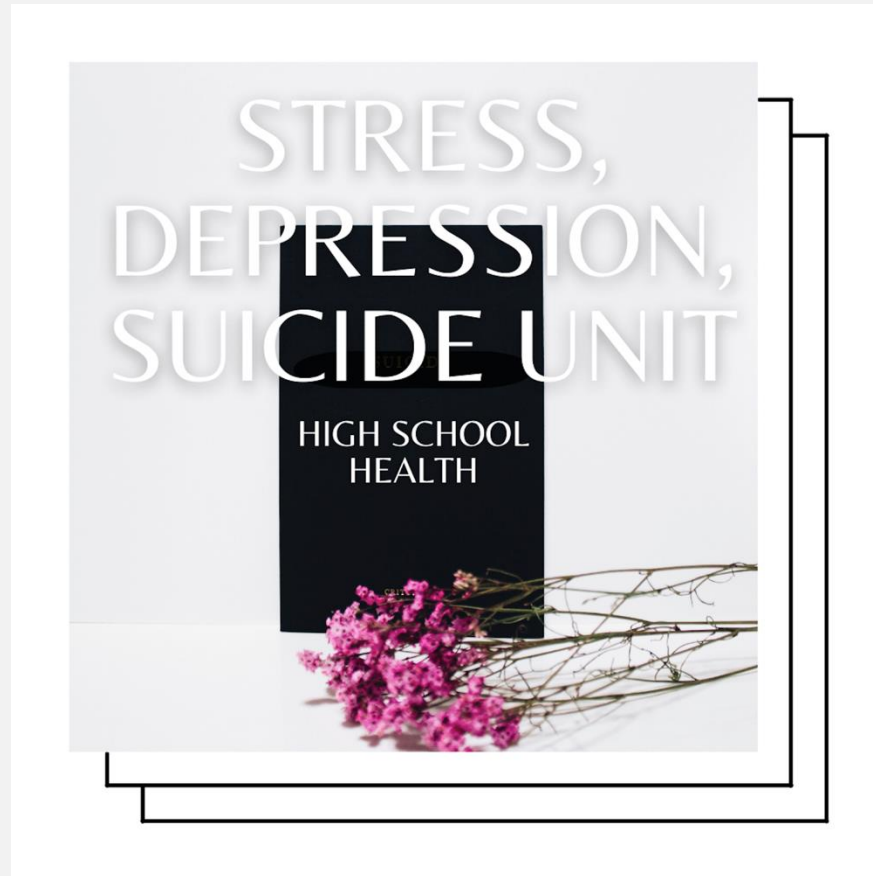


Health Education Today Preview:

-Stress, Depression, Suicide Unit -



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

Experience
is the best
teacher!

Created by
Master Teachers!



A family of
educators,
for educators.



Health Education Today

WHY CHOOSE HEALTH EDUCATION TODAY?

Skills

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

Content

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

Ease of Use

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

The Program Meets Health Standards:

Aligned to National, Common Core, and State Standards!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ELA College and Career Anchor Standards https://learning.ccsso.org/common-core-state-standards-initiative		
	Writing Grades 9/10	ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. <i>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</i>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.



Real Teachers' Reviews endorse This program:

“Great resource with a nice update to the slide themes. Informative and easy to use in class!”

“This was a good resource for teaching such a hard topic. It gave me plenty of content and resources to be able to make these lessons meaningful and help my students be able to help others as well.

“Thank you very much for creating such a wonderful, important resource + saving me invaluable time!”

“Great lessons that are engaging. Low prep involved. Nicely organized and user friendly!”



