

Dr. Cure-All: A Visioning Activity

Overview and purpose

This activity focuses on the three priority wellness outcomes: physical activity, healthy eating, and positive mental and emotional health. Through an interactive skit, the activity helps students improve their understanding of physical activity, healthy eating, and positive mental and emotional health and how their school and other environments can support these priority outcomes. Students will have the opportunity to identify and share ideas of what makes a person healthy.

Participants

Elementary or junior high students

Time needed

45 minutes

Materials

- Items from each category that represent the following: (see Appendix A for examples)
 - Physical activity (2 healthy and 2 unhealthy items)
 - Healthy eating (2 healthy and 2 unhealthy items)
 - Positive mental and emotional health (2 healthy and 2 unhealthy items)
- 4 copies of the 'Dr. Cure-All' script (see Appendix B)
- Large garment bag (to lay over patient and hold healthy/unhealthy items)
- Adequate space or cleared tables to perform "surgery"
- Props (optional):
 - Surgical gowns/medical jackets
 - Surgical gloves

Leader preparation before the activity

- Identify 3 volunteers to participate in the skit and assign acting parts (1 patient and 2 doctors). Provide volunteers with the script to review prior to the skit (see Appendix B).
- Use Appendix A to gather two or more healthy and unhealthy items for each wellness area. Put these items in a garment bag for the skit.
- Leaders may want to review the *Creating a Shared Vision* resource¹ for background information and guidance on creating a shared vision for your school.
- Ideas generated from this activity can be used to create or inform your school's shared vision. Considering the student voice when building a healthy school community supports long-term success of work in this area.

Notes/Adaptations

- Older students or members of a school health team could lead this activity in classrooms or at a school-wide assembly.

Instructions

A. Introduction (5 minutes)

1. Explain to the audience that they will be watching a skit entitled 'Dr. Cure-All'. Dr. Cure-All is a medical doctor who will be performing surgery on Johnny who has been feeling ill for some time now. Encourage the audience to listen closely and raise their hand when their help is needed.

B. Activity (20 minutes)

1. Use the Dr. Cure-All script (Appendix B) to guide the skit. Audience participation is welcome.

¹ To find the *Creating a Shared Vision* resource, visit <http://www.albertahealthservices.ca/7123.asp>

C. Group discussion (5-10 minutes)

1. Use the following questions to guide a group discussion after the skit. Be sure to record all answers.
 - As a friend, how can you support Johnny to continue on his journey of staying healthy and making healthy choices?
 - As a school, how can we support Johnny to continue on his journey of staying healthy and making the healthy choice, the easy choice?
2. Make a list of things the school can do to make it a healthier place for all students.

A voting process could be used to identify the most important priority(ies) for action. Votes could be cast in different ways (e.g. show of hands, give each student 3 stickers and have them place the stickers next to their top three choices).

The information gathered from the participants can be used to inform your shared vision, generate ideas for creating a healthier school community, or identify key priorities to focus on. Ensure participants are aware of next steps and how their ideas will be used.

Source

Healthy Students Learn Better Health Champion Tool Binder, Alberta Health Services, Central Zone Comprehensive School Health Program 2009. Originally adapted from the Bowden School Health Action Team.

Wellness Outcomes		Healthy	Unhealthy
Physical Activity	Example Items	<ul style="list-style-type: none"> • Running shoes • Skipping rope • Pedometer • Picture of a bike 	<ul style="list-style-type: none"> • TV remote • Video game controller • Picture of a couch or chair • Picture of a line-up of cars
	Rationale	<ul style="list-style-type: none"> • The <i>Canadian Physical Activity Guidelines</i> recommend that children and youth (5-17 years) should participate in 60 minutes of physical activity each day to keep healthy and feel great. It is best to do many different types of activities. • Being active for 60 minutes a day can help students:¹ <ul style="list-style-type: none"> • Improve their health (build strong bones, muscles and heart, and help prevent certain diseases such as heart disease or Type 2 Diabetes) • Do better in school (improve ability to focus and learn) • Improve fitness levels • Grow stronger • Have fun playing with friends • Feel happier • Maintain healthy body weight • Improve self-confidence • Learn new skills 	<p>People who are not active may miss out on many health benefits. Activities that involve a small amount of movement (e.g. sitting watching TV, playing video/computer games, using motorized transportation) can leave less time available for more active play. Children and youth should limit recreational screen time to no more than 2 hours per day.²</p> <p>People who are physically active have a better chance of living longer than people who are less active.³ Being active is a lifestyle choice that can have a large impact on students' health.</p>
Healthy Eating	Example Items	<ul style="list-style-type: none"> • Fruit • Vegetables • Water • Canada's Food Guide 	<ul style="list-style-type: none"> • Pop • Candy • Potato Chips • Energy Drink
	Rationale	<p>Eating the types and amount of food outlined in Canada's Food Guide will help people:</p> <ul style="list-style-type: none"> • Get the vitamins, minerals and other nutrients they need for their body and mind to work well and for healthy growth and development • Have strong bodies, including strong hearts, bones, and teeth • Help prevent certain diseases that are common in Canada (heart disease, Type 2 Diabetes, certain types of cancer and osteoporosis) • Have good levels of energy and better concentration for learning 	<p>Less healthy food and drinks do not provide the nutrients needed by the brain and body for healthy growth and development. Candy, pop, and chips are some examples of unhealthy choices because they are high in fat, sugar and/or salt. They can contribute to health problems and are not everyday choices.</p> <p>Energy drinks: Caution warnings on energy drink label indicates that they are not for anyone under age 16. It is recommended that youth and teens avoid energy drinks.</p>

