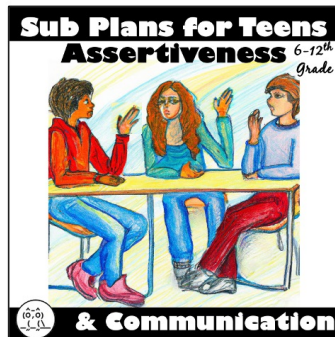
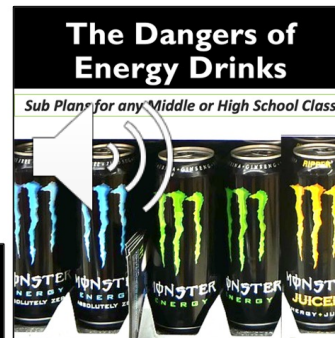
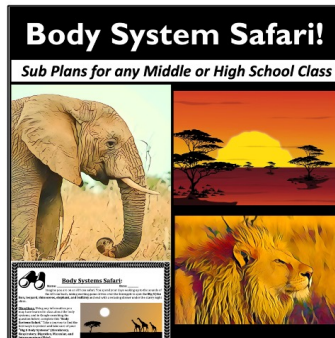


Thanks for previewing!

2 Weeks of Lessons!

Best Health Sub Plans!

Bundle for any Middle or High School Class



5 for the price of 4!

Health Education Today

Sub Plans BUNDLE for Middle and High School



#1

Thanks for previewing!
2 Days of Lessons

Body System Safari!

Sub Plans for any Middle or High School Class



Body Systems Safari:

Name: _____ Date: _____
Imagine you are on an African safari. You spend your days waking up to the sounds of the African bush, taking exciting game drives over the Serengeti to spot the Big 5 (the lion, leopard, rhinoceros, elephant, and buffalo) and end with a relaxing dinner under the starry night skies.

Directions: Using any information you may have learned in class about the body systems, and in Google searching the question below, complete this "Body Systems Safari." Take a journey to find the best ways to protect and take care of your "Big 5 Body Systems" (Circulatory, Respiratory, Digestive, Muscular, and Integumentary (Skin)).



Health Education Today

Sub Plans for
Middle and High
School





THE PROGRAM MEETS HEALTH STANDARDS:

Aligned to National, Common Core, and State Standards!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects | ELA College and Career Anchor Standards
<https://learning.ccsso.org/common-core-state-standards-initiative>

	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline	
2	Write informative/explanatory texts, i	
3	Incorporate narrative elements effecti	



Write arguments focused on discipline

Shape America National Health Education Standards	
https://www.shapeamerica.org/standards/health/shape-america-national-health-education-standards	
Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.1.1	Predict how healthy behaviors can affect health status.
1.1.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
1.1.3	Analyze how environment and personal health are interrelated.
1.1.4	Analyze how genetics and family history can impact personal health.
1.1.5	Propose ways to reduce or prevent injuries and health problems.
1.1.6	Analyze the relationship between access to health care and health status.
1.1.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.1.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.1.9	Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.1.1	Analyze how the family influences the health of individuals.
2.1.2	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.1.3	Analyze how peers influence healthy and unhealthy behaviors.
2.1.4	Evaluate how the school and community can affect personal health practice and behaviors.
2.1.5	Evaluate the effect of media on personal and family health.
2.1.6	Evaluate the impact of technology on personal, family, and community health.
2.1.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.1.8	Analyze the influence of personal values and beliefs on individual health behaviors.
2.1.9	Analyze how some health risk behaviors can influence the likelihood of behaviors.
2.1.10	Analyze how public health policies and government regulations can in and disease prevention.

Washington State
K-12





This Program's Creator is a Qualified Teacher

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

Experience
is the best
teacher!



Body Systems Safari:

Name: _____ Date: _____

Imagine you are on an African safari. You spend your days waking up to the sounds of the African bush, taking exciting game drives over the Serengeti to spot the **Big 5 (the lion, leopard, rhinoceros, elephant, and buffalo)** and end with a relaxing dinner under the starry night skies.

Directions: Using any information you may have learned in class about the body systems, and in Google searching the questions below, complete this "Body Systems Safari." Take a journey to find the best ways to protect and take care of your "Big 5 Body Systems" (Circulatory, Respiratory, Digestive, Muscular, and Integumentary (Skin)).



Circulatory System:

You're on the tundra, the sun is setting and your hear a roar. A lion's roar is arguably the world's most iconic animal sound. Roars can be heard from over several kilometers away when conditions are right. The sound is deafening and awe inspiring when heard from nearby. There is an instant adrenaline rush and a feeling of vulnerability when hearing lions roaring at night, especially if you are in a tent!

Just like the roar of a lion, the sound of a heartbeat is a miracle of life! Our heart beats about 100,000 times in one day and about 3.5 million times in a year. There is peace and comfort in the regular beating of our heart. An infant will cuddle and fall asleep on its mother's chest while listening and being comforted by the sound of their mother's heartbeat.

1. List 3 ways a person can protect and strengthen their **HEART**: (Use links on next page)

- 1)
- 2)
- 3)

2. List 3 things **YOU** will actually try to do to help **YOUR HEART** be strong and healthy:

- 1)
- 2)
- 3)



Body Systems Safari:

Name: _____ Date: _____

Imagine you are on an African safari. You spend your days waking up to the sound taking exciting game drives over the Serengeti to spot the **Big 5 (the lion, leopard, elephant, and buffalo)** and end with a relaxing dinner under the starry night skies.

Directions: Using any information you may have learned in class about the body systems, and in Google searching the questions below, complete this "Body Systems Safari." Take a journey to find the best ways to protect and take care of your "Big 5 Body Systems" (Circulatory, Respiratory, Digestive, Muscular, and Integumentary (Skin)).



Respiratory System:

The leopard is the most elusive and secretive of the large cat family. They are extremely difficult to trace and locate in the wild. Leopards are astoundingly strong. They are found for pound for pound the strongest of the big cats. They are also fast and can run up to 36 mph.

Just like the strength of the leopard, the intense physical exertion in fitness training places elevated demands on the respiratory system. The increased exchange of oxygen and carbon dioxide happens in the nose (our nose humidifier) and in the lungs. We need to appreciate this vital body system.

