



# Holistic Health Education

## Teacher Manual

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# Curriculum Information:

This is a unique health curriculum that encourages students to honestly assess how they treat their bodies and why daily life choices can drastically change their short and long-term health outcomes, both mentally and physically. This course uses national standards as a guideline for a holistic approach to providing a well-rounded health education, but also provides additional “outside the box” topics for students to explore. By introducing natural holistic health options and alternative practices students will sharpen their critical thinking skills with the goal of taking ownership of their health and ponder the possibilities of maintaining optimal health with food and plants that have been available for centuries!

This curriculum also emphasizes mental, emotional and sexual health, covering the hard delicate topics about the sad realities of exploitation and the detriments of various addictions. It provides tools for the students to bravely confront the stressors and dangers facing so many of this generation’s youth. The curriculum was written with a passion for accurate education for children and to guide parents, and kids, through the challenging realities of the current world we live in. A growing list of helpful resources are offered on the website as well.

This Health Education class is well rounded and thorough to ensure an understanding of each area based on the [New National Health Education Standards](#). However, it does not include education about gender identity. The goal of a quality health education program is to ensure each student has the knowledge and skills needed to lead a healthy lifestyle utilizing health literacy, which is the ability to access, understand, analyze, apply and advocate for health information and services in order to maintain or enhance one’s own health and the health of others.

The National Health Standards address these topic strands:

- Nutrition and Physical Fitness
- Growth, Development and Sexual Health
- Mental, Emotional and Social Health
- Substance Use and Abuse
- Personal and Community Health
- Injury Prevention and Safety

## Schedule:

The beauty of homeschool is you get to decide how your schedule works and what makes sense for your student. Some parents are strict about meeting minimum hours per credit and some award a credit when a curriculum is complete regardless of how long it takes. Since this curriculum is unique in that you can pick and choose assignments, it makes sense to decide ahead of time how many assignments in total they have to do. You can figure out how many assignments you want them to do and divide that by weeks, or vice versa. Remember, a health education course is supposed to include physical activity as well, so 1 hour a week can count towards this class. If your student is not involved in any physical sports/activities, they can just do the physical fitness assignment.

The assignments have been broken into “about” 30-45min. I wouldn’t get bogged down with figuring out exact hours. I would suggest that you and your student choose your preferred assignments that would be close to 75 or 150 days (or whatever is required in your state for a ½ or whole credit) of work and once complete, the course is done!

**½ credit 75 hrs/15 weeks = 5hrs a week, 60 days of assignments + 15 hrs PE**  
or 1 full credit with double these recommendations

The preassigned schedule that is provided includes all of the “required” assignments and covers the basics of each academic standard, minus gender identity education. Those assignments ended up being 50 days, which leaves about 10 days of your choice of optional assignments, if you choose. You can use this schedule and jump right in OR you and your student can read through all of the assignments from the Master List Table of Contents and pick and choose all 60 days. The choice is yours since it’s all customizable!

The Documentaries are a great option for some unique learning and perspective. Most of them would count for 2 days of assignments. I would recommend having them fill out the reflection form for each documentary they watch. There are no links to the documentaries as accessibility changes often. but most of them can be found on Netflix.

Most of the video class assignments will take over an hour to complete so they were assigned 2 days as well.

As you are choosing assignments, please be aware that the \*s notate how many days the assignment should “count for”, even if they complete it in 1 sitting, based on about 30-60min of work for 1 day.

\*\* = 2 day assignment, \*\*\* = 3 day assignment, \*\*\*\* = 4 day assignment

## Printing:

Master List Table of Contents	5 pages
Grading Sheets	3 pages - could just print the 2 student ones
Preassigned Schedule	3 pages - Optional
Answer Key	27 pages - Optional

If you want to add more assignments to the Preassigned Schedule, use the Master List Table of Contents to easily choose them or to create a customized curriculum. A printed Teacher Manual will be available to order soon, but for now it is recommended that you at least print the Master List TOC or Preassigned Schedule and then students can refer to it as they choose which assignment they are going to do each day.

Some optional assignments have activities that would require being printed.

The Emergency Preparedness Form	2 pages
The Calorie Tracker	4 pages
Reflection Form - for every documentary watched	1 page
Goal Log is fillable digitally, but could be printed	4 pages
The Meal Planner is fillable digitally, but could be printed	4 pages

## Grading:

The Alison.com video classes include quizzes that are graded. After clicking on the class link, students can click the green “start learning” button. An ad may pop up, just close it. It will then prompt them to sign up for a free account. Once they have a log in email and password, they can click the start learning button again. If they logout or just close the window, there is a green button “continue learning”, that takes them right back to where they left off or they can go to the dashboard and the continue learning button is there too. When they complete the quiz, the % earned will be at the bottom left side of the screen. They can retake the quiz if they want to. You do not need to print a certificate. They have been instructed to write their score in their notebook, but you can go to their dashboard and see the completed course for their grades. You may need to click a course and then click “revisit course” for the grade to show.

The sexual health classes have short quizzes after each lesson and you could utilize them for grading by logging their scores and the student has been instructed to keep track of them. The other reading, research and project assignments will be left to your best judgement to award a grade for completion or accuracy, but an answer key is provided to assess student work. The answer key is numbered to match the numbered assignments.

\*Note: there will be some students who quickly realize that they can skip reading some of the articles because they don't have questions assigned to them. The reflection sections with bullets are meant to be pondered and answered mentally, but preferably discussed with an adult, as there is no required written answer. This curriculum is designed to encourage a lot of critical thinking by introducing various topics about health that aren't commonly taught and discussed. The student will of course learn more, if they do all the work and read all the articles, which are not lengthy. It will be up to you how closely you monitor the completion of each assignment.

The Respond sections should have answers written in a spiral notebook. The student is directed to number the assignment they are doing and write the corresponding letter to their answer.

(Parents, a great resource for keeping your kids safe is a facebook group, [Parenting in a Tech World](#). I don't want to share this on the website because a lot of guidance on how to keep tech locked down is shared in this group. Kids are smart enough without access to this group. 😊)

## Materials Needed:

Internet access  
Spiral notebook  
Printer

# Answer Key

## 1.1 Physical Fitness

### **Project-Exercise Goal (for students who are not involved in a sport or ongoing physical activity)**

Read the first 4 articles listed at the bottom of this page, [Fitness - HealthyChildren.org](https://www.healthychildren.org/healthykids/fitness).

Read the “portion distortion I” slide show. [Portion Distortion, Eat Right, NHLBI, NIH](https://www.nhlbi.nih.gov/health/heart/portion-distortion)

- Do you think those foods are worth eating now knowing how much exercise you must do to burn those calories?

### **Plan**

Write a plan for how you will move your body at least 3 times a week for 20 minutes each day. Include a measurable goal for 90 days at a time. An example of a measurable goal is: I will be able to lift x amount of weight, I will be able to jog the entire 5 miles, or run 5 miles in x amount of time, I will be able to walk up 1-2 flights of stairs without getting out of breath, I will be able to place my hands flat on the ground while bending over, etc. These are all goals that you can “measure” your beginning ability and compare it to your 90 day ability. Use this [Goal Log](#) to track your progress.



The image shows a 'Physical Activity Goal Tracker' form. At the top left is a circular logo with '90' and 'days'. The title is 'Physical Activity Goal Tracker'. Below the title, it says 'Record your fitness journey here.' and 'Write a plan for how you will move your body. Include a measurable goal for a 90-day period.' It lists three examples of measurable goals: 'I will be able to lift \_\_\_\_\_ amount of weight.', 'I will be able to jog \_\_\_\_\_ miles in \_\_\_\_\_ minutes.', and 'I will be able to place my hands flat on the ground while bending over.' It notes that these are all goals that you can 'measure' your beginning ability and compare it to your 90-day ability. Below this, it says 'Show your teacher your measurable 90-day goal. Demonstrate your current ability with that goal. Write down your baseline achievement. At the end of each month demonstrate your progress towards your goal. Write it down in your log. When the 90 days are over, attempt to achieve your goal one more time. Make notes of your progress and whether you achieved your goal or not.' The form has a section for 'Goal Setting & Start Date' with fields for 'Start date' and '90 days' ending with '2025'. Below that, it asks for 'My 90-day physical activity goal' and 'My starting point', both with example sentences: '(Example: "I can jog for 20 minutes continuously before needing to walk.")' and '(Example: "I can jog for 5 minutes continuously before needing to walk.")' respectively. There are several blank lines for writing.

### **Present**

Show your teacher your measurable goal. Demonstrate your current ability with that goal. Write down your baseline achievement. At the end of each month demonstrate your progress towards your goal. Write it down in your log. When the 90 days are over, attempt to achieve your goal one more time. Make notes of your progress and whether you achieved your goal or not. What would you change in order to accomplish that goal? OR write another exercise goal for the next 90 days. Continue this activity for the rest of your life! :)

# 1.3 Food Groups

## Reflect

Grab your calendar/schedule and think back on your last week.

- How many days did you NOT eat any vegetables?

If you eat a lot of fast food, it's very easy to go days without eating a single vegetable! Even when you eat at home for every meal, some meals may not include veggies. If you aren't conscious about what you consume it can have a lasting effect on your body in a negative way.

