

# High School Health & P.E. Preview

## Health & P.E. Curriculum Bundle



FOR PRINT + ON GOOGLE DRIVE!



"I was bored to tears teaching Health. Now it's my favorite class!"



"Love it! Made my planning easy!"



Health Education Today

Health Education Today

# Full Year High School Health Preview



**Health Education Today**

**I am a National Board Certified Teacher  
with a Master of Education Degree and I have  
experience teaching Elementary, Jr. High, and  
High School P.E. and Health.**

Experience  
is the best  
teacher!



# Here is an Overview of the Program:

| < > hshealth                                                                          |                                                |
|---------------------------------------------------------------------------------------|------------------------------------------------|
| Name                                                                                  |                                                |
|      | 00High School Health How To Video.mp4          |
|      | 0Teacher Directions Start Here.docx            |
|      | 0Teacher Directions Start Here.pdf             |
|      | 01MainTable of Cont and Standards Met.docx     |
|      | 01MainTable of Cont and Standards Met.pdf      |
| >    | 02Learning Targets                             |
| >    | 03Before School Starts Docs                    |
| >    | 04All High School Google Doc Links             |
| >    | 05Beginning a Term                             |
| >  | 06Emp Vio                                      |
| >  | 07Diseases                                     |
| >  | 08Mental Health                                |
| >  | 09Stress Unit                                  |
| >  | 10Tobacco Unit                                 |
| >  | 11Alcohol Unit                                 |
| >  | 12Conflict Resolution Unit                     |
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| >  | 15Sex Ed Unit                                  |
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| >  | 18Ending a Term Unit                           |
| >  | 19Optional Self Esteem                         |
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| >  | 23Curriculum Standards                         |
| >  | 24Nine Week 45 Day Program                     |
| >  | 25Preview of P.E. Program                      |
| >  | Be Sure to Get FREE Updates                    |
|    | HS Health Updates List for Previous Buyers.pdf |

# **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!"***

***"LOVE. LOVE. LOVE. So creative. So engaging. This is AWESOME."***

***"Best curriculum I have ever used. Both my students and I enjoy health class. It was so easy to put into place."***

# **What is Included in this Program:**

**1**

**18 units with step-by-step teacher directions**

**2**

**PowerPoints to walk you through the lessons**

**3**

**Editable student worksheets and PowerPoints on GOOGLE DRIVE**

**4**

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

# 1

## Step-by-step teacher directions:

[Click here to watch a video of a unit](#)



### Day 6: Grocery Store Savvy and Food Label Reading

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                        |                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>WA State Standards Met:</b><br>Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS<br>Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS<br>Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS<br>Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS<br>Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS<br>Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS<br>Collaborate with others to advocate for healthy eating at home, in school, or in the community. H8.N1.HS | <b>My State Standards Met:</b>                                                                                                                         |                                                              |
| <b>National Standards Met:</b> 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, 2.12.1, 2.12.2, 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, 3.12.5, 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                        |                                                              |
| <b>Common Core Standards Met:</b> Reading 3, 4 / Writing 9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                        |                                                              |
| <b>Materials Needed:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                        |                                                              |
| <b>PowerPoint</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | -Nutrition Day 1 – 6 PowerPoint                                                                                                                        | -See PowerPoints Folder                                      |
| <b>Packet</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | -“Nutrition Packet”                                                                                                                                    | -They should have from Day 1                                 |
| <b>Printed Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | -“Food Label Worksheet”<br><br><b>Optional:</b> “Grocery Store Scavenger Hunt Homework”                                                                | -Print 1 for each student<br><br>-Print 1 for each student   |
| <b>Other Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | -Calculators<br>-Optional: Real product packaging to show<br>-Real product labels for students to read<br>-All materials for Fast Food Posters if time | -See red message just below!                                 |
| <b>Optional:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                        |                                                              |
| <b>Learning Target</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Content:</b> I will learn how to read food labels.                                                                                                  | <b>Behavioral:</b> I will take the time to read food labels. |
| <b>Exit Task</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | -Fill out “Success Criteria Sheet.”<br>-Allow students to each bring in 10 empty containers/wrappers for extra credit (1 point each).                  |                                                              |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Food Label Worksheet” will be turned in and graded.<br>“Grocery Store Scavenger Hunt” can be turned in and graded.                                     |                                                              |
| <b>Today’s Notes:</b><br>-Before this lesson: You will want to collect a box full of empty wrappers and containers. I’ve asked students to bring in wrappers from lunch and/or given extra points (1 for each wrapper) to get a box full together.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                        |                                                              |

# 1

# Step-by-step teacher directions:

## Day 6: Grocery Store Savvy and Food Label Reading

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### 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, 2.12.1, 2.12.2, 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, 3.12.5, 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

**Common Core Standards Met:** Reading 3, 4 / Writing 9

### Materials Needed:

|                          |                                                                                                                                                        |                                            |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| <b>PowerPoint</b>        | -Nutrition Day 1 – 6 PowerPoint                                                                                                                        | -See PowerPoints Folder                    |
| <b>Packet</b>            | -“Nutrition Packet”                                                                                                                                    | -They should have from Day 1               |
| <b>Printed Materials</b> | -“Food Label Worksheet”                                                                                                                                | -Print 1 for each student                  |
|                          | <b>Optional:</b> “Grocery Store Scavenger Hunt Homework”                                                                                               | -Print 1 for each student                  |
| <b>Other Materials</b>   | -Calculators<br>-Optional: Real product packaging to show<br>-Real product labels for students to read<br>-All materials for Fast Food Posters if time | -See red message just below!               |
| <b>Optional:</b>         |                                                                                                                                                        |                                            |
| <b>Learning Target</b>   | <b>Content:</b> I will learn how to read food labels.                                                                                                  | <b>Behavioral:</b> I will take the time to |



| Nutrition Facts                     |                                       |
|-------------------------------------|---------------------------------------|
| 16 servings per container           |                                       |
| Serving size 1/16 package (32g mix) |                                       |
| Calories                            | 130                                   |
| % DV**                              | % DV**                                |
| Total Est. 2.5g                     | 3%                                    |
|                                     | 7%                                    |
|                                     | 0%                                    |
|                                     | 4%                                    |
|                                     | 10%                                   |
|                                     | 4%                                    |
|                                     | 35%                                   |
|                                     | 8%                                    |
|                                     | 8%                                    |
|                                     | vitamin D,                            |
|                                     | serving provides 7g cholesterol, 90mg |

Tell students, “I’ll show you what I mean.” Then I show these real products and have students get their calculators ready and help me add up some of these deceptions:

203. **TOSTITOS:** On the label first point out the serving size and servings per container. They may have an **unrealistic serving size** (I show them a real Tostitos bag where the serving size is 6 chips!)

204. **CHEETOS:** **servings per container** may be unrealistic (show a real jumbo muffin wrapper that has 3 servings per container-how would you even cut that into thirds???) or show a King Size Chili Cheese Fritos with 4.5 servings per container (can you do that math in your head?)

205. **POP TARTS:** It can have **deceptive packaging** (have a strawberry Poptart wrapper to show them-there are 4 strawberries on the front and then read them the ingredients-dried strawberries, dried pears and dried apples!)

Beware of **asterisks!**

206. **BROWNIE:** See the 2.5. Show how this brownie box lists the calories and fat of **just the dry brownie mix** without the oil and egg! Like who would just eat that powdered? It lists 2.5 but it’s really 7 grams, and double the saturated fat!

207. **16 SERVINGS:** It’s also fun on your board to draw the real size of a small 9” x 9” square pan you’d make these in, then divide it into 16 to show them the real serving size!

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

### Food Label Worksheet

1. Look at servings per container -
2. Look at Serving size -
3. Look at Calories -
4. Look at Total Fat -
5. Look at Total Sugars -

6. Total Fat x 9 = \_\_\_\_\_  
÷ Calories
7. Total Sugar grams ÷ Total Grams

IS A PRODUCT HEALTHY? HERE'S HOW YOU FIND OUT...

Explanation of Daily Values %

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

Choose a food label from the class box - the product must have fat and sugar in it:

Write the name of your food product here: \_\_\_\_\_

1. How many **Servings Per Container?** \_\_\_\_\_

2. Write the **Serving Size** of your product: \_\_\_\_\_

3. How many **Calories** are in your product? \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Grocery Store Scavenger Hunt

Score: \_\_\_\_/32

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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# Docs 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!):

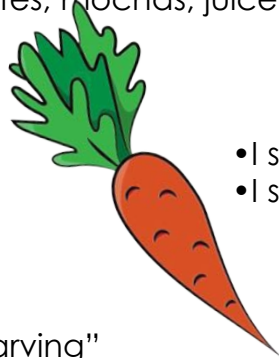
- I eat too much fast food
- I eat too much junk food
- I eat too much fat
- I do too much munching between meals
- I eat too many sweets
- I don't take vitamins or minerals
- I eat too much sodium (salt)
- I eat out of the bag/container too often
- I get too many calories from drinks (lattes, mochas,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



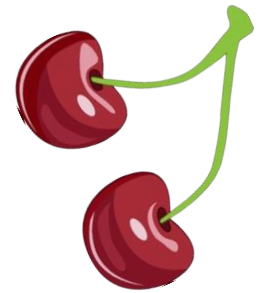
- I don't eat enough fruit
- I don't eat enough dairy
- I don't eat enough vegetables
- I don't drink enough water
- I never read food labels
- I drink too much pop
- I munch too much between meals

### 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



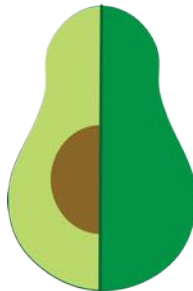
### WHY: I EAT (or don't eat!):

- 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 \_\_\_\_\_

# 2

## PowerPoints to walk you through the lessons

1. Print the "Top 10 Appeals Handout" (1 for every two students if you want) before class starts.

2. TITLE SLIDE AD APPEALS and PAIR/SHARE: Have this slide lesson by having students ask each other how many ads they've seen today.

3. MARKETING TO TEENS: Ask students if they really think that teenagers are being swayed by advertising.

When I first read that statistic I didn't think it could be true, but Nike tennis shoes and that every pair is like an ad, or Dakine backpacks that are advertising the various backpack companies, I realized that we are seeing ads per day. Tell students they may not think they are swayed by advertising, but they are. Millions and even billions of dollars on advertising, so it must be.

4. ASK THESE 5 QUESTIONS: Go over and discuss the questions at an ad to be a smart consumer.

5. LOREAL VIVE: This is an ad for a hair product. Go through the questions and answers. The audience is teen girls. Advertisers want you to believe that your hair will look sleek and shiny like this. Ask the girls in class if they think the truth is that every girl's hair has a different and unique chemistry. One girl, but not for another. Some girls know their hair will probably be different.

Ask students to look on the "Top 10 Ad Appeals Handout" on the slide and see if they think is being used. (there can be several correct answers or Missing Out) Keep referring them back to the "Ad Appeals" in the next activity.

**Tobacco Unit**

**Day 5**

**Pair Share**

Tell your table partner all the different types of ads you've seen in the last few days.

**Marketing to Teens**

**QUESTIONS TO ASK + 10 Advertising Appeals**

The average teen views 300-500 ads per day!

**When looking at an ad, ask these 5 questions:**

1. What is being advertised?
2. Who is the target audience?
3. What does the advertiser want me to believe?
4. What do I know to be true?
5. What advertising appeal did they use?

**LOREAL VIVE**

1. What is being advertised?

2. Who is the target audience?

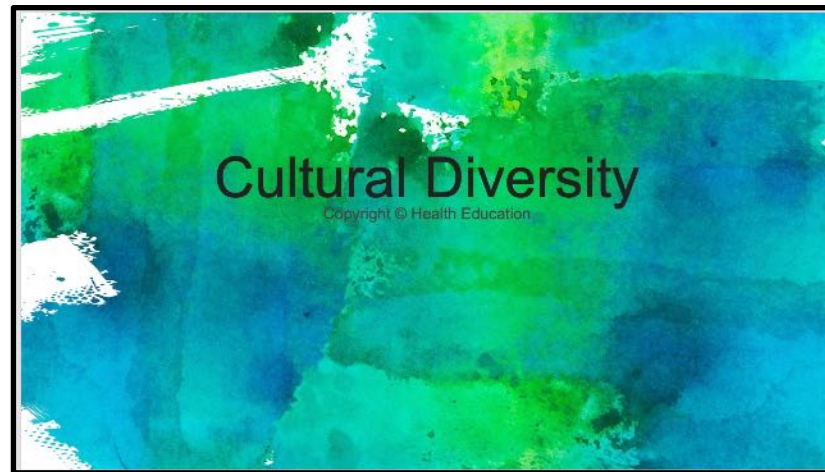
3. What does the advertiser want me to believe?

