

Adult Basic Education  
**Healthy Living**

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# Healthy Living 3101

## Curriculum Guide

**Prerequisite:** Nil

**Credit Value:** 1

**Healthy Living Courses [Adult Oriented Electives]**

**Healthy Living 3101**

Healthy Living 3102

Healthy Living 3103



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## To the Instructor

### I. Introduction to Healthy Living 3101

Healthy Living 3101 is the first of three courses designed to help students learn about mental, emotional, social and physical health. Students will receive one credit upon completion of this course. Healthy Living 3101 is a prerequisite for both Healthy Living 3102 and Healthy Living 3103.

In Unit 1, *Maintaining Health and Wellness*, students will discover what it means to have good health. They will also discover how to apply this information to their own lives. Students will describe physical, social and emotional health and recognize the principles of good health. They will identify causes of health risks and they will evaluate and recognize the power to change personal health.

In Unit 2, *Managing Emotions*, students will learn about how to keep the mind and body healthy by understanding emotions and stress. They will also learn about common needs that people have and how these needs affect their emotions.

In Unit 3, *Maintaining Mental Health*, students will learn what affects mental health. They will learn about the characteristics of mentally healthy people and healthy relationships. Students will also learn some ways that they can improve and maintain good mental and emotional health.

In Unit 4, *Recognizing Mental Health Problems*, students will learn about some of the symptoms of poor mental health and some self-defeating behaviors. They will learn about mental disorders and what can be done for them. Students will learn some ways to improve their emotional well-being.

In Unit 5, *Identifying Human Body Systems*, students will learn about the body's systems and how they work together. They will learn about the skeletal and muscular systems. They will then learn about the nervous system, the sense organs, and the endocrine system. Next, students will learn about the respiratory and circulatory systems and the digestive and excretory systems. Finally, they will learn about the body's protective covering – the skin, hair, and nails.

In Unit 6, *Maintaining Personal Hygiene and Fitness*, students will learn about ways to take care of themselves and stay healthy. They will also learn about the importance of exercise, fitness, and rest to their health. Students will learn how these actions are important for social and emotional well-being. Finally, they will have the opportunity to create a fitness plan for themselves.

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	
<b>Outcomes</b>  Specific curriculum outcomes for the unit.	<b>Notes for Teaching and Learning</b>  Suggested activities, elaboration of outcomes, and background information.	<b>Suggestions for Assessment</b>  Suggestions for assessing students' achievement of outcomes.	<b>Resources</b>  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.

<b>To the Instructor</b>
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#### **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 3101**

## Unit 1 – Maintaining Health and Wellness

### Outcomes

1.1 Describe physical, social, and emotional health.

1.1.1 Define health.

1.1.2 Differentiate between physical, social and emotional health.

1.1.3 Discuss how the environment affects health.

1.1.4 Recognize the importance of diet and exercise for maintaining good health.

1.2 Identify ways to achieve good health.

1.2.1 Define disease.

### Notes for Teaching and Learning

Instructors could introduce the topic of health by leading students in the creation of a concept map linking the various aspects of health. Concepts could include a definition of health, types of health (spiritual, emotional, mental, etc), how to stay healthy, healthy behaviors, etc.

To help students understand that a balance must be maintained between the three parts of health, instructors could draw a triangle with three equal sides on the board. Each corner of the triangle is then labeled with one type of health (physical, emotional, and social). Instructors could read the following scenarios, and have students draw a new triangle that represents how health may be out of balance in each scenario.

Scenario 1: A person spends all of her free time training for a marathon.

Scenario 2: A friend begins dating someone and spends all of his free time with that person.

Scenario 3: A classmate has just lost a parent. He spends days in bed with the shades drawn.

Instructors could have students read *Decide for Yourself* on page 6 of the text and discuss the answers to the questions. As an extension, students could make a similar chart for their own daily health behaviors in regard to eating and exercise habits. Instructors could have students evaluate whether they think their behaviors are healthy or not.

Instructors could ask students to give examples of things people can do to achieve good health. Instructors could encourage students to list things that can be done every day, every week, or every year (e.g. doctor/dental check up). Students should give examples for social and emotional health as well as physical health.

## Unit 1 – Maintaining Health & Wellness

### Suggestions for Assessment

A major component of the evaluation for Healthy Living 3101 is a portfolio. Students will maintain a physical portfolio where they will keep samples of their work. Instructors should periodically assess the student's portfolio to ensure the student is successfully completing all required work and to remediate any problems the student may be having.

Students are required to complete questions 1 – 3 under *Health in Your Life* on page 5 of the text and place their completed answers in their **portfolio**. Answers to the questions are found in the Teacher's Edition.

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

Instructors could discuss questions 1 & 2 under *Decide for Yourself* on page 6 of the text with students. Answers are found in the Teacher's Edition.

Students are required to complete *Workbook Activity 1: The Three Parts of Good Health*. Answers are found in the Teacher's Edition.

### Resources

*Teacher's Edition*, page 5.

*Teacher's Edition*, page 6.

*Teacher's Edition*, page 6.

*Teacher's Edition*, page 563.

## Unit 1 – Maintaining Health & Wellness

### Outcomes

1.2.2 Outline the basic steps to staying healthy.

1.2.3 Define wellness.

1.3 Discuss how genetics can cause health risks.

1.3.1 Define health risk.

1.3.2 Define heredity.

1.3.3 Explain how heredity can cause health risks.

1.4 Discuss how environment can cause health risks.

1.4.1 Define physical environment.

1.4.2 Explain how the physical environment can cause health risks.

### Notes for Teaching and Learning

Instructors could help students learn the eight steps to staying healthy by making a two column table. The first column should be titled “Steps to Stay Healthy.” The second column should be titled “How to Practice.” Students could fill in the table with examples of how they can carry out each step in their daily lives.

Instructors should remind students that the Wellness Scale is a continuum. People may move from one level to another during different times in their lives. Instructors could have students study the scale and ask them to give examples of some serious illnesses that may place someone in the negative part of the scale. Students could be asked to describe how much time they think people spend exercising each day at a low level, high level and very high level of activity.

Instructors could introduce the topic of health risks by leading students in the creation of a concept map illustrating the three main types of health risks – heredity, environment, and behavior. Students should identify examples of each type of risk.

## Unit 1 – Maintaining Health & Wellness

### Suggestions for Assessment

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

Students are required to make a list of the things they do everyday to maintain good health and wellness using the eight steps to staying healthy as a guide. They are also required to make a list of changes they could make in their health behaviors that would improve their health. This should be placed in their **portfolio**.

Students are required to complete *Workbook Activity 2: Health and Wellness Word Scramble*. Answers are found in the Teacher's Edition.

### Resources

*Teacher's Edition*, page 10.

*Teacher's Edition*, page 10.