1. List 3 ways a person can protect and strengthen their **LUNGS**: (Use links on next page)

- 1)
- 2)
- 3)

2. List 3 things **YOU** will actually try to do to help **YOUR LUNGS** be strong and healthy:

- 1)
- 2)
- 3)



Body Systems Safari:

Name: _____ Date: _____

Imagine you are on an African safari. You spend your days waking up to the sounds of the African bush, taking exciting game drives over the Serengeti to spot the **Big 5 (the lion, leopard, rhinoceros, elephant, and buffalo)** and end with a relaxing dinner under the starry night skies.

Directions: Using any information you may have learned in class about the body systems, and in Google searching the question below, complete this "Body Systems Safari." Take a journey to find the best ways to protect and take care of your "Big 5 Body Systems" (Circulatory, Respiratory, Digestive, Muscular, and Integumentary (Skin)).

Digestive System:

Rhinos are strong-they can weigh over 3 tons! The Sumatran, Javan and Black rhinos are listed as 'critically endangered' - there are thought to be only 66 Javan rhinos and between 34-47 Sumatran rhinos left. The white rhino is classified as 'near threatened' - the greater one-horned rhino is currently 'vulnerable.' We need to take care of our rhinos!



Similarly we need to take care of our digestive system! Digestion is important for breaking down food into nutrients, which the body uses for energy, growth, and cell repair. You do not want to have problems with your digestive system because disorders include bleeding, constipation, diarrhea, heartburn, pain, nausea and vomiting!

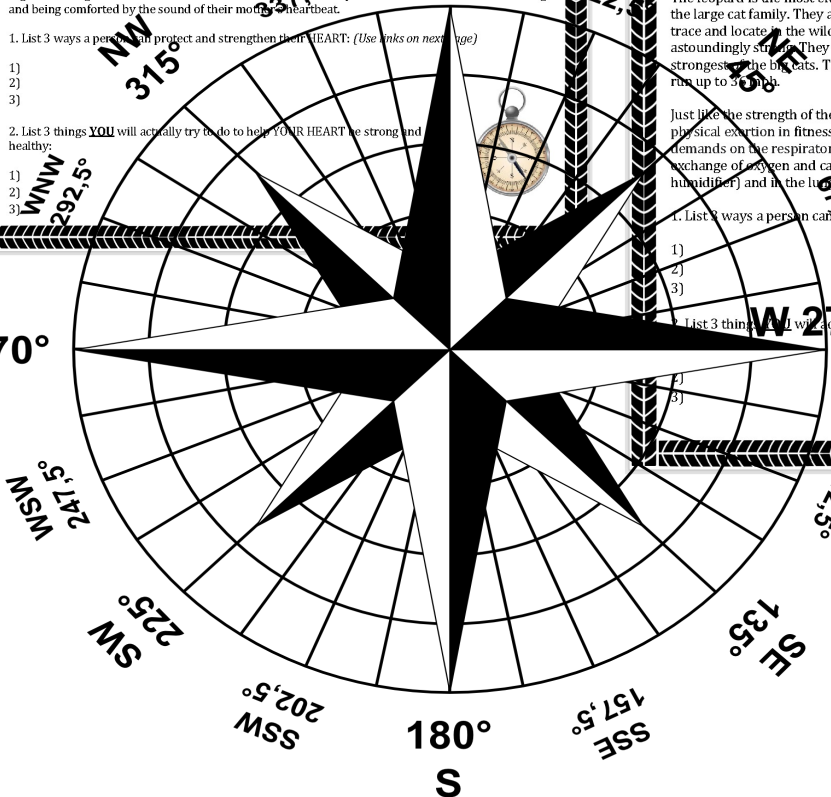
1. List 3 ways a person can protect and strengthen their **DIGESTION**: (Use links on next page)

- 1)
- 2)
- 3)

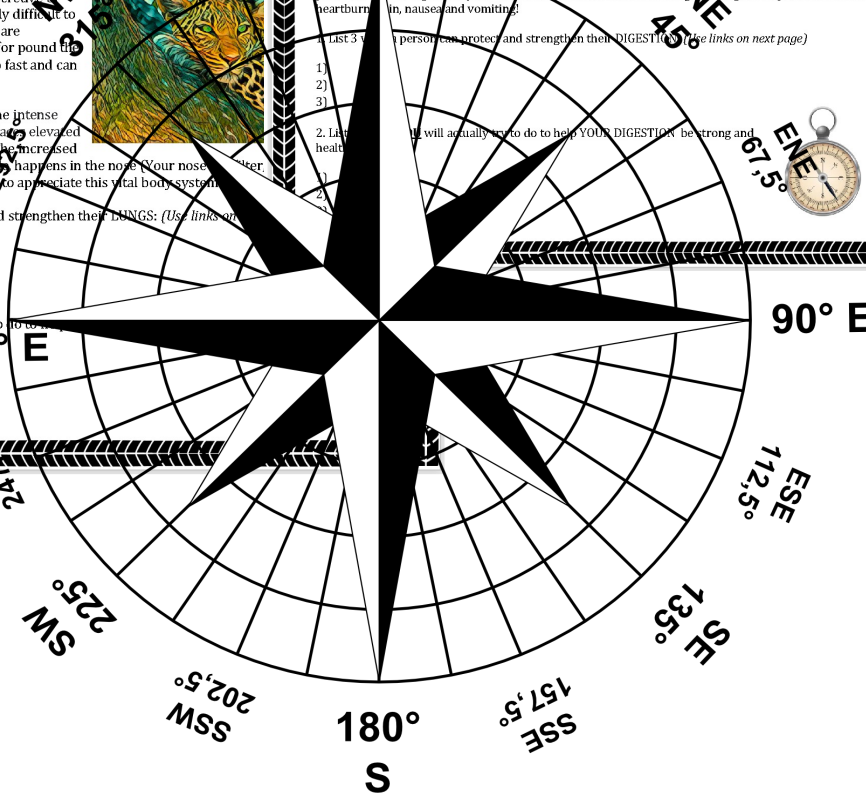
2. List 3 things **YOU** will actually try to do to help **YOUR DIGESTION** be strong and healthy:

- 1)
- 2)
- 3)

W 270°



90° E



Body Systems Safari Sub Plans Page for **Teacher to fill out page 1.**

Set Up Teacher Directions:

-Seating Charts are:

-To Take Roll:

-Keys/Heat/Room Directions:

-Particular Student Directions:

-When should the sub tell student

-Teacher Contact Information/Oth

Teacher: Please mark below if y
your sub, or if you want your sub
them to have students do the activ

1. _____ I have printed a class

2. _____ Have students do the

3. _____ Print a class set of the 5 Body Systems Safari, and

Day of the Lesson Sub Directions: For the sub.

