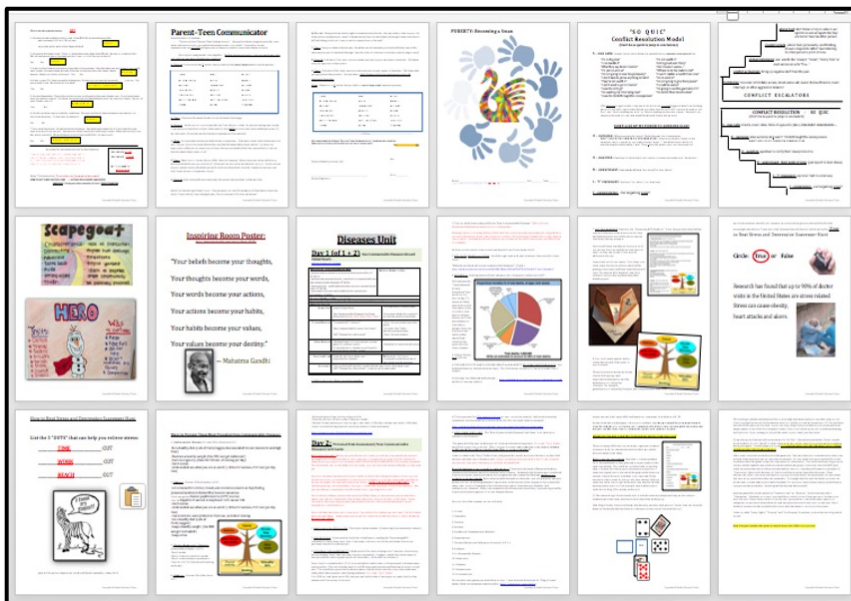


Full Year **Level 3** Middle School Health Preview

Full Year
Health
7th/8th
Grade



Level 3 Health



**80 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:

See Full "Table of Contents" near the end of this preview!

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

Name
 0. LEVEL 3 Table of Contents.docx
 0. LEVEL 3 Table of Contents.pdf
>  1. Beginning a Term
>  2. Stress
>  3. Mental Health
>  4. Diseases
>  5. Empathy Viol
>  6. Tobacco
>  7. Alcohol
>  8. Drugs
>  9. Conflict Resolution
>  10. Self Esteem
>  11. Nutrition
>  12. Sex Ed
>  13. Optional Community Health
>  14. Celebrating Diversity
>  15. Dangerous Decisions Unit
>  16. Ending a Term

By Units

Day 3 (of 2 + 3): Depression

What You Will Learn Today	What You Will Do Today
- Identify the signs and symptoms of depression. - Identify the causes of depression. - Identify the effects of depression. - Identify the treatments for depression. - Identify the support resources for depression.	- Read the "How to Beat Stress and Depression" article. - Watch the "How to Beat Stress and Depression" video. - Complete the "How to Beat Stress and Depression" worksheet. - Complete the "How to Beat Stress and Depression" scavenger hunt.

39

How to Beat Stress and Depression

Stress is a natural part of life. It can be helpful when it motivates you to get things done. But when it becomes overwhelming, it can lead to depression. Depression is a serious mental health condition that affects how you think, feel, and act. It can make it hard to do everyday things and can last for a long time.

There are many ways to beat stress and depression. You can talk to a doctor or counselor, take medicine, and get therapy. You can also try some self-help strategies like exercise, healthy eating, and getting enough sleep.

Remember, you are not alone. There are many people who understand what you are going through and can help you. Don't be afraid to ask for help.

40

How to Beat Stress and Depression

Stress is a natural part of life. It can be helpful when it motivates you to get things done. But when it becomes overwhelming, it can lead to depression. Depression is a serious mental health condition that affects how you think, feel, and act. It can make it hard to do everyday things and can last for a long time.

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41

What You Will Learn Today	What You Will Do Today
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How could this activity help? Answers will vary. They could include:

- to relax
- to get advice
- to feel like you fit in
- to be part of a team
- to take your mind off things
- to reach a goal
- to feel a sense of accomplishment...

5. How to Beat Stress and Depression Scavenger Hunt

About 12% of women in the U.S. suffer from depression. (That's almost 2 times as many as men.)

Many people don't know the signs of depression. So they suffer when they don't need to.

The good news is that almost 80% of depressed people get better with treatment.

AND:

4 Programs Set Up By Weeks You Teach:

6, 9, 12, + 18 Week Programs

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



“Thank you so much for this resource, I have completely reviewed the content and am thrilled. I taught the first lesson and my students were enthralled. Buy it. You will not regret it.”

“This resource has a ton of options.”

“Lots of great ideas!”

“When I found out I was teaching health in my resource room, I was very nervous. This resource gave me the tool I needed!”

“This resource was great. Thank you!”

What is Included in this Program:

1

16 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

16 units with step-by- step teacher directions



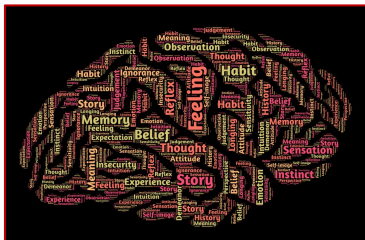
Begin a Term



Sex Ed.



Tobacco



Mental Health



Stop Bullying / Empathy / Violence



Nutrition



*Empowering
Change!*

1

16 units with step-by-step teacher directions



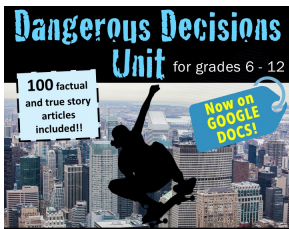
Self-Esteem



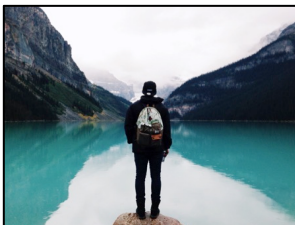
Alcohol



Drugs



Dangerous Decisions



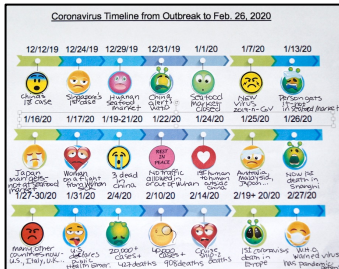
Stress, Depression, Suicide



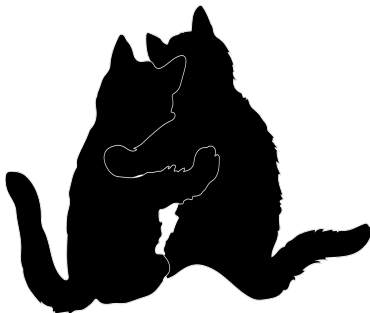
Community Health

1

16 units with step-by-step teacher directions



Diseases



Conflict Resolution

Sex Ed. Parent-Teen Communicator

Dear Parents or Guardians:

The parent's Parent-Teen Communicator deals with the area of human sexuality. My hope is to allow you an opportunity to reinforce your values and communicate on this very important topic. You will have a chance to share with me your beliefs and expectations about dating, relationships, marriage, sexual health, and birth control. I hope these questions will give you the opportunity to discuss this sensitive topic in any way you feel comfortable.

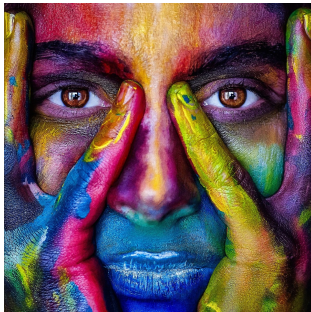
Please ask these questions to each other. If the question is too personal, you are welcome to say "Let's skip that one." but it's important to try to cover everything.

*Remember that nothing discussed needs to be written down, only the confirmation that needs to be heard.

1. **Teen Ask:** What kind of sexuality education did you have when you were in school? What kind of sexuality education did you have from your own parents? How did you respond to that information?

2. **Parent Ask:** What kinds of things are you learning in your sexuality unit at school? Do you think the information is any different now than it was when I learned it?

Do you remember anything about going through puberty? What was difficult? How are you handling puberty? Are you feeling any of the same things?



Cultural Diversity



Environmental Health

1

Step-by-step teacher directions example:

Alcohol Unit

Day 1: Review Alcohol Myths and Alcoholism

[return to table of contents](#)



WA State 8th Grade Standards Met: -Analyze interrelationships of personal dimensions of health. H1.W1.8 -Analyze how personal choices contribute to communicable and non-communicable diseases. H7.W2.8a -Describe how substance Abuse affects dimensions of health. H1.Su2.8 -Describe how some health risk behaviors influence safety and injury prevention practices. H2.Sa1.8 -Identify valid and reliable emotional and mental and behavioral health supports and services available to youth age 13 and older. H3.So6.8 -Demonstrate behaviors and practices to prevent substance use and improve the health of oneself and others. H7.Su3.8b		My State Standards Met:
National (By 8th Grade) Standards Met: 1, 2, 4, 5, 6, 7, 8		
6-8th Common Core Standards Met: Reading 3, 4, 5 / Writing		
Materials Needed:		
PowerPoint	-Level 3 PowerPoint	-It's in the LEVEL 3 LESSONS folder
Printed Materials	-The "True/False Scavenger Hunt" Worksheet	-Print 1 for each student
Other Materials		
Learning Target	Content: I will learn the many dangers of alcohol.	Behavioral: I will try to wait until age 21 to decide if I want to drink alcohol.
Assessment	-The "True/False Scavenger Hunt" Worksheet will be turned in and graded.	

