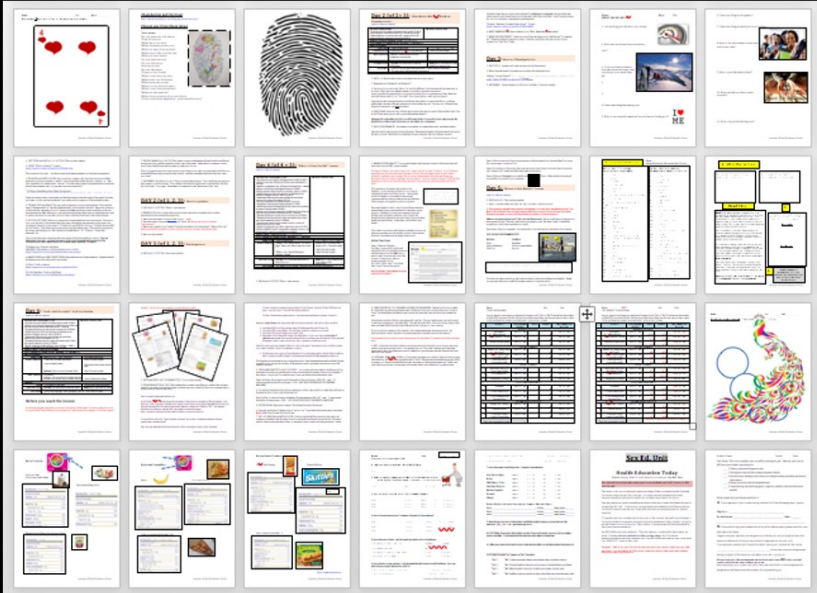


Full Year **Level 1** Middle School Health Preview

**Full Year
Health
6th/7th
Grade**



Level 1 Health



**90 Lessons
FOR PRINT
AND
ALSO ON
GOOGLE
DRIVE**



Health Education Today

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

Experience
is the best
teacher!



REAL TEACHERS' REVIEWS ENDORSE **THIS PROGRAM:**

"Very comprehensive resource!"



"This was perfect!" "Ready to use!"

"This is absolutely amazing and so helpful. Happy I looked past the price. Definitely worth it."

"This was an amazing resource...and this covered so much more than any other resource I've found."

"Worth every penny."

This Program Meets State, National, and Common Core Standards:

Aligned to National, Common Core, and
State Standards!

Washington State Health Middle School Standards

<http://www.k12.wa.us/HealthFitness/Standards.aspx>

Middle School
Washington State combines Health & Fitness EALRs
(Essential Academic Learning Requirements)

Washington State Health Education K - 12 Core Ideas:

<http://www.k12.wa.us/HealthFitness/Standards/HPE-Standards.pdf>

Wellness (W)
Safety (Sa)
Nutrition (N)
Sexual Health (Se)
Social Emotional Health (So)
Substance Use and Abuse (Su)

Standard 1: Students will comprehend concepts related

Standard 2: Students will analyze the influence of family

Standard 3: Students will demonstrate the ability to acc

Standard 4: Students will demonstrate the ability to use

Standard 5: Students will demonstrate the ability to use

Standard 6: Students will demonstrate the ability to use

Standard 7: Students will demonstrate the ability to pro

Standard 8: Students will demonstrate the ability to ad

The Centers for Disease Control and Prevention (the C.D.C.)

National Health Education Standards to be Completed by Grade 8

<https://www.shapeamerica.org/MemberPortal/standards/health/default.aspx>

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1.8.1	Analyze the relationship between healthy behaviors and personal health.
1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3	Analyze how the environment affects personal health.
1.8.4	Describe how family history can affect personal health.
1.8.5	Describe ways t
1.8.6	Explain how app
1.8.7	Describe the be
1.8.8	Examine the lik
1.8.9	Examine the po

Standard 2	Students will a factors on heal
2.8.1	Examine how th
2.8.2	Describe the inf
2.8.3	Describe how p
2.8.4	Analyze how th
2.8.5	Analyze how me
2.8.6	Analyze the influ
2.8.7	Explain how the
2.8.8	Explain the influ
2.8.9	Describe how se behaviors.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects - Grades 6-8

<https://learning.ccsso.org/common-core-state-standards-initiative>

Reading Grades 6-8

1	Cite specific textual evidence to support analysis of science and technical texts.
2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6	Analyze the author's purpose in providing an explanation, describing a procedure, procedure, or discussing an experiment in a text.
7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
10	By the end of grade 8, read and comprehend science/ independently and proficiently.

Writing Grades 6-8

1	Write arguments focused on discipline-specific conte
2	Write informative/explanatory texts, including the n experiments, or technical processes.
3	(See note: not applicable as a separate requirement)

Washington State

K - 12

Health and Fitness



COMMON CORE
STATE STANDARDS



SHAPE
America

SOCIETY
OF HEALTH
AND PHYSICAL
EDUCATORS®

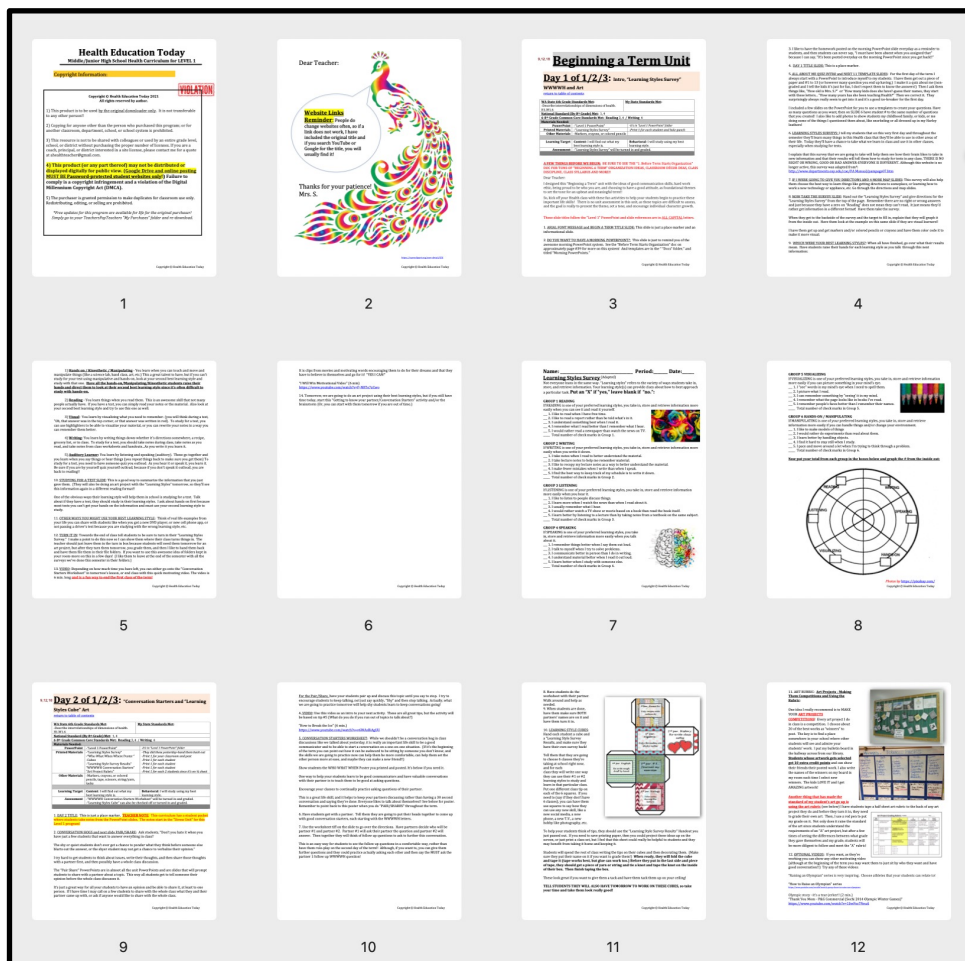
Here is an Example of Program Organization- Level 1

By Units

lonehealth	
Name	
	0. Middle School How To Video.mp4
	0. WELCOME AND START HERE.pdf
> 	1. Before Term Starts Organization
> 	2. Lessons in Full Units
> 	3. Set Lessons for Weeks You Teach
> 	4. All Google Docs Links
> 	5. Student Packets and Tests
> 	6. Learning Targets
> 	7. Extra Large Docs
> 	8. Standards and Works Cited

02Lessons in Full Units	
Name	
	0. LEVEL 1 Table of Contents.docx
	0. LEVEL 1 Table of Contents.pdf
> 	1. Beginning a Term
> 	2. Stress
> 	3. Mental Health
> 	4. Diseases
> 	5. Empathy Violence
> 	6. Tobacco
> 	7. Alcohol
> 	8. Drugs
> 	9. Conflict Resolution
> 	10. Self Esteem
> 	11. Nutrition
> 	12. Sex Ed
> 	13. Body Systems
> 	14. First AID
> 	15. Ending a Term
> 	16. Optional Dangerous Decisions
> 	17. Optional Community Health
	Extra Large Docs Master List.pdf
	Extra Lg Docs are in Main Folder.pdf

NEW!



