

# What's HEALTH Got To Do with TRANSITION?

## CURRICULUM

**HILLSBOROUGH COUNTY PUBLIC SCHOOLS**



**DD FLORIDA DEVELOPMENTAL DISABILITIES COUNCIL, INC.**

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## **Acknowledgments**

We would like to thank the following individuals who reviewed the curriculum and provided valuable feedback to the authors:

Diane Straub, MD, MPH, University of South Florida College of Medicine  
Sharon Dabrow, MD, University of South Florida College of Medicine  
Debra Armstrong, RN, School District of Hillsborough County  
Sheila Gritz, Transition Center at the University of Florida

Additional thanks Kathe Moore, Deborah Davis, and Ed McDowell with the School District of Hillsborough County Exceptional Student Education Program, and to Millie Bucy and Nick Carullo with the Florida Diagnostic Learning & Resources System for their contribution to the production and distribution of these materials.

Special acknowledgement is extended to Patti Hackett and the Healthy & Ready to Work National Center, Maternal and Child Health Bureau, for allowing us to adapt the curriculum title *What's Health Got To Do with Transition?* from HRTW.

Revised August 2009

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## Teacher's Guide

### What is the Purpose of the Curriculum?

The goals of the *What's Health Got To Do with Transition?* curriculum are to:

- increase degree of self-sufficiency among students with disabilities.
- increase their ability to sustain employment.
- improve their quality of life.

The curriculum is grounded in the principle that health impacts all aspects of life: success in the classroom, within the community, and on the job requires that young people stay healthy. Students who understand their health and participate in health care decisions have a much better chance of reaching their educational, vocational, and independent living goals. While many high school students and their families prepare for transition to a career or post secondary education, they may not think about planning for change from pediatric to adult health care. They might not realize that there are many complex issues that take time to learn about, particularly for students who have disabilities or special health care needs. These students need to be taught health-related skills. They need to be shown how to make informed decisions that are based on accurate information. A learning environment that promotes independence, self-advocacy, and self-determination can help lead students to productive adulthood. Conversely, lack of direction and support may result in confusion, doubt, and minimal initiative.

This curriculum was developed specifically for high school students who receive special education services. It provides lessons that will help students become successful health care consumers, prepare for entry into adult systems of care, make their own decisions, understand their rights and responsibilities as young adults, and better manage all aspects of their lives.

### Overall Curriculum Objectives

While each unit contains specific objectives, listed below are overall curriculum objectives.

The student will:

- demonstrate knowledge about his or her own illness or disability.
- describe different types of insurance and be able to read an insurance card.
- describe the steps involved in visiting a doctor.
- demonstrate knowledge about taking prescriptions and over-the-counter medications.
- understand the importance of receiving age-appropriate care.
- describe the difference between a pediatrician and an adult doctor.
- learn how sexually transmitted diseases can be harmful to good health.
- describe ways to avoid getting hurt or injured.
- learn ways to be a self-advocate for his or her health care needs.
- develop a Health Journal and Health Care Transition Summary.

## How is the Curriculum Organized?

The curriculum is organized into 8 units. Each of the first 7 units has several standard components along with 2-5 lessons that introduce new content. Unit 8 *Wrap it Up!* provides directions for assembling a Health Journal and Health Care Transition Summary for each student to keep and use after completion of the course. Standard components for Units 1-7 are:

- Learning objectives
- What do you know?
- Words to know
- Lesson
- Related lesson activity
- Crossword Puzzle
- Unit Test
- What did you learn?

In addition, several Health Journal pages are positioned at the end of selected units. These pages will contribute to the development of the student's Health Journal and Health Care Transition Summary. They are intended as health care management tools for students to use as needed. Some of the requested information may not be relevant to all students, or may not be applicable to students at this time in their lives. While teachers may use fictitious information in class to demonstrate Health Journal page activities, students should fill in their personal health information on these pages at home (only) with assistance from their families. It is important that teachers follow federal guidelines to protect student privacy by not discussing or sharing the personal health information of students in the classroom.

The "What do you know?" and "What did you learn?" activities are identical questionnaires to be used as a pre and post assessment of student knowledge with respect to that unit. Items from each of these unit questionnaires are represented in *Assessment of Student Knowledge, Attitudes, and Skills*, a curriculum evaluation tool that can be administered prior to start of the curriculum and after completion of the 8 units.

The curriculum is designed to be implemented over a minimum of 8 weeks, with the student assessment instrument administered before and after its implementation. The order of units and lessons are important, and so should be taught sequentially. Answer keys and supplemental activities for each unit are listed separately following the Teacher's Guide section. Whenever possible, guest speakers and role play activities are highly recommended as supplemental activities. Instructors are welcome to use additional materials (e.g., an actual health insurance card) to enhance student learning of information that has already been introduced.

Because some units are longer than others, teachers may want to follow this recommended instructional schedule:

- Week 1: Pre-Assessment, Introduction to Health Care Transition, Unit 1
- Week 2: Unit 2

- Weeks 3 and 4: Unit 3
- Week 5: Unit 4
- Week 6: Unit 5
- Week 7: Unit 6
- Week 8: Unit 7, Unit 8, Post-Assessment

### **Parental Permission and Confidentiality**

It is important that parents or guardians 1) are informed of the purpose and content of the *What's Health Got To Do with Transition?* curriculum, 2) are given the opportunity to exclude their child from receiving information on sexual health, and 3) are assured that the personal health information of students will not be shared or discussed in class.

A letter to parents should be sent home with each student prior to the curriculum start date. The letter is to provide an overview of curriculum content as well as specific information about the unit on sexual health. A sample letter is attached.

It is suggested that an “opt-out” form be attached to the letter, allowing parents or guardians to indicate if they do not want their child to receive information on sexual health. This approach requires that the form be returned *only* if the parent does not want their child to receive the information or participate in class during that instructional time period. If a signed form is *not* returned, it may be assumed that the parent has approved their child’s participation. Teachers should remove the sexual health unit from the curriculum notebook prior to the start date for students who opt-out. Students can use class time during that week to complete supplemental activities for the other units.

The parent letter should also assure parents that the personal health information of students will not be discussed in the classroom. As noted earlier, the student’s personal Health Journal and Health Care Transition Summary should be completed by students at home (only) with assistance from their families.



## Sample Parent Letter

(DATE)

Dear Parent or Guardian:

Our class has an exciting opportunity to participate this semester in a new instructional module entitled *What's Health Got To Do with Transition?* The purpose of the module is to help students become strong self-advocates and more independent in managing their own health care. It will teach them about the following:

- knowing rights and responsibilities at age 18
- actively participating in health care decision-making
- managing their medication needs
- understanding changes in insurance coverage in adulthood
- effectively communicating with health care providers
- finding and using adult physicians
- understanding sexual health
- knowing how to stay safe
- constructing a personal Health Journal
- accessing resources and services in the community

As young people are given more responsibility and opportunities for input regarding their health, they will become better decision-makers, planners, and goal setters. Learning about self-determination can increase their confidence and self-sufficiency. These skills will enable them to be more successful in all aspects of their lives, including meeting their educational and employment goals.

