



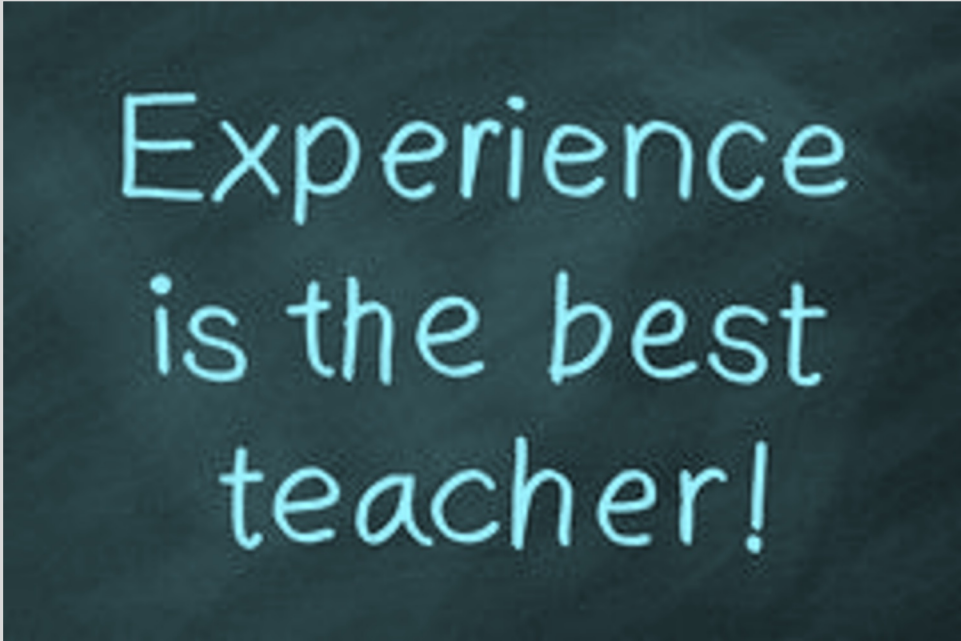
Health Education Today

**Empathy Unit
for High School**



This Program's Creator is a Qualified Teacher

◆ I am a National Board Certified Teacher with a Masters of Education Degree and I have 19 years of experience teaching Health.



Experience
is the best
teacher!

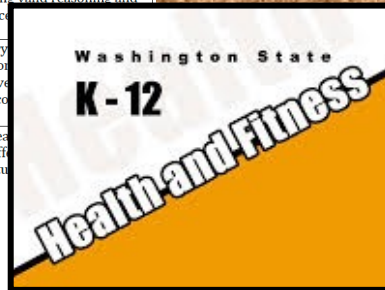
THE PROGRAM MEETS HEALTH STANDARDS:

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-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 convey complex ideas and information accurately through the effective 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,</i>	Write narratives to develop real experiences or events using effective chosen details and well-structured



Empathy/Violence Unit

Documents - 4 Weeks

< > Empathy Unit High School

Name	
	01Emp Vio Unit Teacher Directions.docx
	01Emp Vio Unit Teacher Directions.pdf
	02Empathy PowerPoint.pdf
	02Personality Survey PowerPoint.pdf
	02Violence and Values PowerPoint.pdf
> 	03Extra Large Docs
	04Learning Targets.pdf
	05Standards and Google Info.pdf
	06Emp Vio Update List for Previous Buyers.pdf



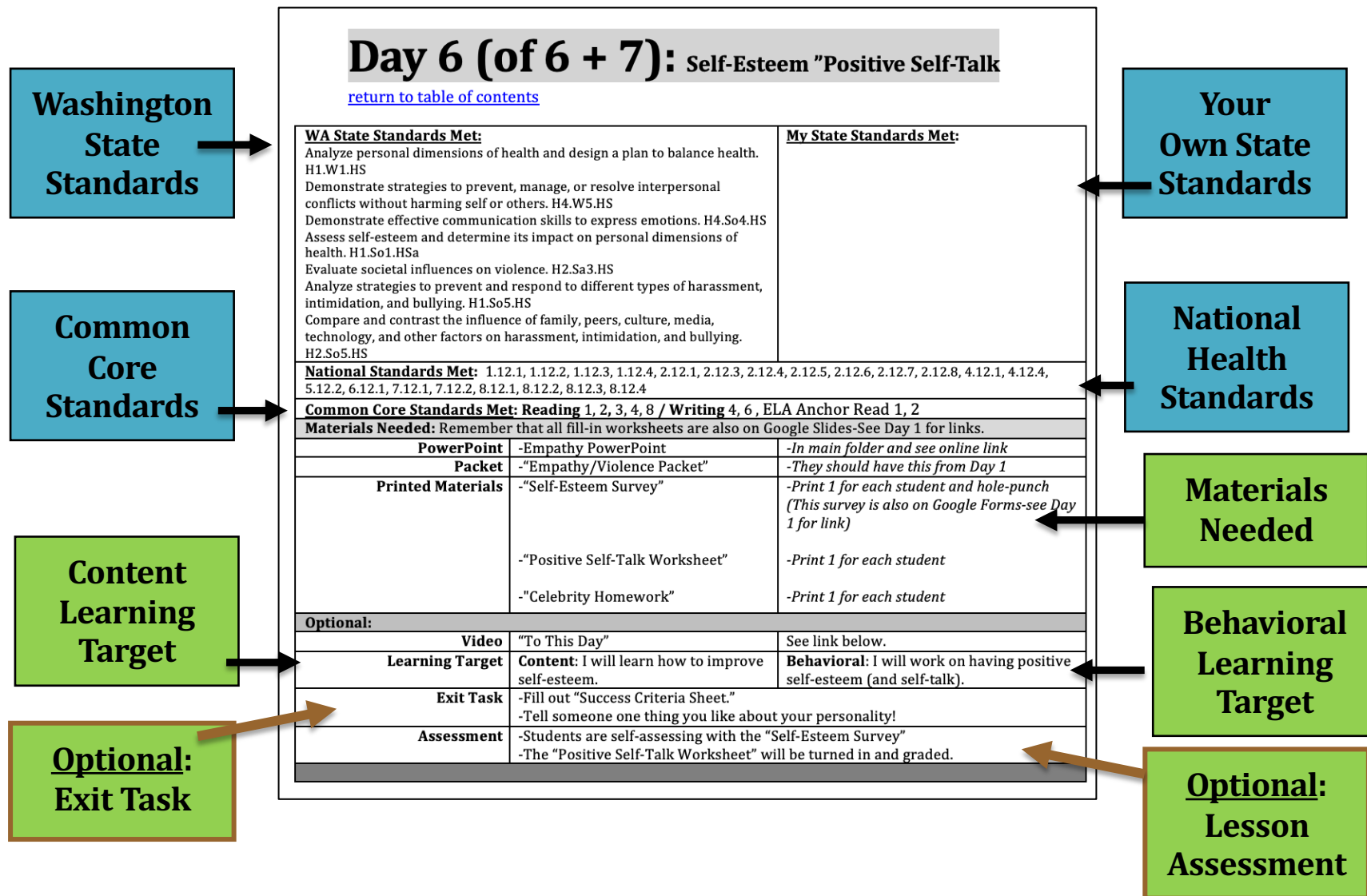
What Previous Buyers are Saying!

