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10th School Health Training

10th School Health Training was held from 12th to 13th March at Poulo Wai Hotel in Phnom Penh.

We had greetings from School Health Department, Phnom Penh and Battambang Teacher Education College.

We already finished the training related to the contents of the School Health Textbook. The next step, we are going to have training on practical things such as how to deliver effective health education in class, how to make teaching and learning materials, how to run a health room in the school, etc.



In training, Dr. Set Seng, Director of the Phnom Penh Teacher Education College, gave an opening remark.

In his speech, he hopes that all lecturers who are attending the school health training will become the National Trainers of school health in the future and educate other teachers at other educational institutions.

He added, the health room at Phnom Penh and Battambang Teacher Education College could become a good model for other schools in Cambodia.

Health room



In the 10th School Health Training, Ms. San Sreyry delivered a presentation about the function of the health room and the difference between clinical health in the hospital and school health.

Moreover, Mr. Pall Chamroen explained the plan for health checkups for the TEC students and how to analyze the data by using an ICT tool called the “Kobo Toolbox”.



Ms. Ueno Marie also talked about the school's health room concept. The role of health room in the school is to support the children, teachers, and guardians' health. Giving First aid is not the same as giving patients treatment. There are various important things to giving first aid to students such as (1) accepting their feelings and making them get relieved (2) giving a small lecture on first aid and letting them learn how to treat themselves (3) recording the injuries and its cause and making sure the school safety. So we need to think about school health activities in the education context.



Health Room is a new concept in Cambodia. It's important to think about how educators contribute to supporting children's health and growth in school settings.

In this training, we did role plays on the topics that might happen in School Health-related matters. School Health has not yet started in the actual classroom in Cambodia, but when it does, we don't know what will happen. We hope that School Health lecturers will incorporate role play into their classes at Teacher Education College, so that even in such a situation, teachers will be able to calmly respond in a variety of ways.



Let's play!!!

Case 1. AA Primary School



Story

- In a morning at school, a Grade 6 female student was surprised seeing her shorts in toilet, she didn't know the reason but her menstruation has began.
- The student came to Health Room because she worried about her disease.
- Her teacher is male, Health Room teacher is female.
- She lives with only father and elder brother and no knowledge about menstruation, she didn't have menstruation pad.

Role play: How do your school respond to the female student and solve this problems?

Let's play!!!

Case 2. BB Lower Secondary School



Story

- After class in a day, 2 of Grade 7 male students were smoking tabaco in the back of Health Room.
- One student brought tabaco from his home which he stole from his elder brother and gave it to another student to try.
- The student who brought tabaco smoked not the first time.
- Teacher in charge of Health Room found their smoking.

Role play: How do your school solve this problems?

There were 4 type of cases:



All of the performance by School Health lecturers were awesome!
Especially, their original scenario were sophisticated to lead the solutions.



Lesson Study is described by Wikipedia as follows:

Lesson study (or *jogyō kenkyū*) is a teaching improvement process that has origins in Japanese elementary education, where it is a widespread professional development practice. Working in a small group, teachers collaborate with one another, meeting to discuss learning goals, planning an actual classroom lesson (called a "research lesson"), observing how their ideas work in a live lessons with students, and then reporting on the results so that other teachers can benefit from it. (https://en.wikipedia.org/wiki/Lesson_study)

In short, it is a practical study in which teachers work together to develop better classes, using actual classes as materials, and not simply writing lesson plans (plans). It is the practice and mutual evaluation (Do/See) of open live classes to upgrade teachers' competence as professionals in teaching. However, learning in the classroom is for the children, and the children are the main actors and agents. The teacher is a facilitator and supporter of the children, who are the main actors in the learning process (care/facilitation). However, the relationship between the teacher and the taught is not equal, so training and reflection on the relationship between the teaching and the children's learning process are necessary to actualize student-centered education (training/reflection). The purpose is to develop the ability of teachers, not to determine the superiority or inferiority of teachers.



Jogyō kenkyū in Japan has a long history of about 150 years, born in the unique Japanese culture along with Japanese modern education. According to Professor Kiyomi Akita of the University of Tokyo, *jogyō kenkyū* (the lesson study) was introduced as a lesson study by American researchers in the late 1990s, and is now practiced in more than 50 countries. On the other hand, it has been pointed out that lesson study does not always function well, based on the actual state of lesson study in Japan and in the United States.

In particular, it is pointed out that various difficulties are involved in the practice at school sites overseas, where ideologies, cultures, educational systems, and educational environments differ greatly from those in Japan.

Why does this project conduct lesson study in Cambodia?



Why does this project conduct lesson study in Cambodia?

Dr. Asakura will share his opinions in the next news letter!



SHCC Lecturer Awards 2022.




The Best Clean Classroom Award



BTEC



The Best Health Room Environment Award



PTEC



The Best Speech Award



Mr. Bin Chhom



The Best Poster Creator Award



Ms. Oum Rithsya



The Most Active Attendance Award



Mr. Chan Ra



Ace of Initiative Award



Ms. Chhom Kunthy



The Best Motivator Award



Mr. Set Seng



The Best Leadership of School Health Agenda Award



Ms. Lam Bunmakara



The Best Health Room Manager Award



Ms. San Sreyry




Feedback and Idea Giver Award




Mr. Srey Khivsokhom



The Best Attention Award



Ms. Sao Moline



The Best Communicator Award



Mr. Sam Chanphirun



The Best Creative Teacher Award



Mr. Mao Veasna



Rising Star Award



Ms. Nak Pechleakhna



Positive Thinker Award



Ms. Heng Tola



Walking Encyclopedia Award



Ms. Lok Solinda



The Best Coordinator Award



Mr. Hout Sinourn



The Best Team Player Award



Ms. Pheng Saray



Working Mother Award



Ms. Nouv Sophal



Linguist Award



Ms. Hour Khim



The Most Punctual Person Award



Ms. Sar Somnea





Thank you for all working hard to promote School Health in Cambodia.
We are one team! Let's try to move further forward in 2023!!



Internship in SHCC project



PHENG Sreyneath

My name is Pheng Sreyneath. I work as a technical staff at Stung Treng Regional Training Center for Health. Currently, I am a second-year student of Master of Public Health.

I am excited to be able to intern for the school health project. I am eager to learn and contribute to this project to improve school health and the development of Cambodia's health sector. School age is the essential stage of a child's life. The school health program plays a vital role in health education and promotion during critical childhood and adolescence. It helps children develop their character, skills, attitudes, and physical and mental health. Regarding this internship, I would like to share my knowledge and abilities to improve the state of school health programs and health education to support children's health for Cambodia's future.

Project's student supporters



MIYAJI Yuriko

Hello. My name is Yuriko Miyaji.

When I was in high school, I was a member of the Japanese drum club.

My favorite thing to do is to experience traditional Japanese performing arts.

Through this project, I would like to learn about health education in other countries, compare it with Japan, and broaden my own perspective on health education.

I look forward to working with you in the future.



NAKAE Mizuki

I'm a year 2 at Tokyo Gakugei University now. I am learning about children's health. I'm in the cheer dance club at university. I would like to dance a Cambodian traditional dance. I lived in Vietnam when I was a secondary school student. I love delicious food from Southeast Asia, so I'm really looking forward to eating Cambodian food.