File Organization:

< > STRESS UNIT HS	
Name	
	00 Welcome Letter
	01 Stress Unit Teacher Directions
	01 Stress Unit Teacher Directions PDF
	02 Stress Unit POWERPOINT VERSION
	03 Stress Unit ONLINE VERSION
	04 Stress Unit PDF VERSION
> 	05 Supplemental Materials



< > 05 Supplemental Materials	
Name	
	01 Stress Unit Google Drive Master List
> 	02 Standards + Learning Targets
✓ 	03 Extra Large Docs
	Above the Stress.pptx
	Anon Family Survey.docx
	Anon Family Survey.pdf
	Art Project Rubric.docx
	Art Project Rubric.pdf
> 	Black Dog Lesson
	Caveman Brain Teacher Directions.docx
	Caveman Brain Teacher Directions.pdf
	Generic Worksheets Teens.pptx
> 	Grief
	How Life Would Be Diff.pdf
	Live Life on Purpose.docx
	Live Life on Purpose.pdf
	Resource Sheet.docx
	Resource Sheet.pdf
	Shutting the Door on Suicide.pptx
> 	Stress Free BINGO
> 	Stress Unit Packet
✓ 	04 Additional PowerPoint
	Optional 3 Day Stress PowerPoint
	Optional Stress Balls PowerPoint.pptx
	Shutting the Door on Suicide
	05 Previews of Additional Curriculum

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

Standards: Beginning each lesson

Day 1: Relieving Stress

[return to table of contents](#)

Washington
State
Standards

Common
Core
Standards

Content
Learning
Target

Optional:
Exit Task

WA State Standards Met:

- Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
- Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa
- Assess personal risk factors and predict future health status. H2.W2.HSb
- Identify physical and psychological responses to stressors. H1.So3.HS
- Develop a personal stress management plan. H7.So3.HS

My State Standards Met:

National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.8, 2.12.9, 5.12.1, 5.12.2, 5.12.3, 6.12.1, 6.12.2, 6.12.3, 6.12.4, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4

Common Core Standards Met: Reading 3 / Writing 1, 10

Materials Needed:

PowerPoint	-Stress PowerPoint	-In PowerPoint folder
Packet	-Stress Packet	-Print 1 for each student, staple and hole-punch
Printed Materials	-“Vulnerability Survey”	-Print 1 for each student and hole-punch
	-“AIM Sheet with Goals on Back”	-This should be in their file folder

Optional:

Video	A video on teen sleep	See below for links
Learning Target	Content: I will learn how much sleep teens need.	Behavioral: I will try to get 9.25 hours of sleep.
Exit Task	-Fill out “Success Criteria Sheet.” -Ask students verbally how many hours of sleep a night a teen needs and why it’s important for teens to get it.	
Assessment	-Success Criteria Sheet, and teacher check written goal. -Students are self-assessing with the “Stress Vulnerability Survey”.	

Your
Own State
Standards

National
Health
Standards

Materials
Needed

Behavioral
Learning
Target

Optional:
Lesson
Assessment

Step-by-step Teacher Directions



Your Lesson Planning is Done!

PRINT & ONLINE.

GOOGLE + MICROSOFT + ADOBE +
YOUTUBE + MORE!



PowerPoints
walk you through
the lessons



Teacher Directions: Lead You Through the Lessons PowerPoint.

“Teacher Directions” walk you through the lessons

WA State Standards Met:

- Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
- Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa
- Assess personal risk factors and predict future health status. H2.W2.HSb
- Identify physical and psychological responses to stressors. H1.So3.HS
- Develop a personal stress management plan. H7.So3.HS

My State Standards Met:

National Standards Met: 1.12.1, 1.12.2, 1.12.3, 1.12.5, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.7, 2.12.8, 2.12.9, 5.12.1, 5.12.2, 5.12.3, 6.12.1, 6.12.2, 6.12.3, 6.12.4, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4

Common Core Standards Met: Reading 3 / Writing 1, 10

Materials Needed:

PowerPoint Packet	-Stress PowerPoint	-In PowerPoint folder
	-Stress Packet	-Print 1 for each student, staple and hole-punch
Printed Materials	-“Vulnerability Survey”	-Print 1 for each student and hole-punch
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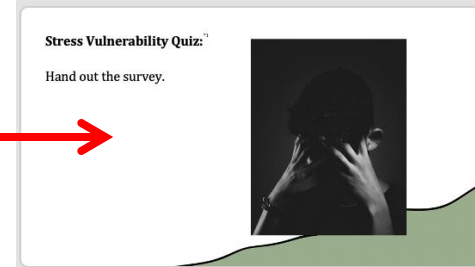
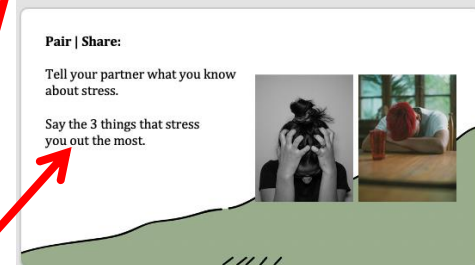
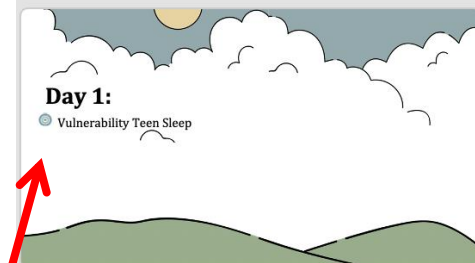
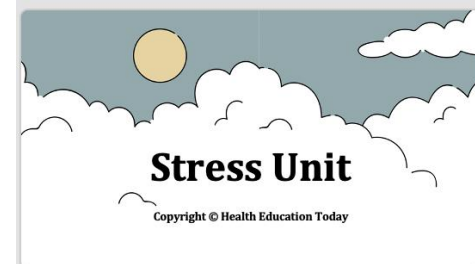
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Video	A video on teen sleep	See below for links
Learning Target	Content: I will learn how much sleep teens need.	Behavioral: I will try to get 9.25 hours of sleep.
Exit Task	-Fill out “Success Criteria Sheet.” -Ask students verbally how many hours of sleep a night a teen needs and why it’s important for teens to get it.	
Assessment	-Success Criteria Sheet, and teacher check written goal. -Students are self-assessing with the “Stress Vulnerability Survey”.	

1. **TITLE SLIDE and DAY 1 and PAIR/SHARE:** Put title slide up as students come into your classroom. They might enjoy reading the “Carrot, an egg or coffee” quote. Have students think about stress and if time, have them discuss the Pair/Share topic with their table partner.

2. **STRESS VULNERABILITY QUIZ:** Hand out the “Vulnerability Survey” and have students file it into their file folders. Don’t explain it yet because you want students to be completely honest, not answer how they think they SHOULD answer. The survey is anonymous.

3. **SCALE:** This slide will give the scale students use while they are taking the survey. The key for what their score means is on the next Stress PowerPoint slide. I like to read the survey outloud to them and explain any that need further explanation. This quiz is adapted from this [article](#).⁵

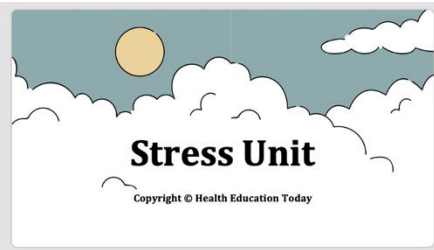


Daily PowerPoint Slides:



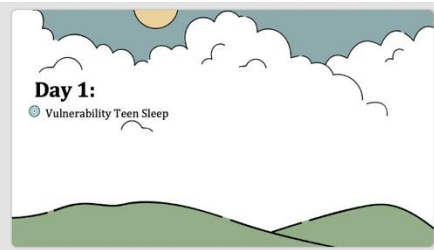
Health Education Today

1 ☆



Stress Unit
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2



Day 1:
Vulnerability Teen Sleep

3

Pair | Share:

Tell your partner what you know about stress.

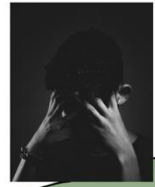
Say the 3 things that stress you out the most.



4

Stress Vulnerability Quiz:

Hand out the survey.



5

Stress Vulnerability Quiz:

1 = almost always
2 = pretty often
3 = sometimes
4 = hardly ever
5 = never



6

What does your score mean?

Before I tell you what your score means, let me ask you some questions:

"If we took this exact same survey a month from now, could your score be different?"

"Why should we be concerned about stress level?"

7

Common Psychological Symptoms of Stress:

Tension headaches	Increased urge to urinate
Diarrhea	Shaky hands
Oily skin	Tremors
Dry mouth	Skin Blemishes
Backache	Indigestion
Neck ache	Asthma
Chewing gums	Allergies
Grinding teeth	

Stress Makes Us Sick!

