

# **Innovative and Inventive Health Activities**



**Presented  
by**

**Kelle L. Murphy, D.P.E.**  
University of Guam

**Mark I. Perez, PhD**  
Central Washington University

**Stefan Ward, PhD**  
Central Washington University

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## ***SEXUALITY***

## PASS THE COOKIE

### Overview:

Students are engaged in a simulation that highlights the importance of practicing sexual responsibility through abstinence and/or the use of contraception.

### Risk Factor Addressed:

- Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection

### National Health Education Standard(s) Addressed:

NHES #5: Students will demonstrate the ability to *decision-making* skills to enhance health.

NHES #6: Students will demonstrate the ability to use *goal-setting* to enhance health.

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

### Materials Needed:

- Two cookies that are identical (could be store-bought or homemade).

**Time Frame:** 5-7 minutes

### Procedure:

1. Invite a student to volunteer to come up to the front of the class for an activity. Offer an enticing treat (the “cookie”) as an incentive.
2. Before you give the volunteer the cookie, pass it on to a student in the front row of the class. Instruct the student to pass it on to the next person and so on until every student physically touches the cookie (instruct students not to damage the cookie).
3. Once the cookie reaches the back of the classroom, ask the last student to bring the cookie up to the front of the class. As you receive the cookie, intentionally cough into your hands with the intent to add drama to the situation.
4. Now ask the student if he/she would still like to eat the cookie. You might get responses like: “no way...it’s full of germs”. Ask the student if he/she could actually see the germs. Ask the volunteer if he/she would’ve eaten the cookie if he/she did not see the cookie exchanges hands. For added drama, hold the “infected” cookie in your left hand and place the other identical, non-infected cookie in your right hand. Place both cookies behind your back and make it look like you are switching the cookies with the intent to ask the volunteer if he would risk choosing which hand the “good” cookie lies and then to eat it.
5. Bring both cookies in front of you and ask the volunteer if he/she is willing to risk selecting and eating the chosen cookie. Most volunteers would not risk choosing as both cookies look identical.
6. Make the connection that the entire simulation is very similar to that of promiscuous or unprotected sexual activity.
  - Many STIs are asymptomatic = “you can’t tell the difference between the infected and non infected cookie”. You may make the statement that “You never know where the “cookie has been”, hence engage in sexual responsibility through abstinence or the use of some form of contraception such as a barrier method.
  - Explain to the students that just like you couldn’t tell that the cookie was covered in germs, one cannot tell by looking at another person if they are infected with HIV or another sexually transmitted disease.

### Variations:

1. Another edible object other than a cookie may be used (i.e. candy or other treat).

### Reference:

Adapted from:

Meeks, L., & Heit, P. (2001). *Sexuality and character education K-12*. Chicago, IL: Everyday Learning Corporation.

## HIV TIC, TAC, TOE

### Overview:

Students will learn HIV/AIDS information using Tic, Tac, Toe as a means to engage them in the learning process.

### Risk Factor Addressed:

- Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection

### National Health Education Standard(s) Addressed:

NHES #5: Students will demonstrate the ability to *decision-making* skills to enhance health.

NHES #6: Students will demonstrate the ability to use *goal-setting* to enhance health.

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

### Materials Needed:

- A list of HIV/AIDS questions and answers.
- Paper and writing utensil.
- PowerPoint (optional to display questions and answers)

**Time Frame:** 30-40 minutes, depending on the pace of student interaction

### Preparations before Class:

- Create a list of HIV/AIDS questions with corresponding answers.
- A PowerPoint document could be used to display the questions followed by the corresponding answers. Be sure to display the question only, then have the answer appear separately.

### Procedure:

1. Inform students they are going to pair up and compete against a partner by answering some questions about HIV/AIDS.
2. Tell each student to take out a blank piece of paper and to number it according to the amount of questions you are going to ask.
3. On the third piece of paper, have the students draw two tic-tac-toe grids and place the grid in between the players. Have students decide who is an "X" and who is an "O". Flip a coin to decide who goes first. If X's are first, they get to select a box first (designate the box of intention by making a small dot with a pencil).
4. Now ask the first question. Students are to write their answers on the sheet of paper be careful to conceal their answers. After all have answered, reveal the correct answer to the class. If any "X"'s answered correctly, they get to write in an "x" in the box they penciled in. If an "X" answered incorrectly, the "O" places an "o" in the dot that the "x" selected. "O" now has possession for the next question and places a dot in a box of choice.
5. Play continues until a player makes "tic-tac-toe". Continue play until all the questions have been asked or until time expires.

### Sample Questions:

- What do the letters HIV stand for? *Human Immunodeficiency Virus*
- What do the letters AIDS stand for? *Acquired Immune Deficiency Syndrome*
- What is an opportunistic infection? *An infection that takes advantage of an already weakened immune system.*
- What is an antibody? *Proteins that help destroy pathogens inside the body.*

### Variations

1. Instead of pairs, play in teams of 3 or 4. Use other questions for other health content areas.

## **STD JEOPARDY!**

**Overview:** Students will play a Jeopardy game based on the various categories of sexually transmitted diseases (STDs)

**Risk Factor Addressed:** Sexuality

**National Health Education Standard Addressed:**

**NHES # 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**NHES # 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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

**Materials Needed:** Computer and Jeopardy template

**Time Frame:** 30-45 minutes

**Grade Level:** Middle School and High School

**Procedure:**

1. Students will work in groups (# of students in the group will depend on the number of students in the class. Groups of 5 are good).
2. To add movement to this activity, bells can be placed at the front of the room.
3. One person from each group will start and line up on the starting line.
4. The announcer will choose the category to begin with.
5. Once the question is asked, the students on the starting line run to the bell in their lines.
6. The student to ring the bell first, answers the question.
7. If the question is answered correctly, he or she can choose the next category.
8. Each question under each category is worth a certain amount of points.
9. Points are kept for each team.
10. The team with the most points, wins

**Variations:** Rules can be varied according to the class.

**Reference:** <https://jeopardylabs.com>

## **SEXUALITY ROLE PLAYING**

**Overview:** Students will role play regarding situations with peers and sexuality.

**Risk Factor Addressed:** Sexuality

**National Health Education Standard Addressed:**

**NHES # 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

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

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

**Materials Needed:** Index cards

**Time Frame:** 30 minutes

**Grade Level:** High School

**Procedure:**

1. Write different scenarios of situations regarding teens and sexuality on index cards
2. The scenarios can include situations where teens discuss their sexuality with their friends and family and various situations that may arise with other peers
3. Have students get into groups of about 3-5 students.
4. Students will be assigned a role
5. The groups will act out the scenarios to the class
6. The class can discuss the implications of each scenario and talk about their reactions and how to address the issues in a socially responsible manner.

