

Full Year High School Health Preview





Health Education Today



WHY CHOOSE HEALTH EDUCATION TODAY?

Skills

- To help your teens acquire skills and wisdom to be above unhealthy influences.

Content

- To have relevant, inspiring, standards-based and medically accurate lessons.

Ease of Use

- For an editable program where you can choose to print or work online; using step-by-step directions and PowerPoints for visual student lessons!

National Board-Certified Teachers
with Masters of Education Degrees
and 60+ years of experience teaching
K-12 PE & Health, with collegiate
athletic and coaching experience!

Experience
is the best
teacher!

Created by
Master Teachers!



A family of
educators,
for educators.

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."*



PRINT & ONLINE.

GOOGLE + MICROSOFT + ADOBE +
YOUTUBE + MORE!



File Organization:

< > High School Health FULL YEAR	
Name	
 00 Welcome Letter Full Year	
 01 High School Full Year Health Curriculum Scope	
>  02 Health Units	
>  03 Standards + Learning Targets	



< > 02 Health Units	
Name	
>  ALCOHOL UNIT HS	
>  BEGIN A TERM UNIT HS	
>  BODY SYSTEMS UNIT HS	
>  CONFLICT RESOLUTION UNIT HS	
>  CULTURAL DIVERSITY UNIT HS	
>  DANGEROUS DECISIONS UNIT	
>  DISEASES UNIT HS	
>  DRUG UNIT HS	
>  EMPATHY UNIT HS	
>  END A TERM UNIT HS	
>  ENVIRO AND COMM HS	
>  FIRST AID HS	
>  MENTAL HEALTH HS	
>  NUTRITION UNIT HS	
>  SELF ESTEEM UNIT HS	
>  SEX ED UNIT HS	
>  STRESS UNIT HS	
>  TOBACCO UNIT HS	

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”.	

This Program 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>



	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing			
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.			
2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate style and format, and use media when appropriate to enhance the communication.	Reading Grades 9/10		ELA College and Career Anchor Standards for Reading	
		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 of characters, events, and settings into arguments and informative/explanatory texts to add interest and to build on the topic. <i>Note: Students' narrative skills continue to develop in grades 9-10. The Standards require that students incorporate narrative elements effectively in informative/explanatory texts. In history/social studies, students must be able to incorporate narrative elements into their analyses of individuals or events in science and technical subjects, students must use precise enough descriptions of the steps they use in their investigations or technical processes that they can replicate them and (possibly) reach the same conclusions.</i>	2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
		3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing calculations.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	
		4	Determine domain-specific or cross-disciplinary topics, texts, and issues related to the study and/or project.		
		5	Analyze the main ideas and supporting details presented in diverse media and formats, including visually, quantitatively, and orally.		
			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.
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.
<u>Standard 2</u>	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.

Step-by-step Teacher Directions



Your Lesson Planning is Done!

Daily PowerPoint Slides:

Celebrating Our Identity

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Day 1:

- Celebrating My Identity

"Celebrating Differences and "My Uniqueness Project"



Race Definition + Video:

Race is determined biologically. Race includes inherited genetic traits such as color of skin, hair and eye color, and bone and jaw structure, among other things. It is similar to ethnicity, but relates more to the appearance of a person, especially the color of their skin.



Michael Jackson promoting racial harmony.
<http://www.youtube.com/watch?v=1a1711111111>

Ethnicity:

Ethnicity is based on a group (called an ethnic group) that is normally based on similar traits, such as a common language, common heritage, faith, and cultural similarities within the group. Other variables that play a role in ethnicity, though not in all cases, include a geographical connection to a particular place, common foods and diets, and perhaps a common faith. Race is a word with similar meaning though describing more physical traits, as opposed to the cultural traits of ethnicity.

Race:

Race is similar to ethnicity, but relates more to the appearance of a person, especially the color of their skin. Race is determined biologically, and includes other inherited genetic traits such as hair and eye color and bone and jaw structure, among other things.

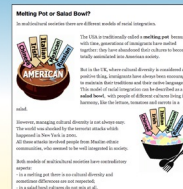
Nationality:

90% of the time, nationality refers to the place where the person was born and/or holds citizenship. However, often times nationality can be determined by place of residence, ethnicity, or national identity. If a person was born in Country A but immigrated to Country B while still a toddler (yes, with their family), he or she might identify more with the Country B nationality, having been raised there.

Another point regarding nationality is that there are some nations that don't have a state, or international recognition as such, yet people may still point at it as the source of their nationality, such as the Palestinians, the Kurds, and the Tamils. Article 15 of the Universal Declaration of Human Rights states that "Everyone has the right to a nationality;" and "No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality."

<http://www.unhcr.org/refugees/1948/1948declarationofhumanrights.html>

The history of metaphors use for how the cultures and ethnicities of America fit together: Melting Pot, or Salad Bowl?



The problem with the salad bowl is that cultural groups remain too separate...Where is the harmony?

A new suggestion: A chocolate fondue pot.



Our different cultural and ethnic backgrounds are the strawberries, pineapple and cherries, the graham crackers and cookies, the pound cake and brownies, the rice crispy treats and marshmallows, the popcorn and the peppermint sticks. Then we are dipped in America. We are coated in America. Because Americans can and do come from all ethnicities and races, we all look like Americans.

We are all dipped in the fondue pot of America, but we still maintain our individualism.



"Embrace what makes you unique. Even if it makes others uncomfortable."
~Janelle Monae

We are all dipped in the fondue pot of America, but we still maintain our individualism.



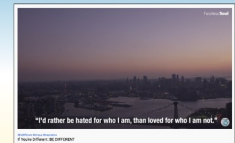
"Sometimes I pretend to be normal. But it gets boring. So I go back to being me."
- Ain Eineziz

Today, the project is about celebrating your uniqueness!

"If you are lucky enough to be different, don't ever change."

~Roger Aches

Video:

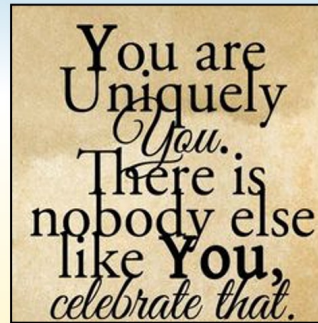


<http://www.youtube.com/watch?v=1a1711111111>

Speaker Notes:

Guides you through each PowerPoint/Google Slide.

Who would you be if the world never gave you a label? Don't let a label describe you! Know who you are in your uniqueness. Don't be in a shell, spread your wings, be free to be yourself and show others who you truly are!



15. WHO WOULD YOU BE IF: Discuss the video. On this slide are some of the ideas from the video they just watched. Explain that like the sign on this slide-we want to end the semester by really having each person celebrate his/her unique race, ethnicity, culture, and personality.

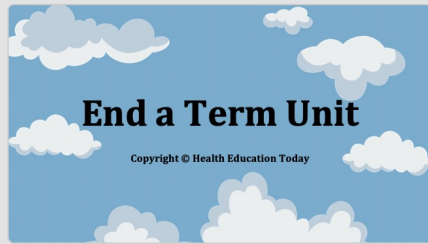
PowerPoints
walk you through
the lessons



Editable PowerPoints on GOOGLE DRIVE:

[illegible]

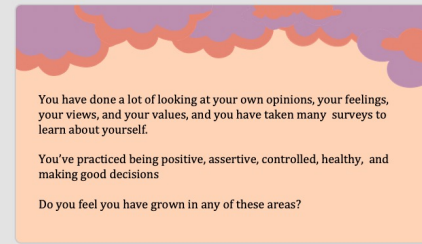
Fun New PowerPoint Graphics!