## Read and Respond

### [A Teenager's Nutritional Needs](#)

- a. What is the difference between complex and simple carbs?  
A: complex carbs provide sustained energy, simple carbs give a brief burst of energy full of sugar with little other nutrients.
- b. Which one do you think would also be called "empty" carbs?  
A: simple carbs

### [How many calories should you eat per day?](#)

- c. What things determine how many calories a teenager needs daily?  
A: sex, age, height, weight, activity level
- d. What is the calorie range for a male and female age 16-18?  
A: 2,400-3,200 male 1,800-2,400 female

The USDA states that nutrient rich whole foods make us healthier and prevents diet related diseases. Read this infographic: [The Dietary Guidelines for Americans](#)

Now compare these two plate guidelines. [Healthy Eating Plate vs. USDA's MyPlate](#)

- e. Comparing graphics, what are the 4 differences in recommended food groups between the two plates?  
A: whole grains, healthy protein, healthy oils is added and water not dairy to drink
- f. Which one do you think is healthier? Why?  
A: personal opinion

1.3 continued on next page

## 1.3 continued

### [The truth about fats: the good, the bad, and the in-between - Harvard Health](#)

- g. What are the two types of good fats?  
A: monounsaturated and polyunsaturated
- h. List 3 foods with each type of good fat.  
A: mono=avocadoes, olives, nuts, peanut oil, safflower and sunflower oil  
poly=corn oil, safflower, sunflower oil, salmon, walnuts, seeds, flaxseeds

### Something to consider: [Are GMO Foods Safe for My Child? - HealthyChildren.org](#)

- i. What does GMO stand for and what does it mean?  
A: Genetically Modified Organism
- j. What is in most GMO products that is causing cancer?  
A: glyphosate
- k. Write a short answer about what you think about eating GMO foods?

# 1.4 Serving Sizes

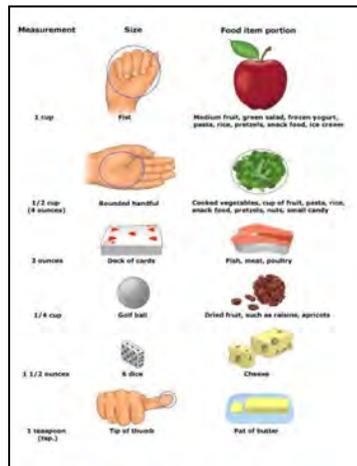
## Read

[Serving Sizes and Portions, Eat Right, NHLBI, NIH](#)

[Changes to the Nutrition Facts Label: What Parents Need to Know](#)

Watch this video: [FDA\\_CME\\_Companion\\_FINAL\\_OUTPUT on Vimeo](#)

Evaluate this graphic and test it by using measuring cups to compare to your hand.



## Reflect

Knowing that most families eat fast food a couple times a month, you are going to evaluate how you can make changes to your order to make healthier choices.

## Research and Respond (answers will vary for each student's preferences)

Look up the nutritional menu of your favorite hamburger fast food place.

- How many servings and calories are in a double burger and also in a large fry?
- How many total calories is the meal after you add a large soda?
- List all the ingredients in the burger. Thinking back to the nutritional food groups, mark which ingredients you would consider healthy?
- Do you think this meal is well balanced for the amount of calories it is?
- If your calorie intake as a teenager is 2,800 for boys, 2,200 for girls, how many calories would be left for the rest of the day before going over this amount?
- Read tips for making healthier choices: [Choose This, Not That: Healthy & Unhealthy Choices at Fast Food Restaurants - HealthyChildren.org](#)
  - Write down 2 changes to the order that you could request to make this double burger meal a little healthier. Be honest, would you still eat it with these changes?
- Now find a combo meal or entree item on the menu that has the least calories.
  - How many calories and servings is it?
  - Compare it to the burger meal. Would you consider choosing it instead?

# 1.5 Diet Related Health Challenges

## Research

How does poor nutrition or a lack of nutrients lead to these health challenges? In other words, what contributes to causing them? Write a short answer for each.

- a. Obesity-Here's a jumpstart [Childhood Obesity: A Complex Disease - HealthyChildren.org](https://www.healthychildren.org/ohp/food-nutrition/obesity/Childhood-Obesity-A-Complex-Disease.aspx)  
A: Genetics, nutrition, physical activity, unjust food systems, economic factors, unsafe physical environments, and toxic stress.
- b. Heart Disease  
A: Diets high in calories, fat, and sugar can damage blood vessel function increasing the risk of early heart attacks and strokes.
- c. Diabetes  
A: Poor nutrition, particularly a diet high in processed foods, sugary drinks, and refined grains, and low in fiber, can contribute to the development of type 2 diabetes in children.
- d. Hypertension  
A: Diets high in sodium and low in potassium are a significant risk factor for hypertension in children. Obesity, often linked to poor diet, is also strongly associated with elevated blood pressure in children.
- e. Scurvy  
A: Scurvy is caused by a lack of vitamin C and is characterized by fatigue, weakness, poor wound healing, and bleeding gums.
- f. Vitamin D deficiency  
A: This can cause rickets, a condition characterized by soft, weak bones, and growth problems. Other symptoms include muscle weakness, bone pain, and fatigue.
- g. Vitamin B deficiency  
A: Vitamin B deficiencies, especially B12, can cause serious developmental delays, including cognitive impairment, motor issues, and even brain damage.

## Reflect

If you know your family history, find out if you have a family member who has suffered from one of the above conditions.

- Do you think it's possible you are predisposed to it as well?
- If you didn't find any family history of disease or don't know your family history, which one worries you the most?

1.5 continued on next page

## 1.5 continued

### Respond (answers may vary)

- h. Based on your reflection answers, what could you do now to prevent getting that condition?  
A: Example: for type 2 diabetes, I need to avoid excess sugar in my diet, exercise regularly, and maintain a healthy body weight for my height.
- i. What is recommended to manage it if you develop it?  
A: Nutrition and exercise counseling, regular blood sugar checks, and possibly medication to manage blood sugar levels.
- j. Through researching, find if there are any alternative remedies that could help prevent it or treat it if diagnosed?  
A: Proper nutrition: balancing macronutrients including carbohydrates, proteins, and fats. Eat lots of whole grains, a rainbow of vegetables, and healthy proteins and fats reduces the risk of diabetes related complications. Maintain a healthy weight and exercise regularly. Taking Chromium and magnesium along with other vitamins can help treat it. Reducing stress can help prevent and treat it.

## 1.6 Sugar Overload

### Read and Respond

[Added Sugars on the Nutrition Facts Label | FDA](#)

- a. How many grams of added sugar is the maximum you should consume in a day based on a daily 2,000 calorie diet?  
A: 50 grams

Learn about: [Sneaky Sources of Added Sugar | INTEGRIS Health](#) and [Are Artificial Sweeteners Bad for You?](#)

- b. Artificial sweeteners can be up to \_\_\_\_\_ times more sweet than sugar.  
A: 700
- c. What does that amount of sweetness do to your brain?  
A: It produces high amounts of dopamine and stimulates the area of your brain that is related to addiction. It also drives up your blood sugar. You crave more and then “crash” when it wears off, so then you crave it again, over and over. It puts your body(brain) on a rollercoaster.

1.6 continued on next page

## 1.6 continued

Now think about your favorite treats.

- d. How many grams of added sugar does your favorite drink have?

A: personal opinion

- e. How many calories is a single serving of your favorite dessert and grams of added sugar?

A: personal opinion

Here is a list of some of the names that are sources of sugar: *fructose, sucrose, dextrose, maltose, syrups-rice syrup, maple syrup, corn syrup, high fructose corn syrup, honey, molasses, agave, fruit concentrates, fruit nectars, cane juice, invert sugar, dextrin, sweet sorghum.*

- f. Time to do a little digging. Google search for a spaghetti sauce brand that does NOT have sugar in it. Are you surprised at your findings?

A: Classico is one brand

Now look through your kitchen and find 10 items that have any kind of sweetener listed on the label. (answers will vary)

- g. Write down the names of each item

i. What kind of sugar(s) do they have?

ii. How much added sugar (or total, if added is not listed) do they have?

iii. Which items were a surprise?

- h. Choose 2 of the items on your list that have added sugars and google a different brand with no added sugar that your caregiver could buy instead. If you can't find a brand with no sugar, can you find a recipe to make it?

### **Reflect** (answers will vary)

Added sugar is in many foods we would not think it's in, like garlic salt seasoning. Even if you ate very few sugary treats, it's surprisingly easy to reach your maximum amount of recommended daily added sugar when it's in sneaky foods we don't think it would be in.

- What's your favorite sweet treat?
- How often do you consume it?
- How often do you have a sugary drink?
- Would you rather eat your max grams of sugar or drink them?
- How do you feel about consuming more total sugars than your body should have?

## 2.2 Dangerous “Enhancements”

### Research

Read these articles as a starting point: [Steroids](#), [Sports Supplements](#) [Energy Drinks](#) and [Caffeine](#) for kids

Discover the harmful effects of these “body enhancements” and list at least 2 for each.

- a. Diet pills  
A: Organ failure, testicular cancer, heart attack, and stroke.
- b. Anabolic steroids  
A: Stops growth in children who are still growing taller and may cause long term problems with the heart, skin, and other organs.
- c. Energy drinks  
A: Anxiety, body becomes dependent on them, rapid heart rate and death
- d. Protein shakes  
A: Excessive protein can strain the kidneys leading to dehydration and other digestive issues. Some have a of sugar and the ingredients are not actually healthy
- e. Sugary Coffee  
A: Increased risk for Type 2 Diabetes and sleep problems, weight gain
- f. Soda  
A: Weight gain, tooth decay, unhealthy ingredients, drinking less water

### Reflect

- Have you used any of these enhancements?
- Did it alter your brain or body in any way?
- After reading about the harmful effects of these, have you reconsidered using any of them?

### Respond (answers will vary)

- g. Which enhancements would you still use?
- h. Will you still use the same daily amount of them?
- i. List a healthy alternative you could substitute for each enhancement.
  - i. Diet pills  
A: Exercise
  - ii. Anabolic steroids  
A: Weight training

2.2 continued on next page

## 2.2 continued

### iii. Energy drinks

A: water, unsweetened tea (like green tea or black tea), black coffee, and natural fruit juices, as well as foods like whole fruits and protein-rich snacks.

### iv. Protein shakes

A: Protein rich foods, fruit smoothies with protein-like cottage cheese

### v. Sugary Coffee

A: water, unsweetened tea (like green tea or black tea), black coffee, and natural fruit juices.

### vi. Soda

A: water, unsweetened tea (like green tea or black tea), black coffee, and natural fruit juices.

## 2.3 Harmful Ingredients

### Research and Respond

- a. Why are there ingredients still approved by the U.S. Food & Drug Administration and yet restricted or banned in Europe?

