

Health Education Today Preview:

-End a Term Unit -

END A TERM/YEAR



6th - 12th 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!



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:

- ❖ *"Excellent!"*
- ❖ *"The quality is outstanding and the program itself is engaging for students. Thank you for all the time and effort you put in to producing a quality product at an affordable price for teachers."*
- ❖ *"Creative ideas!"*
- ❖ *"These resources are nothing short of amazing!"*
- ❖ *"Very detailed"*
- ❖ *"Great way to summarize the year!"*



File Organization:

< > END A TERM UNIT HS	
Name	
	00 Welcome Letter
	01 End of Term Unit Teachers Directions
	01 End of Term Unit Teachers Directions PDF
	02 End a Term Unit POWERPOINT VERSION
	03 End a Term Unit ONLINE VERSION
	04 End a Term Unit PDF VERSION
> 	05 Supplemental Materials

< > 05 Supplemental Materials	
Name	
	01 End a Term Unit Google Drive Master List
> 	02 Standards + Learning Targets
✓ 	03 Extra Large Docs
✓ 	Optional Shields Project
	01Optional Shields Project Directions.pdf
	02Shields Optional Lesson.pptx
	Self Advocacy Project.pdf
	Self Advocacy Project.pptx
✓ 	What I Learned in Health Game
	Board Game Directions.docx
	Board Game Directions.pdf
	Board game Saved as Template.dotx
	Board game.docx
	Board game.pdf
> 	Game Cards to Print
	04 Previews of Additional Curriculum



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

Standards: Beginning each lesson

Day 1: Term in Review / Teacher Evaluation / Test Review

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Washington
State
Standards

Common
Core
Standards

Content
Learning
Target

Optional:
Exit Task

Your
Own State
Standards

National
Health
Standards

Materials
Needed

Behavioral
Learning
Target

Optional:
Lesson
Assessment

WA State Standards Met: -Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS - Reviewing All Standards		My State Standards Met:
National Standards Met: Reviewing all standards.		
Common Core Standards Met: Reading 3, 4, 10 / Writing 10		
Materials Needed:		
PowerPoint	-End of Term PowerPoint	-See "PowerPoints" Folder
Printed Materials	- "What I Learned in Health Game" - "Teacher Evaluation" - Final Health Assessment Review Sheet"	-See below for information on how to create the game Print 1 for each student -Print 1 for each student
Other Materials	-15 Dice -1 game piece for each student for the board game-(see below for more information*) -Optional: game prizes (*See website link below)	
Optional:		
Learning Target	Content: I will review all I have learned this Term.	Behavioral: I will demonstrate all the healthy information I have learned this term.
Exit Task	-Fill out "Success Criteria Sheet."	
Assessment	-Giving the "Final Health Assessment" tomorrow.	

Step-by-step Teacher Directions



Your Lesson Planning is Done!

PRINT & ONLINE.

GOOGLE + MICROSOFT + ADOBE +
YOUTUBE + MORE!



PowerPoints
walk you through
the lessons



Teacher Directions: Lead You Through the Lessons PowerPoint.

Day 1: Term in Review / Teacher Evaluation / Test Review

[return to table of contents](#)

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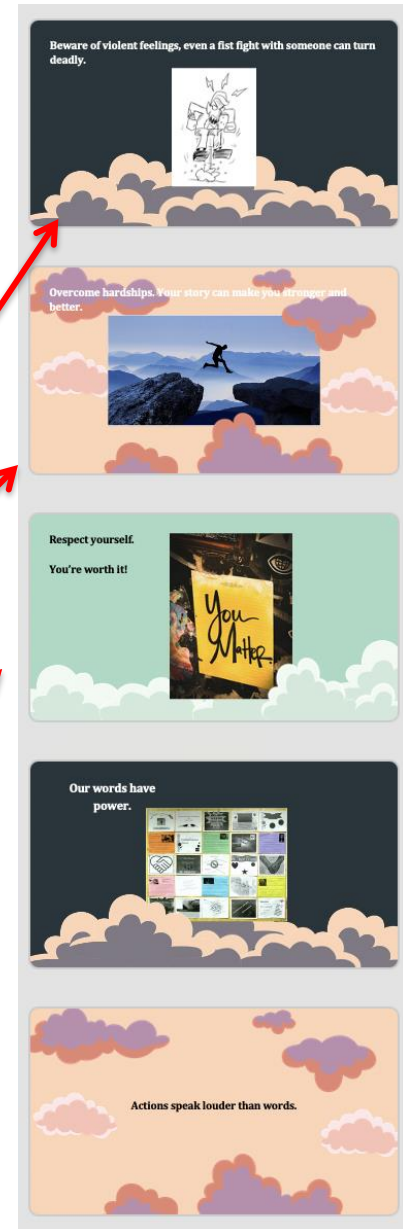
FIRST DAY OF THE LESSONS:

The numbers below with **ALL CAPITAL** titles, correspond to the same # slide on the main unit PowerPoint presentation. For example, "#1. TITLE SLIDE" corresponds to PowerPoint slide #1. If you delete or add any slides, you'll need to change the numbers in these directions to match!

