

Full Year Middle School Health Preview

Full Year
Health
for
6th - 9th



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

**I am a National Board Certified Teacher
with a Master of Education Degree and I have
experience teaching Elementary, Jr. High, and
High School P.E. and Health.**

Experience
is the best
teacher!



REAL TEACHERS' REVIEWS ENDORSE **THIS PROGRAM:**

“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.”

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 combines Health & Fitness EALRs
(Essential Academic Learning Requirements)

Washington State Health Education K - 12 Core Ideas:

<http://www.k12.wa.us/HealthFitness/Standards/HPE-Standards.pdf>

Wellness (W)
Safety (Sa)
Nutrition (N)
Sexual Health (Se)
Social Emotional Health (So)
Substance Use and Abuse (Su)

Standard 1: Students will comprehend concepts related

Standard 2: Students will analyze the influence of family

Standard 3: Students will demonstrate the ability to acc

Standard 4: Students will demonstrate the ability to use

Standard 5: Students will demonstrate the ability to use

Standard 6: Students will demonstrate the ability to use

Standard 7: Students will demonstrate the ability to pro

Standard 8: Students will demonstrate the ability to ad

The Centers for Disease Control and Prevention (the C.D.C.)

National Health Education Standards to be Completed by Grade 8

<https://www.shapeamerica.org/MemberPortal/standards/health/default.aspx>

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 t

1.8.6 Explain how ap

1.8.7 Describe the be

1.8.8 Examine the lik

1.8.9 Examine the po

Standard 2 Students will a

2.8.1 Examine how th

2.8.2 Describe the inf

2.8.3 Describe how p

2.8.4 Analyze how th

2.8.5 Analyze how th

2.8.6 Analyze the infl

2.8.7 Explain how th

2.8.8 Explain the infl

2.8.9 Describe how se

behaviors.

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects - Grades 6-8

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

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 multistep 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 expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
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/ independently and proficiently.

Writing Grades 6-8

1. Write arguments focused on discipline-specific conte
2. Write informative/explanatory texts, including the n
3. (See note: not applicable as a separate requirement)

Washington State

K - 12

Health and Fitness



COMMON CORE
STATE STANDARDS



SHAPE
America
SOCIETY
OF HEALTH
AND PHYSICAL
EDUCATORS®

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

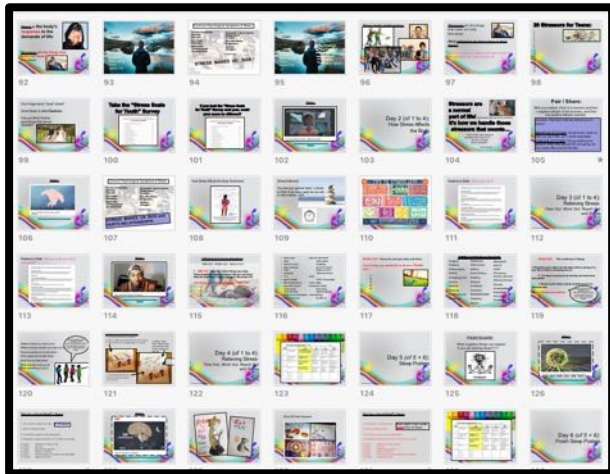
< > 02Lessons in Full Units	
Name	
	0. LEVEL 3 Table of Contents.docx
	0. LEVEL 3 Table of Contents.pdf
> 	1. Beginning a Term
> 	2. Stress
> 	3. Mental Health
> 	4. Diseases
> 	5. Empathy Violence
> 	6. Tobacco
> 	7. Alcohol
> 	8. Drugs
> 	9. Conflict Resolution
> 	10. Self Esteem
> 	11. Nutrition
> 	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!

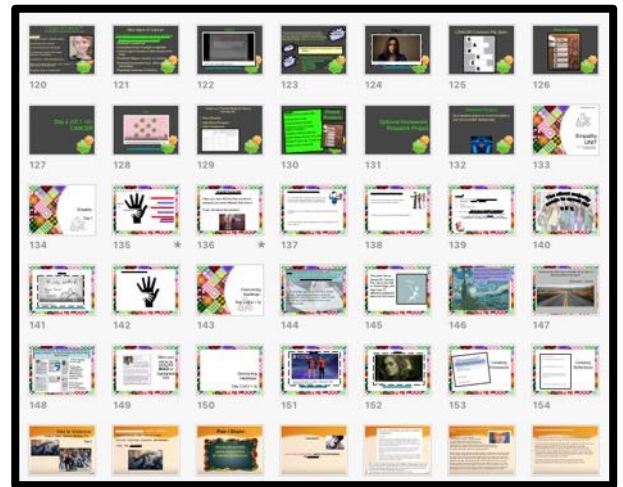
Empowering Change!

Here is an Overview of Program PowerPoints:

Level 1:

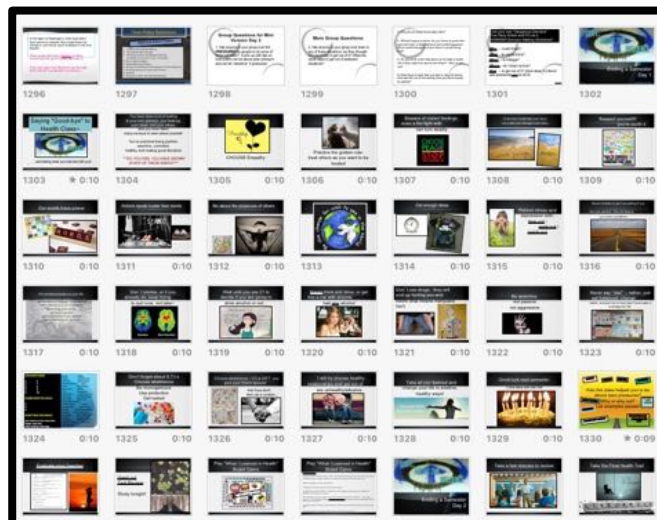


Level 2:



Level 3:

Color-Coded!



Each program has
16+ Unit PowerPoints

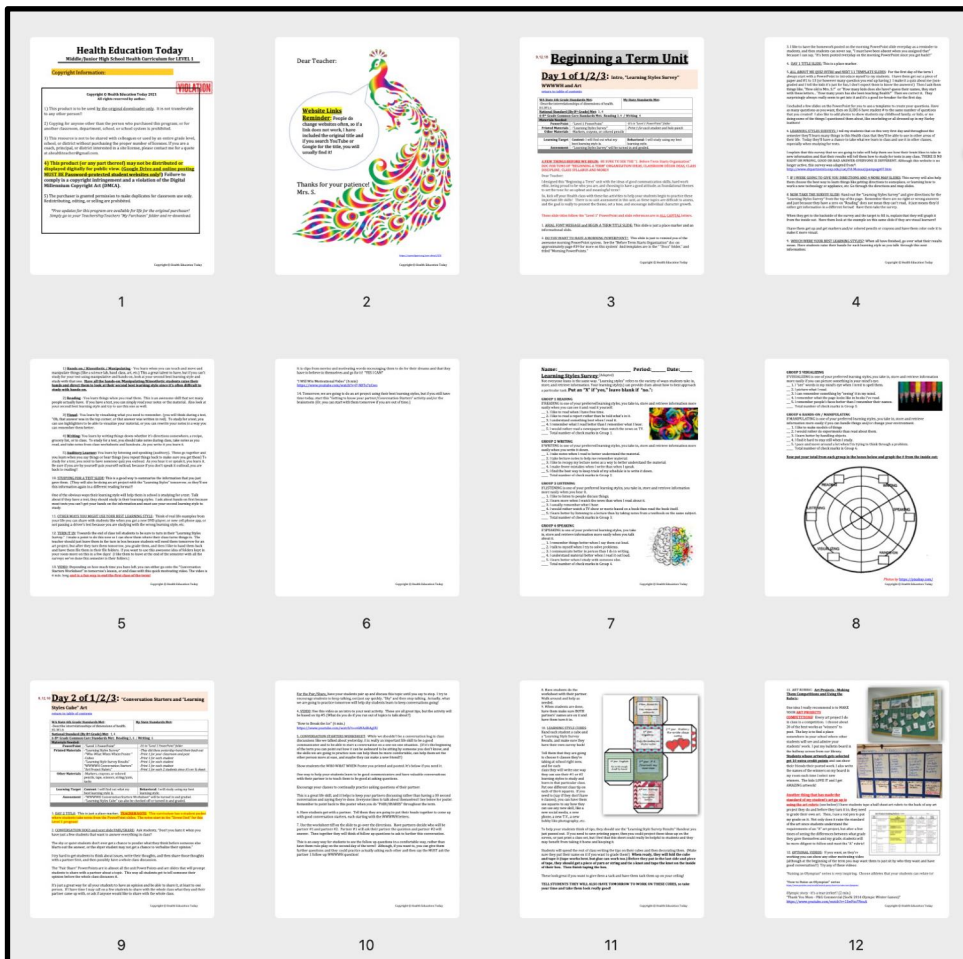
Here is an Example of Program Organization- Level 1

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
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NEW!



AND:

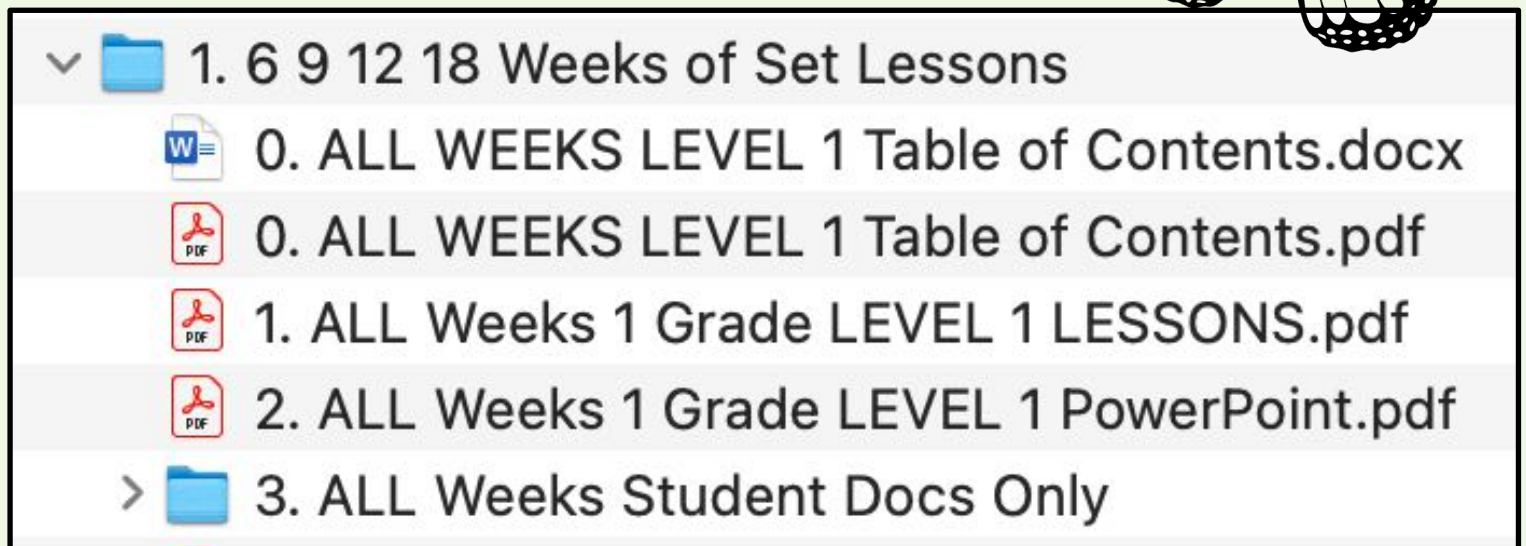
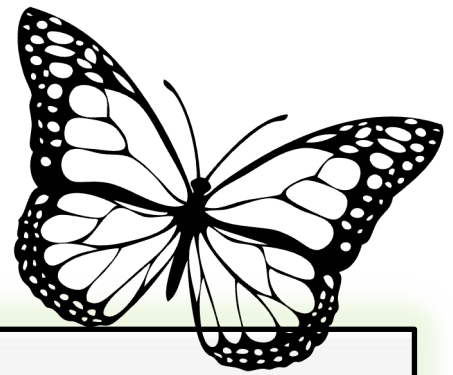
**4 Programs Set
Up By Weeks
You Teach:**

**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!**

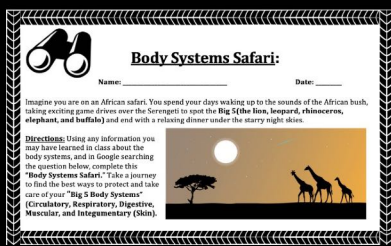
PowerPoints

**Student
Docs**

NEW MATERIALS!

