

‘UPSTREAM IS A PLACE’: A GUIDE FOR A ONE-DAY, EXPERIENTIAL, WORKSHOP EXPLORING SOCIAL AND ECOLOGICAL CONTEXTS FOR HEALTH

(with walking tours)

Authors: Margot Parkes, Chris Buse, Jane Parmley, Maya Gislason, Sandra Allison, Shayna Dolan, Mary Jane Yates, Bob Woollard

Reviewed by: Sally Maguet, Jennifer Pretious Koh, and Jena Webb

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MODULE INTRODUCTION

This teaching module provides a guide for designing a one-day, experiential workshop that explores the ecological and social contexts for health through a series of interactive activities and walking tours.

The module provides guidance on the important steps of ‘framing’ and ‘closing’ the workshop (Part 1 and 3), and detailed instructions for a series of offsite activities that are focused on learning through experiencing the idea that ‘Upstream is a Place’ as participants engage in walking tours and interact with place-based experts and local knowledge holders (Part 2, Activities 2.1., 2.2, and 2.3).

The workshop described is organized into three parts, each associated with specific learning activities. The three parts of the day are listed in the sequence they are intended to be presented during the course of a full day workshop. One of the unique strengths of this teaching format is that it integrates more traditional indoor learning spaces (such as classrooms, conference venues, meeting rooms etc.) with outdoor, place-based learning activities and/or fieldtrips. As this approach was being developed, team members regularly used the metaphor of building a ‘sandwich’ that was adapted to local context (see [Box 1](#)).

Box 1: Understanding the one-day workshop format as a ‘sandwich’:

The metaphor of building a sandwich that can – and should be – adapted to local contexts, was regularly used in the development of this workshop format. The sandwich can be described as follows:

- **Bottom of the sandwich** (home base/indoors): framing and laying a foundation through introductory activities and orientation to key concepts, conducted onsite at the conference or meeting ‘venue’ (*Section 2: Talking upstream*)
- **Middle/filling of the Sandwich** (outdoors): stepping outside of the meeting/conference venue to engage in a series of offsite/outdoor activities walking and talking outside at selected locations (*Section 3: Walking and Talking Upstream*)
- **Top of the Sandwich** (home base/indoors): closing the day back at the conference/meeting value with a series of activities (*Section 4*) that reflect on the off-site learning (*talking the walk*), and consider implications for future personal actions and practice (*walking the talk*)

PURPOSE

The purpose of this module is to provide guidance on how to facilitate a day-long workshop, that explores the idea that ‘Upstream is a Place.’ This module includes a series of activities that provide a range of approaches for encouraging participants to explore social and ecological contexts for health, and apply these ideas to their work, studies and practice. The hope is that people can use the activities we describe to inspire and inform the development of similar activities, but which are adapted to the specific places, spaces, people, environments and issues.

The overall aims of the learning activities described in this module are to:

1. Introduce the workshop participants to each other in ways that are conducive to experiential and place-based learning;
2. Explore key concepts relevant to understanding and experiencing the social and ecological contexts as upstream determinants of health in a real-world setting (this could include interaction between ecosystems approaches to health (ecohealth), and their interface with public health, or other key concepts more relevant to a specific workshop topic or issue);
3. Design and integrate experiential, place-based learning activities, with specific guidelines for three sample offsite learning activities that have been designed to explore the themes of 'upstream is a place';
4. Reflect on the insights gained from the experiential, offsite activities to discuss and explore ways in which concepts introduced can be applied, and/or understood in terms of specific areas of research and/or practice,
5. Close the day in a way that encourages participants to consider how they will 'walk the talk' applying the experiences and insights of the day to their own work and practice.

These aims are addressed through different learning activities and are explained in detail in each section of the module.

*Please note that a schedule and specific aims for two, one-day workshops based on this design are provided in **Appendix A and D**).

OVERALL DIRECTIONS AND PRINCIPLES

All of the learning activities can benefit from having more than one facilitator to support the different activities within each individual activity. Facilitators will need to adapt the overall directions to reflect the context of the workshop, course or fieldtrip.

The overall directions in this Section refer specifically to considerations for choosing and preparing the indoor or "homw base" learning environment (See [Box 1](#), 'bottom' and 'top' of the sandwich). Since each venue is place-specific facilitators will need to adapt and elaborate on these principles to suit their specific teaching setting.

Considerations for outdoor environments /offsite locations are introduced in Section 3.

- Consider your approach to acknowledging the traditional territory on which your event will take place. Depending on your context, there are a number of ways to do this. Plan in advance how this will occur and who will be responsible for organising this. Take the time to do the necessary research about this aspect of your day. Possible resources to guide this part of your day include:
 - [Guide to acknowledging First peoples and traditional territory](#)
 - [Is acknowledging Indigenous territory enough](#)
- **Indoor learning environment:** Whenever possible make a preliminary visit to this site and/or work closely with staff on the ground to determine a range of logistics including:
 - The accessibility of the room in terms of any mobility needs or cultural considerations that participants may have
 - Technological infrastructure, including Wi-Fi (and presenter and participant access to the Wi-Fi), who provides computers, projectors and screens and at what cost

- Cost of the room rental, if any
- Location of amenities such as washrooms, printing facilities, first aid
- Ability to lock the room when outside
- Ease of access to public transportation
- Ease of access to field site, e.g. how easy is it for a bus to pick participants up from your location
- **Background & Context:** Provide participants with some simple background and introduction to the aims and goals of the day. Things to consider:
 - Consider developing a small pre-arrival package which includes the materials discussed in Section 3 as well as one or two recommended readings. For suggestions for recommended readings please consult the references provided in the module and in **Appendix A** (Workshop overview).
 - If the workshop is being used for some larger purpose (e.g. as an orientation to a larger team or project), you may consider asking participants to share a brief biography and photo of themselves which enables people to have a point of reference for names and background. If the intention of these biographies are made clear to the participants, this enables you to gain an understanding of the backgrounds of people in the room, and/or to assist with remembering people's names/background and contexts throughout the day.
- **Presenters:** Depending on the size of the team, you may have several different presenters. Ensure that you have worked with all presenters on the materials they will present in advance. The flow of the materials and how they link together will be important to ensuring the overall coherence of the workshop. Other tips to consider include:
 - Ask the presenters to send their pre-final slides and any other teaching materials (i.e. handouts) to you 3 days in advance which can enable you to share the different presentations and materials among the presenters, so they can see how their work fits together. Be clear about whether or not there is room for final adjustments to be made and how you want to receive the final materials.
 - Upload all presentations into one folder, print out any materials to be disturbed during the day and pre-test each presentation on the computer to be used.
 - Be prepared for final adjustments (presenters tweaking their presentations based on the other materials they have seen) which may be uploaded on the day of.
- **Facilitators:** Brief your facilitators about their role. Further details are given in the examples below, but overall considerations include:
 - A strength-based/appreciative inquiry approach. Where possible the facilitators should be drawing out and on the experience of the participants rather than 'teaching' about the topics;
 - Record key themes that are identified in discussion with the various groups. This will help initiate the group discussion at the closing session of the workshop.
- **Create a safe-space for exploration, cross-fertilisation and exchange.** This will primarily be achieved through the framing of the day and will be reinforced throughout by presenters and facilitators.
 - As above, consider your strategy for acknowledging traditional territory.
 - Recognise that some activities may create a sense of discomfort or uncertainty for some participants.

- Be clear that information shared by participants at the event should not be shared with others outside the workshop unless permission is requested and received to do this.
- Encourage participants to enjoy the day, to feel free to question and discuss issues.
- Re-assure participants that lessons from activities may not always be entirely obvious, but that we will try to bring everyone back to the same place at the end of the day.
- **Adapt to context:** The full-day workshop is designed to be adapted to context. This means that some of the activities could be replaced, depending on the specific topic areas being considered or the motivation or context for the workshop. For example:
 - Two of the suggested learning activities are described in our module “Using Ecohealth Training to Build Capacity in the Core Competencies for Public Health,” as keystone activities that can stand alone, but could also be usefully embedded with a one-day workshop.
 - Other useful introductory activities can be found in our “Ecosystem approaches to health principles and histories” module.
 - The specific ‘walking and talking’ environment will always need to be adapted to local context, relationships and experiences.
- **Feedback and Evaluation:** Develop a feedback or evaluation form that you give to participants at the end of the day and ask them to complete it before they leave.
 - For people who leave early or cannot stay, ensure they have an alternative way to send you feedback.
 - Tell people what you will do with the feedback (to improve workshop design, to report to funders, to provide background for future work) and be clear about whether they will receive a summary of the evaluation (or not).
 - If you make commitments about informing participants of the evaluation then follow through.

