

Thanks for previewing!



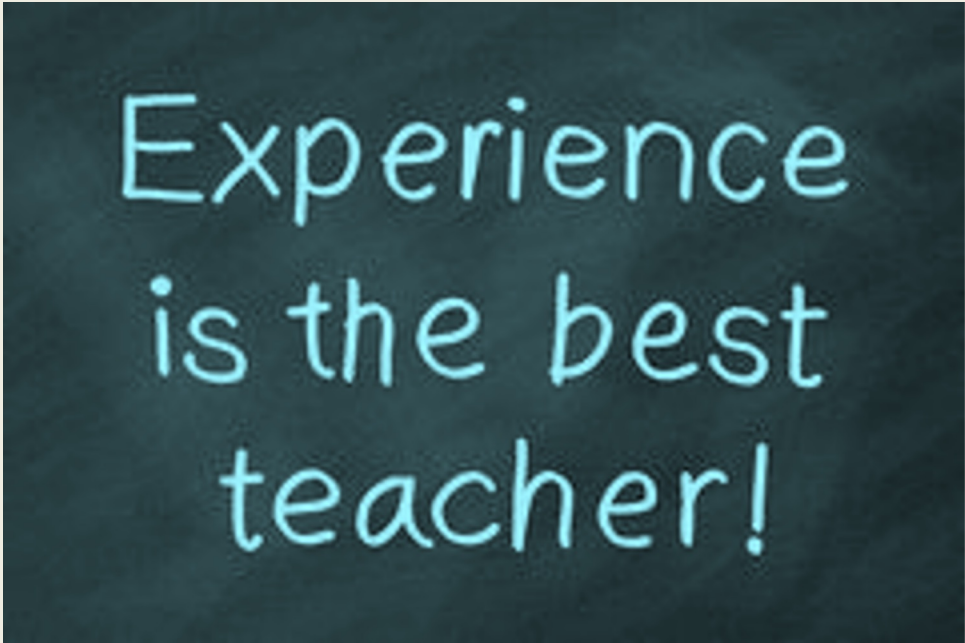
Health Education Today



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

1. This Program's Creator is a Qualified Teacher

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



Experience
is the best
teacher!

2. The Program Meets Educational Health Standards:



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

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



The Centers for Disease Control and Prevention (the C.D.C.) National Health Education Standards to be Completed by Grade 8

<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

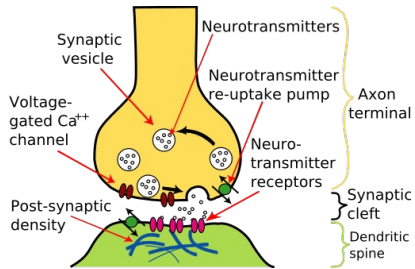
Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.8.1	Analyze the relationship between healthy behaviors and personal health.
1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3	Analyze how the environment affects personal health.
1.8.4	Describe how family history can affect personal health.
1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6	Explain how appropriate health care can promote personal health.
1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
1.8.9	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.8.1	Examine how the family influences the health of adolescents.
2.8.2	Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3	Describe how peers influence healthy and unhealthy behaviors.
2.8.4	Analyze how the school and community can affect personal health practices and behaviors.
2.8.5	Analyze how messages from media influence health behaviors.
2.8.6	Analyze the influence of technology on personal and family health.
2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

The Centers for Disease Control and Prevention (the C.D.C.) National Health Education Standards to be Completed by Grade 8

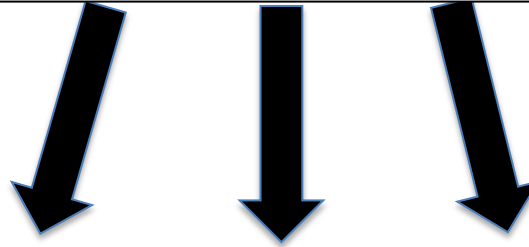
<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

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.

