

Health Education Today Preview:

-4 Week Empathy Unit -

EMPATHY



High School Health 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.



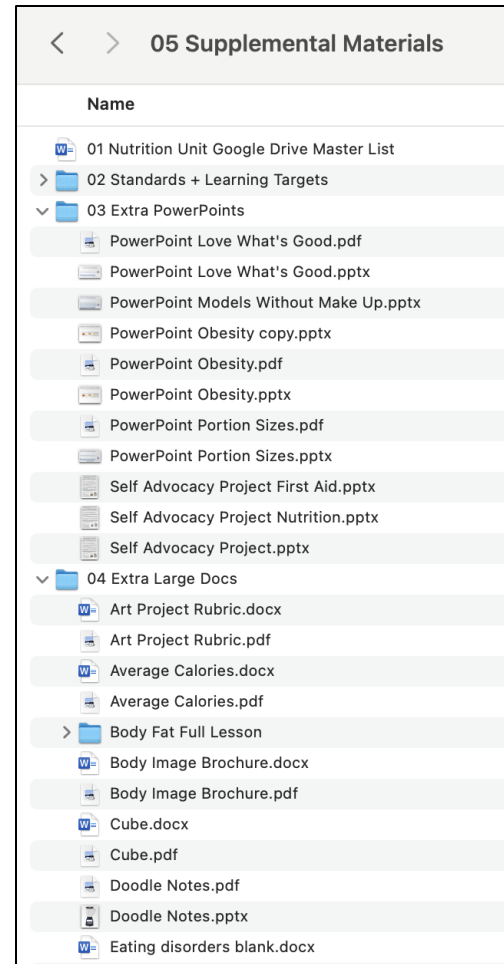
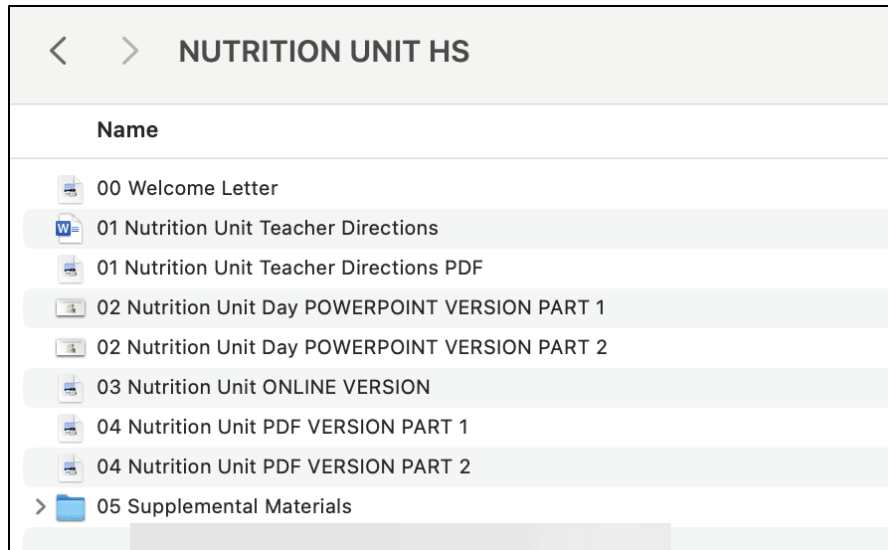
Real Teachers' Reviews endorse This program:

- *"Great program, students are loving this and the changes I see are rippling through our school."*
- *"Really hits home on topics that are relevant to my kids."*
- *"Honestly one of the best resources I have ever paid for. So thorough and well thought out."*
- *"This unit is amazing and SOOOO detailed!"*



- *"WOW!! This unit is amazing!! It's so detailed...and excellent PowerPoints!! I highly recommend this product!"*
- *"This is AWESOME." "Worth the price."*
- *"My favorite resource I've ever bought on TPT."*
- *"These are working great in my difficult classes."*

File Organization:



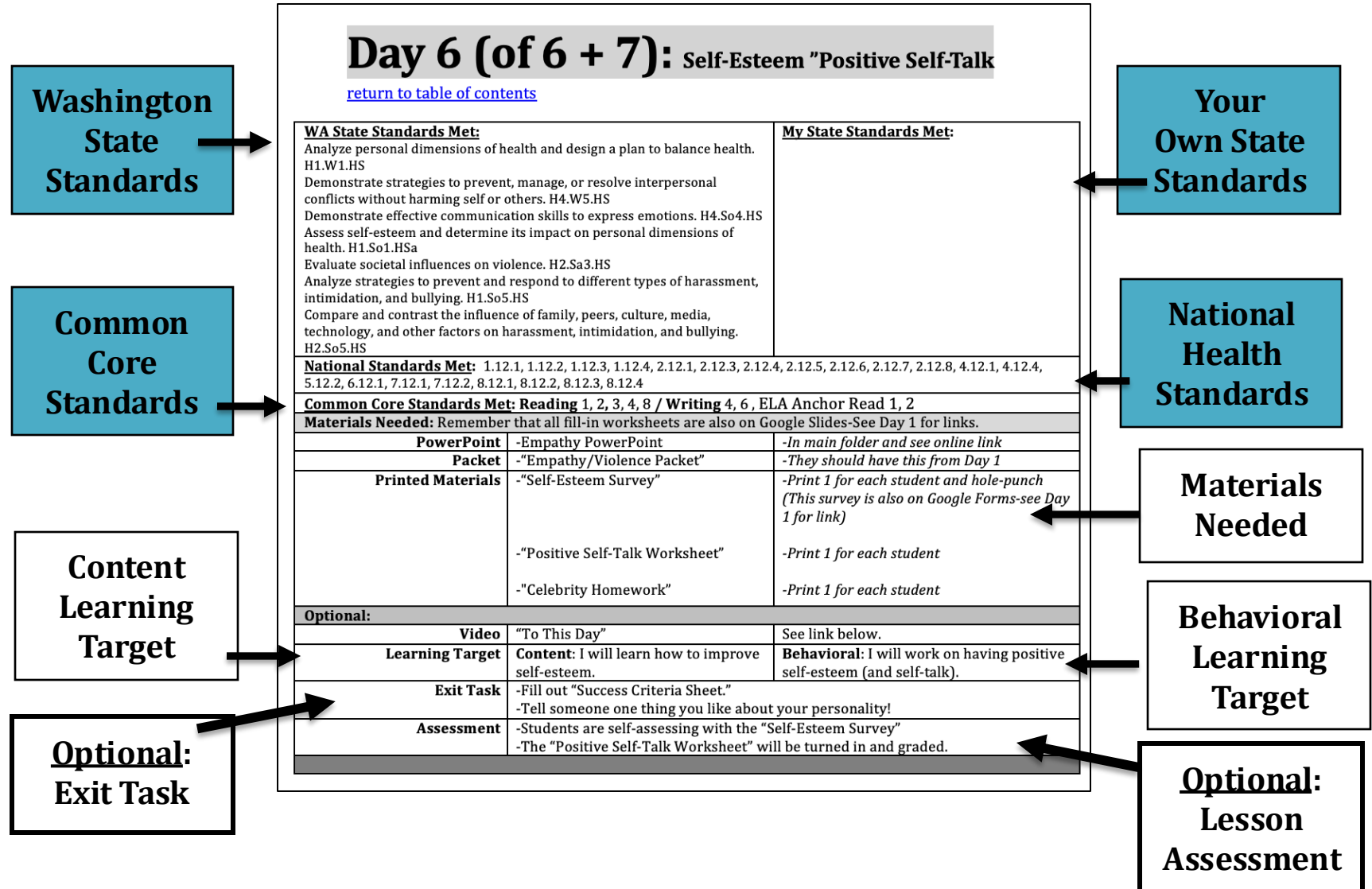
***Editable in Word and Google Slides!**

Easy to Navigate “Table of Contents”:

Links to each lesson document!	Daily Lesson Topics	Weekly Homework	Common Core Standards	National Standards	WA State Standards	Fill in Your State Standards
EMPATHY / VIOLENCE 16 DAYS TOTAL + 4 OPTIONAL DAYS	Lesson Titles:	HOMEWORK Click on “Day” it’s listed in to see directions	Common Core Standards Met:	National Health Standards Met:	Washington Health Standards Met:	Add Your State Health Standards Here:
Empathy-Day 1	-Definition of empathy -“Empathy Survey” -“Empathy Homework” -Empathy Video	HOMEWORK Empathy on Purpose	R 3 R 4 W 1	1.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.8, 4.12.1, 4.12.8, 4.12.9, 6.12.1, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3	H1.W1.HS, H4.W5.HS, H4.So4.HS H8.So4.HS	

Google Docs Included!

