

Objectives

- To provide participants with an experience to engage with the SDGs (specifically Goal #3: Good Health and Well-being and Goal #5: Gender Equality) in their classroom/school and in their wider community.
- For participants look at their experiences and the experiences of others through a gender lens related to health and wellbeing and recognize that these experiences are interconnected.
- For participants to find connections between the experiences of Patience and wanting to help others and their own experiences in their community and the wider world.
- To inspire participants to a “call to action” to help others just as Patience has done.

Format

- Classroom Teacher does pre-teaching/learning prior to InSight workshop
- Large group – 17 participants in cylinder at a time
- 1-2 facilitators (Teacher and SCIC staff) & Igloo tech support
- Target age for this lesson is all ages

Materials

- Flip chart paper
- Flip chart markers (3-4)
- Pens/Pencils and blank paper for each participant
- Copies of corresponding handouts for each participant
- Masking tape or sticky tack for sticking flip chart papers to wall
- Access to internet
- Audio Visual Equipment
- Internet access
- Handout – Goal 1: Progress in 2019
- Handout – Goal 3: Targets and Indicators
- Handout – 7 Issues that will Shape the Health Workforce of the Future
- Handout – How to Tackle the Healthcare Worker Shortage
- Handout – The Top 5 Healthiest Places in the World
- Handout – 5 Simple Ways
- Graphic – 12 Tips to Be Healthy
- Graphic – Sustainable Development Goals
- Copies of preferred Exit Slips for each participant (based on session)

Roles

As facilitators, our role is:

- To guide participants in meaningful discussion using guiding questions.
- To maintain a supporting role to ensure sensitivity, collaboration and inclusion and encourage equal participation from all perspectives and experiences.
- To keep-time

Guiding Questions

1. What role does health and wellbeing play in your quality of life?
2. How do barriers to healthcare impact people’s health and wellbeing and quality of life?
3. How can you promote equality in healthcare and wellbeing in your school, community, and the wider world?

Resources

- Pre-reading/pre-activity for Teacher and students
- InSight video cylinder

Videos:

Understand Goal 3: Good Health and wellbeing (elementary school) - <https://youtu.be/TmdZohLGaf8>

Understand Goal 3: Good Health and wellbeing (high school) - <https://youtu.be/aSaqqFAojxg>

WHO: Universal health coverage - the best investment for a safer, fairer and healthier world - https://www.youtube.com/watch?time_continue=12&v=C1bljSMITo

Imagine.... (Powerful animation on the shortage of health workers, produced by the Global Health Workforce) - <https://www.youtube.com/watch?v=tCSmIYmPOi4>

WHO: The Power of Health Workers - <https://www.youtube.com/watch?v=TeP0aafYvH0&t=2s>

How Pandemics Spread (High School - 7m59s) - <https://www.youtube.com/watch?v=UG8YbNbdaco>

Sid the Science Kid: Journey of a Germ (Elementary School) - <https://www.youtube.com/watch?v=b09luE7z2qY>

How do germs spread (and why do they make us sick)? - <https://www.youtube.com/watch?v=yxonJTWBJQ>

Germ Wars - The story of kids as heroes in preventing germs - <https://www.youtube.com/watch?v=O5PwLAZNnKc>

Contagion: From Simple Cough, to Global Pandemic - https://www.youtube.com/watch?v=OH9_hZ9uomk

The Story of Ebola - <https://www.youtube.com/watch?v=TZI-FayZkvg>

Why your Doctor Should Care About Social Justice -

https://www.ted.com/talks/mary_bassett_why_your_doctor_should_care_about_social_justice

Take Action on Goal 3: Good Health and Wellbeing - <https://www.youtube.com/watch?v=moLWJ1zzMPI>

Next Steps

Join - Rotary Club of Regina - <https://reginarotary.org/rotary-club-of-regina/>

Support ending Polio – www.endpolio.org

Thank You Rotary - <https://www.youtube.com/watch?v=bUtprGjIYqo>

(WHO Director-General and UNICEF Executive Director thank Rotary)

What is Rotary? - <https://www.youtube.com/watch?v=iLUpWV8z3ws>

Rotary Foundation Video - <https://www.youtube.com/watch?v=rhXp8ZGkfwk>

Facilitation Plan		
Activity	Instruction / Description	Time
Pre-viewing/ Pre-teaching	Pre-Viewing/Pre-teaching Lesson – CAN ALSO BE USED AS A BREAKOUT SESSION BEFORE VIEWING TWO DROPS OF PATIENCE:	
Pre-Teaching To take place prior to InSight Lesson	Pre-Viewing Lesson – CAN ALSO BE USED AS A BREAKOUT SESSION BEFORE VIEWING TWO DROPS OF PATIENCE INTRODUCTORY ACTIVITY: WHAT IS HEALTH AND WELL-BEING AND WHY IS IT IMPORTANT?	20m OR 45-60m

As a large group, ask students to define the word “Health” (write their definition on the white board or on a piece of flip chart paper at the front of the class).

Example:

Health: the word "health" refers to a state of complete emotional and physical well-being. ... **Health** can be defined as physical, mental, and social wellbeing, and as a resource for living a full life. It refers not only to the absence of disease, but the ability to recover and bounce back from illness and other problems.

