

Full Year High School Health Preview





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!

**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.

Real Teachers' Reviews Endorse this Program:

- ❖ *"You have created the best overall set of teaching lessons I have seen in 22 years of teaching! I don't need to 're-invent the wheel.'"*
- ❖ *"These are the most well-done units that I have ever personally seen (don't tell my wife I said that, she's a Language Arts teacher)."*
- ❖ *"One of the best products I have invested in...well worth the price and then some." "This was a Godsend."*
- ❖ *"You saved my life, I was bored to tears teaching Health. Now it's my favorite class!"*
- ❖ *"Best curriculum I have ever used. Both my students and I enjoy health class. It was so easy to put into place."*



File Organization:

< > High School Health FULL YEAR	
Name	
	00 Welcome Letter Full Year
	01 High School Full Year Health Curriculum Scope
> 	02 Health Units
> 	03 Standards + Learning Targets



< > 02 Health Units	
Name	
> 	ALCOHOL UNIT HS
> 	BEGIN A TERM UNIT HS
> 	BODY SYSTEMS UNIT HS
> 	CONFLICT RESOLUTION UNIT HS
> 	CULTURAL DIVERSITY UNIT HS
> 	DANGEROUS DECISIONS UNIT
> 	DISEASES UNIT HS
> 	DRUG UNIT HS
> 	EMPATHY UNIT HS
> 	END A TERM UNIT HS
> 	ENVIRO AND COMM HS
> 	FIRST AID HS
> 	MENTAL HEALTH HS
> 	NUTRITION UNIT HS
> 	SELF ESTEEM UNIT HS
> 	SEX ED UNIT HS
> 	STRESS UNIT HS
> 	TOBACCO UNIT HS

Standards-Based:

State Standards

National Standards

WA State Standards Met:

Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases.
H2.W2.HSa
Assess personal risk factors and predict future health status. H2.W2.HSb
Identify physical and psychological responses to stressors. H1.So3.HS
Develop a personal stress management plan. H7.So3.HS

My State Standards Met:

Fill in your
Standards

National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.8, 2.12.9, 5.12.1, 5.12.2, 5.12.3, 6.12.1, 6.12.2, 6.12.3, 6.12.4, 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 / Writing 1, 10



Common
Core

Materials Needed:

PowerPoint	-Stress PowerPoint	-In PowerPoint folder
Packet	-Stress Packet	-Print 1 for each student, staple and hole-punch
Printed Materials	-“Vulnerability Survey” -“AIM Sheet with Goals on Back”	-Print 1 for each student and hole-punch -This should be in their file folder

Optional:

Video	A video on teen sleep	See below for links
Learning Target	Content: I will learn how much sleep teens need.	Behavioral: I will try to get 9.25 hours of sleep.
Exit Task	-Fill out “Success Criteria Sheet.” -Ask students verbally how many hours of sleep a night a teen needs and why it’s important for teens to get it.	
Assessment	-Success Criteria Sheet, and teacher check written goal. -Students are self-assessing with the “Stress Vulnerability Survey”.	

This Program Meets All 20 Common Core Standards For Health:

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 to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
3	Incorporate narrative elements of characters, settings, and events into arguments and informative/explanatory texts. <i>Note: Students' narrative skills continue to develop in grades 9-10. The Standards require that students incorporate narrative elements effectively into informative/explanatory texts. In history/social studies, science, and technical subjects, students must be able to incorporate narrative elements into their analyses of individuals or events, and they use in their investigations or technical tasks. Students must be able to replicate them and (possibly) read them.</i>				

Meets **All 46** National Health Standards for High School Health

<u>Standard 1</u>	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.
<u>Standard 2</u>	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 practices and behaviors.
2.12.9	Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
2.12.10	Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Step-by-step Teacher Directions



Your Lesson Planning is Done!

Daily PowerPoint Slides:

Celebrating Our Identity

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Day 1:

- Celebrating My Identity

"Celebrating Differences and "My Uniqueness Project"



Race Definition + Video:

Race is determined biologically. Race includes inherited genetic traits such as color of skin, hair and eye color, and bone and jaw structure, among other things. It is similar to ethnicity, but relates more to the appearance of a person, especially the color of their skin.



Michael Jackson promoting racial harmony.

<http://www.youtube.com/watch?v=7A77750g>

Ethnicity:

Ethnicity is based on a group (called an ethnic group) that is normally based on similar traits, such as a common language, common heritage, faith, and cultural similarities within the group. Other variables that play a role in ethnicity, though not in all cases, include a geographical connection to a particular place, common foods and diets, and perhaps a common faith. Race is a word with similar meaning though describing more physical traits, as opposed to the cultural traits of ethnicity.

Race:

Race is similar to ethnicity, but relates more to the appearance of a person, especially the color of their skin. Race is determined biologically, and includes other inherited genetic traits such as hair and eye color and bone and jaw structure, among other things.

Nationality:

90% of the time, nationality refers to the place where the person was born and/or holds citizenship. However, often times nationality can be determined by place of residence, ethnicity, or national identity. If a person was born in Country A but immigrated to Country B while still a toddler (yes, with their family), he or she might identify more with the Country B nationality, having been raised there.

Another point regarding nationality is that there are some nations that don't have a state, or international recognition as such, yet people may still point at it as the source of their nationality, such as the Palestinians, the Kurds, and the Tamils. Article 15 of the Universal Declaration of Human Rights states that "Everyone has the right to a nationality;" and "No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality."

<http://www.unhcr.org/refugees/1948/1948declarationofhumanrights.htm#article15>

The history of metaphors use for how the cultures and ethnicities of America fit together. Melting Pot, or Salad Bowl?



The problem with the salad bowl is that cultural groups remain too separate...Where is the harmony?

A new suggestion: A chocolate fondue pot.



Our different cultural and ethnic backgrounds are the strawberries, pineapple, and cherries, the graham crackers and cookies, the pound cake and brownies, the rice crispy treats and marshmallows, the popcorn and the peppermint sticks. Then we are dipped in America. We are coated in America. Because Americans can and do come from all ethnicities and races, we all look like Americans.

We are all dipped in the fondue pot of America, but we still maintain our individualism.



"Embrace what makes you unique. Even if it makes others uncomfortable."
~Janelle Monae

We are all dipped in the fondue pot of America, but we still maintain our individualism.



"Sometimes I pretend to be normal. But it gets boring. So I go back to being me."
- Ain Emezziz

Today, the project is about celebrating your uniqueness!

"If you are lucky enough to be different, don't ever change."

~Roger Smith

Video:

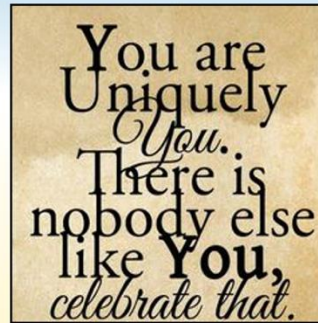


<http://www.youtube.com/watch?v=7A77750g>

Speaker Notes:

Guides you through each PowerPoint/Google Slide.

Who would you be if the world never gave you a label? Don't let a label describe you! Know who you are in your uniqueness. Don't be in a shell, spread your wings, be free to be yourself and show others who you truly are!



