

Thanks for previewing!

Non-Communicable Diseases Card Game

1♥ Cancer <u>Key Facts:</u> -Cancer is one of the leading causes of death worldwide. -Among men, the 5 most common sites of cancer diagnosed in 2012 were lung, prostate, colon, stomach, and liver cancer. -Among women the 5 most common sites diagnosed were breast, colon, lung, cervix, and stomach cancer. ♥ 1	1♣ Cancer <u>Symptoms:</u> -Cancer is a generic term for all large group of diseases that can affect <u>any</u> part of the body. -It is <u>abnormal cells</u> called <u>malignant tumors or neoplasm</u>. -Cancer cells can grow and spread -Often there are no symptoms, but there can be moles, a sore that won't heal, change in bowel or bladder, lumps, nagging cough, unusual bleeding... ♣ 1
1♠ Cancer <u>Treatment:</u> -Early detection is key! Guys can feel for testicle lumps and girls can feel for breast lumps. -If you see changes in skin, moles, bowel or bladder habits, or any pain or symptom that does not seem normal, see a doctor! -For some types of cancer they will remove the tumor. For others they can use chemotherapy (chemicals to kill the cancer, or radiation (rays) to damage the cancer cells. ♠ 1	1♦ Cancer <u>Prevention: 5 leading preventions are:</u> 1) Be a healthy weight 2) Eat plenty of fruits and vegetables 3) Work out and be in shape  4) Don't drink alcohol 5) Don't use tobacco ♦ 1

Q♥ Osteoporosis  <u>Key Facts:</u> -This condition causes a decrease in bone mass which can make the bones brittle and at higher risk for damage. -Around 80 percent of people who have osteoporosis are women. ♥ Q	Q♣ Osteoporosis  <u>Symptoms:</u> -Back pain -Brittle bones -Back vertebra collapse causing loss of height -Protruding back curvature/posture -Broken bones! ♣ Q
Q♠ Osteoporosis   <u>Treatment:</u> -Quit smoking! -Start taking calcium -Stop drinking alcohol -Medications -Hormone therapy ♠ Q	Q♦ Osteoporosis  <u>Prevention:</u> -<u>Bank in your calcium as a teenager, so when you're 30 years old your bones go to the "bank" and can get it!</u> -Get a bone density test done. -Medications, healthy diet and weight-bearing exercise can help prevent bone loss or strengthen already weak bones. ♦ Q