As a large group, ask students to define the word “Well-being” (write their definition on the white board or on a piece of flip chart paper at the front of the class).

Example:

Wellbeing: is 'the state of being comfortable, healthy, or happy.

Once the students have definitions of both health and wellbeing, open the discussion to these questions:

What role does health and wellbeing play in your quality of life?

How do barriers to healthcare impact people’s health and wellbeing and quality of life?

How can you promote equality in healthcare and wellbeing in your school, community, and the wider world?

***IF USING THIS ACTIVITY BEFORE VIEWING TWO DROPS OF PATIENCE – STOP HERE**

Ask the students – Why is health and wellbeing important for learning?

Example of answers:

The link between health and wellbeing and positive academic performance is well researched:

- Healthy students are more alert, engaged and better able to concentrate and learn
- poorly nourished children are often tired, apathetic and unable to concentrate
- physical activity is associated with improved learning and concentration, better mood and behaviour as well as healthy weight
- smoking, drinking and other drug substances severely impact a student’s cognitive functions (concentration, memory, attention), capacity to behave appropriately, and frequently leads to the student engaging in further risky behaviour
- developing strong, supportive relationships in schools provides a safer and more inclusive environment for students to engage in their studies and learn.

Then ask students, what role they think school and their teachers play in helping students to maintain their health and wellbeing?

Examples of answers:

Childhood and adolescence are critical periods for developing attitudes, skills and knowledge for living a healthy life. During this time students notice, assess and make judgments about what is normal and desirable. Their choices depend on a host of variables such as, what is easily accessible, what is cost effective, what their peers choose, what is common practice at home and their experiences. People make choices from what they know. A student’s health and wellbeing is dynamic and changeable. Schools inform choices and deepen understanding of what constitutes good health choices. Schools present learning opportunities that build upon family/cultural experiences and allow for critical analysis of media, advertising and peer conformity. Schools have a responsibility to teach, model, build behaviour practices and implement

	curriculum requirements that support a learning environment where the connection of learning about health and wellbeing is supported by alignment of action across a whole school approach.	
BREAKOUT SESSION 1	BREAKOUT SESSION 1 – BEFORE VIEWING <i>TWO DROPS OF PATIENCE</i> (while other groups are viewing)	
<p>Independent work Large group discussion</p> <p>Objective: Students will understand the meanings of health and wellbeing</p> <p>Materials: Pen/pencil and piece of paper for each participant Definitions of each dimension of wellness on flip chart paper Sticky tack to hang flip chart paper on wall Audio visual equipment Access to internet</p>	<p>DEFINING HEALTH AND WELLBEING:</p> <p>Ask participants to: divide their paper into two columns. In column one, write the heading “Health” in column two, write the heading “Wellbeing” Under each column, in point form, brainstorm: What “health” means to you. What “wellness” means to you. How are they similar? How are they different? Think about and write down your ideas, we will be discussing them as a group in a few minutes. Allow participants to discuss their ideas with each other and the group.</p> <p>Show the video: Understand Goal 3: Good Health and wellbeing (elementary school) - https://youtu.be/TmdZohLGaf8 Understand Goal 3: Good Health and wellbeing (high school) - https://youtu.be/aSaqqFAojxg *IF USING THIS ACTIVITY BEFORE VIEWING TWO DROPS OF PATIENCE – STOP HERE</p> <p>Now, let’s refine our own definitions of health and wellbeing by exploring what each dimension of wellbeing means: Introduce participants to the dimensions of wellbeing: social, physical, intellectual, emotional, environmental, and spiritual.</p> <p>Physical The optimal functioning of the body’s major physiological systems (e.g., cardiovascular, respiratory, musculoskeletal, and nervous systems).</p> <ul style="list-style-type: none"> • <i>Regular physical activity, healthy eating, medical self-care, and avoidance of substance abuse contribute to physical well-being.</i> <p>Intellectual The ability to gather, process, recall, and communicate information; the ability to solve problems effectively and creatively and to maintain a positive outlook on life.</p> <ul style="list-style-type: none"> • <i>Engaging your mind in ongoing learning for occupational and personal growth contributes to intellectual well-being.</i> <p>Emotional The ability to feel and express the full range of human emotions and to control them rather than be controlled by them.</p> <ul style="list-style-type: none"> • <i>Being aware of and accepting personal feelings and being sensitive and responsive to the emotional states of others contribute to emotional well-being.</i> 	<p>20m – 60m</p>