**Variations:** None

**Reference:** McKenzie, J.F., Pinger, R.R., & Kotecki, J. E. (2012). *An introduction to community health* (7th ed.). Sudbury, MA: Jones and Bartlett.



## ***DIETARY PATTERNS***

## **GLORIOUS FOOD GROUPS**

### **Overview:**

Students will assess their current food intake with regard to eating from a variety of foods.

### **Risk Factor Addressed:**

- Unhealthy dietary behaviors

### **National Health Education Standard(s) Addressed:**

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

NHES #2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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

NHES #6: Students will demonstrate the ability to use goal-setting to enhance health.

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

### **Materials Needed:**

- “Glorious Foods” worksheet (see attachment)

**Time Frame:** 5-7 minutes

### **Procedure:**

1. Hand out the “Glorious Foods” worksheet to all participants.
2. Invite the students to circle all of the foods that they typically eat daily or over the span of a week.
3. Once the students have completed the exercise, ask them to fold their sheet in half lengthwise. They are then to fold the sheet into thirds.
4. Next, have the students open up all of the folds. Invite them to share what they notice about the circled items in relationship to the creases visible. The pattern that will be evident is that the six sections relate to the six different food groups (dairy, meats, grains, fruits, vegetables, & fats/oils/sweets).
5. Invite the students to evaluate the food items circled and to determine if they typically eat balanced (a balanced diet would reflect even amounts of circled foods from all of the food groups & an unbalanced diet would be indicated by certain food groups having more circled foods than others).
6. Have a class discussion on how students might take steps to balance their nutritional intake.

### **Variations:**

1. You may customize the worksheet by replacing other food items within each of the six sections.
2. Customization of the food items could be specific to different cultures (Mediterranean, Mexican, Italian, or food items from various Asian countries)

### **Reference:**

“Foods, Glorious Foods”. Washington State Dairy Council

## **NUTRITION “SCULPTURES”**

### **Overview:**

Students will identify various foods that are nutritious and beneficial to overall health.

### **Risk Factor Addressed:**

- Unhealthy dietary behaviors

### **National Health Education Standard(s) Addressed:**

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

NHES #2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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

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

### **Materials Needed:**

- Play Dough (individual canisters) or clay (the size of a baseball) enough for five separate teams.
- Nutrition vocabulary terms written on index cards (identical sets for each team)

**Time Frame:** 20-30 minutes

### **Preparations before Class:**

- Set up the classroom desks in groups of 4-5 (this may vary depending on class size).
- Place the sets of vocabulary terms and a canister of play dough on the desks (1 set per team)

### **Procedure:**

1. The activity may be used as an introduction to a unit on nutrition or may be used to review vocabulary terminology prior to a test.
2. Show each sculptor the nutrition term or concept. Upon given a cue to begin, each sculptor will shape or mold the word until they hear one of their team members shout out the correct response.
3. The first team to guess the correct word wins the round. Rotate players and assign a new word for the next set of sculptors. Once a round is completed, be sure to discuss the definition with the class and how the term relates to overall nutritional health.
4. Allow 1 minute per round. Sculptors may not speak during the molding phase.

### **Sample Nutrition terms:**

- *Carbohydrates, Sodium, Saturated Fat, Vitamin C, Antioxidants, Fiber, Olive oil*
- *Eat more Carbs, Use less salt, Eat more fiber, Take a multivitamin*

### **Variations:**

1. Instead of one word being sculpted by all teams per round, pass out all of the terms to each player in a team (each player will have 3-4 words each depending on how many total terms exist). Once a word is guessed by the team, another team member sculpts one of their designated terms. Continue alternating different sculptors within the group until the set timeframe has elapsed (suggested time for the entire activity depends on the amount of vocabulary terms).
2. Instead of smaller teams, have 2 or 3 large teams.
3. Instead of vocabulary terms, use 2 or 3-word phrases.

### **Reference:**

Idea Created by Mark Perez, PhD, Central Washington University, Physical Education, School, & Public Health.

## HEALTHY HEART TAG

**Overview:** This is an activity that helps demonstrate how the heart works and how risk factors may cause harm.

**Risk Factor Addressed:** Unhealthy dietary behaviors

**National Health Education Standard Addressed:**

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

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

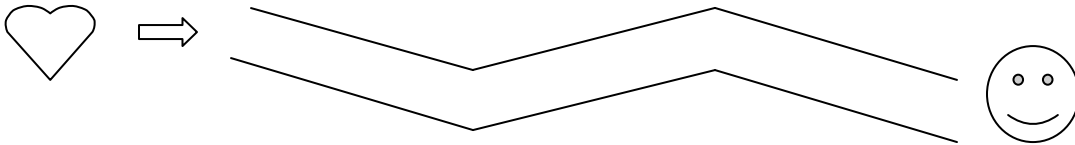
NHES #6: Students will demonstrate the ability to use goal-setting to enhance health.

**Materials Needed:** a large number of two distinctly different small objects (for example: tennis balls and beanbags), 10 to 15 cones, some way to mark course (jump ropes, Polly spots, arrows, etc.), buckets or hula hoops.

**Time Frame:** 20-25 minutes

**Procedure:**

You will need to create “the blood stream”. This will be made up of marking a course with cones and other objects. This can vary depending upon the materials available. Students will need to be able to see the course and know how to follow it. You will need to create a path with two walls by laying the jump ropes to create “blood vessels” as listed below.



Your course can be very complicated (i.e. look like a human body) for older students, or very simple for younger students (the above example).

