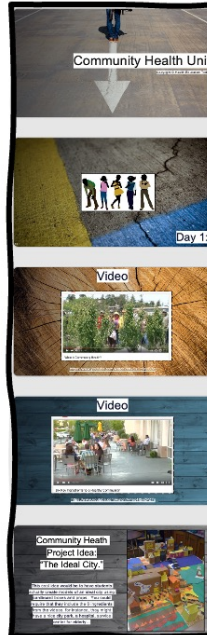


Thanks for previewing!

Environmental & Community Health



ALSO ON GOOGLE DRIVE!



Middle School Version

Health Education Today

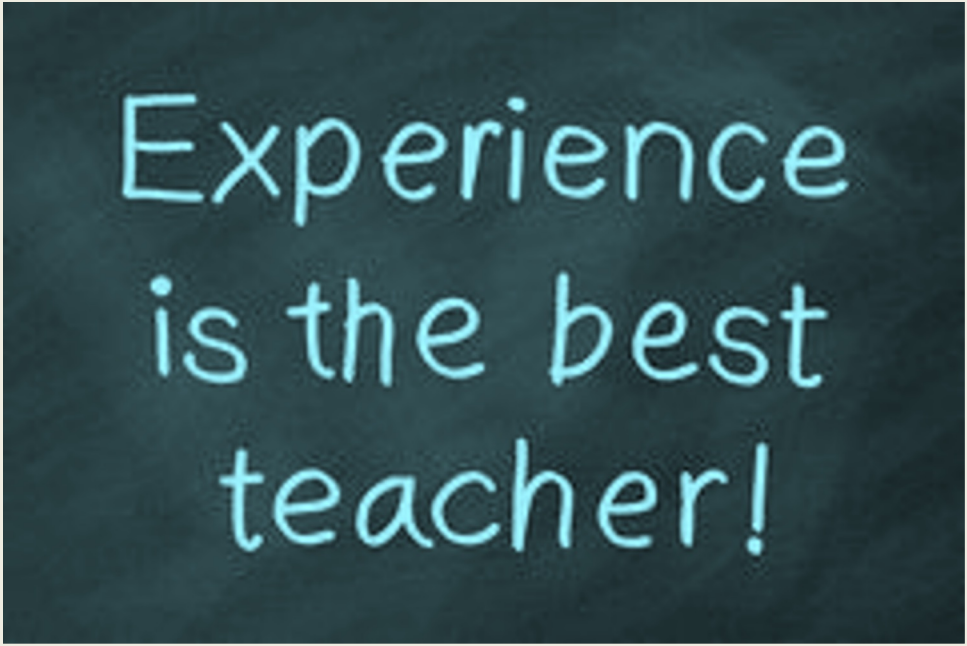
Habits Lesson



**From my Best-Selling
Middle School
Health Unit**

1. This Program's Creator is a Qualified Teacher

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



Experience
is the best
teacher!

2. The Program Meets Educational Health Standards:



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

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



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

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

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

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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. Here is a Look at the Files:



MS Environmental Health Unit	
Name	
 01Enviro Health Teacher Directions.docx	
 01Enviro Health Teacher Directions.pdf	
 02Environ Health PowerPoint.pdf	
>  03Extra Large Docs All Levels	
 04Learning Target Posters.pdf	
 05Standards and Google Info.pdf	
 Enviro and Comm Health Updates List Previous Buyers.pdf	

03Extra Large Docs	
 10 Env Issues Worksheet.docx	
 10 Env Issues Worksheet.pdf	
 Art Project Rubric.docx	
 Art Project Rubric.pdf	
 EPA Project Grey.docx	
 EPA Project Grey.pdf	
 EPA Project.pdf	
 What Can I Do Posters.docx	
 What Can I Do Posters.pdf	