FRAMING: TALKING UPSTREAM

This section describes two learning activities that commence the one-day workshop. In relation to the ‘sandwich’ metaphor ([Box 1](#)) this part of the day is considered the “Bottom of the sandwich:” framing and laying a foundation for the workshop through introductory activities and orientation to key concepts, which tend to be conducted onsite at the conference or meeting ‘venue.’

Activity 1: Getting to know each other: Navigating pathways among health, ecosystems & society

TOTAL TIME: 45-50 minutes

The sample learning activity we have provided here is designed to meet the overall module aim to:

Introduce the workshop participants to each other in ways that are conducive to experiential and place-based learning throughout the day;

The facilitator could choose to use different ‘ice-breaker’ activities to introduce the workshops participants, but we would encourage you to consider some of the specific features and benefits of Activity 1 as a way to surface the assets and skills of a diverse group of participants.

DESCRIPTION

This learning activity is designed as both an icebreaker and a way for participants to begin to learn more about the interests, disciplinary backgrounds and skills of the other participants. The focus of this exercise is for participants to share their stories about the different ways (pathways) that they have become interested in thinking about the links between health, ecosystems and society as well as information about how they are acting on this interest in their lives. The learning activity was adapted from the “Buses” activity in *Counting our victories: A training guide on popular education and organizing* (Nadeau, 1996).

AIMS/GOALS

The goal of this experiential exercise is to get to know who is in the room and identify the diversity of people and perspectives within the participant group while beginning to turn the group’s attention to the themes of the day. Specific aims of this learning activity are:

1. To find out more about participants by inviting them to share information about themselves.
2. To take the opportunity to look at the similarities and differences in how people define who we are and what we do.
3. To discover why getting to know each other/ourselves on various levels might matter for working together (across disciplines/intersectionally/etc.).
4. To start to build relationships so the group can engage in inquiries together.
5. To discuss how participants see themselves in relation to the fields of Public Health and ecosystem approaches to health.

GUIDING QUESTIONS

1. Think of your motivation to connect health, ecosystems and society: Where does your motivation to make the connections between health, ecosystems and society come from?
2. Think about the notion of ‘upstream’: “Why do you personally want to ‘go’ upstream?”
3. Think about public health and ecosystem approaches to health: “What about the ecohealth-public health interface interests you most?”

Note: These guiding questions are based on a one-day workshop focused, especially, on connections between ecosystem approaches to health and public health. The focus of these questions may be adapted if the audience and focus of the workshop is different.

DIRECTIONS

This learning activity is led by one facilitator and can adopt the ‘vehicle’ that best reflects the key mode of transportation used for the journey to and through the place-based field sites that will be explored later in the day (as described in Section 3). For example, in one instance this exercise was given the nickname the ‘bus’ exercise yet in another workshop where the field site was a river, it was nicknamed the ‘boat’ exercise.

Logistical notes for the facilitator:

This exercise is led by one facilitator who describes the activity. The scheme presented here is based on facilitating three conversational journeys within small groups (boat-rides/bus-rides) and a short whole-group debrief.

It works well to have the instructions written on a slide or flipchart that you can leave up during the introduction to the session and to ensure that each of the key questions can be read by the group during the exercise.

It is helpful to invite other people in the facilitation team to have planned answers in case the group is slow to volunteer ideas, particularly during the first round and you can ask them to suggest a vessel (for the purpose of this section we will refer to the vessel as a boat).

For a 45-minute session, there is usually time to for three rounds (three guiding questions leading to three different journeys). The guiding questions (listed above, revisited below) can be modified to more directly suit your theme. To shorten or lengthen the time of the exercise adjust the number of questions you ask.

STEP 1: Introduce the activity (5 minutes)

- Explain to participants that they are going to a meeting (the workshop) and they will need to take three boats to get there. The boats they travel on (and the company on the boats) will change three times.
- Create the image for people that – as a group – we will build these boats by answering three guiding questions the facilitator will ask.
- Explain that the facilitator will ask the group a question to help guide the building of the first boat. Once the question has been asked people will be invited to share answers. The ‘boats’ will be formed based on participants grouping themselves together around a theme/answer that they identify with and are interested to have a conversation about.
- Before you proceed also let the group know that after three ‘boat-rides’ all participants will be invited to come back to the large group for a brief collective discussion and debrief.

STEP 2: “Response-driven” boat-rides, driven by guiding questions (3x 8minutes = 24 minutes), or what to do in the boat

(3-minute facilitation + 5 minutes on the boat = 8 minutes per boat ride x 3 = 24 minutes)

For each 8-minute boat-ride the facilitator will:

- Ask the group a guiding question and then seek answers from the participants. When approximately five answers have been collected, the facilitator will ask the larger group if there are any other responses that people have or if they are happy with the responses as the basis for ~ 5 ‘boats.’ The person who proposed the answer may be considered the ‘captain’ or ‘driver’ of that boat-journey.
 - Facilitator tip: Each unique answer that is on topic will be considered a possible “boat.” If the thought is on-topic but not yet completely clear, ask the person a couple of questions of clarification so that everyone understands the option.
- Invite the ~5 people ‘boat-captains/drivers’ to provide a short name for their boat and to spread out to different parts of the room. Once the five ‘boat-captains/drivers’ have gotten

- to their position, the facilitator can repeat the name of the ‘boat’ and ask the ‘boat-captains/drivers’ to put their hand up so people see where they are standing.
- Ask the remaining participants to choose a boat to board for a five-minute ride during which those aboard will discuss a few set questions.
 - Help the group form their various ‘boats’ – providing prompts relevant to the guiding question (see below, in relations to Guiding Questions 1-3)
 - Ask each boat-rider to consider the following questions (written on a flipchart or projected as a PowerPoint slide):
 - Where do you come from/where are you travelling ‘from’ in relation to this question? (this could be ‘place’, discipline, role, experience, interests, positionality?)
 - Why did you get on this boat? (everyone should answer this question)
 - how do you relate to this boat?
 - do you have a second boat that you were thinking of choosing?
 - How does your interest in this boat influence how your approach your work?
 - What would you like to know from other people on this boat?
 - In the future, do you think this boat/category will be important to you? Why/why not?
 - Alert the group to timing (e.g. walk around the room and tell each group when there is 1 minute to go)
 - Wrap up the boat ride after five minutes has passed (or as close to five minutes where you begin to hear a lull in the conversation depending on how much time you have). This will involve ask the group to thank the people they just journeyed with, to safely dock that metaphorical boat for now (in case we need to return to it later in the day), to get off the boat and back on the dock to get ready to take the next journey.

Forming the boats

The next steps describe suggestions for forming each of the three boat rides. Each boat ride is spurred on by a different question. To know what to do in each boat iteration refer back to the above steps.

For boat-ride #1 (Guiding Question No. 1), the facilitator will:

- ask the question: *“Where does your motivation to make the connections between health, ecosystems and society come from?”* (Guiding question No.1)
- offer prompts in relation to the question and possible answers e.g. Is it your disciplinary training, past experience, your connection to a particular issue or place that motivates you? When did you first become interested in the relationship between health, ecosystems and society? Over time, what has sustained your interest in making these links? Can you recall a ‘eureka’ moment where the connections between health, ecosystems and society became clear to you?

For boat-ride #2 (Guiding Question No. 2), the facilitator will:

- ask the group Guiding Question No.2: *“What motivates you to look/travel/focus “upstream?”* Since this session is being held early in the day, be prepared to briefly explain the concept of ‘upstream’, including linking back to recommended readings, etc.

- offer prompts in relation to the question and possible answers e.g. What does ‘upstream’ mean to you? What does working upstream look like to you? Think of an issue that is important to you, what are the upstream factors related to your issue of interest?

