

Thanks for previewing!

2-Week Tobacco Unit

For High School



"Substance Use Survey," Tobacco Dangers, e-cigarettes, Chew, Quitting, Brain and Habits, Secondhand Smoke, Dangers of Vaping, Ad Appeals, Marketing Psychology, Fun Tobacco Packs Art!

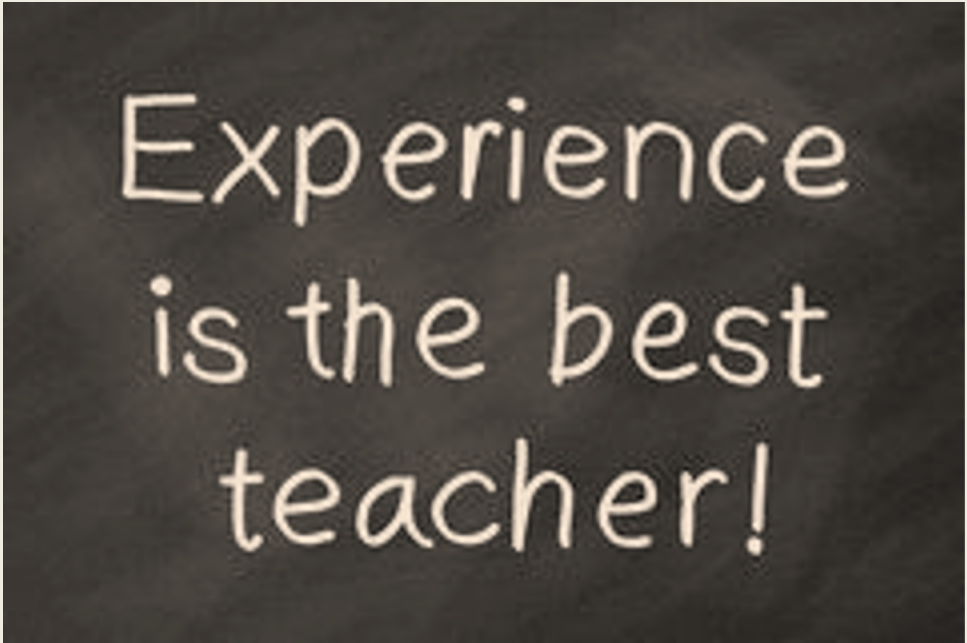
Health Education Today

Tobacco Unit for
High School



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.



Experience
is the best
teacher!

The Program Meets Educational Health Standards:

It meets **7 of the 20** COMMON CORE STANDARDS
FOR High School Health:



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

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



	Writing Grades 9/10	ELA College and Career Anchor Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims or texts using valid reasoning and evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine a topic or issue and analyze a complex idea and information clearly and effectively. Select, organize, and analyze relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source and noting any discrepancies among them.
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, informative/explanatory texts. In history/social studies, students must be able to incorporate narrative details into their analyses of individuals or events of historical significance. In science and technical subjects, students must be able to provide precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same conclusions.</i>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-chosen event sequences.
4	Produce clear and coherent writing in which the ideas, concepts, and information are developed, organized, and style are appropriate to task, purpose, and audience.	

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 ALL **35** out of **46** of the C.D.C.'s National Health Standards Indicators for 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 disease prevention.



It meets **8** of my **Washington** State Standards
*(So it's very likely to meet **YOUR** state's Health Ed. standards too!)*



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

High School Tobacco Unit

-2 Weeks-



Name	
▶	1. High School Unit

Name	
	1. Tobacco Teacher Directions.docx
	1. Tobacco Teacher Directions.pdf
▶ 	2. Tobacco PowerPoints
▶ 	3. Student Worksheets and Tests
▶ 	4. Docs for Students to Read
▶ 	5. Docs for Teachers and Printing
▶ 	6. Learning Targets

▼ 	3. Student Worksheets and Tests
	Anon Teen Survey.docx
	Anon Teen Survey.pdf
	Art Project Rubric or see Before School Starts.pdf
▶ 	Habits Worksheets
▶ 	Substance Packet
	Tobacco Dangers Quiz.docx
	Tobacco Dangers Quiz.pdf
	Tobacco Packet Only.docx
	Tobacco Packet Only.pdf

Docs in this Unit are*Editable in Word!!

HIGH SCHOOL TOBACCO

GOOGLE DOCS!

Name: PERIOD:
SUBSTANCE USE UNIT: Be above the pressure to use tobacco, alcohol, and drugs

Tobacco

Most people smoke cigarettes compulsively. Very few people can smoke occasionally. So, don't think you'll just be a "casual" smoker!

"Teens who smoke cigarettes are more likely to drink alcohol, + teens who smoke and drink are more likely to use marijuana."

Today, gateway drugs also include inhalants and narcotics (like pills or Oxy)

Gateway Drugs:



Alcohol

A child who reaches age 21 without abusing alcohol or using drugs is virtually certain never to do so.

More teens are in treatment with a primary diagnosis of marijuana dependence than for all other illicit drugs combined.

Marijuana

SUBSTANCE USE UNIT: Tobacco - Be above the influence!!

- Smoking is of death in the United States .
(It causes heart disease, strokes, cancers, emphysema, and Chronic Bronchitis)
- The harmful ingredients of cigarettes are:

NICOTINE: • is highly and the high lasts only 1/2 hour
 • blood vessels
 • Increases heart rate and blood pressure
 • A develops

CARBON MONOXIDE:

- Is an odorless, tasteless gas in cigarette
- Displaces from blood so less gets to heart, muscles
- Causes poor circulation and
- Leads to

Thank You
For Not
Smoking

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***SUMMARY OF ALCOHOL RISKS FOR TEENS*:**

<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>

How to resist peer pressures to drink alcohol: - Have the courage to say

drink something else, choose

avoid situations where , + have

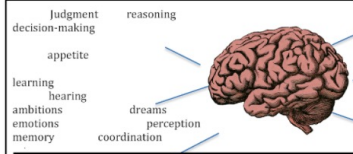


FAS: Syndrome is ca

 to the baby. It can cause birth defect

miscarriages and stillbirths. No amount of alcohol during

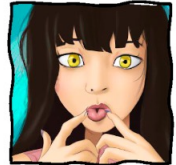
How drugs affect the brain - your most



The most development of the frontal lobe (which controls reasoning, emotions, decisions, memory, and personality) of and . Are you allowing drugs to hinder this????... A teen who uses drugs his or her brain, + their emotions, personality and values!

