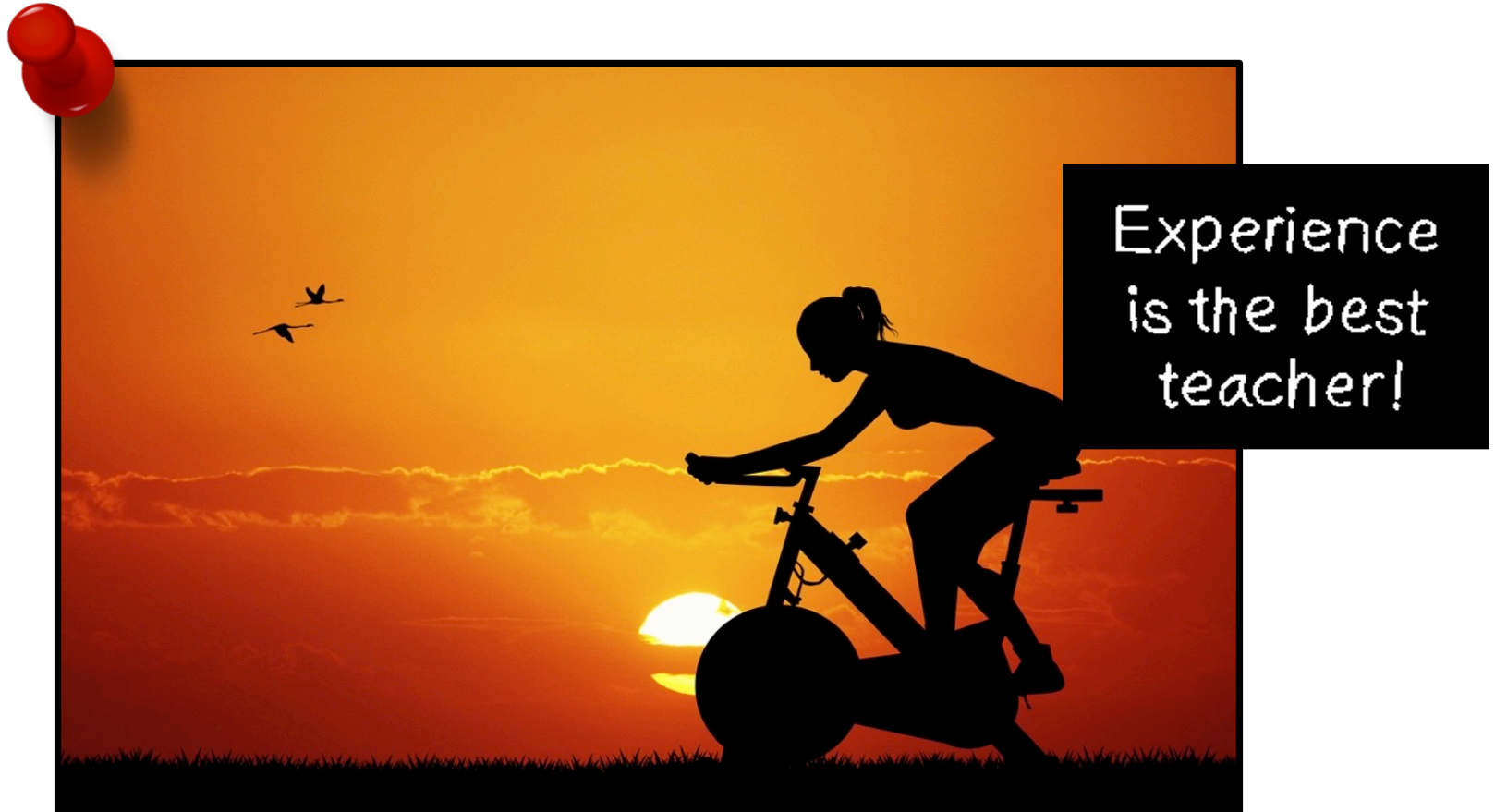


Full Year High School Health Preview



**Created by a National Board Certified Teacher with a
Master of Education Degree and 20+ years of
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

- >  Alcohol Unit
- ✓  Beginning a Term
- >  Conflict Resolution Unit
- >  Cultural Diversity
- >  Dangerous Decisions
- >  Diseases
- >  Drug Unit
- >  Emp Vio
- >  Ending a Term Unit
- >  Mental Health
- >  Nutrition Unit
- >  Optional Body Systems
- >  Optional Enviro and Comm
- >  Optional First Aid Unit
- >  Optional Self Esteem
- >  Sex Ed Unit
- >  Stress Unit
- >  Tobacco 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!**"
- ❖ "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!

Program is Standards-Based:

State Standards

National Standards

WA State Standards Met:

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

My State Standards Met:

Fill in YOUR Standards

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

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



Common Core

Materials Needed:

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

Optional:

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

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 integrate narrative elements effectively into arguments and texts. In history/social studies, incorporate narrative accounts into descriptions or events of historical import. In science, students must be able to write descriptions of 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 narratives.



Health Education Standards

https://www.wa.gov/education/standards/health-education-standards

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/ investigations, or technical procedures in which you include	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 in which they include	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.

Meets all 46 National Health Standards for High School Health

<u>Standard 1</u>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.12.1	Predict how healthy behaviors can affect health status.
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
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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.

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*

TOP 10 HEALTH
LESSONS

BY ME
MAGAZINE

SUCCESS
IN 2023

SUCCESS TIPS

LESSONS

**#1 BEST-SELLER ON
TEACHERSPAYTEACHERS**

*For curriculum advertisement only
Photo by pexels.com*

<https://www.teacherspayteachers.com/Store/Mrs-Ss-Health-And-Pe-Resources>



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

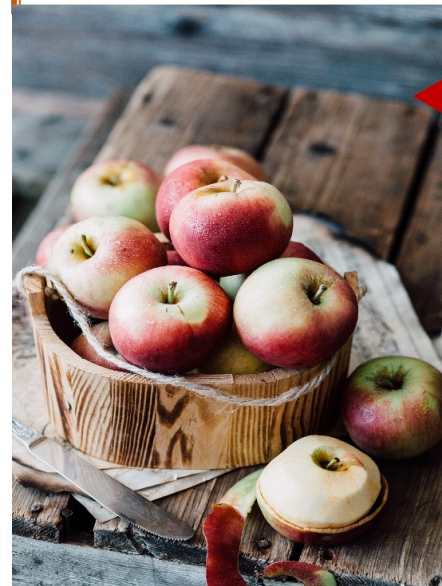
No one

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

18 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!