1. **TITLE SLIDE and DAY 1 SLIDE:** These are place markers.
2. **REVIEW MYTHS :** This is From Level 2. It's been a year if some of your students did this "True/False Scavenger Hunt," but hopefully your students will remember some of the alcohol facts from this activity!
4. **WHY WAIT UNTIL 21 and NEXT SLIDE HARD ON GROWING BODY:** The "No drinking and driving" is a good campaign to push with teens since it is the #1 killer of teens in the U.S., but drinking and driving isn't the only dangerous part of drinking alcohol. Go over slide dangers.
5. **ADDICTION:** The quote about beginning drinking is not just the random campaign your parents let you drink at a wedding, but you are with friends when you drink.

1

Step-by-step teacher directions:

Day 2: Cutting or Adding Calories / Understanding FAT

[return to table of contents](#)

WA State 8th Grade Standards Met:		My State Standards Met:
-Analyze interrelationships of personal dimensions of health. H1.W1.8 -Conduct a personal caloric needs assessment, based on age, gender, activity levels, and specific health requirements, to develop an eating plan. H7.N4.8 -Assess personal health behaviors that reduce or prevent health risks. H7.W2.8b -Evaluate a variety of eating plans and determine potential short-term and long-term consequences based on nutritional intake. H1.N5.8		
National (By 8th Grade) Standards Met: 1, 2, 3, 5, 7, 8		
6-8th Common Core Standards Met: Reading 3. 4/ Writing 4		
Materials Needed:		
PowerPoint	-Level 3 PowerPoint	-It's in the LEVEL 3 LESSONS folder
Printed Materials	-"Cutting Calories Worksheet" -On pages 3 and 4 are Joe's labels -"Fast Food Nutritional Facts Sheets" from restaurants in your area, or print some from online (See below for more information) -"Fast Food Worksheets"	-Print 1 for each person -Print class set of labels on protector sheets if possible -Print class set of worksheets from online -Print 1 for each group of 4 students
Other Materials	Calculators Poster board, markers, colored pencils, glue sticks, magazines, computer access to print logos	
Learning Target	Content: I will know how many fat grams I should eat.	Behavioral: I will know how many fat grams I should eat.
Assessment	-"Cutting Calories Worksheet" will be graded. -"Fast Food Posters" will be turned in and graded.	

1. **JOE'S DAY of EATING and JOE KNOWS:** Joe is eating really unhealthy. He knows 3500 calories he can lose 1 pound so he's going to drop 500 calories a day so he can lose 1 pound per week.

2. **FOOD LABELS and WORKSHEET EXAMPLE:** Point out that two of the labels have serving per container and Joe is eating the whole thing so they'll need to multiply how ever many servings there are. There are no right or wrong answers for how many calories and they can drop 4 items or 1 item, it's their choice.

3. **16, 32 LBS.:** Students will discuss with their partner how they want to have Joe lose weight. When everyone is done I call on students going around the room and have them share out what foods they had Joe cut. I question why they chose the foods they did and how they might have a hard time with their solution, or why they think it's realistic or it's a

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Breakfast – 2 scrambled eggs, 2 pieces of bacon, 1 piece of toast, a glass of orange juice

Snack – 1 Snickers candy bar

Lunch – 2 pieces of pepperoni pizza, 2 bread sticks, and one cup of milk

Snack- a box of Kraft Macaroni and Cheese

Dinner – 1 Burrito, 1 cup of rice, a salad, and 1 20 oz. Coke

Late night snack- 1 microwave popcorn bag

Snickers Candy Bar

Nutrition Facts	
48 servings per container	
Serving size	1 bar
Amount per serving	
Calories	250
% Daily Value*	
Total Fat 12g	15%
Saturated Fat 4.5g	23%
Trans Fat 0g	
Cholesterol <5mg	0%
Sodium 125mg	5%
Total Carbohydrate 32g	12%
Dietary Fiber 1g	4%
Total Sugars 28g	
Includes 26g Added Sugars	52%
Protein 4g	
Vitamin D 0mcg	0% • Calcium 40mg 4%
Iron 0mg	0% • Potassium 150mg 4%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

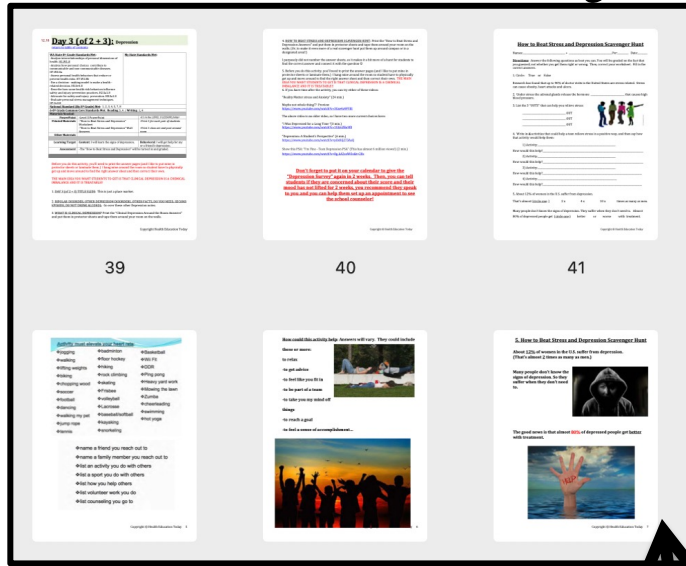
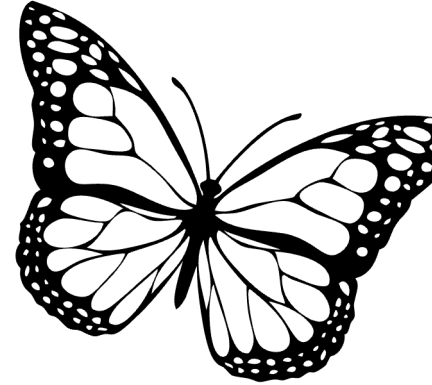
Bread Sticks - Multiply calories by 2 since he ate two bread sticks!

Nutrition Facts	
6 servings per container	
Serving size	1 stick (37g)
Amount per serving	
Calories	110
% Daily Value*	
Total Fat 4.5g	6%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 15mg	5%
Sodium 125mg	5%
Total Carbohydrate 16g	6%
Dietary Fiber 1g	4%
Total Sugars 2g	
Includes 1g Added Sugars	2%
Protein 2g	
Vitamin D 0.1mcg	0%
Calcium 20mg	2%
Iron 0.3mg	2%
Potassium 60mg	2%

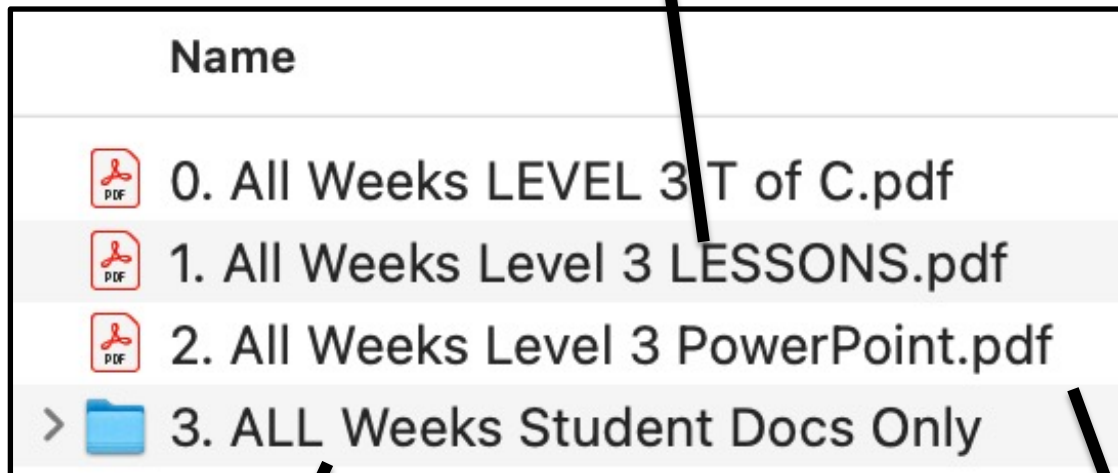
*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

1

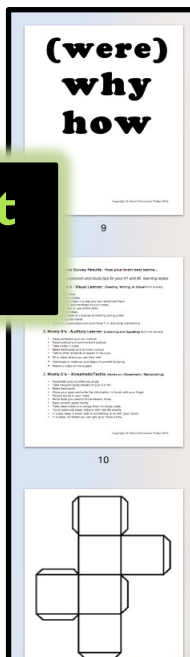
Set Lessons in Weeks: Ready to Teach!



