

Direction de santé publique

Agence de la santé et des services sociaux de Montréal

A Community Working Together for Its Young People



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A Community Working Together for Its Young People

PROMOTION AND PREVENTION STRATEGIES

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2011

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A word from the Director

For the last three years, the Healthy Schools and Communities sector of the Direction de santé publique (DSP) at the Agence de la santé et des services sociaux de Montréal has been working to establish a promotion and prevention program that aims to foster the development of young Montrealers.

Our efforts have produced this reference framework, *A Community Working Together for Its Young People*, intended as a tool for the program's implementation. It is a guideline which, together with the actors involved in promotion and prevention, should bring about an effective partnership able to meet the needs of communities, schools, families, and young people.

Ultimately, we hope this reference framework will foster, at both the local and regional levels, the co-construction of actions likely to improve young people's health and well-being, as well as the coordination of a variety of shared strategies.

At the regional level, the reference framework will be seen as an important springboard for the deployment of the Healthy Schools and Communities approach and for the enrichment of actions taken as part of the Complementarity Agreement signed with our partners.



Richard Lessard, M.D.
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Table of Contents

Introduction	9	5. General and specific intervention strategies	39
1. The Montreal context	11	5.1. Promoting well-being, school and social adaptation and the prevention of psycho-social problems	41
• An effective partnership to meet young people's needs	12	• An anchor and a support from the COMMUNITY	42
• Thousands of young people living below the poverty line	13	• A SCHOOL that fosters well-being, competencies and good health	52
• A rich cultural mosaic	14	• The FAMILY: available and supportive	61
• A certain geographical disparity	14	• CHILDREN who are committed from elementary school on ward.	70
• Difficulties and worrying situations	15	• ADOLESCENTS involvement in secondary school	88
2. Methodology	19	5.2. Promoting healthy lifestyle habits, safe behaviour and the prevention of health problems	117
• Content analysis	21	• The COMMUNITY: an effective partnership	118
• The limits of the reference framework	21	• The SCHOOL: a healthy, stimulating environment	138
3. The reference framework: its orientations	23	• The FAMILY: a positive model	152
• A global, integrated vision	24	• CHILDREN: aware and dynamic at elementary school	163
• A search for competencies	25	• ADOLESCENTS: actors in their own health in secondary school	178
4. Better understanding for better action: the theoretical bases	29	Conclusion	195
• An ecological and developmental approach	30	References	197
• Targeted protective and risk factors	32	Appendix	223
		Number and percentage of 5-17 year-olds in Montreal, by CSSS territory, 2008.	225

“Good luck and the best of success in your studies!” How many times have schoolchildren heard comments such as these? However, if we really think about it, luck plays a very small role in the development and success of our children and adolescents. In the end, health and well-being are the essential premises for success, and they depend more than anything else on favourable economic, family, social, and cultural conditions. Montreal, like other large metropolitan centres, has its share of poverty, unemployment, inadequate housing, and other socio-economic problems. These situations are undoubtedly linked to the difficulties that far too many young Montrealers face in trying to achieve their full potential and develop a healthy, balanced lifestyle within their families, their schools, and their communities. This is a real concern for the Montreal community and its public health agency.

To develop in good health and to succeed in school, our young people need much more than encouraging words. Above all, they need our commitment and support -- support from parents and other family members, of course, but also from educators, health and social services, community organizations, the media, employers, the police, governmental agencies, and not least, from citizens in general. Young people live and evolve within a family, a school, and a community, and they are all in the process of actively shaping their present and their future.

Consequently, we look to all Montrealers to play a part in ensuring that young people are given every chance to grow up in a healthy manner, achieve their full potential, and succeed at school. For this reason, the reference framework proposes intervention strategies designed to support the community, the school, and the family in this effort, as well as strategies aimed directly at children and adolescents.

We hope this tool will help to make our city a place where all citizens are partners in the health and success of their children and adolescents. Service professionals from all sectors will be able to consult the document for a new perspective of the protective and risk factors for young people’s health, and to plan jointly – together with the young people themselves and their families – the anchor points of complementary strategies. In this way, the reference framework aims to support the operationalization and deployment of Montreal’s Healthy Schools and Communities program. To clearly situate the objectives of the reference framework, Section 1 presents an overview of the Montreal context. Section 2 then presents the methodology used to prepare the framework, Section 3 the orientations retained, and Section 4 the theoretical bases that underpin it. Finally, general and specific intervention strategies to promote the development of young people are presented in Section 5, beginning with those concerning the promotion of well-being, adaptation at school and in society, and the prevention of psycho-social problems, and followed by strategies promoting healthy lifestyle habits, safe behaviour, and the prevention of health problems.

With the support of our partners, this document will be followed by a further stage, namely the selection and implementation of the most promising interventions. This will be yet another step forward towards greater coherence, continuity, and effectiveness in our actions.

our youth

The Montreal context



AN EFFECTIVE PARTNERSHIP TO MEET YOUNG PEOPLE'S NEEDS

The principal mandates of the Healthy Schools and Communities (HSC) program of the Agence de la santé et des services sociaux de Montréal's Direction de santé publique (DSP) are as follows:

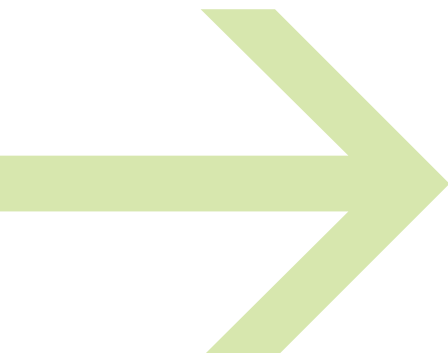
- To provide support for the health and social service centres (CSSS) on the Island of Montreal in the development and application of a promotion and prevention service for young people;
- To promote the development of environments that encourage young people to reach their full potential;
- To promote and support regional and local initiatives designed to provide adequate living conditions for young people and their parents;
- To foster the involvement of regional and local partners in the deployment of sustained actions among young people.

In spring 2006, the HSC sector submitted the planning framework to representatives of the region's twelve health and social service centres, together with the document entitled *Santé des enfants et des adolescents montréalais: continuum intégré des objectifs de promotion et de prévention*. More recently, the DSP, along with the regional directorate of the Ministère de l'Éducation, du Loisir et du Sport, the five school boards and the twelve

health and social service centres in the Montreal region, adopted the Regional Agreement to Support the Implementation of the 2008-2013 Healthy Schools and Communities program. Under the agreement, the partners will combine their efforts to act on the common determinants of young people's health, well-being, and educational success.

The regional and local deployment of the HSC approach is based on effective, promising strategies and interventions. It is in this context that the HSC sector drew up this reference framework, which comprises a general, integrated vision of the main intervention strategies required to prevent the major problems of school-age Montrealers and promote their health, well-being, and educational success. Partners from the community, health, education and social service sectors will be able to refer to it for information when selecting the actions required to meet young people's needs, and to find anchor points for their complementary strategies.

The Complementarity Agreement and this reference framework embody the broad regional goals of the HSC sector: that young people should be healthy, develop their full potential, and succeed at school.



Educational success encompasses young people's psychological and social adaptation as well as their academic achievement, and underlies the acquisition of the competencies and knowledge they need to develop their full potential.

THOUSANDS OF YOUNG PEOPLE LIVING BELOW THE POVERTY LINE

Montreal, Quebec's metropolis, is distinctive in several ways. Its densely populated urban environment brings certain advantages, such as a broad range of health and educational services and resources, a population rich in ethnic diversity, and a dynamic cultural life. However, like many other large urban centres, it is also plagued by major socio-economic inequalities, and some aspects of the city's physical environment leave much to be desired. Poverty is a significant risk factor for the health, well-being and educational success of the city's children and adolescents. Poverty increases the likelihood that they will suffer from chronic health problems and intellectual developmental delays, obtain poor results in school, experience more emotional problems, and engage in high-risk behaviours. These problems are more obvious when poverty is persistent. To sum up, poverty is an obstacle to the development of young people's full potential and lowers their chances of having a successful life.

According to Statistics Canada, in 2006, there were approximately 251,850 young people between the ages of 5 and 17 living in the Montreal region. Children between 5 and 11 years old were slightly less numerous (131,825) than adolescents between 12 and 17 years old (120,025). The majority (72 %) of these young people lived in families composed of two parents (married or living together), and approximately one quarter (27 %) lived in single-parent households.

Moreover, in 2006, more than 100,000 young Montrealers (0-17 years old), or one out of three, were living in homes with an income below the poverty line. Compared to other large Canadian cities, Montreal had one of the worst rates (34 %), followed closely by Toronto (32 %) and Vancouver (29 %).

In 2006, a significant proportion of 0-to-17 year-olds were living in families receiving social welfare benefits. According to statistics compiled by Quebec's Ministère de l'Emploi et de la Solidarité sociale, approximately 48,000 young people (0-17 years old), or one in ten, were living in these conditions. These young people suffer housing and food insecurity with all the personal and social difficulties that this situation implies.

A RICH CULTURAL MOSAIC

Montreal remains the pole of attraction for most immigrants arriving in Quebec. The school database and general education student declaration system provide some revealing data on this subject. In 2005-2006, slightly over half the pupils attending public and private schools in Montreal (53 %) were born outside Canada, had at least one immigrant parent, or had a mother tongue other than French or English. In 2007, Montreal's school boards served a clientele originating from approximately 180 countries and speaking more than 150 mother tongues.

As underlined in the 2004-2005 annual report on the health of Montreal's population, the economic integration of young immigrants remains problematic. In 2000, roughly three out of ten young people (aged 0-17) born in Canada lived below the poverty line, but the figures were much higher for the children of landed immigrants (54%) and the children of immigrants without landed status (56%). Among the landed immigrants, those that were most affected had been in the country for five years or less: 63% compared to 46% who had been here longer than five years.

A CERTAIN GEOGRAPHICAL DISPARITY

An examination of the geographical distribution of young people in Montreal reveals a number of disparities (see Appendix I). In 2008, young people aged 5 to 17 accounted for 14% of the city's population (Institut de la statistique du Québec, population estimates, January 2005). Three CSSS territories had the highest numbers, and together, were home to almost 40% of the young people in this age group:

- Ouest-de-l'île (38,202);
- de la Montagne (33,740);
- de la Pointe-de-l'île (28,149).

The CSSS territories of Ouest-de-l'Île (17.4%), Saint-Léonard et Saint-Michel (15.2%), and Bordeaux-Cartierville-Saint-Laurent (14.9%) all had higher proportions of young people than the regional average.

In 2001, according to the 2004-2005 Annual Report on the Health of the Population, eight CSSS territories had higher percentages of young people living below the poverty line than the Montreal region as a whole (32%). Two of these territories – The Sud-Ouest Verdun CSSS and the Saint-Léonard-and-Saint-Michel CSSS – were particularly affected, with almost half (45%) their population of young people struggling with this disadvantage. However, with slightly over 10,000 young people living below the poverty line in its territory, the CSSS de la Montagne recorded the highest number.

In short, the metropolitan area is extremely diverse from the economic, cultural, and social standpoints. Housing conditions, the level of atmospheric pollution, access to green spaces, and the quality and safety of transportation are other elements of the physical environment that can affect health. It is against this backdrop that young people grow up in Montreal. Their development, in terms of positive achievements and health or adjustment problems, is closely linked to this environment. As a result, our interventions need to be adapted, and must use strategies that are tailored to the living situations and needs of the city's young people.

DIFFICULTIES AND WORRYING SITUATIONS

The majority of young Montrealers enjoy good health and succeed at school. However, an unacceptably high percentage face difficulties in various aspects of their lives — in their physical, psychological, and social health, or by their adoption of harmful short- and long-term life habits. An overview of the scope of some of the problems and difficult situations facing young people today is presented below. Various data sources were used and will be mentioned as appropriate.

Young people's perception of their state of health. Data from the Survey of the Well-Being of Young Montrealers (EBJM, 2003) presented in the 2004-2005 Annual Report on the Health of the Population presents a profile of Montreal children in Kindergarten, Grades 1, 4, and 6, and adolescents in Secondary I, III and V. One reassuring finding was that almost all (97-98%) the young people questioned considered themselves to be in good or excellent health. However, some youngsters reported minor or chronic health problems. The most frequent of these were headaches, stomach aches, backache, insomnia, and dizzy spells. A startling result was that more than 50% of students in Secondary V said they suffered from backache, and more than 40% experienced sleeping problems at least once a month.

Emotional health

Dizzy spells and sleep disturbances, which one might expect to be confined to adults and seniors, can also affect children and adolescents. Problems such as these may be manifestations of anxiety, stress, or an emotional health problem. Although they appear to be temporary, they should be treated as alarm bells, in the same way as a thermometer reading indicating a high fever. (2004-2005 Annual Report on the Health of the Population)


As for chronic health problems, the two categories that appeared most frequently among both elementary school children and secondary school students were allergies of all kinds and skin problems, and respiratory problems, including asthma. It is important to remember that the quality of indoor and outdoor air is the principal risk factor in respiratory health. Among children and adolescents, allergies can cause different types of minor reactions (hay fever) or more serious symptoms (severe reaction to peanuts). In the last few years, food allergies appear to have been on the rise, and it is becoming increasingly common to see children using EpiPen auto-injectors.

Eating habits. The Survey identified several worrying trends in young Montrealers' eating habits. For example, 6% of children in Grades 4 and 6 and between 12% and 15% of adolescents said they did not eat breakfast in the morning. Another alarming finding was that between 30% and 44% of elementary and secondary school students said they drank soda or ate chips (or other types of fried snack foods) at least once a day. Data from the 2005 Canadian Community Health Survey (Cycle 3.1) showed that 18% of Montrealers between the ages of 12 and 17 were overweight (chubby or obese).

Physical activity. The young peoples' answers to the Survey clearly showed that many did not maintain a healthy level of physical activity — this was especially true for girls, and also for older adolescents of both genders in the final year of secondary school.

Oral health. Dental decay was a common problem among young Montrealers, and was present in 40% of kindergarten-age children. The teeth of children from low-income families or families with lower levels of education were in the worst condition.





Tobacco products, alcohol, and drugs. Data from the Canadian Community Health Survey revealed that in 2005, 9% of Montreal's young people between the ages of 12 and 17 smoked cigarettes either once a day or occasionally. In addition, a number of service professionals in Montreal have noted that alcohol use starts at a young age: one out of five children in Grade 4 and one out of three in Grade 6 said they had consumed alcohol in the 12 months preceding the survey. In high school, the proportion of young people who said they drank alcohol almost every week was very low in Secondary I, but rose to 9% in Secondary III and 21% in Secondary V. Among the children and adolescents who had already consumed alcohol, almost a third in Secondary I and II and more than half those in Secondary V said they usually drank five glasses or more on each occasion, an amount that is considered excessive.

The proportion of adolescents who said they had already consumed drugs at least once was 10% in Secondary I, 25% in Secondary III, and as high as 47% in Secondary V. Approximately 5% of Secondary I students said they had used drugs regularly in the last 12 months; the figure rose to 19% in Secondary III, and 33% in Secondary V. Poly-consumption, or the simultaneous consumption of alcohol and drugs, was reported by approximately 4% of Secondary I students, 19% of

Secondary III students, and 31% of Secondary V students.

Self-esteem and self-concept. Positive self-esteem is one of the pillars of healthy development. In Grades 4 and 6, equal numbers of boys and girls reported low levels of self-esteem (approximately 24%). However, in the first year of secondary school, more girls (23%) than boys (14%) said they had a negative view of themselves, and this trend was accentuated in Secondary III and V. Among both elementary and secondary school students, those who reported having a less affectionate relationship with their parents were almost twice as likely to have a low level of self-esteem. Lastly, children in Grades 4 and 6 who felt less appreciated by their peers were three times more likely to have low self-esteem than those who considered themselves more popular. The connection between appreciation and self-esteem persisted into secondary school, but to a lesser degree.

Psychological distress. Young people also experience feelings of anxiety, sadness and melancholy, even despair. In Grade 4, for example, more girls than boys (27% compared to 15%) said they experienced frequent emotional problems (symptoms of anxiety or depression). The same gender gap was observed among adolescents in Secondary I, III and V, who reported high levels of psychological distress that increased with the grade level, reaching 28% for girls and 11% for boys in Secondary V.

As for self-esteem, children or adolescents who said they felt close to, understood by, listened to and encouraged by their parents, and who received affection, reported fewer symptoms of distress. Nonetheless, quarrels between parents went hand in hand with psychological distress. When parents used cruel or hurtful words against each other, children and adolescents were twice as likely to suffer from frequent symptoms of distress. The same applied to peer appreciation; approximately 40% of the young people who said they felt rejected or left out by their peers at school sometimes or often experienced high levels of psychological distress, irrespective of their grade level (Grades 4 and 6 and Secondary I, III, and V).

Lastly, a significant percentage of students were dissatisfied with their silhouette, and

wanted to be thinner or fatter. In Grade 4, 43% of students did not like their silhouettes, and the figure rose to 60% by the end of secondary school, among both boys and girls. Compared to those who were satisfied with the way they looked, young people who wanted to be thinner were more likely to exhibit high levels of emotional problems in Grade 4 and psychological distress in Grade 6 and Secondary V. This is therefore an alarm bell that should not be ignored.

Roughly one-third of young victims of violence (bullying, initiation, etc.) exhibited major symptoms of emotional problems or psychological distress. In addition, young people who had engaged in one or more acts of direct or indirect aggression were roughly twice as likely to exhibit high levels of distress.

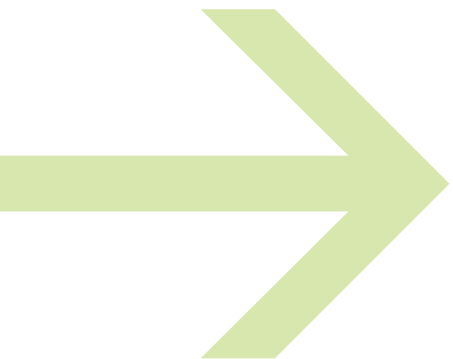
Teen pregnancy. The records of the Ministère de la Santé et des Services sociaux show that, on average, between 1999 and 2003, 25 out of every 1,000 adolescent girls in Montreal, aged 14 to 17, became pregnant each year (including live births, still births, abortions and miscarriages), compared to 18 out of every 1,000 in Québec as a whole. On average, there were roughly 900 teen pregnancies per year during the period in question. In that same period, the annual rate of abortions in Montreal was 19.5 per 1,000 girls (aged

14 to 17), compared to a provincial rate of 13.3. In other words, the vast majority (80%) of adolescent girls in Montreal aged 14 to 17 who became pregnant during that period decided to have an abortion.

Discrimination. In the Survey, some young people said they had been victims of different types of discrimination, with racial and religious discrimination being the most common. Although the circumstances and scope of the discrimination were unknown, the fact nevertheless remains that between 9% and 15% of students in Grades 7, 9 and 11 said they had been treated unfairly because of their race, skin colour, ethnic group or religion since the beginning of the school year.

Victimization, problem behaviours. Other sources of information suggest that many young Montrealers are victimized or exhibit problem behaviours. Data collected by the Centre jeunesse de Montréal and the Batshaw Youth and Family Centres show that, in Montreal, for each year during the period 2004-2006, an average of 30 5-17 year-olds out of every 1,000 required interventions because they had been abandoned, neglected, sexually abused or physically abused. Similarly, during the same period, 21 5-17 year-olds out of every 1,000 required interventions because they had run away, exhibited serious behavioural problems, or committed a criminal offence.





Staying on at school. Many young people experienced problems at school and did not graduate from secondary school. In 2005-2006, according to statistics from the Ministère de l'Éducation, du Loisir et du Sport, 30.6% of young Montrealers left secondary school with no qualifications or certification. A survey of the cohort of students who enrolled in secondary school for the first time in 1999 revealed that 72.8% of girls and 59.6% of boys obtained their first secondary school diploma after seven years of study (before reaching the age of 20 in the youth sector). In other words, 27.2% of girls and 40.4% of boys did not obtain their secondary school diploma after seven years of study.

And yet, according to the Survey, virtually all young Montrealers (around 95%), boys and girls alike, felt it was important to succeed at school. They wanted to graduate, and their parents encouraged them to succeed. However, many were not committed to this goal. A significant percentage of young people did not appear to be interested in the key academic subjects, rarely did their homework and lessons, or spent 30 minutes or less on them, did not have a place to go to concentrate on their lessons (roughly one student in three), and thought they were likely to fail at least two subjects.

Lastly, alongside all these aspects, and because of Montreal's power of attraction over neighbouring regions, situations such as marginalization and homelessness are also a cause for concern. Young people living on the street, with all the attendant risks, are part and parcel of the reality in Montreal. Equally worrying is the problem of street gangs.

our youth

The methodology

2

The methodology

CONTENT ANALYSIS

The importance given to the development of young people is reflected in the vast range of research into their main psychological, social, and health adjustment problems, and into the most appropriate interventions for them. This reference framework is based on an analysis of the current theoretical and empirical knowledge of development principles, through documentary research, a review of the literature, and content analysis. The essential studies in this area were located from the databases of Current Contents, Medline, PsychINFO, and SANTÉCOM, and were consulted to identify the following elements:

- the best promotion and prevention approaches
- a development analysis model
- the protective and risk factors for positive development
- the risk factors for the principal problems

In addition, national government policies in Canada and other countries were reviewed, along with studies by international organizations and recommendations by groups of experts. Lastly, DSP professionals were consulted to refine and validate the information gathered.

Most people would now agree that the most promising practices for young people's health are those that aim to strengthen protection factors and reduce risk factors as part of an ecological, developmental approach. We do not claim to have carried out an exhaustive review of the literature on this subject. However, our content analysis of the wealth of material gathered led us to adopt this particular model for our reference framework.

THE LIMITS OF THE REFERENCE FRAMEWORK

This reference framework is not a definitive tool that can solve every problem, but rather a starting point, an instrument to be developed jointly with all the partners. We realize that service professionals cannot apply all the strategies suggested here. The document is intended to serve as a reference that will allow them to pinpoint needs and identify interventions that are lacking or inadequate in their communities. They will then be able to build strategic plans within an appropriate development sequence and a longitudinal, general vision of promotion and prevention interventions for young people.

This document was based on a selection of the principal texts promoting the ecological, developmental approach. Considering the vast scope of the areas and problems covered here, and our ultimate goal of proposing general, integrated strategies, the main challenge lay in analyzing the material gathered to extract the most important determinants for young people's health and well-being. It goes without saying that the reference framework reflects our theoretical premises, and that other theoretical orientations would have produced different results.

In conclusion, we should underline the need to coordinate our intervention strategies with those targeting the well-being of children 0 - 5 years old. In the spirit of the developmental approach, harmonization is a priority to ensure continuity of interventions for young people, from birth to the end of adolescence.

our youth

3

*The reference framework:
its orientations*

The reference framework :

A GLOBAL, INTEGRATED VISION

Essentially, the reference framework provides a general, integrated vision of the intervention strategies used to promote optimal development and a healthy, safe lifestyle for young people, thereby helping to prevent some of the main problems that affect them. Three observations served as guidelines for the reference framework:

The interrelation and the multi-dimensional aspect of the protection and risk factors associated with child and adolescent development.

The health, psychological well-being and educational success of young people are tied together. Problems such as substance use (alcohol, drugs, tobacco products), high-risk sexual behaviour, dropping out of school, psychological distress, a sedentary lifestyle and violence affect a considerable percentage of Montreal's youth. It is generally recognized that a single child or adolescent may exhibit several of these problems because they are associated with common risk factors. For example, it is quite common to find behavioural problems or a poor performance at school in combination with other problems such as high-risk sexual activity, juvenile delinquency and substance use. In short, psychological and social problems can generate learning difficulties, and inversely, difficulties with schoolwork can trigger psychological and behavioural problems.

The heterogeneity of youth in Montreal. The city's young people do not form a homogeneous group. Their personal strengths and weaknesses, lifestyles, and the quality of their family, school, and social environments differ widely. Some possess strong skills, motivation, and self-concepts that facilitate learning and interpersonal relationships. Others may have negative attitudes towards school, difficulty in controlling their emotions and behaviour, and negative perceptions of themselves, among other problems. Some benefit from the support and opportunities needed for them to develop beyond social expectations, while others do not have these advantages. It is clear that young people with better social skills and more social capital are more likely to be well-adjusted in life and to succeed in school.

Some limits of interventions promoting health and well-being. One of the criticisms levelled at public health interventions concerns their disparity, the lack of coordination between partners in the community, and temporary enthusiasm for some topics to the detriment of others. The result is that a series of interventions may be carried out with no attempt at coordination. Numerous observers have deplored the fact that interventions generally focus on a single target (children in schools) and a single problem (e.g. violence), and consider only one type of intervention strategy (e.g. theatre performance), when they would clearly have a greater impact if they were part of an overall plan through which community partners could become involved in a common project. Local community development through strategies such as inter-sector action and support for parents and schools are proving to be essential in ensuring child development. In addition, other critics have pointed out that problems such as psychological distress and obesity, although common and harmful to young people, are overlooked or not addressed properly in youth interventions. The challenge of incorporating promotion and intervention activities to form a coherent whole is a goal that still remains to be achieved. The impact of what we do depends on it.

its orientations

THE NEED FOR SKILLS

The intervention strategies proposed in this reference framework aim to develop and strengthen the skills available in communities, schools and families, and those of the young people themselves.


A firm base and solid support in the community. Health-related goals and challenges tend to be complex. If we are to achieve them, we need an approach that goes beyond the simple concept of changing the habits and behaviours of young people in relation to their psycho-social or physical health. Young people cannot be asked to take responsibility for their own health because they have only limited control over their environment. The Montreal community as a whole must continue and intensify its efforts to promote economic, social, and cultural conditions that are conducive to the health, well-being, and educational success of its young people. Clearly, each individual has an important role to play in creating a supportive environment, but the collective strength that would be derived by coordinating the efforts of all the partners is absolutely necessary for us to achieve our goals. This is why the intervention strategies proposed in this reference framework support and strengthen the development of a Montreal community that is able to come together to create conditions favourable to the adoption of healthy and safe behaviours and lifestyles by young people

and their families. In this sense, it calls for a firm base and solid support from the entire Montreal community.

