



Did you know we remember 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we discuss with others, 80% of what we personally experience, 95% of what we teach others.

Heidi Stan

National Health Educator of the Year

AAHPERD/SHAPE AMERICA 2014

Indiana AHPERD Middle School Physical Educator of Year 2015

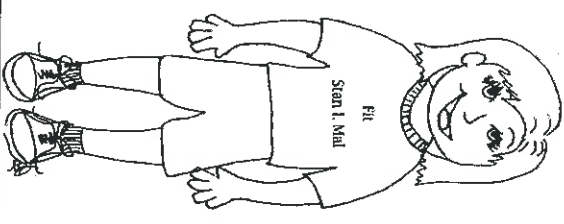
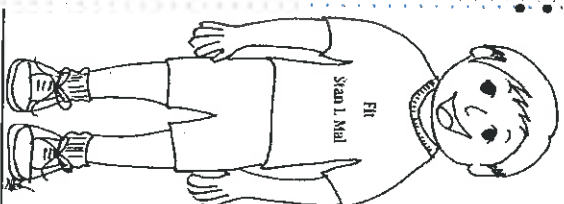
SHAPE America Midwest District Middle School Physical Educator of Year 2015

hstan@hse.k12.in.us

Things about my class:

We call ourselves the “**Stanimals**” where:

- WELLNESS- we teach P.E. and Health as 1 content/1 grade
- I teach 7th & 8th grade (boys and girls)
- We loop our curriculum (So it doesn't repeat each year)
- We use a “Wellness Booklet” as an accessory to our Classroom book, and we go 1:1 with iPads next year!! (All teachers have iPads, and we have 3 (5) classroom sets currently)
- My teaching goal is 1 day of traditional Health and 1 day of hands on or project based learning; technology integration



WELCOME TO WELLESLEY: HEALTHY CLASS!!!

Standard:

#3: Access valid health resources

Objective:

All teachers will be able to hear, experience, learn and share hands on health activities for their classrooms.

Agenda:

- Bell Ringer
- PowerPoint: Go through example lessons and hands on activities.
- Share ideas
- Tweet

Homework:

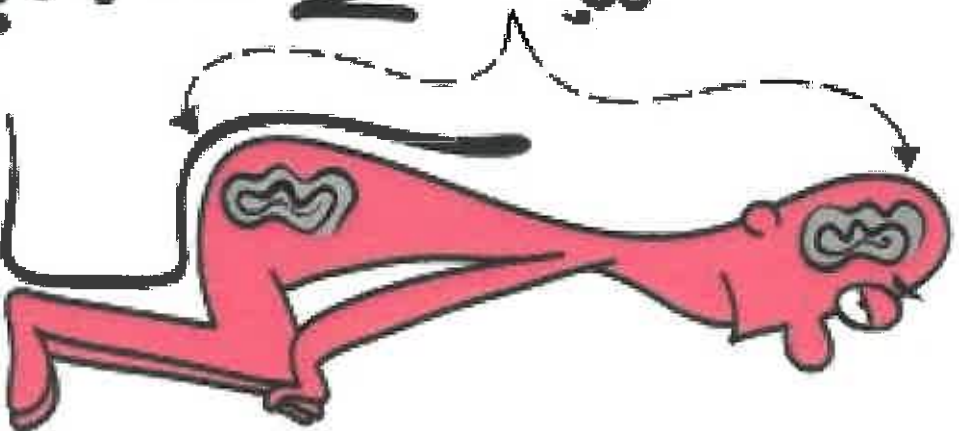
Use 2 ideas from today in your classroom this year!

Bell Ringer: 1. Pick up your fitter card.

2. On your notes- write your own definition of bullying.

Did you know... **this is why we must use hands on (active) learning!**

**IF THE
BUM
IS NUMB,
THE
BRAIN
IS THE
SAME.**



17-19 minutes of sitting changes the physiology of the brain

The brain thinks you're sleeping....

Blood pools in your hamstrings!

*Movement increases blood vessels (flow/constriction) that allow for the delivery of oxygen, water and glucose to the brain!