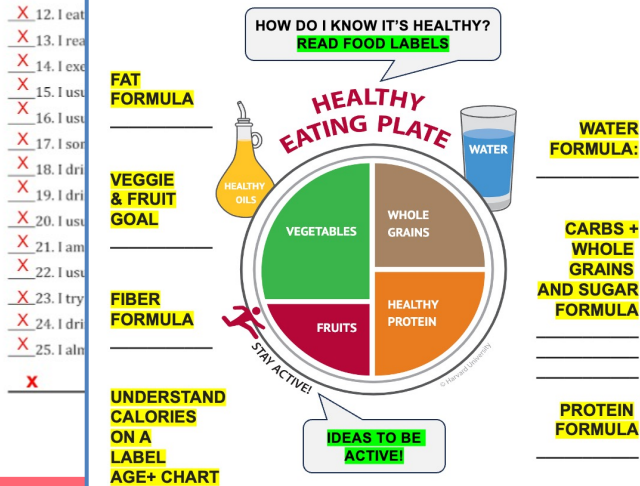
How Healthy Are You Eating?

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 (5 servings is 1 1/2 cups 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	Circle 1	Circle 1	Circle 1	Circle 1
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

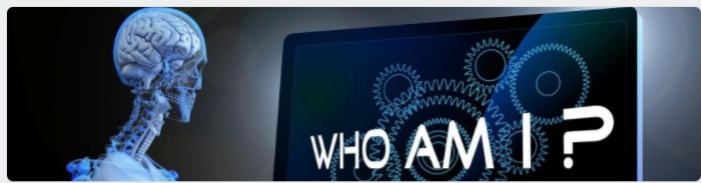
Description (optional)

100 Google Slides + 4 Google Forms

Human Body Systems

Teacher Directions, PowerPoints, and
Student Docs on Google Drive

On
GOOGLE
DOCS!



Body System

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text



Human Body Systems Unit Assessment

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text

1. What is your brain made of?

X

2. How much does it weigh?

X

3. How does your brain communicate with your body?

X

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

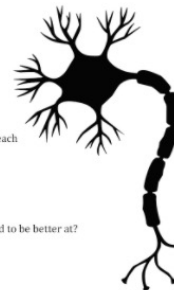
X

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

X

6. What about if you are right brain dominate

X



TRY
ME!

1. Respiratory System

Students in Your Group: X

X

RESPIRATORY QUESTION

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

<https://www.slideshare.net/da>

(You can put "Respiratory System")

Virtual Body:

<http://www.ihmci.com/health/health.htm>

1. Why do we need to breathe?

X

2. What role does your diaphragm play?

X

3. What keeps food from going into the lungs?

X

4. Spread out flat, about how big is your lungs?

X

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

X

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

X



Non-Communicable Diseases Card Game Worksheet

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text



-List 3 things that

1) X

2) X

3) X

2. Human Heart (Circulatory System)

-How does this system work?

84 Google Slides + 4 Google Forms

Sex Ed. / Self-Esteem

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, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 6.12.2, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3

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

Materials

Print

Options

Learn



Self-Esteem Survey

Form description

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

Description (optional)

1. HO

2. PA

3. NE

lookit

I enjoy waking up in the morning. *

☐ 4 = Totally True

☐ 3 = Mostly True

☐ 2 = Partly True

☐ 1 = Hardly True

☐ 0 = Never True

AIDS QUIZ:

Score:

NAME:

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

A

I

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

BOX 1. Healthy -vs- Unhealthy Relationships

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

✓ Now, correct your answers for BOX 1.

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

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

Becky actually ends up seeing several of the warning signs in Jim's behavior. List 5 warning signs you watch for to decide if Jim is being abusive in their relationship.

- | |
|--|
| 1. ☒ |
| 2. ☒ |
| 3. ☒ |

✓ Now, correct your answers for BOX 2.

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

- | | |
|--|---|
| Part 1: | Part 2: |
| ☒ 1. | 1. Don't get in the car. |
| ☒ 2. | 2. Call the police. |
| ☒ 3. | 3. Call a counselor or therapist. |
| ☒ 4. | 4. Make a "safety plan". |
| ☒ 5. | 5. Know this is not your fault. |
| ☒ 6. | 6. Try not to drink or use drugs. |
| ☒ 7. | 7. Get help dealing with your feelings. |
| | 8. Make healthy choices. |

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

Sex Ed. Unit Assessment

Form description

Name:

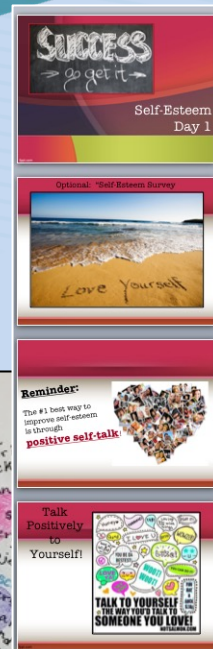
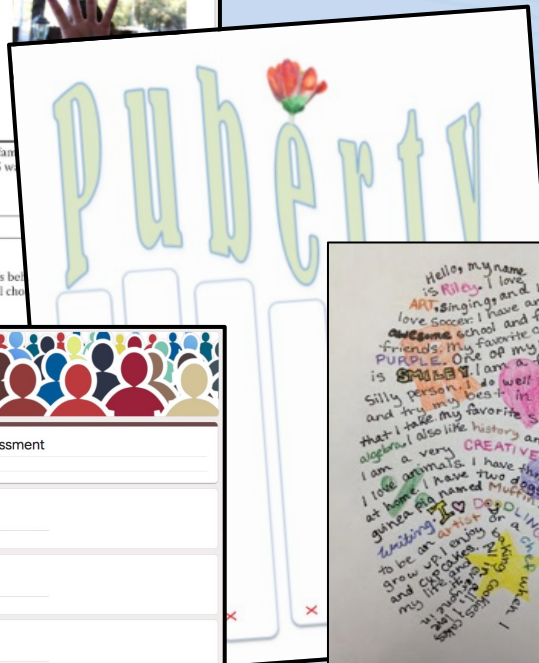
Short answer text

Date:

Short answer text

Class Period:

Short answer text

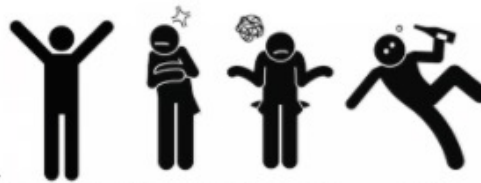


Drugs / Alcohol / Tobacco Units

PowerPoints, and Student Docs on Google Drive!

On
GOOGLE
DOCS!

