6-8 Health Education Remote Learning Activities

Below is a list of activities that students can work on during the unexpected closure of schools. Activities are designed to reinforce the learning already facilitated to students during the 2019-2020 Academic School Year. This Remote Learning Activity Packet was created for a minimum of fourteen (14) days of independent practice.

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Additional Resources through Clever
- EverFi – Health and Wellness Courses - [https://everfi.com/partners/k-12-educators/wellness/](https://everfi.com/partners/k-12-educators/wellness/)

External Online Resources
- Kids Health - [https://kidshealth.org/](https://kidshealth.org/)
- Brain Pop Health - Health and SEL Units - [https://www.brainpop.com/health/](https://www.brainpop.com/health/)
#messageforhope is a writing contest for Pittsburgh Public school students in 6th-8th grade. Students are encouraged to submit creative and innovative ways to raise awareness about the dangers of self-medication and substance use disorder to promote safer and healthier ways to cope with stressors in their lives.

Students will be asked to create original stories using the following prompts:

- Relieve boredom/curiosity (I wonder what will happen if I try)
- Peer pressure/social status (Trying to Fit In With a Specific Crowd, Make Friends, Keep Friends)
- Ease pain physical, psychological, due to severe trauma/mental illness (Trying to forget about a negative event that has happened in the past)
- Academic stressors (Pressure to perform, pressure to get good grades, pressure to be the best at something)
- Permissive environment, family/domestic stressors (Stressors involving family, neighborhood, community)

Three entries will be chosen as Winners

1st place $500 gift card to Amazon
2nd place $300 gift card to Amazon
3rd place $100 gift card to Amazon

Winners will be recognized at a Penguins game in the late spring.

All submissions need a word count 250 minimum-500 maximum and 5 illustrations. All submissions will be accepted February 13th-March 16th. If you are interested in being involved, or have any questions please contact Michelle Imler at mimler@wqed.org
Eligibility & Entry Guidelines

- Entrants must be Pittsburgh Public School students in 6th grade, 7th grade or 8th grade.
- Children of employees of LOCAL STATION, sales representatives, subsidiaries or parent companies, advertising/sales promotion agencies, and judges are not eligible.
- To be eligible, an entrant must be a legal resident of the fifty (50) United States and D.C. Sponsor reserves the right to disqualify ineligible entries; such entries will not be returned.
- Only one entry per person will be accepted in this Contest; all subsequent entries will be disqualified.
- Only single author stories qualify (no co-authored stories).
- Stories can be fact or fiction, and prose or poetry.
- Any failure to adhere to these Contest Rules may result in disqualification from the Contest.
- No purchase is necessary. Many will enter, few will win.

Word Count Requirement

- All entries must have a word count of 250 minimum and 500 maximum.
- The word count includes “a,” “an,” and “the,” but not the words on non-story pages such as the title page or those that enhance the illustrations.
- Text must be printed or written legibly or typed.
- Text may be integrated into the illustration pages or on separate pages.
- Non-English text must be translated on the same page and the translated text (English text) must adhere to word count.

Format & Illustrations

- Stories must have at least 5 original, clear and colorful illustrations.
- Original art can include drawings, collages, and 3-D created by the author or photographs taken by the author.
- Stories submitted by mail must be created on one side of the paper and numbered on the back of each page.

Official Entry Form

- Each entry must include the official #messageforhope writing contest entry Form, with the required signature of a parent/guardian (and the signature of the sponsoring Teacher), consenting to allowing their child/ward to enter the Contest, confirming that the story and art are original, and granting certain rights to the entry materials.
- The entry form must be complete and legible to be eligible.

Judging, Awards & Notification

All entries submitted to the Contest will be judged using the judging criteria and percentages below by a panel of no fewer than 3 judges selected and coordinated by The FBI Pittsburgh Division’s HOPE initiative, WQED, SLB Radio and the Pittsburgh Penguins Foundation. Judging will occur on or about March 20th. The judging criteria and percentages shall be scored and graded using a rubric based on the following criteria as follows:

- 25% Theme
- 25% Persuasive/awareness,
- 25% Creative expression
- 25% Art/writing
All decisions of the judges are final and binding and not subject to appeal or review. Winners will be as follows: (1) the entry with the highest score from among all eligible entries received per grade will be deemed the First Place winners; (2) the entry the second to the highest score from among all eligible entries received per grade will be deemed the Second Place winners; (3) the entry with the third to the highest score from among all eligible entries received per grade will be deemed the Third Place winners. In the event of a tie, the entry with the highest score in the creativity and originality category from among all tying entries will be deemed the winner from among all tying entries. Winners will be notified on or before March 30, 2020.

