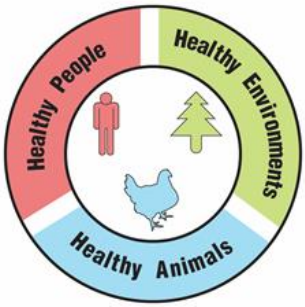
One Health as a Tool for Informal Assessment

Activity Guide



Overview:

This assessment tool uses the concept of "One Health" (the idea that the health of animals, people and the environment are closely linked) to evaluate participants' prior knowledge, to help participants make personal connections to your program's topic, and to conduct an informal assessment of your program. This assessment can be incorporated into many environmental- or health-themed activities. It has been used in a wide variety of programs, such as programs about mosquito-borne disease, water quality, pollinators and the food system, and crop cultivation.

What is One Health?

"One Health is an integrated, unifying approach that aims to sustainably balance and optimize the health of people, animals and ecosystems. It recognizes that the health of humans, domestic and wild animals, plants, and the wider environment (including ecosystems) are closely linked and interdependent." - World Health Organization
https://www.who.int/health-topics/one-health

"One Health is a collaborative, multisectoral, and transdisciplinary approach — working at the local, regional, national, and global levels — with the goal of achieving optimal health outcomes recognizing the interconnection between people, animals, plants, and their shared environment." - CDC
https://www.cdc.gov/one-health/about/

Time Needed:

About 15 minutes at the start of your program and 15 minutes at the end of your program.

Audience:

This informal assessment is adaptable for different sized groups and ages. It is recommended for ages 8-adult and for groups of 5-30. It can be adapted for younger audiences.

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Objectives: You will…

- Assess your group's prior knowledge of an environmental or health topic.
- Identify areas of interest to your group related to a topic.
- Encourage your audience to make personal connections to a topic.
- Promote your group's understanding of the transdisciplinary relevance of a topic.
- Conduct an informal pre- and post-assessment of your program or an activity.

Materials:

- 3 large sheets of paper or 3 sheets of poster paper, or a whiteboard
- Colored markers/pens/pencils - 2 colors recommended
- *Optional*: Sticky notes or index cards and tape - 2 colors recommended
- *Optional:* Printouts of the provided images (see Page 5)

No materials? No problem! This assessment activity can also be done through just discussion, without participants recording their responses. The facilitator may still want to jot down the participant's responses for assessment purposes.

Preparation:

- Label the 3 sheets of paper (1 label per sheet) "Human", "Animal", and "Environment." **For younger audiences**, you may also want to include pictures; we have provided examples (see Page 5), or you can draw your own pictures.
- Decide if participants will write their "brainstorm" responses directly on each sheet of paper (recommended only for small groups) or on individual sticky notes or index cards (recommended for large groups).
- Review background information on One Health (see "What is One Health" box on Page 1).

Description of Assessment Activity and Suggested Procedure:

(See Page 4 for an example scenario)

1. Before beginning the main activity of your program, ask participants to "brainstorm" how the topic of your activity could be connected to human health, animal health, and the health of the environment. Ask participants to write down or draw pictures representing their responses using the method you selected (either recording their responses directly on the sheets of paper, or on sticky notes/index cards). Remind participants there are no right or wrong answers here.

    - **A note on definitions:** Encourage broad definitions of "health" and "environment" in your discussion. "Health" could include illness/disease, physical fitness, mental

health, access to healthcare, physical comfort, food security, biodiversity, available habitat/shelter, pollution, resource scarcity, and more. Similarly, "environment" can mean ecosystems, backyards, forests, parks, farmland, bodies of water, etc. Encourage your participants to think creatively!

- **Ask prompting questions:** Guide the discussion as needed to help participants identify personal connections to your topic. Why might it be important to them, or how do they experience it in their life? Avoid providing new information about your topic at this time, but ask open-ended questions to encourage connections, such as "What do you like to do outside?", "What do you know about [the topic]?", or "How do you think [X] would affect [Y]?". These prompts may be particularly helpful where background knowledge on the topic is limited.