Equipment Needed:

-Internet access is needed for students to research these topics

-If the teacher wants you to print, or use a pre-printed version of the activity, you will need those 10 pages printed front to back and ready to hand to students..

Day of the Lesson Sub Directions:

1. If the teacher has printed the activity for you, find it. This version will be harder for students to use links, as they will need to print the title in a search bar, or type link into the browser bar.

2. If the teacher wants you to have
<https://docs.google.com/presentation/>

This link will prompt you to make
edit my original!) and from your
how to send the link to students a

3. If the teacher wants you to print
the 5 body systems. The animal is
the back!

Print 1 class set with all 5 body s
back for each student. It may be a

You will want to tell (and remind
need to print the title in a search
if you don't have online access!

These Directions are for all Ve

4. Instruct students to put their n

5. Students will read the first sec
The sub can read this outloud

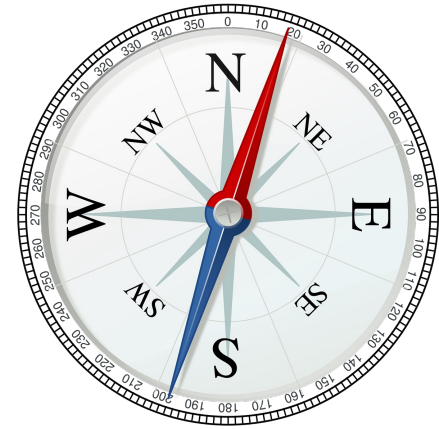
6. Next students will use #1 and
and strengthen the body system.

Walk around and encourage stud
System" #2 it says to "(Click "Ta

7. Last, students will use #3 and
systems to be strong and healthy

8. Students will probably not fini

9. If you are using a printed cla



#2 Thanks for previewing!

2 to 3 Days of Lessons

The Dangers of Energy Drinks

Sub Plans for any Middle or High School Class



Health Education Today

Energy Drinks Sub Plans for Middle and High School



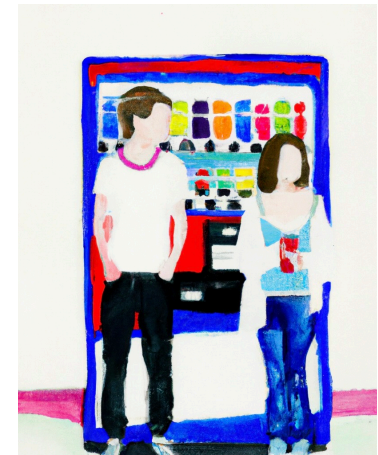
This Lesson Meets Educational Health Standards:

- ◆ It meets **3 of 20** National Common Core Standards.
(For Technical Subjects 9/10 Grade level)



It also meets **4** State Health Standards

- ◆ It meets **6 of 8** Health Standards detailed
“Performance Indicators.”



The resource starts with teacher directions and lists the standards met.

Sub Plans for ANY High School Class Directions:

Dear Teacher:

These sub plans are intended to make it easy for you on the days you have a sub, to provide an impactful day for students, and an easy-to-implement day for your sub as well! Students will be working independently on this lesson and will need very little teacher instruction, and your students will learn about relevant topics, even while you're not there!

The "Energy Drinks Directions Packet"

The lesson is provided in both Word and I recommend using the PDF version.

NEW! Now on Google Drive: Please visit the [website only](https://docs.google.com/presentation/d/1RX29vvtXxt2), copyright does not allow for this to be shared.

Student Worksheets:

<https://docs.google.com/presentation/d/1RX29vvtXxt2>

The websites students need to fill out the "Sub Directions." Due to copyright violation, I cannot provide the links, but they are easy to access and use.

You can now also have students complete the packet.

If your sub will be teaching in your class, please print this student packet on Energy Drinks and place it in your room ready to go for printing:



Set Up/Additional Teacher Directions:

-Seating Charts are:

-To Take Roll:

-Keys/Heat/Room Directions:

-Particular Student Directions:

-Media Instructions: Online access is to:



National Health Standards Met²:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Common Core Standards Met: Reading 3, 4, and 7 (with Optional Grocery Store Scav. Hunt*)

~Leave a substitute with plans that will positively impact the lives of the teens you teach~

Complete lesson is now ON GOOGLE DRIVE!

NEW



The “Sub Plans” have step-by-step directions that are easy to follow.

2 amazing weblinks provide the data for your students!

Day of the Lesson Directions:

1. If the teacher hasn't printed items ahead of time for you, "Print the "Energy Drinks Directions Packet." Print 1 for each pair of students. *This will not be written on and can be re-used from year to year.*

Print the "Energy Drinks Worksheet" and turn it in.

Print the "Energy Drinks Worksheet" and turn it in.

2. Divide students into pairs and assign them to work on the worksheet.

3. Hand out the worksheet and have them work on it.

4. Students turn in their work on the worksheet.

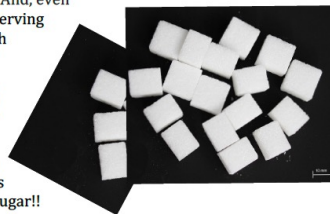
If you want a powerful link, go to <https://www.rockstar.com>

4. **OPTIONAL** minute to see if they can get a gram of sugar column (grams) and divide of sugar. If you have a small baggie and can measure the sugar (from the Home Economics teacher).

Also be aware that where the sugar level is zero – the product is most likely sweetened with an artificial sweetener (such as aspartame or Splenda). And, even though some drinks like juices may count as a fruit serving and are healthier than soda pop, they still have a high content of sugar.

3. Be sure to read the "Reflection Section" below and follow the directions there to write one goal.

4. Just so you know and can visualize how much sugar these products actually have, one 24 oz. Mega Monster energy drink, for instance, has 20 teaspoons (or cubes) of sugar in it, and that's almost ½ cup of sugar!!



How Healthy Are You Eating?

Name: _____ Date: _____

To find out, take this True/ False quiz: (if it's

- ___ 1. I eat red meats (hamburger/steak/ham/pork)
- ___ 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 when I don't eat.
- ___ 6. I bake or broil or BBQ my meat.
- ___ 7. I usually have at least one serving of fruit a day.
- ___ 8. I have at least one serving of vegetables a day.
- ___ 9. I limit my sweets to 75 calories a day.
- ___ 10. I steam my vegetables rather than fry them.

