

# Health for Life, Grade 11

College Preparation

PPZ3C

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This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students will develop the skills necessary to make healthy choices and create a personal wellness plan. They will also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

**Prerequisite:** None

# A. DETERMINANTS OF HEALTH

## OVERALL EXPECTATIONS

By the end of this course, students will:

- A1.** explain how personal factors and individual health practices or behaviours influence personal health;
- A2.** explain how social factors influence personal health;
- A3.** demonstrate an understanding of various environmental factors that influence personal health.

## SPECIFIC EXPECTATIONS

### A1. Personal Factors

By the end of this course, students will:

- A1.1** explain how heredity influences personal health (*e.g., determines body type, increases susceptibility of certain individuals to particular diseases or health problems*)

**Teacher prompt:** “Heredity is the passing of biological characteristics from one generation to the next. The genes that parents pass on to a child determine not only the colour of the child’s hair, skin, and eyes but numerous other aspects of its physical makeup as well. Genes control important processes in our cells. A variation in a gene may disturb these processes in a way that makes the body more susceptible to some diseases, such as asthma, diabetes, some types of cancer, and heart disease, or mental illnesses, such as bipolar disorder, depression, and schizophrenia. These varied forms of genes can also be passed from one generation to another. If there is a history of certain diseases in the families of either of your biological parents, you may have a greater risk of getting that disease. How can individuals who know that they have specific hereditary risks decrease their vulnerability to these risks and maintain good overall health?”

**Student:** “People who are aware of a family history of a certain disease may be able to make changes in their personal habits and make environmental adjustments that will help reduce their exposure or vulnerability to other factors that contribute to the disease. They can also ensure that they are tested regularly for signs of the disease, so that it can be treated at an early stage if it develops. However, some people, such as those who were adopted or placed in guardianship as small children, may not know their complete genetic history. For these people, as for everyone, the best defence is to make as many healthy choices as possible.”

- A1.2** demonstrate an understanding of resilience and its impact on personal health, and explain how personal factors (*e.g., ability to self-monitor, self-awareness, assertiveness, ability to solve problems, coping skills, empathy and compassion, sense of humour, good physical and mental health, having goals and aspirations*) contribute to the development of resilience

**Teacher prompt:** “Factors that build a strong foundation for physical, social, and mental development during childhood also contribute to the development of resilience. These include having strong bonds of attachment with capable and loving caregivers, mental stimulation, good nutrition, and physical activity. What are some other factors that could contribute to the development of resilience in childhood?”

**Student:** “Having opportunities to learn and practise personal, social, and critical thinking skills can help children adapt to new situations. Being given limits and structure can help them develop self-control. People who had these opportunities and structures when they were growing up tend to be more resilient than those who didn’t. However, some people who did not grow up in such an environment may still have strongly resilient personalities.”

- A1.3** explain how personal health practices, health knowledge, and healthy behaviours and attitudes contribute to the protection and improvement of an individual’s health

**Teacher prompt:** “Sound personal health practices, health knowledge, and healthy behaviours and attitudes will help you have a healthier life now and in the future. How?”

**Students:** “Following sound health practices, such as safer sex practices or having regular medical examinations, helps to prevent diseases or catch problems in their early stages when it’s easier to treat them.” “Taking care of our health is one of the best ways of coping with stress. Healthy eating and getting enough sleep give us the energy and stamina that we need to cope with difficulties. Physical activity builds fitness and can relieve tension. Avoiding tobacco, substance use, and other potentially addictive behaviours is also important because these can create dependencies that cause further stress or undermine our health and sense of well-being.” “Healthy behaviours increase our resistance to disease and reduce risk of injury. They may also help us avoid chronic diseases later in life or at least delay their onset and improve our ability to cope with them.” “Health knowledge, such as knowing how to access reliable medical information and health support services, helps us avoid preventable health problems and equips us to make better use of the health resources available to us.”

## A2. Social Factors

By the end of this course, students will:

- A2.1** explain how a strong social support network (*e.g., family, friends, trusted adults, connections to school and community supports*) contributes to better personal health (*e.g., provides help to solve problems and deal with adversity; increases feelings of self-worth by reinforcing a sense of belonging and connection; helps to prevent depression and anxiety*), and describe ways of enhancing their personal social networks

**Teacher prompt:** “Most people today use online communication media – social networking sites, texting, instant messaging, and so on. How might the use of these tools affect your social relationships and your personal health? How could you cope with potential harassment, bullying, or discrimination online? For example, what would you do if somebody created a profile about you without your permission?”