For boat-ride #3 (Guiding Question No. 3) the facilitator will:

- ask the group to thinking about public health and ecosystem approaches to health (Guiding Question No.3): *“What about the ecosystem approaches to health-public health interface interests you most?”*
- offer prompts in relation to the question and possible answers: *What does ecosystem approaches to health mean to you? What is public health about for you? Where is the intersection between ecosystem approaches to health and public health most ‘alive’ or interesting for you?*

STEP 3: Large Group Debriefing (15-20 minutes)

Depending on group size, this activity may need to be adapted so that everyone feels they can contribute. In workshop groups of ~20 a debrief of 15-20mins has been effective.

- The facilitator invites all participants to come back to the large circle to briefly discuss the exercise.
- Begin by sharing one or two positive observations that set a cheerful and thoughtful tone to this brief debriefing as it is the first time the group will have gone through this process together.
- Guide the discussion through the questions that are asked and by inviting people to build on what others have shared.
- Debriefing questions to consider asking include:
 - Did you feel comfortable getting onto the boats?
 - What did you learn doing this exercise?
 - What did you observe about the groupings?
 - Who is missing from our group and what does that mean?
 - What will you take from the three boat journeys you took into the rest of your day?
 - Not everyone will have a chance to share their thoughts if the group is large so underscore that this is ok.
 - Conclude this activity by appreciating the opportunity everyone embraced to get to know each other a bit more and then briefly inform the group about the following session to initiate the transition to Activity 2.

REFERENCES AND RESOURCES

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<http://www.popednews.org/downloads/CountingOurVictories2001.pdf>

Activity 2: Talking Upstream (Introducing key concepts about ‘upstream’ contexts for health)

Total time allotted for this activity is 40-60 minutes.

DESCRIPTION

This activity is intended to frame the content and key concepts behind the idea that ‘Upstream is a place.’ As such, this activity is designed to meet the overall module objective to:

Explore key concepts relevant to understanding and experiencing the social and ecological contexts as upstream determinants of health in a real-world setting (this could include interaction between ecosystems approaches to health (ecohealth), and their interface with public health, or other key concepts more relevant to a specific workshop topic or issue).

The learning activity is designed as a two-part activity that introduces (a) the principles of Ecosystem Approaches to Health (ecohealth) and (b) the Core Competencies for Public Health as defined by the Public Health Agency of Canada (PHAC). This learning activity is especially relevant when designing a workshop for public health audiences and lays the conceptual foundations for Activity 4 (*Ecohealth and Public Health Competencies: Mapping Connections and Discussions*), which considers the intersections between the ecohealth principles and the core public health competencies. This activity is divided into two parts: an introduction to the Core Competencies for Public Health as defined by the Public Health Agency of Canada (PHAC) (Part A) and an introduction to the principles of Ecosystem Approaches to Health (ecohealth) (Part B).

Logistical note for the facilitators: The medium for this activity is often primarily didactic (i.e. a presentation with slides), however we encourage questions to be interspersed throughout the presentation to allow for some interaction as well. The presentation is designed to follow an introductory “ice breaker” session (e.g. the ‘boat exercise described as Activity 1) in which participants will be sharing information on their own professional backgrounds and some of the core values and passions that drive their work. As much as possible, the facilitators should draw on this information while presenting the ideas, backgrounds and values participants may have already expressed during the icebreaker session.

REFERENCES/RESOURCES

Reference and resources will depend on the orientation to the session.

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WALKING AND TALKING UPSTREAM (OFFSITE LEARNING ACTIVITIES)

Contributors: Chris Buse, Jane Parmley, Maya Gislason, Bob Woollard, Margot Parkes, Shayna Dolan & City of Richmond ‘hosts’

INTRODUCTION

Every place that humans experience has both an *upstream* and a *downstream* relationship, both in terms of time and of impact on what it has been and what it is becoming. It is by exploring this place at this time that we can experience the connections central to becoming more effective teachers, researchers, practitioners and, above all, citizens. Previous sections have proposed approaches to introduce and frame the complex interface between public health competencies and ecosystem approaches to health, or ecohealth (see also Charron 2012; Public Health Agency of Canada, 2008; Webb 2010). When developing learning experiences to explore these connections it can be particularly challenging to vivify, to bring alive, the places and issues where such problems must be confronted. Having the learning experience take place in particular locations and wrestling with issues specific to that place provides a grounding on which the learner can build their understanding of complex interlinked ideas. This section presents experiential and place-based learning activities that have been used to explore, examine and deepen participant learning. The intention of this section is to illuminate the possibilities of place-based learning for facilitators interested in highly interactive learning opportunities that takes participants out of the ‘classroom’, and into the broader social-ecological context they are working in, preferably within walking distance (or a short trip by bus/transit) from related workshop or course activities.

Each of the learning activities described here is designed to be part of a larger workshop and need to be preceded and followed by ‘framing’ and ‘closing’ activities such as those introduced in Section 2. In relation to the Sandwich metaphor ([Box 1](#)) these activities are considered the ‘middle /filling of the sandwich’ where participants stepping outside of the meeting/conference venue to engage in a series of offsite/outdoor activities walking and talking outside at selected locations (Section 3: Walking and Talking Upstream). Seeing these learning activities in relation to the foundational and closing section of the module encourages learners to “uplink” the particulars of this place to the more general understanding of how the public health competencies are relevant to ecosystem approaches to health.

PURPOSE AND AIMS

In keeping with the overall module learning objectives, the purpose of these offsite learning activities are to

Design and integrate experiential, place based learning activities in order to explore the themes of ‘upstream is a place’ and encourage understanding of the social and ecological context for health.

Specific aims of these offsite learning activities are to:

1. Get outside¹, and experience the interrelationship between public health and ecosystem approaches to health outside the classroom;
2. Walk and talk ‘upstream’² (both literally and figuratively) through walking tours, site visits and active exchange with colleagues about what you are seeing and learning;
3. Provide an experiential learning environment to further explore the intertwining relevance of ecosystem approaches to health and core competencies for public health;
4. Create opportunities to think about how place (and social-ecological context) relates to public health;
5. Foster an asset- and strength-based approach to learning that values the experiences of students in terms of their background, personal, professional and place-based experiences.

OVERALL DIRECTIONS AND PRINCIPLES

Each of the following sample learning activities is organized around a series of small group discussions that explore the intersections between ecosystem approaches to health and core competencies for public health at one or more field sites. Each sample learning activity requires several facilitators, who are each responsible for providing prompts, offering discussion questions and keeping groups on topic.

Each of the learning activities provided have been conducted as part of a larger one-day workshop. We anticipate that facilitators will need to adapt the overall directions to reflect the context of the workshop, course or fieldtrip. Accordingly, the sample activities that follow should be used as templates for others to utilize in designing their own place-based learning activities.

Although many of the details of the learning activities described below are context specific, we have tried to identify directions and guiding principles that would be relevant and applicable across any context. A core set of guiding principles are provided directly below whereas Learning Activities 3.1-3.3 provide more detailed, location- and activity-specific directions that can be readily adapted to other contexts and learning environments.

Guiding Principles for ‘Upstream is a Place’ Offsite Learning Activities and Walking Tours:

- **Preparation and pre-visits:** Wherever possible, seek out local expertise in planning the field sites/activities. Individuals or organizations that are familiar with the area you are interested in exploring with workshop participants can provide significant resources and information to help guide your session. Additionally, make an effort to trial the timing and distances of your walking tours/site visit(s) in advance. This includes walking distances, and also driving/public transit distances to ensure your workshop runs smoothly and on time.
- **Maps:** Provide maps of the field sites so that participants can get a sense of where they are starting, where they are going, when they should be there, and where the visit ends.
 - When these learning activities are part of a larger workshop, try to revisit these maps as part of wrap up activities (see Section 2, “Talking the Walk”) to reorient workshop

¹ Given the seasonal challenges of getting outside in Canada, some learning activities could be planned to link with videos/photos and also adapted to be conducted in selected indoor environments and public spaces.

² The metaphor of walking and talking ‘upstream’ is introduced in Section 1 and 2. The words are chosen purposefully to capture the idea that the workshop is interested not just in ‘talking’ about ideas and issues, but also experiencing them through the act of ‘walking’ specific places and spaces (including sights, sounds and smells).

participants to specific places, activities, discussion questions or events that occurred during your walking tour.

