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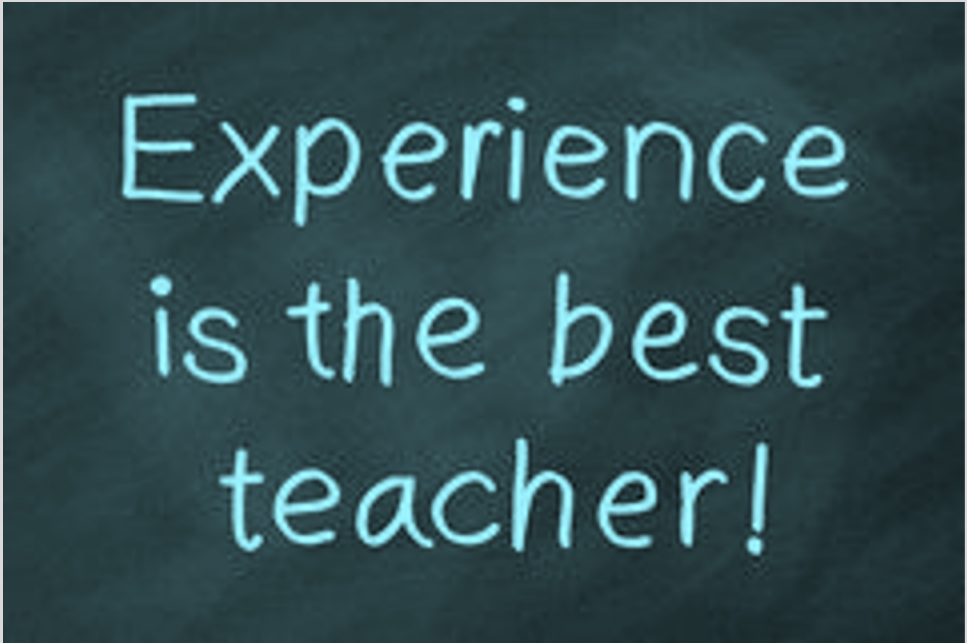
Health Education Today

Communication
Sub Plans for
Middle and High
School



This Program's Creator is a Qualified Teacher

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



Experience
is the best
teacher!

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>

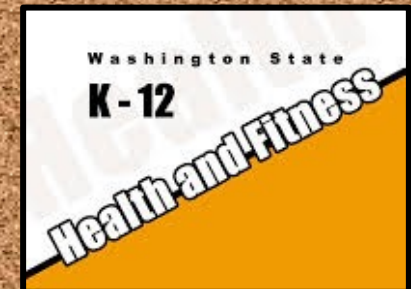
	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline	
2	Write informative/explanatory texts, including a narration of historical events, scientific experiments/ procedures, or technical processes.	
3	Incorporate narrative elements effectively into informative/explanatory texts to add interest and to clarify the explanation.	



Shape America National Health Education Standards

<https://www.shapeamerica.org/standards/health/?hkey=6e00dd03-1a27-4f65-9066-157ce6013356>

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.12.1	Predict how healthy behaviors can affect health status.
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3	Analyze how environment and personal health are interrelated.
1.12.4	Analyze how genetics and family history can impact personal health.
1.12.5	Propose ways to reduce or prevent injuries and health problems.
1.12.6	Analyze the relationship between access to health care and health status.
1.12.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9	Analyze the potential severity 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.
2.12.1	Analyze how the family influences the health of individuals.
2.12.2	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.12.3	Analyze how peers influence healthy and unhealthy behaviors.
2.12.4	Evaluate how the school and community can affect personal health practice and behaviors.
2.12.5	Evaluate the effect of media on personal and family health.
2.12.6	Evaluate the impact of technology on personal, family, and community health.
2.12.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.12.8	Analyze the influence of personal values and beliefs on individual health behaviors.
2.12.9	Analyze how some health risk behaviors can influence the likelihood of behaviors.
2.12.10	Analyze how public health policies and government regulations can influence health and disease prevention.



SHAPE SOCIETY OF HEALTH AND PHYSICAL EDUCATORS®
America

REAL TEACHERS' REVIEWS ENDORSE THIS SUB PLAN:

- ❖ *"My students loved using this resources. The kids found it challenging and enjoyed the activities."*
- ❖ *"Great tools... thanks so much for creating this."*
- ❖ *"This is what I needed. Thanks!"*
- ❖ *"Great... hands-on activities!"*



Includes teacher directions for you and directions for your sub on the day of the lesson:

Sub Plans for ANY Middle or High School Class Communication Skills Directions:

National Health Standards Met:

THIS MEETS COMMON
CORE STANDARDS W 1, R
3.

- 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 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 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.

Dear Teacher:

These 1-2 day sub plans are intended to make it easy for you on the days you have a sub since students will be working independently on this lesson and will need very little of your time. These plans will allow your students learn about relevant topics, even while you're not there. No videos, no computers, no textbooks are included. No videos, no computers, no textbooks are included.