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 Drug Teacher Directions L1.docx
- 01 Drug Teacher Directions L1.pdf
- 02 Drugs L1 PowerPointt.pptx
- 03 Drugs are Bad.pptx
- > 03 EXTRA LARGE DOCS
- 03 Meth Labs.pptx
- 04 LEARNING TARGET POSTERS.pdf
- > 04 Optional Addiction Escape Room
- 05 MIDDLE STANDARDS.pdf
- 06 GOOGLE SLIDES INFO.pdf

< > 02 LEVEL 2

Name

- 01 Drug Teacher Directions L2.docx
- 01 Drug Teacher Directions L2.pdf
- 02 Drugs L2 PowerPoint.pptx
- 03 Drugs are Bad.pptx
- > 03 EXTRA LARGE DOCS
- 04 LEARNING TARGET POSTERS.pdf
- > 04 Optional Addiction Escape Room
- 05 MIDDLE STANDARDS.pdf
- 06 GOOGLE SLIDES INFO.pdf

< > 03 LEVEL 3

Name

- 01 Drug Unit Teacher Directions L3.docx
- 01 Drug Unit Teacher Directions L3.pdf
- > 02 Addiction Escape Room
- 02 L3 Drug Unit.pptx
- > 02 More PowerPoints
- > 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 3: Inhalants

[return to table of contents](#)

WA State 6th Grade Standards Met:

- Describe interrelationships of dimensions of health. H1.W1.6
- Explain factors that influence health decisions and behaviors. H2.W3.6
- Explain differences between appropriate use, misuse, and abuse of substances. H1.Su1.6a
- Understand short and long-term effects of substance abuse on physical and mental health. H1.Su2.6
- Identify how to use refusal skills to avoid substance use. H1.Su3.6
- Identify scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.6
- Promote benefits of abstaining from or discontinuing substance use. H8.Su3.6

National (By 8th Grade) Standards Met: 1, 2, 3, 6, 7, 8

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

Materials Needed:

PowerPoint	-“Level 1 PowerPoint”
Printed Materials	- Dust Off- A Serious Fatal Hazard” to read aloud to students
Other Materials	
Learning Target	Content: I will learn the dangers of inhalants.
Assessment	

15. DAY 3 TITLE: This is a place marker.

16. INHALANTS QUESTION: Inhalants are household or gas but if huffed or bagged or sniffed too intensely can cause a dangerous on a scale of 1-10 inhalants are:

17. 10 OUT OF 10: It's a 10 out of 10. Because they're poison handout and show that all the other drugs go in the brain neurotransmitters (which also causes all kinds problems) any drug!! That's why a 100% statistic happens.

18+19. INHALANTS WITH ARROW and DUST OFF HAZARD students:

Day 2 (of 2 + 3) : Narcotics / Pharm Party

[return to table of contents](#)

WA State 7th Grade Standards Met:

- Assess personal health behaviors in relation to dimensions of health. H1.W1.7
- Distinguish between substance use, misuse, abuse, dependency, and addiction. H1.Su1.7
- Describe how peers and media influence substance use and abuse. H2.Su1.7
- Explain short and long-term effects of substance abuse on dimensions of health. H1.Su2.7
- Analyze validity and reliability of health and wellness information and products. H3.W4.7
- Demonstrate use of refusal skills to avoid substance use. H7.Su3.7a
- Assess scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.7b
- Determine healthy alternatives for making a personal health decision. H5.W6.7

My State Standards Met:

National Standards (By 8th Grade) Met: 1, 2, 3, 6, 7, 8

6-8th Common Core Standards Met: Reading 3, 4 / Writing 4

Materials Needed:

PowerPoint	-Level 2 PowerPoint	-It's in the "Level 2" folder
Printed Materials	-“Pharm Party Pill Cards and Textboxes”	-“These need to be kept and pasted. They are Large Docs” folder; for 8 for each student more instructions
	-“Narcotics Pharm Party Worksheet”	-Print 1 for each student
	-“Risks and Protective Factors Survey”	-They should have a “Empathy/Violence have it filed in their have a few extras on
	-“WWW/WH Drugs Homework”	-Print 1 for each student
Other Materials	-A bowl to hold the pill cards	1
	-3 x 5 note cards with scenarios glued on	1 for each student
Learning Target	Content: I will learn the dangers of narcotics.	Behavioral: I will from narcotics.
Assessment	-“Narcotics Pharm Party Worksheet” will be turned in and graded.	
	-Students are self-assessing with the “Risks and Protective Factors	

1. TITLE Day 2 (of 2 + 3) SLIDE: As students come into class have them select one that you have made with the descriptions on them like “For the activity today you teenager with no medical conditions, and you are **drinking alcohol** at the party.”

