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 9 to 12
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.

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.

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.

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 local and national causes.

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 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 9 to 12

WE Learning Framework Skills:

Essential Questions:

► How important is good hygiene to good health?
► How can health be restored 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>
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<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>
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<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>
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</tbody>
</table>

Sources for definitions:

- Oxford Dictionary
  www.en.oxforddictionaries.com

Materials And Resources

- Chart paper and markers
- Protractors
- Appendix 1: Classroom Observation Forms
- Appendix 2: Exploring Mental Health
- Blackline Master 1: SWOT Analysis
Lesson 1:

Promoting Good Health

Suggested Time:
60 minutes

Learning Goals:
Students Will:
• Learn about the personal hygiene practices that promote good health
• Explore the role of hygiene in international health programs

Investigate and Learn

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

2. As a class, brainstorm what students do to stay healthy. Suggestions might include: eating healthy food, getting enough sleep or going to the dentist or doctor.

3. Explain to students that one way to stay healthy is to have good hygiene.

4. **Recommended Assessment For Learning:** On a sticky note or card, have each student record the first lesson they remember learning about good hygiene; for example, washing your hands after going to the restroom. Have students post completed notes on the front board. Read the notes aloud and group similar lessons to demonstrate common knowledge among students.


6. **Recommended Assessment For Learning:** Using think-pair-share, have students discuss the following questions using evidence from the video or article. Write the questions on the board, or project them for student reference.
   a. Why did Miguel’s family and other community members drink water from the Napo river? Did they understand the possible consequences of drinking untreated water?
   b. Why couldn’t Nelly be treated at the local clinic?
   c. What did Miguel and the community learn from the loss of Nelly?

7. Encourage class discussion to help students understand that while Miguel and his family had little choice but to drink the contaminated water, it was unhygienic. Though we often think of hygiene as the personal behavior of washing and applying deodorant, hygiene is broader and includes conditions and practices conducive to maintaining good health and preventing disease. Good health is a general term that refers to an individual’s ability to function well physically, mentally, socially and spiritually to live in the full range of their potential.

8. Post the following questions—one on each piece of chart paper—around the room. Using the carousel technique, provide students with markers and ask them to circulate and respond to each question. If a similar response is already posted, add a checkmark in agreement. Encourage students to think broadly and specifically about the question before responding, to get a diverse selection of thoughtful ideas.
   a. How have hygiene practices evolved over time?
   b. How is good health promoted? (Consider who promotes good health locally, nationally and internationally, in your life and in the lives of others.)
   c. What might prevent someone from practicing good hygiene? (Consider local and global barriers people may face.)
   d. What are the consequences of bad or a lack of hygiene?
   e. Why is the promotion of hygiene important to good health?

9. Once everyone is finished recording their responses, ask for five volunteers to restate the question and summarize the responses. Does anything stand out or surprise students?

10. **Recommended Assessment Of Learning:** On an exit ticket, ask students to describe two reasons why good hygiene practices are important and two ways they can be promoted.
Lesson 2:

**Restoring Health**

**Suggested Time:**
60 minutes

**Learning Goals:**
Students Will:

- Investigate practices that help restore health that has been compromised
- Examine resources available to help restore health locally and internationally in WE Villages communities
- Reflect on the resources available in their community and identify who is responsible for restorative health services

1. **Recommended Assessment For Learning:** As an entrance slip, ask students to suggest three reasons why resources may not be available or accessible in communities. Then have them suggest one way to raise awareness about this issue. Write or display the following example.

   - Problem: Your community is rural or remote, making it difficult to recruit doctors. Solution: Create an advertisement to be run in medical schools or medical journals to raise awareness of your community’s need.

2. Tell students that even with good hygiene, people get sick. While it depends on need, availability and accessibility, there are many people and places to go to when health needs to be restored.