- X**
- gossiping
 - grinding teeth
 - hair pulling or twisting
 - hoarding (keeping stuff/junk)
 - interrupting
 - leaving the toilet seat up
 - lip or inside of cheek biting
 - littering
 - licking your fingers
 - lying
 - monopolizing the conversation (you do all the talking)
 - needing to be in the spotlight
 - nose picking
 - not cleaning up
 - not completing projects
 - not turning off something (lights, T.V., etc.)
 - on your cell phone all the time
 - overeating
 - overspending \$\$
 - pencil chewing
 - playing online games or being on the computer longer than you realized
 - pointing
 - popping your chewing gum
 - procrastinating (putting something off until the last minute)
 - putting feet up on seat in front of you
 - putting on make-up while driving
 - reading over someone's shoulder
 - shoplifting
 - slamming doors
 - snoring
 - spending money
 - spitting
 - staring
 - stealing
 - swearing
 - tailgating (following too close while driving)
 - talking during a movie
 - talking on the phone
 - texting
 - talking to yourself
 - tapping pencil or anything else, like tapping toes
 - using air quotes (two fingers in air like quotation marks)
 - watching too much TV
 - wearing your headphones all the time
 - whining
 - worrying
 - yelling

Copy and paste
the "x" on any
habit you have



Other habits that aren't listed -
list them here:

 : X

 : X

 : X

 : X

 : X

 : X

 : X

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GOOGLE DOCS!

Names: _____

 x - 1 pts - loud voices

X
_____ -1 pts -prepared and well-rehearsed

~~_____~~ -1 pts - everyone in group participates

X -1 pts - creative

~~1~~ -1 pts - facts from your body system

X -1 pts -turn in written

 X -1 pts - at least 12 lines

1 out of 8

 Extra Credit for bring

X



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Student Name: _____ Date: _____

Give your art project the grade you believe it deserves according to this rubric.

Your Score:		A 4 points	B 3 points	C 2 points	D or F 1 point
<u> </u> / 4	Content Accuracy and Relevance	*Understanding of topic is very evident and message is very clear and positive.	Understanding is partially clear and message is somewhat clear and relevant.	Understanding is unclear or the message isn't clear or relevant.	Understanding is unclear and message is incorrect or negative.
<u> </u> / 4	Graphics: photos, pictures, and/or wording	*Graphics are very creatively displayed.	Graphics are somewhat creatively displayed.	Graphics are a bit creative.	Lacking creative graphics.
<u> </u> / 4	Attractiveness	*Looks really good in design, layout, and neatness.	Looks good in design, layout and neatness.	Is acceptably attractive though it may be a bit messy.	Is messy or poorly designed, seems time was not taken to complete it.
<u> </u> / 4	Grammar	*No grammatical mistakes. (Spelling)	Just one or two grammatical mistakes. (Spelling)	Several grammatical mistakes. (Spelling)	There are many grammatical mistakes. (Spelling)
<u> </u> /	16/16 = A 15/16 = A- 14/16 = B 13/16 = B-	12/16 = C 11/16 = D+ 10/16 = D- 9/16 = F			
<u>Comments:</u>					

REMEMBER TO SITE YOUR SOURCE

Questions

Responses

Settings

Total points: 9



Tobacco Unit Assessment

Form description

Name: *

Short answer text

Date: *

Short answer text

+

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Tr

📷

▶

☰

NEW TEEN GRAPHICS!

ADDING A HEALTHY HABIT

Name: _____ Per: _____

Write the healthy habit you want add here: _____

1. Why do you want to add this habit? What benefits would this healthy habit give you?



CLEANSING (BREAKING) A BAD HABIT

Name: _____ Per: _____

Write the habit you want to break here: _____

1. Why do you keep repeating this habit or why did you start it in the first place? (List your triggers here!)

2. What are some negative consequences of you

3. What are some benefits of dropping your ha

4. What actions can you replace your bad actio
Think about what you could be doing instead of yo
the same needs which were originally filled by you

(Write one positive action for each of your trig

5. Take baby steps - Remember you can trick you
the norm," "you're in danger" response by taki
small steps you can take instead of just stopping y

6. Get support - Who can you ask to support you?

Name: _____ Per: _____ Date: _____
Tobacco Quiz

Write 1 thing that is important in your life. Then list 3 ways using tobacco s could put that thing at risk.

1. _____

2. _____

3. _____

4. _____

List 2 dangers of tobacco:

5. _____

6. _____

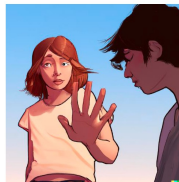
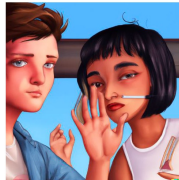
Give 1 tip for someone who doesn't want secondhand smoke
danger but who lives in a house with a smoker.

7. _____

True or False: Smoking is the #1 cause of preventable death in
the U.S.?

