

# Lesson 1      Determinants of Health for Older Adults

## A) Determinants of Health Key Words

<b>Access</b>	<b>Health</b>
<b>Community</b>	<b>Ice</b>
<b>Contacts</b>	<b>Lifestyle</b>
<b>Determinant</b>	<b>Promotion</b>
<b>Example</b>	<b>Provider</b>
<b>Falls</b>	<b>Researcher</b>
<b>Figure</b>	<b>Safety</b>
<b>Fitness</b>	<b>Security</b>

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## B) Introduction

### Learning Outcomes

At the end of Lesson 1, learners should be able to:

- a) **use** the words that are listed in the Lesson 1 key words list and discuss what they mean in the context of this lesson and their lives
- b) **give** examples of the suggested five *determinants of health* that affect older adults or their community
- c) **write** short sentences on some of the things that can help older adults remain healthy

### Lesson 1 literacy activities

The types of literacy activities in Lesson 1 are:

- a) **Reading** exercise on “Determinants of Health for Older Adults”
- a) **Fill-in-the-blanks** with words from the above reading material that are on the key word list
- b) **Word search** - to find the words that are listed in the Determinants of Health Key Words list
- c) **Brainstorming** exercises on determinants of health for older adults
- d) **Writing** exercises such as sentence starters, writing prompts or scrapbooking.

Activities are explained further in the lesson. Facilitators may use additional literacy activities to help learners enhance their understanding of the determinants of health for older adults.

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## **C) Reading Exercise**

**Facilitator Notes:** According to the SMOG test, the following text is written at about a Grade 9 to 10 reading level, or literacy level 2 and can be read using *assisted* or *choral* reading techniques. In *assisted* reading, facilitator and learners take turns reading parts of the text, whereas *choral* reading involves reading together. These techniques are described further in Section 2 of the manual of the Nova Scotia Tutor & Instructor Training and Certification Program.

### **Learner Activity**

#### **Determinants of Health for Older Adults**

In 2002, some researchers asked groups of seniors across Canada what the word *health* meant to them. Nearly all seniors thought of the following things when it comes to health:

- Promoting Healthy Lifestyles
- Safety and Security
- Health Care
- Social Contacts and Networks
- Access to Information

These are known as *determinants of health* because they are things that can help people determine, or figure out, how best to stay healthy. They also help governments to decide on the best ways to help keep their citizens healthy. This process is called “health promotion”.

## C) Reading Exercise (continued)

We know that having sidewalks cleared of snow and ice in the winter promotes the health of seniors by preventing falls. This would be an example of the determinant of health *Safety and Security*.

Seniors say that having easy access to health providers can help them remain healthy. This would be an example of the determinant of health called *Health Care*.

Offering a fitness program for seniors in your community is an example of the determinant of health *Promoting Healthy Lifestyles*.

There are many other examples. The brainstorming exercise included in this lesson will assist you in thinking of examples in your life and community for the five determinants of health.

(Adapted from *A Nation for All ages? A Participatory Study of Canadian Seniors' Quality of Life in Seven Municipalities*. (Bryant, Raphael et al, 2002)

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## D) Fill-in-the-Blanks Activity

**Facilitator Notes:** Having read the first text, learners are then asked to re-read the same text by filling the blanks with words from the key word list. This activity helps to re-enforce learning from the first reading and to place words in context.

### Learner Activity

#### **Determinants of Health for Older Adults**

In 2002, some \_\_\_\_\_ asked groups of seniors across Canada what the word health meant to them. Nearly all seniors thought of the following things when it comes to health:

- Promoting Healthy \_\_\_\_\_
- Safety and \_\_\_\_\_
- \_\_\_\_\_ Care
- Social \_\_\_\_\_ and Networks
- Access to Information

These are known as \_\_\_\_\_ of health because they are things that help people determine, or \_\_\_\_\_ out, how best to stay healthy. They also help governments decide on the best way to keep their citizens healthy. This process is called “health \_\_\_\_\_”.

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### D) Fill-in-the-Blanks Activity (continued)

We know that having sidewalks cleared of snow and \_\_\_ in the winter promotes the health of seniors by preventing \_\_\_\_\_. This is an example of the determinant of health \_\_\_\_\_ *and Security*.

Seniors say that having easy \_\_\_\_\_ to senior-friendly health \_\_\_\_\_ can help them remain healthy. This would be an example of the determinant of health called *Health Care*.

Offering a \_\_\_\_\_ program in your community is an \_\_\_\_\_ of the determinant of health *Promoting Healthy Lifestyles*.

There are many other examples. The brainstorming exercise included in this lesson will assist you in thinking of examples in your life and \_\_\_\_\_ for the five determinants of health.

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## E) Word Search Exercise

**Facilitator Notes:** In this activity learners are asked to circle the words in the puzzle that are found on the key words list in Section A. Learners may find it helpful to list the keywords in the margin. This activity helps with word recognition and recall. (Solutions are found in the appendices.)