Standards: Beginning each lesson



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.

**“Teacher
Directions”
walk you
through the
lessons**

Day 6 (of 6 + 7): Self-Esteem "Positive Self-Talk"

[return to table of contents](#)

WA State Standards Met: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS Demonstrate effective communication skills to express emotions. H4.So4.HS Assess self-esteem and determine its impact on personal dimensions of health. H1.So1.HS Evaluate societal influences on violence. H2.Sa3.HS Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying. H1.So5.HS Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying. H2.So5.HS		My State Standards Met:
National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.4, 2.12.1, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 4.12.1, 4.12.4, 5.12.2, 6.12.1, 7.12.1, 7.12.2, 8.12.1, 8.12.2, 8.12.3, 8.12.4		
Common Core Standards Met: Reading 1, 2, 3, 4, 8 / Writing 4, 6, ELA Anchor Read 1, 2		
Materials Needed: Remember that all fill-in worksheets are also on Google Slides-See Day 1 for links.		
PowerPoint Packet	-Empathy PowerPoint	-In main folder and see online link
	-"Empathy/Violence Packet"	-They should have this from Day 1
Printed Materials	-"Self-Esteem Survey"	-Print 1 for each student and hole-punch (This survey is also on Google Forms-see Day 1 for link)
	-"Positive Self-Talk Worksheet"	-Print 1 for each student
	-"Celebrity Homework"	-Print 1 for each student
Optional:		
Video	"To This Day"	See link below.
Learning Target	Content: I will learn how to improve self-esteem.	Behavioral: I will work on having positive self-esteem (and self-talk).
Exit Task	-Fill out "Success Criteria Sheet." -Tell someone one thing you like about your personality.	
Assessment	-Students are self-assessing with the "Self-Esteem Survey" -The "Positive Self-Talk Worksheet" will be turned in and graded.	

79. DAY 6 TITLE SLIDE: This is a place marker.

80. POSITIVE WORDS-ONE PERSON CAN MAKE A DIFFERENCE: Read aloud to your students the graduation true story, "One Person Can Make a Difference" **below**.

81+82. WHITNEY and QUEEN CREEK VIDEO: Tell your students about these cool stories and watch video.

83. VIDEO: "BEATING THE ODDS | 6 Stories That Prove Anything Is Possible" (7 min.) Have your students take note of the great self-esteem these students have!

Positive Words Have Healing Power



This is a true story.
Read: "One Person Can Make a Difference"

One Person Can Make a Difference!



This town was so happy the made her school's becoming more and more and more a place. Her name was called as a person.
Read the article to see how her friends and town called around her.
When asked for reasons whether she had a message for others who are bullied, Kennedy said:
"Stand up for what you believe in and go with your heart and go with your gut. That's what I did, and look at me now. I'm just as happy as can be!"

Video:



Video:



Life is full of events that are beyond our control - often events that are difficult or hurtful. But, we do have control over our responses to these events.

- Choose to not let others make you feel bad about yourself.
- Keep your own self-esteem high.
- How we feel about ourselves is key. It's called **self-esteem**.

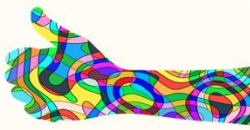
PowerPoints
walk you through
the lessons



Daily PowerPoint Slides:

Around the Room:

Share 1 personality trait your survey said was you, and tell if you feel it is true for you. Prove it with one true-life example.



125

Food Personality Parent-Teen Communicator:



126

Day 8:

Overcoming Hardships

127

Why did I have you make "Life Story" posters?

Partly so you realize...

you are not alone...

out of hardship can come great things...

128

Stephen King: The first book by this author, the iconic thriller *Carrie*, received 30 rejections, finally causing King to give up and throw it in the trash. His wife fished it out and encouraged him to resubmit it, and the rest is history, with King now having hundreds of books published the distinction of being one of the best-selling authors of all time.