15. WHO WOULD YOU BE IF: Discuss the video. On this slide are some of the ideas from the video they just watched. Explain that like the sign on this slide-we want to end the semester by really having each person celebrate his/her unique race, ethnicity, culture, and personality.

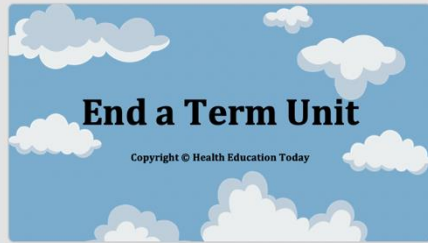
PowerPoints
walk you through
the lessons



Editable PowerPoints on GOOGLE DRIVE:

[illegible]

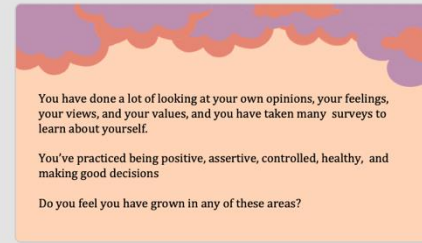
Fun New PowerPoint Graphics!



1



2



3



4



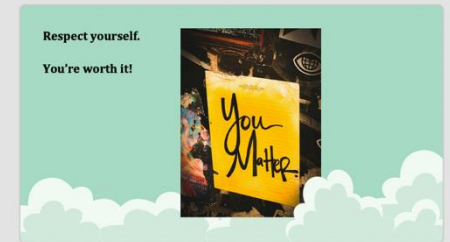
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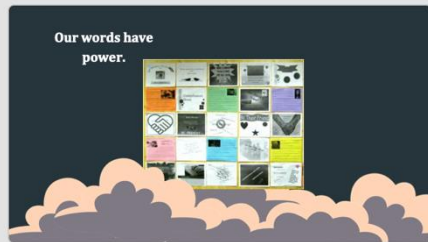
6



7



8



A Glimpse of the 18 Units:

**Editable &
Printable!**



BEGIN A TERM/YEAR



High School Health Unit

SEX EDUCATION



High School Health Unit



TOBACCO



High School Health Unit

MENTAL HEALTH



High School Health Unit

EMPATHY



High School Health Unit

NUTRITION



High School Health Unit

Begin a Term: **1 Week**

Sex Education: **3 Weeks**

Tobacco: **2 Weeks**

Mental Health: **1 Week**

Empathy / Violence: **4 Weeks**

Nutrition: **4 Weeks**

SELF-ESTEEM



High School Health Unit

DRUGS



High School Health Unit

FIRST AID



High School Health Unit

ALCOHOL



High School Health Unit

BODY SYSTEMS



High School Health Unit

STRESS + DEPRESSION + SUICIDE



High School Health Unit

Self-Esteem: 3 Weeks

Drugs: 3 Weeks

First Aid/CPR: 3 Weeks

Alcohol: 1 Week

Body Systems: 2 Weeks

Stress/Depression/Suicide: 2
Weeks

DISEASES



High School Health Unit

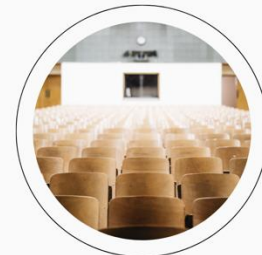
CONFLICT RESOLUTION



High School Health Unit



END A TERM/YEAR



6th - 12th Health Unit

CULTURAL DIVERSITY



High School Health Unit

ENVIRONMENTAL COMMUNITY HEALTH



High School Health Unit

DANGEROUS TEEN DECISIONS!!



High School Health Unit

Diseases: **1 Week**

Conflict Resolution: **1 Week**

End a Term: **2 Days**

Cultural Diversity: **3 Weeks**

Environmental Community
Health: **1 - 2 Weeks**

Dangerous Decisions: **1 - 5
Days**

Student Worksheets,
PowerPoints and
more, available on
GOOGLE DRIVE



4-Week Nutrition Unit

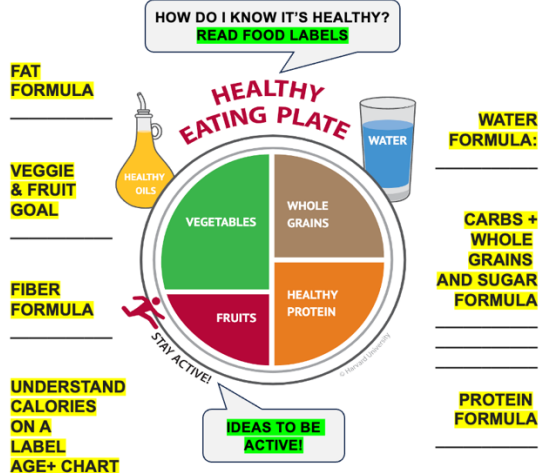
How Healthy Are You Eating?

To find out, take this True/ False quiz: (if it's more than 50% true, say "True")



Name: X Date: X

- ☒ 1. I eat red meats (hamburger/steak/ham/pork) 3 times a week or less.
- ☒ 2. I limit my fast food meals to one per week or less.
- ☒ 3. I drink less than 24 ounces of pop per day.
- ☒ 4. I eat 7 or less eggs per week.
- ☒ 5. I sometimes have days where I don't eat meat.
- ☒ 6. I bake or broil or BBQ my meats rather than fry them (if you don't eat meat, say True)
- ☒ 7. I usually have at least one serving (1/2 cup) of fruit or fruit juice per day.
- ☒ 8. I have at least one serving (1/2 cup) of vegetables per day.
- ☒ 9. I limit my sweets to 75 calories per day or less (including sugar in pop!)
- ☒ 10. I steam my vegetables rather than frying them in fat or butter and I don't add butter!
- ☒ 11. I use bread
- ☒ 12. I eat
- ☒ 13. I read
- ☒ 14. I exercise
- ☒ 15. I use
- ☒ 16. I use
- ☒ 17. I sort
- ☒ 18. I drink
- ☒ 19. I drink
- ☒ 20. I use
- ☒ 21. I am
- ☒ 22. I use
- ☒ 23. I try
- ☒ 24. I drink
- ☒ 25. I am



Questions Responses

"How Healthy Are You Eating?" Survey

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

1. I eat red meats (hamburger/steak/ham/pork) 3 times a week or less.

☐ True

☐ False

Name: X Per: X Date: X

"Food Label Scramble"

Look at the product pictures on the PowerPoint and circle "Yes" or "No" if you believe the product is HEALTHY (less than 35% Fat AND less than 35% Sugar). Next, use the real labels to figure what % Fat and Sugar the products are and write it in the correct column:

	Product:	Is it HEALTHY? Circle it.	% Fat:	% Sugar:	Was it HEALTHY? Yes or No:
Protein Products:					
1.	McDonald's Cheeseburger	Yes or No	☒ %	☒ %	Yes or No
2.	K.F.C. Popcorn Chicken	Yes or No	☒ %	☐ %	Yes or No
3.	Grilled Chicken Breast	Yes or No	☒ %	☒ %	Yes or No
Grain Products:					
4.	Banana Nut Jumbo Muffin - 1/3 muff.	Yes or No	☒ %	☐ %	Yes or No
5.	Cap'n Crunch Cereal (1 cup without milk)	Yes or No	☒ %	☒ %	Yes or No
6.	Cheerios Cereal (1 cup without milk)	Yes or No	☒ %	☐ %	Yes or No
Dairy Products:					
7.	Jack in the Box 16 oz. Oreo Cookie Shake	Yes or No	☒ %	☐ %	Yes or No
8.	D.Q. Banana Split	Yes or No	☒ %	☒ %	Yes or No
9.	Ben & Jerry's Frozen Cherry Yogurt	Yes or No	☒ %	☐ %	Yes or No
Fruits and Vegetables:					
10.	A Banana	Yes or No	☒ %	☐ %	Yes or No
11.	1 Slice Veggie Pizza	Yes or No	☒ %	☒ %	Yes or No
12.	1 Slice Pepperoni and Sausage Pizza	Yes or No	☒ %	☐ %	Yes or No
Fat and Sugar Products:					
13.	Flamin' Hot Cheetos	Yes or No	☒ %	☒ %	Yes or No
14.	Tropical Skittles	Yes or No	☒ %	☒ %	Yes or No
15.	1 Oats and Honey Crunchy Granola Bar	Yes or No	☒ %	☒ %	Yes or No
Total # you guessed correctly:		☒ /15			

Questions Responses Total points: 40

Nutrition Unit Assessment

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text

Multiple Choice

Description (optional)

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

Human Body Systems



Body System Research

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text



Human Body Systems Unit Assessment

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text

1. What is your brain made of?
X

2. How much does it weigh?
X

3. How does your brain communicate with your body?
X

4. The brain is divided into 2 hemispheres. What does each hemisphere control?
X

5. If you are left-brain dominate, what are you supposed to be better at?
X

If you are right brain dominate





1. Respiratory System

Students in Your Group: X

RESPIRATORY QUESTION 1:

<http://www.cmm.org/heart/lungs/respirator.htm>

<https://www.slideshare.net/slideshow/respiratory-system-10815809>

(You can put "Respiratory System" into the Slideshare search and find more!)

Virtual Body:

<http://www.konet.com/en/health/virtual-human-body/virtual-human-body.php>

1. Why do we need to breathe?
X

2. What role does your diaphragm play in breathing?
X

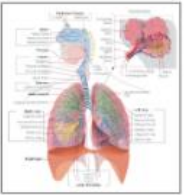
3. What keeps food from going down our windpipe?
X

4. Spread out flat, about how much space would all the air sacs in the lungs of an adult cover?
X

5. What role do red blood cells play in respiration?
X

6. Every minute about how much air do you breath as?
X

7. How are plants our partners in breathing
X



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Sex Education/Self-Esteem

Day 14: Healthy -vs- Unhealthy Relationships

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WA State Standards Met:

Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
Assess personal risk factors and predict future health status. H2.W2.HSb
Use a decision-making model to make a sexual health-related decision. H5.Se4.HS
Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb
Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS
Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS

My State Standards Met:

National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 6.12.2, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3

Common Core Standards Met: Reading 2, 3, 7 / Writing 7, 9

Materials:

Print

Option

Learn



Self-Esteem Survey

Form description

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

Description (optional)

1. HO

2. PA

3. NE

lookit

I enjoy waking up in the morning. *

- ☐ 4 = Totally True
- ☐ 3 = Mostly True
- ☐ 2 = Partly True
- ☐ 1 = Hardly True
- ☐ 0 = Never True

AIDS QUIZ:

Score: **X**

NAME: **X**

+4 1. What does "A.I.D.S." stand for?

A **X**

I **X**

Table Partner 1 Name: **X** + **X** Per: **X**

Healthy -vs- Unhealthy Relationships - Copyright © The Best Health Curriculum 2012

BOX 1 Healthy -vs- Unhealthy Relationships

- | | | | |
|-------------|--------------|--------------|--------------|
| X 1. | X 7. | X 13. | X 19. |
| X 2. | X 8. | X 14. | X 20. |
| X 3. | X 9. | X 15. | X 21. |
| X 4. | X 10. | X 16. | X 22. |
| X 5. | X 11. | X 17. | X 23. |
| X 6. | X 12. | X 18. | |



✓ Now, correct your answers for **BOX 1**

BOX 2 Becky has been dating Jim for 6 months. Her friends and family have been telling her that Jim is being abusive to her, but she isn't sure they are right. List 5 warning signs that Becky could watch for to decide if Jim is being abusive in their relationship:

- | | |
|-------------|-------------|
| 1. X | 4. X |
| 2. X | 5. X |
| 3. X | |

Becky actually ends up seeing several of the warning signs in Jim's behavior, but she still decides to stay with him. See if you can think of 5 reasons that people will choose to stay in an abusive relationship.

- | | |
|-------------|--|
| 1. X | |
| 2. X | |
| 3. X | |

✓ Now, correct your answers for

BOX 3. Choose True (T) or False (F) for the stapled packet. Then try to guess the blank

- | Part 1 | Part 2 |
|-------------|------------------------------|
| X 1. | 1. Don't get in the X |
| X 2. | 2. Call the X |
| X 3. | 3. Call a counselor or |
| X 4. | 4. Make a "safety plan" |
| X 5. | 5. Know this it is not |
| X 6. | 6. Try not to X |
| X 7. | 7. Get help dealing with |
| | 8. Make healthy choices |

✓ Now, use **BOX 3** answer key to check

Sex Ed. Unit Assessment

Form description

Name: *

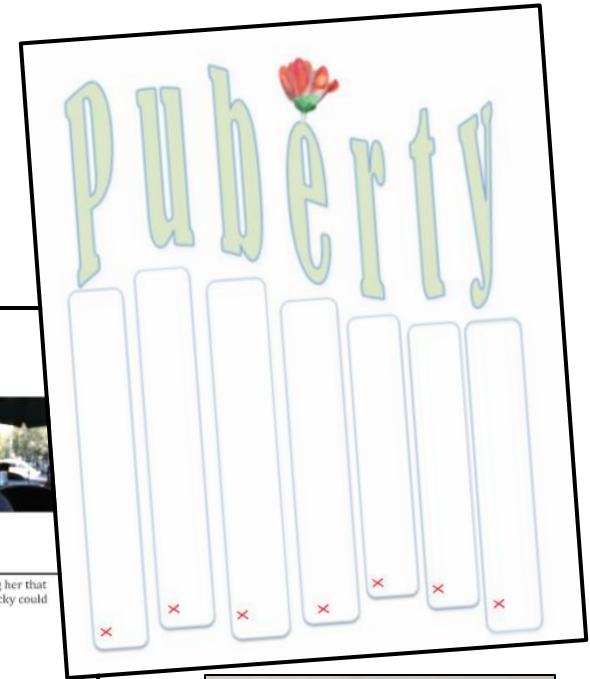
Short answer text

Date: *

Short answer text

Class Period: *

Short answer text



Drug + Alcohol + Tobacco

Stages + Risk Factors for Addiction



Do I, or does my friend

Experimenter Regular User Preoccupied Addict

Guess 5 things a child/teen might go through to cause them to turn to alcohol/drugs:	Guess the answers to the PowerPoint Quiz:	Write in the Risk Factor from the PowerPoint:
1 X	1 X	1 X
2 X	2 X	2 X
3 X	3 X	3 X
4 X	4 X	4 X
5 X	5 X	5 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

Name: X PERIOD: X
ALCOHOL UNIT: Be above the pressure to use tobacco, alcohol, and drugs

SUBSTANCE USE UNIT: ALCOHOL- Be above the pressure to use:

Why wait until 21 to decide if you want to drink or not?