Body System Safari!

Sub Plans for any Middle or High School Class



Mental Health 5 Dimensions of Health Doodle Notes!



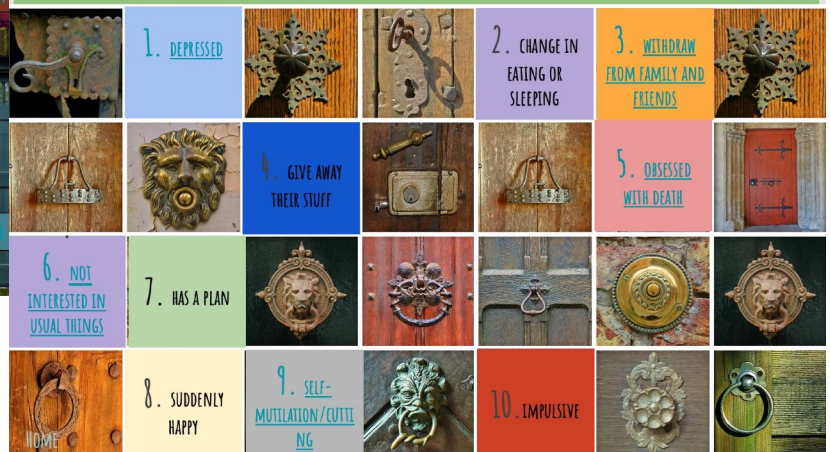
Shut the Door on Suicide

AND OPEN THE DOOR ON YOUR FUTURE

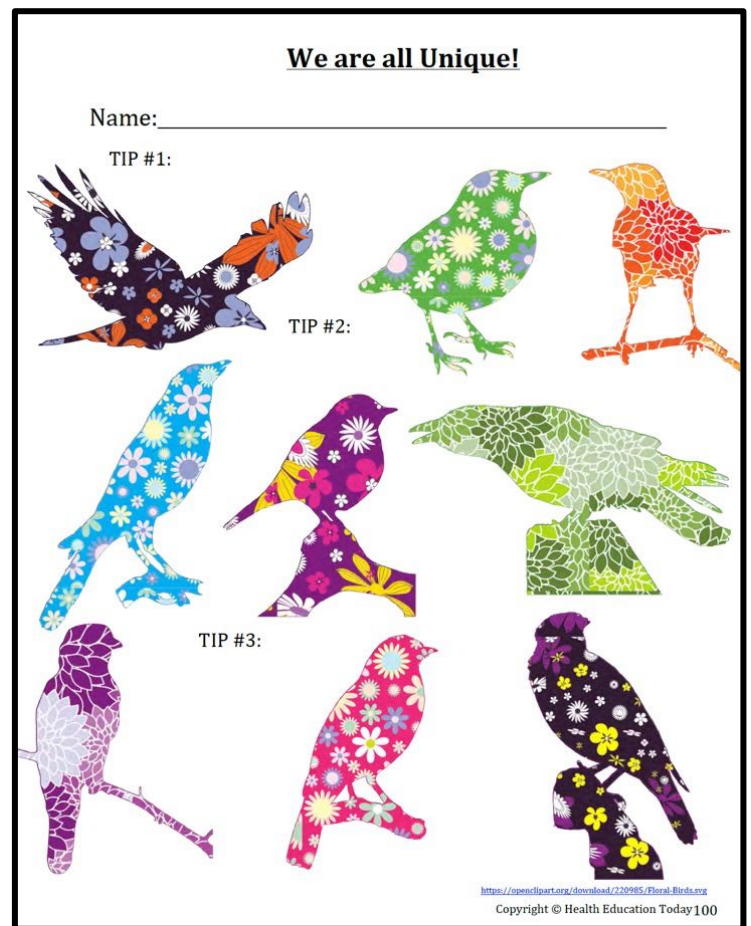
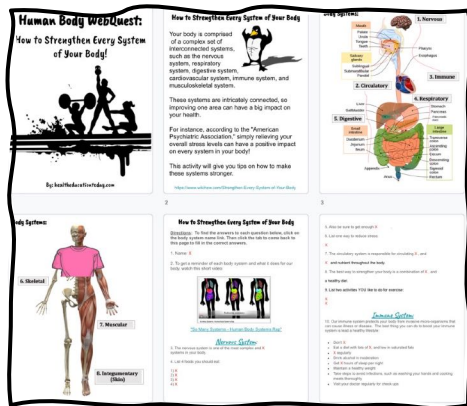


Know the 10 Signs of Suicide

TELL AN ADULT IF SOMEONE YOU KNOW IS TALKING ABOUT TAKING THEIR OWN LIFE!



NEW MATERIALS!



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

16 units with step-by- step teacher directions



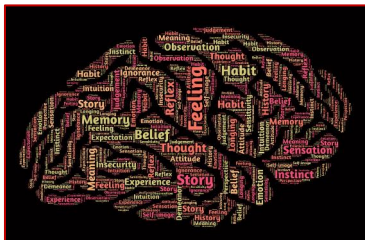
Begin a Term



Sex Ed.



Tobacco



Mental Health



Stop Bullying / Empathy / Violence



Nutrition

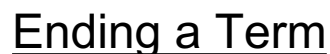
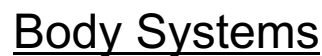


*Empowering
Change!*

16 units with step-by-step teacher directions



16 units with step-by-step teacher directions



Organized!



Easy to Navigate “Table of Contents”

Links to each lesson!

Daily Lesson Topics

Common Core Standards

National Standards

WA 6th Grade State Standards

Fill in Your State Standards

Lesson/ Unit Days:	Grade Level Running Total	Lesson Title: <u>BEGIN A TERM UNIT</u>	C. Core Stan- dards	National Standards	WA 6 th , 7 th , or 8 th Standards	Your State Standards
1, 2, 3	1, 2, 3 Begin a Term	-1. Starting the Term Off Right! -Intro and "Learning Styles Survey" -2. WWWWH Conversation Starters -3. "Learning Style Cubes"	R 3 R 4 W 4	1, 4	H1.W1.6	
4, 5	4, 5 Begin a Term	-4. Class Theme -"The Little Red Hen" THEME -File Folders System -5. "Food Personality Survey" -Work on File Folders.	R 3 W 4	1	H1.W1.6 H1.So1.6b	
Lesson/ Unit Days:	Grade Level Running Total	Lesson Title: <u>STRESS UNIT</u>	C. Core Stan- dards	National Standards	WA 6 th , 7 th , or 8 th Standards	Your State Standards
1 to 4	6, 7, 8, 9 Stress Unit	-6. What is Stress? -"Stress Survey" -<>"How Stress Affects Your Brain" Video -7. Stressors -"Stress Worksheet" -<>"How to Relieve Stress in 60 Seconds" Video -TIME OUT, WORK OUT, REACH OUT	R 2 R 4 W 1 W 4	1, 2, 4, 7	H1.W1.6 H2.W2.6 H1.So3.6a H1.So3.6b H7.So3.6	
3 + 4		-8. "Relieving Stress Trunks Project" -9. Finish "Relieving Stress Trunks"				

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



1

Step-by-step teacher directions:

Day 6: Food Label Scramble

[return to table of contents](#)

WA State 6th Grade Standards Met: -Describe interrelationships of dimensions of health. H1.W1.6 -Explain how different components of a Nutrition Facts label can be used to guide food and beverage choices. H3.N3.6a -Distinguish between serving size and portion size. H3.N3.6b -Identify functions of the six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.6a -Understand differences between reliable and unreliable sources of nutrition information. H3.N1.6 -Distinguish between nutrient-dense and empty calorie foods and identify examples of each. H1.N4.6a -Identify circumstances that influence healthy decision - making related to food choices and eating behaviors. H2.N6.6		My State Standards Met:
National (By 8th Grade) Standards Met: 1, 2, 3, 5, 7 6-8th Common Core Standards Met: Reading 3, 4 / Writing 4, 9		
Materials Needed:		
PowerPoint -Nutrition Day 7 - End PowerPoint -See PowerPoint Folder	Printed Materials "Food Label Scramble Worksheet" -Print 1 for each student "Food Scramble Labels" -Print several sets to have around room Optional: "Grocery Store Scavenger Hunt Homework" -Print 1 for each student	Other Materials -Calculators -Optional: Get prizes for the students who get the most right on the "Food Scramble" activity -See red message just below!
Optional:	Video -"The Reality of Fast Food" -See below for more information	Learning Target Content: I will learn how to read food labels. Behavioral: I will take the time to read food labels.
Assessment "Food Label Scavenger Hunt Worksheet" and the "Food Label Scramble Worksheet" will both be turned and graded.		

Fruit Roll Up: 1 gram of fat x 9 = 9 divided by 50 total calories = .18 (always round it) so 2% FAT - and - 7 sugar grams divided by 14 total grams = 50% NOT HEALTHY ENOUGH FOR VENDING MACHINE FOR BOTH!

3. IS THIS PRODUCT HEALTHY and NEW FOOD LABEL x2: Remind students that in many states there are policies that say how much fat and sugar (and sodium) foods in schools can serve (outside of the lunch program) like in school stores or vending machines.

The formula they are going to use in a few minutes for their guessing game and food label formula scramble is that fat must be less than 35% calories from fat, and sugar must be less than 35% weight from sugar.

You can go over the new U.S.D.A. food label if you want. The website is on the slide for more info.

4. ON THE FRONT: Hand each student a "Food Label Scramble Worksheet."

They will use the next 5 slides to circle "yes" or "no" if they think the food product is less than **BOTH** 35% Total Fat and 35% Total Sugar. **This is just a guess and you won't be graded on it!**

5. NEXT 5 SLIDES: Go through the 5 slides. At the end of them, I would ask if anyone needs a repeat.

6. HERE IS HOW YOU FILL SCRAMBLE AROUND THE ROOM NOW: I know I called it a scramble, but that refers to everyone moving around in different spots, not running or hurrying. It's not a race! You should have the labels spread around the room and have calculators for students to use.

THIS MEETS COMMON CORE STANDARD R 3

Show them what their filled out worksheet will look like. They will walk around and do the math to see which products are less than 35%. They will write the % for fat in one column, % sugar in the next, and then if BOTH are less than 35%, and either circle "Yes," or if not, than circle "No."

7. MYPLATE: I included a slide for MyPlate review because this is how the sections are divided up!

It's up to you if you want to offer prizes for the students who guess the most correctly. It's optional, but oh, so fun! How about bringing some healthy granola bars for the winners?!

Tell students to round their math to the closest whole number when they do the worksheet, for instance instead of 34.4%, round to 34%. (I rounded up on the worksheet key!)

you can put up this slide of the correct answers, and it's how many you got correct. Just compare the two "Yes or No", that's the # they got correct!

Work on posters, and if you want to do any follow-up, having students use the same food labels to look at any of the below.

