

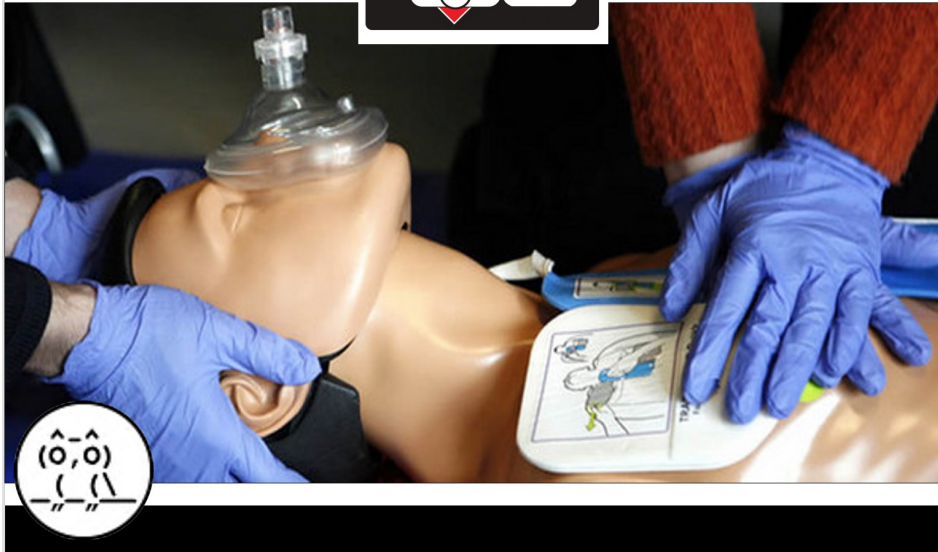
Make this topic fun to teach!

3-Week First Aid Unit for High School Health

ALSO ON
GOOGLE DRIVE!



And C.P.R



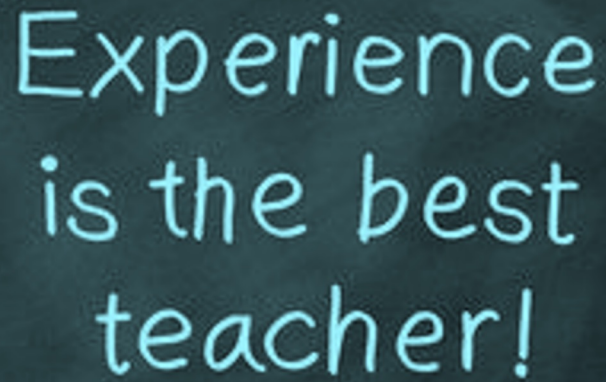
Health Education Today

First Aid Unit for
High School



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 19 years of experience teaching Health.



Experience
is the best
teacher!

- ◆ Lessons were created, taught, revised, updated, and perfected according to trial and error, students' responses, and collected data!

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>

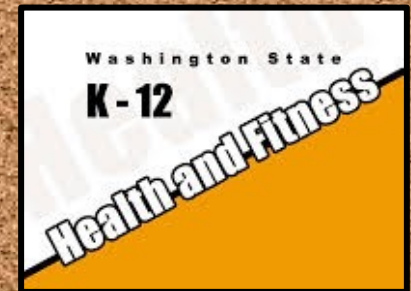
	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline	
2	Write informative/explanatory texts, including narration of historical events, scientific procedures/ experiments, or technical processes.	
3	Incorporate narrative elements effectively into informative/explanatory texts to add interest and to clarify the presentation of the subjects and issues. In history/social studies, students must use narrative elements of the step-by-step procedure or technical process to clarify a process.	



Shape America National Health Education Standards

<https://www.shapeamerica.org/standards/health/2?hkey=6e00dd03-1a27-4f65-9066-157ce6013356>

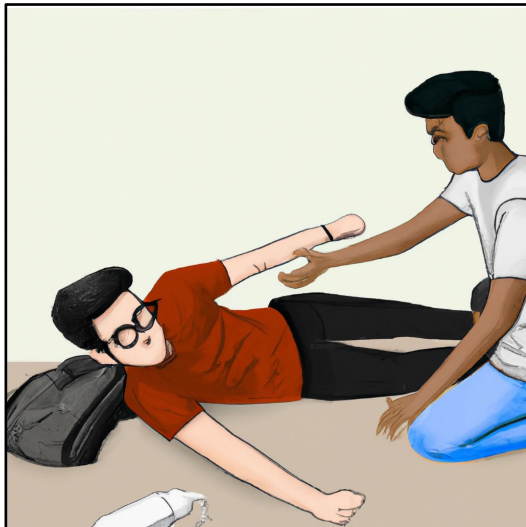
Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.12.1	Predict how healthy behaviors can affect health status.
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3	Analyze how environment and personal health are interrelated.
1.12.4	Analyze how genetics and family history can impact personal health.
1.12.5	Propose ways to reduce or prevent injuries and health problems.
1.12.6	Analyze the relationship between access to health care and health status.
1.12.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9	Analyze the potential severity 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.
2.12.1	Analyze how the family influences the health of individuals.
2.12.2	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.12.3	Analyze how peers influence healthy and unhealthy behaviors.
2.12.4	Evaluate how the school and community can affect personal health practice and behaviors.
2.12.5	Evaluate the effect of media on personal and family health.
2.12.6	Evaluate the impact of technology on personal, family, and community health.
2.12.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.12.8	Analyze the influence of personal values and beliefs on individual health behaviors.
2.12.9	Analyze how some health risk behaviors can influence the likelihood of behaviors.
2.12.10	Analyze how public health policies and government regulations can influence health and disease prevention.