Energy Drinks Direction Packet

"Take care of your body. It's the only place you have to live." 25

"and Energy Drinks Directions {National Common Core Reading Standards 3, 4}

Today is not an easy task. We are inundated with fast food, junk food snacks in grocery store aisles, vending machine choices, and even our gas stations are loaded

Although you may not have had detailed lessons on nutrition, you understand how much of each nutrient you should eat or exactly how to read a food label, the following healthy eating survey will help you see some of the main "rules" to follow for healthy eating. Each question

You will not be graded on this survey. If you do not know the answer, just guess. Be turned in.

After you take the survey, come back to this page and read further for the rest of the directions.

It's very easy to teach!

There is a "Student Packet" with "Worksheet" and "Survey" to print.



On the online websites, find the 5 drinks that have the **most caffeine and most sugar** in the categories below. Record your findings on the worksheet.

Caffeine Content of Drinks

YOU CLICK ON THE 3rd (mg)" column heading, sort from highest to lowest!

	Flavor	Caffeine (mg)	Sugar (g)
Caffeine	2	180	90.0

Although this activity will help you see how many milligrams are in individual containers (teens will drink the whole container) but do not forget that some smaller containers might actually have less caffeine per fluid oz, but the container just doesn't look like it!

so click on the title to see more details about the



When finished writing in the caffeine and sugar content, do the "Reflection." Then, you will have the "How Healthy are you Eating Survey" and your "Energy Worksheet" which the teacher collects it at the end of class.

Docs are *Editable* in Word and PDF!

Activities:

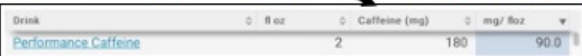
Name(s): _____ Date: _____

Energy Drinks Worksheet

Resources Used: <https://www.caffeineinformer.com/the-caffeine-database>
<https://www.caffeineinformer.com/sugar-in-drinks>

1. Using the "Caffeine Content of Drinks" online chart, find the 5 drinks that have the **most caffeine** in each of the categories below.

Click on the category first, then IF YOU CLICK ON THE "Caffeine (mg)" column heading, they will sort from highest to lowest! Record your findings on the blank table below.



NOTE: Although this activity will help you see how many milligrams are in individual containers (and most teens will drink the whole container) but do realize that some smaller containers might actually have stronger mg per fluid oz, but the container just doesn't hold as much!

You can also click on the title to see more details about the drink:



Reflection/My Reaction NAME: _____ PER: _____



READ THE TWO PAGES OF INFORMATION BEFORE ANSWERING THESE QUESTIONS

1. List two dangerous/negative things you have learned about **caffeine**:

2. List two dangerous/negative things you have learned about **sugar**:

3. List one reason energy drinks are tempting for teens :

4. Some healthy ideas to do (or food items to choose) instead of drinking too many energy drinks are:

5. Set one goal for yourself about either limiting caffeine or sugar. Use a specific number in your goal, such as the number of cups, # of cans, # of days per week you'll allow yourself a dessert, etc. (If you already have healthy habits in regards to caffeine and sugar, your goal can be to "continue" and just say what you are doing right.)

6. How likely is it that you will actually try to meet the goal you wrote in Question #5? Circle 1:

Not likely Somewhat likely Pretty likely Very likely

Product/Category Name of the 5 that have the highest amount of Caffeine per Container?	Mg. of Caffeine:	Product/Category Name of the 5 that have the highest amount of Sugar per Container?	Grams of Sugar:
Energy Drinks Name:		Energy Drinks Name:	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
Energy Shots Name:		Energy Shots Name:	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
Soda Pop Name:		Soda Pop Name:	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
Coffee Name:		Coffee Name:	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
Tea Name:		Tea Name:	
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	

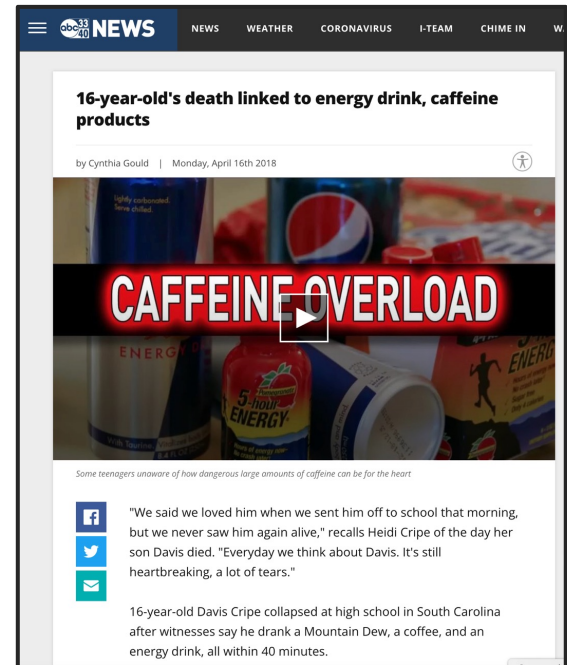


KEY: KEY: KEY: KEY: KEY: KEY: KEY:

Product/Category Name of the 5 that have the highest amount of Caffeine per Container?	Mg. of Caffeine:	Product/Category Name of the 5 that have the highest amount of Sugar per Container?	Grams of Sugar:
CLICK ON CATEGORY:		CLICK ON CATEGORY:	
Energy Drinks Name:		Energy Drinks Name:	
Hyde Xtreme	400	Mega Monster Energy Drink	81
BreinFuel	360	Rip It Energy Drink	66
Spike Hardcore Energy	350	Rockstar Boom	66
Wired X344 Energy Drink	344	Joker Mad Energy	64
Loud Energy Drink	320	Beaver Buzz Energy Drink	63
Energy Shots Name:		Energy Shots Name:	
Neu Nootropic Shot	350	Balance Energy Shot	15

Here are some Optional Follow-Up Activities for the teacher when you return to class:

6 articles!



Name: _____ Date: _____ Score: ____/32

Grocery Store Scavenger Hunt

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

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

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

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

Find 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: _____

Name: _____

11 optional video links!

-Foods high in sugar are: **pop**, flavored drinks, energy drinks, juice, sweet desserts, cookies, candy, **breakfast cereal**

WARNING: sugar is sometimes hidden!!!

Check your food labels for these words...

