

Adult Basic Education
Healthy Living

Healthy Living 3103

Curriculum Guide

Prerequisite: **Healthy Living 3101**

Credit Value: **1**

Healthy Living Courses [Adult Oriented Electives]

Healthy Living 3101

Healthy Living 3102

Healthy Living 3103



Table of Contents

To the Instructor.....	v
Introduction to Healthy Living 3103	v
Curriculum Guide	vi
Study Guides	vi
Resources	vii
Recommended Evaluation	viii
Unit 1 – Recognizing Medicines & Drugs.....	1
Unit 2 – Dealing with Drug Dependence.....	11
Unit 3 – Reducing Risks of Injury	17
Unit 4 – Applying First Aid to Injuries.....	23
Unit 5 – Environmental Health.....	31

To the Instructor

I. Introduction to Healthy Living 3103

Healthy Living 3103 is the last of three courses designed to help students learn about mental, emotional, social and physical health. They will receive one credit upon completion of this course. Healthy Living 3101 is a prerequisite for Healthy Living 3103. Students may complete Healthy Living 3103 without prior completion of Healthy Living 3102.

In Unit 1, *Recognizing Medicines and Drugs*, students will learn about drugs that prevent illness and those that maintain good health. They will learn about the harmful drug effects of tobacco and alcohol. Students will learn about the harmful effects of other illegal drugs.

In Unit 2, *Dealing with Drug Dependence*, students will learn about physical and psychological drug dependence. They will learn about the signs of drug dependence and how drug dependence costs the family and society. Students will learn about the steps in recovery from drug dependence and identify resources for help overcoming drug dependence. They will also learn about healthy alternatives to drug use.

In Unit 3, *Reducing Risks of Injury*, students will learn how to reduce common risks at home, away from home, and on the road. They will also learn what to do to prepare for and stay safe during natural disasters.

In Unit 4, *Applying First Aid to Injuries*, students will learn the basic guidelines for first aid. They will find out about laws that protect responders who provide help to those in need of first aid. Students will learn the signs of choking, respiratory failure, cardiovascular failure, shock and serious bleeding. They will learn how to give first aid for life threatening emergencies, poisoning, and common injuries.

In Unit 5, *Environmental Health*, students will learn about people's effect on the environment. They will learn how the environment impacts overall health. Students will learn about ways people can protect the environment. They will learn about ways the government protects the environment.

Students are required to maintain a portfolio and complete assigned Workbook activities in this course. However, there are many topics included in the text and teacher's guide that students may be interested in exploring further. Students may be given additional assignments or the opportunity to investigate topics as group work.

II. Curriculum Guide

Each new ABE Adult Oriented Elective course has a Curriculum Guide for the instructor and a Study Guide for the student. The Curriculum Guide includes the specific curriculum outcomes for the course. Suggestions for teaching, learning, and assessment are provided to support student achievement of the outcomes. Each course is divided into units. Each unit comprises a **two-page layout of four columns** as illustrated in the figure below. In some cases the four-column spread continues to the next two-page layout.

Curriculum Guide Organization: The Two-Page, Four-Column Spread

Unit Number - Unit Title		Unit Number - Unit Title	
Outcomes	Notes for Teaching and Learning	Suggestions for Assessment	Resources
Specific curriculum outcomes for the unit.	Suggested activities, elaboration of outcomes, and background information.	Suggestions for assessing students' achievement of outcomes.	Authorized and recommended resources that address outcomes.

III. Study Guides

The Study Guide provides the student with the name of the text(s) required for the course and specifies the sections and pages that the student will need to refer to in order to complete the required work for the course. It guides the student through the course by assigning relevant reading and providing questions and/or assigning questions from the text or some other resource. Sometimes it also provides important points for students to note. (See the *To the Student* section of the Study Guide for a more detailed explanation of the use of the Study Guides.) The Study Guides are designed to give students some degree of independence in their work. Instructors should note, however, that there is much material in the Curriculum Guides in the *Notes for Teaching and Learning* and *Suggestions for Assessment* columns that is not included in the Study Guide and instructors will need to review this information and decide how to include it.

To the Instructor

IV. Resources

Essential Resources

Pearson Education, Inc. (2007). *Life Skills Health*. Shoreview: Pearson AGS Globe.

Pearson Education, Inc. (2007). *Life Skills Health Student Workbook*. Shoreview: Pearson AGS Globe.

Recommended Resources

Campbell, J. (2002). *Lifechoices Healthy & Well*. Toronto: Pearson Education Canada.

To the Instructor

V. Recommended Evaluation

Written Notes	10%
Portfolio	15%
Workbook Activities	15%
Test(s)	20%
Final Exam	<u>40%</u>
	100%

Healthy Living 3103

Unit 1 – Recognizing Medicines & Drugs

Outcomes

1.1 Discuss the types and purposes of medicines.

1.1.1 Compare and contrast prescription and over-the-counter medications.

1.1.2 Describe the purposes of medicines.

1.1.3 Describe the various ways of administering medications.

Notes for Teaching and Learning

Instructors could introduce the unit by having students read page 315 of the text and asking them if they were surprised to learn that legal drugs cause more deaths than illegal drugs. Students could then be asked to name some of the risks of legal drugs.

Instructors could ask students to discuss how some drugs, such as antibiotics, have had a positive effect on society. Students could then discuss how the misuse and abuse of other drugs, such as alcohol and cocaine, affect society in a negative way.

Instructors could ask students to name medicines with which they are familiar. Students could be challenged to describe the purpose of each medicine they name.

Instructors could ask them if they know of any precautions people should take when they are using the medicines. Students could research the medications they have named on the Internet to determine any necessary precautions to take. Instructors should tell students that it is important to read the labels on medicine or prescription bottles before using them so as to avoid illness or injury.