	<p>Spiritual The maturation of a higher consciousness through strong nurturing relationships with both the self and others; the development of a strong personal value system and a meaningful purpose in life.</p> <ul style="list-style-type: none"> • <i>Doing activities that cultivate hope, gratitude, forgiveness, and a sense of connectedness to the world contributes to spiritual well-being.</i> <p>Social The process of forming and contributing to supportive relationships with family, friends, and associates and with one’s environment.</p> <ul style="list-style-type: none"> • <i>Doing activities that build friendships and support better living conditions for all in the community contributes to social well-being.</i> <p>Environmental The capability to live, work, and play in a clean and safe environment that is not detrimental to health.</p> <ul style="list-style-type: none"> • <i>Taking steps to increase clean air and to prevent violence in your community contributes to environmental well-being.</i> <p>While going through the definitions feel free to stop and answer questions if and when participants have them.</p> <p>Once you have gone through the definitions ask participants to take two minutes to reflect on their personal definition of health and wellbeing and make any changes that they may see necessary.</p> <p>If time, have participants share their definitions with the rest of the group.</p>	
<p>Introduction for InSight Workshop</p> <p>Pre-viewing</p>	<p>Facilitators to introduce themselves. Set up space: Before we begin, let’s make sure we create and encourage a spirit of openness, respect and inclusion by being aware of the sensitivities around sharing our thoughts, opinions, and beliefs with others, giving and receiving feedback and allowing equal opportunities for all of us to participate in this collaborative moment.</p> <p>Ask participants to reflect on:</p> <ol style="list-style-type: none"> 1. What they know about the importance of health and wellbeing to people’s quality of life. <p>Facilitators: Establish objectives and give quick synopsis of the video <i>Two Drops of Patience</i>.</p> <p>VIDEO SYNOPSIS: The 360 Video, <i>Two Drops of Patience</i> - Travel with Patience Asiiimwe in 360 VR to a remote region of Uganda to vaccinate children who otherwise would be missed. See how far Patience will go to make sure every child in her country is protected from polio.</p> <p>Provide participants with guiding questions to think about when they are viewing the film. These can be prepared on a handout for each participant or posted on the white board/wall on flipchart paper. Examples of questions:</p>	

	<p>1.What role does health and wellbeing play in your quality of life?</p> <p>2.How do barriers to healthcare impact people’s health and wellbeing and quality of life?</p> <p>3.How can you promote equality in health and wellbeing in your school, community, and the wider world?</p>	
Viewing	Viewing of <i>Two Drops of Patience</i>	5m54s
BREAKOUT SESSION 2	BREAKOUT SESSION 2 – AFTER VIEWING <i>TWO DROPS OF PATIENCE</i>	
<p>Large group Discussion Activity</p> <p>Objective: Participants will investigate access to healthcare</p> <p>Materials: Copy of handout “Progress of Goal 3 in 2019” for each participant Audio visual equipment Access to internet Flip chart paper and markers Copy of preferred Exit Slip for each participant</p>	<p>ACCESS TO HEALTHCARE:</p> <p>Show video: WHO: Universal health coverage - the best investment for a safer, fairer and healthier world - https://www.youtube.com/watch?time_continue=12&v=C1bljiSMITo</p> <p>Explore the article: Top 5 Healthiest Places in the World - https://internationalliving.com/top-5-healthiest-places-in-the-world/</p> <p>Explain to students the importance of access to quality healthcare: Each nation’s health care system looks different, and they are not all created equal. The more money a nation spends on health, the greater the life expectancy of its people. Though even within one nation, people can receive vastly different levels of care based on their geography, financial situation, language, gender or race. People all over the world are having big conversations about equity and starting to move in the right direction. Example: Access to comprehensive, quality health care services is important for promoting and maintaining health, preventing and managing disease, reducing unnecessary disability and premature death, and achieving health equity for all people. When considering access to health care, it is important to also include oral health care and obtaining necessary prescription drugs. Access to health services means "the timely use of personal health services to achieve the best health outcomes." It requires 3 distinct steps: Gaining entry into the health care system (usually through insurance coverage) Accessing a location where needed health care services are provided (geographic availability) Finding a health care provider whom the patient trusts and can communicate with (personal relationship) Access to health care impacts one's overall physical, social, and mental health status and quality of life.</p> <p>Ask students to make a list as a large group, using flip chart paper and markers, of what they think are some examples of barriers to health care. Examples: High cost of care Inadequate or no insurance coverage Lack of availability of services Lack of culturally competent care</p>	45m-60m

	<p>Ask students to consider what these barriers might lead to. Examples: Unmet health needs Delays in receiving appropriate care Inability to get preventive services Financial burdens Preventable hospitalizations Access to care often varies based on race, ethnicity, socioeconomic status, age, sex, disability status, sexual orientation, gender identity, and residential location.</p> <p>GROUP DISCUSSION/WRAP-UP</p> <p>1. Ask the students to discuss and record what barriers to healthcare newcomer families to Canada might face. Show Video “Introduction to Refugee and Canadian Health Care” https://www.youtube.com/watch?v=SnDVTtJ0bfs Examples:</p> <ul style="list-style-type: none"> ● complex health insurance eligibility and entitlement rules, ● limited pre-arrival health care, ● limited language and literacy skills, ● lack of familiarity with the Canadian health care system, ● precarious finances, and ● factors related to gender and culture. <p>2. Ask students to discuss what barriers to healthcare people living in remote locations/rural locations might face. 3. Ask students if they feel that they may face barriers to accessing healthcare living in Canada? 4. Might barriers be different for different groups of people In Canada? For example, different genders? Different gender identities? Different religions? Those experiencing difficulties with mental health? Etc.</p> <p>Extension activity: Have participants fill out one of the exit slips and hand in to their teacher at the end of the session. The teacher can then use these exit slips to continue the conversations.</p>	
BREAKOUT SESSION 3	BREAKOUT SESSION 3 – AFTER VIEWING TWO DROPS OF PATIENCE	
<p>Large group discussion</p> <p>Objective: Participants will think critically about how health is measured for themselves, their</p>	<p>DEFINING AND MEASURING HEALTH: Ask the participants as a large group to answer the question: How do you define health? Participants can raise their hands and contribute to the conversation. Explain to the participants that health is defined in many ways: For example, when you go to the doctor for a check-up, your health is determined by measuring things like your weight, cholesterol and blood pressure. Other factors play a role such as:</p> <ul style="list-style-type: none"> ● Behavior (Do you exercise and wear a seatbelt?) ● Economic and social levels (Can you afford health insurance? Can you afford the medicine that the doctor may prescribe for a condition you have been diagnosed with?) ● Genetics (Do you have a family history of heart disease?) 	60m