Health Education Today 6th-12th Grade

Health Education Today

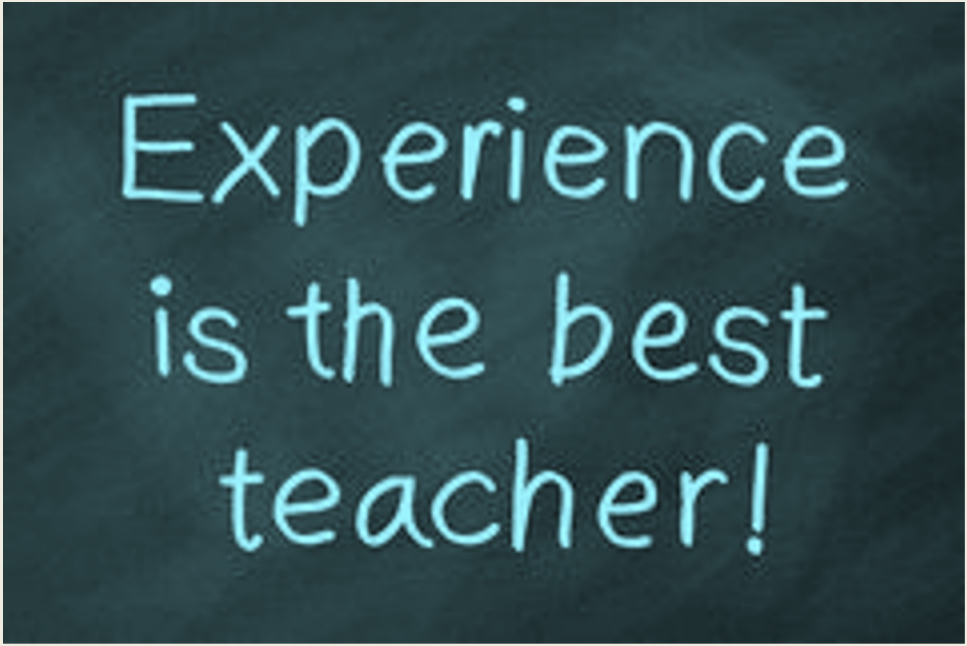
Habits Lesson



From My Best-Selling Diseases Unit

1. This Program's Creator is a Qualified Teacher

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

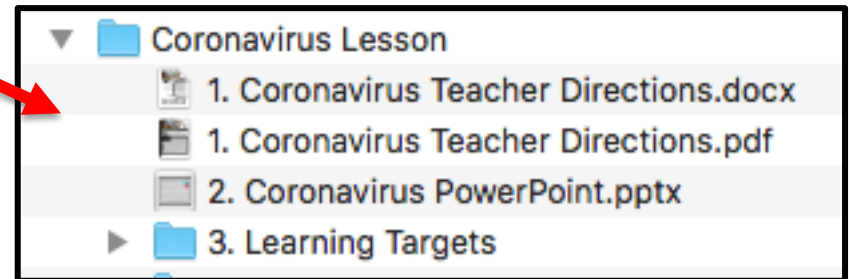
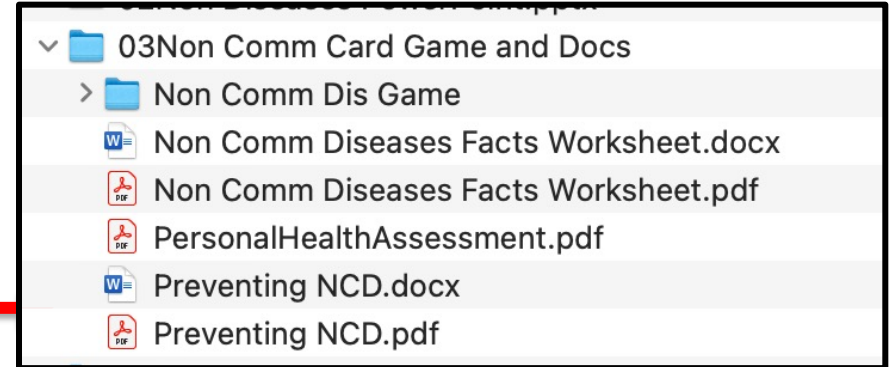
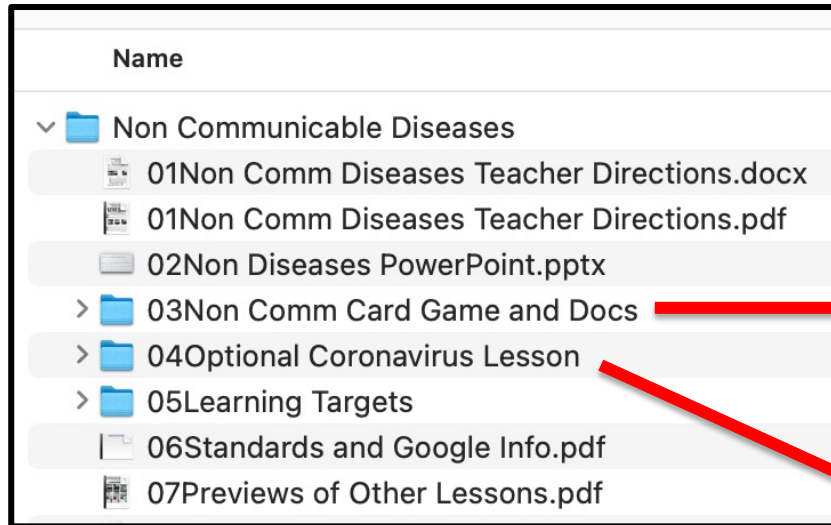


Experience
is the best
teacher!

