**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SCORE: \_\_\_\_\_\_/100**

**Please follow the directions and use the resources found at** [**http://pcsummerhealth.weebly.com**](http://pcsummerhealth.weebly.com) **to complete your summer health requirement**. This packet is **only** for recording your answers. All packets must be completed and turned in to PCHS office no later than **July 6, 2016**. You may type or handwrite your responses.

These assignments will be worth 20% of the grade for Summer PE/Health

Please contact your Summer PE teacher well in advance of the due date if you need assistance or have questions.

# **PART 1 - Suicide Awareness and Prevention**

**TASK # 1 (2pts)** - MYTHS vs. FACTS – Before exploring the resources provided, read each statement below and identify whether you think it is a FACT or a MYTH?

|  |  |
| --- | --- |
| **STATEMENT** | **MYTH OR FACT?** |
| 1. Talking about suicide will cause it.
 |  |
| 1. You should ignore your friend if he or she talks about suicide, because there is no way it could be serious.
 |  |
| 1. Most suicidal people show warning signs before attempting suicide.
 |  |
| 1. Alcohol and other drug abuse increases the risk for suicide.
 |  |
| 1. All suicidal people are mentally ill.
 |  |
| 1. Many adolescent suicides can be prevented.
 |  |
| 1. Suicide happens mostly for troubled individuals who come from difficult family situations.
 |  |
| 1. People who are suicidal definitely want to die.
 |  |
| 1. The only one who can help a suicidal adolescent is a counselor or a mental health professional.
 |  |

**TASK # 2 (5pts)** – AFTER exploring the resources provided, now again look at each statement and provide the correct answer, along with some evidence or explanation from the sources.

|  |  |  |
| --- | --- | --- |
| **STATEMENT** | **MYTH OR FACT?** |  **EVIDENCE/EXPLANATION – You must include evidence/explanation to receive credit.**  |
| 1. Talking about suicide will cause it.
 |  |  |
| 1. You should ignore your friend if he or she talks about suicide, because there is no way it could be serious.
 |  |  |
| 1. Most suicidal people show warning signs before attempting suicide.
 |  |  |
| 1. Alcohol and other drug abuse increases the risk for suicide.
 |  |  |
| 1. All suicidal people are mentally ill.
 |  |  |
| 1. Many adolescent suicides can be prevented.
 |  |  |
| 1. Suicide happens mostly for troubled individuals who come from difficult family situations.
 |  |  |
| 1. People who are suicidal definitely want to die.
 |  |  |
| 1. The only one who can help a suicidal adolescent is a counselor or a mental health professional.
 |  |  |

**TASK # 3 (4pts)**- Video Responses – Complete the following as you watch the Mayo Clinic – Teen Suicide Prevention video.

1. List TWO risk factors or warning signs described in the video that might be an indicator of increased risk of suicide.

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| --- |
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1. From the video, give TWO possible suggested verbal responses if someone tells you that he or she is thinking about suicide.

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1. In 2-3 lines, describe what information or suggestions provided by this video seemed more important or had the biggest impact on you.

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**TASK # 4** (3pts) Recognizing Warning Signs Chart - On the left is the warning sign for possible suicidal behavior. On the right, describe how the sign might be visible to you in the actions of someone else. These warning signs can be direct and obvious, or indirect and rather subtle. Use the information and resources provided to help you.

|  |  |
| --- | --- |
| Warning Signs | What might it look like or how might it be apparent (consider direct or indirect signs)? |
| 1. Hopelessness
 |  |
| 1. Rage or uncontrolled anger
 |  |
| 1. Acting recklessly
 |  |
| 1. Withdrawing from others or activities
 |  |
| 1. Anxiety, agitation or sleep changes
 |  |
| 1. Giving away prized possessions, closure
 |  |

