



Stress-free Bingo

Show Your Care:	Signs of Clinical Depression:	What to do to Relieve Stress:	Suicide Warning Signs:	What to do if you see Warning Signs:
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
Show you care	Depressed for 2 weeks	REACH OUT-join an activity	Give away their stuff	Just Listen
Ask the question	Tired	REACH OUT- Talk to someone	Obsessed with death	TELL AN ADULT - NOW

Health Education Today

"Stress-Free" BINGO

Grades 6 – 12th



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. The Program Meets Educational Health Standards:



It meets 3 of the 20 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 – **Grades 6-8**

<http://www.corestandards.org>

Writing Grades 6-8

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.
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2 Write informative/explanatory texts (including narration, historical events, scientific procedures/ experiments, and technical processes in which the development, organization, and style are appropriate to task, purpose, and audience).

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, technical tasks, and extended projects.
4	Determine the meaning of symbols, key terms, and other domain-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 that structure contributes to an understanding of the topic.
6	Analyze the author's purpose in providing an explanation, description, or a technical procedure in a text.
7	Integrate quantitative or technical information expressed in various media and formats, including visually (e.g., in a flowchart, diagram, model, graph, table).
8	Distinguish among facts, reasoned judgment based on research findings, and extended opinions in relevant media and formats.
9	Compare and contrast the information gained from experiments, simulations, or test results with data or evidence 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.

4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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in discipline-specific content.

history texts, including the narration of historical events, scientific procedures/ experiments, and technical processes.

a separate requirement presented.

skills continue to grow in these grades. The Standards require that students be able to write effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to write precise enough descriptions of the events and technical subjects, students must be able to write precise enough descriptions of the events and technical subjects, students must be able to write precise enough descriptions of the events and technical subjects.

ent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, and trying a new approach, focusing on how well purpose and audience have been met.

ce and publish writing and present the relationships between topics and ideas.

question (including a self-generated question), drawing on several relevant questions that allow for multiple avenues of exploration. Use digital sources, using search terms electively; assess the credibility of the data and conclusions of others while avoiding

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.

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

It meets 7 of the 8 of the C.D.C.'s National Health Standards for both 8th and 12th graders Health:

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



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 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 7 of my **Washington** State Standards
(So it's very likely to meet **YOUR** state's Health Ed. standards too!)

The screenshot shows the OSPI website for Washington State. The page is titled "Health and Physical Education K-12 Learning Standards". It includes a sidebar with navigation links such as "Learning and Teaching", "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 based on the Washington state's Health and Physical Education standards (WASA 130-23). It also lists "Support for Standards Implementation" resources, including "Health Education K-12 Learning Standards", "Health Education K-12 Learning Standards - Taking Steps", "Introduction to the NEW Health and Physical Education Standards (HPE)", "Learning Standards Overview", "HPE Executive Summary", "Physical Education Lesson Plan Template", "Health Lesson Plan Template", "Definitions and Requirements", and "Health Education FAQ".

3. Standards are at the Beginning of Each Lesson:

The diagram illustrates how various standards and targets are integrated into a lesson plan titled "Stress Free BINGO!". On the left, five boxes represent different standards and targets: Washington State Standards, Common Core Standards, Content Learning Target, and Optional: Lesson Assessment. On the right, three boxes represent: Your Own State Standards, National Health Standards, Materials Needed, and Behavioral Learning Target. Arrows point from these boxes to specific sections of the lesson plan document. The lesson plan document itself is titled "Stress Free BINGO!" and includes a link to a table of contents. It is divided into several sections: WA State Standards Met, My State Standards Met, National Standards Met, Common Core Standards Met, Materials Needed, Optional: Learning Target, and Assessment. The Materials Needed section is a table with three columns: PowerPoint, Printed Materials, and Other Materials. The Optional: Learning Target section has two columns: Content and Behavioral. The Assessment section has one column: Assessment. The lesson plan also includes a list of activities at the bottom.

