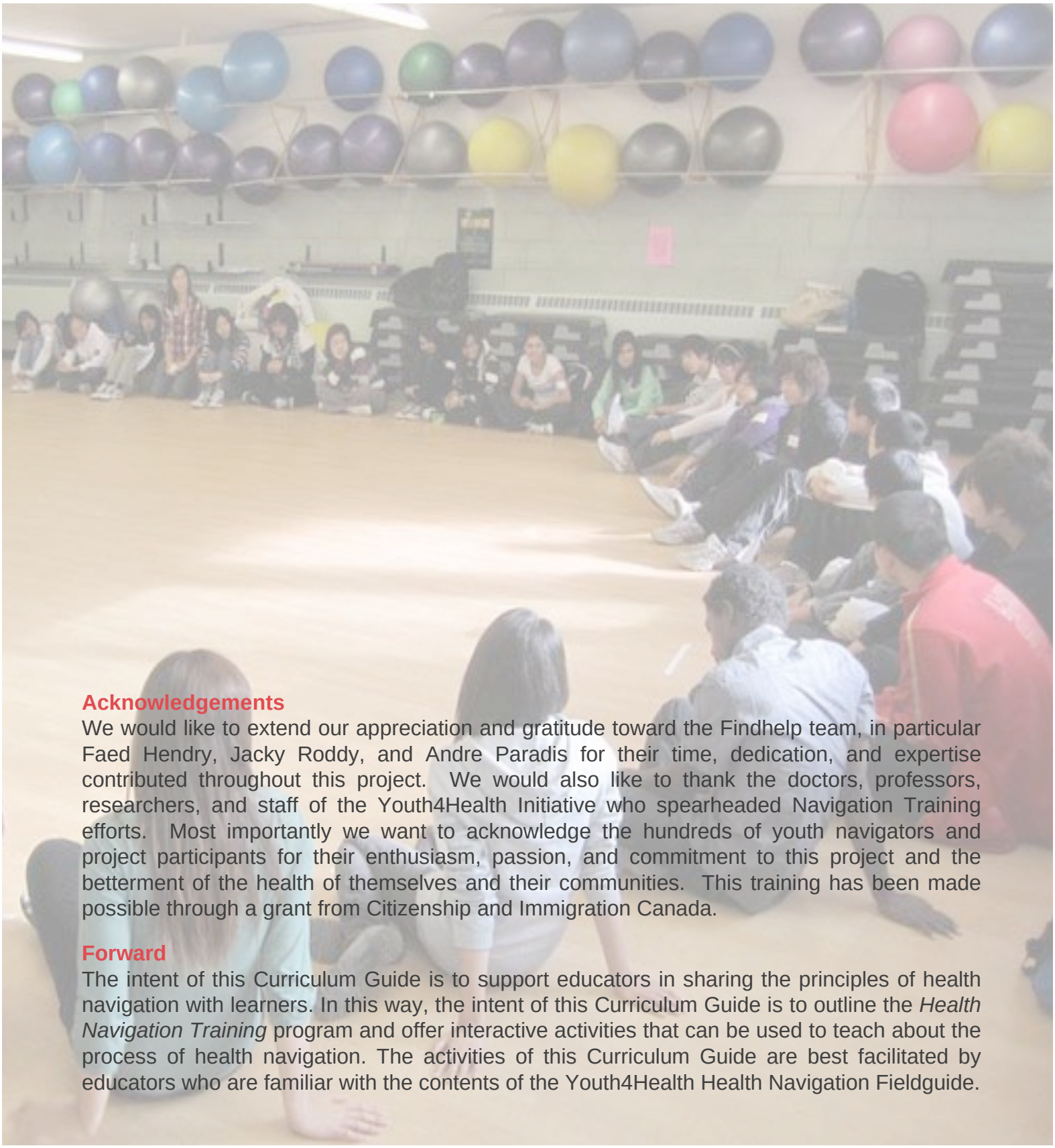
Y4h
youth for health
health
navigation
curriculum
guide




## Acknowledgements

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## Forward

The intent of this Curriculum Guide is to support educators in sharing the principles of health navigation with learners. In this way, the intent of this Curriculum Guide is to outline the *Health Navigation Training* program and offer interactive activities that can be used to teach about the process of health navigation. The activities of this Curriculum Guide are best facilitated by educators who are familiar with the contents of the Youth4Health Health Navigation Fieldguide.

# health navigation curriculum guide

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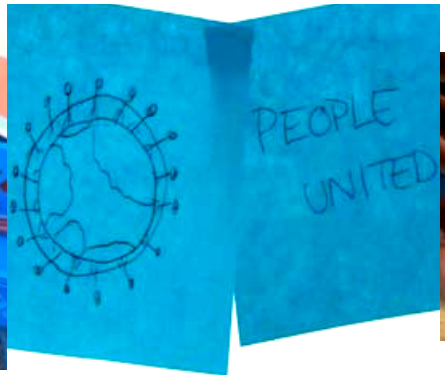

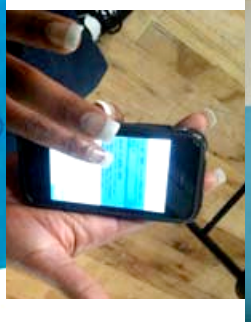

# Introduction

Youth4Health is a community-based research project that seeks to empower newcomer youth to become “health navigators”. Youth from recent immigrant families often serve as bridges between their households and their wider communities. Now, with the widespread availability of powerful information and communication technologies, such as mobile phones, search engines and web-based social networks, there are unprecedented opportunities for youth to network in support of their families while connecting with other youth playing the same role.

The Youth4Health Youth Health Navigation training aims to equip young people with the knowledge, skills, and resources they need in order to support their friends and families in navigating the health care and health promotion systems in Ontario, Canada. Youth4Health is working with young newcomers across Ontario, training them in the following areas: (1) Roles and responsibilities of a health navigator, (2) Health promotion concepts, (3) The ‘ Identify, Sensitize, and Connect’ Model of Health Navigation, and (4) Awareness of available resources and tools that support health navigation. The intention of this Curriculum Guide is to enable individuals that have not directly received the Youth4Health Youth Health Navigation training to also gain knowledge in the practice of health navigation through classroom-based activities and other group learning opportunities.

# Learning Objectives

The specific learning objectives of this Curriculum Guide are as follows:

- To introduce participants to the concept and practice of health navigation so they may learn to effectively direct family and peers to relevant health services and supports
- To enable participants to identify, assess and utilize tools and resources for health navigation
- To understand and practice the ‘Identify, Sensitize, and Connect’ model of Health Navigation
- To understand the roles and responsibilities of the Youth Health Navigator

# How to Use this Guide

This guide is organized by five Modules. Within each Module, educators/ trainers will find:

- Table of contents for each Module;
- Materials and Aids to facilitate Module lessons;
- A Module Description and
- A full Module Lesson Plan with activity descriptions and worksheets

For educators or learners that are interested in acquiring further background information on health navigation, a Health Navigation Fieldguide containing a glossary of terms and an Online Toolkit of interactive games and videos are available at http://navigatethis.org.

# Module 1 - Introductions & Foundations

This module will introduce the Youth Health Navigator Training Program objectives and foundations, in particular the concept of the Social Determinants of Health.

