Life 11

At a Glance Document
PILOT

NOVA SCOTIA
NOUVELLE-ÉCOSSE

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Learners will reflect on their emerging sense of self.

Identity and Changes

Rationale

Throughout our lives each of us is on a pathway of discovering who we are. Adolescence is often referred to as a stage of development marked by a changing and emerging time of identity formation. Many facets of our identity shape both our sense of self and how we are perceived by others. In this outcome learners will reflect on the many facets of identity – who they are, an exploration of interests, gifts, strengths, and skills, and the factors in their lives that shape a growing sense of self.

Exploring and reflecting on an emerging sense of self will help learners make decisions about their future career and work pathways, and about the positive relationships they have with themselves and others.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

Indicators

- **Investigate** personal interests, gifts, strengths, and skills (CT, PCD)
- **Question** how personal, community, and societal values shape identity (CZ, COM, CT)
- **Investigate** relationships with self, family, community, and environment (COM, CT, PCD)
- **Analyse** the influence of personal interests, gifts, strengths, skills, and values on career interests (CT, PCD)

Concepts (and Guiding Questions)

Interests, gifts, strengths, skills

- How can I identify my interests, gifts, strengths, and skills?
- How can recognizing the interests, gifts, strengths, and skills of others help me to identify and value my own?
- How could limiting beliefs about my interests, gifts, strengths, and skills impact me?
- How might I counter limiting beliefs about my interests, gifts, strengths, and skills?

Shaping Identity

- How is identity shaped by personal, community, and societal values?
- What is the role of culture in shaping identity?
- How does acknowledging the strengths in others help to shape my identity in healthy ways?
- How have my interests, gifts, strengths, and skills been and continue to be shaped?
- How do experiences of belonging and connectedness influence my sense of self?

Relationships with Self, Family, Community, Environment

- How am I shaped by the relationships around me?
- How does family and community influence my interests and values?
- How can my relationships help me to learn about myself?
- What are my responsibilities within relationships?
- What are my contributions to self, family, community, and environment?

Influences on Career Interests

- How can understanding my developing sense of self help me to explore career interests?
- Why is it important to consider various perspectives when exploring career interests?
- How do my interests, gifts, strengths, skills, and values influence my career interests?
- How can I gather accurate, valid, and reliable career information?

Learners will reflect on their emerging sense of self. (cont.)

Skills

Reflect

Ask questions of experiences and/or concepts; Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; Evaluate perceptions and perspectives in relation to experiences and/or concepts; Synthesize perceptions, and perspectives in relation to experiences and/or concepts; Communicate the impact of the process.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Question

Consider an argument, perspective or issue in a way that uncovers assumptions, biases, or underlying relationships.

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Learners will evaluate strategies used to navigate changing life circumstances in healthy ways.

Identity and Changes

Rationale

Change and uncertainty are a natural part of life. Learning to normalize and navigate life transitions, and the uncomfortable emotions that often accompany these experiences supports resilience and positive mental health.

This outcome provides opportunities for students to grow their understanding of the importance of supportive relationships, explore local community resources that exist to help people navigate life transition, and to cultivate effective habits to navigate change. Learners will consider how protective factors such as a sense of belonging and connectedness can contribute to positively navigating change. Learners will think critically about the groups to which they belong and how these groups can impact them in positive ways.

It is useful to have many strategies available to choose from in order to support oneself during changing life circumstances. Being aware of various strategies and supports, as well as knowing how to cultivate effective health habits, can help make times of change and transition easier to navigate.

Competencies

- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)
- Technological Fluency (TF)

Indicators

- **Investigate** the types of transitions and changes that occur in life and careers (COM, PCD)
- **Compare** ways to support mental health in times of change (COM, CT, PCD
- **Investigate** supports and resources available for changing life circumstances (CT, PCD)
- **Analyse** how protective factors work in response to changing life circumstances (COM, CT, TF)

Concepts (and Guiding Questions)

Transitions and Changes

- How have the transitions and changes that I have experienced shaped me?
- What opportunities can occur through changing life circumstances?

- How can I gather helpful information about the types of changes that occur after high school?
- Why is it important to consider various perspectives on changes and transitions?
- What can I learn by exploring how others experience transitions and changes?

