

Thanks for previewing!



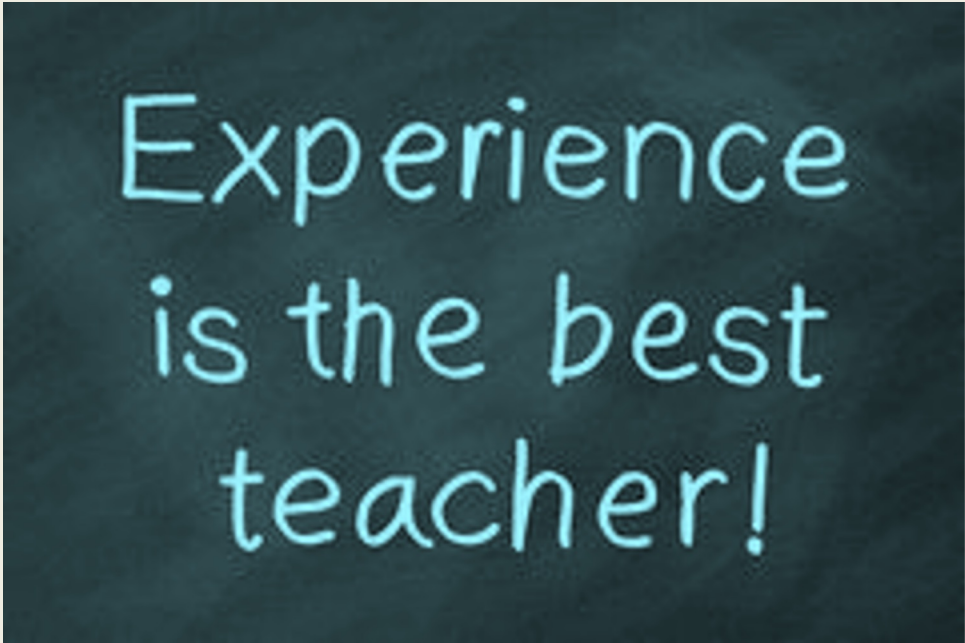
Health Education Today



**From my Best-Selling
Full-Year Middle School
Health Program**

1. This Program's Creator is a Qualified Teacher

- ◆ I am a National Board Certified Teacher with a Masters of Education Degree and I have many years of experience teaching Health.



Experience
is the best
teacher!

2. The Program Meets Educational Health Standards:



It meets **National** and COMMON CORE STANDARDS
FOR Middle School Health:

It also meets my Washington State Standards (So it's likely to meet **YOUR** state's Health Ed. standards!)



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, media, technology, and other factors 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 practices and behaviors.
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	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

3. There are 3 Sequential Program Files:



Name	
 00 All Levels Table of Contents for Reference.pdf	
 00 How To Video.pdf	
>  01 LEVEL 1	
>  02 LEVEL 2	
>  03 LEVEL 3	
 Previews of Lessons.pdf	

< > 01 LEVEL 1	
Name	
 01 Alcohol Teacher Directions L1.docx	
 01 Alcohol Teacher Directions L1.pdf	
 02 Alcohol L1 PowerPoint.pptx	
>  03 EXTRA LARGE DOCS	
 04 LEARNING TARGET POSTERS.pdf	
 05 MIDDLE STANDARDS.pdf	
 06 GOOGLE SLIDES INFO.pdf	

< > 02 LEVEL 2	
Name	
 01 Alcohol Teacher Directions L2.docx	
 01 Alcohol Teacher Directions L2.pdf	
 02 Alcohol L2 PowerPoint.pptx	
>  03 EXTRA LARGE DOCS	
 04 LEARNING TARGET POSTERS.pdf	
 05 MIDDLE STANDARDS.pdf	
 06 GOOGLE SLIDES INFO.pdf	

< > 03 LEVEL 3	
Name	
 01 Alcohol Teacher Directions L3.docx	
 01 Alcohol Teacher Directions L3.pdf	
 02 PowerPoint Alcohol L3.pptx	
>  03 EXTRA LARGE DOCS	
 04 LEARNING TARGET POSTERS.pdf	
 05 MIDDLE STANDARDS.pdf	
 06 GOOGLE SLIDES INFO.pdf	