While the focus of the curriculum is on acquisition of *general* health-related knowledge and skills, students will also learn about creating a personal Health Journal. A Health Journal is a health care management tool that can be used by individuals of any age throughout life. Your child's teacher will demonstrate how to fill out a variety of medical forms for the Journal. Students may practice using the forms in class with fictitious information, but they will not discuss or share their personal health information in the classroom. Rather, Journal forms that contain personal health information are to be completed by students at home (only) with assistance from their families. The Health Journal will then be ready for your child to use at his/her next visit to the doctor.

The unit on sexual health is designed to provide students with information they need in order to use good judgment, make responsible decisions, and be prepared for the physical, emotional, and social factors that influence sexual health. Parents or guardians of students may choose for their child *not* to receive information on sexual health by signing the bottom portion of this page and returning it to me by (DATE).

Here is a summary of the information on sexual health that will be covered:

The unit is divided into three lessons and will be implemented over approximately one week. Learning objectives for the unit are that the student will be able to:

- Describe important components of sexual health.
- Describe the reproductive system.
- Describe the causes, symptoms, and transmission of AIDS.
- Describe the symptoms, treatment, and transmission of other sexually transmitted diseases.

A strong message in the unit is that unwanted pregnancy, AIDS, and other sexually transmitted diseases are all preventable conditions, and that abstaining from sexual activity is the only prevention method that is 100% effective. In addition, students are encouraged to use their self-advocacy skills to express themselves in ways that are very clear, to understand that they have the right to say “no” to an act that can create so many worries and have such important consequences, and to not be afraid to ask questions or seek help to make informed decisions about their lives.

If you have any questions, or would like to preview any of the materials in the *What’s Health Got To Do with Transition?* curriculum prior to instruction, please don’t hesitate to call.

Sincerely,

**(TEACHER)**

-----

**If you grant permission for your child to receive this information on sexual health, it is NOT necessary to return this.** However, if you **DO NOT** wish for you child to receive this information, please sign below and return this portion of the letter to me by **(DATE)**. If your child does not participate in the unit on sexual health, he or she will use class time during that week to complete supplemental activities for the other units in the curriculum.

I certify that I am the parent or guardian of \_\_\_\_\_ and DO NOT give permission for him/her to receive this information.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher’s Name \_\_\_\_\_ School \_\_\_\_\_

**Correlation of Health Care Transition Skills to  
Next Generation Sunshine State Standards for Health Education (2008)  
Grades 9-12**

<b>Benchmark</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 7</b>	<b>Unit 8</b>
<b>Health Literacy: RESPONSIBLE BEHAVIOR</b>									
<b>Standard 1. Demonstrate the ability to access valid health information, products, and services to enhance health.</b>									
HE.912.B.1.1	Verify the validity of health information, products, and services.				X	X			
HE.912.B.1.2	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.		X	X					X
HE.912.B.1.3	Evaluate the accessibility of products and services that enhance health.			X	X	X		X	
HE.912.B.1.4	Justify when professional health services or providers may be required.			X	X	X	X	X	
HE.912.B.1.5	Critique valid and reliable health products and services.			X	X	X			
<b>Standard 2. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>									
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.		X	X			X		
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.						X	X	
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.		X						
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.	X	X					X	

<b>Benchmark</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 7</b>	<b>Unit 8</b>
<b>Standard 3. Demonstrate the ability to use decision-making skills to enhance health.</b>									
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.	X	X						
HE.912.B.3.2	Examine barriers that can hinder healthy decision-making.	X	X			X	X	X	
HE.912.B.3.3	Assess whether individual or collaborative decision-making is needed to make a healthy decision.	X	X						
HE.912.B.3.4	Generate alternatives to health-related issues or problems.	X	X			X	X	X	
HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others.	X	X			X	X	X	
HE.912.B.3.6	Employ the healthiest choice when considering all factors in making a decision.	X	X			X	X	X	
<b>Standard 4. Demonstrate the ability to use goal-setting skills to enhance health.</b>									
HE.912.B.4.1	Evaluate personal health practices and overall health status to include all dimensions of health.	X	X	X	X	X	X	X	
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.	X							X
HE.912.B.4.3	Implement strategies and monitor progress in achieving a personal health goal.								X
HE.912.B.4.4	Formulate an effective long-term personal health plan.								X

Benchmark		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>Health Literacy: CONCEPTS</b>									
<b>Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.</b>									
HE.912.C.1.1	Predict how healthy behaviors can affect health status.						X	X	
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.	X		X			X		
HE.912.C.1.3	Evaluate how environment and personal health are interrelated.						X	X	
HE.912.C.1.4	Analyze how heredity and family history can impact personal health.			X					
HE.912.C.1.5	Propose strategies to reduce or prevent injuries and health problems.			X					X
HE.912.C.1.6	Evaluate the relationship between access to health care and health status.			X	X				
HE.912.C.1.7	Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors.					X	X	X	
HE.912.C.1.8	Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.			X			X	X	
<b>Standard 2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>									
HE.912.C.2.1	Analyze how the family influences the health of individuals.	X	X						X
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.	X	X				X	X	
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.	X	X						X
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.		X		X				
HE.912.C.2.5	Evaluate the effect of media on personal and family health.								X

<b>Benchmark</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>	<b>Unit 7</b>	<b>Unit 8</b>
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.							X	
HE.912.C.2.7	Assess the consequences of health risk behaviors.						X	X	
HE.912.C.2.8	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.					X	X	X	
HE.912.C.2.9	Analyze how culture supports and challenges health beliefs, practices, and behaviors.	X	X				X	X	
<b><u>Health Literacy: PROMOTION</u></b>									
<b>Standard 1. Demonstrate the ability to practice advocacy, health-enhancing behaviors, avoidance or reduction of health risks for oneself.</b>									
HE.912.P.1.1	Analyze the role of individual responsibility in enhancing health.		X				X		
HE.912.P.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve health.			X	X	X	X	X	
HE.912.P.1.3	Critique a variety of behaviors that avoid or reduce health risks.					X	X	X	
<b>Standard 2. Demonstrate the ability to advocate for individual, peer, school, family, and community health.</b>									
HE.912.P.2.1	Utilize current, accurate data/information to formulate a health-enhancing message.								X
HE.912.P.2.2	Demonstrate how to influence and support others in making positive health choices.	X					X	X	
HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.	X							
HE.912.P.2.4	Adapt health messages and communication techniques to a specific target audience.	X							

## ANSWER KEY

### Assessment of Student Knowledge, Attitudes, and Skills

Directions to administer pre and post intervention student assessments: This assessment is designed for students to complete by themselves. However, you may read the questions to students who are not able to read sufficiently by themselves. You may also assist students with terms or definitions that are **not** items being tested (e.g., in the insurance chart on question #6, “spouse” means husband or wife). Please encourage students to answer all questions to the best of their ability.