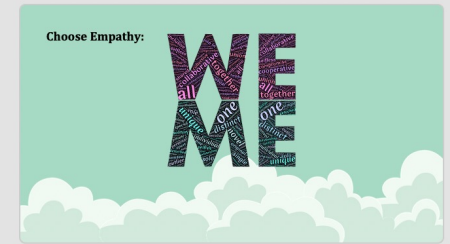
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2



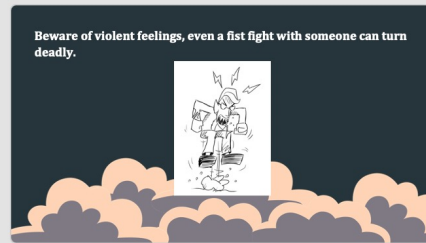
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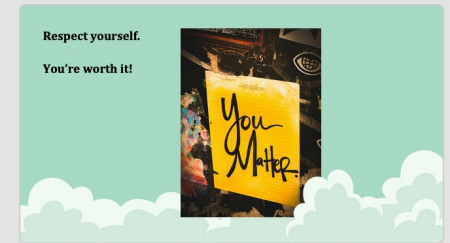
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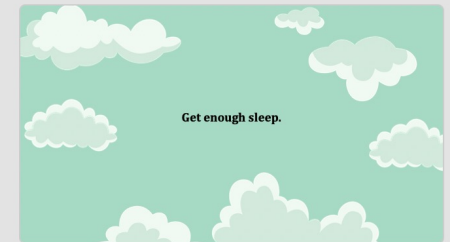
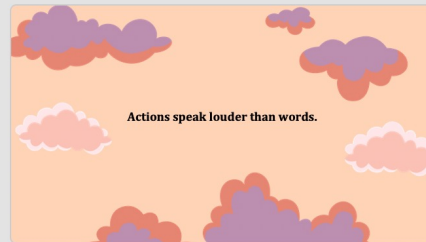
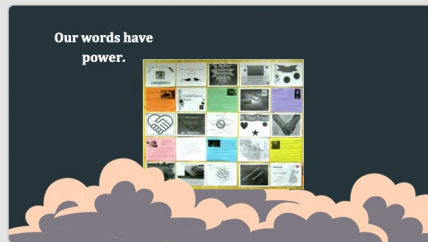
6



7



8



A Glimpse of the 18 Units:

**Editable &
Printable!**



BEGIN A TERM/YEAR



High School Health Unit

SEX EDUCATION



High School Health Unit



TOBACCO



High School Health Unit

MENTAL HEALTH



High School Health Unit

EMPATHY



High School Health Unit

NUTRITION



High School Health Unit

Begin a Term: **1 Week**

Sex Education: **3 Weeks**

Tobacco: **2 Weeks**

Mental Health: **1 Week**

Empathy / Violence: **4 Weeks**

Nutrition: **4 Weeks**

SELF-ESTEEM



High School Health Unit

DRUGS



High School Health Unit

FIRST AID



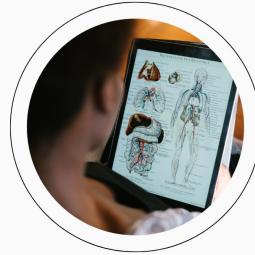
High School Health Unit

ALCOHOL



High School Health Unit

BODY SYSTEMS



High School Health Unit

STRESS + DEPRESSION + SUICIDE



High School Health Unit

Self-Esteem: 3 Weeks

Drugs: 3 Weeks

First Aid/CPR: 3 Weeks

Alcohol: 1 Week

Body Systems: 2 Weeks

Stress/Depression/Suicide: 2
Weeks

DISEASES



High School Health Unit

CONFLICT RESOLUTION



High School Health Unit



END A TERM/YEAR



6th - 12th Health Unit

CULTURAL DIVERSITY



High School Health Unit

ENVIRONMENTAL COMMUNITY HEALTH



High School Health Unit

DANGEROUS TEEN DECISIONS!!



High School Health Unit

Diseases: **1 Week**

Conflict Resolution: **1 Week**

End a Term: **2 Days**

Cultural Diversity: **3 Weeks**

Environmental Community
Health: **1 - 2 Weeks**

Dangerous Decisions: **1 - 5
Days**

Student Worksheets,
PowerPoints and
more, available on
GOOGLE DRIVE



4-Week Nutrition Unit

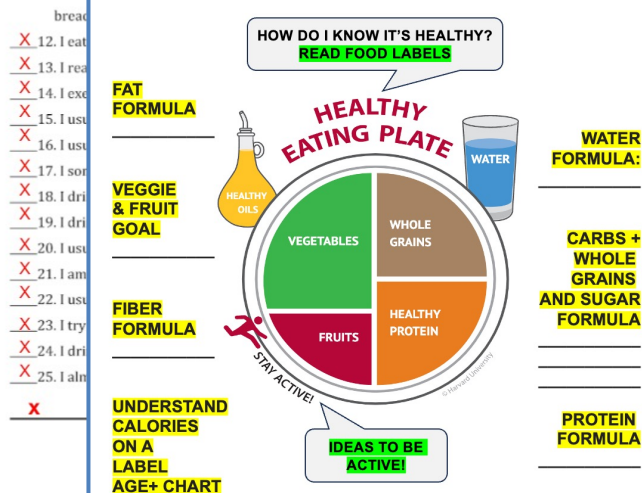
How Healthy Are You Eating?

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



Name: X Date: X

- X 1. I eat red meats (hamburger/steak/ham/pork) 3 times a week or less.
- X 2. I limit my fast food meals to one per week or less.
- X 3. I drink less than 24 ounces of pop per day.
- X 4. I eat 7 or less eggs per week.
- X 5. I sometimes have days where I don't eat meat.
- X 6. I bake or broil or BBQ my meats rather than fry them (if you don't eat meat, say True)
- X 7. I usually have at least one serving (1/2 cup) of fruit or fruit juice per day.
- X 8. I have at least one serving (1/2 cup) of vegetables per day.
- X 9. I limit my sweets to 75 calories per day or less (including sugar in pop!)
- X 10. I steam my vegetables rather than frying them in fat or butter and I don't add butter!
- X 11. I use 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: X Per: X Date: X

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

***Editable in Word and Google Slides!**

Human Body Systems



Body System Research

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

If you are right brain dominate





1. Respiratory System

Students in Your Group: X

RESPIRATORY QUESTION 1:

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

<https://www.slideshare.net/slideshow/respiratory-system-10815809>

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

Virtual Body:

<http://www.ck12.com/en/health/virtual-human-body/virtual-human-body.php>

1. Why do we need to breathe?
X

2. What role does your diaphragm play in breathing?
X

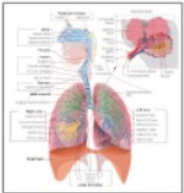
3. What keeps food from going down our windpipe?
X

4. Spread out flat, about how much space would all the air sacs in the lungs of an adult cover?
X

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

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

7. How are plants our partners in breathing
X



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Sex Education/Self-Esteem

Day 14: Healthy -vs- Unhealthy Relationships

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WA State Standards Met:

Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
Assess personal risk factors and predict future health status. H2.W2.HSb
Use a decision-making model to make a sexual health-related decision. H5.Se4.HS
Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb
Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS.
Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS

My State Standards Met:

National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 6.12.2, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3

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

Materials

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. HQ

2. PA

3. NE

lookir

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: **X**

NAME: **X**

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

A **X**

I **X**

Table Partner 1 Name: **X** + **X** Per: _____

Healthy -vs- Unhealthy Relationships - Copyright © The Best Health Curriculum 2012

BOX 1 Healthy -vs- Unhealthy Relationships

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



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

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

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

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

- | | |
|-------------|--|
| 1. X | |
| 2. X | |
| 3. X | |

✓ Now, correct your answers for

BOX 3. Choose True (T) or False (F) for 1 stapled packet. Then try to guess the bla

- | | |
|----------------|------------------------------|
| Part 1: | Part 2: |
| X 1. | 1. Don't get in the X |
| X 2. | 2. Call tho X |
| X 3. | 3. Call a counselor o |
| X 4. | 4. Make a "safety pla |
| X 5. | 5. Know this it is ne |
| X 6. | 6. Try not to X |
| X 7. | 7. Get help dealing v |
| | 8. Make healthy cho |

✓ Now, use **BOX 3** answer key to ch

Sex Ed. Unit Assessment

Form description

Name: *

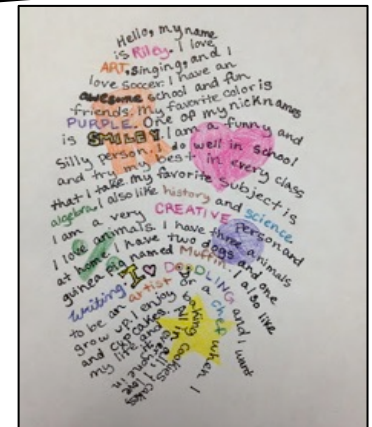
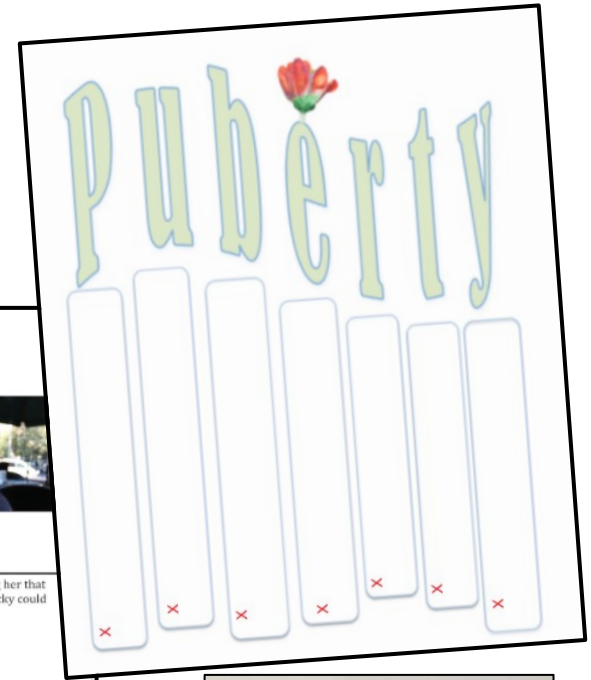
Short answer text

Date: *

Short answer text

Class Period: *

Short answer text



Drug + Alcohol + Tobacco

Stages + Risk Factors for Addiction



Do I, or does my friend

Experimenter 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 ☒	1 ☒	1 ☒
2 ☒	2 ☒	2 ☒
3 ☒	3 ☒	3 ☒
4 ☒	4 ☒	4 ☒
5 ☒	5 ☒	5 ☒



Risk and Protective Factors Teen Survey

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

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

Description (optional)

Image title

Name: ☒ PERIOD: ☒
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?