Washington State Standards → **WA State Standards Met:**

Common Core Standards → **Common Core Standards Met:**

Content Learning Target → **Optional: Learning Target**

Optional: Lesson Assessment → **Assessment**

Your Own State Standards → **My State Standards Met:**

National Health Standards → **National Standards Met:**

Materials Needed → **Materials Needed:**

Behavioral Learning Target → **Behavioral:**

Stress Free BINGO!

[return to table of contents](#)

WA State Standards Met: Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS Identify school and community resources that can help a person with emotional and mental and behavioral health concerns. H3.So6.HSa Explain how to help someone who is thinking about attempting suicide. H1.So6.HSc 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	My State Standards Met:
National Standards Met: 1, 2, 4, 5, 6, 7, 8	
Common Core Standards Met: Reading R 3 / Writing 4 / ELA Anchor Write 1	
Materials Needed:	
PowerPoint	-Stress PowerPoint -In PowerPoint folder
Printed Materials	-"Show You Care Worksheet" -Stress Test Review Sheet -Resource Sheet" Before class starts you will want to get local resource numbers for students for counseling or other help for depression and suicide in your town. -Stress Test Bingo" -Calculators -Print 1 for each student -Print 1 for each student -Print 1 for each student
Other Materials	Bingo markers (I cut up colored paper into small squares) -Print 32 Bingo boards
Optional:	
Learning Target	Content: I will learn resources to help with stress, depression and suicide. Behavioral: I will access resources for depression and suicide if needed.
Assessment	-"Show You Care Worksheet" -If you want to give the Washington State CBA: Dear Stressed and Depressed http://www.k12.wa.us/HealthFitness/Assessments.aspx rather than mine, you will want to review with this test.

- DAY TITLE:** Place markers. Save at least 15-20 minutes to play BINGO today.
- TRUE STORY:** This is a heart-wrenching story of a girl who encouraged her boyfriend to commit suicide and was found guilty of manslaughter.
"Judge finds Michelle Carter guilty of manslaughter in texting suicide case"

4. Here are some Examples of Resources Included:

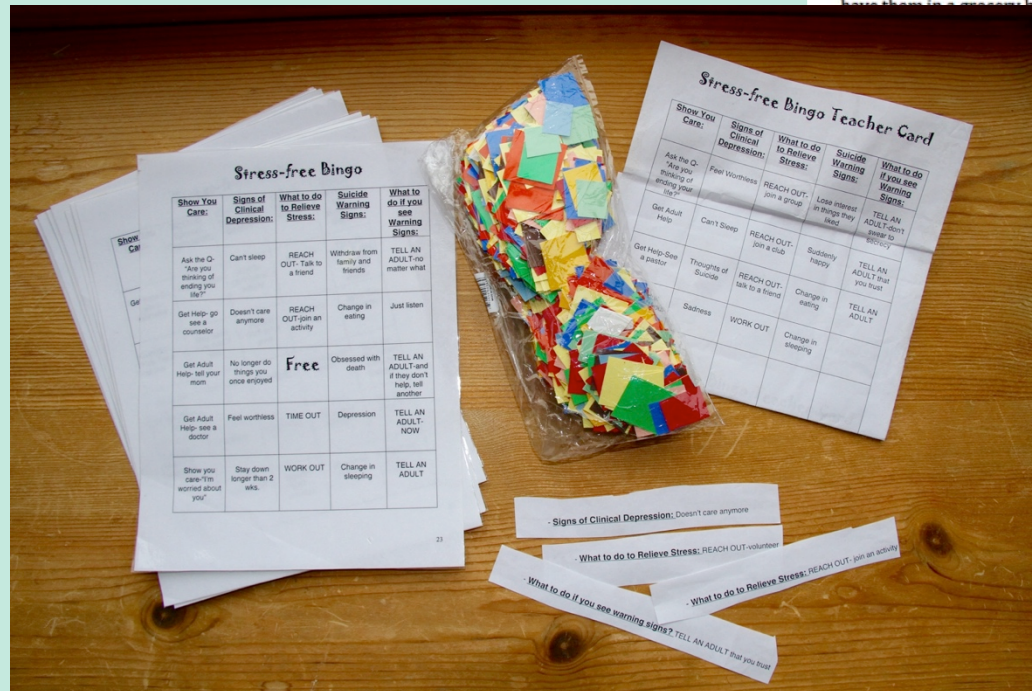
-Full Step-by-Step Teacher Directions

2) **Optional:** You can choose to laminate them or put them in protector sheets.