**Students:** “The impact of online social networking and other electronic communication options on personal health will depend on how they are used. For example, texting helps me stay connected with family and friends and lets me share my feelings and concerns before having to discuss them face to face. Used in that way, electronic communication strengthens my social network and improves my health and well-being.” “If you spend a lot of time communicating online with people you don’t know, you may not build close relationships with reliable people that you can confide in when you need support. If you spend a lot of time online on non-social activities, like gaming or gambling, you will have less time for social interaction, physical activity, and other things, and you may not acquire the interpersonal skills you need to interact positively with others. A lack of strong personal connections could lead to feelings of isolation and depression.” “If someone creates a profile about you without your permission, contact the site owner and request that it be removed. Talk to someone you trust. If you feel bullied, harassed, scared, or trapped, you should talk with a trusted adult, such as a parent, elder, aunt/uncle, teacher, school counsellor, or youth group leader.”

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**Teacher prompt:** “What strategies might teenagers use to strengthen their social support networks?”

**Students:** “We can extend our social support networks by looking for opportunities to be involved in activities that connect us with other teens, supportive adults, and the community. There are a number of things that we can do that are either free or don’t cost much, such as joining clubs or teen groups and taking advantage of volunteer opportunities.” “I started going to our friendship centre, where we receive teachings by elders and participate in other programs that are meaningful to my particular background and community. As a result of these programs, I have friends, adults, and other supports that I can access whenever I need to.” “We can strengthen our existing social networks by improving the way we interact with the people in them. For example, we can reduce or avoid conflict by learning to communicate our feelings and points of view more diplomatically and by being more sensitive to the feelings and points of view of others.”

**A2.2** identify the key social determinants of health and the factors that shape them, and explain how they influence personal health

**Teacher prompt:** “There is overwhelming evidence that the health status of individuals and populations is influenced by a number of independent but interrelated social factors, such as socioeconomic status, education, employment, working conditions, food security, social inclusion and exclusion, the quality of our relationships (whether they are respectful and supportive or involve bullying and harassment), and the availability of health care services. These and a variety of other social factors are often referred to as the *social determinants of health*. It is the combined influence of these factors that is important for our overall health status. Explain how some of these factors can influence health.”

**Students:** “Education improves our ability to think, solve problems, and develop the skills that we need to be engaged, active citizens. It can also increase our ability to make money. As a result, people with more education tend to have less economic stress and a greater sense of control over their own lives. Education also exposes people to a wider range of interests and social contacts. By enabling people to enjoy life more, it increases their sense of well-being. Because education equips people to handle responsibilities and make contributions to their societies, it can also increase feelings of self-worth. Education develops the ability to make informed decisions and helps people to be better informed about health matters.” “Working conditions, such as those requiring very long hours or shift work, can be a source of emotional and physical stress. This may result in high blood pressure and cardiovascular disease and can also lead to practices that are harmful to health, such as poor dietary habits.”

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**Teacher prompt:** “Politics and public policy can have a big influence on factors that affect our health. What are some ways in which political decisions and public policy can affect the social determinants of health?”

**Students:** “Political decisions can create public policies that provide better access to such social determinants as education and health services.” “Public policy can help to ensure that people have safer and healthier working conditions. It can also provide people with income supports to ensure that they can afford the necessities of life, and it can provide them with social supports to help them through difficult situations.”

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**Teacher prompt:** “Intergenerational trauma is a term used to describe how traumatic events experienced by a cultural group in one generation may have a psychological, economic, or cultural impact on subsequent generations. In Canada, the challenges faced by many people within First Nation, Métis, and Inuit communities today have been linked to the experiences of previous generations who were forced to attend residential schools or who were removed from their culture and communities for adoption or foster care. What approaches or services can be helpful for families or individuals who have been affected by intergenerational trauma?”