- *"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."***

Standards are at the Beginning of Each Lesson:



Full Step-By-Step Teacher Directions

“Teacher Directions” walk you through the lessons

It's EASY to teach!

on directions matches # on PowerPoint!

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

[return to table of contents](#)

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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.	
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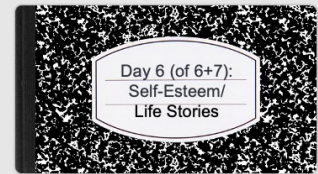
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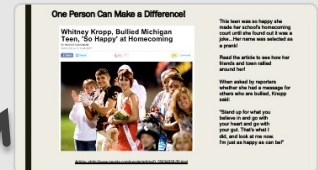
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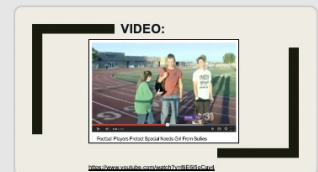
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81



82



83



84



New Photos on Worksheets!

My "Life Story"

-Earliest memory:

-Best life memories and how they made you feel:

-Worst life memories and how they made you feel:
-Greatest challenges I have overcome:

Other hardships:

-Accomplishments / things I am proud of:

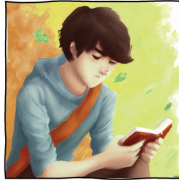
-Personal growth / how I've changed for the better:
(Example: I now don't judge people before I get to know them.)

-My most important personal beliefs or values that give me strength:
Example: religious faith, that everyone is created equal, to be kind, honesty, etc...)

-Positive "charact

Negative charact

-What do I want f



What is Empathy?

What is **empathy**? (it's not "sympathy")
It involves 3 important steps:

1) **Identify with their feelings**

2) **Put yourself in their shoes**

3) **Respond and show your understanding**



THE OPPOSITE OF EMPATHY IS: selfishness!
EMPATHY IS A choice.



~How do they feel?

~How would I feel?

~What can I do?

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Name: _____ Per: _____ Date: _____
What Would It Be Like Worksheet

1. Complete this sentence: "If you really knew me you'd know that..." (be as personal or impersonal as you want)

2. Complete this sentence and continue with 4 more sentences:

"One thing I **have not been through** but I have empathy for is ...
(pick from the list below)

3. Complete this sentence and continue with 4 more sentences:

"One thing I **have been through** is ..." (pick from the list below)

- 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?

One person CAN make a Difference

One day, when I was a freshman in high school, I saw a kid from my class, walking home from school. His name was Kyle. It looked like he was carrying *all* of his books.

I thought to myself, "Why would anyone bring home all his books on a Friday? He must really be a nerd."

I had quite a weekend planned (parties and a football game with my friends tomorrow afternoon), so I shrugged my shoulders, and just went on.

Suddenly I saw a bunch of kids running toward him. They knocked all his books out of his arms, and tripped him so that he landed in the dirt. His glasses went flying, and I saw them land in the grass, about ten feet from him. He looked up, and I saw this terrible sadness in his eyes. My heart went out to him. (ask students "What's this called?" EMPATHY!)

So, I jogged over to him, as he crawled around looking for his glasses, and I saw a tear in his eye. As I handed him his glasses, I told him, "Those guys are jerks. They really should get lives."

He looked at me and said, "Hey thanks!" There was a *big* smile on his face. I helped him pick up his books, and asked him where he lived. As it turned out, he lived near me, so I asked him why I had never seen him before.

He said he had gone to private school before now.

We talked all the way home, and I carried some of his books. He turned out to be a pretty cool kid. I asked him if he wanted to play a little football with my friends. He said "yes." We hung out all weekend, and the more I got to know Kyle, the more I liked him, and my friends thought the same of him. Over the next four years, Kyle and I became best friends. When we were seniors and about to graduate, Kyle was valedictorian of our class. He had to prepare a speech for graduation. I was so glad it wasn't *me* having to get up there and speak.

Graduation day, I saw Kyle. He looked great. He was one of those guys that really found himself during high school. He filled out and actually looked good in glasses. He had more dates than I had, and all the girls loved him. Boy, sometimes I was jealous! Today was one of those days.

I could see that he was nervous about his speech. So, I smacked him on the back and said, "Hey, you'll be great!" and he said "Thanks."

He started his speech with these words "Graduation is a time to thank those who helped you make it through those tough years. Your parents, your teachers, your siblings, maybe a coach...but mostly your friends. I am here to tell all of you, that being a friend to someone is the best gift you

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Making Your Voice Count Worksheet

Per: _____ Date: _____

Write the names of the people in your group:

1. _____
2. _____
3. _____
4. _____



Real Case Study: Phoebe P. was tormented for having a relationship with a popular boy.

Speaker write down the idea YOU like the best to make your voice count:

BEST IDEA: _____

Real Case Study: Jesse L. sent nude photos to a boyfriend who later gave them to others.

Speaker write down the idea YOU like the best to make your voice count:

Name: _____ Per: _____ Date: _____
Practicing Positive Self-Talk

Imagine you are a person who is really thinking the negative thoughts written below and write a positive statement instead:

- Rules:**
1. You cannot just say "I am not..." Instead you should make your message a positive one so your sub-conscious doesn't still hear the word "Not."
 2. You cannot just say the opposite like "I'm Stupid". "I'm smart"
Try to be realistic and creative, like "I can try harder and do better."