- Alcohol is hard on ☒
 - It takes ☒ 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 ☒



- Teen alcohol ☒
 - Children and teens become **chemically dependent** much faster than adults. (as fast as several weeks or months)
 - Adolescents who begin drinking before age 15 ☒ 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 ☒ to do so.

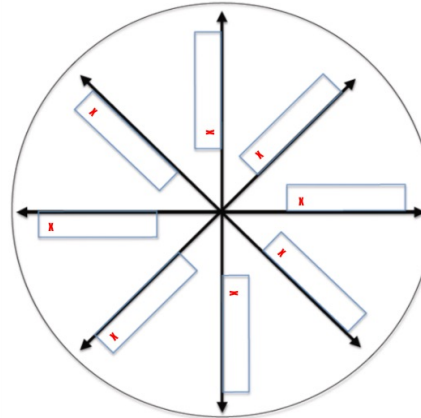
- Teen's ☒ toward drinking alcohol. (often the goal is "Let's get drunk")
 - The first brain function you lose under even a small amount of alcohol is ☒

There are more teens who **DON'T** drink alcohol than those who do!



TEEN ALCOHOL STATISTICS

- ☒ % of all fatal car accidents involve alcohol.
- ☒ % of all drownings involve alcohol.
- Drinkers are ☒ 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 ☒ who had been drinking alcohol
 - 4 times more likely to be in a ☒
 - 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 ☒

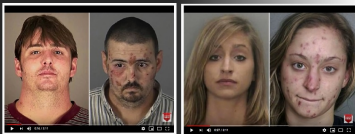


Name: ☒ Per: ☒ Date: ☒
Alcohol Unit Test Review and Key

- How can using alcohol end up hurting things that are important to you in your life? ☒
- How does alcohol hurt a teen's growing body? ☒
- What are some safety tips to be sure you don't get slipped a drug in your drink at a party? ☒
- What does the law say about teens being around alcohol? ☒
- What other dangers besides drinking and driving do teens who are drinking alcohol face? ☒
- How can you know if someone is an alcoholic? ☒
- How does self-esteem affect a teen's decision on whether they will drink alcohol? ☒
- How can a teen assertively say "No" to alcohol? ☒
- 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? ☒
- 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? ☒
- What is "Fetal Alcohol Syndrome"? ☒



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



<https://www.youtube.com/watch?v=REMCtu2rs0I>

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.whitprivilegeconference.com/resources/05-The-Complexity-of-Identity-Beverly-Tatum.pdf>)

Everyone is a mix of both dominant and subordinate identities that shift depending on the circumstance. A person's particular mix of dominant and subordinate identities will affect his/her experience of privilege and oppression. Note: There are other important categories besides the ones below that shape our identities in addition to the list below such as: language, body type, education, family, and citizenship. (Adapted from Diane J Goodman, Ed.D.)

	<u>DOMINANT:</u>	<u>SUBORDINATE /TARGETED:</u>
<u>Name:</u> X	-Feeling "normal," has a sense of superiority or entitlement	-Feeling inferior due to societal messages about minority
<u>Period:</u> X	-Receiving social privileges, often without being aware of privilege	-Feeling hyper-visible or invisible
<u>Date:</u> X	-Being unaware of depth of oppression faced by other groups	-Using coping mechanisms, such as trying to "fit in"
<u>Sometimes Characterized By:</u>	Young and middle aged adults	Elderly people, teenagers or children



Questions Responses Settings



Show You Care Worksheet

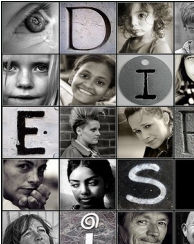
Form description

Image title



brown, Latino, Asian, Pacific
er, Indigenous, Middle Eastern,
racial...

living in the U.S. whose
try primarily descend from
outside of Europe, and Jewish
e from varied ancestral and
origins



Diseases + Mental Health + Dangerous Decisions

Name: Per.

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

Easy Version: Individual Reading / Group Meet

[return to table of contents](#)

WA State Standards Met:	My State Standards Met:
2.1.1 Evaluates dimensions of health and relates to personal health behaviors. 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely. 3.3.1 Analyzes conflict situations	
National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.3, 2.12.4, 2.12.9, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4	
Standards Met: Reading 2, 3, 4, 6 / Writing 4, 8, 9	
Materials: -"1. Easy Version Worksheet" -"When is it illegal? Handout" -"Easy Share Out TV Articles"	-Print 1 for each student -Print 1 class set (<i>Be sure your state laws are different of these topics</i>) -See specific directions how many to print
Materials: Optional: Construction paper and binder clips (See photo below)	
Video Target: Content: I will learn the questions to ask in making decisions.	Behavioral: I will try healthy decisions in making decisions.
Task: -Fill out "Success Criteria Sheet."	
Assessment: -The "Dangerous Decision Easy Version Worksheet" will be turned in at the end of the lesson.	

THE STEP-BY-STEP Plans for the day you do it:

- As students come in, have a "When is it illegal?" Handout" on each desk. (Laminated protector sheets if possible)
- As students come in, have each one pick up an "Easy Version Worksheet."
- Put students into 8 groups (or if you have 27 or more students put them in 9 groups there are 2, 3, or 4 in a group, but you'll need to have 8 or 9 groups so all topics can be covered)

Each group should know that when they rotate/pass along articles they will be sharing a packet of articles with this same group of people, even though they are not talking within the group yet. They could maybe pull their desks in a square of 4. Or, if you have tables with two students, have two students bring their chairs over to make their group. There won't be talking during article reading time.

THIS MEETS COMMON CORE STANDARD R 2, 3, 4, 6.

Name:

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

C **A** **N** **C** **E** **R**

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Non-Communicable Diseases Card Game Worksheet

Form description

Name:

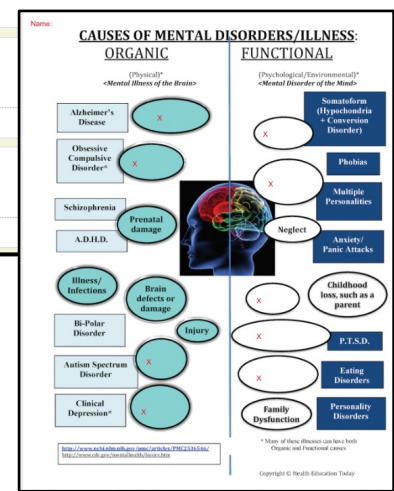
Short answer text

Date:

Short answer text

Class Period:

Short answer text



Environmental + Community Health + Conflict Resolution

CONFLICT RESOLUTION - SO QUIC (Don't be so quick to jump to conclusions)

S - stay calm: breath, count, relax, think of a peaceful place, *reminder statements...*

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

Q - question: question to clarify their issues/concerns



view (put myself in the
how I feel in a kind w
promise -use bargaini



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

Questions Responses Total 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

NAME: X Per: X Date: X

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 could say as reasons for saying "No" to pressure from friends to drink alcohol?
- Know how to make an "I" statement.
- What are characteristics of a person who is assertive?
- Why might a teen withdraw?
- How can you improve your self-esteem?
- What is "Emotional Freedom Techniques" (EFT)?



term for:

- What does it mean to be a person who is assertive?
- What is "Amotivation"?
- 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 write it in the space provided (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...




A Quiz About

Mrs./Mr..... :)

1 - 13



Engaging Escape Rooms!

Google Forms Escape Room

6th – 10th Grade

Get the coded message to get off the
"Island of Bullying, Impulsiveness, Anger,
Blame, and Control."



