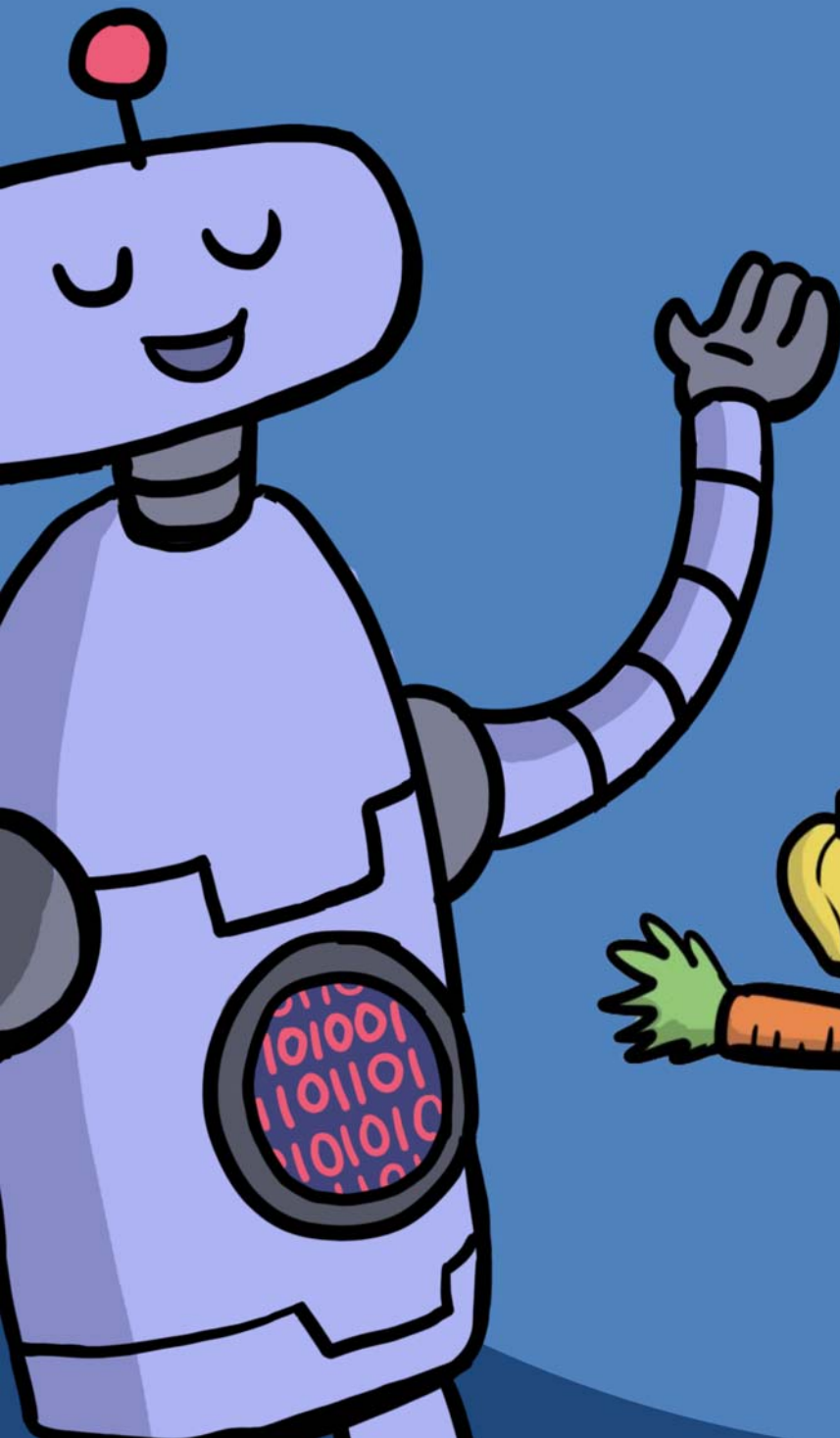


2018

SECOND EDITION

# Learning for Life

STUDENT  
WORKBOOK



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA

**Faculty of Medicine**  
Department of Emergency Medicine

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This work was made possible by the generosity of The Lawson Foundation and the University of British Columbia’s Faculty of Medicine.



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA

**Faculty of Medicine**  
Department of Emergency Medicine

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Second Edition | September 2018

## Activity Sheet for Instructional Sample

Handout 1.1

# Grumpy or tired? You be the judge!

**What did you notice about the way Ellen acted when she was tired? What did you think of the way she was behaving?**

**What do you feel like when you don't get enough sleep? What is your mood like?**

**What was her attitude like? Can you think of ways it could have been improved?**

**Did Ellen's experience make you understand more about yourself?**

# Student Reflection-Letter to a Parent/Adult

**Questions to include in your letter:**

1. What is digital health?
2. Why are we learning about this?
3. Tell your parents/adult something you learned about the online graphic novel - *The Adventures of Patoo: Legend of Spaghetti*

**Plan your letter:**

Dear \_\_\_\_\_,

How are you? Today at school I learned about \_\_\_\_\_ . I also

learned that \_\_\_\_\_ . We are learning about this

because \_\_\_\_\_ . There is also an online

graphic novel and something interesting I saw in it was \_\_\_\_\_

\_\_\_\_\_ .