Supporting Mental Health

- What health behaviours contribute to positively navigating change?
- What do I observe about my own mental health and needs during times of change?
- What habits, practices, strategies, and supports do I have now that can be used to support my mental health?
- How can I determine which habits, practices, strategies, and supports to use in times of need?
- How do I access help with my mental health when I need it?

Supports and Resources

- What are the supports and resources that may be needed for myself, other individuals, and groups in my community?
- What resources are available to provide immediate emergency support (i.e., in instances of domestic or sexual violence, youth homelessness, etc.)?
- How can I find supports in my community that are relevant to the types of transition or changes I may experience?
- How can I access support that may not be immediately present in my community?
- How can I determine what type of support or resource will help me during a time of change?

> ## Learners will **evaluate** strategies used to navigate changing life circumstances in healthy ways.

Protective Factors

- How do protective factors lower risks during times of change and transition?
- How do relationships in groups support me in times of change and transition?
- Why is it healthy to connect with places or people where I feel a sense of safety and belonging?
- How do I determine if a resource or coping strategy is a positive support?
- How can technology facilitate a sense of belonging and connectedness?

Skills

Evaluate

Offer a critical review of something by considering the strengths and limitations.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Learners will analyse how social determinants of health impact the lives of people and communities.

Social Determinants of Health

Rationale

Health and well-being are influenced by a variety of interconnected social influences: the social determinants of health. The primary social determinants of health include income and social status; employment and working conditions; access to health services, childhood experiences; health behaviours, education and literacy; and social supports and coping skills. Experiences of discrimination, racism, and historical trauma are important social determinants of health which disproportionately impact certain groups and communities more than others. It will be important for learners to consider the inequities faced by a variety of groups in order to think critically about the complex impacts of the social determinants of health on the lives of Nova Scotians.

There are many intersecting factors that influence the health status of people and communities across the province, and this outcome helps learners explore these complex and important issues. Learners will recognize that social determinants of health impact and influence people and communities in various ways. This includes how employment and workplace conditions align with the social determinants of health. As well how career choices can be influenced by the social determinants of health. Throughout this module, learners should be invited to pay attention to issues that spark curiosity and interest, to consider exploring further within the Service, Advocacy, and Action module of this course.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

Indicators

- **Question** the influence of education on people in our community (COM, CT)
- **Investigate** relationships between food security and the social determinants of health (CZ, CT)
- **Compare** the ways that access to health care can impact long term health (COM, CT)
- **Investigate** how workplace conditions impact health (CT, PCD)
- **Analyse** how Social Determinants of Health can impact future career choices (COM, CT, PCD)

Concepts (and Guiding Questions)

Influence of Education

- What are the short-term and long-term impacts of education?
- What factors influence educational opportunities?
- How do experiences with education differ among people in our communities?
- How can access to lifelong learning reduce barriers for people in our community?

Food Security

- Why are some populations in our community more vulnerable to short- and long-term food insecurity?
- How can food literacy contribute to food security?
- How does food security impact members of my communities?
- How are individuals and communities working to support food security?
- How can I find out about the impact that organizations supporting food security have in my community?

Learners will **analyse** how social determinants of health impact the lives of people and communities. (cont.)

Access to Health Care

- How can access to primary health care contribute to health and well-being?
- How does access to health care differ in rural and urban areas?
- What types of barriers exist in accessing equitable health care?
- How do barriers in accessing equitable health care impact health outcomes?
- What are ways that technology can facilitate access to health care?

Workplace conditions

- What are the physical, mental, emotional, social, and spiritual conditions of a healthy workplace?
- How do accessible and inclusive workplace environments contribute to overall health and well-being?
- How can workplace culture impact health?
- How do a variety of workplace expectations and requirements impact work and non-work time?
- How does a consistent or varied working schedule impact health?

Impacts on Career Choices

- How does the intersection of social determinants of health impact career choices?
- What is the relationship between career opportunities and the social determinants of health?
- How can life circumstances impact the ability to meet expectations of different careers?
- How can health concerns impact access to stable employment?
- How do stereotypes about race, gender, and sexual orientation impact access to career choices?
- How are the social determinants of health influenced by historic and current discrimination?

Skills

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Question

Consider an argument, perspective or issue in a way that uncovers assumptions, biases, or underlying relationships.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Learners will **analyse** the relationships between protective factors and the social determinants of health.