A: US allows ingredients until proven unsafe, putting profit margin above health. EU puts health above profit and confirms ingredients are safe first.

- b. What harm does glyphosate cause the body?

A: cancer

- c. What harm does artificial food dyes cause the body?

A: ADHD, allergies, erratic behavior, poor learning, carcinogenic contaminants, genotoxicity

- d. Thinking backwards, consider a concern we have with our health and then research possible ingredients/chemicals that contribute to it. Write which health concern you read about and list 2 possible ingredients for it.

A: answers will vary

- e. You now have a list of 4 ingredients that are bad for our health. (glyphosate, food dyes, and what you found while researching) List 5 products that have any of these 4 chemicals in them? (You might even be able to find some in your house)

A: answers will vary

## 2.4 Meal Plan & Cook a Meal

**\*\* Project: Use the provided [Meal Planner](#) as a guide**

Planning dinners ahead of time helps to make sure you are eating a well balanced diet. You can save time and money too!



The image shows a worksheet titled "Meal Plan & Cook a Meal". At the top, it says "Planning dinners ahead of time helps to make sure you are eating a well-balanced diet. You can save time and money too!" and "Cook one of your planned meals for your family!". Below this, there is a section "Plan Your Meals" with the instruction "Write up a meal plan for 5 healthy dinners:". The worksheet is divided into two sections, "Dinner 1" and "Dinner 2". Each section has a "Main Dish" field and three "Side" fields (Side 1, Side 2, Side 3). To the right of each section is a "My meal includes:" section with checkboxes for Protein, Grains, Vegetables, Fruit, Dairy, and Healthy Oil. There is a small illustration of a family and a "Cook with Love" logo.

### Present

Using the [printable portion plate](#) as your guide, serve your family members their meal. Tell them about 2 or 3 things you learned, either while planning your meals, cooking or serving your meal.

## 2.5 Healthy Weight

### Research

Weight management is a billion \$ industry. The vast majority of Americans need to lose weight at some point in their lives. Typically, excess weight is caused by too many calories beyond what our bodies use in a day. That means we are eating too much, OR, the foods we eat have a high calorie count because it lacks good nutrients and our body turns it into fat. These high calorie, low nutritious foods are often a result of eating fast food and empty carbs (junk food).

2.5 continued on next page

## 2.5 continued

- a. Look up how many calories is a Big Mac meal at McDonalds and a Crispy Chicken sandwich meal at Chick-fil-A, assuming you ordered it with a nondiet soda, whatever size it comes with.

A: Big Mac + Medium Fries + Medium Coke = 1170 calories

Crispy Chicken Sandwich + Medium Fries + Medium Coke = 1030 calories

- b. Compare the total calories of these meals to what your daily max should be using this [calculator](#).

A: answers will vary

## Reflect

- Based on the Plate diagram, [Healthy Eating Plate vs. USDA's MyPlate: Nutrition Source](#) could either of these meals fill the plate?
- Read this article about BMI. [Body Mass Index: Chart, Calculation, & Healthy BMI](#)
- Knowing that Dr.'s still use this evaluation and that it isn't very accurate for most people, how would you instead, assess whether you were a healthy weight or not?

## Respond

Use this tool [Nutrition Data Tools](#), or any app, for your answers to the [Calorie Tracker](#).

Track your total calories for 1 day on a day that you think you ate really healthy. See what your total daily intake was and compare it to your recommended daily amount.

Without thinking about how many servings of each were, review your lists and compare how many foods you consumed were healthy ones and not considered healthy?

Now armed with a snapshot of one of your healthy eating days answer these questions: (personal opinion)

- a. Are you surprised by anything?
- b. Did you fill in something for every healthy food group?
- c. If you wanted to consume less calories, what could you change?
- d. If you wanted to consume more nutrient dense calories, what could you change?

## 2.6 Seed Oils

### \*\* Project-find and make a recipe

**Peruse these articles to understand what seed oils are.**

[Seed Oils: Are They Actually Toxic?](#)

- a. How are seed oils processed and what is often added to them?  
A: They are chemically processed: may include cleaning, pressing, bleaching, deodorizing, refining, and sometimes extracting with a chemical solvent called hexane.
- b. Knowing how they are processed and what ingredients are in seed oils do you think the potential benefits of lowered cholesterol outweighs the increase in negative effects on the body from the changes in the original oil from the seed?  
A: personal opinion
- c. What is the ideal ratio of Omega 6 to Omega 3 fatty acids and what is the average person's actual ratio?  
A: Ideal ratio: 2:1 Omega 6 to Omega 3. Actual ratio: is 10:1 or even 20:1

[Are seed oils toxic? The answer is complicated, according to research | PBS News](#)

- d. An increase in ratio of Omega 6 to Omega 3 can cause what conditions?  
A: Chronic inflammation leading to arthritis, heart disease, metabolic syndrome, stroke, and Type 2 Diabetes

### **Ponder**

- What did you think of those articles and the concern about consuming seed oils?
- Crackers, chips, salad dressing, almost any boxed/bagged food item, etc have seed oils in them. One reason seed oils are in foods is because they are cheap to use. How much processed foods do you eat?
- If you could buy all your food, would you opt for foods without seed oils, even if the food was more expensive because they used avocado or olive oil?
- The type of seed oil and how you consume it makes a difference. If your family uses a seed oil on a regular basis, discuss the concerns and consider any healthier options.

### **Present** (answers will vary)

- e. Find 5 products in your house that have a seed oil in them.
- f. Find 2 recipes that could replace something in your house.
- g. Make one and serve it to your family. See if you can sneak it in and if they notice a difference. (When I find a recipe I like to wash a store bought container, like dressing bottle that already has a label, and then refill it with my homemade, but you can reuse any container)
- h. Do you like your homemade product? Did anyone like it?

## 2.8 Growing Food

**\*\*\* Project-learn to grow vegetables and herbs.**

Take this video class: [Growing Organic Food Sustainably | Alison](#)

### **Plan**

Now that you have an idea of how to grow food from the video class, how can you plant/grow 2 vegetables and 1 herb at your house? Gather your materials and start from seed or buy little plants, but starting seeds is way more interesting!

### **Protect**

Make sure your plants are safe from freezing and stay watered when they get dry. Watch for pests and learn how to protect the plants from being destroyed.

### **Pick Produce!**

Enjoy your bounty and share with your family for part of a meal!

## 4.1 Developmental Disabilities

### **Read and Respond**

[Fetal Alcohol Spectrum Disorders - HealthyChildren.org](#)

- a. What are the lifelong complications of FASD?  
A: Physical, mental, behavior and/or learning issues
- b. How does alcohol affect the baby?  
A: The alcohol crosses the placenta and enters the baby's blood where it can damage the developing brain and other organs leading to FASD.

4.1 continued on next page

## 4.1 continued

### [Fetal Alcohol Spectrum Disorders: Parent FAQs - HealthyChildren.org](#)

c. How much alcohol is safe while pregnant?

A: none

d. Is any kind of alcohol safe while pregnant?

A: no

### [Marijuana Use During Pregnancy & Breastfeeding FAQs - HealthyChildren.org](#)

e. How does marijuana affect a baby's brain development?

A: Marijuana crosses the placenta and enters the brain of the developing fetus during pregnancy. Once in a baby's system, it can "hijack" normal nerve cell growth that happens in the developing brain. For example, in some studies, prenatal marijuana exposure was linked with increased tremors and startle reflexes in newborns and a possibly higher risk of substance use disorder and mental illness among teens and adults. In other studies, marijuana use during pregnancy was associated with problems in problem-solving skills, memory, visual perception, behavior, attention, executive function, and impulse control in the children especially as they became teenagers and young adults.

f. How much stronger is marijuana now than it was before 1980?

A: Quadrupled

### [E-Cigarette Use During Pregnancy & Breastfeeding FAQs - HealthyChildren.org](#)

g. Name 6 detrimental substances in vapes.

A: Ultrafine particles inhaled into lungs, flavorings that leads to lung disease, Volatile organic compounds/gases emitted into air have adverse health effects, cancer causing chemicals, heavy metals, lead, tin, nickel

h. Compared to cigarettes, how much nicotine does 1 pod of JUUL e-juice contain?

A: The same as 20 cigarettes

## Reflect

- Do you know anyone that has a learning disability?
- Do you know anyone that smokes vapes, cigarettes or marijuana, drinks or uses illegal drugs?
- Are you addicted to any of these substances? Addiction can be used just 1 time a day.
- Have you tried to quit or witnessed anyone trying to quit an addiction?
- Was it easy?
- If you're a female, do you think being pregnant would be enough motivation to quit now knowing how they affect a developing fetus?

# 6.1 Suicide and Grief

## Read

[Warning Signs of Suicide - National Institute of Mental Health \(NIMH\)](#)

- a. What are all the warning signs of suicide?

A: Talking about: wanting to die, great guilt or shame, or being a burden to others. Feeling: empty, hopeless, trapped, and/or having no reason to live; extremely sad, more anxious, agitated, or full of rage; and/or unbearable emotional or physical pain. Changing behavior: making a plan or researching how to die, withdrawing from friends (saying goodbye, giving away important items, or making a will), taking dangerous risks such as driving extremely fast, displaying extreme mood swings, eating or sleeping more or less, and/or using drugs/alcohol more often.

Grief is something everyone feels if you have experienced any kind of loss in your life. In 1969 Dr. Elisabeth Kübler-Ross introduced what we call the 5 stages of grief. These are not experienced in a strict sequence, nor do they always progress in a linear fashion. The emotional journey can be cyclical, with stages overlapping or repeating in response to evolving aspects of the change. This non-linear progression reflects the complexity of emotional responses, highlighting that the path to acceptance and adaptation is often a dynamic and iterative process.

Read this information about grief [5 stages of grief: Coping with the loss of a loved one](#)

- b. What are the 5 stages of grief?

A: denial, anger, bargaining, depression, and acceptance.

- c. If you have experienced any kind of loss, friend, relative, pet, write about how you think you went through these stages.