Instructors could ask students what medicines they take for such common complaints as headaches or colds. Some might take over-the-counter (OTC) analgesics such as acetaminophen for headaches, while others might limit their use of OTC drugs. Some students may take antihistamines or cough syrup for colds, while others might prefer herbal supplements such as Echinacea. Instructors should remind students that many herbal supplements are not regulated by Health Canada and therefore manufacturers do not have to prove their safety and effectiveness.

Unit 1 – Recognizing Medicines & Drugs

Suggestions for Assessment

Instructors could discuss with students such prescription drugs as tranquilizers and pain relievers. As an optional assignment, students could research the beneficial effects of such drugs, as well as their potential of abuse.

Resources

Unit 1 – Recognizing Medicines & Drugs

Outcomes

1.1.4 Discuss how medicines can affect the body.

1.1.5 Examine possible problems with taking medicines.

1.1.6 Explain how Health Canada keeps medicines safe.

Notes for Teaching and Learning

Instructors should tell students that a common side effect of many OTC medications is drowsiness. Many OTC products have a warning on the label telling the user not to drive a car or operate heavy machinery while taking the medication. Students should remind students to always read the labels of OTC medications for warnings before using them.

Instructors could ask students to suggest some common alternatives to OTC medicines. Some examples include gargling with warm salt water for a sore throat, or applying ice or heat to a sore muscle. Instructors could discuss the effectiveness

Instructors should tell students that many medicines can be dangerous when combined with alcohol; serious illness, injury, or death could result. If a medication should not be combined with alcohol – whether the medicine is prescription or OTC – it will carry a warning telling the user not to drink alcohol while taking it.

Instructors could have students read the Technology and Society feature on page 322 of the text. Instructors could explain to students that during a clinical trial, some people take the drug being tested and others take a placebo, or sugar pill. The research participants do not know if they are getting the drug or not. The doctors administering the doses do not know either. This is called a “double-blind” experiment. Students could be asked why they think it might be important to test drugs this way. Instructors should point out that concerns have been raised about whether it is ethical to give some research participants placebos if they are in need of real treatment.

Unit 1 – Recognizing Medicines & Drugs

Suggestions for Assessment

Students are required to answer questions 1 – 5 under *Lesson 1 Review*. Answers are found in the Teacher’s Edition.

Students are required to complete *Workbook Activity 46: Medicines*. Answers are found in the Teacher’s Edition.

Resources

Teacher’s Edition, page 323.

Teacher’s Edition, page 565.

Unit 1 – Recognizing Medicines & Drugs

Outcomes	Notes for Teaching and Learning
1.2 Discuss how tobacco use can increase health risks. <ul data-bbox="252 496 628 654" style="list-style-type: none">1.2.1 Provide reasons why people use tobacco.1.2.2 Discuss the physical effects of tobacco use.	In 1964, U.S. Surgeon General Luther L. Terry reported that smoking cigarettes was harmful to health. At that time, nicotine was described as a habit-forming drug, not an addictive drug. In his 1988 report, “The Health Consequences of Smoking,” U.S. Surgeon General C. Everett Koop reported that nicotine is as addictive as cocaine and heroin. Nicotine affects certain nerve receptors in a way that is similar to other addictive drugs. Nicotine is one of the strongest poisons known. It is a very effective insecticide.
1.2.3 Explain how tobacco smoke affects non-smokers. <ul data-bbox="252 897 644 1140" style="list-style-type: none">1.2.4 Describe the impact of tobacco smoke on unborn babies.1.2.5 Discuss supports available to help people quit smoking.	Selling tobacco products in Canada is highly regulated. The 1999 Tobacco Act prohibits the sale of tobacco products to young persons (18 years of age or less) and requires retailers of tobacco products to post signs that inform the public that furnishing tobacco products to young persons is prohibited by law. In addition, all tobacco products must display graphic health warnings and include health messages containing information to help people quit smoking.
1.3 Discuss how alcohol abuse can increase health risks. <ul data-bbox="252 1510 628 1774" style="list-style-type: none">1.3.1 Describe the short-term and long-term physical effects of alcohol on the body.1.3.2 Describe how alcohol affects an unborn baby.	Instructors could ask any former smokers in the class to describe how hard it was to overcome the addiction to nicotine. Instructors should be prepared to provide smokers in the class who want to quit with information on how to quit. Instructors could tell students that the following quantities of alcoholic beverages have roughly 11.4 mL of alcohol: <ul data-bbox="718 1510 1052 1626" style="list-style-type: none">• 100 mL glass of wine• 285 mL glass of beer• 1 shot (30 mL) spirits

Unit 1 – Recognizing Medicines & Drugs

Suggestions for Assessment

As an optional assignment, students could find information on the health risks of smoking during adolescence. They could research the connections between smoking as a teenager and having health problems later in life.

Students are required to answer questions 1 – 5 under *Lesson 2 Review*. Answers are found in the Teacher’s Edition.

Students are required to complete questions 1 – 3 under *Health in Your Life: Breaking the Nicotine Habit*. Written answers should be placed in their **portfolio**. Sample answers are found in the Teacher’s Edition.

Students are required to complete *Workbook Activity 47: Tobacco*. Answers are found in the Teacher’s Edition.

Resources

Teacher’s Edition, page 325.

Teacher’s Edition, page 327.

Teacher’s Edition, page 327.

Teacher’s Edition, page 565.