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Protein Products:



Food Labels from: <https://www.fooducate.com>

McDonald's Cheeseburger:



NUTRITION	
Serving Size: 4 oz (113 g)	
Calories	300Kcal
Total Fat	12g
Saturated Fat	5g
Trans Fat	0.5g
Cholesterol	40mg
Sodium	680mg
Total Carbohydrate	33g
Dietary Fiber	2g
Sugars	7g
Added Sugars	3.5g
Protein	15g

Oven Roasted Chicken Breast:



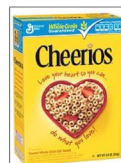
NUTRITION	
Serving Size: 4.25oz (120g)	
Calories	420Kcal
Total Fat	22g
Saturated Fat	3.5g
Trans Fat	0g
Cholesterol	60mg
Sodium	490mg
Total Carbohydrate	49g
Dietary Fiber	3g
Sugars	25g
Added Sugars	25g
Protein	7g

Grain Products

Banana Nut Muffin:



NUTRITION	
Serving Size: 4.25oz (120g)	
Calories	420Kcal
Total Fat	22g
Saturated Fat	3.5g
Trans Fat	0g
Cholesterol	60mg
Sodium	490mg
Total Carbohydrate	49g
Dietary Fiber	3g
Sugars	25g
Added Sugars	25g
Protein	7g



Cap'n Crunch Cereal:



NUTRITION	
Serving Size: 3/4 cup (27g)	
Calories	110Kcal
Total Fat	1.5g
Saturated Fat	1g

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: _____

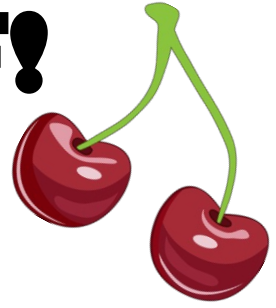
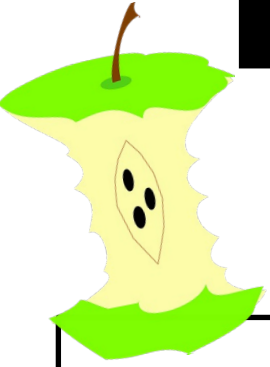
Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____



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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!)

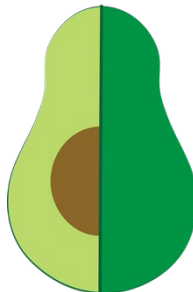
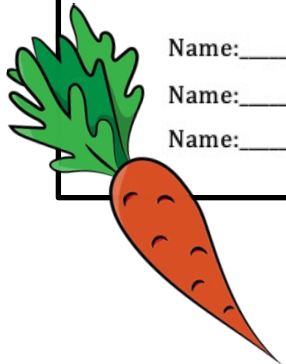
Name: _____ Calories: _____ Fat: _____ Sugar grams: _____

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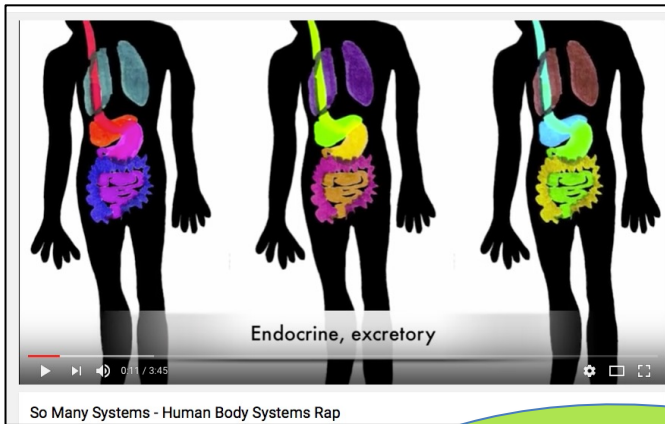
Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____

Name: _____ Serv. size: _____ Calories: _____ Fat: _____ Sugar grams: _____



Example: 2-Week Body Systems Unit



84 QR-Coded links to websites!

TRY ME!

1. Respiratory System

Students in Your Group: _____

Note: If YouTube videos don't load, click on the QR code to the right.

RESPIRATORY QUESTIONS

- Why do we need the respiratory system?
- What role does your diaphragm play in breathing?
- How does food from going down our windpipe?
- How much air do you breathe in and out each minute?
- What role do red blood cells play in respiration?
- Every minute about how much air do you breathe in?

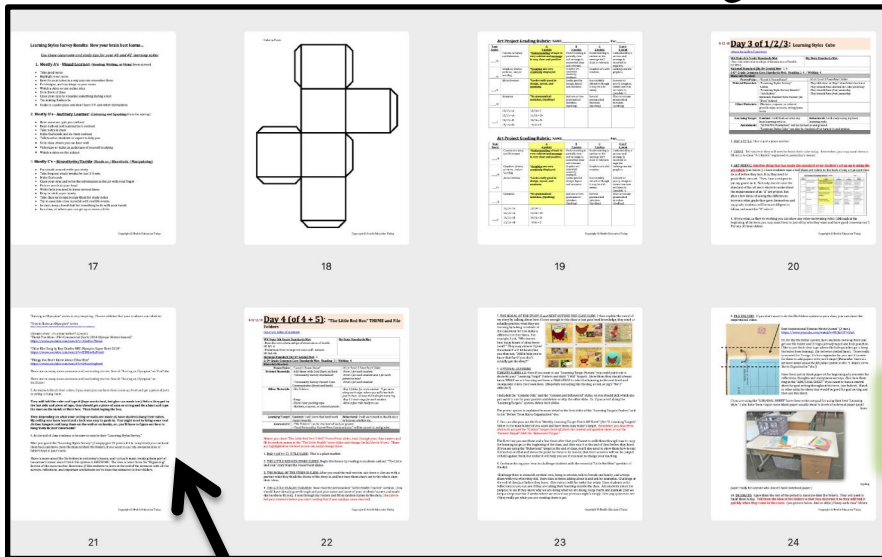
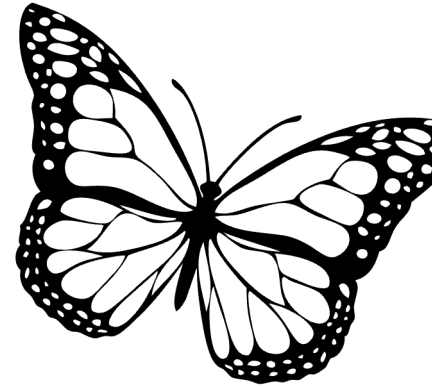
Copyright © Health Education Tools

A grid of 28 slides for a 2-week unit on body systems. The slides include:

- Unit theme!** (Slide 3)
- Everyone's body is unique!** (Slide 4)
- Can You Do This?** (Slides 5, 6, 7)
- Our Bodies Are Amazing!** (Slide 12)
- Slide Show!** (Slide 13)
- Into Teams & Quick Facts!** (Slide 14)
- Make Team Name Art!** (Slides 15, 21)
- Day 2 (of 2 & 3) Group Body Systems Worksheet** (Slide 16)
- Video:** (Slides 17, 24)
- QR Coded Worksheets** (Slide 18)
- Work on QR Coded Worksheets** (Slide 20)
- Day 3 (of 2 & 3) Group Body Systems Worksheet** (Slide 19)
- Body Systems and Disease** (Slide 22)
- In the U.S. (2014)** (Slide 25)
- Let's focus on the top 4 today and what we can do to lessen risk and/or prevent these from happening!** (Slide 26)
- 7 Signs of Cancer!** (Slide 27)
- Also signs of Cancer:** (Slide 28)
- Hand out "Family Medical History Worksheet"** (Slide 29)
- You are going to make a folded heart, and inside of it, you will write ways you can lessen risk and/or prevent each of these top 4 diseases.** (Slide 30)
- Let's fill the heart together!** (Slide 31)
- Then you will add our thinking information.** (Slide 32)

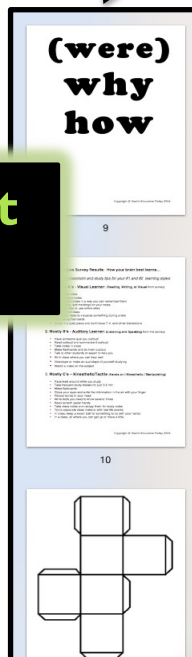
1

Set Lessons in Weeks: Ready to Teach!



Lessons all on 1 Doc!

- ✓ 1. 6 9 12 18 Weeks of Set Lessons
- 📄 0. ALL WEEKS LEVEL 1 Table of Contents.docx
- 📄 0. ALL WEEKS LEVEL 1 Table of Contents.pdf
- 📄 1. ALL Weeks 1 Grade LEVEL 1 LESSONS.pdf
- 📄 2. ALL Weeks 1 Grade LEVEL 1 PowerPoint.pdf
- > 📁 3. ALL Weeks Student Docs Only



**Student
Docs**



PowerPoint

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.Bb

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.	

1. **TITLE SLIDE and DAY 1 SLIDE:** These is a place marker.

2. **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!

4. **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.

5. **ADDICTION:** 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:



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 1/2 as much alcohol to damage a teen's brain as it does an adult's brain! (and some teens drink twice as much!...)

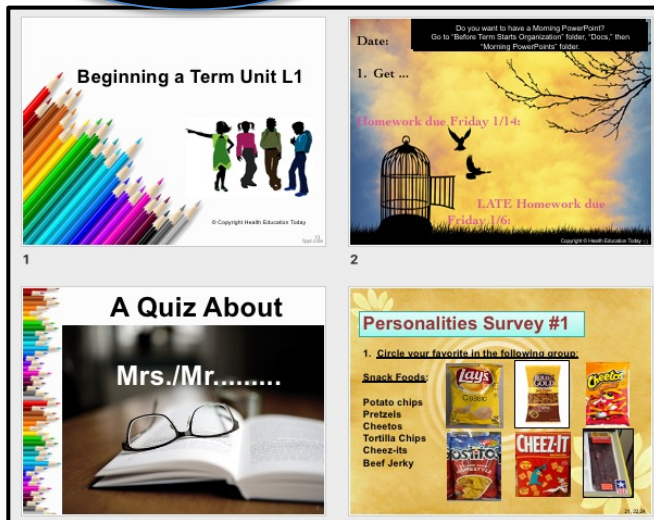


-The brain can completely shut down breathing and/or Swallowing and gag reflex if there is alcohol poisoning.

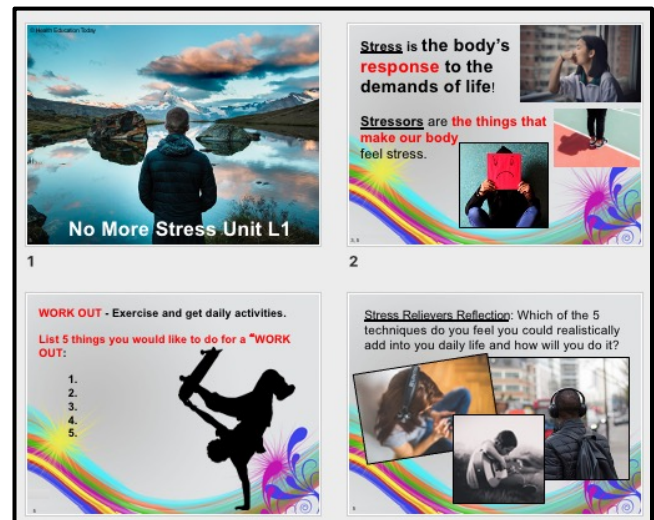
2

PowerPoints have Engaging Editable Graphics:

Level 1



Beginning a Term



Stress and Depression



Mental Health



Diseases

Each of the 16 units follow a colorful, step-by-step PowerPoint

Level 3

Beginning a Term Unit L 3

© Health Education Today

1

Do you want to have a Morning Presentation?
Go to: [Katie's Term Start Organization's](#) (color, class, & fun
Mentor's PowerPoints) today!