- Alcohol is hard on X
-It takes X as much alcohol to damage a teen's brain as it does an adult's brain.
-The brain can completely shut down breathing and/or swallowing and gag reflex if there is alcohol X



- Teen alcohol X -Children and teens become **chemically dependent** much faster than adults, (as fast as several weeks or months)
-Adolescents who begin drinking before age 15 X more likely to develop alcohol addiction than those who begin drinking at age 21.

-A child who reaches age 21 without abusing alcohol or using drugs is virtually certain X to do so.

- Teen's X toward drinking alcohol. (often the goal is "Let's get drunk")
-The first brain function you lose under even a small amount of alcohol is X

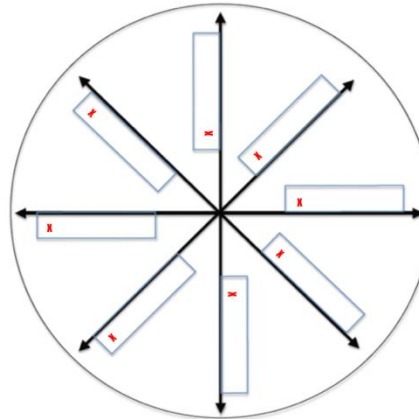
There are more teens who **DON'T** drink alcohol than those who do!



TEEN ALCOHOL STATISTICS

- X % of all fatal car accidents involve alcohol.
- X % of all drownings involve alcohol.
- Drinkers are X more likely to die in a fall.
- Compared to nondrinkers, teen binge drinkers (5 drinks in a row for boys, 4 for girls) were:
*11 times more likely to X who had been drinking alcohol
*4 times more likely to be in a X
*Nearly 4 times more likely to have ever been raped or subjected to dating violence, and 5 times more likely to be sexually active
*4 times more likely to have attempted X

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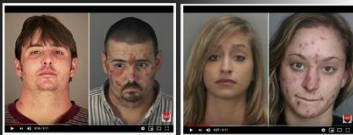
Name: X Per: X Date: X
Alcohol Unit Test Review and Key

- How can using alcohol end up hurting things that are important to you in your life? X
- How does alcohol hurt a teen's growing body? X
- What are some safety tips to be sure you don't get slipped a drug in your drink at a party? X
- What does the law say about teens being around alcohol? X
- What other dangers besides drinking and driving do teens who are drinking alcohol face? X
- How can you know if someone is an alcoholic? X
- How does self-esteem affect a teen's decision on whether they will drink alcohol? X
- How can a teen assertively say "No" to alcohol? X
- If someone wants you to get in the car with a driver who has been drinking alcohol, how could you get a safe ride home? X
- Adolescents who begin drinking before age 15 are how many times more likely to develop alcohol addiction than those who begin drinking at age 21? X
- What is "Fetal Alcohol Syndrome"? X



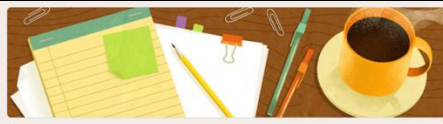
Photo by <https://istockphoto.com/>
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Meth – teen acne is nothing compared to this...



<https://www.youtube.com/watch?v=EMQiu2n8gI>

Stress + Empathy + Cultural Diversity



Stress Unit Assessment

Form description



Celebrating My Identity Day 1



"Celebrating Differences and 'My Uniqueness Project'"

RACE DEFINITION + VIDEO:

How is race defined biologically? How do we define race? What are the social and cultural factors that influence how we define race? What are the social and cultural factors that influence how we define race?



Name: X Per: X Date: X

If someone you know is talking about feeling depressed and/or thinking of suicide...

Come up with your own responses to each of the 3 steps.

1. Show your Care:

- "I'm concerned about you."
- X
- X
- X
- X

2. Ask the Question:

- "Are you thinking of suicide?"
- X
- X
- X
- X

3. Get Adult Help: (must be an adult)

- "Let's call your mom."
- X
- X
- X
- X

This information was adapted from: <http://www.healthychildren.org/healthychildren/13-to-18/mental-health/Pages/Helping-a-Friend.aspx>

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Next Page(s) Read Only



Name: X Per: X Date: X

Help Date: _____

Item	Left Side Up	Right Side Up	Total Score
1	X	X	X
2	X	X	X
3	X	X	X
4	X	X	X
5	X	X	X
6	X	X	X
7	X	X	X
8	X	X	X
9	X	X	X
10	X	X	X
11	X	X	X
12	X	X	X
13	X	X	X
14	X	X	X
15	X	X	X
16	X	X	X
17	X	X	X
18	X	X	X
19	X	X	X
20	X	X	X
21	X	X	X
22	X	X	X
23	X	X	X
24	X	X	X
25	X	X	X
26	X	X	X
27	X	X	X
28	X	X	X
29	X	X	X
30	X	X	X
31	X	X	X
32	X	X	X
33	X	X	X
34	X	X	X
35	X	X	X
36	X	X	X
37	X	X	X
38	X	X	X
39	X	X	X
40	X	X	X
41	X	X	X
42	X	X	X
43	X	X	X
44	X	X	X
45	X	X	X
46	X	X	X
47	X	X	X
48	X	X	X
49	X	X	X
50	X	X	X
51	X	X	X
52	X	X	X
53	X	X	X
54	X	X	X
55	X	X	X
56	X	X	X
57	X	X	X
58	X	X	X
59	X	X	X
60	X	X	X
61	X	X	X
62	X	X	X
63	X	X	X
64	X	X	X
65	X	X	X
66	X	X	X
67	X	X	X
68	X	X	X
69	X	X	X
70	X	X	X
71	X	X	X
72	X	X	X
73	X	X	X
74	X	X	X
75	X	X	X
76	X	X	X
77	X	X	X
78	X	X	X
79	X	X	X
80	X	X	X
81	X	X	X
82	X	X	X
83	X	X	X
84	X	X	X
85	X	X	X
86	X	X	X
87	X	X	X
88	X	X	X
89	X	X	X
90	X	X	X
91	X	X	X
92	X	X	X
93	X	X	X
94	X	X	X
95	X	X	X
96	X	X	X
97	X	X	X
98	X	X	X
99	X	X	X
100	X	X	X

My average score per night is: X

Tips for a Good Night's Sleep:

1. Try to have a set time for bed.
2. Have a relaxing routine.
3. Try drinking a glass of milk (tryptophan).
4. Discipline yourself-quit what you're doing + go to bed!
5. Avoid: caffeine too close to bed.
6. Avoid: exercise too close to bed.
7. Avoid: playing video games too close to bed.
8. Avoid: eating or drinking too close to bed.
9. Avoid: pets that keep you awake (Interrupts REM sleep).
10. Avoid: napping too long.

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The 8 Dimensions of Social Identity in the U.S.