## Unit 1 – Maintaining Health & Wellness

### Outcomes

1.4.3 Propose ways of decreasing health risks caused by the physical environment.

1.4.4 Define social environment.

1.4.5 Explain how the social environment can cause health risks.

1.4.6 Propose ways of lowering risks in the social environment.

1.5 Discuss how culture can cause health risks.

1.5.1 Define culture.

1.5.2 Explain how culture can cause health risks.

1.5.3 Identify ways of decreasing cultural risks.

1.6 Discuss the causes of behavioral health risks.

1.6.1 Provide examples of behavioral risks.

### Notes for Teaching and Learning

Instructors could discuss the meaning of sedentary with students. Instructors could ask students to describe a sedentary lifestyle. Students could provide examples of activities that are sedentary (e.g. sitting in front of the television, playing video or computer games, working at the computer). Instructors could ask students to identify which activities they do that are sedentary. Students could rate their lifestyles as sedentary or active and explain why.

## Unit 1 – Maintaining Health & Wellness

### Suggestions for Assessment

As an optional assignment, students could research how medical care systems work in a country other than Canada. Students could answer questions such as “How do people get to see doctors?” “How is medication prescribed?” and “How do people make payments?” Instructors may choose to assign countries so that there is no overlap.

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 3: Types of Health Risks*. Answers are found in the Teacher’s Edition.

### Resources

*Teacher’s Edition*, page 16.

*Teacher’s Edition*, page 563.

## Unit 1 – Maintaining Health & Wellness

### Outcomes

1.6.2 Explain how alcohol, tobacco, and other drug use can negatively affect health.

1.6.3 Explain how unsafe practices at home can cause health risks.

1.7 Evaluate the power to change personal health.

1.7.1 Distinguish between long-term and short-term goals.

1.7.2 Define health literacy.

1.7.3 Discuss ways of solving health problems and changing behaviors.

### Notes for Teaching and Learning

Instructors should remind students that many prescribed drugs have side effects. If drugs are taken that are not prescribed for them, they risk having a reaction to the drug or having the drug interact with any other medications they may be taking.

Instructors could spend time discussing with students the idea that they have the power to change their behavior and make positive decisions and choices. As they read through the textbook, they will learn certain skills that will enable them to do this. These are skills they can use and practice every day, even with the smallest decision or choice they make. Instructors could ask students to share an example of a time when they made a positive choice and how they felt about it afterward.



## Unit 1 – Maintaining Health & Wellness

### Suggestions for Assessment

As an optional assignment, students could read and complete the *Health Assessment Chart* in the student text. They will have to keep track of their points, total them, and score themselves in each area of health. Then they should add the three scores together to find out their Overall Health Score. Instructors should encourage students to answer honestly. They can also use this assessment as a starting point to change behaviors that do not positively affect their health.

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 4: Changing Behaviors*. Answers are found in the Teacher's Edition.

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

### Resources

*Life Skills Health*, page 21.

*Teacher's Edition*, page 22.

*Teacher's Edition*, page 563.

*Teacher's Edition*, pages 24 – 25.

## Unit 2 – Managing Emotions

### Outcomes

2.1 Explain the purpose of emotions and how they happen.

2.1.1 Define emotion.

2.1.2 Describe ways of showing emotion.

2.1.3 Describe five different levels of basic human needs.

### Notes for Teaching and Learning

Instructors could discuss ways a person can help strengthen self-esteem. Responses could include behaving in ways that are consistent with values; concentrating on realistic, positive thoughts about oneself; focusing on one's own strong points; learning to express negative thoughts in positive ways; and looking at mistakes as opportunities for learning.

Researchers have learned that people in all parts of the world express their emotions with the same facial expressions. Across all cultures and socioeconomic backgrounds, people smile when they are happy, frown when they are sad, and raise their eyebrows and open their mouths wide when they are surprised.

Instructors could ask students to think about the difference between something they need and something they want. As students share their ideas, instructors could write a list of “needs” and “wants” on the board. After discussing Maslow's hierarchy of needs, students could be asked how they might change the list of “needs” and “wants”.

Instructors may have to explain what is meant by the term “hierarchy.” Instructors could explain that in a hierarchy, the broadest category is the base and each level becomes more defined and smaller.

Instructors could have the class choose a controversial environmental issue involving a conflict between needs. For example, the logging industry can provide jobs for people and can have a positive effect on economic growth. On the other hand, logging can lead to habitat destruction, which can threaten the survival of some species. Instructors could discuss the emotional as well as the scientific and pragmatic viewpoints of the issue and then ask students to share their own viewpoints.

## Unit 2 – Managing Emotions

### Suggestions for Assessment

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

Students are required to complete *Workbook Activity 5: What is Maslow’s Hierarchy of Needs?* Answers are found in the *Teacher’s Edition*.

### Resources

*Teacher’s Edition*, page 33.

*Teacher’s Edition*, page 563.

## Unit 2 – Managing Emotions

### Outcomes

2.2 Discuss how mental health affects physical health.

2.2.1 Define stress.

2.2.2 Define stress response.

2.2.3 Describe the fight-or-flight response.

### Notes for Teaching and Learning

Instructors should point out to students that not everyone satisfies their needs to the same degree. Some people may spend unusually large amounts of time satisfying their physical needs, safety needs, and esteem needs and spend little effort satisfying other needs. Other people choose to live simply and satisfy fewer physical needs. They may spend more time fulfilling self-actualization needs.

The stress response can help a person achieve peak-level performance. For example, it might help a runner win a race or a football player make a touchdown. The stress response might also help a person perform extraordinary feats – such as moving objects of great weight or running extraordinarily fast – in emergency situations.

Instructors could invite students to give examples of situations that may be enjoyable for some people but cause unpleasant pressure for others. One example might be performing in front of an audience.

Instructors could have students read the *Health Myth* feature on page 35 of the Student Text. Instructors should remind students that it is essential to have coping skills to deal with stress in life rather than allow stress to stop them from doing things they might enjoy. For example, a person who wants to go to a party may feel that the stress of interacting with people and making conversation is too overwhelming. Instructors could have students discuss positive actions they could take to deal with stress in this situation.

**Unit 2 – Managing Emotions**

**Suggestions for Assessment**

**Resources**

## Unit 2 – Managing Emotions

### Outcomes

2.2.4 Outline physical reactions to stress.

2.2.5 Describe life events that cause stress.

2.3 Identify emotions that are linked to stress.

2.3.1 Explain how fear, anxiety, anger and grief cause stress.

### Notes for Teaching and Learning

Instructors could have students read the *Health Myth* feature on page 36 of the Student Text. The bacterium *Helicobacter pylori* is responsible for the development of stomach ulcers. Ulcers can be treated successfully with antibiotics and other drugs. Stress, however, can irritate an ulcer and cause other gastrointestinal problems. Stress can lead to stomach cramps and bloating, diarrhea, constipation, or changes in eating habits, such as eating too much or not at all.

