

Full Year 5th Grade Health Preview

Health Curriculum for Grade 5



*"The most
complete, easy to use,
easy to follow,
beautifully crafted
Health curriculum
I've ever seen!"*



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Health Education Today

Ways to Use this Program:

1

Teach in class

2

Teach online

3

Send home as homework

4

A combination of these!



Here is a Sample from the Program:

Feel free to download
and use this free
“Health Task Card” Lesson!



Get Healthy! Name: _____ #3



Learning Target: "Learning Target: "I will learn how to assertively stand up to peer pressures."

Did you meet the Learning Target? Yes _____ No _____ Undecided _____

Parent/Guardian Signature: _____ Date: _____

This Week's Task: If someone was going to pressure you to do something, what would they say to try to get you to do it?

1. GUESS WHAT? People who use peer pressure lines are NOT that original. I think you will recognize most of the "Top 10 Peer Pressure Lines." Fold the task card and take the quiz on this top half of the task card, then see the bottom half for the answers. Finish these peer pressure lines:

1. Everybody's _____.
2. We won't get _____.
3. No one will _____.
4. Don't you want to _____?
5. I've never been _____.
6. Just this _____.
7. What's the big _____?
8. Try it, you'll _____.
9. Don't be a _____.
10. If we get caught, I'll _____.

The concerning thing about being shy or non-assertive is that you are at risk for becoming a victim...or, people will take advantage of you and you may ignore your goals or morals to fit in...

2. Now correct your own... Ask your teacher if your answer is similar! How many did you get correct? Just for fun, later you can see how someone else in your family does when you give them the 10 prompts from the top half. Can they guess the end of the peer pressure lines correctly?

1. Everybody's doing it.
2. We won't get caught. -or- We won't get in trouble.
3. No one will know. -or- No one will find out.
4. Don't you want to try it? -or- Don't you want to fit in?/have fun?
5. I've never been caught. -or- I've never been busted.
6. Just this once. -or- Just this one time.
7. What's the big deal?
8. Try it, you'll like it. -or- Try it, you'll love it.
9. Don't be a chicken. -or- Don't be ...almost anything works !
10. If we get caught, I'll take the blame.

Being Assertive:

- 1' **strong voice!** 
- 2'  **Good eye contact!**
- 3' **Assertively give some facts or laws as reasons** 

Your Task: Cut out the squares on the next page and tape them on a piece of paper just on top so they flip up. Underneath the pressure line, write an assertive answer that shows you won't be pressured into anything you don't want to do! Decorate around it!

Task#3 Backside – Cut these out, tape them just on the top to a piece of paper so they flip up. Underneath write an assertive answer. Example: Everybody's doing it / I'm not! Then decorate around your page so your design goes across the flip ups!

We won't get caught	Everybody's doing it
IF WE GET CAUGHT, I'LL TAKE THE BLAME	<i>Just this once</i>
Don't you want to try it?	WHAT'S THE BIG DEAL?
<i>Don't be a chicken!</i>	<i>No one will find out</i>

**Here are the
“Step-by-Step
Teacher Directions”
that go with
this lesson:**



LESSON:		National Standards Met ¹ :	Common Core Standard Met ² :	Washington State Standards Met ³ :	Insert your own State Standards Met:
3	Top 10 Peer Pressure Lines and Assertive Answers	1 / 4 / 7	L 5	H1.W1.5, H1.Sa3.5b H4.W6.5, H1.Sa3.5a H1.So4.5b, H1.So5.5a	

Teacher Directions for Teaching in Class:

Lesson #3 - *"I will learn how to assertively stand up to peer pressures."*

Need: Markers, crayons, colored pencils, poster paper, scissors, tape

1. GO OVER TASK CARD #1: Have students get out a piece of paper and guess the endings to the 10 prompts on the top of the card before you hand out the card because the answers are on it!

2. Hand out the task card.

3. Correct the quiz outloud. There are many answers that work; so if a student has something different than the answer written on the task card, you can decide if this answer works! For instance, for "We won't get caught," a student could be correct in saying, "We won't get kicked out of school."

4. Discuss being assertive: Not passive or aggressive:

PASSIVE:

Is pushed around
Keep it stuffed down
Is controlled by others

ASSERTIVE:

Stands up for self
Problem solves
Is in control

AGGRESSIVE:

Forces others
Lashes out in anger
Out of control

5. Have students discuss what's wrong with being passive: One concerning thing about being shy or non-assertive is that you are at risk for becoming a victim; or, people will take advantage of you and you may ignore your goals or morals to try to fit in.