AND:

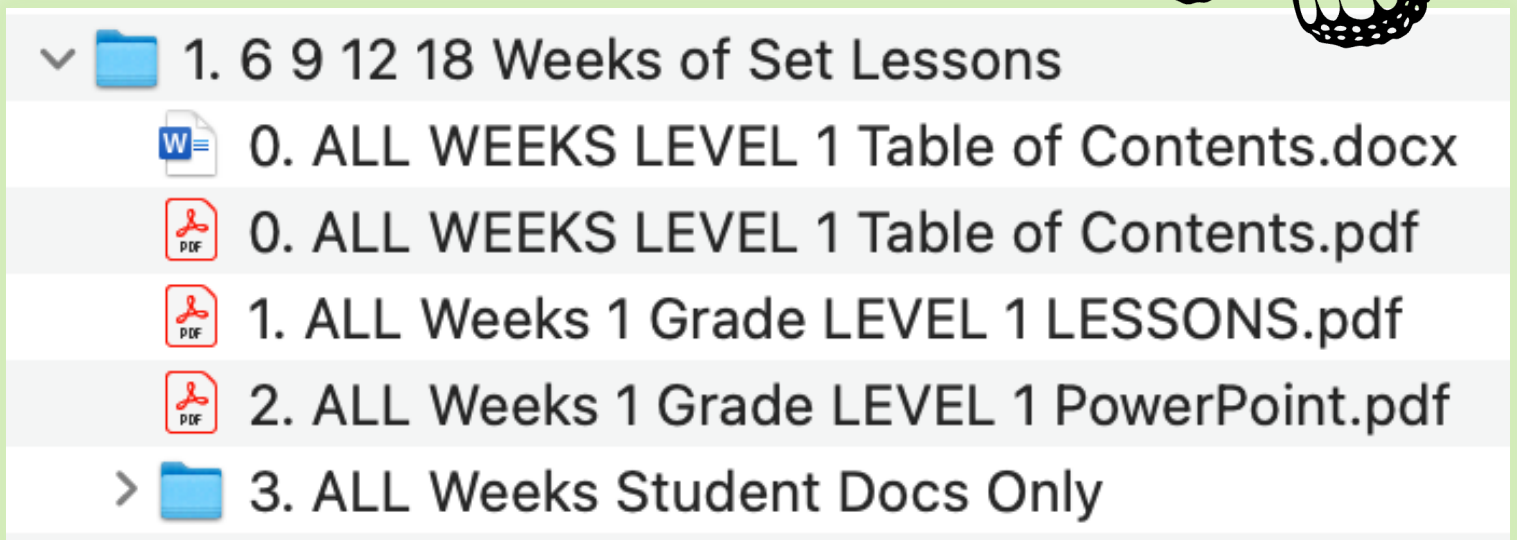
**4 Programs Set
Up By Weeks
You Teach:**

**6, 9, 12, + 18
Week
Programs**



Set Lessons in Weeks:

*So you know what lessons to use
if you only have
6, 9, Or 12 weeks to teach!*

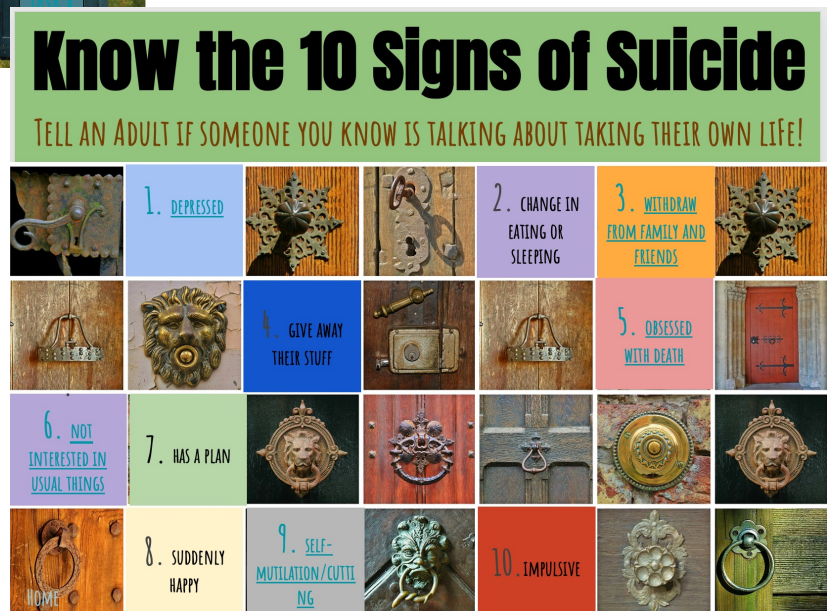
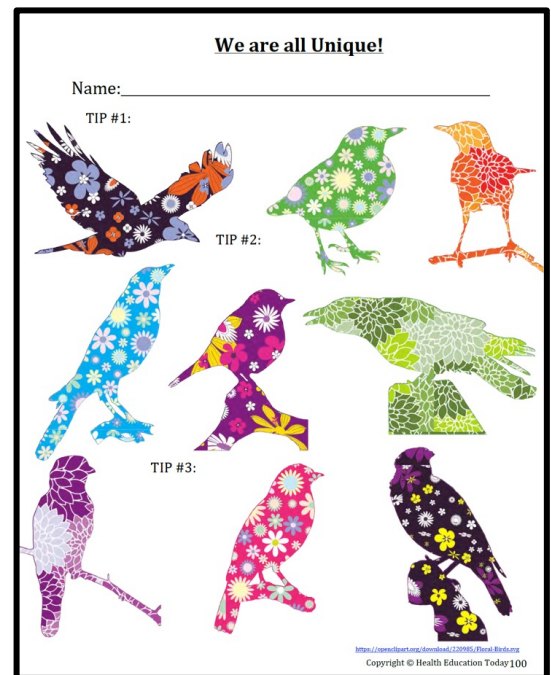


**Teacher Lessons all
on 1 Doc!**

PowerPoints

**Student
Docs**

NEW MATERIALS!



What is Included in this Program:

1

17 units and 4 programs by weeks taught with step-by-step teacher directions

2

PowerPoints to walk you through the lessons

3

Editable student worksheets and PowerPoints on **GOOGLE DRIVE**

4

Empowering lessons, projects, videos, articles, assessments, and more!

1

17 units with step-by- step teacher directions



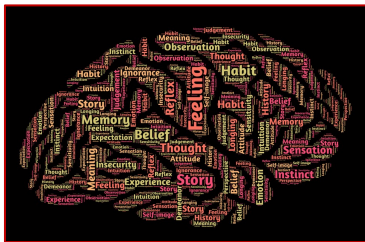
Begin a Term



Sex Ed.



Tobacco



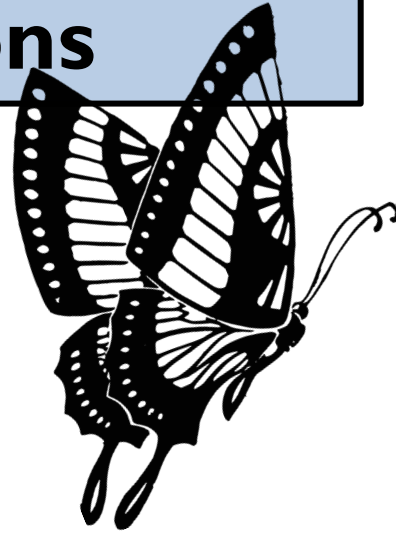
Mental Health



Stop Bullying / Empathy / Violence



Nutrition



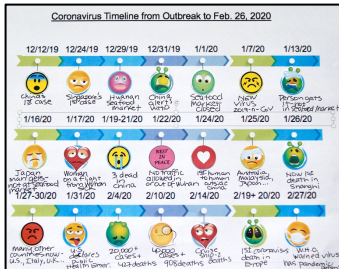
*Empowering
Change!*

17 units with step-by-step teacher directions



1

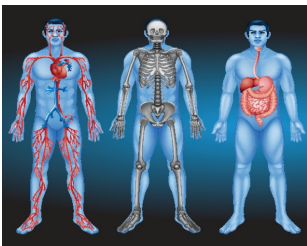
17 units with step-by-step teacher directions



Diseases



Conflict Resolution



Body Systems

Dangerous Selfies #7

Fordham University senior, 22, dies after she fell from campus bell tower *Article Highlights*
 By Robert G. Lewis, Staff Writer

<https://www.bronxnews.com/ny/fordham-university-student-falls-climbing-campus-bell-tower-to-take-photos>

A Fordham University student who climbed the campus' landmark bell tower Sunday to snap photos of the New York City skyline has died after she accidentally fell, the university said.

...A 22-year-old senior, was taking part in a 3 a.m. climb when she fell through an opening on the first landing of the tower, plummeted 40 feet and struck her head, the New York Post reported. Her condition had been listed as critical at a hospital in the Bronx not far from the Fordham campus, but on Sunday evening, the university's president announced her death in an email to students.

Dangerous Decisions



Ending a Term

Organized!



Easy to Navigate “Table of Contents”

Links to each lesson!

Daily Lesson Topics

Common Core Standards

National Standards

WA 6th Grade State Standards

Fill in Your State Standards

Lesson/ Unit Days:	Grade Level Running Total	Lesson Title: <u>BEGIN A TERM UNIT</u>	C. Core Stan- dards	National Standards	WA 6 th , 7 th , or 8 th Standards	Your State Standards
1, 2, 3	1, 2, 3 Begin a Term	-1. Starting the Term Off Right! -Intro and "Learning Styles Survey" -2. WWWWH Conversation Starters -3. "Learning Style Cubes"	R 3 R 4 W 4	1, 4	H1.W1.6	
4, 5	4, 5 Begin a Term	-4. Class Theme -"The Little Red Hen" THEME -File Folders System -5. "Food Personality Survey" -Work on File Folders.	R 3 W 4	1	H1.W1.6 H1.So1.6b	
Lesson/ Unit Days:	Grade Level Running Total	Lesson Title: <u>STRESS UNIT</u>	C. Core Stan- dards	National Standards	WA 6 th , 7 th , or 8 th Standards	Your State Standards
1 to 4	6, 7, 8, 9 Stress Unit	-6. What is Stress? -"Stress Survey" -<>"How Stress Affects Your Brain" Video -7. Stressors -"Stress Worksheet" -<>"How to Relieve Stress in 60 Seconds" Video -TIME OUT, WORK OUT, REACH OUT	R 2 R 4 W 1 W 4	1, 2, 4, 7	H1.W1.6 H2.W2.6 H1.So3.6a H1.So3.6b H7.So3.6	
3 + 4		-8. "Relieving Stress Trunks Project" -9. Finish "Relieving Stress Trunks"				

1

Step-by-step teacher directions example:

Day 6: Food Label Scramble

[return to table of contents](#)

WA State 6th Grade Standards Met:

- Describe interrelationships of dimensions of health. H1.W1.6
- Explain how different components of a Nutrition Facts label can be used to guide food and beverage choices. H3.N3.6a
- Distinguish between serving size and portion size. H3.N3.6b
- Identify functions of the six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.6a
- Understand differences between reliable and unreliable sources of nutrition information. H3.N1.6
- Distinguish between nutrient -dense and empty calorie foods and identify examples of each. H1.N4.6a
- Identify circumstances that influence healthy decision - making related to food choices and eating behaviors. H2.N6.6

My State Standards Met:

National (By 8th Grade) Standards Met: 1, 2, 3, 5, 7

6-8th Common Core Standards Met: Reading 3, 4 / Writing 4, 9

Materials Needed:

PowerPoint	-Nutrition Day 7 – End PowerPoint	-See PowerPoints Folder
Printed Materials	"Food Label Scramble Worksheet"	-Print 1 for each student
	-"Food Scramble Labels"	-Print several sets to have around room
	Optional: "Grocery Store Scavenger Hunt Homework"	-Print 1 for each student
Other Materials	-Calculators -Optional: Get prizes for the students who get the most right on the "Food Scramble" activity	-See red message just below!
Optional:		
Video	-"The Reality of Fast Food"	-See below for more information
Learning Target	Content: I will learn how to read food labels.	Behavioral: I will take the time to read food labels.
Assessment	-"Food Label Scavenger Hunt Worksheet" and the "Food Label Scramble Worksheet" will both be turned and graded.	

