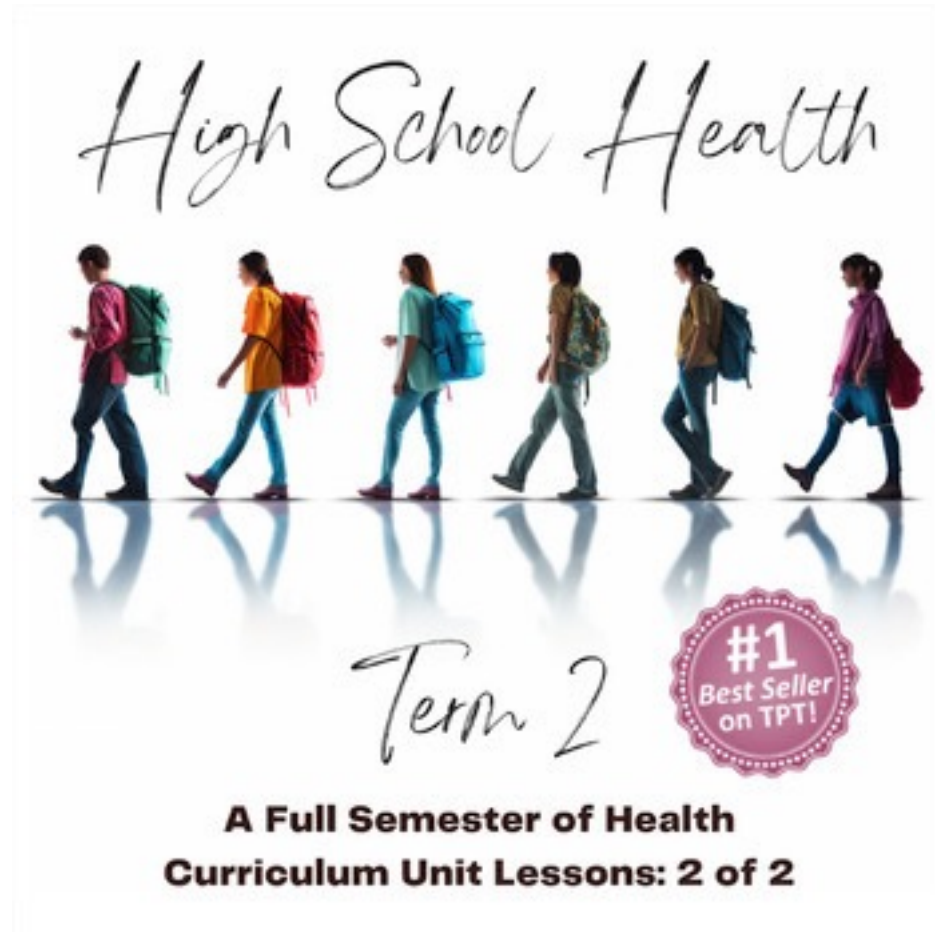


Full Year High School Health Preview **Term 2**



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!

REAL TEACHERS' REVIEWS ENDORSE THIS PROGRAM:

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



Here is what files look like:

< > HS Health Bundle	
Name	
	00HS How To Video Watch First.pdf
	01Teacher Directions Start Here.docx
	01Teacher Directions Start Here.pdf
	02MainTable of Cont and Standards Met.docx
	02MainTable of Cont and Standards Met.pdf
> 	03Curriculum Standards
> 	04Learning Targets
> 	05Preview of P.E. Program
	06Be Sure to get FREE Updates.pdf
	07HS Health Updates List for Previous Buyers.pdf

< > UNITS	
Name	
> 	01 Empathy Unit
> 	02 Nutrition Unit
> 	03 Dangerous Decisions Unit
> 	04 Stress Unit
> 	05 Diseases
> 	06 Alcohol Unit
> 	07 Drug Unit
> 	08 Sex Ed Unit
> 	09 First Aid Unit
> 	10 End of Term Unit



NEW! Skills-Based Advocacy Project:



- ❖ I'm excited to add this skills-based "Self-Advocate for my Health" interactive activity as a connecting thread through this Health Curriculum!
- ❖ The [SHAPE National Health Standards](#) (that all lessons in my curriculums are aligned with) promote self-advocacy in "STANDARD 8: Students will demonstrate the ability to advocate for personal, family, and community health."
- ❖ "Self-Advocacy" means your "ability to effectively communicate, convey, negotiate or assert (your) own interests, desires, needs and rights. People who self-advocate for healthy choices are more likely to thrive in school, work, and life."
- ❖ This activity can also be done online on Google Slides!
- ❖ Students will write 1 self-advocacy goal at the end of 12 different units. Prompts are provided!

-Why is it important not to give up? What is a situation where I have to keep trying harder?

Program is Standards-Based:

State Standards

WA State Standards Met:

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

My State Standards Met:

Fill in YOUR Standards

National Standards

National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.8, 2.12.9, 5.12.1, 5.12.2, 5.12.3, 6.12.1, 6.12.2, 6.12.3, 6.12.4, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4

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



Common Core



Materials Needed:

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

Optional:

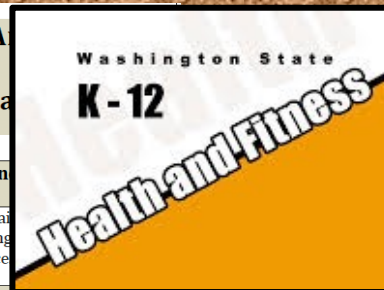
Video	A video on teen sleep	See below for links
Learning Target	Content: I will learn how much sleep teens need.	Behavioral: I will try to get 9.25 hours of sleep.
Exit Task	-Fill out “Success Criteria Sheet.” -Ask students verbally how many hours of sleep a night a teen needs and why it’s important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

THE PROGRAM MEETS HEALTH STANDARDS:

Aligned to National, Common Core, and State Standards! Also aligned to New York and Texas TEKS!

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

	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims with substantive topics or texts using relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to convey complex ideas and accurately through the effective organization, and analysis.
3	Incorporate narrative elements effectively into informative/explanatory texts. Skills continue to grow in these areas that students be able to incorporate narrative accounts into texts. In history/social studies, or events of historical import. In science, students must be able to write about the step-by-step procedures and experiments or technical work that others can possibly reach the same results.	Write narratives to develop experiences or events using chosen details and well-structured.



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 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.

THE PROGRAM MEETS EDUCATIONAL HEALTH STANDARDS

It meets **ALL 20** COMMON CORE STANDARDS for Health:



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

		Reading Grades 9/10	ELA College and Career Anchor Standards for Reading
2	Write informative/explanatory narration of historical events, scientific experiments/observations, procedural experiments, or technical processes.	1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	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.
3	Incorporate narrative elements into arguments and informative/explanatory texts. <i>Note: Students' narrative skills continue to develop in grades 9-10. The Standards require that students incorporate narrative elements effectively into informative/explanatory texts. In history/social studies, students must be able to incorporate their analyses of individuals or events into science and technical subjects, students must be able to use precise enough descriptions of the subjects they use in their investigations or technical processes that they can replicate them and (possibly) re-examine them.</i>	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.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
		3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	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 presentations.
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

It meets all 46 SHAPE America National Health Standards for High School Health

Shape America National Health Education Standards https://www.shapeamerica.org/standards/health/?hkey=6e00dd03-1a27-4f65-9066-157ce6013356	
<u>Standard 1</u>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.12.1	Predict how healthy behaviors can affect health status.
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
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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 value
2.12.9	Analyze how some health risk behavior behaviors.
2.12.10	Analyze how public health policies and and disease prevention.