Fructose **Honey** **Lactose**

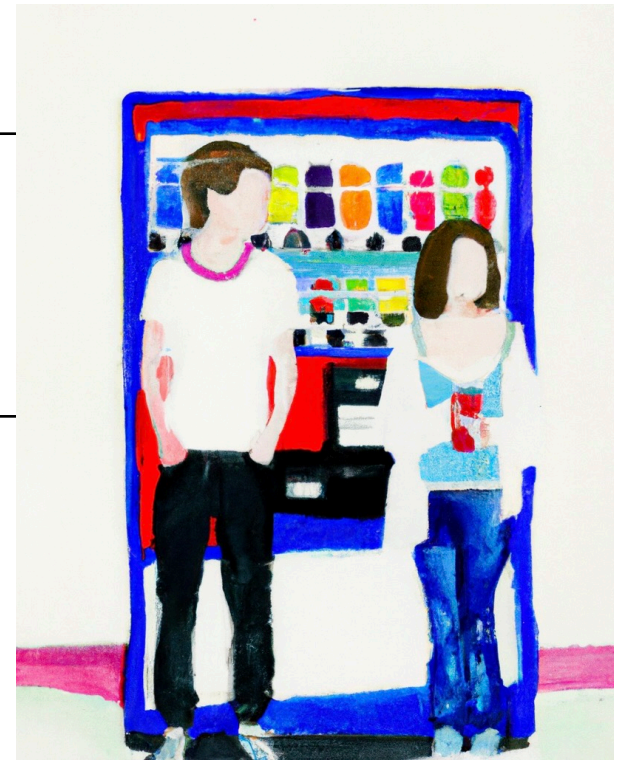
Corn syrup **Sucrose**

Molasses **Maltose** **Galactose**



This Program is all About the Students...

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

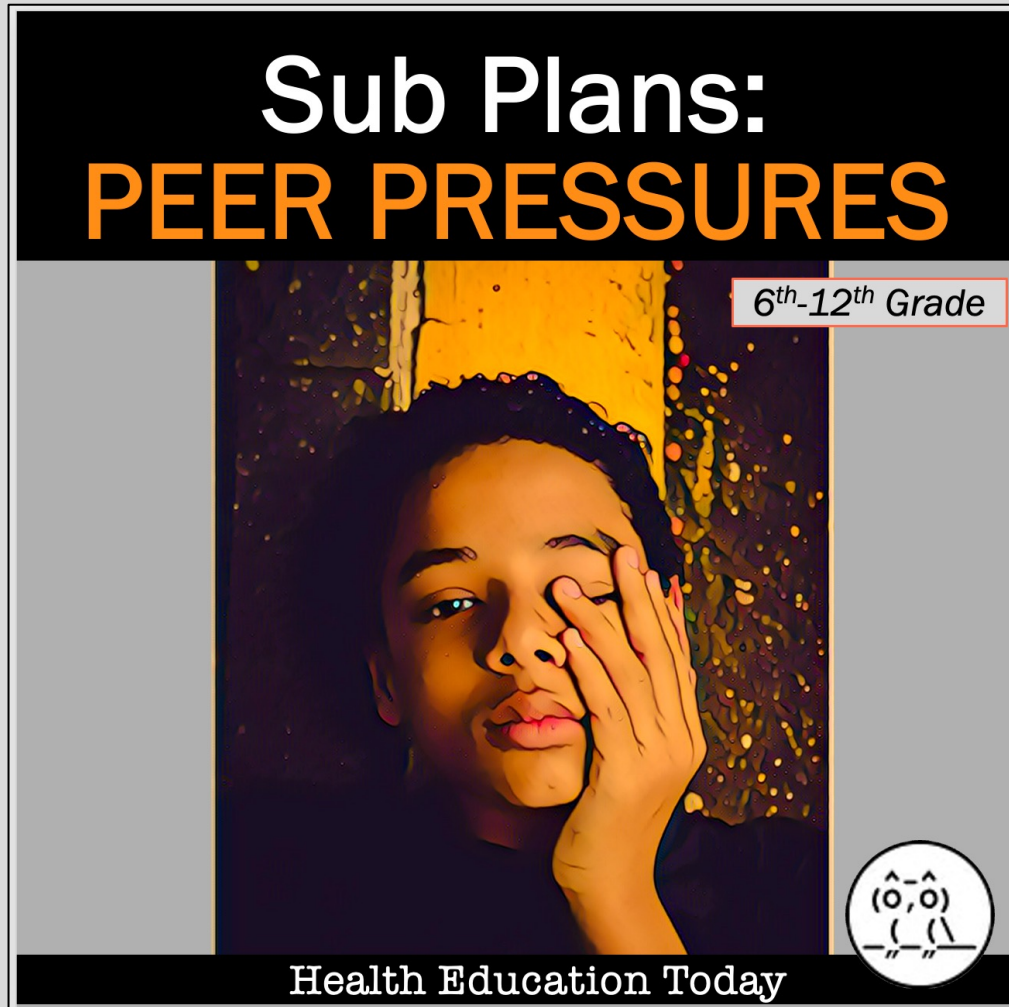


~Leave a substitute with plans that will positively impact the lives of the teens you teach~

#3

Thanks for previewing!

2 Days of Lessons



Health Education Today

Peer Pressures Sub
Plans for Middle
and High School



This Lesson Meets Educational Health Standards:

◆ It meets **2** Common Core Standards.
(For Technical Subjects 9/10 Grade level)



◆ It meets **5 of 8** Health Standards detailed
“Performance Indicators.”



The “Sub Plans” have step-by-step sub directions that are easy to follow.

Teacher Directions:

1. Hand each student a copy of the “Student Direction” they will NOT be writing on this. This lesson is for students—they will follow directions and do the work.

2. Hand out the “Student Packet” and tell students to write their name, period and date on these and that these will be turned in at the end of class. You should also tell them that they will NOT write answers on the surveys, but rather that they complete them.

3. Students will work on the “Student Packet,” taking notes on the “Student Direction Pages.”

4. Tell students that when they finish the “Student Packet,” they will create an “Above the Influence” poster and some markers. Besides the poster, students also need to write “assertiveness” on their poster. They will find these traits in the **STEP 6** of the packet. Students will spend the rest of the class working on their art projects.

Optional: Here are a few motivating YouTube videos that students are working on their art projects.

1) This motivates students to believe in themselves! (14 min.) <https://www.youtube.com/watch?v=Cj2G...>



It's very easy to teach!



Docs are *Editable* in Word and PDF!