Instructors should point out to students that stress is generated by both positive and negative events in life. People are often unaware of this and may be puzzled as to why they feel stressed, upset, or unsettled as they experience positive events or life changes. Instructors could have students analyze the examples given in Table 2.2.1 of the Student Text. Instructors could ask students to identify examples that are generally considered to be negative events (death, divorce, involvement with alcohol and drugs, deformity). Instructors could ask students to identify examples that are generally considered to be positive events (outstanding achievement, marriage, birth of a child). Instructors could ask students to explain why a person might experience stress as a result of each of the positive events listed in the table (changes occur, people may have different expectations, may be moving to unfamiliar surroundings, routines change). Students could give some more examples of positive events that can cause stress.

Instructors could ask students to identify the emotions they feel when they experience stress and list them on the board. Instructors could then ask students to suggest ways to deal with the emotions listed.

Instructors could have students make a table that contains information about the five emotions linked to stress. Column titles could include “Emotion,” “Definition,” and “Ways to Cope.”

## Unit 2 – Managing Emotions

### Suggestions for Assessment

Students are required to complete questions 1 – 3 under *Lesson 2 Review*. Answers are found in the Teacher’s Edition.

Students are required to complete *Workbook Activity 6: Identify the Statements*. Answers are found in the Teacher’s Edition.

### Resources

*Teacher’s Edition*, page 37.

*Teacher’s Edition*, page 563.

## Unit 2 – Managing Emotions

### Outcomes

2.4 Identify ways to relieve stress.

2.4.1 List three steps to cope with a problem.

2.4.2 List ways to positively deal with stress.

### Notes for Teaching and Learning

Instructors should ensure students understand the difference between fear and anxiety, as they are closely related and often may be felt at the same time. The ways of coping with fear and anxiety are also similar.

Instructors could have students read the *Link to Social Studies* feature on page 41 of the Student Text. Instructors could ask students why they think cultures and religions would have such specific ways of dealing with death (Possible answers: It allows people to grieve. It helps people to feel closure.) Instructors could ask student volunteers to share any traditions their culture or religion practices when someone dies.

Instructors could have students read the *Health at Work* feature on page 43 of the Student Text. Instructors could discuss the skills a good listener needs such as paying close attention to what another person is saying, not interrupting, listening to a person’s tone of voice, watching body language, and staying calm. Instructors could ask students why good listening skills would be important for a mental health specialist.

Instructors could invite a representative from a community mental health agency to speak to the class about programs and services available. Instructors should emphasize that these services are confidential.



## Unit 2 – Managing Emotions

### Suggestions for Assessment

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

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 7: Emotions and Stress*. Answers are found in the Teacher’s Edition.

Students are required to complete questions 1 – 20 under *Chapter 2 Review*. Answers are found in the Teacher’s Edition.

### Resources

*Teacher’s Edition*, page 44.

*Teacher’s Edition*, page 44.

*Teacher’s Edition*, page 563.

*Teacher’s Edition*, pages 46 – 47.

## Unit 3 – Maintaining Mental Health

### Outcomes

3.1 Explain how personality develops.

3.1.1 Define personality.

3.1.2 Define temperament.

3.2 Discuss factors that influence self concept.

3.2.1 Explain how social messages affect self-concept and self esteem.

3.2.2 Discuss how the media impacts self concept.

3.3 Describe how the different areas of well-being are related.

3.3.1 Explain how physical, emotional, social and personal well-being work together.

3.3.2 Discuss the importance to mental health of supporting all four areas of well being.

3.4 Identify ways to reach and maintain good emotional health.

3.4.1 Describe how to maintain healthy relationships.

### Notes for Teaching and Learning

Instructors should point out that one should not base one's self-concept on comparisons to ideal examples. A student playing basketball should not be upset because he or she does not play as well as a professional. A student singing along with his or her MP3 player should not be depressed because he or she does not sing as well as his or her favorite singer. Instructors should help students see that it would be just as foolish to compare their appearance to pictures of models and movie stars.

Instructors could draw a concept map on the board that illustrates how physical, emotional, social, and personal well-being work together to promote overall well-being. Instructors could discuss how a change in one kind of well-being might affect other kinds of well-being.

Instructors could help students think of things people do to improve their personal well-being, physical well-being, and social well-being. Instructors should point out that what works for each individual may be different. Instructors should help students see that the first three involve a change in behavior or attitude of the person, but improving social well-being requires changing the behavior and attitude of others.

Instructors could have students read the Health Myth feature on page 55 of the Student Text. Instructors could ask one or two volunteers to describe conflicts they have had recently with friends or family members. Instructors could then have the class suggest ways the conflict might be resolved peacefully.

## Unit 3 – Maintaining Mental Health

### Suggestions for Assessment

Instructors could have students read the *Link to Biology* feature. As an optional assignment, students can research some of these: serotonin, neuropeptides, endogenous opioids, oxytocin, and vasopressin.

Students are required to read the *Health in Your Life* feature and complete questions 1 – 3 as part of their **portfolio**. Instructors should point out to students that people often use support systems for help. For example, if your wrist were sore, you might ask a health professional to look at it. If a friend were on crutches for a couple of weeks, you might help by carrying the friend’s books to class. Sample answers are found in the Teacher’s Edition.

Instructors could have students read and conduct the *Research and Write* feature as an optional assignment. The best source for finding the necessary information is the Internet. Instructors could show students how to use a search engine and keywords to find helpful Web sites. Some newspapers list “family” shows in the weekly television guide. Students could also look for reviews in magazines.

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

Students are required to complete *Workbook Activity 8: Mental Health: Personality, Well-Being, and Self-Concept*. Answers are found in the Teacher’s Edition.

### Resources

*Life Skills Health*, page 51.

*Life Skills Health*, page 52.

*Teacher’s Edition*, page 52.

*Life Skills Health*, page 53.

*Teacher’s Edition*, page 54.

*Teacher’s Edition*, page 563.

## Unit 3 – Maintaining Mental Health

### Outcomes

3.4.2 Explain how to set and reach goals.

3.4.3 Identify methods of healthy conflict resolution.

3.4.4 Identify healthy ways of managing emotions.

3.4.5 Discuss how realistic optimism, meaningful values, coping mechanisms, and healthy explanations contribute to good emotional health.

3.5 Explore the characteristics of healthy relationships.

3.5.1 Identify the characteristics of a healthy relationship.

3.5.2 Explain how to maintain healthy relationships.

3.5.3 Describe successful speaking, listening, and nonverbal communication skills.

### Notes for Teaching and Learning

People who do not know how to set realistic goals and achieve them are likely to feel that they have no control over their lives. They might find that the decisions they make do not get them what they want. People who learn to set and achieve realistic goals are more likely to make the best decisions for themselves, succeed in school, and plan well for the future.

Instructors could ask students to identify events or experiences that might cause people to change. For example, making a mistake, having a health problem, or having an argument with a friend might cause changes. For each event or experience, instructors could ask what a person might learn from it.

Instructors should help students understand that some goals are realistic and others are not. Students could be asked to provide examples of self-improvement goals that are too pessimistic. Instructors could then ask for examples of self-improvement goals that are unrealistically optimistic. Instructors could discuss how each example could be turned into a realistic goal.