Unit 1 – Recognizing Medicines & Drugs

Outcomes	Notes for Teaching and Learning
1.3.3 Explain how alcohol consumption affects driving.	
1.3.4 Discuss why alcoholism is a disease.	
1.4 Discuss how use of stimulants, depressants, narcotics and hallucinogens can increase health risks.	If students ask, instructors could explain that the legal definition of “narcotic” varies from place to place and instance to instance. A good general-purpose definition is given in the vocabulary box on page 335. A useful, more precise definition might be “a drug with addictive potential that reduces pain, alters mood and behaviors, usually induces sleep, and in excessive doses can cause stupor, coma, or death.”
1.4.1 Describe the physical effects of stimulants.	
1.4.2 Explain the health risks of using amphetamines and cocaine.	
1.4.3 Describe the physical effects of depressants.	Instructors should tell students that withdrawal symptoms for people who are abusing depressants – especially sedative-hypnotic drugs – include anxiety, sweating, restlessness, agitation, and hallucinations. Students could be asked to imagine what effect those symptoms might have on a newborn or premature baby.
1.4.4 Describe the physical effects of narcotic use.	
1.4.5 Describe the physical effects of hallucinogen use.	
1.5 Discuss the health risks of marijuana and steroid use.	Scientists first developed steroids in the 1930s to help treat men who were unable to produce enough of the hormone testosterone. During World War II malnourished soldiers were given this artificial testosterone to gain weight. After the war, Olympic and professional athletes and even college and high school athletes began to use steroids. In 1975 the International Olympic Committee banned the use of steroids in Olympic competition. Today, surveys show that adolescent use of steroids is on the rise and that a great number of adults are actively using them too.
1.5.1 Describe the physical effects of marijuana use.	

Unit 1 – Recognizing Medicines & Drugs

Suggestions for Assessment

Students are required to complete questions 2, 4 & 5 under *Lesson 3 Review*. Answers are found in the Teacher's Edition.

Students are required to complete *Workbook Activity 48: Alcohol*. Answers are found in the Teacher's Edition.

Students are required to complete questions 1 – 5 under *Lesson 4 Review*. Answers are found in the Teacher's Edition.

Students are required to complete *Workbook Activity 49: Classifying Drugs*. Answers are found in the Teacher's Edition.

Resources

Teacher's Edition, page 331.

Teacher's Edition, page 565.

Teacher's Edition, page 337.

Teacher's Edition, page 565.

Teacher's Edition, page 340.

Unit 1 – Recognizing Medicines & Drugs

Outcomes

1.5.2 Explain how steroids are used both medically and illegally.

Notes for Teaching and Learning

Instructors should explain to students that illegal drugs are also dangerous because there is no supervision of their production, transportation, or sale. Drug dealers can and do dilute their drugs with almost anything – sometimes even with substances that are toxic.

Unit 1 – Recognizing Medicines & Drugs

Suggestions for Assessment

Students are required to complete questions 1 – 5 under *Lesson 5 Review*. Answers are found in the Teacher’s Edition.

Students are required to complete *Workbook Activity 50: Other Dangerous Drugs*. Answers are found in the Teacher’s Edition.

Students are required to complete questions 1 – 20 under *Chapter 14 Review*. Answers are found in the Teacher’s Edition.

Resources

Teacher’s Edition, page 340.

Teacher’s Edition, page 565.

Teacher’s Edition, pages 342 – 343.

Unit 2 – Dealing with Drug Dependence

Outcomes

2.1 Compare and contrast physical and psychological drug dependence.

2.1.1 Recognize the signs and symptoms of drug dependence.

2.1.2 Describe how drug dependence affects the family.

2.1.3 Describe how drug dependence costs society.

2.2 Discuss possible solutions to drug dependence.

2.2.1 List and describe the steps in recovering from drug dependence.

Notes for Teaching and Learning

Instructors could ask students why someone who has problems might start using drugs. Students could brainstorm a list of situations that might be stressful for adults. Examples might include communication problems with family members or friends, social pressures, and financial pressures. Instructors can ask students to discuss healthy ways to deal with such problems.

Instructors could have students read the Health Myth feature on page 348. Instructors could tell students that methamphetamine can also be fatal after one use. It increases heart rate and blood pressure and can cause the cardiovascular system to collapse. It also can damage blood vessels in the brain, causing strokes.

Instructors could discuss with students how a person's experiences as a young child might affect the decisions the person makes about drugs later in life. Students could be challenged to discuss how others can help a young child have positive experiences and develop strong self-esteem.

Instructors could ask students to discuss the various ways they have seen smokers dispose of cigarette butts. Some ways might include emptying car ash trays on the ground, stepping on cigarettes on the ground, and throwing cigarettes into bodies of water. Students could be asked how disposal of cigarettes and cigarette butts has a negative effect on the environment.

Alcoholics Anonymous is an international group of people who have had problems with alcoholism. The only requirement for membership is a person's desire to stop drinking alcohol. Many health professionals include alcoholism in the general category of substance abuse or chemical dependency. They sometimes introduce people who do not have problems with alcohol to A.A. and encourage them to attend meetings. People who do not have problems with alcohol may attend open meetings, in which members describe their experiences with alcohol.

Unit 2 – Dealing with Drug Dependence

Suggestions for Assessment

As an optional assignment, students could research and write reports on how other countries deal with drug problems. Problems include the production of drugs in a country, the shipping of those drugs to another country, drug dealing with a country, drug addiction and treatment in a country, and other healthcare and societal costs. Students should evaluate how effective those approaches are and whether they would be effective in Canada.

Students are required to complete questions 1 – 5 under *Lesson 1 Review*. Answers are found in the Teacher’s Edition.

Students are required to answer questions 1 – 3 under *Health in Your Life: Media, Culture, and Drug Use*. Written answers should be placed in their **portfolio**. Sample answers are found in the Teacher’s Edition.

Students are required to complete *Workbook Activity 51: Drug Dependence Problems*. Answers are found in the Teacher’s Edition.

Resources

Teacher’s Edition, page 350.

Teacher’s Edition, page 351.

Teacher’s Edition, page 351.

Teacher’s Edition, page 565.