A: personal opinion

## Reflect

- Have you ever thought about committing suicide?
- If yes, what made you change your mind?
- Did someone reach out to help you?
- Do you know someone that is exhibiting any of these signs?
- Do you know someone who has committed suicide?

6.1 continued on next page

## 6.1 continued

### Respond

Stress plays a large part in people considering suicide. Learning techniques to deal with stress can literally save your health and mental health. Sometimes medicine is still needed, but managing stress with some simple techniques is a great start to improved health.

- d. Make a list of things you could do to help someone who is at risk of suicide.  
A: Get help as soon as possible: 988 Suicide/Crisis Hotline (text 988) or Crisis Text Line (text "HELLO" to 741741), talk to them and listen compassionately, tell their parent or any trusted adult immediately, check on them daily and remind them you care about them, share books-articles-survivor stories with them, help them make an appointment for counseling-or to talk to a school counselor
- e. Review these [Ways to Reduce Stress](#).
- f. Choose 3 and practice them. How did you feel after each one? Challenge yourself to implement 1 or 2 of these techniques next time you feel stressed or sad.  
A: talk about which 3 they tried

## 6.3 Eating Disorders

### Read and Respond

[Eating Disorders \(for Teens\) | Nemours KidsHealth](#)

- a. Define what the 4 types of eating disorders are?  
A: Anorexia nervosa-eating very small quantities or skipping meals  
Avoidant/restrictive food intake disorder AFRID-not eating enough food to sustain the body  
Binge eating disorder- eat large amounts of food even when you're not hungry  
Bulimia nervosa-vomiting after eating

6.3 continued on next page

## 6.3 continued

- b. What are 3 harmful effects to the body for each disorder?

A: Anorexia-constipation, weak bones, low blood pressure, slow irregular heartbeat, feeling tired, weak dizzy, bloating, irregular periods, delayed puberty

Bulimia-low blood pressure, irregular heartbeat, feeling tired, weak dizzy, blood in vomit or stool, tooth erosion/cavities, swollen cheeks

Binge eating-diabetes, high blood pressure, high cholesterol, fatty liver, sleep apnea

AFRID-lack of vitamins, minerals and protein, needs a feeding tube and supplements, poor growth

- c. What causes eating disorders?

A: There's no one cause for eating disorders. Genes, environment, and stressful events all play a role. Some things can increase a person's chance of having an eating disorder, such as: poor body image, too much focus on weight or looks, dieting at a young age, playing sports that focus on weight (gymnastics, ballet, ice skating, and wrestling), having a family member with an eating disorder, mental health problems such as anxiety, depression, or OCD

Based on your own deduction:

- d. What is stress eating?

A: Eating when anxious or stressed; eating to deal with your feelings instead of satisfying hunger.

- e. Make a list of at least 4 things you could do if a friend had an eating disorder?

A: Tell a trusted adult, check in on them, listen to their feelings, avoid guilt and self blame, help them contact a professional for help

- f. Why does someone with an eating disorder need professional help?

A: The details of the treatment depend on the type of eating disorder and how severe it is. Some people are hospitalized because of extreme weight loss and medical complications which put their lives at risk.

- g. Add 2 professional resources to your list.

A: answers will vary

## Reflect

- How do you think social media influences kids in a way that leads to an eating disorder?
- How does marketing/advertising affect our food choices?
- Have you ever seen a commercial with an obese person eating a burger?
- What does advertising tell us about foods we eat?
- After formulating your thoughts, read this article: [How Children Develop Unhealthy Food Preferences - HealthyChildren.org](#)

## 9.3 Sleep

### Read and Respond

#### [How Sleep Works - Your Sleep/Wake Cycle | NHLBI, NIH](#)

- a. What's the name of the 24 hour rhythm your body follows?  
A: Circadian
- b. What hormone increases to make us tired?  
A: melatonin

#### [How Much Sleep Should A Teenager Get?](#)

- c. How many hours of sleep is recommended for teenagers?  
A: 8-10hrs
- d. A lack of sleep can affect what 4 areas of your life?  
A: Cognition and academic performance, emotional health, physical health and driving safety
- e. What are 3 ways you would choose to improve your sleep?  
A: Options from the article are: focus on sleep hygiene, set a schedule, nap, limit screens, reconsider commitments that interfere with sleep time

#### [What Are Sleep Deprivation and Deficiency? | NHLBI, NIH](#)

- f. What are the 7 chronic health problems that sleep deficiency can cause?  
A: Heart disease, kidney disease, high blood pressure, stroke, diabetes, obesity and depression

### Reflect

- How much sleep do you get on average per night?
- Do you feel rested most of the time?
- Do you work/learn better in the morning or at night?
- What can you do to adjust your schedule to accommodate your need for sleep if you don't feel like you're getting enough?
- How do you think adequate sleep improves your mental health?

## 9.4 Prescription Drugs

### Read and Respond

This definition is from Wikipedia: A drug is any chemical substance other than a nutrient or an essential dietary ingredient, which, when administered to a living organism, produces a biological effect.<sup>[1]</sup> Consumption of drugs can be via inhalation, injection, smoking, ingestion, absorption via a patch on the skin, suppository, or dissolution under the tongue.

In pharmacology, a drug is a chemical substance, typically of known structure, which, when administered to a living organism, produces a biological effect.<sup>[2]</sup> A pharmaceutical drug, also called a medication or medicine, is a chemical substance used to treat, cure, prevent, or diagnose a disease or to promote well-being.<sup>[3]</sup> Traditionally drugs were obtained through extraction from medicinal plants, but more recently also by organic synthesis.<sup>[4]</sup> Pharmaceutical drugs may be used for a limited duration, or on a regular basis for chronic disorders.<sup>[3]</sup>

Read about the history of drugs. [Early drug discovery and the rise of pharmaceutical chemistry - PubMed](#)

- a. What were early drugs made from?  
A: Herbs, plants, roots, vines, and fungi
- b. What was the first synthetic drug made?  
A: Chloral hydrate which was a sedative-hypnotic
- c. An extract from the bark of what tree was used to treat fevers and inflammation?  
A: White willow
- d. Which drug do we still use today that was originally made from this tree bark?  
A: aspirin

[Appendix 1: History of Drug Discovery and Development](#) UCDavis

- e. Why did drug manufacturers move away from using plants and start making all synthetic drugs?  
A: They needed to make large batches as opposed to small batches from plants.
- f. Which cultural medicine practice dispelled the notion that diseases were due to supernatural causes or spells, when in fact diseases were a result of natural causes?  
A: Greek medicine

[Drugs and their Manufacture in the Nineteenth Century](#)

- g. What did pharmacists or chemist-druggists use to store the various ingredients they needed in their store?  
A: Apothecary jars

9.4 continued on next page

## 9.4 continued

Time to think about [Medication side effects: What are your options? - Harvard Health](#)

Read about [Understanding Unapproved Use of Approved Drugs "Off Label" | FDA](#)

h. Do healthcare providers need approval to use a drug off label? Why?

A: No, once the FDA approves a drug, Dr.s are allowed to prescribe it for off label use.

i. Write a short answer about how you would feel if a Dr. prescribed you an off label drug *with and without* your knowledge. What if they were just experimenting to see if it works?

A: Personal opinion

### Reflect

- Which do you think would be safer to use, herbal remedies or current drugs manufactured today?
- Have you ever read the package insert that comes with a prescription drug? Consider reading it next time you have to take a prescription so that you are aware of possible negative side effects.
- If you had a common cold or virus a Dr. would likely suggest using a decongestant. This is a list of some of the possible side effects: headache, nausea, nervousness, restlessness, dizziness, sleep issues, heart palpitations and high blood pressure.
- Do you think the relief from the symptoms is worth the possible side effects?
- Would you consider a natural alternative remedy, like smelling peppermint essential oil, for those symptoms instead?

## 9.5 Alternative Health Treatments

The ebook is on the website or use this link

### Read

[Alternative Treatments ebook](#)

### Respond (answers will vary)

- a. What are 2 treatments you have never heard of?
- b. Read more about those 2 through your own search and write down one interesting fact from each.
- c. Now choose 1 treatment from the book and find 2 providers near you

### Reflect

- Discuss with a caregiver your potential interest in trying it, consider making an appointment or observing someone else's appointment.

## 9.6 Holistic Healing

The ebook is on the website or use this link

### Read

[Holistic Healing ebook](#) and watch the video links

### Reflect

- Have you tried any of these suggestions before?
- Did it work?
- Do you think the quality of your ingredients matters?
- Which would you prefer to use, OTC/prescription meds or natural remedies?

### Respond (some answers will vary)

Thinking about the natural remedies for common health challenges you just read:

- a. Which one would you use?

If it has a recipe for it, ask a parent about making it now so you have it on hand.

- b. Check the ingredients of that remedy. Make a list of what you need to buy.
- c. Do a quick search about lavender and write down 4 things it can be used for.

A: anxiety, depression, stress, improves sleep quality, heals skin

- d. Why does it matter if the plant/herb is fresh?

A: Fresh herbs retain more of their active compounds.

# 10.1 Toxic Chemicals

## Read and Respond

There are many toxic chemicals in skin care and cleaning products. Fragrance and phthalates are 2 common ones. Read this research and see how they affect our bodies.

[Pervasive phthalates: New study links child exposure to cancer | Environmental Working Group](#)

a. How do phthalates affect the body?

A: They disrupt the hormonal system. They may harm the developing brain, which can cause difficulty with learning and attention and behavioral disorders. They have also been linked to harming the male reproductive system and challenges with obesity, diabetes and thyroid irregularities.

[Phthalates and Your Health - Research Horizons](#)

b. What are 4 steps you can take to avoid phthalates?

A: 1. Check lipsticks, perfumes, lotions and nail polishes for labels indicating they are phthalate-free. A number of “natural” products advertise this online, but sometimes labels are not specific.  
2. Check labels on your laundry detergents, air fresheners and other scented products. Opt for non-scented products if ingredient labels are not clear. Many are not.  
3. Minimize plastics used for food storage and avoid heating food in plastic. Use glass, ceramic and stainless steel containers when possible.  
4. Minimize use of other plastic products with the recycling code numbers 3 and 7. Those coded 1, 2 or 5 are phthalate-free.