Adapted from: Beverly Daniel Tatum's "The Complexity of Identity: 'Who Am I?' and Sustained Dialogue Campus Network"

http://www.whitgiftvillageconference.com/resources/05_The_Complexity_of_Identity_Beverly_Tatum.pdf

Everyone is a mix of both dominant and subordinate identities that shift depending on the circumstance. A person's particular mix of dominant and subordinate identities will affect his/her experience of privilege and oppression. Note: There are other important categories besides the ones below that shape our identities in addition to the list below such as: language, body type, education, family, and citizenship. (Adapted from Diane J Goodman, Ed.D.)



Name: <u>X</u>	DOMINANT:	SUBORDINATE /TARGETED:
Period: <u>X</u>	-Feeling "normal," has a sense of superiority or entitlement	-Feeling inferior due to societal messages about normalcy
Date: <u>X</u>	-Receiving social privileges, often without being aware of privilege	-Feeling hyper-visible or invisible
Sometimes Characterized By: <u>X</u>	-Being unaware of depth of oppression faced by other groups	-Using coping mechanisms, such as trying to "fit in"
	Young and middle aged adults	Elderly people, teenagers or children

Show You Care Worksheet

Form description

Image title




Diseases + Mental Health + Dangerous Decisions

Name: _____		Per. _____
Articles:	What is the problem with this activity, or why is it unsafe for teens? if article does not give any answers, put your opinion.)	Tell how you would get out of this situation or not even be in it in the first place.
Cutting and Self-Mutilating	X	X
Being Safe Around Water (Drowning, Boat Accidents)	X	X
Driving at High Speeds	X	X
Dangers of Teen Runaways and Homelessness	X	X
The Choking Game	X	X
Sexting	X	X
Drinking Games and Binge Drinking (5 drinks in a row for boys, 4 for girls)	X	X
Vaping	X	X

Easy Version: Individual Reading / Group Meet

return to table of contents

WA State Standards Met: 2.1.1 Evaluates dimensions of health and relates to personal health behaviors. 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely. 3.3.1 Analyzes conflict situations	My State Standards Met:
National Standards Met: 1.1.2.1, 1.1.2.2, 1.1.2.3, 1.1.2.5, 1.1.2.7, 1.1.2.8, 1.1.2.9, 2.1.2.3, 2.1.2.4, 2.1.2.9, 4.1.2.1, 4.1.2.2, 4.1.2.3, 4.1.2.4, 5.1.2.1, 5.1.2.2, 5.1.2.3, 5.1.2.4, 5.1.2.5, 5.1.2.6, 5.1.2.7, 5.1.2.8, 5.1.2.9, 5.1.2.12, 8.1.2.3, 8.1.2.4	

Standards Met: Reading 2, 3, 4, 6 / Writing 4, 8, 9

Materials:

• "1. Easy Version Worksheet" • "When is it illegal? Handout" • "Easy Share Out TV Articles"	• Print 1 for each student • Print 1 class set (Be sure your state laws are <i>diff</i> of these topics) • See specific directions how many to print
--	---

Additional Materials:

Optional: Construction paper and binder clips (See photo below)	
--	--

Video

Target	Content: I will learn the questions to ask in making decisions.	Behavioral: I will try healthy decisions in m
----------------------	---	---

Task

Assessment

- Fill out "Success Criteria Sheet."
- The "Dangerous Decision Easy Version Worksheet" will be turned in a

THE STEP-BY-STEP Plans for the day you do it:

- Students come in have a "When is it Illegal?" Handout" on each desk. (Laminator sheets if possible)
- As students come in, have each one pick up an "Easy Version Worksheet."
- Put students into 8 groups (or if you have 27 or more students put them in 9 groups there are 2, 3, or 4 in a group, but you'll need to have 8 or 9 groups so all topics can be discussed).

Each group should know that when they rotate/pass along articles they will be sharing a packet of articles with this same group of people, even though they are not talking within the group yet. They could maybe pull their desks in a square of 4. Or, if you have tables with two students, have two students bring their chairs over to make their group. There won't be talking during article reading time.

THIS MEETS COMMON CORE STANDARD 2, 3, 4, 6.

Non-Covered Works

Form description

Name: *

Short answer

Date: *

Short answer

Class Period

Short answer



Non-Communicable Diseases Card Game Worksheet

Form description

Name: * _____

Short answer text

Date: * _____

Short answer text

Class Period: * _____

Short answer text

Name: _____

CAUSES OF MENTAL DISORDERS/ILLNESS:

ORGANIC «Physical» «Mental illness of the Brain»	FUNCTIONAL «Psychological/«Environmental»» «Mental Disorder of the Mind»
Alzheimer's Disease Obsessive Compulsive Disorder* Schizophrenia A.D.J.D. Illness/Infections Bipolar Disorder Autism Spectrum Disorder Clinical Depression*	Somatoform (Hypochondria + Conversion Disorder) Phobias Multiple Personalities Neglect Anxiety/Panic Attacks Childhood loss, such as a parent P.T.S.D. Eating Disorders Personality Disorders



<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1332438/>
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1332438/>

* Many of these illnesses can have both Organic and Functional causes.

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Environmental + Community Health + Conflict Resolution

CONFLICT RESOLUTION - SO QUIC (Don't be so quick to jump to conclusions)

S - stay calm: breath, count, relax, think of a peaceful place, *reminder statements...*

O - outcome: what outcome do I want? Think through the consequences.
DON'T GIVE UP MY POWER TO SOMEONE ELSE

Q - question: question to clarify their issues/concerns



view (put myself in the
how I feel in a kind w
promise -use bargaini



SO QUIC Conflict Resolution Model

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text

Begin a Term + End a Term

Questions Responses Total points: 13

I AM

"What's Your Learning Style?" Survey
Form description

Im...



1. When you study

- ☐ a. Read notes and look at illustrations
- ☐ b. Have someone ask you questions
- ☐ c. Write things out on flash cards or take...

Im...



2. Which of these are you

- ☐ a. Daydream or see things that go with t...
- ☐ b. Hum or sing along
- ☐ c. Move with the music - tap your foot o...

Im...



3. When you work to

- ☐ a. Make a check off list
- ☐ b. Talk to friends or experts to help you s...
- ☐ c. Walk through all the steps in your mind

NAME: X Per: X Date: X

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 a person who is assertive?
- Why might a teen with a mental health problem be at risk for suicide?
- How can you improve your mental health?
- What is "Emotional Intelligence"?
- What does it mean to be a person with a mental health problem?
- What is "Amotivation"?
- What are 3 dangers of alcohol poisoning?
- What is "alcohol poisoning"?
- Why are smoking cigarettes bad for your health?



Standards-Based Lessons!

Class Rules:

- No talking during class when someone else is
- No mean, rude, or inappropriate comments

"This is going to be the best class ever!"

Name: _____

What's Your Learning Style?

Choose the best answer that comes to mind, then think!

1. When you study for a test, would you rather

- a. read notes and look at illustrations
- b. have someone ask you questions
- c. write things out on flash cards or take...




A Quiz About Mrs./Mr..... :)

1 - 13



Health Education Today

Engaging Escape Rooms!