2. Here is a preview of files included:

Non-Communicable Diseases

Lesson



**Docs
are*Editable
in Word!**

3.

The Program Meets Educational Health Standards:



It meets **6 of 10 READING & 2 of 10 WRITING** COMMON CORE STANDARDS
FOR Middle and High School Health:

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects | ELA College and Career Anchor Standards

<http://www.corestandards.org/ELA-Literacy/>

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 in which they introduce a topic, provide background information, and include relevant information, using appropriate media and technology, and provide a conclusion.

3 Incorporate relevant research from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and cite relevant data and research as evidence to support analysis, reflection, and research. Note: Students in grades 6-8 are expected to use appropriate media and technology to support their analysis and research.

4 Produce clear and coherent writing in which they state a claim, support that claim with relevant evidence, and analyze that evidence to support a conclusion.

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 scientific or technical context relevant to grades 6-8 texts and issues.

5 Analyze the structure an author uses to organize a text, including how that structure contributes to an understanding of the topic.

6 Analyze the author's purpose in providing an explanation, description, or argument in a text.

7 Integrate quantitative or technical information expressed in words with visual information (e.g., in a flowchart, diagram, model, graph, or table).

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

9 Compare and contrast the information gained from experiments, simulations, or video 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.

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

<http://www.corestandards.org>

Writing Grades 6-8

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 in which they introduce a topic, provide background information, and include relevant information, using appropriate media and technology, and provide a conclusion.

3 Incorporate relevant research from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and cite relevant data and research as evidence to support analysis, reflection, and research. Note: Students in grades 6-8 are expected to use appropriate media and technology to support their analysis and research.

4 Produce clear and coherent writing in which they state a claim, support that claim with relevant evidence, and analyze that evidence to support a conclusion.

5 Write informative/explanatory texts in which they introduce a topic, provide background information, and include relevant information, using appropriate media and technology, and provide a conclusion.

6 Write informative/explanatory texts in which they introduce a topic, provide background information, and include relevant information, using appropriate media and technology, and provide a conclusion.

ELA College and Career Readiness Speaking and Listening Standards

1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

It meets **6** of the **C.D.C.'s National Health Standards** for both 8th and 12th graders Health:



The Centers for Disease Control and Prevention (the C.D.C.) National High School Health Education Standards

<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.12.1	Predict how healthy behaviors can affect health status.
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.
1.12.3	Analyze how environment and personal health are interrelated.
1.12.4	Analyze how genetics and family history can impact personal health.
1.12.5	Propose ways to reduce or prevent injuries and health problems.
1.12.6	Analyze the relationship between access to health care and health status.
1.12.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.12.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
1.12.9	Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.12.1	Analyze how the family influences the health of individuals.
2.12.2	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
2.12.3	Analyze how peers influence healthy and unhealthy behaviors.
2.12.4	Evaluate how the school and community can affect personal health practice and behaviors.
2.12.5	Evaluate the effect of media on personal and family health.
2.12.6	Evaluate the impact of technology on personal, family, and community health.
2.12.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.12.8	Analyze the influence of personal values and beliefs on individual health practices and behaviors.
2.12.9	Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
2.12.10	Analyze how public health policies and government regulations can influence health promotion and disease prevention.

