

芳草小组(情况简介)

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Budding Grass Team

小组背景：在偏远农村、山区的寄宿制学校，少数民族父母对孩子的成长长久以来一直关注，但部分家长由于文化及知识水平的局限，对孩子的教育方式上存在一些不足。另外，父母承担着沉重的生活压力，辛苦工作的同时仍要照顾家庭，没有充足的时间及精力陪伴孩子。这造成有一些家长对孩子的身心成长，较多的依赖于学校。

然而，在学校进行的深入调研发现，虽然国家出台了相关规定：在义务教育阶段，学校需开设健康教育课程。但学校并没有对学生进行健康教育的专职老师，此课程大多只是由班主任兼代，或者简单地、说教式地点一下，或者就事论事地与学生谈一谈。学校的教育与学生和家长的实际需要存在巨大反差。

Team Background:

At the boarding schools in remote and mountain areas, while the ethnic minority parents care a lot about their children's growth, the parents typically lack adequate knowledge and cultural preparedness to educate their children in terms of psychological and physiological health. Furthermore, the parents are preoccupied in making a living and care for other members (typically elderlies) of the family, they have little time and energy to address their children's needs. The responsibility of the children's psychological and physiological health is left with the school. Based on in-depth survey of schools, even though the national approved curriculum includes health education, but the schools lack teachers who specialize on the subject. Usually, this topic is address by the class home room teacher in a very casual

way. This is far from what is needed by the students and parents.

小组目标:

1、

在评估学生实际需求的基础上，对偏远农村、山区的寄宿制学校中，开设“健康教育小课堂”，为女学生的青春期性健康、心理健康发展提供知识和技能。并通过主题生动的“健康工作坊”，对女学生给予人文与心理关怀，支持她们走过青春期的迷茫。

Team objective:

1. Based on a needs analysis of the students from remote mountain boarding school s, offer “ small class health education ” to female students in order to provide knowledge on sexual health and psychological development. Develop lively “ health workshops ” to offer female students care and support to help them go through the confusing adolescent period.

2、通过参与式的活动，组织教师参加培训，在学校建立持续开展性健康教育的教师队伍。形成实用性强的系列活动教材，及有价值的健康教育模式，以便为后期在更多的学校开展活动打下牢固基础。

2、

Organize teachers through participatory training activities in order to build a sustainable sex education team. Use practical training material and high value health education model to build a foundation to expand to more schools.

小组成员：多为已退休或仍在职的中学教师。

Team members: Mostly from retired and active teachers.

小组调研：深入西山区两所农村山区寄宿制学校——永靖小学和明朗民族中学。介绍活动目的与大致内容之后，由相关专家采取参与式活动方法，对学生和老师进行首次健康知识培训。通过活跃的活动气氛，使学生与老师、专家之间互相认识，对活动有初步了解。同时，分别召开学生、教师座谈会，开展问卷调查、个别访谈等。

Team investigation: Visit two West Mountain District farm and mountain boarding sch

ools -Yongjing elementary school
and M
inglang ethnic middle school. Professional trainers use
a participatory approach
to teach students and
teachers on how to introduce the knowledge
for the first time. Activities are lively and based on mutual understanding. Special discussion
sessions are held with students and teachers. Also used questionnaires and one-on-one meetings.

活动方式：

- 1、选取学生较为关注的“自身发育变化”和“自身安全防护”这两个问题作为切入点，以关注度较高的主题开展活动。
- 2、以“参与式活动”的形式打开局面，强调学生与老师的主动性，给学生传播知识，并培育其技能和能力。
- 3、结合青少年群体的主要性格特点，开展形式新颖多样的小课堂及工作坊，提高学生兴趣，激发并保持服务对象参与活动的热情。
3. Develop a variety of small classes and workshops based on the special characteristics of the adolescent youth. Increase their interest and and maintain the passion of the target population to participate.
- 4、以吸引教师关注并参与学习提高为策应，通过老师来强化活动成效。
4. Use a strategy to attract teachers to join and learn. Work through teachers to enhance the activity results.
- 5、开始新的活动之前简要回顾之前进行的活动，深化活动影响。活动结尾时请参与活动的学生与老师简要评价此次活动。
5. Before starting each new activity, we must review the experience of the previous activities. At the end of each activity, we must receive feedback from both teachers and students for their evaluations. This will improve the impact of the activities.

- 6、在每一次活动结束后进行评估。明确哪些环节是成功的，哪些是需要改进的，如何改进。
- 6、在大的活动主题与目标的前提下，结合参与活动各方的意见，及时对具体活动方案进行调整。
6. For large scale activities, collect input from all parties and make any necessary adjustments in a timely manner.
- 7、通过两三次活动取得初步效果，之后的活动逐步深入，推进并扩大总体活动效果。
7. After obtaining preliminary results from several activities, we must develop more in-depth activities in order to reach higher results.

Activity methods:

1. Use topics students can relate to such as “ my body change ” and “ how to protect myself ” to start.
2. Then use participatory activities to engage students and increase their interest level. With the objective of broaden students’ knowledge attract teachers’ emphasis of the subject, hold repeated activities for wide reaching results.



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