Something I am looking forward to learning more about is \_\_\_\_\_

\_\_\_\_\_ .

Something else I want to tell you is \_\_\_\_\_ . I hope you

are having a nice day!

Sincerely,

# Essential Questions

<b>What factors affect my health? What are some things I do that affect how healthy I am?</b>	<b>What are some ways I can be healthier?</b>	<b>What are some benefits of being healthy?</b>

Once the chart is complete, use a highlighter to highlight key words that you think are the most important.

# Lifestyle Self-Assessment

**1. On a scale of 1-5 (1= not at all; 5 = very much so):**

*I can define digital health literacy.* \_\_\_\_\_

*I believe I'm as healthy as I can be.* \_\_\_\_\_

*The food that I eat makes me healthier (nutrition).* \_\_\_\_\_

*I get enough sleep to be healthy (sleep hygiene).* \_\_\_\_\_

*Playing with others and having friends to talk to makes me healthier (social connectedness).*  
\_\_\_\_\_

*The physical activity I do makes me healthier (physical activity).* \_\_\_\_\_

*I feel stressed (stress).* \_\_\_\_\_

**2. Reflect on your self-assessment using these questions to guide your writing: Which 2 were the highest scores and why? Which 2 were the lowest scores and why?**

**3. Grade 4 & 5: Set one goal for yourself (hint: look at your lowest scores) and share with your parents/guardians.**

**4. How confident on a scale of 1-10 are you in reaching this goal?  
(1= not at all; 10 = very much so) \_\_\_\_\_**

**5. How ready do you feel on a scale of 1-10 to work towards reaching this goal?  
(1= not at all; 10 = very much so) \_\_\_\_\_**

**6. Grade 6 & 7: Set one goal for yourself (hint: look at your lowest scores) and share with your parents/guardians.**

## Consider setting a goal that is SMARTER

**Specific (What is your goal?):**

**Measurable (What will you do to achieve your goal? How much of it will you do?):**

**Attainable (How possible is this goal?):**

**Realistic (How possible is it to do day-to-day?):**

**Timeframe (State the length of time it will take to achieve your goal):**

**Everybody Cares (Who will you share your goal with?):**

**Resources (What changes will need to be made in your life in order to achieve your goal?):**

**7. How confident on a scale of 1-10 are you in reaching this goal?**

**(1= not at all; 10 = very much so) \_\_\_\_\_**

**8. How ready do you feel on a scale of 1-10 to work towards reaching this goal?**

**(1= not at all; 10 = very much so) \_\_\_\_\_**

# Activity Sheets for Exploring Health Literacy

Handout 2.1

## Guidelines Match Game

Write the letter in the boxes below that connects to the guidelines on the left.

### Per day (24 hour period)

1. Hours of sleep if you're 5-13 years old

2. At least this many servings of fruits and vegetables

3. This many hours of moderate to vigorous physical activity

4. This many hours of Recreational Screen time

5. This many sugar-added drinks

6. This many hours of light physical activity

7. Hours of sleep if you're 14 – 17 years old

### How many?

a) 0

b) No more than 2

c) 8 to 10

d) 9 to 11

e) At least 1

f) 5

g) Several

Answer Key

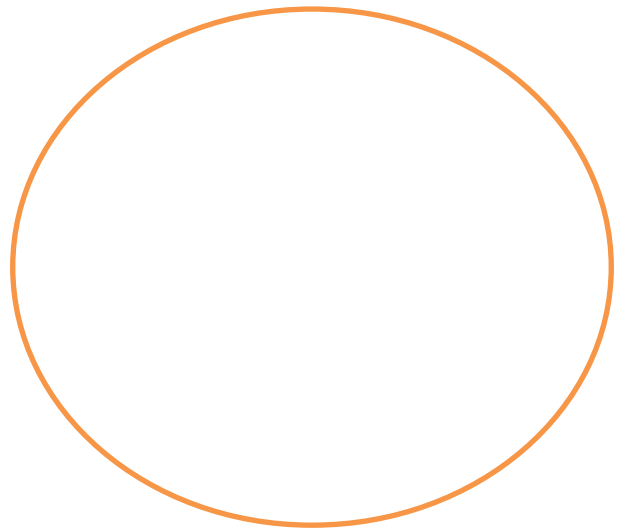
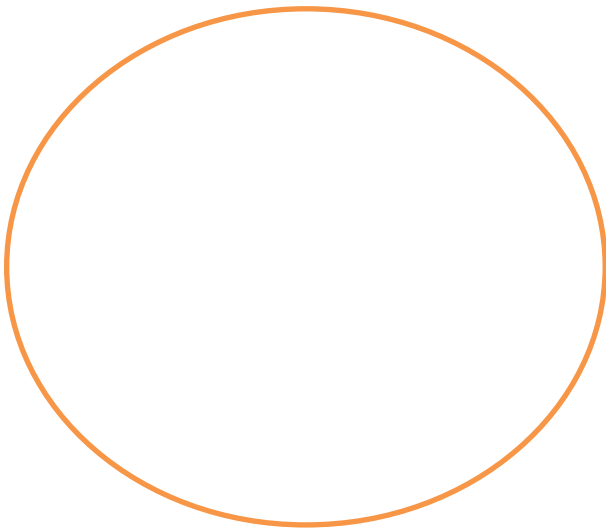
1 d; 2 f; 3 e; 4 b; 5 a; 6 g; 7 c



