

UTICA CITY SCHOOL DISTRICT

Building Better Health: Your Community, Your Plan

Health Professionals Module 1

7th Grade

Essential Question: What can we do to help our communities become healthier places to live for everyone?

Project Background

Many individuals tend to overlook their well-being until confronted with health crises, resulting in substantial medical expenses and the decline of their overall health. Fortunately, community health professionals collaborate closely with local authorities to devise initiatives that foster healthier lifestyles, thereby enabling all community members to enjoy extended and improved well-being. These Community Health Programs encompass various strategies, such as vaccination campaigns, advocacy for the expansion of walking trails and sidewalks, and efforts to mitigate food deserts. This PBL unit empowers students to delve into the health programs available within their local region while actively engaging in the identification and resolution of a local health issue of their choosing.

For more knowledge about public health and health equity, visit the resources below. Many of these resources are incorporated in the project.

- [Oneida County Public Health Department](#)
- [Mid-New York 211](#)
- [CDC: Introduction to Public Health](#)
- [CDC: Office of Health Equity](#)
- [American Public Health Association: What is Public Health](#)
- [Video: What is Public Health](#) (used in Lesson: What is Public Health)
- [Video: The Health in Public Health](#) (used in Lesson: What is Public Health)

Project Scenario

You are a public health official working with the Oneida Public Health Department to ensure Health Equity within the local community. While there are many health needs within your community, you are tasked with determining the most pressing need and developing a community health program to address that issue.

You will research various health issues facing your community and determine the most pressing one that needs to be solved. You will explore and brainstorm possibilities for addressing that need and determine an approach your organization can take to increase health equity in your area. You will present your solution to the community in a design charrette where locals will be able to ask questions about and provide feedback on your plan.

Deliverables:

- Logic Model of solution

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- Multimedia product to communicate your plan to the local community (Examples include video, flyer, brochure, or informational website)
- Design Journal

Preparation Notes

This project relies on students keeping a design journal. Prior to this unit, you may want to introduce the concept of a design journal

This project is an excellent opportunity to work with the Oneida Health Department or similar agencies. They can help launch the project by simulating a meeting where they give students the task of identifying an untapped local health need or an improvement on a current initiative. They can also be feedback providers on students' ideas to solve their problem and their eventual logic models. This project also provides lesson plans on keyword searches and determining valid resources. While a lesson plan is provided, this may also be an opportunity to collaborate with your media specialist.

The goal of this project is to give students a taste of the types of problems that public health professionals work to solve within their community. At the end of the project, students will ideally share their work with the local community. You will want to secure people who can come to participate in the final design charette where students will present their work and get ideas for improvement on their plans. This could be parents, community health professionals, or other students and educators in your building.

Content Standards

The 7th-grade health science module dives students into learning more about possible careers in health science through solving a health-related problem. In particular, this project focuses on careers associated with public health. Public health professionals work toward preventing health problems through advocating and enacting various community-wide health programs. This project integrates standards from the [NYSDE CTE FACS Middle School Standards](#) from the following modules and topics:

- [Individual Growth and Life Readiness](#): Personal Development, Employability, Goal Setting (with setting and accomplishing goals within this project) and Career Pathways
- [Nutrition and Wellness](#): Nutrition Across the Lifespan and Career Pathways (especially if their project focuses on better nutrition in our local communities)
- [Environmental Design and Management](#): Health, Safety, and Sustainable Living Spaces (with expansion to the local community)

This project also addresses concepts found in the [NYSED CTE Theme Module of Health, Safety, and Wellness](#), especially in the areas of Health Practices, Disease Prevention, and Careers in Health, Safety, and Wellness Fields. Since students are learning about health careers through problem-solving, they will also learn skills and concepts from NYSED CTE Theme Modules of [Communication and Interpersonal Relationships](#) and [Problem-Solving and Innovation](#). Finally, this module aims to introduce students to career opportunities in the health science careers by engaging students in solving problems unique or related to that industry; therefore, it incorporates concepts and standards in the NTSDE CTE Theme Module of [Career and Community Opportunities](#).

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The unit overview below connects [Utica's CTE Career Ready Practices](#) and [NYSE Computer Science and Digital Fluency Standards](#) (CSDF). Throughout the unit of study, students will need their [Power Skills](#) to fully engage in the project; these have been indicated on the Map of Student Learning.