8. True or False?

9. Tell why chew is no safer than cigarettes.



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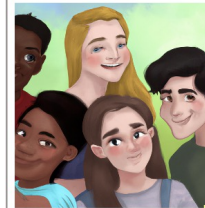
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First Question Here



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

Second Question Here



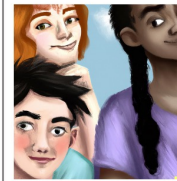
1. X
2. X
3. X
4. X
5. X
6. X

Third Question Here



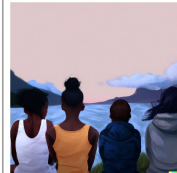
1. X
2. X
3. X
4. X
5. X
6. X

Four



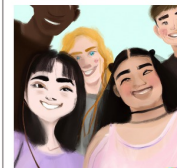
1. X
2. X
3. X
4. X
5. X
6. X

Fifth



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

Sixth Question Here



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

Standards are at the Beginning of Each Lesson:

Day 1 + 2: Tobacco Dangers

Washington
State
Standards

Common
Core
Standards

Content
Learning
Target

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 Analyze why individuals choose to use or not use substances. H1.Su1.HSa Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.HSb Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa		My State Standards Met:
National Standards Met: 1.12.1, 1.12.4, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.3, 2.12.4, 2.12.5, 2.12.7, 2.12.8, 2.12.9, 4.12.2, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 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 / Writing		
Materials Needed:		
PowerPoint Packet	-"Tobacco PowerPoint" -"Tobacco Packet" -Puzzles -3 Tobacco Articles	-In folder -Print 1 for each -Print Puzzle 1 for half of your students and Puzzle 2 for the other half (It's on the PowerPoint or in the "5. Docs for Teachers" folder!) -Print 1 class set so each student has 1 article
Printed Materials	-None today besides "Tobacco Packet"	
Optional:		
Video Learning Target	Several options-see below Content: I will learn the many dangers of tobacco.	Behavioral: I will not use tobacco, or I'll try hard to quit if I do use.
Exit Task	-Fill out "Success Criteria Sheet." -Have each one say a different way tobacco is dangerous for you. See if you can go through everyone without repeating a reason! -Ask Students as they leave class if they have someone they wish would quit using tobacco?	
Assessment	-"Tobacco Packet" will be turned in and graded. -The "Puzzles" can be turned in or checked off.	

Your
Own State
Standards

National
Health
Standards

Materials
Needed

Behavioral
Learning
Target

Optional:
Lesson
Assessment

Optional:
Exit Task

Easy to Navigate “Table of Contents”

Links to each lesson document!

Daily Lesson Topics

Weekly Homework

Common Core Standards

National Standards

WA State Standards

Fill in Your State Standards

TOBACCO UNIT	Lesson Titles: <i>Click on the lesson title to be linked to the page</i>	<u>HOMEWORK</u> Click on "Day" it's listed in to see directions	Common Core Standards Met:	National Health Standards Met:	Washington Health Standards Met:	Add Your State Health Standards Here:
Tobacco-Day 1 + 2	-The dangers of tobacco -<>Video -3 Articles and a Puzzle Activity			1.12.1, 1.12.4, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.3, 2.12.4, 2.12.5, 2.12.7, 2.12.8, 2.12.9, 4.12.2, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 7.12.1, 7.12.2, 7.12.3, 8.12.1, 8.12.2, 8.12.3, 8.12.4	H1.W1.HS, H2.W2.HSa, H3.Su1.HSa, H1.Su2.HSb, H2.W2.HSa	
Tobacco-Day 3 + 4	-Chewing Tobacco -Cigar and pipe dangers -e-cigarettes" -"Quit Brochures" -<>Videos		R 2 R 3 R 7 W 3 W 7 W 9 ELA	1.12.1, 1.12.4, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.3, 2.12.4, 2.12.5, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 4.12.2, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6,	H1.W1.HS, H2.W2.HSa, H1.Su1.HSa, H3.Su1.HSa, H1.Su2.HSb, H3.Su4.HS, H2.W2.HSa	

PowerPoints Lead You Through the Lessons...

81 Pages of Step-By-Step Teacher Directions in High School Program follow PowerPoint slides to make teaching this unit easy!

Day 1 + 2: Tobacco Dangers

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.HS
Analyze why individuals choose to use or not use substances. H1.Su1.HS
Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.HS
Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HS

My State Standards Met:

National Standards Met: 1.12.1, 1.12.4, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.3, 2.12.4, 2.12.5, 2.12.7, 2.12.8, 2.12.9, 4.12.2, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 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 / Writing

Materials Needed:

PowerPoint Packet	- "Tobacco PowerPoint" - "Tobacco Packet"	- In folder - Print 1 for each
	- Puzzles	- Print Puzzle 1 for half of your students and Puzzle 2 for the other half (It's on the PowerPoint or in the "5. Docs for Teachers" folder!)
	- 3 Tobacco Articles	- Print 1 class set so each student has 1 article
Printed Materials	- None today besides "Tobacco Packet"	

Optional:

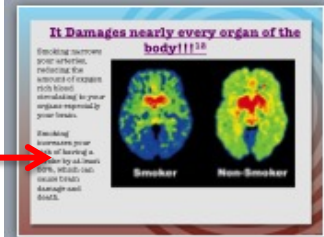
Video Learning Target	Several options-see below Content: I will learn the many dangers of tobacco.	Behavioral: I will not use tobacco, or I'll try hard to quit if I do use.
Exit Task	- Fill out "Success Criteria Sheet." - Have each one say a different way tobacco is dangerous for you. See if you can go through everyone without repeating a reason! - Ask Students as they leave class if they have someone they wish would quit using tobacco?	
Assessment	- "Tobacco Packet" will be turned in and graded. - The "Puzzles" can be turned in or checked off.	

1. **DAY 1:** This is a place marker for you.

2. **TOBACCO DANGERS:** Put this slide up as you hand out to students the "Tobacco Packet" and have them write down any notes in red font. You can talk about each slide as they take notes.

3. **IT DAMAGES EVERY ORGAN x 4 SLIDES:** Show and discuss info on each slide. Ask students if they have seen any of these effects in people they know.