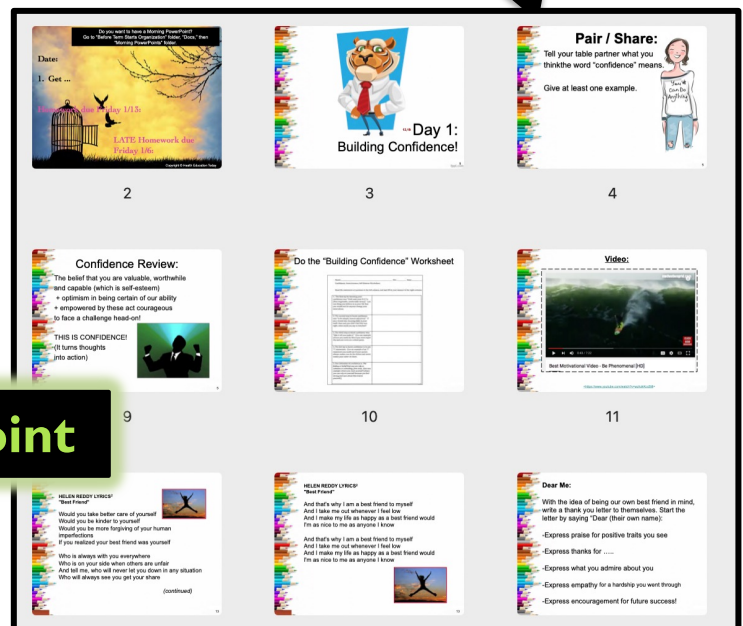
Lessons all on 1 Doc!



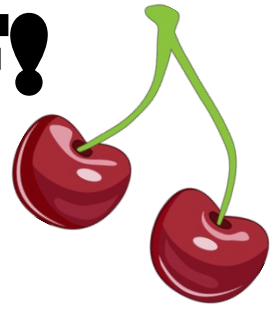
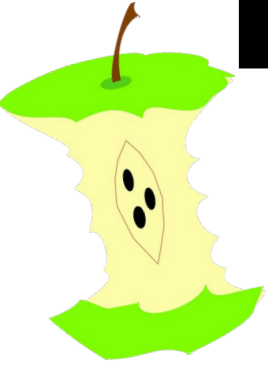
**Student
Docs**



PowerPoint



Docs are editable: in both Word + PDF!



1. Tell Joe what food(s) he could realistically cut out to equal 500 calories per day to lose 1 lb. per week. (there is no specific right answer since 500 calories can be cut in many different ways...) You can choose a whole food item to cut, and/or or have him lower the portion size of any item he's eating. (You don't need 4!)

Food(s): _____ Calories: _____

Food(s): _____ Calories: _____

Food(s): _____ Calories: _____

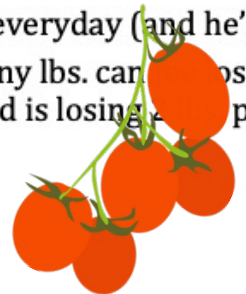
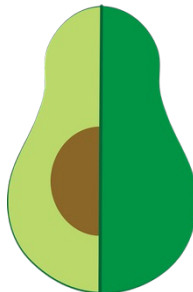
Food(s): _____ Calories: _____

Total Calories Cut:



2. If Joe drops 1 lb. a week for 4 months, how much weight will he lose? _____

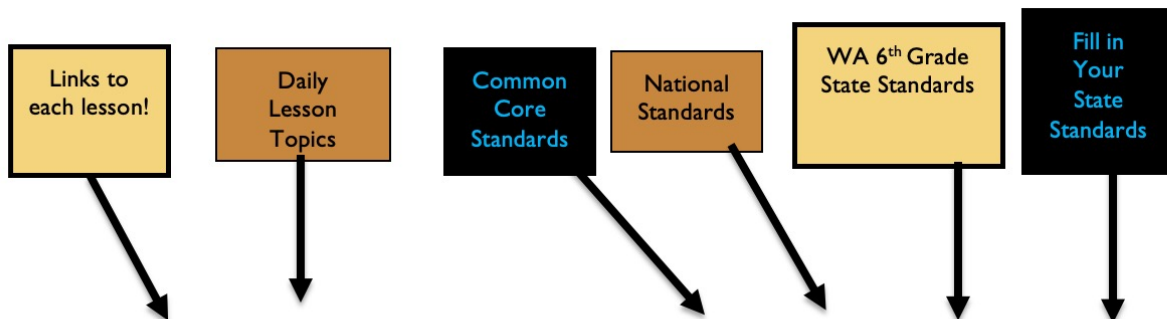
3. If Joe decides to start exercising and he begins to walk to school and home everyday (and he'll walk on the weekends too), he will burn another 500 calories per day. How many lbs. can he lose in 4 months? (hint: now he is dropping 1,000 cal per day x 7 days per week and is losing 4 lbs. per week)



Organized!



Easy to Navigate “Table of Contents”



Day 1	22 Tobacco Unit	-22. The Dangers of Tobacco -<>Videos -Start "Quit Brochures" if time	R 2 R 3 R 7 W 3 W 7 W 9	1, 2, 4, 5, 6, 7, 8	H1.W1.8 H2.Su1.8 H1.Su2.8 H7.Su3.8a H3.W4.8 H2.W3.8	
Day 2	23 Tobacco Unit	-23. Cancer - Chewing Tobacco - Cigar and pipe dangers - e-cigarettes -"Quit Brochures" -<>Video	R 2 R 3 R 7 W 3 W 7 W 9	1, 2, 3, 4, 5, 6, 7, 8	H1.W1.8 H2.Su1.8 H1.Su2.8 H7.Su3.8a H3.W4.8 H2.W3.8	
Day 3	24 Tobacco Unit	-24. - CANCER - Pregnant smokers - \$ spent on cigarettes - State laws -Work on "Quit Brochures"	R 2 R 3 R 4 R 7 W 3 W 7 W 9 W 2 W 4 W 6	1, 2, 3, 4, 5, 6, 7, 8	H1.W1.8 H2.Su1.8 H1.Su2.8 H7.Su3.8a H3.W4.8 H2.W3.8	

2

PowerPoints to walk you through the lessons

Alcohol Unit

Day 1: Review Alcohol Myths and Alcoholism

[return to table of contents](#)

WA State 8th Grade Standards Met:

- Analyze interrelationships of personal dimensions of health. H1.W1.8
- Analyze how personal choices contribute to communicable and non-communicable diseases. H7.W2.8a
- Describe how substance Abuse affects dimensions of health. H1.Su2.8
- Describe how some health risk behaviors influence safety and injury prevention practices. H2.Sa1.8
- Identify valid and reliable emotional and mental and behavioral health supports and services available to youth age 13 and older. H3.Sa6.8
- Demonstrate behaviors and practices to prevent substance use and improve the health of oneself and others. H7.Su3.8b

My State Standards Met:

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

6-8th Common Core Standards Met: Reading 3, 4, 5 / Writing

Materials Needed:

PowerPoint	-Level 3 PowerPoint	-It's in the LEVEL 3 LESSONS folder
Printed Materials	-The "True/False Scavenger Hunt" Worksheet	-Print 1 for each student
Other Materials		
Learning Target	Content: I will learn the many dangers of alcohol.	Behavioral: I will try to wait until age 21 to decide if I want to drink alcohol.
Assessment	-The "True/False Scavenger Hunt" Worksheet will be turned in and graded.	

1. **TITLE SLIDE and DAY 1 SLIDE:** These is a place marker.
2. **REVIEW MYTHS :** This is From Level 2. It's been a year if some of your students did this "True/False Scavenger Hunt," but hopefully your students will remember some of the alcohol facts from this activity!
4. **WHY WAIT UNTIL 21 and NEXT SLIDE HARD ON GROWING BODY:** The "No drinking and driving" is a good campaign to push with teens since it is the #1 killer of teens in the U.S., but drinking and driving isn't the only dangerous part of drinking alcohol. Go over slide dangers.
5. **ADDICTION:** The quote about beginning drinking is not just the random campaign your parents let you drink at a wedding, but you are with friends when you drink.

True / False Alcohol Scavenger Hunt:



Why Wait Until 21 to decide if you want to drink or not?



Drinking and driving is NOT the only danger of alcohol...
(It is the #1 killer of teens)

Why Wait Until 21 to Decide if you want to drink or not?