[What is fragrance? | Environmental Working Group](#)

c. Why aren't companies required to disclose all of the ingredients in their product?

A: They claim it's a trade secret

[Chemicals of Concern - Safe Cosmetics](#)

d. Grab a cosmetic product or a hair/body product from your bathroom. Compare the ingredients on it with the ingredients in this article. How many ingredients in your product are on the list?

A: answers will vary

e. What are your thoughts about what you discovered?

A: personal opinion

10.1 continued on next page

## 10.1 continued

### Research (answers will vary)

- f. Research 2 more chemicals and write down what harm they do to the body?
- g. What are 5 products that have any of these 4 chemicals in them? (You might be able to find some in your house!)
- h. Find a skin care product or company that is considered “clean”.
- i. Find 2 cleaning products that are considered “clean”.
- j. Find 2 recipes for different homemade cleaners, like for windows and floors.
- k. Find an app that scans products and gives it a rating

## 11.1 Emergency Preparedness

### Read

How to make a plan: [Disaster Preparedness Plan | Make a Plan | Red Cross](#)

### Respond

- a. Fill out the Emergency Preparedness Form and tape it inside a kitchen cabinet.
- b. Put all the family's important documents in one folder and in a location easy to grab.
- c. Make a first-aid kit. [Make a First Aid Kit | American Red Cross](#)
- d. Make a survival kit. [What Do You Need In a Survival Kit | American Red Cross](#)

## 11.2 Driving Basics

### Read

[High Speeds & High-Speed Road Dangers - HealthyChildren.org](#)

- a. What % of fatal crashes happen to 16 year olds driving 40-50miles per hour?  
A: 30%

Watch this **Video Class** from a professional race car driver. [ADTT Video](#) Time: 44min

[What Factors Affect Car Insurance Rates? - Experian](#)

- b. Why does insurance cost more for teens and why is it higher for males?  
A: teens are statistically more likely to be in an accident and male teen accidents are more frequent than females and usually more severe.
- c. At what age does it decrease for teens if their driving record is still clean?  
A: 25

### Respond

- d. Print or write out the [Parent -Teen Driving Agreements](#). **Negotiate the terms** of this agreement with a designated adult. Make a copy of the agreement for each person.
- e. Take your parent outside to **adjust your mirrors!** If necessary, print the second page of this article [Blindzone Glare Elimination Mirror Method | NHTSA](#)
- f. If your family owns a vehicle, how much is the insurance for 1 year?  
A: answer will vary
- g. Call the insurance company and ask them how much it would cost to add you to the vehicle?  
A: answer will vary

### Reflect

- Do you think you should have to pay for your own gas or insurance when you start driving? Why or why not?
- What will happen if you damage the car and it's your fault?
- Do you have to pay to fix it, and what if you can't afford to fix it?

# 11.3 Distracted Driving

## Read and Respond

Distracted driving is very serious. It causes accidents and deaths every single day. A driver can be distracted in various ways.

Read more on these pages.

[Distracted Driving Dangers and Statistics | NHTSA](#)

- a. What are 5 ways a driver can be distracted?  
A: Texting, talking to people in car, talking on the phone, eating, drinking, adjusting/setting car controls or music
- b. How many people were killed in 2023 by distracted driving?  
A: 3,275
- c. How might a passenger affect the driver's ability to drive safely?  
A: Personal opinion

Watch this **Video Class**: [PDZ Video | TSEF](#) Time: 52min

Now consider this:

- d. Why is it so important to not have earbuds in while driving and/or the volume on the radio extremely loud?  
A: the driver cannot hear sirens, screeching tires or a car warning horn

[Drowsy Driving: Avoid Falling Asleep Behind the Wheel | NHTSA](#)

- e. What are the peak sleepiness periods?  
A: Midnight - 6am and late afternoon
- f. What are “micro sleeps”?  
A: brief losses of consciousness that can last for four or five seconds.

## Reflect

- How often are the people that drive you distracted?
- If you are driving already, have you been distracted?
- Have you ever seen a car accident?
- Think about how you would feel if you caused an accident, or worse, killed someone because you were texting or distracted in some way?

# 11.4 Driving Under the Influence

## Read and Respond

[Drunk Driving | Statistics and Resources | NHTSA](#)

- a. What are the effects on driving when a person has a BAC of .05%?  
A: Reduced coordination, reduced ability to track moving objects, difficulty steering, reduced response to emergency driving situations

[Drug-Impaired Driving | NHTSA](#)

- b. What substances can cause you to have an altered mental and physical state?  
A: alcohol, marijuana, opioids, methamphetamines, (all illegal drugs) and many prescription drugs and over the counter drugs

Click the “download file” link to read this article: [Alcohol and Driving | NHTSA](#)

- c. Blood alcohol concentration, BAC, of 0.08% is considered “drunk”, but long before that amount your body becomes impaired. At what % does your vision begin to be affected?

A: 0.02%

- d. Although this differs greatly based on height and weight, what is the minimum amount of time it takes before 1 “normal” alcohol drink is potentially no longer affecting your body and ability to drive?

A: 1 hour, so 1 hour times every drink

Now scroll down near the bottom of this article to the image of the 4 drinks. [The Deadly and Costly Consequences of DUIs | DrugAbuse.com](#) Think back to the previous question. It stated a “normal” drink, but this image explains the alcohol content in 4 different “standard” drinks. This is why there is no formula for safe drinking and driving. Choose to drink-don’t drive!

- e. What are the 4 drinks and their alcohol content?

A: Beer 5%, malt liquor 7%, wine 12%, 80 proof spirit 40%

## Reflect

Obviously, you should never drink seeing as you are under the age of 21, however, plenty of kids do. If you are going to drink or use drugs, plan ahead and have a designated driver who will not drink any amount, the **uber/lyft app uploaded and ready to use**, or know someone willing to pick you up that night.

## 12.7 Current CPR Certified

If you are currently CPR certified then just review the concepts by answering these questions for this assignment.

### Read

The Good Samaritan Law for your state.

### Reflect

Consider whether you would or would not provide CPR to a stranger and if you would want someone to help you if you were unconscious.

### Respond

- a. How many breaths and compressions do you give an adult during CPR?  
A: 2:30
- b. What does ABC stand for?  
A: Airway, breathing, circulation
- c. What is the first thing you do when approaching an emergency scene?  
A: Check if it is safe to approach and help
- d. What do you do if you cracked someone's rib doing chest compressions?  
A: Just continue doing compressions
- e. What is the law if you are a trained professional and come upon an emergency?  
A: You are required to help
- f. Are you allowed to perform CPR if you don't have your card when an emergency happens?  
A: yes

# Ways to Reduce Stress

Talk to a friend  
Yoga/stretching  
Get or give a hug  
Weights/exercise  
Going on a walk  
Essential Oils  
Get a massage  
Fidget gadget  
Make a priority to-do list  
Art or working with hands  
Organize or clean something  
Research something you want to learn  
Listen to music, podcasts, videos  
Healthy eating-vitamins, magnesium  
Chill in a dark room and comfy chair  
Wrap up in a weighted blanket  
Lay in a vibrating chair or bed  
Start a hobby or learn something new  
Monitor/reduce heart rate  
Vagus nerve reset - [Vagus Nerve Reset - most effective way to Destress your Body!](#)  
Acupressure points - [5 Pressure Points For Anxiety Relief](#)  
4-7-8 Breathing - [Andrew Weil 4-7-8 Breathing Technique](#)  
Visual imagery - [Reduce Stress Through Guided Imagery \(2 of 3\)](#)  
White noise - [Stress Relief Sounds, White Noise, Relaxing Nature Sounds, Heavy Rain, Relaxation, Soothing, 🎧 3352](#)  
Walking barefoot in grass - [How To Clear EMFs and Finally Relax with Grounding \(Earthing\)](#)  
Hot bath/shower/heating pad  
Favorite snack or meal  
Movie or video game  
Plan a fantasy vacation  
Write or say positive affirmations

Sleep  
Cry  
Prayer  
Play sports  
Poetry  
Sing  
Read a book  
Journaling  
Dance  
Meditation  
Explore nature  
Play with your pet  
Play an instrument

# Emergency Preparedness Form

Last Updated: \_\_\_\_\_

## **Emergencies: Life Threatening – Call 911 Tell them.**

Residence Owner: \_\_\_\_\_ Landline Phone: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Work #: \_\_\_\_\_

Residence Name: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Work #: \_\_\_\_\_

Home Address: \_\_\_\_\_

Major Crossroad: \_\_\_\_\_

Special Instructions to find house: \_\_\_\_\_

Preferred Children's Hospital: \_\_\_\_\_

Preferred Adult Hospital: \_\_\_\_\_

## **Emergency Information**

**Child's Name:** \_\_\_\_\_ Birthdate: \_\_\_\_\_

Allergies: \_\_\_\_\_ Special Needs: \_\_\_\_\_

**Child's Name:** \_\_\_\_\_ Birthdate: \_\_\_\_\_

Allergies: \_\_\_\_\_ Special Needs: \_\_\_\_\_

**Child's Name:** \_\_\_\_\_ Birthdate: \_\_\_\_\_

Allergies: \_\_\_\_\_ Special Needs: \_\_\_\_\_

**Children's Name:** \_\_\_\_\_ Birthdate: \_\_\_\_\_

Allergies: \_\_\_\_\_ Special Needs: \_\_\_\_\_

## **Utility Shut Offs**

Gas Location: \_\_\_\_\_ Phone #: \_\_\_\_\_

Electric Fuse Box: \_\_\_\_\_ Phone #: \_\_\_\_\_

Water Main: \_\_\_\_\_ Phone #: \_\_\_\_\_

## Emergencies: Non-Life Threatening

Fire/Paramedics: \_\_\_\_\_ Police/Sheriff: \_\_\_\_\_

Gas Leak: \_\_\_\_\_ Poison Control: 1-800-876-4766

Hospital Name and #: \_\_\_\_\_

Physician Name and #: \_\_\_\_\_

Dentist: \_\_\_\_\_

## Equipment Locations

Fire Extinguisher: \_\_\_\_\_

Carbon Monoxide Detector: \_\_\_\_\_ Flashlight: \_\_\_\_\_

First Aid Kit: \_\_\_\_\_ Candles: \_\_\_\_\_

Extra Water: \_\_\_\_\_ Collapsible Ladder: \_\_\_\_\_

## Evacuation Locations

Walk to: \_\_\_\_\_

Drive to: \_\_\_\_\_

## Fire Safety Tips

**Every 6 months:** (A good way to remember is with the time change.)

Teach children:

- Stop, Drop and Roll, if their clothing is on fire.
- To crawl in the house if it is full of smoke.
- How to open windows, bars and use evacuation ladders if need be.