J. K. Rowling, who wrote the *Harry Potter* novels, was nearly penniless, severely depressed, divorced, trying to raise a child on her own while attending school and writing a novel.



129

Theodore Seuss Geisel (Dr. Seuss): The Cat in the Hat or Green Eggs and Ham had 27 different publishers reject his first book.



130

Vincent Van Gogh: During his lifetime, Van Gogh sold only one painting, and this was to a friend and only for a very small amount of money. While Van Gogh was never a success during his life, he plugged on with painting. Today, they bring in hundreds of millions.



131

Overcoming Articles: Be inspired by hardships famous people overcame (Jim Carrey's family was so poor they slept in a van!).



- 1) Have empathy as you read.
- 2) See what hardships they faced and the different ways people found to overcome.
- 3) Be motivated to overcome your own hardships.

132

"Everyone who got where he/she is, had to begin where he/she was."

-Richard L. Evans



Selena Gomez: Actress/Singer



Skim your article by using the bold or highlighted font.

Video:



Opera duo Charlotte & Jonathan - Britains Got Talent 2017 audition - UK version

Video:



Speaker Notes:

Guides you through each PowerPoint/Google Slide.

We all have things in common if you take the time to get to know someone for who they really are.



28+29. WE ALL HAVE THINGS and WE ASSUME: Point out that almost all of us have things in common if we take the time to get to know someone for who they really are. Ask students if they have ever said to a friend or thought, "That person is really weird" even though they didn't know the person.

Also Includes a “Violence” PowerPoint:

Violence Unit



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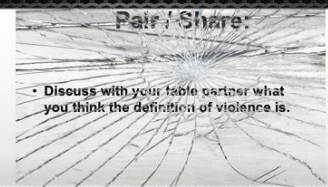
14. This is often the progression: we label - stereotype - make fun of person - mean - think we're better than them - bully/harass - prejudices - **discrimination**

anger - hate - **VIOLENCE**



Page 2

Pair / Share:



- Discuss with your table partner what you think the definition of violence is.



The definition of violence:

Violence is the use of **physical force or words to injure, damage, or destroy** oneself, others, or **property**.

Page 3

1

2

3



4

Pair / Share:

- Discuss with your table partner things that make you angry or annoyed!



Anger



Anger is an emotion that's O.K. and sometimes helpful, but it's one we need to be careful with...it can get out of control and get us in

TROUBLE or HURT !

It's important to **VENT** to get out your anger or stress **LATER**

- Time out
- Work out
- Reach out



These are called: Risk Factors



5



6

7

8

5. Violence Video Conclusions: If you are with someone who commits a crime, you can also be found guilty.

Don't hang out with **violent people!**

So, is a school fight considered "violent"?



Page 4

DON'T LET YOUR CHARACTER BE CONTROLLED BY SOMEONE ELSE...

CHARACTER CHARACTER CHARACTER CHARACTER

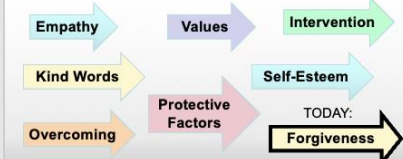


Bystanders and others can make a difference!



<https://www.today.com/parents/parents/your-back-should-bulled-boy-rcna31696>

WE HAVE DISCUSSED MANY SOLUTIONS:



TODAY: Forgiveness

Engaging Lessons
walk you through
with activities



Examples of Daily Lessons:

Name: _____ Period: _____ Date: _____

Title: Empathy Unit Packet

1. What is **empathy**? (it's not "sympathy")

1) Identify with _____ How do _____ feel?
 2) Put yourself _____ How would _____ feel?
 3) Respond and show your _____ What can I _____?

* **The Opposite Of Empathy Is:** _____

* **Empathy is a** _____ **!!!**

2. How do you think _____ felt growing up handicapped?

3. If you saw _____ at a store how could you show your empathy?

4. "People that look different are just basically people-other people have to realize that _____."

5. How do you think _____ felt growing up with his handicap?

6. If _____ was a new student at our school how could you show empathy?

7. Often in middle and high schools we put kids in groups and label them. What labels do we have here at our school?:

8. Why do we label? _____



Risk and Protective Factors Teen Survey

Risk factors increase the likelihood that an individual will become a perpetrator or a victim of violence. Select any risk factor in your life.