Social Determinants of Health

Rationale

Protective factors can be thought of as attributes, strengths, life skills, and resources both internal and external that help shield an individual and/or people within communities from health harms. When child and youth development is impacted by the quality of the social determinants of health at the level of family, community, and socio-political environment, protective factors can help to mitigate the health harms. In this outcome, learners are invited to think about the protective factors that exist for them in the places they live, learn, work, and play. Learners will investigate how a sense of belonging and connectedness can be a protective factor and explore supportive environments, resources, and opportunities that exist across the province. They will explore how employment is influenced by career and education planning, as well as a look at programs available that support social determinants of health. It is important to consider that while social determinants of health are complex and difficult to control as individuals, understanding that protective factors can be accessed at individual or community level and also learned is a critical understanding for learners.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

Indicators

- **Investigate** how a sense of connectedness and belonging is a protective factor against negative health outcomes (CZ, CT, PCD)
- **Investigate** supportive environments for youth to access resources and opportunities (COM, CT)
- **Analyse** the impact that career and education planning has on future employment (CT, PCD)
- **Analyse** the impact of specific programs and resources used to support social determinants of health (COM, CT)

Concepts (and Guiding Questions)

Connectedness and Belonging

- What are the impacts of social and community connectedness?
- What is the relationship between connectedness and belonging and disease prevention?
- How do communities create a sense of connectedness and belonging?
- How can a sense of connectedness and belonging work to address problematic substance misuse?
- How can work be a place of belonging and connectedness?

Supportive Environments

- What does a supportive environment look and feel like?
- How does our school community facilitate access to resources and opportunities?
- What aspects of our school community can be considered protective factors?
- What supportive environments do I have around me?
- How can I find supportive environments to best meet my needs?

Career and Education Planning

- What are the benefits to adjusting career and education plans in response to life circumstances?
- How can decisions I make now impact my future career and education options?
- How can mentorship or a supportive adult be a protective factor in career and education planning?

Learners will analyse the relationships between protective factors and the social determinants of health. (cont.)

Programs and Resources

- How can I gather information about available programs and resources?
- How can supportive environments be developed to promote more equitable access to resources?
- How are programs in my community working to positively impact the social determinants of health?
- How do we know if programs and resources are having their intended effect?
- How do specific programs impact individuals in different ways?

Skills

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Learners will evaluate methods used to address inequities relating to the social determinants of health.

Social Determinants of Health

Rationale

While many Canadians enjoy good health overall, there are barriers preventing individuals, communities, and groups from equitable access to achieving positive health outcomes. These inequities are influenced by complex and interconnected individual, socio-economic, environmental, and political factors that include income, jobs and working conditions, education, housing, and the experiences that shape early childhood. Various communities in Nova Scotia and across Canada experience additional unique influences on social determinants of health. These influences include the historical impacts of colonization, discrimination, and oppression. In this outcome, learners will explore methods used to address inequities and systemic barriers relating to the social determinants of health facing Nova Scotians such as poverty, access to health services and child care. It will be important for them to consider the voices and perspectives from a variety of communities to better understand where methods to address inequities have positive results and where they do not. They will investigate responses to these population health concerns locally and from a national perspective.

Learners will investigate a variety of social protections available to communities and the impacts that access to universal child care can bring. Care will need to be taken when learners are comparing methods used to address housing inequities as these inequities directly impact each learner in different ways. The impacts of housing relating to living in rural and urban communities, public housing, and on and off of reserves should be explored in a safe and responsive way.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- **Investigate** social protections used to support people in communities (CZ, COM)
- **Compare** methods used to address housing inequities (COM, CT)
- **Investigate** how access to universal childcare works to address inequities (CZ, COM)
- **Analyse** how community groups, organizations, and levels of government are working to address inequities (CZ, COM, CT)

Concepts (and Guiding Questions)

Social Protections

- How might income supports (i.e., Employment Insurance) help individuals and families?
- How do income supports (i.e., Employment Insurance) help provide support during times of transition?
- How are communities advocating for changes to existing social protections?
- How do social protections like Universal Health Care impact various communities?
- How can I find out what resources or programs are available to me?

Addressing Housing Inequities

- How do housing issues and concerns impact a variety of communities?
- How are communities responding to immediate housing needs?
- In what ways are communities and organizations working to address housing inequity?
- How can we determine if housing policies and practices match the needs of people and communities?
- How do we know if policies and practices are having the intended impact?

