

***Proposed Revisions***  
**The Ontario Curriculum**  
**Grades 11 - 12**

**Health and  
Physical Education**

**Health for Life, Grade 11**

**PPZ30**

**April 2009 – (Draft)**

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the concept of wellness – a physical, mental and social well-being approach to healthy living – that promotes healthy eating, an active lifestyle, and a positive sense of self. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy active lives.

**Prerequisite:** None

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## A. Determinants of Health

### Overall Expectations

By the end of this course, students will:

- A1. demonstrate an understanding of how individual health practices and behaviours impact personal health;
- A2. analyze the social factors that influence personal health;
- A3. demonstrate an understanding of various environmental factors that affect personal health.

### Specific Expectations

#### Personal Factors

By the end of this course, students will:

- 1.1 explain how heredity factors can influence personal health (*e.g., genetic endowment may predispose certain individuals to particular diseases or health problems, importance knowing your family history and the risks for diseases such as asthma, diabetes, cancer, and heart disease, biological individuality and individual difference in the body's response to physical activity*);
- 1.2 describe the factors that contribute to healthy early child development (*e.g., having access to nutritious foods and physical recreation, having access to dental and medical care, acquiring coping skills, being in safe physical and emotional environments*);

*Teacher Prompt:* “In what ways are coping skills important in supporting a healthy lifestyle?”

*Student Response:* “Effective coping skills enable people to be self-reliant, solve problems and make informed choices that enhance health.”

- 1.3 explain how individual health practices and behaviours (*e.g., individual responsibility in making lifestyle decisions pertaining to physical activity, nutrition, smoking, getting sufficient sleep and rest, coping and managing stress*) impact personal health (*e.g. reducing the risks and/or delay the onset of chronic diseases in adulthood*);

*Teacher Prompt:* “Factors in our lives which we have less control over are those that relate to heredity, biology and aging. What can people do to counter the possible effects of these factors and protect themselves against potential health problems?”

*Student Response:* “Taking personal responsibility for one's own health is important. Lifestyle choices including managing and coping with stress are controllable factors and offer us the best chances at being healthy.”

## **Social Factors**

By the end of this course, students will:

- 2.1 describe the importance of having a strong social support network as it relates to personal health (*e.g., having family, friends and community supports can help people solve problems and deal with adversity, help one in maintaining a sense of mastery and control over life circumstances*);
- 2.2 explain how social factors influence personal health (*e.g., education/health literacy, employment, socio- economic status, isolation, social inclusion, cost and accessibility of health care services, access recreational services*);
- 2.3 describe the influence of culture and gender on health (*e.g., dietary practices, gender roles, methods of treating illness*).

## **Environmental Factors**

By the end of this course, students will:

- 3.1 identify current environmental issues (*e.g., poor air quality, urban sprawl and development that encourage automobile use*) and describe the implications on personal health (*e.g., increases in respiratory diseases such as asthma, limited green space to be physically active*);
- 3.2 identify various environmental initiatives (*e.g., using active transportation, creating green spaces*) that support personal health and the health of the environment;
- 3.3 identify school and work place issues (*e.g., poor air, noise and lighting conditions, the quality of machinery and equipment*) that could impact personal health (*e.g., occupational injuries*).

## B. Wellness

### Overall Expectations

By the end of this course, students will:

- B1. demonstrate an understanding of personal wellness as it relates to one's quality of life and sense of well-being;
- B2. demonstrate an ability to develop and implement a personal wellness plan.

### Specific Expectations

#### **Personal Wellness**

By the end of this course, students will:

- 1.1 identify the components of wellness (*e.g., physical, social and mental well-being*), and describe the interrelationship of these components with regard to enhancing personal health;
- 1.2 analyse the factors (*e. g., the role of individual responsibility, making decisions related to physical activity and fitness, healthy eating, proper nutrition, healthy relationship, using coping skills, creative and critical thinking skills, having a positive sense of self*) that contribute to shaping a healthy lifestyle;
- 1.3 describe the stages identified in behavioural change theory as they relate to modifying personal lifestyle (*e.g. self-reflect to determine if a change is needed in pre-contemplation stage, think about making a change in contemplation stage, get ready to make a change in the preparation/decision stage, take action stage, work at keeping the change in the maintenance stage*);
- 1.4 describe alternative health care practices and services (*e.g., acupuncture, osteopathy, homeopathy, naturopathy*) that support personal health wellness.