Anonymous!! Mark anything that is true for you. There are no right or wrong answers!

Description (optional)

Image title



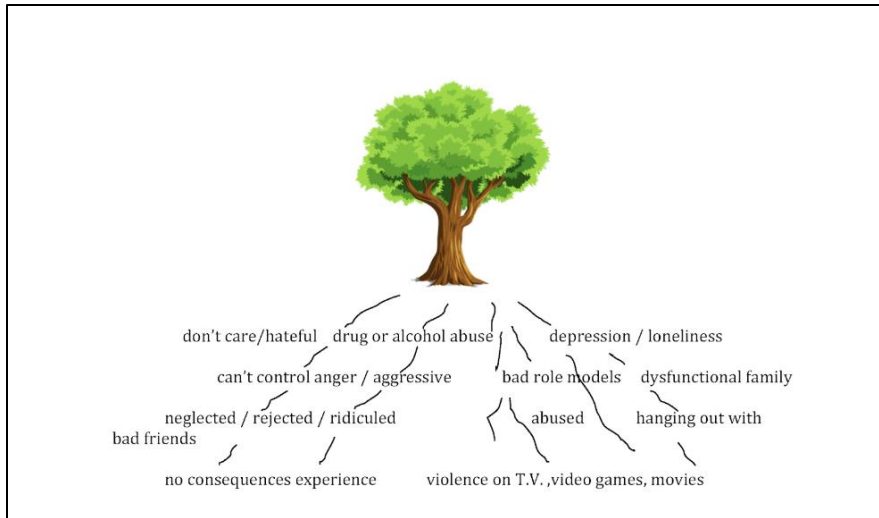
Google Forms Escape Room

6th - 10th Grade

Get the coded message to get off the "Island of Bullying, Impulsiveness, Anger, Blame, and Control."



Hands-on Healthy Activities




Empathy Survey

Form description

Anonymous!! Score each item according to the scale below. There are no right or wrong answers!

Description (optional)

1. I feel empathy for people who are less fortunate than me. *

☐ 1 - not at all

☐ 2 - a little

☐ 3 - some of the time (about 1/2 and 1/2)

☐ 4 - most of the time

☐ 5 - almost all of the time

Empathy Survey: How much empathy do you have?

1. I feel empathy for people who are less fortunate than you

2. I find it easy to understand other people's feelings

Name: _____ Per: _____

Practice with "Step 3" of Empathy:

Situation	Who is it?	1. How did they feel?	2. How do you feel?	3. How can you help?
A person who is less fortunate than you				
A person who you wouldn't want to change places with				
Someone who annoyed or frustrated you				

The opposite of empathy is selfishness. Here's proof:

4. I would let an elderly or disabled person go ahead of me in line even if I was in a hurry.

-If you won't let a disabled person go ahead of you, who are you worried about getting through the line?

5. When I make decisions I try and think of the rights of everyone involved.

-If you won't think of their rights, whose are you only thinking about?



Day 1: WHAT IS EMPATHY

- Definition of Empathy
- "Empathy Survey"
- "Empathy Homework"
- Empathy Video

Details of Lesson here



The Bystander Effect | The Science of Empathy

14. This is often the progression: We label - stereotype - make fun of person - mean - think we're better than them - bully/harass - prejudices - discrimination - anger - hate - violence

10. What is the problem with stereotypes?

We box people in and don't get to know them for who they really are. And, they can be very hurtful.



Stereotypes lower our empathy.

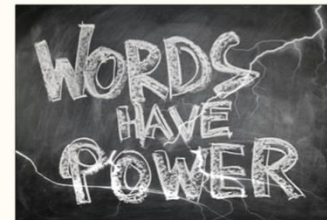
Day 2: Overcoming Labels And Stereotypes

- "Venn Diagrams" activity
- Labels and stereotypes discussion
- "The Bystander Effect" Video

Our Words Have Power! Think:

Write about a time when you were personally hurt by something someone said and say how it made you feel.

Or, write about 1 time when you witnessed something said that was probably hurtful to the other person and say how it probably made them feel.





Discuss with your table partner how someone's words can have a positive impact on someone's day or life.