Prizes
One (1) First Place Winner - One (1) Second Place winner - One (1) Third Place winner. The FBI Pittsburgh Division’s HOPE initiative, WQED, SLB Radio and the Pittsburgh Penguins Foundation reserve the right to substitute any prize for a prize of equal or greater value, at the sole discretion of The FBI Pittsburgh Division’s HOPE initiative, WQED, SLB Radio and the Pittsburgh Penguins Foundation. Potential winners will be notified by Sponsor on or about March 30th,2020 for winner verification. Prize recipients must allow a minimum of 4 to 6 weeks from notification to delivery. Prizes are not redeemable for cash, non-transferable, and non-substitutable, except at the sole discretion of Sponsor.

Return of Entries
The Contest administrators will make every effort, but are not required, to return mailed entries. The FBI Pittsburgh Division’s HOPE initiative, WQED, SLB Radio and the Pittsburgh Penguins Foundation is not responsible for late, lost, stolen, misdirected, damaged, mutilated, incomplete, returned, or ineligible entries, or postage-due mail.

Rights Associated with Contest
Submission of the Entry Form constitutes permission from the participant’s parent/legal guardian for The FBI Pittsburgh Division’s HOPE initiative, WQED, SLB Radio and the Pittsburgh Penguins Foundation to use the participants’ name, likeness, biographical information, information and materials contained in the Entry Form, photographs, and any statements or remarks made about the Contest in advertising and promotion without further compensation or permission, except where prohibited by law. All entries, and any copyrights therein, become the sole property of The FBI Pittsburgh Division’s HOPE initiative, WQED, SLB Radio and the Pittsburgh Penguins Foundation. By entering, entrants’ parent/legal guardian agree to abide by the above stated rules, and warrant that their child’s/ward’s entry is their original work and does not infringe upon or violate rights of any third party, and grant to The FBI Pittsburgh Division’s HOPE initiative, WQED, SLB Radio and the Pittsburgh Penguins Foundation the right to edit, publish, promote, and otherwise use their entry materials without permission, notice or compensation. No royalties will be paid at this or any time. By submitting an entry and Entry Form, each participant’s parent/legal guardian, on behalf of the participant, agrees to assign all right, title, and interest in and to the entry and Entry Form to The FBI Pittsburgh Division’s HOPE initiative, WQED, SLB Radio and the Pittsburgh Penguins Foundation and warrants that the participant’s parent/legal guardian has the authority to assign such right, title, and interest. In the event that any applicable law requires certain formalities to be fulfilled to effectuate such grant of rights, each participant (and parent or guardian) agrees to cooperate with The FBI Pittsburgh Division’s HOPE initiative, WQED, SLB Radio and the Pittsburgh Penguins Foundation to achieve fulfillment of such formalities. By submitting an Entry Form, each participant’s parent/legal guardian, on behalf of participant, agrees to be bound by these Contest Rules. Each participant’s parent/legal guardian, on behalf of the participant, agrees to release and hold The FBI Pittsburgh Division’s HOPE initiative, WQED, SLB Radio and the Pittsburgh Penguins Foundation, and its employees, officers, directors, shareholders, agents, representatives, subsidiaries, parent companies, or other affiliated companies harmless from any and all damages, losses, claims and liabilities arising out of participation in the Contest or resulting from acceptance or claiming of any prize hereunder. The FBI Pittsburgh Division’s HOPE initiative, WQED, SLB Radio and the Pittsburgh Penguins Foundation reserve the right, in its sole discretion, to terminate, suspend or otherwise cancel the Contest at any time. Income and all other taxes are the responsibility of the prize recipient. The FBI Pittsburgh Division’s HOPE initiative, WQED, SLB Radio and the Pittsburgh Penguins Foundation are not responsible for any expenses incurred in connection with participation in the Contest.

Privacy: Unless otherwise specified, any and all information connected in connection with this Contest will be used by Sponsor solely for the purpose of administering the Contest.

Sponsor:
WQED
4802 Fifth Ave.
Pittsburgh, Pa. 15213
#messageforHOPE
SPEAK OUT TO SAVE LIVES!