It also meets all 15 of the C.D.C.'s “Characteristics of an Effective Health Education Curriculum”

(Centers for Disease Control and Prevention)

Healthy Schools

CDC Healthy Schools

[CDC](#) > [CDC Healthy Schools](#)

About CDC Healthy Schools



School Nutrition



Childhood Obesity Prevention



Physical Education and Physical Activity



Out of School Time

Sleep and Health

School Health Services



Chronic Conditions



Local School Wellness Policy

Whole School, Whole Community, Whole Child (WSCC)



Virtual Healthy School



Tools & Resources



Characteristics of an Effective Health Education Curriculum



Today's state-of-the-art health education curricula reflect the growing body of research that emphasizes

- Teaching functional health information (essential knowledge)
- Shaping personal values and beliefs that support healthy behaviors
- Shaping group norms that value a healthy lifestyle
- Developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors.

Less effective curricula often overemphasize teaching scientific facts and increasing student knowledge.

An effective health education curriculum has the following characteristics, according to reviews of effective programs and curricula and experts in the field of health education:¹⁻¹⁴

[Expand All](#) +

[Collapse All](#) -

Focuses on clear health goals and related behavioral outcomes.



Is research-based and theory-driven.



News Worthy Lessons!



HEALTH ED

AMAZING LESSONS
as seen in this most popular Health magazine

SUCCESS IN 2023

SUCCESS TIPS

LESSONS

TOP 10 HEALTH LESSONS

BY ME MAGAZINE

#1 BEST-SELLER ON TEACHERSPAYTEACHERS

*For curriculum advertisement only
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<https://www.teacherspayteachers.com/Store/Mrs-Ss-Health-And-Pe-Resources>



The 2023 **Best** of Health Island, WA

No one

knows Nutrition like buyers of Health Education Today's "Nutrition Unit!" That's why for the past 10 years, we've relied on the reviews of Health teachers to recommend lessons.



**Best
Lessons
Reviews**

*"This is a
lifesaver unit!"*

*"This is any teacher's
DREAM!! Everything
you could ever want
from an experienced
teacher! AMAZING!!"*

What is Included in this Program:

1

Student worksheets, PowerPoints and more are on on GOOGLE DRIVE

2

10 units with step-by- step teacher directions

3

PowerPoints to walk you through the lessons

4

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

What is Included in this Program:

1

**Student worksheets,
PowerPoints and
more are on on
GOOGLE DRIVE**



1

Student worksheets, PowerPoints and more are on on GOOGLE DRIVE

On
GOOGLE
DOCS!



Here is a “Glimpse” of the 18 Units Online!

4-Week Nutrition Unit

Student Docs now on Google Docs!

On
GOOGLE
DOCS!

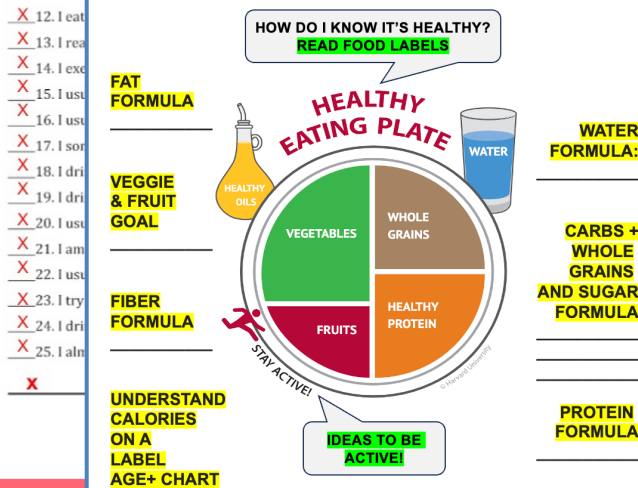
How Healthy Are You Eating?

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 limit my sweets to 75 calories per day or less (including sugar in pop!)
- ☒ 10. I steam my vegetables rather than frying them in fat or butter and I don't add butter!
- ☒ 11. I usually have between 600 and 800 daily calories. Fresh produce (1 serving is 1/2 cup of bread



Questions Responses

"How Healthy Are You Eating?" Survey

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

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

☐ True

☐ False

Name: ☒ Per.: ☒ Date: ☒

"Food Label Scramble"

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

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

Questions Responses Total points: 40



Nutrition Unit Assessment

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text

Multiple Choice

Description (optional)

100 Google Slides + 4 Google Forms

Empathy Unit

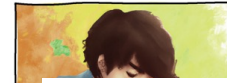
PowerPoints, and Student Docs on Google Drive!

On
GOOGLE
DOCS!

My "Life Story"

-Earliest memory:

-Best life memories and how they made you feel:



es and how they made you feel:
s I have overcome:

/ things I am proud of:

how I've changed for the better:
udge people before I get to know them.)

at personal beliefs or values that give m
ith, that everyone is created equal, to be kind,

rs" (people) in my life story:

s (people) in my life story:

er my future?

Copyrig

Positive Self-Talk Lesson

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Positive Words Have Healing Power

Read: "One Person Can
Make a Difference"

This is a true story...

SELF-ESTEEM AFFECTS ALMOST EVERY AREA OF OUR LIVES:

- DECISIONS WE MAKE
- CHOICE OF FRIENDS
- WHAT WE LAUGH AT
- HOW HARD WE TRY
- HOW ASSERTIVE WE ARE
- IF WE'RE WILLING TO TAKE RISKS
AND TRY NEW THINGS



TAKE
SURVEY

Are we born with self-esteem, or is it shaped in us?



Set a specific, measurable goal to improve your self-esteem:

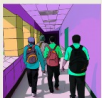
- ◆ Get up everyday and say "It's a great day"
- ◆ Choosing to enjoy life
- ◆ Put yourself up ""positive self-talk""
- ◆ Put those around you up
- ◆ Think positive every night (just before sleeping)
- ◆ Don't hang out with negative people!
- ◆ Be brave out of your shyness! Take risks!
- ◆ Don't compare yourself to others! (see your good points)



I will work on
having positive
self-esteem
(and self-talk).

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Goal Setting:



What is Empathy?

What is empathy? (it's not "sympathy")
It involves 3 important steps:

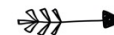
- 1) Identify with their feelings
- 2) Put yourself in their shoes
- 3) Respond and show your understanding



~How do they feel?

~How would I feel?

~What can I do?



THE OPPOSITE OF EMPATHY IS: selfishness!
EMPATHY IS A choice.

Sex Ed.

PowerPoints, and Student Docs on Google Drive!

On
GOOGLE
DOCS!

Day 14: Healthy -vs- Unhealthy Relationships

[Return to Table of Contents](#)

WA State Standards Met: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Assess personal risk factors and predict future health status. H2.W2.HSb Use a decision-making model to make a sexual health-related decision. H5.Se4.HS Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS. Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS		My State Standards Met:
National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 6.12.2, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3		
Common Core Standards Met: Reading 2, 3, 7 / Writing 7, 9		
Materials Needed:		
PowerPoint Packet Printed Materials	-Sex Ed. PowerPoint -Sex Ed. Packet "Healthy Relationships: What do they look like Homework" -"Sexuality Test Review Sheet."	-See "PowerPoints" Folder -They should have this from Day 1 -Print 1 for each student -Print 1 worksheet for each pair of students, then see below for class sets of answer sheets -Print 1 for each student
Optional:		
Video Learning Target Exit Task Assessment	Various PSAs Content: I will recognize the healthy and unhealthy relationships. -Fill out "Success C" -Play another "Don't" -Hand out the "Sex" -Ask each student to write a "Ha" tonight! (If it's "Ha")	Behavioral: I will try to get out of

1. **HOW TO HAVE A HEALTHY RELATIONSHIP**
2. **PAIR SHARE:** Have students turn to a partner and discuss the following questions.
3. **NEXT 3 SLIDES on TRAITS OF HEALTHY RELATIONSHIPS** looking for in friends and dating relationships.