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Unit Overview

Unit Phase	Career Ready Practices and Digital Fluency Standards (CSDF)	Skills/Topics	Assessments	Resources and Texts
Ask 10 Days	Career Ready Practices: 1. Act as a responsible and contributing citizen and employee. 12. Work productively in teams while using cultural global competence.	Project Launch, Task Analysis, and Know/NTK Chart	K/NTK Chart	Project Scenario Team Contract
	Career Ready Practice: 1. Act as a responsible and contributing citizen and employee. 2. Apply appropriate academic and technical skills. 4. Communicate clearly and effectively and with reason. 5. Consider the environmental, social, and economic impacts of decisions. 7. Employ valid and reliable research strategies. 11. Use technology to enhance productivity. 12. Work productively in teams while using cultural global competence. CSDF 4-6.DL.3 Conduct and refine advanced multicriteria digital searches to locate content relevant to varied learning goals. 7-8.DL.3 Compare types of search tools, choose a search tool for effectiveness and efficiency, and evaluate the quality of search tools based on returned results.	Lesson: What is Public Health Lesson: Health Debate – Example Public Health Problems & Keyword Searches	What is Public Health Notes Health Debate Organizer Professional Notebook Notes	What is Public Health PPT Slides Health Debate PPT Slides Debate Format

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Unit Phase	Career Ready Practices and Digital Fluency Standards (CSDF)	Skills/Topics	Assessments	Resources and Texts
	Career Ready Practice: 1. Act as a responsible and contributing citizen and employee. 7. Employ valid and reliable research strategies. 9. Model integrity, ethical leadership, and effective management. 11. Use technology to enhance productivity. 12. Work productively in teams while using cultural global competence.	Local Health Agencies Choosing a problem to solve	Professional Notebook Notes	Example Health Issues Oneida County Health Department Website 211 Community Initiatives Website
	Career Ready Practice: 1. Act as a responsible and contributing citizen and employee. 2. Apply appropriate academic and technical skills. 4. Communicate clearly and effectively and with reason. 7. Employ valid and reliable research strategies. 8. Utilize critical thinking to make sense of problems and persevere in solving them. 9. Model integrity, ethical leadership, and effective management. 11. Use technology to enhance productivity. 12. Work productively in teams while using cultural global competence. CSDF 4-6.CT.10 Describe the steps taken and choices made to design and develop a solution	Lesson: Research to Understand : Source Credibility Background research for their problem Develop a problem statement	CRAAP Test Inquiry Chart – research notes Professional Notebook Notes Problem statement	Research Strategies PPT Slides CRAAP Test Ex

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Unit Phase	Career Ready Practices and Digital Fluency Standards (CSDF)	Skills/Topics	Assessments	Resources and Texts
	using an iterative design process. (focus: Define Problem) 7-8.DL.3 Compare types of search tools, choose a search tool for effectiveness and efficiency, and evaluate the quality of search tools based on returned results.			
<u>Imagine</u> 2 Days	Career Ready Practice: 1. Act as a responsible and contributing citizen and employee. 2. Apply appropriate academic and technical skills. 4. Communicate clearly and effectively and with reason. 11. Use technology to enhance productivity. 12. Work productively in teams while using cultural global competence.	Lesson: Public Health Intervention Strategies	Professional Notebook notes and discussions on intervention strategies	PPT Slides Public Health Services Public Health Strategies
	Career Ready Practice: 1. Act as a responsible and contributing citizen and employee. 6. Demonstrate creativity and innovation 8. Utilize critical thinking to make sense of problems and persevere in solving them. 12. Work productively in teams while using cultural global competence. CSDF 4-6.CT.10 Describe the steps taken and choices made to design and develop a solution	Lesson: Brainstorming	Brainstorming notes (Professional Notebook and Chart/Banner Paper) Team Brainstorming Team Brainstorming Consultancies	PPT Slides 30 Circles Challenge