- **Adaptation for younger audiences:** Consider asking your participants why the topic might matter for or be connected to humans, animals, and the environment, omitting the word "health".

- **Adaptation for large groups:** Consider splitting large groups into smaller groups of 4-5 individuals for this assessment activity. Each small group can discuss and share a summary of their discussion with the full group.

- **Short on time?** Have the facilitator write down responses that participants call out to save time. This adaptation is also recommended for younger audiences or audiences without strong writing skills.

2. If you used sticky notes or index cards, have participants stick/tape these to the large sheets of paper.

3. Ask participants to share their responses, as time allows. Consider using checkmarks or tally marks to show agreement if multiple participants have the same response.

4. Complete your program's main activity.

5. Return to your 3 "brainstorming" sheets of paper from Steps 1 and 2. Ask participants to think again about how the topic of your activity could be related to human health, animal health, and the health of the environment. Collect additional responses using a different color marker/pen/pencil or sticky note/index card.

6. **Group reflection:** Allow participants to share and discuss their responses, as time allows. What new responses did they have after your program's main activity? Were your participants surprised by any of their new responses?

7. **Wrap-up:** As an "exit ticket" or closing discussion prompt, ask each participant to share which connection to human/animal/environment health is most relevant to their own life.

8. **Assessment opportunity**: After your program, you can compare your participants' responses from before ("pre") and after ("post") they did your program's activity. Did participants present new information after the activity? Did they gain a better understanding of the broader context of your topic? Did they demonstrate knowledge and/or were connections generated or enhanced by the activity? Do their responses demonstrate that they met the objectives of your main program (Step 4)?

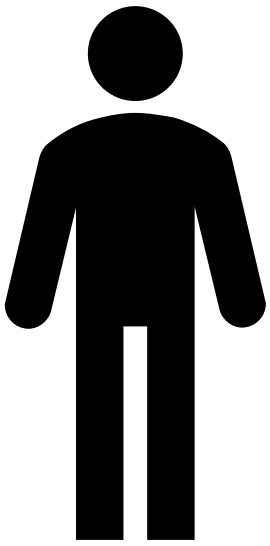
   Note: The assessment is done by the facilitator only, not by the participants.

Example Scenario:

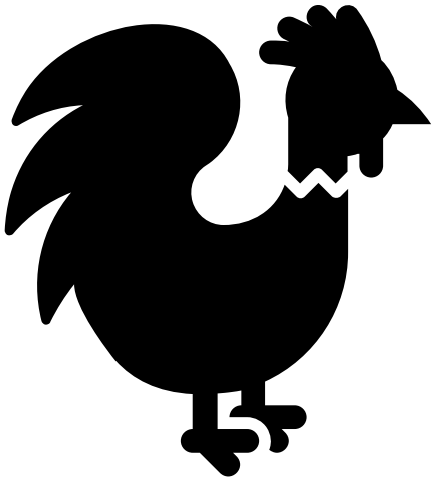
You are leading a program about ticks, and you decide to use this assessment tool to understand your group's prior knowledge about the topic and conduct an informal assessment to see what they learn from your program. Below are some example responses to the brainstorming prompt; these are just examples, and your group may come up with different responses!

Humans	Animals	Environment
• ticks are scary/gross • I worry about getting a tick • fear of ticks keeps me from exercising or playing outside • they bite humans • they can make you sick • ticks spread disease like Lyme disease • ticks can make you allergic to red meat • I can protect myself from ticks • pesticides/bug sprays to avoid ticks could be harmful to human health	• my dog had a tick/animals can get bit by ticks • they can make animals sick • ticks feed on other animals • pets need to be on medicine for ticks • there are vaccines for some tick-borne diseases for animals • other animals eat ticks for food	• ticks live in nature • they use plants as habitat • ticks need other animals for food • ticks are part of the food web/ecosystem • the range of ticks is expanding with climate change • ticks are active only during certain weather • people could harm the environment while trying to get rid of ticks with pesticides

Example image for “Humans”



Example image for “Animals”



Example image for “Environment”