6. Optional: Show the video "Are you too nice?" (4 min.) This is a fantastic video showing what's wrong with being too nice (passive) and how it not only hurts the individual person, but it can also hurt those around them! If you want, before the video you can pose the question, "How can someone being passive and too nice hurt others?"

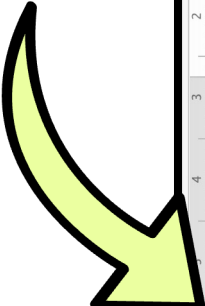
Show "Are you too nice?" (4 min.): <https://www.youtube.com/watch?v=r5tjGncByqg>

7. After the video, have students turn to a partner and discuss what's wrong with being aggressive. Next ask students, "When you are aggressive (like a bully, or a parent who yells to make their children do things) that person can get what they want, right?" So what's wrong with that? (They may get what they want in the short-term, but they can lose the relationship in the long-term!) After students discuss with partner, ask any one if they want to share out to class. One thing to talk about how is how the bully might get what they want at the time, but relationships are one of the most important things in life and an aggressive person hurts relationships!

More items to discuss: Being aggressive can get you in trouble, suspended at school, in trouble with the law, and in trouble with parents. It can get you hurt, or killed, or people come back to hurt you. It also keeps you from problem-solving (like thinking "when I'm mad, I need to hurt somebody to fix it.") Aggressive behavior is a relationship buster!

8. GO OVER THE TASK: Cut out the squares on the next page and tape them on a piece of poster paper just on top so they flip up. Underneath the pressure line on the paper, write an assertive answer that shows you won't be pressured into anything you don't want to do! Have students create a design on the page that flows right over the flip up piece.

Teacher Directions are also in task cards “Notes”



Get Healthy! Name: _____ #1

Learning Target: "Learning Target: 'I will learn the traits of a good friend.'"

Did you meet the Learning Target? Yes _____ No _____ Undecided _____

Parent/Guardian Signature: _____ Date: _____

This Week's Tasks:

1. True friendship is hard to find. What is a "true" friend? Friends are loyal, honest, trustworthy, and willing to make a sacrifice when you need help.
2. **Your Task:** You will need to get out a piece of paper and ask at least 4 people what they think the qualities of a good friend are. Write down what they say. (Please turn in this paper)
3. Then, using the recipe on the bottom of this task card as an example, on the back of this task card write a recipe for "Friendship." Creatively use the words you got from the people you asked to make a recipe (with instructions) to "cook" up a genuine friendship. (For instance, you might say "3/4 cup kindness, or 1/4 cup of fun")

You can use this recipe as an example to help you create your "Friendship Recipe."

GRANDMA'S CHOCOLATE COOKIES

- 1 cup butter, softened
- 2 cups sugar
- 2 beaten eggs
- 4 squares melted unsweetened chocolate
- 1 tablespoon vanilla extract
- 2 cups sifted all-purpose flour

RECIPE

Teacher Directions for Teaching in Class:
Lesson #1 - "I will learn the traits of a good friend."
Need: Students can just do the recipe in pencil, but some may want to color them, so you will need markers, crayons, colored pencils
Optional: real recipe cards!

National Standards Met: 2
Common Core Standards Met: W 3
Washington State Standards Met: H1.W1.5, H4.W6.5
My Standards Met:

1. If you want to give the 5th Grade Health Assessment" at the beginning of the program, so you can re-give at the end of the program to show knowledge growth, give the assessment now. Explain to students that you don't expect them to know the answers, but that they should just do their best. Tell them they won't be graded on the assessment until they take the final assessment when the program is completed. (It's in the main folder.)

For easy reference and can be used during presentation!

Full student concepts and directions on task cards

Get Healthy! Name: _____ **#9**

 **Learning Target:** "I will understand why calcium is important and see if I am getting enough daily."

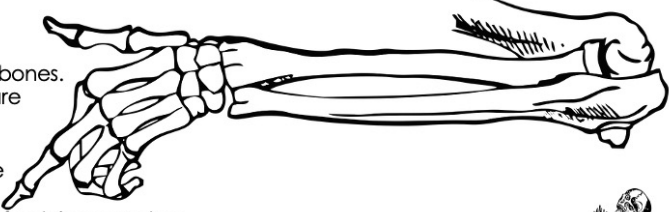


Did you meet the Learning Target? Yes _____ No _____ Undecided _____

Parent/Guardian Signature: _____ Date: _____

This Week's Tasks:

1. "Calcium" helps you have strong bones. Your body is like a bank until you are about 30 years old and as you eat calcium it gets deposited. When you turn 30, I hope your bone bank will have all the calcium you need! 5th graders need **1300 Mg.** of calcium per day.



