

## **EXPERIENTIAL LEARNING - DEVELOPING PROSOCIAL STUDENTS OF THE DEPARTAMENT OF HEALTH EDUCATION FACULTY OF EDUCATION, MASARYK UNIVERSITY IN BRNO**

The paper describes the innovations that we have implemented in the Department of Health Education Faculty of Education, Masaryk University in Brno and are focused on the development of prosocial students. These include activities related to experiential learning courses on first aid, and currently with the prevention of the syndrome of old age. Innovative teaching leads not only to an increase in the health literacy of students, but also – in the framework of experiential learning – a deep personal experience. Furthermore, in the paper we deal with the possible implementation of these activities into the school curricula of primary schools – especially (but not only) in the educational area of Humans and Society (Civics) and the cross-cutting theme of Personal and Social Education.

Since 2010, experiential learning has especially focused on teaching first aid, but is now also used in preventing the syndrome of old age.

The skill to provide first aid is the skill of saving lives. Research shows (Reissmannová 2010), that knowledge and skills in this area are not sufficient and it is necessary to strengthen the teaching of first aid at all school levels.

First Aid is taught at the Faculty of Education MU, particularly the Department of Health Education, which is included in the program of the mandatory First Aid Course (1st year bachelor's degree program) and First Aid in the school environment (1st year master's degree program).

Teaching in these subjects are based on lectures and seminars, which are based on the elements of experiential pedagogy and methodology at Vacation School Lipnice, namely ZDRSEM (ZDRSeM, Výuka první pomoci zážitkem) (Medical seminar). We work with simulations of first aid situations that allow students practicing techniques to reduce the stress arising from these situations, and in real situations, and more effectively implement first aid procedures.

Also, all students studying for the 2nd grade of primary school (all fields) Faculty of Education are trained in first aid, but only in the form of lectures and a compulsory Fundamentals of Health Sciences (1st year bachelor's degree program) course, as well as students in the field of teaching in the 1st grade of primary school and kindergarten teacher (daily and combined studies).

In addition to their own teaching of first aid, we propose the implementation of first aid in all subjects that are taught in the second grade of primary school and by strengthening education on this issue.

Before the implementation of the proposal we first had to examine the content analysis (non-quantitative character) of the Framework Educational Programme for Basic Education (Reissmannová 2010: 211; Hřivnová 2010: 151). We analysed the defined competencies and recommended a curriculum, which refers to first aid and its proposed possible implementation.

In deciding the general key competences (Metodický portál) relating to the issue of first aid and the development of prosocial behavior, we chose the following:

At the end of primary education, the pupil will:

- **Social and personal competence**
  - effectively cooperate,
  - if necessary, provide assistance or request it,
  - understand the need to work effectively with others to meet the task,
  - control and direct their actions and behaviour.
- **Civic competence**
  - be able to empathize with other people,
  - be aware of their rights and obligations inside and outside of school,
  - according to the situation, decide responsibly according to their capabilities and provide effective assistance; behave responsibly in crisis situations and in situations that threaten human life and health.
- **Problem solving competence**
  - perceive a variety of problem situations in and outside of school, recognize and understand the problem, think and plan a way to solve problems through their own judgment and experience,
  - practically verify the correctness of problem solving and best practices applied in solving similar or new problem situations,
  - think critically, make prudent decisions and be able to defend them, will be aware of the responsibility for their decisions, and will evaluate the results of their actions.
- **Communicative competence**
  - express concisely, coherently and culturally in oral expression,

- listen to what other people say and understand them, then responding to them appropriately,
- use the acquired communication skills for good cooperation with others.

The issue of first aid in the RVP ZV is mainly contained in the educational areas concerning Humans and Health and Humans and the World of Work but it can also be implemented in all educational areas. Due to the content of the conference, we will specifically focus on the educational area of Humans and Society, while cross-cutting the theme of Personal and Social Education.

## HUMANS AND SOCIETY

The educational area of Humans and Society includes education on History and Citizenship Education. *Expected outputs:*

### **Student**

- evaluates and uses examples to demonstrate the importance of solidarity between people, express their options, as may be necessary, to help people in need and in situations of danger,
- applies appropriate forms of behaviour and communication in different situations,
- assesses and uses examples to demonstrate the benefits of cooperation among people in solving specific tasks,
- explains how to use a realistic understanding and evaluation of their own personality and potential to positively influence their decision,
- assesses the influence of personal characteristics to overcome barriers,
- complies with all legal provisions that apply to the situation, and is aware of the risks of violating them.

### **Curriculum**

- human encounters – human solidarity, helping people in need, needy people in society,
- relationship between people – interpersonal communication,
- principles of human coexistence – ethics and morality, rules of conduct; benefits of human cooperation,
- inner self – perception, experience, personal value system,
- infringement – types of unlawful conduct and sanctions, criminal liability; violations of traffic regulations.