Stages + Risk Factors for Addiction



Do I, or does my friend

Experimenters Regular User Preoccupied Addict

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



Risk and Protective Factors Teen Survey

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

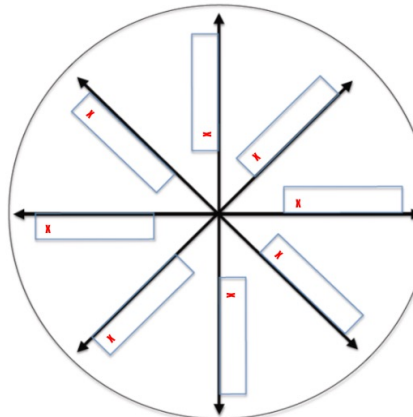
Name: X PERIOD: X
ALCOHOL UNIT: Be above the pressure to use tobacco, alcohol, and drugs
SUBSTANCE USE UNIT: ALCOHOL - Be above the pressure to use:
Why wait until 21 to decide if you want to drink or not?
1. Alcohol is hard on X
-It takes X as much alcohol to damage a teen's brain as it does an adult's brain.
-The brain can completely shut down breathing and/or swallowing and gag reflex if there is alcohol X
2. Teen alcohol X -Children and teens become chemically dependent much faster than adults. (as fast as several weeks or months)
-Adolescents who begin drinking before age 15 X more likely to develop alcohol addiction than those who begin drinking at age 21.



-A child who reaches age 21 without abusing alcohol or using drugs is virtually certain X to do so.
3. Teen's X toward drinking alcohol. (often the goal is "Let's get drunk")
-The first brain function you lose under even a small amount of alcohol is X
There are more teens who DON'T drink alcohol than those who do.

TEEN ALCOHOL STATISTICS

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

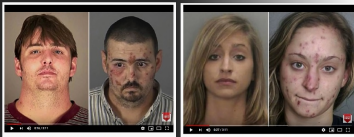


Name: X Per: X Date: X
Alcohol Unit Test Review and Key

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



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



<https://www.youtube.com/watch?v=EEMCUjPn0fI>

**On
GOOGLE
DOCS!**

[illegible]

Write _____

Play _____

Draw _____

Remember you have to be talking about feeling disappointed and/or thinking of suicide.

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

1. Show your Cards:

"I'm concerned about you,"

X
X
X
X

2. Ask the Questions

"Are you thinking of suicide?"

X
X
X

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

"Let's call your mom."

X
X
X
X

This information was adapted from:
<https://cshhs.ca.gov>

<http://www.spepp.org/about-us/about-us-44468>

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[illegible]

Stress Unit Assessment

Form description

Name:

Short answer text

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

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

http://www.whitewalldialogueconference.com/resources/05_TheComplexityofIdentity-Beverly-Tatum.pdf

Questions Responses Settings

Worksheet

...dinate identities that shift depending
... of dominant and subordinate identities
...pression. Note: There are other
... that shape our identities in addition to the list
... family, and citizenship. (Adapted from Diane J. Goodman, Ed.D.)

NANT:

has a sense of
element

privileges, often
e of privilege

depth of
other groups
e aged adults

SUBORDINATE /TARGETED:

-Feeling inferior due to societal messages
about normalcy

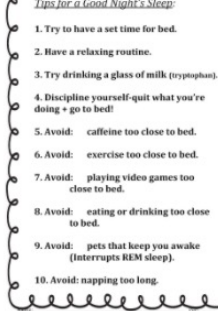
-Feeling hyper-visible or invisible

-Using coping mechanisms, such as trying
to "fit in"

Elderly people, teenagers or children

y European

The diagram shows a man in a blue suit leaning forward, reaching out with his right hand towards a dog. The dog, a greyhound-like breed, is standing on its hind legs and reaching up with its mouth open towards the man's hand. Red arrows point from the man's hand towards the dog's mouth, indicating the dog's focus and the direction of interaction. The background is a simple brown wall and green ground.



Tips for a Good Night's Sleep:

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

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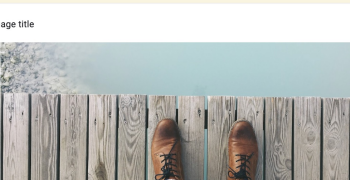
QuestionsResponsesSettings



Show You Care Worksheet

Form description

Image title



Diseases / Mental Health / Dangerous Decisions

PowerPoints, and Student Docs on Google Drive!

On
GOOGLE
DOCS!

Name: Per.

Articles:	What is the problem with this activity, or why is it unsafe for teens? If article does not give answers, put your opinion.)	Tell how you would cut out of
Cutting and Self-Mutilating	X	C
Being Safe Around Water (Drowning, Boat Accidents)	X	A
Driving at High Speeds	X	N
Dangers of Teen Runaways and Homelessness	X	C
		E
		R
The Choking Game	X	
Sexing	X	
Drinking Games and Binge Drinking (5 drinks in a row for boys, 4 for girls)	X	
Vaping	X	

Easy Version: Individual Reading / Group Meet

[return to table of contents](#)

State Standards Met:	My State Standards Met:
1. Evaluates dimensions of health and relates to personal health behaviors.	
2. Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.	
3. Analyzes conflict situations	
4. Personal Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.5, 2.7, 2.12.8, 2.12.9, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4	
Common Core Standards Met: Reading 2, 3, 4, 6 / Writing 1, 2, 3, 4, 5, 6	
Materials Needed:	
Printed Materials	- "1. Easy Version Worksheet" - "When is it Illegal? Handout"
Other Materials	Optional: Construction paper and markers (See photo below)
Learning Target	Content: I will learn the questions making decisions.
Exit Task Assessment	- Fill out "Success Criteria Sheet" - The "Dangerous Decision Easy Version"



Non-Communicable Diseases Card Game Worksheet

Form description

Name:

Short answer text

Date:

Short answer text

Class Period:

Short answer text

Health Condition:	"X" if I have	Name of Family Member(s) Who Had or Have and Their Relationship to Me:	Age, Sex, Race, and Age They are
Alzheimer's Disease			
Arthritis	X		X
Asthma/Allergies	X		X
Breast Cancer	X		X
Ovarian Cancer	X		X
Prostate Cancer	X		X

CAUSES OF MENTAL DISORDERS/ILLNESS:

ORGANIC	FUNCTIONAL
Alzheimer's Disease	Somatoform (Hypochondria + Conversion Disorder)
Obsessive Compulsive Disorder	Phobias
Schizophrenia	Multiple Personalities
A.B.D.H.D.	Anxiety/Panic Attacks
Illness/Infections	Childhood loss, such as a parent
Brain defects or damage	P.T.S.D.
Bi-Polar Disorder	Eating Disorders
Autism Spectrum Disorder	Personality Disorders
Clinical Depression	Family Dysfunction

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

What is "Mental Illness?"

