Co-funded by the European Union

COMPASS COMPETENCE ASSESSMENT

Managing and taking care of oneself

Healthy eating habits in school

Matti Ryhänen, Finland

Backround

- School-lunch is free for students in finnish schools.
- Proper food and healthy eating habits are critical for learning.
- Healthy eating habits can be trained and learned in school.

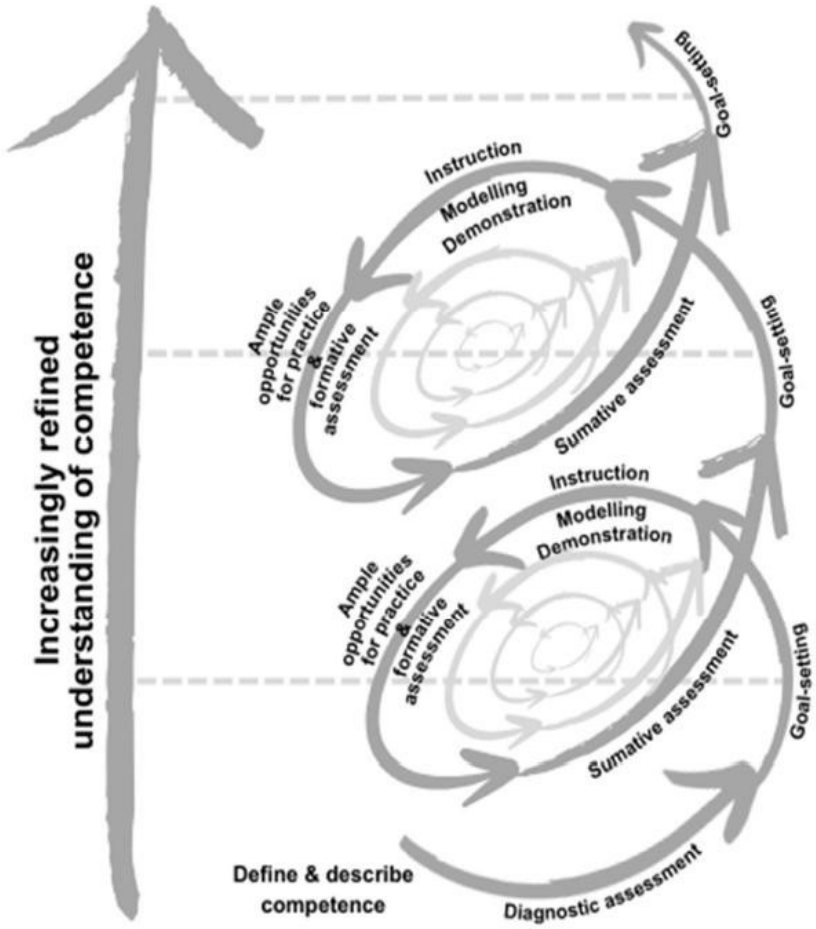
- This COMPASS-case:
  - 46 3rd graders in Oulu, Finland
  - 2 weeks duration
  - Daily practice

Stage 1: Define and describe competence

- Teacher-driven joint discussion with students about the competence.
- A mind map is created from the students' responses.
- It is a good idea to keep the mind map visible in the class during the project.

Questions for facilitating the discussion:

- What does *managing an taking care of oneself* mean?
- Why is taking care of yourself important?
- What do taking care of yourself and school meals have in common?
- What do school meals and learning have in common?



Stage 2: Diagnostic assessment

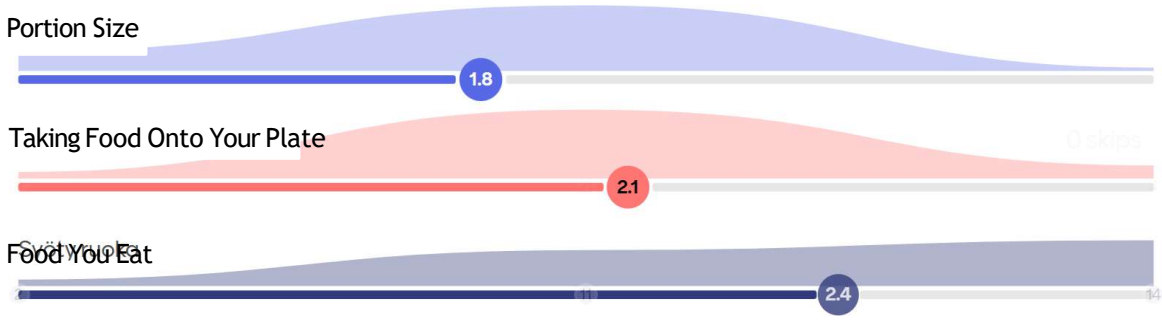
- Each student fills the self evaluation form. The goal is to get the data in quantitative form, so it can be analyzed more easily, concrete and objectively.

- Students respond privately by circling.

