Case 1

What are the root causes of Ari's difficulty in getting health care services?

- Service cuts
- **Classism**, poverty
- Unequal resource distribution
- Could potentially include racism, depending on who primarily lives in the neighbourhood where the cutbacks were made

What are the root causes of the family conflict?

- Social support network
- Communication
- Ultimately the same answers to the difficulty in getting health care services above

Which social determinants of health are relevant here?

- Income and income distribution
- Possibly race and racialization
- Housing
- Social and community support
- Access to health services
- Access to transportation

Case 2

What structures, attitudes, and other factors make it possible for those athletes to sexually assault others without punishment?

- Coaches' complacency and normalization of that behaviour
- Lack of reporting process ("there's nothing you can do now")
- Victim blaming ("you knew what you were getting into," "you went by yourself")
- Rape culture (for more information, see chapter 8)
- Gender norms around masculinity in sport and jock cultures (for more information about gender norms, see chapter 3)

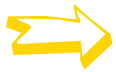What excuses and assumptions do the structures uphold?

- Good athletes are aggressive by nature
- It is your fault if you get victimized
- Sexual assault is not personal
- Sexual assault is about intention not impact ("It's just a turf thing") (For more information on intention vs. impact, see figure 1A)
- Gender norms around masculinity in sport and jock cultures

Which social determinants of health are relevant here?
- Culture: rape culture, normalization of sexual violence
- Culture: sport and jock culture
- Culture: gender norms
- Access to sexual violence support services

Case 3

What function does the school's policy serve? What is it trying to achieve?
- A certain formal "look" or importance for the event
- Reproducing gender norms, gender stereotypes, and gender as binary (man/woman) (for more information, see chapter 3)
- Giving students a special experience
- Continuing convention and "tradition"

How might you change the policy so that Rain would feel comfortable going to the dance?
- Rain is given permission to wear whatever they want.
- All students are given permission to wear whatever they want.
- Identify teacher allies and ask them to support you in changing the policy and helping to advocate against the policy.

YOU SHOULD KNOW

While it is an important step to make specific accommodations (like giving Rain special permission), true inclusion is about including as many people as possible and accepting/affirming key ways that people express who they are. This involves allowing all students to dress in the way that they choose.

Many students feel uncomfortable with strict formal dress codes. How might you change the policy so that everyone would feel more comfortable going to the dance and still give the event an important feeling?
- Everyone is allowed to wear whatever they want.
- Leave it to students to self-identify what fancy/formal wear means to them. Support students' own creativity!
- Put on a fashion show for creative formalwear as part of the dance.

- Create a dance theme that has nothing to do with gender norms and gender stereotypes and instead has everything to do with creativity (e.g., the dance theme could be "Outta This World!" or "Rockstars Throughout the Ages" or "Masquerade").

Which social determinants of health are relevant here?
- Culture: gender norms
- Gender identity and gender expression
- Discrimination
- Social and community support network

Case 4
What kinds of things may have made Kennedy feel like his experience matters and that he deserves help?
- Stories, examples, and images that include boys and men.

What other kinds of things might make different people feel excluded and discounted?
- Assuming everyone is heterosexual (for more information, see chapter 3).
- Assuming certain things are gendered—like sexual desire, emotional expression, vulnerability.

How can we know who's feeling excluded so that we can include them?
- We do not always know who is excluded; exclusion is often rooted in histories of oppression and feels "normal" and/or is invisible and implicit.
- Inclusion should not only happen if someone "needs" it; we need to strive for inclusion always.
- Inclusion and exclusion are complex and look differently depending on the context.
- Inclusion can look like including people who might be marginalized and/or not represented in meaningful consultations to make services better; it can mean including people in a visual way as appropriate (such as public health ad campaigns and promotional materials targeting populations often overlooked and not represented).

Which social determinants of health are relevant here?
- Gender norms, stereotypes, and expectations (for more information, see chapter 3)
- Social and community support network
- Access to health care services

Case 5

What could have prevented them from having the wrong information in the first place?

- The two of them getting accurate information about pregnancy from a reliable source (reliable online website, teacher, parent, school nurse, family doctor, etc.).
- Their friends getting accurate information about pregnancy from a reliable source.
- Feeling like they could ask for the information if they were unsure.

What factors could help them feel safe enough to seek support now?

- Nonjudgmental
- Confidential
- Friendly (especially youth friendly)
- Unplanned pregnancies are normalized
- They can discuss their options and can make informed decisions based on accurate information about all of their options (For more information, see module 9.7)

Which social determinants of health are relevant here?

- Education
- Access to health information
- Access to birth control and condoms
- Access to health care services
- Social and community support network