Technical Definition:

Personal Health Assessment:

Let's see how you are doing!

1. How often do you feel stressed or overwhelmed?

2. How often do you feel sad or down?

3. How often do you feel nervous or anxious?

4. How often do you feel like you are not in control of your life?

5. How often do you feel like you are not good enough?

6. How often do you feel like you are not happy?

7. How often do you feel like you are not loved?

8. How often do you feel like you are not respected?

9. How often do you feel like you are not safe?

10. How often do you feel like you are not healthy?

Childhood Trauma

People with anxiety disorders respond to certain objects or situations with fear and dread, as well as with physical signs of anxiety or panic, such as a rapid heartbeat and sweating. An anxiety disorder is diagnosed if the person's response is not appropriate for the situation, if the person cannot control the response, or if the anxiety interferes with normal functioning. Anxiety disorders include generalized anxiety disorder, panic disorder, social anxiety disorder, and specific phobias.

Phobias

Phobias are intense, irrational fears of specific objects, situations, or activities. They can cause a person to avoid the thing they are afraid of, which can interfere with their daily life. Phobias are often caused by a traumatic event or a learned response. They can be treated with therapy and medication.

Environmental / Community Health / and Conflict Resolution

PowerPoints, and Student Docs on Google Drive!

On
GOOGLE
DOCS!

Environmental Problems: What Can Be Done?



Day 1



Environmental Problems: What Can Be Done?¹

- Our planet is poised at the brink of a severe environmental crisis. Current environmental problems make us vulnerable to disasters and tragedies, now and in the future. We are in a state of planetary emergency, with environmental problems piling up high around us. Unless we address the problems urgently and seriously we are surely doomed for disaster. Current environmental problems require urgent attention.

Video:



CONFLICT RESOLUTION

(Don't be so quick to jump to conclusion)

S - stay calm: breath, count, relax, think of a peaceful place, I

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



The United States Environmental Protection Agency Regulations for 8 Topics:



Regulatory Information By Topic

Air

Cross-cutting Issues

Emergency Management

Pesticides

Land & Cleanup

Toxic Substances

Water

Waste

Name: _____ Per: _____ Date: _____

<http://www.epa.gov/regulatory-information-toxic>
<http://www.ck12.com/elemental-circles-of-hand/>

Copyright © The Best Health Curriculum 2016
<http://www.epa.gov/regulatory-information-toxic>



SO QUIC Conflict Resolution Model

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Short answer text

Begin a Term / End a Term Units

PowerPoints, and

Student Docs on Google Drive!

**On
GOOGLE
DOCS!**

Questions Responses points: 13

I AM

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

Im...



1. When you study

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

Im...



2. Which of these are you

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

Im...



3. When you work to

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

Begin a Year Unit

3 Weeks
Grades 6-12

On GOOGLE DRIVE!

Organization: Class set up, posters, "Learning Targets," "Art Project Rubric," class syllabus, PowerPoint templates, discipline ideas, FUN lessons, teacher evaluations, "Learning Style Survey," "Personality Survey," ice-breakers, motivating videos, and more...

Health Education Today

NAME: Per: Date:

HEALTH FINAL TEST REVIEW

- Know the signs of someone who might be suicidal.
- How long must a person be depressed to be diagnosed with "Clinical Depression" ?
- What are three healthful ways to relieve stress?
- What are traits of someone who is assertive (not passive and not aggressive)?
- What are things you can do to avoid alcohol?
- Know how to make an "I" statement
- What are characteristics of a healthy relationship?
- Why might a teen with a learning disability have trouble in school?
- How can you help a friend who is having trouble in school?
- What is the term for the feeling of being overwhelmed?
- What does it mean when someone is "Amotivational"?
- What are 3 dangers of alcohol?
- What is "alcohol poisoning"?
- Why are smoking cigarettes bad for you?

Standards-Based Lessons!



Class Rules:

No talking during class when someone else is

No mean, rude, or inappropriate comments

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

Name:
What's Your Learning Style?

Choose the best answer that comes to mind, then explain your thinking!

1. When you study for a test, would you rather
 - a. read notes and look at illustrations
 - b. have someone ask you questions
 - c. write things out on flash cards or take...



Health Education Today

A Quiz About

Mrs./Mr..... :)

1 - 13

Engaging Escape Rooms!



Bullying



Depression



Addiction

On
**GOOGLE
FORMS!**

What is Included in this Program:

2

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



2

18 units with step-by-step teacher directions



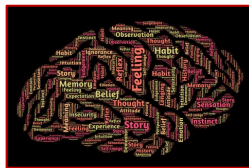
Begin a Term 1 Week



Sex Ed. 3 Weeks



Tobacco 2 Weeks



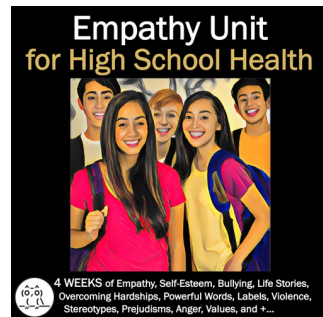
Mental Health 1 Week



Stop Bullying / Empathy / Violence 4 Weeks



Nutrition 4 Weeks



2

18 units with step-by-step teacher directions



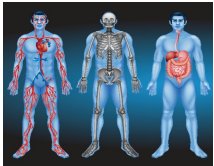
Self-Esteem 3 Weeks



Alcohol 1 Weeks



Drugs 3 Weeks



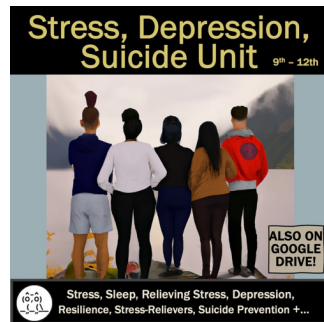
Body Systems 2 Week



First Aid/C.P.R. 3 Weeks



Stress, Depression, Suicide 2 Weeks



2

18 units with step-by-step teacher directions



Diseases 1 Week



Cultural Diversity 3 Weeks



Conflict Resolution 1 Week



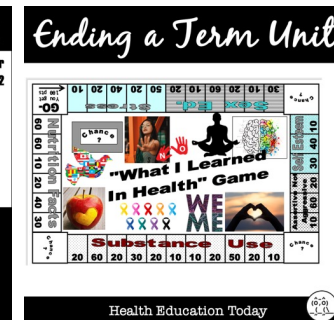
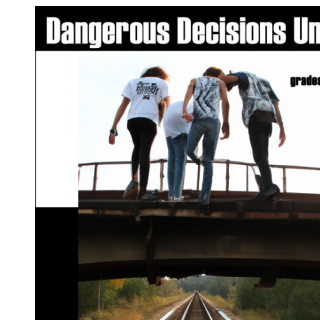
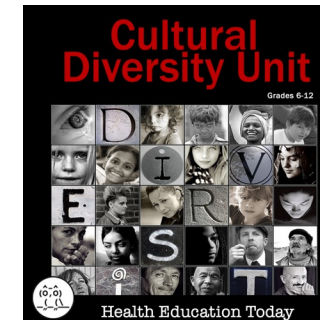
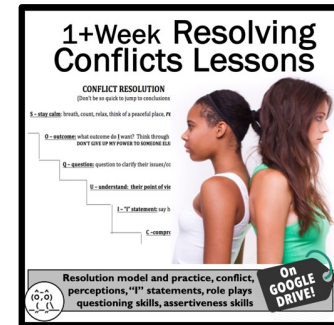
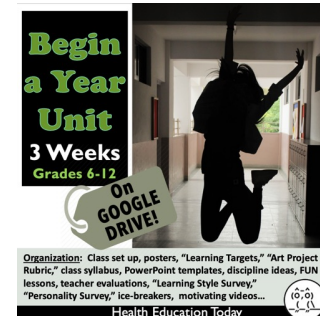
Environmental & Community Health 1 to 2 Weeks



Ending a Semester 2 Days



Decision-Making -1 to 5 Days



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**

**Optional:
Lesson
Assessment**

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:
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 Standard:	
National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3		
Common Core Standards Met: Reading 3, 4 / Writing 9		
Materials Needed:		
PowerPoint	-Nutrition Day 1 – 6 PowerPoint	-See PowerPoint
Packet	-“Nutrition Packet”	-They should have
Printed Materials	-“Food Label Worksheet”	-Print 1 for each
	Optional: “Grocery Store Scavenger Hunt Homework”	-Print 1 for each
Other Materials	-Calculators	-See red message
	-Optional: Real product packaging to show	
	-Real product labels for students to read	
-All materials for Fast Food Posters if time		
Optional:		
Learning Target	Content: I will learn how to read food labels.	Behavioral: I will read food labels.
Exit Task	-Fill out “Success Criteria Sheet.” -Allow students to each bring in 10 empty containers/wrappers (point each).	
Assessment	Food Label Worksheet will be turned in and graded. “Grocery Store Scavenger Hunt” can be turned in and graded.	

Today's Notes:

-Before this lesson: You will want to collect a box full of empty wrappers and ask students to bring in wrappers from lunch and/or given extra points (1 for 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 EF**
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=A20KbJcav0>

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:

1. **Preseener:**

"Why are you even here? No one liked you."

Don't give yourself more power than you really have.

If you are being bullied, or are a bully

1. Stop - don't do it...
2. Examples - tell someone or get help...
3. Stop - don't do it...
4. Stop - don't do it...
5. Stop - don't do it...
6. Stop - don't do it...
7. Stop - don't do it...
8. Stop - don't do it...
9. Stop - don't do it...
10. Stop - don't do it...

Don't let a bully have power over your emotions. Use these positive thoughts.

- 1. I am better than this situation.
- 2. I am better than this.
- 3. I am better than this.
- 4. I am better than this.
- 5. I am better than this.
- 6. I am better than this.
- 7. I am better than this.
- 8. I am better than this.
- 9. I am better than this.
- 10. I am better than 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=2vAMxKvZawU>

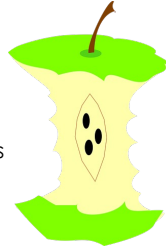
Docs are editable: in both Word + PDF!

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)



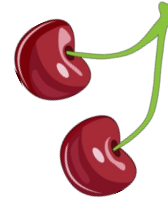
- I don't eat enough fruit
- I don't eat enough dairy
- I don't eat enough vegetables
- I don't drink enough water
- I never read food labels
- I drink too much pop
- I munch too much between meals

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

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

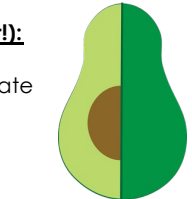


- I skip breakfast
- I skip meals



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

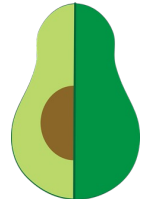
- I eat because I always seem to be "starving"
- I eat when I'm stressed
- I figure I've blown it for the day anyway...
- I eat rather than "waste" leftovers
- Once I get started, I can't stop myself



- 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

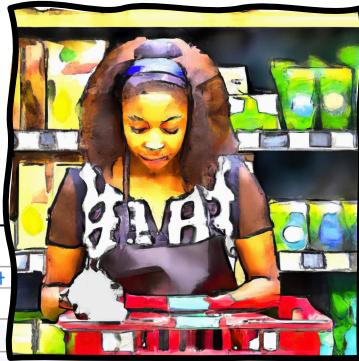


CHOOSE **1** HABIT YOU CIRCLED THAT YOU FEEL IS MAKING THE BIGGEST NEGATIVE IMPACT ON YOUR HEALTH. Write a **specific** goal (for instance, "When I want to skip breakfast, I will eat one small thing." Or, "When I want a dessert, I will only let myself have one serving of it.

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 main...

Signature #1:

Printed Name:

Heroes Advocacy Project

Date:

Name:

NEW!

...of a person who was a hero in a first aid or...
...se prompts to fill out this worksheet.

...story to class.

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

-You must site where you g... 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

PowerPoints to walk you through the lessons

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

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

3. MARKETING TO TEENS: Ask students if they really think the

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

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

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

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

TOBACCO UNIT

Day 5

Pair Share

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

Marketing to Teens- QUESTIONS TO ASK TO Advertising Appeals

The average teen views 300-500 ads per day

When looking at an ad, ask these 5 questions:

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

LOREAL VIVE

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

3

PowerPoints have Engaging Editable Graphics:



Day 1

Setting the Tone for this Unit

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

There are so many current events to ponder, especially in the racial awakening that grew from 2020 events, but first let's gain more understanding of the roots of identity, empathy, dominance, bias, stereotypes, prejudice, hate, privilege, racism...

Identity is complex!

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

Who do they think I am?

- My parents
- My peers
- My teachers
- Store clerks
- Media

Identity is also determined by: race, ethnicity, gender, age, wealth, sexual orientation, abled body or disabled, religion.

Cooley Quote:

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

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

What is my social context?

Have I been:

- Surrounded by people like me?
- A minority?
- English speaking or...?
- Living in a rural, suburban, or urban, or... neighborhood?