1. Last 4 digits of student number
2. There are no correct answers. Students should answer according to their personal experience.
3. Answers:
  - a. 5 PM
  - b. No
  - c. Not a good plan because you should always finish prescriptions even if feeling better.
  - d. Call his doctor or pharmacist and ask them whether it’s okay to take his migraine medicine.
  - e. Should not take this prescription with milk or any other dairy products.
  - f. 3820819-03411
  - g. Pharmacist needs to get an authorization from the doctor before he can refill the prescription.
4. Answers:
  - a. C. Primary Care Physician
  - b. B. Optometrist
  - c. D. Pediatrician
  - d. E. Dermatologist
  - e. A. Specialist
5. Answers:

a. F	f. F	k. T
b. F	g. F	l. F
c. T	h. T	m. T
d. T	i. F	n. F
e. T	j. T	
6. Answers:
  - a. \$50
  - b. \$150
  - c. \$100 ( no coverage for 22-year old child)
  - d. Plan B

7-12. No correct answers.

**Answers to all crossword puzzles are at the end of this section.**

**UNIT 1 (pages 3-23)**

UNIT 1: What do you know?/ What did you learn?

- |         |          |           |           |
|---------|----------|-----------|-----------|
| 1. True | 5. True  | 9. True   | 13. False |
| 2. True | 6. True  | 10. False | 14. True  |
| 3. True | 7. True  | 11. True  | 15. True  |
| 4. True | 8. False | 12. True  |           |

UNIT 1: Lesson 1 Activity

Answers will vary

UNIT 1: Lesson 2 Activity

- |          |          |         |           |
|----------|----------|---------|-----------|
| 1. False | 4. False | 7. True | 10. True  |
| 2. True  | 5. False | 8. True | 11. False |
| 3. True  | 6. False | 9. True | 12. True  |

UNIT 1: Lesson 3 Activity

- |                       |                         |                      |
|-----------------------|-------------------------|----------------------|
| 1. D. asking for help | 3. B. decision making   | 5. E. self knowledge |
| 2. A. communication   | 4. C. allowing mistakes |                      |

UNIT 1 TEST

- |               |                                |                                 |
|---------------|--------------------------------|---------------------------------|
| 1. essential  | 7. consequence                 | 14. A. use guidelines/steps     |
| 2. barrier    | 8. convey                      | 15. C. your quality of life     |
| 3. motivation | 9. effective                   | 16. A. standing up for yourself |
| 4. proficient | 10. evaluate                   | 17. C. Both A & B               |
| 5. risk       | 11. B. take care of your needs | 18. B. self- advocacy           |
| 6. eliminate  | 12. A. power and control       | 19. C. sometimes                |
|               | 13. C. indecision              | 20. C. teachers                 |

**UNIT 2 (pages 24-44)**

UNIT 2: What do know? / What did your learn?

- |          |          |          |             |
|----------|----------|----------|-------------|
| 1. True  | 5. False | 9. False | 13. False   |
| 2. False | 6. True  | 10. True | 14. True    |
| 3. False | 7. False | 11. True | 15. Opinion |
| 4. True  | 8. True  | 12. True |             |

UNIT 2: Lesson 1 Activity

- |          |          |           |           |
|----------|----------|-----------|-----------|
| 1. False | 6. True  | 11. True  | 16. False |
| 2. True  | 7. True  | 12. False | 17. False |
| 3. True  | 8. True  | 13. True  | 18. True  |
| 4. False | 9. True  | 14. True  |           |
| 5. True  | 10. True | 15. True  |           |



UNIT 2: Lesson 2 Activity

- 1. B. Limited Guardianship
- 2. F. Power of Attorney
- 3. D. Friend or Family member
- 4. A. Full Guardianship

UNIT 2: Lesson 3 Activity

Scenario 1:

Blank #1 – He should not have called 9-1-1.

Blank #2 – Answers may vary.

Scenario 2:

Blank #1 – She should have said something to the doctor about not listening, or just left.

Blank #2 – Answers may vary.

Scenario 3:

Blank #1 – Write down his allergy to penicillin.

Blank #2 – Answers may vary.

UNIT 2 TEST

- 1. D. restriction
- 2. H. embarrassed
- 3. E. juvenile
- 4. G. medicine
- 5. I. informed
- 6. J. voluntary
- 7. A. contract
- 8. F. independently
- 9. C. obligation
- 10. B. felony
- 11. C. buy a gun
- 12. A. selective service
- 13. A. 24
- 14. C. your pediatrician
- 15. B. Jim
- 16. C. change doctors
- 17. A. stressful
- 18. B. ask questions
- 19. A. take notes
- 20. C. 18

**UNIT 3 (pages 45-73)**

UNIT 3: What do you know? / What did you learn?

- 1. True
- 2. False
- 3. False
- 4. True
- 5. True
- 6. False
- 7. False
- 8. True
- 9. True
- 10. True

UNIT 3: Lesson 1 Activity

Part I.

- 1. Read words and definitions
- 2. a. dermatologist
- b. podiatrist
- c. orthopedist
- d. obstetrician
- e. ophthalmologist
- f. pediatrician

Part II.

- 1. yellow pages
- 2. physician, medical doctor, primary care provider
- 3. If you develop an illness, injury, etc.
- 4. Every yellow pages is different. Answer will vary based on book used.

Part III. Answers will vary for balance of phone book drill. (1-14)

UNIT 3: Lesson 2 Activity

Part I.

- |          |          |                 |
|----------|----------|-----------------|
| 1. fever | 3. blood | 5. emotional    |
| 2. heal  | 4. chest | 6. confidential |

Part II.

- |                |              |                |               |
|----------------|--------------|----------------|---------------|
| 1. emergency   | 4. emergency | 7. not serious | 10. emergency |
| 2. serious     | 5. emergency | 8. serious     |               |
| 3. not serious | 6. serious   | 9. serious     |               |

Part III.

- |   |  |
|---|--|
| 1. e. call an ambulance or the fire dept. | 4. b. at least once a year.                    |
| 2. d. you have a serious problem.         | 5. c. questions about how the human body works |
| 3. a. an emotional problem.               |  |

UNIT 3: Lesson 3 Activity

Answers will vary based on students needs.