### **Possible implementation**

- emphasise the moral and legal obligation to provide first aid,
- importance of cooperation and solidarity,

- appropriate communication in crisis situations,
- situational first aid used to diagnose feelings, qualities, prejudices, fears, be used as a model situation – first aid provided by a friend and the homeless,
- obligation to provide first aid and the penalty for failure to provide it.

## CROSS- CUTTING THEMES

Cross-cutting themes in RVP ZV circuit current problems of the contemporary world and are an important and integral part of basic education.

Cross-cutting themes are *a compulsory part of basic education*. In educating, the school must include all topics listed in 1st and 2nd stages at RVP ZV.

In basic education, cross-cutting themes are defined in: Personal and Social education; Education for a democratic citizenship; Thinking in European and global contexts; Multicultural Education; Environmental Education; Media Education.

## PERSONAL AND SOCIAL EDUCATION

The cross-cutting theme *Personal and Social Education* in basic education emphasises the formative elements, focuses on subject and object, and is used in practical and everyday life and it enables the pupil to form practical life skills. Contribution to the development of cross-cutting theme of the Pupil.

*In the area of knowledge, skills and cross-cutting theme:*

- leads to understanding oneself and others; helps to manage one's own behaviour; develops basic skills of good communication; creates and develops basic skills for cooperation; to acquire essential social skills to deal with complex situations (eg conflicts).

*In the area of attitudes and values cross-cutting theme:*

- leads to an awareness of the value of cooperation and assistance; leads to an awareness of the value the diversity of people, views and approaches to problem-solving; contributes to an awareness of the moral dimensions of various types of human behaviour.

All themes are made practically through the use of games, exercises, model situations and relevant discussion. Capability development and understanding-exercise problem solving skills:

- self-awareness and self-esteem – my body, my mind (temperament, attitudes, values); what I know about myself and what I am not; a reflection of myself in my behaviour; my relationships with other people;

- self-regulation and self-organisation – exercise self-control, self-regulation of behaviour and experiences, willpower;
- mental – skills for managing stressful situations (rational problem-solving, relaxation, effective communication, etc.); seeking help when in trouble;
- creativity – exercises for developing the basic features of creativity (flexibility of ideas, the ability to see things differently, sensitivity);
- interpersonal relationship – empathy and view of the world through another, support, help;
- communication – body language, speech sounds and words, the language of human actions; exercise observation, empathy and active listening; communication skills both verbal and nonverbal dialogue (dialogue, its rules and procedures, types of dialogue); communication in different contexts, effective strategies: assertive communication, communication defense against aggression, open and positive communication;
- cooperation and competition – developing individual skills for cooperation, development of social skills for cooperation (clear and respectful communication, conflict resolution, submission, management and organisation of work groups);
- problem – solving and decision-making skills – skills for problem-solving and decision-making in terms of different types of problems;
- values, attitudes, practical ethics – analysing their own and others' attitudes, values and their influence on human behaviour; creating awareness of qualities such as responsibility;
- helping and prosocial behavior (expected return); decision-making skills in ethically problematic situations of everyday life.

## POSSIBLE IMPLEMENTATION

The cross-cutting theme of *Personal and Social Education* is, in our opinion, an ideal subject in which pupils can discuss the ethical and moral aspects of first aid. Developing communication skills and collaboration are key in providing first aid, so important skills continuously, actively and consciously develop. It is also necessary to direct students to the fact that sometimes it is necessary to assume a leadership role and sometimes be a subordinate, neither of which is as important as the role of rescuer in first-aid; someone who will take the lead role, cooperate with rescuers, and who are active listeners.

Also, in other educational areas, to meet with the elements in the development of prosocial behaviour in relation to the first aid presented here.

## HUMANS AND HEALTH

### Aims of the education field

Education in this educational area focuses on the formation and development of pupils' key competencies by guiding pupils to:

- recognising health as one of the most important values in life,
- linking behaviour and activities related to health and healthy interpersonal relationships, the basic ethical and moral attitudes, willpower, etc.,
- active participation in activities promoting health and community health promotion activities at school and in the village.

### Health Education

*Expected outcomes for the 2nd stage:*

#### **Student**

- respects the accepted rules of coexistence among peers and partners; positive communication and cooperation,
- assesses the various ways of human behaviour in terms of responsibility for their own health and the health of others, and draws them from personal liability in favour of active health promotion,
- demonstrates a responsible relationship to oneself,
- if necessary, seeks professional help for themselves or others.

