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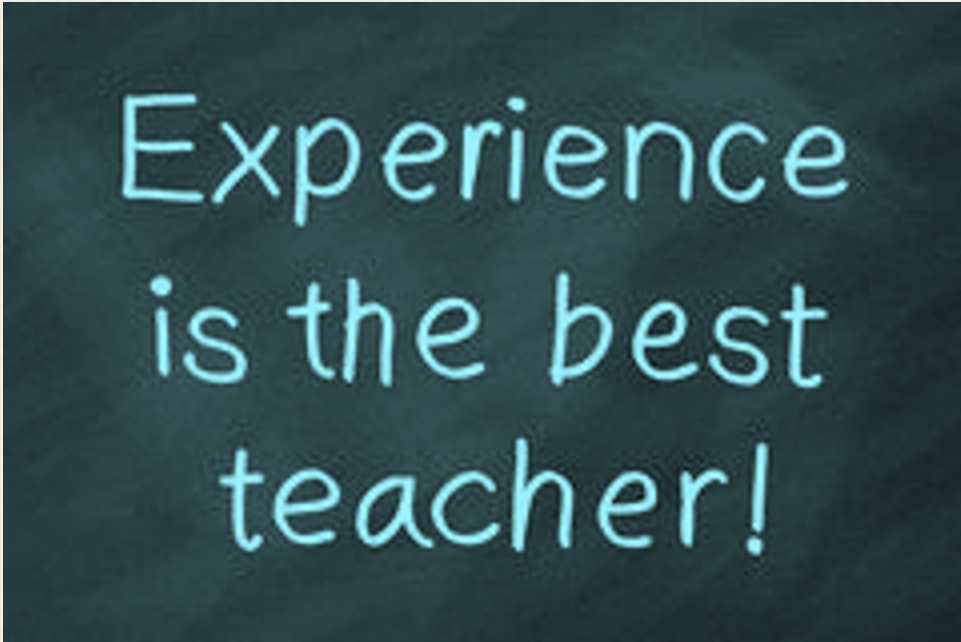
Health Education Today



**From my Best-Selling
Full-Year Middle School
Health Program**

1. This Program's Creator is a Qualified Teacher

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



Experience
is the best
teacher!

2. The Program Meets Educational Health Standards:



It meets **National** and COMMON CORE STANDARDS
FOR Middle School Health:

It also meets my Washington State Standards (So it's likely to meet **YOUR** state's Health Ed. standards!)



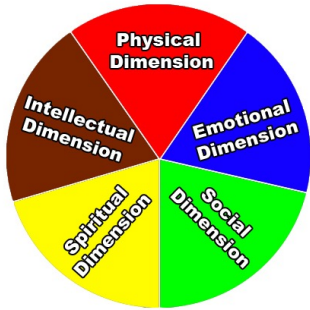
**The Centers for Disease Control and Prevention (the C.D.C.)
National Health Education Standards to be Completed by Grade 8**
<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.8.1	Analyze the relationship between healthy behaviors and personal health.
1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3	Analyze how the environment affects personal health.
1.8.4	Describe how family history can affect personal health.
1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6	Explain how appropriate health care can promote personal health.
1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
1.8.9	Examine the potential seriousness 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.
2.8.1	Examine how the family influences the health of adolescents.
2.8.2	Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3	Describe how peers influence healthy and unhealthy behaviors.
2.8.4	Analyze how the school and community can affect personal health practices and behaviors.
2.8.5	Analyze how messages from media influence health behaviors.
2.8.6	Analyze the influence of technology on personal and family health.
2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

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3. There are 3 Sequential Program Files:



Name	
 00 All Levels Table of Contents for Reference.pdf	
 00 How To Video.pdf	
>  01 LEVEL 1	
>  02 LEVEL 2	
>  03 LEVEL 3	
 Previews of Lessons.pdf	



< > 01 LEVEL 1	
Name	
 01 Mental Health Teacher Directions L1.docx	
 01 Mental Health Teacher Directions L1.pdf	
 02 Mental Health L1 PowerPointt.pptx	
>  03 EXTRA LARGE DOCS	
 04 LEARNING TARGET POSTERS.pdf	
 05 MIDDLE STANDARDS.pdf	
 06 GOOGLE SLIDES INFO.pdf	

< > 02 LEVEL 2	
Name	
 01 Ment Health Teacher Directions L2.docx	
 01 Ment Health Teacher Directions L2.pdf	
 02 Mental Health L2 PowerPoint.pptx	
>  03 EXTRA LARGE DOCS	
 04 LEARNING TARGET POSTERS.pdf	
 05 MIDDLE STANDARDS.pdf	
 06 GOOGLE SLIDES INFO.pdf	

