

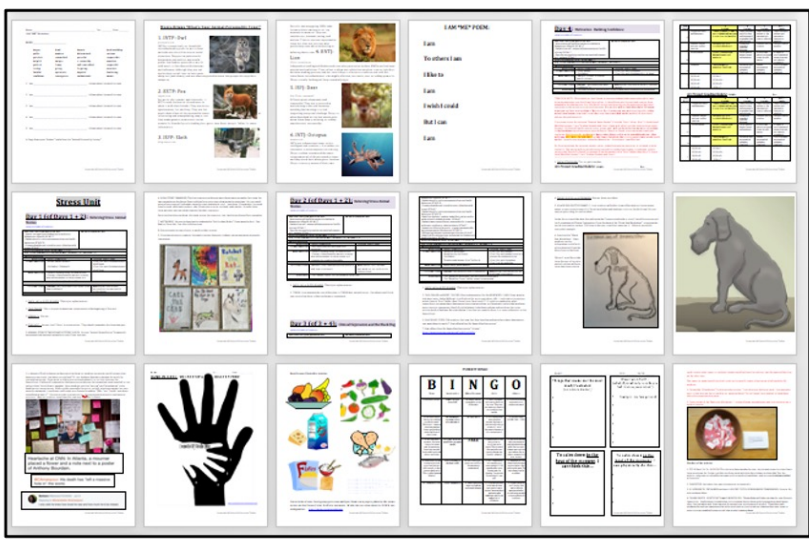
Full Year **Level 2** Middle School Health Preview

**Full Year
Health
7th/8th
Grade**



© Fotosearch.com

Level 2 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!

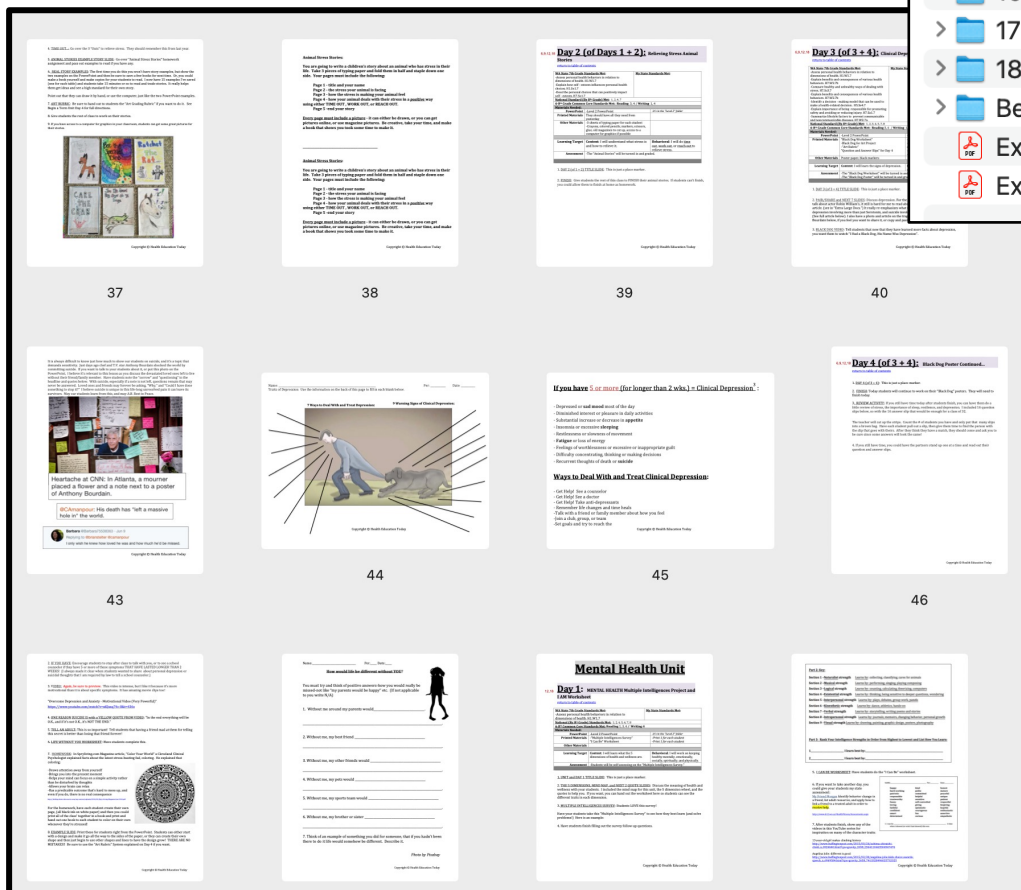


Here is an Overview of the Program:

Name
 0. Middle School How To Video.mp4
 0. WELCOME AND START HERE 7.pdf
>  1. Before Term Starts Organization
>  2. Lessons in Full Units
>  3. Set Lessons in Weeks You Teach
>  4. All Level 2 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 2 Table of Contents.docx	
 0 LEVEL 2 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 First AID CPR	
>  14 Environmental	
>  15 Celebrating Diversity	
>  16 Optional Community Health	
>  17 Optional Dangerous Decisions	
>  18 Optional Body Systems	
>  Be sure to see Interactive Notebooks	
 Extra Large Docs Master List.pdf	
 Extra Lg Docs are in Main Folder.pdf	

By Units



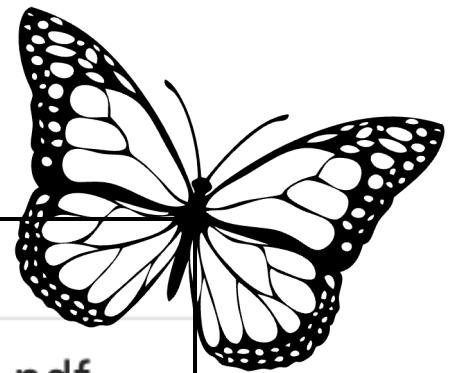
AND:

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!*



Name	
	0. Set Lessons Directions Start Here.pdf
> 	1. 6 9 12 18 Weeks of Set Lessons
> 	2. Google Links for L2 Lessons in Set Wks
	3. Extra Large Docs Master List.pdf
> 	4. Curriculum Calendar

**Teacher Lessons all
on 1 Doc!**

PowerPoints

**Student
Docs**

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

"Just another PHENOMENAL product from one of my VERY FAVORITE sellers, Mrs. S's Health and PE! The kids LOVE these activities, as usual, with your products! Exactly what I needed for MS Health with varying abilities of students."



"I loved the variety of material, the organization, and ease of use with my students! This resource has saved me hours of creating and editing!"

"Thank you so much for creating this WONDERFUL health curriculum."

"This resource covers all of the required topics for this class in Florida...Excellent resource!!"

"Amazing quality work. 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 to
- 1.8.6 Explain how ap
- 1.8.7 Describe the be
- 1.8.8 Examine the lik
- 1.8.9 Examine the po

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, 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 content.
- 2 Write informative/explanatory texts, including the narration of 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®

NEW MATERIALS!

Body System Safari!

Sub Plans for any Middle or High School Class



Body Systems Safari:

Name: _____ Date: _____

Imagine you are on an African safari. You spend your days waking up to the sounds of the African bush, taking exciting game drives over the savanna to spot the Big 5 (the lion, leopard, rhinoceros, elephant, and buffalo) and end with a relaxing dinner under the starry night skies.

Directions: Using any information you may have learned in class about the body systems, and in Google searching the question below, complete this "Body Systems Safari." Take a journey to find the best ways to protect and take care of your "Big 5 Body Systems" (Circulatory, Respiratory, Digestive, Muscular, and Integumentary (Skin)).

Body Systems WebQuest!

Human Body WebQuest:

How to Strengthen Every System of Your Body!

Dp: healtheducationtoday.com

How to Strengthen Every System of Your Body

Your body is comprised of a complex set of interconnected systems, such as the nervous system, respiratory system, digestive system, cardiovascular system, immune system, and musculoskeletal system.

These systems are intricately connected, so improving one area can have a big impact on your health.

For instance, according to the "American Psychiatric Association," simply relieving your overall stress levels can have a positive impact on every system in your body!

This activity will give you tips on how to make these systems stronger.