Student’s Name ___________________________________________ age __________________________

Student’s Mailing Address ______________________________________________________________

City/State/Zip ___________________________________________________________ County __________

Phone (_____ ) __________ Circle Grade: 6th Grade 7th Grade 8th Grade Sex: F  M

Title ________________________________________________________________

Number of Words _________________ Number of Illustrations ______
(250 minimum-500 maximum) (Minimum of 5)

Only one entry per student. Only single author stories (no co-authors) • Story must be original work of the student • Original art can include drawings, collages, 3-D and photos taken by the author • Story may be fact or fiction, prose or poetry • Use only one side of the paper • Number each page on the back • Text must be printed/written legibly or typed • Story text may be on pages with illustrations or on separate pages • Non-English text must be translated into English text on the same page and the translated English text must adhere to the word count • Word count includes “a” “an” “the” but not words on nonstory pages (e.g. title page) or those that enhance illustrations

I acknowledge that I have read the Contest rules & regulations prior to signing this and that I understand the rules.

Required:

Parent/Guardian Signature ____________________________ Email address: ____________________________

Printed Name: ____________________________ Date: ____________________________

If different than the above address:

Mailing Address: __________________________________________________________

City/State/Zip: __________________________________________________________

Phone: (_____ ) __________________________

School:

Teacher Name ____________________________ Email address: ____________________________

Printed Name ____________________________ School Name: ____________________________

School Mailing Address __________________________________________________________

City/State/Zip ____________________________ School phone (_____ ) ____________________________

Entries MUST be postmarked or uploaded by March 16th, 2020

Mail to: Education Department
WQED Multimedia
4802 Fifth Ave.
Pittsburgh, PA 15213

Upload your PDF to:
www.wqed.org/messageforhope
Believe in
#Yourselfie

Your mission is to take 10 Different selfies. Your goal is to take these selfies and create a PPT or a google slide of your results. Please place one picture per slide and answer the each question on the same page as the picture.

1. Take a selfie of you eating a healthy meal and/or snack. Describe.

2. Take a selfie with someone in your family. Describe what you are doing.

3. Take a selfie doing a chore in your house. Is this always your chore? Explain.

4. Take a selfie of you while completing a physical activity/exercise at home class. Explain your workout.

5. Take a selfie with you engaging in your favorite home activity. Explain.

6. Take a selfie of you helping a friend or family member. Explain.

7. Take a selfie of you being outside doing some sort of activity.

8. Take a selfie with your pet. If you do not have a pet, this is a choice selfie. Explain.

9. Take a selfie with you completing a stress management technique. Explain.

10. Take a selfie that best represents your thoughts of our school closing. Explain.
How heart-smart are you?

Your heart pumps blood around your body. Your pulse rate is the number of times your heart beats in 1 minute. When you’re resting, your pulse rate (your resting pulse rate) is lower than when you’re active—that higher pulse rate is called your active pulse rate.

To find your pulse rate:
1. Put your middle and index fingers on your wrist or neck. (Don’t use your thumb.)
2. Press slightly and hold your fingers in place until you feel the steady beating of your pulse.
3. Count the number of beats you feel for 6 seconds (you will need a clock or watch with a second hand). Multiply this number by 10. This gives you the number of beats per minute.

Resting Pulse Rate
When you get up in the morning, while you are calm and relaxed, take your pulse and measure your resting pulse rate.

_____ beats in 6 seconds × 10 = _____ beats per minute

Active Pulse Rate
When you get home from school, go for a short walk and measure your active pulse rate.

_____ beats in 6 seconds × 10 = _____ beats per minute

Very Active Pulse Rate
Now go for a short run (or run in place) for about a minute and then measure your very active pulse rate.

_____ beats in 6 seconds × 10 = _____ beats per minute

Activities and pulse rate
Compare the three pulse rates that you measured. Now try to guess what kind of pulse rate you would have after doing each of the activities listed below. Next to each activity, put an R if you think it will give you a resting pulse rate, an A for active pulse rate, or a VA for very active pulse rate.

_____ Sleeping    _____ Riding your bike

_____ Cutting the grass    _____ Shopping at the mall

_____ Playing basketball    _____ Listening to music

_____ Watching TV    _____ Swimming

Now circle the activities listed above that you think will help your heart become stronger.
**Wellness Inventory**

Name __________________________ Class __________

Read the questions below and mark the score that best reflects you and your health behaviors. Be honest with yourself; the purpose is to be aware of your habits so you can determine where you might make improvements. You will not be graded on your scores.