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Unit Phase	Career Ready Practices and Digital Fluency Standards (CSDF)	Skills/Topics	Assessments	Resources and Texts
	using an iterative design process. (focus: Brainstorming)			
Plan/Create 5 Days	Career Ready Practice: 1. Act as a responsible and contributing citizen and employee. 2. Apply appropriate academic and technical skills. 4. Communicate clearly and effectively and with reason. 5. Consider the environmental, social, and economic impacts of decisions. 6. Demonstrate creativity and innovation 8. Utilize critical thinking to make sense of problems and persevere in solving them. 9. Model integrity, ethical leadership, and effective management. 11. Use technology to enhance productivity. 12. Work productively in teams while using cultural global competence. CSDF 7-8.DL.4 Select and use digital tools to create, revise, and publish digital artifacts. (Logic Model)	Lesson: Logic Model	Logic Model Design Journal Notes	Logic Model PPT Slides Logic Model Handout Vide: " What is a Logic Model " Logic Model Tip Sheet – this tool gives more details about the different parts of a logic model. Logic Models – from a textbook that briefly overviews logic models. St. Louis County Public Health & Human Services CHAAP Improvement Plan – example logic model for a public health issue. CDC Example Logic Model: Completion of Treatment for Tuberculosis
	Career Ready Practice: 1. Act as a responsible and contributing citizen and employee. 2. Apply appropriate academic and technical skills. 4. Communicate clearly and effectively and with reason.	Plan and create communication tools or prototypes for their action plan	Project Management Task List Design Journal Notes Teamwork observations	Project Management Task List

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Unit Phase	Career Ready Practices and Digital Fluency Standards (CSDF)	Skills/Topics	Assessments	Resources and Texts
	5. Consider the environmental, social, and economic impacts of decisions. 6. Demonstrate creativity and innovation 8. Utilize critical thinking to make sense of problems and persevere in solving them. 9. Model integrity, ethical leadership, and effective management. 11. Use technology to enhance productivity. 12. Work productively in teams while using cultural global competence. CSDF 4-6.CT.4 Decompose a problem into smaller named tasks, some of which can themselves be decomposed into smaller steps. 4-6.CT.10 Describe the steps taken and choices made to design and develop a solution using an iterative design process. (focus: Planning and Creating) 7-8.DL.4 Select and use digital tools to create, revise, and publish digital artifacts. (Logic Model, Communication tool or product)			
<u>Evaluate/Improve</u> 2 Days	Career Ready Practice: 1. Act as a responsible and contributing citizen and employee. 2. Apply appropriate academic and technical skills.	Design Charette	Design Charrette Protocol	Design Charrette Protocol Design Charrettes Explained

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Unit Phase	Career Ready Practices and Digital Fluency Standards (CSDF)	Skills/Topics	Assessments	Resources and Texts
	4. Communicate clearly and effectively and with reason. 5. Consider the environmental, social, and economic impacts of decisions. 12. Work productively in teams while using cultural global competence. CSDF 4-6.CT.10 Describe the steps taken and choices made to design and develop a solution using an iterative design process. (focus: Feedback & Improve, Communicate the whole process) 7-8.DL.4 Select and use digital tools to create, revise, and publish digital artifacts. (Logic Model, Communication tool or product)			
<u>Communicate</u> 1 Day	Career Ready Practice: 1. Act as a responsible and contributing citizen and employee. 10. Plan education and career paths aligned to personal goals.	Public Health Ecosystem	Banner or bulletin board of problems examined and careers	Public Health Careers Better Health Plan Rubric

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Building Better Health: Your Community, Your Plan: Ask Phase

Goal of Phase

In this phase of the project, students will be introduced to the problem they are to solve. They will learn more about Public Health, research strategies and skills, and research possible problems they might work to solve. Students will choose a health-related area to start solving their problem and develop a problem statement.

Teacher Notes & Preparation

Key Concepts and Big Ideas

- Public Health is the science of protecting and improving the health of people and their communities.
- The local health department works to identify health-related issues facing the community and develop policies, programs, initiatives, and services to help solve those problems before they lead to health issues.
- It is important to use reliable resources when researching. Not everything on the internet represents factual information.
- To understand the problem we want to solve, we need to understand what led to the problem, what has been done about the problem, and what has worked and what has not worked.

Preparation Notes

- This phase of the project introduces students to local health agencies and problems. This is a good place to connect with local health agencies to talk about the community problems they are working to solve.
- Student will also learn about keyword searches as they start their research on their chosen health problem. This is a good opportunity to connect with your school's media specialist.
- Possible problems your students might solve include:
 - o Food deserts in Utica
 - o Increasing access to free or low-cost exercise options
 - o Eating healthy on a budget
 - o Decreasing heart disease or diabetes

Key Questions

What is public health?

How do public health professionals work with the local community to address health-related problems?

What are health-related problems in our local community?

What has been done in the past to solve these problems?

What data and background information do I need to better understand my chosen problem?

How can determine if a website is giving me valid information?

Key Vocabulary

Health Equity – The opportunity for all people to attain their highest level of health regardless of where they live or their personal stories.

Public Health – The science of protecting and improving the health of people and their communities

Public Health Policies – The laws, regulations, actions, and decisions implemented within society in order to promote wellness and ensure that specific health goals are met.