Healthy, stimulating schools able to produce competencies and health. The school's primary responsibility is to support the intellectual development of its students, giving them the ability to succeed in their schoolwork. Beside this role, however, schools provide an essential social environment for students, and serve as the hub of many different interactions and influences where adults and peers can have a powerful impact on the health, well-being and educational success of children and adolescents. Thus, schools contribute to the development of values and social skills that prepare young people to become adults who are satisfied with themselves and are able to make a positive contribution to society. At the same time, they also provide an environment conducive to the adoption of healthy habits, an active lifestyle and safe behaviour. Schools implement health and welfare policies and also give students access to prevention services. This reference framework emphasizes the primordial role played by schools in the development of good health and a variety of competencies in young people, with the support and collaboration of their families and partners in the community.

An available, supportive family, providing a positive model. The fact that the family plays a preponderant role in child and adolescent development needs no further demonstration. A warm, secure and supportive family environment, along with proper structure and supervision, will help young people to develop the skills they need for health, well-being, and educational success. Parents can be important positive role models for their children, particularly in the areas of peaceful conflict resolution, stress management, lifestyle habits (eating habits and diet, physical activity, non-use of tobacco products, oral hygiene, etc.), and safe behaviour. Some parents, however, may need more support from the community, depending on their living conditions and stress levels, or the characteristics of their children.





In this respect, the reference framework proposes a number of strategies designed to strengthen the ability of families to support their children's development.

Young people who are competent and involved from elementary school onwards. The concept of competency as it relates to children and adolescents can have several different meanings. In this reference framework, as in the Quebec Education Program, competency is equated with know-how. It refers to the ability to activate and coordinate personal resources (thoughts, emotions, behaviours, etc.) in order to achieve self-fulfilment – in other words, to be able to cultivate a positive self-concept, make informed choices, stand up to social pressures, and manage life's difficulties in a positive way.

Competency results from the complex interaction between the student's personal characteristics (temperament, physical, cognitive, and behavioural skills, etc.) and those of his or her family, school, and community environment (culture, atmosphere, structure, opportunities, etc.). This approach highlights some of the essential elements for promotion and prevention actions:

- Competency development is not only the young person's responsibility: his or her living environments are important determinants in the process. Young people will become as competent as their living environment allows them to be. Communities, schools and families play a major role in supporting or inhibiting the development of competencies in young people.
- Competency development is a gradual process which may not be continuous over time. In addition, a competency relating to a given skill (e.g. interpersonal conflict resolution) in a specific area (e.g. love relationships) will not automatically be applied in other areas (e.g. substance use). A young person may excel in one area (e.g. schoolwork) and at the same time have significant difficulties in others (e.g. peer relations). Competency and resilience do not guarantee that a young person will be exempt from difficulties or anxieties.

The competencies promoted by this reference framework are the same as those set out in the Quebec Education Program implemented by the Quebec Ministère de l'Éducation, du Loisir et du Sport (see Table 1). However, the goals set out here are concerned more specifically with the health, well-being, academic and social adjustment of young people, all of which are important cornerstones for their educational success.

TABLE 1**DESIRABLE COMPETENCIES IN YOUNG PEOPLE**

Reference framework (HSC)

Desirable competencies in young people, enabling them to:

- Cultivates a positive self-image (body image, physical, relational, and academic abilities)
- Expresses emotions and behaviours appropriately
- Adopts pro-social values and behaviours
- Maintains positive relationships with fellow students and adults
- Is affirmative, stands up to negative pressure
- Resolves conflicts and problems
- Manages family, school, and social stress positively
- Exercises critical judgment concerning cultural and media messages with negative impacts on health and well-being
- Adopts healthy lifestyle habits (good eating habits and diet, a physically active lifestyle, non-use of tobacco, good oral hygiene, sleep, etc.)
- Adopts safe behaviours (accident prevention, infectious diseases, other health problems)
- Avoids or defuses potentially violent situations
- Avoids or resists pressure to consume alcohol, drugs, and tobacco products, or to gamble (secondary school)
- Adopts healthy, safe values and behaviours in dating relationships (secondary school)

Competencies from the Quebec Education Program (MELS):

- Uses information
- Solves problems
- Exercises critical judgment
- Uses creativity
- Adopts effective work methods
- Uses information and communications technologies
- Constructs his/her identity (elementary school); Fulfills his/her potential (secondary school)
- Cooperates with others
- Communicates appropriately


our youth

*Better understanding
for better action:
the theoretical bases*

4

Better understanding for better action :

AN ECOLOGICAL AND DEVELOPMENTAL APPROACH



This reference framework is based on the guiding principles of the ecological and developmental approaches. From the ecological perspective, development is influenced by the complex interaction between the individual's own characteristics and those of the economic, cultural, physical, and social environment in which he or she lives. The quality of the environments in which these interactions take place has substantial effects on development. For example, the quality of the interactions between children and their immediate environment (family, friends, school, recreational activities, etc.) has a great deal of influence on the progression of their development, and can reduce or mitigate deficits in other areas of the ecological sphere.

Human development remains a matter of debate and research. However, some of the principles on which interventions should be based can be identified, and will serve as a basis for the young people's development.

Development in context — Young people select, perceive, and interpret according to who they are and what they have experienced. In addition, the characteristics of their environment can influence their biological, physical, and psychological development, which in turn are affected by the individual's own characteristics. Interventions

should therefore target young people and the contexts in which they live

Potential for change — Today, developmental trajectories are seen in terms of probability and not irreversibility. Longitudinal research has shown that opportunities for improvement or deterioration occur throughout the development process. Young people not considered at risk can still develop problems, and conversely, young people at high risk can eventually adjust.

Multiple trajectories — The uniqueness of each child or adolescent and his or her environment stems from the fact that both healthy and problematic development can take a variety of paths. In our interventions, it is therefore important to consider the diversity of young people and the contexts in which they live .

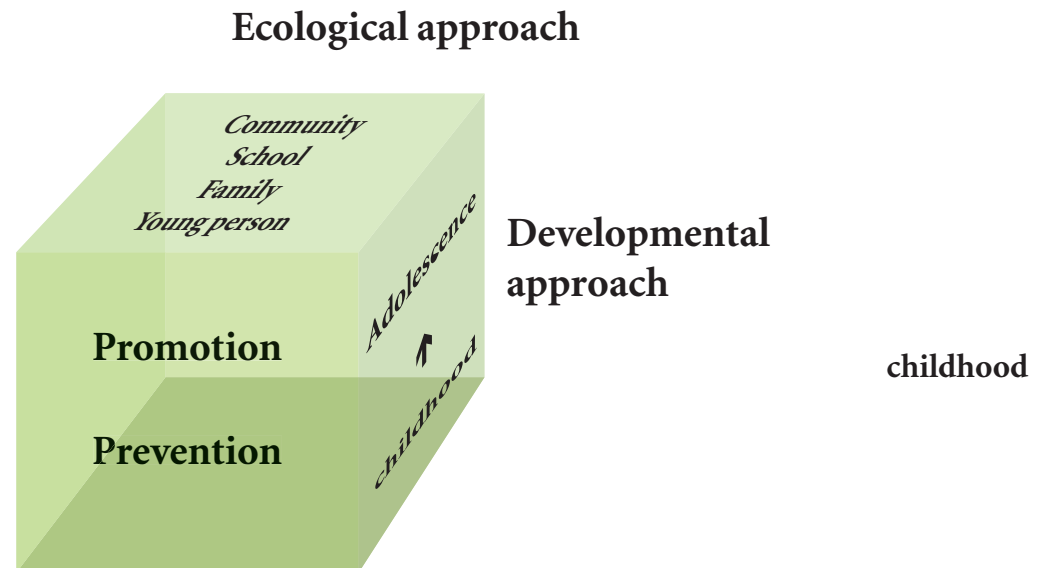
Hierarchical development — Some of the characteristics of development clearly show the importance of acting early and throughout childhood and adolescence.

- Development is hierarchical and organized. With every growth period (physiological, cognitive, etc.), children's skills accumulate, leading them to develop the physical, psychological, and social competencies they need to overcome the challenges of that particular developmental stage.
- Each of these changes adds to the young person's strengths and weaknesses: when young people have not attained a sufficient level of competency with respect to an inherent challenge of a developmental stage, their ability to respond positively to new experiences is altered. Their susceptibility to negative influences increases, and with it, their vulnerability to health and behavioural problems. Every transition period in their development constitutes a point at which they can move closer to or further away from the healthy path. It is therefore important that we strengthen and adapt our promotion and prevention efforts during these transition periods.

the theoretical bases

The conceptual model below illustrates the theoretical basis of the reference framework: promotion and prevention; the ecological approach and the developmental approach.

FIGURE 1 THE CONCEPTUAL MODEL



TARGETING PROTECTIVE AND RISK FACTORS

If we are to promote healthy development and prevent problems among young people, we must strengthen the protection factors and reduce the risk factors. This reference framework was based on this important principle. It targets:

- The young person's overall development. A focus on only one protection factor, such as self-esteem, or a single problem, such as smoking, does not provide an overall view of the young person with his or her strengths, weaknesses, hopes and dreams, and socio-economic reality;
- Protection factors for healthy development and generic risk factors for psycho-social and health problems in every ecological sphere (community, school, family, the young person), without neglecting the specific nature of certain issues (Table 2);
- Early intervention at times when protection and risk factors have the strongest influence on development;
- Reinforcement of competencies among young people who are exposed to several risk factors.

TABLE 2

PROBLEMS TAKEN INTO ACCOUNT WHEN PREPARING THE REFERENCE FRAMEWORK

Psycho-social health	Physical health
<ul style="list-style-type: none">o Anxietyo Alcohol or drug useo Depressiono Psychological distresso Failing grades or dropping out of schoolo Sexual health: teen pregnancy or sexually transmitted infections (STIs)o Gamblingo Behavioural problemso Excessive preoccupation with weight and figureo Suicideo Violence	<ul style="list-style-type: none">o Overweight and obesityo Blood-borne infectionso Chronic diseases and cancero Diseases preventable by vaccinationo Infectious diseases in generalo Poor dieto Oral health problemso Sedentary lifestyleo Smoking (tobacco use)o Trauma

PROTECTION FACTORS

Below is an outline of the protection factors and advantages that young people need for healthy development, and that were taken into account when preparing the reference framework:

Community

- Access to proper living conditions and to a healthy, safe neighbourhood;
- Coordinated action to ensure young people's health and well-being;
- Promotion of healthy socio-cultural values and norms;
- Access to and quality of support programs and preventive services;
- A community that sees youth in a positive light;
- Supportive neighbours and neighbourhoods;
- An environment in which young people feel safe;
- The presence of adults who provide positive role models and display responsible behaviour;
- Clear and positive standards respecting healthy, safe social behaviour;
- Opportunities to involve young people in various activities.

School

- Positive school-family-community relations;
- Quality of the atmosphere at school: sense of belonging, positive reinforcement, appropriate policies, etc.;
- A supportive environment that develops the students' values and competencies;
- Commitment by the school to the development of healthy, safe lifestyles;
- Involvement of parents and the community.

Family

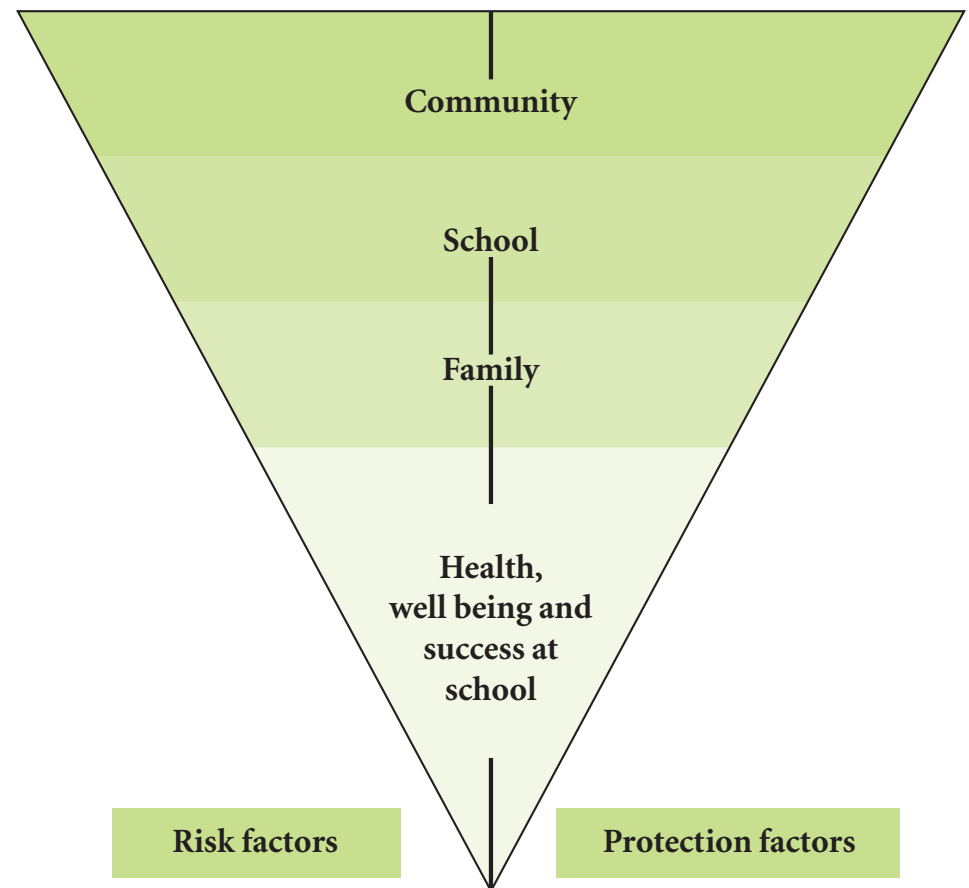
- Affection, attention shown by parents;
- Positive family relationships, support;
- Family cohesion and harmony;
- Parental supervision, appropriate discipline;
- Positive parental practices: intellectual stimulation, positive models regarding health, etc.;
- Clear parental expectations and values: success at school, behavioural standards, etc.

Young people

- Positive social orientations: pro-social behaviour, positive attitudes towards school, involvement in after-school activities at school or in the community, a strong pro-social relationship with at least one significant adult, etc.;
- Cognitive competencies: positive self-esteem and self-concept, problem-solving skills, knowledge, positive beliefs and attitudes with respect to health, critical attitude towards negative messages concerning health, etc.;
- Emotional competencies: controlling impulsivity and emotions, sense of empowerment with respect to educational success, etc.;
- Behavioural skills: making friends who have a positive influence, ability to adjust positively in interpersonal or social situations, etc.;
- Healthy lifestyle habits and safe behaviour: healthy diet, physically active lifestyle, proper oral hygiene, etc.;
- Positive school experiences: academic success, positive relationships with classmates and teachers, etc.

A protection factor is a characteristic, condition, or process that reduces the probability that problems will arise in high-risk situations (by altering or mitigating the effect of the risk factor).

FIGURE 2 PROTECTION AND RISK FACTORS



RISK FACTORS

Risk factors work in complex ways. We therefore need intervention strategies that target existing risk factors as early as possible in the development process, so as to reduce their intensity and duration.

Risk factors are rarely isolated — Risk factors rarely occur in isolation and usually appear in clusters. A problem is rarely associated with a single risk factor.

Risk factors are intertwined — Risk factors gradually become intertwined and the presence of one factor increases the probability of others.

Risk factors have multiple sources and paths — Many combinations of risk factors occurring at different levels of the ecological sphere may generate the same problem. Also, a particular cluster of risk factors can generate more than one problem.

Risk factors have a range of effects — Not all the children who have risk factors will develop adjustment problems.

Risk factors have cumulative effects — The quantity, duration and harmfulness of risk factors must be taken into account. Although the presence of one or even two risk factors does not always lead to the development of problems, the probability of this happening increases sharply with every added risk factor.

The literature on the subject has identified a number of common or generic risk factors for certain problems. However, it is difficult to identify the environmental and individual factors that play a role in the origin of the problems. Many researchers and service professionals have found that negative life events and adjustment difficulties are both the cause and the consequence of problems among young people.

Community

- Political environment and socio-economic conditions: poverty and lack of structure in the neighbourhood, unemployment, ethnic discrimination, etc.;
- Poorly organized services and programs;
- Negative influence of neighbours, media messages, etc.;
- Poor access to healthy food, sports and recreational facilities, etc.;
- Easy access to tobacco products and alcohol, promotion of tobacco addiction (cigarette smoking featured on television, in movie theatres, low price of tobacco products);
- Negative social and cultural values regarding health: thinness, alcohol, drug, and tobacco product use, hyper-sexualization, etc.

School

- Negative atmosphere at school;
- Poor teaching practices;
- Lack of support structures;
- School transitions.

Risk factors are characteristics, events or processes that increase the likelihood of developing a problem

Family

- Poverty, low level of education of parents, single parenthood, recent immigration;
- Mental or physical illness of a family member, parental criminal history or substance use/abuse;
- Low level of parent-child attachment, little warmth and affection shown by parents, problems in parent/child relationships, lack of family structure, family conflicts;
- Negative educational practices: insufficient supervision, inconsistent discipline, permissiveness, lack of social support, etc.;
- Lack of encouragement and support at school;
- Lifestyle habits: sedentary lifestyle, parental or sibling tobacco addiction, etc.;
- Stressful life events: death, separation of parents, etc.

Young people

- Biological vulnerability: organic handicap related to speech, hearing, etc.;
- Delayed skill development: problems with language, reading, concentration, poor study skills and habits, etc.;
- Cognitive, emotional, and relational difficulties : negative affectivity, weak self-concept, feeling of powerlessness over his or her life, low impulse control, favourable attitudes and beliefs regarding cigarette smoking and substance use, poor social skills, social avoidance, rejection by peers, hypersensitivity to stress and stressful events, excessive preoccupation with body weight, etc.;
- High-risk behaviours: poor diet, inactivity or sedentary leisure activities, poor oral hygiene, aggressive, disturbing and impulsive behaviours in early youth, non-acceptance of social norms, risk-taking, sensation-seeking, early substance use (tobacco products, alcohol, drugs), early sexual relations, excessive dieting, etc.;
- Academic problems: failure, difficulties with schoolwork, lack of motivation, insufficient effort;
- Stressful events: loss, separation of parents, interpersonal conflicts, abuse, neglect, etc.

our youth

*General and specific
intervention strategies*

5

5.1

*Promoting well-being,
school and social adaptation and
the prevention of psycho-social
problems*

an anchor and a support

MAIN INTERVENTION FOCUS

SUPPORT THE SUSTAINABLE DEVELOPMENT OF LOCAL COMMUNITIES FOSTERING THE HEALTH AND WELL-BEING OF YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR THE COMMUNITY

1. ***To promote and support regional and local community development initiatives that aim to improve living conditions and environments in neighbourhoods.***

The notion of community refers to a group of people living in a given territory who share common interests. Besides residents – adults, adolescents, and children – it may also include the people working in schools, municipal authorities, community organizations, joint action tables, merchants and restaurant operators.

Sustainable development involves strengthening community action, creating favourable environments, and improving living conditions.

SPECIFIC STRATEGIES FOR THE COMMUNITY

- Foster better coordination of local community sustainable development interventions by the Direction de santé publique (DSP), and especially those involving the Healthy Schools and Communities (HSC), Urban Environment and Health and the Early Childhood, Families, and Community sectors, in the following areas:
 - shared vision;
 - common reference framework;
 - joint action measures;
 - regional action plans.
- Encourage the co-ordination, integration and implementation of joint projects involving :
 - regional funding agencies, so that they will support sustainable social development initiatives by local communities (Agence de la santé et des services sociaux, DSP, the City of Montreal, Centraide, Fondation Lucie et André Chagnon, etc.);
 - regional and local school authorities on one hand and regional partners in the sustainable social development of local communities on the other;
 - sustainable social development initiatives by the HSC sector and local initiatives by neighbourhood joint action tables in the following areas:
 - o improving quality of life (urban security) and living conditions;
 - o fighting poverty and social exclusion;
 - o reducing social inequality.

from the community

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

SPECIFIC STRATEGIES FOR THE COMMUNITY

- 2. Strengthen joint action, coordination and interfacing between all the partners with an interest in the health, well-being and educational success of young Montrealers.**

Regional level

- Encourage better interfacing with DSP interventions to implement the Healthy Schools and Communities (HSC) approach, particularly in the following sectors: Urban Environment and Health (safety corridor); Early Childhood, Families, and Community (school preparedness), Screening and Protection (STI/BBI).
- Encourage the coordination, integration and implementation of joint HSC-type projects:
 - involving the signatories of the HSC regional partnership agreement (health and social service network, education network) and partners in the community;
 - involving local initiatives instituted by the HSC sector and those resulting from local neighbourhoods.

- 3. Carry out joint inter- and intra-sectoral planning for the development of a Healthy Schools and Communities approach within regional and local authorities.**

Working jointly with the partners and the representatives of the citizens concerned:

- Continue to bring citizens' representatives (parents, young people, etc.) and all the partners (CSSS, City of Montreal, schools, community organizations, etc.) together to work on youth development.
- Develop a shared vision of the HSC approach, with particular attention to young people and families who are recent immigrants or living in poverty.
- Update the economic and demographic profile and the list of resources available to young people and families in the Greater Montreal area.

The partners include citizens (parents and their children) and representatives from community resources, the media, health services, schools, police forces, social services, the private sector, and so on.

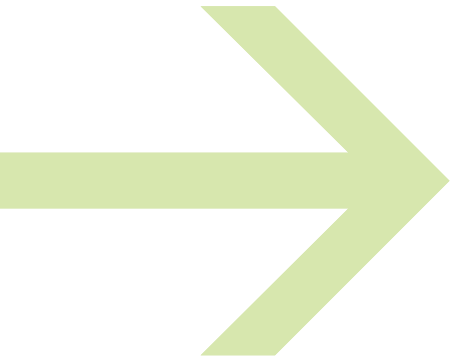


MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

SPECIFIC STRATEGIES FOR THE COMMUNITY

- Identify the priority needs of schools, families, young people and the community, at both the local and regional levels.
- Consolidate or develop joint local and regional action plans (involving the community, schools, families and young people), targeting:
 - the most urgent needs of young people, schools, families and the community;
 - interventions to strengthen living conditions and environments conducive to youth development;
 - interventions to strengthen the competencies of service providers, parents and young people.
- Implement and evaluate the action plans.
- Pool HSC-related resources, services, programs, and existing activities in the geographical and sociological area and in schools.
- Continue to train key service providers in the community (police officers, recreation facility staff, etc.), so that they are able to promote the development of competencies, healthy lifestyle habits, and safe behaviour among young people.
- If necessary, review the appropriateness of the resources and the quality of the services, programs, and activities already in place.



community

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

- 4. Foster the development of a safe psychological environment for young people and their families.*

SPECIFIC STRATEGIES FOR THE COMMUNITY

- Identify the geographical areas, buildings, and transportation facilities that are sources of anxiety for young people in connection with drug and alcohol use, gangs, bullying, gambling or betting, prostitution, “taxing,” violence, etc.
- Reinforce the non-use of alcohol and drugs (including performance-enhancing substances for sports), and non-participation in gambling in places frequented by young people (recreation and youth centres, etc.).
- Develop or consolidate joint action plans (involving the community, school, family and young people) to combat the problems identified.
- Implement and evaluate actions.

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR THE COMMUNITY

SPECIFIC STRATEGY FOR THE COMMUNITY

5. *Promoting values, norms and socio-cultural models that are consistent with the development of young people's full potential by encouraging participation by citizens (parents and children), the media, and other public and private resources in the community.*

- Raise awareness among decision-makers, the media and the general public regarding the importance of:
 - assuming individual and collective responsibility for supporting, structuring and providing opportunities for leisure activities, learning and work -- especially for young people from underprivileged neighbourhoods;
 - promoting a positive view of young people and their parents, whatever their socio-economic situation or cultural background may be (tolerance of difference);
 - promoting positive role models representing the values of commitment, mutual assistance and cooperation, social justice, peaceful conflict resolution, respect, and a tolerant, healthy lifestyle.
 - actively “de-normalizing” alcohol and drug use, junk food (including weight-loss products), use of video-poker machines, etc.
- Improve the knowledge of service providers and managers in connection with the living conditions and the social and cultural norms of young people and parents who are recent immigrants or living in poverty .
- Consolidate or develop programs designed to promote values, norms and socio-cultural models conducive to the health and well-being of young people and their parents:
 - Montreal’s cultural diversity: intercultural and intergenerational festivities;
 - clarification of values and development of a critical attitude towards social norms and stereotypes concerning physical appearance and body weight, hyper-sexualization, alcohol, drug, and tobacco use, consumerism, gambling, dating and sexual relationships, etc.
 - actively “de-normalizing” behaviours such as violence, bullying, alcohol and drug use, gambling and consumerism, high-risk sexual practices, etc.

community

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR THE COMMUNITY

6. ***Ensure a good fit between young people's needs and the services and programs offered by different networks, in terms of accessibility, continuity, and quality.***

SPECIFIC STRATEGY FOR THE COMMUNITY

Accessibility

Accessibility – Improve the accessibility of promotion and prevention programs and services for young people and parents who are difficult to reach :

- identify the reasons for any lack of trust and non-participation;
- propose organizational changes that will improve the accessibility of programs and services (physical location, number of spaces, schedule, reception facilities, transportation, etc.).
- Strengthen or initiate outreach practices: community work and local services to reach vulnerable young people and develop a relationship of trust with them.

Continuity and quality

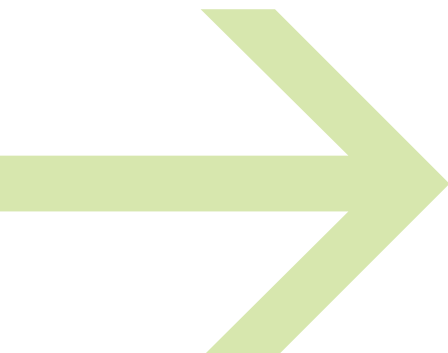
- Consolidate programs and services that provide:
 - measurable positive effects;
 - interventions of sufficient intensity and duration;
 - personalized support for young people and their immediate networks
- Strengthen coordination and integration of the services and programs aimed at young people and their parents, to prevent overlapping.
- Ensure that programs and services are available to meet the specific needs of young people and parents who are recent immigrants or living in poverty.



MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR THE COMMUNITY

SPECIFIC STRATEGY FOR THE COMMUNITY



Competencies

- Strengthen young people's psychological and social competencies and create opportunities for them to obtain a positive experience of self-affirmation, self-esteem, the appropriate expression of emotions and behaviours, stress management, decision-making, resistance to pressure, peaceful conflict resolution, etc.

Academic achievement

- Consolidate or develop support for educational success, particularly for young people in underprivileged communities:
 - preparation and support for children starting elementary school;
 - school supplies at reduced cost;
 - homework and lesson periods at school, help with homework and lessons;
 - classes in French, mathematics, computer skills, etc.
 - the development of positive attitudes in connection with the ability of young people to succeed, their work methods, their realistic personal goals, etc.
 - preparation for young people entering secondary school, with career choices, etc.
- Support and prepare children and adolescents for transitions in school and to the workplace: starting elementary school; starting secondary school; the transition to CEGEP, vocational schools, adult education, and the workplace.

Recreational activities

- Provide recreational activities conducive to the development of knowledge (computer skills, languages, etc.) and competencies (interpersonal, artistic, sports skills, etc.) during the school year and the summer holidays, especially for young people in underprivileged neighbourhoods.
- Expose young people to older youths who are likely to have a positive influence on them (pro-social behaviour, non-use of substances, etc.).

community

MAIN INTERVENTION FOCUS

IMPLEMENT POLICIES THAT BENEFIT THE HEALTH AND WELL-BEING OF YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGY FOR THE COMMUNITY

7. *Formulate and implement policies that promote access to adequate living conditions for young people and their parents, by encouraging their participation and that of community representatives.*

SPECIFIC STRATEGY FOR THE COMMUNITY

- Raise awareness among young people, their parents and the community regarding pro-family policies designed to reduce social and health-related inequities and improve the living conditions of underprivileged families (policies concerning housing, employment, healthy diets, etc.).
- Support efforts to create or adjust economic, environmental and social measures that aim to improve the living conditions and quality of life of Montrealers living in poverty.
- Produce progress reports and programs for policy statements.

DEVELOP COMPETENCIES AMONG YOUNG PEOPLE, THEIR FAMILIES, AND SERVICE PROVIDERS.

8. *Consolidate or develop programs supporting access to and maintenance of adequate living conditions for young people and parents who are recent immigrants or living in poverty.*

- Strengthen the knowledge and competencies required by young people and their parents to solve problems relating to their living conditions.
- Strengthen the abilities of young people and their parents to seek out programs and services offered by the community in the areas of:
 - housing (subsidized housing, etc.);
 - employment (back to school, employability development, etc.);
 - education (back to school, literacy, French-language skills, etc.);
 - diet (community kitchens, food-purchasing cooperatives, etc.);
 - material resources (used clothing and furniture, school supplies and food items at reduced prices, etc.);
 - income, debt and consumerism (socio-economic support, budget planning, etc.).

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR THE COMMUNITY

SPECIFIC STRATEGY FOR THE COMMUNITY

9. *Strengthen the support available to help families to deal with their children's education, with priority to low-income families and recent immigrants.*

- Emphasize the value of the parents' role in the development of their children's health and well-being.
- Support parents as they prepare their children for transitions in school and to the workplace :
 - starting elementary school;
 - starting secondary school;
 - the transition to CEGEP, vocational schools or the workplace.
- Provide programs that strengthen the ability of parents to assist with their children's education:
 - supervision and structure;
 - setting rules;
 - communication;
 - commitment to and monitoring of their children's progress at school;
 - peaceful conflict resolution.
- Provide specific support services for parents who are recent immigrants or living in poverty: information, referral, mutual assistance groups, social and cultural skills enhancement, childcare services, tangible assistance (used clothing, housing, quit-smoking services, etc.).
- Provide programs offering reception, information and support services tailored to the needs of recent immigrant families.
- Provide young people with recreational activities that will develop their cognitive, interpersonal, artistic, physical and other types of knowledge and skills.

community

MAIN INTERVENTION FOCUS

INVOLVE YOUNG PEOPLE, FAMILIES AND SCHOOLS IN DECISIONS AND ACTIONS.

CONSOLIDATE THE PREVENTION ASPECT OF INTERVENTIONS AIMED AT YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGY FOR THE COMMUNITY

10. Reinforce the contact between local and regional authorities and young people, families and schools.

11. Foster the availability, continuity and quality of prevention services for young people exhibiting one or more risk factors for health, well-being and educational success.

SPECIFIC STRATEGY FOR THE COMMUNITY

- Working within the community, on various committees, and in programs, joint-action projects, services, local discussion tables and so on, reinforce:
 - communication channels between young people, parents, and school and community resources;
 - participation by young people, parents, and school and community resources;
 - formal collaboration between young people, parents, and school and community resources;
- Strengthen and develop support services for parents and young people with problems such as :
 - aggressiveness, impulsiveness, violence, etc.
 - anxiety, psychological distress, isolation, rejection by peers;
 - learning difficulties at school;
 - tobacco, alcohol, or drug use;
 - gambling.
- Working jointly with the partners concerned, strengthen and develop educational support services for families where one parent has a mental illness (depression, bipolar disorder, substance use, anorexia or bulimia, etc.).
- Develop support services for young people in difficulty:
 - cessation support for substance use (alcohol, drugs, tobacco) and gambling ;
 - support for victims or witnesses of bullying, aggression, violence, etc.
 - job search or back-to-school support.
- Provide children and adolescents from underprivileged communities with recreational activities that will help to develop their cognitive, interpersonal, artistic and physical knowledge and skills, especially during the summer holidays.

This intervention focus will be developed in more detail in a future document.

A school that fosters well-being,

MAIN INTERVENTION FOCUS

REINFORCE THE CONDITIONS, COMMUNITIES AND ENVIRONMENTS THAT ARE CONDUCTIVE TO THE HEALTH AND WELL-BEING OF YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR SCHOOLS

1. *Promote a warm and stimulating atmosphere at school.*

SPECIFIC STRATEGIES FOR SCHOOLS

- Give priority to values and behaviours involving empathy, mutual assistance, confidence, cooperation, honesty (right and wrong), respect (for culture, religion, ethnic origin, sexual orientation, etc.), fairness, and peaceful resolution of conflicts among staff and students.
- Promote the importance of the role played by teaching and non-teaching staff in providing psychological, academic and social support for students, especially those whose family environments lack warmth and stimulation.
- Promote the positive role models for students presented by teaching and non-teaching staff.
- Strengthen the knowledge and attitudes of teaching and non-teaching staff, giving them the skills to support the most vulnerable students, especially:
 - those living in family environments that do not provide much support or encouragement;
 - those with behavioural or learning difficulties, etc.
- Promote mutual support and solidarity among school staff members.
- Foster an open and collaborative relationship between school personnel and parents.
- Provide places and opportunities for students to express themselves and test their skills (self-control in emotions and behaviour, peaceful resolution of conflicts, self-affirmation, resistance to pressure, decision-making).
- Encourage the students to become involved in school activities (planning, organization, etc.).
- Encourage the development or maintenance of a positive atmosphere at school and take any action required to achieve this.



competencies and good health

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR SCHOOLS

2. *Foster an atmosphere at school conducive to the development of a sense of security, attachment, and belonging among students.*

SPECIFIC STRATEGIES FOR SCHOOL

- Promote and strengthen the school's values.
 - (Stimulating) expectations of academic success among students.
 - Expectations regarding student involvement in their schoolwork: minimum number of hours of study, completion of homework and lessons, regular attendance at school, etc.
 - Expected behaviour towards teachers and peers.
 - The priority given to pro-social behaviour – empathy, respect, mutual assistance, cooperation – and peaceful resolution of conflicts.
 - No tolerance for rudeness, bullying, aggressiveness, homophobia, racism, sexism, and violence.
- Consolidate the reception and adjustment support program for students:
 - starting elementary school
 - starting secondary school
 - arriving during the school year.
- Offer academic and extra-curricular activities (sports, arts, etc.) that foster the development of positive relationships:
 - among students;
 - between teachers and students.
- Promote each student's commitment to the protection and improvement of the quality of the school environment.



MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR SCHOOLS

SPECIFIC STRATEGIES FOR SCHOOLS

- Work with the community partners concerned to prepare a preventive action plan for violent behaviour, delinquency, taxing, bullying and discrimination at school or on the way to and from school.
- Identify the geographical areas and situations that are problematic for young people (lack of safety, gangs, violence, prostitution, etc.) and establish joint action plans (involving the community, school, family, and young people) to prevent such situations from arising.
- Encourage the development of peer groups with a positive influence.



MAIN INTERVENTION FOCUS

IMPLEMENT POLICIES THAT FOSTER THE HEALTH AND WELL-BEING OF YOUNG PEOPLE AND THEIR PARENTS.

GENERAL STRATEGIES FOR SCHOOLS

3. *Enforce the law and ensure compliance with a code of conduct consistent with the school's principal values.*

4. *Make sure the management plan for psycho-social, environmental and medical emergencies is kept up-to-date.*

SPECIFIC STRATEGIES FOR SCHOOL

- Ensure that the school's code of conduct encourages a sense of (psychological and physical) security and attachment among students, and that it is consistent with the school's principal values.
- Ensure compliance with legislation concerning:
 - the purchase, consumption, distribution, possession or sale of alcoholic drinks, tobacco products, and drugs at school or during activities organized by the school;
 - health and safety;
 - individual and collective rights;
 - cleanliness and the environment.

This strategy mainly applies to psycho-social emergencies. See Section 5.2 on lifestyle habits, safe behaviour and health problems for details of the related strategies.

- Identify the main psycho-social (suicide, acts of violence), medical (serious accidents) and environmental (contamination) situations that would require an emergency intervention plan (evacuation) by the school.
- Establish an action plan for each type of situation, including appropriate psycho-social support for staff members and students (consultation with professionals, etc.).
- Provide a communication and support plan for parents.

MAIN INTERVENTION FOCUS

DEVELOP COMPETENCIES IN
YOUNG PEOPLE, THEIR FAMILIES
AND SERVICE PROVIDERS.

GENERAL STRATEGIES FOR SCHOOLS

5. *Foster the development of psychological, academic and social competencies by the students.*

SPECIFIC STRATEGIES FOR SCHOOLS

- Give priority to the development of the following interpersonal skills by the students:
 - appropriate expression of emotions and behaviours;
 - impulse control;
 - appropriate behaviour towards adults and peers;
 - peaceful conflict resolution;
 - pro-social behaviour;
 - management of stressful events (exams and tests, poor results at school, conflicts, illness or loss of a parent, etc.).
- Give priority to the development of a positive self-image among the students:
 - self-esteem (sense of personal value);
 - academic self-concept (interest and pleasure in learning, belief in their ability to improve);
 - satisfaction with their physical appearance and skills;
 - satisfaction with their interpersonal relationships with other students.
- Create a variety of opportunities for students to test their skills and pro-social behaviour inside and outside school.
- Offer activities that allow the students to discover their interests and skills and to develop autonomy in every area of their lives (sports, artistic, interpersonal, etc.).
- Set aside a period in the students' timetable to do their homework and lessons.
- Promote a system to recognize behaviours, actions and academic improvement, based on positive reinforcement.



school

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR SCHOOLS

6. *Facilitate the ability of students to adjust to transitions at school and to the workplace:*
 - *starting elementary school;*
 - *starting secondary school;*
 - *starting CEGEP or another educational institution, or entering the job market.*

7. *Reinforce the support available to families whose children are facing transitions, giving priority to families who are recent immigrants or living in poverty.*

SPECIFIC STRATEGIES FOR SCHOOL

- Develop reception and support programs for new students.
 - Ensure that students receive relevant information when deciding whether to choose CEGEP, a vocational course or the workplace.
 - Inform students of the different characteristics and operating structures of post-secondary institutions (courses, staff, academic requirements, autonomy, responsibilities, etc.).
-
- Underscore the importance of the parents' role in developing the health and well-being of their children.
 - Support parents in preparing their children for transitions at school and to the workplace:
 - starting elementary school;
 - starting secondary school;
 - starting CEGEP or a vocational course, or entering the job market.
 - Encourage parents to become involved in their children's progress at school, providing structure and supervision, establishing rules, fostering communication, solving problems, etc.

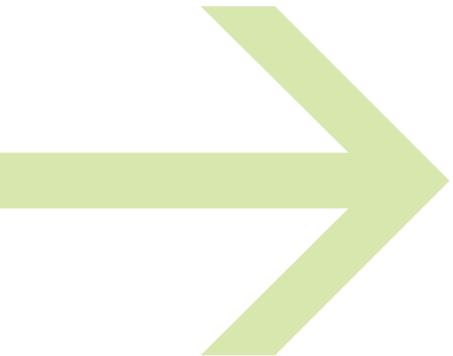


MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR SCHOOLS

SPECIFIC STRATEGIES FOR SCHOOLS

- Work with partners in the community to provide programs that will strengthen parents' skills with respect to their children's education:
 - providing structure and supervision;
 - establishing rules;
 - communication;
 - involvement in and monitoring of their children's progress at school;
 - conflict resolution.
- Working with partners in the community, provide:
 - specific support services for parents who are recent immigrants or living in underprivileged neighbourhoods: information, referrals, self-help groups, social and cultural skills, daycare services, assistance with specific aspects of life (used-clothing counters, subsidized housing, quit-smoking programs, etc.);
 - leisure activities targeting the development of cognitive, interpersonal, artistic, and physical knowledge and skills.



MAIN INTERVENTION FOCUS

INVOLVE YOUNG PEOPLE, FAMILIES AND THE COMMUNITY IN DECISIONS AND ACTIONS.

GENERAL STRATEGIES FOR SCHOOLS

8. *Strengthen the involvement of parents and the community in the school's educational process.*

SPECIFIC STRATEGIES FOR SCHOOL

- Set up different committees to reinforce prevention projects, after-school activities and school services:
 - communication with young people, parents and the community;
 - involvement of young people, their parents and the community;
 - collaborative mechanisms involving young people, their parents and community resources.
- Respond to parents' concerns and questions about the school.
- Raise awareness in the community of the need to develop support services for families who are recent immigrants or underprivileged, to:
 - prepare children properly for school;
 - ensure academic success;
 - continue the children's education when a parent has a serious illness.
- Working with partners in the community, help parents to identify the best ways to help their children succeed at school, giving priority to parents whose children are experiencing problems.

MAIN INTERVENTION FOCUS

CONSOLIDATE THE PREVENTION ASPECT OF INTERVENTIONS AIMED AT YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR SCHOOLS

9. *Foster the accessibility, continuity, and quality of programs and services for young people facing one or more risk factors for health, well-being or educational success.*

SPECIFIC STRATEGIES FOR SCHOOLS

- Reinforce the teachers' knowledge of the nature of the risks to students' health, well-being and educational success.
- Working with parents and community resources, consolidate or develop a support plan for students exhibiting one or more of the following risk factors:
 - anxious, depressive behaviour ;
 - a significant stressful event in the family: death, illness of a parent, divorce, etc.
 - victims of violence or neglect at home;
 - isolation, rejection by fellow students at school;
 - victims or witnesses of violence at school or on the way to and from school;
 - learning difficulties at school, frequent absenteeism;
 - impulsive, aggressive or violent behaviours;
 - smoking, drug or alcohol use, gambling or betting.
- Ensure that the young people and their families are aware of the available medical, psychological and social services (professional assessment, individualized follow-up, etc.).

This intervention focus will be developed in more detail in a forthcoming document.

the family: available and supportive

MAIN INTERVENTION FOCUS

REINFORCE THE CONDITIONS, COMMUNITIES AND ENVIRONMENTS THAT ARE CONDUCTIVE TO THE HEALTH AND WELL-BEING OF YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR FAMILIES

1. *Create a warm, secure and supportive family environment.*

SPECIFIC STRATEGIES FOR FAMILIES

- Show attachment and affection towards children through everyday attitudes, words and gestures.
- Be interested in what children are feeling, thinking and doing, while respecting their privacy.
- Be available to listen to children and show understanding when they feel sad or anxious.
- Share enjoyable moments and activities with children.
- Promote a positive self-concept in children and help them to know themselves better (strengths and weaknesses) in the following areas:
 - physical appearance;
 - abilities in physical and cultural activities;
 - learning ability at school;
 - friendships and other interpersonal relationships;
 - love life, dating relationships.
- Guide and encourage children in strategies to improve their weak points.
- Restrict discussions about adult matters – quarrels, separation, custody arrangements, etc. – to the adults themselves.

The notion of family has been extended to cover all the adults and children who live with the young person.

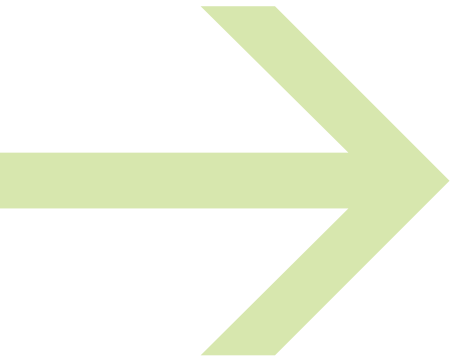
MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR FAMILIES

SPECIFIC STRATEGIES FOR FAMILIES

2. *Supervise and provide structure for the child's psychosocial development.*

- Make known the family's expectations concerning the child's behaviour, progress at school, choice of friends, substance use (alcohol, drugs, tobacco products), gambling or betting, dating relationships, etc.
- Establish rules concerning the time spent on studying and homework, outings, leisure activities, etc.
- Help the child to choose friends who will have a positive influence.
- Structure the child's need for autonomy by setting rules adjusted to each development stage.
- Structure and supervise Internet use and video games, to counter and limit messages that encourage violence, bullying, pornography, etc.
- Ensure the physical and psychological safety of the child at day-care centres, in organized leisure activities, at friends' homes, and so on, to prevent abuse or accidents.



family

MAIN INTERVENTION FOCUS

DEVELOP COMPETENCIES IN YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR FAMILIES

3. *Strengthen the sense of parental competency with respect to the child's education.*

SPECIFIC STRATEGIES FOR FAMILIES

- Understand the fundamental importance of the parents' role in providing support and structure for their child's development, in the following aspects:
 - biological development: growth, puberty, etc.;
 - lifestyle habits: diet, physical activity, sleep;
 - psychological well-being: sense of security, attachment, self-perception, self-affirmation;
 - behaviour: impulse control, positive expression of emotions and behaviour, peaceful conflict resolution, compliance with rules, etc.
 - interpersonal relationships: choice of friends, relationships with adults;
 - sexual development: puberty, first love, early sexual activity, hyper-sexualization, etc.
 - health risks: tobacco, alcohol, and drug use, gambling or betting, unprotected sexual activity, sexual assault, etc.
- Know the characteristics of their child's physical, psychological, sexual and social development, as well as the related needs.
- Understand and reinforce their own ability to be a positive role model for their child, in terms of their values and attitudes as well as their behaviour and lifestyle habits.

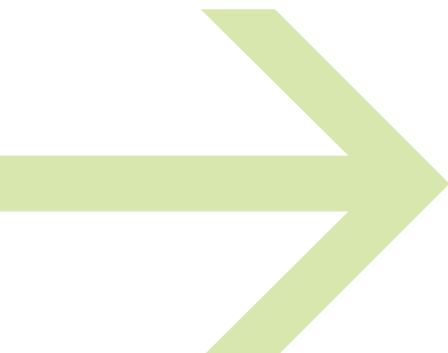
MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR FAMILIES

SPECIFIC STRATEGIES FOR FAMILIES

4. *Foster the development of the child's personal and social skills.*

- Promote pro-social values and behaviour: empathy, self-respect and respect for others, mutual assistance and individual responsibility.
- Guide the child and help him or her to acquire the following skills and aptitudes:
 - positive expression of emotions and behaviour;
 - confidence in his or her ideas and opinions (by listening, encouraging and providing opportunities for self-expression, etc.);
 - self-affirmation;
 - decision-making;
 - resistance to peer pressure;
 - peaceful conflict resolution.
- Transmit and discuss family values concerning:
 - healthy lifestyle habits, safe behaviour, well-being and health, etc.
 - substance use (alcohol, drugs, tobacco products) and gambling or betting;
 - friendships;
 - dating relationships, sexuality, etc.



family

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR FAMILIES

SPECIFIC STRATEGIES FOR FAMILIES

- Encourage the child to develop a critical attitude towards the negative influences of the Internet and the media (television, video games, films), in particular with respect to:
 - violence and its effects on the attitudes and behaviours of young people their age;
 - sexist, stereotyped roles attributed to men and women;
 - stereotyped male and female body images: weight/height, clothing, hyper-sexualization, etc.;
 - the links between sexual attraction, alcohol use, and consumerism;
 - the links between popularity, pleasure, and substance use (alcohol, drugs, tobacco products).
- Develop and use effective communication skills with the child concerning the changes that occur in pre-adolescence.
- Encourage the child to take part in after-school activities



MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR FAMILIES

5. *Support the child's ability to adjust during transitions at school and to the workplace.*

SPECIFIC STRATEGIES FOR FAMILIES

Starting elementary school

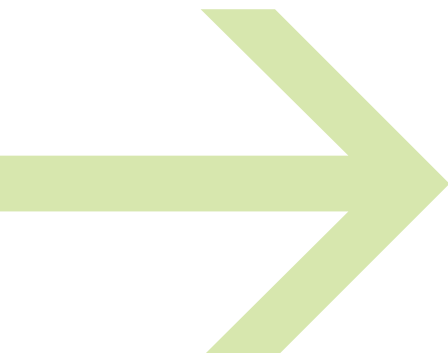
- Ensure that the child has an appropriate level of physical autonomy when starting school (can lace up own shoes, get dressed, etc.).
- Help the child to control his or her impulsivity, and to recognize and express emotions positively.
- Help the child to adopt peaceful, pro-social behaviour.
- Help the child to use correct, precise language.
- Introduce the child to the pleasures of reading, maths, etc.

Starting secondary school

- Involve the child in the choice of a high school.
- Obtain information on the institutions' requirements and admission processes.
- Obtain information on the chosen school's operational structure and discuss it with the child: physical layout, number of teachers, types of courses, resources, code of conduct, educational values, after-school activities, etc.
- Help the child to prepare for the transition to high school (autonomy in planning and completing school work, taking notes in class, asking for help when needed, etc.).

Starting CÉGEP or a vocational course, or entering the workplace

- Help the child to develop autonomy (time management, responsibility for studies, job, budget, etc.).
- Help the child to choose stimulating, realistic personal goals at school.
- Help the child to make career choices that correspond to his or her personal aptitudes, and to take the necessary steps to achieve these choices.



family

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR FAMILIES

6. *Help the child to adjust and succeed at school.*

SPECIFIC STRATEGIES FOR FAMILIES

- Emphasize the importance and interest of learning in everyday life.
- Regularly practise reading and writing activities with children (interactive reading, going to the library, writing letters, literacy-related outings, etc.).
- Take an interest in the child's life at school and in what they are learning.
- Recognize and value the child's efforts to learn.
- Have realistic, motivating expectations regarding the child's success at school.
- Help the child to set stimulating and realistic personal goals for academic achievement, that are neither too high nor too low.
- Define the basic rules for studying at home.
- Develop the skills to be able to help the child:
 - to acquire good study habits (setting aside a time and space at home for homework and revision);
 - to acquire attitudes and behaviours that foster learning (promoting reading, among other things);
 - to choose courses;
 - to transition to secondary school (see Strategy No. 8 in this section);
 - to choose a post-secondary path (vocational or technical course, CÉGEP).
- Be aware of the support resources available at school and in the community.
- Be interested and/or take part in decision-making at the school.
- Be involved in the children's activities at school (parents' meetings, accompaniment for outings, organized help with homework, etc.).

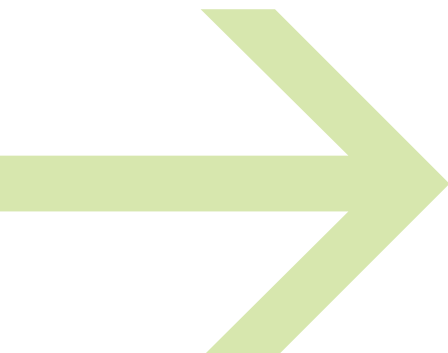
MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR FAMILIES

SPECIFIC STRATEGIES FOR FAMILIES

7. *Help the child to acquire healthy values and behaviours in connection with friendships, dating relationships, sexuality and substance use.*

- Help the child to acquire healthy, safe behaviours in connection with substance use (alcohol, drugs, and tobacco products) and gambling or betting :
 - prohibit access to tobacco products, alcohol and drugs in the home;
 - emphasize the benefits of not using tobacco products, alcohol and drugs and of not becoming involved in gambling or betting activities: convey clear messages, be a positive role model;
 - do not give lottery tickets to the child;
 - prohibit smoking at home and in the car;
 - limit the weekly allowance or the number of hours spent in employment;
 - oversee and structure the choice of friends, outings, curfews, etc.
- Promote healthy use of leisure time (academic, cultural or sports activities).
- Engage in activities with the child.
- Participate in prevention initiatives in the community and at school.



family

MAIN INTERVENTION FOCUS

CONSOLIDATE THE PREVENTION ASPECT OF INTERVENTIONS AIMED AT YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR FAMILIES

8. *Reinforce parents' ability to support a child who exhibits risk factors for health, well-being or educational success.*

SPECIFIC STRATEGIES FOR FAMILIES

- Be able to distinguish between the normal expression of sadness, aggression and anxiety in children, and behaviour requiring professional support.
- Develop the skills needed to maintain an open dialogue with the child regarding problematic behaviour.
- If necessary, check with important and credible adults (teachers, coaches, etc.) to ensure a full understanding of a problem.
- Be aware of and use specialized resources at school or in the community when necessary.
- Help the child to accept professional help.

This intervention focus will be developed in more detail in a forthcoming document.

children who are committed from elementary school onward

MAIN INTERVENTION FOCUS

DEVELOP COMPETENCIES IN CHILDREN.

