

# “Teaching Tuberculosis”

A resource guide for Aboriginal and  
non-Aboriginal youth

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TB “The Air We Share”

Vancouver, BC

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# TEACHING TUBERCULOSIS

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A RESOURCE GUIDE  
*for* ABORIGINAL  
*and*  
NON-ABORIGINAL  
YOUTH

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# PROJECT LEADERSHIP

## Steering Committee:

Richard Long/Malcolm King (co-PIs)  
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## Advisory Committee:

Elders Rose Martial and Vicki Wilson (Alberta and Saskatchewan)  
Helle Moeller (Northern Nursing Specialist)  
Tamra Murray/Scott Lauzon/Carrie Eagle (Teachers)  
Maxine Cartier (Curriculum Specialist)  
Lori Sparling (Health Director – Clearwater River)  
Sandy Jacobs/Andrea Warman (FNIHB – AB region)

Students

PNCs

Communities

# CONCEPT

- \* Schools in a community might act as a resource to the community. There is a body of literature on the subject, some of it originating from Alaska.
- \* The idea being that topics of particular relevance to the community are discussed in the classroom. For a community with a high incidence of TB, the topic of TB might be discussed in a science, health, history etc, class.

# QUOTE

“We emphasize the need to correct erroneous assumptions and to dispel stereotypes that still abound in the minds of many Canadians, distorting their relationships with Aboriginal people. Accurate information about the history and cultures of Aboriginal peoples and nations, the role of treaties in the formation of Canada and the distinctive contributions of Aboriginal people to contemporary Canada should form part of every Canadian student's education”

RCAP report, volume 3, P489

# INTENT

- This TB Resource Guide is intended for use by teachers of grades 8-12 high school students to prepare lessons about tuberculosis, particularly in high-incidence communities.
- Included are **activities** and **resources** to help teachers build their lessons.

# KEY POINTS

- The project was largely guided by three high-incidence communities, their high schools, and the teachers they chose to represent their schools
  - One Chipewyan Prairie First Nation in middle north SK
  - One Northern Village (Métis Settlement) in middle north SK
  - One Assiniboine First Nation in Southern, AB

# THEMES

1. What is Tuberculosis?
2. Interconnectedness of Tuberculosis to other Diseases and Social Determinants.
3. History of Tuberculosis.



# WHAT IS TUBERCULOSIS?

## Chest X-Ray: BLANCHE

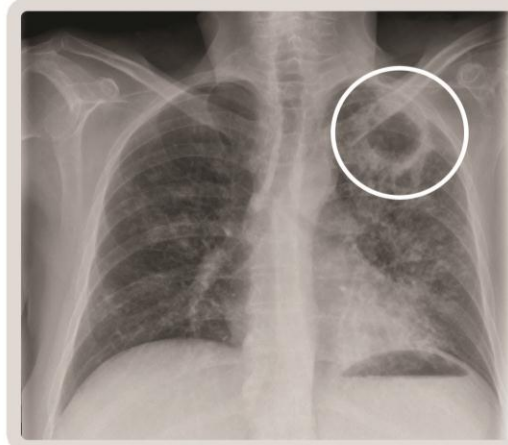


### Description:

When a patient has the 'flu' their chest x-ray is normal. On a chest x-ray, air appears black and the bones and tissues appear white. On this x-ray, you can see the ribs—white—and the heart (a globular appearing structure in the middle of the chest). On the left and right side are the black (normal appearing) lungs.\*

\*When you view an x-ray, the left and right sides are switched as though you are looking in a mirror, or have the patient standing in front of you!

## Chest X-Ray: DIRK



### Description:

When a patient has 'TB', their chest x-ray is abnormal. It usually shows a 'pneumonia' in the upper half of one or both lungs. This pneumonia consists of white blood cells and secretions that fill the air sacs and make the normally black appearing lung, white. In TB this 'pneumonia' is also usually 'cavitating'. This means that the germ has eaten a hole in the lung. In this example there is a TB pneumonia with a big cavity in the upper part of the left lung (see the circled cavity).\*

\*When you view an x-ray, the left and right sides are switched as though you are looking in a mirror, or have the patient standing in front of you!

MORE

## ACTIVITY: CARD GAME

### Types of Cards and Their Points



(print the cards on the following pages)

#### Healthy Lifestyle Cards

*Healthy Lifestyle Cards* represent the positive effect that healthy lifestyles can make on your health. These cards have a positive score attached to them, so they fight off the negative points of the other types of cards.