< > 03 LEVEL 3	
Name	
 01 Mental Health Unit Teacher Direcitons L3.docx	
 01 Mental Health Unit Teacher Direcitons L3.pdf	
 02 Mental Health Teacher Direcitons L3 PwrPt.pptx	
>  03 EXTRA LARGE DOCS	
 04 LEARNING TARGET POSTERS.pdf	
 05 MIDDLE STANDARDS.pdf	
 06 GOOGLE SLIDES INFO.pdf	

4. Includes 3 Separate Sequential “Step-by-Step Teacher Directions” Docs:

Day 2 (of 1 + 2): Mental Health Roa

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WA State Standards Met: -Describe interrelationships of dimensions of health. H1.W1.6 Describe situations that call for professional emotional and mental and behavioral health services. H3.S06.6		My Sta
National Standards Met: 1, 2, 4, 5, 6, 7, 8		
Common Core Standards Met: Reading / Writing 4		
Materials Needed:		
PowerPoint	-“Level 1 PowerPoint”	-It
Printed Materials	-“Five Dimensions Worksheet” -“Street Signs PowerPoint” -“You Choose” Poem	-St -It La ho fro -Et red
Other Materials	-If doing “Street Signs Art” by hand, need markers, construction paper, scissors, glue -Scissors-one for each pair if possible	
Learning Target	Content: I will learn what the 5 dimensions of health and wellness are.	Be ke em an
Assessment	-The “Mental Health Road Signs Art Project” will be grading rubric below.	

12. DAY 2 TITLE SLIDE: This is a place marker.

13. **YOU CHOOSE**: Hand out the "You Choose Poem" or read it out loud. Many of the five dimensions of health are **IN THEIR CONTROL**!!! Not out of their control. Have them raise their hands and list some of the school, classes they have to take or get put into, family, family financial issues, members in prison, rules, chores, family genetics, etc. Discuss two students! (Look at author's purpose to meet Common Core Standards.)

After you read the poem, you could have them look at the worksheet and see if all the items listed in the five dimensions are things they can choose.

14. **FINISH THE ROAD SIGNS ART:** Students should finish today. R an inspiring video while they work, see the list from yesterday!

Optional Day 2 + 3: Problem-Solving

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WA State Standards Met:	
-Assess personal health behaviors in relation to dimensions of health. H1.W1.7	
-Use communication skills effectively with family, peers, and others. H4.W5.7	
-Determine healthy alternatives for making a personal health decision. H5.W6.7	
National Standards Met: 1, 2, 4, 5, 6, 7, 8	
Common Core Standards Met: Reading 3, 4 / Writing 4	
Materials Needed:	
PowerPoint	-Mental Health PowerPoint
Printed Materials	-“Problem-Solving Task Cards”
Other Materials	Blank paper to have students use for books -Scissors-one for each pair if possible
Optional:	
Video	“Conflict Resolution”
Learning Target	Content: I will learn problem-solving techniques.
Assessment	-You can grade or do a check off on the

Before this lesson you will need to print the “Problem per PowerPoint slide to print in the Optional Day slide print for each pair of students.) Then cut them apart clipped together to each pair.

9. OPTIONAL DAY 2 + 3 TITLE SLIDE: This is a place

10. MORNING PRAYER: Allow your students time to pray. When they're done, you can reiterate that life is full of problems. If you have a problem-free life, it doesn't exist! Problems are a part of life and we deal with them in a healthy way! Thus, it's clear there is no "Solving" method.

11. PAIR/SHARE: For PAIR/SHARE have students read with each other, see if anyone is willing to share a read and how they dealt with it. You will usually get some

Day 2 (of 1 + 2): SPIRITUAL HEALTH Values Lesson

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20. DAY 2: This is a place marker.

21. PARENT-TEEN COMMUNICATOR: Hand out the “Values Parent-Teen Communicator” homework. Remember, nothing needs to be written down except a parent signature.

When you do hand it out, explain to students that this will be homework they'll do with a parent. Nothing of the conversation needs to be written down, simply have parents sign to verify they did the survey and questions with their student, and student returns the half sheet. I make these worth 30 points to give them more value than 10, or 20-point classwork. Parents really appreciate this homework and opportunity to have an engaging conversation with their student.