MS Community Health Unit	
Name	
 01Comm Health Teacher Directions.docx	
 01Comm Health Teacher Directions.pdf	
 02Community Health PowerPoint.pptx	
>  03Extra Large Docs all Levels	
 04Learning Target Posters.pdf	
 05Standards and Google Info.pdf	
 Enviro and Comm Health Updates List Previous Buyers.pdf	

Name	
 Art Project Rubric.docx	
 Art Project Rubric.pdf	
 Cancer Interactive Directions.pdf	
 Fam Med History Hmwork.pdf	
 Fam Med. History Hmwork.docx	
 Health and Fitness Careers Research.docx	
 Health and Fitness Careers Research.pdf	
 Long Term Health Goals.docx	
 Long Term Health Goals.pdf	

4. Step-by-Step Teacher Directions:

1. **FONT MESSAGE and TITLE SLIDE:** Be sure you have American Typewriter Font so the formatting on the presentation is correct!

Have the title slide up as students come into class.

2. **DAY 1 and next TWO INTRO SLIDES:** Discuss with your students the huge and overwhelming environmental problems our world is facing. It's complicated, and for the next two days your focus will be to help your students gain an understanding of the issues that our planet is facing, to show them some of the things that are being done to help, and especially you will be able to encourage them on ways THEY can make a positive difference.

3. **VIDEO:** Optional, but this is a good way to introduce your students to this unit. (Be sure to preview-there are a few "political references!")

Sorry (6:00 min.)

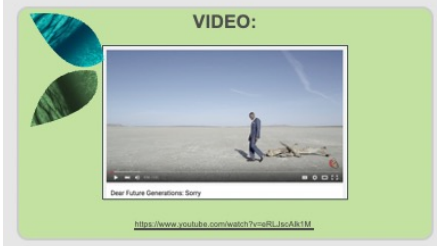
<https://www.youtube.com/watch?v=eRLjScAlk1M>

Here are some of the points made:

- Don't be too caught up in our own issues that we ignore our planet!
- Care!
- Beware of "Progress!"
- "An error does not become a mistake until you refuse to correct it." At least try to help correct it.

4. **HANDOUT THE:** Put students into pairs. Give each pair 1 sheet of the "10 Environmental Issues Worksheet." There are two issues on each page. Hand them out in order, so hand the first pair 1-2 then next pair 3-4, the next 5-6 and so on. Then repeat handing out in the same way. If you have 30 students you will have 3 pairs of students working on 1-2, and 3 pairs of students working on 3-4 (because later all the pairs with 1-2 topics are going to join up!) (The worksheet is in the "Docs" folder.)

Hand out these 5 articles first.	1-2	Then these:	1-2	Then these:	1-2
	3-4		3-4		3-4
	5-6		5-6		5-6
	7-8		7-8		7-8
	9-10		9-10		9-10



5.

PowerPoints Walk You Through These 2 Units with Detailed Photo Examples:

Environmental Problems: What Can Be Done?

Day 1

Environmental Problems: What Can Be Done?

Environmental Problems: What Can Be Done?

VIDEO:

Handout "10 Environmental Issues Worksheet"

Write Your Reactions:

Write Any Solutions:

PAIR/SHARE:

TOP 10

Comparing "Reaction" Words

Day 2

Community Health Unit

Day 1:

Video

Video

Community Health Project Idea: "The Ideal City"

Community Health Project

Day 2:

WORK ON: Community Health Project Idea: "The Ideal City"

Day 3:

Day 4:

Share with Class Your Community Project

Choice Day 5-10: Community Health

6. Worksheets AND Projects! Here are a few examples:

1. Population: Without a doubt the biggest issue facing the environment is over population of humans. All other major environmental issues flow from the very fact that we are over populating the planet.	Names: _____ List your reactions in words:
The worlds population has tripled in the last 60 years placing stress on every aspect of the environment. More <u>land is developed</u> every day to accommodate the urban spread.	
In 1950 the population stood at 2,555,982,611 compared to 2012, which it now stands at over 7,000,000,000. The actual math is that the worlds population has increased by almost 3 times. That is staggering when you think about it. That figure is increasing even as we speak!	What can be done to start undoing the damage caused by humans?
True Facts: Population growth is a root cause of many environmental and social problems: -Over 1 billion people do not -Due to population pressure -Americans spend an average	
2. Climate Change: Climate change is the most Recently an overwhelming are currently affecting the other words, it is too late environment.	List your reactions in words:



Name: _____
Date: _____
<http://www.epa.gov/regulatory-info/>
<http://www.clerk.com/clipart-circle/>
The United States Environmental Protection Agency



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Stop blaming yourself for the climate crisis

Opinion by John D. Sutter
Updated 3:44 PM ET, Fri August 13, 2021



Climate crisis to blame for extreme record-breaking conditions 02:42

Editor's Note: John D. Sutter is a CNN contributor, National Geographic Explorer and MIT science is director of the forthcoming BASELINE documentary series, which is visiting four locations on the climate crisis every five years until 2050. Visit the project's website. The opinions expressed in this column are his own. View more opinion at CNN.

Salt Lake City (CNN) — I live in a valley surrounded by jagged mountains -- the view was perfect for the Winter Olympics. This weekend, wildfire smoke was so thick that it blotted out the sun completely, making Utah look like the Great Plains. The sun was reduced to a

“The Ideal City”



Name: _____ Per: _____ Date: _____
Long-Term Health Goals: Use the “SMART” goals to make sure your goals are specific, measurable, attainable, realistic and time-based.



LONG-TERM HEALTH GOALS: In 5 - 10 years						What needs do I have to help me with this goal?	What Barriers could hinder me from my goals?
	S	M	A	R	T		
Example: Education	Go to a 4-year college	Go right after high school graduation	Try to get scholarships to help with the cost	Choose a major that I am interested in	Finish in 4-5 years		
Exercise							

6. Worksheets AND Projects! Here are a few more examples:

Name: _____ Per: _____

Date: _____

<http://www.epa.gov/regulatory-information-topic>

<http://www.clker.com/clipart-circle-of-hands.html>

Regulatory Information By Topic

Air



Try Docs folder
version for
better
formatting

Cross-cutting Issues



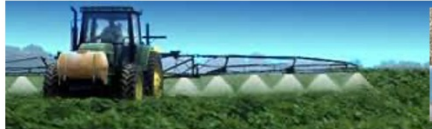
Water



Emergency Management



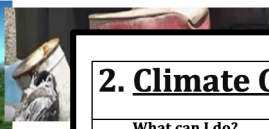
Pesticides



Land & Cleanup



Waste



Toxic



Art Project Grading Rubric: NAME: _____

Per: _____

Your Score:		A 4 points	B 3 points	C 2 points	D or F 1 point
____/4	Content Accuracy and Relevance	*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 or the message isn't clear or relevant.	Understanding is unclear and message is incorrect or negative.
____/4	Graphics: photos, pictures, and/or wording	*Graphics are very creatively displayed.	Graphics are somewhat	Graphics are a bit creative.	Lacking creative graphics.
____/4	Attractiveness	*Looks really in design, lay and neatness			
____/4	Grammar	*No grammar mistakes. (Sp			
____/	16/16 = A 15/16 = A- 14/16 = B 13/16 = B-	12/16 = C 11/16 = D+ 10/16 = D- 9/16 = F			

Family Medical History PARENT-TEEN COMMUNICATOR

We completed the "Parent-Teen Communicator" assignment together.

☐ Check here if you researched at least one health issue in your family history. For full points, this box must be checked. (Be sure to research your own unique ethnic/cultural risks for disease!)