<p>community, and the larger world and how that directly affects them.</p> <p>Materials: Flip chart paper and markers Copies of preferred Exit Slip for each participant</p>	<ul style="list-style-type: none"> ● Environment (Are you exposed to air pollution?) <p>Taken together, this information can help you and your doctor determine how healthy you are (and likely how healthy you will remain).</p> <p>Ask the participants as a large group to answer the question: What is global health and how is it measured?</p> <p>Explain to the participants the World Health Organization has identified a series of about 100 indicators that help determine the health and well-being of communities and nations, such as:</p> <p>Health status: life expectancy, infant and maternal mortality rate, incidence rates of diseases</p> <p>Risk factors: nutrition, environmental health, obesity rate, frequency of injuries</p> <p>Service coverage: immunization, pre- and antenatal care, screening and preventative care, use of Malaria nets, mental health</p> <p>Health systems: quality and safety, equitable access, workforce, information, financing</p> <p>With these indicators in mind, how healthy is your community? How about your country? What other factors could be used to measure the health of a population?</p> <p>Ask the participants as a group: What can you do to make a difference? Have the participants brainstorm as a large group. Have one of the participants record responses on flip chart paper for everyone to see.</p> <p>Some examples of how participants could make a difference are:</p> <p>Pay attention. Understand the big health issues of your community and the world at large. Keep an eye on the policies at the local and national level that affect people’s access to health care. Be critical of information to make sure your sources are scientifically sound, statistically accurate and objective. Make connections between health and other issues facing our planet.</p> <p>Feel connected. Get to know people whose lives are impacted by their access to healthcare. Listen to the stories of health workers on the front lines, striving to make the world a healthier place. Understand this issue beyond statistics and news stories.</p> <p>Take action. Once you learn more, decide: What is yours to do? What kind of impact are you uniquely positioned to make? Whether you act locally or globally—do something real to make the world a healthier place.</p> <p>Extension activity: Have participants fill out one of the exit slips and hand in to their teacher at the end of the session. The teacher can then use these exit slips to continue the conversations.</p>	
<p>BREAKOUT SESSION 4</p>	<p>BREAKOUT SESSION 4 – AFTER VIEWING <i>TWO DROPS OF PATIENCE</i></p>	
<p>Small group and large group work</p> <p>Objective: Participants</p>	<p>EXPLORING HEALTHCARE WORK:</p> <p>Pose this question to the participants as a large group: Are there enough healthcare workers to serve everyone?</p> <p>Provide the participants with this background information:</p>	<p>45-60m</p>

<p>will recognize the importance of healthcare workers and take an active part in solving the healthcare worker shortage</p> <p>Materials: Audio visual equipment Access to the internet Copies of handout “How to Tackle the Healthcare Worker Shortage” for each participant Copies of handout “7 Issues that will shape the health workforce of the future” for each participant Flipchart paper and markers Copy of preferred Exit Slip for each participant</p>	<p>According to the World Health Organization, the world needs about 7.2 million more health workers to ensure that everyone has equitable access to quality health care, especially people living in high-need regions. Luckily, organizations like the UN and WHO have recognized this need and are investing time and resources into encouraging people from all over the world to consider careers in healthcare.</p> <p>Show the videos: Imagine.... (Powerful animation on the shortage of health workers, produced by the Global Health Workforce) - https://www.youtube.com/watch?v=tCSmIYmPOi4 WHO: The Power of Health Workers - https://www.youtube.com/watch?v=TeP0aafYvH0&t=2s</p> <p>Explore the Article (American) “How to Tackle the Healthcare Worker Shortage” - https://medium.com/the-mission/how-to-tackle-the-healthcare-worker-shortage-6e731db5c15d</p> <p>Explore the article “7 Issues that will shape the health workforce of the future” - https://medium.com/the-mission/how-to-tackle-the-healthcare-worker-shortage-6e731db5c15d</p> <p>Have the participants get into groups of 4. Give each group an “issue” from the above article (7 Issues that will shape the health workforce of the future). Have participants brainstorm 10 ideas to solve their “issue” by the year 2030. Have groups record their issue and solutions on flipchart paper</p> <p>Have groups present their issue and resolutions to the rest of the group.</p> <p>Extension activity: Have participants fill out one of the exit slips and hand in to their teacher at the end of the session. The teacher can then use these exit slips to continue the conversations.</p>	
<p>BREAKOUT SESSION 5</p>	<p>BREAKOUT SESSION 5 – AFTER VIEWING <i>TWO DROPS OF PATIENCE</i></p>	
<p>Large group discussion & small group work</p>	<p>EXPLORING DISEASE Engage the participants in a free, large group discussion. Pose this question to the group of participants: How do diseases spread among individuals, communities, and nations? Tell the participants that:</p>	<p>60m – 90m</p>

