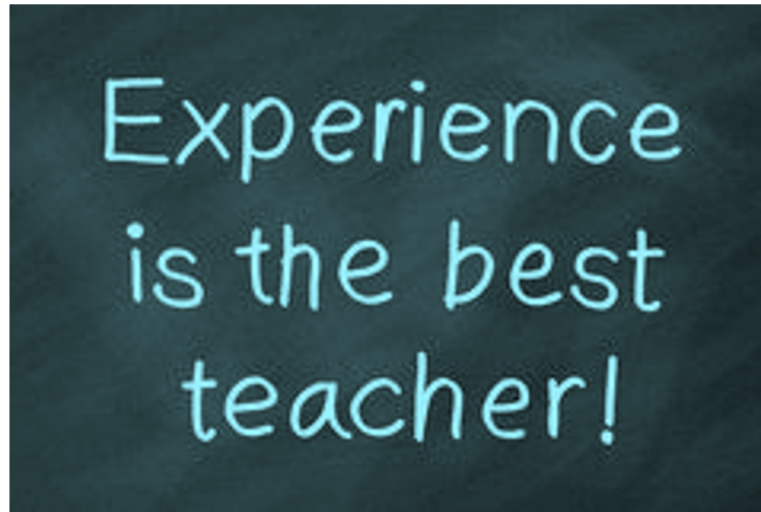




Special Needs Student Sex Ed. Unit

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 **19 years of experience** teaching Health.



◆ Lessons were created, taught, revised, updated, and **perfected** according to trial and error, students' responses, and collected data!

2. The Program Meets Educational Health Standards:

◆ It meets Common Core Standards.

(For Technical Subjects 9/10 Grade level)



◆ It meets National Health Standards.



3. The limited preview space prevents showing you everything, but here's an example of this unit:

Special Education

Sex Ed. Unit

31 Lessons

Name
▶ 1. Friendship Part 1
▶ 2. Friendship Part 2
▶ 3. Empathy Lesson
▶ 4. Healthy Dating. Setting Boundries, Abstinence
▶ 5. Pressure Lines
▶ 6. Reproduction. Puberty. Anatomy
▶ 7. Handling Emotions
▶ 8. Sexual Diseases
▶ 9. Stranger Danger
▶ 10. Sexual Abuse and RESPECT
Sex Ed. Learning Target Posters.ppt

Docs in this Unit are
***Editable in Word!**

03Extra Resources for Easy Print		
Name		
Abstinence Song Lyrics.docx		Y
Abstinence Song Lyrics.pdf		Y
Abstinence Top 10 Reasons.docx		Y
Abstinence Top 10 Reasons.pdf		
Abusive Flip Ups.pdf		
Abusive Flip Ups.pptx		
Additional Article.docx		
Additional Article.pdf		
Anger Survey.docx		
Anger Survey.pdf		
Birth Control		
Calm Statements and Cart		
Calm Statements and Cart		
Dating Dos and Don'ts.doc		
Dating Dos and Don'ts.pdf		
Dating Love Article.docx		
Dating Love Article.pdf		
Emergency Tricks.docx		
Emergency Tricks.pdf		
Emotions Puzzle.docx		
Emotions Puzzle.pdf		
Empathy Homework.docx		
Empathy Homework.pdf		
Empathy Survey.docx		
Empathy Survey.pdf		
End Unit Parent Teen.docx		
End Unit Parent Teen.pdf		
Food Personality Survey.p		
Food Personality Survey.p		
Friendship Article.docx		
Friendship Article.pdf		
Friendship Survey for 10 P		
Friendship Survey for 10 P		
Getting to Know Your Clas		
Getting to Know Your Clas		

Girls Only
Healthy Relationships Articles.docx
Healthy Relationships Articles.pdf
Identifying Feelings.docx
Identifying Feelings.pdf
Improving Self-Esteem.docx
Improving Self-Esteem.pdf
Internet Scenarios and Rules.docx
Internet Scenarios and Rules.pdf
iPad Screensaver.docx
iPad Screensaver.pdf
Love Languages Survey.docx
Love Languages Survey.pdf

49 Docs!

More Challenging Unit T
More Sexual Assault Slic
Personal Hygiene Works
Personal Hygiene Works
Possible Dangerous Sce
Possible Dangerous Sce
Puberty and Emotions.d
Puberty and Emotions.p
Puberty Fill In copy.pdf
Puberty Fill In.docx
Puberty Handout.docx
Puberty Handout.pdf
Put Yourself Shoes.docx
Put Yourself Shoes.pdf
Recipe Card.png
Respect Test Review an
Respect Test Review an

Say No Refusal Task Cards.pdf
Say No Refusal Task Cards.pptx
Setting Boundaries.docx
Setting Boundaries.pdf
Sexual Assault T F Quiz.docx
Sexual Assault T F Quiz.pdf
Sexual Pressure Articles.docx
Sexual Pressure Articles.pdf
Sexuality Parent Teen.docx
Sexuality Parent Teen.pdf
Show You Care.docx
Show You Care.pdf
STI TF Quiz.docx
STI TF Quiz.pdf
Tips for Dating.docx
Tips for Dating.pdf
Who What When Poster.docx
Who What When Poster.pdf

4. Standards are at the Beginning of Each Lesson:

Common Core
Standards

Content
Learning
Target

Lesson 2: "Friendship Recipe" Directions: (2- 3 Days)

National Health Standards Met:

(See "Standards
Folder" for
more detailed
list of Standards)

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

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

State Standards Met:

2.1.1 Evaluates dimensions of health and relates to personal health behaviors.
2.2.2 Understands how to maintain sexual health throughout life.