Sex Ed. Unit Assessment

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text

AIDS QUIZ:

Score: **X**

NAME: **X**

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

A **X**
I **X**

Table Partner 1 Name: **X** + **X** Per: _____
 Healthy -vs- Unhealthy Relationships - Copyright © The Best Health Curriculum 2012

BOX 1. Healthy -vs- Unhealthy Relationships

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



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

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

1. **X** 4. **X**
 2. **X** 5. **X**
 3. **X**

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

1. **X** 4. **X**
 2. **X** 5. **X**
 3. **X**

✓ Now, correct your answers for **BOX 2**.

BOX 3. Choose True (T) or False (F) for the statements regarding DOMESTIC VIOLENCE from the stapled packet. Then try to guess the blanks)

Part 1:
X 1. **X** 2. **X** 3. **X** 4. **X** 5. **X** 6. **X** 7. **X**

Part 2:
 1. Don't get in the **X** of a fight.
 2. Call the **X** if you witness violence.
 3. Call a counselor on a domestic violence **X**.
 4. Make a "safety plan" to protect **X** and your **X**.
 5. Know this it is never your **X**.
 6. Try not to **X** the person who is being abused.
 7. Get help dealing with your **X**.
 8. Make healthy choices about your own **X**.

✓ Now, use **BOX 3** answer key to check your work.

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PowerPoints, and Student Docs on Google Drive!

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

WA State Standards Met:	My State Standards Met:
2.1.1 Evaluates dimensions of health and relates to personal health behaviors. 2.1.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely. 3.3.1 Analyzes conflict situations	
National Standards Met: 1.12.1, 1.12.2, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 6.12.2, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4	
Common Core Standards Met: Reading 2, 3, 4, 6 / Writing 4, 8, 9	
Materials Needed:	

**for
grades 6-12**



student
(Be sure to see if
re different for any
tions below for
t

I try to make
in my life.

l in and graded.

aminated or in

groups). (It's fine if it can be used)

ON CORE
3, 4, 6.

Two students bring
ing time.

**On
GOOGLE
DOCS!**



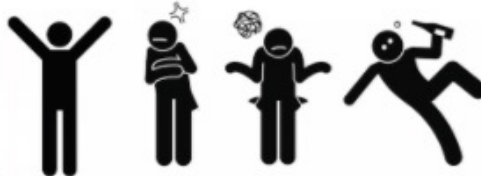
Drug Unit

PowerPoints, and

Student Docs on Google Drive!

On
GOOGLE
DOCS!

Stages + Risk Factors for Addiction

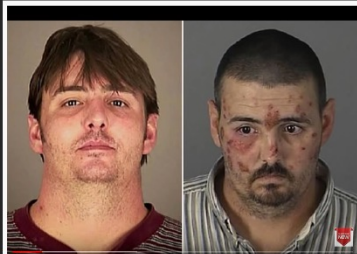


Do I, or does my friend

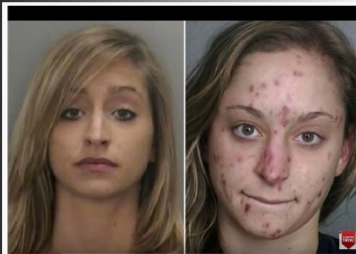
Experimenter Regular User Preoccupied Addict

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

Meth – teen acne is nothing compared to this...



41 Crystal Meth Before & After Photos & Its Devastating Effects.



41 Crystal Meth Before & After Photos & Its Devastating Effects.

<https://www.youtube.com/watch?v=EEMCtuPng8I>



Risk and Protective Factors Teen Survey

Risk factors increase the likelihood that an individual will become a perpetrator or a victim of violence. Select any risk factor in your life.

Anonymous!! Mark anything that is true for you. There are no right or wrong answers!

Description (optional)

Image title



not

First Aid Unit

PowerPoints, and

Student Docs on Google Drive!

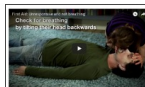


First Aid Skills Group Activity-British Red Cross Version*:

Names: _____ Date: _____
Per: _____

Directions:

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



Common Questions about what did for someone who is unresponsive and not breathing
Why do these steps have to be done in this order?
What should you do if there is no response?

1. Unconscious and not breathing

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

Watch the Video:

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

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



HELP

American Red Cross Quiz

Form description

Name *

Short answer text

Date *

Short answer text

Class *

Short answer text

Image ti...

1. If you need to call 9-1-1 in an emergency, what should you tell the

☐ Describe the emergency

☐ Give your name and the telephone number of the phone you are using to make the ...

☐ Give the exact address where the emergency occurred

☐ All of the above

**On
GOOGLE
DOCS!**

3:34

Unresponsive And Not Breathi...

3 If the person is not breathing or only gasping, start chest compressions. Place the heel of one hand on the center of the chest and the heel of the other hand on top of the first, lacing your fingers together.

4 Push firmly downwards in the middle of the chest and then release. Push hard and fast. These are called chest compressions. This keeps blood pumping around their body and helps keep the vital organs, including the brain, alive, and may dislodge an airway obstruction.

5 Push at a rate of 100-120 compressions per minute, until help arrives. Let the chest rise completely before pushing down again.

Diseases

PowerPoints, and

Student Docs on Google Drive!

Name: _____

C ^x _____

A ^x _____

N ^x _____

C ^x _____

E ^x _____

R ^x _____

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If you are not using paper and scissors to cut and paste this project, you can use the "Cancer Warning Signs" on the next slide to fill in what each letter stands for.

Non-Communicable Diseases Card Game Worksheet

Form description

On
**GOOGLE
DOCS!**

Communicable Diseases: Cut out and glue "Pathogens" in circles. Write 2 disease examples of each around the circles. Cut out how diseases spread and glue on page as close to correct body area as possible and draw an arrow. Cut out immune system defenses, glue in the boxing gloves, cut and glue anywhere. List 5 ways to prevent communicable diseases in the lower box.

List 5 preventions: 1) Wash your hands 2) Don't rub your eyes 3) Stay away from sick people 4) don't share drinks 5) choose abstinence

NAME: _____ Per _____ Date: _____

Diseases Unit: 10 Lessons



ALSO ON
**GOOGLE
DRIVE!**

Types of Diseases, "Communicable Diseases Card Game," Pathogens, "Non-Communicable Diseases Card Game," Transmission, Symptoms, Prevention, Treatment, CANCER, Screening...

On GOOGLE DOCS!

#1
Best Seller
on TPT!



Stress, Sleep, Relieving Stress, Resilience, Stress-Relievers, Suicide

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

Image title



- for attention
- to be daring, part of the group
- to relieve tension (a way of coping)
- for an escape

Sleep Chart

- ### Tips for a Good Night's Sleep:
1. Try to have a set time for bed

2. Have a relaxing routine

3. Try drinking a glass of milk (tryptophan)

4. Discipline yourself-cut what you're doing + go to bed!

5. Avoid: caffeine too close to bed
exercise " "

6. Avoid: playing video games " "

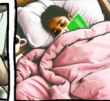
8. Avoid: eating or drinking " "

9. Avoid: pets that keep you awake (interrupt REM)

10. Avoid: napping too long

9 1/4 hours





<u>Date:</u>	<u>Fell Asleep At:</u>	<u>Woke Up At:</u>	<u>Total Hours:</u>
			My average sleep per night is:

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Engaging Escape Rooms!



Bullying



Depression



Addiction

On
**GOOGLE
FORMS!**

What is Included in this Program:

2

**THERE ARE
10 units
with step-by- step
teacher directions**



2

Easy to Navigate “Table of Contents”

Links to
each
lesson
document!