4. What do I know to be true?

5. What advertising appeal did they use?

# 2

# PowerPoints have Engaging Editable Graphics:



Day 1

Setting the Tone for this Unit

Before we discuss current events, let's gain perspective...

Identity is complex!  
It depends in large part who the world around me says I am.

Cooley Quote:  
"Other people are the mirror in which we see ourselves."

Identity depends in large part who the world around me says I am.

Pair Share:  
Adolescence is a time where teens become aware of identity.

"Who Am I?" Survey

Dominant Group:  
"In the absence of dissonance, this dimension of identity (dominant culture) escapes conscious attention."

Pair Share:  
What if you aren't part of the dominant group?  
Were you ever the "other"?

We all have things in common if you take the time to get to know someone for who they really are.

1. We assume that someone is different than us  
2. Different = weird  
3. Weird = inferior  
4. And that thinking leads us to make fun of them, be critical and mean...

Empathy Survey:  
How much empathy do you have?

Empathy Survey Results:

EXAMPLE: Stereotypes: Generalizations used to define a group of people based only on the appearance, words, or actions of one or just a few members of that group.

# 3

# Editable PowerPoints on GOOGLE DRIVE

On  
GOOGLE  
DOCS!

Brain and Habits PowerPoint .PPTX ☆ 📁 🌐

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# 3

# Editable student worksheets for PRINT:

## 5. Conclusion:

THESE drugs were found at Jack's home. They are related to their potency - with 5 the strongest.



1. Did you have any **dangerous** drug interactions or overdosing today? yes or no
2. What **pills** did you get that put you in the **most danger** of risky interactions and/or overdosing:



### Deadly Combination

Here are the drugs allegedly found in **Heath Ledger's** body: **AGE 28**

1. **Oxycodone** - narcotic/painkiller; trade names: OxyContin, Percodan
2. **Hydrocodone** - narcotic/painkiller; trade name (combined with acetaminophen): **Vicodin**
3. **Diazepam** - anti-anxiety drug; trade name: **Valium**
4. **Alprazolam** - anti-anxiety drug; trade name: **Xanax**
5. **Doxylamine** - sleep medication; trade name: Unisom



3. Look at all your "yes" answers and then list some of the negative side effects of the drug interactions you said "yes" to:

4. List 3 things you learned today (or already knew) about the danger of narcotics:

5. What advice you would give to a friend who was thinking of going to a "Pharm Party" or taking a bunch of pills that someone says they should try

## Ariana Grande:

Ariana Grande is a sitcom-star-turned-pop music sensation, known for such hit songs as 'Problem,' 'Bang Bang' and 'Dangerous Woman.' Grande has **been nominated for two Grammy Awards, won three American Music Awards, including Artist of the Year in 2016, and an MTV Video Music Award.** Grande has also become a **popular host of Saturday Night Live**, bringing her musical and acting talents to the show, including uncanny impersonations of fellow pop divas Britney



## 30 Traits Happy People Have in Common

They are 'glass half full' people - while still being practical and down-to-earth. They have an ability to find the good in any situation.

They understand that happiness is a choice, and consciously and methodically create their own happiness, while others hope happiness will find them.

**Self-Discipline** - The ability to control and restrain impulses. Energy then can be focused and channeled toward your ambitions.

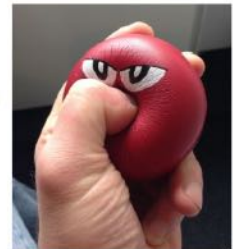
Adaptive  
Analytical Mind  
Articulate  
Balanced  
Collaborative  
Committed  
Courageous  
Creative  
Decisive  
Detail-Oriented  
Emotionally Compent  
Friendly  
Hard Working  
Humorous  
Intelligent  
Organized  
Prepared  
Productive  
Relationship-Oriented  
Responsible  
Sincere  
Self-Sacrificing  
Trustworthy

## 1. How to Beat Stress and Depression Scavenger Hunt

\*All photos from <https://pikabay.com> unless otherwise stated

Circle: True or False

Research has found that up to 90% of doctor visits in the United States are stress related. Stress can cause obesity, heart attacks and ulcers.



Name: \_\_\_\_\_ Unit: \_\_\_\_\_ Sexuality: \_\_\_\_\_ Per: \_\_\_\_\_

"The average 13 year old in America has witnessed sex on T.V. and in the movies over 1,500 times!"

The decision to have sex is presented as if it's "no big deal," but this couldn't be further from the truth. Today, more than ever, teens need to know about:

- ✓ Sexual decisions, healthy relationships, + the importance of abstinence
- ✓ How to protect themselves from getting STIs, including HIV/AIDS
- ✓ The complexity of relationships, including the pain of unhealthy relationships + domestic violence
- ✓ The risks of sexual assault and sexual abuse

### 1. Abstinence: the best gift...

1. Abstinence means you are not having (intercourse can be defined as vaginal, oral, or anal)

2. There are many reasons for a teenager to choose abstinence. Some are:

### 2. Reproduction-making a baby: The incredible reproductive system is made to work!

- \_\_\_\_\_ out of \_\_\_\_\_ girls who have sex without protection will get pregnant?
- In one ejaculation, there are over \_\_\_\_\_ sperm, and it only takes 1 to make a baby.
- A girl is highly likely to get pregnant 7 days per month (more about this later in our unit). If she starts her period at age 12 and has it until age 52, in those 40 years, she will have \_\_\_\_\_ chances to get pregnant!

3. **Puberty:** Puberty is a normal part of being a teenager, but it can be stressful! Be aware that everyone is different, you may not notice the changes in yourself, and all the changes don't happen all at once. Don't stress out if your maturity doesn't match your peers. You can't rush it, so just relax, and enjoy growing up! During puberty the pituitary gland signals the body to release hormones, which stimulate these physical and emotional changes:

Puberty means you are capable of producing life- it's a big responsibility

**Females—usually starts between \_\_\_\_\_**

1. Growth and filling out of breasts; large
2. Growth of hair
3. Oilier skin and hair + appearance of p
4. Begins to have
5. Becomes more conscious of appearance

There are emotional changes during puberty too. But, it it all even out and everybody's back at the same stage o

### 4. Female Anatomy Highlights and

It is important for both boys and girls to know mother, sister, brother, or other extended family m the opposite sex, and understanding how the male re system, how hormones influence the system, and w \_\_\_\_\_ to one another.

✓ The vulva is the term for the female externa minora (which protect the vagina), the clitoris, and virgin by whether or not her hymen was intact, but use, an intact hymen is not a good indicator of virg woman's first sexual intercourse, and thus there m intercourse.

✓ The function of the glitoris is to provide age endings. It does not play a role in concep

✓ The uterus can stretch 200x its size during a woman will have her period. The vagina is the fem

✓ Certain times of the month a woman is \_\_\_\_\_ likely to conceive. This information is not in you just how effective the reproductive syste

✓ On the \_\_\_\_\_ day of her monthly cycle, a woman ovulates for conception. Most women don't know when they are ovulating, the day cycle, not a 30 day one. Although it is not as likely, a woman can

✓ 3 days before a woman ovulates and 3 days after she ovulates likely to get pregnant. Sperm can stay alive approximately \_\_\_\_\_ day the egg to travel the fallopian tube making at least 7 high fertility day

Sperm can STAY ALIVE - wait here for up to 7 days!!

1 2 3 4 5 6 7 8 9 10 11 12-13-14 15-16-17

Having period.....Ovulates-very likely to ge

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. \_\_\_\_\_

**Now on  
GOOGLE  
DOCS!**



### **Non-Google users**

# 3

# Editable student worksheets are also on GOOGLE DRIVE

## How Healthy Are You Eating?

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



Name:  Date:

- ☒ 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
- ☒ 10.
- ☒ 11.
- ☒ 12.
- ☒ 13.
- ☒ 14.
- ☒ 15.
- ☒ 16.
- ☒ 17.
- ☒ 18.
- ☒ 19.
- ☒ 20.
- ☒ 21.
- ☒ 22.
- ☒ 23.
- ☒ 24.
- ☒ 25.
- ☒ 26.

NAME:  PER:  DATE:

Photo by <https://pixabay.com/>

### CALORIES YOU SHOULD EAT PER DAY:

1) Estimated BMR: current wt.  x 10 (boys x 11) =  Box 1

2) Activity Level:  Box 1 x  (choose 3, 5, or 7) =  Box 2

3) Take Box 1  + Box 2  x 1 =  Box 3

4) Take Box 1  + Box 2  + Box 3  =  Box 4

5) Optional: or if you want to lose wt... - 500 PER DAY TO LOSE 1 LB. PER WEEK  
or if you want to gain wt... + 500 PER DAY TO GAIN 1 LB. PER WEEK  
=

TOTAL CALORIES PER DAY TO MAINTAIN YOUR WEIGHT

Fill this in for your own weight and exercise level

## Coronavirus Lesson-FREE!

UPDATED 8/21!



Health Education Today

On  
GOOGLE  
DOCS!

### Protein Products

| Item                       | Yes or No                           | % | %                                   | Yes or No |
|----------------------------|-------------------------------------|---|-------------------------------------|-----------|
| 1. McDonald's Cheeseburger | <input checked="" type="checkbox"/> | % | <input checked="" type="checkbox"/> | %         |
| 2. K.F.C. Popcorn Chicken  | <input checked="" type="checkbox"/> | % | <input type="checkbox"/>            | %         |
| 3. Grilled Chicken Breast  | <input checked="" type="checkbox"/> | % | <input checked="" type="checkbox"/> | %         |

### Grain Products

| Item                                        | Yes or No                           | % | %                                   | Yes or No |
|---------------------------------------------|-------------------------------------|---|-------------------------------------|-----------|
| 4. Banana Nut Jumbo Muffin - 1/3 muff.      | <input checked="" type="checkbox"/> | % | <input type="checkbox"/>            | %         |
| 5. Cap'n Crunch Cereal (1 cup without milk) | <input checked="" type="checkbox"/> | % | <input checked="" type="checkbox"/> | %         |
| 6. Cheerios Cereal (1 cup without milk)     | <input checked="" type="checkbox"/> | % | <input type="checkbox"/>            | %         |

### Dairy Products

| Item                         | Yes or No                | % | %                        | Yes or No |
|------------------------------|--------------------------|---|--------------------------|-----------|
| 7. Jack in the Box Oreo Cook | <input type="checkbox"/> | % | <input type="checkbox"/> | %         |
| 8. D.Q. Banana               | <input type="checkbox"/> | % | <input type="checkbox"/> | %         |
| 9. Ben & Jerry's Cherry V    | <input type="checkbox"/> | % | <input type="checkbox"/> | %         |
| 10. A Bar                    | <input type="checkbox"/> | % | <input type="checkbox"/> | %         |
| 11. 1 Slice Veg              | <input type="checkbox"/> | % | <input type="checkbox"/> | %         |
| 12. 1 Slice Pepp Sausage     | <input type="checkbox"/> | % | <input type="checkbox"/> | %         |
| 13. Flamin' Hot              | <input type="checkbox"/> | % | <input type="checkbox"/> | %         |
| 14. Tropical S               | <input type="checkbox"/> | % | <input type="checkbox"/> | %         |
| 15. 1 Oats and Crunchy Gr    | <input type="checkbox"/> | % | <input type="checkbox"/> | %         |

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)