## Table of Contents:


1. Module 1 Description
2. Module 1 Lesson Plan
3. Lesson Plan Extras
4. Module Objective Breakdown
5. Appendix
6. Sources


## Materials and Aids:

- Writing Utensils
- Board
- Markers
- Paper
- Chart Paper
- Sticky Notes
- Icebreaker Activity (see Appendix)
- Video playing device
- Navigate This! Fundamentals video
- List of House Rules

## Module 3 Description:

| |
|---|
| **Audience:** Youth Health Navigator Trainees |
| **Length:** Variable - depending on how much time is allocated and how detailed you want the lesson to be. |
| **Objective:** To introduce the students to the Youth Health Navigator Training Program and explore the social determinants of health and how they influence individual and community health. |
| **Key Stage Curriculum Outcomes Developed:**<br>▪ Introduce the training program, expectations and ideologies supporting the training theory<br>▪ Identify and Analyze ideas of community and health<br>▪ Identify and Analyze the social determinants of health<br>▪ Clarify any questions and concerns about the upcoming program |
| **Specific Curriculum Outcomes:**<br>▪ Students will gain skills in such areas as group work, critical thinking, and new forms of learning processes. |

- This unit is aimed to directly affect the students, so that they get a true understanding of the topics covered. Students can also do additional research on their own time or in their personal life.
- Students will grasp an understanding of the role of culture in "health navigation".
- Students will use the visuals and group discussion to assist in learning and understanding the topics covered.
- Students will grasp an understanding of the social determinants of health and how they influence individual and community health.

## Module 1 Lesson Plan:

**1. Introductions and Setting the Learning Environment - *20 minutes***

***1a – Icebreaker Activity***. When starting a new program it is important to introduce yourself and have the class introduce themselves to each other. This can be accomplished by doing an icebreaker. Icebreakers are tools/activities that give participants an opportunity to familiarize themselves with each other and gain a sense of comfort with their surroundings. If the students are new and unfamiliar with one another it is a good idea to try an icebreaker to warm up the class. If the class is a group of acquaintances that know each other well, an icebreaker can still be useful to build energy and enthusiasm for the lesson. See the Appendix of this unit for a list of good icebreaker activities.

***1b – Establishing Ground Rules.*** Once the class has had a chance to familiarize themselves with the space and each other it is important to establish the ground rules and introduce the lesson. It is good practice to determine the ground rules that you feel strongly about prior to the beginning of class. The rules and expectations can be discussed at the start of the class so that everybody is clear on what is expected, and has a chance to provide input into their ideas of what constitutes a safe and inspiring learning environment.

***1c – The Learning Space.*** It is also important to familiarize yourself with the space before facilitation starts so that you can advise students where the facilities are, where exits are located and anything else you feel the class should know about the space.

**2. Overview of the Youth Health Navigator Training Program - *10 minutes***

***2a – Overview of the Program.*** By now everybody has had an opportunity to familiarize themselves with the space and ground rules. Students have also had an opportunity to introduce themselves and learn something about their classmates. Now is the perfect time to start teaching the training material that must be covered in order to finish the program. Explain to the class that after the completion of this training program, all participants will be Youth Health Navigators. Ask the class what they think it means to be a Youth Health Navigator and record responses on the board. After the class has finished responding explain that the role of a Youth Health Navigator will be defined throughout the program. However, at this point, students should be informed that the role of a Youth Health Navigator is to:

"The Youth Health Navigator's role is to assist others by empowering under-served populations to identify and better access quality health services. They do this by creating connections within the community and helping people become more aware of the health related challenges they face and the opportunities for change."

***2b – Objectives of the Program.*** Explain the objectives of the training program:

- Provide necessary tools for youth to serve as health navigators
- Assist in identifying health issues and appropriate health services
- Identify resources, responsibilities, boundaries and limitations of a Youth Health Navigator

**3. Fundamentals of Youth Health Navigation – *30 minutes***

***3.a – Understanding Health & Community.*** A fundamental aspect of Youth Health Navigation is a broad understanding of the concepts of *Health* and *Community*, in particular how they are interconnected, and how they relate to health navigation.

To explore these concepts; tape two pieces of chart paper to walls on opposite sides of the room. Title one *Health* and the other *Community*.

Distribute sticky notes to the class and ask everybody to think of what *Health* and *Community* means to them. All students are to write at least one word, idea and/or definition for both terms (at least two sticky notes). These words/definitions/ideas should be derived from their own experience, in other words what Health and Community mean to them. This can be based on things they have experienced, things they have learned (formally or informally) and/or things they have felt.

When everybody has finished writing their notes, students are then asked to stick all of the *Health* sticky notes on the *Health* titled chart paper and all the *Community* sticky notes on the *Community* titled chart paper.

When everybody has posted their thoughts, ask everybody to take a few minutes to read what their classmates posted. You can also read samples of the sticky notes out loud to the whole class. After everybody has had an opportunity to read/hear what their classmates' posts, have a class discussion about the activity, what people learned and what surprised them.

**4. Social Determinants of Health – *20 minutes***

***4a – Navigate This! The Basics Video***. The next step in becoming a Youth Health Navigator is grasping an understanding of the Social Determinants of Health and how they influence the work that we do. To explain this Youth4Health has prepared the *Navigate This! The Basics* video. Please screen this video for your class which is accessible at http://navigatethis.org.

After everybody has screened the video ask the class their thoughts. Have a discussion about the Social Determinants of Health and ask how they influence health. Link these ideas back to the understandings of *Health* and *Community* that you discussed in #3 above.

***4b – Social Determinants of Health Wrap-Up***. To conclude the discussions ask the class to brainstorm the 14 main Social Determinants of Health. In other words ask them to list what they believe to be the 14 most important Social Determinants. Ask for a volunteer to come forward and record the responses on the board. When the class is finished responding show the following list and compare to the list generated by the class.

**The Social Determinants of Health (as outlined by the Public Health Agency of Canada):**

1. ***Income and Income Distribution***
2. ***Education***
3. ***Unemployment and Job Security***
4. ***Employment and Working Conditions***
5. ***Early Childhood Development***
6. ***Food Security***
7. ***Housing***
8. ***Social Exclusion***
9. ***Social Safety Network***
10. ***Health Services***
11. ***Aboriginal Status***
12. ***Gender***
13. ***Race***
14. ***Disability***

Ask the class if there is anything that was missed or if there is anything that should be added to the list. Finally, discuss how these determinates influence our health and how it could impact the work that we do. This should be done through brainstorming and class discussion.

## Lesson Plan Extras:

**Enrichment/Remedial:** Students that are excelling at the material being presented can act as youth facilitators and help those who are having difficulty grasping the concepts. The training is intended for all participants, so it is important that all students complete all of the activities collectively. This gives students a great opportunity to build teamwork skills, communication skills and facilitation skills, and also allows students to become more comfortable with the group.

**Evaluation Procedures:** Students can be evaluated on a continual basis through discussion, feedback and completion of activities. Through continual evaluation, the facilitator can judge students' levels of comprehension. Through observation, the facilitator can pair students who are not at the same level of understanding to help level the playing field for all and allow all participants to confidently complete all material.

## Module Objective Breakdown:

| Module | Conceptual Knowledge | Lesson Plan/ Strategies | Primary Skills | Suggested Resources |
|---|---|---|---|---|
| **Introductions and Foundations** | Introduction<br><br>Youth Health Navigator Training Objectives<br><br>Explore the concepts of *Health* and *Community* and they are they related<br><br>Social Determinants of Health | Students will have an opportunity to explore the role of a Youth Health Navigator through various criteria.<br><br>This is best achieved through a safe environment and collaborative learning. | Process<br><br>Inquiry<br><br>Communication<br><br>Participation | Icebreakers<br><br>Navigate This! Basics video<br><br>List of Social Determinants of Health |

## Module 1 Appendix:

### Icebreaker Activities

The following is a list of possible icebreakers that can be used throughout the training sessions. It is recommended that one is used for the initial training session, but it is also advisible to use one for the start of each lesson/unit. Feel free to create or use your own Icebreakers in addition to the ones listed below.

All Icebreakers can be used to introduce a group to each other, help energize the group before the start of a lesson and/or for a fun activity to help break up the day. All Icebreakers can be adapted accordingly and used in any lesson, including many of your own. Please use this list as a base to build upon for future lessons and classes.