Public Health Programs – Services normally provided by a local health department under agreements with the Division of Public Health

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What health-related problem will my team work towards solving?	or the Division of Health Benefits (Examples: promoting child and family nutrition, promoting physical activity, injury prevention campaigns, awareness programs about the dangers of smoking, etc) Public Health Initiatives – targeted strategies that address a specific threat to the health of communities and their residents. Public Health Services – services provided by public health agencies to fulfill a community health need to prevent diseases, promote health, and prolong life among the population as a whole. Logic Model – A graphic illustration of the relationship between a program’s resources, activities, and its intended effects.
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Map of Student Learning

Day	Learning Goals	Student Learning Tasks	Teacher Supports
1	Learning Targets: - Launching the Project Career Ready Practices: 1, 12 Power Skills Needed: - Collaboration - Initiative - Self-Management	Project Launch Chalk Talk: Write the word Health in the center of a larger piece of banner paper. Ask students to write any thoughts they have when they think of the word “Health”. For larger classes, consider 2 – 3 pieces of banner paper. After writing their thoughts for a few minutes, have them rotate to another banner paper and add to what is already written, or connect to what someone else wrote. Students can write in visuals or words. - Lead students on a discussion to pull out themes of health from the banner Chalk Talk. Help them to make broad connections to what it means to be a healthy community: Nutrition, Fitness, Diseases, Substance Abuse, Mental Health, Access to Care, etc. - Show students the video, “New York State’s Creating Healthy Schools and Communities”. This is a NY state initiative for building healthier communities and schools. This video gives the accomplishments of this initiative from 2021 to 2026. Have students take note of and share thoughts about what has been successful and start brainstorming what they might like to see changed	As students are writing, encourage them to add all thoughts, ideas or questions about health on the paper. To spark ideas, you may also write your own thoughts, ideas or questions. Potential Discussion Questions - What are some themes that came up on our banner papers? - What do you think contributes to a healthy community? - What might be some areas that are lacking in our community? As students read through the project scenario, rotate and help students pull out the most important information. As students work through the K/NTK chart, help them pull out information from the project scenario they need to solve the problem and put this in their Know column. Help students bring in prior knowledge they may have about

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Day	Learning Goals	Student Learning Tasks	Teacher Supports
		in their local community. Optional Launch: Have a representative from the local Oneida Health Department speak to the problems they are working to address and give them the charge to help them improve their efforts. Task Analysis & Team Contract • Divide students into their design teams of 2 – 4 students. Once in teams, have students complete the team contract. • Introduce the guiding question, “What can we do to help our communities become healthier places to live for everyone?” for this project and hand out the project scenario. • Have them individually read the scenario and highlight key facts they will need for this project. • Either give each student a copy of the Know/NTK chart or have them copy the chart into their design journals. Teams will complete the K-NTK charts as a team, but everyone should write their information individually on their chart. • Student teams first complete the Know column, “What do you know that will be helpful in solving this problem?” First start by sharing important facts from the project scenario, then add in their own personal background knowledge about the topic. • You may want to pause and have each student group share one thing on their KNOW column that gets collected on a class K-NTK Chart • Student teams then develop questions for their project, “What will you need to know to solve this project?” • Ask students to go through their questions and pick out	health or public health. Encourage students to be curious and ask questions as they fill out the NTK column. “What information might we need to know to identify a health problem?” Students will revisit this chart several times throughout the project to track their learning and progress. It also helps to have a class Know/NTK chart on a wall or on a class Learning Management System (such as Google Classroom) that can be a class visual for their progress through the project. Use the NTK to see what questions students are asking and how future activities will help them to answer those questions.

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Day	Learning Goals	Student Learning Tasks	Teacher Supports
		the top three questions that will need to be answered right away. • Have each group share one question. If their top question was answered, they share their 2nd most important questions, and so on. • After each group has shared one question, open it up for anyone to share questions relating to the project. • Ask students to write any questions they didn't consider on their NTK chart. Note on Rubrics: A single-point rubric has been provided for this project. Some students like to see a rubric up front, others it may be more helpful to provide it just as you need it for revising work. The rubric is designed so you can isolate sections at a time as needed. Use your best judgement of your students on how you wish to use the project rubric.	
2	Learning Targets: • Define public health. • Identify common problems public health professionals work toward solving. Career Ready Practice: 1, 2, 4, 12 Power Skills Needed: • Collaboration • Professionalism • Communication	Lead Students through the "Lesson: What is Public Health?". Students will develop a summary on Public Health and identify important facts needed to help solve this problem. This will also start students thinking about what problems they might solve.	See teacher notes on the Lesson: What is Public Health?
3 – 6	Learning Targets: • Use keywords to search for reliable	Lead students through the Health Debate Lesson. The goal is to provide students with two examples of potential health-related issues that public health representatives work on and give	See the teacher notes in the Health Debate Lesson. This is a good lesson to partner with your media specialist on