1. DAY 6 SLIDE:

2. JUST A BIT MORE PRACTICE and 7 MORE SLIDES: Try to make sure your students get this part of the food label since they can use this in their own life anytime they wonder if a product is healthy. Help them a little with it at first, and then see if they can do the others without my help.

Sweet and Salty: 8g of fat x 9 (since there are 9 calories in every gram of fat) divided by 170 total calories= 42% FAT and 7 sugar grams divided by 35 total grams = 20% NOT HEALTHY ENOUGH FOR VENDING MACHINE SINCE BOTH MUST BE UNDER 35%! Tell students to round the number rather than adding points; for instance .18 rounds up to 2%.

3. Try to have them do the fruit roll up completely on their own since this is what they will need to be doing for the activity in just a few minutes!!

1

Step-by-step teacher directions:

Day 6: Food Label Scramble

[return to table of contents](#)

WA State 6th Grade Standards Met: -Describe interrelationships of dimensions of health. H1.W1.6 -Explain how different components of a Nutrition Facts label can be used to guide food and beverage choices. H3.N3.6a -Distinguish between serving size and portion size. H3.N3.6b -Identify functions of the six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.6a -Understand differences between reliable and unreliable sources of nutrition information. H3.N1.6 -Distinguish between nutrient-dense and empty calorie foods and identify examples of each. H1.N4.6a -Identify circumstances that influence healthy decision - making related to food choices and eating behaviors. H2.N6.6		My State Standards Met:
National (By 8th Grade) Standards Met: 1, 2, 3, 5, 7 6-8th Common Core Standards Met: Reading 3, 4 / Writing 4, 9		
Materials Needed:		
PowerPoint -Nutrition Day 7 - End PowerPoint Printed Materials "Food Label Scramble Worksheet" "Food Scramble Labels" Optional: "Grocery Store Scavenger Hunt Homework" Other Materials -Calculators -Optional: Get prizes for the students who get the most right on the "Food Scramble" activity	See PowerPoints Folder -Print 1 for each student -Print several sets to have around room -Print 1 for each student -See red message just below!	
Optional:		
Video -"The Reality of Fast Food" Learning Target Content: I will learn how to read food labels.	-See below for more information Behavioral: I will take the time to read food labels.	
Assessment "Food Label Scavenger Hunt Worksheet" and the "Food Label Scramble Worksheet" will both be turned and graded.		

Protein Products:



Food Labels from: <https://www.fooducate.com>

McDonald's Cheeseburger:



NUTRITION	
Serving Size: 4 oz (113 g)	Amount per Serving
Calories	900Kcal
Total Fat	12g
Saturated Fat	5g
Trans Fat	0.5g
Cholesterol	40mg
Sodium	680mg
Total Carbohydrate	33g
Dietary Fiber	2g
Sugars	7g
Added Sugars	3.5g
Protein	15g

Oven Roasted Chicken Breast:



NUTRITION	
Serving Size: 4 oz (113 g)	Amount per Serving
Calories	900Kcal
Total Fat	12g
Saturated Fat	5g
Trans Fat	0.5g
Cholesterol	40mg
Sodium	680mg
Total Carbohydrate	33g
Dietary Fiber	2g
Sugars	7g
Added Sugars	3.5g
Protein	15g

Grain Products



Banana Nut Muffin:



NUTRITION	
Serving Size: 4.25oz. (120g)	Amount per Serving
Calories	420Kcal
Total Fat	22g
Saturated Fat	3.5g
Trans Fat	0g
Cholesterol	60mg
Sodium	490mg
Potassium	160mg
Total Carbohydrate	49g
Dietary Fiber	2g
Sugars	25g
Added Sugars	25g
Protein	7g



Fruit Roll Up: 1 gram of fat x 9 = 9 divided by 50 total calories = .18 (always round it) so 2% FAT - and - 7 sugar grams divided by 14 total grams = 50% NOT HEALTHY ENOUGH FOR VENDING MACHINE FOR BOTH!

3. IS THIS PRODUCT HEALTHY and NEW FOOD LABEL x2: Remind students that in many states there are policies that say how much fat and sugar (and sodium) foods in schools can serve (outside of the lunch program) like in school stores or vending machines.

The formula they are going to use in a few minutes for their guessing game and food label formula scramble is that fat must be less than 35% calories from fat, and sugar must be less than 35% weight from sugar.

You can go over the new U.S.D.A. food label if you want. The website is on the slide for more info.

4. ON THE FRONT: Hand each student a "Food Label Scramble Worksheet."

They will use the next 5 slides to circle "yes" or "no" if they think the food product is less than **BOTH** 35% Total Fat and 35% Total Sugar. **This is just a guess and you won't be graded on it!**

5. NEXT 5 SLIDES: Go through the 5 slides. At the end of them, I would ask if anyone needs a repeat.

6. HERE IS HOW YOU FILL SCRAMBLE AROUND THE ROOM NOW: I know I called it a scramble, but that refers to everyone moving around in different spots, not running or hurrying. It's not a race! You should have the labels spread around the room and have calculators for students to use.

THIS MEETS COMMON CORE STANDARD R 3

Show them what their filled out worksheet will look like. They will walk around and do the math to see which products are less than 35%. They will write the % for fat in one column, % sugar in the next, and then if BOTH are less than 35%, and either circle "Yes," or if not, than circle "No."

7. MYPLATE: I included a slide for MyPlate review because this is how the sections are divided up!

It's up to you if you want to offer prizes for the students who guess the most correctly. It's optional, but oh, so fun! How about bringing some healthy granola bars for the winners?!

Tell students to round their math to the closest whole number when they do the worksheet, for instance instead of 34.4%, round to 34%. (I rounded up on the worksheet key!)

you can put up this slide of the correct answers, and it's how many you got correct. Just compare the two "Yes or No" answers, that's the # they got correct!

Work on posters, and if you want to do any follow-up questions students use the same food labels to look at any of the below.

Copyright © Health Education Today

Name: _____ Date: _____ Score: ____/32

Grocery Store Scavenger Hunt

1. Find your favorite candy bar. Write the following:

Name: _____ Calories: _____ Fat: _____ Sugar grams: _____

2. Now find another candy you still like, but one that has less calories or fat, list this "healthier" candy: (remember, it's all about choices!)

Name: _____ Calories: _____ Fat: _____ Sugar grams: _____

3. Go to the yogurt section. List 3 different kinds of yogurts:

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

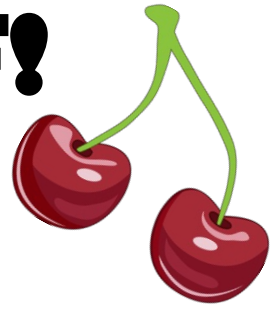
Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

Sugars	1g
Added Sugars	1g
Protein	3g

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Docs are editable: in both Word + PDF!



Name: _____ **Date:** _____

Score: ____/32

Grocery Store Scavenger Hunt

1. Find your favorite candy bar. Write the following:

Name: _____ Calories: _____ Fat: _____ Sugar grams: _____



2. Now find another candy you still like, but one that has less calories or fat, list this "healthier" candy: (remember, it's all about choices!)

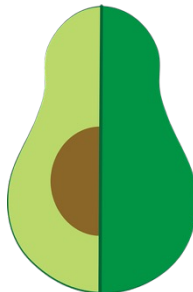
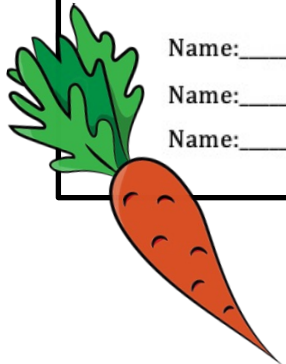
Name: _____ Calories: _____ Fat: _____ Sugar grams: _____

3. Go to the yogurt section. List 3 different kinds of yogurts:

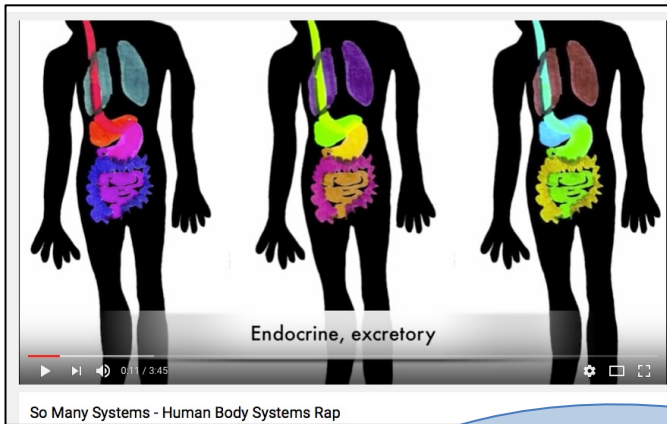
Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____



Example: 2-Week Body Systems Unit



84 QR-Coded
links to
websites!

TRY
ME!

1. Respiratory System Students in Your Group: _____

Note: If YouTube videos don't load, use the QR code.

RESPIRATORY QUESTIONS

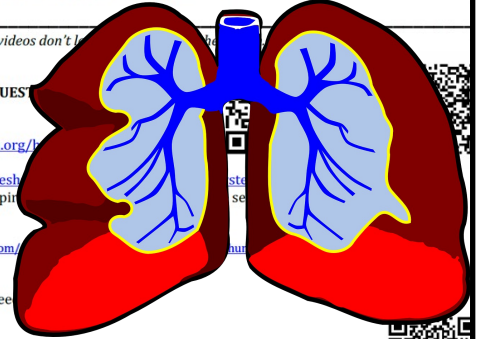
<http://www.smm.org/>

<https://www.slideshare.net/>

(You can put "Respiratory" in the search bar)

Virtual Body:

<http://www.ikonet.com/>



1. Why do we need to breathe?

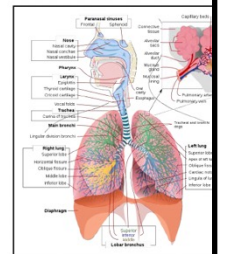
2. What role does your diaphragm play in breathing?