Healthy Meal Card: +2    Physical Activity Card: +2    Community Support Card: +3    Health Clinic Visit Card: +3

#### Unhealthy Lifestyle Cards

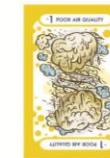
*Unhealthy Lifestyle Cards* represent the negative effects of unhealthy lifestyle choices on your health. They have a greater negative value than the *Outside Factors Cards*, to illustrate the fact that they are much more damaging to your overall health.



Junk Food Card: -2    Smoking Cigarettes Card: -3    Unsafe Sex Card: -3    Excess Alcohol Card: -3

#### Outside Factors Cards

*Outside Factors Cards* represent the things that affect our health that are already in our environment, and out of our control. They have a damaging effect on our health, but not nearly as bad as actual *Risky Behaviours*.



Friend Coughing Card: -1    Flooding Basement Card: -1    Poor Air Quality Card: -1    Outside Disease Card: -2

# PHOTOVOICE ACTIVITY

- \* For the purpose of this activity, and our Resource Guide, “Photovoice” is the process whereby students will find or take a picture of a social issue in their community (tuberculosis) and bring a voice or “narrative” to their image using text.



# HOLISM

## Holism:

In health, holism means to be “whole or in balance” in all four aspects or parts of ourselves: physically, mentally, spiritually and emotionally. Many Aboriginal peoples use the Medicine Wheel or Circle of Life to teach the interrelationship of all parts of ourselves and the cycles of life found in nature. Holism helps us to understand how tuberculosis, in its own cycle of life, relates to us and disrupts the balance of health when it enters the body.

The *four domains* of holism are the:

*Physical domain:* Teachings address the physical aspects of self and how we meet our basic needs of food, clothing, shelter and safety in order to maintain health.

*Mental Domain:* Teachings address the mental aspects of self and how we need to develop clarity of mind, and the knowledge, skills and values necessary for survival of the individual and the group.

*Emotional domain:* Teachings address the emotional aspects of self and how we promote and maintain positive feeling.

*Spiritual domain:* Teachings address the spiritual aspects of self and how we nurture relationships with others (includes spirit world for many people) and express compassion for all life.

It is important for each of us to be mindful that all aspects of self are considered in order to achieve balance. In the event that one aspect is negatively affected, so other aspects of health fall out of balance. For example, when one’s physical health is weakened due to malnutrition, one becomes vulnerable to diseases such as tuberculosis. A domino effect takes place whereby fatigue sets in and thinking becomes clouded. Emotional well-being can be affected in terms of not feeling positive about one’s appearance when one has significant weight loss. When these aspects of self are weakened, one does not have the strength to attend to others needs, hence, the spiritual domain is imbalanced.

## ACTIVITY

### Poster Art

On art paper, have students draw Medicine Wheel (a circle divided into quadrants). They may offer tobacco to their local Elder and find out what colours go into each quadrant and ask what the colours mean.

Ask the students to name their circle ‘Holistic Health’ and illustrate what holistic health means to them in terms of TB prevention.

Each quadrant will be labeled for an aspect of health. For example, a healthy (whole) person likes to cross-country ski (physical), a healthy person helps others by chopping wood for Elders (spiritual), a healthy person makes wise decisions by getting a check-up (mental), a healthy person supports sick people by visiting them (emotional).

## The Medicine Wheel and Holism:

If appropriate for your classroom, use a Medicine Wheel to visually depict the concept of holism. Common to most First Nations is the Medicine Wheel, which varies slightly from Nation to Nation and from one territory to another. For example, The Cree of northern Saskatchewan have six sections in their Medicine Wheel to represent six seasons (freeze-up and break-up are two additional seasons) whereas Cree Nations in southern Canada have four sections. Not all Indigenous groups across Canada have as part of its core philosophy, a Medicine Wheel to conceptualize the primary teachings of their culture.



# FEEDBACK



- The guide is featured on the Find TB resources website:  
<http://www.findtbrsources.org>
- Positive Feedback on the guide has been received from  
**NAHO (National Aboriginal Health Organization)**  
**AFN (Assembly of First Nations)**  
An independent Tuberculosis Educator and Practice Consultant
- The resource guide was chosen to be the “TB Highlight of the Month” in the CDC’s Find TB Resources Newsletter for the month of August, 2012.

# WHERE TO FIND US

- The resource guide is available on our website:  
<http://tbper.med.ualberta.ca/tb-education>
- From the regional First Nations and Inuit Health Branch (FNIHB) offices of Alberta, Saskatchewan and Manitoba.
- **Contact:**  
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# SUPPORT

- The Public Health Agency of Canada (PHAC)  
&  
The *National Lung Health Framework (CLA)*  
(Phase I and Phase II)

THANK

YOU

# QUESTIONS/COMMENTS?