**Simple Game:**

1. For the simple game, have a pile of objects in a bucket or hula hoop by the heart. Assign a group of students to be red blood cells. Their job is to carry the objects (nutrients, or “good stuff”) to different parts of the body. This stimulates your body’s heart pumping blood to get this good stuff where it needs to be.
2. Assign a smaller group of students to be “bad stuff”. Each of them will wear a sign representing a negative behavior (fast food, sweets, junk food, etc. or if you wanted to be more specific- cholesterol, LDLs, sodium, high sugar, etc.). The bad stuff will have less members (vary this depending upon your intentions- More “bad” members equals less good stuff getting to the end). Their job will be to tag the red blood cells. If a red blood cell is tagged, they have to run all the way back to the heart and start over. Time the game to see how long it takes to get the good stuff to the body.

**Debrief:** Ask the students why it took longer when there was more bad stuff. What does this mean for us and our health?

**Variations:**

1. Easy level: Don’t have a course, just a heart on one side and a body on the other (for younger students this might be easier to avoid the bad stuff)
2. Harder level: Make the courses more complicated. Allow the bad stuff to block key artery points.
3. Different: Add a third team: healthy things. Healthy things team members will wear signs (similar to the “bad stuff” team, but with concepts like exercise, eating healthy, sleep, or other healthy behaviors). This team's job will be to tag the bad stuff team. If a bad stuff member gets tagged, they must run to the

other side of the court before they can try to tag people (this slows down the bad team so the red blood cells can be more productive).

## **CREATING FOOD PLATES FOR PROPER NUTRITION**

**Overview:** Students will engage in creating food plates that include all the components of a nutritious meal using the guidelines on ChooseMyPlate.gov.

**Risk Factor Addressed:** Dietary Patterns

**National Health Education Standard Addressed:**

**NHES # 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

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

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

**Materials Needed:** Computers, construction paper, paper, markers

**Time Frame:** 30-45 minutes

**Grade Level:** Elementary and Middle School

**Procedure:**

1. Students can work individually or in groups. The number of students in the group will depend on the number of students in the class.
2. Students will use the ChooseMyPlate.gov and design food plate according to the nutrition guidelines.
4. Have students present their plates to the class at the end.

**Variations:** None

**Reference:** <http://www.ChooseMyPlate.gov>

## DIETARY NEWSLETTERS

**Overview:** Students will work in groups to write newsletters to highlight proper nutrition and dietary practices. Newsletters can include any information useful for families and the school community to practice proper nutrition and healthy lifestyles. Newsletters will be sent home to parents/guardians and distributed to the school community.

**Risk Factor Addressed:** Dietary Patterns

**National Health Education Standard Addressed:**

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

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

**NHES # 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Materials Needed:** Computers

**Time Frame:** 30-45 minutes

**Grade Level:** Middle School and High School

**Procedure:**

1. Students will work in groups. The number of students in the group will depend on the number of students in the class.
2. Newsletters will highlight proper nutrition and dietary practices.
3. Newsletters can include any information useful for families and the school community to practice proper nutrition and healthy lifestyles.
4. Newsletters will be sent home to parents/guardians and distributed to the school community.

**Variations:** None.

**Reference:** Siedentop, D., & Tannehill, D. (2001). Developing teaching skills in physical education (4<sup>th</sup>.ed.). Boston, MA: McGraw-Hill. And <http://www.ChooseMyPlate.gov>

***TOBACCO USE***



## TOBACCO TAG

### Overview:

Students learn or review vocabulary terminology from a tobacco unit while being physically active in the classroom.

### Risk Factor Addressed:

- Tobacco Use
- Inadequate physical activity

### National Health Education Standard(s) Addressed:

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

NHES #2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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

NHES #6: Students will demonstrate the ability to use goal-setting to enhance health.

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

### Materials Needed:

- Vocabulary list and a place to display key terms (whiteboard, overhead, or PowerPoint)

**Time Frame:** 5-7 minutes

### Procedure:

1. Post the vocabulary terms on the board or projection unit. Following are examples of vocabulary terms from a tobacco unit.
  - Nicotine - jumping jacks
  - Tar - toe touches
  - Carbon monoxide - crunches
  - Oral cancer - windmills
  - Carcinogen - wall sit
  - Emphysema - high jumps
2. Have each student stand by their desk or in a place with appropriate personal space (if you move desks to provide an open area) and march in place until the teacher tags a student or asks for a volunteer.
3. Once a student is tagged, he/she will define or explain the vocabulary word/concept from the displayed list.
4. All students will then perform the activity matched with the word for 10-15 seconds.
5. The teacher may then cue the students to stop the featured activity, but to continue the marching pace. The teacher then selects another student, or a student may be called upon to select someone else in class who will then have to define a featured word.
6. The associated activity is then performed by the entire class.

### Variations:

1. Display a number of different vocabulary words at one time and allow students to select a word to define.

2. Have students create actions for each vocabulary term that mimic or are closely related to the word/concept. Students will then perform the respective action as a class.

## TOBACCO “PASSWORD”

### Overview:

Students learn or review tobacco vocabulary terminology or concepts while playing a guessing game patterned after the old game show Password. Students utilize their critical thinking, verbal, and language skills to reinforce common tobacco vocabulary terms.

### Risk Factor Addressed:

- Tobacco Use

### National Health Education Standard(s) Addressed:

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

NHES #2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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

### Materials Needed:

- Vocabulary list of tobacco terminology (*i.e., nicotine, carcinogen, second-hand smoke, etc.*)
- A white board.
- Two chairs

### Preparations before Class:

- Place the two chairs at the front of the room facing away from the whiteboard.
- The class will be divided into two teams and each team will need to have one chair faced at the direction of the team.

**Time Frame:** 15-20 minutes

### Procedure:

1. Divide the class into two separate teams and select one representative from each team to start the game off first. Participants from each team take their respective seat facing the class on their half of the room.
2. The instructor or game facilitator must select a vocabulary term from a pool of review words. Decide which team has first possession and write the term on the chalkboard for the team going first. The student is not allowed to see the word, only the audience.
3. In chronological order by seat position, students in the audience on the team that has possession must verbally provide a one-word clue that will help the participating contestant guess the term written on the board. Once a clue word is given, the contestant has 5 seconds to make as many responses or guesses to try to figure out the written word. Once 5 seconds is up, the next student in line in the audience must now give another clue word (audience members also have 5 seconds to provide a clue).
4. The process continues until the word is guessed or until seven students have provided a clue. Mark the score on the board and then start the process for the other team. Once the other team has finished their turn, two new students are selected to represent their respective teams for a second round.
5. The team with the lowest score wins the game. Scoring is similar to the game of golf (each clue is comparable to a golf stroke).

