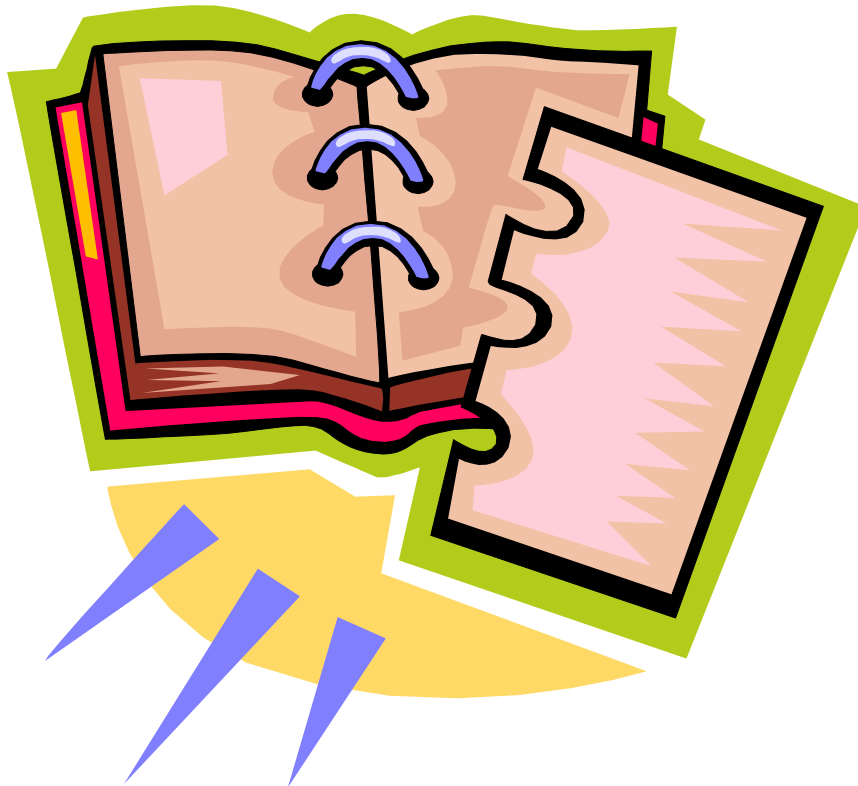


SOPHOMORE HEALTH



Student Packet
1st HALF

LESSON 1

"SMART Goal Setting"

OBJECTIVES: The student will be able to:

- Identify SMART goals
- Establish goals that are specific, measurable, attainable, and rewarding to the goal setter, which can be attained in a reasonable time limit.
- Rewrite goal statements to make them specific, clear and manageable.

PA STANDARDS:

10.1.9. D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

- decision-making/refusal skills/ goal setting
- situation avoidance
- parent involvement

10.1.12. D. Evaluate issues relating to the use/non-use of drugs.

- psychology of addiction
- social impact (e.g., cost, relationships)
- impact on the individual/ community

LEARNING TARGET: Decision Making Skills



INSTANT ACTIVITY

Answer the following questions:

This weekend I plan to:	
Over winter break I would like to:	
Next summer I plan to:	
When I graduate high school, I would like to:	
I would like to get a job as a:	
I would like to get married at the age of:	

Goal Setting Guidelines

S

With goals, you need to CLEARLY see what it is you want to achieve. You have to have STANDARDS for that achievement. The more specific your goal is, the more realistic your success will be.

M

Set specific criteria for your goal to be reached. This will help you to see when your goal has been reached. Feeling progress is very important to stay motivated!

A

Goals need to have realistic paths to achievement and reasonable odds to get you there. This does not mean that you lower your aim, just that your goals are reasonable and reachable.

R

Have a clear reason for wanting to reach your goal. This is one more place where it is important that the goal is really yours. Have your specific reasons and expected reward in writing.

T

Time is the price you pay for the reward. Setting the deadline will protect you from paying a higher price than what the goal is worth. This is also your protection against procrastination & perfectionism.

GOAL SETTING

Answer the following questions:

This weekend, I plan to:

Over winter break, I plan to:

Next summer I plan to:

When I graduate high school, I plan to:

I would like to get a job as a:

I would like to get married and start a family at the age of:

My Goals



LESSON 2

"My Own Journey"

OBJECTIVES: The students will be able to:

- Demonstrate setting reachable goals (goals that are: important to the goal setter, stated positively, specific and possible).
- Differentiate between reachable and unreachable goals.
- Develop personal goals.

PA STANDARDS:

10.1.9. GRADE 9

A. Analyze factors that impact growth and development between adolescence and adulthood.

- interpersonal communication/relationships
- risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)

D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

- decision-making/refusal skills
- situation avoidance
- goal setting
- professional assistance (e.g., medical, counseling, support groups) / parent involvement

10.1.12. D. Evaluate issues relating to the use/non-use of drugs.

- psychology of addiction / social impact (e.g., cost, relationships)
- laws relating to alcohol, tobacco and chemical substances
- impact on the individual/community
- risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)

LEARNING TARGET: Decision Making Skills



INSTANT ACTIVITY

Facebook has just added a new icon, they ask you to list a goal that you have and are willing to share. In the space below chose one of your goals that you are willing to share and write it in the space below.

The Graduates

WILLIAM is graduating with high academic honors and awards for leadership and basketball.

TINA is graduating, but barely. She had a lot of potential, but she hasn't developed it.

BRIAN isn't graduating. What do you think happened?

"A GOAL PROPERLY SET IS HALFWAY REACHED." – ABRAHAM LINCOLN

"The greatest danger for most of us is not that our aim is too high and we miss it, but that it was too low and we didn't reach it."

-Michaelangelo

*Look in the future..
Because that is
where you will spend
the rest of your life.
-George Burns*

*"Focus on your potential...
Instead of your limitations.*

-Alan Loy McGinnis

"Nothing happens without desire. Not in sports, not in business, not in LIFE.

-Colin Dunbar

Pain is nothing compared to what it feels like to quit...

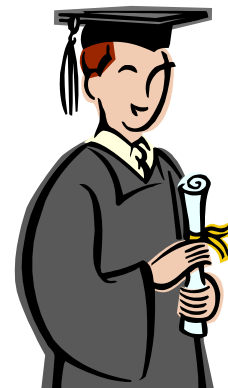
-Unknown

"Instead of worrying about what people say about you, why not spend time trying to accomplish something they would admire."

-Dale Carnegie

"When I look at the future... It's so bright it hurts my eyes"

-Oprah Winfrey



You miss 100% of the shots your never take.

my own journey

Goals:

Athletic / Physical:

Attitude:

Career:

Educational:

Health / Nutrition:

Talent:

Relationship

My Decision

Communication

Life Quote:

HOME ASSIGNMENT #1

Read over the quotations on the bottom of the page entitled "The Graduates". Choose one quotation and write a paragraph about what that quotation means to you.

QUOTE:

My Goals - Your Goals

Discuss your goals with a family member. Share with them one of your goals and ask them to share a goal of theirs with you. Find out what their goals were when they were your age and if they achieved them. What steps did they take to achieve their goals, did their goals change and if they were unable to achieve their goals, what barriers did they encounter?

LESSON 3: You've Been Played

A Look at Underage Drinking

Objectives: The student will be able to:

- Explain the effects of alcohol use on the teenage brain
- Discuss how society's perception of alcohol use influences underage drinking
- List songs which reference alcohol
- Distinguish between positive and negative references to alcohol in music
- Analyze alcohol advertisements

Pa Standards:

10.2.12C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.

10.2.12. D. Examine and apply a decision-making process to the development of short and long- term health goals

Learning Target: Alcohol, Tobacco and Chemical Substances



INSTANT ACTIVITY

After watching the link: Answer the following questions:

<http://www.youtube.com/watch?v=ZnQTFBpcBp0>

Who is targeted in the commercial?

What is the most prominent thing in the commercial?

What type of advertising is done?

Video Clip: Dr Aaron White
Effects of Alcohol on the Adolescent Brain

What part of the brain is most affected by drinking alcohol? _____

What function does the _____ serve: _____

Damage occurs in the _____ of the brain, causing problems with:

_____, _____, _____ and memory
_____ function

When did he say the most damage occurs? _____

Dr White explains that underage drinking causes a tug of war between the brain and the alcohol.

With a partner discuss the above statement, write down your explanation and be prepared to share with the class.

Alcohol and Society:

Word Association: (ex. Birthday.... Presents)

Alcohol and Music

In a group, write down a list of songs or lyrics that refer to drinking, getting drunk, being an alcoholic, engaging in activities that involve drinking or a specific brand of alcohol:

Who is listening to this type of music? _____

Who wears headphones all the time? _____

Who do you think the music industry is targeting and why? _____

A summary of the Alcohol Industry's Advertising and Marketing Standards

Alcohol advertising should NOT:

1. Portray, encourage, or suggest drunk driving as acceptable.
2. Portray sexually explicit poses or depict promiscuity.
3. Use any music, symbols, gestures, or cartoon figures that primarily appeal to persons below the legal drinking age.
4. Say that without alcohol you cannot gain social, professional, educational, athletic, or financial success.
5. Portray or imply illegal activity of any kind.
6. Show people drinking prior to or during activities that require a high degree of alertness or coordination.

Review the above and prepare to discuss whether you believe the songs or ads are in line with the standards or in violation. In the space below write what violations you see.

Ticket Out:

Why do you think the industry is able to get away with their ads?

LESSON 4

"It's All Up To You"

OBJECTIVES: The students will be able to:

- List steps of an effective decision-making model.
- Predict the consequences of different choices.
- Discuss the negative effects of drug use and violence on decision-making.
- Demonstrate effective decision-making in a variety of situations.
- Evaluate a personal decision.

PA STANDARDS:

10.1.12. D Evaluate issues relating to the use/non-use of drugs.

- psychology of addiction
- social impact (e.g., cost, relationships)
- laws relating to alcohol, tobacco and chemical substances

10.2.12. D. Examine and apply a decision-making process to the development of short and long- term health goals.

10.3.12. A. Assess the personal and legal consequences of unsafe practices in the home, school or community.

- loss of personal freedom
- personal injury / impact on others
- loss of income / loss of motor vehicle operator's license

Learning Target: Decision Making Skills



INSTANT ACTIVITY

List at least 2 of the decisions that you have to make every:

Day: _____

Week: _____

Month: _____

Everyone has received a handout of crossword puzzles. The puzzles have two parts. Working with your group, you will *first* solve the crossword puzzles. *Then* you will put the words you used to solve the crossword puzzle in the right order to form five steps of a decision-making model. *Finally*, once you group has figured out all five steps, you will write them on the board. The first team to get all five steps on the board in the correct order will win.

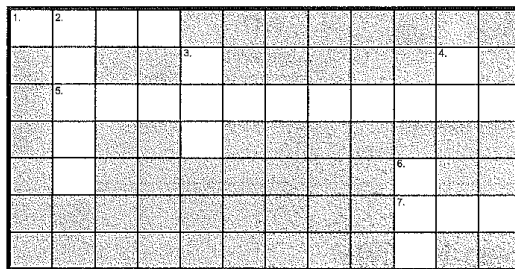
Lesson 3

It's All Up To You

Decision-Making Puzzles

Step One:

_____ need _____ gather _____.



Across

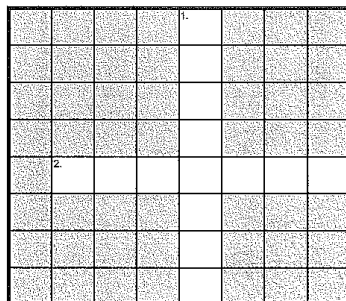
- 1. the opposite of go
- 5. data and facts
- 7. peanut butter _____ jelly

Down

- 2. what you do with your brain
- 3. me and _____
- 4. the opposite of "from"
- 6. the 5th month

Step Two:

_____ a _____ outcome.



Across

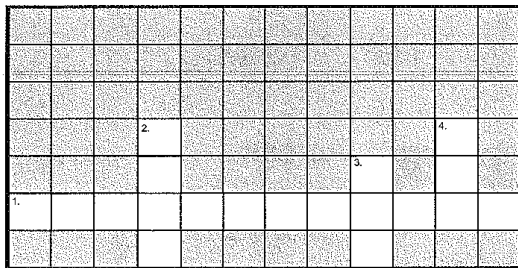
- 2. illustration or photograph

Down

- 1. opposite of "negative"

Step Three:

_____ choices _____



Across

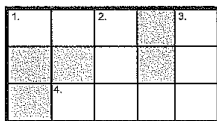
1. the results (plural) of an action
you take

Down

2. a grocery _____
3. green eggs _____ ham
4. the most common word in the
phrase you are reading

Step Four:

_____ plan.



Across

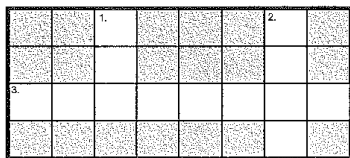
1. the opposite of "in"
4. the greatest

Down

2. _____ end
3. perform in a play

Step Five:

Now _____ how _____ did.



Across

3. who you see in the mirror

Down

1. me and _____
2. can you _____ me a story

Decision Making! Choice and Consequences

Choice	Consequence
Scenario 1	
Scenario 2	
Scenario 3	

Consider the CONSEQUENCES

Antonio's Story

Antonio's Background

Antonio is a fortunate kid. He is a senior in high school and his ranking as a top student in his class makes his parents very proud. He is the senior class president and is planning to major in political science at UCLA, where he has received a full academic scholarship. Antonio's older sister is a student at University of Miami, where she receives some financial aid but relies mainly on her parents' financial support. Antonio also has a ten-year-old brother who has dyslexia. Two days a week Antonio takes his brother to a tutor after school for help with his learning disability. His little brother adores Antonio and wants to be just like him.

Antonio's Dilemma

Antonio's parents are going to visit his sister in Miami for the weekend. His friends want him to have a party at his house while his parents are gone. "One last blow-out before we graduate! We'll bring the keg!" Antonio knows he will be responsible for the house and for his little brother while his parents are away.

Antonio's Decision

Antonio decides to have the party without telling his parents. He also decides to keep his little brother at home, but asks him to stay upstairs, in his room, and out of the way.

List the possible consequences for:

Antonio:

Parents:

His little brother:

His sister:

Anyone else:

Sondra's Background

Sondra is a junior in high school. Academically she is an average student, but in basketball she is the star. She is looking forward to the upcoming basketball season. She is depending on a basketball scholarship for college because her single mom is barely getting by on her current income and there is no money for college. She has an after school job and the extra money she brings in helps greatly with expenses at home.

Sondra's Dilemma

Sondra's best friend, Keisha, tells her that a new girl at school is walking around talking trash about Sondra and wants to fight her. While Sondra is walking to her next class, the new girl intentionally bumps into Sondra and says, "Get out of my way. If you think you're all that, I'll see you after school behind the gym and you can show me what you think you've got."

Sondra's Decision

Sondra decides to meet the new girl behind the gym after school, deciding this is more important than getting to work on time.

List the possible consequences for:

Sondra:

Sondra's Mom

The New Girl

Anyone Else

Go back to your myownjournal page and complete the My Decision section. Write a good decision you have made this week.