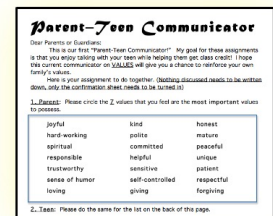
22. **VIDEO:** "What's Your Biggest Regret?" (Nobody Wants To Admit The Worst One Of All) (3 min.)

<https://www.youtube.com/watch?v=R45HcYA8uRA>

This is a really cool experiment!! “A chalkboard stood in the middle of New York City asking passersby to write down their biggest regrets. As the board filled up, we noticed that all of these responses had one alarming thing in common.”

The purpose to show it here in this lesson is that often in life we end up regretting our words and actions. You could ask students to think of times when they said or did something they regretted. It's more often than not anger, yelling, saying mean things, hating someone, not forgiving, etc...On the other hand, we usually don't feel bad if we were kind, helpful, empathetic, etc. Help your students see that **if we work hard at living by our values we should have less regrets in life!!**

23. **GANDHI POSTER:** This Gandhi quote is awesome and you may want to have students make it into an interactive poster (make it a poster contest?) to post around your room and/or school. Directions: Each line flips open to reveal a realistic scenario.... Poor judgment vs high morals??



5. PowerPoints Walk You Through These 3 Units:

Stress Relievers Reflection: Which of the 5 techniques do you feel you could realistically add into your daily life and how will you do it?

Mental Health Unit L1

Day 1 (of 1 + 2): Five Dimensions of Health/Wellness

The 5 Dimensions of Health and Wellness

Our United States Department of Health and Human Services describes mental health the way:

"Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood."

There are five main aspects of personal health: physical, emotional, social, spiritual, and intellectual. In order to be considered "well," it is imperative for none of these areas to be neglected.

The 5 Dimensions of Health and Wellness Worksheet:

Mental Health Street Signs:

Mental Health Unit L2

INTRO: Five Dimensions of Health/Wellness and Day 1: Multiple Intelligences

Multiple Intelligences:

I CAN BE WORKSHEET

OPTIONAL Day 2 + 3: Problem-Solving

Level 1

Mental Health Unit L3

The Importance of *****Values*****

Review the "5 Dimensions of Health" from Level 1 and 2, and the added "Financial" and "Environmental" Health

Take the Survey, then go over answers on "Values Worksheet"

When 20,000 middle and high schoolers were given an anonymous survey:

There is a disconnect between the values you SAY are important, and the actions that you are choosing...

As a class, list excuses people used: behavior:

GOLDEN RULE: Do to others as you would have them do to you

Level 2

Level 3

6. Worksheets AND Projects Examples!

To Relieve Stress, fill out these "5 Dimensions Health" doodles

1

When working with this Google Slides Document, here are some directions:

You will see a red "x" anywhere you need to fill in an answer. Simply with your cursor select the "x" and start typing. If you ever need to add any additional answers you can copy and paste any red "x" and write what you need to write!

If the worksheet is asking a "yes" or "no" type question a circle will be provided for you to move on top of your answer.

You might also see a worksheet section that asks you to copy the "x" and move it to the answer line and write in your answer. For example this sheet is asking you to fill the food group you ate from, so you need to copy the "x" and use it to tally.

You may need to go to "View" and "Zoom" and make the slide bigger to more easily fill in your answers!

You will need to ask your teacher how they want you to turn in this "Student Fill-in Page" Document, and if they want you to take the final Unit Test.

2

Time Out:
List 4 things YOU like to do for time out.

Emotional Health

3

Chill Out

4

Work Out:
List 4 things YOU like to do for exercise or activities.

Physical Health

5

Work Out

6

Reach Out:
List 4 people or 4 group activities that help you reach out to others.

Social Health

7

8

Reach Out

9

Self Out
Write a letter to yourself about goals you have for the future.

Spiritual Health

10

Dear Self:

11

Come Out of Your Shell

Spiritual Health

12

13

Don't Tap Out
List 5 ways you can get help if you are depressed or needing help in any way.

Emotional Health

14

Throw Out the Words "I Can't"

Name:

Spiritual Health

List 9 things you "CAN" do well!

Name:

Figure Out Your Yin and Yang

Generally speaking, yin (black) is characterized as an inward energy that is feminine, still, dark, and negative.

On the other hand, yang (white) is characterized as outward energy, masculine, hot, bright, and positive.

1) List your weaknesses that can be negative on the black side

2) List ways to overcome and change these negative behaviors to positive ones on the white side

Intellectual Health

Name:

Set Out to find Peace
List all the different ways you like to relax and be restful!

Spiritual Health

Name:

Worksheets AND Projects Examples!