GENERAL STRATEGY FOR CHILDREN FROM KINDERGARTEN TO GRADE 2

1. *Develop a sense of security, belonging and attachment towards the school and the community.*

2. *Develop a positive self-concept and self-esteem.*

SPECIFIC STRATEGY FOR CHILDREN FROM KINDERGARTEN TO GRADE 2

- Take part in reception and support activities for new students at school;
 - Take part in activities that foster the development of positive relationships between students and adults at school and in the community;
 - Develop a positive attitude towards schoolwork;
 - Develop a sense of commitment towards schoolwork;
 - Establish positive relationships with teachers and fellow students;
 - Know and observe the school's code of conduct and the community's general rules, and understand the reasons for them.
-
- Learn to know oneself better (preferences, strengths, qualities, family characteristics, origins, hopes and dreams, etc.);
 - Become aware of body identity as a girl or boy: know the terms for the parts of the body and the similarities and differences between male and female bodies;
 - Develop a sense of control over progress at school: attributing success and failure to one's own efforts and strategies, eliminating negative attitudes, identifying emotions and starting to make connections between emotions and behaviours, etc.;
 - Develop a sense of competency in the educational process: identify realistic, motivating personal goals, explore different study strategies, learn to seek help, etc.;
 - Develop a positive image of relationships with other students (making friends, being accepted and appreciated, etc.): see Specific Strategy No. 4 in this section.

kindergarten - grade 2

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN FROM KINDERGARTEN TO GRADE 2

3. *Adopt pro-social behaviours.*

4. *Develop positive relationships with other students and with adults at home and at school.*

SPECIFIC STRATEGY FOR CHILDREN FROM KINDERGARTEN TO GRADE 2

- Understand the basis for the values of empathy, responsibility, honesty (right and wrong), respect, mutual assistance, cooperation and sharing;
- Learn about and appreciate cultural differences;
- Take part in activities designed to promote good health and pro-social behaviour (mutual assistance, sharing, empathy) and a healthy school environment.

- Recognize and respect the personal characteristics of other students: physical appearance, culture, etc.;
- Develop the ability to make friends;
- Take part in activities that foster the development of friendships with other students;
- Learn to respect and value each person's identity during activities (avoid sexist behaviour, stereotypical roles and racially-based judgments).

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN FROM KINDERGARTEN TO GRADE 2

5. *Express emotions and behaviours appropriately.*

SPECIFIC STRATEGY FOR CHILDREN FROM KINDERGARTEN TO GRADE 2

- Understand the rules governing behaviour in class and at school;
- Adopt the basic social norms for dress and respect for privacy;
- Develop the necessary abilities to:
 - attract the attention of teachers and other students in a positive way;
 - recognize and name emotions (anger, envy, sadness, fear, etc.);
 - recognize emotions in others;
 - express emotions appropriately (empathy, strategies to express emotions respectfully, etc.);
 - control impulses;
 - behave appropriately with teachers and with other students: peaceful conflict resolution, cooperation, etc.
 - obey the rules.

6. *Develop strategies to manage stressful events in a positive way.*

- Learn to develop and use effective adjustment strategies in stressful situations (relaxation, cognitive preparation, etc.):
 - feelings of anxiety about school, failure, tests and exams;
 - rejection, violence, verbal abuse and bullying at school or on the way to and from school;
 - parental separations.
- Develop communication skills to express sadness, fear, discomfort (see Specific Strategy No. 5);
- Understand the importance of talking about stressful situations with a trusted adult, and know who can help.

kindergarten - grade 2

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN FROM KINDERGARTEN TO GRADE 2

7. *Develop skills to deal with situations that present risks to health and well-being.*

SPECIFIC STRATEGY FOR CHILDREN FROM KINDERGARTEN TO GRADE 2

- Understand the meaning of self-respect and respect for one's rights;
- Recognize dangerous situations involving acquaintances and strangers;
- Know how to act in response to:
 - unwanted touching;
 - dangerous situations.
- Distinguish between good and bad secrets;
- Know where to seek help or report an incident when worried or feeling threatened.

children who are committed from elementary school onward

MAIN INTERVENTION FOCUS

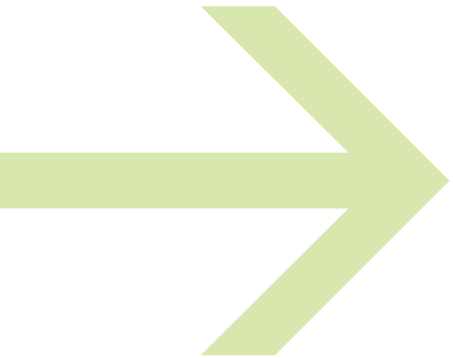
DEVELOP COMPETENCIES IN
CHILDREN.

GENERAL STRATEGY FOR CHILDREN IN GRADES 3 AND 4

1. *Develop a sense of security, belonging and attachment towards the school and the community.*

SPECIFIC STRATEGY FOR CHILDREN IN GRADES 3 AND 4

- Take part in reception and support activities for new students at school;
- Take part in activities that foster the development of positive relationships between students and adults at school and in the community;
- Develop a positive attitude towards schoolwork;
- Develop a sense of commitment towards schoolwork;
- Establish positive relationships with teachers and fellow students;
- Know and observe the school's code of conduct and the community's general rules, and understand the reasons for them



grades 3 and 4

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN IN GRADES 3 AND 4

2. *Develop a positive self-concept and self-esteem.*

SPECIFIC STRATEGY FOR CHILDREN IN GRADES 3 AND 4

- Develop better self-knowledge (preferences, strengths, qualities, family characteristics, origins, hopes and dreams, etc.);
- Understand the meaning of self-respect (e.g. body, values, ideas).
- Explore how each person can develop an identity while respecting self and others: girls and boys; people from different cultures, with different interests, etc.
- Develop a healthy image of their physical appearance :
 - identify the many elements that make a person unique: hair, skin, eyes, personality, clothes style, etc.
 - know the differences and similarities between girls' and boys' bodies;
 - identify the characteristics of stereotyped male and female body images conveyed by the media, in films and in videos (weight, height, clothes);
 - analyze the negative influences of these images on young people's satisfaction with themselves and with their physical appearance;
 - adopt fulfilling, realistic, healthy personal goals in connection with physical appearance (weight, height, clothes);
 - understand the importance of a healthy diet and physical activity for well-being and self-satisfaction.
- Develop a sense of control over progress at school: attributing success and failure to one's own efforts and strategies; eliminating negative or false attitudes regarding the ability to improve or succeed; identifying emotions (see Specific Strategy No. 5), and understanding the connection between emotions and behaviours, etc.;
- Develop a sense of competency in the educational process: identify realistic, motivating personal goals, explore different study strategies, learn to seek help, etc.;
- Develop a positive image of relationships with other students (making friends, being accepted and appreciated, etc.): see Specific Strategy No. 4 in this section.

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN IN GRADES 3 AND 4

3. *Adopt pro-social behaviour.*

SPECIFIC STRATEGY FOR CHILDREN IN GRADES 3 AND 4

- Be aware of the importance of interpersonal relations (family, friends, teachers, etc.) in their lives.
- Recognize and understand the basis for the values of empathy, responsibility, honesty (right and wrong), respect, mutual assistance, cooperation, and sharing;
- Discover and respect the personal characteristics of other students.
- Recognize and respect differences and diversity among the people around them.
- Perform actions and take part in activities designed to promote good health and pro-social behaviour – mutual assistance, sharing, empathy – and a healthy environment.



4. *Develop positive relations with other students and with adults at home and at school.*

- Take part in activities that foster the development of positive relations with and respect for other students and reduce sexist behaviour, stereotypical roles, and racism.
- Develop and make use of interpersonal communication skills that foster positive relationships with other students (see Specific Strategy No. 5).
- Develop self-affirmation and the ability to resist peer pressure.
- Develop the ability to make friends, and also to choose them well.
- Learn to work as part of a team – cooperation and mutual assistance – at school.

grades 3 and 4

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN IN GRADES 3 AND 4

5. *Express emotions and behaviours appropriately.*

6. *Develop a critical approach to negative messages conveyed by the media.*

SPECIFIC STRATEGY FOR CHILDREN IN GRADES 3 AND 4

- Develop the skills needed to:

- attract the attention of teachers and other students in a positive way;
- recognize and name emotions: anger, envy, sadness, fear, etc.;
- recognize emotions in others;
- express emotions appropriately (empathy, strategies to express emotions respectfully, etc.);
- learn to control impulses;
- behave appropriately with teachers and with other students: control of emotions, peaceful conflict resolution, cooperation, etc.
- obey the rules

Stereotypical roles and images

- Identify social clichés concerning gender roles.
- Develop a critical approach to female and male images on television, in films and in videos (clothes, hyper-sexualization, etc.).
- Analyze the negative influence of these stereotypes on self-satisfaction, behaviour and relationships between girls and boys (see Specific Strategy No. 2).

Physical and verbal violence

- Identify images and messages of physical and verbal violence in favourite television programs and video games.
- Analyze the effects of violence on well-being and behaviours: fear, aggression, etc.
- Explore methods of asserting their own values and countering the influence of the media.

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN IN GRADES 3 AND 4

7. *Develop strategies to manage stressful events in a positive way.*

SPECIFIC STRATEGY FOR CHILDREN IN GRADES 3 AND 4

- Learn to develop and use effective adjustment strategies in stressful situations (relaxation, cognitive preparation, etc.):
 - feelings of anxiety about school, failure, tests and exams;
 - rejection, violence, verbal abuse and bullying at school or on the way to and from school;
 - parental separation.
- Develop communication skills to express sadness, fear, discomfort (see Specific Strategy No. 5);
- Understand the importance of talking about stressful situations with a trusted adult, and know who can help.



grades 3 and 4

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN IN GRADES 3 AND 4

8. *Develop skills to deal with situations that present risks to health and well-being.*

SPECIFIC STRATEGY FOR CHILDREN IN GRADES 3 AND 4

- Understand the meaning of self-respect and respect for one's rights;
- Recognize dangerous situations involving acquaintances and strangers;
- Know how to act in response to:
 - unwanted touching;
 - dangerous situations.
- Distinguish between good and bad secrets;
- Know where to seek help or report an incident when worried or feeling threatened.

children who are committed from elementary school onward

MAIN INTERVENTION FOCUS

DEVELOP COMPETENCIES IN
YOUNG PEOPLE.

GENERAL STRATEGY FOR CHILDREN IN GRADES 5 AND 6

1. *Develop a sense of security, belonging
and attachment towards the school
and the community.*

SPECIFIC STRATEGY FOR CHILDREN IN GRADES 5 AND 6

- Take part in reception and support activities for new students at school;
- Take part in activities that foster the development of positive relations between students and adults at school and in the community;
- Develop a positive attitude towards schoolwork;
- Develop a sense of commitment towards schoolwork;
- Establish positive relationships with teachers and fellow students;
- Know and observe the school's code of conduct and the community's general rules, and understand the reasons for them.



grades 5 and 6

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN IN GRADES 5 AND 6

2. *Develop a positive self-concept and self-esteem.*

SPECIFIC STRATEGY FOR CHILDREN IN GRADES 5 AND 6

- Develop better self-knowledge (preferences, strengths, qualities, family characteristics, origins, hopes and dreams, etc.);
- Understand the meaning of self-respect (one's body, values, ideas).
- Explore how each person can develop an identity while respecting self and others: girls and boys; people from different cultures, with different interests, etc.
- Develop a healthy image of their physical appearance :
 - identify the many elements that make a person unique: hair, skin, eyes, personality, clothes style, etc.
 - identify the characteristics of stereotyped male and female body images conveyed by the media, in films and in videos (weight, height, clothes);
 - analyze the negative influences of these images on young people's satisfaction with themselves and their physical appearance;
 - adopt fulfilling, realistic, healthy personal goals in connection with physical appearance (weight, height, clothes);
 - understand the importance of a healthy diet and physical activity for well-being and self-satisfaction.
- Develop a sense of control over progress at school: attributing successes and failures to one's own efforts and strategies; eliminating negative or false attitudes regarding the ability to improve or succeed; identifying emotions (see Specific Strategy No. 5), and understanding the connection between emotions and behaviours, etc.;
- Develop a sense of competency in the educational process: identify realistic, motivating personal goals, explore different study strategies, learn to seek help, etc.;
- Develop a positive image of relationships with other students (making friends, being accepted and appreciated, etc.): see Specific Strategy No. 5.

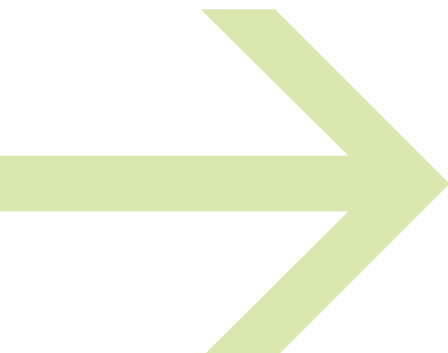
MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN IN GRADES 5 AND 6

3. *Adopt pro-social behaviour.*

SPECIFIC STRATEGY FOR CHILDREN IN GRADES 5 AND 6

- Recognize and understand the basis for the values of empathy, responsibility, honesty (right and wrong), respect, mutual assistance, cooperation, and sharing;
- Recognize and appreciate cultural diversity.
- Recognize and respect the personal characteristics of other students.
- Assume personal responsibility for health and the environment.
- Develop a critical attitude towards the consumption of goods and services.
- Perform actions and take part in activities designed to promote good health and pro-social behaviour – mutual assistance, sharing, empathy – and a healthy environment.
- Adopt a respectful attitude towards people with a different sexual orientation.



4. *Develop positive relations with other students and with adults at home and at school.*

- Develop the ability to make friends, choosing those who will have a positive influence.
- Develop and make use of effective communication skills (see Specific Strategy No. 5).
- Develop self-affirmation and the ability to resist peer pressure.
- Know how to use support from other students, to avoid or stand up to conflicts.
- Learn to work as part of a team – cooperation and mutual assistance – at school.
- Take part in activities that foster the development of positive relations with and respect for other students and reduce sexist behaviour, stereotypical roles and racism.

grades 5 and 6

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN IN GRADES 5 AND 6

5. *Express emotions and behaviours appropriately.*

SPECIFIC STRATEGY FOR CHILDREN IN GRADES 5 AND 6

- Develop the skills needed to:
 - obtain the attention of teachers and other students in a positive way;
 - recognize and name emotions (anger, envy, sadness, fear, etc.);
 - recognize emotions in others;
 - express emotions appropriately (empathy, strategies to express emotions respectfully, etc.);
 - behave appropriately with teachers and with other students: peaceful conflict resolution, cooperation, etc.
 - obey the rules.

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN IN GRADES 5 AND 6

6. *Develop a critical approach to negative messages conveyed by the media.*

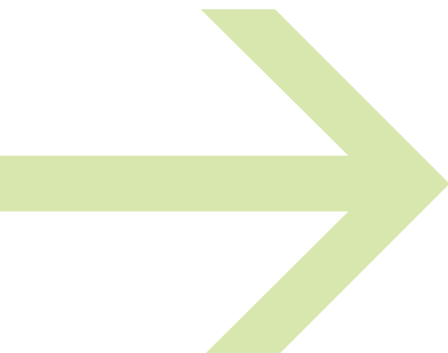
SPECIFIC STRATEGY FOR CHILDREN IN GRADES 5 AND 6

Stereotypical roles and images

- Understand the meaning of self-respect (e.g. body, values, ideas).
- Identify the social clichés concerning gender roles.
- Describe stereotypical female and male body images on television, films, and videos (clothes, hyper-sexualization, etc.).
- Analyze the negative influence of these stereotypes on self-satisfaction, behaviour, and relationships between girls and boys (refer to Specific Strategy No. 2).
- Explore how each person can develop their gender identity while respecting themselves and others

Physical and verbal violence

- Differentiate between physical and verbal violence.
- Identify images and messages of physical and verbal violence in favourite television programs and video games.
- Analyze the effects of violence on well-being and behaviours: fear, aggression, etc.
- Explore methods of asserting their own values and countering the influence of the media.



grades 5 and 6

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN IN GRADES 5 AND 6

7. *Understand the changes that occur in early adolescence and experience them in a healthy way.*

8. *Develop the values and the skills needed for a healthy emotional life.*

SPECIFIC STRATEGY FOR CHILDREN IN GRADES 5 AND 6

- Be aware of the various changes – physical, cognitive, emotional, and social – associated with adolescence.
- Understand individual differences in body development and maturity rates.
- Understand the relationship between anatomical changes and fertility.

- Be aware of the importance of interpersonal relationships (family, friends, teachers, etc.) in one's life.
- Identify the values conveyed by media, films and videos regarding friendship, love and sexuality, and analyze their effects on young people: pressure, hyper-sexualization, etc.
- With other students and adults, think about the values that should take priority in friendship, love, and sexuality.
- Identify the best ways to develop positive interpersonal relationships.
- Develop self-affirmation and the ability to resist peer pressure.

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN IN GRADES 5 AND 6

9. *Develop skills to overcome situations that present risks to health and well-being.*

SPECIFIC STRATEGY FOR CHILDREN IN GRADES 5 AND 6

- Understand the meaning of self-respect and respect for one's rights;
- Recognize dangerous situations involving acquaintances and strangers;
- Know how to act in response to:
 - unwanted touching;
 - dangerous situations.
- Distinguish between good and bad secrets;
- Know where to seek help or report an incident when worried or feeling threatened.



10. *Develop strategies to deal with stressful events positively.*

- Develop skills to express distress and anxiety (see Specific Strategy No. 5).
- Learn to develop and use effective adjustment strategies in stressful situations (relaxation, cognitive preparation, etc.):
 - feelings of anxiety towards school, failure, tests and exams;
 - violence, verbal abuse and bullying at school or on the way to and from school;
 - parental separation or illness.
- Understand the importance of talking about stressful situations with trusted adults, and identify those who can help.

grades 5 and 6

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR CHILDREN IN GRADES 5 AND 6

11. Prepare to start secondary school.

SPECIFIC STRATEGY FOR CHILDREN IN GRADES 5 AND 6

- Know about the area's secondary schools.
- Know about the admission process and entrance requirements.
- Understand the operational structure of the various schools: physical organization of the facilities, number of teachers, type of courses (length and number), resources, code of conduct, etc.
- Think about aspects of secondary school life: making new friends, pressures, fear of failure, etc.
- Prepare for the transition to secondary school: the ability to study independently, participation in welcome (open house) activities, seeking help, etc.

Adolescents: involvement in secondary school

MAIN INTERVENTION FOCUS

DEVELOP COMPETENCIES IN
ADOLESCENTS.

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

1. *Develop a sense of security, belonging and attachment towards the school and the community.*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

Starting at the beginning of the school year

- Develop a positive view of the school environment by taking part in induction activities and by taking advantage of support and information offered to new and existing students.
- Understand the reasons for the school's values and code of conduct.
- Develop a positive attitude towards schoolwork in all subject areas: know the general content of each subject and understand its relevance, feel able to meet the challenges set by teachers, understand the amount of effort required, etc.
- Be aware of teachers' expectations regarding:
 - behaviour in class: respect, cooperation, etc.
 - results (marks, test scores);
 - commitment to completing school assignments (homework, studying, attendance, etc.).
- Be aware of the support services offered (educational, medical, psycho-social, counselling, etc.).
- Be aware of the extra-curricular activities offered at school.
- Take part in extra-curricular and other activities that foster positive relationships between students, parents, teachers, and other significant adults.

Secondary I - II

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

2. *Develop a positive self-concept and self-esteem.*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

General self-concept (self-esteem)

- Develop better self-knowledge: social background (country of origin, ethnic origins, culture, religion), the extended family, individual tastes and preferences, strengths and weaknesses, goals, etc.
- Develop a critical approach to the social values that define or condition self-esteem, for example, possessions, stylish clothes, being slim, being accomplished, having money, etc.
- Clarify personal values concerning the important elements that determine self-esteem.

Self-concept related to physical appearance

- Develop a positive image of one's physical appearance:
 - identify the many elements that make a person unique: hair, skin, eyes, personality, way of dressing, personality, attitudes, behaviour, achievements, etc.
 - be aware of the nature and pace of physical changes during adolescence, and the differences between girls and boys in this respect;
 - identify the different types of male and female body types (weight, height, size) conveyed by the media, in films, in videos, etc.
 - analyze the negative influences of these images on young people's satisfaction with themselves and their body type;
 - recognize the problems that arise from dissatisfaction with one's body image: low self-esteem, isolation, eating disorders, etc.
 - understand the influence of positive input from friends and the importance of an active lifestyle and a healthy diet in achieving a sense of well-being and satisfaction with one's physical appearance.



MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

Academic self-concept

- Develop a sense of control over progress at school: attributing success and failure to one's own efforts and strategies; eliminating negative or false attitudes towards the ability to improve or succeed; identifying emotions and understanding the connection between emotions and behaviours, etc.;
- Develop a sense of competency in the educational process: realistic, motivating personal goals, exploration of different study strategies, learning to seek help, etc.

3. *Adopt pro-social behaviour.*

- Understand the basis for the values of empathy, responsibility, honesty, respect, cooperation, and sharing;
- At school and in the community, demonstrate commitment and responsibility in various promotional and prevention activities that aim to achieve:
 - a school atmosphere in which respect and students' well-being are paramount;
 - cooperation, mutual assistance and listening services;
 - the physical layout of facilities at school and in the community;
 - peaceful conflict resolution;
 - non-use of tobacco products, alcohol or drugs, and avoidance of gambling or betting;
- Take part in student council activities.

sec. I- II

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

- 4. Develop positive relationships with other students and with adults at home and at school.*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

- Define the notions of friendship and friends: qualities of a friend, expectations regarding behaviour, etc.
- Analyze the (positive and negative) influence that other students have over one's thoughts, feelings, and behaviour.
- Develop skills to improve interpersonal relationships:
 - making friends, choosing individuals who will have a positive influence;
 - expressing emotions positively (control of emotions, impulse control, etc.);
 - resolving conflicts peacefully;
 - self-assertion and decision-making;
 - resisting negative peer pressure.
- Identify the meaning of respect for the personal characteristics of other students and adults – including differences related to gender, ethnic origins and sexual orientation – in everyday behaviours at school.
- Take part in activities conducive to the creation of positive contacts with other students, parents and other significant adults

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

5. *Recognize the changes that occur during adolescence and manage them in a positive way.*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

Physical changes

- Understand individual differences in body development and maturity rates:
 - adolescence: its characteristics and phases.
 - individual differences: heredity, growth, height/weight, etc.
- Be familiar with the physiological bases of sexuality.

Psychological changes

- Know and understand the psychological changes that occur during adolescence and their effects on behaviour:
 - cognitive changes (development of the brain, abstract thought, etc.), needs (analyzing, etc.), and the related limitations (difficulty in planning, etc.);
 - emotional needs (friendship, independence, privacy, love, etc.) and emotional fluctuations;
 - the emotional and social implications of psycho-sexual development: gender identity;
 - sexual orientation: myths, questions and doubts, homophobia and its impacts, respect for differences.
- Develop the ability to:
 - recognize and appropriately express emotions (boredom, sense of inadequacy, anxiety, etc.);
 - use effective strategies to control feelings of anxiety, incompetence, loneliness and sadness – relaxation, physical activity, communication, decision-making, appropriate support, etc.
 - communicate with parents and other significant adults.

sec. I- II

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

- Understand the importance of good lifestyle habits for physical and psychological health, and understand the basic elements: physical activity, diet and hygiene, recreational activities, sleep habits.
- Practise activities to promote physical and psychological health.

Social changes

- Recognize the social changes that occur during adolescence: the role in the family, the importance of friends, experimentation, increased freedom and responsibility, different influences, etc.
- Recognize the changes in responsibility that come with adolescence: independence, requirements and expected behaviour, experimentation, decision-making, etc.
- Be aware of the support resources available to young people and know how to use them if necessary.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

6. *Develop the necessary values and skills for a healthy emotional life and dating relationships.*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

- Be aware of the importance of interpersonal relationships – family, friends, teachers, acquaintances, etc.
- Define the following notions and clarify any questions and doubts, fears, beliefs, etc.
 - sexual attraction;
 - desire to please another person, seduction, and the feelings associated with this situation;
 - friendship, falling in love, feelings of love, love itself;
 - the positive effects of a healthy dating relationship on self-confidence, etc.
 - problems in dating relationships: jealousy, breaking up, etc.
- Identify emotional needs – to love and be loved, intimacy, etc. – and analyze the impacts on attitudes and behaviours.

sec. I- II

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

7. *Develop a critical approach towards social norms (rules) and stereotypes (clichés).*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

- Debunk the myths and establish the facts regarding love, sexuality, drug and alcohol use, physical and verbal violence, and gambling or betting.
- Define the notions of social norms, pressures and stereotypes.
- Identify the sources of social pressures (friends, family, the media) and their many areas of influence (satisfaction with body shape, clothes, dating relationships, the trivialization of sexuality, alcohol and drug use, etc.).
- Analyze the influence of the Internet and the media (television, video games, films, etc.) in promoting :
 1. violence and its impacts on the attitudes and behaviours of young people of their age;
 2. the stereotypical and sexist roles that men attribute to women;
 3. stereotyped female and male body images: weight /height, clothes styles, hyper-sexualization, etc.
 4. the link between seductive behaviour, alcohol use and consumerism;
 5. the link between popularity, fun, alcohol and drug use, gambling and betting.
- Think about how love and sexuality are represented on the Internet: in chat rooms, dating and pornography sites, etc.
- Take concrete actions to counter the negative influences of the Internet.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

8. *Develop the skills needed to recognize, avoid or defuse to situations of violence.*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

Bullying, rejection, "taxing," etc.

- Recognize the different forms of violence: verbal intimidation, insults, harassment, exclusion, rejection by peers, physical violence, etc.
- Understand the moral and emotional impacts of these various manifestations of violence for victims.
- Recognize high-risk situations and know how to protect oneself: physical or psychological violence and abuse, bullying, etc.
- Develop the skills needed to resist pressure to engage in potentially high-risk activities (theft, graffiti, acts of violence, etc.) :
 - recognize emotions;
 - understand other people's points of view;
 - control anger, frustration, aggression;
 - resolve conflicts peacefully;
 - be assertive and make decisions;
 - resist negative pressures.
- Be aware of the available support resources and know how to obtain assistance when feeling worried, abused or threatened.