Common Core Standards Met:

Writing 4
Reading 3, 4

To Add Writing 1: Have students write a story about a teen who wants and finds a new friend.

Daily Learning Target:

"I will learn the traits of positive self-esteem."
"I will learn the traits of friendship."

Materials Needed:

1. Print 1 iPad screensaver sheet for each student (Self-Esteem tips will be on back.) and highlighters if you want.
2. Paper for the recipe (could be notecards, but these are pretty small, I would use computer paper!)
3. Crayons or markers
4. "Example Recipe Card" pdf or examples of real recipe cards, or use the example in these teacher directions.
Optional: Print 1 "Friendship Survey for 10 People" for each student (see "Extra Resource Folder")
Optional: Print 1 "Friendship" article for each student, or one for teacher (see "Extra Resource Folder") If you want students to highlight it, you'll need highlighters.
Optional: Print 1 "Healthy Relationship Poster Directions and Articles" for each student.

National
Health
Standards

Washington
State
Standards

Materials
Needed

5. Each lesson has step-by-step teacher directions:

Points During the Lesson to Emphasize:

These teacher directions follow the Sex Education PowerPoint: If there is a slide that goes with the directions, the PowerPoint slide# will be listed and info will be in ALL CAPITAL LETTERS. This way, the PowerPoint can help to walk you through the lesson.

SLIDE 1: POWERPOINT TITLE: This is a place marker.

SLIDE 2: LESSON 1 TITLE. This is a place marker.

SLIDE 3: DAY 1 TITLE: This is a place marker.

SLIDE 4. VIDEO: Introduce this lesson with James Taylor singing, "You've got a friend."
<https://www.youtube.com/watch?v=3WJ1cf3nrLE>

2. Draw a happy face on the board and draw a line down the middle and then draw a sad face on the board. Ask your students how they act to their friends. As they say a good trait, you ask the opposite, so if they say "Be nice," you say, "Oh, you don't yell at them?" (lie, steal, spread rumors, hit...) They will say "No!" and you write "Be nice" on the "Happy" side and "Yell" on the negative (sad face side) of the board.

SLIDE 5. HOW TO MEET and WORKSHEET: New friends. (You can get ideas from the key you need it!) Continue to write their ideas on

Students will then copy the positive words on worksheet and the negative words on the back

SLIDE 6. VIDEOS: Below are some great videos. You can show these as good examples.

Elementary:
<https://www.missingkids.org/netsmartz/video>

Middle/High School:
<https://www.missingkids.org/netsmartz/video>

SLIDE 20. YOU CAN'T EXPECT: Explain to students that you can't expect people to like you if you don't like yourself!!! So, before we continue working on traits of friendship, today we will make sure everyone understands the traits of **good self-esteem**.

SLIDE 21. iPAD: Hand out the "iPad Screensaver Sheet." On the back on the iPad screensaver sheet are tips for good self-esteem. Talk about these, and/or have students highlight the traits they feel THEY could use to have more positive self-esteem. For the iPad screen saver, students imagine they have a friend who wants to make a screen saver for his iPad to help teens feel good about themselves and improve their self-esteem. He has asked them to design the screen saver for him. They must fill this iPad with at least 6 positive improving self-esteem tips and messages, their name, and at least 1 graphic.

Work on the iPad screensaver for the rest of the period.

SLIDE 22: DAY2: This is a place marker.

SLIDE 23. TRAITS: True friendship is hard to find. What is a "true" friend? Friends are loyal, honesty, trustworthy, and willing to make a sacrifice when you need help. Brainstorm traits of a true friend, if you need more than what you used in Lesson #1, or use the "Friendship Article" included in the folder.