3= Always or yes  
2= Sometimes  
1= Seldom or occasionally  
0= Never or no

**PHYSICAL HEALTH**

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I raise my heart rate with play/exercise for 60 minutes a day.</td>
<td>3</td>
</tr>
<tr>
<td>I walk, bike, and use the stairs for transportation as much as possible.</td>
<td>3</td>
</tr>
<tr>
<td>In my free time, I do as much physical activity as I do sedentary activities like TV, watching YouTube, computer/video games, texting, etc.</td>
<td>3</td>
</tr>
<tr>
<td>I am at a healthy weight, according to my doctor.</td>
<td>3</td>
</tr>
<tr>
<td>I am happy with my body because I can easily do the things I want and need to do.</td>
<td>3</td>
</tr>
<tr>
<td>I do not vape or use other tobacco products, alcohol, or other illegal drugs, and I don’t misuse or abuse other drugs.</td>
<td>3</td>
</tr>
<tr>
<td>I sleep for 8-10 hours a night.</td>
<td>3</td>
</tr>
<tr>
<td>I avoid highly processed “junk” foods (high in processed sugars, unhealthy fats, sodium, and low in nutrients your body needs such as vitamins, minerals, protein).</td>
<td>3</td>
</tr>
<tr>
<td>I avoid sweetened or artificially sweetened drinks, and choose water instead.</td>
<td>3</td>
</tr>
<tr>
<td>I drink half my body weight in ounces of water daily (weight 120 pounds= 60 oz water).</td>
<td>3</td>
</tr>
<tr>
<td>I do not skip meals, use fad diets, or purge to lose weight or avoid weight gain.</td>
<td>3</td>
</tr>
<tr>
<td>I am sensible about what and how much I eat, and maintain a healthy body weight.</td>
<td>3</td>
</tr>
<tr>
<td>Half of what I eat is fruits and vegetables.</td>
<td>3</td>
</tr>
<tr>
<td>I eat breakfast every day.</td>
<td>3</td>
</tr>
<tr>
<td>I get dental and medical check-ups at least once a year.</td>
<td>3</td>
</tr>
<tr>
<td>I wear a safety belt whenever I ride in a car.</td>
<td>3</td>
</tr>
<tr>
<td>I wear a helmet when I’m riding a bike, skateboard, scooter, or ATV.</td>
<td>3</td>
</tr>
<tr>
<td>I practice good oral hygiene, flossing regularly and brushing teeth at least twice daily.</td>
<td>3</td>
</tr>
<tr>
<td>I wash my hands thoroughly after restroom, using tissues, touching face, garbage, pets, or shared objects, and when visibly dirty.</td>
<td>3</td>
</tr>
<tr>
<td>I stay home and avoid unnecessary contact with others when I’m sick, and avoid sick people.</td>
<td>3</td>
</tr>
</tbody>
</table>

Your points ___________  Total possible points: 60

Are you happy with your score? ____________________________________________

What health behaviors could you improve? ____________________________________

______________________________________

______________________________________
**EMOTIONAL HEALTH**

<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to deal with day-to-day expectations, pressures, and changes.</td>
<td></td>
</tr>
<tr>
<td>I am comfortable expressing my feelings with others.</td>
<td></td>
</tr>
<tr>
<td>I am happy with who I am, without needing others to “like” everything I do (in person or online).</td>
<td></td>
</tr>
<tr>
<td>I use healthy self-care strategies for dealing with stress (talking to someone, exercising, doing something I enjoy, watching something funny, reading, etc.), instead of unhealthy methods (taking it out on others, overeating, tech addiction, avoiding work, etc.).</td>
<td></td>
</tr>
<tr>
<td>I am able to accept feelings of sadness, anger, and anxiety, knowing they are often temporary.</td>
<td></td>
</tr>
<tr>
<td>I reach out to others for help when feelings of sadness, anger, or anxiety are interfering with daily life, or are lasting longer than it seems they should.</td>
<td></td>
</tr>
<tr>
<td>I try to associate with people who have a positive attitude about life.</td>
<td></td>
</tr>
<tr>
<td>I try to make the best of circumstances I am in.</td>
<td></td>
</tr>
<tr>
<td>I can go without my phone or internet, without totally stressing out.</td>
<td></td>
</tr>
<tr>
<td>I have healthy coping skills for when things don’t go my way: breathing, taking a break, reframing, managing what I can control, etc.</td>
<td></td>
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</tbody>
</table>