1) **Children's Literature –** After initial introductions, ask all students to get out a piece of paper and a writing utensil. Explain to the class that you are going to read Judith Viorst's "*Alexander and the Terrible, Horrible, No Good, Very Bad Day*." After listening to the story, students are to write down a bad morning experience that they have experienced. When everybody has finished, ask the class to share. This is a great warm up activity because adults often forget the value of children's books and it is a great way to put people in a good mood for the day. This book can be found at most public libraries or other children's books can also be used. (20 minutes)

2) **Mystery Bag** – Before you do this activity you must count the number of participants attending your session. This can be done beforehand from registration or at the beginning of class by simply counting everybody present. When you have established the number of participants, you must select an equal number of random objects and a bag. Place all of the objects in the bag and get each of the students to come to the front of the class in turn to select an item. After they choose a random item, they are to state their name and explain how the item relates to who they are. This is to be done by all students and gives everybody a chance to learn each other's names and something about them. (~10 – 20 minutes)

3) **Two Truths and a Lie –** This activity is ideal for 10 – 15 participants, but can be used for larger groups if the group is split. Have volunteers tell the class two things that are true about themselves and one lie. This can be completely random or themes can be put on the activity such as travel, experiences within navigation or school. The class is to guess which statement is the lie. (~15 minutes)

4) **The West Wind Blows For Everyone Who _____–** Arrange the chairs in a circle around the class. Have one fewer chairs than there are students. Ask for a volunteer to start. The volunteer is to stand in the middle of the circle of chairs and the rest of the class is to sit in the circle. The volunteer then makes the following statement: "The West Wind Blows For Everyone Who _____." The volunteer is asked to complete the statement with something that applies to them such as 'Likes Pizza.' After the statement has been made, everybody who shares a common belief is to stand up and find another chair in the circle. The last person standing is to make the next statement. (~10 minutes)

5) **Draw Yourself –** Students are asked to get a piece of paper and some drawing materials. Students are to draw a crest, cote of arms, symbol or themselves and asked to explain their drawing to the class. (~20 minutes)

6) **Energy Ball –** Students are to form a circle. One student is given an imaginary ball of energy to be manipulated, played with or passed on. Students can take time to pass around this imaginary ball without talking. (~5 – 10 minutes)

7) **Who Am I –** Before the class starts prepare a stack of nametags of famous people. When the class starts distribute a nametag to each participant. The students are to tape the nametag on their back without seeing whose name is on it. When everybody has a nametag, ask students to walk around and interact with each other, asking questions about the personality on their back. The objective of the game is for participants to discover who they are through questioning others. (~15 minutes)

8) **Snowball Fight –** Distribute a piece of paper to each student in the room. Ask everybody to write a statement about themselves and what they know about the topic being covered. (Navigation, Mental Health, Social Determinates of Health, Etc…).

When all students have completed this task, get everybody to crumple their paper into a ball. This should be a fun task for everybody. Now tell the class to have a snowball fight with the pieces of paper. They are free to throw them at the facilitators, classmates or wherever they want. Students are also encouraged to get out of their seats for this activity. After a couple of minutes of chaos ask everybody to pick up one snowball and unravel it so the statement inside is visible. The class is to take turns reading out the statements and matching their snowball with fellow classmates. This will allow everybody to learn about their classmates, learn names and get a common understanding of how much is know about the upcoming topic. (~15 – 20 minutes)

9) **Three Movies/Books You Would Take To a Deserted Island and Why –** Have the class all introduce themselves and tell everybody the three movies/books that they would take to a deserted island and why. (~10 minutes)

10) **My favorite condiment is _____ and I prefer to be used on _____ -** Ask everybody to share their favorite condiment and what they prefer to be used on and why. (~10 minutes)

11) **Gummy Bears –** Bring a bag of gummy bears or any food item that can be distributed evenly to the class. Pass the bag around and encourage students to take as many as they want, but don't eat them yet. After everybody gets some of the gummy bears, explain that everybody must count the number of candy they took and that's the number of things they have to share about themselves. (~10 – 15 minutes)

12) **Silent Organization –** Explain to the class that this is a silent exercise where nobody is allowed to use any verbal clues. Get all students to stand up and arrange themselves in the following ways: Tallest to Shortest, Oldest to Youngest, Similar Colour Clothing and Any Other Categories That you See Fit. (~10 – 15 minutes).

The original sources for many of these activities are unknown. They have been adapted by many organizations (including Youth Voices Research Group) to fit particular needs. Many versions of these activities can be found through Internet or Library searches. If you require additional information, please contact Youth Voices Research Group.

## The Social Determinants of Health (reference)

- Income and Income Distribution
- Education
- Unemployment and Job Security
- Employment and Working Conditions
- Early Childhood Development
- Food Security
- Housing
- Social Exclusion
- Social Safety Network
- Health Services
- Aboriginal Status
- Gender
- Race
- Disability
- (Others can be added or discussed)

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# Module 2 - Health Navigation Basics

This module will explore the basics of Health Navigation through the introduction of the 'Identify, Sensitize and Connect' model. Within this model, the 'Identify' step will closely examined through community mapping and research activities.

## Table of Contents:


1. Module 2 Description
2. Module 2 Lesson Plan
3. Lesson Plan Extras
4. Module Objective Breakdown
5. Appendix
6. Sources


## Materials and Aids:

- Writing Utensils
- Board
- Paper
- Appendix Activities (ones being used)
- Community Map
- Identifying Health Services Research Activity

## Module 2 Description:

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|---|
| **Audience:** Youth Health Navigator Trainees |
| **Length:** Variable - depending on how much time is allocated and how detailed you want the lesson to be. |
| **Objective:** To give students the confidence and skills needed to effectively understand the practice of health navigation and to grasp an understanding of their community resources and how to access them. |
| **Key Stage Curriculum Outcomes Developed:**<br>▪ Analyze and Evaluate the three-step model of health navigation: 'Identify, Sensitize and Connect'<br>▪ Identify, Locate and Analyze Health Services available in the community |
| **Specific Curriculum Outcomes:**<br>▪ Students will gain skills in such areas as group work, critical thinking, new forms of learning processes and the idea of mapping community resources.<br>▪ This unit is aimed to directly affect the students, so that they get a true understanding of the topics covered. Students can also do additional research on their own time or in their personal life.<br>▪ Students will grasp an understanding of the role of a Youth Health Navigator. |

- Students will use the visuals and group discussion to assist in learning and understanding the topics covered.

## Module 2 Lesson Plan:

**1. Review of Previous Module - *10 minutes***

By now everybody has had an opportunity to familiarize themselves with the space and ground rules. Students have also had an opportunity to introduce themselves and learn something about their classmates. Now is the perfect time to start teaching the training material that must be covered in order to finish the program. Explain to the class that after the completion of this training program, all participants will be Youth Health Navigators. Ask the class to review any key concepts from the previous module. Since students last learned about the meanings of *Community, Health* and the *Social Determinants of Health,* ask students to keep in mind how these concepts apply to the current module.

**2. Health Navigation Basics – *20 minutes***

***2a – The Health Navigation Model: 'Identify, Sensitize and Connect'***
One model to understand the process of health navigation that Youth Health Navigators undertake is the 'Identify, Sensitize and Connect' model.
Distribute paper to the class and ask students to write out a definition for each of the following words: 'Identify', 'Sensitize', and 'Connect'. If students don't know the definition in this context, ask them to make an educated guess. It does not matter if students get the right definitions or not. The purpose of the exercise is to encourage critical thinking, generate conversation and develop a common set of terms and ideas for all.

After everybody has finished developing a definition for each of the listed terms, ask the students to hand in their definitions. The student-created definitions are to be read to the class and stuck on the board. When all the definitions have been read, ask the class to vote on the correct definition.

Now that definitions have been chosen for each of the terms, read the following statements to the class and discuss how close the definitions were to our understanding of the terms as written below. Follow up by discussing some of the differences and explain the that three main terms below are the basic three steps in "health navigation":

**Identify** – The first step, Identify, is about getting to know local health issues, resources and services in a community.

**Sensitize** – The second step, Sensitize, is about understanding and talking to people to help them overcome any stigma, fears, insecurities and lack of knowledge of health issues, resources and services available to them.

**Connect** – The third step, Connect, means using your knowledge of relevant health resources to help others get information about services.

