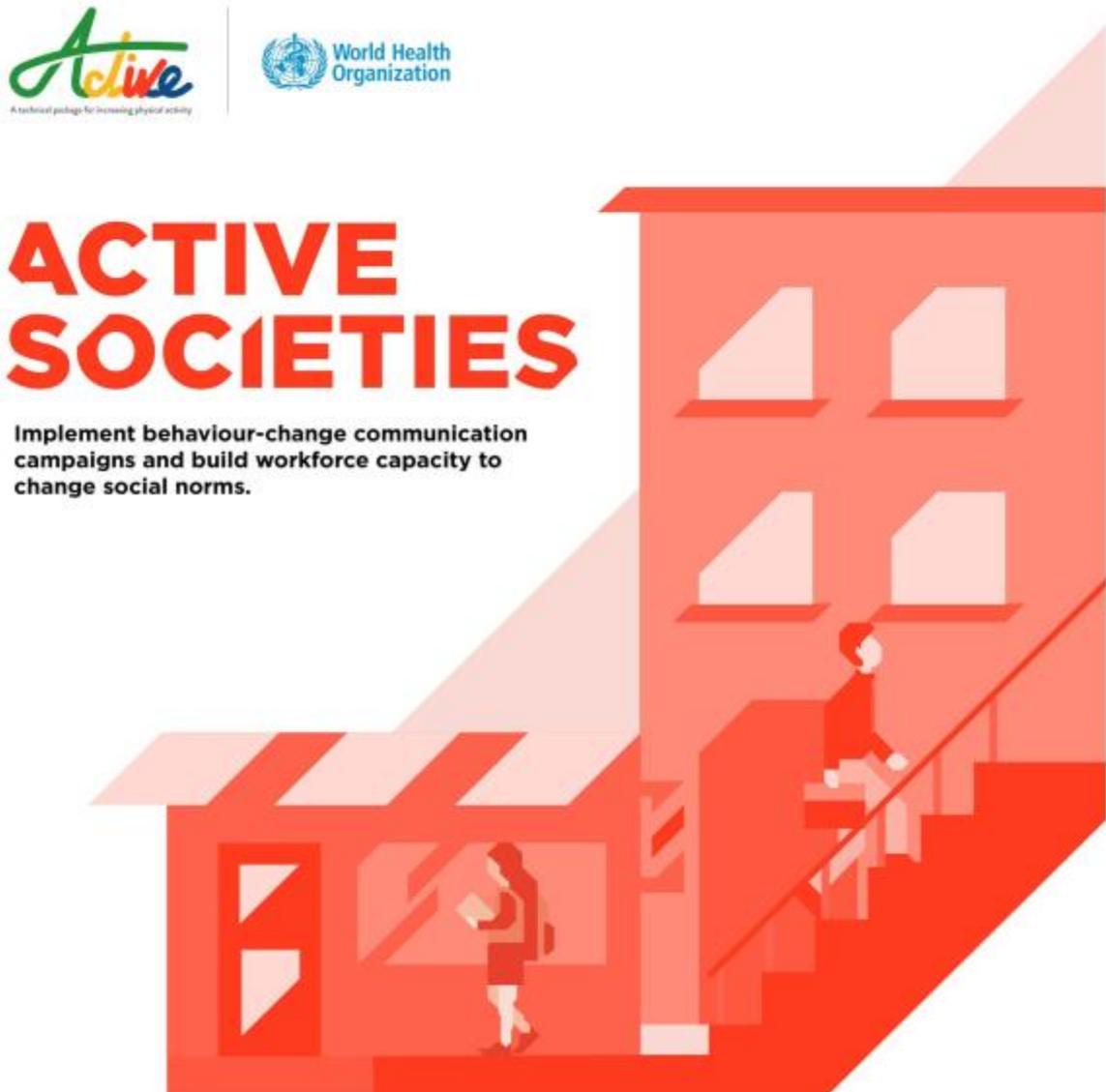
6 - Video 2

Explanation of diagrams

- Using the Creating Active Schools framework to help create an active school, the **red circle** indicates parts of the school system where GAPPAs active society could be located.
- Diagram 2 indicates the other three GAPPAs objectives (these are not an exact match):
 - Green: Active environments

- Yellow: Active people, the more settings based objective
- Blue: Active systems in blue.
- These three objectives will be discussed in more detail in the following modules (3, 4 and 5).

c. Approaches to promoting active societies in a school



Below we will explore how you could use different approaches to create active societies in a school. Specifically, referring to the 4 policy actions outlined by the GAPPA which generally incorporate:

- i) Communications
- ii) Co-benefits
- iii) Participation events

iv) Capacity building (training and education)

i) Communications

Action 1 for creating an active society is 'communications' and GAPPa suggests the following:

- Carry out communication campaigns (known to be effective) and that are linked with community-based programmes,
- Increase awareness, knowledge and understanding of the multiple health benefits of regular physical activity and reduced sedentary behaviour.

In a school setting here are some examples and ideas:

- Increasing the visibility of physical activity behaviours through the use of visible images and videos of people doing physical activity.
- Providing children and adolescents with opportunities to see 'real life' people doing and being involved with physical activity. This approach can support physical activity through approaches such as role modelling, "**You can't be, what you can't see**".