Google Forms Escape Room

6th – 10th Grade

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

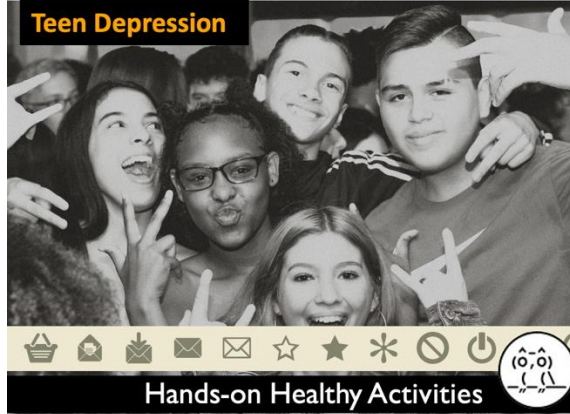


Bullying

Google Forms Escape Room

6th – 12th Grade

Teen Depression



Depression

On
**GOOGLE
FORMS**
!

Google Forms Escape Room

6th – 12th Grade

The
Dungeon of
Addiction



Addiction

Step-by-step Teacher Directions:

Day 6: Grocery Store Savvy and Food Label Reading

[Return to Table of Contents](#)

WA State Standards Met: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS Collaborate with others to advocate for healthy eating at home, in school, or in the community. H8.N1.HS	My State Standards Met:	
National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 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		
Common Core Standards Met: Reading 3, 4 / Writing 9		
Materials Needed:		
PowerPoint	-Nutrition Day 1 – 6 PowerPoint	-See PowerPoint
Packet	-“Nutrition Packet”	-They should have
Printed Materials	-“Food Label Worksheet”	-Print 1 for each
	Optional: “Grocery Store Scavenger Hunt Homework”	-Print 1 for each
Other Materials	-Calculators	-See red message
	-Optional: Real product packaging to show -Real product labels for students to read -All materials for Fast Food Posters if time	
Optional:		
Learning Target	Content: I will learn how to read food labels.	Behavioral: I will read food labels
Exit Task	-Fill out “Success Criteria Sheet.” -Allow students to each bring in 10 empty containers/wrappers (point each).	
Assessment	Food Label Worksheet” will be turned in and graded. “Grocery Store Scavenger Hunt” can be turned in and graded.	

Today's Notes:

-Before this lesson: You will want to collect a box full of empty wrappers and ask students to bring in wrappers from lunch and/or given extra points (1 for get a box full together).

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Name: _____ Date: _____

Score: ____/32

Grocery Store Scavenger Hunt



1. Find your favorite candy bar. Write the following:

Name: _____ Calories: _____ Fat: _____ Sugar grams: _____

2. Now find another candy you still like, but one that has less calories or fat, list this “healthier” candy: (remember, it’s all about choices!)

Name: _____ Calories: _____ Fat: _____ Sugar grams: _____

3. Go to the yogurt section. List 3 different kinds of yogurts:

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

4. Go to frozen pizza section. Compare 3 brands of frozen pizzas:

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sodium: _____

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sodium: _____

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sodium: _____

5. Go to the cereal aisle. Look through the whole aisle to find these:

1) The cereal brand that’s **highest** in fat: _____ Serv. size: _____ Total Fat: _____

2) Any cereal that’s **low** in fat: _____ Serv. size: _____ Total Fat: _____

3) The cereal brand that’s the **highest** in sugar: _____ Serv. size: _____ Total Sugar: _____

4) The cereal that’s **lowest** in sugar: _____ Serv. size: _____ Total Sugar: _____

6. Go to the ice-cream section. Look through the whole section and find these: (you can select frozen yogurt, but not ice-milk!)

1) The ice-cream brand that’s the **highest** in fat: _____ Serv. size: _____ Total Fat: _____

2) The ice-cream **lowest** in fat: _____ Serv. size: _____ Total Fat: _____

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Day 7: Self-Esteem and "Positive Self-Talk"

Documents are Editable: In Both Word + PDF

Task #10 Healthy Eating for Life Survey

Everyone has different negative eating habits, so losing weight or eating healthier is a very individual task. There's no need to go on a diet, simply take small steps towards changing your eating habits for life! Circle any statements you feel are a problem for you.

WHAT I EAT (or don't eat!):

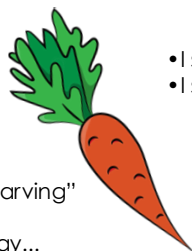
- I eat too much fast food
- I eat too much junk food
- I eat too much fat
- I do too much munching between meals
- I eat too many sweets
- I don't take vitamins or minerals
- I eat too much sodium (salt)
- I eat out of the bag/container too often
- I get too many calories from drinks (lattes, mochas, juice, pop)



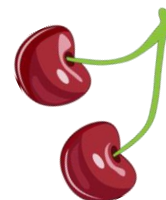
- I don't eat enough fruit
- I don't eat enough dairy
- I don't eat enough vegetables
- I don't drink enough water
- I never read food labels
- I drink too much pop
- I munch too much between meals

WHEN I EAT (or don't eat!):

- I eat too much on the weekends
- I eat too much late at night

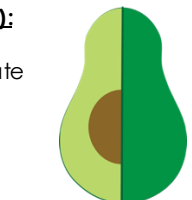


- I skip breakfast
- I skip meals



WHY: I EAT (or don't eat!):

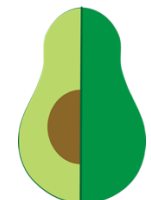
- I eat because I always seem to be "starving"
- I eat when I'm stressed
- I figure I've blown it for the day anyway...
- I eat rather than "waste" leftovers
- Once I get started, I can't stop myself



- I eat to reward myself
- I can't control my eating
- I eat when I'm depressed
- I don't eat when I'm depressed
- I eat when I'm bored

HOW / HOW MUCH: I EAT (or don't eat!):

- I always feel the need to clear my plate
- I never allow myself to be hungry
- My portions are too big
- I get seconds when I don't need it
- OTHER: I don't get enough exercise



- I don't stop when I'm full
- I eat too fast



CHOOSE **1** HABIT YOU CIRCLED THAT YOU FEEL IS MAKING THE BIGGEST NEGATIVE IMPACT ON YOUR HEALTH. Write a **specific** goal (for instance, "When I want to skip breakfast, I will eat one small thing." Or, "When I want a dessert, I will only let myself have one serving of it.

When I _____

I will _____

Skills-Based Worksheets/Projects

Name: _____

Date: _____

Putting skills into practice:

- You will be creating a flyer on 1 of the 10 environmental issues we studied in class.*
- Your flyer must explain the problem and also represent a solution to one of the 10 issues
- Your flyer must have accurate information, be creative, be neat, eye-catching, and grammatically correct!
- You must get at least 3 other people to sign your flyer and commit to doing your solution for 1 month!

*If you have a different issue you would like to use, please get an O.K. by your teacher.

Fill in this sheet and tape to the back of your flyer:

The Environmental Issue:

Your suggested solution:

Target Audience (who will be the most impacted by your solution?) :

What elements have you included in your flyer that shows the problems?

What elements have you included in your flyer that shows the solution(s)?

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

Signature #1: _____

Printed Name: _____

Signature #1: _____

Printed Name: _____

Signature #1: _____

Printed Name: _____

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Name: _____

Date: _____

Source link: _____

Putting skills into practice:

Heroes Advocacy Project

You will find a true story of a person who was a hero in a first aid or CPR situation and follow these prompts to fill out this worksheet.

