

Name: _____ Course: _____ Date: _____

VALUE HEALTH

PUBLIC HEALTH

Inquiry: What is public health and how does it impact myself and my community?



ACTION PLAN

1. MY WORLD VIEW
2. ACTION SURVEY
3. GLOBAL RESEARCH
4. TAKING ACTION
5. LOCAL ACTIVITY
6. TAKING ACTION AGAIN
7. CRITICAL THINKING
8. MY ACTIONS
9. PRESENTATION

Important PDF Instructions

1. This Action Pack works best in Adobe Reader XI; download if needed.
2. Download this Action Pack and save it onto your computer.
3. Re-open Action Pack from your computer before working on it.
4. **WARNING - Do not work in your web browser or your work will not be saved!**

Goals

Please read over the following goals and keep them in mind as you complete your Action Pack.

- I Inquiry:**
I can work with others to take a hands-on, minds-on, research-based approach to developing my knowledge and considering solutions to **global sustainability** problems.
- T Creative/Critical Thinking:**
I can learn a lot about something, consider different points of view, and generate new ideas that will influence how I think and act in the future.
- C Communication:**
I can talk with others about my area of interest, consider their points of view, use digital media to gain knowledge, and deliver an interesting presentation on my topic.
- PS Personal & Social Responsibility:**
I know what my own values are and they help me make wise choices for the health and well-being of myself, my community and my world.

Glossary

These words are in ***bold italic*** in your Action Pack.

Climate Change	Abnormal occurrences and long-term changes in global weather patterns caused by greenhouse gas emissions from human activity.
Ecosystem	A community of plants, animals and other organisms and all the interacting parts of their environment (air, water, soil, etc.) that live, feed, reproduce and work together as a system.
Elected Representative	A politician elected by voters to the municipal, provincial or federal government to represent the citizens' best interests.
Environmental Impacts	Any change to the living and non-living natural surroundings or conditions in which a person, animal or plant lives and interacts together. These impacts can be negative or beneficial, and can be created by an industry, project or individual.
Family	For the purposes of this Action Pack, family will refer to the group of people with whom you are living.
Government	A system or organization that exercises authority and performs functions for the people of a designated country, province or local community.
Government Official	An elected politician who is responsible for a provincial or federal government department, for example the BC Ministry of Environment & Climate Change Strategy.
Public Health Guidelines	The recommendations and rules put forth by local, provincial, or national governments surrounding public health.
Social Impacts	The effect of an activity on the social well-being of the people in a community such as wealth, health, education level, employment rate, and community values.
Stakeholders	Individuals or groups (companies, communities, etc.) who have concerns or could be impacted by an issue.
Sustainability	Meeting the environmental, social, and economic needs of the present without compromising the ability of future generations to meet their own needs.

1. MY WORLD VIEW

We all have different “world views,” depending upon our personal values, life experiences and cultural background. Ideally, our “world view” grows and changes as we gain more knowledge, experience and consider other points of view.

Fill out the **WORLD VIEW & VALUES SURVEY**. You will fill them out again AFTER you finish the Action Pack. The World View Survey will be handed out by your teacher in class.



Indigenous wisdom presents another world view and values to consider:



“Know those things that lead to your well-being and those that lead to your destruction.”

~Sacred Tree Teaching

2. ACTION SURVEY

Our personal integrity develops when we act in alignment with our values and our world view. We often see shifts in our actions as our knowledge about topics grows.



2.1 You might already be doing some of these actions. (Don't worry if you aren't yet; you'll have a chance to do as many as you want in this Action Pack!) Complete Column A by giving yourself points for each action as outlined below. Add these up for the Total in COLUMN A.

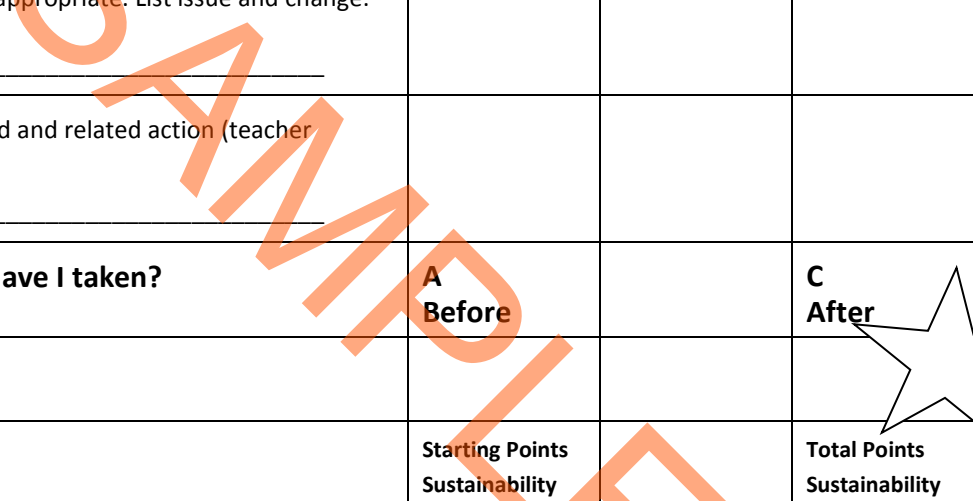
Only complete Column A at this time.