2. NARCOTICS: Introduce that narcotics are not just pain pills.

Copyright © Health Ed

Day 3: Ecstasy and Depressants:

[return to table of contents](#)

WA State 8th Grade Standards Met:

- Analyze interrelationships of personal dimensions of health. H1.W1.8
- Assess personal health behaviors that reduce or prevent health risks. H7.W2.8b
- Describe how some health risk behaviors influence safety and injury prevention practices. H2.Sa1.8
- Analyze factors that influence substance use and abuse. H2.Su1.8
- Compare and contrast sources of information on substance use. H3.Su1.8
- Explain classifications of substances. H1.Su1.8
- Describe how substance abuse affects dimensions of health. H1.Su2.8
- Demonstrate behaviors and practices to prevent substance use and improve the health of oneself and others. H7.Su3.8b
- Describe short and long-term legal consequences of substance use and the effects on personal goals. H6.Su5.8
- Create a drug-free message for school. H8.Su3.8

National (By 8th Grade) Standards Met: 1, 2, 3, 6, 7, 8

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

Materials Needed:

PowerPoint	-Level 3 PowerPoint	-It's in the LEVEL 3 LESSONS folder
Optional:		
Learning Target	Content: I will learn the dangers of depressants.	Behavioral: I will try to stay away from depressants. -and- I will follow drink safety tips!
Assessment	-You could walk around and give points for the “Drink Safety Tips.”	

70. TITLE SLIDE and NEXT 4 SLIDES: Go over Ecstasy dangers. This is the same slide you showed yesterday because you were talking about stimulants and the first effect of E is a stimulant effect. The dangers here are overdose and fatally high body temperature (see slide of girl in hospital bed) Brain damage can start at 104, and many teens get rushed to the hospital and show up there with 106 or 108. The second effect is a hallucinogenic effect. E's nickname is the “love drug.” But what may feel good now, you pay for later (see slide pink box)

71 thru 75. NEXT 6 SLIDES-DEPRESSANTS SLIDES: Discuss. GHB is “Gamma Hydroxy Butyrate.” It's basically floor stripper, alcohol, and liquid drain! See the slide for what drastic effects it causes. (See resource article below)

76 thru 81. Depressants, ROHYPNOL and GHB: Discuss these drugs, as they will hear about them on video in the “Depressants Rohypnol, GHB (DATE RAPE DRUGS)”

Copyright © Health Education Today

5. PowerPoints Walk You Through These 3 Units:

1 Drug Unit L1

2 Drug Classification Effects and Dangers Day 1 (of 1 + 2)

3 Drugs will take you places you never thought you'd go...

4 And change who you are...

5 Video: The Truth About Drugs

6 Do the "Classification Research Activity"

Inhalants Day 3

Inhalants: How dangerous are inhalants on a scale of 1 - 10? (with 10 as worst)

20-30% of kids who died using inhalants were using for the 1st time!

Danger Level: 10 out of 10

1 Drug Unit

2 Review Drug Classification "The Truth About Pot" Quiz and How Pot Hurt Me Card Day 1

3 Drugs will take you places you never thought you'd go... And change who you are...

4 Video: The Truth About Pot

5 How Pot Hurt Me Card Game

6 Narcotics Day 2 (of 2 + 3)

4. Narcotics: (some RELIEVE PAIN, some are DEPRESSANTS to treat anxiety or sleep disorders, and some are STIMULANTS) find #4 in your drug packet...

6. Narcotics: (some RELIEVE PAIN, some are DEPRESSANTS to treat anxiety or sleep disorders, and some are STIMULANTS) Includes: Oxycodone (Oxycontin), Darvon, Hydrocodone (Vicodin), Percocet, Heroin, Morphine, Codeine, Valium, Xanax, and more...

Pharm Parties: A Lethal Mix

Level 1

1 Drug Unit

2 Day 1

3 Drugs will take you places you never thought you'd go...

4 And change who you are...

5 If you step into the drug world most often with alcohol or Marijuana, your life path changes...

6 From this...To ???

THE FACTS ABOUT FENTANYL

From fun to none... Ecstasy kills

Level 2

Level 3

PowerPoints Walk You Through These 3 Units:

RISK FACTORS QUIZ

Pair / Share:

What are some things that can happen in a child or teen's life to cause them to turn to and become addicted to drugs and alcohol?

Write them on Page 12

Some teens who use drugs will become addicted, and some won't.

There are risk factors from a teen's life and childhood - in their family genetics, their home life, their own drug use, their social life, their self-perception, and their school experiences, etc. that put them **MORE AT RISK** for drug addiction.

Are you at risk for addiction? Take this quiz and see.

During the quiz guess your answers here

During the answers write the 10 risk factors here

HOW MANY DO YOU HAVE IN YOUR LIFE?