The definition of a calorie is: \*

☐ how much fat a food has

☐ the energy value of food

## Human Body Systems Unit Assessment

Form description

Name: \*

Short answer text

Date: \*

Short answer text

Class Period: \*

Short answer text



## Non-Communicable Diseases Card Game Worksheet

Form description

Name: \*

Short answer text

Date: \*

Short answer text

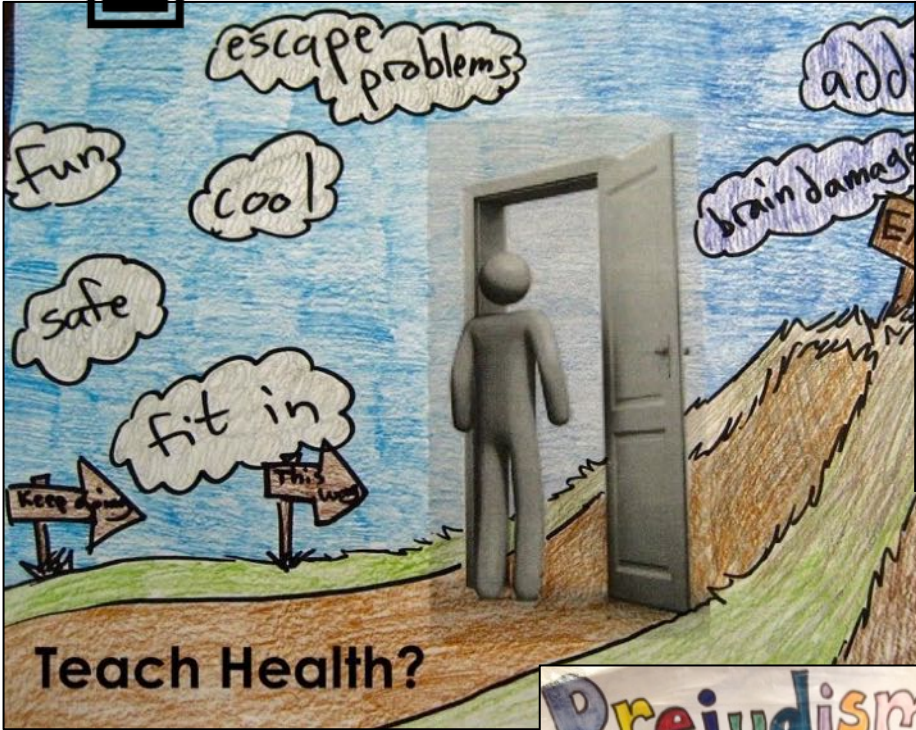
Class Period: \*

Short answer text



# 4

## Student Projects!



# 4

## Student Games + Fun!



### "How Pot Hurt Me" Card Game

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

#### 1. Circle your favorite in the following group:



Snack Foods:  
Pretzels  
Cheetos  
Tortilla Chips  
Cheerios  
Beef Jerky



When your teacher tells you, write in what your answer means here:

#### 2. Circle your favorite in the following group:



Cookies:  
Chocolate Chip  
Mint Cookie  
Oatmeal  
Ginger  
Sugar



When your teacher tells you, write in what your answer means here:

\$\*@

My family drives me crazy, but I love them.



\$\*@

My family is totally annoying.



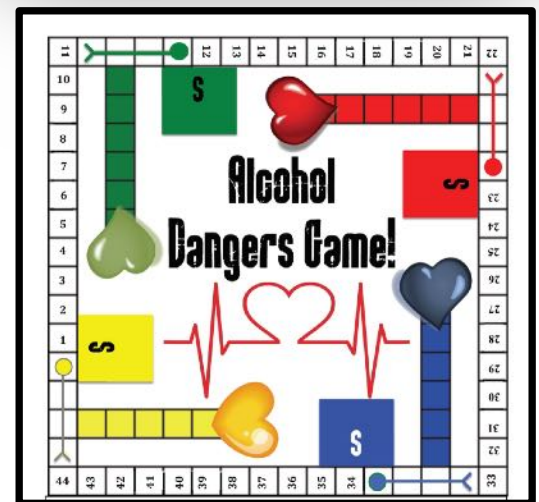
\$}}



I know I'm going to graduate and have a good future.

\$}}

School is so boring.



1 ♥

#### Daily Exercise!

-When you exercise you burn calories and build muscle!



-Regular physical activity can help you prevent or manage a wide range of health problems, including stroke, type 2 diabetes, stress, depression, certain types of cancer, + arthritis.

Things to Get More of



1 ♣

#### Watch Portion Sizes!

-One of the reasons we are so much fatter today than 40 years ago is portion sizes.



-We just eat a lot more than we need, so decrease the amount you dish up, and try eating slower.

Nutritional Facts Worth Knowing



1 ♠

#### Sugar!

-Sugar is empty calories and gives you nothing nutritionally.



-It spikes your blood sugar level and disrupts blood sugar.

-If you eat too much sugar, guess what your body stores it as?: EAT!

Foods to Eat Less of



1 ♦

#### It's all About Choices!

-Even in a fast food restaurant, there are better choices than the most fatty thing on the menu!!

-Be educated, read food labels and try to look for and choose the healthier version!

-All your small choices add up to your overall health!!

Gems to Know



# Program is standards-based:

## State Standards

## Fill in YOUR 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 personal health status. H2.W2.HSb

Identify physical and psychological risk factors. H1.So3.HS

Develop a personal stress management plan.



**National Standards**

### My State Standards Met:



**Common Core**

**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, 2.12.7, 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, 8.12.3, 8.12.4

**Common Core Standards Met:** Reading 3 / Writing 1, 10

### **Materials Needed:**

|                          |                                                              |                                                                                  |
|--------------------------|--------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>PowerPoint</b>        | -Stress PowerPoint                                           | -In PowerPoint folder                                                            |
| <b>Packet</b>            | -Stress Packet                                               | -Print 1 for each student, staple and hole-punch                                 |
| <b>Printed Materials</b> | - "Vulnerability Survey"<br>- "AIM Sheet with Goals on Back" | -Print 1 for each student and hole-punch<br>-This should be in their file folder |

### **Optional:**

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

# Meets all National and Common Core Standards

## Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects | ELA College and Career Anchor Standards

<http://www.corestandards.org/ELA-Literacy/>

| Writing Grades 9/10 |                                                                                                                                                                                                                                                                                                                                                                                          | ELA College and Career Anchor Standards for Writing                                                                                                                                   |                                                                                                                                                                                                          |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                   | Write arguments focused on discipline-specific content.                                                                                                                                                                                                                                                                                                                                  | Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.                                           |                                                                                                                                                                                                          |
| 2                   | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, and experiments.                                                                                                                                                                                                                                                  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of relevant content. |                                                                                                                                                                                                          |
| 3                   | Incorporate relevant information from multiple print and digital sources, using search tools effectively; assess the credibility and accuracy of each source; and then integrate the information while paying attention to the distinctions among the various sources.<br><i>Note: Students in grades 9-10 should be able to incorporate information from their own science studies.</i> | Reading Grades 9/10                                                                                                                                                                   |                                                                                                                                                                                                          |
|                     |                                                                                                                                                                                                                                                                                                                                                                                          | 1                                                                                                                                                                                     | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.                                                     |
|                     |                                                                                                                                                                                                                                                                                                                                                                                          | 2                                                                                                                                                                                     | Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.                   |
|                     |                                                                                                                                                                                                                                                                                                                                                                                          | 3                                                                                                                                                                                     | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions and recording the results.    |
|                     |                                                                                                                                                                                                                                                                                                                                                                                          | 4                                                                                                                                                                                     | Determine domain-specific and cross-domain science and technical concepts and ideas.                                                                                                                     |
| 5                   | Analyze concepts and claims about scientific and technical issues and theories.                                                                                                                                                                                                                                                                                                          | ELA College and Career Anchor Standards for Reading                                                                                                                                   |                                                                                                                                                                                                          |
|                     |                                                                                                                                                                                                                                                                                                                                                                                          | 1                                                                                                                                                                                     | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.      |
|                     |                                                                                                                                                                                                                                                                                                                                                                                          | 2                                                                                                                                                                                     | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.                                                                               |
|                     |                                                                                                                                                                                                                                                                                                                                                                                          | 3                                                                                                                                                                                     | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                                                                                                        |
|                     |                                                                                                                                                                                                                                                                                                                                                                                          | ELA College and Career Readiness Speaking and Listening Standards                                                                                                                     |                                                                                                                                                                                                          |
|                     |                                                                                                                                                                                                                                                                                                                                                                                          | 1                                                                                                                                                                                     | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.               |
|                     |                                                                                                                                                                                                                                                                                                                                                                                          | 2                                                                                                                                                                                     | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.                                                                               |
|                     |                                                                                                                                                                                                                                                                                                                                                                                          | 3                                                                                                                                                                                     | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.                                                                                                                         |
|                     |                                                                                                                                                                                                                                                                                                                                                                                          | 4                                                                                                                                                                                     | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
|                     |                                                                                                                                                                                                                                                                                                                                                                                          | 5                                                                                                                                                                                     | Make strategic use of digital media and visual displays of data to express information and enhance understanding of spoken words and presentations.                                                      |



**COMMON CORE**  
STATE STANDARDS



## The Centers for Disease Control and Prevention (the C.D.C.) National High School Health Education Standards

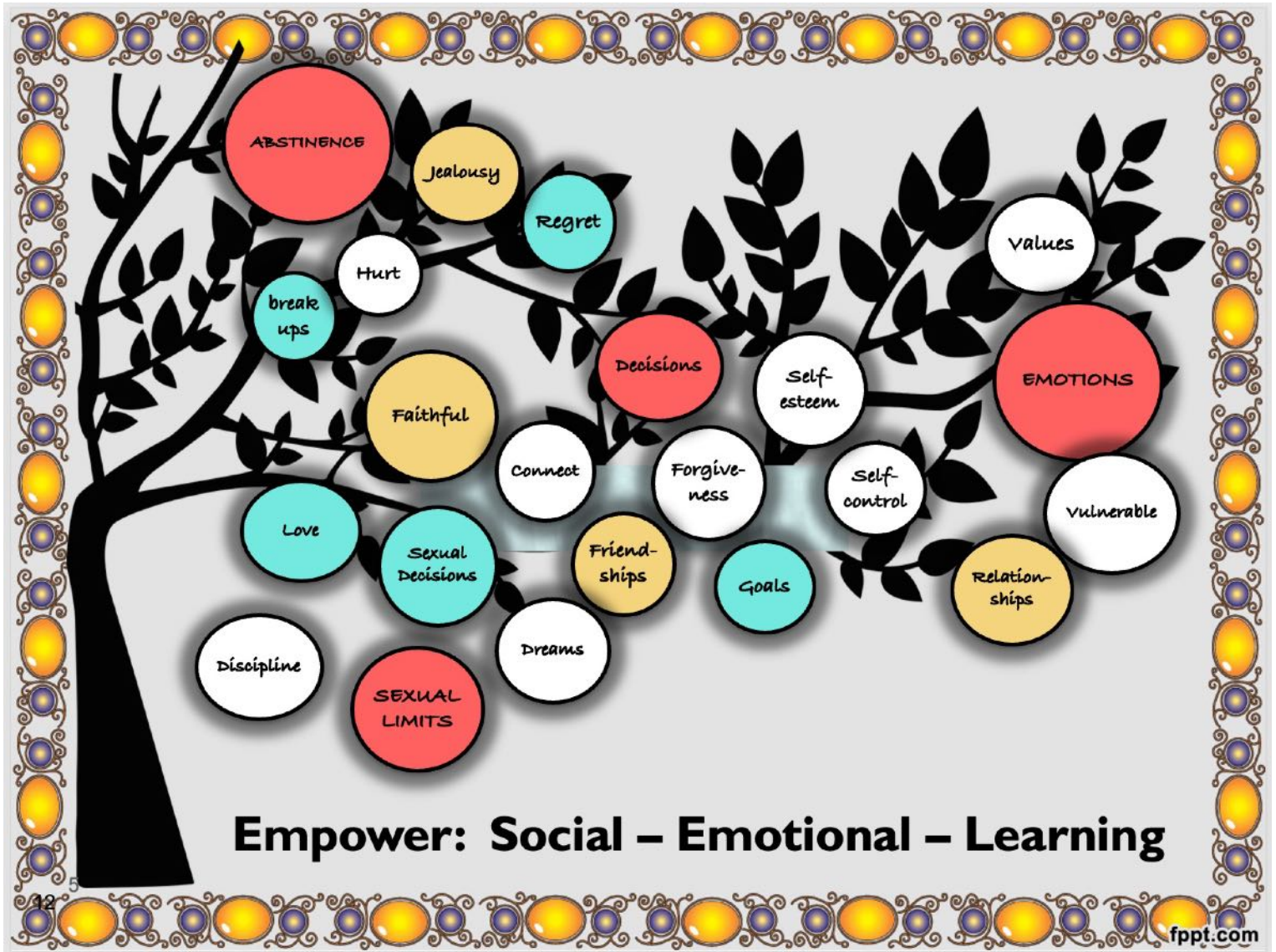
<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

|                   |                                                                                                                                 |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Standard 1</b> | <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>                  |
| 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.                                         |
| <b>Standard 2</b> | <b>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b> |
| 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.            |

demonstrating command of formal English when indicated



# Free Updates! Just re-download.



# Full Year P.E. Preview



@Fotosearch.com

Health Education Today

# Here is an Overview of the Program:

| Name                                                                                  |                                        |
|---------------------------------------------------------------------------------------|----------------------------------------|
|      | 0Teacher Directions Read First.docx    |
|      | 0Teacher Directions Read First.pdf     |
| >    | 01Organizing Docs                      |
| >    | 02Full Semester...ily PE Lesson Plans  |
| >    | 03GOOGLE DOCS ONLINE LINKS             |
| >    | 04Fitness Testing                      |
| >   | 05Standards Comm...e and Scope and Seq |
| >  | 06Inside Units and Activities          |
| >  | 07Outside Units and Activities         |
| >  | 08Wt Train Strength Cond               |
| >  | 09Cardio Workouts                      |
| >  | 10Calisthenics and Body Work           |
| >  | 11Fitt Plans Folder                    |
| >  | 12Written Work                         |
| >  | 13Body Systems Unit                    |
| >  | 14High School Nutrition Unit           |
|    | 15High School HOW TO VIDEO.pdf         |
| >  | 16Learning Targets for PE              |
| >  | 17To Get Free Updates to Program       |
|    | 18Previews of Other Lessons.pdf        |
|    | PE Updates for Previous Buyers.pdf     |