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Day	Learning Goals	Student Learning Tasks	Teacher Supports
	research on a public health issue. - Develop an argument about a public health issue using evidence from my research. Career Ready Practice: 1, 4, 5, 7, 11, 12 Power Skills Needed: - Perseverance - Collaboration - Professionalism - Self-Management - Communication	students experience performing keyword searches to find information and make logical arguments. Students will also consider what information made for a “strong” or “weak” argument. The lesson ends with time in their design teams to brainstorm other community health-related issues that might need to be solved.	supporting students on keyword searches and search operators.
7	Learning Targets: - Describe health initiatives within my local area. - Determine a health-related problem to solve. Career Ready Practice: 1, 7, 9, 11, 12 Power Skills Needed: - Collaboration - Professionalism - Self-Management	Local Health Issues - In their design teams, have each student examine the Oneida County Health Department Website and the 211 Community Initiatives Website. Each student in the design team should choose three initiatives to explore further. - Students use the websites to learn more about the initiative. In their design journals, students take note of: - What agencies help each initiative? - What current actions are being taken to support this health issue? - Students report back to their groups what they found. - Ask student teams to share at least one health issue they investigated and add it to the class list. - Ask student groups to brainstorm other problems they see that we might work toward solving in our class.	As students research, rotate and encourage curiosity and for students to write down what they are finding in their design journal. Also, ask students to track questions they may have about these initiatives. By the end of this section, students should have a health issue their team would like to start solving. This might be something new or it could be to improve or add to a current initiative. If students are stuck, refer to this list of Example Health Issues and have students pick one.

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Day	Learning Goals	Student Learning Tasks	Teacher Supports
		Optional: Community Partner Panel – Invite representatives from Utica and Oneida County Public Health to talk to students about current public health initiatives in their area. Prior to the visit, have students prep questions for the visitors based on their K/NTK list What health-related issues affect our local area? Student design teams pick a health issue they would like to work towards solving. If needed, refer to this list of Example Health Issues for other potential issues to investigate. Students revisit and update their K/NTK chart in their design journal: • Add knowledge gained • Check-off questions answered • Add new questions that need to be answered to better understand their problem.	
8 – 10	Learning Targets: • Determine the credibility of an internet source. • Research credible sources to provide evidence and data for a health-related problem. • Develop a problem statement for a health-related problem. Career Ready Practice: 1, 2, 4, 7, 8, 9, 11, 12 Power Skills Needed: • Perseverance • Collaboration	Lead students through the Lesson: Research to Understand a Problem. Students will learn about credible resources, and then research for background information on their problem. By the end of this lesson, students will have a problem statement for their problem. This concludes the “Ask” phase of the design project.	See teacher preparation notes in the Lesson: Research to Understand a Problem. As part of the lesson, students will research the background of their problem and write a summary of their findings in a paragraph. This can be used to assess students' research skills and provide feedback on if they understand the current state of the problem. The lesson will also have students write a problem statement on the problem they will solve. This is another opportunity to provide feedback and serve as an official check before

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Day	Learning Goals	Student Learning Tasks	Teacher Supports
	• Professionalism • Self-Management • Communication • Problem-solving		moving on to the next phase of the design process.

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Building Better Health: Your Community, Your Plan: Imagine Phase

Goal of Phase	
In this phase, students will learn different programs or initiatives that Public Health professionals use to solve health-related problems. They will then brainstorm possible ways to solve their chosen problem.	
Teacher Notes & Preparation	
Key Concepts and Big Ideas - Public health professionals work to solve problems before they become problems. - There are many services and strategies that public health professionals use to work within a community to solve health problems. - Brainstorming is an essential part of any design/problem-solving process. It is important to not edit any ideas so we think beyond what we think is possible. The first idea is often not the best or most creative idea to solve a problem. Preparation Notes - No special preparations beyond what is included in the lesson plans.	
Key Questions	Key Vocabulary
What strategies and services do public health professionals and agencies use to solve complex health problems? What might we use to solve our problem? How does brainstorming help to solve a problem?	Public Health Services – Provide a framework for public health to protect and promote the health of <i>all people in all communities</i>. Public Health Strategies – Actions that public health professionals take on behalf of individuals/families, communities, and systems, to improve or protect health status. Brainstorming – A group problem-solving method that involves the spontaneous contribution of creative ideas and solutions