#1: Multiple Choice

If you have parents who are/were alcoholics, you have as much as a _____ chance of also being an alcoholic.

A) 50%
B) 60%
C) 80%

RISK FACTOR:

1. Family genetics

If you have parents who are/were alcoholics, you can have up to a 80% chance of also being an alcoholic.

#2: Multiple Choice:

Teens who use marijuana weekly have _____ of depression later in life:

A) No risk
B) Double the risk
C) Triple the risk

RISK FACTOR:

2. Stress or problems in your life

#3: Multiple Choice

Teens who start drinking alcohol before the age of 15 have _____ the risk

RISK FACTOR:

3. Early use of drugs

#4: Short Answer

List 2 traumatic childhood experiences that can shape a child's brain chemistry and make them vulnerable to addiction.

Caution: some slides are **Bad**

Drugs are bad

Drugs are bad-that includes Marijuana

Pot changes who you are...

And it's often a **GATEWAY** into the following drugs...

Drugs are bad-that includes "E"

"E"stasy is not safe

Ecstasy Death - could you be held responsible if you were there?

Synthetic drugs are **not** safe

Spice, K2, Bath Salts

Drugs are bad- how about Meth?

Synthetic Drugs Matching Game

...What's in This Anyway?

Worksheet Question

1. Guess which one of the following is a drug?

Table Salt, Borax Laundry Soap

Worksheet Question Answer

1. Guess which one of the following is a drug?

Table Salt, Borax Laundry Soap

Note to Self: ★

One of the dangers of Synthetic Drugs is that you never know what you're getting! (Do you trust a drug dealer?)

Table Salt, Borax Laundry Soap

Guess the drug:

1.

2.

3.

4.

6. Worksheets AND Projects Examples!



Name: X Per: X Date: X

The Truth About Marijuana Video Review

1. I ended up being addiction to Heroin, Coke, Meth- I've done it all and it all X.

2. I had this dream I was going to make sure that I had an education. I was a "B" student, then I went ... a X.

3. I pushed aside my X. I pushed aside any X to do the drug.

4. I didn't want to go to school. I missed school all the time. I didn't X because of it.

5. Everything kind of slipped away. I lost the glimpse of X I had.

6. I saw Pot everywhere when I first started doing it. It made it X.

7. I was with a friend
no X

8. It started off as s
weeks it was some



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

- How would you rate your self-esteem (how you feel about yourself)?
really good _____ pretty good _____ O.K. _____ sort of low _____ really low _____
- Have you ever cut or self-mutilated your body? Yes or No
- Do you have a friend who has cut or self-mutilated their body? Yes or No
- Have you ever thought about committing suicide? Yes or No
- Do you have a friend who has told you they are thinking of suicide? Yes or No
- Have you drank alcohol with people other than your family in the last month? Yes or No
- Have you smoked pot in the last month? Yes or No
- Have you tried to get high with an inhalant like aerosol spray, dust off, etc. in the last month? Yes or No
- Have you used any methamphetamine (meth) or cocaine in the last month? Yes or No
- Have you taken prescription pills that you didn't have a prescription for in the last month? Yes or no
- Have you made a decision not to drink alcohol during your years in high school? Yes or No or Still Deciding
- Have you made a decision not to use drugs during your years in high school or longer? Yes No or Still Deciding
- Have you made a decision not to have sex during your years in high school or longer? Yes No or Still Deciding

Worksheets AND Projects Examples!

Reasons Teens Use Drugs:

- They're bored
- They're curious
- To fit in
- To have fun
- For the high or relaxation
- To look cool
- To be rebellious or take a risk
- For a relief or escape from problems
- They think it's a safe drug
- Embarrassed to say "No"
- Friends kept pressuring them
- It feels good
- To feel grown up and show their independence
- They're addicted
- Everyone else is
- Other:



Questions Responses Total points: 12

Middle School LEVEL 3 Drug Unit Assessment

Form description

Name: *

Short answer text

Date: *

Short answer text

Art Project Grading Rubric: NAME: _____

Your Score:	A 4 points	B 3 points	C 2 points	D or F 1 point
Content Accuracy and Relevance ____/4	*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 and message isn't clear or relevant.	Understanding is unclear and message is incorrect or negative.
Graphics: photos, pictures, and/or wording ____/4	*Graphics are very creatively displayed.	Graphics are somewhat creatively displayed.	Graphics are a bit creative.	Lacking creative graphics.
Attractiveness ____/4	*Looks really good in design, layout, and neatness.	Looks good in design, layout and neatness.	Is acceptably attractive though it may be a bit messy.	Is messy or poorly designed, seems time was not taken to complete it.
Grammar ____/4	*No grammatical mistakes. (Spelling)	Just one or two grammatical mistakes. (Spelling)	Several grammatical mistakes. (Spelling)	There are many 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			



Worksheets AND Projects Examples!