LESSON 5

“Getting What You Want”

OBJECTIVES: The students will be able to:

- Describe the importance of active listening in communication.
- Explain the role of body language in communication.
- Differentiate between assertive, passive and aggressive communication styles.
- Describe the characteristics of an assertive communicator.
- Apply assertive communication skills to personal situations.
- Recognize the importance of assertive communication in a peer pressure situation.

PA STANDARDS:

10.3.9 C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

- effective negotiation
- assertive behavior

10.2.12 D. Examine and apply a decision-making process to the development of short and long-term health goals.

LEARNING TARGET: Effective Communication



INSTANT ACTIVITY

How would you describe effective communication?

Communication: LISTEN UP

I want you to listen to a song. You may or may not know the song. Just listen!

As you listened to the song, what did you hear?

Did you understand the song?

So, if you understood it, then what was the song about?

Shape 1

Shape 2

6 Skill to help improve listening:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Communication: It is more than listening!

Listening is only one part of communication. What are some other ways we communicate?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Body Language

<div>Applicant 1</div> <div>What message did they send walking to the chair</div> <div>What kind of employee would he/she be?</div>	<div>Applicant 2</div> <div>What message did they send walking to the chair</div> <div>What kind of employee would he/she be?</div>
<div>Applicant 3</div> <div>What message did they send walking to the chair</div> <div>What kind of employee would he/she be?</div>	<div>Applicant 4</div> <div>What message did they send walking to the chair</div> <div>What kind of employee would he/she be?</div>

What kind of communicator are you?

Quiz Central

1. After your first date with the person you've been into for months, he or she says. "I'll call you." A week later, your phone hasn't rung. You.....
 - a. Avoid him/her, even though you feel hurt and want to see him/ her again.
 - b. Call and ask, "Is your dialing finger broken? If not, maybe I'll break it for you."
 - c. Call and say, "Hey, what's up? I was thinking about you, so I thought I'd get in touch."
2. You're waiting in line to buy concert tickets when this really rough looking girl elbows you to cut in . You....
 - a. let her stay there.
 - b. Say loudly, "Some people have no class," and then push her out of line.
 - c. Tap her shoulder and say, "The end of the line is about 30 people back."
3. You and your lab partner should be working on a huge biology project together, but he's too busy hanging out with his girlfriend to help you. You.....
 - a. Fume silently and do all the work.
 - b. Tell the teacher that your partner is a slacker
 - c. Tell him you want him to start helping you.
4. Someone who isn't exactly your type asks you to go to a school dance. You answer.....
 - a. "Um, I'll have to think about it." Then hope you get a better offer.
 - b. "In your dreams!"
 - c. "Thanks for asking, but I'm planning to go with someone else."
5. A friend of yours asks to copy your homework. You worked hard on the assignment and do not want to give him the answers. You.....
 - a. Give him a copy of your homework and try to ignore how uncomfortable you feel.
 - b. Scowl and say, "Do your own homework."
 - c. Smile and say, "I'm not comfortable handing over my homework, but I'll explain to you how to do it."
6. Your friends are allowed to stay out until midnight on weekends, and you're dying to have your parents let you stay out later. You.....
 - a. Say nothing and just accept that you'll be coming home at 10pm until you leave for college.
 - b. Scream, "Stop treating me like a child!" and threaten to run away unless they change your curfew.
 - c. Say, "I'd really like to discuss my curfew."

Totals:

A's _____

B's _____

C's _____

What's Your Style?

	TYPE	DESCRIPTION	CONSEQUENCES/ BENEFITS
A	_____	<p>Nervous, wimpy, weak</p> <p>Responses are polite; avoiding getting anyone angry or hurting feelings, avoid arguments.</p>	<p>Put others wishes ahead of their own</p>
B	_____	<p>_____</p> <p>These people communicate aggressively to express their own feeling, needs and opinions. Don't respect others feelings, needs or opinions. They are hurtful and will ridicule, and put others down.</p>	<p>Lose friends</p> <p>Get into fights</p> <p>Suspended</p> <p>Get arrested</p>
C	_____	<p>Honest, straightforward, say what they think and how they feel</p> <p>Open, Honest, Direct</p> <p>Respectful of others</p>	<p>Usually get what you want</p> <p>_____</p>

my own journey: Think about a time you were passive or aggressive in a situation. Then in the communication section rewrite that situation using the assertive technique.

LESSON 6

"The Conflict Escalator"

OBJECTIVES: The students will be able to:

- Define conflict and violence.
- Differentiate between violence and conflict.
- List behaviors that can escalate conflict.
- List behaviors that can de-escalate conflict.
- Demonstrate effective conflict resolution skills.
-

PA STANDARDS:

10.3.9.C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

- effective negotiation
- assertive behavior

10.3.12. C. Analyze the impact of violence on the victim and surrounding community.

LEARNING TARGET: Effective Communication and Resolution Skills



INSTANT ACTIVITY

In the space below answer the following:

What do you think of when you hear the word "conflict"?

What do you think of when you hear the word "violence"?

Vocabulary:

Conflict: _____

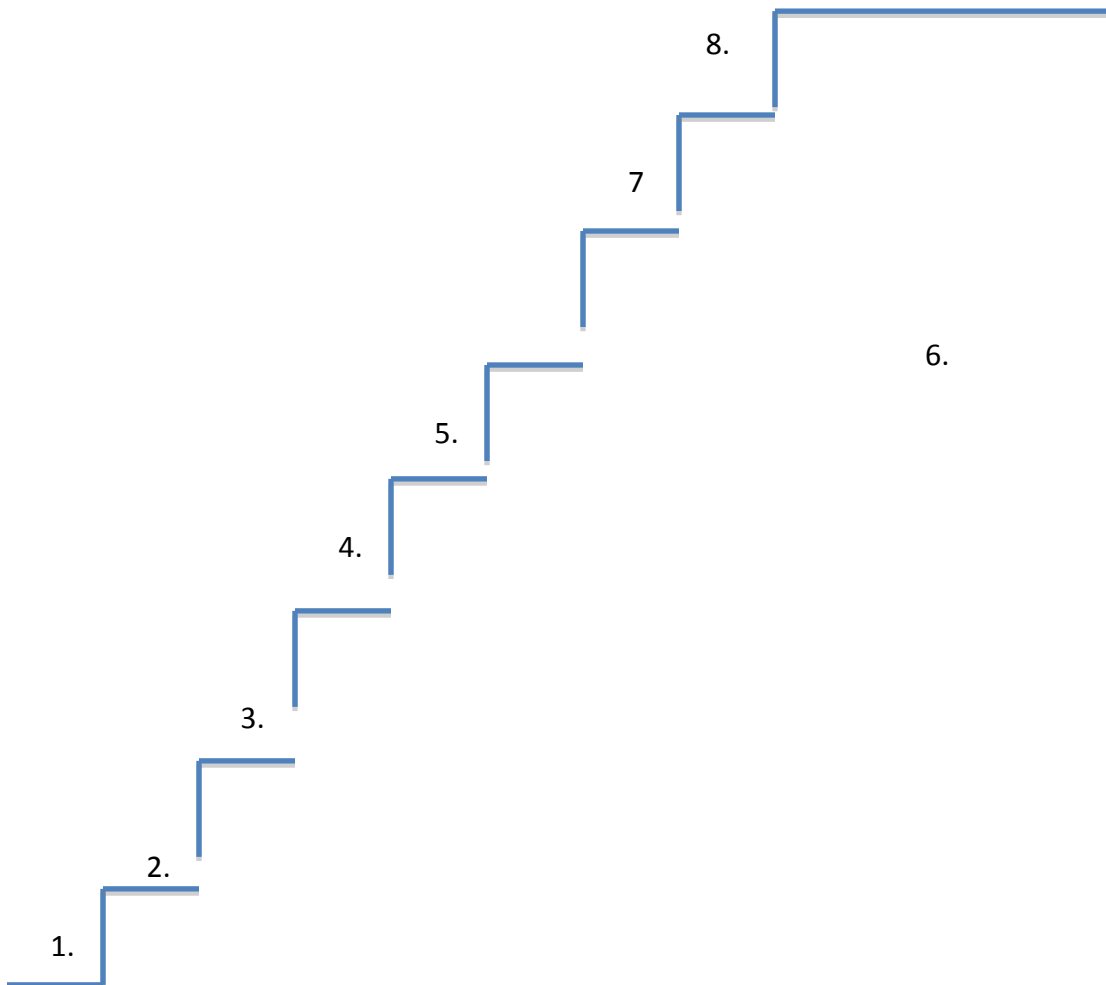
Violence: _____

How is conflict like an escalator?

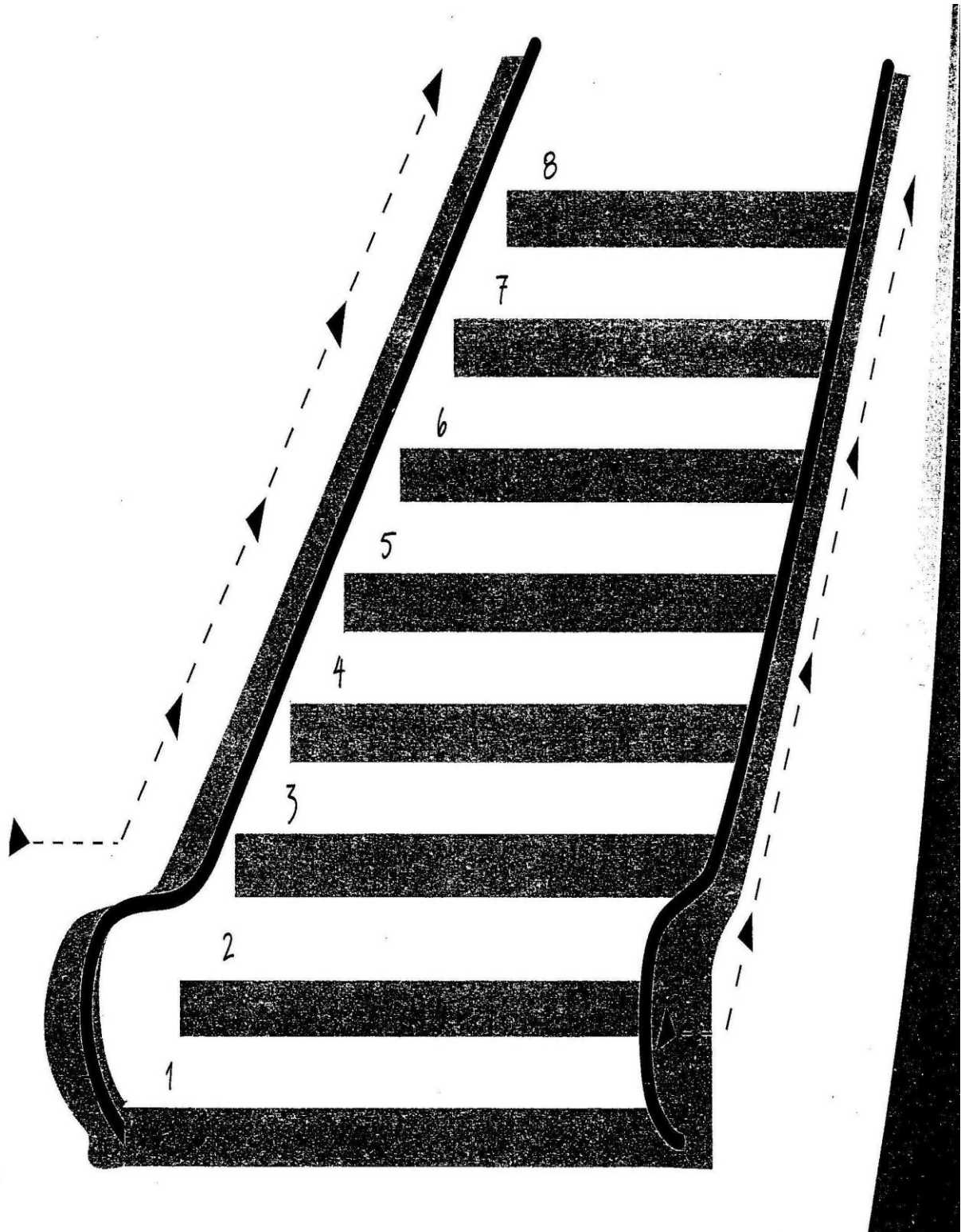
What are some risk factors that can increase the likelihood that a conflict will intensify?

During the video use this escalator to help you track the conflict

“Escalating Diagram”



Conflict Escalator



27

LESSON 7

“Breaking Down Walls”

OBJECTIVES: The students will be able to:

- Describe the relationship between sense of self and peer influence.
- Define prejudice, stereotype, and discrimination.
- Analyze examples of discrimination based on stereotypes.
- Recognize the importance of individual differences in overcoming prejudice and discrimination.
- Discuss one’s own role in dealing with prejudice and discrimination.

PA STANDARDS:

10.1.9. A. Analyze factors that impact growth and development between adolescence and adulthood.

- interpersonal communication
- relationships (e.g., dating, friendships, peer pressure)
- risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)
- community

10.3.9. C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

- effective negotiation
- assertive behavior

LEARNING TARGET: Stages of Growth and Development



INSTANT ACTIVITY

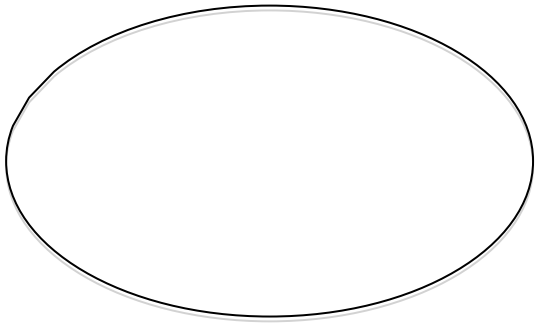
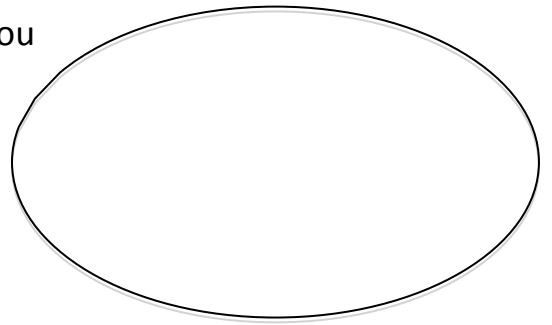
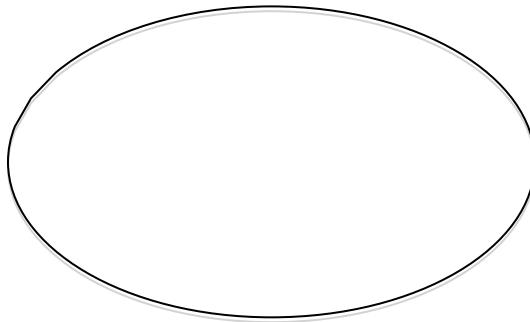
Are you prejudice? Why or Why not

Vocabulary

Self-esteem	
Prejudice	
Discrimination	

Who is Jordon?