Have students reflect on the *Navigate This! Basics* video from the previous module to demonstrate examples from the video for each step in the 'Identify, Sensitize and Connect' model.

**3. Using Community Mapping to 'Identify' – *40 minutes***

***3a – Practicing Identify through Community Mapping***. The next step in understanding health navigation is to begin to explore the concept of "Identify". To do this, students can begin to identify programs and resources in their community with the use of a local map.

To facilitate this activity, distribute a letter-sized page map of the geographic area around your school community to groups of 3-5 students as well as writing utensils of various colours, if possible. As a tip, these maps can usually be found online or by creating one through an online application like Google Maps.

On the map ask students to identify places or locations that relate to health and wellbeing (e.g.: hospitals, community centres, recreation centres, doctors offices etc). Ask students to mark these places on the map itself in ways that others will understand (for example by using a legend with words, corresponding numbers or images).

***3b – 'Identify' Wrap-Up***.

Ask students to present their maps to the class. Recognize common places. Ask students if there were any locations they thought they missed or any services they would like to learn more about. Explain to students that by participating in this activity they have begun the first step in health navigation, 'Identify', which relates to learning more about the health resources and services in one's community.

**4. Continuing to 'Identify'– *40 minutes***

**4a – *Identifying Health Services through Research***
The final enrichment activity is designed to build upon the community mapping activity and allow students to explore what services are offered through the various organizations within their community. On the *Identifying Health Services through Research Activity* worksheet ask students to identify an organization or place within their community that offers health services. Students should use the activity work sheet to answer in depth questions about various resources. As this activity may require access to the Internet, it can also be facilitated as a homework assignment.

**4b – *Identifying Health Services Wrap-Up***
To conclude this activity and the learning around the "Identify" step of Health Navigation, invite students to present their completed works sheets to the rest of the class. By sharing this information, students will learn about new resources and services in their community.

## Lesson Plan Extras:

| |
|---|
| **Enrichment/Remedial:** Students that are excelling at the material being presented can act as youth facilitators and help those who are having difficulty grasping the concepts. The training is intended for all participants, so it is important that all students complete all of the activities collectively. This gives students a great opportunity to build teamwork skills, communication skills and facilitation skills, and also allows students to become more comfortable with the group. |
| **Evaluation Procedures:** Students can be evaluated on a continual basis through discussion, feedback and completion of activities. Through continual evaluation, the facilitator can judge students' levels of comprehension. Through observation, the facilitator can pair students who are not at the same level of understanding to help level the playing field for all and allow all participants to confidently complete all material. |

## Unit Objective Breakdown:

| Module | Conceptual Knowledge | Lesson Plan/ Strategies | Primary Skills | Suggested Resources |
|---|---|---|---|---|
| **Introduction to Health Navigation and the "Identify" step of Health Navigation** | Introduction<br><br>Three Step Model of Health Navigation: Identify, Sensitize and Connect.<br><br>Explore the step of "Identify" by locating and researching local health services and resources. | Students will have an opportunity to explore the concept of Health Navigation.<br><br>This is best achieved through a safe environment and collaborative learning. | Process<br><br>Inquiry<br><br>Communication<br><br>Participation | Icebreakers<br><br>Local Community Map<br><br>Identifying Health Services Research Activity |

## Module 2 Appendix:

### Identifying Health Services Research Activity

Learn more about a health resource (e.g. Canadian Mental Health Association-CMHA) or service (e.g. Regent Park Community Health Centre) in your community!

**Instructions**

Choose one health resource or service in your community and:

1. Either in person, over the phone or by checking-out their website, answer the questions below.
2. Take or make a picture or video showing this health service or resource – e.g. photograph, drawing, screen shot, short video, etc.

The purpose of this activity is to help you Identify health resources and services and find the best one(s) for different needs and different people.

**Questions**

***Basic Information***

1. What is the health resource's or service's name?

2. Where is this health resource or service located – physically and/or virtually?

Street:

City/Province:

Postal Code:

Website:

Social Networks (e.g. facebook, twitter, etc):

Telephone:

3. What does this health resource or service provide – e.g. information on a particular topic, certain services, etc?

4. Why would you refer someone to this health resource or service?

***Eligibility Criteria***

5. Who can use this health resource or service – e.g. men, women, children, youth, newcomers, etc?

6. Does this health resource or service cost anything?

7. What documents, if any, do you need to use this health resource or service – e.g. driver's license, OHIP card, etc?

***Process***

8. What is the process to use this health resource or service – e.g. call, make an appointment, show-up, etc?

9. Is there a waiting list to use this health resource or service? If so, how long is it?

***Personal Experience***

10. Do you know anyone who has used this health resource or service? If so, how was their experience?

11. Who, if anyone, would you recommend this health resource or service to?

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30) Taking it Global. Ontario, Canada. 2010. http://www.tigweb.org/

# Module 3 - The Role of Culture in Health Navigation

This module will explore culture, how it affects health and its role in Health Navigation.

## Table of Contents:


1. Module 3 Description
2. Module 3 Lesson Plan
3. Lesson Plan Extras
4. Module Objective Breakdown
5. Appendix
6. Sources


## Materials and Aids:

- Writing Utensils
- Board
- Markers
- Paper
- Chart Paper
- Cue Cards
- Appendix Activities (ones being used)
- Art Supplies
- Projector
- Iceberg Graphic

## Module 3 Description:

| |
|---|
| **Audience:** Youth Health Navigator Trainees |
| **Length:** Variable - depending on how much time is allocated, how detailed you want the lesson to be and whether or not the *Culture Wrap-Up* activity is facilitated. |
| **Objective:** To give students a better understanding of culture, how it affects everyday life and the process of health navigation. |
| **Key Stage Curriculum Outcomes Developed:**<br>▪ Identify, Evaluate and Discuss how cultural differences alter the work that we do<br>▪ Analyze and Identify terminology used to define the idea of culture<br>▪ Identify and Analyze cultural concepts and biases<br>▪ Analyze, Define and Explore the concept of culture |
| **Specific Curriculum Outcomes:**<br>▪ Students will gain skills in such areas as group work, critical thinking, and new forms of learning processes. |

- This unit is aimed to directly affect the students, so that they get a true understanding of the topics covered. Students can also do additional research on their own time or in their personal life.
- Students will grasp an understanding of the role of culture in "health navigation".
- Students will use the visuals and group discussion to assist in learning and understanding the topics covered.
- Students will explore the idea of concrete culture, behavioural culture and symbolic culture. (Cultural Levels)
- Students will understand the relationship between culture and health as an important reality for the "Sensitize" step of Health Navigation.

## Module 3 Lesson Plan:

**1. Review of Previous Module - *10 minutes***

By now everybody has had an opportunity to familiarize themselves with the space and ground rules. Students have also had an opportunity to introduce themselves and learn something about their classmates. Now is the perfect time to start teaching the training material that must be covered in order to finish the program. Explain to the class that after the completion of this training program, all participants will be Youth Health Navigators. Ask the class to review any key concepts from the previous module. Since students last learned about the 'Identify, Sensitize and Connect' model with a focus on the 'Identify' step, let students know that this module will focus on the 'Sensitize' step by exploring the idea of *Culture.*

**2. Introduction to Culture and Health Navigation – *20 minutes***

***2a – Practicing 'Sensitize' with Culture and Health.***
Initially ask students if they can recap what they learned in Module 2 and why it was important. Building on Module 2, this unit explores the idea of culture, different cultural levels and how culture can influence the role we play as a Youth Health Navigator. Specifically, explain that understanding the role of culture in health will enable students to practice the "Sensitize" step of health navigation as culture can impact the stigma and fears people have relating to health.

***2b – Culture and Health Brainstorm.***
Begin by explaining that culture is a broad topic with lots of different significances and influences. As a result, it is important that as many avenues as possible are explored in order to develop a clear picture of what culture is and how it influences health navigation.

