# Introduction: Healthy Living in My Community Unit
**For teachers**

*This lesson was created by the Arctic Institute of Community-Based Research for the Healthy Living in My Community Project.*

## Unit Overview

*Total Time:* 10-20 mins

This introduction provides a short overview of the Healthy Living in My Community unit for teachers to go over with their students. The outline below is for teachers; there is a simplified version in the **Handout A** for students to follow along. Before you start this unit, it is a good idea to have signed up for a free ArcGIS account for your classroom. This can take up to three days to get processed.

*Teacher Resources:*
- Get account access for your classroom: https://esri.ca/en/education/ArcGIS-for-Schools

*Materials:* **links** (below)**, Handout A – Overview**

## Lesson overview

Distribute **Handout A. Overview.** And walk through each lesson at a very high level.

Lesson 1 - Intro to Healthy Living
*In this lesson, we are going to learn about the topic of health and what it means to each of us as individuals. We'll be talking about the multiple areas of health and how individual, community and societal influences might impact it. This model shows us the various dimensions that make up health. We will also be creating our own models of health.*
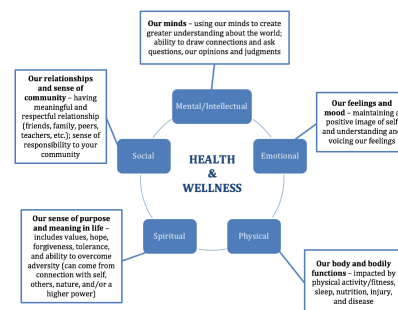


Lesson 2 - Exploring Health Living in My Community
*In Lesson 2, we are going to explore what healthy living options are available in our community. Through the story map created for this lesson, we will learn about how to use the healthy living inventory to explore what is available in our communities.*
Link: https://arcg.is/0mHruz



A story map
Lesson 2: Exploring Healthy Living in My Community

Let's Explore!

The inventory captures **451 healthy living programs** in the Yukon.
- These programs correspond to three different "healthy living" themes:
  - *Healthy Eating*
    - There are **127** programs that fit the theme of *Healthy Eating*
  - *Active Living*
    - There are **200** programs that fit the theme of *Active Living*
  - *Other* - includes Mental Health, Career Exploration, Sexual Health, Cultural Activities, and Youth Leadership
    - There are **185** programs that fit the theme of *Other*

*\*Note: Some of the programs fit multiple themes, so you may be seeing an orange healthy eating program that is also showing up as an active living program. That is because the primary theme of the program is a healthy eating but some activities may also relate to the active living theme.*

*Take a moment to explore the map for yourself!*

Lesson 3 - Mapping My Community
*We are going to start mapping in this lesson and learning how to use ArcGIS Online to add points, notes, pictures, and other features to a map. The following are some completed map examples. Use the links below to view and the maps.*