2. One night just before bed, use the "Calcium Chart" on the back and circle the calcium numbers for the foods you ate that day. Use a calculator to see if you got **1300** milligrams.

Did you get 13- Mg.? Yes _____ or No _____



**so they can be sent
home and completely
done as homework!**

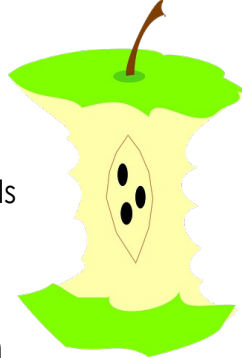
Lessons are editable!

Task #10 Healthy Eating for Life Survey

Everyone has different negative eating habits, so losing weight or eating healthier is a very individual task. There's no need to go on a diet, simply take small steps towards changing your eating habits for life! Circle any statements you feel are a problem for you.

WHAT I EAT (or don't eat!):

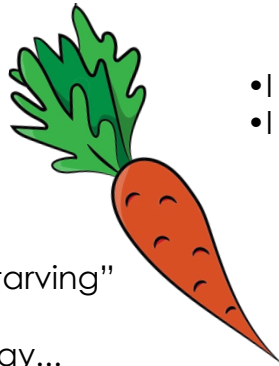
- I eat too much fast food
- I eat too much junk food
- I eat too much fat
- I do too much munching between meals
- I eat too many sweets
- I don't take vitamins or minerals
- I eat too much sodium (salt)
- I eat out of the bag/container too often
- I get too many calories from drinks (lattes, mochas, juice, pop)



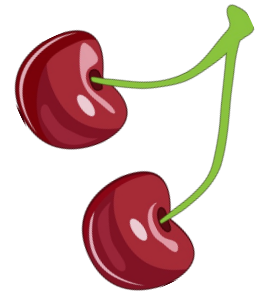
- I don't eat enough fruit
- I don't eat enough dairy
- I don't eat enough vegetables
- I don't drink enough water
- I never read food labels
- I drink too much pop
- I munch too much between meals

WHEN I EAT (or don't eat!):

- I eat too much on the weekends
- I eat too much late at night



- I skip breakfast
- I skip meals



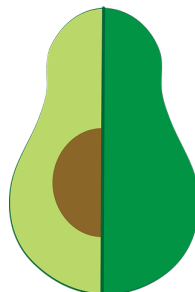
WHY: I EAT (or don't eat!):

- I eat because I always seem to be "starving"
- I eat when I'm stressed
- I figure I've blown it for the day anyway...
- I eat rather than "waste" leftovers
- Once I get started, I can't stop myself

- I eat to reward myself
- I can't control my eating
- I eat when I'm depressed
- I don't eat when I'm depressed
- I eat when I'm bored

HOW / HOW MUCH: I EAT (or don't eat!):

- I always feel the need to clear my plate
- I never allow myself to be hungry
- My portions are too big
- I get seconds when I don't need it
- OTHER: I don't get enough exercise