### Variations:

1. Following the golf theme, the instructor may select vocabulary words that correspond to various “pars”; par 2 = easy; par 3-4 = medium; par 5 = difficult
2. Have students work in pairs instead of individually when up front or while in the audience.

### Reference:

Idea Created by Mark Perez, PhD, Central Washington University, Physical Education, School, & Public Health.

## **EMPHYSEMA: IT IS THE LAST STRAW**

**Overview:** This activity can be a very creative way to show students the negative effects smoking can have on the body.

**Risk Factor Addressed:** Tobacco Use

**National Health Education Standard Addressed:**

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

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

NHES #8: Students will demonstrate the ability to advocate for personal, family, and community health.

**Materials Needed:** scissors, a package of straws (enough for one straw for every person in class), 4-5 cones for every 8 people (this is variable, just consider safety), one note card per pair.

**Time Frame: 20-25 Minutes**

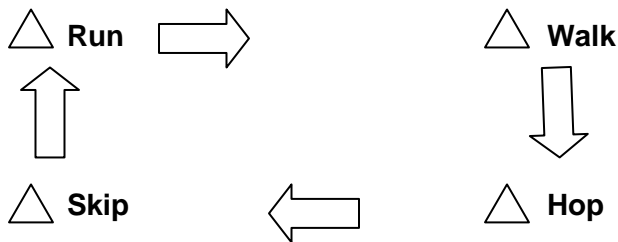
**Procedure:**

Step 1: Find your resting heart rate

Have the students find their pulse. The easy way is to have them count their heartbeats while you look at your watch. Wait for 6 seconds then say stop, tell them to add a zero. For example, if they counted eight heartbeats, and added a 0 they would have 80. This is a quick and dirty way to find there 1 min. heart rate. Have them write it down on their note card under resting pulse.

Step 2: Run the course

Create a square with four cones (you can make this larger or smaller depending upon the number of people in each group). Begin with 2 to 3 people at each cone, have one partner follow the course in a clockwise direction using a variety of movements look at the chart below and follow the movements. (do this for 2 min)



The other partner will record their perception of the other of the first partners exertion level (easy, moderate, hard) and their heart rate:

Now partners switch roles.

Step 3: Emphysema (breathing through a straw)

Repeat the above procedure, give each student half a straw, and instruct the student to attempt to not breathe through their nose.

**Please note that you should instruct the students to try to breathe normally if they experience dizziness or feel like they need to.**

The partner that is writing, should note how many times their partner removes the straw from their mouth

Step 4: Tell the students this is what having emphysema is like discuss with them that although now they can remove the straw if they need to, after smoking for 15 years you won't be able to remove the straw

**Variations:**

1. The length of the straw may be varied. Longer straws are harder and shorter straws are easier. Allow the students to challenge themselves and then tell them that the length of their straw is very similar to

how long they been smoking (i.e. longer straws equal 20 year smoking habit whilst shorter straws might equal 5 or 10).

## **TOBACCO USE SKITS**

**Overview:** Students will work in groups to create skits discouraging the use of tobacco.

**Risk Factor Addressed:** Tobacco

**National Health Education Standard Addressed:**

**NHES # 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**NHES # 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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

**Materials Needed:** Computers, classroom

**Time Frame:** 30-45 minutes

**Grade Level:** Middle School and High School

**Procedure:**

1. Students will work in groups (# of students in the group will depend on the number of students in the class. Groups of 3-5 are good).
2. Students will use computers and research the effects of tobacco use and create skits to discourage the use of tobacco.
3. Students will perform the skits in front of the class and receive feedback from classmates.

**Variations:** None

**Reference:** McKenzie, J.F., Pinger, R.R., & Kotecki, J. E. (2012). *An introduction to community health* (7th ed.). Sudbury, MA: Jones and Bartlett.

## **TOBACCO Pictionary**

**Overview:** Students will play a Pictionary game based on the various facts of tobacco use. Substance abuse in general can also be added.

**Risk Factor Addressed:** Tobacco

**National Health Education Standard Addressed:**

**NHES # 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

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

**Materials Needed:** White board, markers, and timer

**Time Frame:** 30-45 minutes

**Grade Level:** Middle School and High School

**Procedure:**

1. Create cards with questions regarding tobacco and substance abuse.
2. Students will work in groups (# of students in the group will depend on the number of students in the class. Groups of 3-5 are good).
3. Students will answer the questions by drawing the answer on the white board in a certain amount of time.
4. Points are won by discovering the answer before the time is up.
5. The team with the most points wins.

**Variations:** The game can focus on just tobacco facts and also add facts on substance abuse in general.

**Reference:** None



***ALCOHOL USE***

## CRAZY HANDWRITING

### Overview:

Students learn the negative effects of alcohol on motor movement and coordination.

### Risk Factor Addressed:

- Alcohol and Other Drug Use

### National Health Education Standard(s) Addressed:

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

NHES #2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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

### Materials Needed:

- A writing utensil and a piece of paper

**Time Frame:** 5-7 minutes

### Procedure:

1. Invite participants to place a blank sheet of paper on top of the desk in front of them and to have their writing utensil handy for a writing exercise.
2. On the board, draw a blank line that looks like a signature line on an important document. Invite the students to draw the blank line on their piece of paper as well.
3. On the board, the instructor will sign his/her full name on the line in cursive as if signing an important document.
4. Invite the students to do the same on their sheet of paper. If some students cannot write in cursive, have them write using their best penmanship. Have them share their works of art with a classmate or two.
5. Next, invite the students to do the same exercise once again and to duplicate the nicely written signature, however, this time they will be writing their names while performing the following actions:
  - a) While seated in their desks, students are to extend one leg so that it is straight with toes pointed. (Right-handed students extend the right leg; left-handed students extend the left leg).
  - b) Make circular motions clockwise with the extended leg while trying to perform the writing task once again.
6. The outcome will certainly be very difficult and their second signature will be distorted and not as neat.
7. Make the connections with what alcohol consumption may have on coordination and motor movement.