**TASK # 5** (5pts)- Imagine you have a friend that is exhibiting behavior that makes you concerned that he/she is in crisis. Based on the information provided at the links above and the video, develop your own **5 Step Plan** for how you would help or react. What would you say? What would you do? What resources do you think would be most helpful? What adults might you turn to for help? Be sure to carefully review the resources provided as you create your list so you can provide text support from the resources for each step you selected.

|  |  |
| --- | --- |
| My 5 Step Plan | Why Did I Include This Step? Text Evidence or Information from Sources |
|  |  |
|  |  |
|  |  |
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**TASK # 6 (3pts)** – Protective Factors and Resiliency - Select THREE of the tips/strategies found on the website above ([http://maine.gov/suicide/youth/healthylifestyles/index.htm)](http://maine.gov/suicide/youth/healthylifestyles/index.htm%29) and then search the Internet to find an important quote or a great meme that you think really relates to or exemplifies the strategy. This will help you to remember these strategies in the future. If you select a quote, write the quote and the source or person who said it. If you select a meme, you can either copy/paste it into the document or your can print and attach it. Find a new quote to relate to. You can't use any of the specific examples of quotes already provided on the Healthy Lifestyles website.

|  |  |
| --- | --- |
| TIP OR STRATEGY SELECTED | RELATED QUOTE OR MEME |
|  |  |
|  |  |
|  |  |

# **PART 2 - Goal Setting and Dealing with Stress**

**TASK #1 (6pts):** Use the slideshow on goal setting to answer the following questions.

1) What does accomplishing a goal require?

|  |
| --- |
|  |

2) Explain the Importance of goal setting?

|  |
| --- |
|  |

3) Give an example of a long term goal and two short term goals that could help someone accomplish that long term goal.

|  |
| --- |
| Long Term Goal:  |
| TWO Short Term Goals to Reach Long Term Goal: |
|  |
|  |

4) When developing a goal you should consider the acronym S.M.A.R.T? What does each letter stand for.

|  |
| --- |
|  |

5) Review the 6-step action plan for goal setting on the last slide. Write 3-5 lines to identify which step is the most challenging in your opinion and explain why this step is more challenging than the others for most people.

|  |
| --- |
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**TASK # 2 (5pts):** Personal Goal Reflection: Design a strong goal plan using the outline below.

|  |  |
| --- | --- |
| 1. State your goal clearly. What do you want to accomplish?  |   |
| 2. Time Period. How long will it take you to accomplish this goal? |   |
| 3. Who or what will help and support you?  |  |
| 4. How will you evaluate your progress  |   |
| 5. How will you reward yourself for completing your goal? |   |

**TASK # 3 (10pts):** Answer the following questions based on the TEDTalks video, “Aimee Mullins: The Opportunity of Adversity”.

1. In 2-3 lines, what is your reaction to the words Aimee found in Webster’s New World Thesaurus for the word “disabled”?

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|  |

1. From the context, what do you think the word “empowered” means?

|  |
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|  |

1. How did the challenge Dr. Pete gave to Aimee as a child while performing her grueling physical therapy sessions impact her or make her change her thinking?

|  |
| --- |
|  |

1. In Aimee’s opinion, what is the greatest asset humans have?

|  |
| --- |
|  |

1. In what way did Aimee make Dr. Keene a liar?

|  |
| --- |
|  |

1. What is the “X Factor” that Dr. Keene teaches to his medical students?

|  |
| --- |
|  |

1. In 4-6 sentences, summarize the 1960’s case study performed in Great Britain called the “Streaming Trials”.

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**TASK 4 (10pts)**: Read the following article on Stress and answer the 10 questions below.