Think of at least one example you can share outloud.



Day 3: Overcoming Hardships

- "The Gingham Dress "
- " Words have Power"
- Empathy Can Change the World!



What Would it be Like?:



- What it would be like to be the new kid at school?
- What it would be like to be teased every day at school?
- What it would be like to hate your body?
- What it would be like to feel like you never measure up to someone else's expectations?
- What it would be like to be contemplating suicide, and no one knows?
- What it would be like to feel alone all the time?
- What it would be like to be afraid to go to school?
- What it would be like to feel unhappy at home?

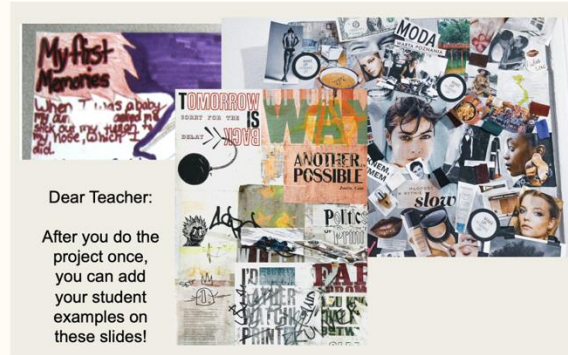


Day 4: Our Words Have Power

- "Empathy in "Perspectacles"
- "What Would It Be Like" Worksheet
- "If you Really Knew Me Activity"

My "Life Story" Posters Art Project:

If you were writing a book of your life story, what would your chapters be?



Dear Teacher:

After you do the project once, you can add your student examples on these slides!

If your life were a book, what would your chapters be?:

If you were going to set up "chapters" to write out your life story, what title would you give each chapter? *(it can be in chronological order from early memories to current events, or you can divide your chapters in any way you choose. Be sure to look at your answers on the front and include significant information in each chapter). Have as many chapters as you want.*

-Title: _____ . Included in this chapter:

-Title: _____ . Included in this chapter:



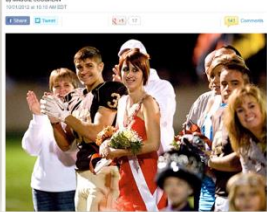
Day 5: Powerful Life Stories Project

- "Life Stories Poster Project" (This is my all-time favorite activity! Very impactful and can be class-changing!)

One Person Can Make a Difference!



Whitney Kropp, Bullied Michigan Teen, 'So Happy' at Homecoming



This teen was so happy she made her school's homecoming court until she found out it was a joke. Her name was selected as a prank!

Read the article to see how her friends and town rallied around her.

When asked by reporters whether she had a message for others who are bullied, Knopp said:

"Stand up for what you believe in and go with your heart and go with your gut. That's what I did, and look at me now. I'm just as happy as can be!"

<https://www.cnn.com/2012/09/29/us/michigan-teen-prank/index.html>

1. I'm stupid. _____
2. I hate school. _____
3. Bad things always happen to me. _____
4. No matter how hard I try something always goes wrong. _____

Day 6 + 7: Improving Self-esteem

- "Self-Esteem Survey"
- "Positive Self-Talk Activity"
- Work on "Life Story Posters"
- How to Deal with Bullying
- "Personality Survey"

Are we born with self-esteem, or is it shaped in us?



The #1 best way to improve self-esteem and stay strong against "mean" people is: Positive Self-Talk



Do the "Positive Self-Talk" Worksheet.

Vincent Van Gogh: During his lifetime, Van Gogh sold only one painting, and this was to a friend and only for a very small amount of money. While Van Gogh was never a success during his life, he plugged on with painting. Today, they bring in hundreds of millions.



When Dua Lipa auditioned to enter the school choir, the teacher told her that "she could not sing!"

Day 8: Overcoming Hardships!

- "Overcoming Hardships"
- "Inspiring Articles" activity
- Reflection

Henry William Dalglish Cavill

Cavill is a British actor. He is known for his portrayal of Charles Brandon in Showtime's *The Tudors* (2007–2010), DC Comics character Superman in the DC Extended Universe, Geralt of Rivia in the Netflix fantasy series *The Witcher* (2019–present), as well as Sherlock Holmes in the Netflix film *Enola Holmes* (2020).



