

LESSON 10: ACTION PLAN

OVERVIEW:

The purpose of this lesson is to revisit the driving question introduced in lesson 1 of this module: How can I make my neighborhood a healthier place to live? Students synthesize what they have learned across the module - that healthy neighborhoods have green space, robust social networks, effective waste delivery and waste removal, clean air and healthy foods. They use this general information to analyze a proposed exercise path. Students work in groups to address the action plan topic for this module: resources, both social and material. For this action plan, there is a specific focus on discussing resources in terms of determining what you need, identifying places to obtain the resources and finally acquiring the resources. After developing their action plans, students present them to the class and receive feedback from their peers.

SUB-QUESTION:

How can I make my neighborhood a healthier place to live?

WAYS OF KNOWING URBAN ECOLOGY:



Students will...

Understand

- Recognize solutions for public health issues (*human impact, ecosystem state and structure, forces and drivers*).

Talk

No specific goals connected with talking urban ecology in this lesson.

Do

No specific goals connected with doing urban ecology in this lesson.

Act

- Develop a list of necessary social and material resources in order to successfully complete an action plan.

SAFETY GUIDELINES

No specific safety issues are associated with this lesson.

PREPARATION:

Time:

1 – 45 minute class periods

Materials:

Activity 10.1

- Computer with PowerPoint and projector or printouts of PowerPoint presentation

Activity 10.2

- Student sheet with diagram of proposed path (one for each student)

Activity 10.3

- Student sheet with diagram of proposed path and action plan (one for each student)

Reflections:

- Student journals (optional)

INSTRUCTIONAL SEQUENCE**Activity 10.1: Analyze a Proposal for a Healthy Neighborhood**

1. Present the PowerPoint presentation to your class. You may use the notes in the PowerPoint slides.
2. The presentation can be summarized in the following table:

Resource Category	Resource Type
Social	<i>People you can rely on</i>
	<i>Organizations that can help</i>
Material	<i>Tools and Supplies you can use</i>
	<i>Investments you can use to build your plan</i>

Activity 10.2: Analyze a Proposal for a Healthy Neighborhood

1. Remind students about some of the ideas you have been studying that lead to healthy neighborhoods, such as:
 - Green space
 - Robust social networks
 - Effective waste management
 - Clean air
 - Healthy foods
2. Read the introductory paragraph together or have your students read individually.
3. Have your students look at the diagram of the proposed path.
4. Ask your students how the ideas that lead to healthy neighborhoods are represented in the plan. Some potential responses include:
 - Added usable green space with trees and a native wildflower garden
 - The path is designed for exercise
 - The benches and the community garden promote social networks
 - The trees and extra plants promote clean air (by sequestering carbon)
 - The community garden promotes healthy foods
5. Now let your students know that they will be working on figuring out what resources are necessary to make the plan happen.

Activity 10.3: Create Public Health Action Plan

1. Have your students turn to the action plan process on the third page of the handouts.
2. Read through the sections of the action plan process that have already been filled out (Science Knowledge, Investigate Site and Envision Possibilities, and Identify Stakeholders) as a class or individually.
3. Have students work in groups, pairs, or individually to write up a section on identifying the resources that they can seek out for help. Remind them of the two

- categories of resources, social (people and organizations) and material (tools, supplies, and investments), and remind them to include resources from both categories in their write-ups.
4. After students have completed identifying resources, have students share some ideas and discuss them. Encourage students to share when they think that something is a good idea or something they hadn't considered.
 5. If time remains, in class or for homework, you may ask your students to complete the rest of the action plan.

Concluding the Lesson

1. Remind students that the driving question for the entire year is – How do we develop healthy and sustainable cities? Either as a class discussion or in their journals as a reflection have students consider - How is their public health action plan similar and different from the other potential action plans they have developed throughout the year? Would their action plan influence any of the other aspects of healthy and sustainable cities that they have discussed throughout the year?
 - *Students' responses will vary. There is not a correct answer here, but the hope is that students will make connections across the modules. They might also find that some actions, like planting trees, could have a positive effect across multiple topics such public health and carbon fixation to reduce global climate change.*