The limited preview space prevents showing you everything, but here's an example of this unit:

First Aid/C.P.R.

-3 Weeks-

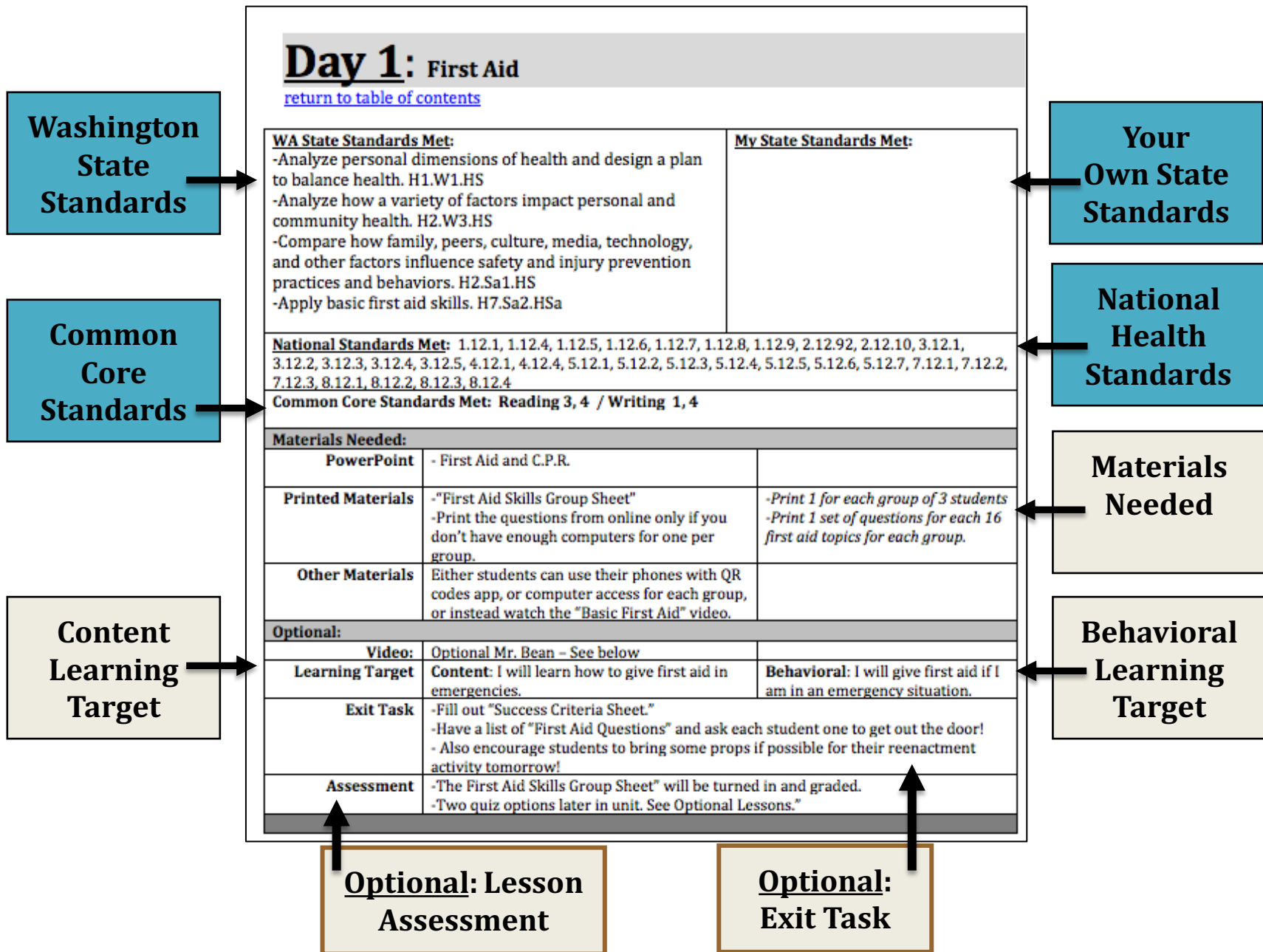


< > High School First Aid Unit

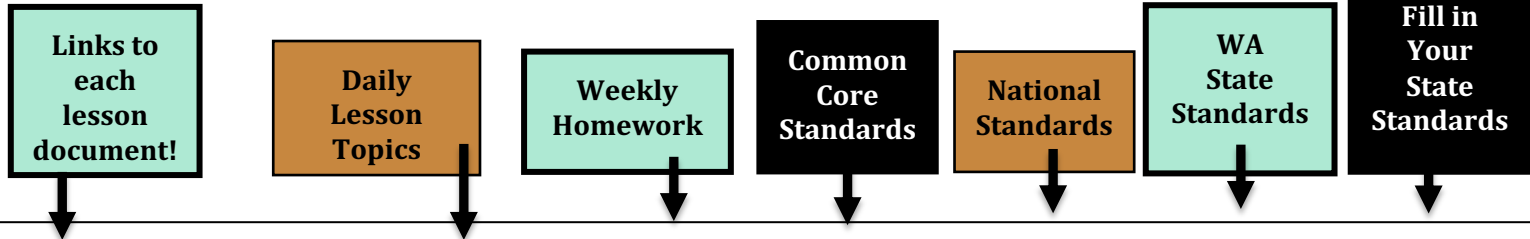
Name

- 01 First Aid CPR Teacher Directions.docx
- 01 First Aid CPR Teacher Directions.pdf
- 02First Aid and CPR PowerPoint.pdf
- 03Extra Large Docs
 - 3 Learning Target Wksheets.docx
 - 3 Learning Target Wksheets.pdf
 - American Red Cross Quiz.pptx
 - Art Project Rubric or see Before School Starts.pdf
- 04Learning Targets.pdf
- 05HS Standards and Google Info.pdf
- 06Generic Worksheets for Teens.pptx
- 07Previews of Other Lessons.pdf
- 08First Aid Update for Previous Buyers.pdf

Standards are at the Beginning of Each Lesson:



Easy to Navigate “Table of Contents”



FIRST AID + C.P.R. UNIT - 6 DAYS TOTAL + 9 Additional Days	Lesson Titles: Click on the lesson title to be linked to the page	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:
Intro	-Introduction to the Unit					
First Aid Day 1	-<> Optional intro video -First Aid Group Work in groups of 3 -“First Aid Skills Group Sheet”		R 3 R 4 W 1 W 4	1.12.1, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 4.12.1, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4	H1.W1.HS H2.W3.HS H2.Sa1.HS H7.Sa2.HSa	
First Aid Day 2	-Finish First Aid Group Work -Decide which injury to do for reenactment activity -<>First aid animation video -Begin reenactment injury response planning		R 3 R 4 W 1 W 4	1.12.1, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 4.12.1, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1,	H1.W1.HS H2.W3.HS H2.Sa1.HS H7.Sa2.HSa	

PowerPoints Lead You Through the Lessons...

***Editable in Word!**

Day 2: First Aid

[return to table of contents](#)

WA State Standards Met:

-Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
 -Analyze how a variety of factors impact personal and community health. H2.W3.HS
 -Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS
 -Apply basic first aid skills. H7.Sa2.HSa

My State Standards Met:

National Standards Met: 1.12.1, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 4.12.1, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4

Common Core Standards Met: : Reading 3, 4 / Writing 1, 4

Materials Needed:

PowerPoint	-First Aid, and CPR	
Printed Materials	-“First Aid Skills Group Sheet”	-They should have this from yesterday
