



Grade 10 Sample Lesson Plan: Community Involvement Unit – My Community Health

Objectives/Goals

- Students will learn about indicators to measure health at different levels (individual, school, community)
- Students will identify healthy and unhealthy locations in their community
- Students will suggest ideas on how to improve the “less healthy” areas of their community.

Materials

- 1 – Colored markers or pencils (green and red)
- 2 – Maps of your community – one for each student
- 3 – Handout - Community Health Project assessment
- 4 – Handout – Taking Action
- 5 – PowerPoint – My Community Health
- 6 – Optional – access to Google Maps in place of the markers/pencils

Procedure

Step 1

- A – Tell the class that *today we will be discussing how we determine the health of things such as an individual, school, or community. We will specifically focus on what makes our community healthy and unhealthy.* (show slide 1 here)
- B – Begin by getting students to come up with ideas on defining the word *indicator*. Show the merriam-webster definition: *Indicator – a sign that shows the condition or existence of something.*” For example, we can use blood pressure as an indicator for someone’s individual health. (slide 2)

Step 2 – Identifying Indicators and Community Assets

- A – Next, facilitate a discussion with a progression of the following questions. On the board, list these ideas in a table format such as this: (slide 3)

	Healthy / Unhealthy?	How do you know? (indicators)
Individual		
School		
Community		

- B – Use the following prompts to help fill out the table as a class.
 - *What do you do to make yourself healthy or unhealthy? How do you measure it?*
 - Students may say things like diet, exercise, sleep, avoiding substances, etc. For how we measure it, indicators such as body weight, blood pressure, resting heart rate, etc. These are called *indicators*.
 - *What is healthy or unhealthy about our school? How do we measure it?*
 - Students may identify indicators such as facility quality, graduation rates, test scores, amount of graffiti, amount of bullying, quality of teachers, etc.
 - *What is healthy or unhealthy about our community? How do you measure it?*
 - Students may identify indicators such as amount of trash, pollution (air quality index), gangs, places to hangout and relax, graduation rates, access to health care, safe/unsafe neighborhoods (violence/homicides, arrests, etc.), access to parks, community rejection, and more.
 - Note that indicators to measure individual health versus school health versus community health are different, but may have some overlap.

- C – One way to build off of what is healthy or unhealthy about your community is discussing what is a *community asset*. Ask students *how would you define community asset? (slide 4)*
 - *Community asset – anything that can be used to improve the quality of community life.*
 - It can be a *person* – a stay at home dad who organizes a playgroup, or an informal neighborhood leader, or a firefighter who risks his life to keep the community safe
 - It can be a *physical structure or place* – a school, hospital, church, library, recreation center, a landmark symbol, parks, etc.
 - It can be a *community service* that makes life better for some or all members of the community – public transportation, early childhood education center, cultural organization, etc.
 - It can be a *business* that provides jobs and supports the local economy
 - Explain to students that community assets can be used as a foundation for community improvement.

Step 3 – Mapping the Health of Our Community

- A – Explain to the class *once you have collected community asset information, it's often especially helpful to put it on a map. Maps are good visual aids: seeing the data right in front of you often increases insight and understanding. (use slide 5 and insert a map of your community on this slide, or print out a copy on a piece of paper)*

You can find a large street map of your community with minimal other markings (your

local planning department likely will have something) or you can probably print one from Google Maps. You can also learn how to do a digital option using Google Maps by following the instructions from this resource: [Why Use Google Maps for Community Mapping?](#)

- B - Spend about 20 minutes here assuming time permits. Students will need green and red pencils or markers and a copy of a community map. Perhaps it is your entire town or a subsection of your community. You can make a copy on 8.5 x 11” paper for each student or possibly enlarge on a poster like piece of paper.
- B – Ask students *what makes our community healthy?* Using a green pen/pencil, draw a picture and/or write on the map examples of community assets – people, places, activities/services, actions, and/or physical spaces that makes our community healthy and a desirable place to live.
- C – Next, ask students *what makes our community unhealthy?* Using a red pen/pencil, draw a picture and/or write on the map the community liabilities – people, places, activities/services, actions, and/or physical spaces that makes our community less healthy and a less desirable place to live. (maybe even hurts/damages the community).
- D – After students have had a chance to explore, identify, and discuss this, ask, *What do you notice about our community?* Answers will vary depending upon where you live.