Your points __________ Total possible points: 30

Are you happy with your score? ______________________________________________________

What health behaviors could you improve? _____________________________________________


**SOCIAL HEALTH**

<table>
<thead>
<tr>
<th>Statement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I care about others, and show it in my words and actions.</td>
<td></td>
</tr>
<tr>
<td>I am involved in at least one school or community club or group.</td>
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<tr>
<td>I try to avoid relationships with people who are unkind and hurtful to me.</td>
<td></td>
</tr>
<tr>
<td>I have a positive effect on others, trying to bring out their best.</td>
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<tr>
<td>I appreciate diversity, and have friends from various backgrounds.</td>
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</tr>
<tr>
<td>I feel comfortable saying no to people who want me to do things that don’t support my values (illegal, hurtful, dangerous, dishonest, etc.).</td>
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<tr>
<td>I am able to communicate well with peers and adults.</td>
<td></td>
</tr>
<tr>
<td>I get along well with friends and peers.</td>
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<tr>
<td>I am comfortable with others who are different than me, and can get along with them.</td>
<td></td>
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<tr>
<td>I make and continue some close friendships.</td>
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<tr>
<td>I practice active listening skills with others, including eye contact, nodding, repeating what I think I’ve heard to clarify, and asking questions.</td>
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<tr>
<td>I can easily turn away from phone and other electronics to concentrate on face-to-face communication.</td>
<td></td>
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<tr>
<td>I look for opportunities to help my family, friends, neighbors, and classmates.</td>
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<tr>
<td>I check in on others who might be struggling with physical or emotional needs.</td>
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<tr>
<td>I volunteer to help in my community, or at least try to help with actions such as picking up litter in public places, donating what I can to food and clothing drives, etc.</td>
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</tbody>
</table>
Your points ___________ Total possible points: 45

Are you happy with your score? ________________________________

What health behaviors could you improve? ________________________________

---------------------------------------------------------------------

**INTELLECTUAL/MENTAL HEALTH**

| When I need information or services, I am able to find trustworthy resources. |
| I effectively schedule my time to make sure I meet my responsibilities and also care for my personal well-being. |
| I feel capable of making good decisions that consider the possible outcomes. |
| I know how to set and reach goals, short-term and long-term. |
| I listen to and consider ideas and opinions that are different than mine, seeking to understand. |
| I participate in activities that help grow my mind and thinking. |
| I adapt to change by considering what I can control, and making adjustments that make sense. |
| I challenge myself to achieve healthier habits in all areas of wellness. |
| I organize school and home materials to be efficient in my learning and home time. |
| I apply myself in school, giving my best effort and working hard, even when I don’t love it. |
| I have some thoughts about what I’d like to achieve in my future. |
| I have looked ahead to see what options I may have, to prepare for future plans (college, training, career, etc.). |

Your points ___________ Total possible points: 36

Are you happy with your score? ________________________________

What health behaviors could you improve? ________________________________

---------------------------------------------------------------------

After completing the entire Wellness Inventory, choose one of your lower-scored health behaviors that you would be willing to improve through the goal-setting process.

Write out that behavior here: ________________________________________

---------------------------------------------------------------------

Why is this an important behavior to improve? How will it improve your health/life?

______________________________________________________________

______________________________________________________________

______________________________________________________________
Name ___________________________ Class P/W ____________

Getting Started with Goal Setting

Step 1: Identify a Goal

Think about how you can make this goal specific, measurable, attainable, relevant, and completed on time (SMART).

Write your specific goal for improving a health behavior you identified in Day 1 (from the Wellness Inventory) to reach by the end of the semester. It must contain a NUMBER.

Example: I will get eight hours of sleep every school night from now until the end of the school year.

I will ________________________________

Answer the following questions in the boxes to make sure you have all the parts of a SMART goal. If you don’t, re-write your SMART goal above.