Pair Share:

Adolescence is a time where teens become aware of identity.

Think of real life examples of yourself in:

- Elementary school, or old
- Little brothers and sisters, that demonstrate very little self-consciousness.

"Who Am I?" Survey

The forgotten child

Values to own come from:

- Learn to identify I think
- Adolescence is a time where teens become aware of identity.
- Adolescence is a time where teens become aware of identity.
- Adolescence is a time where teens become aware of identity.
- Adolescence is a time where teens become aware of identity.

Values to own come from:

- Learn to identify I think
- Adolescence is a time where teens become aware of identity.
- Adolescence is a time where teens become aware of identity.
- Adolescence is a time where teens become aware of identity.
- Adolescence is a time where teens become aware of identity.

Dominant Group:

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

Pair Share:

What if you aren't part of the dominant group?

Were you ever the "other"?

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

1. We assume that someone is different than us

2. Different = weird

3. Weird = inferior

4. And that thinking leads us to make fun of them, be critical and mean...

Empathy Survey:

1 - Not at all
2 - A little
3 - Some of the time (about 1/2 and 1/2)
4 - Most of the time
5 - Almost all of the time

Find a blank space of paper and # your paper 1 - 10

Empathy Survey:

How much empathy do you have?

1. I feel empathy for people who are less fortunate than me.

2. I find it easy to understand other people's points of view.

3. I am empathy used by other people's hardships and misfortunes (like a house fire, or parents divorce)

4. If someone needed help in an emergency, I would willingly offer it (like an asthma attack, or unconscious)

5. There are two sides to every story, I remember this fact and try to look at both sides.

Empathy Survey Results:

10 - 30: You are not very empathetic. (You are reluctant to help others. You need to work on your empathy skills. Remember, it's a choice)

31 - 40: You are average in your empathy. (Empathy might not come naturally. You may need to purposely think about it)

41 - 50: You are very empathetic! (You're! Keep it up! You never know the difference you might make)

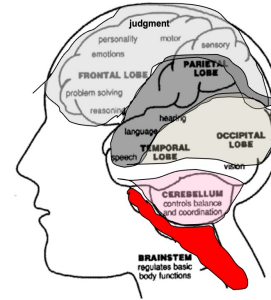
EXAMPLE: Stereotypes: Generalizations used to define a group of people based only on the appearance, words, or actions of one or just a few members of that group.

3

Powerful Teaching for

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.

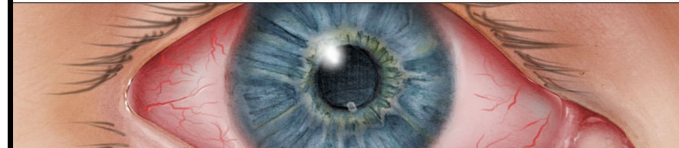
- .00 - .04% : slightly affected
(.02 is legally intoxicated for teens in WA!)
- .05 - .07% : impaired
- .08 - .25% : intoxicated
- .26 - .40% : lose control, passed out
- .40% + up : coma (or dead)

Synthetic Drugs

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Pink Eye:



There are 2 types. Can be:

VIRUS, BACTERIA, or FUNGUS (molds)

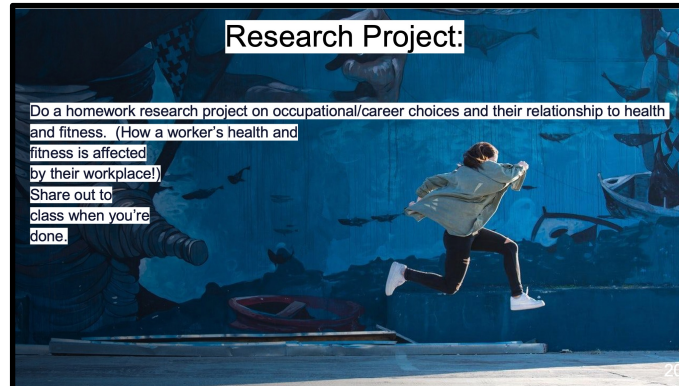
Pair Share:

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



Research Project:

Do a homework research project on occupational/career choices and their relationship to health and fitness. (How a worker's health and fitness is affected by their workplace!) Share out to class when you're done.



3

Editable PowerPoints on GOOGLE DRIVE

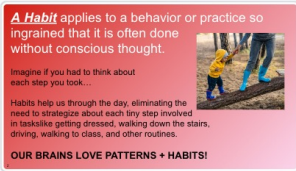
Brain and Habits PowerPoint .PPTX ☆ ☰ ☰

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Background Layout Theme Transition

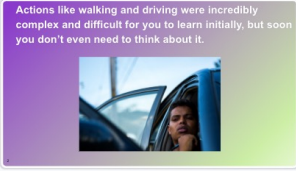
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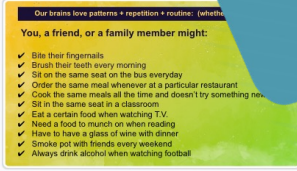
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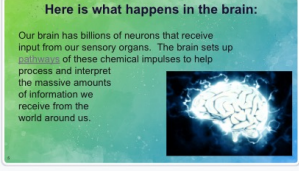
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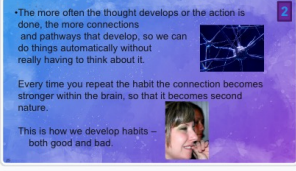
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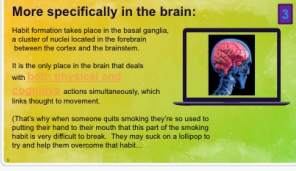
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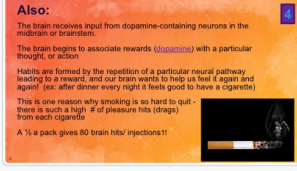
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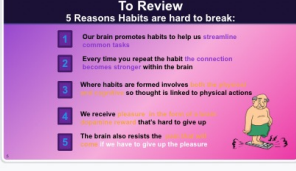
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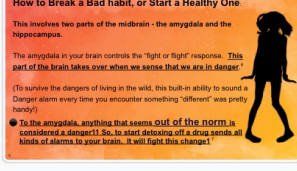
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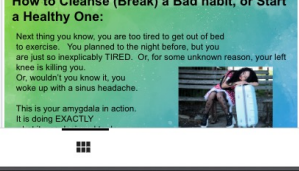
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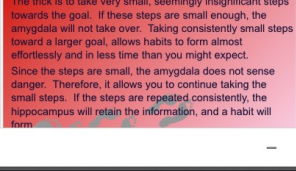
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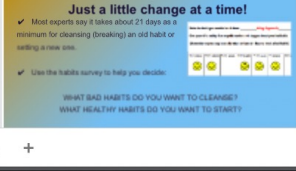
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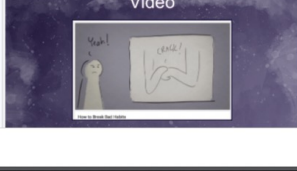
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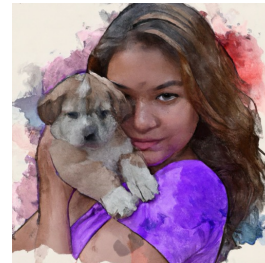
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20 

On GOOGLE DOCS!