#### **Implementing a Personal Wellness Plan**

By the end of this course, students will:

- 2.1 assess their wellness using a variety of inventory questionnaires (*e. g., a physical wellness inventory, a stress inventory, and/ or healthy eating inventory questionnaires*) and apply the information to their personal wellness plan;

2.2 describe personal challenges in making decisions with respect to achieving wellness (*e.g., time, availability of programs and resources, availability and accessibility to facilities*);

2.3 develop and implement a plan for attaining a healthy lifestyle that involves the components of wellness (*e.g., use decision-making and goal-setting skills to develop their plan, be actively engaged in the implementation of their plan, evaluate plan and make revisions to their program if needed, celebrate successes, adopt strategies that promote lifelong wellness*)

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## C. Healthy Communities

### Overall Expectations

By the end of this course, students will:

- C1. demonstrate an understanding of the value of health information and health-prompting products and services;
- C2. demonstrate an understanding of various factors that can affect the health of a community;
- C3. demonstrate an ability to influence and support others in making healthier choices within their community.

### Specific Expectations

#### **Consumer Health**

By the end of this course, students will:

- 1.1 determine the validity of health information, products, and services (*e.g., information on food labels, health and exercise equipment*) based on research (*e.g., Ministry of Health, Health Canada websites and publications, scientific websites and publications*);
- 1.2 identify the factors (*e.g., the consumption of foods after their expiration dates, certain food additives*) that lead to food-generated ailments (*e.g., food poisoning, food allergies and sensitivities*);
- 1.3 evaluate the factors (*e.g., personal responsibility, the influence of peers, culture and media*) that influence personal choices with regard to health information, products and services;
- 1.4 evaluate the effectiveness of school and community health services (*e.g., public health units, community agencies, mental health facilities*) for themselves and others;
- 1.5 evaluate the effectiveness of the methods and means used to communicate health information and ideas (*e.g., the Internet, print media, and research journals*).

## **Components of Healthy Communities**

By the end of this course, students will:

- 2.1 describe the components of a healthy community (*e.g., includes a clean, safe, high quality environment; is a strong, inclusive, mutually supportive and non-exploitative community, demonstrates an element of interconnectedness between partners such as students, teachers, parents and community members within a healthy school community*)
- 2.2 describe environmental influences (*e.g., climate change, pollution, industrial activity, severe weather*) on health at the local, national, and global levels (*e.g., reducing waste and consumption and the local level can have positive effects on the global community*);
- 2.3 identify factors (*e. g., effective water treatment and waste management, access to support networks and health services, availability and accessibility of recreational facilities*) that help shape a healthy community;
- 2.4 explain how current research and medical advances direct public policy (*e. g., Sabrina's Law, graduating licensing, Harm reduction programs such as needle exchange, fluoridation of water*) in a healthy community;
- 2.5 identify various public policies and government regulations that have an impact on environmental and community health (*e.g., Trans Fat Bill 8, Smoke Free Ontario Act, The Ontario Safe School Act*)

## **Promoting Healthy Living**

By the end of this course, students will:

- 2.1 explain the contributions that individuals can make to the health of others (*e.g., by consenting to be an organ donor, by donating blood, by being responsible in updating immunizations, by using methods to prevent the transmission of communicable diseases such as hand washing, by being involved in an anti-smoking campaign*);
- 2.2 describe strategies that are used to promote public policies in healthy communities (*e. g., Ontario's Action Plan for Healthy Eating and Active Living, Ontario Heart Health Program, ribbon campaigns, community mobilization*);
- 2.3 demonstrate an ability to use strategies to promote healthy living (*e. g., by conducting a health fair, getting involved in community action, creating a monthly bulletin board, creating physical activity poster campaign, creating a healthy eating coalition, organize a physical activity/fitness fun day for local elementary school students*);
- 2.4 demonstrate an understanding of the specific skills that can help others in emergency health situations (*e.g., First Aid, CPR, use of a defibrillator, use of epinephrine auto injectors*).