<p>Objective: Participants will recognize the need for good personal care and it's effect on their community and the wider world</p> <p>Materials: Audio visual equipment Access to the internet Flip chart paper and markers Copy of handout "5 Simple Ways" for each participant Copy of graphic "12 Tips to be Healthy" for each participant Copy of preferred Exit Slip for each participant</p>	<p>Illnesses know no borders. Their only mission is to spread as far as possible. But that spread can be stopped or slowed through education, vaccinations and other preventative measures (like malaria nets)</p> <p>Show one or two of the following videos: How Pandemics Spread (High School - 7m59s) - https://www.youtube.com/watch?v=UG8YbNbdaco OR Sid the Science Kid: Journey of a Germ (Elementary School) - https://www.youtube.com/watch?v=b09luE7z2qY OR How do germs spread (and why do they make us sick)? - https://www.youtube.com/watch?v=yxonJTWhBJQ OR Germ Wars - The story of kids as heroes in preventing germs - https://www.youtube.com/watch?v=O5PwLAZNnKc OR Contagion: From Simple Cough, to Global Pandemic - https://www.youtube.com/watch?v=OH9_hZ9uomk OR The Story of Ebola - https://www.youtube.com/watch?v=TZl-FayZkvg</p> <p>Once the videos are over, as a large group - visit the website: HealthMap.org: https://www.healthmap.org/en/ and look up the current location of where the session is taking place. Discuss any of the health alerts and outbreaks that may be active in your current location. Ask the participants if they know what the health concern is (if they do not, you can google it) Ask the participants to surmise why these outbreaks are taking place right now? What measures could participants take to protect themselves from these outbreaks?</p> <p>Explain to the participants: Even without regular doctor visits, there are ways to stay healthy. Nutrition, exercise and making safe choices can go a long way in taking care of your body. But, like healthcare, there is inequity in how people access those things too. Healthy food costs more, exercise is hard to do when you work two jobs, and information is often inaccurate or inadequate. Organizations and individuals are developing innovative ways to keep people healthy in communities all over the world, including community gardens, free fitness programs and even gathering data through wearables. Have participants get into pairs, using a sheet of flip chart paper and markers, brainstorm at least 10 activities they could do with their family or friends to stay active and healthy or 10 actions they can do on a regular basis to ensure they stay healthy. Have students share as a large group.</p> <p>To help get brainstorming going you could use the Handout – 5 Simple Ways OR Graphic – 12 Tips to Be Healthy OR Show the video – Take Action on Goal 3: Good Health and Wellbeing - https://www.youtube.com/watch?v=moLWJ1zzMPI</p>	
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	Extension activity: Have participants fill out one of the exit slips and hand in to their teacher at the end of the session. The teacher can then use these exit slips to continue the conversations.	
BREAKOUT SESSION 5	BREAKOUT SESSION 6 – AFTER VIEWING <i>TWO DROPS OF PATIENCE</i>	
<p>Large group discussion</p> <p>Objective: Participants will know what the SDGs are and their purpose for the world</p> <p>Materials: Audio visual equipment Access to the internet Copy of the graphic – Sustainable Development Goals – for each participant Copy of preferred Exit Slip for each participant</p>	<p>HOW IS SDG GOAL #3: GOOD HEALTH AND WELLBEING CONNECTED TO THE OTHER SUSTAINABLE DEVELOPMENT GOALS?</p> <p>Provide participants with the background on the SDGs: The Sustainable Development Goals (SDGs) were born at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012. The objective was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world.</p> <p>The SDGs replace the Millennium Development Goals (MDGs), which started a global effort in 2000 to tackle the indignity of poverty. The MDGs established measurable, universally-agreed objectives for tackling extreme poverty and hunger, preventing deadly diseases, and expanding primary education to all children, among other development priorities.</p> <p>For 15 years, the MDGs drove progress in several important areas: reducing income poverty, providing much needed access to water and sanitation, driving down child mortality and drastically improving maternal health. They also kick-started a global movement for free primary education, inspiring countries to invest in their future generations. Most significantly, the MDGs made huge strides in combatting HIV/AIDS and other treatable diseases such as malaria and tuberculosis.</p> <p>Show the video: Transitioning from the MDGs to the SDGs: https://www.youtube.com/watch?v=5_hLuEui6ww</p> <p>Show the video: Do you know all 17 SDGs?: https://www.youtube.com/watch?v=0XTBYMfZyrM</p> <p>Explain to the participants: Health is connected to so many other global goals: poverty, hunger, inequality, gender, climate action, and sustainable communities...probably all of them! When there are gains made within one goal, we see gains in this one too.</p> <p>Ask the participants: Which other goal do you see as being most closely tied to health and well-being? Have a copy of the graphic – Sustainable Development Goals – for each participant, or displayed somewhere around the room for all participants to see.</p> <p>Have the students brainstorm as an entire group how health and wellbeing is related to the other 16 SDGs.</p> <p>If there is time, allow students the opportunity to explore the SDGs through the Gather IQ website: https://app.gatheriq.analytics/explore</p>	60m

