# Health and safety education

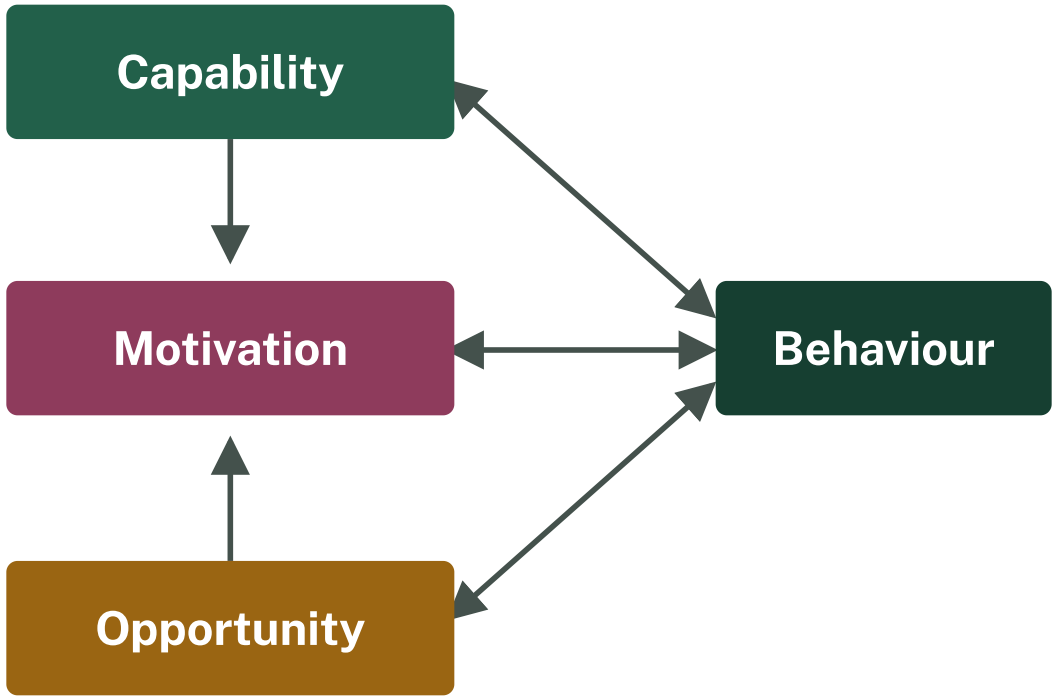
*Seminar: from knowing to doing*

**Dr Wonyong Park** | EDUC1033 Week 10 · Seminar



Handwashing at a school in Ghana · Amuzujoe, Wikimedia Commons, CC BY-SA 4.0

# Recap: why knowing may not change what people do




| | |
|---|---|
| **Capability** | Knowledge and practical skills |
| **Opportunity** | Physical circumstances (time, money, places, equipment) and social ones (friends, family, norms) |
| **Motivation** | Reflective intentions, and automatic processes such as habit and enjoyment |

Lessons mostly build capability. Opportunity and motivation often depend on conditions outside the lesson.

Redrawn from Michie, van Stralen & West (2011), *Implementation Science* 6:42, Figure 1, p. 4. CC BY 2.0.

# Recap: health literacy and Southampton LifeLab

## Health literacy (Nutbeam)

| | |
|---|---|
| **Functional** | using basic information, such as a food label |
| **Interactive** | asking questions and seeking support |
| **Critical** | evaluating claims and the conditions that shape health |

## Southampton LifeLab

| | |
|---|---|
| **Programme** | teacher training, **eight lessons** in school, and a **day at the hospital lab** |
| **The day** | ultrasound, DNA extraction, fitness measures, the placenta, **Meet the Scientist** |
| **EACH-B** | no demonstrated improvement in **diet or physical activity**; LifeLab valued, app little used |

Nutbeam (2000, 2025); Woods-Townsend et al. (2021), Box 1; Barker et al. (2026); Jenner et al. (2025).

# Recap: school safety is more than a lesson

### Responsibility

The employer or proprietor is accountable. Pupils can help spot problems, but knowing a rule cannot make up for unsafe conditions.

### Hierarchy of controls

Elimination, substitution and engineering controls before administrative controls and protective equipment. Change the setting before relying on behaviour.

### Three pillars

Safer facilities; safety and continuity management; risk reduction and resilience education, on a foundation of systems and policies.

DfE (2022), sections 1–5; GADRRRES (2022), pp. 1–3.

# Scenario: healthy eating in a Year 9 tutor group

Pupils have had lessons on balanced diets and can explain them. Six things they say about what they actually eat:

**A** "We learned about balanced meals, but I've never actually cooked one."

**B** "The lunch queue takes most of the break, so I grab something on the way in."

**C** "My parents work late, and there's not much in to cook with."

**D** "Everyone in my group gets the same snack after school. It's just what we do."

**E** "I know fruit is better for me. I just don't fancy it."

**F** "The healthier options at the shop near us cost more."

Hypothetical scenario, built from the barriers described in Michie et al. (2011) and WHO (1986).

## Activity 1

Groups of 3–4 | 15 minutes

Sort statements A–F into capability, opportunity and motivation. Some may fit more than one.

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Which barriers could another lesson address, and which need the school, families or others to change something?

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Propose one change the school could make that does not rely on pupils trying harder.

# The Comprehensive School Safety Framework




https://www.youtube.com/watch?v=kW78UK5UMaY · GADRRRES, *The Comprehensive School Safety Framework* (6 min)

## As you watch, note

- What belongs in each of the three pillars
- What sits at the centre, and what forms the foundation
- Who the framework expects to act

You will use the pillars in Activity 2.

GADRRRES (2022), *Comprehensive School Safety Framework 2022–2030*.

# Scenario: a school facing repeated hot days

## The school

- A secondary school has several very hot days each summer term
- Top-floor classrooms overheat; the playing field has little shade
- Summer exams take place in the sports hall
- Some pupils travel long distances on foot or by bus
- Letters home go out by one app, in English

## From the sources

- In April 2024, **123 million** students worldwide had schooling disrupted, mostly by heatwaves (UNICEF, 2025)
- Recurring overheating may need changes to **buildings and routines**, not only advice (GADRRRES, 2022)
- Continuity plans should ask which pupils face **extra barriers** and how families receive information

Hypothetical scenario. UNICEF (2025), Figure 1, p. 3; GADRRRES (2022).

# Activity 2

Groups of 3–4 | 20 minutes

## Plan the school's response to repeated hot days. Give at least one action under each pillar:

| 1 · Safer learning facilities | 2 · Safety and continuity management | 3 · Risk reduction and resilience education |
|---|---|---|

a Which pupils might face extra barriers, and how does your plan reach them?

b Which actions rely on pupils' behaviour, and which change the setting?

# Bringing the two activities together

In both scenarios, lessons build **capability**: knowing about diet, or about heat and wellbeing.

Whether that knowledge can be used depends on **opportunity**: lunch queues, cost, shade, water, timetables.

Many of those conditions are the **institution's responsibility**, shared with families and services.

## Exit question

Name one thing a school, not a pupil, should be responsible for in health or safety, and say why.

Michie et al. (2011); WHO (1986); GADRRRES (2022).