Myers-Briggs "What's Your Animal Personality Type?" Highlights

1. INTP: Owl

picstopin.com

INTPs are analytical and thoughtful individuals who prefer to work alone and who are often ill at ease in social situations. They are impatient with hierarchies and politics and would prefer that leaders prove their worth with merit, rather than with charisma and influence. Although they are not particularly social, they do have razor sharp wit (and claws), and are often surprised to learn that people do enjoy their company.



2. ESTP: Fox

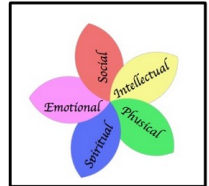
imgur.com

Dramatic, charismatic, and influential — ESTPs seek the best in life and want to share it with their friends. They are active, spontaneous, fun, and foxy. They are the most adept of any of the personality types influencing and manipulating people, and they make great salesman and can be wonderful friends if you're looking for a good time. Read Aesop's Fables for more



at

Name: _____ Per: _____ Date: _____
The Five Dimensions of Health Tips and Traits



Put an "x" in front of any tip or trait that you feel **you** need to work on in your own life. Then circle the top 3 you feel you need and want to work on. **Last, you will choose one of your 3 circled tips or traits and choose a street sign to use to design your own street sign that states the message of your tip/trait in a creative way.**

Physical

___ Exercise! Even walking 30 minutes a day three times a week will greatly improve your health.

___ Eat Healthy. Avoid fried foods, soft drinks, processed meats, and sweets. Try to include 5 servings of fruits and vegetables in your diet every day.

___ Monitor warning signs so you understand when your body is not getting the nutrition it needs or establishing an unhealthy state. Get an annual physical exam.

___ Know the ideal health numbers for conditions such as calories per day, fat grams per day, sugar per day, weight, cholesterol, blood pressure, or blood sugar

___ Keep on top of your physical health-improve determination, self-control and self-esteem.

___ Don't skip meals. Especially breakfast, it slows down your metabolic rate, causing weight gain.

___ Avoid tobacco, alcohol and drug use. Don't play alcohol drinking games.

What's Your Animal Personality Type?

This personality survey is taken from BuzzFeed Animals:

The four letters in the Myers Briggs test represent your tendencies when it comes to:



LION

social behavior,
decision-making,
and lifestyle.



Worksheets AND Projects Examples!

Multiple Intelligences Inventory Name: _____ Date: _____

M.I. is a set of 9 different skills that make it possible for a person to solve problems in life. Human beings have all of the intelligences, but each person has a unique combination, or profile.

Part I Place a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.



Section 1

- ___ I enjoy categorizing things by common traits
- ___ Ecological issues are important to me
- ___ Classification helps me make sense of new data
- ___ I enjoy working in a garden
- ___ I believe preserving our National Parks is important
- ___ Putting things in hierarchies makes sense to me
- ___ Animals are important in my life
- ___ My home has a recycling system in place
- ___ I enjoy studying biology, botany and/or zoology

Values Survey -----no name-----

What character qualities do you value?

Circle those qualities you feel are very important and underline the ones you feel are somewhat important:

<u>joyful</u>	kind	honest	hard-working
<u>polite</u>	mature	patriotic	committed
<u>peaceful</u>	responsible	helpful	unique



Parent-Teen Communicator

Dear Parents or Guardians:

This is our first "Parent-Teen Communicator!" My goal for these assignments is that you enjoy talking with your teen while helping them get class credit! I hope this current communicator on VALUES will give you a chance to reinforce your own family's values.

Here is your assignment to do together. (Nothing discussed needs to be written down, only the confirmation sheet needs to be turned in)

1. Parent: Please circle the 7 values that you feel are the **most important** values to possess.

joyful	kind	honest
hard-working	polite	mature
spiritual	committed	peaceful
responsible	helpful	unique
trustworthy	sensitive	patient
sense of humor	self-controlled	respectful
loving	giving	forgiving