# of points		If this statement is true for you or not
0 points	=	Not true
1 point	=	Seldom true
2 points	=	Sometimes true
3 points	=	True most of the time

Action Survey

	<i>What Actions have I taken before?</i> <i>What Actions will I start taking?</i>	A <i>Done before Action Pack</i>	B <i>I intend to do this Action ✓</i>	C <i>I have done these Actions</i>
Personal Actions	1. I have looked up my city, town or province's public health guidelines to see what individual actions I should be taking to prevent the spread of diseases and viruses (e.g., COVID-19).			
	2. I washed my hands every time I came home after being outside this week.			
	3. I have researched how racism impacts the health of the people in my city, town or province.			
	4. I took an active mode of transportation, such as biking or walking, three times this week.			
	5. I ate a healthy alternative over an unhealthy snack once this week (e.g., swapped chocolate for fruit; chips for veggies; white bread for whole grains).			
Household Actions	6. I have told my family about the importance of hand-washing and following public health guidelines to prevent the spread of diseases and viruses (e.g., COVID-19).			
	7. I have researched and told my family why public health funding is important to keep communities healthy.			
	8. My family and I did an activity together to improve our collective health (e.g., walking, biking, hiking, swimming and other forms of exercise).			
	9. I have had a conversation with someone in my household discussing how climate change is a public health issue.			
School Actions	10. I have started a group at my school to raise awareness about local public health issues.			
	11. I have led a campaign to implement public health guidelines at my school (e.g., installing hand sanitizer dispensers, no car idling in drop-off zones, or carrying healthy food alternatives at the cafeteria).			

	12. I have started a group at my school to raise awareness about the impacts of climate change on health.			
Community Actions	13. I have volunteered for a community organization that drives positive change to our healthcare systems.			
	14. I have volunteered for a local community organization that works to actively address the causes or impacts of climate change .			
	15. I have attended a talk, webinar or protest on issues related to public health.			
	16. I looked up and contacted (via phone, email or letter) my elected representative and/or the government minister responsible for a public health issue to state my concern and the change that I think is appropriate. List issue and change: _____			
	17. My customized and related action (teacher approved): _____			
	What Actions have I taken?	A Before		C After
	Totals:			
		Starting Points Sustainability		Total Points Sustainability



2.2 As you work through your Action Pack, tick off the Actions **you intend (or plan) to take** in **COLUMN B...** and then do them! IF you have already done all of the suggested actions, think of a new action, get it approved by your teacher, and write it in the last open space.

2.3 **AFTER** you have completed the entire Action Pack you will complete **COLUMN C**.

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3. GLOBAL RESEARCH

Important information on this topic has been pre-researched for you. Gain access online with the URL that your teacher will provide. Then check out the websites and videos in the [Library of Links](#).



Information from these web links will answer your Research Questions in Section 3, inform your responses to the Critical Thinking Questions in Section 7, and support the Presentation you will be preparing for Section 9.

Discuss and compare different perspectives with other members of your group.

Research Questions

Based on what you have learned in your research, answer the following questions. Group discussions are encouraged but answers to the research questions are to be written independently. To avoid plagiarism, your answers must be in your own words. Please list the links you used to answer your questions.

- 3.1 a) What is public health? What are some factors that determine how healthy an individual is?

Did you know...?

At least 50% of the world's population still lacks full coverage of essential health services

[~World Health Organization](#)

- b) What are communicable and non-communicable diseases, and how do they impact our health?

List the links you referenced:

3.2 a) What is the difference between an epidemic and pandemic?

b) What is COVID-19? What has made the COVID-19 pandemic more harmful than some other illnesses and diseases?

List the links you referenced:

3.3 Why are people living in poverty more likely to have worse health?

List the links you referenced:

3.4 a) Indigenous people, Black people and People of Colour often experience racism in the Canadian healthcare system, which can lead to worse health outcomes. What are some examples of these experiences?

b) The COVID-19 pandemic has not affected all groups of people equally. What are some examples of how COVID-19 has especially impacted Indigenous people, Black people and People of Colour?

List the links you referenced:

3.5 **Climate change** has been considered a public health crisis by many experts. List and explain 2-3 ways in which **climate change** affects human health around the world.

