

Get involved in ways of changing their living environments to make them more conducive to health and well-being

Examples of what students are expected to learn

- Be familiar with different ways of getting involved in their community (e.g. be involved in advocacy work, work on community projects, participate in decision-making and consultation processes, defend a cause that is important to them).
- Understand the benefits of getting involved, for themselves (e.g. development of personal and social skills, sense of belonging, leadership, co-operation, accountability, self-esteem).
- Understand the benefits of getting involved, for the community (e.g. social cohesion, increased quality of life).
- Be familiar with the possible actions on the six environments that are conducive to health and quality of life:
 - political environment (structures and ways of doing things associated with the organization of society and exercise of power)
 - economic environment (economic interventions that foster healthy choices and discourage less healthy choices)
 - built environment (any element of the physical environment built or organized by human beings)
 - natural environment (of which the existence is not a product of human activity)
 - social environment (ties between the members of a group and the way a society is organized)
 - cultural environment (a set of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only the arts and literature, but also ways of life, fundamental human rights, value systems, traditions and beliefs.)
- Etc.

Contribution of the content to adopting prosocial behaviours

Getting involved in ways of changing their living environments to make them more conducive to health and well-being is part of the broader concept of social skills, from which social behaviours stem. It shows consideration for the needs of others in a spirit of co-operation. These concepts are key to the development of the competency *Adopts prosocial behaviours*.

Influence on the other personal and social competencies

This content also fosters the development of the following competencies:

- Acquires self-knowledge
- Becomes socially engaged



Content-related glossary

GET INVOLVED IN WAYS OF CHANGING THEIR **LIVING ENVIRONMENTS** TO MAKE THEM MORE CONDUCTIVE TO **HEALTH** AND **WELL-BEING**

Living environment

The expression *living environment* refers to the places where the student regularly spends time and grows, whether that be at school, with their family or within their community. Similar to the environment, the living environment has an influence on the student.

Health

A state of complete physical, mental and social well-being that is not limited to the absence of illness or disability.

Well-being

Academic well-being is multi-factorial and multi-dimensional, encompassing emotional, psychological and social aspects. It combines both the subjective perception of one's own general state and the student's involvement in their school life. It refers to pleasure, happiness and self-realization.

ADDITIONAL RESOURCES

- For more information on the content related to the development of personal and social competencies
- To find ideas for turnkey structured educational interventions that are in line with the proposed content
- For training designed to help convey the content and establish conditions for implementing it with students
- For other resources and tools related to the content and to the implementation of actions designed to promote the well-being of young people



Resources available
on [Québec.ca](https://www.quebec.ca)