<http://kidshealth.org/en/teens/stress.html?ref=search>

1. What is Stress?

|  |
| --- |
|  |

1. The event or situation that causes stress are called?

|  |
| --- |
|  |

1. The body’s stress response is also called?

|  |
| --- |
|  |

1. During the stress response the adrenal gland releases hormones called \_\_\_\_\_\_\_?\_\_\_\_\_\_ and cortisol.

|  |
| --- |
|  |

1. Name 5 physical reactions from these hormones in the body.

|  |
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|  |

1. There are two types of stress. Eustress is a positive from of stress having a beneficial effect on health, motivation, performance and emotional well-being. Distress is the negative form of stress which can cause pain, anxiety, unhappiness, danger or trouble. Below give one example for each type.
	1. Eustress:

|  |
| --- |
|  |

* 1. Distress:

|  |
| --- |
|  |

1. According to the article what is the definition of stress overload?

|  |
| --- |
|  |

1. Name 4 signs or symptoms of stress overload?

|  |
| --- |
|  |

1. Name 5 ways to keep stress under control?

|  |
| --- |
|  |

1. Resilience is the ability to bounce back from disappointment quickly. From the article list three ways one could build resilience.

|  |
| --- |
|  |

**TASK #5(3pts)**: Situational Stress Management Techniques. Read the following descriptions of stressful situations. Develop a strategy for dealing with the stress in a positive way.

1. Juan’s family has just moved from Mexico to the United States. Tomorrow he starts his first day of school in a new country.

|  |
| --- |
|  |

1. Sharon is about to take her driver’s test for the third time. Her father helped her practice parallel parking all week, but Sharon is still nervous about the test.

|  |
| --- |
|  |

1. Jon is very close to his parents. They just told him that they are getting a divorce.

|  |
| --- |
|  |

**TASK # 6 (4pts)** - Personal Reflection:

1. Describe a situation you felt stressed about.

|  |
| --- |
|  |

1. What was the stressor?

|  |
| --- |
|  |

1. How did you deal with the situation (what was your reaction).

|  |
| --- |
|  |

1. Looking back now, what could you have done differently to manage that stress in a healthier way?

|  |
| --- |
|  |

# **PART 3 – Injuries and Basic First Aid**

**TASK #1(2pts)** – List an example for each below in the column.

|  |  |
| --- | --- |
| Unusual Sights |  |
| Unusual Appearance/ Behavior |  |
| Unusual Odor/ Smells |  |
| Unusual Noises |  |

**TASK #2** (2pts)– List 2 reasons why some people may not want to help out and give care in the emergency situation described.

|  |
| --- |
| Reason 1: |
| Reason 2: |

From the list of reasons/barriers for people listed above, list two ways/strategies that could be used to overcome these barriers.

|  |
| --- |
| 1. |
| 2. |

**TASK # 3** (2 pts)– Use the resource provided to summarize the definition of the “Good Samaritan Law” in 3-5 sentences.

|  |
| --- |
|  |

**TASK # 4 (1 pt)** – Provide 1 additional example of a situation in which implied consent for emergency care might be present.

|  |
| --- |
|  |

**TASK # 5 (6pts)** - Use the link provided to read the article for these three common injuries*: Dealing with Cuts and Wounds, Dealing with Burns, Dealing with Broken Bones*. For each injury summarize the care (at **least 3 ways** you the first responder to give care) and **name one reason** you should call for additional medical help.

**Cuts and Wounds**:

|  |
| --- |
| 3 Ways to Give CareOne Reason To Call for Additional Help |

**Burns:**

|  |
| --- |
| 3 Ways to Give CareOne Reason To Call for Additional Help |

**Broken Bones:**

|  |
| --- |
| 3 Ways to Give CareOne Reason To Call for Additional Help |

**TASK # 6 (3pts)** - Use the site provided and give the definition of shock, 2 signs or symptoms of shock, and 3 keys to remember when giving care.

|  |  |
| --- | --- |
| Definition: |  |
| Signs/Symptoms: | 1.2. |
| 1st Aid Care: | 1.2.3. |

**TASK # 7 (3pts)** - Use the link provided to answer the following questions related to first aid care for injuries to muscles, bones and joints. http://kidshealth.org/en/parents/broken-bones.html

