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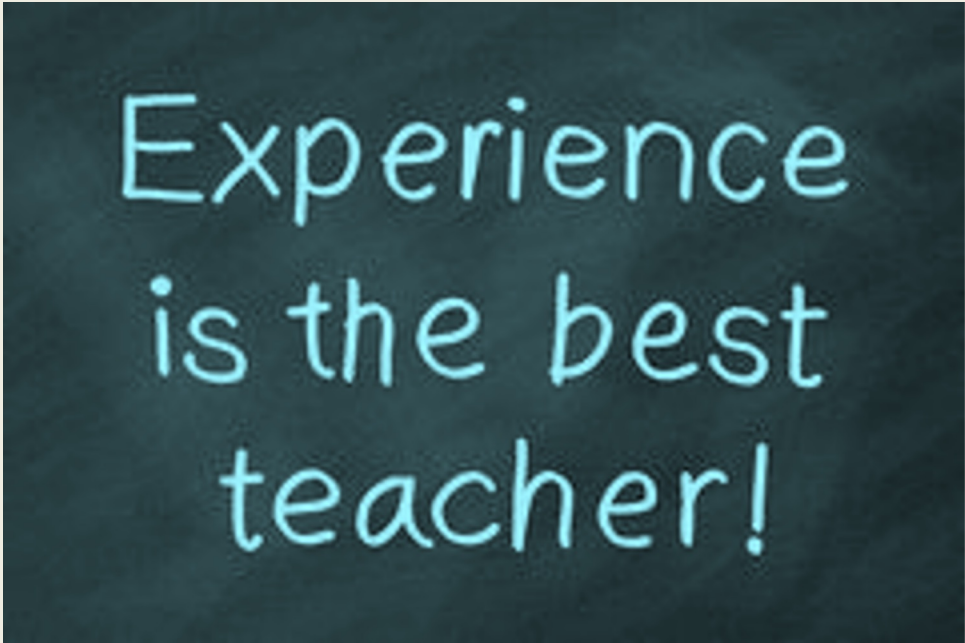
Health Education Today



**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.

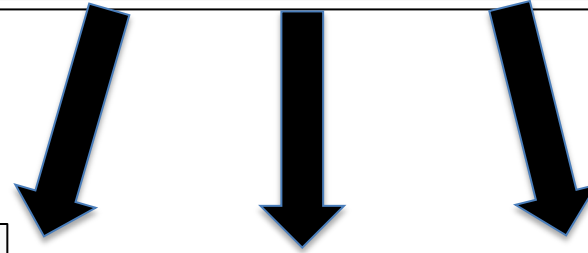
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3. There are 3 Sequential Program Files:



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 Conflict Res Teacher Directions L1.docx
	01 Conflict Res Teacher Directions L1.pdf
	02 Conflict Res L1 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 Conflict Res Teacher Directions L3.docx
	01 Conflict Res Teacher Directions L3.pdf
	02 PowerPoint Conflict Res L3.pptx
> 	03 EXTRA LARGE DOCS
	04 LEARNING TARGET POSTERS.pdf
	05 MIDDLE STANDARDS.pdf
	06 GOOGLE SLIDES INFO.pdf

< > 02 LEVEL 2	
Name	
	01 Conflict Res Teacher Directions L2.docx
	01 Conflict Res Teacher Directions L2.pdf
	02 Conflict Res L2 PowerPoint.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 2 (of 1 to 3): Assertiveness, Conflict Resolution

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WA State 6th Grade Standards Met: - Describe interrelationships of dimensions of health. H1.W1.6 - Explain effective communication skills. H4.W5.6 - Explain importance of understanding other perspectives when resolving interpersonal conflicts. H1.Sa4.6a - Describe situations that could lead to violence. H1.Sa3.6a - Demonstrate ways to resolve conflict to prevent, reduce, and avoid violence. H4.Sa3.6	
My State Standards Met:	
National Standard (By 8th Grade) Met: 1, 2, 4, 5, 7	
6-8th Grade Common Core Standards Met: Reading / Writing 4	
Materials Needed:	
PowerPoint	- "Level 1 PowerPoint"
Learning Target	Content: I will learn the keys to being assertive.
Assessment	- Students are self-assessing on the "Assertiveness"

17. DAY 2 (of 1 to 3) TITLE: Place marker.

18. TIME TO FINISH: If needed, give students time to finish their work. If you want to take the time, some students would LOVE to perform.