ALCOHOL IS HARD ON

A GROWING BODY



-It takes 1/2 as much alcohol to damage a teen's brain as it does an adult's brain*

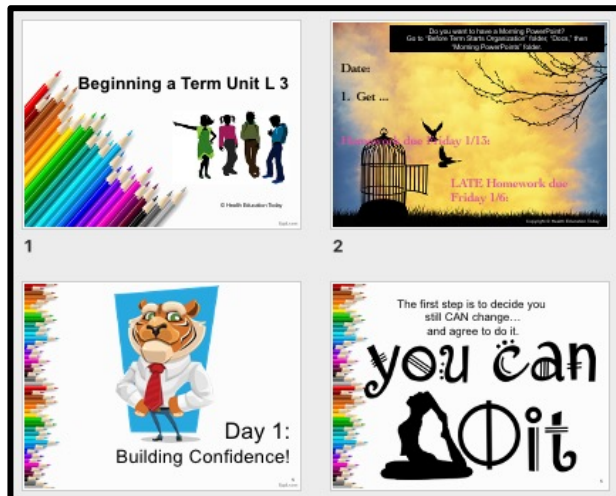
(and some teens drink twice as much!...)



-The brain can completely shut down breathing and/or Swallowing and gag reflex if there is alcohol **poisoning**.

2

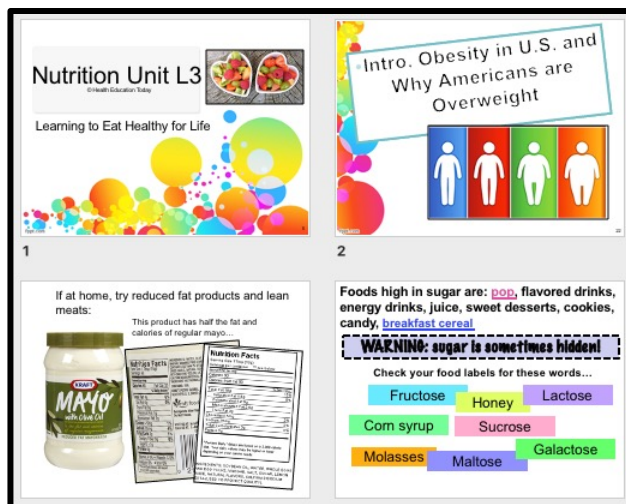
PowerPoints have Engaging Editable Graphics:



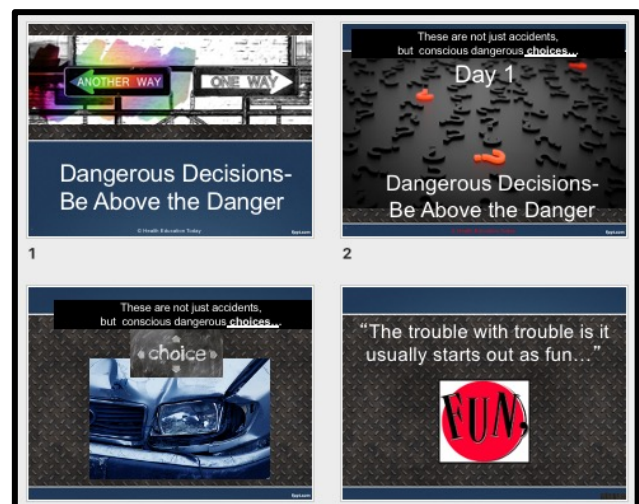
Beginning a Term



Empathy/Violence



Nutrition



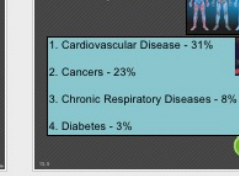
Dangerous Decisions

Each of the 16 units follow a colorful, step-by-step PowerPoint



Diseases Unit L3

© Health
Education
Australia



Let's focus on the top 4 to prevent these in

1. Cardiovascular Disease - 31%
2. Cancers - 23%
3. Chronic Respiratory Diseases - 8%
4. Diabetes - 3%

Diseases

[illegible]Sex Ed.



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Embracing Our Diversity L3

PAIR/SHARE:
Were you ever the "other?"





Day 1: The Complexity of Identity: "Who Am I?"

"Be the change you wish to see in the world. Gandhi"



Cultural Diversity

RISK FACTOR:

C

I. Family genetics

If you have both parents who are/were alcoholics, you have an **80%** chance of also being an alcoholic.



Explain: Explan is a stimulant that can cause hypertension - where body temp. can get so high it leads to liver, kidney and heart failure.

The second phase of E is a hallucination that causes people to have heightened sensitivity.

But if they are actually hitting the brain cells responsible for these emotions and can lose the ability to feel emotions and desires permanently! (Add and cocaine use also causes the same type of brain damage)

D

The "hard" drug, "it takes your brain's neurons apart. It rips the good neurons away from the brain. You can lose the ability to feel emotions, lose sexual function, lose hair, mood, lose fat and appearance."

Strange side-effect is body gaining

1

Depressants: (SLOW DOWN the brain's CNS)

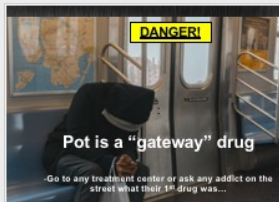
Alcohol: - The average size difference between a brain of a healthy teen and one who drinks heavily is about 10 %-the drinker's brain is 10% **smaller!**

Repeated alcohol exposure can alter the trajectory, or path, of teen brain development impacting adolescents even after they become adults.*



2

DANGER!



Pot is a "gateway" drug

-Go to any treatment center or ask any addict on the street what their 1st drug was...

Drugs



Empowering Change!

Editable student worksheets for PRINT:

How to Beat Stress and Depression Scavenger Hunt

Names: _____ + _____ Per: _____ Date: _____

Directions: Answer the following questions as best you can. You will be graded on the fact that you guessed, not whether you get them right or wrong. Then, correct your worksheet. Fill in the correct answers.

1. Circle: True or False

Research has found that up to 90% of doctor visits in the United States are stress related. Stress can cause obesity, heart attacks and ulcers.

2. Under stress the adrenal glands release the hormone _____ that causes high blood pressure.

3. List the 3 "OUTS" that can help you relieve stress:

_____ OUT
_____ OUT
_____ OUT



4. Write in 4 activities that could help a teen relieve stress in a positive way, and then say how that activity would help them:

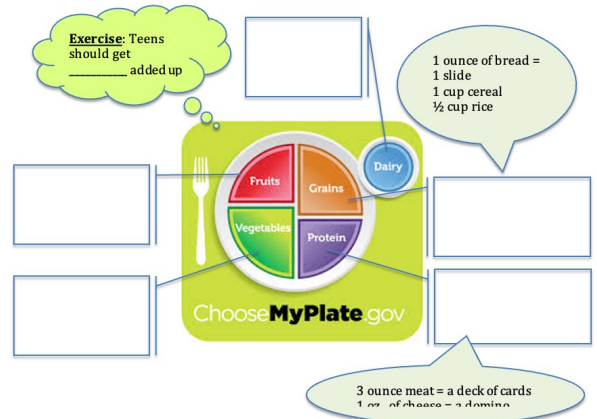
1) Activity: _____
How would this help? _____
2) Activity: _____
How would this help? _____
3) Activity: _____
How would this help? _____

Name: _____ Per: _____ Date: _____

MyPlate Worksheet Part 1

MyPlate illustrates the five food groups that are the building blocks for a healthy diet using a familiar image—a place setting for a meal. Before you eat, think about what goes on your plate or in your cup or bowl.

Use the key to fill in the suggested amounts of each food group FOR YOUR GENDER AND AGE.



Name: _____ Per: _____
Self-Esteem Worksheet:

1. What is "self-esteem"?

2. Are you born with it? yes / no

3. Who/what in life helps form our self-esteem?

If I'm not born with it, that means I _____

4. Why is self-esteem important for a teenager?

-It affects _____
-It affects the _____
-It affects what _____
-It affects how _____
-It affects how _____
-It affects our _____

5. List the traits and a



<https://www.fotos.com>

Love Languages Survey

Love Languages Survey: Give yourself:

- 2 points if it's **always true**
- 1 point if it's **sometimes true**
- 0 points if it's **never true**

GIFTS

1. An unexpected present can keep me walking on air for days
2. I'd rather get a small, thoughtful gift than an extravagant compliment
3. I just love getting presents—or even freebies
4. I would rather get a reward than a standing ovation
5. Remembering birthdays is very important to me
6. I put a lot of effort and into getting just the right gift for people I care about
7. I get a big buzz out of organizing parties and special events for others
8. It has a big impact on me when someone goes to a lot of effort to make/find the perfect gift for me
9. I keep trinkets because special people gave them to me
10. I find it very depressing when I don't get presents at holidays and on my birthday



"S O Q U I C" Conflict Resolution QUIZ 2 (Don't be so quick to jump to conclusions)

Name: _____ Per: _____ Date: _____

S - _____

Give one example of this step:

O - _____

Give one example of this step:

Q - _____

Give one example of this step:

with others
one or in a group
people I care about

lay or watch sport
n't involve me in activities

ers in silence
that matters

3

Editable student INTERACTIVE PACKETS:

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



STRESS DAY 2-4: #6 - 12. Fill in the flower, petals, tears, and water can drops with the answers.