# Class Data

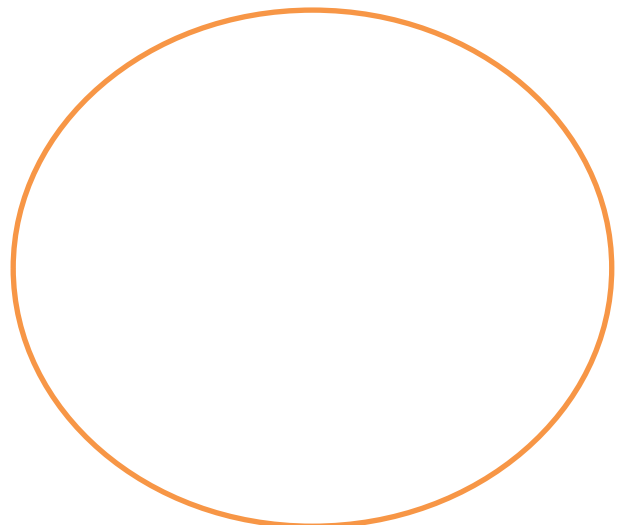
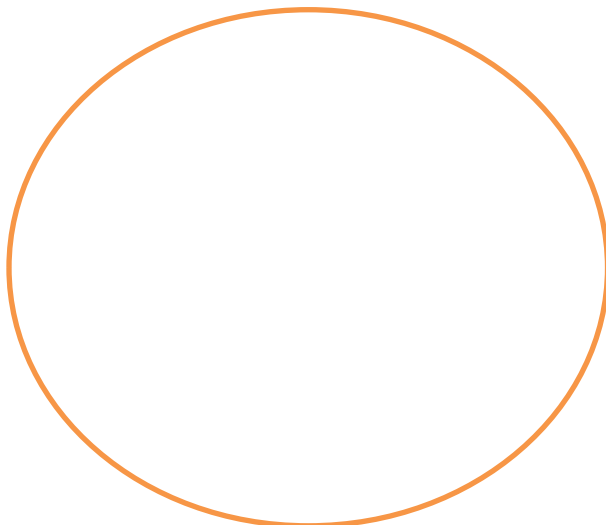
Did I have one or more sugary drinks (pop, flavoured milk, juice, sports drinks, vitaminized water) yesterday? Yes/No

Did I get enough uninterrupted sleep last night? Yes/No \*Recommended that 5-13 year olds have 9-11 hours of sleep a night and 14-17 year olds have 8-10 hours of sleep a night.



Did I get enough physical activity yesterday? Yes/No \*Recommended to have at least one hour of physical activity with enough exertion that made it hard to talk.

My Class Data Question:



# My Tracker - Sleep, Food & Activity

Name															
Today's Date		Mon		Tues		Wed		Thurs		Fri		Sat		Sun	
Fill out in the morning	Time I went to bed last night:														
	Time I woke up this morning:														
	Number of hours slept last night:														
	Did I get enough sleep? <i>(9-11 hours for 5-13 years old 8-10 hours for 14-17 years old)</i>	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
How long it took me to fall asleep last night															
How awake did I feel this morning?  1= wide awake 2 = awake but a little tired 3 = very sleepy															

Fill out in the evening	Did I eat vegetables and fruits today? (Yes or No)														
	Which fruits and vegetables?														
	Did I get my “5” today?	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
	Did I drink soda or sugary drinks (pop, flavoured milk, juice, sports drinks) today? (Yes or No)														
	If yes, how many & what kind of drink?														
	Did I exercise (with enough exertion that it made it hard to talk) today? (Yes or No)														
How long and what type of exercise?															
Did I have more than 2 hours of screen time in leisure time today (excluding homework)? TV, video games, tablets, etc. (Yes or No)															
If more, how much more?															
Did I turn my device off at least one hour before bed?															

# My Tracker- Sleep, Food & Activity

## Reflection and Goal Setting

### Reflection/Goal Setting:

- What did you learn by tracking your sleep habits, food intake and physical activity? What did you notice? Did anything surprise you?
  
  
  
  
  
  
  
  
  
  
- Did tracking your sleep make you do anything differently? Please describe.

