Creating Healthy Communities

A classroom resource to promote healthy living locally and globally. This resource is a part of the WE Schools WE Give Health campaign.

Grades 1 to 3
American Edition
Dear Educator,

Welcome to the WE movement. We are so glad you've joined us in our mission to inspire, educate and empower students to find their place in the world. Throughout the last two decades, educators have stood by us. With over 16,000 schools thriving in WE Schools, we are delivering impressive results in academic engagement, like skills and civic engagement. Through experiential service-learning, students engage in collaborative learning and independent reflection. As a result, students become more engaged in local and global issues.

We know that being in good health is a vital part of families in developing communities pulling themselves out of poverty and it is a vital part of a young person's ability to change the world. Good health is not just the absence of illness or disease, it is a careful balance of a personal capacity to function well physically, mentally, socially and spiritually in order to live in the full range of their potential.

Creating Healthy Communities is designed to help students learn how health is promoted, restored and maintained locally and globally. Students will examine aspects of health; resources, systems and infrastructure in their community; and the important role physical activity has in mental health.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn, and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the passion to bring WE into your classroom. We are honored and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,

Craig and Marc Kielburger
Co-Founders, WE
Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

The Four Steps of WE Schools

1. Investigate and Learn
   Students explore topics related to a real-world challenge or opportunity.

2. Action Plan
   Students develop a plan to implement their service-learning project, including one local and one global action.

3. Take Action
   Students implement their action plan.

4. Report and Celebrate
   Students present the results of their service-learning initiatives.

What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It’s a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community’s needs.

Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: WE.org/we-at-school/we-schools/

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students’ attention to new interpretations of events and provide a lens through which service can be studied and interpreted.
Creating Healthy Communities Overview

More than half of early childhood deaths worldwide could be prevented with simple and affordable health care. Yet millions of families around the world don’t have access to health care. By taking part in the WE Schools WE Give Health campaign, students can help transform developing communities into healthy communities by exploring how health is promoted, restored and maintained in their lives, their communities and around the world in WE Villages communities.

Lessons are customized to suit developmental stages as well as align with curricular expectations for health and physical education. Each lesson is designed to empower students to make positive health decisions and apply their knowledge to help build healthy communities on a local and global scale. Students will have the opportunity to reflect on their health habits and explore the physical and mental health benefits of maintaining an active lifestyle. Students will examine the barriers to health locally and globally. The lessons are grounded in the WE Learning Framework, ensuring students develop the core skill sets that help them achieve learning goals and become global citizens.

Rationale

Walgreens is America’s most loved health and beauty retailer, focused on providing communities with superior customer service and championing everyone’s right to be happy and healthy. With a history that spans more than a hundred years, Walgreens’ focus has always been to understand and serve the many needs of their customers.

Walgreens has partnered with WE Charity on many initiatives, including this resource and the We Give Health campaign, to further their commitment to the communities they serve.

Together, we’re helping young people grow up healthy and happy so that they can change the world.

Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this lesson package successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include think-pair-share, mapping, graphic organizers, tableaus, carousel and class discussions.

Assessment strategies include exit and entry tickets, and reflection.

This classroom resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning the resource, visit your Teacher-Librarian, local library or school district resource center to get access to the resources.

Explore other resources and current campaign offerings at WE.org
Subject(s): Health and Physical Education

Recommended Grade Level: Grades 1 to 3

WE Learning Framework Skills:

Essential Questions:

► How is good health promoted?

► How can health be improved in communities, locally and globally?

► How can good physical and mental health and well-being be maintained over time?

Word Bank

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Hygiene</td>
<td>Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.</td>
</tr>
<tr>
<td>Maintain</td>
<td>Cause or enable a condition or situation to continue, keep at the same level.</td>
</tr>
<tr>
<td>Mental health</td>
<td>A person’s condition with regard to their psychological and emotional well-being.</td>
</tr>
<tr>
<td>Promote</td>
<td>Support or further the progress of something.</td>
</tr>
<tr>
<td>Restore</td>
<td>Bring back or re-establish to a previous situation.</td>
</tr>
</tbody>
</table>

Source:
Learner’s Dictionary [www.learnersdictionary.com](http://www.learnersdictionary.com)

Materials And Resources

- Chart paper and markers
- Appendix 1: Classroom Observation Forms
- Blackline Master 1: Good and Bad Hygiene Habits
Lesson 1:

**Promoting Good Health**

**Suggested Time:**
40 minutes (or 2 x 20 minutes)

**Learning Goals:**
Students Will:
- Explore the role of soap in hygiene practices
- Learn about the personal hygiene practices that promote good health

**Investigate and Learn**

1. Write the following question on the front board or on a piece of chart paper: What can we do to keep our bodies healthy?

