

The New Story/Dialogue Method



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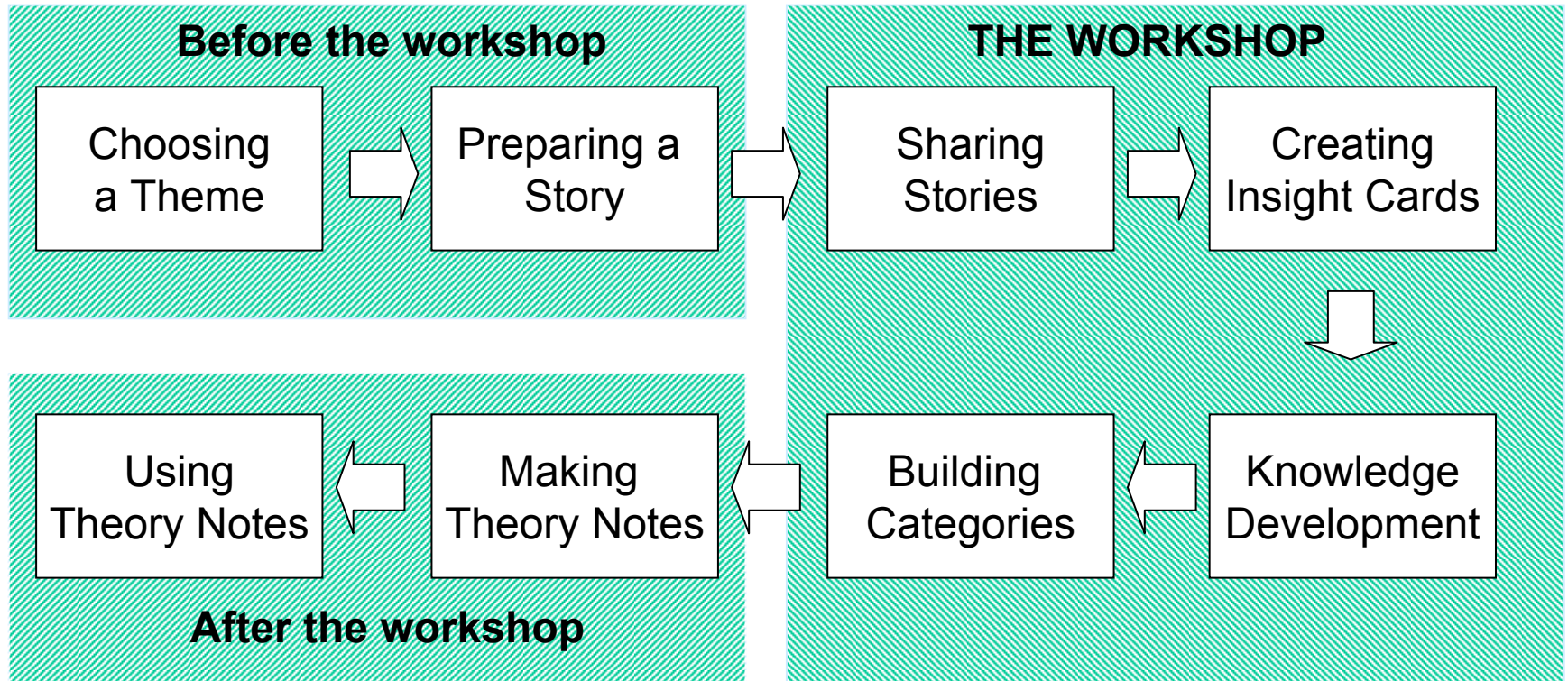
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The Method has two purposes:

- To **evaluate** Health Promoting activities and projects – and through this create more generalized knowledge about practice.
- To increase **empowerment** among the participants as a part of the process.