Violence and sexual exploitation in dating relationships

- Know and understand one's rights (e.g.: your body belongs to you).
- Reflect on the meaning of intimacy, confidentiality and secrets in dating relationships.



sec. I- II

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

- Understand the cycle of violence in general and in dating relationships in particular.
- Distinguish between seductive behaviour, control, harassment, (physical, psychological, verbal) violence, and sexual assault.
- Be able to recognize high-risk situations and know how to protect oneself :
 - undesired or unprotected sexual relations, prostitution, abuse;
 - physical and psychological violence, harassment, aggression.
- Understand the influence of drugs and alcohol on emotions, seductive behaviour, unprotected and/or undesired sexual relations and sexual aggression/assault.
- Develop the means to protect oneself when using substances.
- Be aware of the current legislation and available support services.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

9. *Assume responsibility for adopting healthy, safe sexual behaviour.*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

Define one's values and behaviours

- Define one's values in connection with the expression of sexuality, as well as the attitudes and behaviours that stem from those values:
 - first sexual relations, respect for personal choices;
 - love without sex and sex without love;
 - sexual responsibility, protection methods.
- Identify the advantages of postponing the first sexual relationship.

Be aware of high-risk sexual behaviours and their consequences

- Identify situations conducive to high-risk sexual behaviour (undesired and/or unprotected sexual relations).
- Identify the consequences of unplanned and/or unprotected sexual relations (psychological and physical).

Be aware of preventive methods

- Identify preventive behaviours and analyze their benefits: self-affirmation, postponing the first sexual relationship, use of protection, etc.
- Be aware of the main contraceptives and protection methods, and know how to use them.
- Understand the importance of double protection (to prevent pregnancy and STIs).
- Learn to negotiate condom use, and keep a condom handy in case.
- Know where to obtain information, protection – including the morning-after pill – and support when needed.

sec. I- II

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

10. Recognize, avoid or stand up to negative social influences and pressures to indulge in the use of alcohol, drugs or tobacco products, and in gambling or betting.

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

Define one's values and behaviours

- Recognize and correct mistaken beliefs about the effects of using the following substances or engaging in the following activities, and the actual number of people who do so:
 - alcohol
 - tobacco products
 - cannabis and other drugs
 - gambling or betting.
- Understand the different paths that lead to substance use: discovery, affirmation, a perceived advantage such as pleasure, making friends, escaping depression, being invited to a party, etc.
- Analyze the positive and negative influence of fellow students.
- Develop a critical approach to the messages conveyed by the media: promotion of sexism, incitement to consume alcohol, connection between popularity, social success and substance use, promotion of the idea that consumption improves health, intellectual or physical performance, etc.
- Define one's personal values in connection with alcohol and drug use and gambling or betting.

Identify the risks

- Be aware of the current legislation and the rules of conduct within the community, the school and the family regarding substance use and gambling.



MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

- Distinguish between the principal substances – tobacco products, alcohol, cannabis and other drugs, including steroids.
- Be aware of the harmful physical, psychological, and social effects, especially in the short-term, of using each of the following substances:
 - alcohol
 - tobacco products
 - cannabis
- Understand the impacts of drugs and alcohol on reasoning ability, thoughts, emotions, and behaviours, as well as the associated risks:
 - loss of control in gambling or betting activities
 - undesired and/or unprotected sexual relations
 - dangerous driving
 - aggression, etc.

Learn to stand up for oneself and resist pressure

- Recognize high-risk situations.
- Use the positive influence of other people to defuse, avoid or resolve these situations.
- Learn to be assertive, make decisions and resist peer pressure to consume alcohol, drugs, and tobacco products, or to take part in gambling and betting activities.
- Take part in alternative social or cultural activities and become involved in the efforts made by schools and the community to prevent substance use and gambling or betting.
- Distinguish between the main types of gambling and betting activities and identify the risks associated with them.
- Know about the available support resources and how to get help.

sec. I- II

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

11. Develop effective strategies to deal positively with stressful events in the family and at school.

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY I AND II

- Identify situations, family events (parental illness, separation, etc.) and personal events (breaking up with a boyfriend or girlfriend, difficulties with schoolwork, conflicts, etc.) that generate stress.
- Develop adjustment strategies to manage the most stressful family and personal situations:
 - anxiety regarding exams or tests, failure;
 - violence, verbal aggression and bullying at school or on the way to and from school;
 - rejection by peers, loneliness;
 - parental separation, illness.
- Understand the importance of talking to a trusted adult about one's feelings (fear, anxiety, etc.) and identify adults who can offer support.
- Be aware of the available support resources and how to get help.

Adolescents: involvement in secondary school

MAIN INTERVENTION FOCUS

DEVELOP COMPETENCIES IN
ADOLESCENTS.

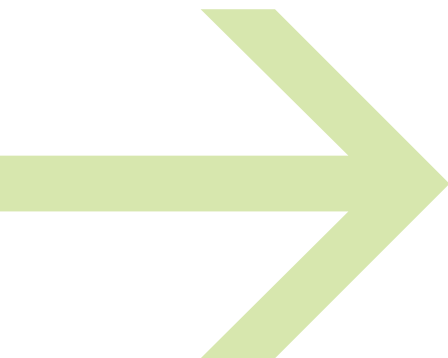
GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

1. *Develop a sense of security, belonging and attachment towards the school and the community.*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

Starting at the beginning of the school year

- Develop a positive view of the school environment by taking part in induction activities and by taking advantage of support and information offered to new and existing students.
- Understand the reasons for the school's values and code of conduct.
- Develop a positive attitude towards schoolwork in all subject areas: know the general content of each subject and understand its relevance, feel able to meet the challenges set by teachers, understand the amount of effort required, etc.
- Be aware of teachers' expectations regarding:
 - behaviour in class: respect, cooperation, etc.
 - results (marks, test scores);
 - commitment to completing school assignments (homework, studying, attendance, etc.).
- Be aware of the support services offered (educational, medical, psycho-social, counselling, etc.).
- Be aware of the extra-curricular activities offered at school.
- Participate in extra-curricular and other activities that foster positive relations between students, parents, teachers, and other significant adults.



Secondary III-IV-V

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

2. ***Develop a positive self-concept and self-esteem.***

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

General self-concept (self-esteem)

- Develop better self-knowledge: social background – country of origin, ethnic origins, culture, religion –, the extended family, individual tastes and preferences, strengths and weaknesses, goals, etc.
- Develop a critical approach to the social values that define or condition self-esteem, for example, possessions, stylish clothes, being slim, being accomplished, having money, etc.
- Clarify personal values concerning the important elements that determine self-esteem.

Self-concept related to physical appearance

- Develop a positive image of one's physical appearance:
 - identify the many elements that make a person unique: hair, skin, eyes, personality, way of dressing, personality, attitudes, behaviour, achievements, etc.
 - be aware of the nature and pace of physical changes during adolescence, and the differences between girls and boys in this respect;
 - identify the different types of male and female body types (weight, height) conveyed by the media, in films, in videos, etc.
 - analyze the negative influences of these images on young people's satisfaction with themselves and their body type;
 - recognize the problems that arise from dissatisfaction with one's body image: low self-esteem, isolation, eating disorders, etc.;
 - understand the influence of positive input from friends and the importance of an active lifestyle and a healthy diet in achieving a sense of well-being and satisfaction with one's physical appearance.



MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

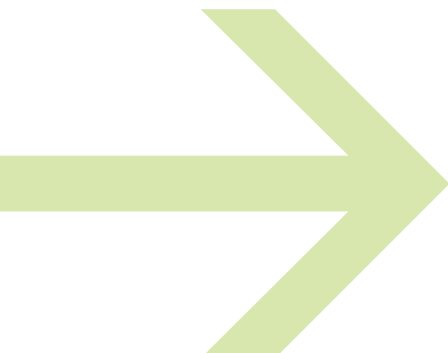
SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

Academic self-concept

- Develop a sense of control over progress at school: attributing success and failure to one's own efforts and strategies; eliminating negative or false attitudes towards the ability to improve or succeed; identifying emotions and understanding the connection between emotions and behaviours, etc.;
- Develop a sense of competency in the educational process: realistic, motivating personal goals, exploration of different study strategies, ability to seek help, etc.

3. *Adopt pro-social behaviour.*

- Understand the basis for the values of empathy, responsibility, honesty, respect, cooperation, and sharing;
- At school and in the community, demonstrate commitment and responsibility in various promotional and prevention activities that aim to achieve:
 - a school atmosphere in which respect and students' well-being are paramount;
 - cooperation, mutual assistance and listening services;
 - the physical layout of facilities at school and in the community;
 - peaceful conflict resolution;
 - non-use of tobacco products, alcohol, or drugs, and avoidance of gambling or betting.



sec. III-IV-V

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

4. *Develop positive relations with other students and with adults.*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

- Develop skills to improve interpersonal relationships:
 - making friends, choosing people who will have a positive influence;
 - expressing emotions positively (self-control of emotions);
 - resolving conflicts peacefully with other students;
 - self-assertion and decision-making;
 - resisting negative peer pressure.
- Identify the meaning of respect for the personal characteristics of other students, including differences related to gender, ethnic origins, sexual orientation, and culture.
- Take part in activities conducive to the creation of positive contacts with other students, parents and other significant adults.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

5. *Recognize the changes associated with mid-adolescence and manage them in a positive way.*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

- Understand the specific changes that occur in the middle of adolescence and their effects on behaviour:
 - physical changes
 - cognitive changes – development of the brain, analytical thinking, etc.;
 - emotional needs – friendship, independence, intimacy, love, etc. – and emotional fluctuations;
 - needs related to sexual development;
 - sexual orientation: myths, homophobia and its impacts, questions and doubts, respect for difference.
- Develop the ability to:
 - identify and appropriately express emotions (boredom, feeling of inadequacy, anxiety, etc.);
 - use effective strategies to control feelings of incompetence, loneliness and sadness – relaxation, physical activity, communication, decision-making, appropriate support, etc.
- Understand the importance of healthy lifestyle habits for physical and psychological health, and understand the basic elements: physical activity, diet and hygiene, recreational activities, sleep habits.
- Practise activities to promote physical and psychological health.
- Be aware of the support resources available to young people and know how to use them when needed.

sec. III-IV-V

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

6. *Develop the necessary values and skills for a healthy emotional life and dating relationships.*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

- Be aware of the importance of interpersonal relationships (family, friends, teachers, acquaintances, etc.)
- Define the following notions and clarify any questions and doubts, fear, beliefs, etc:
 - sexual attraction;
 - the desire to please another person, seductive behaviour, and feelings associated with this situation;
 - friendship, falling in love and dating relationships;
 - the positive effects of a healthy dating relationship on self-confidence, etc.
 - problems in dating relationships: jealousy, breaking up, etc.
- Identify emotional needs – to love and be loved, intimacy, etc. – and analyze the impacts on attitudes and behaviour.
- In dating relationships, develop the ability to:
 - identify and express emotions adequately (anger, etc.);
 - communicate, be assertive, demand respect and make decisions;
 - resist peer pressure.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

7. *Develop a critical approach towards social norms (rules) and stereotypes (clichés).*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

- Debunk the myths and establish the facts regarding love, sexuality, drug and alcohol use, physical and verbal violence, and gambling or betting.
- Define the notions of social norms, pressures, and stereotypes.
- Identify the sources of social pressures (friends, family, the media) and their many areas of influence (satisfaction with body shape, clothes, dating relationships, the trivialization of sexuality, alcohol and drug use, etc.).
- Analyze the influence of the Internet and the media (television, video games, films, etc.) in promoting :
 1. violence and its impacts on the attitudes and behaviours of young people of their age;
 2. the stereotypical and sexist roles that men attribute to women;
 3. stereotyped female and male body images: weight /height, clothes styles, hyper-sexualization, etc.
 4. the link between seductive behaviour, alcohol use, and consumerism;
 5. the link between popularity, fun, alcohol and drug use, gambling and betting
- Think about how love and sexuality are represented on the Internet: in chat rooms, dating and pornography sites, etc.
- Take responsibility and carry out concrete actions to counter the negative influences of the Internet.

sec. III-IV-V

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

8. *Develop the skills needed to recognize, avoid or defuse situations of violence.*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

Bullying, rejection, "taxing," etc.

- Recognize the different forms of violence: verbal intimidation, insults, harassment, exclusion, rejection by peers, physical violence, etc.
- Define the notions of empathy and right and wrong as they apply to interpersonal relationships (especially among peers) at school and in the community.
- Understand the moral and emotional impacts of bullying, harassment, and rejection on victims.
- Recognize high-risk situations: physical or psychological violence and abuse, bullying, etc.
- Develop the skills needed to resist pressure to engage in potentially high-risk situations (theft, graffiti, acts of violence, etc.) :
 - recognize emotions;
 - understand other people's points of view;
 - control anger, frustration, aggression;
 - resolve conflicts peacefully;
 - be assertive and take decisions;
 - resist negative pressures.
- Explore ways to take responsibility and report situations involving violence among fellow students, in dating relationships, etc.
- Be aware of the available support resources and how to get help when feeling anxious, abused or threatened.



MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

Violence and sexual exploitation in dating relationships

- Know and understand one's rights (e.g. your body belongs to you).
- Reflect on the meaning of intimacy and secrets in dating relationships.
- Understand the cycle of violence in general and in dating relationships in particular.
- Distinguish between seductive behaviour, control, harassment, and violence – physical, psychological, verbal – and sexual exploitation.
- Identify the myths (mistaken beliefs) associated with sexuality and violence in love and sexual relationships.
- Be able to recognize high-risk situations and know how to protect oneself :
 - undesired or unprotected sexual relations, prostitution, abuse;
 - physical and psychological violence, harassment, aggression.
- Understand the influence of drugs and alcohol on emotions, seductive behaviour, unprotected and/or undesired sexual relations and sexual assault.
- Develop the means to protect oneself when using substances.
- Develop the ability to:
 - discuss sexual concerns with the partner;
 - tell the partner about any tastes, preferences or needs (refusal to indulge in sexual relations, condom use, etc.);
 - resist pressure from the partner;
 - make decisions regarding sexuality (protection, timing of relations, etc.).
- Be aware of the current legislation and available support services.

sec. III-IV-V

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

9. *Assume responsibility for adopting healthy, safe sexual behaviour.*

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

Define one's values and behaviours

- Define one's values in connection with the expression of sexuality and the attitudes and behaviours that stem from those values:
 - first sexual relations, respect for personal choices;
 - love without sex and sex without love;
 - sexual responsibility, protection methods.
 - discussion with the partner, self-assertion, resisting pressure.
- Develop the ability for self-assertion – refusing sexual relations, insisting on condom use – and resisting pressure from the partner – undesired, unprotected sexual relations, etc.

Identify high-risk behaviours

- Identify situations that can lead to high-risk sexual behaviour (undesired and/or unprotected sexual relations).
- Identify the consequences of unplanned and/or unprotected sexual relations.

Pregnancy and termination of pregnancy

- Understand the risks of unplanned pregnancy.
- Recognize the signs and symptoms of pregnancy and the importance of seeing a doctor early if the pregnancy is undesired.
- Reflect on the implications of being a parent.
- Reflect on the implications of deliberately terminating a pregnancy (abortion).



MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

Sexually-transmitted infections (STIs)

- Understand the risks and effects of an STI in adolescence.
- Know the different types of STIs and their symptoms.
- Reflect upon the effects of an STI on oneself.
- Understand the importance of using condom.

Understand prevention

- Learn to adopt responsible sexual behaviour by:
 - being assertive with the partner;
 - obtaining and using contraceptives/protection;
 - having the means of protection (condom) handy;
 - negotiating condom use with the partner.
- Understand the importance of double protection (to prevent pregnancy and STIs).
- Know the resources and where to obtain information on protection methods (including oral contraceptives and the morning-after pill) and support when needed.



sec. III-IV-V

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

10. Recognize, avoid or stand up to negative social influences and pressures to indulge in the use of alcohol, drugs or tobacco products, and in gambling or betting.

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

Define one's values and behaviours

- Recognize and correct mistaken beliefs about the effects of using the following substances or engaging in the following activities, and the actual number of people who do so :
 - alcohol
 - cannabis and other drugs
 - tobacco products
 - gambling or betting.
- Understand the different paths that lead to substance use: discovery, affirmation, a perceived advantage such as pleasure, making friends, escaping depression, etc.
- Analyze the negative influence of certain fellow students.
- Develop a critical approach to the messages conveyed by the media: promotion of sexism, incitement to consume alcohol, connection between popularity, social success and substance use, promotion of the idea that consumption improves health, intellectual or physical performance, etc.
- Define one's personal values in connection with alcohol or drug use and gambling or betting.

Identify the risks

- Be aware of the current legislation and the rules of conduct within the community, the school, and the family regarding substance use and gambling or betting.
- Distinguish between the main substances: alcohol, cannabis and other drugs – including steroids, tobacco products, etc.



MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

- Be aware of the harmful physical, psychological and social effects, especially in the short-term, of using each of the following substances:
 - alcohol
 - tobacco products
 - cannabis
 - other drugs.
- Understand the impacts of drugs and alcohol on reasoning ability, thoughts, emotions and behaviour, as well as the associated risks:
 - aggression;
 - loss of control in gambling or betting activities;
 - undesired and/or unprotected sexual relations;
 - dangerous driving;
- Distinguish between the different types of gambling and betting activities and identify the risks associated with them.

Learn to stand up for oneself and resist pressure

- Recognize the situations likely to lead to high-risk behaviour in the consumption of alcohol, drugs, tobacco products and gambling or betting.
- Use the positive influence of other people to defuse, avoid or resolve these situations.
- Use appropriate communication skills – self-affirmation, resistance to peer pressure, decision-making, etc. – to resist pressure and avoid using alcohol, drugs or tobacco products, or engaging in gambling or betting activities.
- Develop the ability to recognize situations that present a risk to health (acute intoxication by alcohol or drugs) and help people who find themselves in these situations.
- Take part in alternative social or cultural activities and become involved in the efforts made by schools and the community to prevent substance use and gambling or betting.
- Know about the available support resources and how to get help when needed.

sec. III-IV-V

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

11. Develop effective strategies to deal positively with stressful events in the family and at school.

12. Prepare for the transition to CÉGEP, vocational school or the workplace.

SPECIFIC STRATEGIES FOR ADOLESCENTS SECONDARY III, IV AND V

- Identify situations, family events (parental illness, separation, etc.) and personal events (breaking up with a boyfriend or girlfriend, difficulty with schoolwork, conflicts, etc.) that generate stress.
 - Develop adjustment strategies to deal with the most stressful family and personal situations:
 - anxiety regarding exams or tests, failure;
 - violence, verbal aggression and bullying at school or on the way to and from school;
 - rejection by peers, loneliness;
 - parental separation, illness.
 - Understand the importance of talking to a trusted adult about one's feelings (fear, anxiety, etc.) and identify adults who can offer support.
 - Be aware of the available support resources and how to get help when needed.
-
- Develop independence – time management, responsibility for success at school or at work, set a budget, etc.
 - Set stimulating, realistic personal goals with respect to schoolwork.
 - Be aware of the career choices suited to one's personal needs and take appropriate action.

5.2

*Promoting healthy
lifestyle habits,
safe behaviour
and the prevention
of health problems*

the community :

MAIN INTERVENTION FOCUS

SUPPORT SUSTAINABLE DEVELOPMENT IN LOCAL COMMUNITIES FAVOURABLE TO THE HEALTH AND WELL-BEING OF YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR THE COMMUNITY

1. **Promote and support regional and local development initiatives by communities to improve living conditions and living environments in neighbourhoods.**

The notion of community refers to a group of people living in a given territory who share common interests. Besides residents – adults, adolescents and children -- it may also include people working in schools, municipal authorities, community organizations, joint action tables, merchants and restaurant operators.

Sustainable development involves strengthening community action, creating favourable environments and improving living conditions.

SPECIFIC STRATEGIES FOR THE COMMUNITY

- Foster better coordination of local community sustainable development interventions by the Direction de santé publique (DSP), and especially those involving the Healthy Schools and Communities (HSC), Urban Environment and Health Early Childhood, Families and Communities sectors, in the following areas:
 - shared vision;
 - common reference framework;
 - joint action;
 - regional action plans.
- Encourage the coordination, integration and implementation of joint projects involving :
 - regional funding agencies (Agence de la santé et des services sociaux, DSP, the City of Montreal, Centraide, Fondation Lucie et André Chagnon, etc.), to support social and sustainable development initiatives by local communities;
 - regional and local school authorities on one hand and regional partners in the social and sustainable development of local communities on the other;
 - sustainable social development initiatives initiated by the HSC sector and local initiatives by neighbourhood joint action tables in the following areas :
 - improving quality of life (urban security) and living conditions;
 - fighting poverty and social exclusion;
 - reducing social inequality.

an effective partnership

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

SPECIFIC STRATEGIES FOR THE COMMUNITY

- 2. Strengthen joint action, coordination and interfacing between all the partners with an interest in the health, well-being and educational success of young Montrealers.**

- Bring Public Health Department interventions more into line with the Healthy Schools and Communities approach, especially in the following sectors: Urban Environment and Health (safety corridors); Early Childhood, Families and Community (educational maturity); and Watch and Protection activities.
- Encourage coordination, joint action and implementation of shared projects similar to those carried out under Health Schools and Communities:
 - between signatories of the regional complementarity agreement (health and social services network, education network) and the appropriate partners in the community;
 - between local initiatives triggered by the Health Schools and Communities sector and those triggered by local neighbourhood initiatives.

- 3. Carry out joint intra- and inter- sectoral planning for the development of a Healthy Schools and Communities approach within regional and local authorities.**

- Working jointly with the partners and representatives of the citizens concerned :
- Continue to bring citizens' representatives (parents, young people, etc.) and all the partners (CSSS, City of Montreal, schools, community organizations, etc.) together to work on youth development.
 - Develop a shared vision of the HSC approach.
 - Update the economic and demographic profile and the list of resources available to families and young people in the Greater Montreal area.
 - Consolidate or develop local and regional joint action plans (involving the community, schools, families, and young people) to encourage the adoption and maintenance of healthy lifestyle habits and behaviours (healthy eating habits and diet, a physically active lifestyle, non-use of tobacco products, good oral hygiene, etc.), targeting :
 - the priority needs of young people, schools, families and the community;
 - interventions that strengthen positive living conditions and environments;

The partners include citizens (parents and their children) and representatives from community resources, the media, schools, public security, health and social services, the private sector, etc.

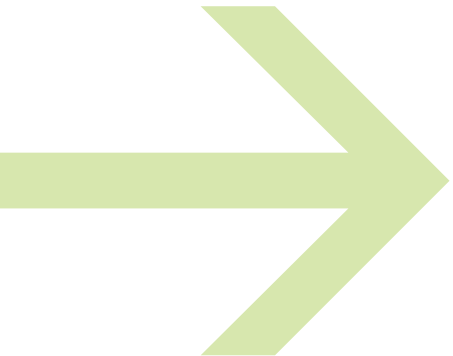


MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

SPECIFIC STRATEGIES FOR THE COMMUNITY

- interventions that strengthen the competencies of service providers, parents, and young people;
- promotion and prevention interventions.
- Implement and evaluate the action plans.
- Pool HSC-related resources, services, programs and existing activities in the geographical and sociological area and in schools.
- Continue to train key service providers in the community (police officers, recreation facility staff, etc.) so that they are able to promote the development of competencies, healthy lifestyle habits and safe behaviour among young people and their families.
- If necessary, review the appropriateness of the resources and the quality of the services, programs and activities already in place.



community

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

- 4. Promote values, norms and socio-cultural models that are consistent with the development of young people's full potential by encouraging participation by citizens (parents and children), the media and other public and private resources in the community.***

SPECIFIC STRATEGIES FOR THE COMMUNITY

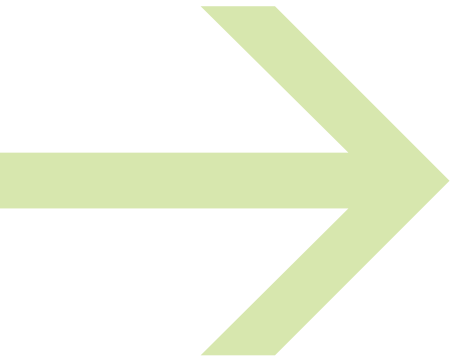
- Raise awareness among decision-makers, the media, and the general public regarding the importance of:
 - assuming individual and collective responsibility for supporting and structuring young people in order, to promote and provide opportunities to adopt healthy lifestyle habits and safe behaviours;
 - promoting a positive view of young people and their parents, whatever their socio-economic situation or cultural background may be (tolerance of difference);
 - advertising the community's commitment to creating an environment that fosters healthy lifestyle habits and safe behaviour;
 - promoting positive role models with respect to healthy lifestyle habits and safe behaviour;
 - taking part in national campaigns to promote healthy lifestyle habits and safe behaviour.
- Develop activities that aim to clarify values and promote norms and socio-cultural models that respect Montreal's cultural diversity and foster the health of young people and their parents.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

SPECIFIC STRATEGIES FOR THE COMMUNITY

5. *Foster the development of an environment that promotes healthy lifestyle habits and safe behaviour among young people and their families.*



community

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

SPECIFIC STRATEGIES FOR THE COMMUNITY

5.1 The food supply

- Promote healthy nutrition (food quality and quantity) in places frequented by young people and their families: municipal facilities (arenas, sports centres, parks, day-camps, etc.), school cafeterias and restaurants, as well as at special events (theme-based activities, annual general meetings, fundraising activities, etc.).
- Provide support for the start-up and operation of public markets and community gardens.
- Provide and consolidate support services to make healthy food available at affordable prices: communal kitchens, community restaurants and gardens, etc.
- Working jointly with local coordination committees, take part in action plans that aim to ensure food security for families and improve their nutritional status.
- Ensure the availability of fresh fruit and vegetables and other healthy food items at affordable prices in the community (grocery stores in or near underprivileged neighbourhoods).
- Support agreements between local producers and school boards in the area to ensure the availability of fresh fruit and vegetables in schools.
- Support collaboration between the community and schools in order to implement measures that will improve nutrition in schools in underprivileged neighbourhoods (snacks, breakfasts, lunches, etc.).