Wellness Outcomes	Healthy	Unhealthy
Example Items	<ul style="list-style-type: none"> • Picture of people laughing together • Picture of people giving a “high five” • Picture of a child talking to an adult • Picture of someone helping others 	<ul style="list-style-type: none"> • Picture of a person crying • Poor attendance sheet • Picture of person being excluded • Picture of vandalism
<p>Positive Mental & Emotional Health</p> <p>Rationale</p>	<p>Healthy and positive relationships with peers, teachers/school staff, and family members are important. It is important to learn and apply good communication skills. These skills include being a good listener and being able to express ideas and opinions to others.</p> <p>Getting involved in school and community activities can promote social wellness by improving connectedness and providing opportunities to build relationships. Making an effort to get to know all members of the school community is a good way to enhance mental, social and emotional wellness.</p> <p>Students who attend schools with higher levels of connectedness and positive social environments are also more likely to do well in school (e.g., grades, academic achievement).</p>	<p>Conflict between people is a natural part of life, but it is important to have the knowledge and skills to overcome these conflicts and build positive relationships (e.g., communication, problem solving). Otherwise, minor disagreements can lead to broken relationships or even violence.</p>

¹ Canadian Society for Exercise Physiology. Canadian Physical Activity Guidelines. 2013. Available from: <http://www.csep.ca/english/view.asp?x=804>

² Canadian Society for Exercise Physiology. Canadian Sedentary Behaviour Guidelines. 2013. Available from: <http://www.csep.ca/english/view.asp?x=804>

³ Centre for Disease Control Prevention. Physical Activity and Health. 2011. Available from: <http://www.cdc.gov/physicalactivity/everyone/healthy>

Appendix B

'Dr. Cure-All' Script

The patient, Johnny, enters the room. Dr. Cure-All and Dr. Putemunder (pronounced "Put him under") greet Johnny and guide him to the operating table where he lies down. Dr. Cure-All places the garment bag full of unhealthy and healthy items on top of him. Dr. Cure-All and Dr. Putemunder stand behind the table facing the audience. Ensure there is extra space on the table or floor to display the items pulled from the garment bag for the audience to see.

Moderator:

Johnny has been sick for quite some time and Dr. Cure-All has decided that surgery is the only option for Johnny to feel better again. Dr. Cure-All isn't sure what exactly is making Johnny feel sick, but hopes that you might be able to help determine the cause of the illness. Your guidance and input is welcome throughout the surgery. Please remember to raise your hand if you have any answers or questions about the process.

Dr. Putemunder will be assisting Dr. Cure-All in the surgery. Dr. Putemunder is the anaesthesiologist whose job is to use medications to put people to sleep during surgery.

Alright, Dr. Cure-All and Dr. Putemunder, please begin.

Dr. Putemunder picks up a pretend/imaginary needle and sticks it in Johnny's arm and tells Johnny to count down from ten. This is the medicine that will put Johnny to sleep. Johnny starts to count and mixes up the numbers as he nears the end. Dr. Cure-All gets ready to begin surgery, but Johnny awakes suddenly and scares Dr. Cure-All (and hopefully the audience). The initial dose of medicine is not enough so Dr. Putemunder provides another dose. This time, Johnny goes right to sleep.

Dr. Cure-All begins the surgery by making the first incision (un-zipping the garment bag) and begins to pull one unhealthy item from the bag. Dr. Cure-All holds up the item for all to see.

Moderator:

Could this be the problem to why Johnny is sick?

After participants provide their answers, the moderator explains how the unhealthy item is not good for Johnny (use Appendix A for rationale on why this item is unhealthy).

Dr. Cure-All sets down the unhealthy item on the operating table and pulls out another unhealthy item.

Moderator:

Could this be the problem?

After participants provide their answers, the moderator explains how the unhealthy item is not good for Johnny (use Appendix A for rationale on why this item is unhealthy).

Dr. Cure-All sets down the unhealthy item on the operating table and continues with the surgery by pulling out a healthy item.

Moderator:

Could this be the problem?

After participants provide their answers, the moderator explains how the healthy item is good for Johnny (use Appendix A for rationale on why this item is healthy) and Dr. Cure-All then places the healthy item back in the bag.

Dr. Cure-All continues the surgery by pulling out both healthy and unhealthy items, in no particular order (allowing time for moderator to provide an explanation after each item is shown and participants have a chance to comment). If the item is healthy, Dr. Cure-All places the item back in the bag, but if it is unhealthy, he sets it on the operating table. Dr. Cure-All continues the surgery until all items are shown.

Dr. Cure-All then zips up the garment bag and both Dr. Cure-All and Dr. Putemunder begin to cheer and clap, waking up Johnny.

Moderator:

Welcome back Johnny! How do you feel?

Johnny smiles and gives two “thumbs up”.

Moderator:

Congratulations Dr. Cure-All, Dr. Putemunder, and congratulations to you (moderator points to the class) for your guidance and input. With your assistance, you have helped us identify and remove all the unhealthy choices and keep the healthy choices so Johnny feels well again. Thank you!

End of Script