Example 1: Mount Lorne Web Map
Link: http://arcg.is/0CeSuL
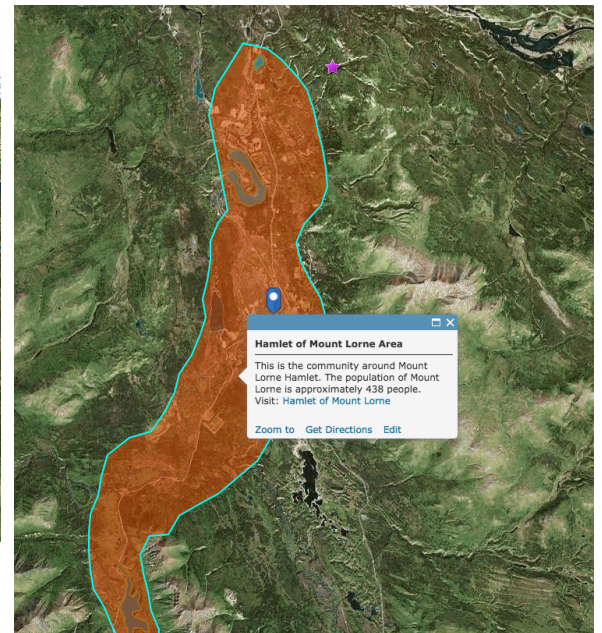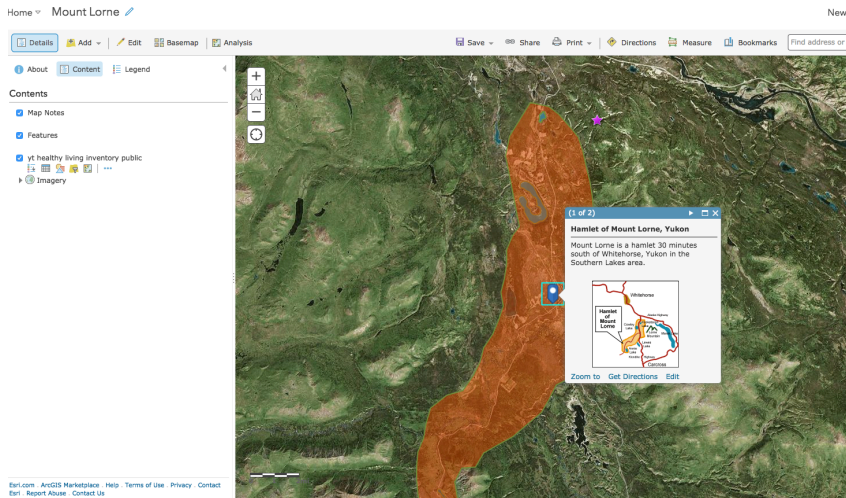


Example 2: Yukon Youth Runners Web Map
Link: https://arcg.is/1avj8j0
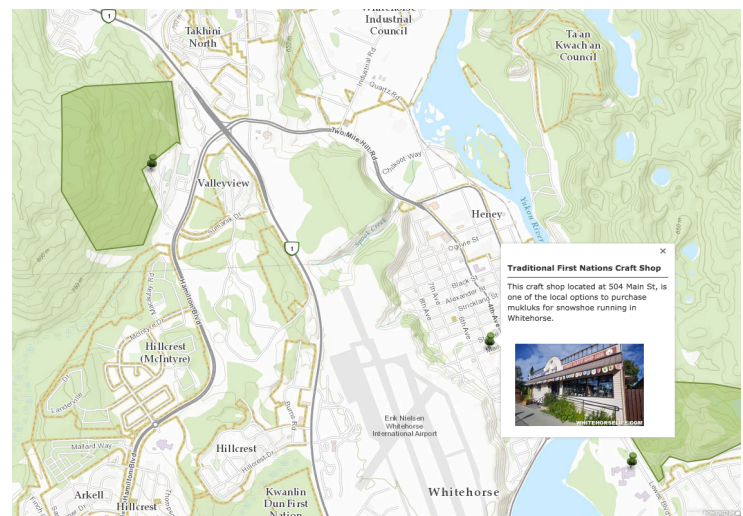
Lesson 4 - Surveying My Community

*We are going to come up with questions to gather more detailed information about features in the community. Then we input these questions into Survey123.*



*Once survey is complete, we will start to gather answers from our peers; this is an inquiry-based/investigative activity.*

Link to Sample Survey: https://arcg.is/1nzfiu



*As the survey is filled out, the answers will get automatically mapped.*
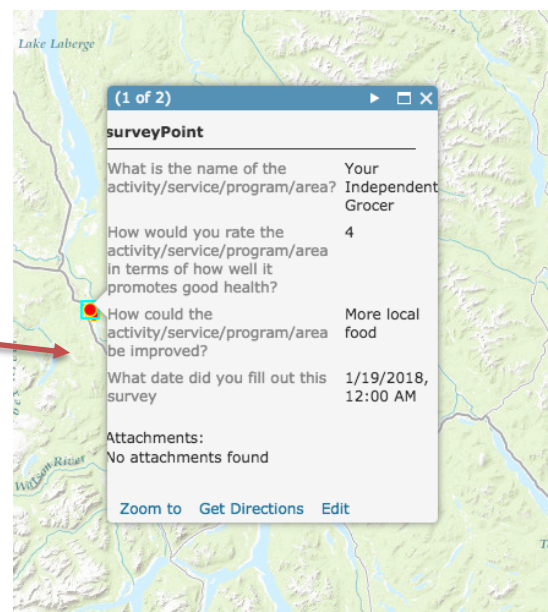
Lesson 5 - Story Telling and Story Maps - How to tell a Good Story
*Here, we will learn about what makes up a good story. Then we will look at different examples of story maps to get some ideas about what they are and how we want to use them to tell our story. Then we will fill out a planning proposal for our healthy living story map.*