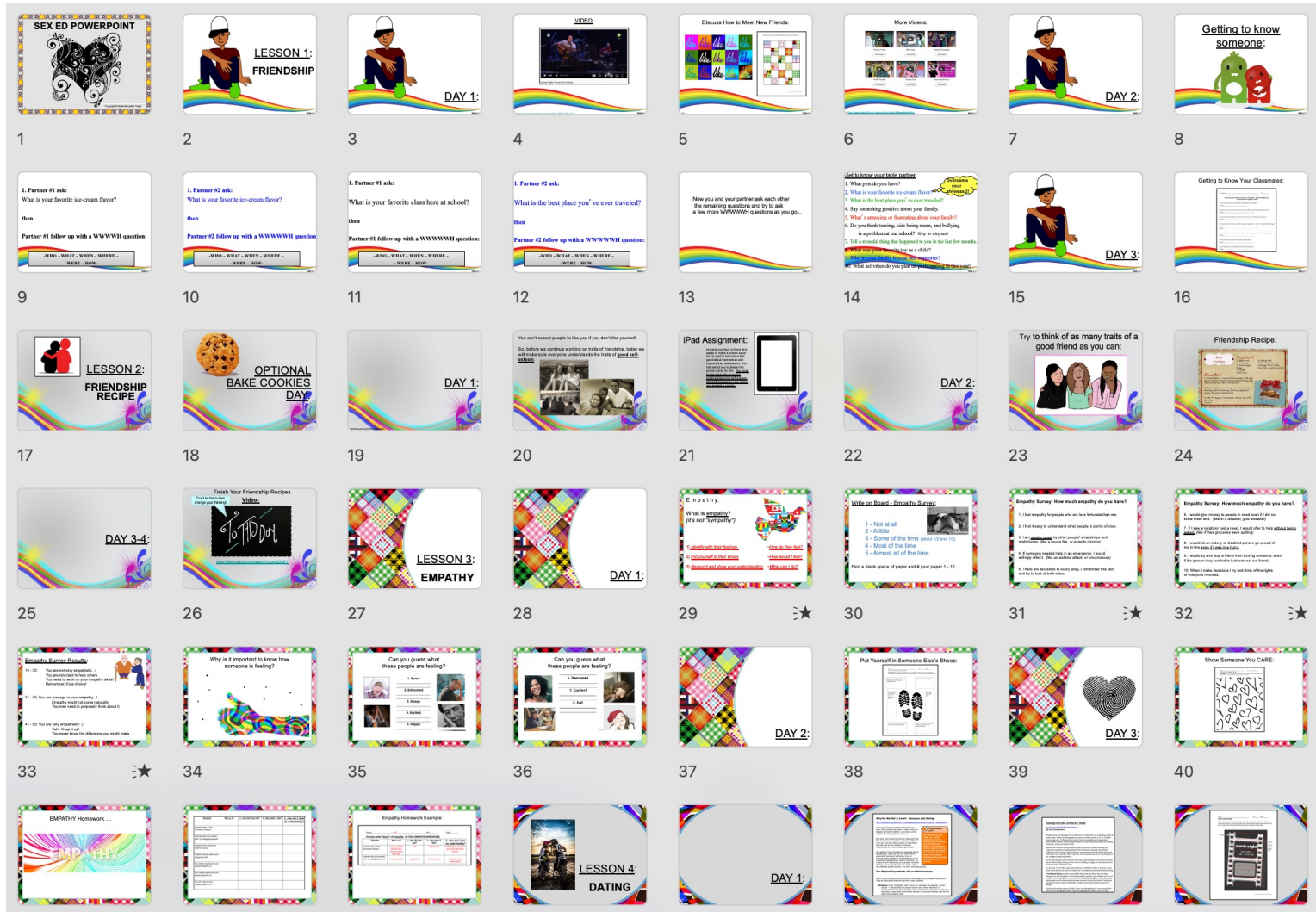
5. Activities for your More Advanced Students:

<u>Lesson Closure:</u>	At the end of the lesson, ask them to make a goal to be kind and also to reach out to try and make new friends by signing the bottom of the worksheet.
<u>For Your More Advanced Students and Extra Resources:</u>	SLIDE 7: <u>DAY 2</u>: This is a place marker. SLIDE 8-14. <u>GETTING TO KNOW SOMEONE</u>: This activity is only on the PowerPoint. The slides will help you practice “Conversation Starters” using the Who, What, When poster included in the “Extra Resources” folder. Have students pair up. Tell them one of the best skills to meeting new people and getting to know new friends is asking questions! Give the first student a question to ask such as, “What’s your favorite ice-cream.” Then, after the second student answers, have the first student follow up with one or more questions that start with Who, What, When, Where, or How. (How long has that been your favorite? When did you first try chocolate ice-cream, etc.) SLIDE 15. <u>DAY 3</u>: This is a place marker. SLIDE 16. <u>“GETTING TO KNOW CLASSMATES”</u> I left this worksheet the way I used it with my General Ed. 9th graders, but it’s in Word, so you can easily edit it so it works for your students!



6. All Lesson Slides are on one PowerPoint:

287 slides!

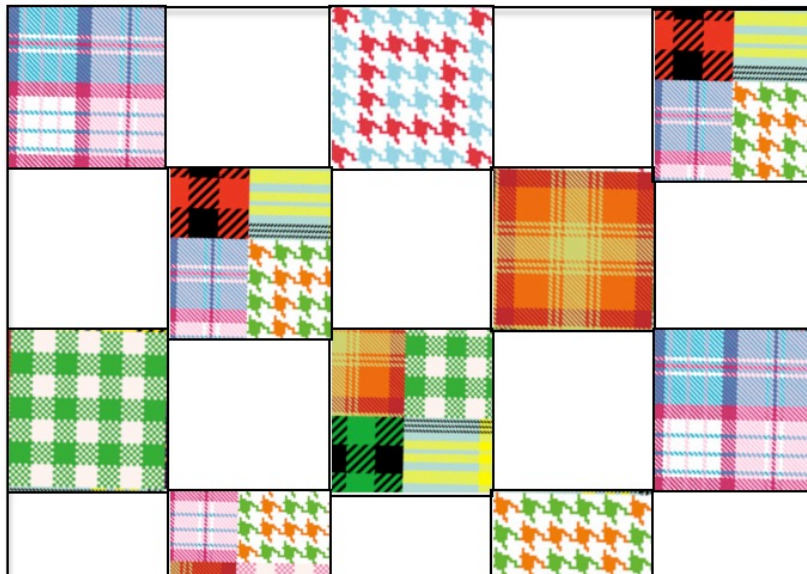




Here are some Examples From Lessons:

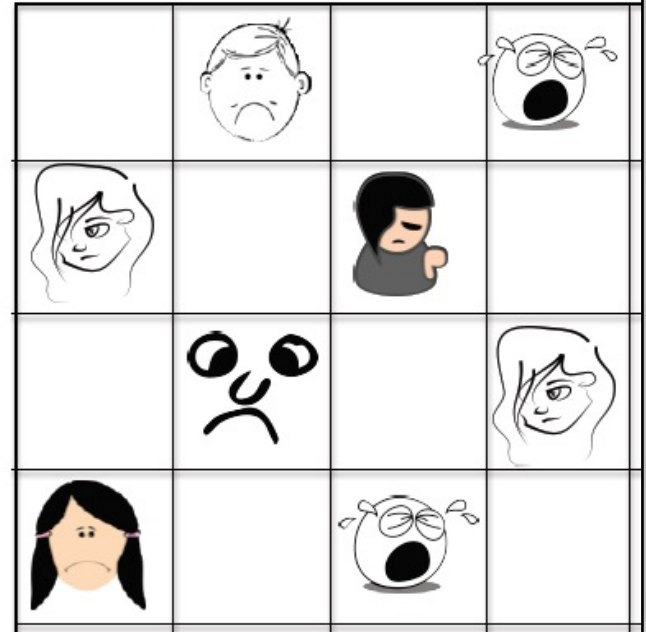
Day 1:

Name: _____ Per: _____ Date: _____
Fill in one tip for meeting a new friend, or one good way to keep a friend in each square.



- Friendship Quilt
- What Hurts a Friend Quilt
- 3 Powerful Videos
- "Getting to Know Someone" PowerPoint
- "Getting to Know Your Classmates" Activity

In each square on this side, write on thing that might hurt a friend.



Your Name: _____ Per: _____

Find someone in class who fits a given description. Write in their first name.
You can only use a person 1 time!!!

1. Find someone who has a birthday in September or October.

NAME: _____

2. Find someone who is wearing shoes that you like. (be sure to compliment them!)

NAME: _____

3. Ask someone what their favorite ice-cream flavor is and then get their name.

NAME: _____

4. Ask someone to tell you a stressful thing that happened to them in the last week, then get their name.

NAME: _____

6. Here are some Examples From Lessons:

Day 2:

Name: _____ Per: _____ Date: _____
Self-Esteem iPad Screen Saver

Imagine you have a friend who wants to make a screen saver for his iPad to help teens feel good about themselves and improve their self-esteem. He has asked you to design the screen saver for him. You must fill this iPad with at least 6 positive improving self-esteem tips and messages, your name, and at least 1 graphic.



Steps to Improving Self-Esteem:

- Get up everyday and say "It's a great day"
- Choose to enjoy life
- Like yourself, just the way you are (don't judge yourself)
- Put yourself up ***** (positive self-talk) *****
- Put those around you up
- Laugh and enjoy life
- Think positive every night just before sleeping
- Choose to have a positive attitude
- Take risks
- Baby step out of your shyness!
- Don't compare yourself to others!! (see your good points)
- BE THE BEST YOU CAN BE!!
- Believe in yourself!

If you want to improve your self-esteem, here are some more steps to start empowering yourself:

- Try to stop thinking negative thoughts about yourself.
- Aim for accomplishments rather than perfection. Don't be paralyzed by perfection!
- View mistakes as learning opportunities.

5 Ways to Shake Shyness

It's perfectly OK to take time to warm up to new people and situations. But shyness blocks some people from being as comfortable or sociable as they'd like to be.

1. Start small with people you know. Practice eye contact, confident body language, introductions, small talk, and asking questions. Then branch out to do this with new people too.



- "Self-Esteem iPads" Project
- Friendship Recipe"
- Bullying Video
- "Traits of a True Friend"
- "Healthy Relationship" Posters

Here are some Examples From Lessons:

Day 3:

Name: _____ Per: _____ Date: _____
Put Yourself in Someone Else's Shoes!
Directions: The 2nd part of "Empathy" is to "put yourself in someone else's shoes." Write how someone might be feeling in each other these circumstances. Try not to repeat the same word twice!

They just dropped their lunch tray in the lunchroom and everyone is laughing at them:

They just got a "D" on a math test:

Their mom got sick and had to go to the hospital last night:

They forgot their lunch today:

Their best friend just yelled at them and now she/he is ignoring them:

They can't find their homework and they know they put it in their backpack last night:



1. Bored

2. Exhausted

3. Sleepy

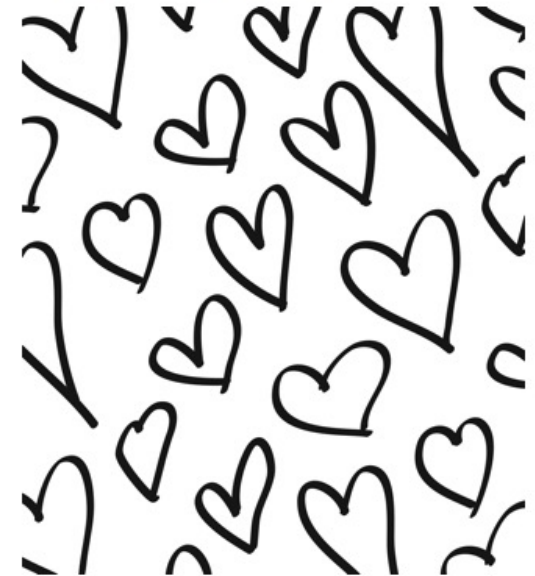
4. Excited

5. Happy



Students LOVE surveys!