The “Sub Plans” includes a “**Student Directions**” doc where they guess typical “peer pressure lines:

Name: _____

Date: _____ Per: _____

STUDENT PACKET STEP 1+2

Guess the Top 10 Peer Pressures

Complete the sentence on each of the “Top 10 Pressure Lines,” then turn the page over to correct your answers and complete this assignment:

1. Everybody's _____.

2. We won't get _____.

3. No one will _____.



Next, students read some true stories about teens who gave into peer pressure with dire consequences:

Step 3	<u>After you have taken the Top 10 Peer Pressure Lines” and corrected your guesses,</u> read these true stories to see how following the crowd, and/or giving into peer pressure can hurt people: “Teen dies from drinking vodka at house party after friends drew on his face instead of dialing (911)” https://www.glasgowtimes.co.uk/news/15822597.jake-wheatcroft-family-16-year-old-died-drinking-bottle-vodka-blast-pals-took-sick-pics-lay-dying/ Jake Wheatcroft: Family of 16-year-old who died after drinking bottle of vodka blast pals who took sick pics as he lay dying. Jake Wheatcroft had been celebrating New Year's Eve at a friend's house when he collapsed after drinking a 700ml bottle of 40 per cent proof
-------------------	--



Optional: Extend this topic when you return with more on being assertive!

Write how many "A's" you got ???

Write how many "B's" you got ???

Write how many "C's" you got ???



More than 2 A's = **PASSIVE**

More than 2 B's = **ASSERTIVE**

More than 2 C's = **AGGRESSIVE**

Being Assertive:

1. **Strong voice!**
2. **Good eye contact!**
3. **Assertively give some facts or laws as reasons**



Assertiveness Quiz **with Boxed **KEY****

Directions: Read the following scenarios outloud to your students.

1. Your boy/girlfriend tell you that he/she is really mad at you for not returning his/her calls. You realize that your mom never gave you the messages. You...
 - a. Don't say anything about the messages to your mom
 - b. Confront your mom and ask her if your boy/girlfriend ever called while you were out
 - c. You get even by not giving your mom her next phone message
2. Your teacher gives you a "C" on a paper that you believe is at least a "B+" work. You...
 - a. Go home and do nothing about it
 - b. Ask the teacher to explain the grade since you were expecting a better grade
 - c. Rip the paper up and tell your friends what a lousy teacher he or she is

revenge

name calling

#4

Thanks for previewing!

2 Days of Lessons

Sub Plans for Teens

Assertiveness & 6-12th Grade



Communication Skills

Health Education Today

Communication
Sub Plans for
Middle and High
School



THE PROGRAM MEETS HEALTH STANDARDS:

Aligned to National, Common Core, and State Standards!

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

<https://learning.ccsso.org/common-core-state-standards-initiative>

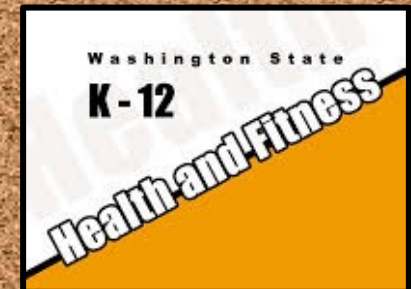
	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline	
2	Write informative/explanatory texts, including a narration of historical events, scientific experiments/ procedures, or technical processes.	
3	Incorporate narrative elements effectively into informative/explanatory texts to add interest and to clarify the explanation.	



Shape America National Health Education Standards

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

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.12.1	Predict how healthy behaviors can affect health status.
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3	Analyze how environment and personal health are interrelated.
1.12.4	Analyze how genetics and family history can impact personal health.
1.12.5	Propose ways to reduce or prevent injuries and health problems.
1.12.6	Analyze the relationship between access to health care and health status.
1.12.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9	Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.12.1	Analyze how the family influences the health of individuals.
2.12.2	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.12.3	Analyze how peers influence healthy and unhealthy behaviors.
2.12.4	Evaluate how the school and community can affect personal health practice and behaviors.
2.12.5	Evaluate the effect of media on personal and family health.
2.12.6	Evaluate the impact of technology on personal, family, and community health.
2.12.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.12.8	Analyze the influence of personal values and beliefs on individual health behaviors.
2.12.9	Analyze how some health risk behaviors can influence the likelihood of behaviors.
2.12.10	Analyze how public health policies and government regulations can influence health and disease prevention.



SHAPE SOCIETY OF HEALTH AND PHYSICAL EDUCATORS®
America

REAL TEACHERS' REVIEWS ENDORSE THIS SUB PLAN:

- ❖ *"My students loved using this resources. The kids found it challenging and enjoyed the activities."*
- ❖ *"Great tools... thanks so much for creating this."*
- ❖ *"This is what I needed. Thanks!"*
- ❖ *"Great... hands-on activities!"*



Includes teacher directions for you and directions for your sub on the day of the lesson:

Sub Plans for ANY Middle or High School Class Communication Skills Directions:

National Health Standards Met:

- Standard 1:** Students will comprehend concepts related to health and enhance health.
- Standard 2:** Students will analyze the influence of other factors on health behaviors.
- Standard 4:** Students will demonstrate the ability to make health decisions and avoid or reduce health risks.
- Standard 5:** Students will demonstrate the ability to use health resources.
- Standard 7:** Students will demonstrate the ability to reduce health risks.
- Standard 8:** Students will demonstrate the ability to maintain health.

Dear Teacher:

These 1-2 day sub plans are intended to make it easy for you to work independently on this lesson and while your students learn about relevant topics, even while your art supplies is included. No videos, no computers, no

The lesson is provided in both Word (which you can edit if you want) and PDF (formatting is best in PDF) and I recommend you use the PDF version for printing)

You could get super organized and print the handouts and worksheets ahead of time for the total # of students you teach and have them in a certain place in your room ready to use, but if you have an emergency and you keep this set of sub plan directions in the office or somewhere a sub can get them, the sub should be able to set up the lesson and get the packets printed on their own!

On the cover page you can give instructions for where your seating charts are or how you want the sub to take roll, or if there are any special instructions for the day, or if you want to leave your contact number.

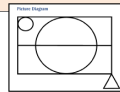
You will also have a place to say when this assignment is due. This is up to you. You can certainly say they must be done by the end of class, but I will tell you that **students will most likely need more time**

Substitute's Directions Page:

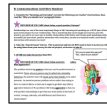
Lesson Plans for Sub: Communication Skills

Equipment Needed:

1. Print 1 class set of "A. Picture Diagram." (Fold picture diagram sheets in half so as to hide them when handing out.)
Students will not write on this and you will re-use for each class.



