**PPZ 3OA Student Workbook**

**Lesson 1**

1. Name 4 ways that exercise can benefit you physically. [4]
2. Name 4 psychological and/or social benefits of exercise. [4]
3. Name 3 actions that people can take to improve their eating habits easily? [3]
4. Complete the “Figuring Out Your Fitness” quiz and the “How’s Your Diet?” quiz. [2]
5. For each of the lifestyles below, suggest a way that the person could incorporate exercise into their daily routine. [3]
6. Aaron works in an office all day, sitting in front of a computer and works long hours.
7. Rachel travels with a rock band. They spend a lot of time on the road and most nights in a hotel.
8. Stefani is a working mom with 3 kids who all play in different sports leagues. She spends her time cooking, cleaning or driving her kids around.
9. Compare your lifestyle with that of Grabwell Grommet on page 27. Name 2 behaviours you have in common with him and 5 areas where you behave differently? Write your answer on a separate sheet of paper. [7]
10. What advice would you give Grabwell that would help him to live a longer life? Give 5 pieces of advice that are well explained. Write your answer on a separate piece of paper. [10]

**Lesson 2**

1. Complete the following chart: [10]

|  |  |  |
| --- | --- | --- |
| **Hereditary disease** | **Characteristics of disease** | **People most at risk** |
| Sickle-cell anemia |  |  |
| Phenylketonuria |  |  |
| Tay-Sachs disease |  |  |
| Cystic fibrosis |  |  |
| Down syndrome |  |  |

1. Name the key environmental factors that contribute to each of the following: [6]

|  |  |
| --- | --- |
| High Cholesterol |  |
| Cancer |  |
| Cardiovascular diseases |  |

1. If someone has a genetic predisposition for a disease, will they definitely develop the disease? Explain. [3]
2. What changes could you make in your own life to become healthier? [2]
3. List 3 external sources that influence personal health. Provide a brief description of each factor. [6]
4. How can socio-economics influence personal health? [3]
5. How do demographics influence personal health? [2]

**Lesson 3**

1. Look through magazines or on the internet and find 3 advertisements that are based on inappropriate stereotypes of men and/or women**. Include your advertisements with your answers**. [3]
2. What is the message for personal health that is implied in each picture? [3]
3. Why are these messages negative and/or dangerous to health? [3]
4. How could these same advertisements be done with more positive messages for health? [3]
5. Complete the Key Question for Lesson 3 on page 9 and 10. [20]

**Lesson 4**

1. Complete the Stress Pretest on page 3, the Stress Self-Assessment on page 12-13 and the Life Events Stress Scale on page 16-17. [2]
2. A common response to stress is the “Fight or Flight” response. If Jimmy gets into an argument with Joe at the park, what would be an example of the fight reaction? What about the flight reaction? [2]
3. What is the difference between eustress and distress. Give an example of each. [3]
4. List 3 things that happen to you psychologically when you feel stressed. [3]
5. List 3 positive ways to deal with stress. [3]
6. Describe the 4 physical stages that your body goes through when faced with a stressor. [8]
7. List 3 sources of stress in your own life. [3]

**\*\* Complete the *Unit 1 Key Question* on page 21 [45 marks] \*\***

**Lesson 5**

1. What are the 4 steps you can take to make sure that you don’t get sick from the foods that you eat? [4]
2. List 4 ways to keep your food safe when shopping, transporting and storing it. [4]
3. What are the symptoms of anaphylactic shock? [3]
4. What is the difference between a food allergy and a food intolerance? [4]
5. What are the 4 main diseases that reduce the quality of people’s lives and lead to an early death in adulthood? [4]
6. What is the function of the immune system? [3]
7. Write a brief report showing how research and medical advances in one of these 4 diseases have helped in the prevention and/or control of health problems. Are there any **laws, regulations or public health warnings** that are given today to protect society from this disease? [10 marks]
8. Create a poster that could be used in a community centre or a school to educate people about the dangers of food poisoning and ways to avoid food poisoning. Your poster should be 8½ by 11 inch and should include pictures and colour for visual appeal. [10 marks]

**Lesson 6**

1. Complete support question #5 from page 8. [3]
2. Find 2 advertisements for health, exercise or beauty products that you think are examples of “scams” as defined by Scamwatch. You may use ads from newspapers, magazines, Internet sites, television or radio. Include copies of your ad for the teacher to see. For each ad, list 3 of Scamwatch’s guidelines that apply to your ad. [6]
3. What are the realistic benefits to be achieved by using the products from your ads? [2]
4. Are there any possible negative effects of using the products from your ads? [2]
5. Read about the AB-DOer Pro on page 12 and then complete the chart that follows. [6]

|  |  |  |
| --- | --- | --- |
| **Pros for equipment** | | **Cons or equipment** |
|  | |  |
| **Validity of Claims** | | |
| **Claim: Yes/No** | **Reasons** | |
|  |  | |

1. Read about the Wonder Walker on page 14 and then complete the chart that follows. [6]

|  |  |  |
| --- | --- | --- |
| **Pros for equipment** | | **Cons or equipment** |
|  | |  |
| **Validity of Claims** | | |
| **Claim: Yes/No** | **Reasons** | |
|  |  | |

**Lesson 7**

1. List as many different ways of finding out about health matters as you can. [4]
2. What are the 3 criteria that any communications about health information need to meet in order to be effective? [3]
3. Read the Sunnyville Community Notice on page 9 and then answer the following questions.
4. Who is the audience for this notice? [1]
5. What is the purpose of this notice? [1]
6. How would you describe the tone of this notice? [1]
7. Do you feel that the tone and vocabulary are appropriate for the audience? Explain. [2]
8. Complete the Key Question on page 11. [15 marks]