3. How does food from going down our windpipe?

4. If you lay out flat, about how much space would all the air sacs in the lungs of an adult occupy?

5. What role do red blood cells play in respiration?

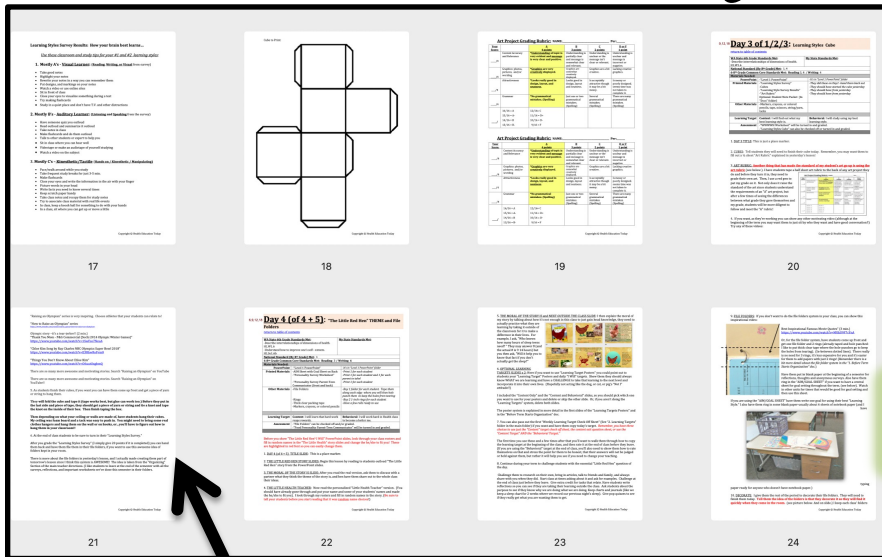
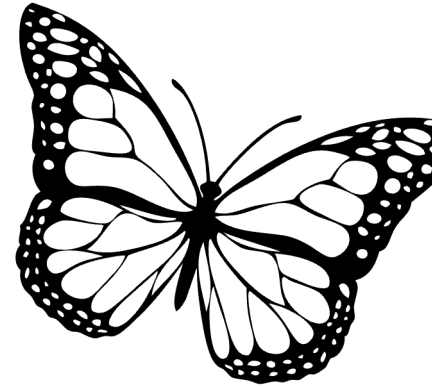
6. Every minute about how much air do you breathe in?



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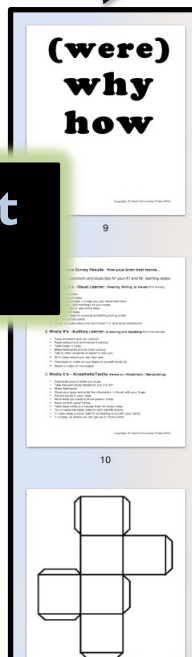
1

Set Lessons in Weeks: Ready to Teach!



Lessons all on 1 Doc!

- ✓ 1. 6 9 12 18 Weeks of Set Lessons
- 📄 0. ALL WEEKS LEVEL 1 Table of Contents.docx
- 📄 0. ALL WEEKS LEVEL 1 Table of Contents.pdf
- 📄 1. ALL Weeks 1 Grade LEVEL 1 LESSONS.pdf
- 📄 2. ALL Weeks 1 Grade LEVEL 1 PowerPoint.pdf
- > 📁 3. ALL Weeks Student Docs Only



**Student
Docs**



PowerPoint

2

PowerPoints to walk you through the lessons

Self-Esteem Unit

Day 1: What is Positive Self-Esteem? / Thumbprint Project

[return to table of contents](#)

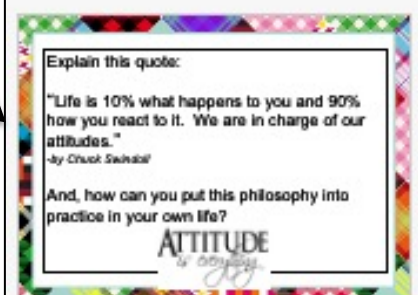
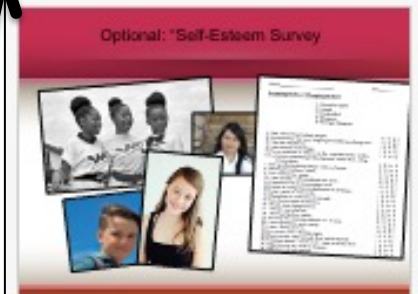
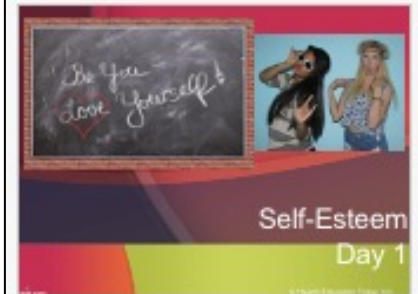
WA State Standards Met:		My State Standards Met:
-Describe interrelationships of dimensions of health. H1.W1.6		
-Describe factors that can influence self-esteem. H1.So1.6a		
-Understand how to improve one's self-esteem. H1.So1.6b		
-Explain effective communication skills. H4.W5.6		
National Standards Met By 8th Grade: 1, 2, 4, 5, 6, 7, 8		
6-8 Common Core Standards Met: Reading 3, 4 / Writing 1, 4		
Materials Needed:		
PowerPoint	- "Level 1 PowerPoint"	- It's in "Level 1 PowerPoint" folder
Printed Materials	- "Self-Esteem Survey"	- Print 1 for each student
	- "Traits of Positive Self-Esteem Worksheet"	- Print 1 for each student
	- "Thumbprint Self-Portrait" (With Best Friend lyrics on back)	- Print 1 for each student
	- "Thumbprint template" (if you choose this option)	- Print 1 for each student
Other Materials	- "Art Rubric 1/2 Sheet"	- Print 1/2 sheet for each student
	- Markers, colored pencils, crayons, magazines, scissors, glue	
Learning Target	Content: I will learn how to improve self-esteem.	Behavioral: I will work on having positive self-esteem (and self-talk).
Assessment	- "Traits of Positive Self-Esteem Worksheet" can be graded, but I would hand back so they can keep these.	
	- "Thumbprint Art" can be turned in and graded.	
	- Students are self-assessing with the "Self-Esteem Survey."	

1. **UNIT TITLE AND DAY 1 TITLE SLIDE:** Have the day's "Success" positive message up as students come in.

2. **SURVEY:** If you didn't do the "Self-Esteem Survey" in another Unit (or if it's been awhile and you want to have students re-take it), I included it below.

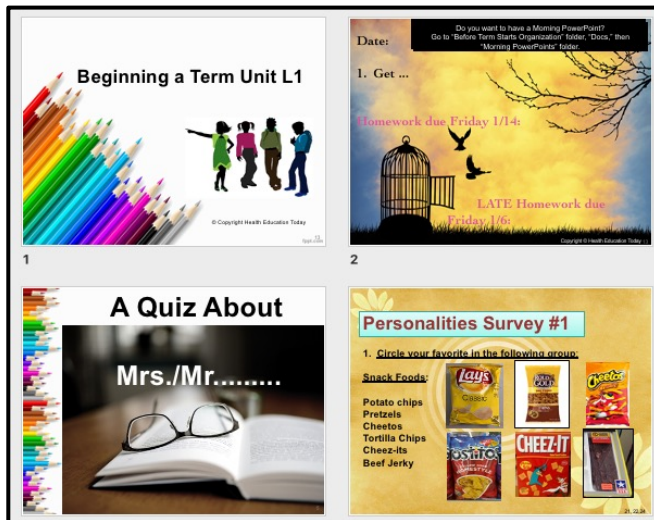
3. **REMINDER and TALK POSITIVELY TO YOURSELF:** Positive self-talk, which is what the next assignment, is what this unit is all about!

4. **QUOTE:** WE are in control of our own attitudes. If we don't like ourselves, how can we expect others to like us! So much in life that happens is beyond (especially a child or teen's) control, that we have to just focus on how WE can respond, and how WE can handle things. We can't change anyone else.

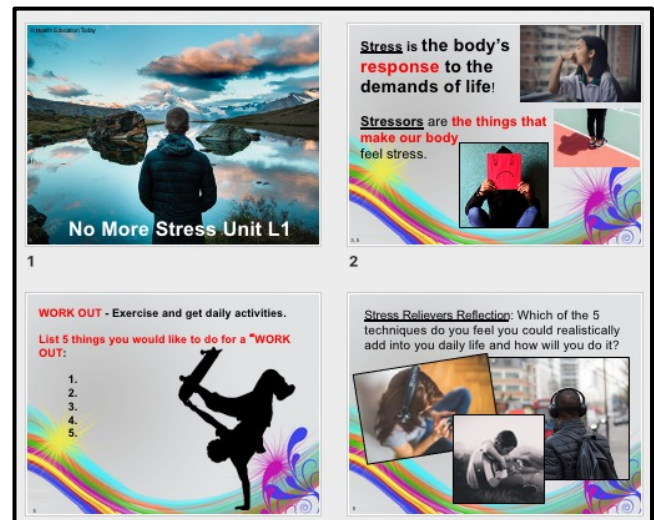


2

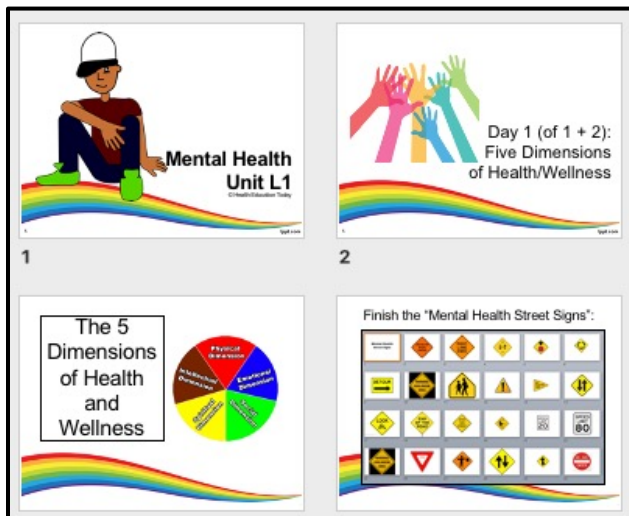
PowerPoints have Engaging Editable Graphics:



Beginning a Term



Stress and Depression

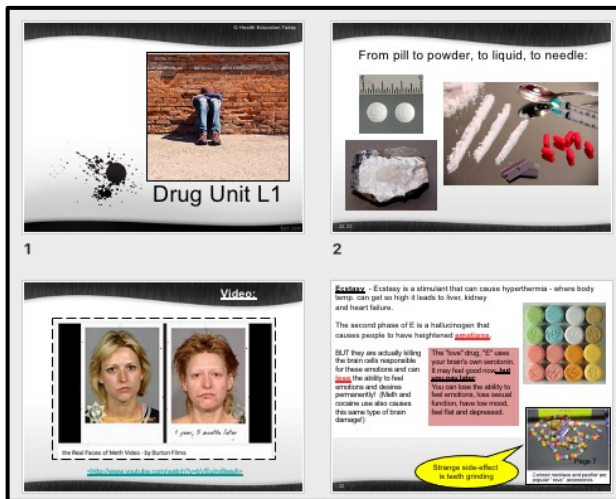


Mental Health

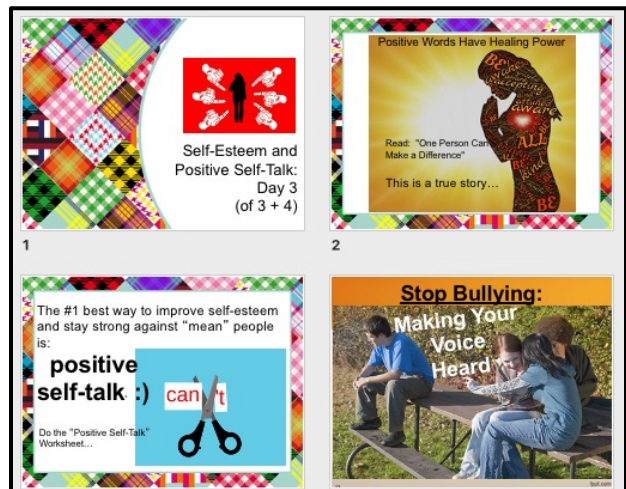


Diseases

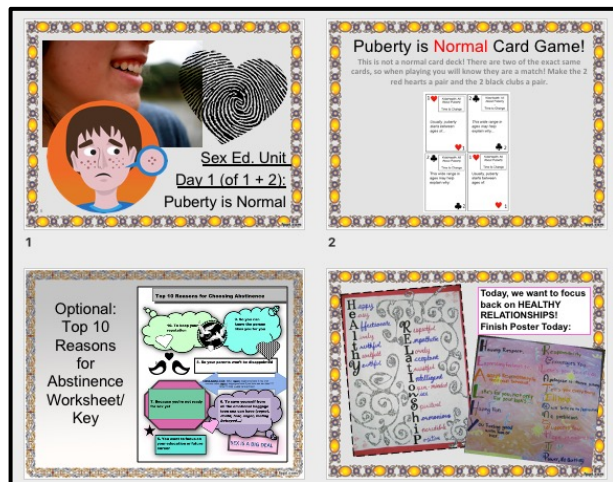
Each of the 17 units follow a colorful, step-by-step PowerPoint



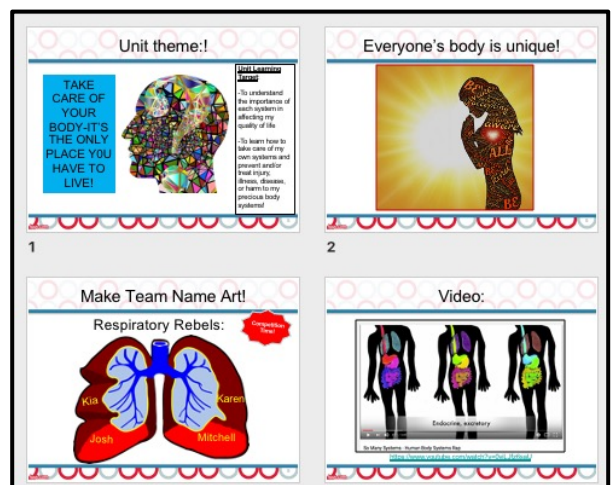
Drugs



Empathy



Sex Ed.



Body Systems



Empowering Change!

3

Editable student worksheets for PRINT:

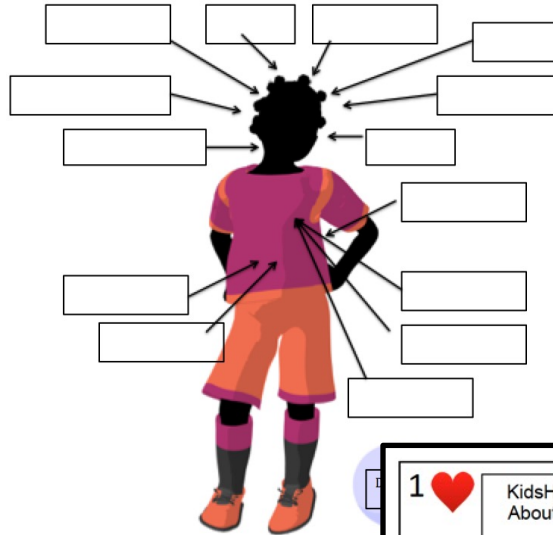
Names: _____ + _____ Per: _____

Drug Name:	2 Slang Names:	Appearance:	How physically addicting? (high/ med./ or low?)	2 wanted effects: (Why kids use)	2 negative effects:
Cocaine					
Ecstasy					
Methamphetamines					
Nicotine					
Ritalin					

7 Drug Classifications Spreadsheet:

	Drug Name	Appearance pill, liquid, powder, plant?	Why do teens want to use it?:
1	Stimulants: Cocaine, Amphetamines, Methamphetamines -Accelerate the heart rate and elevate the blood pressure and "speed-up," or over-stimulate, the body	-Pill -powder -liquid -crystal	-high -Energy -Rush -To stay awake -confidence
2	Depressants: Alcohol, Valium, Xanax, Barbiturates, Rohypnol, GHB (DATE RAPE DRUGS) Slow down the operations of the brain and the body.	-liquid	-to take advantage of someone sexually -relax -escape
3	Hallucinogens: LSD, peyote, psilocybin, MDMA (Ecstasy) -Hallucinogens cause the user to perceive things differently than they actually are.	-plants, pills, powder, mushrooms, on stamps/paper	-to change mood -for the high -to alter sensory perception -to sleep

Name: _____ Per: _____ Date: _____
Fill in a physical or emotional consequence of stress in each box. The type of stress should relate to the body part it's pointing to. Use the "Word Bank" on the bottom, there are more words than boxes.



WORD BANK: Heart Attack, Stomach Ulcers, Cramps, Stomach Anger, Grinding Teeth, Mental Fatigue, Blood Pressure Depression, Yelling, Tension Headaches, Panic Attacks, Ulcers, Worrying, Asthma, Allergies, Shaking Hands, Chewing on Mouth Gums, Heart Rate

-have a pacifier or candy necklace

-can't feel Normal emotions
-depression
-laced with another drug
-seizures
-death

-lethargic
-slow
-confused
-completely out of it

unaware of what's happening
-vomiting
-choking
-drowsy
-loss of consciousness
-coma, death

-slow
-confused
-disoriented
-bizarre behavior

-speech problems
-memory loss
-anxiety
-depression and suicidal thoughts

Name: _____ Per: _____ Date: _____

1. Circle your favorite in the following group:

Snack Foods:

Potato chips
Pretzels
Cheetos
Tortilla Chips
Cheez-its
Beef Jerky



you write in what your answer means here:

Write in the following group:

Cookies:

Chocolate Chip
Mint Cookie
Oatmeal
Ginger
Sugar



you write in what your answer means here:

1 ♥

KidsHealth: All About Puberty
-
Time to Change

Usually, puberty starts between ages of...



1

2 ♣

KidsHealth: All About Puberty
-
Time to Change

This wide range in ages may help explain why...



2

2 ♣

KidsHealth: All About Puberty
-
Time to Change

This wide range in ages may help explain why:



2

1 ♥

KidsHealth: All About Puberty
-
Time to Change

Usually, puberty starts between ages of:



1

3

Editable student INTERACTIVE PACKETS:

“Student Packet Notes” now in
traditional fill-in-the-blanks AND
fold-and-flip interactive versions!




 Name: _____ Period: _____ Date: _____

STRESS UNIT: DAY 1

1. Stress is the body's _____ to the demands of life!

2. Stressors are _____ feel stress.

DAY 3: Do these 3 outs to relieve stress. List one thing YOU like to do for

3) _____ I like _____

4) _____ I like _____

5) _____ I like _____

DAY 5: 6) Each night a teen needs _____ hours of sleep. List 3 tips for a good night's sleep:

7) _____ 8) _____

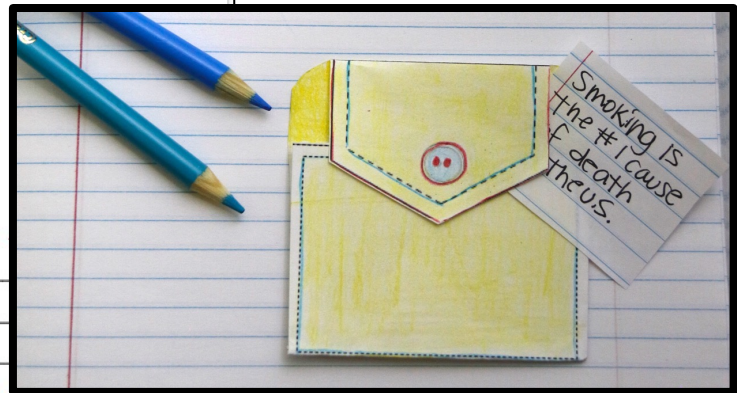
9) _____

MENTAL HEALTH: DAY 1: The 5 Dimensions of Health are:

10. _____ 11. _____

12. _____

14. _____




 Name: KEY Period: _____ Date: _____

STRESS UNIT: DAY 1

1. Stress is the body's response to the demands of life!

2. Stressors are the things that make our body feel stress.

DAY 3: Do these 3 outs to relieve stress. List one thing YOU like to do

3) Time Out I like _____ answers may vary.

4) Work Out I like _____ answers may vary.

5) Reach Out I like _____ answers may vary.

DAY 6: 6) Each night a teen needs 2-4 hours of sleep. List 3 tips for a good night's sleep:

7, 8 + 9: answers may vary.