	<p>Extension activity: Have participants fill out one of the exit slips and hand in to their teacher at the end of the session. The teacher can then use these exit slips to continue the conversations.</p>	
<p>Extension Activities/ Next Steps</p>	<p>Join - Rotary Club of Regina - https://reginarotary.org/rotary-club-of-regina/ Support ending Polio – www.endpolio.org Thank You Rotary - https://www.youtube.com/watch?v=bUtprGjYqo (WHO Director-General and UNICEF Executive Director thank Rotary) What is Rotary? - https://www.youtube.com/watch?v=jLUpWV8z3ws Rotary Foundation Video - https://www.youtube.com/watch?v=rhXp8ZGkfwk</p> <p>Explore: www.healthmap.org www.kidshealth.org www.concentus.ca - A committed group of teacher-leaders developed these grade-specific citizenship resources that directly align with Saskatchewan Social Sciences curricula. Classroom teachers vetted the resources and their feedback was used to revise and improve the design. https://app.gatheriq.analytics/home - explore the global goals and discover how you can support world efforts. https://www.freepress.net/get-involved/activist-tools - Your voice matters. Want to know how to lobby your lawmakers? How to write an effective letter to the editor? How to start your own radio station? We've got you covered.</p> <p>Find the people in your community who are working to fight for health and well-being on the front lines. Have your students interview them (face-to-face or via Skype) about who is unhealthy in their local community, why, how it impacts their lives, and how the issue is being addressed. These conversations can help you and your students understand how to take action in responsible and effective ways.</p> <p>Invite health care workers from your community into your classroom to discuss the biggest issues they see in their patients and steps they think would help make the community healthier.</p> <p>Connect with a health worker in another country via Skype and have students interview them about their work.</p> <p>Twitter is home to dynamic conversations about addressing health and well-being, including voices from activists, advocates, health care workers and educators. Explore the hashtag below for resources, inspiration and possible collaborators.</p> <p>#SDG3 @IntraHealth @FrontPubHealth @NPRGoatsandSoda @ghn_news @WHO WHO Uganda WHO Yemen WHO Southeast Asia</p>	

Improve School Lunches

Start your health crusade without leaving the building. Students can evaluate the healthiness of the cafeteria food and investigate how decisions get made about what kids eat for lunch. How can students partner with the lunchroom staff to make the food healthier for all?

Resources and Examples

[Never seconds!](#)

[How to improve school lunches](#)

[How California is reinventing school lunches](#)

[Feeding young minds: The importance of school lunches](#)

Challenge your community to adopt healthy habits

Launch a campaign in your school or community to encourage everyone to make healthier choices. Identify a few habits that would make the biggest difference, then make it a competition or a community challenge. Get the word out and get everyone excited to participate!

Resources and examples

Gamify it: [Super powers legion](#)

[Whole life challenge](#)

[WHO 12 Tips to be healthy](#)

Invent Something to Help Community Health Workers—At Home or Abroad

Help the helpers. Health workers, especially those in remote areas, face unbelievable challenges. How can your students make their lives easier so they can do their jobs better?



Resources and examples

[Wedding dress designer helps with new Ebola suit](#)

[Whirligig diagnosis](#)

[Teenager aims to improve breast cancer diagnosis in poor countries](#)

[Human-centered design kit](#)

Raise your Voice (and Vote): Health for All

	<p>You have probably been hearing a lot lately about health care bills and policies in the U.S. government. When you cut past the noise of political debate, what kinds of policies do we need to address the health issues of the world? Let your voices be heard by those making the decisions. Contact your elected representatives and tell them your ideas for how to make the world a healthier and more equitable place.</p> <p>Examples and resources</p> <p>Everything you need to know about the GOP healthcare bill</p> <p>Free press activism guide</p> <p>Action civics toolbox</p>	
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Saskatchewan Social Studies Curriculum Outcomes and Indicators:

SS1 – Interactions and Independence

IN1.3 Assess ways in which relationships help to meet human needs.

- a. Identify human needs.
- c. Compare how various groups including classmates, family, friends, and significant adults in students’ lives impact on meeting community, personal, and societal needs.

SS2 – Power and Authority

PA2.3 Analyze rights and responsibilities of citizens in the school and local community.

- d. Identify opportunities for sharing responsibility in the community and school.

SS2 – Resources and Wealth

RW2.1 Describe ways in which the local community meets needs and wants of its members.

- b. Investigate how businesses, groups, and individuals, influence the quality of life in the local community.