Name: _____ Per: _____ Date: _____
20 Ways to Show Someone You Care
Directions: The 3rd part of "Empathy" is to be able to SHOW someone your understanding. Fill in 16 hearts below with ways to show someone your care about them!



What is Empathy?

What is empathy? (it's not "sympathy")
 It involves 3 important steps:



1) identify with their feelings

~how do they feel?

2) put yourself in their shoes

~how would I feel?

3) respond and show your understanding

~what can I do?



THE OPPOSITE OF EMPATHY IS: selfishness!



EMPATHY IS A choice

- "Empathy Survey"
- Empathy Examples
- Empathy Video
- "Identifying with Someone's Feelings" Activity
- "Put Yourself in Someone's Shoes" Worksheet
- 10 Ways to Show Someone You Care
- "Empathy Homework"

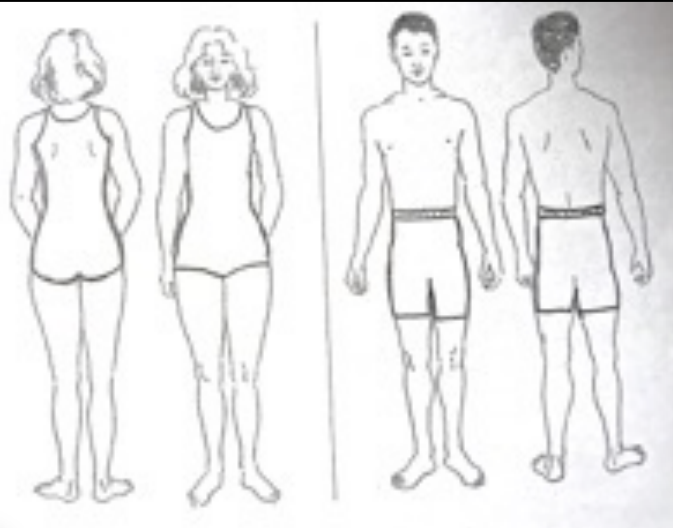
Here are some Examples From Lessons:

Day 4:

Name: _____ Per: _____ Date: _____

Tips for Healthy Dating

Cut the movie picture along the dotted lines. The left side will not be cut, it is where the section will fold back. Fold sections so they open. Tape or glue the picture onto a paper. Underneath each section that flips open, write one tip for healthy dating.



Love Languages Survey

- ___ 1. An unexpected present can keep me going
- ___ 2. I'd rather get a small, thoughtful gift than a big one
- ___ 3. I just love getting presents—or even a card
- ___ 4. I would rather get a reward than a punishment
- ___ 5. Remembering birthdays is very important
- ___ 6. I put a lot of effort and into getting things for people
- ___ 7. I get a big buzz out of organizing things
- ___ 8. It has a big impact on me when someone does something for me
- ___ 9. I keep trinkets because special people gave them to me
- ___ 10. I find it very depressing when I don't get a gift

Top 10 Reasons for Choosing Abstinence



ABSTINENCE / or THE NEGATIVE

1. Find a song or poem that describes the positive aspects of abstinence. It must come with a sexual decision.

-it must be at least 8 lines

2. Attach a copy of your work to the back of this half sheet.

- “Dating/Love” Article
- “Healthy Dating Worksheet”
- Setting boundaries
- What is Abstinence?
- “Abstinence Worksheet”
- Great Videos!
- “Abstinence Song Lyrics”
- “Love Language Survey”

Here are some Examples From Lessons:

Day 5:

Being Assertive:

1' **Strong voice!**



2'  **Good eye contact!**

3' **Assertively give some facts or laws as reasons**



- "Assertive Handout"
- Personal Peer Pressure Flip Chart
- "Guess the Peer Pressures" Quiz

If you loved me you'd let me touch you	Everybody's doing it
IF YOU WON'T LET ME TOUCH YOU, I WON'T SEE YOU ANYMORE	We're going to get married someday
Don't you want to try it?	No one will find out

2. We won't get _____.

Here are some Examples From Lessons:

Day 6:

Personal Hygiene: Here is an amazing website with links to all these 6 to <http://ethemes.missouri.edu/themes/826>

This website has links to each one of these topics, which I have organized have students do something with this as homework, extra credit, or in class uncomfortable if done in groups, so I would stick with individual assignment

1. SWEAT Learn the reason we sweat and why sweat smells.

2. FEET. Read about how to solve the problem of stinky feet.

3. SMELL NICE This site covers everything from smelling clean to using to the bottom for a game.

Puberty for a girl

Females— Puberty usually starts between **11–13** and up to 16 years of age

1. growth and filling out of breasts; larger rounder hips and buttocks
2. growth of hair
3. oilier skin and hair + appearance of pimples or acne
4. begins to have her period.
5. becomes more aware of the opposite sex
6. becomes more conscious of appearance

But, puberty will pass. Suddenly at about age 15, it all evens out and everybody's back at the same stage of life again!