In the boxes write one thing you
know about Jordon

An empty oval-shaped box with a thin black border, intended for writing one thing known about Jordon.An empty oval-shaped box with a thin black border, intended for writing one thing known about Jordon.An empty oval-shaped box with a thin black border, intended for writing one thing known about Jordon.

Types of Prejudice and Discrimination

Age

Physical/Mental

Socio-Economic

Religious

Ethnic/Racial

Gender

Other

Group Scavenger Hunt

In groups answer the following questions

1. Who in your group is the youngest?
2. Who in the group was born the farthest away? Where?
3. Who has the most siblings?
4. Who has the least siblings?
5. Name a movie that everyone has seen.
6. Who speaks the most languages?
7. Name an animal that at least two people in the group have as a pet.
8. Who plays an instrument?
9. Who plays sports?
10. Who in your group has been to Disney World or Disneyland?

Now that you have had an opportunity to learn more about the members of your group, your task is to come up with a name for your group. The name **MUST** represent everyone in your group.

Group Name:

HOME ASSIGNMENT #3:

Interview a grandparent or older family member and discuss how their experiences with prejudice and discrimination shaped their current ideas and views of people.



10th Grade Research Project

TOPICS:

- | | |
|---------------|-----------------------|
| 1. Marijuana | 8. Prescription Drugs |
| 2. Heroin | 9. Inhalants |
| 3. Cocaine | 10. Alcohol |
| 4. Meth | 11. Bath Salts |
| 5. Ruffies | 12. XTC |
| 6. K-2, Spice | 13. Steroids |
| 7. LSD | 14. Amphetamines |

INSTRUCTIONS:

You will be completing a 5-page research project on the drug highlighted above. You will be working with a partner on Pages 2 and 3 and the printing of an article. For page 4 and 5 you will be completing independent assignments. Below is a full explanation on what each page should consist of.

PAGE 1 (individual work)

Use Microsoft Word to complete this page.

COVER PAGE: The **COLORFUL** cover page must include:

- Student's Name and Section
- Due Date
- Creative Title
- Minimum of 2 pictures

PAGES 2 and 3 (partner work)

Bulletin PowerPoint Presentation (Partner Project): You will be required to create a **9-slide** PowerPoint Presentation on your respective Drug.

Your PowerPoint Presentation must include the following:

- Background Image on all slides (Please do not customize backgrounds, as this will take too much time!).
- **Slide 1 should contain:**
 - Drug Name
 - Classification: Which classification is it? (stimulant, depressant, narcotic, or hallucinogen)
 - Slang Names: 3 different ones
 - At least ONE picture imported from the internet
- **Slide 2 should contain:**
 - 2 facts about your drug and teenagers.
 - One picture imported from the internet.

- **Slide 3 should contain:**
 - 2 facts from the NIDA related to your drug. (<http://www.nida.nih.gov/>)
- **Slide 4 should contain:**
 - 2 facts that could be used in a public service announcement or commercial discouraging the use of your drug.
- **Slide 5 should contain:**
 - 2 statistics that focus on teenage usage.
- **Slide 6 should contain:**
 - 5 short term effects of the drug
 - One picture imported from the Internet.
- **Slide 7 should contain:**
 - 5 long term effects of the drug
 - One picture imported from the Internet.
- **Slide 8 should contain:**
 - How is the drug used? (how is the drug brought into the body)
 - Most common population using this drug?
 - What are the legal consequences of using this drug (court, fines, jail time?)?
- **Slide 9 should contain:**
 - How would you recognize (signs and symptoms, try to find 5) the use of this drug in a family member or friend?
 - List two community agencies that you could go to get help for your friend or family member. (must be local, address and phone #)
 - If you were speaking to a large group what is one powerful statement you would give that would help someone to see the destruction this drug could cause?
- **Slide 10 should contain:**
 - Your opinion on the following: What did you learn during your research that impacted you the most.

You will be **presenting** this PowerPoint to your fellow classmates. **BE PREPARED** for the **FIRST** day of presentations!!!

**YOU WILL PRINT YOUR POWERPOINT TO ATTACH TO PROJECT FOR GRADING PURPOSES!
6 SLIDES ON ONE PAGE!!!!**

PAGE 4: (individual, but use the same article)

Find and print a **RECENT** article on your drug. List 5 facts from the article. Below the list, write a one paragraph, double-spaced commentary on how this article has affected you. A paragraph consists of at least 5 sentences!!! In your project, you **MUST** include your printed article. Make sure that your article can be read once printed, you will lose points if the text runs off the printed page.

PAGE 5: (individual project)

You will be writing a creative letter to a drug-abusing teenager **BUT YOU** are their parent! As a parent, you have discovered that your 16 year-old son/daughter has been abusing (your researched drug). Include in this letter:

- Your parental reaction and disappointment to the news.
- Tell your child about how drug use will affect their future plans. Give them 5 reasons on how their life would be different. (**underline in red**)
- Tell your child how you are willing to help them. Give them local community resources (found in slide 9), as well as how family and friends could help.
- This letter should be at least one **complete** page, **double spaced**, **12-font ARIAL**.
- Make sure you follow the proper steps to completing a creative letter.

IMPORTANT INFORMATION:

- **EACH PERSON** must hand in a project.
- Page 1 (the title page) and Pages 4 and 5 are individual responses.
- Pages 2 and 3 will be done with a partner. You will hand in the same PowerPoint.
Each person MUST have his or her own PowerPoint copy!
- PowerPoint projects need to be saved under your name on your drive. **When PowerPoint is complete, immediately save to the flash drive or email** it to make sure you have it.
- When choosing your article you are to use one of the Gale Databases. We will be shown this database on the first day of the project in the library.
- You will be required to use **at least ONE eBook** as a reference. You will learn how to access these eBooks at the beginning of the project.
- Remember to take notes while you are working. You may **NOT** copy and paste material into your project at any point (This rule does not apply to the use of pictures).
- Keep to the **Rule of Seven**. You are to have no more than seven bullets on a slide and no more than seven words to a bullet. If you need more information when presenting refer to your notes that you should be taking while working.
- There is a link on the Neshaminy High School Health and PE Website to this project. You will be able to find all handouts and a sample power-point presentation on the website.

PROJECT IS DUE: _____ ODD days
_____ EVEN days

SEE ATTACHED RUBRIC FOR GRADING PROCEDURES.

This project is worth 365 points.
If you have any questions see your teacher
It is important that you complete this on time.

Research Project Rubric

NAME: _____

<u>Criteria</u>	Points Possible	Points Received
Cover Page: Includes Name, Due Date, Creative title, 2 pictures, AND is COLORFUL (4 pts each part)	5	
PPP Slide 1: Drug Name (5), Classification and Definition (10), Common Slang Names (5), Picture (5)	5	
PPP Slide 2: 2 facts about your drug and teenagers, 1 picture	5	
PPP Slide 3: 2 facts from the NIDA	5	
PPP Slide 4: 2 facts that could be used in a public service announcement or commercial discouraging use	5	
PPP Slide 5: 2 statistics that focus on teenage use of your drug	5	
PPP Slide 6: 5 short term effects (15) , 1 picture (5)	5	
PPP Slide 7: 5 long term effects of the drug, 1 picture	5	
PPP Slide 8: How is drug used? (10), Population using (10), Law regarding drug (10)	5	
PPP Slide 9: How to recognize? (10), 2 Community Agencies for Help (10), Powerful Statement (10)	5	
PPP Slide 10: Research that impacted you (10)	10	
Summary of Article: Size 12 Arial font, Double Spaced (5), 5 facts from the article (10), Article is attached (10); Paragraph has at least 5 sentences (5), Grammar (10).	20	
Creative Letter: 12 Arial font, double spaced, typed (5), 5 reasons life would be different (10), Community Resources for help (5), Your parental reaction (10), Proper Creative Letter Structure (10), Grammar (10)	20	
Presentation: Delivered on time by BOTH people (15), Presenters are clear in knowledge about drug (15), class got enough information to excel in test (10), Able to answer questions at the end of presentation (10).	N/A	
References: Give title, author and copyright date for the eBook you used. This can be typed onto slide 10.	N/A	
TOTAL AMOUNT OF POINTS	100	

Research Project Schedule

ODD Date	EVEN Date	Description of Event

Drug
Name

--

Slang Name

Classification

2 short term effects

2 long term effects

What does the drug look like?

How is it administered?

Drug
Name

--

Slang Name

Classification

2 short term effects

2 long term effects

What does the drug look like?

How is it administered?

Drug
Name

--

Slang Name

Classification

2 short term effects

2 long term effects

What does the drug look like?

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Drug
Name

Slang Name

Classification

2 short term effects

2 long term effects

What does the drug look like?

How is it administered?

LESSON 8

“Relationships 101”

OBJECTIVES: The students will be able to:

- Discuss the effects of drug use on relationships
- Recognize the role of drugs in sexual assault.
- List the consequences of high-risk sexual activity due to underage drinking.
- List the symptoms of fetal alcohol syndrome.
- Identify characteristics of healthy and unhealthy relationships.
- Discuss ways to avoid unhealthy relationships.

PA. STANDARDS:

10.1.12. D Evaluate issues relating to the use/non-use of drugs.

- psychology of addiction
- social impact (e.g., cost, relationships)
- laws relating to alcohol, tobacco and chemical substances

10.3.12. A. Assess the personal and legal consequences of unsafe practices in the home, school or community.

- loss of personal freedom
- personal injury / impact on others
- loss of income / loss of motor vehicle operator’s license

LEARNING TARGET: Safe and Unsafe Practices



INSTANT ACTIVITY

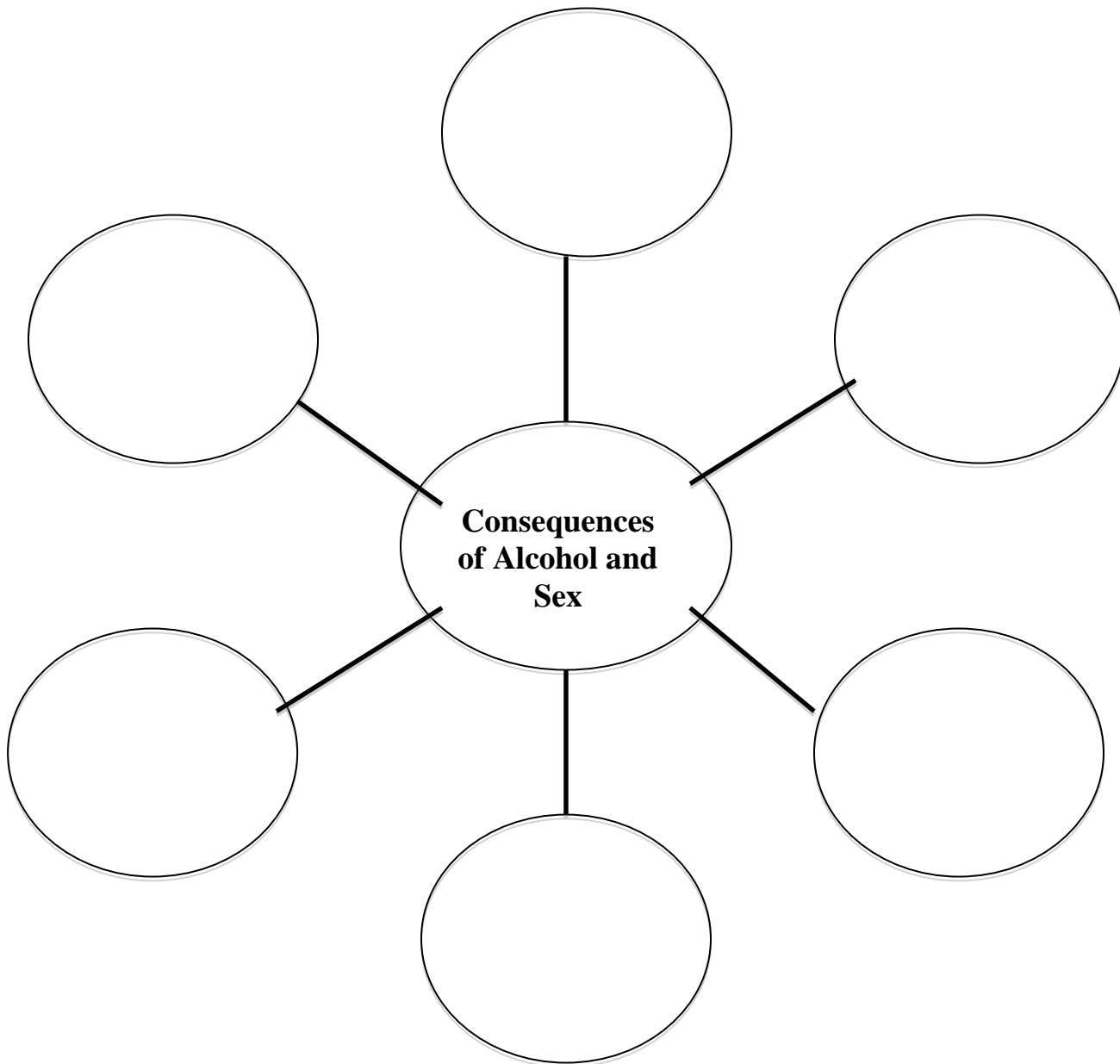
In the boxes below write what characteristics you think make a healthy vs unhealthy relationship

Healthy	Unhealthy

The Dating Game

What did you notice about the 3 different bachelors?

In the circles below write down how the effects of alcohol impacted the girl in the video and how it could affect everyone's life



Think about a relationship you are currently in, it could be a friendship or a dating relationship.

Below read the checklist and put a check after all the statements that describe your relationship. Checks are not important, what does matter is the quality of the relationship you are describing.

Relationship Checklist

Does your friend or boyfriend/girlfriend:

- _____ Keep you from seeing other friends?
- _____ Encourage you to do things that you enjoy?
- _____ Criticize the way you look, dress, or act?
- _____ Ask for your ideas and opinions?
- _____ Say things such as “If you were my friend you’d...”, or “If you loved me you’d...”?
- _____ Always get jealous when you talk or hang out with others?
- _____ Apologize when he/she is wrong and accept your apologies when you are wrong?
- _____ Want you to get too serious about the relationship before you are ready?
- _____ Give you space to spend time with your friends and family alone?
- _____ Make but not keep promises?
- _____ Check up on you all the time (by obsessive calls or texts)?
- _____ Resolve conflicts by talking it out?
- _____ Grab, push, or shove you?
- _____ Share some of your interests but also have their own interests and activities?

Healthy VS Unhealthy

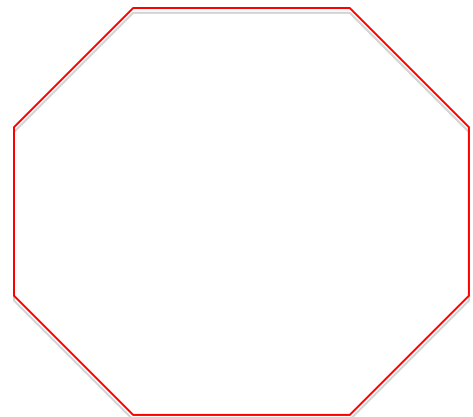
Group Scenario	Group Scenario

As we discuss each scenario put them into healthy or unhealthy relationship
Put the number of the scenario in the correct shape

Healthy



Unhealthy



Ticket Out

Turn back to myownjourney page:
Write 4 characteristics of your ideal relationship.