UNIT 3: Lesson 4 Activity

Answers will vary.

UNIT 3: Lesson 5 Activity

Role Plays will vary.

UNIT 3 TEST

Part I.

1. Answer may vary. Call your doctor
2. Answers will vary. So little problems don't become big ones
3. At least once a year
4. Answers will vary. Checkups can spot small problems before they become big ones.

Part II.

- |                 |                |               |
|-----------------|----------------|---------------|
| 1. dentist      | 3. specialist  | 5. pharmacist |
| 2. receptionist | 4. appointment | 6. doctor     |

Part III.

- |          |          |           |          |
|----------|----------|-----------|----------|
| 1. True  | 5. True  | 9. True   | 13. True |
| 2. False | 6. True  | 10. False | 14. True |
| 3. True  | 7. False | 11. True  |          |
| 4. False | 8. False | 12. True  |          |

Part IV.

- |   |   |
|---|---|
| <u>  2  </u> The receptionist takes my name.        | <u>  4  </u> I wait for the nurse to call me. |
| <u>  1  </u> I walk into the doctor's waiting room. | <u>  3  </u> I fill out a registration form.  |

## UNIT 4 (pages 74-91)

### UNIT 4: What do you know? / What did you learn?

- |         |          |          |
|---------|----------|----------|
| 1. True | 3. False | 5. False |
| 2. True | 4. False | 6. False |

### UNIT 4: Lesson 1 Activity

- |                                     |                    |
|-------------------------------------|--------------------|
| 1. H. Empire Blue Cross Blue Shield | 5. G. \$10         |
| 2. A. HMO                           | 6. C. \$10/20/40   |
| 3. B. 123456789                     | 7. D. \$50         |
| 4. E. John Doe                      | 8. F. XYZ123456789 |

### UNIT 4: Lesson 2 Activity

- a. Advantage – Covers 100% of doctors visits.  
No charge for hospital stay.  
b. Disadvantage - Cost more per month.  
Can not choose your own doctor.
- a. Advantage – Cost less per month.  
Can choose your own doctor.  
b. Disadvantage – Have to pay first \$200 each year and 20% of all costs.
- Answers will vary

### UNIT 4 TEST

#### Part I.

- |                                   |                              |
|-----------------------------------|------------------------------|
| 1. D. health insurance            | 6. I. Medicaid               |
| 2. G. pre-existing condition      | 7. F. Primary Care Physician |
| 3. H. premium                     | 8. A. co-payment             |
| 4. E. individual health insurance | 9. C. Deductible             |
| 5. B. coverage                    |                              |

#### Part II.

- |          |          |          |          |
|----------|----------|----------|----------|
| 1. True  | 4. True  | 7. True  | 10. True |
| 2. False | 5. False | 8. True  |          |
| 3. True  | 6. False | 9. False |          |

## UNIT 5 (pages 92-116)

### UNIT 5: What do you know? / What did you learn?

- |         |          |           |           |
|---------|----------|-----------|-----------|
| 1. True | 5. True  | 9. False  | 13. False |
| 2. True | 6. True  | 10. False | 14. True  |
| 3. True | 7. True  | 11. True  | 15. True  |
| 4. True | 8. False | 12. False |           |

UNIT 5: Lesson 1 Activity

Prescription Drugs

buy with a prescription  
visit doctor to get RX  
take amt Dr. orders

Both

take the correct dose  
follow directions  
buy at drugstore  
store correctly  
don't take with other med or alcohol  
keep away from children

Over-the-counter

buy without RX  
you don't need to see DR.  
take for a few days

UNIT 5: Lesson 2 Activity

1. She drank alcohol, took her medicine at the wrong time, and left medicine out in the hot car.
2. It should have been kept out of Barry's reach. He took someone else's medication and took the wrong dose.

UNIT 5: Lesson 3 Activity

- |                 |              |           |           |
|-----------------|--------------|-----------|-----------|
| 1. Ima Knotwell | 6. 5678904   | 11. True  | 16. True  |
| 2. Dr. Better   | 7. 0         | 12. True  | 17. True  |
| 3. 2            | 8. 1         | 13. True  | 18. False |
| 4. Colton's     | 9. False, 60 | 14. False | 19. True  |
| 5. Alprazolam   | 10. False    | 15. True  | 20. True  |

UNIT 5: Lesson 4 Activity

- |      |      |      |       |
|------|------|------|-------|
| 1. g | 4. b | 7. c | 10. l |
| 2. f | 5. j | 8. d | 11. a |
| 3. h | 6. i | 9. e | 12. k |

UNIT 5 TEST

- |      |      |        |        |        |
|------|------|--------|--------|--------|
| 1. J | 5. G | 9. F   | 13. B  | 17. B  |
| 2. E | 6. I | 10. A  | 14. PD | 18. OD |
| 3. H | 7. D | 11. B  | 15. OD | 19. B  |
| 4. C | 8. B | 12. OD | 16. B  | 20. OD |

**UNIT 6 (pages 117-138)**

UNIT 6: What do you know? / What did you learn?

- |         |          |          |           |          |           |
|---------|----------|----------|-----------|----------|-----------|
| 1. True | 4. False | 7. False | 10. False | 13. True | 16. False |
| 2. True | 5. True  | 8. True  | 11. False | 14. True | 17. True  |
| 3. True | 6. True  | 9. True  | 12. False | 15. True |           |

UNIT 6: Lesson 1 Activity

Part I.

- |                     |              |
|---------------------|--------------|
| _5_ ovary           | _9_ penis    |
| _3_ uterus          | _1_ testes   |
| _4_ fallopian tubes | _2_ scrotum  |
| _1_ vagina          | _10_ urethra |
| _2_ cervix          |              |

Part II. This activity can not be graded.

UNIT 6: Lesson 2 Activity

- |      |      |      |       |
|------|------|------|-------|
| 1. G | 4. E | 7. A | 10. G |
| 2. F | 5. I | 8. H | 11. C |
| 3. D | 6. L | 9. B | 12. A |

UNIT 6: Lesson 3 Activity

Part I

- |            |            |
|------------|------------|
| 1. A and C | 3. B and C |
| 2. A and B | 4. B       |

Part II

- |      |      |      |       |
|------|------|------|-------|
| 1. T | 4. T | 7. F | 10. F |
| 2. F | 5. F | 8. F |       |
| 3. T | 6. F | 9. T |       |

UNIT 6 TEST

Part I.

- |                   |                                    |                           |
|-------------------|------------------------------------|---------------------------|
| 1. A. penis       | 5. D. sexually transmitted disease | 10. B. AIDS and K. herpes |
| 2. E. testes      | 6. P. vagina                       | 11. I. HIV                |
| 3. H. ovaries     | 7. N. sexual intercourse           | 12. C. infected           |
| 4. J. antibiotics | 8. F. blood stream                 | 13. M. health clinic      |
|                   | 9. G. gonorrhea                    | 14. Q. abstinence         |

Part II.