<https://www.wikihow.com/Strengthen-Every-System-of-Your-Body>

Body Systems:

How to Strengthen Every System of Your Body

Directions: To find the answers to each question below, click on the body system name link. Then click the tab to come back to this page to fill in the correct answers.

1. Name: **X**
2. To get a reminder of each body system and what it does for our body, watch this short video:
3. The circulatory system is responsible for circulating **X**, and **X** is **Y** throughout the body.
4. The best way to strengthen your body is a combination of **X**, and a healthy diet.
5. List two activities YOU like to do for exercise: **X**
6. Also be sure to get enough **X**.
7. List one way to reduce stress: **X**
8. The circulatory system is responsible for circulating **X**, and **X** is **Y** throughout the body.
9. Our immune system protects your body from invasive microorganisms that can cause illness or disease. The best thing you can do to boost your immune system is to eat a healthy diet.
10. Our immune system protects your body from invasive microorganisms that can cause illness or disease. The best thing you can do to boost your immune system is to eat a healthy diet.

Immune System:

- Don't X
- Eat a diet with lots of X, and low in saturated fats
- X regularly
- Don't alcohol in moderation
- Get 8 hours of sleep per night
- Maintain a healthy weight
- Take stress in good fashions, such as working your hands and cooling down through yoga
- Visit your doctor regularly for check-ups

Nervous System:

<https://www.wikihow.com/Strengthen-Every-System-of-Your-Body>

Know the 10 Signs of Suicide

TELL AN ADULT IF SOMEONE YOU KNOW IS TALKING ABOUT TAKING THEIR OWN LIFE!

1. **DEPRESSED**

2. **CHANCE IN**

3. **WITHDRAW**

4. **GIVE AWAY THEIR STUFF**

5. **IS**

6. **NOT INTERESTED IN USUAL THINGS**

7. **HAS A PLAN**

8. **SUDDENLY HAPPY**

9. **SELF-MUTILATION/CUTTING**

10. **HOME**

Shut the Door on Suicide

AND OPEN THE DOOR ON YOUR FUTURE

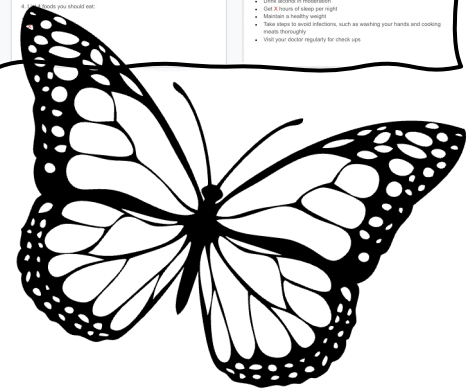
TASK 1

TASK 2

TASK 3

TASK 4

TASK 5



NEW MATERIALS!

**Google Forms
Escape Room**

6th – 12th Grade

**The
Dungeon of
Addiction**

Hands-on Healthy Activities



**Google Forms
Escape Room**

6th – 10th Grade

Get the coded message to get off the
“Island of Bullying, Impulsiveness, Anger,
Blame, and Control.”

Hands-on Healthy Activities



**Google Forms
Escape Room**

6th – 12th Grade

Teen Depression

Hands-on Healthy Activities



What is Included in this Program:

1

18 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

18 units with step-by- step teacher directions



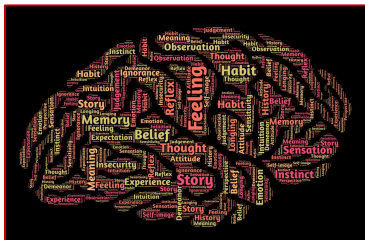
Begin a Term



Sex Ed.



Tobacco



Mental Health



Stop Bullying / Empathy / Violence



Nutrition



*Empowering
Change!*

1

18 units with step-by-step teacher directions



Self-Esteem



Alcohol



Drugs



First Aid/C.P.R.



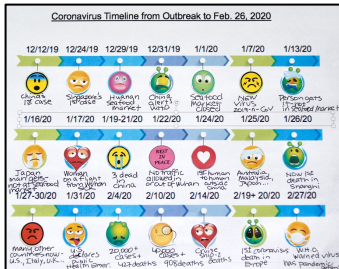
Stress, Depression, Suicide



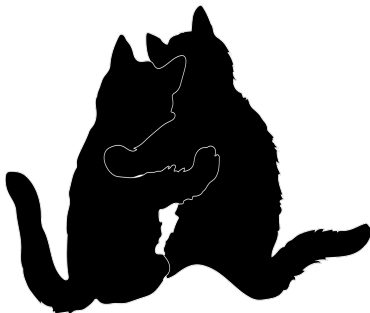
Community Health

1

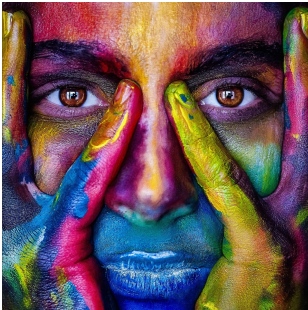
18 units with step-by-step teacher directions



Diseases



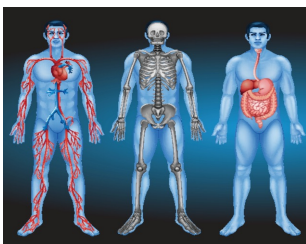
Conflict Resolution



Cultural Diversity



Environmental Health



Body Systems

Dangerous Selfies #7

Fordham University senior, 22, dies after she fell from campus bell tower *Article Highlights*

By Robert Gearty | Fox News

<https://www.foxnews.com/us/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.

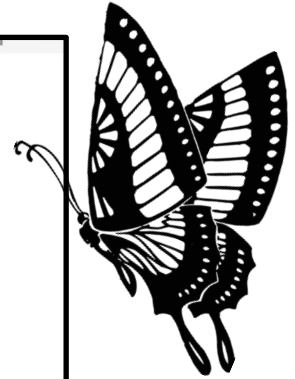
Dangerous Decisions

1

Step-by-step teacher directions example:

Day 1 (of Days 1 + 2): Relieving Stress Animal Stories

[return to table of contents](#)



WA State 7th Grade Standards Met:		My State Standards Met:
- Assess personal health behaviors in relation to dimensions of health. H1.W1.7 -Explain benefits and consequences of various health behaviors. H7.W2.7b -Compare healthy and unhealthy ways of dealing with stress. H7.So3.7		
National Standard (By 8th Grade) Met: 1, 2, 4, 7		
6-8th Grade Common Core Standards Met: Reading 3, 4 / Writing 1, 4		
Materials Needed:		
PowerPoint	-Level 2 PowerPoint	-It's in the "Level 2" folder
Printed Materials	-Animal Stories Handout	-Print 1 for each 2 students since it's a half sheet
	-"Art Rubric" (Optional)	-Print 1 for each 2 students since it's a half sheet
Other Materials	-3 sheets of typing paper for each student -Crayons, colored pencils, markers, scissors, glue, old magazines to cut up, access to a computer for graphics if possible	
Learning Target	Content: I will understand what stress is and how to relieve it.	Behavioral: I will do <u>time out</u> , <u>work out</u> , or <u>reach out</u> to relieve stress.

1. UNIT TITLE and DAY 1 (of 1 + 2) TITLE SLIDE: This is

2. PAIR/SHARE: This is so your students can review stre

3. STRESS IS: Discuss.

4. TIME OUT...: Go over the 3 "Outs" to relieve stress. The

5. ANIMAL STORIES EXAMPLE STORY SLIDE: Go over "A assignment and pass out examples to read if you have an



1

Step-by-step teacher directions:

Nutrition Unit

Day 1: MyPlate Food Groups

[return to table of contents](#)

WA State 7th Grade Standards Met:

- Assess personal health behaviors in relation to dimensions of health. H1.W1.7
- Classify foods by food groups and nutrients. H1.N1.7a
- Summarize benefits of eating a variety of food from all food groups. H1.N1.7b
- Determine availability of valid and reliable nutrition information, products, and services. H3.N1.7
- Demonstrate how to use Nutrition Facts labels to make healthier choices. H1.N1.7b
- Demonstrate how to calculate nutritional value based on serving sizes. H1.N1.7b
- Create a daily food plan with adequate amounts of each nutrient. H6.N6.7a
- Describe how peers, culture, and family influence nutritional choices. H2.N6.7

National (By 8th Grade) Standards Met: 1, 2, 3, 4, 5, 6, 7, 8

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

Materials Needed:

PowerPoint	-Level 2 PowerPoint
Printed Materials	-Food Group Clipart to Cut Out
Other Materials	-Paper, preferably card stock -Scissors, glue or tape
Learning Target	Content: I will learn the correct amounts of to eat from all food groups.
Assessment	-“MyPlate Project” will be graded.