3. In groups of two to three, have students investigate and create a map of the people, places and services in their community that support health restoration. Examples may include: hospitals, dentists, pharmacies, homeopathic clinics, etc. Encourage students to conduct research by performing an in-person community walk or a virtual community walk with online mapping software and local online directories. Students may create a hand-drawn map or a digital map.

4. **Recommended Assessment As Learning:** Once students have created their maps, they should perform a SWOT analysis assessing the health restoration supports available in their community. A SWOT analysis examines the Strengths, Weaknesses, Opportunities and Threats. Students may use Blackline Master 1: SWOT Analysis to record their notes. Provide students with a few examples of each point of examination:
   a. Strengths—A plethora of people and services available to support health restoration, such as well-equipped hospitals, a variety of traditional and alternative medical practitioners and services.
   b. Weaknesses—A lack of resources, people and services or a lack of variety, such as only clinics and no hospital.
   c. Opportunities—An instance that may lead to a beneficial outcome. For example, an increasing population in the area could mean an increased need and market for new or expanded services.
   d. Threats—An instance that may lead to a negative effect or degradation of people and services. For example, an aging population may lead to an increased need in specific care that cannot be met or will put a strain on the existing resources.

5. Explain to students that when considering the health services available in a community, it’s important to consider mental health services as well. Share the following statistics with students:
   - Approximately one in five adults in the U.S.—43.8 million, or 18.5 percent—experiences mental illness in a given year.
   - Approximately one in five youth aged 13–18 (21.4%) experiences a severe mental disorder at some point during their life. For children aged 8–15, the estimate is 13 percent.
   - Individuals living with serious mental illness face an increased risk of having chronic medical conditions.
   - Just over half (50.6%) of children with a mental health condition aged 8–15 received mental health services in the previous year.

   **Source:** www.nami.org

6. Encourage students to return to their maps and their SWOT analysis and consider whether their community offers services for mental health restoration.

   **Educator’s Note:** To help students learn more about mental illness and restoring mental health, consider exploring the additional information and resources in Appendix 2: Exploring Mental Health.
7. Once students have examined the resources available in their community, have students examine the services and needs of communities in developing countries. Instruct students to visit the WE Villages Health Pillar page, www.WE.org/we-villages/health/. Alternatively, students may check out the countries WE Villages works in to examine how the Health Pillar is implemented differently in each country, www.WE.org/we-villages/where-we-work/.

8. **Recommended Assessment Of Learning:** Based on the information found on this page, instruct students to map a fictional community in one of the countries where WE Villages works. The community students map may be before or after WE partnered with them. With a partner, students should compare and contrast the examples of restorative health resources available in their community with that of their fictional international community. Ask students to discuss the possible consequences for people living in an international developing community that lacks resources.
Lesson 3:

Maintaining Mental and Physical Health and Well-being

Suggested Time:
120 minutes (or 2 x 60 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. **Recommended Assessment For Learning:** As students enter the class, provide them with an entry slip and ask them to respond to the following questions:
   - How would it impact you if one of your bones or muscles was not healthy or not working properly?
   - How would it impact you if your brain was not healthy or not working properly?

2. Once students have had time to respond, discuss students’ responses in pairs or as a class. Encourage students to consider why maintaining good mental health and well-being is just as important as maintaining good physical health and well-being.

3. Using the jigsaw strategy, divide students into home groups of five. Give students in each group a number from one to five and have students join others with the same number to form expert groups.

4. Ask each expert group to read one of the following articles to learn more about mental and physical health and well-being and to explore strategies they can use to maintain health and well-being over time.
   - “Ten Things You Can Do for Your Mental Health,” uhs.umich.edu/tenthings

5. Once students have read and discussed the articles, ask them to return to their home group and share what they learned with the members in their groups.

6. Provide each group with a piece of chart paper. Ask them to divide the chart paper in half and label one side Physical Health and Well-being and the other side Mental Health and Well-being.