Step 4 – Taking Action

- A – Say to the class, *as young adults, you are the community’s youth ambassadors and have the capability of being a community asset. I want you to think about how you can take action to improve some of the unhealthy problems in our community. Using your map, make a list of the issues that concern you the most, come up with possible solutions to these issues, and then rank how easy they would be to fix. Star or highlight one or two that you are most interested in working on. You will likely use this for your Community Health Project assessment.*

Unhealthy Issue (from maps)	Possible Solutions What could you do to fix the problem? (there may be several solutions)	Action (easy, medium, hard)

*chart available also on slide 7

- B – To make this lesson more meaningful it is ideal to connect the students to the community you live in and have them experience something. In the Community Health Project there are options for how students can identify and create a plan to address a community health-related social issue.

Assessment Idea

Student will complete one of the four options of the Community Health Project assessment.

References

- [Why Use Google Maps for Community Mapping?](#)
- [Identifying Community Assets](#)
- [HealthyPeople.gov – Leading Health Indicators](#)

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

Taking Action

As young adults, you are the community’s youth ambassadors and I want you to think about how you can take action to improve some of the unhealthy problems in our community. Using your map, make a list of the issues that concern you the most (column 1), come up with possible solutions to these issues (column 2), and then rank how easy they would be to fix (column 3). I want you to star or highlight one or two that you are most interested in working on.

Unhealthy Issue (from maps)	Possible Solutions What could you do to fix the problem? (there may be several solutions)	Action (easy, medium, hard)

Community Project Assignment

Community Project Overview: As a student in this class, you have a unique opportunity to participate in a community-based assignment to further your knowledge in a health related area. The time commitment is minimal, but the effect on your life could turn out to be tremendous. **Choose ONE option...**

1. Job Shadowing: Since some of you are looking into pursuing a career in health care, this could be a tremendously positive experience. You need to schedule at least a two-hour time slot to shadow a person in a health career that interests you. This experience can include both conventional health careers as well as alternative therapies such as acupuncture, homeopathy, and chiropractics. You will need to have the person whom you job-shadow sign off on your sheet to vouch that you did indeed complete the two-hour minimum requirement by completing the Job Shadow Completion form (see below) . Upon completion of the actual shadowing experience, you will be required to type a two-page paper including: a) why you choose this particular option, b) a summary of your experience, c) how the experience has impacted your choice to pursue that field of study including the pros and cons of the profession as you see it.

2. Lecture: Attend a health related lecture in the community. There are many health related lectures pertaining to nutrition, diseases, fitness, etc...that are usually free in our community. They are often listed in the local papers each week, posted at the library, etc. Simply attend one of the lectures, bring in proof of attendance (this could be a selfie at the lecture that you take to prove you were there....not while the person is presenting of course) , and do a two-page write-up on why you chose to attend, what you learned, and whether it will have a lasting impact on your thoughts or behaviors. Do NOT wait until the last minute!

3. Conduct an Interview: Working individually (or in a group of up to 3 people maximum), create a thought-provoking interview to record and show to the class. The objective would be to talk to people in our community about a “hot” health issue that would elicit varying opinions. You would be responsible for the following items:

- a. Choose a topic that is first approved by your instructor
- b. Do extensive research on the topic in order to formulate thought-provoking questions (3 sources to be turned in from reputable sites)
- c. Turn in a list of interview questions (7-10) to be reviewed by your instructor
- d. Conduct and record interviews with at least 5 different people, and seek written permission from those individuals to have the recording shown in class ---format may vary
- e. Each person would write a one-page reflection on what you took away from the project

4. Public Service Announcement: Make a 3-5 minute video or podcast (PSA) regarding some health issue pertaining to our community. Examples could include 1) underage drinking, 2) substance abuse, 3) homelessness, 4) organ donation, 5) protection against skin cancer, 6) distracted driving, or something else. This will definitely be shown to your classmates, so make sure it is working properly and researched well. Please provide your teacher with a written description of the PSA, including important facts, action steps people can take, and your resources. A maximum of 3 people can work in a group. Each individual must also turn in a one-page summation of why they felt their topic was important and relevant message to share with classmates.

5. Create your own! If you have a different idea about how to tackle this assignment...see me.

Job Shadow Completion form

You will need to print this sheet out, fill it out completely, and this is to be handed in WITH YOUR SUMMARY

(only if you chose to job shadow)

NAME OF STUDENT: _____

ORGANIZATION NAME: _____

ORGANIZATION ADDRESS: _____

CONTACT NAME _____

Phone (____) _____

Email address: _____

DATES AND TIMES OF SERVICE: DATE: TIME:

_____ From: _____ To: _____

I hereby authorize that to the best of my knowledge the information above is accurate for the student whose name appears on this sheet.

Student Signature: _____

Contact Signature: _____