



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

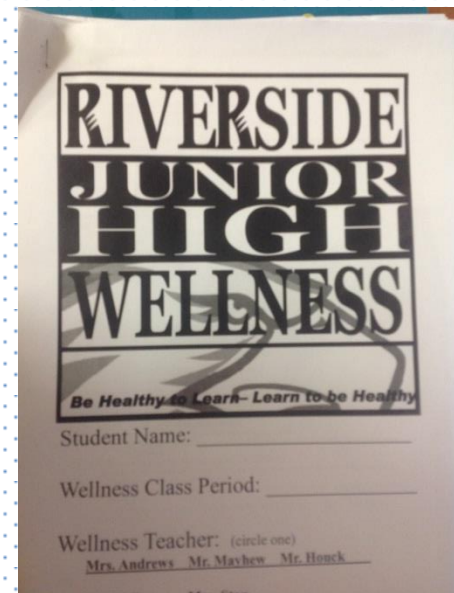
SHAPE America Midwest District Middle School Physical Educator of Year 2015

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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 WELLNESS: HEALTH 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.



www.educationillustrated.com

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



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 communication skills to enhance health.

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



I. 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

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

Building others self-esteem:

PEER PORTRAITS....

DOVE Clip

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



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:

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



School Bullying Map:



- 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.

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.

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



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
 - 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=NAExoSozc2c>
 - 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.

Unit leads into First Aid & Safety

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)

Standard1: 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

Tobacco:



- Lab:
 - Heart rate
 - Straws

- Grab Bag
- Tar & Phlegm jars
 - Lung sponge
 - Bubble wrap

Project Based Assessment:

Old Advertisement modifications

-Flintstones Ad



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.

Drugs:

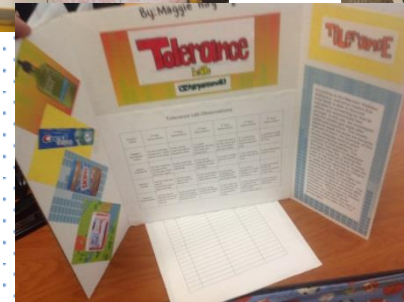
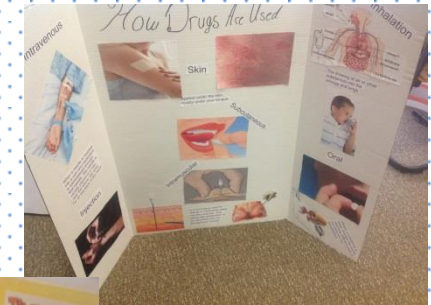
- QR Codes



- Assessment: Project
 - MI projects - Blackboard

A handwritten chart titled "Over the Counter Medicines" with columns for "Medicines", "Recommended Dose", "Possible side effects", and "Warnings". The chart lists Tylenol, Visine, Dimetapp, and Claritin. It includes handwritten notes on each category, such as "Allergy Symptoms" and "Irritation".

Medicines	Recommended Dose	Possible side effects	Warnings
Tylenol	1-2 tablets every 4-6 hours	Stomach pain, dizziness, drowsiness	Do not take if you have liver disease or are taking other painkillers
Visine	1-2 drops every 4-6 hours	Eye irritation, dryness	Do not use if you have eye infections or are wearing contact lenses
Dimetapp	1-2 tablets every 4-6 hours	Drowsiness, dry mouth	Do not take if you have high blood pressure or are taking other medications
Claritin	1-2 tablets every day	Drowsiness, dry mouth	Do not take if you are allergic to any of the ingredients



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:

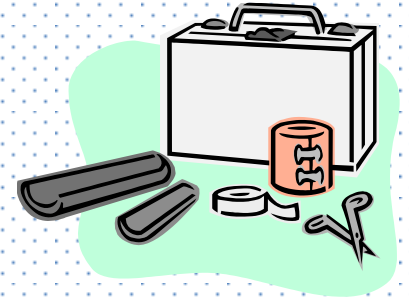
- On your “Fit-ter” card write down at least ONE thing you will take with you and use in your classroom this year! **THEN** tweet on my board for a chance to win!!



Thanks and Credits for some shared ideas:

Deb Tackmann
Jenny Berju
Erin Trimpe
Megan Osborn

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”