Dates:
1. Get ...
2. ...
3. ...
4. ...
5. ...
6. ...
7. ...
8. ...
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98. ...
99. ...
100. ...

LATE Homework due Friday 1/13

LATE Homework due Friday 1/16

2

Day 1:
Building Confidence!

1

The first step is to decide you still CAN change... and agree to do it.

you can

Φ it

2

Empathy

One of the most important relationship skills

1

NAME: _____ PER: _____

Empathy Unit

1. What is empathy? (it's not "sympathy")

2. Describe a time when you were empathetic to someone.

3. Describe a time when you were empathetic to someone.

2

Our Words Have POWER!

Write about a time when you were empathetic to someone by something someone said and say how it made you feel.

Or, write about 1 time when you empathetic something said that was probably harmful to the other person and say how it probably made them feel.

WORDS HAVE POWER

1

Martin Luther King, Jr. ...

We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people.

2

Beginning a Term

Nutrition Unit L3

© Health Education Today

Learning to Eat Healthy for Life

1

Intro. Obesity in U.S. and Why Americans are Overweight

2

If at home, try reduced fat products and lean meats:

This product has half the fat and calories of regular mayo...

1

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

WARNING: sugar is sometimes hidden!

Check your food labels for these words...

Fructose Honey Lactose

Com syrup Sucrose

Molasses Maltose Galactose

2

Nutrition

Dangerous Decisions-Be Above the Danger

1

These are not just accidents, but conscious dangerous choices...

Day 1

Dangerous Decisions-Be Above the Danger

2

These are not just accidents, but conscious dangerous choices...

choice

1

"The trouble with trouble is it usually starts out as fun..."

2

Dangerous Decisions



Empowering Change!

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 <i>-Accelerate the heart rate and elevate the blood pressure and "speed-up," or over-stimulate, the body</i>	-Pill -powder -liquid -crystal	-high -Energy -Rush -To stay awake -confidence
2 Depressants: Alcohol, Valium, Xanax, Barbiturates, Rohypnol, GHB (DATE RAPE DRUGS) <i>Slow down the operations of the brain and the body.</i>	-liquid	-to take advantage of someone sexually -relax -escape
3 Hallucinogens: LSD, peyote, psilocybin, MDMA (Ecstasy) <i>-Hallucinogens cause the user to perceive things differently than they actually are.</i>	-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.

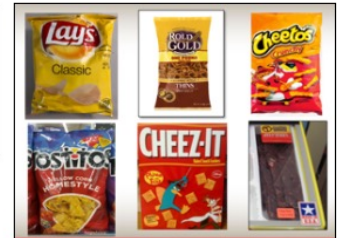
WORD BANK: Heart Attack, Stomach Ulcers, Cramps, Stomach Pain, Grinding Teeth, Mental Fatigue, Blood Pressure Depression, Yelling, Tension Headaches, Panic Attacks, Ulcers, Worrying, Asthma, Allergies, Shaking Hands, Chewing on Mouth Gums, Heart Rate

Name: _____ Per: _____ Date: _____

1. Circle your favorite in the following group:

Snack Foods:

Potato chips
Pretzels
Cheetos
Tortilla Chips
Cheez-its
Beef Jerky



you write in what your answer means here:

Write in the following group:

Cookies:

Chocolate Chip
Mint Cookie
Oatmeal
Ginger
Sugar



you 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 worksheets for PRINT:

Level 2

Personality Type?" Highlights

1. INTP: Owl

picstopin.com

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



2. ESTP: Fox

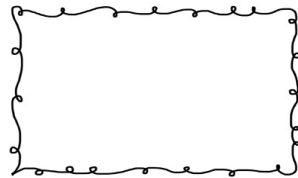
imgur.com

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



"So Quic" Wallet Cards

Choose 1 card. Cut it out and write the SO QUIC steps on the card. On the back write at least 5 "calming thoughts: that you feel work the best to help you calm down!"



Alcohol True/False Scavenger Hunt

Names: _____ + _____

Period: _____ Date: _____

GREEN FACTS:



1. Alcohol a depressant? True or False
2. Alcohol is the second most widely abused drug among high school students? True or False
3. Peers, family, and the media strongly influence teen drinking? True or False
4. One of the first brain functions to be affected by alcohol is eye sight. True or False

5. What is a disease in which a drinker's liver develop scar tissue?

BLUE FACTS:

6. What is the disease where even though alcohol is causing problems in their life, they can't stop drinking?
7. 30% of all fatal car accidents involve alcohol?
8. More than 50% of teens in the United States drank alcohol in the last month. True or False
9. Refusal skills are the skills needed to say no? True or False



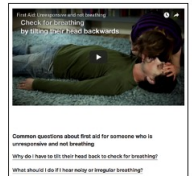
Copyright © Health Education Today

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

Names: _____ Date: _____
Per. _____

Directions:

- 1) Use the links or QR Codes for each topic and watch the video. *Be sure you have plug ins/or Flash enabled!*
- 2) Take turns reading out loud the reminder steps on the page above the video the video.
- 3) Do the "Common Questions" that are after the video with each person taking a turn reading out loud a question, group discuss, then same person click for (and read) answer out loud and then that person will summarize the answer on the group worksheet. Hand the worksheet to the next person...



1. Unconscious and not breathing

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

Watch the Video:

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



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

- 1.
- 2.
- 3.
- 4.

TRY ME!

3

Editable student worksheets for PRINT:

Level 3

Stress Scavenger Hunt

Names: _____ Per: _____ Date: _____

Directions: Answer the following questions as best you can. You will be graded on the fact that you guessed, not whether you get them right or wrong. Then, correct your worksheet. Fill in the correct answers.

1. Circle: True or False

Research has found that up to 90% of doctor visits in the United States are stress related. Stress can cause obesity, heart attacks and ulcers.

2. Under stress the adrenal glands release the hormone _____ that causes high blood pressure.

3. List the 3 "OUTS" that can help you relieve stress:

_____ OUT
_____ OUT
_____ OUT



4. Write in 4 activities that could help a teen relieve stress in a positive way, and then say how that activity would help them:

1) Activity: _____

How would this help? _____

2) Activity: _____

How would this help? _____

3) Activity: _____

How would this help? _____

How

5. Ab

That

Many

80%

Name: _____ Per: _____
Self-Esteem Worksheet:

1. What is "self-esteem"?

2. Are you born with it? yes / no

3. Who/what in life helps form our self-esteem?

-

-

-

If I'm not born with it, that means I _____

4. Why is self-esteem important for a teenager?

-It affects _____

-It affects the _____ we _____

-It affects what we _____

-It affects how we _____

-It affects how _____

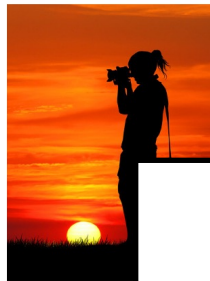
-It affects our _____

5. List the traits and actions of a person with low self-esteem:

*

*

*

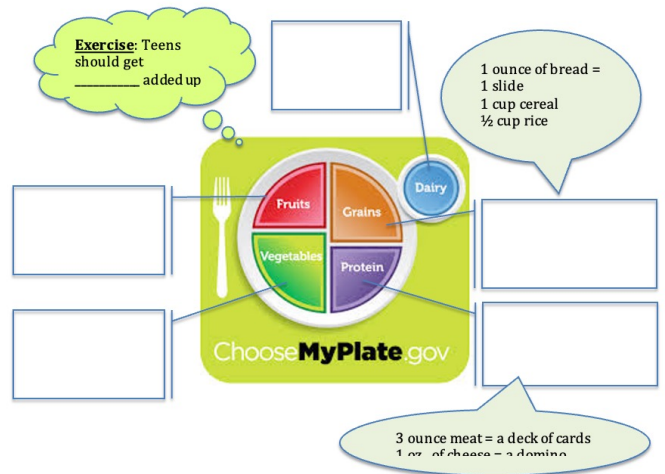


<https://www.fotos.com>

Name: _____ Per: _____ Date: _____
MyPlate Worksheet Part 1

MyPlate illustrates the five food groups that are the building blocks for a healthy diet using a familiar image—a place setting for a meal. Before you eat, think about what goes on your plate or in your cup or bowl.

Use the key to fill in the suggested amounts of each food group FOR YOUR GENDER AND AGE.



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



"SO QUICK" Conflict Resolution QUIZ 2 (Don't be so quick to jump to conclusions)

Name: _____ Per: _____ Date: _____

S - _____

Give one example of this step:

O - _____

Give one example of this step:

Q - _____

Give one example of this step:

lot of effort to make/find the perfect gift for me
to me
s at holidays and on my birthday

a group
are about

ch sport
me in activities

nce

s

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

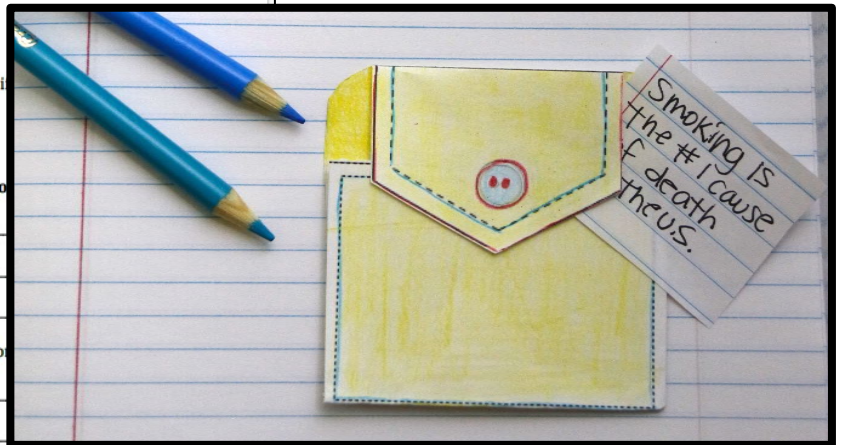
1. Stress is the body's _____ to the demands of life.
2. Stressors are _____ feel stress.

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

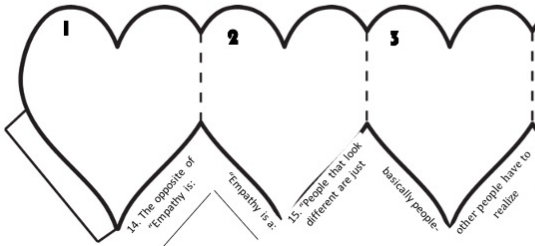
- 3) _____ I like _____
- 4) _____ I like _____
- 5) _____ I like _____