**Acquire: Fill out your Planning Proposal**

1. What area of healthy living do you want to explore (*i.e. Healthy Eating, Active Living, Mental Health, Cultural Activities, Other?*)

2. What program/activity/service do you want to focus on? (Choose 1) Why did you choose this program/activity/service?
   o Use the Healthy Living Inventory or choose from new features on the map you created of your community (Lesson 3).

Lesson 6 - Story Mapping Project
*Each person will work on creating their story map, integrating maps from other lessons along with other content.*



Story maps have the maps we created earlier in previous lessons.

They also have additional information in the side panel. This is also where you can add photos and other information to tell your story.

You can also have multiple tabs in your story to link to other content.
There are many different versions of story maps and you can choose the format you like.

Link to Tess' Story Map: https://arcg.is/1avj8j0

# Lesson 1: Intro to Healthy Living
## For teachers

*This lesson was created by the Arctic Institute of Community-Based Research for the Healthy Living in My Community Project.*

### Guiding Question: What is healthy living and what does it mean to me?

## Lesson Overview

*Total Time:* 85 – 125 mins

This three-part lesson introduces the topic of health and the various influences in our society that impact us. Students will get a chance to define health as a group, learn about some different dimensions of health and create their own model of health; students will both personally reflect and work together with their peers in order to explore what it means to be healthy.

*Teacher Resources:*

> WHO defines health as: *"a state of complete physical, mental, and social well-being and not merely the absence of disease and infirmity"* (1948)

- There are many different models and dimensions of health; for the purposes of this unit, we are suggesting to use the five dimensions of health - **Physical, Emotional, Mental/Intellectual, Spiritual, Social**; the goal of talking about health in these different dimensions is to get students to think beyond just the physical health (the more visual aspect of health) and explore other more invisible aspects and how they affect our overall wellbeing. There is not one way to define health and wellbeing, and so the resources listed below are not meant to be prescriptive; they are shared here for teachers to gain a better understanding of health and how they wish to teach it to students in their classroom.
    o Government of Canada - What is Health?: https://www.canada.ca/en/public-health/services/health-promotion/population-health/population-health-approach/what-is-health.html
    o The Six Dimensions of Wellness: http://www.yukonwellness.ca/dimensions.php
    o PDHPE Holistic Health: https://www.pdhpe.net/better-health-for-individuals/what-does-health-mean-to-individuals/meanings-of-health/dimensions-of-health/
    o 7th Grade Health and Wellness example slides: https://www.slideshare.net/lexxbruhhh/the-five-dimensions-of-health
    o Video: https://www.youtube.com/watch?v=daXhnPhU0PQ&feature=youtu.be

*Materials:* **Handouts (B,C)**, **Assignment1-IntrotoHealthyLiving,** chalk board or white board, flip chart paper, large version of **Handout B** as teaching example (or drawn out on chart paper), felt pens

## Lesson Tasks:

### Part 1 - What is health?
Start off by asking students to define health as a group and take notes on the board. *(10-15mins)*
Ask questions such as:

- *"What does health mean to you?"*
- *"When you hear the word unhealthy, what does that mean to you?"*
- *"What can happen if you are unhealthy"*

Now that the class has defined what health means to them, introduce the five key dimensions of health: **Physical, Emotional, Spiritual, Mental/Intellectual,** and **Social**. Distribute **Handout B**. **Key Dimensions of Health** and walk through the definitions of each dimension of health. The purpose of this activity is to get students thinking beyond just the physical aspects of health, the more visible aspects, and to delve into some of the other layers of our health. Once students feel comfortable with the five dimensions, move on to **Parts 2 and 3** and **Activities 1 and 2**.