Ask the class to brainstorm what culture means to them. Ask for a volunteer to record the results on cue cards for the following activity in jot-note form.
After the brainstorm has completed, ask the class how culture relates to the role of a Youth Health Navigator.

**3. Learning the Various Levels of Culture – *40 to 90 minutes***

***3a – Culture Activity***.
Now that an understanding of culture has been developed, have the class distribute the cue cards with cultural definitions to the class. Ensure that all the cue cards are distributed evenly. Have the class take part in the *Culture Activity* to grasp a true understanding of Culture and how it affects us in our role as Youth Health Navigators (see Appendix).

***3b – The Iceberg of Culture***
With the *Culture Activity* completed, the class should have a better understanding of culture and how it influences the work of health navigation. Explain that there is more to culture than what we see on the surface (this should be apparent from the previous activity). Display the *Iceberg Concept of Culture Model* on the board via projector (see Appendix). Have a discussion about the image. Ask the class how they feel about the activity and how it relates to the image. Ask if the class feels that the *Iceberg Concept of Culture Model* accurately portrays culture? If so, how and why?

***3c – Culture Wrap-Up***
Conclude the lesson by asking the class to draw or create their own interpretation of culture. This can be done in various ways. Students should be free to display this through poetry, drama, drawing, painting, sculpting, written dialogues, cartoons, etc… Let the class guide you to where they want to go with this activity. Students can work individually or in groups. When everybody has completed the task, ask the class to present their works and explain their rationale to the class. This activity allows students to use multiple learning modalities to verify their understanding of the topic covered. This will also be a great opportunity to evaluate the class and affirm that the students have an in depth understanding of the presented material.

## Lesson Plan Extras:

**Enrichment/Remedial:** Students that are excelling at the material being presented can act as youth facilitators and help those who are having difficulty grasping the concepts. The training is intended for all participants, so it is important that all students complete all of the activities collectively. This gives students a great opportunity to build teamwork skills, communication skills and facilitation skills, and also allows students to become more comfortable with the group.

**Evaluation Procedures:** Students can be evaluated on a continual basis through discussion, feedback and completion of activities. Through continual evaluation, the facilitator can judge students' levels of comprehension. Through observation, the facilitator can pair students who are not at the same level of understanding to help level the playing field for all and allow all participants to confidently complete all material.

## Module Objective Breakdown:

| Module | Conceptual Knowledge | Lesson Plan/Strategies | Primary Skills | Suggested Resources |
|---|---|---|---|---|
| **The Role of Culture in Health Navigation** | Culture – What is it and how does it relate to our work.<br><br>Cultural Levels. | Culture is an aspect of life that influences everything we do. Use this opportunity to address stigmas and stereotypes that influence the way people approach situations. | Process<br><br>Inquiry<br><br>Communication<br><br>Participation | Cue Cards<br><br>Culture Activity<br><br>Iceberg Visual |

## Module 3 Appendix:

### Culture Activity

**Length**: 25 minutes

**Goals**:

- To explore participants existing understanding of culture and working towards identifying new meanings of 'culture'.
- To connect the idea of culture to the role and practice of Youth Health Navigators.

**Materials**:

- 3 sheets of chart paper with definitions on top (Concrete Culture, Behavioral Culture and Symbolic Culture. See below for definitions.)
- Markers, pens, pencils etc...
- Chalk/White Board for Brainstorm activity
- Cue Cards/Small pieces of paper
- Tape/blue tack

**Methodology**:

**Intro**: 10 minutes

- Explain to participants that we are now going to do an activity examining culture. Ask participants to brainstorm words and thoughts that come to mind when they hear the word culture. In jot-note form, record all suggestions on the board.
- Have a volunteer to record comments on cue cards as the class discusses the concept of culture.
- There are literally endless dimensions to culture, and this will be reflected in the answers. It is likely that an influx of answers will come right away, then, the rate of response will slow considerably. This often happens after some of the more surface-level cultural aspects are suggested: music, food, and so on. Prod participants to think more deeply about how they define their cultures. Allow for some short silences or suggest some deeper dimensions such as faith, religion, values, language, family structure, and others. It will be important to collect as many suggestions for this list as possible. Be sure to note that this part of the activity could go on indefinitely, highlighting the complexity of "culture." Also, point out how intertwined some of the dimensions are, illustrating how simplistic it is to make a judgment about somebody based on one cultural dimension.

**Participation**: 10 minutes

- Explain to class the three categories of culture (Concrete/Behavioral/Symbolic). These will be written out on the top of three separate pieces of chart paper. Show the class the pieces of chart paper and define each of the terms for them.

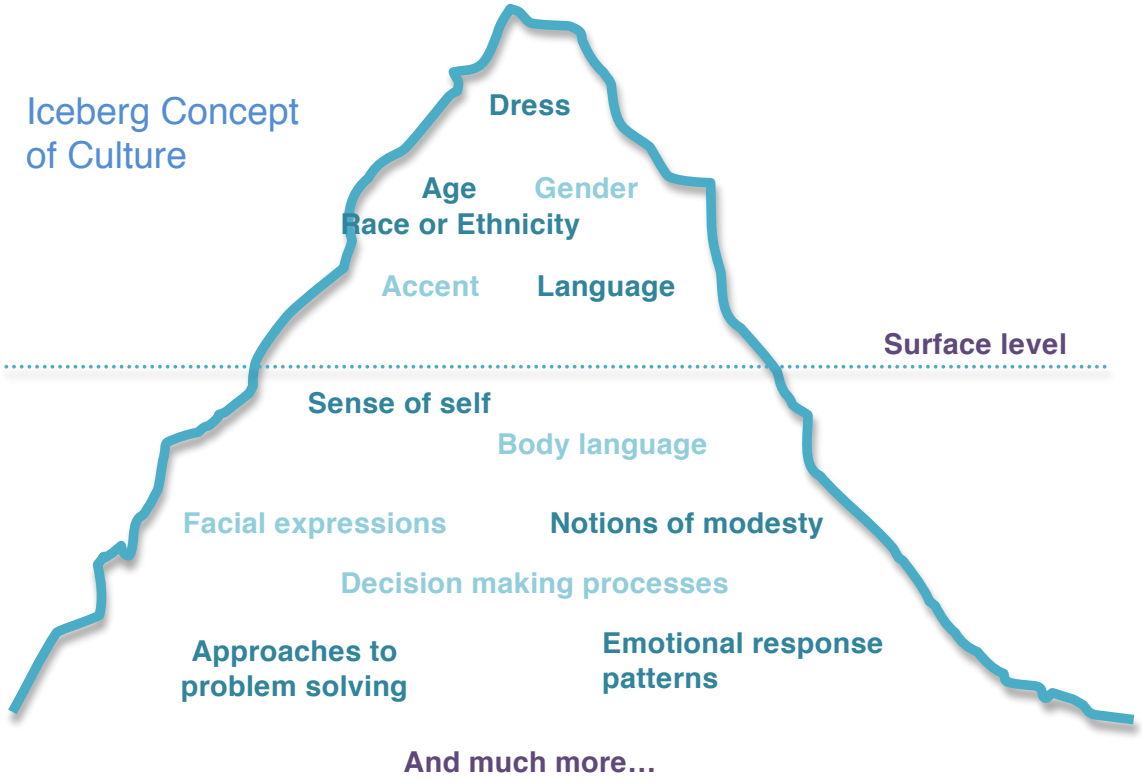
    - Nitza Hidalgo (1993) suggests that:
    - Concrete Culture is visible/tangible culture. This refers to the most surface type of culture and includes music, food, clothes, and so on. This type of culture can generally be seen or heard.
    - Behavioral Culture is what defines social roles. These can be things such as the language we speak or our approaches to non-verbal communication. Some examples would be language, gender roles and so on.
    - Symbolic Culture includes our values and beliefs. This type of culture can be both abstract and concrete. Symbolic culture relates to how we generally see the world and includes values, customs, spirituality, religion and so on. (Hidalgo, 1993)

- Post the three pieces of chart paper around the room. Then distribute the cue cards with the culture suggestions on them. Form the class into groups and have groups stick all suggestions to corresponding chart paper.