2. As a class, brainstorm ways that students keep their bodies healthy. Suggestions might include: eating healthy food, getting enough sleep or going to the dentist or doctor.

3. Explain to students that one way we can keep our bodies healthy is to keep them clean.

4. Set up a display that has a bucket or dishpan with biodegradable glitter, a bucket or dishpan with plain water and a bucket or dishpan that has water and soap.

5. Form a circle with students. Invite two to four students to the display in the middle to demonstrate the benefits of using soap and water over just water when washing hands. Instruct the students to cover their hands in glitter. Have two students try to wash the glitter off using the plain water and the other two to try to wash the glitter off with soap and water. The result should be that the two students washing with plain water have more difficulty removing the glitter than the students washing with soap and water. Leave the materials out after the activity for students to explore on their own.

6. **Recommended Assessment For Learning:** Ask students: Was it better to clean hands with water or water and soap? Why do you think it is important to use soap when washing your hands?

7. Explain to students that the glitter represents the germs that live on our hands. Some germs can make us healthier by building up our immune system—the system that protects your body from diseases and infections. However, we want to lessen how many germs we have on our hands, especially after we go to the restroom, blow noses, sneeze or cough, and before we eat. Germs can be washed away by washing our hands with water and soap.

   - What are all the things that happen to Georgie when he doesn’t take a bath and wash with soap?
   - What should Georgie have done?

9. **Recommended Assessment As Learning:** Play a game of charades to help students identify and demonstrate good and bad hygiene habits. Cut out the actions on **Blackline Master 1: Good and Bad Hygiene Habits** and put them in a container for students to select from. Depending on the needs of the class, you may need to assist students. Explain to students that charades is a game where you pretend to do something without using words so that people watching can guess what you are doing. For example, if you select the activity *reading* you might pretend to read by sitting on a chair with an imaginary book in your lap, and move your hands like you are turning pages. You wouldn’t actually have a book in your lap, it’s all pretend.

10. **Recommended Assessment Of Learning:** Ask students to draw a picture of one healthy hygiene habit they learned about in this lesson. Record observations on the forms in **Appendix 1: Classroom Observation Forms**. Encourage students to take completed pictures home to post on the refrigerator as a reminder to keep healthy hygiene habits.

**Extension:** Show students “The Magic School Bus Meets Molly Cule” to help them understand the importance of using soap and water to get things clean on the molecular level. If a copy if not available in your school, ask your Teacher-Librarian for support.
Lesson 2:

**Restoring Health**

**Suggested Time:**
40 minutes (or 2 x 20 minutes)

**Learning Goals:**
Students Will:

- Learn about people and resources that support health restoration
- Explore the people and resources available in their community that support health restoration
- Examine resources available to help restore health internationally in a WE Villages community

**Recommended Assessment For Learning:** Ask students to share with a partner what they do if they are sick. Responses may include who or where they go to for help (e.g., their parents or guardians, the doctor, a clinic or pharmacy) or what they might do (e.g., take medicine, stay in bed).

**Recommended Assessment Of Learning:** Ask students what are the similarities between their community map and the map of the community in Kenya? What are the differences? Record observations using Appendix 1: Classroom Observation Forms.

1. Explain to students that even with good hygiene habits like washing your hands and staying clean, eating well, sleeping, and getting exercise, sometimes people get sick. There are many people and places to go when health needs to be restored so that you feel better.

2. Show students “The Magic School Bus Inside Ralphie” to share what happens inside our bodies when we get sick and how health can be restored.

   Ask students:

   a. How is Ralphie sick? (E.g., Ralphie has a fever, is coughing, has a sore throat, feels tired.)

   b. Why is Ralphie sick? (E.g., Ralphie has a bacterial infection caused by germs entering his body.)

   c. What does Ralphie do to feel better? (E.g., Ralphie sees a doctor [his mom], stays in bed, takes medicine, sleeps and rests.)

   d. What helps fight the bacteria making Ralphie sick? (E.g., medicine, energy from Ralphie’s body, white blood cells, antibodies.)