### Part 2 – What ways am I healthy?
This part of the lesson focuses on getting students to think through ways that they are healthy and focuses on exploring health in a positive, strength-based lens for how to lead a healthier, active life (**Activity 1**). (*20-40mins*)

> **Activity 1: Personal Reflection** – using **Assignment1-IntrotoHealthyLiving** have student go through questions and personally reflect on their own health; have them record their answers on the handout paper. Get students to share their responses either with their peers or voluntarily share with the class.

### Part 3 – What Things Impact My Health?
Next, ask your class– *"What are some things that might impact your health?"*
Get students to think about the individual factors *(\*many may have already been touched on in **Part 1 and 2**)*, as well as some broader factors in one's family, community, environment, work, school, and the broader world. *(Option: This can be done as a class or individually)*
Ask questions such as:
- *"What are some individual factors that influence health? (age, gender, genetics, behaviours, etc.)*
- *"What factors in one's family/friends might impact a person's health?"*
- *"What aspects in one's community might impact a person's health?"*
- *"What about the factors in one's environment (i.e. the land, water, food systems, in our homes, natural disasters), how might they impact our health?"*
- *"What about in our communities - the places we go to eat, where we play, where we go to school, where we live, where we go when we are sick - how do these broader things impact our health?"*
- *"What about things beyond our communities – in our broader world, how might things happening in our broader society impact our health?" (climate change, war, government, etc.)*

Go through **Activity 2** in pairs and have students start to come up with their key dimensions plus the things that influence health on both individual scale as well as the wider contextual elements of community, society and environment and how they might interact. *(45-60mins)*

## Activity 2: My Model of Health

Using **Handout C. My Model of Health** have students get in pairs and create their own model of health, integrating the key dimensions of health, and building off of their answers in **Activity 1** and group discussions, add in the factors that influence health at the individual, community, environmental, and societal level and how they impact health (positively or negatively).