Other Materials	-Encourage students to bring some props if possible -Each group will need someone with a cell phone if they want to make a video, or maybe your school has some video cameras you could check out/borrow for a few days?	
Optional:		
Video	Optional video example - see lesson below	
Learning Target	Content: I will learn how to give first aid in emergencies.	Behavioral: I will give first aid if I am in an emergency situation.
Exit Task	-Fill out “Success Criteria Sheet.” -Optional written or online quiz.	
Assessment	-The First Aid Skills Group Sheet” will be turned in and graded. -Two quiz options later in unit. See Lesson Ext. -Optional online quiz http://www.redcross.org/email/safetynet/v1n6/quiz.pdf	

- DAY 2 TITLE SLIDE:** Place marker.
- FINISH GROUP SHEET:** Today, groups should finish up watching the videos and completing the “First Aid Skills Group Sheet” questions outloud for each of the 16 topics if they need to.
- VIDEO-FIRST AID ANIMATION:** Here is a funny way to introduce the reenactments if you want! It's sort of what you are looking for with the reenactments if you want to show it!

“First Aid - Animation” Example for Scenario Reenactments. (5 min.)

DAY 2


Finish your **QR Code Activity!**

Finish your **American First Aid Activity!**

VIDEO:

First Aid / C.P.R. PowerPoint Unit:

44 Pwr. Pt. Slides



Day 1:
First Aid
Worksheet

1



VIDEOS:



2




Get into Groups for the **British Red Cross QR Code Activity!**

Directions for the British Red Cross Online Videos:

- 1) Use the links or QR codes for each topic and watch the video.
- 2) Take turns reading aloud the reminder steps below the video.

Read it outloud please!



3




Get into Groups for the **American Red Cross Phone Activity!**

Directions for American Red Cross First Aid Phone App:

- 1) Use the phone app for each topic and watch the video.
- 2) Take turns reading aloud the reminder steps below the video.

Read it outloud please!

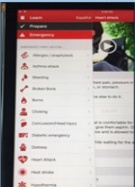


4




Directions for American First Aid Phone App:

3) Go to "Learn," then to the "FAQ" to answer the questions with each taking a turn reading aloud, group discusses, see the answer and then summarize it on the worksheet.



6





Day 2:
First Aid
Worksheet

7



Finish Your **British Red Cross QR Code Activity!**



8



Finish Your **American Red Cross First Aid Phone App!**



9



VIDEOS:



11



Grading Rubric for Reenactment Presentations:

Worked well as a group: Circle one:

8 - Collaborated well to plan presentation, all members taking an equal part, clearly showed how the injury could happen and the CORRECT response to it.