Daily
Lesson
Topics

Weekly
Homework

Common
Core
Standards

National
Standards

WA
State
Standards

Fill in
Your
State
Standards

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

Standards are at the Beginning of Each Lesson

**Washington
State
Standards**

**Common
Core
Standards**

**Content
Learning
Target**

WA State Standards Met:

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

My State Standards Met:

National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.8, 2.12.9, 5.12.1, 5.12.2, 5.12.3, 6.12.1, 6.12.2, 6.12.3, 6.12.4, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4

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

Materials Needed:

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

Optional:

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

**Your
Own State
Standards**

**National
Health
Standards**

**Materials
Needed**

**Behavioral
Learning
Target**

**Optional:
Lesson
Assessment**

**Optional:
Exit Task**

2

Step-by-step teacher directions:

Day 6: Grocery Store Savvy and Food Label Reading

[Return to Table of Contents](#)

WA State Standards Met: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS Collaborate with others to advocate for healthy eating at home, in school, or in the community. H8.N1.HS		My State Standards Met:
National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3		
Common Core Standards Met: Reading 3, 4 / Writing 9		
Materials Needed:		
PowerPoint	-Nutrition Day 1 – 6 PowerPoint	-See PowerPoint Packet
Printed Materials	-“Nutrition Packet” -“Food Label Worksheet” Optional: “Grocery Store Scavenger Hunt Homework”	-They should have -Print 1 for each
Other Materials	-Calculators -Optional: Real product packaging to show -Real product labels for students to read -All materials for Fast Food Posters if time	-See red message
Optional:		
Learning Target	Content: I will learn how to read food labels.	Behavioral: I will read food labels.
Exit Task	-Fill out “Success Criteria Sheet.” -Allow students to each bring in 10 empty containers/wrappers (point each).	
Assessment	Food Label Worksheet will be turned in and graded. “Grocery Store Scavenger Hunt” can be turned in and graded.	

Today's Notes:

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

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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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LESSON EXAMPLE:

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

[return to table of contents](#)

WA State Standards Met:

Analyze personal dimensions of health and de-
balance health. H1.W1.HS
Demonstrate strategies to prevent, manage, o
interpersonal conflicts without harming self
H4.W5.HS
Demonstrate effective communication skills
emotions. H4.S04.HS
Assess self-esteem and determine its impact
dimensions of health. H1.S01.HS
Evaluate societal influences on violence. H2
Analyze strategies to prevent and respond t
harassment, intimidation, and bullying. H1.
Compare and contrast the influence of fami
media, technology, and other factors on ha
intimidation, and bullying. H2.S05.HS

National Standards Met: .12.1, 1.12.2, 1.12

4.12.4, 5.12.2, 6.12.1, 7.12.2, 8.12.1, 8.12

Common Core Standards Met: Reading

Materials Needed:

PowerPoint	-Empathy Powe
Packet	-"Empathy/Viol
Printed Materials	- "Self-Esteem S
	- "Positive Self-T
	- "AIM Sheet wi
Other Materials	All materials fo
	paper, markers
	glue and maga

Optional:

Video	"To This Day"
Learning Target	Content: I will
	esteem.

Exit Task	-Fill out "Success Criteria Sheet."
	-Tell someone one thing you like about your personality

Assessment	-Students are self-assessing with the "Self-Esteem Surve
	-The "Positive Self-Talk Worksheet" will be turned in an

1. **TITLE SLIDE and POSITIVE WORDS-ONE PERSON CAN MAKE A DIFFER**
you want, here is a great example of how just a small show of empathy can
difference. Read aloud to your students graduation true story below. Th

story to show here on People Magazine's website about a girl who was so excited to be nominated
for her high school's homecoming court, only to find out it was done as a prank!

2. **WHITNEY and QUEEN CREEK:** Tell your students about these cool stories, or read them from the text below. Again, one person can make a difference. The Queen Creek story has a great short video you can show.

Discuss this idea and if you have some real life stories, share them. Although Whitney could have quit, she decided not to and the town and people rallied around her. It's a great example of how we have to believe in ourselves and think positively about ourselves before others can think the same about us! (I cut and pasted the article below.)

Whitney Kroop Bullied
Michigan Teen

<http://www.people.com/people/article/0,2>

Queen Creek football players stand up for bull
Scroll down for video! (3 min.) (See below for
Article: http://www.buffingtonpost.com/2012/papers_n_2039212.html)

If the video from this website doesn't work, the
<https://www.youtube.com/watch?v=fDrCIEA5>

3. **JUST BECAUSE SOMEONE IS:** We will cover bu
how self-esteem is so important and not to let o
giving them power of your emotions!!

4. **LIFE IS FULL OF EVENTS and SELF ESTEEM EP**
you can control your response-keep your dignity.
is your self-esteem?
Take "Self-Esteem Survey" 18 and 19 (see below and
"Documents to Print" Folder)

Best Practices- Research

Best Practices

This article really delves into the mind of a bully!

Until recently, a bully was just a bully. But researchers are turning up differences among them that provide strong clues as to how the behavior takes shape. There seem to be two distinct types of bully, distinguished by how often they themselves are bullied.

"I sta
found
childr
year-o
But he
pretty
Terribl
<https://a>
bully

I don't do this one outloud, I just let students read and take it and file it in their file folders. Have students ring these into their file folders.

5. **ARE WE BORN WITH and WE'RE NOT BORN WITH and WHO SHAPES IT?** and
Are we born with self-esteem? No, so you can change it. (1st semester in 2008 I
students' scores for a paper I was writing and my first period class went from 2
exceptionally high self-esteem to 51%!-we'll do a lot to work on it)

6. **MEDIA, COMMUNITY... and WE CAN CHANGE IT:** Discuss.

7. **VIDEO: BELIEVE IN YOURSELF - Motivational Video** (ft. Jarret Grossman & E
<https://www.youtube.com/watch?v=AiZKbJcav0>

8. **GOAL SHEET and SET A SPECIFIC:** Remind students that if they want to ge
Health class, they will need to take what they're learning outside of the class
It!! Improving self-esteem is definitely not head knowledge, it takes a lot of e
sheet is on the back of the AIM sheet. Have students use the prompt to set a
"SET A SPECIFIC" slide up for ideas for goals.

- Be specific and measurable!! If they have high self-esteem their goal
continue one thing they are already doing well.

9. **DON'T LET THE BULLIES and TO THIS DAY:** My 9th graders LOVE this vi
Really emphasize that we have control of our own positive thinking, and n
mean people get to us! This is a perfect example of a boy who let others' o
hurt him. Tell students we will look more closely at bullying later in this o
touch on this subject in light of the fact that they should never let bullies

10. **VIDEO: To This Day** (8 min.)
<https://www.youtube.com/watch?v=ltun92DnPY>

10. **THE POWER OF POSITIVE SELF-TALK and #1 WAY TO IMPROVE W**
MAKING, WHATEVER YOU TELL, and EXAMPLE: Go through
these slides to explain the power of positive thought. Give real
life examples if you have any.²⁰

11. **DO THE POSITIVE SELF-TALK SILVER LINING ON A DARK CLOUD**
IT OUT: Hand out the "Positive Self-Talk Worksheet." This will be tur
positive thinking worksheet from the slides and directions and two r
out the rules from the sheet. I have students ask others if they get st

The reason they can't just say "I'm NOT" stupid, is because it's not e
"I'm stupid. Your sub-conscious still hears the word "stupid." For i
said to you right now, "Do NOT think of the color red, what did you

12. **VIDEO: If you want to you can prove the point about not being**
think of something! This is a fun 2:00 min. video! "Do Not Read Th
<https://www.youtube.com/watch?v=MRZxZsM45iw>

It's not just a unit outline.

Directions tell you what to say!

They get the example of a silver lining on a dark cloud. Like instead of, "I hate Mondays," you say
"4 more days 'til Friday," or rather than "I hate school," you could write "At least I get to see my
friends."

13. **OPTIONAL BULLY:** This will meet: Demonstrate strategies to prevent, manage, or resolve
interpersonal conflicts without harming self or others. H4.W5.HS
YOU HAVE A CHOICE IF YOU WANT TO DO A "SELF" ROLE-PLAY ACTIVITY, where students
get a "bully" card and come up with positive thoughts they could have about themselves.
(It's not the typical "role-play" because you don't really want students to practice bullying!