#### **Curriculum**

- relationship and rules of coexistence within the community,
- compliance of health and safety – safe school environment, health protection during various activities, traffic safety, knowledge of traffic rules,
- self;
- self – regulation and self-organisation activities and behaviour – exercising self-reflection, self-control, and coping with difficult situations;
- interpersonal relationship, communication and cooperation – empathy; active listening, dialogue, effective and assertive communication and cooperation in various situations;
- moral development – exercise taking value of attitudes and decision-making skills; problem-solving skills in interpersonal relationships; supportive and prosocial behavior.

## LANGUAGE AND COMMUNICATION

### Czech Language and Literature

#### *Expected outcomes*

##### **Student**

- respects the basic rules of communication in conversation,
- correctly leads a dialogue, telephone conversation,
- communicates in a polite, concise, and uses linguistic resources suitable for a given communication situation.

##### **Curriculum**

- listening – listening practice (expressing contact with a partner, teaching empathy); listening material (attentive, focused, active – recording heard, responding questions),
- speaking – expression depends on the communication situation; greeting, salutation, prayer, the beginning and the end of the dialogue, alternating roles of speaker and listener.

##### **Possible implementation**

- practise listening – situation: communication injured – rescuer (rescuer listens to the injured, rescuer – dispatcher (skits where rescuer listens to the dispatcher), listening to the teacher – explaining, assigning tasks,
- speaking – training activation of IRS (telephone) conversation injured – rescuer, rescuer interview – dispatcher use of photographs, video, film – PP situation – extra-linguistic means (facial expressions and gestures of people and rescuers) – the possibility of using pictures in the first aid manuals.

### Foreign language

#### *Expected outcomes*

##### **Student**

- understands simple instructions and sentences, and responds appropriately actively participates in simple conversations, greets and says goodbye to both an adult and a friend, provides the required information.

##### **Curriculum**

- rules of communication in everyday situations – greetings, thanks, introductions,
- easy communication – addressing, responding to salutation, greeting, prayer, request, request for assistance, service information.

##### **Possible implementation**

- training situation – practise talking with the dispatcher, interview with handicapped-find out what happened, how they feel, practicing first aid situations-communication in cooperation with rescuer.

## THE HUMAN AND THEIR WORLD

The educational area **The Human and Their World** is the only training area in the RVP ZV, which is specifically designed for the first stage of basic education. This educational area contains several topics including the circuit *The Human and Their Health* containing outputs relating to first aid.

Successful education in the region is the pupils' own experience of model situations when acquiring the necessary skills, behaviour and decision-making. This significantly contributes to the teacher's personal example.

*Expected outcomes – 1st period*

### **Student**

- observes basic hygiene regimen and other preventative health habits using knowledge of the human body; exhibits appropriate behaviour and activities related to health,
- if necessary, asks for assistance for themselves or for another child.

*Expected outcomes – 2nd period*

### **Student**

- follows the rules for coexistence at school between boys and girls in the family, in the village (town),
- evaluates specific human activities with relation to the environment and distinguishes activities that can either help or harm the environment and human health,
- applies purposeful behaviours in situations that threaten health and the simulated model emergency situations.

### **Curriculum**

- family – employment,
- coexistence of people – interpersonal relationships, communication, assisting the sick,
- human behaviour – the rules of etiquette,
- law and justice – infringement,
- personal safety – safe behaviour in a risky environment, safe behaviour in traffic as pedestrians and cyclists, support services,
- situation of collective threat.

### **Possible implementation**

- stories about situations where someone needed first aid,
- employment of parents – paramedic, doctor, nurse,
- first aid in emergency situations.



## DRAMA IN EDUCATION (COMPLEMENTARY EDUCATIONAL FIELD)

Drama in Education is an ideal field in which the dramatisation of different first aid situations are used; pupils and students will learn the role of victim and rescuer, will experience the feelings associated

Teaching first aid, according to research results (Reissmannová 2010: 211) insufficient, or not sufficiently effective. So what can you do to increase the effectiveness of teaching? What are theories of education on which they are based and what teaching methods are more effective in the classroom for teaching use?

The main sources of inspiration from which the creation of the psychological aspects come from is the publication by Bertrand (Bertrand 1998: 247, Pash 1998: 416), Kalhous and Obst (Kalhous, Obst 2002: 447), and Maňák and Švec (2003: 219). We were also inspired by methodology, which include a detailed description of the methodological recommendations for the teaching of PP and also personal participation in the course *First Aid experience* Vacation School Lipnice (Prázdninová škola Lipnice (PŠL); ZDRSeM, Výuka první pomoci zážitkem).

In terms of theories of learning, we are interested in the cognitive psychological theory of constructivism representing the social and cognitive theory of cooperative teaching and learning. The teaching methods are mainly methods of skills – practical (making skills), activating (problem solving, situational and staging method), and comprehensive learning methods (group and cooperative learning, critical thinking).

The following text briefly acquaints the reader with the above-mentioned theories and methods, and outline issues relating to first aid.

