

Health Education Today Preview:

-2 Week Begin a Term Unit -

BEGIN A YEAR



**National Board-Certified Teachers
with Masters of Education Degrees
and 60+ years of experience** teaching
K-12 PE & Health, with collegiate
athletic and coaching experience!

Experience
is the best
teacher!

Created by
Master Teachers!



A family of
educators,
for educators.



Health Education Today

WHY CHOOSE HEALTH EDUCATION TODAY?

Skills

- To help your teens acquire skills and wisdom to be above unhealthy influences.

Content

- To have relevant, inspiring, standards-based and medically accurate lessons.

Ease of Use

- For an editable program where you can choose to print or work online; using step-by-step directions and PowerPoints for visual student lessons!

The Program Meets Health Standards:

Aligned to National, Common Core, and State Standards!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ELA College and Career Anchor Standards https://learning.ccsso.org/common-core-state-standards-initiative		
	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <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>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.



Real Teachers' Reviews endorse This program:

- ❖ “This is an amazing resource! Worth every penny. Thank you for the time and detail you put into creating this.”
- ❖ “Oh, I just wish I would have gotten so much sooner. This is wonderful and could be used cross-curriculum. Very easily adaptable.”
- ❖ “Such a great resource to use at the beginning of the school year to get the students back into routine!”
- ❖ “Glad to find a teacher that is just as organized as I like!!! Thank you.”
- ❖ “Amazing resource!”



File Organization:

< > BEGIN A TERM UNIT HS	
Name	
 00 Welcome Letter	
 01 Begin a Term Unit Teacher Directions	
 01 Begin a Term Unit Teacher Directions PDF	
 02 Begin a Term Unit POWERPOINT VERSION	
 03 Begin a Term Unit ONLINE VERSION	
 04 Begin a Term Unit PDF VERSION	
>  05 Supplemental Materials	



< > 05 Supplemental Materials	
Name	
 01 Begin a Term Unit Google Drive Master List	
>  02 Standards + Learning Targets	
✓  03 Extra Large Docs	
 Anon Family Survey.docx	
 Anon Family Survey.pdf	
 Anon Teen Survey.docx	
 Anon Teen Survey.pdf	
 Art Project Rubric.docx	
 Art Project Rubric.pdf	
 Classroom Organization.docx	
 Classroom Organization.pdf	
>  Favorite Proverbs for Teens	
 Generic Worksheets Teens.pptx	
 Learning Styles Survey 2.docx	
 Learning Styles Survey 2.pdf	
 Morning PowerPoints.pptx	
 Motivating Mondays PowerPoint.pptx	
 Resource Sheet.docx	
 Resource Sheet.pdf	
 Self Advocacy Project.pdf	
 The Little Red Hen PowerPoint.pptx	
 04 Classroom Organization.pdf	
 05 Previews of Additional Curriculum	

***Editable in Word and Google Slides!**

Standards: Beginning each lesson

Washington
State
Standards

Common
Core
Standards

Content
Learning
Target

Your
Own State
Standards

National
Health
Standards

Materials
Needed

Behavioral
Learning
Target

Optional:
Lesson
Assessment

Day 2 + 3: What's Our Purpose /Anonymous Teen Survey

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WA State Standards Met: -Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS		My State Standards Met:
National Standards Met: 1.12.1, 4.12.1, 6.12.1, 6.12.2, 7.12.1		
Common Core Standards Met:		
Materials Needed:		
PowerPoint:	Famous Failures PowerPoint	In PowerPoint folder
Printed Materials	-"AIM Sheet" (with goal-setting on back)	-Print 1 for each student and hole-punch
	-Weekly "Success Criteria" sheets	-Print 1 for each student weekly and hole-punch
Other Materials	-File folders, rings markers, thick tape, crayons, markers, colored pencils, hole punch	-1 folder and 2 rings for each student, thick clear tape also really helps.
	-Learning Target Posters printed and posted -Have students put about 8 sheets of blank notebook paper in their file folders -If you really want to be organized get a box or crate for each class where they'll toss their file folders at the end of class each period.	-Print 1 copy of each Learning Target and put in protector sheets if possible -I have blank computer paper ready and hole punched for those who don't have paper.
Optional:		
Video:	"Famous Failures" "An Apple a Day is Not Enough" "An Open Letter to Students Returning to School"	See below for more info
Learning Target	Content: I will learn best practices for goal-setting.	Behavioral: I will set a realistic goal for myself.
Exit Task	-Fill out "Success Criteria Sheet." -Have each student repeat their goal, or tell their goal to the person standing by them. Or, skip this today since teacher already saw each student's goal.	
Assessment	Teacher walk around and check each written goal.	