2. Print 1 class set of "B. Communications Activity Handout" (Put these in protector sheets if you can)
Students will not write on this and you will re-use for each class.



(TEACHER CAN USE THESE IN YEARS TO COME!)

3. Print 1 "C. Anonymous Assertiveness Survey" (with "Passive/Aggressive Tips" on the back **for each student to write on**)



4. Print 1 "D. NOT WORDS" sheet **for each student to cut out and write on for art project**



The rest of the lesson can now be done completely independently by the student simply following the "Communications Activity Handout." It will direct them for all remaining activities!

You may want to just tell them that they'll take an anonymous survey that won't be collected, they will then follow some prompts to review their score, and then they'll do an art project.

It is helpful if you can show them what the project will look like if you've cut one out and pasted it on the poster paper before class! You might also tell them that you don't expect them to finish the poster today, but that they should have a very good start on it by the end of class!

If you want to continue the talking points during the lesson or art project, you can point out that one of the most important things in life is relationships, and we can often hurt the people we care about through poor communication! Successful communication involves a very complex set of skills: being a good listener, knowing conversation starters, having empathy and interest in others, negotiating skills, giving "I" messages, and more. Being a good communicator is something that can be taught and learned, and with practice, your students can be on their way to healthy relationships with family and friends, good negotiating skills, successful job interviews, positive interaction with coworkers, success as a business leader, and friendly interactions with anyone they meet!



~Leave a substitute with plans that will positively impact the lives of the teens you teach~

B. Communications Activities Handout

1. Complete the "Speaking and Listening" exercise by following your teacher's instructions. Then read the "Why you should care" paragraph.



WHY SHOULD YOU CARE about being

Relationships are one of the most important things in your life. To be a good communicator in your relationships. This practice, you will be on your way to healthy relationships. Successful job interviews, positive interactions with anyone you meet!

2. Take the "C. Anonymous Assertiveness" Survey but you will be using ideas from your survey.

3. AFTER you take the survey, Read this:



WHY SHOULD YOU CARE about being more assertive than aggressive?:

The problem with being **passive** is that you can't control. Teens who are passive may be talked into behaviors. An assertive teen will stand up for themselves. pressure. An assertive person problem-solves. force or control others, or aggressive behavior.) They will sacrifice relationships. control, revenge, jealousy relationships!!

4. Now, on your survey circle #: 1, 2, 3, 4, 10, 11. If you got a 1 or 2 on any of these questions, you are too passive. READ THE "TOO PASSIVE" suggestions on the back.

C. Anonymous Assertiveness Survey Answer as honestly as possible

<http://www.tgassociates.com/freetipsheets/HO-assertquiz.asp>

Almost Always - 5 Often - 4 Sometimes - 3 Seldom - 2

- ____ 1. I can ask others to do things for me without feeling guilty or
- ____ 2. When someone asks me to do something I don't want to do,
- ____ 3. I am comfortable speaking in a group discussion in class at s
- ____ 4. I feel confident to express my honest opinions to others.
- ____ 5. When I experience anger, frustration, or disappointment, I c
- ____ 6. When I express anger, I do it without blaming others for "m
- ____ 7. I am comfortable speaking up to a person in authority like a
- ____ 8. If I disagree with the majority opinion in a class, I can "stick
- uncomfortable or being too forceful about it.
- ____ 9. When I make a mistake, I can

Students do NOT write on this so you can re-use year after year!



F. TOO AGGRESSIVE Sheet:

-Control your anger and frustration and be able to talk about it to others.

-If getting angry, have a few handy "Reminder Statements" like "I can handle this," or "It's just so and so," or "It won't matter a month from now."

-Problem-solve and compromise with people.

-Don't blame others, look to your own faults and use "I" statements.

E. TOO PASSIVE Sheet:

•TAKE BABY
STEPS
TO SPEAK UP!

-Take a risk...

-Talk about things that are bugging you and/or ask for what you need.

-Believe that your opinion matters and stick to it.

D. "NOT WORDS" SHEET

NOT:

NOT:

NOT:

NOT:



#5

Thanks for previewing!

2 to 3 Days of Lessons

Overcoming Hardships Motivating Articles

Dwayne Johnson (The Rock):

The Rock has been listed as *one of the all-time greatest professional wrestlers as well as one of the top box office draws in wrestling history*. Over his acting career, he has become *one of the highest paid and most successful actors in Hollywood*.

Childhood: Dwayne Douglas Johnson was born on 2 May, 1972 in Hayward, California. His father was a professional wrestler while his mother Ata M. Johnson was a social worker. His father is of Black Nova Scotian origin, which explains his exotic looks.

It was difficult for Johnson. He briefly lived with his mother's family. He returned to the U.S. with his



#1

Best Seller
on TPT!

attended Hamden Middle School in Hamden, Connecticut. As he entered 11th grade, he was sent to a boarding school in England, where Johnson began playing football at the age of 17. 11th grade might have been a difficult time to be the

Henry William Dalglish Cavill

Cavill is a British actor. He is known for his



portrayal of Charles Brandon in Showtime's *The Tudors* (2007–2010), DC Comics character Superman in the DC Extended Universe, Geralt of Rivia in the Netflix fantasy series *The Witcher* (2019–present), as well as Sherlock Holmes in the Netflix film *Enola Holmes* (2020).

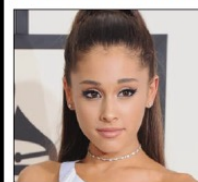
ON GOOGLE
DRIVE!

Dua Lipa

Born 22 August 1995 is an English singer and songwriter. Possessing a mezzo-soprano vocal range, she is known for her signature disco-pop sound. Lipa has received six Brit Awards, three Grammy Awards, two MTV Europe Music Awards, an MTV Video Music Award, two Billboard Music Awards, an American Music Award, and two Guinness World Records.



Ariana Grande:



Ariana Grande is a singer known for such hit songs as 'Dangerous Woman.' She has won three Grammy Awards, including Artist of the Year. She has also won a Music Award. Grand has appeared on *Saturday Night Live* and other talents to the show, including

Health Education Today

Overcoming Hardships Sub Plans for Middle and High School



The Program Meets Educational Health Standards:

- ◆ It meets **5 of 20** National Common Core Standards.
(For Technical Subjects 9/10 Grade level)



It also meets **11** State Health Standards

- ◆ It meets **5 of 8** Health Standards detailed "Performance Indicators."



20 slides!