1. **UNIT TITLE AND DAY 1 TITLE:** This is a place marker.

2. **INTRO:** Discuss

3. **2 VIDEOS:** This is a fun way to help your students learn! Here are two very different types of songs about MyPlate!

“Choose My Plate: A Lyrical Rendition” (4 min.)

<https://www.youtube.com/watch?v=NjwuzOCuM24>

Music Video-Choose MyPlate Saul High School” (5 min.)

<https://www.youtube.com/watch?v=RiyiHolVDho>

4. **MYPLATE A GUIDE:** Go over this.

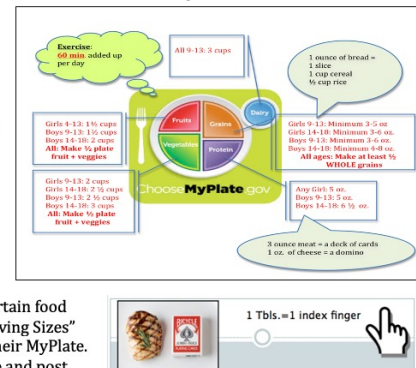
5. **MY OWN MYPLATE ON PAPER PLATE or PAPER PROJECT:** Each student will use the clipart “Food Groups” bank of foods handout below to cut out the food groups and arrange them on their paper plate or a piece of paper to look like the MyPlate plate.

6. **REAL EXAMPLE:** Put this slide up as students cut and glue their plates. They will need to draw one line down the middle and two horizontal lines like the example, with the left line a little higher than the right. They will also need to cut out a circle for the “Dairy” section.

Students will use the serving sizes on the PowerPoint slide to fill in THEIR OWN serving sizes for each group. I also added some descriptors on “Grains” and “Protein” sections since most people don’t know how much 3-5 oz. of grain or 5 oz. of protein is.

7. **SERVING SIZES x 2:** When you notice several students nearing the part of the project where they are writing THEIR OWN serving sizes, switch for a few minutes to this slide and go over how they can easily remember what ounce servings of a certain food looks like. Then put it back on the “Serving Sizes” slide so they can finish personalizing their MyPlate. Encourage students to take these home and post them on their refrigerator to remind them to be healthy.

You can also show them the last slide to help them know how big 3 ounces, or



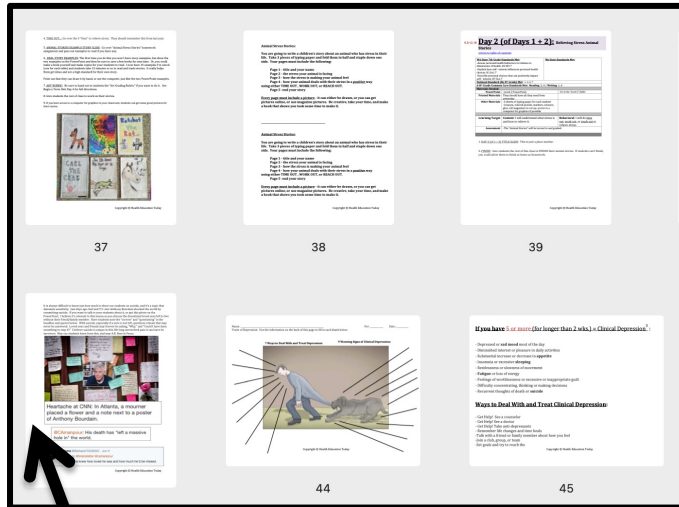
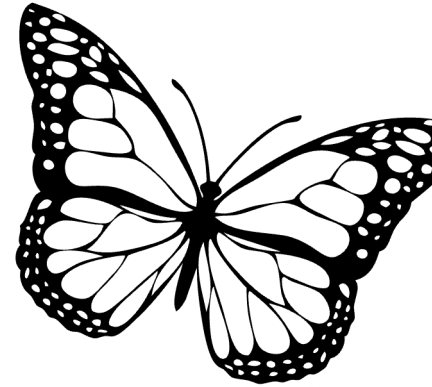
Food Groups Clipart For Activity:



Cut out the above food group pictures and put them on a paper plate in the same order as the PowerPoint MyPlate example. Write the serving sizes for YOUR age and gender: <http://www.choosemyplate.gov>

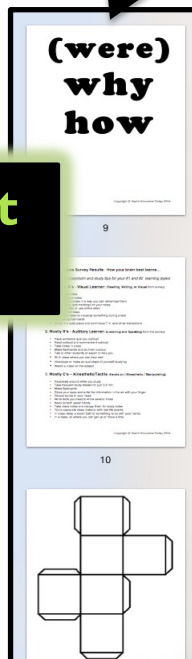
1

Set Lessons in Weeks: Ready to Teach!



Lessons all on 1 Doc!

- 0 ALL Weeks LEVEL 2 Table of Contents.docx
- 0 ALL Weeks LEVEL 2 Table of Contents.pdf
- 1. ALL Weeks LEVEL 2 LESSONS.pdf
- 2. ALL Weeks LEVEL 2 PowerPoint.pdf
- > 3. ALL Weeks Level 2 Docs Only



**Student
Docs**



PowerPoint

Docs are editable: in both Word + PDF!

Name: _____

Per: _____

Date: _____

1. Look at the calcium list on the back and estimate the calcium you ate yesterday: _____mg.

2. Did you get the required 1300 mg.? circle: yes or no*

*If you know you typically **don't** get the 1300 mg. calcium you should eat daily, you should change your eating habits to add more foods with calcium, -AND/OR- start taking a calcium supplement.

Take no more than 500 mg. at a time, take it with Vitamin D to help absorb it, and don't choose "oyster shell" calcium or "Tums" with calcium.

3. Fill in the chart below with **realistic food items a teen could eat** for one day to get the required 1300 mg. of calcium: (make sure your food items total up to 1300 mg.!)
THIS IS **NOT** NECESSARILY THE FOOD YOU ATE, BUT AN **I D E A L** DAY!

	FOODS with CALCIUM:	MG.:
Breakfast		
Snacks		
Lunch		

Organized!



Easy to Navigate “Table of Contents”

	Links to each lesson!	Daily Lesson Topics	Common Core Standards	National Standards	WA 6 th Grade State Standards	Fill in Your State Standards
Day 1	25 Alcohol Unit	-25. "De-Bunking Alcohol Myths Getting the Facts Alcohol True/False Scavenger Hunt "	R 1 R 5 R 8 W 1 W 4 W 9	1, 2, 5, 7, 8	H1.W1.7 H1.Su1.7 H2.Su1.7 H1.Su2.7 H3.W4.7 H7.Su3.7a H7.Su3.7b	
Day 2, 3	26, 27 Alcohol Unit	-26 and 27. Ace Lesson-overcoming negative childhood experiences -<>Video -Protective Factors Activity	R 4	1, 2, 4, 5, 6, 7, 8	H1.W1.7 H1.Su1.7 H2.Su1.7 H1.Su2.7 H3.W4.7 H7.Su3.7a H7.Su3.7b H8.Su3.7 H3.Su4.7 H5.W6.7	
Day 4	28 Alcohol Unit	-28. "Pros and Cons Decision-Making Model Worksheet" -"Alcohol Role-Play Activity" (Peer Pressure lines and Refusal Skills)	R 3 W 1 W 4 W 10	1, 2, 4, 5, 6, 7, 8	H1.W1.7 H1.Su1.7 H2.Su1.7 H1.Su2.7 H3.W4.7 H7.Su3.7a H7.Su3.7b H5.W6.7	

2

PowerPoints to walk you through the lessons

Day 3 (of 3 + 4): Clinical Depression and the Black Dog

[return to table of contents](#)

WA State 7th Grade Standards Met:

- Assess personal health behaviors in relation to dimensions of health. H1.W1.7
- Explain benefits and consequences of various health behaviors. H7.W2.7b
- Compare healthy and unhealthy ways of dealing with stress. H7.S03.7
- Explain benefits and consequences of various health behaviors. H7.W2.7b
- Identify a decision - making model that can be used to make a health-related decision. H5.S04.7
- Explain importance of being responsible for promoting safety and avoiding or reducing injury. H7.S01.7
- Summarize lifestyle factors to prevent communicable and noncommunicable diseases. H7.W2.7a
- Differentiate between eustress and distress. H1.S03.7
- Identify different emotional and mental and behavioral health disorders. H1.S06.7a

My State Standards Met:

National Standard (By 8th Grade) Met: 1, 2, 3, 4, 5, 7, 8

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

Materials Needed:

PowerPoint	-Level 2 PowerPoint	-It's in the "Level 2" folder
Printed Materials	"Black Dog Worksheet" -Black Dog for Art Project -"Art Rubric" "Question and Answer Slips" for Day 4	-Print 1 for each student -Print 1 for each student, or print class set for students to trace -Print 1 for each 2 students -Print 1 set for each class
Other Materials	Poster paper, black markers	
Learning Target	Content: I will learn the signs of depression.	Behavioral: I will get help for my or a friend's depression.
Assessment	-The "Black Dog Worksheet" will be turned in and graded. -The "Black Dog Poster" will be turned in and graded.	

1. **DAY 3 (of 3 + 4) TITLE SLIDE:** This is just a place marker.

2. **PAIR/SHARE:** Have students discuss depression with a partner. Have students share out to class if they want

3. **CLINICAL DEPRESSION:** Discuss the different between depression and moods people swing through and Clinical Depression, where a person stays down for **longer than 2 weeks**.

4. **SEROTONIN:** Talk about the chemical imbalance in the brain. Since we know what causes Clinical

Pair / Share:

Tell your table partner anything you know about depression. It can be facts or a personal story.



Clinical Depression is **long-lasting**.
Go to a clinic if it lasts longer than: **2 weeks**



There is no cure...
but it can be treated for life!...

Signs of Clinical Depression

What is Depression?

Major Depressive Disorder occurs when you have at least 5 of the following 9 symptoms daily for 2 weeks or more:

- A depressed mood during most of the day, particularly in the morning
- Fatigue or loss of energy
- Feelings of worthlessness or guilt
- Impaired concentration, indecisiveness
- Insomnia (lack of sleep) or hypersomnia (excessive sleeping)
- Diminished interest or pleasure in almost all activities
- Recurring thoughts of death or suicide (not just fleeting thoughts)
- Feeling restless, agitated or slowed down
- Significant weight loss or gain (more than 5% in a month)

Most researchers believe serotonin is involved in the cause of depression. One theory is that depression can be caused by:



"Of the 40 million brain cells, most are affected by Serotonin. This especially includes: mood, sexual desire, appetite, memory and learning, temperature regulation, and some social behavior."

...a **chemical imbalance** with **serotonin**:

- Not enough serotonin is produced
- Not enough receptor sites to receive serotonin
- Serotonin is being taken back up too quickly before it can reach receptor sites and more...

2

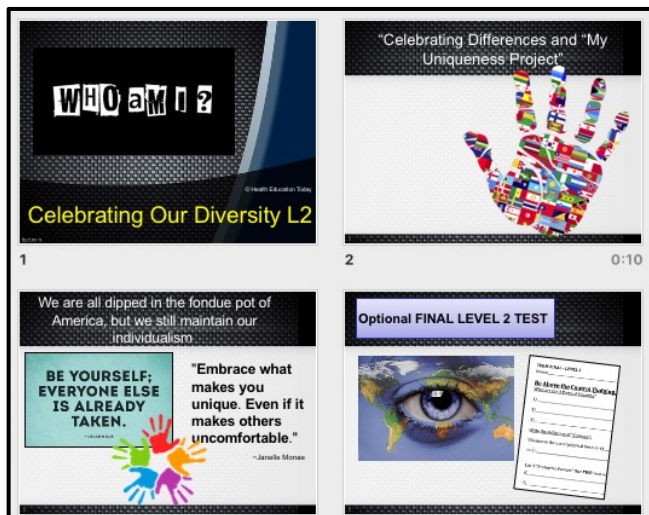
PowerPoints have Engaging Editable Graphics:



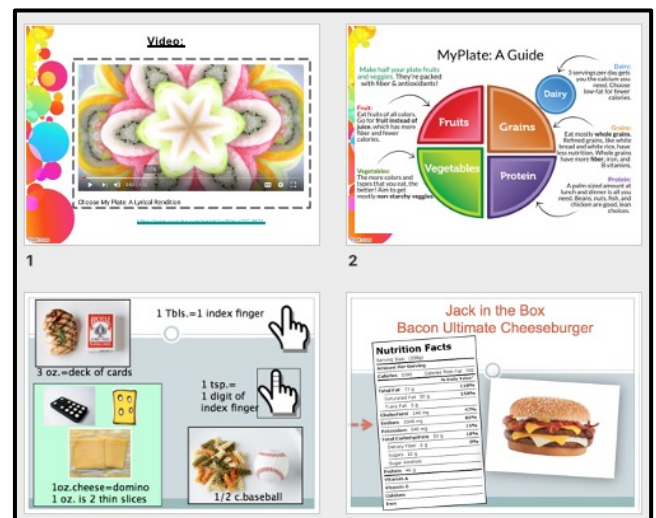
Beginning a Term



Stress and Depression



Cultural Diversity

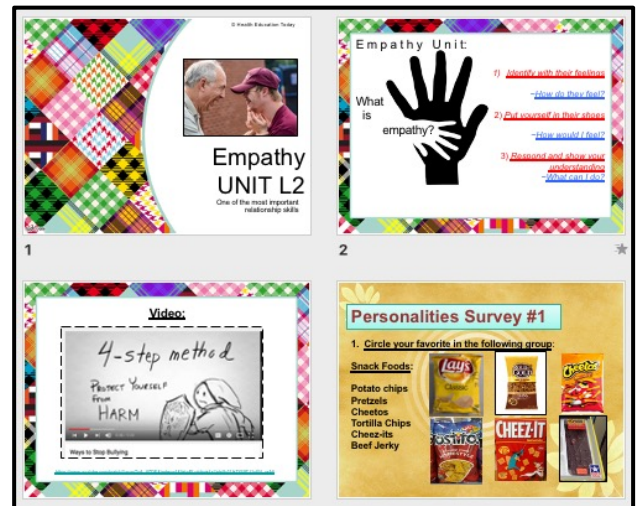


Nutrition

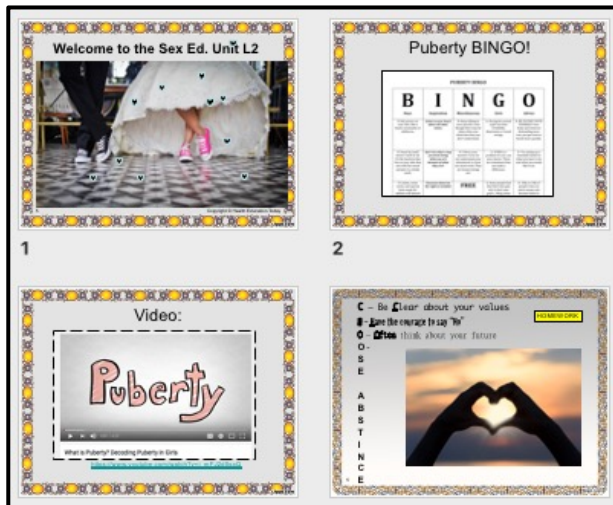
Each of the 18 units follow a colorful, step-by-step PowerPoint



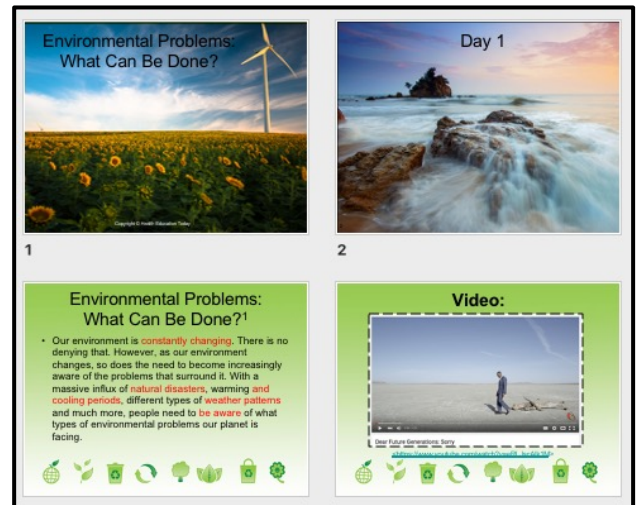
Drugs



Empathy



Sex Ed.