Answers may vary slightly for this section.

1. Once released, an egg travels through the fallopian tubes to the uterus. If the egg is joined by a sperm, it plants itself in the wall of the uterus and a new life begins. If it is not fertilized, it will pass out of the body through the vagina.
2. The sperm are stored in coiled tubes. They flow into the urethra. The urethra leads to the outside of the body through the penis.
3. The male system deposits sperm into the female system. The female system releases eggs to join the sperm.
4. AIDS is a disease of the immune system. HIV is the virus that causes AIDS.
5. Avoiding sexual contact is the best way. Do not share needles with drug addicts.
6. Some sexually transmitted diseases can be cured if detected early.
7. Consider the physical, emotional, mental and social well-being of yourself and the other person, as well as the risk of sexually transmitted diseases.
8. Some ways to get AIDS are from sexual contact, blood transfusion with infected blood, and sharing infected needles of drug users.
9. Accept a variety of answers related to caring for others.
10. Accept any appropriate response.

## **UNIT 7 (pages 139-162)**

### UNIT 7: What do you know? / What did you learn?

- |          |           |           |           |
|----------|-----------|-----------|-----------|
| 1. False | 6. True   | 11. False | 16. False |
| 2. False | 7. True   | 12. True  | 17. False |
| 3. False | 8. False  | 13. True  |           |
| 4. True  | 9. False  | 14. True  |           |
| 5. False | 10. False | 15. True  |           |

### UNIT 7: Lesson 1 Activity

1. Accept any 2 personal safety rules to follow when alone at home, walking, or riding in an elevator.
2. Accept any safety rule related to fire.
3. Accept any safety rule related to poisoning.
4. Accept any safety rule related to electric shock.
5. Preventable injury

### UNIT 7: Lesson 2 Activity

- |                    |       |       |
|--------------------|-------|-------|
| 1. C. sexual abuse | 6. T  | 11. T |
| 2. D. internet     | 7. F  | 12. T |
| 3. B. bullying     | 8. T  | 13. F |
| 4. T               | 9. F  | 14. T |
| 5. F               | 10. T | 15. T |

### UNIT 7 TEST

#### Part I.

- |                       |                      |                |
|-----------------------|----------------------|----------------|
| 1. C. personal safety | 4. A. physical abuse | 7. G. bullying |
| 2. B. electric shock  | 5. D. poison         | 8. H. internet |
| 3. E. verbal abuse    | 6. F. sexual abuse   |                |

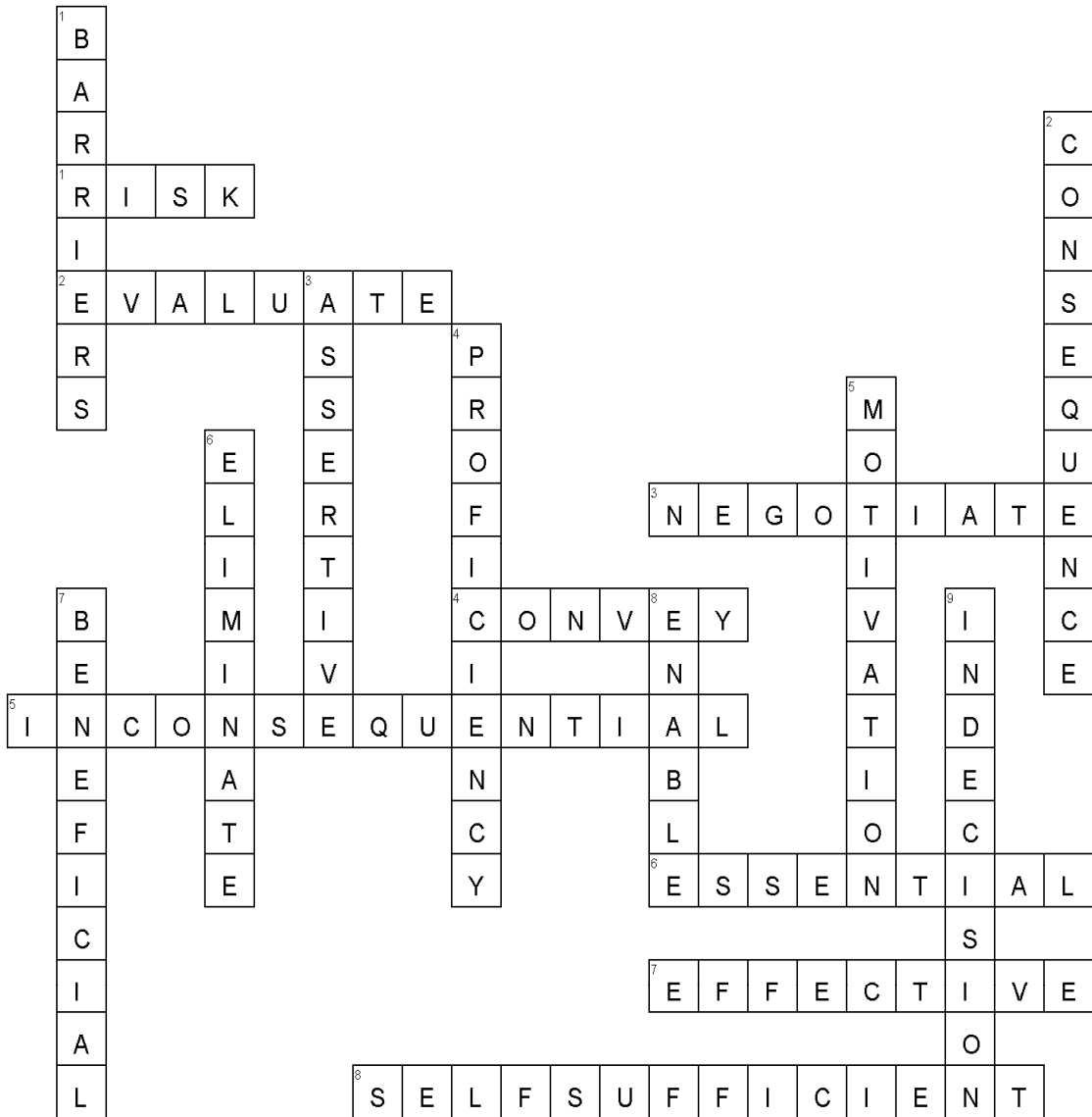
#### Part II.