3) For the "Stress-free BINGO Teacher Cards" -there are two purple pages for which you will need to get buttons or cut up some stiff paper, get some small rocks, or some small objects that you can set on each square as you call it. This way, when a student calls "BINGO," you can have them read out their squares and double-check it with your sheets to make sure it's correct.

4) You'll need markers for the students. I just cut up some colored notecards, but buttons, or any small objects/rocks will work. Each student will need a handful of about 25 or so.

5) You will need to cut apart all the "Teacher Call-out Statements." I just cut mine in strips and have them in a grocery bag, but you can get a box or bucket or whatever to pull them out of during



students sit wherever they want. Each student will come up front and get a handful of markers (about 25 or so). Next I go over the directions:

Like in real BINGO, you will call the category, like "Signs of Clinical Depression" and the student will answer/statement.

Each student's square must say THE EXACT WORDS you say. Some of the categories are:

Row. If a student has 5 in a row, call out "BINGO!" and then you check to make sure they all read outloud their squares. I don't have them read the categories because it takes too long.

Check their boards if someone wins. I have lots of winners. I maybe have a few people who might win if I go one call more. This way students also learn what you want them to learn for the game if you start over!

you start!

Start with their free space, and start the game by pulling out a marker from your bag or bucket and pull out a category first, which will

be across the top of the students' cards, then you will read the answer/statement. Repeat it once. At the beginning of the game you'll have to keep pointing out that their card must say EXACTLY what you called-they'll keep asking for a bit when they have something similar!

Stress-free BINGO				
Show Your Care:	Signs of Clinical Depression:	What to do to Relieve Stress:	Suicide Warning Signs:	What to do if you see Warning Signs:
Get help-Go see a counselor	Can't sleep	REACH OUT-Talk to a friend	Withdraw from family and friends	TELL AN ADULT-no matter what
Get help-Go see a counselor	Doesn't care anymore	REACH OUT-join an activity	Change in eating	Just listen
Get Adult help-tell your mom	No longer do things you once enjoyed	Free	Obsessed with death	TELL AN ADULT-if they don't help, tell another
Get Adult help-see a doctor	Feel worthless	TIME OUT	Depression	TELL AN ADULT-NOW
Show you care-You're worried about you!	Stay down longer than 2 weeks	WORK OUT	Change in sleeping	TELL AN ADULT

Here are some Examples of Resources Included:

-4 More Documents Included!



Name	
 1. Stress Free BINGO Directions.docx	
 1. Stress Free BINGO Directions.pdf	
 2. Stress PowerPoint.pptx	
▼  3. Docs	
 BINGO Cards and Call Outs.docx	
 BINGO Cards and Call Outs.pdf	
 Show You Care.docx	
 Show You Care.pdf	
 Stress Test and Key.docx	
 Stress Test and Key.pdf	
 Stress Test Review.docx	
 Stress Test Review.pdf	



Here are some Examples of Resources Included:

-32 Different BINGO Cards

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>
Ask the Question-"Are you thinking of suicide?"	Feel Worthless	WORK OUT	Has a plan	TELL AN ADULT-No matter what
Show you care-"I'm worried about you"	Not Resilient	REACH OUT-Join an activity	Lose interest in things they liked	TELL AN ADULT - NOW
Get Adult Help	Sadness	Free	Obsessed with Death	TELL AN ADULT- and if they don't help, tell another
Get Adult Help - Tell a teacher	Can't sleep	REACH OUT-join a club	Withdraw from family and friends	TELL AN ADULT-don't swear to secrecy
Get Help - Go see a counselor	No longer do things you once enjoyed	REACH OUT-talk to someone	Depression	Ask if they have a plan