4. Includes 3 Separate Sequential “Step-by-Step Teacher Directions” Docs:

Day 4 (of 4+ 5): Saying

[return to table of contents](#)

WA State 6th Grade Standards Met:

- Describe interrelationships of dimensions of health. H1.W1.1
- Differentiate between communicable and noncommunicable diseases. H1.W2.6
- Explain differences between appropriate use, misuse, and abuse of substances. H1.Su1.6a
- Describe how peers and family influence substance use and abuse. H2.Su1.6
- Understand short and long-term effects of substance abuse on physical and mental health. H1.Su2.6
- Identify how to use refusal skills to avoid substance use. H1.Su3.6
- Identify scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.6
- Promote benefits of abstaining from or discontinuing substance use. H8.Su3.6

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

6-8th Common Core Standards Met: Reading 1, 5/ Writing

Materials Needed:

PowerPoint	-“Level 1 PowerPoint”
Printed Materials	“Standing Up To Pressures” Worksheet
Other Materials	
Learning Target	Content: I will learn assertiveness skills

20. **DAY 4 TITLE SLIDE:** These are place markers.

22. **PEER PRESSURE LINES:** Brainstorm a list of pressures their friends to try something. Have students write at

22. **TEENS HEALTH AUDIO ARTICLE:** This is a kind of audio is an article on alcohol that is read outloud to your stu

<http://kidshealth.org/en/teens/alcohol.html?WT.ac=>

Day 2 (of 2 + 3): Aces Lesson

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WA State 7th Grade Standards Met:

- Assess personal health behaviors in relation to dimensions of health. H1.W1.7
- Distinguish between substance use, misuse, abuse, dependency, and addiction. H1.Su1.7
- Describe how peers and media influence substance use and abuse. H2.Su1.7
- Explain short and long-term effects of substance abuse on dimensions of health. H1.Su2.7
- Analyze validity and reliability of health and wellness information and products. H3.W4.7
- Demonstrate use of refusal skills to avoid substance use. H7.Su3.7a
- Assess scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.7b
- Construct a message describing benefits of being drug-free. H8.Su3.7
- Describe situations that call for professional treatment for substance abuse. H3.Su4.7

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

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

Materials Needed:

PowerPoint	-Level 2 PowerPoint	-It's in the "Level 2" folder
Printed Materials	-“Protective Factors Worksheet”	-Print 1 for each student
	-“Above the Influence” posters-each poster is one PowerPoint page in “ACE LESSON” folder	-Print about 5-10 of each “Above the Influence” page from the “Ext Large Docs” folder so students have a choice.
Other Materials	-Poster paper for outer wheels	
	-Markers, colored pencils, crayons, scissors, magazines for cut up	
Learning Target	Content: I will learn risk factors for addiction.	Behavioral: I will recognize risk factors and work to overcome them.
Assessment	-Students are self-assessing with the “Aces Survey.”	

10+11. **TITLE DAY 2 and BUILDING RESILIENCE:** You can have this last “RESILIENCE: slide when students come into class.

12. **WHERE DID THE ACE TEST:** Discuss with your students how the ACEs test² began and the good reputation of the CDC. This was the largest study of its kind, and virtually every study ACEs are strong predictors of homelessness. The Regional Child Abuse Prevention Councils 2011 states that “Nurturing and Positive Relationships are the key to mentally healthy children and adolescents.”

13. **HEALING:** They explain that protective factors do work, that:

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Alcohol Unit

Day 1: Review Alcohol Myths and Alcoholism

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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

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 to drink alcohol.
Assessment	-The “True/False Scavenger Hunt” Worksheet will be turned in and graded.	

The numbers below correspond to the same # slide on the unit PowerPoint presentation. ALL CAPITAL titles are also given to describe slide content.

1+2. **TITLE SLIDE and DAY 1 SLIDE:** These are place markers.

3. **REVIEW MYTHS SCAVENGER HUNT:** This is From Level 2, and if using the Grade Level program it would have been a year since students did this. For the unit, I would just skip the Myths review!