Student Name (please print) _____

Parent Signature _____

Date: _____

Dear Families:

Did you know that your family history might be one of the strongest influences on your risk of developing heart disease, diabetes, or cancer? **Some diseases are more prevalent in certain ethnic groups as well!** This Parent-Teen Communicator deals with family medical risk factors. I am encouraging each student to research his or her family medical history now, in the event that when this information is needed it will be readily available. Even though we can't change our family genetic make-up, knowing our family medical history can help us reduce the risk of developing health problems, recognize signs/symptoms, or manage diseases more effectively. Researching these diseases can save lives.

People with a family history of disease may have the most to gain from lifestyle changes (like healthy eating habits, exercising, and not smoking) and screening tests. Screening tests (such as mammograms, skin cancer screenings, feeling for lumps in a self-exam, cervical screening, prostate blood tests, and colonoscopies) can detect diseases like cancers at an early stage when they are most treatable. Screening tests can also detect disease risk factors like high cholesterol and high blood pressure, which can be treated to reduce the chances of getting disease.

<http://www.cdc.gov/genomics/public/file/print/FamHistFactSheet.pdf>

***THIS INFORMATION IS PERSONAL!!-Nothing needs to be turned in except the small signature section

Grandparents Name(s)	Circle: Alive / Deceased	Age Now or At Death:	Cause of Death / or Comments:
	Circle: Alive / Deceased		
	Circle: Alive / Deceased		
	Circle: Alive / Deceased		
Parents Name(s)	Circle: Alive / Deceased	Age Now or At Death:	Cause of Death / or Comments:

Name: _____ Period: _____ Date: _____

Health and Fitness Career Assignment

Directions: Choose a career and research the fitness requirements/demands of the job. Also be aware if there would be any communicable or non-communicable occupational risks for that career. Your career choice must be a legitimate career that you can find out information about the physical and health related demands a person will experience if they are working in that field. Write in complete sentences. You must cite at least two sources here:

Source #1: _____

Source #2: _____

Career: _____

Job Description: _____

What are the demands of the career you have chosen as they relate to the components of health and fitness?

Flexibility:

Physical/Mental Demands

Cardiovascular Endurance:

Physical/Mental Demands



2. Climate Change:

What can I do?	What can I get others to do?	How can I impact my community?	How can I impact organizations?

New Skills-Based Advocacy Community Service Flyers!

Name: _____

Putting skills into practice:

-You will be creating a flyer on _____

-Your flyer must explain the _____ issues

-Your flyer must have accurate _____ grammatically correct!

-You must get at least 3 _____ solution for 1 month!

*If you have a different _____

NEW!

Fill in this sheet and tape to the back of _____

The Environmental Issue:

Your suggested solution:

Target Audience (who will be the most _____)

What elements have you included _____

What elements have you included _____ shows the solution(s)?

By signing I am committing _____ this environmental solution for 1 month:

Signature #1: _____

Printed Name: _____

Signature #1: _____

Printed Name: _____

Signature #1: _____

Printed Name: _____

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7.

Worksheets and PowerPoints are on GOOGLE SLIDES



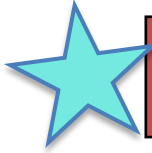
8.

This Program is all About the Students...

- ◆ The program is classroom and “kid-tested,” teacher-approved, and full of real student examples and responses.
- ◆ It promotes high student engagement and interaction!
- ◆ This lesson challenges and touches the lives of teens!



9. Buy it Today, Teach it Tomorrow!



Here is what makes this program unique!!

- ◆ This program features highly organized step-by-step teacher directions follow daily PowerPoints, and the directions tell you exactly to say!!
- ◆ Documents and PowerPoints are editable and docs are included in both Word and PDF formats.
- ◆ PowerPoints are full of nutritional info



10.



About the Author:

- ◆ I've been a certified K-12 Physical Education and Language Arts teacher for many years (19 of those years also include my Health certification). Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8th Grade Reading; Elementary P.E.; 9th Grade English; 9th Grade P.E.; High School Aerobics; and 9th Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.
- ◆ My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

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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>