8

Stress:

Stress hurts relationships.

Stress hurts your schoolwork.

Stress hurts your athletic performance.

Stress hurts your activities/getting stuff done.

What does it mean to be "vulnerable" to stress?

ANXIETY

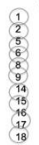
Stress Vulnerability Quiz:

Less than 45 - you are not vulnerable to stress right now.

46 - 72 - you are pretty vulnerable to stress right now.

Over 72 you are really vulnerable to stress right now.

Circle #'s like this:



These are areas of your life that you **can** change.

a. Choose 1 area (a higher score like 3/4/5 means you could do better)

b. We will be writing a measurable goal

Speaker Notes:

Guides you through each PowerPoint/Google Slide.

Pair | Share:

Tell your partner what you know about stress.

Say the 3 things that stress you out the most.



4. PAIR/SHARE: Have students think about stress and discuss the Pair/Share topic with their table partner.

Engaging Lessons
walk you through
with activities



Presentations + Student Documents:

Located on Google Drive/Google Slides



Stress Unit Assessment

Form description

Name:

Short answer text



How to Beat Stress and Depression

Form description

Image title



Show You Care Worksheet

Form description

Image title



Stress Vulnerability Survey

Score each item according to the scale below. There are no right or wrong answers!

Image title



Stress Student F

Form description

Image title



Name: _____ Period: _____ Date: _____

Title: How to Beat Stress and Depression Scavenger Hunt



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:

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? _____
4) Activity: _____
How would this help? _____

5. About 12% of women in the U.S. suffer from depression.

That's almost (circle one) 2 x 4 x 10 x times as many as men.

Many people don't know the signs of depression. They suffer when they don't need to. Almost 80% of depressed people get (circle one) better or worse with treatment.

6. What is clinical depression?

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Google Slides And Forms Included:

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Examples of Daily Lessons:

Day 1:

Name: _____ Per: _____
 Stress Vulnerability Survey:

Score each item according to the scale below. There are no right or wrong answers...

1 = almost always
 2 = pretty often
 3 = sometimes
 4 = hardly ever
 5 = never

- ____ 1. I eat at least one hot, nutritious meal a day.
- ____ 2. I get 7 to 8 hours of sleep at least 4 days per week.
- ____ 3. I have people who I feel comfortable giving a hug to.
- ____ 4. I have at least one relative within 50 miles (from Seattle to Bellingham) who I can count on, call, or get help from.
- ____ 5. I exercise to the point of sweating at least two times per week.
- ____ 6. I am comfortable with my weight.
- ____ 7. I have enough money to meet basic expenses and needs.
- ____ 8. I feel strengthened by my religious beliefs.



Sleep Chart

Date:	Fell Asleep At:	Woke Up At:	Total Hours:
My average sleep per night is:			

Tips for a Good Night's Sleep:

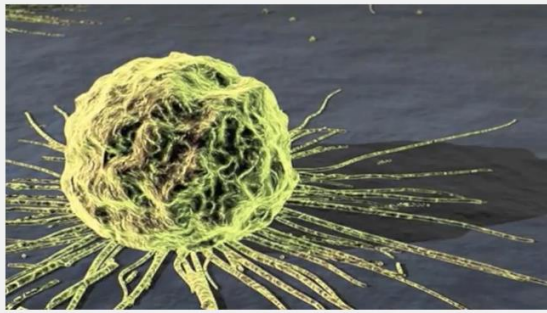
1. Try to have a set time for bed.
2. Have a relaxing routine.
3. Try drinking a glass of milk (tryptophan).
4. Discipline yourself-quit what you're doing + go to bed!
5. Avoid: caffeine too close to bed.
6. Avoid: exercise too close to bed.
7. Avoid: playing video games too close to bed.
8. Avoid: eating or drinking too close to bed.

