Save this learning guide and complete each module as it is assigned. When submitting your learning guide on teams, please submit only one document with the work you have completed up to that point. Every two weeks as you are ready to submit your work, remove the previous document and replace it with your updated work.

* You are responsible for writing the answers out yourself.
* Copying and pasting answers from the reading material into this document will result in a mark of incomplete for the assignment.
* Failure to complete all components of the learning guide will result in a final grade of incomplete on your report card.

**Wellness**

Identify and describe the 7 dimensions of wellness and then give an example of what you could do to improve your wellness in that area.

|  |  |  |
| --- | --- | --- |
| **Dimension of Wellness** | **Description** | **Way to Improve** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |

**Risk Factors**

Explain the difference between modifiable and non-modifiable risk factors:

|  |
| --- |
|  |
|  |
|  |

Identify and describe the six types of risk factor. Include in your description whether or not the risk factor is modifiable or non-modifiable.

|  |  |
| --- | --- |
| **Categories of Risk Factors** | **Description** |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| **6** |  |

**Lifestyle Risk Factors**

Identify and describe the lifestyle risk factors that were described in the course content.

|  |  |
| --- | --- |
| **Lifestyle Risk Factor** | **Effects** |
| **1** |  |
| **2** |  |
| **3** |  |
| **4** |  |

**Three Food Groups**

Identify and describe the three food groups outlined in *Canada's Food Guide*.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Food Group** | **Examples** | **Nutrients** | **Tips for Choosing** | **Proportion of a Plate it Should Occupy** |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |

What is the recommended drink of choice? Why is it the recommended drink of choice?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

**Advisories for Healthy Eating**

Identify and describe the seven advisories to promote healthy eating that were outlined in *Canada's Food Guide*.

|  |  |  |
| --- | --- | --- |
| **Advisory** | | **Description** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |
| **7** |  |  |

**Tips To Get Active: Physical Activity Tips for Youth 12–17**

Identify the recommended duration and frequency for both types of physical activity as described in *Tips To Get Active: Physical Activity Tips for Youth (12–17 Years)*.

|  |  |  |
| --- | --- | --- |
| **Type of Physical Activity** | **Daily Recommended Duration** | **Frequency Per Week** |
| 1. |  |  |
| 2. |  |  |

Identify and describe the two types of aerobic activities. Your description should include how well someone can talk while performing each type. Lastly, include some examples of each.

|  |  |  |
| --- | --- | --- |
| **Type of  Aerobic Activity** | **Description** | **Examples** |
| 1. |  |  |
| 2. |  |  |

Identify and describe the two types of strengthening activities? What are some examples of each?

|  |  |  |
| --- | --- | --- |
| **Type of  Strengthening Activity** | **Description** | **Examples** |
| 1. |  |  |
| 2. |  |  |

**Canada's 24-Hour Guidelines for Movement**

Summarize the guidelines for a healthy 24 hours:

|  |  |  |
| --- | --- | --- |
| **Recommended Number of Hours** | **Category** | **Description** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Canada's Strategy for Mental Health**

Define each of the following key words from the youth perspective on *Changing Directions, Changing Lives: The Mental Health Strategy for Canada*. Include examples where appropriate.

This table includes the strategic direction in which each term is defined to help you to find the definitions more quickly in the document.

|  |  |  |
| --- | --- | --- |
| **Strategic Direction** | **Key Word** | **Definition** |
| **1** | **Protective factor** |  |
| **1** | **Stigma** |  |
| **1** | **Contact-based education** |  |
| **2** | **Recovery** |  |
| **3** | **Barriers** |  |
| **3** | **Primary healthcare** |  |
| **3** | **Peer support** |  |
| **4** | **Social determinants of health** |  |
| **4** | **Person-centered approach** |  |
| **4** | **Health equity** |  |
| **5** | **Colonization** |  |
| **5** | **Cultural safety** |  |
| **6** | **Knowledge translation** |  |