8. Signs of Clinical Depression: List 3 signs from the list you feel are clearly signs + (draw a pic)

5. To be resilient means:

6. There is "good" stress (Eustress) and "Bad" stress (Distress). Eustress is stress from good events and Distress

10. Bipolar Disorder: includes episodes of major and episodes of _____

Treatments Are:

11. List 4 signs of suicide that you feel are the most important to recognize:

7. Clinical Depression is long-lasting. Go to a clinic if it lasts longer than _____ weeks.

12. SHOW

ASK

GET TELL

1-800-273-TALK (8255)

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28. Alcohol is hard on growing body.

29. Teen Alcohol Addiction. "Children and teens become chemically dependent much faster than adults."

It takes 1/2 as much alcohol to damage a teen's brain as it does an adult's brain. The brain can completely shut down breathing and/or swallowing and gag reflex if there is alcohol poisoning.

30. Adolescents who begin drinking before age 15 are 4 times more likely to develop alcohol dependence than those who begin drinking at age 21.

AND A child who reaches age 21 without abusing alcohol or using drugs is virtually certain never to do so.

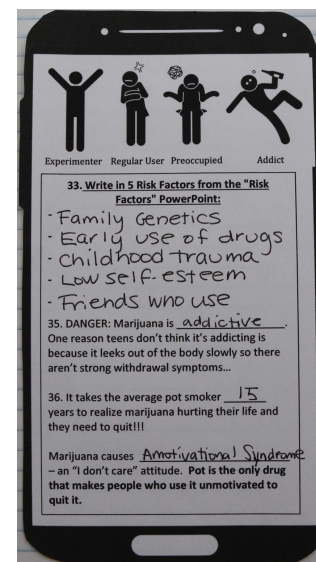
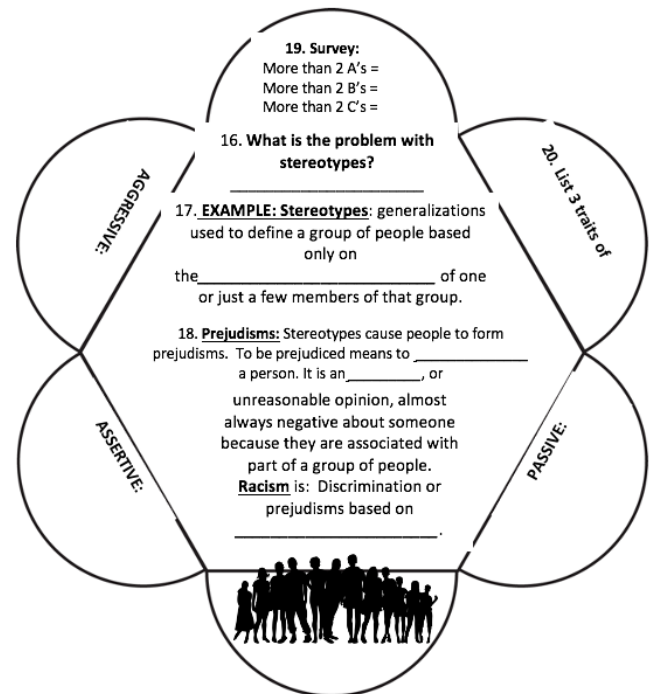
31. List 4 signs of alcohol poisoning who did not lose consciousness, did not vomit, and did not wake up.

32. FAS: Fetal Alcohol Syndrome is caused by less oxygen to the baby. It can cause birth defects, low birth weight, miscarriages and still births. No amount of alcohol during pregnancy is safe!

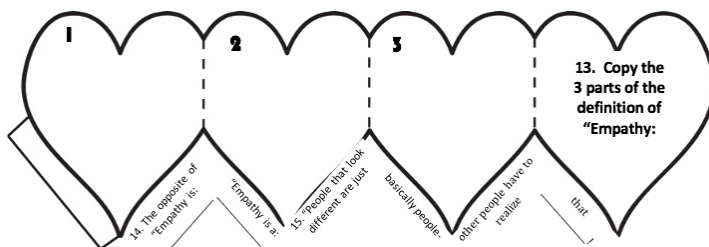
3

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!



EMPATHY UNIT DAY 1: #13. Copy the 3 parts to "Empathy." Fill in the boxes around the hearts. Color in each heart. When you cut it out, be sure to keep the notes under the hearts!



3

Student Docs are also on Google Slides!

Now on
GOOGLE
DOCS!

Name: X Per: X Date: X

Practice with "Step 3" of Empathy in this EMPATHY HOMEWORK

Situation	Who is it?	1. How did they feel?	2. How would I feel?	3. How did I show my understanding?
A person who is less fortunate than you	X	X	X	X
A person who you wouldn't want to change places with	X	X	X	X
Someone who annoyed or frustrated you	X	X	X	X
Someone whose opinion you disagreed with	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!

Questions Responses Total points: 12



Middle School LEVEL 3 Drug Unit Assessment

Form description

Name: *

Short answer text

Date: *

Short answer text



Anonymous Health Survey MARK: BOY: _____ or GIRL: _____ (30)

1. How would you rate your self-esteem (how you feel about yourself)?
really good _____ pretty good _____ O.K. _____ sort of low _____

2. Have you ever cut or self-mutilated your body? Yes or No ☐

3. Do you have a friend who has cut or self-mutilated their body? Yes or No ☐

4. Have you ever thought about committing suicide? Yes or No ☐

5. Do you have a friend who has told you they are thinking of suicide? Yes or No ☐

6. Have you drunk alcohol with people other than your family in the last month? Yes or No ☐

7. Have you smoked pot in the last month? Yes or No ☐

8. Have you tried to get high with an inhalant like aerosol spray, dust off, etc. in the last month?
Yes or No ☐

9. Have you used any methamphetamine (meth) or cocaine in the last month? Yes or No ☐

10. Have you taken prescription pills that you didn't have a prescription for in the last month?
Yes or no ☐

11. Have you made a decision not to drink alcohol during your years in high school? Yes or No or Still Deciding ☐

12. Have you made a decision not to use drugs during your years in high school or longer? Yes No or Still Deciding ☐



SO QUIC Conflict Resolution Model

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text

3

Editable student worksheets are also on GOOGLE DRIVE

On
GOOGLE
DOCS!

NAME: X PER: X DATE: X
Photo by <https://pixabay.com/>

CALORIES YOU SHOULD EAT PER DAY:

1) Estimated BMR: current wt.
x 10 (boys x 11)
= X Box 1

2) Activity Level:
x .3 if light
x .5 if moderately active
x .7 if very active (sports)
Box 1 x
(choose .3, .5, or .7)
= X Box 2

3) Take
Box 1
+ Box 2
x .1
= X Box 3

4) Take
Box 1
+ Box 2
+ Box 3
= X Box 3

6) Optional:
or if you want to lose wt... - 500 PER DAY TO LOSE 1 LB. PER WEEK
or if you want to gain wt... + 500 PER DAY TO GAIN 1 LB. PER WEEK
= X

7. Know that 1 lb. = X calories. The safest way to lose wt. is
*Women should never go below X calories/day
*Men should never go below X calories/day

8. Set-point theory: "Body weight is regulated at a predetermined, or preferred, mechanism." When you cut calories below the 1200/1500, your body thinks you Metabolism, sends hunger pains, and fat cells don't release fat!

9. Yo-yo Syndrome when you lose too much weight too fast, y

Questions Responses Total points: 20

Alcohol Unit Assessment

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Name: X Per: X Date: X

Practice with "Step 3" of Empathy in this EMPATHY HOMEWORK

Situation	Who is it?	1. How did they feel?	2. How would I feel?	3. How did I show my understanding?
A person who is less fortunate than you	X	X	X	X
A person who you wouldn't want to change places with	X	X	X	X
Someone who annoyed or frustrated you	X	X	X	X
Someone whose opinion you disagreed with	X	X	X	X

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 at least four had worked in the Huanan Seafood Wholesale Market, which sells live poultry, aquatic products, and several kinds of wild animals to the public." [20]

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. [21]

Art Project Grading Rubric:

Student Number: X Date: X

Give your art project the grade you believe it deserves according to this rubric:

Grade	Excellent	Good	Fair	Needs Improvement
A++	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.
A+	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.
A	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.
A-	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.
B+	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.
B	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.
B-	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.
C+	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.
C	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.
C-	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.
D+	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.
D	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.
D-	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.
E	Excellent work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Very good work, highly creative, original, and well-executed. Shows exceptional skill and understanding of the subject matter.	Good work, creative, original, and well-executed. Shows good skill and understanding of the subject matter.	Fair work, creative, original, and well-executed. Shows fair skill and understanding of the subject matter.