First tell students that today, you will only be giving them points for completing (and correcting a missed answer), rather than taking points off for incorrect answers! You can explain to them that in a few days they will be taking an Alcohol Unit Test with many of these questions, and at that point they will be responsible for getting the answers correct!

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5. PowerPoint Walk You Through These 3 Units:



Alcohol Unit L2

© Health Channel Video

Intro and Debunking Alcohol Myths Day 1



Video: https://www.youtube.com/watch?v=0A0K67s_3



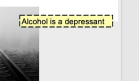
Myths about Teen Drinking

Do NOT feel pressured to drink alcohol "because everyone else is...BECAUSE THEY'RE NOT!"

Combined 2021 data indicates that **15%** percent of persons aged 12 to 20 drank alcohol in the past month

"HOW SMALL AMOUNTS OF ALCOHOL AFFECT BODY AND BEHAVIOR"

1. Judgment
2. Breathing
3. Lose your inhibition
4. Blood vessels dilate



Alcohol is a depressant

ALCOHOL FACTS:

"The first brain function you lose under even a small amount of alcohol is judgment."

"60% of all fatal car accidents involve alcohol."



"58% of all drownings involve alcohol."

"Drinkers are **18x** more likely to die in a fall."

"LONG-TERM EFFECTS: Consequences of Use"

Concerns of body organs, heart disease, ulcers, and early death.

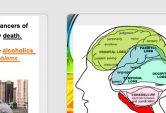
1 out of 10 people in the U.S. who drink become **alcoholics**, **compensate their drinking is interfering with work, school, and social life.**

"Approximately 14 million people in the U.S. are addicted to alcohol or abuse alcohol"



Alcohol is the third leading cause of the preventable death in the United States."

Do NOT feel pressured to drink alcohol "because everyone else is...BECAUSE THEY'RE NOT!"



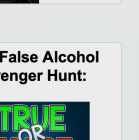
Unlike other drugs, alcohol dissolves in both water and fat, its high fat solubility makes it one of the most potent depressants of human CNS.

Alcohol is absorbed into cells and increases the water scale ratio in its passage.

"He also claims that 'corvidis' (coughing) and 'flu-like' symptoms 'show down'."

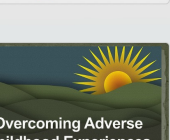
20-30%: slightly affected (20% is highly resistant to BAC in WFO)
 30-35%: impaired
 35-40%: slurred speech
 40-45%: loss control, passed out
 45% +: coma (or dead)

True / False Alcohol Scavenger Hunt:



Overcoming Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences Day 2 (of 2 + 3)



Building Resilience in Students with Adverse Childhood Experiences**19 (ACEs)

Where did the ACEs Test Come From?

-Study conducted by the Center for Disease Control
 Health Variables and Prevention and Kaiser Permanente Department of Preventive Medicine 1995 – 1997

-17,421 adults enrolled in study

-Correlated a link between childhood adverse events and adult physical and mental illnesses.



Alcohol Unit 1

© Health Education Society

Alcohol is hard on a GROWING BODY!

Teen Brains More Vulnerable to Alcohol

Alcohol can cause short and long term harm to developing brains and bodies.

Adolescents need only drink half as much to suffer the same negative effects.

Performs worse in school.

Increased risk of social problems, depression, suicidal thoughts, and violence.





Adolescents who begin drinking before age 19 are 4 times more likely to develop alcohol dependence than those who begin drinking at age 21.



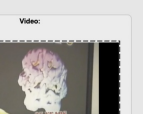
Unlike other drugs, alcohol dissolves in both water and fat, so high alcohol = more water enters 1 one of the most potent depressants of human CNS.

The brain areas that control learning and emotions shuts down.

Alcohol is absorbed into cells and forces the way water seeks into a sponge.

- 28-40% rapidly absorbed (12 is rapidly absorbed for 30% in 100)
- 28-40% retained
- 28-40% excreted
- 40-45% lower concentration passed out
- 40-45% goes into urine

Video:



The truth about drinking new lines

<https://www.youtube.com/watch?v=3C8W8W8W8W8>

ALCOHOL WHEEL PROJECT



ALCOHOL WHEEL PROJECT



ALCOHOL WHEEL PROJECT

Competition: Winners get up on the wall and get extra credit points!