Cavill began his career with roles in the feature adaptations of *The Count of Monte Cristo* (2002) and *I Capture the Castle* (2003). He later portrayed supporting roles in several television series, including BBC's *The Inspector Lynley Mysteries*, ITV's *Midsomer Murders*, and Showtime's *The Tudors*. He has since appeared in other studio films, such as *Tristan & Isolde* (2006), *Stardust* (2007), *Immortals* (2011) and *Sand Castle* (2017).

Cavill gained international recognition with his role as Superman in the DC Extended Universe superhero films *Man of Steel* (2013), *Batman v Superman: Dawn of Justice* (2016), *Justice League* (2017) and *Zack Snyder's Justice League* (2021). He also starred in the spy films *The Man from U.N.C.L.E.* (2015) and *Mission: Impossible – Fallout* (2018).

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EXTRA INFORMATION: From 2007 to 2010, Cavill had a leading role in Showtime's television series *The Tudors*, as Charles Brandon, 1st Duke of Suffolk. The series was commercially well-received and it went on to be nominated for a Golden Globe in 2007 and won an Emmy in 2008. Cavill gave the show credit for bolstering his career: "It's done the most for me to date. Now that there's an audience somewhere in America that's aware of who I am, I have more sell-ability, because of *The Tudors*." *Entertainment Weekly* named him the "Most Dashing Duke" and praised his work on *The Tudors* for displaying "charm, depth and a killer bod".

In 2016, Cavill started practicing Brazilian jiu-jitsu, having been seen training at Roger Gracie's academy in London.

He has been an avid PC gamer since childhood, at one point missing a phone call from Zack Snyder telling him he got the role of Superman because he was too busy playing *World of Warcraft*. He credited his experience playing *The Witcher* video game series before the show was in production as his motivation to seek out the role of Geralt. He has also named the *Total War* series of strategy games to be among his favourites, and in May 2020 it was announced that a new character paying tribute to Cavill and his *Witcher* character Geralt would be added to *Total War: Warhammer 2* via DLC. Cavill, Loremaster of Hoeth. Cavill also enjoys the *Warhammer 40,000* series of games and fiction, saying he "genuinely can't get enough of the lore they have built over the decades".



EARLY LIFE: Cavill was born on 5 May 1983, the fourth of five boys. He was educated at St Michael's Preparatory School in Saint Saviour, Jersey, before attending Stowe School in Stowe, Buckinghamshire.

HARDSHIPS: He was engaged to English show jumper Ellen Whitaker from 2011 until 2012, but the pair called it quits shortly after his 2011 proposal.

Cavill had been set to play Superman in McG's 2004 film, *Superman: Flyby*. McG pulled out of the project and direction was taken over by director Bryan Singer, who recast Brandon Routh as the lead in *Superman Returns*.

Cavill was also the cause of a write-in effort from fans to see him cast as Cedric Diggory in *Harry Potter and the Goblet of Fire* (2005). The role eventually went to [Robert Pattinson](#).

[Stephenie Meyer](#), the author of the *Twilight* series, was outspoken in favour of Cavill playing the character of Edward Cullen in the *Twilight* film, calling him her "perfect Edward". However, by the time production of the film began, Cavill was too old to play the character, and again the role went to Pattinson.

Despite reports that he was a contender for Batman in *Batman Begins*, Cavill confirmed that he never auditioned for, nor was offered, the role.

In 2005, Cavill was a final choice for the role of James Bond in *Casino Royale*. The producers and director Martin Campbell were torn between him and Daniel Craig; reportedly Campbell supported Cavill but the producers preferred an older Bond. Craig ultimately landed the role. But, fifteen years later in 2020, an artificial intelligence device chose Cavill as the optimal successor to Craig following Craig's retirement from the role following *No Time to Die*. (Proof that overcoming and hanging in there works!)

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Dua Lipa

Born 22 August 1995 is an English singer and songwriter. Possessing a mezzo-soprano vocal range, she is known for her signature disco-pop sound. Lipa has received six Brit Awards, three Grammy Awards, two MTV Europe Music Awards, an MTV Video Music Award, two Billboard Music Awards, an American Music Award, and two Guinness World Records.