REMEMBER TO CITE YOUR SOURCE

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Level 3

Day 1 + 2

Next Page(s) Read Only

When depression turns deadly

Where to get help

Things I like:

Dreams/Goals for my Future:

Emotions Left After a Suicide

Stress-free Bingo

Set Weeks Lessons are also Included ON GOOGLE DRIVE!

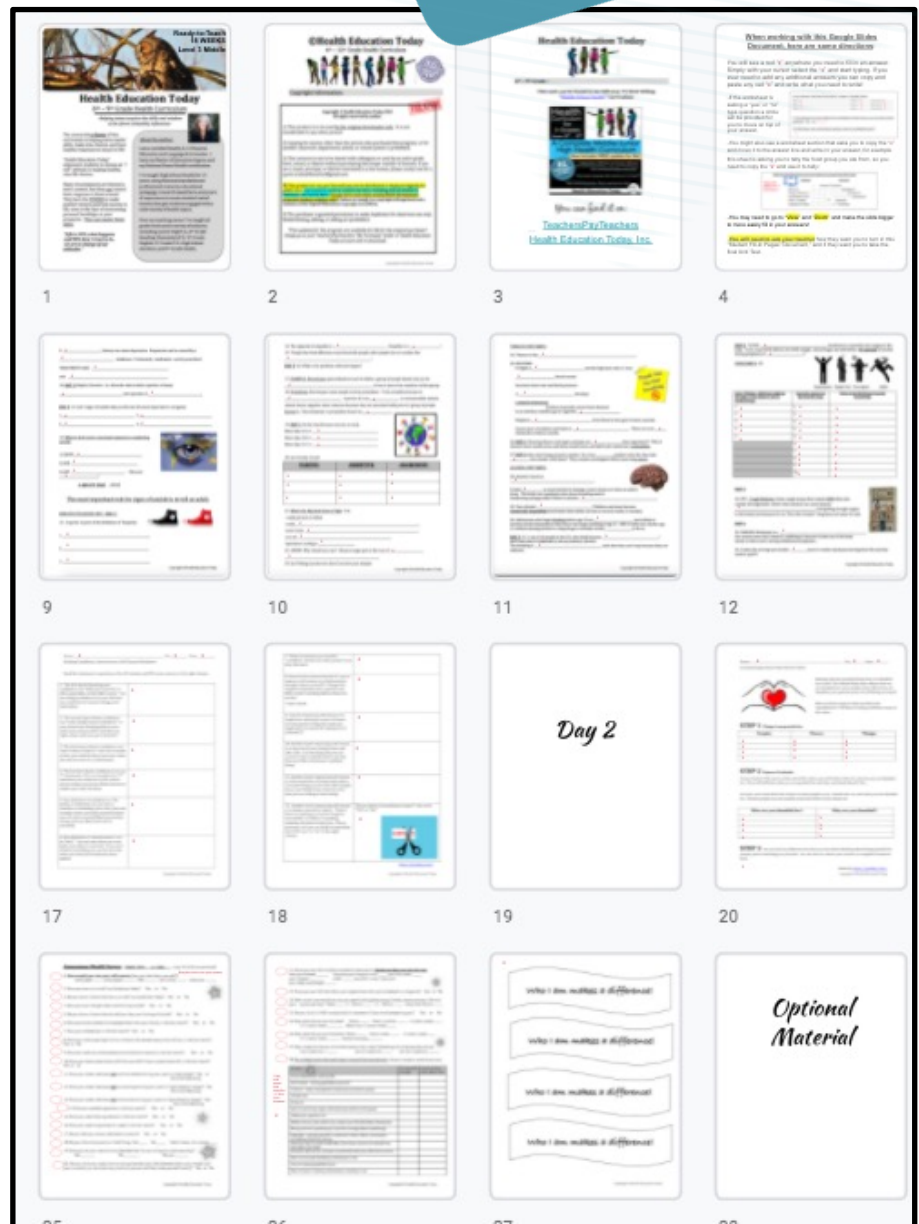
On
GOOGLE
DOCS!

Teach for 6 WEEKS

Teach for 9 WEEKS

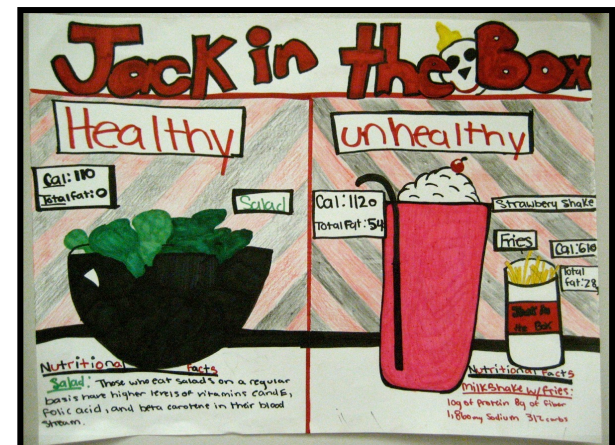
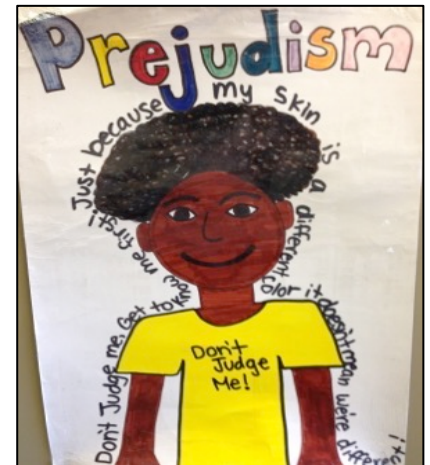
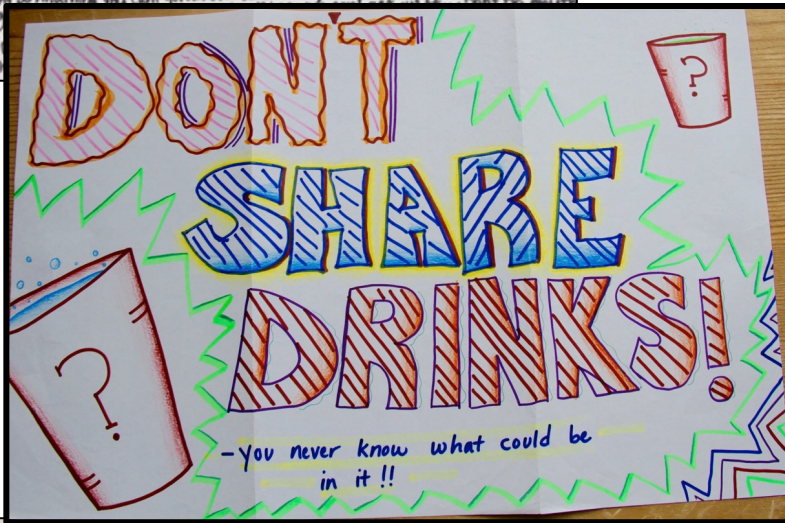
Teach for 12 WEEKS

