

Unit #1: Intro to Health, Maslow, Hygiene

Day one:

20 minutes- intros (introduce yourself, have class introduce themselves)

10 minutes- syllabus

30 minutes- group activity

Groups of 3-4

Come up with group answer- what is health?

- Why is health important
 - Come up with 3 ways health relates to other parts of life
 - 7 minutes for each

5 minutes- go over friday check-ins, bathroom rule, sports

25 minutes- free time (or to complete check in)

First check in- write down 5 things you know about mental health and 5 things you know about physical health, list them, turn them in Monday

Day 1: Intro to Health

Worksheets: Health and basics pages 7 and 9

10:55- 11:00- Go over expectations

11:00-11:10- Ice breaker

11:10-11:15- Explain discussion

11:15-11:35- worksheet one, 11:35-11:45- discussion

11:45-12:05- worksheet 2, 12:05-12:15- discussion

12:15-12:20-Free Time

Day 2: Risk Behavior

Worksheets: health and basics page 11

10:55- 11:05- discussion about yesterday's lesson/ intro to today's listen

11:05-11:30- Worksheet

11:30-11:40- discussion, introduce risk behavior project

11:40-12:15- make posters on risk behavior (name, pictures, prevention, how to avoid risks, etc.)

Day 3: Physical activity day one

Worksheets: physical activity part 1- 6,8, 10

10:55- 11:05- discuss risk behaviors, intro to physical activity

11:05-11:15- discussion on physical activity

11:15- 12:00- packet

12:00-12:15- go over packet answers

ALT DAY (if no iPads)-

- - list 3 things you do for fun and the three things you think are most effective
- - at tables come up with top 5 most effective
- - discuss how anything consistent is the best exercise

- Set up weekly planner
 - 1. Set up calendar
 - 2. Fill in current schedule
 - 3. Identify times to get physical activity in
 - 4. Schedule

Day 4: Physical activity day two

Worksheets: physical activity part 1- pages 20 and 21

10:55-11:05- discuss yesterday's lesson

11:05-11:35- worksheets

11:35-11:45- discuss plans to stay healthy over break

11:45-12:15- free time

Friday Check-In: What are your plans to stay active over break?

Day 5: Nutrition Day One

Worksheets: part 1 (6+10)

10:55-11:05- spring break discussion (2 truths+1 lie)

11:05-11:25- Assignment 1 (basics) go through as class discussion

11:25-11:45- Assignment 2- individually with research

11:45-11:50- describe 3 meals assignment

11:50-12:15- 3 meals assignment

Day 6: Nutrition Day 2: Food Safety

Worksheet: Part 2 (page 6)

10:55-11:05- describe food assignment

11:05-11:40- Plates assignment (2 meals for each, 6 meals total)

11:40-11:50- Discuss

11:50-12:15- food safety worksheet

Day 7: Public Health Day One

Worksheets: 6 + 21

10:55-11:05: Icebreaker- nutrition?

11:05-11:35- Assignment 1

11:35-11:45- Discuss

11:45-11:55- Discuss advertising

11:55-12:15- Start Backside of worksheet

Friday Check- In: Knowing what we learned about nutrition, what do you think most Americans need to do to change their diet?

Day 8: Hygiene

Worksheet: Page 6

10:55-11:10- ice breaker? Time to finish the worksheet?

11:10-11:20- discussion, walk through hygiene routine
11:20-11:50- hygiene worksheet
11:50-12:15- hygiene poster

Day 9: Maslow

Worksheets: 8+10
10:55-11:10- discuss/ present worksheets from yesterday
11:10-11:30- Worksheet 10
11:30-11:45- Maslows hierarchy into
11:45-12:15- Maslow worksheet

Day 10- review day

Worksheets: Blank Paper
10:55-11:10- go over full quarter (Risk behaviors, Physical activity, nutrition, public health, hygiene, maslow)
11:10- 11:15- show how to make notetaker
11:15-12:15- make note taker

Quiz #1

Unit 2- Sex Ed:

Day 1- Intro to Share

Print: Mario and Daisy example
10:55-11:05- discuss what share is, review expectations
11:05-11:15- questions, anonymous questions
11:15-11:40- Abstinence quiz/ class discussion
11:40-12:15- mario and daisy worksheet/ group discussions

Day 2- Sexting

Print: N/A
10:55-11:25- sexting portion of presentation
11:25-11:35- discussion
11:35-12:00- sexually explicit ads
12:00-12:15- assignment: think of an ad you have seen that may have been misleading. Identify the ad and discuss whether or not you think it was an appropriate way to sell their product.

Day 3- Contraception

Print: N/A
Work through presentation 4 for entirety of class
If time, do either
a) Research on an agency
b) Research on birth control

Day 4- Review Day

Print: contraception worksheet, sexting worksheet, abstinence worksheet

Review packet- whole class

Begin class w/overview discussion

Day 5- STD/STIs

Print: N/A

1. STD and HIV Presentation

We will go over the presentation in class. It is attached to this post. This is a long one, so do your best to stay focused!