7 Drug Classifications Spreadsheet:

	Drug Name	Appearance pill, liquid, powder, plant?	Why do teens want to use it?:	What does Someone look like on this drug:	Negative effects of the drug (short term/ or long term)
1	Stimulants: Cocaine, Amphetamines, Methamphetamines <i>-Accelerate the heart rate and elevate the blood pressure and "speed-up," or over- stimulate, the body</i>	-Pill -powder -liquid -crystal	-high -Energy -Rush -To stay awake -confidence	-sweat -sleep for days -Sores -Pasty skin -Wt. lose -Not taking care of self -Hyper, dancing -then mellow touchy feely -out of it -have a pacifier or candy necklace	-paranoid -Violent -Picking -Your Morals Change -addiction -depression -dehydration -high body temp. -seizures -death -can't feel Normal emotions -depression -laced with another drug -seizures -death

2 **Depressants:**
Alcohol, Valium,
Xanax, Barbiturates,
Rohypnol, GHB
(DATE RAPE DRUGS)

*Slow down the
operations of the brain
and the body.*

3 **Hallucinogens:**
LSD, peyote,
psilocybin,
MDMA (Ecstasy)

*-Hallucinogens cause
the user to perceive
things differently than
they actually are.*

Names: _____ + _____

Drug Name:	2 Slang Names:	Appearance:	How physically addicting? (high/ med./ or low?)	2 wanted effects: (Why kids use)	2 negative effects:
Cocaine					
Ecstasy					
Methamphetamines					
Nicotine					
Ritalin					

Name: X Period: X Date: X
Day 8: Pharm Party Worksheet

1. Draw 8 pill cards from the "Pharm" party bowl. Put an "x" after the drug name for each pill you draw.

Narcotics (Opioids for Pain):	Benzodiazepine (Sedative/Hypnotics for Sleep or Anti-Anxiety):	Stimulants (for ADHD):
Oxycodone X	Valium X	Ritalin X
Percocet X	Xanax X	Adderall X
Hydrocodone X	Diazepam X	
Codeine X		
Vicodin		
Morphine		
Methadone		
Other		
Coumadin		
Benadryl		

\$*@	\$*@
\$}}	\$}}
{#	{#
} 0	} 0

Worksheets AND Projects Examples!