LESSON 9

"UP IN SMOKE"

OBJECTIVES: The students will be able to:

- Identify some of the health claims made by past tobacco advertisements.
- List the long and short-term effects of tobacco.
- Compare past medical claims about tobacco to current medical claims about marijuana.
- Contrast perceived and actual facts about marijuana use among teenagers.
- Discuss the physical, mental, social and emotional consequences of marijuana use.
- Identify the effects of marijuana use on activities and occupations.

PA STANDARDS:

10.1.9. A. Analyze factors that impact growth and development between adolescence and adulthood.

- interpersonal communication relationships (e.g., dating, friendships, peer pressure)
- risk factors (physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)

10.2.9. B. Analyze the relationship between health-related information and adolescent consumer choices.

- tobacco products/ weight control products

10.1.12.B Evaluate factors that impact the body systems and apply protective/preventive strategies.

- fitness level/nutrition
- environment (e.g., pollutants, available health care)
- health status (e.g., physical, mental, social)

D. Evaluate issues relating to the use/non-use of drugs.

- psychology of addiction
- chemical use and fetal development
- laws relating to alcohol, tobacco and chemical substances
- impact on the individual/community

10.2.12C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.

LEARNING TARGET: Health Information and Practices



INSTANT ACTIVITY

Write down about a movie in which you saw tobacco use

Tobacco Advertisements:

<http://chickenhead.com/truth/1950s.html>

In the early 1950's the _____ published its first study linking smoking to lung cancer.

Today we know the following about cigarette smoking, it causes:

_____	_____
_____	_____
_____	_____
_____	_____

What drug makes claims about its possible health benefits?

What are the health claims made about the above drug?

Perspective

Think of a place that you have been to on vacation: ex. Disney World, Six Flags...

In the boxes below write how different people would describe it.

Young Children	Parents
Ride Attendants	Maintenance Staff

Marijuana Relay

Round 1: Smoking marijuana

Round 2: Marijuana use

Round 3: Marijuana

Round 4: Marijuana users

RANK AND FILE

Occupation		Job Skills	RANK
Surgeon			
Airline Pilot			
Auto Mechanic			
Construction Worker			
Pharmacist			
Child Care Worker			
911 Dispatcher			
Student			

WRITING AND HEALTH

Suppose you go to a party with your cousin. When you get there you see some teenagers smoking marijuana and taking pills. They invite you to join them. Your cousin knows that you do not use drugs. Your cousin suggests that you just pretend to smoke some marijuana to fit in.

- Describe the situation that requires you to make a decision.
- List three possible decisions that you might make.
- Evaluate the possible consequences of your decisions. Determine if each decision leads to actions that:
 - Promote health
 - Protect safety
 - Follow laws
 - Show respect to yourself
 - Show respect to others
 - Demonstrate good character
- Decide which of these decisions is most responsible and appropriate.

For this activity you are to use the following format:

- At least one *typed* page. Arial font, 12ft., double spaced.

LESSON 10

"THE REALITY OF DRUGS"

OBJECTIVES: The students will be able to:

- Differentiate between use and abuse of prescription and cough and cold drugs.
- Discuss the harmful effects of prescription and cough and cold drug abuse.
- Describe the physical, mental, social and emotional consequences of using ecstasy.
- Describe the physical, mental, social and emotional consequences of using cocaine and meth.
- Identify several reasons some teenagers use drugs and list alternative activities to drug use.

PA STANDARDS:

10.1.12. D. Evaluate issues relating to the use/non-use of drugs.

- psychology of addiction
- social impact (e.g., cost, relationships)
- chemical use and fetal development
- laws relating to alcohol, tobacco and chemical substances
- impact on the individual/community

10.3.12. A. Assess the personal and legal consequences of unsafe practices in the home, school or community.

- loss of personal freedom/ loss of income
- personal injury/ impact on others/
- loss of motor vehicle operator's license

LEARNING TARGET: Alcohol, Tobacco and Chemical Substances



INSTANT ACTIVITY

With your partner, review your project power point. Practice your presentation for the class.

Graduation Night

Witness Statement # 1

1st drug mentioned
Symptoms of abuse
What is “on the nod”
What is tolerance?
2 nd drug mentioned
Symptoms of abuse
Symptoms of depressants
Difference between use and abuse of prescription drugs?

Witness Statement 2

Drug name and use
Symptoms of abuse
High doses can cause:

Witness Statement 3

Drug name
Symptoms of abuse
Side effects within 40 minutes are
When the high wears off users suffer from:

Witness Statement 4

Drug name
Symptoms of abuse
Other similar drugs
Meth users suffer from:

What we need to remember is that many teenagers are not using drugs!

In your group list as many reasons as possible for the below chart

Why Teenagers Use Drugs	Alternative / Healthy Alternatives to Drugs

LESSON 11

"Your Journey to a Safe and Drug Free Life"

OBJECTIVES: The students will be able to:

- Define tolerance, addiction, withdrawal, and denial.
- Identify the progressive stages of addiction.
- Discuss what to do if a friend has a problem with alcohol or other drugs.
- Discuss how to access school and community resources for help with alcohol or other drug problems.
- Review skills and concepts taught in lessons 1-9.

PA STANDARDS:

10.2.12. B. Evaluate factors that impact the body systems and apply protective/preventive strategies.

- fitness level
- environment (e.g., pollutants, available health care)
- health status (e.g., physical, mental, social)
- nutrition

LEARNING TARGET: Health Problems and Disease Prevention



INSTANT ACTIVITY

In the space below make a list of all the things that are important to you.

What is an addiction?

Addiction Facts

Continued use causes _____

No control over addiction starting/addiction controls them

Activities become difficult or impossible to manage

Stages of Addiction

Stage 1	<hr/> Initial experience happens out of curiosity Usually spur of the moment, without thinking
Stage 2	Drug use become regular, especially weekends <hr/> Feels it helps socialize Body becomes used to drug, need more
Stage 3	Identifies with drug culture Displays drug themes or messages Denies drug problem
Stage 4	<hr/> Teen has lost control Uses when alone Experiences withdrawal if they stop Drug interferes with daily activities

Addiction Cards

Card 1	Card 2
Card 3	Card 4
Card 5	Card 6
Card 7	

How to help a friend? You believe your friend has a drug problem? What do you do? Who can you talk to?

Ticket Out

Turn back to myownjourney page and complete the following
What would your life quote be?

Extra Lesson

WHAT IS A DRINK?

Calculate the total amount of alcohol in a typical serving of the following alcoholic drinks:

Type of Drink	Volume of serving (ounces)	Concentration of alcohol (percent)	Concentration of alcohol (decimal)	Total amount of alcohol (in ounces)
Beer	12	5	0.05	
Wine	5	12	0.12	
Hard Liquor	1.5	40	0.40	

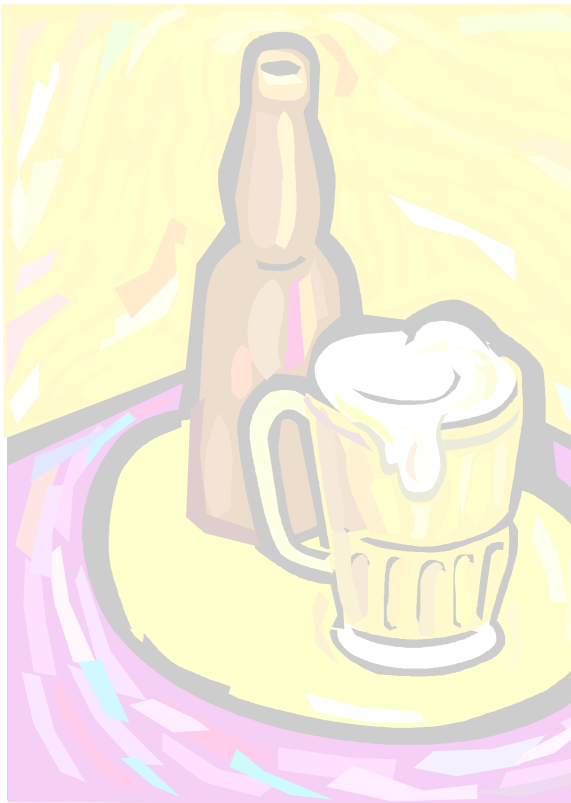
The amount of alcohol in a drink can be calculated by multiplying the volume of the drink by the percentage of alcohol it contains. Remember to express percentage of alcohol in its decimal form before doing multiplication. For example, 5% = 0.05 when expressed as a decimal.

Volume of Serving	X	Percentage of Alcohol (decimal)	=	Total amount of Alcohol per serving
-------------------	---	---------------------------------	---	-------------------------------------

Answer the following questions:

- Which contains more alcohol, a 12 ounce bottle of beer that is 5 percent alcohol, or 1 ounce of whiskey that is 50 percent alcohol? Show your calculations.
- Based on your calculations, is it safer for a person to drink beer rather than whiskey? Why or why not?

BLOOD ALCOHOL CONTENT FACTORS



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



BLOOD ALCOHOL CONCENTRATION CHART

FOR WOMEN

Drinks per HOUR	Body Weight in pounds (lbs)							
	100	120	140	160	180	200	220	240
1	0.05	0.04	0.03	0.03	0.03	0.02	0.02	0.02
2	0.09	0.08	0.07	0.06	0.05	0.05	0.04	0.04
3	0.14	0.11	0.10	0.09	0.08	0.07	0.06	0.06
4	0.18	0.15	0.13	0.11	0.10	0.09	0.08	0.08
5	0.23	0.19	0.16	0.14	0.13	0.11	0.10	0.09
6	0.27	0.23	0.19	0.17	0.15	0.14	0.12	0.11
7	0.32	0.27	0.23	0.20	0.18	0.16	0.14	0.13
8	0.36	0.30	0.26	0.23	0.20	0.18	0.17	0.15
9	0.41	0.34	0.29	0.26	0.23	0.20	0.19	0.17
10	0.45	0.38	0.32	0.28	0.25	0.23	0.21	0.19

FOR MEN

Drinks per HOUR	Body Weight in pounds (lbs)							
	100	120	140	160	180	200	220	240
1	0.04	0.03	0.03	0.02	0.02	0.02	0.02	0.02
2	0.08	0.06	0.05	0.05	0.04	0.04	0.03	0.03
3	0.11	0.09	0.08	0.07	0.06	0.06	0.05	0.05
4	0.15	0.12	0.11	0.09	0.08	0.08	0.07	0.06
5	0.19	0.16	0.13	0.12	0.11	0.09	0.09	0.08
6	0.23	0.19	0.16	0.14	0.13	0.11	0.10	0.09
7	0.26	0.22	0.19	0.16	0.15	0.13	0.12	0.11
8	0.30	0.25	0.21	0.19	0.17	0.15	0.14	0.13
9	0.34	0.28	0.24	0.21	0.19	0.17	0.15	0.14
10	0.38	0.31	0.27	0.23	0.21	0.19	0.17	0.16

BLOOD ALCOHOL CONCENTRATION CHART

CALCULATING B.A.C. Levels

Guest #1 is a 120-pound female:

Hour	1	2	3	4
Number of Drinks	2	1	1	0
BAC at start of hour	0.00			
BAC from table				
BAC (start + table)				
Alcohol broken down	-0.02	-0.02	-0.02	-0.02
BAC at end of hour				

Would Guest #1 get arrested if they were to drive home? _____

Guest #2 is a 180-pound male:

Hour	1	2	3	4
Number of Drinks	2	2	1	1
BAC at start of hour	0.00			
BAC from table				
BAC (start + table)				
Alcohol broken down	-0.02	-0.02	-0.02	-0.02
BAC at end of hour				

Would Guest #2 get arrested if they were to drive home? _____

Guest #3 is a 160-pound female:

Hour	1	2	3	4
Number of Drinks	4	2	0	0
BAC at start of hour	0.00			
BAC from table				
BAC (start + table)				
Alcohol broken down	-0.02	-0.02	-0.02	-0.02
BAC at end of hour				

Would Guest #3 get arrested if they were to drive home? _____

Guest #4 is a 160-pound male:

Hour	1	2	3	4
Number of Drinks	0	0	3	2
BAC at start of hour	0.00			
BAC from table				
BAC (start + table)				
Alcohol broken down	-0.02	-0.02	-0.02	-0.02
BAC at end of hour				

Would Guest #4 get arrested if they were to drive home? _____

DRINKING PATTERNS QUESTIONS

1. Which individuals could drive home legally?
2. What factors described in this activity affected party guests' BAC levels?
3. Why, on average, is a larger person affected less by a given amount of alcohol than a smaller person?
4. Why, on average, are females more affected by drinking the same amount of alcohol as males?
5. How does the pattern of drinking relate to an individual's BAC?
6. Are there any differences in how fast alcohol breaks down in the body among different individuals?
7. Do you think that each of the individuals whose behavior was modeled in this activity would have reached the same conclusions as you did about who should drive home or not?
8. Are there any factors not taken into account during this activity that could influence an individual's BAC?

ALCOHOL AND SOCIETY

Adults drink alcoholic beverages for many reasons—to celebrate holidays, to celebrate good times, as an emotional release, and for cultural and religious reasons. The movies, television, and advertisements often promote alcohol as an almost required part of a happy and successful lifestyle.

Most adults who drink alcohol do so responsibly. However, the time and place where alcoholic beverages are consumed are important in determining how appropriate the drinking is. In the United States, it is common for people to drink at parties. For many people, BACs in the range of 0.01–0.05 help them feel more relaxed and friendly. At parties, drinking alcohol is acceptable, as long as guests don't drink too much. In other settings, drinking alcohol is a serious problem. For example, drinking and then driving a car can lead to crashes, and drinking at work can lead to serious accidents. Drinking alcohol while taking certain medications can produce serious health problems and even death.

Different cultures view drinking alcohol differently. Some cultures prohibit drinking altogether, while others include it as part of everyday living. In some countries, many people who drink do so with the intention of becoming intoxicated. Not surprisingly, different countries have different laws about the use of alcohol. The chart below lists the legal drinking age and legal BAC limit for driving in various countries.