### Variations:

1. Instead of having students write their names, have them write a sentence like, "I will avoid drinking alcohol".

### Reference:

Adapted from:

Meeks, L., Heit, P., & Page, R. (2006). *Alcohol, tobacco, & other Drugs: Totally*

*awesome strategies for health* (4<sup>th</sup> ed.). Chicago, IL: Everyday Learning Corporation.

## DRUG BINGO...aka...“DRUGO”

### Overview:

Students learn key Alcohol & Other Drug terminology while playing an adaptation of the game of BINGO.

### Risk Factor Addressed:

- Alcohol and Other Drug Use

### National Health Education Standard(s) Addressed:

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

NHES #2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

NHES #5: Students will demonstrate the ability to use decision-making skills to enhance health

### Materials Needed:

- A writing utensil and a piece of paper or a “DRUGO” Bingo card created by the instructor
- A list of “Drug Vocabulary Words”

### Preparations before Class:

- Using a word processing program, create a 5x5 grid (used for 25 drug terms) or a 3x3 grid (used for 9 drug terms). You may choose to print enough copies for all students or to project the grid using a document camera, projection unit, or overhead projector with which the students will copy the grid onto their own piece of paper.
- Be prepared to project the list of drug vocabulary words or to hand out strips of paper with the words printed out.

**Time Frame:** One class period

### Procedure:

1. The activity could be used to introduce drug information or may be used as a review for previously learned material.
2. Pass out the “DRUGO” cards to each student. If cards are not created, project the DRUGO grid and have the students copy the grid onto a piece of paper.
3. Next, pass out the list of drug vocabulary words. If you don’t have one created, project the vocabulary list. Students must then select words from the list and will proceed to randomly write the words inside the various squares of the grid until all boxes are filled in.
4. The instructor can now proceed to go over each drug vocabulary term, however, the vocabulary meaning must be read out to the students. Students will then try to match the meaning with one of the vocabulary words listed in the grid. If a student finds a match, he/she must place a small checkmark in the box with the respective drug term that best describes the meaning.
5. The instructor must then reveal the vocabulary term that matches the meaning. Students that correctly make the match may then draw a giant “X” over the box. The first student to check off a row of vocabulary words vertically, horizontally, or diagonally must yell, “DRUGO”. Award a small prize to the winner then continue playing until the lecture is finished.

### Variations:

1. Students may work in pairs or small groups instead of individually.

Select words from the list below and randomly write them inside the boxes of the "DRUGO" grid below

Stimulants  
Narcotics  
Prescription Drugs  
Toxicity  
Marijuana  
GHB

Depressants  
Withdrawal  
OTC Drugs  
Potency  
Heroin  
Gasoline

Inhalants  
Addiction  
Gateway Drugs  
Synergism  
Alcohol  
LSD

Hallucinogens  
Licit Drugs  
Side Effects  
Barbiturates  
Ecstasy  
Oxycontin

Designer Drugs  
Illicit Drugs  
Tolerance  
Physical Dependence  
Methamphetamines  
Cough Medicine

<b>D</b>	<b>R</b>	<b>U</b>	<b>G</b>	<b>O</b>
		FREE		

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## **CLASS DEBATE ON LEGALIZATION OF MEDICAL MARIJUANA**

**Overview:** Students will research the pros and cons of the legalization of medical marijuana and engage in a class debate to represent both sides

**Risk Factor Addressed:** Substance Use/Abuse

**National Health Education Standard Addressed:**

**NHES # 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

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

**NHES # 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Materials Needed:** Computers, classroom

**Time Frame:** 20-30 minutes

**Grade Level:** High School

**Procedure:**

1. Divide the class into two groups
2. Assign one group to research the positives of legalizing medical marijuana and assign the other group to research the negatives of legalizing marijuana.
3. Using the Internet, students will research the side (pro or con) assigned to them.
4. Students will then engage in a debate using examples to support the side (pro or con) assigned to them.

**Variations:** None

**Reference:** McKenzie, J.F., Pinger, R.R., & Kotecki, J. E. (2012). *An introduction to community health* (7th ed.). Sudbury, MA: Jones and Bartlett.

## **PUBLIC SERVICE ANNOUNCEMENTS ON UNDERAGE DRINKING**

**Overview:** Students create public service announcements discouraging underage drinking that can be announced on the radio or over the loud speakers in schools for morning announcements.

**Risk Factor Addressed:** Alcohol Use

**National Health Education Standard Addressed:**

**NHES # 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**NHES # 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

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

**Materials Needed:** Computers, paper and pencils

**Time Frame:** 20-30 minutes

**Grade Level:** Middle School and High School

**Procedure:**

1. Students will work in groups (# of students in the group will depend on the number of students in the class. Groups of 3-5 are good).
2. Students will use computers and research statistics for underage drinking to create public service announcements that can be announced over the radio or the loud speaker during morning announcements at school
3. Announcement should include statistics for underage drinking and community resources to assist youth who drink

**Variations:** None

**Reference:** McKenzie, J.F., Pinger, R.R., & Kotecki, J. E. (2012). *An introduction to community health* (7th ed.). Sudbury, MA: Jones and Bartlett.



## ***PHYSICAL ACTIVITY***

## PUMP IT UP

### Overview:

Students will learn the importance of be physically fit and its impact on the heart.

### Risk Factor Addressed:

- Inadequate physical activity

### National Health Education Standard(s) Addressed:

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

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

### Materials Needed:

- Two pumps (a hand-held ball pump & a foot pump used to inflate large pool floaters)
- Two large balloons
- Masking tape



### Preparations Before Class:

- For each pump, replace the needle with a balloon. Secure the balloon with masking tape so that the balloon does not leave the pump when you attempt to inflate it.