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

- 7) _____ 8) _____
- 9) _____



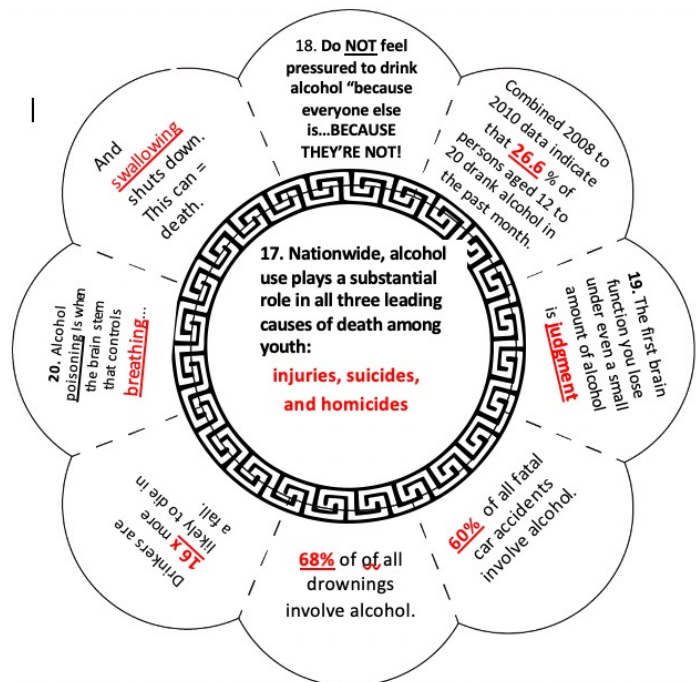
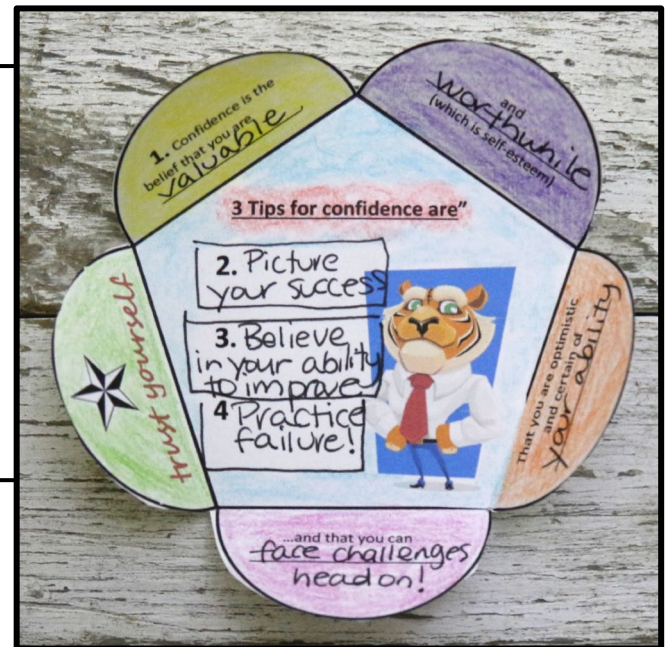
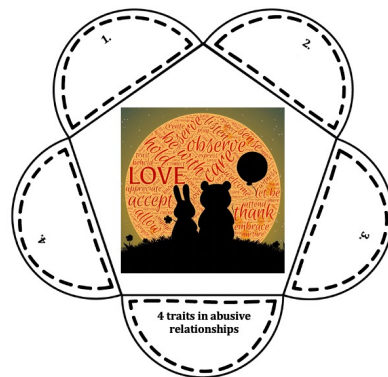
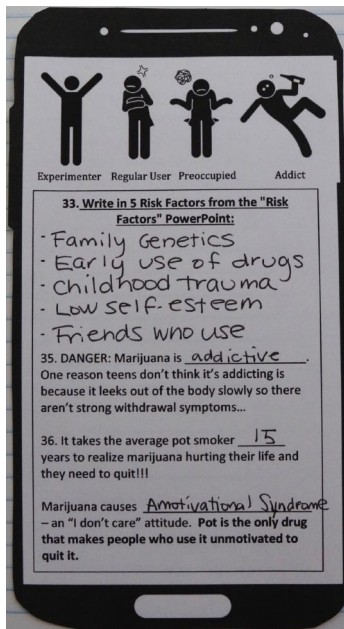
EMPATHY UNIT DAY 1: #13. Copy the 3 parts to “Empathy.” Fill in the boxes around heart. When you cut it out, be sure to keep the notes under the hearts!



3

Editable student INTERACTIVE PACKETS:

It can really help students stay focused during class if they have some notes to write. Everything students write from the PowerPoint is in red font!



3

Student Docs are also on Google Slides!

On
GOOGLE
DOCS!

NAME: _____ PER: _____

Empathy Unit:

1. What is empathy?
(it's not "sympathy")

2) _____

3) _____

How do these feel?

How would I feel?

How can I do?

NOTE:

Non-Google users can download this Google Slide as a Microsoft PowerPoint (fill-in textboxes stay editable!) then upload to Microsoft Office 365, Teams or other student password protected platform!

3

Editable student worksheets are also on GOOGLE DRIVE

Level 1

On
GOOGLE
DOCS!

Name: _____ Date: _____ Per: _____

How well do you like yourself survey?

4 totally true
3 mostly true
2 partly true
1 hardly true
0 not at all true

☒ I enjoy waking up in the morning

☒ Most people like me

☒ I feel I am an attractive person

☒ I feel strengthened by my religious beliefs.

☒ I feel comfortable about the number of friendships I have.

☒ If I could live my life over, there isn't much I'd change.

☒ I can make my life whatever I want.

☒ I'm usually in a good mood

☒ W

☒ Th

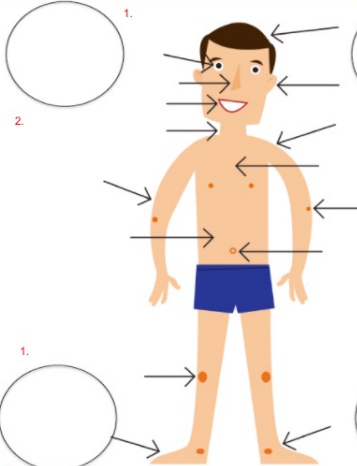
☒ I d

☒ I'n

☒ I c

☒ I'n

Communicable Diseases: Cut out and glue "Pathogens" in circles. Write 2 disease examples of each around the circles. Cut out how diseases spread and glue on top of any arrows. Cut out immune system defenses, glue in the boxing gloves, cut and glue anywhere. List 5 ways to prevent communicable diseases.



List 5 preventions: 1) _____

2) _____ 3) _____ 4) _____ 5) _____

NAME: _____ Per: _____

Day 8: How to Tie an Arm Sling

1. Set it up with students paired up.
2. Have one student be the "injured" patient and the other be the "rescuer."

3. I would have all the supplies needed on hand (see list in "Needs" spreadsheet above)

Play the video and see if the "Rescuer" can follow the directions and practice on the "Patient." You may need to show it through a few times, or stop.



"Wilderness Medicine | Clavicle
<https://www.youtube.com/watch?v=...>

Or

"How to Make A Sling - First Aid Tra
(3 min.)
<https://www.youtube.com/watch?v=...>

4. There is also this Wiki How T
students access, or you can have
tables. <https://www.wikihow.com/Make>

5. Then switch partners and have
their "injured patient."



Name: _____ Per: _____ Date: _____
Diseases Unit Assessment

1. What makes a disease a "Communicable Disease?"

☒



2. What does the word "prevention" mean in relation to diseases?

☒

3. List the 4 "pathogens" that can cause disease that we studied in this unit:

1) ☒

2) ☒

3) ☒

4) ☒



Questions Responses

Coronavirus Timeline

Coronavirus 2019/2020 Events Timeline:
Choose 21 of the following events to include on the "Interactive Worksheet"

Title

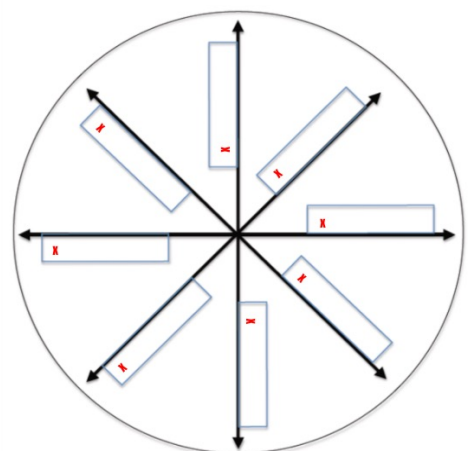
12 December 2019
Chinese state broadcaster CCTV reported in a broadcast airing on 12 January 2020 that a "new viral outbreak was first detected in the city of Wuhan, China, on 12 December 2019." [14]

24 December 2019
Singapore's Ministry of Health (MOH) reported that the first case of what would later be named the 2019-nCoV (Wuhan coronavirus) had been diagnosed. It was later confirmed to not actually be related to the outbreak. [16]

29 December 2019
According to a CDC publication, "On 29 December 2019, a hospital in Wuhan admitted four individuals with pneumonia and recognized that all four had worked in the Huanan Seafood Wholesale Market, which sells live poultry, aquatic products, and several kinds of wild animals to the public. 30 The social media reports stated that 27 patients in Wuhan - most of them stall holders at the Huanan Seafood Market - had been treated for the mystery illness. [27]

31 December 2019
China alerted WHO to several cases of unusual pneumonia in Wuhan, a port city of 11 million people in the central Hubei province. The virus was unknown.

1 January
According to the Chinese state-sponsored Xinhua News, the Huanan Seafood Market was closed on 1 January 2020 for "regulation." [20] However, in the Consortium's report of 24 January 2020, it was stated that the Huanan Seafood Market had been closed on 1 January 2020 for "cleaning and disinfection." [34]



**Editable student
worksheets are also on
GOOGLE DRIVE**

Level 2

**On
GOOGLE
DOCS!**

	What they are famous for:	List 2 Hardships they faced:	How did they overcome?:	What is one good lesson you can learn from the life of this person?
Selena Gomez	X	X	X	X
Jim Carrey	X	X	X	X



Day 1



Highlight all of these 20 potential features and mark each one as you go.

These 20 features are the most common and most powerful and are the best starting to work on a select list for a day or two the way you want to start with.

1. **Results of other people's work** (e.g. in writing, work, and work, and work)
2. **Results of other people's work** (e.g. in writing, work, and work, and work)
3. **Results of other people's work** (e.g. in writing, work, and work, and work)
4. **Results of other people's work** (e.g. in writing, work, and work, and work)
5. **Results of other people's work** (e.g. in writing, work, and work, and work)
6. **Results of other people's work** (e.g. in writing, work, and work, and work)
7. **Results of other people's work** (e.g. in writing, work, and work, and work)
8. **Results of other people's work** (e.g. in writing, work, and work, and work)
9. **Results of other people's work** (e.g. in writing, work, and work, and work)
10. **Results of other people's work** (e.g. in writing, work, and work, and work)
11. **Results of other people's work** (e.g. in writing, work, and work, and work)
12. **Results of other people's work** (e.g. in writing, work, and work, and work)
13. **Results of other people's work** (e.g. in writing, work, and work, and work)
14. **Results of other people's work** (e.g. in writing, work, and work, and work)
15. **Results of other people's work** (e.g. in writing, work, and work, and work)
16. **Results of other people's work** (e.g. in writing, work, and work, and work)
17. **Results of other people's work** (e.g. in writing, work, and work, and work)
18. **Results of other people's work** (e.g. in writing, work, and work, and work)
19. **Results of other people's work** (e.g. in writing, work, and work, and work)
20. **Results of other people's work** (e.g. in writing, work, and work, and work)



Google "Above the influence" and you will find many examples of the art project for today. You can create your own on the next page, or you can print one of the ones you like on google images and add your own information, like the examples above!

Here is the website if you want to check it out. It has a ton of great information about staying above the negative influence of drugs and alcohol.

www.abovetheinfluence.com

3

Editable student worksheets are also on GOOGLE DRIVE

Level 3

On
GOOGLE
DOCS!

NAME: _____ PER: **X** DATE: **X**
Photo by <https://pixabay.com/>

CALORIES YOU SHOULD EAT PER DAY:

1) Estimated BMR: current wt. _____
x 10 (boys x 11)
= **X** Box 1

2) Activity Level:
x .3 if light
x .5 if moderately active
x .7 if very active (sports)
Box 1 x _____
(choose .3, .5, or .7)
= **X** Box 2

3) Take Box 1 _____
+ Box 2 _____
x .1
= **X** Box 3

4) Take Box 1 _____
+ Box 2 _____
+ Box 3 _____
= **X** Box 3

6) Optional:
or if you want to lose wt... - 500 PER DAY TO LOSE 1 LB. PER WEEK
or if you want to gain wt... + 500 PER DAY TO GAIN 1 LB. PER WEEK
= **X**

7. Know that 1 lb. = **X** calories. The safest way to lose wt. is _____
*Women should never go below **X** calories/day
*Men should never go below **X** calories/day

8. Set-point theory: "Body weight is regulated at a predetermined, or preferred, mechanism." When you cut calories below the 1200/1500, your body thinks you're starving, sends hunger pains, and fat cells don't release fat!