19. TAKE THE QUIZ: Tell students that today we are continuing to online quiz. <https://www.slideshare.net/zku/assertiveness-5316>

20 thru 23. BEING ASSERTIVE TIPS and NEXT 3 SLIDES: After the Survey Online" you could follow-up with discussing traits of assertiveness role-plays to help them practice being assertive. If you use these scenarios. Have a student be with a partner rather in front of the class.

a) Your friend has found a way to access the school computer system before and changed grades without getting caught. You got an "F" can help you change the grade to a passing grade. Assertively tell her "No."

b) Your friend is pressuring you to steal a pair of earrings for her, doesn't have any \$, but she doesn't want to do it because she's been caught. Assertively tell her "No."

c) You and a friend were going to go to a party, but now you found out the party are not going to be home and that there is going to be alcohol. Tell your friend "No, you don't have to go to a party with alcohol at today, you can go onto Day 3 and start the fun "Communication De

Conflict Resolution Unit

Day 1: Communication Skills

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WA State 7th Grade Standards Met: - Assess personal health behaviors in relation to dimensions of health. H1.W1.7 - Describe ways to manage interpersonal conflict. H1.Sa4.7a - Explain how expressing emotions or feelings can influence others. H1.Sa4.7b	
My State Standards Met:	
National Standard (By 8th Grade) Met: 1, 2, 4	
6-8th Grade Common Core Standards Met: Reading 3, 4 / Writing 4	
Materials Needed:	
PowerPoint	- Level 2 PowerPoint
Printed Materials	- It's in the "Level 2" folder
Other Materials	
Learning Target	Content: I will learn about healthy communication.
Assessment	- Students will self-assess on the "Effective Communication" Survey.

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. UNIT TITLE and DAY 1 TITLE SLIDE: Place Marker.

3. PRACTICING LISTENING SKILLS: Explain to students that a big part of avoiding conflicts is to have good communication skills! Remind them of the quote, "The most important thing in communication is to hear what isn't said!"

Have students follow the directions with no talking.

This is best when everyone is sitting at one large table. Set markers all piece of paper at every chair, but it will work in desks too. It is also fun the room and start smiling, wondering what is going on. Plus, markers everyone.

Let everyone know that they are to be silent, listen, and follow your instructions. The purpose is to replicate a drawing that you've already created through only. Here are your instructions to say outloud:

Day 2 (of 1+ 2): "I Statements" and Questioning Skills

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WA State 8th Grade Standards Met: - Analyze interrelationships of personal dimensions of health. H1.W1.8 - Demonstrate communication skills to enhance health and avoid or reduce health risks. H4.W5.8 - Demonstrate ways to manage or resolve interpersonal conflict. H4.Sa4.8	
My State Standards Met:	
National Standard (By 8th Grade) Met: 1, 2, 4, 5, 7	
6-8th Grade Common Core Standards Met: Reading 3, 4 / Writing 1, 4	
Materials Needed:	
PowerPoint	- Level 3 PowerPoint
Printed Materials	- "SO QUIC Model" with escalators on back - "I" Statements Worksheet - "Communication and Conflict Resolution Tips Sheet" - "The Skill of Asking Questions Worksheet" - Optional: The "So Quic Quiz"
Optional:	
Learning Target	Content: I will learn how to resolve conflicts in a healthy way.
Assessment	- "I" Statements Worksheet" will be turned in and graded. - "The Skill of Asking Questions" will be turned in and graded.

19. DAY 2 (of 1 + 2) TITLE: This is just a place marker.

20. REMINDER OF "I" STATEMENTS: Hand out "I Statement Worksheet" practice sheets, one for each student. These will be turned in for a grade.