**Discussion/ Conclusion**: 5 minutes

Initially ask participants:

- What they felt about the activity. From the discussion, ask the following questions.
- Why did you place the responses where you did?
- When you meet somebody, which of those items under any of the categories do you use to understand them?
- Is your attempt to understand others culturally consistent with how you want to be understood?
- How does our understanding of culture or the categories impact how you'll act as a Youth Health Navigator?


Iceberg Concept of Culture
Dress
Age
Gender
Race or Ethnicity
Accent
Language
Surface level
Sense of self
Body language
Facial expressions
Notions of modesty
Decision making processes
Approaches to problem solving
Emotional response patterns
And much more…

## Sources: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# Module 4 - Providing Information & Referrals

This module will explore the final step of the health navigation, “Connect”, by exploring the process of providing information and referrals.

## Table of Contents:


1. Module 4 Description
2. Module 4 Lesson Plan
3. Lesson Plan Extras
4. Module Objective Breakdown
5. Appendix
6. Sources


## Materials and Aids:

- Writing Utensils
- Board
- Markers
- PowerPoint
- Projector
- Paper
- Writing Utensils
- Appendix Activities (ones being used)
- Video playing device
- I & R Video

## Module 4 Description:

| |
|---|
| **Audience:** Youth Health Navigator Trainees |
| **Length:** Variable - depending on how much time is allocated and how detailed you want the lesson to. |
| **Objective:** Upon completion of this unit, students should be able to confidently connect community members to appropriate situation specific resources. |
| **Key Stage Curriculum Outcomes Developed:**<br>▪ Identify and Explore concepts associated with the information and referral process<br>▪ Identify, Evaluate and Utilize primary and secondary sources to investigate health services<br>▪ Identify and Analyze the role of active listening and gathering information in health navigation. |
| **Specific Curriculum Outcomes:** |

- Students will gain skills in such areas as group work, critical thinking, and new forms of learning processes.
- This unit is aimed to directly affect the students, so that they get a true understanding of the topics covered. Students can also do additional research on their own time or in their personal life.
- Students will grasp an understanding of the role of information and referral provision as part of the "Connect" step in Health Navigation.
- They will grasp an understanding of health services and how they effect communities
- Students will learn by participating in the processes of active listening and information gathering.

## Module 4 Lesson Plan:

**1. Review of Previous Module - *10 minutes***

By now everybody has had an opportunity to familiarize themselves with the space and ground rules. Students have also had an opportunity to introduce themselves and learn something about their classmates. Now is the perfect time to start teaching the training material that must be covered in order to finish the program. Explain to the class that after the completion of this training program, all participants will be Youth Health Navigators. Ask the class to review any key concepts from the previous module. Since students last learned about the role of *Culture* in health navigation, ask students to keep in mind how this relationship applies to the current module.

**2. Introduction to Providing Information & Referral – *45 minutes***

***2a – Information and Referral Brainstorm***

Initially take time to recap Module 3 with students and allow students time to share what they learned from the last session. Following initial recap, explain to the students that you will now be doing a lesson on the third step of health navigation, "Connect". Specifically, explain that you will be clarifying the "Connect" step by taking a look at what it means to provide information and referrals. Explain to the class that you will be participating in several activities to help everybody grasp an in depth understanding of the material being covered.

First, lead students through an *Information and Referral Brainstorm.* Here students are to brainstorm what the words *Information* and *Referral* mean. This can be done through a Web Diagram on the board collectively or through handouts independently.

This is a teacher led discussion where participants/students suggest meanings for both *Information* and *Referral*. This is not directly related to the process of referring clients to the appropriate service, but rather to generate a consistent understanding of both terms. After the brainstorming is finished the class can have a collective discussion about their findings and list them on the board.

***2b – Information and Referral Video***

After the initial brainstorm the class will watch the *Information and Referral* video available at http://navigatethis.org. Ask students to actively watch the 9-minute video and record any questions that they may have.

When the movie is over have a teacher led discussion to reinforce that students were actively listening to the video. Ask the students: What were some of the skills used by the Youth Health Navigator? What is a Community Health Centre? What is 211Ontario? Has anyone tried getting an OHIP card or finding a family doctor and what was that experience like? How else could have the referral process ended? What else did you learn from watching this video?

Responses can be recorded on the board or you can have an open discussion. Ensure that all students have a good understanding of the material covered in the video through the discussion and encourage students to ask any questions they may have.

**3. Practicing Information and Referral Skills – *45 minutes***

***3a – Active Listening Activity***

Explain to students that they will now be practicing some of the skills that were depicted in the information and referral video. The first skill they will practice is that of 'active listening'.

In this activity you will need a volunteer from the class. Explain to the class that they are to ask the volunteer is to come to the front of the class. The class is to then ask the volunteer three questions about themselves that the others will not know. After the questions have been answered ask the students to get out a piece of paper and pen. Ask the students to write down the three questions asked and the three responses given. The volunteer will then be asked to repeat the questions and answers to the class. This will quickly demonstrate if the students were actively listening.

After the completion of this activity, a class discussion is to be conducted to explain the concept of active listening. Try to generate a list on the board of integral steps in the active listening process. The list should include but is not limited to: Pay Attention, Show Interest, Give Appropriate Feedback, Ask For Clarification if Unclear, Allow the Speaker to Finish and Give Appropriate Recommendations. Ask students to connect these actions with the process of health navigation. In other words, ask students why active listening is important for Health Navigation.

***3b – Gathering Information***

Explain to students, that in addition to 'active listening', that 'gathering information' is an important part of providing information and referrals. Students should know that in order to provide accurate resources to people in need, you must understand the nature of a person's concern. Tell students that they will be working in pairs to identify why each of the following

categories are important in understanding the nature of a health issue that a person is experiencing.

Give the following list to the class and ask the participants why each of the information items is important and why. This chart can be copied for the students, displayed on a projector or re-created on the board.

| **Assessment Information** | **Reason? (Importance and Why?)** |
|---|---|
| Urgency (how quickly is service needed?) | - |
| Who is Service For? | - |
| Health Status | - |
| Age | - |
| Family Composition | - |
| Previous Attempts at Getting Help | - |
| Address or General Location | - |
| Access to Internet | - |
| Status or Residency Requirements | - |

After students have worked in pairs to complete this list, have some pairs present to the class. Engage in a discussion with students to help them clarify why these are important issues when gathering information to assist someone with a health issue.

***3c - Learning about Referrals through a Matching Game***

Explain to students that since they now know how to show support with 'active listening' and how to find out about the nature of problem by 'gathering information', they are now ready to learn about 'referrals'. You may let students know that that making a referral is all about giving the person you are helping enough information so that they can connect with the health service they need. As students saw in the *Information and Referral* video, in order to make referrals you will need to know:

- What service or program can help this person (e.g.: Distress phone line; a family doctor; a food bank)
- Where can you search for a service in the community to help this person (e.g.: searching on **211Ontario.ca or dialing 211**)
- Whether the person is eligible for the program you would like to suggest

With these points in mind, students will be put in pairs to learn about some possible referral options through the *Referral Matching Game* (see Appendix). One member of each group will be given situations that they need help navigating. The other participant will be given a list of possible referral options and resources that they could point their client towards for help. The goal of the activity is to accurately guide the client to the appropriate service or resource to help alleviate the problem presented.

After the students have time to work through all of the problems, the class should discuss the relevance of this activity and any concerns that arose.

## Lesson Plan Extras:

**Enrichment/Remedial:** Students that are excelling at the material being presented can act as youth facilitators and help those who are having difficulty grasping the concepts. The training is intended for all participants, so it is important that all students complete all of the activities collectively. This gives students a great opportunity to build teamwork skills, communication skills and facilitation skills, and also allows students to become more comfortable with the group.