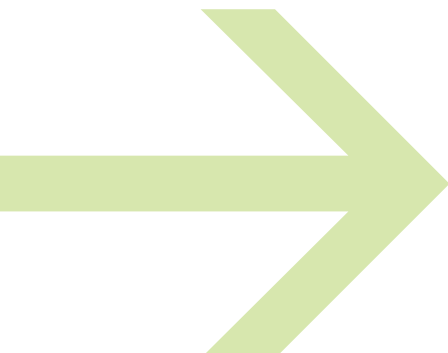
MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

SPECIFIC STRATEGIES FOR THE COMMUNITY

5.2 Physical activities

- Increase the availability, accessibility and safe use of sports facilities and services in the community.
- Develop facilities conducive to regular physical activity outside school or work.
- Identify areas that are unsafe (risk of accidents, injuries) for young people (in parks, recreation centres, etc.) and take the necessary corrective steps.
- Collaborate with schools in :
 - improving school yards;
 - providing active and safe (human-powered) transportation;
 - sharing and using facilities, materials, and human resources through cooperative agreements.



community

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

SPECIFIC STRATEGIES FOR THE COMMUNITY

5.3 Public transit and safe, active transportation

- Encourage the use of public transit and active (human-powered) transportation (walking, cycling) by creating safe infrastructures (safe routes, traffic signs, bicycle paths, police surveillance, crossing guards).
- Decrease the volume and speed of traffic in inhabited areas and near schools through traffic-calming measures.
- Implement measures (increased police surveillance) to reduce the number of cases of driving under the influence (alcohol or drugs).

5.4 A smoke-free environment

- Ensure that the Tobacco Act is enforced in public spaces frequented by young people (schools, community organizations, recreation centres, etc.).
- Promote quit-smoking programs and non-use of tobacco products by families, young people, and adults who work with them.

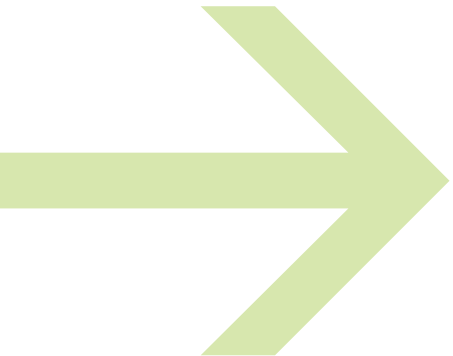
MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

SPECIFIC STRATEGIES FOR THE COMMUNITY

5.5 *Oral health*

- Include the promotion of oral health in communications campaigns and actions to promote a healthy diet, safe physical activities and non-use of tobacco products.
- Harmonize the messages issued by public health agencies and the clinical community on the subject of dental hygiene (tooth-brushing and flossing), nutrition, visiting the dentist, sports injuries and the use of products that are harmful to oral health (tobacco, snus, etc.).
- Promote the development of a partnership with the food industry to produce foods that are low in sugar, label them to that effect, and encourage accessibility.



community

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

6. *Foster the development of a healthy, clean and safe environment (quality of homes and outdoor air).*

SPECIFIC STRATEGIES FOR THE COMMUNITY

Quality of homes

- Encourage joint action by the partners to ensure that all Montrealers live in clean, healthy, safe homes.
- Develop strategies to reduce pollutants and other factors that may be harmful to health:
 - biological elements (mould, dust mites, insects, bacteria),
 - chemical elements (tobacco smoke, combustion gases),
 - physical elements (temperature, humidity, ventilation, noise, light).
- Promote strategies to reduce the risk of accidents and fires in the home (smoke and carbon monoxide detectors, etc.).

Outdoor air quality

- Develop strategies to reduce exposure to pollutant emissions (industry, transport, wood-burning stoves).
- Promote measures to reduce exposure to pollen, including ragweed.
- Monitor outdoor air quality and alert the population when heat or smog levels are excessive.
- Foster the development of green spaces in all neighbourhoods.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

7. *Ensure a good fit between young people's needs and the services and programs offered by different networks, in terms of accessibility, continuity and quality.*

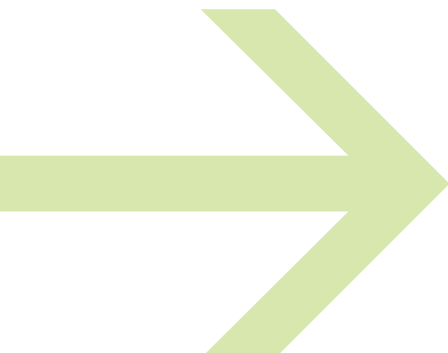
SPECIFIC STRATEGIES FOR THE COMMUNITY

Accessibility

- Improve the accessibility of promotion and prevention programs and services for young people and parents who are difficult to reach:
 - Identify the reasons for any lack of participation by young people and their parents;
 - Propose organizational changes that will improve the accessibility of programs and services (physical location, schedule, reception facilities, structure, transportation, etc.);
 - Strengthen or initiate outreach practices: community work and local services to reach vulnerable young people and develop a relationship of trust with them.

Continuity and quality

- Consolidate programs and services that provide:
 - measurable positive effects;
 - interventions of sufficient intensity and duration;
 - personalized support for young people and their immediate networks.
- Reinforce coordination and consolidation of services and programs for young people and their parents to prevent overlapping and offer global, integrated services.



community

MAIN INTERVENTION FOCUS

IMPLEMENT POLICIES THAT BENEFIT THE HEALTH AND WELL-BEING OF YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR THE COMMUNITY

8. *Introduce policies conducive to the adoption and maintenance of healthy lifestyle habits and safe behaviour by young people and their families, by encouraging participation by them and by community representatives.*

SPECIFIC STRATEGIES FOR THE COMMUNITY

- Raise awareness among young people, their parents and the community regarding policies conducive to healthy lifestyle habits and safe behaviour.
- Support efforts to create or adjust economic, environmental, or social measures that aim to improve the living conditions and quality of life of Montrealers living in poverty.
- Introduce and enforce policies, rules and procedures to promote healthy lifestyle habits and safe behaviour:

Diet

- zoning by-laws limiting the number and of fast food restaurants located near schools;
- rules governing the contents of vending machines in places frequented by young people (ice rinks, shopping malls, youth centres, etc.);

Sports and leisure

- affordable programs for family sports and leisure activities.

Safe, active transportation

- urban planning that facilitates access to public transit and bicycle paths;
- neighbourhood planning to ensure that stores, restaurants and other services are accessible on foot and by bicycle;
- an urban focused on foot or bicycle traffic (adequate visibility at intersections, pedestrian streets, etc.);
- traffic-calming measures (speed limits, traffic lights, narrowing of streets, etc.);



MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

SPECIFIC STRATEGIES FOR THE COMMUNITY

- year-round access to equipment and infrastructures (snow removal on bicycle paths, etc.);
- improvement of pedestrian safety around schools;
- access to bicycle racks;
- promotion of helmets and other protective equipment.

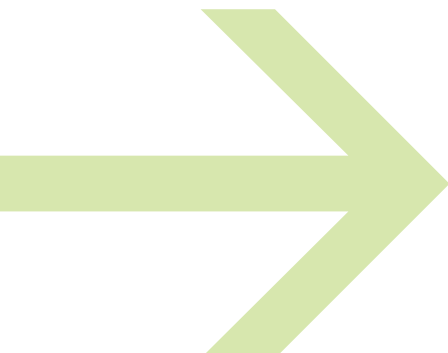
Non-use of tobacco products

- restrictions on access to tobacco products.

Oral health

- promotion of fluoride in drinking water.

- Produce progress reports and programs for policy statements.



community

MAIN INTERVENTION FOCUS

DEVELOP COMPETENCIES IN YOUNG PEOPLE, THEIR FAMILIES, AND SERVICE PROVIDERS.

GENERAL STRATEGIES FOR THE COMMUNITY

9. *Strengthen the support available to service providers who work with young people and their families.*

SPECIFIC STRATEGIES FOR THE COMMUNITY

- Reinforce service providers' knowledge of:
 - young people's needs in connection with healthy lifestyle habits: healthy eating habits and diet, a physically active life style, good oral hygiene and sufficient sleep.
 - the risks associated with the use of tobacco products;
 - the importance of adopting and maintaining healthy lifestyle habits and safe behaviour in the physical, psychological (self-esteem, relaxation, etc.), intellectual (learning at school), and social (making friends, learning to interact with other young people, etc.) development of young people and in the prevention of certain diseases;
 - the importance of early action in the lives of young people to help ensure that they adopt healthy lifestyle habits and safe behaviour;
 - their role as positive model for young people;
 - the role of the environment in developing diseases and health risks (second-hand cigarette smoke, etc.).
- Foster ongoing training in :
 - the application of general, integrated strategies for the Healthy Schools and Communities approach;
 - effective interventions to promote healthy lifestyle habits and safe behaviour.
- Reinforce knowledge concerning the promotion of an active, safe lifestyle for specific groups (sedentary youth) :
 - reasons why young people abandon or do not take up physical activities;
 - the special needs of young people who do not practise traditional physical activities.

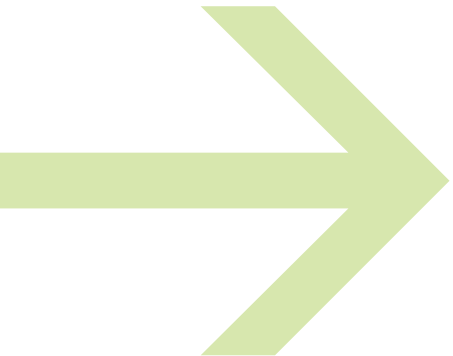


MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

SPECIFIC STRATEGIES FOR THE COMMUNITY

- Introduce measures aimed specifically at sedentary young people and their families:
 - information on the activities, resources and tools available in the community, especially those designed specifically for them;
 - incentives (loans of equipment, reduced fees) that will encourage low-income families to take part in the activities.
- Develop and provide training and support for service providers who supervise young people in the fight against tobacco.



community

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

10. Strengthen the support available to help families educate their children in healthy lifestyle habits and safe behaviour.

SPECIFIC STRATEGIES FOR THE COMMUNITY

- Emphasize the value of the family's role in acquiring and maintaining healthy lifestyle habits and safe behaviour.
- Help parents to provide structure and supervision, set rules, communicate and solve problems.
- Offer programs that strengthen the ability of parents to help their children with their education.
- Raise parents' awareness of the risks associated with school transition periods (starting secondary school or CEGEP) and their impact on healthy lifestyle habits and safe behaviour.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

11. Consolidate or develop programs to foster healthy lifestyle habits and safe behaviour among young people and their families.

SPECIFIC STRATEGIES FOR THE COMMUNITY

- Include awareness and information activities on healthy lifestyle habits and safe behaviour in programs aimed at young people and their families.

A physically active, safe lifestyle

- Provide young people and their families with a broad range of physical and sports activities (individual, cooperative, recreational, etc.) to help young people achieve the goal of at least 60 minutes of moderate (rapid walking, swimming, etc.) or intense (running, soccer, etc.) physical activity per day.
- Promote the adoption of healthy, safe behaviour in sports:
 - ways of avoiding injury;
 - ethics in sports;
 - non-violence in sports;
 - non-use of substances in sports.

Non-use of tobacco products

- Foster the development of the skills needed to identify and resist social influences that encourage smoking.
- Support young people's commitment to the fight against tobacco addiction by:
 - fostering links with non-governmental anti-smoking organizations;
 - giving more visibility to actions by young people, in particular via the media.

community

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE COMMUNITY

SPECIFIC STRATEGIES FOR THE COMMUNITY

12. Promote measures to reduce the transmission of infectious diseases.

- Know and apply measures to reduce the transmission of infectious diseases:
 - adequate personal hygiene: physical cleanliness, hand-washing, respiratory hygiene and etiquette, non-sharing of personal items (tooth or hair brush, drinking glass, hat, razor, towel, or sports equipment);
 - practices to prevent diseases transmitted via the blood and body fluids:
 - what to do when exposed to blood (nosebleed), body fluids or cuts (cleaning and bandaging wounds, washing hands and wearing clean gloves for any contact);
 - the dangers of contact with used needles and what to do if exposed;
 - what to do in the presence of a person exposed to or suffering from an infectious disease;
 - the importance, when infected, of avoiding vulnerable individuals (seniors, people with weak immune systems and babies);
 - the dangers and recommended actions when bitten by a human being or an animal.

MAIN INTERVENTION FOCUS

INVOLVE YOUNG PEOPLE, FAMILIES, AND SCHOOLS IN DECISIONS AND ACTIONS.

GENERAL STRATEGIES FOR THE COMMUNITY

13. Reinforce the contact between local and regional authorities and young people, families and schools in order to promote healthy lifestyle habits and safe behaviour.

SPECIFIC STRATEGIES FOR THE COMMUNITY

- Strengthen communication, participation, and collaboration by young people, parents, and schools via committees, programs, services and joint action groups.
- Involve all these actors at a very early stage in the planning process for healthy lifestyle habits and safe behaviour:
 - identification of the young people's global, integrated needs;
 - evaluation of the environmental diagnosis (strong and weak points of neighbourhoods);
 - identification and application of activities;
 - regular circulation of information on the services available.
- Support and encourage the actors' involvement in:
 - urban agriculture and food production (visits to producers, setting up gardens in schoolyards and parks, campaigns to improve the food supply in poor neighbourhoods);
 - the provision of support and structure for youth leaders;
 - the conditions (support, accompaniment, funding) and tools required for young people to implement their own social smoking prevention initiatives: tobacco company tactics, counter-marketing, debates, issues in the fight against tobacco.

community

MAIN INTERVENTION FOCUS

CONSOLIDATE THE PREVENTION ASPECT OF INTERVENTIONS AIMED AT YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR THE COMMUNITY

14. Foster the availability, continuity and quality of preventive services for young people and their families.

SPECIFIC STRATEGIES FOR THE COMMUNITY

Non-use of tobacco products

- Support parents who are concerned about their child's or their own tobacco habit (information, referrals).
- Provide quit-smoking services.

Oral health

- Encourage agreements with professional groups to offer dentistry services for families living in poverty.
- Raise awareness among dental clinics about treatment for children from underprivileged families.
- Circulate information on with dental services covered by the Province (RAMQ) for vulnerable families and recent immigrants.

Infectious diseases

- Circulate information and promotion on vaccination programs for families who are recent immigrants.

This intervention focus will be developed in more detail in a forthcoming document.

the school: a healthy

MAIN INTERVENTION FOCUS

REINFORCE THE CONDITIONS, COMMUNITIES AND ENVIRONMENTS THAT ARE CONDUCTIVE TO THE HEALTH AND WELL-BEING OF YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR SCHOOLS

1. *Ensure a healthy, safe physical environment inside and outside the school.*

SPECIFIC STRATEGIES FOR SCHOOLS

- Assess safety-related risks connected with cleanliness, maintenance, accessibility and risk of accident:
 - outdoors: buildings, walkways and grounds, playgrounds and equipment, parking area, school buses;
 - indoors: gymnasium, swimming pool, classes, laboratories, cafeteria, corridors, stairs, lockers, and washrooms.
- Keep structures and equipment in good condition, in compliance with safety standards, to provide optimal physical and sanitary conditions:
 - uncluttered corridors;
 - non-slip floors, solid stairway railings;
 - adequate lighting;
 - adequate noise level, temperature, ventilation, and inside air quality;
 - safe play surfaces and equipment;
 - dangerous substances kept locked up, safe laboratory equipment, accessible protective equipment and first aid kits;
 - properly functioning fire extinguishers and alarms;
- Ensure the adequate availability of sinks, soap, paper towels, and waste baskets.

stimulating environment

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR SCHOOLS

- 2. Provide students with good-quality, healthy food.*

SPECIFIC STRATEGIES FOR SCHOOLS

- Provide a supply of varied, nutritious foods, low in sugar but catering to young people's tastes, for meals and snacks.
- Introduce measures to make healthy food (breakfasts, lunches, and snacks) available to children in schools in underprivileged neighbourhoods.
- Join forces with the agro-food sector to subsidize meals or healthy food items in the cafeteria.
- Provide a pleasant, convivial space for meals.
- Regulate the contents of vending machines.
- Ensure that there are no advertisements for non-nutritious foods in the school.
- Create a low-risk environment for students with food allergies.

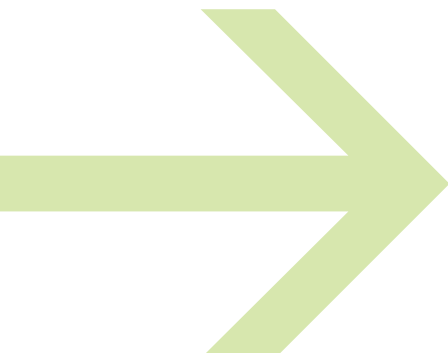
MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR SCHOOLS

3. *Ensure a healthy, safe environment for physical activities and sports.*

SPECIFIC STRATEGIES FOR SCHOOLS

- Provide all students with:
 - a daily period for physical activity (physical education class, recess, lunchtime, after-school and day-care activities) that will help them to achieve the goal of at least 60 minutes per day of moderate (fast walking, swimming, etc.) to intense (running, soccer, etc.) physical activity.
 - a variety of physical activities according to their interests and abilities.
- Join forces with the municipality and other community partners to foster active transportation (walking and bicycling) by creating safe infrastructures (paths, bicycle racks, pedestrian safety around the school, space reserved for protective equipment inside the school, etc.).
- Encourage the best possible use of infrastructures (premises, gymnasium, protective equipment, lockers, bicycle racks, etc.) in and around the school :
 - accessible at all times (evenings, weekends, March break, summer holidays, etc.);
 - affordable equipment rentals.



school

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR SCHOOLS

4. *Ensure that students are safe and supervised at all times.*

SPECIFIC STRATEGIES FOR SCHOOLS

- Ensure that no intruder can enter the building (doors locked, visitor identification, etc.).
- Supervise and direct activities in recreational areas (schoolyard, playground, cafeteria, day-care service) to:
 - ensure that physical activity areas are free of harassment, discrimination, bullying or violence;
 - develop the students' competencies (cooperation, peaceful conflict resolution, etc.).
- Working with partners, ensure that students are psychologically and physically safe from bullying, teasing, aggression, etc. when travelling to and from school, whether on foot, or by car or by bus.
- Ensure the safety of students during school outings (safe destination, emergency equipment, transportation, lodging, etc.).
- Provide ongoing first aid training for school staff.

MAIN INTERVENTION FOCUS

IMPLEMENT POLICIES THAT FOSTER THE HEALTH AND WELL-BEING OF YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR SCHOOLS

5. *Implement and enforce legislation and policies conducive to the adoption and maintenance of healthy lifestyle habits and safe behaviour by staff and students.*

SPECIFIC STRATEGIES FOR SCHOOLS

- Adopt and implement the MELS (Ministère de l'Éducation, du Loisir et du Sport) policy regarding healthy nutrition and a physically active lifestyle.
- Enforce the provisions of the Act (Bill 112) that prohibits smoking inside schools and on school grounds.
- Encourage the implementation of a school policy banning the use of tobacco products as part of a general policy on healthy lifestyle habits.
- Update the school's code of safe conduct:
 - safety rules and accident prevention;
 - specific safety rules for the use of dangerous equipment or materials in a class or activity;
 - rules concerning unauthorized access to a room or to equipment;
 - rules concerning the wearing of protective equipment and supervision by staff;
 - rules respecting property and the environment;
 - a ban on the possession of weapons (or objects that could be used or construed as weapons).
- Ensure that students, their parents and the school staff know about the policy, and involve them in its application.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR SCHOOLS

6. *Update the management plan for psychosocial, environmental, medical and other emergencies.*

SPECIFIC STRATEGIES FOR SCHOOLS

SPECIFIC STRATEGIES FOR SCHOOLS

This strategy applies mainly to medical or environmental emergencies. Readers should refer to Section 5.1, “Promotion of well-being, educational and social adaptation, and prevention of psychosocial problems” for strategies regarding psychosocial emergencies.

- List the main psychosocial (suicide, acts of violence), medical (serious accidents) and environmental situations that require a school emergency plan.
- Ensure that the action plan for each type of situation is updated and includes the following elements:
 - first aid protocols;
 - contacts with medical, dental, police, fire and emergency services;
 - transportation of injured persons;
 - communication with families, the City of Montreal or other appropriate community organizations;
 - roles and responsibilities of service providers;
 - evacuation procedures;
 - short- and long-term follow-up to crises involving staff, students, etc.

MAIN INTERVENTION FOCUS

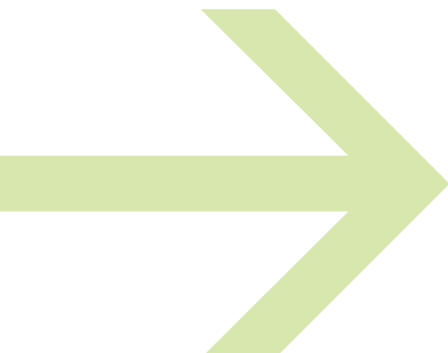
DEVELOP COMPETENCIES IN YOUNG PEOPLE, THEIR FAMILIES AND SERVICE PROVIDERS.

GENERAL STRATEGIES FOR SCHOOLS

7. *Reinforce the sense of competency among teaching and non-teaching staff concerning the promotion of healthy lifestyle habits and safe behaviour.*

SPECIFIC STRATEGIES FOR SCHOOLS

- Raise staff awareness of the connections between lifestyle habits, psychosocial well-being and educational success.
- Encourage continuous training in:
 - the application of general, integrated strategies related to the Healthy Schools and Communities approach;
 - effective interventions to promote healthy lifestyle habits and safe behaviour.
- Support the staff in planning and integrating educational activities in connection with healthy lifestyle habits and safe behaviour in their interactions with students (classes, extra-curricular activities, etc.).
- Develop and offer training for service providers who supervise youth leaders (young people involved in the fight against tobacco).
- Foster the development of the attitudes and behaviours required for the adoption of healthy lifestyle habits and safe behaviour by staff.
- Reinforce the positive role model provided by staff members for the students.
- Ensure consistency between teaching practices and the health messages conveyed (disciplinary measures other than suspension from sports activities, rewards other than sweet foods, etc.).



school

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR SCHOOLS

8. *Foster the adoption of healthy lifestyle habits and safe behaviour by students and their families.*

SPECIFIC STRATEGIES FOR SCHOOLS

- Develop a general, integrated plan for all activities and programs connected with healthy lifestyle habits and safe behaviour during the school year, for the students and their families, working jointly with them and the community:
 - analyze the situation;
 - agree on priorities and priority goals;
 - develop and implement ongoing, complementary joint promotion and prevention actions;
 - assess the results.
- Raise awareness among students and their families regarding:
 - the link between lifestyle habits, psychosocial well-being and educational success;
 - their responsibility in protecting their own health and in adopting and maintaining healthy lifestyle habits and safe behaviour;
 - the influence of the environment on their health and on the adoption and maintenance of healthy lifestyle habits and safe behaviour;
 - the importance of their role as positive models.
- Inform the media and the community of the school's commitment to creating an environment that supports the adoption of healthy lifestyle habits and safe behaviour.



MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR SCHOOLS

SPECIFIC STRATEGIES FOR SCHOOLS

Healthy nutrition

- Promote healthy nutrition among students and their families (lunches, snacks).
- Introduce a system to identify healthy foods in the cafeteria.
- Organize extra-curricular activities designed to develop the students' cooking skills

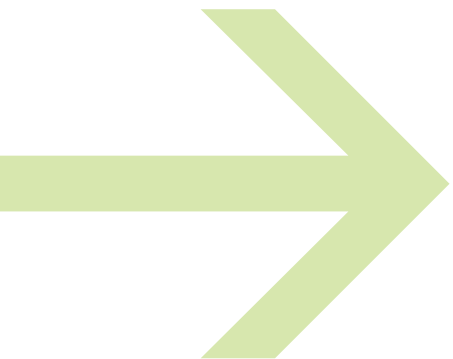
Physically active lifestyle

- Help the students to recognize the benefits of a physically active lifestyle: enjoyment, relaxation, sense of personal achievement, better physical condition and motor skills, opportunities to be with friends, etc.
- Raise the students' awareness of the importance of increasing the time spent on physical activity and reducing the time spent on sedentary activities.
- Provide the students with physical activities (traditional, innovative, playful, competitive, recreational, etc.) suited to their developmental stage, which allow them to take on significant personal challenges and achieve success.
- Teach safe behaviour during physical education classes, structured and free physical activities, at recess, and in extra-curricular activities.

Non-use of tobacco products

Grade 6 only in underprivileged neighbourhoods

- Review and improve educational activities designed to prevent smoking.



school

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR SCHOOLS

SPECIFIC STRATEGIES FOR SCHOOLS

Secondary school

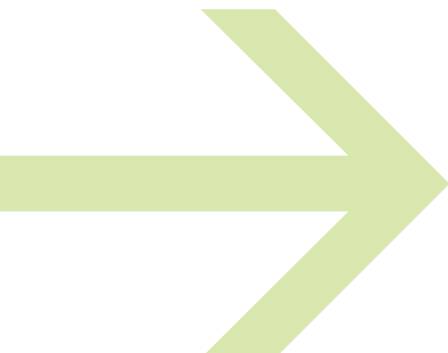
- In the classroom:
 - develop educational activities designed to prevent smoking, focusing on the ability to identify and resist negative social influences.
- Outside the classroom (after school and in the community):
 - develop activities to get young people involved in the fight against smoking:
 - o foster links between young people and non-governmental organizations engaged in the fight against smoking;
 - o give more visibility to young people's actions, via the media in particular.
 - introduce conditions (support, accompaniment, funding) to allow young people to carry out social smoking prevention actions: tobacco company tactics, counter-marketing, arguments, issues in the fight against smoking.
- Develop links with partners in the community (municipalities, retailers, recreational and youth organizations) so that they will support the school's measures to prevent young people from smoking.



MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR SCHOOLS

SPECIFIC STRATEGIES FOR SCHOOLS



- Encourage families to:
 - be non-smoking models for their children;
 - talk to their children about the risks associated with smoking;
 - refrain from providing their children with tobacco products;
 - establish family rules that prohibit tobacco use at home and in the car;
 - encourage and support their children in their efforts to quit smoking.