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
Show you care	Depressed for 2 weeks	REACH OUT-join an activity	Give away their stuff	Just Listen
Ask the question	Tired	REACH OUT-Talk to someone	Obsessed with death	TELL AN ADULT - NOW

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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>
Show you care	Stay down longer than 2 wks.	WORK OUT	Has a plan	TELL AN ADULT-No matter what
Get Adult Help-Tell a teacher	Not resilient	REACH OUT-join a group	Self-Mutilation	TELL AN ADULT that you trust
Ask the question	Can't sleep	Free	Withdraw from family and friends	TELL AN ADULT
Show you care-"Are you O.K.?"	Sadness	REACH OUT-join an activity	Give away their stuff	TELL AN ADULT-don't swear to secrecy
Show you care-"I'm worried about you."	Feel worthless	REACH OUT-talk to someone	Change in eating	TELL AN ADULT - NOW

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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 Adult Help-Tell a teacher	Tired	REACH OUT-join an activity	Has a plan	TELL AN ADULT- and if they don't help, tell another
Show you care-"Are you O.K.?"	Doesn't care anymore	REACH OUT-Talk to a friend	Give away their stuff	TELL AN ADULT - NOW
Ask the Q-"Are you thinking of ending you life?"	Sadness	Free	Self-mutilation	TELL AN ADULT who can help you
Get Adult Help	Stay down longer than 2 wks.	TIME OUT	Withdraw from family and friends	TELL AN ADULT that you trust
Get Help - Tell you mom	Not Resilient	REACH OUT-join a club	Depression	Ask if they have a plan

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 Adult Help	Not Resilient	TIME OUT	Self-Mutilation	TELL AN ADULT who can help you
Get Help - see a pastor	Sadness	WORK OUT	Give away their stuff	TELL AN ADULT - No matter what
Get Adult Help - Tell a teacher	Stay down longer than 2 wks.	Free	Obsessed with death	TELL AN ADULT-don't swear to secrecy
Ask the question-"Are you thinking of suicide?"	Feel worthless	REACH OUT-talk to someone	Has a plan	TELL AN ADULT-NOW
Show you care-"I'm worried about you"	Doesn't care anymore	REACH OUT-join an activity	Withdraw from family and friends	TELL AN ADULT- and if they don't help, tell another

Here are some Examples of Resources Included:

-Full Step-by-Step Teacher Directions

2) **Optional:** You can choose to laminate them or put them in protector sheets.

3) For the "Stress-free BINGO Teacher Cards" -there are two purple pages for which you will need to get buttons or cut up some stiff paper, get some small rocks, or some small objects that you can set on each square as you call it. This way, when a student calls "BINGO," you can have them read out their squares and double-check it with your sheets to make sure it's correct.

4) You'll need markers for the students. I just cut up some colored notecards, but buttons, or any small objects/rocks will work. Each student will need a handful of about 25 or so.

5) You will need to cut apart all the "Teacher Call-out Statements." I just cut mine in strips and have them in a grocery bag, but you can get a box or bucket or whatever to pull them out of during the game.

6) **Game Day Rules:**

1. To play the game I let students sit wherever they want. Each student will come up front and get a lucky game card and a handful of markers (about 25 or so). Next I go over the directions:

1) Instead of calling B-5 like in real BINGO, you will call the category, like "Signs of Clinical Depression," and then the answer/statement.

THE EXACT WORDS you say. Some of the

a row, call out "BINGO!" and then you check squares. I don't have them read the categories

wins. I
maybe
call
so
for
over!