Environmental



3

Editable student worksheets for PRINT:

Myers-Briggs "What's Your Animal Personality Type?" Highlights

1. INTP: Owl

picstopin.com

INTPs are analytical and thoughtful individuals who prefer to work alone and who are often ill at ease in social situations. They are impatient with hierarchies and politics and would prefer that leaders prove their worth with merit, rather than with charisma and influence. Although they are not particularly social, they do have razor sharp wit (and claws), and are often surprised to learn that people do enjoy their company.



2. ESTP: Fox

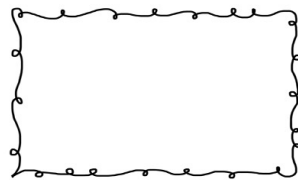
imgur.com

Dramatic, charismatic, and influential — ESTPs seek the best in life and want to share it with their friends. They are active, spontaneous, fun, and foxy. They are the most adept of any of the personality types influencing and manipulating people, and they make great salesman and can be wonderful friends if you're looking for a good time. Read Aesop's Fables for more



"So Quic" Wallet Cards

Choose 1 card. Cut it out and write the SO QUIC steps on the card. On the back write at least 5 "calming thoughts: that you feel work the best to help you calm down!"



Alcohol True/False Scavenger Hunt

Names: _____ + _____

Period: _____ Date: _____

GREEN FACTS:

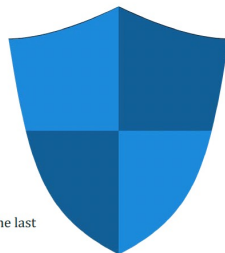


1. Alcohol a depressant? True or False
2. Alcohol is the second most widely abused drug among high school students? True or False
3. Peers, family, and the media strongly influence teen drinking? True or False
4. One of the first brain functions to be affected by alcohol is eye sight. True or False

5. What is a disease in which a drinker's liver develop scar tissue?

BLUE FACTS:

6. What is the disease where even though alcohol is causing problems in their life, they can't stop drinking?
7. 30% of all fatal car accidents involve alcohol?
8. More than 50% of teens in the United States drank alcohol in the last month. True or False
9. Refusal skills are the skills needed to say no? True or False



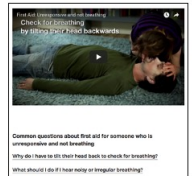
Copyright © Health Education Today

First Aid Skills Group Activity-British Red Cross Version*:

Names: _____ Date: _____
Per. _____

Directions:

- 1) Use the links or QR Codes for each topic and watch the video. *Be sure you have plug ins/or Flash enabled!*
- 2) Take turns reading out loud the reminder steps on the page above the video the video.
- 3) Do the "Common Questions" that are after the video with each person taking a turn reading out loud a question, group discuss, then same person click for (and read) answer out loud and then that person will summarize the answer on the group worksheet. Hand the worksheet to the next person...



1. Unconscious and not breathing

Take turns reading out loud the reminder steps on the page above the video the video. (watch the videos here as well!)

Watch the Video:

<https://www.redcross.org.uk/first-aid/learn-first-aid/unresponsive-and-not-breathing>



Write brief answers to the questions that are after the video (click to see answer):

- 1.
- 2.
- 3.
- 4.

TRY ME!

3

Editable student INTERACTIVE PACKETS:

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



EMPATHY/ VIOLENCE UNIT DAY 1+4: #9 - 12. 9. Write the 3 parts of "Empathy" around the outside of the shape before you cut it out!

10. Copy the definition of "Violence":
Violence is the use of _____ of _____

12. Write 3 reminder statements that might help you calm down when you are upset:
1. _____
2. _____
3. _____

TOBACCO DAY 1:
#13 + 14.

13. Smoking is _____ of death in the United States.

14. The Top 4 Causes of Death in U.S. are all Related to Smoking!

Copyright © Health Education Today

3

Editable student INTERACTIVE PACKETS:

It can really help students stay focused during class if they have some notes to write. Everything students write from the PowerPoint is in red font!

Name: _____ Period: _____ Date: _____

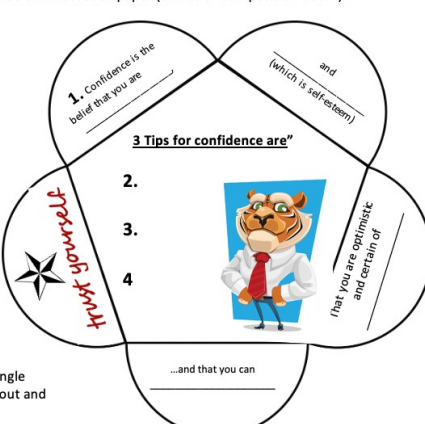
Student Interactive Notebook Level 2. These pages should be printed one-sided. Shapes should be filled out, then cut out, folded and glued onto a student's own notebook paper (or into a "composition book").

DIRECTIONS:

- For each unit, as red font notes come up on the PowerPoint during class, you will fill in the correct answers on this page.
- Next, your teacher will direct you to **color** and **then cut out** the interactive shape, and cut if there are any dotted lines.
- Fold the shape. On the top/outside of the shape, you can color or write a "heading" or title for what is listed inside! You may be asked to glue the shape onto notebook paper or a composition book.

BEGINNING A TERM DAY 4 + 5: #1-4.
Fill in the answers on the flower.

STRESS DAY 1: #5 + 6. Fill in the center triangle from the PowerPoint notes. Then list the 3 out and one thing you like to do for each "out."



1. Confidence is the belief that you are _____ and _____ (which is self-esteem)

2. _____

3. _____

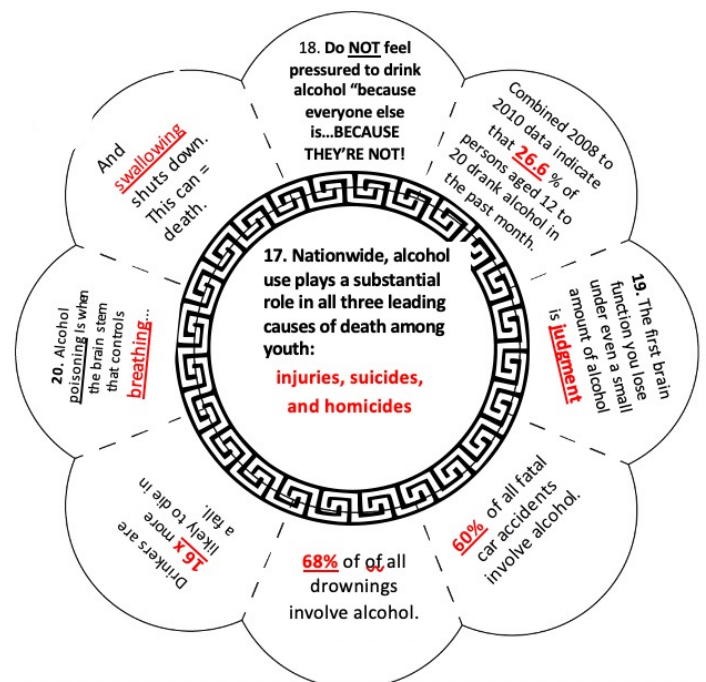
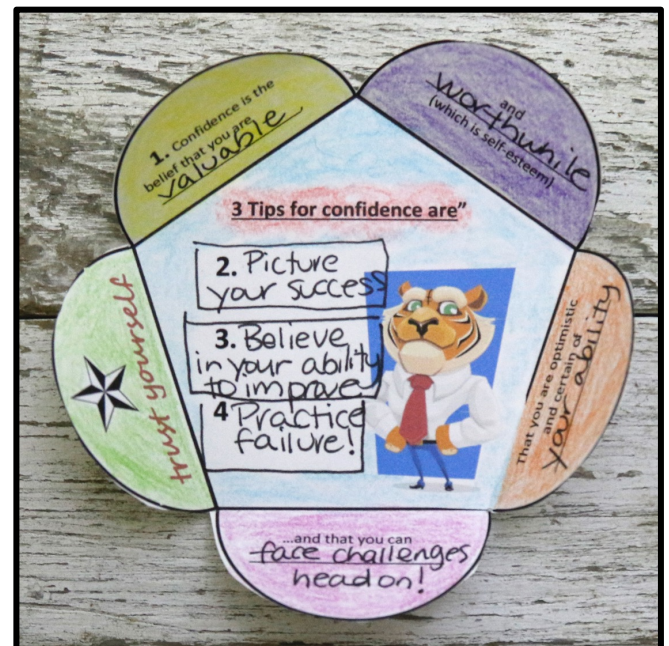
4. _____

5. Stress is: _____

OUT _____

OUT _____

OUT _____



3

Student Docs are also on Google Slides!