Country	Minimum Drinking Age	Legal BAC limit for driving
Australia	18	0.05
Austria	16 for beer and wine 18 for all types	0.05 0.01 for new drivers
Belgium	15	0.05
Canada	18-19 (depending on province)	0.08
Denmark	18	0.05
England	18	0.05
France	16	0.05
Germany	16 for beer and wine 18 for all types	0.05
Italy	16	0.08
Japan	20	0.03
Russia	18	0.02
Spain	16	0.03 – 0.05 Depending on size of vehicle
Sweden	18 for certain beers 20 for all types	0.02 – 0.05 Depending on size of vehicle

ALCOHOL AND SOCIETY

WRITING AND HEALTH

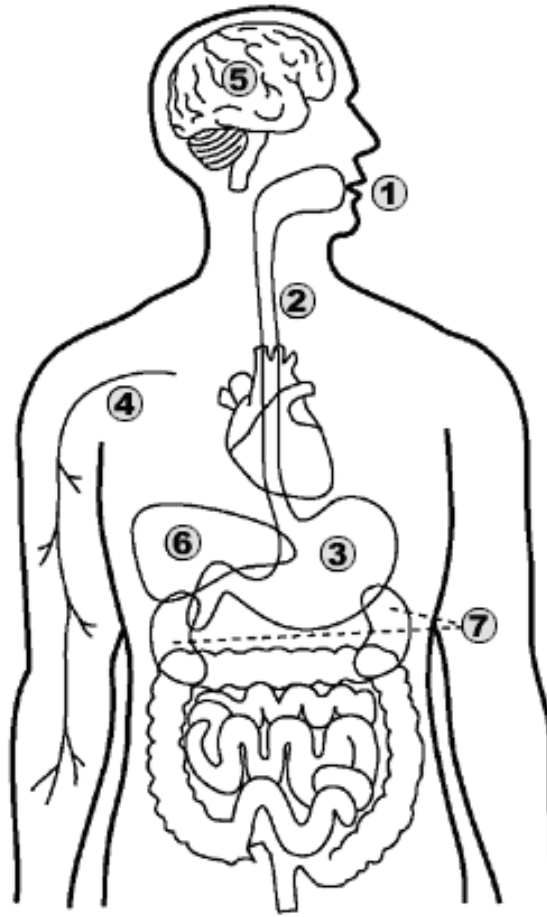
The United States Congress needs your help! Your opinion is needed to make a crucial decision regarding alcohol monitoring. The government has asked you to write a persuasive essay to your local congressman, expressing your opinions about lowering the legal drinking age. They have also asked your opinion about decreasing the legal BAC limit for driving. In your essay, be sure to include the exact numbers you feel should be used to monitor alcohol in the United States and discuss the impact these two changes would have on society.

The requirements for this assignment are at least ONE TYPED PAGE using the following format.

- Arial font, size 12, double spaced.
- In letter format. You are writing to your congressman!

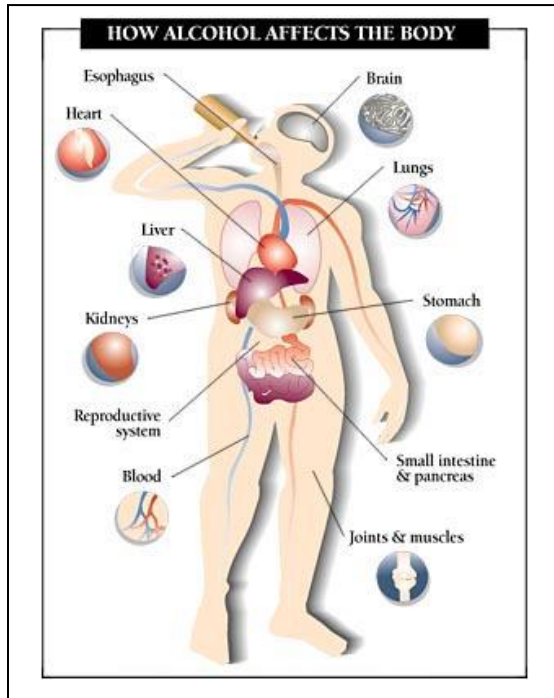


WHERE DOES IT ALL GO?



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

HOW ALCOHOL AFFECTS THE BODY



_____:

Alcohol is associated with nearly half of the cancers found here. People who vomit too intensely after getting drunk can cause tears in the lining.

_____:

Heavy drinkers have more pulmonary infections and can be more susceptible to pneumonias and lung collapse. An intoxicated person loses his reflexes and can't clear his airway when he vomits. Stomach contents may get sucked into the lungs, which can lead to choking or pneumonia.

_____:

Alcohol depresses the central nervous system and contracts brain tissue. And YES, alcohol can destroy these cells! Taken in large amounts over a long period of time, alcohol can cause serious problems with cognition and memory. Longtime alcoholics can develop a thiamine deficiency that can lead to severe short-term memory loss.

_____:

Heavy drinking can cause heart disease, stroke, high blood pressure and heart failure. Even social drinkers who binge on special occasions can sometimes get bouts of irregular heartbeats, a condition known as "holiday heart."

_____:

Alcohol blocks the absorption and breakdown of nutrients by damaging the cells lining the stomach and intestines, and by decreasing the amount of digestive enzymes. This can become inflamed and leak digestive enzymes, which then attack the pancreas itself. Pancreatitis is extremely painful and can be fatal.

_____:

Alcohol irritates this, and can cause gastritis, ulcers and acid reflux. Gastritis is an inflammation of the mucous membrane that lines the stomach. Erosion in that lining can cause constant oozing of blood into the stomach or, if a vessel ruptures, major bleeding.

_____:

Alcohol dependence can cause osteoporosis and arthritis, and deform the joints. It can atrophy muscles and cause acute muscle pain and weakness.

_____:

Damage often begins with a fatty liver, and may progress to alcoholic hepatitis. That may be followed by the buildup of scar tissue known as cirrhosis. Cirrhosis can change the structure of the liver and choke off blood flow. This can cause varicose veins, which can rupture, triggering catastrophic bleeding.

_____:

Prolonged alcohol abuse can cause anemia and abnormal blood clotting, which results in excessive bleeding and easy bruising. It also impairs the function of white blood cells, increasing susceptibility to infection.

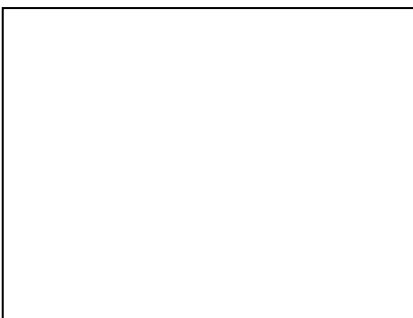
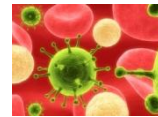
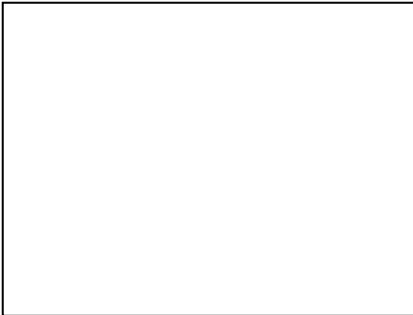
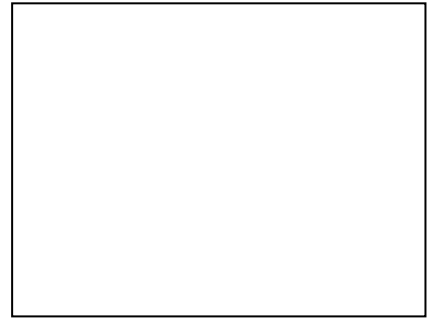
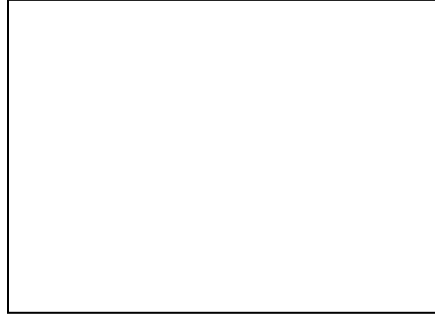
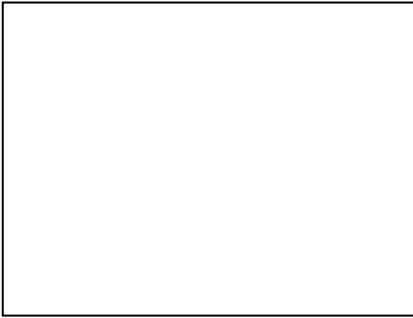
_____:

Heavy drinking changes the balance of hormones. In men, it impairs the production of sperm and testosterone, and can lead to infertility and impotence. In women, decreased estrogen metabolism in the liver increases the amount of estrogen circulating in the body, which can contribute to menstrual irregularities and infertility.

_____:

Alcohol is a diuretic that increases urine output. Prolonged heavy drinking can cause failure of this organ.

ALL SYSTEMS DOWN



ALCOHOL POISONING

SYMPTOMS OF ALCOHOL POISONING:



WHAT SHOULD YOU DO???

WRITING AND HEALTH

You are at a graduation party with all of your friends. Your friend Brittany is drinking heavily at the party. She becomes drunk very quickly and begins throwing up. You take her back to your friend Ashley's house. Ashley's parents are asleep. Brittany begins throwing up in the bathroom. She is throwing up blood, when suddenly she passes out on the bathroom floor. Ashley suggests putting her in bed and letting her "sleep it off". What do you do??

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

LESSON 12

“BANG BANG You’re DEAD”

OBJECTIVES: The students will be able to:

- Identify mental illnesses.
- React to movie through worksheet and responsive application questions.

PA STANDARDS:

10.1.9.A: Analyze factors that impact growth and development between adolescence and adulthood.

relationships (e.g., dating, friendships, peer pressure)
interpersonal communication

risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)

10.3.12.C: Analyze the impact of violence on the victim and surrounding community.

10.3.9. A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.

- violence prevention in school
- self-protection in the home
- self-protection in public places

10.3.9.C: Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

effective negotiation, assertive behavior

10.2.9.A: Identify and describe health care products and services that impact adolescent health practices.

LEARNING TARGET: Analyze the impact of violence



INSTANT ACTIVITY

Bang Bang You're Dead

A Mental Health Movie

Name _____ Date _____

During the Mental Health unit we discussed several different topics. While watching the movie please identify which topics we discussed in class with certain situations that take place in the movie.

For example, if you see a part in the movie where someone's self-esteem is lowered, describe on the worksheet the part of the movie this occurred. Enjoy the movie!

Mental Health Topic	Part In the Movie
Stressful Situation	
A Behavioral Reaction to Stress	
A Physical Reaction to Stress	
How Stress Was Managed Positively	
How Stress Was Managed Negatively	
A Self-esteem Booster	
A Time When Self-esteem was Lowered	

People Were Judged	
A Passive Behavior	
An Aggressive Behavior	
An Assertive Behavior	
An Example of A Good Listener	
An Example of A Poor Listener	
A Specific Mental Health Disorder	

In the space provided below, write your reaction to the movie. What was your initial reaction to the events that happened throughout the movie? Include your feelings on the Troggs and the Jocks, as well as your feelings about Trevor.

Bang Bang You're Dead Movie Response

Write a letter to someone you have seen bullied in school. Explain to them why you chose the reaction you did. If you did nothing and laughed why? If you walked away why? If you stepped in why? Tell them what you would have done today and how you feel about how they were treated.

If you would rather write about being bullied and how that made you feel you may. Tell what it felt like to have people watch and do nothing. How it made you feel. What you wished would have happened. Would things be different today?

LESSON 13

“LIFELINES LESSONS A-C”

OBJECTIVES: The students will be able to:

- Define reasons for learning unit on suicide
- Examine personal reactions to a situation involving a peer’s suicidal behavior
- Examine how feelings influence actions
- Identify basic facts about suicide

PA STANDARDS:

10.1.9.A: Analyze factors that impact growth and development between adolescence and adulthood.

relationships (e.g., dating, friendships, peer pressure)
interpersonal communication

risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)

10.3.12.C: Analyze the impact of violence on the victim and surrounding community.

10.3.9. A. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.

- violence prevention in school
- self-protection in the home
- self-protection in public places

10.3.9.C: Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

effective negotiation, assertive behavior

10.2.9.A: Identify and describe health care products and services that impact adolescent health practices.

LEARNING TARGET: Safe Practices and Injury Prevention



INSTANT ACTIVITY

Discuss quote:

“In the next 45 minutes or so, one teenager will attempt to kill him/herself and by this time tomorrow 17 teenagers will have taken their own lives.”

Neshaminy School District

2001 Old Lincoln Highway • Langhorne, Pennsylvania 19047-3295

Dear 10th Grade Parent/Guardian,

In the next few weeks the 10th grade students will participate in Lifelines: School-Based Suicide Response Program. This is a three-lesson research based unit. The health and physical education teachers will present the lessons in a small group setting. During the fall of 2010 the entire health and physical education staff was trained in the Lifelines Program. The materials were developed by researchers at Rutgers University and have the support of the Centers for Disease Control and Prevention.

The question that often arises in regard to efforts to prevent teen suicide is: Should we be talking about suicide in our schools? Doesn't this give kids ideas? There are two responses to this very real concern. First, teen suicide is already being talked about in the schools. Statistics show that if you ask any classroom of teens if they know someone who has attempted suicide, 70-80 percent indicate that they do. Second, educational programs such as Lifelines have been in schools since 1980, and no increase in suicidal behavior has been associated with such careful programming. What they have seen is an increase in teens identifying themselves or others in trouble or at risk.

The goals of the program are to:

- Identify troubled teens before they make a serious attempt
- Educate teens about facts and warning signs; feelings about giving up a secret; the effects of survivors; and talking about suicide.
- Inform teens about suicidal feelings in oneself or a peer.
- Tell teens what resources are available in the school and community.

Parents who have a concern about their child should always take advantage of the services available through the school district by contacting the guidance office or Student Assistance Program (SAP) in their child's school.

We hope you will take the opportunity to discuss this important topic with your child. Enclosed you will find a page of information for you as parents/guardians. We look forward to working with your child this year. If you have any questions feel free to contact your school's Health and Physical Education Department Chairman or Jan King, Lead Teacher of Health and Physical Education at 215-809-6562.

Sincerely,
Jan King Lead Teacher H & PE
215-809-6562
jking@neshaminy.k12.pa.us

LIFELINES

What Can Parents Do?

An important point is to remember that suicide is a crisis in **communication**. A pattern of communication needs to exist between parent and teen and there are some ways to maintain communication with the teen:

1. Create *occasions* for communication
 - No TV during dinner
 - At times, no radio in the car
 - Do chores together
 - Stop by just before bedtime, as teens are more relaxed and less guarded at this time
 - Share about your day and feelings (Often parents don't engage in small talk with their kids. Instead most of their communication consists of questions and "tidying up" kids' behavior.
 - Find common interests/activities
2. When you do talk with your teen:
 - Really *listen*
 - Try to understand his/her viewpoint first, before trying to provide alternate viewpoint.
 - *Accept* the feelings and concerns rather than evaluate "You shouldn't be upset over that!"
 - Don't minimize the "Everyone feels that way" or "Don't let little things like that get to you".
 - Recall that the teen sees his/her experience as unique. Acknowledge this and then let him/ her know that others may have also struggled with these concerns.
 - Don't compare with siblings, other kids, yourself or your childhood.
 - Don't overreact: "How could you think something like that?"
 - Pause, take a deep breath and listen
 - Have *definite* standards and limits, but follow the rule of: *minimum* conformity. That is, decide what are the absolute minimum requirements for behavior, talk, dress, etc. and let the rest go. You can't enforce these anyway, and the more unenforceable rules you have the less influence you have.