3. Draw a basic map of the local neighborhood to project for the class. Include landmarks like the school, police station, grocery store, etc. Include people, places and services in the community that support health restoration, such as doctors and pharmacists, walk-in clinics and hospitals, and ambulances. As an alternative, draw it on a piece of chart paper.

4. Project the map for students. Ask them to think about and identify the people, places and services that help people who are sick. Circle or highlight the local resources available in the local community.

5. Using the map of their neighborhood as an example, have students draw a map of a developing community in Kenya. This map will demonstrate that while health care looks different in other countries, we all need people, places and services to help us get better when we are sick. This community partners with WE Charity through WE Villages. Students should draw the following items on the map:

   a. School (where people are trained to have healthy hygiene habits like the ones students learned in the previous lesson)

   b. A few homes

   c. A mobile health clinic (similar to an ambulance, but serves as a mini hospital on wheels that goes to communities where there aren’t any hospitals)

   d. Clinic where doctors and nurses work

Educator’s Note: Every community—locally and globally—has different needs and resources that vary in availability and accessibility. There may be a need in your community for people and services to help restore health. Restoring health and restorative health services refers to returning health or re-establishing health to its previous situation.
Lesson 3:

Maintaining Mental and Physical Health and Well-being

Suggested Time:
60 minutes (or 3 x 20 minutes)

Learning Goals:
Students Will:

- Recognize the importance of physical and mental health and well-being
- Develop strategies to maintain physical and mental health and well-being over time

1. On the front board or a piece of chart paper, list the following activities. To provide additional support, display images alongside the words.
   - Running
   - Helping a friend
   - Reading
   - Playing video games
   - Riding a bicycle
   - Eating lunch
   - Completing a puzzle

2. **Recommended Assessment For Learning:** If in pairs, ask students to brainstorm and list all the body parts they would need to use to do each activity. Students can add their ideas to the front board, write them on sticky notes or create an individual list. Remind students not to forget their brain, heart, lungs and other internal organs as well.

3. Once students have had enough time to brainstorm, bring them back together and share students’ responses.

4. Pose the following questions to students:
   - What would happen if your arms or legs were hurt or not healthy?
   - What would happen if your heart, lungs or stomach were hurt or not healthy?
   - What would happen if your brain was hurt or not healthy?

5. Explain to students that all the different parts of our body help us to do the things we want to do every day and when our body or mind is hurt or not healthy, it can stop us from doing the things we want to do.

6. Explore one or more of the following books as a class to encourage discussion about the functions of the parts of the body and why it is important to keep our minds and bodies healthy:
   - *My Amazing Body: A First Look at Health and Fitness* by Pat Thomas, Barron’s Educational Series, 2002
   - *Me and My Amazing Body* by Joan Sweeney, Dragonfly Books, 2000
   - *Your Fantastic Elastic Brain Stretch It, Shape It* by Joann Deak, Little Pickle Stories, 2010

7. Divide students into small groups and provide each group with an image of the human body printed on legal size paper or larger. Challenge students to use words and pictures to record all the things they can do to keep their mind and body healthy. Encourage students to think about the things they already do that give them energy and help them feel positive emotions (e.g., happiness, joy, curiosity, love). As an alternative, display an image of the human body on the front board and give each group a large piece of paper to create their own mind map.

8. **Recommended Assessment As Learning:** When all groups have finished, display each of the papers on the front board and, using different colored markers, summarize or categorize the responses. Ensure that students have identified strategies in all of the following categories:
   - Physical Activity (e.g., spend time outside, get enough exercise, spend less time in front of screens)
   - Sleep (e.g., have a bedtime routine, sleep at least eight hours per night)
   - Nutrition (e.g., eat healthy foods like fruits and vegetables, drink lots of water)
   - Social Relationships (e.g., spend time with friends and family, help those around you)
   - Managing Stress (e.g., find an activity that helps you relax, take a break when you need to, talk to friends and family when you’re feeling strong emotions)

Sources:
“What Every Child Needs For Good Mental Health,” [www.mentalhealthamerica.net/every-child-needs](http://www.mentalhealthamerica.net/every-child-needs)
“Mental Health,” [www.healthychildren.org/English/Pages/default.aspx](http://www.healthychildren.org/English/Pages/default.aspx)
9. List the key strategies students identified on the front board or on a piece of chart paper.

