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### ***Prevention of School Health: Location dilemmas and Role Playing***

Health is protean, admits colorful performances; but it is now widely shared that health is not limited to physical otherness or diseases, which would refer to the old dualism, and thus increase discrimination of any kind. Because according to the WHO (World Health Organization), "health is a state of complete physical well-being, mental and social well being and not merely the absence of disease or infirmity." In addition, it is also the order of the subjective and relative.

Now, when we are young – and the context of life (intra personal, socio-cultural, economic, family ...) – it is not easy to take care of yourself (addictions, risk-taking, activities risk, poor diet, lifestyle, etc.). Because the objective risk does not make sense again, is not appropriate, there is a "time inconsistency" the risk is too remote to be concerned. For example, some effort to be made in it is this worth accomplished face an uncertain future earnings? Uncertain benefit because too far away for the young hope - maybe - reach? By analogy, the dilemma often recurrent in daily life, between immediate pleasure and that deferred.

It would then increase the "shadow of the future to the present" (Axelrod, 2006) ; is the price that is more easily convince students and their families, as well as teachers to combine health at social practice without any excesses, or danger to the welfare and well-becoming of all. Therefore, the health education will pass through the filter of the "moral hazard" (Dugas, 2014), if it is to change bad habits, even his *habit* of life, feeling a little bit the fear of the effect of poor health in the broadest sense of the term. This perception will be exercised in appropriate educational situations and controlled, where the stakes - health capital - is palpable. For example, in role playing (Tisseron, 2010 ; Loyer and Dugas, 2014), *serious game* to develop relational empathy (welfare) or in situations *in vivo* secured by the teacher, but not perceived as such by the student so that they become aware and / or feel the danger (traffic safety, for example).

These "played" situations could create greater reflexive analysis by the young and, therefore, short-term decisions more in line with the intended effect as those obtained by a moralizing. In short, we can learn not to play with his health, but it requires regular education, inserted into a dynamic teaching approach. Faced with subjectivity, emotions of an individual, his life context, the choices are often not rational and optimal. We know, thanks to scientific advances, the emotions guide our reason, our decisions are not always the result of a coherent reasoning, conscious and exclusively rational, but he obeys hunches, choice, multiplying risks ... But it is also good to take the risk to themselves and dare to dare others.

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