SS3 – Resources and Wealth

RW3.1 Appraise the ways communities meet their members’ needs and wants.

- a. Speculate upon various challenges faced by communities in meeting needs and wants, with evidence gathered from examining pictures, viewing media, and interpreting stories using a variety of fiction and non-fiction texts.
- b. Identify how individuals and communities meet needs and wants.
- c. Describe ways in which communities help ensure basic human needs are met (e.g., food and water, shelter, clothing, education, safety).

SS6 – Interaction and Interdependence

IN6.3 Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean.

- e. Investigate and represent the contribution of a Canadian individual or organization toward enhancing human welfare in Canada or in a selection of countries bordering the Atlantic Ocean.

SS6 – Power and Authority

PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

- a. Describe incidents of the misuse of power in groups of which students are aware.
- c. Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.

d. Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences).

SS6 – Resources and Wealth

RW6.1 Examine and analyze factors that contribute to quality of life, including material and nonmaterial factors.

c. Explain factors that affect the quality of life of youth in Canada and a selection of countries bordering the Atlantic Ocean (e.g., labour practices, access to education and technology, shelter, food and water, health care, sport and recreation, inclusion, or marginalization).

Saskatchewan ELA Curriculum Outcomes and Indicators:

Grade 1 ELA

CR1.1 Comprehend and respond to a variety of grade-level texts that address identity (e.g., All About Me); community (e.g., Friends and Family); and social responsibility (e.g., Conservation) and relate to own feelings, ideas and experiences.

CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity (e.g., Feelings); community (e.g., Neighbourhood); and social responsibility (e.g., Plants and Trees).

Grade 2 ELA

CR2.1 Comprehend and respond to a variety of grade-level texts that address identity (e.g., Just Watch Me); community (e.g., People and Places); and social responsibility (e.g., Friendship) and make connections to prior learning and experiences.

CC2.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity (e.g., My Family and Friends); community (e.g., Our Community); and, social responsibility (e.g., TV Ads for Children) and make connections to own life.

Grade 3 ELA

CR3.1 Comprehend and respond to a variety of grade-level texts that address identity (e.g., Spreading My Wings); community (e.g., Hand in Hand); and social responsibility (e.g., All Together) and make comparison with personal experiences.

CC3.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity (e.g., Spreading My Wings); community (e.g., Helping Others); and social responsibility (e.g., Communities Around the World) and make connections across areas of study.

Grade 4 ELA

CR4.1 Comprehend and respond to a variety of grade-level texts that address identity (e.g., Expressing Myself); community (e.g., Building Community); and social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences.

CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity (e.g., Expressing Myself); community (e.g., Celebrating and Honouring Others); and social responsibility (e.g., Within My Circle) through personal experiences and inquiry.

Grade 5 ELA

CR5.1 Analyze and respond to a variety of grade-level texts that address identity (e.g., Exploring Heritage); community (e.g., Teamwork); and social responsibility (e.g., What is Fair?).

CC5.1 Compose and create a range of visual, multimedia, oral, and written texts that explore identity (e.g., What Should I Do); community (e.g., This is Our Planet); and social responsibility (e.g., Teamwork) and express personal thoughts shaped through inquiry.

Grade 6 ELA

CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).

CC6.1 Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).

Grade 7 ELA

CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking of Oneself), social responsibility (e.g., Participating and Giving our Personal Best), and efficacy (e.g., Doing our Part for the Planet Earth).

CC7.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).

Grade 8 ELA

CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Becoming Myself), social responsibility (e.g., In Search of Justice), and efficacy (e.g., Building a Better World).

CC8.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Telling One's Life Story), social responsibility (e.g., Examining the Influence of Popular Culture), and efficacy (e.g., Creating Turning Points).

The following questions are used to initiate and guide inquiry and to give students direction for developing deep understandings about a topic or issue under study. Below are examples of suggested/questions students might explore in English language arts.

Grade 1 ELA

📖 Who am I? What does it mean to be me? Who am I as a person? What choices are right for me? How do I want others to see me? What "power" do I have to cause or promote change? 📖 In what ways are families similar and different? What makes a family special? What is a family? 📖 What does respect look, sound, feel like in my culture? 📖 How do you communicate with your family, friends, teachers and people in your school? 📖 How are messages created, sent and received? What special words describe how we feel? 📖 Where do words go when we talk?

Grade 2 ELA

📖 What type of friend shall we be? How shall we treat our friends? How can we be better friends? 📖 How do I know if an experience or situation is right for me? Is safe? Is healthy? 📖 What makes a community? 📖 What places, building/homes, people/workers, neighbours, events and languages do we find in our community? 📖 How are other communities the same/different from our community? How were communities the same/different in the past? 📖 Why

do all the different types of people make a community interesting? 📖 How can we contribute to our community in a positive way? 📖 How can we build a strong community that includes everyone?