1. COPYRIGHT and ARIAL FONT, and SOME BACKGROUND: Informational

2. DIRECTIONS FOR WALL LEARNING TARGET POSTERS X 3 MORE: Informational

3. DAY 2 + 3 LESSON: This is just some helpful information for you since it's still the beginning of a new semester.

4. MORNING POWERPOINT: If you are going to use the "Morning PowerPoint" system, I added this slide to remind you!

5. KEN BLOCK: Ken Block in San Francisco (10 min.) This is just if you didn't show this yesterday!

Step-by-step Teacher Directions



Your Lesson Planning is Done!

PRINT & ONLINE.

GOOGLE + MICROSOFT + ADOBE +
YOUTUBE + MORE!



PowerPoints
walk you through
the lessons



Teacher Directions: Lead You Through the Lessons PowerPoint.

The numbers below with **ALL CAPITAL** titles, correspond to the same # slide on the main unit PowerPoint presentation. For example, “#1. **TITLE SLIDE**” corresponds to PowerPoint slide #1. If you delete or add any slides, you’ll need to change the numbers in these directions to match!

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

2 **DO YOU WANT A MORNING POWERPOINT?:** This is a reminder of the explanation about using “Morning PowerPoints” daily with your classes. This information was in the “Teacher Directions Start Here” doc but I will copy and paste some of the information about it for you here. Go to the “Teacher Directions Start Here” doc to read more ideas on “Fun Facts in the Morning.”

Every day I have a PowerPoint slide **up when students come in**. I like to have the homework posted like this every day as a reminder to students, and then students can never say, “I must have been absent when you assigned that” because I can say, “It’s been posted every day since you got back on the “Daily PowerPoint!”

3. **A QUIZ ABOUT ME SLIDE:** For the first day of the semester/year I always start with a PowerPoint to introduce myself to my students. I have them get out a piece of paper and #1 to 12. (Or however many questions you have!) I make it a quiz about me (non-graded and I tell the kids it’s just for fun, I don’t expect them to know the answers!) Then I ask them things like, “How old is Mrs. S.?” or “How many kids does she have?” “Guess their names, they start with these letters...” “How many years has she been teaching Health?”

4. **THE ANSWERS x 12 SLIDES:** Then we correct it. Everyone just corrects their own. They really seem to enjoy it and it’s a good icebreaker for the first day. It’s part of the “Begin a Term PowerPoint” in the Unit “PowerPoints” folder. When correcting I can say for some of my questions, “I wanted you to know that I am a mom and that my kids were your age once so I know a lot about what you’re going to be going through this year...”



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Directions for Wall Posters:

The posters are introduced in the “Beginning of the Semester” on Day 2 lesson - “Stop Saying ‘I wish’ and start saying ‘I will!’”

Example:

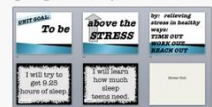


The theme, “Unit Goal: To Be ‘I Will’ and “Target for the Day” are set posters that will always stay on the wall. Then you will change the “Above the...unit posters,” the “By” posters, and daily target posters, as those change during the semester.

Here are my posters in our classroom: We made a separate PowerPoint with just the “Behavioral” targets for easy printing in case you want to print them on colored paper like you can see we did on the orange paper in this photo. Also, if you only want to use the “Content” target it’s easy to just go through and delete each “Behavioral” slide from this presentation.



Learning Target Posters (Content and Behavioral):



Daily PowerPoint Slides:

Health Education Today



1 ☆

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Directions for Wall Posters:

The posters are introduced in the "Beginning of the Semester" on Day 2 lesson "Stop Saying 'I wish' and start saying 'I will'".

The theme, "Unit Goal: To Be" "I Will" and "Target for the Day" are set posters that will always stay on the wall. Then you will change the "Above The...unit posters, the "By" posters, and daily target posters, as those change during the semester.



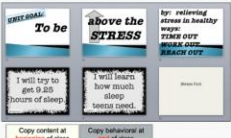
3

Here are my posters in our classroom: We made a separate PowerPoint with just the "Behavioral" targets for easy printing in case you want to print them on colored paper like you can see we did on the orange paper in this photo. Also, if you only want to use the "Content" target it's easy to just go through and delete each "Behavioral" slide from this presentation.



4

Learning Target Posters (Content and Behavioral):



Copy content at beginning of class

Copy behavioral at end of class

5

Learning Target Posters (Content only):



Day 1: Copy content at beginning of class

Day 2: Copy content at beginning of class

6

Begin a Term Unit

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7

Day 1:

● Introductions + Learning Styles

8

Date: _____

Get ...

Homework due Friday 1/13:

LATE Homework due Friday 1/6:



9

A Quiz About ... (Your Name) ...

Your Paper 1-12



10

A Quiz About ... (Your Name) ...

Your Paper 1-12



11

+1. 1. How old is (Your Name)?

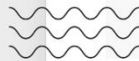
12

Speaker Notes:

Guides you through each PowerPoint/Google Slide.

Learning Styles Surveys:

How your brain learns.



43+44. LEARNING STYLES SURVEY and NO RIGHT OR WRONG: Explain to students that on this very first day and throughout the semester they'll learn many things in this Health class that they'll be able to use in other areas of their life. Today, they'll have a chance to gain a skill that they can use in other classes, especially when studying for tests.

Explain that this survey that we are going to take will help them see how our brains like to take in new information and that their results will tell them several different ways they can study for tests in any class. **There is no right or wrong, good or bad. Every answer-everyone is different.** Most surveys in this class are not graded, they are for self-awareness and reflection and typically on private information. But today's survey will be turned in and given points simply if its completed.

Engaging Lessons
walk you through
with activities



Presentations + Student Documents:

Available on Google Drive/Google Slides

Name: _____ Period: _____ Date: _____

Title: Anonymous Health Survey (You can write TP, 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 family in the last month? Yes or No ☐
7. Have you smoked pot in the last month? Yes or No ☐
8. Have you used inhalant drug like aerosol spray, dust off, etc. in the last month? Yes or No ☐
9. Have you used methamphetamine (meth) or cocaine in the last month? Yes or No ☐
10. Have you taken prescription pills 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 or No or Still Deciding ☐
13. Have you made a decision **not** to have sex during your years in high school or longer?
Yes or No or Still Deciding ☐
14. Have you smoked cigarettes in the last month? Yes or No ☐
15. Have you used chewing tobacco in the last month? Yes or No ☐
16. Have you used e-cigarettes or vaped in the last month? Yes or No ☐
17. Do you feel you are you addicted to nicotine? Yes or No ☐
18. Do you think marijuana is a "safe" drug: _____

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Getting to Know Your Student:

Parents: please fill out the following questions.

Name: _____ Period: _____ Date: _____

- Please list 2-3 of your child's strengths educationally.

- Please list 2-3 of your child's strengths socially and/or in personality/ character.

- Please list 2-3 things that you feel your child could improve on educationally.

- Please list 2-3 things that you feel your child could improve on socially or in personality/character.



_____ interests in or out of school.

_____ medical conditions or special learning issues I need to

_____ to share about your child?

_____ If one of this letter, are there any questions, concerns, or topics you'd like to see covered that aren't listed?

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Name: _____ Period: _____ Date: _____

Title: Icebreaker - Meet Your Classmates Activity



Find someone in class who fits a given description. Write in their **first name**. You can only use a person 1 time.