**Student:** “Acknowledging what has happened in the past is an important step in helping the people affected by historic trauma to heal and be healthy mentally, emotionally, spiritually, and physically. It helps them to forgive and focus on the future. It’s also important for people to know their culture. Residential schools took away many people’s understanding of who they are, and to recover that understanding, people need to relearn their cultural traditions. Being proud of who you are, and having your identity respected by the rest of society, is important to all aspects of your well-being.”

- A2.3** explain how sex, gender identity, and social and cultural background can influence health (e.g., social and cultural influences on dietary practices, methods of treating illnesses, gender expectations; gender- and sex-based influences on medical treatment, access to jobs, education, and physical activity)

**Teacher prompt:** “What is understood to be normal behaviour is neither fixed nor universal. It can vary from person to person and with time and place. What we think of as ‘normal’ behaviour and appropriate jobs and activities for males and females is very much influenced by our social and cultural backgrounds. Many of the assumptions that we make about normal behaviour can exclude people who identify as transmale, transfemale, or two-spirited, or who identify in other non-binary ways. People can have difficulty with family, peers, and others when they don’t conform to these assumptions. They may be teased, isolated, threatened, or exposed to violence, and the resulting stress can affect their self-worth, sense of well-being, and overall health. Behavioural differences related to gender expression can also have health implications, and so can differences in the ways that people of different sexes are affected by various diseases. Provide some other examples of how gender- and sex-related differences can affect a person’s health and well-being.”

**Students:** “In some families, women continue to have the major responsibility for family care. Trying to balance the demands of their jobs with the needs of their families can be a major source of stress that may lead to significant health problems.” “Men are more likely to be injured or killed in work-related accidents. This is mainly because men tend to be employed more in occupations that involve working with heavy equipment, working outdoors, or working in other situations that present a higher level of physical risk.” “Accidental injury rates are highest among young men. Higher numbers of young males are connected to incidents involving physical risks or behaviour that may cause harm involving drugs, alcohol, or vehicles.” “The classic signs of a heart attack are similar for both sexes, but women are more likely to have symptoms that are less typical and women’s symptoms may be less pronounced. As a result, women’s heart attacks may not be detected and treated as quickly as men’s.”

### A3. Environmental Factors

By the end of this course, students will:

- A3.1** describe current environmental issues and their implications for personal health (e.g., poor air quality increases the risk of developing respiratory diseases and can worsen existing respiratory conditions such as asthma and allergies; climate change increases the potential for water- and food-borne diseases to spread to temperate regions; ozone layer depletion increases exposure to UVB rays that can cause skin cancers and cataracts), and identify solutions that can contribute to better environmental quality and better personal health

**Teacher prompt:** “The built environment includes things people have made, such as our homes, roads, parks, public recreation facilities, trails, and schools. Give an example of modifications to the built environment that can have a positive impact on both our health and the environment.”

**Student:** “Having things in the community that support active transportation, such as walking paths, bike lanes, crosswalks, and bike racks, can benefit our health and the environment because they help to reduce air pollution and provide more opportunities for physical activity.”

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- A3.2** describe a variety of personal practices and local programs that are environmentally responsible (e.g., using active transportation; programs promoting green alternatives and green living, tobacco-free living, eating locally), and explain how they can also benefit personal health

**Teacher prompt:** “Many initiatives by individuals and local groups are helping to make our society more environmentally responsible. Provide some examples of these initiatives that also have important health benefits.”

**Students:** “Initiatives that promote eating local produce help to reduce greenhouse gas emissions, because local produce requires much less transportation. Because vegetables and fruit from local sources can be allowed to ripen before they are picked and can be consumed shortly after being harvested, they are usually more nutritious.” “Community initiatives that increase the amount of green space can also increase the opportunity for physical activity. Exposure to the natural environment gives most people a greater sense of well-being.”

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- A3.3** identify school and workplace conditions (e.g., poor air quality, overcrowding, noise, poor lighting, hygiene problems, poor quality of machinery and equipment, inadequate inspection or maintenance of machinery and equipment) that could have harmful effects on personal health and safety (e.g., industrial and vehicular accidents, falls, cuts, burns, carpal tunnel syndrome, electrocution), and describe ways to make school and workplace environments healthier and safer (e.g., install active workstations with equipment like treadmill desks to reduce health risks of sedentary behaviour)

**Teacher prompt:** “A school’s physical environment includes the school building and grounds, routes to and from the school, and materials and equipment used in school programs. What steps could you take at your school to make the physical environment safer and healthier?”