-Also be ready to share you true story to class.

-Your story must explain the situation and how the "Hero" reacted, and how you and others can be inspired by this story.

-You must site where you got your story. (Just under your name)

➡ **Who was the person who had the emergency?:**

➡ **What was the emergency?:**

Empowering
lessons, projects,
videos, articles,
assessments, and
more!



escape problems

addiction

Fun

Cool

safe

Fit in

Keep a...

END

brain damage

Liver damage

Coma

death

Prejudism



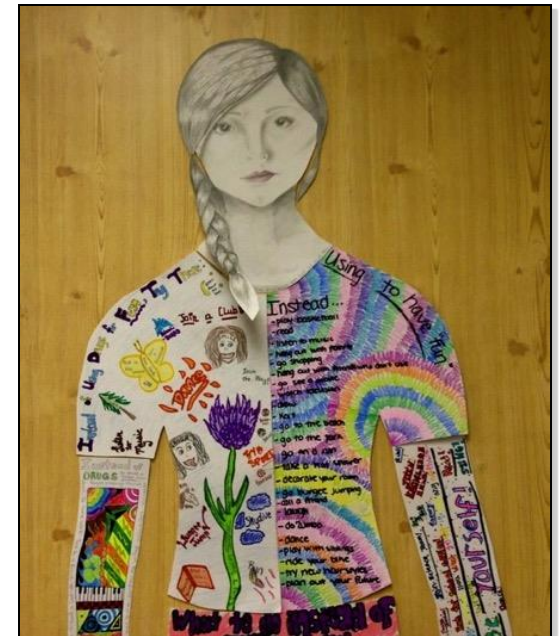
•How to Read a Food Label

Nutrition Facts

9 servings per container
Serving size 2/3 Cup (90g)

Amount per serving	200
Calories	% Daily Value*
Total Fat 10g	13%
Saturated Fat 6g	30%
Trans Fat 0g	
Cholesterol 30mg	10%
Sodium 85mg	4%
Total Carbohydrate 25g	9%
Dietary Fiber 0g	0%
Total Sugars 17g	
Includes 14g Added Sugars	28%
Protein 3g	
Vitamin D 0mcg	0%
Calcium 105mg	8%
Iron 1mg	6%
Potassium 165mg	4%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to the daily diet. 2,000 calories a day is used for general nutrition advice.



Empowering Student Work Examples:



Relevant Topics



The dangerous decision topics include:

1. Cutting/ Self Mutilating / Suicide
2. Taking Bets and Dares
3. Sexting
4. The Choking Game:
5. Driving at High Speeds
6. Drinking Games and Binge Drinking
7. Giving Out Personal Information Online
8. Using Drugs
9. Goofing around on cars and trucks
10. The dangers of the sun and tanning booths
11. Water safety
12. Homelessness and runaways
13. Unhygienic Body Piercings and Tattoos
14. Messing around with loaded guns
15. Shaken baby syndrome

True story examples!

How to Strengthen Every System of Your Body



Directions: To find the answers to each question below, click on the body system name link. Then click the tab to come back to this page to fill in the correct answers.

1. Name:

Nervous System:

2. To get a reminder of each body system and what it does for our body, watch this short video:
<https://www.youtube.com/watch?v=DyJLJfz6saU&t=11s>

3. Name: The nervous system is one of the most complex and systems in your body.

4. List 4 foods you should eat:

1)

2)

3)

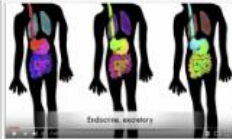
4)

5. Also be sure to get enough

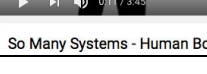
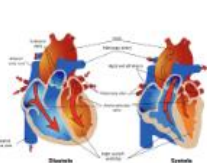
6. List one way you like to reduce stress in a healthy way:

Circulatory System:

7. The circulatory system is responsible for circulating and



Endocrine, excretory



Endocrine, excretory

So Many Systems - Human Body Systems Rap

1. Respiratory System Students in Your Group: _____

Note: If YouTube videos don't load, put the title in the search.

RESPIRATORY QUESTION 1:

<http://www.smm.org/heart/lungs/vascular.htm>

<https://www.slideshare.net/dindin04/respiratory-system>

(You can put "Respiratory System" into the search bar)

Virtual Body:

<http://www.ikonet.com/en/health/virtual-human-body>

1. Why do we need to breathe?

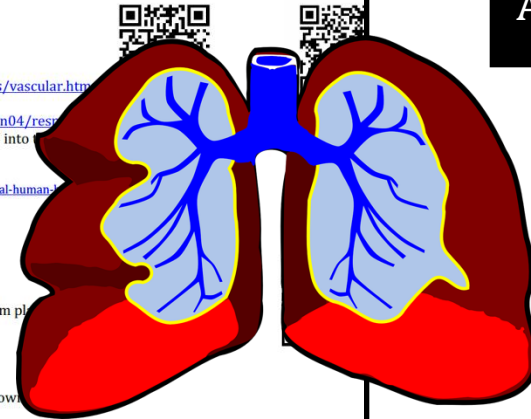
2. What role does your diaphragm play in breathing?

3. What keeps food from going down the trachea?

4. Spread out flat, about how much space would all the air sacs in the lungs take up?

5. What role do red blood cells play in respiration?

6. Every minute about how much air do you breathe in?



84 QR-Coded
links to
websites!
Try this one:

Name: _____ Per: _____ Date: _____

Synthetic Drugs Guessing Game

1. Guess which one of the following is a drug? Write your guess here: _____



A.



B.



C.

2. Use this word bank to guess the 8 pictures of synthetic drugs (either on the PowerPoint or printed for you). Write the name of the drug you think it is by the number below.

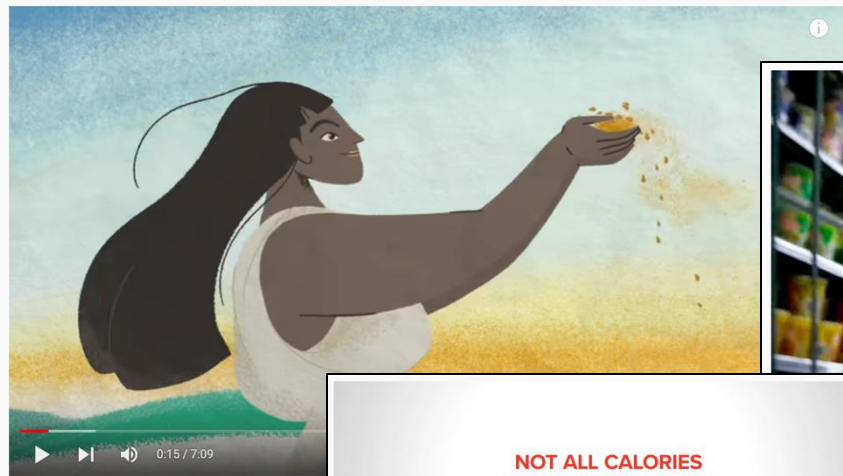
Molly	2C-C-NBOMe	Bath Salts	Heroin	Salvia
Krokodil	Synthetic Marijuana	Spice		