9. Yo-yo Syndrome when you lose too much weight too fast, you _____

Questions Responses Total points: 20

Alcohol Unit Assessment

Form description

Name: *

Short answer text

Date: *

Short answer text

Class Period: *

Name: **X** Per: **X** Date: **X**

Practice with "Step 3" of Empathy in this EMPATHY HOMEWORK

Situation	Who is it?	1. How did they feel?	2. How would I feel?	3. How did I show my understanding?
A person who is less fortunate than you	X	X	X	X
A person who you wouldn't want to change places with	X	X	X	X
Someone who annoyed or frustrated you	X	X	X	X
Someone whose opinion you disagreed with	X	X	X	X

Coronavirus Timeline

Coronavirus 2019/2020 Events Timeline:
Choose 21 of the following events to include on the "Interactive Worksheet"

Title

12 December 2019
Chinese state broadcaster CCTV reported in a broadcast airing on 12 January 2020 that a "new viral outbreak was first detected in the city of Wuhan, China, on 12 December 2019 [14]"

24 December 2019
Singapore's Ministry of Health (MOH) reported that the first case of what would later be named the 2019-nCoV (Wuhan coronavirus) had been diagnosed. It was later confirmed to not actually be related to the outbreak [16]

29 December 2019
According to a JCR publication, "On 29 December 2019, a hospital in Wuhan admitted four individuals with pneumonia and recognized that all four had worked in the Huanan Seafood Wholesale Market, which sells live poultry, aquatic products, and several kinds of wild animals to the public. [20]"

The social media reports stated that 27 patients in Wuhan - most of them stall holders at the Huanan Seafood Market - had been treated for the mysterious illness [21]

Level 3

Day 1 + 2

Next Page(s) Read Only



Emotions Left After a Suicide

Things I like: _____
Dreams/Goals for my Future: _____

When depression turns deadly

Where to get help: _____

Stress-free Bingo

Stress-free Bingo	What to do to Reduce Stress	Stress-free Bingo	What to do to Reduce Stress
Get help from a counselor	They have a lot of help	Stress-free Bingo	Ask if they have a plan
Stress-free Bingo	Not needed	Stress-free Bingo	Try to find a way to help
Get help from a counselor	They have a lot of help	Stress-free Bingo	Ask if they have a plan
Stress-free Bingo	Not needed	Stress-free Bingo	Try to find a way to help
Get help from a counselor	They have a lot of help	Stress-free Bingo	Ask if they have a plan
Stress-free Bingo	Not needed	Stress-free Bingo	Try to find a way to help
Get help from a counselor	They have a lot of help	Stress-free Bingo	Ask if they have a plan
Stress-free Bingo	Not needed	Stress-free Bingo	Try to find a way to help

Set Weeks Lessons are also Included ON GOOGLE DRIVE!

Level 3

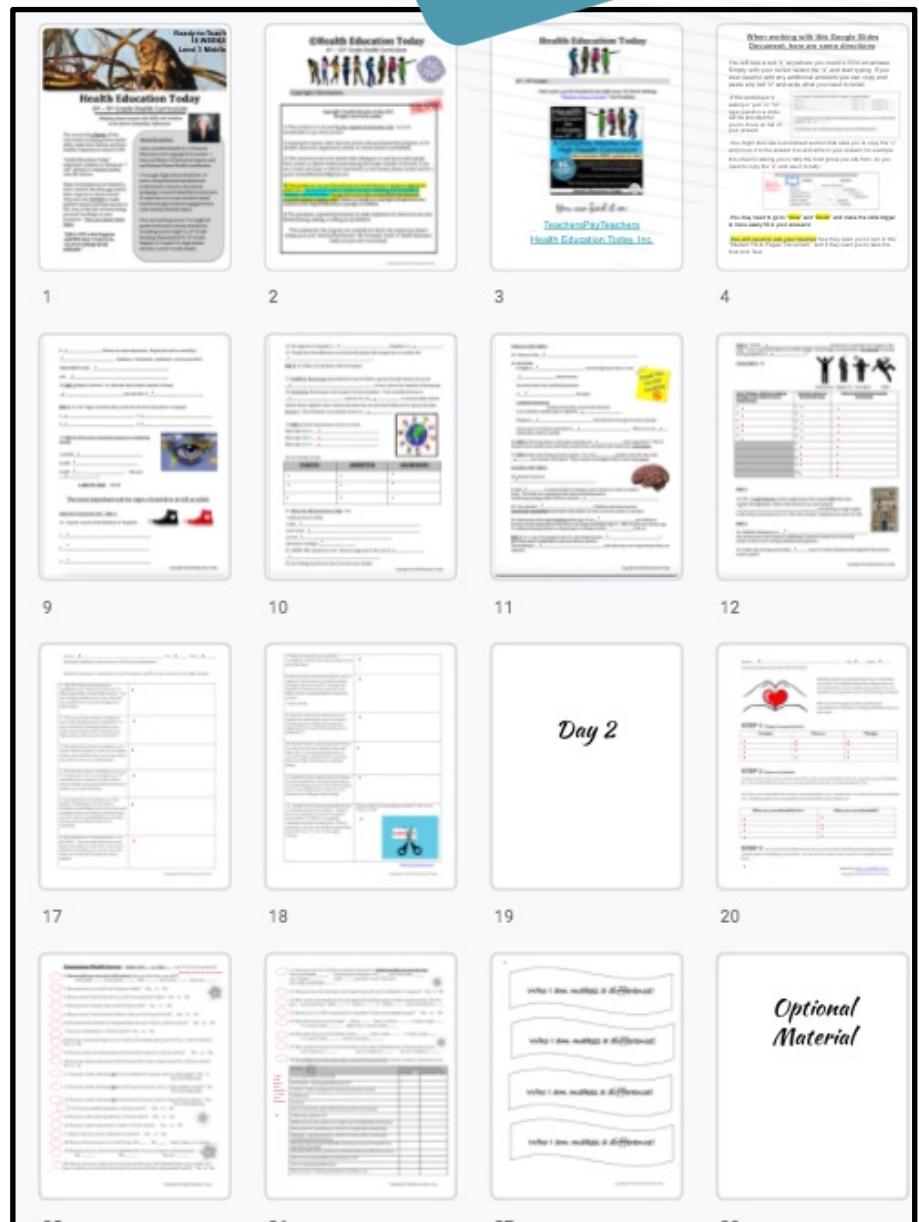
On
GOOGLE
DOCS!

Teach for 6 WEEKS

Teach for 9 WEEKS

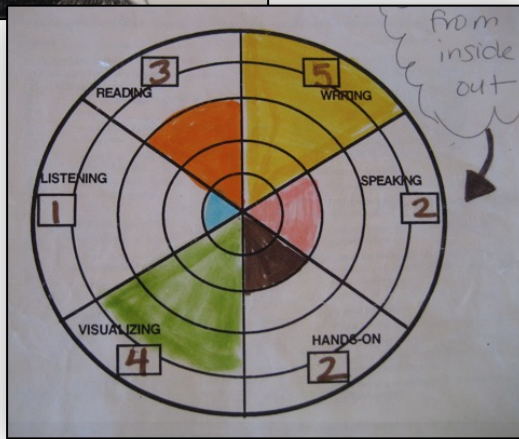
Teach for 12 WEEKS

Teach for 18 WEEKS



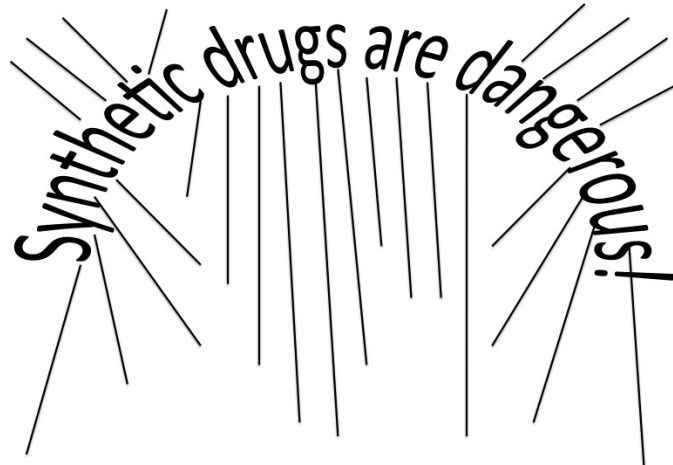
4

Student Projects!

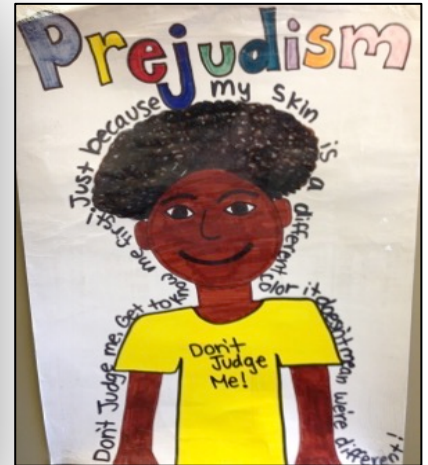


4

Student Projects!



Name: _____ Per: _____ Date: _____

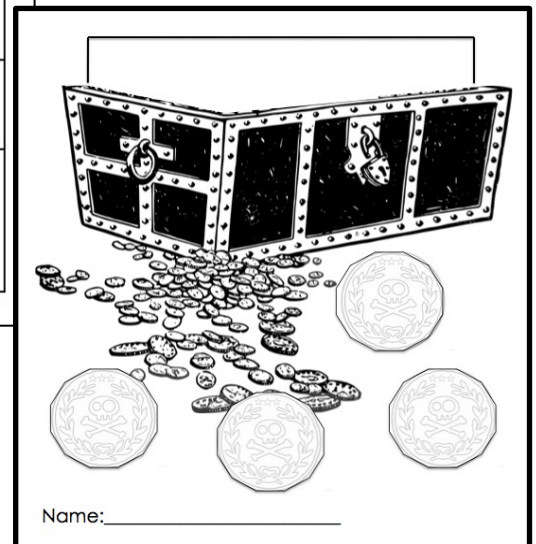
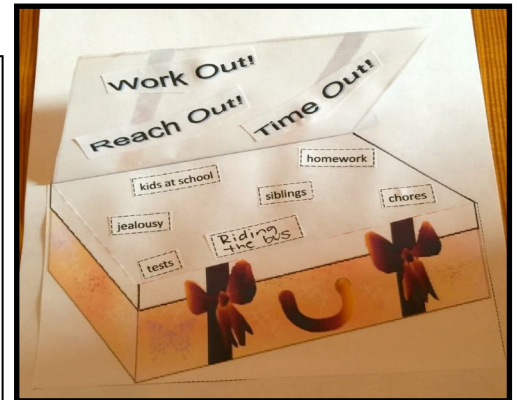
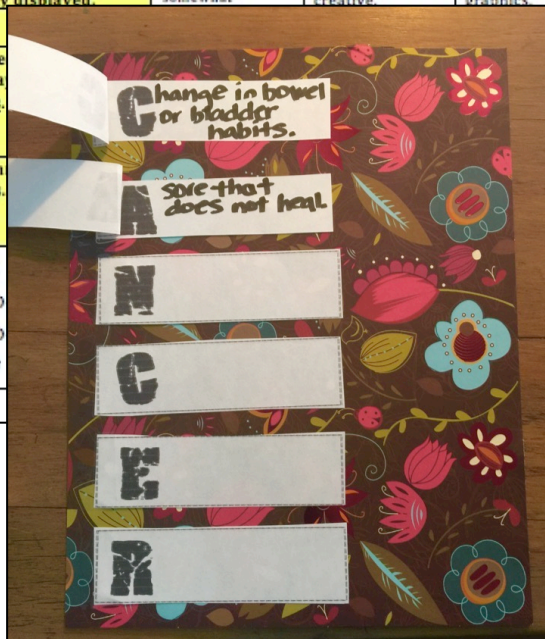