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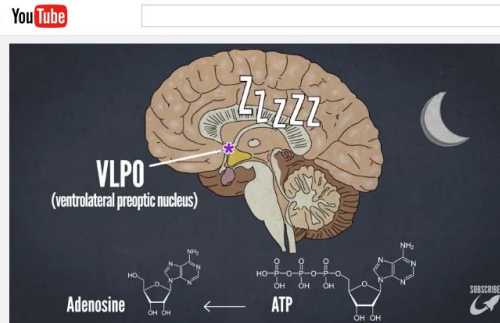
- "Stress Vulnerability Survey"
- Goal setting
- The importance of Sleep
- "Sleep Journal"

Day 2:

- How to relieve stress
- "Above the Stress Project"
- "45 Stress Relieving Activities"



25 Scary And Surprising Effects Of Sleep Deprivation



Why Do We Have To Sleep?

Stress Vulnerability Quiz:

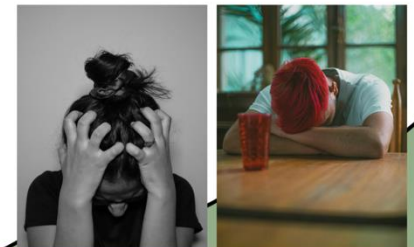
- 1 = almost always
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- 3 = sometimes
- 4 = hardly ever
- 5 = never



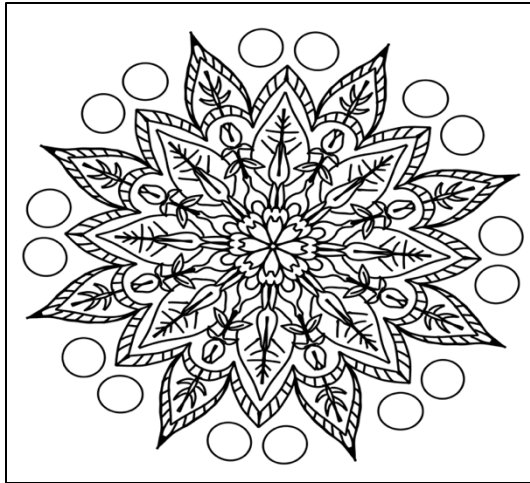
Pair | Share:

Tell your partner what you know about stress.

Say the 3 things that stress you out the most.



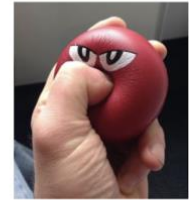
Day 3 - 5:



Easy flour stress ball by peacan

1. You will need the following:

- party balloons
- flour
- funnel
- scissors



2. Blow up the balloon, then let the air out so its stretched out.

3. Use the funnel to fill with flour and tie.

4. Use a second balloon and cut the end of and stretch over the first balloon just to save it popping and getting flour all over!

5. **RESILIENCE SKILLS SLIDE:** If you still have time, and you would like to use another "Resilience Skills Worksheet" here is one below and in the "Docs for Students" folder.

Hand out a "Resilience Skills Handout" to each student. Have each student read through the handout and circle the top 5 ways they feel would help them the most to relieve stress in their life. When they get to the "3 Outs" section, they will go through the "Time Out, Work Out, Reach Out" part of Day 2 activity.

Students could use a permanent marker and write some ideas on their stress balloon!

2. WORK OUT - Exercise and get daily activities.

List 5 things you would like to do for a "WORK OUT":

- 1.
- 2.
- 3.
- 4.
- 5.



5. Yoga Video Station:

Use this yoga video for beginners going.

Follow this video from Leslie Fightmaster: A beginner's yoga program.

<https://www.youtube.com/watch?v=czonli6tmXk>



Day 6:



Robin Williams: Depression Alone Rarely Causes Suicide

Several factors, such as severity of symptoms, family history, substance abuse and a "mixed" depressive and manic state may combine to increase the risk for suicide.
August 13, 2014 | By Roni Jacobson



See article: Other contributing factors are: drug or alcohol addiction, a history of bipolar, severity of mood disorders, and past suicide attempts.

<https://www.scientificamerican.com/article/robin-williams-depression-alone-rarely-causes-suicide/>

-Bi-Polar Disorder
-Anti-Depressants
-"How to Beat Stress and Depression"
Scavenger Hunt

Depression Self-Rating Test

Nearly 20 million Americans experience depression,¹ but many will never seek treatment. The Depression Self-Rating Test is a simple 16-question quiz that can help identify common symptoms of depression and their severity. Remember—depression is more than just feeling down—it is a real medical condition that can be effectively treated.