7. Challenge students to use what they learned from the articles to create a list of all the strategies they could use to maintain their physical health and well-being and the strategies they could use to maintain their mental health and well-being.

8. **Recommended Assessment As Learning:** When all groups have finished, display the papers around the classroom. Using different colored markers, ask students to identify similar responses and begin to categorize them. Ensure that students have identified strategies in the following five categories:
   - Physical Activity (e.g., spend time outside get enough exercise, spend less time in front of screens)
   - Sleep (e.g., have a nighttime routine, sleep at least 8 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 experiencing stress)

9. List the key strategies students identified on the front board or on a new piece of chart paper.

10. Challenge students to select one of the strategies from the list and investigate and learn more about how and why the strategy supports mental and physical health and well-being. Remind students to only use reputable sources in their research and that all sources should be properly cited.

Sources:
“What Every Child Needs For Good Mental Health,” www.mentalhealthamerica.net/every-child-needs
www.healthychildren.org/English/Pages/default.aspx
“Mental Health,” www.aboutkidshealth.ca/MentalHealth

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11. **Recommended Assessment Of Learning:** Ask students to present their findings in one of the following formats:

- A written report
- A newspaper article
- A digital presentation
- An oral presentation or a video

12. Provide an opportunity for students to share what they have learned with the class and to discuss which of the strategies they plan to incorporate into their daily routines to support their own physical and mental health and well-being.

**Extension:** To help students learn more about the importance of maintaining both physical and mental well-being, consider inviting experts to the classroom to share information and answer students’ questions. These experts could be doctors, nurses, dieticians, counsellors, mental health support workers or elders from the community.
Lesson 4:

WE Give Health

Suggested Time:
60 minutes

Learning Goals:

Students Will:

- Explore ways to take action to raise awareness and funds for the WE Villages Health Pillar
- Explore 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 physical and mental 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 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 are the goals of this campaign?
   b. Why is this campaign important?
   c. How can we apply what we’ve learned about promoting, restoring and maintaining physical and mental 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 the 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 themselves 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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### 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

<table>
<thead>
<tr>
<th>Observations</th>
<th>Questions/Concerns</th>
<th>Next Steps</th>
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Lesson/Activity:
Appendix 2: Exploring Mental Health

According to the United States Department of Health and Human Services:
Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Many factors contribute to mental health problems, including:
- Biological factors, such as genes or brain chemistry
- Life experiences, such as trauma or abuse
- Family history of mental health problems
Source: https://www.mentalhealth.gov/

Did you know?
- One in 10 young people experience a period of major depression
- Suicide is the 10th leading cause of death in the United States
- Half of all mental health disorders show first signs before a person turns 14 years old

For more information about facts and myths around mental health and to find services in your local area visit: https://www.mentalhealth.gov/

- Check out the 10 Tools from Mental Health America to learn more about staying mentally healthy - www.mentalhealthamerica.net/
- Find more information on specific mental health issues by visiting the National Institute of Mental Health, www.nimh.nih.gov/index.shtml
- To understand how mental health affects adolescents and to find statistics about mental health in your state, visit: www.hhs.gov/ash/oah/adolescent-development/mentalhealth/adolescent-mental-health-basics/index.html
Blackline Master 1: SWOT Analysis

Examine the community map you created to perform a SWOT analysis of the restorative health care services. Begin by rating various components of your health community then investigate and list the strengths, weaknesses, opportunities and threats. Remember to think outside your own experiences, consider how other community members might assess the restorative health services offered in your community. For example, consider the perspectives of elderly, homeless, pregnant women and children in addition to your own.

Rate the restorative health services available in your community:

1. The number of health care professionals and services available in my community:
   (Scale from 1 minimal to 10 plentiful)

2. The accessibility of health care professionals and services available in my community:
   (Scale from 1 free to 10 expensive)

3. The diversity of health care professionals and services available in my community:
   (Scale from 1 essentials to 10 large variety)

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<th>Opportunities</th>
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