3.1 STATEMENTS: Give class time to finish the "I" statements worksheet. Sometimes it's helpful to have students ask other students what they said and share their answers at this point. You could do some class share outs as well.

Remind students that yesterday we saw examples of people not staying calm, losing sight of the outcome, not questioning someone further, escalating the conversation by yelling, etc., not understanding or even looking at the other person's point of view; we saw them throwing out words and also not compromising.

Today we want to look at one more thing that can either further make it possible to resolve, OR, if we use it correctly, this thing can HELP us see the side and it can help us resolve the conflict. But first, let's get some "I" written on the "Communication and Conflict Resolution Tips Sheet."

PREVIEW-THE SPEAKER IS NOT WEARING A SHIRT, but the message is good! I wish (or maybe at least listen to) "How to Win An Argument in 60 Seconds (1

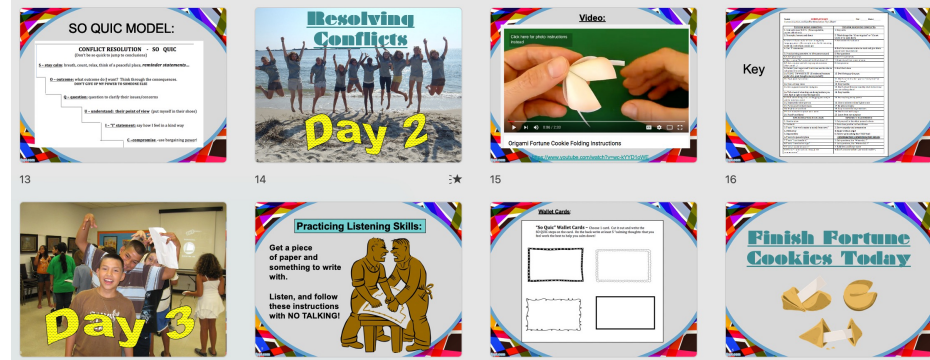


5. PowerPoints Walk You Through These 3 Units:



Level 2

Level 1



Level 3

6. Worksheets AND Projects Examples!

Effective Communication Skills⁶⁶

Think of a recent important conversation.

How many of these questions can you answer YES to?



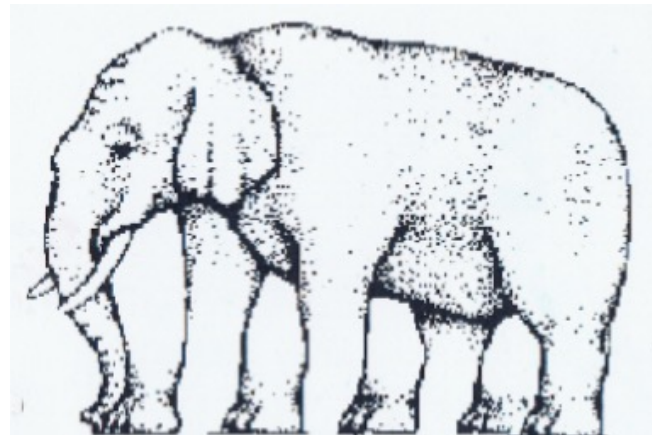
Name: _____

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 that prevented me from listening to their full message?)



How many legs does this elephant have?

Names: X Per: X Date: X
"I" statements and compromises (*it's all about how you say it!*) EMPATHY-THE BEST RELATIONSHIP SKILL



Change these "you" statements into "I" statements. DON'T FORGET THE OUTCOME YOU WANT!

1. A teacher says to a group of students, "You guys never pay attention. Be quiet right now." (What does the teacher want?)

Change it to an "I" statement: X

X

2. A friend next to Josh in class copies his paper and the teacher gives them both "F"s. Josh says, "You're such a cheater, now you got me in trouble too." (What does Josh want?)

Change it to an "I" statement: X

X

3. You lent your bike to a good friend and when they return it there is a flat tire. This is the second time they've broken something of yours and acted like nothing is wrong. You say, "You're always breaking my stuff, I'm not loaning you anything anymore."