List the links you referenced:

4. TAKING ACTION

Choose ONE (or MORE) action(s) from your **ACTION SURVEY** in the front of your Action Pack, check it off in **Column B** and record it below. Do the action(s) now.

My chosen action is: _____

I will complete it by: _____

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5. LOCAL ACTIVITY



How does this global topic relate to you personally? How does it affect others in your life?

In this exercise, you will discuss this topic with 2-3 people in your life. This dialogue can happen on the phone, over video call, or in-person. It can be with family members, friends, teachers, or anyone else in your life. Holding a dialogue is a chance to learn about new perspectives on important issues and the world around us.

5.1 Work through the following steps to prepare for and hold a discussion:

- a. Read through the whole activity before you begin.
- b. Choose TWO discussion questions from the options and create TWO questions of your own.
- c. Reflect on your own responses to the four questions you will ask in the discussion.
- d. Hold the discussion and record the responses you hear.
- e. Reflect on what new perspectives you gained from this discussion.

Preparing the Discussion Questions

In the dialogue, you will ask four questions to the group related to the topic of this Action Pack. First, select two out of the following questions to pose in your dialogue. Write the letters of the two questions you chose in boxes 1. and 2. in the chart below.

- A. When thinking about public health, what comes to mind?
- B. Why is public health an important topic?
- C. How does public health affect us locally and in our personal lives?
- D. How does public health relate to environmental issues, such as **climate change**?
- E. When thinking about public health, what do you wish was different in the world?
- F. What actions relevant to public health can we take as individuals or groups to make a positive difference in the world?
- G. What actions from **governments** or companies do you wish to see to address public health issues?
- H. How often do you think of public health and its impacts on your community?

Next, you will create two discussion questions to ask. These questions should be open-ended, which means they are not questions that can be answered with yes or no and usually take more than a few words to respond to. The questions above are examples of how you could structure open-end questions.

When thinking about your questions, consider the following:

- Would this question take more than a few words to respond?
- Does the question invite others to share what they think, feel or know about the topic, and why?
- Did you avoid a question that only requires a yes or a no response?
- What are you curious to know about when it comes to others' opinions, thoughts and feelings on this topic (or issues surrounding it)?

Write the two open-ended discussion questions you will ask below:

J.

K.

Personal Reflection

It is important to consider how you understand and feel about this topic before discussing it with others. Take some time to yourself to silently reflect on the topic and how you would answer your four discussion questions. Jot down some notes with your thoughts (not to be handed in).

Holding a Discussion

Now, you are ready to hold a discussion. Contact 2-3 people in your life and ask if they are willing to schedule a conversation with you about the topic (via phone, video call, or in-person).

At the end of the discussion, you will fill out the chart below summarizing the responses from your discussion participants.

Before you start, here are a few tips to help you have a great discussion:

- Begin the discussion by sharing that you are holding this discussion as part of your learning about environmental and social issues through school.
- After a participant answers a question, feel free to pause and take notes on their response before moving on to the next participant or question.
- Feel free to share your own answers and opinions during the discussion.
- Ask participants to be respectful of each other and encourage everyone to participate.
- Listen actively. Do you understand what the speaker is saying? Could you say it back to them in your own words?
- If you don't fully understand what a speaker is saying, you can always ask for clarification, an example, or more information. Asking "why is that?" or "why do you see it in that way?" a few times is also a good way to help the speaker explain their idea.

In the chart below, write in the letters associated with the questions you chose above in the “Preparing the Discussion Questions” section. During or after the discussion, write in a summary of the discussion participants’ responses to each question.

Question (only write the letter)	<i>What were the main ideas or themes you heard discussion participants speak about for this question?</i>
1.	
2.	
3. J	
4. K	

So What?

5.2. a) What did you learn or gain from the process of holding a discussion in this Local Activity?

b) How have your own perspectives and opinions on public health changed due to the discussion?

6. TAKING ACTION AGAIN

Choose ONE (or MORE) action(s) from your **ACTION SURVEY** in the front of your Action Pack, check it off in **Column B** and record it below. Do the action(s) now.



My chosen action is: _____

I will complete it by: _____

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7. CRITICAL THINKING

Global **sustainability** issues are complex and considering different points of view can give us a stronger understanding in order to change for the better.



Costs and Benefits to Change

To avoid plagiarism, write your answers IN YOUR OWN WORDS.

7.1 What if people (including me) chose to not support corporations and/or politicians whose decisions create public health problems? What would that look like? What would the costs and benefits be to all the different **stakeholders**? Label costs C and benefits B.

1. To me, personally (health, knowledge, values, etc.)
2. Environmentally (plants, animals, **ecosystems**, locally to globally)
3. Socially (people and communities, locally to globally)
4. Economically (financial systems, companies and **governments**, locally to globally)

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8. MY ACTIONS



Points for Global Sustainability

8.1 Now, return to your **ACTION SURVEY** in **Section 2**, and fill in COLUMN C by giving yourself points for all the actions you are now taking. Add up the total of COLUMN C to see your **TOTAL POINTS FOR GLOBAL SUSTAINABILITY**.