3. Be aware of the pressures and expectations you place on your child. Clearly, kids must learn to stick it out and develop discipline, but each achieves in his/her own way and at different paces. This is a difficult line to walk between preparing kids for life's pressures and adding too much pressure of your own in regard to school, sports, achievement, appearance and manners.
4. Be aware of demands kids place on themselves. This may be a very important source of stress for teens.
5. Follow this simple rule from Haim Ginott (Between Parent and Child):
"Acknowledgement always precedes advice or directives". For example, "I know that college was very important to you and I can see this is very upsetting, but let's look at some other alternatives." "I see that Tom meant a lot to you. This is hard, but I am wondering if you are not being a bit hard on yourself"

If you are unsure on how to respond to your child remember that: Any parent who has a concern about their child should always take advantage of the services available through the school district by contacting the guidance office or Student Assistance Program (SAP) in their child's school.

Lifelines: Lesson A

In the space below, write your reaction to the following quote:

"In the next 45 minutes or so, one teenager will attempt to kill him/herself and by this time tomorrow, 17 teenagers will have successfully taken their own lives."

What Would You Do?

SITUATION: A good friend of yours has seemed troubled lately and has begun to keep more and more to himself. One day you go to see him and he tells you he would like to talk to you about something, but you must promise to keep it a secret. He seems pretty serious and you value your friendship with him a lot, so you agree. He tells you that he and everyone else would be better off if he were dead. Then he says, "Sometimes I think I might as well kill myself." He smiles and shrugs his shoulders when he says it. He then reminds you that you promised not to tell anyone about what he has told you. You are the only person he trusts and he says, "If you tell I will never forgive you."

How do you feel when you hear him say this? Why?

What do you decide to do or say? Why?

Lifelines: Lesson B

Warning Signs

F

A

C

T

Helpful Ways to Prevent Suicide...

SHOW YOU CARE

"I am concerned about you, about how you are acting and the things you are saying..."

ASK ABOUT SUICIDE

"Are you thinking about suicide?"

GET HELP

"This is serious. I am going to help you get help. Let's call the crisis line together to go talk to the school counselor."

WHAT TO AVOID

- **DO NOT** argue with a suicidal person.
- **DO NOT** promise to keep a secret.
Keeping it a secret is a way of assuming responsibility.
- **DO NOT** treat the situation lightly, even if your friend begins to joke about it.
- **DO NOT** challenge your friend... Or suggest drugs or alcohol as a solution.
- **DO NOT** leave your friend alone.
- **DO NOT** try to be the only person to rescue your friend. GET HELP!
- **DO NOT** try to forcefully remove a gun from someone. CALL FOR HELP!

Lifelines: Lesson C

HOW CAN WE HELP YOU?

1. If you were on a committee to hire a new counselor at your school, what characteristics would you be looking for in this person?
2. In your experience, what qualities make a person particularly trustworthy?
3. In your experience, what qualities make a person particularly helpful?
4. If you were looking for help, how would you check a person out to find out whether or not he or she would be a good person to approach?
5. What can you do to make it more likely that people will turn to you for help?
6. What barriers to help seeking do you think exist in our school?
7. What do you suggest be done to improve school-based services to students?

Advanced First Aid

LESSON 1

"INTRODUCTION TO FIRST AID"

OBJECTIVES: The student will be able to:

- Recognize signs of an emergency.
- Identify an ill or injured person.
- Perform the check, call, care process on a victim.
- Be able to call 9-1-1 and supply the needed information.
- Recognize an unconscious adult, child or infant
- Identify steps to care for an unconscious adult, child or infant

PA STANDARDS

10.3.9.B: Describe and apply strategies for emergency and long-term management of injuries.

rescue breathing, water rescue, self-care, sport injuries

10.3.12.B: Analyze and apply strategies for the management of injuries.

CPR

advanced first aid

LEARNING TARGET: FIRST AID AND PERSONAL SAFETY



INSTANT ACTIVITY

In the space below, circle the situations where you would call 9-1-1.

Minor bruise on the arm

Cat Scratch on the cheek

No signs of life

Deep burn on the face

No breathing

Unconsciousness

Scrape on the elbow

Trouble breathing

Cut lip

Persistent chest pain

Severe bleeding that does not stop

Mild sunburn on shoulders

Cramp in the thigh

Pain in the abdomen

Vomiting blood

Seizures

Injury to the head

Apparent poisoning

Splinter in the foot

Injured arm with
bone showing

RECOGNIZING EMERGENCIES

Your senses (hearing, sight and smell) may help you recognize an emergency. Emergencies are often signaled by something unusual that catches your attention.

Unusual Sights	Unusual Appearances or Behaviors	Unusual Odors	Unusual Noises

CHECK, CALL, CARE

CHECK

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

CALL

1. _____
 - a. _____
 - b. _____
 - c. _____
 - d. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

ALWAYS call first in the following situations:

- An unconscious adult, child or infant.
- A witnessed sudden collapse of a child or infant.
- Anyone known to have heart problems.



AFTER calling 9-1-1, use the following guidelines:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

CALLING 9-1-1

OH NO! You are sitting in your bedroom and suddenly, you hear screeching tires, crunching metal and a loud scream. You run outside to find out what happened and you see a man at the wheel that is unconscious. The person in the other car seems to have a broken arm. You now need to call 9-1-1. What do you tell them??

LOCATION (include street address, city/town, directions)	
Phone Number from which you are calling from	
Your Name	
What Happened?	
How many people were injured?	
Condition of the injured	
Any care that you have given the victim (s)	

CHECKING A CONSCIOUS PERSON

Person is awake, and can speak to you.

STEP 1	
STEP 2	
STEP 3	
STEP 4	Ask the person: -What is your name? -What happened? -Where do you feel pain or discomfort? -Do you have any allergies? -Do you have any medical conditions? -Are you taking any medications? -When did you last eat or drink anything?
STEP 5	CHECK Head to Toe for: -Bleeding, fluids or wounds -Skin color and temperature -Medical ID bracelet -Observable signs of pain
STEP 6	

WHAT ARE THE ABC's?

A: _____

B: _____

C: _____

CHECKING AN UNCONSCIOUS PERSON

Person appears to be unconscious

STEP	ADULT 12 and older	CHILD 1-12 years old	INFANT Under age 1
1	CHECK the scene, then CHECK person	CHECK the scene, then CHECK child	CHECK the scene, then CHECK infant
2	Tap the shoulder and shout: "Are you okay?"		Obtain consent from parent or guardian.
3		Tap the shoulder and shout: "Are you okay?"	
4	Open airway (tilt head, lift chin), CHECK for signs of life for no more than 10 seconds.	No response, CALL 9-1-1 IF ALONE: Give 2 minutes of care then call 9-1-1.	No response, CALL 9-1-1 IF ALONE: Give 2 minutes of care then call 9-1-1.
5	If no breathing, give 2 rescue breaths		Open airway (tilt head, lift chin), CHECK for signs of life for no more than 10 seconds.
6	If breathing, place in the recovery position and monitor ABC's	If no breathing, give 2 rescue breaths	If no breathing, give 2 rescue breaths
7		If breaths go in, CHECK for pulse.	
8		If breathing, place in recovery position and monitor ABC's	If breathing, place in recovery position and monitor ABC's
WHAT TO DO NEXT	IF BREATHS GO IN: IF BREATHS DO NOT GO IN: Give care for unconscious choking	IF BREATHS DO NOT GO IN: Give care for unconscious choking IF PULSE BUT NO BREATHING: IF NO PULSE: Give CPR or use AED	IF BREATHS DO NOT GO IN: Give care for unconscious choking IF PULSE BUT NO BREATHING: Give rescue breathing IF NO PULSE:

LESSON 2

“Choking”

OBJECTIVES: The student will be able to:

Identify the universal sign for choking

-Perform steps to help a conscious choking victim

-Perform steps to help an unconscious choking victim

-Understand how to give a rescue breath

PA STANDARDS

10.3.9.B: Describe and apply strategies for emergency and long-term management of injuries.
rescue breathing, water rescue, self-care, sport injuries

10.3.12.B: Analyze and apply strategies for the management of injuries.
CPR

advanced first aid

LEARNING TARGET: FIRST AID AND PERSONAL SAFETY



INSTANT ACTIVITY

What is the universal sign for choking?

Name 5 common places you would encounter a choking victim.

1. _____
2. _____
3. _____
4. _____
5. _____

BREATHING EMERGENCIES

The human body needs a constant amount of oxygen to survive. Below is a list of symptoms of a breathing emergency.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

ASTHMA: _____

TRIGGERS:

SIGNALS OF AN ASTHMA ATTACK:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

**MANY PEOPLE WITH ASTHMA CARRY INHALERS AND SHOULD BE ASSISTED IN
ADMINISTERING THEM DURING AN ATTACK.**

CONSCIOUS CHOKING

Cannot cough, speak or breathe

STEP	ADULT 12 and older	CHILD 1-12 years old	INFANT Under age 1
1	CHECK the scene, then CHECK person		CHECK the scene, then CHECK infant
2		Have someone call 9-1-1	Have someone call 9-1-1
3	Obtain consent	Obtain consent from parent or guardian	
4	Lean the person forward and give ____ back blows with the heel of your hand.	Lean the child forward and give ____ back blows with the heel of your hand.	Give ____ back blows with heel of hand.
5	Give ____ quick, upward abdominal thrusts.	Give ____ quick, upward abdominal thrusts.	Give ____ chest thrusts using 2 fingers.
6	Continue back blows and abdominal thrusts until- - _____ -Person can breathe or cough forcefully -Person becomes unconscious	Continue back blows and abdominal thrusts until- -Object is forced out -Person can breathe or cough forcefully - _____ _____	Continue back blows and abdominal thrusts until- -Object is forced out - _____ _____
WHAT TO DO NEXT	IF PERSON BECOMES UNCONSCIOUS: -Call 9-1-1, if not already done. -Give care for unconscious choking.	IF PERSON BECOMES UNCONSCIOUS: -Call 9-1-1, if not already done. -Give care for unconscious choking.	IF PERSON BECOMES UNCONSCIOUS: -Call 9-1-1, if not already done. -Give care for unconscious choking.

HOW TO GIVE A RESCUE BREATH

No movement, No breathing

AFTER CHECKING AN ILL OR INJURED PERSON- to give a rescue breath:

STEP	ADULT 12 and older	CHILD 1-12 years old	INFANT Under age 1
1		Give _____ rescue breath about every _____ seconds. -Pinch nose shut. -Make seal over child's mouth. -Blow in to make the chest clearly rise.	Give _____ rescue breath about every _____ seconds. -Pinch nose shut. -Make seal over child's mouth. -Blow in to make the chest clearly rise.
2	Take a breath and make a complete seal over the person's mouth.	After about _____ minutes, recheck for signs of life and pulse for no more than _____ seconds.	After about _____ minutes, recheck for signs of life and pulse for no more than _____ seconds.
3	Each rescue breath should last about 1 second.		
WHAT TO DO NEXT	IF BREATHS GO IN: IF BREATHS DO NOT GO IN: Give care for unconscious choking.	IF PULSE BUT NO BREATHING: Continue rescue breathing IF NO PULSE:	IF PULSE BUT NO BREATHING: IF NO PULSE: Give CPR

UNCONSCIOUS CHOKING

Breaths do not go in

STEP	ADULT 12 and older	CHILD 1-12 years old	INFANT Under age 1
1	Tilt head farther back. Try _____ rescue breaths again.	Tilt head farther back. Try _____ rescue breaths again.	Tilt head farther back. Try _____ rescue breaths again.
2	If chest does not rise- Give _____ chest compressions.	If chest does not rise- Give _____ chest compressions.	If chest does not rise- Give _____ chest compressions.
3	Look for an object.		
4		Remove if one is seen.	Remove if one is seen.
5	Try _____ rescue breaths.	Try _____ rescue breaths.	
WHAT TO DO NEXT	IF BREATHS DO NOT GO IN: IF BREATHS GO IN: -Check for signs of life. -Give care based on conditions found.	IF BREATHS DO NOT GO IN: -continue steps 2-5 IF BREATHS GO IN: -Check for signs of life.	IF BREATHS DO NOT GO IN: -continue steps 2-5 IF BREATHS GO IN: -Give care based on conditions found.

LESSON 3

"Cardiac Emergencies and CPR"

OBJECTIVES: The student will be able to:

- Identify the cardiac chain of survival.
- Identify signs of a heart attack.
- Perform CPR skills for an adult, child and infant.
- Recognize when to use an AED and perform steps to use the AED.

PA STANDARDS

10.3.9.B: Describe and apply strategies for emergency and long-term management of injuries.
rescue breathing, water rescue, self-care, sport injuries

10.3.12.B: Analyze and apply strategies for the management of injuries.
CPR

advanced first aid

LEARNING TARGET: FIRST AID AND PERSONAL SAFETY



INSTANT ACTIVITY

In the space below, list as many signs of the 9 signs of a heart attack that you can.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

CARDIAC CHAIN OF SURVIVAL

CPR provides about 1/3 the normal blood flow to the brain. CPR alone is not enough to help someone survive cardiac arrest. Advanced medical care is needed as soon as possible. A person in cardiac arrest will have a greater chance of survival from cardiac arrest if the following 4-step sequence occurs:

1

--

2

--

3

--




4

--

In the Cardiac Chain of Survival, each link depends on and is connected to the other links. It is very important to recognize and start CPR promptly and continue it until an AED is available or EMS arrives and can take over.

CPR SKILL COMPARISON CHART

How the skill differs by age.

Skill Component	ADULT 12 and older	CHILD 1-12 years old	INFANT Under age 1
			
Hand Position	Two hands in the center of the chest.	One or two hands on center of chest.	Two or three fingers on lower half of chest.
Compress			
Breathe	Until the chest rises (about 1 second per breath)	Until chest rises (about 1 second per breath)	Until chest rises (about 1 second per breath)
Cycle	____ Compressions ____ breaths	____ Compressions ____ breaths	____ Compressions ____ breaths
Rate	____ compressions in about ____ seconds (100 per minute)	____ compressions in about ____ seconds (100 per minute)	____ compressions in about ____ seconds (100 per minute)

Cardio Pulmonary Resuscitation

No signs of life

STEP	ADULT 12 and older	CHILD 1-12 years old	INFANT Under age 1
1	Give cycles of _____ chest compressions and _____ rescue breaths.	Give cycles of _____ chest compressions and _____ rescue breaths.	Give cycles of _____ chest compressions and _____ rescue breaths.
2	Continue CPR until-	Continue CPR until-	Continue CPR until-
WHAT TO DO NEXT	USE AED AS SOON AS ONE BECOMES AVAILABLE	If an AED becomes available, use it. IF PULSE BUT NO BREATHING: -Give rescue breaths	IF NO SIGNS OF LIFE: -Continue CPR IF PULSE BUT NO BREATHING: -Give rescue breaths



No signs of life – Over age 8 or more than 55 pounds

STEP	ADULT 12 and older	CHILD 1-12 years old	INFANT Under age 1
1	Turn on AED	Turn on AED	
2		Wipe Chest Dry	
3	Attach pads to bare chest	Attach _____ pads to bare chest (Pads cannot touch!)	
4	Plug in connector, if necessary	Plug in connector, if necessary	
5	-Make sure no one, including you, is touching person. -Say	-Make sure no one, including you, is touching person. -Say,	
6	Push AED analyze button.	Let AED analyze heart rhythm	
7	IF SHOCK ADVISED -Make sure no one, including you, is touching the person -Say "EVERYONE STAND CLEAR" -Push shock button	IF SHOCK ADVISED -Make sure no one, including you, is touching the person -Say "EVERYONE STAND CLEAR" -Push shock button	
WHAT TO DO NEXT	AFTER SHOCK: Give _____ cycles of CPR or about _____ minutes. Let AED re-analyze. IF NO SHOCK ADVISED: Give 5 cycles of CPR or about 2 minutes.	AFTER SHOCK: Give _____ cycles of CPR or about _____ minutes. Let AED re-analyze. IF NO SHOCK ADVISED: Give 5 cycles of CPR or about 2 minutes.	