1. Find someone who has a birthday in September or October.

Name: _____

2. Find someone who is wearing shoes that you like. (be sure to compliment them!)

Name: _____

3. Ask someone what their favorite ice-cream flavor is and then get their name.

Name: _____

4. Ask someone to tell you a stressful thing that happened to them last week, then get their name.

Name: _____

5. Find someone who has an older brother or sister who goes to our high school.

Name: _____

6. Find someone who went to Hawaii in the last year.

Name: _____

7. Give someone a compliment and then get their name.

Name: _____

8. Find someone who can say something positive about their family and then get their name.

Name: _____

9. Find someone who considers themselves to be really honest.

Name: _____

Art Project Grading Rubric:

Student Name: X Date: X

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

Your Score:		A 4 points	B 3 points	C 2 points	D or F
<u>X</u> / 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, the message isn't clear, relevant.	
<u>X</u> / 4	Graphics: photos, pictures, and/or wording	*Graphics are very creatively displayed.	Graphics are somewhat creatively displayed.	Graphics are not creative.	
<u>X</u> / 4	Attractiveness	*Looks really good in design, layout, and neatness.	Looks good in design, layout and neatness.	Is acceptable though it could be a bit better.	
<u>X</u> / 4	Grammar	*No grammatical mistakes (Spelling)	Just one or two grammatical mistakes (Spelling)	Several grammatical mistakes (Spelling)	
<u>X</u> /		16/16 = A 15/16 = A- 14/16 = B 13/16 = B-	12/16 = C 11/16 = D+ 10/16 = D- 9/16 = F		
Comments: <u>X</u>					

REMEMBER TO SITE YOUR SOURCE

Art Rubric

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

Image title



Name: *

Short answer text

Class



No put-downs

No talking during class when someone else is

No mean, rude, or inappropriate comments

Respect stuff that's not yours

No switching seats

No head-phones /No cell phones

(Since part of this class' goal is social/communication!)

Name: _____

Period: _____

Date: _____

Title: "What's Your Learning Style?"

Choose the best answer that comes to mind, then circle a, b, or c.
(Simply spend just a few seconds thinking of an answer)



1. When you study for a test, would you rather...
 - ☐ a. Read notes and look at illustrations
 - ☐ b. Have someone ask you questions
 - ☐ c. Write things out on flash cards or take notes
2. Which of these are you most likely to do when you listen to music:
 - ☐ a. Daydream or see things that go with the music
 - ☐ b. Hum or sing along
 - ☐ c. Move with the music – tap your foot or move around to the beat
3. When you work to solve a problem would you most likely...
 - ☐ a. Make a check off list
 - ☐ b. Talk to friends or experts to help you solve it
 - ☐ c. Walk through all the steps in your mind
4. When you read for fun, do you prefer
 - ☐ a. A magazine or travel book with lots of pictures
 - ☐ b. A mystery book with lots of conversation
 - ☐ c. A book where you answer questions and solve puzzles
5. To learn how a new computer works, would you rather
 - ☐ a. Watch a video on it
 - ☐ b. Listen to someone explain it (like in front of the class)
 - ☐ c. Get on the computer and just try and figure it out yourself
6. What kind of a restaurant would you rather **NOT** go to:
 - ☐ a. One with the lights too bright
 - ☐ b. One with the music too loud
 - ☐ c. One with uncomfortable chairs
7. Would you rather go to...
 - ☐ a. An art class
 - ☐ b. A music class
 - ☐ c. An exercise class
8. Which are you most likely to do when you are happy?
 - ☐ a. Grin
 - ☐ b. Smile
 - ☐ c. Shout for joy
 - ☐ d. Jump for joy

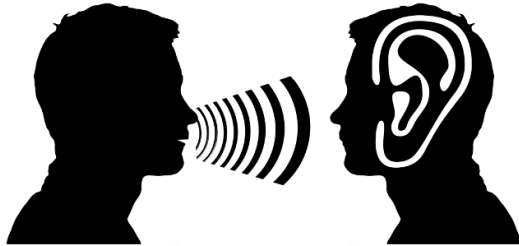
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File Folders System:
-Take Roll Daily.

-Students will never say
"I lost my assignment,"
again.

Communication Skills Activity:



WA State Standards Met: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS		My State Standards Met:
National Standards Met: 1, 4		
Common Core Standards Met: W4		
Materials Needed:		
PowerPoint	None	
Printed Materials	Print one of the real correct example	
Other Materials	Printer paper, pencils	
Optional:		
Learning Target	Content: I will learn about healthy communication.	Behavioral: I will work at healthy communication in my life.
Exit Quiz Question	Ask students. "Do you feel you are a good communicator?"	
Assessment	Teacher observation of participation	

GOAL SHEET

[illegible]

Here are a few samples of:

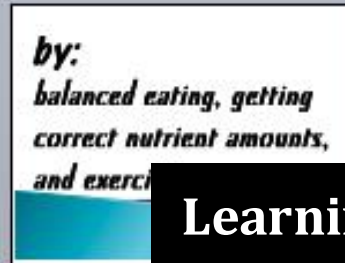
Learning Targets



5



6



7



Students copy the
L. Target at
beginning of class
onto this sheet:
(Choice of 3
Sheets!)

Learning Target Posters

Name: _____ Per.: _____ Week Of: ____/____/____

Content: Write the daily content learning target:	Content End of Class Rating: Circle One:	Behavioral: Write the daily exit success criteria:	Behavioral End of Class Rating: Circle One:
Monday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help	In the future I will	Yes No Undecided
	3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now	In the future I will	Yes No Undecided
Wednesday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now	In the future I will	Yes No Undecided

Name: _____ Per.: _____ Week Of: ____/____/____

Content: Write the daily content learning target:	At the End of Class Answer the Exit Question:
Monday: I will	
Tuesday: I will	
Wednesday: I will	

Name: _____ Per.: _____ Week Of: ____/____/____

Content: Write the daily content learning target:	Content End of Class Rating: Circle One:
Monday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now
Tuesday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now
Wednesday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now

6 Steps to a
Successful Evaluation

Here are a few samples of:

Organization

How to have an inviting, comfortable, homey atmosphere in your classroom!

1. If you have an ugly wall (like mine that looked like hospital) Depot and buy contact paper that looks like light colored wood. You need to be one that it will stick to, but I seriously have people ask if I put up wood paneling it looks so good!

Atmosphere!

2. Go to Goodwill, Ebay, or any secondhand store and purchase an old quilt to hang on the wall, old dressers and desks, frames for pictures, throw rugs, and lamps.

I have one floor lamp in the corner and many around my room on old desks and dressers. In the picture below you can see one old dresser, a lamp, family photos, dried flowers, and my quilt. I have one old roll-top desk as a student desk right next to my teacher desk. I use it for my T.A. to work on or I let students get

Setting Up Your Room



Bulletin Board "Miracle" Idea!



File Folder System in Crates- Amazing!



Here are a few samples of:



Organization

Art Project Grading Rubric: NAME: _____

<u>Your Score:</u>		<u>A</u> 4 points	<u>B</u> 3 point
_____/4	Content Accuracy and Relevance	* <u>Understanding of topic is very evident and message is very clear and positive.</u>	Understanding is partially clear message is somewhat clear and relevant.
_____/4	Graphics: photos, pictures, and/or wording	* <u>Graphics are very creatively displayed.</u>	Graphics are somewhat creatively displayed.
_____/4	Attractiveness	* <u>Looks really good in design, layout, and neatness.</u>	Looks good in design, layout and neatness.
_____/4	Grammar	* <u>No grammatical mistakes. (Spelling)</u>	Just one or two grammatical mistakes. (Spelling)
_____/		16/16 = A 15/16 = A- 14/16 = B 13/16 = B-	12/16 = C 11/16 = D+ 10/16 = D- 9/16 = F



Art Rubric +
School Bulletin
Board Idea

Buy it Today, Teach it Tomorrow!



What makes this program unique?

- ◆ This program features highly organized step-by-step teacher directions that follow daily PowerPoints, providing talking points for each slide.
- ◆ **Documents and PowerPoints are editable** to cater to you and your students needs. Documents are included in both **Word and PDF** formats.
- ◆ PowerPoints are full of trending topics, photos, and video links that teens will appreciate.

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WA Standards From: <http://www.k12.wa.us/healthfitness/Standards.aspx>

NYC Standards From:

<http://www.p12.nysed.gov/ssss/schoolhealth/schoolhealtheducation/healthPE>

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previewing!**