10. Explain to students that they can use these strategies to make sure they keep their minds and bodies healthy. However, they can also help others stay healthy by sharing what they’ve learned.

11. As a class, choose one of the following options to give students an opportunity to demonstrate what they have learned and inform their school community about how to maintain their physical and mental health:

   • Design a poster collection: In small groups, have students create a series of posters highlighting each of the strategies from the list above.

   • Write a class big book: Divide students into pairs or small groups and encourage each pair or group to create a page showcasing one of the strategies for maintaining physical and mental health.

   • Create a role play or presentation: As a class or in small groups, develop a role play or presentation to inform the audience about ways they can maintain their physical and mental health. This role play or presentation could also be filmed and shared as a video clip.

12. **Recommended Assessment Of Learning:** Provide students with time to develop their poster collection, big book, role play or an idea of their own. Arrange for students to present their work to other classes, at a school assembly or in another space within the school.
Lesson 4:

WE Give Health

Suggested Time:
40 minutes (or 2 x 20 minutes)

Learning Goals:
Students Will:

• Explore ways to take action to raise awareness and funds for the WE Villages Health pillar
• Examine the consequences on the health of a community if it is missing one or more of the services and people that promote, maintain and restore health

Action Plan

1. Show students a video of Baraka Hospital to help them understand the resources available to nearby communities in the Kenyan Maasai Mara with the support of WE Villages. www.WE.org/stories/not-your-average-music-video-celebrates-the-baraka-hospital-and-improved-health-care-in-kenya.

2. Share with students WE Give Health, a WE Schools campaign that raises money for the WE Villages Health Pillar, visit www.WE.org/wegivehealth.

3. Keeping in mind what they have learned from the lessons, ask students the following questions:
   a. What does this campaign do?
   b. Why is this campaign important?
   c. How can we apply our learning of promoting, restoring and maintaining health to the campaign?
   d. How would participating in this campaign benefit our local community and communities around the world?

Take Action

4. Encourage students to sign up for the WE Give Health campaign by registering at www.WE.org/wegivehealth.

5. Before interacting on or using social media, review classroom and school guidelines. Before interacting with members of the wider community, review classroom guidelines on etiquette and respect.

6. Ensure students are actively participating and collecting data throughout the Take Action phase by recording observations on the forms in Appendix 1: Classroom Observation Forms.

Report and Celebrate

7. Have students share their learning process and actions they took with other students or another class. Students may examine how the three aspects of health work together to create a healthy community. Challenge them to make healthy choices that promote, restore and maintain good health for them and others around the world.
## Appendix 1: Classroom Observation Forms

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<tr>
<th>Classroom Observation Form 1</th>
<th>Lesson/Activity:</th>
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## Appendix 1: Classroom Observation Forms

### Classroom Observation Form 2

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Learning Outcomes</th>
<th>Lesson/Activity:</th>
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### Appendix 1: Classroom Observation Forms

#### Classroom Observation Form 3

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<th>Lesson/Activity:</th>
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<table>
<thead>
<tr>
<th>Observations</th>
<th>Questions/Concerns</th>
<th>Next Steps</th>
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### Blackline Master 1: Good and Bad Hygiene Habits

Cut out the following actions and place into a vessel for students to select from for charades.

<table>
<thead>
<tr>
<th>Wash your hands</th>
<th>Brush your teeth</th>
<th>Clean a desk by wiping it down</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cough into your hands</td>
<td>Wash your feet</td>
<td>Scrape your knee and keep playing</td>
</tr>
<tr>
<td>Clean your nails</td>
<td>Wash behind your ears</td>
<td>Cough without covering your mouth</td>
</tr>
<tr>
<td>Sneeze into your hands and touch the doorknob</td>
<td>Clean your face</td>
<td>Floss your teeth</td>
</tr>
<tr>
<td>Have a bath or shower</td>
<td>Mop the floor</td>
<td>Sneeze into a tissue or the crook of your arm</td>
</tr>
<tr>
<td>Brush your hair</td>
<td>Wash your hands before eating</td>
<td>Exercise</td>
</tr>
<tr>
<td>Bite your nails</td>
<td>Pick your nose</td>
<td>Drink water</td>
</tr>
</tbody>
</table>