**Evaluation Procedures:** Students can be evaluated on a continual basis through discussion, feedback and completion of activities. Through continual evaluation, the facilitator can judge students' levels of comprehension. Through observation, the facilitator can pair students who are not at the same level of understanding to help level the playing field for all and allow all participants to confidently complete all material.

## Module Objective Breakdown:

| Module | Conceptual Knowledge | Lesson Plan/Strategies | Primary Skills | Suggested Resources |
|---|---|---|---|---|
| **Providing Information & Referrals** | Providing Information and Referral<br><br>Active Listening<br><br>Gathering Information | Through the use of multi-media, small group work, individual learning and collaborative discussions we will unpack the Information and Referral process to provide clarity to all participants. | Process<br><br>Inquiry<br><br>Communication<br><br>Participation | Information & Referral Video<br><br>Gathering Information Chart<br><br>Matching Game |

## Module 4 Appendix:

### Matching Game

Situations:

1. I just moved to Toronto from Burlington. I have OHIP. Where can I find a family doctor in Toronto?
2. I'm pregnant and I don't have OHIP. What should I do?
3. I have a medical Emergency; my sister has been vomiting for 3 days and is unable to get off the couch. What can I do?
4. Who can I get in contact with for youth counseling services?
5. Where can I find a local food bank?
6. Before we left my country my sister showed warning signs for breast cancer. Where can we go for a follow up?
7. Where can I find free health services if I don't have Health Insurance?
8. How do I get an OHIP card?

Referral Options:

1. Call 211 or visit 211ontario
2. Call 211, visit local community health centre or visit http://www.aohc.org
3. Call 911 or go to closest hospital's emergency room
4. Call Kids Help Phone – 1-800-668-6868, visit http://org.kidshelpphone.ca/en or call 211
5. Call Daily Bread Food Bank – 416-203-0050, visit http://www.dailybread.ca, or call Food Banks Canada – 1-877-535-0958, visit http://foodbankscanada.ca or call 211
6. Call Canadian Breast Cancer Foundation – 1-800-387-9816, visit www.cbcf.org or call 211
7. Call 211, visit local community health centre or visit http://www.aohc.org
8. Call 211

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# Module 5 – Health Navigation in Action

In this module the Canadian Healthcare System will be explained and Youth Health Navigators will learn how to evaluate Online Resources. Finally, through role-plays, students will review and practice health navigation.

## Table of Contents:


1. Module 5 Description
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## Materials and Aids:

- Board
- Markers
- PowerPoint
- Projector
- Paper
- Writing Utensils
- Appendix Activities (the ones being used)
- Computers with Internet access

## Module 5 Description:

| |
|---|
| **Audience:** Youth Health Navigator Trainees |
| **Length:** Variable - depending on how much time is allocated and how detailed you want the lesson to. |
| **Objective:** To give the Youth Health Navigators the confidence and skills needed to effectively evaluate the validity of online resources and to practice health navigation through role-plays. |
| **Key Stage Curriculum Outcomes Developed:**<br>▪ Analyze the Canadian Healthcare System<br>▪ Identify, Evaluate, and Utilize the internet as a resource for health services<br>▪ Identify and Analyze terminology needed for concise internet searches and credible sites<br>▪ Practice health navigation through role-plays |
| **Specific Curriculum Outcomes:**<br>▪ Students will gain skills in such areas as group work, critical thinking, new forms of |

learning processes, and the idea of incorporating technology in the learning process
- This unit was developed to directly affect the students, so that they get a true understanding of the topic covered. Students can do additional research on their own time or in their personal life
- They will grasp an understanding of health services and how to effectively use the internet to access these resources
- Students will use the internet to assist learning and increase an understanding of the topic covered

## Module 5 Lesson Plan:

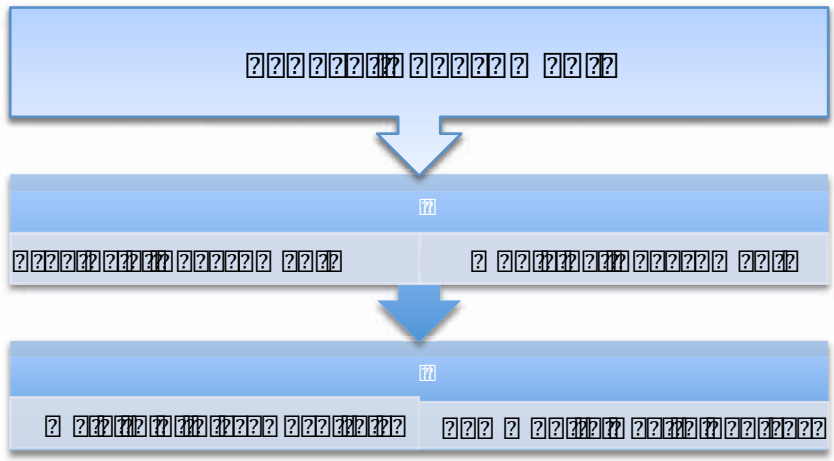
**1. Review of Previous Module - *10 minutes***

By now everybody has had an opportunity to familiarize themselves with the space and ground rules. Students have also had an opportunity to introduce themselves and learn something about their classmates. Now is the perfect time to start teaching the training material that must be covered in order to finish the program. Ask the class to review any key concepts from the previous module. Students last learned about the 'information and referral' process. In this module, students will continue to learn about the 'Connect' step of health navigation by focusing on how to locate, evaluate and direct others to resources.

**2. Introduction to the Canadian Health Care System – *15 minutes***

Explain to the students that in learning to locate health resources it is important to understand who does what in the Canadian Health Care System. Display the following chart to the class and explain which government is responsible for what service. This will give students a brief overview of what level of government is responsible for what services. Describe the various levels of the Canadian Health Care System to the students. However, students are not expected to have an in-depth understanding. Nonetheless, it is important to give an overview so that students can relate the service to the appropriate governing body.

**Government Responsibility Chart**



**3. Using Online Resources - *60 minutes***

***3a – Assessing the Credibility of Online Resources***

Prior to beginning this activity, remind students of the importance of gathering information about a problem before looking for a solution or resource that is meant to help someone. Another important skill when providing information in health navigation is being able to evaluate online resources. In online searches it is essential to assess the credibility of the website and source being used. This is sometimes difficult to determine based on the look of the website itself. It is absolutely necessary that when using online resources that they are credible and legitimate.

The following activity is to take place in the computer lab. Assign each student or pair of students to their own computer. (If resources are not available, this can be a teacher-led activity done collectively on the classroom projector.) Ask all students to go to http://www.theonion.com/. This is a fictional news website based out of the United States. The Onion regularly uploads news articles; posts video feeds and even releases a physical newspaper in the U.S.A. Ask students to go through the website and engage in the content. After 10 minutes of browsing ask the class to now log onto www.cbc.ca. Give the class equal time to explore the Canadian Broadcasting Corporations website.

Ask students to make notes of both websites and to compare them. Ask students about the content, validity and general impression of both 'news' sources.

Facilitate a class discussion comparing the two websites and track dialogue. After the class has thoroughly examined both websites and conclusions have been made, expose the truth about The Onion. (This can be done with any fictional website and is up to the facilitator's discretion.)

***3b – Assessing the Credibility of Online Resources Wrap-Up***

Now that the students have had an opportunity to examine a very good fictional website, share the following list of tools for evaluating websites:

- All credible sites should have an author and date
- Fact based websites should cite sources
- Websites should have a current publishing date
- URL should look legitimate and have recognized suffix. E.g.: .ca, .edu, .org
- The website should be fact-based and not opinionated.
- It is always a good idea to cross check the information with other websites or sources.

To conclude, ask students if they have any additional tips to add to the list.

**4. Health Navigation in Action – *40 minutes***

***4a – 'Connect' Role-plays***

In this final activity, students will practice their health navigation skills through role-plays. Using the *'Connect' in Three Steps* hand out (see Appendix) students will have the opportunity to apply their skills from the previous module as well as from the current module.