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. _____
5. There's no way I can pass that test. _____
6. I'm always late, I just can't help it. _____



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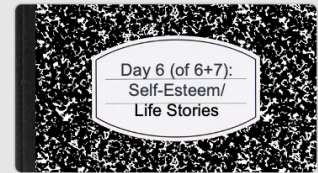
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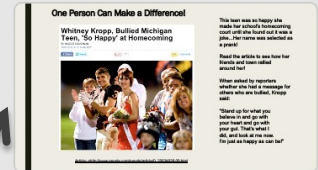
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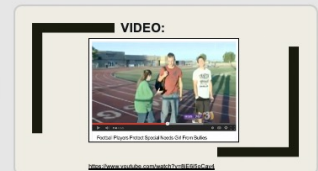
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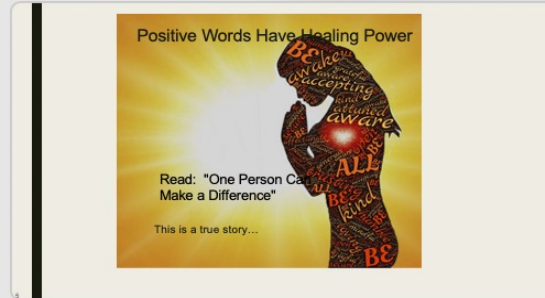
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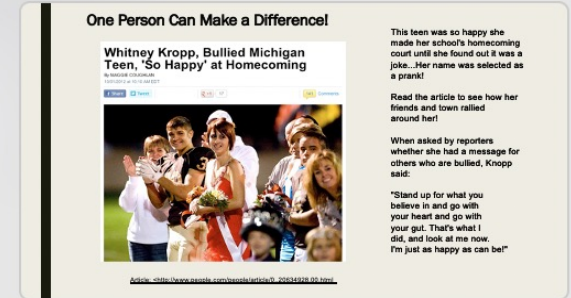
Empathy/Violence Unit “Empathy” PowerPoint Walks You Through the Lesson!



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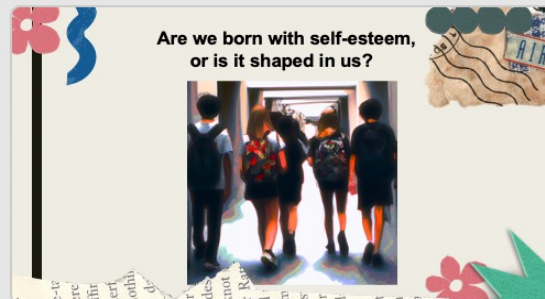
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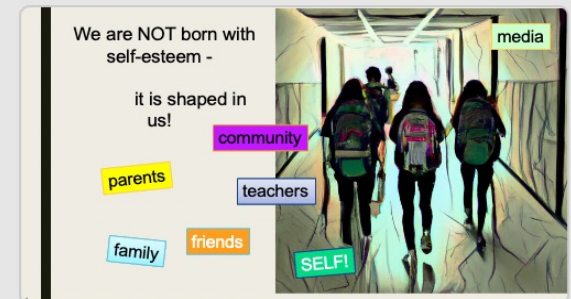
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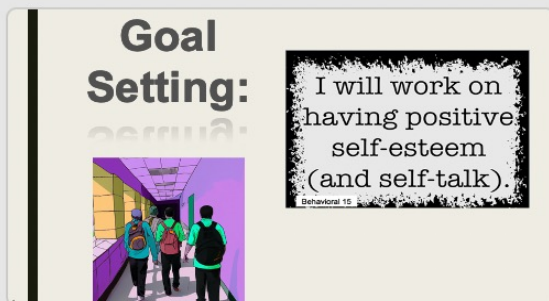
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6



7



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

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. **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

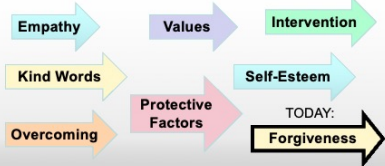


Bystanders and others can make a difference!



<https://www.today.com/parents/parents/your-back-against-bullying-how-ros311696>

WE HAVE DISCUSSED MANY SOLUTIONS:



TODAY: **Forgiveness**

Also Includes a “Personality Surveys” PowerPoint:

Personalities Survey #1

1. Circle your favorite in the following group:

Snack Foods:

Potato chips
Pretzels
Cheetos
Tortilla Chips
Cheez-its
Beef Jerky



Personalities Survey #2

2. Circle your favorite in the following group:

Cookies:

Chocolate Chip
Mint Cookie
Oatmeal
Ginger
Sugar



Personalities Survey #3

3. Circle your favorite in the following group:

Bite-Sized Candy Bars:

Krackel (red wrapper)
Mr. Goodbar (yellow wrapper)
Special Dark (gold wrapper)
Hersheys (brown and silver wrapper)



A Walk in the Woods Personality Survey

Get out a scratch paper
and number 1 - 7

It's anonymous ☺

The size of your pig's ears indicates how good
of a listener you are.

The bigger, the better!



Here are a few samples from the lessons:



NAME: X PER: X
Empathy Unit Packet

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

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

★ **THE OPPOSITE OF EMPATHY IS:** X _____
★ **EMPATHY IS A** X _____ !!!

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

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

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

5. How do you think X _____

6. If X _____ was a new _____

7. Often in middle and high school _____



- ☐ Tortilla Chips
- ☐ Cheez-its
- ☐ Beef Jerky

Image title

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Cheez-its
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Name: X
Overcoming Articles

	What they are famous for:			
Selena Gomez	X	X	X	X
Jim Carrey	X	X	X	X
Adele	X	X	X	X



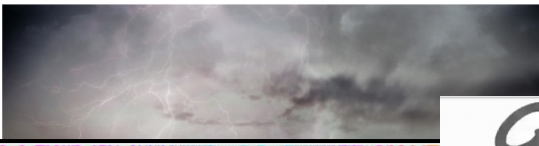
Risk and Protective Factors Teen Survey

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



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

Google Forms Escape Room

6th - 10th Grade

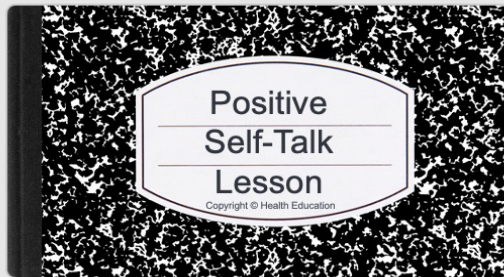
Get the coded message to get off the "Island of Bullying, Impulsiveness, Anger, Blame, and Control."