Instructors could draw a web diagram on the board and have students copy it into their notebooks. Instructors could put “Healthy Ways of Thinking” at the center of the web. Four branches are drawn off the center and each one labeled with one of the subheads on pages 58 – 59 of the text. Enough branches are drawn off each subhead to include each of the bulleted items listed underneath it.

Instructors could direct students’ attention to the photograph on page 59 of the text. Instructors could point out to students that many people face and overcome physical disadvantages to achieve success.

## Unit 3 – Maintaining Mental Health

### Suggestions for Assessment

Many different elements of the environment can affect a person's well-being, both physical and emotional. These elements are not limited to the environment outdoors. For example, "sick building syndrome" is caused by some substance, often unknown, in a building that affects the physical health of the people inside. Toxic mold in homes can also damage a person's physical and mental health. As an optional assignment, students could research an environmental factor that affects peoples' well being. Students could describe the effects of the factor and what, if anything, can be done to prevent or control it.

Students are required to complete Questions 1 – 2 under *Decide for Yourself* and place their answers in their **portfolio**. As an extension activity, instructors could bring in photos and have students identify the problem each person has. Instructors could challenge students to prepare a goal-setting plan for each person. Sample answers are found in the Teacher's Edition.

As an optional assignment, instructors could have students research ways in which members of the Peace Corps help in other parts of the world. Students could explore how Peace Corps volunteers work in areas with different values and how coping skills are important for volunteers. Interested students may want to find out more about the education and skills required for members of the Peace Corps.

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 9: Emotional Statements*. Answers are found in the Teacher's Edition.

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

### Resources

*Teacher's Edition*, page 54.

*Life Skills Health*, page 56.

*Teacher's Edition*, page 56.

*Teacher's Edition*, page 58.

*Teacher's Edition*, page 60.

*Teacher's Edition*, page 563.

*Teacher's Edition*, page 65.

## Unit 3 – Maintaining Mental Health

### Outcomes

3.5.4 Describe how self-esteem affects relationships.

3.6 Describe ways to improve self acceptance.

3.6.1 Explain what self-awareness and social comparison are.

3.6.2 Describe how self-acceptance can be improved.

3.6.3 Explain how self-acceptance improves relationships.

3.6.4 Discuss the importance of accepting individual differences.

3.6.5 Discuss how giving and accepting social support improves relationships with others.

### Notes for Teaching and Learning

Instructors should ensure students understand what it means to accept yourself – to know what you believe and to feel good about yourself. When students accept themselves, they aren't easily influenced by what others think of them.

Instructors could have students read the *Technology and Society* feature on page 64 of the text. Instructors could lead a discussion with students as to whether frequent access to computers and the Internet separates them from others or helps to bring them together. Instructors could discuss topics such as time spent surfing the Web instead of interacting with other people, as well as friendships maintained over a distance.

Instructors should stress that students should show good judgment when comparing themselves to others and accepting individual differences. For example, accepting someone who is of a different religion can be a good thing. However, trying to fit in with some who engages in criminal activity is not a good thing.

Instructors could ask students to give examples of how people are different. The discussion should be kept abstract and students should not discuss specific individuals. Instructors could bring in examples from the community of how different groups contribute to a richer community experience (e.g. different ways different cultures celebrate holidays).

Instructors could discuss how an understanding of oneself can lead to a better understanding of others. Instructors could have students read pages 66 – 67 of the text to learn about improving self-acceptance and accepting individual differences.

## Unit 3 – Maintaining Mental Health

### Suggestions for Assessment

Students are required to complete *Workbook Activity 10: Relationships*. 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 11: Cause and Effect*. Answers are found in the Teacher's Edition.

Students are required to complete questions 1 – 20 under *Chapter 3 Review*. Answers are found in the Teacher's Edition.

### Resources

*Teacher's Edition*, page 563.

*Teacher's Edition*, page 70.

*Teacher's Edition*, page 563.

*Teacher's Edition*, pages 72 – 73.

## Unit 3 – Maintaining Mental Health

### Outcomes

### Notes for Teaching and Learning

Instructors should help students realize that it is often necessary to ask a troubled friend if you may help. There are many reasons why a troubled person might be reluctant to ask for help, from not wanting to be a burden to being so depressed as to think that no help is possible or helpful. Also, when someone is suffering, others will often be reluctant to approach that person. People may feel uncomfortable around the person, or mistakenly think they should give the person space. Instructors should help students see that a true friend would approach the person and offer to help, even in ways that are unrelated to the cause of the suffering.

Instructors could have students read the *Health Myth* feature on page 70 of the text. Instructors could ask students what they might do if they had a sore throat, the flu or a broken arm. Point out how many of their responses involved seeing a doctor – a health care professional. Instructors could discuss briefly why it would be advisable to see a doctor under these circumstances. Then point out that a counselor or a psychiatrist is simply another type of health professional – a mental health professional. To avoid seeing a counselor when it might be helpful, or even necessary, makes no more sense than avoiding a doctor when you have a physical ailment.



**Unit 3 – Maintaining Mental Health**

**Suggestions for Assessment**

**Resources**

## Unit 4 – Recognizing Mental Health Problems

### Outcomes

4.1 Recognize characteristics of poor mental health.

4.1.1 Define psychologist.

4.1.2 Differentiate between normal and abnormal patterns of behavior.

4.2 Discuss self-defeating behaviors.

4.2.1 Define self-defeating behavior.

4.2.2 Explain what is meant by a defence mechanism.

4.2.3 List and describe some common defence mechanisms.

4.2.4 Explain how dysfunctional relationships are a sign of poor mental health.

### Notes for Teaching and Learning

Instructors could invite students to discuss reasons why mental illness has historically carried a stigma. Instructors could ask students what could be done today to help people better understand mental illness. Possible answers include better education to disprove myths and stereotypes, and changing the way mental illnesses are portrayed in movies and on television.

Instructors could ask students to define what mental health means to them. Instructors could then ask them about a book or movie they are familiar with that portrays a person with a mental disorder. Examples could include *Sling Blade*, *Forrest Gump*, or *Rain Man*. Instructors could discuss the symptoms of the disorder, the self-defeating behavior the person may have exhibited, the problems the person had getting along in the world, if and how the person coped with the problems, and the final outcome. Instructors could then discuss how dealing with mental disorders and getting help can lead to a better life.

Instructors should help students see that mentally healthy people might still engage in self-defeating behavior or be involved in dysfunctional relationships, just as a physically healthy person might have a headache or a sore wrist.

Instructors should point out that using defence mechanisms to some degree is normal and helpful in everyday situations. For example, if you are angry with someone it may be safer and wiser to direct that anger toward someone or something else.

Instructors could challenge students to list environmental stress factors that might cause feelings of anxiety for mentally healthy people. Examples might include prolonged exposure to noise pollution, experiences with natural disasters such as tornadoes or floods, etc.