- Linking in with existing social marketing campaigns to promote physical activity participation and related benefits such as '[European Week of Sport](#)', or campaigns with action such as [The Daily Mile](#), [Beat the Street](#) and Change4Life 10 minute shake up games





ii) Co-benefits

Action 2 for creating an active society is 'co-benefits' and GAPPA suggests the following:

- *Take part in national and community-based campaigns to raise awareness and understanding of the social, economic, and environmental co-benefits of physical activity particularly walking, cycling, wheelchairs, scooters and skates that link to the 2030 Agenda for Sustainable Development.*

In a school setting here are some examples and ideas:

- Link in with other sectors such as health, police and crime prevention, environment to promote the benefits of physical activity for health and the environment for children, parents and school staff, for example [Live Your Live Drop the Knife](#), [LivingStreets walk to school initiative](#), and other Bike/Skate/Walk to school initiatives like [Walking the School Run](#).
- Ensure the evidence and subsequent message about physical activity and the co-benefits are presented in a easy to digest format and in multiple mediums, such as messages through school Facebook channels, school newsletters, linking with local tv, radio and print media etc.



Happier
and healthier
CHILDREN

Less
CONGESTION
and
POLLUTION

SWAP
your school
ride for a
SCHOOL WALK

iii) Participation events

Action 3 for creating an active society is 'participation events' and GAPPa suggests the following:

- Promote and organise regular mass participation events to engage the whole school and the local community. Ideally this should be free for people to take part and be enjoyable and socially- and culturally-appropriate for all.

In a school setting here are some examples and ideas:

- Working in partnership with other local schools or workplaces in the community to deliver mass participation events, for example [Cardiff Games](#);
- Consider organising over the year a series of events that are linked via a theme (for example, climate change, air pollution, road safety) and consider a range of activities (for example not just sport) for all members of the school community to take part in;
- Consider intergenerational initiatives that could foster community cohesion and that can include siblings, parents, grandparents, carers, etc. see for example [Yew Tree Nursery, Somerset, England](#).



iv) Capacity building (training and education)

Action 4 for creating an active society is 'capacity building' and GAPPA suggests the following:

- *Strengthen teacher education programmes, and in-service training of all staff in schools in relation to (i) the co-benefits of physical activity; (ii) to increase their knowledge and skills related to the promotion of physical activity in a school setting, and (iii) the whole school approach to this vision and their role in achieving this.*

In a school setting here are some examples and ideas:

- Link with the local teacher education programme organisations to ensure newly qualified teachers are aware of a whole-school approach;
- Organise and/or deliver in-service training for all school staff in a whole school approach and their role in this vision. An example of such training would be these modules and the whole HEPA project which can be viewed [here](#)
- Promote with national and local community stakeholders the whole school approach to HEPA to develop cross sector working and a wider aware system in the local community/society, for example [national policy from the Welsh Government](#) requiring a whole systems based approach through the development of the [Welsh Network of Healthy Schools Scheme](#).
- Develop champions and advocates of active schools within your school

Framework on embedding a whole-school approach to emotional and mental well-being



Guidance

Guidance document no: 269/2021
Date of issue: March 2021

Gwobr Ansawdd Genedlaethol
Rhwydwaith Cynlluniau Ysgolion Iach Cymru

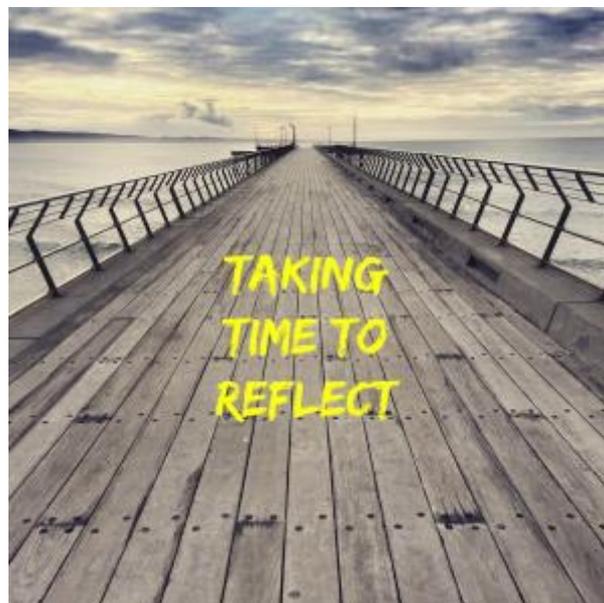


Welsh Network of Healthy School Schemes
National Quality Award

3. Reflective task and Summary



Reflective task



After seeing the examples from around Europe we would like you to reflect upon the school you work in. You will be asked to complete 2 tasks.

Task 1: What does your school currently do to create an active society in your school setting?

Task 2: How could your school create/further develop an active society in your school setting?

ACTIVE SOCIETIES REFLECTIONS

Summary

We have covered quite a bit today and hopefully you now you feel that you:

- Understand and define **what** is meant by HEPA and a whole-school approach.
- Appreciate **why** HEPA and whole-school approaches are important in schools.
- Identify **how** we can implement HEPA whole-school approaches.
- Review examples and reflect on your schools' HEPA approach.

That concludes module 2 but please scroll down to see what is next and for further resources and information

What's next?



After you have completed your reflections and are ready to continue with the HEPA online education modules please go to module 3 which concerns creating active environments informed by the GAPPA.

Remaining modules:

- Module 3 - Creating active environments
- Module 4 – Creating active people
- Module 5 – Creating active systems
- Module 6 - Interdisciplinary teaching and physical activity

Resources

Links to external recourses and further reading:

- [Global action plan on physical activity 2018–2030: more active people for a healthier world](#)
- [“Getting Ireland Active” —Application of a Systems Approach to Increase Physical Activity in Ireland Using the GAPPA Framework \(Murphy et al., 2021\)](#)

Thank you