Portion Size	Taking Food Onto Your Plate	Food You Eat
1 My portion is usually too small or too large.	1 I only take the foods I like.	1 I usually don't eat anything.
2 My portion is usually just the right size.	2 I mostly take the foods I like, but also some of the other options.	2 I usually eat only bread and a drink, but not the hot meal.
	3 I take a little bit of everything and try to eat a healthy amount of each food.	3 I usually eat only the foods I like the most; the rest stays on my plate.
		4 I usually eat everything, even the foods I don't like
I want to improve my school meals by:		

Stage 2: Diagnostic assessment

- Students also entered their answers into *Mentimeter*.
- The answers were reviewed together, showing the class's overall averages.
- An individual student's answer is only visible to themselves.



Stage 3: Goal setting

Portion Size	Taking Food onto Your Plate	Food You Eat
1 My portion is usually too small or too large.	1 I only take the foods I like.	1 I usually don't eat anything.
2 My portion is usually just the right size.	2 I mostly take the foods I like, but also some of the other options.	2 I usually eat only bread and a drink, but not the hot meal.
	3 I take a little bit of everything and try to eat a healthy amount of each food.	3 I usually eat only the foods I like the most; the rest stays on my plate.
		4 I usually eat everything, even the foods I don't like
I want to improve my school meals by:		

- At the end of the form, students set a personal goal.
- The goal should be self-chosen so that it motivates them to work.
- Making the goals public is not recommended due to the possible sensitivity of the topic.

Stage 4: Instructing, Modelling, Demonstration

- The class collectively agrees on at what point of the day the development of the skill will be assessed.
- It is good to create a clear structure for assessment. A good moment is right after the meal.

Notes for students:

- honesty with themselves
- open-mindedness
- persistence
- committing to regular assessments

Notes for the teacher:

- A clear structure for self-assessment
- The schedule for the mid-assessment at the end of the first week
- Sensitivity regarding the privacy of setting goals
- Communication with homes about the project, so that learning can also be supported at home

Stage 5: Practice opportunities and formative assessment

- The form is completed at a mutually agreed time.
- A higher number indicates better competence.
- The forms can be printed for as many weeks as the project lasts.
- NOTE: Students should be reminded of their personal goals before each meal.

WEEK 1	Portion Size	Taking Food onto the Plate	Food Eaten
	1. The portion was too small or too large.	1. The portion was too small or too large.	1. The portion was too small or too large.
	2. The portion was just right.	2. The portion was just right.	2. The portion was just right.
		3. I took a little bit of everything and considered a healthy amount of each food.	3. I only ate the foods I like the most; the rest stayed on my plate.
			4. I ate everything, even the foods I don't particularly like.
MON			
TUE			
WED			
THU			
FRI			

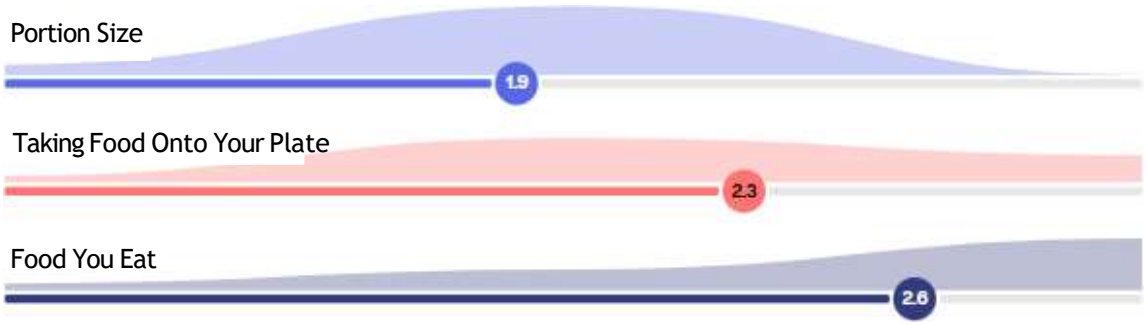
Stage 6: Summative assessment

- At the end of the project, the student completes a form similar to the one used at the beginning.
- If the project lasts several weeks, the form can also be used for a mid-term assessment.

Portion Size	Taking Food onto Your Plate	Food You Eat
1 My portion is usually too small or too large.	1 I only take the foods I like.	1 I usually don't eat anything.
2 My portion is usually just the right size.	2 I mostly take the foods I like, but also some of the other options.	2 I usually eat only bread and a drink, but not the hot meal.
	3 I take a little bit of everything and try to eat a healthy amount of each food.	3 I usually eat only the foods I like the most; the rest stays on my plate.
		4 I usually eat everything, even the foods I don't like
Compare your results to the goal you set at the beginning. How did you do?		

Stage 6: Summative assessment

- Students enter their results into *Mentimeter* so that the results can be reviewed anonymously at the class level.



Stage 6: Summative assessment

- Finally, a joint assessment discussion is held with the whole class.
- The goal is to bring out a variety of perspectives and experiences.
- The discussion should maintain a positive tone that encourages further practice of the skill.