Unit 2 – Dealing with Drug Dependence

Outcomes	Notes for Teaching and Learning
2.2.2 Identify resources for those who need help with drug dependence.	Instructors could have students read the Technology and Society feature on page 352 of the text. Gene therapy could be explained to students. Gene therapy is a technique for correcting missing or damaged genes responsible for causing diseases. Sometimes a normal gene is introduced into the cells of a person with a missing or damaged gene. The introduced gene then begins to function to correct the symptoms of the disease caused by the missing or damaged gene. Sometimes techniques are used to fix damaged genes in the cells, rather than introducing new genes. In the research described in the feature, gene therapy caused the animals' brain cells to respond to the brain chemical in a normal way.
	Instructors could ask students how they can find out about support groups relating to drug dependence in their community. Students could examine a phone book and make a list of local organizations and support groups relating to drug dependence.
	Instructors should help students understand that the functions of support groups, counselors, and treatment centers are different. Support groups bring together addicted people so they can help each other emotionally. Counselors are available to help people discuss concerns and to direct them to appropriate treatment. Treatment centers use a medical approach to stopping drug dependency.
	Instructors could have students read the Health Myth feature on page 353 of the text. Students should be reminded that addiction to a drug is a physical disease that involves changes in brain function. Research has shown that long-term drug use causes major changes in brain function that continue long after the person stops using drugs. These drug-induced physical changes might cause many behavioral changes.

Unit 2 – Dealing with Drug Dependence

Suggestions for Assessment

Students are required to answer questions 1 – 5 under *Lesson 2 Review*. Answers are found in the Teacher’s Edition.

Students are required to complete *Workbook Activity 52: Drug Dependence Solutions*. Answers are found in the Teacher’s Edition.

Resources

Teacher’s Edition, page 355.

Teacher’s Edition, page 565.

Unit 2 – Dealing with Drug Dependence

Outcomes

2.3 Discuss strategies for avoiding drug use.

2.3.1 Identify resistance skills for refusing drugs.

2.3.2 Identify sources of help to avoid drug use.

2.3.3 Describe healthy alternatives to drug use.

Notes for Teaching and Learning

Some countries such as England and Sweden have tried to fight drug addiction by making heroin available legally. Epidemics of drug addiction followed legalization of the drug. These countries have since reversed their laws and made heroin illegal again. Instructors could have a class discussion about whether students think these facts support the argument not to legalize other drugs.

Instructors could have a class discussion on the advantages disadvantages of receiving treatment at a center that focuses on a certain age group. Students might have differing opinions. For example, some students might consider it an advantage to receive support from people in the same age group. Other students might consider it an advantage to have the point of view of those in different age groups.

Resistance skills must be practiced if they are to be effective. One way to practice is for the student to learn how to ask clarifying questions. These questions identify the specific activity or behavior that a person wants the student to do. An example might be, “What do you want me to do at the party with you?” Asking the right questions helps students to confirm exactly what the person wants them to do. The questions also serve to shift peer pressure by causing the other person to name the exact behavior in question, which the other person might not want to do.

Instructors could ask students to discuss things that are easier to do because of not doing drugs. The discussion could include personal, academic, and social situations. Students could give examples of extracurricular activities offered in the community or family oriented activities. Instructors could ask how these activities might help keep someone drug free.

Unit 2 – Dealing with Drug Dependence

Suggestions for Assessment

Students are required to complete questions 1 – 5 under *Lesson 3 Review*. Answers are found in the Teacher’s Edition.

Students are required to complete *Workbook Activity 53: Alternatives to Drug Use*. Answers are found in the Teacher’s Edition.

Students are required to complete questions 1 – 20 under *Chapter 15 Review*. Answers are found in the Teacher’s Edition.

Resources

Teacher’s Edition, page 358.

Teacher’s Edition, page 565.

Teacher’s Edition, pages 360 – 361.

Unit 3 – Reducing Risks of Injury

Outcomes	Notes for Teaching and Learning
3.1 Describe ways to reduce risks of injury at home.	Instructors could hold a classroom discussion with the students about the injuries they have experienced in their lives. For each experience, the student could describe how the injury occurred, the environment it occurred in, and what she or he would do to prevent the injury in the future.
3.1.1 Identify potential safety hazards in the home.	Instructors could have students read the introductory paragraphs on page 369 of the text. They could then be asked to name certain activities they take part in that are more likely to provide risks for accidents than others. Instructors could ask students to suggest precautions they could take to limit the likelihood of accidents occurring during the activities.
3.1.2 Devise ways to reduce the risk of falls.	Instructors could have students to name ways people might get hurt at home. Students should understand that in order for homes to be safe places, people need to act in safe ways.
3.1.3 Discuss ways to reduce the risk of fire.	Many students believe that the main danger from fire is being burned. Instructors should tell students that by far the biggest cause of death in a fire is from smoke inhalation. Many deaths are caused because people underestimate how deadly smoke can be in a fire.
3.1.4 Discuss the importance of smoke detectors and fire extinguishers in the home.	
3.1.5 Describe what to do in case of fire in the home.	Instructors should point out to students that when calling for help, certain information needs to be given. The person called will need to know what the emergency is and where it is. He or she will ask you questions about the emergency. Students need to stay calm so they can answer the questions clearly and correctly. Also, students should not hang up the telephone until instructed to do so.
3.1.6 Discuss ways to reduce the risk of poisoning and electrical shock.	
3.1.7 Recognize other safety hazards in the home.	Instructors could have students read the Health Myth feature on page 374 of the text. Students could be asked what safety measures a gun owner must take to prevent injuries with children.

Unit 3 – Reducing Risks of Injury

Suggestions for Assessment

Students are required to draw a floor plan of their home showing escape routes from each room to use in case of fire. They are also required to complete questions 1 – 3 under *Health in Your Life: Planning Escape Routes*.

Written answers should be placed in their **portfolio**. Sample answers are found in the Teacher's Edition.

Students are required to answer questions 1 & 3 under *Lesson 1 Review*. Answers are found in the Teacher's Edition.

Students are required to complete *Workbook Activity 54: Risks at Home*. Answers are found in the Teacher's Edition.

Resources

Teacher's Edition, page 375.

Teacher's Edition, page 375.

Teacher's Edition, page 565.