Practice fire drill evacuations at home. Pretend the fire starts in different areas of your home and practice evacuating through different locations. Once everyone is out, walk to your safe meeting spot.

**Once a year:**

- Change the batteries in your smoke alarms and carbon monoxide detector.
- Check the expiration on your fire extinguisher, even if never used, they lose pressure.
- Consider buying a Fire Blanket
- Clear the dried brush and plants from around your house if in a high fire area.
- Clean out behind the washer and dryer and dryer vent.
- Have your fireplace chimney professionally cleaned.
- Have your furnace professionally checked and cleaned.
- Change out old electrical plugs that are loose or not working properly.

# Documentary Reflection Form

Date: \_\_\_\_\_ Documentary Name: \_\_\_\_\_

Write a short summary about the purpose of the documentary.

---

---

---

---

What is something you don't agree with and why?

---

---

---

What are 2 things that you learned?

1. 

---

---
2. 

---

---

What is something you question about the accuracy or would need more information?

---

---

# Documentary Reflection Form

Date: \_\_\_\_\_ Documentary Name: \_\_\_\_\_

Write a short summary about the purpose of the documentary.

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# Documentary Reflection Form

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---

---

What are 2 things that you learned?

1. 

---

---
2. 

---

---

What is something you question about the accuracy or would need more information?

---

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# Calorie Tracking (cont.)

Do you think you ate healthy today? Track your calories below. Compare your calorie intake to your recommended daily amount. Print this chart or use the online tracker: <https://tools.myfooddata.com/>.

## Meal & Drink Tracking

Dinner			
Food/Ingredients	Calories	Drinks	Calories
Snacks			
Food/Ingredients	Calories	Drinks	Calories

### Total Calories for My Day

- Total Calories: \_\_\_\_\_
- Recommended Calories (based on gender & age): \_\_\_\_\_
- Difference (more/less): \_\_\_\_\_



# Calorie Tracking (cont.)

## Categorizing Your Food Choices

Review your calorie tracker on the previous pages. Place the foods into the categories below.

### Healthy Foods



#### Vegetables

(e.g., lettuce/tomato on a burger counts)

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#### Fruits

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#### Protein

(e.g., nuggets/strips count, but they're coated and fried, so not very healthy 😞)

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#### Whole Grains

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#### Healthy Oils

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#### Dairy

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# Calorie Tracking (cont.)

## Categorizing Your Food Choices

Review your calorie tracker on the previous pages. Place the foods into the categories below.

### Not Considered Healthy



**Empty Carbs** (e.g., fries, chips, junk food, store-bought sauces)

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**Refined Grains** (e.g., white rice, white bread, buns)

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---

### Water & Other Drinks



Approximate ounces of Water

---



Approximate ounces of Other Drinks

---

# Meal Plan & Cook a Meal

Planning dinners ahead of time helps to make sure you are eating a well-balanced diet. You can save time and money too!

Cook one of your planned meals for your family.



## Plan Your Meals

Write up a meal plan for 5 healthy dinners



### Dinner 1

Main Dish:

Side 1:

Side 2:

Side 3:



My meal includes:

Protein:

Grains:

Vegetables:

Fruit:

Dairy:

Healthy Oil:

### Dinner 2

Main Dish:

Side 1:

Side 2:

Side 3:

My meal includes:

Protein:

Grains:

Vegetables:

Fruit:

Dairy:

Healthy Oil:



# Meal Plan & Cook a Meal (cont.)

Planning dinners ahead of time helps to make sure you are eating a well-balanced diet. You can save time and money too!

Cook one of your planned meals for your family.



## Plan Your Meals

Write up a meal plan for 5 healthy dinners



### Dinner 3

Main Dish:

Side 1:

Side 2:

Side 3:



My meal includes:

Protein:

Grains:

Vegetables:

Fruit:

Dairy:

Healthy Oil:

### Dinner 4

Main Dish:

Side 1:

Side 2:

Side 3:

My meal includes:

Protein:

Grains:

Vegetables:

Fruit:

Dairy:

Healthy Oil:



# Meal Plan & Cook a Meal (cont.)

## Dinner 5

Main Dish:

Side 1:

Side 2:

Side 3:

My meal includes:

Protein:

Grains:

Vegetables:

Fruit:

Dairy:

Healthy Oil:

## Choose One Dinner to Cook

I will cook

for my family on this date

## Gather Your Ingredients

Read the recipe(s) carefully. List all of the ingredients needed for this meal.

# Meal Plan & Cook a Meal

## Check Your Kitchen

Check your kitchen for the above ingredients. If you do not have them, make a shopping list below.



## Shopping List

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

## Use These Suggestions if You Need Inspiration

Food Group Options

<https://nutritionsource.hsph.harvard.edu/healthy-eating-plate/>

Visit the provided link to explore different food group options and get ideas for your meals.



# Physical Activity Goal Tracker

## Record your fitness journey here.

Write a plan for how you will move your body. Include a measurable goal for a 90 day period. An example of a measurable goal is:

- I will be able to lift \_\_\_ amount of weight.
- I will be able to jog \_\_\_ miles in \_\_\_ minutes.
- I will be able to place my hands flat on the ground while bending over.

These are all goals that you can “measure” your beginning ability and compare it to your 90 day ability.

Show your teacher your measurable 90 day goal. Demonstrate your current ability with that goal. Write down your baseline achievement. At the end of each month, demonstrate your progress towards your goal. Write it down in your log. When the 90 days are over, attempt to achieve your goal one more time. Make notes of your progress and whether you achieved your goal or not.

### Goal Setting & Start Date

Start date:

End date:

(90 days from start):

**My 90-day physical activity goal:** (Example: "I can jog for 20 minutes continuously before needing to walk.")

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**My starting point:** (Example: "I can jog for 3 minutes continuously before needing to walk.")

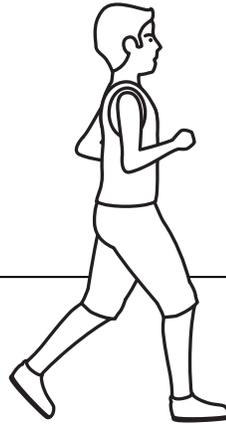
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# Physical Activity Goal Tracker (cont.)



## 30-Day Progress Check

Date:

**My progress so far:** (Mark the checkbox that best describes your progress.)

no progress

gaining momentum

halfway there

almost there

I did it!

**What am I doing that is helping me make progress?**

---

---

---

---

**Do I need to adjust anything to increase the chance of reaching my 90 day goal?**

---

---

---

---

**I am proud of myself for...**

---

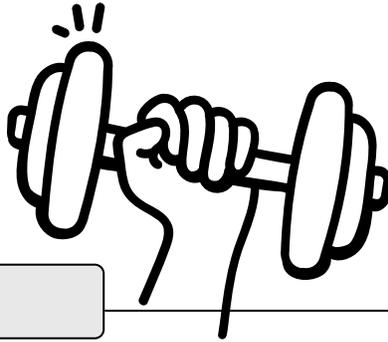
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# Physical Activity Goal Tracker (cont.)



## 60-Day Progress Check

Date:

**My progress so far:** (Mark the checkbox that best describes your progress.)

no progress

gaining momentum

halfway there

almost there

I did it!

What am I doing that is helping me make progress?

---

---

---

---

Do I need to adjust anything to increase the chance of reaching my 90 day goal?

---

---

---

---

I am proud of myself for....

---

---

---

---

*Keep*  
**GOING**

# Physical Activity Goal Tracker (cont.)

## 90-Day Progress Check

Date:



**My final ability:** (Example: "I can jog for 20 minutes without stopping.")

---

---

---

**I am proud of myself for** (Example: setting an alarm as a reminder to work towards my goal)...

---

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---

**Is there anything I would do differently?**

---

---

---

Many things can be accomplished and turn into good habits by setting short term goals. Consider setting another goal for physical activity and/or anything else.

**I will consider these 90 day goals in the future:**

---

---

---

**Do I want to repeat this goal or set a new one? Write your response or new goal below.**

---

---

---

# Parent Grading Sheet

Students should fill in their grading sheet as they complete work. Use their sheet to then figure a grade for the class.

Sexual Health Classes have 5 question quizzes after each lesson.

$$1/5 = 20\%$$

$$2/5 = 40\%$$

$$3/5 = 60\%$$

$$4/5 = 80\%$$

$$5/5 = 100\%$$

Add up the total correct (points) they earned for all the quizzes. Divide that number by 95. Multiply by 100 = the percent grade.

Ex: 73 points divided by 95 is .7684, multiply by 100 = 76.84%, rounded up to a 77%

Alison.com classes. The Preassigned schedule classes are listed, with space to add more if they did other classes. To figure out their average grade, you add up all the individual class grades (percent) and divide by how many classes they took.

Ex:  $89+93+82$  divided by 3 = 91%

Reading, Researching and Project Assignments will be based on completion and accuracy. Use the answer key to check their notebook answers and give them a grade you think is appropriate.

Total Sexual Health Class Grade: \_\_\_\_\_

Total Alison Videos Grade: \_\_\_\_\_

Notebook Work \_\_\_\_\_

Add these 3 grades and divide by 3 for the final grade.