Now on
GOOGLE
DOCS!

Stages + Risk Factors for Addiction

Do I, or does my friend?

Experimentor Regular User Preoccupied Addict

Guess 5 things a child/teen might go through to cause them to turn to alcohol/drugs.	Guess the answers to the PowerPoint Quiz.	Write in the Risk Factor from the PowerPoint.
1 x	1 x	x
2 x	2 x	x
3 x	3 x	x
4 x	4 x	x
5 x	5 x	x
	6 x	x
	7 x	x
	8 x	x
	9 x	x
	10 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!

**Editable student
worksheets are also on
GOOGLE DRIVE**

**On
GOOGLE
DOCS!**

Short answer text

Set Weeks Lessons are also Included ON GOOGLE DRIVE!

Name: Per: Date:

I AM "ME" Worksheet

NAME:

happy	kind	honest	hard-working
polite	mature	determined	curious
patriotic	committed	peaceful	responsible
helpful	unique	trustworthy	sensitive
patient	funny	self-controlled	respectful
loving	giving	forgiving	assertive
faithful	optimistic	hopeful	fun-loving
confident	courageous	enthusiastic	smart

1. I am A time when I showed this was

2. I am A time when I showed this was

3. I am A time when I showed this was

4. I am A time when I showed this was

5. I am A time when I showed this was

6. Copy down your "Animal" traits from the "Animal Personality Survey."



Copyright © Health Education Today

Questions Responses Total points: 6



NEW "Continuous Chest Compression (Hands Only) C.P.R." Video Notes:

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text

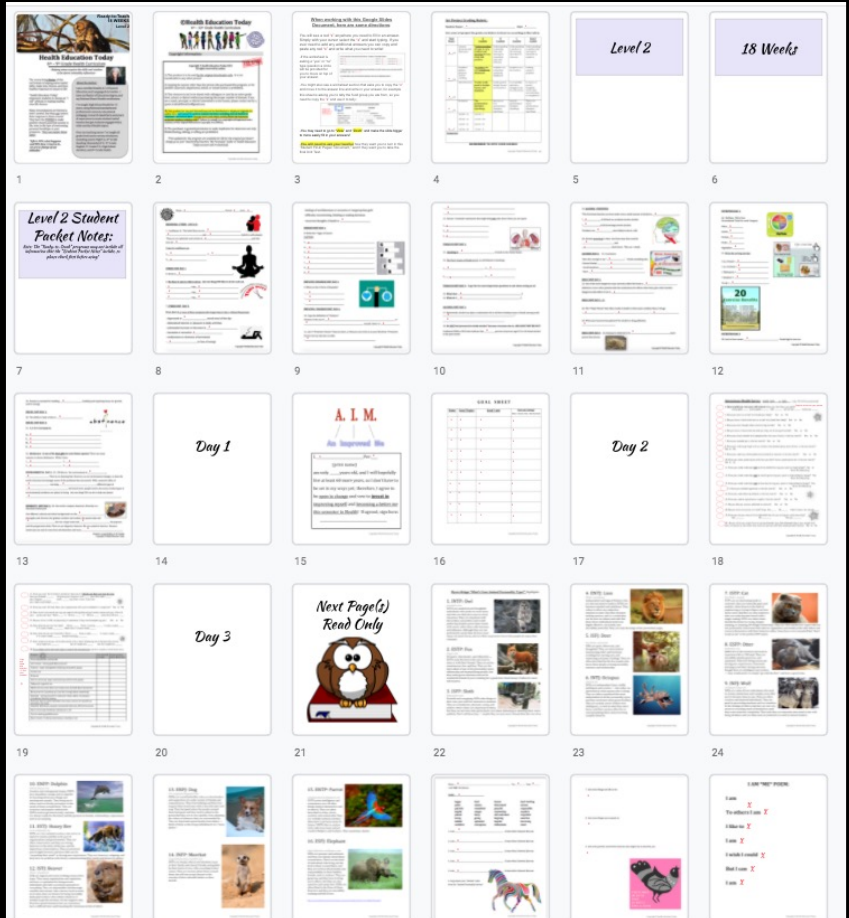
On
GOOGLE
DOCS!

Teach for 6 WEEKS

Teach for 9 WEEKS

Teach for 12 WEEKS

Teach for 18 WEEKS



4

Student Projects!



Ha Ha. You suck because you can't walk like me.

1. I shut my eyes tight.
2. I start to cry.
3. I can't breathe.

1. Something is making your character angry.

2. What body cues do they feel to know they're

I don't care what he thinks, I know I'll learn to walk soon.

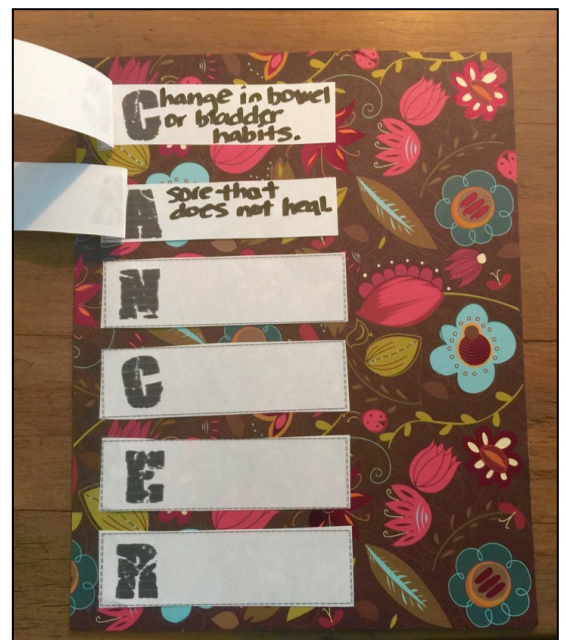
3. How do they calm themselves down?

Synthetic drugs are dangerous!

Name: _____ Per: _____ Date: _____

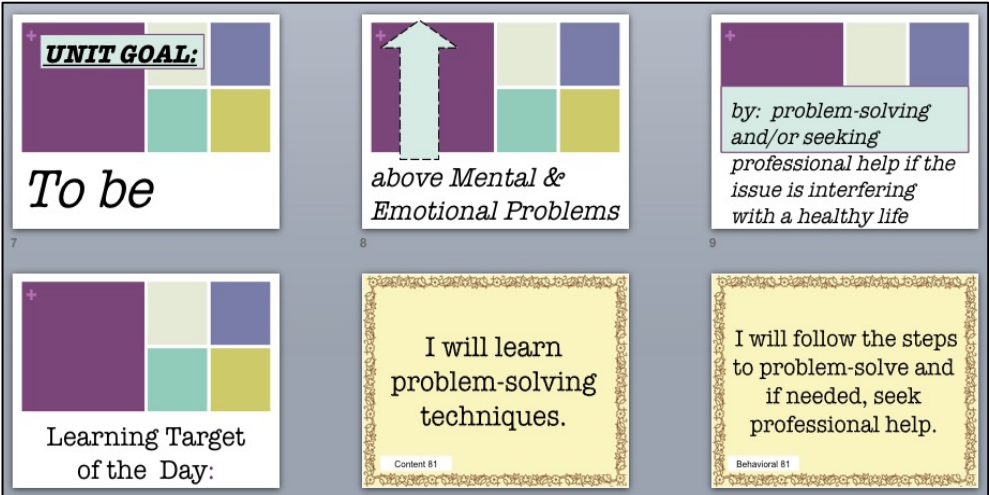


Interactive Projects!