## Unit 4 – Recognizing Mental Health Problems

### Suggestions for Assessment

### Resources

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

*Teacher's Edition*, page 79.

Students are required to complete *Workbook Activity 12: Defence Mechanisms*. Answers are found in the Teacher's Edition.

*Teacher's Edition*, page 563.

## Unit 4 – Recognizing Mental Health Problems

### Outcomes

4.3 Identify substance abuse disorders, anxiety disorders, affective disorders, and thought disorders, and how these disorders are treated.

4.3.1 Explain what a substance abuse disorder is.

4.3.2 Explain what an anxiety disorder is.

4.3.3 List and describe examples of anxiety disorders.

4.3.4 Describe affective disorders.

4.3.5 Discuss the signs and symptoms of clinical depression and bipolar disorder.

4.3.6 Explain what a thought disorder is.

4.3.7 List and describe examples of thought disorders.

### Notes for Teaching and Learning

A phobia is a mental disorder triggered by specific experiences and objects. Some phobias include acrophobia (fear of heights), agoraphobia (fear of public places), ailurophobia (fear of cats), astraphobia (fear of lightning), nyctophobia (fear of darkness), and xenophobia (fear of strangers).

Instructors could ask students to brainstorm a list of phobias about which they have heard. Students may not know the names, but may have heard of phobias such as fear of heights, water, or certain animals such as snakes or spiders. Instructors could tell students that irrational means “not based on logic or reasoning.” Instructors could then ask how these phobias could be considered irrational and how they could be considered rational.

Instructors could tell students that the depression mode of bipolar disorder is very similar to clinical depression. The manic mode is much more than just “high spirits”. A person in the manic phase may be overly euphoric, extremely irritable, or easily distracted. A person may speak very quickly, trying to keep up with racing thoughts that jump from one subject to the next. The manic phase may be marked by poor judgment, a lack of sleep, spending sprees, or overly aggressive behavior.

**Unit 4 – Recognizing Mental Health Problems**

**Suggestions for Assessment**

**Resources**

## Unit 4 – Recognizing Mental Health Problems

### Outcomes

4.4 Investigate the signs, symptoms and consequences of eating disorders.

4.4.1 Compare and contrast the characteristics and consequences of anorexia, bulimia, and binge eating.

4.5 Analyze how mental disorders are treated.

4.5.1 Discuss the treatment for substance abuse disorders.

4.5.2 Explain how anxiety disorders with a physical cause are treated.

4.5.3 Differentiate between psychotherapy, behavior modification, and cognitive therapy.

### Notes for Teaching and Learning

Anorexia is an eating disorder. Most people with anorexia are females who are high achievers. They perceive themselves as being too heavy, even though they are extremely thin. People with anorexia may think about and talk about food, but they do not eat an adequate amount of food. They deprive their bodies of essential nutrients. Most people with anorexia also exercise to an extreme. Anorexia can lead to severe malnutrition and can even lead to death by starvation.

Throughout human history, people with mental illness have been maltreated, shunned, or at best ignored. Treatments for mental illness ranged from restraint and incarceration to such harmful procedures as bleeding and submersion in ice baths. Starting in the 1930s, many patients were subjected to prefrontal lobotomy – a procedure that ranged from delicate surgery to scrambling the brain with an ice pick. Electroshock therapy (EST), also known as electroconvulsive therapy, was used in the 1930s to treat schizophrenia, and later to alleviate depression and as a method of discipline. It is only recently that psychopharmaceuticals, or drugs, have produced humane treatments and positive results. These drugs are usually prescribed in connection with psychotherapy. EST is still occasionally used, but only after the patient has been given anesthesia and muscle relaxants.

Instructors could have students read the *Health Myth* feature on page 87 of the text. Instructors could briefly discuss addictions such as drug, alcohol, or nicotine addiction. Instructors could ask whether most addicts are able to stop their destructive behavior on their own, and then expand the discussion to include eating disorders. Instructors could help students see that people suffering from eating disorders are just as unlikely to be able to simply stop.

## Unit 4 – Recognizing Mental Health Problems

### Suggestions for Assessment

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 13: Mental Disorders*. Answers are found in the Teacher’s Edition.

Students are required to complete questions 1 and 2 under *Health in Your Life* and place their completed answers in their **portfolio**. Answers are in the Teacher’s Edition.

Students are required to complete questions 1 and 2 under *Decide for Yourself* and place their completed answers in their **portfolio**. Answers are in the Teacher’s Edition.

### Resources

*Teacher’s Edition*, page 84.

*Teacher’s Edition*, page 563.

*Teacher’s Edition*, page 86.

*Teacher’s Edition*, page 88.

## Unit 4 – Recognizing Mental Health Problems

### Outcomes

4.5.4 Discuss the treatments available for clinical depression and bipolar disorder.

4.5.5 Discuss how thought disorders and eating disorders are treated.

4.5.6 Describe how self-esteem affects relationships.

### Notes for Teaching and Learning

Instructors could have students brainstorm ways to overcome short bouts of sadness in oneself or others. Answers could include tell jokes, send letters, talk it over, listen, etc. Instructors could then ask whether these methods might help someone suffering from clinical depression. Students should be aware that they probably would not help. Instructors could ask students to suggest things that might help alleviate clinical depression.

Instructors could have students read the *Health Myth* feature on page 86 of the text. Instructors should point out that clinical depression is an illness that prevents its own treatment. People with the flu can take cold medicine. People with appendicitis can have surgery. People with clinical depression, however, sometimes are not able to do much that might be beneficial to them and need to be helped into treatment.

Instructors could discuss attitudes toward mental health treatment with the class. Relate seeking treatment for a mental health problem to seeking treatment for a physical health problem. A person would not hesitate to seek treatment for a physical health problem such as pneumonia or a broken arm. Similarly, no one should hesitate to seek treatment for a possible mental health problem.



## Unit 4 – Recognizing Mental Health Problems

### 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 14: Mental Disorders*. Answers are found in the Teacher’s Edition.

Students are required to complete questions 1 – 20 under *Chapter 4 Review*. Answers are found in the Teacher’s Edition.

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

### Resources

*Teacher’s Edition*, page 88.

*Teacher’s Edition*, page 563.

*Teacher’s Edition*, pages 90 – 91.

*Teacher’s Edition*, pages 94 – 95.

## Unit 5 – Identifying Human Body Systems

### Outcomes

5.1 Examine the components of the skeletal and muscular systems.

5.1.1 Describe the function of bones.

5.1.2 Discuss the structure of bones.

5.1.3 Describe the four basic types of bones.

5.1.4 Describe the following types of joints:

- i. ball-and-socket
- ii. hinge
- iii. pivot

5.1.5 Describe and explain the function of bone marrow.

5.1.6 Discuss the roles of muscles.

5.1.7 Compare and contrast smooth, skeletal and cardiac muscles.

5.1.8 Distinguish between ligaments and tendons.

5.1.9 Explain how muscles work.

5.1.10 Explain what is meant by muscle tone.

### Notes for Teaching and Learning

Prior to starting the unit, instructors could ask students what they already know about the body systems. Instructors could ask students to give examples of organs in each of the systems mentioned in the text.