1. _____

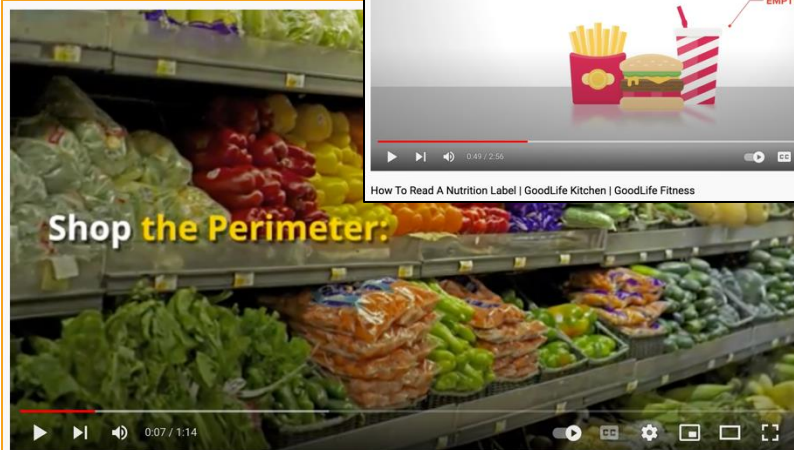


Links to Free Videos:

What are G.M.O.s?
“Can We Create the Perfect Farm?”



Can we create the "perfect" farm? - Brent Lo



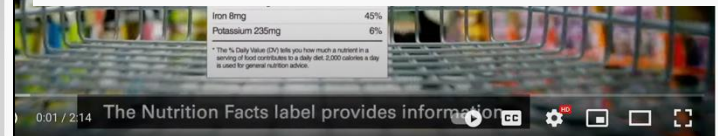
8 Tips for Becoming a Savvy Supermarket Shopper



How To Read A Nutrition Label | GoodLife Kitchen | GoodLife Fitness



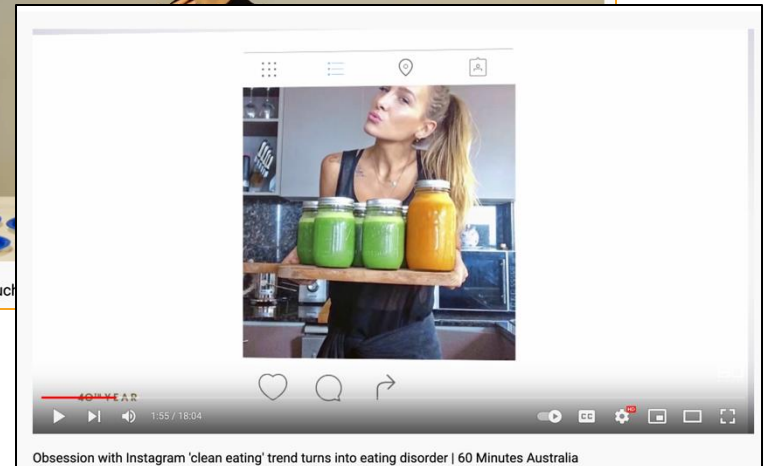
What Will Happen to Your Body If You Walk Every Day



Label



Eat Twice As Much



Obsession with Instagram 'clean eating' trend turns into eating disorder | 60 Minutes Australia

Ideas on How to Set-up Your Classroom:

Morning PowerPoint to Start each Class:

Everyday I have a PowerPoint slide up when students come in. I like to have the homework posted like this everyday as a reminder to students, and then students can never say, "I must have been absent when you assigned that" because I can say, "It's been posted everyday since you got back on the "Daily PowerPoint." !!
Daily PowerPoints include:

- Today's date
- If there is any worksheet to pick up as they walk in
- Homework due Friday
- Homework due LATE Friday
(I accept homework late at 60% for only 1 week, so this date is important to post. Classwork can come in late at full points anytime)



No put-downs

No talking during class when someone

No mean, rude, or inappropriate comments

**Respect stuff that's
not yours**

Class Rules!

Art Project Grading Rubric: NAME: _____ Per: _____

<u>Your Score:</u>		<u>A</u> <u>4 points</u>	<u>B</u> <u>3 points</u>	<u>C</u> <u>2 points</u>	<u>D or F</u> <u>1 point</u>
____/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 creatively displayed.	Graphics are a bit creative.	Lacking creative graphics.

Fill in the curriculum according to your own school calendar:

<u>Wk</u>	<u>UNIT:</u>	<u>HOMEW. GIVEN</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thurs</u>	<u>Fri</u>
1							
2							
3							
4							

9th GRADE HEALTH SYLLABUS

★ Parents: see next page for signature instructions

Object/Rationale: The 9th grade year is a time of many changes and decisions. Health is designed to help students learn about their changing bodies, to help them sort out emotions and personal values, to aid them in maintaining optimum health as a lifelong process, and to show students how to take responsibility for making healthy decisions.

Students must pass 9th Grade Health to graduate from!



Health is all about the student. Topics include real-life situations for teens. Units last two or three weeks, then we are on to something new! The topic areas are based on teen pressures and teenage risk behaviors:

1. Mental Health: Dealing with stress, depression, suicide; having empathy for others; violence prevention; positive self-esteem; handling peer pressures; making decisions; the importance of sleep; anger management; communication skills; conflict resolution skills, uncompromising values; dealing with bullies, understanding media literacy and more...

Easy to Navigate “Table of Contents”:

Links to
each
lesson
document!

Daily
Lesson
Topics

Weekly
Homework

Common
Core
Standards

National
Standards

WA
State
Standards

Fill in
Your
State
Standards

13. DRUG UNIT 9 DAYS	Lesson Titles: <i>Click on the lesson title to be linked to the page</i>	<u>HOMEWORK</u> Click on “Day” it’s listed in to see directions	Common Core Stand- ards Met:	National Health Standards Met:	Washington Health Standards Met:	Add Your State Health Standards Here:
Drugs-Day 1	-“Risk Factors For Addiction” Quiz <> Intervention Video with video review sheet		R 3 R 4 W 4	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 5.12.1, 5.12.2, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3	H1.W1.HS H2.W2.HSa H2.W2.HSb H1.Su1.HSa H1.Su2.HSb H5.W6.HS H6.Su3.HS H1.Su4.HS H1.Su1.HSb	
Drugs-Day 2	<> Intervention Day 2 /Healthy Alternatives	<u>HOMEWORK</u> Why Teens Use Drugs Body Part	W 4	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 5.12.1, 5.12.2, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3	H1.W1.HS H2.W2.HSa H2.W2.HSb H1.Su1.HSa H1.Su2.HSb H5.W6.HS H6.Su3.HS H1.Su1.HSb	

Daily Learning Targets Provided for Each Lesson:



These Posters make the daily purpose clear for students!

A “Content” learning target is posted at the beginning of each class.

Students personalize learning with a “Behavioral” target at the end of class.

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.



About the Author:

- ◆ A certified K-12 Physical Education and Language Arts teacher for over 19 years, in 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 have 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:

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>

Photos From:

<https://labs.openai.com/>

<http://www.fotosearch.com>

<http://www.pixabay.com>

<http://www.shutterstock.com/index-in.mhtml>

<http://stokpic.com>

<https://unsplash.com>

<https://static.pexels.com>

**Thanks for
previewing!**