<table>
<thead>
<tr>
<th>What exactly will I do differently than now? (Specific)</th>
<th>How will I know I reached my goal? (Measurable)</th>
<th>Is the goal reachable (can you do it by the deadline)? (Attainable)</th>
<th>How is your goal important to you? (Relevant)</th>
<th>What is the time or date limit of your goal? (Time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What change will you make?</td>
<td>What number or measurement will you reach?</td>
<td>How do you know this is something you can achieve?</td>
<td>Why does this matter to you?</td>
<td>When will this be finished? By the end of the semester</td>
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</table>

Why is this goal important to you? How will it make your health better? ________________________________

Who will you share your goal with, to help keep you on track? ________________________________

What is a healthy way you can celebrate when you reach your goal? ________________________________

Adapted from Colorado Education Initiative coloradoedinitiative.org
Health Skills Models: www.rmc.org/healthskills
8th grade-Health-Day 2
**Step 2: Create an Action Plan**

SMART Goal (copy from page 1): _I will ____________________________

Goal Start Date: __March, 2020_______  Goal End Date: __May, 2020_______

Steps I Will Use to Reach My Goal: Place a checkmark next to each step once you do it.

<table>
<thead>
<tr>
<th>Measurable steps to the goal (Example: Turn off all electronics at 7:00 pm)</th>
<th>What things, reminders, help, or information do I need? (Examples: phone reminder at 6:45)</th>
<th>Who can help me? (Example: my parent could remind me if I am on electronics after 7:00)</th>
<th>Place a checkmark when completed</th>
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**Step 3: Identify Problems**

What challenges or obstacles might I run into along the way, and how will I overcome them?

__________________________________________________________________________

__________________________________________________________________________

Adapted from Colorado Education Initiative coloradoedinitiative.org
Health Skills Models: www.rmc.org/healthskills 8th grade - Health - Day 2
S.M.A.R.T. GOALS= Specific (tells exactly what you'll do), Measurable (has a number), Attainable (challenging but within reach), Relevant (matters to you), and Timely (has a time limit or deadline).

NUTRITION HABITS
1. I will eat _____ vegetables and fruits a day by the end of the semester.
2. I will choose a fruit or vegetable for a snack, once a day.
3. I will drink _____ bottles of water a day (or during the school day).
4. I will drink from the drinking fountain _____ times during the school day.
5. I will limit myself to _____ sugary snacks per day (or week).
6. I will limit myself to _____ sugary drinks per day (or week).
7. I will read labels and check portion size on at least _____ meal(s) per day.
8. I will look up my calorie requirement on choosemyplate.gov and start a plan for using up the calories I take in.
9. I will limit my daily after-school snacks to ones with less than 20% DV of sodium.

PHYSICAL FITNESS HABITS
1. I will raise my heart rate above 130 bpm at least _____ times a day.
2. I will raise my heart rate for _____ minutes a day.
3. I will get 60 minutes of exercise raising my heart rate _____ times a week.
4. I will exercise by _____ _____ _____ ____ ____ times a week.
5. I will lift something heavy for _____ minutes/repetitions _____ times a week.
6. I will take time to stretch my muscles (30 seconds each stretch) _____ times a week.

MENTAL/EMOTIONAL HEALTH HABITS
1. I will intentionally build someone’s confidence _____ times a day.
2. I will use positive self-talk at least _____ times a day.
3. I will try _____ different self-care strategies per week to deal with feelings.
4. I will use the self-care strategy _____ _____ _____ _____ _____ times per week.
5. I will talk to a trusted person about my feelings _____ times per week.

OVERALL WELLNESS HABITS
1. I will _____ to make sure I get _____ good hours of sleep per night.
2. I will turn off all screens _____ minutes before bedtime to allow my brain to recognize that it is time for sleep.
3. I will limit myself to _____ minutes of screentime by doing (different activity) _____ _____ instead per day.
Day 3 Goal Journal

Write 2 – 3 sentences reporting your progress on achieving your goal. Here are some questions to guide your reflection:

- What have you done?
- What do you need to do more of? Less of?
- What was challenging or easy?
- What support do you need to achieve your goal?
- How do you feel about yourself after making progress?
- Do you notice any difference in your health from the changes you are making?

Goal check-in 1, Date: ________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Goal check-in 2, Date: ________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Goal check-in 3, Date: ________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Physical, Mental, and Social Health Activity

Directions: Complete the following prompts weekly (3 days each week). You may complete these on a Google Doc or journal on notebook paper (if your handwriting is legible). Respond to the following prompts 3 times weekly (Monday, Wednesday & Friday OR self-selected days).