Change it to an "I" statement: X

X

4. Your parent is late to pick you up from school after sports practice. You say, "You're always late. I feel like an idiot having to stand there waiting." (What do you want? Try an "I" statement without blaming!)

Change it to an "I" statement: X

X

5. You say to your brother, "You're always barging into my room. Have you ever heard of privacy before?"

Change it to an "I" statement: X

Worksheets AND Projects Examples!

Assertiveness Survey Outloud

Directions: Read the following scenarios outloud to your students.

1. Your boyfriend/girlfriend tell you that he/she is really mad at you for not returning his/her calls. You realize that your mom never gave you the messages. You...
- Don't say anything about the messages to your mom
 - Confront your mom and ask her if your boyfriend/girlfriend ever called while you were out
 - You get even by not giving your mom her next phone message

Revenge

2. Your teacher gives you a "C" on a paper that you believe is at least a "B+" work. You...

Name calling

- Go home and do nothing about it
- Ask the teacher to explain the grade since you were expecting a better grade
- Rip the paper up and tell your friends what a lousy teacher he or she is

3. Your friend says something that hurts your feelings. You...

Hurtful words

- Say nothing and hope it doesn't happen again
- Tell your friend that what they said hurt your feelings
- Say something hurtful back

4. Your friend offers to pick up lunch for you but doesn't give you your change (about \$8.00) . You...

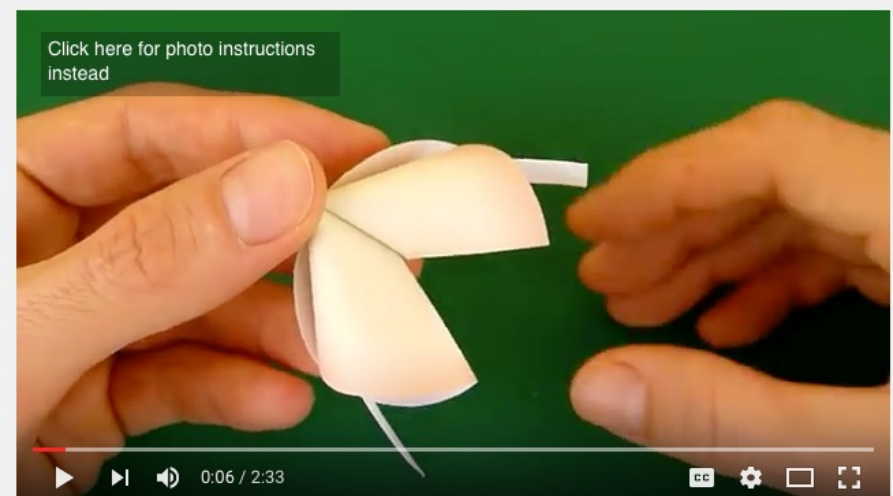
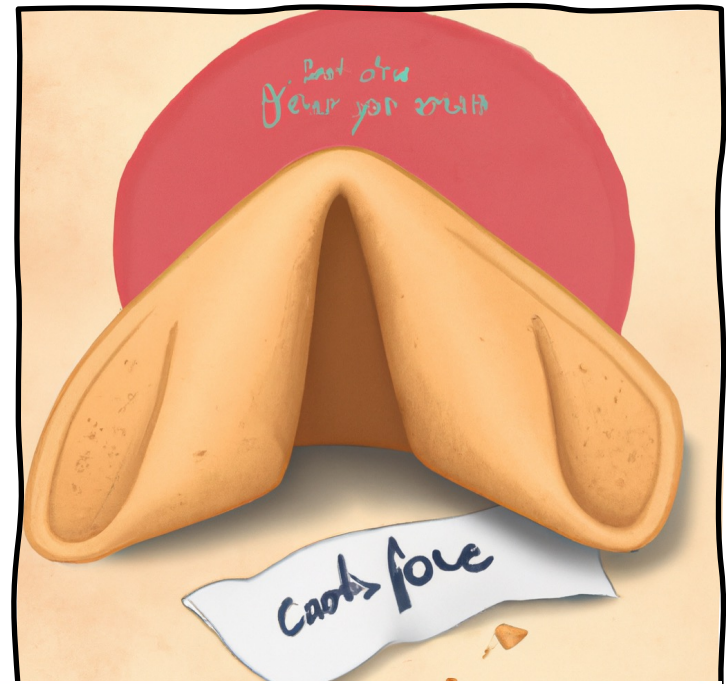
Accusing