**Lesson 8**

1. What is the difference between AR and CPR? [4]
2. Complete the following chart. [8]

|  |  |  |
| --- | --- | --- |
| **Emergency** | **Signs and Symptoms** | **First aid- What you should do** |
| **Heart attack** |  |  |
| **Choking** |  |  |
| **Spinal injury** |  |  |
| **Bleeding** |  |  |

1. Name 3 ways that you can contribute to the health of others in your community. [3]
2. Why must a person who registers to donate organs discuss this choice with their family? [2]
3. Identify 5 ways in which the government prevents the spread of communicable diseases. [5]
4. Identify 5 ways in which individuals can help prevent the spread of infectious diseases. [5]

**\*\* Complete the *Unit #2 Key Question* on page 18. [45 marks] \*\***

**Lesson 9**

1. Identify 3 things that are a major cause of air pollution. [3]
2. For each of the causes in #1, state the type of pollutant that is created. [3]
3. Which of these sources of air pollution can you personally help to reduce? [2]
4. What are 3 causes of water pollution? [3]
5. How can water pollution affect people? [4]
6. Explain 4 characteristics that make some waste dangerous. [4]
7. Complete the Key Questions on page 16. [20 marks]

**Lesson 10**

1. Explain the difference between ground-level ozone and stratospheric ozone. [4]
2. What health problems are associated with the depletion of the ozone layer? [3]
3. How can you protect yourself from the UV radiation that comes from the sun? [2]
4. Explain how climate change affects the health of people and communities in Canada. [6]
5. Write a paragraph to explain why international agreements are necessary to protect environmental health. You need to have an introductory sentence, 3 sentences with supporting ideas and then a concluding sentence. [5]

**Lesson 11**

1. Define malnutrition. [2]
2. What are some of the consequences of malnutrition? [3]
3. Provide one point in each spot on the following chart. [8]

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Disease** | **What is it?** | **How is it transmitted?** | **How is it treated?** | **How is it prevented?** |
| Cholera |  |  |  |  |
| Typhoid Fever |  |  |  |  |

1. What is the risk level of developing cancer in each scenario? Consider more than one factor.
2. Smoker [2]
3. Spouse of a smoker (who is a non-smoker) [2]
4. Complete the Key Question on page 12. [25 marks]

**Lesson 12**

1. How can bullying be prevented in schools? List at least 3 ways. [3]
2. List 5 occupations in which noise-induced hearing loss may be prevalent. [5]
3. Name 3 methods of transmitting the common cold and influenza viruses. For each method, give an example. [6]
4. Which two parties share a duty to ensure that the workplace is a safe and healthy place? [2]
5. List 5 symptoms people may experience as a result of poor air quality in a building. [5]
6. Research and identify 3 health related issues that affect schools. It could be things that affect students, teachers or other staff in the building. Then complete the chart below for each of these issues. [30 marks]

|  |  |  |  |
| --- | --- | --- | --- |
| **Health Issue** | **What is the cause and how is it spread?** | **How does it affect health?** | **What is a possible solution?** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Lesson 13**

1. Complete the Vitality Quiz on page 2 and 3. [2]
2. List 2 points in each part of the chart to demonstrate the Vitality approach. [6]

|  |  |  |
| --- | --- | --- |
| Healthy eating | Active living | Positive self & body image |
|  |  |  |
|  |  |  |

1. List 3 ways that the media negatively affects people’s body images. [3]
2. Make a list of some important ways in which parents can help children develop and maintain self-esteem. [3]
3. Complete Key Questions #18 and #19 for Lesson 13. [50 marks]

**Lesson 14**

1. Complete the following chart by stating how each model satisfies or fails to satisfy the 3 components of the Vitality approach. [6]

|  |  |  |
| --- | --- | --- |
| **Component of Vitality** | **Jenny Craig** | **Living Well, Naturally** |
| **Healthy eating** |  |  |
| **Active living** |  |  |
| **Positive self & body image** |  |  |

1. Which of these two models best reflects your personal approach to health? Give 3 reasons to support your choice. [4]
2. Re-examine the food diary and daily activity log that you completed earlier in the course. For each of the 3 major components in the Vitality approach, identify 2 specific health goals. [6]

|  |  |  |
| --- | --- | --- |
| **Component of Vitality** | **Goal #1** | **Goal #2** |
| **Healthy eating** |  |  |
| **Active living** |  |  |
| **Positive self & body image** |  |  |

1. Complete the following worksheets for one week. During this week you should be trying to achieve the goals that you set in #3. [30 marks]
2. How effective were you in achieving your goals? [2]
3. What were some obstacles to achieving your goals? [3]
4. What were some things that helped you to achieve your goals? [3]

**Lesson 15**

1. Read the scenarios in Support Question #3 on page 4. Record the stage of change of each scenario below. [5]

a)

b)

c)

d)

e)

1. List the 5 processes of change. [5]
2. Use the chart below to identify 5 behavioural changes you would like to make in your life and match each one to a support listed in the middle column. Then, suggest an actual support that you could use to achieve the desired behavioural change. [15 marks]

|  |  |  |
| --- | --- | --- |
| **Behavioural change** | **Type of support** | **Actual support** |
|  | Stimulus control |  |
|  | Helping relationships |  |
|  | Counter-conditioning |  |
|  | Positive Reinforcement |  |
|  | Liberating Choices |  |

**Lesson 16**

1. Make a list of reasons you would give to convince a friend or acquaintance to adopt the *Vitality* approach to healthy living by participating in a one-week program. Write your answer on a separate sheet of paper. [4]
2. Complete the Key Question for Lesson 16.