# **REAL TEACHERS' REVIEWS ENDORSE** **THIS PROGRAM:**

***“Love it! Made my planning easy!”***

***“Awesome curriculum!” "I LOVE THIS!"***

***“Wow! I LOVE this seller's products...  
Purchased her P.E. curriculum and I LOVE it.”***

***“It is amazingly organized with great ideas.”***

***“It has made my life as a teacher so much  
easier. I am lucky I found such a great product.  
This takes years of experience and a lot of  
time.”***

***“...So easy to set up and follow.”***



# **What is Included in this Program:**

**1**

**24 Units with Step-by-Step Teacher Directions**

**2**

**45-Day Online Workout!**

**3**

**No Prep Print + Go Day-by-Day Lessons-Full Semester!**

**4**

**Wt. Training | Cardio |  
Workouts | FITT Plans |**

# 1

## 24 Units with Step-by-Step Teacher Directions

| Name                                |
|-------------------------------------|
| > 01Volleyball                      |
| > 02Badminton                       |
| > 03Basketball                      |
| > 04Pickleball                      |
| > 05Ping Pong                       |
| > 06Floor Hockey                    |
| > 07Racquet Sports Elective         |
| > 08Bowling                         |
| > 09Handball Speedball              |
| > 10Low Organized Games             |
| > 11Aerobic Fitness                 |
| > 12Dance                           |
| > 13Jump Roping                     |
| > 14Cooperative Games               |
| > 15Set Gym Up As Sports Club       |
| 16Play Score Sheet.pdf              |
| 17Class Choices Survey.docx         |
| 17Class Choices Survey.pdf          |
| 18Skills Rubric.pdf                 |
| > 19Heart Rate Lesson               |
| 20Peer Grading Sheet.pdf            |
| 21Physical Literacy Unit Check List |

| Name                                     |
|------------------------------------------|
| > 01Football                             |
| > 02Soccer                               |
| > 03Tennis                               |
| > 04Sand Volleyball                      |
| > 05Softball Unit                        |
| > 06Field Hockey                         |
| > 07Frisbee Games                        |
| > 08Pickleball on Tennis Courts          |
| > 09Soft LaCrosse Unit                   |
| > 10Back Yard Games                      |
| > 11Jump Roping                          |
| > 12Four Square                          |
| > 13Kick Ball                            |
| 14Rugby.pdf                              |
| > 15Low Organized Games                  |
| 15Play Score Sheet.pdf                   |
| 16More Outside PE Units List.pdf         |
| 17Ways to Group Students.docx            |
| 17Ways to Group Students.pdf             |
| 18Peer Grading Sheet.pdf                 |
| 19Skills Rubric.pdf                      |
| > 20Heart Rate Lesson                    |
| 21Class Choices Survey.docx              |
| 21Class Choices Survey.pdf               |
| 22Physical Literacy Unit Check List.docx |

# 1

## 12 Indoor Units:

### Day 1: Volleyball Skills and Drills

| National Standards Met:<br>Nat. P.E. Standard 1,2,4,5                                                      | Common Core Standards Met:                                                                         | My State Standards Met:                                                                               |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|  <b>Equipment Needed:</b> |  <b>How Many:</b> |  <b>Directions:</b> |
| Volleyballs                                                                                                | 1 for each pair of students                                                                        |                                                                                                       |

#### Today's Instructions:

1. Start today's lesson with a warm-up cardio activity and stretching, and finish the lesson with additional stretching. (See the top of this unit, or look in main folder #9 for other warm up ideas.)

#### 2. Go over gym RULES for volleyball

- No watches or bracelets/ may want a long-sleeve shirt
- No kicking the ball
- No shooting baskets with the volleyball
- Roll ball under net, not throw over
- Don't touch the net when going under
- Hold the volleyballs still when we are trying to talk!



Begin BUMPING explanation and demonstration: Here is a great interactive website if you can get online in your gym, to show your students: "WikiHow: How to Bump a Volleyball."

<https://www.wikihow.com/Bump-a-Volleyball>

-Hand position-left hand out, palm up, slap right hand on top of

-Left, palm up, thumb across, cock hands down towards floor

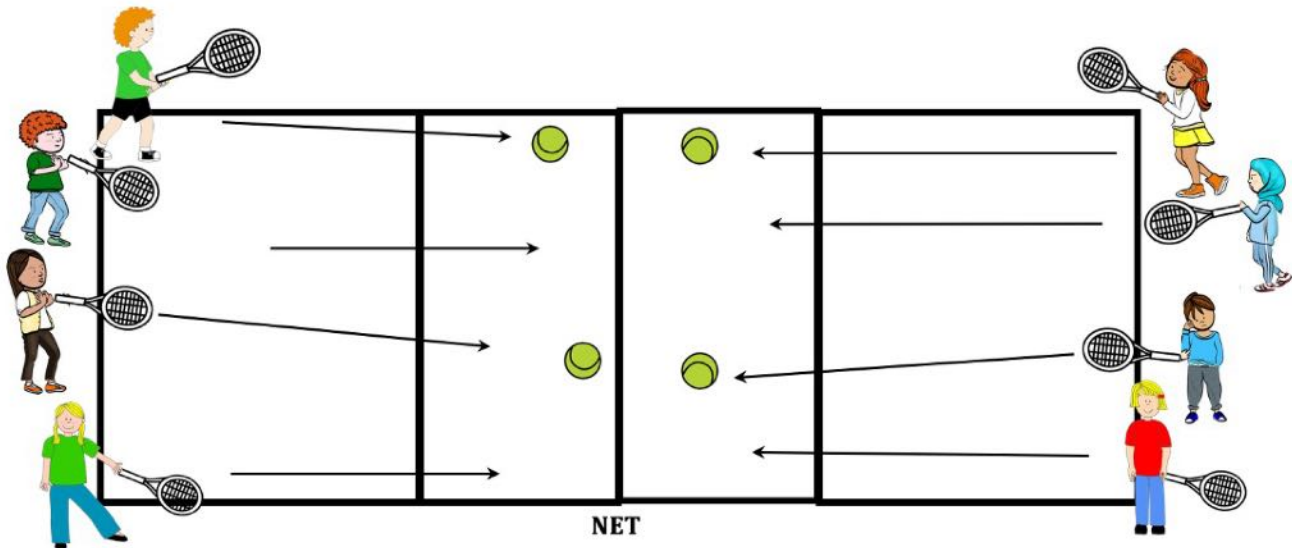
-Sweet spot-show flat arm surface

-Staggered feet, weight on balls of feet, move to get under ball, and body square



# 10 Outdoor Units:

6. Drill: Practice 10 forehand hits into the fence. Switch with partner. **ONLY 1 BALL PER PAIR!**



7. Show backhand grip: Optional link if you want to actually show students a visual of the backhand grip.

<https://www.wikihow.com/Grip-a-Tennis-Racket>

-Hold shaft of racquet with left hand and rotate racquet towards the body/broad base of palm on top of the racquet/thumb on the backside (facing towards net).

-If using a 2-handed backhand grip, right hand is lowest and is for support, while the left hand's thumb on top, fingers wrapped and the left hand produces the stroke.

-Right shoulder to net!

Method  
2

## Grasping Backhand Grips



**1** Use the Eastern Backhand Grip. To achieve the Eastern Backhand Grip, use your left hand to hold your racket in front of you. Point the grip to the right and orient the string area perpendicular to the ground, facing you. Hold your right hand straight out directly above the grip. Bring it directly down so your base index knuckle rests completely on the top facet of the grip, and close your hand around it squarely. The Eastern Backhand Grip is:

- the most common backhand grip.
- a versatile, stable grip that can generate a little topspin or hit more directly.
- good for hitting low balls, not good for controlling high ones.

# Low Prep!

## 2-Week Soccer

## 4-Week Volleyball

## 4-Week Basketball

# 2

# 45-Day Online Workout!

[Click here to watch a video of program](#)



## Before Workout Warm-Ups to Choose From:

### #1: Move It Warm Up:

1. Step to side, tap and back 8x
2. Opp hand pulls knee 4x
3. Other side opp. hand pull 4x
4. Grapevine right with a clap 5x
5. Break a stick on knees forward 4x
6. Grapevine left with a clap 5x
7. 4x step right jump up, step back
8. 4x step left jump up, step back
9. 4x side right leg lifts (arms out to side)
10. 4x side right leg lifts (arms out to side)
11. Repeat if you don't feel warm yet!



WEEK 1:

## Wednesday Workout

### Livingroom Sensation: *Improvise to fit your house!*

- 1) Running in place-high knees for 30 seconds  
-lunges to across the room and back  
-push ups- 20  
-crunchies-50
- 2) Running in place-high knees for 1 minute  
-20 jumping jacks  
-run stairs 2 sets-if you have them in house or apartment  
-mountain climbers-20 (on feet and palms, legs alternate forward and back)
- 3) Running in place-high knees for 1.5 minute  
-plank hold for 1 minute (laying on floor, then go up)



Week 1 | Date: x

| Monday                                                                                           | Tuesday                                                                                           | Wednesday                                                                                               | Thursday                                     | Friday                                                                                             |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------|
| Workout                                                                                          | Bodywork+                                                                                         | Workout                                                                                                 | Healthy Learning                             | Workout                                                                                            |
| 1. <a href="#">Warm-Up</a>                                                                       | 1. <a href="#">Warm-Up</a>                                                                        | 1. <a href="#">Warm-Up</a>                                                                              | " <a href="#">Exercise Clock Worksheet</a> " | 1. <a href="#">Warm-Up</a>                                                                         |
| 2. CHOOSE FROM:<br>- <a href="#">TaeBo Video</a><br>- Pre-Approved activity- write in here:<br>X | 2. CHOOSE FROM:<br>- <a href="#">Glutes Video</a><br>- Pre-Approved activity- write in here:<br>X | 2. CHOOSE FROM:<br>- <a href="#">Livingroom Workout</a><br>- Pre-Approved activity- write in here:<br>X |                                              | 2. CHOOSE FROM:<br>- <a href="#">Walking in HR</a><br>- Pre-Approved activity- write in here:<br>X |
| 3. <a href="#">Stretch</a>                                                                       | 3. <a href="#">Stretch</a>                                                                        | 3. <a href="#">Stretch</a>                                                                              |                                              | 3. <a href="#">Stretch</a>                                                                         |
| *Emoji or check mark if completed:                                                               | Emoji or check mark if completed:                                                                 | Emoji or check mark if completed:                                                                       | Emoji or check mark if completed:            | Emoji or check mark if completed:                                                                  |
|                                                                                                  |                                                                                                   |                                                                                                         |                                              | Parent: Please verify sheet has been filled out accurately:<br>Yes <input type="radio"/>           |

WEEK 1:

## Tuesday Bodywork+

Video Today: If the video link is no longer working, please search for the title and you will most likely find it!



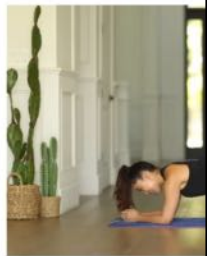
Go Back

### Bad Guy Booty: A Glute Workout

5 minutes + Repeat! (Scroll down to see more)

<https://greatist.com/move/best-free-exercises-for-glutes/>

### 11. Bad Guy Booty: A Glute Workout Billie Eilish



Don't forget to now choose

Go Back To: [Home Wk 1](#)

WEEK 2:

## Thursday Healthy Learning

# Check out the Exercise Clock

### Directions:

1. First, click on the link and watch this video: "23 and 1/2 hours: What is the Single Best Thing We Can Do For Our Health?" (9:00 min.)  
<https://www.youtube.com/watch?v=aUalnS6HIGo>
2. On the next "Taking Notes During the Video" page, write the benefits of exercise that you heard in the video. You will need 15 total.
3. Next, think about all the excuses that people have for not exercising. You will need 15 total.