Instructors could ask students to name the bones and muscular systems with which they are most familiar. Instructors could ask students which bones of their skeleton they can feel and which ones they can't feel. Instructors could ask why some bones can be felt through the skin and others cannot.

The longest bone in the body is the femur or thighbone. The smallest bones in the body are the incus, malleus and stapes (also known as the anvil, hammer and stirrup) found inside the ear.

Instructors could invite an athletic trainer, sports medicine physician, or sports physical therapist to visit the class and discuss athletic injuries common to adults.

Bones form the skeleton that supports the body. By contracting and relaxing, muscles move bones. Muscles are connected to bones by tough, fibrous tissues called tendons. When a muscle contracts, it pulls on the tendon it is attached to, which in turn pulls on the bone. In order for the bone to be moved back to its original position, it must be pulled by a muscle and tendon on its other side.

## Unit 5 – Identifying Human Body Systems

### Suggestions for Assessment

### Resources

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

*Teacher's Edition*, page 103.

## Unit 5 – Identifying Human Body Systems

### Outcomes

5.2 Analyze the function of the nervous system and sense organs.

5.2.1 Differentiate between the central and peripheral nervous system.

5.2.2 Describe the following components of the brain:

- i. cerebrum
- ii. cerebellum
- iii. brain stem
- iv. medulla

5.2.3 Explain the role of the spinal cord and the spinal column.

5.2.4 Explain what a reflex is.

### Notes for Teaching and Learning

Like tendons, ligaments are composed of tough, fibrous tissue. Ligaments connect bones to cartilage or bones to bones. Cartilage is tough connective tissue. It covers the ends of bones and cushions joints as they move. The tip of the nose and ear lobes are made of cartilage.

Helen Keller is an excellent example of a person who overcame physical disabilities. She lost her sight and hearing as a result of a serious illness when she was young. With the help of her devoted teacher, Keller learned to communicate through touch. She listened to people by placing her hand on their nose, lips and throat. At first, she communicated through sign language, but later she learned to speak. She became a lecturer and worked on behalf of visually impaired people around the world.

Instructors could discuss with students what would happen if the functioning of a person's nervous system was impaired. Instructors could discuss brain and spinal cord injuries as well as the loss of a sense. Some examples include anosmia (loss of the sense of smell) and ageusia (loss of the sense of taste). Instructors could then discuss what students can do to protect themselves against such injuries.

Instructors should explain that reflex actions such as jerking away the hand from something hot do not involve the brain. When the fingers sense heat, they send a message along sensory neurons to the spinal column. The spinal column relays the message to the brain. It also sends another message telling the fingers to move through motor neurons back down to the fingers. This is why the sensation of heat is not realized until after the hand is jerked away.

## Unit 5 – Identifying Human Body Systems

### Suggestions for Assessment

Students are required to complete *Workbook Activity 15: The Skeletal and Muscular Systems*. Answers are found in the Teacher's Edition.

### Resources

*Teacher's Edition*, page 563.

## Unit 5 – Identifying Human Body Systems

### Outcomes

5.2.5 Describe the anatomy and physiology of the eye.

5.2.6 Describe the anatomy and physiology of the ear.

5.2.7 Explain how the nose, tongue and skin receive information and transmit it to the brain.

5.3 Investigate how the endocrine system works in conjunction with the nervous system.

5.3.1 Define gland.

5.3.2 Identify the major glands of the endocrine system and their function.

5.3.3 Define hormone.

### Notes for Teaching and Learning

Instructors could elaborate on the *Health Myth* of page 107 of the text. Instructors could explain to students that two things happen when adjusting from bright light to dim light. First, the muscles of the iris relax, which causes the pupil to become larger. This happens almost immediately. Second, the rod and cone cells and the nerve cells in the retina must adapt to the lower light levels. This takes about ten minutes. Once these adjustments occur, the eye operates in dim light exactly the way it operates in bright light. However, reading in dim light might cause temporary eye strain, the symptoms of which include headaches and dry eyes.

Exposure to loud music over time can lead to hearing loss. Workers in noisy factories and rock musicians are two groups of people who are especially susceptible to hearing impairment. Instructors could discuss other jobs that might have a loud work environment that could cause hearing damage to employees. Instructors could ask students to brainstorm steps that employers and employees can take to prevent hearing loss.

Instructors should explain that glands in the endocrine system produce chemical messengers called hormones that work together to control body activities. Adrenaline, a hormone secreted by the adrenal glands, is released into the bloodstream when a person is feeling stressed or afraid. Instructors could encourage students to share experiences of their own reactions to fear, excitement, happiness, and other emotions.

The word “hormone” is derived from a Greek word meaning “to arouse activity” or “to excite.” The term was first used by British physiologist E.H. Starling in 1905 to describe substances secreted by the stomach in the digestive process.

## Unit 5 – Identifying Human Body Systems

### Suggestions for Assessment

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

Students are required to complete *Workbook Activity 16: The Nervous System and Sense Organs*. Answers are found in the Teacher's Edition.

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 17: The Endocrine Web*. Answers are found in the Teacher's Edition.

### Resources

*Teacher's Edition*, page 109.

*Teacher's Edition*, page 563.

*Teacher's Edition*, page 111.

*Teacher's Edition*, page 563.

## Unit 5 – Identifying Human Body Systems

### Outcomes

5.4 Explore the circulatory and respiratory systems.

5.4.1 Describe the function of blood.

5.4.2 List and describe the components of blood.

5.4.3 Define pulse.

5.4.4 Describe how the heart pumps blood throughout the body.

5.4.5 Differentiate between arteries, veins and capillaries.

5.4.6 Define and discuss the significance of blood pressure.

### Notes for Teaching and Learning

In 1900, it was found that during blood transfusions, elements in one person's blood could cause the red blood cells in another person's blood to clump together or to break down. This led to the classification of blood types into three groups: A, B, and O. A fourth type, AB, was found in 1902. In 1939 a transfusion of type O blood caused the red blood cells in another patient's type O blood to clump together. This was caused by the Rh factor. All blood types are now classified as Rh-positive or Rh-negative. Since then, over 250 additional factors that affect blood compatibility have been discovered.

Instructors could discuss the meaning of heart rate. Instructors could show students how to find their pulse and have them count their heartbeats for ten seconds. Students could multiply this number by 6 to find their heart rate for one minute. Next, students could run in place for ten seconds and find their heart rate again. Instructors could ask students to explain the relationship between exercise and heart rate.

Instructors should explain that the circulatory system can be thought of as two big loops. One loop runs from the heart to the lungs and back again. The other loop runs from the heart to every other part of the body and back again. Blood starts the first loop depleted of oxygen and ends it containing oxygen. Blood then starts the second loop containing oxygen and ends it depleted of oxygen.