7- Collaborated pretty well most members taking an equal part...

6- Collaborated OK to plan presentation, some members taking an equal part...

5 - Made some efforts to collaborate... but there were some problems with group work or the information, or how it was presented

You get an individual score worth 12 pts, and a group score worth 8 pts. = 20

1. Name: _____

= if did well (1) ✓ (X, 2) / - did not do this (0)

Spoke loudly and slow _____

Used good eye contact _____

Gave useful information _____

Kept focused _____

Total _____ /12

= Group grade = _____ /8

12




Day 3 + 4:
Create
Reenactments

13



Grading Rubric for Reenactment Presentations:

Worked well as a group: Circle one:

8 - Collaborated well to plan presentation, all members taking an equal part, clearly showed how the injury could happen and the CORRECT response to it.

7- Collaborated pretty well most members taking an equal part...

6- Collaborated OK to plan presentation, some members taking an equal part...

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You get an individual score worth 12 pts, and a group score worth 8 pts. = 20

1. Name: _____

= if did well (1) ✓ (X, 2) / - did not do this (0)

Spoke loudly and slow _____

Used good eye contact _____

Gave useful information _____

Kept focused _____

Total _____ /12

= Group grade = _____ /8

14




Day 5 + 6:
Presentations

Grading Rubric for Reenactment Presentations:

Worked well as a group: Circle one:

8 - Collaborated well to plan presentation, all members taking an equal part, clearly showed how the injury could happen and the CORRECT response to it.

7- Collaborated pretty well most members taking an equal part...

6- Collaborated OK to plan presentation, some members taking an equal part...

5 - Made some efforts to collaborate... but there were some problems with group work or the information, or how it was presented

You get an individual score worth 12 pts, and a group score worth 8 pts. = 20

1. Name: _____

= if did well (1) ✓ (X, 2) / - did not do this (0)

Spoke loudly and slow _____

Used good eye contact _____



Gave useful information _____

Kept focused _____

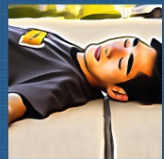
Total _____ /12

= Group grade = _____ /8

Homework:

<http://www.redcross.org.uk/learnmore/firstaid/firstaid-lesson-1>



Day 7:
C.P.R.

Here are Examples From Each Day's Lessons:

Day 1:

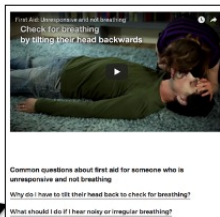
British Red Cross Version: Groups watch a video and answer questions on a worksheet.

First Aid Skills Group Activity-British Red Cross Version*:

Names: _____ Date: _____
Per. _____

Directions:

- 1) Use **the links or QR Codes to open the page for each topic.**
- 2) Take turns reading out loud the reminder numbered steps on the page above the video.
- 3) **Under the steps is a video.** Watch the video (video is in color and there is a large photo on the page).
- 4) Do the "Common Questions" that are after the video with each person taking a turn reading out loud a question, group discuss, then same person click for (and read) answer out loud and then that person will summarize the answer on the group worksheet. Hand the worksheet to the next person...



1. Unconscious and not breathing

Take turns reading out loud the reminder steps on the page above the video the video. (watch the videos here as well!)

Watch the Video:

<https://www.redcross.org.uk/first-aid/learn-first-aid/unresponsive-and-not-breathing>

Write brief answers to the questions that are after the video (Click to see answer):

- 1.
- 2.



Everyday First Aid

First aid for someone who's

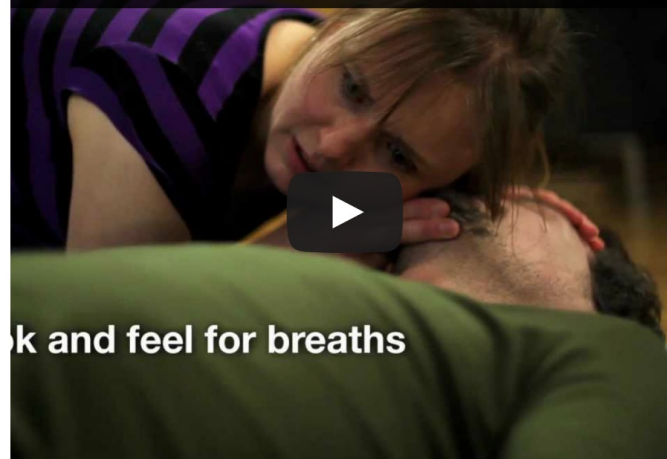
unconscious and not breathing



Watch the video, in which Marco is treated when found unconscious and not breathing.

Use the information below the video to remind yourself how to help someone who is unconscious and not breathing.