- **Background & Context:** Provide participants with some simple background and introduction to the field sites/area to be visited prior to starting the walking tour/site visit. Things to include:
 - A small hand-out (in conjunction with the maps), or a brief presentation of core concepts and ideas should suffice. Aim to provide simple, descriptive information that provides a sense of both social and ecological context, and which clearly articulates the learning goals of your walking tour.
 - Introductory remarks can also be elaborated en route to the location (by facilitators in walking groups or even on a bus), but be mindful of your travel route, group size and potential barriers to communication (e.g. traffic or construction noise).
 - This kind of orientation is especially important if participants are from out of town but even if all the participants are ‘local’ it should not be assumed that they will have prior knowledge of your walking tour area or the concepts and ideas you will be exploring. It is important to ensure that the learners start out with a common understanding of the relevant issues and historical context for any activities that follow.
- **Number and features of locations/sites:** Where possible, try to integrate more than one site-visit and location. A site visit could include multiple points of interest within a given walkable area as a means to provide context and physically interact with a given space—a point that may be especially important if you are visiting a rural or remote location that limits the ability to travel between multiple locations. Consider:
 - the sample learning activities (following this section) include 2 site visits (with walking between) or 3 site visits (with bus between). Evaluation suggested that extending the learning over more than one site was very valuable. However, each sample activity could be developed as a stand-alone module if facilitators think through the comparative aspects of multiple site visits within a single location.
 - if time is short, an alternative could be to split the groups to visit two different sites and then create a process of comparison at the end, but the pros and cons of this would need careful consideration.
 - addressing at least two “places” enables context specificity to be demonstrated while at the same time allowing the learners to see that there are common elements upon which to base their learning.
 - The season and current weather. Will participants have the appropriate gear and supplies to enjoy the site visit?
 - The range of expected physical and mental fitness of the group to complete the outdoor activity. Keep the distances small and accessible to a wide range of participants. Some groups may be able to handle and would prefer a longer and more challenging tour but this could restrict participation and reduce the perspectives that are represented in the groups (see below).
 - Do not presume that all participants are non-disabled. If there are participants with disabilities, alternatives should be provided, such as adapted transportation, or if this is impossible for the person with a disability, access to the site via video, website, fiction, etc, should be thought of in advance and provided.
- **Participant groups:** Aim for a ‘well-balanced mix’ of participants in each group, encouraging people to work with people they don't already know, and whose perspectives may be different

as a result of lived or professional experience. The expressed diversity of what the learners bring to the workshop ensures a resilient co-learner group that has a greater capacity to confront and learn from a complex set of ideas. The intention of this ‘mixing’ is for participants get to know each other across organisational contexts and disciplines; to make new connections and shift people a little outside their comfort area (especially if some attendees already know each other well). Groups of problem-solvers that don’t all share the same perspective have been shown to engage in richer and more meaningful conversation, and to illuminate possibilities in discussion sessions that may otherwise go unnoticed. Consider:

- Earlier activities in the workshop (see Section 2) should have helped set the scene for cross-fertilisation among people from different backgrounds or organisations;
- The ‘flow’ and guiding questions of the learning activities (see below) should provide further opportunity for the participants to learn about each other’s backgrounds.
- **Facilitators:** Brief your facilitators about their role. Further details are given in the examples below, but overall considerations include:
 - A strength-based approach³: Wherever possible the facilitators should aim to draw out and build on the experiences, strengths and skills of the participants rather than ‘teaching’ about the topics. In this way, the guiding questions will generate their own dynamic as groups get to learn and exchange about their respective experiences. This approach has the added benefit of encouraging participants to take a more active role in sharing their experiences and perspectives with others to assist in unlocking the collective genius of the group.
 - Stick to the questions. In the learning activities below, the facilitators will generally ask the same questions to multiple groups. Where possible try to stick to the questions so each group has a similar experience. This will greatly improve discussions during the debriefing section of each activity and contribute to the coalescence of participants.
 - Record key themes that are identified in discussion with the various groups. This will help initiate the group discussion at the closing session of the workshop, illuminate lessons for how to improve future learning opportunities, and share insights with the group after the tour ends.
- **Create a safe-space for exploration, cross-fertilisation and exchange.** This will primarily be achieved through the framing exercises that set up with walking tours and site-visits, but should be reinforced throughout by facilitators and workshop ‘hosts.’ Consider the following tips:
 - Recognise that the activities may seem a bit non-specific or create a sense of discomfort or uncertainty for some participants.
 - Encourage the participants to enjoy the activity, to feel free to question and discuss uncertainties, and also to benefit from the opportunity to use their non-thinking senses, e.g. smells, sounds, sights, etc. that are engaged in a very different way relative to normal classrooms.
 - Re-assure participants that lessons from activities may not always be entirely obvious, but that we will try to bring everyone back to the same place at the end of the day.

³ Strength-based approaches are described in more detail in other modules of the CoPEH-Canada Teaching Manual. See especially in the “Participation and Research” chapter (Parkes et al. 2012)

- **Ensure there is space for questions and clarifications.** Given the complexity of the contexts and topics, try to ensure there is time and space for questions. Within learning activities and at transition points create time to remind and encourage participants to:
 - ask questions to clarify any of the material presented,
 - ask other related questions and/or,
 - share some of their own experiences using these frameworks to address public health issues in their professional lives or studies.

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Offsite Learning Activity 3.1 - Green Alleyways Tour

Lead Author/Designer: Chris Buse and Jane Parmley (with input from Working Group members)

This activity was originally Designed for: "Upstream is a place: Linking health, ecosystems and society for public health" Aug 11, 2014. Pre-conference Workshop, *ecohealth 2014* (5th Biennial Conference of the International Association for Ecology & Health), Montreal, QB. (See Workshop Agenda Appendix A.) The "Upstream is a place: Linking health, ecosystems and society for public health" workshop was designed by a working group of the CoPEH-Canada Ecohealth/Public Health

Core Competencies Advisory Group representing a pan Canadian team of national, provincial and regional public health leaders.

DESCRIPTION

This activity is designed to build upon a morning workshop session that has introduced the Public Health Association of Canada (PHAC) core competencies and key themes of ecosystem approaches to health (see Section 2). Specifically, this session is designed to take workshop participants out of the 'classroom' and on a tour of several 'green alleyways' immediately adjacent to the Université du Québec à Montréal (UQAM). Because this workshop was presented at the International Association for Ecology and Health's Bi-annual Meeting in Montreal in 2014, the focus of this module is on Montreal's green alleyways but it is anticipated that the materials developed here are suitable for exploring public health competencies and ecosystem approaches to health practice in a variety of 'green settings' including neighbourhoods, parks, parkettes and watersheds.

Green alleyways are a citizen advocacy project sponsored by the City of Montreal, the province, and civil society organizations that promote the transformation of urban alleyways into green spaces. Beyond 'beautification,' green alleyways promote safe and liveable streets in urban communities while strengthening social cohesion and community resilience by providing a place for community members to gather. Green alleyways also provide numerous co-benefits for health including improved air quality, reduced flood risk by increasing permeable surfaces, and reducing the urban heat island effect and associated temperature-related morbidity and mortality. This session uses green alleyways as a 'setting' from which to facilitate a dialogue between ecosystem approaches to health and public health competencies in an interactive learning experience.

AIMS

The aims of this learning activity are to:

1. Introduce green alleyways to workshop participants as 'settings' for health promotion.
2. Provide opportunities for experiential learning to further explore the convergences and divergences between ecosystem approaches to health promotion and core public health competencies identified by the Public Health Agency of Canada.

GUIDING QUESTIONS

1. What are green alleyways?
2. How can green alleyways exemplify how we use ecosystem approaches to health to enhance our public health training and make connections between particular settings and upstream determinants of health, sustainability, and equity?

DIRECTIONS

This learning activity is organized into a series of small group discussions that explore the intersections between ecohealth and public health competencies at several field sites in Montreal. The learning activity requires several facilitators, each responsible for providing prompts to discussion questions and keeping groups on topic. For more detailed directions, see below.

[Green Alleyway Tour](#)

TOTAL TIME: 2 hours

OBJECTIVE: Use the experience of walking some of Montreal’s green alleyways to explore and make connections between ecosystem approaches to health and public health competencies.