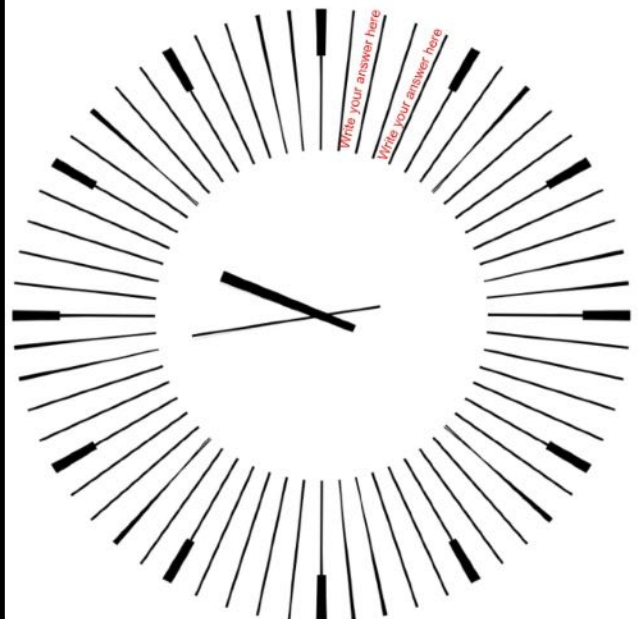
If you need help thinking of ideas, ask your family, friends, classmates, or Google it online!

4. Finally, use the text box example in the clock to write a text box, then use the dot above the text box to turn it in the clock lines! Copy and paste the text box for

Go Back To: [Home Wk 1](#)

WEEK 2:

Name: x Date: x  
30 Reasons to Exercise and 30 Excuses People Give for Not Exercising



Copy and paste the text box above to write each answer in a text box, then use the dot above the text box to turn the text box to fit in the clock lines! You will use 30 text boxes to fill in the answers on every other line-15 reasons to exercise and 15 excuses people give to not exercise!

Go Back To: [Home Wk 1](#)

# 3

## PRINT + TEACH

Full-Semester Programs designed for you  
by using unit lessons!

[Click here to watch a video of program](#)

Name \_\_\_\_\_



OTemplates Overview.pdf



General PE Class 2 Days Wk Year.docx



General PE Class 2 Days Wk Year.pdf



General PE Class 3 Days Wk Sem.docx



General PE Class 3 Days Wk Sem.pdf



General PE Class 5 Days Wk Sem.docx



General PE Class 5 Days Wk Sem.pdf

> Templates to Create Own Program

> WT TRAINING 2 Days PE 3 Days WT

> WT TRAINING ELECTIVE 5 Days

**What would you like to do in PE this year?** Using this list circle 10 activities you would like to do. Of those 10, choose your favorite 5, and number them from 1-5, with 1 being the activity you would most like to do all the way to number 5.

☐ 4-Square  
☐ aerobics/dance  
☐ archery  
☐ backpacking/camping skills  
☐ badminton  
☐ ballroom Dancing  
☐ basketball  
☐ body workouts (abdominal work, leg and arm work, stretches)  
☐ bicycling  
☐ bowling  
☐ Bocca Ball  
☐ canoeing/boating  
☐ combatives (Strength challenges)  
☐ Croquet  
☐ Dodgeball  
☐ fitness testing  
☐ fitness workouts (class would be a fitness center with choices)  
☐ jump roping  
☐ football  
☐ Frisbee Golf  
☐ golf  
☐ hacky sack  
☐ handball  
☐ hiking  
☐ hip hop dancing

Any other suggestions:

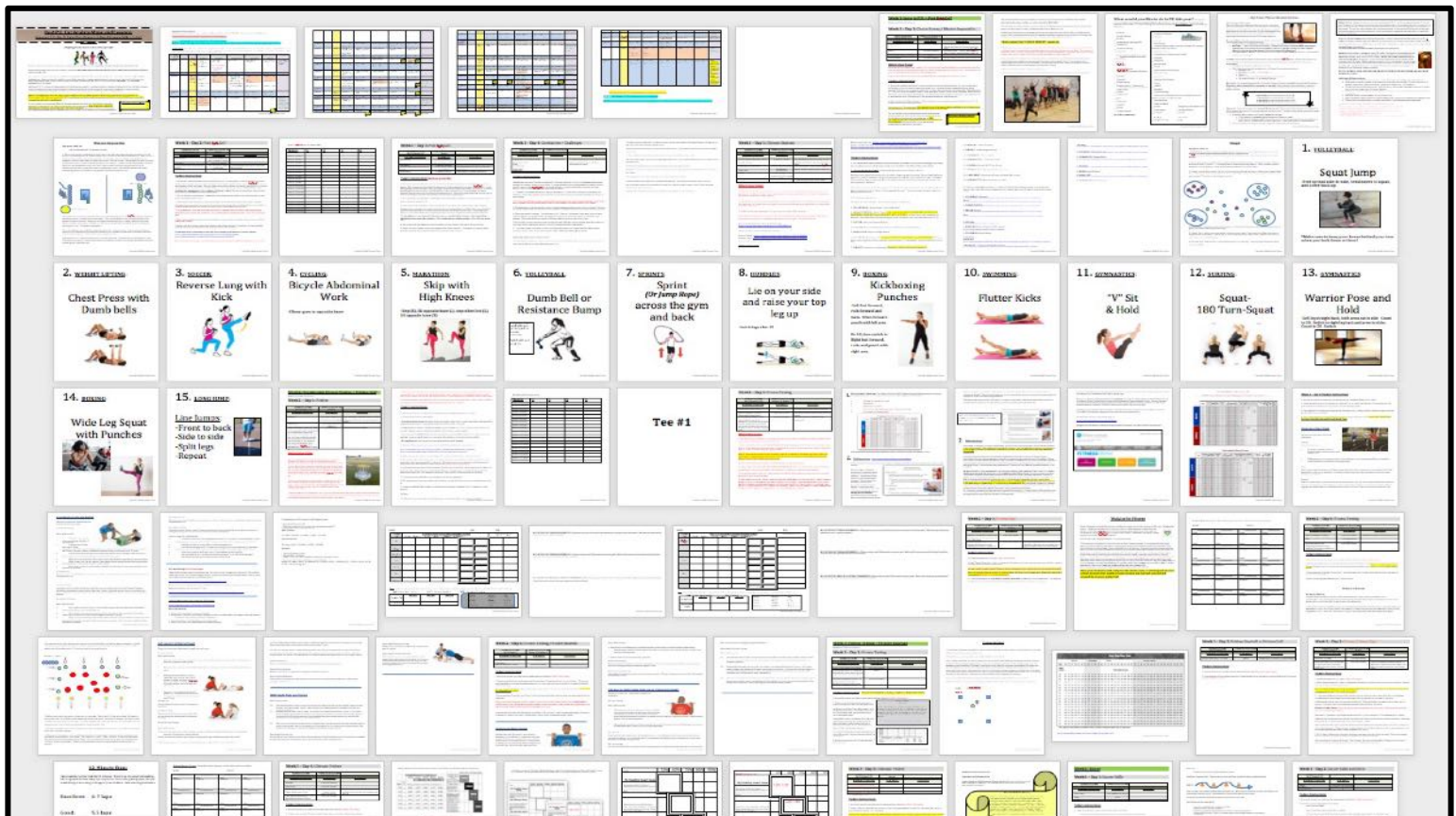
\_\_\_\_\_

\_\_\_\_\_



☐ Karate/self-defense  
☐ line dancing  
☐ Nutrition lessons-diets, calories, fast food info, dangers of energy drinks, body fat %  
☐ obstacle courses  
☐ orienteering (compass/geocaching)  
☐ pickleball  
☐ ping pong  
☐ putt putt golf  
☐ relays  
☐ ropes course/trust building  
☐ Salsa Dancing  
☐ scooters  
☐ skating/roller blading  
☐ soccer  
☐ softball  
☐ Speedball  
☐ square dancing  
☐ station work-different activities around the gym and students choose or rotate through  
☐ step benching  
☐ Team Handball  
☐ Set gym up like a sports club  
☐ tennis  
☐ track events  
☐ Ultimate Frisbee  
☐ volleyball  
☐ Zumba  
☐ walking  
☐ horseshoes  
☐ weight training  
☐ yoga

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# 4

## Wt. Training | Cardio | Workouts | FITT Plans |

### 1. Backs and Biceps:

\*do one warm-up set - (10 of

1. Bent Over Rows - 3 x 10
  2. Lat. Pulls - 3 x 10
  3. Bicep Curls - 3 x 10
  4. Reverse Flies
  5. 1-arm rows with dumbbells
  6. Back Hyperextension
- \*crunchies - 2 x 50

### 2. Chest and Triceps:

\*do one warm-up set - (10 of

1. Bench Press - 3 x 10
  2. Incline Press - 3 x 10
  3. Tricep Extension - (Lat. n
  4. Push ups - 3 x 25
  5. Flies - (lay on bench) 3 x
  6. Kick Backs - 3 x 10
- \*crunchies - 2 x 50

### Sweet 16:

1. Both partners: Run 1 S line and touch the line and back, u so on until the end line.
2. Partner 1: wall sit  
Partner 2: crunchies  
Switch
3. Partner 1: wall jumps  
Partner 2: jog  
Switch

### 6. Stair Climb with Bicep Curl

Turn those stairs into a cardio machine—no magic wand necessary. Grab some dumbbells (or household objects!) and briskly walk up and down the stairway while simultaneously doing bicep curls to work the whole body.



### 7. Prone Walkout

beginning on all fours with the core engaged, slowly

Name: \_\_\_\_\_

2 Days per Week Weightroom Recording Sheet:

|       | Week 1   |  | Week 2   |  | Week 3   |
|-------|----------|--|----------|--|----------|
| Date: | /        |  | /        |  | /        |
|       | wt/ reps |  | wt/ reps |  | wt/ reps |
| Set 1 |          |  |          |  |          |
| Set 2 |          |  |          |  |          |
| Set 3 |          |  |          |  |          |
|       | wt/ reps |  | wt/ reps |  | wt/ reps |
| Set 1 |          |  |          |  |          |
| Set 2 |          |  |          |  |          |
| Set 3 |          |  |          |  |          |
|       | wt/ reps |  | wt/ reps |  | wt/ reps |

Directions: Figure your maxes on the 4 lifts below on lifts so you can determine percentages

|               | Day 1                 | Day 2                 | Day 3                 |
|---------------|-----------------------|-----------------------|-----------------------|
|               | 1 set of 20 at 60-65% | 1 set of 20 at 60-65% | 1 set of 20 at 60-65% |
| Maxes:        |                       |                       |                       |
| 1RM bench=    |                       |                       |                       |
| 1RM Incline=  |                       |                       |                       |
| 1RM Knee Ext= |                       |                       |                       |
| 1RM Leg Curl= |                       |                       |                       |
|               | CHEST/TRI/LEGS:       | BAS/BI/SH/LE          |                       |
| Date:         |                       |                       |                       |
|               | Bench:                | Bent Row:             |                       |
|               | Tricep Ext:           | Leg Curl              |                       |
|               | Flies:                | Biceps                |                       |

Tone-and-Tighten.com

Full Body  
**CARDIO**  
**KICKBOXING**  
Workout

# Program is standards-based:

|                        |  |        |                                                            |                                                          |                                                            |                                          |                                                                 |
|------------------------|--|--------|------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------|------------------------------------------|-----------------------------------------------------------------|
| <a href="#">WEEK 4</a> |  | Soccer | Dribbling, Trapping, Throw in Drills<br>Tunnel Soccer Game | Goal Keeping, Dribble, Pass, Shoot Drill, Make it a Game | <b>Fitness</b> /Game Day                                   | Trapping, heading drills, 4 on 4 Games   | Game Rules and positions, game play                             |
| <i>Standards Met:</i>  |  |        | Nat. P.E. Standard 1,2,4,5                                 | Nat. P.E. Standard 1,2,4,5                               | Nat. P.E. Standard 1,2,3,4,5<br><i>Common Core W 4</i>     | Nat. P.E. Standard 1,2,4,5               | Nat. P.E. Standard 1,2,4,5                                      |
| <a href="#">WEEK 5</a> |  | Soccer | Soccer Game Play                                           | Soccer Game Play                                         | <b>Fitness</b> /Game Day<br><i>Cardio FITT Plan</i>        | Soccer Game Play<br>Soccer Study Guide   | Soccer Game Play<br><i>Mental Benefits of Exercise Homework</i> |
| <i>Standards Met:</i>  |  |        | Nat. P.E. Standard 1,2,4,5                                 | Nat. P.E. Standard 1,2,4,5                               | Nat. P.E. Standard 1,2,3,4,5<br><i>Common Core W 2,4,5</i> | Nat. P.E. Standard 1,2,4,5<br><i>R 3</i> | Nat. P.E. Standard 1,2,4,5<br><i>Common Core W 5 / R 6, 8</i>   |
| <a href="#">WEEK 6</a> |  | Tennis | Court rules, forehand, drill, backhand, drills, rally      | Serving, drill, scoring, games                           | <b>Fitness</b> /Game Day                                   | Game Play                                | Start Round Robin Tournament Play                               |
| <i>Standards Met:</i>  |  |        | Nat. P.E. Standard 1,2,4,5                                 | Nat. P.E. Standard 1,2,4,5                               | Nat. P.E. Standard 1,2,3,4,5                               | Nat. P.E. Standard 1,2,4,5               | Nat. P.E. Standard 1,2,4,5                                      |