It is in the "5. Docs for Teachers and Printing" folder, titled "Role Play Task Cards." It's your
choice and might depend on the time you have, and even the maturity of the class! The full
directions are on the slides
you print. It looks like this:



14. **OPTIONAL:** To meet the "Compare and contrast the influence of family, peers, culture, media,
technology, and other factors on harassment, intimidation, and bullying. H2.S05.HS" standard, I designed a
spreadsheet to show the difference it can make when students are exposed to violence and bullying as they
are growing up. See it in the "3. Student Worksheets and Tests" folder. They can make it more relevant to
them!

15. **WORK ON CHAP. EXAMPLES AGAIN and AFTER YOU COMPLETE:** If you still have time, allow
students to continue to work on their "Life Story Posters."

Optional Exit Task:

-Fill out "Success Criteria Sheet."
-Tell someone one thing you like about your personality!

To Extend This Lesson:

These other videos on bullying were recommended, and they seem good, but I haven't used
them in class yet:

Kayla Wright She Was Bullied to Death (2:50)
<https://www.youtube.com/watch?v=ZvAMxKvZawU>

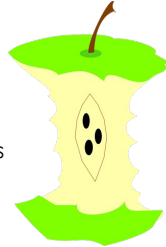
Docs are editable: in both Word + PDF!

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)



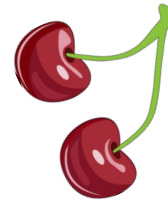
- I don't eat enough fruit
- I don't eat enough dairy
- I don't eat enough vegetables
- I don't drink enough water
- I never read food labels
- I drink too much pop
- I munch too much between meals

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

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

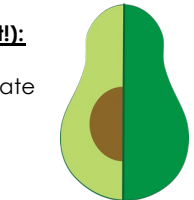


- I skip breakfast
- I skip meals



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

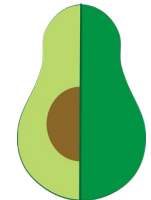
- I eat because I always seem to be "starving"
- I eat when I'm stressed
- I figure I've blown it for the day anyway...
- I eat rather than "waste" leftovers
- Once I get started, I can't stop myself



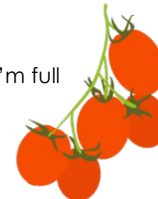
- I eat to reward myself
- I can't control my eating
- I eat when I'm depressed
- I don't eat when I'm depressed
- I eat when I'm bored

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 _____

NEW Worksheet Graphics!



Title Goes Here



First

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

Title Goes Here



Second Question Here:

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

Title Goes Here



Third Question Here:

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

What Makes a Healthy Relationship?

Mutual respect. Does he or she get how cool you are and why? (Watch out if the answer to the first part is yes but only because you're acting like someone you're not!) The key is that your BF or GF is into you for who you are — for your great sense of humor, your love of reality TV, etc. Does your partner listen when you say you're not comfortable doing something and then back off right away? Respect in a relationship means that each person values who the other is and understands — and would never challenge — the other person's boundaries.

Trust. You're talking with a guy from French class and your boyfriend walks by. Does he completely lose his cool or keep walking because he knows you'd never cheat on him? It's OK to get a little jealous sometimes — jealousy is a natural emotion. But how a person reacts when feeling jealous is what matters. There's no way you can have a healthy relationship if you don't trust each other.



3. You are at a party. Your friends are there with you and they all decide to try Ecstasy pills. The person selling the pills says they are just an herbal pill and they won't hurt you. Should you try it just this once?

W _____ could _____?: _____

W _____ do _____?: _____

W _____ is _____?: _____

W _____ do I _____?: _____

H _____ to _____?: _____



4. Your friends have started partying and doing drugs on the weekends. They have been trying to get you to join in. You like these friends, but you are on a sports team and don't want to get kicked off? Should you join them at their next party?

W _____ could _____?: _____

W _____ do _____?: _____

W _____ is _____?: _____

W _____ do I _____?: _____

H _____ to _____?: _____



What is Included in this Program:

2

Skills-Based Worksheets/Projects

Putting skills into practice:

- You will be creating a flyer on...
- Your flyer must explain the issues
- Your flyer must have accurate grammar!
- You must get at least 3 solutions for 1 month!
- *If you have a different...

Fill in this sheet and tape to the back of...

The Environmental Issue:

Your suggested solution:

Target Audience (who will be the most affected by this environmental solution for 1 month:

Signature #1:

Printed Name:

NEW!

Heroes Advocacy Project

Date:

Name:

Write a story about a person who was a hero in a first aid or emergency situation. Use the prompts to fill out this worksheet.

Write a story to class.

and how the "Hero" reacted, and how this story affected the community by this story.

-You must site where you got the information under your name)

person who had the emergency?:

emergency?:

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What is Included in this Program:

3

**PowerPoints
to walk you
through the
lessons**

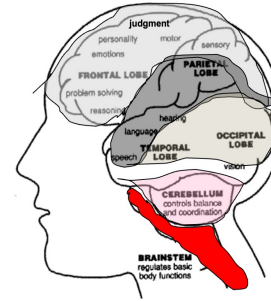


3

Powerful Teaching for Teens:

Drink Safety Tips:

- Don't drink it if it tastes funny
- Never leave your drink unattended
- Don't accept a drink from someone you don't know
- Open it yourself + hear seal break
- Don't drink from punch bowls
- Don't go to a party alone***



Unlike other drugs, alcohol dissolves in both water and fat. Its high solubility in water makes it one of the most potent depressant of human CNS.

Alcohol is absorbed into cells and tissues the way water soaks into a sponge.

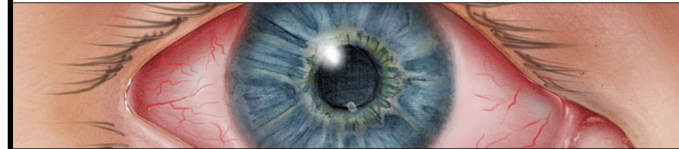
- .00 - .04% : slightly affected (.02 is legally intoxicated for teens in WA!)
- .05 - .07% : impaired
- .08 - .25% : intoxicated
- .26 - .40% : lose control, passed out
- .40% + up : coma (or dead)

Synthetic Drugs

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Pink Eye:

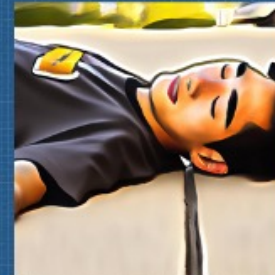


There are 2 types. Can be:

VIRUS, BACTERIA, or FUNGUS (molds)

Pair Share:

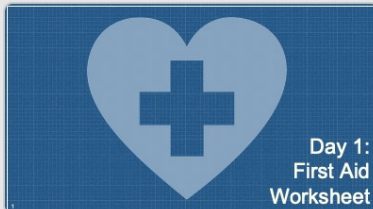
Tell your partner the goal you set for this school year.



Day 7:
C.P.R.

Editable PowerPoints on GOOGLE DRIVE

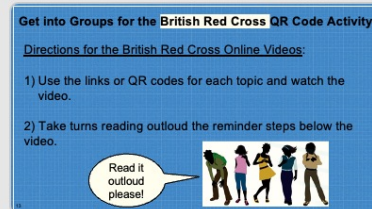
On
GOOGLE
DOCS!