- Assume there was no change
- Ask if there was any change
- Accuse your friend of trying to rip you off

5. Your classmate asks if he/she can copy your homework. You don't want because you are afraid you'll get an "F." You...

Name calling

- Let them even though you're not real comfortable with the idea
- Tell them you'd rather not
- Tell them you're not a cheater like them



Worksheets AND Projects Examples!



- Mia: **"I" Statement:** I'm offended when you say I don't work because I actually built the whole roof of the shelter, and I've gotten wood every morning for the fire, so I know I've done my share of the work.

Names: X + _____ Per: X Date: X
Resolving Conflicts with SO QUIC:

1. Use this scenario: Rachel is tired of her crabby neighbor. All they do is complain and now Rachel's dog just got into their garbage can and got garbage all over their yard. The neighbor is heading towards Rachel and they are really mad, but Rachel's mom said if she gets into another argument with the neighbor she'll be grounded. Rachel needs to work it out.

Rules: No swearing. No weapons. Don't be fakey-make your dialogue realistic.

"The neighbor" will be aggressive while "Rachel" will show the SO QUIC way to handle the conflict.

Neighbor: X

Q Rachel: **Question:** question to clarify their issues/concerns X
X

Neighbor: X

U Rachel: **Understand:** their point of view (put yourself in their shoes) X
X

Neighbor: X

I Rachel: **"I" statement:** tell the other person how you are feeling or how this is affecting you.
X

Neighbor: X

C Rachel: **Compromise:** can you offer a "win-win" answer? Use your bargaining power: X
X

"SO QUIC" CONFLICT RESOLUTION

S - Stay calm: breath, count, relax, think of a peaceful place

O - Outcome: what outcome do I want? Think through the consequences.
 DON'T GIVE UP MY POWER TO SOMEONE ELSE

Q - Question

U - Understand their P.O.V.

I - "I" Statements

C - Compromise

Sister: "Do the dishes Josh."

Bro: "No, I did them last night. You always try to tell me

Sister: "If you don't do them right now I'm going to loc

Bro: "So what, I'll tell mom."

Sister: "And I'll tell mom that you were watching T.V. wh

Bro: "You can't do that, you liar."

Sister: "You are such a cry baby. Mom so spoils you."

Bro: "I don't care."

Sister: "Yeh, well I'm locking you up. She grabs him by th
 starts pulling him to his room. Josh is kicking and biting,

Bro: "Don't I'll tell mom."

Sarah shoves Josh into his room and ties a rope to his do

Worksheets AND Projects Examples!



SO QUIC Conflict Resolution Model

Form description

Name: *

Short answer text

Date: *

Short answer text

above it all: don't listen or try to be egotistical and argue that you are better than the other person

counter attack: attack their personality or make a list of own complaints rather than focus on other person's point of view

global statements: use words like "always", "never", "every time" or start sentences with "You..."

conflict archeology: bring up negative stuff from the past

bulldozing: run-over, intimidate, accuse, shout, name-call, swear, blame, threaten, taunt, interrupt, or other aggressive behavior

CONFLICT ESCALATORS

"Mom-Can I go to the dance on Friday"

"No—I need to to babysit your brother."

"How come Janis gets to go and I don't get to? That's not fair!"

"Because she follows the family rules and you don't."

