



Unit and lessons developed by the [Arctic Institute of Community-Based Research](http://www.aicbr.ca) [Whitehorse] in collaboration with [Esri Canada](http://www.esri.ca) for Yukon Teachers \*may also be adapted to NWT context.



This unit plan is meant to guide and provide ideas for bringing stories of healthy living into the classroom and introduce the topic of health to students while connecting them with healthy eating and active living activities and programs in their community. We encourage teachers to use and/or modify lessons and the BIG IDEAS contained herein and adapt to the grade/ability of your students. The lessons contained in the unit package can either be implemented as outlined here in conjunction with other lessons of the unit or implemented in different order or as distinct lessons.

**Connect with us:** This unit package was created as part of a wider project that AICBR is working on and is provided free to all teachers. We just ask that if you are integrating the unit into your classroom that you let us know about it. This way, we can enhance communication and promote collaboration, facilitate troubleshooting help and further improve the unit for future use!

The full unit package will take you through step-by-step how to deliver the unit and contains all student handouts, assignments and lesson plans for teachers. For electronic files of the unit, please email [info@aicbr.ca](mailto:info@aicbr.ca)

## Unit Plan

### Unit Title: 'Healthy Living in My Community'

### Grades 5-10

<b>Subject(s):</b> Physical and Health Education (PH), Applied Design, Skills and Technologies (ADST), English Language Arts (ELA), Arts Education (AE)		<b>Duration:</b> 3 weeks	
<b>Overview/Summary of Unit:</b> The <b>Healthy Living in My Community</b> project will bring community stories of healthy eating and active living to the classroom through the creation of story maps and through hands-on experiential learning. Students will learn about the importance of health and will be connected to programs in their communities; they will use and build up their creative, critical thinking and communication skills and reflect on lifestyle and other factors which affect their health. This project builds off of AICBR's <a href="#">Healthy Living Inventory</a> maps, developed in 2016 to enhance collaboration and information sharing for advancing healthy lifestyles in Yukon and Northwest Territories' communities.			
<b>Learning Experiences:</b> Project-based Learning & Inquiry Learning			
Understand - Big Ideas			
<b>ELA:</b> Language and text/story can be a source of creativity and joy.  Exploring stories and texts helps us understand ourselves and make connections to others and to the world.	<b>PH:</b> Healthy choices influence our physical, emotional, and mental well-being.  Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.	<b>ADST:</b> Design can be responsive to identified needs.  Complex tasks require the sequencing of skills.	<b>AE:</b> Through art making, one's sense of identity and community continually evolves  Creative arts experiences can build community and nurture relationships with others.  Engaging in the arts develops people's ability to understand and express complex ideas.

## Do - Curricular Competencies

### *PH:*

Assess factors that influence healthy choices and their potential health effects

Identify and describe preferred types of physical activity

Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness

Identify factors that influence healthy choices and explain their potential effects

Describe and assess strategies for promoting mental well-being, for self and others

### *ELA:*

Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view

Use and experiment with oral storytelling processes

Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences

Construct meaningful personal connections between self, text, and world

### *ADST:*

Understanding context; defining; ideating; making and sharing

### *AE:*

Explore relationships between identity, place, culture, society, and belonging through the arts

Compose, interpret, and expand ideas using symbolism, imagery, and elements

Take creative risks to express feelings, ideas, and experiences

## Core Competencies

### *Thinking:*

*Creative Thinking* – Novelty and value, generating and developing ideas

*Critical Thinking* – Analyze and critique, question and investigate, develop and design

### *Communication:*

Connect and Engage with Others (to share and develop ideas);  
acquire, interpret and present information; explain/recount and reflect on experiences and accomplishments

### *Personal and Social:*

*Positive personal and cultural identity* –

Personal values and choices; personal strengths and abilities; relationships and cultural contexts

*Personal awareness and responsibility – self-determination; self-regulation; well-being*

*Social responsibility – Building relationships*

**Know - Content**

Media Arts	Story/Text
Computational Thinking – visual representation of problems and data	Arts/Drawing
Potential short-term and long-term consequences of health decisions	Health Literacy – factors that influence personal eating choices/physical activity

**First Peoples Principles of Learning**

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and sense of place)	Learning involves recognizing the consequences of one’s actions	Learning recognizes the role of Indigenous knowledge	Learning is embedded in memory, history and story
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**Lessons**

**Introduction: Healthy Living in My Community Unit**

*Total Time: 10-20mins.*

Teachers introduce the unit and provide a brief overview of the lessons and final project. See **Introduction-HealthyLivinginMyCommunityUnit** in lessons package.

**Lesson 1: Intro to Healthy Living**

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

*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. See **Lesson 1-IntrotoHealthyLiving** for more details.

**Lesson 2: Exploring Healthy Living in My Community**

**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 before the lesson prior to teaching (at least 3 days prior).*

*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. See **Lesson2-ExploringHealthyLivinginMyCommunity** for more details.

### **Lesson 3: Mapping My Community**

#### **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.*

*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. See **Lesson3-MappingMyCommunity**.

### **Lesson 4: Surveying My Community**

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

*Total Time: 105-150mins.*

Students learn how to create a questionnaire using Survey123 in order to gather answers about their community and contextualize some of the activities, programs, resources, features that make it healthy or unhealthy. Students will learn to come up with good questions that get at the wider factors that influence health and will also develop their communication and investigative skills by filling in the survey. See **Lesson4-SurveyingMyCommunity** for more details.

### **Lesson 5: Story Telling and Story Maps – How to tell a Good Story**

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

*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. See **Lesson5-StoryTelling&StoryMaps** for more details.

### **Lesson 6: Story Mapping Project**

*Total Time: 1-2 weeks.*

Students complete the unit project and present to the class. See **Lesson6-StoryMappingProject** for more details.

*\*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.*

## RESOURCES & TROUBLESHOOTING

### PRIVACY SETTINGS:

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](http://www.aicbr.ca/healthy-living-in-my-community)) or embed the link within the Healthy Living Inventory Map ([www.aicbr.ca/healthy-living-inventory](http://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.

### STORY MAPPING:

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.

- <https://storymaps.arcgis.com/en/app-list/>

#### GENERAL RESOURCES:

- Go through **Resource A-LessonPlanforTeachers** to see all links and learn how to set up accounts
- Access your free teacher/student accounts: <http://k12.esri.ca/#access>
- Access other GIS resources for your classroom:
  - <https://resources.esri.ca/education-and-research/educators-access-e-learning-resources-with-your-arcgis-online-account>
  - <https://www.esri.com/training/catalog/57630436851d31e02a43f125/teaching-with-gis-introduction-to-using-gis-in-the-classroom/>

#### CONTACTS:

##### Esri for technical tips/troubleshooting:

- Susie Saliola: [ssaliola@esri.ca](mailto:ssaliola@esri.ca)
  - cc: [k12@esri.ca](mailto:k12@esri.ca)
  - cc: Molly Pratt: [molly@aicbr.ca](mailto:molly@aicbr.ca)

##### AICBR for general inquiries and questions about content in unit:

- Molly Pratt: [molly@aicbr.ca](mailto:molly@aicbr.ca) | [info@aicbr.ca](mailto:info@aicbr.ca)

*\* If you are integrating this unit into your classroom, we'd appreciate hearing about it! Please let us know by contacting Molly at AICBR ([molly@aicbr.ca](mailto:molly@aicbr.ca)). We can connect you with other teachers to enhance opportunities for collaboration as well as gather your quick feedback so that we can improve the unit for future use.*

#### Connect with us!



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