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



4-6.
Day 4-6: Rise
Above
Dream Breakers

“



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!**



escape problems

Fun

cool

safe

fit in

Keep going

This way

addiction

brain damage

END

liver damage

coma

death

Prejudism



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	6%
Iron 1mg	6%
Potassium 188mg	4%

*% Daily Value shows 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



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 you 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 35 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: (Copy this line into Google Search)

- 1)
- 2)
- 3)

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

- 1)
- 2)
- 3)



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

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

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

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 ♦ 1

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—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!

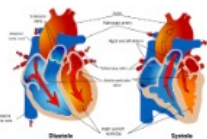
How to Strengthen Every System of Your Body



Endocrine system



3. Understand the functioning of your nervous system. The nervous system is one of the most complex and important systems in the body. It is responsible for sending messages to and from different parts of the body. It also controls the body's response to the environment. The nervous system is made up of the brain, spinal cord, and nerves. The brain is the control center of the nervous system. It sends messages to the rest of the body through the spinal cord and nerves. The spinal cord is a long, thin, tube-like structure that runs from the base of the brain down to the lower back. It is made up of many small, individual nerve cells. The nerves are long, thin, and branch out from the spinal cord to different parts of the body. They carry messages between the brain and the rest of the body.



Circulatory system

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

1. Name:

Nervous System:

2. To get a reminder of each body system and what it does for our body, watch this short video: <https://www.youtube.com/watch?v=0yLJfz6saU&t=11s>

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

4. List 4 foods you should eat:

1)

2)

3)

4)

5. Also be sure to get enough

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

Circulatory System:

7. The circulatory system is responsible for circulating and

1. Respiratory System Students in Your Group: _____

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

RESPIRATORY QUESTION 1:

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

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

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

Virtual Body:

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

1. Why do we need to breathe?

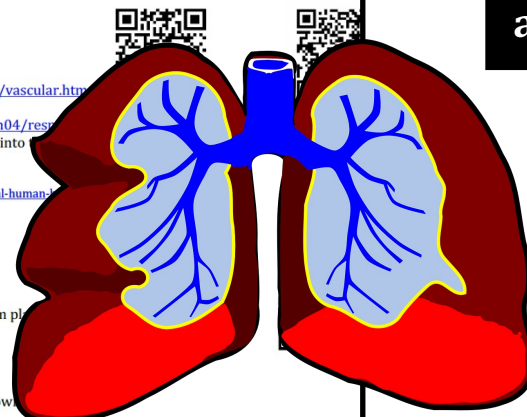
2. What role does your diaphragm play?

3. What keeps food from going down the wrong way?

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

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

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



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

Name: _____ Per: _____ Date: _____

Synthetic Drugs Guessing Game

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



A.



B.



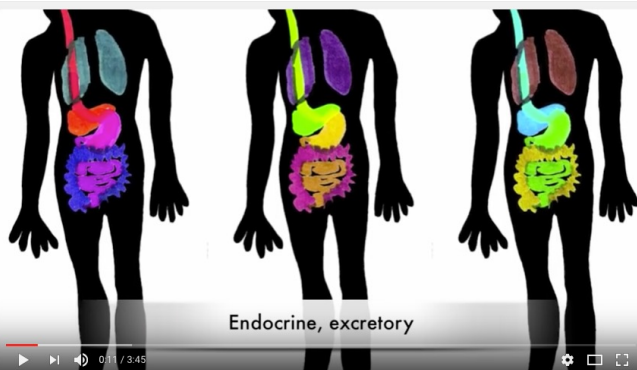
C.

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

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

1. _____

Give out 23
homework
assignments



Endocrine, excretory



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.

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

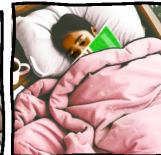
4. Female Anatomy Highlights and Issues:

It is important for both boys and girls to know both of the male and female anatomies. Whether it is a fa 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.

✓ The vulva is the term for the female external genitals or organs. These consist of the labia majora, the lab 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.

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.



MORE UNIQUE ASSIGNMENT EXAMPLES

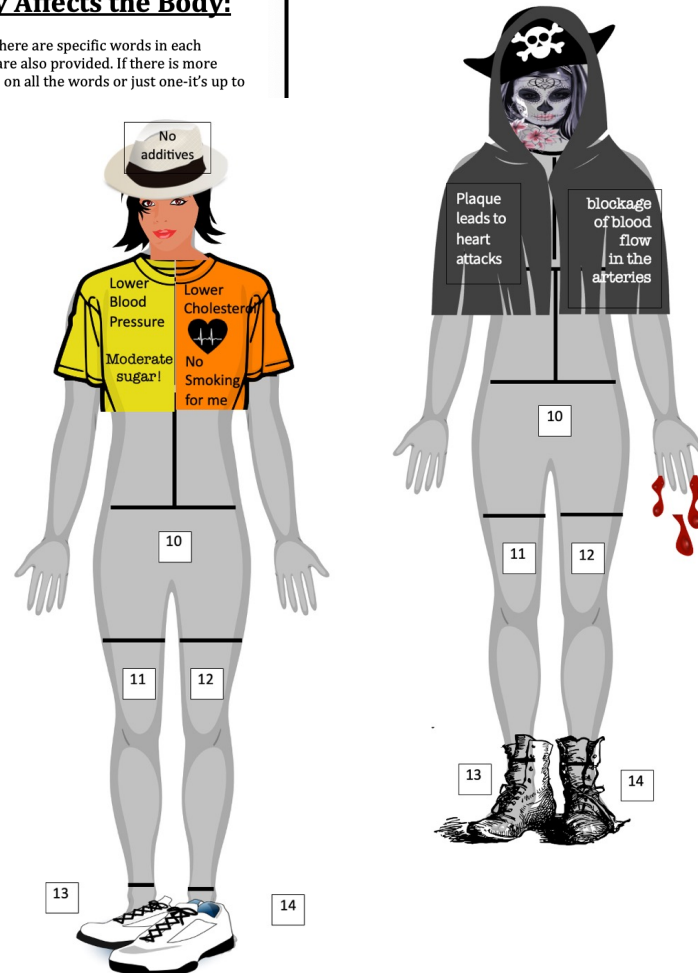
How Good Nutrition Positively Affects the Body:

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

Heart

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

Club

J♠ Hantavirus

Treatment:

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

Spade

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

Diamond

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:

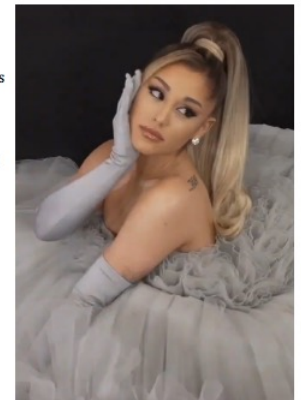


Ariana Grande:

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.