### Time Frame: 5-7 minutes

### Procedure:

1. As an introduction to the topic of health-related fitness and the importance of exercise, share the benefits of being aerobically fit and to have a conditioned heart.
2. Invite two volunteers to assist you with a demonstration. Inform them both that they are going to compete to inflate a balloon to the point of bursting using one of the pumps. On your mark, begin the competition. Invite the class to cheer the students on (you may choose to divide the class in half to cheer on a respective candidate).
3. As the competition ensues, it is inevitable that the student with the larger foot pump will be ahead and will eventually win the competition.
4. Once a winner is declared, use the activity as an object lesson to segue into a class discussion. Share with the class that a conditioned heart can be attained by exercising, being active, and engaging in consistent aerobic activities like running and swimming. Inform students that a conditioned heart may grow slightly larger than the average heart and is more efficient at pumping blood due to its ability to pump more blood than an unconditioned heart.
5. Introduce the vocabulary terms *stroke volume* and *cardiac output*.  
 Stroke volume – the amount of blood ejected in one beat  
 Cardiac output - the amount of blood ejected in one minute
6. Make the connection that the conditioned heart is similar to the larger foot pump in that it took less pumps to inflate the balloon to the point of bursting compared to the smaller hand pump. An efficient

heart works less to do the important job of pumping blood to all areas of the body.

7. Continue with a discussion on different ways that one could increase stroke volume and cardiac output in their hearts. Possible brainstorming could occur with the class sharing many types of aerobic activities. You may choose to segue to the topic of the F.I.T.T. principle. (Frequency, Intensity, Time, Type) and how this concept can improve overall health.

**Variations:**

1. Instead of just having two volunteers, you may involve more students by having a relay to inflate the balloons. Just be sure to have enough balloons and that you inform students to hold the balloons at the rim of the pump spout (you may choose to have students tape the balloons in between bursts).

**Reference:**

Idea Created by Mark Perez, PhD, Central Washington University, Physical Education, School, & Public Health.

## FITNESS CONCENTRATION

### Overview:

Students play the age-old game of “concentration” or “memory” using vocabulary words from the physical activity unit.

### Risk Factor Addressed:

- Inadequate physical activity

### National Health Education Standard(s) Addressed:

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

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

### Materials Needed:

- Index cards or cardstock paper (cut into 2” squares)
- You will need 2 cards per vocabulary word (1 for the word & 1 for the meaning) and will need enough pairs that correspond to the amount of vocabulary words you wish to introduce to the class (e.g. 10 vocabulary words = 20 cards per group).
- A list of the vocabulary words and corresponding meanings on one sheet of paper.

### Preparations Before Class:

- Be sure to have enough cards to match the amount of vocabulary terms that are to be covered in class.
- Photocopy the vocabulary word sheet (enough for each student).

**Time Frame:** An entire class period

### Procedure:

1. The activity could be used to introduce health-related fitness information or may be used as a review for previously learned material.
2. Divide the students up into groups of 3-4 and have them position their desks so that they are all facing each other.
3. Pass out the vocabulary list to each student. Provide the stacks of 2” cards to each of the teams.
4. Assign teams to divide the vocabulary words on the list evenly among the group and to take enough blank cards so that each card will match the vocabulary term and meaning (e.g. In a team of 4 with 20 vocabulary words, each member will be responsible for 5 definitions and will need 10 blank cards).
5. Next, have the students write their assigned vocabulary words on separate cards. The corresponding meanings will also be written on separate cards. Continue the task until all words and meanings are written successfully on all cards.
6. Once all groups are finished, have them place the vocabulary words in one pile and the vocabulary meanings in another pile. Have a student shuffle each deck and then lay the cards face down in rows similar to the set-up the game “memory”. There should be two sections of cards (one for the words, and one for the meanings).
7. Upon a cue to begin, students within each group will take turns flipping cards over...one from the word pile and one from the meaning pile. The goal is to match the word with the correct meaning. If a student makes a match, another turn may be taken until a mismatch occurs. The next student in the group takes a turn.

8. Play continues until all cards are matched or until time runs out. Award the winner in each team with a prize for the most matched cards.

**Variations:**

1. Instead of having students write out the words and meanings on the blank cards, create the words/meanings on an Excel spreadsheet and cut into squares. This will eliminate the writing component to allow more time for the game.

**Reference:**

Idea Created by Mark Perez, PhD, Central Washington University, Physical Education, School, & Public Health.

## **PHYSICAL ACTIVITY BULLETIN BOARDS**

**Overview:** Students will work in groups to create bulletin boards to promote innovative physical education programs and lifetime activities. Bulletin boards can be shown during parents' night.

**Risk Factor Addressed:** Physical Activity

**National Health Education Standard Addressed:**

**NHES # 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

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

**NHES # 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Materials Needed:** Computers, poster board, construction paper, markers, and scissors.

**Time Frame:** 30-45 minutes

**Grade Level:** Middle School and High School

**Procedure:**

1. Students will work in groups to create the bulletin boards.
2. The purpose of the bulletin board is to promote PE during a parent's night at the beginning of school year.
3. The theme is "Parents: How will you know an effective physical education program when you see one?"
4. The goal is to help parents understand what type of physical education program their children will be participating in. Include other aspects of the physical education program that you want parents to be aware of. Ideas can include: activities offered, field trips, after school sports, group activities, etc.
5. NASPE standards must be present. Use creativity and create a format that would be interesting to read for students, parents/guardians

**Variations:** None

**Reference:** Siedentop, D., & Tannehill, D. (2001). Developing teaching skills in physical education (4<sup>th</sup>.ed.). Boston, MA: McGraw-Hill.

## **BUMPER STICKERS TO REPRESENT WELLNESS**

**Overview:** Students will create bumper stickers to represent the six components of wellness: physical health, emotional health; intellectual health; spiritual health; social health; and environmental health

**Risk Factor Addressed:** Physical Activity

**National Health Education Standard Addressed:**

**NHES # 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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

**Materials Needed:** Sticker paper and makers

**Time Frame:** 15 to 20 minutes

**Grade Level:** Middle School and High School

**Procedure:**

1. Students will work in groups (# of students in the group will depend on the number of students in the class. Groups of 3-5 are good).
2. Students will choose one of the six areas of wellness that they are deficient in and draw a bumper sticker that represents that area of wellness.
3. Have students present the bumper stickers to the class at the end.
4. Bumper stickers can be posted around the gym or around the school to represent and promote the six areas of wellness.