### Goal Setting:

My goal for next week focuses on:

- Sleep
- Nutrition
- Physical Activity

**My SMARTER goal for next week is:**

**Specific:**

**Measurable:**

**Attainable:**

**Realistic:**

**Timeframe:**

**Everybody Cares:**

**Resources:**

**Someone who will help me with this goal is:**

**Goal Review Date:**

**How confident on a scale of 1-10 are you in reaching this goal?**

**(1= not at all; 10 = very much so) \_\_\_\_\_**

**How ready do you feel on a scale of 1-10 to work towards reaching this goal?**

**(1= not at all; 10 = very much so) \_\_\_\_\_**





## Online Graphic Novel- The Adventures of Patoo: *Legend of Spaghetti Reflection Questions*

**After exploring the “Legend of Spaghetti” with a friend, consider the following questions:**

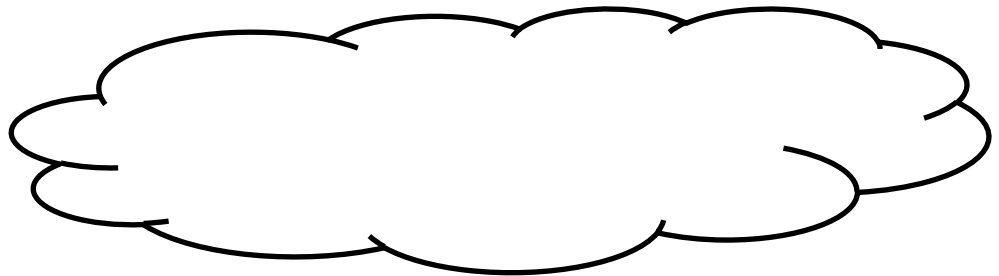
1. What problems did the characters encounter with creating a healthy meal for the Statue of Captain Spaghetti?
2. What were 3 things that Patoo and Ellen learned when putting together a balanced meal?
3. With a friend, create the menu for a balanced meal by using the screenshot of meal combinations in the online graphic novel.



# Online Graphic Novel Exploration

Use the online graphic novel <http://adventuresofpatoo.herokuapp.com/> between now and the next lesson. Use this worksheet to record your thoughts, ideas and feedback.

Put a * in the box that best describes what you think.	I Do Not Agree 	I'm Not Sure 	I Agree 	I Strongly Agree! 
I would use the online graphic novel to learn by myself, even if I wasn't asked to by my teacher.				
I had fun using the online graphic novel.				
I learned some new things by using the online graphic novel that I did not know before.				

Something I learned....



What I like about the online graphic novel:	What I don't like about the online graphic novel:
	

# What's on Your Plate?

## Thinking about food choices...

Use the following website as a reference: [www.healthycanadians.gc.ca](http://www.healthycanadians.gc.ca)

- What are 3 types of vegetables or fruit that you eat in your home?
- What are 3 types of grains you eat with your family?
- What are 3 types of milk or other alternatives you eat at home?
- What are 3 types of meat or other alternatives your family enjoys?
- Draw these foods on the Eat Well Plate (next page).

Find the “Eat Well Plate” on the website and hover over each section of the plate. Explore.

1. In your own words, what does a “balanced diet” mean?
2. What questions do you have about nutrition in relation to your family's diet?



**Eat Well**

Oils and Fats



Water

Milk and Alternatives



**BUILD A HEALTHY MEAL.**  
Use the **Eat Well Plate**



Health  
Canada

Santé  
Canada

Canada

LEARN MORE AT:  
[Canada.ca/foodguide](http://Canada.ca/foodguide)



# HeartSmart Kids' Recipe Research



**Recipe Research**  
Bring in a recipe for a main dish that you like or would like to try.

What's the name of the recipe?

Analyze the recipe to see if you can make it healthier.  
What would you do to make it healthier?

What side dishes would you eat to make your meal complete of the four food groups?

If your recipe was healthy and not in need of any changes, explain why you consider it to be healthy.

# Live 5-2-1-0! Live Healthier!

Use this website to find out how to live healthier: [live5210.ca](http://live5210.ca)

What does it mean to live “5-2-1-0”

5 \_\_\_\_\_

2 \_\_\_\_\_

1 \_\_\_\_\_

0 \_\_\_\_\_

How would living this way help you become healthier?

We usually eat when we are hungry, but we also eat for other reasons. What are some other reasons?

Put a star (\*) beside the one (in #1) you will commit to focusing on for the next week.

Review date:

# HeartSmart Kids' Fresh Food Trucks

## Fresh Food Trucks

Food Trucks are popping up in many areas! They have lots of creative ways to sell unique food and drink and they are a great way for people to get started with cool business ideas.

Design your own food truck!

Draw designs and patterns on these food trucks showing different types of **healthy** foods you might sell in your community.



## Activity Sheets for Exploring Health Literacy (Bringing it to Life)

Handout 3.1

# Rubric for Group Presentation on Key Health Topics (Part 1)

Think about your contribution and highlight the “I statement” that accurately evaluates your work in each area. Then give evidence for that statement.

Circle or highlight your group’s focus: Sleep Hygiene, Physical Activity, Healthy Eating/ Nutrition, Stress, Social Connectedness (engaging with others in social situations)

	Not Yet Meeting	Meeting	Fully Meeting	Exceeding
<p>My participation and effort</p> <p>Evidence:</p>	I did not participate or help my group.	I listened and participated when asked.	I listened, shared ideas and was an active participant in the work time. and presentation.	I was an attentive listener, shared ideas, encouraged others and was a leader in my group.

