

## Learning for Life: Raising Digital Health Literacy in BC

### Detailed Instructional Sample

#### **“My Sleep App” - Thinking creatively about technology and wellness!**

*This activity encourages students to think creatively about ways to share health information and develop strategies for health and wellness.*

- Grade/subject: **4-7/Physical Health and Education**
- Core Competency: **Communication**
  - Facets: **Acquire, interpret, and present information**
- Core Competency: **Creative Thinking**
  - Facets: **Novelty and value. Generating ideas.**
- First Peoples’ Principles of Learning:
  - **Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)**

#### **Rationale:**

*Internet, social media, and mobile phone use is prevalent among school-aged children. According to a 2010 Stats Canada survey, Canadians are making greater and more diverse use of the internet, with nearly 80%, or 19.2 million, of Canadians aged 16 and older going online for personal reasons. Studies also show that 70% of smart phone users download apps and more than one in four adults access health and wellness tools through their mobile devices. And while there are no publicly accessible statistics regarding the use of social media and smart phones by school children, one would surmise that this population, being digital natives, would be using these virtual tools and technologies more than adults. On the other hand, with an overwhelming amount of health care information and tools available on the internet and a lack of established guidelines or trusted advocates on how to use them, locating and selecting the most appropriate information can be difficult.*

*The goal of this instructional sample and the Learning for Life curriculum resource is to bridge the gap between students’ technological literacy and their health literacy. By exercising students’ creativity and capitalizing on their technology savvy, this sample promotes understanding of how sleep impacts overall mental and physical wellness and how to translate that knowledge in order to be both informative and appealing to other students. Through this sample and the Learning for Life resource, students will understand the impact that technology can have on maintaining health and wellness, as well as adopt strategies to effectively use technology to support their health.*

*This instructional sample is an introductory opportunity for students to make connections between technology and wellness. It provides an initial opportunity for students to examine their personal preferences and apply these preferences to the improvement of health content and messaging, thereby increasing their understanding of how to communicate health information and use that information to develop healthy strategies.*

#### **Activity:**

Pass out post-it notes or small pieces of paper to the class. Ask the students to think about their favourite app (i.e. social media, game, etc.). Then ask them to write down their favourite thing about the

app. Discuss the responses (e.g. have students share their responses with a neighbour, with the class, etc.).

Ask students to imagine they work at a technology company and are asked to develop their own app about sleep. Discuss:

- Why is sleep important?
- How does sleep impact mental and physical health?
- What are some ways to improve sleeping habits?
- What facts would they want to include in their app?

Next, focus on designing the app:

- Who would the audience for the app be? Who would use the app? Who would like it most? Who would it be helpful for?
- What would the purpose of the app be? (i.e. learning about the importance of sleep, helping people improve their sleep habits)
- What are some possible features of the app? What would the app be able to do? What kinds of things would you use it for?

Highlight a few of the paper responses about students' favourite apps and ask how they would incorporate these aspects into their sleep apps.

*Optional extension:*

Hand out blank sheets of paper and have students draw three screens of their apps.

- What does their app look like?
- What colours do they want to use?
- How will the different features be arranged?

You can show some examples of kid friendly health apps by checking out the iTunes store (e.g., "Stop, Breathe, & Think"; "My Incredible Body", "Science Heroes: Digestive System for Kids", "This is my Food – Nutrition for Kids").

**Suggested Answers:**

- *Why is sleep important/how does sleep impact mental and physical health?*
  - *Helps you remember the things you learn*
  - *Helps you pay attention and concentrate*
  - *Helps you solve problems and think of new ideas*
  - *Helps your mood*
  - *Helps you get along with friends and family members*
  - *During sleep, your muscles, bones, and skin grow*
  - *Your body stays healthy and it is easier to fight sickness*
  - *Your body heals injuries more easily*
  - *When your body doesn't get enough sleep, you may:*
    - *Feel cranky or tired*
    - *Have a hard time following directions*
    - *Have a hard time making good choices*
    - *Have a hard time doing your usual activities, e.g. homework, sports, music, etc.*
    - *Not grow as well*
    - *Get sick more often (lack of sleep may impact the immune system)*
- *What are some ways to improve sleeping habits?*

- *Go to bed at the same time every night*
- *Have a bedtime routine that is calming, i.e. reading a book, taking a bath*
- *Don't drink caffeinated beverages before bed*
- *Don't have a TV, tablet, computer, or other devices in your bedroom – they can be distracting*
- *Don't watch scary movies or TV shows before bed*
- *Don't exercise right before going to bed. Exercise earlier in the day*
- *Use your bed only for sleeping, not for eating, doing homework, watching TV, etc.*
- *Make sure your bedroom is cool, dark, and quiet*
- *Don't eat a big meal before bed*

**Resource:**

See pages 48-49 and 55 of the Learning for Life Facilitator’s Guide for more information on designing a health app.

See pages 18-28 of the Learning for Life Facilitator’s Guide for more information, resources, and activities about sleep.