The Centers for Disease Control and Prevention (the C.D.C.) National Health Education Standards **to be Completed by Grade 8**

<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
1.8.1	Analyze the relationship between healthy behaviors and personal health.
1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
1.8.3	Analyze how the environment affects personal health.
1.8.4	Describe how family history can affect personal health.
1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.
1.8.6	Explain how appropriate health care can promote personal health.
1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.
1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
1.8.9	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2.8.1	Examine how the family influences the health of adolescents.
2.8.2	Describe the influence of culture on health beliefs, practices, and behaviors.
2.8.3	Describe how peers influence healthy and unhealthy behaviors.
2.8.4	Analyze how the school and community can affect personal health practices and behaviors.
2.8.5	Analyze how messages from media influence health behaviors.
2.8.6	Analyze the influence of technology on personal and family health.
2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.
2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.
2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

It meets **4** of my Washington State Middle and High School Standards
(So it's likely to meet **YOUR** state's Health Ed. standards too!)

The screenshot shows the OSPI website with the title "Health and Physical Education K-12 Learning Standards". It includes a sidebar with navigation links like "Learning and Teaching Home", "Health and Physical Education Home", "HIV and Sexual Health Education Home", "Learning Standards", "Assessments", "Laws and Regulations", "School Health Profiles", "Professional Learning", and "Resources". The main content area provides an overview of the standards, stating they are defined by the Washington state legislature (RCW 28A.150.25) and are required by state law. It also lists "Support for Standards Implementation" resources such as "Health Education K-12 Learning Standards - Focus on Sexual Health", "Secondary (MPH)", "Health Education K-12 Learning Standards - Talking Points", "Introduction to the NEW Health and Physical Education Standards (MPH)", "Learning Standards Overview", "HPE Executive Summary", "Physical Education Lesson Plan Template", "Health Lesson Plan Template", "Definitions and Requirements", and "Health Education FAQs".

4. Editable Card Deck!:

1) 52 cards and two jokers

2) 6 different designs for card fronts

1♥ Cancer

Key Facts:

- Cancer is one of the leading causes of death worldwide.
- Among men, the 5 most common sites of cancer diagnosed in 2012 were lung, prostate, colon, stomach, and liver cancer.
- Among women the 5 most common sites diagnosed were breast, colon, lung, cervix, and stomach cancer.

♥ 1

1♣ Cancer

Symptoms:

- Cancer is a generic term for a large group of diseases that affect any part of the body.
- It is abnormal cell growth.
- Cancer cells can spread to other parts of the body.
- Often there are no symptoms but there can be a lump, a change in skin color, or a change in bowel or bladder habits, a nagging cough, or unusual bleeding.

Q♥ Osteoporosis



Q♣ Osteoporosis



Symptoms:

- Back pain
- Brittle bones
- Back vertebra collapse causing loss of height
- Protruding back curvature/posture
- Broken bones!

♣ Q

1♠ Cancer

Treatment:

- Early detection is key! Guys can feel for testicle lumps and girls can feel for breast lumps.
- If you see changes in skin, moles, bowel or bladder habits, or any pain or symptom that does not seem normal, see a doctor!
- For some types of cancer they will remove the tumor. For others they can use chemotherapy (chemicals to kill the cancer, or radiation (rays) to damage the cancer cells.

♠ 1

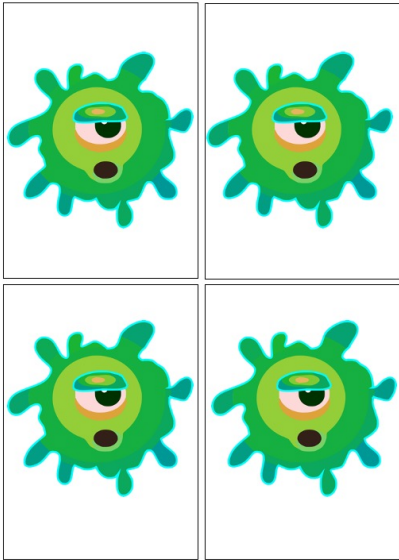
1♦ Cancer

Prevention:

- 1) Be a healthy weight
- 2) Eat plenty of fruits and vegetables
- 3) Work out and be active
- 4) Don't drink alcohol
- 5) Don't use tobacco



2



Q♦ Osteoporosis



Prevention:

- Bank in your calcium as a teenager, so when you're 30 years old your bones go to the "bank" and can get it!
- Get a bone density test done.
- Medications, healthy diet and weight-bearing exercise can help prevent bone loss or strengthen already weak bones.