Map of Student Learning

Day	Learning Goals	Student Learning Tasks	Teacher Supports
11	Learning Targets: - Describe how activists develop a health movement. - Describe how different health services and strategies might be	Lead students through the Lesson: Public Health Intervention Strategies . This will guide them to learn more about the interventions public health agencies do to solve community health problems.	Refer to the notes in the Lesson: Public Health Intervention Strategies

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	used to help solve their problem. Career Ready Practice: 1, 2, 4, 11, 12 Power Skills Needed: • Collaboration • Problem-Solving • Self-Management		
12	Learning Targets: • I can brainstorm ideas to solve my health-related problem Career Ready Practice: 1, 6, 8, 12 Power Skills Needed: • Collaboration • Professionalism • Problem-solving • Self-Management • Initiative • Adaptability	If students have little prior experience with brainstorming, lead them through the Lesson: Brainstorming. This will guide students to learn and practice brainstorming. It will also introduce students to the rules and practices of a good brainstorming session. Team Brainstorming • Have students start individually by looking through their notes and resources on their problem and how public health professionals solve problems. Then, individually give students 3 – 5 minutes to brainstorm their own ideas. What could they do to solve this problem? • Have students group together in a group brainstorming session with chart or banner paper and markers. They may start with sharing their ideas from their individual thinking time, but then they should start building on each other's ideas. • If needed, have them try • Modifying an idea – what could be added or taken away? • Combine ideas – what ideas might be well together? Team Brainstorming Consultancies • In each team, have students who will stay and present their problem and their ideas and those students who will become consultants for another group. (For	Refer to teacher notes and resources in the Lesson: Brainstorming. As students are brainstorming in their design teams, encourage them to embrace the rules of brainstorming, especially deferring judgement and lots of wild ideas. Students may struggle at first because they are worried about being wrong or that their idea won't work. If needed, have them start with bad ideas, then have them think about how they might turn a bad idea into a good idea. By the end of the brainstorming, students will have a list of things they might do to solve their problem.

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		example: if students are working on a team of 4, two students stay, two students become consultants and will go to another group) • Divide the consultants between the groups. • Students present their problem and the ideas they developed with their consultants. Then the consultants add ideas to the brainstormed list. • Students rotate back to their design teams, share the new ideas and add any more ideas they now have by listening to other groups' ideas. This concludes the Imagine phase of the project.	
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Building Better Health: Your Community, Your Plan: Plan/Create Phase

Goal of Phase

In this phase, students will narrow down their design choices and determine the best option/s for moving their solving their health-related issue. To communicate their ideas, they will use a Logic Model document. This is used in many industries to layout the framework of a multi-layered project. Finally, students will work to develop other communication tools that could support the goals of their health-related solutions.

Teacher Notes & Preparation

Key Concepts and Big Ideas

- Solving complex, community health-related problems may require several different initiatives at once. A Logic model is a document where we communicate our plans and how they will support solving the over-arching problem.
- In the imagine phase, we brainstorm lots of ideas. The Plan phase requires us to look at those ideas for how well they may solve the problem.

Preparation Notes

Part of the work in this phase will be helping students to narrow down their ideas to something they can do now. You will also need to help them determine something they can create to work towards solving this problem. This will be highly dependent on the problems being looked at and the individual groups. Some ideas include:

- A communication tool (document, virtual platform or video) to inform the public about a program they want to start, or about the health issue, or things they can do to address the health issue at home.
- A product that helps people with the problem, such as a healthy recipe cookbook or new piece of exercise equipment.

This phase can feel chaotic and messy, and that is ok. The goal is to work alongside the students to bring one part of their vision to life. As students are working on their Logic Model and other communication tools or product, it is ok for different students in a group to be working on different aspects of the project. For example, one student may work on writing up the logic model, while other students are working to film an infomercial to inform the public about this issue and what they can do about it. As students are working, it is helpful for each day to start the class with facilitating team meetings where students determine who will do each task and end the day back in design teams where they check in with their progress and set goals for the next class session.

Key Questions

What ideas will really help to solve my problem?
How do I communicate my plan to an outside audience?
What can we do in the short-term to support our long-term program goals?