=

Active learning & Better Retention

Stress-Self Esteem- Self Concept

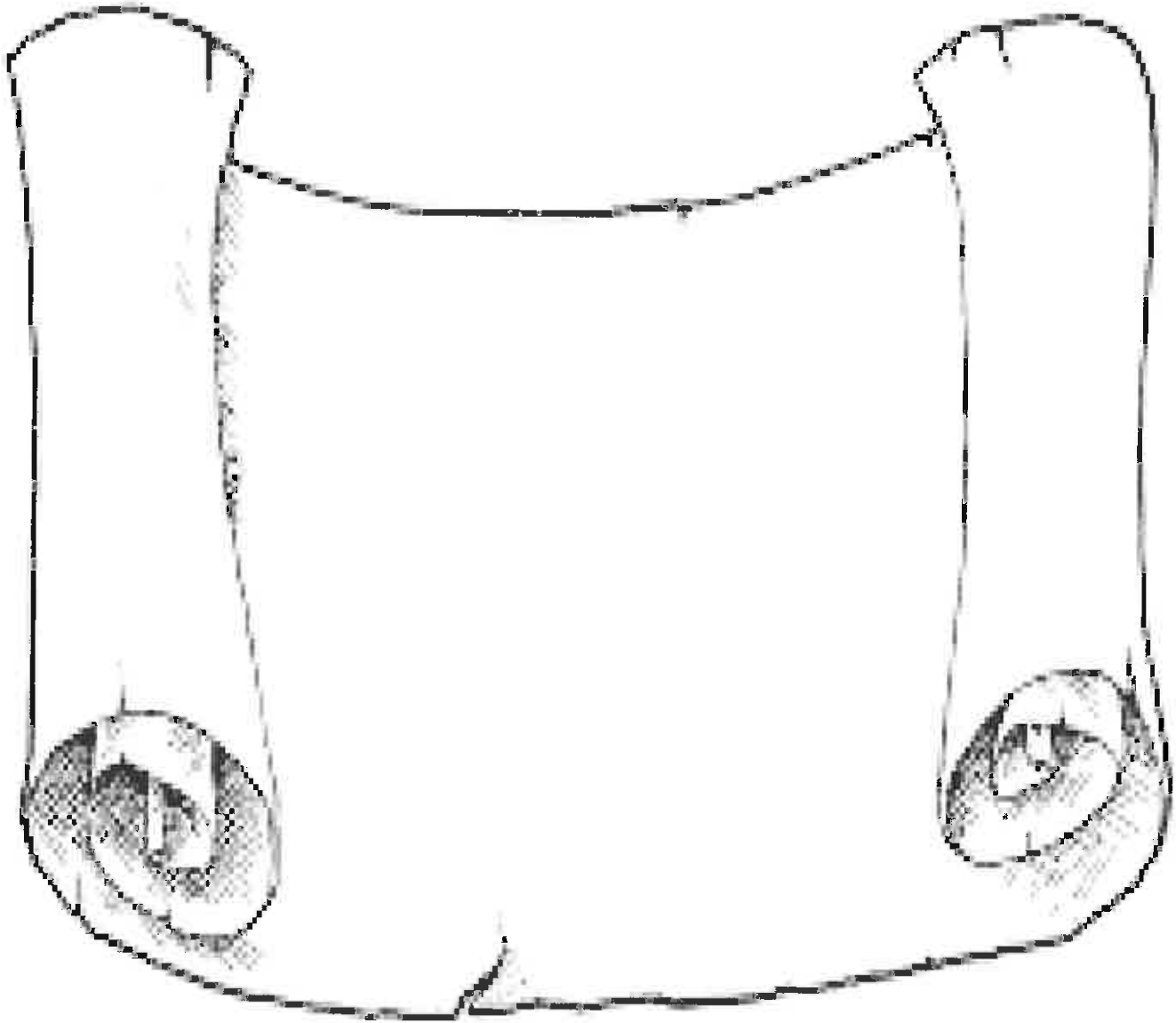
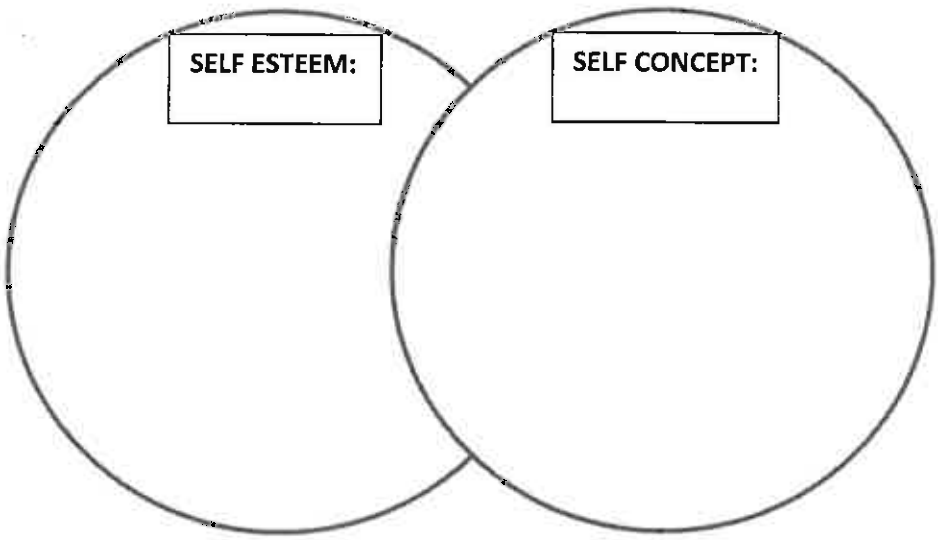
- I teach this unit:
 - using power point
 - Using wellness booklet and health book
 - Current health Magazines (trends)
 - Vocabulary Strategies: Defense Mechanisms, teasing vs taunting, tattling –vs-telling
 - Play-doh (emotions), role play/ scenarios
 - Speakers: Mental Health, suicide, TED Talks (“Depressed Comic”)
 - Cover manners, cultures, interests
 - Define/talk about being “Different” is okay! (Nerds, cookie (cookie cutters/décor)
 - Communication – play heads up (emotions/frustrations) & learn sign language