Week ____

Day 1:

a. Physical:
   i. What are you doing to support your immune system? (Explain in detail using examples)

ii. Log your:
   1. Sleep: ______
   2. Physical Activity
      a. Type: ____________ ____________ ____________
      b. Time: ____________ ____________ ____________
      c. Has this gone down or up with more free time? ______
   3. Time spent on electronics: _______________
      a. Has this gone down or up? ______
   4. Rate your nutrition: Healthy Average Unhealthy

b. Mental/Emotional:
   i. What are you doing to support your thoughts & emotions through this disruption of your regular lifestyle? (Explain in detail using examples)

1. List or highlight your strategies. Options

<table>
<thead>
<tr>
<th>Meditation</th>
<th>Progressive relaxation</th>
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<tbody>
<tr>
<td>Yoga</td>
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c. Social:
   i. How is social distancing impacting your social life? (Explain in detail, using examples)
Day 2:
   a. Physical:
      i. What are you doing to support your immune system? (Explain in detail using examples)

   ii. Log your:
       1. Sleep: ________
       2. Physical Activity
          a. Type: ___________ ___________ ___________
          b. Time: ___________ ___________ ___________
          c. Has this gone down or up with more free time? ________
       3. Time spent on electronics: ___________
          a. Has this gone down or up? ________
       4. Rate your nutrition: Healthy  Average  Unhealthy

   b. Mental/Emotional:
      i. What are you doing to support your thoughts & emotions through this disruption of your regular lifestyle? (Explain in detail using examples)

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c. Social:
   i. How is social distancing impacting your social life? (Explain in detail, using examples)
Day 3:

a. Physical:
   i. What are you doing to support your immune system? (Explain in detail using examples)

ii. Log your:
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c. Social:
   i. How is social distancing impacting your social life? (Explain in detail, using examples)
Week ___

Day 1:

d. Physical:
   i. What are you doing to support your immune system? (Explain in detail using examples)

   ii. Log your:
       1. Sleep: ______
       2. Physical Activity
          a. Type: __________________ ___________ ___________
          b. Time: __________________ ___________ ___________
          c. Has this gone down or up with more free time? ______
       3. Time spent on electronics: _____________
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e. Mental/Emotional:
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f. Social:
   i. How is social distancing impacting your social life? (Explain in detail, using examples)
Day 2:

d. Physical:
   i. What are you doing to support your immune system? (Explain in detail using examples)

ii. Log your:
   1. Sleep: ______
   2. Physical Activity
      a. Type: ______________ ______________ ______________
      b. Time: ______________ ______________ ______________
      c. Has this gone down or up with more free time? ______
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f. Social:
   i. How is social distancing impacting your social life? (Explain in detail, using examples)
Select and complete any habits that interest you or you’d like to learn more about.

Highly recommended: Habits 2-4 and any others of interest.
Habit 1:
Be Proactive

Part of being proactive means anticipating challenges and preparing for them. In anticipation of quarantines, many people began proactively preparing by stocking up on “essential” items they would need.

- What items have been in high demand?
- How have stores responded to these demands?
- What items do you think are most important to have on hand during a multi-week quarantine?
- Did you or your family do anything to prepare for potential closures?
Habit 2: Begin With the End in Mind

Begin with the end in mind. With fewer commitments to attend in the next few weeks, what can you accomplish?

- What are 3 personal goals you can accomplish in the next few weeks? Write them in SMART goal format. (Perhaps this extra time away from school could allow you to finally focus on getting your split, organize your closet, finish a book, or learn to make something from scratch!)
- Use bullets to describe the steps you will need to take to accomplish your goal.

*SMART goals - Make it Specific, Measurable, Attainable, Realistic, Timely!*

Goal #1: ___________________________
Steps: ___________________________

_________________________________
_________________________________
_________________________________
_________________________________

Goal #2: ___________________________
Steps: ___________________________

_________________________________
_________________________________
_________________________________
_________________________________

Goal #3: ___________________________
Steps: ___________________________

_________________________________
_________________________________
Habit 3: Put First Things First

Habit 3 reminds us about priorities. Sometimes, our priorities get a little out of whack in the hustle and bustle of daily life. A larger event like this can sometimes remind us what is most important in life. With more time at home, your priorities may have changed recently.

- How is your daily routine different than normal?
- How have the routines of your family members changed?
- What have you had more time to do that you really enjoy?
- What is something you really miss and you look forward to returning to?
Habit 4: Think Win-Win

This unique situation may provide opportunities to work together or help others in ways you never thought of. Mr. Rogers once said, "When I was a boy and would see scary things in the news, my mother would say to me, 'Look for the helpers. There are always people who are helping.'" Please choose one of the options below...