Everyday First Aid: Unconscious and not breathing



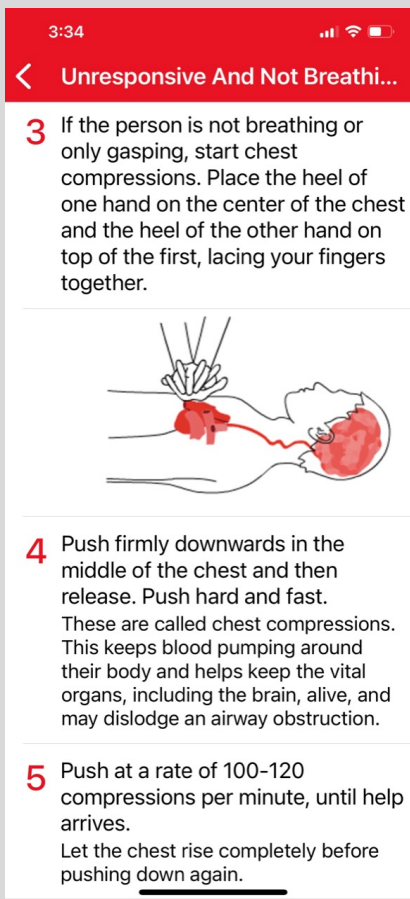
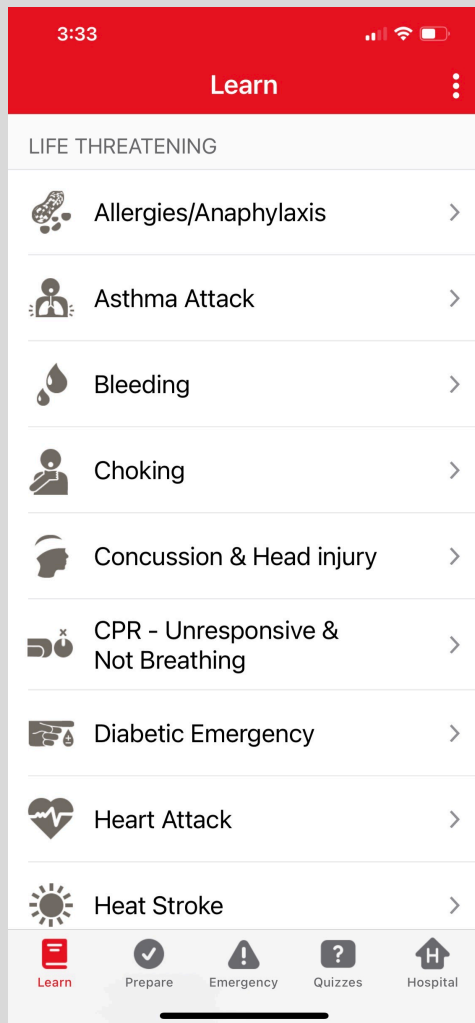
They can use the websites on the sheet or scan Q.R.

Here are Examples From Each Day's Lessons:

Day 1:

American Red Cross Version: Groups watch a video and answer questions on a worksheet.

They use links on their phones!



First Aid Skills Group Activity- American Red Cross Version*

Names: _____ Date: _____
Per: _____

Directions:

- 1) Download the "First Aid by American Red Cross" phone app and click on the worksheet topic. *Answers are found on the "American First Aid" phone app.
- 2) Watch the video if there is one.
- 3) Take turns reading outloud the facts below the video.
- 4) Next, for the FAQ question one group member at a time, read the question outloud, group discuss, and then same person click on the down arrow to read answer outloud and then summarize the answer on the worksheet.

LIFE-THREATENING:

1. Allergies/Anaphylaxis:

Read the Facts

Answer the "FAQ":

- 1.
- 2.
- 3.
- 4.

2. Asthma attack

Watch the Video and

Answer the "FAQ":

- 1.
- 2.
- 3.

Copyright © Health Education Today

Day 2:

9. Asthma attack

Watch the Video:

<http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid/Asthma-attack>

Do the "Question and Answers":

<http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid/Asthma-attack/Question-and-answers>

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10. Broken bone

Watch the Video:

<http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid/Broken-bone>

Do the "Question and Answers":

<http://www.redcross.org.uk/What-we-do/First-aid/Everyday-First-Aid/Broken-bone>

- 1.
- 2.
- 3.
- 4.

Groups continue to discuss online questions and write given answers on their worksheets.



- 1** Check breathing by tilting their head backwards and looking and feeling for breaths. [Learn more ▼](#)
- 2** Call 999 as soon as possible, or get someone else to do it.
- Push firmly downwards in the middle of the chest and then release. [Learn more ▼](#)
- Push at a regular rate until help arrives.

Here are some Examples From Each Day's Lessons:

Day 3:

Grading Rubric

Students work in groups to plan an injury scenario and correct response and treatment

Injury Prevention Reenactment Presentation Grading Rubric:

1. Name: _____

+ if did well (3) ✓ O.K. 2) / - did not do this (0)

Spoke loudly and slow ___
Used good eye contact ___
Gave useful information ___
Kept focused ___

Total: ___ / 12
+ Group grade = ___ / 8
= ___ / 20

3. Name: _____

+ if did well (3) / ✓ O.K. 2) /
- did not do this (0)

Spoke loudly and slow ___
Used good eye contact ___
Gave useful information ___
Kept focused ___

Total: ___ / 12
+ Group grade = ___ / 8
= ___ / 20

2. Name: _____

+ if did well (3) ✓ O.K. 2) / - did not do this (0)