Holistic Health Education Final Grade: \_\_\_\_\_

# Student Grading Sheet

The Sexual Health Classes have 5 question quizzes after each lesson. Write down how many questions you got correct after each quiz.

## Female Puberty Class Quizzes

Anatomy	_____ correct
Physical and Emotional Changes	_____ correct
Menstrual Cycle	_____ correct
Period Products	_____ correct
Managing your Cycle	_____ correct
Mental Health and Online Safety	_____ correct
Taking Care of your Body	_____ correct

## Male Puberty Class Quizzes

Anatomy	_____ correct
Physical and Emotional Changes	_____ correct
Erections and Ejaculation	_____ correct
Mental Health and Online Safety	_____ correct
Taking Care of your Body	_____ correct

<b>Sex Education</b>	_____ correct
<b>STI's</b>	_____ correct
<b>Birth Control</b>	_____ correct
<b>Pregnancy</b>	_____ correct
<b>Healthy Relationships</b>	_____ correct
<b>Personal Safety</b>	_____ correct
<b>Screen Safety</b>	_____ correct

Total Correct \_\_\_\_\_

## Alison.com Classes

Write down the percent you earned for each class. The blank lines are to write in the names of any classes not listed.

Human Health Nutrition Class Grade: \_\_\_\_\_

Stress Management Grade: \_\_\_\_\_

Identifying Child Abuse and Neglect Grade: \_\_\_\_\_

How to Deal with Intimate Partner Violence Grade: \_\_\_\_\_

Drugs and Alcohol Awareness and Prevention Grade: \_\_\_\_\_

Opioid Crisis Grade: \_\_\_\_\_

Understanding Methamphetamine Addiction Grade: \_\_\_\_\_

Common Medical Conditions Grade: \_\_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_\_

# Preassigned Schedule

Use this schedule as a guide, but you will have to refer back to the Master List of Assignments. The boxes can be used to check off days as you complete the assignment.

## 1.1 Physical Fitness or your sport counts for this class

- Day 1 - Take half of the 1.2 [Human Health - Diet and Nutrition | Alison](#) class  
Time: Module 1 - 16min, Module 2 - 45min, Quiz - 8min
- Day 2 - Finish Human Health class, write your score on your grade sheet
- Day 3 - 1.3 Food Groups
- Day 4 - 1.4 Serving Sizes
- Day 5 - 1.5 Diet Related Health Challenges
- Day 6 - 1.6 Sugar Overload
- Day 7 - Take half of 3.1 [Female Puberty](#): understanding puberty and managing menstruation sections only! Don't forget to log quiz scores on your grade sheet
- Day 8 - Finish Female Puberty class: staying healthy and safe, log quiz scores
- Day 9 - Take the 3.2 [Male Puberty](#) class, log quiz scores
- Day 10 - Take the 3.4 Sex Education class, log quiz score
- Day 11 - Take the 3.5 STI class, log quiz scores
- Day 12 - Take the 3.6 Birth Control class, log quiz score
- Day 13 - Take the 3.3 Pregnancy class, log score
- Day 14 - Take the 5.1 Healthy Relationships class, log score
- Day 15 - Take the 5.2 Screen Safety class, log score

- Day 16 - Take the 5.3 Personal Safety class, log score  
Take the 5.8 [Internet safety | Life skills](#) class, Time: 12min
- Day 17 - Take half of the 5.4 [Understanding Mental Wellness](#) class  
Time: 1.5 hours
- Day 18 - Finish Understanding Mental Wellness class
- Day 19 - Take half of the 5.5 [Stress Management: A Holistic Approach | Alison](#)
- Day 20 - Finish Stress Management class, log score
- Day 21 - Take half of the 5.6 [Identifying Child Abuse and Neglect | Alison](#) class
- Day 22 - Finish Child Abuse class, log score
- Day 23 - Take half of the 5.7 [How to Deal with Intimate Partner Violence | Alison](#) calss
- Day 24 - Finish Partner Violence class, log score
- Day 25 - Take half of the 5.9 [Social media literacy | Life skills | Khan Academy](#)  
Time: 1 hour
- Day 26 - Finish Social Media class
- Day 27 - Take half of 7.2 [Prescription Drug Safety Training for High School Students](#)  
Time: 2 hours
- Day 28 - Finish Drug Safety class
- Day 29 - Documentary Day! Choose any one that sounds interesting
- Day 30 - Finish Documentary, fill out Reflection Form
- Day 31 - Take about 45 min of 7.3 [Alcohol Education: Safe and Smart](#) class  
Time: 2.5-3 hours
- Day 32 - Watch another 45min of the Alcohol Education class
- Day 33 - Finish Alcohol Education class

- Day 34 - Take the 7.1 [Vaping: Know the truth | EVERFI](#) class  
Time: 1 hour
- Day 35 - Take half of 7.4 [Drugs and Alcohol - Awareness and Prevention | Alison](#)
- Day 36 - Finish Drugs and Alcohol class, log score
- Day 37 - Take half of the 7.5 [Opioid Crisis | Opioid Epidemic | Alison](#) class
- Day 38 - Finish Opioid Crisis class, log score
- Day 39 - Take half of the 7.6 [Understanding Methamphetamine Addiction | Alison](#) class
- Day 40 - Finish Meth Addiction class, log score
- Day 41 - Take the 9.1 [Health Literacy Curriculum for High School](#) class, Time: 1 hour
- Day 42 - 9.3 Sleep
- Day 43 - Take about 45min of the 9.2 [Common Medical Conditions | Alison](#) class  
Time: 3-4 hours
- Day 44 - Watch about 45min more of the Medical Conditions class
- Day 45 - Finish Medical Conditions class, log score
- Day 46 - 9.4 Prescription Drugs
- Day 47 - 9.5 Alternative Health Treatments
- Day 48 - 9.6 Holistic Healing
- Day 49 - 11.1 Emergency Preparedness
- Day 50 - 11.2 Driving Basics
- Day 51 - 11.3 Distracted Driving
- Day 52 - 11.4 Driving Under the Influence
- Day 53-60 - Choose any optional assignments you want.

# Master List Table of Contents

- 1.1 Physical Fitness
- 1.2 Nutrition Basics
- 1.3 Food Groups
- 1.4 Serving Sizes
- 1.5 Diet Related Health Challenges
- 1.6 Sugar Overload
- 2.1 Nutrition Basics
- 2.2 Dangerous “Enhancements”
- 2.3 Harmful Ingredients
- 2.4 Meal Plan & Cook a Meal
- 2.5 Healthy Weight
- 2.6 Seed Oils
- 2.7 Gardening
- 2.8 Growing Food
- 2.9 \*\* Beyond Impossible (2022) | NR | 1h 22m
- 2.10 \*\* Diet Fiction (2019) | NR | 1h 24m
- 2.11 \*\* Fat: A Documentary (2019) | PG-13 | 1h 35m
- 2.12 \*\* Fat Fiction (2020) | PG | 1h 42m
- 2.13 \*\* Fed Up (2014) | PG | 1h 32m
- 2.14 \*\* Food Choices (2016) | PG | 1h 31m
- 2.15 \*\* The Food Hospital (2011-13) | TV-14 | 2 Seasons
- 2.16 \*\* Food Inc (2008) | PG | 1h 34m
- 2.17 \*\*\*\*\* Foods That Cure Disease (2018) | PG | 4h 16m
- 2.18 \*\* Forks over Knives (2011) | PG | 1h 30m
- 2.19 \*\* Fork Your Diet (2019) | NR | 1h 47m
- 2.20 Gluten: Public Enemy? (2021) | PG | 44 min
- 2.21 How Ultra-Processed Food Is Slowly Killing Us (2022) | 44 min
- 2.22 \*\* Raw. Vegan. Not Gross | G | 10 episodes Choose 4 episodes
- 2.23 \*\* Super Size Me (2004) | PG-13 | 1h 40m
- 2.24 \*\* That Sugar Film (2014) | NR | 1h 30m
- 2.25 \*\* The Magic Pill (2017) | TV-14 | 1h 31m
- 2.26 The Meat Lobby: Big Business Against Health (2016) | NR | 53m
- 2.27 \*\* The Perfect Human Diet (2012) | NR | 1hr 30m
- 2.28 Veganize Me (2021) | NR | 56m
- 2.29 \*\* What the Health (2017) | PG | 1h 37m
- 2.30 \*\* Video Class: Motivation & Mindset of Weight Loss | Alison
- 2.31 \*\*\*\*\* Video Class: From Meal Plans to Home Workouts
- 2.32 \*\* Video Class: Fundamentals of Kinesiology | Alison
- 2.33 \*\*\* Video Class: Muscle Building Without A Gym | Alison
- 2.34 \*\* Video Class: Flexibility, Calisthenics, Plyometrics | Alison
- 2.35 \*\*\*\*\*Video Class: Introduction to Food and Nutrition
- 2.36 \*\* Video Class: Basics of Food Security and Nutrition | Alison
- 2.37 \*\* Video Class: Nutrients - The Fundamentals | Alison
- 2.38 \*\*\* Video Class: Healthy Eating and Healthy Living | Alison