### **The theories of learning prefer to teach first aid as follows: Constructivist teaching practices**

Also, we are interested in first aid, what preconceptions pupils or students have about the problem, whether it is the structure of the body of man or PP procedures. To make the learning effective, it is necessary to bring the student to the stage repeatedly, properly motivate them and show them that their current approach is inadequate and does not solve the problem. It is also necessary to enable the student to try out new knowledge in different situations; we can say that the more we experience something, the greater significance and meaning it has for us. In terms of first aid it is important in another aspect, Bertrand mentions the fact that learning difficulties are

often not hidden in the curriculum itself, but in ideas on how to explore and learn. There is a clear role for the teacher to be supportive to the student and *must design and implement such an educational environment that is necessary for the pupil attained the knowledge and to use them* (Bertrand 1998: 78). The moment when the teacher helps the student to realise the contradiction between their existing imprecise knowledge and reality is the key to learning.

### **Cooperative teaching and learning**

In the Czech Republic, cooperative learning is detailed by Kasíková (1999). When teaching first aid, deductive teaching is unavoidable, but to make it more effective, we should, in our opinion, add more inductive teaching and social forms of teaching.

In the teaching of first aid we can use a number of teaching methods, whether it be a lecture, explanation or instruction. These methods, however, are not, in our view, very effective because in the teaching of PP it is important to place emphasis on developing practical skills, further activating methods (method of problem solving, situational method and staging), and comprehensive learning methods (group and cooperative teaching method critical thinking).

### **Creating skills**

In the process of the formation, key skills are: updating the skills and experience of the students, orientation problems, active search for solutions, the variation of the conditions for the wider application of skills and transferring skills to new situations. Maňák and Švec (2003:219) state that for effective learning skills, there are suitable methods such as problem-solving, situational and staging methods, group and cooperative learning, project based learning and further, that the methods that we have created for effective first aid training.

### **Solving the problem (heuristic methods, discovery)**

For the first issue of helping us comes a draft appropriate for use in solving the Zelina (Zelina 1996) problem and these are: define the problem; be informed; create solution; evaluate solutions and implement solutions. The method of solving the problem is a closely related situational method, which applies to a broader scope of the problem.

## SITUATIONAL AND STAGING METHODS

Situational methods are applicable to a broader background of the problem, the real case of life with a specific, difficult phenomena causing the need to deal with them, requiring a committed effort to decision-making (Maňák, Švec 2003:219). This is a simulation of an event in which role playing and problem solving are combined, for example, by displaying real-life situations; it not only deepens the subject matter discussed, but reveals the feelings and actions of people. Now consider the experience in teaching first aid as essential, and one of our primary goals is to focus first aid training in this direction. More about staging methods and simulation in teaching PP can be found in experiential learning and methodological materials at NAPLNO (Metodická příručka k výuce tematiky) or ZDRSEM (ZDRSeM, Výuka první pomoci zážitkem). Information for staging methods (role playing and simulation) can be found, for example, in the publication Pasch (Pasch 1998: 243-247), Pasch which states, for example, what questions would you have ask a teacher in the preparation of a simulation. Simulations also use new teaching issues in the syndrome of age.

Currently, there is a growing proportion of the elderly population, and the very slowly growing younger generation. 80 % of seniors are able to live independently and it is therefore very important to maintain their fitness and the least manifested diseases associated with old age, but these are clearly preventable – it is all about overweight, osteoporosis, atherosclerosis, etc. Prevention of the syndrome of age should be started in the second decade of human life; however, this requires improving the health literacy of the population since childhood. Therefore it seems most effective to address this issue with future teachers.

In cooperation with the Faculty of Medicine of MU prof. Matějovská – Kubešová (chairwoman of the Czech Gerontology and Geriatrics Society and Head of the Department of Internal Medicine, Geriatrics and Practical Medicine) and Mgr. Kellner, we have designed several ways to educate students on this issue (primarily students of Health Education) and subsequently bring this issue to primary schools. These are the lectures and the important part is the ability to experience physical changes that are associated with the senior age, through a sophisticated system simulating age. Innovative teaching not only leads to increase the health literacy of students, but also – in the framework of experiential learning – a deep personal experience and an increase in sociality students (more on Pdf MU (Katedry výchovy ke zdraví).

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### Summary

The paper describes the innovations that we have implemented in the Department of Health Education Faculty of Education, Masaryk University in Brno and are focused on the development of prosocial students. These include activities related to experiential learning courses on first aid, and currently with the prevention of the syndrome of old age. Innovative teaching leads not only to an increase in the health literacy of students, but also – in the framework of experiential learning – a deep personal experience. Furthermore, in the paper we deal with the possible implementation of these activities into the school curricula of primary schools – especially (but not only) in the educational area of Humans and Society (Civics) and the cross-cutting theme of Personal and Social Education.

**Key words:** first aid, primary school, innovations