### Learner Activity

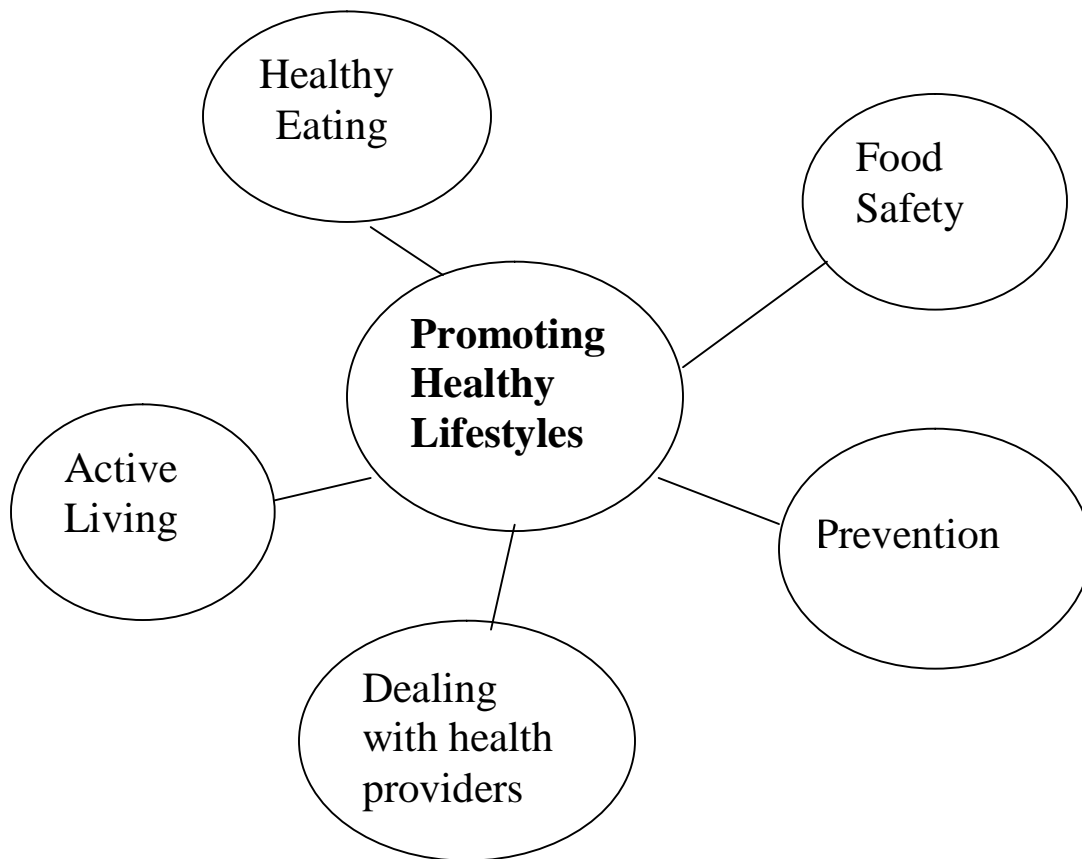
U	R	D	Y	T	I	R	U	C	E	S	T
N	I	H	T	L	A	E	H	H	D	N	I
O	P	A	S	A	F	E	T	Y	A	E	C
I	R	C	F	O	I	X	E	N	S	L	O
T	O	C	S	R	G	A	I	N	T	Y	M
O	V	E	S	X	U	M	O	F	C	T	M
M	I	S	E	T	R	P	A	P	A	S	U
O	D	S	N	E	E	L	M	I	T	E	N
R	E	P	T	C	L	E	N	O	N	F	I
P	R	E	I	S	T	L	Y	H	O	I	T
O	D	T	F	A	L	T	E	R	C	L	Y
W	R	E	H	C	R	A	E	S	E	R	A

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## F) Brainstorming Exercise

**Facilitator Notes:** This activity often helps learners change the way they think about things. It allows them to personalize the words they learned in the key word list and reading activity and to place them in their own context. The activity can be performed individually or as a group effort. Brainstorming is a good way to get ideas about a topic. In the following example, the determinant of health “*promoting healthy lifestyle*” is entered in the middle circle and ideas related to it are written in the outer circles.