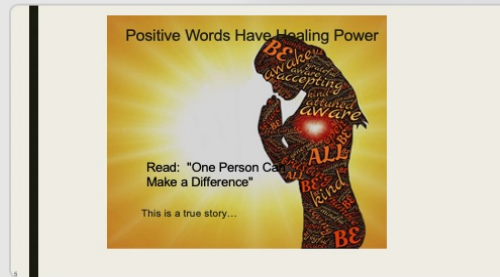
Hands-on Healthy Activities



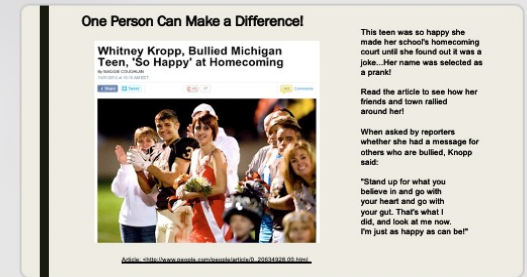
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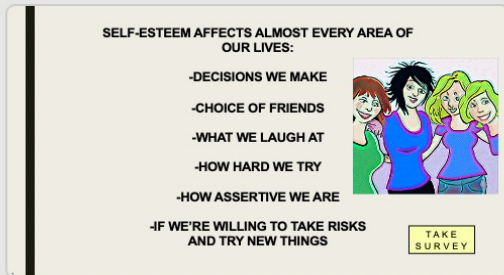
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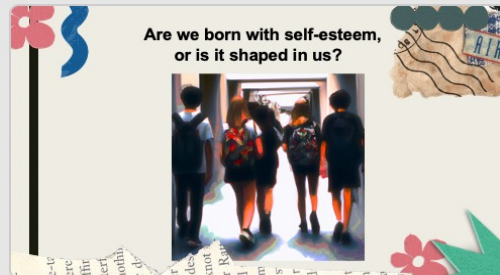
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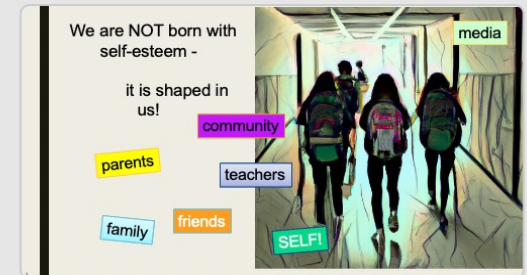
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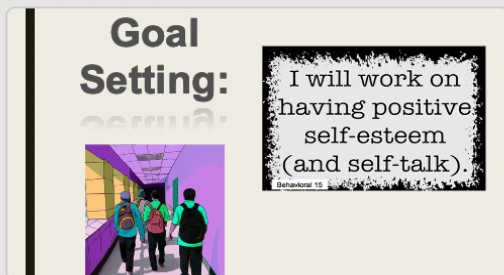
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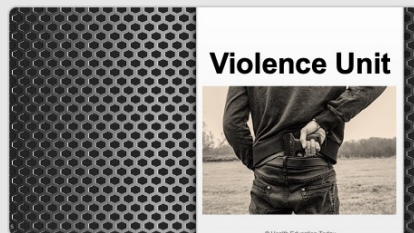


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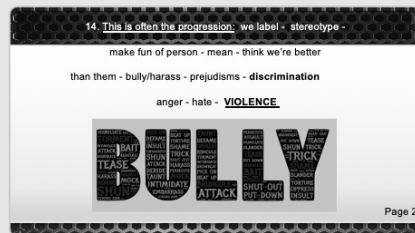


There are **386** slides in 3 Presentations!

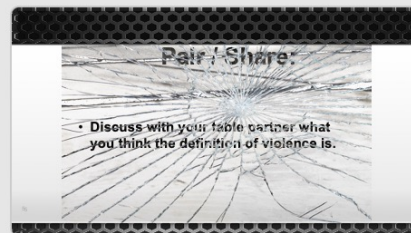
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3



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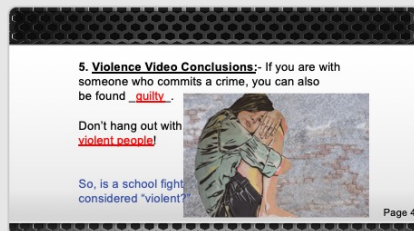
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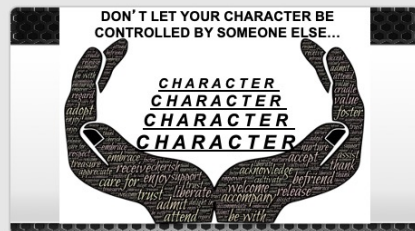
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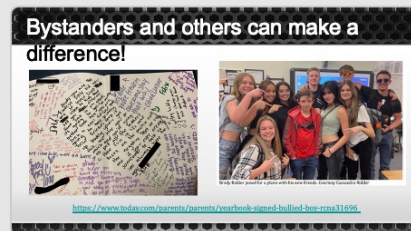
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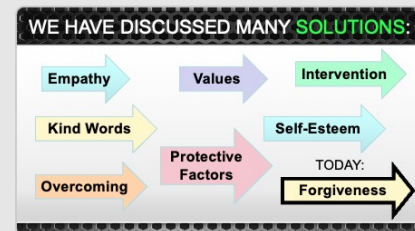
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Personalities Survey #2

2. Circle your favorite in the following group:

Cookies:

Chocolate Chip
Mint Cookie
Oatmeal
Ginger
Sugar



Personalities Survey #3

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The size of your pig's ears indicates how good
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Empathy Survey: How much empathy do you have?

1. I feel empathy for people who are less fortunate than me.
2. I find it easy to understand other people's points of view.

Name: _____ Per: _____ Date: _____

Practice with "Step 3" of Empathy:

<u>Situation</u>	<u>Who is it?</u>	<u>1. How did they feel?</u>	<u>2. How would I feel?</u>	<u>3. How did I show my understanding?</u>
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				



Day 1: WHAT IS EMPATHY

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

Details of Lesson here

Here are a few samples from the lessons:



The Bystander Effect | The Science of Empathy

8. Why do we label?

To know where we fit in and to make sense of things



When can labels be hurtful?