Theories connected to The New Story/Dialogue

- Empowerment (Paolo Freire)
- Participatory and action oriented health education (Bjarne Bruun Jensen)
- Appreciative Inquiry Theories (David Cooperrider)
- Affordances Theories (James Gibson)



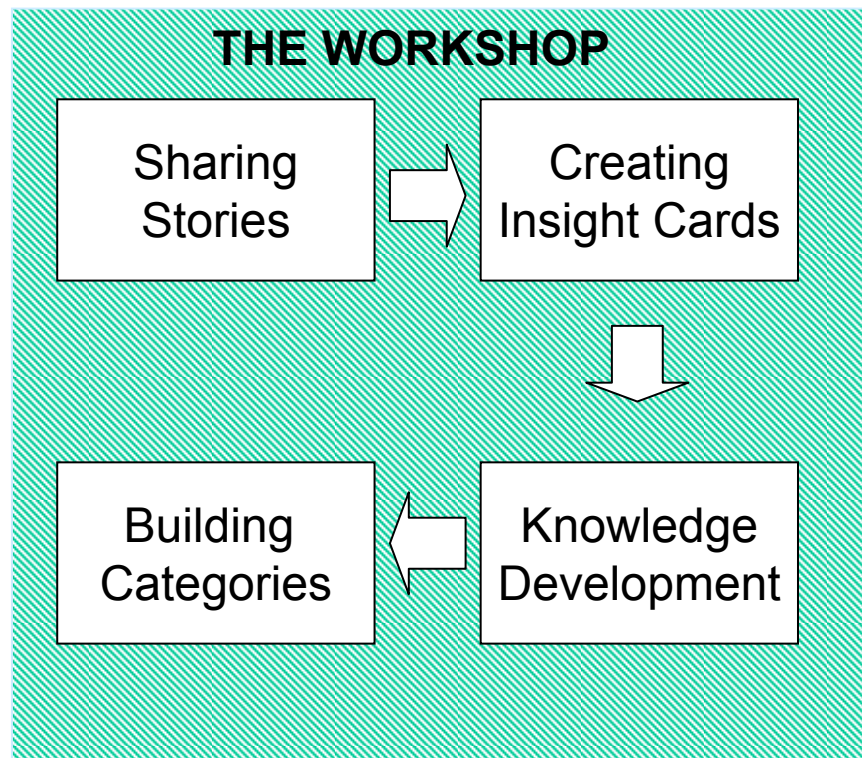
Insight Cards,
written on
balloons

New elements:
Playing elements
Creativity

Appreciative questioning
Affordances of the room

The method was tested on a group of five Danish children aged 12 to 15. They participated in a project for overweight children.





Examples of the Insight Cards:

- *” Practicing with my friends is more fun.”*
- *”When you compete with someone, you want to and can do more.”*
- *”Invite Mom and Dad to join in – they need to be healthy too.”*

The Results

The process and the dialogue increased the children's

- motivation and participation
- ability to develop creative visions
- critical sense

The method shows positive perspectives for assessing action competence in a group of children.

Literature

- Pedersen, Ulla (2008): *Story/Dialogue – nyt redskab til evaluering af børns handlekompetence*. Download: [http://ucsyd.dk/fileadmin/user_upload/viden_udvikling/sundhedsfremme/publikationer/masteropgaver/Story Dialogue metoden - Ullas masteropgave.pdf](http://ucsyd.dk/fileadmin/user_upload/viden_udvikling/sundhedsfremme/publikationer/masteropgaver/Story_Dialogue_metoden_-_Ullas_masteropgave.pdf)
- Pedersen, Ulla (2009): Vurdering af Story/Dialogue-metoden som evalueringsmetode inden for sundhedsfremme. I: Carlsson, M.; Simovska, V.; Jensen, B.B: *Sundhedspædagogik og sundhedsfremme. Teori, forskning og praksis*. Århus Universitetsforlag. Side 83-99
- Labonte, R. et al (1999): A story/dialogue method for health promotion knowledge development and evaluation. *Health Education Research*, vol.14, no.1, p. 39-59



Thank you for listening!
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