<p>My ideas and creativity</p> <p>Evidence:</p>	<p>I did not share ideas.</p>	<p>I shared 1-2 ideas.</p>	<p>I shared many creative ideas to contribute to my group.</p>	<p>I shared many creative ideas and built upon others' ideas.</p>
<p>Our presentation</p> <p>Evidence:</p>	<p>Our group did not complete the assignment.</p>	<p>Our group completed the assignment, but found it difficult to put together an effective presentation.</p>	<p>Our group worked well together and our presentation demonstrated our understanding of the concepts.</p>	<p>Our group worked extremely well together and our presentation clearly demonstrated our understanding of the concepts.</p>

# Reflection/Goal Setting for Group Presentation on Key Health Topics (Part 2)

1. I am proud of the way I...

2. What I learned about ways to stay healthy:

3. What I learned about working in a group:

4. My goal: Next time I will...

---

Teacher Comments:

Parent/Adult Comments:

## Activity Sheets for Exploring Media Literacy

Handout 4.1

# Advertising Analysis

### Thinking Critically about Advertising

Product/Company \_\_\_\_\_

What is the advertisement trying to sell?	Who is the advertisement for? (adults/kids) Are there any stereotypes?	What is the advertisement suggesting people should be interested in?
Is the ad indicating that people should act a certain way? What way?	What ideas or emotions does the image connect to the product?	What lifestyle are they selling you?
What is the message? Is there a problem with the message?	Are you attracted to this ad? Why?	Who are they using in the advertisement? Anyone famous? Why would they use this person?



# Reflection/Goal Setting – on Advertisement Analysis

**What did you learn about advertising that you didn't know before?**

**What surprised you about what you learned today?**




**My goal: How will this knowledge influence you as a consumer? What will you do differently now?**

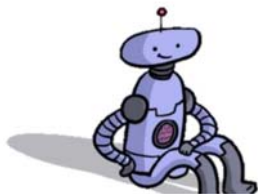
- **Share with a parent, adult or sibling at home!**

# Activity Sheets for Exploring Information & Technology Literacy

Handout 5.1

## Info Detectives - Website Analysis

<b>Name of site</b>			
<b>URL</b>			
<b>My Review of the Site</b>			
I like the way this site looks.			
I understand how to get to different parts of this site.			
I can find the name of the author or organization that made this site.			
I can find out how to send a message to the author of this site.			
I learned something new by exploring this site.			
There is a list of other sites I can visit to get more information.			
I trust that the information in this site is true.			
This is one thing I learned at this site:			
<p>My overall review of this website: <i>Tip: Remember to consider the Five W's - on the back of this page.... Explain WHY this website is credible.</i></p>			



Remember to consider the Five W's - on the back of this page....

Adapted from Rebecca Triegeer, University of Illinois <http://lrs.ed.uiuc.edu/students/rtrieger>

## Can you answer the 5 W's about the website?

<p><b>WHO</b></p>	<p>WHO made the site?</p> <p>Good: .gov .edu .org</p> <p>Caution: .com .net</p>	<p>Look for: An "about us" section or a "contact us" section an organization that you recognize (i.e., National Geographic, Canadian Geographic)</p> <p>Watch out for: misspellings ~ in the web address author with no contact information or credentials no author or organization that you recognize</p>
<p><b>WHAT</b></p>	<p>WHAT are the author's credentials?</p>	<p>Look for: an author with credentials in a "about us" section or a "contact us" section</p> <p>Are they an expert on the information?</p>
<p><b>WHEN</b></p>	<p>WHEN was the site made?</p>	<p>Look for a date. Is it recent? Would this information change over time?</p>
<p><b>WHERE</b></p>	<p>WHERE can you find more information?</p>	<p>A good website will:  Include a bibliography or list of references Link to other reliable sites (.gov, .edu)</p>
<p><b>WHY</b></p>	<p>WHY is this site useful?</p>	<p>It should:  answer your question be easy for you to read and understand</p>

Adapted from <http://novaonline.nvcc.edu/library/5WsGoodInfo.pdf>

# My Inquiry

1. What is the question you are curious about?
2. Why are you interested in this question?
3. What do you already know about this?
4. After you researched your question using reliable sources, what information have you discovered to help you answer your question? (Remember to put research notes in your own words, and keep a bibliography).
5. What other questions have come up as you were researching and thinking about this?
6. Why is it important to tell the world about this?
7. How can you personally connect to this question? Share a story or an experience that relates to your question.
8. How does my question relate to healthy living?



# My Inquiry (Evaluation)

	<b>Not Yet Meeting</b>	<b>Meeting</b>	<b>Fully Meeting</b>	<b>Exceeding Expectations</b>
My Question	My question is not open ended and I can answer it quickly, with little research and thought	My question made me think and I was able to explore it in a few different ways	My question was open ended, and I was able to answer it in a variety of ways	My question was very open ended and required thought, and research to explore it in many different ways
My Research (includes Bibliography)	I was able to use 1 reliable sources to answer my question	I was able to use a few different reliable sources, I had a hard time writing all research in my own words  I kept a bibliography	I was able to use a few different reliable sources, and I used my own words to summarize what I discovered  I kept a bibliography	I was able to use a few different reliable sources and I used my own words to summarize what I discovered  I was able to add my own thoughts when adding research  I kept a detailed bibliography
Why should I tell the world about it?  My thought and opinions  My personal connection	I shared a few thoughts and opinions I was able to briefly explain why my question is important  My personal connection was simple and to the point	I shared quite a few of my own thoughts and opinions  I was able to explain why my question is important using one or two reasons  My personal connection was simple but had some details	I shared many personal thoughts and opinions  I was able to explain why my question is important using more than 2 reasons  My personal connection was detailed	I shared many personal thoughts and opinions and justified them  I was able to explain why my questions is important using many high-level thinking reasons  My personal connection was thoughtful and detailed