**Students:** “If we organize a school-wide cleanup day, we could report any hazards that we happen to find to our teachers or school administrators.” “Our school is applying for EcoSchools certification. One of our projects involved planting new trees around the schoolyard. The trees will remove carbon dioxide from the air. They will also provide shady places where students can relax without being directly exposed to strong ultraviolet rays.” “Working with the administration and the staff in the cafeteria to make sure the cafeteria is set up in a way that is welcoming to students and is a place where students want to be will encourage more students to eat in the cafeteria. Having more students using the cafeteria and taking advantage of a greater number of healthier food choices that appeal to students will help make our school a healthier place.”

## B. WELLNESS

### OVERALL EXPECTATIONS

By the end of this course, students will:

- B1.** demonstrate an understanding of the concept of personal wellness, the factors that influence it, and ways of maintaining and enhancing it;
- B2.** demonstrate the ability to develop and implement a personal wellness plan.

### SPECIFIC EXPECTATIONS

#### B1. Personal Wellness

By the end of this course, students will:

- B1.1** identify the dimensions of wellness (*e.g., physical, cognitive, emotional, social, and spiritual*), and describe how they relate to each other and how an understanding of their interrelationship can be used to enhance personal health

**Teacher prompt:** “Wellness is having a healthy body and a healthy state of mind. It cannot be defined in the same way for everyone. It depends on individual needs, experiences, and circumstances, and it will change over time. In all cases, however, it requires a focus on healthy eating, active living, and having a positive sense of self.

“Wellness involves several dimensions of our existence and depends on the way that all of these dimensions interact. Achieving wellness is an active process of becoming aware of the things that affect all of these dimensions and making healthy choices that provide more balance among them. How do these individual dimensions of wellness influence one another?”

- B1.2** describe the factors that contribute to personal wellness and support healthy living (*e.g., sense of responsibility; ability to make decisions related to physical activity, fitness, and healthy eating; healthy relationships; coping skills; creative and critical thinking skills; a positive sense of self*)

**Teacher prompt:** “What are some things that individuals can do to develop healthier living habits and maintain a commitment to healthy living?”

**Students:** “To develop healthier living habits, individuals need to look at how active they are, what they eat, and how they spend their time. Developing a positive sense of self, knowing their strengths, maintaining a positive attitude, and spending time with supportive friends will help them not only to develop a healthier way of life but also to maintain their commitment to it.” “I am from Shawanaga, a First Nation community near Parry Sound, and in our culture good health is seen as the result of a balance among the physical, mental, emotional, and spiritual aspects of one’s life. To manage our health, we try to restore and maintain a balance among these four elements. To help us do this, we use the medicine wheel. It’s a spiritual symbol that we use to guide our thinking about many things. It’s shaped like a wheel and divided into four quadrants. When we use it to think about health, the four quadrants help us to examine the physical, mental, emotional, and spiritual aspects of our lives in relation to each other and to become aware of potentially harmful imbalances among them. Restoring the balance can improve our well-being and help to heal ailments of the mind, body, emotions, or spirit.”

- B1.3** explain how a theoretical understanding of the stages of behavioural change (e.g., *precontemplation*: a person may or may not be aware of the health benefits of a change but has no intention of changing; *contemplation*: thinking about making a change; *preparation/decision*: intending to make a change in the near future and thinking about how to do it; *action*: making the change and engaging in the changed behaviour consistently; *maintenance*: working at preserving the change over the long term) can be used to support healthy living

**Teacher prompt:** “How does understanding the theory behind making a change help you support someone who is actually making a change?”

**Student:** “Knowing that there are expected stages a person might go through makes it easier for us to understand a person’s thoughts and feelings as they go through the different stages. It also helps us to plan how to support them, because different kinds of support will be needed at different stages.”

- B1.4** describe complementary and alternative health care services and therapies that can support personal wellness (e.g., *treatment methods such as acupuncture, osteopathy, homeopathy, naturopathy, chiropractic, reflexology, massage therapy; stress management techniques such as yoga, meditation, deep breathing; traditional First Nation, Métis, and Inuit healing remedies*)

**Teacher prompt:** “What information should you seek before choosing any health care service or therapy? What are the similarities and differences between conventional western medicine and complementary and alternative health care practices? Which of these services are available in our community?”