Safe behaviour

- In the classroom and in specific school activities, teach accident and trauma prevention:
 - when travelling on foot, on a bicycle or in a vehicle;
 - in sports and recreational activities;
 - in water activities;
 - in connection with hazardous substances (poisons);
 - in connection with dangerous objects (weapons);
 - in connection with fires.
- Encourage young people to adopt healthy, safe behaviours by:
 - complying with safety rules;
 - wearing protective equipment including a mouth guard;
 - observing the positive role models provided by adults;
 - prohibiting violent behaviour;
 - prohibiting substance use.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR SCHOOLS

9. *Promote measures to reduce the transmission of infectious diseases.*

SPECIFIC STRATEGIES FOR SCHOOLS

- Inform and encourage the school staff and students to take steps to prevent the transmission of infectious diseases:
 - adequate personal hygiene: cleanliness, hand-washing, respiratory hygiene and etiquette, non-sharing of personal items (tooth or hair brush, drinking glass, hat, razor, towel and sports equipment);
 - prevention of diseases transmitted via the blood or body fluids:
 - what to do when exposed to blood (nosebleed), body fluids or cuts (cleaning and bandaging wounds, washing hands and wearing clean gloves for any contact);
 - dangers of contact with used needles and what to do if exposed to a used needle;
 - what to do in the presence of a person who has been exposed to an infectious disease or is already infected;
 - when infected, the importance of not visiting vulnerable people (seniors, people with weakened immune systems and babies);
 - dangers and recommended actions when bitten by a human being or an animal.
- *Know and apply the recommendations set out in the guide entitled Prevention and control of infectious diseases in schools.*

MAIN INTERVENTION FOCUS

INVOLVE YOUNG PEOPLE, FAMILIES AND THE COMMUNITY IN DECISIONS AND ACTIONS.

GENERAL STRATEGIES FOR SCHOOLS

10. Foster the involvement of young people, families and the community in the effort to promote healthy lifestyle habits and safe behaviour.

SPECIFIC STRATEGIES FOR SCHOOLS

- Reinforce participation by school staff, students, families and the community in preparing and applying a general, integrated plan of activities conducive to healthy lifestyle habits and safe behaviour:
 - educational activities,
 - sports and other physical activities,
 - promotion activities and campaigns at school and in the community (promotion of healthy foods, menu planning, local produce gardens, evaluation of the neighbourhood food supply, promotion of a physically active lifestyle, Winter Fun event, Physical Education Week, Quebec Smoke-Free Week, Smoke-Free Families, Dental Health Month, etc.),
 - special school and community events (school snow outings, March break, Winter Fun, Health Festival, the Tour de l'île cycling event, the Défi J'arrête, j'y gagne quit-smoking initiative, etc.).
- Inform school staff, students, families and the community about the school's actions to encourage healthy lifestyle habits and safe behaviour, so that they will support them and ensure their continuity.
- Involve and supervise youth leaders in organizing and hosting activities.
- Encourage interventions by health professionals (school nurses, social workers, dental hygienists, Healthy Schools and Communities officers, etc.) to promote healthy lifestyle habits and safe behaviour among young people and their families.

MAIN INTERVENTION FOCUS

CONSOLIDATE THE PREVENTION ASPECT OF INTERVENTIONS AIMED AT YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR SCHOOLS

11. Improve the accessibility, continuity and quality of preventive health services.

SPECIFIC STRATEGIES FOR SCHOOLS

Health problems

- Apply the interventions recommended for students at risk of anaphylactic shock at school.

Nutrition

- Support students who have dietary problems: allergies, food insecurity, malnourishment, etc.

Non-use of tobacco products

- Promote and encourage school staff, parents and students to use the quit-smoking services offered by the health network.

Oral health

- Encourage oral check-ups at school (in Kindergarten, Grade 2, and Secondary II) and the use of dentistry services.
- Foster student participation in individualized preventive follow-up from Kindergarten to Grade 2 (health education and topical application of fluoride) and the application of sealants for pits and fissures (Grade 2 and Secondary II).

Infectious diseases

- Support the implementation of a school immunization program:
 - promote vaccination of students according to the recommended schedule by distributing information to students and their parents;
 - help the school nurse to organize vaccination campaigns (in Grade 4 and Secondary III).

This intervention focus will be developed in more detail in a forthcoming document

the family :

MAIN INTERVENTION FOCUS

STRENGTHEN THE CONDITIONS AND ENVIRONMENTS THAT FOSTER THE HEALTH AND WELL-BEING OF YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR THE FAMILY

1. ***Create a family environment conducive to the acquisition and maintenance of healthy lifestyle habits and safe behaviour.***

SPECIFIC STRATEGIES FOR THE FAMILY

Healthy nutrition

- Provide and promote a varied, nourishing low-sugar diet for meals, snack and box lunches.
- Promote family mealtimes.

A safe, physically-active lifestyle

- Choose safe, active transportation methods for the family's everyday travel (walking, cycling).
- Ensure the safety of small children during physical activities and travel :
 - accompany small children when walking outside;
 - ensure that children are familiar with traffic signs;
 - depending on their age, accompany children during sports activities such as cycling, and ensure that they are properly supervised during sports and recreational activities;
 - use sports equipment that is in good condition and take the necessary steps to prevent sports and recreational injuries (protective equipment, mouthguard, etc.).

Non-use of tobacco products

- Provide a smoke-free family environment:
 - prohibit smoking at home and in the car;
 - do not provide children with tobacco products.

a positive model

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE FAMILY

SPECIFIC STRATEGIES FOR THE FAMILY

Oral health

- Ensure access to oral hygiene products.
- Encourage yearly visits to the dentist, if possible.

Healthy, safe behaviour

- Ensure the child's safety in the home:
 - keep the home clean and safe (smoke and carbon monoxide detectors, etc.);
 - be aware of the responsibilities of tenants, landlords and municipalities in the up-keep and repair of homes, and refer to them when needed;
 - keep a printed emergency plan (emergency exits, meeting point outside the home, telephone numbers, etc.);
 - keep a kit for emergencies (water, non-perishable foods, flashlight, battery-operated radio);
 - ensure that all family members are aware of the emergency plan.
- Ensure the child's safety in a vehicle:
 - make sure small children use a child car seat adjusted to their size and weight until they are at least 63 cm. tall when seated;
 - ensure that children aged 12 and under sit in the back seat;
 - ensure that all passengers wear their safety belts;
 - never drive under the influence of substances (alcohol or drugs), and always comply with traffic rules and speed limits.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE FAMILY

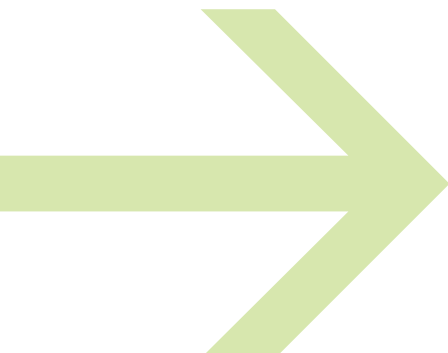
- 2. Supervise and help children to acquire and maintain healthy lifestyle habits and safe behaviour.***

SPECIFIC STRATEGIES FOR THE FAMILY

- Reinforce educational messages at school and in the community concerning healthy lifestyle habits and safe behaviour through a coherent discourse, real-life examples and information on the consequences of not complying with the rules.

A safe, physically active lifestyle

- Provide a safe framework for physical activities and active transportation:
 - respect for each individual's limits;
 - adequate supervision.
- Encourage children to practise a safe, physically active lifestyle:
 - underscore the importance of daily physical activity (especially for girls) to help achieve the goal of at least 60 minutes of moderate (fast walking, swimming, etc.) or intense (running, soccer, etc.) physical activity every day.
 - encourage children to be patient and to persevere if they do not succeed the first time;
 - encourage children to spend more of their leisure time in activities outside the home ("Go outside and play.")
 - limit sedentary leisure activities (television, computer, video games) to less than two hours a day;
 - enrol children in organized physical activities, if possible.



family

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE FAMILY

SPECIFIC STRATEGIES FOR THE FAMILY

- Become a positive role model by practising a physical activity (sports or recreation) with the children:
 - daily, amusing, free or organized, individual or team activities at school or in the community;
 - activities that promote a physically active lifestyle (Winter Fun, Physical Education Week, etc.);
 - events that promote healthy lifestyle habits (Tour de l'île, Winter Fun, Health Festival, etc.).

Non-use of tobacco products

- Assert the value of not smoking: convey clear messages about the risks associated with tobacco use, become a positive non-smoking role model.
- Respect bans on smoking in public spaces.
- Take part in activities that promote a non-smoking lifestyle (Famille sans fumée) and contests (Défi J'arrête, j'y gagne).

MAIN INTERVENTION FOCUS

DEVELOP COMPETENCIES IN YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR THE FAMILY

3. *Strengthen the family's sense of competency in promoting healthy lifestyle habits and safe behaviour for their children.*

SPECIFIC STRATEGIES FOR THE FAMILY

- Acquire knowledge about the child's needs:
 - lifestyle habits – healthy nutrition, physically active lifestyle, good oral health and regular sleep;
 - risks associated with tobacco use.
- Understand the importance of adopting and maintaining healthy physical, psychological (self-esteem, relaxation, etc.), intellectual (learning at school) and social (making friends, learning to interact with other young people, etc.) lifestyle habits and safe behaviour for the child's development and the prevention of certain diseases.
- Understand the importance of acting early in the children's lives to help them adopt healthy lifestyle habits and safe behaviour.
- Understand and reinforce the adults' role as positive models for their children.
- Understand the role of the environment in the development of diseases and safety problems (allergies caused by domestic animals, effects of second-hand smoke, etc.).
- Be aware of activities and resources available at school and in the community to encourage the adoption and maintenance of healthy lifestyle habits and safe behaviour.

Oral health

- Understand the link between oral health and overall health (nutrition, sleeping, speech problems, etc.).
- Know the sequence of tooth growth and what a healthy mouth should look like.
- Learn why dental decay occurs, its consequences (pain, infection, etc.), and how to prevent it (role of fluoride).
- Acquire good oral hygiene habits (method and frequency of tooth-brushing and flossing) and learn about their effects on oral health.
- Learn the basics of nutrition – especially snacks – and its connection with the development of dental decay and erosion (loss of enamel due to chemical action of foods).

family

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE FAMILY

SPECIFIC STRATEGIES FOR THE FAMILY

- Understand the importance of using dental services:
 - to maintain oral health;
 - to address signs and symptoms of oral health problems (colour change, pain).
- Know the eligibility criteria for the RAMQ's dental programs (for people receiving unemployment benefits and children aged 9 and under).
- Know the reasons for oral screening at school (Kindergarten, Grade 2, and Secondary II).
- Be aware of the importance of the child's participation in individualized preventive follow-up from Kindergarten to Grade 2 (health education and topical fluoride application) and the application of protective sealants (Grades 2 and Secondary II).
- Understand the importance of personal protection when practising sports (mouth guard) and its effectiveness in preventing mouth and tooth injuries.
- Develop the ability to recognize dental emergencies and apply first aid procedures.
- Be aware of harmful products and their consequences for oral health (tongue or lip piercing, tobacco products and derivatives such as snus or chewing tobacco).

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE FAMILY

SPECIFIC STRATEGIES FOR THE FAMILY

4. *Reinforce the family's sense of competency concerning the prevention of infectious diseases in children.*

- Know the recommended immunization schedule and understand the importance of keeping the child's vaccinations up to date.
- Know and apply measures to prevent the transmission of infectious diseases.
- Know the signs and symptoms of the main infectious diseases that affect children.
- Know the resources available to deal with infectious diseases and where to obtain information (Info-santé: 811, CSSS, etc.).

5. *Foster the development of the child's competencies in connection with the acquisition and maintenance of healthy lifestyle habits and safe behaviour.*

- See the child and adolescent parts of Section 5.2, "Promotion of healthy lifestyle habits and safe behaviour, and the prevention of health problems" and Section 5.1, "Promotion of well-being, school and social adaptation, and the prevention of psychosocial problems."
- Transmit and discuss family values with the child, in relation to:
 - safe, healthy lifestyle habits and behaviour;
 - non-use of tobacco products.
 - Help the child to take a critical look at factors that may influence his or her decisions regarding healthy lifestyle habits and safe behaviour:
 - the negative influence of peers and advertising on consumption habits,
 - harmful messages concerning smoking conveyed in the media, in videos and in films.

family

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE FAMILY

SPECIFIC STRATEGIES FOR THE FAMILY

Healthy nutrition

- Develop the child's confidence in his or her ability to make healthy food choices.
- Encourage the child to be curious about and interested in the social and cultural aspects of nutrition (family meals, Canadian and foreign cuisine, etc.).
- Help the child to develop a healthy image of his or her physical appearance.
- Involve the child in the preparation of meals.
- Raise the child's awareness of the interdependency between individuals and the environment (food production and its impact on the environment, unequal distribution of food in the world, etc.).
- Help the child to become an informed consumer of food (autonomy, economic considerations in choosing healthy foods, etc.).

A safe, physically active lifestyle

- Urge the child to develop the basic motor skills (running, throwing, catching, and handling objects, etc.) appropriate to his or her stage.
- Urge the child to develop social skills during physical activities (communication, cooperation, etc.).
- Introduce the child to potential lifelong physical activities (swimming, cycling, skating, walking and hiking, etc.).

Oral health

- Urge the child to maintain good oral health :
 - appropriate use of oral hygiene products (tooth-brushing technique with fluoride toothpaste and use of dental floss);
 - care of tooth-brushing items to prevent the transmission of infections;
 - the child's cooperation when using dental services.



MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR THE FAMILY

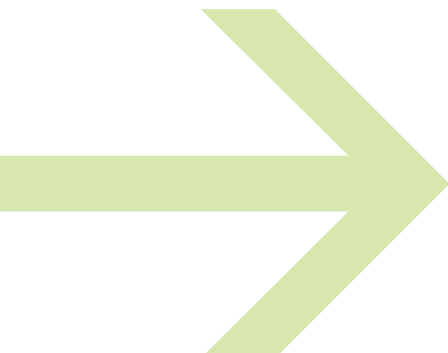
SPECIFIC STRATEGIES FOR THE FAMILY

Infectious diseases

- Teach the child to adopt forms of behaviour that will help prevent the transmission of infectious diseases:
 - adequate personal hygiene: body cleanliness, hand-washing, respiratory hygiene and etiquette, non-sharing of personal items (tooth or hair brush, drinking glass, hat, razor, towel and sports equipment);
 - prevention of diseases transmitted through the blood and body fluids:
 - what to do when exposed to blood (nosebleed), body fluids or cuts (cleaning and bandaging wounds, washing hands and wearing clean gloves for any contact);
 - dangers of contact with used needles and what to do if exposed to a used needle;
 - what to do in the presence of a person who has been exposed to an infectious disease or is already infected;
 - when infected, the importance of not visiting vulnerable people (seniors, people with weakened immune systems and babies);
 - dangers and recommended actions when bitten by a human being or an animal.
- Be aware of the benefits of vaccination.

Safe behaviour

- Teach the child to identify, avoid and reduce the seriousness of situations that may potentially cause trauma.
- Teach the child to protect himself or herself against certain diseases.



family

MAIN INTERVENTION FOCUS

INVOLVE YOUNG PEOPLE AND THEIR FAMILIES IN DECISIONS AND ACTIONS.

GENERAL STRATEGIES FOR THE FAMILY

6. *Encourage the child and other family members to become involved in efforts to promote healthy lifestyle habits and safe behaviour at school and in the community.*

SPECIFIC STRATEGIES FOR THE FAMILY

- Whenever possible, take part in the different levels of decision-making concerning the supply of services to promote healthy lifestyle habits and safe behaviour among children (school governing board, participative organizations for parents, boards of community organizations).

A physically active lifestyle

- Help (as a trainer, volunteer or administrator) to organize and implement sports and other physical activities at school and in the community, as well as activities to promote a physically active lifestyle and special events to promote healthy lifestyle habits.

MAIN INTERVENTION FOCUS

CONSOLIDATE THE PREVENTION ASPECT OF INTERVENTIONS AIMED AT YOUNG PEOPLE AND THEIR FAMILIES.

GENERAL STRATEGIES FOR THE FAMILY

7. *Become involved in preventive actions.*

SPECIFIC STRATEGIES FOR THE FAMILY

Health problems

- Inform the school of the child's specific medical conditions (immune deficiency, allergies, etc.).

Non-use of tobacco products

- Encourage and support the child in his or her efforts to quit smoking.

Oral health

- Encourage the child to participate in oral screening at school (Kindergarten, Grade 2 and Secondary II).
- Encourage the child to take part in individualized preventive follow-up from Kindergarten to Grade 2 (health education and topical application fluoride) and the application of sealants for pits and fissures (Grade 2 and Secondary II).
- After oral screening, make sure the child visits the dentist if necessary.

Infectious diseases

- Inform the school when the child contracts an infectious disease.
- Keep the child at home to prevent transmission of the disease.
- Ensure that the child is vaccinated in accordance with the recommended schedule.

Cet axe d'intervention sera complété ultérieurement.

children: aware and dynamic at elementary school

MAIN INTERVENTION FOCUS

DEVELOP COMPETENCIES IN YOUNG PEOPLE.

GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

1. *Acquire the knowledge required to adopt and maintain healthy lifestyle habits and safe behaviour.*

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

All grade levels

- Be aware of general needs concerning a healthy diet, a physically active lifestyle, oral health, and regular sleep.
- Understand the importance of adopting and maintaining healthy physical, psychological (self-esteem, relaxation, etc.), intellectual (learning at school) and social (making friends, learning to interact with other young people, etc.) lifestyle habits and safe behaviour.
- Understand one's own responsibility to protect one's health and to adopt and maintain healthy lifestyle habits and safe behaviour.
- Understand the influence of the environment on health and the adoption and maintenance of healthy lifestyle habits and safe behaviour.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

1.1 Know the basic principles and benefits of a healthy diet.

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

Kindergarten, Grades 1 and 2

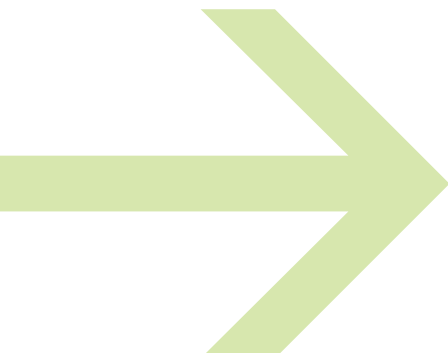
- Know which foods are essential for growth and good health (fruits and vegetables, cereals, milk or milk substitutes, meat or meat substitutes).
- Understand the importance of eating breakfast to start the day well.
- Know the difference between meals and snacks and identify nutritious snacks (fruits, vegetables, whole-grain products).

Grades 3 and 4

- Be aware of the links between nutrition, health, growth and the level of physical activity.
- Be aware of the importance of eating a variety of foods.

Grades 5 and 6

- Know the specific nutritional needs of children according to their age, growth rate, height, weight and level of physical activity.
- Be aware of the importance of eating enough fruits, vegetables and whole-grain products, in accordance with the recommendations in Canada's Food Guide.
- Know which foods are low in fat and sugar.



children

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

*1.2 Develop curiosity and an interest
in the social and cultural aspects of
nutrition.*

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

All grade levels

- Try out a wide variety of foods produced in Quebec and elsewhere.

Kindergarten, Grades 1 and 2

- Be able to recognize the taste, appearance, texture and smell of different foods.
- Discover the social aspect of nutrition (meals eaten as a family, at school, meal preparation).

Grades 3 and 4

- Distinguish between and appreciate the flavours of food (salty, sweet, acid, bitter).
- Recognize one's own food preferences.

Grades 5 and 6

- Understand the influence of sociocultural factors on nutrition (traditions, beliefs, religions, values, education).
- Discover the eating habits of peoples of different cultures and religions.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

1.3 Understand the interdependency between individuals and the environ- ment.

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

Kindergarten, Grades 1 and 2

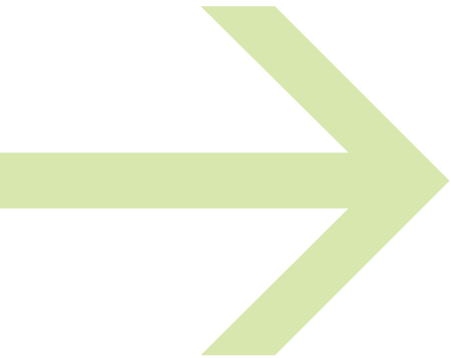
- Distinguish between foods of vegetable and animal origin.
- Recognize the different types of food stores (grocery store, butcher's shop, market, etc.).

Grades 3 and 4

- Understand the industrial processing of certain foods (wheat to flour to bread).
- Distinguish between the production stages of food and their impacts on the environment (food processing and transportation, creation of waste, etc.).

Grades 5 and 6

- Realize that some healthy foods are not accessible to everyone.
- Realize that food is not distributed equally throughout the world, and understand the reasons for this (climate, agro-food production, social organization, etc.).
- Understand the environmental effects of over-packaging of food items and the importance of recycling.



children

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

1.4 Know the basic principles and benefits associated with a safe, physically active lifestyle.

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

All grade levels

- Define a safe, physically active lifestyle.
- Be aware of the benefits of a safe, physically active lifestyle for health, well-being and learning.
- Learn the basics about physical activities (spatial body movement, coordination, etc.).
- Know the rules of safety and protection applicable to physical activities.
- Know about the sports and other physical activity resources in the community.

Grade 3 and 4

- Understand the positive and negative influences of the media on behaviour (sedentary lifestyle, safe behaviour, etc.).

Grades 5 and 6

- Explore the positive and negative aspects of competitiveness in sports (self-esteem, over-training, exhaustion, injuries, etc.).
- Understand the importance of limiting the time spent on sedentary leisure activities (computer, television, video games).

MAIN INTERVENTION FOCUS

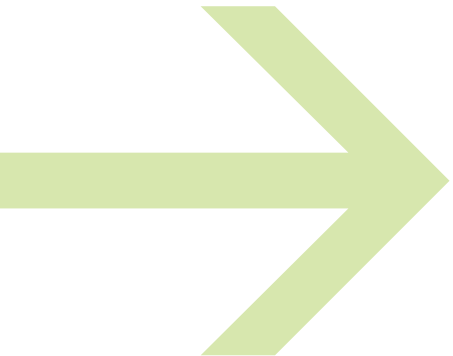
GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

1.5 Acquire notions of oral health.

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

All grade levels

- Understand the effects of oral health on overall health (eating, sleeping, speech problems, etc.).
- Know the sequence of tooth growth and what a healthy mouth should look like.
- Learn why dental decay occurs, its consequences (pain, infection, etc.), and how to prevent it (role of fluoride).
- Acquire good oral hygiene habits (method and frequency of tooth-brushing and flossing) and learn about their effects on dental health.
- Learn the basics of nutrition – especially snacks –and its connection with the development of dental decay and erosion (loss of enamel due to chemical action of foods).
- Understand the reasons for regular dental check-ups (Kindergarten, Grade 2).
- Understand the importance of personal protection when practising sports (mouth guard) and its effectiveness in preventing injuries to the mouth and teeth.



children

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

- 2. Develop the competencies required to adopt and maintain healthy lifestyle habits and safe behaviour.*

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

-
- 2.1 Develop confidence in one's ability to make healthy food choices.*

Grades 3-6

- Evaluate daily food intake in terms of quality, variety and portion size, based on the recommendations contained in Canada's Food Guide.
- Recognize the influence of other people (family, friends, school, neighbourhood, media) on food choices (snacks, box lunches, etc.).
- Evaluate the quality of certain food products (candy, soft drinks, etc.) that they or other children buy with their pocket money.
- Develop the ability to deal with pressure to eat foods with low nutritional value (fast food, convenience store snacks, etc.).
- Examine, interpret and compare the information on labels (quality of ingredients, prices, etc.).

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

*2.2 Develop a positive image of one's
physical appearance (figure).*

*2.3 Develop food preparation and preser-
vation skills.*

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

See Section 5.1: "Intervention strategies for the promotion of well-being, school and social adaptation and the prevention of psychosocial problems."

All grade levels

- Know the rules of hygiene applicable to food preparation and understand their importance to health (washing hands, food, kitchen utensils, etc.).
- Understand the importance of being careful while cooking.

Kindergarten, Grades 1 and 2

- Discover the pleasure of helping to prepare meals.

Grades 3 and 4

- Learn simple food preparation techniques (sandwiches, snacks).
- Understand the meaning and importance of respecting the best-before date on food labels.

Grade 5 and 6

- Learn basic food preparation and handling techniques (use of electric equipment, ovens, knives, food storage).
- Begin to develop autonomy in preparing snacks and simple, healthy meals.

children

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

2.4 Develop motor skills for physical activities.

2.5 Develop social skills for physical activities.

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

Kindergarten, Grades 1 and 2

- Learn and use the basic movements required for fine and overall motor skills.

Grades 3 to 6

- Develop the basic motor skills needed to practise team sports (forward, defence, goaltender, etc.).
- Develop motor skills through play and pleasure.

All grade levels

- Develop social skills (cooperation, negotiation, problem-solving, communication, etc.) related to the practice of physical activities.
- Understand the importance of respecting each person's performance level.

Grade 3 to 6

- Develop self-affirmation skills to resist social pressure in favour of a sedentary lifestyle.
- Encourage parents and friends to practise physical activities.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

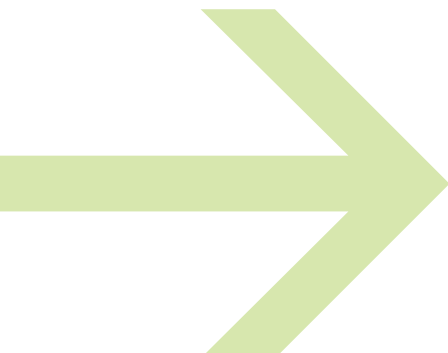
2.6 Develop oral health skills.

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

All grade levels

-Develop good oral hygiene habits:

- tooth-brushing technique and use of dental floss(daily elimination of tooth plaque);
- use of oral hygiene products (fluoride toothpaste and dental floss);
- care of tooth-cleaning items to prevent the transmission of infection.