4. **PHYSICAL DANGERS #1 and MORE TWINS:** Discuss as students take notes. You will be pointing out the 3 biggest dangers of tobacco: 1) Nicotine, 2) Carbon Monoxide, and 3) Tar



There are 2 Tobacco Unit PowerPoints-

Here is the main unit presentation: **165 slides TOTAL**



25



26



27



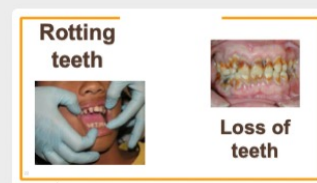
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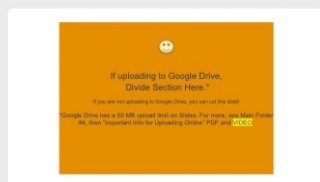
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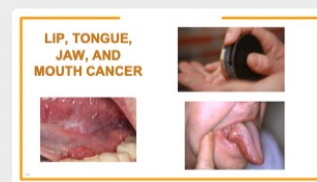
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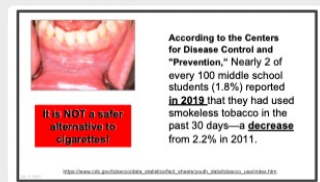
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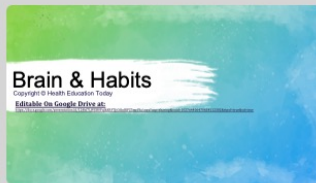


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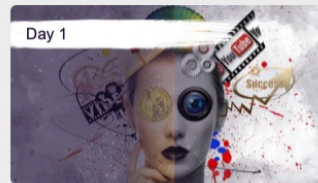


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And here is a glimpse of the “Habits + Addictions” show:



1



2



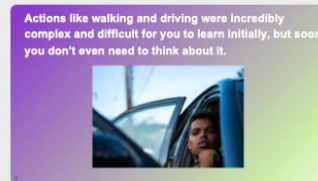
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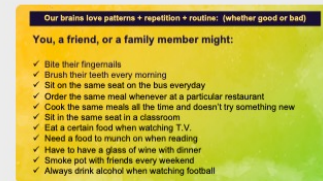
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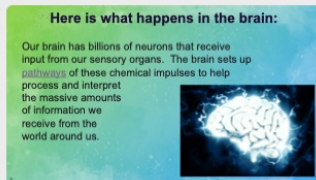
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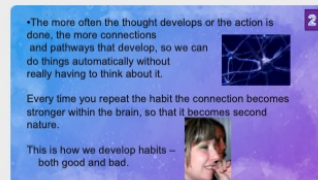
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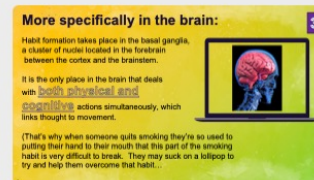
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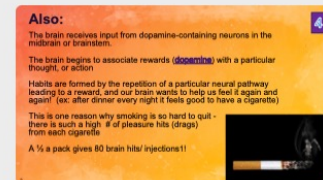
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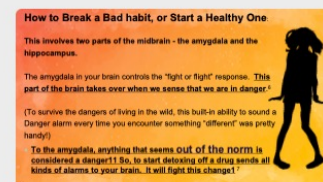
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11



12



Here are some Examples Unit Lessons:

Day 1:

Anonymous Health Survey - TALLY SHEET

Per: _____

1. How would you rate your self-esteem (how you feel about yourself)?

really good _____

pretty good _____

O.K. _____

sort of low _____

really low _____

	Freshmen	Soph.	Seniors	State Seniors	
(cigarettes)					
Nicotine	9%	13%	22%	20%	WA
Chew	1%	8%	15%	9%	WA
Alcohol	11%	26%	41%	40%	WA
Inhalants	2%	5%	11%	11%	WA
meth	2%	2%	4%	5%	WA
Narcotics (pain)	2%	11%	9%	8%	WA
Marijuana	8%	20%	23%	26%	WA
Not to use alcohol in H.S.	66%	Not to drink in H.S.			
Not to use drugs in H.S.	80%	Not to use drugs in H.S.			

SUBSTANCE USE UNIT: Tobacco - Be above the influence!!

1. Smoking is **#1 preventable cause** of death in the United States (It causes heart disease, strokes, cancers, emphysema, and Chronic Bronchitis)

2. The harmful ingredients of cigarettes are:

NICOTINE:

- is highly **addictive** and the high lasts only 1/2 hour
- **constricts** blood vessels
- increases heart rate and blood pressure
- a **tolerance** develops

CARBON MONOXIDE:

- is an odorless, tasteless gas in cigarette **smoke**
- displaces **oxygen** from blood so less gets to heart, muscles

Thank You
For Not
Smoking



Video:

How Smoking 1 **PACK** of Cigarettes Wrecks Your Lungs • A Must See!



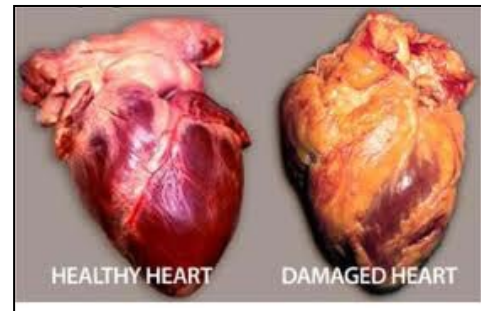
How Smoking 1 PACK of Cigarettes Wrecks Your Lungs • A Must See!
2,980,000 views • Sep 9, 2017

<https://www.youtube.com/watch?v=AQwDIL6yQM4>

It Damages nearly every organ of the body!!!¹²

Smoking narrows your arteries, reducing the amount of oxygen rich blood circulating to your organs-especially your brain.

Smoking increases your risk of having a stroke by at least 50%, which can cause brain damage and death.



-Anonymous Student Survey

-The Dangers of Tobacco

-How Smoking Affects Your Body: Discuss Chronic Bronchitis, and Emphysema

-“Inhaling From Just One Cigarette Can Lead to Nicotine Addiction”

STUDENT Packet and Key included.