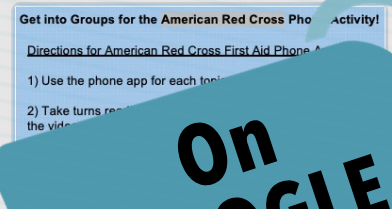
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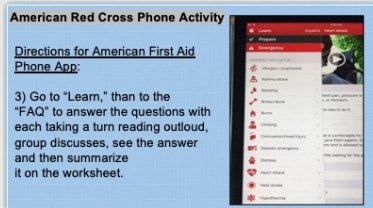
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3



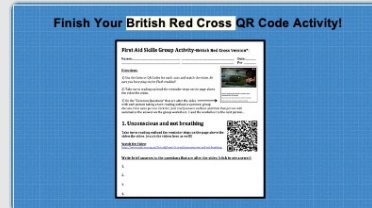
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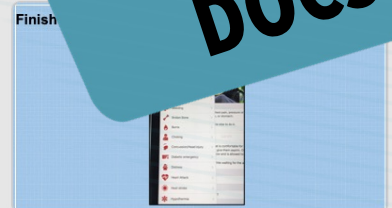
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7



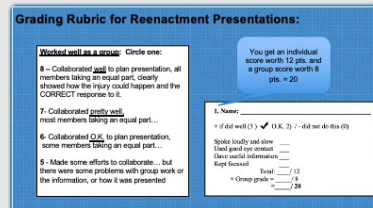
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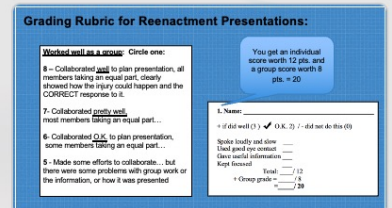
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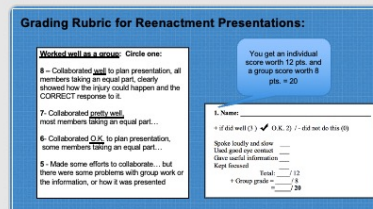
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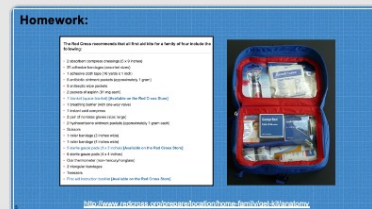
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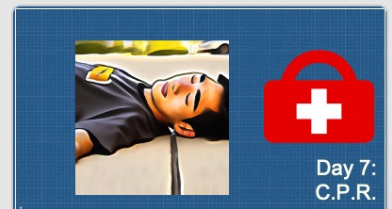
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1



1

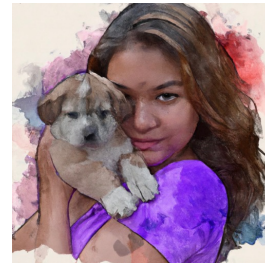


1



3

FUN NEW POWERPOINT GRAPHICS!



FUN NEW POWERPOINT GRAPHICS!

Stress Vulnerability Quiz

- 1 = almost always
- 2 = pretty often
- 3 = sometimes
- 4 = hardly ever
- 5 = never



3-Week Drug Unit

For High School



#1
Best Seller
on TPT!



If you loved me you'd have sex with me

Everybody's doing it

IF YOU WON'T HAVE SEX WITH ME, I WON'T SEE YOU ANYMORE

If you get pregnant, I'll marry you

Don't you want to try it?

We're going to get married someday

You've had sex before

No one will find out

Pair / Share:

Tell your partner how lack of sleep impacts your health?

How does lack of sleep impact your time and if you feel pressured?

How does lack of sleep impact if you are angry or worried?



What is Included in this Program:

4

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



PROJECTS HELP STUDENTS MAKE HEALTHY CHOICES

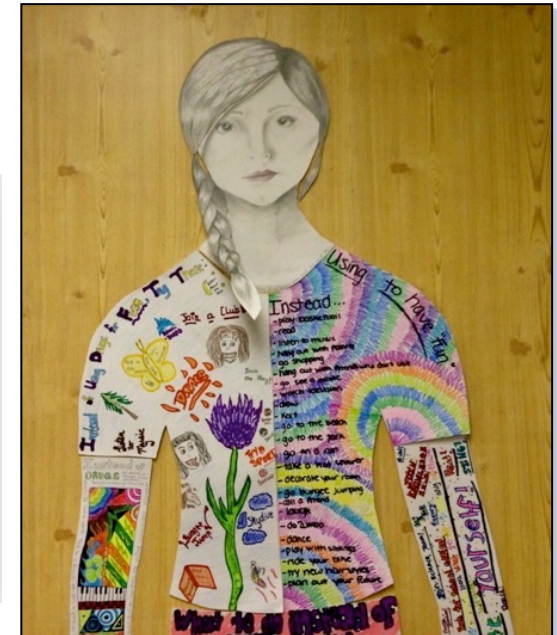


•How to Read a Food Label



Nutrition Facts	
9 servings per container	
Serving size 2/3 Cup (90g)	
Amount per serving	% Daily Value*
Calories 200	
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.



EMPOWERING STUDENT WORK EXAMPLES



Topics are relevant



The dangerous decision topics include:

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

Lots of true story examples

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. _____

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? FAT!

Food 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



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There are over 400 worksheets!



Play games!



"How Pot Hurt Me"

Card Game



Love Languages Survey

Love Languages Survey: Give yourself:

- 2 points if it's always true
- 1 point if it's sometimes true
- 0 points if it's never true

GIFTS

1. An unexpected present can keep me walking on air for days
2. I'd rather get a small, thoughtful gift than an extravagant compliment
3. I just love getting presents—or even freebies
4. I would rather get a reward than a standing ovation
5. Remembering birthdays is very important to me
6. I put a lot of effort and into getting just the right gift for people I care about
7. I get a big buzz out of organizing parties and special events for others
8. It has a big impact on me when someone goes to a lot of effort to make/find the perfect gift for me
9. I keep trinkets because special people gave them to me
10. I find it very depressing when I don't get presents at holidays and on my birthday

Total Score: ____ / 20

QUALITY TIME

1. I enjoy sharing hobbies or fun activities with others
1. I like spending time with people—one on one or in a group
1. I get lonely if I can't spend time with the people I care about
1. I enjoy working as part of a team
1. I'm a 'people person' - I like company
1. I enjoy getting together with people to play or watch sport
1. I feel hurt when others exclude me or don't involve me in activities
1. I show people I care by being with them
1. I'm quite comfortable just to be with others in silence
1. In times of trouble, just being there is what matters

Total Score: ____ / 20

PRAISE (ENCOURAGING WORDS)

1. A kind word can keep me going for a long time
1. Honesty is very important to me - but not 'brutal' honesty
1. When people criticize my best efforts I am wounded



There are 23 fun surveys!

MORE UNIQUE ASSIGNMENT EXAMPLES

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%

6. Total Fat x 9 = _____
÷ Calories

This is the % if you should eat about 2,000 calories per day

7. Total Sugar grams ÷ Total Grams

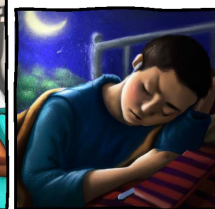
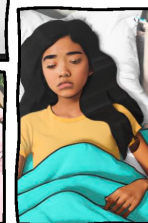
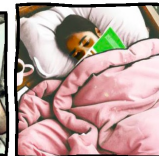
Explanation of Daily Values %

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

*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.

Tips for a Good Night's Sleep:

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



Sleep Chart

Date:	Fell Asleep At:	Woke Up At:	Total Hours:

1. How to Beat Stress and Depression Scavenger Hunt

*All photos from <https://pixabay.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...



Secondary Virginity- you can always choose abstinence

Females—usually starts between _____, and up to 16 years of age

1. Growth and filling out of breasts; larger rounder hips and buttocks
2. Growth of hair
3. Oilier skin and hair + appearance of pimples or acne
4. Begins to have _____
5. Becomes more conscious of appearance

There are emotional changes during puberty too. But, it will pass. Suddenly at about age 15, it all evens out and everybody's back at the same stage of life again!³

4. Female Anatomy Highlights and Issues:

It is important for both boys and girls to know both of the male and female anatomies. Whether it is a father, sister, brother, or other extended family member, most of us will live in a house with, or work with the opposite sex, and understanding how the male and female body works, what illnesses can affect the reproductive system, how hormones influence the system, and what issues the opposite sex must deal with _____ to one another.