My presentation	My presentation was to the point and simple, I may have missed to complete all criteria	My presentation was easy to follow using some expression, I may have missed some of the criteria	My presentation was easy to follow, it was organized, and I had expression and showed interest in what I learned	My presentation was organized, and it captivated the audience. I used picture/words to show interest in what I learned
-----------------	---	--	--	--

# Information and Technology Literacy Reflections/Goal Setting

**Reflection/Goal Setting:**

**List 2 interesting things you learned while listening to the presentations in your class:**

1.

2.

**List 2 things you will do differently with regards to your health:**

1.

2.

# How Much Time Do You Spend...?

## How Much Time do you Spend...? Time Comparison Activity for Children and Youth

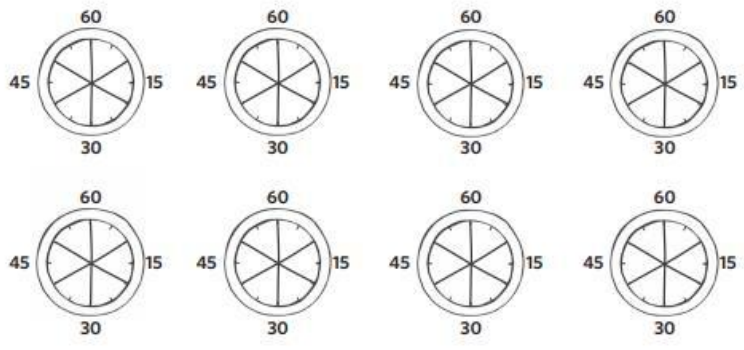


Colour in how many minutes you spend every day **in front of a screen**  
(for example: your TV, computer, or phone)

Each clock is one hour (60 min.)



Total Time: \_\_\_\_\_  
(The maximum recommended amount of screen time per day is 2 hours)

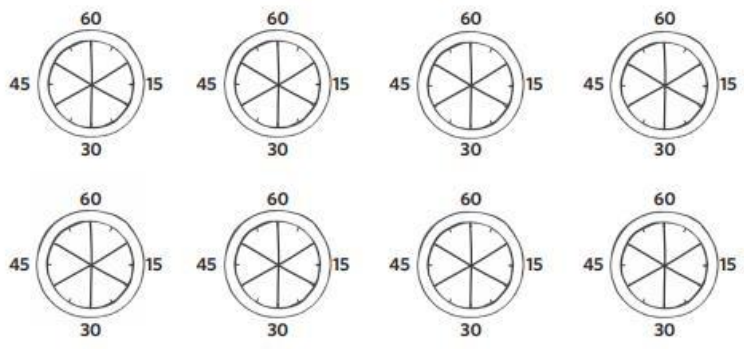


Colour in how many minutes you spend every day **being active**  
(for example: playing outside, walking to school, or even doing chores around the house)

Each clock is one hour (60 min.)



Total Time: \_\_\_\_\_  
(The minimum recommended amount of physical activity per day is 60 minutes and up to several hours)



This activity was originally developed for the Healthy Living...It's in Everyone Toolkit for Families (found at <http://keltymentalhealth.ca>). Used with permission from the Provincial Health Services Authority.



# How Much Time Do You Spend...?

Time Comparison Activity for Children and Youth (cont...)



**Compare** How many minutes do you spend in front of a screen? \_\_\_\_\_  
How many minutes do you spend being physically active? \_\_\_\_\_

Do you think you can **decrease** your screen time by about 10% (or 6 minutes for every hour)?

Ways I can decrease my screen time:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Some ideas you could try:

1. Think about **HOW** you would like to use your screen time - would you rather play a computer game or watch a TV show? Choose 1 or 2 you really like
2. TVs and computers in bedrooms can be distracting - try moving them to another part of the house
3. Every 30 minutes in front of a screen, take a 5 minute break
4. Be active during commercial breaks - try doing jumping jacks, or walking around the house. This time adds up!

Do you think you can **increase** the amount of time you spend being active by about 10% (or 6 minutes every hour)?

Ways I can increase my physical activity:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Some ideas you could try:

1. The **BEST** activity is one that you enjoy doing - think about what you like to do
2. Try skateboarding, walking, taking your scooter or riding your bike to school once or twice a week
3. Put on some music and dance around your living room
4. Challenge your parents to a race or competition
5. Household chores, like making your bed, also count

This activity was originally developed for the Healthy Living...It's in Everyone Toolkit for Families (found at <http://keltymentalhealth.ca>). Used with permission from the Provincial Health Services Authority.

# HeartSmart Quickies

## HeartSmart™ Quickies to Break Up Screen Time

Try all of these simple activities that you can do while studying, on the couch, or just need a stretch. Remember to interrupt screen time at least every 20 minutes and have fun!