- **Option 1:** Share your personal story of how you have experienced people working together, sharing, and supporting one another in recent days.
- **Option 2:** Find social media stories in which other people have shared how they are caring for and supporting one another. Retell what you read/heard in your own words. Be sure to tell us the source of your story.
Habit 5: Seek First to Understand, Then to be Understood

News outlets and social media are flooding us with information about Coronavirus, much of which is not factual. Seek first to understand 3 claims that have been reported and determine if you think each is reliable. Then, be understand and explain why you think this claim should or shouldn't be trusted.

<table>
<thead>
<tr>
<th>Source</th>
<th>Claim</th>
<th>Is it reliable? Why or why not?</th>
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Habit 6: Synergize

Synergize means to work together to accomplish a task. Our common goal is to slow the spread of Coronavirus so that the healthcare system can keep up with caring for those in need. Individuals have had to make sacrifices and many have been inconvenienced for the greater good. Explain some of the steps our society/government/schools have taken so that we can synergize to slow the spread of this virus.

![Graph showing healthcare system capacity and number of cases with and without protective measures.](image)

Taken from the New York Times, March 11, 2020. Adapted from the CDC.

What "protective measures" have recently been put into place? Create a timeline below of 5 events by writing the date, and the new rule/restriction that was put into place. You may use a variety of sources to help in your search.

<table>
<thead>
<tr>
<th>Date</th>
<th>Rule/Restriction</th>
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Habit 7: Sharpen the Saw

Sharpen the Saw is about giving yourself a chance to rest, relax, and recharge your batteries, so that you may efficiently prepare for upcoming challenges without getting burned out. How can you use this time to practice better self care so that your immune system is in tip-top shape?

- How have you been caring for your body while adapting to a new routine? (Hygiene, exercise, nutrition, cleaning, etc.)
- How are you caring for your mental/emotional health? (Hobbies you have been enjoying more, talking about concerns/worries)
- How have you been maintaining social connections? Did any of your plans change?
7 Ways to Practice Emotional First Aid

1. You put a bandage on a cut, right? No questions asked. In fact, questions would be asked if you didn’t apply first aid when necessary. So why isn’t the same true of our mental health? We need to learn how to practice emotional first aid.

2. Monitor and protect your self-esteem. When you feel like putting yourself down, take a moment to be compassionate to yourself.

3. Learn what treatments for emotional wounds work for you.

4. Redirect your gut reaction when you fail. Don’t let excessive guilt linger.

5. Find meaning in loss.

6. When negative thoughts are taking over, disrupt them with positive distraction.

7. Pay attention to emotional pain - recognize it when it happens and work to treat it before it feels all-encompassing.
- Watch the Ted Talk video on why we need to practice emotional first aid.
- Read the full article on 7 ways to practice emotional first aid.

7 Ways to practice emotional first aid.

- Pay attention to emotional pain — recognize it when it happens and work to treat it before it feels all-encompassing.
- Redirect your gut reaction when you fail.
- When negative thoughts are taking over, disrupt them with positive distraction.
- Learn what treatments for emotional wounds work for you.
- Don't let excessive guilt linger.
- Find meaning in loss.
- Monitor and protect your self-esteem. When you feel like putting yourself down, take a moment to be compassionate to yourself.

Full Article

Find meaning in loss.

Don't let excessive guilt linger.

Learn what treatments for emotional wounds work for you.

When negative thoughts are taking over, disrupt them with positive distraction.

Redirect your gut reaction when you fail.

Pay attention to emotional pain — recognize it when it happens and work to treat it before it feels all-encompassing.

Write at least 7 **specific** action items that you could implement that would allow you to practice emotional first aid successfully.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________
7. ____________________________________________
Remote Learning Health Resources for Grades 6-8

You can easily add no-cost lessons for students to access at home from their Clever portals thanks to EVERFI. Check out this easy-to-use guide to pick a new middle-level health resource, then follow the steps below:

**Step 1:** Go to the PPS Clever portal, select the app EVERFI
**Step 2:** Click the Add Course button and select Character Playbook then Ignition - Digital Wellness + Safety
**Step 3:** Click the Create Class button, check each resource you’d like to add, select Create Class in the upper right-hand corner

Here is a helpful video walking you through this process as well. Students will see the courses the next time they log in through Clever and select the EVERFI app.

Reach out to your implementation coach, Alyssa [amahramus@everfi.com](mailto:amahramus@everfi.com) with questions + support.