- **More Hands on Activities**
 - Chair Yoga *PE
Sample:<http://www.youtube.com/watch?v=gEgtWLR0KK8>
 - Balloon activity (communication, stress)
 - TED TALKS to TABLE TALKS:
http://www.ted.com/talks/kevin_breel_confessions_of_a_depressed_comic

SELF ESTEEM:

SELF CONCEPT:

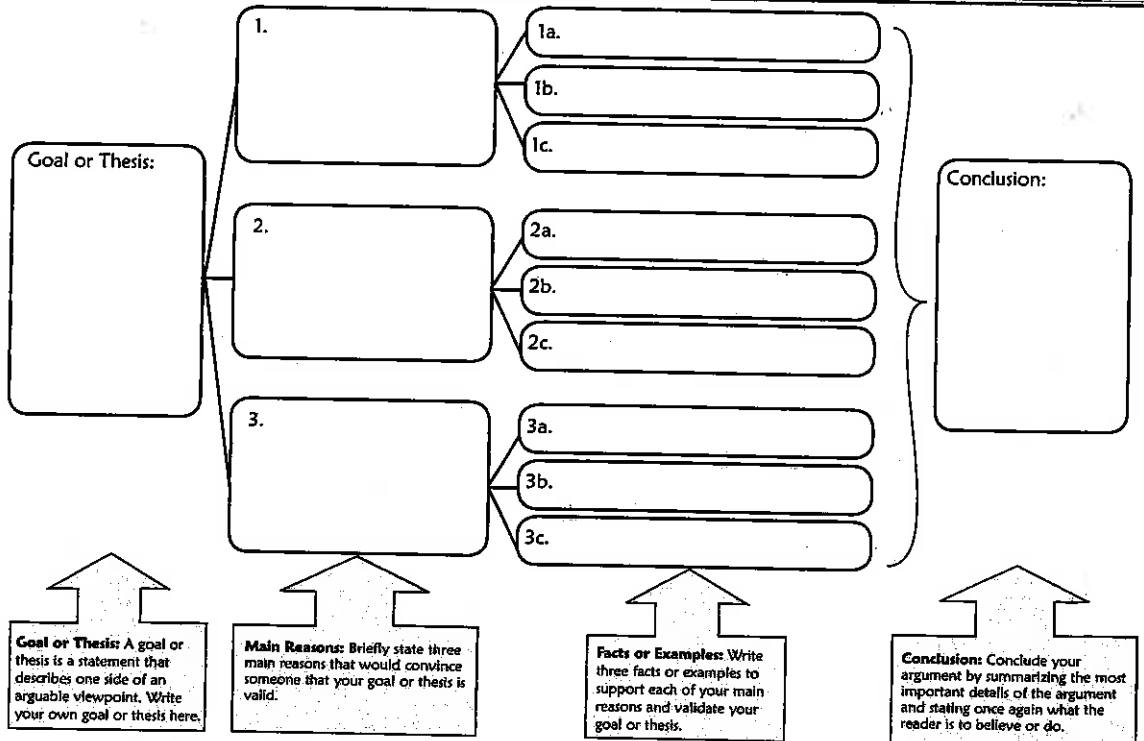


<p style="text-align: center; font-size: 1.2em; font-weight: bold;">FOR / AGAINST</p> <p style="text-align: right; font-size: 0.8em;">NAME (First & Last) Date (P/A is DUE) Per. ?, Class # ?</p> <p style="font-size: 0.8em;">Topic: (Write the topic for the week here)</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">FOR</p> <p style="font-size: 0.8em;">Source: (in MLA format)</p> <p style="font-size: 0.8em;">Research notes: (Facts, data, statistics, etc... summary of what your research stated)</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">AGAINST</p> <p style="font-size: 0.8em;">Source: (in MLA format)</p> <p style="font-size: 0.8em;">Research notes: (Facts, data, statistics, etc... summary of what your research stated)</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">OPINION</p> <p style="font-size: 0.8em;">I am... Because... (use research to back up your opinion)</p>	
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Name: _____

Date: _____

Persuasion Map



Lesson 1: Communication, Self-esteem/Self-Concept, Bullying and Stress

Standard: 4 Use interpersonal communication skills to enhance health and avoid or reduce health risks.

Objective: Stanimals will be able to identify how communication, self-esteem/self-concept, can be related to situations of bullying and stress.

Unit leads into Mental/Emotional Health, illnesses and suicide.

Prior Knowledge: Why is communication important? Ways we communicate?

- Prior activities: definitions, terms, reading, Sign language activities, heads up.