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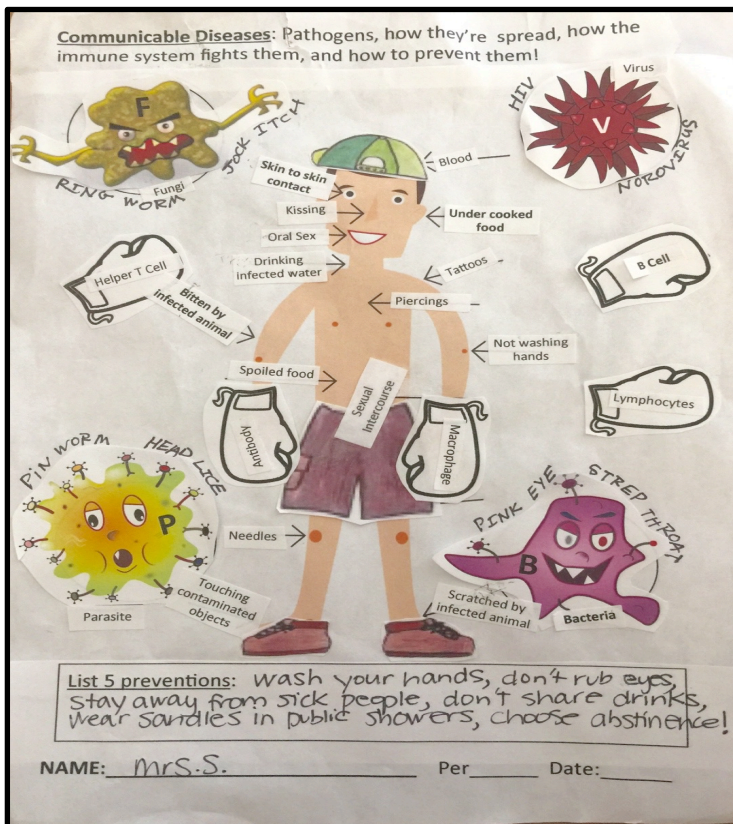
Interactive Projects!

Art Project Grading Rubric: NAME: _____ Per: _____

Your Score:		A 4 points	B 3 points	C 2 points	D or F 1 point
____/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	Graphics are a bit creative	Lacking creative graphics
____/4	Attractiveness	*Looks re design, la neatness.			
____/4	Grammar	*No gram mistakes.			
____/	16/16 = A 15/16 = A- 14/16 = B 13/16 = B-	12/16 = C 11/16 = D 10/16 = D 9/16 = F			

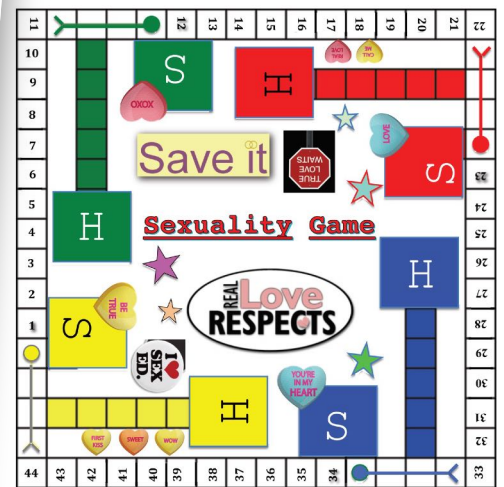
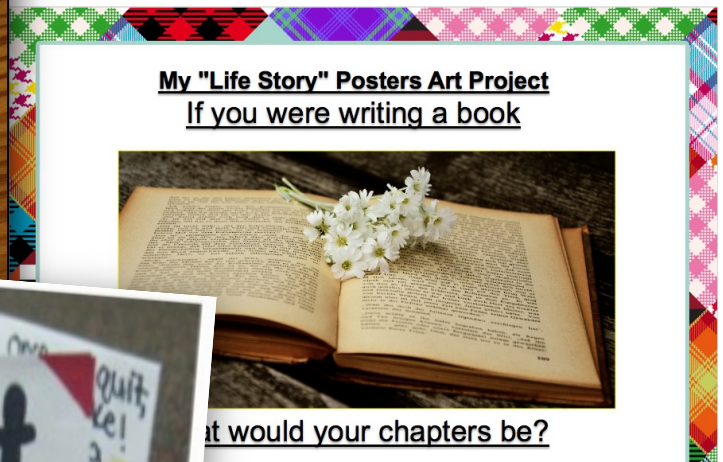
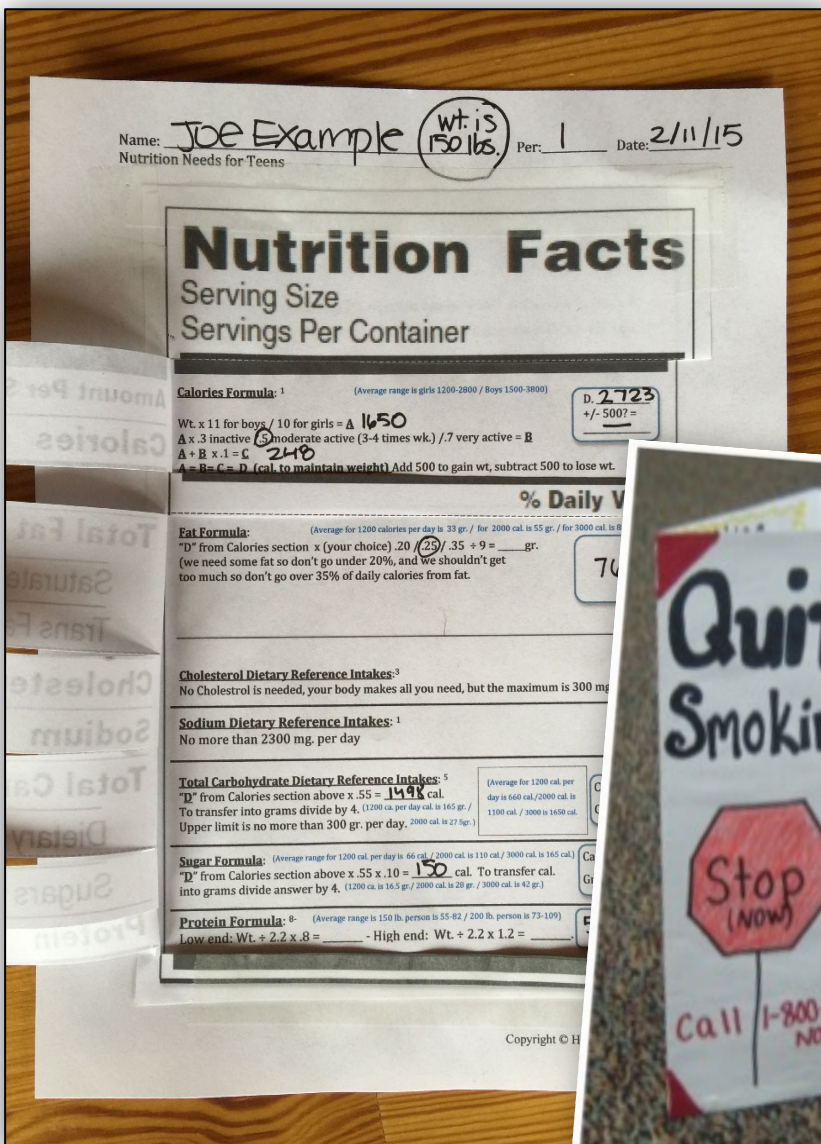
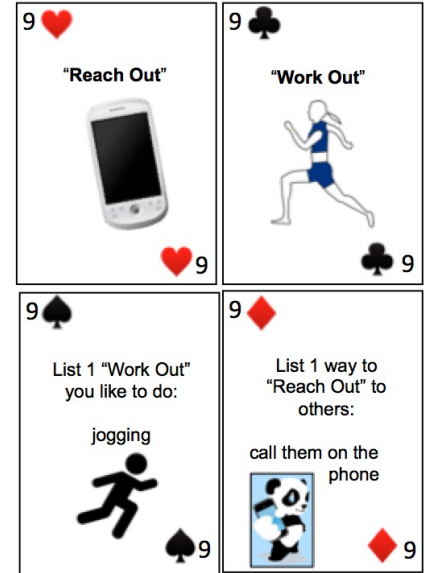
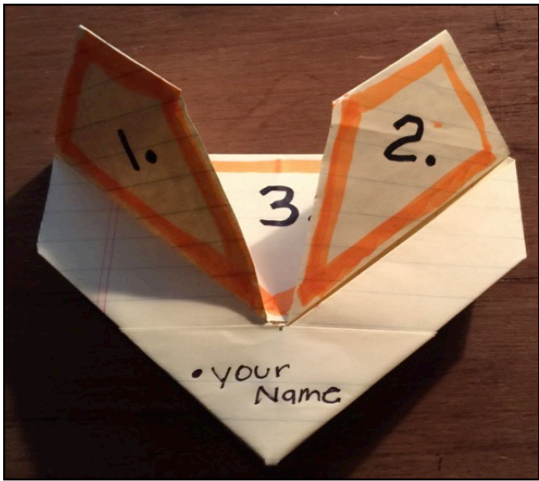


Name: _____



4

Interactive Projects!



4

Engaging Activities and Includes Assessments!

Rank these drinks in order of lowest to highest in teaspoons of **SUGAR**:
(best for you to worst)



NAME: _____ Per: _____ Date: _____

HEALTH FINAL

List two signs of someone who might be suicidal.

- 1)
- 2)

3. If a person is depressed for longer than _____ weeks, they may have "Clinical Depression" and should get to a clinic for professional help.

List three healthful ways to relieve stress.

- 4)
- 5)
- 6)

List 2 traits of someone who is assertive (not passive and not aggressive)

- 7)
- 8)

List three things someone who is assertive (not passive and not aggressive) should do.

- 9)

Empathy Survey: How much empathy do you have?

1. I feel empathy for people who are less fortunate than me.
2. I find it easy to understand other people's points of view.
3. I am greatly upset by other people's hardships and misfortunes. (like a house fire, or parents divorce)
4. If someone needed help in an emergency, I would willingly offer it. (like an asthma attack, or unconscious)
5. There are two sides to every story, I remember this fact and try to look at both sides.

HEALTH FINAL KEY

List two signs of someone who might be suicidal.

- 1) give away their stuff, impulsive, depressed, change in eating or sleeping, suddenly happy
- 2) obsessed with death, has a plan, withdraw from family and friends

3. If a person is depressed for longer than 2 weeks, they may have "Clinical Depression" and should get to a clinic for professional help.

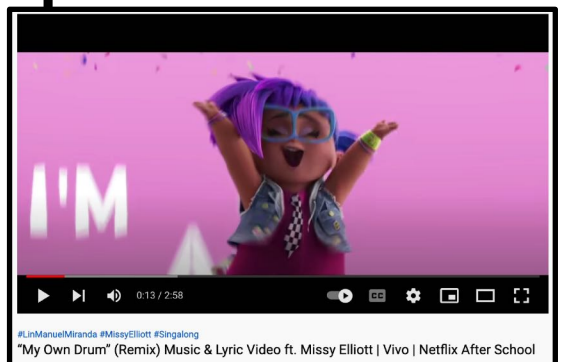
List three healthful ways to relieve stress.

- 4) Time out-listen to music, talk to friends, watch T.V., talk on phone, read...
- 5) Work out-play a sport, walk, jog, weight lift, exercise class...
- 6) Reach out-volunteer, get counseling, talk to someone, be part of a group...

List 2 traits of someone who is assertive (not passive and not aggressive)

- 7) good eye contact, speaks clearly, problem-solves, doesn't control, but does state own opinion
- 8) strong voice, stands up for self but doesn't bully or control others and is not controlled

Great Videos!



4

Engaging Activities and Includes Assessments!