Here are some Examples Unit Lessons:

Day 2:

Outbreak of Lung Injury
Associated with the Use of E-
Cigarette, or Vaping,
Products



Let's
research
more of the
dangers of
vaping...

See Last
lesson near
end of
PowerPoint

<https://www.eatthis.com/vaping-health-risk/>

BETTER HEALTH

25 Things Vaping Does To Your Body

Put your pens down and listen up—the dangers are real.

BY LEAH GROTH OCTOBER 11, 2019



f SHARE t TWEET

You can't drive by a strip mall without seeing a vape shop—they're everywhere, and spreading faster than a zombie apocalypse. They might be just as dangerous.

Vaping—meaning to the use of electronic cigarettes (or e-cigarettes), e-hookahs, vape pens, tank systems, mods, and electronic nicotine delivery systems—first debuted in 2003, and were marketed as a less-harmful alternative to smoking. A decade-and-a-half later, we are learning that isn't the case.

The CDC reports vaping is responsible for a mysterious lung disease, with the number of reported infections—and even deaths—increasing by the week. It's more important than ever to learn about the potential health risks. The Remedy spoke to several of the nation's top physicians and analyzed data from government agencies to discover 25 things vaping does to your body.



Harvard Health Publishing
HARVARD MEDICAL SCHOOL

Trusted advice for a healthier life

<https://www.health.harvard.edu/>

ARTICLE 2: E-cigarettes: Good news, bad news

<https://www.health.harvard.edu/blog/electronic-cigarettes-good-news-bad-news-2016072510010>

POSTED JULY 25, 2016, 9:30 AM



John Ross, MD, FIDSA
Contributing Editor

A. Americans are confused about electronic cigarettes. A recent poll showed that the public was about evenly split between those who thought that electronic cigarettes, or e-cigarettes, were less harmful than conventional cigarettes, and those who believed that e-cigarettes were as bad as or worse than regular cigarettes.



Unfortunately, there is no long-term safety data about e-cigarettes. What information we do have suggests that e-cigarettes have a complex mix of potential harms and benefits.

E-cigarettes: Less deadly than regular cigarettes

First, the good news: e-cigarettes are almost certainly less lethal than conventional cigarettes. Cigarette smoking is a uniquely dangerous addiction. In fact, cigarettes might be the only consumer product that kills when used as directed. Cigarettes are the number one cause of preventable death in the United States, killing 480,000 people every year. That's more deaths than HIV, heroin, methamphetamine, cocaine, alcohol, motor vehicle accidents, and firearms combined.

- Dangers of chew
- e-cigarettes and the dangers of vaping PowerPoint
- "Texas 15-year old's death is youngest vaping lung injury fatality in the U.S."
- Centers for Disease Control Vaping Information
- "Why is Vaping Bad for You" video.
- Videos



Here are some Examples Unit Lessons:

Day 3:

7 Signs of Cancer: **cancer**

(as designated by the American Cancer Society)

<<http://www.webmd.com/cancer/understanding-cancer-symptoms>>

CAUTION:

C hange in bowel or bladder habits.

A sore that does not heal.

U nusual bleeding or discharge.

T hickening or lump in the breast, testicles, or elsewhere.

I ndigestion or difficulty swallowing.

O bvious change in the size, color, shape, or thickness of mole, or mouth sore.

N agging cough or hoarseness.



- Cancer Information
- "C-A-N-C-E-R" Warning Signs
- "Quit Brochures"
- Videos

Here are some Examples Unit Lessons:

Day 4:

So, what's wrong with vaping?



Let's start with hard facts from the C.D.C...

https://www.cdc.gov/tobacco/basic_information/e-cigarettes/severe-lung-disease.html#latest-outbreak-information

The Centers for Disease Control and Prevention is the leading national public health institute of the United States.

"As of January 7, 2020, a total of **2,602 cases of hospitalized** e-cigarette, or vaping, product use-associated lung injury (EVALI) or deaths have been reported to CDC from 50 states, the District of Columbia, and two U.S. territories (Puerto Rico and U.S. Virgin Islands).

57 deaths have been confirmed in 27 states and the District of Columbia (as of January 7, 2020)."

By age group category: **16% of patients were under 18 years old; 38% of patients were 18 to 24 years old; 24% of patients were 25 to 34 years old; and 23% of patients were 35 years or older**

QUITTING TOBACCO BROCHURE DIRECTIONS*:

1. Each student will make his/her own brochure. If you know someone who smokes and you'd like to encourage that person to quit make the brochure for them (tailor it to their lifestyle and habits and what you think will help them the most!)
2. The brochure has 6 sections total, including:
 - 1) A **title** on the front (which will be section #6 if done in the computer lab) with your **name** and class **period**.
 - 2) **Resources to help with quitting**.
 - 3) A narrative paragraph presenting the argument that tobacco is bad for you and why anyone who uses, should quit.
 - 4) The other sections can be filled with any of the following information:
 - ❖ 1. Why is Tobacco Bad For You?
 - ❖ 2. Why Should I Quit?
 - ❖ 3. Why is Quitting Hard?
 - ❖ 4. How to Quit
 - ❖ 5. Tips for Quitting
 - ❖ 6. Managing Withdrawal
 - ❖ 7. Medication
 - ❖ 8. Resources
 - ❖ 9. How to Stay Quit
 - ❖ 10. Chew Nicotine
3. Open a Word document and create a new page.
4. Go to "Format" across the top and click on "Document". Put Top, Bottom, Left, and Right all on .5 and click "O.K."
5. Go to "Format" across the top and click on "Columns".

Brochure Directions

"Quitting Tobacco (and Vaping) Brochures"

1. Why is Tobacco Bad For You?:

Tobacco and Disease - Tobacco use causes:

Cancer
Heart disease
Lung diseases (including emphysema, bronchitis, and chronic airway obstruction)*
High Blood pressure
Amputations due to poor circulation
Unhealthy, wrinkled skin

Cigarette smoking increases the length of time that people live with a disability by about 2 years.*
For every 100 people who smoke, 100 people die from one serious disease or condition.

