

Using the "Our House, Our Health" Video at Schools

This handout is meant to be a suggestion for sequencing a deeper exploration of the "Our house, Our health" video. As a teacher you know your class best. This model lesson can be adapted to the needs and skills of different groups. Also, keep in mind that brainstorming is a key ingredient to students sharing their understanding of the video.

Week-by-Week Outline

This plan was created for a 7-week lesson with workshops taking place once a week for 2 hours.

Please note: the video should not be shown until the third meeting.

Week 1

Prepare: 11" X 17" oak tag (one per student) and pencils

- Discuss with whole group: **What is a healthy person?**
- Break into groups of two and discuss: **What does a healthy person need?**
- Drawing activity with oak tag and pencil: **A healthy person gets exercise.**
Ask the students to move their bodies in active ways. The teacher says "freeze" and students freeze where they are. Students are asked to think about how their pose feels and then draw it on the oak tag. Make sure drawings fill the paper.

Another option: Ask one student at a time act as a model. With this option, students should fill a page with small drawings and choose one to make into the large drawing on the oak tag.

Week 2

Prepare: Collage materials such as images of food, physical activities, sky, water, outdoors. Review your list from group discussion and try to find images that relate to your students' ideas. Put different images in different boxes (Grocery store grape boxes are great for this because they stack neatly.)

- Review organized boxes of collage materials with students.
- Students cut out their figure from week 1 and collage onto the figure, using images from magazines that are part of a healthy body.

Week 3

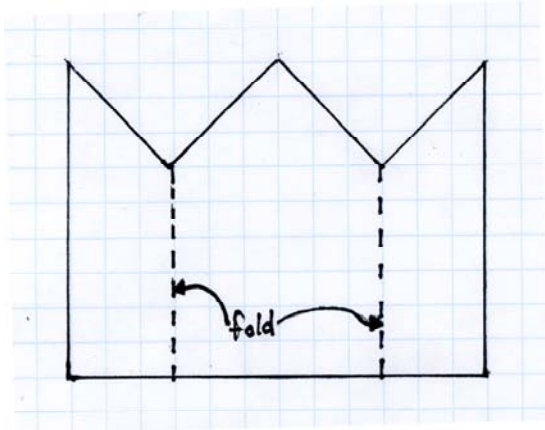
Prepare 6 large (18" X 24") pieces of paper with the following 6 questions written at the top (1 question per page):

- 1) What is the difference between a HOUSE and a HOME?
- 2) Use your imagination to describe a "sad" house.
- 3) Use your imagination to describe a "happy" home.
- 4) How is a healthy home like a healthy body?
- 5) What are things YOU can do to keep your house happy and healthy?
- 6) "I like my house because..."

- Review what was discussed about healthy bodies and share collaged figures.
- Discuss as a whole group: **How is a healthy home like a healthy body?**
Teacher should keep a list or assign a scribe to take notes.
- View the video
- Put one question on each table. Break students into 6 groups. Groups should rotate around to each paper to draw or write responses to each question

Week 4

Prepare: 11" X 17" oak tag paper, lined paper and pencils. Make a template of a home on oak tag to be used to make copies on oak tag for each student. A suggested model is drawn here



Discuss as whole group: review the *Seven Steps* from the video and the responses to the 6 questions from Week 3.

- Break into small groups or work individually: use lined paper to write or draw a response to the following question: **What would you need in your house to accomplish the *Seven Steps* and make it a *Healthy Home*?**
- Students cut out house.

Week 5

Prepare: Collage materials: fabric samples, magazine images (Home and Garden types are a good source), scissors and glue sticks.

- Discuss as a whole group: review ideas from last week – things they have in their house to accomplish the *Seven Steps* and make it a *Healthy Home*.
- Review organized boxes of collage materials with students.
- Students collage their individual house making it into a healthy home. Images they can't find they can make with fabric.
- Work on the inside and the outside

Week 6-7

In the original project, the artists used the body as a metaphor for community. Another option is to combine the figures and the homes into an open space and create a map of an ideal community.

Prepare: Roll of brown craft paper. Unroll the craft paper on the floor and lay your students' figures and homes on the craft paper. Do not glue them down.

- Brainstorm as a whole group: gather around the craft paper and ask students what they would need in a community in order to support healthy homes and healthy people.
- Continue to brainstorm in small groups or work individually to create lists of specific things needed in their community: transportation, recreation, food sources, green spaces, schools, hospitals, etc.
- Whole group activity: ask students to rearrange their figures and homes on the craft paper, considering how they would organize their community. Draw other things from the brainstorm lists onto the community/map.