4

Daily Learning Targets!



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

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

4

Engaging Activities and Includes Assessments!

Ariana Grande:

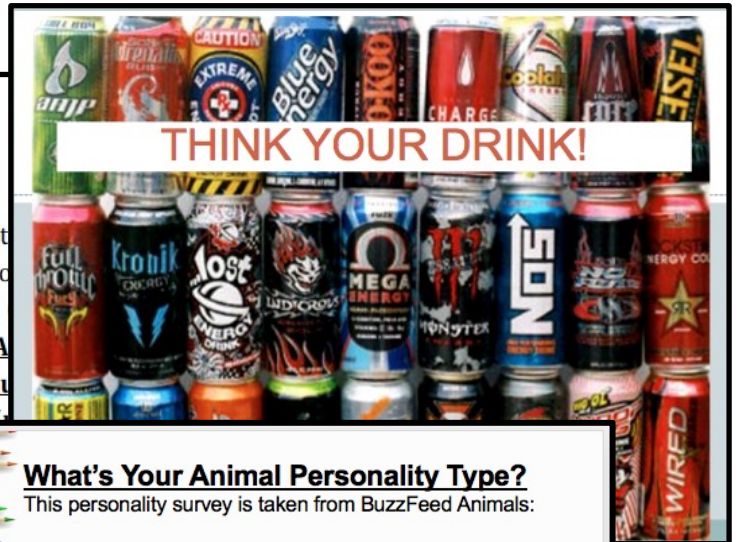


Ariana Grande is a sitcom-star-turned-music sensation, known for such hit songs as 'Bang' and 'Dangerous Woman.' She was nominated for two Grammy Awards and won the American Music Awards, including Best Female Artist, in 2016, and an MTV Video Music Award. She also became a popular fashion icon by bringing her musical and fashion sense to the world, including uncanny imitations by Britney Spears, Shakira, Rihanna, Celine Dion and Whitney Houston.

Britney Spears, Shakira, Rihanna, Celine Dion and Whitney Houston.

Childhood: Grande's family moved from New York to Florida when she was pregnant with her, and her parents separated when she was 5.

Career: In 1993 Ariana began performing onstage when she was 13 in a Broadway play at age 15, followed by some small TV appearances.



What's Your Animal Personality Type?

This personality survey is taken from BuzzFeed Animals:

The four letters in the Myers Briggs test represent your tendencies when it comes to:

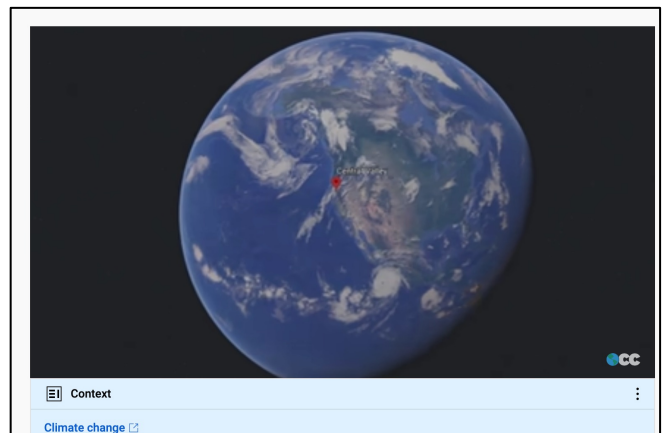


LION

social behavior,
decision-making,
and lifestyle.



Great Videos!



TERM FINAL - LEVEL 2

Name: _____ Period: _____ Date: _____

Be Above the Control (judging, bullying, fights)

What are the 3 Parts of Empathy?

- 1) _____
- 2) _____
- 3) _____

Write the definition of "Violence":

Violence is the use of physical force or 4) _____

to 5) _____

List 3 "Protective Factors" that YOU have:

- 6) _____
- 7) _____
- 8) _____

Be Above the Dangers of Illness

Write the 7 Signs of Cancer:

- 9) C _____
- 10) A _____
- 11) U _____
- 12) T _____

TERM FINAL - LEVEL 2

Name: _____ Period: _____ Date: _____

Be Above the Control (judging, bullying, fights)

What are the 3 Parts of Empathy?

- 1) Identify with their feelings
- 2) Put yourself in their shoes
- 3) Respond and show your understanding

Write the definition of "Violence":

Violence is the use of physical force or 4) words to 5) injure, damage, or destroy oneself, others, or property.

List 3 "Protective Factors" that YOU have, or that you can work on in your life:
-answers will vary...

- 6) _____
- 7) _____
- 8) _____

Be Above the Dangers of Illness

Write the 7 Signs of Cancer:

CAUTION:

- Change in bowel or bladder habits.
- A sore that does not heal.
- Unusual bleeding or discharge.
- Thickening or lump in the breast.

4

Student Packet Notes!



Name: _____ Period: _____ Date: _____



BEGINNING A TERM - DAY 4/5:

1. Confidence Is: The belief that you are _____,
_____, and _____ (which is self-esteem)
That you are optimistic and certain of _____ and that
you can _____.

3 tips for confidence are:

2. _____ 3. _____
4. _____

STRESS UNIT DAY 1

5. Stress is _____

6. Do these 3 outs to relieve stress. List one thing

- _____ I like
- _____ I like
- _____ I like



Name: _____ Period: _____
Date: _____



BEGINNING A TERM - DAY 4/5

1. Confidence Is: The belief that you are **valuable, worthwhile**
and capable (which is self-esteem)
That you are **optimistic**, and certain of **your ability**
and that you can **face a challenge head-on!**

3 tips for confidence are:

- 2) **Try a Quick Fix (Picture your success)**
- 3) **Believe in Your Ability to Improve**
- 4) **Practice Failure!**

STRESS UNIT DAY 1

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



one thing YOU



3 Tips for Confidence:

1) **Try a Quick Fix** (Picture your success, listen to music, strike a powerful pose, give yourself a pep-talk)

2) **Believe in Your Ability to Improve** (Believe you can change and that you are not locked in. Have a "growth mindset!")

3) **Practice Failure!** (Keep trying. Try different strategies, ask others for advice, persevere, realize it's not going to be easy, accept that you'll make mistakes, be kind to yourself when you do, give yourself a pep talk, and stand up and go for it!)

**Notes to copy
from
PowerPoint
are in red
font!**

Program is standards-based:



Day 3 (of 3 + 4): Clinical Depression and the Black Dog

[Return to table of contents](#)

State Standards

WA State 7th Grade Standards Met:

- Assess personal health behaviors in relation to dimensions of health. H1.W1.7
- Explain benefits and consequences of various health behaviors. H7.W2.7b
- Compare healthy and unhealthy ways of dealing with stress. H7.So3.7
- Explain benefits and consequences of various health behaviors. H7.W2.7b
- Identify a decision - making model that can be used to make a health-related decision. H5.Se4.7
- Explain importance of being responsible for safety and avoiding or reducing injury. H7.Sa
- Summarize lifestyle factors to prevent communicable and noncommunicable diseases. H7.W2.7a
- Differentiate between eustress and distress.
- Identify different emotional and mental and health disorders. H1.So6.7a

My State Standards Met:



National Standards



Common Core

National Standard (By 8th Grade) Met: 1, 2, 3, 4, 5, 7, 8

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

Materials Needed:

PowerPoint	-Level 2 PowerPoint	-It's in the "Level 2" folder
Printed Materials	"Black Dog Worksheet" -Black Dog for Art Project -"Art Rubric" "Question and Answer Slips" for Day 4	-Print 1 for each student -Print 1 for each student, or print a class set for students to trace -Print 1 for each 2 students -Print 1 set for each class
Other Materials	Poster paper, black markers	
Learning Target	Content: I will learn the signs of depression.	Behavioral: I will get help for my or a friend's depression.
Assessment	-The "Black Dog Worksheet" will be turned in and graded. -The "Black Dog Poster" will be turned in and graded.	