1. Try to have a set time for bed

2. Have a relaxing routine

3. Try drinking a glass of milk (tryptophan)

4. Discipline yourself-quit what you're doing + go to bed!

5. Avoid: _____ caffeine too close to bed



Editable student INTERACTIVE PACKETS:

the PowerPoint is in red font



3

Student Docs are also on Google Slides!

Now on
GOOGLE
DOCS!

Name: _____ Per: _____ Date: _____
Long-Term Health Goals: Use the "SMART" goals to make sure your goals are specific, measurable, attainable, realistic and time-based.



LONG-TERM HEALTH GOALS: In 5 – 10 years							
	S	M	A	R	T	What needs do I have to help me with this goal?	What Barriers could hinder me from my goals?
Example: Education	Go to a 4-year college	Go right after high school graduation	Try to get scholarships to help with the cost	Choose a major that I am interested in	Finish in 4-5 years		
Exercise	X	X	X	X	X		
Weight	X	X	X	X	X		

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!

3

Editable student worksheets are also on GOOGLE DRIVE

On
GOOGLE
DOCS!

Name: X

Date: X

Per: X

How well do you like yourself survey?

4 totally true
3 mostly true
2 partly true
1 hardly true
0 not at all true

X I enjoy waking up in the morning

X Most people like me

X I feel I am an attractive person

X I feel strengthened by my religious beliefs.

X I feel comfortable about the number of friendships I have.

X If I could live my life over, there isn't much I'd change.

X I can make my life whatever I want.

X I'm usually in a good mood

X W

X Th

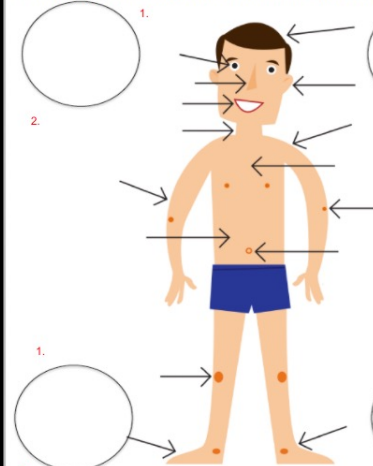
X I d

X I'n

X I c

X I'n

Communicable Diseases: Cut out and glue "Pathogens" in circles. Write 2 disease examples of each around the circles. Cut out how diseases spread and glue on top of any arrows. Cut out immune system defenses, glue in the boxing gloves, cut and glue anywhere. List 5 ways to prevent communicable diseases.



List 5 preventions: 1) _____ 2) _____ 3) _____ 4) _____ 5) _____

NAME: X Per X

Day 8: How to Tie an Arm Sling

1. Set it up with students paired up.
2. Have one student be the "injured" patient and the other be the "rescuer."

3. I would have all the supplies needed on hand (see list in "Needs" spreadsheet above)

Play the video and see if the "Rescuer" can follow the directions and practice on the "Patient." You may need to show it through a few times, or stop.



"Wilderness Medicine | Clavicle
<https://www.youtube.com/watch?v=...>

Or

"How to Make A Sling - First Aid Tra
(3 min.)
<https://www.youtube.com/watch?v=...>

4. There is also this Wiki How T
students access, or you can have
tables. <https://www.wikihow.com/Make...>

5. Then switch partners and have
their "injured patient."



Name: X
Diseases Unit Assessment

Per: X Date: X

1. What makes a disease a "Communicable Disease?"

X



2. What does the word "prevention" mean in relation to diseases?

X

3. List the 4 "pathogens" that can cause disease that we studied in this unit:

1) X

2) X

3) X

4) X



Questions Responses

Coronavirus Timeline

Coronavirus 2019/2020 Events Timeline:
Choose 21 of the following events to include on the "Interactive Worksheet"

Title

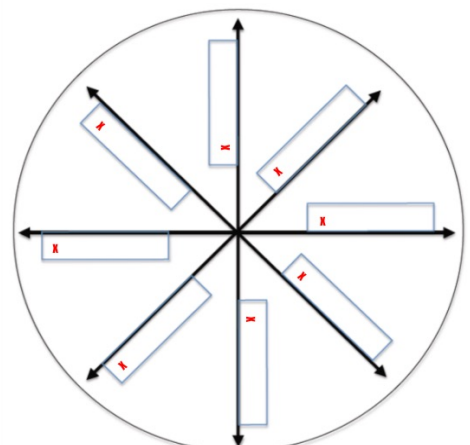
12 December 2019
Chinese state broadcaster CCTV reported in a broadcast airing on 12 January 2020 that a "new viral outbreak was first detected in the city of Wuhan, China, on 12 December 2019." [14]

24 December 2019
Singapore's Ministry of Health (MOH) reported that the first case of what would later be named the 2019-nCoV (Wuhan coronavirus) had been diagnosed. It was later confirmed to not actually be related to the outbreak. [16]

29 December 2019
According to a CDC publication, "On 29 December 2019, a hospital in Wuhan admitted four individuals with pneumonia and recognized that all four had worked in the Huanan Seafood Wholesale Market, which sells live poultry, aquatic products, and several kinds of wild animals to the public. 30 The social media reports stated that 27 patients in Wuhan - most of them stall holders at the Huanan Seafood Market - had been treated for the mystery illness. [27]

31 December 2019
China alerted WHO to several cases of unusual pneumonia in Wuhan, a port city of 11 million people in the central Hubei province. The virus was unknown.

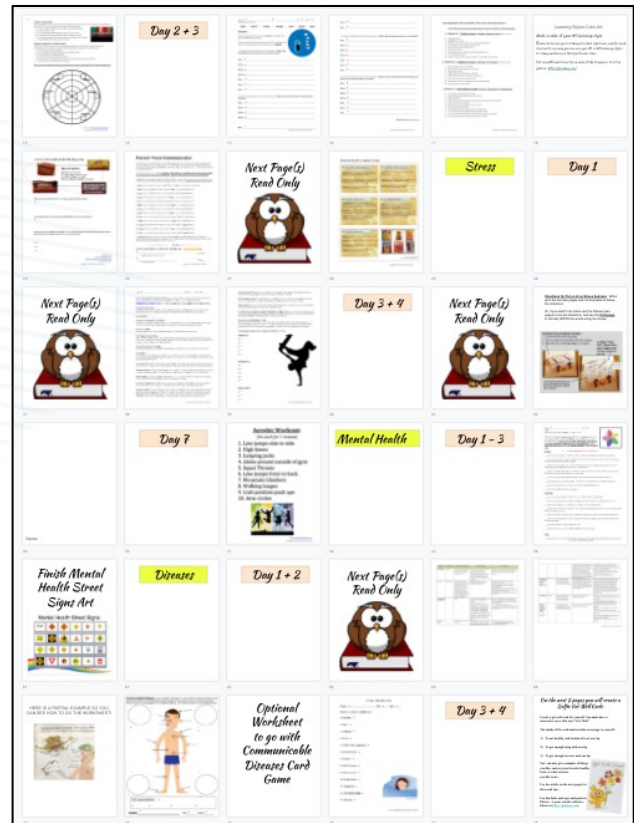
1 January
According to the Chinese state-sponsored Xinhua News, the Huanan Seafood Market was closed on 1 January 2020 for "regulation." [20] However, in the Consortium's report of 24 January 2020, it was stated that the Huanan Seafood Market had been closed on 1 January 2020 for "cleaning and disinfection." [34]



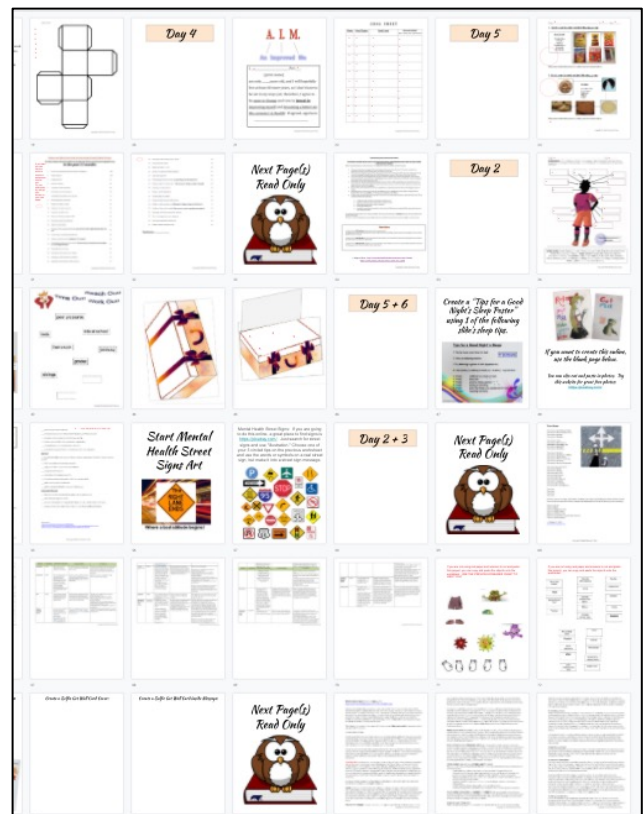
Set Weeks Lessons are also Included ON GOOGLE DRIVE!

On
GOOGLE
DOCS!

Teach for 6 WEEKS



Teach for 9 WEEKS



Teach for 12 WEEKS

Teach for 18 WEEKS

Assessments Included!

Content Learning Target

Each day you at the end of class you will answer the content question and check how well you f the content. You will not be graded on your answers, only on the fact that you completed the ta

Image title



Art Rubric

Give yourself an HONEST score for each of the following parts to your art project:

Image title



Name: *

Short answer text

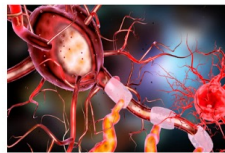


Name: _____ Per: _____ Date: _____
Body Systems Unit Test

Circle the Correct Answer:

1. This organ is the largest organ in the body and belongs to this system ...

- ☐ 1. Heart - Circulatory system
- ☐ 2. Brain - Nervous system
- ☐ 3. Small Intestine - Digestive system
- ☐ 4. Skin - Integumentary system



2. This part of the heart is the part that receives the oxygen rich blood from the lungs and pumps it into the left ventricle ...

- ☐ 1. right atrium
- ☐ 2. left atrium
- ☐ 3. right ventricle
- ☐ 4. aorta

3. This organ system carries nutrients throughout the body, so that specialized cells can perform specialized functions. This body system is the ...