*For example:*
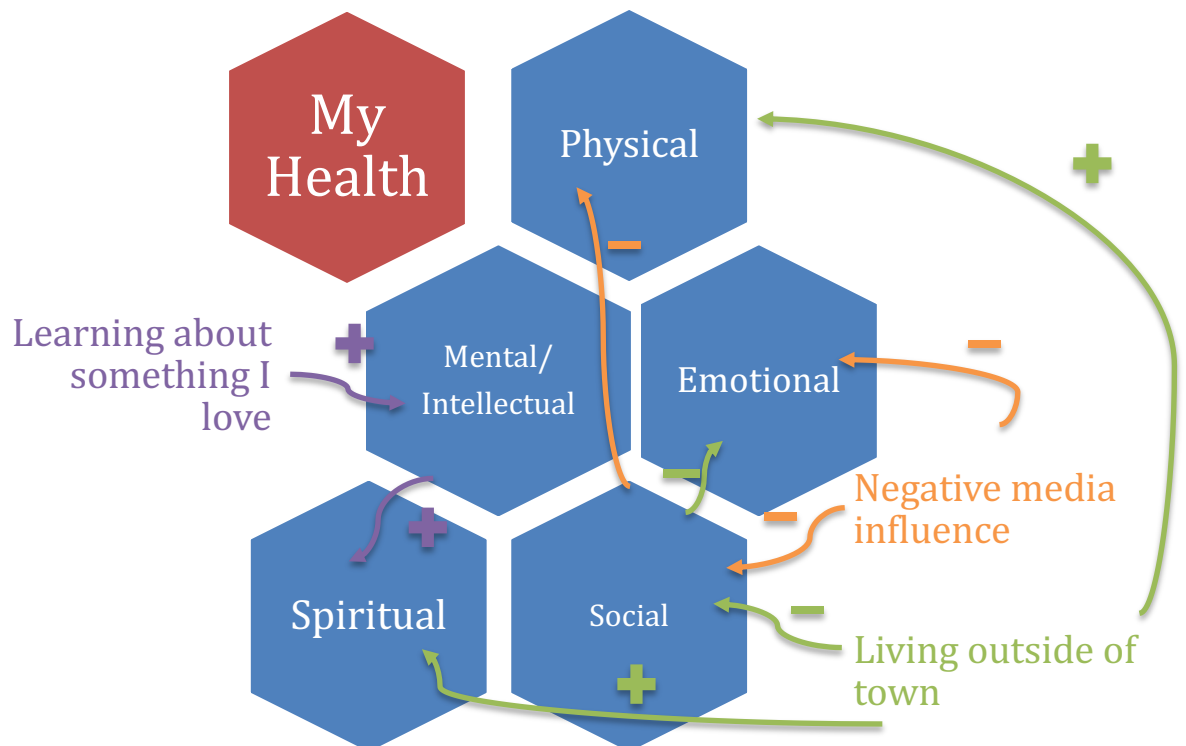


- Negative media influence (factor) →affects self-image (-'ve emotional health) → increases peer pressure (-'ve social health) → impacts what we eat (-'ve to physical health) *this could also be turned about for the positive depending on whether it is negative media influence or positive media influence*

- living outside of town (factor) → makes us closer to nature where we can play outside (+'ve physical and spiritual health) → but may make us further away from friends (-'ve social and emotional health)

- learning about something I love (factor) → makes me interested and engaged in learning (+'ve mental/intellectual health) → fulfills me and gives me a sense of purpose in life (+'ve spiritual health)

*(depicted in above model) Encourage students to be creative. A model doesn't have to be shapes, it could be a flower, a tree, a car, whatever they feel depicts their health best.*

Encourage students to draft out some ideas on their **Handout C** and then depict a full model together on large flip chart paper. Once everyone has completed this part of the activity, have pairs present their models (*if not enough time, can also put them up around the class and have a gallery walk to view all the different models/art*). Make sure to photograph each group's model in case they want to include this later in their story maps.

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**Option:** Finish off the lesson, with a discussion on student's reflections *(10 mins)*;
Ask questions such as:
- *What did you notice about all the models of health?*
- *What surprised you about your own health?*
- *What things did you learn from others about health that you hadn't previously considered?*

*Reflect back to students*: it looks like everyone has ways that they are healthy and there are many things that influence health, both positively and negatively. Some things are outside our control but others, i.e. our individual behaviours are inside our control. We can positively impact our health through positive coping in times of stress, talking to friends about our feelings, spending time outside, using our creativity, exercising, and eating healthy foods (use examples that students came up with in their models for greater impact). Health is all around us.

*This lesson was created by the Arctic Institute of Community-Based Research for the Healthy Living in My Community Project.*

## Guiding Question: What healthy living options are available in my community?

*\*Note: this lesson requires some preparation time. Teachers need to set up student accounts and create a classroom group before the lesson (at least 3 days prior). It is a good idea that the teacher goes through the tutorial prior to teaching.*

## Lesson Overview

*Total Time: 50-75mins*

This lesson focuses on exploring the healthy living inventory map in the Yukon created by the Arctic Institute of Community-Based Research(AICBR). This tool identifies various healthy eating and active living programs (among other healthy living programs) in the territory. Students will also learn how to get acquainted with the *ArcGIS Online* platform.

*Teacher Resources:*
- [Story Map] Lesson 2: Healthy Living in My Community: https://arcg.is/0mHruz
- Get an *ArcGIS Online* Account – Get Access Here - https://k12.esri.ca/
  - Once you have an account, set up a Group for your students: http://doc.arcgis.com/en/arcgis-online/share-maps/create-groups.htm
- Walk through **ResourceA-LessonPlanforTeachers** in teacher's package for preparation and lesson planning, **Assignment2-ExploringHealthyLivinginMyCommunity** and **Tutorial1-IntroArcGISOnline, Part A and B**

*Materials:* Computers (one for each student); internet browser on your computer (e.g., Mozilla Firefox, Google Chrome, Internet Explorer, Safari), **Assignment2-ExploringHealthyLivinginMyCommunity** and **Tutorial1-IntroArcGISOnline, Part A and B** (printed)

## Lesson Tasks:

### Part 1 – Healthy Living in My Community
Students will explore healthy living program options in their community and learn how to use the Healthy Living Inventory tool.

> **Activity 1**: **Healthy Living Inventory** - Have students walk through AICBR's *Healthy Living in the Yukon* Story Map using **Assignment 2** *(30-45mins)*: https://arcg.is/0mHruz

### Part 2 – Set up ArcGIS Online Account – Walk students through logging into their *ArcGIS online* account. Show them the basic features of the platform – i.e. where their content is, the gallery, how to open up a map, etc.