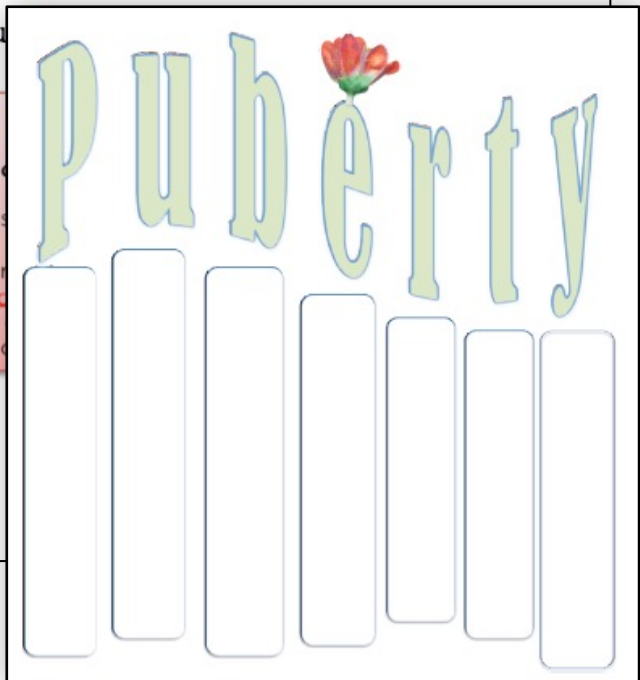
P-U-B-E-R-T-Y

1. Just what is PUBERTY? It is the name for the time when your body begins to change as you move from being a kid to an adult. We're talking about stuff like girls' breasts and boys starting to look more like men.

It's good to know what to expect, and it's also important to remember that everyone goes through these changes, and that everybody's body is different, so don't compare yourself to anyone else!! Usually, puberty starts between ages 8 and 13 in girls and ages 9 and 14 in boys.

When your body is ready to begin puberty, your pituitary gland (a pea-shaped gland at the bottom of your brain) releases special hormones. Depending on whether you're a girl or a boy, these hormones go to work on different parts of the body.

- "P-U-B-E-R-T-Y" handout
- Personal Hygiene
- "Parent-Teen Communicator"
- Personality Survey
- Female and Male Anatomy
- Reproduction Video
- Girls Only Day with Handout



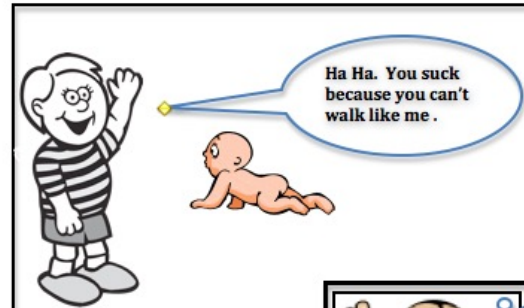
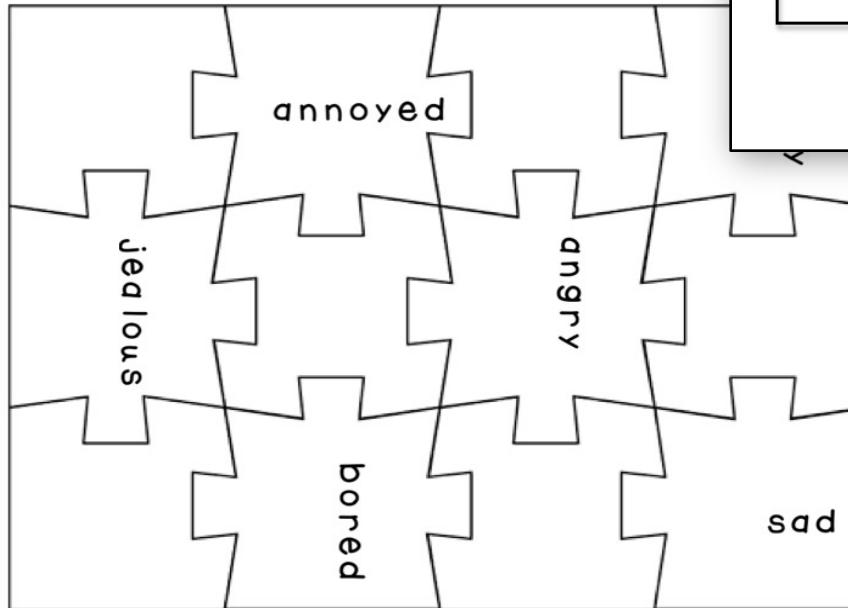
Here are some Examples From Lessons:

Day 7:

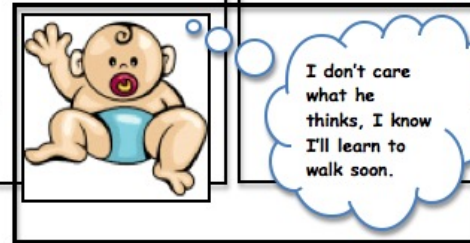
-P-U*-B*-E*-R*-T*-Y* and Emotions:

1. This week we are going to continue on the topic of *-P*-U*-B*-E*-R*-T*. Puberty is a time during your growing up years from age 8 to 18 when you change from a child to being an adult. There are body changes, emotional changes, and relationships. Puberty happens to everyone, although everyone is different, and everyone experiences it differently.

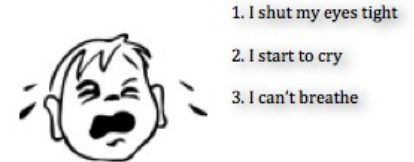
2. Today, you are going to do an activity about MOODS. Your mood is how you feel about your emotions. Remember, you can control your emotions and moods by changing your attitude, a happy outlook on life, by thinking of good things, and things you like to do.



1. Something is making your character angry.



3. How do they calm themselves down?



1. I shut my eyes tight
2. I start to cry
3. I can't breathe

2. What body cues do they feel to know they're angry?

- Handling Emotions
- "Emotions" Puzzle
- Dealing with Anger
- "Anger Cartoons"
- Videos



Here are some Examples From Lessons:

Day 8:

STI's in Review

Bacterial

Can be cured with little damage to the body; if caught early.