Grade 3 ELA

📖 What are we really like? What are we like when nobody is watching? How do we define our “inner self”? 📖 How do we figure out what is important to us and to others? 📖 What does “family” mean? How can we support others including our family members? 📖 How do we support and celebrate each other? 📖 What are some challenges we and others may face? How can we address these challenges? 📖 How do we create community? Who lives there and why? 📖 How can we positively interact with others? How do we effectively communicate, negotiate, and respect different points of view? 📖 What is a stereotype? Where do we see stereotypes? What can be done to change them? 📖 How can stories sometimes stereotype people? 📖 How can a word be used positively or negatively (e.g., tone, emphasis, placement in sentence)?

Grade 4 ELA

📖 How and why do we and our families help each other? 📖 How do we express our thoughts, feelings and appreciation for others? 📖 What are the challenges and joys of friendship? 📖 How do we show loyalty to our friends? 📖 Whose stories are being told and read and why? 📖 How do our points of view, perceptions and experiences affect our interpretation and telling of stories?

Grade 5 ELA

📖 What are our personal strengths? How can we use these strengths to make the world a better place? What are our personal goals, and how will we reach these goals? What are the rewards and challenges of working together? 📖 Where do our beliefs come from? Are they fair, just, moral? 📖 What are prejudices and racism? What happens to “team” work, community, and equality when we have biases and prejudices? In what ways can these ways of thinking hurt everyone in our communities? What have we (or could we have) done about it? What is worth fighting for? 📖 What does “fair” mean? Can “fair” be different for different people? 📖 What are our rights and freedoms? What are our responsibilities? How do our responsibilities go hand-in-hand with our rights and freedoms? 📖 How can we and others contribute to our country and make a difference in the lives of others? How can we contribute to our community? 📖 What types of issues or problems might communities and people face? What issues or problems might people in Canada face? How can we work to make Canada a better country for all its citizens? What messages do images and words communicate in texts such as flyers, promotional mail, magazines, advertisements, product packaging, DVDs, television and websites? 📖 How do resources such as calendars, flyers, coupons, promotional mail, magazines, menus, ads, product packaging, and websites inform, entertain and influence audiences? Who is included? Who is left out? Whose story and values are included? Whose story and values are left out? How might these messages be used to manipulate people?

Grade 6 ELA

📖 What are some of the changes and challenges that you are facing? 📖 How have others dealt with these changes and challenges? 📖 When do you feel most confident about yourself and your place in the world? 📖 What can difficult situations teach you about yourself? 📖 What are the challenges that you will have to deal with in the future? 📖 What role do media such as photographs, the Internet, and person-to-person contact play in your communication?

Grade 7 ELA

📖 Who do you admire and respect? Why? 📖 When are you at your best? What are you doing? 📖 What do you need from others to do your personal best? 📖 Are you currently doing your best? What do you need to do so you will have no regrets? 📖 When have you needed courage in your life? 📖 What can we learn about courage from characters, both real and fictional, who triumph through determination, talent or strength? 📖 Is it courageous sometimes to simply decide not to do something?

Grade 8 ELA

📖 What lessons can we learn about human nature? 📖 What lessons can we learn about the meaning of life? 📖 What can we celebrate about ourselves? 📖 How can we discover our unique qualities and talents? 📖 How can we use and share our unique qualities and talents? 📖 How did we get to be who we are? 📖 How have people been discriminated against because of their colour, gender, religion or race? 📖 What injustices would you like addressed in your society? How could changes best be made? 📖 What are our responsibilities to others in supporting justice?

Saskatchewan Arts Education Curriculum Outcomes and Indicators:

Grade 4: Saskatchewan Voices

CR4.1 Analyze how dance, drama, music, and visual art works represent ideas and perspectives. All Strands

Grade 5: Pop Culture

CR5.1 Examine the influence of pop culture on own lives and societies, and investigate the work of selected pop culture artists (e.g., Andy Warhol, popular musicians, movie stars, televised music and dance competitions). All Strands

Grade 6: Identity

CP6.1 Create dance compositions that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender). Dance

CP6.6 Collaborate on a drama that expresses ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender). Drama

CP6.9 Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender). Music

CP6.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender). Visual Art

CP6.11 Investigate and use various visual art forms, images, and art-making processes to express ideas about identity. Visual Art

CR6.2 Investigate and identify ways that the arts can express ideas about identity. All Strands

Grade 7: Place

CR7.3 Examine and describe how arts expressions of various times and places reflect diverse experiences, values, and beliefs. All Strands

CH7.3 Investigate and identify a variety of factors that influence artists, their work and careers. All Strands

Grade 8: Social Issues

CP8.1 Create dance compositions that express ideas and student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs). Dance

CP8.6 Express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability, gangs) in drama and/or collective creation. Drama

CP8.9 Compose sound compositions in response to social issues (e.g., poverty, racism, homophobia, sustainability, gangs). Music

CP8.10 Create visual art works that express student perspectives on social issues (e.g., poverty, racism, homophobia, sustainability). Visual Art

CP8.11 Select and use appropriate forms, technologies, images, and art-making processes to express student perspectives on social issues. Visual Art

CR8.2 Investigate and identify ways that today's arts expressions often reflect concern for social issues (e.g., poverty, racism, homophobia, sustainability, gangs). All Strands

CR8.3 Investigate and identify how arts expressions can reflect diverse worldviews. All Strands