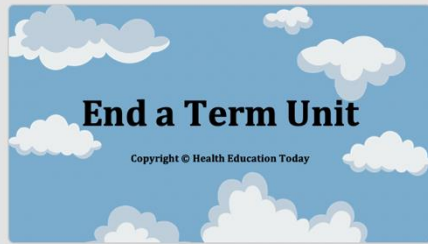
1. **TEACHER MESSAGE:** This is a message about PowerPoint background.
2. **SAYING GOOD-BYE:** Have this slide up as students come into class. (If you don't want to do a slideshow, jump down to #30 below.)
3. **YOU HAVE DONE A LOT:** When class starts, tell students that since the Term is ending you want them to reflect back on some of the things they've learned throughout this class and that you have several ways they'll do that (looking back through their work, a music slide show, evaluation of teacher, and if you want to give it-final health test.)

Give some quiet time to have students through surveys, worksheets, tests, and other work you did throughout your term. If you want, you could make up a "Scavenger Hunt" type of worksheet called "End of the Term in Review" where they review their surveys and work by answering questions from your curriculum.

4 thru 29. **GO THROUGH ALL YOUR REVIEW THE TERM SLIDES:** (optional to music!) Do your show!



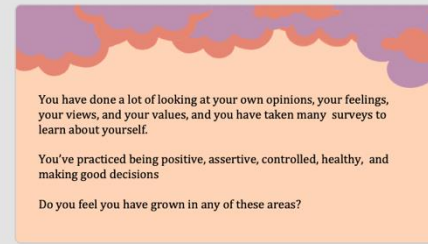
Daily PowerPoint Slides:



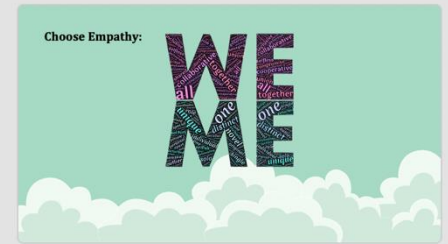
1



2



3



4



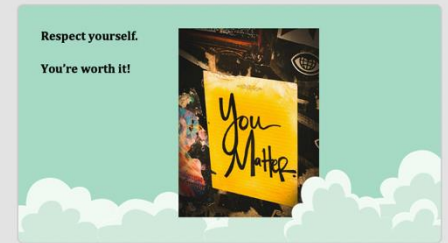
5



6



7



8



Speaker Notes:

Guides you through each PowerPoint/Google Slide.



You have done a lot of looking at your own opinions, your feelings, your views, and your values, and you have taken many surveys to learn about yourself.

You've practiced being positive, assertive, controlled, healthy, and making good decisions

Do you feel you have grown in any of these areas?

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(We created a starter template, located in the "5. Docs for Teachers and Printing" folder). You will need to create this document from your specific classwork, but this is a good way to review and reflect.

Remember, your "Term in Review" PowerPoint should be personalized for your students and the work they've done, as well as set to music.

Engaging Lessons
walk you through
with activities



Presentations + Student Documents: Available on Google Drive/Google Slides

Name: _____ Period: _____ Date: _____

Title: Health Final Test Review



- Know the signs of someone who might be suicidal.
- How long must a person be depressed to be diagnosed with "Clinical Depression"?
- What are three healthful ways to relieve stress?
- What are traits of someone who is assertive (not passive and not aggressive)?
- What are things you could say as reasons for saying "No" to pressure from friends to drink alcohol?
- Know how to make an "I" statement.
- What are characteristics of someone with positive self-esteem?
- Why might a teen with low self-esteem make unhealthy decisions?
- How can you improve your own self-esteem?
- What is "Empathy"?
- What does the saying "Grow a thicker skin" mean?
- What is the term for the need to drink more and more to experience the same effects?
- What does it mean when we say that marijuana and alcohol are "gateway" drugs?
- What is "Amotivational Syndrome"?
- What are 3 dangers of alcohol?
- What is "alcohol poisoning"?
- Why are smoking cigarettes dangerous?
- What are some protective factors for a teen?
- Is smokeless (chewing) tobacco safer than cigarettes?
- What is the best way for someone to lose weight?
- What stage occurs at around age 11-13 for girls and 13-15 for boys that generally signals the end of childhood?
- What is the surest way of avoiding STIs or getting pregnant?

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Name: _____ Period: _____ Date: _____

Title: Health Final

List two signs of someone who might be suicidal.



1) _____

2) _____

3. If a person is depressed for longer than _____ weeks, they may have "Clinical Depression" and should get to a clinic for professional help.

List three healthful ways to relieve stress.

4) _____

Day 2: Final Test and Compliments Around the Room Activity

Name: _____ Period: _____ Date: _____

Title: A Carrot, an Egg, or Coffee -Which Are You?