» Hands on Activity:

“The Wright Family”



» Standard 4: ~~Apply effective verbal and nonverbal~~ **communicate on s/s to enhance health.**

LIFE WITH THE WRIGHT FAMILY

MATERIALS NEEDED:

- The Wright Family Story
- One playing card, penny, pen, paper clip, or some other small item for each person in the group

ACTIVITY INSTRUCTIONS:

1. Have your entire group stand in a circle, shoulder to shoulder.
2. Give each person in the circle a playing card, penny, or some other small item that can be passed easily from hand to hand.
3. Tell the group that you are going to read them a story and every time they hear any word that sounds like right, they are to pass the object in their hand to the person on their right, and every time they hear the word left, they should pass the object to the left.
4. Start reading the story (see next page) slowly so that they have a chance to catch on to what you want them to do. After a few passes stop the story and ask them how they are doing. Check to see that everyone has an object in his hand. If your group is typical, some will have two or three objects and others will not have any. Have them redistribute the objects so that everyone has one again.
5. Now continue to read the story, getting faster as you go. Stop the story a couple of more times to check on how they are doing.
6. After reading the story, ask the following questions:
 - How much of the story can you remember?
 - What does this activity tell us about communication?
 - What does this activity tell us about teamwork?
 - What does this activity tell us about listening skills?
7. After the group has discussed the purpose of the activity, tell them that this activity required teamwork, much like the School Health Index does. Tell them that during this activity, the idea was to not get too distracted by the rights and lefts and stay focused on what was happening in the story. Similarly, in our everyday lives, we often have tasks that pull us in many directions, but we should always remember what is important, the health of young people. The School Health Index will help enable you to use a team approach to improve the health of young people.

STORY: "Life with the Wright Family"

One day the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she left the house immediately yelling "It will be a right cold day before I return".

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and Shelly Wright and got in the car and left. Unfortunately, as they turned out of the driveway someone had left a trash can in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind.

After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick, so she left the car too. Father Wright was left with Tommy Wright who was playing a game in the backseat.

With all of this going on Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said "I wish the Wright family had never left the house today! Right?"

Make the Connection: Communication and how it can impact others self-esteem/self concept:

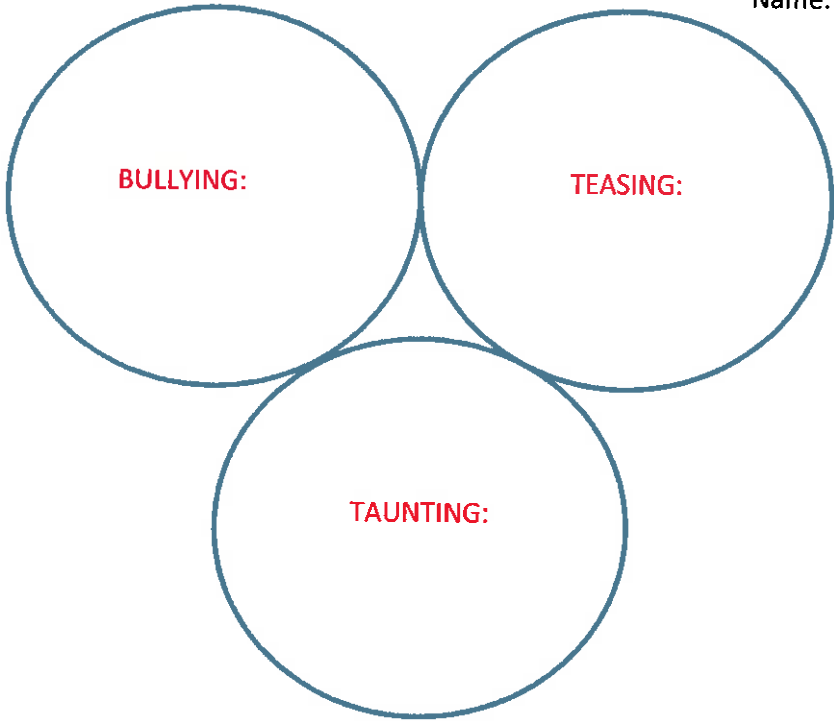
1. Analyze Rudolph Video Clip:

- **T Chart** comparing Rudolph's self-esteem/self-concept before his solitude to after his unique talents of lighting Santa's sleigh?
- **Tally mark** where you see:
 - Bullying, Teasing, Taunting
 - Journal about a time you've been excluded for any reason.



Standard 4: 4.8.1 Apply Effective verbal and nonverbal communication skills to enhance health. 4.8.3 Demonstrate effective conflict management or resolution strategies

Name: _____



BEFORE:

AFTER:



JOURNAL:

Effect others have on our Self-Esteem/Self-Concept

Building others self-esteem:

PEER PORTRAITS.....

DOVE clip

- <http://www.youtube.com/watch?v=XpaQjMXvJGk>



Standard 7: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
Standard 2: 2.8.3 Describe how peers influence healthy and unhealthy behaviors.

Band Aid Activity:

Take one...

Set up several large posters showing silhouettes of teenagers. To track the number of participants, students are asked to sign in at tables in front of the posters. Then students are given pencils and 2x4-inch labels printed with an image of a bandage along with the statements: "I'm sorry for ____" and "Next time I will ____." Students are asked to reflect on a time when they bullied someone or when they were a bystander and explain how they will change their actions in the future. After completing the statements, students stick their labels to the posters. Each student is then given a Band-Aid to wear as a symbol of support and as a reminder that bullying hurts. After the event, the posters are displayed in classroom or hall way bulletin board. Students read the anonymous statements during and after the event, empathizing with those who were bullied and with those who admitted to their hurtful.