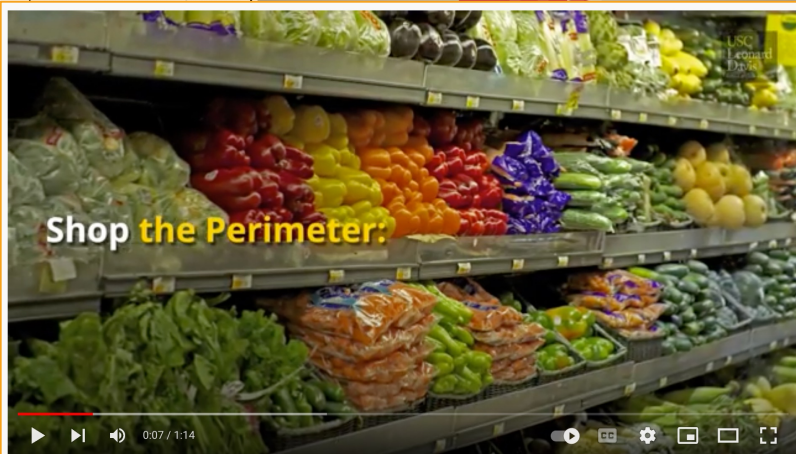
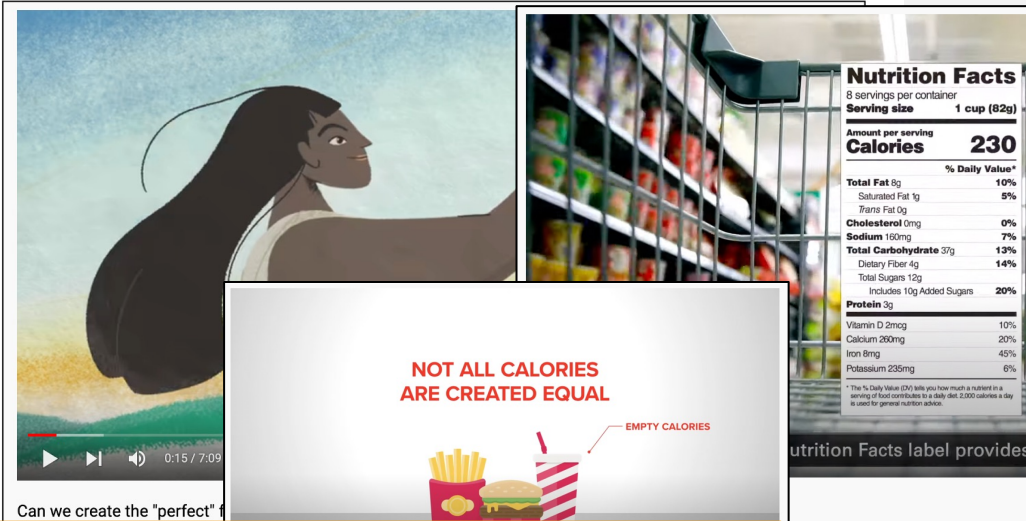
Childhood: Grande's family moved from New York to Florida when her mother was pregnant with her, and **her parents separated when she was around 8 or 9 years old.**

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.**

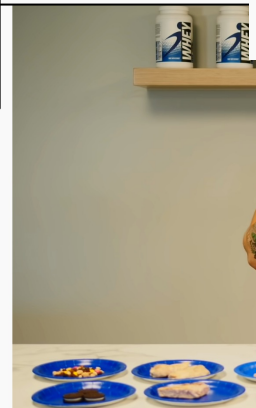


LINKS TO FREE VIDEOS:

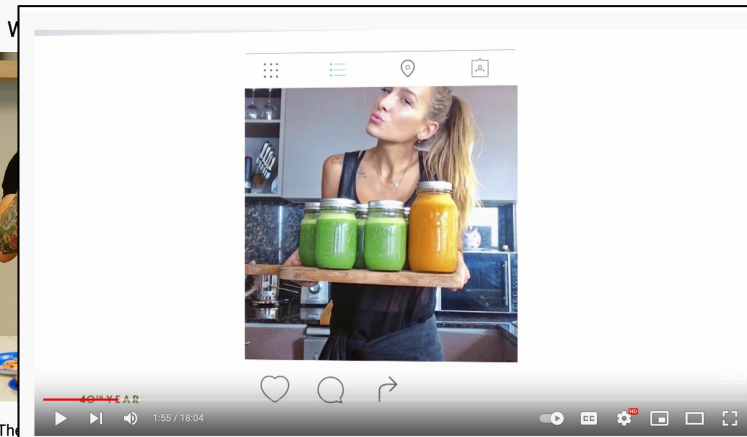
What are G.M.O.s?
“Can We Create the Perfect Farm?”



8 Tips for Becoming a Savvy Supermarket Shopper



Eat Twice As Much, Keep Calories The



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

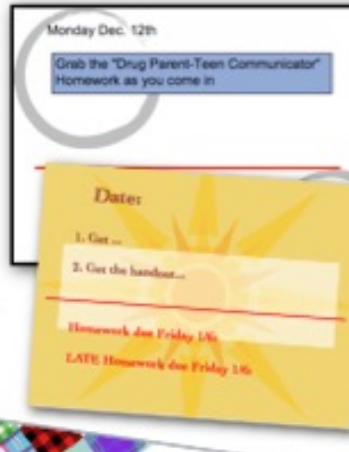
38 Links to Videos!

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

YOUR STUDENTS WILL ENJOY HEALTH CLASS!

◆ Students LOVE this program! Lessons are interactive and all about them; topics are relevant, and touch their issues on a personal level.

◆ It's easy to teach!

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

◆ Impacting and powerful!



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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>

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<http://www.pixabay.com> (*almost all PowerPoint and shadow photos are from Pixabay*)

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<http://stokpic.com>

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