**Unit 5 – Identifying Human Body Systems**

**Suggestions for Assessment**

**Resources**

## Unit 5 – Identifying Human Body Systems

### Outcomes

- 5.4.7 Explain how the respiratory and circulatory systems work together.
- 5.4.8 Define respiration.
- 5.4.9 Identify the components of the respiratory system.
- 5.5 Describe how the digestive system breaks down food.
  - 5.5.1 Define digestion.
  - 5.5.2 Identify and describe the major components of the digestive system.
  - 5.5.3 Define enzyme.
  - 5.5.4 Discuss how the body gets rid of solid waste.
- 5.6 Discuss the components and function of the excretory system.
  - 5.6.1 Identify and describe the major components of the excretory system.

### Notes for Teaching and Learning

Instructors should help students understand that the circulatory system and the respiratory system are two separate systems. The lungs are not part of the circulatory system. The circulatory system consists of the heart, arteries, capillaries, veins and blood. This system sends blood through the lungs, but it also sends blood through every other organ in all body systems.

Instructors could introduce the topic of digestion by passing a tray of unsalted crackers around the room. Instructors could ask students to identify the nutrients in the cracker (e.g. carbohydrates, water, fat). Instructors could ask students to take a cracker and chew it for a much longer length of time than they usually would before swallowing. Instructors could ask if they noticed anything happening to the taste of the cracker as they chewed it for a long time. Some students may notice that the cracker begins to taste sweeter. Instructors should explain to students that the main function of the digestive system is to break down food into simpler substances that can be transported by the blood to all parts of the body. Instructors should point out that enzymes in the saliva began to break down the starch in the cracker into maltose, a type of sugar.

A person can have just one kidney and still function normally. However, when a person loses both kidneys due to an accident or disease, the person needs either kidney dialysis – in which a machine removes wastes from the blood – or a kidney transplant. Kidneys from close relatives are preferred for transplants. The relative might have a genetically similar immune system, which makes a person’s body less likely to reject the new kidney.

## Unit 5 – Identifying Human Body Systems

### Suggestions for Assessment

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

Students are required to complete *Workbook Activity 18: The Circulatory and Respiratory Systems*. Answers are found in the Teacher's Edition.

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

Students are required to complete *Workbook Activity 19: The Digestive and Excretory Systems*. Answers are found in the Teacher's Edition.

### Resources

*Teacher's Edition*, page 115.

*Teacher's Edition*, page 563.

*Teacher's Edition*, page 119.

*Teacher's Edition*, page 563.

## Unit 5 – Identifying Human Body Systems

### Outcomes

5.7 Discuss the components and function of the integumentary system.

5.7.1 Differentiate between the epidermis, dermis, and subcutaneous layer of the skin.

5.7.2 Explain how the skin protects the body.

5.7.3 Describe the structure of the hair and nails.

### Notes for Teaching and Learning

Instructors could display a 1-liter bottle filled with water and ask students to predict how many 1-liter bottles would be filled with the blood that the kidneys filter in one day. Instructors could inform students that the kidneys of an average person filter approximately 1600 liters of blood everyday. This works out to 11,200 liters of blood a week.

Instructors could have students observe the skin on one of their hands, using a magnifying glass or stereomicroscope. Instructors could help students identify the epidermis and the pores of the sweat glands. Students could then put on a plastic glove for ten minutes. When they remove the glove, they should observe moisture on their skin. The moisture is perspiration from their sweat glands.

Instructors could ask students the following questions :

- How does hair protect the body?
- Why doesn't it hurt when the hair is cut?
- Why is it important that nails are located where they are?

Answers are found on page 121 of the Teacher's Edition.

Instructors could ask students if they have ever heard someone complain about hot weather by saying, "It's not the heat – it's the humidity." Instructors could tell students that although perspiring cools the body, if the humidity surrounding the body is high, sweat will not evaporate and cool the body as well as it does when the humidity is low.

## Unit 5 – Identifying Human Body Systems

### Suggestions for Assessment

Students are required to complete questions 1 – 5 under *Lesson 6 Review*. Answers are found in the Teacher’s Edition.

Students are required to complete questions 1 – 3 under *Health in Your Life* and place the completed answers in their portfolio. Answers are found in the Teacher’s Edition.

Students are required to complete *Workbook Activity 20: The Skin, Hair and Nails*. Answers are found in the Teacher’s Edition.

Students are required to complete questions 1 – 20 under *Chapter 5 Review*. Answers are found in the Teacher’s Edition.

### Resources

*Teacher’s Edition*, page 122.

*Teacher’s Edition*, page 122.

*Teacher’s Edition*, page 563.

*Teacher’s Edition*, pages 124 – 125.

## Unit 6 – Maintaining Personal Hygiene & Fitness

### Outcomes

6.1 Discuss the importance of good personal hygiene.

6.1.1 Define hygiene.

6.1.2 List ways to protect the eyes from infection and damage.

6.1.3 List and describe common vision problems.

### Notes for Teaching and Learning

Instructors could ask students to list ways they take care of themselves everyday. Instructors could ask students to explain how taking care of oneself leads to increased self esteem.

Instructors could help students organize the material presented by having them make a 2-column table. The first column could be titled “Area of Health.” The second column could be titled “Health Practices for Care and Protection.” Row titles in Column 1 could be “Eyes,” “Ears,” “Skin,” “Hair and Nails,” and “Teeth.” Students should summarize general ways to take care and protect each area of health in Column 2.

Instructors could ask students to define hygiene and ask them to share ideas about what might happen if they did not take care of their eyes, ears, skin, hair and nails, and teeth. Instructors could discuss the consequences of poor hygiene.

When someone has 20/20 vision, this means that the person can see at a distance of 20 feet an object that a person with “normal” vision can see at 20 feet. People with 20/15 vision have better than-normal vision. An object that a person with normal vision can see clearly at 15 feet can be seen clearly by someone with 20/15 vision at 20 feet. People with 20/100 vision have poorer than normal vision. What a person with normal vision can see at 100 feet, people with 20/100 vision can see at 20 feet.

Instructors could have students read the *Link to Biology* feature on page 129 of the text. Instructors should remind students that aging is a natural process. Although the body changes with age, instructors could ask students what steps they can take to remain as healthy as possible as they get older.

**Unit 6 – Maintaining Personal Hygiene & Fitness**

**Suggestions for Assessment**

**Resources**

## Unit 6 – Maintaining Personal Hygiene & Fitness

### Outcomes

6.1.4 Discuss some common causes of hearing loss.

6.1.5 Identify ways to protect the ears from physical damage and hearing loss.

6.1.6 Discuss the importance of cleaning the skin and protecting it from the elements.

6.1.7 Devise ways of reducing acne flare ups.

6.1.8 Identify ways of preventing athlete's foot.

6.1.9 Describe ways to take care of the hair and nails.

6.1.10 Discuss the importance of taking care of the teeth.

6.2 Identify components and benefits of a regular physical fitness program.

6.2.1 List and describe three components of health-related fitness.

6.2.2 Identify health benefits of physical fitness.

### Notes for Teaching and Learning

Instructors could ask students if they enjoy listening to loud music. The importance of avoiding extremely loud music should be stressed. Students should be encouraged to wear earplugs if they are in a very noisy situation such as a concert or near a construction site.