The lesson is provided in both Word (which you can edit if you want) and I recommend you use the PDF version for printing)

You could get super organized and print the handouts and worksheet students you teach and have them in a certain place in your room ready for emergency and you keep this set of sub plan directions in the office or your sub should be able to set up the lesson and get the packets printed on the day of the lesson.

On the cover page you can give instructions for where your seating chart is, or if there are any special instructions for the day, or if you want to have a specific activity.

You will also have a place to say when this assignment is due. This is for your sub to know when to turn in the work. They must be done by the end of class, but I will tell you that **students**

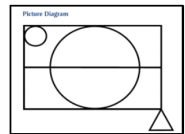
Substitute's Directions Page:

Lesson Plans for Sub: Communication Skills

Equipment Needed:

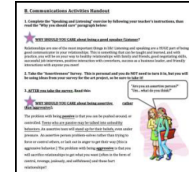
1. Print **1 class set** of "A. Picture Diagram." (Fold picture diagram sheets in half so as to hide them when handing out.)

Students will not write on this and you will re-use for each class.



2. Print **1 class set** of "B. Communications Activity Handout" (Put these in protector sheets if you can)

Students will not write on this and you will re-use for each class.



(TEACHER CAN USE THESE IN YEARS TO COME!)

3. Print 1 "C. Anonymous Assertiveness Survey" (with "Passive/Aggressive Tips" on the back **for each student to write on**)



NOT:	NOT:
NOT:	NOT:



~Leave a substitute with plans that will positively impact the lives of the teens you teach~

B. Communications Activities Handout

1. Complete the "Speaking and Listening" exercise by following your teacher's instructions. Then read the "Why you should care" paragraph.



WHY SHOULD YOU CARE about being

Relationships are one of the most important things in your life. To be a good communicator in your relationships. This practice, you will be on your way to healthy relationships. Successful job interviews, positive interactions with anyone you meet!

2. Take the "C. Anonymous Assertiveness" Survey but you will be using ideas from your survey.

3. AFTER you take the survey, Read this:



WHY SHOULD YOU CARE about being more assertive than aggressive?:

The problem with being **passive** is that you can't control. Teens who are passive may be talked into behaviors. An assertive teen will stand up for themselves. pressure. An assertive person problem-solves. force or control others, or aggressive behavior.) They will sacrifice relationships. control, revenge, jealousy relationships!!

4. Now, on your survey circle #: 1, 2, 3, 4, 10, 11. If you got a 1 or 2 on any of these questions, you are too passive. READ THE "TOO PASSIVE" suggestions on the back.

C. Anonymous Assertiveness Survey Answer as honestly as possible

<http://www.tgassociates.com/freetipsheets/HO-assertquiz.asp>

Almost Always - 5 Often - 4 Sometimes - 3 Seldom - 2

- _____ 1. I can ask others to do things for me without feeling guilty or
- _____ 2. When someone asks me to do something I don't want to do,
- _____ 3. I am comfortable speaking in a group discussion in class at
- _____ 4. I feel confident to express my honest opinions to others.
- _____ 5. When I experience anger, frustration, or disappointment, I can
- _____ 6. When I express anger, I do it without blaming others for "my
- _____ 7. I am comfortable speaking up to a person in authority like a
- _____ 8. If I disagree with the majority opinion in a class, I can "stick to my guns" without feeling uncomfortable or being too forceful about it.
- _____ 9. When I make a mistake, I can

Students do NOT write on this so you can re-use year after year!



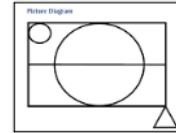
Lesson Day:

1. Have students **sit with a partner** as they come in. (Groups of 3 won't work as well, but this will be fine if needed.) One partner will need a piece of notebook paper and a pen or pencil.

2. Tell students they are going to do a quick activity as an introduction to the lesson. They must follow your directions exactly for this to work. Tell students no talking and sit back to back. Do not look over your shoulders!

-Fold "A. Picture Diagram" sheets in half so as to hide them when handing out.

-Hand 1 partner a folder picture diagram and tell them they can look at it, but don't let their partner see it.



-The person handed this picture will give their partner verbal instructions to draw the picture on page. They can use words only, no hand gestures, **and their partner may NOT ask them any questions or say anything.**

-They should give the instructions until they feel they are done and when they are done, they can go back and say anymore! Then they should wait for your teacher instructions.

-Problem-solve and compromise with people.

FUN FLIP UP ART PROJECT

-Don't blame others, look to your own faults and use "I" statements.

E. TOO PASSIVE Sheet:

-TAKE BABY STEPS TO SPEAK UP!

-Talk about things that are bugging you and/or ask for what you need.

-Take a risk...

-Believe that your opinion matters and stick to it.