> **Activity 2**: **Getting Acquainted with the ArcGIS Online Platform** - Get students log-in to their accounts; and explore the ArcGIS platform. Have students walk through **Tutorial1-IntoArcGISOnline, Part A and Part B** for this information. *(20-30mins)*

**Option:** Walk students through opening a folder on the desktop and accessing the pictures of the various models of health. The students might wish to input these into their story maps later.

# Lesson 3: Mapping My Community
## For teachers

*This lesson was created by the Arctic Institute of Community-Based Research for the Healthy Living in My Community Project.*

## Guiding Question: What makes a healthy community?

*\*Note: this lesson requires some preparation time. Teachers need to make sure all students have an account and are part of a classroom group, if not already. This is the first introduction to mapping and requires teachers to go through tutorial prior to teaching.*

## Lesson Overview

*Total Time: 60-75mins*

In this lesson, students will use their *ArcGIS Online* accounts to create their first map. The tutorial will walk students through adding features to their maps; students will practice adding points to their maps, write notes, add photos, draw lines, and create geographical areas on their maps. This lesson helps students place themselves in their community and reflect on the different features around them that might impact their health.

*Teacher Resources:*
- Intro to ArcGIS Tutorial - **Tutorial1-IntroArcGISOnline, Parts C - F**

*Materials:* Computers (one for each student); internet browser on your computer (e.g., Mozilla Firefox, Google Chrome, Internet Explorer, Safari), **Tutorial1-IntroArcGISOnline, Parts C-F** and **Assignment3-MappingmyCommunity** (printed)

## Lesson Tasks:

**Activity: Create a Map of Healthy Living** - Complete **Tutorial1-IntroArcGISOnline, Parts C-F.** In this tutorial, students will learn how to make a basic map and add features, link to content and save and publish a map. After this tutorial, handout and work through **Assignment3-MappingmyCommunity** – in this assignment, students will add features to their maps specifically related to healthy living (either the same map that they created from **Tutorial1** or in a brand-new map); at the end they will then publish their maps to their teacher's group. *(60-75mins)*

*\*Option for this lesson includes physically walking around the community to take note of key places together and then come back to the classroom and map them.*

*This lesson was created by the Arctic Institute of Community-Based Research for the Healthy Living in My Community Project.*

### Guiding Question: What factors promote or inhibit healthy living in my community?

*Note: This lesson may not be suitable for younger grades, it can easily be substituted out without impacting the full unit's flow.*

## Lesson Overview

*Total Time: 105-150mins * spread over a few days to complete the assignment*

Students learn how to create a questionnaire using Survey123 in order to gather answers about their community and contextualize the features that they mapped out in **Lesson 3** a bit more. For example, they may wish to gather more information about the running paths behind the school; they will create a questionnaire to ask more questions about this one feature. Or, they can keep questions broad, which are not specified to one pre-chosen feature (i.e. the paths), but can gather information about multiple features that exist in the community (i.e. park, paths, school, restaurants, farms, grocery stores, etc.) Students will learn to come up with good questions that get at how the features in their community might impact health while also developing their communication and investigative skills by filling in the survey with the help of their peers, neighbours, family members, or by searching the internet.

*Teacher Resources:*
- **Tutorial2-Survey123**
- Healthy Living Inventory - http://www.aicbr.ca/healthy-living-inventory/

*Materials:* Computers (one for each student); internet browser on your computer (e.g., Mozilla Firefox, Google Chrome, Internet Explorer, Safari), printed or electronic version of **Assignment4-SurveyingmyCommunity** and **Tutorial2-Survey123**

## Lesson Tasks:

**Activity: Create a Survey123** - In **Assignment4-SurveyingmyCommunity**, students will create a list of questions (drafted on a blank sheet of paper) to gather more contextual information about the features in their community that either promote or inhibit healthy living. Once students have the questions they wish to ask drafted, get them to follow **Tutorial2-Survey123** in order to input these questions into *ArcGIS Online's Survey123* to map out aspects of their community that promote/inhibit healthy living. Students then can take the survey home and fill it out at least 10 times, either through searching the internet (i.e. browsing the Healthy Living Inventory Map or other online community resources), interviewing their peers, neighbours, family members, etc. to populate their data. As long as students put in a GEOPOINT question or fill in exact addresses in location section, the responses will automatically be mapped. *(105-150 mins* spread over a few days to complete the assignment)*