Is it Bullying, Teasing or Taunting?

What's happening here?

School Bullying Q's:

School Bullying Map:

- **DEFINE:** Teasing –vs- Taunting – vs- Bullying



- Freebies: www.stopbullyingnow.hrsa.gov

Standard 2: 2.8.3 Describe how peers influence healthy and unhealthy behaviors. 2.8.4 Analyze how the school and community can impact personal health practices and behaviors.

Standard 5: 5.8.5 Predict the potential short-term impact of each alternative on self and others.

Standard 8: 8.8.3 Work cooperatively to advocate for healthy individuals, families and schools.

On the 3 floor map of the school; label, highlight & number the top 10 places you see bullying occur here at Riverside.

Next to each number below describe what "bullying" "taunting" or "Teasing" takes place at that location -- and how it can be prevented.

1.

2.

3.

4.

5.

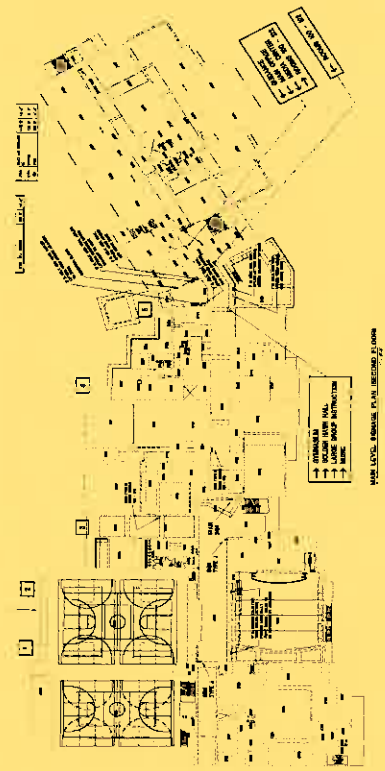
6.

7.

8.

9.

10.



On the back: Create a poster to show the definition of bullying, examples of bullying, who are the participants of bullying, and what to do if you are involved with bullying. The tips about what to do should include all aspects of bullying – bully, bystander, and victim. Requirements: Color, Neat, Use facts from notes.

Circle what you believe bullying is:

- Hitting, kicking, shoving, etc.
- Taunting, teasing, degrading remarks
- Threatening, intimidating through words or body language
- repeated...reoccurring
- Imbalance of power – target of bullying is afraid.
- Intentional – they do it just to be mean.
- Getting another person to assault someone.
- Spreading rumors.
- Deliberately excluding or leaving someone out.
- Cyber-bullying – can be in the form of IM, text messaging, Facebook, etc
- Teasing others
- Other:

(all that apply)

Does bullying occur at Riverside Jr High? – circle one

- Take on the bully
- Report it to trusted adult
- Tell your friends
- Ignore it
- Agree with bully to get it to stop ...
- "talk your way out of it"
- Use physical force

YES NO

If Yes- Where does it typically occur? – circle

- Classrooms :
- Hallways :
- Locker Rooms:
- Stairwell:
- Restrooms:
- Lunch Room:
- Bus:
- Other:

Anything else you know or would like to share about bullying at Riverside Jr High?

Circle what you believe bullying is:

- Hitting, kicking, shoving, etc.
- Taunting, teasing, degrading remarks
- Threatening, intimidating through words or body language
- repeated...reoccurring
- Imbalance of power – target of bullying is afraid.
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- Locker Rooms:
- Stairwell:
- Restrooms:
- Lunch Room:
- Bus:
- Other:

Anything else you know or would like to share about bullying at Riverside Jr High?

Bullying, teasing or taunting... how it leads to stress

Define Stress

Project:

Students create PSA with anti bullying slogan using at least 3 of the following terms: (60-90 sec)

Tease, taunt, bully, bystander, report, repeat, nice, help, vocal, report.

- Track your stressors
- BIODOTS:**  **BIODOT®**
SKIN THERMOMETERS



Standard 8: 8.8.2 Demonstrate how to influence and support others to make positive health choices. Standard 7: 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

This will lead us into Mental/Emotional

Health unit (covering illnesses and Suicide)

- Guest speakers mental health

<http://www.thepeytonriekhoffoundation.com/>

- Journal activities
- Textbook
- CLOSE reading strategies (Newspaper or Current Health Magazine)
- “For & Against” – MH & video games

Drugs, Alcohol, Tobacco

- I teach this unit:
 - using power point/slide shark
 - Updating on current trends- Central Indiana (Indianapolis Star News paper)
 - Free Videos:
 - Media Sharp: <http://www.cdc.gov/tobacco/mediashrp.htm>
 - The Truth about drugs: Documentary [drugfreeworld.org](http://www.drugfreeworld.org)
 - Natural: High: www.naturalhigh.org
 - You tube (how alcohol is made, PSA's)
 - Create your own skits – Refusal Strategies (use on RTV- School news channel)
- Pleasant High Demonstration- Every 15 Minutes
<http://www.youtube.com/watch?v=8HpyzeVAEA>
 - Guest Speakers: Peyton Manning Children's Hospital, Hamilton County Health Department, DARE- School Resource Officers
 - Free Stuff:
 - CDC
 - Americanheart.org
 - Scene Smoking: www.saclung.org
 - Gruen von Behrens Age 17: Oral Cancer from Chewing Tobacco
 - Advertising (Flintstones) <http://www.youtube.com/watch?v=NAExo5oZc2c>
 - Create a "new" digital ad (Old tobacco ads)



Alcohol, Tobacco & Drugs:

“Hurting my healthy body!”