If there is an Open Break (bone is protruding through the skin) what key steps must you do (Name 3)?

|  |
| --- |
| 1. |
| 2. |
| 3. |

For Sprain or Strain injuries, what is does the acronym R.I.C.E. stand for when giving care?

|  |
| --- |
| R - |
| I - |
| C - |
| E - |

**TASK #8 (3pts)** - Watch the video provided and finish answering or fill-in the 4 steps for care of someone who is choking. (Remember: this is after you have *checked the scene*, sent someone to *call* 9-1-1 and gained consent to help)

|  |
| --- |
| Step 1: Place your one foot \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |
| Step 2: Place thumb side of fist just above \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Step 3: Cover fist with the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Step 4: Push \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ deeply into the abdomen until the obstruction is cleared.  |

Part 2: Describe the difference for care for a person who is choking and is pregnant or your arms will not reach around the mid-section of the victim.

|  |
| --- |
|  |

**TASK # 9** (12pts) In this assignment your will choose (circle) one job you are going to be pretending you have for the summer.

1. Camp Counselor
2. Parent Packing for the Beach
3. School Nurse packing for fieldtrip to Hersheypark.

You will be given a general 1st Aid Kit purchased at Walmart (to view contents of the kit click hyperlink on the website)

In addition to this general 1st Aid kit for $10 you have been given an additional $40 to purchase specific items not included in your 1st Aid kit. You are to include at least 4 additional essential or beneficial items to have based on your job you chose above.

Use these sites provided to help you when thinking about what additional items you may need to include with your basic first aid kit provided.

Building your additional Items: Make sure you have 4 additional items and they can’t be kits. You may use the two only stores provided to purchase your items. Below is your basic first aid kit provided from Walmart. You must include: Quantity (how many), Description and or Item number, website you used to purchase, price of the items and your rationale (why this is important to include with kit).

Quantity Description & Item # Store/Site Price Rationale

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 | Johnson & Johnson Red Cross All Purpose First Aid Kit , 125 pc | Walmart.com  | $9.84 | General purpose for cuts,scrapes,muscle injuries. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
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**TASK # 10 (6pts)** – The American Heart Association recommends that everyone — untrained bystanders and medical personnel alike — begin CPR with chest compressions. To learn CPR properly, take an accredited first-aid training course, including CPR and how to use an automated external defibrillator (AED). If you are untrained and have immediate access to a phone, call 911 before beginning CPR. The dispatcher can instruct you in the proper procedures until help arrives.
PCHS does have a few American Heart Association “CPR Anytime” kits that families may borrow to learn more about compression only CPR.

Watch the video provided to fill in the missing word/s below.

**If you see someone who has collapsed. Follow these steps:**

1. Check the scene for \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and see if the person responds to you by taping them on the shoulder and shouting, “Are you okay?”
2. Briefly look for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Call 9-1-1.
4. If the person is not breathing/gasping, prepare to give chest compressions.
	1. Kneel besides the victim.
	2. Put your heel of one hand on \_\_\_\_\_\_\_\_\_\_\_\_ of the chest, interlock the other hand.
	3. Position shoulders \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ over hands, arms \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and fingers off the chest.
5. Push hard and \_\_\_\_\_\_\_\_\_\_\_, at least two inches then let the chest rise completely before \_\_\_\_\_\_\_\_\_\_\_\_ down again. Don’t take your \_\_\_\_\_\_\_\_\_\_\_\_ off of the chest, just your \_\_\_\_\_\_\_\_\_\_\_\_\_.
6. Keep Going! Don’t stop \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ until the victim shows an obvious signs of:
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,
	2. The scene is becoming unsafe,
	3. AED (Automated External Defibulator) is ready,
	4. Too \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to continue,
	5. Trained responder takes over

\*\* KEY POINT: Most people who survive a cardiac emergency are helped by a bystander.