To begin the activity, distribute and explain the '*Connect' in Three Steps* hand out. After the explanation of this hand out, students should be distributed the *Role-plays* hand out (see Appendix). Pair students and ask them to create scenes for the role-plays on the *Role-plays* hand out. Students should ensure they are addressing all three steps explained in the '*Connect' in Three Steps* hand out when creating their scenes.

***4b – 'Connect' Role-plays Wrap-Up***

Request two or three pairs to present their scenes. Through a class discussion, assist students in identifying how the *Connect in Three Steps* hand out assisted students in creating their scenes. To support students in identifying appropriate referrals, facilitators should refer to the *Referral Suggestions* reference sheet (see Appendix).

## Lesson Plan Extras:

**Enrichment/Remedial:** Students that are excelling at the material being presented can act as youth facilitators and help those who are having difficulty grasping the concepts. The training is intended for all participants, so it is important that all students complete all of the activities collectively. This gives students a great opportunity to build teamwork skills, communication skills and facilitation skills, and also allows students to become more comfortable with the group.

**Evaluation Procedures:** Students can be evaluated on a continual basis through discussion, feedback and completion of activities. Through continual evaluation, the facilitator can judge students' levels of comprehension. Through observation, the facilitator can pair students who are not at the same level of understanding to help level the playing field for all and allow all participants to confidently complete all material.

## Module Objective Breakdown:

| Module | Conceptual Knowledge | Lesson Plan/Strategies | Primary Skills | Suggested Resources |
|---|---|---|---|---|
| **Health Navigation in Action** | Health Service System in Canada<br><br>Online Resources<br><br>Internet Information and Referral Website Evaluation | The use of internet resources is such a large part of modern-day life. This unit examines the use of the Internet in our work. Students should be given the opportunity to explore the Internet for resources and learn how to judge the credibility of a website.<br><br>Role-plays | Process<br><br>Inquiry<br><br>Communication<br><br>Participation | Government Responsibility Chart<br><br>www.theonion.com<br><br>www.cbc.ca<br><br>'Connect' in Three Steps Hand Out<br><br>'Connect' Role-plays<br><br>Suggested Referrals for Facilitators |

## Module 4 Appendix:

### ‘Connect’ in Three Steps

**Step 1: Showing Support**

Showing support is about making the person you are trying help feel comfortable with you. Some important skills for you to show support are below. Remember that you can use these skills during Step 2 and Step 3 as well!

- Telling someone that you care and are there to help
- Telling someone that you have been trained on how to provide helpful health information to others
- Being an active listener and being encouraging
- Showing empathy (put yourself in someone else’s shoes)
- Paraphrasing what the person is saying

**Step 2: Gathering Information about the Problem**

The second step is all about gathering information about the problem so that in Step 3 you can give the person a good referral. Some important questions you can ask are:

- What can you use help with?
- How quickly do you need help? How urgent is the issue?
- What is your age? (This is important because of eligibility!)
- What is your address or general location?
- Do you have access to the Internet or phone?

**Step 3: Making a Referral**

Making a referral is all about giving that person you are helping enough information so that can connect with the health service they need. In making a referral you will need to know:

- What service or program can help this person (e.g.: Distress phone line; a family doctor; a food bank)
- Where can you search for a service in the community to help this person (e.g.: dialing **211**)
- Whether the person is eligible for the program you would like to suggest

**BOUNDARIES!**

As a Youth Health Navigator try to use your skills by helping people that you feel safe with like your friends or family members. You are not responsible for trying to help people you do not feel comfortable speaking with. To keep you safe, please do not give out your personal contact information (e.g.: phone number, email address) to strangers.

**Some Recommended Help Lines and Supports for Referrals:**

**Kid’s Help Phone –** 24/7 Confidential Help line. 1-800-668-6868. Online forums with trained counselors at kidshelpphone.ca

**Inmylanguage.org –** This is site that provides multilingual information for newcomers to Ontario, Canada. You can still find information in many languages.
**211Ontario.ca –** Here you can search for information on health & community services.

## 'Connect' Role Plays (select one with your partner)

1) There are two students in the classroom. One of the students is a newcomer who just came to Canada a few months ago. This student gets bullied by another student who has been at school for a long time. The bully keeps throwing paper at the new person. The new person is afraid of telling the teacher for what's happening to him. Because he doesn't know how to stop the other person from throwing papers at him, he just does nothing to prevent it happening in the future. The situation gets worse everyday, from throwing papers to shoving the person in halls. And soon it gets worse. The person starts to get bullied by the other people after school. He goes home afraid of coming to school the next day. A student identifies this problem, as he sees the newcomer has gotten bullied many times. So the student, who is also a Youth Health Navigator, sensitizes with the newcomer as to see what is really going on with him and the bullies. The student who is being bullied tells the youth navigator about the problem he is facing. How will the Youth Health Navigator help the student?

2) A teenager is having mental health issues due to the stress of being torn between her parents. Her Mom and Dad got divorced 3 months back. Whenever she is at her dad's house, he talks bad about her mom and vice versa. This teenaged girl is pretty upset. Suppose that girl is your friend. As a health navigator how will you help her?

3) One day a Youth Health Navigator saw that his friend was exhausted and had a messy appearance. He asked him what was wrong and he would not share it. He was making an excuse that he was very tired. Since they were on their way to his house to chill, the Youth Health Navigator tried to make his friend feel calm even though he didn't know about the problem yet. The Youth Health Navigator's friend then finally led him to his home. He was living in a small apartment. It looked quite crowded. He had two siblings and aged parents. They went to his room where he said: "this is half of my life." The friend then explained that his parents are jobless and this is why he took care of house cleaning etc. The friend and his sisters were the ones doing part time jobs and had to suffer from exhaustion and peer pressure. This resulted in lack of sleep, food, and problems in studies. How will you help?

4) You are a Youth Health Navigator and you are worried that your friend has an anxiety disorder. You learned in your Youth4Health after school group that someone might have an anxiety disorder if they feel very afraid and constantly worried about their life and their future. You noticed that your friend is sometimes afraid to go out because they are always worried about bad things happening to them. You are worried that your friend is getting very depressed because of their worries. And your friend says that all their worries are making them feel tired and have stomachaches. How will you help them?

5) A friend in your math class explains to you that since arriving in Canada several months ago from a country that has conflict and war, he has found it difficult to adjust at school. She

explains that she is having nightmares and “flashbacks” from violence and death in her country and wants to know whom she might be able to speak with. You saw a documentary on MTV recently about a mental illness called post-traumatic stress disorder (or PTSD). You learned that PTSD might result from people experiencing a very bad event where their life or the life of someone near them was at stake. How will you help this friend?

## Suggested Referrals (for facilitators)

Role Play 1:

There the Youth Health Navigator will **connect** the person and offer him advice as such as telling the teacher, and going up to the guidance counsellor to talk about it. Also the Kids Help Phone line is always available for people who get bullied.

Role Play 2:

As a health navigator you should guide them to:

- Go to a counsellor to share your problems.
- Call Kids Help Phone line.
- Find out about local community activities by looking on 211ontario.ca.

Role Play 3:

- Call a distress line like Kids Help Phone for immediate support or counseling.
- Look at the website inmylanguage.org for information on how to receive income support, apply for welfare/social assistance, and receive help with job searches.

Role Play 4:

- Find out if your friend would like your help
- Explain to your friend that it can be very common to experience anxiety. If your friend is a newcomer maybe they are worried about meeting new people.
- If you think that your friend needs immediate help with their worries maybe you can suggest that they contact Kids Help Phone.
- They could also search for a counselor that they could see face-to-face at inmylanguage.org.
- If your friend would like to learn more about anxiety the Canadian Mental Health Association has some great information online (www.cmha.ca)

Role Play 5:

- Let your friend know that PTSD is real and that your friend should not feel embarrassed about what is happening.
- Let your friend know that you can help him find help for what she is going through. Some types of help could be finding a counselor or a doctor to talk to.
- Suggest your friend contact Kids Help Phone to speak to a counselor.

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