Ariana Grande:

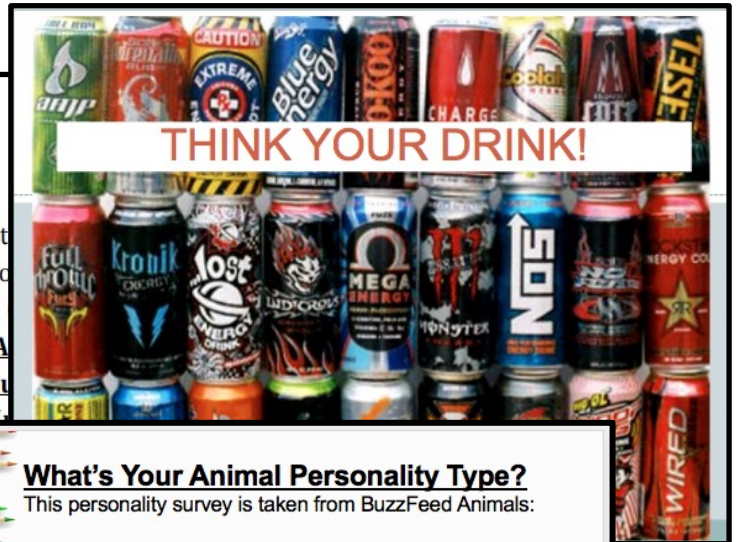


Ariana Grande is a sitcom-star-turned-music sensation, known for such hit songs as 'Bang' and 'Dangerous Woman.' She was nominated for two Grammy Awards and won the American Music Awards, including Best Female Artist in 2016, and an MTV Video Music Award. She also became a popular fashion icon by bringing her musical and fashion sense to the world, including uncanny imperfections.

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 5.

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



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:

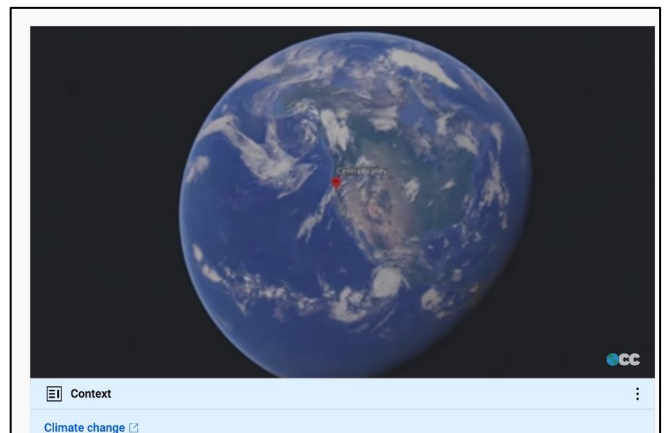


LION

social behavior,
decision-making,
and lifestyle.



Great Videos!



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:
-answers will vary...

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

Be Above the Dangers of Illness

Write the 7 Signs of Cancer:

CAUTION:

- Change in bowel or bladder habits.
- A sore that does not heal.
- Unusual bleeding or discharge.
- Thickening or lump in the breast.

4

Learning Targets!

Level 1

Kick off your
“I will” theme at
the beginning of
the year with this
fun slideshow!

43

44

45

46

47

48

UNIT GOAL:

To be

7

above Mental & Emotional Problems

8

by: problem-solving and/or seeking professional help if the issue is interfering with a healthy life

9

Learning Target of the Day:

I will learn problem-solving techniques.

Content 81

I will follow the steps to problem-solve and if needed, seek professional help.

Behavioral 81

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

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

4

Daily Learning Targets!

Level
2+3



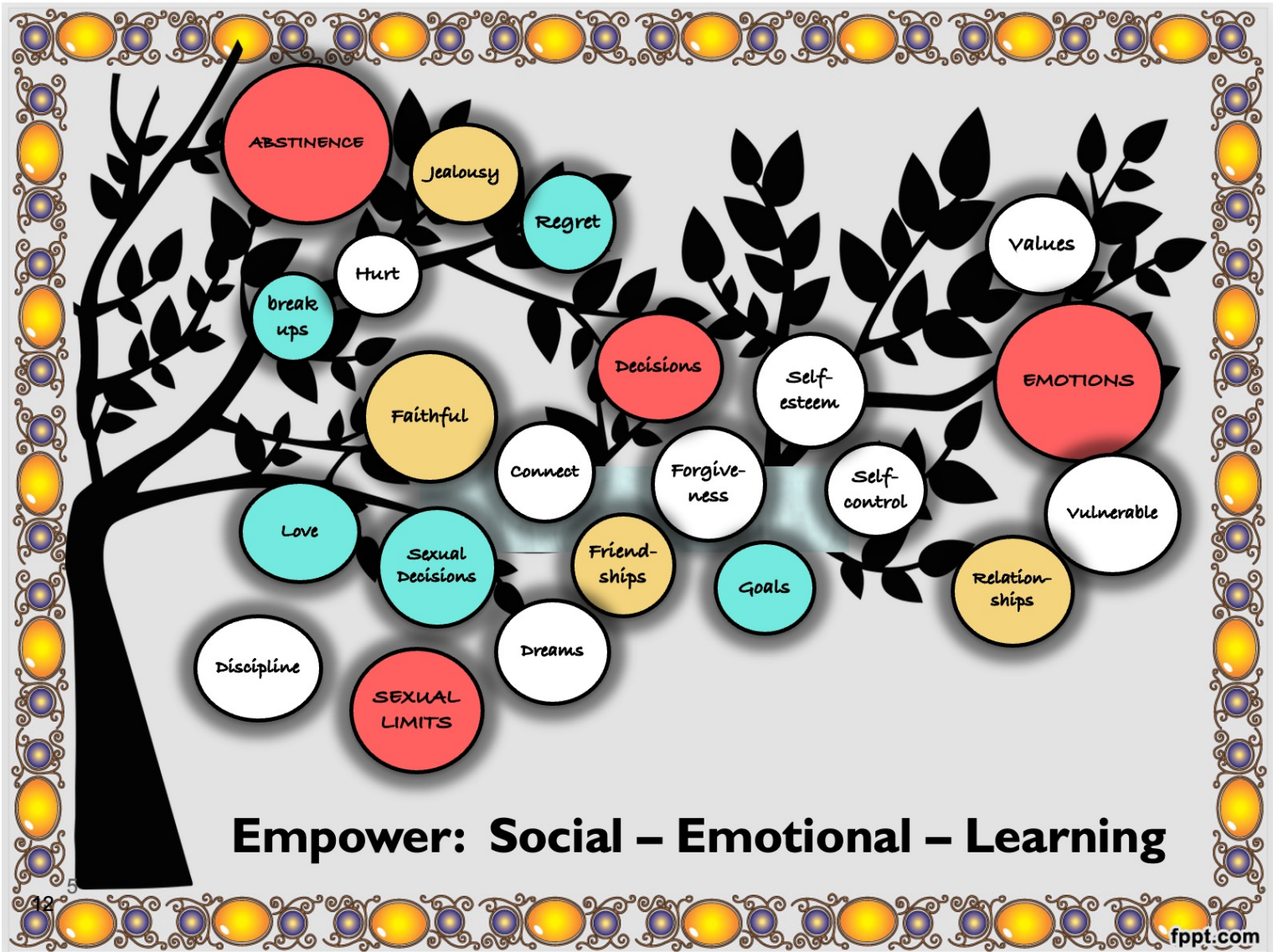
UNIT GOAL: <i>To be</i>	<i>above Mental & Emotional Problems</i>	<i>by: problem-solving and/or seeking professional help if the issue is interfering with a healthy life</i>
Learning Target of the Day:	I will learn problem-solving techniques. Content 81	I will follow the steps to problem-solve and if needed, seek professional help. Behavioral 81

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

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

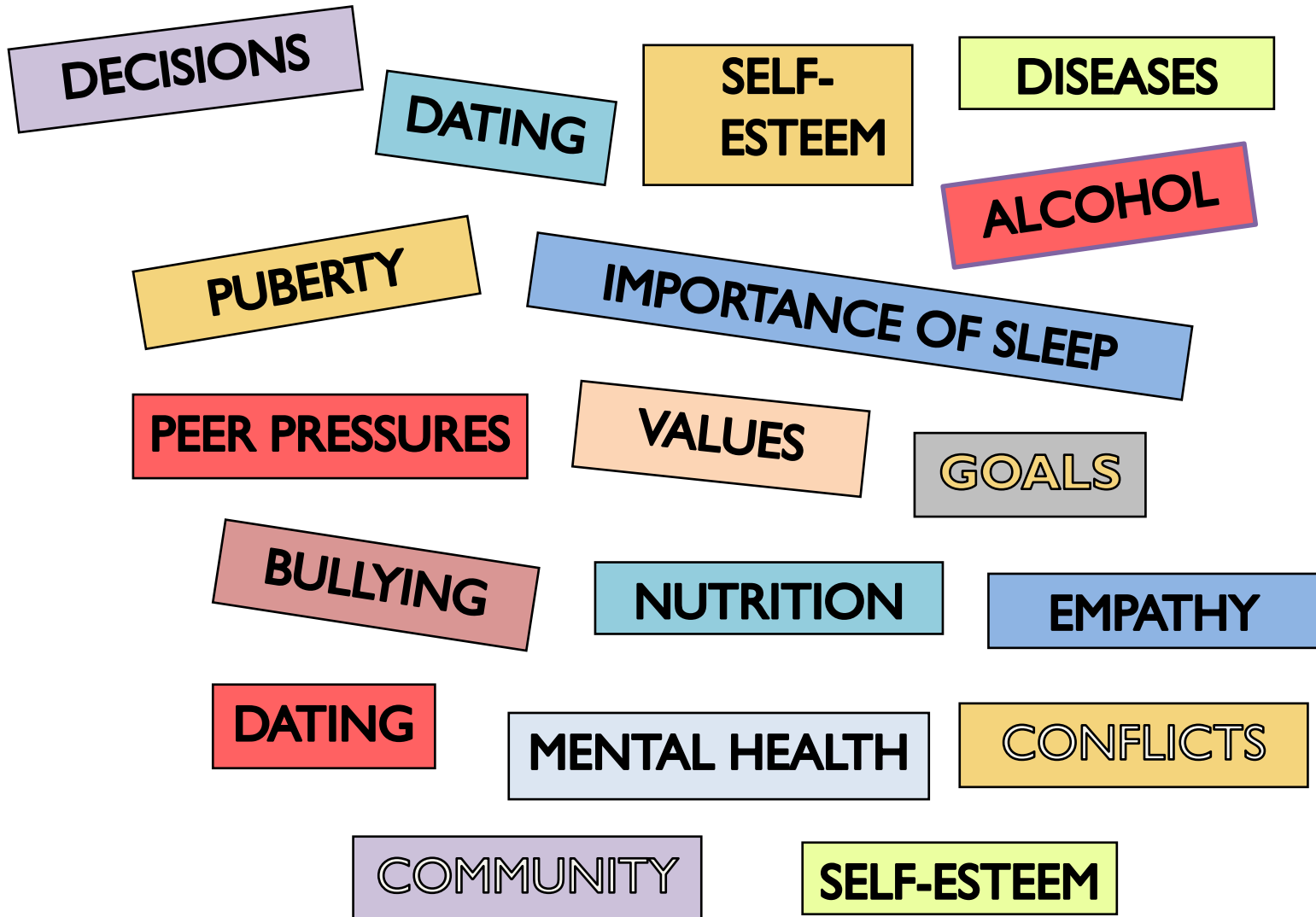
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Just re-download.



Students LOVE this program!

**Lessons are interactive;
topics are relevant, issues are
and powerful!**



**The topics meet your
students right where they
and address what they're
dealing with!**

Thank you for previewing:



Empower

Change!

About the Author:

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

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/>

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Stay Safe Move More symbol:

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