## National Standards



## Common Core



### Week 2: Presidential Fitness Testing + Frisbee Golf

[Return to Table of Contents](#)

#### Week 2 - Day 1: Frisbee

| National Standards Met:<br>Nat. P.E. Standard 1,2,4,5                                                                                                                                                                                                                                                                                                      | Common Core Standards Met:<br>Writing 4            | My State Standards Met:<br><i>Fill in your own standards here...</i>                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Equipment Needed:</b>                                                                                                                                                                                                                                                                                                                                   | <b>How Many:</b>                                   | <b>Directions:</b>                                                                                |
| Frisbees                                                                                                                                                                                                                                                                                                                                                   | 1 for each student, or 1 for each pair of students | <i>You will need to edit this so you are only offering activities for the equipment you have!</i> |
| Score Card                                                                                                                                                                                                                                                                                                                                                 | 1 for each group of 4 students                     |                                                                                                   |
| Either purchase <a href="#">Frisbee Golf Nets</a> , or any old equipment can be used, or to make your course a bit harder since they'd need to not just hit a tree trunk, but actually get the Frisbee in the hole or in part of an object. For instance, you could use old tires, bike innertubes hanging, buckets, garbage cans, Hula hoops, ropes, etc. | 1 for each hole                                    | <i>See game directions below..</i>                                                                |

#### Today's Instructions:

0. Start with this week's warm-up cardio activity and stretching. (Here is "Week 2's" title page for warm ups, or look in main folder #9 for other warm up ideas.)

**Before Class Today:** You can purchase ready-made [Frisbee golf nets](#), sets with Frisbees and "holes" included, (Similar to this picture) but you can just as easily, and for way cheaper make your own course.

Any old equipment can work if you want to use it and you can make your course a bit harder since they'd need to not just hit a tree trunk, but actually get the Frisbee in the hole or in part of an object.



# Fitness Testing

Sta

## The Presidential Physical Fitness Standard

|       | Age | Curl-Ups<br>(# one<br>minute) | Partial*<br>Curl-Ups<br>(#) | Shuttle<br>Run<br>(sec.) | V-Sit<br>Reach<br>(inches) | Sit &<br>Reach<br>(cm) | One-Mile<br>Run<br>(min:sec.) | Distance Option**<br>(min:sec.) 1/4 mile 1/2 mile | Push-Ups<br>(#) | Fit. Angle*<br>Push-Ups<br>(#) |
|-------|-----|-------------------------------|-----------------------------|--------------------------|----------------------------|------------------------|-------------------------------|---------------------------------------------------|-----------------|--------------------------------|
| BOYS  | 6   | 33                            | 22                          | 12.1                     | +3.5                       | 31                     | 10:15                         | 1:55                                              | 2               | 9                              |
|       | 7   | 36                            | 24                          | 11.5                     | +3.5                       | 30                     | 9:22                          | 1:48                                              | 4               | 14                             |
|       | 8   | 40                            | 30                          | 11.1                     | +3.0                       | 31                     | 8:48                          |                                                   | 5               | 17                             |
|       | 9   | 41                            | 37                          | 10.9                     | +3.0                       | 31                     | 8:31                          | 3:30                                              | 5               | 18                             |
|       | 10  | 45                            | 35                          | 10.3                     | +4.0                       | 30                     | 7:57                          |                                                   | 6               | 22                             |
|       | 11  | 47                            | 43                          | 10.0                     | +4.0                       | 31                     | 7:32                          |                                                   | 6               | 27                             |
|       | 12  | 50                            | 64                          | 9.8                      | +4.0                       | 31                     | 7:11                          |                                                   | 7               | 31                             |
|       | 13  | 53                            | 59                          | 9.5                      | +3.5                       | 33                     | 6:50                          |                                                   | 7               | 39                             |
|       | 14  | 56                            | 62                          | 9.1                      | +4.5                       | 36                     | 6:26                          |                                                   | 10              | 40                             |
|       | 15  | 57                            | 75                          | 9.0                      | +5.0                       | 37                     | 6:20                          |                                                   | 11              | 42                             |
| GIRLS | 6   | 32                            | 22                          | 12.4                     | +5.5                       | 32                     | 11:20                         | 2:00                                              | 2               | 9                              |
|       | 7   | 34                            | 24                          |                          |                            |                        |                               |                                                   |                 |                                |
|       | 8   | 38                            | 30                          |                          |                            |                        |                               |                                                   |                 |                                |
|       | 9   | 39                            | 37                          |                          |                            |                        |                               |                                                   |                 |                                |
|       | 10  | 40                            | 33                          |                          |                            |                        |                               |                                                   |                 |                                |
|       | 11  | 42                            | 43                          |                          |                            |                        |                               |                                                   |                 |                                |
|       | 12  | 45                            | 50                          |                          |                            |                        |                               |                                                   |                 |                                |
| 13    | 46  | 59                            |                             |                          |                            |                        |                               |                                                   |                 |                                |
| 14    | 47  | 48                            |                             |                          |                            |                        |                               |                                                   |                 |                                |
| 15    | 48  | 38                            |                             |                          |                            |                        |                               |                                                   |                 |                                |
| 16    | 45  | 49                            |                             |                          |                            |                        |                               |                                                   |                 |                                |
| 17    | 44  | 58                            |                             |                          |                            |                        |                               |                                                   |                 |                                |

NAME:

AGE:

| FITNESS |            | MY FITNESS ASSESSMENT SCORES |                        |         |                        |       |  |
|---------|------------|------------------------------|------------------------|---------|------------------------|-------|--|
| TEST    | MY GOAL    | TEST #1                      | MY GOAL                | TEST #2 | MY FINAL GOAL          | FINAL |  |
| MILE    |            |                              | —DNM<br>—NATL<br>—PRES |         | —DNM<br>—NATL<br>—PRES |       |  |
|         | SIT UPS OR |                              |                        |         |                        |       |  |

NAME:

AGE:

PER:

| FITNESS TEST                | MY FITNESS ASSESSMENT SCORES |                              |         |                              |               |                              | STANDARDS FOR NAT'L |
|-----------------------------|------------------------------|------------------------------|---------|------------------------------|---------------|------------------------------|---------------------|
|                             | MY GOAL                      | TEST #1                      | MY GOAL | TEST #2                      | MY FINAL GOAL | FINAL TEST                   |                     |
| MILE                        |                              | ...DNM<br>...NATL<br>...PRES |         | ...DNM<br>...NATL<br>...PRES |               | ...DNM<br>...NATL<br>...PRES |                     |
| SIT UPS OR PARTIAL CURL UPS |                              | ...DNM<br>...NATL<br>...PRES |         | ...DNM<br>...NATL<br>...PRES |               | ...DNM<br>...NATL<br>...PRES |                     |
| RIGHT ANGLE PUSH UPS        |                              | ...DNM<br>...NATL<br>...PRES |         | ...DNM<br>...NATL<br>...PRES |               | ...DNM<br>...NATL<br>...PRES |                     |
| SIT 'N REACH (cm)           |                              |                              |         |                              |               |                              |                     |

## FITT Plans

### FITT Plans Teacher Directions:

#### Need:

Presidential Fitness Testing Standards for the timed mile and a track and stop watch to time your students

Printed copies of the "Cardio Respiratory Endurance Worksheet" (1 for each student)

THIS MEETS  
COMMON CORE  
STANDARD W 1.

Name:

#### Parent FITT Plan Homework

In this lesson, you will interview a person who is at least five school (parents are O.K.), who has a regular workout routine person what they currently do to work out. Using your know principle, put the adult's workout routine down in a FITT plan workout with them in terms of the FITT principle below. Dis heart rate as a measurement of test intensity, and how they their workout in the future. Also discuss how nutrition relat program.

Person Interviewed:

And how you know them:

List below the person's workout

F (Frequency-how often)

I (Intensity-heart rate)

T (Time-how long)

T (Type of exercise)

Follow-Up:

Name:

Per:

Date:

#### 1. Record Your CardioRespiratory Endurance Scores:

|                    | Your Score: | National Standard: | Presidential Standard: | Will your goal be to maintain or improve? | Your goal for 1 month from now: |
|--------------------|-------------|--------------------|------------------------|-------------------------------------------|---------------------------------|
| <b>Mile Test:</b>  |             |                    |                        |                                           |                                 |
| <b>Other Test:</b> |             |                    |                        |                                           |                                 |

#### 2. Know the CardioRespiratory Endurance Workout Guidelines:

Use the following guidelines in writing your fitness plans. You will need to decide if you should maintain, or improve your fitness according to how your current scores meet Presidential Fitness standards: (if you met standard, you can choose to maintain, or improve. If you did not meet standard, you should choose to improve.)

| CardioRespiratory Endurance                             |                                                |
|---------------------------------------------------------|------------------------------------------------|
| To maintain:                                            | To improve:                                    |
| <b>F</b> 3 days a week                                  | 5 days a week                                  |
| <b>I</b> 60% of max heart rate (220 minus your age)     | 80% of max heart rate (220 minus your age)     |
| <b>T</b> At least 30 minutes                            | 30-60 minutes                                  |
| <b>T</b> Aerobic activities like run, dance, swim, bike | Aerobic activities like run, dance, swim, bike |

# 4-Week Nutrition Unit

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

**Food Label Worksheet**

1. Look at servings per container -

2. Look at Serving size -

3. Look at Calories -

4. Look at Total Fat -

5. Look at Total Sugars -

**Nutrition Facts**

9 servings per container

Serving size 2/3 Cup (90g)

Amount per serving

**Calories 200**

|                           | % 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 188mg           | 4%             |

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

6. Total Fat x 9 = \_\_\_\_\_ ÷ Calories

7. Total Sugar grams ÷ Total Grams

Explanation of Daily Values %

IS A PRODUCT HEALTHY? HERE'S HOW YOU FIND OUT...

Choose a food label from the class box - the product must have fat and sugar in it:

Write the name of your food product here: \_\_\_\_\_

1. How many Servings Per Container? \_\_\_\_\_

2. Write the Serving Size of your product: \_\_\_\_\_

**1 ♠ Cancer**

Treatment:

-Early detection is key! Guys can feel for testicle lumps and girls can feel for breast lumps.

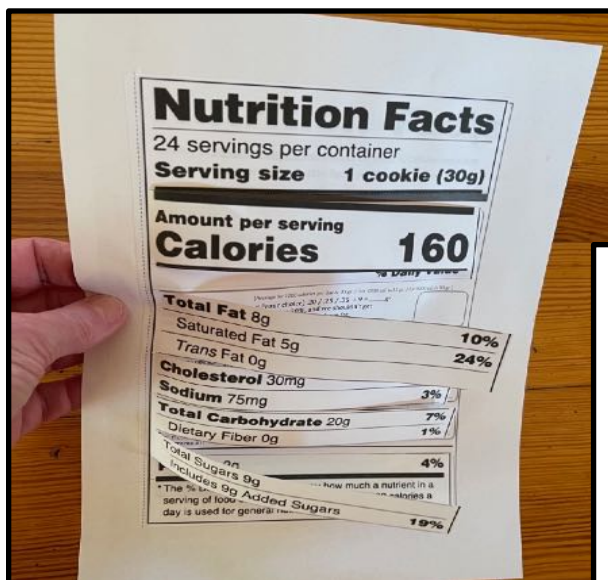
-If you see changes in skin, moles, bowel or bladder habits, or any pain or symptom that does not seem normal, see a doctor!

-For some types of cancer they will remove the tumor. For others they can use chemotherapy (chemicals to kill the cancer, or radiation (rays) to damage the cancer cells.