LESSON 4

"Soft Tissue Injuries"

OBJECTIVES: The student will be able to:

- Identify the difference between a closed wound and an open wound.
- Identify the 4 types of open wounds.
- Perform care for open wounds.
- Identify 3 types of burns.
- Perform care for burns.

Identify steps to control external bleeding.

PA STANDARDS

10.3.9.B: Describe and apply strategies for emergency and long-term management of injuries.

rescue breathing, water rescue, self-care, sport injuries

10.3.12.B: Analyze and apply strategies for the management of injuries.

CPR

advanced first aid

LEARNING TARGET: FIRST AID AND PERSONAL SAFETY



INSTANT ACTIVITY

In the space below, name as many things that you can that you would keep in a first aid kit.

WOUNDS

WOUND: _____

TYPE	Closed	Open	Open	Open	Open
Cause	When the body is bumped or hit.	Something rubbing against the skin.	Cut in the skin by a sharp object.	Portion of skin is partially or completely torn away.	Pointed object piercing the skin.
Do they bleed a lot?	Not visibly.	Not usually. Because damage is to capillaries..	Can bleed heavily or not at all	Often significant.	Does not tend to bleed much.
Examples	Bruise	Scrape	Cut by broken glass or scissors	Amputation	Stepping on a nail

CARE FOR CLOSED WOUNDS:

-Apply direct pressure to the area with cold or ice to decrease swelling and pain.

-

-Elevate the injured area to reduce swelling (not if it causes more pain).

-Look for Internal Signs of Bleeding

INTERNAL SIGNS OF BLEEDING:

1. Tender, swollen, bruised, or hardened area of the body, such as abdomen.
2. _____
3. Skin that feels cool or moist or looks pale or bluish.
4. _____
5. _____
6. Becoming drowsy, faint or unconscious.

CARE FOR OPEN WOUNDS:

****ALL OPEN WOUNDS NEED SOME TYPE OF COVERING!!!**

1. _____
2. _____

DRESSINGS: _____

OCCLUSIVE
DRESSINGS: -Bandage or dressing that closes a wound or damaged area of the body and prevents it from being exposed to the air to prevent infection.
-can help keep medications on wound.

BANDAGES: -Any material that is used to wrap or cover any part of the body.
-Used to hold dressings in place, apply pressure to control bleeding, to protect against infection and provide support to injured limb.

When applying the care for open wounds consider the following:

1. Check for feeling, warmth and color before applying wrap or bandage.
2. _____
3. Secure the loose end in place with an adhesive bandage.
4. Wrap bandage around the body part until the dressing is completely covered and the bandage exceeds several inches beyond the dressing.
5. _____

CONTROLLING EXTERNAL BLEEDING

STEP 1: _____

STEP 2: Obtain consent.

STEP 3: _____

STEP 4: Apply direct pressure until bleeding stops.

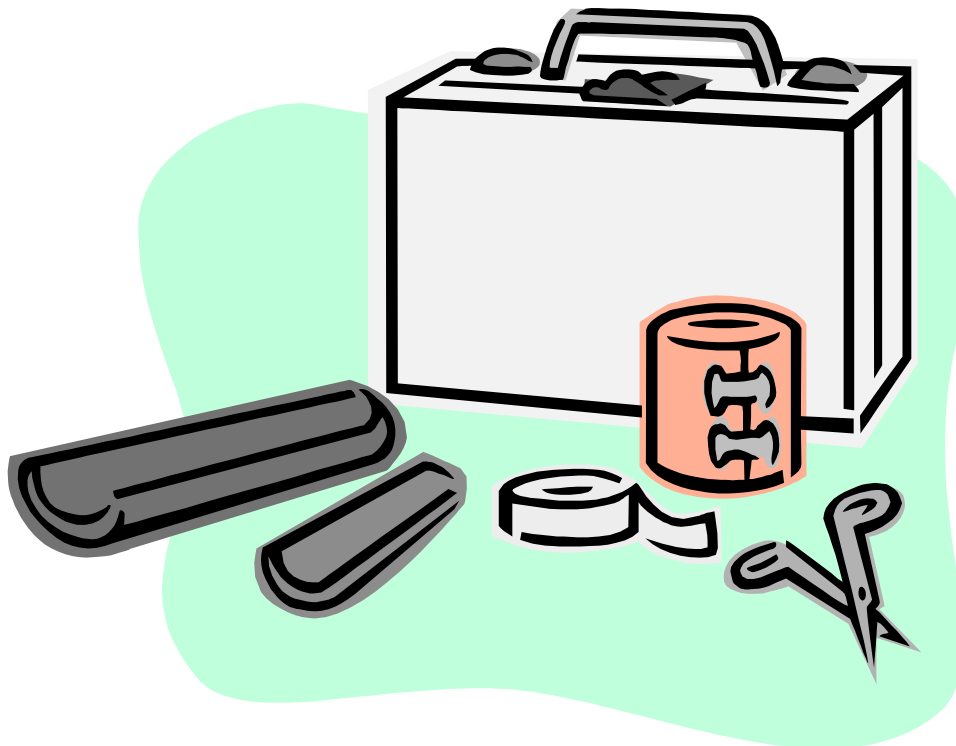
STEP 5: _____

STEP 6: If bleeding does not stop:

-Apply additional dressings and bandages.

-Take steps to minimize shock.

- _____

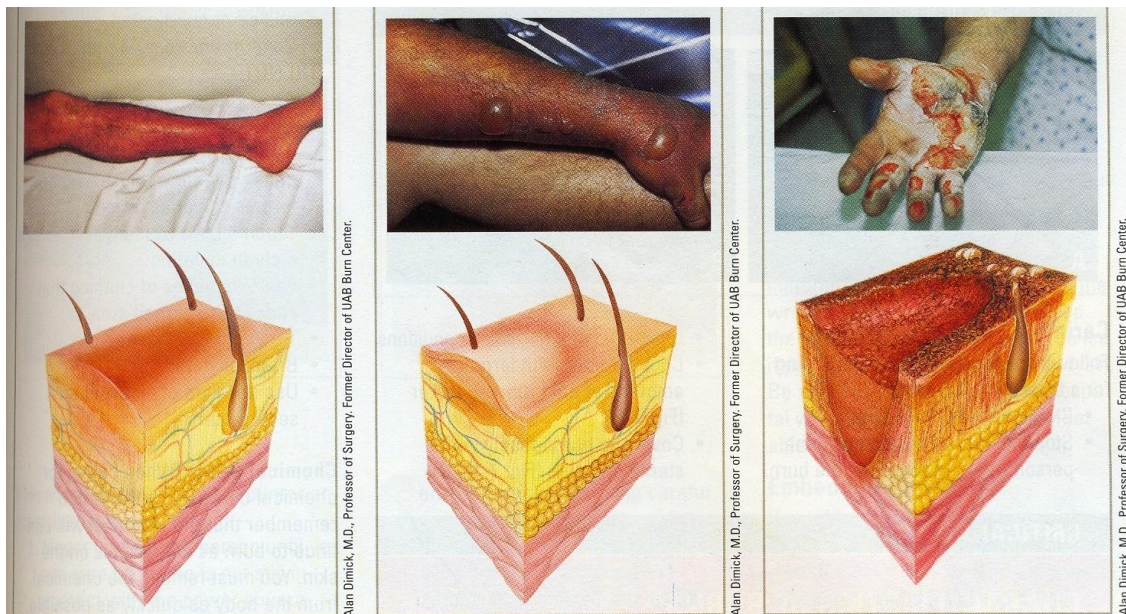




BURNS

Layer of Skin	Top layer of skin	Top layers of skin	May destroy all layers of skin and some underlying structures.
Symptoms	Skin is red and dry. Usually painful and may swell.	<ul style="list-style-type: none"> -Red Skin -Usually painful -Painful blisters that may weep clear fluid 	<ul style="list-style-type: none"> -Skin becomes brown or black with the tissue underneath sometimes appearing white. -Extremely painful
Healing	Usually within 1 week without permanent scarring.	Usually heals in 3-4 weeks and may scar	Healing may require medical assistance. Scarring likely.

Match the picture to the correct type of burn:



Caring For Burns

Follow these steps when caring for a burn:

1. Check the scene for safety.
2. Stop the burn by removing the person from the source of the burn.
3. _____
4. Cool the burn with large amounts of cold running water.
5. Cover the burn loosely with a sterile dressing.
6. _____
7. Take steps to minimize shock.
8. Keep person from getting chilled or overheated.
9. _____

DO NOT:

- _____

-Touch a burn with anything besides clear covering.

-Try to clean a severe burn.

- _____

-Use any kind of ointment on a severe burn.

CHEMICAL BURNS:

-Be sure to flush the chemical from the area with large amounts of cold water.

-Have person remove clothes if they are contaminated.

ELECTRICAL BURNS:

-Do not go near the person until they are not in contact with the power source.

-Be prepared to give CPR or use an AED.

RADIATION BURNS:

-Cool the burn and protect from further damage by keeping it out of the sun.

LESSON 5

"Injuries to Muscles, Bones and Joints"

OBJECTIVES: The student will be able to:

- Identify the four basic types of injuries.
- Identify signals of serious muscle, bone or joint injuries.
- Perform steps to care for a muscle, bone or joint injury.
- Perform steps to splint.

PA STANDARDS

10.3.9.B: Describe and apply strategies for emergency and long-term management of injuries.

rescue breathing, water rescue, self-care, sport injuries

10.3.12.B: Analyze and apply strategies for the management of injuries.

CPR

advanced first aid

LEARNING TARGET: FIRST AID AND PERSONAL SAFETY



INSTANT ACTIVITY

Name 5 places where you would encounter someone with an injury to a bone, muscle or joint.

1. _____
2. _____
3. _____
4. _____
5. _____

4 BASIC TYPES OF INJURIES

	FRACTURE	DISLOCATION	SPRAIN	STRAIN
What is it?				
Cause	-A fall -A blow -A twisting motion.	Caused by a violent force tearing the ligaments that hold the bone in place.	Caused by a twisting motion or violent blow.	Often by lifting something heavy or working a muscle too hard.
Important Info	In open fractures, bones break the skin.	-When a bone is moved out of place it can no longer function. -The displaced bone often forms a bump or ridge.	-Mild sprains heal quickly, but can swell. -If a person ignores signs of a sprain, they can often re-injure the area even worse.	-Usually occur in the back, neck, or legs.



SIGNALS OF SERIOUS MUSCLE, BONE or JOINT INJURIES

ALWAYS suspect a serious injury when any of the following signals are present:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

CARING FOR INJURIES

CARING FOR MUSCLE, BONE, or JOINT INJURIES

The general care for injuries to muscles, bones or joints includes the following acronym.

R

I

C

E



SPLINTING

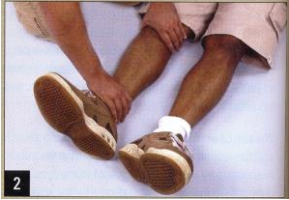





1. Splint only if the person must be moved or transported by someone other than EMS
2. _____
3. _____
4. Splint the injured area and the bones or joints above and below the injury.
5. _____

TYPES OF SPLINTS


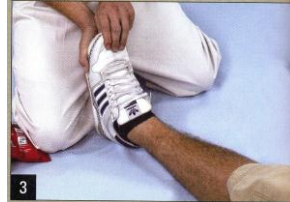



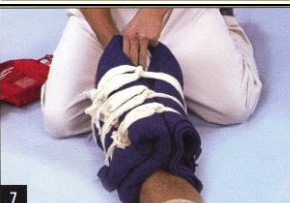
The person's body is a splint. EXAMPLE: You can splint an arm to the chest or an injured leg to the uninjured leg.	Soft materials such as blankets, towels, pillows or folded triangular bandages can be used to splint. EXAMPLE: Slings	Boards, folded magazines or newspapers, boards...	An injured leg stretched out on the ground is splinted by the ground.

AFTER YOU HAVE SPLINTED THE AREA, APPLY ICE TO THE INJURY!






APPLYING AN ANATOMIC SPLINT

STEP 1	Obtain consent	
STEP 2	Support the injured body part above and below the site.	
STEP 3	Check for feeling, warmth and color.	
STEP 4	Place several folded triangular bandages above and below the injured body part.	
STEP 5	Place the uninjured body part next to the injured body part.	
STEP 6	Tie triangular bandages securely.	
STEP 7	Recheck for feeling, warmth and color.	

APPLYING A SOFT SPLINT

STEP 1	Obtain consent	
STEP 2	Support the injured body part above and below the site.	
STEP 3	Check for feeling, warmth and color.	
STEP 4	Place several folded triangular bandages above and below the injured body part.	
STEP 5	Gently wrap a soft object (folded blanket or towel) around the injured area.	
STEP 6	Tie triangular bandages securely.	
STEP 7	Recheck for feeling, warmth and color.	

APPLYING A RIGID SPLINT

STEP 1	Obtain consent	
STEP 2	Support the injured body part above and below the site.	 2
STEP 3	Check for feeling, warmth and color.	 3
STEP 4	Place the rigid board under the injured body part and the joints that are above and below the area.	 4
STEP 5	Tie several folded triangular bandages above and below injured area.	 5
STEP 6	Recheck for feeling, warmth and color.	 6

APPLYING A SLING

STEP 1	Obtain consent
STEP 2	Support the injured body part above and below the site.
STEP 3	Check for feeling, warmth and color.
STEP 4	Place a triangular bandage under the injured arm and over the uninjured shoulder to form a sling.
STEP 5	Tie the ends of the sling at the side of the neck.
STEP 6	Bind the injured body part to the chest with a folded triangular bandage.
STEP 7	Recheck for feeling, warmth and color.

LESSON 6

"Sudden Illness"

OBJECTIVES: The student will be able to:

- Identify warning signs of sudden illness
- Care for sudden illness
- Identify and care for heat and cold related illnesses
- Identify and care for insect and animal bites
- Identify signs of anaphylactic shock.
- Administer an epinephrine auto injection

PA STANDARDS

10.3.9.B: Describe and apply strategies for emergency and long-term management of injuries.
rescue breathing, water rescue, self-care, sport injuries

10.3.12.B: Analyze and apply strategies for the management of injuries.
CPR
advanced first aid

LEARNING TARGET: FIRST AID AND PERSONAL SAFETY



INSTANT ACTIVITY

In the space below, brainstorm signs and symptoms that someone could be experiencing a possible sudden illness.

SUDDEN ILLNESS

RECOGNIZING SUDDEN ILLNESS:

Common symptoms include:

1. Changes in consciousness, such as feeling lightheaded, dizzy or becoming unconscious.
2. Nausea or vomiting.
3. Difficulty speaking or slurred speech.
4. Numbness or weakness.
5. Loss of vision or blurred vision.
6. Changes in breathing.
7. Changes in skin color.
8. Sweating.
9. Persistent pain or pressure.
10. Diarrhea.
11. Seizures.
12. Paralysis, or not being able to move.
13. Severe headaches.