ARE LABELS GOOD OR BAD?

Do some groups have more power than others?

Are there people who can be in more than one group?

Page 1

Day 2: OVERCOMING LABELS AND STEREOTYPES

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

What labels do we have here at our school?:

-
-
-



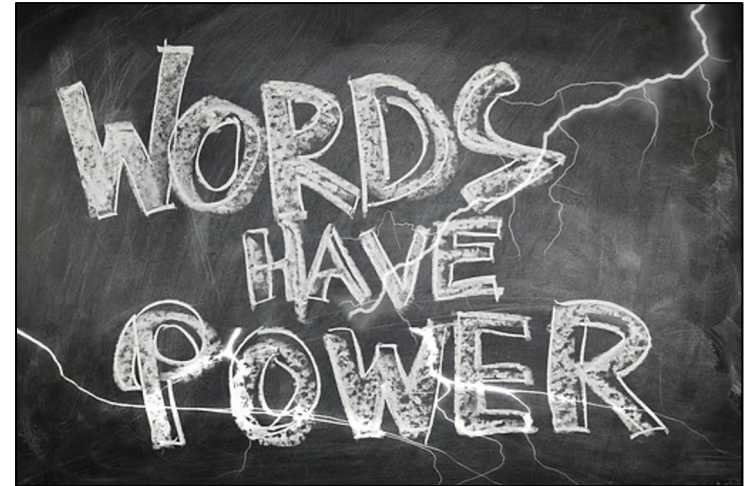
Page 1

Here are a few samples from the lessons:



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...**



Day 3: OVERCOMING HARDSHIPS

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



Here are a few samples from the lessons:

- 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.



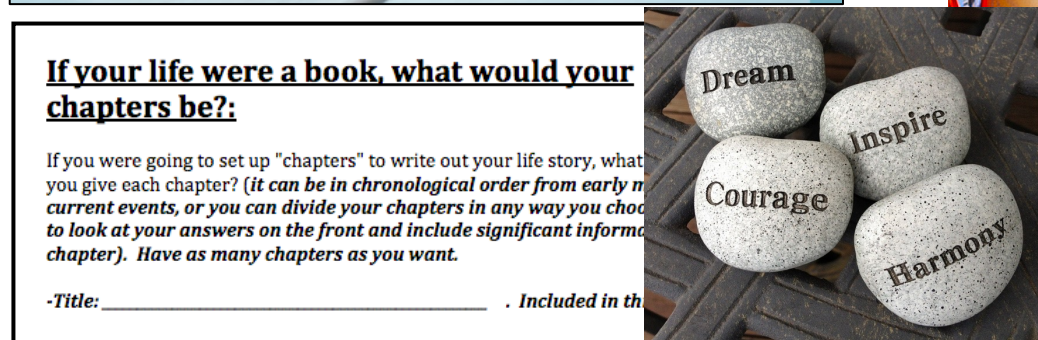
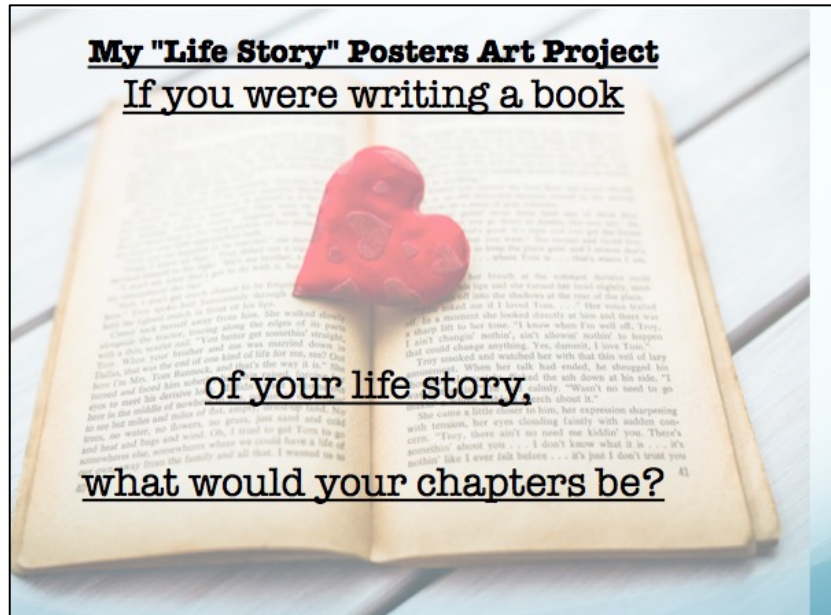
- What it would be like to be the new kid at school?
- What it would be like to be teased every day at school?
- What it would be like to hate your body?
- What it would be like to feel like you never measure up to someone else's expectations?
- What it would be like to be contemplating suicide, and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

Day 4: OUR WORDS HAVE POWER

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



Here are a few samples from the lessons:



Day 5: POWERFUL LIFE STORIES PROJECT

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



Here are a few samples from each lesson:

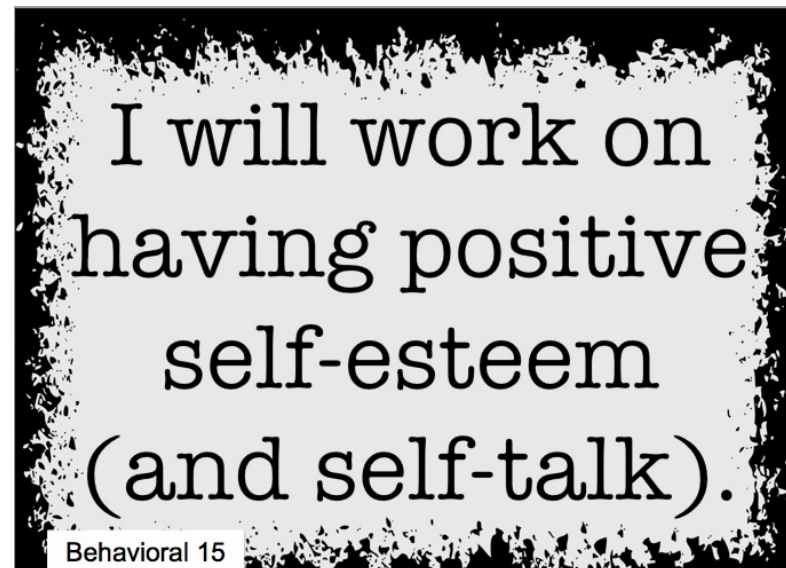
Positive Self-Talk

1. WHEN IT COMES TO THOUGHTS, YOU HAVE A LOT OF MIND CONTROL!!
YOUR BODY LISTENS AND RESPONDS TO YOUR THOUGHTS!!!!

Your mental self-talk can be: POSITIVE or NEGATIVE

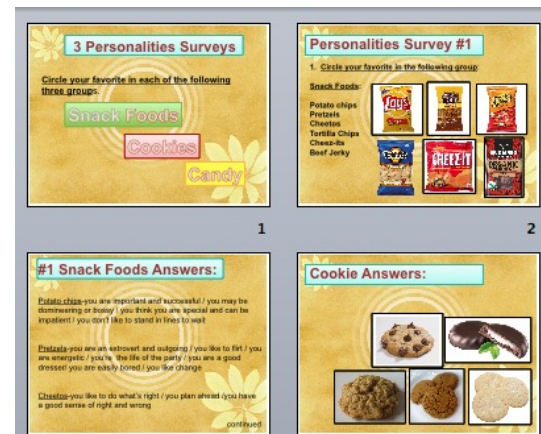
1. Sports Psychology is a great example of the power of mind control. An athlete is taught to stay positive, to stay calm, be focused, be confident, to "see yourself as a winner," and to "picture the ball going in the hole." Many athletes find success with this positive thinking and imagery.

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. _____

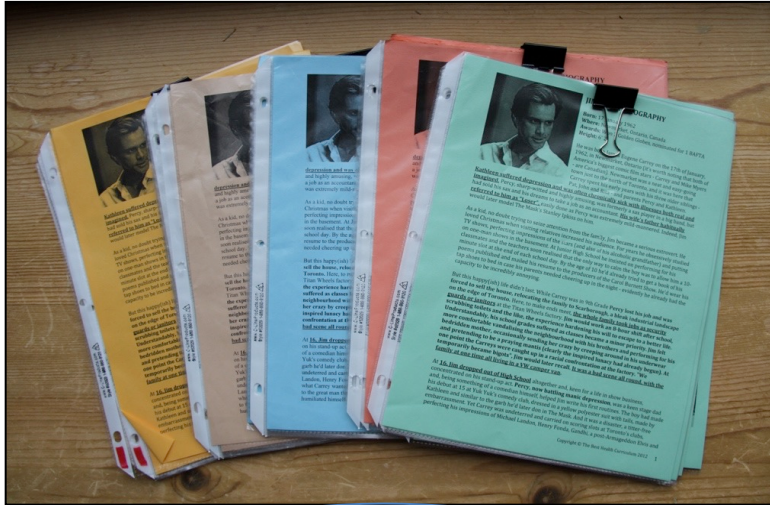


Day 6 + 7: IMPROVING SELF-ESTEEM

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



Here are a few samples from the lessons:



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).

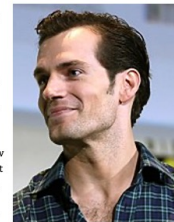
Cavill began his career with roles in the feature adaptations of *The Count of Monte Cristo* (2002) and *I Capture the Castle* (2003). He later portrayed supporting roles in several television series, including BBC's *The Inspector Lynley Mysteries*, ITV's *Midsomer Murders*, and Showtime's *The Tudors*. 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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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 favorites, and in May 2020 it was announced that a new character, drawing 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 Lila 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 "Carnival." Later that year, her single "Don't Be a Menace to Society" topped the UK charts, while "I Am Not a Player" was 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," "I'm a Slave 4 U," and "Levitating" also charted in the top 10, with the number one on the US year-end chart. The album also acclaim and earned six Grammy nominations—including Best Album of the Year—and became her first UK number-

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-

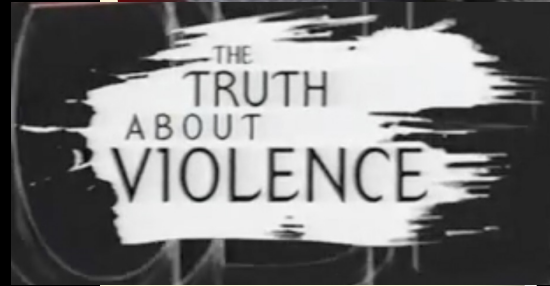
Here are a few samples from the lessons:

A Neighbor is Prejudice¹¹:

A Caucasian woman got along very well with a Black man who had just recently started to date a Black man. One night, while doing the dishes, she looked out through the miniblinds and told her mother, "It looks like D



RACISM.
IT STOPS
WITH ME



DO SOMETHING GREAT

... "the woman recalls.

When she went out herself to check, at first she didn't see her neighbor, then she was horrified to see the neighbor back in her yard with a gas can.

"He was pouring it in my yard," she said.

"I just screamed at him, get out of my yard."

Day 9: RECOGNIZING AND STOPPING PREJUDISMS

- Prejudisms Discussion
- Reading true stories
- Prejudism Video

Here are a few samples from the lessons:

The New York Times

A Woman Said She Saw Burglars. They Were Just Black Airbnb Guests.



The police were called after a woman didn't recognize a group of Airbnb guests. Kelly Fyfe-Marshall, via Instagram

By Daniel Victor

May 8, 2018

It was an entirely routine moment: Four people exited the home they had rented on Airbnb in Rialto, Calif., and loaded suitcases into their car.

A Woman Said She Saw Burglars. They Were Just Black Airbnb Guests.

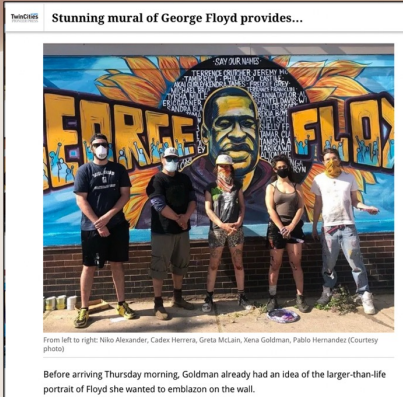
By Daniel Victor

It was an entirely routine moment: Four people exited the home they had rented on Airbnb in Rialto, Calif., and loaded suitcases into their car.