Bullying

Google Forms Escape Room

6th – 12th Grade

Teen Depression



Depression

On
**GOOGLE
FORMS!**

Google Forms Escape Room

6th – 12th Grade

The
Dungeon of
Addiction



Addiction

Step-by-step Teacher Directions:

Day 6: Grocery Store Savvy and Food Label Reading

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WA State Standards Met: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS Collaborate with others to advocate for healthy eating at home, in school, or in the community. H8.N1.HS	My State Standards Met:
National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.3, 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 <i>-See PowerPoint</i>
Packet	-“Nutrition Packet” <i>-They should have</i>
Printed Materials	-“Food Label Worksheet” <i>-Print 1 for each</i> Optional: “Grocery Store Scavenger Hunt Homework” <i>-Print 1 for each</i>
Other Materials	-Calculators -Optional: Real product packaging to show -Real product labels for students to read -All materials for Fast Food Posters if time <i>-See red message</i>
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: _____ Score: ____/32

Grocery Store Scavenger Hunt



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

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

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

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

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, 8.1

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/2013/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 EFF**
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
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 #3 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=MRZxZsM5iw>

Not just a Unit Outline: Directions provide talking points on 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. Does 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. Don't let a bully have power over your emotions. Use these positive thoughts.

2. In better than this situation.

3. I am better than this.

4. I am not going to let this happen to me.

5. I am not going to let this happen to me.

6. I am not going to let this happen to me.

7. I am not going to let this happen to me.

8. I am not going to let this happen to me.

9. I am not going to let this happen to me.

10. I am not going to let this happen to me.

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

1. In better than this situation.

2. I am better than this.

3. I am not going to let this happen to me.

4. I am not going to let this happen to me.

5. I am not going to let this happen to me.

6. I am not going to let this happen to me.

7. I am not going to let this happen to me.

8. I am not going to let this happen to me.

9. I am not going to let this happen to me.

10. I am not going to let this happen to me.

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 (2:58) https://www.youtube.com/watch?v=ZvAMxKvZawU

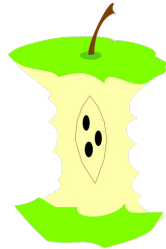
Documents are Editable: In Both Word + PDF

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!):

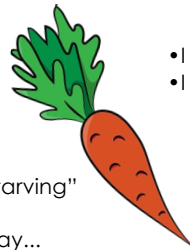
- I eat too much fast food
- I eat too much junk food
- I eat too much fat
- I do too much munching between meals
- I eat too many sweets
- I don't take vitamins or minerals
- I eat too much sodium (salt)
- I eat out of the bag/container too often
- I get too many calories from drinks (lattes, mochas,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



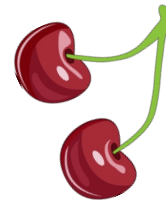
- I don't eat enough fruit
- I don't eat enough dairy
- I don't eat enough vegetables
- I don't drink enough water
- I never read food labels
- I drink too much pop
- I munch too much between meals

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

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

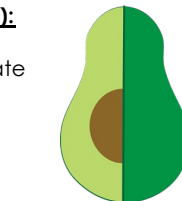


- I skip breakfast
- I skip meals



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 _____

Skills-Based Worksheets/Projects

Name: _____

Date: _____

Putting skills into practice:

- You will be creating a flyer on 1 of the 10 environmental issues we studied in class.*
 - Your flyer must explain the problem and also represent a solution to one of the 10 issues
 - Your flyer must have accurate information, be creative, be neat, eye-catching, and grammatically correct!
 - You must get at least 3 other people to sign your flyer and commit to doing your solution for 1 month!
- *If you have a different issue you would like to use, please get an O.K. by your teacher.

Fill in this sheet and tape to the back of your flyer:

The Environmental Issue:

Your suggested solution:

Target Audience (who will be the most impacted by your solution?) :

What elements have you included in your flyer that shows the problems?

What elements have you included in your flyer that shows the solution(s)?

By signing I am committing to trying this environmental solution for 1 month:

Signature #1: _____

Printed Name: _____

Signature #1: _____

Printed Name: _____

Signature #1: _____

Printed Name: _____

Copyright © Health Education Today

Name: _____

Date: _____

Source link: _____

Putting skills into practice:

Heroes Advocacy Project

You will find a true story of a person who was a hero in a first aid or CPR situation and follow these prompts to fill out this worksheet.

-Also be ready to share you true story to class.

-Your story must explain the situation and how the "Hero" reacted, and how you and others can be inspired by this story.

-You must site where you got your story. (Just under your name)

➡ **Who was the person who had the emergency?:**

➡ **What was the emergency?:**

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



escape problems

addiction

fun

cool

safe

fit in

Keep going

This way

brain damage

END

liver damage

coma

death

Prejudism



•How to Read a Food Label

Nutrition Facts

9 servings per container

Serving size 2/3 Cup (90g)

Amount per serving

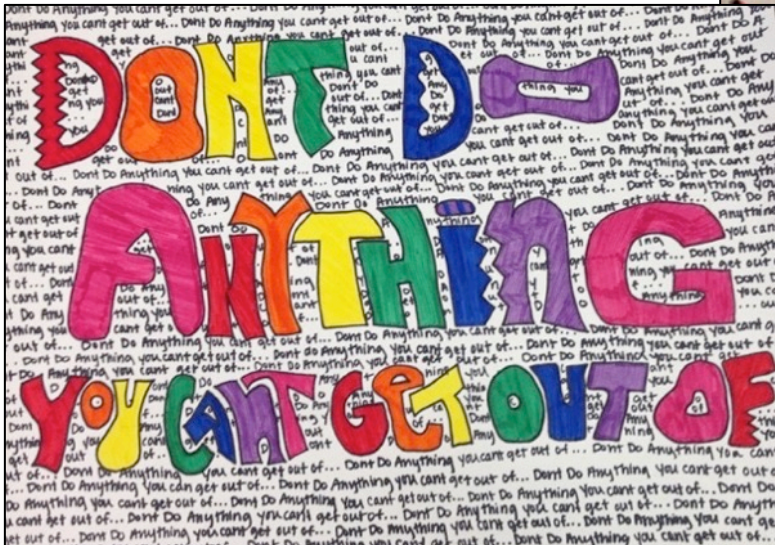
Calories **200**

	% Daily Value*
Total Fat 10g	13%
Saturated Fat 6g	30%
Trans Fat 0g	
Cholesterol 30mg	10%
Sodium 85mg	4%
Total Carbohydrate 25g	9%
Dietary Fiber 0g	0%
Total Sugars 17g	
Includes 14g Added Sugars	28%
Protein 3g	
Vitamin D 0mcg	0%
Calcium 105mg	8%
Iron 1mg	6%
Potassium 188mg	4%

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



Empowering Student Work Examples:



Relevant Topics



<u>The dangerous decision topics include:</u>
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

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 ♠ 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 ♣ 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 ♦ 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

Amazing worksheets!



Play games!



"How Pot Hurt Me"

Card Game



Love Languages Survey

Love Languages Survey: Give yourself:

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

GIFTS

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

Total Score: ____ / 20

QUALITY TIME

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

Total Score: ____ / 20

PRAISE (ENCOURAGING WORDS)

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



Fun Surveys!

How to Strengthen Every System of Your Body



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:

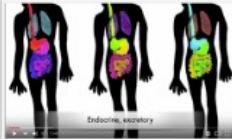
- 1)
 2)
 3)
 4)

5. Also be sure to get enough

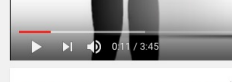
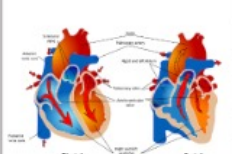
6. List one way you like to reduce stress in a healthy way:

Circulatory System:

7. The circulatory system is responsible for circulating and



Endocrine system



Endocrine, excretory

So Many Systems - Human Body Systems Rap

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>

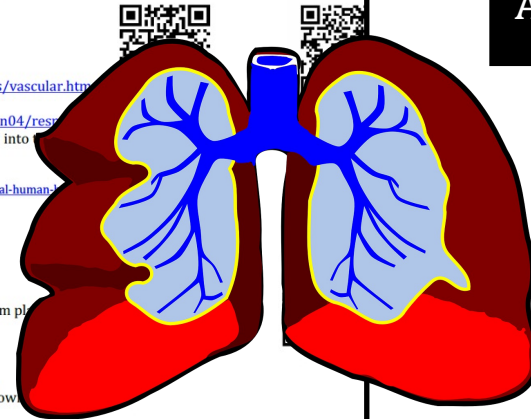
<https://www.slideshare.net/dindin04/respiratory-system>

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

Virtual Body:

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

- Why do we need to breathe?
- What role does your diaphragm play in breathing?
- What keeps food from going down the trachea?
- Spread out flat, about how much space would all the air sacs in the lungs take up?
- What role do red blood cells play in respiration?
- 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