CARING FOR SUDDEN ILLNESS:

THEN:

1. Help the person rest comfortably.
2. Keep the person from getting chilled or overheated.
3. Reassure the person.
4. Watch for changes in consciousness or breathing.
5. Do not give anything to eat or drink unless the person is fully conscious and does not show signs of a stroke.
6. If a person vomits, lay them on their side.
7. In case of fainting, lay on back and elevate the legs 8-12 inches.

Specific Sudden Illness

	<p>Not usually harmful.</p> <p>Lower the person to the ground and lay on back.</p> <p>If possible, raise the person's legs 8-12 inches.</p> <p>Loosen any tight clothing (untie a tie)</p> <p>Check for breathing.</p> <p>Always call 9-1-1.</p>
	<p>Sometimes become ill due to having too much or too little sugar in the blood.</p> <p>Diabetics often know what is wrong and will ask for sugar.</p> <p>If conscious, give something with sugar, preferably liquid.</p> <p>Always call 9-1-1 for unconsciousness or if person does not feel better within 5 minutes or receiving sugar.</p>
	<p>Do not try to stop a seizure.</p> <p>Do not hold or restrain the person, nor put anything in the person's mouth.</p> <p>Care for seizure the same way you would an unconscious person.</p> <p>Remove objects that may be close by to prevent injury during seizure.</p> <p>Protect head by placing blanket or pillow under the head.</p> <p>Roll to side if there is anything in mouth.</p> <p>Call 9-1-1 if seizure lasts more than 5 minutes, person is injured, pregnant, diabetic, or person does not regain consciousness.</p>
	<p>A "Brain Attack" where blood flow to the brain is cut off.</p> <p>Usually caused by a blockage in the arteries.</p> <p>Always call 9-1-1 if person displays symptoms of a stroke.</p>

Everyone should know:




F

A



S

T

HEAT-RELATED INJURIES

	HEAT CRAMPS	HEAT EXHAUSTION	HEAT STROKE
PICTURE			
Severity	<p>-Least severe</p> <p>-First signal that the body is having trouble with heat.</p>	<p>-moderately severe.</p> <p>-more severe than heat cramps</p>	<p>-Least common.</p> <p>-Most severe.</p> <p>-SERIOUS MEDICAL EMERGENCY</p>
Symptoms			
Who does it affect?	Can be anyone!	Usually athletes, firefighters, construction workers, and factory workers.	Those who ignore the signs of heat cramps and heat exhaustion.
CARE	<p>-Move the person to a cooler place.</p> <p>-Give cool water to drink.</p> <p>-Lightly stretch the muscle and gently massage the area.</p>	<p>-Move person to a cooler environment.- Loosen or remove clothing.</p> <p>Fan the person.</p> <p>-Get the person into circulating air while applying wet towels.</p> <p>-If the person is conscious, give small amounts of cool water to drink.</p> <p>-Call 9-1-1.</p>	<p>-Call 9-1-1 immediately.</p> <p>-Give care for heat exhaustion until help arrives.</p>

COLD-RELATED INJURIES

	FROSTBITE	HYPOTHERMIA
PICTURE	 An illustration of a hand with frostbite on the fingers. The fingers are white and numb. The text 'Frostbite of fingers' is written below the hand, and '©ADAM' is in the bottom right corner.	 An illustration of a thermometer with a red bulb, set against a blue background with white snowflakes. The thermometer is tilted, and the red liquid is at the bottom.
What is it?		
Severity	Depends on the air temperature, length of exposure and the wind.	Can be severe. The air temperature does not have to be below freezing for someone to develop hypothermia.
What can it lead to?	Can lead to the loss of fingers, hands, arms, toes, feet and legs.	If untreated or rewarming does not occur... death.
SYMPTOMS	<ul style="list-style-type: none"> -Lack of feeling in the affected area. -Skin appears waxy -Cold to the touch -Discolored (flushed, white, yellow or blue) 	<ul style="list-style-type: none"> Shivering Numbness Glass stare Indifference Loss of consciousness
CARE	<ul style="list-style-type: none"> -Remove wet clothing and jewelry from the affected area. -Soak the frostbitten area in warm water. NOT HOT. -Cover with dry, sterile dressing. Do not rub the frostbitten area. -Check ABC's and care for shock. -Do not rewarm a frostbitten part if there is a danger of it freezing again. 	<ul style="list-style-type: none"> -Gently move the person to a warm place. -Check ABC's and care for shock -Remove wet clothing and cover the person with blankets and plastic sheeting to hold in body heat. -Carefully monitor use of heating pads and hot water bottles so that the person is not unintentionally burned. -Warm the person slowly and handle the person with care.

BITES AND STINGS

INSECT BITES	
SIGNALS	CARE
<ul style="list-style-type: none"> -Stinger may be present -Pain -Swelling -Possible allergic reaction 	<ul style="list-style-type: none"> -Remove stinger -Wash wound -Cover -Apply a cold pack -Watch for signals of allergic reaction

MARINE LIFE STINGS	
SIGNALS	CARE
<ul style="list-style-type: none"> -Possible marks -Pain -Swelling -Possible allergic reaction 	<ul style="list-style-type: none"> -If jellyfish- soak area in vinegar. -If stingray- soak area in non-scalding hot water until pain goes away. -Call 9-1-1 if necessary.

SPIDER BITES/SCORPION STING	
SIGNALS	CARE
<ul style="list-style-type: none"> -Bite mark -Swelling -Pain -Nausea and Vomiting -Trouble breathing/swallowing 	<ul style="list-style-type: none"> -Wash wound -Apply a cold pack -Get medical care to receive antivenin -Call 9-1-1 if necessary.

SNAKE BITES	
SIGNALS	CARE
<ul style="list-style-type: none"> -Bite mark -Pain 	<ul style="list-style-type: none"> -Call 9-1-1 -Wash wound -Keep bitten part still and lower than the heart. -Apply an elastic roller bandage. (for coral snakes only)

ANIMAL BITES	
SIGNALS	CARE
<ul style="list-style-type: none"> -Bite mark -Bleeding 	<ul style="list-style-type: none"> -If bleeding is minor, wash wound. -Control bleeding. -Apply triple antibiotic ointment. -Cover -Get medical attention if you suspect rabies or if bleeding continues. -Call EMS or animal control center.

LYME DISEASE & TICKS

What is Lyme Disease?

TICKS:

Not all ticks carry Lyme disease.

Ticks can attach to you without you even knowing.

Adult deer ticks are only as large as a grape seed.

Because they are so small, tick bites are usually painless.

SIGNALS OF LYME DISEASE:

-

-Can spread up to 7 inches across.

-The rash can look like a bulls-eye.

-Fever

-Headache

-Weakness or joint pain

-Very similar to symptoms of the flu.

What do I do if I find a tick on me?

-Remove tick with tweezers. If you do not have tweezers, remove with COVERED hands.

-Do not try to burn a tick.

-Once tick is removed, wash area immediately with soap and water.

-Apply ointment to prevent infection.

-If you cannot remove tick, seek medical attention!

ANAPHYLAXIS

DEFINTION:

A person can die from anaphylactic shock within one minute of exposure to antigen (foreign substance causing allergic reaction).

SIGNALS OF ANAPHYLAXIS:

- Usually occurs suddenly, within seconds or minutes of contact to antigen.
- Skin or area of the body usually turns red and swells.
- Other signals include:
 - hives
 - itching
 - rash
 - weakness
 - nausea
 - stomach cramps
 - vomiting
 - dizziness
 - trouble breathing
- Low blood pressure and shock can accompany these symptoms.

CARE FOR ANAPHYLAXIS

If you suspect anaphylaxis,

- Call 9-1-1 immediately.
- Check the airway for breathing.
- Help the person into a comfortable position for breathing.
- Administer auto injector.
- Monitor ABC's.

Assisting with an Epi Pen Auto-Injector

Determine whether the person has already taken epinephrine or an antihistamine. If so, DO NOT administer another dose unless directed by EMS.

Check the label to confirm prescription is for the intended person.

Check the expiration date. If expired, DO NOT USE.

You do not need to remove clothing to administer an EPI pen.

STEP 1	
STEP 2	Grasp auto injector firmly in your fist, and pull off the safety cap with your other hand.
STEP 3	Hold the (black) tip (needle end) near the person's outer thigh so that the auto-injector is at a 90 degree angle to the thigh.
STEP 4	
STEP 5	Hold the auto injector firmly in place for _____, then remove it from the thigh and massage the injection site for several seconds.
STEP 6	Give the used auto injector to EMS personnel when they arrive.



BACKBOARDING

WHEN TO SUSPECT A HEAD, BACK, OR NECK INJURY:

IF YOU THINK THAT A PERSON HAS A HEAD, NECK, OR BACK INJURY-

CALL 9-1-1, or the local emergency number.
While you are waiting, the best care you can provide is to minimize movement of the person's head and spine.
Place your hands on both sides of the person's head and gently hold the person's head in line with the body, IN THE POSITION YOU FOUND IT IN! DO NOT MOVE!
DO NOT remove a helmet unless necessary for the airway.

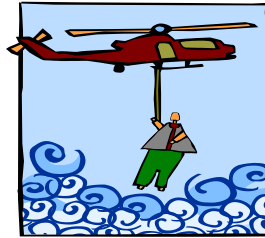
APPLYING OXYGEN

Why are you applying oxygen?

When should you apply the oxygen?

Steps to applying oxygen:

FINAL ASSESSMENT



Congratulations for being accepted as a new member of the Idlewood County Rescue Squad!

Throughout history the following situations have commonly occurred and posed threats to the lives of outdoor enthusiasts and other visitors within Idlewood County. Injuries are the leading cause of death for all ages.

Members of the Idlewood County Rescue Squad have the following responsibilities:

1. Minimize these life-threatening situations from occurring by reviewing wilderness first aid and safety skills with outdoor groups.
2. Search and Rescue Missions

This session of the course will help members review and develop their first aid and safety skills. This will help them provide better instruction to their expedition groups and remedy life-threatening situations during search and rescue missions.

1. Heat-related emergencies
2. Cold-related emergencies
3. Asthma
4. Burns
5. Wounds
6. Anaphylaxis
7. Bleeding and Shock
8. Sudden Illnesses
9. Injuries to muscles, bones, and joints and Splinting techniques
10. Poisoning

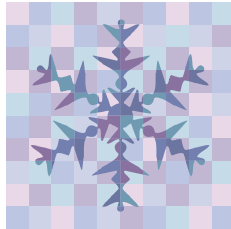
EMERGENCY SITUATIONS



- 1) It is a hot 95 degree day within Idlewood's Great Neshaminy Desert, a group of four hikers get stranded without water and without protection from the sun. Your rescue squad gets the distress call at 2:00 PM in the afternoon.
 - What are the three (3) conditions that may result from this over-exposure to heat?

 - What care would you provide for each of the three (3) above situations?

EMERGENCY SITUATIONS



- 2) At 5:00 PM temperatures are hovering at the 30 degree mark. Your rescue squad finally reaches the stranded group of climbers on Mt. Hood, but the weather has taken a turn for the worse and you're whole group is now stranded in white-out conditions.
- What are the two (2) conditions that may result from this over-exposure to cold?
 - What care would you provide for each of the two (2) above situations?

EMERGENCY SITUATIONS



- 3) An emergency call comes into the rescue squad from a backpacker whose partner can not breathe normally. He knows his hiking partner suffers from a mild case of asthma and always carries his two (2) inhalers on adventures. This hiker needs the squad to explain the following in order to help his partner:
- What is happening during this asthma attack?
 - What are some “triggers” that may have caused this attack?
 - Which inhaler should the hiker administer to his partner (long-term medication or short-term medication)?
 - What steps does he need to follow to administer the inhaler?

EMERGENCY SITUATIONS



- 4) Members of our rescue squad have experienced both types of wounds (open and closed). For you to be an effective member of the rescue squad, you must be able to identify the different wounds and the care that needs to be provided for each.
- A climber slipped from the cliff face and smashed her back against the wall. Explain the care you would provide for her **closed wound** to ensure her safety?
 - Fly-fishermen commonly acquire four (4) different types of **open wounds**. Identify these wounds and describe to the fisherman how to provide care for **minor** open wounds and **major** open wounds should such a case arise in the back-country.
 - **Infection** can become a life or death situation under these circumstances. How can you tell if a wound is becoming infected and what care would you provide to treat this situation?

EMERGENCY SITUATIONS



- 5) Members of our rescue squad have seen different types of burns throughout their experiences here in Idlewood County. For you to better help people in need, you must be able to identify the different burns and the care that needs to be provided for each.
- Identify the three (3) different types of burns and how to care for each.
 - A hiker last year fell onto her trekking pole and it became impaled into her leg. Describe the care that you would have provided had you been the first responder.
 - While a fisherman was filleting his catch for the day, he accidentally severed his pointer finger on his left hand. Explain the care that he should have been taken to try to save his finger.

EMERGENCY SITUATIONS



- 6) You are stationed at Neshaminy High School as part of their School Crisis Team. You receive a call from the cafeteria telling you that a student is having an allergic reaction known as anaphylactic shock. You know the student is allergic to peanuts, so you bring the student's epinephrine auto-injector.
- What signals do you expect to see when you arrive at the scene?
 - Explain the steps you would follow to assist with an epinephrine auto-injector.

EMERGENCY SITUATIONS



7) Our rescue squad gets a call from the south side of Idlewood County about a possible mountain lion bite. The park rangers on duty were able to stop the attack, but the camper is bleeding severely.

- What steps would you follow in an attempt to control his bleeding?

- What signals do you see that tell you he is in shock?

- What will you do to care for his shock condition?

EMERGENCY SITUATIONS



- 8) Some of the emergency calls that the Idlewood County Rescue Squad receives are due to sudden illnesses (fainting, diabetes, seizures, and stroke).
- Explain the care that you would provide for each of the following situations:

Fainting:

Diabetes:

Seizures:

Stroke:

EMERGENCY SITUATIONS



- 9) Many sections of the trail and river system in Idlewood County's Wilderness Area are extremely rough and rugged. Broken legs and ankles are common emergencies that occur due to this terrain. We must be experts in dealing with these situations if we want to continue to have the most efficient rescue squad in the nation.
- Describe how you would apply the following types of splints on a broken tibia and fibula (lower leg):

Anatomic Splint:

Soft Splint:

Rigid Splint:

EMERGENCY SITUATIONS



10) As we know if a person is expected to have some type of substance overdose we should call the Poison Control Center and 911. People can be victims of various forms of poison when spending time in Idlewood County's Wilderness Area.

- According to our manual, some of the possible bites/stings that could pose problems for park users are insect, spider, and snake bites. What care would you provide for each?

Insect:

Spider:

Snake:

- One of our rescue squad members was bitten by a small deer tick. How should he remove the tick?
- It is now 4 weeks later and he thinks that he may be suffering from Lyme's Disease. He doesn't know the signs and asks you to identify them for him:

