

Health Education Today Preview:

-2 Week Body Systems Unit -



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 body systems unit is incredible! The QR codes add a fun, interactive element, and the 3-week plan is well-structured and easy to follow. My students were fully engaged and loved exploring the body systems!”
- ❖ “Love the variety and the format of this resource. So easy to use and fun for students.”
- ❖ “There are really great parts to it and my kids have talked about the body facts slideshow for two days now. I've even heard them in the hallways sharing information with their friends outside of class!”
- ❖ “Very thorough! Thank you!”
- ❖ “Great health/ human body curriculum with lots of fun activities.”



File Organization:

< > BODY SYSTEMS UNIT HS	
Name	
	00 Welcome Letter
	01 Body Systems Unit Teacher Directions
	01 Body Systems Unit Teacher Directions PDF
	02 Body Systems Unit POWERPOINT VERSION
	03 Body Systems Unit ONLINE VERSION
	04 Body Systems Unit PDF VERSION
> 	05 Supplemental Materials



< > 05 Supplemental Materials	
Name	
	01 Body Systems Unit Google Drive Master List
> 	02 Standards + Learning Targets
✓ 	03 Extra Large Docs
> 	Alcohol Board Game
	Art Project Grading Rubric.docx
	Art Project Grading Rubric.pdf
	Body Systems Safari.docx
	Body Systems Safari.pdf
	Body Systems Test 1.docx
	Body Systems Test 1.pdf
> 	Coronavirus Lesson
> 	Non Comm Card Game and Docs
	PersonalHealthAssessment.pdf
	WebQuest.pdf
	WebQuest.pptx
	04 Previews of Additional Curriculum

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

Easy to Navigate “Table of Contents”:

Links to each lesson document!

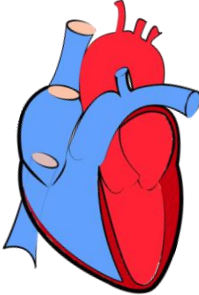
Daily Lesson Topics

Common Core Standards

National Standards

WA State Standards

Fill in Your State Standards

BODY SYSTEMS 11 Days	Lesson Titles: <i>Click on the lesson title to be linked to the page</i>	Common Core Standards Met:	National Health Standards Met:	Washington Health Standards Met:	Add Your State Health Standards Here:
Day 1	Body Systems intro: -“Can You Do This?” fun body activities -“Our Amazing Body” slideshow -Into teams and 8 “Quick Facts Sheets” -Team competition “Choose a Team Name Art”	R 1 R 4 W 4	1.12.1, 3.12.2, 3.12.5, 4.12.1 8.12.4	H1.W1.HS H2.W3.HS	
Day 2 (of 2 & 3)	QR coded group research: -Body Systems “Rap Video” -“Virtual Body Website” -Optional “Body Systems Overview Handout” -Group research with “QR Coded Worksheet” for 8	R 1 R 2 R 3 R 4 R 5 R 7 W 1 W 2 W 4	1.12.1, 1.12.2, 1.2.3, 1.12.4, 1.12.5, 1.2.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.8, 2.12.9, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 4.12.1, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4	H1.W1.HS H2.Sa1.HS H2.W2.HSa H2.W2.HSb H2.W3.HS	

Standards: Beginning each lesson

Day 11: Unit Assessment

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WA State Standards Met:: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HS Assess personal risk factors and predict future health status. H2.W2.HSb Analyze how a variety of factors impact personal and community health. H2.W3.HS	My State Standards Met: Yours will likely be very similar!
National Standards Met: 1.12.1, 1.12.2, 1.12.4, 1.12.5, 1.12.8, 1.12.9, 2.12.1, 3.12.2, 5.12.4, 5.12.5, 7.12.2, 7.12.3	
Common Core Standards Met Reading 4/ Writing 4	
Materials Needed:	
PowerPoint	-None
Printed Materials	-“Presentation Note Taking Worksheet” -Unit Test (choose either Test 1 or Test 2)
Other Materials	-They should have this from Day 10 and should have taken notes during presentations on this -Print 1 for each student
Optional:	
Video	
Learning Target	Content: I will learn how the different body systems work. Behavioral: I will take care of my own body systems and see a doctor if needed.
Exit Task Assessment	-Fill out “Success Criteria Sheet.” -Presentation Note Taking Worksheet can be turned in and graded. -Unit assessment will be turned in and graded. -Optional “Research Project” can be graded.

Washington
State
Standards

Common
Core
Standards

Content
Learning
Target

Your
Own State
Standards

National
Health
Standards

Materials
Needed

Behavioral
Learning
Target

Step-by-step Teacher Directions



Your Lesson Planning is Done!

PRINT & ONLINE.

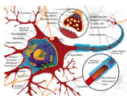
GOOGLE + MICROSOFT + ADOBE +
YOUTUBE + MORE!



Teacher Directions: Lead You Through the Lessons PowerPoint.

5. Nervous System Facts

- The nervous system is a complex structure of nerves of neurons that transmit signals around the body to coordinate actions. It's our body's electrical wiring.
- The nervous system has two parts, the central nervous system (CNS) and the peripheral nervous system (PNS).
- The CNS includes the brain, spinal cord and retina of the eyes. The brain is protected by the skull, and the spinal cord by the skeletal vertebrae.
- The PNS includes all other nervous system structures that sit outside the CNS but that help connect the CNS to areas of the body.
- Nerves are enclosed bundles of long fibers called axons which are made up of nerve cells. There are two types of nerve cells: neurons and glial cells.
- Glial (or glia) cells are specialized cells that provide structure and support to neurons. They help hold neurons in place, supply nutrients to neurons, destroy germs, remove dead neurons, and direct axons of neurons.
- Some types of glial cells generate a substance called myelin that coat axons and work as electrical insulation to help them quickly and efficiently transmit signals.
- Neurons quickly and precisely send signals as electrochemical waves along axons to other cells. There are two types of neurons, sensory and motor neurons.
- Sensory neurons change light, touch and sound into neural signals which are sent back to our CNS to help our body understand and react to its surroundings.
- Motor neurons transmit neural signals to activate muscles or glands.
- There are approximately 100 billion neurons in the human brain and 13.5 million neurons in the human spinal cord.
- The nervous system can transmit signals at speeds of 100 meters (328 feet) per second.



Day 4: Body Systems and Disease

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WA State Standards Met:

- Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
- Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS
- Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa
- Assess personal risk factors and predict future health status. H2.W2.HSb
- Analyze how a variety of factors impact personal and community health. H2.W3.HS

My State Standards Met:

National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 4.12.1, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 7.12.1, 7.12.2, 7.12.3

Common Core Standards Met: Reading 1, 2, 3, 4 / Writing 4

Materials Needed:

PowerPoint	-None	
Printed Materials	-"Family Medical History Homework"	-Print 1 for each student
Other Materials	-Typing paper	

Optional:

Video	Optional	See below for more info
Learning Target	Content: I will learn about non-communicable diseases.	Behavioral: I will choose healthy habits to reduce and prevent non-communicable diseases.
Exit Task	-Fill out "Success Criteria Sheet." -Have each person in a group find someone in a different group and share one interesting fact.	
Assessment	-Folded Hearts can be checked of or graded. Family Medical History" will also be turned in and graded.	

1. **TITLE DAY 4 SLIDE:** This is just a place marker for you.

2. **KEY FACTS WORLD and VIDEO:** Read through these with your students, then show this short video:

"What do you know about non-communicable diseases?" (2 min.)

<https://www.youtube.com/watch?v=yovSGyDEWaY&list=PLHfImEYacV7TRuSzTgcJX16T-JwIz1c&index=3>

Day 4:

Body Systems & Disease

Key Facts Highlights from World Health Organization (Updated 2022)

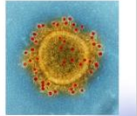
Non-communicable diseases (NCDs) kill 41 million people each year worldwide, equivalent to 73% of deaths globally. In the Region of the Americas, 13 million deaths are by NCDs.

Each year, 15 million people > 30 million in the Region of the Americas die from a NCD between the ages of 15 and 49 years, over 90% of these "premature" deaths occur in low- and middle-income countries.

Cardiovascular diseases account for more NCD deaths, at 17.9 million people annually, followed by cancers (10 million), respiratory diseases (7 million), and diabetes (4.4 million) globally.

Three groups of diseases account for over 90% of all premature NCD deaths. Tobacco use, physical inactivity, the harmful use of alcohol and unhealthy diets all increase the risk of developing a NCD. Smoking, consuming and consuming alcohol, as well as pollution, are key components of the response to NCDs.

<https://www.who.int/news-room/fact-sheets/detail/non-communicable-diseases>



Let's focus on the top 4 today and what we can do to prevent these in our own lives:

1. Cardiovascular Disease
2. Cancers
3. Chronic Respiratory Diseases
4. Diabetes



In the U.S. (2022):



Videos:



PowerPoints
walk you through
the lessons



Daily PowerPoint Slides:

Health Education Today



Human Body Systems

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Dear Teachers:

This "Body Systems Unit" was created as a stand-alone separate unit, while using some material from our "Disease" and "Nutrition" units. If you purchased the Full Year Curriculum and/or the Nutrition or Disease Units, it will also have the same added material as part of their programs.

Thus, there is a small purple dot at the top of the PowerPoint slides and highlighting in the "Table of Contents" of any activities that are also included in the "Disease" or "Nutrition" units, so that you may decide what if you would like to teach those days, quickly review the information, or easily delete the purple (duplicated) activities from this unit.

They are Days 4, 5, 6 & 7.



Day 1:

Intro

Unit Theme:
Take care of your body. It's the only place you have to live!

Unit Learning:
To **target** the importance of the system in affecting my quality of life.
To learn how to take care of my own systems and prevent and/or treat injury, illness, disease, or harm to my precious body system!



Everyone's body is unique.



Can You Do This?

1. Family genetics can not only be fun to look into, but it can also tell us about our own health issues that we should be aware of. We all received one set of genes from our father and the other set of "clones" from our mother. The combination of these pairs of genes that we're inherited is called our "genotype."

2. Here are some fun facts. Check if you have these traits and see if you can find someone in your family with each of these traits.

Best Little Finger: A dominant trait gene causes the best joint of the little finger to be dominantly bent inward. Lay both hands flat on a table with your fingers, and note whether your have a bent or straight little finger.

Dominant: you have it.
Recessive: you don't have it.



Can You Do This?

2. Facial Disfigure: If you aren't sure if you have them, smile! Disfigure are scars to one's when smiling. With dominant phenotypes, you may have a dimple only on one side, or on both.

3) Tongue Rolling: If you have the ability to roll the sides of your tongue up to form a closed tube, you have the dominant phenotype for this minor trait. Those who are not dominant for this trait cannot roll their tongue, no matter how hard they may try.

Dominant: you have it.
Recessive: you don't have it.



Can You Do This?

Place your arm against a doorframe.

With your palms in, push against the door frame for 40 seconds to a minute.

Step out and watch your arms Magically Levitate!

cracked.com

Can You Do This?

Have a person sit on a chair and put your finger on their forehead.

Ask them to stand up without using their hands.

The might force on your finger makes it impossible!

Can You Do This?

1) Lie face down as dead weight with arms above your head.

2) Have a friend take your wrists and hold your upper body at a 45 degree angle (uncomfortable, but not painful).

3) Let your friend hold you like this for two minutes.

4) Your friend then lowers your arms very slowly and gently places them on the floor.

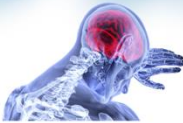
5) Continue to fall through the floor!



Can You Do This?



Our Bodies Are Amazing!



Slideshow:



Into Teams & Quick Facts:

1. Respiratory System (Lung) Facts

The human respiratory system is a complex system that allows us to breathe. It consists of the trachea, bronchi, and lungs. The lungs are the primary organs of the respiratory system and are responsible for exchanging oxygen and carbon dioxide.




Optional: Competitions

Team Name Art

Group Presentations: Team Rap, Poem, or Song About their Body System

Dear Teacher: Students usually love competitions, so if you would like, you can make these two unit activities competitions with prizes being extra credit for each group member, or "Get-out-of-homework" tickets, or anything else you'd like to offer.

If you don't want to make these activities competitions, simply delete the red "Competition Time" sticker from those slides that have it.



Make Team Name Art:

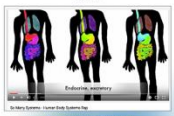
Respiratory Rebels:




Day 2:

Body Systems Group Work

Video:



QR Coded Worksheets:




Speaker Notes:

Guides you through each PowerPoint/Google Slide.

Later Today: "Family Medical History Homework":

Heart Disease

High Blood Pressure

High Cholesterol

Health Condition:	"Y" if I have	Name of Family Member(s) Who Had or Have and Their Relationship to Me:	Age Family Member Was Diagnosed With / Age of Death if They are Deceased:	Research at least one health issue in your family. Use reliable websites such as www.nlm.nih.gov , www.ada.org , www.heart.org , www.cdc.gov . Optional: Use this space to list warning signs, symptoms, and precautions for all your family's medical issues.
Alzheimer's Disease				
Arthritis				
Asthma/Allergies				
Breast Cancer				
Ovarian Cancer				
Prostate Cancer				
Testicular Cancer				
Colon Cancer				

***THIS INFORMATION IS PERSONAL!! Nothing needs to be turned in except the small signature section.

Grandparents Name(s)	Circle: Alive / Deceased	Age Now or At Death:	Cause of Death / or Comments:
	Circle: Alive / Deceased		
	Circle: Alive / Deceased		
	Circle: Alive / Deceased		
	Circle: Alive / Deceased		
Parents Name(s)	Circle: Alive / Deceased	Age Now or At Death:	Cause of Death / or Comments:
	Circle: Alive / Deceased		
	Circle: Alive / Deceased		
Siblings Name(s):	Circle: Alive / Deceased	Age Now or At Death:	Cause of Death / or Comments:
	Circle: Alive / Deceased		
	Circle: Alive / Deceased		
	Circle: Alive / Deceased		
	Circle: Alive / Deceased		

29. **FAMILY MEDICAL HOMEWORK:** Explain to students that with the "Family Medical History Homework" you will hand out later today, it will help each student and their family focus in on their own genetic disease history, so if they have disease in their family besides these top 4 killers in our country, they should look closely at the risk reduction and/or prevention for those diseases.

Engaging Lessons
walk you through
with activities



Presentations + Student Documents: Available on Google Drive/Google Slides



Body System Research

Form description

Name: *

Short answer text

Date: *

Short answer text



Human Body Systems Unit Assessment

Form description

Name: *

Short answer text

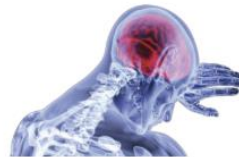
Date: *

Short answer text

Name: _____ Period: _____ Date: _____

Title: Body Systems Research Project

Which system are you researching?:



1. Describe the basic structure and function of your system.

1. Respiratory System Students in Your Group: _____

RESPIRATORY QUESTION 1:

<http://www.ann.org/heart/lungs/vascular.htm>

<https://www.slideshare.net/slideshow/respiratory-system-18815800>
(You can put "Respiratory System" into the Slideshare search and find more!)

Virtual Body:
<http://www.donet.com/en/health/virtual-human-body/virtualhumanbody.php>

1. Why do we need to breathe? ☐

2. What role does your diaphragm play in breathing? ☐

3. What keeps food from going down our windpipe? ☐

4. Spread out flat, about how much space would all the air sacs in the lungs of an adult cover? ☐

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

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

7. How are plants our partners in breathing ☐



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Body Systems Interactives!

Google Slides WebQuest! Research Project

Name: _____ Period: _____ Date: _____

Title: Body Systems

1. Respiratory System

Students in Your Group:

Note: If YouTube videos don't load, put the title in the search.

RESPIRATORY QUESTION 1:

<https://learn-biology.com/respiratory-system/>

Try the "2. Interactive Diagrams" drag and drop quiz to see what you know.



<https://www.slideshare.net/dindin04/respiratory-system-10815800>

(You can put "Respiratory System" into the SlideShare search and find more!)

<https://my.clevelandclinic.org/health/articles/21205-respiratory-system#anatomy>



1. Why do we need to breathe?

2. What role does your diaphragm play in breathing?

3. What keeps food from going down our windpipe?

4. Spread out flat, about how much space would all the air sacs in the lungs of an adult cover?

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

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Body Systems Safari:

Name: _____ Date: _____

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

Directions: Using any information you may have, complete the "Big 5 Body Systems Safari" by filling in the blanks. Take a journey to find the best answers and take care of your

"Big 5 Body Systems" (Circulatory, Respiratory, Digestive, Muscular, and Integumentary (Skin)).

Circulatory System:

You're on the tundra, the sun is setting and you hear a roar. A lion's roar is arguably the world's most iconic animal sound. Roars can be heard from over several kilometers away when conditions are right. The sound is deafening and awe inspiring when heard from nearby. There is an instant adrenaline rush and a feeling of vulnerability when hearing lions roaring at night, especially if you are in a tent!

Just like the roar of a lion, the sound of a heartbeat is a miracle of life! Our heart beats about 100,000 times in one day and about 35 million times in a year. There is peace and comfort in the regular beating of our heart. An infant will cuddle and fall asleep on its mother's chest while listening and being comforted by the sound of their mother's heartbeat.

1) List 3 things YOU will actually try to do to help YOUR HEART be strong and healthy:

1) _____

2) _____

3) _____

2) List 3 things YOU will actually try to do to help YOUR HEART be strong and healthy:

1) _____

2) _____

3) _____



PREVIEW



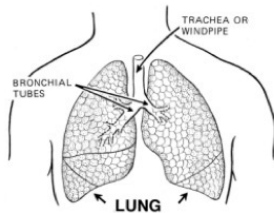
Examples of Daily Lessons:

Day 1:



1. Respiratory System (Lung) Facts

- The primary functions of your lungs are to transport **oxygen** from the air you breathe into your bloodstream while taking away carbon dioxide, which is released into the air when you breathe out.
- Most vertebrate animals (animals with spines) have two lungs.
- Your left and right lungs aren't exactly the same. The lung on the left side of your body is divided into two lobes while the lung on your right side is divided into three. The left lung is also slightly smaller, allowing room for your heart.
- Can you live without one lung? Yes you can, it limits your physical ability but doesn't stop you from living a relatively normal life. Many people around the world live with just one lung.
- People who have a large lung capacity can send oxygen around their body faster. You can increase your lung capacity with regular exercise.
- When resting, the average adult breathes around 12 to 20 times a minute.



Day 1: Body Systems intro

- “Can You Do This?” fun body activities
- “Our Amazing Body” slideshow
- Into teams and 8 “Quick Facts Sheets”
- Team competition “Choose a Team Name Art”

Unit Theme:

Take care of your body.
It's the only place you
have to live!



Unit Learning Target:

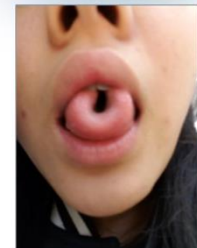
- To understand the importance of each system in affecting my quality of life.
- To learn how to take care of my own systems and prevent and/or treat injury, illness, disease, or harm to my precious body systems!

Can You Do This?

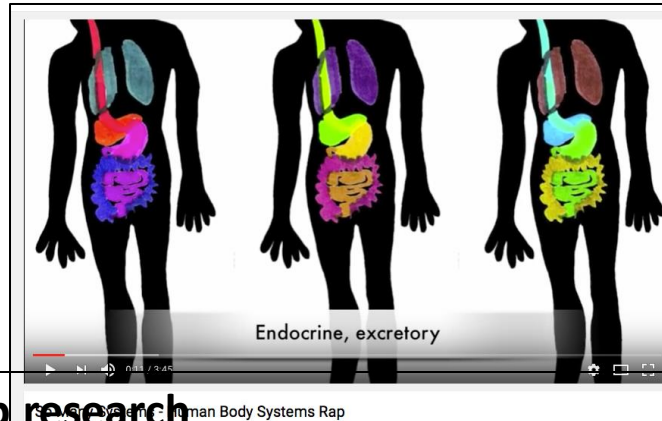
2. Facial Dimples: If you aren't sure if you have them, smile! Dimples are easiest to see when smiling. With dominant phenotype, you may have a dimple only on one side, or on both.

3) Tongue Rolling: If you have the ability to roll the sides of your tongue upwards to form a closed tube, you have the dominant phenotype for this motor skill. Those who are not dominant for this trait cannot roll their tongue, no matter how hard they may try.

Dominant: you have it.
Recessive: you don't have it.



Day 2 & 3:



Day 2: QR coded group research

- Body Systems “Rap Video”
- “Virtual Body Website”
- Optional “Body Systems Overview Handout”
- Group research with “QR Coded Worksheet” for 8 body systems
- Optional: “50 Really Weird Facts About Your Body”
- 3 optional videos to choose from for an intro

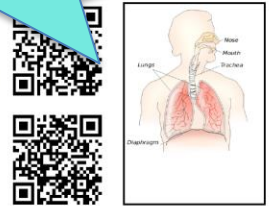
1. Respiratory System Students in Your Group

RESPIRATORY QUESTION 1:

<http://www.smm.org/heart/lungs/vascular.htm>
<http://hes.ucfsd.org/gclaypo/respiratorysys.html>

1. Why do we need to breathe?
2. What role does your diaphragm play in breathing?
3. What keeps food from going down our windpipe?
4. Spread out flat, about the size of the lungs of an adult cover?
7. How are plants our partners in breathing?

**In Print or
on Google
Docs!**



**84 QR-Coded links to
websites!
Try this one with your
phone code-reader!:**



Day 4:

Now use the “NCD Handout” to fill in your heart with “heart-healthy” tips!

+ Optional Research Project

Name: _____ Per: _____

Body Systems Research Project:

Which system are you researching?: _____

1. Describe the basic structure and function of your system.

Day 4: How disease affects body systems

-United States Non-Communicable Diseases Mortality

-“Non-Communicable Diseases Background Sheet”

-Top 4 Causes of Death in U.S.

-7 signs of cancer

-Skin cancer

-“Family Medical History Homework”

-“Preventing Non-Comm Diseases Handout”

-Interactive folded “Disease Risk Reduction/ Prevention Heart”



Informative!

Ways to Prevent These Most Prevalent Non-Communicable Diseases:

1. Cardiovascular Disease - (Causes 31% of deaths in U.S.)

- Eat a healthy diet. (Lots of fruits/veggies, low saturated fat and cholesterol and high fiber)
- Maintain a healthy weight. (Use BMI and get motivated!)
- Exercise regularly. (Shoot for 60 min. of moving per day)
- Don't smoke.
- Limit alcohol use when you are an adult! (1 drink for women, 2 for men per day max)

2. Cancers - (Causes 23% of deaths in U.S.)

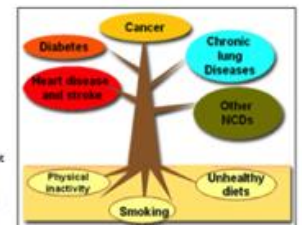
- Get screened for cervical, breast, and colorectal cancers so they find precancerous lesions before they become cancerous.
- Girls can get the human papillomavirus (HPV) vaccine
- Get the hepatitis B vaccine to help lower liver cancer risk
- Don't smoke.
- Limit alcohol use when you are an adult! (1 drink for women, 2 for men per day max)
- Use sunscreen, wear protection from sun, no indoor tanning.
- Eat a healthy diet. (Lots of fruits/veggies)
- Keep a healthy weight. (Use BMI and get motivated!)
- Keep active.

3. Chronic Respiratory Diseases - (Causes 8% of deaths in U.S.)

- Don't smoke.
- Don't inhale second-hand smoke
- Don't inhale workplace pollutants
- Test for C.O.P.D. if you have breathing problems!

4. Diabetes - (Causes 3% of deaths in U.S.)

- Moderate weight loss. Just try to lose a little.
- Exercise. (At least 30 min. a day, 5 days per week)
- Eat low fat and reduce your calories (girls not under 1200/day and boys not under 1500/day)
- Small steps lead to big rewards: just work at these 3 slow and steady



Day 5:

Day 5: Protecting our body systems

-“Preventing Non-Communicable Diseases Handout”

-“Common Aging Changes” Slideshow

-“Nutrition-related illness and obesity

-“Personal Health Risk Assessment”

-Optional: “The Longevity Game”

-Optional: Kahoot Website

Personal Health Assessment

The purpose of this assessment is to determine your risk of developing the degenerative diseases common among Americans. Although diagnostic testing can sometimes be important, the best testing can do is to detect disease at an early stage. A complete inventory of your diet and lifestyle can help you to determine whether or not changes need to be made in order to avoid becoming ill. It is always easier to prevent disease than to recover from it.