Standard 1: 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Objective: Stanimals will be able to identify how using alcohol, tobacco and drugs can harm their healthy bodies and personal goals.

Prior Knowledge:

- We talk about body systems:
 - Nervous system (alcohol)
 - Respiratory & Cardiovascular Systems



This is our visit
from St
Vincent
hospital talking
about Smokers
Lungs

Alcohol

- Nervous System

Activity:
“Hands Up”



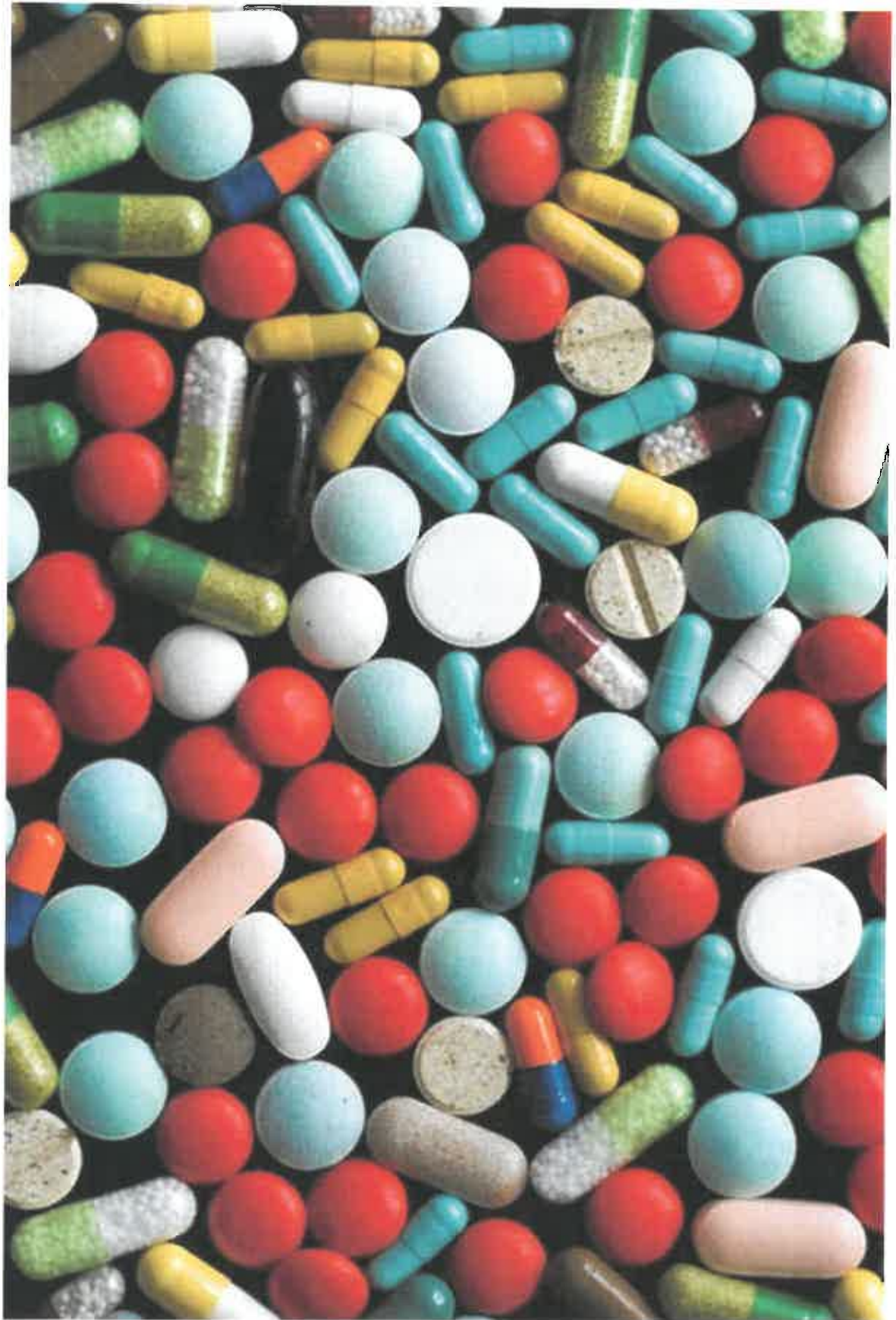
- Simulation Stations:
next

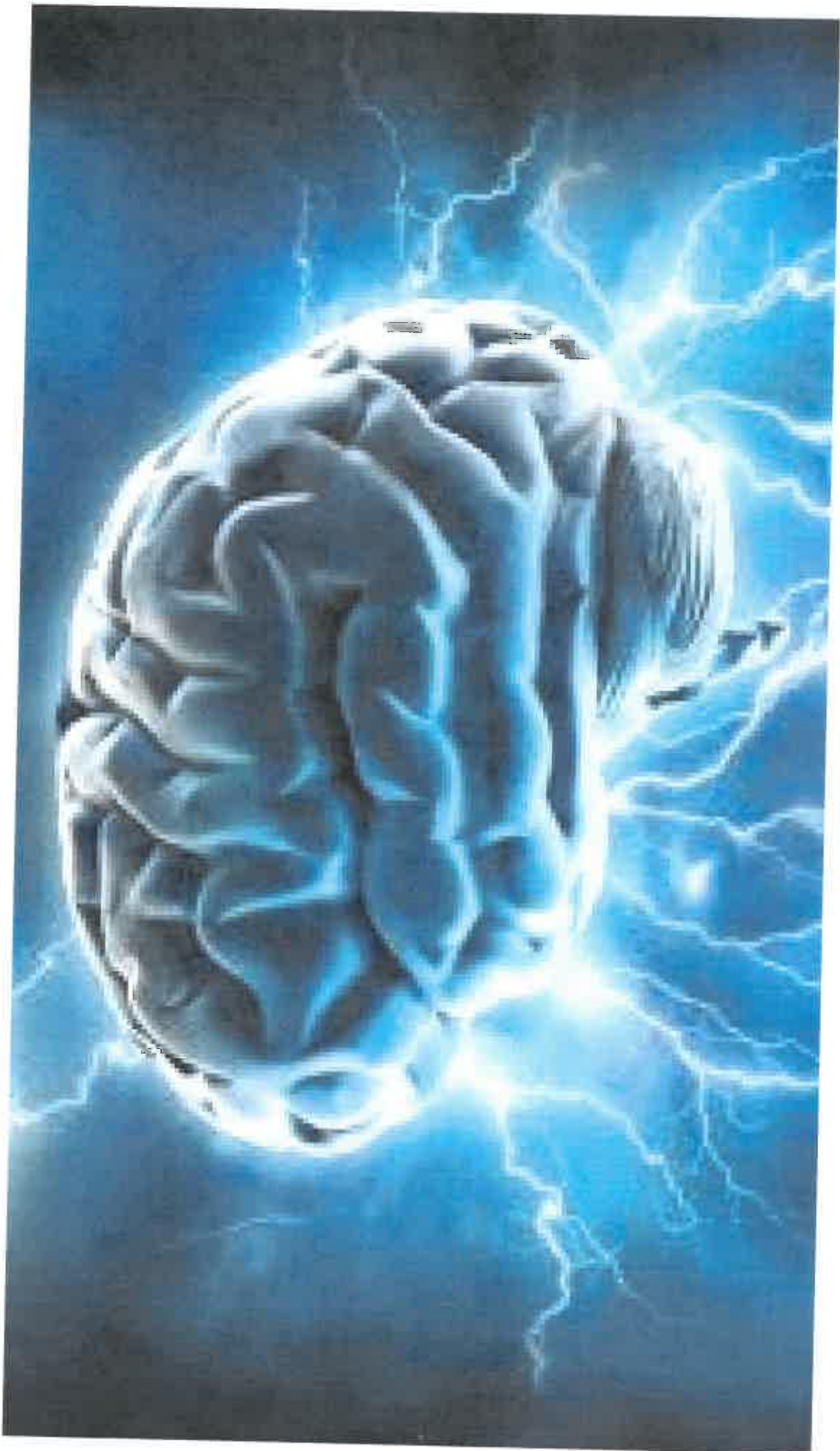
- Reflection Journal
(experiences... notes to
home)

Standard 1: 1.8.8 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

2.8.7- Explain how the perceptions of norms influence healthy and unhealthy behaviors 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others







The teacher will explain the sobriety stations that we will be using to somewhat experience what being drunk is like. At each station, they will fill out a notecard explaining how they felt at each station. The stations are:

- Drunk Goggles
- Walking Test
- Alcohol Ball
- Eye Test

Students will go around to the sobriety stations set up around the room and the students will all have a chance to experience each one.

Drunk Goggles

I will provide the students with sunglasses that have been smeared with Vaseline to show them how their vision is impaired when they have been drinking. At this station, they will have notecards with certain phrases on them and they will be asked to walk up to the board, grab a marker and write that phrase on the board.

Walking Test

I will put a strip of tape along the ground to show them where they should be walking. The partner that does the walk should first put their hands straight above their heads, look up at them and then close their eyes. The other person will then help them spin in 5-10 circles. Once they are done spinning, they will try to walk the straight line, heel to toe.

Eye Test

One partner will take an object (or their finger) and ask their partner to follow the item around with their eyes only – meaning they cannot move their head. They should check that both eyes are moving together and tracking the object. After they have established this, the partner will start to move their object around much faster making the object harder to follow. Now, their eyes should be tracking differently and not in sync.

Alcohol Ball

The group will break into 2 or 3 groups so there are only 2 or 3 people in their groups. They will have a gator ball in their group to throw back and forth. One partner will spin around 10 times (with the help of their partner). After they are finished spinning, the partners will again try to play catch.