## B2. Implementing a Personal Wellness Plan

By the end of this course, students will:

- B2.1** demonstrate the ability to use a variety of appraisal tools and guidelines (e.g., *a physical wellness inventory, a stress inventory, a relationship questionnaire, a healthy eating questionnaire, Canadian Physical Activity Guidelines, Canadian Sedentary Behaviour Guidelines, Canada’s Food Guide*) to assess their current health behaviours and acquire information for use in the development of a personal wellness plan

**Teacher prompt:** “Why is it important that your appraisal tools assess not only the physical dimension of wellness but the mental, spiritual, social, and other dimensions as well?”

**Student:** “By assessing all of the dimensions of wellness, I can acquire a more complete understanding of all the factors that affect my health. I’ll also have a better idea of what my strengths are and what I need to improve. This will help me make decisions about the food I choose to eat, improving my level of physical activity, managing stress, and other things that I need to work on in order to have a healthier, more balanced life. With more insight into the variety of factors that affect my health, I can produce a more individualized wellness plan that will give me a better chance of succeeding in my personal goals.”

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**Teacher prompt:** “When assessing health behaviours and developing personal wellness plans, how useful do you find technologies such as apps, computer programs, and body devices that track behaviours related to the amount of physical activity you do, the amount and type of food you eat, the amount of sleep you get, and other factors?”

**Students:** “I find it motivating to track my physical activity and also to share it publicly through my social media networks. It makes me feel accountable.” “I like using my apps to gather and track information, but I don’t share it. Knowing the information myself works for me.”

**B2.2** identify ways of overcoming challenges that might inhibit making changes to health-related behaviours (e.g., by scheduling time for physical activity; setting manageable goals; identifying personal motivating factors and choosing activities that are interesting; researching availability of affordable and accessible programs, resources, and facilities; choosing activities that are consistent with their social, cultural, and religious norms; seeking peer and family support)

**Teacher prompt:** “What is a reasonable time frame to allow for making modifications in behaviour? How do you set goals that are achievable? How do you plan to respond to potential setbacks or reversions to unhealthy behaviours?”

**B2.3** develop and implement a personal plan that contributes to healthy living by addressing selected dimensions of wellness (e.g., use decision-making and goal-setting skills to develop their plans; enlist the help of others; identify personal and social challenges; make a plan for overcoming potential barriers; be actively engaged in the implementation of their plans; evaluate their plans and make revisions to their programs if needed; celebrate successes; adopt strategies that promote lifelong wellness)

**Teacher prompt:** “After reviewing the results of your health behaviour assessments, you may want to modify some of the less healthy choices you are currently making. Choose one or two of these that you would like to work on in order to achieve a healthier, more balanced way of living. Identify the challenges that you might encounter, and think of solutions for overcoming these challenges. These solutions will be a part of your personal wellness plan.”

**Students:** “One of the areas that I need to work on is getting more sleep. I want to get at least seven to nine hours of sleep per night so that I will be more alert in class, have more energy to be physically active, and be in a better mood. The challenge I face is that I have a television and computer in my room, and I stay up late to surf the Internet, complete homework, communicate with friends, or watch TV. My plan is to set a consistent bedtime and wake-up time that will allow me to reach my goal – I’ll keep track of when I go to bed and when I wake up to see how I’m doing. In addition, I am going to move my television to a common area of the house and limit the amount of time I use the computer before going to bed.” “One of my goals is to be more physically active on a daily basis to reduce some of my stress. I will need to think of what is keeping me from being more physically active and consider what I can do to change that.”

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**Teacher prompt:** “Psychologists have developed various theories about how people can most effectively modify their health-related behaviour. One well-known theory is the Health Action Process Approach (HAPA). What does it emphasize that is important to your planning?”

**Student:** “HAPA emphasizes the importance of having two kinds of plans: an action plan that outlines what you will do to achieve your goals and a coping plan that helps you anticipate and overcome challenges and barriers along the way. The action plan gets you started and guides your progress. The coping plan helps you maintain your progress.”