**1 ♦ Cancer**

Prevention: 5 leading preventions are:

- 1) Be a healthy weight
- 2) Eat plenty of fruits and vegetables
- 3) Work out and be in shape
- 4) Don't drink alcohol
- 5) Don't use tobacco



**MAIN MEALS:**

Original Food Labels by: <https://www.nutritionix.com/> Edited to match U.S.D.A. food labels format. Added sugars data from: <https://www.fooducate.com>

Costco Pizza:

Costco Hot Dog:

**Nutrition Facts**

1 serving per container

Serving Size 1 Slice

Amount per serving

**Calories 760**

|                                 | % Daily Value* |
|---------------------------------|----------------|
| Total Fat 30g                   | 46%            |
| Saturated Fat 13g               | 65%            |
| Trans Fat 1g                    |                |
| Cholesterol 70mg                | 23%            |
| Sodium 1740mg                   | 72%            |
| Total Carbohydrates 80g         | 27%            |
| Dietary Fiber 7g                | 28%            |
| Sugars 5g                       |                |
| Added Sugars Data Not Available |                |
| Protein 40g                     |                |

**Nutrition Facts**

Costco Hot Dog

1 serving per container

Serving Size 1 Hot Dog (120g)

Amount per serving

**Calories 316**

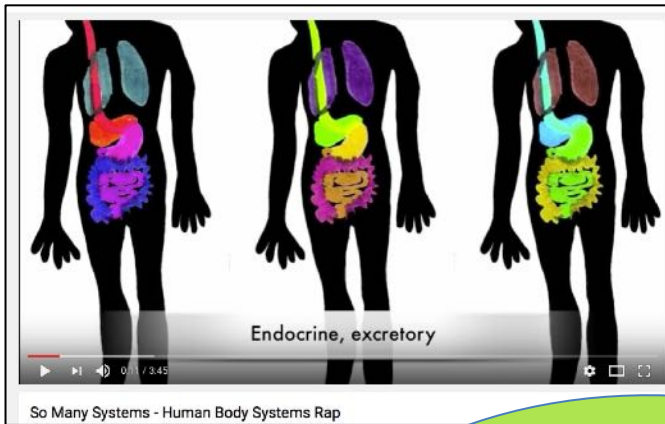
|                          | % Daily Value* |
|--------------------------|----------------|
| Total Fat 16g            | 25%            |
| Saturated Fat 6g         | 30%            |
| Trans Fat 0g             |                |
| Polyunsaturated Fat 1.4g |                |
| Monounsaturated Fat 6.7g |                |
| Cholesterol 28mg         | 9%             |
| Sodium 871mg             | 36%            |
| Potassium 228mg          | 7%             |

Name: \_\_\_\_\_

**Food Label Scavenger Hunt Worksheet**

| BLUE - FAST FOOD                                                                                                                                              |                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| <b>Questions:</b>                                                                                                                                             |                                 |
| Which one has fewer <b>Calories</b> ? Costco Pizza, or a Costco Hot Dog?                                                                                      | 1. _____                        |
| People with high blood pressure should watch their sodium. The maximum per day is 2400 mg. Compare the <b>Sodium</b> in these 2 foods:                        | 2. DQ Chicken St. Basket: _____ |
| What % fat are Lasagna and Croissan'wich? Is this "healthy?"                                                                                                  | 4. Lasagna: _____               |
| <b>*HINT: Put <u>Calories from Fat</u> into your calculator and divide by <u>Calories</u></b>                                                                 | 6. Healthy? Circle: yes or no   |
| <b>*HINT "Healthy?": No more than 35% of total daily calories should come from fat</b>                                                                        |                                 |
| Which has less total fat - Chicken McGrill or Crispy Chicken?                                                                                                 | 8. _____                        |
| I want to have salad dressing on my salad at McDonalds. Which one has the least amount of both <b>Calories</b> and <b>Total Fat</b> : Creamy Caesar or Ranch? | 13. Which one has _____         |

# 2-Week Body Systems Unit



## 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-10815800>

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

Virtual Body:

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

1. Why do we need to breathe?

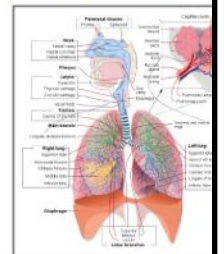
What role does your diaphragm play in breathing?

going down our windpipe?

much space would all the air sacs in the lungs of an adult cov

s play in respiration?

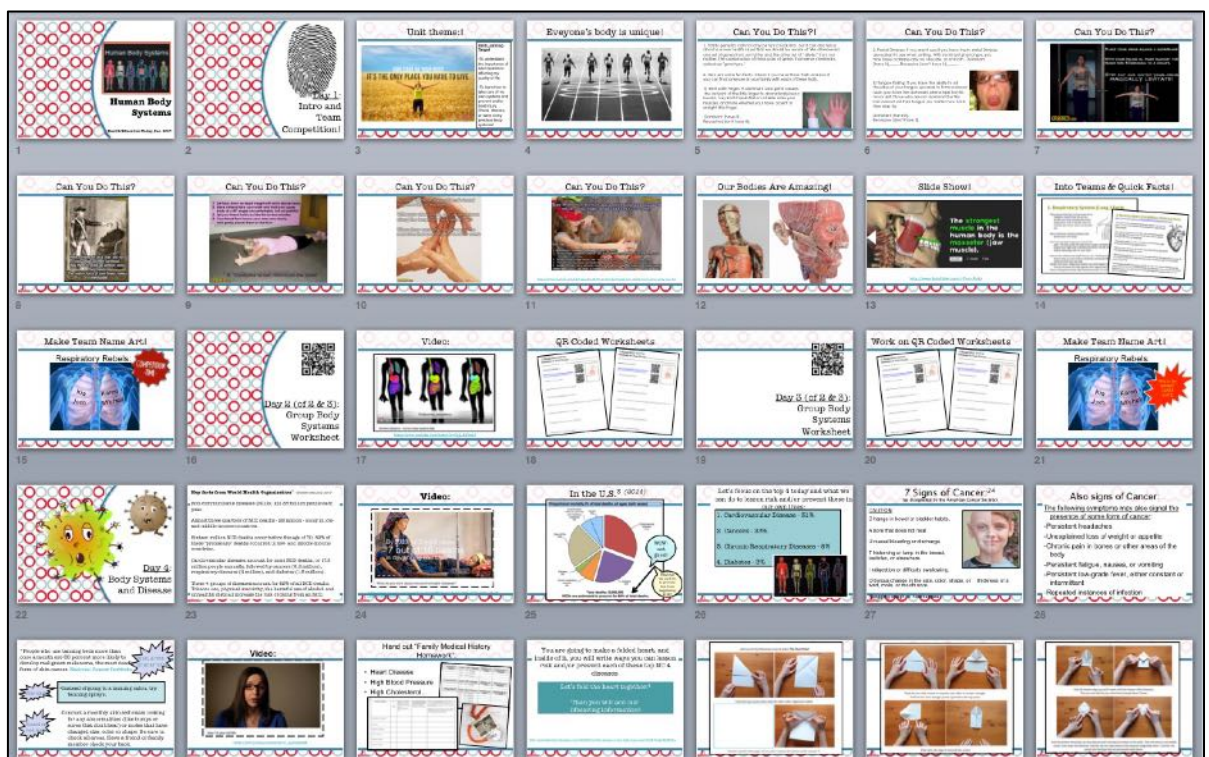
about how much air do you breath in?



Copyright © Health Education Tool



84 QR-Coded links  
to websites!  
Try this one with  
your phone code-  
reader!



# Nutrition and Body System Student Docs also on Google Slides!

Now on  
GOOGLE  
DOCS!

**Analyzing Fast Food Restaurants**

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

What fast food restaurant are you researching? \_\_\_\_\_

We are comparing: (circle one) **Calories** **Total Fat**

Use these four rows (first amount of calories or fat) to start:

| Main Food Items                                                                   | Amount | Complementary Items                      | Amount | Desserts                                 | Amount |
|-----------------------------------------------------------------------------------|--------|------------------------------------------|--------|------------------------------------------|--------|
| (Burgers, fries, chicken nuggets)                                                 |        | (Onions, ketchup, mustard, cheese, etc.) |        | (Ice cream, candy, chocolate cake, etc.) |        |
|  | X      | X                                        | X      | X                                        | X      |
| X                                                                                 | X      | X                                        | X      | X                                        | X      |
| X                                                                                 | X      | X                                        | X      | X                                        | X      |
| X                                                                                 | X      | X                                        | X      | X                                        | X      |
| X                                                                                 | X      | X                                        | X      | X                                        | X      |
| X                                                                                 | X      | X                                        | X      | X                                        | X      |
| X                                                                                 | X      | X                                        | X      | X                                        | X      |
| X                                                                                 | X      | X                                        | X      | X                                        | X      |

5. Make a poster from your chart. List the name of your restaurant in **BIG letters** and if you are comparing **fat or calories**.

\*Four posters **must** include a **COMPARISON**. Show a realistic, but **unhealthy** **meal** or **meal** versus realistic but **healthier** lower calorie or low-fat meal or meal. **Explain** on back...

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**MAIN MEALS:**

Chicken Pizza  Extra Meat Dog 

**Nutrition Facts**

Calories per serving: **720**

Calories: **1,380**

Total Fat 10g 20%  
Sodium 100mg 20%  
Cholesterol 100mg 20%  
Total Carbohydrate 10g 20%  
Protein 10g 20%

Hotter Water Fish and Chips (2 1/2 lb)

**Nutrition Facts**

Calories per serving: **813**

Calories: **1,626**

Total Fat 10g 20%  
Sodium 100mg 20%  
Cholesterol 100mg 20%  
Total Carbohydrate 10g 20%  
Protein 10g 20%

Hot, Mac n' Cheese

**Nutrition Facts**

Calories per serving: **376**

Calories: **752**

Total Fat 10g 20%  
Sodium 100mg 20%  
Cholesterol 100mg 20%  
Total Carbohydrate 10g 20%  
Protein 10g 20%

## NOTE:

**Non-Google users** can download this Google Slide as a Microsoft PowerPoint (fill-in textboxes stay editable!) then upload to Microsoft Office 365, Teams or other student password protected platform!

**Lessons**

**Activities**

**Syllabus**

**Videos**

**Skills/Drills**

**Units**

**Components of Fitness**

**Meet Standards**

**Body Systems**

**FITT Plans**



**Fitness Testing**

**Fun**

**Games**

**Weight Training**

**Strength and Conditioning**

**Tests**

**Tournaments**

**GOOGLE DOCS**

**Cardio Workouts**

**Nutrition**

**Body Systems**

**How to Set Up Your P.E. Program**

**Assessments**

# Virtual Online P.E. Worksheets

New 3-Week Google Slides Program

## 5. Learning More About Covid-19:

Directions:

1. The goal of this activity is to help you learn a little more about the Coronavirus and how it spread across the globe in 2020-2021.
2. Click on the link below to learn more.



## 3. Check out this Exercise Clock:

Directions:

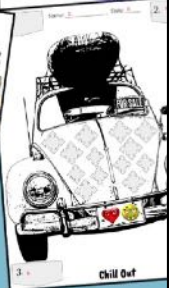
1. Pick a color on the wheel and click on the link.
2. Click on the link and you will see a list of exercises that you can do for that color.



## 13. Creating a Virtual First Aid Kit:

Directions:

1. You will be creating a virtual first aid kit today.
2. You will click on the links on the next page to see each first aid item that the Red Cross recommends for a first aid kit.
3. Click on the website, you will click on the pictures of the items and copy them into your virtual first aid kit.
4. Hopefully, you will either make sure your family or friends have a first aid kit handy, or you will encourage your family to purchase items or all of the items on the list!



IN MY FULL-YEAR P.E. PROGRAM ON

## Good "Learn to Salsa" Dance Video:

I liked this one:

Basic Steps:

<https://www.youtube.com/watch?v=aVtWSZ0ttC0>

Here is a whole channel

<https://www.youtube.com/channel/UCvYtWSZ0ttC0lnc8tXobh1H46bN4-VA2I9Nt0H4>



# 2022 Winter Olympics P.E. Stations FREE!

## I. Ski Jumping:

### Squat Jump

-Feet spread side-to-side, bend knees to squat, and come back up.



\*Make sure to keep your knees behind your feet when you look down at them! Imagine you are taking off the ski jump platform!



For grades 5-12

Health Education Today

# 25 BEST FREE Cooperative Games for P.E. and Classroom



## Jump Rope Speed Test:

1 partner jumps while the partner counts jumps. (You choose: either if they miss they keep counting where the jumper left off (don't go back to zero!), or start the count over with a miss-maybe early in the unit don't go back to zero, and when students get better)

NAME: \_\_\_\_\_

the vehicle that will  
is. It is an amazing  
'body can do.

easy is not simply  
pride,  
a which will  
of whether or not you  
inner beauty is a state  
fy.

lous it is to believe that  
"better."

criticizing your

appearance with more positive, satisfying pursuits!