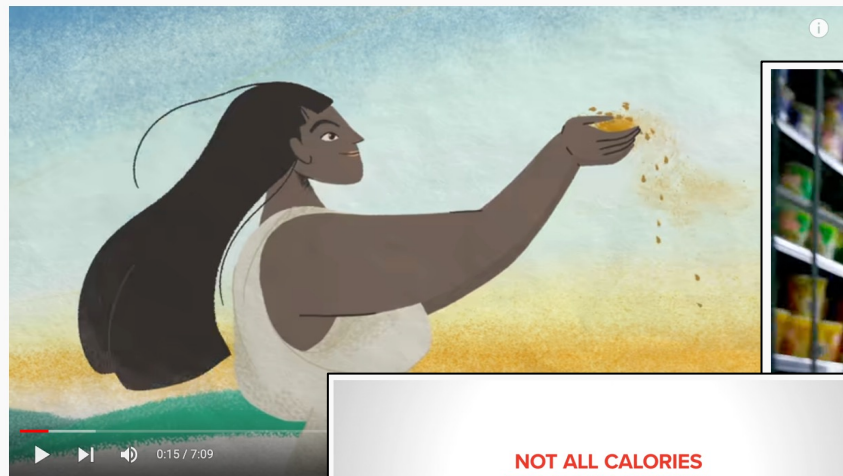
1. _____

Engaging
Homework
Assignments

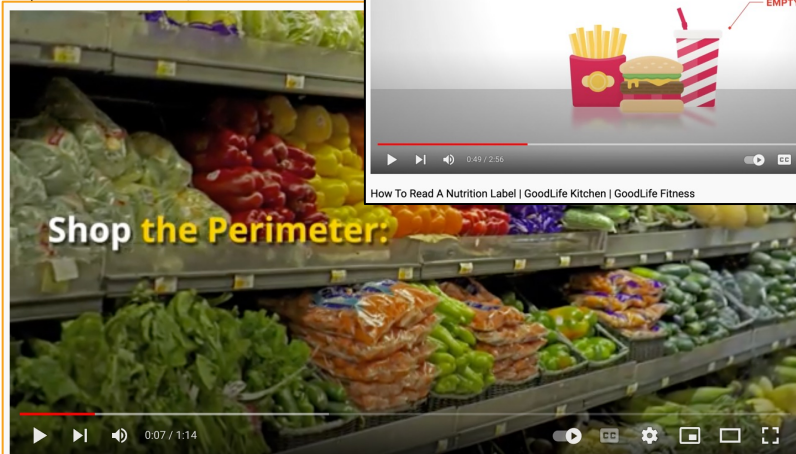


Links to Free Videos:

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



Can we create the "perfect" farm? - Brent Lo



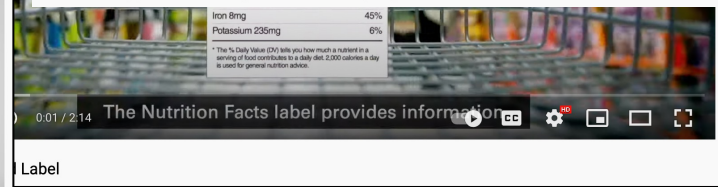
8 Tips for Becoming a Savvy Supermarket Shopper



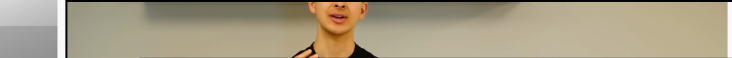
How To Read A Nutrition Label | GoodLife Kitchen | GoodLife Fitness



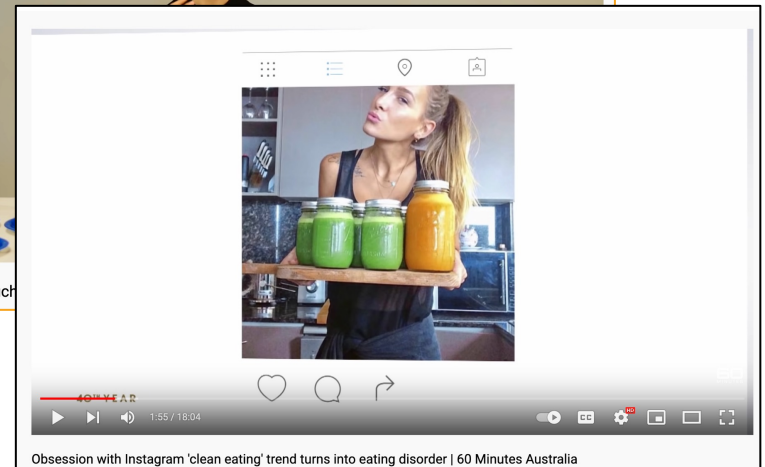
What Will Happen to Your Body If You Walk Every Day



Label



Eat Twice As Much



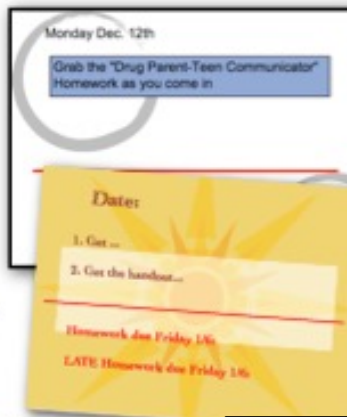
Obsession with Instagram 'clean eating' trend turns into eating disorder | 60 Minutes Australia

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)



No put-downs

No talking during class when someone

No mean, rude, or inappropriate comments

**Respect stuff that's
not yours**

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.

Fill in the curriculum according to your own school calendar:

<u>Wk</u>	<u>UNIT:</u>	<u>HOMEW. GIVEN</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thurs</u>	<u>Fri</u>
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...

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	

Daily Learning Targets Provided for Each Lesson:



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.

Buy it Today, Teach it Tomorrow!



What makes this program unique?

- ◆ This program features highly organized step-by-step teacher directions that follow daily PowerPoints, providing talking points for each slide.
- ◆ **Documents and PowerPoints are editable** to cater to you and your students needs. Documents are included in both **Word and PDF** formats.
- ◆ PowerPoints are full of trending topics, photos, and video links that teens will appreciate.

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Works Cited:

Yosemite Photo by the author.

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

NYC Standards From:

<http://www.p12.nysed.gov/ssss/schoolhealth/schoolhealtheducation/healthPE>

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<https://unsplash.com>

<https://static.pexels.com>

**Thanks for
previewing!**



Full Year Middle School Health Preview

**Full Year
Health
for
6th - 9th**



© Fotosearch.com

**Middle/Junior High
Health Curriculum**



FOR PRINT + ON GOOGLE DRIVE!

“I have never been happier with a purchase in my life. My principal loves it. I cannot believe how much stress it has relieved!” -Buyer

Health Education Today

REAL TEACHERS' REVIEWS ENDORSE
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“Well worth the price.”

“This is saving my life!”



“I absolutely LOVE this health curriculum! With very little resources at my school, I can use everything in this curriculum without worrying.”

“Absolutely amazing! My students are loving it!”

“Mrs. S's Health Curriculum is EXACTLY what I needed to jump start my career. No need to recreate the wheel. Mrs. S provides you everything you need to teach from day 1.”

PRINT & ONLINE.

GOOGLE + MICROSOFT + ADOBE +
YOUTUBE + MORE!



This Program Meets State, National, and Common Core Standards:

Aligned to National, Common Core, and State Standards!

Washington State Health Middle School Standards
<http://www.k12.wa.us/HealthFitness/Standards.aspx>
 Middle School
 Washington State standards: Health & Fitness, EALRs
 (Essential Academic Learning Requirements)

Washington State Health Education K-12 Core Ideas:
<http://www.k12.wa.us/HealthFitness/Standards/HS/Standards.pdf>

Wellness (W)
 Safety (S)
 Nutrition (N)
 Sexual Health (SH)
 Social Emotional Health (SE)
 Substance Use and Abuse (SU)

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

Standard 2: Students will analyze the influence of health-related behaviors on health status, disease prevention, and health care delivery.

Standard 3: Students will demonstrate the ability to use health information, communication, and decision-making skills.

Standard 4: Students will demonstrate the ability to use health resources.

Standard 5: Students will demonstrate the ability to use health information, communication, and decision-making skills.

Standard 6: Students will demonstrate the ability to use health information, communication, and decision-making skills.

Standard 7: Students will demonstrate the ability to use health information, communication, and decision-making skills.

Standard 8: Students will demonstrate the ability to use health information, communication, and decision-making skills.

The Centers for Disease Control and Prevention (the C.D.C.)
National Health Education Standards to be Completed by Grade 8
https://www.cdc.gov/nceh/field/docs/2003_s4.pdf

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 prevent disease.