Please complete the following questionnaire and return it to your healthcare provider.

Name: _____ Date of Birth: _____ Today's Date: _____

Instructions: Please **circle** the one response to each item that best describes you for the past seven days.

1. Falling asleep: 0 I never take longer than 30 minutes to fall asleep. 1 I take at least 30 minutes to fall asleep, less than half the time. 2 I take at least 30 minutes to fall asleep, more than half the time. 3 I take more than 60 minutes to fall asleep, more than half the time. 2. Sleep during the night: 0 I do not wake up at night. 1 I have a restless, light sleep with a few brief awakenings each night. 2 I wake up at least once a night, but I go back to sleep easily. 3 I awaken more than once a night and stay awake for 20 minutes or more, more than half the time. 3. Waking up too early: 0 Most of the time, I awaken no more than 30 minutes before I need to get up. 1 More than half the time, I awaken more than 30 minutes before I need to get up. 2 I almost always awaken at least one hour or so before I need to, but I go back to sleep eventually. 3 I awaken at least one hour before I need to, and can't go back to sleep. 4. Sleeping too much: 0 I sleep no longer than 7-8 hours/night, without napping during the day. 1 I sleep no longer than 10 hours in a 24-hour period including naps. 2 I sleep no longer than 12 hours in a 24-hour period including naps. 3 I sleep longer than 12 hours in a 24-hour period including naps.	5. Feeling sad: 0 I do not feel sad. 1 I feel sad less than half the time. 2 I feel sad more than half the time. 3 I feel sad nearly all of the time. 6. Decreased appetite: 0 There is no change in my usual appetite. 1 I eat somewhat less often or lesser amounts of food than usual. 2 I eat much less than usual and only with personal effort. 3 I rarely eat within a 24-hour period, and only with extreme personal effort or when others persuade me to eat. 7. Increased appetite: 0 There is no change from my usual appetite. 1 I feel a need to eat more frequently than usual. 2 I regularly eat more often and/or greater amounts of food than usual. 3 I feel driven to overeat both at mealtime and between meals. 8. Decreased weight (within the last two weeks): 0 I have not had a change in my weight. 1 I feel as if I've had a slight weight loss. 2 I have lost 2 pounds or more. 3 I have lost 5 pounds or more. 9. Increased weight (within the last two weeks): 0 I have not had a change in my weight. 1 I feel as if I've had a slight weight gain. 2 I have gained 2 pounds or more. 3 I have gained 5 pounds or more.
--	--

FOREST PHARMACEUTICALS, INC.
Pharmaceuticals • Therapeutics • Devices • Biologics • Specialty Care

Name: _____ Period: _____ Date: _____

Title: How to Beat Stress and Depression Scavenger Hunt

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

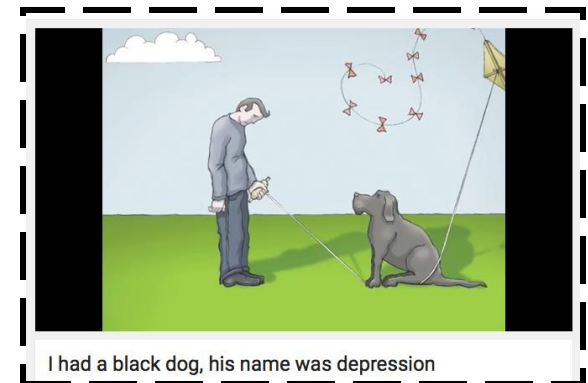
4. Write in 4 activities that could help a teen relieve stress in a positive way, and then say how that activity would help them:

1) Activity: _____
How would this help? _____

2) Activity: _____
How would this help? _____

Day 7 + 8:

- Suicide Risk Factors
- Why Teens Cut/Self-Mutilate
- Suicide Prevention Video
- Powerful "Emotions Left After Suicide"