# C. HEALTHY COMMUNITIES

## OVERALL EXPECTATIONS

By the end of this course, students will:

- C1.** demonstrate the ability to assess the quality of health information and use credible health information to make informed decisions and take appropriate action about matters affecting their health;
- C2.** demonstrate an understanding of the components of healthy communities and the factors that affect and sustain health within them;
- C3.** demonstrate the ability to influence and support others in making positive health choices.

## SPECIFIC EXPECTATIONS

### C1. Consumer Health

By the end of this course, students will:

- C1.1** assess the quality of health information, products, and services, and use information from reliable sources to make informed choices of health-related products, programs, and facilities (e.g., foods, health and exercise equipment, fitness facilities, skin treatments, health and wellness programs, dietary supplements)

**Teacher prompt:** “There are many different sources of health information, but how do we know which sources are reliable and accurate? The most reliable health information is based on current evidence and expert knowledge and comes from expert sources. The information that we get from government sources such as the Mental Health Commission of Canada; Health Canada; the Public Health Agency of Canada; the Ministry of Health and Long-Term Care; the Ministry of Tourism, Culture and Sport; the Ministry of Children and Youth Services; and public health units meets that criterion. So too does information from leading science organizations, research journals, and respected non-governmental organizations such as the Ontario Centre of Excellence for Child and Youth Mental Health, the Offord Centre for Child Studies, and the Centre for Addiction and Mental Health. Factual information that is required by law, such as the ingredient list and Nutrition Facts Table on food labels, can also be considered reliable.

“Trustworthy information about the quality of commercial products and services can be obtained from sources such as *Consumer Reports* that are independent of any commercial interests and have the expertise and resources to perform thorough evaluations. If you want to know whether a company you are about to deal with can be trusted, you can check with the Better Business Bureau to see if they have a record of complaints. A web search may also reveal comments by people who have had experience with the product or company you are interested in. If you are thinking of using a product to treat a health condition, consult your family doctor first.

“The Internet provides easy access to information from many trusted sources, but it can also be a source of unreliable, fraudulent, and even dangerous information. If you find information that is inconsistent with what known reliable sources are saying, be careful. Check the author’s qualifications. Not everyone who claims to be an expert is an expert. Do a web search and check the reputation of the organization sponsoring the website. Your critical thinking and research skills will be your best tools for determining whether a site can be trusted or not.”

- C1.2** identify factors (e.g., contamination during production, consumption of foods after their expiry dates, certain food additives, improperly prepared foods) that may lead to food-related ailments, and describe measures for avoiding their occurrence

**Teacher prompt:** “People occasionally get sick from consuming food that became contaminated at some point in its production. Government regulation and inspection is our main defence against this source of food-related illness, but food-related illnesses can occur in other ways. For example, students with food allergies can be exposed to allergens from food that other students have brought to school. We can also get food-related illnesses if we do not handle food properly at home. What are some things that we can do to prevent food-related illnesses in these situations?”

**Student:** “When handling food, we should ensure that perishables are refrigerated properly, that we wash our hands before preparing food, that food preparation areas and equipment are clean and sanitary, and that we do not keep foods past their expiry dates. If we have food allergies, we should always check the ingredient list on the product label to make sure the product is safe.”

- C1.3** describe factors that influence personal choices of health products and services (e.g., finances; peer, social, cultural, and media influences; government policies and programs; availability and accessibility of health services, facilities, and resources; environmental impact), and assess the impact of these factors on their own choices of health products and services

**Teacher prompt:** “The School Food and Beverage Policy is intended to make the healthiest choice the easiest choice for students at school. What effect has the introduction of this policy had on what you choose to eat at school?”

**Student:** “Having healthier things to choose from – like smoothies and stir-fries – has changed what I buy at school. I’ve been feeling better when I eat healthier foods.”

## C2. Components of Healthy Communities

By the end of this course, students will:

- C2.1** identify the components of a healthy community (e.g., safe and healthy social and physical environments; inclusiveness and mutual support; access to essential services; diverse, vital economy; high level of individual health), and describe the factors that help to sustain it (e.g., adequate access for all to food, clean water, shelter, income, work, and recreation; adequate water and sanitation infrastructure; effective environmental regulation and pollution controls; a strong local cultural heritage; access to support networks and health services; availability and accessibility of recreational facilities, such as safe and properly lit walking trails and bike paths and lanes)

**Teacher prompt:** “A healthy community has often been described as one in which people come together to make their community better for themselves and others in the community. According to the Ontario Healthy Communities Coalition, a healthy community is characterized by such qualities as a clean and safe physical environment, opportunities for learning and skill development, strong, mutually supportive relationships and networks, and broad participation by community residents in decision making. In Ontario, the Ministry of Education has also stressed the importance of healthy schools. What does a healthy school have in common with a healthy community?”