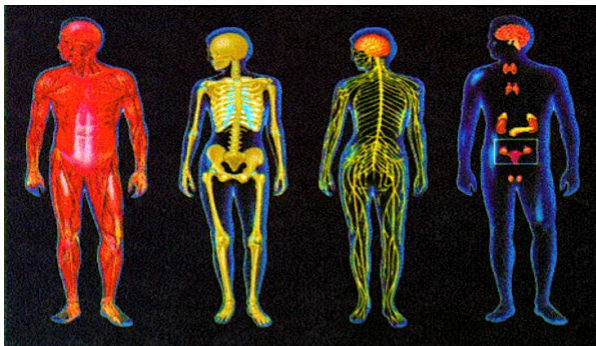
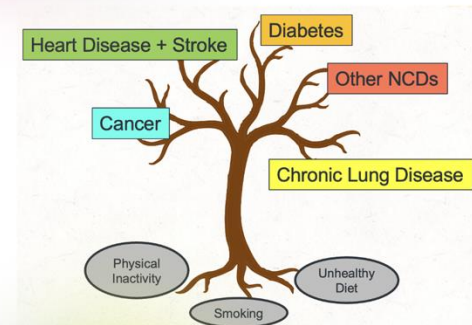
Part I

Diet

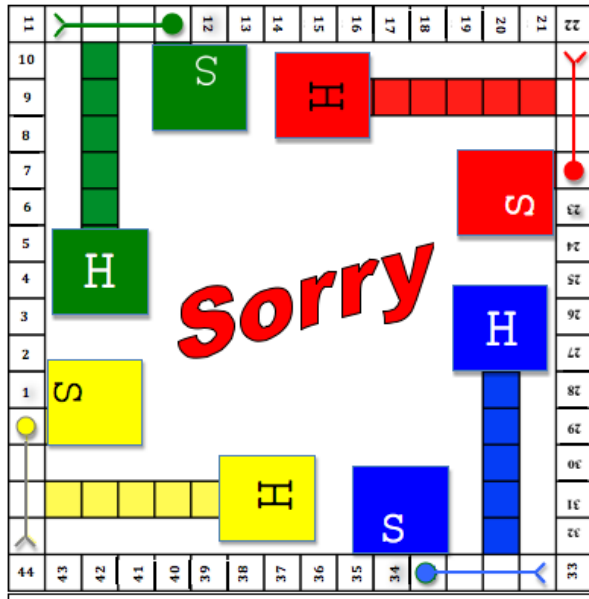
I eat breakfast:		# points
Every day	0 points	
Most days	1 point	
Rarely	2 points	
Never	3 points	
I eat _____ meals per day		
5-6	0 points	
4	1 point	
2-3	2 points	
1	3 points	

Self-reflecting!

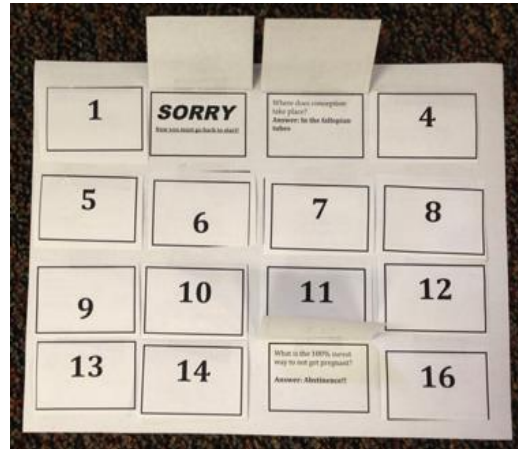
Factors: Age, Risk Factors, How you Care for Yourself, and Genetics.



Day 6:



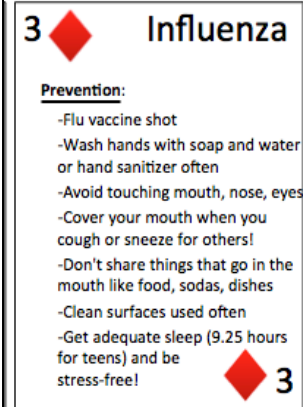
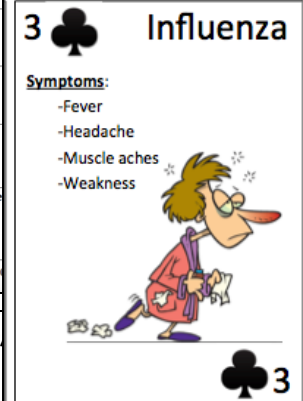
Games!