- I don't stop when I'm full
- I eat too fast

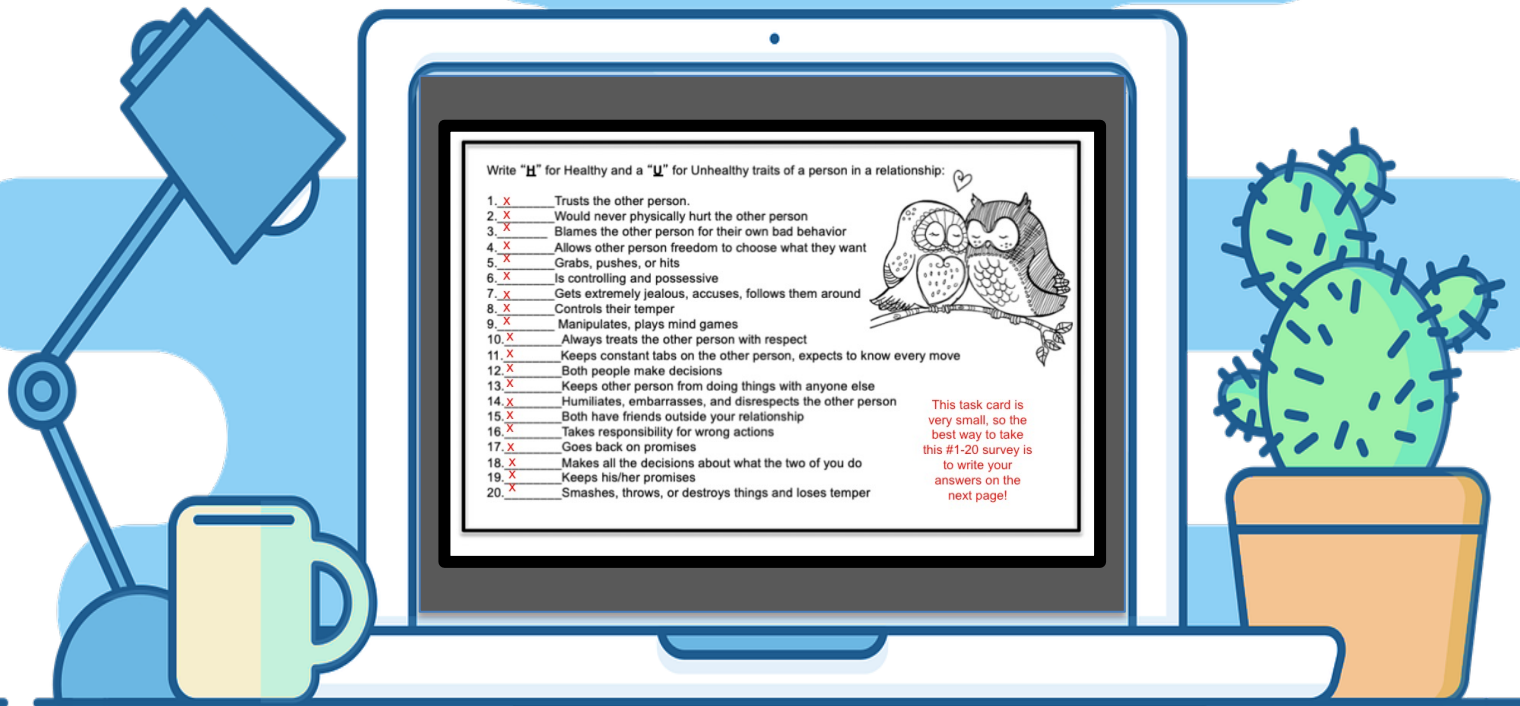


CHOOSE **1** HABIT YOU CIRCLED THAT YOU FEEL IS MAKING THE BIGGEST NEGATIVE IMPACT ON YOUR HEALTH. Write a **specific** goal (for instance, "When I want to skip breakfast, I will eat one small thing." Or, "When I want a dessert, I will only let myself have one serving of it.

When I _____

I will _____

Lessons/Tasks are on Google Slides!



NOTE:

Non-Google users can download this Google Slide as a Microsoft PowerPoint (fill-in textboxes stay editable!) then upload to Microsoft Office 365, Teams or other student password protected platform!

There are 115 Google Slides!

Task #12 Backside – Survey 7 people to find out what kind of shampoo and toothpaste they use. Use this paper to write the results of your survey. Call people you know on the phone or email to ask if you need to!

Name: X

It's fine if you don't have 7 people but try! You can just survey your family (or you can call and survey someone on the phone!)

Name:	Shampoo:	Toothpaste:
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X
X	X	X

Get Healthy! Name: X #13

Learning Target: "I will learn the characteristics of puberty and know that they're normal!"
Copy and paste the circle and then drag it over your answer.
Did you meet the Learning Target? Yes No Undecided

Parent/Guardian Signature: X Date: X

This Week's Task:
1. Just what is **PUBERTY**? It is the name for the time when your body begins to develop and change as you move from being a kid to an adult. We're talking about stuff like girls developing breasts and boys starting to look more like men.
It's good to know what to expect, and it's also important to remember that everybody goes through these changes, and that everybody's body is different, so don't compare yourself to anyone else! Usually, puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys.
When your body is ready to begin puberty, your pituitary gland (a pea-shaped gland located at the bottom of your brain) releases special hormones. Depending on whether you're a boy or a girl, these hormones go to work on different parts of the body.