Logistical notes for facilitators: This activity uses 6 facilitators, but this can be amended according to workshop size. Each facilitator will be given a single question from the ‘discussion questions’ in Steps 2-4 to explore with their group at each point of interest (POI), which means there will be 2 facilitators for each question with the goal of having each group answer one unique question at each POI. Having a facilitator ‘hold’ a single question throughout this activity will allow them to compare and contrast different discussion points raised by the groups that they meet with at each POI. During the debrief, you can ask facilitators to reflect on key similarities or differences raised across groups.

Groups will cycle through facilitators, ensuring that no group gets the same question twice at any of the POIs (i.e. If a group starts with a facilitator posing discussion question #1, they should then move to a facilitator with discussion question #2 at the next POI, #2s should move to #3, and #3s should move to #1, etc.). The discussion questions are designed to be asked in any order, and you should clarify to participants that they should never answer the same question twice. Therefore, it doesn’t matter which facilitator or discussion questions each group starts with, but groups should stay together as the activity progresses so that they can distil key points of learning together based on their shared experiences. The single question (and prompts) should be made available to facilitators prior to leaving the onsite venue (workshop opening and closing location).

The discussion questions and steps to move through the learning activity are as follows:

DISCUSSION QUESTIONS (for discussion at each POI during the walking tour)

- **Question #1** - Using your training, what connections do you see between this physical space and human health?
 - **Prompts:** What competencies did you use to answer this question? How might ecohealth principles enhance your ability to see and analyse those connections?
- **Question #2:** Investing in green alleyways is not a ‘traditional’ public health activity or intervention. Do you agree or disagree with this statement and why?
 - **Prompts:** Are there characteristics of green alleyways that enable them to be a promising setting for health promotion? What are the qualities of this space that might count as a public health ‘intervention?’ What resources might public health actors require to make the case for green alleyways in their own neighbourhoods/localities?
- **Question #3:** Consider the spaces you moved through between the last POI and this one. How is this alleyway similar to or different from those spaces and how did you feel walking through each of them?
 - **Prompts:** What spaces did you walk through [streetscapes, non-green alleyways, commercial strips, parks] and what were their core characteristics? Do green alleyways embody similar characteristics? How are the alleyways connected (e.g. beyond pavement...airsheds, watersheds, sewage pipes, urban animal migrations, etc.)? How are these streetscapes ‘ecosystems?’

OVERVIEW OF LEARNING ACTIVITIES

STEP 1: At the start of the workshop (either in a classroom or on the way to your first point of interest, provide an overview of the session to workshop participants (10-15 minutes)

- Quickly describe green alleyways
 - An alleyway is a narrow street, especially a thoroughfare through the middle of a block that provides access to the rear of a lot or building
 - Alleys have been a central feature of urban design in Montreal since 1845 when large farm lots were subdivided into smaller properties
 - The Plateau-Mont Royal neighbourhood in Montreal, though home to the celebrated and spacious Parc Lafontaine, lacks adequate green space and vegetation along many areas. These areas are marked by dense two- and three-story walk-up apartments with no backyards and limited street side greenery. Removing asphalt in alleys at the rear of these buildings and replacing them with soil, plants, and trees could create a new community recreational space that simultaneously improves air quality and reduces urban heat temperatures. This re-born alley space is the "green alley."
 - Funding comes through eco-quartier an organization dedicated to urban beautification since 1995, created by the city of Montreal to improve the quality of their living spaces and reduce the environmental impact of residents. Their work focuses on 4 main themes: Solid waste management (recycling, composting); cleanliness; beautification and greening.
- Have workshop participants organize into six groups of roughly 4-8 people (this number can be amended based on total group size, but should ideally include no less than 3 people), encouraging people not to group with people they know (if necessary, you can people to different groups)
- Decide which group goes to which POI first
- Hand out maps (see Appendix B)
- Indicate key points of interest (POIs), discuss where/when to meet
- Provide guidance on a few things to look for as participants walk
 - What are you seeing, hearing, feeling, smelling and touching? How do these experiences make you feel?
 - Pay close attention to the settings we are visiting, and those that take up space between key points of interests (parks, main thoroughfares, non-green alleyways)

Step 2: Start walking to POI #1 [Av Joly Green Alleyway], Arrive, small group discussions (~20 minutes)

Step 3: Walk to POI #2 [Ruelle Hotel-de-ville Green Alleyway], Arrive, small group discussions (~20 minutes)

Step 4: Walk to POI #3 [Ruelle Henri-Julian I], Arrive, small group discussions (~20 minutes)

Step 5 [Large Group Debrief]: Walk to POI #4 [Square Saint Louis], (~30-45 minutes, as required)

- Have workshop participants (**in their respective groups**) distil and discuss key points of overlap between the three guiding questions, and ask them each to report back to the larger group.

- Core question: Were there common themes that emerged when answering each of the three discussion questions? What were they and why were those themes important for your group and its respective members?
- Bring the conversation to a **larger group discussion** and ask participants to think back to the morning’s activity of mapping/matching competencies with ecohealth principles. Ask participants if their thinking has changed or been reinforced after the tour of the green alleyways and why.
- Have facilitators close this session by distilling key themes from each of the guiding questions (~5-10 minutes), tying discussion back to central themes of the workshop. Each facilitator will have had the benefit of asking the same question to three unique groups and will be able to identify similarities and differences among/between them and any additional insights based on discussion.
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Offsite Learning Activity 3.2 - Port of Montreal Walking Tour

Lead Author/Designer: Jane Parmley and Chris Buse (with input from Working Group members)

This activity was originally designed for: “Upstream is a place: Linking health, ecosystems and society for public health” Aug 11, 2014. Pre-conference Workshop, ecohealth 2014 (5th Biennial Conference of the International Association for Ecology & Health), Montreal, QB. (See Workshop Agenda **Appendix A**.) The “Upstream is a place: Linking health, ecosystems and society for public health” workshop was designed by a working group of the CoPEH-Canada Ecohealth/Public Health Core Competencies Advisory Group representing a pan Canadian team of national, provincial and regional public health leaders.

DESCRIPTION

Interactions between human activity, the surrounding environment and within social systems occur at a number of scales—from the alleyways of our neighbourhoods to the industrial areas of our large cities. Experiencing and understanding this nested hierarchy of scales allows us to learn with some clarity at a small scale and explore what we learn there to larger and more complex scales. This learning activity was designed to build upon the morning introductory session (Section 2) and green alleyways tour (Activity 1). In the afternoon, workshop participants will remain outside of the classroom and explore a larger ecosystem – the Port of Montreal. The Port of Montreal is a major tourist attraction with parks, trails, roads, museums, restaurants, shops, and water-related activities including cargo ships, cruise boats, ferries and beaches. This area of Montreal supports over 18,000 jobs and provides \$1.5 billion to the Canadian economy. The port handles all types of cargo and is the only container port on the St. Lawrence River. Just as the alleyways were settings for health promotion, so is the Port of Montreal (including the river and the surrounding areas).

AIMS

The aims of this learning activity are to:

1. Introduce a large socio-ecological system (the Port of Montreal) as a setting for health promotion.

2. Provide additional opportunities for experiential learning to further explore the connections and separations between ecohealth principles and public health competencies.

GUIDING QUESTIONS

1. What is the Port of Montreal?
2. How does the port exemplify how we can apply ecohealth principles to enhance our public health training?
3. How does scale (temporal, spatial, political) affect the connections between particular settings and upstream determinants of health, sustainability and equity?
 - a. What are the connections between the Port of Montreal and Green Alleyways?

DIRECTIONS

Similar to the Green Alleyways Tour (described above, Activity 3.1), this learning activity is organized into a series of small group discussions that explore the intersections between ecosystem approaches to health and public health competencies. The learning activity requires several facilitators, each responsible for providing prompts to discussion questions and keeping groups on topic. For more detailed directions, see below.

Port of Montreal Tour

TOTAL TIME: 2 hours (including lunch)

OBJECTIVES: Use the experience of touring the Port of Montreal on foot to explore the connections between ecosystem approaches to health and public health competences and to discover how different scales (time and space) affect these connections.