Learners will **evaluate** methods used to address inequities relating to the social determinants of health. (cont.)

Access to Child Care

- What are ways that access to childcare can impact the lives of people and communities?
- How can having access to universal childcare impact early childhood development?
- How could universal childcare impact income and access to employment and educational opportunities?

Addressing Inequities

- How are community groups, organizations, and levels of government working to identify, address, and remove systemic barriers relating to equity in effective ways?
- How are community groups, organizations, and levels of government seeking input to determine the impact of their actions?
- What impacts are organizations and community groups having in addressing inequities relating to accessibility for all?
- What policies and programs are available from different levels of government to address inequities?
- How are workplaces and unions working to respond to inequities?
- What effective ways has technology been used to increase awareness, coordination, and actions taken to address inequities?

Skills

Evaluate

Offer a critical review of something by considering the strengths and limitations.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Learners will analyse skills and health behaviours that contribute to work and personal lives.

Skills for Work and Life

Rationale

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life, including work, home, and with all relationships. Life skills are a group of competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, and communicate effectively. Further they help people to build healthy relationships, increase empathy towards others, and support in managing lives in a healthy and productive manner.

Health behaviours refer to habits that an individual makes which contributes to health of mind, body, heart, and spirit. Enhancing protective healthy coping skills can help learners deal with healthy stress throughout their lives so that they turn to healthy behaviours in times of change and challenge, rather than unhealthy ones, like substance misuse.

In this outcome, learners will analyse a variety of skills and health behaviours. These include the impacts of time management, coping with emotions, and the cultivation of relationships. It is important for learners to plan for their future and potential career pathways by utilizing their life skills and to explore the impact of workplace environments on their overall health and well-being. Throughout this outcome it will be necessary for learners to explore a variety of skills and behaviours, identifying those that work in relation to their own individual interests, gifts, and strengths.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)
- Technological Fluency (TF)

Indicators

- **Investigate** how time management contributes to a sense of well-being (COM, PCD)
- **Compare** healthy ways to cope with emotions (COM, CT, PCD)
- **Investigate** ways to cultivate healthy relationships in work and life (COM, PCD)
- **Investigate** strategies that support the achievement of personal and career goals (CT, PCD)
- **Analyse** the impact of workplace environments and behaviours on health (CT, PCD, TF)

Concepts (and Guiding Questions)

Time Management

- How can time management contribute to a sense of well-being?
- What is the impact of technology on time management?
- How do time management strategies help me to balance my interests and responsibilities?
- How can finding the right tools or methods for time management support me?

Coping Strategies

- What are healthy ways to cope with a variety of emotions?
- Why is it important to have a variety of coping strategies to navigate different emotions?
- What resources are available to help me learn effective coping strategies?
- How can I determine if a resource, support, or method is helping in a positive way?
- What can be done if coping strategies are no longer having the intended impact?

Cultivating Healthy Relationships

- What types of communication strategies can be used to cultivate healthy relationships?
- What does productive decision making, debate, and disagreement look and sound like in different relational settings?
- How can media, comments, and interactions online influence relationships now and in the future?
- How can asking, giving, and receiving help cultivate supportive relationships?
- How can I repair, grow, or end relationships with others?

Learners will analyse skills and health behaviours that contribute to work and personal lives. (cont.)

Goal Setting

- Why is it important to identify and set personal and career goals?
- What strategies and resources are available to assist in achieving goals?
- How does understanding habit formation assist in achieving goals?
- How can planning my activities ahead of time help me to achieve my goals?
- How do I determine if my strategies align with achieving my goals?

Workplace Environments and Behaviours

- How do various workplace supports impact the health of employees?
- How can workplaces value the well-being of employees?
- How can my behaviours and choices at work impact my health?
- How can the behaviours and choices of others at work impact my health?
- How can I balance the requirements of my job and my health?

Skills

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Learners will **evaluate** the transferability of skills for life and work.