Each of these objects faced the same adversity boiling water, but each reacted differently.

The carrot went in strong, hard and unrelenting. However, after being subjected to the boiling water, it softened and became weak.

The egg had been fragile. Its thin outer shell had protected its liquid interior. But, after sitting through the boiling water, its inside became hardened.

The ground coffee beans were unique, however. After they were in the boiling water they changed the water.

Reflection:

1. What do you think this example is trying to say? (What is the "moral" of the story?)

Helping Strategies for Parents

Researchers suggest that despite the stereotype of adolescence as a period of "storm and stress," teens actually tend to maintain a close relationship with their family during these terms.

For many, what actually happens during adolescence is that relationships are renegotiated rather than broken. This means that while changes occur in the relationship, most parents and teens continue to maintain a close relationship during these terms. This renegotiation and transition in the parent-child relationship is only natural as the teen is growing up and is having an increased capacity for reasoning, self-discipline and independence.

As parents start to experience this "renegotiation" it is important to remember that parents continue to be the most important relationship in their teens' lives. And while conflict and resistance might arise when parents show concern or try to discipline their teens, parents should know that this is all part of the natural progression of relationships as their children grow.



Overcome hardships. Your story can make you stronger and better.



Optional Day 3: Personality Surveys

MYERS BRIGGS TYPE INDICATOR

DATE _____

Follow along the video with this checklist to determine your
Four-Letter personality type!

- 1 ☐ (E) Extrovert
☐ (I) Introvert
- 2 ☐ (S) Sensing
☐ (N) Intuitive
- 3 ☐ (F) Feeling
☐ (T) Thinking
- 4 ☐ (P) Perceiving
☐ (J) Judging



Optional Day 4: Protective Factors

Get protective factors in your life:

- Get involved in school / Community
- Have friends you can confide in
- Get along with family
- Get good grades
- Get counseling if you need it
- Don't use drugs or alcohol

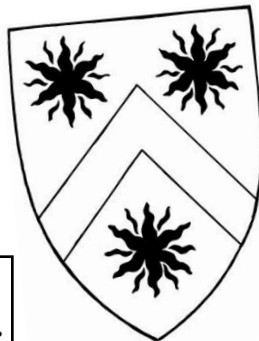
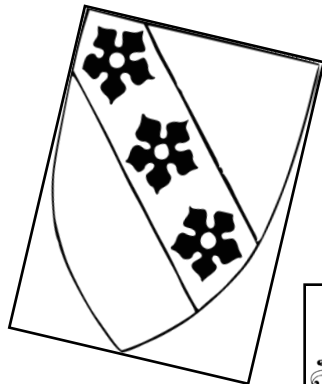
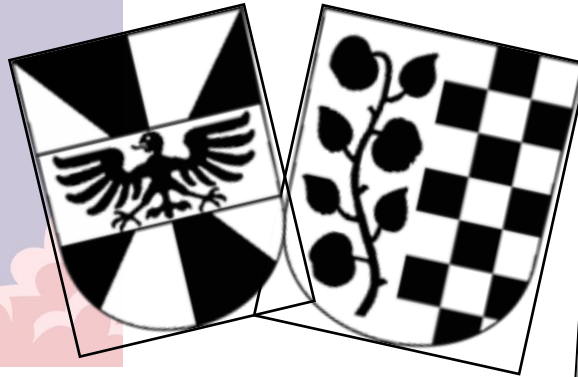


**Be assertive, not passive
not aggressive.**



Optional Day: End of Term Shields!

Good luck next semester! Come back and visit!



Evaluate Your Teacher:

Mr/Ms. EVALUATION: (NO NAMES BE HONEST!)

1. Was Mr/Ms. fair in her treatment of all students? YES ___ or NO ___
IF NO, CAN YOU GIVE AN EXAMPLE: _____
2. Did Mr/Ms. come to class about helping you with your grade? YES ___ or NO ___
IF NO, CAN YOU GIVE AN EXAMPLE: _____
3. Did Mr/Ms. come to class about you as a person? YES ___ or NO ___
IF NO, CAN YOU GIVE AN EXAMPLE: _____
4. Did the health classroom seem like a safe and comfortable place for you? YES ___ or NO ___
IF NO, CAN YOU GIVE AN EXAMPLE: _____
5. Was Mr/Ms. fair in her grading of you? YES ___ or NO ___
IF NO, CAN YOU GIVE AN EXAMPLE: _____
6. Do you feel that Mr/Ms. kept class discipline under control? YES ___ or NO ___
IF NO, CAN YOU GIVE AN EXAMPLE: _____
7. What did you like about Health?
8. What didn't you like about Health?
9. Is there any way were in your life where you learned something in health and then you actually made a change in your life. Read through the following topics and list any changes you made in the better.

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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Works Cited:

Yosemite Photo by the author:

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

NYC Standards From:

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

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**Thanks for
previewing!**