How Alcohol Harms the Body + Wheels

Day 2 (of 1, 2, 3)

DID YOU KNOW ? PAST FACTS

- 7.4% of adult population in U.S. actively (heavy drinkers)
- \$10 Billion - is the cost of alcohol abuse in U.S.
- 65.2 Million spent on wine, beer and liquor advertisements in U.S.
- How many drink alcohol begin to drink for this and this grade.
- Approximately 17% of women and 8% of men will be dependent on alcohol in their lifetime.



Presented by: John Davidson

<https://www.youtube.com/watch?v=3C8W8W8W8W8>

Video:

FREQUENT DRINKING CAN LEAD TO

CARDIOMYOPATHY

A STRETCHING OF THE HEART



Alcohol effects on brain and body

<https://www.youtube.com/watch?v=3C8W8W8W8W8>

14-Year-Old Dies of Possible Alcohol Poisoning at Her Own Sleepover

Sarah Teenager Dies

A teenager who drank too much alcohol died after a sleepover at her home.

Police said that the girl's mother took her girls out for burgers for dinner on Saturday, April 4th. Then she woke up to find the girls drinking up, but she helped them turn up and put them back to bed.

Her daughter had not thrown up, cops said.

"She thought they had eaten something bad and were sick from the food," said Lt. Dennis Clevary of the Sonoma County Sheriff's Department.

Level 1

Alcohol Unit L3

© Health Education Unit

True or False Alcohol Scavenger Hunt:

TRUE OR FALSE

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

1. 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**.

Teen Alcohol Addiction

"Children and teens become **chemically dependent** much faster than adults. (as fast as several weeks or months)"

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 never using drugs is virtually certain **NEVER** to do so."

1. Teen **Alcohol** "Swears Drinking Often it's 'Let's get drunk'"

"The goal is to get drunk..."

"How many adults do you hear about getting drunk and passing out?"

"Teen binge drinkers also were also more likely to use **other drugs**."

TEEN ALCOHOL STATISTICS:

"The first brain function you lose under even a small amount of brain alcohol is **judgment**"

"**100%** of all fatal car accidents involve alcohol."

"**15%** of all drownings involve alcohol."

"Drinkers are **18.8x** more likely to die in a fall."

"**Guinness** to **confront** teen binge drinkers went: 15 drinks in 1 hr for boys, 4 for girls."

11 times more likely to **ride with a driver** who had been drinking alcohol

4 times more likely to be in a **physical fight**

Nearly 5 times more likely to have ever been **raped** or subjected to **sexual abuse**

More than 5 times more likely to be **sexually active**

4 times more likely to have attempted **suicide**

Teen binge drinkers were also more likely to use **other drugs**

"Don't drink alcohol while your body is still growing!" *1*

You can have fun and be cool without it!

The key is to choose friends who also choose not to drink.

Video:

The high school binge drinkers... Alcohol

Alcoholism is a **disease**

You can be addicted 2 ways:

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

1. ALCOHOL IS HARD ON A GROWING BODY

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(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**.

Unlike other drugs, alcohol dissolves in **spite** water and fat, its high solubility in water allows it to cross the blood-brain barrier and depresses the human CNS.

Alcohol is a **depressant** that slows cells and tissues the way water slows a running.

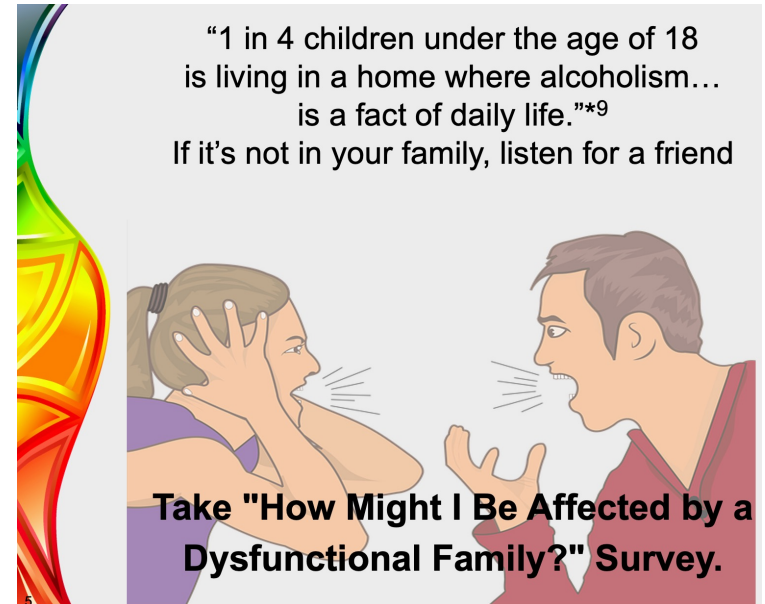
"How many adults do you hear about getting drunk and passing out?"

20% - 24% slightly affected (C2 is typically considered to cause a hangover)
25% - 29% intoxicated
30% - 39% severely intoxicated
40%+ for coma, passed out

Level 2

Level 3

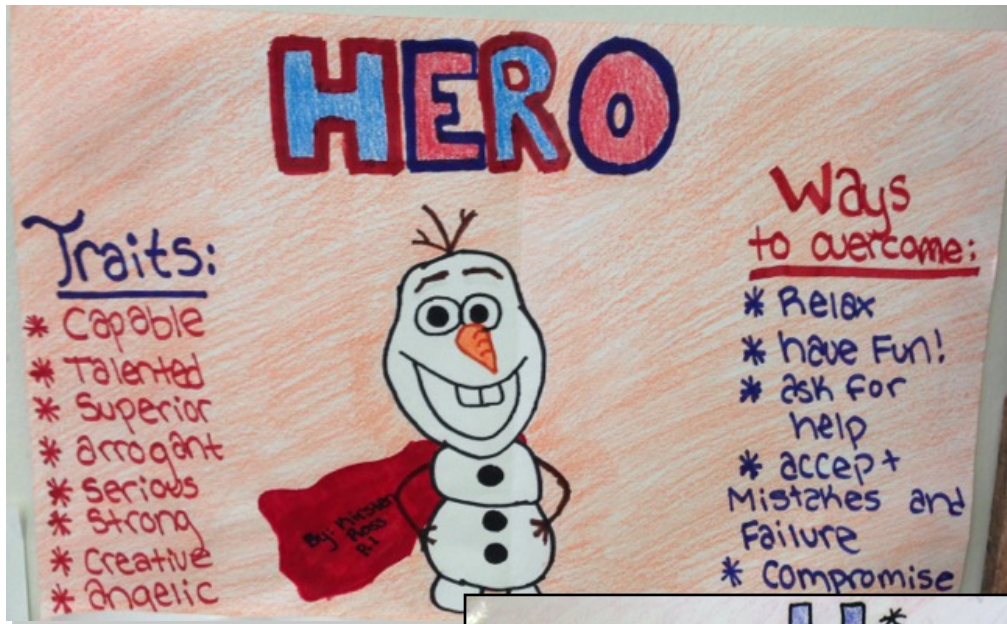
6. Worksheets AND Projects Examples!



Anonymous Health Survey (You can say T.P. if it's too personal)

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

Worksheets AND Projects Examples!



Art Project Grading Rubric: NAME: _____ Per: _____				
Your Score:	A 4 points	B 3 points	C 2 points	D 1 point
____/4	Content Accuracy and Relevance *Understanding of topic is very evident and message is very clear and positive.	Understanding is partially clear and message is somewhat clear and relevant.	Understanding is unclear or the message isn't clear or relevant.	Understanding is very unclear or the message is completely negative.
____/4	Graphics: photos, pictures, and/or wording *Graphics are very creatively displayed.	Graphics are somewhat creatively displayed.	Graphics are a bit creative.	Lacking graphics.
____/4	Attractiveness *Looks really good in design, layout, and neatness.	Looks good in design, layout and neatness.	Is acceptably attractive though it may be a bit messy.	Is messy, poorly designed, and does not take complete.
____/4	Grammar *No grammatical mistakes. (Spelling)	Just one or two grammatical mistakes. (Spelling)	Several grammatical mistakes. (Spelling)	There are many grammatical mistakes. (Spelling)
____/4	16/16 = A 15/16 = A- 14/16 = B 13/16 = B-	12/16 = C 11/16 = D+ 10/16 = D- 9/16 = F		



Worksheets AND Projects Examples!