Unit 3 – Reducing Risks of Injury

Outcomes	Notes for Teaching and Learning
3.1.8 Outline ways to avoid risks when caring for young children.	
3.2 Identify ways to reduce risks away from the home.	Instructors should encourage students to describe work or school situations that might have obvious safety hazards. Students could then be asked to name some safety hazards in work or school situations that might not be obvious.
3.2.1 Identify ways to avoid injuries in the workplace and at school.	Students should understand that they have the legal right to refuse to perform unsafe work. Additionally, an employee who refuses to follow safety procedures on the job may be subjected to disciplinary action such as attending a safety class or even suspension from the job.
3.2.2 Identify ways to avoid drowning.	
3.2.3 Identify ways to prevent sport accidents.	
3.3 Discuss ways to reduce risks on the road.	According to Transport Canada, all boats must carry a personal floatation device (PFD), such as an approved life jacket or life preserver, at all times. For boats shorter than 6 meters, one floatation device must be available for each person on board. For boats longer than 6 meters, one wearable floatation device must be available for each person and one throwable personal floatation device must be available for emergencies.
3.3.1 Identify ways to reduce the incidence of vehicle crashes.	Instructors could find pictures of passengers in a moving car from 20 to 30 years ago. Students could assess the safety of the passengers.
	Instructors could have students read the Health Myth feature on page 383 aloud in class. Students should be told that an air bag is designed to work together with a seat belt. A person who is in an accident without a seat belt on has a greater risk of injury or death than a person wearing a seat belt. Many students may also believe that not wearing a seat belt will enable them to be thrown clear of an accident. Instructors should tell students that a person thrown from a car in an accident typically suffers serious injury or dies.

Unit 3 – Reducing Risks of Injury

Suggestions for Assessment

As an optional assignment, students could research how warming up before exercise can reduce injury.

Students are required to complete questions 1, 4 & 5 under *Lesson 2 Review*. Answers are found in the Teacher's Edition.

Students are required to complete *Workbook Activity 55: Risks Away from Home*. Answers are found in the Teacher's Edition.

As an optional assignment, students could research the consequences of a nonfatal head injury as a result of a car crash or motorcycle or bicycle accident.

Students are required to answer questions 1, 2, 3 & 5 under *Lesson 3 Review*. Answers are found in the Teacher's Guide.

Students are required to answer questions 1 – 3 under *Decide for Yourself*. Written answers should be placed in their **portfolio**. Sample answers are found in the Teacher's Edition.

Resources

Teacher's Edition, page 380.

Teacher's Edition, page 565.

Teacher's Edition, page 384.

Teacher's Edition, page 384.

Unit 3 – Reducing Risks of Injury

Outcomes	Notes for Teaching and Learning
3.3.2 Outline ways to increase bicycle and motorcycle safety.	The vast majority of injuries related to bicycling could have been prevented with the use of bicycle helmets. Some municipalities have bylaws requiring bicyclists to wear helmets. Students could find out if wearing a helmet is mandatory in their community.
3.4 Describe ways to stay safe during common natural disasters.	Instructors could lead a class discussion about students' experiences with an adverse weather condition. Students could be asked if the condition posed a danger to them and to their family. Did they expect the condition? How did they prepare for it?
3.4.1 Describe ways people can prepare for a hurricane, flood, blizzard and lightning strike.	Instructors could have students read the Technology and Society feature on page 386 of the text. Instructors could tell students that the popularity of cell phones has added a complication to 911 phone services. People who dial 911 from a wired phone can be tracked to their location even if they cannot speak. However, many cell phones cannot be tracked by emergency personnel. New technology is being added to cell phones to make them easier to located, but currently cell phones are less reliable for summoning help than a wired phone.
3.4.2 Discuss how communities can prepare for natural disasters.	Wetlands are nature's means of flood control. When wetlands are destroyed for development, much of the rain that would have soaked into the wetland runs into low lying developed areas or into nearby streams that may overspill their banks. Students could survey their community for any wetlands and find out what kinds of wildlife live there. Students could find out how the wetlands in their area protect against flooding.
	Instructors could bring to class a photograph of a tree that has been struck by lightning. Students could be asked why it is unsafe to seek shelter under a tree during a thunderstorm. Instructors could tell students that when lightning strikes a tree, the sap within the tree heats up so quickly and intensely that it explodes from the tree, shattering the wood.

Unit 3 – Reducing Risks of Injury

Suggestions for Assessment

Students are required to complete *Workbook Activity 56: Risks on the Road*. Answers are found in the Teacher’s Edition.

As an optional assignment, students could research a type of natural disaster covered in this unit that occurred in another part of the world. Students could write a report about the disaster and how people dealt with it. A map showing the location of the disaster could be included with the report.

Students are required to complete questions 1 – 3 under *Lesson 4 Review*. Answers are found in the Teacher’s Edition.

Students are required to complete *Workbook Activity 57: Safety in Natural Disasters*. Answers are found in the Teacher’s Edition.

Students are required to complete questions 1 – 8, 10, 12, 14, 15, 17 & 19 under *Chapter 16 Review*. Answers are found in the Teacher’s Edition.

Resources

Teacher’s Edition, page 565.

Teacher’s Edition, page 388.

Teacher’s Edition, page 390.

Teacher’s Edition, page 565.

Teacher’s Edition, pages 392 – 393.

Unit 4 – Applying First Aid to Injuries

Outcomes

4.1 Identify specific skills to be used in emergency health situations.

4.1.1 Describe the basic guidelines for first aid.

4.1.2 Describe universal precautions that should be taken when administering first aid.

Notes for Teaching and Learning

Where possible, this unit should be taught using a hands-on approach, where instructors can demonstrate the proper way to perform first aid and the students can practice the techniques. Alternatively, a first aid instructor or other public health professional can be invited to give a brief first aid lesson to the class. Students who are certified Emergency or Standard First Aiders should be granted equivalency and are not required to complete this unit.

Instructors could ask students if they ever had a medical emergency requiring first aid. Possibilities include a broken limb, a bad cut, a sprained ankle, passing out from excessive heat, etc. Students could be invited to tell what first aid treatments, if any, were provided at the scene. Instructors could ask students to explain if the treatment kept the injury or illness from worsening.