**Curricular Competencies:**

Grade 4	Grade 5	Grade 6	Grade 7
<p><b>Physical and Health Education:</b></p> <ul style="list-style-type: none"> <li>● Identify and describe factors that influence healthy choices</li> <li>● Examine and explain how health messages can influence behaviours and decisions</li> <li>● Describe and assess strategies for promoting mental well-being</li> </ul> <p><b>Applied Design, Skills, and Technologies:</b></p> <ul style="list-style-type: none"> <li>● Identify a design issue</li> <li>● Identify key features or user requirements</li> <li>● Identify the main objective for design and any constraints</li> <li>● Generate potential ideas</li> <li>● Decide on how and with whom to share their product</li> </ul> <p><b>Arts Education:</b></p> <ul style="list-style-type: none"> <li>● Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation,</li> </ul>	<p><b>Physical and Health Education:</b></p> <ul style="list-style-type: none"> <li>● Describe the impacts of personal choices on health and well-being</li> <li>● Describe and assess strategies for promoting mental well-being, for self and others</li> </ul> <p><b>Applied Design, Skills, and Technologies:</b></p> <ul style="list-style-type: none"> <li>● Identify a design issue</li> <li>● Identify key features or user requirements</li> <li>● Identify the main objective for design and any constraints</li> <li>● Generate potential ideas</li> <li>● Decide on how and with whom to share their product</li> <li>● Identify how their product contributes to the individual, family, community, and/or environment</li> </ul> <p><b>Arts Education:</b></p> <ul style="list-style-type: none"> <li>● Create artistic works collaboratively and as an individual using ideas</li> </ul>	<p><b>Physical and Health Education:</b></p> <ul style="list-style-type: none"> <li>● Describe the impacts of personal choices on health and well-being</li> <li>● Analyze health messages and possible intentions to influence behaviour</li> <li>● Describe and assess strategies for promoting mental well-being, for self and others</li> </ul> <p><b>Applied Design, Skills, and Technologies:</b></p> <ul style="list-style-type: none"> <li>● Identify a design issue</li> <li>● Identify key features or potential users and their requirements</li> <li>● Generate potential ideas</li> <li>● Decide on how and with whom to share their product</li> <li>● Identify how their product contributes to the individual, family, community, and/or environment</li> </ul> <p><b>Arts Education:</b></p>	<p><b>Physical and Health Education:</b></p> <ul style="list-style-type: none"> <li>● Identify factors that influence healthy choices and explain their potential health effects</li> <li>● Assess and communicate health information for various health issues</li> <li>● Identify and apply strategies to pursue personal healthy-living goals</li> <li>● Describe and assess strategies for promoting mental well-being, for self and others</li> </ul> <p><b>Applied Design, Skills, and Technologies:</b></p> <ul style="list-style-type: none"> <li>● Identify a design issue</li> <li>● Identify key features or potential users and their requirements</li> <li>● Generate potential ideas</li> <li>● Decide on how and with whom to share their product</li> <li>● Identify how their product contributes to the individual, family,</li> </ul>

<p>and purposeful play</p> <ul style="list-style-type: none"> <li>Express feelings, ideas, and experiences in creative ways</li> </ul>	<p>inspired by imagination, inquiry, experimentation, and purposeful play</p> <ul style="list-style-type: none"> <li>Express feelings, ideas, and experiences through the arts</li> </ul>	<ul style="list-style-type: none"> <li>Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> <li>Express feelings, ideas, and experiences through the arts</li> </ul>	<p>community, and/or environment</p> <p><b>Arts Education:</b></p> <ul style="list-style-type: none"> <li>Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play</li> <li>Express feelings, ideas, and experiences through the arts</li> </ul>
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**Content:**

Grade 4	Grade 5	Grade 6	Grade 7
<p><b>Physical and Health Education:</b></p> <ul style="list-style-type: none"> <li>practices that promote health and well-being, including those relating to physical activity, sleep, healthy eating, and illness prevention</li> </ul> <p><b>Arts Education:</b></p> <ul style="list-style-type: none"> <li>processes, materials, technologies, tools and techniques to support arts activities</li> </ul>	<p><b>Arts Education:</b></p> <ul style="list-style-type: none"> <li>processes, materials, technologies, tools and techniques to support creative works</li> </ul>	<p><b>Applied Design, Skills, and Technologies:</b></p> <ul style="list-style-type: none"> <li>computer system architecture, including hardware and software, network infrastructure (local), intranet/Internet, and personal communication devices</li> <li>techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure</li> </ul> <p><b>Arts Education:</b></p> <ul style="list-style-type: none"> <li>processes, materials, movements, technologies, tools, strategies, and techniques to support creative works</li> </ul>	<p><b>Applied Design, Skills, and Technologies:</b></p> <ul style="list-style-type: none"> <li>computer system architecture, including hardware and software, network infrastructure (local), intranet/Internet, and personal communication devices</li> <li>techniques for using images, sounds, and text to communicate information, settings, ideas, and story structure</li> </ul> <p><b>Arts Education:</b></p> <ul style="list-style-type: none"> <li>processes, materials, movements, technologies, tools, strategies, and techniques to support creative works</li> </ul>