✓ The vulva is the term for the female external genitals or organs. These consist of the labia majora, the labia minora (which protect the vagina), the clitoris, and hymen. It used to be thought that you could tell if a woman virgin by whether or not her hymen was intact, but especially today with women as active as they are and with use, an intact hymen is not a good indicator of virginity. The hymen often must be stretched or opened during a woman's first sexual intercourse, and thus there may be some bleeding or pain during this first sexual intercourse.



MORE UNIQUE ASSIGNMENT EXAMPLES

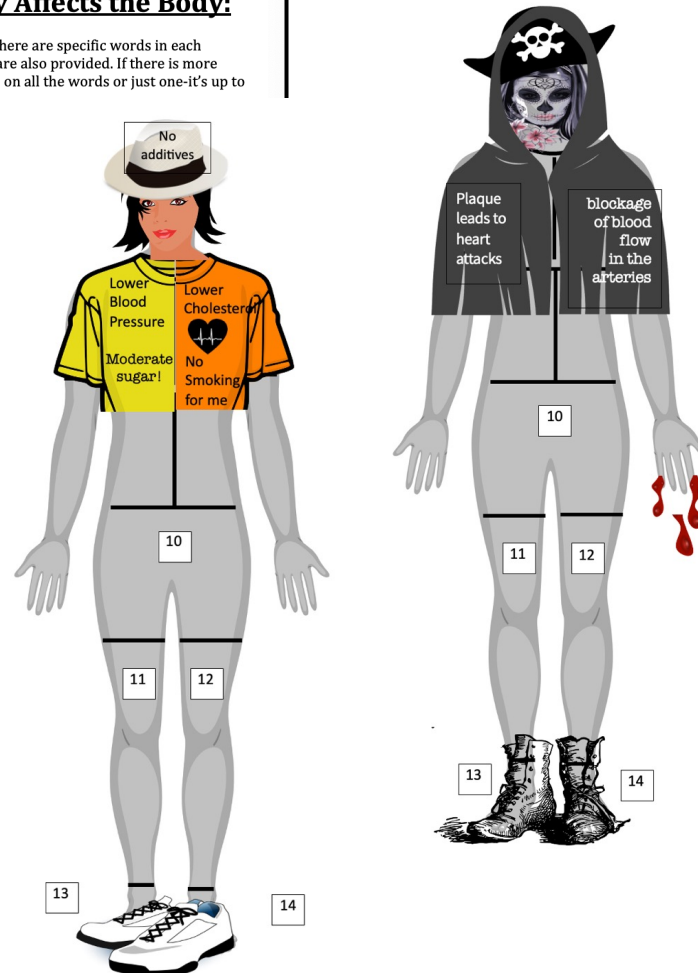
How Good Nutrition Positively Affects the Body:

Directions: Students will be assigned a section to research. There are specific words in each section that tell you what to look for and research. Websites are also provided. If there is more than one word in your section, you can choose to include info on all the words or just one-it's up to you!

You will cut out your body section and put the **POSITIVE WA** information you researched into your section in a creative way: ways a body is healthier! You can draw, use magazine or print body features, clothes, or accessories!

Be ready to show your completed section to the class, and explain **positively** impacted by good nutrition!

Body Section (Facing Body):	POSITIVE EFF
1 Hat	Brain Health/Mental Health/Str https://www.stylecraze.com/articles/positively-impacted-by-good-nutrition/ https://www.aetna.com/health-guide/food-trigger-for-mental-health-disorders
2 Face	Teeth/Skin Complexion/Eyesig https://thebetternutritionprogram.com/blog/better-nutrition-for-better-teeth/
3 Hair	Healthy Hair: https://www.webmd.com/skin-problems-and-treatments/healthy-hair
4 Torso Top Half Left	Cancer: https://www.stylecraze.com/articles/positively-impacted-by-good-nutrition/ Cancer



First Aid Kits



J♥ Hantavirus



Transmission:

- Contact with infected rodents' urine or droppings.
- If it's not treated, it can be fatal! The mortality rate is 38%!
- People breathe in the air and tiny droplets containing the virus get into the air.
- Touching contaminated item then hand to mouth



J♣ Hantavirus



Symptoms:

- Fatigue
- Fever
- Muscle aches, especially in large muscles like thighs and back
- Headaches
- Dizziness
- Nausea, vomiting, diarrhea
- Late symptoms are shortness of breath



J♠ Hantavirus



Treatment:

- There is no cure or treatment, but an infected person may need hospitalization and fluids and more care.



J♦ Hantavirus



Prevention:

- Eliminate or minimize contact with rodents
- Seal up holes in garage, house
- Trap rodents and dispose of them carefully
- Wash hands frequently



My "Life Story"

- Earliest memory:
- Best life memories and how they made you feel:
- Worst life memories and how they made you feel:
- Greatest challenges I have overcome:

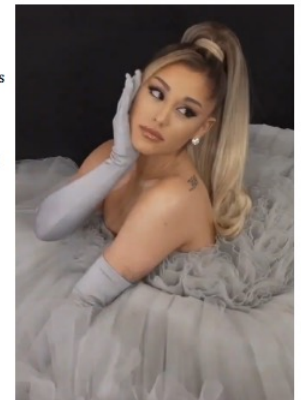


Ariana Grande:

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 Spears, Shakira, Rihanna, Celine Dion and Whitney Houston.

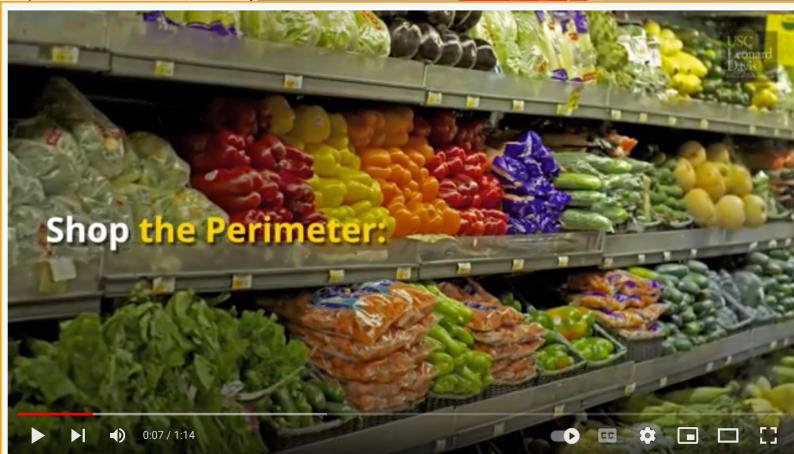
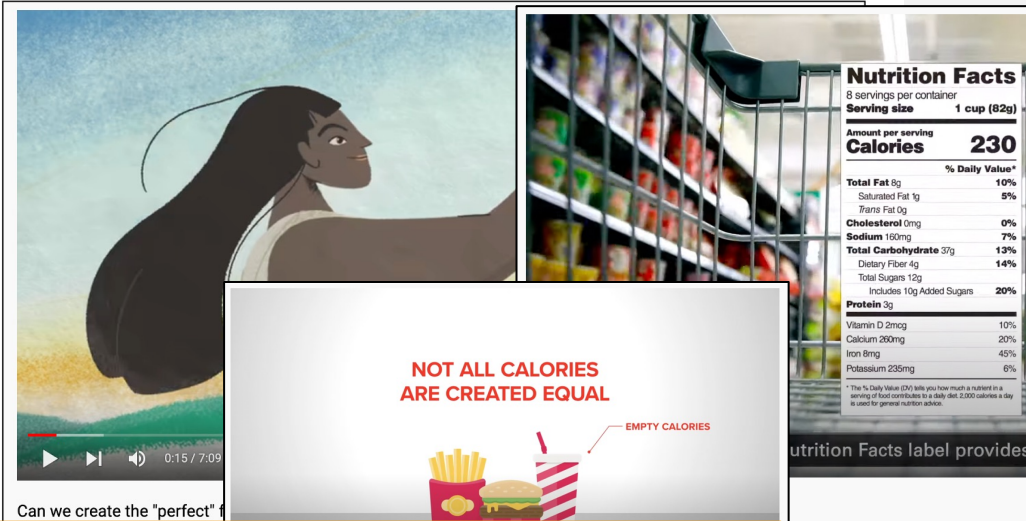
Childhood: Grande's family moved from New York to Florida when her mother was pregnant with her, and **her parents separated when she was around 8 or 9 years old.**