Spoke loudly and slow ___
Used good eye contact ___
Gave useful information ___
Kept focused ___

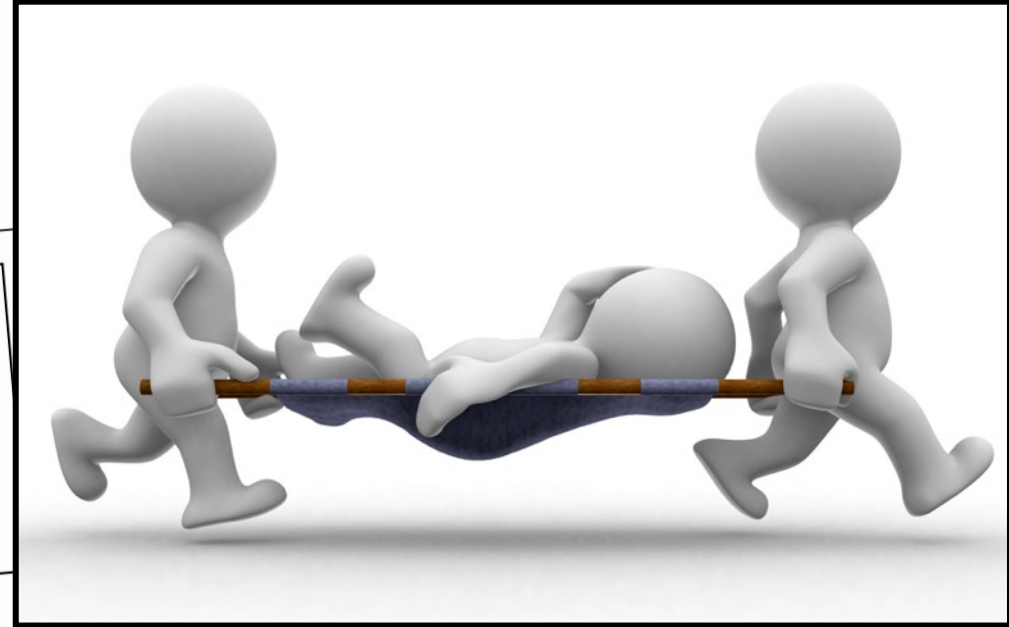
Total: ___ / 12
+ Group grade = ___ / 8
= ___ / 20

20/20 = A
19/20 = A
18/20 = A-
17/20 = B
16/20 = B-
15/20 = C
14/20 = C-
13/20 = D
12/20 = D-
11/20 = F

Worked well as a group: Circle one:

8 - Collaborated well to plan presentation, all members taking an equal part, clearly showed how the injury could happen and the CORRECT response to it.

7 - Collaborated pretty well to plan presentation, most members taking an equal part, clearly showed how the injury could happen and the CORRECT response to it



Topics are relevant

This could save a life!

Here are some Examples From Each Day's Lessons:

Day 4:



**Student groups
get ready to
perform (or
show their
video) of their
first aid
scenarios**



Here are some Examples From Each Day's Lessons:

Day 5 + 6:



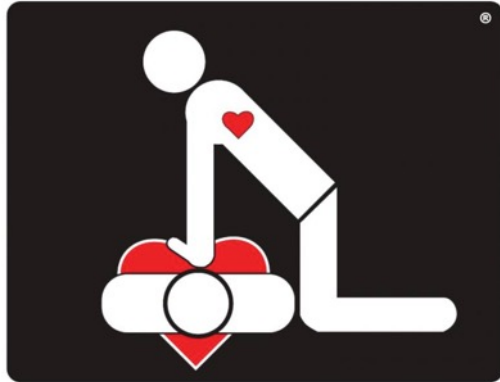
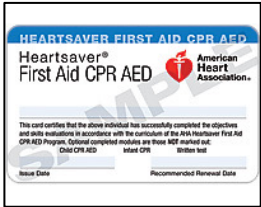
There is SO MUCH INFORMATION out there on first aid-I've done the research and sorting through materials for you!

Student Groups
perform
their first aid
scenarios to class!



Here are some Examples From Each Day's Lessons:

Day 7:



Two steps to save a life:



Call Right Away!



Push Hard & Fast in the Center of the Chest!

C.P.R.
DAY

Research:

Why "Hands Only" now?

In a major change, the American Heart Association said Monday that hands-only CPR — rapid, deep presses on the victim's chest until help arrives — works just as well as standard CPR for sudden cardiac arrest in adults.

Experts hope bystanders will now be more willing to jump in and help if they see someone suddenly collapse. Hands-only CPR is simpler and easier to remember and removes a big barrier for people skittish about the mouth-to-mouth breathing.

"You only have to do two things. Call 911 and push hard and fast on the middle of the person's chest,"

HOW TO SAVE A LIFE BY USING AN AED

AED 

SUDDEN CARDIAC ARREST is a condition in which the heart suddenly and unexpectedly stops beating. It causes blood to stop flowing to the brain and other organs. Sudden cardiac arrest is the leading cause of death in North America, and it can affect people of all ages—*anytime and anywhere*. Follow the instructions below to learn how to operate an automated external defibrillator (AED). It could save a life.