2. Start Presentation

We will be completing an in-class presentation using Google Slides. This will take 2 days.

Instructions:

- 1. Form a group of 2 students. You can also do this assignment on your own if you would like, but it will be easier with 2 people.*
- 2. Choose an STD or STI, MUST BE APPROVED BY COACH TONY.*
- 3. You are to create a presentation on Google Slides with all the information you can find on the disease or infection you chose. Requirements are as follows:*

- 8 slides (1 intro slide, 1 overview slide, 5 slides of content, 1 conclusion slide)*
- Symptoms*
- Causes*
- Treatment options*
- What somebody should do if they think they have the disease or infection*
- Resources for help*
- Please keep this school appropriate*

Day 6- Finish Presentations

Print: N/A

Finish presentations, present?

Day 7- STD Worksheet

Print: STD worksheet

Std worksheet (sub day)

Day 8- Consent

Print: Consent worksheet (on downloads)

Make note taker

Day 9- SHARE review

Print: White paper

Day 10- SHARE Quiz

Print: Quizzes

Quiz for entire period

Unit #3- Family Systems, DTA, Body Systems, Safety, Peer Pressure

Day 1- Family Day 1

Worksheets to print 6+8

First: Hand back quizzes

10:55-11:05- Group discussion about families

11:05-11:20- worksheet in small groups

<https://www.familystructurestudies.com/>

11:20-11:25- discussion

11:25-11:40- worksheet 2

11:40-12:10- research and write 2 paragraphs about one of the programs (1 about general overview and one about qualifications)

Day 2- Family Day 2

Collect yesterday's homework

Worksheets to print 10+20

10:55-11:15- do worksheet with no research or technology, best guess

11:15-11:30- Discussion

11:30-12:05- sheet 20

Day 3: Friendships and Dating

Peer relationships pages to print 6+8, body outlines

10:55-11:30- Pages 6 +8 at same time, encourage minimal outside research

11:30-11:50- group discussion

Discussion Questions:

11:50-12:15- Project- draw what a healthy relationship looks like- 2 outlines of people they fill in inside

Day 4: Peer Pressure

Pages to print 10+19

Start: Comic strip in groups of 2 or 3- must act out in front of class

10:55-11:05- discussion about peer pressure

11:05-11:25- worksheet

11:25-11:35- discussion and instructions

11:35- end- make plans for presentation

Friday Check-in

What is the purpose of family agencies?

Day 5 : Safety and Violence Day 1

Print: Page 8

10:55-11:10- recuperate with group, get ready for presentation

11:10-11:30- Presentations

11:30-12:00- worksheet 8

12:00-12:15- Discuss

Day 6: Safety and Violence Day 2

Print: Personal safety and bullying, 10 and 6

Project: anti- Bullying poster

10:55-11:05- discuss what personal safety is, ask what they already do

11:05-11:30- Worksheet 1 (personal safety)

11:30-11:40- Discuss personal safety answers and bullying pre- discussion

11:40-12:15- finish worksheet

Remind class to bring colors for tomorrow

Day 7: Safety and Violence Day 3

Print: bring white paper and tape

10:55-11:05- discuss guidelines for poster

11:05-11:45- Make posters

Anti-Bullying Poster Assignment:

You will have 45 minutes to create a poster that could be hung in the school to discourage students from bullying. The poster should include:

- A title
- Color
- Multiple Pictures
- Multiple Complete Sentences
- A well thought out design
- Be school appropriate
- Resources for those being bullied

Aside from those guidelines, you have creative freedom to do this project how you think is best. You have plenty of time, so make sure to put a good effort into this. Extra credit will be given for exemplary work!

11:55-12:15- hang posters and walk around and view them while making note taker

On note taker- Write 1-2 sentences per poster describing what you see and how it is similar/ different from your poster (questions on google classroom)

Thursday 5/23: Drugs Print: sheets from Mailbox

Have partners work in groups of 2 to complete the questions on the poster. Before and after, discuss stigmas about fent, what we know, what we don't know, etc.

Friday Check-In: What did you learn about the fentanyl epidemic yesterday that you did not know before?

Day 8: Tobacco

Print: 20+22, 6

Start class with ice breaker- on blank sheet answer

- What percentage of people do you think your age have vaped?
- What about vape every day?
- Do you have more friends who vape, or who do not vape?
- Do you know anybody in high school who smokes cigarettes?
- What age do you remember kids starting to use nicotine?

Worksheet 1- 25 minutes, followed by discussion

Day 9: Alcohol

Print: 8, 6+8

- Same format and questions as tobacco intro... then worksheets

Day 10: Body Systems Day 1

No worksheets

Write all body systems on board for students to research

Include on summary- what each system primarily does, how to keep it healthy, and the biggest risks

View quiz to ensure all is done

Friday Check-in:

What should you do if you know someone who is bullying another person?

Day 10: Make note taker for quiz

Day 11: Quiz

Day 12 (Final Day)- Watch movie