Have a discussion with the class about the stations they experienced. Make sure to explain that although these were probably fun for them during this class, the issues they present, or what they represented are very serious and should not be taken lightly. Explain how these every day tasks become so difficult because they are in some way impaired.

BOWLING PINS

WALK THE LINE

TALK WITH MARSHMALLOW

CONES w/ REMOTE CAR

TAKE PICTURE AFTER SPINNING WITH EAT

WRITE WITH NON-DOMINANT HAND

**Rx Glasses, Sunglasses, Safety Glasses/Goggles, Marshmallows, Gatorball, bat, pencil, paper, flashlight, tape (floor), remote car, cones, camera,

Tobacco:

- Lab:
 - Heart rate
 - Straws
- Grab Bag
 - Tar & Phlegm jars
 - Lung sponge



Project Based Assessment:

Old Advertisement
modifications

-Flintstones Ad



– Bubble wrap

Standard 1: 1.8.3 – Analyze how the environment impacts personal health. 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems. 5.8..6- Choose healthy alternatives over unhealthy alternatives when making a decision. 7.8.3- Demonstrate behaviors to avoid or reduce health risks to self and others.

Effects of Smoking & Lung Disease: Straw Activity: Wellness - Mrs. Stan

A. Record your thoughts & reactions after the straw activity here:

B. What did this activity illustrate?

C. How did you feel after breathing through the straw? Would you be able to carry on your everyday normal activities if you were only able to breathe like that?

Chronic lung disease is one of several dangerous, long-term effects of smoking. (Others include heart disease, lung cancer, and other cancers)

Two types of chronic disease:

Chronic bronchitis- there are many bronchial tubes in the lungs that branch out like an upside down tree. In smoker's lungs, the chemicals from tobacco build up in these tubes, blocking or thinning the airways. This makes it difficult to breathe and get oxygen into the lungs

Emphysema- at the end of these tubes are alveoli, or tiny air sacs, that look like bundles of grapes. When you breathe, air fills these sacs and releases oxygen into you or blood. The same dangerous tobacco chemicals that block bronchial tubes can also destroy the alveoli. With fewer sacs to fill, your lungs do not get enough oxygen.

***There are short term effects too! Brainstorm what some of these may be below:

Facts & Stats:

- Inhaling cigarette smoke reduces the amount of oxygen in the bloodstream
- Smoking increases your heart rate because your heart must work harder to get oxygen to the rest of your body
- The tar found in tobacco sticks to the insides of your lungs, where it can cause cancer
- Cigarette smoking is the single most preventable cause of premature death in the USA. Each year, more than 400,000 Americans die from the effects of cigarette smoking
- Cigarettes are responsible for more deaths in America than alcohol, car accidents, suicide, AIDS, homicide, and illegal drugs put together
- On average, someone who smokes a pack or more a day lives 7 years less than someone who never smokes
- The likelihood of smoking-related cancers increases the longer a person's been smoking

Answer the following questions: (on the back)

1. Given all the dangers of smoking, what are some reasons people still smoke?

2. If someone asks you to smoke, what are some ways of telling them no & getting out of the situation?

3. If you just saw a younger sibling smoking, what would you say to discourage them from taking up the habit?

Drugs:

- QR Codes
- Assessment: Project
 - MI projects - Blackboard



Standard 8; State health – enhancing position on a topic and support it with accurate information. 8.8.4 Identify ways that health messages and communication techniques can be altered for different audiences.

3.8.5 Locate valid and reliable health products and services.

BODY POSTER ASSESSMENT

- Get with your groups.

You have 3 minutes to...

**these bodies are made prior (1st semester when we talk about body systems)*



Standard 1: 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Exit Tweet:



- On your “Fit-ter” card write down at least ONE thing you will take with you and use in your classroom this year!
THEN tweet on my board for a chance to win!!



Thanks and Credits for some shared ideas:

Deb Trackemann

Jenny Berju

Erin Trumpe

Megan Osborn

NAME: _____ Per. ____

My Tweet today is:

NAME: _____ Per. ____

My Tweet today is:

NAME: _____ Per. ____

My Tweet today is:

NAME: _____ Per. ____

My Tweet today is:

NAME: _____ Per. ____

My Tweet today is:

NAME: _____ Per. ____

My Tweet today is:

NAME: _____ Per. ____

My Tweet today is:

NAME: _____ Per. ____

My Tweet today is:

First Aid & Safety;



- I teach this unit:
 - using power point
 - Certifying our students in CPR (Child/Adult) AHA
 - Scenarios
 - Brochures
 - Guided reading activities
 - Free Stuff:
 - Students watch clips of “Rescue 911” and become “live” first responders.
 - Can tie in environment topics as well as animal safety
 - Safety Kits (homemade) projects
- Hands on activity: (See handout)
first aid kits /certifications

Stuff to Share:

- Exit Slips: Fit-ter Card/ Classroom Tickets
- Word/vocab maps
- Voting buttons
- 3-2-1
- More Active learning strategies
- “Parking Lot”