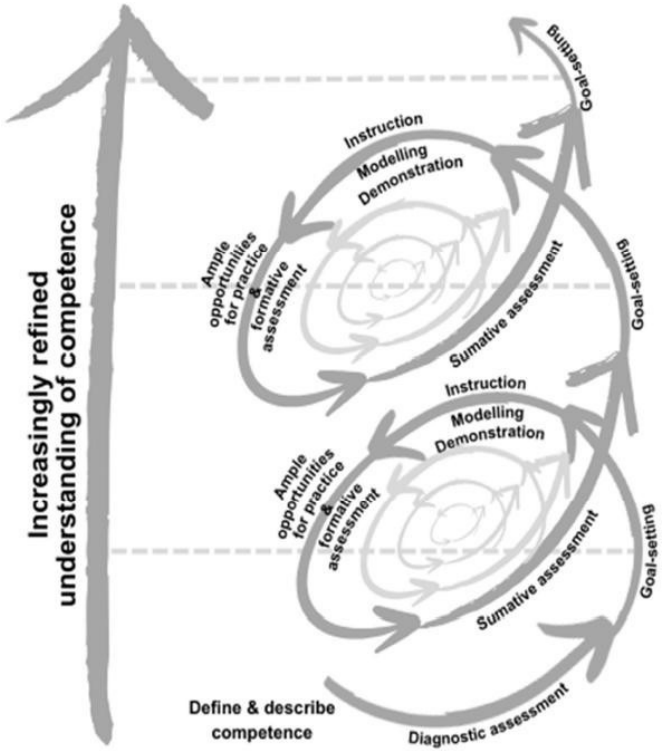
Supporting questions for the teacher:

- What can we observe about the development of different aspects of the skill in our class?
- What did you find challenging and what was easy for you?
- What effects have you noticed on well-being, energy levels, and learning?

Stage 7: New goals

- The student may continue with the same goal or create a new one.
- HINT: If appropriate, the goals can be made public, for example within small teams in the class, allowing peer learning and peer encouragement to be utilized especially during the formative assessment stages.

Learning goes on and on…



What did I learn about?

Myself as a teacher

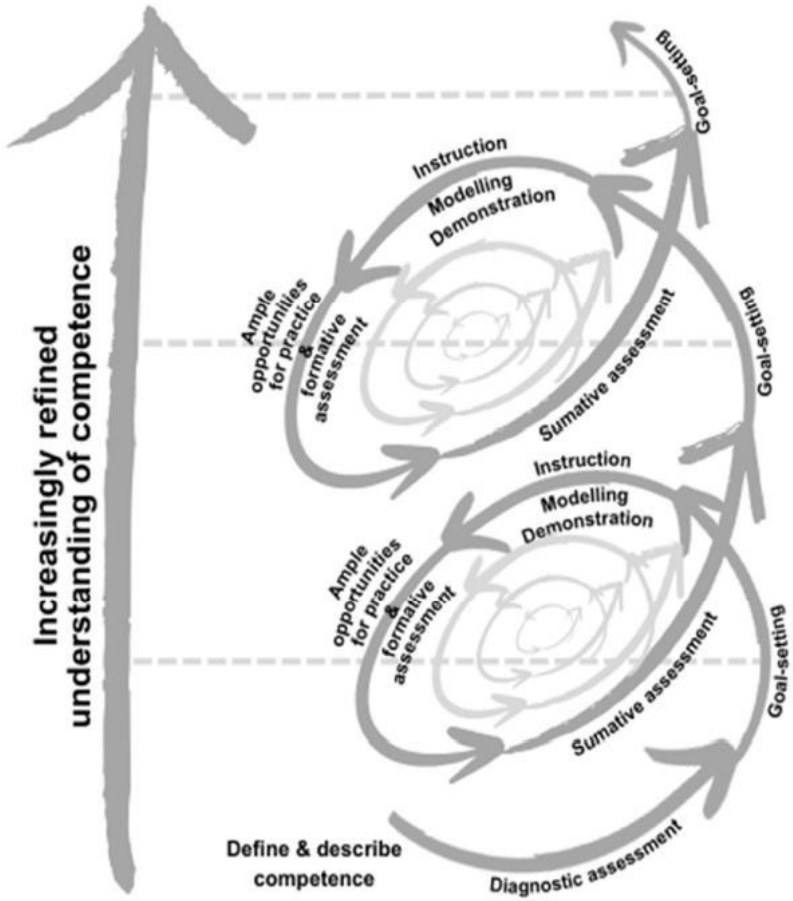
- Clear routines make it easier to carry out the project.
- A dialogical learning approach is effective.
- Skills develop slowly, so projects require time.
- Learning situations are often different from those where the focus is on a content objective rather than a skill.
- The foundation for development is created in the competence definition discussion.

My students

- Personal goals are motivating.
- Learning takes place entirely for oneself, driven by intrinsic motivation.
- The competence goal is perceived as meaningful.
- Seeing the overall situation of the whole class via *Mentimeter* is inspiring.

Recommendations for colleagues

- Try the model boldly!
- It is easier to focus on just one competence at a time.
- Use the content of subjects as a context through which the competence is practiced.
- Practice together with a colleague.
- Failures don't matter. Try, you might learn something new!



Contact

Matti Ryhänen
matti.ryhanen@eduouka.fi
Oulu, Finland

Also:

LinkedIn
Facebook
Instagram