Logistical note for facilitators: This activity uses 3-6 facilitators depending on the location and workshop size. Each facilitator stays at one point of interest (POI) throughout the first cycle of discussions and is given a single question from the 'guiding question sets' (below) to explore with each group that cycles through 'their' POI; there may be 1 or 2 facilitators for each question with the goal of having each small group answer one unique question or set of questions at each POI. Groups will cycle through facilitators, ensuring that no group gets the same question twice at any of the POIs (i.e. if a group starts with a facilitator posing question set 1, they should then move to a facilitator/POI with question set 2 at the next location, those who started discussing question set 2 should move to question set 3, and those who started discussing question set 3 should move to a facilitator for guiding question set 1). The questions are designed to be asked in any order. Therefore, it doesn't matter which facilitator or discussion questions each group starts with, but the groups should stay together as the activity progresses so that they can distil key points of learning together based on their shared experiences. The question(s) (and prompts) should be made available to facilitators prior to leaving the onsite venue (e.g. workshop opening and closing location).

The discussion questions and steps to move through the learning activity are as follows. At each location, the overall coordinator of the activity should direct the participants to the appropriate facilitator(s) once everyone has arrived.

DISCUSSION QUESTIONS (for discussion at one of the POIs during the walking tour)

- **Question set 1#:** How is the Port of Montreal different from and similar to the Green Alleyways as a setting for health? **Prompts:**
 - How does scale (particularly spatial scale in this case) influence the relationship between health and place?
 - What competencies would help to examine and promote the linkages? Are these competencies similar to or different from those we explored in the green alleyways tour and why?
- **Question set #2:** Urban design and planning are not traditional public health activities – where and how can public health practitioners influence and contribute to this space? **Prompts:**
 - What are the characteristics of the Port of Montreal that makes it a promising setting for health promotion?
 - What features of the port could be considered public health “interventions?” Are there other places where public health could intervene/influence development of the Port of Montreal?
 - What existing or additional skills/competencies would be required for this?
 - Does scale affect public health actors in their engagement with community development? How?
 - What resources do public health practitioners need to engage in this process in their community?
 - Is scale enabling or constraining?
- **Question set #3:** How does the river connect social, economic and ecological systems? What separations exist between these systems and how do they link with health? **Prompts:**
 - What are these systems? Why is it important to consider connectedness among these systems?
 - Consider the consequences of change/collapse/enhancement in one system on the others.
 - Compare and discuss differences and similarities between healthy people and healthy settings.
 - Consider health from a human and non-human perspective (consider fisheries, belugas, migratory/resident birds, rodents, aquatic plants, microbes, etc....)
 - Are there barriers separating the river and the surrounding land? Are these important?

OVERVIEW OF LEARNING ACTIVITIES

STEP 1: Travel to the Port of Montreal and transition (~1 hour). If this activity is conducted directly after the morning Green Alleyway tour, this 1-hour time-frame could include eating a packed lunch. If no lunch is provided, consider alternatives including places to find/eat lunch en route.

- Take the metro from Station Sherbrooke to Station Champ-de-Mars (Location 1)
- Walk to the Bonsecours Basin Park (~ 15 minutes) and find a place for lunch along the river (Location 2).
- After lunch (~30 minutes), break into small groups
 - Hand out maps (Appendix B)
 - Indicate key points of interest and discuss where/when to meet

- Provide guidance on a few things to look for and think about as we start the walking tour of the port:
 - What are you seeing, hearing, and smelling? How do these experiences make you feel?
 - What different settings make up the Port of Montreal? How are they connected? Consider the physical as well as the social and economic environments.
 - What connections do you see between the Port of Montreal and health? What is health and what contributes to it?

STEP 2: Break into small discussion groups and spread out around Bonsecours Basin Park (Location 2, ~20 minutes) + Discussion Question Set4

STEP 3: Walk to Location 3 (Parc Lineaire de la Commune) and carry out small group discussions (~20 minutes) + Discussion Question Set5

STEP 4: Walk to Location 4 (Promenade du Vieux-Port) and continue small group discussions (~20 minutes) + Discussion Question Set5

STEP 5: Walk back to Location 5 (UQAM) (~15 minutes)

Offsite Learning Activity 3.3 - Orientation to Terra Nova Rural Park, Richmond, BC

Lead Author/Designers: Maya Gislason, Bob Woollard, Margot Parkes, Shayna Dolan & City of Richmond 'hosts'*

* Lesley Douglas- Manager of Environmental Sustainability and Hailey Steiger-Tang-Environmental Coordinator from the City of Richmond were contacted early on in the workshop design process and invited to be involved in both the planning and facilitation of the pre-conference workshop. Lesley and Hailey coordinated with City of Richmond Planner Kevin Connery to be present at Terra Nova to give participants an overview of the park's history and design.

This activity was originally designed for: "Walking the Talk: Place, public health, resource use and global change", Dec 3, 2014. Pre-conference Workshop, Public Health Association of BC, Richmond, BC. (See Workshop Agenda **Appendix D**.) The "Walking the Talk: Place, public health, resource use and global change" workshop was informed by the design of the "Upstream is a place" workshop (Activity 1 and 2), but adapted by members of the CoPEH-Canada Western Node team to be applied in Richmond BC, in close collaboration with City of Richmond 'hosts' Lesley Douglas & Hailey Stieger-Tang.

TOTAL TIME: 1.5 hours

DESCRIPTION

As with the Green Alleyways and Port of Montreal tours, this activity is designed to build upon a morning workshop session that has introduced the Public Health Agency of Canada (PHAC) core competencies and key themes of ecosystem approaches to health (see Section 2- Ecohealth &

⁴ The **discussion question sets** (above) can be asked at any of the locations/POI. Each facilitator will stay at one POI and have a single question or set of questions. The groups will cycle through each question/facilitator at various points in the walk. This enables facilitators to distil some key themes across and within groups related to their specific question and aid in closing the session during the debrief. At each POI there will be two groups (with 2 facilitators) discussing each of the questions sets.

Public Health Competencies: Framing and Closing a One-Day Workshop). Terra Nova Rural Park was the first of three off-site locations visited throughout the full-day Public Health Agency of British Columbia (PHABC) workshop. In addition to Terra Nova, participants visited the Britannia Shipyards and the Bath Slough Trail. The off-site visits are designed to provide participants with multisensory examples of how public health competencies can be enhanced through integrative approaches such as ecosystem approaches to health and intersectoral dialogue that spans concerns around public health, equity, and ecologically sustainable development.

The Terra Nova Adventure Play Environment is an innovative setting for health and wellbeing located in the City of Richmond that includes a children's play scape, community gardens and serves as a site for school programming. The Park was designed by a local design team and includes custom designed features manufactured using British Columbia sourced Yellow Cedar. The play scape also incorporates elements of the immediate natural landscape and environment, in particular the intertidal foreshore, dykes, remnant sloughs, and past and present agricultural use. Terra Nova provides participants with the opportunity to explore issues that emerge at the confluence of past and present ecology, industry and health.

AIMS

The aims of this learning activity are to:

1. Introduce the Terra Nova Rural Park to workshop participants as a city-led initiative focused at the interface of public health and ecosystem approaches to health.
2. Engage those from different sectors (such as municipal government) as collaborators in the design and delivery of workshops intended to explore and extend our thinking about the connections between public health competencies and ecosystem approaches to health.
3. Provide a workshop that gives participants the direct experiences of moving through a particular landscape while exploring the answers to a range of questions that provoke deeper reflection on the links between public health and the social and ecological determinants of health.

The questions below should be posed to participants prior to leaving and/or on route to offsite locations. For example, if transiting by bus people can be asked to think about the questions while in transit.

1. What is the Terra Nova Adventure Play Environment?
2. What function(s) might a place like Terra Nova play in the health of the local community?
3. If we think of Terra Nova as a health setting in which we can see the links between human, animal and ecosystem health playing out, what kind of interactions might we expect to observe?
4. As we travel, we invite you to pay close attention to the settings we are visiting, and those that take up space between key points of interest (parks, main thoroughfares, highways, etc.). What are you seeing, hearing, feeling, smelling and touching? How do these experiences make you feel? What images, memories and ideas come to mind for you?

DIRECTIONS

Similar to the Green Alleyways Tour and Port of Montreal Walking Tour (Activity 1 and 2 in this section), this learning activity is organized into a series of small group discussions that explore the intersections between ecosystem approaches to health and public health competencies. The

learning activity requires several facilitators, each responsible for asking discussion questions and keeping groups on topic and engaged in meaningful dialogue. For more detailed directions, see below.