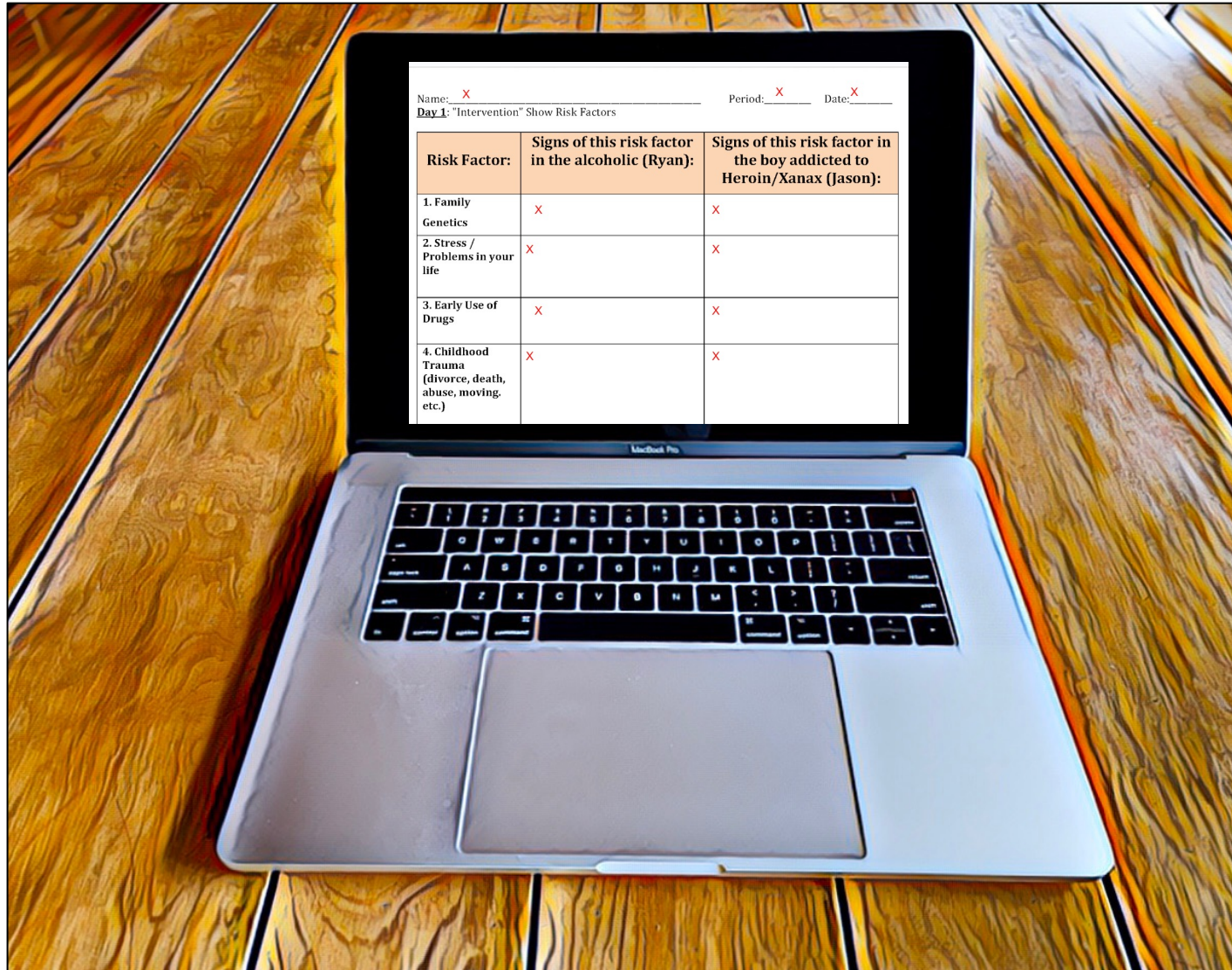


Names: _____ + _____ Per: _____ Date: _____

"Over the Counter" Medicine Cabinet Scavenger Hunt

<u>Question:</u>	You and your partner guess the answer here:	After you've answered <u>all</u> the questions, find the answers. <u>Circle</u> if you got it correct.	If you did not guess correctly, write the correct answer here:
<u>PRESCRIPTIONS-</u>	<u>OxyContin, Vicodin, and Percocet:</u>		
1. What are Oxy, Vicodin, and Percocet all prescribed for?		Yes or No	
2. What are two dangerous effects of taking Oxy?	1. 2.	Yes or No	
3. List 3 withdrawal symptoms if you stop using Oxy.	1. 2. 3.	Yes or No	
4. What can happen if you crush an oxy tablet to snort or share it?		Yes or No	
<u>DXM:</u>			
5. What is DXM and how do teens get it?		Yes or No	
6. List two dangers of taking DXM:	1. 2.	Yes or No	
<u>STIMULANTS-</u>	<u>Ritalin, and</u>	<u>Dexedrine:</u>	
7. What are Ritalin and Dexedrine used for?		Yes or No	

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



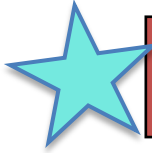
8.

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.

Copyright © Health Education Today All rights reserved by author.

- Each purchase is for single use only, and should not be shared with colleagues.
- Additional licenses for others can be purchased from my TPT store [here](https://www.teacherspayteachers.com/Store/Mrs-Ss-Health-And-Pe-Resources):
<https://www.teacherspayteachers.com/Store/Mrs-Ss-Health-And-Pe-Resources>.
- The purchaser is granted permission to make duplicates for classroom use only.
- Redistributing, editing, selling, or posting this item (or any part thereof) on the Internet are all strictly prohibited unless it is a password-protected student website.
 - Violations are subject to penalties of the Digital Millennium Copyright Act.

Copyright © Health Education Today
All rights reserved by author.

Works Cited:

Owl and Yosemite Photos by me.

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

NYC Standards

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

Photos From:

<http://www.fotosearch.com>

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

<http://www.pixabay.com>

<http://www.shutterstock.com/index-in.mhtml>

<http://stokpic.com>

<https://unsplash.com>

<https://static.pexels.com>