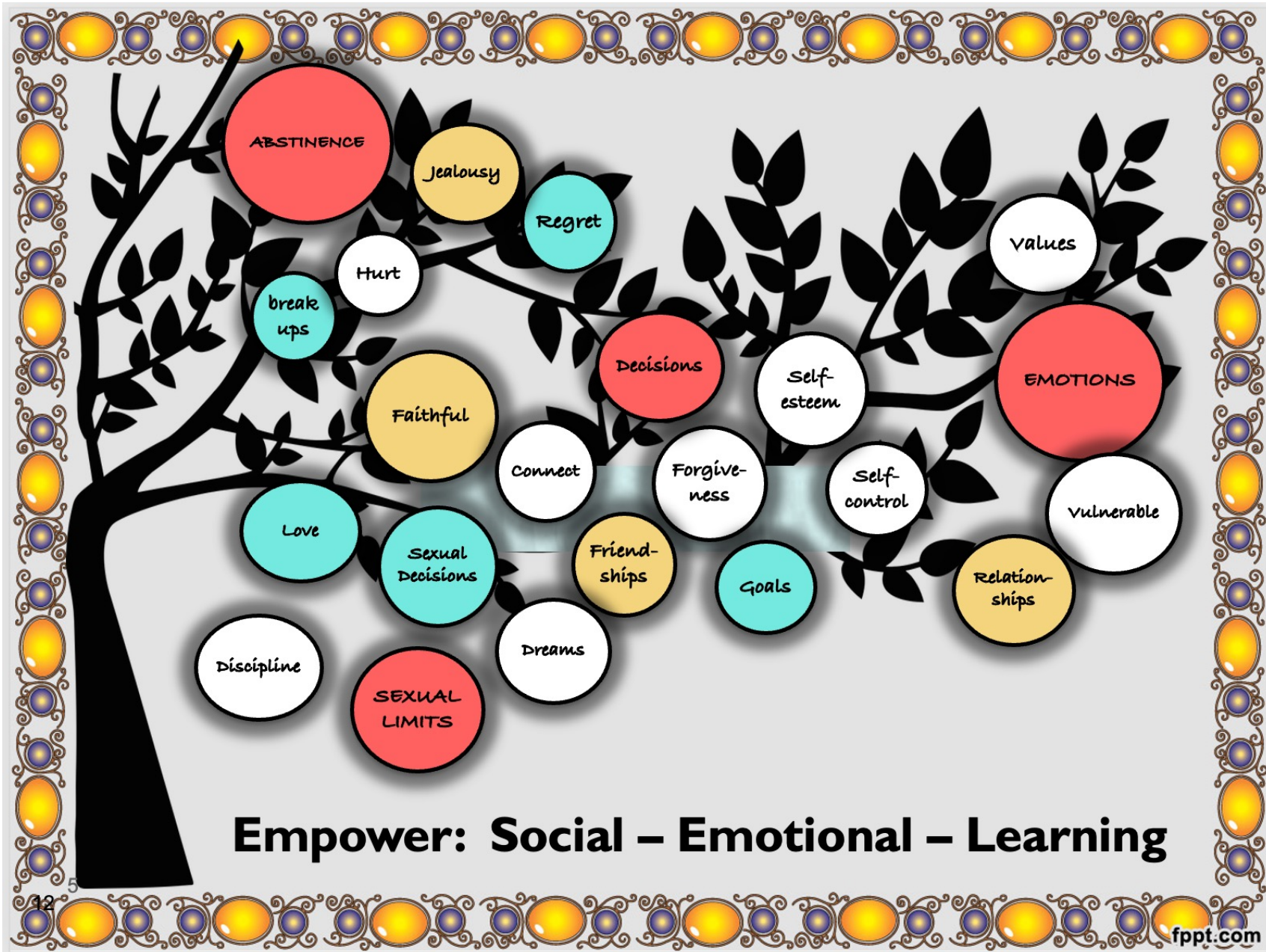
"What does that have to do with anything. Why can't she babysit?"

You always pick on me, you favor her, you always make me babysit..."

Stomp off to room and slam door...

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





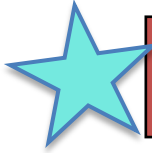
8.

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

NYC Standards

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

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