Puberty for a boy:
Puberty usually starts between 8-10, up to 16 years old:
1. grows taller and more muscular
2. growth of body hair
3. older skin and hair + appearance of pimples or acne
4. penis gets a great deal
5. change in voice—lower and deeper (cracking or breaking)
6. becomes more aware of the opposite sex
7. becomes more conscious of appearance
Puberty will pass! Suddenly at about age 15, it all evens out and everybody is back at the same stage of life again!
Puberty for a girl:
Puberty usually starts between 8-13 and up to 16 years of age
1. growth and filling out of breasts: larger rounder hips and buttocks
2. growth of hair
3. older skin and hair + appearance of pimples or acne
4. begins to have her period
5. becomes more aware of the opposite sex
6. becomes more conscious of appearance

Task #13 Backside – Nothing needs to be written down on this task, just have a parent/guardian go through the questions and then sign the front of the task card.

Interview a parent/guardian. Don't write any answers down, just have a conversation and have a parent/guardian sign the front of your Task Card.

1. **Student Ask Your Parent/Guardian:** Do you remember anything about going through puberty? What was difficult? How did you handle it? Did you discuss it with your parent?

2. **Parent/Guardian Ask:** Do you feel you are going through any of the puberty traits listed on the Task Card front? Do you think any of the other kids in your class at school are?

3. **Student Ask Your Parent/Guardian:** What 3 things do you know now that you with you had known when you were my age about friendships and romantic relationships? Do you with you knew anything when you were my age about how our bodies change with age?

4. **Parent/Guardian Ask:** Are there any products—shampoo, deodorant, talcum powder, toothpaste, dental floss, special soaps, (a bra for a girl) or any other products you feel you need right now?

5. One other aspect of puberty is the emotional changes a kid/teen goes through. Understand that difficult emotions are normal, but there are healthy ways to manage emotions. Look up this website and discuss it with your parent. If it would be helpful, write out a family plan when anyone needs help to **express emotion, change a mood, build positive emotions, seek support, or exercise**. The family can be the best support system!
<https://kidshealth.org/en/teens/stressful-feelings.html>

6. **Parent/Guardian Tell:** Tell your child one thing you appreciate about them.

7. **Student Tell:** Tell your parent one thing you appreciate about them.

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Get Healthy! Name: X #14

Learning Target: "I will understand truths about what the HIV virus is and how it is spread."
Copy and paste the circle and then drag it over your answer.
Did you meet the Learning Target? Yes No Undecided

Parent/Guardian Signature: X X Date: X X

This Week's Task:
Take this quiz about HIV and Hepatitis B to see what you know, and then use the key on the backside of this task card to correct your own quiz. You will not be graded on how well you guess, but rather on the fact that you took and corrected the quiz. Then see **Your Task** for the week!

AIDS QUIZ:
1. What does "A.I.D.S." stand for?
A X I X D X S X
2. What does "HIV" stand for?
H X I X V X

3. What is the difference between HIV and AIDS?
X
4. HIV can be passed in blood and X
5. List 3 ways infected blood could get into your system:
1. X 3. X
2. X
6. True or False: X The Hepatitis B virus causes liver infections and is transmitted by exposure to infectious blood or body fluids.
7. Is there a vaccine for HIV infection? yes -or- no X
8. Is there a vaccine for Hepatitis infection? yes -or- no X



Correct your quiz using the key on the back side and then enter your score here.

Your Score: X / out of 8

Task #14 Backside – Take the quiz on the front the this Task Card and then correct it.

AIDS QUIZ: KEY

+1 1. What does "A.I.D.S." stand for?
A Acquired
I Infectious
D Deficiency
S Syndrome

+1 2. What does "HIV" stand for?
H Human
I Immunodeficiency
V Virus

+1 3. What is the difference between HIV and AIDS?
HIV is the virus you get infected with, and AIDS is the disease you get (could be years later)

+1 4. HIV can be passed in blood and body fluids

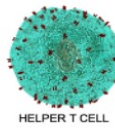
+1 5. List 3 ways infected blood could get into your system:
1. cuts 3. tattoos
2. dirty needles

+1 6. True or False: TRUE The Hepatitis B virus causes liver infections and is transmitted by exposure to infectious blood or body fluids.