- |      |      |      |
|------|------|------|
| 1. F | 4. T | 7. F |
| 2. T | 5. T | 8. F |
| 3. T | 6. T | 9. T |

## **CROSSWORD PUZZLES**

Crossword puzzle answer keys for Units 1 - 7 follow on the next pages.

Answers - Unit 1 Crossword

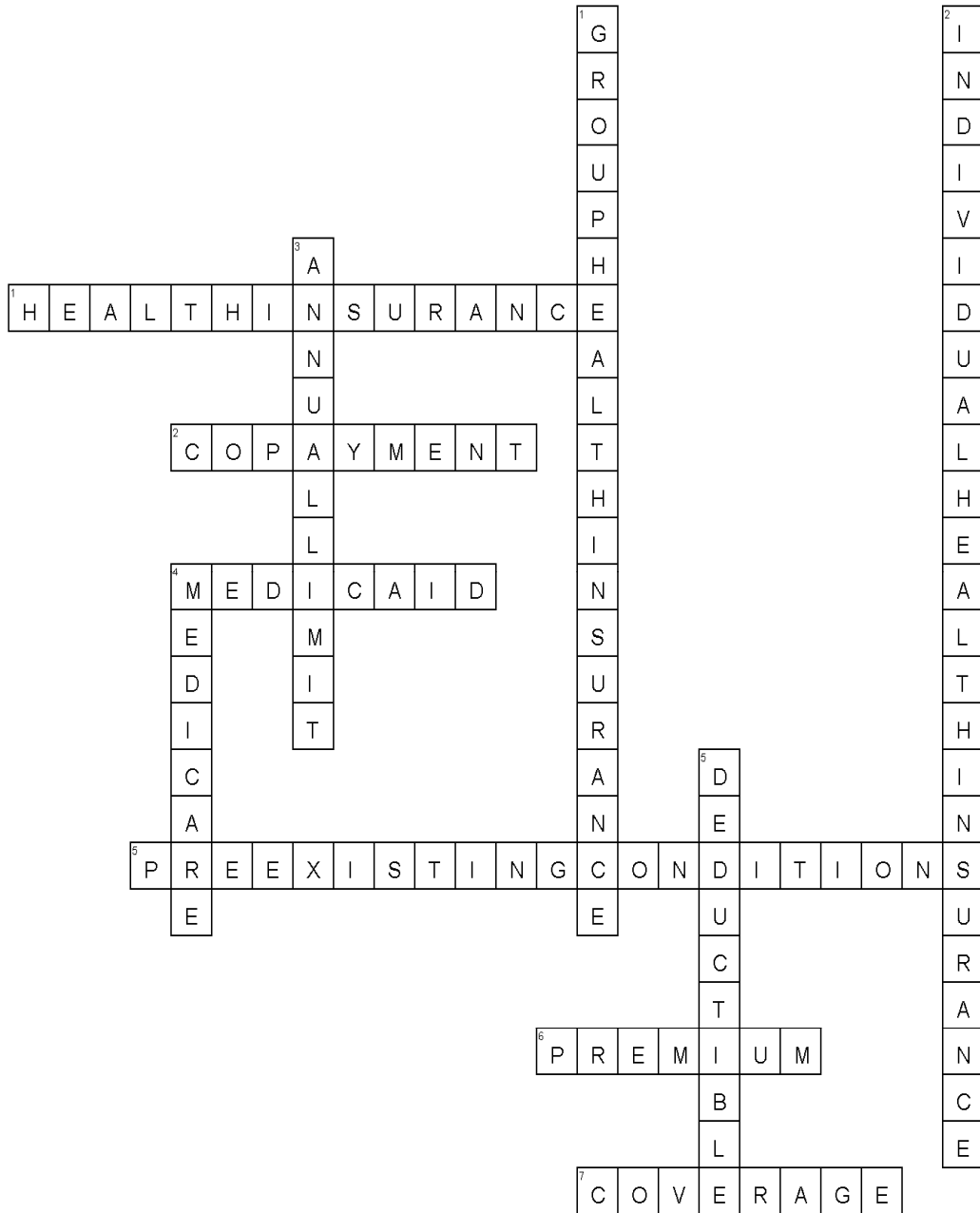




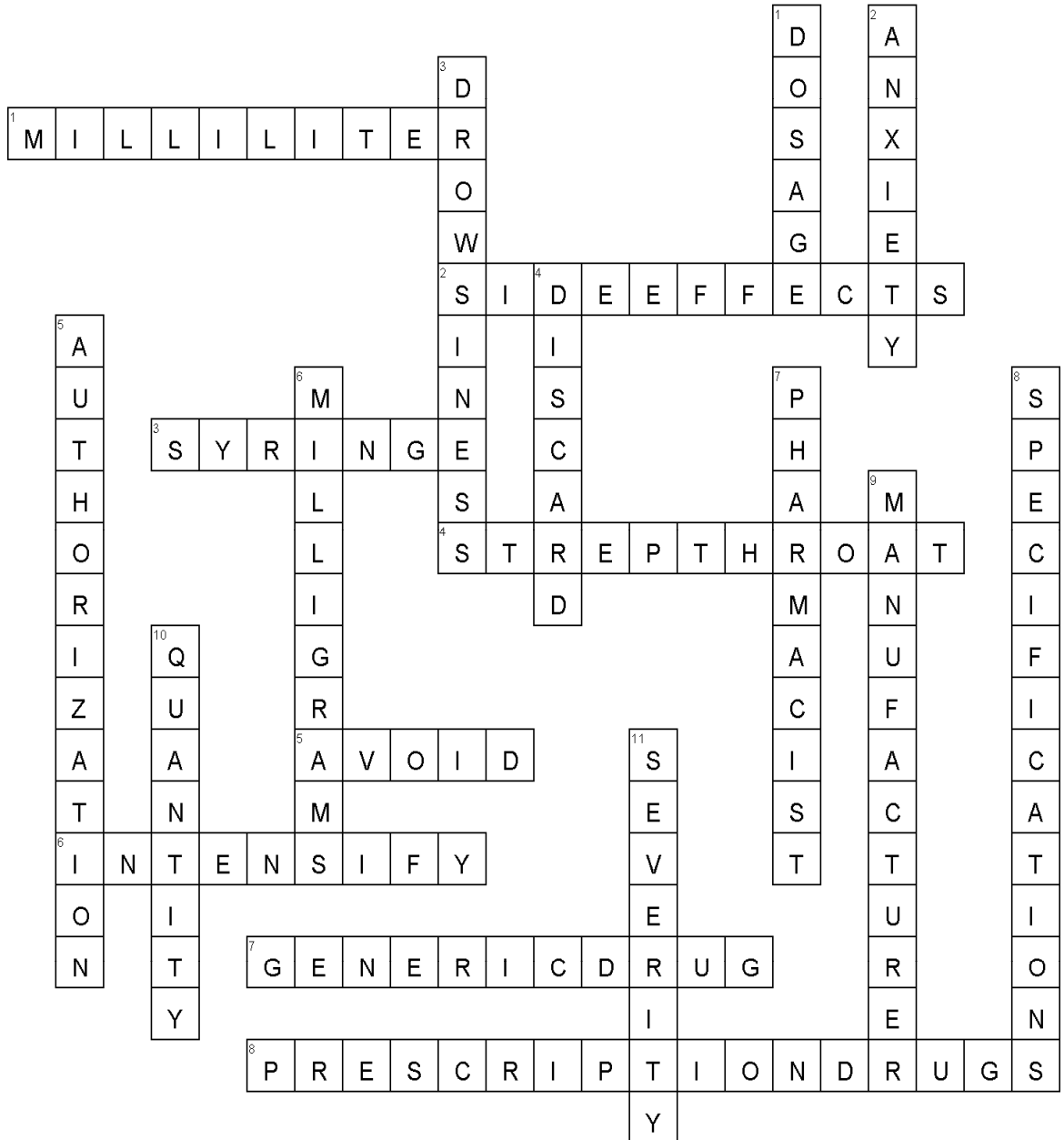




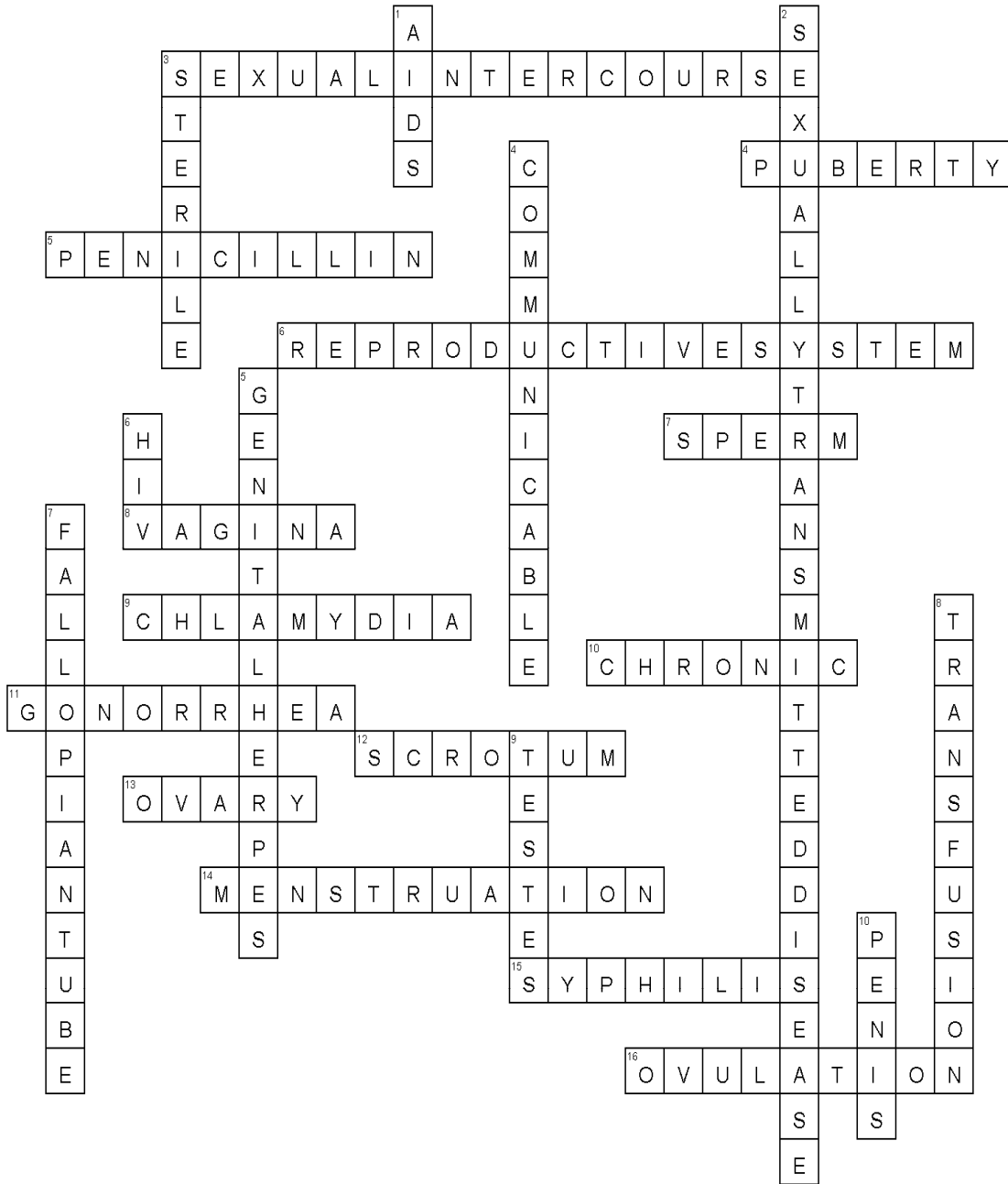
Answers - Unit 4 Crossword



Answers - Unit 5



Answers - Crossword Unit 6





## SUPPLEMENTAL ACTIVITIES

### UNIT 1

#### UNIT 1: Lesson 1 Activity

Ask students to write down all the things they would do and buy if they just won a million dollars. Then tell them that they have a disease which has left them unhealthy and bedridden. Have them cross out everything on their list that they cannot use or do because of the illness. Have students share their lists with the class.

#### UNIT 1: Lesson 2 Activity

Read students the following scenario: Joe has an important decision to make. He just received a promotion at the store where he's been working for over a year. Next week, he is supposed to attend the training to become an assistant manager. His friend Will, however, invited him to go to Hollywood next week to interview for an acting job. Acting is what he really wants to do, and Will thinks Joe can get this job. If he doesn't, Joe will lose his job at the store and won't be able to pay his bills. However, if he gets the acting job, he'll make his yearly pay in *one month*. He doesn't know what to do.

Ask students to pretend that they are Joe and complete the steps to decision-making. Have them share their decisions.

#### UNIT 1: Lesson 3 Activity

Ask students to close their eyes and think about this: If they were to wake up tomorrow morning and have the "perfect life" - that is, everything just the way they want their lives to be - what would it look like? Tell them to write down at least 2 of their ideas. Have them write down a realistic way to achieve *one* of their goals. Ask them share on a voluntary basis.

### UNIT 2

#### UNIT 2: Lesson 1 Activity

- A. Ask students to write down what they think is the most important right they have gained by turning age 18. Next, write down how their life has or will change by becoming an adult. Have them share.
- B. If there are several students who are in foster care, consider inviting a case manager from Hillsborough Kids, Inc. to speak about transitioning from foster care to independence.