# Lesson 5: Story Telling and Story Maps

*This lesson was created by the Arctic Institute of Community-Based Research for the Healthy Living in My Community Project.*

## *Guiding Questions: What makes a good story and what story of healthy living do I want to tell?*

## Lesson Overview

*Total Time: 90-125 mins*

In this two-part lesson, students will learn about the art of storytelling and will start to explore different story maps to gather ideas for how they would like to tell their stories of healthy living in their community. Students will then create a plan for how they will tell their story. Teachers should feel free to expand this lesson to include more resources about storytelling and English Language Arts, as well as encouraged to bring in First Nations resources and tools.

*Teacher Resources:*
- Story Telling:
  - Other storytelling lessons and resources:
    - https://www.pbslearningmedia.org/resource/echo07.lan.stories.lporaltrad/storytelling-oral-traditions/#.WdUvUxOPJAY
    - http://www.mensaforkids.org/teach/lesson-plans/the-art-of-storytelling/
  - Five Principles of Effective Storytelling: http://storymaps.arcgis.com/en/five-principles/
  - First Nations Resources: https://www.aadnc-aandc.gc.ca/eng/1316530132377/1316530184659
- Story Maps:
  - Story maps are a web application that allows users to tell interactive stories about their world. The final product of this unit is a story map. There are a number of different templates of story maps that can be used and each work well for specific kinds of stories. **Assignment 5 (part of Lesson 5)** takes students through exploring the world of story maps. There are tutorials for each story map individually (all links contained in **Assignment 5**). The following are some examples and what kind of healthy living story might be best suited:
    - **Story Map Basic:** The simplest of story maps templates is the Basic; this could be used if you want to just embed one map and include a bit more text to framing the map. This is recommended for younger grades.
      - *Example:* https://storymaps.arcgis.com/en/app-list/basic/
    - **Story Map Journal:** Just like the name implies, Journal is best used for narrative stories. It is the most popular way to tell a story with multimedia and is recommended for grade 6 and up.
      - *Example:* https://storymaps.arcgis.com/en/app-list/map-journal/

- **Story Map Cascade:** Cascade is very similar to Journal but with a more modern feel and allows your narrative to have more immersive content. If you live in an area where internet is slow, Cascade may have trouble loading all content. This template is best suited for grades 8 and up.
  - *Example:* https://storymaps.arcgis.com/en/app-list/cascade/
- **Story Map Series**: Use Story Map Series, if you are showcasing a series of story maps within one story – say, having created a story about healthy eating, another story about active living and another about mental health and you want to link these all together into one cohesive story about "Healthy Living". You can also use story map series and do not need to use the tab function – see the second example of a simpler story map series with only two tabs.
  - *Example:* https://storymaps.arcgis.com/en/app-list/map-series/
  - *Example2:* https://arcg.is/1avj8j0
- **Story Map Tour:** If you are wanting to take viewers on a tour of your community and all the places you like to eat, play and be active in your community, you might want to use Story Map Tour.
  - *Example*: https://storymaps.arcgis.com/en/app-list/map-tour/
- *There are other templates for story maps but these are the most popular; all are easy to create and each template has a straightforward way to build the story map. The best way to figure out how to build the story map is to play! Practice, play and try out the tutorials to walk through each template in order to figure out what version you want to use.*
  - **How to make a story map**: https://storymaps.arcgis.com/en/how-to/
- Combining previous maps by adding 'Layers':
  - Refer to **Tutorial1-IntroArcGIS, Part G**

*Materials:* Computers (one for each student); internet browser on your computer (e.g., Mozilla Firefox, Google Chrome, Internet Explorer, Safari); **Handout D. Story Mountain, Assignment5-TellingAGoodStory** and **Tutorial1-IntroArcGIS, Part G** (printed)