**Variations:** None

**Reference:** McKenzie, J.F., Pinger, R.R., & Kotecki, J. E. (2012). *An introduction to community health* (7th ed.). Sudbury, MA: Jones and Bartlett.

## WALKING FOR HEALTH

### Overview:

**Risk Factor Addressed:** Obesity and Fitness

### National Health Education Standard Addressed:

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

NHES #6: Students will demonstrate the ability to use goal-setting to enhance health.

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

**Materials Needed:** Stopwatch or cell phone with a timer, 1 ball or soft object per pair, note card and pen or pencil

**Time Frame: 15-20 min**

### Procedure:

1. Have students find their resting heart rate
  - Have the students find their pulse. The easy way is to have them count their heartbeats while you look at your watch. Wait for 6 seconds then say “stop”. Tell them to add a zero to their recorded heart rate. For example, if they counted 8 heartbeats, and added a 0, they would have 80. This is a quick and easy way to find a 1 minute heart rate. Have them write it down on their note card under resting pulse.
  
2. Have the students walk for 3 minutes. Record their heart rate again on the card under “walking”.
  
3. Play old McDonald tag for 3 minutes.
  - Have students partner up. Each pair will need a ball/object.
  - Have the students read the rules until they are understood.
  - Students may ONLY walk.
  - Students must stay on one side of the gym or designated space (marked off somehow).
  - Students must try to tag their partner with the ball on the arm, shoulder, or back (NOT THE FRONT). Once they tag their partner, they must hand over the ball, and try to get away walking.
  - If a student is tagged, they must Freeze, then say “old McDonald had a farm e, i, e, i, o”. They can then chase their partner by walking and try to tag them with the ball!
  - Students must chase only their partner while avoiding other students.
  
4. Have students re-take their pulse. They will then write their heart rate under “tag”. Compare this to their previous heart rates. Discuss how they feel (tired, energized, etc.) Use this to talk about how different forms of cardio can also increase their heart rate.

### Variations:

1. The activity can also be done with other activities such as running, jogging, treadmills, baseball, ultimate frisbee, etc. This can be a great way for students to see how different activities change their heart rate and how you don't have to run to get your heart rate up. Walking can be really good for you and a lot easier on your joints.
2. Added heart rate monitors. If you want to be more precise, you can utilize heart rate monitors and or accelerometers. This makes a more scientific approach.



***UNINTENTIONAL/INTENTIONAL INJURIES***

## “VIOLENCE” PARTNER SEARCH

### Overview:

Students will learn key terminology around the topic of “violence”.

### Risk Factor Addressed:

- Behaviors that contribute to unintentional injuries and violence

### National Health Education Standard(s) Addressed:

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

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

NHES #8: Students will demonstrate the ability to advocate for personal, family, and community health.

### Materials Needed:

- Index cards with definition words and meanings.

**Time Frame:** 10-12 minutes

### Preparations Before:

Using the index cards, write out the vocabulary terms on half of the cards. Write the definitions on the other half. You may use a word processing program like Microsoft Excel to create typed cards. Below are some vocabulary terms for a lesson on Violence:

- Bullying = An attempt by a person to hurt or frighten people who are perceived to be smaller or weaker.
- Fighting = Taking part in a physical struggle.
- Assault = A physical attack or threat of attack.
- Homicide = The accidental or purposeful killing of another person.
- Sexual Harassment = Unwanted sexual behavior that ranges from making unwanted sexual comments to forcing another person into unwanted sex acts.
- Rape = The threatened or actual use of physical force to get someone to have sex without giving consent.
- Child Abuse = Harmful treatment of a person under 18 and includes physical abuse, emotional abuse, sexual abuse, and neglect.
- Domestic Violence = Violence that occurs within the family or within other relationships in which people live together.

Bullying	Homicide	Assault	Fighting
Attempt by a person to hurt or frighten people who are perceived to be smaller or weaker	The accidental or purposeful killing of another person	A physical attack or threat of attack	Taking part in a physical struggle.

### Procedure:

- As an introduction to the topic of violence, inform the students that they are going to participate in an activity that will test their base knowledge on specific vocabulary terms that fall under the category.

2. Pass out one card (either a vocabulary term or a corresponding meaning) to each student in the class. Be sure to have enough terms and meanings so that all students have a card. If there are an odd number of students, you may give a card to a pair of students.
3. Tell the students that they need to circulate around the classroom to try to find a match to their card. Students with a definition word will need to find the corresponding meaning and those with the meanings need to find the corresponding word.
4. Allow ample time for students to find their partners. Once pairs think they have found their partners, have them stay together somewhere in the perimeter of the classroom. All other pairs should do the same so that pairs form a large circle. Students that are still looking for their partner may do so in the center of the circle. *An extension would be to have pairs discuss their vocabulary words and examples they know of in the media or in their lives.*
5. Once all are paired up, go around the room and have the students read out their words and meanings to see if they have correctly matched up. If the match is incorrect, inform the class of the correct answers. Continue until all pairings are correct.
6. Have students return to their seats and then continue on with the remainder of your lesson on the types of violence.

**Variations:**

1. In order to find their partner, students must communicate nonverbally. Students with the vocabulary words could act out or charade their term, while those with the definitions try to see if they could find their match.

**Reference:**

Idea Created by Mark Perez, PhD, Central Washington University, Physical Education, School, & Public Health.

## **“INJURY PREVENTION” ORDERING ACTIVITY**

### **Overview:**

Students will learn key steps in the “Decision-Making” model as it pertains to Injury Prevention.

### **Risk Factor Addressed:**

- Behaviors that contribute to unintentional injuries and violence

### **National Health Education Standard(s) Addressed:**

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

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

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

### **Materials Needed:**

- Whiteboard and marker.
- 8 ½ x 11 sized cardstock paper with the 7 Decision-Making Steps printed one step per sheet.
- Additional sets may be created to involve all students in the class.

### **Preparations Before:**

- Be sure to have enough sets for each group. If making multiple sets, use separate colored card stock for each set.