5. Create a list of people you admire who have contributed to your life.

-And then ask yourself if their appearance was important to their accomplishments.

6. Expect normal weekly and monthly changes in weight and shape.

7. Be realistic about your size based on your genetic history.

8. Exercise for the joy of moving and to grow stronger and healthier. Don't exercise simply to lose weight, purge fat or burn calories.

9. When you see yourself in a mirror or in your mind, choose not to focus on specific body parts. See yourself as you want others to see you - as a whole person.

10. Surround yourself with positive people. It is easier to feel good about yourself when you are around others

who are supportive and who recognize the importance of liking yourself just as you naturally are.

11. Shut down those voices in your head that tell you your body is not "right" or that you are a "bad" person. You can change your thinking!

12. Wear clothes that are comfortable and that make you feel good about your body. Work with your body, not against it.

13. Become a critical viewer of media's messages, images, slogans, and attitudes that make you feel bad about your body.

14. Eat healthy and don't "diet." Make healthy eating a lifestyle, not a temporary fix.

15. Count your blessings, not your blemishes!!

16. Every night when you go to bed, thank your body for all it's allowed you to do today.

17. Choose to find beauty in the world and in yourself. (Life is too short to waste hating myself) 3)

18. LOVE WHAT'S GOOD:  
(list my good traits and body features)

CHANGE WHAT I COULD:  
(list what's in my power to change)

ACCEPT WHAT I SHOULD:  
(list what I can't change and must accept)

Google Images.com  
(1) [http://www.adreferral.com/body\\_image.htm?wtr=201620body%20image](http://www.adreferral.com/body_image.htm?wtr=201620body%20image)  
(2) <http://www.docu.com/body/mage.html>  
(3) <http://www.docu.com/body/mage.html>

Health Education Today, Inc. 2016

## Improving Body Image



Perceptions  
Imaginations  
Physical Sensation  
And Emotions  
About our  
Bodies...

## Optional Articles:

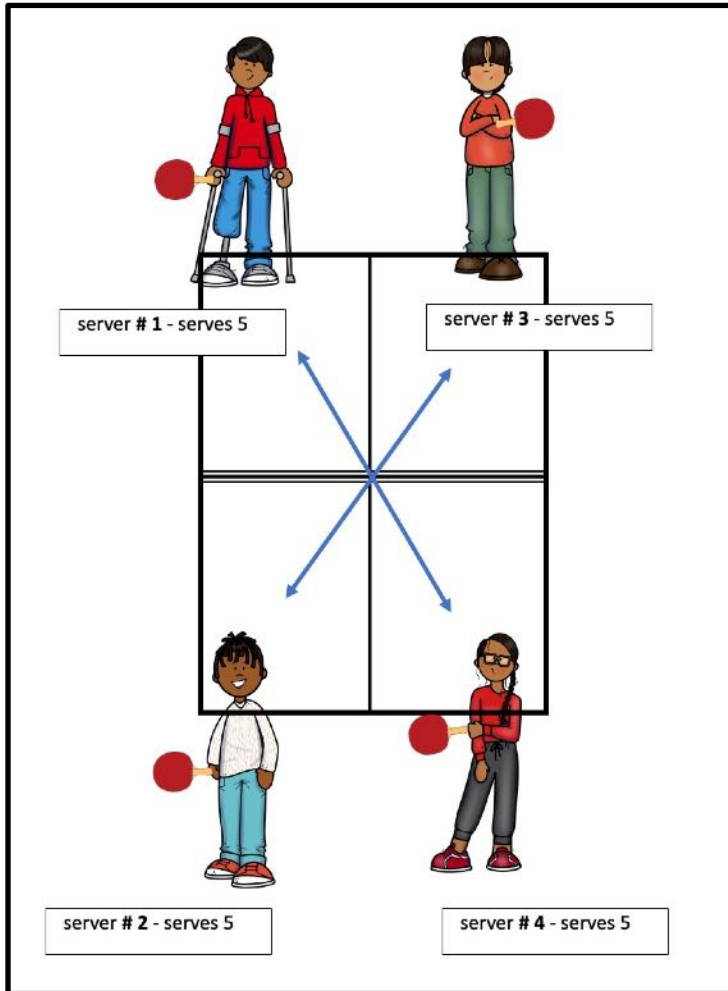


# Many more activities...



**Free Updates!**  
**Just re-download.**

# Descriptive Graphics in Units:



### Capture the Football

*\*THIS ACTIVITY MEETS NATIONAL STANDARDS-See end of activity/lesson*

**Equipment Needed:**

- 12 or more nerf or real footballs- (or any objects works really)
- 1 colored football flag for each person on two different teams (or rags, ropes, or duct tape taped together works)

1. Each team member tucks a flag into their waistband. Two different teams should each have two different colored flags.
2. Set up the game in your gym or outside field with teams lined up on an endzone line facing each other. Have each team guarding 6 or more footballs. See example:

The diagram shows two teams of children lined up on opposite ends of a field, facing each other. Each child has a flag attached to their waist. There are several footballs scattered on the ground between the teams.

### Method 1 Using a Shakehand Grip

A close-up diagram showing a hand holding a tennis racket handle. The thumb is curled around the front of the handle, and the fingers are wrapped around the back. A green arrow indicates the direction of the grip.

**4** Curl your thumb around the front of the handle if you want greater wrist flexibility. This is called a shallow shakehand grip, and it's probably the most natural grip for beginners. It's great for high freedom of movement for the paddle, which will make returning the ball easier.

- While this grip is usually pretty natural feeling, if it doesn't feel right to you, that may be a sign to try something else.

A diagram showing a hand holding a badminton racket, with a green arrow indicating the direction of a slice shot. A shuttlecock is shown in the air above the racket head.

**6** Learn to slice your shots. The slice can help slow down the shuttle or change its direction. This is a more advanced skill that will make it hard for your opponent to know where you're going or to be able to return the shuttle. Here's what you can do:<sup>[2]</sup>

- Slice your net shots. Start the forward motion as usual and then move the racket inward as you slice it perpendicular to the center of the bird, thus slicing the shuttle and making it spin cross court instead of moving forward, as your opponent would expect it to do.
- If service of the shuttlecock from the server's racket causes the bird to touch the net and then go over, play must stop and the play is done over. However, if the shuttlecock happens to touch the net then go over further into the play, the stroke is good and the bird can remain playable.
- Slice your drop shots. Just slice the racket, moving it perpendicular to the center of the shuttle when it's in the air. This will slow down the shuttle, making it quickly fall on the opponent's side near the net.

(shagger)

The diagram shows two rows of children standing in a line, facing each other. A ball is being thrown between them. The word "(shagger)" is written above and below the rows.

(shagger)

# Assessments Included!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Concepts of Health and Fitness Review Worksheet

Directions: Use the Final Exam Study guide to answer the following

### Benefits of Exercise

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

### Elements that raise your Resting H.R.

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

### II. TARGET HEART RATE: Calculate

$$220 - \text{age} \times 60\% \text{ intensity} = \text{M}$$

$$220 - \text{(age)} = \text{(#1)}$$

Name: \_\_\_\_\_ Per: \_\_\_\_\_ Date: \_\_\_\_\_

### Basketball Test

#### BASKETBALL WRITTEN TEST:

your score: \_\_\_\_\_ / 15

#### A. TRUE/FALSE: Place a T or F in the blank.

- \_\_\_\_\_ 1. The game of basketball is played on a court.
- \_\_\_\_\_ 2. The basket for the game is 10 feet high.
- \_\_\_\_\_ 3. The game is started with a jump ball.
- \_\_\_\_\_ 4. When shooting a basketball, the ball must go over the backboard.

#### B. FILL-IN: Place the correct word in the blank.

6. Each basketball team has \_\_\_\_\_ players on the court at one time.
7. The team that has the ball is called the \_\_\_\_\_.
8. Each shot made inside the key is worth \_\_\_\_\_ points.
9. Each free throw made is worth \_\_\_\_\_ points.

Name: \_\_\_\_\_ Per: \_\_\_\_\_

### VOLLEYBALL WRITTEN TEST:

#### A. TRUE/FALSE: Place a T or F in the blank.

- \_\_\_\_\_ F \_\_\_\_\_ 1. Only the serving team may serve.
- \_\_\_\_\_ T \_\_\_\_\_ 2. A ball landing on any of the lines is good.
- \_\_\_\_\_ F \_\_\_\_\_ 3. It is legal to spike or block a serve.
- \_\_\_\_\_ F \_\_\_\_\_ 4. The first hit off a serve should be a set.
- \_\_\_\_\_ F \_\_\_\_\_ 5. A volleyball game is played to 15 points.
- \_\_\_\_\_ T \_\_\_\_\_ 6. Team A serves. On the return Team B hits the ball into the net, so Team A gets a point.
- \_\_\_\_\_ T \_\_\_\_\_ 7. During a rally, the ball that touches the net and still goes over is good.
- \_\_\_\_\_ F \_\_\_\_\_ 8. Team B is serving and the ball lands on the back boundary line. They will lose the point.
- \_\_\_\_\_ F \_\_\_\_\_ 9. A player on the serving team can help the ball over on the serve.
- \_\_\_\_\_ F \_\_\_\_\_ 10. A player on the receiving team can follow-through into the net with their arm.

#### B. FILL-IN: Place the correct word for the blank.

11. This skill, the \_\_\_\_\_ bump, is used to hit shots below the waist.

## EXTRA:

# 25 Cooperative Games!



**Cooperative/Team Building Games Spreadsheet:** Due to copyright violations, I cannot just copy and paste these games on a document. Thus, I did all the research for you and compiled what I thought were the best cooperative games. Most of the links below have very detailed instructions AND PHOTOS! If a link is no longer working, (since people do change their websites) try putting the title into a Google search. **NOTE:** This same resource of 25 games is included in each of my 3<sup>rd</sup> Grade, 4<sup>th</sup> Grade, and 5<sup>th</sup> Grade Health Task Cards. Otherwise, those three grade levels of lessons are sequential, and lessons do not repeat from grade to grade!

Have fun helping your student learn more about their social and emotional health! -Mrs. S.

| # | Name:                                    | Website:                                                                                                                                                                        | Description:                                                                                                                                                                                                                                         |
|---|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Mission Impossible                       | Included in "Games to Print" folder                                                                                                                                             | Super fun game where a team of students uses equipment (or carpet squares) only to cross the gym without touching the ground.                                                                                                                        |
| 2 | Beach Towel Flip with a Healthy Message! | <a href="https://goodgetwordpress.com/2014/06/20/team-building-activity-beach-towel-flip/">https://goodgetwordpress.com/2014/06/20/team-building-activity-beach-towel-flip/</a> | Using a plastic shower curtain or table cloth, students write on masking tape a healthy and unhealthy habit-one on each side of curtain. Then they must all stand on the curtain and turn it from unhealthy side up to healthy without stepping off! |
| 3 | Team Building Activity: Balloon Tower    | <a href="https://goodgetwordpress.com/2014/06/20/team-building-activity-balloon-tower/">https://goodgetwordpress.com/2014/06/20/team-building-activity-balloon-tower/</a>       | Give each team a bag of balloons and a roll of tape. Challenge the teams to make the tallest freestanding tower they can using only the balloons and tape.                                                                                           |
| 4 | Perimeter Pass                           | <a href="https://literacyandlattes.com/2016/08/17/team-builders-for-the-classroom/">https://literacyandlattes.com/2016/08/17/team-builders-for-the-classroom/</a>               | Students lay on their backs with their feet against the wall. The first student holds a large physio exercise ball against the                                                                                                                       |

# Thank you for previewing:



## This Program's Creator is a Qualified Teacher

◆ I am a National Board Certified Teacher with a Masters of Education Degree and I have experience teaching Elementary, Jr. High, and High School P.E.; and High School Health.

Experience  
is the best  
teacher!

# Works Cited:

## About the Author:

- ◆ I am a certified K-12 Physical Education and Language Arts teacher and I also have my Health certification. Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8<sup>th</sup> Grade Reading; Elementary P.E.; 9<sup>th</sup> Grade English; 9<sup>th</sup> Grade P.E.; High School Aerobics; and 9<sup>th</sup> 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.

## **Standards:**

<https://www.k12.wa.us/sites/default/files/public/healthfitness/standards/healtheducationk-12learningstandards.pdf>  
<http://www.cdc.gov/healthyyouth/sher/standards/>  
<http://www.corestandards.org>

## **Graphics:**

<https://pixabay.com/>

<https://openclipart.org>

<http://www.clker.com>

Stay Safe Move More symbol:

<https://content.govdelivery.com/accounts/AKDHSS/bulletins/261df70>