Key Vocabulary

Logic Model - a graphic illustration of the relationship between a program's resources, activities, and its intended effects
Inputs – Resources you will need in order to do what you want to do. Examples: funding, people, facilities, equipment, supplies, software, etc.

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	Activities – Actual events or tasks to do as part of your health program. Examples: providing educational programs, teaching, delivering surveys, creating informational materials, etc. Outputs – Similar to activities, tangible products of your program activities. Examples: informational flyers, video series, workshops for the public, recipe books, etc. Outcomes – Reflect what you would like to accomplish through this program. What changes would you like to see because of the planned activity? Example: increase in positive health outcomes or decrease in negative health outcomes
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Map of Student Learning

Day	Learning Goals	Student Learning Tasks	Teacher Supports
13 – 14	Learning Targets: - Explain the different parts of a Logic Model. - Develop a Logic Model for their proposed health-related program Career Ready Practice: 1, 2, 4, 5, 6, 8, 9, 11, 12 Power Skills Needed: - Perseverance - Collaboration - Professionalism - Problem-solving - Self-Management - Initiative - Communication - Adaptability	Lead students through the Lesson: Logic Models. This lesson will teach students what a Logic Model is and guide them to create one for their health-related program. Design Team Meeting: Develop Plan for Creation - Students meet in their design teams to review their logic model and determine what they can do in the next 2 – 3 days to support the creation of their health-program. Ideally this will be something to support an action or output on their Logic Model. Ideas include: - Developing a communication tool - Developing an informational video - Creating a product that helps their goals such as a health cookbook or guide to walking the city. - Students develop a plan to complete their product that includes tasks for each person in the design team. They can use this Project-Management Task List to write their tasks, whose responsible and keep track of their progress. This list will grow and evolve as they work to create their outputs.	See teacher preparation notes on the Lesson: Logic Models. As students work in their design teams, help them as needed to determine what might be a good next step for their project.
15 – 17	Learning Targets:	Creation time	As students check off tasks on their Project-Management Task

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• Develop a communication tool or prototype that works towards solving our problem. Career Ready Practice: 1, 2, 4, 5, 6, 8, 9, 11, 12 Power Skills Needed: • Perseverance • Collaboration • Professionalism • Problem-solving • Self-Management • Initiative • Communication • Adaptability	• Students work with their design teams to create their products. • Students track their progress in their design journals and on their Project-Management Task List. • This may take several days to complete. At the beginning of each day have students check in with their teams, discuss the following questions, and update their Project-Management Task List: - o What did we accomplish yesterday? - o What do we need to do today? - o Who is responsible for each task?	List, double check that they task is done. If needed, provide feedback and guide students to revise their work.
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Building Better Health: Your Community, Your Plan: Evaluate/Improve Phase

Goal of Phase

Students will work towards sharing their work in a Design Charrette which is both a way to illicit feedback and communicate their plan. Students will apply the feedback gained in the charrettes to update their logic models and/or communication tools or prototypes.

Teacher Notes & Preparation

Key Concepts and Big Ideas:

- Feedback and revision are essential components to any design process. Feedback from the intended users of our plans helps to ensure our activities align with the needs of the intended users.
- “A Design Charrette is an intensive, hands-on workshop that brings people from different disciplines and backgrounds together with members of the community to explore design options for a particular area. It differs from a traditional community consultation process in that it is design based.” From: <https://www.involve.org.uk/resource/design-charrettes>

Preparation Notes:

- This phases provides an excellent opportunity for involving community members in the process. Rather than a traditional sit and git style presentations, student teams will present their plans to a small group of community members. These can be other students, parents, teachers, district representations, or business and community partners. You will need to think through the logistics of the Design Charette day. Below are some possible scenarios and recommended approaches:
 - o Option 1: No outside visitors able to attend – divide the design teams into three rounds. Round 1 teams will present in small groups with non-presenting teams playing the role of concerned citizens. Repeat for each round of presentations. You may even have students choose roles of who they will play (local health care professional, parent, child, local politician, etc).
 - o Option 2: Limited number of visitors (3 – 4) – same as option 1, but divide each visitor among the presenting teams so there is at least 1 visitor per group.
 - o Option 3: A Large representation of visitors – If you are able, have student groups prepared to present at different tables. Divide the visitors between each presenting group. Or you may pair two teams together and assign 2 – 4 community members to each pairing. Round 1, one design team presents while they other will participate as feedback providers, then switch for roles for the second round.