Instructors could ask students why it is important to know basic first aid techniques. Students could be asked why it is important to administer first aid properly. Instructors could ask students what they think they should do if they found a person lying unconscious on the floor. Students could be asked to list some things they should not do.

Students should be reminded to take universal precautions when they give first aid, especially when they might come into contact with body fluids such as blood or saliva. Instructors should stress that universal precautions are meant to protect both the rescuer and the victim.

North America's first three-digit emergency telephone number (999) was introduced in the city of Winnipeg, Manitoba, in 1959. Canada converted its national emergency number to 911 in 1972.

Unit 4 – Applying First Aid to Injuries

Suggestions for Assessment

As an optional assignment, students could research the Canadian Red Cross. Students could find out who started this organization and for what reason. The report could include the number of people the Red Cross helps each year, the kinds of emergencies in which the Red Cross helps, and information about how the Red Cross is run.

Students are required to read *Health in Your Life: Protecting Your Family* and answer questions 1 – 3. Students should place their written answers in their **portfolio**. Sample answers are found in the Teacher's Edition.

Students are required to complete questions 1, 3, 4, & 5 under *Lesson 1 Review*. Answers are found in the Teacher's Edition.

Students are required to complete *Workbook Activity 58: First Aid*. Answers are found in the Teacher's Edition.

Resources

Canadian Red Cross website,
www.redcross.ca

Teacher's Edition, page 399.

Teacher's Edition, page 400.

Teacher's Edition, page 565.

Unit 4 – Applying First Aid to Injuries

Outcomes

4.1.3 Describe the first aid for a choking victim.

4.1.4 Describe how to perform artificial respiration on a non-breathing casualty.

Notes for Teaching and Learning

Instructors could have students make a flow chart that sequences the steps of what to do in an emergency situation. Creating the flow charts will help students organize the material in this lesson. Students could also make a web diagram that contains information about steps to take for universal precautions.

Instructors could have students read the Link to Social Studies feature on page 397 of the text. A discussion could be held on the importance of ambulances in emergency situations today. Instructors could ask students to list the advantages of using ambulances.

Instructors could ask for volunteers to demonstrate the Heimlich maneuver. Instructors should ensure that the “rescuer” does not actually thrust into the abdomen of the “victim” so that no one is injured. After a few demonstrations, students could work in pairs to practice the correct position of the body and hands but, again, instructors should caution students against actual thrusting. As an alternative, students could demonstrate the thrusting motion on a pillow.

During rescue breathing, the victim is receiving another person’s exhaled air. The air that a person inhales contains about 20 to 21 percent oxygen. The lungs use only 5 percent of that oxygen and exhale the other 15 to 16 percent. During rescue breathing, the air that the victim is taking in contains about 15 to 15 percent oxygen, which is more than enough to keep vital organs alive and functioning.

Some students may have learned first aid techniques through Saint John Ambulance courses or other workplace training. Instructors could ask these students to describe their experiences and explain what happens in a typical first aid lesson.

Unit 4 – Applying First Aid to Injuries

Suggestions for Assessment

Resources

Unit 4 – Applying First Aid to Injuries

Outcomes	Notes for Teaching and Learning
4.1.5 Describe how to perform cardiopulmonary resuscitation (CPR) on a non-responsive casualty.	Instructors could ask for a student volunteer to help demonstrate the correct positioning of rescuer and victim for the compressions used in CPR. A CPR dummy or mannequin would be useful for students to practice on. Students should not practice compressions on each other.
4.1.6 Describe the first aid for shock.	Instructors could divide the class into groups of three or four students. Each group could be assigned an accident situation. Examples include a choking person in a restaurant; an elderly person having a heart attack; a teen who was rescued from a pool who is not breathing but has a pulse; and a car accident victim with mouth injuries who is not breathing. Students could discuss the proper first aid techniques for each scene.
4.1.7 Describe the first aid for severe bleeding.	
4.1.8 Describe the first aid for poisoning.	Many of the world's plants contain substances that are toxic. Some of these substances can cause illnesses and can even kill if people eat them in large or even small amounts. Some of the most poisonous are plants with fruit or flowers that can attract animals or young children. Some common poisonous plants are philodendron, daffodil, buttercup, rhubarb (leaves), foxglove, milkweed, rhododendron, and iris.
4.1.9 Describe the first aid for other less serious problems, such as fainting, bites and stings, bone and joint injuries, burns, objects in the eye, nosebleeds, and exposure to extreme heat and cold.	Instructors could ask students if anyone has broken an arm or a leg, sprained a muscle, been bitten by a dog or a cat, or been stung by a bee. Students could explain what first aid measures, if any, were taken at the time.

Unit 4 – Applying First Aid to Injuries

Suggestions for Assessment

As an optional assignment, students could read the *Technology and Society* feature on page 405 of the text and research other materials or machines that can save a person's life that are carried in ambulances.

Students are required to complete questions 1 – 5 under *Lesson 2 Review*. Answers are found in the Teacher's Edition.

Students are required to complete *Workbook Activity 59: Saving Lives*. Answers are found in the Teacher's Edition.

Many poisons are household items such as paints, mineral spirits, household cleaners, and oils. These poisons can be harmful if they are disposed of with other trash and end up in a regular landfill. Many communities offer either curbside pickup or a central location to which such poisons can be brought for proper disposal. As an optional assignment, students could investigate their local community waste management and recycling programs to find out how these poisons can be disposed of properly.

Traditional Aboriginal peoples in Northern Labrador have adapted to extreme cold conditions. As an optional assignment, students could conduct research to find out how Northern Labrador Inuit or Innu traditionally guarded against hypothermia. Students could research the traditional clothing, daily routines, and food and drink that helped guard against the cold climate.

As an optional assignment, students could prepare a checklist of items that should be in the home to provide basic first aid based on what they have read in this unit. Items on the list could include adhesive bandages in various sizes, antibiotic creams, cotton bandages, instant ice packs, and so on.