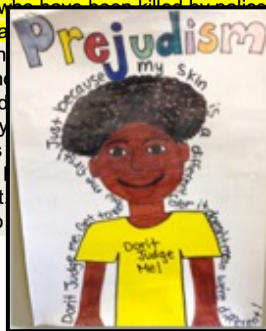
Within minutes, several cars had arrived on the street. A neighbor was being questioned as a suspect. A neighbor overhead. A neighbor recognized them. A neighbor had reported them.



“Say Our Names” Project:



Likewise, Herrera had a concept for the background that he felt would honor Floyd for the person he was. It featured his full name displayed prominently across the wall, the portrait resting in between, and in the backdrop, a sunflower with the names of other individuals who have been killed by police over the years. “His name needs to be big and prominent,” Herrera said. “George Floyd’s life. He was a friend and a person to stand out.” “I wanted to



Day 10: RECOGNIZING AND STOPPING PREJUDISMS

- Prejudisms Discussion
- Reading true stories
- Prejudism Video
- 2020 to Current Events!
- "Say Our Names" Project

Here are a few samples from the lessons:

Individual/Peer Risk Factors	Family Risk Factors	Community Risk Factors
___ You have shown aggressive behavior (fights, bullying, assault, harassment) in elementary or middle school ___ You have a difficult time getting along with peers ___ You are teased, bullied, and/or harassed at school or in your neighborhood ___ You have poor grades and/or poor reading skills or you don't care about getting an education.	___ You don't get along with family very well ___ Real emotions aren't talked about ___ You are around violence in the home, or you have been a victim of violence/ abuse in the home ___ You have poor parental supervision, and/or harsh discipline ___ Neglect or abandonment	___ Presence of and drug dealing in your neighborhood and school ___ Availability of drugs in your neighborhood and school ___ High levels of unemployment and of jobs in your town ___ High levels of poverty in your town ___ You have access to guns and other weapons ___ You are not part of any organization (sports, groups, clubs, teams, etc.)

NEWS

2 pre-teens arrested in alleged violent assault of 12-year-old at sleepover

by: Courtney Spinelli
Posted: Mar 2, 2022 / 07:54 AM CST
Updated: Mar 2, 2022 / 07:30 PM CST

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

10-year-olds attack, beat homeless man

Egged on by a 17-year-old, two 10-year-old boys attacked a Florida homeless man, leaving him bruised and injured.

The teen and two boys were walking in their neighborhood when they saw a 58-year-old man. They began to follow him. The 17-year-old, punched the homeless man, who then fell over a concrete wall. As he lay on the ground, the 10-year-olds -- whose names are not being released -- used concrete to bash the man in the head, a police officer said. The man's eye was severely damaged in the attack.

The three boys were charged with felony aggravated battery and are being held without bond at a juvenile detention center.

Day II: PROTECTION AGAINST VIOLENCE

- Intro to violence
- Definition of violence
- True story articles
- "Risk and Protective Factors Survey"

Here are a few samples from the lessons:

The Anger Survey* {Anonymous – no names please}

- ___1. Sometimes I can't control the urge to strike another
- ___2. I tell my friends openly when I disagree with them.
- ___3. I flare up quickly but get over it quickly.
- ___4. I am sometimes eaten up with jealousy.
- ___5. Given enough of a reason, I may hit another person.
- ___6. I often find myself disagreeing with people.
- ___7. When frustrated, I let my irritation show.
- ___8. At times I feel I have gotten a raw deal out of life.
- ___9. If somebody hits me, I hit back.
- ___10. When people annoy me, I may tell them what I think of them.
- ___11. I sometimes feel like a powder keg ready to explode.



3 - sometimes describes
me (1/2 and 1/2)

4 - often describes me

5 - almost always
describes me



Day 12+13: CONTROLLING ANGER

- Understanding anger
- Body cues
- "Anger Survey"
- Setting an anger goal
- Optional Anger Cartoon
- Work on Anger Cartoons





Here are a few samples from the lessons:

Reminder Statements:

(cool talk to yourself to calm down...)

- ❖ They're not worth it
- ❖ *I'm not going to give them power over me
- ❖ It's O.K.
- ❖ I don't want to get in trouble
- ❖ It could be worse
- ❖ I need to let it go
- ❖ I need to calm down
- ❖ I'm going to try to be positive
- ❖ I'm going to show EMPATHY
- ❖ I'm going to my "happy" place
- ❖ It's just so and so
- ❖ Getting mad won't help
- ❖ I'm wasting my time being mad
- ❖ I can handle this
- ❖ I need to think through the consequences
- ❖ I know I can change this
- ❖ What is the outcome I want?
- ❖ I'm not going to let them bug me
- ❖ I'm in control
- ❖ I'm going to empty my mind
- ❖ Getting mad won't change things
- ❖ I'm better than this situation

Ever say, "They make me so mad" ?

The **external** trigger is what they said and you can't control that, but the **internal** trigger is what **you** think and it's your choice to be mad or not!!

DON'T GIVE YOUR POWER TO THEM!!!

Try one of the "Reminder Statements" on this page.



PROTECTIVE Factors:

Of kids who had **less than 6** protective factors (in the 3 columns)

80% became involved in violence

You can only control things in the 1st column!

Day 14: RISK FACTORS FOR VIOLENCE

- 20 risk factors for violence
- Don't hang out with violent people
- Violence Video
- "What's the big deal about fights?"

A word cloud shaped like a butterfly. The body of the butterfly is a vertical rectangle containing the word "CHARACTER" repeated five times. The wings are large and symmetrical, filled with various words in different sizes and orientations. Words include: "release", "accompany", "be with", "encourage", "embrace", "regard", "adopt", "enjoy", "nurture", "accept", "assist", "thank", "cherish", "treasure", "appreciate", "care for", "respect", "welcome", "embrace", "receive", "cherish", "support", "trust", "liberate", "admit", "attend", "regard", "nurture", "accept", "assist", "thank", "cherish", "treasure", "appreciate", "care for", "respect", "welcome", "embrace", "receive", "cherish", "support", "trust", "liberate", "admit", "attend", "regard".

Here are a few samples from the lessons:



Making Your Voice Count Worksheet

Write the names of the people in your group:

Per: _____ Date: _____

1. _____

2. _____

3. _____

4. _____



Real Case Study: Phoebe P. was tormented for having a relationship with a popular boy.

Speaker write down the idea YOU like the best to make your voice count:

Study: Jesse L. sent nude photos to a boyfriend who later gave them to others.