Career: In 1993 Ariana began performing onstage when she was a child. Her involvement in a Broadway play at age 15, followed by some small TV parts, helped her land the role of Cat on TV's *Victorious*. She...dove headfirst into a chart-topping musical career, releasing four albums: *Yours Truly* (2013), *My Everything* (2014), *Dangerous Woman* (2016) which debuted at number two on the Billboard 200, also features collaborations with Nicki Minaj, Lil Wayne, Macy Gray and Future) and *Sweetener* (2018). **Her popularity has been fueled by a strong social media presence on Instagram, Twitter and Facebook.**

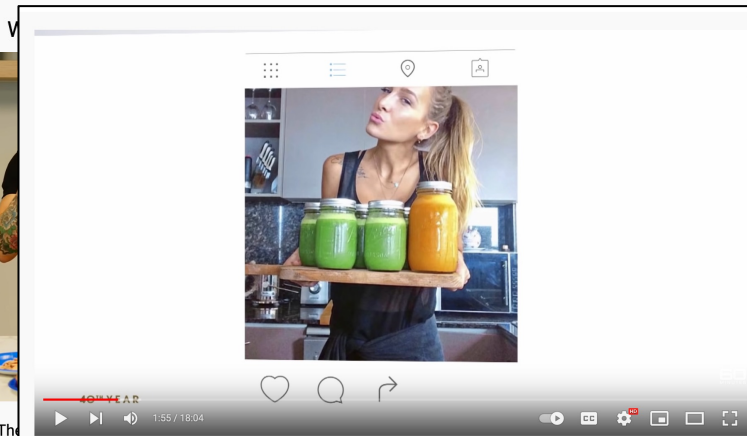
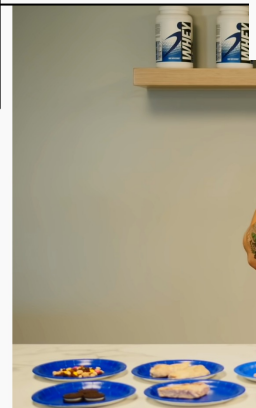


LINKS TO FREE VIDEOS:

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



8 Tips for Becoming a Savvy Supermarket Shopper



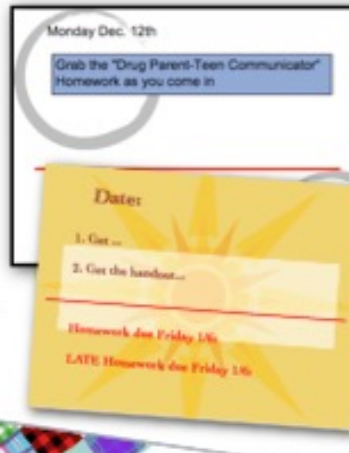
38 Links to Videos!

IDEAS ON "HOW TO SET UP YOUR CLASSROOM!"

Morning PowerPoint to Start each Class:

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

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



Class Rules:

No put-downs

No talking during class when someone else is

No mean, rude, or inappropriate comments

Class Rules!

Art Project Grading Rubric: NAME: _____ Per: _____

<u>Your Score:</u>		<u>A</u> <u>4 points</u>	<u>B</u> <u>3 points</u>	<u>C</u> <u>2 points</u>	<u>D or F</u> <u>1 point</u>
____/4	Content Accuracy and Relevance	*Understanding of topic is very evident and message is very clear and positive.	Understanding is partially clear and message is somewhat clear and relevant.	Understanding is unclear or the message isn't clear or relevant.	Understanding is unclear and message is incorrect or negative.
____/4	Graphics: photos, pictures, and/or wording	*Graphics are very creatively displayed.	Graphics are somewhat creatively displayed.	Graphics are a bit creative.	Lacking creative graphics.
	Attractiveness	*Looks really good in design, layout, and neatness.	Looks good in design, layout and neatness.	Is acceptably attractive though it may be a bit messy.	Is messy or poorly designed. seems time was not taken to complete it.

Fill in the curriculum according to your own school calendar:

Wk	UNIT:	HOMEW. GIVEN:	Mon	Tues	Wed	Thurs	Fri
1							
2							
3							
4							

9th GRADE HEALTH SYLLABUS

★ **Parents: see next page for signature instructions**

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

Students must pass 9th Grade Health to graduate from!



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

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

IDEAS ON “HOW TO SET UP YOUR CLASSROOM!

Easy and Effective Discipline:

They really do want it even if they resist it...

The “1 – 2 - Bookwork” system:

Teens want to know that the teacher has control of the class. Of course that discipline must be done in a respectful way, without embarrassing students, and where dignity is kept intact.

This system is designed especially for really **talkative classes**, where “side-talk” is disruptive. This isn’t the best system if there is just a few kids talking! For this system, you’ll need a set of textbooks (preferably for your subject area!) Here is my “dreaded” set - front and center in my classroom! If you don’t have a class set of books, use your teacher version, check one out at the library or purchase one and make 30 copies of certain chapters!



One other idea is to MAKE YOUR ART PROJECTS COMPETITIONS! Every art project I do in class is a competition. I choose about 20 of the best works to post. The key is to find a place somewhere in your school where other students will see and admire your students' work. I put my bulletin board in the hallway across from our library...



-----cut here-----

PARENT-TEEN COMMUNICATOR CONFIRMATION SLIP

We completed the Sexuality “Parent-Teen Communicator” assignment together.

What parts of this activity did you feel were important?:

Student Name (please print) Period:-----

Parent/Guardian Signature Date:-----

Parent Communication

How to Ace Your Teacher Evaluation:

This year my high school started a new teacher evaluation process. Maybe your school is doing something similar, so I am including for you some of my evaluation notes in case they might help you plan your own evaluation.

**How to Ace Your
Teacher Evaluation!**



DAILY LEARNING TARGETS ARE PROVIDED FOR EACH LESSON!

UNIT GOAL:

To be

**above the
Influence**

**by:
staying away
from: tobacco,
alcohol + drugs**

SKILLS-BASED!

**Learning
Target of
the Day:**

I will learn
risk factors
for addiction.

Content 27

I will recognize
risk factors in my
life and work to
overcome them.

Behavioral 27

These Posters make
the daily purpose clear for
students!

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

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

THERE ARE 3 CHOICES FOR YOUR DAILY STUDENT “SUCCESS CRITERIA WORKSHEETS”

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

<u>Content:</u> Write the daily <u>content</u> learning target:	<u>Content End of Class Rating-</u> Circle One:	<u>Behavioral:</u> Write the daily <u>exit success criteria:</u>	<u>Behavioral End of Class Rating-</u> Circle One:
Monday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now	In the future I will	Yes No Undecided
Tuesday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now	In the future I will	Yes No Undecided
Wednesday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now	In the future I will	Yes

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

<u>Content:</u> Write the daily <u>content</u> learning target:	<u>Content End of Class Rating-</u> Circle One:
Monday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now
Tuesday: I will	I learned this: 4 Very well - without mistakes or help 3 Pretty well - with a few mistakes or some help 2 O.K. - I need a little more help 1 I can't do this right now
Wednesday: I will	I learned this:

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

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

This one has a
“Content” beginning
and “Behavioral” end of
class task

This one has a
“Content” beginning
only task

This one has a quiz question that
you post on the board at the end
of each class



About the Author:

◆ Thank you for previewing!

- ◆ 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.; 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:

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

NYC Standards From:

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

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