- ☐ 1. digestive system
- ☐ 2. integumentary system
- ☐ 3. circulatory system
- ☐ 4. respiratory system



4. A drop of blood has more red or white blood cells?

- ☐ A) Red
- ☐ B) White

5. This body system defends the body against disease ...

Name: X Per: X Date: X
"Food Label Scramble"

Look at the product pictures on the PowerPoint and circle "Yes" or "No" if you believe the product is HEALTHY (less than 35% Fat AND less than 35% Sugar.) Next, use the real labels to figure what % Fat and Sugar the products are and write it in the correct column.

	Product:	Is it HEALTHY?	% Fat:	% Sugar:	Was it HEALTHY?
		Circle 1:			Yes or No:
Protein Products:					
1.	McDonald's Cheeseburger	Yes or No	X %	X %	Yes or No
2.	K.F.C. Popcorn Chicken	Yes or No	X %	%	Yes or No
3.	Grilled Chicken Breast	Yes or No	X %	X %	Yes or No
Grain Products:					
4.	Banana Nut Jumbo Muffin - 1/3 muff.	Yes or No	X %	%	Yes or No
5.	Cap'n Crunch Cereal (1 cup without milk)	Yes or No	X %	X %	Yes or No
6.	Cheerios Cereal (1 cup without milk)	Yes or No	X %	%	Yes or No
Dairy Products:					
7.	Jack in the Box 16 oz. Oreo Cookies	Yes or No	%	%	Yes or No
8.	D.Q. Bar	Yes or No	%	%	Yes or No
9.	Ben & Jerry's Cherry	Yes or No	%	%	Yes or No
10.	A B	Yes or No	%	%	Yes or No
11.	1 Slice V	Yes or No	%	%	Yes or No
12.	1 Slice P	Yes or No	%	%	Yes or No
13.	Flamin' I	Yes or No	%	%	Yes or No
14.	Tropic	Yes or No	%	%	Yes or No
15.	1 Oats a Crunchy C	Yes or No	%	%	Yes or No
Total # you guess					



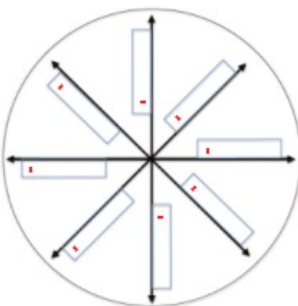
On-Going Resource Sheet

Form description

Name: _____

Short answer

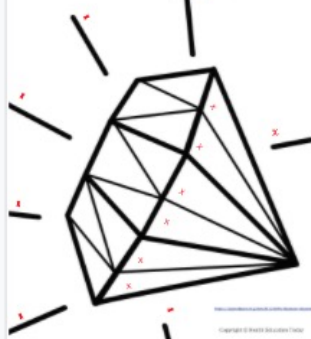
Short answer text



Standing Up to the Pressures to Drink Alcohol

Score: _____ Part: _____ Date: _____

Write in present tense answers might use logic you already studied in that strategies that continue to show the document. In the following you will see the "Yes" answers.

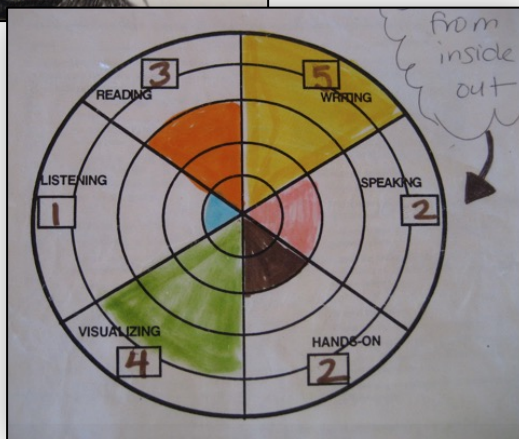


Next Page(s) Read Only

Next Page(s)
Read Only



Student Projects!

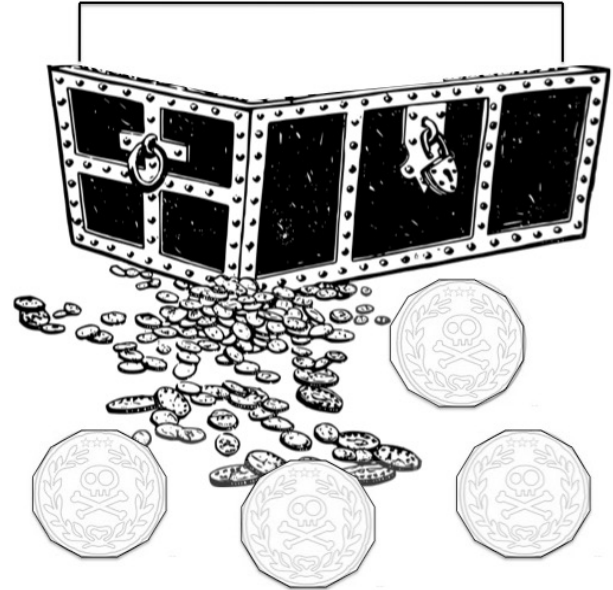
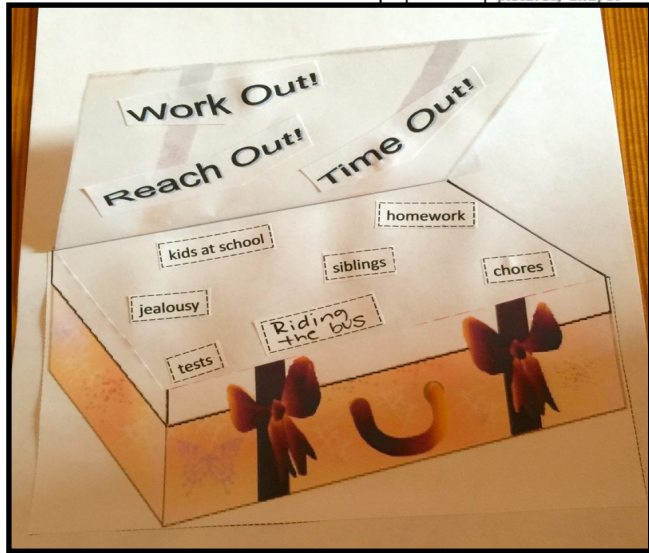


4

Interactive Projects!

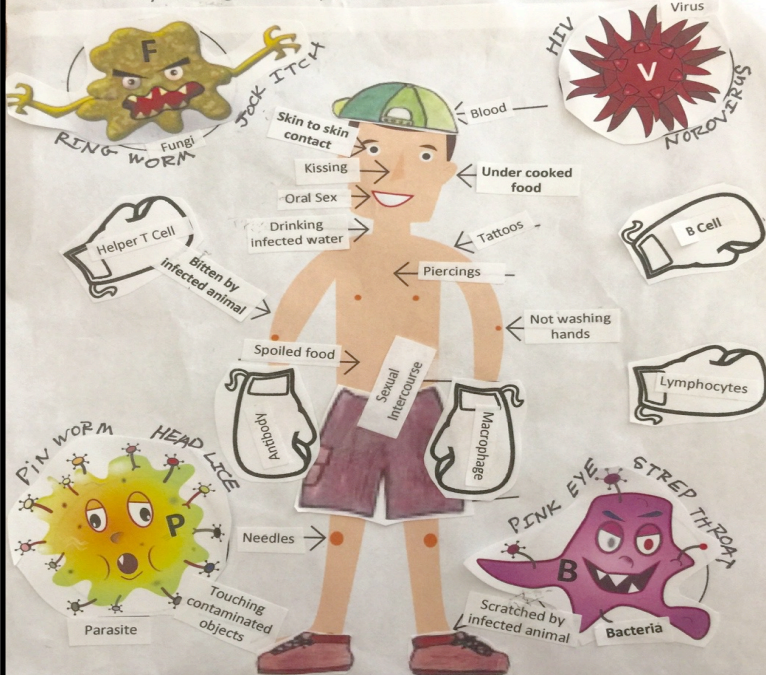
Art Project Grading Rubric: NAME: _____ Per: _____

Your Score:		A 4 points	B 3 points	C 2 points	D or F 1 point
____/4	Content Accuracy and Relevance	*Understanding of topic is very evident and message is very clear and positive.	Understanding is partially clear and message is somewhat clear and relevant.	Understanding is unclear or the message isn't clear or relevant.	Understanding is unclear and message is incorrect or negative.
	Graphics: photos, pictures, and/or	*Graphics are very creatively displayed	Graphics are somewhat	Graphics are a bit	Lacking creative



Name: _____

Communicable Diseases: Pathogens, how they're spread, how the immune system fights them, and how to prevent them!



List 5 preventions: Wash your hands, don't rub eyes, stay away from sick people, don't share drinks, wear sandals in public showers, choose abstinence!

NAME: Mrs. S. Per _____ Date: _____



4

Learning Targets!

Kick off your
“I will” theme at
the beginning of
the year with this
fun slideshow!

43

44

45

46

47

48

UNIT GOAL:

To be

7

above Mental & Emotional Problems

8

by: problem-solving and/or seeking professional help if the issue is interfering with a healthy life

9

Learning Target of the Day:

I will learn problem-solving techniques.

Content 81

I will follow the steps to problem-solve and if needed, seek professional help.

Behavioral 81

A “Content” learning target is posted at the beginning of each class.

Students personalize learning with a “Behavioral” target at the end of class.

Program is standards-based:



Self-Esteem Unit

Day 1: What is Positive Self-Esteem? / Thumbprint Project

[return to table of contents](#)

State
Standards

WA State Standards Met:

- Describe interrelationships of dimensions of health. H1.W1.6
- Describe factors that can influence self - esteem. H1.So1.6a
- Understand how to improve one's self - esteem. H1.So1.6b
- Explain effective communication skills. H4.W5.6

National Standards Met By 8th Grade: 1, 2, 4, 5, 6, 7, 8



National
Standards



Common
Core

6- 8 Common Core Standards Met: Reading 3, 4 / Writing 1, 4

Materials Needed:

PowerPoint	- "Level 1 PowerPoint"	-It's in "Level 1 PowerPoint" folder
Printed Materials	- "Self-Esteem Survey"	-Print 1 for each student
	- ""Traits of Positive Self -Esteem Worksheet"	-Print 1 for each student
	- "Thumbprint Self-Portrait "(With Best Friend lyrics on back)	-Print 1 for each student
	- "Thumbprint template" (if you choose this option)	-Print 1 for each student
	- "Art Rubric ½ Sheet"	-Print ½ sheet for each student
Other Materials	-Markers, colored pencils, crayons, magazines, scissors, glue	

Learning Target	Content: I will learn how to improve self-esteem.	Behavioral: I will work on having positive self-esteem (and self-talk).
Assessment	- "Traits of Positive Self -Esteem Worksheet" can be graded, but I would hand back so they can keep these. - "Thumbprint Art can be turned in and graded. - Students are self-assessing with the "Self-Esteem Survey."	