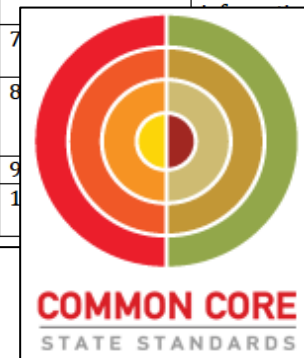
Meets all State, National and Common Core Standards

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.

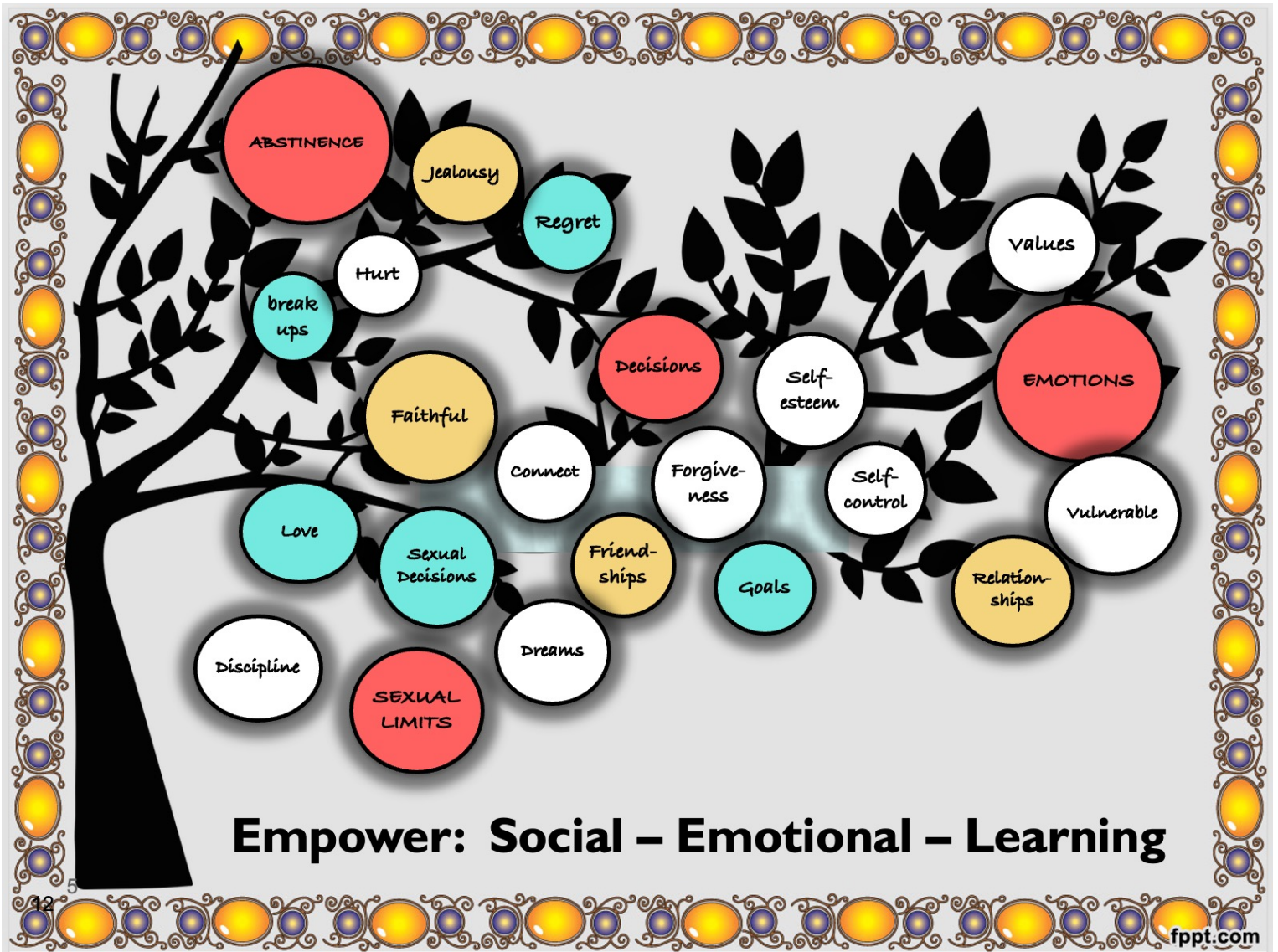


Washington State Health Education K-12 Learning Standards:

- 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.

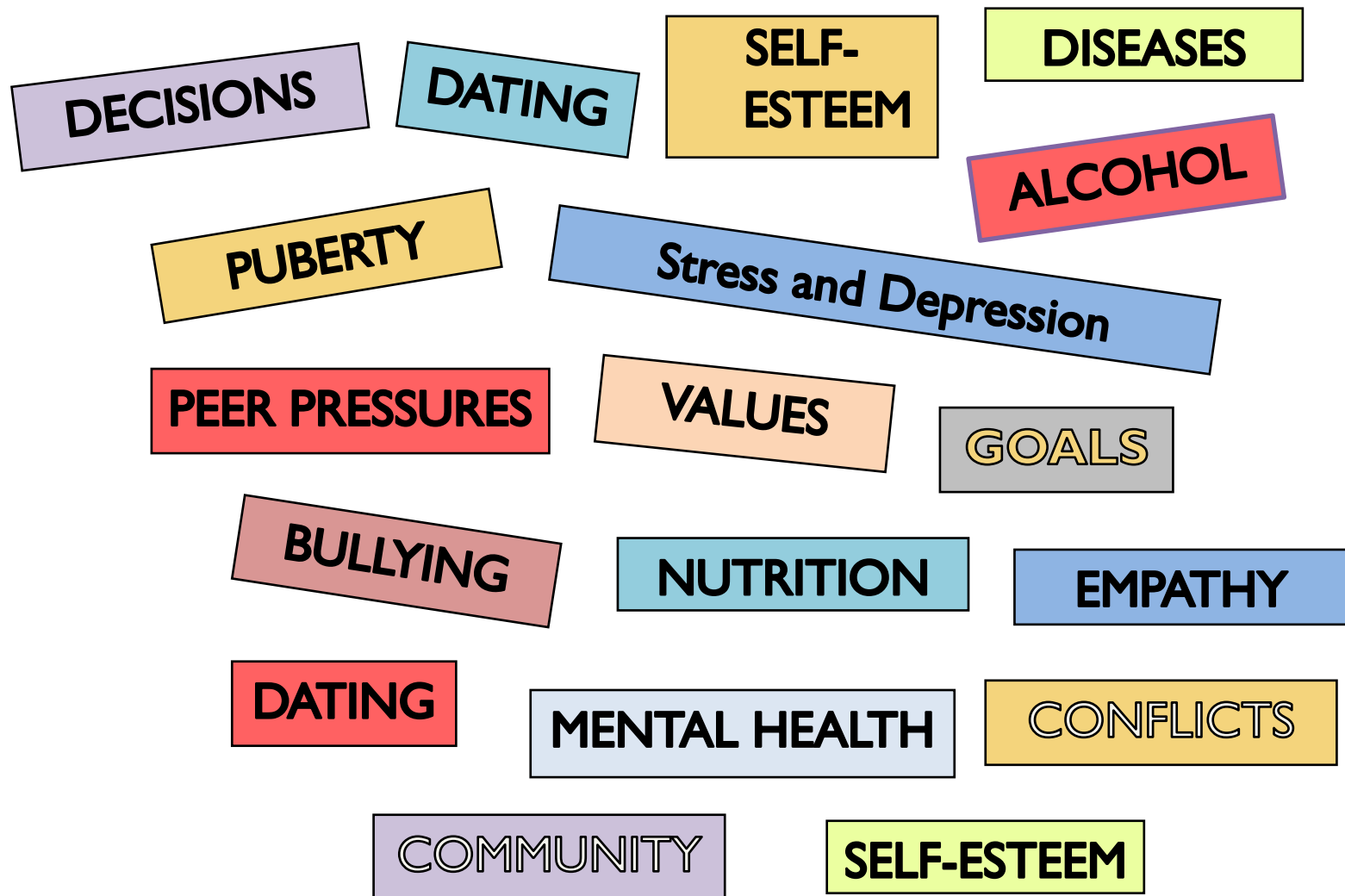
Free Updates!

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:

- ◆ I am a 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:

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