+1 7. Is there a vaccine for HIV infection? No. There are medications that can help keep an infected person's viral count from going too low and they help them not be as sick, but there is no vaccine and no cure!

+1 8. Is there a vaccine for Hepatitis infection? Yes. The Hepatitis B vaccine is safe and effective and is usually given as 3-4 shots over a 6-month period.

Your Score: X / out of 8



HELPER T CELL

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Task #14 2nd Page Backside

Student Name: X

Drag the circle up over the person's answer. Remember, can and always copy this page on your own paper, or even print it out!

Question	Person 1 —no names please—	Person 2 —no names please—	Person 3 —no names please—	Person 4 —no names please—	Person 5 —no names please—
1	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>
2	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>
3	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>
4	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>
5	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>	T <u> </u> F <u> </u>

All 30 Lessons + Tasks

Each lesson is based on a Learning Target

Get Healthy! Name: _____		#13	
	Learning Target: "I will learn the characteristics of puberty and know that they're normal."		
Did you meet the Learning Target? Yes _____ No _____ Undecided _____			
Parent/Guardian Signature: _____		Date: _____	
<u>This Week's Tasks:</u> ⁸			
1. Just what is <u>PUBERTY</u> ? It is the name for the time when your body begins to develop and change as you move from being a kid to an adult.			
			

The next slide shows all the lesson topics

Learning Targets for 5th Grade Health Curriculum:



1. *"I will learn the traits of a good friend."*
2. *"I will recognize the traits of a healthy and unhealthy relationships."*
3. *"I will learn how to assertively stand up to peer pressures. "*
4. *"I will learn and practice good, assertive refusal skills."*
5. *"I will learn conflict resolution skills and practice "I" statements."*
6. *"I will understand why servings size, fats, and sugars on a food label are important."*
7. *"I will be able to figure out if a product is 'healthy' or not."*
8. *"I will learn what food groups are required, and then analyze my eating for one day to see if I get the correct amounts. "*
9. *"I will understand why calcium is important and see if I am getting enough daily."*
10. *"I will learn what eating habits are unhealthy and determine any unhealthy eating habits I have."*
11. *"I will learn the importance of good hygiene during puberty."*
12. *"I will learn the importance of good hygiene for teeth and hair."*
13. *"I will learn the characteristics of puberty and know that they're normal."*
14. *"I will understand truths about what the HIV virus is and how it is spread."*
15. *"I will learn what illnesses are in my own family genetics."*
16. *"I will coordinate an emergency plan for my family."*
17. *"I will know how to correctly apply basic first aid for common conditions."*
18. *"I will learn how to relieve stress in healthy ways."*
19. *"I will learn the dangers of alcohol."*
20. *"I will understand the dangers of over-the-counter drugs."*
21. *"I will understand the dangers of drugs."*
22. *"I will celebrate my family heritage and culture."*
23. *"I will respect, and be proud of, differences and have empathy for everyone."*
24. *"I will know what to do if I am bullied or I see bullying."*
25. *"I will learn the key to not being manipulated at the grocery store."*
26. *"I will learn rules to help me determine if a magazine ad reflects the truth."*
27. *"I will know how to determine if a website is reliable or not."*
28. *"I will recognize technology dangers and how to avoid them."*
29. *"I will gain decision-making skills."*
30. *"I will review everything I learned this year and set some goals to be above negative influences."*

¹ Center for Disease Control and Prevention National Health Education Standards.

This program is standards-based:

5th Grade Health Table of Contents

➤ Click lesson title to jump to lesson

Week:	Lesson: (Learning Target Title)	National Standards Met ¹ :	Comm Core Standards Met ² :	State Standards Met ³ :	Your Standards Here:
WELLNESS / Relationships and Being Assertive to Peer Pressures: Students learn the traits in a true friend, what constitutes a healthy versus unhealthy relationship, common peer pressure lines and how to give assertive answers, how to use refusal skills, and how to use “I” statements and compromising to improve relationships.					
 Right-click, or be In full screen mode to jump to lesson! Right-click “Get Healthy!” to jump back to “Table of Contents”					
1	Friendship Recipe	2	W 3	H1.W1.5 H4.W6.5	State
2	Healthy Relationships	2 / 7	RL 4 W 9	H1.W1.5 H4.W6.5 H1.Sa3.5a H1.Sa3.5b H1.Se6.5a H1.So4.5b H1.So5.5a	
3	Top 10 Peer Pressure Lines and Assertive Answers	1 / 4 / 7	L 5	H1.W1.5 H4.W6.5 H1.Sa3.5a H1.Sa3.5b H1.So4.5b H1.So5.5a	
4	Refusal Role-Plays	1 / 4 / 7	RI 9 SL 1	H1.W1.5 H4.W6.5 H4.Su3.5 H5.Su3.5	
5	“I” statements and How to Compromise	2 / 4	RL 4	H1.W1.5 H4.W6.5 H4.Sa3.5 H1.So4.5b	
NUTRITION: In grade five, students learn to read and begin to understand food nutrition labels and to use the information to select healthy food. Students log their eating to see if they ate from the suggested Mayo Clinic food groups. Students learn the importance of Calcium, they survey their own healthy habits, and they set goals to become healthier.					