♦ Q

2♥ Dementia

Key Facts:

- In Dementia there is deterioration in the brain's memory and thinking.



2♣ Dementia

Symptoms:

- It can be different for each person, but some common symptoms are:
- Forgetfulness
- Becoming lost
- Repeating thoughts + questions
- Trouble communicating
- Need help with personal care
- Behavior changes

♣ 2

♦ Dementia

Prevention:

- Do not get [or work hard to treat and get rid of] Type 2 Diabetes
- Don't get [or work hard to get rid of] high blood pressure
- Eat healthy and exercise so your arteries stay clear and blood can flow well.
- Don't be overweight.
- Don't use tobacco.
- Keep your mind active by talking to others.

4♥ Asthma

Key Facts:

- This is a chronic (re-occurring) disease of the air passages of the lungs.
- Some 235 million people suffer from asthma, many of them are children.

♥ 4

4♣ Asthma

Symptoms:

- Shortness of breath
- Coughing
- Wheezing



♣ 4

4♠ Asthma

Prevention:

- Although it can't be cured, it can be managed.

♠ 4

4♦ Asthma

Prevention:

- Triggers (especially for kids) can be avoided.

♦ 4

JOKER

no joke!



JOKER

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5. Non-Communicable Diseases Notes & PowerPoint Walks you Through the Lesson:

Ways to Prevent These Most Prevalent Non-Communicable Diseases:

1. **Cardiovascular Disease:** (Causes 32% of deaths globally)

- Eat a healthy diet. (Lots of fruits/veggies, low saturated fat and cholesterol and high fiber)
- Maintain a healthy weight. (Use BMI and get motivated!)
- Exercise regularly. (Shoot for 60 min. of moving per day)
- Don't smoke.
- Limit alcohol use when you are a

2. **Cancers** - (Causes 1 in every 6 deaths globally)

- Get screened for cervical, breast, before they become cancerous.
- Girls can get the human papillomavirus vaccine.
- Get the hepatitis B vaccine to help prevent liver cancer.
- Don't smoke.
- Limit alcohol use when you are a
- Use sunscreen, wear protection from the sun.
- Eat a healthy diet. (Lots of fruits/veggies)
- Keep a healthy weight. (Use BMI and get motivated!)



Non-Communicable Diseases:

Key facts Highlights from World Health Organization Updated 2022

- Noncommunicable diseases (NCDs) kill 41 million people each year worldwide, equivalent to 71% of all deaths globally. In the Region of the Americas, 5.5 million deaths are by NCDs.
- Each year, 15 million people -2.2 million in the Region of the Americas - die from a NCD between the ages of 30 and 69 years; over 85% of these "premature" deaths occur in low- and middle-income countries.
- Cardiovascular diseases account for most NCD deaths, or 17.9 million people annually, followed by cancers (9.0 million), respiratory diseases (3.9 million), and diabetes (1.6 million), globally.
- These 4 groups of diseases account for over 80% of all premature NCD deaths.
- Tobacco use, physical inactivity, the harmful use of alcohol and unhealthy diets all increase the risk of dying from a NCD.
- Detection, screening and treatment of NCDs, as well as palliative care, are key components of the response to NCDs.

<https://www.who.int/news-room/fact-sheets/detail/noncommunicable-diseases>

Video:

In the World (2020)

The latest report from the WHO shows that NCD-related deaths have experienced a sharp increase over the past two decades. Among the top 10 leading causes of global deaths, NCDs have risen from four to seven. Heart disease has remained the No.1 killer for the last 20 years, and it is now killing more people than ever before. The number of deaths resulting from cardiovascular diseases increased from 14.3 million in 2000 to 17.8 million in 2019, data suggests.