Who - could it hurt?

What - do adults think?

When - is it illegal?

Where - are my limits?

How - to get out of it? (alternative?)

Class Practice: You are at a party with friends to beat last week's record for drinking shots. These friends like you and to keep inviting you to have. Should you take the dare?

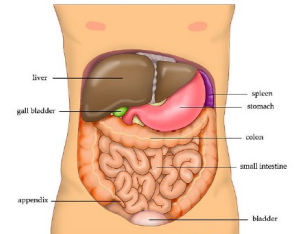
Who co
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W _____
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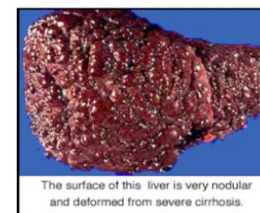
The Liver:

Some of the most serious effects of drinking alcohol on the body are damage done to the liver.

If alcohol is frequently in the blood in large amounts, it causes the liver cells to die and prevents the liver from working efficiently. This disease is called Cirrhosis.



This is a normal healthy appearing live
The surface is smooth and uniform.



The surface of this liver is very nodular and deformed from severe cirrhosis.

The liver is like a car with one gear - it can only work at one rate. On average, it takes one hour for the liver to burn up *one drink* of alcohol.

If it has to deal with too much over a number of years, it suffers damage. Chronic heavy drinking may cause alcoholic **Hepatitis** (inflammation and destruction of the liver cells) and then **Cirrhosis** (irreversible lesions, scarring and destruction of liver cells). These diseases also cause:

- skin appears yellow (Jaundice)
- Fluid to build in extremities (Edema)
- uncontrolled bleeding
- liver failure
- coma
- death

Worksheets AND Projects Examples!



Alcohol True/False Scavenger Hunt

Names _____ + _____

Period: _____ Date: _____

GREEN FACTS:

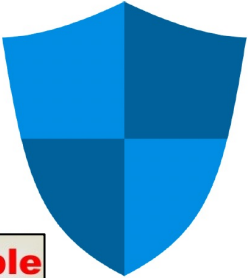


1. Alcohol a depressant? True or False
2. Alcohol is the second most widely abused drug among high school students? True or False
3. Peers, family, and the media strongly influence teen drinking? True or False
4. One of the first brain functions to be affected by alcohol is eye sight. True or False

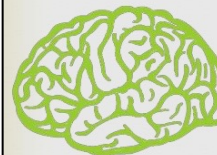
5. What is a disease in which a drinker's liver develop scar tissue?

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?



Teen **Brains More Vulnerable** to Alcohol



- Alcohol can cause **short and long-term harm** to developing brain and bodies.
- Adolescents need only drink **half** as much to suffer the same negative effects.
- Perform **worse** in school.
- **Increased risk of** social problems, depression, suicidal thoughts, and violence.

7. Worksheets are also ready to be filled in on GOOGLE DRIVE:



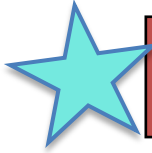
8.

This Program is all About the Students...

- ◆ The program is classroom and “kid-tested,” teacher-approved, and full of real student examples and responses.
- ◆ It promotes high student engagement and interaction!
- ◆ This lesson challenges and touches the lives of teens!



9. Buy it Today, Teach it Tomorrow!



Here is what makes this program unique!!

- ◆ This program features highly organized step-by-step teacher directions follow daily PowerPoints, and the directions tell you exactly to say!!
- ◆ Documents and PowerPoints are editable and docs are included in both Word and PDF formats.
- ◆ PowerPoints are full of nutritional info



10.



About the Author:

- ◆ I've been a certified K-12 Physical Education and Language Arts teacher for many years (19 of those years also include 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.

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Works Cited:

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