Low-Prep!

30 Task Card Lessons:

(Here are 14 Lessons)

43 **44** **45** **46** **47** **48**

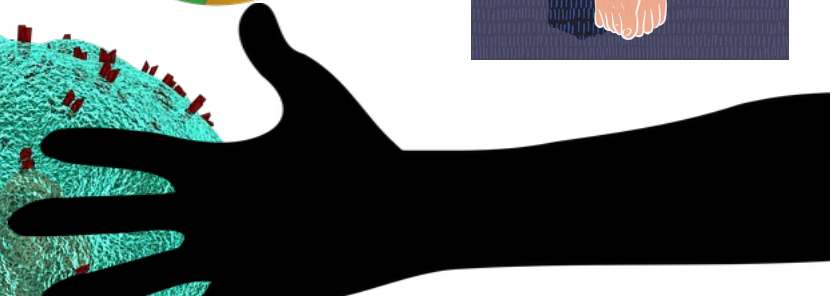
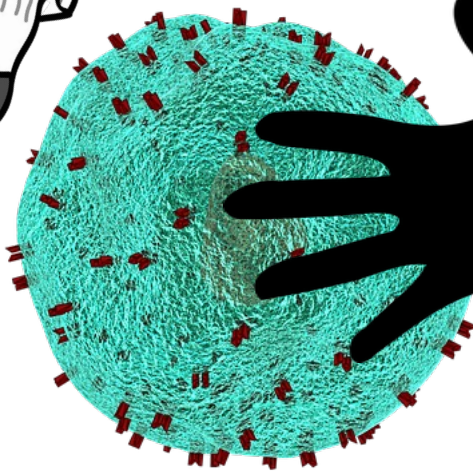
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Perfect for once-a-week lessons!

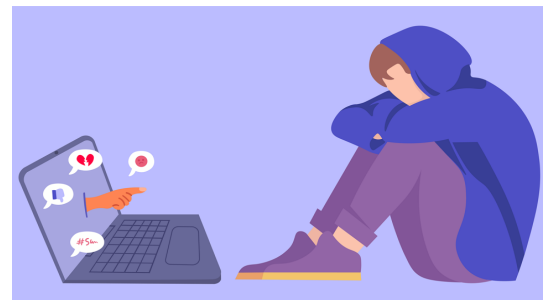
50 **51** **52** **53** **54** **55** **56** **57** **58** **59** **60** **61** **62** **63** **64** **65** **66**

PREVIEW

All New Beautiful Graphics:

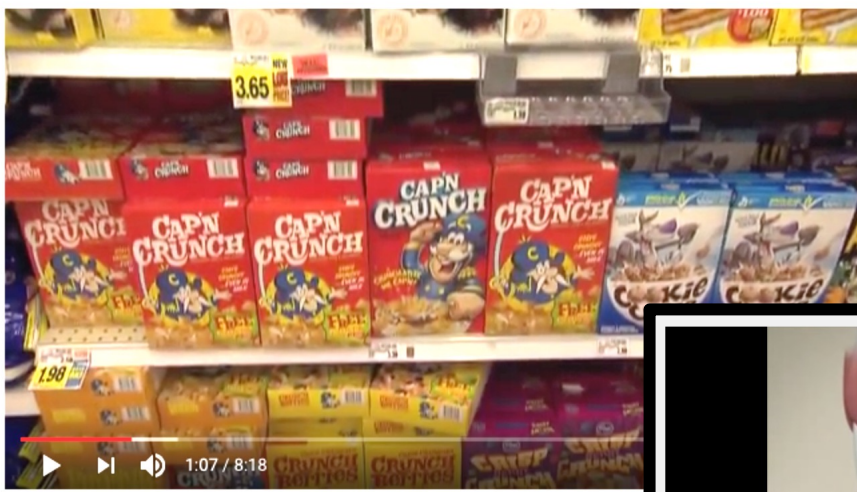


HELPER T CELL



Not Just Worksheets!