After working as a model, she signed with Warner Bros. Records in 2014 and released her eponymous debut album in 2017. The album peaked at number three on the UK Albums Chart and yielded eight singles, including "Be the One", "IDGAF", and the UK number-one single "New Rules", which also peaked at number six in the US. The album has been certified platinum in numerous countries worldwide and won Lipa the Brit Awards for British Female Solo Artist and British Breakthrough Act in 2018.



Her 2018 single "One Kiss" peaked at number one in the UK and became the year's longest-running number-one single by a female artist, winning the 2019 Brit Award for Song of the Year. In 2019, she won the Grammy Award for Best New Artist, as well as the Grammy Award for Best Dance Recording for her Silk City collaboration "Electricity". Later that year, Lipa released "Don't Start Now" as the lead single from her second studio album, *Future Nostalgia* (2020). Reaching number two in the UK and US, and number four on the US year-end chart, it was the most commercially successful song by a female artist in the US in 2020. Its follow-up singles "Physical", "Break My Heart" and "Levitating" also charted in the top ten, with the lattermost reaching number one on the US year-end chart in 2021.

Future Nostalgia received critical acclaim and earned six Grammy nominations—including Album of the Year, Record of the Year and Song of the Year—and became her first UK number-

Example:

Stereotypes: Generalizations used to define a group of people based only on the appearance, words, or actions of one or just a few members of that group.



**Harvard Bias
Test:**



<https://implicit.harvard.edu/implicit/takeatest.html>

RACISM.
IT STOPS
WITH ME

Day 9: Recognizing And Stopping Prejudisms

- Prejudisms Discussion
- Reading true stories
- Prejudism Video

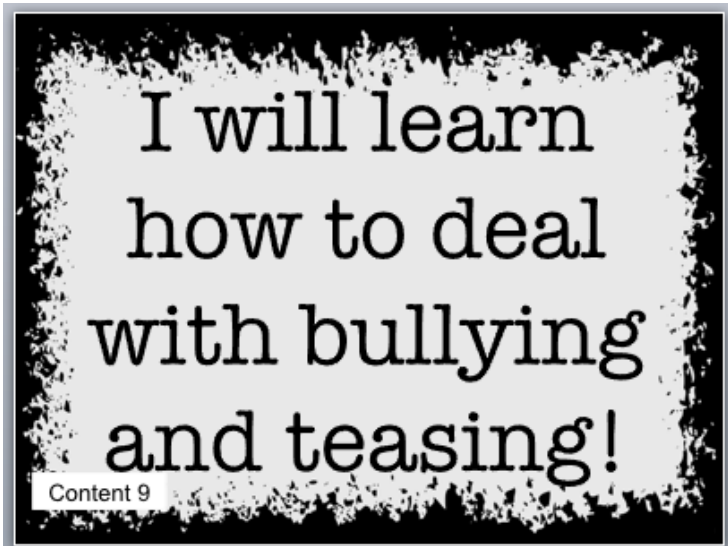
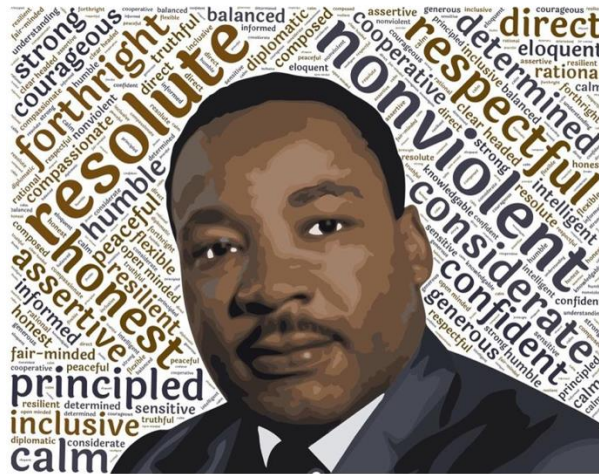
Last Day of the Unit:



Day 20: Guest Speaker

-Guest Speaker: My Vice-Principal comes and go over all the school rules, and our Resource Deputy goes over all the state laws on bullying, harassment, violence, fights, cyber bullying, etc. (Many things that are against school rules are not actually against the law off campus, out in public!)

Use “Learning Target Posters” and “Success Criteria Exit Sheets”:



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

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

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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