Alzheimer's disease and other forms of dementia are now among the top 10 causes of death worldwide, and deaths from diabetes increased by 70 percent globally between 2000 and 2019.

<https://www.who.int/news-room/fact-sheets/detail/noncommunicable-diseases>

Non-Communicable Diseases Visual 2018-Published in 2020

<https://link.springer.com/article/10.1007/s10742-020-00293-7>

Preventing Non-Communicable Diseases

Ways to Prevent These Most Prevalent Non-Communicable Diseases:

- Cardiovascular Disease** (Causes 32% of deaths globally)
 - Eat a healthy diet. (Lots of fruits/veggies, low saturated fat and cholesterol and high fiber)
 - Maintain a healthy weight. (Use BMI and get motivated!)
 - Exercise regularly. (Shoot for 60 min. of moving per day)
 - Don't smoke.
 - Limit alcohol use when you are an adult. (1 drink for women, 2 for men per day max)
- Cancers** (Causes 1 in every 6 deaths globally)
 - Get screened for cervical, breast, and colorectal cancers so they find precancerous lesions before they become cancers.
 - Girls can get the human papillomavirus (HPV) vaccine.
 - Get the hepatitis B vaccine to help lower liver cancer risk.
 - Don't smoke.
 - Limit alcohol use when you are an adult. (1 drink for women, 2 for men per day max)
 - Use sunscreen, wear protection from sun, or follow tanning.
 - Eat a healthy diet. (Lots of fruits/veggies)
 - Keep a healthy weight. (Use BMI and get motivated!)
 - Keep active.

Chronic Respiratory Diseases (Causes 7% of deaths globally)

Don't smoke.
Don't inhale second hand smoke.
Don't use tobacco products.
Test for COPD if you have breathing problems!

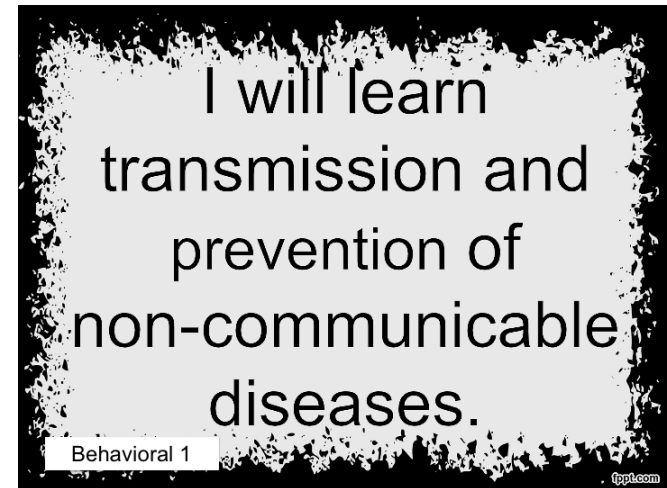
Diabetes (Causes 9.3% global deaths, and 3.3 to 3.7% of deaths in U.S.)

Moderate weight loss. Just try to lose a little.
Exercise (at least 30 min. a day, 5 days per week).
Don't eat too much and reduce your calories (get me under 1200/day and keep me under 1500/day).
Should stop bad habits to help reverse. Just work at it once 3 days and steady.