1 TURN ON



2 FOLLOW PROMPTS



3 PRESS SHOCK BUTTON IF INSTRUCTED



Day 8:

New Skills-Based First Aid Advocacy Hero Project!

Name: _____

Source link: _____

Putting skills into practice: **Her**

You will find a true story
CPR situation and follow

-Also be ready to share to

-Your story must explain
and how you and other

-You must site where

NEW!

➔ Who was the person who had the emergency?:

➔ What was the emergency?:

➔ Where did it happen?:

➔ Did the person do anything wrong to cause the accident?

Here are some Examples From Each Day's Lessons:

Day 9, 10, 11:

**6 Wilderness First Aid
Free Video Links**



WMI | Leg Splints

wikiHow to do anything... EDIT

Part 2 Splinting the Leg

pad the leg first with foam padding, a pillow, a blanket, or a piece of corrugated cardboard. Then, some solid, structured material should be used along the sides of the leg so it will not move. Hard cardboard or a tent pole work well for this. The splint should extend from above the knee of the injured leg to just below the heel. This will offer maximum stability for the broken leg.^{[6][7][8]} If you do not have a first-aid splint on hand, you can use any rigid objects such as sticks to make the splint.^[9]



wikiHow to Splint a Fracture of the Lower Leg



**Students LOVE
this hands-on
wrapping and
splinting!**

Here are some Examples From Each Day's Lessons:

Day 12:

Name: _____ Per: _____

1. When a person collapses, they have enough oxygen in their system to stay alive for about 10 minutes, but only if:

2. If you stop pumping

3. You should push h

4. No need to count c

and no need for

Teacher Key:

1. When a person collapses, they have enough oxygen in their system to stay alive for about 10 minutes, but only if:

Their blood gets to the brain.

2. If you stop pumping, the patient's blood

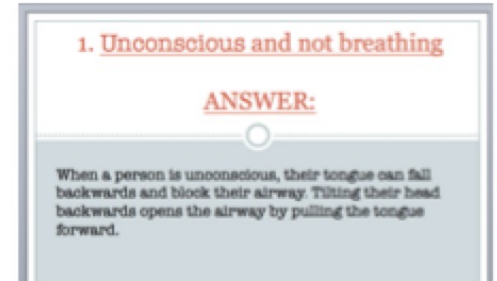
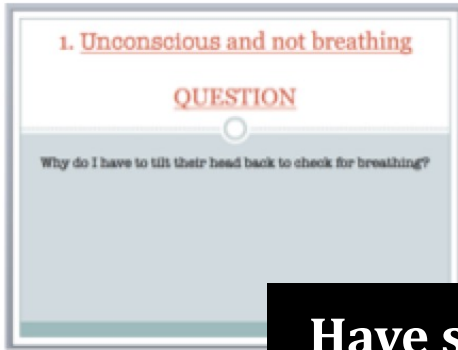
3. You should push hard and fast.

4. There is no need to count compressions

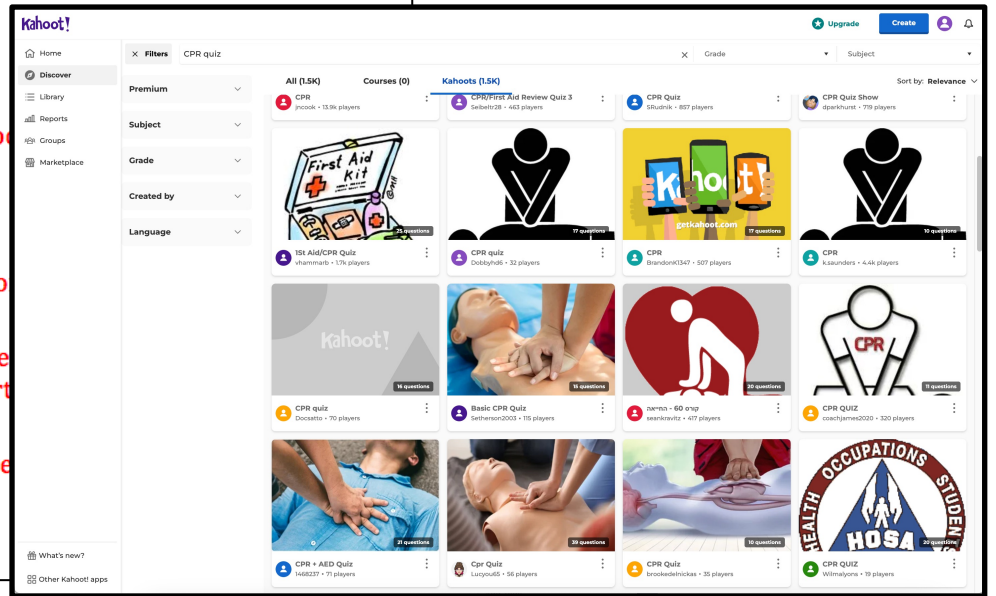
5. When first on the scene, call 911 or text 911, check for breathing, check for a pulse, just position your hands and start

Several Quizzes

under 8 or read this video:



Have student groups make up their own PowerPoint Slide Quizzes!