Non-Communicable Diseases Facts Worksheet

Name: _____ Per: _____ Date: _____

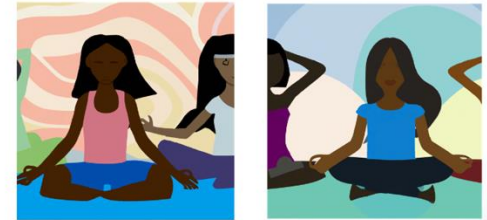
Name of Diseases in Card Game:	List at least 2 Body Systems This Affects:
Write 1 fact about each disease.	
1. Cancer	
2. Dementia	
3. Cholera	
4. Asthma	
5. Foodborne Trematodiasis (Worms)	
6. Hypertension	
7. Chronic Obstructive Pulmonary Disease (C.O.P.D.)	



Day 6: Choice: Non-Comm. Diseases Card Game or "Create Own Board Game"

- Directions to play "Kings in the Corner" Card Game with worksheet
 - Optional: 5 additional card game directions
 - Directions for students to create questions for own body system board game
- Sorry-type board game and flip-up question template included!

Day 7:



Finish your presentation with a team rap, poem, or song about your body system!



**Competition
Time!**

Day 7: The preventative power of exercise

- Why exercise
- 20 benefits of exercise
- Longevity Study
- The brain and exercise
- Exercise video with worksheet

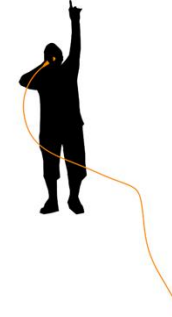
Day 8 & 9:

PRESENTATION GRADING RUBRIC:

- Open with 3-4 interesting fact no one probably knows
 - How does your system work?
 - What other systems does your system need to function or what other system does it coordinate with?
 - Where is your system located?
 - Why is this system important? How can it positively or negatively affect a person's quality of life?
 - List your system's functions
 - Each member must describe a disease, injury, or problem associated with this system that relates specifically to teens and how it can be prevented and treated if possible.
 - How do drugs and alcohol affect this system?
 - What do humans need to do to keep this system healthy?
- FINISH YOUR PRESENTATION WITH A TEAM RAP, POEM, OR SONG ABOUT YOUR BODY SYSTEM!!!**

You must have at least one visual aid (video, PowerPoint, poster, etc.)

Groups Present!



Preventative Medicine Information:



Day 8 & 9: Preparing for Group Presentations

- Groups use 9 PowerPoint templates to create a PowerPoint or printed paper presentation
- Optional requirement: Group rap, song or poem about their body systems (examples given!)

Day 10:

Preventative Medicine Information:



Name: _____
"Presentation Note Taking Worksheet"

Per: _____ Date: _____

1. Respiratory System (Lung)

-How does this system work?

-Why is this system important? How can it positively or negatively affect a person's quality of life?

-List **2** diseases, injuries, or problems associated with this system that relates specifically to teens and how each can be prevented and treated if possible.

1) _____
Can this be prevented? Yes / No If yes, explain how:

2) _____
Can this be prevented? Yes / No

-List 3 things that humans need to do to keep this system healthy:

1)

Peer Interaction!

Day 10: Group Presentations with Note Taking

-Groups share out to class

-Students fill in "Presentation Note Taking Worksheet"
while listening and use this to study for unit test

-Grading Rubrics included!

-Optional unit wrap up: preventative medical check ups for teens, vaccinations, reproductive health check ups

Day 11:

Show Knowledge!



Name: _____

Period: _____

Date: _____

Title: "Systems Unit Test"



Circle the Correct Answer:

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

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

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

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

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

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

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

- ☐ A) Red
- ☐ B) White

5. This body sys

- ☐ 1. Digest
- ☐ 2. Integu
- ☐ 3. Nervo
- ☐ 4. Circu

6. A neuron rec

- ☐ 1. axons
- ☐ 2. Intern
- ☐ 3. somat
- ☐ 4. dendri

Take the Unit Test:



Day 11: Unit Test

-Choice of 2 Tests:

-TEST 1: 30 question test with "Key" is included

-TEST 2: Taken from "Presentation Note Taking Worksheet"

This Program is all about the Students:

- ◆ Classroom “**kid-tested**,” teacher-approved, and full of real student examples and responses.
- ◆ Promotes **high student engagement and interaction**.
- ◆ **Challenges and impacts the mental, emotional, social life of teens.**

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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**Thanks for
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