2. Teen: Please do the same for the list on the back of this page.

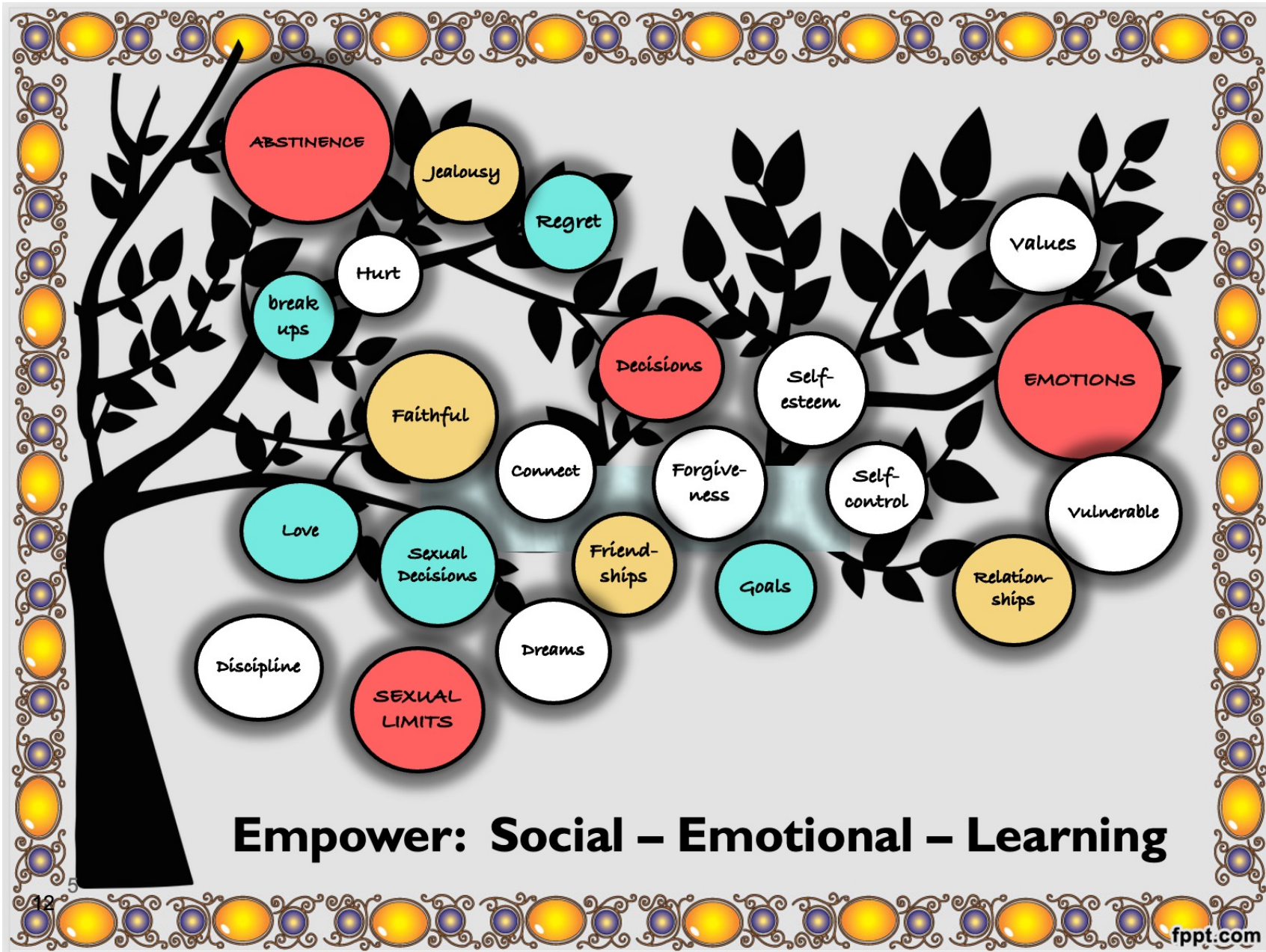
3. Parent: Read aloud to your teen the top 7 words you circled. As you are saying your words, if you and your teen both circled these same values, **both** you and your teen should put a star (*) by that value. (So words you both have in common will be starred).

4. Both: Discuss what values you both felt were important. Talk about what those values mean to you. Do you think it is a coincidence that you feel the same about these values? Is there any experience, influence, or event in your lives that you can think of that has caused both of you to feel the same about these traits?

5. Teen: Now look at the words you didn't have in common. Were there any values which you had circled which your parent didn't? (They will be the circled words with no star). Read aloud to your parent the words which you had circled but they hadn't circled. Explain to your parent why these values are important to you.

7. Worksheets are also ready to be filled in on GOOGLE DRIVE:





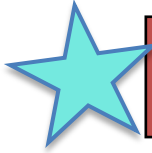
8.

This Program is all About the Students...

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



9. Buy it Today, Teach it Tomorrow!



Here is what makes this program unique!!

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



10.



About the Author:

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

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Works Cited:

Owl and Yosemite Photos by me.

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

NYC Standards

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

Photos From:

<http://www.fotosearch.com>

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