Teach for 18 WEEKS

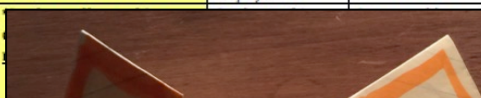


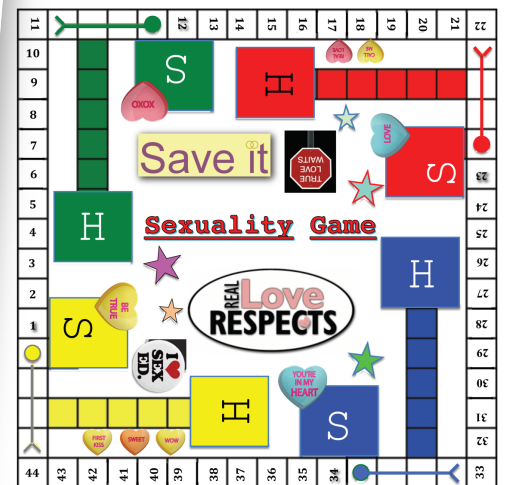
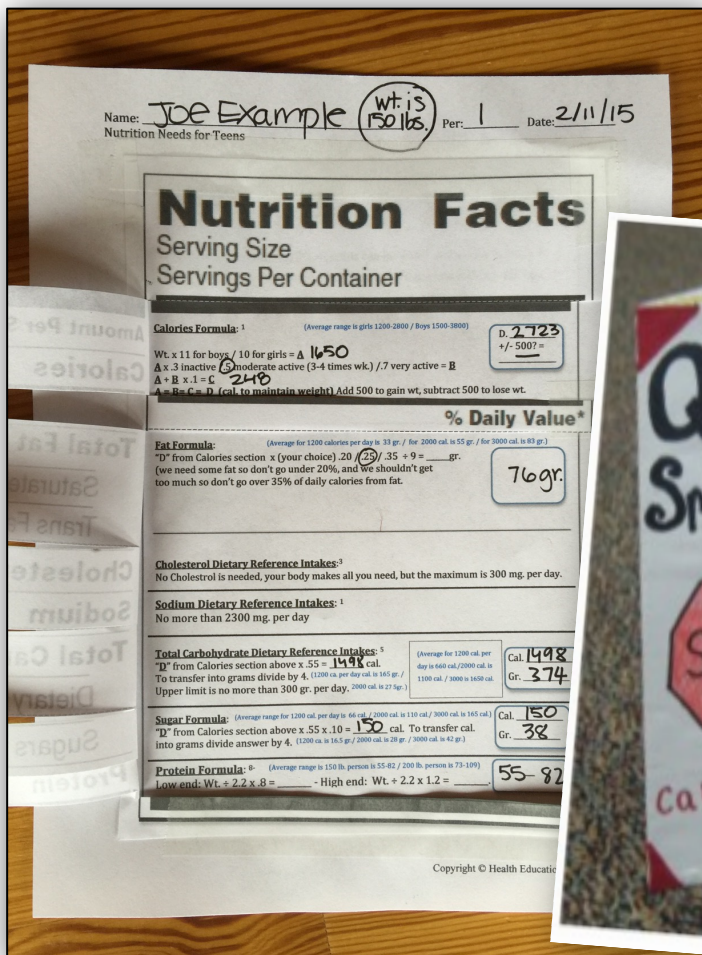
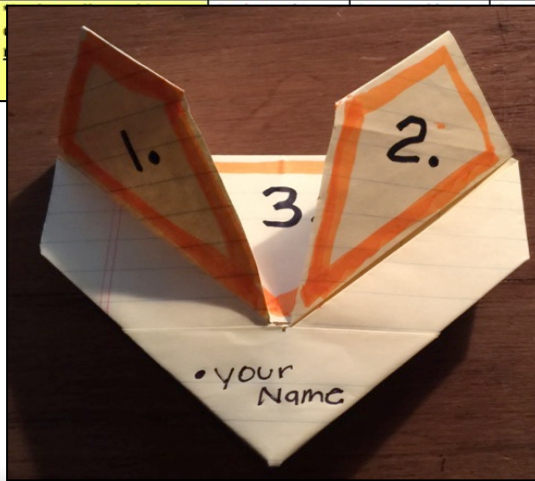
4

Student Projects!



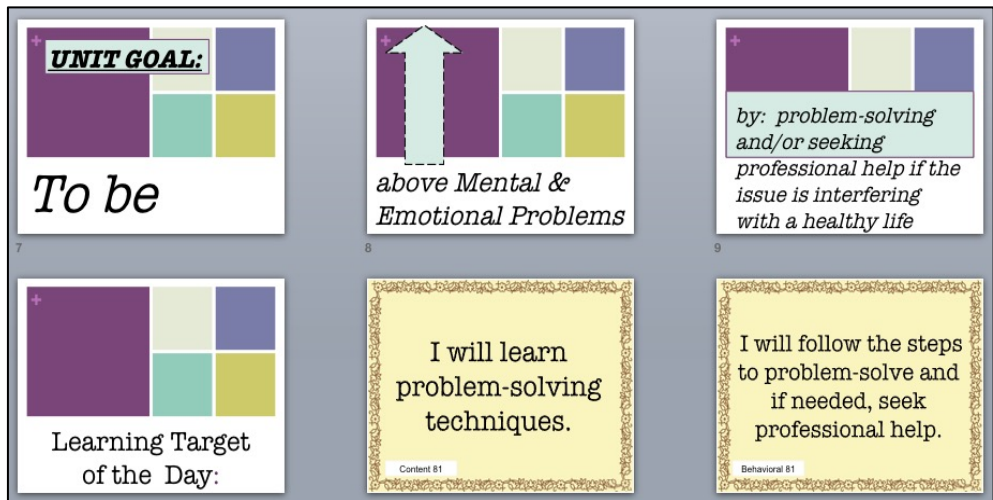
Interactive Projects!

Art Project Grading Rubric: NAME: _____ Per: _____					
Your Score:		<u>A</u> 4 points	<u>B</u> 3 points	<u>C</u> 2 points	<u>D or F</u> 1 point
____/4	Content Accuracy and Relevance	* <u>Understanding of topic</u> is very evident and <u>message</u> 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.
____/4	Graphics: photos, pictures, and/or wording	* <u>Graphics</u> are very <u>creatively</u> displayed.	Graphics are somewhat creatively displayed.	Graphics are a bit creative.	Lacking creative graphics.
____/4	Attractiveness				by or designed. time was taken to ete it.



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!

Rank these drinks in order of lowest to highest in teaspoons of **SUGAR**:
(best for you to worst)



NAME: _____ Per: _____ Date: _____

HEALTH FINAL

List two signs of someone who might be suicidal.

- 1)
- 2)

3. If a person is depressed for longer than _____ weeks, they may have "Clinical Depression" and should get to a clinic for professional help.

List three healthful ways to relieve stress.

- 4)
- 5)
- 6)

List 2 traits of someone who is assertive (not passive and not aggressive)

- 7)
- 8)

List three things someone who is assertive (not passive and not aggressive) might do.

- 9)

HEALTH FINAL KEY

List two signs of someone who might be suicidal.

- 1) give away their stuff, impulsive, depressed, change in eating or sleeping, suddenly happy
- 2) obsessed with death, has a plan, withdraw from family and friends

3. If a person is depressed for longer than 2 weeks, they may have "Clinical Depression" and should get to a clinic for professional help.

List three healthful ways to relieve stress.

- 4) Time out-listen to music, talk to friends, watch T.V., talk on phone, read...
- 5) Work out-play a sport, walk, jog, weight lift, exercise class...
- 6) Reach out-volunteer, get counseling, talk to someone, be part of a group...

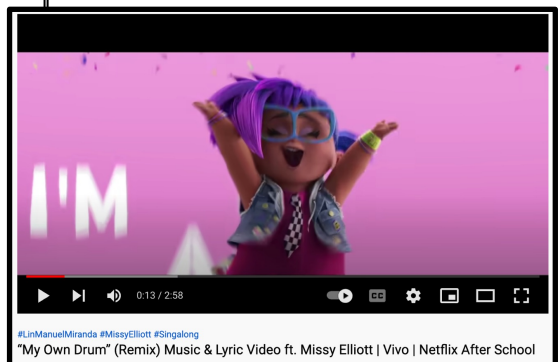
List 2 traits of someone who is assertive (not passive and not aggressive)

- 7) good eye contact, speaks clearly, problem-solves, doesn't control, but does state own opinion
- 8) strong voice, stands up for self but doesn't bully or control others and is not controlled

Empathy Survey: How much empathy do you have?

1. I feel empathy for people who are less fortunate than me.
2. I find it easy to understand other people's points of view.
3. I am greatly upset by other people's hardships and misfortunes. (like a house fire, or parents divorce)
4. If someone needed help in an emergency, I would willingly offer it. (like an asthma attack, or unconscious)
5. There are two sides to every story, I remember this fact and try to look at both sides.

Great Videos!



4

Student Packet Notes!

 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

- 3) _____ I like _____
- 4) _____ I like _____
- 5) _____ I like _____

DAY 5: 6) Each night a teen needs _____ hours of

- 7) _____ 8) _____
- 9) _____

MENTAL HEALTH: DAY 1: The 5 Dimensions of H

10. _____ 11. _____
12. _____ 13. _____
14. _____

 Name: _____ **KEY** _____ Period: _____

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

3) **Time Out** I like _____ **answers may va**

4) **Work Out** I like _____ **answers may va**

5) **Reach Out** I like _____ **answers may va**

DAY 6: 6) Each night a teen needs **9 ¼ hours** of sleep. List 3 tips for

_____ or bed

_____ milk (tryptophan)

_____ what you're doing + go to bed!

_____ close to bed

WORK OUT - Exercise and get daily activities.

List 5 things you would like to do for a "WORK OUT:

1. _____
2. _____
3. _____
4. _____
5. _____



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

Program is standards-based:



Alcohol Unit

Day 1: Review Alcohol Myths and Alcoholism

[return to table of contents](#)

State
Standards

WA State 8th Grade Standards Met:

- Analyze interrelationships of personal dimensions of health. H1.W1.8
- Analyze how personal choices contribute to communicable and non-communicable diseases. H7.W2.8a
- Describe how substance Abuse affects dimensions of health. H1.Su2.8
- Describe how some health risk behaviors influence injury prevention practices. H2.Sa1.8
- Identify valid and reliable emotional and mental behavioral health supports and services available age 13 and older. H3.So6.8
- Demonstrate behaviors and practices to prevent self and improve the health of oneself and others. H7.Su1.8

My State Standards Met:



National
Standards



Common
Core

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

6-8th Common Core Standards Met: Reading 3, 4, 5 / Writing

Materials Needed:

PowerPoint	-Level 3 PowerPoint	-It's in the LEVEL 3 LESSONS folder
Printed Materials	-The "True/False Scavenger Hunt" Worksheet	-Print 1 for each student
Other Materials		
Learning Target	Content: I will learn the many dangers of alcohol.	Behavioral: I will try to wait until age 21 to decide if I want to drink alcohol.
Assessment	-The "True/False Scavenger Hunt" Worksheet will be turned in and graded.	