Write down the idea YOU like the best to make your voice count:

Study: Bully movie follows a girl

Write down the idea YOU like the



Brody Ridder posed for a photo with his new friends. Courtesy Cassandra Ridder

Day 15 + 16: STOP BULLYING AND HOW TO SUPPORT VICTIMS

-"Stop Bullying: Making Your Voice Count" Activity

Here are a few samples from the lessons:

Forgive

If you don't forgive people who have hurt you and leave it in the past and heal from it, they (or the scars of the situation) continue to

HURT YOU

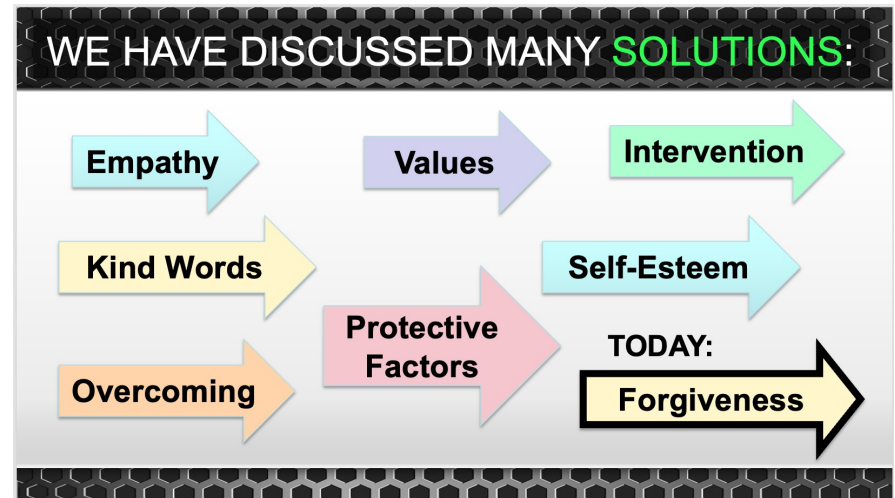
fear rejection fear closeness

From video: "80% of abused children grow up and become involved in violence."

don't trust others fear being hurt cycle of abuse-you turn out like them!

Day 17 + 18: FORGIVENESS

- Violence Videos
- Forgiveness Activity



Here are a few samples from the lessons:

Begin your thoughts with these prompts. You must use each one at least once ON THIS SIDE OF THE PAPER. You must have two thoughts per box:

I learned that...
I believe that...
I think that...
I wish that...
One example of this is...

Stereotypes:

▪

▪

▪

Empathy:

▪

▪

ME

Name: _____

Per: _____

Date: _____

Prejudisms:

▪

▪

▪

Positive Self-talk:

▪

▪

Begin your thoughts with these prompts. You must use each one at least once ON THIS SIDE OF THE PAPER. You must have two thoughts per box:

I learned that...
I believe that...
I think that...
I wish that...
One example of this is...

Stereotypes:

- I learned that stereotypes hurt more if they get more personal, like skin color.
- I believe that people have stereotypes they believe in that they don't even realize, like thinking all girls are emotional.

TEST:

- ___ 1. I learned that...
- ___ 2. I believe that...
- ___ 3. I think that...
- ___ 4. I wish that...
- ___ 5. One example of this is...
- ___ 6. Your choice to repeat a prompt...
- ___ 7. Repeat a different one...

+ if good answer that proves you get the concept

✓ if tried

Empathy

Table Partner 1 go 1st:
then Partner 2 goes

Day 19: EMPATHY FINAL TEST

- Wrap Up Video
- "Empathy Test" (written or outloud)

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”



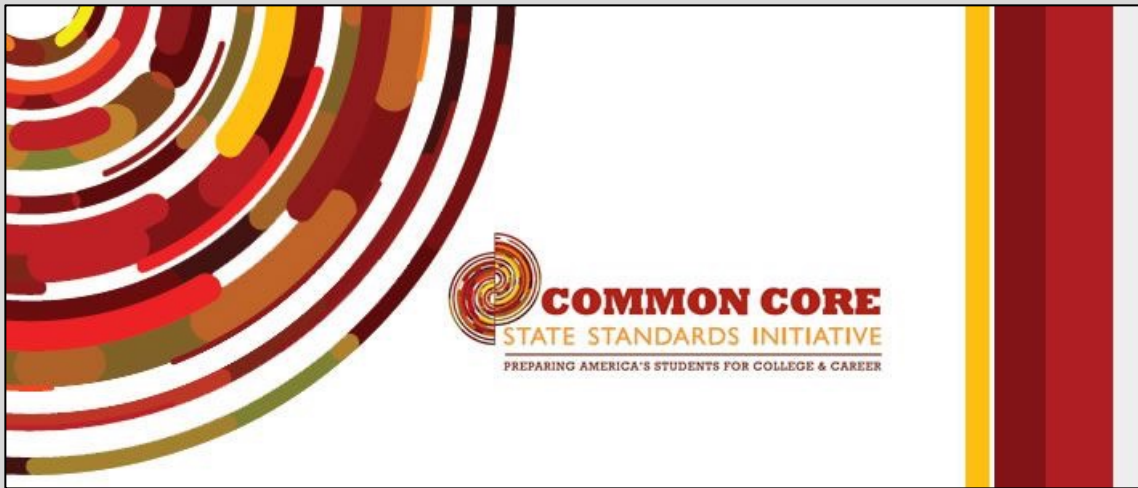
I will learn
how to deal
with bullying
and teasing!

Content 9

Name: _____ Per.: _____ Week Of: ____/____/____			
<u>Content:</u> Write the daily content learning target:	<u>Content End of Class Rating- Circle One:</u>	<u>Behavioral:</u> Write the daily exit success criteria:	<u>Behavioral End of Class Rating- Circle One:</u>
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

The Program Meets Educational Health Standards:

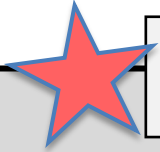
- ◆ It meets **11 of 20** Common Core Standards.
(For Technical Subjects 9/10 Grade level)



- ◆ It meets High School National Health Standards

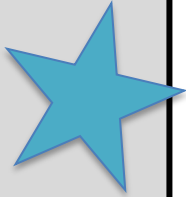


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Here is what makes this program unique!!

- ◆ 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 what's trending, photos, and video links teens will appreciate.



MUSIC BY BENSOUND

◆ Thank you for previewing my work on these important topics!



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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NYC Standards

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

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