1.8.6 Explain how age affects health.

1.8.7 Describe the life cycle of a disease.

1.8.8 Examine the link between health and behavior.

1.8.9 Examine the link between health and behavior.

Washington State
K-12
Health and Fitness



Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects - Grades 6-8
<https://www.corestandards.org/ELA-Literacy/Grades-6-8/>

Reading Grades 6-8

1. Cite specific textual evidence to support analysis of science and technical texts.

2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

3. Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

7. Integrate quantitative or technical information represented in words in a text with a version of that information represented visually (e.g., flowcharts, diagrams, models, graphs, or tables).

8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

10. By the end of grade 8, read and comprehend science/technical texts independently and proficiently.

Writing Grades 6-8

1. Write arguments focused on discipline-specific content.

2. Write informative/explanatory texts, including the narration of experiments or procedures, analysis of issues, or research findings.

3. (See note: not applicable as a separate requirement.)



Here is an Overview of Program Files:



< > 02Lessons in Full Units	
Name	
0. LEVEL 1 Table of Contents.docx	
0. LEVEL 1 Table of Contents.pdf	
> 1. Beginning a Term	
> 2. Stress	
> 3. Mental Health	
> 4. Diseases	
> 5. Empathy Violence	
> 6. Tobacco	
> 7. Alcohol	
> 8. Drugs	
> 9. Conflict Resolution	
> 10. Self Esteem	
> 11. Nutrition	
> 12. Sex Ed	
> 13. Body Systems	
> 14. First AID	
> 15. Ending a Term	
> 16. Optional Dangerous Decisions	
> 17. Optional Community Health	
Extra Large Docs Master List.pdf	
Extra Lg Docs are in Main Folder.pdf	

< > 02Lessons in Full Units	
Name	
0 LEVEL 2 Table of Contents.docx	
0 LEVEL 2 Table of Contents.pdf	
> 1 Beginning a Term	
> 2 Stress	
> 3 Mental Health	
> 4 Diseases	
> 5 Empathy Violence	
> 6 Tobacco	
> 7 Alcohol	
> 8 Drugs	
> 9 Conflict Resolution	
> 10 Self Esteem	
> 11 Nutrition	
> 12 Sex Ed	
> 13 First AID CPR	
> 14 Environmental	
> 15 Celebrating Diversity	
> 16 Optional Community Health	
> 17 Optional Dangerous Decisions	
> 18 Optional Body Systems	
> Be sure to see Interactive Notebooks	
Extra Large Docs Master List.pdf	
Extra Lg Docs are in Main Folder.pdf	

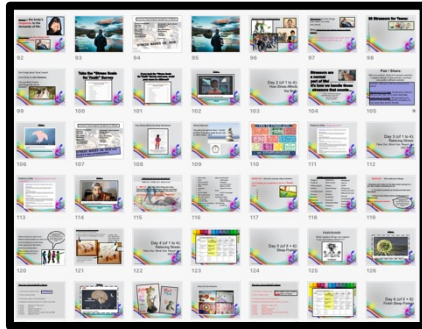
< > 02Lessons in Full Units	
Name	
0. LEVEL 3 Table of Contents.docx	
0. LEVEL 3 Table of Contents.pdf	
> 1. Beginning a Term	
> 2. Stress	
> 3. Mental Health	
> 4. Diseases	
> 5. Empathy Violence	
> 6. Tobacco	
> 7. Alcohol	
> 8. Drugs	
> 9. Conflict Resolution	
> 10. Self Esteem	
> 11. Nutrition	
> 12. Sex Ed	
> 13. Celebrating Diversity	
> 14. Dangerous Decisions Unit	
> 15. Ending a Term	
> 16. Optional Community Health	
> 17. Optional Environmental Unit	
> 18. Optional Body Systems	
> Be sure to see Interactive Notebook	
Extra Large Docs Master List.pdf	

Lessons in units
are scaffolded and sequential
throughout 3 grade levels!

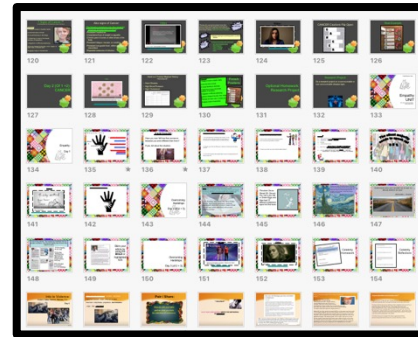
Empowering Change!

Here is an Overview of Program PowerPoints:

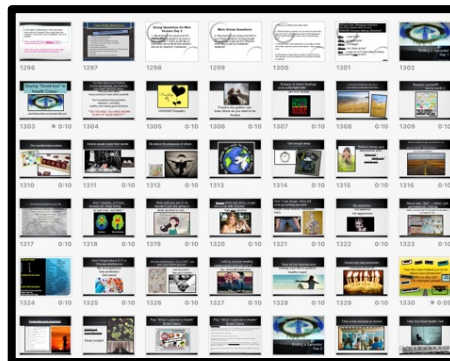
Level 1:



Level 2:



Level 3:



Color-
Coded
!

Each program has
16+ Unit PowerPoints

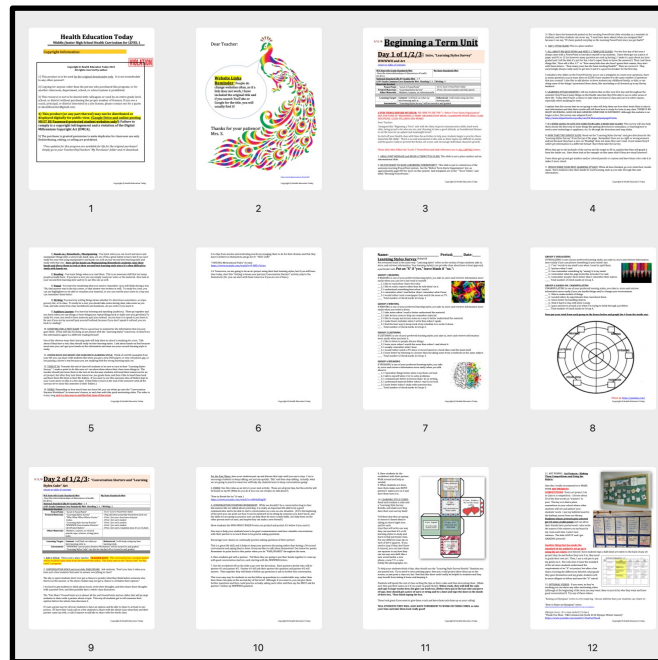
Here is an Example of Program Organization- Level 1

By Units

<	>	lonehealth
Name		
	0. Middle School How To Video.mp4	
	0. WELCOME AND START HERE.pdf	
>	1. Before Term Starts Organization	
>	2. Lessons in Full Units	
>	3. Set Lessons for Weeks You Teach	
>	4. All Google Docs Links	
>	5. Student Packets and Tests	
>	6. Learning Targets	
>	7. Extra Large Docs	
>	8. Standards and Works Cited	

<	>	02Lessons in Full Units
Name		
	0. LEVEL 1 Table of Contents.docx	
	0. LEVEL 1 Table of Contents.pdf	
>	1. Beginning a Term	
>	2. Stress	
>	3. Mental Health	
>	4. Diseases	
>	5. Empathy Violence	
>	6. Tobacco	
>	7. Alcohol	
>	8. Drugs	
>	9. Conflict Resolution	
>	10. Self Esteem	
>	11. Nutrition	
>	12. Sex Ed	
>	13. Body Systems	
>	14. First AID	
>	15. Ending a Term	
>	16. Optional Dangerous Decisions	
>	17. Optional Community Health	
	Extra Large Docs Master List.pdf	
	Extra Lg Docs are in Main Folder.pdf	

NEW!



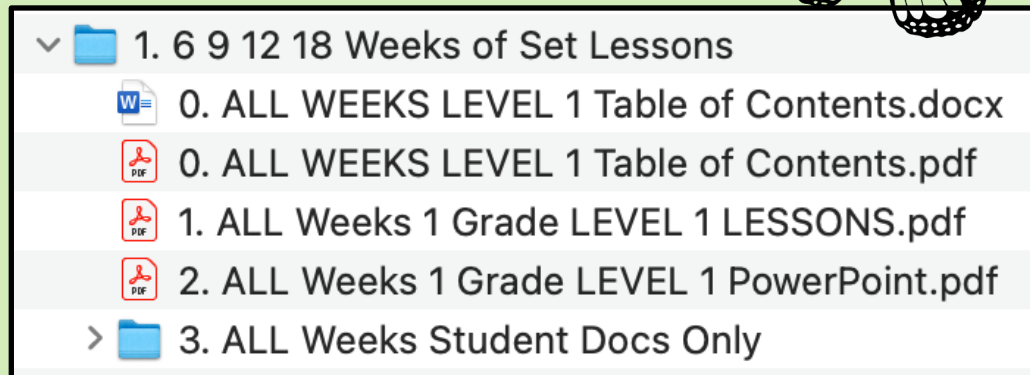
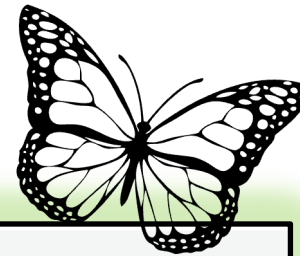
AND:

4 Programs
Set Up By
Weeks You
Teach:

6, 9, 12, + 18
Week
Programs

Set Lessons in Weeks:

So you know what lessons to
use if you only have
6, 9, Or 12 weeks to teach!