Worldwide

Tobacco use is the leading cause of death and disability in the world.

On average, a person who smokes for 15 years or more will die from one of the following diseases or conditions:

1. Lung cancer

2. Heart disease

3. Chronic obstructive pulmonary disease (COPD)

4. Aortic aneurysm

5. Peripheral vascular disease

6. Kidney disease

7. Diabetes

8. Rheumatoid arthritis

9. Osteoporosis

10. Premature aging

11. Unhealthy, wrinkled skin

12. Impaired vision

13. Hearing loss

14. Infertility

15. Miscarriage

16. Stillbirth

17. Low birth weight

18. Sudden infant death syndrome (SIDS)

19. Childhood leukemia

20. Childhood cancer

21. Childhood asthma

22. Childhood diabetes

23. Childhood hypertension

24. Childhood obesity

25. Childhood depression

26. Childhood anxiety

27. Childhood bipolar disorder

28. Childhood schizophrenia

29. Childhood personality disorder

30. Childhood eating disorder

31. Childhood self-harm

32. Childhood suicide

33. Childhood substance use disorder

34. Childhood sexual abuse

35. Childhood physical abuse

36. Childhood neglect

37. Childhood poverty

38. Childhood homelessness

39. Childhood food insecurity

40. Childhood lack of access to healthcare

41. Childhood lack of access to education

42. Childhood lack of access to social services

43. Childhood lack of access to mental health services

44. Childhood lack of access to substance use treatment

45. Childhood lack of access to legal services

46. Childhood lack of access to housing

47. Childhood lack of access to transportation

48. Childhood lack of access to employment

49. Childhood lack of access to income

50. Childhood lack of access to wealth

Is vaping safe? NO! THE VERDICT IS IN...

Health Food Fitness Wellness Parenting What Steps

LIVE TV Edition

Texas 15-year-old's death is youngest vaping lung injury fatality in the United States

By Michael Niederman, CNN
Updated 2:01 PM ET, Thursday, January 9, 2020



Researchers looking for cause of vaping-related illnesses 05:47

(CNN) — Vaping-related lung injuries have caused 57 confirmed deaths in 27 states and the District of Columbia, including the youngest victim yet at 15 years old, the US Centers for Disease Control and Prevention said on Thursday.

The numbers, current as of January 7, include a total of 2,602 people hospitalized for lung injury linked to vaping in all 50 states, the District of Columbia, Puerto Rico and the US Virgin Islands.

The 15-year-old, who died in Texas, was the youngest victim of a vaping-related lung injury fatality in the United States, the CDC said.

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33 links to FREE videos



Damage from Smokeless Tobacco

- Second-Hand Smoke
- Affects on Pregnant Smokers
- \$ Spent on Cigarettes
- State Laws
- Work on "Quit Brochures"
- "Tips to Quit Smoking" Handout

Here are some Examples Unit Lessons:

Day 5:s



1. What is being advertised?
2. Who is the target audience?
3. What does the advertiser want me to believe?
4. What do I know to be true?
5. What advertising appeal did they use?

1. **Star Power -Promises**



3. **-Promises**

Justin Bieber's secret to success



- "Ad Appeals" to Learn What Appeals Advertisers Use
- Marketing Psychology: Interactive Activity where Students Analyze 15 ads
- A 30-slide Guess the Ad PowerPoint Presentation
- Video
- "Tobacco Unit Test"

Name: _____ Per: _____ Date: _____
Tobacco Quiz

Write 1 thing that is important in your life. Then list 3 ways using tobacco s could put that thing at risk.

1. _____

2. _____

3. _____

4. _____

List 2 dangers of tobacco

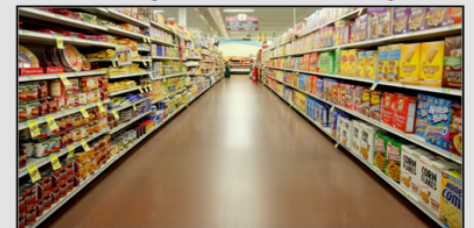
5. _____

6. _____

Give 1 tip for someone a smoker.

7. _____

Get out a piece of paper and title it
"Top 10 Tips for Grocery Store Savvy."



Here are some Examples Unit Lessons:

Day 6 + 7:

ADDING A HEALTHY HABIT - Name: _____
Per: _____ **Date:** _____

Write the healthy habit you want add here: _____

1. Why do you want to add this habit? What benefits would this hab

2. How often do you want to do this habit per day or per week? Be s

BREAKING A BAD HABIT - Name: **EXAMPLE** _____
Per: **0** _____ **Date:** **1/1/11** _____

Write the habit you want to break here: **biting my finger**

1. Why do you keep repeating this habit or why did you start it in ti

nervous habit, don't know I'm doing it

don't like my nails long

don't know when I started it

2. What are some negative consequences of your habit?

ugly nails

so short sometimes they bleed or hurt

looks bad

Name: _____ **Per:** _____ **Date:** _____

A Habit applies to a behavior or practice so ingrained that **it is often done without conscious thought.** adapted from: <http://answers.google.com/answers/threadview/id/726515.html>

Mark any BAD HABITS you feel you have:

- ___ arguing
- ___ begging
- ___ being aggressive
- ___ being a hypochondriac (always think you're sick)
- ___ being annoying
- ___ being anxious (nervous)
- ___ being arrogant (proud, snobby)
- ___ being critical of others, making fun of people
- ___ being jealous
- ___ being late
- ___ being lazy
- ___ being loud
- ___ being selfish
- ___ being shy
- ___ blowing your nose
- ___ borrowing and not returning items
- ___ bragging
- ___ bulimia (picking out eating, then throwing up)
- ___ bullying
- ___ burping
- ___ chewing gum
- ___ chewing or biting your fingernails
- ___ chewing with your mouth open
- ___ complaining
- ___ coughing
- ___ cracking your knuckles
- ___ cutting (self-mutilation)
- ___ drinking soft drinks
- ___ eating chocolate
- ___ eating junk foods
- ___ eating sugar
- ___ eating sunflower seeds
- ___ eating too fast
- ___ eating too much
- ___ excessive cleaning
- ___ excessive throat clearing
- ___ fidgeting (shaking foot, etc.)
- ___ finishing people's sentences
- ___ gambling