**Student:** “A healthy school has a similar vision – people coming together to make their school better for the students, their families, the staff, and others in their school community. A healthy school can address the physical, emotional, intellectual, and social well-being of its students in a variety of ways. For example, it can provide intramural sports programs and other physical activity opportunities and incorporate health-related subject matter across the curriculum. It can make programs available that discourage bullying, help people respond to it, and promote social justice, equity, and inclusiveness. It can provide

counselling and other resources to help students deal with substance use and abuse and physical, mental, and social health concerns. And it can create opportunities for students to link with outside agencies and community groups.”

**Teacher:** “A safe and caring school has a culture that makes students and staff safe – and helps them feel safe. Students should feel welcomed, respected, and inspired to learn. Safe and healthy social and physical environments contribute to this kind of school culture. What do we mean by safe and healthy social and physical environments? Why are they important?”

**Student:** “A safe and healthy social environment is one in which a person feels safe emotionally. A safe and healthy physical environment is one in which you are not exposed to the danger of physical injury or threats to your health. A healthy physical environment also provides the conditions that help you maintain a high level of health and personal wellness. Safe and healthy social and physical environments are important because they are more inclusive, help you work and learn more efficiently, reduce time lost to illness, and increase productivity.”

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- C2.2** identify and describe school and community services that offer support related to health and wellness (e.g., public health units, community agencies, friendship centres, mental health facilities)

**Teacher prompt:** “For teenagers who are affected by mental health issues or have a family member or friend who is, access to timely quality care is critical. Not all communities, however, have the same services or deliver them in the same way. It may be more difficult to access treatment in some communities because of a shortage of professional services. What mental health facilities are available in our community? If someone needed treatment for a mental health problem, where would they go first to find help?”

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- C2.3** explain how government policies and programs for protecting the environment can also provide community health benefits

**Teacher prompt:** “Governments try to protect the environment by using laws and regulations to control or ban things that harm the environment. They also support and encourage initiatives that reduce stress on the environment. Government regulations determine where landfills can go, how they should be built, and what can go in them. They control what can be discharged into lakes and rivers and what can be emitted into the air. Much of what governments do to protect our water, air, soil, and natural environments also protects our health. For example, greenhouse gases from fossil fuels are a major cause of climate change. But fossil fuels are also a major contributor to smog and a source of toxic air pollutants such as mercury. Government actions that reduce fossil fuel emissions (e.g., setting fuel-efficiency requirements for car and truck engines, improving mass transit to reduce the use of motor vehicles, requiring the use of energy-efficient lighting, decreasing our reliance on fossil fuels for generating electric power) not only help to slow down climate change but also help to keep harmful pollutants that affect our health out of the atmosphere. Think of some other examples of government actions to protect the environment, and explain how these also provide benefits for community health.”

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- C2.4** explain the role of government policies and programs in protecting school and community health (e.g., *Sabrina’s Law*; *The Smoke-Free Ontario Act*; *The Ontario Safe Schools Act*; *School Food and Beverage Policy*; *Safe Drinking Water Act, 2002*; *The Local Food Act, 2013*; *Healthy Kids Community Challenge*; *Highway Traffic Act* sections relating to bike safety, seatbelts, and car seats; public health immunization programs such as flu and human papillomavirus [HPV] vaccination; breastfeeding-friendly public places programs)

**Teacher prompt:** “Government policies, regulations, and educational programs can play a big role in protecting the health of our communities. For example, the Immunization of School Pupils Act requires students in Ontario public schools to be immunized against

diseases such as tetanus, diphtheria, polio, measles, mumps, and rubella. Immunizations help save lives, prevent serious illnesses, and are recognized as one of the most effective public health interventions. Choose another example of a law, policy, or program intended to protect community health. What does it do? Why was it put in place? What effect has it had?"