- 2.39 \*\* Video Class: Free Online Introduction to Micronutrients Course
- 2.40 \*\*\* Video Class: Human Nutrition Course | Nutrition Science Course
- 2.41 \*\*\* Video Class: Intermediate Superfoods: Nutrition for Health
- 2.42 \*\*\* Video Class: Nutrients - The Fundamentals | Alison
- 2.43 \*\* Video Class: Intermediate Vegan Diet and Lifestyle | Alison
- 2.44 \*\*\* Video Class: Introduction to Diabetes Awareness | Alison
- 2.45 \*\* Video Class: Introduction to Mediterranean and Okinawa Diets
- 3.1 \*\* Video Class: Female Puberty - puberty, staying healthy and safe
- 3.2 Video Class: Male puberty - puberty, staying healthy and safe
- 3.3 Video Class: Pregnancy & Fetal Development
- 3.4 Video Class: Sex Education
- 3.5 Video Class: Sexually Transmitted Infections (STI)
- 3.6 Video Class: Birth Control
- 4.1 Developmental Disabilities
- 4.2 \*\* Business of Being Born (2008) | NR | 1h 27m
- 4.3 \*\* More Business of Being Born part 2 (2011) | PG-13 | 1h 14m
- 4.4 \*\* American Circumcision (2018) | TV-16 | 1h 40m
- 4.5 \*\* Business of Birth Control (2021) | TV-16 | 1h 30m
- 5.1 Video Class: Healthy Relationships
- 5.2 Video Class: Screen Safety
- 5.3 Video Class: Personal Safety
- 5.4 \*\* Video Class: Understanding Mental Wellness
- 5.5 \*\* Video Class: Stress Management: A Holistic Approach
- 5.6 \*\* Video Class: Identifying Child Abuse and Neglect | Alison
- 5.7 \*\* Video Class: How to Deal with Intimate Partner Violence | Alison
- 5.8 Internet Safety
- 5.9 Social Media Literacy
- 6.1 Suicide and Grief
- 6.2 \*\* Video Class: Introduction to Suicide Awareness | Alison
- 6.3 Eating Disorders
- 6.4 \*\*\*\* Video Class: Introduction to Bulimia Nervosa: Providing Support and Empathy | Alison
- 6.5 \*\* Video Class: Treating Anorexia Nervosa | Alison
- 6.6 \*\*\*\* Video Class: Domestic Violence and Abuse Awareness | Alison
- 6.7 \*\* Video Class: Mental Health Studies - Violent Behavior | Alison
- 6.8 \*\*\* Video Class: Character Playbook - Healthy Relationships | EVERFI Time: 2hrs 15min
- 6.9 Video Class: Honor Code - Bullying Prevention Curriculum | EVERFI Time: 1 hour
- 6.10 \*\* My personal recommendation: Introduction to Emotional Intelligence
- 6.11 \*\* Video Class: Understanding Emotional Mastery | Alison
- 6.12 \*\* Video Class: Understanding Mental Health | Alison
- 6.13 \*\* Video Class: Practical Stress Management for Life & Work | Alison
- 6.14 \*\*\* Video Class: Learn new Techniques for Coping with Stress
- 6.15 \*\*\* Video Class: Stress Management, Dealing with Personal Stress
- 6.16 \*\* Some unique explorations: Introduction to Stress Management
- 6.17 \*\*\* Video Class: Coping Skills – Freedom From Stress & Pain | Alison
- 6.18 \*\* Video Class: Overcome Stress and Anxiety | Alison
- 6.19 \*\* My personal video class recommendation: Understanding Anxiety
- 6.20 \*\* Video Class: Anxiety Management | Free Online Course | Alison

- 6.21 \*\* Video Class: Overcoming Social Anxiety | Alison
- 6.22 \*\* My personal recommendation: Living with Depression | Alison
- 6.23 \*\* Video Class: Understanding and Managing Depression | Alison
- 6.24 \*\* Video Class: Mastering Panic Disorder: Managing Anxiety | Alison
- 6.25 \*\* Video Class: Managing Bipolar Disorder: Tips & Strategies | Alison
- 6.26 \*\*\* Video Class: Mastering Bipolar I: Diagnosis, Management and Support
- 6.27 \*\* Video Class: Understanding OCD | Alison
- 6.28 Create a social media family plan: Family Media Plan
- 6.29 \*\*\* Video Class: Ignition: Digital Wellness and Safety | EVERFI
- 6.30 \*\* Video Class: Digital Detox Strategies in a Connected World | Alison
- 6.31 \*\* Intermediate Video Class: Early Childhood Effects of Digital Games
- 6.32 Intermediate Video Class: Healthy Gaming Practices Essentials
- 6.33 \*\* Buy Now! The Shopping Conspiracy (2024) | TV-14 | 1h 24m
- 6.34 How Food Affects Our Mental Health | ENDEVR (2022) 42 min
- 6.35 \*\* Catfish (2010) | PG-13 | 1h 34m
- 6.36 \*\* Catfish (2012) | Choose 2 episodes | 40m
- 6.37 \*\* Childhood 2.0 (2020) | NR | 1h 28m
- 6.38 Childhood 2.0 Middle School Edit (2020) | NR | 56m
- 6.39 \*\* Glow Kids—lecture on YouTube (2017) | NR | 1hr 47m
- 6.40 \*\*\* Sound of Freedom (2023) | PG-13 | 2h 11m
- 6.41 \*\* The Social Dilemma (2020) | PG-13 | 1h 34m
- 6.42 \*\*\* The Social Network (2010) | PG-13 | 2h
- 6.43 \*\*\*\* Adolescence (2025) | TV-MA | 4 episodes
- 6.44 \*\* Sweet Bobby: My Catfish Nightmare (2024) | TV-14 | 1h 22m
- 6.45 Stressed The Documentary (2019) | NR | 1h 2m
- 6.46 \*\* The Tapping Solution (2008) | NR | 1h 24m
- 7.1 Video Class: Vaping: Know the truth | EVERFI
- 7.2 \*\* Video Class: Prescription Drug Safety Training for High School
- 7.3 \*\*\* Video Class: Alcohol Education: Safe and Smart
- 7.4 \*\* Video Class: Drugs and Alcohol - Awareness and Prevention | Alison
- 7.5 \*\* Video Class: Opioid Crisis | Opioid Epidemic | Alison
- 7.6 \*\* Video Class: Understanding Methamphetamine Addiction | Alison
- 8.1 \*\* Video Class: Drug and Alcohol Awareness | Alison
- 8.2 \*\*\* Video Class: Overcoming Smoking Addiction Using CBT | Alison
- 8.3 \*\*\*\* Intermediate Video Class: Nicotine and Smoking Cessation | Alison
- 8.4 \*\*\*\* The Pharmacist (2020) | TV-MA | 4 Episodes
- 8.5 \*\* Take Your Pills (2018) | TV-14 | 1h 27m
- 9.1 Advocating Basics
- 9.2 Common Medical Conditions
- 9.3 Sleep
- 9.4 Prescription Drugs
- 9.5 Alternative Health Treatments
- 9.6 Holistic Healing
- 10.1 Toxic Chemicals
- 10.2 Oral Health
- 10.3 Additional Sleep Class
- 10.4 \*\*\* Video Class: Essential Oil Therapy | Alison

- 10.5 \*\* Video Class: Aromatherapy Training for Beginners | Alison
- 10.6 \*\* Video Class: An Introduction to Aromatherapy | Alison
- 10.7 \*\* Video Class: Understanding Homeopathy | Alison
- 10.8 \*\* Video Class: A Comprehensive Course for People with ADHD | Alison
- 10.9 \*\* Video Class: Theory of Reflexology Techniques | Alison
- 10.10 \*\*\* Video Class: Herbal Medicine and Natural Healing | Alison
- 10.11 \*\* Video Class: Understanding Cold Water Therapy | Alison
- 10.12 \*\* Video Class: Colour Therapy | Alison
- 10.13 \*\*\* Video Class: Theory of CranioSacral Therapy (CST) | Alison
- 10.14 \*\* Video Class: Iridology - Analysis and Applications | Alison
- 10.15 Died Suddenly (2022) | PG-13 | 1h 9m
- 10.16 \*\* Disease Reversal Hope (2022) | NR | 1h 22m
- 10.17 \*\* Down to Earth (2020) Choose 2 episodes | PG | 2 seasons
- 10.18 \*\* Eating You Alive (2018) | 1h 52m
- 10.19 \*\* Gut Health, 3 part series on Master Class | PG
- 10.20 \*\* Hack Your Health: The Secrets of Your Gut (2024) | 1h 19m
- 10.21 \*\*\*\* Live to 100: Secrets of the Blue Zones (2023) | TV-14 | 4 episodes
- 10.22 \*\* Raw: The Documentary (2017) | NR | 1h 17m
- 10.23 \*\* The Need to Grow (2019) | NR | 1h 36m
- 10.24 \*\* To Dye For: The Documentary (2024) | NR | 1h 24m
- 10.25 \*\* Under Our Skin (2008) | 1h 44m
- 11.1 Emergency Preparedness
- 11.2 Driving Basics
- 11.3 Distracted Driving
- 11.4 Driving Under the Influence
- 12.1 CPR
- 12.2 \*\*\* Beginner Video Class: Basics of CPR and AED | Alison
- 12.3 \*\* Beginner Video Class: Paediatric First Aid | Alison
- 12.4 Advanced CPR, AED and First Aid | Alison
- 12.5 Advanced Advanced Cardiac Life Support (ACLS) | Alison
- 12.6 Advanced Basic Life Support (BLS) | Alison
- 12.7 Current CPR Certified
- 12.8 \*\*First Aid ([www.redcross.org](http://www.redcross.org))
- 12.9 \*\* Beginner Video Class: Paediatric First Aid | Alison
- 12.10 \*\*\* Wilderness First Aid: Beginner Wilderness First Aid Training | Alison
- 12.11 Vehicle Technology Aids Video Class: VDATT Video | TSEF Time: 41min
- 12.12 Realities of Driving Today Video Class: RODT Video | TSEF Time: 33min
- 12.13 Babysitters Certification
- 12.14 \*\*\*\* Video Class: [www.redcross.org](http://www.redcross.org)
- 12.15 \*\* Video Class: Child Care - Health and Safety | Alison
- 12.16 \*\*\* Intermediate Video Class: Basics of Safeguarding Children | Alison
- 12.17 \*\*\* Video Class: Care of Young Children and Special Needs | Alison
- 12.18 \*\* Video Class: Paediatric First Aid | Alison
- 12.19 Self-Defense
- 12.20 Gun Safety
- 12.21 Hunters Safety
- 12.22 \*\* Video Class: Food Safety and Hygiene | Alison

- 12.23 \*\*\* Video Class: The Basics of Food Safety and Hygiene | Alison
- 12.24 \*\* Business focused video class: Food Safety Training | Alison
- 12.25 Fire Safety
- Ways to Reduce Stress
- Calorie Tracker
- Meal Planner
- Goal Log
- Documentary Reflection Form
- Emergency Preparedness Form