#### UNIT 2: Lesson 2 Activity

- A. Ask students write down a situation in which they might need to ask for help. Then ask who they would go to for help. Have them share.
- B. Have students discuss whether they think they may need any type guardianship or one of the less restrictive alternatives to guardianship (Power of Attorney, Client Advocate, etc.). Why or why not? Facilitate discussion on the importance of a Health Surrogate or other advanced directive for *all adults*.

#### UNIT 2: Lesson 3 Activity

Ask students to write down questions they might ask if they were interviewing doctors. Have them role play the doctor being interviewed and the patient doing the interviewing.

### UNIT 3

If you would like a pediatrician (or pediatric resident) to speak to your class, contact Kris Millrose, USF College of Medicine, at 813-259-8758. Because there are several Health Journal pages to complete in this unit, there are no other supplemental activities.

### UNIT 4

#### Reading an Insurance Chart

	<b>PLAN A-</b> Up to \$33.33 a day (\$1000 for every 30 days) from the first day of covered accidents or illnesses.	<b>Plan B-</b> Up to \$33.33 a day (\$1000 for every 30 days) from the first day of covered accidents or illnesses. This plan pays the same as Plan A but at a lower premium.	<b>Plan C-</b> Up to \$20.00 a day (\$600 for every 30 days) from the first day of covered accidents or illnesses.
Age of Enrollment	Monthly payment	Monthly payment	Monthly payment
16- 39	\$7.90	\$4.40	\$5.10
40-44	\$8.90	\$5.40	\$6.10
45-49	\$9.90	\$6.40	\$7.10
50-54	\$10.90	\$7.40	\$8.10
55-64	\$11.40	\$8.90	\$7.20
65-74	\$11.90	\$9.40	\$7.50
75-79	\$13.40	\$10.40	\$8.40
80 & over	\$13.90	\$12.90	\$9.90
	Add \$5.70 per month to cover all unmarried children from birth to 18 years old. If husband and wife are covered, add \$2.50 per month for maternity benefits.	Add \$3.65 per month to cover all unmarried children from birth to 18 years old. If husband and wife are covered, add \$2.50 per month for maternity benefits.	Add \$3.42 per month to cover all unmarried children from birth to 18 years old. If husband and wife are covered, add \$2.50 per month for maternity benefits.

Families buy health insurance so they will not need to worry about how to pay for all of their doctor and hospital bills if they have an accident or become ill. Most health care companies offer a variety of health insurance plans. More extensive coverage costs more money. The amount of money that you pay for health insurance is called the **premium**. You can determine the premium by reading the insurance chart. Find the monthly premium for each coverage described below. Do not include maternity benefits unless they are mentioned.

1. Single woman 43 years old, Plan A
2. Husband 54, wife 52, Plan A
3. Husband 63, wife 65, Plan A
4. Single man 51, Plan C
5. Husband 27, wife 27, maternity benefits, Plan B
6. Husband 32, wife 29, maternity benefits, Plan C
7. Husband 29, Wife 27, Plan B

Answers to this activity:

- |            |            |            |           |
|------------|------------|------------|-----------|
| 1. \$8.90  | 3. \$23.20 | 5. \$11.30 | 7. \$8.80 |
| 2. \$21.80 | 4. \$6.90  | 6. \$12.70 |           |

## UNIT 5

### UNIT 5: Lesson 1 Activity

Ask students to write down some over-the-counter and prescription medications that they have used in the past. Have them pick one and describe how it helped or did not help, and if they experienced any side effects. Have them share.

### UNIT 5: Lesson 2 Activity

Bring in some empty bottles or labels from prescription and over-the-counter medications. Divide students into groups of two or more. Ask them to find the following information.

#### **For Prescriptions:**

- Doctor's name
- File number
- Prescription date
- Patient's name
- Directions
- Strength
- Quantity

- Refill information
- Expiration date

#### **For Over-the-counter:**

- Purpose of drug
- Warnings
- When you ask a doctor
- Directions
- Age limitation

### UNIT 5: Lesson 3 Activity

Reference activities in Brigance Life Skills C-6 Medicine Labels and Warning Labels on other Container

## UNIT 6

### UNIT 6: Lesson 1 Activity

A. Invite a Teen Pregnancy Prevention Specialist to speak to the class. Contact Debra Armstrong, an RN with the school district, at 813-695-2509 or [Dcamille45@aol.com](mailto:Dcamille45@aol.com).

B. Reference activities in Brigance Life Skills H-7 Reproductive System.

### UNIT 6: Lesson 2 Activity

Show video "And the Band Plays On" to students. It last 2 ½ hours, and is approved by SDHC; can be checked out at Brandon High School (also possibly Hillsborough HS, Alonso, Sickles).

Reference activities in Brigance Life Skills H-10 Causes and Prevention of AIDS.



## UNIT 6: Lesson 3 Activity

A. Reference activities in Brigrance Life Skills H-9 Causes and Prevention of sexually transmitted diseases.

B. Ask students to make a list of different ways they can communicate “no” to someone who thinks they should have sexual relations. Have them review their answers and prepare for a group discussion.

## **UNIT 7**

### Violence in Relationships

The first step in stopping abuse is being able to identify it. Ask students if they would know it if they were being abused by someone. Have them answer these questions “yes” or “no” to help them find out.

Do you feel confused about your relationship with your boyfriend or girlfriend?

Does he or she pressure you to do things that don't feel comfortable to you?

Is your boyfriend or girlfriend extremely jealous or possessive?

Does he or she try to run your life?

Does he or she threaten you?

Does your boyfriend or girlfriend assume he or she knows what's best for you?

Does he or she make decisions that affect you without talking to you first?

Have your friends advised you to drop him or her?

Are you afraid of your boyfriend or girlfriend?

Have you lost your temper with your boyfriend or girlfriend?

Have you threatened to hit him or her?

Does your boyfriend or girlfriend seem afraid of you sometimes?

Have you been jealous or possessive of your boyfriend or girlfriend?

Can your boyfriend/girlfriend get angry with you without your becoming angry?

Do you sometimes yell or swear when you are upset at your boyfriend/girlfriend?

Have you put your boyfriend or girlfriend down in front of your other friends?

Has your boyfriend or girlfriend said that you're trying to control him/her?

Are you afraid you could be violent toward your boyfriend or girlfriend?

Have you driven your boyfriend or girlfriend away with your anger?

If they answered “Yes” to any of these questions, they've either been abused or have abused. Talk to them about not letting it happen again. There are many people who can help, so instead of feeling helpless or taking out their anger on others, they should do something about the problem. They should ask a trusted adult to help them get in touch with someone who can help them change!

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