Orientation to Terra Nova Rural Park

OBJECTIVE: Use the experience of learning about and exploring the park to make connections between ecosystem approaches to health and public health competencies.

Logistical note for facilitators: This activity divides participants into 4 groups of 6 but can be adapted according to the number of participants and facilitators. The PHABC workshop included three offsite locations that each centred around 2 guiding questions and associated prompts, for a total of six guiding questions. The groups remained the same throughout the offsite portion of the workshop. However, at each point of interest (POI) the questions differed, although they were related to and built upon one another. At each POI, the facilitators “hold” the same questions for each group, keeping note of key themes and questions that arise from discussions in order to fuel the final sessions of the workshop (See Section 2 Activity 5: Walking the Talk). The questions detailed below are those that were specifically asked at the Terra Nova site.

OVERVIEW AND SEQUENCE OF LEARNING ACTIVITIES

STEP 1: Provide an overview of the day to workshop participants and introduce them to the first site, in this case the Terra Nova Adventure Play Environment (~10-15 minutes). Provide participants with Guiding Questions/prompts (listed above). Depart for Terra Nova Adventure Play Environment. Travel time will vary depending on your location and mode of transportation. Charter bus travel from the Sheraton Vancouver Airport Hotel (7551 Westminster Hwy) to Terra Nova took approximately 15 minutes.

STEP 2: Provide a brief overview of the Terra Nova Adventure Play Environment

- Located at 2340 River Road on the Middle Arm of the Fraser River
- Hosts a variety of landscapes including intertidal foreshore, dykes, remnant sloughs, and past and present agricultural use
- Completed in 2014
- Designed by landscape architects using a public process that included the *Big Kids Group*, a team of advisors that completed a site analysis and the *Little Kids Group*, comprised of students from two local schools that contributed ideas and design suggestions
- Organized into two distinct zones, the “Paddock” (formally home to horses and stables) and the “Homestead” (site of a former farmhouse)

City of Richmond employees Lesley Douglas and Hailey Steiger-Tang travelled to the site with participants and provided an overview of the surrounding area. Information about the Vancouver International Airport (YVR) was provided as it is in close proximity to Terra Nova:

- YVR is Canada’s second busiest airport
- In 2014, the airport saw 19.36 people, facilitated more than 310,000 aircraft take-offs and landing and handled over 256,000 tonnes of cargo

- Employs 26,000 people

STEP 3: Arrive at Terra Nova. City of Richmond Planner Kevin Connery met participants at Terra Nova and provided an overview of the play environment and dyke system.

STEP 4: Allow participants to explore the area as they walk to the top of the mound, the highest point in the Play Environment.

STEP 5: Have participants number off into groups. We had 4 groups of 6 with 2 facilitators at both of the POIs, one facilitator for each of the groups that will cycle through the POI simultaneously.

STEP 6: Have facilitators position themselves in distinct groups but in relatively close proximity to each other. Have 2 groups begin with facilitators covering Guiding Question #1 and 2 groups with Guiding Question #2. After 10 minutes have the groups move to the next facilitator to review the other question(s).

Guiding Question #1: Using your training, what connections do you see between the airport as a physical space and human health? (From Terra Nova, a prominent landmark that is visible is the airport and it dominates not only the skyline but also the soundscape at the park).

Prompts:

- What Public Health Core Competencies did you use to answer this question? What competencies might be required to examine and promote these linkages?
- What connections do you see between the Adventure Play Environment and rural park and the adjacent residential environment?
- Urban design and planning are not traditional public health activities – where and how can public health practitioners influence and contribute to these spaces?

Guiding Question #2: Using your training, what connections do you see between Terra Nova as a physical space and human health? (The range of linkages can extend from the health impacts of air pollution and particulate matter through to the impacts of international trade and immigration).

Prompts- same as above

- What Public Health Core Competencies did you use to answer this question? What competencies might be required to examine and promote these linkages?
- What connections do you see between the Adventure Play Environment and rural park and the adjacent residential environment?
- Urban design and planning are not traditional public health activities – where and how can public health practitioners influence and contribute to these spaces?

STEP 7: After participants have covered both questions, reconvene the groups and ask participants to share any points of resonance, learning or to ask questions and request clarifications. Have facilitators close the session by distilling key themes from each of the guiding questions (~5-10 minutes). Each facilitator will have had the benefit of asking the same question to different groups and will be able to identify similarities and differences among/between the answers provided.

STEP 8: Give participants time to explore other areas of the environment before departing. Make sure to give participants a timeframe for their individual exploration and clear instructions on where to return.

STEP 9: Departure. Before departure thank site hosts. Make sure to count all participants to make sure everyone is on the bus. Once underway (or before departure if group is splitting up), briefly review the reason that this site was visited and how this site is related to the next destination. Also offer participants any pertinent information about what to expect/what is expected of participants upon your arrival at the next site so they have a sense of the flow of the day. If there is time during the trip someone may be elected to serve as a commentator who describes relevant aspects of the landscapes the group is traveling through, with a particular focus on place-based issues, which illustrate the links between humans, environments and health in that particular context.

CONCLUSION

This activity is included in this section to provide an example and template of a collaborative and experiential place-based learning experience. After planning and facilitating the EcoHealth 2014 pre-conference workshop (Activity 1 and 2 in this section) we wanted to engage those who live, work and play in the spaces participants would be visiting as co-creators of the workshop. We strongly encourage those interested in planning a similar workshop to seek out collaborators early on in the planning process. Having our City of Richmond hosts proved to be instrumental in providing participants with the history and context necessary to draw rich connections between public health and ecosystem approaches to health.

SYNTHESIS AND CLOSING: TALKING THE WALK, WALKING THE TALK

Two activities are introduced here that are intended to build upon the experiences of the offsite, place-based field site visits. They offer different and complementary approaches to integrating experience with theory, and to connect theory (e.g. key concepts introduced earlier in the day) to practice (including experiences in the field). These activities seek to meet the overall module aim to:

Reflect on the insights gained from the experiential, offsite activities to discuss and explore ways in which concepts introduced can be applied, and /or understood in terms of specific areas of research and/or practice.

In keeping with the metaphor introduced in [Box 1](#), these activities can be considered the “top of the sandwich,” and can be integrated as a final ‘indoor’ section of the full-day workshop (See Workshop Agenda Appendix A and D).

Another Learning activity integrated into both these full-day workshops, Ecohealth and Public Health Competencies: Mapping Connections and Discussions, is presented in detail as a keystone activity in our Module “Using Ecohealth Training to Build Capacity in the Core Competencies for Public Health.” This is an interactive activity that considers the intersections between the ecohealth principles and the core public health competencies.

Activity 4: Talking the Walk

TOTAL TIME: 20-30 minutes

DESCRIPTION

This activity is designed to help participants make the transition from being out in the field experiencing the key concepts and themes of the day in a direct way to being back in a more traditional, indoors learning environment.

GOALS AND AIMS

The goal of Activity 4 is to provide a provide recap of the offsite learning experiences and reconnect with key concepts introduced earlier in the day. The specific aims of this learning activity are to:

- Integrate the experience of visiting and learning in the place-based field sites with the ideas and theories of integration as explored in the classroom, particularly around linking human, animal and ecosystem health;
- Complexify thinking by encouraging participants to connect theory (e.g. key concepts introduced earlier in the day) to practice (including experiences in the field), drawing out specific issues arising in the particular field trip e.g. the complexity of the real world intersections between human, animal and ecosystem health and the theoretical, practical and educational challenges of responding to this complexity within the public health system;
- Identify and discuss how the issues studied in the field sites underscore the utility and relevance of linking public health issues with ecosystem approaches to public health research and practice.

GUIDING QUESTIONS

1. What connections between human, animal and ecosystem health were most obvious at each of the field sites visited during the day?
2. How did making these links enable you to think differently about what constitutes a public health issue and a public health response that would not only control the issue but improve and even prevent it from emerging in the future?
3. What happened for you when you linked the theoretical ideas presented during the day with the experience of learning about these issues in the field?

DIRECTIONS

In this session make sure to reference maps or pictures used during the day and to reflect on the various field sites that were visited, the key themes and ideas explored at the sites.