Key Questions

How do we present our plans?
What type of feedback do we need to improve our plans?
How can we use the feedback provided to improve our plans?

Key Vocabulary

Design Charrette – an intensive, hands-on workshop that brings people from different disciplines and backgrounds together with members of the community to explore design options for a particular area. It differs from a traditional community consultation process in that it is design based.” From:
<https://www.involve.org.uk/resource/design-charrettes>

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Map of Student Learning

Day	Learning Goals	Student Learning Tasks	Teacher Supports
18 – 19	Learning Targets: - Present a plan to an outside audience. Career Ready Practice: 1, 2, 4, 5, 12 Power Skills Needed: - Collaboration - Professionalism - Self-Management - Communication - Adaptability	Design Charette Preparation (Note: as students finish their creation products, students can start preparing for the design charrette). - Give each students a copy of the Design Charrette Protocol and ask them to read through it. - In design teams, have students summarize what the charrette process and list questions they have to better understand the process. Have 2 -3 student groups share their summaries to ensure there is equal understanding of the process. Then answer questions as needed about the process. - Give each student team your plan for the Charrette day and tell them how many people they need to be prepared to present to. - Students will need at least to have one copy of the logic model per participant and consider how to best showcase their communication tools or prototypes they created in the creation phase. Students will not need to create PowerPoint or Google Slides unless it helps them to showcase their work. - Give students time in their design teams to prepare for their 5 minute opening presentation and determine the type of feedback they would like to get from the audience. - Students will also need to determine who will present the plan, facilitate the charrette, and take notes for their group. Design Charrettes - Students use the teacher create schedule and design charette protocols to present their work and get feedback from the audience. - After the charrettes, students meet back in their design teams and discuss edits or additions they need to make to their Logic Models or other creations. - Time allowing, provide time for students to enact their improvements before submitting for final product grades.	Design Charrettes Explained Design Charrette Protocol As students work to prepare for the charrettes, you may need to help them editing their presentations to the most essential elements and frame the type of feedback or ideas they want to get from the Charrette. Possible questions include: - What would do you want an outside audience to tell you about your plan? - What are you curious about in terms of how your plan will be received? - What are some areas of your plan you are not quite confident about? You can use the Better Health Plan Project Rubric to assess students on each component of the project.

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Building Better Health: Your Community, Your Plan: Communicate Phase

Goal of Phase	
This phase will wrap up the project and help students explore how each of their projects fit together to support their community. They will also explore potential careers that work to solve these types of problems.	
Teacher Notes & Preparation	
Key Concepts and Big Ideas: There are a variety of public health careers that work to solve these types of problems each day. Preparation Notes: Students will create a large visual of how their different projects might connect and support overall health in their communities and add in the careers that would be responsible for enacting their plans. This can be as large as you would like this to be. This might be an opportunity for students to create a bulletin board that showcases what they learned or a banner paper posted in the classroom.	
Key Questions	Key Vocabulary
What are some careers that work in public health? If I wanted to have a career in public health, what would I need to do?	

Map of Student Learning

Day	Learning Goals	Student Learning Tasks	Teacher Supports
20	Learning Targets: - Describe a public health career pathway. - Describe how public health professionals work together to solve community health problems. Career Ready Practice: 1, 10	Our Public Health Ecosystem - Goal: To help students see the bigger picture of the public health system, the different careers involved and how they might interact with each other and the problems they identified. The class will develop a banner or school bulletin board that showcases their identified problems and how it connects the public health professionals who would be a part of solving the problem. Depending on space you may wish to also include their Logic Models. - Have each student choose a different career in Public	https://www.publichealth.org/careers/#Careers

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	Power Skills Needed: • Collaboration • Self-Management • Communication	Health to research. Students can use the website, https://www.publichealth.org/careers/#Careers • Students need to create a visual that represents that career and a summary of what they do on a Word or similar document. These will be printed out so they can be placed on banner paper that will serve as our class Public Health Banner. • Student design teams also prepare a word document that summarizes the problem they identified. • After documents are printed, place a larger piece of banner paper on a wall in the classroom. Have each student group place the summary of their problem and possibly their logic models on the paper. • Invite each student up to share the career they researched and a summary of what they do. Students will place their career on the banner and draw arrows to problems they might be a part of helping to solve. Celebrate Success! – Students have worked hard, so do something that celebrates the hard work they have put into this project. This is also a good time to have students share verbally what they liked about this learning experience and what can be improved upon for next time.	
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