Skills for Work and Life

Rationale

This outcome provides opportunities for learners to explore, practice, and engage with skills and skill development that will be used across their personal and professional lives. The role of interpersonal skills are vital to our health and well-being. It will be important to consider how interpersonal skills can be developed and applied across a variety of settings and situations in ways that are responsive to the lived experiences of individual learners. It is also important for learners to understand how to communicate in a variety of professional settings and tailor their communication to the intended audience. As learners transition towards greater independence, it is important for them to investigate elements of financial literacy. This includes reflecting where beliefs about money and patterns of spending come from, how personal values can help with decision making around spending and saving, as well as habits that can lead them on the path to financial health and independence. An essential skill needed to navigate modern society is the ability to discern reliable information from misinformation and disinformation. There is flexibility for teachers to identify specific health and career topics of importance and interest to learners as they consider how to explore reliable sources of information. Learners will also consider how the development and transferability of skills will help them to navigate future career opportunities.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

Indicators

- **Investigate** how interpersonal skills can be applied across a variety of work and life situations (CI, PCD)
- **Investigate** the impact of financial literacy on making informed financial decisions (COM, CT)
- **Analyse** how to identify and use accurate and reliable sources of information to make informed decisions (COM, CT)
- **Compare** current skills with those needed for future career opportunities and interests (COM, CT, PCD)

Concepts (and Guiding Questions)

Interpersonal Skills

- How does the context and audience influence how I communicate?
- How do I use my interpersonal skills to resolve conflict, communicate intentions, and problem solve?
- How can the interpersonal skills I have be used in a variety of situations?
- How can I navigate difficult conversations in work and life?
- How can interpersonal skills be used or developed to support overall health and well-being?

Financial Literacy

- How are beliefs and patterns of behaviour about money shaped?
- How can balancing earning and spending contribute to financial health?
- How can knowing about credit, payment schedules, interest, borrowing, and investing lead to informed financial decisions?
- How can being aware of expenses help to make informed decisions about spending?
- How can current spending habits and decisions influence my future financial health?
- How can I create a spending plan that supports my financial needs and values?

Accurate and Reliable Sources

- How is using multiple sources of information valuable when researching and making decisions?
- How can the purpose of the source influence my understanding of the content?

Learners will **evaluate** the transferability of skills for life and work. (cont.)

- How can cognitive biases impact the sources of information I select?
- How can accurate and reliable information be used to make informed decisions relating to education and career planning?
- How do I know what information is accurate and reliable and what could be misinformation or disinformation?

Skill Acquisition

- What skills might be required as workplaces change and evolve?
- Why is it important to maintain, update, and develop skills over time?
- How can a new skill be developed or enhanced?
- How could current skills be utilized in future careers?
- What supports, resources, and opportunities are available to develop current or new skills?

Skills

Evaluate

Offer a critical review of something by considering the strengths and limitations.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Learners will evaluate methods used to protect the rights of self and others.

Skills for Work and Life

Rationale

In this outcome, learners will focus on individual, social, and political actions that can play a significant role in addressing collective health and well-being. Through a reflection on the rights and responsibilities of individuals and groups to influence positive health outcomes, learners are invited to assess the impact of laws, policies, and programs and begin to reflect on life skills that can be utilized to support population health. As young workers are most often injured on the job, it is important that they have an understanding of the rights, responsibilities, and laws related to workplace safety. With this knowledge learners can explore ways to navigate the skills used in workplace safety. Exploration within this outcome will set the stage for the last module where learners select, plan, and implement a response to a community issue that matters to them. Learners will compare the methods that youth use for advocacy and consider the impact on the overall issue.

Methods and critical life skills that orient society towards collective positive environments in life and work are explored in this outcome. Learners will consider actions taken by themselves and others that support the idea that when everyone is doing well, all of us are doing well.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

Indicators

- **Investigate** laws and policies that support rights (CZ, COM)
- **Investigate** the role of negotiation and refusal skills in protecting the rights of self and others (CZ, COM, CT)
- **Compare** methods youth can use to effectively advocate for an issue of importance (COM, CT)
- **Analyse** skills needed for effective engagement in protecting rights (CT, PCD)

Concepts (and Guiding Questions)

Supporting Rights through Laws and Policies

- What laws or policies exist that protect the rights of individuals and groups?
- In what ways do laws and policies already in place impact various groups and communities differently?
- Why do laws and policies need to grow and change over time?
- Why is community consultation essential to creating equitable laws and policies?
- How do laws and policies support rights for self and others?

Negotiation and Refusal Skills

- What skills can help me to negotiate and refuse in a variety of situations?
- How has advocacy been used to protect rights?
- What role does individual and collective advocacy play in ensuring workplace rights?
- What role does the Internal Responsibility System play in workplace safety?
- What responsibility do workers have to advocate for themselves?