OBJECTIVE: To make connections between the experiential place-based learning and the framing of concepts introduced earlier in the day.

Logistical note for facilitators: Encourage participants to recall pleasurable moments from the field visits and the value of stepping outside of the traditional public health approaches and ways of thinking while also underscoring that just being in the environment, observing and learning about the intersections between the social and the ecological issues, is ‘good public health practice.’

STEP 1: Welcome participants back to the classroom. Let them know you are going to take a moment to retrace the journey you just made together in the field. Ask them to orient to the maps they have been provided (e.g. Appendix B). Use PowerPoint slides, hard-copy handouts and other

visual cues to depict as well as narrate the journey. Ask participants to offer any key observations about the sights, sounds, topography, flora and fauna and human imprint on the sites visited.

STEP 2: Introduce the idea of thinking across scales through a focused discussion on the maps you have provided, which are intended to place the sites visited during the day into larger geographical and ecosystem contexts. The example provided in Appendix B (City of Montreal) shows a series of maps, encouraging participants to consider the walking tour locations across different spatial scales. The first maps show each of the local sites visited, and the next maps show the two walking tour sites in relation to the City of Montreal and surrounding areas, followed by maps of Great Lakes Area (including Canada and the US) as well a map of the St Lawrence/Great Lakes Watershed. The maps create the potential to ‘zoom in’ to the specific local sites and then to ‘zoom out’ to wider spatial scales considering both social, jurisdictional and ecological contexts. This exercise makes it possible to point to and discuss other systems (social systems and ecosystems) that link the sites you visited and the linkages to larger geopolitical, social, economic or environmental issues or systems, for example by way of railway networks, airline travel, rivers, watersheds, air sheds, etc.

STEP 3: Depending on the context of the participants and the specific issues encountered in the field draw out the connections identified in this ‘zoom-in-zoom-out’ exercise in Step 2. Ideas on how to draw connections can be found in our Complexity Module and our Social Networks Module. Make connections with theoretical concepts of complexity, scales, systems thinking and social-ecological systems and, if relevant, to the ideas of ‘tackling wicked’ problems. Linking these theoretical concepts to the public health issues that were being explored during the day and why thinking in these ways is a useful approach to take when addressing the issues at hand.

STEP 4: Given the complexity of the topics, make time for participants to ask questions to clarify any of the material presented, to ask other related questions and/or to share some of their own experiences using these frameworks to address public health issues in their professional lives or studies.

STEP 5: Prepare participants to transition into the next activity: Activity 5 “Walking the Talk.”

Resources that may be relevant to these “Talking the Walk” discussions (including examples and explanation of ‘zoom-in’ and ‘zoom-out’ exercises, include

- Galway L, Parkes MW, Allen D, Takaro T (2016). Building interdisciplinary research capacity: a key challenge for ecological approaches in public health. *AIMS Public Health*, 3(2), 389-406
- Parkes, M.W. and Horwitz P. (2016). Ecology and Ecosystems as Foundational for Health Chapter 2 in Frumkin H (ed.) *Environmental Health: From Global to Local* (3rd edition). P27-58. Jossey-Bass.

Activity 5- Walking the Talk: Wrap up and next steps

TOTAL TIME: 20 minutes (but can be extended or shortened to suit the schedule)

DESCRIPTION

The objective of this summative experience in co-learning is for participants to share the manner in which the individual learners intend to integrate new insights into their individual lives and professional work. The activity is designed to meet the overall module aim to:

Close the day in a way that encourages participants to consider how they will ‘walk the talk’ and apply the experiences and insights of the day into their own work and practice.

By focusing on practical applications (“walking the talk”) at the specific scale of their lived lives, the participants are encouraged to reflect on ways in which the connections between the public health competencies and ecohealth approaches can converge around a particular issue at a particular place and at a particular point in time. The activity is designed to work in a large group, preferably arranged in a circle where each participant can speak (with one mouth) and listen (with two ears) as participants share their reflections in the context of the learning objectives for the day. At the end of a day of shared experiences, each participant is encouraged to see their own perspective as part of a whole, and to share thoughts in such a way that the group experiences emergent behaviour—i.e. becomes “more than the sum of its parts.” In so doing, individual learners share in the experience of addressing complex issues in a constructive way without becoming overwhelmed by the complexity itself. At the same time, by bringing a framework of the public health competencies and ecohealth approaches to their considerations, they are able to apply transdisciplinarity, engagement, equity, and systems thinking to the problem at hand.

GOALS AND AIMS

The goal of this activity is to encourage participants to consider how they will ‘walk the talk’ and apply the experiences and insights of the day into their own work and practice. Specific aims of this learning activity are to:

1. Review objectives of the workshop which included a commitment to:
 - a. Think and walk together upstream (& back down again)
 - b. Explore how ecosystem approaches to health can strengthen the core competencies of public health
 - c. Reflect on the themes of the day in relation to our own professional practices
2. Have participants share their reflections with the group
3. Have participants leave with a clearer sense of how this day has been relevant to their own work, education, research or practice and therefore how it can continue to be developed in their own professional lives.

GUIDING QUESTIONS

Depending on the time available it may be helpful to articulate which of these questions are prompts for reflection, and which ones participants will be asked to report back in the debrief.

1. What is the most surprising thing you have learned today?

2. What did you find to be the most (conceptually, personally etc.) challenging content of the day? Were there materials or processes that didn't sit so well with you?
3. What is a useful thing that you learned or did today that you will use when you return to your work or studies?
4. When you return to your work/studies what is one thing you can do to support your interest in and capacity to continue to explore the links between the ecohealth principles and core competencies for public health?

DIRECTIONS: CLOSING THE DAY: "WALKING THE TALK"

This learning activity is informed by the principles of reflection, integration and generation of a vision for the future. The activity should be facilitated in a way that brings closure to the day as well as a practical and realistic sense of hope for future learning and engagement.

OBJECTIVES: To have participants actively reflect on the content of the day in order to experience the value of making the links between these two conceptual terrains in their own personal and professional lives and to make concrete plans for how to support and sustain these explorations in the future.

Logistical note for facilitators: Effective facilitation is required to focus the group and to focus individual attention on the goal of "reflective practice"—that is, to undertake constructive, joint action planning while simultaneously reflecting on the process of so doing. Having gained a significant degree of relationship development, personal sharing and mutual trust during the activities at the various sites of the field journey, this reflective practice at the group level can be surprisingly easy to do. By framing the discussion in "upstream" issues, the learners can readily see both practical and metaphorical utility in systems thinking and effective approaches to complex or "wicked" problems.

Depending on the context of topic, place and learners the closure of the day could range from sharing the specifics of their next personal action, to asking learners to provide a self-addressed note to themselves with specific undertakings that can be mailed by the course organizers in six months. This has been shown in other contexts to enhance practice change in learners.

STEP 1: Invite participants to return to the large group and to form one large circle so that all people are able to see and hear each other. Do not, if possible, create two rows – ensure everyone is in the circle.

STEP 2: Give clear and simple directions which describe the purpose of this final session and the request you are making of participants. The goal is twofold: to have participants imagine a plan and then to commit to it personally on paper or verbally (through one word, a thirty second statement or longer if there is time).

STEP 3: Actively and respectfully facilitate the circle so that everyone has a chance to participate equally in the activity.

STEP 4: Conclude the circle with some appreciate observations about what was just shared and committed to and encourage people to make their visions happen.

STEP 5: Before formally closing the day, ask participants to fill in the evaluation form and hand out any last bits of materials (email list, paper copies of the evaluations, readings etc.) and pass on any last-minute logistical information.

STEP 6: Formally close the day.

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APPENDIX A. ECOHEALTH 2014 PRE-CONFERENCE WORKSHOP: SUMMARY AND AGENDA

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APPENDIX B. ECOHEALTH 2014 WORKSHOP: WALKING TOUR MAPS AND MAPS ACROSS SCALES

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APPENDIX C. ECOHEALTH 2014 WORKSHOP: BRIEF REPORT

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APPENDIX D. PHABC 2014 WORKSHOP: SUMMARY AND AGENDA

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APPENDIX E. PHABC 2014 WORKSHOP: PROMOTIONAL FLYER

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APPENDIX F. PHABC 2014 WORKSHOP: BRIEF REPORT