Equipment Needed:

1) Print "Overcoming Worksheet" - (Print one for each student)

A) If possible, print 1 original set of "Overcoming Articles" class sets of articles with each set on a different color of paper (belongs to at the end of the class period). See detailed printout. Once printed, the teacher can put them in protector sheets.

B) Or, NEW! I now have the articles on Google Docs to save directions on how to have students access Google Drive

Overcoming Articles on **Google Drive**: These will need to be
<https://drive.google.com/file/d/1TURKRJLfKa2y9N1tuQBNS9x>

-Optional: There are a few really motivating videos of son previewing these, mark if you want your sub to show any

Mark Here if you want your sub to show any of the videos

Jonathon Antoine: <https://www.youtube.com/watch?v=...>
Shaquem Griffin: <https://www.seahawks.com/video/m...>
Adele: <http://mic.com/articles/112785/meaning-of-adeles-balln-08d8c7w?>
Drake's "Shiggy Dance": <https://www.youtube.com/watch?v=...>

Set Up/Additional Teacher Directions:

-Seating Charts are:



- X



38 slides posted on Google Slides for Fill-in Answers!

Here are some Examples From the Lessons:

Step-by-step STUDENT directions + articles + fill-in worksheets ALL ONLINE on GOOGLE SLIDES!

Distance Learning!

	What they are famous for:	List 2 Hardships they faced:	How did they overcome?:	What is one good lesson you can learn from the life of this person?
Meghan (Markle)Duchess of Sussex	X	X	X	X
Drake	X	X	X	
Emma Stone	X	X	X	
Chris Pratt	X			

Dwayne Johnson (The Rock):

The Rock has been listed as **one of the all-time greatest professional wrestlers as well as one of the**



Hawaii. As he entered 11th grade, Johnson began playing football at a time when it was a difficult time to be the

Ariana Grande:



Dion and Whitney Houston.

Childhood: Grande's family moved to Los Angeles when she was pregnant with her, and her parents

Career: In 1993 Ariana began singing in a Broadway play at age 15, followed by a role on TV's *Victorious*. She followed this with a chart-topping musical career (2014), *Dangerous Woman* (2018). **Her popularity has grown on Instagram, Twitter and**

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 MTV Video Music Awards** and **won three American Music Awards.**

Emma Stone Opens Up About Dealing With Childhood Anxiety

HEALTHY LIVING
12/22/2016 05:23 pm ET
By Lindsay Holmes



For Emma Stone, growing up wasn't easy.

The "La La Land" actress recently opened up about the age of seven and how her brain

"My anxiety was constant," she told *Teen*. "I was gonna lay out. What time was she going to get home? Feeling nauseous. At a certain point, I'd get out the door to school."

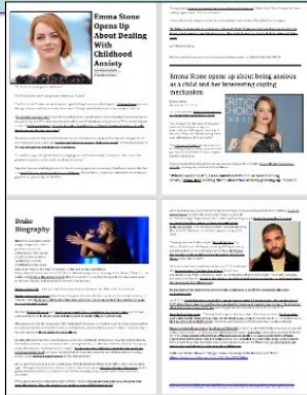
Her parents noticed how much the anxiety was affecting her. She said **seeking therapy helped** abate her symptoms.

Dua Lipa

Born 22 August 1995 is an English singer and songwriter. Possessing a mezzo-soprano vocal range, she is known for her signature disco-pop sound. Lipa has received six Brit Awards, three Grammy Awards, two MTV Europe Music Awards, an MTV Video Music Award, two Billboard Music Awards, an American Music Award, and two Guinness World Records.



Read the "Overcoming Articles": Be inspired by the hardships famous people overcame. (Just like your family was so poor they slept in a tent.)



- 1) Have as you as you
- 2) See what hardships you faced and different ways people found to overcome
- 3) Be motivated to overcome your own hardships

ALL DOCS are EDITABLE!



JIM CARREY BIOGRAPHY

Born: 17 January 1962

Where: Newmarket, Ontario, Canada

Awards: Won 2 Golden Globes, nominated for 1 BAFTA

Height: 6' 2"

He was born James Eugene Carrey on the 17th of January, 1962, in Newmarket, Ontario (it's worth noting that his first movie film about... Carrey and M...)



Singer Adele

is a Grammy Award-winning artist whose throw

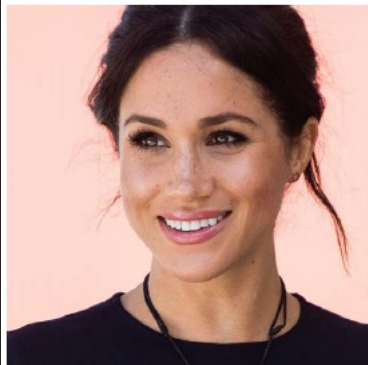
soulful

with hi

Like Yo

15 Celebrities!

Meghan (Markle): Duchess of Sussex



Meghan, Duchess of Sussex, is a retired American actress who became a member of the British royal family upon her marriage to Prince Harry. During her studies at Northwestern University, Meghan began playing small roles in American television series and films. An outspoken feminist, Markle has addressed issues of gender inequality, and her lifestyle website The Tig featured a column profiling influential women. Her humanitarian work in the 2010s saw

her represent international charity organizations.

Childhood: Markle was born and raised in Los Angeles, California, and is of mixed-race heritage.



Actor Chris Pratt

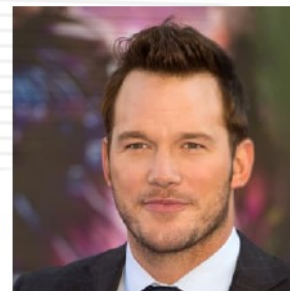
Chris Pratt is a popular American actor who gained international fame with his stellar performances in films like 'The Lego Movie', 'Guardians of the Galaxy' and 'Jurassic World'. Chris Pratt's exceptionally brilliant

ins of the Galaxy' (2014)

cluding CinemaCon

ormer of the Year,

ward for Best Ensemble and Saturn Award for Best Actor.



Chris Pratt was born on June 21, 1979 in Virginia, Minnesota,

Amanda Gorman: Youth Poet Laureate from 2017 delivers a poem at President Joe Biden's inauguration.

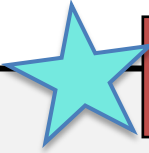


These Sub Plans are All About the Students...

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



Buy it Today, Teach it Tomorrow!



Here is what makes this program unique!!

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





About the Author:

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

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Works Cited:

Owl and Yosemite Photos by me.

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

NYC Standards From: <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards.pdf>

Photos From:

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

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