D. "NOT WORDS" SHEET

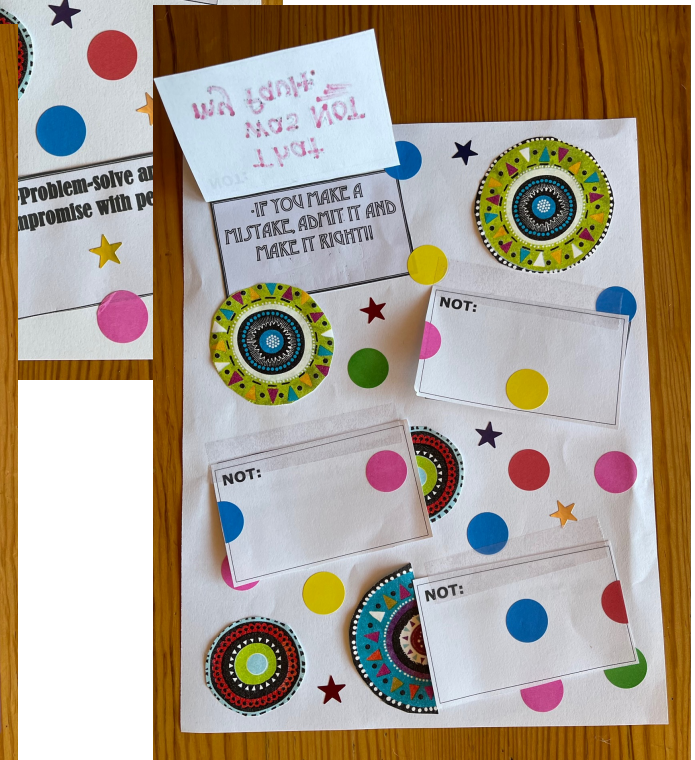
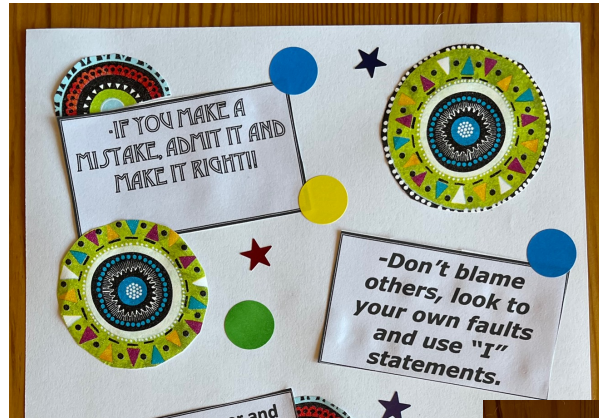
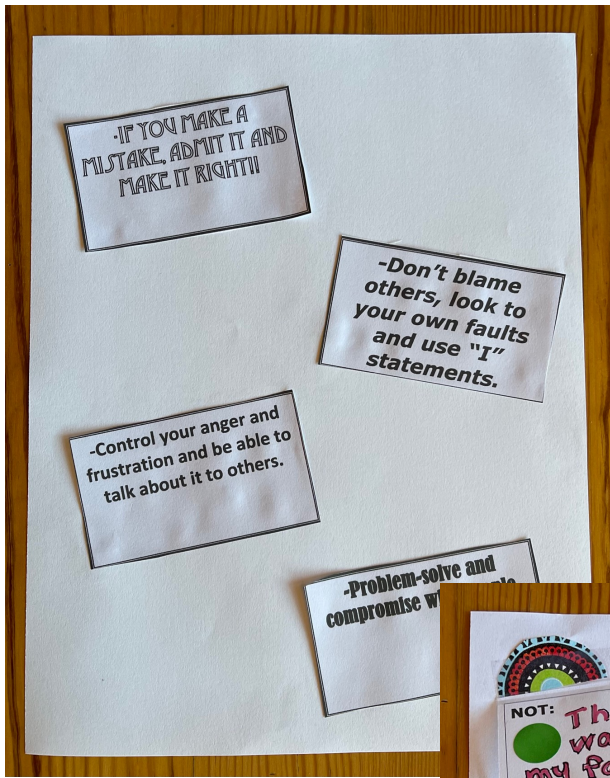
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**Great directions
and art example!**

OPTIONAL: If you want to continue the topics of assertiveness, communication, when you return to class:

Effective Communication Skills

Think of a recent important conversation.

How many of these questions can you answer YES to?



Name: _____

Date: _____

1. Did I take full responsibility for the message being heard by the other person? (Remember, it doesn't matter what you say, it only matters what the other person hears.)

circle: yes or no

2. Did I respect the other person's point of view? (Did I have a reaction to what they were saying that prevented me from listening to their full message?)

circle: yes or no



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OPTIONAL: Rules for Good Communication Posters!

Rules For Good Communication:



**1. Talk less and
hear more:
DON'T INTERRUPT!**



**3. Think before
you speak:
take a minute
to gather
your thoughts**



**4. Don't assume others
are mind readers.**



**7. Think about
the feelings
of the other
person, be
aware of
non-verbal
reactions (*like rolling your
eyes or laughing*)**

*The most
important
things in life
aren't things*



**and respect confidentiality
8. Try to see their
point of view**



~Posters with messages that will positively impact the lives of the teens you teach~

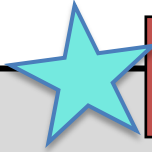
This Program is all About the Students...

- ◆ 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!**



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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 are editable** and docs are included in both Word and PDF formats.





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

NYC Standards From:

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

Photos From:

<https://labs.openai.com/>

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