- Step-by-Step Teacher directions
- Surveys
- Additional research and websites
- Art projects
- Links to **50** optional fun, inspiring videos:



Grocery Store Shopping | Children's Health Crisis |

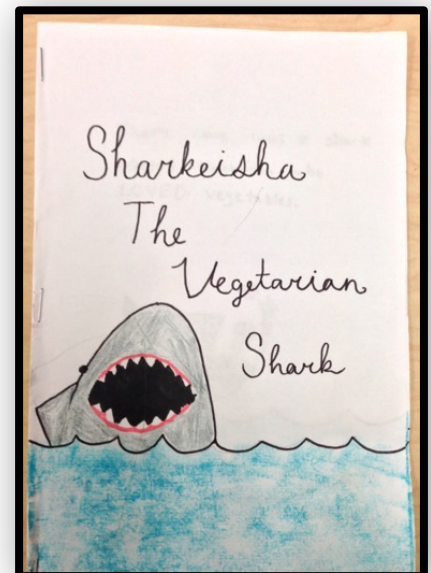


How to Brush & Floss Teeth Dr Michelle To'



Still Smoking? Watch This (HD Full Length)

Real student examples Included!



Unique Program - Creative!

Final Assessment Included!

Name: _____
Final 5th Grade Health Test:

Score: ____/27

1. List one ingredient for being a "true friend":

2. List two traits of a healthy relationship and one trait of an unhealthy relationship!

Healthy: _____

Healthy: _____

Unhealthy: _____

3. A friend is pressuring you to make fun of someone at your school. Give an assertive "no" answer back to this pressure line, "Everybody's doing it.":

EXTRA: 25 Cooperative Games!

Cooperative/Team Building Games Spreadsheet: Due to copyright violations, I cannot just copy and paste these games on a document. Thus, I did all the research for you and compiled what I thought were the best cooperative games. Most of the links below have very detailed instructions AND PHOTOS! If a link is no longer working, (since people do change their websites) try putting the title into a Google search. **NOTE:** This same resource of 25 games is included in each of my 3rd Grade, 4th Grade, and 5th Grade Health Task Cards. Otherwise, those three grade levels of lessons are sequential, and lessons do not repeat from grade to grade!

Have fun helping your student learn more about their social and emotional health! -Mrs. S.

#	Name:	Website:	Description:
1	Mission Impossible	Included in "Games to Print" folder	Super fun game where a team of students uses equipment (or carpet squares) only to cross the gym without touching the ground.
2	Beach Towel Flip with a Healthy Message!	https://guidetoguides.com/2014/06/30/team-building-activity-beach-towel-flip/	Using a plastic shower curtain or table cloth, students write on masking tape a healthy and unhealthy habit-one on each side of curtain. Then they must all stand on the curtain and turn it from unhealthy side up to healthy without stepping off!
3	Team Building Activity: Balloon Tower	https://guidetoguides.com/2014/08/25/team-building-activity-balloon-tower/	Give each team a bag of balloons and a roll of tape. Challenge the teams to make the tallest freestanding tower they can using only the balloons and tape.
4	Perimeter Pass	https://litteracyandlattes.com/2016/08/17/team-builders-for-the-classroom/	Students lay on their backs with their feet against the wall. The first student holds a large physio exercise ball against the

Thank you for previewing:

This Program's Creator is a
Qualified Teacher

◆ I am a National Board Certified Teacher
with a Masters of Education Degree and I
have experience teaching Elementary, Jr. High,
and High School P.E.; and High School Health.

Experience
is the best
teacher!



Works Cited:



Standards:

<https://www.k12.wa.us/sites/default/files/public/healthfitness/standards/healtheducationk-12learningstandards.pdf>

<http://www.cdc.gov/healthyyouth/sher/standards/>

<http://www.corestandards.org>

Graphics:

<https://pixabay.com/>

<https://openclipart.org>

<http://www.clker.com>

Stay Safe Move More symbol:

<https://content.govdelivery.com/accounts/AKDHSS/bulletins/261df70>