Resources

Teacher's Edition, page 405.

Teacher's Edition, page 406.

Teacher's Edition, page 565.

Unit 4 – Applying First Aid to Injuries

Outcomes

Notes for Teaching and Learning

Instructors could have students read the Health Myth on page 411 of the text. Keeping the head above the heart will cause the nose to bleed less. Bending over or blowing the nose should be avoided for several hours after a nosebleed stops, because those actions could cause it to start again.

Unit 4 – Applying First Aid to Injuries

Suggestions for Assessment

Students are required to complete questions 1 – 5 under *Lesson 3 Review*. Answers are found in the Teacher’s Edition.

Students are required to complete questions 1 – 3 under *Decide for Yourself* and place their written answers in their **portfolio**. Sample answers are found in the Teacher’s Edition.

Students are required to complete *Workbook Activity 60: First Aid Choices*. Answers are found in the Teacher’s Edition.

Students are required to questions 1 – 20 under *Chapter 17 Review*. Answers are found in the Teacher’s Edition.

Resources

Teacher’s Edition, page 412

Teacher’s Edition, page 412.

Teacher’s Edition, page 565.

Teacher’s Edition, pages 414 – 415.

Unit 5 – Environmental Health

Outcomes

5.1 Analyze how the environment affects the health of the community.

5.1.1 Explain the term “balance of nature”.

5.1.2 Describe three ways to upset the balance of nature.

5.1.3 Explain how damage to the environment affects health.

5.1.4 Discuss why it is important to understand the effects of pollution on the environment.

5.2 Discuss the short-term and long-term health problems associated with air pollution.

Notes for Teaching and Learning

Problems with air quality have been linked to asthma occurrences in Canada. Death rates from asthma have risen steadily in the last 20 years. Rates have risen most dramatically in urban areas. Asthma is now the most common chronic childhood illness in Canada. Most children who have asthma develop it by age 5, although anyone of any age can develop the disease.

Instructors can invite students to name as many examples of balance as they can. Students can explain how they think balance relates to the environment.

Instructors could have students read the Link to Math on page 488 of the text. Students could calculate how much trash would be saved from landfills every year if each person recycled just 10 percent of his or her trash.

Instructors could ask students to name places where they have seen indoor plants. Students could discuss how they think such plants change the appearance of an indoor environment. They could also discuss how an inviting setting affects the overall health – physical and emotional – of people indoors. Instructors could tell students that visual pollution is a negative visual environment including outdoor things such as trash, weeds, and run-down buildings and indoor things like clutter and dirt. Students can improve their indoor visual environment – as well as their physical and emotional health – by keeping things neat and clean and by including attractive plants.

Students could create a table with the headings Problem, Cause(s), and Effects. They could fill out the table with information about each type of air pollution discussed in this unit.

Unit 5 – Environmental Health

Suggestions for Assessment

As an optional assignment, students could research an endangered plant or animal species in Newfoundland and Labrador and find out what people have been doing to help protect it.

As an optional assignment, students could research a plant or animal that has become extinct. Students should research the changes that occurred in the environment to cause the extinctions.

Students are required to answer questions 1 – 5 under *Lesson 1 Review*. Answers are found in the Teacher’s Edition.

Students are required to complete *Workbook Activity 70: Health and the Environment*. Answers are found in the Teacher’s Edition.

Resources

Teacher’s Edition, page 488.

Teacher’s Edition, page 489.

Teacher’s Edition, page 565.

Unit 5 – Environmental Health

Outcomes	Notes for Teaching and Learning
5.2.1 List and describe causes of outdoor air pollution.	Students could create a concept map for causes and effects of indoor air pollution. They could include building materials and household chemicals as causes, including asbestos, tobacco smoke, broken heaters and appliances, and radon. Effects could include difficulty breathing, coughing, irritation of the nose and throat, lung and respiratory diseases, headaches, and other effects.
5.2.2 Describe how outdoor air pollution affects health.	
5.2.3 Describe how indoor air pollution affects health.	
5.2.4 Discuss how the greenhouse effect affects the Earth.	Students could gather near a window on a sunny day and look at the air that is illuminated by sunlight. They should be able to see lots of tiny dust particles swirling around in the air. If the windowsills or other surfaces have not been dusted for a while, students should be able to see dust resting on the windowsills or other surfaces. Instructors could tell students that air pollution and particulates are in the air and that they can even collect visibly on surfaces.
5.2.5 Explain how the thinning ozone layer impacts life on Earth.	
5.2.6 Describe the impact of acid rain on plant and animal life.	Instructors should tell students that despite relatively low levels of industrial pollution created in Newfoundland and Labrador, many parts of the island (especially the Southwest portion) suffer from high levels of acid rain. This is due to prevailing winds carrying air pollution from the United States along the eastern seaboard to Newfoundland.
5.3 Describe water pollution and how it affects health.	Polluted water can cause many health problems. Hepatitis A and E, viruses that inflame the liver, can be transmitted by water which is contaminated by fecal matter. People can get lead poisoning from water that has run through lead pipes, which are common in old buildings. Lead poisoning can damage the nervous and reproductive systems and the kidneys, it can harm the brains of developing fetuses and young children, and it can cause death. Cholera, a disease caused by bacteria that can cause severe dehydration and death, is transmitted by water which is contaminated by the fecal matter of people who have cholera.

Unit 5 – Environmental Health

Suggestions for Assessment

Students could read the Link to Earth Science on page 493. Instructors could tell students that scientific evidence overwhelmingly points to air pollution as the main cause of global warming. Some groups, however, argue that global warming is a natural phenomenon and that the Earth regularly enters warm and cool cycles. As an optional assignment, students could investigate opposing viewpoints on the causes of global warming.

Acid rain damages nonliving things, such as bridges, tombstones, and buildings. As an optional assignment, students could research structures that have been damaged by acid rain such as the Parthenon in Greece and pyramids and sphinxes near Cairo, Egypt.