Instructors could ask students to read the *Health Myth* feature on page 131 of the text. Instructors could explain that sweating is an important part of the body's methods of maintaining its internal temperature. As the body heats up from exercise, it sweats to help release heat and cool itself, keeping internal body temperature the same. If body temperature rises too high, it can be fatal.

Instructors could have a class discussion about physical exercise. Instructors could ask students why they think physical exercise is important. Instructors could ask students to list physical activities that they enjoy and if they feel that they get enough physical exercise. If they answer no, instructors could ask them to brainstorm ways they could get more exercise.

Instructors should explain to students that the three parts of health-related fitness are heart and lung endurance, flexibility, and muscular fitness. Instructors could ask students to explain what they think each of these terms mean. Students could give examples of exercises they think people could do to achieve each type of fitness.



## Unit 6 – Maintaining Personal Hygiene & Fitness

### Suggestions for Assessment

Instructors should point out to students that between two and three million people worldwide develop skin cancer every year. Skin cancer is especially prevalent among people who have light-colored skin and hair, blue or green eyes, and freckles and/or moles. Skin cancer can be cured if it is diagnosed and treated while it is in its early stages. As an optional assignment, instructors could have students research different types of skin cancers, what they look like, and what causes them. Students could investigate the use of sunscreens and sunblocks as protection against sunburn and skin cancer.

Instructors could have students read the *Technology and Society* feature on page 131 of the text. Students could be asked if they know anyone who has had any laser surgery. Instructors could ask students if they would choose to undergo laser surgery. As an optional assignment, instructors could have students research the various types of laser surgery that have been developed. They could discuss the future possibilities of laser surgery, as well as the advantages and disadvantages of these types of surgery.

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

Students are required to complete questions 1 – 3 under *Health in Your Life* and place the completed answers in their portfolio. Answers are found in the Teacher's Edition.

Students are required to complete *Workbook Activity 21: Positive Health Practices*. Answers are found in the Teacher's Edition.

### Resources

*Teacher's Edition*, page 130.

*Teacher's Edition*, page 131.

*Teacher's Edition*, page 133.

*Teacher's Edition*, page 133.

*Teacher's Edition*, page 563.

## Unit 6 – Maintaining Personal Hygiene & Fitness

### Outcomes

6.2.3 Explain the different purposes of exercise.

6.2.4 Demonstrate the ability to determine pulse rate.

6.2.5 Determine how long one should exercise to improve heart and lung endurance.

6.2.6 Give examples of exercises that improve heart and lung endurance, muscular fitness, and flexibility.

### Notes for Teaching and Learning

Exercise can lead to changes in the body including a reduction of body fat, weight loss, and an increase in basal metabolic rate. Moderate exercise can even lead to a decrease in appetite, especially in people who are obese. The amount of exercise each person needs depends on his or her health goals, whether a person is trying to lose weight, and a person's level of physical fitness. Exercise benefits health by reducing the risk of developing cardiovascular disease, helping maintain a healthy weight, and reducing the risk of osteoporosis.

Instructors could show students how to find their maximum heart rate by subtracting their age from 220. Students should be shown how to find their resting heart rate by taking their pulse for 6 seconds and multiplying by 10. A target heart rate is 50 to 75 percent of the maximum heart rate. It is the rate a person wants to reach during aerobic exercise. Instructors could have students calculate their target heart rate. They could then run in place for two minutes and find their heart rate again. Students could be asked to see if their heart rate is within their target heart rate after two minutes of exercise. If they are close to their maximum heart rate, they should slow down when exercising.

Instructors could discuss with students that many people engage in jogging and aerobics to increase their physical well-being. Exercise causes the respiratory rate to increase. Any pollutants in the air are therefore taken up more rapidly. Cigarette smoke is one such pollutant that can affect breathing rates during exercise. Because there are many people who enjoy exercising outdoors, they come in contact with pollution. Although most restaurants and other public places have designated smoking areas, some people believe that smoking should be banned from all public places, including parks and other recreation areas. Instructors could discuss this with students to see how they feel about this statement.

## Unit 6 – Maintaining Personal Hygiene & Fitness

### Suggestions for Assessment

Martial arts and yoga are two forms of exercise that are part of many Asian cultures. For example, karate and judo both originated in Japan. Tai chi and kung fu hail from China. Yoga originated primarily in India. As an optional assignment, students could research one of these types of exercise. Students should discover how the exercise originated, the benefits of the exercise, and how to perform some of the moves associated with the exercise.

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

### Resources

*Teacher's Edition*, page 137.

*Teacher's Edition*, page 139.

## Unit 6 – Maintaining Personal Hygiene & Fitness

### Outcomes

6.2.7 Explain the importance of incorporating a cooldown at the end of a workout.

6.3 Create a personal fitness plan.

6.3.1 Describe the components of a good fitness plan.

6.3.2 Explain how rest and sleep are important to fitness.

### Notes for Teaching and Learning

Instructors should also emphasize the importance of warming up at the beginning of a workout. Students could be asked to explain what could happen if a person exercised vigorously without warming up.

Instructors could invite a personal trainer or other health care professional to discuss students' fitness plans. It is important to make sure activities and levels of exertion in the plan are appropriate.

Sleep is essential for good health. While sleeping, the body grows and repairs injuries to muscles, bones, skin, and the brain. Adequate rest will ensure increased concentration and problem-solving abilities. To get a good night's sleep, it is important to avoid caffeine four to six hours before bedtime, avoid large meals close to bedtime, get up at the same time every day, and reduce noise and light in the bedroom.

Instructors could have students read the *Health Myth* feature on page 143 of the text. Students could be asked if they have heard this popular saying. Instructors could have them explain what they think it means in their own words. It should be stressed that they should not feel pain while they are exercising; pain is a sign that something is wrong. Students should be encouraged to talk to a health care professional if they are feeling pain during a workout.

## Unit 6 – Maintaining Personal Hygiene & Fitness

### Suggestions for Assessment

Students are required to complete *Workbook Activity 22: Writing About Fitness*. Answers are found in the Teacher's Edition.

Students are required to complete Steps 1 & 2 and answer questions 1 – 3 under *Decide for Yourself*. Answers should be placed in their **portfolio**.

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 23: Parts of a Fitness Plan*. Answers are found in the Teacher's Edition.

Students are required to complete questions 1 – 20 under *Chapter 6 Review*. Answers are found in the Teacher's Edition.

### Resources

*Teacher's Edition*, page 563.

*Teacher's Edition*, page 142.

*Teacher's Edition*, page 144.

*Teacher's Edition*, page 563.

*Teacher's Edition*, page 146 – 147.