5-15	Great start! You have lots of choices for actions to increase your score.
16-31	You are well on your way to creating healthy, sustainable habits!
32 or more	WOW, Superstar! You are here to inspire others. Lead on!

Points for Change

8.2 **CHANGING** our habits is a big accomplishment! As we increase our awareness we will see the impact of each choice we make and even more ways to “be the change.” To give yourself points for trying new actions and being willing to change old habits, subtract the total of COLUMN A from the total of COLUMN C to get your total **POINTS FOR CHANGE**.

Total Column C: _____ **- Total Column A:** _____ **=** _____ **TOTAL POINTS FOR CHANGE**

3-6	You’ve overcome the hardest part to change – STARTING! Keep it up!
7-15	Well done! Stay consistent with your changes to create new habits.
16 or more	Way to be a CHANGE AGENT! Check out other Action Packs for more ideas.

Reflection on Taking Action

Answer these questions after completing your Action Pack (use more paper as needed)

8.3 What was rewarding about making a commitment to action and changing my behaviour?

8.4 What was challenging?

9. PRESENTING YOUR EXPERIENCE AND KNOWLEDGE

Your final Action Pack assignment is to give a presentation to your class summarizing your thoughts on the Inquiry you did in this Action Pack. This is your chance to share what you have learned and invite your peers to take action!

Presentation length: 5 - 15 min.

See ideas for your presentation below. Ask your teacher for further details.

Make sure your presentation includes:



1. **I** Inquiry Process

- State the Inquiry **question** that you explored. Is this an important question we all need to be asking ourselves?
- List the top 3 **most interesting** facts that you learned in your research.
- Share the **experience** and results of your local activity

2. **T** Creative/Critical Thinking

- Name some key **stakeholders** or **ecosystems** and their concerns or interests.
- List some ways we can approach this issue more **sustainably** (both at industry and personal levels).
- Share new ideas or conclusions you **gained** from completing the Action Pack.

3. **PS** Taking Action for Personal & Social Responsibility

- What actions did you take?
- What was it like to take personal action?
- Share your personal experience exploring this topic and inspire others to take action.
- Suggest ways your classmates can take action.

4. **C** Creative Communication

- Engage with your audience; make eye contact, don't read off a piece of paper the entire time, and project your voice.
- Be creative; how can you make learning about this topic fun and interesting? Consider the different presentation formats below.
- Share personal stories that deliver key points.
- Be passionate, persuasive and creative.

Creative Format Options

1. **PERSONAL STORY** Tell your personal story of what it was like learning about this environmental issue. What research facts surprised or upset you? Did people help you or react negatively to your questions? Has this topic grown in importance to you? What actions did you take? Will you continue to take these and other actions? How can this issue affect your life, now and in the future? How would you like your story to end?

Stories are one of the best ways to teach lessons of value, especially when they are personal and real. Although they often present challenges to overcome, the best ones leave us with a feeling of personal power and hope. Stories are the way **Indigenous** peoples have passed forward their wisdom over the years.

2. **GRAPHIC DEPICTION** Drawings that are labeled and explain the information you learned in the research. This could be pictures, images, a storyboard, or timeline, and should include how you will make changes in your life.
3. **MOCK DEBATE** You and your partner present two points of view, or two **stakeholders**, showing the facts that support both sides in the issue.
4. **PAINTING OR COLLAGE** An artistic representation of what you learned in the research and how you will make changes in your life.
5. **MOCK NEWSCAST** You are a TV journalist on the scene of an environmental situation and you are interviewing both sides of the issue. For example, trees being cut down, industry's waste going into a river, protesters with signs at a **government** office.
6. **NEWSPAPER** Create a newspaper page with various articles about both sides of the issue. You may include a cartoon that is relevant, a letter to the editor about the issue and columns with the scientific facts. Include what changes are needed to help with this issue in the world.
7. **POEM/PROSE/SONG/RAP** Present a piece of creative writing that expresses facts and personal feelings around your issue/topic.
8. **SKIT** Act out a script to demonstrate your understanding of the issue/topic. Explain the **stakeholders** on both side of the issue and how you will change your lifestyle to help.
9. **WEBSITE** Create a well designed website that clearly leads the reader through the major issues, facts and opinions on this topic.
10. **POWERPOINT/PREZI** Create a visual presentation with strong images, graphs, even video, which complements and strengthens your verbal presentation. Remember to use images, not words!
11. **VIDEO** Create a video that describes the key points of the issue in a compelling way. This video can be an animation.