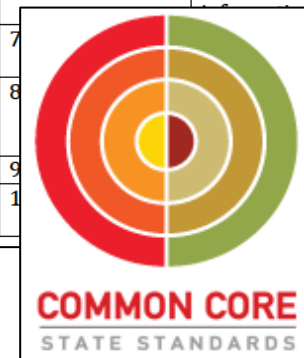
Meets all State, National and Common Core Standards

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.

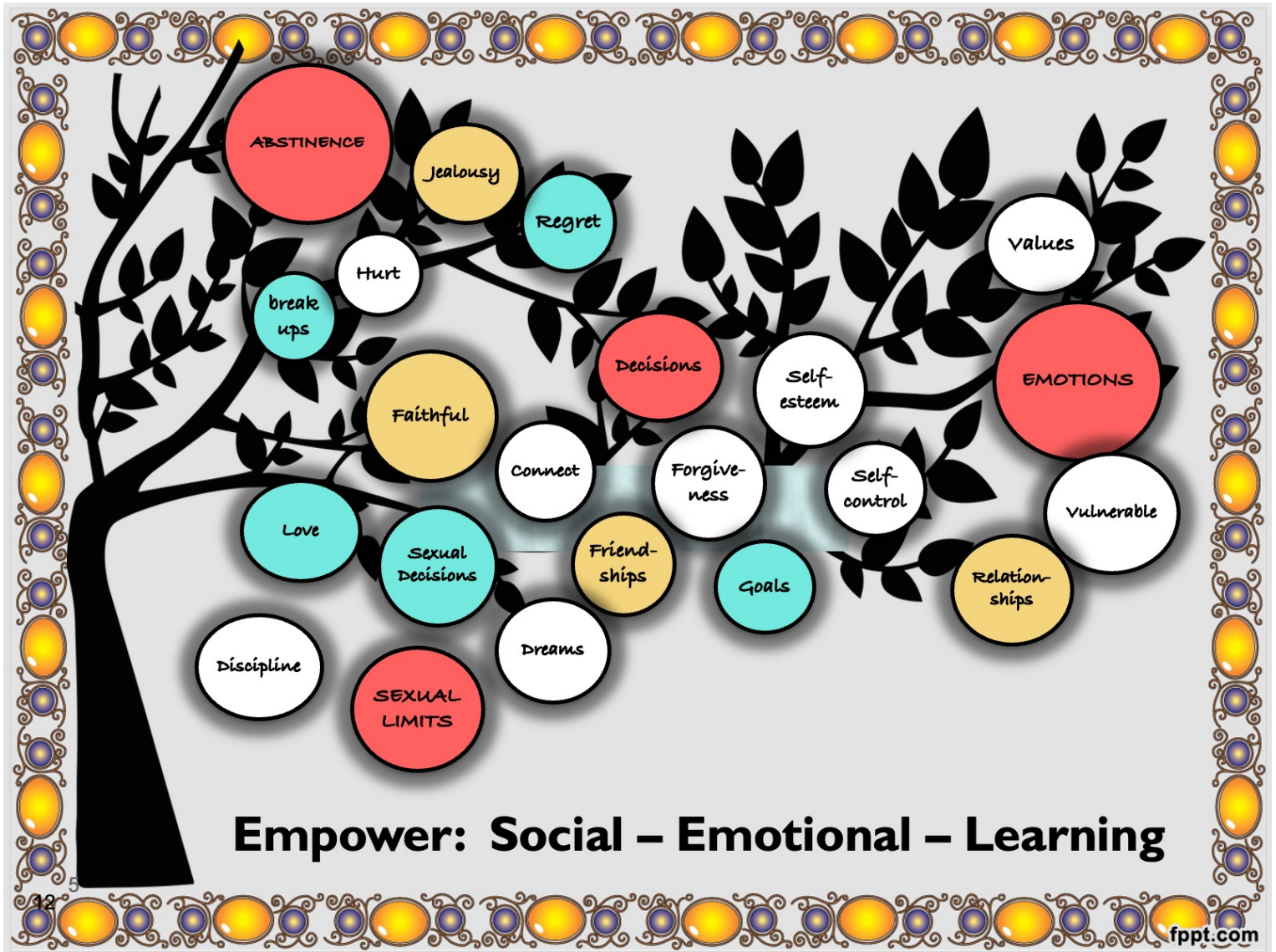


Washington State Health Education K-12 Learning Standards:

- 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.

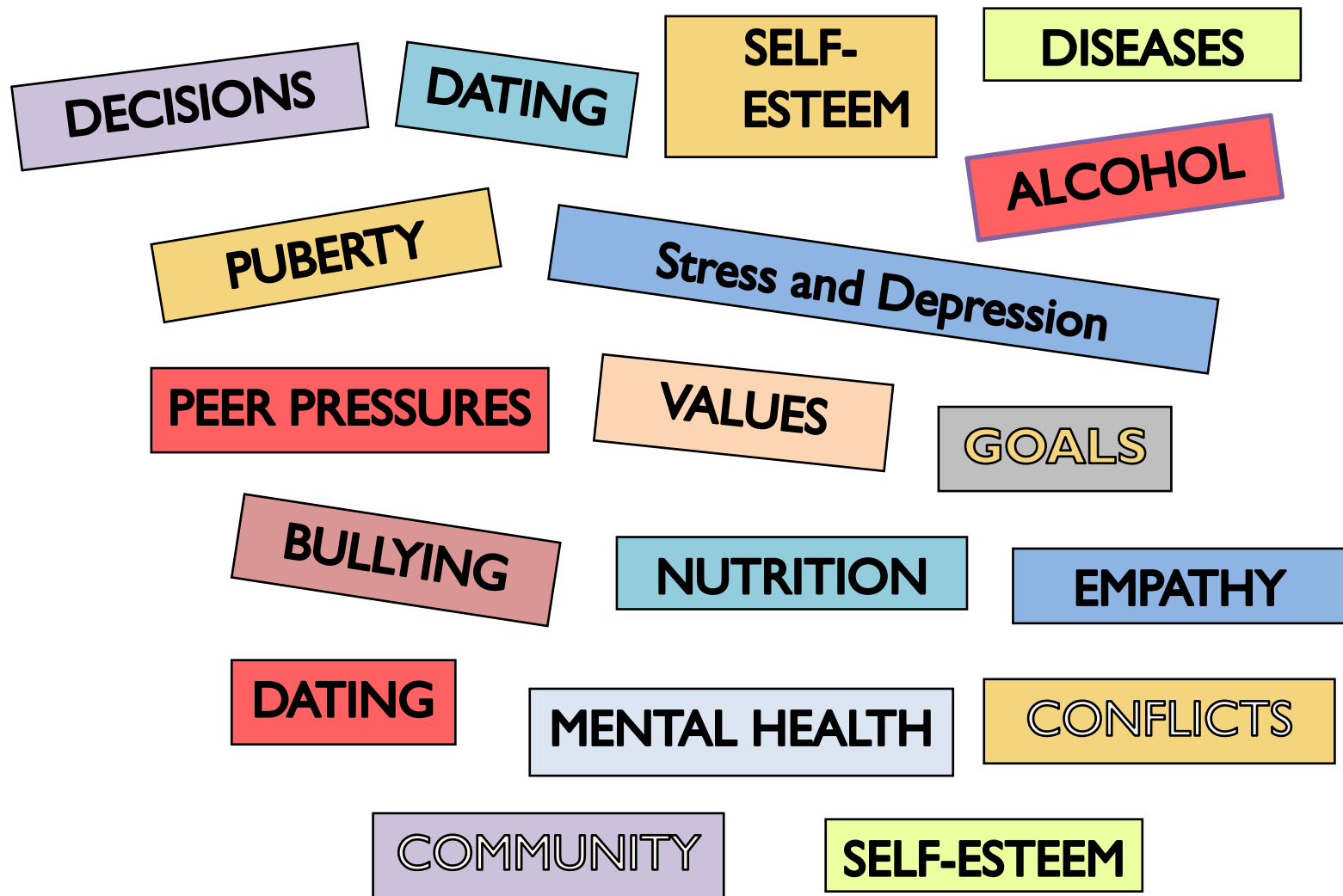
Free Updates!

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:

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Graphics:

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Stay Safe Move More symbol:

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