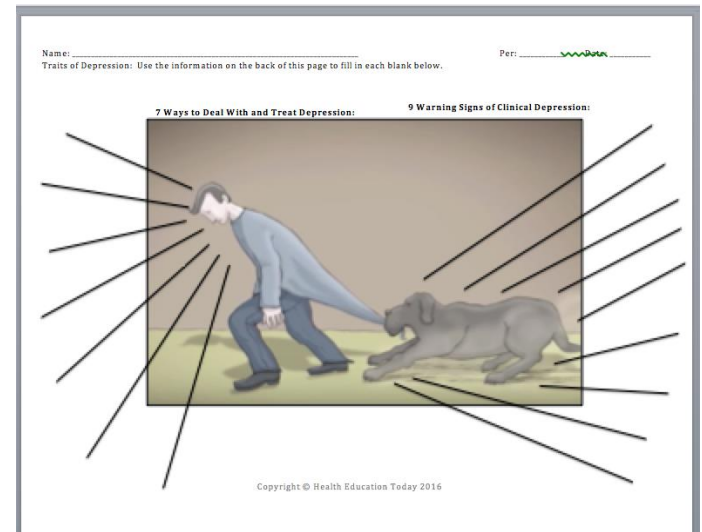


What's wrong with cutting and why is it dangerous?:¹

- You can cut too deep.
- Cuts can get infected.
- It can become a habit.



-This person must be dealing with hardships and they need professional help to start feeling better.



Day 9 - 13:



1

Dear Teens:

Our country and world are still struggling with a horrendous Coronavirus pandemic. This article inspired me to try to make a positive difference and bring HOPE to teens.



"He visits the grave every day. And every day, Ted Robbins asks himself the questions that have plagued him since the night his 16-year-old son killed himself, one month into the pandemic. What if Robbins hadn't canceled their family vacation? What if their school hadn't closed down? What if his son Christian could have leaned on his best friends through this rough patch, as he had in the past? But one question haunts him the most: "What if the pandemic never happened — would my son still be alive?"

2



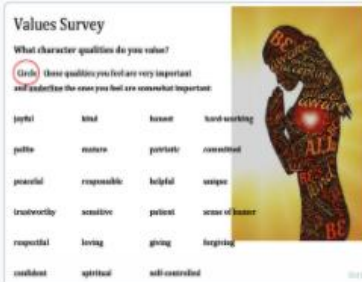
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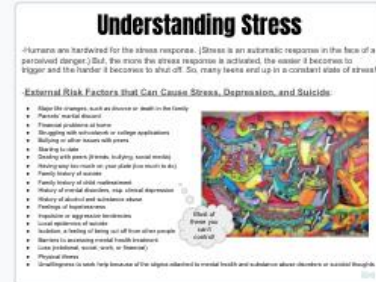
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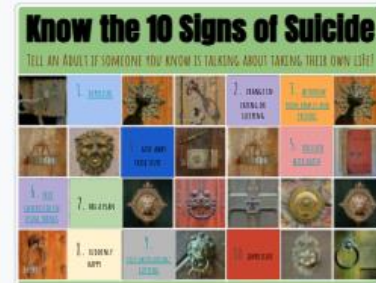
6



7



8



Day 14:

Test Review : Test yourself or a friend outloud using these blanks and the answer key on back. Don't write anything down yet! Tonight, write and fill in the blanks with every answer you know, then turn it over and use the "Answer Key" to correct your own guesses.

1. Depression Warning Signs: **2. Suicide Warning Signs:** **3. Resources for help and how they'll help:**

1.	1.	1.	
2.	2.	2.	
3.	3.	3.	
4.	4.	4.	
5.	5.	5.	
6.	6.	6.	

Stress-free Bingo



<u>Show You Care:</u>	<u>Signs of Clinical Depression:</u>	<u>What to do to Relieve Stress:</u>	<u>Suicide Warning Signs:</u>	<u>What to do if you see Warning Signs:</u>
Get Help-Go see a counselor	Stay down longer than 2 wks.	TIME OUT	Has a plan	Ask if they have a plan
Show you care- "Are you O.K.?"	Not resilient	REACH OUT- Talk to a counselor	Withdraw from family and friends	Tell an adult who can help you
Get Adult Help- see a doctor	Doesn't care anymore	Free	Depression	TELL AN ADULT – No matter what

Video:



<https://www.youtube.com/watch?v=rkByhnrI5s0&list=RDRkByhnrI5s0>

Name: _____ Period: _____ Date: _____

Title: Test Review

Test yourself or a friend outloud using these blanks and the answer key on back.

