

# “A New Paradigm of Health Education. Reversing Risk-based Health Pedagogies.”

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## Health education - based on risk and prevention



Picture 1

## 1. Background

- Health education aims at *reversing the obesity epidemic* – an alarming threat to public health.
- Children’s everyday lives and bodies are predominantly regarded as a biomedical issue.
- Overweight children are monitored, regulated, and controlled through health courses in order to minimize health risks.

## 2. Hypothesis

- *Risk-based pedagogies* reduce health education to instructions on healthy diets and high levels of activity (Picture 1).
- A narrow concept of health undermines other health resources in the everyday life.
- Overweight children are competent agents, capable of identifying a healthy and risk-free life.

## 3. Research Design

- **Research objective:** To identify health educational potentials.
- **Observation:** 2 community-based health courses in Denmark for overweight children and their families.
- **Photo-elicitation interviews:** 39 overweight, courses-participation children. 385 photographs of everyday lives.

## 4. Results

- Risk-based pedagogies creates an *unproductive educational urgency*, which leaves health potentials unexplored.
- It is necessary to reverse risk-based pedagogies back to fundamental understandings of *learning as a reflexive process*.
- A *new paradigm of health education* emerges when resources (as opposed to risks) become the main educational focus.