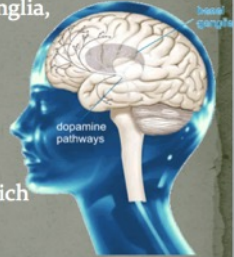
**BREAK
HABITS**

Copyright © Health Education Today

More specifically in the brain:

Habit formation takes place in the basal ganglia, a cluster of nuclei located in the forebrain between the cortex and the brainstem.

It is the only place in the brain that deals with **both physical and cognitive** actions simultaneously, which links thought to movement.



(That's why when someone quits smoking they're so used to putting their hand to their mouth that this part of the smoking habit is so difficult to break. They may suck on a lollipop to replace the habit.)

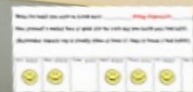
~just a little change at a time!!!

most experts say it takes about 21 days as a minimum for breaking an old habit or setting a new one.

use the habits survey to help you decide:

WHAT BAD HABITS DO YOU WANT TO BREAK ?
WHAT HEALTHY HABITS DO YOU WANT TO SET ?

then fill out the worksheet and make a change in your life!



- The Brain and Habits
- Why Tobacco is so Hard to Quit!
- "Habits Survey"
- "Cleansing a Bad Habit"

"SUPPORT YOUR PEERS" CLASSROOM CALENDAR:

(Remember experts say it usually takes at least 21 days to break a bad habit!)

Directions: Give yourself a smiley face/gold star if you had success the **previous day** with your habit:

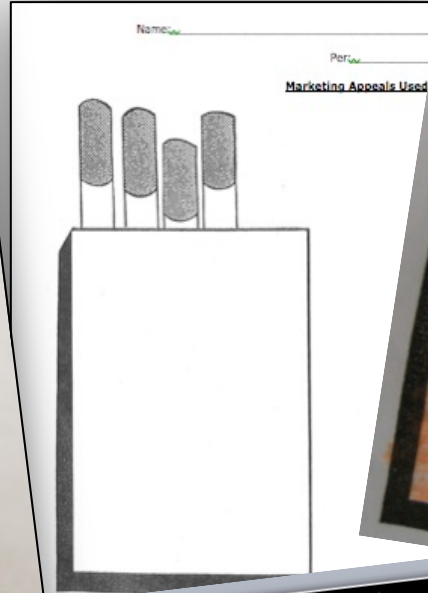
WEEK 1:	Sun. ____	Mon. ____	Tues. ____	Wed. ____	Thurs. ____
Period/ Name/ Habit:					
Name and habit to break or add:					
Name and habit to break or add:					
Name and habit to break or add:					

Here are some Examples Unit Lessons:

Day 8 + 9:



A STUDENT FAVORITE!!



Art Project Grading Rubric: NAME: _____					
Your Score:		A 4 points	B 3 points	C 2 points	D 1 point
____/4	Content Accuracy and Relevance	*Understanding of topic is very evident and message is very clear and positive.	Understanding is partially clear and message is somewhat clear and relevant.	Understanding is unclear or the message isn't clear or relevant.	Understanding is very unclear or the message is not relevant.
____/4	Graphics: photos, pictures, and/or wording	*Graphics are very creatively displayed.	Graphics are somewhat creatively displayed.	Graphics are a bit creative.	Graphics are not creative.
____/4	Attractiveness	*Looks really good in design, layout, and neatness.	Looks good in design, layout and neatness.	Is acceptably attractive though it may be a bit messy.	Looks messy and unattractive.
____/4	Grammar	*No grammatical mistakes. (Spelling)	Just one or two grammatical mistakes. (Spelling)	Several grammatical mistakes. (Spelling)	Many grammatical mistakes. (Spelling)
____/		16/16 = A 15/16 = A- 14/16 = B 13/16 = B-	12/16 = C 11/16 = D+ 10/16 = D- 9/16 = F		

"Tobacco Packs" Media Literacy Art Project"

Here are some Examples Unit Lessons:

Day 10+:

Helping Teens Be Above Unhealthy Influences

Published by Health Education Today, Inc.

Volume 2 - April '14

Trends in Health

The False Face of E-Cigarettes:

"E-Cigs":

E-cigarettes are often touted as helping smokers quit, but research has found them no more successful than any other smoking cessation programs, so the FDA forbids tobacco companies from making that claim.

The evidence is increasingly clear that e-cigarettes are particularly appealing to children and youth, likely because they, unlike conventional cigarettes, are available in a wide variety of appealing flavors, including fruit, chocolate and candy.



E-cigarettes may be an entry point for youths to begin using more traditional tobacco products, including cigarettes. It's imperative that we keep the tobacco industry from addicting yet another generation of smokers.

TO READ MORE:

<http://newsroom.heart.org/news/fda-must-act-now-on-e-cigarettes>
www.heart.org/healthycare/e-cigarettes
www.heart.org/healthycare/e-cigarettes

E-Cigarettes: What Teens Should

Hot off the press! - On April 3rd, 2014 - The C.D.C reports "Link in E-Cigarettes Rising Cause of Poisonings." Calls related to poisoning from the liquid nicotine used in these devices were running at a rate of one a month in 2010, but jumped to 215 in February of this year, according to the U.S. Centers for Disease Control and Prevention.

Even more troubling is that more than half (51 percent) of the involved children **aged 5 and younger**. Liquid nicotine is toxic.