**Teacher Lessons all
on 1 Doc!**

**PowerPoint
s**

**Student
Docs**

What's Included in Each Grade Level Program:

1

16 units and 4 programs by
weeks taught with step-by-
step teacher directions

2

PowerPoints to walk you
through the lessons

3

Editable student worksheets
and PowerPoints on
GOOGLE DRIVE

4

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

1

Step-by-step teacher directions example:



Day 1 (of Days 1 + 2): Relieving Stress Animal Stories

[return to table of contents](#)

WA State 7th Grade Standards Met: - Assess personal health behaviors in relation to dimensions of health. H1.W1.7 - Explain benefits and consequences of various health behaviors. H7.W2.7b - Compare healthy and unhealthy ways of dealing with stress. H7.So3.7		My State Standards Met:
National Standard (By 8th Grade) Met: 1, 2, 4, 7		
6-8th Grade Common Core Standards Met: Reading 3, 4 / Writing 1, 4		
Materials Needed:		
PowerPoint	-Level 2 PowerPoint	-It's in the "Level 2" folder
Printed Materials	-Animal Stories Handout	-Print 1 for each 2 students since it's a half sheet
	-"Art Rubric" (Optional)	-Print 1 for each 2 students since it's a half sheet
Other Materials	-3 sheets of typing paper for each student -Crayons, colored pencils, markers, scissors, glue, old magazines to cut up, access to a computer for graphics if possible	
Learning Target	Content: I will understand what stress is and how to relieve it.	Behavioral: I will do <u>time out</u> , <u>work out</u> , or <u>reach out</u> to relieve stress.

1. UNIT TITLE and DAY 1 (of 1 + 2) TITLE

2. PAIR/SHARE: This is so your students

3. STRESS IS: Discuss.

4. TIME OUT...: Go over the 3 "Outs" to rel

5. ANIMAL STORIES EXAMPLE STORY SL
assignment and pass out examples to rea



Docs are editable: in both Word + PDF!



Name: _____ Date: _____

Score: ____/32

Grocery Store Scavenger Hunt

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

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



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

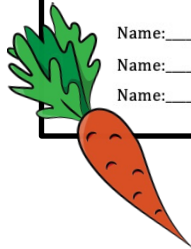
Name: _____ Calories: _____ Fat: _____ Sugar grams: _____

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: _____



2

PowerPoints to walk you through the lessons

Alcohol Unit

Day 1: Review Alcohol Myths and Alcoholism

[return to table of contents](#)

WA State 8th Grade Standards Met:

- Analyze interrelationships of personal dimensions of health. H1.W1.8
- Analyze how personal choices contribute to communicable and non-communicable diseases. H7.W2.8a
- Describe how substance Abuse affects dimensions of health. H1.Su2.8
- Describe how some health risk behaviors influence safety and injury prevention practices. H2.Sa1.8
- Identify valid and reliable emotional and mental and behavioral health supports and services available to youth age 13 and older. H3.So6.8
- Demonstrate behaviors and practices to prevent substance use and improve the health of oneself and others. H7.Su3.8b

My State Standards Met:

National (By 8th Grade) Standards Met: 1, 2, 4, 5, 6, 7, 8

6-8th Common Core Standards Met: Reading 3, 4, 5 / Writing

Materials Needed:

PowerPoint	-Level 3 PowerPoint	-It's in the LEVEL 3 LESSONS folder
Printed Materials	-The "True/False Scavenger Hunt" Worksheet	-Print 1 for each student
Other Materials		
Learning Target	Content: I will learn the many dangers of alcohol.	Behavior: I will try to wait until age 21 to decide if I want to drink alcohol.
Assessment	-The "True/False Scavenger Hunt" Worksheet will be turned in and graded.	

- TITLE SLIDE and DAY 1 SLIDE:** These is a place marker.
- REVIEW MYTHS:** This is From Level 2. It's been a year if some of your students did this "True/False Scavenger Hunt," but hopefully your students will remember some of the alcohol facts from this activity!
- WHY WAIT UNTIL 21 and NEXT SLIDE HARD ON GROWING BODY:** The "No drinking and driving" is a good campaign to push with teens since it is the #1 killer of teens in the U.S., but drinking and driving isn't the only dangerous part of drinking alcohol. Go over slide dangers.
- ADDITION:** The quote about beginning drinking is not just the random campaign your parents let you drink at a wedding, but you are with friends when you drink.

True / False Alcohol Scavenger Hunt:

TRUE OR FALSE

Why Wait Until 21 to decide if you want to drink or not?



Drinking and driving is NOT the only danger of alcohol... (It is the #1 killer of teens)

Why Wait Until 21 to Decide if you want to drink or not?

ALCOHOL IS HARD ON A GROWING BODY



-It takes 10x as much alcohol to damage a teen's brain as it does an adult's brain!

(and some teens drink twice as much...)

-The brain can completely shut down breathing and/or swallowing and gag reflex if there is alcohol **poisoning**.



3

Editable student worksheets for PRINT:

Level

1

Names: _____ Per: _____

Drug Name:	Appearance:	How physically addicting?: (high, / med. / or low?)	2 wanted effects: (Why kids use)	2 negative effects:
Cocaine				
Ecstasy				
Methamphetamines				
Nicotine				
Ritalin				

7 Drug Classifications Spreadsheet:

	Drug Name	Appearance pill, liquid, powder, plant?	Why do teens want to use it?:
1	Stimulants: Cocaine, Amphetamines, Methamphetamines -Accelerate the heart rate and elevate the blood pressure and "speed-up," or over-stimulate, the body	-pill -powder -liquid -crystal	-high -Energy -Rush -To stay awake -confidence
2	Depressants: Alcohol, Valium, Xanax, Barbiturates, Rohypnol, GHB (DATE RAPE DRUGS) Slow down the operations of the brain and the body.	-liquid	-to take advantage of someone sexually -relax -escape
3	Hallucinogens: LSD, peyote, psilocybin, MDMA (Ecstasy) -Hallucinogens cause the user to perceive things differently than they actually are.	-plants, pills, powder, mushrooms, on stamps/paper	-to change mood -for the high -to alter sensory perception -to sleep

Name: _____ Per: _____ Date: _____

Fill in a physical or emotional consequence of stress in each box. The type of stress should relate to the body part it's pointing to. Use the "Word Bank" on the bottom. There are more words than boxes.

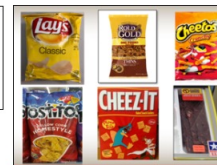
WORD BANK: Heart Attack, Stomach Ulcers, Cramps, Stress, Anger, Grinding Teeth, Mental Fatigue, Blood Pressure, Depression, Yelling, Tension Headaches, Panic Attacks, Ulcers, Worrying, Asthma, Allergies, Shaking, Chewing on Mouth Gums, Heart Failure

Name: _____ Per: _____ Date: _____

1. Circle your favorite in the following group:

Snack Foods:

Potato chips
Pretzels
Cheetos
Tortilla Chips
Cheez-its
Beef Jerky



Write in what your answer means here:

Write in the following group:

Cookies:

Chocolate Chip
Mint Cookies
Oatmeal
Ginger
Sugar



Write in what your answer means here:

1 ♥

KidsHealth: All About Puberty
-
Time to Change

Usually, puberty starts between ages of...

♥ 1

2 ♣

KidsHealth: All About Puberty
-
Time to Change

This wide range in ages may help explain why...

♣ 2

2 ♣

KidsHealth: All About Puberty
-
Time to Change

This wide range in ages may help explain why:

♣ 2

1 ♥

KidsHealth: All About Puberty
-
Time to Change

Usually, puberty starts between ages of:

♥ 1

3

Editable student INTERACTIVE PACKETS:

“Student Packet Notes” now in
traditional fill-in-the-blanks AND
fold-and-flip interactive versions!