Learners will **evaluate** methods used to protect the rights of self and others. (cont.)

Advocacy Methods

- How is a method of advocacy influenced by the issue?
- How have various methods of advocacy been used to engage with an issue of importance?
- What roles can I play in advocating for self and others?
- How can I determine the effectiveness of advocacy methods?

Effective Engagement

- How does the Occupational Health and Safety Act protect my rights?
- How do I engage with policies and procedures for protecting rights?
- What rights and responsibilities do I have to protect myself and others in the workplace?
- What skills can be used or developed to support advocacy?

Skills

Evaluate

Offer a critical review of something by considering the strengths and limitations.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Analyse

Consider the nature or structure of something by deconstructing it into its component parts in order to understand or explain it.

> # Learners will **implement** a response that addresses a community issue related to the social determinants of health.

Service, Advocacy, and Action

Rationale

Drawing from the exploration of concepts throughout the course, learners will implement a response to a chosen community health issue that they feel is important within their circle of relationships. At the heart of this outcome is an opportunity for engagement and creativity as learners address an issue that they are passionate about through the lens of advocacy. While engaging with this outcome it will be necessary for students to explore authentic community issues, gather information from a variety of perspectives, and consider what advocacy action works best to support people impacted by the issue.

This outcome allows learners to demonstrate their understanding of and apply learning from the various outcomes of this course in an actionable way that is personally meaningful to them. Learners will consider their ongoing reflections of who they are, and their interests, gifts, strengths, and skills as they shape their responses. Each response can look different – there is no one way to advocate for change or awareness. Learners should be encouraged to begin thinking about this outcome from the beginning of the course with time embedded within each module for students to explore community issues of interest and concern. Learners will want to identify how learning in relation to prior outcomes can be leveraged as they brainstorm and develop possible responses to an issue that matters to them.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Personal and Career Development (PCD)

Indicators

- **Select** an issue that impacts the local community (CZ, CT)
- **Investigate** how personal skills can be developed through the implementation of a response (COM, CT, PCD)
- **Plan** an advocacy action to address a local issue (COM, CI, CT)
- **Evaluate** how the advocacy action works to address the community issue (CZ, CT)
- **Reflect** on how the implementation of a response influences the understanding of an issue (CZ, COM, CT)

Concepts (and Guiding Questions)

Local Issues

- How can I identify issues that impact my local community?
- How can I consult with others in order to select an issue of concern?
- How do I know the significance/impact of an issue in my local community?
- How do I select an issue that I can have an impact on?

Developing Skills Through Action

- How can the skills of self and others effectively support the planning and implementation of an advocacy action?
- How can breaking actions down into smaller steps allow for the development of specific skills?
- How can I use my interests, gifts, strengths, and skills to increase the effectiveness of my plan?
- How can I access supports that encourage personal skill development throughout a proposed plan?

Learners will **implement** a response that addresses a community issue related to the social determinants of health. (cont.)

Advocacy Actions

- How can qualitative and quantitative data be gathered about a local issue to determine steps to take?
- How do systemic barriers impact a local issue?
- How can exploring actions used to address similar issues help me to revise possible options?
- What resources are available to help support advocacy actions?
- Why is it important to consider the perspectives of those impacted by the issue when considering which form of advocacy to take?
- How can I work to cultivate relationships to increase the effectiveness of an advocacy action plan?

Addressing and eliminating barriers

- How can the success of proposed actions be measured?
- How can plans be modified in response to new information, data, and feedback?
- What issues are occurring when implementing my plan?
- How will I know that my response will have the intended impact?
- Why is it important to revise and revisit plans throughout the process?

Growing Understanding of Local Issues

- What is the impact of my advocacy action?
- How did my plan develop and change during the implementation process?
- What have I learned about my interests, gifts, strengths, and skills as a result of my response?
- How can I use knowledge about barriers and challenges to better plan and consider the impact of actions?
- How has implementing a plan shaped my understanding of complex issues and in my community?

Skills

Implement
Carry out a process, strategy, or plan.

Select
Locate several relevant and dependable details to support an answer.

Investigate
Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Plan
Formulate-Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

Evaluate
Offer a critical review of something by considering the strengths and limitations.