"It's one thing if you're only marginally unable to quit. But that's not tobacco industry interested in e-devices to - they have not taken ultimate goal reduction, of."

"There are other toxic chemicals in the vapor as well as ultrafine particles, that likely have cardio-vascular effects." 10 of these chemicals are listed in Proposition 65 (required to carry a warning message that cancer, birth defects and other reproductive harm.

Just What are E-Cigarettes?

The electronic cigarette was invented in the 1960s, but it wasn't until a decade ago. Currently, there are more than 250 brands available, and they've generated a billion dollars in sales. A rechargeable battery operated nicotine inhaler that consist of a rechargeable cartridge called a cartomizer and an LED that lights up when you puff on the e-cigarette to simulate the burn of a tobacco cigarette. The e-liquid that typically contains nicotine, propylene glycol along with nicotine, flavoring and other chemicals.

Teach Health? Check out my full curriculum at: www.teachhealth.org

Helping Students Be Above Unhealthy Influences

2

NO SMOKING

Are E-Cigarettes "Safe" (or "Safer") than Cigarettes?

E-cigarettes do not contain leaf tobacco and they do not burn. As described by CDC, they are battery-powered devices that provide inhaled doses of nicotine vapor and flavorings. **THEY DO CONTAIN NICOTINE, BUT DO NOT CONTAIN CARBON MONOXIDE OR TAR.**

The jury is out. The phenomenon of vaping is so new that science has barely had a chance to catch up on questions of safety. The most widely publicized study...concluded the devices did contain trace elements of hazardous compounds, including a chemical which is the main ingredient found in antifreeze. But...the FDA report found nine contaminants versus the 11,000 contained in a tobacco cigarette and noted that the level of toxicity was shown to be far lower than those of tobacco cigarettes. However...because e-cigarettes remain unregulated, it's impossible to draw conclusions about all the brands based on an analysis of two.

"To say all e-cigarettes are safe because a few have been shown to contain fewer toxins is troubling," she said. "We also don't know how harmful trace levels can be." Thomas Glynn, the director of science and trends at the American Cancer Society, said there were always risks when one inhaled anything other than fresh, clean air, but he said there was a great likelihood that e-cigarettes would prove considerably less harmful than traditional smokes, at least in the short term. "As for long term effects, we don't know what happens when you breathe the vapor into the lungs regularly," Glynn said. "No one knows the answer to that."



TO STUDENTS: Saying e-cigarettes are **SAFE** (because compared to regular cigarettes they don't have carbon monoxide and tar) is like saying a "D" is a good grade because at least it's not an "F."

A "D" is not a good grade, and e-cigarettes are not safe!

1. <http://healthyliving.msn.com/health-wellness/liquid-nicotine-in-e-cigarettes-rising-cause-of-poisonings-cdc>

2. <https://www.tobacco.usf.edu/10-chemicals-identified-as-far-e-cig-vapor-as-california-group-65-list-carcinogens-and-reproductive>

3. <http://newsroom.heart.org/news/fda-must-act-now-on-e-cigarettes-says-american-heart-association>

Teach Health? Check out my full semester curriculum at: www.teachhealth.org

Trends in Health



1

4

-NEW VAPING NEWSLETTER PROJECT! Students Create "Dangers of Vaping Newsletters" using articles and template provided.

(This informational table is at the top of each lesson.)

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 Analyze why individuals choose to use or not use substances. H1.Su1.HSa Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.HSb Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa	My State Standards Met:	
National Standards Met: 1.12.1, 1.12.4, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.3, 2.12.4, 2.12.5, 2.12.7, 2.12.8, 2.12.9, 4.12.2, 4.12.4, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 6.12.1, 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 / Writing		
Materials Needed:		
PowerPoint Packet	- "Tobacco PowerPoint" - "Tobacco Packet" - Puzzles - 3 Tobacco Articles	- In folder - Print 1 for each - Print Puzzle 1 for half of your students and Puzzle 2 for the other half (It's on the PowerPoint or in the "5. Docs for Teachers" folder!) - Print 1 class set so each student has 1 article
Printed Materials	- None today besides "Tobacco Packet"	
Optional:		
Video Learning Target	Several options-see below Content: I will learn the many dangers of tobacco.	Behavioral: I will not use tobacco, or I'll try hard to quit if I do use.
Exit Task	- Fill out "Success Criteria Sheet" - Have each one say a different way tobacco is dangerous for you. See if you can go through everyone without repeating a reason! - Ask Students as they leave class if they have someone they wish would quit using tobacco?	
Assessment	- "Tobacco Packet" will be turned in and graded. - The "Puzzles" can be turned in or checked off.	

This Program is all About the Students...

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

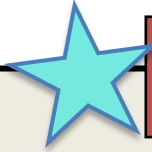
◆ It promotes **high student engagement and interaction!**

◆ This curriculum **challenges and touches the lives of teens!**



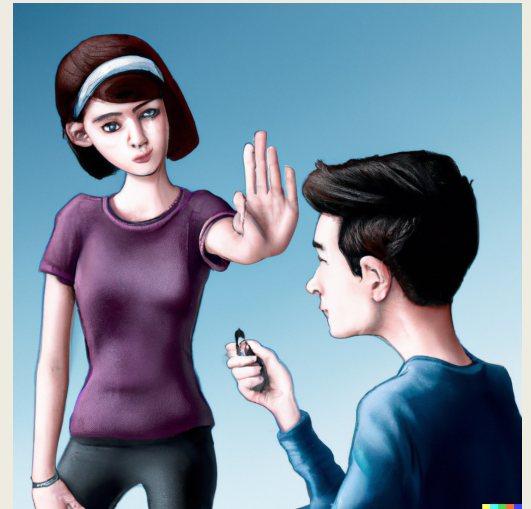
See for yourself on the next slide the personal impact of this curriculum on the mental, emotional, social, spiritual life of teens.

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 am a certified K-12 Physical Education and Language Arts teacher (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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