I

Stress-free Bingo				
What You Care:	Signs of Clinical Depression:	What to do to Reduce Stress:	Stressful Warning Signs:	What to do if you are Warning Signs:
Get happy in a corner	Stay down longer than 2 hrs.	TIME OUT	Has a plan	Ask if they have a plan
Show you care - "Do you like it?"	Not nervous	HEALTHY OUT: Talk to a counselor	Withdraw from family and friends	Tell an adult who can help you
Get Adult help and a doctor	Doesn't care anymore	Free	Depression	TELL AN ADULT - No matter what
Show you care	Depressed for 2 weeks	HEALTHY OUT: Get an activity	Give away their stuff	Just listen
Ask the question	Tired	HEALTHY OUT: Talk to someone	Overwhelmed with stress	TELL AN ADULT - NOW

out a strip. You will read the category first, which will be across the top of the students' cards, then you will read the answer/statement. Repeat it once. At the beginning of the game you'll have to keep pointing out that their card must say EXACTLY what you called-they'll keep asking for a bit when they have something similar!

Here are some Examples of Resources Included:

-There is a Stress Unit Test and a Stress Test Review, both with keys included.

Also included is a "Show You Care" worksheet

Test Review : Test yourself or a friend outloud using the test. Don't write anything down yet! Tonight, write and fill in the answers then turn it over and use the "Answer Key" to correct your answers.

1. Depression Warning Signs: **2. Suicide Warning Signs:**

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

Stress Test

Name: _____

Per: _____

Read the following letter and then answer the questions.

Dear Friend:

I have been so sad lately. I just feel like I don't want to go to school. I have a lot of hassles. My parents are so on my case every day. I haven't been able to seem to sleep anymore. For the last three weeks all I have been thinking about is snapping out of it, and I don't know if I really want to snap out of it or if I want to stay in it. I constantly wonder what it would be like if I committed suicide, it would probably be a lot better than my life right now. I want to be honest with you on how I've been feeling lately. Thanks for being there for me. I have enclosed in this envelop my cross necklace for you - I want you to have it. See this letter. Signed, Your friend

Questions:

Identify 4 warning signs of suicide communicated in the letter.

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

1) SHOW you care

Ask "Are you O.K.?"
Give them a hug
Ask, "What can I do to help?"



Stress Test Review Key:

Depression Warning Signs:	Suicide Warning Signs:	Resources for help and how they'll help:	
Feeling sad	1. depressed	1. teacher	Send you to counselor
Loss of interest in stuff once enjoyed	2. change in eating or sleeping	2. counselor	Help you talk things out
Change in weight and appetite	3. withdraw from family and friends	3. staff member at school	Listen to you
Change in sleep	4. obsessed with death	4. parent	Love you
Feeling hopeless, or worthless	5. has a plan	5. adult family member- Grandpa, Grandpa, Aunt,...	Listen, support
tired or loss of energy	6. giving away your stuff	6. crisis phone line	Help you find local help
Thoughts of death or suicide	7. self-mutilating	7. doctor	Prescribe a depressant
	8. not interested in usual things		
	9. suddenly happy		
	10. impulsive		

Questions:

Identify 4 warning signs of suicide communicated in the letter. answers may vary

- 1) constantly wondering what death would be like
- 2) been down for 3 weeks
- 3) giving away stuff
- 4) cutting

Identify 4 signs of depression that are communicated in the above letter. answers may vary

- 5) cutting
- 6) down, crying, sad
- 7) can't sleep
- 8) life isn't worth it

Whoever wrote this letter show signs of depression or Clinical Depression.

Depression since they've been down longer than 2 weeks.

5. 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!



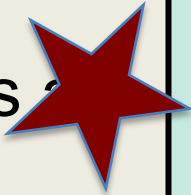
◆ This curriculum challenges and touches the lives of teens!

6. 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 included in both Word and PDF formats.
- ◆ PowerPoints are full of what's trending, photos, and video links will appreciate.





◆ Thank you for previewing my work on these important topics!



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 grandkids, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

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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/schoolhealtheeducation/healthPEFACSLearningStandards.pdf>

Photos From:

<http://www.fotosearch.com>

<http://www.shutterstock.com/index-in.mhtml>

<http://stokpic.com>

<https://unsplash.com>

<https://static.pexels.com>