### C3. Promoting Healthy Living

By the end of this course, students will:

- C3.1** describe actions that individuals can take that contribute to the health of others (e.g., *consenting to be an organ donor; donating blood; updating immunizations; using methods such as handwashing to prevent the transmission of communicable diseases; following safer sex guidelines to prevent STIs; advising younger students on health action plans, healthy relationships, and anti-bullying strategies; getting involved in charitable fundraising events and campaigns in support of health-related causes such as smoking prevention, healthy eating, concussion prevention, and breastfeeding awareness*)

**Teacher prompt:** "Organ donation can save lives. In Canada, there are more people who need organs than there are organs available. Better understanding of the issues surrounding consent may encourage more people to become donors. Here are some questions that people commonly ask: What is the organ donation registry? What organs or tissues can be donated? If you sign an organ donor card, can your family override your wishes at the time of your death? Does having a serious illness or a history of illness rule someone out as an organ donor? If a person agrees to become an organ donor, will the doctors still make every effort to save his or her life? Do people have to alter their funeral arrangements if they agree to be organ donors?"

- C3.2** demonstrate an understanding of the concept of health promotion, and describe strategies and skills that can be used to promote healthy living in their school community

**Teacher prompt:** "According to the World Health Organization, 'health promotion is the process of enabling people to increase control over their health and its determinants, and thereby improve their health'. The purpose is to create a culture of health and well-being locally and globally by persuading and helping people to advocate for and take control of those aspects of their lives that affect their health. It also encourages governments and organizations to provide the policies and resources that are needed to do this.

"Health promotion has a place in our school community too. Although there are some determinants of health that we can't address in the school setting – the economic factors, for example – we can still create a culture of health and well-being in the school by promoting healthy living. What would you need to consider when planning and promoting a healthy living event in our school community, and what strategies and skills would you need to use?"

**Students:** "First we need to have an understanding of the needs and interests of the students. That requires research and analysis skills. Speaking with our healthy school committee or other school committees could help us find some of that information. In addition, we will need to get the support of staff or student council members. They can help us to coordinate our initiative in the school and find the resources to support it. For example, if we were trying to reduce the stigma associated with mental health problems by holding a mental health week, we would need to connect with the board's mental health leader and other professionals in our school. They might be able to help us find partners with local community agencies." "As we develop a plan of action, we will need planning, organizational, and collaboration skills to establish timelines and assign responsibilities. We will also need to use effective communication skills to promote our project through school announcements, school newsletters, the school website, and posters."

**Teacher:** “There may also be some risks to consider – especially when planning events with a mental health focus. It is possible that well-intentioned health promotion events can have a harmful impact on some students. It is important to consider this when planning and to work as a team with the professionals in the school community.”

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**C3.3** demonstrate the ability to implement a health initiative that promotes healthy living in their school community (*e.g., by creating a physical activity poster campaign, creating a healthy breakfast club, developing a campaign related to concussion awareness and prevention, creating intramural activities, organizing a physical activity/fitness fun day for local elementary school students, conducting a health fair, getting involved in community action, creating a monthly healthy living bulletin board, establishing a school diversity club to help all students feel welcome*)

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**C3.4** demonstrate an understanding of resources and skills that can help others in health emergencies (*e.g., emergency first-aid skills, including cardiopulmonary resuscitation [CPR], the use of automated external defibrillators [AEDs], and the use of epinephrine autoinjectors*)

**Teacher prompt:** “Why are automated external defibrillators becoming standard equipment in some schools and public buildings?”

**Student:** “An automated external defibrillator is used in cases of cardiac arrest to restore normal heart rhythm and restart the heart. If left untreated for even a short time, cardiac arrest can rapidly lead to irreversible brain damage and death. Each minute without treatment decreases a person’s chance of survival by 7 to 10 per cent. AED devices are easy to use, and AED training providers strongly encourage anyone who may have to respond to health emergencies – police officers, firefighters, flight attendants, security guards, attendants at recreational facilities, and people who have family members at risk – to be trained in their operation.”

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**C3.5** describe career opportunities in fields related to health and wellness (*e.g., paramedic, workplace wellness administrator, health and safety officer, social services worker, drinking water treatment and distribution operator, environmental health officer, public health inspector, public health nurse*)