**reach for the sky**  
While seated with feet on the floor and hands in your lap, lift one arm out to the side and reach up as far as you can comfortably. Slowly lower the arm and repeat with the other arm.  
Repeat 5 times.

**the shrug**  
While seated with feet on the floor and hands hanging loose, bring the shoulders forward, then up toward the ears, then backward. Finish by returning to the starting position.  
Repeat 5 times.

**the twist**  
While seated with feet on the floor and arms hanging loose, place the right hand on the left leg. Turns the torso to the left and look over the left shoulder. Return to centre position and repeat in the opposite direction.  
Repeat 5 times.

**run on the spot**  
Get up and run on the spot for 1 minute.

**jumping jacks**  
Stand with feet together and hands hanging loose. Jump and land with feet apart. While jumping, swing arms above the head, and then lower them to the loose position.  
Repeat 10 times.

**toe touch**  
Stand with feet slightly apart and hands hanging loose. Slowly reach down and touch fingertips to toes, bending the legs if necessary. Return to standing position.  
Repeat 5 times.

*think about how you feel after relaxed, warm, breathing heavily, sweating etc.*

*are you more wide awake, energized or tired?*

# Info Detectives – Healthy Living Tips

Use these websites:

Healthy Choices	<a href="http://live5210.ca">live5210.ca</a>
Sleep	<a href="http://sleepforkids.org/">http://sleepforkids.org/</a>  <a href="http://kidshealth.org/kid/stay_healthy/body/not_tired.html#cat118">http://kidshealth.org/kid/stay_healthy/body/not_tired.html#cat118</a>
Nutrition/physical activity/mental health:	<a href="http://www.dietitians.ca">www.dietitians.ca</a>
Nutrition:	<a href="https://www.canada.ca/en/health-canada/services/nutrients/sugars.html">https://www.canada.ca/en/health-canada/services/nutrients/sugars.html</a> ; <a href="http://bcpediatrics.ca">bcpediatrics.ca</a> (sipsmart! BC)
Mental Health:	<a href="http://www.jcshpositivementalhealthtoolkit.com/">http://www.jcshpositivementalhealthtoolkit.com/</a> ; <a href="http://anxietybc.ca">anxietybc.ca</a> ; <a href="http://keltymentalhealth.ca">keltymentalhealth.ca</a>

Write down some healthy living tips for your classmates, family and friends.

Remember, you can also include what you learned using the online graphic novel – The Adventures of Patoo: *Legend of Spaghetti*. Try to write down at least 3 important tips.

**My Healthy Living Tips**

- 1.
- 2.
- 3.

**What other advice would you give? Would you follow this advice yourself?**

# I'm all stressed out!

## Reflections with a friend

1. What causes stress? Give examples from your life.
2. What puts you in a bad mood?
3. How do you get out of bad mood?
4. What can we do when we are stressed?

Use this website (<http://www.jcshpositivementalhealthtoolkit.com/>) to help you answer these questions:

When I am stressed, in the moment I can:	To reduce stress in the future, I can:
--	--

5. What is one specific strategy you found useful in these websites to help reduce or deal with stress or stressful situation that you could use?

# I'm all stressed out!

## Reflections with a friend continued....

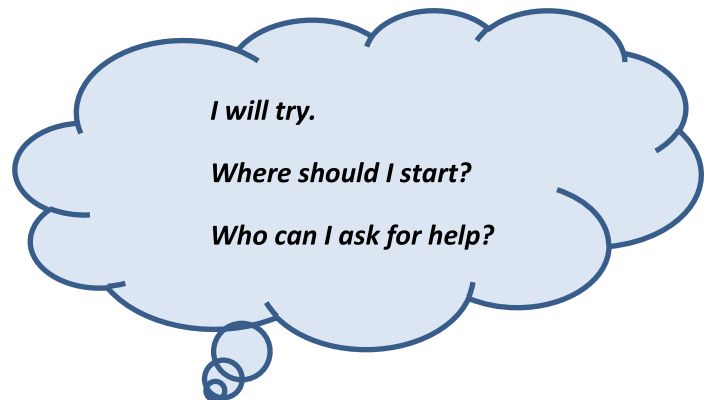
Change these negative ("red") mindset words, to make them more positive ("green").

See example below:

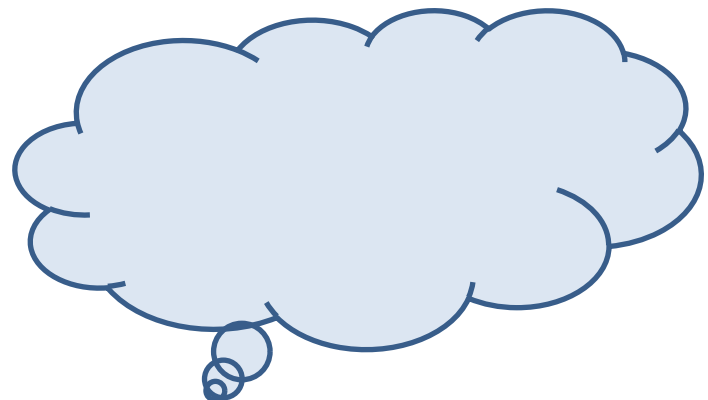
Example:



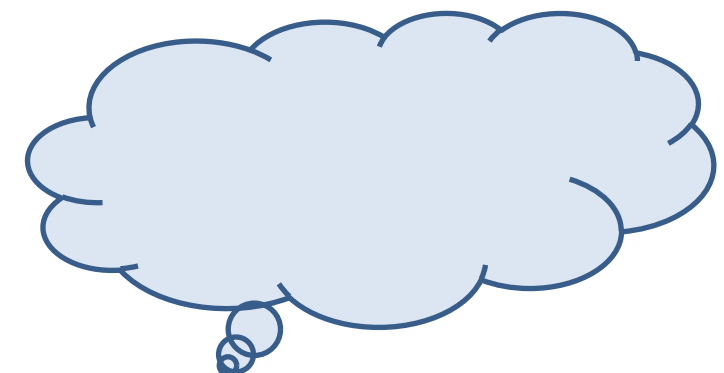
VS



VS



VS



# Activity Sheets for Exploring Science Literacy & Evaluations

Handout 6.1

## Test your Digital Health Smarts

**1. I know how to use the internet to answer questions about my health.**

- A. I DO NOT agree
- B. I'm not sure
- C. I agree
- D. I TOTALLY agree!

**2. I know where to find helpful information online.**

- A. I DO NOT agree
- B. I'm not sure
- C. I agree
- D. I TOTALLY agree!

**3. I can tell the difference between true information and untrue information online.**

- A. I DO NOT agree
- B. I'm not sure
- C. I agree
- D. I TOTALLY agree!

**4. I know how to use the health information I find online.**

- A. I DO NOT agree
- B. I'm not sure
- C. I agree
- D. I TOTALLY agree!

**5. I am confident I can use what I learn online to help me stay healthy.**

- A. I DO NOT agree
- B. I'm not sure
- C. I agree
- D. I TOTALLY agree!

# Research Lingo Decoded

**Data** is another word for information!

Data can be **collected** by surveys, interviewing people, having a focus group discussion, making observations, recording with video or photographs, and many other ways.

**Quantitative data** is information about quantities - information that can be measured and written down with numbers. Examples of quantitative data are your height, the number of hours you sleep each night, and the number of students who liked the online graphic novel.

**Qualitative data** is Information about qualities or ideas - information that cannot be easily measured or cannot be measured at all. Examples of qualitative data are the way you feel when you wake up after a good sleep, the colour of your eyes, and what parents think about homework.






*What kind of data would each of these research questions give you - qualitative or quantitative? How might you collect the information for each?*

<b>Research Question</b>	<b>What type of data is it? Check one</b>	<b>How would you collect the data?</b>
Do kids who eat healthier foods have more energy?	<input type="checkbox"/> Quantitative <input type="checkbox"/> Qualitative	
How often do principals sleep through their alarms in the morning?	<input type="checkbox"/> Quantitative <input type="checkbox"/> Qualitative	
What does it feel like taking a test when you are stressed out?	<input type="checkbox"/> Quantitative <input type="checkbox"/> Qualitative	
How do parents react when their kids are on devices too much?	<input type="checkbox"/> Quantitative <input type="checkbox"/> Qualitative	
How many servings of fruits and vegetables did you eat today?	<input type="checkbox"/> Quantitative <input type="checkbox"/> Qualitative	
Which online graphic novel character was your favourite and why?	<input type="checkbox"/> Quantitative <input type="checkbox"/> Qualitative	
Do you or your parents know more about healthy living?	<input type="checkbox"/> Quantitative <input type="checkbox"/> Qualitative	
Your own idea?	<input type="checkbox"/> Quantitative <input type="checkbox"/> Qualitative	

# Mock Evaluation: Survey

## Health Knowledge and Behaviour

*Mock Evaluation: In this activity, you are sharing your ideas to help make school activities like the ones about digital health more interesting for people your age. It's important to have your say! Remember: A survey provides **quantitative data**.*

Put a * in the box that best describes what you think about what you learned in class.	Disagree a lot 	Disagree a little 	Don't agree or disagree 	Agree a little 	Agree a lot 
The information I learned in class made sense to me.					
I had fun learning about digital health in class.					
I learned some new things from my teacher about digital health and finding health information online.					
The things I learned in class helped me make changes to be healthier.					
I told my parents or other family members about some of the things I learned in class about digital health.					



# Mock Evaluation: Focus Group

## Health Knowledge and Behaviour

***Mock Evaluation: In this activity, you are sharing your ideas to help make school activities like the ones about digital health more interesting for people your age. It's important to have your say! Remember: A focus group discussion provides qualitative data.***

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1. From what you have learned in class (including the activities and the online graphic novel), what are some ways you can be healthier?
2. From what you have learned in class (including the activities and the online graphic novel), how can you use technology to help you be healthier?
3. Because of what you have learned in class (including the activities and the online graphic novel) are you making any changes to be healthier? Please describe.
4. From what you have learned in class (including the activities and the online graphic novel), what are the biggest changes you have already made in your daily life to become healthier? What does this mean to you?
5. From what you have learned in class (including the activities and the online graphic novel), what are some changes you would like to make in your daily life to become healthier? Why are these important to you?



*Thank you  
for sharing  
your ideas!*