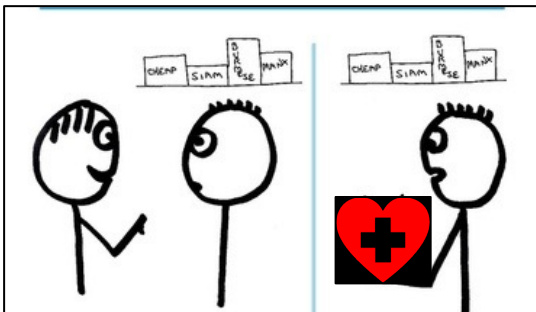
Here are some Examples From Each Day's Lessons:

Day 13 to 15:



Public Service Announcement Posters

First Aid Cartoons



Snake Bite Management

- Place wound dressing on the bite site. Do not wash venom off the skin as it may assist in later identification.
- Immediately apply a firm pressure bandage over the bite site. Then apply a further pressure bandage commencing at toes or fingers of the bitten limb and extending upward covering as much of the limb as possible.
- Bandage should be firm. Keep the body and limb as still as possible. Do not elevate the limb.
- After applying the pressure bandage immobilise the limb by binding a splint to it (eg: a piece of timber, other leg etc). If the bite is on the forearm put the splinted forearm in a sling.
- Casualty must stay calm, keep limb still and wait for evacuation.

SEEK URGENT MEDICAL ASSISTANCE

✓ Leave the bandage in place until medical aid is reached.





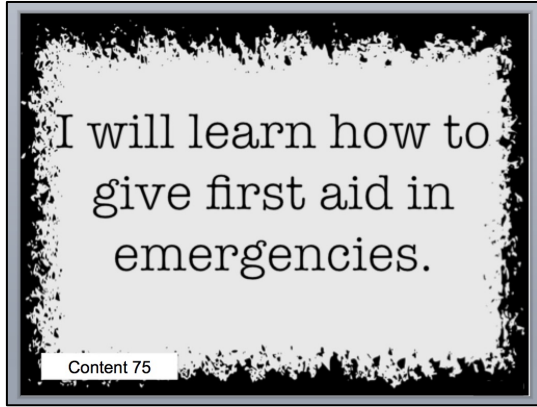
First Aid Kits

The Red Cross recommends that all first aid kits for a family of four include the following:

- 2 absorbent compress dressings (5 x 9 inches)
- 25 adhesive bandages (assorted sizes)
- 1 adhesive cloth tape (10 yards x 1 inch)
- 5 antibiotic ointment packets (approximately 1 gram)
- 5 antiseptic wipe packets
- 2 packets of aspirin (81 mg each)
- 1 blanket (space blanket) [Available on the Red Cross Store]
- 1 breathing barrier (with one-way valve)
- 1 instant cold compress
- 2 pair of non-latex gloves
- 2 hydrocortisone cream packets
- Scissors
- 1 roller bandage (4 inches wide)
- 1 roller bandage (2 inches wide)
- 5 sterile gauze pads (4 x 4 inches)
- 5 sterile gauze pads (3 x 3 inches)
- Oral thermometer
- 2 triangular bandages
- Tweezers
- First aid instructions



Get Daily Exit Task and Assessments:



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	In the future I will	Yes No
Tuesday: I will			ded
Wednesday: I will			ded
Thursday: I will			

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

Content: Write the daily content learning target:	At the End of Class Answer the Exit Question-
Monday: I will	
Tuesday: I will	
Wednesday: I will	
Thursday: I will	

Materials Needed:			
PowerPoint	- First Aid and C.P.R.		
Printed Materials	- "First Aid Skills Group Sheet" - Print the questions from online only if you don't have enough computers for one per group.		
Other Materials	Either students can use their phones with QR codes app, or computer access for each group, or instead watch the "Basic First Aid" video.		
Optional:			
Video:	Optional Mr. Bean - See below		
Learning Target	<table border="1"> <tr> <td>Content: I will learn how to give first aid in emergencies.</td> <td>Behavioral: I will give first aid if I am in an emergency situation.</td> </tr> </table>	Content: I will learn how to give first aid in emergencies.	Behavioral: I will give first aid if I am in an emergency situation.
Content: I will learn how to give first aid in emergencies.	Behavioral: I will give first aid if I am in an emergency situation.		
Exit Task	- Fill out "Success Criteria Sheet." - Have a list of "First Aid Questions" and ask each student one to get out the door! - Also encourage students to bring some props if possible for their reenactment activity tomorrow!		
Assessment	- The First Aid Skills Group Sheet" will be turned in and graded. - Two quiz options tomorrow. (See Day 2 "Lesson Extensions.")		

Content Learning Target

Behavioral Learning Target

Learning Target Posters and Daily Worksheets

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 curriculum challenges and touches the lives of teens!
See for yourself on the next slide the personal impact of this curriculum on the mental, emotional, social, spiritual life of teens.



Your Students Will Enjoy This Unit!

◆ Lessons are fun and all about them, topics are relevant, and touch their issues on a personal level.

◆ It's easy to teach!

◆ The topics meet your teens right where they are and address what they're dealing with!

First Aid

C.P.R.

Wrapping

A.E.D.

Group Work

Slings

Reenactment

Splints

First Aid Kits

Practice

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 what's photos, and video links appreciate.





About the Author:

- ◆ I've been a certified K-12 Physical Education and Language Arts teacher for over 30 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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