- Chlamydia
- Gonorrhea
- Syphilis

Viral

Can **NEVER** be cured.

- Genital Warts
- Herpes
- Hepatitis B/C
- HIV/AIDS

Insects

Can be cured with little damage to the body; if caught early

- Scabies
- Pubic Lice ("Crabs")

HIV / AIDS MYTHS VS FACTS

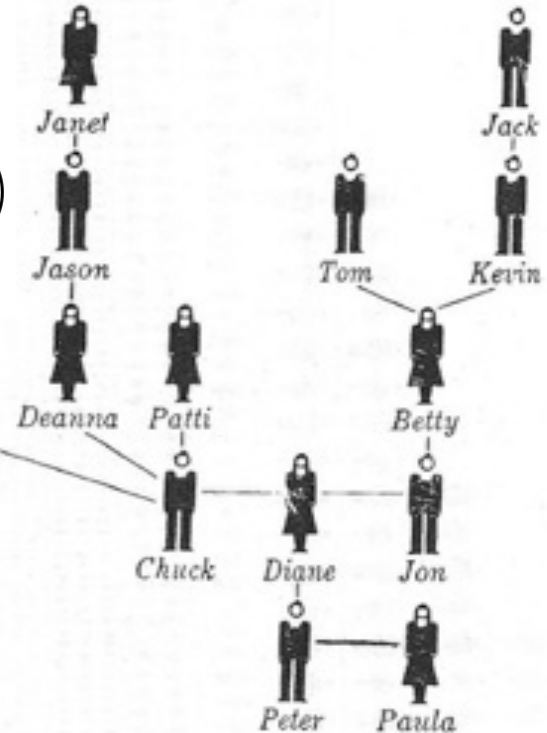
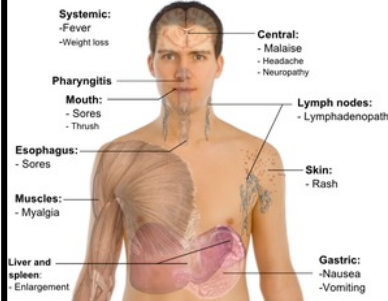
MYTH: -you can get HIV from a toilet seat, or from sharing food or a drink with someone

TRUTH: -the only way to get HIV is from contact with infected blood, semen or vaginal fluids, and through breast milk¹

MYTH: -chances are you won't become infected with HIV from contact with an infected needle

TRUTH: -contact with an infected needle **CAN** infect you with HIV²

Main symptoms of Acute HIV infection



Contraceptive Options

Method:

Effectiveness*:

How it Works:

Abstinence 100%



No sex!

Condom 86% for teens



Blocks sperm

Female Condom for teens

79%



Blocks sperm

- Sexually Transmitted Infections
- "HIV/AIDS QUIZ"
- Emotional Baggage Activity
- "I Heart Abstinence"
- Videos
- "STI True-False Quiz"
- "Birth Control Worksheet"

Here are some Examples From Lessons:

Day 9:

Name: _____

This sheet deals with Internet and Facebook safety. teenagers concerning Internet safety. Make up 1 rule

1. Jan has decided to go and meet in person a guy she likes. She decides to go by herself and meet him at a park by her house.

YOUR RULE: _____

2. Rob has some pretty intimate pictures of himself making out with Karen. He decides to post them on Facebook.

YOUR RULE: _____

3. There is a girl at school that Sue really hates. She emails only her two best friends about this girl because they would never tell anyone else.

Safety From Sexual Predators:

Count silently how many of the following you do:

- ✗ Post personal information online (real last name, school, phone #, address)
- ✗ Sending personal information in an email / IM
- ✗ Trash talking, making rude, nasty comments about someone or something online
- ✗ Harassing, embarrassing someone online
- ✗ Meeting and chatting with people you don't know online
- ✗ Have multiple people in buddy or friends lists who you have never met in person
- ✗ Visiting x-rated websites (on purpose)
- ✗ Talking about sex with someone known only online
- ✗ Downloading or sharing images from file sharing program (peer to peer like music sharing)



-The Bad Kid Trick: The stranger pretends to be a cop or a security officer. He accuses you of doing something wrong and he needs to take you to the police station.

R=E=S=P=E=C=T (Unit Test Review)

Name: _____

R= Respect yourself by choosing not to have sex as a teen. This is called: _____

E= Empathy means putting yourself in someone else's: _____

S= Setting boundaries is important! I should let no one touch me in my private body areas, which are covered by a: _____



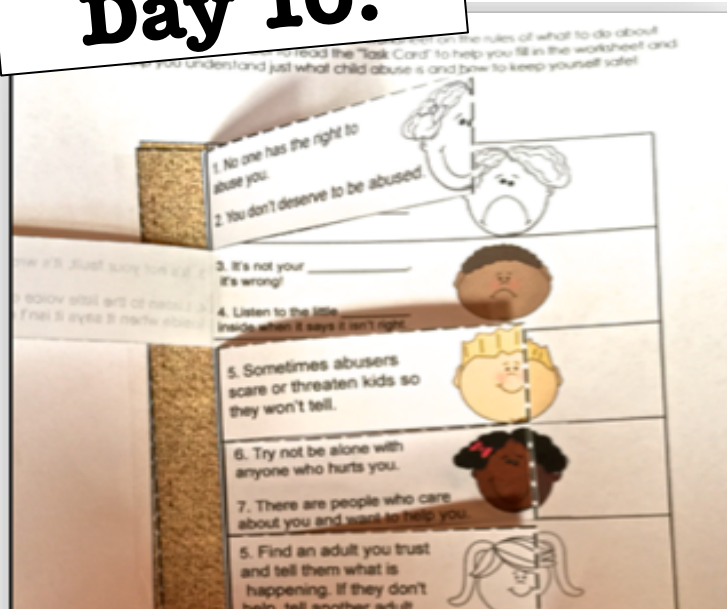
Possibly Dangerous Scenarios:

1. A person calls your house and says they need to see you. (RED)
2. A friend who you haven't seen for awhile gives you a hug. (GREEN)
3. You answer the phone and when you say "No, your mom is not home, the caller home with you?" (RED)
4. Someone you don't know asks you for help. (RED)
5. A person you don't know asks you for a ride. (RED)
6. Someone tells you they have a gun. (RED)

- STRANGER DANGER!
- "Internet Safety Quiz"
- Emergency Tricks Skits
- Videos
- "STI True-False Quiz"
- "Sexual Assault T-F Quiz"

Here are some Examples From Lessons:

Day 10:



-Sexual Harassment at school:

Many times students are cruel and say mean things. If any of their comments have anything to do with a person's sex, it can be sexual harassment.

Such as:

- panting someone in P.E.
- dirty jokes
- crude T-shirts
- spreading sexual rumors
- writing things on a bathroom or other walls
- bringing inappropriate photos to school, etc.



Again, the bottomline is what the motives of the person who is doing the action and how the victim feels. If the motive is to embarrass, hurt, ridicule, make fun of, spite, or get revenge, then it is just plain mean, and it is wrong.

Child Abuse Handout:

1. This week's topic is "child abuse." This may be a tough topic for some of you to read or talk about, but it's such an important issue because some children are being hurt and **that's NOT O.K.!!**

2. Ask yourself these "What if?" questions¹³:

- What if someone was yelling at you?
- What if someone was hurting you or about to hurt you?
- What if you felt uncomfortable about the way someone was touching you or asking you to touch them?
- What if older people were fighting?
- What if someone asked you to keep a secret and you felt uncomfortable about it?
- What if someone did something rude and said you mustn't tell?
- What if someone is sending you nasty email messages or text messages on your

Parent-Teen Communicator

Dear Parents or Guardians:

This month's Parent-Teen Communicator deals with the area of human sexuality.

My hope is to allow you an opportunity to reinforce your values and communicate on this very important issue. I hope you will share your beliefs and values with your children. Birth control is a sensitive topic.

Please ask your child to bring this home to you. We welcome your input.

*Remember to bring this home to you. We need your input.

1. This is a school? What did you see?

- SEXUAL ABUSE

- "R-E-S-P-E-C-T Quiz"

- "Child Abuse Sad Kid Faces" Activity

- NFL Players "No More" PSA Videos

- Domestic Violence

- "Sexuality Parent-Teen Homework"

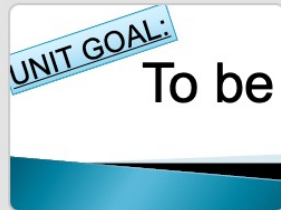
- "Sexual Assault T-F Quiz"

Here are some Examples From Lessons:

Also includes “Learning Target Posters”



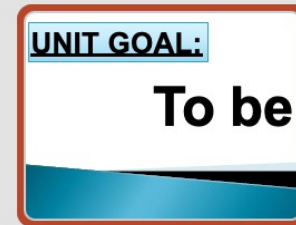
16



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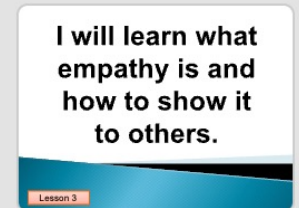
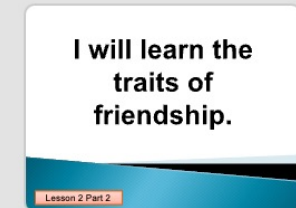
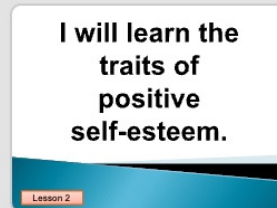
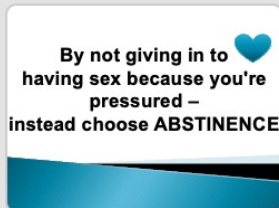
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8. This Program is all About the Students...

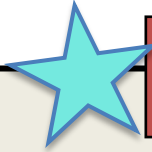
◆ The program is classroom and “**kid-tested**,” teacher-approved, and full of real student examples and responses.

◆ It promotes **high student engagement and interaction**!



◆ This curriculum **challenges and touches the lives of teens**! See for yourself on the next slide the personal impact of this curriculum on the mental, emotional, social, spiritual life 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 what's trending, photos, and video links teens will appreciate.





About the Author:

- ◆ I've been a certified K-12 Physical Education and Language Arts teacher for over 30 years (19 of those years also include my Health certification). Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8th Grade Reading; Elementary P.E.; 9th Grade English; 9th Grade P.E.; High School Aerobics; and 9th Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.
- ◆ My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

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Works Cited:

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

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

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