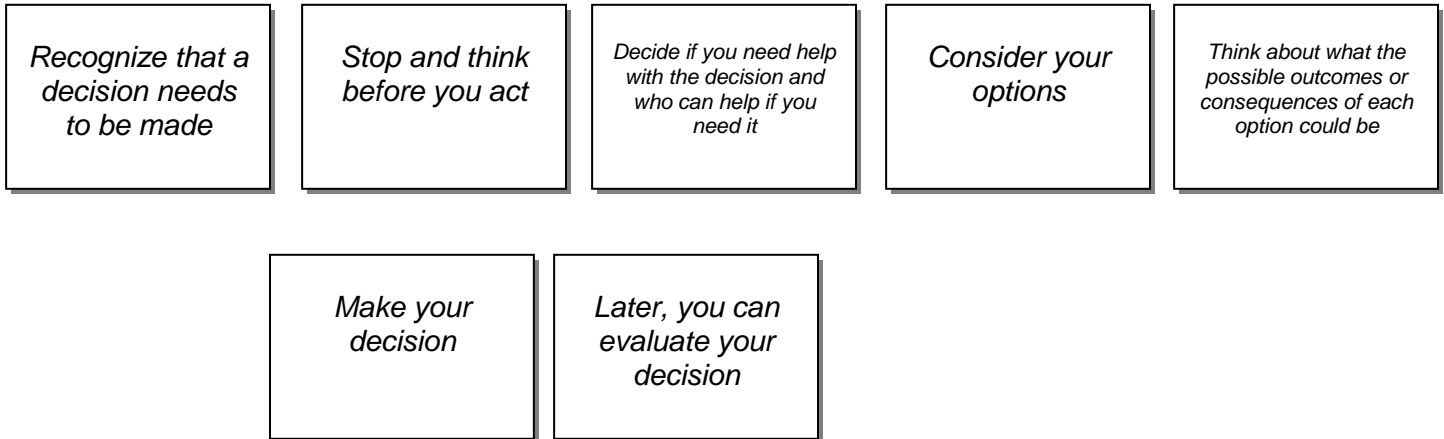
**Time Frame:** 10-12 minutes

### **Procedure:**

1. As an introduction to the topic of injury prevention, inform the students that a key component in reducing or preventing injury is to make sound decisions. An example is the act of texting while driving or riding in a vehicle without a seatbelt.
2. Introduce National Health Education Standard #5 (Decision Making). Explain the relevance of this skill in relation to daily living, and for the purposes of the lesson, its relevance to preventing injuries.
3. Invite the class to name some of the steps in the “Decision-Making” model (you may mention that there are at least 7). Write the responses on the board. Stress the importance of following the proper steps in order to achieve success.
4. Select 7 volunteers to come to the front of the class. Distribute the cards so that each person has one of the seven cards. Invite the group to order the steps from beginning to end. Once completed, each student should hold a card and should stand side-by-side chronologically at the front of the room facing the rest of the class.
5. Invite the rest of the class to critique the order and to suggest any changes that might need to be made. Allow the panel to choose to make the suggested corrections or to choose not to make changes.
6. If there are any mistakes, inform the panel of how many and allow them to fix the order. Continue until the order is correct or simply make the corrections while engaging in a dialogue as to the reasons for the specified order.
7. Once the order is established, apply the steps to real-life scenarios around the topic of injury prevention and how the Decision-Making steps can be followed to improve healthful decision-making. You may choose to create a scenario of texting while driving or not wearing a seatbelt.

**“Decision-Making” steps:**

1. *Recognize that a decision needs to be made.*
2. *Stop and think before you act.*
3. *Decide if you need help with the decision and who can help if you need it.*
4. *Consider your options.*
5. *Think about what the possible outcomes or consequences of each option could be.*
6. *Make your decision.*
7. *Later, you can evaluate your decision.*



**Variations:**

1. Instead of just one representative panel ordering the steps, form other groups and allow all groups to perform the ordering exercise simultaneously. Have a friendly competition to see which group can order the steps correctly first.

**Reference:**

“Decision-Making” steps adapted from:

Telljohann, S.K., Kane, W.M., Graham, H.Q., & Russell, S.G. (2013). *HealthSmart high school: Violence & injury prevention guide*. Scotts Valley, CA: ETR Associates.

## **SUICIDE PREVENTION POSTERS**

**Overview:** Students are asked to create posters that represent prevention for suicide.

**Risk Factor Addressed:** Unintentional/Intentional Injuries- Intentional Injuries- Suicide

**National Health Education Standard Addressed:**

**NHES # 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**NHES # 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Materials Needed:** Paper or construction paper and markers

**Time Frame:** 15-20 minutes

**Grade Level:** Middle School and High School

**Procedure:**

1. Students will work in groups (# of students in the group will depend on the number of students in the class. Groups of 3-5 are good).
2. Students will design suicide prevention posters targeted toward upper elementary, middle school or high school levels.
3. Posters should include at least 3 local resources for addressing suicide prevention.
4. Have students present the posters to the class at the end.

**Variations:** None.

**Reference:** Meeks, L., Heit, P., & Page, R. (2011). Comprehensive school health education: Totally awesome strategies for teaching health (7<sup>th</sup> ed). Boston, MA: McGraw-Hill.

## **BICYCLE SAFETY**

**Overview:** Students will complete a worksheet on bicycle safety to learn the different parts of a bike and how to be safe when riding.

**Risk Factor Addressed:** Unintentional/Intentional Injuries- unintentional injuries- bicycle safety

**National Health Education Standard Addressed:**

**NHES # 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

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

**Materials Needed:** Worksheets, pencils, markers

**Time Frame:** 20-25 minutes

**Grade Level:** Elementary

**Procedure:**

1. Worksheets should include a picture of a bicycle with all of the parts of a bicycle depicted
2. Students look at each part of the bicycle and write a safety tip for each part
3. Bicycle helmets can be added to the pictures
4. Have students color the pictures
5. Review the pictures as a class
6. Have each students show the colored pictures to the class

**Variations:** None

**Reference:** Meeks, L., & Heit, P. (2003). *Totally awesome strategies for teaching health: A k-12 curriculum guide, lesson plans, and teaching masters for implementing the National Health Education Standards*. Boston, MA: McGraw-Hill.