3. Learn to adopt preventive behaviour with respect to infectious diseases.

All grade levels

- Identify and apply measures to reduce the transmission of infectious diseases:

- adequate personal hygiene: body cleanliness, hand-washing, respiratory hygiene and etiquette, non-sharing of personal items (tooth- or hair brush, drinking glass, hat, razor, towel and sports equipment);
 - practices to prevent diseases transmitted via the blood and body fluids:
 - what to do when exposed to blood (nosebleed), body fluids or cuts (cleaning and bandaging wounds, washing hands);
 - dangers of contact with used needles and what to do if exposed to a used needle;
 - what to do in the presence of a person who has been exposed to an infectious disease or is already infected;
 - when infected, the importance of not visiting vulnerable people (seniors, people with weakened immune systems and babies);
 - dangers and recommended actions when bitten by a human being or an animal.
- Know the benefits of vaccination.

children

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

4. *Develop the skills required to identify, avoid or reduce the seriousness of situations that may potentially cause trauma.*

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

All grade levels

- Identify dangerous situations in the environment:
 - dangers related to roads (in or near a vehicle);
 - risks related to recreational activities (bicycle, skating accidents);
 - risks in or near bodies of water;
 - dangers at home and at school (hazardous substances, poisons, pointed objects, etc.);
 - dangers of fire, burns, dangers related to electricity;
 - risks in being with animals.
- Develop and use skills to avoid or reduce the seriousness of situations that may potentially cause trauma:
 - in sports and leisure activities:
 - o know and comply with the rules of safety and good conduct;
 - o use protective equipment;
 - o depending on age, be accompanied and properly supervised by an adult for certain activities;
 - when travelling on foot or by car:
 - o depending on age, be accompanied by an adult when crossing the street;
 - o use a car seat (in accordance with recommendations) and a safety belt when travelling in the car.



MAIN INTERVENTION FOCUS

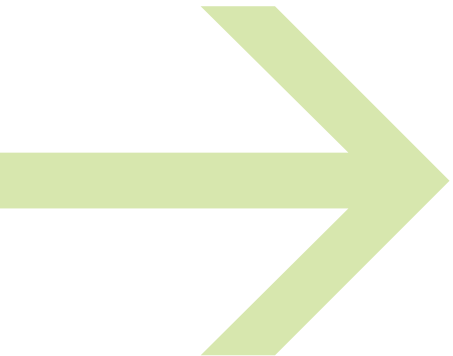
GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

- in all situations:
 - o know where to seek help or to report an incident (9-1-1, know one's home address and how to contact the different emergency services);
 - o be familiar with emergency exits.

Grade 5 and 6

- Be familiar with the family emergency plan.
- Know where the home emergency kit is located.



children

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

5. *Develop the skills needed to protect against certain diseases.*

6. *Adopt a healthy, active, safe lifestyle.*

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

All grade levels

- Know how to screen against the effects of the sun (sun cream, hat, clothing, etc.)
- Dress appropriately for the weather and for different activities.
- Protect one's hearing from excessive noise levels (volume of personal stereo devices).
- Prevent back injuries:
 - maintain good posture;
 - wear a correctly-adjusted backpack that is not too heavy.

Grade 5 and 6

- Understand the importance of visits to the doctor, diagnosing and treating illnesses (asthma, allergies) and taking medication as instructed.
- Know the symptoms of the most common illness, their causes and the role of healthy behaviour in preventing them.
- Help to promote and maintain a safe, healthy environment.

Grade 3 to 6

- Set stimulating, realistic personal goals for the adoption of a healthy, active, safe lifestyle.
- Evaluate the progress made and adjust the goals accordingly.

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

RECOMMENDATIONS FOR A HEALTHY, ACTIVE, SAFE LIFESTYLE

Healthy diet

- Eat meals composed of a variety of nutritious foods from the four food groups in Canada's Food Guide: fruit and vegetables; cereals; milk and milk substitutes; meat and meat substitutes.

Physically active lifestyle

- Engage in the equivalent of at least 60 minutes per day of pleasant, moderate-to-high-intensity physical activity appropriate to one's developmental stage, in a safe context:
 - moderate intensity (fast walking, skating, cycling, swimming);
 - high intensity (running, soccer).

Reduce the time spent on sedentary leisure activities to less than two hours per day (computer, television, video games).

- Act and interact in a variety of physical activity contexts: individual, group, outdoor activities, fitness training, etc.
- Think of new physical activities that can take place in everyday life at school, with the family, or elsewhere.
- Follow the rules of safety and protection when practising physical activities.

children

MAIN INTERVENTION FOCUS

GENERAL STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

SPECIFIC STRATEGIES FOR CHILDREN IN ELEMENTARY SCHOOL

Oral health

- Incorporate the following measures into everyday life:
 - daily oral hygiene (tooth-brushing and flossing);
 - choice of low-sugar foods;
 - regular visits to the dentist;
 - regular use of a mouth guard when required.

Sleep

- Develop a healthy sleeping pattern:
 - create a calm, peaceful bedtime environment;
 - adopt a regular schedule for going to bed and getting up;
 - sleep an age-appropriate number of hours.

adolescents:

actors

MAIN INTERVENTION FOCUS

DEVELOP COMPETENCIES IN
YOUNG PEOPLE.

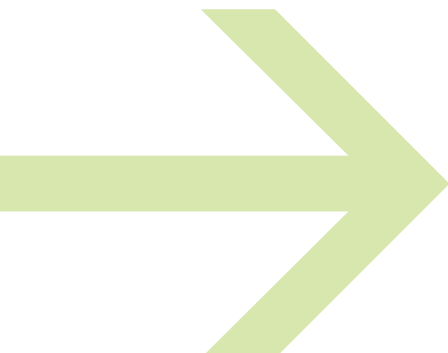
GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

1. *Acquire the necessary knowledge to adopt and maintain healthy lifestyle habits and safe behaviour.*

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

All levels

- Be aware of the general need for a healthy diet, a physically active lifestyle, oral health and regular sleep.
- Understand the importance of adopting and maintaining healthy physical, psychological (self-esteem, relaxation, etc.), intellectual (learning at school) and social (making friends, learning to interact with other young people, etc.) lifestyle habits and safe behaviour.
- Know the effects of diet and physical activity on present and future health (growth, weight, energy, concentration, etc.).
- Know the risks associated with the use of tobacco products and other substances (see also Section 5.1: “Intervention strategies for the promotion of well-being, school and social adaptation, and the prevention of psycho-social problems.”)
- Understand the importance of being responsible for protecting one’s health and adopting and maintaining healthy lifestyle habits and safe behaviour.
- Understand the influence of the environment on health and on the adoption and maintenance of healthy lifestyle habits and safe behaviour.
- Understand the sociocultural factors that influence behaviour (traditions, beliefs, religions, values).



in their own health in secondary school

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

1.1 Know the basic principles and benefits of a healthy diet.

1.2 Develop curiosity and an interest in the social and cultural aspects of nutrition.

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

All levels

- Know about nutritional needs according to age, growth and level of physical activity.

Secondary I and II

- Identify the substances (proteins, fats, sugars, vitamins, mineral salts, fibres, water, etc.) that are essential for the organism to function properly.
- Understand the effects of these substances on the human body, and know how they complement one another.
- Know which foods are high and low in fat, cholesterol, sodium, and sugar.
- Understand the link between the energy derived from food and the energy used in physical activity.

Secondary III to V

- Understand the benefits of a balanced diet.
- Identify foods that contain elements that are essential to health (fibre, calcium, iron, Vitamin A, Vitamin C, etc.).

All levels

- Understand how a person's tastes and food preferences change over time.
- Try out a wide variety of foods produced in Quebec and elsewhere.
- Explore and respect the eating habits of different cultures, religions and ethnic groups.
- Understand the connections between the quality of the atmosphere at mealtimes and the pleasure of eating.
- Identify the psychological aspects that can influence nutrition (sadness, anxiety, happiness, etc.).

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

1.3 Understand the interdependency between individuals and the environ- ment.

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

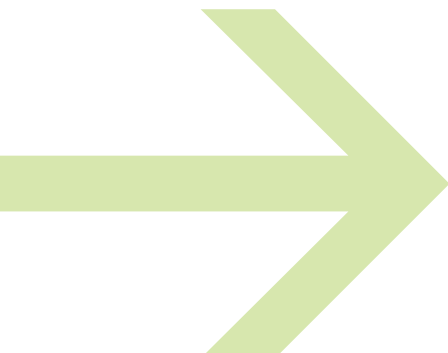
All levels

Healthy diet

- Understand the industrial processing of certain foods and the impacts on their nutritional value.
- Explore the ecological impacts of the different stages of food production.
- Identify the consequences of food choices on the environment (purchasing locally, transportation of imported produce).
- Understand the environmental effects of over-packaging of food items and the importance of recycling.
- Recognize that some healthy foods are not accessible to everyone.
- Realize that food is not distributed equally throughout the world and understand the reasons for this (climate, agro-food production, social organization, etc.).
- Explore ways to overcome the factors (limited access to healthy foods, poverty) that perpetuate unequal food distribution in the world.

A physically active lifestyle

- Identify the positive and negative consequences of lifestyle habits on the environment (active transportation instead of car).



adolescents (secondary)

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

1.4 Know the basic principles and benefits associated with a safe, physically active lifestyle.

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

All levels

- Be aware of the benefits of a safe, physically active lifestyle for health (positive impacts on growth, weight, muscle mass, etc.), well-being and learning.
- Be aware of the different types of physical activity (endurance, flexibility, muscle-building, etc.) and their effects on the human body.
- Know and understand the rules of safety and protection applicable to sports and other physical and leisure activities.
- Know and understand the importance of limiting time spent on sedentary leisure activities (computer, television, video games).
- Explore different positive and negative social influences (friends, media) on behaviour (sedentary lifestyle, safe behaviour, etc.).
- Explore the positive and negative aspects of competitiveness in sports (self-esteem, over-training, exhaustion, injuries, etc.).
- Be aware of the resources that offer sports and other physical activities in the community.

MAIN INTERVENTION FOCUS

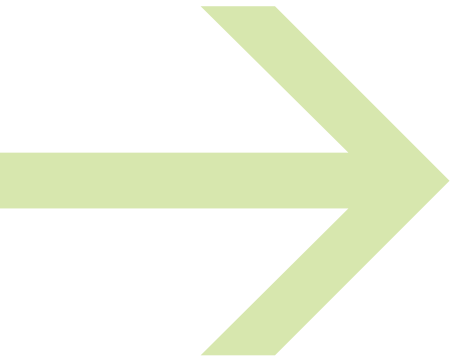
GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

1.5 Acquire notions of oral health.

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

All levels

- Understand the effects of oral health on overall health (eating, sleeping, speech problems, etc.).
- Know what a healthy mouth should look like.
- Learn why dental decay occurs, its consequences (pain, infection, etc.), and how to prevent it (role of fluoride).
- Acquire good oral hygiene habits (method and frequency of tooth-brushing and flossing) and learn about their effects on dental health.
- Learn the basics of nutrition – especially snacks – and its connection with the development of dental decay and erosion (loss of enamel due to the chemical action of foods).
- Understand the reasons for regular dental check-ups (Secondary II).
- Understand the importance of personal protection when practising sports (mouth guard) and its effectiveness in preventing injuries to the mouth and teeth.
- Know which products and practices are harmful to oral health (tongue and lip piercing, tobacco products and derivatives such as snus and chewing tobacco).



adolescents (secondary)

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

2. *Develop the competencies required to play a role in one's own health.*

2.1 *Take a critical look at the factors that may influence decisions concerning healthy lifestyle habits and safe behaviour.*

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

- Become involved in and assume responsibility for the efforts made by schools and the community to improve health and the environment (smoking prevention activities, layout of facilities, etc.).
- Look at what motivates people to adopt and maintain healthy lifestyle habits and safe behaviour.
- Understand the positive and negative influence exercised by peers and advertising on consumption habits and behaviours.
- Recognize and correct mistaken beliefs about lifestyle habits.
- Recognize tendencies and fashions in lifestyle habits.
- Be aware of the influence of product availability on lifestyle habit choices.
- Identify and analyze the factors that influence the practice of physical activities (knowledge, attitudes, sense of competency, environment, etc.).
- Develop skills in decision-making, self-affirmation and resistance to negative social pressures (peers, media) in connection with lifestyle habits (food choices, sedentary lifestyle, use of tobacco products, etc.) and safe behaviour.

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

2.2 Develop the skills needed to become a smart consumer of food products.

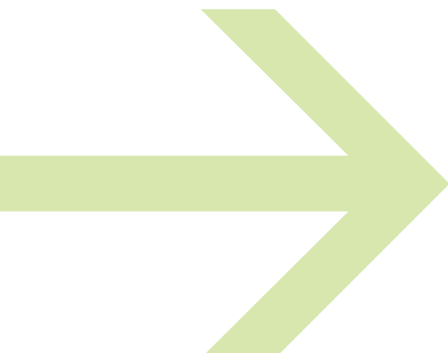
SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

All levels

- Develop a sense of responsibility in respect of food choices, particularly at breakfast, lunch and snack time.
- Become better able to make informed food choices in a variety of settings (with family, at friends' homes, at school, in restaurants, etc.).
- Evaluate the quality of food products (candy, soft drinks, etc.) that they and other adolescents buy with their pocket money.
- Examine, interpret and compare information on labels (nutritional value, ingredients, additives, best-before date, etc.).

Secondary III to V

- Be able to draw up a grocery list and calculate how much the items will cost.
- Be aware of the economic aspect of food choices.
- Debunk misleading information on the composition and effects of certain products (energy drinks, vitamins, mineral salts, protein supplements, etc.).
- Understand the influence of marketing techniques at the supermarket and in the media, encouraging purchases of non-nutritious foods.
- Analyze the influence of globalization on eating habits (uniformization of food products and tendencies).



adolescents (secondary)

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

2.3 Develop a positive image of one's physical appearance (figure).

2.4 Develop food preparation and preservation skills.

2.5 Develop social skills for physical activities.

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

See Section 5.1: "Intervention strategies for the promotion of well-being, school and social adaptation, and the prevention of psycho-social problems."

All levels

- Develop safe, clean food preparation skills: avoid risks of contamination, clean work surfaces, know how to use different types of electrical equipment, oven, etc.
- Know cooking techniques and the basic methods of preserving food, and their effects on nutritional value.
- Learn various food preparation techniques: measuring ingredients, following recipes, etc.
- Learn to respond appropriately to emergency situations: injuries, fire, etc.

All levels

- Develop motor skills through:
 - a structured, supervised program of physical activity to develop fitness (cardiovascular, endurance, muscular strength, etc.);
 - individual and group activities and organized sports.

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

2.6 Develop social skills for physical activities.

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

All levels

- Develop social skills (cooperation, negotiation, problem-solving, communication, etc.) related to the practice of physical activities.
- Understand the importance of respecting each individual's performance level.
- Identify the psychological aspects that can affect physical activity: sadness, worry, joy, etc.



2.7 Develop the ability to resist pressure to use tobacco products.

See also Section 5.1 “Intervention strategies for the promotion of well-being, school and social adaptation, and the prevention of psycho-social problems.”

All levels

Define one's values and behaviour

- Recognize and correct mistaken beliefs about the effects of cigarette smoking and the true number of smokers.
- Define personal values regarding the use of tobacco products.
- Understand the reasons that lead to the use of tobacco: discovery, affirmation, perceiving an advantage such as pleasure, making friends, being invited to a party, etc.
- Develop a critical view of the norms (rules) and social stereotypes (clichés) about smoking:
 - define the notions of social pressure, norms and stereotypes;
 - recognize the social situations (family, friends) that pressurize people to start smoking;
 - examine the role and influence of the Internet, the media, films and videos in encouraging young people to start smoking, and in promoting the a connection between popularity, pleasure and smoking cigarettes.

adolescents (secondary)

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

- Respect the code of conduct (rules) at school, at home and in the community regarding tobacco use.

Learning self-affirmation and resistance to pressure

- Recognize high-risk situations and develop the ability to be assertive and resist pressure to consume tobacco.
- Use the positive influence of peers to overcome, avoid or deal with high-risk situations.
- Take part in alternative social and cultural activities and in smoking prevention initiatives by schools and the community.
- Be aware of support resources and know how to get help.

2.8 Develop oral health skills.

All levels

- Develop good oral hygiene habits:
 - tooth-brushing technique and use of dental floss (daily elimination of tooth plaque);
 - use of oral hygiene products (fluoride toothpaste and dental floss);
 - care of tooth-cleaning articles to prevent the transmission of infection.

MAIN INTERVENTION FOCUS

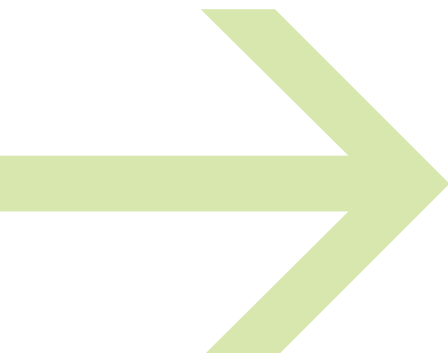
GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

3. *Learn to adopt preventive behaviour with respect to infectious diseases.*

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

All levels

- Identify and apply measures to reduce the transmission of infectious diseases:
 - appropriate personal hygiene: body cleanliness, hand-washing, respiratory hygiene and etiquette, non-sharing of personal items (tooth- or hair brush, drinking glass, hat, towels and sports equipment, razor);
 - practices to prevent diseases transmitted via the blood and body fluids:
 - what to do when exposed to blood (nosebleed), body fluids or cuts (cleaning and bandaging wounds, washing hands);
 - dangers of contact with used needles and what to do if exposed to a used needle;
 - what to do in the presence of a person who has been exposed to an infectious disease or is already infected;
 - when infected, the importance of not visiting vulnerable people (seniors, people with weakened immune systems, and babies);
 - dangers and recommended actions when bitten by a human being or an animal.
- Know the benefits of vaccination.



adolescents (secondary)

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

4. *Develop the skills required to identify, avoid or reduce the seriousness of situations that may potentially cause trauma.*

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

All levels

- Identify dangerous situations in the environment:
 - dangers related to roads (in or near a vehicle; travelling with a driver who is under the influence of a substance);
 - risks related to recreational activities (bicycle, skating accidents);
 - risks in or near bodies of water;
 - dangers at home and at school (hazardous substances, poisons, pesticides, etc.);
 - dangers of fire, burns, dangers related to electricity;
 - risks in being with animals.
- Develop and use skills to avoid or reduce the seriousness of situations that may potentially cause trauma:
 - in sports and leisure activities:
 - know and comply with the rules of safety and good conduct;
 - use protective equipment;
 - have adequate supervision.
 - when travelling in a vehicle or on foot:
 - use a safety belt when riding in a car.

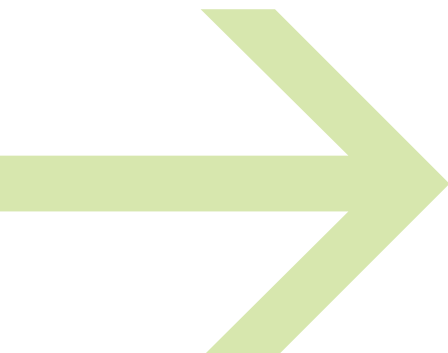


MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

- in all situations:
 - know where to seek help or to report an incident, be familiar with emergency services;
 - be familiar with the family emergency plan;
 - be familiar with emergency exits;
 - know where the home emergency kit is located;
 - know first aid procedures;
 - know the safety rules applicable to activities at home when no adult is present;
 - understand and show how peers can help one another to avoid dangerous situations;
 - recognize the dangers associated with substance use;
 - for young drivers: be aware of the risks associated with driving an automobile or another motor vehicle (motorcycle).



adolescents (secondary)

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

5. *Develop the skills needed to protect against certain diseases.*

6. *Adopt and maintain a healthy, active, safe lifestyle.*

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

All levels

- Know how to screen against the effects of the sun (sun cream, hat, clothing, etc.)
- Dress appropriately for the weather and for different activities.
- Protect one's hearing from excessive noise levels (volume of personal stereo devices).
- Prevent back injuries :
 - maintain good posture;
 - wear a correctly-adjusted backpack that is not too heavy.
- Understand the importance of visits to the doctor, diagnosing and treating illnesses (asthma, allergies) and taking medication as instructed.
- Know the symptoms of the most common illness, their causes and the role of healthy behaviour in preventing them.
- Help to promote and maintain a safe, healthy environment.

All levels

- Set stimulating, realistic personal goals for the adoption of a healthy, active, safe lifestyle.
- Identify obstacles to the achievement of those goals.
- Implement strategies to change one's behaviour.
- Evaluate the progress made and adjust the goals accordingly.
- Reward successes.

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

RECOMMENDATIONS FOR A HEALTHY, ACTIVE, AND SAFE LIFESTYLE

Healthy diet

- Eat meals composed of a variety of nutritious foods from the four food groups in Canada's Food Guide: fruit and vegetables; cereals; milk and milk substitutes; meat and meat substitutes.
- Adapt eating habits to suit nutritional needs, age, growth, weight, and physical activity level.
- Make informed choices from the selection of food available in different places (convenience stores, snack bars, fast food restaurants, cafeteria).

A physically active lifestyle

- Engage in the equivalent of at least 60 minutes per day of pleasant physical activity appropriate to the developmental stage, in a safe context :
 - moderate-intensity (fast walking, skating, bicycling, swimming),
 - high-intensity (running, soccer).
- Reduce the time spent on sedentary leisure activities to less than two hours a day (computer, television, video games).
- Act and interact in a variety of physical activity contexts: individual, group, outdoor activities, fitness training, etc.
- Think of new physical activities that can take place in everyday life at school, with the family, or elsewhere.
- Follow the rules of safety and protection when practising physical activities.
- Become involved in promoting a more physically active lifestyle (encourage relatives and friends to adopt an active lifestyle).

adolescents (secondary)

MAIN INTERVENTION FOCUS

GENERAL STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

SPECIFIC STRATEGY FOR ADOLESCENTS IN SECONDARY SCHOOL

Non-use of tobacco

- Do not use tobacco.

Oral health

- Incorporate the following measures and procedures into everyday life:
 - daily oral hygiene (tooth-brushing and flossing);
 - choices of low-sugar foods;
 - regular visits to the dentist;
 - regular use of a mouth guard when necessary.

Sleep

- Develop a healthy sleeping pattern:
 - create a calm, peaceful bedtime environment;
 - adopt a regular schedule for going to bed and getting up;
 - sleep an age-appropriate number of hours.

conclusion

The intervention strategies presented in this reference framework are aimed at the Montreal community, so that it can come together and work to provide our children and adolescents with conditions conducive to health, well-being and educational success. These strategies can be used as guidelines by planners and service providers as they identify the goals and actions required to promote healthy environments and support our young people in their development. They are innovative, in that instead of focusing on preventing negative behaviours, they promote the types of environments and skills required by young people to achieve their full potential by adopting integrated, developmental and ecological strategies.

This tool does not claim to answer every question. Instead, it should be viewed as a starting-point, an instrument to be developed jointly with all the partners. The strategies proposed will serve as fuel for every stage of local and regional action, from partner involvement to needs analysis, planning and evaluation. There is no single method of doing this; the actions taken should be based on each community's specific situation and priorities.

This document therefore constitutes a first phase. Once the strategies have been finalized – especially those relating to preventive services and selective prevention for high-risk youth – it will be possible, with the collaboration of our partners, to move on to the next stage, namely the selection and development of the most promising interventions. As we invest in the health, well-being and educational success of today's youth, we are also investing in the adults, parents and leaders of tomorrow. So let us work together to offer them the very best!

our young people

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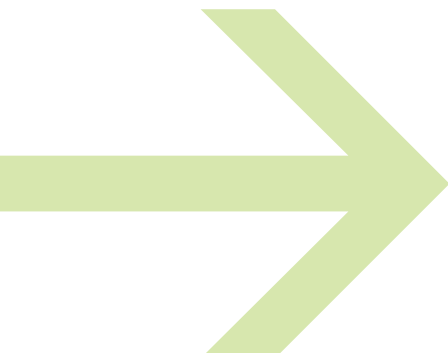
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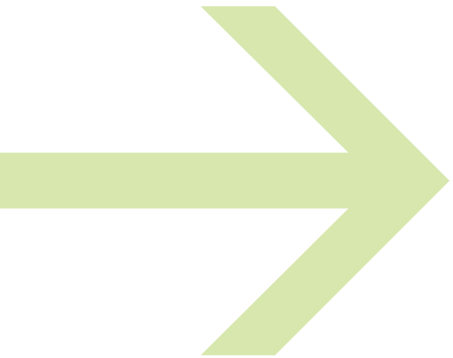
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Appendix

NUMBER AND PERCENTAGE OF 5-17 YEAR-OLDS IN MONTREAL, BY CSSS TERRITORY, 2008.

CSSS	5 à 11 ans			12 à 17 ans			5 à 17 ans		
	N	%		N	%		N	%	
Ahuntsic et Montréal-Nord	12 115	7,1		11 496	6,8	(+)	23 611	13,9	(+)
Bordeaux-Cartierville-Saint-Laurent	11 001	8,0	(+)*	9 549	6,9	(+)	20 550	14,9	(+)
Cavendish	9 340	7,4	(+)	8 459	6,7		17 799	14,2	(+)
Cœur-de-l'île	6 799	6,1	(-)*	5 986	5,3	(-)	12 785	11,4	(-)
de la Montagne	18 436	7,8	(+)	15 304	6,5	(-)	33 740	14,3	(+)
de la Pointe-de-l'île	13 297	6,9	(-)	14 852	7,7	(+)	28 149	14,5	(+)
de l'Ouest-de-l'île	18 785	8,6	(+)	19 417	8,8	(+)	38 202	17,4	(+)
Dorval-Lachine-Lasalle	9 283	6,8	(-)	9 117	6,7		18 400	13,4	(-)
Jeanne-Mance	6 527	4,6	(-)	5 393	3,8	(-)	11 920	8,3	(-)
Lucille-Teasdale	10 078	5,7	(-)	9 675	5,5	(-)	19 753	11,2	(-)
Saint-Léonard et Saint-Michel	10 723	8,2	(+)	9 219	7,0	(+)	19 942	15,2	(+)
Sud-Ouest-Verdun	9 527	6,8	(-)	9 061	6,4	(-)	18 588	13,2	(-)
Total	135 911	7,1 %		127 528	6,6 %		263 439	13,7 %	

*(+)(-): Statistically superior or inferior percentage in Montreal

Source: ISQ, population projections, January 2005 version

**Agence de la santé
et des services sociaux
de Montréal**

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