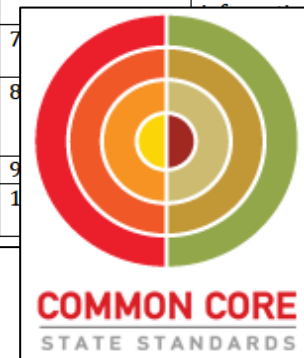
Meets all State, National and Common Core Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects - **Grades 6-8**

<http://www.corestandards.org>

Writing Grades 6-8	
1	Write arguments focused on discipline-specific content.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
3	(See note; not applicable as a separate requirement presented. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i>

Reading Grades 6-8	
1	Cite specific textual evidence to support analysis of science and technical texts.
2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6	Analyze the author's purpose in providing an explanation, describing a procedure, procedure, or discussing an experiment in a text.
7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).



The Centers for Disease Control and Prevention (the C.D.C.) National Health Education Standards **to be Completed by Grade 8**

<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

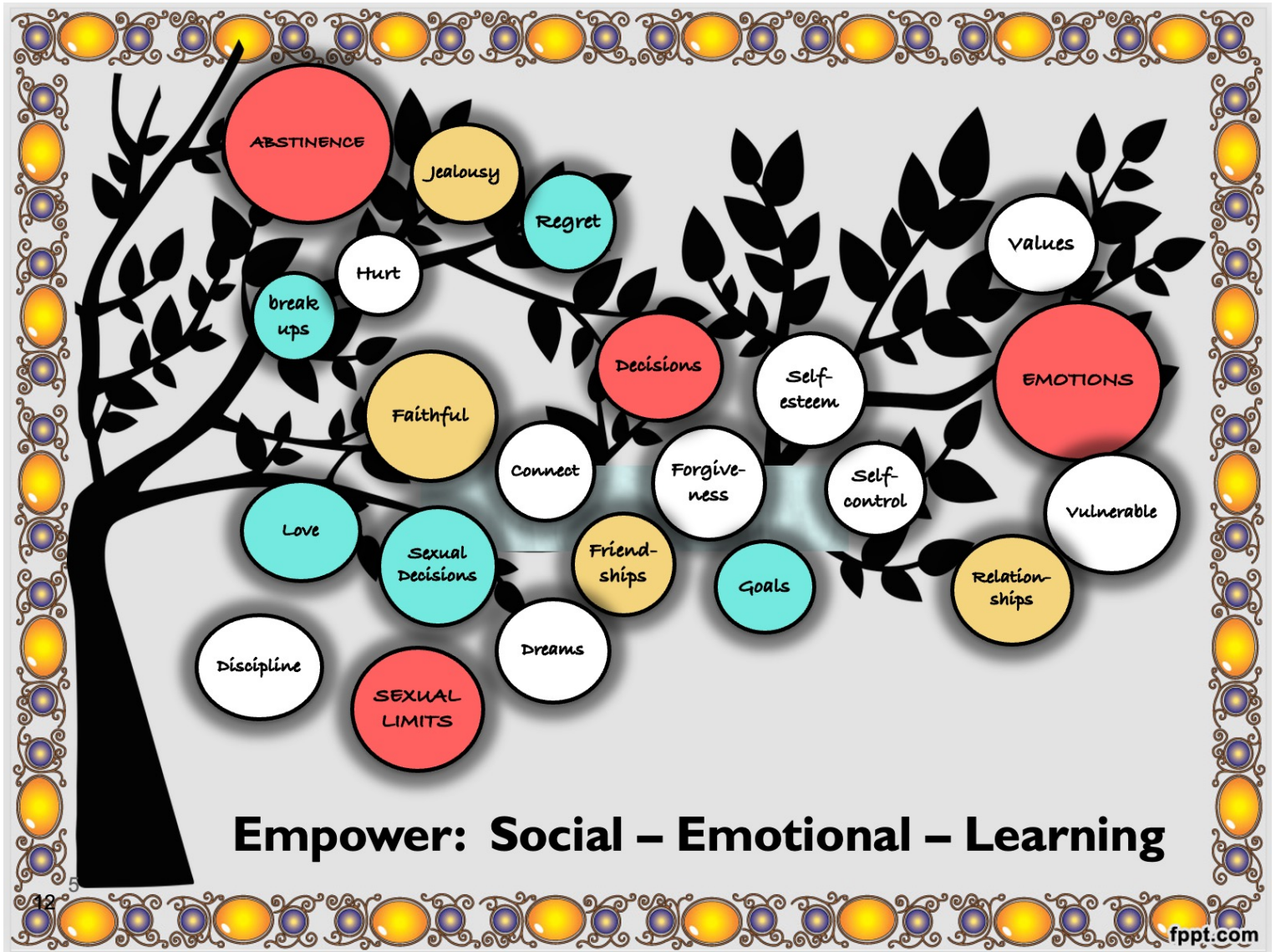
Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.8.1	Analyze the relationship between healthy behaviors and personal health.
1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3	Analyze how the environment affects personal health.
1.8.4	Describe how family history can affect personal health.
1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6	Explain how appropriate health care can promote personal health.
1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
1.8.9	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
Standard 2	Students will analyze the influence of family, peers, culture, and media on health behaviors.
2.8.1	Examine how the family influences the health of adolescents.
2.8.2	Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3	Describe how peers influence healthy and unhealthy behaviors.
2.8.4	Analyze how the school and community can affect personal health.
2.8.5	Analyze how messages from media influence health behaviors.
2.8.6	Analyze the influence of technology on personal and family health.
2.8.7	Examine how the environment affects personal health.



Washington State Health Education K-12 Learning Standards:

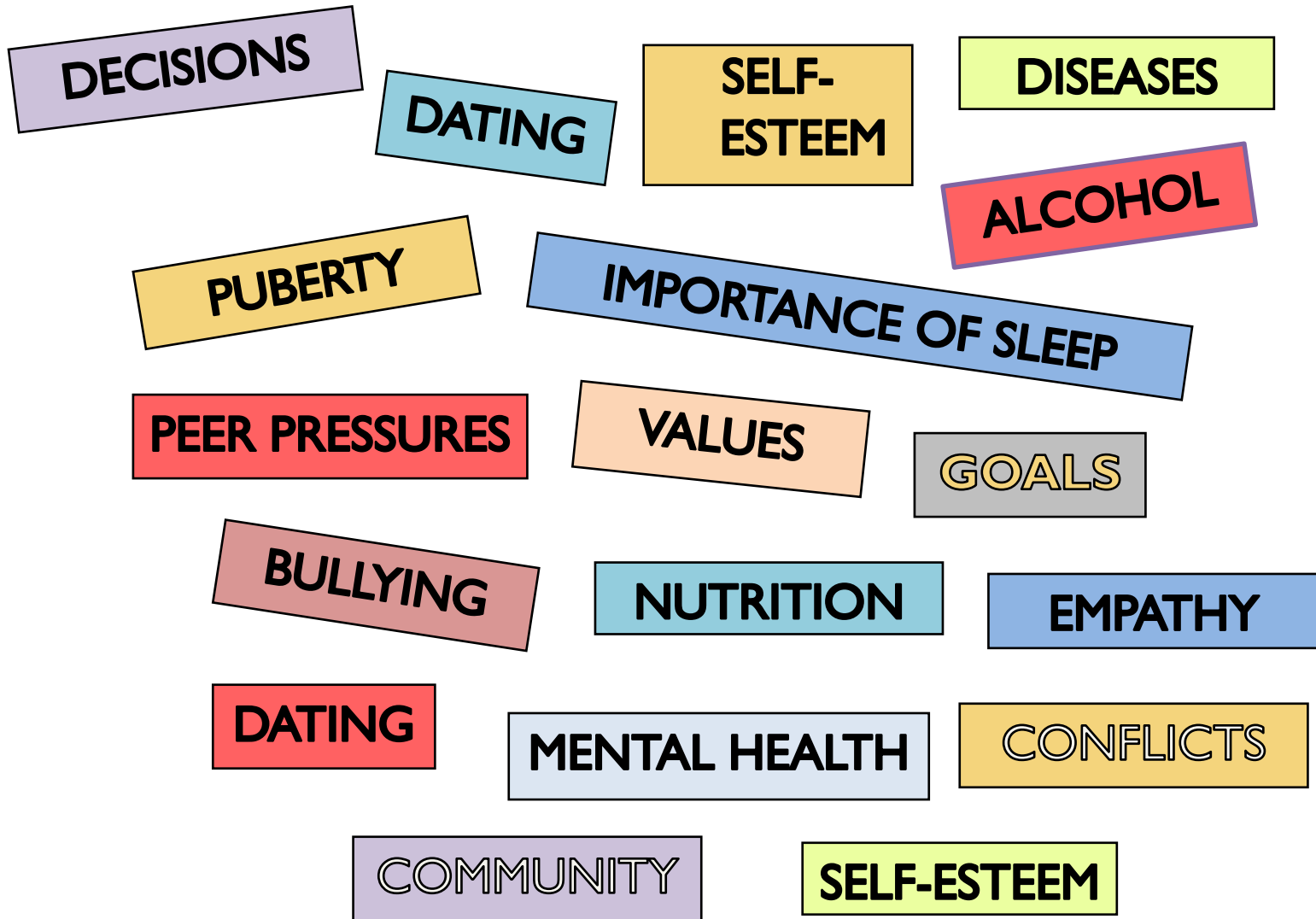
- Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Free Updates! Just re-download.



Students LOVE this program!

**Lessons are interactive;
topics are relevant, issues are
and powerful!**



**The topics meet your
students right where they
and address what they're
dealing with!**

Thank you for previewing:



Empower

Change!

About the Author:

- ◆ Certified K-12 Physical Education and Language Arts teacher and I also have my Health certification. Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8th Grade Reading; Elementary P.E.; 9th Grade English; 9th Grade P.E.; High School Aerobics; and 9th Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.
- ◆ My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

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>