**Lesson Tasks:**

**Part 1:** What makes a good story? A good story has a well thought out plot, storyline and characters.

**Activity 1: Storytelling** – Introduce the concept of stories and storytelling (refer to storytelling resources above); have a class discussion about what makes a good story and have students think of their favourite famous story and complete **Handout D. Story Mountain**; can then have students share the key components. After lessons on the art of storytelling, students will then complete **Part 1** of **Assignment5-TellingAGoodStory** where they explore what story maps are and different story map examples through the story map gallery (https://storymaps.arcgis.com/en/gallery/). Get them to start thinking about what makes them good story maps and identify the components of their storytelling (the Who, What, When, Where, and Why?). This can be done as a class discussion or in small groups. *(45-60mins)*

**Part 2:** In this part of the lesson, students will develop their planning proposal to think through the kind of healthy living story that they want to tell and how they are going to tell it.

**Activity 3: Developing A Plan for My Story** - Students will complete **Part2** of **Assignment5-TellingAGoodStory.** This proposal contains a series of questions that will walk students through their plans for creating their story maps and telling their story about healthy living. During the project, students will have to engage with a healthy living activity, then create their story. If students have not done so already, they can also go through **Tutorial1-IntroArcGIS, Part G,** which will help them with their project if they want to add in previous maps to their story map *(30-45mins) *plus 20mins for **Tutorial1***

*This lesson was created by the Arctic Institute of Community-Based Research as part of the Healthy Living in My Community Project unit.*

## Lesson Overview

*Total Time: 1-2 weeks*

Students complete the unit project and present to the class.

*Teacher Resources:*
- How to make a story map: https://storymaps.arcgis.com/en/how-to/
- Story maps tutorials: https://storymaps.arcgis.com/en/app-list/
- If students want to explore the Healthy Living Inventory maps for program options in their community as well if they want to add in/embed a section on the healthy living inventory to showcase these, here are the url links:
  - *'AICBR: Healthy Living Inventory Map for Yukon'* - https://esricanada-ce.github.io/aicbr/2016/#yt
  - *'AICBR: Healthy Living Inventory Map for NWT'* - https://esricanada-ce.github.io/aicbr/2016/#nwt

*Materials:* Computers (one for each student); internet browser on your computer (e.g., Mozilla Firefox, Google Chrome, Internet Explorer, Safari); **Project-HealthyLivinginmyCommunityStoryMap, Tutorial1-IntroArcGIS** (printed)

## Project Tasks:

**Activity 1: Make A Story Map** - Students complete the **Project-HealthyLivinginmyCommunityStoryMap** - Walk through making a story map; embedding maps and Healthy Living Inventory or other web content, adding photos, posting content, etc. Students complete their project using their proposed plan to guide them and the appropriate story map tutorial (https://storymaps.arcgis.com/en/app-list/). When finished, have each student present their story maps to the class and share their maps in the teachers' group.

*\* Option: Top story maps get chosen to be showcased on AICBR's website as part of their Healthy Living in My Community Project story mapping series as well as linked into the Healthy Living Inventory. On the AICBR Healthy Living in My Community Project page, students and teachers can also see other story maps from other schools here, which will help with building further connections to healthy living options in the territory and share stories of success.*

*If interested in participating in this, please contact: Molly (molly@aicbr.ca) and share the top story map's URL with the information you want posted alongside it.*

**Things to Consider - Privacy:**

As an ArcGIS account holder, you have complete control over the privacy settings of your content. When you make content using Esri's software (i.e. ArcGIS Online – maps, story maps, Survey123, etc.), the default setting of that content is private. In the tutorials contained in this unit, students walk through how to share their content. They can share specific content with wider audiences – for example their classroom group, with their teacher, with other Yukon Schools Organization members or with the public. If teachers want to showcase top students' story maps with AICBR's Healthy Living in My Community Project page (www.aicbr.ca/healthy-living-in-my-community) or embed the link within the Healthy Living Inventory Map (www.aicbr.ca/healthy-living-inventory) or if students want to share their story maps with their parents, they can make this content public and share via a secure link (note, if they are wanting to share their story map, and the map has embedded content (i.e. maps created using ArcGIS Online), all embedded content must be set to public). The specific privacy, permissions and security protocols of each school should be followed before any content is created and shared.