 Name: _____ Period: _____ Date: _____

STRESS UNIT: DAY 1

1. Stress is the body's _____ to the demands of life.

2. Stressors are _____ feel stress.

DAY 3: Do these 3 outs to relieve stress. List one thing YOU like to do

3) _____ I like _____

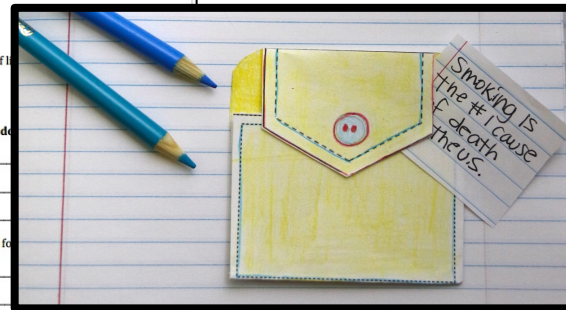
4) _____ I like _____

5) _____ I like _____

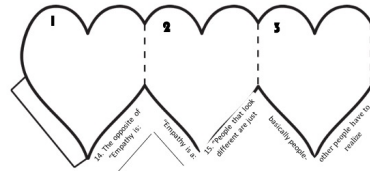
DAY 5: 6) Each night a teen needs _____ hours of sleep. List 3 tips for

7) _____ 8) _____

9) _____



EMPATHY UNIT DAY 1: #13. Copy the 3 parts to “Empathy.” Fill in the boxes and heart. When you cut it out, be sure to keep the notes under the hearts!



Level 3

**On
GOOGLE
DOCS!**

Questions Responses

Total points: 20

Alcohol Unit Assessment

[Form description](#)

Name: *
(Short answer text)

Date: *
(Short answer text)

Class Period: *

Name: X

Practic

Situation

A person who is less fortunate than you

A person who you wouldn't want to change places with

Someone who attempted or frustrated you

Someone whose opinion you disagreed with



Coronavirus Timeline

Coronavirus 2019/2020 Events Timeline

Closest 12 of the following events to include on the "Interactive Worksheet"

12

Title
12 December 2019 Chinese National Health Commission (NHC) reported in a livestreaming report on 12 January 2020 that a new viral outbreak was first detected in Wuhan, China, in late 2019.
24 December 2019 World Health Organization (WHO) reported that the first case of viral illness had been reported in Wuhan, China, in late 2019. Chinese National Health Commission (NHC) reported that the first case of viral illness had been reported in Wuhan, China, in late 2019. Chinese National Health Commission (NHC) reported that the first case of viral illness had been reported in Wuhan, China, in late 2019.
27 January 2020 Chinese National Health Commission (NHC) reported that the first case of viral illness had been reported in Wuhan, China, in late 2019. Chinese National Health Commission (NHC) reported that the first case of viral illness had been reported in Wuhan, China, in late 2019. Chinese National Health Commission (NHC) reported that the first case of viral illness had been reported in Wuhan, China, in late 2019.
27 January 2020 Chinese National Health Commission (NHC) reported that the first case of viral illness had been reported in Wuhan, China, in late 2019. Chinese National Health Commission (NHC) reported that the first case of viral illness had been reported in Wuhan, China, in late 2019. Chinese National Health Commission (NHC) reported that the first case of viral illness had been reported in Wuhan, China, in late 2019.

[illegible]

Set Weeks Lessons are also Included ON GOOGLE DRIVE!

Level
3

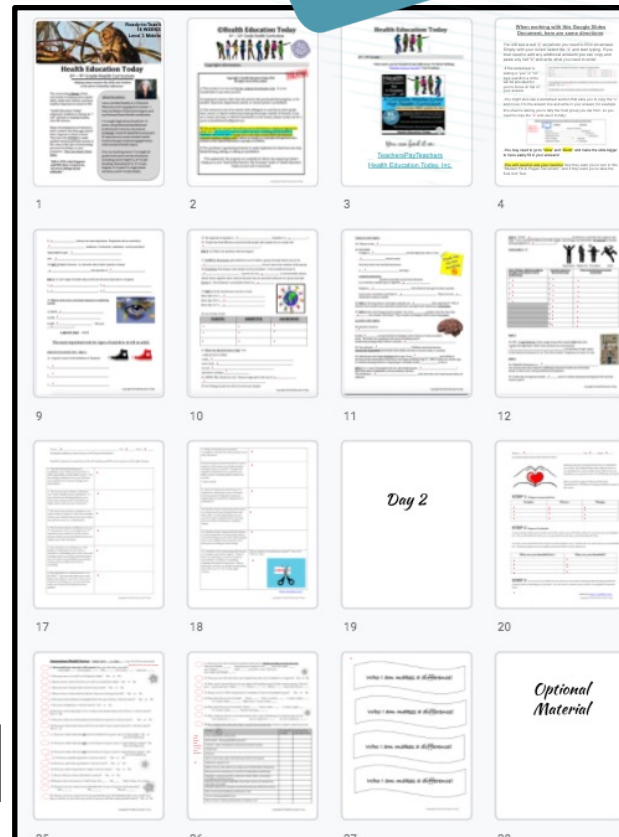
On
GOOGLE
DOCS!

Teach for 6 WEEKS

Teach for 9 WEEKS

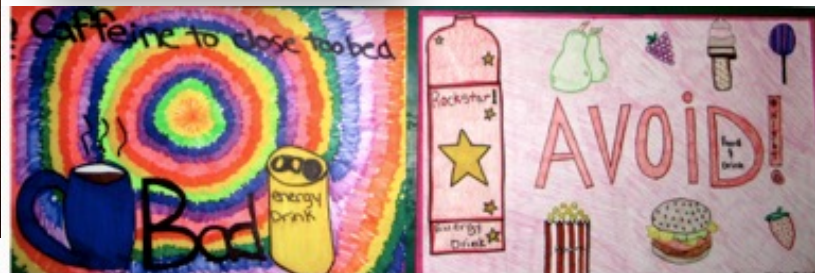
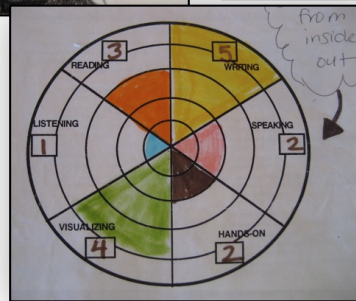
Teach for 12 WEEKS

Teach for 18 WEEKS



4

Student Projects!



4

Engaging Activities and Includes Assessments!

Ariana Grande:



Ariana Grande is a sitcom-star-turned-sensation, known for such hit songs as 'Bang' and 'Dangerous Woman.' She has been **nominated for two Grammy Awards** and **an American Music Award** in 2016, and an MTV Video Music Award. She has also become **a popular** figure, bringing her musical and acting talents to the screen, including uncanny impersonations of Britney Spears, Shakira, Rihanna, Celine Dion and Whitney Houston.

Childhood: Grande's family moved from New York to Florida when she was pregnant with her, and **her parents separated when she was 10**.

Career: In 1993 Ariana began performing onstage when she was 13, in a Broadway play at age 15, followed by some small TV roles.

TERM FINAL - LEVEL 2

Name: _____ Period: _____ Date: _____

Be Above the Control (judging, bullying, fights)

What are the 3 Parts of Empathy?

- 1) _____
- 2) _____
- 3) _____

Write the definition of "Violence":

Violence is the use of physical force or 4) _____

to 5) _____

List 3 "Protective Factors" that YOU have:

- 6) _____
- 7) _____
- 8) _____

Be Above the Dangers of Illness

Write the 7 Signs of Cancer:

- 9) C _____
- 10) A _____
- 11) U _____
- 12) T _____

TERM FINAL - LEVEL 2

Name: _____ Period: _____ Date: _____

Be Above the Control (judging, bullying, fights)

What are the 3 Parts of Empathy?

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

Write the definition of "Violence":

Violence is the use of physical force or 4) *words to 5) injure, damage, or destroy oneself, others, or property.*

List 3 "Protective Factors" that YOU have, or that you can work on in your life:

- 6) _____
- 7) _____
- 8) _____

Be Above the Dangers of Illness

Write the 7 Signs of Cancer:

- CAUTIONS:**
- C change in bowel or bladder habits.
 - A sore that does not heal.
 - U unusual bleeding or discharge.
 - T thickening or lump in the breast.

THINK YOUR DRINK!

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:

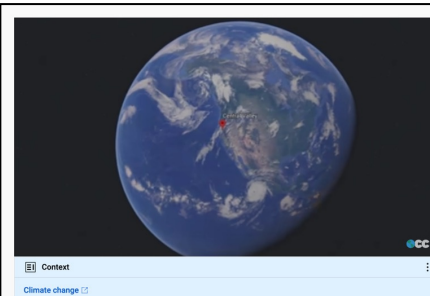


LION

social behavior,
decision-making,
and lifestyle.



Great Videos!



Works Cited:

Standards:

<https://www.k12.wa.us/sites/default/files/public/healthfitness/standards/healtheducationk-12learningstandards.pdf>

<http://www.cdc.gov/healthyyouth/sher/standards/>

<http://www.corestandards.org>

Graphics:

<https://pixabay.com/>

<https://openclipart.org>

<http://www.clker.com>

Stay Safe Move More symbol:

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