Students are required to complete questions 1 – 5 under *Lesson 2 Review*. Answers are found in the Teacher’s Edition.

Students are required to complete *Workbook Activity 71: Types of Air Pollution*. Answers are found in the Teacher’s Edition.

Resources

Teacher’s Edition, page 493.

Teacher’s Edition, page 494.

Teacher’s Edition, page 566.

Unit 5 – Environmental Health

Outcomes

5.3.1 Discuss the following causes of water pollution:

- i. factory wastes
- ii. sewage
- iii. oil leaks and spills
- iv. agricultural runoff
- v. household chemicals

5.3.2 Describe ways freshwater can be conserved.

Notes for Teaching and Learning

Instructors could show students a tank, jar, or glass of clean water. Instructors could place a drop of red or blue food coloring in the water and have students watch as the food coloring spreads through the water. Students should be told that this illustrates how even small amounts of pollutants can spread quickly throughout a water system.

Instructors could draw a circle on the board and tell students that it represents all the water on Earth. Instructors could model how such a circle is used as a pie graph to divide the parts of a whole. Students could be asked to draw a pie piece showing how much of the water on Earth they think is useable freshwater. Students could be shown a globe or wall map of the world and then asked to point out the oceans. Instructors should emphasize that the oceans are made of saltwater, which cannot be used for drinking, growing crops, washing, or even used in industrial machines. Students should note how comparatively little freshwater there is, even taking into account groundwater. Instructors could then color in a thin section of the pie representing 3 percent of the whole. This is the amount of water on Earth that is usable freshwater.

Instructors could bring to class water samples from different sources in the community, or supervise students in taking such samples. Sources include ponds, streams, rainwater, and faucets at school and at home. The sources of the samples should be labeled. Instructors could use water testing kits to determine the quality of the water.

Instructors could ask students if they consider the availability of their water to be a luxury. Students could compare their use of water to that of other places around the world. Instructors could point out, for example, that in many developing nations in Asia, Africa, and South America, people must carry water in buckets from a well or river. Instructors could discuss how the convenience of freshwater affects one's attitude toward it and actions regarding it.

Unit 5 – Environmental Health

Suggestions for Assessment

Students are required to write answers for questions 1 – 5 under *Lesson 3 Review*. Answers are found in the Teacher's Edition.

Students are required to complete *Workbook Activity 72: Types of Water Pollution*. Answers are found in the Teacher's Edition.

Resources

Teacher's Edition, page 498.

Teacher's Edition, page 566.

Unit 5 – Environmental Health

Outcomes	Notes for Teaching and Learning
<p>5.4 Analyze other environmental problems and their impact on health.</p> <p>5.4.1 Discuss how the following problems impact health:</p> <ul style="list-style-type: none">i. human population growthii. deforestationiii. solid wasteiv. noise pollutionv. light pollutionvi. radiation	<p>Repeated exposure to excessive noise can cause high blood pressure, headaches, ulcers and hearing loss. The most dangerous noises – such as those made by sirens, jet engines, rivet guns, gunshots, and some rock concerts – are those that are 130 decibels and above. They can cause immediate and permanent hearing damage. Some people whose hearing has been damaged develop tinnitus, which is a constant buzzing or ringing sound in the ears. Listening to music through headphones or ear buds at high volumes for prolonged periods of time can also cause hearing loss.</p>
<p>5.5 Analyze the impact of public-health policies and government regulations on environmental health and community health.</p> <p>5.5.1 Discuss federal, provincial and municipal laws that help protect the environment.</p>	<p>Instructors should inform students that one way to protect the environment is to throw away less trash that will end up in landfills. One way to throw away less trash is to buy products that do not have a lot of packaging. Buying in bulk is one way of producing less waste. Choosing products packaged in reusable or recyclable packages, such as glass or aluminum, is also better for the environment.</p> <p>Students could read the Health Myth on page 505. Instructors should point out that most biodegradable items are an improvement over items made of plastic and other materials that do not break down. However, when materials break down, they can be introduced into the soil or water we use. Some organic items that break down can have the same effect as releasing a chemical fertilizer.</p>

Unit 5 – Environmental Health

Suggestions for Assessment

As an optional assignment, students can investigate how the traditional attitudes of aboriginal peoples toward the environment influence how they treat it. Students will discover that aborigines traditionally have had great respect for the environment. To aborigines, the environment is something they are an integral part of and live with rather than something to conquer.

Students are required to answer questions 1, 3, 4, and 5 under *Lesson 4 Review*. Answers are found in the Teacher's Edition.

Students are required to complete *Workbook Activity 73: Places*. Answers are found in the Teacher's Edition.

Students are required to write answers for questions 1 – 3 under *Health in Your Life: Recycling*. Answers should be placed in their **portfolio**. Sample answers are found in the Teacher's Edition.

Resources

Teacher's Edition, page 503.

Teacher's Edition, page 566.

Teacher's Edition, page 507.

Unit 5 – Environmental Health

Outcomes

5.5.2 Outline ways that individuals can help protect the environment.

Notes for Teaching and Learning

Instructors could ask students what they know about wetlands in Newfoundland and Labrador and Canada. Instructors should point out that wetlands include bogs, swamps and marshes. Students could be asked if they think preserving wetlands is important to the environment. Wetlands provide many benefits, such as providing habitat for wildlife, controlling flooding by absorbing runoff, acting as storm breakers along the coasts, filtering pollution from the waters that flow through the wetland, and replenishing groundwater while slowly releasing water during dry times. Instructors could discuss with students the wetlands in the community, and how they benefit the community.

Unit 5 – Environmental Health

Suggestions for Assessment

Students are required to complete questions 2, 3 and 5 under *Lesson 5 Review*. Answers are found in the Teacher's Edition.

Students are required to complete questions 1 – 20 under *Chapter 21 Review*. Answers are found in the Teacher's Edition.

Resources

Teacher's Edition, page 508.

Teacher's Edition, pages 510 – 511.