<https://www.who.int/health-topics/diabetes>

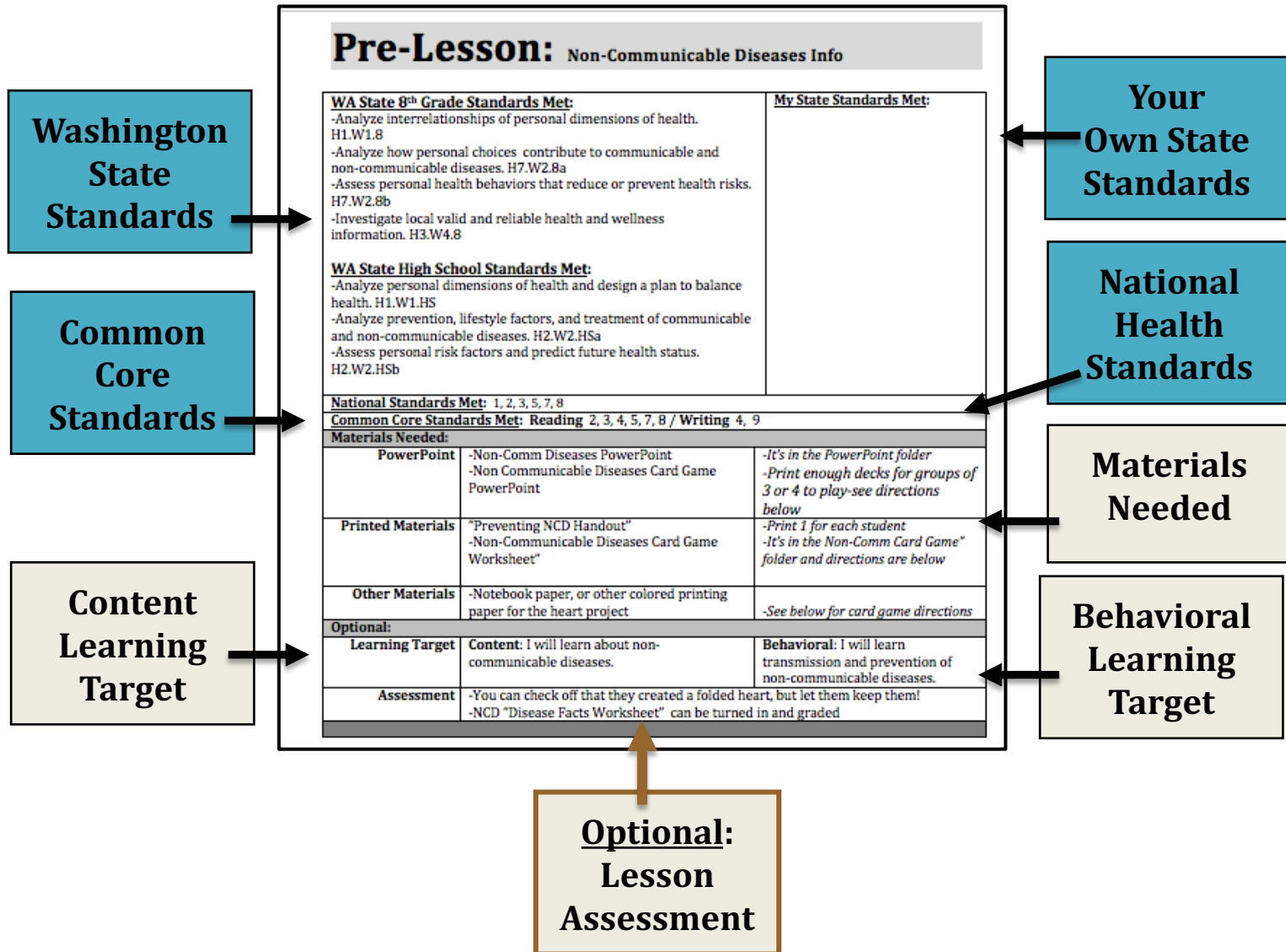
Non-Communicable Diseases Card Game:

6. Learning Target posters and worksheets included:



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

7. Standards are at the Beginning of Each Lesson:



8. This Program is all About the Students...

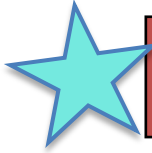
◆ The program is classroom and “kid-tested,” teacher-approved, and full of real student examples and responses.

◆ It promotes high student engagement and interaction!

◆ This lesson challenges and touches the lives of teens!



9. Buy it Today, Teach it Tomorrow!



Here is what makes this program unique!!

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



10.



About the Author:

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

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

Owl and Yosemite Photos by me.

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

NYC Standards

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

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