**Example:**



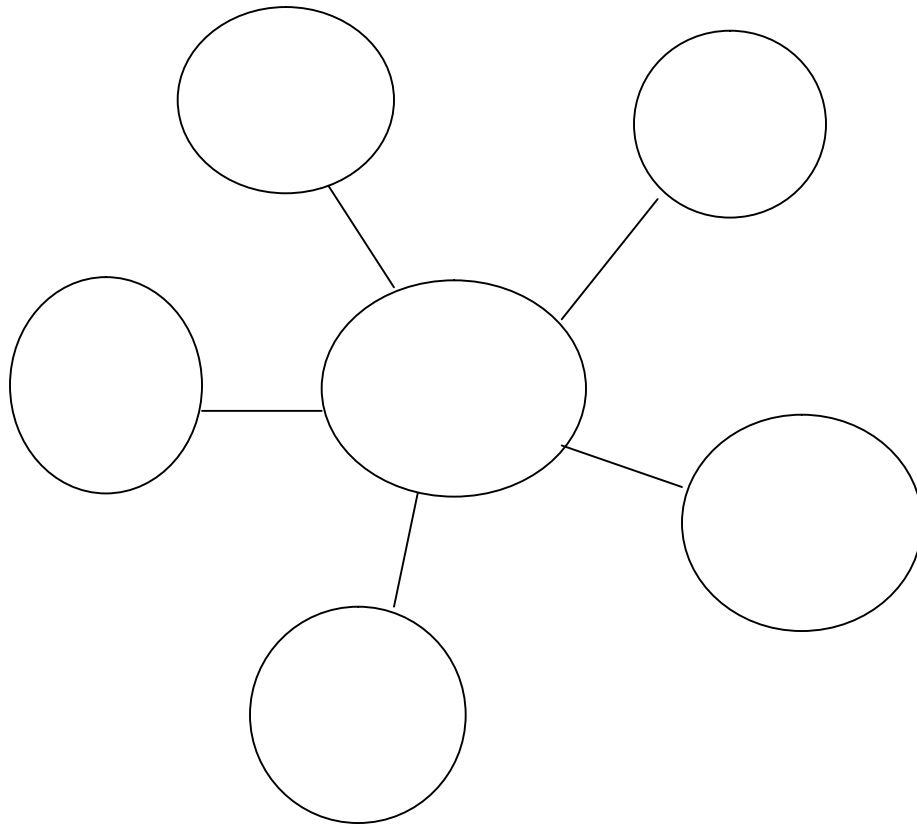
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## **F) Brainstorming Exercise (continued)**

### Facilitator Notes:

Brainstorming can be done with the other determinants of health. Learners are asked to enter one of the determinants from the first reading in the middle circle below and to place five examples related to it in the surrounding circles. The other three determinants of health can be brainstormed on a separate sheet of paper.

### Learner Activity



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## G) Writing Exercises

### Facilitator Notes:

a) **Sentence starters:** Learners are invited to write and complete sentences started by the facilitator. These writings can be about things that older adults can do for themselves or their communities to stay healthy. Learners can elaborate by explaining why the activity is important, how it can be encouraged, etc.

### Learner Activity

**To stay healthy, older adults in my community**

**could**.....  
.....

**It is important because**.....  
.....  
.....

**More people would do it if**.....  
.....  
.....

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## **G) Writing Exercises**

- b) Writing prompts:** This exercise allows learners to write answers to questions like “What have you noticed about your life lately that is improving your health?”, or “If they are a result of changes you made, explain how hard or easy they were to do” or, “What advice would you give to government to help keep older adults healthy?”

### **Learner Activity**

**What have you noticed about your life lately that is improving your health?**

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## **G) Writing Exercises (continued)**

### **Learner Activity**

**If they are a result of changes you made, explain how hard or easy they were to do.**

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## **G) Writing Exercises (continued)**

### **Learner Activity**

**What advice would you give to government to help keep older adults healthy?**

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## **G) Writing Exercises (continued)**

### **Learner Activity**

c) **Scrapbooking:** Learners can be invited to choose one of the five health determinants and create a scrapbook of some of the examples and write short sentences about them.

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## References and Resources

Title	Information
1) <i>A Nation for All Ages? A Participatory Study of Canadian Seniors' Quality of Life in Seven Municipalities</i> (Bryant, Raphael et al, 2002)	Available from: York University Centre for Health Studies School of Health Policy and Management, Toronto, Canada. <a href="http://www.utoronto.ca/seniors/seniorsfinalreport">www.utoronto.ca/seniors/seniorsfinalreport</a>
2 a) <i>Enhancing the Basic Learning Skills of Older Nova Scotians - Context and Strategies</i>	All three documents are available from: Seniors' Secretariat <a href="http://www.gov.ns.ca/scs">www.gov.ns.ca/scs</a> E-mail : <a href="mailto:scs@gov.ns.ca">scs@gov.ns.ca</a>
b) <i>Programs for Seniors</i>	
c) <i>Seniors' Statistical Profile</i>	
3) <i>CARP for the 50Plus – The Authoritative Voice for Mature Canadians</i>	Magazine subscription- six times a year Canada's Association for the Fifty-Plus <a href="http://www.50plus.com">www.50plus.com</a>
4) <i>"Expression"</i> Bulletin of the National Advisory Council on Aging	Newsletter from the National Advisory Council on Aging (Published four times a year) <a href="http://www.naca.ca">www.naca.ca</a> .
5) <i>Self-Esteem in Older Adults</i>	A short article with tips on what seniors can do to maintain self-esteem. <a href="http://www.bmhcc.org/health/library">www.bmhcc.org/health/library</a>
6) <i>Seniors Health</i>	A list of seniors' health links. Go to <a href="http://yourhealth@calgaryhealthregion.ca">http://yourhealth@calgaryhealthregion.ca</a> "Health Content" and click on "Age & Gender"