Don't write anything down yet. Tonight, write and fill in the blanks with every answer you know, then turn it over and use the "Answer Key" to correct your own guesses.

1. Depression Warning Signs: **2. Suicide Warning Signs:** **3. Resources for help and how they'll help:**

1.	1.	1.	
2.	2.	2.	
3.	3.	3.	
4.	4.	4.	
5.	5.	5.	
6.	6.	6.	

4. What to do if I see any of the above warning signs:

1. Show _____, 2. Ask _____.

3. Get _____

5. Long-lasting feelings of hopelessness/sadness that last longer than _____ weeks is called? _____

6. What are the two most common treatments for Clinical Depression? _____ and _____.

7. What does it mean to be "resilient"? _____

8. What are the "3 Outs" for dealing with stress, what could someone do for the "Out" and how might it help them relieve stress?

List the "Out"	What could someone do?	How would this help them?

Day 15:

- Stress Test and Key
- "Sleep Homework Project"
- POWERFUL "Stress, Depression and Suicide Parent-Teen Communicator"

Name: _____ Period: _____ Date: _____

Title: Stress Test

Read the following letter and then answer the questions that follow it.



Dear Friend:

I have been so sad lately. I just feel like I don't want to go on. Life isn't worth all the hassles. My parents are so on my case every day. I haven't been able to eat much and I really can't seem to sleep anymore. For the last three weeks all I have been able to do is cry. I can't seem to snap out of it, and I don't know if I really want to snap out of it, to tell you the truth. I have been cutting my wrists lately, but it's no big deal. I constantly wonder what death would be like if I committed suicide, it would probably be a lot better than my life right now. Anyway, I just wanted to be honest with you on how I've been feeling lately. Thanks for being such a good friend. I have enclosed in this envelop my cross necklace for you - I want you to have it. Don't let anyone else have it.

Questions:

Identify 4 warning signs of **suicide** communication.

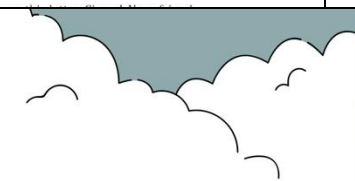
- 1) _____
- 2) _____
- 3) _____
- 4) _____

Identify 4 signs of **depression** that are common.

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

9. Does whoever wrote this letter show signs of depression? Explain your answer.

Where can you go for help with depression at school or community resources and say how that resource can help a teen in need. Use the chart on the next page.



Take the test:

Good luck!

Parent-Teen Communicator

Dear Parents or Guardians:

This month's Parent-Teen Communicator deals with the area of stress, depression, and suicide.* Unfortunately, the idea for this communicator came about from a recent tragic suicide at my high school, so this assignment is dedicated to "A," to his family, and to all families who can help their teen work through, and conquer, suicidal feelings.

"Teenage depression isn't just bad moods and the occasional melancholy—it's a serious problem that impacts every aspect of a teen's life. Teen depression can lead to drug and alcohol abuse, self-loathing and self-mutilation, pregnancy, violence, and even suicide. But as a concerned parent, there are many ways you can help. Talking about the problem and offering support can help your teenager back on track."

Don't be afraid to bring up this sensitive topic in any way. It's better to call the suicide hot line than to ignore it.

Each other. Remember that the confirmation sheet needs to be filled out by both of you.

care about them.

to be there for him/her and to need right now in their life. You out, or say "nothing is wrong."



This Program is all about the Students:

- ◆ Classroom “**kid-tested**,” teacher-approved, and full of real student examples and responses.
- ◆ Promotes **high student engagement and interaction**.
- ◆ **Challenges and impacts the mental, emotional, social life of teens.**

Buy it Today, Teach it Tomorrow!



What makes this program unique?

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

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